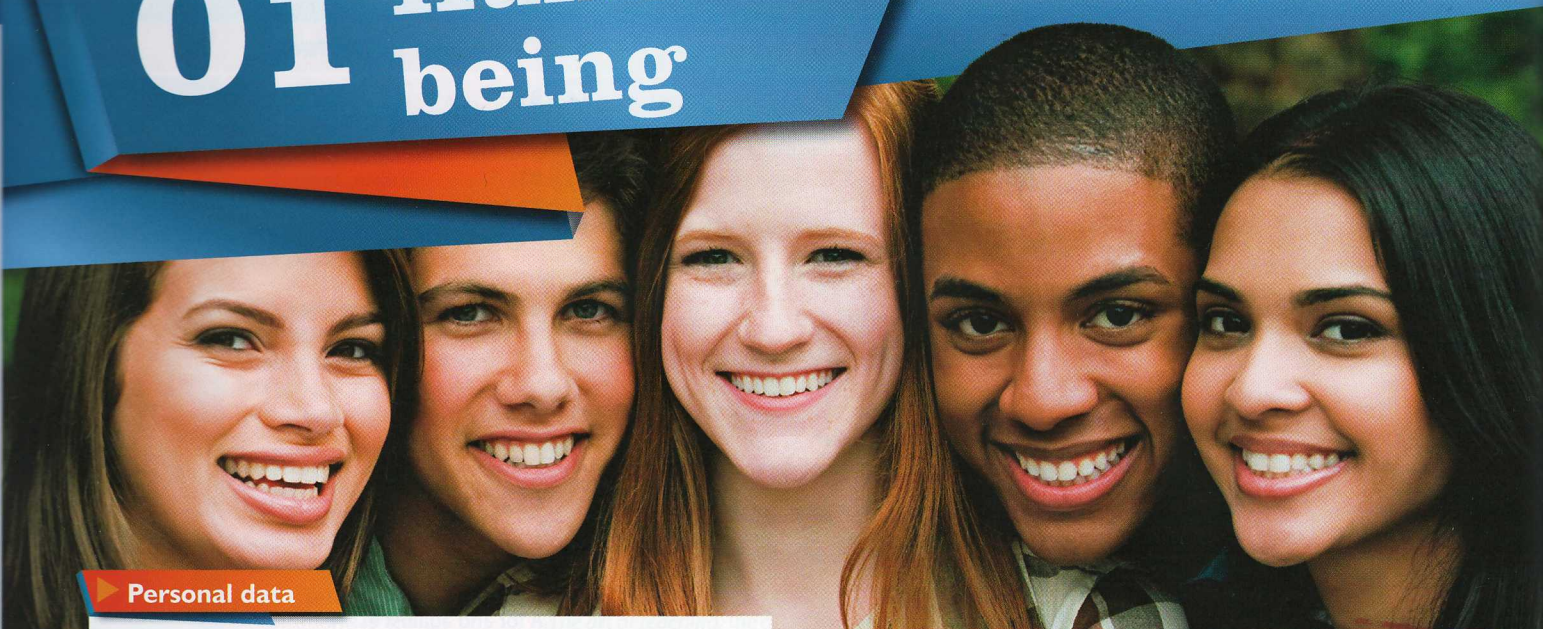


# 01 Human being



## Personal data

**1 Complete the voice mail with the correct words. The first letters have been given.**

Hello. This is Andrew Browne and I'm returning your call. You left a message yesterday because you need some more information from me. So, my (1) s\_\_\_\_\_ is Browne – that's with an 'e' at the end and my (2) f\_\_\_\_\_ names are Andrew Barry. My (3) g\_\_\_\_\_ is, of course, male and my (4) m\_\_\_\_\_ status is single. I'm not married, (5) d\_\_\_\_\_ or widowed! My (6) n\_\_\_\_\_ is British and my (7) o\_\_\_\_\_ is a builder. Oh, and I nearly forgot – my date of (8) b\_\_\_\_\_ is 4th October 1990. I hope that's all the information you need.

**2 Complete the reply to the voice mail in exercise 1 with the correct words. The first letters have been given.**

**EXTENDED**

Hello, Andrew. This is John Parker. Thanks for the information. There are just a couple more things I need to know to complete the form. Firstly, I'm sure it's obvious, but could you confirm your country of (1) r\_\_\_\_\_? I also have to fill in your next of (2) k\_\_\_\_\_. It can be your mother, father or sister. And finally, your (3) e\_\_\_\_\_ origin, please. I imagine it's Caucasian – but if you could just confirm, I'd be grateful. Oh yes, and do you have any (4) d\_\_\_\_\_ features? Thank you.

## Appearance

**3 Put the words into the correct columns. Then describe the people in the pictures below.**

plump wrinkles good-looking freckles dyed ugly overweight curly pretty  
dark/blond beautiful tanned wavy bald attractive tattoo obese straight shoulder-length  
scar spotty pierced ears skinny handsome slim muscular

hair	opinions about appearance	distinguishing features	build

1



2



3



4





PHRASAL VERBS

- 4 Complete the sentences with the correct particles.
- I've put \_\_\_\_\_ a lot of weight this year and I can't do \_\_\_\_\_ my jeans!
  - I really need to go \_\_\_\_\_ a diet before the holiday.
  - I must cut \_\_\_\_\_ on the number of chocolate bars I eat every day.
  - If you take \_\_\_\_\_ a sport, you'll get slim really quickly.
  - You should go \_\_\_\_\_ darker colours because they're more slimming.

CONFUSING WORDS

5 Choose the correct words to complete the sentences.

- Paula's nickname is 'Ginger' because her hair is **brown / red**.
- I always **colour / paint** my nails before going to a party.
- My sister was quite **normal / plain** when she was a child but now she's very attractive.
- My hair **goes / is** curly in the rain so I have to **straighten / flatten** it when it's dry.
- I **get / become** spots if I eat chocolate.



COLLOCATIONS

6 Complete the notice with the correct words in the box.

cheekbones receding loose shaven clear parting piercing high auburn distinguishing

EXTENDED

# HAVE YOU SEEN THEM?



The police are looking for a couple who stole money from a pensioner in the High Street yesterday. The man is stocky with fine, blond hair and a (1) \_\_\_\_\_ hairline. He's clean- (2) \_\_\_\_\_ and has a small, red birthmark on his cheek. A notable feature is his (3) \_\_\_\_\_ blue eyes. His female partner is quite nondescript with no (4) \_\_\_\_\_ features. But she



is tall and lanky with thick (5) \_\_\_\_\_ hair that she wears (6) \_\_\_\_\_ or up in a ponytail. She has a centre (7) \_\_\_\_\_ and a long fringe that covers a (8) \_\_\_\_\_ forehead. She has (9) \_\_\_\_\_ skin and high (10) \_\_\_\_\_. Any information should be sent to ...

Clothes

7 Find the words that are under the wrong heading and put them in the correct columns. Then add two more words to each column.

clothes	accessories	patterns and materials
jeans	handbag	wool
blouse	scarf	waistcoat
fleece	pyjamas	cotton
tartan	sun hat	silk
suit	gloves	checked
hoodie	ring	necklace
belt	gold	silver
underwear	tie	leather
tracksuit	earrings	spotted
sweatshirt	cap	striped
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

8 Complete the sentences with your own ideas.

- When I am cold, I wear \_\_\_\_\_.
- When I am hot, I wear \_\_\_\_\_.
- When I go to school, I wear \_\_\_\_\_.

9 Tell your partner about a piece of clothes that:

- you have bought recently.
- you haven't worn much and need to throw away.
- you often borrow from a family member or a friend.



## COLLOCATIONS

10 Unscramble the words to complete the advertisement.

EXTENDED

### END OF LINE CLOTHING ITEMS! CHECK OUT OUR ONLINE SALE!

There are some excellent bargains!

How about a (1) SLERPASST \_\_\_\_\_ top with a (2) CLAY \_\_\_\_\_ cardigan for those warm summer evenings or maybe a (3) GOLN-VELESDE \_\_\_\_\_, V-neck jumper in this year's fashionable royal blue for cooler days? For the guys who need (4) MARST \_\_\_\_\_ business clothes, there are a range of inexpensive shirts with varying (5) LOCRAI \_\_\_\_\_ sizes and styles of cuffs. For everything you need from (6) GRINSESD \_\_\_\_\_ gowns to the more luxurious gold (7) TREBLASCE \_\_\_\_\_ and (8) LALB \_\_\_\_\_ gowns visit our website and buy now.

## ► Features of character

11 Complete the gaps with the opposites of adjectives 1–10. Use *un-*, *dis-*, *im-* and *-less*.

- |                 |                      |
|-----------------|----------------------|
| 1 careful _____ | 6 polite _____       |
| 2 selfish _____ | 7 sociable _____     |
| 3 honest _____  | 8 reliable _____     |
| 4 tidy _____    | 9 helpful _____      |
| 5 patient _____ | 10 imaginative _____ |

12 Work in pairs. Choose three personality adjectives from exercise 11. Tell your partner what people who have these qualities typically do to see if he/she can guess the words.

13 Complete the sentences with the correct adjectives. The first letters have been given.

- Maria is a hard-working student but her sister isn't. She's very i \_\_\_\_\_.
- Paul is generous and pays for everyone when we're out but Jack is the opposite. He is so m \_\_\_\_\_.
- I'm usually t \_\_\_\_\_ but if I don't know people, I'm really quiet.
- My sister is very i \_\_\_\_\_. When she wants to, she can get excellent marks without much effort.
- There are two judges on the talent show. One is nice while the other is n \_\_\_\_\_!

14 Think of students in your class that these adjectives could describe. Then compare your answers with a partner and explain why you chose these people.

**talkative**      **reliable**      **generous**

**shy**      **tidy**      **honest**  
**polite**      **patient**

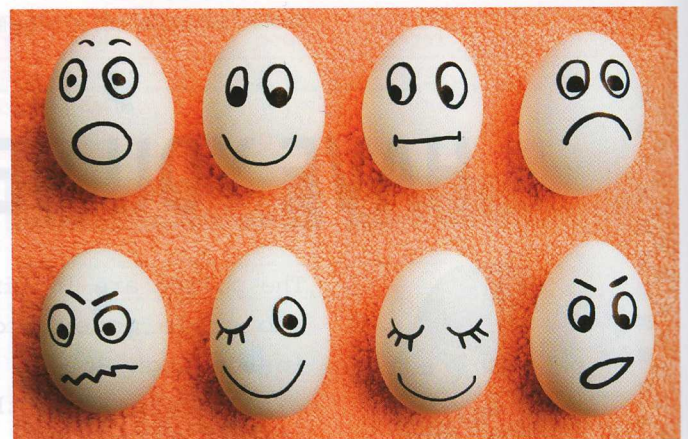
EXTENDED

15 Match the comments with the adjectives in the box that describe the speakers.

**bossy**   **cowardly**   **sympathetic**   **materialistic**  
**sensitive**   **sporty**   **modest**

- \_\_\_\_\_ That's terrible news! I'm so sorry.
- \_\_\_\_\_ Just do what I say. No questions!
- \_\_\_\_\_ It's not a big thing. I was really just very lucky.
- \_\_\_\_\_ I just love buying new things – the more the better.
- \_\_\_\_\_ I was very hurt by what Rita said to me.
- \_\_\_\_\_ There's no way I'm going to tell my mum that! She'd kill me!
- \_\_\_\_\_ I adore doing athletics, especially running and jumping.

## ► Feelings and emotions



16 Complete the sentences with the correct words. When did you last feel like this?

**worried**   **nervous**   **embarrassed**   **bad mood**  
**bored**   **exhausted**   **upset**

- I get \_\_\_\_\_ when I don't have anything to do.
- I get \_\_\_\_\_ when I say something stupid in class.
- I get \_\_\_\_\_ if I work too late at night.
- I get \_\_\_\_\_ if I hear some bad news.
- I get \_\_\_\_\_ if my little brother messes up my room.
- I get \_\_\_\_\_ before an important exam.
- I am in a \_\_\_\_\_ if the weather's not very good.



**EXTENDED**

17 Replace the underlined words with the adjectives in the box. You can use some adjectives more than once.

very surprised   very tired   very frightened  
very pleased

- I was worn out after the marathon.
- I was stunned by the beauty of the view.
- I was shattered after the four-hour exam.
- I was delighted to hear that my English friend is coming to visit.
- I was petrified when I saw the huge spider on my bed.

18 Choose three of the underlined words from exercise 17 and tell your partner about a situation when you felt like this.

**Interests**

19 Complete the survey questions with the correct words. Then answer them with a partner.

into   keen   hopeless   hobbies   fan   stand

ABOUT YOU



- What are your main interests and \_\_\_\_\_?
- What do you love doing and what can't you \_\_\_\_\_ doing?
- What were you \_\_\_\_\_ when you were a child?
- Are you a \_\_\_\_\_ of any particular sports team?
- Are you \_\_\_\_\_ on reality TV shows?
- Is there anything that you're really \_\_\_\_\_ at?

**Ethical problems**

20 Which ethical issues are the people in 1–4 talking about? Do you agree with their opinions?

- |              |                |
|--------------|----------------|
| A drug abuse | D homelessness |
| B abortion   | E corruption   |
| C charity    | F racism       |

1  It's important to give money to help people who are worse off than we are.

2  We need to make the punishments for using these substances much harder.

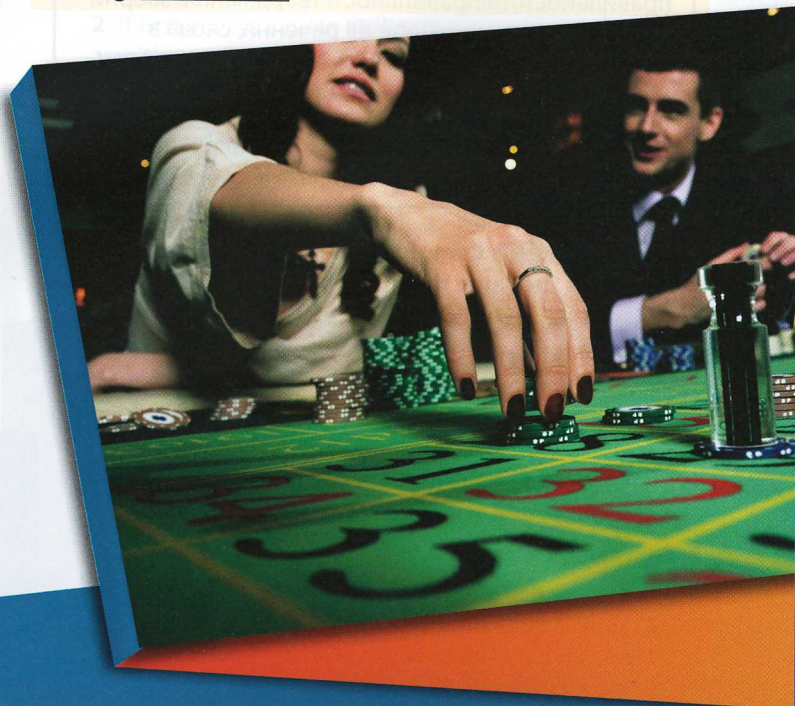
3  We shouldn't make decisions about people based on their colour or ethnic origin.

4  The government should pay for everyone to have a place to live.

**EXTENDED**

21 Read the definitions and write the correct words or expressions.

- when people want to end their own lives because of severe illness: **eu** \_\_\_\_\_
- when scientists change a baby's genes to stop a possible future illness: **ge** \_\_\_\_\_  
**en** \_\_\_\_\_
- when governments kill people who have committed very serious crimes: **de** \_\_\_\_\_ **p** \_\_\_\_\_
- when people can say freely what they believe: **fr** \_\_\_\_\_ of **s** \_\_\_\_\_
- when people spend all their money in casinos: **ga** \_\_\_\_\_





# WHO ARE YOU?

**Zoom in**

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

- 1 Look at the adjectives describing personality types below. Who would you least like to socialise with? Who wouldn't you like to work with?
- 2 Describe the most eccentric person that you have ever met.

talkative extrovert  
hard-working perfectionist  
lazy daydreamer shy introvert

**Practise**

**GET SMARTER**

Під час виконання завдань на визначення правильності/неправильності твердження, зверни особливу увагу на заперечні речення, слова з негативним значенням (напр. *few, hardly ever, never, seldom*), а також слова з негативними префіксами (напр. *dishonest, impolite*) або суфіксами (*helpless*). Дуже часто саме вони визначають правильність або неправильність твердження.

**2 CD 1.01 MP3 01 Complete the second sentence so that it means the same the first. Then listen and check your answers.**

- 1 A Young people are usually sociable.  
B Teenagers are hardly ever \_\_\_\_\_.
- 2 A Not many teens prefer to spend their time alone.  
B \_\_\_\_\_ teenagers want to be on their own.

**3 CD 1.02 MP3 02 Listen to the dialogue and explain why sentences 1–3 are true or false.**

- 1 Anna doesn't mind people who lie. T/F
- 2 Anna is quite untidy. T/F
- 3 Anna would like to be more imaginative. T/F

True/False

**EXAM TASK**

**4 CD 1.03 MP3 03 You will hear twice an interview with a school psychologist talking about teenage personality types. Tick the sentences (1-5) which are true (T) or false (F) according to what you hear.**

	T	F
1 According to Josh, young people do not show their feelings very often.		
2 Beauty kings and queens don't wear only brand new clothes.		
3 It's easy for over-achievers to find friends.		
4 There is little difference between how teenagers and adults show their emotions.		
5 Teenagers' personalities most often change in the future.		

**Fish for words**

**5 Choose the correct prepositions to complete the sentences.**

- 1 We have little **in / with** common with each other.
- 2 Certain types of reactions are more typical **of / for** younger than more mature people.
- 3 We often come **up / across** oversensitive teenagers.
- 4 Lots of teenagers spend their money **for / on** top brands.
- 5 Over-achievers focus **off / on** achieving success.
- 6 Other students often look **on / up** to ambitious people.
- 7 When we grow **up / on**, we become more sensible.
- 8 When teenagers develop **to / into** adults, they change their personalities.

**6 Tick (✓) the expressions which describe people obsessed with something.**

- 1 Peter is an eco-freak.
- 2 Ruth is into fashion.
- 3 Jane is a fitness maniac.
- 4 Chris is keen on sports.
- 5 Mark is a health nut.
- 6 Jessica is a drama queen.

**Wrap it up**

**7 Work in pairs and answer the questions.**

- 1 Is it possible not to judge people by their appearance?
- 2 Do you agree with the statement that 'You never have a second chance to make the first impression'?
- 3 Have you changed in any way since you were a child?



Practise

GET SMARTER

Пам'ятай, що інформація, подана в реченні, сформульована інакше, ніж в звукозаписі, напр. *I enjoyed myself.* = *I had the time of my life.* *She's a bit strange.* = *She's a bit of an oddball.* Під час прослуховування намагайся зрозуміти зміст висловлювання, а не поодинокі фрази.

1 CD 1.04 MP3 04 Listen to the recording and choose the correct answer A, B or C. Why are the other two answers wrong?

The speaker

- A heard his neighbour's loud voice.
- B was scared when he saw the man.
- C didn't like the man in the end.



PRACTICE TASK Matching

2 CD 1.05 MP3 05 You will hear twice four different extracts about surprising situations. For each sentence (1-4) choose the answer (A-E) which fits best according to what you hear. Put the answers in the correct column. There is one extra sentence that you do not need to use.

The speaker

- A discovered personal similarities with someone.
- B found the conversation with someone very stressful.
- C met someone who looked elegant.
- D was surprised with someone's unpleasant reaction.
- E hadn't had a better time ever before.

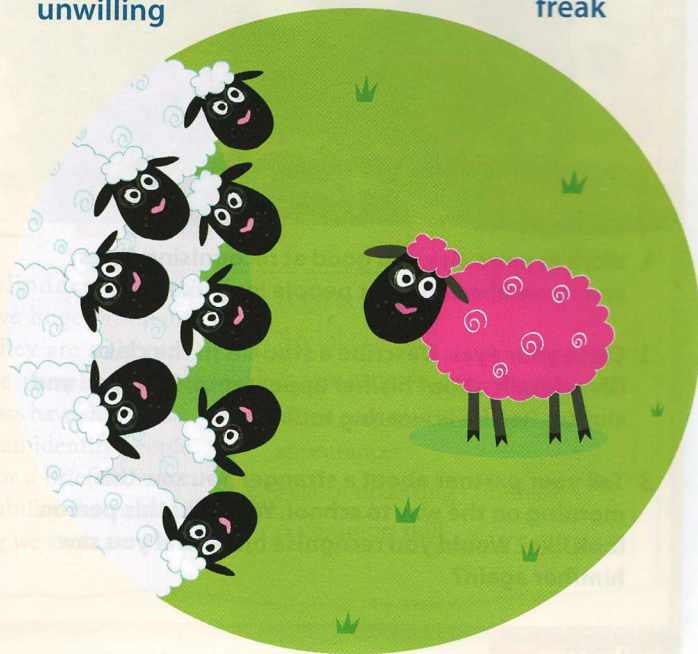
1	2	3	4

Fish for words

EXTENDED

3 Underline the words that mean 'being strange'. What do the other words mean?

- uneasy      weirdo      odd      stunned
- bizarre      unusual      weird
- whizzkid      eccentric      oddball
- ridiculous
- unwilling      freak



4 Complete the sentences with the words in the box. Then use the expressions in bold to talk about people you have met or about events in your life.

time   person   courage   ground   nature  
conversation   ears

- 1 I need to **pluck up some** \_\_\_\_\_ to say hello to her.
- 2 It isn't always easy to **strike up a** \_\_\_\_\_ with a stranger.
- 3 He wasn't the \_\_\_\_\_ I wanted to befriend.
- 4 I had the \_\_\_\_\_ of my life when we were together.
- 5 I couldn't believe my \_\_\_\_\_!
- 6 It's part of my \_\_\_\_\_ to want to socialise.
- 7 In the end, we found some common \_\_\_\_\_.





**Zoom in**

- 1 **Work in pairs. Are you good at recognising faces and remembering what people look like?**
- 2 **Close your eyes. Describe a student in the class. Give details about his/her appearance, hairstyle and clothes he/she is wearing today.**
- 3 **Tell your partner about a stranger you saw this morning on the way to school. What did this person look like? Would you recognise him/her if you saw him/her again?**

**Practise**

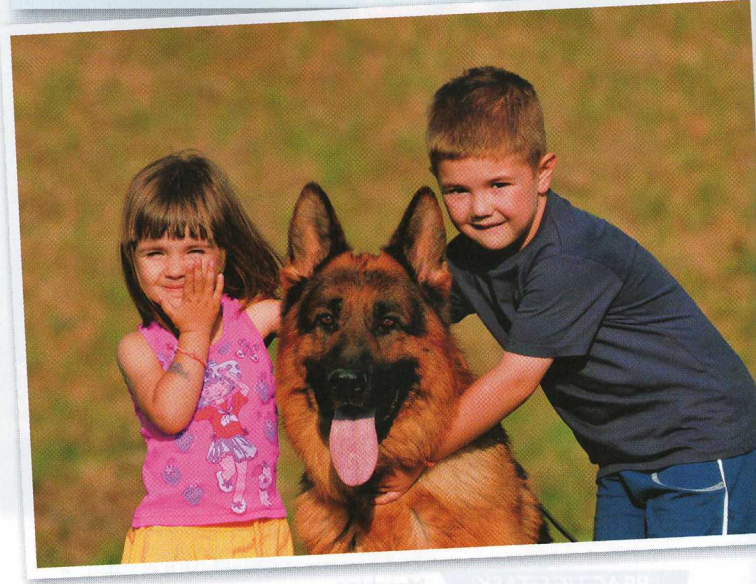
**GET SMARTER**

Пам'ятай, що заголовки – це узагальнення змісту абзацу в цілому, а не тільки одного з питань, про яке в ньому йдеться.

- 4 **Read the headings and decide what the paragraph they refer to may be about. Then read the text below and choose the correct heading.**
  - A Expensive clothes make a difference.
  - B Choosing what to wear can be very hard.
  - C What people can learn from our clothes.

- 5 **Read the text. Choose the most suitable heading and explain why the other answers are incorrect.**
  - A Best places for storing photos
  - B My favourite picture?
  - C An unforgettable moment

Photographs are important in my life. I take one around with me wherever I go. It's of me and my very best mate with her dog and we're posing for the camera in the park near her home. We're all looking cheerful and relaxed – the dog as well! The photo is in my wallet as well as on my phone. I've also used it as a screen saver for my laptop, so I see it every time I go online! It reminds me of a very happy period in my life.



**FASHION GIRL BLOG**

[« PREVIOUS ENTRY](#)

6 November 2013

The decision about what you're going to wear every day is a significant one. Your clothes can say a lot about you. They tell people how you are feeling and what impression you want to make. Your personality is also reflected in the clothes you wear as well as how clean and tidy you are. And, of course, they show how much money you are willing to spend on your appearance.

[add a comment](#)





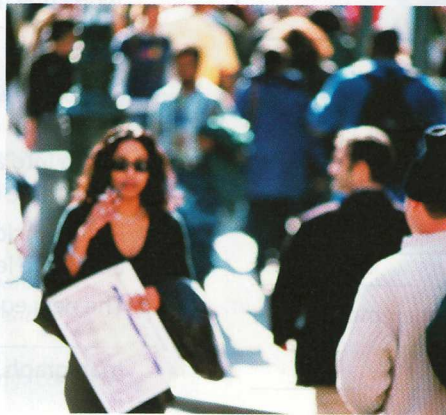
EXAM TASK

Matching

6 Read the text and match the correct heading (A-F) with each paragraph (1-4). There are two extra headings that you do not need to use.

Are you one of THEM? Read on to find out.

1 \_\_\_\_\_  
Imagine the situation. You're walking down the crowded high street and suddenly a complete stranger stops you and says, 'Hi! You were on the beach in the south of Spain six years ago. How are you doing?' This stranger isn't necessarily mad. He or she might be a 'super-recogniser'. These are people who have the unusual ability to recognise people they have seen only once – a long time ago, maybe in a crowd.



2 \_\_\_\_\_  
It doesn't matter what the person looks like now. People change, get different hairstyles, dye their hair or go grey. Wrinkles, new scars and tattoos give them new appearance, but the 'super-recognisers' can still recognise them.

3 \_\_\_\_\_  
Although scientists have known for a long time that about 2% of people

suffer from face-blindness, which means that they have huge problems recognising faces, they are only now realising that some people are the complete opposite. Tests have shown that a 'super-recogniser' can identify people that they only saw for a brief moment – and this is not an ability that we can acquire, it's something we are born with.

4 \_\_\_\_\_  
The police are starting to use 'super-recognisers' to spot criminal faces in videos of crowds. They look for people with a specific build and facial features like beards and moustaches but they can even recognise quite nondescript people, with no distinguishing features at all. As well as surprising our holidaymaker in Spain six years later, this ability can be used for a very practical purpose indeed.

- A A great help
- B An inborn skill
- C A rare experience
- D Whatever the differences in appearances
- E Fear of upsetting criminals
- F A common skill

Fish for words

7 Underline the parts of the text that helped you choose the correct headings. Why are the other answers wrong?

8 In the text, find synonyms of the words and expressions A-D. Then use them to complete sentences 1-4.

- A very big (paragraph 3) \_\_\_\_\_
- B totally different (paragraph 3) \_\_\_\_\_
- C short (paragraph 3) \_\_\_\_\_
- D notice (paragraph 4) \_\_\_\_\_

- 1 I had a \_\_\_\_\_ lunch today, so I'm not hungry.
- 2 Did you \_\_\_\_\_ the mistake in my email?
- 3 It'll take us only a \_\_\_\_\_ moment, I promise.
- 4 She is tall and fair, the \_\_\_\_\_ of her sister, who is short and dark!

9 Complete the sentences with either *complete* or *brief*.

- 1 The journey took me an hour and was a \_\_\_\_\_ nightmare.
- 2 He only caught a \_\_\_\_\_ glimpse of the girl's eyes, but he fell in love with her at first sight.
- 3 Let me just say a \_\_\_\_\_ word about our guest.
- 4 I told them I could swim, but it was a \_\_\_\_\_ lie.
- 5 You're a \_\_\_\_\_ fool if you think she'll give you the money back.
- 6 Hi, I know you're having extra classes in an hour, so I'm just calling for a \_\_\_\_\_ chat.

10 Complete the sentences with the correct form of the verbs in the box.

- remember recognise remind
- identify realise

- 1 I \_\_\_\_\_ we were going in the wrong direction when I saw the church.
- 2 I didn't \_\_\_\_\_ the email address, so I didn't open the email. Sometimes they have viruses, don't they?
- 3 I \_\_\_\_\_ my sister to record the film for me while I was out and she did.
- 4 The police can \_\_\_\_\_ the criminal by his fingerprints.
- 5 Do you \_\_\_\_\_ meeting Fleur at my birthday party last year?

Wrap it up

11 Work in pairs and answer the questions.

- 1 What can people do to change their appearance?
- 2 Think of a person you have known for a long time. How has this person changed since you first met him/her?
- 3 Would you ever consider having cosmetic surgery? Why? Why not?



Practise

GET SMARTER

Під час виконання завдання на встановлення відповідності між запитаннями та відповідними частинами тексту, прочитай запитання та підкресли фрагменти тексту, яких вони стосуються. Шукай в тексті однакові за змістом фрази, але висловлені в інший спосіб.

1 Read the sentences from an article about how early a baby can recognise its mother's face. Rephrase each sentence using as few of the original words as possible.

1 There is a widely held belief that newborn babies have the immediate ability to recognise their mother's face.

\_\_\_\_\_

2 The truth is that newborns know who their mother is primarily thanks to voice recognition.

\_\_\_\_\_

3 Paediatricians maintain that there is little evidence of visual recognition before the age of three weeks.

\_\_\_\_\_

4 An infant's vision is initially very blurry but sharpening each month until perfect vision is achieved by the child's second birthday.

\_\_\_\_\_

\_\_\_\_\_

Matching

2 Read the article about the ability to recognise faces. For each question (1-4) choose the correct paragraph (A-C). Put the answers in the right boxes. One paragraph can match two questions.

In which paragraph does the author

- 1 explain that several mental processes are involved in our ability to remember people?
- 2 mention a situation that many of us have found ourselves in?
- 3 indicate the amount of information we can recall?
- 4 talk about measuring people's reactions to visual information?

Do I know you?

A How many times have you seen someone on TV or in a crowd and had that nagging feeling that you've seen them somewhere before but can't quite place them? This seems to be quite a common experience and it raises questions about exactly how we recognise faces. What's going on in our brains when we see a face?

B Scientists have recently carried out tests on volunteers to find out which areas in the brain are involved in face recognition. The tests must have been a lot of fun to take part in! The volunteers were shown a photograph of a famous person on a computer and then the face gradually changed into another famous person's. For example a picture of the 1950s film star Marilyn Monroe slowly changed into a picture of the British Prime Minister Margaret Thatcher! Obviously, Marilyn's beautiful curly blonde hair became greyer, her nose



Fish for words

EXTENDED

3 Underline the parts of the text in exercise 2 that helped you find the correct answers.

4 Complete the sentences with words and collocations from the text.

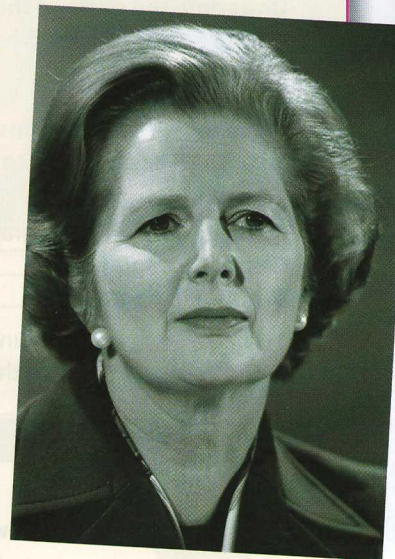
- 1 I've got a \_\_\_\_\_ that I've forgotten something! (paragraph A)
- 2 I've heard that song before but I \_\_\_\_\_ it. (paragraph A)
- 3 Going into a room and then forgetting why you've gone there is quite a \_\_\_\_\_! (paragraph A)
- 4 Recent incidents at our stadiums \_\_\_\_\_ about the level of violence in football. (paragraph A)
- 5 The new equipment in the computer room is extremely \_\_\_\_\_, so be careful when you use it! (paragraph B)
- 6 I've \_\_\_\_\_ the letter and it looks as if you've included everything we said. (paragraph B)

5 Choose the correct words to form collocations.

- 1 nagging **doubt** / complaint
- 2 common **weather** / cold
- 3 raise your **voice** / temper
- 4 sophisticated **language** / view
- 5 scan a **text** / an idea

EXAM TASK

became sharper and longer, and her creamy complexion developed wrinkles and lines around the mouth. As they watched the person change, sophisticated equipment scanned the volunteers' brains to see which parts of the brain were lighting up.



C The results showed that we use three main areas of the brain to identify people's faces. While one section of the brain looks at the physical aspects such as size and shape of eyes and distinguishing features, another part identifies the face as known or unknown. At the same time, a third part of the brain is checking out the name or other information about the face in our memory. It sounds amazing but it seems that human beings can store as many as 10,000 faces in their memories and most of us can recognise about ninety per cent of our classmates up to thirty five years after we last saw them!



**Zoom in**

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

- 1 Do you follow fashion? Why? Why not?
- 2 What clothes, colours and patterns are trendy at the moment?
- 3 Describe the most fashionable person you know.

**KNOW YOUR PHRASES**

- In the photograph, I can see a beautiful woman / a good-looking man.
- The photograph shows a young woman / a handsome man.
- She's on the beach / in a room / at a bus stop.
- She looks like a model / a teacher.
- He seems to be a politician / a mechanic.
- She's wearing a short dress / jeans and a cardigan.
- I think that / In my opinion, she looks happy / sad.
- I guess he feels relaxed / nervous.
- I believe she's posing for a photograph / studying / commuting to work.

**Activate**

**2 Скажи, що:**

- 1 на фотографії ти бачиш модно одягнену жінку середнього віку.
- 2 підліток на фотографії виглядає як фотомодель.
- 3 на тобі сьогодні картата сорочка, льняні штани і шкіряні сандалі.
- 4 на фотографії дорослий чоловік, який виглядає сумним.

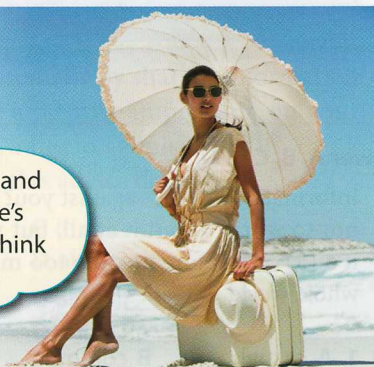
**Practise**

**GET SMARTER**

Описуючи ілюстрацію, пам'ятай, що необхідно використати наступну інформацію: кого ти бачиш, де знаходиться ця особа, що він/вона робить, як виглядає та, якщо це можливо, зроби висновок, як він/вона почувається.

**3 Look at the photograph and read the description. Does it include all the necessary information?**

She is wearing a beige dress and holding a sun umbrella. She's sitting on a white suitcase. I think she's posing for a photo.



**4 Look at the photograph and answer the questions.**

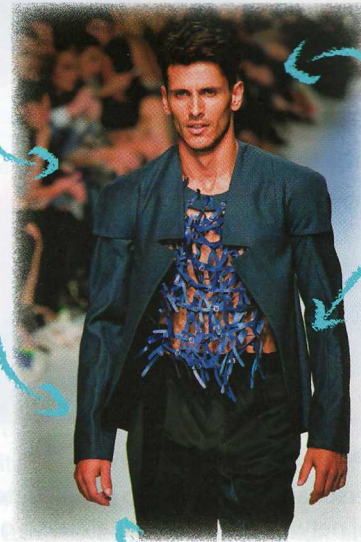
1 Who does the picture show?

2 Where is the man?

5 How do you think he is feeling?

4 What is he wearing?

3 What is he doing?



**PRACTICE TASK**

**5 Work in pairs. Describe your pictures and then ask and answer the questions.**



**STUDENT A**

- 1 Why do you think the girl is smiling?
- 2 Is appearance important to you? Why? Why not?
- 3 Describe the last time you or someone you know wanted to make a good impression on someone.



**STUDENT B**

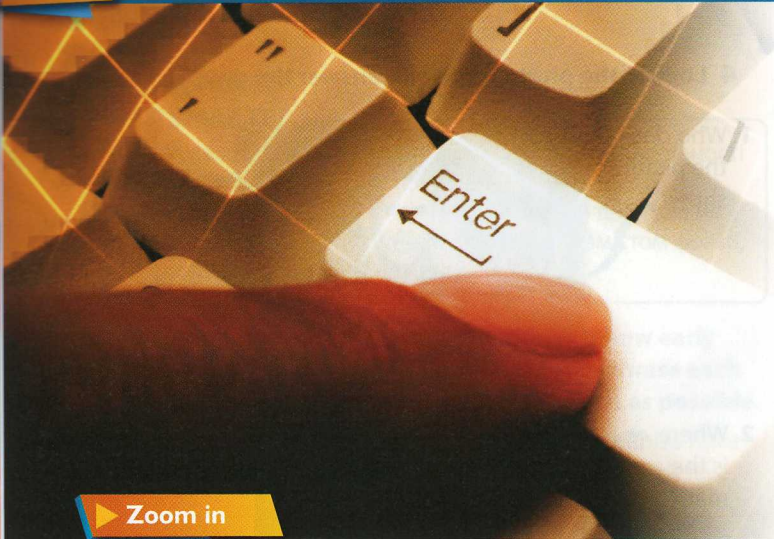
- 1 What makes the woman look unusual?
- 2 Do you judge people by appearances? Why? Why not?
- 3 Describe the last time you met someone strange.

**Wrap it up**

**6 Work in pairs and answer the questions.**

- 1 What's your idea of beauty?
- 2 Who's the most beautiful / handsome person you can think of? Why?





**Zoom in**

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

- 1 What personal information do people often share on social networking sites? Is it always a good idea?
- 2 Compare your Facebook / social networking site profiles. How much could a stranger learn about you?

**Practise**

**GET SMARTER**

Під час виконання завдання на заповнення пропусків у тексті з вибором однієї правильної відповіді з кількох можливих, прочитай текст і варіанти відповідей, щоб зрозуміти, яка тематична лексика або граматичні конструкції перевіряються. Визнач за контекстом, в якому часі слід вжити дієслово, щоб правильно заповнити пропуск. Перевір, яку форму вимагає іменник - однини чи множини.

**2 Read the text and choose the correct answer A, B or C.**

Parents often feel worried when their teenage children leave too much personal (1) \_\_\_ on different networking sites for everybody to read. Teenagers, on the other hand, (2) \_\_\_ seem to bother about what details about themselves they make public. So apart from their photographs, they include their full names, age, email addresses, phone numbers, the name of the school they go to and even in (3) \_\_\_ cases their place of residence.

- |             |               |           |
|-------------|---------------|-----------|
| 1 A details | B information | C space   |
| 2 A don't   | B didn't      | C haven't |
| 3 A few     | B some of     | C some    |

Gap-fill

**3 Read the text and for sentences (1-5) choose the correct answer A, B, C or D.**

There are social networking sites which are called 'friend-of-a-friend' sites and which connect users to new friends through people they know and have (1) \_\_\_ interests. The idea sounds great as you get a chance to get to know people like you. These sites invite you to share quite (2) \_\_\_ personal information with other users so that you can find individuals with similar passions, personalities or even looks. Most people (3) \_\_\_ that regularly forgetting that this information will be available not only to friends of friends but also to hundreds of strangers out there. All is fine when the people who read your personal profiles are honest and won't use your details for wrong purposes. But what if your personal

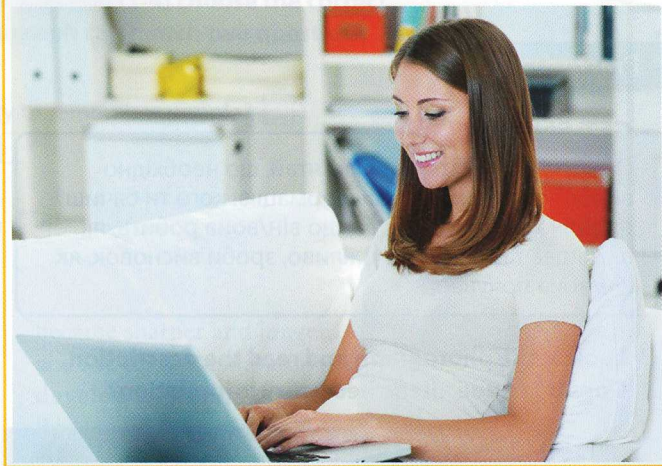
Gap-fill

**EXAM TASK**

**4 Read the text and complete the sentences (1-5) with the correct answer A, B or C.**

I'm 19 years old and I'm quite shy. (1) \_\_\_ like that ever since I remember and probably would still be if I hadn't met Rebecca. She's my age and we first met online on one of the social networking sites. We share similar interests as we're both (2) \_\_\_ on photography and painting. When we made friends, Rebecca invited me to a photo exhibition – a big event with TV cameras and journalists. I said I wouldn't go because I was too shy and I didn't like (3) \_\_\_. Rebecca, however, kept encouraging me to go. She gave me (4) \_\_\_ on how to be more self-confident by practising conversations in front of the mirror. It helped a lot. In the end, I went along and even had a chat with one or two people. I (5) \_\_\_ although I still felt pretty nervous. Well, I took the first step and I hope I'll find more courage to go out and talk to others.

- |                       |                    |
|-----------------------|--------------------|
| 1 A I always was      | C I've always been |
| B I'm always          | D I am             |
| 2 A fond              | C fascinated       |
| B keen                | D interested       |
| 3 A crowds of people  | C crowded people   |
| B the crowd of people | D crowding         |
| 4 A Some advice       | C little advice    |
| B any advice          | D much advice      |
| 5 A enjoyed           | C enjoyed myself   |
| B was enjoying        | D did enjoy        |



**EXAM TASK**

information (4) \_\_\_ against you? Young people often seem not to worry about it at all, but perhaps they should give it a (5) \_\_\_ before posting too many details online for the whole world to read.

- |                  |            |           |        |
|------------------|------------|-----------|--------|
| 1 A casual       | B common   | C same    | D some |
| 2 A a lot of     | B many     | C lots    | D much |
| 3 A are doing    | B do       | C did     | D done |
| 4 A will be used | B will use | C be used | D use  |
| 5 A thought      | B chance   | C try     | D go   |



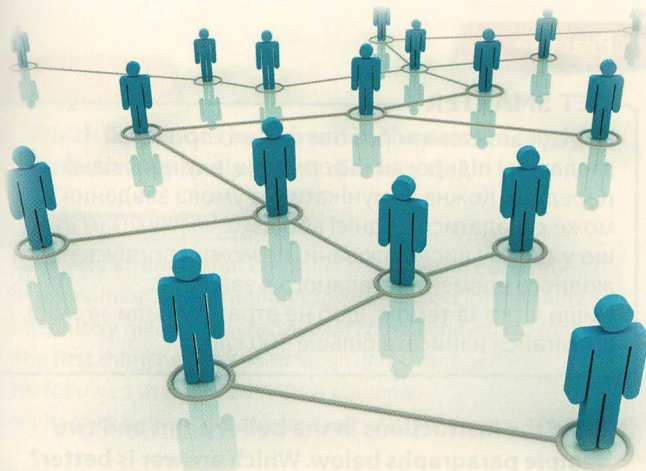
Wrap it up

5 Work in pairs. Write at least five questions to find out some personal information about your partner (e.g. their lucky number, their mother's maiden name or a new hobby they would like to take up). Then interview each other and write up a personal profile of your partner to present to the class.

EXAM TASK

Multiple choice

1 Read the text and complete the sentences (1-4) with the correct answer A, B, C or D.



The Internet is, no doubt, a wonderful meeting place. At the same time, it poses certain risks to all its users no matter how old they are.

And (1) \_\_\_ some eighteen or nineteen-year-olds realise the potential threats they face online, they don't seem to give much thought to the fact that university administrators and employers more and more often scrutinise their profiles before admitting them to prestigious colleges or giving them jobs.

Young adults who post provocative photos and comments about their partying habits or, what's worse, about drinking or drug abuse can make themselves (2) \_\_\_ immature and lacking common sense.

Experts advise against posting any material that would make you feel ashamed of yourself in the future and, as one media expert said, 'wouldn't make your grandmother proud of you!' So, it's high time you (3) \_\_\_ social networking sites as space to promote yourself personally, academically and professionally by sharing information that will help you leave a positive impression on your future employers. Too young to agonise over it? Think twice before you (4) \_\_\_ this advice down.

- |               |               |
|---------------|---------------|
| 1 A however   | C in spite of |
| B despite     | D although    |
| 2 A recognise | C appear      |
| B come across | D show up     |
| 3 A treat     | C treated     |
| B to treat    | D would treat |
| 4 A turn      | C take        |
| B play        | D hold        |

Multiple choice

EXTENDED

2 Read the text and complete the sentences (1-4) with the correct answer A, B, C or D.

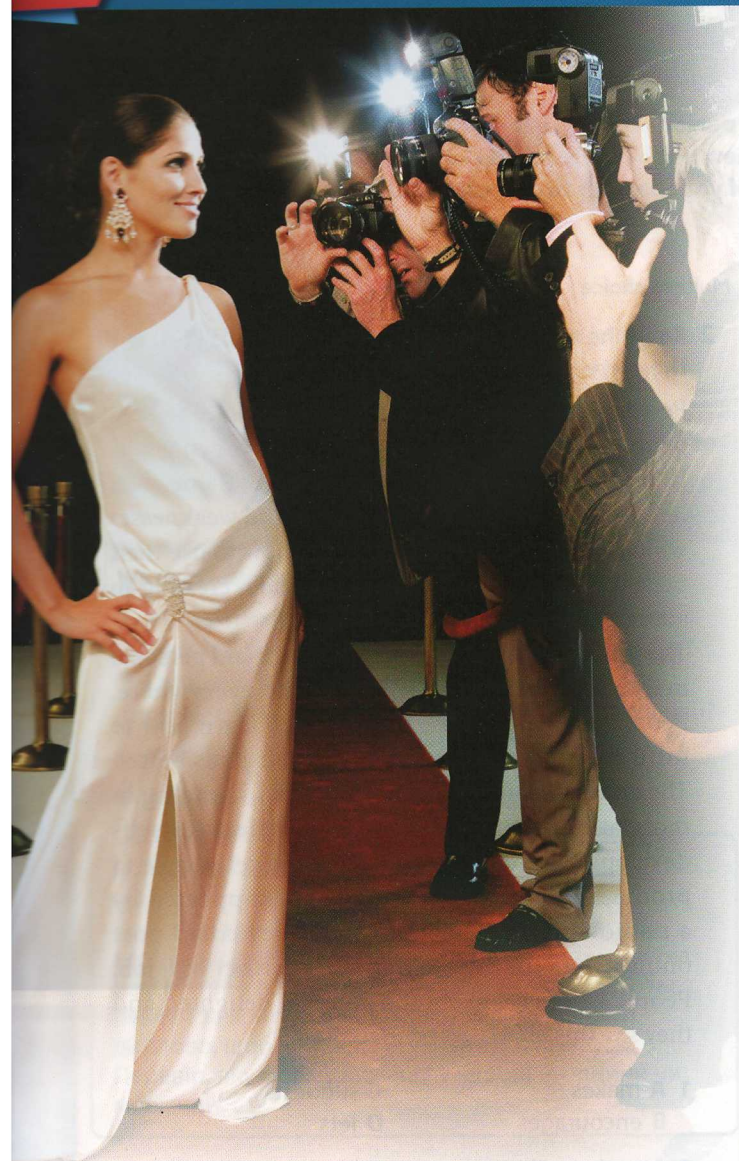
Personal marketing uses business principles to help people succeed in life and realise their own goals. It (1) \_\_\_ people to look deeper inside themselves in order to discover their strengths and weaknesses which are then used to teach them how to use their personality (2) \_\_\_. What it amounts to is creating an advert for yourself.

The idea has proved extremely popular and personal marketing courses are springing up everywhere. People sign up because they want to learn how to fulfil their dreams and control their lives better. The courses usually offer very practical training in motivation techniques and (3) \_\_\_ ideas for self-development, but the main aim is to get people to produce an advert for themselves, supported by a photo and a video clip, which they could post online when they're looking for a partner or a job. People who have given it a go seem delighted and they say this is (4) \_\_\_ trying!

- |                        |                          |
|------------------------|--------------------------|
| 1 A makes              | C suggests               |
| B encourages           | D lets                   |
| 2 A to their advantage | C by chance              |
| B up to the point      | D under no circumstances |
| 3 A a lot              | C great variety of       |
| B an amount of         | D plenty of              |
| 4 A sensible           | C worth                  |
| B wise                 | D advisable              |







## Zoom in

## 1 Work in pairs and answer the questions.

- 1 Which famous people are in the news at the moment? Why?
- 2 Describe a Ukrainian celebrity without giving the name. Can your partner guess who it is?

## KNOW YOUR PHRASES

- The person I admire most these days is an American actress Angelina Jolie.
- My favourite celebrity of all time is Madonna.
- She is making headlines at the moment because she's adopted a child.
- There's a lot about him in the newspapers right now because he's had a plastic surgery.
- She's very fashionable.
- He's got long dark hair.
- He's been in lots of films.
- She's done a lot of work for charity.
- The thing I most like about her is her engagement in fighting the poverty in Africa.
- I have a lot of respect for this person because she's using her fame and money to help others.
- I think he may be admired / remembered most for being a Goodwill Ambassador of UNICEF in the future.
- I believe she'll get an Oscar for the best actress next year.

## Activate

## 2 Скажи, що:

- 1 Райан Гослінг твій улюблений кумир.
- 2 Ти дуже поважаєш свою маму.
- 3 Те, що тобі найбільше подобається в Лео Мессі, це його скромність.
- 4 Джастін Тімберлейк - це найпривабливіша людина, яку ти коли-небудь бачив/бачила.
- 5 Ти захоплюєшся Анджеліною Джолі за її благодійну діяльність.

## Practise

## GET SMARTER

Перед написанням роботи уважно прочитай завдання і підкресли інформацію, яку необхідно передати. Кожна комунікативна умова завдання може складатися з однієї або двох частин. Пам'ятай, що у твоєму висловлюванні не можна пропускати жодного елемента, згаданого в завданні. Пиши чітко за темою, щоб не втратити бали за зміст. Намагайся написати більше 100 слів.

## 3 Read the instructions in the bullet point and two sample paragraphs below. Which answer is better? Why?

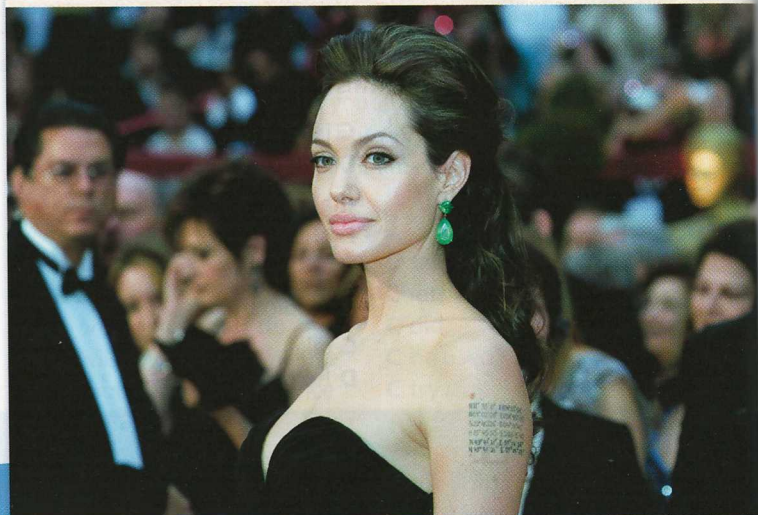
- Write about your favourite celebrity and explain why there is a lot about him/her in the media.

## A

*I'm writing about my favourite celebrity, Angelina Jolie. She's often in the news because of her great acting. But she has recently been in the newspapers because she had an operation and she wanted everyone to know about it and not to worry if it happened to them.*

## B

*My favourite celebrity is Angelina Jolie. She started making movies a long time ago. She acts very well and she also married one of my favourite actors, Brad Pitt. Everyone remembers Brad from films like 'Fight Club' and 'Seven' and he still makes films now. He used to be married to Jennifer Anniston, who was in the hit TV show 'Friends', but they broke up and then he met Angelina on the set of another film and they got married.*





E-mail

**EXAM TASK**

**4 Write an E-mail to your E-pal about your favourite celebrity.**

- introduce the celebrity and explain why he/she is popular,
- describe his/her appearance and personality,
- explain why you admire him/her and ask your friend whether he/she has a favourite celebrity.

Write your E-mail in at least 100 words in an appropriate style.

Hi Sue! I'm writing to you because I wanted to tell you about my favourite celebrities.

That's all from me. Take care and write soon!

XYZ

Writing bank ► p.154

**Zoom in**

**1 Which celebrities have been in the news recently for behaving badly? What did they do?**

**KNOW YOUR PHRASES**

- I feel very strongly that *celebrities should behave decently.*
- In my opinion, they shouldn't show *disrespect for their fans.*
- I definitely believe that *he shouldn't have behaved like that.*
- The first thing he did was to *laugh at his teenage fans.*
- He followed that by *insulting his manager.*
- It's hard to believe but *then he walked out of the award ceremony.*

**Activate**

**2 Скажи, що:**

- 1 на твою думку, знаменитості повинні бути зірцем для наслідування для молоді.
- 2 перше, що ти зробив/зробила сьогодні, - це прийняв/прийняла душ.
- 3 потім швидко з'їв/з'їла сніданок.
- 4 важко в це повірити, але ти ніколи не їв/їла суп з помідорів.
- 5 Останнім часом Джастін Бібер погано поводить в громадських місцях.



**Practise**

**EXTENDED**

**GET SMARTER**

Важливим елементом кожної статті є влучний заголовок - короткий, привертаючий погляд і захоплюючий до подальшого читання.

**3 Read the tasks and choose the most suitable titles. Explain your answers.**

- 1 An article about the advantages and disadvantages of being famous.
  - A A difficult life
  - B The fame game
  - C A lot of responsibility
- 2 An article about the value of TV talent shows that promote new singers and musicians.
  - A How valuable are TV talent shows?
  - B Value for money?
  - C Stars in their eyes?

**PRACTICE TASK** An article

**4 Read the task. Choose the most suitable title for your article from the answers (A-C) below.**

A well-known film star has behaved inappropriately on an important award ceremony. Write an article for your school website. Describe what happened and give your personal view on whether celebrities have responsibility towards young people nowadays. Provide examples to support your view.

- A A good example?
- B A night to remember!
- C The front page - again!

Write your article in at least 100 words in an appropriate style.

Writing bank ► p.158



MP3 06 Personal data

- address /ə'dres/
- age /eɪdʒ/
- date of birth /deɪt əv 'bɜːθ/
- divorced /dɪ'vɔːst/
- female /'fiːmeɪl/
- first name /'fɜːst neɪm/
- gender /'dʒendə/
- male /meɪl/
- marital status /'mærtɪl steɪtəs/
- married /'mæriəd/
- nationality /'næʃənələti/
- occupation /'ɒkjʊ'peɪʃn/
- single /'sɪŋɡl/
- surname /'sɜːneɪm/
- widowed /'wɪdəʊd/
- country of residence /'kʌntri ɒv 'rezɪdəns/

EXTENDED

- distinguishing features /dɪ'stɪŋɡwɪʃɪŋ 'fi:tʃəz/
- ethnic origin /eθnɪk 'ɒrɪdʒɪn/
- next of kin /'nekst ɒv 'kɪn/

MP3 07 Appearance

- attractive / unattractive /ə'træktɪv/
- beautiful /'bjʊ:tɪfəl/
- fit /fit/ /sprawny, w
- good-looking /'ɡʊd 'lʊkɪŋ/
- handsome /'hændsəm/
- plain /pleɪn/
- pretty /'prɪti/
- ugly /'ʌɡli/

Appearance expressions

- cut down on /'kʌt 'daʊn ɒn/
- go for (darker colours) /'ɡəʊ fə (dɑːkə 'kʌləz)/
- paint your nails /peɪnt jə 'neɪlz/
- put on / lose weight /'put ɒn / 'luz 'weɪt/
- straighten /'streɪtən/
- take up (a hobby / a sport) /teɪk 'ʌp (ə 'hɒbi / ə 'spɔːt)/

Build

- fat /fæt/
- muscular /'mʌskjʊlə/
- obese /əʊ'biːs/
- overweight / underweight /'əʊvə'weɪt/
- plump /plʌmp/
- skinny /'skɪni/
- slim /slɪm/
- well-built /'wel 'bɪlt/
- lanky /'læŋki/
- stocky /'stɒki/

EXTENDED

Hair

- bald /bɔːld/
- blond /blɒnd/
- curly /'kɜːli/
- dark /dɑːk/
- dyed /daɪd/
- red /red/
- shoulder-length /'ʃəʊldə lenθ/
- straight /streɪt/
- wavy /'weɪvi/
- auburn /'ɔːbən/
- fine /thick /'faɪn / 'θɪk/
- fringe /frɪndʒ/
- have a centre / side parting /hæv ə ,sentə / ,saɪd 'pɑːtɪŋ/
- ponytail /'pəʊni teɪl/
- receding hairline /rɪ'siːdɪŋ 'heəlaɪn/
- wear your hair loose / up /,weə jə ,heə 'luːs/ 'ʌp/

EXTENDED

Distinguising features

- beard /bɪəd/
- freckles /'freklz/
- moustache /'məʊstɑːʃ/
- pale / tanned / dark complexion /'peɪl / ,tænd / ,dɑːk kəm'plekʃn/
- pierced ears /'pɪəst 'iəz/
- scar /skaː/
- spotty /'spɒti/
- tattoo /tæ'tuː/
- wrinkles /'rɪŋklz/
- birthmark /'bɜːθmɑːk/
- clean-shaven /'kliːn'ʃeɪvən/
- clear skin /'kliə 'skɪn/
- double chin /'dʌbl 'tʃɪn/
- high cheekbones /'haɪ 'tʃiːkbəʊnz/
- high forehead /'haɪ 'fɔːhed/
- piercing blue eyes /'pɪəsn̩ ,bluː 'aɪz/

EXTENDED

MP3 08 Clothes

- blouse /blauz/
- boots /buːts/
- bra /brɑː/
- casual /'kæʒuəl/
- coat /kəʊt/
- dress /dres/
- fashionable / trendy /'fæʃənəbl / 'trendi/
- fleece /fliːs/
- gloves /'glʌvz/
- hat /hæt/
- jacket /'dʒækt/
- jeans /dʒiːnz/
- jumper /'dʒʌmpə/
- old-fashioned /'əʊld 'fæʃənd/
- pyjamas /'pɪdʒɑːməz/
- sandals /'sændəlz/
- shirt /ʃɜːt/
- shoes /ʃuːz/
- shorts /ʃɔːts/
- skirt /skɜːt/
- smart /smɑːt/
- socks /sɒks/
- suit /suːt/
- sweatshirt /'swetʃɜːt/
- tie /taɪ/
- tracksuit /'træksuːt/
- trainers /'treɪnəz/
- trousers /'traʊzəz/
- underwear /'ʌndə'weə/
- waistcoat /'weɪst'kəʊt/
- wear /weə/
- ballgown /'bɔːlgəʊn/
- boat-necked /'bəʊt nekt/
- cardigan /'kɑːdɪɡən/
- collar /'kɒlə/
- cuffs /kʌfs/
- dressing gown /'dresɪŋ gaʊn/
- high heels /'haɪ 'hiːlz/
- hoodie /'hʊdi/
- long-sleeved / short-sleeved /lɒŋ 'sliːvd / ,ʃɔːt 'sliːvd/
- strapless top /'stræpləs 'tɒp/
- V-neck /'viːnek/

EXTENDED

Accessories

- belt /belt/
- button /'bʌtn/
- cap /kæp/
- earrings /'ɪrɪŋz/
- glasses /'glɑːsɪz/
- handbag / bag /'hændbæg / bæɡ/
- jewellery /'dʒuːlri/
- necklace /'nekləs/
- ring /rɪŋ/
- scarf /skɑːf/
- tie /taɪ/

- bracelet /'breɪslət/
- brooch /brʊtʃ/
- shoe laces /'ʃuː ,leɪsɪz/
- slippers /'slɪpəz/
- zip-up /'zɪpʌp/

EXTENDED

Patterns and materials

- checked /tʃekt/
- cotton /'kɒtn/
- gold /gəʊld/
- leather /'leðə/
- plain /pleɪn/
- silk /sɪlk/
- silver /'sɪlvə/
- spotted /'spɒtɪd/
- striped /straɪpt/
- tartan /'tɑːtn/
- wool /wʊl/
- elastic /'ɪləstɪk/
- fur /fɜː/
- lacy /'leɪsi/
- lined /laɪnd/

EXTENDED

MP3 09 Features of character

- aggressive /ə'ɡresɪv/
- ambitious /æm'bɪʃəs/
- bad-tempered /'bæd 'tempəd/
- big-headed /'bɪɡ 'hedɪd/
- brave /breɪv/
- careful / careless /'keəfl / 'keələs/
- caring /'keərɪŋ/
- cheerful /tʃɪəfl/
- clever /'klevə/
- confident / overconfident /'kɒnfɪdənt / ,əʊvə'kɒnfɪdənt/
- drama queen /'drɑːmə 'kwɪn/
- easygoing /'iːzi'ɡəʊɪŋ/
- energetic /'enə'dʒetɪk/
- extrovert /'ekstrə'vɜːt/
- friendly /'frendli/
- fun-loving /'fʌn ,lʌvɪŋ/
- generous /'dʒenərəs/
- gentle /'dʒentl/
- hard-working /'hɑːd 'wɜːkɪŋ/
- helpful / unhelpful /'helpfəl / ʌn'helpfəl/

- honest / dishonest /'ɒnɪst / dɪs'ɒnɪst/
- imaginative/unimaginative /ɪ'mædʒɪnətɪv / ʌn'mædʒɪnətɪv/
- independent /'ɪndɪ'pendənt/
- intelligent /ɪn'telɪdʒənt/
- introvert /'ɪntrəvɜːt/
- lazy /'leɪzi/
- mean /miːn/
- messy /'mesi/
- nasty /'nɑːsti/
- nice /naɪs/
- open /'əʊpən/
- optimistic / pessimistic /'ɒptɪ'mɪstɪk / ,pesɪ'mɪstɪk/
- outgoing /'aʊt'ɡəʊɪŋ/
- patient / impatient /'peɪʃnt / ɪm'peɪʃnt/

- polite /pə'laɪt/
- quiet /kwaɪət/
- reliable / unreliable /rɪ'laɪəbl / ʌnrɪ'laɪəbl/
- responsible /rɪ'spɒnsəbl/ odpowiedzialny
- rude /ruːd/
- selfish / unselfish /'selfɪʃ / ʌn'selfɪʃ/
- serious /'sɪəriəs/
- shy /ʃaɪ/
- silly /'sɪli/
- sociable / unsociable /'səʊʃəbl / ʌn'səʊʃəbl/

- talkative /'tɔːkətɪv/
- tidy / untidy /'taɪdi / ʌn'taɪdi/



bossy /'bɒsi/ \_\_\_\_\_  
 cowardly /'kaʊədli/ \_\_\_\_\_  
 eccentric /'ɪk'sentrik/ \_\_\_\_\_  
 materialistic /mə'tɪəriəlɪstɪk/ \_\_\_\_\_  
 modest /'mɒdɪst/ \_\_\_\_\_  
 moody /'mu:di/ \_\_\_\_\_  
 odd /ɒd/ \_\_\_\_\_  
 oddball /'ɒd 'bɔ:l/ \_\_\_\_\_  
 sensitive /'sensətɪv/ \_\_\_\_\_  
 sincere /sɪn'sɪə/ \_\_\_\_\_  
 sympathetic /sɪmpə'tetɪk/ \_\_\_\_\_  
 weird /wiəd/ \_\_\_\_\_  
 weirdo /'wiədəʊ/ \_\_\_\_\_  
 whizzkid /'wɪz,kɪd/ \_\_\_\_\_  
 withdrawn /wɪð'drɔ:n/ \_\_\_\_\_

EXTENDED

MP3 11 Interests

adore /ə'dɔ:/ \_\_\_\_\_  
 be a fan of sb / sth /bi ə 'fæn əv ,sʌmbədi /  
 ,sʌmθɪŋ/ \_\_\_\_\_  
 be hopeless at /bi 'həʊpləs ət/ \_\_\_\_\_  
 be interested in sth /bi 'ɪntrəstɪd ɪn ,sʌmθɪŋ/ \_\_\_\_\_  
 be into sth /bi 'ɪntə ,sʌmθɪŋ/ \_\_\_\_\_  
 be keen on sth /bi 'ki:n ɒn ,sʌmθɪŋ/ \_\_\_\_\_  
 be mad about sb / sth /bi 'mæd ə,baut ,sʌmbədi /  
 ,sʌmθɪŋ/ \_\_\_\_\_  
 can't stand /,kɑ:nt 'stænd/ \_\_\_\_\_  
 play games / board games /,pleɪ 'ɡeɪmz / 'bɔ:d  
 ,ɡeɪmz/ \_\_\_\_\_  
 work out /,wɜ:k 'aʊt/ \_\_\_\_\_

MP3 10 Feelings and emotions

angry /'æŋɡri/ \_\_\_\_\_  
 annoyed /ə'noɪd/ \_\_\_\_\_  
 be in a good / bad mood /,bi ɪn ə ,ɡʊd /  
 ,bəd 'mu:d/ \_\_\_\_\_  
 bored /bɔ:d/ \_\_\_\_\_  
 cross /krɒs/ \_\_\_\_\_  
 depressed /drɪ'prest/ \_\_\_\_\_  
 disappointed /,dɪsə'pɔɪntɪd/ \_\_\_\_\_  
 embarrassed /ɪm'bærəst/ \_\_\_\_\_  
 excited /ɪk'saɪtɪd/ \_\_\_\_\_  
 exhausted /ɪɡ'zɔ:stɪd/ \_\_\_\_\_  
 frightened /'fraɪtənd/ \_\_\_\_\_  
 nervous /'nɜ:vəs/ \_\_\_\_\_  
 pleased /pli:zd/ \_\_\_\_\_  
 relaxed /rɪ'læks/ \_\_\_\_\_  
 scared /skeəd/ \_\_\_\_\_  
 shocked /ʃɒkt/ \_\_\_\_\_  
 stressed /strest/ \_\_\_\_\_  
 surprised /sə'praɪzd/ \_\_\_\_\_  
 tired /taɪəd/ \_\_\_\_\_  
 upset /ʌp'set/ \_\_\_\_\_  
 worried /'wʌrɪd/ \_\_\_\_\_  
 amazed /ə'meɪzd/ \_\_\_\_\_  
 delighted /drɪ'ləɪtɪd/ \_\_\_\_\_  
 nagging feeling /,næɡɪŋ 'fi:lɪŋ/ \_\_\_\_\_  
 petrified /'petrɪfaɪd/ \_\_\_\_\_  
 shattered /'ʃætəd/ \_\_\_\_\_  
 stunned /stʌnd/ \_\_\_\_\_  
 worn out /,wɔ:n 'aʊt/ \_\_\_\_\_

EXTENDED

MP3 12 Ethical problems

abortion /ə'bɔ:ʃən/ \_\_\_\_\_  
 charity /'tʃærəti/ \_\_\_\_\_  
 drug abuse /'drʌɡ ə,bju:s/ \_\_\_\_\_  
 fair trade /,feə 'treɪd/ \_\_\_\_\_  
 homelessness /'həʊmləsnes/ \_\_\_\_\_  
 unemployment /,ʌnɪm'plɔɪmənt/ \_\_\_\_\_  
 corruption /kə'rʌpʃn/ \_\_\_\_\_  
 racism /'reɪ,sɪzəm/ \_\_\_\_\_  
 death penalty /'deθ ,penəlti/ \_\_\_\_\_  
 euthanasia /,ju:θə'neɪziə/ \_\_\_\_\_  
 freedom of speech /,fri:dəm əv 'spi:tʃ/ \_\_\_\_\_  
 \_\_\_\_\_ /'ɡæmbliŋ/ \_\_\_\_\_  
 genetic engineering /dʒə'netɪk ,endʒɪ'nɪəriŋ/ \_\_\_\_\_  
 \_\_\_\_\_  
 privacy /'prɪvəsi/ \_\_\_\_\_

EXTENDED

MP3 13 Other

brief /brɪf/ \_\_\_\_\_  
 come across /,kʌm ə'krɒs/ \_\_\_\_\_  
 complete /kəm'pli:t/ \_\_\_\_\_  
 develop into /drɪ'veləp ,ɪntə/ \_\_\_\_\_  
 eco-freak /'i:kəʊfri:k/ \_\_\_\_\_  
 fitness maniac /'fɪtnəs ,meɪniæk/ \_\_\_\_\_  
 focus on /'fəʊkəs ɒn/ \_\_\_\_\_  
 grow up /,grəʊ 'ʌp/ \_\_\_\_\_  
 have a lot / little in common /hæv ə ,lɒt / ,lɪtl  
 ɪn 'kɒmən/ \_\_\_\_\_  
 health nut /'helθ nʌt/ \_\_\_\_\_

huge /hju:dʒ/ \_\_\_\_\_  
 identify /aɪ'dentɪfaɪ/ \_\_\_\_\_  
 look up to /,lʊk 'ʌp tə/ \_\_\_\_\_  
 realise /'ri:əlaɪz/ \_\_\_\_\_  
 recognise /'rekəɡnaɪz/ \_\_\_\_\_  
 remember /rɪ'membə/ \_\_\_\_\_  
 remind someone to do something /rɪ'maɪnd  
 ,sʌmwʌnz tə 'du: ,sʌmθɪŋ/ \_\_\_\_\_  
 spend money on /,spend 'mʌni ɒn/ \_\_\_\_\_  
 spot /spɒt/ \_\_\_\_\_  
 the complete opposite /ðə kəm'plɪt 'ɒpəzɪt/ \_\_\_\_\_  
 typical of /'tɪpɪkl əv/ \_\_\_\_\_  
 be part of someone's nature /bi ,pa:t əv  
 ,sʌmwʌnz 'neɪtʃə/ \_\_\_\_\_  
 befriend /brɪ'freɪnd/ \_\_\_\_\_  
 bizarre /brɪ'zɑ:/ \_\_\_\_\_  
 can't believe your ears /kɑ:nt brɪ,lɪv jəz 'ɪəz /  
 \_\_\_\_\_  
 common experience /kɒmən ɪk'spɪəriəns/ \_\_\_\_\_  
 find common ground /faɪnd ə ,kɒmən 'ɡraʊnd/ \_\_\_\_\_  
 have the time of your life /hæv ðə ,taɪm əv jə  
 'laɪf/ \_\_\_\_\_  
 place /pleɪs/ \_\_\_\_\_  
 pluck up the courage (to do something) /plʌk  
 'ʌp ðə 'kʌrɪdʒ (tə 'du: ,sʌmθɪŋ)/ \_\_\_\_\_  
 raise questions /reɪz 'kwɛstʃənz/ nasuwać pytania  
 scan /skæn/ \_\_\_\_\_  
 sophisticated /sə'fɪstɪ,ketɪd/ \_\_\_\_\_  
 strike up (a conversation) /straɪk 'ʌp  
 (ə ,kɒnvə'seɪʃn)/ \_\_\_\_\_

EXTENDED

VOCABULARY OVERVIEW

Complete the email with the correct words. Some letters have been given.

Hi Karen,  
 We've got a new teacher this term. She's brilliant! Her name's Miss Matthews, first name Sally – and guess what? She teaches maths! She's really tall and (1) **s** \_\_\_\_\_ **m** with long (2) **s** \_\_\_\_\_ dark hair. She's got quite a pale (3) **c** \_\_\_\_\_ **n** and gets (4) **f** \_\_\_\_\_ when she's been in the sun. She's got (5) **p** \_\_\_\_\_ ears and wears lovely gold dangling (6) **e** \_\_\_\_\_. She also wears very fashionable clothes. Today she was wearing a plain, (7) **s** \_\_\_\_\_ **k** blouse and a short linen skirt with high brown, (8) **l** \_\_\_\_\_ **r** boots – oh, and a silver necklace. Quite honestly, she's a bit like a model, or a celebrity! I thought she was married, but someone said that she had recently got (9) **d** \_\_\_\_\_. Anyway, she's got brains too. She's very intelligent and also really (10) **p** \_\_\_\_\_ **t** with the students who find the subject hard. Mind you, she gets (11) **c** \_\_\_\_\_ with students who are just (12) **l** \_\_\_\_\_. She's always cheerful and never seems to be in a bad (13) **m** \_\_\_\_\_. I love my maths classes now! Miss Matthews is also quite (14) **s** \_\_\_\_\_ **y** and she's (15) **k** \_\_\_\_\_ on tennis. She helps run the club on Saturday mornings. I've never been a particular fan but she's got me interested now. Something else she's involved in is the debating society. This week we're going to discuss why some young people get addicted to (16) **g** \_\_\_\_\_ and lose loads of money. It should be interesting. Why don't you come along?  
 Cathy



# 02 Home

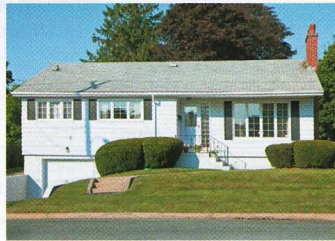
## The place where we live

1 Label the pictures with the words in the box.

villa bungalow block of flats mansion cottage detached house terraced house semi-detached house



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

2 Complete the text messages with the correct words in the box.

view rural ground floor end neighbourhood nursing home suburbs close lift  
edge residents studio flat overlooks converted

1 Just seen a (1) \_\_\_\_\_ in town. Can you come over and look at it again with me? Small but cosy! And (2) \_\_\_\_\_ to the Old Town.

3 You know that big old country house on the (6) \_\_\_\_\_ of Newbury? They've (7) \_\_\_\_\_ it into flats and I've got a (8) \_\_\_\_\_ one! The (9) \_\_\_\_\_ is brilliant! My flat (10) \_\_\_\_\_ the gardens and river. Come round for a visit.

2 Dan's moved out of the centre of town to the (3) \_\_\_\_\_. He's got an (4) \_\_\_\_\_ of a terrace in Keane's Road. It's just down from the shops. Looks like a nice (5) \_\_\_\_\_ – no vandals or too much noise! Party there on Saturday. Can you come?

4 Gran's finally moved into a (11) \_\_\_\_\_. She needs looking after all the time. But it's really nice. Her room's on the second floor but there's a (12) \_\_\_\_\_ for all the (13) \_\_\_\_\_. It's in a (14) \_\_\_\_\_ area just outside a small village. Let's go and visit her tomorrow.



COLLOCATIONS

EXTENDED

3 Choose the correct words to complete the adverts. Then match three adverts with pictures A-C.

1 \_\_\_\_\_

Are you looking for somewhere modern and easy to **maintain / retain** when you're older? How about one of our new **old age / retirement** flats which are under **building / construction** in Long Road?

2 \_\_\_\_\_

Ideal for students at the local college – we are renting out two purpose-built **parts / bedsits** in our property in James' Court. Phone for an appointment to view.

3 \_\_\_\_\_

Got a young family and want a new house at an **affordable / economic** price? Check out the new two and three-bedroomed properties on the Hadley Housing / Home Estate.

4 \_\_\_\_\_

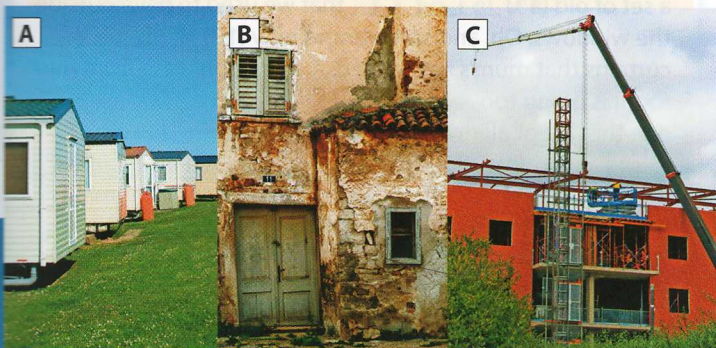
Looking for a challenge? We have some rather **bad condition / run-down** older houses in need of **renovation / renewal** at our auction on Wednesday. Come and make your **bid / bet** for a potential money-spinner.

5 \_\_\_\_\_

Here at Grantly's, we pride ourselves on looking after the elderly. We offer **covered / sheltered** accommodation for those who still want to live in their own homes but like the security of knowing there is help when they need it.

6 \_\_\_\_\_

House prices too high? Go for something much cheaper but with style – you'll find exactly what you want at our **movable / mobile** home park in Marchwood. Compact, but with all new **connections / mod cons**.



4 Complete the two sets of email directions with the correct words.

To: donna\_s@mail.co

Well, it's a bit off the beaten (1) **t** \_\_\_\_\_ – actually, it's in the (2) **m** \_\_\_\_\_ of nowhere! But you'll love it because it's in the (3) **h** \_\_\_\_\_ of the countryside and very (4) **is** \_\_\_\_\_. It's away from the (5) **h** \_\_\_\_\_ and **b** \_\_\_\_\_ of the city centre that you're used to. It's along a very narrow country (6) **l** \_\_\_\_\_ that goes on for miles. Call if you get lost!

The new flat is great. We're in a very (7) **ce** \_\_\_\_\_ location, within (8) **w** \_\_\_\_\_ distance of all the local (9) **am** \_\_\_\_\_ and just a (10) **s** \_\_\_\_\_ throw from Jack's office. It's excellent. The public (11) **t** \_\_\_\_\_ for getting about the area is excellent. You'll find us easily. If you park in the city centre car park, we're just (12) **a** \_\_\_\_\_ **s** the road, (13) **a** \_\_\_\_\_ the bookshop.

Describing houses

5 Match the words in the box with definitions 1-6.

shed spare room hall porch attic cellar

- We store things there that we don't need very often. We use a narrow ladder to get up there when we need to. \_\_\_\_\_
- My dad likes to keep his wine there because it's nice and cool. \_\_\_\_\_
- This is outside the entrance to our house so that people don't get wet at the front door. \_\_\_\_\_
- When you come into the house, you hang your coat here. \_\_\_\_\_
- Dad has this at the bottom of the garden. He repairs things there. \_\_\_\_\_
- Our friends stay there when they come to visit. \_\_\_\_\_

6 Unscramble words 1-11 to complete the blog.

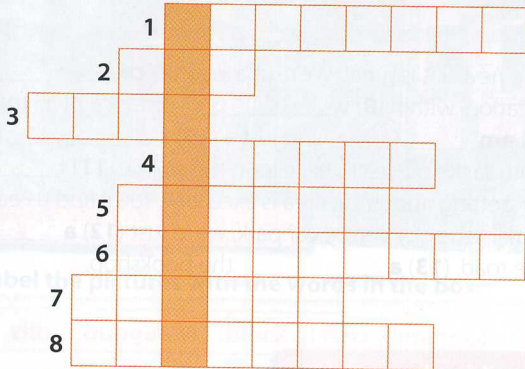
We viewed the house but it's not what we wanted. There are all sorts of problems. The (1) **VIDRE** \_\_\_\_\_ is pretty overgrown with weeds and the side (2) **TAGE** \_\_\_\_\_ is broken. The garden (3) **FNEEC** \_\_\_\_\_ has fallen down and the grass is really long! The (4) **PESTS** \_\_\_\_\_ going up to the porch are very steep, and inside, the hall is quite dark and all the main rooms (5) **DWONTSARSI** \_\_\_\_\_ are a bit (6) **GIDYN** \_\_\_\_\_. On the plus side, the rooms have high (7) **GLICEINS** \_\_\_\_\_ and there is a lovely (8) **RIFEPALEC** \_\_\_\_\_ in the dining room. That's good because there isn't any central (9) **HGENIAT** \_\_\_\_\_! The (10) **MICHNEY** \_\_\_\_\_ is blocked, however, and needs cleaning! There's a carport but no garage and the (11) **DEGHE** \_\_\_\_\_ is so high it blocks out a lot of sunlight from the garden. I don't think we'd like to move there. Just too much work to do! Oh well, onto the next one ...

comment on this entry





**7 Complete the crossword. What is the hidden word?**



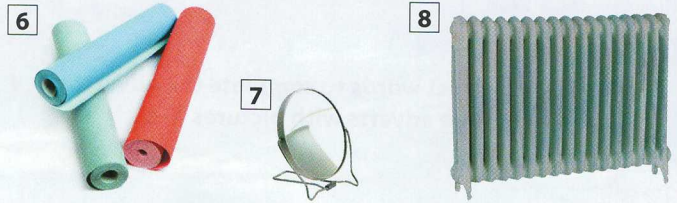
**8 Where in the house can you usually find the things below? Write [BE] for bedroom, [BA] for bathroom, [K] for kitchen and [L] for living room.**

- |              |                     |
|--------------|---------------------|
| 1 armchair   | 11 toilet           |
| 2 blanket    | 12 TV set           |
| 3 double bed | 13 wardrobe         |
| 4 dishwasher | 14 chest of drawers |
| 5 duvet      | 15 sofa             |
| 6 microwave  | 16 bedside table    |
| 7 sheet      | 17 alarm clock      |
| 8 cooker     | 18 washbasin        |
| 9 shower     | 19 pillow           |
| 10 sink      | 20 toaster          |

**COLLOCATIONS**

**9 Choose the correct adjective to complete the sentences.**

- My new bedroom was **spacious** / eco-friendly and had room for three beds at least!
- When my sister got married, she and her husband bought a lot of **luxury** / second-hand furniture as they didn't have much money.
- In winter it's very cold, so we've got **decorated** / fitted carpet in all the rooms.
- Our next-door neighbour has a white cat that loves to sit on the small **brick** / steel wall outside our garden.
- If you rent a(n) **busy** / unfurnished flat, you must bring your own furniture.
- My bedroom is so **fully equipped** / cluttered at the moment. I really need to do some tidying.
- Our living room is very **homely** / good-looking. It's small with some comfortable old furniture in it and a lovely open fire.
- My gran's house has a **stone** / comfortable floor in the kitchen, which is easy to clean but very cold in the winter.



**COMPOUND NOUNS**

**EXTENDED**

**10 Complete the sentences with the correct words to make compound nouns.**

- The **bare** \_\_\_\_\_ in my bedroom make the room really cold for my feet. I wish I had a carpet or at least a rug.
- All the windows are **double**-\_\_\_\_\_, which stops a lot of the noise from the traffic.
- There's a \_\_\_\_\_ **alarm** with a punch-in code, which makes us feel a lot safer. Also, there's a \_\_\_\_\_ **alarm**, in case of fire, but we have to remember to replace the old batteries!
- We need a **stair** \_\_\_\_\_ by the steps to the garden. They're steep and we don't want people to fall down them.
- Most modern houses now have **solar** \_\_\_\_\_ in the roof.
- My dad loves gardening. There are **flower** \_\_\_\_\_ all round our back lawn and he's built in a small **fish** \_\_\_\_\_ and a rockery by the patio.
- Mum has **potted** \_\_\_\_\_ on all the **window** \_\_\_\_\_ and she prunes all the shrubs in the garden every year. She says she's got **green** \_\_\_\_\_.

**11 Complete the email with the correct words in the box.**

net frames hand rack oak shutters  
utensils Hoover ornaments mantelpiece  
antique kettles bowls appliances

To: nick@mail.co  
Subject: SALE

Hi! We're having a garage sale to get rid of all the stuff we don't need any more. There's everything from old electrical (1) \_\_\_\_\_ like (2) \_\_\_\_\_ for boiling water and an old (3) \_\_\_\_\_ to new things we've never even unpacked, like a lovely wooden (4) \_\_\_\_\_ for all your old copies of magazines. We'll be selling off kitchen (5) \_\_\_\_\_ and various (6) \_\_\_\_\_ that just used to sit on the (7) \_\_\_\_\_ and get dusty. Mum's getting rid of three fruit (8) \_\_\_\_\_, too (don't know why we've got three!), an (9) \_\_\_\_\_ clock with a broken (10) \_\_\_\_\_ and dad's selling a set of old (11) \_\_\_\_\_ that we used to have outside the windows. Oh, and some brand new (12) \_\_\_\_\_ curtains that mum's never used. A small bookcase from my room is going too – you know, the little (13) \_\_\_\_\_ one that I kept all my children's storybooks in. Do come round and help out! It'll be fun and a great chance to chat to all the neighbours. If we make a lot of money, mum's promised to buy me new silver (14) \_\_\_\_\_ for my favourite photos.

Starts at 10.30!  
Love, Katy



12 Complete the sentences with the correct adjectives in the box.

old-fashioned dusty stuffy well-maintained  
open-plan cramped badly-decorated

- 1 It's \_\_\_\_\_. The people have looked after it well.
- 2 It's been \_\_\_\_\_. We'll have to repaint and maybe even re-plaster.
- 3 It's \_\_\_\_\_. I like that because it makes the place very bright and airy.
- 4 It's a bit \_\_\_\_\_. Let's open some windows.
- 5 It's quite \_\_\_\_\_ in here. We'll have to do some cleaning.
- 6 The bedroom's a little \_\_\_\_\_. You can't get much furniture in here.
- 7 The decor is a bit \_\_\_\_\_. It needs modernising.

13 Tell your partner five things you like about your home and five things you do not like.

Household and garden jobs

VERB-NOUN COLLOCATIONS

14 Match the verbs in box A with the nouns in box B to make collocations.

**A**  
make  
do  
hoover  
sweep  
iron  
do  
mow  
empty  
tidy  
change

**B**  
the dishwasher  
the carpet  
the gardening  
the beds  
the sheets  
the clothes  
the housework  
the desk  
the lawn  
the floor

15 Tell your partner when you last did the jobs in exercise 14 and when you intend to do them again or if you never do them and why.

16 Complete the words with the missing vowels to make the names of items used for work in the house and in the garden.

- |         |                |
|---------|----------------|
| 1 r_k_  | 5 d_st_r       |
| 2 br_sh | 6 tr_w_l       |
| 3 br_m  | 7 r_bb_rgl_v_s |
| 4 sp_d_ |                |



Renting, purchasing and selling property

17 Complete the chat messages with the correct words in the box.

adverts rent flatmates  
accommodation on my own

Keira

😊 ✉️ +

Getting desperate now! Need to find some (1) \_\_\_\_\_ before I start my new job next month. I can't afford to (2) \_\_\_\_\_ a whole flat by myself. And also, I don't particularly want to live (3) \_\_\_\_\_. I've answered a few (4) \_\_\_\_\_ for (5) \_\_\_\_\_ to share a flat but the places were too far away from the town centre.

let landlord housemates mortgage

Danny

😊 ✉️ +

Can I help? I've got a friend, Bill, who's just bought a big house in Oldham Street. He's looking for some (6) \_\_\_\_\_ to help pay the (7) \_\_\_\_\_. He's got five rooms to (8) \_\_\_\_\_ and I think he's only found two people so far. Are you interested? He's a really nice guy and he'd be a fantastic (9) \_\_\_\_\_!

18 Choose the correct words to complete the voice mails.

Danny? It's Keira. You're a star! Sounds perfect. Bill must earn a lot to put a (1) **deposit / loan** down on a house in Oldham Street! Tell him that I'd love to come round and see the room. Do you know how much he wants (2) **for / per** week? And I'd need to move (3) **into / in** by the end of next week if that's OK.

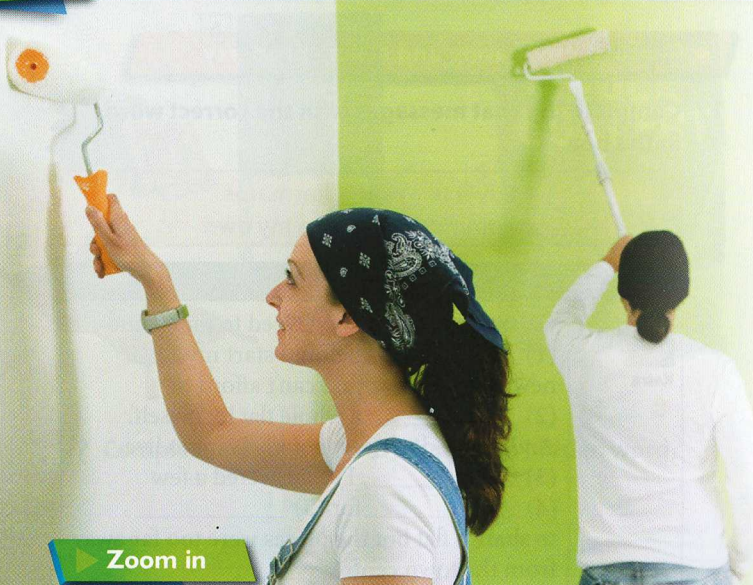
Hi! Glad to be able to help, Keira. Sorry, I don't know what he's (4) **costing / charging**, but it won't be outside your (5) **expenses / budget**. And I imagine it includes electricity and gas, so you wouldn't have to worry about (6) **payments / bills** like that. Bill doesn't earn that much – he's a(n) (7) **house / estate** agent and I guess that's how he got the house cheap! Anyway, I'll email you the details and tell him what a wonderful (8) **tenant / sitter** you would be. Of course, as long as I can come to the (9) **housewarming / housewelcoming** party!

19 Complete the sentences with the correct words in the box.

take out plot instalments notice

- 1 We're buying a \_\_\_\_\_ of land on the edge of town and my dad wants to build a house there.
- 2 I don't think you can \_\_\_\_\_ a mortgage until you're over twenty one. Am I right?
- 3 If you don't keep up with the mortgage \_\_\_\_\_, the bank can repossess your house. That would be terrible!
- 4 I have to give a month's \_\_\_\_\_ if I plan to leave the flat. How about you?





Zoom in

1 Read the descriptions of two trends. Work in pairs and answer the questions below.

**house swapping:** exchanging homes with other people for short or long periods of time for no money

**WOOFing:** working as a volunteer on an organic farm during holidays in return for free accommodation and food

- Are these trends popular in Ukraine? Why? Why not? What's your opinion about them?
- Why may people want to swap their homes?
- What would be the hardest for you about moving to the countryside if you're a city resident? What would be the hardest for you about moving to a city from the countryside? Why?

2 Which of these activities would you know how to do? Where / How did you learn them?

- repair a household appliance
- mow the lawn
- sew clothes
- grow vegetables
- fix a broken bike
- wallpaper a room
- start a barbecue
- load a dishwasher
- make pancakes
- use a drill
- iron a shirt

Practise

GET SMARTER

Зверни увагу на те, що завдання, які полягають у встановленні відповідності між висловлюванням та поданим твердженням перевіряють вміння визначати головну думку тексту або задуму, мети особи, яка висловлюється. Пам'ятай, що подані речення стосуються цілого висловлювання, а не його окремого фрагменту. На мету висловлювання у реченні часто вказують такі дієслова, як *praise* (хвалити), *criticise* (критикувати), *explain* (пояснювати), *describe* (описувати), *advertise* (рекламувати), *complain* (скаржитися), *boast* (хвалитися).

3 CD 1.06 MP3 14 Listen to the recording. Decide why the following two sentences are not good summaries of the text you hear. Write a sentence that would be a good summary.

- The speaker praises city lovers. X
- The speaker describes city lovers' social life. X
- \_\_\_\_\_ ✓

4 CD 1.07 MP3 15 Listen to two speakers. Choose the correct answer A, B or C.

Speaker 1

- A complains about something.
- B boasts about something.
- C praises something.

Speaker 2

- A criticises something.
- B reports something.
- C advertises something.

PRACTICE TASK

Matching

5 CD 1.08 MP3 16 You will hear twice four people talking about different places to live. For each extract (1-4) choose the answer (A-E) which you think fits best according to what you hear. Put the answers in the correct column. There is one extra sentence that you do not need to use.

- A The speaker promotes houses for sale.
- B You can hear this announcement in a furniture shop.
- C The speaker explains why he/she changed his/her negative opinion about something.
- D The speaker describes an unusual adventure in the countryside.
- E The speaker complains about his/her living conditions.

1	2	3	4

Fish for words

6 Decide which of the words in the box can be used both as nouns and verbs. What do they mean as nouns and verbs? Choose two words and write your own sentences to illustrate the meaning.

move furnish study shower wallpaper  
city iron rent flat change

7 Replace the words in bold with their antonyms in the box.

spacious nearby fully furnished  
peaceful rough affordable

- I live in a **safe** neighbourhood.
- Our flat is quite **small**.
- Our house is situated in a **noisy** area.
- My best friend lives **far away**.
- Our new apartment is **empty**.
- My parents are looking for an **expensive** house.



Wrap it up

8 Where would you prefer to live for the rest of your life? Why?

- in a spacious and luxurious house in a quiet village in the middle of nowhere
- in a very small but modern, well-furnished flat in a noisy city centre
- in a cold or hot climate
- in Ukraine or abroad

9 What is the division of labour in your household? Who does what and why? Do you think it's a fair deal?

10 Should teenagers be encouraged to do household chores by being paid extra pocket money? Why? Why not?

Practise

GET SMARTER

Пам'ятай, що інформація, подана в реченні, сформульована інакше, ніж у звукозаписі. Під час прослуховування зверни увагу на слова, фрази або фрагменти тексту, значення яких наближене до змісту, висловленого в завданні. Спочатку прослухай весь текст, а вже потім зазнач відповіді. Під час другого прослуховування переконайся, що ти зазначив / зазначила правильні відповіді.

1 CD 1.09 MP3 17 Listen to three speakers talking about life in the city and in the country. Write down words, expressions or fragments of text which have a similar meaning to the words in bold.

- 1 The busy city life I lead drives me mad.  
\_\_\_\_\_
- 2 My neighbours moan about my loud music.  
\_\_\_\_\_
- 3 Living a rural life does not appeal to me.  
\_\_\_\_\_

Multiple choice

2 CD 1.10 MP3 18 You will hear twice an interview with a scientist talking about his research on teenage household behaviour. For the following questions choose the answer (A, B or C) that fits best according to what you hear.

- 1 Dylan Watson was surprised by the Australian statistics, according to which
  - A teenagers carry out a lot of household duties nowadays.
  - B teenagers carry out almost no household duties nowadays.
  - C teenagers nowadays carry out a lot more household duties than the previous generations.
- 2 What is the worst consequence of the problem discussed?
  - A The fact that parents want to cope with all the duties by themselves.
  - B The fact that teenagers lack self-reliance.
  - C The fact that teenagers have too many skills to learn.

Fish for words

3 Match the expressions that have a similar meaning. Choose three phrases and write your own sentences.

- |                    |                     |
|--------------------|---------------------|
| 1 count on         | A attend            |
| 2 carry out        | B meet unexpectedly |
| 3 turn into        | C result in         |
| 4 bump into        | D be crazy          |
| 5 stumble upon     | E come across       |
| 6 turn up for      | F complain          |
| 7 lead to          | G perform           |
| 8 kick up a fuss   | H rely on           |
| 9 be off your head | I develop into      |

4 Put the words in order to make correct sentences.

- 1 nest / independent / You / should / leave / the / be / when / you / .
- 2 lot / know / teenagers / nothing / to / A / of / next / chores / about / household / .
- 3 easy / make / It / the / urban / rural / can't / switch / from / be / to / life / to / .
- 4 by / skills / Teenagers / life / do / not / disservice / to / themselves / a / some / learning / basic / .

EXAM TASK

3 According to Dylan Watson, domestic helplessness is caused by

- A teenagers' lack of interest in household duties.
- B old-fashioned views on the upbringing of young people.
- C parents' inability to enforce certain rules at home.

4 The family mentioned by Dylan Watson

- A made their son attend farming lessons.
- B changed their lifestyle out of choice.
- C expected to make a fortune out of farming.

5 Dylan Watson quotes the story to

- A demonstrate how certain skills may unexpectedly become useful.
- B criticise parents for teaching their teens unnecessary life skills.
- C discourage parents from moving to the countryside with their adolescent children.





## Zoom in

## 1 Work in pairs and answer the questions.

- 1 What is the messiest room in your house? Describe it.
- 2 What would you throw away from your room if you had to move to a smaller house?
- 3 What do you think celebrities have in their houses that you do not have?

## Practise

## GET SMARTER

Під час виконання завдань на заповнення пропусків у тексті реченнями / частинами речень, спочатку уважно прочитай завдання і текст, щоб ознайомитися з його тематикою і структурою. Потім прочитай речення або фрагменти, подані під текстом. Зверни особливу увагу на слова і звороти, які знаходяться безпосередньо перед та після пропуску у тексті, такі, як особові займенники (напр. he, she, it), сполучники (напр. and, though) та інші звороти (напр. what's more, however). Зверни також увагу на черговість описуваних подій, яка може допомогти тобі у виборі правильних речень.

2 Read the pairs of sentences 1–4. In the second sentence underline the word (or words) that refers to something in the first sentence. Explain how the two sentences are connected.

- 1 We had a beautiful house in Hills Road. We'd lived there for ten years and I'd enjoyed every minute of it.
- 2 The estate agent came round to value our house. He went through all the rooms and even walked round the garden.
- 3 My mother told my younger brother to tidy his room before dinner. He didn't like that and got really cross.
- 4 On Saturday we had a birthday party for my grandad, who turned eighty. It was a great success and he loved every minute of it.

3 Read the sets of three sentences in A and B and put them in the correct order.

## A

- \_\_\_ I got home from school about half past four.
- \_\_\_ The bus was packed, so I had to stand up all the way.
- \_\_\_ I made a sandwich and then did some homework.

## B

- \_\_\_ I discovered that something was wrong with my computer and I couldn't send or receive email.
- \_\_\_ I phoned my friend who knows a lot about computers.
- \_\_\_ I wondered why Rachel hadn't emailed me about going to the concert.

Missing sentence / gap-fill

EXAM TASK

4 Read the following text. Three sentences have been removed from the text. Choose from the sentences (A-E) the one which fits each gap (1-3) to obtain a logical and grammatically correct text. There are two extra sentences that you do not need to use.

## Time To Leave

It wasn't the best day of Jenny's life. In fact, it was one of the worst. She loved her school. (1) \_\_\_ Her teacher was fantastic and she'd known everyone in her class since she was twelve. She also loved her house and the neighbourhood. She looked round her room. It was decorated just as she liked it and she had a beautiful view out over the big garden and of the trees beyond.

(2) \_\_\_ Then she shut the front door behind her for the last time and got into the car.

'I still don't understand why we have to move,' she complained to her mother as they drove off.

'I've explained again and again,' her mother said. Her voice was sharp. She kept her eyes on the road ahead. 'Your father's got a new job in the city. It's more money and we've got a really spacious flat – you'll love it. Your room's got an en suite bathroom. So, no more sharing it with Mark.'

Jenny sulked and didn't answer. (3) \_\_\_ There was the block of flats where her best friend, Ruby, lived. There was the big mansion where the rich kid in her class lived. And there was the tiny cottage where her boyfriend, Frank, lived with his mum. She was going to miss him. She felt tears in her eyes.



- A She stared out of the window and watched her old life go past.
- B She walked round the garden to say goodbye.
- C It was a great place.
- D With a deep sigh, she closed her suitcase and went downstairs.
- E They had spent some very good time there.



**Fish for words**

5 Underline the words in exercise 4 on page 28 that helped you to match the sentences to their places in the text.

6 Choose the correct answer A, B or C.

- 1 When something is **beyond**, it is
  - A in front of something else.
  - B further away than something else.
  - C in the middle of something else.
- 2 When you **sigh**, you are usually
  - A angry, furious.
  - B sad, disappointed.
  - C enthusiastic, happy.
- 3 If your voice is **sharp**, it is usually because
  - A someone has pleased you.
  - B someone has annoyed you.
  - C someone has disappointed you.
- 4 When people **sulk**, they
  - A stay quiet.    B shout.    C cry.
- 5 If something is **tiny**, it is
  - A very small.
  - B quite small.
  - C medium-sized.

7 Complete the sentences with the correct form of the verbs in the box.

get    stare    complain    keep    miss

- 1 I always \_\_\_\_\_ my eye on my little sister when she's playing in the garden.
- 2 I don't like it when someone \_\_\_\_\_ at me for a long time.
- 3 I really \_\_\_\_\_ my cat when we moved to another country because of my dad's job.
- 4 My brother always \_\_\_\_\_ about his food – he doesn't like anything!
- 5 When I \_\_\_\_\_ into my dad's new sports car I had to move the seat back.

**Wrap it up**

8 Work in pairs and answer the questions.

- 1 What can be difficult when you move to a new home or school? Why?
- 2 How much does your room say about you?
- 3 How much do our surroundings influence us when we are young? Why do you think so?

Missing sentence / gap-fill

1 Read the following text, from which four paragraphs have been removed. Choose from the sentences (A-E) the one which fits each gap (1-4) to obtain a logical and grammatically correct text. There is one extra paragraph that you do not need to use.

I simply close my eyes and I'm back there again, in my tiny bed squashed between the desk and the wall. (1) \_\_\_\_ If you looked carefully and made your eyes go blurry, you could make out the shapes of different countries from them. If I try really hard, I can picture the way the moonlight used to stream in through the window if I forgot to draw my curtains at night. (2) \_\_\_\_ And I can almost smell the warm, furry smell of an old teddy bear that used to snuggle up with me in bed, under the covers. Memories of my childhood home seem extremely vivid but, I sometimes wonder if my mind has embellished them a little. (3) \_\_\_\_ Who knows? I like it the way it sits in my memory.

A lot of my childhood was spent in that small room, drawing, making up games with my imaginary friends and reading my wonderful books. Living in such an isolated spot in the countryside, I lacked contact with real children, so I made up my own friends! And the wonderful rambling old house was a source of incredible adventures for me and my friends. (4) \_\_\_\_ It was



a wild and wonderfully magical time long before I entered the real world of formal education. My heroes were from the pages of storybooks, not the stars of sport or reality television. Looking back, I think I was a lucky child. My parents bought the old run-down house in the country because they had very little money. In addition to this, my dad was a writer who liked solitude and my mother was an artist who needed inspiration. They were both wrapped up in their work and in each other and I was allowed to roam free for the first few precious years. For that freedom, I shall be eternally grateful to them.

- A Perhaps the nights weren't quite as still and moonlit. Perhaps the room was more cramped than snug.
- B We were princes and princesses locked up in an old castle, pirates on the high seas and spacemen battling with atrocious monsters!
- C Never since that time have I felt so happy and contented. I doubt whether I shall ever recapture the dreams I then dreamed or the freedom I then experienced.
- D It would touch the books on my desk and then form a big pool of light on the floorboards by the rug.
- E I can still see the cracks on the ceiling and the water stain from when the water tank overflowed in the attic.

EXTENDED



## Fish for words

2 Find words or expressions in exercise 1 that match meanings 1–10.

1 pushed into a small space (paragraph 1)  
\_\_\_\_\_

2 mark from spilt liquid (paragraph 1)  
\_\_\_\_\_

3 unfocused (paragraph 1)  
\_\_\_\_\_

4 flow in continuously (paragraph 2)  
\_\_\_\_\_

5 made more interesting (paragraph 3)  
\_\_\_\_\_

6 cosy (paragraph 3)  
\_\_\_\_\_

7 not well-maintained (paragraph 5)  
\_\_\_\_\_

8 enjoyed being alone (paragraph 5)  
\_\_\_\_\_

9 completely involved in (paragraph 5)  
\_\_\_\_\_

10 go where I want (paragraph 5)  
\_\_\_\_\_

3 Find two phrasal verbs with 'make' in the text. What do they mean? Write your own sentence with each of them to show their meaning.  
\_\_\_\_\_  
\_\_\_\_\_

4 Choose the correct preposition to complete the sentences.

1 I made **up** / **over** a story about a prince and a dragon.

2 The thief made **out** / **off** with two million pounds.

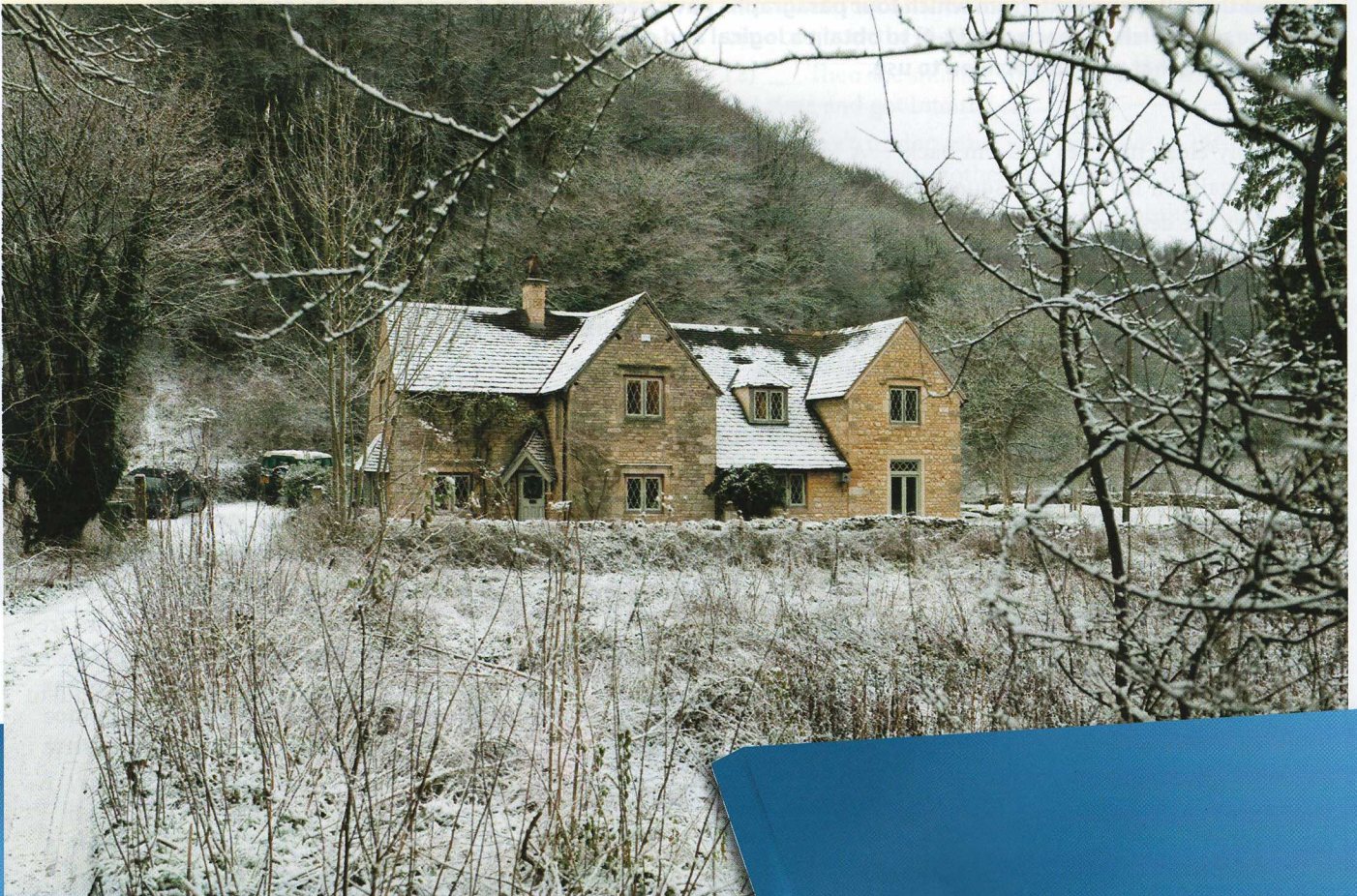
3 We had an argument but we made **in** / **up** the next day.

4 I couldn't make **out** / **for** what Gary was saying because the phone signal was bad.

5 When it started to rain, we made **to** / **for** the nearest shelter.

6 I know Ronnie was asleep, but he made **up** / **out** that he'd been working hard!

EXTENDED





Zoom in

1 Work in pairs and answer the questions.

- How easy or difficult would it be for you to share a flat with a stranger? Why?
- What qualities should a good flatmate have? Would you make a good flatmate? Why? Why not?
- If you studied in another town, would you prefer to live in the hall of residence or to rent a flat on your own? Why?
- If you wanted to rent a flat, what questions should you ask your landlord / landlady?

KNOW YOUR PHRASES

- Where is the flat situated?
- The flat is situated close to / next to the uni campus.
- How big is the flat?
- How many rooms are there in this flat?
- How much is the rent?
- Does the rent include all the bills?
- The rent is £500 a month and it includes all the bills except for the Internet.
- What household chores are you prepared to do?
- I could do / be responsible for the cooking. How about you?
- Would it be OK with you if I invited my friends from time to time?
- You can invite your friends as long as you don't throw parties all the time.

Practise

GET SMARTER

Пам'ятай, що теми, подані в „хмарках“, необхідно розширити мінімум одним або двома реченнями. Наприклад, щоб обговорити тему „розмір помешкання“, ти можеш сказати: *The flat is quite spacious. It has got two bedrooms, a kitchen and a bathroom.*

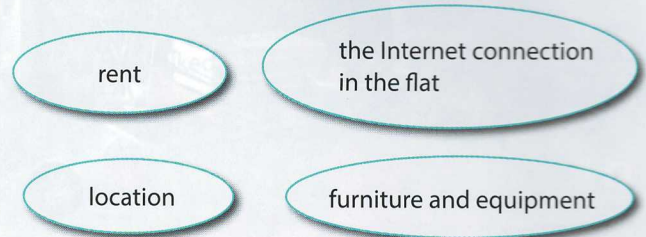
Activate

2 Скажи, що:

- квартира знаходиться в самому центрі міста.
- квартплата містить всі рахунки, крім рахунків за електроенергію.
- ти можеш відповідати за приготування їжі в квартирі, яку ділиш з другом/подругою.
- можеш запрошувати знайомих до дому, за умови, що вони підуть до опівночі.

3 Read the practice task and the speech bubbles and decide what you could say in Ukrainian. Then express your ideas in English.

During your stay in London you are looking for a flat to rent. You have found an advert in a newspaper and you have decided to call the landlord. Below there are four subjects you should mention in your conversation:



PRACTICE TASK

4 Work in pairs. Do the exam task, then change your roles and act out another dialogue. Student B starts the conversation.

STUDENT A

While studying abroad you are looking for a flatmate. On your college website you have found an interesting flat for rent. Talk with your potential flatmate and discuss with him/her the following issues:

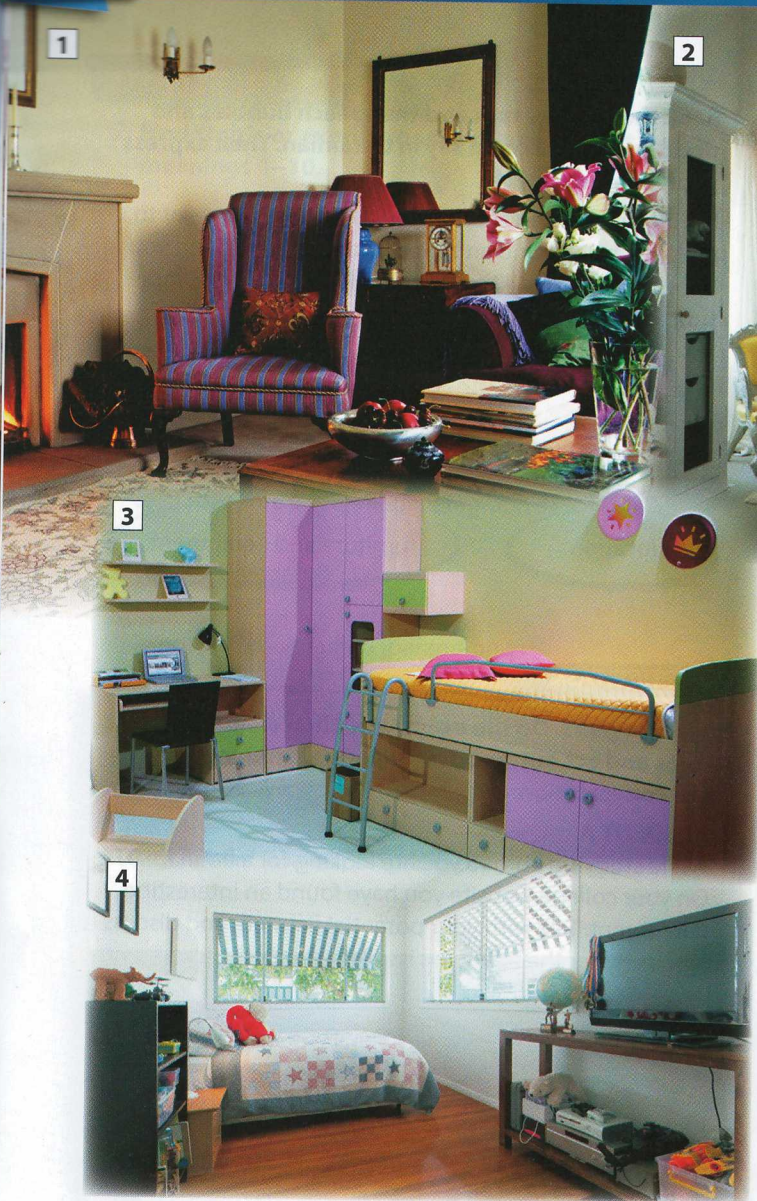


STUDENT B

You are a student looking for a flat to rent in the city where you are studying. You get in touch with a person who is looking for a flatmate. Depending on the course of the conversation try to cover all or some of the following points in your talk:

- ask student A to explain precisely some points;
- disagree politely with student A, so that he/she has to present more arguments or a new solution;
- ask if you can pay your rent with a month delay;
- find out about the habits and interests of your potential flatmate.





**2 Change the words in brackets into the correct forms.**

- 1 I (фарбую) \_\_\_\_\_ my room for at least five hours. It already looks better!
- 2 We (переїжджаємо) \_\_\_\_\_ to our new flat the day after tomorrow.
- 3 Tom (завжди мріяв) \_\_\_\_\_ about having his own room before his family moved to their new big house.
- 4 Teenagers! They never (допомагають) \_\_\_\_\_ around the house.
- 5 Jessica (прибирала) \_\_\_\_\_ her room when I came in.
- 6 My room is (фарбують) \_\_\_\_\_.

**PRACTICE TASK**

Multiple choice

**3 For sentences 1-5 circle the correct answer A, B, C or D.**

- 1 This mansion \_\_\_ to this family.  
 A always belongs  
 B has always belonged  
 C had always belonged  
 D has always belongs
- 2 I understood how she felt. She \_\_\_ her own room until last year.  
 A has never had  
 B had never had  
 C would never have  
 D would never had
- 3 I was tidying up my room from 8.00 until 10.00 pm. \_\_\_  
 A What were you doing at that time?  
 B What have you been doing at that time?  
 C What had you been doing at that time?  
 D What did you do at that time?
- 4 \_\_\_ to see your new room? I can make a ham and cheese pizza for everyone.  
 A What time do your friends come  
 B What time did your friends come  
 C What time are your friends coming  
 D What time will your friends come
- 5 My room \_\_\_. It looks fantastic!  
 A has just redecorated  
 B was just redecorated  
 C has just been redecorated  
 D has just being redecorated

**Zoom in**

**1 Work in pairs. Look at the photographs of different rooms and answer the questions.**

- 1 What can you say about the people who live in these rooms? Can you guess their age, profession, interests, habits or personality? How are these rooms similar to or different from your room?
- 2 Does your room tend to be tidy or messy most of the time? Why is that?
- 3 Is it possible to feel good in a messy room? Why? Why not?
- 4 What would you change in your own room if you had £1,000 to spend?

**Practise**

**GET SMARTER**

Пам'ятай, що фрагменти речень, подані українською мовою, не перекладаються дослівно. Подумай, який час треба вжити і яку граматичну форму застосувати: активну чи пасивну. Зверни увагу на те, що речення в теперішньому часі в українській мові може бути висловлене в англійській мові за допомогою іншої конструкції, напр. я маюю = *I'm painting (now)*, *I paint (every year)*, *I have been painting (since Tuesday)*.



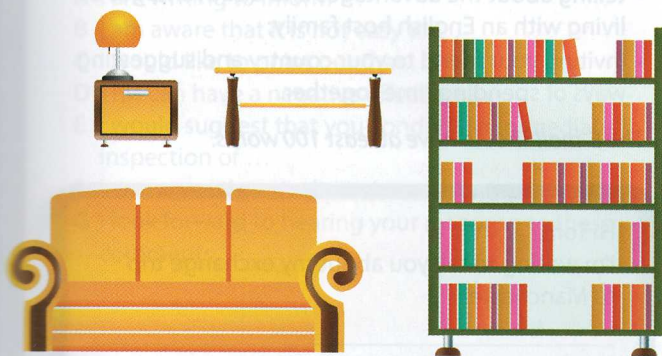
**PRACTICE TASK** Multiple choice

- 4 For sentences 1-5 circle the correct answer A, B or C.
- \_\_\_, I've met a lot of people.  
 A Since I had moved here  
 B Since I moved here  
 C Since I have moved here
  - \_\_\_ such a mess? There are things all over the floor!  
 A Who had left  
 B Who has left  
 C Who was left
  - I'm going to stay at my grandmother's house \_\_\_\_.  
 A in one week  
 B for one week  
 C during one week
  - \_\_\_ with your friends tonight?  
 A Are you seeing  
 B Can you see  
 C Do you see
  - \_\_\_ about having her own room since her childhood.  
 A She dreams  
 B She is dreaming  
 C She has dreamt

**Wrap it up**

- 5 Work in pairs. Within ten minutes write one word connected with the topic of HOUSE for each letter of the alphabet. You score one point for each noun and two points for each adjective. When the time has passed, compare your result with another pair to see who has won.

- |         |         |         |
|---------|---------|---------|
| A _____ | J _____ | S _____ |
| B _____ | K _____ | T _____ |
| C _____ | L _____ | U _____ |
| D _____ | M _____ | V _____ |
| E _____ | N _____ | W _____ |
| F _____ | O _____ | X _____ |
| G _____ | P _____ | Y _____ |
| H _____ | Q _____ | Z _____ |
| I _____ | R _____ |         |



**PRACTICE TASK** Sentence completion

**EXTENDED**

- 1 Complete sentences 1-4 with the correct form of the verb given in brackets so that the sentences are grammatically and logically correct.
- His room was so cluttered. (not clean) \_\_\_\_\_ for ages, so he decided to have a go at de-cluttering it.
  - (why/make the bed) \_\_\_\_\_ your bed yet? It's midday!
  - It's high time (tidy up) \_\_\_\_\_. It's a tip!
  - When I walked into my room, I wondered who (mess) \_\_\_\_\_ there.

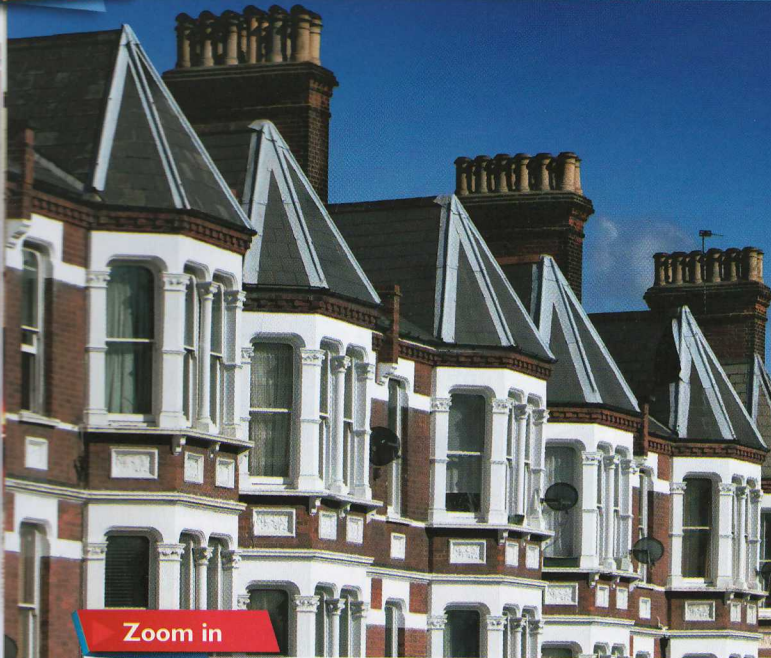


**PRACTICE** Sentence completion

- 2 Complete sentences 1-4 with the correct form of the words given in brackets so that the sentences are grammatically and logically correct.
- (I / be / you) \_\_\_\_\_, I'd have moved out a long time ago.
  - It's the first time I (stay) \_\_\_\_\_ in such a luxurious house. The owner must be very rich.
  - (share) \_\_\_\_\_ a room before you moved to your own place?
  - Why (tidy up) \_\_\_\_\_ the flat on Sunday? It's really getting on my nerves!







## Zoom in

## 1 Work in pairs and answer the questions.

- 1 When did you last stay away from home? What was good or bad about it?
- 2 If you could go on an exchange trip to another country, where would you go? Why?
- 3 What do you think foreign visitors to Ukraine would find interesting or unusual about the houses in Ukraine?

## KNOW YOUR PHRASES

- It's a big house near the town centre with three floors and an attic.
- It's a bit isolated, very old and with a lovely garden.
- One evening we went bowling.
- When we got there, we ordered some snacks.
- What I remember most is the fun we all had that evening.
- One advantage of staying in England was that my English really improved.
- The downside was that I really missed Ukrainian food.
- Would you like to come to Ukraine in the summer and learn Ukrainian?
- Why don't you come to Ukraine on holiday? We could put you up.

## Activate

## 2 Скажи, що:

- 1 дім твого дядька в Іспанії дуже просторий і сучасний.
- 2 в Лондоні ти зупинявся/зупинялася в чарівному невеличкому готелі в передмісті.
- 3 ти провів/провела вчора чудовий вечір поза домом зі знайомими.
- 4 недоліком було те, що в Лондоні йшов сильний дощ.
- 5 на канікулах тобі не вистачало твоїх друзів.
- 6 ти запрошуєш друга/подругу до себе наступного року.

## Practise

## GET SMARTER

Пам'ятай, що електронний лист другові має неофіційний характер і може містити наступні елементи:

- скорочені форми дієслів, напр. замість *I did not* чи *I would like to*, пишемо *I didn't*, *I'd like to*;
- інші скорочення, напр. замість *favourite pictures*, можна написати *fave pics*, *BTW* замість *By the way*, *LOL* замість *laughing out loud* тощо;
- розділові запитання, напр. замість *I think you speak Ukrainian*, пишемо *You speak Ukrainian, don't you?*

## 3 Rewrite the sentences using question tags.

- 1 I think you can speak French, \_\_\_\_\_.
- 2 I don't think it rains much in Spain, \_\_\_\_\_.
- 3 I don't think they've been to Kyiv yet, \_\_\_\_\_.
- 4 I think you like English food, \_\_\_\_\_.
- 5 I think you went to the USA last year, \_\_\_\_\_.

## 4 Read an example email then move to Exam Task 5.

Hi Mel,  
I'm writing to tell you about the fabulous time I had in London last week!  
Have you ever been there? The weather was brilliant and it didn't rain at all. I went out with my family to an amazing restaurant and I have got some great photographs from the night. We did a lot of sightseeing and walked everywhere. My legs ached every night but I am happy I saw so many beautiful buildings and took thousands of photographs. Do you fancy coming to Ukraine this summer? I don't think you've made any plans for holidays yet, have you? We would love to see you here!  
That's it for now.  
I can't wait to hear from you.  
XYZ

E-mail

## 5 You have just returned from an exchange trip to Manchester. Write an E-mail to your English friend:

- describing your English host family's house;
- telling about the advantages and disadvantages of living with an English host family;
- inviting your friend to your country and suggesting ways of spending time together.

The E-mail should have at least 100 words.

Hi Tom,  
I'm writing to tell you about my exchange trip to Manchester.

That's all for now. Write soon.

EXAM TASK



KNOW YOUR PHRASES

- This building is in an *apalling* state.
- The condition of this building is *unacceptable*.
- This building has not been well-maintained.
- The reason is that there has been no money invested in renovating the buildings for a long time.
- You simply have to look at the roof to see that it is leaking.

- I say this because we are fed up with sitting in cold classrooms.
- These conditions have affected some students' health.
- One solution might be to insulate the windows.
- It would be in everyone's interests to improve the condition of our school's building.
- What is really needed is a good plan and some money.

EXTENDED

Activate

1 Скажи, що:

- твій будинок в поганому стані.
- багато років не було інвестицій в ремонт будинку, в якому ти живеш.
- одним з рішень могло б бути фарбування стін.
- погані умови впливають на здоров'я мешканців.
- кожен зацікавлений у перевірці водної і електричної систем в цілому будинку.

Formal letter

EXAM TASK

3 Read the exam task. Write a letter on the following topic.

Your school building is old and badly maintained. Write a letter to the local authorities in which you describe the poor condition of the building and offer solutions to improve the situation.

The letter should have at least 150 words.

Writing bank ► p.157

Practise

GET SMARTER

Пам'ятай, що офіційний лист вимагає офіційного стилю мови і не повинен містити:

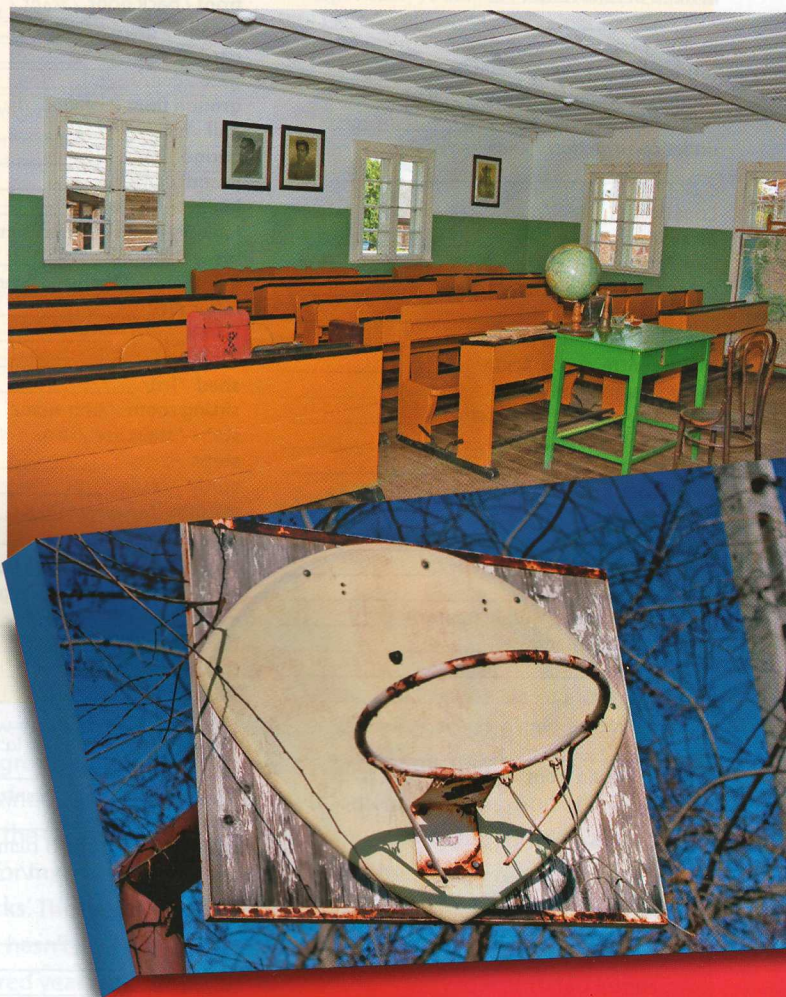
- скорочених форм дієслів, напр. замість I'd like to пишемо I would like to;
- ідіоматичних зворотів, напр. замість it's off the beaten track пишемо it is in an isolated area;
- мови, характерної для усних висловлювань і неофіційних письмових висловлювань, напр. замість

I want to tell you about пишемо I would like to inform you that.

2 Match sentences 1–7 with their more formal equivalents.

- I go to school at ...
- I think this is bad for ...
- I know that it's hard to ...
- I hope you answer this letter soon.
- This letter is about ...
- One important thing you ought to know is that ...
- You need to look at ... soon.

- I am writing to inform ...
- I am aware that it is not easy to ...
- I would like to point out that ...
- This can have a negative effect on ...
- I would suggest that you conduct an immediate inspection of ...
- I am currently a student at ...
- I look forward to hearing your response to these comments.





MP3 19 The place where we live

- Types of house**  
 block of flats /blɒk əv 'flæts/  
 building /'bɪldɪŋ/  
 bungalow /'bʌŋɡələʊ/  
 castle /'kɑːsl/  
 cottage /'kɒtɪdʒ/  
 detached house /dɪ'tætʃt 'həʊs/  
 family home /'fæmli 'həʊm/  
 farmhouse /'fɑːm'həʊs/  
 flat /'flæt/  
 house /'həʊs/  
 mansion /'mænjən/  
 nursing home /'nɜːsɪŋ 'həʊm/  
 semi-detached house /,semi dɪ'tætʃt 'həʊs/

- studio flat /'stjuːdiəʊ 'flæt/  
 terraced house /,terəst 'həʊs/  
 tower block /'taʊə 'blɒk/  
 villa /'vɪlə/

- affordable housing /ə'fɔːdəbl 'həʊzɪŋ/ **EXTENDED**  
 all mod cons /,ɔːl mɒd 'kɒnz/  
 auction /'ɔːkʃn/  
 bedsit /'bedsɪt/  
 bid /bɪd/  
 dilapidated /dɪ'læpɪ'deɪtɪd/  
 housing estate /'həʊzɪŋ ɪ'steɪt/  
 in need of renovation /ɪn 'niːd əv ,renə'veɪʃn/

- mobile home /,məʊbaɪl 'həʊm/  
 retirement flat /rɪ'taɪəmənt 'flæt/  
 sheltered accommodation /,ʃeltəd ə'kɒmə'deɪʃn/  
 under construction /,ʌndə kən'strʌkʃn/

**Location**

- away from /ə'weɪ frəm/  
 city /'sɪti/  
 commute /kə'mjuːt/  
 district /'dɪstrɪkt/  
 in a rural area /ɪn ə ,rʊərəl 'eəriə/  
 in the centre /ɪn ðə 'sentə/  
 in the countryside /ɪn ðə 'kʌntri'saɪd/  
 in the suburbs /ɪn ðə 'sʌbːbz/  
 inhabitant /ɪn'hæbɪtənt/  
 located /ləʊ'keɪtɪd/  
 neighbour /'neɪbə/  
 neighbourhood /'neɪbə'hʊd/  
 Old Town /əʊld 'taʊn/  
 on the edge of /ɒn ði 'edʒ əv/  
 overlook /əʊvə'lʊk/  
 public transport /pʌblɪk 'træns'pɔːt/  
 residents /'rezɪdənts/  
 view /vjuː/  
 village /'vɪlɪdʒ/  
 a stone's throw from /ə ,stəʊnz 'θrəʊ frəm/ **EXTENDED**  
 across the road from /ə'krɒs ðə 'rəʊd frəm/

- amenities /ə'mɪnətɪz/  
 central location /,sentrəl ləʊ'keɪʃn/  
 hustle and bustle /'hʌsl ən 'bʌsl/  
 in the heart of the countryside /ɪn ðə ,hɑːt əv ðə 'kʌntri'saɪd/  
 in the middle of nowhere /ɪn ðə ,mɪdl əv 'nəʊweə/  
 lane /leɪn/  
 off the beaten track /ɒf ðə ,biːtn 'træk/  
 within walking distance of /wɪðɪn 'wɔːkɪŋ ,dɪstəns əv/

MP3 20 Describing houses

**Rooms and parts of the house**

- attic /'ætɪk/  
 balcony /'bælkəni/  
 basement / cellar /'beɪsmənt / 'selə/  
 bathroom /'bɑːθruːm/  
 bedroom /'bedruːm/  
 carport /'kɑːpɔːt/  
 ceiling /'siːlɪŋ/  
 chimney /'tʃɪmni/  
 dining room /'daɪnɪŋ ,ruːm/  
 door /dɔː/  
 downstairs /,daʊn'steəz/  
 drive /draɪv/  
 fence /fens/  
 fireplace /'faɪə'pleɪs/  
 front / back door /,frʌnt / ,bæk 'dɔː/  
 garage /'gærɑːʒ/  
 garden /'gɑːdn/  
 gate /geɪt/  
 ground floor /,graʊnd 'flɔː/  
 hall /hɔːl/  
 hedge /hedʒ/  
 island /'aɪlənd/  
 kitchen /'kɪtʃən/  
 laundry room /'ləʊndri ruːm/  
 lift /lɪft/  
 living room / lounge /'lɪvɪŋ ruːm / laʊndʒ/  
 loft /lɒft/  
 porch /pɔːtɪʃ/  
 roof /ruːf/  
 shed /ʃed/  
 sitting room /'sɪtɪŋ ruːm/  
 stairs / staircase /steəz / 'steə'keɪs/ schody/  
 steps /steps/  
 study /'stʌdi/  
 upstairs /ʌp'steəz/  
 wall /wɔːl/

- burglar alarm /'bɜːglə ə'lɑːm/ **EXTENDED**  
 double-glazed /,dʌb(ə)l 'gleɪzɪd/  
 extension /ɪk'stenʃn/  
 fish pond /fɪʃ ,pɒnd/  
 floorboards /'flɔː,bɔːdz/  
 flowerbed /'flaʊə'bed/  
 landing /'lændɪŋ/  
 smoke alarm /'sməʊk ə'lɑːm/ **EXTENDED**  
 solar panels /,səʊlə 'pænlz/  
 stair rail /'steə reɪl/  
 utility room /juː'tɪlətɪ ruːm/  
 windowsill /'wɪndəʊ,sɪl/

**Describing a house**

- airy /'eəri/  
 brick /brɪk/  
 bright /braɪt/

- cluttered /'klʌtəd/  
 comfortable /'kɒmfətəbl/  
 convert /kən'vɜːt/  
 cosy /'kəʊzi/  
 decorated /'dekəreɪtɪd/  
 eco-friendly /,iːkəʊ 'frendli/  
 furnished / unfurnished /'fɜːnɪʃt / ʌn'fɜːnɪʃt/  
 glass /glɑːs/  
 homely /'həʊmli/  
 luxurious /lʌg'zjuəriəs/  
 maintain /meɪn'teɪn/  
 modern /'mɒdən/  
 mud /mʌd/  
 second-hand /,sekənd 'hænd/  
 spacious /speɪʃəs/  
 steel /stiːl/  
 stone /stəʊn/  
 tidy / untidy /'taɪdi / ʌn'taɪdi/  
 wooden /'wʊdn/  
 badly-decorated /,bædli 'dekəreɪtɪd/ **EXTENDED**  
 cramped /kræmpɪt/  
 dingy /'dɪŋdʒi/  
 dusty /'dʌsti/  
 oak /əʊk/  
 old-fashioned /,əʊld 'fæʃnd/  
 open-plan /,əʊpən 'plæn/  
 stuffy /'stʌfi/  
 unique-looking /juː'niːk 'lʊkɪŋ/  
 well-maintained /,wel meɪn'teɪnd/

**Furniture and equipment**

- alarm clock /ə'lɑːm 'klɒk/  
 armchair /'ɑːm,tʃeə/  
 bath /bɑːθ/  
 bed /bed/  
 bedside table /,bedsaɪd 'teɪbl/  
 bin /bɪn/  
 blanket /'blæŋkɪt/  
 blinds /blændz/  
 bookcase /'bʊk,keɪs/  
 bookshelf / bookshelves /'bʊk,ʃelf / 'bʊk,ʃelvz/  
 carpet /'kɑːpɪt/  
 CD player /,siː 'diː ,pleɪə/  
 central heating /,sentrəl 'hiːtɪŋ/  
 chair /tʃeə/  
 chest of drawers /,tʃest əv 'drɔːz/  
 cooker /'kʊkə/  
 cupboard /'kʌbəd/  
 curtains / net curtains /'kɜːtnz / ,net 'kɜːtnz/  
 cushion /'kʊʃn/  
 desk /desk/  
 dishwasher /'dɪʃ,wɒʃə/  
 double bed /,dʌbl 'bed/  
 duvet /'duːvet/  
 equipment /'ɪkwɪpmənt/  
 fireplace /'faɪə'pleɪs/  
 fitted carpet /,fɪtɪd 'kɑːpɪt/  
 flowerpot /'flaʊə'pɒt/  
 freezer /'friːzə/  
 fridge /frɪdʒ/  
 Hoover /'hʊːvə/  
 lamp /læmp/  
 light /laɪt/  
 lighting /'laɪtɪŋ/  
 microwave /'maɪkrə'weɪv/  
 mirror /'mɪrə/  
 oven /'ʌvən/



picture /'pɪktʃə/ \_\_\_\_\_  
pillow /'pɪləʊ/ \_\_\_\_\_  
poster /'pəʊstə/ \_\_\_\_\_  
radiator /'reɪdɪ,etə/ \_\_\_\_\_  
rug /rʌg/ \_\_\_\_\_  
sheet /ʃi:t/ \_\_\_\_\_  
shelf /ʃelf/ \_\_\_\_\_  
shower /'ʃaʊə/ \_\_\_\_\_  
single bed /'sɪŋgl 'bed/ \_\_\_\_\_  
sink /sɪŋk/ \_\_\_\_\_  
sofa /'səʊfə/ \_\_\_\_\_  
table /'teɪbl/ \_\_\_\_\_  
toaster /'təʊstə/ \_\_\_\_\_  
toilet /'tɔɪlət/ \_\_\_\_\_  
TV set /'ti: 'vi: set/ \_\_\_\_\_  
wallpaper /'wɔ:l,peɪpə/ \_\_\_\_\_  
wardrobe /'wɔ:drəʊb/ \_\_\_\_\_  
washbasin /'wɔʃ,beɪsɪn/ \_\_\_\_\_  
washing machine /'wɔʃɪŋ məʃi:n/ \_\_\_\_\_  
antique /'æŋ'ti:k/ \_\_\_\_\_  
fruit bowl /'fru:t ,bəʊl/ \_\_\_\_\_  
hand (of a clock) /hænd (əv ə 'klɒk)/ \_\_\_\_\_  
kettle /'kɛtl/ \_\_\_\_\_  
kitchen appliances /'kɪtʃən ə'plɑ:ənsɪz/ \_\_\_\_\_  
kitchen utensils /'kɪtʃən ju:'tenslz/ \_\_\_\_\_  
mantelpiece /'mæntl,pi:s/ \_\_\_\_\_  
ornament /'ɔ:nəmənt/ \_\_\_\_\_  
potted plant /'pɒtɪd 'plɑ:nt/ \_\_\_\_\_  
shutters /'ʃʌtəz/ \_\_\_\_\_  
silver frame /'sɪlvə 'freɪm/ \_\_\_\_\_  
rack /ræk/ \_\_\_\_\_

**MP3 21 Household and garden jobs**

change the sheets /'tʃeɪndʒ də 'ʃi:təz/ \_\_\_\_\_  
do the gardening /,du: də 'gɑ:dənɪŋ/ \_\_\_\_\_  
do the housework /,du: də 'haʊs,wɜ:k/ \_\_\_\_\_  
empty the dishwasher /'emptɪ də 'dɪʃ,wɔʃə/ \_\_\_\_\_  
have green fingers /,grɪn 'fɪŋgəz/ \_\_\_\_\_  
hoover the carpet /,hu:və də 'kɑ:pɪt/ \_\_\_\_\_  
iron the clothes /,aɪən də 'kləʊðz/ \_\_\_\_\_  
make the bed /,meɪk də 'bed/ \_\_\_\_\_  
mow the lawn /,məʊ də 'lɔ:n/ \_\_\_\_\_  
sweep the floor /,swi:p də 'flɔ:/ \_\_\_\_\_

tidy the desk /,taɪdɪ də 'desk/ \_\_\_\_\_  
broom /bru:m/ \_\_\_\_\_  
brush /brʌʃ/ \_\_\_\_\_  
duster /'dʌstə/ \_\_\_\_\_  
lawnmower /'lɔ:n,məʊə/ \_\_\_\_\_  
rake /reɪk/ \_\_\_\_\_  
rubber gloves /,rʌbə 'glʌvz/ \_\_\_\_\_  
spade /speɪd/ \_\_\_\_\_  
trawl /trɔ:vəl/ \_\_\_\_\_

**MP3 22 Renting, purchasing and selling property**

accommodation /ə,kɒmə'deɪʃn/ \_\_\_\_\_  
ad /æd/ \_\_\_\_\_  
advert /'ædvɜ:t/ \_\_\_\_\_  
flatmate / housemate / roommate /'flæt,meɪt / 'haʊs,meɪt / 'ru:m,meɪt/ \_\_\_\_\_  
for sale /,fə 'seɪl/ \_\_\_\_\_  
landlord / landlady /'lænd,lɔ:d / 'lænd,leɪdi/ \_\_\_\_\_  
live on one's own /,lɪv ɒn wʌnz 'əʊn/ \_\_\_\_\_  
move in / move out /,mu:v 'ɪn / mu:v 'aʊt/ \_\_\_\_\_  
pay in advance /,peɪ ɪn əd'vɑ:ns/ \_\_\_\_\_  
rent /rent/ \_\_\_\_\_  
share a room / flat / house /,ʃeə ə 'ru:m / 'flæt / 'haʊs/ \_\_\_\_\_  
to let /tə 'let/ \_\_\_\_\_  
bill /bɪl/ \_\_\_\_\_  
budget /'bʌdʒɪt/ \_\_\_\_\_  
charge /tʃɑ:dʒ/ \_\_\_\_\_  
deposit /dɪ'pɒzɪt/ \_\_\_\_\_  
estate agent /'eɪsteɪt ,eɪdʒənt/ \_\_\_\_\_  
housewarming /'haʊs,wɜ:mɪŋ/ \_\_\_\_\_  
instalments /ɪn'stɔ:lmənts/ \_\_\_\_\_  
notice /'nəʊtɪs/ \_\_\_\_\_  
payment /'peɪmənt/ \_\_\_\_\_  
per week / per month /,pə 'wi:k / ,pə 'mʌnθ/ \_\_\_\_\_  
take out a mortgage /teɪk ,aʊt ə 'mɔ:ɡɪdʒ/ \_\_\_\_\_  
tenant /'tenənt/ \_\_\_\_\_

**MP3 23 Other**

affordable /ə'fɔ:dəbəl/ \_\_\_\_\_  
beyond /bɪ'jɒnd/ \_\_\_\_\_  
complain /kəm'pleɪn/ \_\_\_\_\_  
embellish /ɪm'belɪʃ/ \_\_\_\_\_  
fully furnished /'fʊli 'fɜ:nɪʃt/ \_\_\_\_\_  
keep your eyes on /,ki:p jər 'aɪz ɒn/ \_\_\_\_\_  
miss /mɪs/ \_\_\_\_\_  
nearby /'niəbaɪ/ \_\_\_\_\_  
rough /rʌf/ \_\_\_\_\_  
sharp /ʃɑ:p/ \_\_\_\_\_  
sigh /saɪ/ \_\_\_\_\_  
stare at /'steə ət/ \_\_\_\_\_  
sulk /sʌlk/ \_\_\_\_\_  
tiny /'taɪni/ \_\_\_\_\_  
be off your head /bi ,ɒf jə 'hed/ \_\_\_\_\_  
blurry /'blɜ:ri/ \_\_\_\_\_  
bump into /'bʌmp ,ɪntə/ \_\_\_\_\_  
get into /'get ,ɪntə/ \_\_\_\_\_  
kick up a fuss /kɪk ,ʌp ə 'fʌs/ \_\_\_\_\_  
rambling /'ræmblɪŋ/ \_\_\_\_\_  
run-down /,rʌn 'daʊn/ \_\_\_\_\_  
snug /snʌg/ \_\_\_\_\_  
solitude /'sɒlə,tju:d/ \_\_\_\_\_  
squashed /'skwɒʃt/ \_\_\_\_\_  
stain /steɪn/ \_\_\_\_\_  
stream in /,stri:m 'ɪn/ \_\_\_\_\_  
stumble upon /'stʌmbəl ə,pʊn/ \_\_\_\_\_  
turn into /'tɜ:n ,ɪntə/ \_\_\_\_\_  
turn up for /,tɜ:n 'ʌp fə/ \_\_\_\_\_  
wrapped up in /,ræpt 'ʌp ɪn/ \_\_\_\_\_

**VOCABULARY OVERVIEW**

**Choose the correct words to complete the blog.**

We (1) **changed** / **moved** into our new house yesterday. I had really been looking forward to leaving my tiny room in the old semi-(2) **detached** / **terraced** house and filling the new place with loads of new stuff. We're now in the countryside on the edge of a village and my room is right up in the (3) **attic** / **ground floor**. Sounds strange but it's amazing. It's really spacious (unlike my last room) and (4) **open** / **airy** with a skylight and windows that (5) **oversee** / **overlook** open fields. And I have my own (6) **drive** / **staircase** to get up there – everyone else is on the (7) **storey** / **floor** below! There's plenty of room for my new, big (8) **twin** / **double** bed and oak (9) **wardrobes** / **hangings** for my clothes. On the floor, I've got two lovely red and green (10) **blinds** / **rugs** covering the original (11) **floorboards** / **bricks**. The house is old and everything is a bit old-(12) **styled** / **fashioned**. The kitchen has an ancient (13) **cooker** / **cook** that hasn't seen a saucepan in years and I think the (14) **boxes** / **cupboards** to keep all the plates and things are about a hundred years old. The (15) **roof** / **ceiling** is very low and dad keeps hitting his head when he goes through the doors. I have to say that downstairs the (16) **poster** / **wallpaper** is a bit dingy, but we can take it off and redecorate, which will be fun. It's a bit different from being in the (17) **blocks** / **suburbs** further from the town centre, in a stylish, modern house with all mod cons. I think it will get a bit cold in winter. There are no radiators – just (18) **fireplaces** / **mantelpieces** in every room. But I love it! The (19) **community** / **neighbours** are cool, too. They came round last night with a welcome cake for us all. I'm really glad we've moved here. Mum and dad are (20) **hiring** / **renting** the house for three months to see if we like being (21) **distant** / **away** from the town. As far as I'm concerned, we're here to stay and I don't care if there's no public transport – I'll learn to ride a horse!

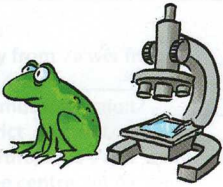


# 03 School

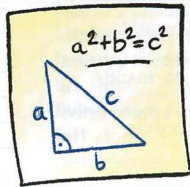


## School subjects

1 Label the pictures with the names of school subjects.



1 \_\_\_\_\_



2 \_\_\_\_\_



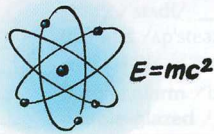
3 \_\_\_\_\_



4 \_\_\_\_\_



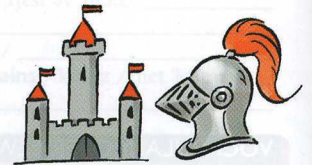
5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



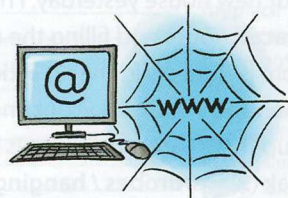
8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_



11 \_\_\_\_\_



12 \_\_\_\_\_

2 Put the subjects from exercise 1 in the correct column. Then add more subjects under each heading.

humanities	science subjects	arts subjects	other subjects
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



COMPOUND NOUNS

EXTENDED

3 Complete the names of subjects. Some letters have been given.





- 1 en \_ \_ \_ \_ men \_ \_ science
- 2 d \_ s \_ \_ n and technology
- 3 m \_ d \_ \_ studies
- 4 s \_ \_ \_ ts psychology
- 5 personal, social, health and e \_ \_ n \_ \_ c education

4 Tell your partner which subjects you think are the most useful to study at school and why.





Grades and course requirements

5 Choose the correct words to complete the chat messages.

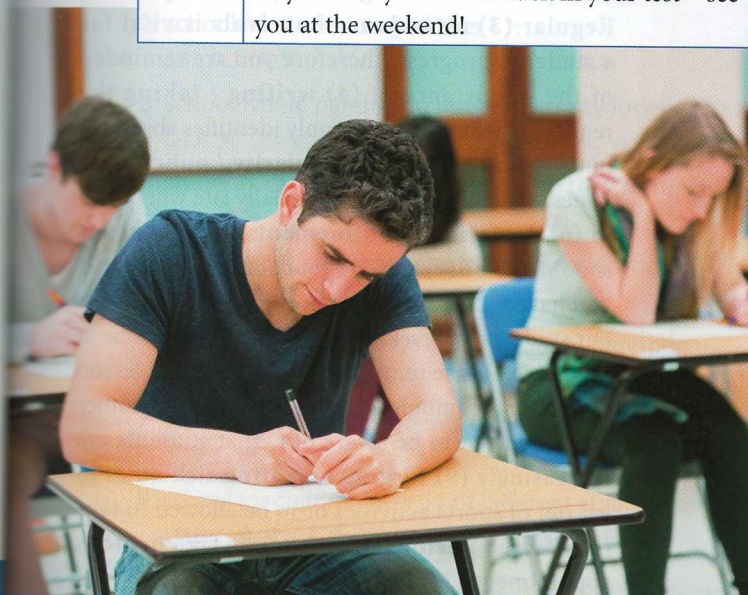
**Busy tonight ☹**

  
Grant  




Hi Eva – sorry I can't come round tonight but I'm (1) **revising / memorising** for a maths test tomorrow. We have to (2) **pass / take** a test every Tuesday! It's all part of our (3) **coursework / course studies** and it (4) **gets / goes** towards our final (5) **grade / letter**. I much prefer end-of-term (6) **year / week** exams. It's easier to (7) **stuff / cram** for the last few days. Can you imagine that in last week's test Marco (8) **cheated / copied** my answers and got (9) **kept / caught** by the teacher!

  
Eva  




Naughty Marco! That's OK. I've got my (10) **mock / false** exams next week, so I'm busy (11) **memorising / repeating** loads of information for those. I hope I (12) **pass / succeed** them. We did some (13) **before / past** papers in class last week and I did terribly. Not long before the real thing now. That will be you next year! Good luck in your test – see you at the weekend!



EXTENDED

6 Choose the correct answer A, B or C.

YOUR INFO

When you're writing a(n) (1) \_\_\_ to apply for a job, there are some points to remember. You must show all your (2) \_\_\_ very clearly, starting with the first (3) \_\_\_ you got at school and listing them in order of date right through to your (4) \_\_\_ at 16 and the A levels you (5) \_\_\_ before leaving school (or the (6) \_\_\_ Baccalaureate if this is what you took). It's also important to indicate whether you received any (7) \_\_\_ over the years, for example for excellent results or a special project. You must also include, obviously, any exceptional results such as a (8) \_\_\_. If you are a university (9) \_\_\_, then write about the subjects you studied for your (10) \_\_\_ and give information about any work experience or relevant extracurricular (11) \_\_\_ too.

- |                   |               |                  |
|-------------------|---------------|------------------|
| 1 A story         | B CV          | C interview      |
| 2 A life          | B information | C qualifications |
| 3 A marks         | B books       | C certificates   |
| 4 A GCSEs         | B SLC         | C finals         |
| 5 A made          | B took        | C wrote          |
| 6 A International | B National    | C European       |
| 7 A praise        | B gifts       | C awards         |
| 8 A distinction   | B pass        | C star           |
| 9 A ex-student    | B graduate    | C entrant        |
| 10 A course       | B level       | C degree         |
| 11 A activities   | B actions     | C acts           |

7 Tell your partner about an award you have received at school or an achievement that you are very proud of.

School life

8 Match people A-E with definitions 1-5.

- |  |                |
|--|----------------|
| 1 This person looks after the school and the school grounds.                     | A staff        |
| 2 This person is the most important person in the school.                        | B classmate    |
| 3 This person is in the same class as you.                                       | C form tutor   |
| 4 These are the people who work at a school or company.                          | D caretaker    |
| 5 A teacher who looks after a particular class and helps them with any problems. | E head teacher |



VERB-NOUN COLLOCATIONS

9 Complete the teacher's instructions with the correct form of the verbs in the box.

play give (x2) suspend make do check work (x2) hand catch take report write miss

- Remember to \_\_\_\_\_ your work before you \_\_\_\_\_ it in.
- When you're \_\_\_\_\_ on a project, you should \_\_\_\_\_ some research online.
- You'll \_\_\_\_\_ a talk on new technology, then I'd like you to \_\_\_\_\_ a paragraph about it.
- If you \_\_\_\_\_ a lot of lessons, you'll be \_\_\_\_\_ to the head teacher.
- Remember to \_\_\_\_\_ notes in the lecture because you'll have to \_\_\_\_\_ a presentation to the class next week.
- You won't \_\_\_\_\_ so many mistakes if you \_\_\_\_\_ in pairs.
- If I \_\_\_\_\_ anyone bullying, the person responsible will be \_\_\_\_\_.
- My dad says he \_\_\_\_\_ truant a lot when he was young, but now he regrets it!

10 Complete the blog with the correct words. Some letters have been given.

A nightmare day today. I hate Monday's (1) **t\_m**\_\_\_\_\_ - too many double lessons. I was nearly late again and managed to get to class just as the (2) **\_\_l** rang. Mind you, Miss Briars was (3) **\_b\_\_t** today, so no one noticed. I had left my (4) **n\_\_\_\_\_k** at home, so I couldn't give in my (5) **\_m\_\_\_\_\_k**. We had an English (6) **d\_\_\_\_\_n** this morning and I had a mistake in every word! The day got worse. I didn't have a (7) **p\_\_\_\_\_d** lunch, so I had to share Terry's and then I had to spend the whole of the lunch (8) **b\_\_\_\_\_** listening to her talking about her boyfriend, Matt. In the afternoon I realised I'd forgotten my PE (9) **\_\_t** - again! So, I had to write a fake (10) **si\_\_** note from my mum to say I was ill and couldn't do PE. I just can't (11) **c\_\_\_\_\_e** in class, either, these days. I think it's because I'm thinking about our holiday. I shall be so happy when it's the end of (12) **t\_\_m**!

comment on this entry

11 Where would you see these notices at school? Match 1-7 with the correct words in the box.

laboratory canteen corridor gymnasium staffroom library playground

- TODAY'S MENU: FISH PIE AND CHIPS OR BEEF STEW AND MASHED POTATOES. \_\_\_\_\_
- PLEASE RETURN ALL BOOKS TO THE SHELVES WHEN YOU'RE FINISHED. \_\_\_\_\_
- ALWAYS WEAR GOGGLES WHEN YOU ARE DOING AN EXPERIMENT OR DEALING WITH DANGEROUS CHEMICALS. \_\_\_\_\_
- WALK ON THE LEFT AND NO RUNNING AT ANY TIME! \_\_\_\_\_
- CHANGE INTO SPORTS SHOES BEFORE YOU COME IN HERE. \_\_\_\_\_
- KNOCK AND WAIT FOR A TEACHER TO COME TO THE DOOR. \_\_\_\_\_
- NO RUNNING GAMES UNLESS A TEACHER IS SUPERVISING. \_\_\_\_\_

EXTENDED

12 Choose the correct words to complete the sentences.

- Do you have a **head / top** girl and boy at your school? I don't think I'd like to be one. It's a lot of responsibility. You have to give a good example to everyone else!
- If you're wondering what career to follow, you should go and talk to the careers **helper / adviser**.
- My English friend has just become a **prefect / team leader**, which means that she can tell off the younger kids if they're doing something naughty. She loves it.
- Mrs Baker isn't the head teacher, she's the **deputy / second** head. That means she takes over when the head teacher is away.
- At college, my brother has a fantastic **speaker / lecturer** who manages to keep a hundred students interested in the topic he's talking about.

COLLOCATIONS

13 Choose the correct words to complete the head teacher's memo.

From: Head teacher's office  
To: All teaching staff  
Subject: attendance and discipline



15th March 2014

MEMO

There have been some problems at school recently. A number of students have been (1) **losing / cutting** classes and have been seen in the town centre during school time. As you know, this is not even permitted during free (2) **times / periods**. Regular (3) **attendance / arrivals** is vital for a student's progress, therefore you are reminded of the importance of (4) **writing / taking** the register regularly. This not only identifies absentees but flags up general (5) **regularity / punctuality** issues. Students who are continually late will be put in (6) **detention / confinement**. Such problems should also be (7) **raised / touched** in any tutorials you have with your students as it is important for our students to develop (8) **own- / self-discipline** at this stage. Please remind them that the first lesson of the day is compulsory and not optional. Another issue we need to be aware of is that students are increasingly (9) **forging / creating** sick notes to get out of sports activities or to be allowed to take (10) **time / periods** off school or fake doctor's appointments. Please be vigilant.



▶ Extracurricular activities

14 Complete the webpage with the correct words in the box.

fundraising belong voluntary trips members  
extracurricular take join societies

PLENTY TO DO OUTSIDE CLASSES! FIND OUT HERE.

It's good for students to do (1) \_\_\_\_\_ activities and there are plenty of clubs and (2) \_\_\_\_\_ for you to (3) \_\_\_\_\_ here at Deptford School. If you don't already (4) \_\_\_\_\_ to one of our clubs, click on CLUBS and see the lists of clubs we have as well as some comments from students who are (5) \_\_\_\_\_.

Every year the school organises exchange (6) \_\_\_\_\_ with schools in different countries. To see where the students went last year, click on EXCHANGES.

There are many opportunities to do (7) \_\_\_\_\_ work in the local community. Click on HELP IN THE COMMUNITY.

If you would like to (8) \_\_\_\_\_ part in (9) \_\_\_\_\_ events for charity, we would appreciate your help. Go to EVENTS to find out more.

15 Tell your partner what different extracurricular activities you do regularly.

▶ Education system

16 Complete the names of different types of schools.

- 1 school where children aged 3–5 can go:  
\_u\_\_e\_y
- 2 school for students aged over 11:  
\_e\_o\_\_a\_y
- 3 school where parents do not need to pay for education:  
\_\_a\_e
- 4 students can be educated here when they're 16–18:  
\_o\_\_e\_e
- 5 school where parents have to pay for education:  
p\_b\_\_
- 6 school where both boys and girls study together:  
\_oe\_u\_a\_io\_a\_
- 7 school for selected students over 11:  
\_\_a\_\_a\_
- 8 school for children over 11 of different abilities:  
\_o\_\_e\_e\_\_i\_e

17 Write a list of schools that you have attended so far. Which one did you like best and why?

EXTENDED

18 Complete the students' comments with the words in the box. Do you agree with these statements?

public an apprenticeship streamed  
boarding fees

I don't think it's right that some students have to pay school (1) \_\_\_\_\_ whereas others don't, do you?

At our school, students are (2) \_\_\_\_\_ according to their abilities. I'd prefer everyone to be in the same class.

When I went to (3) \_\_\_\_\_ school, I really missed my family. I'd never send my child there.

I think (4) \_\_\_\_\_ is a very good alternative to going to university.

The (5) \_\_\_\_\_ school system in the UK produces a lot of politicians and prime ministers. I think it just makes the class system here much worse and is very divisive.







## Zoom in

## 1 Work in pairs and answer the questions.

- How would you feel about learning online only, without going to school and seeing your friends and teachers?
- Is it possible to learn school subjects mainly through playing games? Why? Why not?
- Is learning by heart ever useful? Why? How else can you remember what you learn?
- How do you study best? On your own or with friends? In total silence or with music in the background?

## Practise

## GET SMARTER

У завданнях вибором однієї правильної відповіді з кількох запропонованих деякі питання можуть вимагати визначення контексту висловлювання. Це питання про те:

- де можна почути якесь висловлювання або розмову,
  - хто автор висловлювання або до кого воно адресується,
  - ким є співрозмовники і які стосунки їх об'єднують.
- Вибираючи відповідь, пам'ятай, що необхідно керуватися змістом всього тексту, а не окремими словами. Речення, які містять ті самі слова, що й подана відповідь, не завжди означають те ж саме. Наприклад:

у наступному реченні слово *car* може помилково вказувати на подорож автомобілем, а *rocket* – на подорож літаком, хоч фактично речення стосується потягу:

Welcome to the Cross Country Rocket, a direct service to Leeds. The buffet is located in car number 7. Enjoy our comfortable compartments and beautiful views outside.

- 2 CD 1.11 MP3 24 Listen to a school announcement. Explain why answer C is correct. Why are the other two answers wrong?

Who is the announcement for?

- A Students who have already logged on to the school's e-platform. X  
 B Students who have asked for help to log on to the school's e-platform. X  
 C Students who have not used the school's e-platform yet. ✓

- 3 CD 1.12 MP3 25 Listen to the dialogue. Choose the correct answer and decide which information may mislead you.

The speakers are

- A IT teachers.  
 B science teachers.  
 C art teachers.

Multiple choice

EXAM TASK

- 4 CD 1.13 MP3 26 You will hear twice six different extracts. For each extract choose the answer (A-C) which fits best according to what you hear.

## Extract 1.

- 1 The advertisement is for students who  
 A enjoy writing compositions in English.  
 B want to practise their speaking skills.  
 C are preparing for their final exam.

## Extract 2.

- 2 Why does Tom do well in exams?  
 A He analyses what he is studying.  
 B He learns everything by heart almost every day.  
 C It's easy for him to remember things.

## Extract 3.

- 3 Who are the speakers?  
 A university students  
 B first-year secondary school students  
 C students in the final grade of secondary school

## Extract 4.

- 4 What does the teacher think about the idea of games in education?  
 A They will always motivate students to learn.  
 B They become unattractive to students.  
 C They are no longer popular among teachers.

## Extract 5.

- 5 What does the girl think of her study room?  
 A It's very big.  
 B It's very pleasant.  
 C It's very messy.

## Extract 6.

- 6 What did Mark like best about his stay in the USA?  
 A doing online projects with others  
 B going to a typical American school  
 C learning English perfectly well



**Fish for words**

5 Form adjectives from the following words. Check in the audioscript on page 160 what these adjectives describe.

- |             |           |
|-------------|-----------|
| 1 entertain | 4 clutter |
| 2 interact  | 5 enjoy   |
| 3 space     | 6 use     |

6 Complete expressions 1–5 with words or phrases in the box. Choose four expressions and write sentences which are true for you.

make more effort   get ready   improve  
engage   revise

- motivate / \_\_\_\_\_ the learners
- \_\_\_\_\_ / prepare for the exams
- reread the material / \_\_\_\_\_ before the test
- \_\_\_\_\_ / work harder at school
- make progress in / \_\_\_\_\_ your English

**EXAM TASK**

Multiple choice

1 CD 1.14 MP3 27 You will hear twice three different extracts. For each extract choose the answer (A–C) which fits best according to what you hear.

Extract 1.

- 1 The speakers are among  
 A the best students in their class.  
 B the worst students in their class.  
 C the average students in their class.

Extract 2.

- 2 How should the interview be headlined?  
 A Discussion Helps  
 B Memory Aids  
 C Ambitious Learners

Extract 3.

- 3 Which of the following is stated in the interview as a **fact**, and not an opinion?  
 A Teenagers rely on technology a lot.  
 B Young people want to be around other young people.  
 C Teachers do not approve of the use of mobile phones in the classroom.

**Wrap it up**

7 Work in pairs. Read the quotations. Do you agree or disagree with these statements? Why? Why not?

The roots of education are bitter, but the fruit is sweet.  
*Aristotle*

Responsibility for learning belongs to the student, regardless of age.  
*Robert Martin*

Anyone who stops learning is old, whether twenty or eighty. Anyone who keeps learning stays young. The greatest thing you can do is keep your mind young.  
*Mark Twain*

**Fish for words**

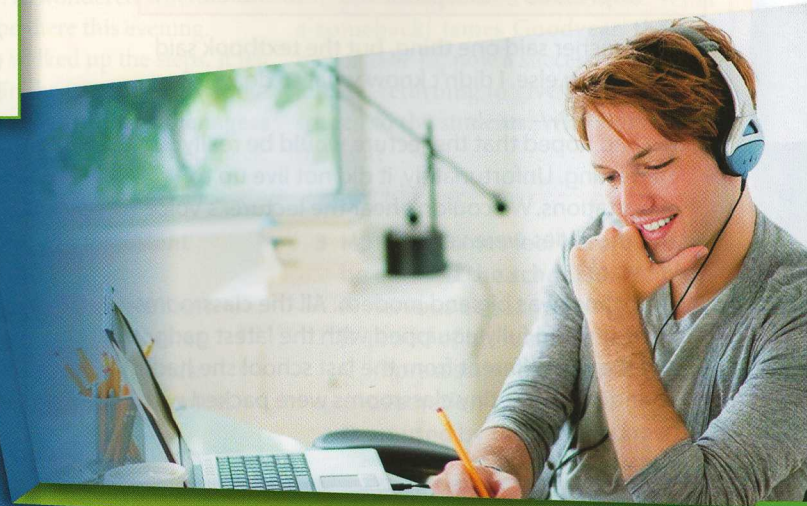
**EXTENDED**

2 Read the sentences and translate them into Ukrainian. Tick (✓) the sentences which are true for you.

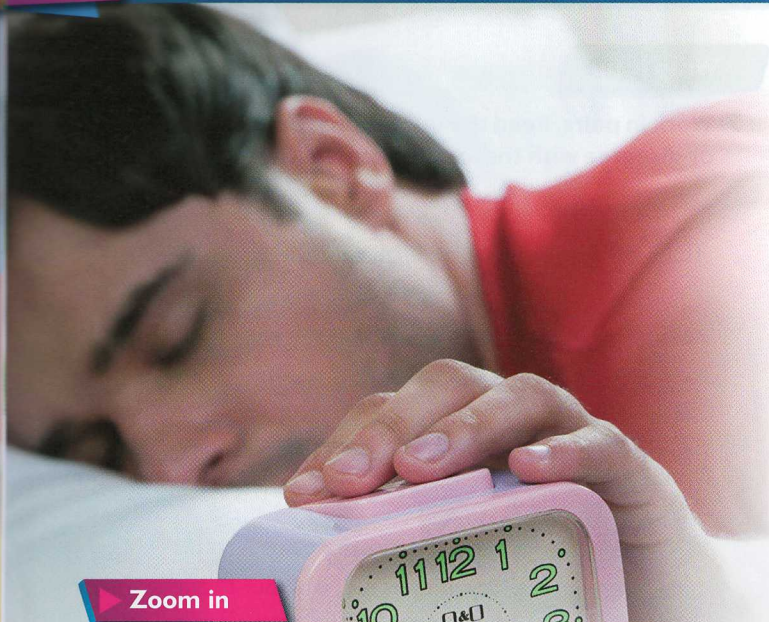
- I'm in two minds about where to study.
- I usually pass my tests or exams with flying colours.
- I'm not cut out for university.
- I value face-to-face communication.
- I take advantage of different memory techniques.

3 Decide if the expressions suggest something positive [P] or negative [N].

- |                              |                        |
|------------------------------|------------------------|
| scrape through an exam       | struggle to understand |
| commit information to memory | pay attention          |
| outperform others            | skip classes           |







## Zoom in

## 1 Work in pairs and answer the questions.

- 1 What was your first thought about school when you woke up this morning?
- 2 If you could choose a punishment for students who are late for class or who play truant, what would it be and why?

## Practise

## GET SMARTER

У завданні з вибором однієї правильної відповіді часто в одному з питань необхідно визначити головну думку тексту, напр. визначити ставлення автора тексту чи інших осіб до якогось питання. Зверни увагу на те, що відповідь може міститись безпосередньо в тексті або лише позначатись опосередковано.

## 2 Choose the correct synonyms (A or B) for adjectives 1–6.

- |                |              |              |
|----------------|--------------|--------------|
| 1 disappointed | 3 surprised  | 5 upset      |
| A irritated    | A amazed     | A irritated  |
| B dissatisfied | B thrilled   | B sad        |
| 2 confused     | 4 concerned  | 6 frightened |
| A puzzled      | A interested | A scared     |
| B distracted   | B worried    | B curious    |

## 3 How did the people feel in these situations? Complete the sentences with the correct adjectives in the box.

impressed    disappointed    confused

- 1 The teacher said one thing, but the textbook said something else. I didn't know what to do.  
I was \_\_\_\_\_.
- 2 We had hoped that the lecture would be really interesting. Unfortunately, it did not live up to expectations. We couldn't hear the lecturer's voice and the slides were very blurry.  
We were \_\_\_\_\_.
- 3 The school was big and modern. All the classrooms were airy and fully equipped with the latest gadgets. It was quite different from the last school she had attended, where tiny classrooms were packed with twenty students.  
She was \_\_\_\_\_.

## Multiple choice

## 4 Read the following three texts which are all concerned with school. For each question choose the answer (A, B or C) which you think fits best according to the text.

## Text 1.

## AFTER THE FUN

I just knew it. Mr Barker really hates me. Here I am again outside the head teacher's office. This orange seat is getting way too familiar. What will it be this time – yet another detention? I've lost count of the number I've had recently. 'Tomas Beech!' a hard voice shocks me from my thoughts. 'I'd hoped not to see you again for a while!' 'Me too sir,' I say. 'Quiet! Go in and sit down.' Then I see them. It's a real shock. My mum is crying and my dad is red-faced. I can't believe it. I want to disappear and never be seen again.

## 1 Why is the boy surprised?

- A Someone has reported him to the head teacher.
- B He is given a heavy punishment.
- C He is not alone in front of the head teacher.

## Text 2.

## CLIFF SCHOOL \*\*\*\*\*

The new TV documentary series on schools started last night with a look at Cliff School. What a fascinating hour it was! Cliff School has excellent facilities and teaches a range of motivating subjects, both on the timetable and in extracurricular activities. However, it was a shame to see that poor punctuality and absences seemed to go unnoticed or ignored by the teachers. In addition to this, there were quite a lot of discipline problems, which affected the students badly. All the teachers are interesting characters and it will be fascinating to see how their relationships with the students develop over the next few weeks.

## 2 The writer of the text is

- A impressed by the standard of teaching.
- B convinced that the students are not benefitting from their education.
- C concerned that the students are not well-controlled.

## Text 3.

## PASS YOUR EXAMS WITH US!

Are your exams getting near? Are you worried about getting those all-important grades? Then stop right now! We are here to help you.

**Home Tutors** can find exactly the right tutor for you, whether it's maths, foreign languages or any one of twenty different subjects. We can ensure that you get that extra assistance you need – and all in the comfort of your own home. We guarantee that our rates are the lowest in the area. Why not give us a call on 997534297856?

## 3 The author of the text

- A gives advice on revising for exams.
- B offers a commercial solution to exam problems.
- C wants to help parents teach their children.



**Fish for words**

**5 Choose the correct words to complete the sentences.**

- 1 Check the facts on this website to **ensure / insure** that you have the correct information.
- 2 Someone's coming to do the gardening, but mum forgot to ask him what his **wages / rates** are.
- 3 I've **lost / missed** count of the number of times I've got bad marks in maths!
- 4 If teachers don't **encourage / enforce** discipline, standards will drop at our school.

5 Somehow, our English teacher always manages to make her classes **motivational / motivating** for us.

**Wrap it up**

**6 Work in pairs. Imagine you are a teacher and you have one year to prepare your students for the matura exam. What would you do? How would you motivate your students?**

**Practise**

**GET SMARTER**

Пам'ятай, що в завданні з вибором однієї правильної відповіді одне з питань може перевіряти вміння відрізнити факти від думок. Щоб вибрати правильну відповідь, передусім необхідно відшукати фрагмент тексту, до якого це питання стосується, а потім проаналізувати зміст цієї частини тексту. Факти зазвичай описані як об'єктивна інформація на основі результатів наукових досліджень, статистичних даних тощо. Натомість перед думкою автора тексту чи інших осіб, як правило, знаходяться наступні фрази: *I believe...*, *Teachers are convinced that ...*, *Some people claim / think that ...* тощо.

**1 Are these statements facts or opinions?**

**EXTENDED**

- 1 Head teachers are convinced that school numbers will fall in the coming year.
- 2 Over 80% of the school budget was spent on teachers' salaries last year.
- 3 Eating breakfast in the morning has shown to improve students' concentration.
- 4 Stress is blamed for causing teachers to take time off work.
- 5 There is statistical evidence to prove that students work better in small classes.
- 6 Most students feel that they are being given too much homework these days.

Multiple choice

**EXAM TASK**

**2a Read the text to do with school. For each question choose the answer (A, B or C) which you think fits best according to the text.**

**Text 1.**

**Back to school**

Just another twenty seconds, thought James. He stared out of the taxi window as it rounded the final corner, his eyes searching for the familiar grey building that towered above the trees. And there it was, unchanged and as ugly as he remembered it.

He relaxed slightly and in doing so he realised that he'd been holding his breath in anticipation of something different. Perhaps it had been repainted or modernised, or even knocked down and rebuilt. But he was comforted and relieved to find the place still standing, still full of character and also full of his treasured memories of life there.

The taxi drew up in front of the steps to the school entrance. James almost laughed

out loud. How many times had the popular young James sat on those steps with his mates, although it was forbidden? And how many times had a teacher, usually Mr Wilson, who taught him maths, told them to move? It was Mr Wilson, too, who had caught him cheating in class and found him taking cakes from the school shop. He had ended up with more detentions from Mr Wilson than anyone else. James sighed. If he'd been more interested in what was being taught, he might not have got into so much trouble. He wondered whether the teacher would be there this evening.

Slowly James walked up the steps. It felt a little strange. In the past, this area would have been filled with noisy teenagers shouting, chatting, playing, flirting ...

But this evening it was deserted. He made his way down the well-trodden corridors and passed newly painted signs to the science laboratories. It was brighter inside the school than he remembered and there were examples of the students' artistic creations on the walls – not all of them very good, unfortunately! He came to a stop outside the main school hall. He could hear people murmuring inside.

As he pushed open the familiar doors, touched by countless students over the years, he smiled to himself. What a comeback! James Goodyear, the bad boy of Year 12, now a successful Olympic athlete, returning to give a motivational speech to the students. Who would have thought?

- |  |   |  |
|--|---|--|
| <p><b>1 As he approached the school, James was concerned that</b></p> <p><b>A</b> he wouldn't remember his life there.</p> <p><b>B</b> he would be depressed by going back.</p> <p><b>C</b> he wouldn't recognise the school.</p> <p><b>D</b> he would see the same ugly building again.</p> | <p><b>2 When James was a student at the school he</b></p> <p><b>A</b> stole things from Mr Wilson.</p> <p><b>B</b> had Mr Wilson as a teacher.</p> <p><b>C</b> didn't have a lot of friends.</p> <p><b>D</b> usually escaped punishments.</p> | <p><b>3 How did James feel before he entered the school hall?</b></p> <p><b>A</b> nervous about meeting Mr Wilson</p> <p><b>B</b> proud of his record at the school</p> <p><b>C</b> impressed by the interior decoration</p> <p><b>D</b> amused by the situation</p> |
|--|---|--|



Multiple choice

EXTENDED

**2b** Read the text to do with school. For each question choose the answer (A, B or C) which you think fits best according to the text.

### IS BIG BETTER?

There is a big debate raging at the moment over educational policy. Should the government respond to psychologists' advice that students learn better in small groups of under twenty by reducing class sizes or would the money be better invested in improving teacher training? It is an interesting dilemma.

For many years parents have been voting with their feet by withdrawing their children from state education in favour of the smaller classes provided by the fee-paying independent schools. Apparently, the matter is not straight-

forward. Some experts now maintain that class size is less important than the abilities of individual teachers. If a teacher is talented, it doesn't matter whether there are 15 or 50 students in the class.

Some schools in the UK are actually opting for larger classes of 70 or above because there are real benefits to be had from this. These include the chance to subdivide groups according to ability and set different learning programmes. Obviously, this will only work if the teacher is supported by assistants and technology. However, it



does make some sense in that in this way several learning styles, learning speeds and concentration spans can all be catered for – even if the main class teacher does have to address his class using a loudspeaker!

**1** Which of the following is mentioned in the text as a **fact**, not an opinion?

- A Students learn better in independent schools.
- B Gifted teachers can teach very large groups.
- C Dividing students into smaller groups in big classes is problematic.
- D Classes with more than fifty students can be found in the UK.

**2** From the texts in activity 2a and 2b we learn that

- A not all teachers are capable of controlling very large classes.
- B it is important to keep all students engaged in class.
- C teachers need assistance in controlling their classes.
- D students' ability to concentrate for long periods varies.

### Fish for words

**3** Complete the sentences with the correct prepositions.

- 1 The students put a lot of chairs out in the hall \_\_\_\_\_ anticipation of a large audience.
- 2 The car drew \_\_\_\_\_ in front of the hotel and two businessmen got out.
- 3 Sally was so naughty at school that she ended \_\_\_\_\_ being expelled.
- 4 All the traffic in the town centre came \_\_\_\_\_ a stop when the traffic lights failed.
- 5 Customers at the new supermarket are voting \_\_\_\_\_ their feet and this week they had fifty per cent fewer shoppers.
- 6 At the restaurant, I opted \_\_\_\_\_ something quite small as I wasn't very hungry.

- 3 This area of the town is \_\_\_\_\_ at night and can be dangerous.
- 4 One of my most \_\_\_\_\_ memories is going for walks with my grandad down by the river.
- 5 People's \_\_\_\_\_ styles can change when they get older.

### Wrap it up

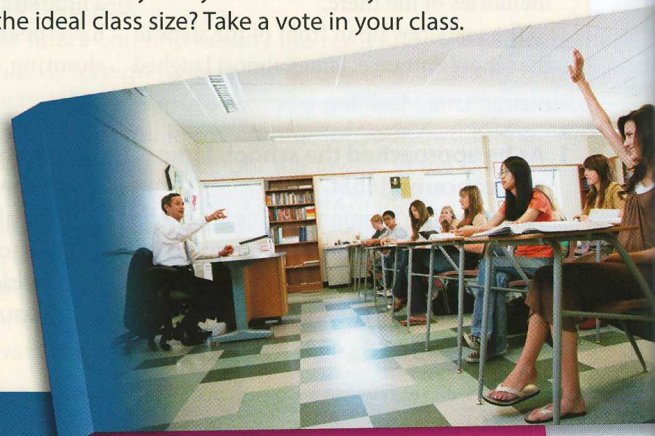
**5** Work in pairs and answer the questions.

- 1 Do you think it's useful for students to get talks from successful former students? Why?
- 2 Would you like to study in a class of over seventy students? Why? Why not? What do you think is the ideal class size? Take a vote in your class.

**4** Complete the sentences with the correct adjectives in the box.

learning    deserted    motivational  
treasured    concentration

- 1 The successful businessman gave a \_\_\_\_\_ speech that was really inspiring.
- 2 I had a very short \_\_\_\_\_ span when I was younger.





**Zoom in**

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

- 1 Would you say that regular tests motivate learners to study harder? Why? Why not?
- 2 Do you prefer spoken or written exams? Why?
- 3 What kind of homework do you usually get at your school? What is your most and least favourite type of homework? Why?

**KNOW YOUR PHRASES**

- I think this would be a good idea because *working with others is more effective.*
- I'd go for this option because *using modern technology is enjoyable for me.*
- I believe this idea would be the most useful / interesting / enjoyable because *it would give me the chance to learn a lot.*
- This idea is much better because *it is a more interactive way of learning.*
- This option appeals to me the most because *it looks fun and useful at the same time.*
- This is my least favourite idea because *I'm not too keen on learning in groups.*
- I wouldn't choose this idea because *I don't like using traditional dictionaries.*

**Activate**

**2 Скажи, що:**

- 1 робота в групі набагато ефективніша, ніж самотійна робота.
- 2 ти вибрав/вибрала б можливість вивчення англійської за допомогою CD-ROM-у.
- 3 використання онлайн словника є для тебе найцікавішою пропозицією.
- 4 письмові тести підходять тобі більше, ніж усні.
- 5 ти не вибрав/вибрала б цієї ідеї, оскільки не любиш готувати усні презентації.

**Practise**

**GET SMARTER**

Пам'ятай, що у своєму висловлюванні ти мусиш обґрунтувати, чому ти вибрав/вибрала одну пропозицію та чому відкидаєш інші дві можливості. Висловлювання повинно складатися як мінімум з двох або трьох повних речень. Використовуй такі звороти, як *I think ..., I believe ..., I guess ..., In my view ..., If you ask me ...* тощо. Уникай загальних відповідей, напр. *I think I'd choose this option because it is nice / good.*

**3 Read the task and students' answers A–C. Decide why each of them is not completely correct.**

You are at a language camp in the UK and your homework is to share your knowledge of English traditions. You can choose how you want to present it:

- 1 PowerPoint presentation,
- 2 a school magazine article
- 3 a short film with commentary

- A** I'd prefer to do a PowerPoint presentation because I like them.  
**B** I guess I'd go for the film because it would be the easiest for me. It would also offer me the chance to see how people really live and what English traditions are like.  
**C** The option of a magazine article appeals to me the most. The other options are not for me because I don't really like working with technology, but I love writing.

**4 Read the task in exercise 3 again and think what you could say to make the answers better. Write it below.**

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**PRACTICE TASK**

**5 Work in pairs. Look at the photographs below and do the exam task. Then answer the two questions below the photographs.**

You are studying in the UK and preparing for the final exams. Your school offers you an extra form of revision. You have three options.

- Choose the one that appeals to you the most and justify your choice.
- Explain why you reject the other two options.

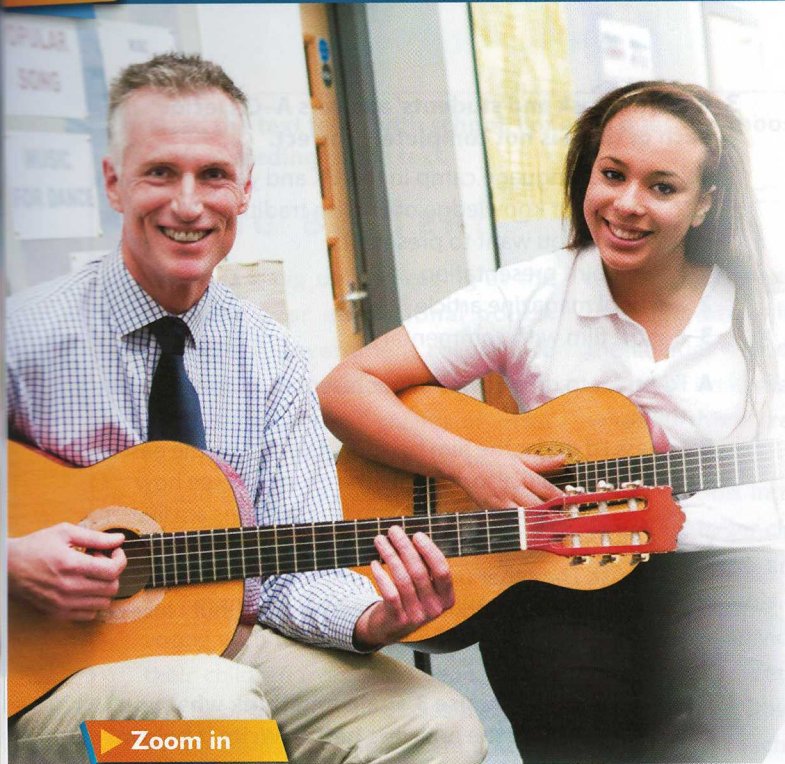


- 1 Would you like to study abroad? Why? Why not?
- 2 Do you agree that tests are the fairest form of assessment? Why? Why not?

**Wrap it up**

**6 Work in pairs or groups of three. Imagine your school is organising an 'Open Day' to promote itself. Think of a short commercial to advertise your school's teaching methods and resources. Present your commercial to the rest of the class and vote for the best one.**





**Zoom in**

**1 Work in pairs. Imagine your school is offering the following extracurricular activities. Decide what you could learn in those courses and which you would like to attend.**


**1** Learn sociology with Harry Potter 

**2** The influence of YouTube on young people 

**3** Myth and science fiction literature: *Star Wars*, *The Matrix* and *The Lord of the Rings*.



**4** The science of physics with superheroes

**5** Psychology through soap operas 

**Practise**

**GET SMARTER**

Прочитай уважно два подані речення і відповіді (A–C). Деякі слова правильно доповнюють одне з поданих речень, але тільки одна відповідь підходить до пропусків в обох реченнях. Переконайся, що відповідь, яку ти вибрав/вибрала, правильно доповнює обидва речення.

**2 Read the pairs of sentences. Decide which word (A–C) fits each sentence. Then choose the word which fits both sentences.**

- I am looking \_\_\_ my notebook.  
You can study at some colleges \_\_\_ free.  
A at      B for      C into
- We are \_\_\_ our final exams next week, so I'm a bit nervous.  
This course is quite unusual but I don't regret \_\_\_ it up.  
A passing      B doing      C taking

**PRACTICE TASK** Gap-fill

**3 Read the pairs of sentences (1-5). Choose and circle the word (A-C) which fits both sentences.**

- I'd like to take \_\_\_ in this course. It sounds exciting!  
This project is only \_\_\_ of my homework for today.  
A interest      B part      C notes
- The teachers \_\_\_ us no homework for the first month at the university.  
I'll \_\_\_ the alarm clock for 6.30 as I don't want to be late for school tomorrow.  
A let      B gave      C set
- If you attend an unusual \_\_\_ course, you may not find a job in the future.  
Jeremy holds a BA \_\_\_ from the University of Oxford.  
A degree      B subject      C certificate
- I enjoy learning things \_\_\_ my friends, so group work is really for me.  
Well, \_\_\_ my point of view, unusual studies are a waste of time.  
A with      B about      C from
- Our teachers always try to \_\_\_ our attention to the most important facts.  
Learning how to \_\_\_ cartoons was the biggest challenge for me at my new uni.  
A pay      B draw      C give

**PRACTICE TASK** Gap-fill

**4 Read the pairs of sentences (1-5). Choose and circle the word (A-C) which fits both sentences.**

- I try to \_\_\_ in touch with all my schoolmates.  
It isn't easy to \_\_\_ up with the best students in my class.  
A keep      B get      C be
- I really \_\_\_ having extra English lessons. They taught me so much that I'd like to continue them, but I can't.  
I often oversleep and \_\_\_ my bus to school and then I'm late for my first class.  
A skip      B miss      C fancy
- I'm going to \_\_\_ four exams next week. So, I feel quite stressed out.  
I'm quite slow, so I usually \_\_\_ my time to do my homework.  
A pass      B sit      C take
- How are you getting \_\_\_ at school?  
Do you get \_\_\_ with your school friends?  
A on      B out      C to
- Jessica is a \_\_\_ student.  
Young people often have lots of \_\_\_ ideas.  
A quick      B polite      C bright



Wrap it up

5 Work in pairs and suggest interesting or unusual courses which could become popular among people your age. What could you learn during these courses? Present your ideas to the rest of the class and vote for the best course!

Practise

GET SMARTER

Спочатку швидко прочитай текст і визнач, які з поданих слів підходять за значенням до кожного пропуску. Потім визнач, якої частині мови не вистачає в кожному пропуску. За допомогою суфіксів або префіксів утвори відповідні слова.

1 Create as many new words as you can from the words in the box.

delight behave type lecture vary

2 Read the text and choose the correct part of speech you need in each gap. Then complete the text with the correct form of the words in the box in exercise 1.

There's a great (1) noun / verb \_\_\_\_\_ of courses for students who fancy studying some unusual subjects. A lot of modern universities across the world offer less (2) noun / adjective \_\_\_\_\_ courses. One of such institutions is the University of California, Irvine where undergraduates can learn about physics by analysing, the (3) noun / verb \_\_\_\_\_ of familiar superheroes such as Spider-Man, Wonder Woman or Batman.

The (4) adjective / noun \_\_\_\_\_ teach the physics of flying and fluid dynamics by showing clips from the famous movies. The students are said to be (5) adjective / noun \_\_\_\_\_.

PRACTICE TASK Word formation

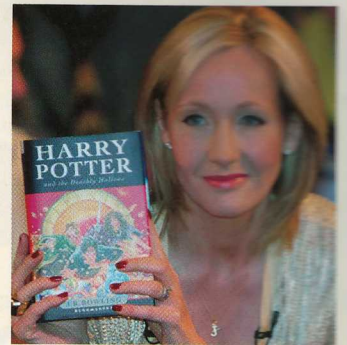
EXTENDED

4 Read the following text. Fill in the gaps (1-4) with the correct forms of the words from the box to obtain a logical and grammatically correct text. The right spelling is required. There are two extra words that you do not need to use.

differ know disappoint learn interest teach

If you wish to become a wizard, get ready for a (1) \_\_\_\_\_.

The *Harry Potter and the Age of Illusion* course, offered as part of the BA in Education Studies at Durham Univeristy, England, does not provide



lectures in Quidditch but instead runs (2) \_\_\_\_\_ seminars about how JK Rowling's novels reflect the problems of prejudice, citizenship and bullying. It may not be as much fun as gaining the (3) \_\_\_\_\_ of magic at Hogwarts, but the course certainly allows you to reread the books and look at them from a (4) \_\_\_\_\_, more adult-like point of view.

PRACTICE TASK Word formation

3 Read the following text. Fill in the gaps (1-4) with the correct forms of the words from the box to obtain a logical and grammatically correct text. The right spelling is required. There are two extra words that you do not need to use.

participate convince opinion wide create teach

It's a fact that 50% of the population in Iceland believe in elves. Icelanders are so (1) \_\_\_\_\_ that elves exist that roads and housing estates are built around boulders which are supposed to be their homes. So, it comes as no surprise that there exists a school where you can study about elves. The school is (2) \_\_\_\_\_ popular, partly because it's situated in the capital city and partly because it offers a really engaging course on the history and life of these (3) \_\_\_\_\_. There are also field trips so that the students can have a look at the elves' habitat. Every course (4) \_\_\_\_\_ receives a diploma that certifies that they have all the qualifications to become an elf expert!







### Zoom in

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

- 1 What do you remember most about your first school?
- 2 What were your favourite and least favourite subjects? Has this changed now?
- 3 Would you like to visit your first school?

#### KNOW YOUR PHRASES

- The reason I went there was because *I wanted to see the school again.*
- I went there mainly because *I hadn't seen my teachers for five years.*
- Firstly, *I met the head teacher.*
- After talking to the head teacher, *I looked round the school.*
- It hasn't changed very much. *The teachers are still the same.*
- They've made lots of improvements to the school building.
- I think *it's a great place to study.*
- It's much better equipped now.
- For example, *there are interactive whiteboards in each classroom.*

### Activate

#### 2 Скажи, що:

- 1 нещодавно ти відвідав/відвідала школу, до якої ходив/ходила десять років тому.
- 2 ти поїхав/поїхала туди для того, щоб провідати своїх давніх вчителів.
- 3 школа не дуже змінилася і, як і раніше, має світлі простори класи та велике футбольне поле.
- 4 придбано багато нового обладнання.
- 5 ти вважаєш, що ця школа – чудове місце для навчання.

### Practise

#### GET SMARTER

Зверни увагу на те, що кожна умова в завданні може вимагати використання іншого граматичного часу чи структури. Уважно прочитай завдання і підкресли ключові слова або визначення часу, які підказують, які конструкції необхідно використати, напр. звітування - минулі часи дієслова; представлення і обґрунтування думки або запрошення - теперішні часи дієслова, наприклад такі звороти, як *In my opinion, ..., I believe ..., Would you like to ...?, How about ...?* тощо.

#### 3 Read bullet points 1–5 from different exam tasks. Decide what tenses or expressions you could use in English. Then write down your answer.

- 1 Write about your hobby.

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- 2 Who was your favourite primary school teacher and why?

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- 3 Write about what you have been learning recently at your English classes. What you are going to learn?

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- 4 Describe your most recent school trip and your preparations before.

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- 5 Write about how you are going to revise for the English school-leaving exam.

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E-mail

**EXAM TASK**

**4 Recently you have visited the school you used to attend. Write an E-mail to your friend in London including the following information:**

- what school you visited and why;
- description of your visit and of the changes the school has undergone in the last few years;
- what you think about the school now.

Write the E-mail in at least 100 words in an appropriate style.

Hi Jack! Guess what I did last week!  
 \_\_\_\_\_  
 \_\_\_\_\_  
 It was a brilliant day! Hope all is well with you.  
 Write soon!  
 XYZ

Writing bank ► p.154

**Zoom in**

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

- 1 What's the first thing you remember learning in English?
- 2 What did you enjoy about your first lessons?
- 3 How old were you when you started learning?

**KNOW YOUR PHRASES**

- There are several ways of looking at this question.
- One advantage of starting school at the age of six is that it gives equal chances to all 6-year-olds.
- On the one hand, it's a good idea to teach children English.
- On the other hand, some children are not good at learning languages.
- However, there are disadvantages, too.
- There's no simple solution to the issue because every student is different.

**Activate**

**2 Скажи, що:**

- 1 є декілька підходів до питання навчання маленьких дітей іноземної мови.
- 2 серед переваг навчання маленьких дітей іноземної мови є легкість, з якою вони засвоюють нові навички.
- 3 з іншого боку, може краще спочатку добре вивчити свою рідну мову.
- 4 немає простої відповіді на це питання, оскільки ми не знаємо всього про людський розум.

**Practise**

**EXTENDED**

**GET SMARTER**

Все часто використовуються безособові форми, типові для офіційної мови, особливо якщо ми наводимо чийсь погляд або представляємо факти. Звороти, які найчастіше вживаються, це: *It is widely believed that ..., It is often thought that ..., Many people say that ..., Experts agree that ..., It has been claimed that ..., Statistics show that ...*

**2 Write sentences about problems 1–3 using impersonal constructions.**

- example:** mobile phones in schools  
*Using mobile phones at school leads to a lack of concentration;*  
*It has been claimed that using mobile phones at school leads to a lack of concentration*
- 1 studying in small groups
  - 2 discipline at schools today
  - 3 using laptops in examinations

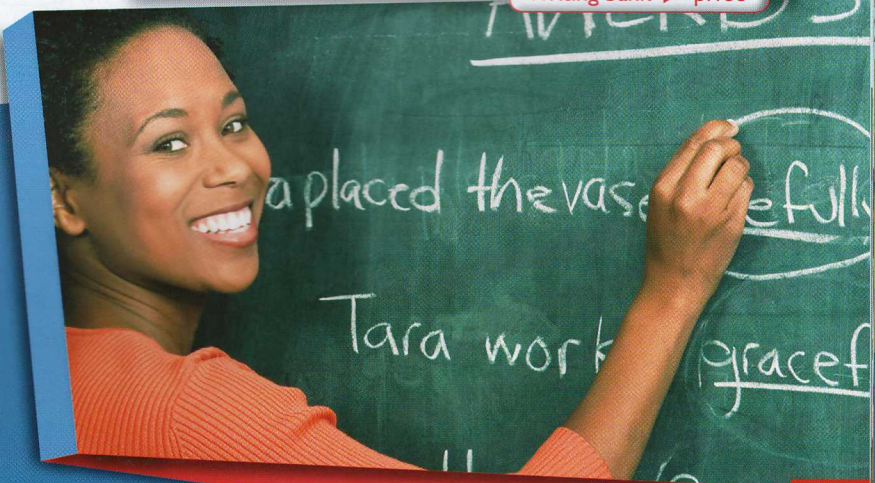
**PRACTICE TASK** A for and against essay

**4 Read the exam task and write an essay on the following topic:**

While plenty of people believe that children should start learning foreign languages as early as possible, others oppose this claim. Write a for and against essay in which you will present the pros and cons of teaching foreign languages to children at ages 3 to 7 years.

Write your essay in at least 150 words in an appropriate style.

Writing bank ► p.155





MP3 28 School subjects

arts subjects /ɑ:ts sʌbdʒɪkts/ \_\_\_\_\_  
 biology /baɪ'ɒlədʒi/ \_\_\_\_\_  
 chemistry /kɛmɪstri/ \_\_\_\_\_  
 double lesson /dʌbəl 'lesən/ \_\_\_\_\_  
 foreign languages /fɔ:rn 'læŋgwɪdʒɪz/ \_\_\_\_\_  
 geography /dʒi:'ɒɡrəfi/ \_\_\_\_\_  
 history /hɪstəri/ \_\_\_\_\_  
 humanities /hju:'mænətɪz/ \_\_\_\_\_  
 IT / information technology /aɪ 'ti: / ,ɪnfə'meɪʃən  
 tek'nɒlədʒi/ \_\_\_\_\_  
 mathematics (maths) /,mæθə'mæɪtɪks (mæθs)/ \_\_\_\_\_  
 music /'mju:zɪk/ \_\_\_\_\_  
 PE / physical education /pi: 'i: / ,fɪzɪkəl  
 ɛdʒu'keɪʃən/ \_\_\_\_\_  
 physics /'fɪzɪks/ \_\_\_\_\_  
 Ukrainian /ju:'kreɪnjən/ \_\_\_\_\_  
 religious education /rə'lɪdʒəs ,ɛdʒu'keɪʃən/ \_\_\_\_\_  
 science subjects /'saɪəns sʌbdʒɪkts/ \_\_\_\_\_  
 social sciences /səʊʃəl 'saɪənsɪz/ \_\_\_\_\_  
 design and technology /dɪ'zɑɪn ən  
 tek'nɒlədʒi/ \_\_\_\_\_

economic education /,ɪkə'nɒmɪk ,ɛdʒu'keɪʃən/ \_\_\_\_\_  
 environmental science /ɪn,vairən'mentəl  
 'saɪəns/ \_\_\_\_\_  
 media studies /'mi:diə ,stʌdɪz/ \_\_\_\_\_  
 sports psychology /spɔ:ts saɪ'kɒlədʒi/ \_\_\_\_\_

MP3 29 Grades and course requirements

cheat /tʃi:t/ \_\_\_\_\_  
 copy /'kɒpi/ \_\_\_\_\_  
 cram /kræm/ \_\_\_\_\_  
 diploma /dɪ'plɒmə/ \_\_\_\_\_  
 end-of-term / end-of-year exam /end əv ,tɜ:m /  
 ɛnd əv ,jɪə ɪg'zæm/ \_\_\_\_\_  
 exam paper /ɪg'zæm ,peɪpə/ \_\_\_\_\_  
 examination /ɪg,zæmɪ'neɪʃən/ \_\_\_\_\_  
 extra lessons /,ɛkstrə 'lesənz/ \_\_\_\_\_  
 take an exam /,teɪk ən ɪg'zæm/ \_\_\_\_\_  
 fail /feɪl/ \_\_\_\_\_  
 final exam /,faɪnəl ɪg'zæm/ \_\_\_\_\_  
 get caught /,get 'kɔ:t/ \_\_\_\_\_  
 get results /,get rɪ'zʌlts/ \_\_\_\_\_  
 give marks /,gɪv 'mɑ:ks/ \_\_\_\_\_  
 go towards /,gəʊ tə,wɔ:dz/ \_\_\_\_\_  
 grade / mark /greɪd / mɑ:k/ \_\_\_\_\_  
 memorise /'meməraɪz/ \_\_\_\_\_  
 mock / practice exam /'mɒk / 'præktɪs ɪg,zæm/  
 \_\_\_\_\_  
 oral /'ɔ:rəl/ \_\_\_\_\_  
 pass /pɑ:s/ \_\_\_\_\_  
 past paper /,pɑ:st 'peɪpə/ \_\_\_\_\_  
 practical /'præktɪkəl/ \_\_\_\_\_  
 retake /,ri:'teɪk/ \_\_\_\_\_  
 revise for /rɪ'vaɪz fə/ \_\_\_\_\_  
 school-leaving exam /'sku:l ,li:vɪŋ ɪg,zæm/  
 \_\_\_\_\_  
 send out /,send 'aʊt/ \_\_\_\_\_  
 take a test /,teɪk ə 'test/ \_\_\_\_\_  
 test /test/ \_\_\_\_\_  
 written /'rɪtən/ \_\_\_\_\_

A levels /'eɪ ,levəlz/ \_\_\_\_\_  
 academic results /,ækə'demɪk rɪ'zʌlts/ \_\_\_\_\_  
 award /ə'wɔ:d/ \_\_\_\_\_  
 BA / Bachelor of Arts /,bi: 'eɪ / ,bætʃələ ɔv  
 'ɑ:(r)ts/ \_\_\_\_\_  
 MA / Master of Arts /,em 'eɪ / ,mɑ:stər əv 'ɑ:(r)  
 ts/ \_\_\_\_\_  
 BSc / Bachelor of Science /,bi: 'es 'sɪ: / ,mɑ:stər əv  
 'saɪəns/ \_\_\_\_\_  
 certificate /sə'tɪfɪkət/ \_\_\_\_\_  
 distinction /dɪ'stɪŋkʃən/ \_\_\_\_\_  
 GCSEs /,dʒi: sɪ: es 'i:z/ \_\_\_\_\_

get a degree /,get ə dɪ'ɡri:/ \_\_\_\_\_  
 graduate /'grædʒuət/ \_\_\_\_\_  
 graduate from /'grædʒuət frəm/ \_\_\_\_\_  
 International Baccalaureate /,ɪntə'næʃənəl  
 bækə'lɔ:riət/ \_\_\_\_\_  
 pass with flying colours /pɑ:s wɪð ,flaɪɪŋ  
 'kɒləz/ \_\_\_\_\_  
 scrape through /,skreɪp 'θru:/ \_\_\_\_\_  
 win a scholarship /wɪn ə 'skɒləʃɪp/ \_\_\_\_\_

MP3 30 School life

absent /'æbsənt/ \_\_\_\_\_  
 bell /bel/ \_\_\_\_\_  
 break /breɪk/ \_\_\_\_\_  
 bully /'bʊli/ \_\_\_\_\_  
 check your work /tʃek jə 'wɜ:k/ \_\_\_\_\_  
 concentrate /'kɒnsən'treɪt/ \_\_\_\_\_  
 coursebook /'kɔ:s,bʊk/ \_\_\_\_\_  
 coursework /'kɔ:s,wɜ:k/ \_\_\_\_\_  
 curriculum /kə'rɪkjʊləm/ \_\_\_\_\_  
 deadline /'ded,lam/ \_\_\_\_\_  
 dictation /dɪk'teɪʃən/ \_\_\_\_\_  
 do your homework /,du jə 'həʊm,wɜ:k/ \_\_\_\_\_  
 do research /,du rɪ'sɜ:tʃ/ \_\_\_\_\_  
 do / write an assignment /,du / ,raɪt ən  
 ə'saɪnmənt/ \_\_\_\_\_  
 do / write an essay /,du / ,raɪt ən 'eseɪ/ \_\_\_\_\_  
 get suspended /,get sə'spɛndɪd/ \_\_\_\_\_  
 give a presentation /,gɪv ə ,prezən'teɪʃən/ \_\_\_\_\_  
 give a talk on /,gɪv ə 'tɔ:k ɒn/ \_\_\_\_\_  
 hand in homework /,hænd ɪn 'həʊm,wɜ:k/ \_\_\_\_\_  
 lunch break /'lʌntʃ ,breɪk/ \_\_\_\_\_  
 learning style /'lɜ:nɪŋ ,stɑɪl/ \_\_\_\_\_  
 make mistakes /,meɪk mɪ'steɪks/ \_\_\_\_\_  
 miss lessons /,mɪs 'lesənz/ \_\_\_\_\_  
 motivate / motivating /'məʊtɪveɪt /  
 'məʊtɪveɪtɪŋ/ \_\_\_\_\_  
 notebook /'nəʊt,bʊk/ \_\_\_\_\_  
 packed lunch /,pækt 'lʌntʃ/ \_\_\_\_\_  
 PE kit /,pi:'i: kɪt/ \_\_\_\_\_  
 play truant /,pleɪ 'tru:ənt/ \_\_\_\_\_  
 present /'preznt / 'prezənt/ \_\_\_\_\_  
 project work /'prɒdʒekt wɜ:k/ \_\_\_\_\_  
 report someone /rɪ'pɔ:t ,sʌmwʌn/ \_\_\_\_\_  
 set homework /,set 'həʊmwɜ:k/ \_\_\_\_\_  
 sick note /'sɪk ,nəʊt/ \_\_\_\_\_  
 school bus /'sku:l ,bʌs/ \_\_\_\_\_  
 school year /'sku:l 'jɪə/ \_\_\_\_\_  
 take a gap year /,teɪk ə 'ɡæp jɪə/ \_\_\_\_\_

take notes /,teɪk 'nəʊts/ \_\_\_\_\_  
 term /tɜ:m/ \_\_\_\_\_  
 timetable /'tɑɪm,tetɪbəl/ \_\_\_\_\_  
 work on a project /,wɜ:k ɒn ə 'prɒdʒekt/  
 \_\_\_\_\_  
 work in pairs /,wɜ:k ɪn 'peəz/ \_\_\_\_\_

absentee /,æbsən'ti:/ \_\_\_\_\_  
 absenteeism /,æbsən'ti:,ɪzəm/ \_\_\_\_\_  
 assembly /ə'sembli/ \_\_\_\_\_  
 attendance /ə'tendəns/ \_\_\_\_\_  
 compulsory /kəm'pʌlsəri/ \_\_\_\_\_  
 concentration span /,kɒnsən'treɪʃən spæn/  
 \_\_\_\_\_  
 cut classes /kʌt 'klɑ:sɪz/ \_\_\_\_\_  
 detention /dɪ'tenʃən/ \_\_\_\_\_  
 forge /fɔ:dʒ/ \_\_\_\_\_  
 free period /,fri: 'pɪəriəd/ \_\_\_\_\_  
 obligatory /ə'blɪɡətəri/ \_\_\_\_\_  
 old student /,əʊld 'stju:dənt/ \_\_\_\_\_  
 optional /'ɒpʃənəl/ \_\_\_\_\_  
 prize-giving /'praɪz ,ɡɪvɪŋ/ \_\_\_\_\_  
 punctuality /,pʌŋktʃu'æləti/ \_\_\_\_\_  
 take the register /,teɪk ðə 'redʒɪstə/ \_\_\_\_\_  
 take time off /,teɪk taɪm ɒf/ \_\_\_\_\_  
 tutorial /tju:'tɔ:riəl/ \_\_\_\_\_

People

caretaker /'keə'teɪkə/ \_\_\_\_\_  
 classmate /'klɑ:s,met/ \_\_\_\_\_  
 classroom assistant /'klɑ:s,rʊ:m ə,sɪstənt/  
 \_\_\_\_\_  
 form tutor /,fɔ:m 'tju:tə/ \_\_\_\_\_  
 head teacher /,hed 'ti:tʃə/ \_\_\_\_\_  
 headmaster / headmistress /,hed'mɑ:stə /  
 ,hed'mɪstrəs/ \_\_\_\_\_  
 pupil /'pi:jʊl/ \_\_\_\_\_  
 staff /stɑ:f/ \_\_\_\_\_  
 student /'stju:dənt/ \_\_\_\_\_  
 teacher /'ti:tʃə/ \_\_\_\_\_  
 careers adviser /kə'riəz əd,vaɪzə/ \_\_\_\_\_  
 deputy head /,depju'ti 'hed/ \_\_\_\_\_  
 head girl / head boy /,hed 'gɜ:l / ,hed 'bɔɪ/  
 \_\_\_\_\_  
 lecturer /'lektʃərə/ \_\_\_\_\_  
 prefect /'pri:fekt/ \_\_\_\_\_  
 Places in a school  
 canteen /kæn'ti:n/ \_\_\_\_\_  
 classroom /'klɑ:s,rʊ:m/ \_\_\_\_\_  
 common room /'kɒmən ,rʊ:m/ \_\_\_\_\_  
 corridor /'kɒrɪdɔ:/ \_\_\_\_\_  
 gymnasium /dʒɪm'neɪzɪəm/ \_\_\_\_\_  
 head teacher's office /,hed 'ti:tʃəz ,ɒfɪs/ \_\_\_\_\_  
 laboratory /lə'bɒrətəri/ \_\_\_\_\_  
 library /'laɪbrəri/ \_\_\_\_\_  
 playground /'pleɪ,ɡraʊnd/ \_\_\_\_\_  
 sports field /'spɔ:ts ,fi:ld/ \_\_\_\_\_  
 staffroom /'stɑ:fru:m/ \_\_\_\_\_  
 lecture theatre /'lektʃə ,θiətə/ \_\_\_\_\_



**MP3 31 Extracurricular activities**

- attend a course /ə'tend ə 'kɔ:s/ \_\_\_\_\_
- belong to /bɪ'lɒŋ tə/ \_\_\_\_\_
- charity event /'tʃærəti ɪ'vent/ \_\_\_\_\_
- club /klʌb/ \_\_\_\_\_
- exchange trip /ɪks'tʃeɪndʒ ,trɪp/ \_\_\_\_\_
- extracurricular activities /,ekstrəkə,rɪkjʊlə ək'trɪvətɪz/ \_\_\_\_\_
- fundraising event /'fʌndreɪzɪŋ ɪ'vent/ \_\_\_\_\_
- take part in /teɪk 'pɑ:t ɪn/ \_\_\_\_\_
- join a club / a society /,dʒɔɪn ə 'klʌb / ə sə'saɪəti/ \_\_\_\_\_
- member /'membə/ \_\_\_\_\_
- pay attention /peɪ ə'tenʃən/ \_\_\_\_\_
- school trip /'sku:l ,trɪp/ \_\_\_\_\_
- society /sə'saɪəti/ \_\_\_\_\_
- summer camp /'sʌmə ,kæmp/ \_\_\_\_\_
- training /'treɪnɪŋ/ \_\_\_\_\_
- voluntary work /'vɒləntəri wɜ:k/ \_\_\_\_\_

**MP3 32 Education system**

- academy /ə'kædəmi/ \_\_\_\_\_
- coeducational school /,kəʊədʒju,keɪʃənəl 'sku:l/ \_\_\_\_\_
- college /'kɒlɪdʒ/ \_\_\_\_\_
- comprehensive (school) /,kɒmpri'hensɪv ('sku:l)/ \_\_\_\_\_
- do vocational training /,du vəʊ,keɪʃənəl 'treɪnɪŋ/ \_\_\_\_\_
- elementary school /,ɛlɪ'mentəri 'sku:l/ \_\_\_\_\_
- grammar school /'græmə ,sku:l/ \_\_\_\_\_
- high school /'haɪ sku:l/ \_\_\_\_\_
- independent school /,ɪndɪ'pendənt 'sku:l/ \_\_\_\_\_

- junior high school /,dʒu:nɪə 'haɪ sku:l/ \_\_\_\_\_
- kindergarten /'kɪndə,gɑ:tən/ \_\_\_\_\_
- nursery /'nɜ:səri/ \_\_\_\_\_
- primary school /'praɪməri 'sku:l/ \_\_\_\_\_
- private school /,praɪvət 'sku:l/ \_\_\_\_\_
- secondary school /'sekəndəri 'sku:l/ \_\_\_\_\_
- single-sex school /,sɪŋgl ,seks 'sku:l/ \_\_\_\_\_
- state school /'steɪt 'sku:l/ \_\_\_\_\_
- university /,ju:nɪ'vɜ:səti/ \_\_\_\_\_

- boarding school /'bɔ:dɪŋ ,sku:l/ \_\_\_\_\_
- public school system /,pʌblɪk 'sku:l ,sɪstəm/ \_\_\_\_\_

- school fees /'sku:l fi:z/ \_\_\_\_\_
- serve an apprenticeship /,sɜ:v ən ə'prentɪsʃɪp/ \_\_\_\_\_

- stream /stri:m/ \_\_\_\_\_
- workshop /'wɜ:kʃɒp/ \_\_\_\_\_

**MP3 33 Other**

- concerned /kən'sɜ:(r)nd/ \_\_\_\_\_
- confused /kən'fju:zd/ \_\_\_\_\_
- disappointed /,dɪsə'pɔɪntɪd/ \_\_\_\_\_
- elicit /ɪ'lɪsɪt/ \_\_\_\_\_
- emphasise /'emfəsaɪz/ \_\_\_\_\_
- enforce /ɪn'fɔ:s/ \_\_\_\_\_
- ensure /ɪn'ʃʊ:/ \_\_\_\_\_
- familiar /fə'mɪliə/ \_\_\_\_\_
- frightened /'fraɪt(ə)nd/ \_\_\_\_\_
- impressed /ɪm'prest/ \_\_\_\_\_
- in favour of /ɪn 'fɜ:və əv/ \_\_\_\_\_
- let loose /,let 'lu:s/ \_\_\_\_\_
- live up to expectations /lɪv ,ʌp tə ,ekspek'teɪʃənz/ \_\_\_\_\_

- lose count of /,lu:z 'kaʊnt əv/ \_\_\_\_\_
- maniac /'memɪæk/ \_\_\_\_\_
- put a plan into action /put ə ,plæn ɪntə 'ækʃən/ \_\_\_\_\_
- rates /reɪts/ \_\_\_\_\_
- stuff /'stʌfi/ \_\_\_\_\_
- the far end /ðə ,fɑ:r 'end/ \_\_\_\_\_
- way too /'wei tu:/ \_\_\_\_\_
- work surface /'wɜ:k ,sɜ:fɪs/ \_\_\_\_\_

- be in two minds (about) /bɪ ɪn ,tu: 'maɪndz (ə ,baʊt)/ \_\_\_\_\_

- cater for /,keɪtə(r) 'fɔ:(r)/ \_\_\_\_\_
- crave /kreɪv/ \_\_\_\_\_
- deserted /dɪ'zɜ:(r)ɪd/ \_\_\_\_\_
- draw up /,drɔ: 'ʌp/ \_\_\_\_\_
- end up /,end 'ʌp/ \_\_\_\_\_

- face-to-face communication /,feɪs tə ,feɪs kə,mju:nɪ'keɪʃən/ \_\_\_\_\_
- in anticipation of /ɪn æn,tɪ'sɪ'peɪʃən əv/ \_\_\_\_\_

- maintain /meɪn'teɪn/ \_\_\_\_\_
- memory aid /'meməri ,eɪd/ \_\_\_\_\_
- motivational speech /,məʊtɪ'veɪʃənəl 'spi:tʃ/ \_\_\_\_\_

- opt for /'ɒpt fə/ \_\_\_\_\_
- outperform /,aʊtpə'fɔ:m/ \_\_\_\_\_
- panel /'pænəl/ \_\_\_\_\_
- struggle /'strʌɡəl/ \_\_\_\_\_
- subdivide /,sʌbdɪ'vaɪd/ \_\_\_\_\_
- treasured /'treɪzəd/ \_\_\_\_\_
- vote with your feet /,vəʊt wɪð jə 'fi:t/ \_\_\_\_\_

**VOCABULARY OVERVIEW**

Complete the email with the correct words. The first letters have been given.

Hi Tommy,

Thought I'd drop you a line to tell you about the new (1) **s** \_\_\_\_\_ school I've started. I was dreading it, as you know, but I'm actually really enjoying myself. I've got some great (2) **c** \_\_\_\_\_. We all get on very well, and the facilities here are amazing. The classrooms are all equipped with computers and the (3) **c** \_\_\_\_\_ is enormous. You'd love it – the food is brilliant! They've also got a brand-new (4) **g** \_\_\_\_\_ and as I've (5) **j** \_\_\_\_\_ the gymnastics club, I get to use it a lot. You won't believe it, but I'm also a (6) **m** \_\_\_\_\_ of the drama club and I (7) **b** \_\_\_\_\_ to the cookery club too!

Of course, the school is much bigger than our last school and it's easy to get a bit lost. I don't know how the teachers keep a check on students and I guess a lot of kids play (8) **t** \_\_\_\_\_ quite regularly! But the (9) **d** \_\_\_\_\_ here is very strict. Any bullying or fights and you're put in (10) **d** \_\_\_\_\_. Two kids in my class have been (11) **s** \_\_\_\_\_ already!

The teachers are very good, especially the history teacher, and you know that's my favourite subject. But we get loads of (12) **t** \_\_\_\_\_ every week as well as big (13) **e** \_\_\_\_\_ at the end of each (14) **t** \_\_\_\_\_. I have to (15) **r** \_\_\_\_\_ a lot! Also, the (16) **t** \_\_\_\_\_ is very different from our last school – lots of double lessons and new subjects! Now I can do (17) **m** \_\_\_\_\_ studies – all about television and journalism. So, how about you? I know you had your (18) **m** \_\_\_\_\_ exams last week – to show you what the real exams are going to be like! Did you (19) **p** \_\_\_\_\_ them OK? Or haven't they been (20) **m** \_\_\_\_\_ yet?

Do let me know how you're doing and give me the gossip about all my old friends!

Love,  
Rosie



# Review 01



## ▶ Listening

True/False

CD 1.15 MP3 34 You will hear twice an interview regarding different styles of learning. Tick the sentences (1-5) which are true (T) or false (F) according to what you hear.

	T	F
1 In the past, Josh did not believe that learning styles were important.		
2 Josh's students do not appreciate his efforts too much.		
3 Extroverts consider text-based tasks quite difficult.		
4 Josh always encourages his introverted students to participate in discussions.		
5 Josh wants his students to improve their weak points.		

## ▶ Reading

Missing sentences / Gap-fill

Read the following text. Three sentences have been removed from the text. Choose from the sentences (A-E) the one which fits each gap (1-3) to obtain a logical and grammatically correct text. There are two extra sentences that you do not need to use.

- A Therefore, it was possible for more and more people to furnish their rooms properly.
- B Some had started to make furniture on their own.
- C Also, chests of drawers, bookcases, armchairs and grandfather clocks appeared for the first time then.
- D As a result of this, more and more poor people had to live without much furniture.
- E The rich, on the other hand, owned comfortable houses with many rooms.



### The History of Furniture

The first pieces of furniture appeared when people learned to farm and started living in permanent settlements. In Europe some of the earliest known furniture comes from the Stone Age and was uncovered in Scotland about 2,000 BC.

In Ancient Rome furniture became a symbol of one's social status. Ordinary people lived in houses made of mud and used very basic beds and often slept on the roofs of their houses. (1) — Their furniture was built out of expensive wood and was often upholstered.

Then, in the Middle Ages, some other improvements were added. More and more people had panes in their windows, beds had curtains for privacy and, more and more household members had their own chairs. In the 16th and 17th centuries people lived even more comfortably. They used feather mattresses instead of straw ones, the furniture was made of oak and was supposed to last for generations. Wallpaper came into being but was a real luxury even for the wealthy.

(2) — These novelties soon became very popular among the rich. The 19th century saw mass-produced furniture for the first time in history. Furniture and furnishings became much cheaper because of that.

With the arrival of the 20th century, the living standards improved. Furniture became commonplace and its quality was getting better and better and the prices became lower.

(3) — Furniture, as we know it now, became a commodity for good, both for the rich and poor.



► Use of English

Multiple choice

For sentences 1-5 choose and circle the correct answer A, B or C.

- 1 Tonight \_\_\_\_ Tom, so I can tell him to ring you.
  - A I see
  - B I'm seeing
  - C I'll have seen
- 2 Jessica \_\_\_\_ quite friendly.
  - A seem to be
  - B is
  - C looks like
- 3 \_\_\_\_ It looks so messy!
  - A How long have you been tidying up your room?
  - B Have you tidied up your room recently?
  - C When did you last tidy up your room?
- 4 We wonder \_\_\_\_ . We hope she's nice and helpful.
  - A how she is
  - B what she's like
  - C who she is
- 5 \_\_\_\_ all the housework in your family?
  - A Who does
  - B Who is doing
  - C Who will do



► Writing

E-mail

Last month you started attending a new school. Write an E-mail to a friend:

- describing the school and explaining why you chose exactly this school;
- expressing your opinion about your new class and teachers;
- telling what you like the most and the least about the new school.

Write your E-mail in at least 100 words in an appropriate style.

Hi Jan,  
How are you?  
I'm writing to tell you about my new school.

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Did you have similar experience at your new school?

Take care,  
XYZ





EXTENDED

▶ Listening

Matching

CD 1.16 MP3 35 You will hear twice four extracts about different achievements. For each sentence (1-4) choose the answer (A-E) which fits best according to what you hear. Put the answers in the correct column. There is one extra sentence that you do not need to use.

The speaker

- A likes comparing himself/herself to other people.
- B achieved a lot because of his/her teacher.
- C boasts about his/her excellent results.
- D describes a stressful experience.
- E explains why he/she did not do something.

1	2	3	4



▶ Reading

Missing sentences / Gap-fill

Read the following text, from which four paragraphs have been removed. Choose from the sentences (A-E) the one which fits each gap (1-4) to obtain a logical and grammatically correct text. There is one extra paragraph that you do not need to use.

- A One of them asked me why I had not let them know, to which I just jotted down, 'I couldn't, because I didn't want to blush again.'
- B I started browsing the Net to find out what other individuals like me did to overcome their embarrassing shyness. There was little apart from 'One day you'll grow out of this' or 'Try practising in front of the mirror'.
- C Not a single person wanted to give me a hand with that piece of homework, which made me feel even more miserable. I really did not know what to do next. I was completely lost.
- D To the great amusement of my classmates, I would blush every time I had to speak up.
- E I felt motivated to keep on sharing my thoughts. After about a couple of months I began to compose song lyrics about my anxiety, doubts and dreams.

Dreams Come True

Never in my dreams had I imagined that one day I would be voted the most popular student in a school, let alone my own school. Ever since I remembered I'd been awfully shy to the point of sheepish. (1) — Every classroom performance presented itself as a real nightmare to me, so I tried to avoid them like the plague.

The others obviously turned away from me, which was not surprising. Who would want to socialise with a guy who cannot string a sentence together without going red? So, soon I got accustomed to being a class outcast, someone whose presence was at best ignored.

However, I was beginning to feel lonely and I made up my mind to solve the problem one way or another. (2) — Both tried and tested but not working for me. Then one day I realised that if I could not talk to people face to face, I should write things down. So I started to blog under a false name. Within weeks I had a few hundred readers whose comments were very reassuring, pleasant to read and because of that – uplifting. (3) — And guess what!

One day it turned out that some of my classmates were talking about my blog and my songs without knowing they were mine. I was over the moon. I went home and changed my false name into my real name and uploaded my photo so that they would realise whose work they had been raving about so much. You should have seen their faces the following day! (4) — He laughed. Suddenly, I was surrounded by my classmates interested to learn when my next article would appear! The year after that they voted for me in the school competition for the most popular student. I won and I felt ecstatic. This time I was able to say thank you without going red in my face as, in the meantime, I had gained enormous self-confidence and ... friends.





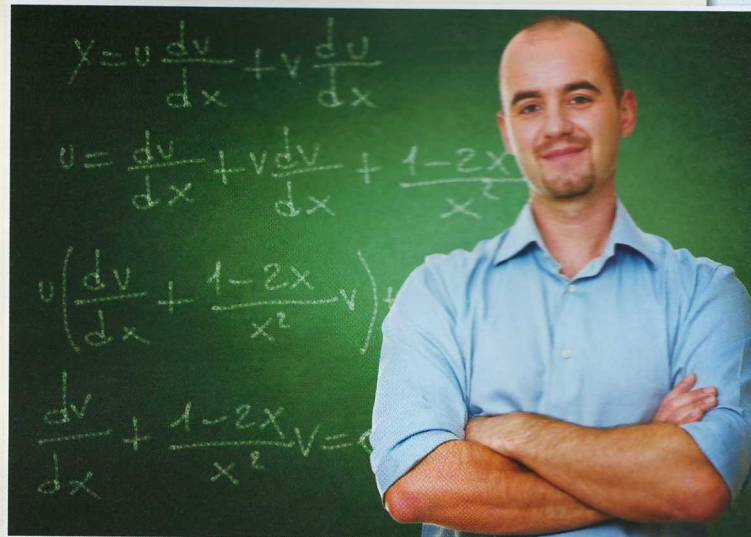
EXTENDED

Use of English

Sentence completion

Use the correct form of the words in brackets to complete the sentences 1-4.

- (make decisions) \_\_\_\_\_ my strong point. I'm quite indecisive.
- (did not talk) \_\_\_\_\_ with him about this problem when you saw him last?
- He's such a messy person. He (always leave his things) \_\_\_\_\_ everywhere, which is so annoying!
- Last year we had a new maths teacher. We liked him (start) \_\_\_\_\_ because he smiled a lot.



Writing

A for and against essay

Read the exam task. Write an essay on the following topic:

More and more people choose to homeschool their children. Write a for and against essay on this subject, showing the pros and cons of such a solution.

Write the essay in at least 150 words in an appropriate style.

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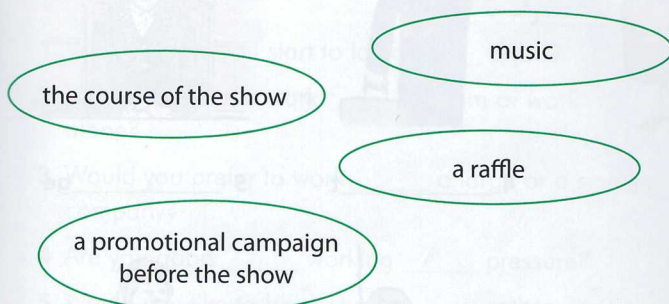
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Speaking

Work in pairs. Do the exam task and then change your roles and act out another dialogue. Student B starts the conversation.

Student A

You attend an international school in Ukraine. You are organising a school fashion show combined with a charity event to raise money for a new school gym. Talk with your school friend who is interested in helping to organise the event and discuss with him/her the following issues:



Student B

You are a student of an international school in Ukraine. You would like to help with the organisation of a school fashion show combined with a charity event to raise money for a new school gym. Talk to a student responsible for arranging the fashion show and looking for volunteers. Depending on the course of the conversation try to cover all or some of the following points in your talk:

- ask student A to explain precisely some points;
- suggest politely a new solution;
- find out what prizes there are going to be in the raffle;
- ask student A's opinion about engaging parents in the event.





# 04 Work



## Jobs and responsibilities

1 Write the name of jobs using the suffixes given and put them in the correct columns. Then add more jobs under each heading.

law journal reception act electricity assist account politics cash  
pharmacy economy instruct travel agency

-ian	-ant / -ent	-er / -or	-ist
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2 Label the pictures with the correct words. Some letters have been given.



1 \_\_\_\_\_ ic



2 \_\_\_\_\_ l



3 \_\_\_\_\_ ct



4 \_\_\_\_\_ t



5 \_\_\_\_\_ ge



6 \_\_\_\_\_ f



7 \_\_\_\_\_ se



8 \_\_\_\_\_ n



9 \_\_\_\_\_ ry



10 v \_\_\_\_\_



**EXTENDED**

**3 Match people's comments 1-8 with jobs A-H.**

- |                   |                    |
|-------------------|--------------------|
| A editor          | E graphic designer |
| B counsellor      | F carpenter        |
| C chief executive | G comedian         |
| D handyman        | H doorman          |

1  I do any sort of small jobs around the house and garden.

2  I am in charge of everything!

3  I make things from wood.

4  I create things on the computer.

5  I control who goes into big hotels and clubs.

6  I give people advice about different problems.

7  I check and change writers' work.

8  I make people laugh.

**4 Tell your partner if you would like to do any of the jobs in exercises 1, 2 or 3. Give reasons.**

**PREPOSITIONS**

**5 Complete the questionnaire with the correct prepositions.**

**QUESTIONNAIRE**

- Where would you start to look \_\_\_\_\_ a job?
- Would you like to work \_\_\_\_\_ a team or work alone?
- Would you prefer to work \_\_\_\_\_ a large or a small company?
- Are you good \_\_\_\_\_ working \_\_\_\_\_ pressure?
- Would you like to be in charge \_\_\_\_\_ other people?
- What do your parents do \_\_\_\_\_ a living?
- Do you enjoy taking responsibility \_\_\_\_\_ other people?
- Do you think it's important to like the people you are working \_\_\_\_\_?
- Would you like to work \_\_\_\_\_ an office or outside?

**6 Work in pairs. Ask and answer the questions in exercise 5.**

**ADJECTIVES**

**7 Choose the correct adjectives to complete the sentences.**

- My job is so **boring / tiring** that I go to bed exhausted at 9.00 every night!
- My job is **mental / manual**, so I use my hands rather than my brain.
- My job is very **stressed / stressful** and I get headaches worrying about it all the time.
- My job is **repetitive / repeating** and I do the same thing again and again.
- My job is **safe / dangerous** and I have to wear safety clothes and a helmet at all times.
- My job is **skilled / skilful** and I had to train hard before starting it.

**8 Work in pairs. Which adjectives from exercise 7 can describe the jobs below? Why? You can use more than one adjective for each job.**

- |            |                |         |
|------------|----------------|---------|
|            | factory worker | soldier |
| doctor     |                |         |
| bus driver | firefighter    |         |
| plumber    | teacher        |         |

**EXTENDED**

**9 Complete the sentences with the correct adjectives. Some letters have been given.**

- A job that is very satisfying is re\_\_\_\_\_.
- A job that is repetitive and boring is mo\_\_\_\_\_.
- A job that is difficult, but enjoyable and interesting is ch\_\_\_\_\_.
- A job that makes you want to work is mo\_\_\_\_\_.
- A job that gives you no chance of getting promoted is d\_\_\_\_\_.
- A job that isn't very difficult is unde\_\_\_\_\_.

**10 Tell your partner about an activity or job that you have done recently that could be described using adjectives in exercises 7-9.**





► Employment and work conditions

COLLOCATIONS

11 Choose the correct words to complete the forum entry.

Job hunting – tips, please!



I need some help, please! I (1) quit / finished my job last week because it was very (2) badly waged / badly paid and I had to work long hours and (3) do / make a lot of unpaid (4) overtime / extra time! I didn't want to (5) change / replace jobs because I really enjoyed the work, but I need to (6) work / get a job where I can (7) win / earn a good salary and where the (8) hopes / chances of promotion are better. So, now I need to find work. Any ideas? Anything, even (9) half- / part-time as long as I don't have to work (10) periods / shifts!

12 Read definitions 1–8 and complete the words. Some letters have been given.

- 1 a person you work with: c \_\_\_\_\_ e
- 2 extra money a waiter gets from a customer: t \_\_\_\_\_ p
- 3 what you pay to the government: t \_\_\_\_\_ x
- 4 where you work: w \_\_\_\_\_ e
- 5 extra money given by your boss if the company does well: b \_\_\_\_\_ s
- 6 when you officially finish work in your sixties: r \_\_\_\_\_ t
- 7 the money you get from working or from investing money: i \_\_\_\_\_ e
- 8 the opposite of a temporary job: p \_\_\_\_\_ t

COLLOCATIONS

13 Match the parts of the sentences.

- 1 I get anxious every year when I have
- 2 My dad decided to take
- 3 If you really need some time off, you can take
- 4 People need to start paying into
- 5 My brother hates working at night but sometimes he has to do
- 6 Instead of going to university, some students choose to serve
- 7 Read it carefully before you sign
- 8 It's important for employees to get

- A an apprenticeship.  
 B a pension scheme when they begin work.  
 C the graveyard shift.  
 D my appraisal with the boss.  
 E early retirement when he was fifty.  
 F unpaid leave.  
 G a contract.  
 H regular feedback on their performance.



COMPOUND NOUNS

14 Match the words in boxes A and B to make compound nouns.

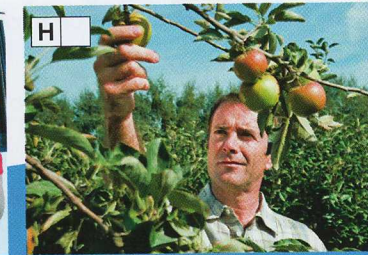
- A  
 career  
 job  
 public  
 minimum  
 working  
 hourly  
 probation  
 pay  
 business

- B  
 description  
 wage  
 trip  
 period  
 rise  
 prospects  
 rate  
 holiday  
 conditions

► Temporary work

15 Match the pictures with the names of jobs.

- 1 fruit picker
- 2 tour guide
- 3 babysitter
- 4 delivery boy
- 5 summer camp supervisor
- 6 checkout assistant
- 7 lifeguard
- 8 charity worker





16 Which of the temporary jobs from exercise 15 could be described as:

- a holiday job?
- a weekend job?
- seasonal work?
- voluntary work?

17 Have you ever done the jobs from exercise 15? Would you like to do them? Why? Why not?

**Job market**

18 Complete the text with the correct words in the box.

offer keep apply date reject do  
covering fill short qualifications  
deadline experience

# JOB INTERVIEW IN 12 STEPS

OK. So, you've seen a job you want to (1) \_\_\_\_\_ for. What next? Well, firstly, (2) \_\_\_\_\_ in the application form carefully and if it's online, print it out so that you (3) \_\_\_\_\_ a record of what you've written. Then make sure that your CV is up-to- (4) \_\_\_\_\_, with all your school and college (5) \_\_\_\_\_ and relevant work (6) \_\_\_\_\_. Write a (7) \_\_\_\_\_ letter to send with the CV and the application form and be sure to send them in before the (8) \_\_\_\_\_. If the company is interested in you, they will put you on a (9) \_\_\_\_\_ list and arrange an interview. If you (10) \_\_\_\_\_ well in the interview, they may (11) \_\_\_\_\_ you the job! But think very carefully about the pay and conditions before you accept or (12) \_\_\_\_\_ the offer.



19 Complete the explanations with the correct words. Some letters have been given.

- 1 When someone has no job, they are \_n\_ \_l\_ \_ \_.
- 2 Someone who sells their services to many companies is a f\_ \_ \_ \_ \_ c\_ \_.
- 3 A job that is available is called a v\_ \_ c\_ \_ c\_ \_.
- 4 A person who applies for a job is an \_ \_ \_ l\_ \_ \_ n\_ \_.
- 5 Money you earn that is paid daily or weekly is called \_ \_ g\_ \_.

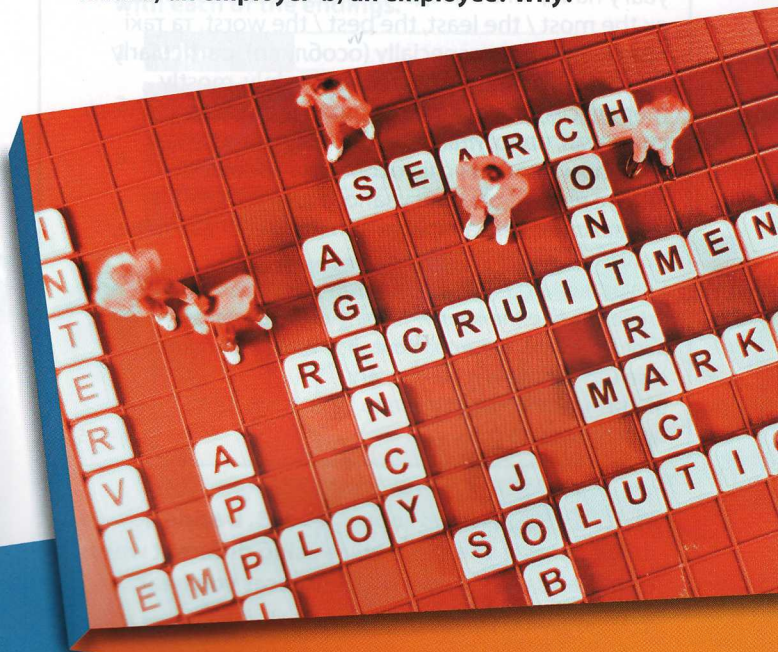
**PHRASAL VERBS**

**EXTENDED**

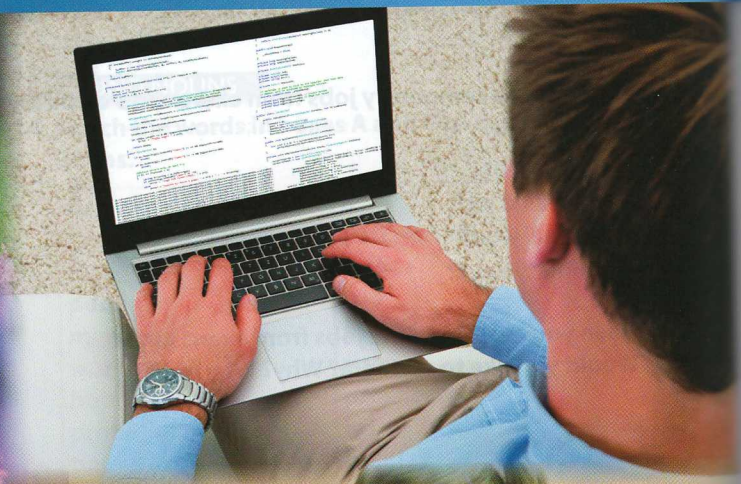
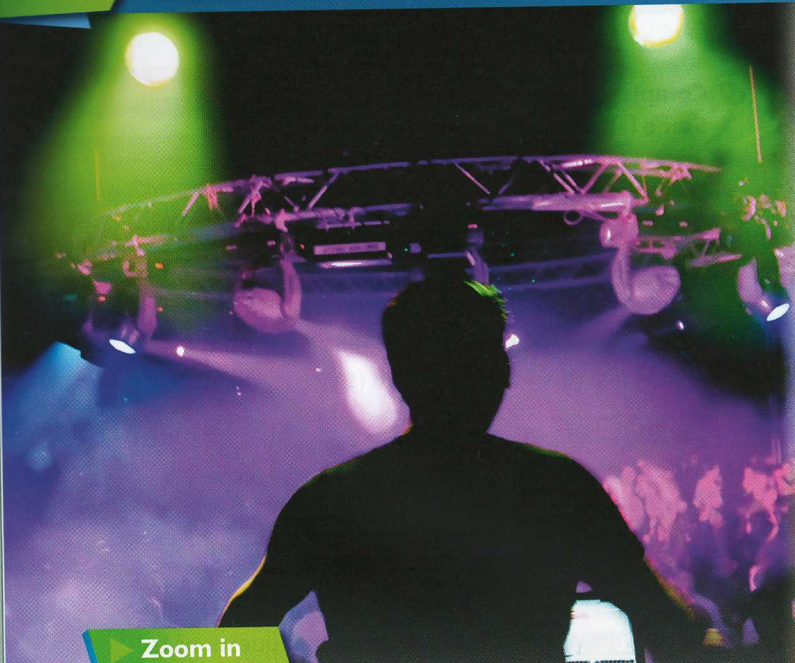
20 Choose the correct prepositions to complete the online advice comments.

- 1 Always take on / up at least one of your candidate's references.
- 2 It's a good idea to check out / off a company before your interview so that you know what questions to ask.
- 3 If you feel that you would be happier in another job, you should hand out / in your notice.
- 4 Starting on / up your own business can involve a lot of hard work.
- 5 Calculate carefully how many extra staff you need to take on / in before advertising new positions.
- 6 If you've been made redundant, sign over / on immediately to avoid losing benefit.
- 7 It is usually better to negotiate with your boss than to go for / on strike.
- 8 If a new employee is taking over / away from someone else, make sure they are given all the information they need.

21 Work in pairs. Which advice in exercise 20 do you think is for a) an employer b) an employee? Why?







**Zoom in**

**1 Interview as many students in class as possible to find someone who:**

- 1 could do a very well-paid job they don't enjoy. (Why? Why not?)
- 2 would have enough courage to study a subject they love but which is said to have no career prospects. (Why? Why not?)
- 3 knows people who live to work rather than work to live. (Who are they? What's their life like?)

**Practise**

**GET SMARTER**

Під час виконання завдань на визначення правильності/неправильності твердження зверни увагу на те, чи є в завданні фрази з такими словами, як the most / the least, the best / the worst, та такі прислівники, як especially (особливо), particularly (зокрема), definitely (напевно), mainly, mostly (передусім) тощо, а також слово important або його синоніми, напр. vital, essential, necessary. За допомогою цих слів особа, яка говорить, вказує на те, що з описуваного для неї найважливіше, найкраще або найменш важливе, найгірше, напр.

*I enjoy working in a team and solving problems, but I especially like the idea of helping other people. Friendly people at work are important, but what is absolutely essential for me is a good salary.*

Зверни увагу на ці слова та фрази під час прослуховування.

**2** CD 1.17 MP3 36 **Read sentences 1–3. Decide how you could express the same ideas using different words. Listen and write down the sentences you hear.**

- 1 Doing a job I really dislike would be the worst idea for me.  
\_\_\_\_\_
- 2 Job satisfaction will matter the most to me.  
\_\_\_\_\_
- 3 I especially dream of working for a big IT company.  
\_\_\_\_\_

**3** CD 1.18 MP3 37 **Listen to the interview with an expert talking about the future labour market. Decide if these statements are true [T] or false [F]. Write down any words that helped you choose the answer.**

- 1 The ability to learn will matter the most in the future. **T / F**  
\_\_\_\_\_
- 2 Space tour guides will be one of the most wanted professionals in the future. **T / F**  
\_\_\_\_\_

True/False

**EXAM TASK**

**4** CD 1.19 MP3 38 **You will hear twice an interview with a career counsellor about the expected trends in the future job market. Tick the sentences (1-5) which are true (T) or false (F) according to what you hear.**

	T	F
1 It is sure that some currently popular professions will no longer offer good salaries in the future.		
2 Working with technology will offer the best career prospects.		
3 An elderly well-being consultant will mostly have to entertain older generations.		
4 Good IT skills will be enough to find a job in the future.		
5 Two particular jobs will always be present.		



**Fish for words**

5 Put the words in four groups according to meaning.

- become employed      talents      get a job
- abilities      popular
- find work      skills      fashionable
- career      profession      trendy      job

**Wrap it up**

7 Work in pairs and answer the questions.

- Do you think that it's necessary to have higher education to find a good job? Why do you think so?
- Which professions are definitely not for you? Why?

**Practise**

**GET SMARTER**

Прочитай підказку на с. 62. У завданні поглибленого рівня ти можеш почути складніші звороти чи слова, за допомогою яких автор висловлювання визначає свої преференції або пріоритети, напр. *exclusively* (виключно), *primarily* (передусім), *the least / most appealing* (найбільш/найменш привабливий) тощо.

1 CD 1.20 MP3 39 Decide how you could rephrase the underlined fragments. Listen and write what words or expressions are used instead by the speaker.

- Finding a satisfying job is essential for me.
- A high salary is something I can't do without.
- My dad's new contract states that he can only work for this company.
- My dad accepted the job mainly because of all the perks.

Matching

2 CD 1.21 MP3 40 You will hear twice four different extracts about young people making decisions about their career path. For each sentence (1-4) choose the answer (A-E) which fits best according to what you hear. Put the answers in the correct column. There is one extra sentence that you do not need to use.

The speaker

- A is advised against choosing a particular career.
- B would like his/her job to make use of his/her strengths.
- C only wants a very lucrative and creative job.
- D worries about the costs of getting a qualification the most.
- E finds one type of job especially unattractive.

1	2	3	4

6 Match the words in boxes A and B to make compound adjectives. Then choose three words and write your own sentences.

A  
badly  
money-  
best-  
self-  
part-

B  
time  
paid  
making  
employed  
paid

**Fish for words**

EXTENDED

3 Read the sentences and explain the meaning of the underlined words or expressions in your own words.

- He gets a lot of perks on top of his salary.
- I have no clue what to do with my life. I need some advice.
- I'm ready to devote myself to my work. I don't mind working hard.
- Some new professions, like a digital architect, are likely to emerge in the future.
- I won't last long in a job which is dull. I hate boredom!

4 Read the audioscript on page 162 and find words with endings 1-4 below. Then write more words with each of the endings.

1	-wise	
2	-generated	
3	-oriented	
4	-minded	



EXAM TASK





**Zoom in**

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

- 1 What do you think Bill Gates, the co-founder and chairman of Microsoft, one of the wealthiest men in the world, is doing at the moment? What are his plans for the day?
- 2 What are the qualities of a good boss?

**Practise**

**GET SMARTER**

У завданнях з вибором однієї правильної відповіді деякі питання можуть стосуватися хронології подій або того, коли якась подія відбулася (напр. перед іншою описаною подією, або після неї). Зверни увагу на згадані в тексті:

- дати або вік особи в момент конкретної події, напр. *in 2009, at the age of ten, when she was five;*
- прислівники часу, напр. *afterwards, earlier on, a few days later;*
- підрядні речення часу, напр. зі словами *after, before, while;*
- речення з дієсловами у *past perfect*, які вказують на те, що якась дія відбулась перед іншою подією в минулому.

**2 Put the words in the box in the correct column. Then add one more expression to each group.**

afterwards   previously   earlier on  
later on   subsequently   as a consequence  
as a result   simultaneously   while   beforehand

after	before	at the same time	because of

**3 Read the text and choose the sentence (A–E) that is true about it. Underline the parts of the text that helped you choose the answer. Why are the other answers wrong?**

Harry entered a few science competitions when he was a child and, in fact, he won an important national prize just before his tenth birthday, so it was no surprise to his parents that his ambition was to become a top scientist. What no one had expected was that he would take his final exams three years early and be accepted by a big university when he was just fifteen years old.

- A Harry came first in a big competition when he was ten years old.
- B Harry fulfilled everyone's expectations by going to university early.
- C Harry's parents expected him to have a career in science.
- D Harry went to university before taking his end-of-school examinations.
- E Harry won several prizes for science after starting secondary school.

Multiple choice

**EXAM TASK**

**4 Read the text on page 63. For each question (1-5) choose the answer (A, B, C or D) which you think fits best according to the text.**

- 1 What is true of most young people?
  - A They are unable to make decisions about their future.
  - B They focus on getting their own car.
  - C They have a lot of different things on their minds.
  - D They spend their time only on preparing for and taking exams.
- 2 Nick learned how to create apps
  - A while he was working on videos.
  - B after learning the first steps of computer programming.
  - C as a consequence of making some money.
  - D when he first started school.
- 3 Nick developed his famous app because
  - A he saw a need for it.
  - B he was asked by an important company.
  - C he needed to make some money.
  - D he was interested in news stories.
- 4 Nick would like to
  - A work regular hours like everyone else.
  - B go back to studying.
  - C work for a range of important high tech companies.
  - D work on new inventions with other clever young people.
- 5 In the article, the author
  - A explains how young businessmen get their ideas.
  - B gives advice on how to become successful.
  - C advertises a documentary about a young entrepreneur.
  - D shows how a person's talent led to success.

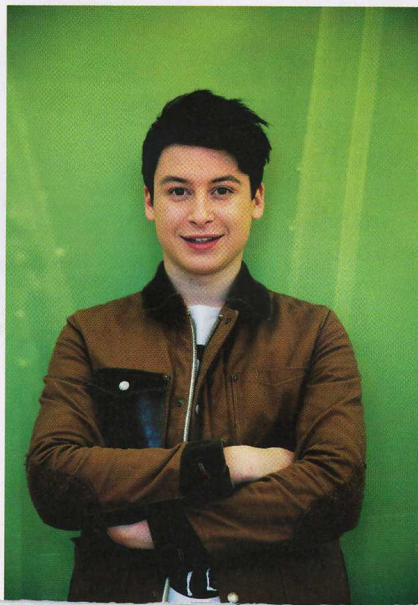


These days an average seventeen-year-old boy is usually thinking about taking his final school exams and deciding on what subjects to study at university. He might be considering serving an apprenticeship or going directly into the world of work and taking up a job immediately after he leaves school. He's probably wondering what his first salary will be and how soon it will be before he earns enough to buy a car or rent a flat. Not Nick D'Alosio.

Nick, from London, recently became a millionaire – not through playing the lottery or from an inheritance, but by designing and developing a phone application which he then sold to Yahoo! for an estimated £18m!

Nick's experience is the perfect example of how a dream can become a reality. As a child Nick had always been technical and talented. At the age of nine he was editing videos and making 3-D models on his computer. Then at 12, he taught himself basic programming to be able to create apps.

From his first app, launched when he was still twelve, he earned £79 on its first day and this encouraged him to go on to produce another and another. It was a great hobby. But for Nick, it was still just that – a hobby. He went to school, went to parties and played sports just like all the other kids. No one knew that in his bedroom he was



designing things that would soon completely change his life!

A few years later, at fifteen, Nick had the idea for an app that could summarise news stories, which he called Summly. He wanted young people to get brief information about news stories, which would let them decide whether they wanted to read the full versions or not, something that no other app could do. The app immediately became popular and attracted investment from a big company. Then the internet giant, Yahoo, became interested and not only bought the app, but hired its bright, talented young inventor, too.

So what does the future hold for Nick? He plans to return to education to take his A levels and at some point he wants to take a degree. Most of all, he wants to start up new businesses and obviously continue developing his own ideas. Whatever happens, Nick's future working life will certainly not be the normal 9–5 routine that the majority of us have to look forward to!

**Fish for words**

**5 Choose the correct words to complete the sentences.**

- 1 I would never take **up** / **out** a job in a factory.
- 2 I often **think** / **wonder** what I'll be doing in five years' time.
- 3 I think it's better to spend your money in your lifetime rather than leave an **inheritance** / **investment** to your family.
- 4 The company **started** / **launched** a new app last week.
- 5 At some **moment** / **point** in the future, I would like to live in another country for a while.
- 6 I don't like **routine** / **regularity**; I prefer to do different things every day.

**Wrap it up**

**6 Work in pairs and answer the questions.**

- 1 Do you think it's a good idea to drop out of school to develop an idea like Nick did? Why? Why not?
- 2 What sort of app do you think there is a need for? Why?

**Practise**

EXTENDED

**GET SMARTER**

Речення, якого бракує у тексті, може розширювати думку, висловлену в реченні перед пропуском, або містити приклади, які ілюструють те, про що згадується в загальних рисах.

**1 Match sentences 1–5 with A–E. Explain how they are connected.**

- 1 My new duties were quite monotonous.
  - 2 The company received a large number of complaints from customers.
  - 3 The candidate's body language was quite revealing during the interview.
  - 4 The company I first worked for organised a lot of in-house training for the staff.
  - 5 My boss valued his employees' feedback on new projects.
- A There were memorable team building days and regular seminars.
  - B I had to check the shelves and continually restock them.
  - C Comments and suggestions were always welcomed and considered.
  - D Looking down is often a sign of discomfort and lack of confidence.
  - E Apparently, many products had been damaged during transport and delivery.



Missing sentences / Gap-fill

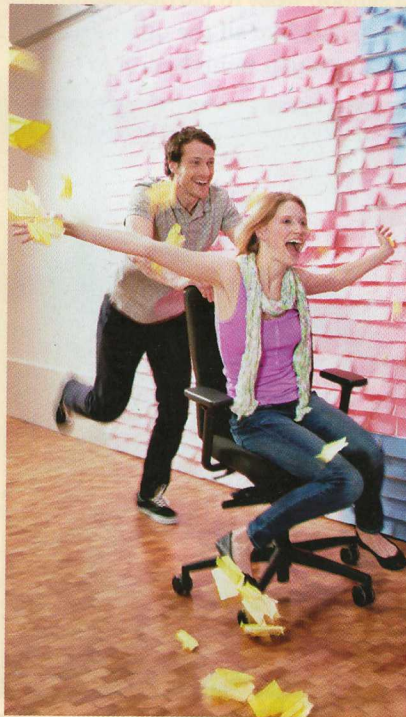
- 2 Read the following text, from which four sentences have been removed. Choose from the sentences (A-E) the one which fits each gap (1-4) to obtain a logical and grammatically correct text. There is one extra sentence that you do not need to use.

## YES – I LOVE MY WORK!

There has been a large increase in the amount of attention companies are giving to the happiness of their employees. Research has shown that happy employees affect the productivity of the company. (1) \_\_\_ The big question is how to put this knowledge into practice and create better (and happier) workplaces.

Big companies like Google and Pixar have made the headlines with their extreme approaches to improving the physical aspects of the workplace. (2) \_\_\_ One famous meeting room is shaped like an egg, with the interior covered completely in whiteboard material so that people can write all over the walls, floor and ceilings! Pixar famously allows its employees to travel around the offices on rollerblades for speed and fun!

As well as making the office a more fun place to work, employers are using other methods to encourage positive thinking amongst their



workers. It is now accepted that yearly appraisals should focus on the positive rather than the negative aspects of an employee's performance and more should be

done to use a person's strengths to help the workforce than to try to improve weaknesses. (3) \_\_\_ One company actually starts meetings with a two-minute activity where people tell each other what they are most proud of having done that day.

To improve staff morale companies are also encouraged to hire people who are naturally happy, not grumpy or negative. Happiness is contagious but unhappiness is even more so. (4) \_\_\_ If, during their probation month, they find that they are not completely happy working for the company, they are given a large amount of money to quit! This ensures that only truly content workers stay with the company.

Many people still believe that work and happiness do not go together. However, these new approaches make a lot of business sense and may result in more people actually looking forward to going to work.

- A Another famous company, Zappos, is one of the only companies in the world to make its new workers a special offer.  
 B Lunchtime should be time shared by colleagues, with entertainment provided by the company.  
 C A happy employee means a happy customer and a happy customer means more business.  
 D Modern practice encourages celebrating company successes and praising personal achievements.  
 E Their investments range from installing slides for employees to travel between floors, minigolf and pool tables for quick, relaxing breaks and specially designed consulting spaces.

### Fish for words

- 3 Find the words in the text that match meanings 1-5.

- become famous by being reported in the news (expression) \_\_\_\_\_ (paragraph 2)
- annually \_\_\_\_\_ (paragraph 3)
- enthusiasm of the employees (compound noun) \_\_\_\_\_ (paragraph 4)
- passing easily from one person to another \_\_\_\_\_ (paragraph 4)
- happy, satisfied \_\_\_\_\_ (paragraph 4)

- 4 Complete the sentences with the words or expressions from exercise 3.

- \_\_\_\_\_ is very low at the moment because several employees have been made redundant.
- The boss of our company \_\_\_\_\_ a few years ago because he gave everyone a pay rise of fifty per cent! The story was in every newspaper.
- Laughter is definitely \_\_\_\_\_ and telling jokes in the office makes for a good atmosphere.
- I am perfectly \_\_\_\_\_ with a part-time job.



Zoom in

1 Work in pairs. Choose a job or a profession.

Use the questions below to interview each other.

- 1 Why did you choose to do this job?
- 2 What do you find the most and least enjoyable about it?
- 3 How useful is your work to society? What makes you say that?
- 4 Is your job ever dangerous or stressful? In what ways?
- 5 Describe the greatest moment in your career.
- 6 Describe the moment you first earned some money.

KNOW YOUR PHRASES

- It happened not so long ago.
- It happened while I was doing my summer job.
- First, I didn't know what to do.
- In the end, everything was fine.
- As soon as I met the actor, I knew he was very nice.
- To my surprise, the job was very easy.
- I didn't earn much, but it made me feel proud of myself.
- I was quite stressed out before that.
- What's worse, the job was badly paid and very stressful.

Activate

2 Скажи, що:

- 1 це сталося рік тому.
- 2 це сталося тоді, коли ти брав/брала інтерв'ю у відомої людини під час канікул.
- 3 спочатку ти не знав/знала, що робити.
- 4 ти здивувався, що робота була досить стресова.
- 5 ти заробив/заробила на новий комп'ютер і пишаєшся собою.
- 6 ти взагалі не відчував/відчувала стресу

Practise

GET SMARTER

У цьому завданні необхідно описати ілюстрацію і відповісти на три питання. Третє питання вимагає розповіді про якусь подію, напр. *Describe a situation when you had to do some physical work.* Це питання може стосуватися ситуації, в якій ти раніше не опинявся/опинялася. Пам'ятай, що в такому випадку ти можеш описати досвід знайомих чи когось з сім'ї або вигадати власну історію. Подумай, що могло б відбутися в цій ситуації, ким крім тебе, були учасники цього випадку і як ти тоді почувався/почувалася.

3 Complete a student's story with the expressions in the box.

I felt very proud of myself    At first  
I was a bit unsure    It happened not so long ago.  
to my surprise    I had prepared

(1) \_\_\_\_\_ Our English teacher asked us to interview someone who already worked to find out how it felt to earn your own money. (2) \_\_\_\_\_, I didn't know what to do but then I had an idea. My neighbour is a photographer and I thought he would be a good candidate. (3) \_\_\_\_\_ if he was going to agree, but fortunately, he did. (4) \_\_\_\_\_ some questions before I went to see him. I was quite stressed out, but (5) \_\_\_\_\_, our conversation was just great. I learned a lot about his work and (6) \_\_\_\_\_. My teacher liked my interview, too.

4 Read the task and invent a short story. Write down your ideas in Ukrainian first if it helps you. Then present your story to your partner.

Describe the time you had to interview someone about their work for a school project.

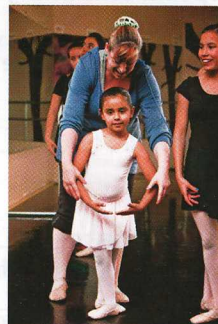
Characters: \_\_\_\_\_

Events, step-by-step: \_\_\_\_\_

Feelings: \_\_\_\_\_

PRACTICE TASK

5 Work in pairs. Describe your pictures and then ask and answer the questions.

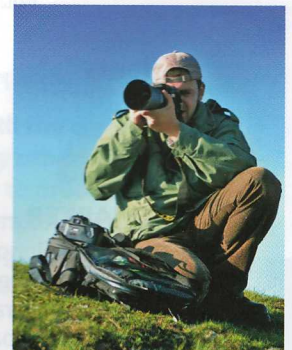


Student A

- 1 Do you think the teacher finds her job easy or difficult? What makes you say that?
- 2 What job would you like to do in the future? Why?
- 3 Describe the first time you or someone you know earned some money.

Student B

- 1 What do you think this photographer enjoys the most about his work? Why?
- 2 Do you think your hobby could become your job in the future? Why? Why not?
- 3 Describe a situation when you or your friend did some work for free.

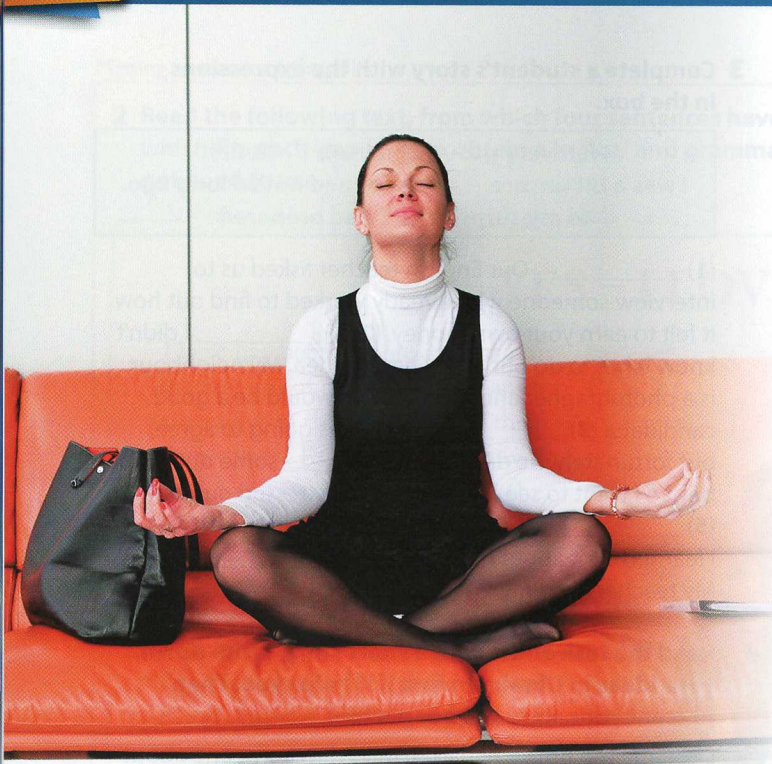


Wrap it up

6 Work in pairs and answer the questions.

- 1 Why do you think so many young people want to be celebrities in the future?
- 2 What would you spend your first salary on? Why?





**Zoom in**

**1 Work in pairs. Imagine you are planning to take a gap year and look for a job.**

**Student A:** Prepare a presentation for your future employer.

- Decide what job you would like to apply for.
- Make a list of your strong and weak points considering the aspects below.

**Student B:** Listen to student A's presentation and decide if you would employ him/her. Give reasons.

- patience
- interpersonal skills
- creativity
- self-discipline
- talents
- ability to work under pressure
- organisational skills

**Practise**

**GET SMARTER**

Пам'ятай, що відповідь, яку ти обрав/обрала, має підходити як до речення перед пропуском, так і після нього, таким чином, щоб діалог становив логічне ціле. Неправильні відповіді - це часто речення, які підходять до попередньої частини діалогу, але не пов'язані логічно з реченням, яке йде після пропуску.

**2 Write as many expressions or sentences as possible which could be used to complete the mini-dialogue.**

**X:** Do you know what type of person they want for this job?

**Y:** \_\_\_\_\_

**X:** Who could I ask to find out then?

**3 Read the dialogue and choose the correct answer (A-C). Why are the other two answers wrong?**

**X:** What do you think about this summer job?

**Y:** \_\_\_\_\_

**X:** So just like me.

- A** In fact, it sounds great to me.
- B** Unfortunately, it's badly paid.
- C** To be honest, I'm not sure.

**PRACTICE TASK**

Multiple choice

**4 Choose the correct missing expression or sentence and circle the answer A, B or C to complete the mini-dialogues (1-5).**

**1 X:** Did you apply for this job in the end?

**Y:** \_\_\_\_\_

**X:** That's a pity.

- A** I wouldn't say that.
- B** Yes, but I didn't get it.
- C** I should have done it.

**2 X:** Are you well organised and creative?

**Y:** \_\_\_\_\_

**X:** So perhaps you should apply?

- A** I imagine so.
- B** Why are you asking?
- C** Who knows?

**3 X:** I fell off the chair during my job interview!

**Y:** \_\_\_\_\_

**X:** You're telling me!

- A** Not the slightest idea!
- B** What a surprise!
- C** How embarrassing!

**4 X:** Would you like to work during your gap year?

**Y:** \_\_\_\_\_

**X:** If so, I could put you in touch with a friend of mine who's looking for someone to work in his company.

- A** It's the last thing on my mind.
- B** I'm considering doing that.
- C** What's the point?

**5 X:** What would you say your strong points are?

**Y:** \_\_\_\_\_

**X:** Well, what do you do well? Any special talents? That kind of stuff.

- A** To tell the truth, I can't do that.
- B** I believe I have excellent interpersonal skills.
- C** I'd like to know what exactly you mean.







**PRACTICE TASK** Multiple choice

**5 Complete the dialogues (1-5) with the correct answer. Circle A, B or C.**

- |   |   |   |
|---|---|---|
| <p><b>1 X:</b> What does he do for a living?<br/> <b>Y:</b> ____<br/> <b>X:</b> How unusual!<br/> <b>A</b> He earns a fortune.<br/> <b>B</b> He lives above his office.<br/> <b>C</b> He's a private detective.</p> <p><b>2 X:</b> Would you like to work for a big company?<br/> <b>Y:</b> ____<br/> <b>X:</b> Me neither.<br/> <b>A</b> Not really.<br/> <b>B</b> Why not!<br/> <b>C</b> Maybe?</p> | <p><b>3 X:</b> Is there any point in applying for this job?<br/> <b>Y:</b> ____<br/> <b>X:</b> If you say so, I'll try to send my CV tomorrow.<br/> <b>A</b> I can't see why not.<br/> <b>B</b> I completely disagree.<br/> <b>C</b> I don't think so.</p> <p><b>4 X:</b> I'm really enjoying my new job.<br/> <b>Y:</b> ____ I wish I was enjoying mine!<br/> <b>X:</b> Why aren't you?<br/> <b>A</b> Goodness me!<br/> <b>B</b> Good for you!<br/> <b>C</b> So sad!</p> | <p><b>5 X:</b> I'm sorry I forgot to bring the documents.<br/> <b>Y:</b> ____ We'll manage without them.<br/> <b>X:</b> Thanks for being so understanding.<br/> <b>A</b> Never mind!<br/> <b>B</b> Not again!<br/> <b>C</b> No way!</p> |
|---|---|---|

**Practise**

**GET SMARTER**

Під час виконання завдання, яке полягає в компонуванні фрагментів речень, передусім встанови, яке речення треба утворити (стверджувальне, заперечне чи питальне) та до якого моменту в часі воно повинно відноситися (теперішнього, минулого або майбутнього). Пам'ятай, що потрібно додати слова, яких бракує, напр. артиклі (*a, an, the*), прийменники (напр. *on, about, with*), допоміжні дієслова (напр. *do, have*), щоб утворити правильні речення або питання.

**1 Read the sentence and the prompts. Decide what the time reference is and how many words are missing. Then write the sentences.**

- I didn't realise I'd have to work with youngsters. They (should / tell / me) \_\_\_\_\_ this fact.  
 time reference: past / present / future  
 number of words missing: \_\_\_\_\_
- What personal qualities (you / suppose / have) \_\_\_\_\_ get this job? Maybe I could apply.  
 time reference: past / present / future  
 number of words missing: \_\_\_\_\_
- The company (look for / suitable / candidates) \_\_\_\_\_ for a couple of months now with no success.  
 time reference: past / past continued till present / future number of words missing: \_\_\_\_\_

Sentence completion

**PRACTICE TASK** Sentence completion

**2 Complete the sentences (1-4) with the correct forms of the words in brackets. Add any other words (eg prepositions, articles) necessary to produce logical and grammatically correct sentences. The correct spelling is required. Do not change the order of the words given. You must use no more than 6 words, including the words given.**

- I'm not sure I'm communicative enough to work as a shop assistant. Good interpersonal skills (**regard / essential**) \_\_\_\_\_ in this job.
- I'm sorry I didn't answer the phone. When you rang, I (**work on**) \_\_\_\_\_ my first CV.
- I think my first day at work will be stressful. I (**not / use / work**) \_\_\_\_\_ for eight hours a day!
- (**I / just / graduate**) \_\_\_\_\_ university when I got my first job offer. I felt very lucky!

**PRACTICE TASK** Sentence completion

**3 Complete the sentences (1-4) with the correct forms of the words in brackets. Add any other words (eg prepositions, articles) necessary to produce logical and grammatically correct sentences. The correct spelling is required. Do not change the order of the words given. You must use no more than 6 words, including the words given.**

- It (**be / better**) \_\_\_\_\_ I hadn't taken up this job. I've got no time for my friends now.
- Who (**suppose / tell**) \_\_\_\_\_ what to do? There's no one around to ask!
- I find this job very hard. (I / **not / use / do**) \_\_\_\_\_ creative work.
- (I / **not / capable**) \_\_\_\_\_ doing this job ever in my life. It's far too demanding, so I'm not going to apply.





**Zoom in**

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

- 1 Have you ever had a weekend or a summer job? What did you do? Did you enjoy it? Why? Why not?
- 2 'Find a job you like, and you won't work a day in your life.' How far do you agree with this statement?

**KNOW YOUR PHRASES**

- The job's fascinating / interesting.
- It's only part-time time but it's great fun.
- And it pays well!
- I basically do what I'm told to do.
- There's one guy who gets on my nerves.
- He's always getting in my way.
- I really get on well with my colleagues.
- They help me out a lot when I have a problem.
- I saw the job advertised in a newspaper / online.
- A friend of mine told me about the job.
- I'm planning to save the money for a new laptop.
- The money's going towards my next holiday.

**Activate**

**2 Скажи, що:**

- 1 ти бачив/бачила вчора в інтернеті цікаве оголошення про тимчасову роботу.
- 2 твій брат дратує тебе, оскільки завжди бере твої речі без дозволу.
- 3 ти чудово розумієшся з Віктором, оскільки він дуже допомагає тобі в школі.
- 4 ти щойно отримав/отримала свою першу роботу на канікулах.
- 5 ти плануєш заощадити кошти на наступні канікули.

**Practise**

**GET SMARTER**

Не забувай вживати як прості речення, так і складні. Завдяки цьому твоє висловлювання буде більш зв'язним.

**3 Join the sentences using the linking words in brackets.**

- 1 I have to mow the lawn. Then I have to dig the garden and plant some flowers. (after)
- 2 My job involves printing out letters. I also send the letters. (as well as)
- 3 The employees get two days a week off. They also get six weeks paid leave. (not only ... but ... also)
- 4 It's a difficult job. I really enjoy doing it. (although)

**4 Read the blog extract and rewrite it using the linking words in the box.**

as well as while before although

« previous

I did some babysitting last week for my sister's children. I love young kids. These ones were a nightmare. They refused to eat anything I gave them for their tea. They refused to go to bed. I was washing up. They drew all over my homework notes. I'm going to babysit for them again next week. First, I'll buy lots of sweets to keep them quiet!

[comment on this entry](#)

**EXAM TASK**

E-mail

**5 You have taken up your first weekend job. Write and E-mail to a friend:**

- describing what you do and how you got this job,
- expressing and justifying your opinion of one of your friends,
- sharing what you are going to do with the money you earn.

Write your E-mail in at least 100 words in an appropriate style.

Hi Maya,  
 How have you been?  
 I'm writing to let you know that I have just started a weekend job.

---

Keep your fingers crossed!  
 Take care,  
 XYZ



Zoom in

EXTENDED

KNOW YOUR PHRASES

- I sat in on meetings with the managers.
- I was given a clear plan for the week.
- The first week I simply observed one colleague at work.
- There are two ways of looking at this.
- It's quite clear to me that it's a useful experience.
- From my point of view, it's very interesting.
- The things you learn are invaluable.
- It gives students a taste of real working life.
- You can develop a lot of useful work skills.

Activate

1 Скажи, що:

- 1 ти був/була на уроках з дітьми з початкової школи.
- 2 спочатку ти тільки спостерігав/спостерігала за вчителем.
- 3 можна дивитися на проблему з двох сторін.
- 4 на твій погляд, це потрібне вміння.
- 5 відповідальність, якої ти вчишся, безцінна.
- 6 в цій професії можна розвинути чимало практичних професійних вмінь.

Practise

GET SMARTER

Важливим елементом статті є вступ, мета якого полягає в зацікавленні читача представленою тематикою і заохоченні його до подальшого читання. Статтю можна розпочати з інтригуючого питання, представлення якихось цікавих фактів або піддавання сумніву загальновідомих речей.

2 Read the instruction and introductions A–C below. Which introduction do you think is the best? Explain your answer.

Which do you think is more important when applying for a job: qualifications or work experience? Write an article in which you discuss this issue and relate it to your own or someone else's experience.

A

My brother applied for a job last month. He has very good qualifications, but unfortunately he hasn't had the opportunity to get any work experience. He had an interview and he thought he had answered all the questions very well. He didn't get the job and I think that was wrong. I shall tell you why.

B

We are always told by parents, teachers and careers advisors that we should focus on getting as many good qualifications as possible in order to get a good job. But how true is this? Does having a good degree impress bosses more than having a lot of work experience in the job they are offering? My brother thought that getting a good degree was the best thing to do. How wrong he was!

C

Is experience more important than qualifications? It's an interesting question. I don't think so. Why not? Well, I'll tell you. My brother didn't get a job because he didn't have any experience. But how could he get experience when he was studying so hard? Should he have had a part-time job? Probably not, because he wanted to concentrate on his studies. That's not wrong, is it? This is what happened.

PRACTICE TASK An article

3 Read the exam task and write an article on the following topic:

You have just completed a week apprenticeship at a primary school, where you helped weaker students. Write an article for your school website describing your responsibilities and expressing your view on how important it is to gain work experience while still studying.

Write your article in at least 150 words in an appropriate style.

Writing bank ► p.156





**MP3 41 Jobs and responsibilities**

- Jobs**
- accountant /ə'kauntənt/
  - actor /æktə/
  - architect /'ɑ:kɪtekt/
  - beautician /'bjʊ:'tʃɪən/
  - boss /bɒs/
  - bus driver /bʌs 'draɪvə(r)/
  - cashier /kæ'ʃɪə/
  - chef /ʃef/
  - computer programmer /kəm'pjʊ:tə 'prəʊgræmə/
  - dentist /'dentɪst/
  - doctor /'dɒktə/
  - economist /'i:kənəmɪst/
  - electrician /'i:lek'trɪʃən/
  - farmer /'fɑ:mə/
  - fashion designer /'fæʃən dɪ'zɑ:nə/
  - film director /fɪlm də'rektə(r)/
  - firefighter /'faɪə'faɪtə/
  - flight attendant /'flaɪt ə'tendənt/
  - hairstylist /'heə'dresə/
  - instructor /ɪn'strʌktə/
  - journalist /'dʒɜ:nəlɪst/
  - judge /dʒʌdʒ/
  - lawyer /'lɔ:jə/
  - lecturer /'lektʃərə/
  - librarian /laɪ'brɛəriən/
  - manager /'mænɪdʒə/
  - mechanic /mɪ'kænik/
  - miner /'maɪnə/
  - model /'mɒdəl/
  - musician /'mju:zɪʃən/
  - nurse /nɜ:s/
  - office assistant /'ɒfɪs ə'sɪstənt/
  - painter /'peɪntə/
  - paramedic /'pærə'medɪk/
  - pharmacist /'fɑ:məsɪst/
  - photographer /'fə'tɒgrəfə/
  - pilot /'paɪlət/
  - plumber /'plʌmə/
  - police officer /pə'li:s 'ɒfɪsə/
  - politician /'pɒlə'tɪʃən/
  - postman /'pəʊstmən/
  - receptionist /rɪ'sepʃənɪst/
  - sales assistant /'seɪlz ə'sɪstənt/
  - sales representative /'seɪlz ɪ'reprɪzəntətɪv/
  - scientist /'saɪəntɪst/
  - secretary /'sekri:təri/
  - shop assistant /'ʃɒp ə'sɪstənt/
  - soldier /'səʊldʒə(r)/
  - surgeon /'sɜ:dʒən/
  - teacher /'ti:tʃə/
  - travel agent /'trævl əɪdʒənt/
  - TV presenter /'ti: 'vi: prɪzəntə/
  - vet /vet/
  - waiter /'weɪtə/
  - waitress /'weɪtrəs/
  - writer /'raɪtə/
  - carpenter /'kɑ:pɪntə/
  - chief executive /'tʃi:f ɪg'zɛkjʊtɪv/
  - comedian /kə'mi:diən/
  - counsellor /'kaʊnsələ/
  - doorman /'dɔ:mən/
  - editor /'edɪtə/
  - graphic designer /græfɪk dɪ'zɑ:nə/
  - handyman /'hændi,mən/
  - nutritionist /nju:'trɪʃənɪst/
  - psychiatrist /saɪ'kaɪətrɪst/

**Job expressions**

- at work /ət 'wɜ:k/
- be in charge of /bi: ɪn 'tʃɑ:dʒ əv/
- do something for a living /,du: 'sʌmθɪŋ fə ə 'lɪvɪŋ/
- look for /'lʊk fə/
- profession /prə'feʃən/
- take responsibility for /,teɪk rɪ'spɒnsə'bɪlətɪ fə/
- work /wɜ:k/
- work as /'wɜ:k əz/
- work for a company /,wɜ:k fə ə 'kʌmpəni/
- work in (a hospital) /,wɜ:k ɪn (ə 'hɒspɪtəl)/
- work in an office /,wɜ:k ɪn ən 'ɒfɪs/
- work in sales /,wɜ:k ɪn 'seɪlz/
- work in a team /,wɜ:k ɪn ə 'ti:m/
- work on /'wɜ:k ɒn/
- work under pressure /,wɜ:k ʌndə 'preʃə/
- work with /'wɜ:k wɪð/

**Job adjectives**

- dangerous /'deɪndʒərəs/
- manual /'mænʃuəl/
- satisfying /'sætɪsfaɪɪŋ/
- skilled /'skɪld/
- stressful /'stresfəl/
- tiring /'taɪrɪŋ/
- challenging /'tʃælɪndʒɪŋ/
- dead-end /,ded 'end/
- monotonous /mə'nɒtənəs/
- motivating /'məʊtɪveɪtɪŋ/
- rewarding /rɪ'wɔ:dɪŋ/
- undemanding /,ʌndɪ'mɑ:ndɪŋ/

**MP3 42 Employment and work conditions**

- badly-paid /'bædli'peɪd/
- bonus /'bɒnəs/
- career prospects /kə'riə prɒspekts/
- chance of promotion /,tʃɑ:ns əv prə'məʊʃən/
- change jobs /,tʃeɪndʒ 'dʒɒbz/
- colleagues /'kɒli:gz/
- contract /'kɒntrækt/
- do / work overtime /,du: / ,wɜ:k 'əʊvə'taɪm/
- do / work shifts /,du: / ,wɜ:k 'ʃɪfts/
- earn money /,ɜ:n 'mʌni/
- duties /'dju:tɪz/
- earnings /'ɜ:nɪŋz/
- full-time /fʊl 'taɪm/
- get a job /,get ə 'dʒɒb/
- get a promotion / promote /,get ə prə'məʊʃən / ,prə'məʊt/
- income /'ɪnkʌm/
- leave your job /,li:v jə 'dʒɒb/
- paid leave /,peɪd 'li:v/
- part-time /,pɑ:t 'taɪm/
- pension / get a pension /'penʃən / ,get ə 'penʃən/
- per hour / week / month /pə 'aʊə / 'wi:k / 'mʌnθ/
- permanent /'pɜ:mənənt/
- retire / retirement /rɪ'taɪə / rɪ'taɪəmənt/
- salary /'sæləri/
- sick leave / sick pay /'sɪk li:v / 'sɪk peɪ/
- tax /tæks/
- teamwork /'ti:m wɜ:k/
- temporary /'tempərəri/

- tips /tɪps/
- unpaid /ʌn'peɪd/
- well-paid /wel 'peɪd/
- work long hours /,wɜ:k lɒŋ 'aʊəz/
- workplace /'wɜ:kpleɪs/
- business trip /'bɪznəs trɪp/
- do the graveyard shift /,du: ðə 'ɡreɪvja:rd ʃɪft/
- expenses /ɪk'spensɪz/
- get regular feedback /,get ,regjʊlə 'fi:dbæk/

- have an appraisal /,hæv ən ə'preɪzəl/
- hourly rate /,aʊəli 'reɪt/
- job description /'dʒɒb dɪ'skrɪpʃən/
- minimum wage /,mɪnɪmə 'weɪdʒ/
- pay into a pension scheme /,peɪ ɪntə ə 'penʃən ski:m/
- pay rise (increase) /'peɪ raɪz (ɪŋkri:s)/
- probation / trial period /prə'beɪʃən / 'traɪəl ,pɪəriəd/
- productivity /,prɒdʌk'tɪvətɪ/
- public holiday /,pʌblɪk 'hɒlɪdeɪ/
- quit a job /,kwɪt ə 'dʒɒb/
- serve an apprenticeship /'sɜ:(r)v ən ə'prentɪʃɪp/
- sign a contract /,saɪn ə 'kɒntrækt/
- staff morale /,stɑ:f mə'reɪl/
- take early retirement /,teɪk ɜ:li rɪ'taɪəmənt/
- take unpaid leave /,teɪk ʌn'peɪd 'li:v/
- yearly appraisal /,jɪəli ə'preɪzəl/
- working conditions /,wɜ:kɪŋ kən'dɪʃənz/

**MP3 43 Temporary work**

- au pair /əʊ 'peə/
- babysitter /'beɪbɪ'sɪtə/
- charity worker /'tʃærəti wɜ:kə/
- delivery assistant /'delɪvəri ə'sɪstənt/
- delivery boy / delivery girl /dɪ,lɪvəri bɔɪ / dɪ,lɪvəri gɜ:l/
- fruit picking /'fru:t 'pɪkɪŋ/
- holiday job /'hɒlɪdeɪ dʒɒb/
- lifeguard /'laɪf'gɑ:d/
- seasonal work /,si:zənəl 'wɜ:k/
- summer camp supervisor /'sʌmə kæmp ,sʊpə'vaɪzə/
- summer job /'sʌmə dʒɒb/
- tour guide /'tuə gaɪd/
- voluntary work /'vɒləntəri wɜ:k/
- wages /'weɪdʒɪz/
- weekend job /'wi:kend dʒɒb/

**MP3 44 Job market**

- advertise /'ædvətaɪz/
- applicant /'æplɪkənt/
- application form /,æplɪ'keɪʃən 'fɔ:m/
- apply for a job /ə'plai fə ə 'dʒɒb/
- be fired /,bi 'faɪəd/
- be made redundant /,bi meɪd rɪ'dʌndənt/
- become employed /bɪ,kʌm ɪm'plɔɪd/
- candidate /'kændɪdət/
- covering letter /,kʌvərɪŋ 'letə/
- deadline /'dedlaɪn/
- do well /,du: 'wel/
- employee /ɪm'plɔɪ/
- employer /ɪm'plɔɪə/
- enclose /ɪn'kləʊz/



entrepreneur /ˌɒntrəprəʊnɜː/ \_\_\_\_\_  
 fill in /ˌfɪl ɪn/ \_\_\_\_\_  
 find work /ˌfaɪnd ˈwɜːk/ \_\_\_\_\_  
 get careers advice /ˌget kəˈrɪəz ədˌvaɪs/ \_\_\_\_\_  
 go bankrupt /ˌɡəʊ ˈbæŋkrʌpt/ \_\_\_\_\_  
 go freelance / freelancer /ˌɡəʊ ˈfriːlɑːns / ˈfriːlɑːnsə/ \_\_\_\_\_  
 have an interview /ˌhæv ən ɪnˈtəːvjʊː/ \_\_\_\_\_  
 have experience /ˌhæv ɪkˈspɪəriəns/ \_\_\_\_\_  
 hire /ˈhaɪə/ \_\_\_\_\_  
 human resources /ˌhjuːmən rɪˈzɔːsɪz/ \_\_\_\_\_  
 Jobcentre /ˌdʒɒbˌsentə/ \_\_\_\_\_  
 job offer /ˌdʒɒb ˌɒfə/ \_\_\_\_\_  
 job satisfaction /ˌdʒɒb sətɪsˌfækʃən/ \_\_\_\_\_  
 keep a record /ˌkiːp ə ˈrekɔːd/ \_\_\_\_\_  
 lack of (experience) /læk əv (ɪkˈspɪəriəns)/ \_\_\_\_\_  
 lose your job /ˌluːz jə ˈdʒɒb/ \_\_\_\_\_  
 offer a job /ˌɒfə ə ˈdʒɒb/ \_\_\_\_\_  
 out of work /ˌaʊt əv ˈwɜːk/ \_\_\_\_\_  
 position /pəˈzɪʃən/ \_\_\_\_\_  
 post /pəʊst/ \_\_\_\_\_  
 qualifications /ˌkwɒlɪfɪˈkeɪʃənz/ \_\_\_\_\_  
 recruitment /rɪˈkrʉːtmənt/ \_\_\_\_\_  
 reference /ˈrefərəns/ \_\_\_\_\_  
 reject /rɪˈdʒekt/ \_\_\_\_\_  
 resign /rɪˈzaɪn/ \_\_\_\_\_  
 run your own business /ˌrʌn jəʊ əvən ˈbɪznəs/ \_\_\_\_\_  
 self-employed /ˌself ɪmˈplɔɪd/ \_\_\_\_\_  
 short list /ˌʃɔːt ˌlɪst/ \_\_\_\_\_  
 situations vacant /ˌsɪtʃuːeɪʃənz ˈveɪkənt/ \_\_\_\_\_  
 staff /stɑːf/ \_\_\_\_\_  
 take up a job /ˌteɪk ʌp ə ˈdʒɒb/ \_\_\_\_\_  
 unemployed /ˌʌnɪmˈplɔɪd/ \_\_\_\_\_  
 up-to-date /ˌʌp tə ˈdeɪt/ \_\_\_\_\_  
 vacancy /ˈveɪkənsɪ/ \_\_\_\_\_  
 work from home /ˌwɜːk frəm ˈhəʊm/ \_\_\_\_\_

attach a CV /əˈtætʃ ə ˌsiː ˈviː/ \_\_\_\_\_  
 check out a company /tʃek ˌaʊt ə ˈkʌmpəni/ \_\_\_\_\_  
 get in-house training /ˌget ɪnˈhəʊs ˈtreɪnɪŋ/ \_\_\_\_\_  
 get sacked /ˌget ˈsækt/ \_\_\_\_\_  
 go on strike /ˌɡəʊ ɒn ˈstraɪk/ \_\_\_\_\_  
 hand in your notice /hænd ɪn jə ˈnəʊtɪs/ \_\_\_\_\_  
 hand over information /ˌhænd ˌəʊvər ɪnˈfəːmeɪʃən/ \_\_\_\_\_  
 have a complaints procedure /ˌhæv ə kəmˈpleɪnts prəˌsiːdʒə/ \_\_\_\_\_  
 join a union /ˌdʒɔɪn ə ˈjuːnjən/ \_\_\_\_\_  
 sign on (the dole) /ˌsaɪn ˈɒn (ðə ˈdəʊl)/ \_\_\_\_\_  
 start up a business /stɑːt ʌp ə ˈbɪznəs/ \_\_\_\_\_  
 take on /ˌteɪk ˈɒn/ \_\_\_\_\_  
 take over from someone /ˌteɪk ˌəʊvər frəm ˌsʌmwʌn/ \_\_\_\_\_  
 take time off /ˌteɪk taɪm ˈɒf/ \_\_\_\_\_  
 take up a position /ˌteɪk ʌp ə pəˈzɪʃən/ \_\_\_\_\_  
 take up a reference /teɪk ʌp ə ˈrefərəns/ \_\_\_\_\_  
 work flexitime /ˌwɜːk ˈfleksɪˌtaɪm/ \_\_\_\_\_

body language /ˈbɒdi ˌlæŋɡwɪdʒ/ \_\_\_\_\_  
 computer-generated /kəmˌpjʉːtə ˈdʒenəreɪtɪd/ \_\_\_\_\_  
 contagious /kənˈteɪdʒəs/ \_\_\_\_\_  
 content /kənˈtent/ \_\_\_\_\_  
 devote oneself to /dɪˈvəʊt wʌnˌself tə/ \_\_\_\_\_  
 do something workwise /ˌduː ˌsʌmθɪŋ ˈwɜːkwaɪz/ \_\_\_\_\_  
 emerge /ɪˈmɜːdʒ/ \_\_\_\_\_  
 focus on /ˈfəʊkəs ɒn/ \_\_\_\_\_  
 go together /ˌɡəʊ təˈɡeðə/ \_\_\_\_\_  
 have no clue /ˌhæv nəʊ ˈkluː/ \_\_\_\_\_  
 last long /ˌlɑːst ˈlɒŋ/ \_\_\_\_\_  
 make the headlines /ˌmeɪk ðə ˈhed ˌlɑɪnz/ \_\_\_\_\_  
 money-minded /ˈmʌni ˌmaɪndɪd/ \_\_\_\_\_  
 on top of /ɒn ˈtɒp əv/ \_\_\_\_\_  
 positive thinking /ˌpɒzətɪv ˈθɪŋkɪŋ/ \_\_\_\_\_  
 put something into practice /pʊt ˌsʌmθɪŋ ɪntə ˈpræktɪs/ \_\_\_\_\_  
 technology-oriented /tekˌnɒlədʒi ˈɔːriəntɪd/ \_\_\_\_\_

MP3 45 Other

ability /əˈbɪləti/ \_\_\_\_\_  
 at some point /ət ˌsʌm ˈpɔɪnt/ \_\_\_\_\_  
 consult /kənˈsʌlt/ \_\_\_\_\_  
 drop out of /ˌdrɒp ˈaʊt əv/ \_\_\_\_\_  
 fashionable /ˈfæʃənəbəl/ \_\_\_\_\_  
 grumpy /ˈɡrʌmpɪ/ \_\_\_\_\_  
 inheritance /ɪnˈherɪtəns/ \_\_\_\_\_  
 launch /lɔːntʃ/ \_\_\_\_\_  
 money-making /ˈmʌni ˌmeɪkɪŋ/ \_\_\_\_\_  
 routine /ruːˈtiːn/ \_\_\_\_\_  
 summarise /ˈsʌməraɪz/ \_\_\_\_\_  
 trendy /ˈtrendi/ \_\_\_\_\_  
 well-being /ˌwel ˈbiːɪŋ/ \_\_\_\_\_  
 wonder /ˈwʌndə/ \_\_\_\_\_

VOCABULARY OVERVIEW

Complete the text with the correct words in the box.

offered highly paid income tax freelancer experience living journalist vacancies promotion part-time tips interviews colleagues earn pension on rewarding boss permanent

Good morning, everyone. As you know, this 'careers day' is designed to give you the chance to find out a bit more about the world of work. You'll hear from speakers where to look for job (1) \_\_\_\_\_, how to prepare for job (2) \_\_\_\_\_ and what salaries you can expect to (3) \_\_\_\_\_ in different professions. There's also advice about things like getting bank accounts and paying (4) \_\_\_\_\_. I'm your first speaker and I'm here to talk to you a bit about my work (5) \_\_\_\_\_ and tell you some of the things I've learned. I'm a (6) \_\_\_\_\_. I write articles for different newspapers and magazines. Some of my (7) \_\_\_\_\_ have (8) \_\_\_\_\_ jobs with one newspaper or magazine. They like the security. Also, they have the chance to get (9) \_\_\_\_\_ and their (10) \_\_\_\_\_ is regular. What's more, they know that when they retire, they will get a good (11) \_\_\_\_\_. However, I prefer to be a (12) \_\_\_\_\_ and not to work for one (13) \_\_\_\_\_. I like the excitement of going anywhere to find a story. And when it is accepted by a paper, it's a very (14) \_\_\_\_\_ feeling! But it's taken me a long time to get to this position. I didn't know when I was younger that I wanted to do this for a (15) \_\_\_\_\_. When I left university after getting a degree in English, I couldn't find a job. My local restaurant was taking (16) \_\_\_\_\_ extra staff for the summer and they (17) \_\_\_\_\_ me the job of a waiter. It was only (18) \_\_\_\_\_ but I earned enough money (including (19) \_\_\_\_\_ from happy customers) to take a holiday in Cyprus. While I was there, I wrote some articles about the country and sent them to a travel magazine. They liked them and I just carried on from there. In the beginning, it wasn't a very (20) \_\_\_\_\_ job, but it's got a lot better! I love my job and that's the most important thing.



# 05 Family and social life



## ► Stages of life

**1 Match the age-related words and expressions with ages 1–6. Do you know people who are these ages? Who are they?**

1 50    2 37    3 14    4 85    5 2    6 21

- A elderly    C young adult    E in his thirties  
B toddler    D middle-aged    F teenager

## WORD BUILDING

**2 Complete the questions with the correct nouns formed from the words in brackets.**

- Is there the \_\_\_\_\_ (generate) gap between you and your parents?
- Is it better to have a long or a short \_\_\_\_\_ (engage) before getting married?
- Why is \_\_\_\_\_ (adolescent) such a difficult time of life?
- What is the \_\_\_\_\_ (retire) age in Ukraine?

**3 Work in pairs. Ask and answer the questions from exercise 2.**

**4 Complete the sentences with the correct words in the box.**

**EXTENDED**

turned late heart immature age  
up twenty-five-ish getting

- My aunt wasn't young when she got married. She was in her \_\_\_\_\_ forties.
- My grandad's seventy-five but he's still very young at \_\_\_\_\_.
- My dad died when I was young and I had to grow \_\_\_\_\_ very quickly.
- My cousin, Mark, is nineteen, but he's still very \_\_\_\_\_.
- How old would you say Tom is? I think he's \_\_\_\_\_, but I don't know his exact age.
- Helen has just \_\_\_\_\_ forty but she certainly doesn't look her \_\_\_\_\_.
- My uncle is \_\_\_\_\_ on a bit now. He can't walk for long without a break.

## ► Family and friends

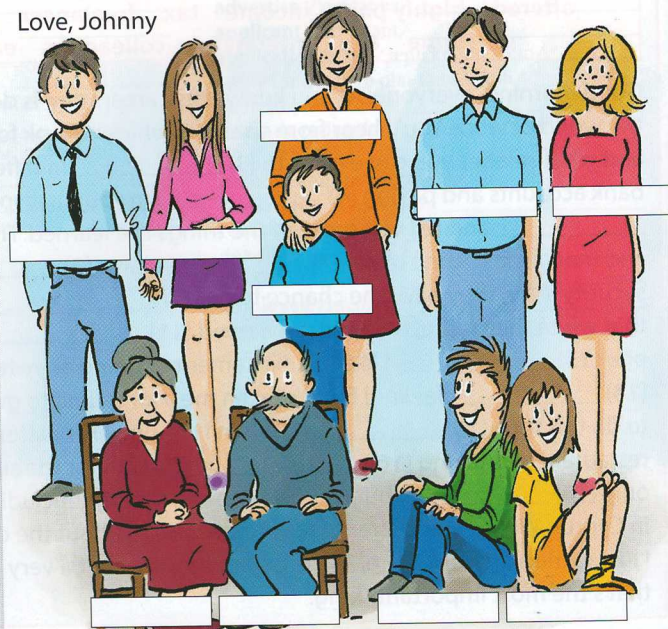
**5 Complete the email with the correct words in the box. Then label the people in the picture with the correct names.**

only engaged twin siblings fiancé aunt  
granny cousin son separated

To: katybe@mail.co  
Subject: Family photo

Hi! Here's the photo promised. That's me on the right with my (1) \_\_\_\_\_ sister Maddy – she's ten minutes older than me! Behind us are my parents, Joanne and Dave. Next to dad is his sister, my (2) \_\_\_\_\_ June. She's got her arm round her (3) \_\_\_\_\_, my (4) \_\_\_\_\_ Colin. He's got no (5) \_\_\_\_\_ – he's an (6) \_\_\_\_\_ child. His dad, my uncle George, isn't in the picture. He and June are (7) \_\_\_\_\_. Then, next to Colin is my older sister Kylie with her (8) \_\_\_\_\_, Jules. They've been (9) \_\_\_\_\_ for three months now. And, finally, my grandad Martin and my (10) \_\_\_\_\_, Helen are sitting on the chairs.

Love, Johnny





▶ Everyday activities

6 Read the definitions and write the correct words.

- 1 a child whose parents are dead: \_\_\_\_\_
- 2 a person who is your boyfriend/girlfriend or husband/wife: \_\_\_\_\_
- 3 a person who is bringing up a child on his/her own: \_\_\_\_\_
- 4 a person who is now legally a permanent child in a new family: \_\_\_\_\_
- 5 a man who has married your mother but is not your biological father: \_\_\_\_\_
- 6 a child who is being looked after by a new family for a period of time: \_\_\_\_\_
- 7 your wife's brother: \_\_\_\_\_
- 8 a person you have a strong mental connection with: \_\_\_\_\_

VERBS AND PREPOSITIONS

7 Complete the sentences with the correct prepositions.

- 1 I take \_\_\_\_\_ my mum and I get \_\_\_\_\_ well with nearly everyone.
- 2 I try to keep \_\_\_\_\_ touch with the people who I make friends \_\_\_\_\_ on holiday.
- 3 The person I look \_\_\_\_\_ to the most in my family is my big brother. He's amazing.
- 4 I go round with people that I have a lot \_\_\_\_\_ common with.

8 Work in pairs. Are the statements in exercise 7 true for you? Why? Why not?

ADJECTIVE-NOUN COLLOCATIONS

EXTENDED

9 Complete the sentences with the correct adjectives in the box.

identical sworn distant family best complete immediate

- 1 My cousin and I are \_\_\_\_\_ enemies. We can't stand each other.
- 2 Kathy is definitely my \_\_\_\_\_ mate. We do everything together.
- 3 My sister and I are \_\_\_\_\_ opposites. We like and hate very different things.
- 4 There are only five people in my \_\_\_\_\_ family but we've got lots of aunts and uncles, who live in the USA.
- 5 That's amazing! Will and Tony are \_\_\_\_\_ twins and I can't tell them apart.
- 6 I don't know her very well, but Rose is a \_\_\_\_\_ cousin on my father's side of the family.
- 7 I've got a very interesting \_\_\_\_\_ tree which goes back hundreds of years.

COLLOCATIONS

10 Complete the blog with the correct verbs.

« previous

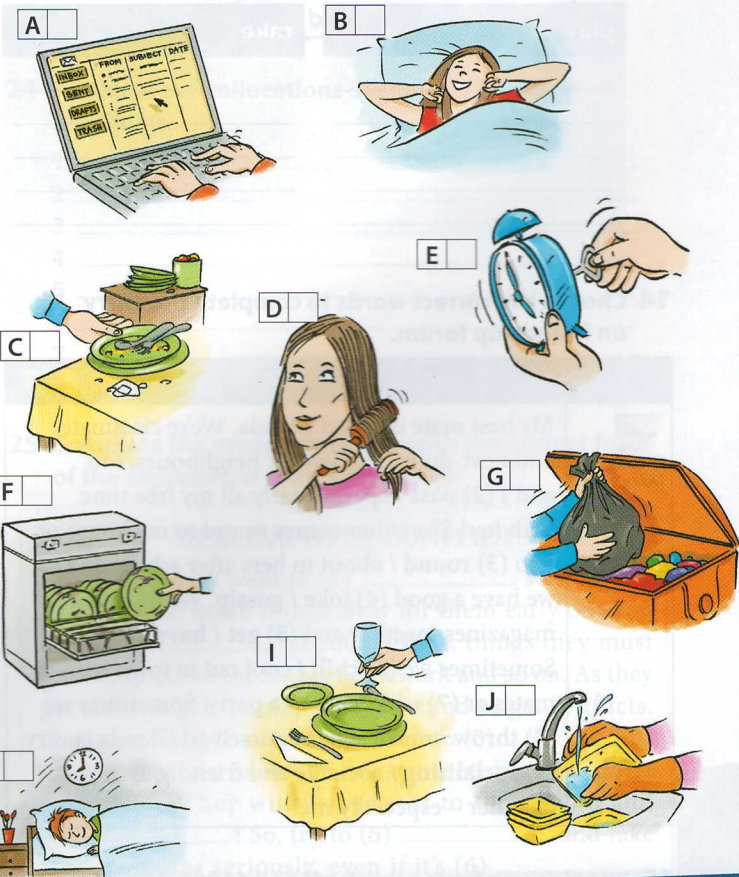
Having brilliant time camping with my family in the mountains! Best thing is I don't have to (1) \_\_\_\_\_ my bed or (2) \_\_\_\_\_ my room! Worst thing is I can't (3) \_\_\_\_\_ a warm shower and I have to (4) \_\_\_\_\_ my teeth in water from the river. But it's cool to (5) \_\_\_\_\_ up to the sound of birds singing. We (6) \_\_\_\_\_ up early, (7) \_\_\_\_\_ breakfast outside the tent and then go walking. Luckily, the weather's good! We (8) \_\_\_\_\_ to bed late too because we (9) \_\_\_\_\_ games or (10) \_\_\_\_\_ stories and jokes all evening. Very chilled out holiday!

comment on this entry

11 Complete the expressions with the correct verbs in the box. Then match the pictures with expressions 1-10.

clear do (x2) get lay check load have set put

- |                        |                         |
|------------------------|-------------------------|
| 1 _____ an early night | 6 _____ out the rubbish |
| 2 _____ the alarm      | 7 _____ your hair       |
| 3 _____ the table      | 8 _____ your email      |
| 4 _____ the table      | 9 _____ the washing-up  |
| 5 _____ the dishwasher | 10 _____ a lie-in       |





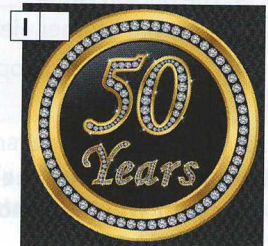
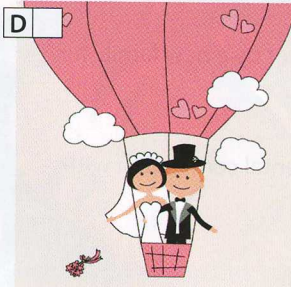
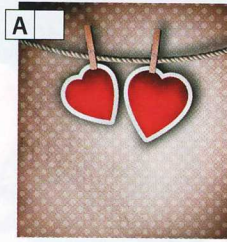
**EXTENDED**

**12 Choose the correct verbs to complete sentences 1-5.**

- 1 I usually **freshen / refresh** up after school before I go to meet my mates.
- 2 Mum often gets me to **race / run** some errands for her at the weekend.
- 3 I must **make / put on** a wash when I get home. These jeans are really dirty.
- 4 My dad asked me to **pick / choose** up some fruit from the shop on my way home.
- 5 My brother is lazy and never **helps / assists** out my parents at the weekend.

**Holidays and celebrations**

**16 Match the cards with messages 1-10.**



- 1 Happy Birthday!
- 2 Happy New Year!
- 3 Our condolences.
- 4 Have a wonderful life together.
- 5 Congratulations on your graduation!
- 6 Happy Anniversary!
- 7 Love you forever! Happy Valentine's Day.
- 8 Get well soon!
- 9 Happy Children's Day!
- 10 Happy Easter!

**Free time activities**

**13 Put the words in the correct columns. Then add one more expression under each heading.**

a crossword tennis cards photographs  
 some drawing clubbing gymnastics swimming  
 the dog for a walk out for a meal  
 an evening course computer games jogging  
 golf up a hobby a break

**go**

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**do**

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**play**

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**take**

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**14 Choose the correct words to complete the entry on friendship forum.**

Mary  
😊 ✉️ +

My best mate is called Glenda. We're classmates and next-door (1) **friends / neighbours**, too, and I (2) **pass / spend** nearly all my free time with her! She either comes round to my house or I go (3) **round / about** to hers after school and we have a good (4) **joke / gossip**. We often read magazines together and (5) **get / have** a laugh. Sometimes we (6) **chill / cool** out in town with our mates or (7) **make / go** to a party. Sometimes we (8) **throw / make** a party ourselves! Glenda is very (9) **socialising / sociable** and friendly. Everyone likes her – especially me!

**15 Imagine you have a week off and £1000 pocket money to spend. What would you do?**

**COMPOUND NOUNS**

**EXTENDED**

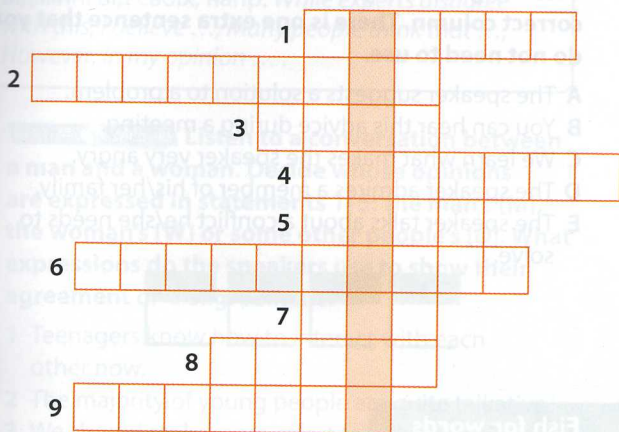
**17 Complete the sentences with the correct words.**

- 1 When grandad retired, he got a **golden h**\_\_\_\_\_ from his company.
- 2 For a **birthday t**\_\_\_\_\_ my parents took me to an important football match.
- 3 My kid sister dressed up as a robot for the **f**\_\_\_\_\_ dress party.
- 4 My cousin designs **g**\_\_\_\_\_ cards.



**18 Complete the crossword. What is the hidden word?**

- 1 Some people get married there.
- 2 A large party after a wedding.
- 3 A bride wears this on her finger.
- 4 A religious ceremony.
- 5 A religious song.
- 6 A girl who follows the bride.
- 7 A promise you make during a wedding ceremony.
- 8 A man who is getting married.
- 9 A person who supports and helps number eight.



**Lifestyle, conflicts and problems**

**WORD FORMATION**

**19 Complete the sentences with nouns formed from the words in the box. One noun has the same form as the verb given.**

rebel argue disagree behave discipline

- 1 I had a big \_\_\_\_\_ with my sister last week. She uses my laptop all the time.
- 2 There's an interesting article about teenage \_\_\_\_\_ in the magazine. Apparently, our parents' generation was worse than ours!
- 3 My brother's \_\_\_\_\_ is terrible. He shows off every time we're out together.
- 4 I think kids need a lot of \_\_\_\_\_ when they're young, don't you?
- 5 My mate and I had a(n) \_\_\_\_\_ about where to go on Friday but we finally decided on the cinema.

**VERB-NOUN COLLOCATIONS**

**20 Choose the correct words to complete the sentences.**

- 1 We've got some house rules, but I must admit, I don't always **hold** / **stick** to them!
- 2 My aunt and uncle haven't been happy for years and they're **taking** / **getting** a divorce soon.
- 3 I **made** / **had** a fight with my parents when I wanted to get a tattoo. They won.
- 4 Peter wasn't getting on with his girlfriend, so he decided to **cut** / **end** the relationship.
- 5 My mum always **holds** / **takes** my brother's side in an argument.

**PHRASAL VERBS**

**21 Complete the sentences with the correct prepositions.**

**TODAY'S GOSSIP**

Did you know ...?

- 1 Amanda split \_\_\_\_\_ with Barry on Thursday at Dan's party.
- 2 Dean's partner walked \_\_\_\_\_ on him after a row about the washing-up!
- 3 The teacher sent Alan home because he was going \_\_\_\_\_ about a fight he'd been in over the weekend.
- 4 Tina's fallen \_\_\_\_\_ with her best mate, Tanya, because Tanya went \_\_\_\_\_ with Tina's boyfriend!
- 5 Our teacher, Miss Bird, broke \_\_\_\_\_ with her boyfriend last month when he moved to Canada, but they've got back \_\_\_\_\_ again now!
- 6 I had a big argument with Jack last night, but we made \_\_\_\_\_ this morning.

**22 Work in pairs. Tell your partner about any recent school or family gossip.**

**COLLOCATIONS**



**23 Match the verbs in box A with the expressions in box B to make collocations.**

**A**  
talk  
stop  
lay  
go  
push  
be against  
get  
give

**B**  
your point across  
things through  
their allowance  
down some ground rules  
you the silent treatment  
the limits  
ballistic  
your better judgement

**24 Translate the collocations in exercise 23 into Ukrainian.**

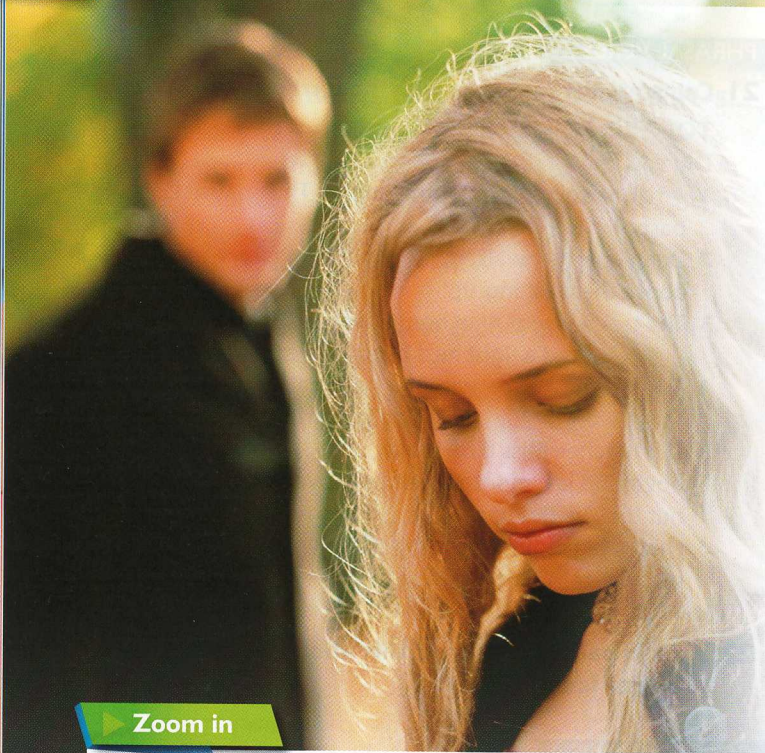
- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

**25 Complete the magazine article with the correct form of the expressions from exercise 23.**

**DEALING WITH CONFLICT**

Children always want to (1) \_\_\_\_\_, so it is very important to make things clear for them early on. You can (2) \_\_\_\_\_ about bedtime, things they must do to help out in the house, homework and so on. As they get older, it gets harder! You're bound to get conflicts. The main thing to remember is not to (3) \_\_\_\_\_ whenever your teenager does something you don't agree with. They will just retreat to their room and (4) \_\_\_\_\_! So, try to (5) \_\_\_\_\_ and take their opinions seriously, even if it's (6) \_\_\_\_\_. If you (7) \_\_\_\_\_ every time there's an argument, you're going to get even bigger problems. On the other hand, you need to (8) \_\_\_\_\_, too. Good luck!





**Zoom in**

**1 Work in pairs. Tell your partner about the situations below.**

The last time

- you had a lovely time with someone from your family.
- you had an argument with a member of your family.
- you felt embarrassed by your parents, siblings or friends.
- you were angry with your friend or a family member.
- you and your friends were involved in a funny situation.

**2 Are these behaviours acceptable to you? Why? Why not?**

gossiping about your friends

telling your friends white lies

playing practical jokes on your friends

playing with your mobile phone while you're talking to your friend face to face

**Practise**

**GET SMARTER**

Зверни увагу, що подані твердження стосуються головної думки тексту. Це означає, що вони підсумовують чиесь висловлювання, описують мету висловлювання або стосуються місця, в якому воно відбувається.

Одне з поданих речень не підходить до жодного тексту, оскільки стосується якоїсь детальної інформації або містить слова або фрази, які в записі використовуються в зовсім іншому контексті.

**3** CD 1.22 MP3 46 Listen to two speakers. Match the speakers with the sentences (A–C). Explain why one sentence does not match any speaker.

- A The speaker complains about her parents. \_\_\_\_
- B The speaker describes a loving relationship. \_\_\_\_
- C We learn what makes the speaker's relationship difficult. \_\_\_\_

**4** CD 1.23 MP3 47 You will hear twice four different extracts about relationship problems. For each sentence (1-4) choose the answer (A-E) which fits best according to what you hear. Put the answers in the correct column. There is one extra sentence that you do not need to use.

- A The speaker suggests a solution to a problem.
- B You can hear this advice during a meeting.
- C We learn what makes the speaker very angry.
- D The speaker admires a member of his/her family.
- E The speaker talks about a conflict he/she needs to solve.

1	2	3	4

**Fish for words**

**5 Choose the correct prepositions to complete the sentences. What do these expressions mean? Are the sentences true for you?**

- I get **on / up** with everybody in my family.
- I hate people who talk about me **behind / after** my back.
- I couldn't wish **about / for** better parents. They are just great.
- I think my parents brought me **down / up** really well.
- My parents tell me **off / in** all the time. They're too critical.
- I look **up / down** to my dad. He's so clever!

**6 Write the correct adjective or noun form of the words in brackets to complete the forum entry.**

Forum ⓧ ⓧ ⓧ

I don't get on with people who are (1) \_\_\_\_\_ (jealousy) and (2) \_\_\_\_\_ (criticise) of me. I'm a very (3) \_\_\_\_\_ (emotion) person and I need people who are (4) \_\_\_\_\_ (understand) and supportive. I often can't think of (5) \_\_\_\_\_ (solve) to my problems, so I appreciate friends who can give me good advice.

😊 📧 +

**Wrap it up**

**7 Work in pairs and suggest some advice about the following problems.**

- Your friend had a terrible argument over bad school marks with his/her parents.
- Your friend's parents keep reading his/her text messages.
- Your friend has just split up with his girlfriend/her boyfriend.
- Your friend feels lonely at his/her new school.



## Practise

## GET SMARTER

Пам'ятай, що деякі питання можуть стосуватися думки осіб, які їх висловлюють, або поглядів, з якими вони не погоджуються. Під час прослуховування зверни увагу на звороти, які використовують співрозмовники, щоб погодитися або не погодитися з якоюсь думкою, напр. *Yes, sure. / Absolutely! / I guess I agree. / You couldn't be more wrong.* В записі ти можеш почути також інші фрази за допомогою яких співрозмовники наводять погляди, відмінні від своїх, напр. *While experts disagree with this, I believe ... , Many people think that ... , However, in my opinion ... .*

- 1 CD 1.24 MP3 48 Listen to a conversation between a man and a woman. Decide whose opinions are expressed in statements 1–5: the man's [M], the woman's [W] or some other people's [O]. What expressions do the speakers use to show their agreement or disagreement?

- Teenagers know how to interact with each other now.
- The majority of young people are quite talkative.
- We should make more effort to help young people talk without the use of technology.
- It's very difficult to make young people abandon technology for communication purposes.
- It's a good idea for adults to talk to young people about communication problems.

## Multiple choice

- 2 CD 1.25 MP3 49 You will hear friends talking about phubbing. For each of the questions below circle the correct answer A, B or C.

- What does the girl say about phubbing at the beginning?
  - She was not aware of this type of social behaviour before.
  - She has heard the term phubbing before.
  - She does not consider phubbing to be a major problem.
- According to the man, phubbing is
  - worrying only for older people.
  - harmless.
  - bad manners.
- Which of these statements is true of the girl's attitude towards phubbing?
  - She hasn't changed her opinion about the sense of the campaign.
  - She would like people to think more about the problem of phubbing.
  - She agrees now that technology destroys relations between people.

## Fish for words

- 3 Replace the underlined fragments in sentences 1–6 with the verbs in the box in the correct form.

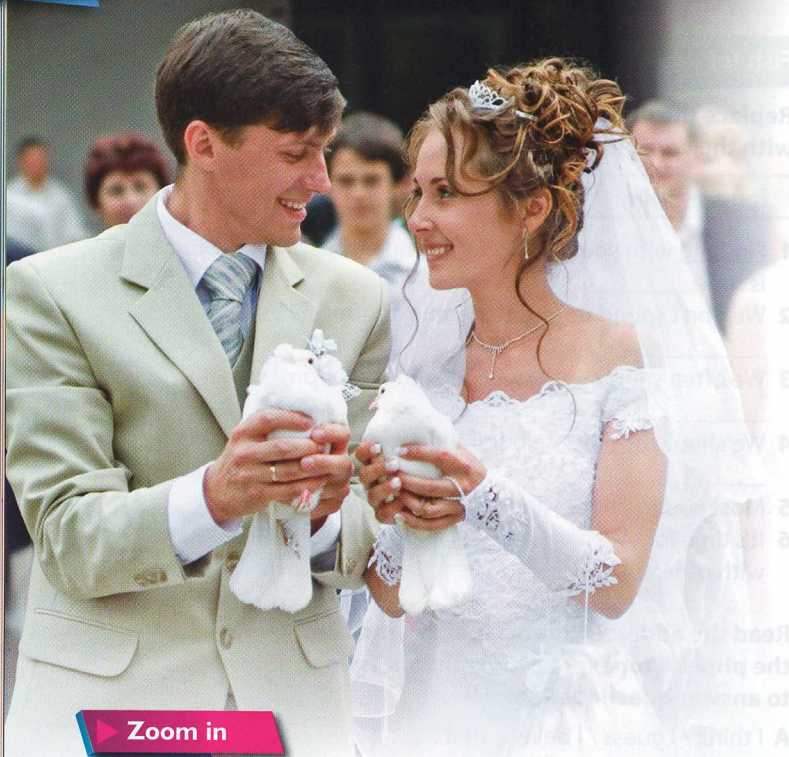
ignore play value consider socialise reflect on

- Fiddling with your phone while you're chatting to your friend is rude. \_\_\_\_\_
  - We don't spend time with people as often as before. \_\_\_\_\_
  - We often snub people who are different from us. \_\_\_\_\_
  - We should appreciate our friends more than any technology. \_\_\_\_\_
  - Most young people find phubbing acceptable. \_\_\_\_\_
  - It's time for everyone to think about our communication with others. \_\_\_\_\_
- 4 Read the audioscript on page 163 and complete the phrases for expressing opinion. Then use them to answer questions 1–3.
- I think / I guess / I believe that ...
  - I don't think we \_\_\_\_\_ to ...
  - I \_\_\_\_\_ it simply rude.
  - In my \_\_\_\_\_, ...
  - I wouldn't go \_\_\_\_\_ in my criticism but I \_\_\_\_\_ that ...
  - I wouldn't \_\_\_\_\_ with that.
- What do you think of phubbing?
  - How does it affect relationships?
  - Are you a phubber?

EXAM TASK







## Zoom in

## 1 Work in pairs and answer the questions.

- 1 What's the most famous celebrity wedding that has taken place recently?
- 2 What would be your ideal setting for a wedding? Why?
- 3 Do you think the legal age limit for getting married is right? Why? Why not?

## Practise

## GET SMARTER

Швидко прочитай текст, щоб зрозуміти його тематику і структуру. Потім прочитай подані під текстом речення або фрагменти. Часто речення, які необхідно вставити, доповнюють інформацію в реченні перед пропуском або їх зміст з ним контрастує.

## 2 Read the pairs of sentences. Underline the words in the second sentences which are used to introduce additional or contrasting information.

- 1 We organised a lot of games for the children's party. Also, we booked a magician to perform for half an hour.
- 2 To get to the party on time, you'll need to get the 5.30 train. Alternatively, you could get the 6.15 train and then get a taxi.
- 3 We had planned a big barbecue for my birthday last year. However, it rained all afternoon and we spent most of the time indoors.
- 4 Jamie invited us all to a hotel for dinner on Saturday, but the meal was awful. In addition to this, several guests were really ill the following day.

## 3 Choose the best follow-up sentence (A or B) for sentences 1–3.

- 1 Before the party, my best mate came round and we did each other's hair.
  - A As well as this, we had a good gossip about the people who were coming.
  - B However, I couldn't decide when to ask her round.

## 2 In many countries Christmas Day is an important celebration.

- A Alternatively, they serve a big roast turkey dinner with lots of vegetables.
- B However, in other countries New Year has more significance.

## 3 I spent a lot of my free time last holidays playing computer games with my best friend.

- A Nevertheless, I really enjoy competing against him.
- B In addition to this, we did some web designing for a friend who was starting his own business.

Missing sentences / Gap-fill

EXAM TASK

## 4 Three sentences have been removed from the text below. Read the text and complete the gaps 1-3 with the correct sentence A-E. Note: there are two extra sentences that you do not need.

## Gretna Green

There's a really famous place for getting married in the UK. In fact, it's not only famous in the UK – people all over the world know about it. (1) \_\_\_ Every year more than 10,000 people travel long distances to get married here.

So, why is Gretna Green such a popular place to get married? It's quite simply because of its geography. If you travel from England to Scotland, it's the first village you come to after crossing the border. A long time ago in England, young adults under 21 weren't allowed to get married if their parents didn't agree. (2) \_\_\_ The result was that many young people in their late teens ran away to Scotland to get married. The first place they came to was Gretna Green. People say that Gretna first became popular in the 1770s when a new road made it easier for English people to travel there. (3) \_\_\_ The ceremony took place in the blacksmith's house and the blacksmith performed the service.

Today the legal age for getting married in the two countries is still different. In England, if you are aged between 16 and 18, you need your parents' permission. In Scotland, however, you don't! The idea of running away to get married is very romantic and there are lots of stories about Gretna weddings in books and films.

- A Therefore, a lot of people these days are choosing to get married.
- B In spite of this, the law on marriage was very strict.
- C In Gretna at that time, couples didn't get married in a church with a priest.
- D However, in Scotland the law was different and teenagers could get married without their parents' permission.
- E The place in question is a little village in Scotland called Gretna Green.



**Fish for words**

5 Underline the words in the text in exercise 4 that helped you to match the sentences to their places in the article.

6 Work in pairs and answer the questions.

- 1 How many borders does Ukraine share with other countries?
- 2 What's the first town you come to if you drive north from here?
- 3 Can you name a story in which teenagers run away to get married?

7 Choose the correct words to complete the sentences.

- 1 The topic in / on question is very interesting for teenagers.
- 2 I love romantic / adventurous films where people fall in love and get married.

- 3 This is quite / simply the best book I have ever read.
- 4 I need my parents' allowance / permission to get back home after 11.00 pm.
- 5 The escaped prisoner managed to cross / travel the border to another country.

**Wrap it up**

8 Work in pairs and answer the questions.

- 1 What are the most popular locations to get married in Ukraine?
- 2 Do you think it's better to have a big or a small wedding? Why?
- 3 Some people say that couples who get married at a young age divorce early, too. Do you think this is true? Why? Why not?

**Practise**

**GET SMARTER**

Завдання на встановлення відповідності між запитаннями та текстами / фрагментами тексту перевіряє вміння шукати певну інформацію в тексті. Підкресли у питаннях ключові фрази, щоб знати, на чому зосередитися під час читання. В текстах можуть бути окремі фрази або цілі фрагменти, ідентичні до тих, які вживаються в питаннях. Це не означає, що питання підходить до даного тексту. Пам'ятай, що той самий зміст в текстах зазвичай передається за допомогою інших фраз.

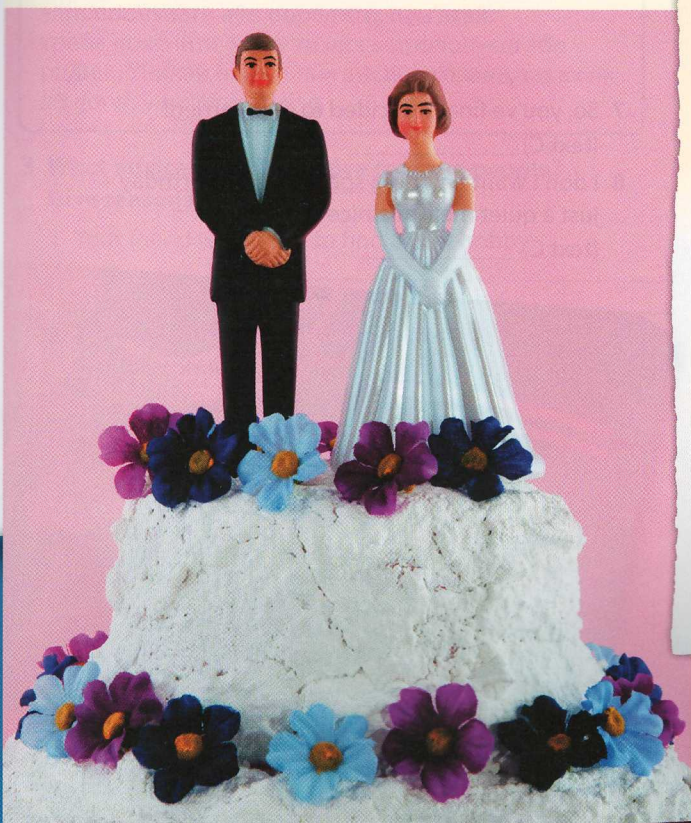
**EXTENDED**

1 Read the text and find the following:

- A an example of a good reason to use a wedding planner.
- B an example of a reason not to use a wedding planner.
- C a synonym for 'expense'.
- D a synonym for 'disadvantage'.

These days, it is popular for couples who are planning to get married to use the services of a wedding planner in order to organise the big day. Those who decide to do everything themselves can find themselves spending a lot of time and getting extremely stressed by the effort. The downside is that using a wedding planner is an additional cost on top of an already expensive occasion. However, the peace of mind it brings is definitely worth it.

- Wedding Checklist:**
- Set your budget
  - Find a place
  - Start the guest list
  - Reserve the date and venues
  - Book an officiant
  - Find a photographer
  - Find a florist
  - Find a caterer











Matching

2 Read the three texts A-C. For each of the questions 1-4 choose the correct text. Write your answers in the boxes provided. Note: there is one text that matches two questions.

In which post does the writer

- 1 suggest that the event was slightly disorganised?
- 2 comment on a change of mind regarding the venue?
- 3 mention that the costs for the author were covered?
- 4 talk about the wedding being accessible to many non-family members?

<p>A</p>  <p>Pam</p> 	<p>By far the most exciting wedding I have attended (locationwise that is) was my best mate's last October in Hawaii. I imagine it must have cost her and her fiancé an absolute fortune because the arrangements they had made for the ten of us who went to the ceremony were very generous indeed. However, I think it was worth it. I would spend a lot too to get married in the earthly equivalent of Paradise, though I think I'd like more people to be able to come to my wedding. But they had their minds set on Hawaii and no one could persuade them otherwise!</p>
<p>B</p>  <p>Chris</p> 	<p>My sister had always insisted that she would not have an ostentatious wedding. She wanted to settle for something quiet, intimate and inexpensive, with just close friends and family. However, when it actually came down to it, she went for something grander than even I could have imagined. Last weekend she got married in an ancient (but modernised) Scottish castle on the edge of a lake, and fifty guests, including me, paid for transport there and a two-night stay. I didn't mind paying – it was my sister after all. However, the day definitely didn't go as smoothly as it could have done. The photographer was late and they ran out of champagne during the reception. But, of course, the backdrop was magnificent.</p>
<p>C</p>  <p>Jake</p> 	<p>A wedding in the family is always a special occasion and people had been looking forward to my cousin's recent marriage for a long time. He'd been with his partner for fifteen years before they decided to tie the knot. They didn't want a lot of fuss and they opted to get married in the small church in their village. I think that was a good decision because it meant that local people who had known them for years could come along without spending a fortune. They also spent well under the average £12,000 that couples are reported to be spending on their weddings these days. Also, everything went according to plan – apart from the weather!</p>

Fish for words

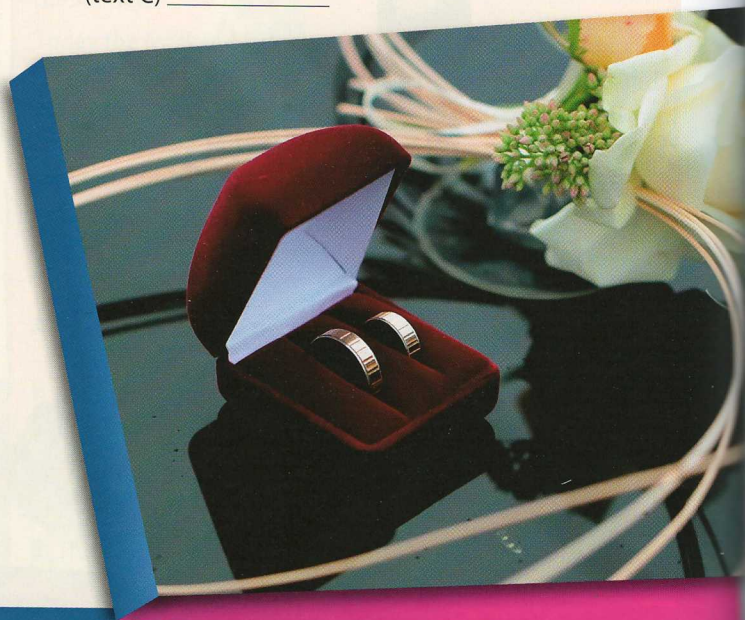
3 Underline the fragments of the texts in exercise 2 which helped you to choose the correct answers.

4 Replace the underlined fragments with words or phrases from the texts.

- 1 I can't buy a diamond ring. It would cost a lot of money. (text A) \_\_\_\_\_
- 2 My mum's wedding dress cost her about fifty pounds, which is the same as about five hundred pounds today. (text A) \_\_\_\_\_
- 3 We preferred a quiet celebration to a big, extravagant one. (text B) \_\_\_\_\_
- 4 I thought choosing the location would be easy but when we actually had to make the decision, it was really hard. (text B) \_\_\_\_\_
- 5 I chose the red roses because they looked so beautiful. (text B) \_\_\_\_\_
- 6 We had the photos taken against a background of the mountains and the lake. (text B) \_\_\_\_\_

7 So, you've finally decided to get married! (text C) \_\_\_\_\_

8 I don't want anything special for my birthday – just a quiet meal at a nice restaurant. (text C) \_\_\_\_\_





**Zoom in**

**1 Work in pairs. Do you agree or disagree with the following statements? Give reasons.**

**Experts say the more free time you have, the lazier you become!**

**KNOW YOUR PHRASES**

- Why not join our gym? It's fun to work out together.
- If I were you, I'd take up basketball. It's ideal for tall people.
- I suggest you (should) choose an activity which you'll find enjoyable. Why don't you bring your friend along? It's much easier to exercise together.
- My advice is to attend yoga classes. They're perfect for your mind and your body.
- I think / I guess dance classes would be perfect / the best option for you.

**Activate**

**Скажи другу/подрузі, що:**

- 1 на його/її місці, ти б записався/записалася на курс фотографії, оскільки він ідеально підходить для творчих людей.
- 2 ти пропонуєш записатися йому/їй на карате зі знайомим, оскільки вдвох легше займатися цим спортом.
- 3 ти вважаєш, що курс комп'ютерної графіки був би для нього/ неї найкращим вибором.
- 4 ти радиш йому/їй записатися на курс пілатесу, оскільки це добре впливає на тіло і душу.

**Practise**

**GET SMARTER**

Якщо в завданні необхідно щось комусь запропонувати або порадити, пам'ятай: треба пояснити, чому ти щось пропонуєш або радиш. Уникай банальних висловлювань, таких як *It's good / nice / interesting.*

**3 What advice would you give to these people? Give reasons.**

1 Your friend would like to find a new hobby.

\_\_\_\_\_

2 You work at the reception of a sports club. A client wants a suggestion on which sports class to attend.

\_\_\_\_\_

3 You want to advise secondary school students which leisure activities are the best for them.

\_\_\_\_\_

**Teenagers spend their free time studying, statistics say!**

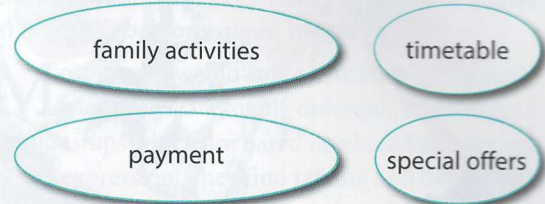
**PSYCHOLOGISTS WARN: MOST TEENS HAVE NO REAL PASSIONS EXCEPT THEIR COMPUTER!**

**MOST FREE TIME ACTIVITIES COST A FORTUNE**

**4 Work in pairs. Look at the instructions below. Student B begins the conversation. When you have finished, swap.**

**Student A**

During winter break you are working at a community centre, where some of the classes are in English. You receive a phone call from a foreigner, who wants to find out about interesting activities for his /her family. Talk with Student B about the four subjects below:



**Student B**

- You are an English national, who lives in Ukraine. You are looking for an interesting way to spend winter break with your family. You call the community centre, where some of the classes are in English, to find out about their offer. Depending on the conversation, try to include all/ some of these points:
- ask student A to explain something in detail
- ask student A to advise you on activities
- politely decline one of the offers saying it is not interesting for your family
- find out about a family discount

**Wrap it up**

**5 Make a list of top five most exciting and boring free time activities. Compare with your partner. Are your lists similar or different?**







► Zoom in

1 Work in pairs. Read the quotes and answer the questions.

- Do you agree with the statements below? Why? Why not?
- Describe a situation when you had to ask a friend for help.

Lots of people want to ride with you in the limo, but what you want is someone who will take the bus with you when the limo breaks down. *Oprah Winfrey*

A friend to all is a friend to none.  
*Aristotle*

A friend is someone who gives you total freedom to be yourself. *Jim Morrison*

► Practise

GET SMARTER

Це завдання перевіряє знання сталих виразів та словосполучень, мовленнєвих зразків, фразових дієслів, фразеологічних зворотів, ідіом та правил граматики англійської мови. Всі подані відповіді є граматично правильними, але лише одна з них підходить до контексту речення.

2 Which expression could replace the underlined fragment? Choose the correct answer A or B.

- I resemble my mother a lot. We both have dark hair and blue eyes.  
A take after  
B am keen on
- My friends always support me.  
A keep in touch with me  
B take my side

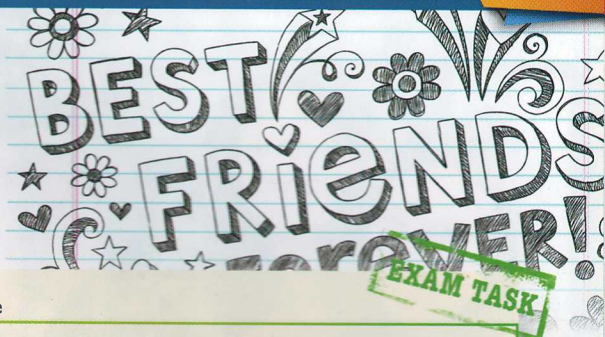
3 For sentences 1-5 choose one answer with the same meaning as the words in bold. Circle A, B or C.

- My boyfriend and I went **our separate ways** after a very serious argument. We're no longer together.  
A made up  
B split up  
C got up
- Are you like Tim?** I mean are your personalities and interests alike?  
A Would you say Tim's a good friend?  
B Can you tell me what Tim likes?  
C Do you have much in common with Tim?
- These two just don't get on. **What a pity!** I thought they'd be good friends.  
A It's a shame!  
B How terrific!  
C Not exactly!
- I **apologised** to my friend. Fortunately, he forgave me for not telling him the truth.  
A told a lie  
B gave advice  
C said sorry
- People must **look after** their relationships and find the time for their friends.  
A trust  
B end  
C take care of

4 For sentences 1-5 choose one answer with the same meaning as the words in bold. Circle A, B or C.

- I really **respect** my best friend. He's so clever!  
A get on with  
B take after  
C look up to
- If you say the new boy in your class looks so friendly, go and talk to him. **Just have a go!**  
A Open up!  
B Try!  
C Never mind!
- I've got no friends yet because it's difficult to **meet** people in a foreign country.  
A get to know  
B keep in touch with  
C depend on
- Hanna and you used to be best mates and now you don't talk to each other. **What's wrong?**  
A What's the point?  
B What's the matter?  
C What's the score?
- I'm **fed up with** friends I can't count on. I need someone reliable.  
A fond of  
B tired of  
C short of





Wrap it up

5 Work in pairs and answer the questions.

- 1 How easy / difficult is it for you to make friends with the opposite sex?
- 2 Do you believe in the idea of BFF? Why? Why not?

Practise

GET SMARTER

Під час виконання цього завдання пам'ятай, що необхідно визначити, якою частиною мови повинно бути слово, яке слід вписати. Щоб перетворити подані слова в інші частини мови, необхідно додати відповідні суфікси (напр. dark – darkness, king – kingdom, religion – religious, just – justify). Додатково зміст речення може вказувати на те, що до утвореного слова необхідно також додати префікс, який надає йому протилежного значення напр. un-, in-, de-, dis-.

1 Complete the sentences with the correct form of the words in brackets. You may need to use a plural or a singular noun. Add negative prefixes where necessary.

- 1 I really dislike having \_\_\_\_\_ (agree) with my friends, so I try not to argue with them.
- 2 When we reach \_\_\_\_\_ (adult), we tend to have fewer friends.
- 3 I couldn't make friends with people who are \_\_\_\_\_ (society).
- 4 I ended the friendship because I found John extremely \_\_\_\_\_ (tolerate).

Multiple choice

2 Complete the gaps (1-5) using the correct answer (a-d) from the options given below.

It seems obvious that we make our choices about our friends because of who they are. However, it's also true that we make these decisions because of the way they support who we are. Psychologists (1) \_\_\_\_\_ that we make friends (2) \_\_\_\_\_ with people who show approval for our opinions, social behaviour and even the clothes we wear. We're quite likely to feel attracted to someone (3) \_\_\_\_\_ ideas about life are completely different from ours. We just don't connect emotionally with individuals who we feel are not our soulmates. So, we're actually quite selfish when it comes to (4) \_\_\_\_\_ who we want to befriend and trust. It (5) \_\_\_\_\_ just attraction it's also manipulation.

- |                 |              |
|-----------------|--------------|
| 1 A confirmed   | B confirm    |
| C confirms      | D confirming |
| 2 A more easier | B easy       |
| C more easily   | D most easy  |
| 3 A whose       | B that       |
| C which         | D whom       |
| 4 A select      | B selecting  |
| C selection     | D selective  |
| 5 A isn't       | B wasn't     |
| C aren't        | D is         |

Multiple choice

3 Complete the gaps (1-5) using the correct answer (a-d) from the options given below.

Most people would agree that male and female friendships are totally different. Women prefer relationships which are based on shared activity and verbal expression. They find talking and listening to each other extremely (1) \_\_\_\_\_ and can't understand why their male counterparts are less willing to do the same. Females also appreciate (2) \_\_\_\_\_, so you'll often catch them sharing secrets. On the other hand, men are into 'doing' things with their mates. They'll pass their time doing or watching sports rather than engaging in prolonged (3) \_\_\_\_\_ about feelings or everyday problems. Someone once described it very (4) \_\_\_\_\_: women meet up to 'plug into' while men get together to 'unplug.' Men just value each other's (5) \_\_\_\_\_ without plugging into each other's problems.

- |                |             |
|----------------|-------------|
| 1 A value      | B valid     |
| C expensive    | D valuable  |
| 2 A intimate   | B privacy   |
| C intimacy     | D secrecy   |
| 3 A discussion | B discourse |
| C discuss      | D dispute   |
| 4 A precisely  | B exactly   |
| C precise      | D exact     |
| 5 A companion  | B presence  |
| C company      | D being     |

EXAM TASK







**Zoom in**

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

- Do all the closest members of your family live not far away from you?
- How often do you see members of your family who don't live near you?
- How would you feel about moving to live or work away from your friends and family?

**KNOW YOUR PHRASES**

- She used to be so small!
- She's grown up a lot.
- He's a lot more mature these days.
- I would really miss my nearest and dearest.
- I'm really close to my family.
- I'd find it quite challenging.
- It would be hard to get used to *spending Christmas alone.*
- The highlight of the visit was *when we went to a concert together.*
- I'd been looking forward to seeing him for ages.
- Now it's your turn to *visit me!*
- It's high time *you visited me.*

**Activate**

**2 Скажи, що:**

- твоя бабуся була колись висока і худорлява, але останнім часом дуже постарішала.
- тобі б дуже бракувало шкільних друзів, якщо б ти проживав/проживала за кордоном.
- у тебе тісний зв'язок зі своєю сім'єю і тобі було б важко переїхати.
- головною розвагою на канікулах був ваш спільний з друзями виїзд на Open'er Festival.
- тепер твоя черга запросити знайомих на вечірку.
- прийшов час почати бігати.

**Practise**

**GET SMARTER**

Пам'ятай: у письмовій роботі треба використовувати багатий словниковий запас та уникати повторень однакових слів. Намагайся замінити звичайні, загальноживані дієслова і прикметники синонімами.

**2 Write two synonyms to replace the underlined words in each sentence.**

- We got the bus to the city centre.  
\_\_\_\_\_
- It was a good film.  
\_\_\_\_\_
- I got an email from Mark this morning.  
\_\_\_\_\_
- I liked the holiday a lot. \_\_\_\_\_
- We used to go to school by bus.  
\_\_\_\_\_
- The concert was bad. \_\_\_\_\_
- I got a ticket for the new play. \_\_\_\_\_
- I've got a big bedroom. \_\_\_\_\_

**3 Replace the adjective nice in the following paragraph with the adjectives in the box.**

**beautiful   delicious   kind   interesting  
pleasant   lovely**

We had a nice (1) \_\_\_\_\_ time in the city centre on Saturday. My cousin is a really nice (2) \_\_\_\_\_ person and he treated me to a nice (3) \_\_\_\_\_ meal at a restaurant before we went to the cinema in the afternoon. It was a nice (4) \_\_\_\_\_ film about Africa and there was lots of nice (5) \_\_\_\_\_ scenery. The weather was nice (6) \_\_\_\_\_ too and we went for a walk through the park before coming home.



EXAM TASK

Informal letter

4 A cousin who lives in the USA has visited you with his/her family. You haven't seen them for five years. Write a letter to your friend from England in which you will:

- describe how your cousin has changed over the last five years,
- describe how you felt when you both met,
- invite your friend to pay you a visit during her next holiday

Write the letter in at least 100 words in an appropriate style.

Hi Sue,  
I'm writing to tell you about a visit we had from my cousin last week.

That's it for now. I hope to hear from you soon.  
Love,  
XYZ

KNOW YOUR PHRASES

- I'd like to congratulate you on the test results.
- Many congratulations on passing your exam!
- It was an excellent evening.
- I was really impressed with the organisation of the event.
- I believe that it is important to keep in touch.
- I believe very strongly that remembering one's past is important.
- Everyone benefits from socialising.
- It is so good to get back in touch again!
- It's an excellent idea to bring people back together.
- I particularly enjoyed seeing my friends.
- It brought back a lot of memories.

1 Replace the highlighted words with the words in the box.

highlight efficient vivid well attended  
informative enabled extremely delighted

- 1 I was happy to be invited to the event.
- 2 It was crowded.
- 3 The talks were very useful.
- 4 It was a very interesting day.
- 5 The organisation was good.
- 6 I have some strong memories from when I studied here before.
- 7 It helped me to get in touch with old friends.
- 8 The best point of the day for me was the dinner.

Activate

Скажи, що:

- 1 Ти вітаєш друга з чудовою вечіркою з нагоди дня народження.
- 2 Ти вважаєш, що важливо святкувати день народження з друзями.
- 3 важливо підтримувати контакти не тільки з родичами, але й зі знайомими.
- 4 тобі було б особливо приємно відвідати друзів.
- 5 цей візит викликав в тебе чимало спогадів з дитинства.

In the first paragraph, explain why you are writing the letter.

Sign off the letter using the appropriate phrase.

Practise

GET SMARTER

У письмових висловлюваннях використовуй різноманітні граматичні структури та ширший словниковий запас, фразеологічні звороти та ідіоми. Однак пам'ятай: під час роботи використовуй слова і звороти, значення яких ти знаєш і які вмієш вживати відповідно до контексту.

EXAM TASK

Formal letter

2 Read the exam task below and write a letter on the subject.

You recently attended your primary school's 50th anniversary. Write a letter to the school's headmaster congratulating him on the event. Present and explain your opinion on organising celebrations like this one.

Write the letter in at least 150 words in an appropriate style.

Writing bank ► p.157

Begin with addressing the person. Remember to use formal register.

FORMAL LETTER

Dear Mr Tomlinson

I'm writing to express my appreciation for our primary school's 50th anniversary event.

The event definitely brought back a lot of very fond memories.

Yours faithfully,  
XYZ



MP3 50 Stages of life

- adolescence /ˌædəˈlesəns/
- adolescent /ˌædəˈlesənt/
- adult /ˈædʌlt/
- adulthood /ˈædʌlthʊd/
- birth / be born /bɜːθ / ˌbiːˈbɔːn/
- bring up /brɪŋ ˈʌp/
- childhood /ˈtʃaɪldhʊd/
- death /deθ/
- elderly /ˈeldəli/
- engagement /ɪnˈɡeɪdʒmənt/
- generation /ˌdʒenəˈreɪʃən/
- get engaged /get ɪnˈɡeɪdʒd/
- go to school / university /gəʊ tə ˈskuːl /  
ˌjuːnɪˈvɜːsəti/
- have a baby /hæv ə ˈbeɪbi/
- kid /kɪd/
- leave home /liːv ˈhəʊm/
- middle-aged / middle age /ˌmɪdˈleɪdʒd / ˌmɪdəl  
ˈleɪdʒ/
- old age /əʊld ˈeɪdʒ/
- pensioner /ˈpenʃənə/
- retire /rɪˈtaɪə/
- retirement /rɪˈtaɪəmənt/
- start a job /stɑːt ə ˈdʒɒb/
- teenager /ˈtiːnɪdʒə/
- toddler /ˈtɒdlə/
- young adult /jʌŋ ˈædʌlt/
- youth /juːθ/
- be getting on /biː ɡetɪŋ ˈɒn/ **EXTENDED**
- grow up /grəʊ ˈʌp/
- grown-up /grəʊn ˈʌp / grəʊn ʌp/
- in your early / mid / late twenties /ɪn jə ˌɜːli / ˌmɪd  
/ ˌleɪt ˈtwentɪz/
- look your age /lʊk jə ˈeɪdʒ/
- mature / immature /məˈtʃʊə / ˌɪməˈtʃʊə/
- turn forty /tɜːn ˈfɔːti/
- twenty-five-ish /ˌtwenti ˈfaɪvɪʃ/
- young at heart /jʌŋ ət ˈhɑːt/

MP3 51 Family and friends

- an only child /ən ˌəʊnli ˈtʃaɪld/
- adopted / adopt /əˈdɒptɪd / əˈdɒpt/
- aunt /ɑːnt/
- best friend /best ˈfrend/
- boyfriend / girlfriend /ˈbɔɪfrend / ˈɡɜːlfrend/
- close friend /ˌkləʊs ˈfrend/
- colleague /ˈkɒliːg/
- cousin /ˈkʌzən/
- daughter /ˈdɔːtə/
- divorced /dɪˈvɔːst/
- ex /eks/
- fiancé /fiˈnseɪ/
- fiancée /fiˈnseɪ/
- friendship /ˈfrendʃɪp/
- generation /ˌdʒenəˈreɪʃən/
- get on well with /get ɒn ˈwel wɪð/
- go round with /gəʊ ˈraʊnd wɪð/
- gossip /ˈɡɒsɪp/
- grandad /ˈgræn.dæd/
- granddaughter /ˈgræn.dɔːtə/
- grandmother /ˈgræn.mʌðə/
- grandparents /ˈgræn.pæərənts/
- grandson /ˈgræn.sʌn/
- granny /ˈgræni/

- great-grandparent /ɡreɪtˈgræn.pæərənt/
- half brother / half sister /ˈhɑːf ˌbrʌðə / ˈhɑːf  
ˌsɪstə/
- have something in common with /hæv ˌsʌmθɪŋ  
ɪn ˈkɒmən wɪð/
- husband /ˈhʌzbænd/
- keep in touch with /kiːp ɪn ˈtʌtʃ wɪð/
- look up to /lʊk ˈʌp tə/
- make friends with /meɪk ˈfrendz wɪð/
- married /ˈmæɪrɪd/
- nephew /ˈnefjuː/
- niece /niːs/
- orphan /ˈɔːfən/
- parent /ˈpeərənt/
- partner /ˈpɑːtnə/
- relationship /rɪˈleɪʃənʃɪp/
- relative /ˈrelatɪv/
- separated /ˌsepəˈreɪtɪd/
- siblings /ˈsɪblɪŋz/
- single parent /ˌsɪŋɡəl ˈpeərənt/
- take after /teɪk ˈɑːftə/
- twins /twɪnz/
- uncle /ˈʌŋkəl/
- be complete opposites /bi kəmˈplɪt ˈɒpəzɪts/ **EXTENDED**

- best mate /ˌbest ˈmeɪt/
- brother-in-law /ˈbrʌðər ɪn lɔː/
- distant cousin /dɪstənt ˈkʌzən/
- extended family /ɪkˌstendɪd ˈfæməli/
- fostered / foster a child /fɒstəd / ˌfɒstə ə ˈtʃaɪld/
- identical twins /aɪˌdentɪkəl ˈtwɪnz/
- immediate family /ɪˌmɪːdiət ˈfæməli/  
ˈsəʊlmeɪt/
- stepfather / stepmother /ˈstep.fɑːðə / ˈstep.mʌðə/
- stepson / stepdaughter /ˈstep.sʌn / ˈstep.dɔːtə/
- sworn enemy /swɔːn ˈenəmi/

MP3 52 Everyday activities

- brush your hair / teeth /brʌʃ jə ˈheə / ˈtiːθ/
- check your email /tʃek jə ˈiːmeɪl/
- clear the table /kliə ðə ˈteɪbəl/
- do homework /duː ˈhəʊm.wɜːk/
- do the washing-up /duː ðə ˈwɒʃɪŋ ˈʌp/
- do your hair /duː jə ˈheə/
- eat out /iːt ˈaʊt/
- get an early night /get ən ˌɜːli ˈnaɪt/
- get dressed /get ˈdrest/
- get ready for school /get ˌredi fə ˈskuːl/
- get up /get ˈʌp/
- go to bed /gəʊ tə ˈbed/
- go to school / work /gəʊ tə ˈskuːl / ˈwɜːk/
- go / come home /gəʊ / kʌm ˈhəʊm/
- have a bath / a shower /hæv ə ˈbɑːθ / ə ˈʃaʊə/
- have a lie-in /hæv ə ˌlaɪ ɪn/
- have a breakfast / lunch / dinner /hæv ˈbrekfəst /  
ˈlʌntʃ / ˈdɪnə /

- lay the table /leɪ ðə ˈteɪbəl/
- lie down /laɪ ˈdaʊn/
- load the dishwasher /ləʊd ðə ˈdɪʃ.wɒʃə/
- make a meal /meɪk ə ˈmiːl/
- make your bed /meɪk jə ˈbed/
- play games /pleɪ ˈɡeɪmz/
- put out the rubbish /pʊt ˌaʊt ðə ˈrʌbɪʃ/
- set the alarm /set ðɪ ə ˈlɑːm/
- tell stories /tel ˈstɔːrɪz/
- tidy your room /taɪdɪ jə ˈruːm/
- wake up /weɪk ˈʌp/
- freshen up /frefʃən ˈʌp/ **EXTENDED**
- help out /help ˈaʊt/
- pick up /pɪk ˈʌp/
- put on a wash /pʊt ɒn ə ˈwɒʃ/
- run errands /rʌn ˈerəndz/

MP3 53 Free time activities

- chat with friends /tʃæt wɪð ˈfrendz/
- chill out /tʃɪl ˈaʊt/
- come round /kʌm ˈraʊnd/
- dance /dɑːns/
- do a course /duː ə ˈkɔːrs/
- do a crossword /duː ə ˈkrɒs.wɜːd/
- do gymnastics /duː dʒɪmˈnæstɪks/
- do some drawing /duː sʌm ˈdrɔːɪŋ/
- go clubbing /gəʊ ˈklʌbɪŋ/
- go fishing /gəʊ ˈfɪʃɪŋ/
- go for a walk /gəʊ fə ə ˈwɔːk/
- go jogging /gəʊ ˈdʒɒŋɪŋ/
- go out for a meal /gəʊ ˌaʊt fə ə ˈmiːl/
- go rollerblading /gəʊ ˈrəʊləˌbleɪdɪŋ/
- go round to /gəʊ ˈraʊnd tə/
- go shopping /gəʊ ˈʃɒpɪŋ/
- go skating /gəʊ ˈskeɪtɪŋ/
- go swimming /gəʊ ˈswɪmɪŋ/
- go to a party /gəʊ tə ə ˈpɑːti/
- go to the cinema /gəʊ tə ðə ˈsɪnəmə/
- go to the gym /gəʊ tə ðə ˈdʒɪm/
- have a night out /hæv ə ˈnaɪt ˈaʊt/
- have / organise / throw a party /hæv / ɔːɡənəɪz /  
θrəʊ ə ˈpɑːti/
- listen to music /lɪsən tə ˈmjuːzɪk/
- paint /peɪnt/
- play cards /pleɪ ˈkɑːdz/
- play computer games /pleɪ kəmˈpjʊtə ɡeɪmz/
- play tennis / basketball /pleɪ ˈtenɪs / ˈbɑːskɪt.bɔːl/
- play the guitar / piano /pleɪ ðə ɡɪˈtɑː / piˈænəʊ/
- practise /ˈpræktɪs/
- read books / comics /riːd ˈbʊks / ˈkɒmɪks/
- see / meet friends /siː / ˌmiːt ˈfrendz/
- sociable /ˈsəʊʃəbəl/
- spend time doing /spend taɪm ˈduːɪŋ/
- sporty /ˈspɔːti/
- take a break /teɪk ə ˈbreɪk/
- take photographs /teɪk ˈfəʊtə.ɡrɑːfs/
- take the dog for a walk /teɪk ðə ˈdɒɡ fə ə ˈwɔːk/
- take up a hobby /teɪk ʌp ə ˈhɒbi/
- watch TV / a film /wɒtʃ ˈtiː ˈviː / ə ˈfɪlm/



## MP3 54 Holidays and celebrations

anniversary /ˌæniˈvɜːsəri/ \_\_\_\_\_  
 best man /ˌbest ˈmæn/ \_\_\_\_\_  
 birthday /ˈbɜːθdeɪ/ \_\_\_\_\_  
 bouquet /buːˈkeɪ/ \_\_\_\_\_  
 bride /braɪd/ \_\_\_\_\_  
 bridesmaid /ˈbraɪdzmeɪd/ \_\_\_\_\_  
 carnival /ˈkɑːnɪvəl/ \_\_\_\_\_  
 celebrate /celebration /ˈseləbreɪt /  
 ˌseləˈbreɪʃən/ \_\_\_\_\_  
 Christmas /ˈkrɪsməs/ \_\_\_\_\_  
 church /tʃɜːtʃ/ \_\_\_\_\_  
 congratulations /ˌkɒnɡrætʃuˈleɪʃənz/ \_\_\_\_\_  
 contest /competition /ˈkɒntest / ˌkɒmpəˈtɪʃən/ \_\_\_\_\_  
 custom /ˈkʌstəm/ \_\_\_\_\_  
 dress up as /ˌdres ˈʌp əz/ \_\_\_\_\_  
 Easter /ˈiːstə/ \_\_\_\_\_  
 event /ɪˈvent/ \_\_\_\_\_  
 fancy dress /ˌfænsi ˈdres/ \_\_\_\_\_  
 festival /ˈfestɪvəl/ \_\_\_\_\_  
 funeral /ˈfjuːnərəl/ \_\_\_\_\_  
 groom /ɡruːm/ \_\_\_\_\_  
 hymn /hɪm/ \_\_\_\_\_  
 invite /ɪnˈvaɪt/ \_\_\_\_\_  
 New Year's Day /ˌnjuː jɪəz ˈdeɪ/ \_\_\_\_\_  
 reception /rɪˈsepʃən/ \_\_\_\_\_  
 ring /rɪŋ/ \_\_\_\_\_  
 send a card /ˌsend ə ˈkɑːd/ \_\_\_\_\_  
 service /ˈsɜːvɪs/ \_\_\_\_\_  
 Valentine's Day /ˌvæləntaɪnz ˈdeɪ/ \_\_\_\_\_  
 wedding /ˈwedɪŋ/ \_\_\_\_\_  
 wrap a present /ˌræp ə ˈprezənt/ \_\_\_\_\_  
 birthday treat /ˈbɜːθdeɪ ˈtriːt/ \_\_\_\_\_  
 carnival parade /ˈkɑːnɪvəl pəˈreɪd/ \_\_\_\_\_  
 family tradition /ˌfæməli ˈtrəˈdɪʃən/ \_\_\_\_\_  
 fancy dress party /ˌfænsi ˈdres ˌpɑːti/ \_\_\_\_\_  
 golden handshake /ˌɡəʊldən ˈhændʃeɪk/ \_\_\_\_\_  
 greetings card /ˌɡriːtɪŋz ˌkɑːd/ \_\_\_\_\_  
 street party /ˈstriːt ˌpɑːti/ \_\_\_\_\_  
 tie the knot /ˌtaɪ ðə ˈnɒt/ \_\_\_\_\_

## MP3 55 Lifestyle, conflicts and problems

argue /argument /ˈɑːɡju / ˈɑːɡjʊmənt/ \_\_\_\_\_  
 behave /behaviour /bɪˈheɪv / bɪˈheɪvjə/ \_\_\_\_\_  
 break up /ˌbreɪk ˈʌp/ \_\_\_\_\_  
 disagree /disagreement /ˌdɪsəˈɡriː /  
 ˌdɪsəˈɡriːmənt/ \_\_\_\_\_  
 discipline /ˈdɪsəplɪn/ \_\_\_\_\_  
 end a relationship /ˌend ə rɪˈleɪʃənʃɪp/ \_\_\_\_\_  
 fall out with /ˌfɔːl ˈaʊt wɪð/ \_\_\_\_\_  
 get a divorce /ˌget ə drɪˈvɔːs/ \_\_\_\_\_  
 get back together /ˌget bæk təˈɡeðə/ \_\_\_\_\_  
 get on (well) with /ˌget ɒn ˈwel wɪð/ \_\_\_\_\_  
 go on about /ˌɡəʊ ˈɒn əˈbaʊt/ \_\_\_\_\_  
 ground /ɡraʊnd/ \_\_\_\_\_  
 have a fight /ˌhæv ə ˈfaɪt/ \_\_\_\_\_  
 make up with /ˌmeɪk ˈʌp wɪð/ \_\_\_\_\_  
 marriage /ˈmæɪdʒ / \_\_\_\_\_  
 rebel /rebellion /ˈrebəl / rɪˈbeljən/ \_\_\_\_\_  
 respect other people /rɪˈspekt ˌʌðə ˈpiːpəl/ \_\_\_\_\_  
 responsible /rɪˈspɒnsəbəl/ \_\_\_\_\_  
 row /raʊ / \_\_\_\_\_  
 split up /ˌsplɪt ˈʌp/ \_\_\_\_\_  
 stick to the rules /ˌstɪk tə ðə ˈruːlz/ \_\_\_\_\_  
 take someone's side /ˌteɪk ˌsʌmwʌnz ˈsaɪd/ \_\_\_\_\_  
 walk out on /ˌwɔːk ˈaʊt ɒn/ \_\_\_\_\_  
 against your better judgement /əˈɡenst jə ˈbetə  
 ˈdʒʌdʒmənt/ \_\_\_\_\_  
 cheat on /ˈtʃiːt ɒn/ \_\_\_\_\_  
 dump /dʌmp/ \_\_\_\_\_  
 family values /ˌfæməli ˈvæljuːz/ \_\_\_\_\_  
 fellowship /ˈfeləʊʃɪp/ \_\_\_\_\_  
 get your point across /ˌget jə ˌpɔɪnt əˈkrɒs/ \_\_\_\_\_  
 give someone the silent treatment /ˌɡɪv ˌsʌmwʌnz  
 ðə ˌsaɪlənt ˈtriːtmənt/ \_\_\_\_\_  
 go ballistic /ˌɡəʊ bəˈlɪstɪk/ \_\_\_\_\_

have a difference of opinion /ˌhæv ə ˌdɪfrəns əv  
 əˈpɪnjən/ \_\_\_\_\_  
 have an affair /ˌhæv ən əˈfeə/ \_\_\_\_\_  
 lay down some (ground) rules /ˌleɪ ˌdaʊn səm  
 (ˌɡraʊnd) ˈruːlz/ \_\_\_\_\_  
 push the limits /ˌpʊʃ ðə ˈlɪmɪts/ \_\_\_\_\_  
 set boundaries /ˌset ˈbɑːndərɪz/ \_\_\_\_\_  
 stop an allowance /ˌstɒp ən əˈləʊəns/ \_\_\_\_\_  
 talk things through /ˌtɔːk θɪŋz ˈθruː/ \_\_\_\_\_  
 tell someone off /ˌtel ˌsʌmwʌn ˈɒf/ \_\_\_\_\_

## MP3 56 Other

appreciate /əˈpriːʃiːt/ \_\_\_\_\_  
 cross a border /ˌkrɒs ə ˈbɔːdə/ \_\_\_\_\_  
 in question /ɪn ˈkwestʃən/ \_\_\_\_\_  
 permission /pəˈmɪʃən/ \_\_\_\_\_  
 run away /ˌrʌn əˈweɪ/ \_\_\_\_\_  
 settle for /ˌsetl fɔː/ \_\_\_\_\_  
 simply /ˈsɪmpli/ \_\_\_\_\_  
 talk behind someone's back /ˌtɔːk bɪˈhaɪnd  
 ˌsʌmwʌnz ˈbæk/ \_\_\_\_\_  
 wish for /ˌwɪʃ fɔː(r)/ \_\_\_\_\_  
 backdrop /ˈbæk drɒp/ \_\_\_\_\_  
 come down to /ˌkʌm ˌdaʊn tə/ when it came  
 down to it - \_\_\_\_\_  
 cost a fortune /ˌkɒst ə ˈfɔːtʃən/ \_\_\_\_\_  
 equivalent /ˌiːkwɪvələnt/ \_\_\_\_\_  
 fiddle with /ˈfɪdəl wɪð/ \_\_\_\_\_  
 fuss /fʌs/ \_\_\_\_\_  
 go for /ˌɡəʊ fɔː/ \_\_\_\_\_  
 ostentatious /ˌɒstənˈteɪʃəs/ \_\_\_\_\_  
 reflect on /rɪˈflekt ɒn/ \_\_\_\_\_  
 snub /snʌb/ \_\_\_\_\_  
 socialise /ˌsəʊʃəlaɪz/ \_\_\_\_\_

## VOCABULARY OVERVIEW

Complete the text with the correct words. Some letters have been given.

## VINCE'S NEW YEAR FAMILY BLOG

Hi everyone and a (1) h \_\_\_\_\_ New Year! Hope you like the photograph – it's from grandad's (2) r \_\_\_\_\_ party (after forty years at work!), which took place just before Christmas. There are a couple of new faces there. The red-haired lady is my brother Dan's (3) f \_\_\_\_\_, Daisy. They'd been (4) g \_\_\_\_\_ out together for a year and finally got (5) e \_\_\_\_\_ this year on (6) V \_\_\_\_\_ Day (very romantic!). Dan sadly (7) b \_\_\_\_\_ up with his previous girlfriend last year. It's been an eventful year for the Brown family. It was my twenty first (8) b \_\_\_\_\_ in August, so mum and dad (9) t \_\_\_\_\_ an enormous party for me and invited half the college. One of my (10) t \_\_\_\_\_ was that I didn't have to do any housework for two weeks. What a present! I didn't have to (11) t \_\_\_\_\_ my room or do any (12) w \_\_\_\_\_-up. I just had long (13) l \_\_\_\_\_ at the weekends and (14) c \_\_\_\_\_ out with my mates. Very cool! Another piece of news it that my cousin Kate got married to Dave in September and the whole family went to the wedding and the (15) r \_\_\_\_\_ at the Forest Dale Hotel. Brilliant. You may know that my parents have had a (16) f \_\_\_\_\_ child, Lionel, for five years. Well, he's now (17) a \_\_\_\_\_, which is great. So now I have another brother! On the downside, my younger sister (18) w \_\_\_\_\_ out after a big (19) a \_\_\_\_\_ with my parents and she's now living with my aunt and uncle in Scotland. They've never got (20) o \_\_\_\_\_ well, and I guess she's happier now. But I miss her. Anyway, that's it for this year. Hope your year has been good and that the next one is, too!



# 06 Food



## Food products

1 Some words are in the wrong columns. Cross them out and put them in the correct columns.

fruit	vegetables	meat	sea food
apple	bean	bacon	cod
banana	grape	beef	leek
carrot	pea	chicken	salmon
blackberry	cabbage	tuna	herring
cherry	cucumber	lamb	crab
prawn	celery	pork	lobster
orange	ham	sausage	octopus
peach	lettuce	turkey	mackerel
plum	mushroom	pear	_____
strawberry	potato	steak	_____
_____	onion	_____	_____
_____	broccoli	_____	_____
_____	garlic	_____	_____

2 Tell your partner if there are any food products in exercise 1 that you have never tasted.

3 Label the pictures with the correct words.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- 11 \_\_\_\_\_
- 12 \_\_\_\_\_
- 13 \_\_\_\_\_
- 14 \_\_\_\_\_
- 15 \_\_\_\_\_
- 16 \_\_\_\_\_
- 17 \_\_\_\_\_





4 Complete the gaps with the correct words in the box.

cereal honey chocolate sandwiches bread  
tomatoes tea ice cream crisps water

- 1 a bottle of \_\_\_\_\_
- 2 a loaf of \_\_\_\_\_
- 3 a bowl of \_\_\_\_\_
- 4 a bar of \_\_\_\_\_
- 5 a packet of \_\_\_\_\_
- 6 a tub of \_\_\_\_\_
- 7 a jar of \_\_\_\_\_
- 8 a cup of \_\_\_\_\_
- 9 a tin of \_\_\_\_\_
- 10 a plate of \_\_\_\_\_

COLLOCATIONS

5 Complete the sentences with the correct words in the box.

fresh baked frozen tinned dried low-calorie  
soft sparkling skimmed stale

- 1 Can you get me some \_\_\_\_\_ peas from the freezer, please?
- 2 This bread's a bit \_\_\_\_\_ – don't eat it.
- 3 \_\_\_\_\_ milk is much better for you than full-fat.
- 4 When I was a child, I absolutely loved \_\_\_\_\_ beans on toast.
- 5 We usually keep some \_\_\_\_\_ peaches in the cupboard.
- 6 On a hot day like this, a glass of \_\_\_\_\_ water is very refreshing.
- 7 I'm watching my weight, so I'll have some \_\_\_\_\_ lemonade, please.
- 8 My cousin adds some \_\_\_\_\_ herbs from a packet to the stew before she puts it in the oven.
- 9 My parents never drink wine or beer, only \_\_\_\_\_ drinks.
- 10 My mum regularly buys \_\_\_\_\_ vegetables from the local market.

6 Read the definitions and complete the words. Some letters have been given.

- 1 it is often added to chips and dressings: v\_n\_g\_r
- 2 it is often added to chips and dressings: made from oranges and put on toast: m\_rm\_l\_d\_
- 3 it is often added to chips and dressings: made from tomatoes and added to chips and burgers: k\_tch\_p
- 4 it is made from fruit such as strawberries, plums, etc., and put on bread or toast: j\_m
- 5 it is made from eggs and oil: m\_y\_nn\_s\_
- 6 it is made by bees and put on bread and toast: h\_n\_y
- 7 it is a sauce made from the juices of cooked meat mixed with flour: gr\_vy
- 8 it is made from vegetables kept in number 1: p\_ckl\_

7 Tell your partner your favourite type of food.

cheese                      flavour of ice cream  
soup                      soft drink  
   tinned food                      fruit sandwich

COLLOCATIONS

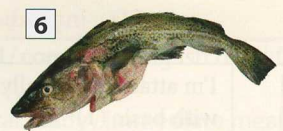
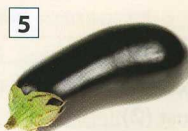
EXTENDED

8 Match words 1–11 with words A–K to form collocations.

- |  |             |
|--|-------------|
| 1 ground / instant / powdered            | A steak     |
| 2 sliced / crusty / wholemeal            | B apple pie |
| 3 soft / fizzy / still                   | C coffee    |
| 4 dry / medium dry / sweet               | D dressing  |
| 5 rare / medium / well-done              | E bread     |
| 6 blue / full-fat / cream                | F drink     |
| 7 home-made / shop-bought / microwavable | G wine      |
| 8 garlic / salad / French                | H ice cream |
| 9 chicken / cheese / beef                | I eggs      |
| 10 scrambled / poached / boiled          | J cheese    |
| 11 vanilla / chocolate / Neapolitan      | K burger    |

9 Look at the pictures and complete the words. Some letters have been given.

- 1 a deep red vegetable: b\_t\_\_t
- 2 the meat from a deer: \_\_n\_s\_\_
- 3 seafood in a shell: \_y\_\_r
- 4 a small red salad vegetable: r\_d\_\_
- 5 a shiny purple vegetable: \_u\_\_g\_\_
- 6 sea fish: c\_\_



10 Unscramble the words to complete expressions 1–8.

- 1 a TRAONC \_\_\_\_\_ of orange juice
- 2 a UJG \_\_\_\_\_ of milk
- 3 a ICEEP \_\_\_\_\_ of cake
- 4 a HERRSA \_\_\_\_\_ of bacon
- 5 a TOP \_\_\_\_\_ of tea
- 6 a FLOPUNOS \_\_\_\_\_ of sugar
- 7 a OXB \_\_\_\_\_ of tea bags
- 8 a BUTE \_\_\_\_\_ of tomato paste



## ► Meals and their preparation

**11 Match the meals with the correct words in the box.**  
Some expressions can be used more than once.





late evening   early morning   mid-afternoon  
midday   mid-morning   afternoon or evening  
evening   between main meals

- |                         |                   |
|-------------------------|-------------------|
| 1 breakfast: _____      | 5 snack: _____    |
| 2 brunch: _____         | 6 tea: _____      |
| 3 (packed) lunch: _____ | 7 dinner: _____   |
| 4 picnic: _____         | 8 supper: _____   |
|                         | 9 barbecue: _____ |

**12 Work in pairs. Name two things you may eat for the meals in exercise 11.**



## VERB-NOUN COLLOCATIONS

**13 Choose the correct words to complete the internet forum entries.**

Meal 4 family tonight: <span style="float: right;">● ● ●</span>	
 Anna 😊 ☑ +	I've got to cook a meal for the family tonight. Has anyone got a recipe for something easy?
 Sue 😊 ☑ +	Sorry – I can't do anything in the kitchen. I can't even (1) boil/bake an egg. I can (2) pile/peel the potatoes and (3) grate/cut some cheese, but as for (4) doing/baking cakes or (5) roasting/baking meat – no way. I once tried (6) copying/following a recipe for a meat dish and (7) burned/fired the saucepan!
 Mr. Bob 😊 ☑ +	My suggestion is to take a frozen meal out of the freezer, (8) boil/cook it in the microwave and then (9) place/serve it on posh plates. Works every time!
 Tim 😊 ☑ +	Mine would be to (10) prefer/choose something from a takeaway menu, (11) order/call it by phone and say you cooked it yourself. Just hope they don't ask for the (12) receipt/recipe!

**14 Complete the internet forum entries with the correct words in the box.**

seasonings   oven   appetite   chop   stir  
sprinkle   ingredients   oil   heat   fry

 Caroline 😊 ☑ +	I'm attaching a really easy recipe for a lovely meal with basic (1) _____. Just (2) _____ all the vegetables and (3) _____ the meat in some hot (4) _____ for a few minutes, then put everything into a big pot and (5) _____ on some herbs and other (6) _____. Add some tinned tomatoes and red wine. Cook on a low (7) _____ in the (8) _____ for two and a half hours. (9) _____ every fifteen minutes. Serve with a salad. Perfect every time.
 Sue 😊 ☑ +	If I had to wait two and a half hours, I'd lose my (10) _____! Take them out to a restaurant!

**15 Complete the sentences with the correct prepositions.**

- Cook in the oven \_\_\_\_\_ fifteen minutes.
- What's the sell-\_\_\_\_\_ date on the sausages?
- We've nearly run \_\_\_\_\_ of bread.
- I'm afraid the milk has gone \_\_\_\_\_ – it smells terrible.
- We've gone \_\_\_\_\_ a whole jar of coffee this week.
- There isn't any milk left – Dan used it \_\_\_\_\_ with his cornflakes.
- What ingredients do you need \_\_\_\_\_ the recipe?
- Turn \_\_\_\_\_ the heat from 180 to 220 after half an hour.

**16 Label the pictures with the words in the box.**

mug   fork   frying pan   kettle   spoon  
saucer   cup   saucepan   knife   teaspoon





17 Complete the sentences with the correct adjectives in the box.

sweet strong delicious spicy hot  
undercooked salty weak vmild

GOOD FOOD - my reviews



- I can't say a bad word about the main course; on the contrary, it was \_\_\_\_\_.
- I had the cheesecake for dessert which was very \_\_\_\_\_. Less sugar next time!
- The chicken curry was excellent. I like curries, but not too \_\_\_\_\_. This curry was \_\_\_\_\_ and I loved it. My dad's lamb curry was too \_\_\_\_\_, however, and he couldn't finish it. He had to drink a litre of water!
- We had coffee after the meal and my coffee was very \_\_\_\_\_ and kept me awake for ages! My mum's was quite \_\_\_\_\_ with too much milk, which she didn't like either!
- I had the roast chicken, which, unfortunately, was a bit \_\_\_\_\_ and red inside - which can be quite dangerous. I liked the vegetables, although my mum thought they were slightly too \_\_\_\_\_.

VERB-NOUN COLLOCATIONS

EXTENDED

18 Complete the health tips with the correct verbs in the box.

sip gulp chew spread rinse slice  
swallow squeeze

- Try to \_\_\_\_\_ your food thoroughly before you \_\_\_\_\_ it.
- \_\_\_\_\_ some lemon juice onto your salad instead of adding dressing.
- Always \_\_\_\_\_ fruit before you eat it.
- \_\_\_\_\_ low-fat margarine on your bread instead of butter.
- \_\_\_\_\_ bread thinly and you won't eat so much.
- You should \_\_\_\_\_ your drinks, not \_\_\_\_\_ them.

19 Complete the definitions with the correct words in the box.

tin opener corkscrew sieve wooden spoon  
chopping board cutlery crockery ladle

- a collective noun for plates, cups, bowls, etc.: \_\_\_\_\_
- we use this to take corks out of wine bottles: \_\_\_\_\_
- we use this to drain boiled potatoes and pasta: \_\_\_\_\_
- we use this to serve a helping of soup: \_\_\_\_\_
- we use this to stir hot sauces: \_\_\_\_\_
- a collective noun for knives, forks, spoons, etc.: \_\_\_\_\_
- we use this to cut vegetables on: \_\_\_\_\_
- we use this to open tins / cans: \_\_\_\_\_

Eating places

20 Complete the online comment with the correct words.

order bill chef service tasteless  
included book dishes tip review list

A great new restaurant has just opened in the High Street. It's run by a celebrity (1) \_\_\_\_\_ and the food is delicious. There was a (2) \_\_\_\_\_ online which said the food was (3) \_\_\_\_\_, but I completely disagree. It is so popular that it's difficult to (4) \_\_\_\_\_ a table. The menu is first class with lots of different (5) \_\_\_\_\_ and an excellent wine (6) \_\_\_\_\_. The (7) \_\_\_\_\_ is excellent too. The waiter appeared immediately to take our (8) \_\_\_\_\_ (we left a big (9) \_\_\_\_\_ as it wasn't (10) \_\_\_\_\_) and the (11) \_\_\_\_\_ wasn't too bad!

21 Complete the questionnaire about Ukrainian cuisine and compare it with your partner's.

- starter: \_\_\_\_\_
- main course: \_\_\_\_\_
- dessert: \_\_\_\_\_
- delicacy from your region: \_\_\_\_\_
- Ukrainian celebrity chef: \_\_\_\_\_
- type of takeaway food in Ukraine: \_\_\_\_\_

EXTENDED

22 Choose the correct words to complete the sentences.

- I think a **culinary / gastronomic** critic must have the best job in the world!
- You can order local **delicacies / delicatessen**, which are shown on the specials board.
- I love going to *Tony's* because they serve really large **pieces / portions**!
- I ordered the roast lamb with several side **plates / dishes**.

DiETING

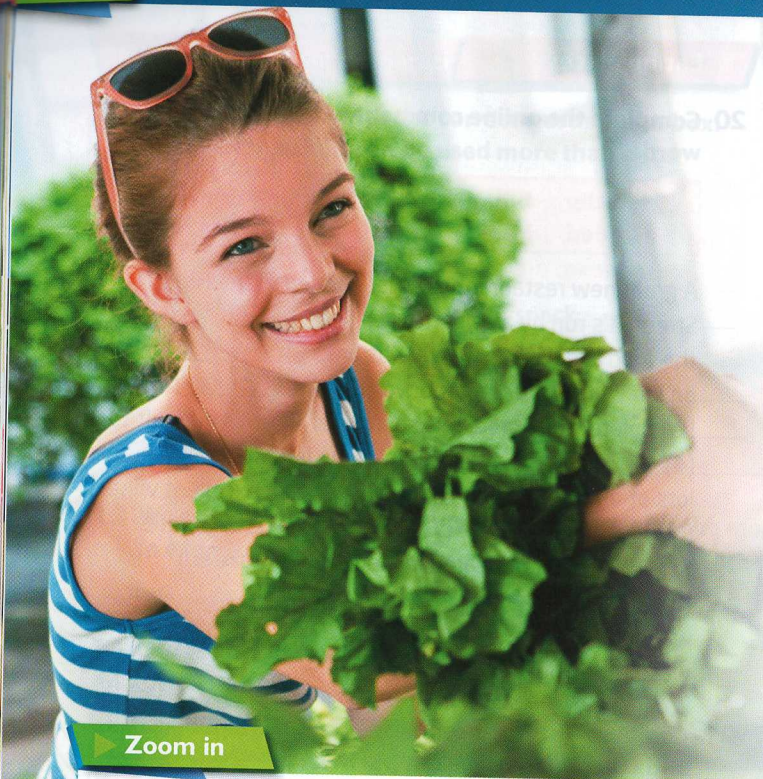
COMPOUND NOUNS

23 Choose the correct words to complete the sentences.

- I could never eat a **full / complete** English breakfast. It's much too big!
- We usually have several **ready / immediate** meals during the week.
- I try not to eat too much **rubbish / junk** food because I know it's bad for my health.
- I think I have a well-balanced **diet / menu** and eat loads of fruit and vegetables.
- I've been on a couple of **speed / crash** diets but they don't work very well.
- I like **do-it-yourself / self-service** restaurants and cafés because you can choose exactly what you want and how much.

24 Do you agree with the statements in exercise 23?





## Zoom in

## 1 Work in pairs. Choose two sets of questions each and interview your partner.

- Are you a fussy eater? Is there anything you can't or won't eat? What could you eat all the time if it was possible? Why?
- Would you miss traditional Ukrainian cuisine if, for example, you lived abroad? Why? Why not? What would you miss the most?
- Which is your favourite world cuisine? Which is your favourite dish? What is it made of? Can you cook it by yourself?
- Are you / your friends interested in cooking, culinary blogs and food trends? Why? Why not?

## Practise

## GET SMARTER

Часто правильна інтерпретація речення залежить від знання слів, які стосуються кількості або числа чогось, таких як: *all, whole, some, most of, majority of, half of, part of, three times as many / much, fifty per cent, a small number of, a large amount of, more and more, fewer and fewer* тощо. Зверни увагу на слова на кшталт *nearly, almost, over, under, about* тощо, які модифікують значення речення.

## 2 CD 1.26 MP3 57 Listen and write the speaker's actual words for the underlined fragments in sentences 1-4.

- The number of African restaurants has doubled.  
\_\_\_\_\_
- One of the reasons why the speaker likes African cuisine is the fact that it's original for him.  
\_\_\_\_\_
- North African cuisine is not vegetarian.  
\_\_\_\_\_
- Almost everything you eat in African restaurants is spicy.  
\_\_\_\_\_

## 3 CD 1.27 MP3 58 Listen and explain why the answers A and B are incorrect. Then listen again and write what the correct answer could be.

- What has recently changed in culinary trends?
  - There have been fewer and fewer new TV shows about cooking. X
  - Nowadays a small number of famous cooks present their recipes to the public. X
  - \_\_\_\_\_ ✓

## Multiple choice

## EXAM TASK

## 4 CD 1.28 MP3 59 You will hear twice six extracts. For each text (1-6) choose the answer (A-C) which fits best according to what you hear.

## Extract 1.

## 1 The job advert is for people who specialise in making the food

- both look and taste good.
- mainly look good.
- mainly taste good.

## Extract 2.

## 2 What was the speaker impressed with in the museum?

- a presentation of a detailed history of Coke
- all Coke flavours tasting
- the display of all Coke bottles ever made

## Extract 3.

## 3 Who are the speakers?

- restaurant customers
- restaurant chefs
- restaurant critics

## Extract 4.

## 4 What is true of the cookery course the speaker is excited about?

- It concentrates on traditional cooking.
- It is more expensive than the other courses.
- It takes place in a different town.

## Extract 5.

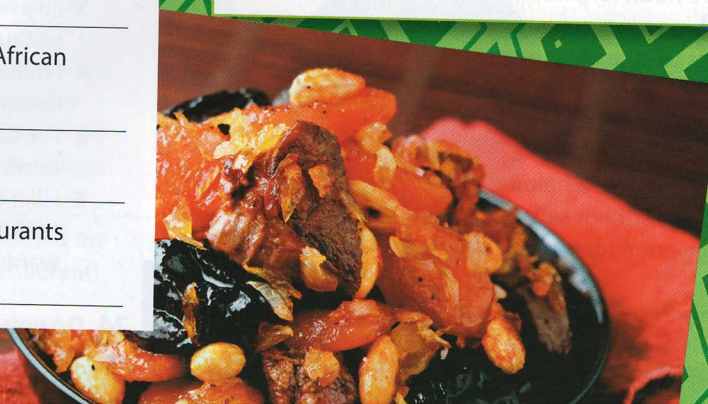
## 5 Joe's friend is surprised because

- the majority of his friends ate traditional British dishes.
- very few people chose a traditional British dish.
- Joe doesn't like traditional British dishes.

## Extract 6.

## 6 What can the girl's brother cook best?

- a Chinese dish
- a Greek dish
- an Indian dish





## Fish for words

- 5 Read the pairs of words in the box and explain how they differ in meaning. Then choose the correct words to complete sentences 1–6.

dish / meal cuisine / kitchen recipe / receipt  
terrific / terrible tasty / tasteful chef / chief



- Tony works as a **chief / chef** in a fashionable restaurant. His dishes are famous all over the town.
- The food in this restaurant was just **terrible / terrific**. The meat smelt and the vegetables were overcooked.
- My mum cooks really **tasteful / tasty** meals.
- We're going to a Spanish restaurant for our evening **dish / meal**.
- I really love Italian **cuisine / kitchen**.
- I'm looking for an easy **receipt / recipe** for a home-made pizza.

## Practise

## GET SMARTER

Прочитай підказку на с. 92. В завданні поглибленого рівня ти можеш почути складніші звороти, які стосуються числа або кількості чогось, напр. *a fraction of the population, an increasing / decreasing number, a sharp fall / rise, the best part, the lion's share, approximately / roughly* тощо.



Зверни увагу, що автор може наводити числові або статистичні дані не тільки для того, щоб описати факти, але також для того, щоб висловити свою думку на якусь тему, використовуючи такі звороти, як *I think, in my opinion, according to this expert* тощо.

- 1   Listen and explain why the answers **A and C are incorrect**. Think of an answer that would be correct.

- 2 Listen again and decide if any of the information in the recording was stated as an opinion.

- How many people support the idea of cookery lessons at school?  
A only a minority   
B   
C about twenty five per cent

Multiple choice

- 3   You will hear twice three extracts. For each extract (1-3) choose the answer (A-C) which fits best according to what you hear.

## Extract 1.

- What is the advert for?  
A a meat dish  
B a vegetarian dish  
C a dessert

## Extract 2.

- What could be the title of the presentation?  
A *The Negative Aspects of the Slow Food Movement.*  
B *The Questionable Aspects of the Slow Food Movement.*  
C *The Positive Aspects of the Slow Food Movement.*

## Extract 3.

- Which of the following is stated as a **fact**, and not an opinion?  
A La Tomatina is a wasteful event.  
B La Tomatina is considered to be the most interesting event in Spain.  
C La Tomatina has been supported by most people.

- 6 Match words 1–5 with words A–E. Then translate the expressions into Ukrainian.

1 pasta	A food
2 cookery	B chef
3 celebrity	C dish
4 home-made	D meals
5 comfort	E programme


## Wrap it up


- 7 Work in pairs and think of a few food adverts, both good and bad ones. Decide what makes them interesting or boring. Then think of a food product and invent your own short radio advertisement or TV commercial.


EXTENDED


## Fish for words


- 4 Replace the pictures with the words to complete the idioms. What do these idioms mean?

1 I saw the waiter out of the corner of my  \_\_\_\_\_.

2 This dish was out of this  \_\_\_\_\_, really mouth-watering!

3 The couple were over the  \_\_\_\_\_ about the meal they were served.

4 In a  \_\_\_\_\_, I approve of the Slow Food movement.

5 Food festivals are not my  \_\_\_\_\_ of tea.

- 5 Give examples of the following:

- a light but filling snack: \_\_\_\_\_
- an out of this world dessert: \_\_\_\_\_
- a praiseworthy idea: \_\_\_\_\_
- an idea you feel doubtful about: \_\_\_\_\_
- a hugely popular festival: \_\_\_\_\_
- food which isn't your cup of tea: \_\_\_\_\_

EXAM TASK





### Zoom in

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

- Do you know anyone who has a food allergy? What happens if they eat the food they are allergic to?
- Are there any foods you would find it difficult to give up if you had to?

### Practise

#### GET SMARTER

Коли ти відповідаєш на питання про думку автора, подумай, з якою метою написано текст (напр. для того, щоб когось застерегти, спонукати до чогось, щось розрекламувати, надати інформацію). Намагайся зрозуміти зміст цілого тексту, не зосереджуйся лише на значенні окремих слів.

#### 2 Complete sentences 1–3 so that they sound as a warning, an instruction or an advertisement.

1 Feeling hungry? Why don't you \_\_\_\_\_.

2 Do not expect the waiter to serve you, go \_\_\_\_\_.

3 Have you ever wondered why eating too much before going to bed may be really dangerous? Be careful, \_\_\_\_\_.

#### Multiple choice

### EXAM TASK

#### 3 Read three texts about food. Match the questions (1-3) with the correct answers (A, B or C) according to the texts.

##### Text 1.

#### BY THE LAKE

Kate felt miserable. Her skin was hot and there were red spots all over her. She sat by the lake and watched the others in the water. Why her? Sara had said it was probably the grapes, but Kate knew that wasn't true. She'd had grapes lots of times. The only other things she'd had at the picnic were ham sandwiches and lemonade.

Sara climbed out of the lake, looking pretty in her new swimsuit. She didn't have spots! She had no allergies to anything. Lucky her!

'You poor thing,' Sara said quietly as she sat down. 'Have a drink,' and she handed Kate a bottle of low-calorie lemonade. Kate smiled and sipped the drink. Then she suddenly froze. The low-calorie lemonade! Could that be it? Surely not!

##### 1 Kate felt bad because

- A she had a skin allergy.
- B she had had nothing to eat at the picnic.
- C she was thirsty.

##### Text 2.

#### PURE FOOD

More and more people are developing food allergies. Are you one of them? Do you have problems with your breathing or come out in spots after eating certain foods? Do you constantly worry about what ingredients are in the food that you buy? Don't worry any more. Our new Pure Food range has been developed to help you. Our food has no hidden ingredients and is recommended by scientists for people who suffer from allergies. In all big stores from July 1st. Our aim is to keep you happy and healthy!

##### 2 The writer of the text wants to

- A warn people about a food problem.
- B learn about people's reactions to different food.
- C encourage people to buy a certain type of food.

##### Text 3.

#### Allergic reaction to something you've eaten?

- If it is not too severe, go to the pharmacist and ask for advice. He or she will tell you what medicine to take.
- Keep a food diary to try to find out what food causes the reaction. It may be something very common like bread or more unusual like a chemical used in ready meals.
- Ask your doctor for tests to see what causes the reaction.
- However, if you have problems breathing, phone for an ambulance immediately. Some food allergies can be life-threatening and need immediate medical attention.

##### 3 The text gives readers

- A details about what they can buy at a pharmacy.
- B advice about a medical problem.
- C a warning about what food to avoid.



**Fish for words**

**4 Work in pairs and answer the questions.**

- 1 When do people generally get **spots**?
- 2 When did you last feel **miserable**?
- 3 Can you name three types of food that often cause **allergic reactions**?
- 4 Apart from food, what other **allergies** can people have?

- 5 Can you name two **life-threatening** illnesses?
- 6 What is a **common** complaint that people make about food in your school cafeteria?

**Wrap it up**

**5 Why do you think so many people suffer from allergies nowadays?**

**Practise**

**GET SMARTER**

Відповідаючи на запитання про наміри автора тексту, уважно прочитай всі відповіді. Пам'ятай, що дієслова, які визначають наміри, можуть мати схоже або навіть ідентичне значення, напр.: *point out, indicate, show*, проте лише інформація, яка йде після них, надає відповідям іншого значення.

**EXTENDED**

**1 Read the short extract and choose the correct answer A or B.**

When Grant arrived home, he went into the kitchen. There was flour and rice all over the table top. The sink was full of dirty dishes and there were puddles of spilt milk on the floor. 'Mike!' he shouted angrily up the stairs.

**Why does the writer mention the state of the kitchen?**

- A To show how proud Grant was of Mike.
- B To show why Grant was cross with Mike.

**EXAM TASK**

Multiple choice

**2a Read the text about eating sweets. Match the questions (1-3) with the correct answers (A, B, C or D) according to the text.**

***In Search of Chocolate***

It was the early hours of the morning and the house was totally silent. Even outside, nothing was stirring. There was no traffic – not the low rumble of a single car or the wheels of a bicycle climbing the hill outside our house. It was still dark and silent, completely silent.

And then my stomach growled. It was loud and demanding. In fact it was so loud and demanding that I thought it would wake the neighbourhood, let alone the household.

And I knew what my stomach was saying to me. 'I want chocolate! Give me chocolate!' But it was two weeks since I had decided to cut chocolate out of my diet. This was after a lifetime of indulgence and, to put it mildly, it had not been an easy decision. I adored chocolate in every shape or form – bars, cakes, puddings, boxes of Belgian chocolates and the list goes on ... However, my doctor had ordered me to lose weight and that meant the chocolate had to go. For two very long weeks I had resisted the temptation.

But it wasn't getting any easier. The longing was as strong as ever and that night in the battle between my head and my stomach – my stomach won. I quietly got out of bed. I was going to break the rules and

I was filled with almost childish glee at doing so.

I was careful. No lights, and I avoided the creaky floorboards. As I passed my parents' room, I heard the faint sounds of my dad snoring. Good. Then I was

in the kitchen. The excitement and anticipation built as I opened the cupboard where I knew my mother kept a couple of bars for my sister's packed lunches. My hand was actually trembling as I reached in the dark and touched the glossy cover.

'What do you think you're doing?' The kitchen light came on suddenly and my heart leapt in my chest. The chocolate bar landed on the floor at my mother's feet. Her lips were thin with anger. In one moment fifteen years had disappeared and I was a small three-year-old child again, caught with her hand in the biscuit tin!

**1 The writer mentioned the time and the atmosphere**

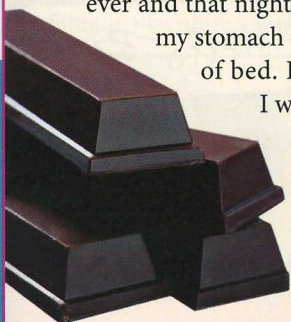
- A to show how long it was since she had last eaten.
- B to point out that she never slept very well.
- C to emphasise the sound of her body's reaction to hunger.
- D to indicate how isolated she was feeling.

**2 The writer was careful to be quiet because**

- A she didn't want to disturb anyone unnecessarily.
- B she didn't want to have to share her treat with anyone.
- C she was ashamed of what she was doing.
- D she knew someone might be in the kitchen.

**3 How did the writer feel when she got caught?**

- A Sorry for her mother.
- B Embarrassed by the situation.
- C Grateful that she was stopped.
- D Nostalgic for a time when she was younger.





Multiple choice

**2b** Read the text about eating sweets. Match the questions (4-5) with the correct answers (A, B, C or D) according to the text.

## THE TRUTH ABOUT CHOCOLATE

SO, YOU THINK CHOCOLATE IS BAD FOR YOU? People have been telling you all your life how fattening it is, how much damage it does to your teeth and how the caffeine it contains makes you nervous and irritable. But how much truth is there in these claims? Let's dispel a few of the myths about chocolate here and now.

Firstly, many teenagers are warned of chocolate because it is said to increase acne. Not true. We are also told that it is generally bad for our health and contributes to obesity and risk of heart attacks. Not completely true! Like many foods, if we eat it in moderation, we will come to no harm. However,

if we overindulge, then yes, chocolate will make us put on weight and trigger bad headaches. But there are benefits of eating chocolate too. The cocoa in chocolate might help us relax and feel happier, and it is proven to help keep our blood flowing well. In addition to this, dark chocolate is said to actually raise good cholesterol. And another branch of research reports that men who regularly eat chocolate live on average a year longer than those who don't!

Perhaps the most surprising scientific claim is that whereas most of us believe that chocolate is extremely addictive, this is not in fact true. It is apparently no more addictive than any other foods we enjoy. I, personally, might question that claim as the need to consume chocolate seems at times to me an illogical and uncontrollable urge. But I am happy to go along with the consensus of opinion. And isn't that all good news for the chocolate lovers amongst us?



**4** Which of the following is mentioned in the text as a **fact**, not an opinion?

- A Eating chocolate helps us to live longer.
- B Eating chocolate is bad for our skin.
- C Eating chocolate helps our circulation.
- D Eating chocolate is addictive.

**5** From texts in tasks 2a and 2b we learn that

- A chocolate can never be bad for us.
- B too much chocolate makes us fatter.
- C people disagree about the addictive nature of chocolate.
- D we should differentiate between different types of chocolate.

### Fish for words

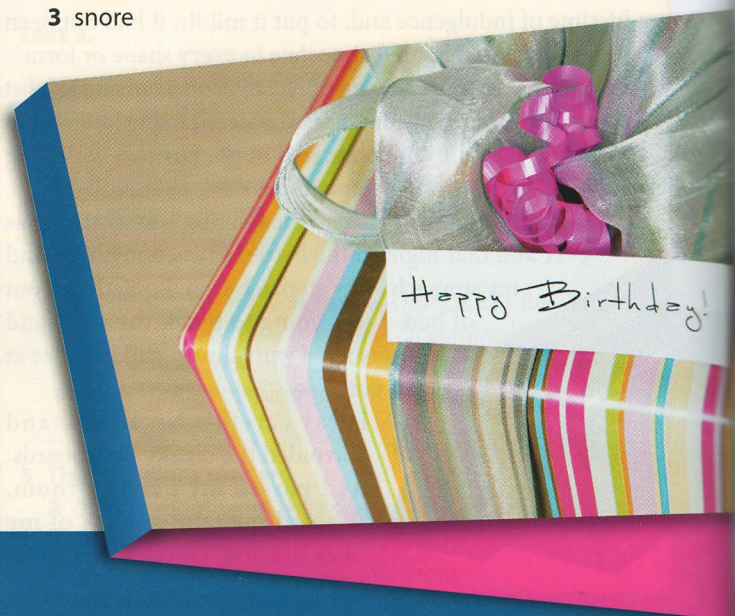
**3** Complete the sentences with the correct words in the box.

cut benefits anticipation along myths  
creaky resist

- 1 There are some \_\_\_\_\_ of getting up early – you can go jogging before school for example.
- 2 I couldn't \_\_\_\_\_ the temptation to open my birthday present the day before my birthday!
- 3 It's impossible to be quiet in our house at night because of all the \_\_\_\_\_ floorboards.
- 4 My dad's got diabetes and he's had to \_\_\_\_\_ all sorts of sugary things out of his diet.
- 5 The \_\_\_\_\_ built as we waited for the rock band to come on stage.
- 6 Modern scientific research has dispelled a lot of \_\_\_\_\_ about what is healthy and unhealthy to eat.
- 7 Whatever you suggest, I'll go \_\_\_\_\_ with it.

**4** What or who sometimes does the following?

- 1 growl
- 2 rumble
- 3 snore





Zoom in

1 Work in pairs. How far do you agree with these statements? (0 – completely disagree; 10 – completely agree)

- 1 Eating together as a family is extremely important.
- 2 Eating fast food will kill you.
- 3 Everybody should know how to cook well.
- 4 There's nothing wrong with eating in front of the TV set.

KNOW YOUR PHRASES

- In my opinion, families should always eat together.
- Eating together is important. However, / But it's difficult to find the time for it.
- As far as I'm concerned, family meals are an old-fashioned idea.
- I only agree with this statement to some extent.
- I believe this statement is only partly true.
- One of the advantages of eating out is that you don't have to cook and wash up afterwards.
- Another plus / positive aspect is the fact that you can relax in the restaurant and talk to your friends.
- One of the disadvantages of eating out is the cost of meals.
- Another minus / negative side is that it isn't easy to find a restaurant which will suit everybody.

Activate

2 Скажи, що:

- 1 на твою думку, їжа в ресторанах може бути шкідливою.
- 2 якщо йдеться про тебе, то споживання їжі всією сім'єю дуже важливе.
- 3 ти погоджуєшся з цим твердженням тільки частково.
- 4 перевагою споживання їжі вдома є те, що це дешевше.
- 5 готування вдома має багато переваг
- 6 черговим недоліком споживання їжі в ресторанах є високі ціни.

Practise

GET SMARTER

Висловлюючи свою думку, пам'ятай, що треба:

- надати хоча б один аргумент для її обґрунтування,
- вживати такі фрази, як *I think, I guess, to my mind,*
- сказати, наскільки ти погоджуєшся або не погоджуєшся з якимось твердженням напр. *I completely agree with this because ... , I totally disagree with this because ... ,*
- обговорюючи недоліки або переваги, представити більше ніж одну з них.

3 Answer the question using the ideas below.

What are the advantages of inviting your friends home for your birthday meal rather than to a restaurant?

**Introduction:** what you are going to talk about

**Advantage 1:** cheaper

**Advantage 2:** you feel more relaxed

**Advantage 3:** can play your own music

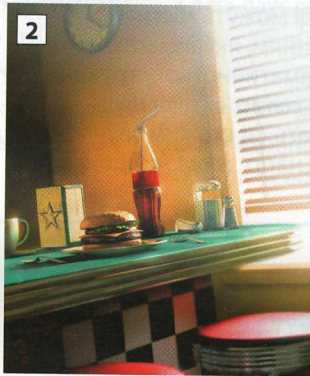
**Short summary:** a sentence wrapping up what you have said

PRACTICE TASK

4 Work in pairs. Look at the photographs and do the task. Then answer the questions below the photographs.

You are studying in the UK. During the lunch break you would like to buy a ready meal. There are three possible places to choose from.

- Choose the one that appeals to you the most and justify your choice.
- Explain why you reject the other two options.



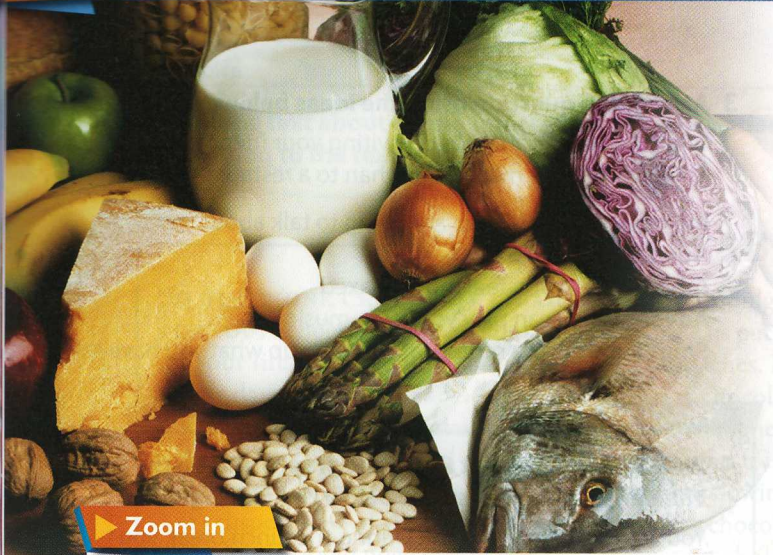
- 1 How important is a healthy diet to you? Why?
- 2 What are the disadvantages of eating in fast food restaurants?

Wrap it up

5 Work in pairs. Look at the picture and write a dialogue between the people. Make it as funny and interesting as possible.







**Zoom in**

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

- Imagine you have invited the following people to a party. What food products can or can't you serve for each of them?
  - a friend who is a vegan
  - a friend who is a fruitarian
  - a friend who is a raw foodist
- Why do some people go on very strict diets? Should such people be helped? Why? How?

**Practise**

**GET SMARTER**

Під час виконання завдання цього типу, зверни увагу, що подані відповіді можуть містити:

- вирази, схожі за значенням, які вимагають використання іншої граматичної конструкції, напр. *include something i consist of something*,
- слова, які часто плутають (зі схожим звучанням, але іншим значенням), напр. *adopt /adapt, affect / effect*.

**2 Work in pairs. Explain the difference in meaning between the following pairs of words. Use them in sentences to illustrate the difference.**

- |                           |                       |
|---------------------------|-----------------------|
| 1 some advice / to advise | 5 to lend / to borrow |
| 2 an effect / to affect   | 6 to fit / to suit    |
| 3 to let / to allow       | 7 keen / interested   |
| 4 sensitive / sensible    | 8 similar / the same  |

**PRACTICE TASK** Multiple choice

**4 Read the following text. Fill in the gaps (1-5) by choosing the correct answer (A, B or C) to obtain a logical and grammatically correct text.**



FRUITARIANS ARE PEOPLE WHO NEVER EAT ANIMAL PRODUCTS but instead have a diet which depends (1) \_\_\_ fruit, vegetables, nuts and seeds. They are (2) \_\_\_ to vegans and they may adopt this diet for a number of reasons. The so-called ethical fruitarians will only eat what falls naturally from a plant because they believe that they can't kill or harm the plant. Fruitarians who (3) \_\_\_ by tradition, on the other hand, say they want to eat what they think was the original diet of our ancestors. There are also those who say that this diet (4) \_\_\_ them for its health reasons. Some people claim they feel much more energetic after they have switched over to this diet. However, some scientists and dieticians warn that fruitarianism isn't a good diet for everyone. So, if you think of following it, you should first consult a specialist to get proper (5) \_\_\_.

- |              |                 |                  |
|--------------|-----------------|------------------|
| 1 A from     | B on            | C with           |
| 2 A similar  | B the same      | C like           |
| 3 A motivate | B are motivated | C are motivating |
| 4 A suits    | B fits          | C matches        |
| 5 A advert   | B opinion       | C advice         |

**PRACTICE TASK** Multiple choice

**3 Read the following text. Fill in the gaps (1-5) by choosing the correct answer (A, B or C) to obtain a logical and grammatically correct text.**

There's a great variety of diets that people enjoy nowadays and one of them is raw foodism. It's becoming more and more popular, and there are lots of raw food restaurants all over the world.

This diet (1) \_\_\_ of usually organic and wild food products such as fruit, vegetables, eggs, fish, meat and unpasteurised milk cooked at less than 40°C. Raw foodists believe that such food products (2) \_\_\_ their value because of the heating process. Some raw foodists even say that cooked food is dangerous for the human body because it (3) \_\_\_ full of toxins.

The followers of this diet are sure that raw food (4) \_\_\_ them feel more energetic and healthier. They say that people who (5) \_\_\_ on this diet are a very active group. They have their websites where they exchange recipes, talk about their experiences and promote their lifestyle.

- |                |            |            |
|----------------|------------|------------|
| 1 A has        | B includes | C consists |
| 2 A miss       | B lose     | C waste    |
| 3 A had become | B became   | C becomes  |
| 4 A makes      | B allows   | C gives    |
| 5 A go         | B follow   | C choose   |



Wrap it up

5 Choose three incorrect answers from exercise 4 and write new, logical and grammatically correct sentences with these words on the topic of diet or dieting.

Practise

1 Work in pairs. Explain the difference in meaning between the following pairs of words. Use them in sentences to illustrate the difference.

- |                                |                            |
|--------------------------------|----------------------------|
| 1 to complement / a compliment | 4 to adopt / to adapt      |
| 2 to ensure / to assure        | 5 a practice / to practise |
| 3 to lead to / to result in    | 6 apart from / except for  |

EXTENDED

EXAM TASK

Multiple choice

2 Read the following text. Fill in the gaps (1-4) by choosing the correct answer (A, B, C or D) to obtain a logical and grammatically correct text.

Diets and an obsession with them are as old as the hills. For centuries people (1) \_\_\_ with them to lose weight, look more attractive or just stay fit and healthy. However, they often discover that few of them ever work while most can cause serious complications.

One of such examples were the Victorians, who would buy poisonous mixtures made of soap, lard and strychnine or arsenic to speed up their metabolism. These mixtures often (2) \_\_\_ to cancer or total blindness, so they were finally banned in 1938.



Then came obsessive chewing. People, including some Edwardian celebrities such as Henry James or Franz Kafka, would chew each piece of food hundreds of times to get all the juices out before spitting the rest out. Although it wasn't particularly pleasant to watch, it was believed to (3) \_\_\_ wonders for many people.

Another crazy idea was born in the 20th century, when dieting was very trendy and the diet industry relied on fear and low self-esteem to sell its products. In those days, people were encouraged to buy tapeworm pills and then take more pills to kill the worm. You can only (4) \_\_\_ yourself how harmful this was for the people when you read the statistics of how many of them died because of that!

These days people, young and old, still believe in miracle diets and often risk their lives.

- |                             |              |                    |                     |
|-----------------------------|--------------|--------------------|---------------------|
| 1 A have been experimenting | B experiment | C had experimented | D are experimenting |
| 2 A resulted                | B led        | C caused           | D influenced        |
| 3 A take                    | B get        | C make             | D work              |
| 4 A insure                  | B be sure of | C assure           | D ensure            |

Multiple choice

3 Read the following text. Fill in the gaps (1-4) by choosing the correct answer (A, B, C or D) to obtain a logical and grammatically correct text.

Peter J. D'Adamo made himself famous when he published his book *Eat Right 4 Your Type*, which outlined different diets (1) \_\_\_ into account your blood type.

In his book, D'Adamo describes what exactly each blood type carrier should eat to remain healthy. He believes that blood types (2) \_\_\_ the digestive system and that some foods good for people of one type are dangerous for others. So, people with blood group 0 are recommended to eat a higher protein diet, consisting of lean meat and fish (3) \_\_\_ to exercise a lot. Blood group A is supposed

to turn vegetarian and avoid red meat and vigorous exercise at all costs. Blood group B, according to the writer, should eat dairy products and should (4) \_\_\_ their diet with a moderate fitness programme. Blood group AB should mix the diets of blood groups A and B and avoid chicken, beef, and pork but enjoy seafood, tofu and dairy products.

To prove or disprove D'Adamo's theory, more tests are being carried out. So you need to wait for the final results before making up your mind about it!

- |                 |                |              |                     |
|-----------------|----------------|--------------|---------------------|
| 1 A making      | B taking       | C putting    | D giving            |
| 2 A have effect | B result in    | C affect     | D take advantage of |
| 3 A besides     | B additionally | C on top of  | D as well as        |
| 4 A consist     | B supplement   | C compliment | D include           |

EXAM TASK



Practise

GET SMARTER

Після написання роботи прочитай її, щоб перевірити, чи є твоє висловлювання зв'язним і зрозумілим для адресата. Це означає, що необхідно не тільки передати всю інформацію, подану в завданні, а й логічно зв'язати її, напр. надати додаткові пояснення або подробиці.

3 Read the task and the fragment of a forum entry below. What is wrong with this answer?

Recently you have prepared a meal for your friends. In a blog post:

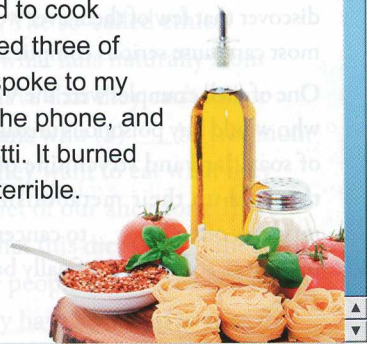
- explain why you had decided to prepare the meal and who you had invited,
- describe what happened while you were preparing the food.



« previous

It was my best mate's birthday, and I thought it would be good to cook a meal for her. I had invited three of our school friends too. I spoke to my friend for a long time on the phone, and I forgot about the spaghetti. It burned the saucepan and smelt terrible.

[comment on this entry](#)



4 Rewrite the forum entry in exercise 3, adding extra information that will make it logical and comprehensible.

5 Rewrite these fragments of a forum entry so that they are more comprehensible and interesting to the reader. Use the ideas in brackets.

1 I went to a restaurant. It was my birthday. I liked the menu a lot. The food tasted very good. (Which restaurant? Who with? When did you go? What did you eat?)

---



---



---

2 The chef dropped some food. He shouted a lot. (When did this happen? How did the people react?)

---



---



---

3 Everyone will like this restaurant. It's cheap. (What sort of people will like it? Is there anything they could improve? Will you go back?)

---



---



---

Zoom in

1 Work in pairs and answer the questions.

- 1 Have you or someone you know been out for a meal recently? Where did you go and what was it like?
- 2 What sort of a new restaurant would be popular in your area? Why?

KNOW YOUR PHRASES

- There's a new *vegetarian restaurant in the town centre.*
- It has *lovely views across the river and you can eat outside.*
- A friend *recommended we try it.*
- We saw / read a review of it *in the paper.*
- I was a little *disappointed.*
- I was *pleasantly surprised.*
- It was a lot more *expensive / cheaper than we'd thought.*
- Everything was *of good quality and the service was excellent.*
- While the waitress was *serving dad, she spilled soup all over him!*
- During the meal, *all the lights went out and they had to give us candles!*
- I think everyone will *love the place.*
- I'm not sure the restaurant *will stay open very long.*

Activate

2 Скажи, що:

- 1 поблизу вашої школи знаходиться новий китайський ресторан.
- 2 відомий шеф-кухар рекомендував його по телевізору.
- 3 ти був дещо розчарований рестораном, оскільки страви були дорожчі, ніж ти думав/думала.
- 4 під час споживання їжі ти розлив/розлила апельсиновий сік на стіл.
- 5 тобі не здається, що ресторан буде працювати довго, оскільки обслуговування там не найкраще.



EXAM TASK

E-mail

**6 You have just returned from a new restaurant. Write an E-mail to a friend:**

- describing the restaurant and explaining why you decided to go there,
- describing what scene you witnessed there,
- telling your friend your opinion on future popularity of the place.

Write your E-mail in at least 100 words in an appropriate style.

Hi Katherine, I am writing to tell you about a new restaurant in town I've just been to.

Maybe you could visit me one weekend and we could try it together?

Take care,  
XYZ

Writing bank ► p.154

Zoom in

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

- 1 What (if anything) have you eaten so far today at school?
- 2 Are you going to eat or drink anything when this lesson ends?
- 3 What snacks do you think are best for concentration?

KNOW YOUR PHRASES

- This is quite a *controversial issue*.
- The *main advantage of banning snacks from school is improving students' health*.
- *Some parents will support this decision, whereas others will protest against it*.
- An *obvious drawback is that you don't have a choice*.
- One *disadvantage of the regulation is that no one listens to what students want*.
- It will be interesting to see *what the results show*.
- The *outcome of the ban will depend on how strictly the school enforces it*.

Activate

**2 Скажи, що:**

- 1 заборона шкідливих харчових продуктів в школі – це спірне питання.
- 2 головна перевага навчання підлітків куїнарії в школі полягає, передусім, в тому, що вони багато вивчають про здорове харчування.
- 3 деякі учні слухають поради на тему здорового харчування в той час, коли інші слухають свої шлунки!
- 4 очевидним недоліком заборони шкідливої їжі в школі є те, що важко буде проконтролювати виконання цього правила.
- 5 результат заборони споживання шоколаду і чіпсів залежатиме від того, наскільки вимогливо школа слідкуватиме за її дотриманням.

Practise

GET SMARTER

EXTENDED

Перш ніж почати писати есе, продумай його композицію, так щоб особа, яка читає твою роботу, не мала проблем з розумінням аргументів, які ти наводиш, і щоб зміст есе був прозорим і зрозумілим. Занотуй, що ти хочеш помістити у вступі, окремих абзацах і підсумках або висновках. Не забувай також про детальне трактування теми, відповідно до вказівок, які містяться в завданні.

**3 In which sections would you put these notes for an essay about banning junk food from school?**

- 1 Children will learn not to snack too often.
- 2 It's a good idea to try the scheme and see the results.
- 3 How can schools make sure children don't bring in junk food?
- 4 Eating healthily is a big problem today.
- 5 In the end, persuasion is better than force.
- 6 Children might smuggle in food.
- 7 We should be free to make our own choices.
- 8 Can schools really do anything to help?

Introduction \_\_\_\_\_

Advantages \_\_\_\_\_

Disadvantages \_\_\_\_\_

Conclusion \_\_\_\_\_

PRACTICE TASK

A for and against essay

**4 Read the task. Write an essay on the following topic.**

Taking into account students' health a lot of schools have decided to impose a ban on selling junk food on school premises. Write a for and against essay on the topic.

Write your essay in at least 150 words in an appropriate style.

Writing bank ► p.155



MP3 62 Food products

- Fruit**  
 apple /'æpl/ \_\_\_\_\_  
 banana /bə'nɑ:nə/ \_\_\_\_\_  
 blackberry /'blækberi/ \_\_\_\_\_  
 blackcurrant /'blæk'kærənt/ \_\_\_\_\_  
 blueberry /'blu:beri/ \_\_\_\_\_  
 cherry /'tʃeri/ \_\_\_\_\_  
 coconut /'kəʊkənət/ \_\_\_\_\_  
 gooseberry /'gʊzbəri/ \_\_\_\_\_  
 grapes /greɪps/ \_\_\_\_\_  
 lemon /'lemən/ \_\_\_\_\_  
 nut /nʌt/ \_\_\_\_\_  
 orange /'ɒrɪndʒ/ \_\_\_\_\_  
 peach /pi:tʃ/ \_\_\_\_\_  
 pear /peə/ \_\_\_\_\_  
 pineapple /'paɪn,æpəl/ \_\_\_\_\_  
 plum /plʌm/ \_\_\_\_\_  
 raspberry /'rɑ:zbəri/ \_\_\_\_\_  
 strawberry /'strɔ:brɪ/ \_\_\_\_\_  
 watermelon /'wɔ:tə,melən/ \_\_\_\_\_

- Vegetables**  
 beans /bi:nz/ \_\_\_\_\_  
 broccoli /'brɒkəli/ \_\_\_\_\_  
 cabbage /'kæbɪdʒ/ \_\_\_\_\_  
 carrot /'kærət/ \_\_\_\_\_  
 cauliflower /'kɒli,flaʊə/ \_\_\_\_\_  
 celery /'seləri/ \_\_\_\_\_  
 cucumber /'kju:kəmbə/ \_\_\_\_\_  
 garlic /'gɑ:lik/ \_\_\_\_\_  
 green peas /grɪn 'pi:z/ \_\_\_\_\_  
 lettuce /'letɪs/ \_\_\_\_\_  
 mushroom /'mʌʃru:m/ \_\_\_\_\_  
 olive /'ɒlɪv/ \_\_\_\_\_  
 onion /'ɒnjən/ \_\_\_\_\_  
 pepper /'pepə/ \_\_\_\_\_  
 potato /pə'teɪtəʊ/ \_\_\_\_\_  
 sweetcorn /'swi:t,kɔ:n/ \_\_\_\_\_  
 tomato /tə'mɑ:təʊ/ \_\_\_\_\_  
 aubergine /'əʊbə,dʒi:n/ \_\_\_\_\_  
 beetroot /'bi:tru:t/ \_\_\_\_\_  
 leek /li:k/ \_\_\_\_\_  
 parsley /'pɑ:slɪ/ \_\_\_\_\_  
 radish /'rædɪʃ/ \_\_\_\_\_

- Meat, fish and seafood**  
 bacon /'beɪkən/ \_\_\_\_\_  
 beef /bi:f/ \_\_\_\_\_  
 chicken /'tʃɪkɪn/ \_\_\_\_\_  
 cod /kɒd/ \_\_\_\_\_  
 crab /kræb/ \_\_\_\_\_  
 ham /hæm/ \_\_\_\_\_  
 herring /'herɪŋ/ \_\_\_\_\_  
 lamb /læm/ \_\_\_\_\_  
 lobster /'lɒbstə/ \_\_\_\_\_  
 mackerel /'mækərəl/ \_\_\_\_\_  
 octopus /'ɒktəpəs/ \_\_\_\_\_  
 pork /pɔ:k/ \_\_\_\_\_  
 prawns /prɔ:nz/ \_\_\_\_\_  
 salmon /'sælmən/ \_\_\_\_\_  
 sausage /'sɔ:sɪdʒ/ \_\_\_\_\_  
 steak /steɪk/ \_\_\_\_\_  
 tuna /'tju:nə/ \_\_\_\_\_  
 turkey /'tɜ:kɪ/ \_\_\_\_\_  
 mutton /'mʌtən/ \_\_\_\_\_  
 oysters /'ɔ:stəz/ \_\_\_\_\_  
 venison /'venɪsən/ \_\_\_\_\_

- Dairy products**  
 butter /'bʌtə/ \_\_\_\_\_  
 cheese /tʃi:z/ \_\_\_\_\_  
 cottage cheese /'kɒtɪdʒ 'tʃi:z/ \_\_\_\_\_  
 (sour) cream /,saʊə 'kri:m/ \_\_\_\_\_  
 eggs /egz/ \_\_\_\_\_  
 margarine /,mɑ:dʒə'ri:n/ \_\_\_\_\_  
 milk /mɪlk/ \_\_\_\_\_  
 yoghurt /'jɒgət/ \_\_\_\_\_

- Cereal products**  
 bread /bred/ \_\_\_\_\_  
 cereal /'sɪəriəl/ \_\_\_\_\_  
 cornflakes /'kɔ:nfleɪks/ \_\_\_\_\_  
 dumplings /'dʌmplɪŋz/ \_\_\_\_\_

- flour /flaʊə/ \_\_\_\_\_  
 pasta /noodles/ /'pæstə / 'nu:dlz/ \_\_\_\_\_  
 rice /raɪs/ \_\_\_\_\_  
 roll /rɔ:l/ \_\_\_\_\_

- Sweets**  
 biscuit /'bɪskɪt/ \_\_\_\_\_  
 cake /keɪk/ \_\_\_\_\_  
 cheesecake /'tʃi:z,keɪk/ \_\_\_\_\_  
 chocolate /'tʃɒklət/ \_\_\_\_\_  
 chocolate bar /'tʃɒklət 'bɑ:/ \_\_\_\_\_  
 crumble /'krʌmbl/ \_\_\_\_\_  
 dessert /pudding/ /dɪ'zɜ:t / 'pʊdɪŋ/ \_\_\_\_\_  
 ice cream /,aɪs 'kri:m/ \_\_\_\_\_  
 jam /dʒæm/ \_\_\_\_\_  
 lollipop /'lɒlɪ,pɒp/ \_\_\_\_\_  
 pancakes /'pænkɪks/ \_\_\_\_\_  
 (apple) pie /,æpl 'paɪ/ \_\_\_\_\_  
 sweets /swi:tɪz/ \_\_\_\_\_

- Describing food and drink**  
 baked /beɪkt/ \_\_\_\_\_  
 dried /draɪd/ \_\_\_\_\_  
 fresh /frefʃ/ \_\_\_\_\_  
 frozen /'frəʊzn/ \_\_\_\_\_  
 low-calorie /,ləʊ'kæləri/ \_\_\_\_\_  
 skimmed /skɪmd/ \_\_\_\_\_  
 sparkling /'spɑ:kɪŋ/ \_\_\_\_\_  
 stale /steɪl/ \_\_\_\_\_  
 tinned /tɪnd/ \_\_\_\_\_  
 vegan /'veɪgən/ \_\_\_\_\_  
 vegetarian /,vedʒə'teəriən/ \_\_\_\_\_

- boiled /bɔɪld/ \_\_\_\_\_  
 crusty /'krʌsti/ \_\_\_\_\_  
 dry /draɪ/ \_\_\_\_\_  
 French dressing /,frentʃ 'dresɪŋ/ \_\_\_\_\_  
 full-fat /,fʊl'fæt/ \_\_\_\_\_  
 ground /graʊnd/ \_\_\_\_\_  
 home-made /,həʊm'meɪd/ \_\_\_\_\_  
 instant /'ɪnstənt/ \_\_\_\_\_  
 medium /'mi:diəm/ \_\_\_\_\_  
 microwavable /'maɪkrə,weɪvəbl/ \_\_\_\_\_  
 Neapolitan ice cream /nə,pəlɪtən 'aɪs kri:m/ \_\_\_\_\_

- poached /pəʊtʃt/ \_\_\_\_\_  
 powdered /'paʊdəd/ \_\_\_\_\_  
 rare /reə/ \_\_\_\_\_  
 scrambled eggs /,skræmbl'd 'egz/ \_\_\_\_\_  
 shop-bought /'ʃɒp,bɔ:t/ \_\_\_\_\_  
 sliced /sleɪst/ \_\_\_\_\_  
 soft scoop /,sɒft 'sku:p/ \_\_\_\_\_  
 well-done /,wel'dʌn/ \_\_\_\_\_  
 wholemeal /'həʊl,mɪ:l/ \_\_\_\_\_

- Drinks**  
 beer /biə/ \_\_\_\_\_  
 coffee /'kɒfi/ \_\_\_\_\_  
 fizzy drink /'fɪzi 'drɪŋk/ \_\_\_\_\_  
 juice /dʒu:s/ \_\_\_\_\_  
 lemonade /,lemə'neɪd/ \_\_\_\_\_  
 milk /mɪlk/ \_\_\_\_\_  
 soft drink /,sɒft 'drɪŋk/ \_\_\_\_\_  
 tea /ti:/ \_\_\_\_\_  
 water (still / sparkling / bottled) /'wɔ:tə/ \_\_\_\_\_  
 (/stɪl / 'spɑ:kɪŋ / 'bɒtlɪd/) \_\_\_\_\_  
 wine /waɪn/ \_\_\_\_\_

- Extras**  
 gravy /'greɪvi/ \_\_\_\_\_  
 herbs /hɜ:bz/ \_\_\_\_\_  
 ketchup /'ketʃəp/ \_\_\_\_\_  
 marmalade /'mɑ:məleɪd/ \_\_\_\_\_  
 mayonnaise /,meɪə'neɪz/ \_\_\_\_\_  
 pepper /'pepə/ \_\_\_\_\_  
 pickles /'pɪklz/ \_\_\_\_\_  
 salad dressing /'sæləd 'dresɪŋ/ \_\_\_\_\_  
 salt /sɔ:lt/ \_\_\_\_\_  
 sauce /sɔ:s/ \_\_\_\_\_  
 seasoning /'si:zənɪŋ/ \_\_\_\_\_  
 spices /'spɑ:sɪz/ \_\_\_\_\_  
 vinegar /'vɪnɪgə/ \_\_\_\_\_

- Quantities of food**  
 bar of chocolate /,bɑ: əv 'tʃɒklət/ \_\_\_\_\_  
 bottle of water /,bɒtl əv 'wɔ:tə/ \_\_\_\_\_  
 jar of honey /,dʒɑ:r əv 'hʌni/ \_\_\_\_\_  
 loaf of bread /,ləʊf əv 'bred/ \_\_\_\_\_  
 packet of crisps /,pækɪt əv 'krɪspɪz/ \_\_\_\_\_  
 tub of ice cream /,tʌb əv 'aɪs 'kri:m/ \_\_\_\_\_  
 box of tea bags /,bɒks əv 'ti: bægz/ \_\_\_\_\_  
 carton of orange juice /,kɑ:tn əv 'brɪndʒ dʒu:s/ \_\_\_\_\_

- jug of milk /,dʒʌg əv 'mɪlk/ \_\_\_\_\_  
 piece of cake /,pi:s əv 'keɪk/ \_\_\_\_\_  
 pot of tea /,pɒt əv 'ti:/ \_\_\_\_\_  
 rasher of bacon /,ræʃər əv 'beɪkən/ \_\_\_\_\_  
 spoonful of sugar /,spu:nfʊl əv 'ʃʊgə/ \_\_\_\_\_  
 tube of tomato paste /,tju:b əv tə'mɑ:təʊ peɪst/ \_\_\_\_\_

MP3 63 Meals and their preparation

- Meals**  
 barbecue /'bɑ:bɪkju:/ \_\_\_\_\_  
 breakfast /'brekfəst/ \_\_\_\_\_  
 brunch /brʌntʃ/ \_\_\_\_\_  
 dinner /'dɪnə/ \_\_\_\_\_  
 lunch /lʌntʃ/ \_\_\_\_\_  
 packed lunch /,pækt 'lʌntʃ/ \_\_\_\_\_  
 picnic /'pɪknɪk/ \_\_\_\_\_  
 snack /snæk/ \_\_\_\_\_  
 supper /'sʌpə/ \_\_\_\_\_  
 tea /ti:/ \_\_\_\_\_

- Cooking and eating verbs**  
 add /æd/ \_\_\_\_\_  
 bake /beɪk/ \_\_\_\_\_  
 beat /bi:t/ \_\_\_\_\_  
 boil /bɔɪl/ \_\_\_\_\_  
 burn /bɜ:n/ \_\_\_\_\_  
 chop /tʃɒp/ \_\_\_\_\_  
 cook (in the oven) /kʊk (ɪn ðɪ 'ʌvən)/ \_\_\_\_\_  
 cool /ku:l/ \_\_\_\_\_  
 cut /kʌt/ \_\_\_\_\_  
 follow a recipe /,fɒləʊ ə 'respi/ \_\_\_\_\_  
 freeze /fri:z/ \_\_\_\_\_  
 fry /fraɪ/ \_\_\_\_\_  
 go off /,gəʊ 'ɒf/ \_\_\_\_\_  
 grate /greɪt/ \_\_\_\_\_  
 grill /grɪl/ \_\_\_\_\_  
 melt /melt/ \_\_\_\_\_  
 mix /mɪks/ \_\_\_\_\_  
 peel /pi:l/ \_\_\_\_\_  
 pour /pɔ:/ \_\_\_\_\_  
 put on a low heat /'pʊt ɒn ə ,ləʊ 'hi:t/ \_\_\_\_\_  
 roast /rəʊst/ \_\_\_\_\_  
 serve /sɜ:v/ \_\_\_\_\_  
 shake /ʃeɪk/ \_\_\_\_\_  
 slice /sleɪs/ \_\_\_\_\_  
 sprinkle /'sprɪŋkl/ \_\_\_\_\_  
 squeeze /skwi:z/ \_\_\_\_\_  
 stir /stɜ:/ \_\_\_\_\_  
 use up /ju:z 'ʌp/ \_\_\_\_\_

- chew /tʃu:/ \_\_\_\_\_  
 grease the pan /,greɪs ðə 'pæn/ \_\_\_\_\_  
 gulp /gʌlp/ \_\_\_\_\_  
 lick /lɪk/ \_\_\_\_\_  
 overeat /,əʊvə'ri:t/ \_\_\_\_\_  
 rinse /rɪns/ \_\_\_\_\_  
 set the oven /,set ðɪ 'ʌvən/ \_\_\_\_\_  
 sip /sɪp/ \_\_\_\_\_  
 spread /spred/ \_\_\_\_\_  
 swallow /'swɒləʊ/ \_\_\_\_\_  
 undercook /,ʌndə'kʊk/ \_\_\_\_\_

- Utensils**  
 bowl /bəʊl/ \_\_\_\_\_  
 fork /fɔ:k/ \_\_\_\_\_  
 frying pan /'fraɪɪŋ pæn/ \_\_\_\_\_  
 glass /glɑ:s/ \_\_\_\_\_  
 jug /dʒʌg/ \_\_\_\_\_  
 kettle /'ketl/ \_\_\_\_\_  
 knife /naɪf/ \_\_\_\_\_  
 mug /mʌg/ \_\_\_\_\_  
 plate /pleɪt/ \_\_\_\_\_



saucerpan (pan) /'sə:spən (pæn)/ \_\_\_\_\_  
 spoon /spu:n/ \_\_\_\_\_  
 teaspoon /'ti:spu:n/ \_\_\_\_\_  
 toaster /'təustə/ \_\_\_\_\_  
**chopping board** /'tʃɒpɪŋ bɔ:d/ **EXTENDED** \_\_\_\_\_  
 corkscrew /'kɔ:k,skru:/ \_\_\_\_\_  
 crockery /'krɒkəri/ \_\_\_\_\_  
 cutlery /'kʌtləri/ \_\_\_\_\_  
 ladle /'leɪdl/ \_\_\_\_\_  
 sieve /siv/ \_\_\_\_\_  
 tin opener /'tɪn ə'pənə/ \_\_\_\_\_  
 wooden spoon /'wʊdn 'spu:n/ \_\_\_\_\_

**Describing flavours**  
 bitter /'bɪtə/ \_\_\_\_\_  
 delicious /dɪ'lɪʃəs/ \_\_\_\_\_  
 disgusting /dɪs'gʌstɪŋ/ \_\_\_\_\_  
 edible /'edɪbl/ / m'edəbl/ \_\_\_\_\_  
 hot /hɒt/ \_\_\_\_\_  
 mild /maɪld/ \_\_\_\_\_  
 salty /'sɔ:lti/ \_\_\_\_\_  
 sharp /ʃɑ:p/ \_\_\_\_\_  
 sour /sauə/ \_\_\_\_\_  
 spicy /'spa:si/ \_\_\_\_\_  
 strong /strɒŋ/ \_\_\_\_\_  
 sweet /swi:t/ \_\_\_\_\_  
 tasty /'teɪsti/ \_\_\_\_\_  
 tasteless /'teɪstləs/ \_\_\_\_\_  
 undercooked /,ʌndə'kʊkt/ \_\_\_\_\_  
 weak /wi:k/ \_\_\_\_\_  
 yucky /'jʌki/ \_\_\_\_\_  
 yummy /'jʌmi/ \_\_\_\_\_  
**appetising / unappetising** /'æpə'taɪzɪŋ / **EXTENDED** \_\_\_\_\_  
 bland /blænd/ \_\_\_\_\_  
 chewy /'tʃu:i/ \_\_\_\_\_  
 fatty /'fæti/ \_\_\_\_\_  
 off-putting /,ɒf'pʊtɪŋ/ \_\_\_\_\_  
 tender /'tendə/ \_\_\_\_\_  
 tough /taʊ/ \_\_\_\_\_

**MP3 64 Eating places**  
 bar /bɑ:/ \_\_\_\_\_  
 bill /bɪl/ \_\_\_\_\_  
 book a table /,bʊk ə 'teɪbl/ \_\_\_\_\_  
 café /'kæfeɪ/ \_\_\_\_\_  
 cafeteria /,kæfə'tɪəriə/ \_\_\_\_\_  
 canteen /kæn'ti:n/ \_\_\_\_\_

celebrity chef /sə'leɪbrəti 'tʃef/ \_\_\_\_\_  
 cuisine /kwi:'zi:n/ \_\_\_\_\_  
 customer /'kʌstəmə/ \_\_\_\_\_  
 dish /dɪʃ/ \_\_\_\_\_  
 eat out /'i:t 'aʊt/ \_\_\_\_\_  
 fast food restaurant /,fɑ:st 'fu:d ,restərɒnt/ \_\_\_\_\_  
 fish and chips /fɪʃ ən 'tʃɪps/ \_\_\_\_\_  
 full English breakfast /fʊl ,ɪŋɡlɪʃ 'brekfəst/ \_\_\_\_\_  
 leave a tip /li:v ə 'tɪp/ \_\_\_\_\_  
 main course /,meɪn 'kɔ:s/ \_\_\_\_\_  
 order a meal /,ɔ:də ə 'mi:l/ \_\_\_\_\_  
 restaurant /,restərɒnt/ \_\_\_\_\_  
 review /rɪ'vju:/ \_\_\_\_\_  
 self-service /,self'sɜ:vɪs/ \_\_\_\_\_  
 service (included) /'sɜ:vɪs (m'ɪnkludɪd)/ \_\_\_\_\_  
 soup /su:p/ \_\_\_\_\_  
 starter /'stɑ:tə/ \_\_\_\_\_  
 sushi bar /'su:ʃi ,bɑ:/ \_\_\_\_\_  
 takeaway /'teɪkəweɪ/ \_\_\_\_\_  
 waiter / waitress /'weɪtə / 'weɪtrəs/ \_\_\_\_\_  
 culinary critic /'kʌlɪnri ,krɪtɪk/ **EXTENDED** \_\_\_\_\_  
 delicacies /'delɪkəsɪz/ \_\_\_\_\_  
 gastronomy /gæs'trɒnəmi/ \_\_\_\_\_  
 side dish /'saɪd ,dɪʃ/ \_\_\_\_\_

**MP3 65 Dieting**  
 crash diet /'kræʃ daɪət/ \_\_\_\_\_  
 cut down on /,kʌt 'daʊn ɒn/ \_\_\_\_\_  
 fattening /'fætənɪŋ/ \_\_\_\_\_  
 follow a diet /,fɒləʊ ə 'daɪət/ \_\_\_\_\_  
 fresh /frefʃ/ \_\_\_\_\_  
 go / be on a diet /,gəʊ / ,bi ɒn ə 'daɪət/ \_\_\_\_\_  
 high / low in calories /,haɪ / ,ləʊ m 'kælərɪz/ \_\_\_\_\_  
 junk food /'dʒʌŋk fu:d/ \_\_\_\_\_  
 lose weight /,lu:z 'weɪt/ \_\_\_\_\_  
 low-carbohydrate /,ləʊ,kɑ:bəu'hɑ:dreɪt/ \_\_\_\_\_  
 put on weight /,pʊt ɒn 'weɪt/ \_\_\_\_\_  
 ready meals /,redi 'mi:lz/ \_\_\_\_\_  
 vegetarian /,vedʒə'teəriən/ \_\_\_\_\_  
 well-balanced diet /wel,bælənst 'daɪət/ \_\_\_\_\_

**MP3 66 Other**  
 allergic to /ə'ælɜ:dʒɪk tə/ \_\_\_\_\_  
 allergy /'ælədʒi/ \_\_\_\_\_  
 apologise /ə'pɒlədʒaɪz/ \_\_\_\_\_  
 come out in spots /kʌm 'aʊt ɪn 'spɒts/ \_\_\_\_\_  
 common /'kɒmən/ \_\_\_\_\_  
 life-threatening /'laɪf θretənɪŋ/ \_\_\_\_\_  
 medical attention /,medɪkl ə'tenʃn/ \_\_\_\_\_  
 miserable /'mɪzərəbl/ \_\_\_\_\_  
 reassure /,ri:ə'sʊə/ \_\_\_\_\_  
 severe /sɪ'viə/ \_\_\_\_\_  
 sympathy /'sɪmpəθi/ \_\_\_\_\_  
 addictive /ə'dɪktɪv/ **EXTENDED** \_\_\_\_\_  
 anticipation /,æn'tɪ'sɪ'peɪʃn/ \_\_\_\_\_  
 be over the moon /bi 'əʊvə ðə mu:n/ \_\_\_\_\_  
 benefit /'benɪfɪt/ \_\_\_\_\_  
 circulation /,sɜ:kju'leɪʃn/ \_\_\_\_\_  
 creaky /'kri:ki/ \_\_\_\_\_  
 cut out /,kʌt 'aʊt/ \_\_\_\_\_  
 demanding /dɪ'mɑ:ndɪŋ/ \_\_\_\_\_  
 dispel a myth /dɪ'spel ə 'mɪθ/ \_\_\_\_\_  
 glossy /'gɒlsi/ \_\_\_\_\_  
 go along with /,gəʊ ə'lɒŋ wɪð/ \_\_\_\_\_  
 growl /graʊl/ \_\_\_\_\_  
 harm /hɑ:m/ \_\_\_\_\_  
 in a nutshell /ɪn ə 'nʌtʃəl/ \_\_\_\_\_  
 indulgence /ɪn'dʌldʒəns/ \_\_\_\_\_  
 infer /ɪn'fɜ:/ \_\_\_\_\_  
 insistent /ɪn'sɪstənt/ \_\_\_\_\_  
 let alone /,let ə'ləʊn/ \_\_\_\_\_  
 longing /'lɒŋɪŋ/ \_\_\_\_\_  
 myth /mɪθ/ \_\_\_\_\_  
 not my cup of tea /nɒt maɪ kʌp əv ti:/ \_\_\_\_\_  
 feel nostalgic for something /ni:'stældʒɪk/ \_\_\_\_\_  
 out of the corner of my eye /aʊt əv ðə 'kɔ:nə əv maɪ aɪ/ \_\_\_\_\_  
 out of this world /aʊt əv ðɪs wɜ:ld/ \_\_\_\_\_  
 puddle /'pʌdl/ \_\_\_\_\_  
 reasonable /'ri:znəbl/ \_\_\_\_\_  
 resist temptation /rɪ,zɪst temp'teɪʃən/ \_\_\_\_\_  
 rumble /'rʌmbl/ \_\_\_\_\_  
 snore /sno:/ \_\_\_\_\_  
 stir /stɜ:/ \_\_\_\_\_  
 trigger /'trɪgə/ \_\_\_\_\_  
 urge /ɜ:dʒ/ \_\_\_\_\_

**VOCABULARY OVERVIEW**

Complete the text with the correct words. Some letters have been given.

**MY BRITISH FOOD ADVENTURE**

I know British food doesn't have the greatest reputation in the world, but I've just got back from a week in a lovely English country hotel and we had some really (1) d \_\_\_\_\_ s meals! We had an early (2) r \_\_\_\_\_ s every day and my dad went for the (3) l \_\_\_\_\_ English! It was (4) s \_\_\_\_\_ s \_\_\_\_\_ and he had three helpings of fried eggs, (5) k \_\_\_\_\_ beans, and sausages covered in half a bottle of tomato (6) t \_\_\_\_\_ u! Mum and I only had one (7) r \_\_\_\_\_ of bacon and a couple of slices of toast each, and my sister is a (8) g \_\_\_\_\_ r \_\_\_\_\_, so she just had cereal and fruit. We did a lot of walking during the day, and the hotel gave us a (9) c \_\_\_\_\_ lunch to take with us, with sandwiches, (10) f \_\_\_\_\_ drinks, some fruit – usually an apple or a banana – and a (11) \_\_\_\_\_ t of crisps. Oh yes, and some (12) m \_\_\_\_\_ d biscuits. The Brits have (13) e \_\_\_\_\_ about 4.30 in the afternoon, where you drink tea (of course!) and eat small cakes and (14) s \_\_\_\_\_ u \_\_\_\_\_. Then it was more food again with dinner in the hotel restaurant at 8.30. Every night there were three (15) u \_\_\_\_\_, including a starter and a dessert, and mum and dad had a bottle of local (16) y \_\_\_\_\_ white wine too. Yes, the British do produce wine! My favourite meal was the chicken curry (not too (17) p \_\_\_\_\_) and the apple (18) i \_\_\_\_\_ with fresh cream! It was my birthday during the week and the chef (19) \_\_\_\_\_ e \_\_\_\_\_ me a special birthday cake. Back home now and no surprise – I've put on a lot of weight – so it's a (20) \_\_\_\_\_ s \_\_\_\_\_ diet before school starts!

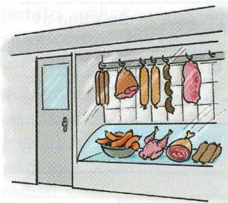


# 07 Shopping



## Types of shops and products

1 Label the pictures with the correct words.



1 \_\_\_\_\_



2 \_\_\_\_\_



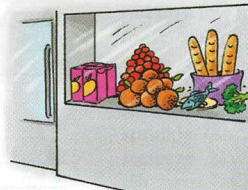
3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



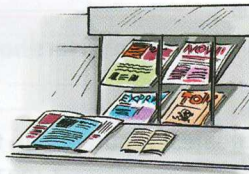
6 \_\_\_\_\_



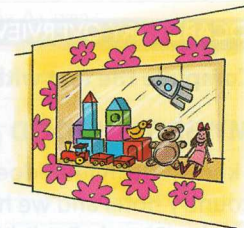
7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_

2 Cross the odd one out.

- 1 **baker's:** bread sweets rolls cakes
- 2 **toy shop:** dolls board games building blocks pets
- 3 **jeweller's:** rings bracelets perfume necklaces
- 4 **newsagent's:** magazines mobile phones cards newspapers

- 5 **shoe shop:** slippers boots trainers leggings
- 6 **butcher's:** sausages chicken soup ham
- 7 **sports shop:** fishing rods posters football kit golf gloves
- 8 **music shop:** violins guitar strings tattoos flutes



COMPOUND NOUNS

3 Complete the sentences with the correct words in the box.

vending mall market boot centre auction  
department chain charity pound

- 1 A large building with a lot of different shops in it: a **shopping** \_\_\_\_\_
- 2 A big shop with different floors where you can buy a wide range of things from clothes to cups and saucers: a \_\_\_\_\_ store
- 3 Something you put money in to buy things like drinks, chocolate bars and crisps: a \_\_\_\_\_ machine
- 4 People offer different amounts of money to buy things there: **online** \_\_\_\_\_ sites
- 5 You can buy different things from stalls there in the sunshine or the rain: a **street** \_\_\_\_\_
- 6 People often sell second-hand items there at weekends: a **car** \_\_\_\_\_ sale
- 7 You can buy very cheap things in this type of shop: a \_\_\_\_\_ store
- 8 People donate old items to be sold in these shops: a \_\_\_\_\_ shop
- 9 This is a company that has shops in different places, all with the same name: a \_\_\_\_\_ store
- 10 You can buy plants and flowers here as well as garden furniture: a **garden** \_\_\_\_\_

4 Choose the correct words to complete the advertisement.

FED UP WITH (1) OVERPRICED / EXCESSIVE PRODUCTS?

Come along to our new clothes store in the town centre to find a range of excellent, (2) **first / top** quality items at a (3) **fair / just** price. We promise that you will always get good (4) **value / worth** for money, and that our end of (5) **range / line** sales in particular offer designer labels at (6) **low / little** prices, sometimes even (7) **semi- / half-** price! It's definitely (8) **worthy / worth** a visit.



EXTENDED

5 Choose the correct words to complete the sentences.

- 1 I need to go to the **flowers / flower** shop to get a bouquet for mum's birthday.
- 2 We're going to the **DIY / BYOB** store on Sunday to get some wood for the new shed.
- 3 You can only buy good quality paper and ink from a **stationer / stationery** shop.
- 4 Let's take the washing down to the **launderette / washer service** this afternoon.
- 5 We can get some designer clothes really cheap at the new **relay / retail** outlet in town.

Selling and buying

PREPOSITIONS

6 Complete the sentences with the correct prepositions in the box.

on back at in up out off from

- A: Hi! Do you like my new boots? They were reduced (1) \_\_\_\_\_ £80 to £50 (2) \_\_\_\_\_ the sale (3) \_\_\_\_\_ that shop! That's £30 (4) \_\_\_\_\_. Good, huh? The boot polish was (5) \_\_\_\_\_ special offer too.
- B: I love them! I might get a pair.
- A: You'd better hurry – they'll probably be sold (6) \_\_\_\_\_ by the end of the sale. Then they'll put (7) \_\_\_\_\_ the price again. And remember – if there's a problem with them, you can't take them (8) \_\_\_\_\_.

7 Complete the sentences with the correct forms of the words in the box. Then ask and answer the questions with a partner.

cost worth reduce purchase afford  
charge display queue

- 1 What do they \_\_\_\_\_ for milk at your local shop?
- 2 How much does it \_\_\_\_\_ to get a bus to the town centre?
- 3 Would you \_\_\_\_\_ for half an hour in a shop or would you leave?
- 4 Do you only buy things you can \_\_\_\_\_ or do you borrow money?
- 5 Does the way things are \_\_\_\_\_ in a shop window encourage you to buy?
- 6 How much is the most expensive thing in your wardrobe \_\_\_\_\_?
- 7 Do you like to \_\_\_\_\_ items online?
- 8 Do you buy clothes at full price or wait for the shop to \_\_\_\_\_ them?

PREPOSITIONS

8 Choose the correct prepositions to complete the sentences.

- 1 Let's go to the sales today and see if we can pick **out / up** a bargain or two.
- 2 We're running out of sugar and we need to stock **up / in** on butter, milk and eggs too.
- 3 Do you need me to lend you any money? I got some cash **on / out** when I went shopping earlier so I've got about thirty pounds **on / at** me.
- 4 I love that skirt but I'd like to think about it for a while. Could you put it **aside / by** for a couple of hours? Thanks.
- 5 They're saying that there's going to be a shortage **of / in** strawberries this year because of the weather.
- 6 You should never buy the first thing you see! You need to shop **along / around** and compare prices.
- 7 If you have the space and can afford to buy **in / by** bulk, it's usually the cheapest way to shop.
- 8 I'm terrible. I buy **in / on** impulse and that's not a good thing!

EXTENDED



COLLOCATIONS

9 Complete the sentences with the correct forms of the verbs in the box.

make (x2) give go spend speak give  
leave keep meet return

Remember!

- Always \_\_\_\_\_ a receipt, in case you are dissatisfied with the item.
- If you want to \_\_\_\_\_ an item, you should do this as soon as possible.
- Some stores \_\_\_\_\_ a discount to regular customers.
- If you tend to \_\_\_\_\_ too much money, always \_\_\_\_\_ a shopping list before going out to the shops.
- If you go to a supermarket towards the end of a day, there are often lots of items \_\_\_\_\_ cheap.
- If a shop assistant refuses to \_\_\_\_\_ you a refund, ask to \_\_\_\_\_ to the manager.
- Don't be worried about \_\_\_\_\_ a complaint if goods or services do not \_\_\_\_\_ your expectations.
- When you buy something online, always \_\_\_\_\_ feedback because it helps other buyers.

10 What do you think these people are complaining about? Tell your partner.

- Can you help me, please? It's out of order.
- I want a replacement. It's faded.
- This just isn't good enough. It's shrunk.
- I've just bought this and it doesn't work.
- I've had it for a week and the zip's broken already.
- I need to return this. It's faulty and could be dangerous.
- Please send me another one. It was damaged during delivery.
- There's a hole in it and it's got a button missing.

11 Tell your partner when you last made a complaint. What happened?

Advertising

12 Label the pictures with the correct words.

- billboard
- slogan
- logo
- poster
- commercial
- flier



EXTENDED

COMPOUND NOUNS

EXTENDED

13 Complete the sentences with the correct form of the words in brackets.

- It is apparently possible to stop cold \_\_\_\_\_ (call) by contacting your phone service.
- Product \_\_\_\_\_ (place) is becoming a very popular form of advertising in films.
- You can see signs of sports \_\_\_\_\_ (sponsor) every time you watch a football match or other big event.
- Most \_\_\_\_\_ (market) campaigns involve TV advertising and offer free gifts and special discounts.
- I know a lot of people who buy certain things because of celebrity \_\_\_\_\_ (endorse).
- The Internet has allowed techniques such as \_\_\_\_\_ (virus) advertising to become very effective.

14 Tell your partner about your favourite advertisement at the moment. Why do you like it?

Services

15 Match the words in box A with the words in box B.

A  
doctor's  
driving  
post  
beauty  
police  
travel  
service

B  
salon  
station  
station  
agency  
surgery  
school  
office

16 Where should these people go? Match sentences 1-8 with words A-H.

- |  |                |
|--|----------------|
| 1 I've got wine on my suit.                                | A undertaker   |
| 2 My wife wants a divorce.                                 | B chiropractor |
| 3 I want this parcel to arrive quickly and safely.         | C council      |
| 4 I've got a bad back.                                     | D dry cleaner  |
| 5 I want to organise refreshments for thirty people.       | E optician     |
| 6 The condition of the road outside my house is dangerous. | F courier      |
| 7 I need to organise a funeral.                            | G caterer      |
| 8 I have a problem with my eyes.                           | H solicitor    |

EXTENDED



Means of payment

17 Complete the article with the correct words in the box.

small insert by through deducts credit  
lose fraud contactless number in chip

Payments methods have changed a lot in recent years. Only a few decades ago, people preferred to pay (1) \_\_\_\_\_ cash and after that, we had chequebooks, so we didn't need to carry around so much money. Now, however, paying (2) \_\_\_\_\_ cheque has nearly disappeared and most of us use plastic, paying by debit or (3) \_\_\_\_\_ card. For everything over ten pounds, shops want us to use (4) \_\_\_\_\_ and pin devices, where we (5) \_\_\_\_\_ a card, key in a PIN (6) \_\_\_\_\_ and then remove it. Such an easy system! But now there is something even easier. For less expensive items, we can use (7) \_\_\_\_\_ payment, where we flash our card over a small machine and it (8) \_\_\_\_\_ the money directly from our account. Of course there are problems when using these convenient ways of paying. We have to remember several PIN numbers, we might (9) \_\_\_\_\_ our cards or they could be stolen and used by thieves. Sometimes the payments don't go (10) \_\_\_\_\_ for some reason. We must be very careful when paying by card online because of internet (11) \_\_\_\_\_. But at least these days, we don't have to carry such a lot of (12) \_\_\_\_\_ change around in our pockets.

Banks

COLLOCATIONS

18 Complete the sentences with the correct words in the box.

statement banking balance loan transfer  
account cashpoint taking savings

- It doesn't take very long to open a(n) \_\_\_\_\_ at a bank.
- I usually go online to check the \_\_\_\_\_ in my account.
- I receive a(n) \_\_\_\_\_ from the bank every month with details of what I've spent.
- Most banks encourage people to set up online \_\_\_\_\_ these days.
- When my dad buys something big, he needs to \_\_\_\_\_ money from his account.
- My parents got a bank \_\_\_\_\_ when they decided to start a business.
- I started to put money into my \_\_\_\_\_ account when I was still at school.
- I've been \_\_\_\_\_ a lot of money out of my account recently! I must start putting some back in.
- If I need cash, I usually use the \_\_\_\_\_ near my home.



19 Choose the correct words to complete the text.

EXTENDED

Remember that there are many different types of accounts at a bank. You can have a (1) **current / present** account, a deposit account and a savings account too. You'll need to check which has the best interest (2) **levels / rates**. Also, if you need to pay bills regularly you can set up standing (3) **orders / payments**, where the money is transferred automatically. You can arrange an (4) **overspill / overdraft** with your bank too so that they don't charge you too much if you go into the (5) **debt / red!** If you're travelling abroad, you can get the right (6) **currency / coins** from the bank at a reasonable (7) **transfer / exchange** rate. And, if you get a (8) **luck / windfall** and have an unexpected amount of money, it's a good idea to invest in an investment (9) **bond / share**.

Insurance

20 Complete the dialogue with the correct words. The first letters have been given.

I love your new car!  
Was it very expensive?

Not too bad,  
but I haven't (1) **g** \_\_\_\_\_  
it insured yet. That will be  
expensive!

You must do that before  
you drive it. My cousin didn't (2) **t** \_\_\_\_\_  
out insurance and he had to pay  
a big fine.

I know. I'll (3) **c** \_\_\_\_\_ the insurance  
comparison sites later and (4) **g** \_\_\_\_\_ a quote.

And make sure that your  
insurance (5) **c** \_\_\_\_\_ everything - if you hit  
another car or if something hits you.

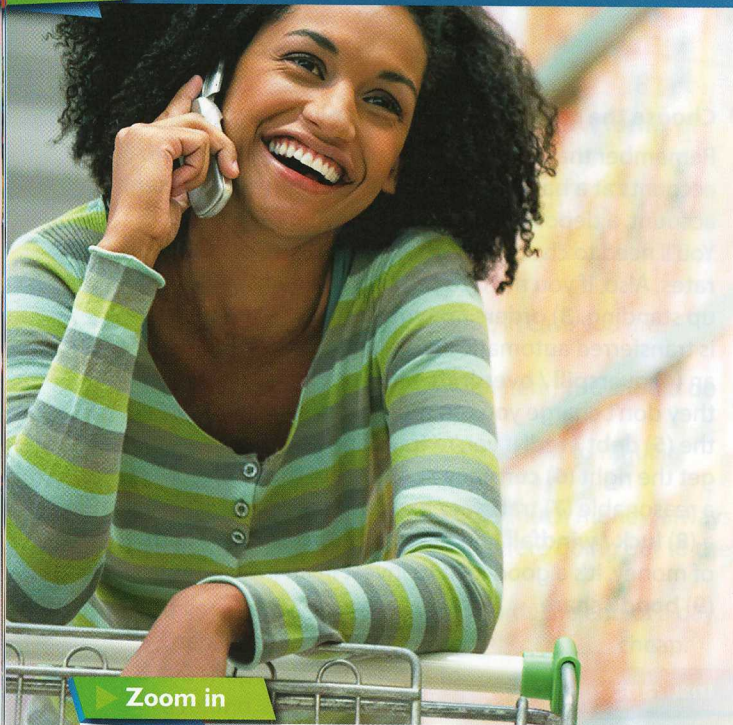
Yeah, you're right. I'll probably  
have to (6) **p** \_\_\_\_\_ monthly instalments of  
over fifty pounds, you know, but as you say,  
it's important to be covered.

21 Unscramble the words to complete the sentences.

EXTENDED

- When you take out insurance, you should always read the **LASLM** \_\_\_\_\_ print.
- I have to **WEREN** \_\_\_\_\_ my car insurance next month. That will cost a fortune.
- I haven't made any **SLICMA** \_\_\_\_\_ on my insurance, but every year the **RUPIMME** \_\_\_\_\_ goes up.
- Our garden was flooded with all that rain last month, but the insurance company hasn't **IAPD** \_\_\_\_\_ up yet.
- There are a lot of people who make **DRAFTUNUEL** \_\_\_\_\_ claims on their insurance and they could face big fines if they're caught.





**Zoom in**

**1** Work in pairs and suggest two more possible answers to the questions. Then ask and answer the questions in pairs. Decide what your answers say about you as a shopper.

**1** What attracts you to buying things most?

- A TV, radio, online commercials.
- B Friendly staff in the shops.
- C \_\_\_\_\_
- D \_\_\_\_\_

**2** Why do teenagers like hanging out in shopping malls?

- A Malls are convenient places to shop.
- B Malls are full of trendy people.
- C \_\_\_\_\_
- D \_\_\_\_\_

**3** What's your favourite type of shop?

- A A huge shop with plenty of loud music and bright lights.
- B A small but elegant boutique with relaxing music in the background.
- C \_\_\_\_\_
- D \_\_\_\_\_

**2** What marketing tricks do shops use to make people buy things? Which tricks are the most clever? Have you ever fallen for any of them?

**Practise**

**GET SMARTER**

Під час виконання завдань на визначення правильності/неправильності твердження зверни увагу на фрази, які описують причину або наслідок якоїсь події. У записі той сам зміст зазвичай передано інакше, ніж в завданні, напр.:

- за допомогою синонімів слів *cause i result*, таких як *reason, purpose, motive, inspire, influence, make someone do something, lead to*,
- за допомогою сполучників: *because, as, since, so that, because of, due to, the reason why, that's why, as a result* тощо.

**3** CD 1.31 MP3 67 Listen to the dialogue. Write down the phrases the speakers use to express reason and result in sentences 1–3. Check your answers in the audioscript on page 164.

- 1 Teenagers meet in shopping centres because of different factors. \_\_\_\_\_
- 2 A great number of activities make shopping centres attractive to young people. \_\_\_\_\_
- 3 A lack of additional activities leads to the popularity of shopping centres among some teenagers. \_\_\_\_\_

**4** CD 1.32 MP3 68 Listen to the recording. Explain why headlines 1–2 are true or false.

**1** Teenagers banned from malls for not spending enough money! T/F

**2** Young people welcome by most malls because they have a great spending power. T/F

True/False

**EXAM TASK**

**5** CD 1.33 MP3 69 You will hear twice parents talking about shopping with their teenage children. Tick the sentences (1–5) which are true (T) or false (F) according to what you hear.

	T	F
1 Jane does not like shops for teens because of the atmosphere in them.		
2 Jane's friend goes shopping with his children because he likes it.		
3 Jane shared her son's enthusiasm for shopping in the almost dark shop.		
4 Both speakers agree that giving more independence to teens results in better relations.		
5 Shops free from teenagers would change Jane's attitude to shopping.		

**Fish for words**

**6** Read the comments and decide who is more likely to make them: teenagers [T] or parents [P]. Do you agree with these statements? Why? Why not?

- 1 We want to be totally independent.
- 2 I can't stand deafening music in the shops.
- 3 I want them to be reasonable with money.
- 4 Shopping in a store that is almost dark is exciting.
- 5 We need to keep an eye on their shopping habits.
- 6 Playing classical music in shopping malls is a brilliant idea.



7 Complete the sentences with the correct prepositions in the box. Then answer the questions.

about with on (x3) of

- How do you feel \_\_\_\_\_ shopping in huge shopping malls?
- Are you a fan \_\_\_\_\_ shopping with your parents?
- Do you go shopping \_\_\_\_\_ your own or do your parents insist \_\_\_\_\_ going with you?
- Are you reasonable \_\_\_\_\_ money?
- What do you spend most money \_\_\_\_\_?

Practise

GET SMARTER

Прочитай підказку на с. 108. У завданні поглибленого рівня ти можеш почути складніші звороти і слова, за допомогою яких автор описує причинно-наслідкові зв'язки, напр.: owing to, spark off, give rise to, provoke, generate, bring about, motivate, stem from, arise out of, prompt, with the aim of, the outcome of, the upshot of тощо.

1 Rephrase the sentences using the words in brackets.

- Stores invent more and more sophisticated techniques so as to seduce you. (with the aim of)
- This idea may be heavily criticised. (spark off)
- Financial problems are the outcome of overspending. (stem from)
- Debt often leads to more debt. (generate)

2 CD 1.34 MP3 70 Listen and write down the expressions the speakers use to express result and reason.

Speaker 1 \_\_\_\_\_  
Speaker 2 \_\_\_\_\_

PRACTICE TASK

Matching

3 CD 1.35 MP3 71 You will hear twice four different extracts concerning marketing tricks done by shops. For each sentence (1-4) choose the answer (A-E) which fits best according to what you hear. Put the answers in the correct column. There is one extra sentence that you do not need to use.

The speaker

- A feels fed up with shopping malls.
- B thinks that a possible use of a certain idea will be controversial.
- C is in favour of taking legal steps to stop shops from manipulating customers.
- D gives reasons for the current changes.
- E does something on purpose to trick people.

1	2	3	4

Wrap it up

8 Work in pairs and answer the questions.

- Are shopping malls your favourite hangouts? Why? Why not?
- Should shops stay open on Sundays and national holidays? Why? Why not?
- Would you like to run your own shop? What kind? Why? Why not?

Fish for words

EXTENDED

4 Underline the words which are always used in the plural form in English. Find them in the audioscript on page 165 and say what they mean in the given context.

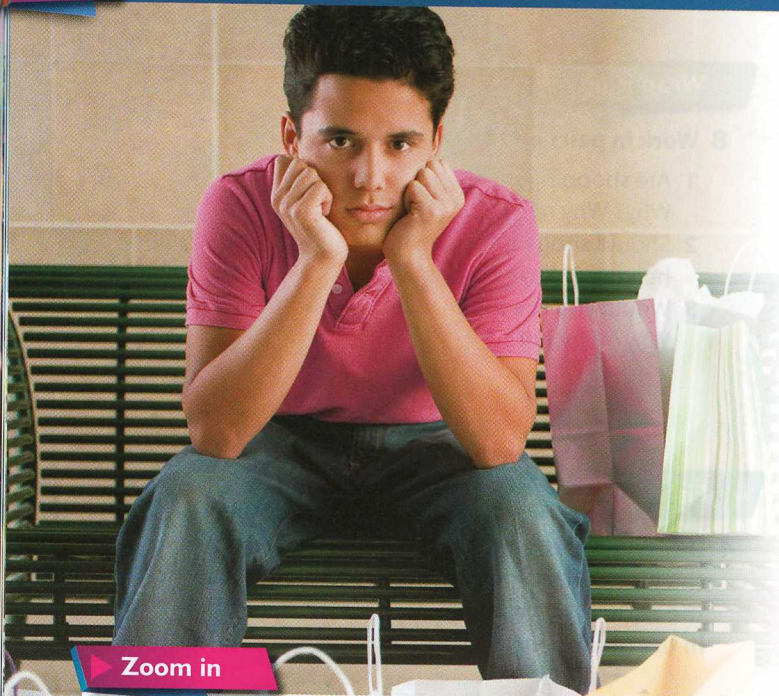
- clothes
- means
- authorities
- techniques
- tricks
- premises
- goods
- screens
- contents
- tactics

5 Match words 1-5 with words A-E to make collocations. What do they mean? Use your dictionary to find more expressions of this type.

- |         |     |          |
|---------|-----|----------|
| 1 part  |     | A -miss  |
| 2 peace |     | B choose |
| 3 sick  | and | C parcel |
| 4 pick  |     | D quiet  |
| 5 hit-  |     | E tired  |







## Zoom in

## 1 Work in pairs and answer the questions.

- 1 What's the last thing you bought on an impulse? Why did you buy it?
- 2 Which is your favourite place to go shopping? Why?
- 3 What are the advantages and disadvantages of shopping in a shopping mall?

## Practise

## GET SMARTER

Під час виконання завдання на встановлення відповідності між заголовками та фрагментами тексту спочатку прочитай увесь текст, щоб отримати уявлення про його тематику. Перш ніж прочитати подані заголовки, спробуй сформулювати для себе скорочений зміст кожного абзацу своїми словами. Потім прочитай відповіді і підбери ті заголовки, щодо яких ти впевнений/впевнена, що вони підходять до даної частини тексту. Потім ще раз прочитай ті абзаци, які ти залишив/залишила без відповіді, і підбери до них інші заголовки.

## 2 Read the fragment below and write a sentence summarising the text.

The new **Denton Leisure Centre** is fantastic and it has really changed my life! Obviously, it's brilliant to go swimming and practise other sports there, but most of all, it's a perfect place to get together with your mates, and I've made loads of new friends since I joined last November. Membership is a bit pricy but it's worth it. I do gymnastics, badminton and judo, and although I'll never win any competitions, I've been invited to some cool parties!



## 3 Which heading A–C best summarizes the information in the text in exercise 2? Did your summary sentence help you choose the correct heading?

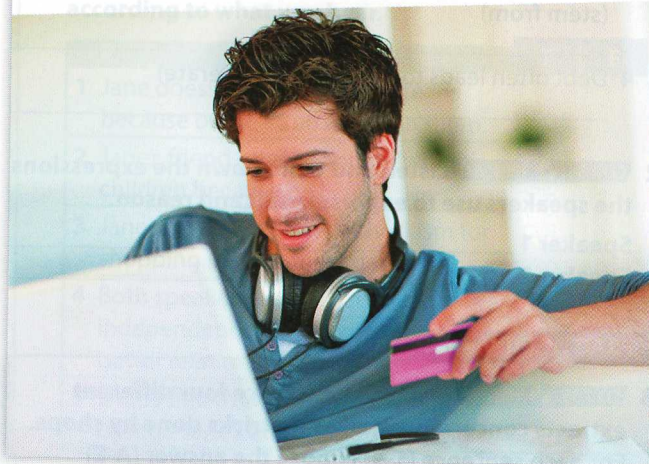
- A A good social scene
- B Too expensive for a hobby
- C Good training for winners

## 4 Read the text and two possible summary sentences. Which is better and why?

- A I enjoy shopping online because you can get what you want even if you have to make complaints from time to time.
- B Shopping online is convenient but it's not very reliable, so I don't do it much now.

## SHOPPING CENTRE

Everyone I know does online shopping and I find it really useful, especially when I haven't got much time or I've forgotten someone's birthday! However, recently the quality of some of the things I've ordered has been really bad and a couple of items never even arrived. I complained and got the right things in the end, but now I'm a bit reluctant to order things. I can't be sure that what I'm ordering will be right. It's a shame.





EXAM TASK

Matching

5 Read the following text. For each paragraph (1-4) choose the correct heading (A-F). There are two extra paragraphs that you do not need to use.

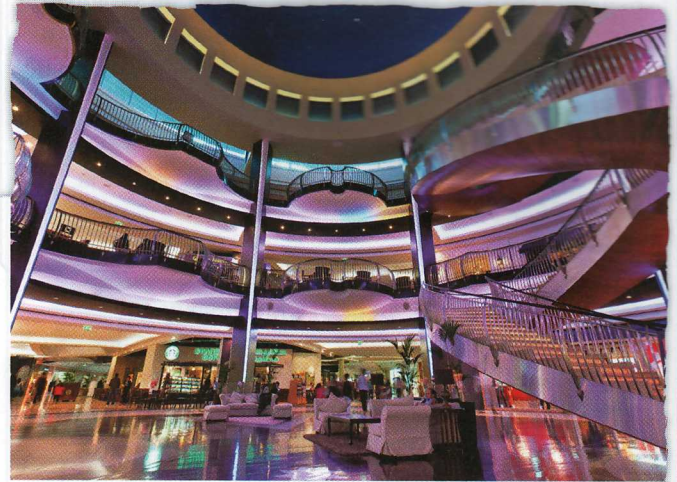
- A Unexpected success
- B A disappointment to many
- C Value for money
- D Not for everyone
- E Wonderfully convenient
- F A boost to the local small businesses

## DROP IN AND SHOP!

1 \_\_\_\_  
The new East Cross shopping mall has certainly **proved** to be very popular. Before it opened last month, people had to travel a long way to **avoid** paying the high prices that local shops charge. East Cross has brought good quality items within the price range of the average shopper and this is true not only for clothing but for lots of other products too. Check out the offers at the Denby suitcase and handbag shop – they are amazing!

2 \_\_\_\_  
For several months, the developers weren't sure whether the East Cross shopping mall was going to be built or not. The costs were very high. But I am so glad they decided to **go ahead**. I just love having all the shops I need in one place, without needing to walk for ages to find what I'm looking for. It's a short bus ride into the town centre and then all my favourite shops are there under one roof. It's a great place to **meet up** with my mates too.

3 \_\_\_\_  
A lot of people were originally unhappy about having a big shopping mall in the town centre but once they saw the plans, I think they realised what an exciting project it was. The idea of having different designer stores



right here in East Cross, with cafés and restaurants, and surrounded by lovely gardens that you could walk through was very ambitious, and I'm not sure that even the planners themselves were completely confident. As for myself, I really didn't think it would be as good as it is! But everything the plans promised has been done and I really enjoy going shopping there. It's a great experience.

4 \_\_\_\_  
In some towns, when they build a big shopping mall, they do it out of town because of parking problems and maybe competition from high street shops. East Cross has been built right in the town centre and I know some people thought this might be bad for the local shops. Actually, I think it's **done** the local shops a **big favour**. Before East Cross, the town centre wasn't busy at all. Now everyone comes in to the mall and then they go and look at other shops close by. It's really good for everyone.

Fish for words

6 Complete the sentences with the correct words from the text.

- 1 I'm sure the new website will \_\_\_\_\_ to be a great success.
- 2 Go to an out-of-town shopping mall if you want to \_\_\_\_\_ paying high parking charges.
- 3 The government is hoping to \_\_\_\_\_ ahead with the plans for the new motorway soon.
- 4 The new café near the supermarket is a great place to \_\_\_\_\_ up after school.
- 5 I wonder if you could \_\_\_\_\_ me a big favour and get me a magazine while you're out shopping?

7 Complete the sentences with the correct words in the box.

of under without for about within

- 1 With online banking, you can transfer money \_\_\_\_\_ needing to speak to anyone.

- 2 Unfortunately, there aren't any cars for sale locally \_\_\_\_\_ my dad's price range.

- 3 On Saturday, we had to walk \_\_\_\_\_ ages and my feet really hurt afterwards.

- 4 Now that Jan's grandparents are living with them, there are seven people living \_\_\_\_\_ the same roof. It must be crowded!

- 5 I'm unhappy \_\_\_\_\_ moving out of town because I'll be a long way from the shops.

- 6 I like the idea \_\_\_\_\_ shopping online because it's so quick and easy.

Wrap it up

8 Work in pairs and answer the questions.

- 1 If you could design a new shopping mall, what would you have in it? Why?
- 2 Do you think shopping online will completely replace physical shopping in the future? Why? Why not?



Practise

GET SMARTER

Під час виконання завдання цього типу, зверни увагу на слова в питаннях, які з'являються також в окремих абзацах. Часто це пастка. Питання зазвичай сформульовані інакше, ніж речення в тексті. Якщо ти не розумієш ключових слів, необхідних для розуміння тексту, спробуй вгадати їх значення за допомогою контексту. Пам'ятай, що префікси *dis-*, *un-*, *ir-*, *im-* та *mis-* надають словам негативного значення. Іменники створюють, зазвичай, шляхом додавання суфіксів *-ment* або *-tion*, а прикметник можна розпізнати, наприклад, за закінченням *-able* або *-ous*.

1 Choose the sentence (A or B) which means the same as the first sentence.

- 1 They mistreated their dog.
  - A They behaved badly towards their dog.
  - B They treated their dog well.

2 The child was hyperactive.

- A The child was too slow.
- B The child couldn't slow down.

3 Gary's boss underestimated him.

- A Gary's boss thought he was cleverer than he appeared.
- B Gary's boss didn't realise how clever Gary really was.

4 This law is disadvantageous to people over fifty.

- A People over fifty benefit from this law.
- B People over fifty do not benefit from this law.

5 The school miscalculated the number of students who would be coming to the talk.

- A The school got the number of students coming to the talk wrong.
- B The school got the number of students coming to the talk right.

6 Dentists advise us to take preventative measures to keep our teeth healthy.

- A Dentists want us to avoid having treatment for bad teeth.
- B Dentists want to profit from our bad dental health.

EXTENDED

Matching

2 Read the following text consisting of three paragraphs (A-C) and the four questions (1-4) relating to the paragraphs. Match each question with the corresponding paragraph. Put the answers in the correct boxes. One paragraph can match two questions.

Which paragraph

- 1 suggests that the malls have become oversized?
- 2 uses a comparison to clarify a claim?
- 3 mentions that shoppers are consciously manipulated?
- 4 quotes statistics to make a point?

SHOPPING MALLS TODAY

**A**  
The idea of building shopping malls was to bring a whole range of shops and services together under one roof, ostensibly making shopping more convenient for customers. I believe that the underlying intention was to encourage shoppers to spend more money, tempted by the goods seen as people pass a variety of other shops on their way to their destinations. This is a little like the common practice of supermarkets where they place the staple foods such as bread and milk in strategic positions so that shoppers need to go past higher priced items to get to them. Malls also encourage us to linger by providing cafés and restaurants. Everything is designed to entice us in and trap us for as long as it takes to persuade us to part with as much money as possible!

**B**  
People are now very used to the experience of shopping in big malls but has this been to the detriment of the smaller specialist shops in the locality? It was believed a few years ago that smaller shops were suffering badly as a result of the bigger malls and there were scenes of deserted high streets because

shoppers were forsaking them in favour of the more convenient malls. However, as malls have increased in size in recent years, it is now feared that they have tried to get too big too quickly and boarded up shop windows are appearing more and more often in the new, modern malls. Perhaps this will mean that a revival of the High Street is on its way.

**C**  
These days shopping malls are having to compete for business with a formidable opponent – the Internet. As money has got tighter, people are turning to shopping online to find the best range of products at the best prices. Recent figures show that footfall at a shopping mall, only constructed three years ago, was down by twenty five per cent on the previous year. Customers are being encouraged to return to this mall by the offer of a range of entertainment such as music groups and competitions for children – even games and quizzes, as well as cultural events such as art exhibitions and book readings by new authors. Will this bring us back? I'm not so sure.

EXAM TASK



Fish for words

3 Match words 1-5 with words A-E to form compound nouns. Then use them to complete sentences 1-5.

- 1 common                    A positions
- 2 staple                     B events
- 3 strategic                 C practice
- 4 formidable               D foods
- 5 cultural                    E opponent

- 1 We went to quite a lot of \_\_\_\_\_ when we visited Madrid.
- 2 We're running out of some \_\_\_\_\_ and need to stock up soon.
- 3 It used to be \_\_\_\_\_ to keep cooked food in a cold cupboard but now we use fridges.
- 4 Brian is facing a \_\_\_\_\_ in his tennis match this weekend.
- 5 I've put reminder notes in \_\_\_\_\_ all over the kitchen so that Eva can't ignore them.



Zoom in

1 Work in pairs and make a list of five most popular brands of clothes, shoes, food products and cosmetics. Then answer the questions.

- 1 What makes these brands more popular than others?
- 2 What are the logos and slogans of the brands? Which ones are the cleverest or funniest? Why?
- 3 Is it true that all teenagers are obsessed with shopping? What makes you say that?

KNOW YOUR PHRASES

- I think this girl will probably try the clothes on.
- It looks like the boy will buy this smartphone.
- To my mind, he is going to enter the shop.
- I wouldn't be surprised if they forgot to pay.
- I can't be sure, but she may ask the shop assistant for help.

Activate

2 Скажи, що:

- 1 на твою думку, жінка, зображена на малюнку, присяде на лавочку, щоб відпочити після покупок.
- 2 здається подруги підуть на каву.
- 3 на твою думку, вона може попросити штани іншого кольору.
- 4 тебе не здивує, якщо ця жінка забула взяти свою платіжну картку.
- 5 ти не впевнений/впевнена, але можливо вони куплять цей автомобіль.

Practise

GET SMARTER

Відповідаючи на питання, яке стосується ілюстрації, часом ти мусиш висловити свої припущення на тему того, що за мить може відбутися в представленій на фотографії ситуації. Використовуй модальні дієслова *will, may, might, should*, прислівники типу *possibly, maybe, perhaps, probably, surely, certainly*, а також такі конструкції, як *likely to, bound to, there is every chance that* тощо.

3 Look at the pictures. What are these people going to do next?



PRACTICE TASK

4 Work in pairs. Describe your photographs and ask and answer each other the questions below the photographs.

Student A



- 1 What do you think the couple is going to do next? Why?
- 2 Do you like shopping? Why? Why not?
- 3 Describe the last time you bought something you were not happy with.

Student B



- 1 What do you think the women are going to do next?
- 2 Which shops do you avoid going to? Why?
- 3 Describe the last time you bought something really special.

Wrap it up

5 Imagine you could invest in one of these revolutionary products to make money in the future. Which product would you choose to invest your money in and why?

- clothes that never get dirty
- watches that warn you about all possible dangers
- flying cars
- talking plants
- pills you would take instead of food





### Zoom in

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

- Are you a saver or a spender? What makes some people mean or generous?
- Should home economics be taught at school? Why? Why not?
- Should people your age know how to do the following: set up a bank account, buy things online, shop around, invest money, take faulty goods back to the shop? Why? Why not?

### Practise

#### GET SMARTER

Під час виконання завдання цього типу зверни увагу на форми модальних дієслів в англійській мові.

Щоб висловити здатність до дії в теперішньому часі, використовується дієслово *can* (вміти, могли), а в майбутньому – форма *will be able to*. Дієслово *must* (мусити) використовуємо в теперішньому часі, а в минулому часі вживаємо форму *had to*, в минулому часі – *will have to*.

Пам'ятай, що в заперечних реченнях застосовуємо форму *needn't* і *don't have to*, щоб висловити відсутність необхідності. *Mustn't* вживаємо, кажучи про щось, чого не можна робити

#### 2 Read the sentences. Decide which modal verb and grammatical tense or structure are the most suitable English translations of the underlined words. Then translate the sentences.

- Вчора я мусив видати майже £100 на книжки з французької.  
Modal verb: \_\_\_\_\_  
Tense: \_\_\_\_\_  
Translation: \_\_\_\_\_
- Я зможу піти з тобою за покупками після обіду.  
Modal verb: \_\_\_\_\_  
Tense: \_\_\_\_\_  
Translation: \_\_\_\_\_
- Краще не позичай йому гроші.  
Structure: \_\_\_\_\_  
Translation: \_\_\_\_\_

### PRACTICE TASK Multiple choice gap fill

#### 3 For sentences (1-5) choose the correct answer A, B or C.

- \_\_\_ save up enough money yet to buy a new tablet. I'll have to wait for another couple of months.  
A I couldn't  
B I wasn't able to  
C I haven't been able to
- We keep telling him that \_\_\_ borrow any more money from anyone if he can't pay it back.  
A he mustn't  
B he shouldn't  
C he couldn't
- \_\_\_ saving the money or you'll have problems soon.  
A Why don't you start  
B You had better start  
C You should better start
- When \_\_\_ give the money back? Will that be a problem for you?  
A will you have to  
B will you  
C will you be able to
- \_\_\_ where the nearest cashpoint is?  
A Should you be able to tell me  
B Would you like to tell me  
C Can you tell me

### PRACTICE TASK Multiple choice gap fill

#### 4 For sentences (1-5) choose the correct answer A, B or C.

- \_\_\_ so much money now. You'll need it later.  
A You shouldn't have spent  
B You'd better not spend  
C You mustn't spend
- When we were children, \_\_\_ spend our pocket money on sweets.  
A we weren't allowed to  
B we shouldn't have to  
C we wasn't able to
- Our financial situation \_\_\_ change for the worse, so let's try to save some money.  
A will  
B may  
C shouldn't
- Joe \_\_\_ in cash because he couldn't find his credit card.  
A must pay  
B should pay  
C had to pay
- \_\_\_ buy any food as we were going to eat out anyway.  
A I wasn't able to  
B I didn't have to  
C I mustn't



Wrap it up

5 Play 'I spy' in English using the given categories.

letter

B

shopping / services

buy

money / banks

borrow

Practise

GET SMARTER

В завданні, яке полягає в перефразовуванні речень, необхідно так змінити формулювання поданого речення, щоб зберегти його значення, використовуючи іншу граматичну або лексичну конструкцію. Прочитай поданий початок і кінець речення з пропущеною частиною і подумай, які зміни потрібно зробити. У завданні найчастіше слід:

- вжити інший граматичний час,
- змінити форму активного стану на форму пасивного стану,
- використати герундій (форму з закінченням *-ing*) замість інфінітиву,
- замінити пряме питання на непряме.

В пропуск ти можеш вписати від двох до п'яти слів. Пам'ятай, що не можна змінювати подані фрагменти речень.

1 Read the sentences and answer the questions.

1 I've been your client for three years.

How can you rephrase the sentence using the verb 'buy'? Which tense do you have to use?

2 I bought this item last week.

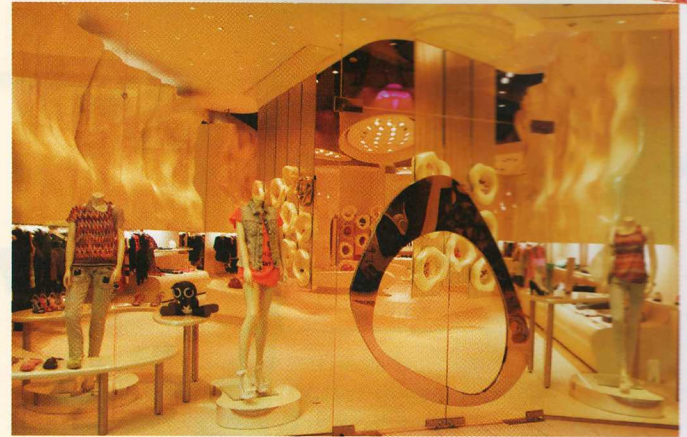
Which expression with the verb 'make' means the same as 'buy'?

3 They are pulling down the old shopping mall.

How can you rephrase the sentence beginning with 'The old shopping mall ...'?

4 The man said he had not stolen anything from the shop.

How can you rephrase the sentence using the verb 'deny'?



EXTENDED

PRACTICE TASK Transformation

3 For sentences (1-4), complete the second sentence so that it has a similar meaning to the first one. You must use between two and five words. Do not change any words given.

1 I need to contact the shop regarding the warranty on my MP4 player.

I need to get \_\_\_\_\_ the shop regarding the warranty on my MP4 player.

2 Explain the situation to the bank manager and I'm sure you'll get a loan.

You'd \_\_\_\_\_ the situation to the bank manager - I'm sure you'll get a loan then.

3 I wanted to know how much the furniture was, so I phoned the shop.

I wanted to know what \_\_\_\_\_ the furniture was, so I phoned the shop.

4 These shoes are too expensive. It's no use buying them.

There \_\_\_\_\_ these shoes. They are too expensive.

PRACTICE TASK Transformation

2 For sentences (1-4), complete the second sentence so that it has a similar meaning to the first one. You must use between two and five words. Do not change any words given.

1 I haven't been shopping for the whole week.

The last time I \_\_\_\_\_.

2 I don't want to go shopping today.

I don't fancy \_\_\_\_\_ today.

3 'Have you ever used a credit card before?' she asked me.

She asked me \_\_\_\_\_ a credit card before.

4 They are building a new shopping centre in my town.

A new shopping centre \_\_\_\_\_ in my town.







## Zoom in

## 1 Work in pairs and answer the questions.

- 1 What is the next thing you intend to buy? Why?
- 2 Do you look forward to shopping trips or fear them? Why?
- 3 What are the best and worst things about shops in your area?

## KNOW YOUR PHRASES

- We started at *the shoe shop*.
- Then we went to *all the shops on the high street*.
- We spent three hours *window-shopping*!
- You'll never guess who we saw!
- We were on our way back to the station when I realised I'd left my backpack in the shop.
- What I really like about shopping here is that they've got even the really big sizes.
- However, it gets really crowded at times.
- What do you think of an idea of a shopping day out together?
- Do you fancy going shopping with your friends?
- Why don't you tell me what your opinion about shopping with friends is?

## Activate

## 2 Скажи, що:

- 1 ти почав/почала день з зустрічі в торговому центрі, а потім пішов/пішла за покупками вздовж головної торгової вулиці.
- 2 по дорозі на автобусну зупинку ти побачив/побачила знайомих з початкової школи.
- 3 ти дуже любиш робити покупки у вихідні, оскільки не мушиш поспішати
- 4 в торговому центрі все-таки досить людно у суботу після обіду.

## Спитай друга/подругу:

- 5 чи йому/їй приносять задоволення покупки онлайн.
- 6 про його/її думку щодо походів за покупками з батьками.

## Practise

## GET SMARTER

В особистому листі, електронному листі або у блогі ти можеш використовувати короткі, експресивні окличні речення. Замість *It was a fantastic day* ти можеш написати *What a fantastic day!* Проте пам'ятай, що не треба використовувати такий вид речень занадто часто.

## 3 Write short exclamations for these ideas.

- 1 It was a very good bargain. \_\_\_\_\_!
- 2 We had a very long day. \_\_\_\_\_!
- 3 We found a very interesting shop. \_\_\_\_\_!
- 4 I got a big surprise. \_\_\_\_\_!
- 5 He is a very kind man. \_\_\_\_\_!

## 4 Read the extract from an email and complete gaps 1–5 with the correct phrases (A–E).

- A We were at one for a whole hour!  
 B What a cool guy!  
 C What a long day!  
 D You won't believe this!  
 E It was only £5!

Subject:

I went to the all-day market with my mother yesterday. (1) \_\_\_\_ We started out at 7.30 and didn't get home until 5.00. My mum liked the antique stalls. (2) \_\_\_\_ Then I found a great stall that sold vintage clothing. There was a fifties jacket. (3) \_\_\_\_ We were walking back to the car when I saw this tall blond guy. (4) \_\_\_\_ It was Denny Hargreaves. Do you remember him from the summer camp last year? (5) \_\_\_\_





E-mail

**EXAM TASK**

**5 You have just returned from shopping with your best friend. Write an E-mail to your English friend:**

- saying why and where you went shopping
- describing what unusual happened during the shopping and presenting the advantages and disadvantages of shopping together,
- asking your friend where and when he/she likes to shop.

*Write your E-mail in at least 100 words in an appropriate style.*

Hi Kim,  
I'm writing to tell you about a \_\_\_\_\_  
\_\_\_\_\_

That's it for now. I hope to hear from you soon  
XYZ

Writing bank ▶ p.154

**Wrap it up**

**6 Tell your partner about your worst shopping experience.**

**Zoom in**

**1 Tell your partner about some adverts you remember from your childhood.**

**KNOW YOUR PHRASES**

- The programme pointed out that *advertisements are not only aimed at adults.*
- The documentary covered many aspects of *advertising.*
- The documentary made me aware of *how much ads affect us.*
- There is no clear-cut solution to the problem.
- We need to consider several points *when we analyse the issue.*
- However, I have to say that *I'm not totally against it.*
- My opinion is based on the fact that *I've studied the issue.*
- I know only too well from *first-hand experience* that *children watch too much TV.*

**Activate**

**2 Скажи, що:**

- 1 в документальному фільмі обговорюється проблема реклами, спрямованої на дітей.
- 2 програма охоплювала інтерв'ю як з батьками, так і з дітьми.
- 3 фільм проінформував тебе (зробив обізнаним), що реклама впливає на нас по-різному.
- 4 немає однозначного вирішення проблем, пов'язаних з рекламною сферою.
- 5 твоя думка базується на знаннях, отриманих з книжок про маркетингові технології.
- 6 ти добре знаєш з власного досвіду, що через рекламу ми хочемо мати щоразу більше речей.

**Practise**

**GET SMARTER**

Під час написання статті не забудь підтвердити свої аргументи прикладами. Використовуй відповідні слова і фрази: *for example, for instance, such as, to give one example, let's consider an example, one example of this is when тощо*

**EXTEND**

**3 Rewrite the extract from an article adding examples 1–4 where appropriate. Use the phrases from GET SMARTER box.**

Supermarkets often encourage us to buy higher priced brands. They also target children at the checkout by putting items that children will pester their parents to buy near the queue. Another tactic is for supermarkets to use different smells to tempt us to buy products. And perhaps the biggest trick of all is to try to make us walk past as many items as possible when looking for what we want.

- 1 they change the position of popular items regularly so we have to search more
- 2 chocolate bars, crisps, fizzy drinks
- 3 the cheaper brands are on the bottom shelves, where we can't see them
- 4 they fill the air near the bread section with the smell of freshly baked bread

**PRACTICE TASK** An article

**4 Read the exam task. Write an article on the following topic.**

You have just watched a documentary about a ban on advertising to children. Write an article for your school's website reviewing the documentary, presenting and explaining your opinion on the the subject of the ban on advertising to children.

*Write your article in at least 150 words in an appropriate style.*

Writing bank ▶ p.156



**MP3 72 Types of shops**

- auction site /'ɔ:kʃən ,saɪt/ \_\_\_\_\_
- baker's /'beɪkəz/ \_\_\_\_\_
- bookshop /'bʊkʃɒp/ \_\_\_\_\_
- butcher's /'bʊtʃəz/ \_\_\_\_\_
- car boot sale /,kɑ: 'bʊt ,seɪl/ \_\_\_\_\_
- chain store /'tʃeɪn ,stɔ:/ \_\_\_\_\_
- charity shop /'tʃærəti ,ʃɒp/ \_\_\_\_\_
- chemist's /'kemɪsts/ \_\_\_\_\_
- clothes shop /'kləʊðz ,ʃɒp/ \_\_\_\_\_
- department store /dɪ'pɑ:tmənt ,stɔ:/ \_\_\_\_\_
- furniture shop /'fɜ:nɪtʃə ,ʃɒp/ \_\_\_\_\_
- garden centre /'gɑ:dən ,sentə/ \_\_\_\_\_
- gift shop /'gɪft ,ʃɒp/ \_\_\_\_\_
- greengrocer's /'grɪn,grəʊsəz/ \_\_\_\_\_
- grocer's /'grəʊsəz/ \_\_\_\_\_
- jeweller's /'dʒu:ələz/ \_\_\_\_\_
- kiosk /'ki:ɒsk/ \_\_\_\_\_
- local shop /,ləʊkəl 'ʃɒp/ \_\_\_\_\_
- market /'mɑ:kt/ \_\_\_\_\_
- music shop /'mju:zɪk ,ʃɒp/ \_\_\_\_\_
- newsagent's /'nju:z,eɪdʒənts/ \_\_\_\_\_
- pet shop /'pet ,ʃɒp/ \_\_\_\_\_
- pharmacy /'fɑ:məsi/ \_\_\_\_\_
- pound store /'paʊnd ,stɔ:/ \_\_\_\_\_
- shoe shop /'ʃu: ,ʃɒp/ \_\_\_\_\_
- shopping centre / mall /'ʃɒpɪŋ ,sentə / mɔ:l/ \_\_\_\_\_
- sports shop /'spɔ:ts ,ʃɒp/ \_\_\_\_\_
- toy shop /'tɔɪ ,ʃɒp/ \_\_\_\_\_
- vending machine /'vendɪŋ mə'ʃi:n/ \_\_\_\_\_
- boutique /bu:'ti:k/ \_\_\_\_\_
- DIY store /,di: aɪ 'waɪ stɔ:/ \_\_\_\_\_
- duty-free /,dʒu:ti'fri:/ \_\_\_\_\_
- florist's /'flɒrɪsts/ \_\_\_\_\_
- go window-shopping /,gəʊ 'wɪndəʊ ,ʃɒpɪŋ/ \_\_\_\_\_

- laundrette /,ləʊndə'ret/ \_\_\_\_\_
- off-licence /'ɒf,lai'səns/ \_\_\_\_\_
- retail outlet /'ri:teɪl ,aʊtlet/ \_\_\_\_\_
- stationery shop /'steɪʃənəri ,ʃɒp/ \_\_\_\_\_

**MP3 73 Describing products**

- cheap and cheerful /tʃi:p ən 'tʃi:əfəl/ \_\_\_\_\_
- cost a fortune /,kɒst ə 'fɔ:tʃən/ \_\_\_\_\_
- costly /'kɒstli/ \_\_\_\_\_
- cut-price /,kʌt'praɪs/ \_\_\_\_\_
- end of line /,end əv 'laɪn/ \_\_\_\_\_
- fair price /,feə 'praɪs/ \_\_\_\_\_
- half-price /,ha:f'praɪs/ \_\_\_\_\_
- high-priced /,haɪ'praɪs/ \_\_\_\_\_
- inexpensive /,ɪnɪk'spensɪv/ \_\_\_\_\_
- low price /,ləʊ 'praɪs/ \_\_\_\_\_
- low-cost /,ləʊ'kɒst/ \_\_\_\_\_
- overpriced /,əʊvə'praɪst/ \_\_\_\_\_
- pocket-sized /'pɒkɪt,səɪzd/ \_\_\_\_\_
- second-hand /,sekənd'hænd/ \_\_\_\_\_
- top quality /,tɒp 'kwɒləti/ \_\_\_\_\_
- value for money /,vælju: fə 'mʌni/ \_\_\_\_\_
- worth /wɜ:θ/ \_\_\_\_\_

**MP3 74 Selling and buying**

- afford /ə'fɔ:d/ \_\_\_\_\_
- assistant /ə'sɪstənt/ \_\_\_\_\_
- bargain /'bɑ:ɡɪn/ \_\_\_\_\_
- branch /brɑ:ntʃ/ \_\_\_\_\_
- carrier bag /'kæriə ,bæg/ \_\_\_\_\_
- cash /kæʃ/ \_\_\_\_\_
- cashier /kæ'ʃɪə/ \_\_\_\_\_
- charge /tʃɑ:dʒ/ \_\_\_\_\_
- checkout /'tʃekaut/ \_\_\_\_\_
- competitive prices /kəm'petətɪv 'praɪsɪz/ \_\_\_\_\_
- convenient /kən'vi:nɪənt/ \_\_\_\_\_
- cost /kɒst/ \_\_\_\_\_
- customer /'kʌstəmə/ \_\_\_\_\_
- discount /'dɪs,kɑʊnt/ \_\_\_\_\_
- display /dɪ'spleɪ/ \_\_\_\_\_
- fitting room /'fɪtɪŋ ,ru:m/ \_\_\_\_\_
- for sale /fə 'seɪl/ \_\_\_\_\_
- good / bad deal /,ɡʊd / bəd 'di:l/ \_\_\_\_\_
- in a / the sale /ɪn ə / ðə 'seɪl/ \_\_\_\_\_
- off /ɒf/ \_\_\_\_\_
- on special offer /ɒn speʃəl 'ɒfə/ \_\_\_\_\_
- online shopping /,ɒnlaɪn 'ʃɒpɪŋ/ \_\_\_\_\_
- order online /,ɔ:dər ɒn'laɪn/ \_\_\_\_\_
- pay /peɪ/ \_\_\_\_\_
- purchase /'pɜ:tʃəs/ \_\_\_\_\_
- put up the price /put ,ʌp ðə 'praɪs/ \_\_\_\_\_
- queue /kju:/ \_\_\_\_\_
- receipt /ri'si:t/ \_\_\_\_\_
- reduce from ... to ... /rɪ'dju:s frəm ... tu .../ \_\_\_\_\_

- (massive) reductions /,mæsɪv rɪ'dʌkʃənz/ \_\_\_\_\_
- sell out /,sel 'aʊt/ \_\_\_\_\_
- special offer /,speʃəl 'ɒfə/ \_\_\_\_\_
- take back /,teɪk 'bæk/ \_\_\_\_\_
- trolley /'trɒli/ \_\_\_\_\_

- aisle /aɪl/ \_\_\_\_\_
- automatic checkout /,ɔ:tə'mætɪk 'tʃekaut/ \_\_\_\_\_

- buy in bulk /,baɪ ɪn 'bʌlk/ \_\_\_\_\_
- buy on impulse /,baɪ ɒn 'ɪmpʌls/ \_\_\_\_\_
- get cash out /get 'kæʃ aʊt/ \_\_\_\_\_
- give a discount /,ɡɪv ə 'dɪs,kɑʊnt/ \_\_\_\_\_
- give a refund /,ɡɪv ə 'ri:fʌnd/ \_\_\_\_\_
- go cheap /,gəʊ 'tʃi:p/ \_\_\_\_\_
- have money on me /hæv 'mʌni ɒn mi/ \_\_\_\_\_

- keep a receipt /,ki:p ə ri'si:t/ \_\_\_\_\_
- leave feedback /,li:v 'fi:dbæk/ \_\_\_\_\_
- make a complaint /,meɪk ə kəm'pleɪnt/ \_\_\_\_\_
- make a shopping list /,meɪk ə 'ʃɒpɪŋ list/ \_\_\_\_\_

- meet expectations /,mi:t ,ekspek'teɪʃənz/ \_\_\_\_\_

- pick up a bargain /pɪk ,ʌp ə 'bɑ:ɡɪn/ \_\_\_\_\_
- put something aside /,put 'sʌmθɪŋ ə'saɪd/ \_\_\_\_\_

- return an item /rɪ'tɜ:n ən aɪtəm/ \_\_\_\_\_
- shop around /,ʃɒp ə'raʊnd/ \_\_\_\_\_
- shortage of /'ʃɔ:(r)tɪdʒ əv/ \_\_\_\_\_
- speak to the manager /,spi:k tə ðə 'mænɪdʒə/ \_\_\_\_\_

- spend money /,spend 'mʌni/ \_\_\_\_\_
- stock up on /,stɒk 'ʌp ɒn/ \_\_\_\_\_

**MP3 75 Complaining**

- bring / take something back /,brɪŋ / ,teɪk  
səmθɪŋ 'bæk/ \_\_\_\_\_
- exchange something /ɪks'tʃeɪndʒ ,səmθɪŋ/ \_\_\_\_\_

- get money back /get ,mʌni 'bæk/ \_\_\_\_\_
- not fit / work /nɒt 'fɪt / 'wɜ:k/ \_\_\_\_\_
- refund /ri:fʌnd/ \_\_\_\_\_

- broken /'brəʊkən/ \_\_\_\_\_
- damaged /'dæmɪdʒd/ \_\_\_\_\_
- dissatisfaction /dɪs,sætɪs'fækʃən/ \_\_\_\_\_
- faded /'feɪdɪd/ \_\_\_\_\_
- faulty /'fɔ:ltɪ/ \_\_\_\_\_
- missing /'mɪsɪŋ/ \_\_\_\_\_
- out of order /,aʊt əv 'ɔ:də/ \_\_\_\_\_
- replacement /rɪ'pleɪsmənt/ \_\_\_\_\_
- scratched /skrætʃt/ \_\_\_\_\_
- shrink /ʃrɪŋk/ \_\_\_\_\_
- unsatisfactory /,ʌnsætɪs'fæktəri/ \_\_\_\_\_

**MP3 76 Advertising**

- advertise /'ædvətaɪz/ \_\_\_\_\_
- advertisement / advert /əd'vɜ:tɪsmənt /  
'ædvɜ:tɪ/ \_\_\_\_\_
- banner /'bænə/ \_\_\_\_\_
- billboard /'bɪl,bɔ:d/ \_\_\_\_\_
- brand name /'brænd ,neɪm/ \_\_\_\_\_
- brochure /'brɔʃə/ \_\_\_\_\_
- commercial /kə'mɜ:ʃəl/ \_\_\_\_\_
- consumer /kən'sju:mə/ \_\_\_\_\_
- flier /'flaɪə/ \_\_\_\_\_
- free gift /,fri: 'ɡɪft/ \_\_\_\_\_
- leaflet /'li:flet/ \_\_\_\_\_
- logo /'ləʊgəʊ/ \_\_\_\_\_
- personal ad /,pɜ:sənəl 'æd/ \_\_\_\_\_
- poster /'pəʊstə/ \_\_\_\_\_
- slogan /'sləʊgən/ \_\_\_\_\_

- celebrity endorsement /sə'lebrəti  
ɪn dɔ:smənt/ \_\_\_\_\_

- cold calling /,kəʊld 'kɔ:lɪŋ/ \_\_\_\_\_
- marketing campaign /'mɑ:kɪtɪŋ kæm'peɪn/ \_\_\_\_\_

- product placement /,prɒdʌkt 'pleɪsmənt/ \_\_\_\_\_

- sports sponsorship /'spɔ:ts spɒnsə'ʃɪp/ \_\_\_\_\_

- viral advertising /,vaɪrəl 'ædvə'taɪzɪŋ/ \_\_\_\_\_

**MP3 77 Services**

- bank /bæŋk/ \_\_\_\_\_
- beauty salon /'bju:ti ,sælɒn/ \_\_\_\_\_
- car wash /'kɑ: ,wɒʃ/ \_\_\_\_\_
- deliver /dɪ'lɪvə/ \_\_\_\_\_
- doctor's surgery /,dɒktəz 'sɜ:dʒəri/ \_\_\_\_\_
- driving school /'draɪvɪŋ ,sku:l/ \_\_\_\_\_
- electrician /ɪ,lek'trɪʃən/ \_\_\_\_\_
- gardener /'gɑ:dənə/ \_\_\_\_\_
- hairdresser's /'heə ,dresəz/ \_\_\_\_\_
- petrol station /'petrəl ,steɪʃən/ \_\_\_\_\_
- plumber /'plʌmə/ \_\_\_\_\_
- police station /pə'li:s ,steɪʃən/ \_\_\_\_\_
- post office /'pəʊst ,ɒfɪs/ \_\_\_\_\_
- real estate agency /'ri:əl ɪ'steɪt ,eɪdʒənsɪ/ \_\_\_\_\_



service station /'sɜːvɪs ,steɪʃn/ \_\_\_\_\_  
 travel agency /'trævəl ,eɪdʒənsi/ \_\_\_\_\_  
 caterer /'keɪtərə/ \_\_\_\_\_  
 chiropractor /'kaɪrəʊ ,præktə/ \_\_\_\_\_  
 council /'kaʊnsəl/ \_\_\_\_\_  
 courier /'kʊəriə/ \_\_\_\_\_  
 dry cleaner's /,draɪ 'kliːnəz/ \_\_\_\_\_  
 optician /ɒp'tɪʃən/ \_\_\_\_\_  
 solicitor /sə'lɪsɪtə/ \_\_\_\_\_  
 undertaker /'ʌndə ,teɪkə/ \_\_\_\_\_

currency /'kʌrənsi/ \_\_\_\_\_  
 current account /'kʌrənt ə ,kaʊnt/ \_\_\_\_\_  
 deposit /dɪ'pɒzɪt/ \_\_\_\_\_  
 deposit account /dɪ'pɒzɪt ə ,kaʊnt/ \_\_\_\_\_  
 earn interest on /ɜːn 'ɪntrəst ɒn/ \_\_\_\_\_  
 exchange rate /ɪks'tʃeɪndʒ ,reɪt/ \_\_\_\_\_  
 in the red /ɪn ðə 'red/ \_\_\_\_\_  
 interest rates /'ɪntrəst ,reɪts/ \_\_\_\_\_  
 investment bond /ɪn'vesmənt ,bɒnd/ \_\_\_\_\_  
 overdraft /'əʊvə ,draɪft/ \_\_\_\_\_  
 pay interest on /peɪ 'ɪntrəst ɒn/ \_\_\_\_\_  
 windfall /'wɪnd ,fɔːl/ \_\_\_\_\_  
 withdraw /'wɪð'drɔː/ \_\_\_\_\_

spend on /'spend ɒn/ \_\_\_\_\_  
 totally independent /'təʊtli ,ɪndrɪ'pendənt/ \_\_\_\_\_  
 aim /eɪm/ \_\_\_\_\_  
 common practice /'kɒmən 'præktɪs/ \_\_\_\_\_  
 cultural event /'kʌltʃrəl 'rɛvnt/ \_\_\_\_\_  
 formidable opponent /'fɔːmɪdəbl ə'pəʊnənt/ \_\_\_\_\_

generate /'dʒenəreɪt/ \_\_\_\_\_  
 hit-and-miss /hɪt ən mɪs/ \_\_\_\_\_  
 part and parcel /pɑːt ən 'pɑːsl/ \_\_\_\_\_  
 peace and quiet /piːs ən 'kwaɪət/ \_\_\_\_\_  
 pick and choose /pɪk ən tʃuːz/ \_\_\_\_\_  
 sick and tired /sɪk ən 'taɪəd/ \_\_\_\_\_  
 spark off /spɑːk ɒf/ \_\_\_\_\_  
 staple foods /'steɪpl fuːds/ \_\_\_\_\_  
 stem from /stem frəm/ \_\_\_\_\_  
 strategic position /strə'tɪdʒɪk pə'zɪʃn/ \_\_\_\_\_

**MP3 78 Means of payment**

by card /baɪ 'kɑːd/ \_\_\_\_\_  
 by cheque /baɪ 'tʃek/ \_\_\_\_\_  
 chip and pin device /,tʃɪp ən 'pɪn dɪ ,vaɪs/ \_\_\_\_\_  
 coins /kɔɪnz/ \_\_\_\_\_  
 contactless /'kɒntæktləs/ \_\_\_\_\_  
 credit card /'kredɪt ,kɑːd/ \_\_\_\_\_  
 debit card /dɪ'beɪt ,kɑːd/ \_\_\_\_\_  
 deduct /dɪ'dʌkt/ \_\_\_\_\_  
 go through / ,gəʊ 'θruː/ \_\_\_\_\_  
 in cash /ɪn 'kæʃ/ \_\_\_\_\_  
 insert a card /ɪn ,sɜːt ə 'kɑːd/ \_\_\_\_\_  
 internet fraud /ɪntənət 'frɔːd/ \_\_\_\_\_  
 key in / ,kiː 'ɪn/ \_\_\_\_\_  
 lose a card /'luz ə 'kɑːd/ \_\_\_\_\_  
 notes /nəʊts/ \_\_\_\_\_  
 PIN number /'pɪn ,nʌmbə/ \_\_\_\_\_  
 small change / ,smɔːl 'tʃeɪndʒ/ \_\_\_\_\_

**MP3 80 Insurance**

check comparison sites / ,tʃek kəm'pærɪsən saɪts/ \_\_\_\_\_  
 cover /'kʌvə/ \_\_\_\_\_  
 get a quote / ,get ə 'kwəʊt/ \_\_\_\_\_  
 get insured / ,get ɪn'sʊəd/ \_\_\_\_\_  
 pay monthly instalments /peɪ ,mʌnθli ɪn'stɔːlmənts/ \_\_\_\_\_  
 take out insurance / ,teɪk aʊt ɪn'sʊərəns/ \_\_\_\_\_  
 fraudulent claim / ,frɔːdʒələnt 'kleɪm/ \_\_\_\_\_  
 make a claim / ,meɪk ə 'kleɪm/ \_\_\_\_\_  
 pay up / ,peɪ 'ʌp/ \_\_\_\_\_  
 premium /'priːmiəm/ \_\_\_\_\_  
 read the small print / ,riːd ðə ,smɔːl 'prɪnt/ \_\_\_\_\_  
 renew your insurance /rɪ ,njuː jər ɪn'sʊərəns/ \_\_\_\_\_

**MP3 79 Banks**

account number /ə'kaʊnt ,nʌmbə/ \_\_\_\_\_  
 bank loan /'bæŋk ,ləʊn/ \_\_\_\_\_  
 borrow / lend /'bɒrəʊ / lend/ \_\_\_\_\_  
 cash /kæʃ/ \_\_\_\_\_  
 cashpoint /'kæʃ ,pɔɪnt/ \_\_\_\_\_  
 check the balance / ,tʃek ðə 'bæləns/ \_\_\_\_\_  
 check your account / ,tʃek jər ə'kaʊnt/ \_\_\_\_\_  
 invest /ɪn'vest/ \_\_\_\_\_  
 online banking / ,ɒnlaɪn 'bæŋkɪŋ/ \_\_\_\_\_  
 open an account / ,əʊpən ən ə'kaʊnt/ \_\_\_\_\_  
 put in / take out money / ,pʊt ɪn / ,teɪk aʊt 'mʌni/ \_\_\_\_\_  
 savings account /'seɪvɪŋz ə ,kaʊnt/ \_\_\_\_\_  
 statement /'steɪtmənt/ \_\_\_\_\_  
 take / accept credit cards / ,teɪk / ək'sept 'kredɪt kɑːdz/ \_\_\_\_\_  
 transfer money /træns'fɜː 'mʌni/ \_\_\_\_\_

**MP3 81 Other**

avoid /ə'vɔɪd/ \_\_\_\_\_  
 be reasonable with money /biː 'riːznəbl wɪθ 'mʌni/ \_\_\_\_\_  
 brilliant /'brɪljənt/ \_\_\_\_\_  
 deafening /'diːfɪnɪŋ/ \_\_\_\_\_  
 do a favour / ,duː ə 'feɪvə/ \_\_\_\_\_  
 exciting /ɪk'saɪtɪŋ/ \_\_\_\_\_  
 insist on /ɪn'sɪst ɒn/ \_\_\_\_\_  
 feel about / ,fiːl ə'baʊt/ \_\_\_\_\_  
 go ahead / ,gəʊ ə'hed/ \_\_\_\_\_  
 keen on /'kiːn ɒn/ \_\_\_\_\_  
 keep an eye on / ,kiːp ən 'aɪ ɒn/ \_\_\_\_\_  
 meet up / ,miːt 'ʌp/ \_\_\_\_\_  
 on your own /ɒn jə 'əʊn/ \_\_\_\_\_  
 prove /pruːv/ \_\_\_\_\_

**VOCABULARY OVERVIEW**

Complete the text with the correct words. The first letters have been given.

**Malls or the Internet? How do you like to shop?**

I'm definitely not a keen shopper – at least, I don't enjoy walking with my mates round shops, looking for (1) **b** \_\_\_\_\_ in the sales and I particularly hate (2) **q** \_\_\_\_\_ for ages to pay! It's much easier to shop (3) **o** \_\_\_\_\_. There you can find absolutely everything you need. It's like having a whole (4) **d** \_\_\_\_\_ store or a shopping (5) **m** \_\_\_\_\_ at your fingertips and much, much more! By comparing websites, you get top (6) **q** \_\_\_\_\_ items at (7) **l** \_\_\_\_\_ prices and there is so much choice. There's no cash involved because you pay by credit (8) **c** \_\_\_\_\_ (although you have to watch out for internet (9) **f** \_\_\_\_\_) and then the postman or a special (10) **c** \_\_\_\_\_ delivers the goods straight to your door. No hassle! OK, sometimes you need to (11) **r** \_\_\_\_\_ an item because it's been damaged or maybe it's (12) **f** \_\_\_\_\_ and doesn't work, but it doesn't happen often and if the site has a good reputation (and you should only use such sites) there's no problem. It's easy to make a (13) **c** \_\_\_\_\_ or ask for your money back. Remember to leave (14) **f** \_\_\_\_\_ for other customers too. I know you can't get all the services you need on the Internet – like getting your nails done in a beauty (15) **s** \_\_\_\_\_ or taking your clothes to a (16) **d** \_\_\_\_\_ cleaner's ... but things like complaining to the (17) **c** \_\_\_\_\_ about the street lighting, (18) **r** \_\_\_\_\_ your insurance or making travel arrangements can all be done on your computer! And as for checking my bank (19) **b** \_\_\_\_\_ and transferring money, I don't think I shall ever need to set foot in a real bank ever again! The only thing I can't stand is the amount of (20) **s** \_\_\_\_\_ I get advertising things I don't need every time I log on. But it's a small price to pay for the convenience of online shopping.



# Review 02

## ▶ Listening

Matching

CD 1.36 MP3 82 You will hear twice four different extracts concerning the fashion industry. For each sentence (1-4) choose the answer (A-E) which fits best according to what you hear. Put the answers in the correct column. There is one extra sentence that you do not need to use.

- A The speaker complains about clothes young people wear these days.
- B You can hear a professional presenter broadcasting live.
- C We learn what makes fashion so important to young people.
- D The speaker admires someone's sense of fashion.
- E The speaker criticises young people for their attitude to fashion.

1	2	3	4

## ▶ Reading

Matching

Read the following text. For each paragraph (1-4) choose the correct heading (A-F). There are two extra paragraphs that you do not need to use.

- A Key players
- B World celebrations
- C Favourable comments
- D Main objectives
- E Lack of social interaction
- F Popularity of the festivities

### Neighbours' Day

1 \_\_\_

The idea of Neighbours' Day kicked off in France in 1999.

It was invented by Mr Atanase Perifan, a Paris official who believed that people would benefit from getting to know other people from their neighbourhood. His goal was to create a sense of solidarity among people who live close to each other and build more human-oriented cities and districts where people would be able to count on each other, render small services or simply meet from time to time in order to socialise.



2 \_\_\_

Every edition of the event, since its launch in 1999, has been a success and the festival continues to be popular. Its appeal has crossed the European borders as it is celebrated in almost forty other countries all over the world. Its amazing development just proves that people wish to live in friendly, close-knit communities. The celebrations were even held in Switzerland which is seen by many as a country where people keep themselves to themselves.



3 \_\_\_

The event is organised by neighbours themselves, which gives them the opportunity to get actively involved in developing a spirit of solidarity in their local community. The residents are the main organisers of the festival so they have the choice of how to integrate all the neighbours. Some communities throw parties, while some others go for 'Clean the Neighbourhood' campaign. However, what matters is that people themselves decide what to do and how to go about it.

4 \_\_\_

The feedback from the residents is always more than positive. People leave hundreds of posts praising the organisers and the idea of the event as such. The most appreciated advantages are the chance to chat to others, find friends or even partners and, above all, feel less lonely and much safer in their own community. All the participants emphasise the importance of organising such days and always say that they look forward to the next year's edition. In the meantime, the communities grow stronger and more friendly!

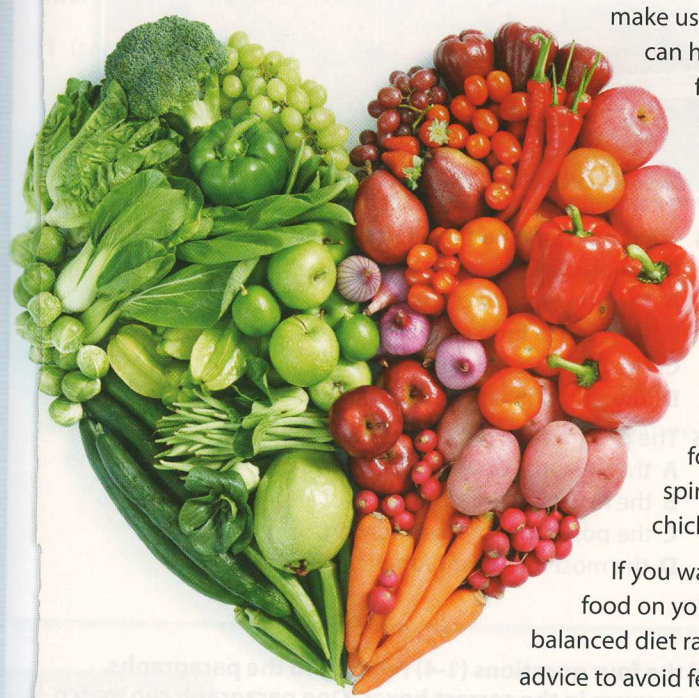




Use of English

Multiple choice

Read the following text. Choose the correct answer to fill in the gaps (1-5) so that you obtain a logical and grammatically correct text. Circle A, B or C.



The science of happiness has come up with the answers to why certain foods make us happy. It appears that some foods are built of compounds which can have an influence (1) \_\_\_ our mood. What's more, avoiding certain foods can lead to the opposite effect and cause depression.

To understand how food can make us happy, we must realise that our brain is responsible for our mood. It (2) \_\_\_ use of neurotransmitters to communicate with the rest of your body. Two of these neurotransmitters seem to matter the most. One of them is serotonin. It calms us down. The other is norepinephrine which (3) \_\_\_ to stimulate our bodies and minds. So, to feel happy, we need the two types of chemicals.

These mood-affecting chemicals are found in different products we eat and we call them 'happy food'. The examples of foods which are used in the production of serotonin are bananas, spinach and turkey while products (4) \_\_\_ in norepinephrine include chicken, pork, most fish and dairy products.

If you want to enjoy a good mood, make sure you put the right kind of food on your plate. Experts have confirmed that people who follow a well-balanced diet rarely complain about their low mood. So, (5) \_\_\_ following such advice to avoid feeling miserable! It doesn't seem so difficult, does it?

- |         |           |               |          |                  |
|---------|-----------|---------------|----------|------------------|
| 1 A for | 2 A takes | 3 A is needed | 4 A full | 5 A it's worth   |
| B on    | B brings  | B needs       | B made   | B it's no use    |
| C in    | C makes   | C has needed  | C rich   | C it's necessary |

Writing

Informal letter

During your two month stay in England you are working as a babysitter. Write an email to your London friend:

- describing your host family and your responsibilities,
- showing the pros and cons of your work,
- presenting how you spend your free time,
- encouraging your friend to visit you soon.

Write your letter in at least 100 words in an appropriate style.

Hi,  
Here is my news from London.

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Take care and write soon!  
XYZ





## ▶ Listening

Multiple choice

CD 1.37 MP3 83 You will hear twice an interview about Thanksgiving Day. For each sentence (1-5) choose the answer (A-D) which fits best according to what you hear.

- 1 What does the presenter say in the introduction to the programme?
  - A The programme is broadcast once a fortnight.
  - B Thanksgiving has been a rare choice in the survey.
  - C Independence Day is less popular than Thanksgiving.
  - D Not many people took part in the survey.
- 2 Alex chose Thanksgiving mainly because
  - A it is more fun than the other holidays.
  - B it is more important than Independence Day.
  - C it is a religious holiday.
  - D it is not common in other parts of the world.
- 3 Which of these sentences is true according to the text?
  - A There is some disagreement as to the origins of the holiday.
  - B Abraham Lincoln declared the first national Thanksgiving Day.
  - C The pilgrims wanted to thank God for ending the floods.
  - D The November date was not chosen until 1789.



- 4 What has remained the same about Thanksgiving over the centuries?
  - A The atmosphere of the holiday.
  - B The type of food eaten.
  - C The holiday's religious nature.
  - D The duration of the holiday.
- 5 The programme is mainly about
  - A the personal view on Thanksgiving.
  - B the results of the survey.
  - C the popularity of Thanksgiving.
  - D the most important American holidays.

## ▶ Reading

Matching

Read the following text consisting of three paragraphs (A-C) and the four questions (1-4) relating to the paragraphs. Match each question with the corresponding paragraph. Put the answers in the correct boxes. One paragraph can match two questions.

## Sweet Dreams

**A**  
Makeover mania seems to have swept the nation. People either go for extreme home renovations or at least re-decorate their homes. However, it looks like everyone is looking for ways to make their living space present itself much better forgetting that it is their bedroom which should be looked after in the first place. The environment in your bedroom, according to experts, has a major bearing on the quality and quantity of sleep, so enhancing it should be taken seriously! Your bedroom ought to become the most relaxing personal space in your house and it's worth knowing where to start to achieve this aim.

**B**  
Before you decide to make your bedroom over, you need to decide what does and does not guarantee quality sleep. First of all, consider light or to be more precise, the amount of sunlight you get in your bedroom. Think whether or not your sleeping sanctuary is dark enough and how much light there is around you, e.g. brightly illuminated alarm clock may potentially disturb your nightly rest. Secondly,

give some thought to the comfort of your bed and bedlinen. Ask yourself how often you wake up with aches and pains and count how many years you've slept on the same mattress as seven is your top limit! Finally, analyse the smell and the general décor in your bedroom. Is your sleeping area aired often enough, are there any smells there you don't like or is it furnished to your taste? These are the questions you've got to be able to answer before you start revamping your bedroom.

**C**  
When you realise your sleep habits and the actual environment are not exactly suitable, it's time you thought about some changes. You need to sit down and think carefully about what exactly you wish to improve and take your time to get inspired. Browse through magazines, visit your friends' bedrooms, experiment with different fabrics and colours – you can get samples from most shops – and draw what your ideal bedroom should look like. When you're ready, go for it. Make your bedroom really special because it's worth all the effort.

## Which paragraph

- 1 mentions a device which may negatively affect your sleep?
- 2 says when you should start the makeover of your bedroom?
- 3 recommends where to get ideas for the makeover?
- 4 explains why improving your bedroom should become your priority?





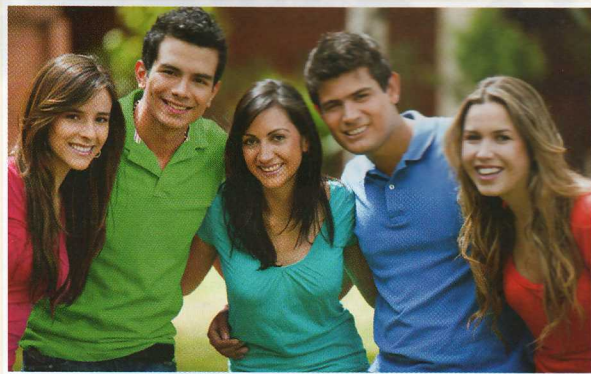
EXTENDED

Use of English

Sentence completion

Complete the sentences (1-4) with the correct forms of the words in brackets. Add any other words (eg prepositions, articles) necessary to produce logical and grammatically correct sentences. The right spelling is required. Do not change the order of the words given. You must use no more than 6 words, including the words given.

- 1 (soon / I / leave) \_\_\_\_\_ home, I realised I'd forgotten to take my mobile phone. I had to go back to get it.
- 2 Our family has a lot of long-standing traditions and I (take / pride / tell) \_\_\_\_\_ others about them.
- 3 If I were you, (I / tell) \_\_\_\_\_ him off yesterday. He deserved to be told off for behaving like that so why didn't you?
- 4 Jeremy doesn't like it when people treat him like a child. He (hate / talk) \_\_\_\_\_ as if he wasn't mature enough to understand things.



Writing

An article

Write an article on the following topic:

Your English teacher has announced a competition for the most interesting article entitled: „...“. Write an article in which you will present your point of view on this topic and describe the role of your family and friends in your life.

Write your article in at least 150 words in an appropriate style.

Speaking

Work in pairs. Describe your photographs and ask and answer each other the questions below the photographs.

Student A



- 1 How is the girl feeling? Why?
- 2 Is it easy for you to buy presents for other people? Why? Why not?
- 3 Describe the last time you or someone you know received an unexpected present.

Student B



- 1 What do you think is going to happen next?
- 2 Do you like getting surprise gifts? Why? Why not?
- 3 Describe the last time you felt very surprised about something.



# 08 Ukraine and the World



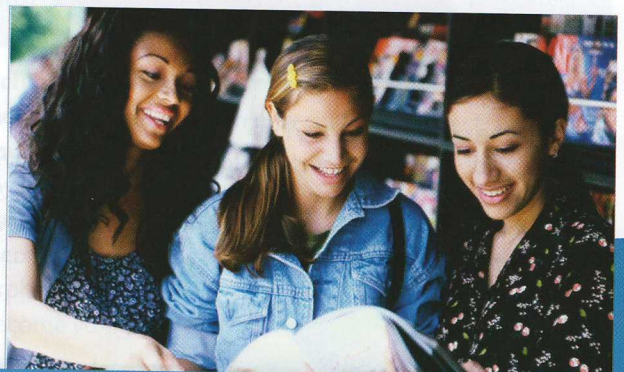
## Leisure activities

**1** How often do you do the following things? Tick the boxes.

	Most days	More than once a week	Less than once a week
Read a book or a magazine			
Play computer games			
Meet friends (outside school)			
Listen to music			
Have a stroll in a park			
Go to the cinema			
Eat out			
Go to a café			
Visit a shopping centre			
Play a sport			
Watch TV/videos			
Surf online			
Ride a bike/skateboard			
Have a picnic			
Visit a museum/gallery			
What else do you do in your free time?			

**2** Make the sentences true for you. Complete them with activities from the table above.

- I would rather \_\_\_\_\_ than \_\_\_\_\_.
- I don't often \_\_\_\_\_ but I would like to do it more regularly.
- If I had the choice, I would prefer to \_\_\_\_\_, rather than \_\_\_\_\_.
- At the weekends, I usually \_\_\_\_\_ or \_\_\_\_\_.
- It can be expensive to \_\_\_\_\_, but you can \_\_\_\_\_ even if you don't have much money.
- Many young people in Ukraine like to \_\_\_\_\_.





▶ ADJECTIVES AND QUALIFYING ADVERBS

- 3 Choose the answer that best matches your opinion.
- For me, reading books is *totally absorbing* / *somewhat boring*.
  - The thought of going for a walk in the park with my friends is *fairly appealing* / *completely unappealing*.
  - I find going to a shopping centre *rather disagreeable* / *quite pleasant*.
  - The weather these days is *absolutely stunning* / *really awful*, so doing things outdoors is *very inviting* / *a little uninviting*.

▶ WORD BUILDING

- 5 Write the missing words.

Adjective	Verb	Noun
1 _____	absorb	absorption
2 _____		
(dis) 3 _____	(dis)agree	(dis)agreement
(un)appealing	4 _____	appeal
astonished astonishing	astonish	5 _____
bored boring	bore	6 _____
(un)interesting (un)interested	7 _____	interest
(un) 8 _____	invite	invitation
9 _____	stun	-
10 _____		

- 6 Decide whether each gap needs an adjective, a verb or a noun. Then complete the email with words from the table in their correct form. More than one answer is sometimes possible.

To: Jan  
Subject: A busy weekend

Hi Jan,

Sorry I didn't write to you over the weekend but because of the 1 \_\_\_\_\_ weather I've been out enjoying myself. I know I'm normally at home 2 \_\_\_\_\_ in a book or my homework but I couldn't resist the sunshine, and I had an 3 \_\_\_\_\_. I couldn't refuse! You see, some friends were going for a picnic on Saturday and they asked me to join them. We went to a place called Puscha-Vodytsia, near Kyiv, and had a wonderful time. Then, on Sunday, another group of friends had arranged to meet up in the park and go for a stroll. To be honest, walking in the park didn't really 4 \_\_\_\_\_ to me at first. I thought I would be really 5 \_\_\_\_\_, but I had a great time with my friends. They're an 6 \_\_\_\_\_ group of people and there are never any arguments or 7 \_\_\_\_\_ between us - we're too busy laughing! I can't wait for you to come to Ukraine and meet them.

How was your weekend?

Maksym

COLLOCATIONS

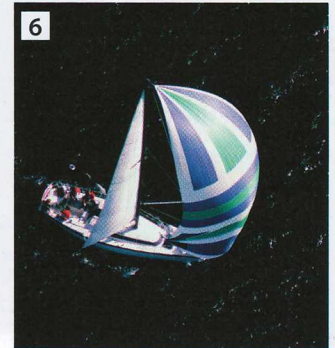
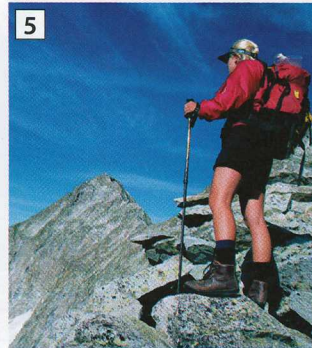
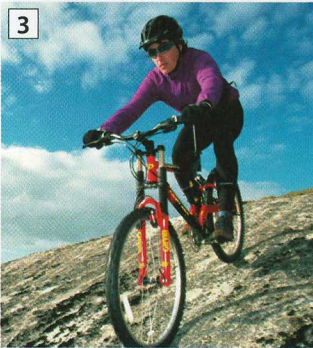
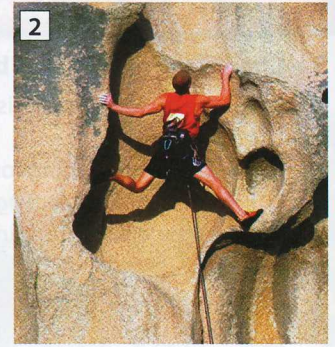
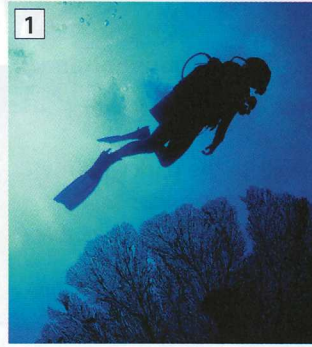
- 4 Match 1-6 to a-f to make phrases.
- spend time / enjoy / love / try / look forward to \_\_\_\_\_
  - hold / stage / visit / participate in / watch \_\_\_\_\_
  - gather / meet up / hang out / get together \_\_\_\_\_
  - go for / take / have \_\_\_\_\_
  - throw / catch / kick / head / pass \_\_\_\_\_
  - enjoy / make the most of / fill \_\_\_\_\_
    - an event
    - doing something
    - a ball
    - a stroll
    - your leisure time
    - with friends



## The great outdoors

7 Label the pictures using some of the words from the box. What do you know about the activities? Can you do all of them in Ukraine?

go-karting horse riding mountain biking  
 rock climbing scuba diving skiing  
 snowboarding swimming  
 trekking / hiking yachting



8 In pairs, talk about the activities above. Which ones have you tried? What was it like? Which ones would you like to try?

9 What equipment do you need for the outdoor activities above? Make sentences as in the example. What else is missing from the list?

- 1 helmet e.g. *You need a helmet if you go horse-riding, go-karting, mountain biking, rock climbing or snowboarding.*
- 2 ropes

3 waterproof clothing

4 backpack

5 special boots or shoes

6 torch

7 sunscreen

8 compass

9 mask

10 oxygen supply

## VERB-NOUN COLLOCATIONS

10 Choose the correct verb to complete the collocations in bold.

- 1 We always *have / make* fun when my friends and I get together.
- 2 In my job in the summer camp I had to *keep / take* an eye on the children.
- 3 I *did / made* a lot of mistakes when I first went yachting.
- 4 A good scuba-diving instructor will *take / give* you advice which will keep you safe.
- 5 I'm *making / taking* arrangements to go mountain biking this summer.
- 6 We told Johnny not to wear new boots on the trek but he didn't *give / pay* any attention and he had to stop after the first hour.

11 Translate the collocations in exercise 10 into Ukrainian.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_



12 Complete the article with the correct form of the expressions from exercise 10.

Sports, games and hobbies

# Go-karting in Ukraine



There can't be many better ways to 1 \_\_\_\_\_ in your leisure time than go-karting, as many people in Ukraine have discovered. In Kyiv, you don't even need to worry about the weather because you can use the indoor track, complete with bridges and tunnels. Of course, there are outdoor options in Kyiv too, and in other cities like Odesa, Lviv and Kharkiv. All the usual safety measures are in place, so even if you 2 \_\_\_\_\_, you won't get hurt. Still, for obvious reasons, you should 3 \_\_\_\_\_ younger children and you should definitely always 4 \_\_\_\_\_ to what the instructors tell you to do. They are there to help you and to 5 \_\_\_\_\_. Visitors to the country can sometimes find English-speaking instructors too.

Why not contact us and let us 6 \_\_\_\_\_ for you? We can take care of travel there and back, and we can offer special prices for groups.

gokartingukraine.ua

13 Complete the questionnaire and compare your answers with a partner.

## LEISURE QUESTIONNAIRE

Do you play any sports? Which one(s)? \_\_\_\_\_

Do you watch sports live  on TV  ?

What do you usually do indoors on a rainy day? \_\_\_\_\_

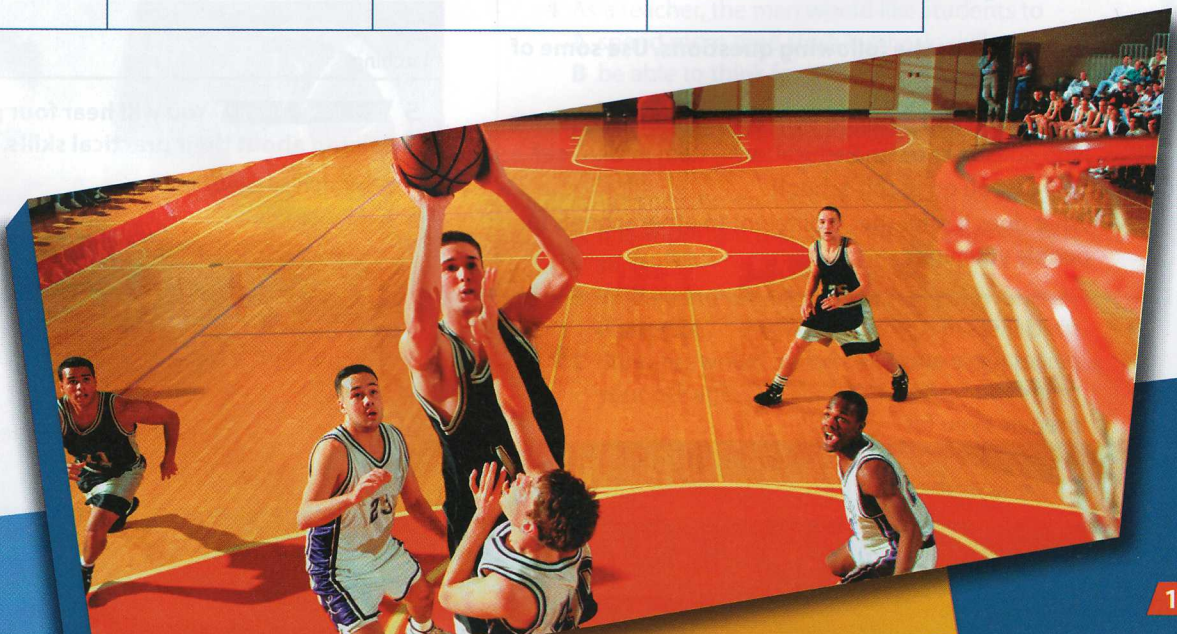
Which of these things (if any) do you collect?  
 postcards  ?  
 stamps  ?  
 coins  ?  
 other \_\_\_\_\_

What are your favourite board games?  
 \_\_\_\_\_

How often do you play cards?  
 \_\_\_\_\_

14 Add more sports to the table. Some sports go in more than one column. Which of them are the most/least popular with young people in Ukraine? How easy or difficult is it to do these things near where you live?

Team sports	Ball games	Track and field events	Other
ice hockey	tennis	100 metre sprint	judo
_____	_____	_____	_____
field hockey	rugby	javelin	skiing
_____	_____	_____	_____
_____	_____	_____	_____







**EDUCATION**

**Zoom in**

**1 At what age would you normally go to the following schools?**

- 1 Primary School: starting at age \_\_\_\_\_; ending at age \_\_\_\_\_
- 2 Lower Secondary School: starting at age \_\_\_\_\_; ending at age \_\_\_\_\_
- 3 Upper Secondary School: starting at age \_\_\_\_\_; ending at age \_\_\_\_\_
- 4 Vocational Secondary School: starting at age \_\_\_\_\_; ending at age \_\_\_\_\_

**2 In pairs discuss the following questions. Use some of the ideas in the box.**

- How would you describe your own school to someone who doesn't know the education system in Ukraine?
- Why do you go to this school?
- What does it offer that is different to other schools for people your age?

specialises in ...  
 places more emphasis on ...  
 trains you for/to ...  
 prepares you for ...  
 ... (not) available (in my area)  
 for people who want to ...

**3 Answer the questions. Then compare with a partner.**

**HOW PRACTICAL ARE YOU?**

Tick the boxes if you know how to ...

- change a light bulb.
- fix a small electrical fault.
- operate any power tools.
- repair a fence.
- use a sewing machine
- fix a leaking pipe.
- build a wall.

When was the last time you ..	in the last month	in the last year	never
Painted a room?			
repaired a piece of furniture?			
fixed a gadget that had stopped working?			
repaired a bicycle?			

**Practise**

**GET SMARTER**

Завжди ретельно використовуй час перед прослуховуванням звукозапису. Зміст повідомлення буде перефразуванням запитання або твердження із завдання. Подивись на варіанти відповідей та спробуй передбачити, що ти почуєш у звукозапису. Продумай якомога більше варіантів того, як можна висловити одну й ту саму ідею.

**4 Look at the answer options for exercise 5. What do you expect to hear? Make notes below.**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

Matching

**5** CD 1.38 MP3 84 **You will hear four people talking about their practical skills.**

Which speaker ...

- 1 had to call someone for help?  
Speaker
- 2 used knowledge learned from school?  
Speaker
- 3 would like to learn more practical things at school?  
Speaker
- 4 doesn't think practical skills are needed?  
Speaker

**EXAM TASK**



6 **CD 2.09** **MP3 00** Work with a partner. You are going to hear part of an interview with a woman talking about vocational training in secondary schools. Before you listen, discuss what information you could put in the table below.

Arguments <i>against</i> vocational training	Arguments <i>in favour</i> of vocational training
<ul style="list-style-type: none"> <li>● School should be about learning academic subjects.</li> </ul>	<ul style="list-style-type: none"> <li>● _____</li> </ul>
<ul style="list-style-type: none"> <li>● The skills students learn are soon outdated.</li> </ul>	<ul style="list-style-type: none"> <li>● _____</li> </ul>
<ul style="list-style-type: none"> <li>● It's difficult to decide at the age of 15 what career you want to do.</li> </ul>	<ul style="list-style-type: none"> <li>● _____</li> </ul>
<ul style="list-style-type: none"> <li>● Some schools train students for jobs available in their region, which may be limited.</li> </ul>	<ul style="list-style-type: none"> <li>● _____</li> </ul>

**Fish for words**

7 **CD 1.39** **MP3 85** Now listen to a woman talking about vocational training. In the table above, note down the main points she makes *in favour* of this kind of education.

8 Read the audioscript on page 166 and complete the phrases for introducing the different arguments. Then use some of them to give your opinion on vocational training.

- Well, \_\_\_\_\_ of all, ...
- \_\_\_\_\_, (those who are against it) say that ...
- \_\_\_\_\_ argument (against it) is that ...
- Firstly, it seems \_\_\_\_\_ to me that ...
- And that's my second \_\_\_\_\_
- \_\_\_\_\_, we need ...

9 Look at the exam task in exercise 10. Read the answer options and try to express the same ideas in your own words.



Multiple choice

**EXAM TASK**

10 **CD 1.40** **MP3 86** You will hear a teacher talking about secondary education. For each of the questions below, circle the correct answer, A, B or C.

- What does the man say in answer to the first question?
  - A At the age of 15 students do not take their studies seriously enough.
  - B He knew exactly what career he wanted when he was 15.
  - C 15 is too young to decide on the kind of career you want to have.
- According to the man, we have to
  - A adjust what we teach to the changing demands of the job market.
  - B make our young people as competitive as possible.
  - C move away from today's focus on skills for the job market.
- What should we be teaching in secondary schools, according to the man?
  - A skills that professionals need
  - B mainly academic subjects
  - C theoretical and practical knowledge
- As a teacher, the man would like students to
  - A spend more time studying basic skills.
  - B be able to think for themselves and change when necessary.
  - C encourage each other to work towards their goals.
- What does the man say about Ukraine?
  - A It is important to make sure students study relevant skills.
  - B We need to send fewer students into higher education.
  - C Students would benefit from starting work at a younger age.





## ARTS &amp; CULTURE

## Zoom in

- 1 How interested are you in the arts? Number the boxes in order of how important they are to you, with number 1 as the most important. What other aspects of art and culture interest you?

- |   |                          |
|---|--------------------------|
| traditional crafts<br>(eg woodworking, embroidery, etc)       | <input type="checkbox"/> |
| classical music   | <input type="checkbox"/> |
| contemporary music  | <input type="checkbox"/> |
| modern art and sculpture                                      | <input type="checkbox"/> |
| classical art and sculpture                                   | <input type="checkbox"/> |
| literature and poetry   | <input type="checkbox"/> |
| cinema  | <input type="checkbox"/> |
| other aspects of art and culture<br>that interest me include: |                          |

I have enjoyed / I would like to go to a  
festival / an exhibition that featured:

- 2 Discuss your answers to exercise 1 with a partner. Use some of the following ideas.

- I find modern painting (confusing/fascinating, etc)
- I think it's important to ...
- I particularly admire/respect ...
- I (don't) think (...) is relevant today because ...

## GET SMARTER

Під час виконання завдання на встановлення відповідності між заголовками та текстами або фрагментами одного тексту шукай в них синонімічні ключові слова або фрази.

- 3 Replace the words in bold with a synonym or near-synonym. You can use a word or a phrase for each one.

- 1 It **dates back centuries**. \_\_\_\_\_
- 2 The city is a completely different place **after sunset**.  
\_\_\_\_\_
- 3 We had such an **exciting** time! \_\_\_\_\_
- 4 It's pretty quiet during **the winter months**.  
\_\_\_\_\_
- 5 It **belongs in the past**. \_\_\_\_\_

- 4 Read the information about Lviv and choose the best heading for the text.

- 1 Historical Lviv
- 2 Where to stay in Lviv
- 3 The incredible landmarks of Lviv!

## There's always something happening in Lviv!

Lviv is a great place for tourists and locals alike. There are some amazing historical buildings to see, some of them dating back hundreds of years. But what makes Lviv special is the number of events and festivals held there every year. Whatever time of year you go, you're almost guaranteed to find something going on as there's an organised activity practically every week!





**Fish for words**

**5 Read the text and choose the best meaning for these words.**

- 1 purposes *aims / ideas*
- 2 support *pay money to / give help to*
- 3 promotes *publicises / gives a good position to*
- 4 contemporary *classical / modern*
- 5 forward-thinking *progressive / optimistic*
- 6 installations *works of art / electrical appliances*

One of the main **purposes** of the National Ukrainian Academy of Arts is to **support** talented youth and help them grow professionally. This body also **promotes** the study of the arts and encourages cultural development. Central to its beliefs is the idea that culture is an important part of a nation's identity. Its work covers music, theatre, cinema and art criticism. Members are involved in publications, and take part in conferences, seminars and exhibitions. One branch of the academy focuses entirely on **contemporary** art and is very **forward-thinking**, with emphasis on areas such as modern painting, sculpture, **installations** and experimental architecture.

**6 Choose the best title, A, B or C, for the text above.**

- A Promoting the arts in Ukraine
- B What do you know about modern art?
- C The best way to study art

**Matching**

**9 Read the texts A-E and choose the correct heading 1-8 for each one. There are three headings you will not use.**

- 1 Music of the past
- 2 Underground Lviv
- 3 Winter music
- 4 Try a new team sport
- 5 For pure excitement
- 6 Lviv by night
- 7 Only for children
- 8 Learn about centuries-old traditions

A  The Jazz Bez international festival brings musicians from all over the world to different towns in Ukraine, and Lviv is one of them! Taking place in various concert halls around the town, the performances feature some new faces as well as some who will be familiar to regular festival-goers. Check the programme for events in December.

B  In October, Lviv celebrates its long tradition as a food-producing region. As well as featuring manufacturers and farmers, the cheese and wine holiday regularly has other crafts, such as embroidery, many of which date back hundreds of years. You may be invited to taste the cheeses, so bring a healthy appetite!

**7 Complete the sentences with words from the text. Write only one word in each gap.**

- 1 Anyone can take \_\_\_\_\_ in the photography competition.
- 2 Some modern art works, \_\_\_\_\_ as installations or abstract painting, appeal to me.
- 3 This book \_\_\_\_\_ the history of art from the start of the 20<sup>th</sup> century.
- 4 Working with the great Picasso really helped his own \_\_\_\_\_ as an artist.
- 5 Art and music are both part of our cultural \_\_\_\_\_.

**8 Match the sentences in the two columns that have a similar meaning.**

- 1 I got angry and frustrated. \_\_\_\_\_
- 2 It influenced me greatly. \_\_\_\_\_
- 3 I said it wasn't true. \_\_\_\_\_
- 4 She's got her finger on the pulse. \_\_\_\_\_
- 5 She's in fashion. \_\_\_\_\_
- a It had a major effect on me.
- b She stays up to date.
- c It drove me mad.
- d She's trendy.
- e I denied it.

**Practise**

**GET SMARTER**

Завжди намагайся подумати про те, як можливо по-різному передати однакові ідеї та думки. Під час виконання завдання на встановлення відповідності між текстами або фрагментами одного тексту та відповідями на запитання шукай фрази з однаковим або синонімічним значенням.



C  The Leopold Grand Prix dates back to 1930. Come and watch drivers from all over Europe taking part in thrilling races. Not only that, but you can regularly do other activities over the three days of the event, such as see an exhibition of vintage cars, take part in contests, or attend a concert. Children are welcome and there's plenty for them to do.

D  The Organ and Chamber Music Hall has not always been a place for organ music - throughout its history, it has been a gym, a dance hall, and at one time it was a prison! Today, it houses the largest organ in Ukraine and regularly holds concerts and festivals, sometimes with ancient music. See the website for what's on during your stay.

E  After a day spent seeing all the wonderful sights of this city, what better than one of the many events and tours specially arranged for after the sun has set? Performances, exhibitions and tours are held on a wide variety of themes, so you're bound to find something that appeals to you. Keep an eye out for special events in July and November.

**Wrap it up**

**10 Work with a partner. Discuss these questions.**

- 1 How can we „support talented youth and help them grow professionally“?
- 2 Would you like to study more about the arts? What would you study?
- 3 How important do you think culture is to the identity of Ukraine?
- 4 What are your views on modern art? What about modern architecture?



▶ ADJECTIVES

1 Replace the adjectives in bold with the adjectives in the box.

calming costly enjoyable exciting  
hopeless inexpensive powerful talented

- We all had a(n) **nice** \_\_\_\_\_ time playing Monopoly.
- I need to find a leisure activity that's **cheap** \_\_\_\_\_ to do.
- If you collect rare items, it can be **expensive** \_\_\_\_\_.
- My hobby, fishing, has a really **nice** \_\_\_\_\_ effect on me.
- You need **big** \_\_\_\_\_ muscles to be good at some sports.
- My friend's dad thinks boxing's really **great** \_\_\_\_\_ to watch.
- Your friend Yuri is very **good** \_\_\_\_\_ at volleyball, isn't he?
- Don't ask me to play tennis with you - I'm really **bad** \_\_\_\_\_ at sports.

3 Complete the text with prepositions from exercise 2.

▶ PREPOSITIONS

2 Choose the correct prepositions.

- These days, I'm training hard *in / for* an important handball match that's coming up.
- You don't have to be good *at / on* a sport to enjoy it.
- Board games are popular in Ukraine and a lot of people take part *to / in* competitions.
- Orest is not *in / on* a football team at the moment but he would really like to join one.
- My hobby is collecting vinyl records but I can't afford to spend much money *on / for* them.
- Most of my friends are keener *on / at* surfing the internet than traditional hobbies.
- Hanna told me that she's got some rare stamps *in / inside* her collection.
- Are you interested *in / about* reading? I mean reading for pleasure, not for school work.
- I want to buy him a present but I have no idea what he's *in / into*.

# HOBBIES IN UKRAINE



Here in Ukraine, I know teenagers with hobbies but they don't usually spend a lot of time or money **1** \_\_\_\_\_ them because they'd rather be out with friends. There are people who are keen **3** \_\_\_\_\_ the more usual hobbies like collecting stamps or similar things. I know one boy who collects labels from bottles - any bottles, it doesn't matter. And he's got thousands **4** \_\_\_\_\_ his collection. I know people who are interested **4** \_\_\_\_\_ doing embroidery, or knitting. One friend of mine is **5** \_\_\_\_\_ making all her own clothes, and they're very cool! That's what I call a practical hobby - I mean, we all need clothes, right? And cooking is a nice hobby to have because you can eat your own creations! Quite a few of the people I know are good **6** \_\_\_\_\_ fixing computers. They don't ask for money, so I suppose it's a kind of hobby for them. Of course, if you're **7** \_\_\_\_\_ a team, then sport is your main hobby and it will take up most of your free time, especially if you're training **8** \_\_\_\_\_ an important match or taking part **9** \_\_\_\_\_ a big competition.

Multiple choice

**EXAM TASK**

4 Complete the gaps by choosing A, B, C or D to obtain a logical and grammatically correct text.

**How healthy are your leisure activities?**

For some time, the World Health Organisation and UNICEF have been **1** \_\_\_\_\_ an eye on the low level of physical exercise among young people, and this is something which affects Ukraine too. UNICEF has said that only 35% of ten-year-old children get exercise on a daily basis. This figure drops to 18% among Ukrainians aged 17.

From one point of view, anything you can do to relax, **2** \_\_\_\_\_ fun and take your mind off the stress of schoolwork is healthy. After all, stress is one of the biggest health problems we all face. But the worry is that too much time is **3** \_\_\_\_\_ doing passive free-time activities, like watching television. Apparently, 37% of all 14-17-year-olds in Ukraine watch between three and six hours of television a day, and this figure is even higher at weekends. It looks as if television **4** \_\_\_\_\_ nearly all their leisure time.

Television is not the only problem. If we include computers and gadgets like mobile phones, the total screen time goes up considerably. Among 16-17-year-olds, for example, more than 33% of them are on their gadgets for over four hours a day. If we add the various home-based hobbies and pastimes that people are **5** \_\_\_\_\_, it is easy to see how physical exercise could get forgotten.

But the news is not all bad. According to various surveys, a significant number of Ukrainian teens are **6** \_\_\_\_\_ attention to health advice. They get exercise, take part in sports or visit the countryside regularly. Around half of teenagers walk regularly - either to get places, or simply for pleasure, like **7** \_\_\_\_\_ a stroll in the park. When we add activities like cycling and skateboarding, most experts **8** \_\_\_\_\_ that there are plenty of teens who are doing enough to stay healthy.

- |             |        |           |             |        |            |            |           |
|-------------|--------|-----------|-------------|--------|------------|------------|-----------|
| 1 A putting | 2 A do | 3 A spent | 4 A gathers | 5 A in | 6 A paying | 7 A making | 8 A agree |
| B making    | B make | B given   | B fills     | B on   | B spending | B giving   | B absorb  |
| C keeping   | C be   | C enjoyed | C has       | C to   | C giving   | C going    | C appeal  |
| D taking    | D have | D staged  | D enjoys    | D into | D noticing | D taking   | D invite  |



Multiple choice

EXAM TASK

- 5 Complete the gaps by choosing A, B, C or D to obtain a logical and grammatically correct text.

### The cinema in Ukraine

You need never be 1 \_\_\_\_\_ in Ukraine, since you can always go to the cinema. There are lots of great cinemas, some housed in 2 \_\_\_\_\_ buildings, and the ticket price is low, so a night at the movies doesn't need to be 3 \_\_\_\_\_. The country has a developing film industry with many 4 \_\_\_\_\_ actors and directors, and if you want to see the latest Hollywood blockbuster, you can do that too. Most films are in Ukrainian so there's no language problem, but if you prefer, just 5 \_\_\_\_\_ arrangements to go to one of the frequent special screenings in English.

- |               |               |                 |             |        |
|---------------|---------------|-----------------|-------------|--------|
| 1 A bored     | 2 A absorbing | 3 A astonishing | 4 A calming | 6 A do |
| B excited     | B powerful    | B costly        | B hopeless  | B take |
| C appealing   | C enjoyable   | C inexpensive   | C talented  | C give |
| D interesting | D stunning    | D agreeable     | D inviting  | D make |

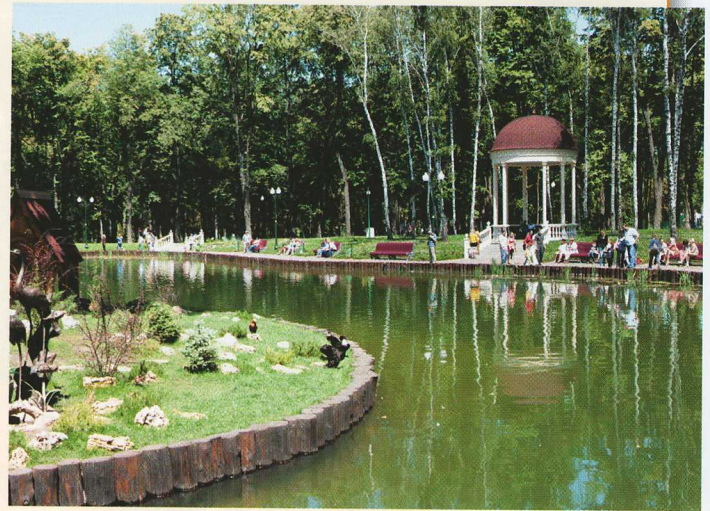
Multiple choice

EXAM TASK

- 6 Complete the gaps by choosing A, B, C or D to obtain a logical and grammatically correct text.

### Gorky Park, Kharkiv

As well as the 1 \_\_\_\_\_ stunning trees and plants, there is a lot to keep the visitor amused here. Attractions include a cinema, a stage for open-air concerts, sports facilities and places to eat and drink. If you're keen 2 \_\_\_\_\_ trains, there's a railway station where you can take a short ride. Other amusements include a cable car and a big wheel. Or you might 3 \_\_\_\_\_ just taking a quiet stroll or hang 4 \_\_\_\_\_ with your friends. Spend a day or an evening here and you'll soon be looking forward 5 \_\_\_\_\_ your next visit!



- |              |         |            |          |        |
|--------------|---------|------------|----------|--------|
| 1 A slightly | 2 A on  | 3 A prefer | 4 A over | 5 A to |
| B very       | B about | B rather   | B in     | B at   |
| C absolutely | C to    | C like to  | C up     | C for  |
| D a little   | D in    | D want     | D out    | D on   |



A postcard

**EXAM TASK**

A friend of yours from another country asked you to send a postcard next time you went on holiday. You are having a short holiday in Ukraine. Write the postcard to your friend, in which you:

- describe the outdoor activities you have been doing
- say how you spend your time when you are not out
- mention what you are hoping to do before your holiday ends

Write the postcard in at least 100 words in an appropriate style.

Hi John,  
You asked me to send you a postcard and here it is! I'm having a few days' holiday in

I hope you're keeping well,  
XYZ

**KNOW YOUR PHRASES**

- The school specialises in vocational training / academic subjects
- It's a(n) private/state/upper secondary school
- Here, they train you to pass the state exams / become a nurse
- I think schools generally prepare you for work/university
- Other schools don't do so many hours of maths
- One thing I like here is that the teachers really try to help
- I think the education system would be better if we could choose our lessons



Informal letter

**EXAM TASK**

Your pen friend in England has to write a project on education around the world. She has written to ask you for details about Ukraine. Write a letter to your pen friend, in which you:

- describe the kind of school you go to
- say how your school is different to other secondary schools
- explain what you like or dislike about the education system

Write the letter in at least 150 words in an appropriate style.

Hi Chloe,  
I'm happy to help with your project, so here are a few things about education in Ukraine.

Let me know if you need any more information,  
XYZ

**KNOW YOUR PHRASES**

- I'm having an interesting / a lovely time
- I've been trying some new sports / doing a lot of swimming
- Yesterday I went ice skating / played golf
- At the hotel I usually read / play games on my phone / play cards with my brother
- Tomorrow, we're planning to meet up with my cousins
- After that we're going to visit the famous park here / go on a small railway
- Before we leave here I want to go to a concert / visit the folklore museum

**1 Suggest alternatives for the words in bold.**

- 1 We're having a really **nice** time. \_\_\_\_\_
- 2 We visited a **nice** museum. \_\_\_\_\_
- 3 There are some **nice** buildings. \_\_\_\_\_
- 4 I enjoyed playing golf. It was **nice**. \_\_\_\_\_
- 5 The hotel is **nice**. \_\_\_\_\_

**2 Suggest how you could complete these sentences.**

- 1 It would be good if \_\_\_\_\_
- 2 The only complaint I've got is \_\_\_\_\_
- 3 I love the fact that \_\_\_\_\_
- 4 The education system in Ukraine means that \_\_\_\_\_
- 5 Kids at other schools \_\_\_\_\_



# Additional material

**Culture**

page 136

**Grammar**

page 140

**Writing bank**

page 154

**Audioscript**

page 159



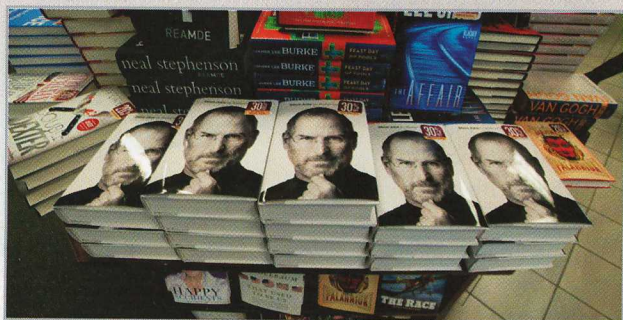




**7 Work in pairs and answer the questions.**

- 1 What do you think of the idea of the American Dream? Why is it associated with the USA? Is it possible in other countries?
- 2 Do you know people who achieved fame and success through their hard work and determination? Who? What did they achieve?
- 3 What is more important to achieve success: education, luck or connections? Why do you think so?

**8 Read the fragments of the story of Steve Jobs, a man for whom the American Dream came true, and put them in the correct order.**



**A** Steve Jobs also set up Pixar, which has produced a great number of blockbuster animated films, including *Toy Story*, *Monsters, Inc.*, *Finding Nemo*, *The Incredibles*, *Cars*, *Ratatouille* and *WALL-E*.

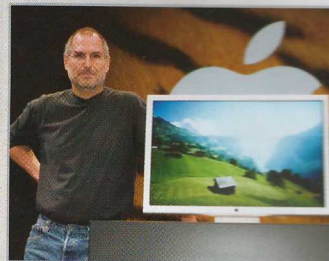
**B** Sadly, in 2004, Jobs was diagnosed with a malignant tumour in his pancreas, which was originally successfully treated but eventually led to his death in 2011.

**C** Steve Jobs was born in San Francisco in 1955 to a couple of students: an American-Swiss and a Syrian, who decided to put him up for adoption.



His foster parents, Paul and Clara Jobs, adopted the boy at birth and moved away from San Francisco. Steve Jobs used to say that his foster parents were his parents 1000% and that his foster father was responsible for his interest and passion for electronics.

**D** Since he passed away, numerous biographies have been written, and it's worth reading one of them to find out about the man who symbolises the idea of the American Dream, who was a visionary and a genius.



**E** In 1972, Jobs graduated from Homestead High School in Cupertino, California and enrolled at Reed College in Portland, Oregon, but he dropped out. Later on, he took up a job at Atari, Inc., then a leading manufacturer of video games and that was the time when he made friends with Steve Wozniak (a Polish-German American), with whom he produced home-made calculators in the Jobs' family garage before founding Apple Computer, Inc., which he became famous for.

**F** The creator of Apple was considered by many to be quite eccentric. His business ideas were always unusual but always proved successful. He followed a vegan diet and wore clothes which are not normally associated with a business outfit, such as a black turtleneck, a pair of jeans and sneakers. He became a legend in his lifetime.

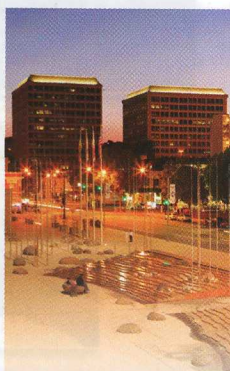
**9 Read the complete text and say what the following dates and names refer to.**

- |                 |       |         |       |
|-----------------|-------|---------|-------|
| 1 1955–2011     | _____ | 4 Atari | _____ |
| 2 Steve Wozniak | _____ | 5 2004  | _____ |
| 3 1000          | _____ | 6 Pixar | _____ |

**10 Work in pairs. Do the role play.**

**Student A**

Imagine you want to work for a world-famous company in Silicon Valley. You would like to have a creative and well-paid job connected with modern technologies. Write down your strengths (qualifications, languages, passions, personal qualities) that you think will help you get such a job. Decide how you are going to 'sell' them in the interview.



**Student B**

You represent a famous company with the headquarters in Silicon Valley. You're looking for young and creative people to work for you. Write down a list of questions you would like to ask a potential candidate. You begin the interview.

**11** **Work in groups of three. Listen to the quiz questions and answer them. The answers must be based on information from this lesson.**

When you finish, pass your answers to another group to check. Each correct answer is worth 1 point. The winner is the group with the most correct answers.



# Culture 2

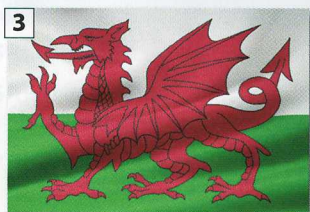
**1** Work in pairs and say what your first associations with the following countries and nationalities are. Think about people and things which make these countries famous and about stereotypes we have about them.



England, the English



Scotland, the Scottish



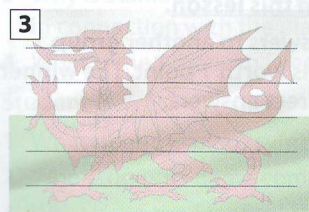
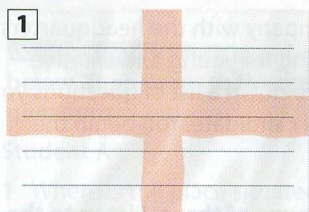
Wales, the Welsh



Ireland, the Irish

**2** Read the stereotypes and match them with the countries and nationalities in exercise 1.

reserved sheep lovers mean ginger hair  
sarcastic sense of humour polite men in skirts  
horrible food potato lovers musically talented  
into dancing fanatical about rugby  
fanatical football lovers great desserts makers



**3** Listen and check your ideas in exercise 2.

**4** Read the jokes and decide which stereotypes they reinforce.

**1** Two Englishmen, two Scotsmen, two Welshmen, and two Irishmen were stranded on a desert island. It wasn't long before the Scotsmen started playing the bagpipes and eating haggis. The two Welshmen were soon competing against each other in a song contest. The two Irishmen started dancing.

The two Englishmen went to opposite ends of the island and would not speak to each other because they had never been properly introduced.



**2** An Englishwoman, an Irishwoman and a Scotswoman went to a party.

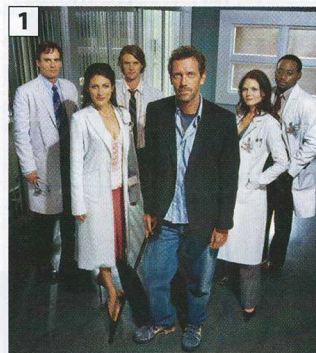
- The Englishwoman took the cake she'd baked.
- The Irishwoman took a pile of CDs.
- The Scotswoman took six friends.



**5** Work in pairs and answer the questions.

- 1 Do you know any English, Scottish, Welsh or Irish people? Are these stereotypes true for them? Why? Why not?
- 2 What are the most common stereotypes about Ukrainian people? Do you know any *clean jokes* (= not offensive) about Ukrainians? Do you find them funny?
- 3 When could stereotypes about nations be dangerous?
- 4 Is it possible to avoid stereotyping people based on their nationality, race, sex or other factors? Why? Why not?

**6** Look at the photographs and decide what they have in common.





**7 Work in pairs and match words 1–6 with their definitions (A–F). Translate the words into Ukrainian.**

- |                             |  |
|-----------------------------|--|
| 1 <b>pun</b> (n)            | A strange in a funny or interesting way  |
| 2 <b>slapstick</b> (n)      | B a humorous use of a word or words that sound the same but have different meanings                            |
| 3 <b>deadpan</b> (adj)      | C another name for a 'sketch'  |
| 4 <b>off-the-wall</b> (adj) | D try to make something look silly by making fun of it   |
| 5 <b>ridicule</b> (v)       | E humour which is based on physical actions like hitting each other or falling over rather than using language |
| 6 <b>a skit</b> (n)         | F pretending to be serious when you're joking  |

**8 Read the text about the English sense of humour. Find the following information:**

- |   |  |
|---|--|
| 1 typical ingredients of a British comedy     | 3 the name of the bird from the world's most famous sketch |
| 2 names of popular comedians and comedy teams | 4 symbols of Britain famous all over the world             |



Alan Bennett

### British sense of humour

Some love it, some hate it, and others simply don't get it! One thing which is certain is that the British have their own unique sense of humour and it is famous all over the world. British TV comedies or series are shown everywhere and become very popular as soon as they are released. What makes British comedies so special and captivating is that they draw on a large number of humorous effects at the same time. So, in one British comedy series you'll often see examples of slapstick comedy, satire, extreme sarcasm, word play (puns) and witty jokes about themselves, other nations and all subjects including taboo issues told in a deadpan way. The serious manner in which the jokes are told makes them even funnier and it is a trademark of the English sense of humour.

The success of the British comedy began with the rise of the so-called 'College Humour', which was produced by well-educated comedians in the 1960s and the 1970s, such as Alan Bennett or the Monty Python team (with John Cleese and

Michael Palin), who came up with the most off-the-wall sense of humour. The Monty Python's sketch about a dead parrot is probably the world's most famous and hilarious skit in the world! Then came the series such as *Fawlty Towers*, *Mr Bean* (with Sir Rowan Atkinson in the title role) *'Allo 'Allo!*, *The Office* and *Dr House, M.D.* (an American series made popular by one of the best-known British actors, Hugh Laurie), which won the hearts of millions of people all over the globe.

The English sense of humour may be considered offensive or insensitive at times, but despite all the teasing and ridiculing everything and everyone, it remains the most recognised type of humour in the world, making Britain as famous as the Queen, the Union Jack, double-decker buses or tea!



'Allo 'Allo!

**9 Work in pairs and prepare a questionnaire about your sense of humour, the Ukrainian sense of humour and Ukrainian comedies or comedy series. Write five questions to find out about other classmates' tastes in this area. When you are ready, work with another pair and interview one another.**

1 What is your favourite comedy?

2 What makes you laugh?

**10** 1.44 90 **Work in groups of three. Listen to the quiz questions and answer them. The answers must be based on the information from this lesson. You get one point for each correct answer.**

When you finish, pass your answers to another group to check. Each correct answer is worth 1 point. The winner is the group with the most correct answers.



# Grammar

## ▶ Talking about the present (present simple, present continuous)

▶ We use **present simple** for:

- repeated actions, habits and situations: *He goes swimming every Saturday.*
- likes and dislikes: *He drinks a lot of coffee. I don't like Chinese food.*
- facts, rules: *Footballers earn a lot of money. My cousin lives in Germany. Water freezes at temperatures below 0.*
- activities taking place according to an agenda/schedule: *The game starts at 6 pm.*
- in time clauses with a future meaning: *I'll phone you when I finish my homework.*

Time/frequency expressions used with **present simple** include:

a) **never, seldom, hardly ever, rarely, sometimes, often, usually, always.** Pay attention to their position in a sentence: *I often sleep till late. She never helps out around the house.*

Al: *He is usually late. I don't usually watch that programme.*

b) **every day/week/month/year/summer, from time to time, once/twice/three times a day/week/month/year** etc.

These expressions are used at the beginning or end of a sentence: *She goes jogging every morning. From time to time, we spend the weekend in the mountains.*

▶ We use **present continuous** for:

- activities taking place at the moment of speaking: *They're going to school at the moment.*
- activities or situations currently taking place, eg this week/month etc.: *I'm studying a lot this week. They aren't going on holiday this summer.*
- activities planned and already arranged for the near future: *We're leaving tomorrow morning. She's flying to Canada next week.*
- situations that are changing: *The climate is getting warmer.*
- repeated actions that irritate us (with **always**): *My sister is always borrowing my clothes.*

Time expressions typical for **present continuous** include:

- a) **now, at the moment** – for things happening at the moment of speaking;
- b) **today, these days, this week, this month, this summer** – for current situations;
- c) **tomorrow, next week/month/Sunday** – for things planned for near future.

Some verbs are not usually used in present continuous, even though the activities they describe happen at the moment of speaking. They are the so called stative verbs and include:

- a) verbs describing emotions and feelings: **love, like, hate, (not) mind;**
- b) verbs describing senses or perception: **see, hear, smell, taste, feel;**
- c) verbs describing states of mind: **know, believe, understand, think;**
- d) verbs describing will, preferences or intentions: **want, need, mean, prefer.**

Pay attention to some verbs which have different meanings and therefore can sometimes use the present continuous:

- 1 **I think it's a good idea.**  
– *I'm thinking about my holiday.*
- 2 **She looks tired.**  
– *She is looking at me.*
- 3 **He has a lot of friends.**  
– *Now, he's having a break.*
- 4 **The soup tastes really good.**  
– *I'm tasting the soup.*

## ▶ Practise

### 1 Choose the correct phrases to complete the dialogues.

- 1 A: Hi! Where (1) **do you go / are you going?**  
B: I (2) **meet / am meeting** Dan for a coffee.  
(3) **Do you want / Are you wanting** to come?  
A: No, thanks! I (4) **need / am needing** to finish my homework!  
B: That's OK. I (5) **understand / am understanding.**
- 2 A: Hi! I (6) **do / 'm doing** a survey about shopping.  
Can I ask you some questions?  
B: Sorry! I'm in a hurry. I (7) **have / 'm having** a party tonight and I (8) **have / am having** loads to do.  
A: That's OK.

- 3 A: This is my cousin Max. He (9) **stays / 's staying** with us for two weeks.  
B: Hi, Max. (10) **Do you live / Are you living** a long way from here?  
C: Yes. We (11) **have / are having** a house in London.  
My dad (12) **prefers / is preferring** to live near his work so he (13) **doesn't have / isn't having** to travel too far every day.  
B: That (14) **makes / is making** sense! Nice to meet you.



**2 Complete the email with the correct present form of the verbs in brackets.**

www.e-mail.com

New message

Hi Eva,  
 What (1) \_\_\_\_\_ (you / think) of the new Adele album? I absolutely (2) \_\_\_\_\_ (love) it.  
 I (3) \_\_\_\_\_ (listen) to it at this very moment!  
 I (4) \_\_\_\_\_ (play) it really loudly in my bedroom every night. Mum (5) \_\_\_\_\_ (get) a bit fed up with it! She (6) \_\_\_\_\_ (always / tell) me to turn it down or put my earphones in. You know, I (7) \_\_\_\_\_ (think) Adele's music (8) \_\_\_\_\_ (get) better and better. (9) \_\_\_\_\_ (you / agree)?  
 By the way – (10) \_\_\_\_\_ (you / remember) I told you that we (11) \_\_\_\_\_ (go) on holiday to London? Well – it's tomorrow! We (12) \_\_\_\_\_ (get) up at 4.30 because our plane (13) \_\_\_\_\_ (leave) at 7.00. So, I (14) \_\_\_\_\_ (go) to bed really early tonight.  
 See you next week!  
 Love, Sammy

**3 Complete the blog with the correct present form of the verbs in the box.**

watch speak improve swim play study read  
 do go enjoy want look

www.Jack'sblog

My day | Favorite dishes | The best books | Pictures | Friends | Letters



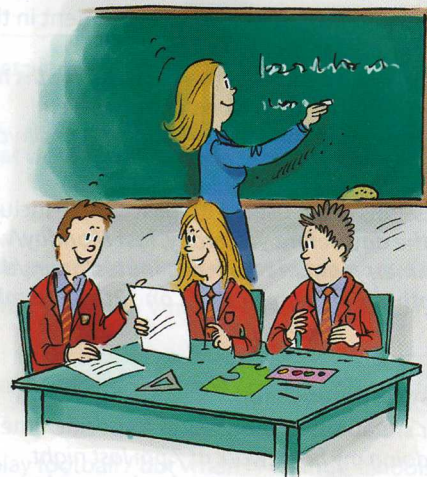
JACK'S BLOG

My name is Jack and I (1) \_\_\_\_\_ for a friend to write to in Ukraine. I'm sixteen and at the moment, I (2) \_\_\_\_\_ for my exams. I (3) \_\_\_\_\_ languages and I (4) \_\_\_\_\_ French and German quite well and my Spanish (5) \_\_\_\_\_. I (6) \_\_\_\_\_ to learn Ukrainian too! I (7) \_\_\_\_\_ quite a lot of sport. Every week I (8) \_\_\_\_\_ football and (9) \_\_\_\_\_ swimming with my mates. I (10) \_\_\_\_\_ in a national competition next weekend. I also (11) \_\_\_\_\_ a lot and I (12) \_\_\_\_\_ films at the cinema at least three times a month. Would YOU like to write to me?

**4 Put the time expressions in the correct place in the sentences. Sometimes the expression can go in more than one place.**

- I eat fish. (never)
- My friend is spending two weeks in Scotland. (at the moment)
- I play tennis with my friends. (every Saturday morning)
- We're doing a project about the environment. (this week)
- My brother cooks dinner for the family. (sometimes)
- Our teacher doesn't give us much homework. (usually)
- We're revising the present tenses. (today)
- Do you check new words in your dictionary? (always)

**5 Choose the correct phrases to complete the description of the picture.**



This picture (1) looks / is looking really interesting. It (2) shows / is showing three students. They (3) do / 're doing something together. Perhaps they (4) work / 're working on a project. They (5) all wear / 're all wearing school uniforms, so they might be at an English school. Their teacher (6) stands / is standing near them and she (7) writes / 's writing something on the board. The students (8) seem / are seeming interested in their activity and I (9) think / am thinking they (10) enjoy / 're enjoying their work.

**6 Read the bullet points and complete the sentences with the correct present form of the verbs in brackets.**

**• tell your friend about your plans for the weekend**

- I (1) \_\_\_\_\_ (meet) my friends on Saturday morning and we (2) \_\_\_\_\_ (all / go) shopping.  
 I (3) \_\_\_\_\_ (need) to buy some books for school and they (4) \_\_\_\_\_ (have) a sale at the bookshop!

**• describe where you live**

I (5) \_\_\_\_\_ (live) in a lovely village just outside a small town and I (6) \_\_\_\_\_ (travel) to school in the town by bus every day. Most of the houses are very old but they (7) \_\_\_\_\_ (build) some new ones on the edge of the village at the moment. Because the village is quite small I (8) \_\_\_\_\_ (know) nearly everyone there! That's cool.

**• describe your best friend**

My best friend is Harry and he's seventeen. He (9) \_\_\_\_\_ (try) to become a singer! He's actually got a good voice and he (10) \_\_\_\_\_ (sing) well. We (11) \_\_\_\_\_ (go) everywhere together and (12) \_\_\_\_\_ (like) the same music and films. He (13) \_\_\_\_\_ (have) a lot of friends and he (14) \_\_\_\_\_ (always / chat) on the phone when he should be concentrating on his work!

**7 Write your own sentences to answer the bullet points in exercise 6.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## ▶ Talking about the past (past simple, past continuous, past perfect, past perfect continuous, used to)

### ▶ We use **past simple** for:

- single, completed actions at a specific moment in the past: *I finished my history project last week.*
- regular or repeated actions in the past: *Our maths teacher always gave us a lot of homework for the weekend.*
- completed periods in the past: *He studied economics for several years.*

Time expressions often used with past simple include: *yesterday, the day before yesterday, last Monday/week/month/summer/year, three/a few minutes/hours/days/weeks/months/years ago, in 1985, on 12th September 2009.*

### ▶ We use **past continuous** for:

- activities or situations in progress at a specific time in the past: *I was doing my homework at 7 pm last night.*
- activities or situations that were a background to other activities/situations, especially with the use of **when** or **while**: *When I arrived in class, everyone was talking about the new teacher. I met her while I was shopping.*
- repeated actions in the past suggesting irritation (with **always**): *The teacher was always telling us to be quiet in class!*

### ▶ We use **past perfect** for:

- actions and situations or states that preceded other past actions or states: *When I had finished the essay, I gave it to the teacher.*

We often use **when, after, before, as soon as, until, by the time** in **past perfect** for clear positioning of the sequence of actions in the past: *We started doing some grammar exercises as soon as the teacher had explained the new structure. Her marks didn't improve until she had taken some extra classes. By the time Paul got to the party we had eaten all the food.*

### ▶ We use **past perfect continuous** for:

- actions that continued up to a point in the past: *By the time the bus arrived, we had been waiting for an hour and a half.*

### ▶ We use the structure **used to + verb** for:

- regular actions or situations in the past that are different now: *We used to do a lot of experiments during our chemistry classes.*
- past situations that are different now: *She used to be very popular with the students. Did you use to live in a small flat?*

Pay attention to the usage of **when** and **while**:

- **past simple + while + past continuous**: *The teacher came in while Jane was telling us all a joke.*
- **past continuous + when + past simple**: *I was doing my homework when you called.*
- **past continuous + while + past continuous**: *I was preparing the sauce while Ben and Mark were cutting up the vegetables.*

Time expressions often used with the past continuous include: **this time yesterday, this time last week, month, year.**

## ▶ Practise

### 1 Complete the sentences with the correct past form of the verbs in brackets.

- Nick \_\_\_\_\_ (go) to the leisure centre after school yesterday.
- We \_\_\_\_\_ (study) art with Miss Sykes but now we have Mr Turner.
- Where \_\_\_\_\_ (you / buy) your jacket? It looks great.
- What \_\_\_\_\_ (Gary / say)? I \_\_\_\_\_ (not / hear) him.
- Sorry I \_\_\_\_\_ (miss) your call. I \_\_\_\_\_ (listen) to a new album.
- Tina and Mike \_\_\_\_\_ (not / be) at school today. I think they're on holiday.
- I \_\_\_\_\_ (not / like) Tom Cruise films but now I love them.
- Yesterday they \_\_\_\_\_ (watch) a film, when the postman \_\_\_\_\_ (come).





**2 Choose the correct phrases to complete the dialogues.**

1 A: How (1) was / used to be your maths lesson this morning?

B: Nightmare! First I (2) didn't concentrate / wasn't concentrating while the teacher (3) explained / was explaining the material and then I (4) got / was getting everything wrong in the test.

2 A: When I (5) got / was getting home last night, my mum (6) had / was having an argument with my brother about cleaning his bedroom.

B: I know the problem. When my brother (7) lived / had lived at home, my mum (8) had always argued / was always arguing with him about the same thing!

3 A: (9) Did you have / Were you having a good day in town on Saturday?

B: Yes, thanks. We (10) spent / were spending three hours in the shopping centre! Then we (11) went / were going to an art gallery because dad (12) had read / had been reading an article about it last month. It was cool actually! After the art gallery, we (13) had / had had a meal and then (14) came / were coming home.

**3 Write five sentences about changes in the area where you live.**

e.g. *There didn't use to be a shopping centre in the High Street. We used to buy bread from the baker's in the village centre. Now the shop isn't there anymore.*

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



**4 Answer the questions.**

1 What were you doing at 8.15 last night?

\_\_\_\_\_

2 What were you doing this time last week?

\_\_\_\_\_

3 What were you doing this time last year?

\_\_\_\_\_

**5 Use the prompts to make sentences about the past.**

1 I / wait for a bus / when / I / see / my friend / .

\_\_\_\_\_

2 Where / you / go / when I / meet / you / yesterday / ?

\_\_\_\_\_

3 I / play football / but when I / change schools / I / stop / .

\_\_\_\_\_

4 I / not see Jenny / for a long time / before / we / meet again / at a swimming competition / last weekend / .

\_\_\_\_\_

5 While you / watch TV / I / do / the washing-up / !

\_\_\_\_\_

**6 Read the task and bullet points and complete the sentences with the correct past form of the verbs in brackets.**

You recently visited your English friend for the first time.

**• explain how you travelled to England**

My dad (1) \_\_\_\_\_ (drive) me to the airport and I (2) \_\_\_\_\_ (catch) the 8.30 plane. The journey (3) \_\_\_\_\_ (take) two hours. I (4) \_\_\_\_\_ (sit) next to an English man, so I (5) \_\_\_\_\_ (have) a chance to practise my English.

**• describe your first meeting**

When I (6) \_\_\_\_\_ (come) through customs, my English friend, Mark, (7) \_\_\_\_\_ (wait) for me. I (8) \_\_\_\_\_ (recognise) him immediately from his photograph! He (9) \_\_\_\_\_ (walk) up to me and (10) \_\_\_\_\_ (smile). 'Hi! I'm Mark!' he (11) \_\_\_\_\_ (say) and we both (12) \_\_\_\_\_ (laugh).

**• say what the best thing about your stay was**

Mark's family (13) \_\_\_\_\_ (take) me to visit the countryside and we (14) \_\_\_\_\_ (go) for a walk with his two dogs. While we (15) \_\_\_\_\_ (walk) through the forest, I (16) \_\_\_\_\_ (see) some beautiful wild horses! I (17) \_\_\_\_\_ (never / see) wild horses before. That (18) \_\_\_\_\_ (be) a great day.

**7 Write your own sentences to answer the bullet points in exercise 6.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## ► Perfect tenses (present perfect simple, present perfect continuous, past perfect simple, past perfect continuous)

- We use **present perfect simple** for:
- recent actions or events (at an unspecified time in the past) with a result in the present: *He's unemployed. He has lost his job.*
  - situations or activities that started in the past and continue up to the present, often using the words **for** and **since**:
    - **for** (= the length of the time period):  
*I've been a student at this school for six months.*
    - **since** (= the beginning of the time period):  
*I've been a student at this school since January.*
  - activities that have or have not been done by now, without specifically declaring the time. We usually use the following expressions: **just, already, still, yet, ever, never, always, so far.**
  - situations that take place in a time period that is still continuing: *We have had a lot of problems this week.*
- We use **present perfect continuous** for:
- activities that started in the past and are still continuing now: *They have been discussing the problems for over an hour.*
  - repeated, completed actions in a time period that is still continuing: *Sarah has been going to bed late quite a lot in the last couple of weeks.*
  - activities or situations that lasted for some time in the recent past and have a result in the present: *I need a holiday. I have been working really hard.*

- We use **past perfect simple** for:
- actions and situations or states that preceded other past actions or states: *When I had read the email, I immediately wrote a reply.*

Remember. We often use **when, after, before, as soon as, until, by the time** in the **past perfect** for clear positioning of the sequence of actions in the past:

*We left for school as soon as we'd finished eating our breakfast.*

*We didn't stop writing until the teacher had told us to.*

*By the time I got to class the teacher had started the lesson.*

- We use **past perfect continuous** for:
- actions that continued up to a point in the past: *By the time I shut down the computer, I had been working for three hours.*

Remember that the **present perfect simple** can be used to describe states or situations, whereas the **present perfect continuous** is more often used to describe actions:

*I've had this computer for two years.* (state)

*We have been selling antiques for many years.* (activity)

## ► Practise

### 1 Choose the correct alternatives to complete the sentences.

- I'm afraid I've had / I had had some bad news. My cousin **has been** / **had been** in an accident.
- My eyes are hurting a bit because I've been reading / I've read this book for over two hours.
- I really enjoyed the new drama series on TV last night. I **haven't seen** / **I hadn't seen** it before.
- I'm so glad Katya texted me from her holiday this morning. I'd been waiting / I'd waited to hear from her all week.
- No, I don't need to tidy my room because I've **already** / **yet** tidied it. I did it last night.
- I've been getting / I'd got a lot of headaches recently. I think I need to see the doctor.
- We've been working / worked on this for ages. Let's have a break.
- Leo **has broken up** / **broke up** with Helena and she's feeling very sad.

### 2 Complete the dialogues with the correct perfect form of the verbs in brackets.

**Jo:** You (1) \_\_\_\_\_ (be) on holiday – your face is tanned!

**Ben:** You're right! I (2) \_\_\_\_\_ (ski) in Switzerland with Ron and Tommy. We got back last night.

**Jo:** (3) \_\_\_\_\_ (you / see) Mark yet?

**Ben:** No, I (4) \_\_\_\_\_ (not / have) time. But he (5) \_\_\_\_\_ (be) busy training for the swimming competition next weekend. I imagine he's in the pool now.

**Jo:** I know. I saw him yesterday morning. He (6) \_\_\_\_\_ (train) for two hours before school! He looked terrible!

**Ben:** When I left for Switzerland last week, they (7) \_\_\_\_\_ (not / choose) the team for the competition but Mark texted me during the week to tell me the news.

**Jo:** Yes – he (8) \_\_\_\_\_ (look) forward to it. Let's go and watch him together.



3 Write two answers (A and B) to each question. There is an example to help you.

e.g. Why are you so happy?

A I've won a lot of money.

B I've been watching a funny film with my friends.



1 Why are you so sad?

A \_\_\_\_\_

B \_\_\_\_\_



2 Why is your jacket dirty?

A \_\_\_\_\_

B \_\_\_\_\_



3 Why are you so tired?

A \_\_\_\_\_

B \_\_\_\_\_



4 Why are you so angry?

A \_\_\_\_\_

B \_\_\_\_\_



4 Put the questions in exercise 3 into the past tense and change your answers accordingly.

e.g. Why were you so happy when I saw you yesterday?

A I'd won a lot of money.

B I'd been watching a funny film with my friends.

1 A \_\_\_\_\_

B \_\_\_\_\_

2 A \_\_\_\_\_

B \_\_\_\_\_

3 A \_\_\_\_\_

B \_\_\_\_\_

4 A \_\_\_\_\_

B \_\_\_\_\_

5 Choose the correct phrases to complete the description of the picture.



The family is sitting around a table. Their plates are empty so they (1) **had probably been eating / have probably been eating** a meal together. I think they (2) **'ve just finished / 've just been finishing** because no one (3) **has taken / has been taking** the plates away yet! They're all smiling, so probably someone (4) **has made / has been making** a joke. There's some paper and cards on the table too, so perhaps it's the girl's birthday and she (5) **'s been unwrapping / 'd been unwrapping** presents. She looks delighted so, I guess, she (6) **hasn't expected / hadn't expected** such a present!

6 Read the task and bullet points and complete the sentences with the correct perfect form of the verbs in brackets.

Tell your English friend about your holiday.

• say what you've been doing in the last few weeks

I (1) \_\_\_\_\_ (have) an amazing time.

I (2) \_\_\_\_\_ (spend) most of the time with my best mates and we (3) \_\_\_\_\_ (do) all sorts of things – like spending money at the shops and going to see films at the cinema. I (4) \_\_\_\_\_ (see) a couple of superhero films and a brilliant French film about Kenya.

I (5) \_\_\_\_\_ (not / realise) how beautiful that country is!

• explain what you had planned to do

Of course before the holidays started, I (6) \_\_\_\_\_ (intend) to do loads of school work and also

I (7) \_\_\_\_\_ (think) about redecorating my bedroom for a while. Needless to say, I (8) \_\_\_\_\_ (not / do) any work or redecorating!

• say what you've done so far today

Today I (9) \_\_\_\_\_ (be) really lazy and I (10)

\_\_\_\_\_ (only just / get) up! I (11)

(have) breakfast and (12) \_\_\_\_\_ (look) at the newspaper, but now I'm bored, so when I've finished this

email to you, I'll go out for a walk. I (13)

(take) the dog out a lot recently, so he's looking at me expectantly!



7 Write your own sentences to answer the bullet points in exercise 6.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## ▶ Talking about the future (future simple, future continuous, *be going to*, present continuous, present simple, future perfect simple, future perfect continuous)

### ▶ We use **future simple** for:

- decisions taken spontaneously, without prior planning: *OK, I'll go to the shops. Don't worry about the washing-up, I'll do it in a moment.*
- predictions about future actions or events: *I'm sure you'll pass the exam. It's possible they'll be late.*
- suggestions, requests, warnings, promises, hopes: *I'll make you a cup of tea.* (offer)  
*Will you help me to clean up?* (request)  
*Slow down or you'll end up paying a fine.* (warning)  
*I'll write to you every day when I'm on holiday.* (promise)  
*I hope you'll like the flat.* (hope).

### ▶ We use **future continuous** for:

- activities or situations in progress at a time in the future: *At 3 pm this afternoon, I'll be playing tennis with Peter.*
- future events or activities that are routine, or already arranged: *As usual, we'll be arriving by train.*

### ▶ We use **be going to** for:

- intentions and plans for the future that have already been decided: *I'm going to buy a new car soon.*
- predictions about an action or situation that is going to happen soon because present circumstances suggest so: *Look at the clouds! It's going to rain soon.*

### ▶ We use **present continuous** for:

- arranged future activities: *We're taking the train to Cracow tomorrow morning.*

### ▶ We use **present simple** for:

- actions or situations that will happen in the future, according to the agenda/plan/timetable: *Hurry up! The train leaves in a few minutes.*

### ▶ We use **future perfect simple** for:

- an action completed by a time in the future, often with the word **by**: *I'll have finished my essay by four o'clock.*

### ▶ We use **future perfect continuous** for:

- an action continuing until a time in the future, also often with the word **by**: *By the end of this week, we'll have been working on this project for a month.*

## ▶ Practise

### 1 Match sentences 1–9, which refer to the future, with functions A–I.

- 1 I think the weather will be perfect for our holiday next month.
- 2 Hurry up or you'll be late!
- 3 I'm definitely going to finish my essay tonight.
- 4 I'm having a coffee with Ben later. He called a few minutes ago.
- 5 I'll phone you every day while I'm away.
- 6 Shall I make you a sandwich? You look hungry.
- 7 I'll be going to tennis club this evening.
- 8 Will you wait for me after school?
- 9 It's too late. We're going to miss the train.

**A an arrangement**

**B a prediction about the immediate future**

**C a warning**

**D an offer**

**E a routine activity**

**F a promise**

**G a general prediction**

**H an intention**

**I a request**

### 2 Choose the correct phrases to complete the sentences.

- 1 I'm sure you're **doing** / **'ll do** well in the play, don't worry.
- 2 Sorry, I can't come round this morning – I'm **playing** / **I'll have playing** tennis until 12.00.
- 3 This is terrible! When are you **learning** / **going to learn** how to cook properly?
- 4 We'd better run – the shop **is closing** / **closes** at 5.30.
- 5 I'll **be finishing** / **have finished** this book by the end of the week. Can I borrow another one?
- 6 Just think – in three years' time, **we're studying** / **we'll be studying** languages at university!

- 7 I'll **have sat** / **I'm going to sit** down for a moment. I feel a bit sick.

- 8 By this time tomorrow, **we're travelling** / **we'll have been travelling** for six hours!

- 9 That's a good idea. I'm **phoning** / **I'll phone** you when I get home.

- 10 Am I **going to meet** / **Shall I meet** you at the station?



**3 Complete the teacher's talk with the correct form of the verbs in brackets.**

OK everyone – here are the plans for the trip tomorrow. Firstly – please, (1) \_\_\_\_\_ (you / get) an early night because the train (2) \_\_\_\_\_ (leave) at 7.30 tomorrow morning and it obviously (3) \_\_\_\_\_ (not / wait) for anyone who isn't there! I (4) \_\_\_\_\_ (set) my alarm clock for 6.30, so I suggest you do the same! I gave you the details last week and you can see that we (5) \_\_\_\_\_ (all / meet) on platform 8 at 7.15. This time tomorrow, we (6) \_\_\_\_\_ (eat) at Ron's Restaurant on Brighton beach! Then (7) we \_\_\_\_\_ (have) a walk round the town before visiting the museum. We (8) \_\_\_\_\_ (finish) the museum visit by about 4.30 so I'm sure we (9) \_\_\_\_\_ (be) back home by 7 or 8 o'clock. Now, I (10) \_\_\_\_\_ (give) you some time to look through the day's agenda again and I (11) \_\_\_\_\_ (answer) any questions in a couple of minutes.

**4 What would you say in the following situations?**

**1** Your friend is having some problems with her computer. Offer to help.

\_\_\_\_\_

\_\_\_\_\_

**2** You recently borrowed your friend's dictionary. Promise to bring it back tomorrow.

\_\_\_\_\_

\_\_\_\_\_

**3** Your teacher wants your homework. Tell her when it will be done by tomorrow.

\_\_\_\_\_

\_\_\_\_\_

**4** Your friend wants to meet up after school. Make an excuse.

\_\_\_\_\_

\_\_\_\_\_

**5** Tell your friend not to call you at four and give a reason.

\_\_\_\_\_

\_\_\_\_\_

**6** You are in a shop trying to decide which computer game to buy. Make a decision.

\_\_\_\_\_

\_\_\_\_\_

**7** Your friend is worried about failing her exams. Reassure her.

\_\_\_\_\_

\_\_\_\_\_

**5 What do you think life will be like in ten years' time? Complete the students' talk with the correct form of the verbs in brackets.**

It's quite difficult to think about life in ten years' time. The only thing I am sure of is that life (1) \_\_\_\_\_ (be) very different! We (2) \_\_\_\_\_ (live) in tall buildings because the population (3) \_\_\_\_\_ (increase) a lot by then, and we (4) \_\_\_\_\_ (not have) much space. We definitely (5) \_\_\_\_\_ (not have) gardens. Perhaps everyone (6) \_\_\_\_\_ (work and study) at home. I'm sure by that time we (7) \_\_\_\_\_ (use) computers to do nearly everything for years.



**6 What are your dreams and ambitions for the future? Write your answer in your notebook.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**7 Read the task and points and choose the correct phrases to complete the answers.**

Write a blog extract about your plans for today.

**• write about your plans for the day**

Our English teacher (1) **is giving / gives** us a big test in class tomorrow, so today I (2) **'m going to do / do** a lot of revision. Well – that's the plan. I've got a few ideas about what to do. I (3) **'m starting / 'll start** by looking at all the vocabulary we've studied this term. I (4) **do / 'll do** that this morning and then this afternoon I (5) **look / 'll be looking** at the grammar.

**• write about your arrangements for the day**

My mate Sandy (6) **comes / is coming** round in the afternoon so that we can test each other. He (7) **'ll have stayed / 's staying** for dinner too. Mum (8) **cooks / is cooking** a roast dinner for us! The first episode in a new TV drama (9) **will start / starts** at 6, and we (10) **'ll both definitely have watched / 're both definitely going to watch** it.

**• write about what you'll have achieved by the end of the day**

I (11) **'m going to work / work** really hard today, so by the end of the afternoon, I (12) **'ll have been reading / 'll have read** through all the grammar and vocabulary from the first six units in the book. I (13) **'ll probably be / am probably exhausted**, so I think I (14) **'ll deserve / 'll be deserving** an evening off!

**8 Write your own sentences to answer the bullet points in exercise 7. Write about revising for a different subject.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## ► Gerund vs infinitive verb forms

### ► We use infinitive with to:

- after most verbs and verb phrases expressing plans, decisions, will, intentions, eg: **want, would like, plan, decide, be going to:** *I'm **planning** to take dancing classes this year. She **would like** to become an actress.*
- with verbs such as: **agree, refuse, offer, promise, manage, afford, deserve, hope, choose, seem:** *She **agreed** to help us with the work. We **managed** to buy some tickets for the concert.*
- in a construction **verb + object + infinitive** with such verbs as: *She **wanted** us to come to her party. I **advised** him not to use the train today because of delays.*

### ► We use infinitive without to (bare infinitive):

- after modal verbs (excluding **ought to**): *She **should** be more careful. I **must** be off now.*
- after expressions **had better, would rather:** *You'd **better** answer your phone.*
- in a construction + **object + bare infinitive** with **make** and **let:** *She **made** us stay longer. We **didn't let** him go on his own.*

### ► We use -ing (gerund) form:

- after verbs expressing emotions, eg: **like, love, hate, can't stand, enjoy, dislike, (not) mind:** *I **love** listening to heavy metal.*
- after verbs, adjectives or nouns with prepositions, eg: **keen on, interested in, good at, congratulate sb on, tired of:** *We **were keen on** seeing the show. He **thanked us** for coming to his concert.*
- after some verbs and expressions, eg: **keep, avoid, spend time, go, miss, practise, admit, give up:** *He **spent** a lot of time **practising** before the concert. You **should avoid** working too long on the computer.*
- after expressions: **There's no point (in), It's no use** *It's no use **calling him** – he's switched off his phone.*
- after conjunctions: **after, before, while:** *She **lived in Liverpool before** moving to Oxford. I **don't think** you should listen to music **while** studying.*
- as the subject of a sentence: **Learning English phrasal verbs** *is very difficult.*

- After some verbs we can use both infinitive and gerund, but the choice of the form affects the meaning. Compare the following examples:

*I must remember **to buy** the tickets today.* vs *I remember **buying** the tickets a few days ago.*  
*Don't forget **to send** him an invitation.* vs *I forgot **sending** him an invitation.*  
*I met them and we stopped **to talk** for a while.* vs *We stopped **talking** when the actors appeared on the stage.*  
*I tried **to drink** the coffee but it was too hot.* vs *I tried **drinking** the coffee but I still felt tired.*

- The verbs **start** and **begin** can be used in both forms without any change in meaning:  
*He started **playing** the piano.* lub *He started **to play** the piano.*

## ► Practise

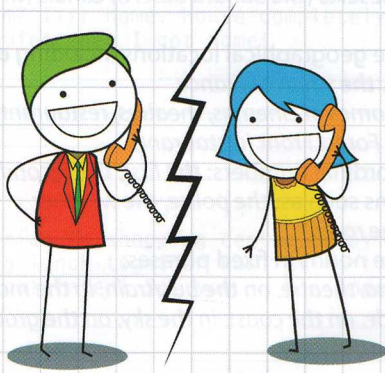
- Put the verbs below into the correct columns. Then add two more words to each column.

refuse admit avoid afford allow thank for choose offer miss manage spend time keep

Followed by to do	Followed by -ing



**2 Chose the correct phrases to complete the dialogue.**



**Sam:** I'm a bit tired of (1) **to do / doing** this work! Do you want (2) **to go / going** into town with me?

**Sue:** I'd love (3) **to go / going** - I really need (4) **to get / getting** some boots but I've promised (5) **to meet / meeting** Luke to chat about the project. Also, I'm broke and I can't afford (6) **to buy / buying** anything at the moment!

**Sam:** I persuaded my dad (7) **to lend / lending** me twenty pounds - after all, I spent an hour (8) **to help / helping** to fix his computer last night!

**Sue:** Well done! OK, after (9) **to meet / meeting** Luke, I'll call you and perhaps I can help you (10) **to spend / spending** the money!

**Sam:** There's no point (11) **to call / calling** me - the signal's terrible in the shopping centre. I've given up (12) **to try / trying** to make calls there! If you're around, I'll see you at Benny's café at 3.

**Sue:** That's the plan!

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

- Did you remember \_\_\_\_\_ (invite) Dave to the party?
- I stopped \_\_\_\_\_ (work) at about six because I was getting a headache.
- You'd better \_\_\_\_\_ (leave) now or you'll miss the train.
- Before \_\_\_\_\_ (exercise), you should \_\_\_\_\_ (warm) up your muscles.
- I expect \_\_\_\_\_ (receive) my results today.
- I tried \_\_\_\_\_ (log) on last night but I keyed in the wrong password. I remember \_\_\_\_\_ (write) it down somewhere but I've forgotten where I wrote it!

**4 Answer the questions.**

1 What have you agreed to do recently?

\_\_\_\_\_

2 What do you try to avoid doing?

\_\_\_\_\_

3 What have you spent a lot of time doing recently?

\_\_\_\_\_

4 What have you missed doing recently?

\_\_\_\_\_

5 What have you congratulated someone on doing recently?

\_\_\_\_\_

6 What do you expect to do soon?

\_\_\_\_\_

**5 Read the bullet points and choose the correct phrases to complete the answers.**

**• tell your English friend about your hobbies**

I'm really keen on (1) **to cycle / cycling**. I sometimes enter competitions so I go (2) **to run / running** every day. I practise (3) **to ride / riding** up hills because that's the hardest part! I also enjoy (4) **to listen / listening** to music, particularly rock-folk and I'd like (5) **to learn / learning** the guitar one day.

**• inform your friend about some decisions about the future you've made recently**

I've recently decided (6) **to study / studying** biology at university. I really enjoy (7) **to learn / learning** about animals and I think I'd like (8) **to be / being** a vet in the future. But before (9) **to go / going** to university, I'm planning (10) **to spend / spending** some time (11) **to work / working** in England! I need (12) **to improve / improving** my English!

**6 Write your own sentences to answer the bullet points in exercise 5.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_





## Articles

### We use a/an with countable nouns in singular:

- when we mention something/someone for the first time: *I've got a dog.*
- when we say something or someone belongs to a certain type or kind of things/people: *Zakopane is a mountain town. My mum is an accountant.*
- in quantitative expressions: *a lot, a few, a little, a couple of, a kilo, a litre, a kilometre*
- before nouns describing common, minor illnesses: *I've got a headache / a sore throat / a stomach ache.*
- in expressions of frequency: *three days a week, once a year*
- in fixed phrases: *go for a walk, have a rest, as a result, take a shower*
- We can also use a/an with some numbers: *It cost a hundred pounds.*

### We use the:

- when we talk about something that has already been mentioned before: *I've got a dog. The dog is very old.*
- when the speakers know what thing/person we are talking about: *I put the plants on the floor. Did you talk to the boss yesterday?*
- when we use an adjective in a superlative form: *Mount Hoverla is the highest mountain in Ukraine.*
- when there is only one of something: *the mayor of New York, the Equator, the Earth*
- before the names of musical instruments in sentences describing the abilities to play instruments: *He plays the piano.*
- before adjectives and nationalities understood as groups of people: *the English, the rich*
- with family names when we mean the whole family: *I've asked the Smiths to dinner.*
- before country names including a common noun (state, republic, kingdom): *the USA, the UK*

- before river names (*the Nile*), oceans and seas (*the Pacific Ocean*), mountain ranges (*the Alps*), archipelagos (*the Maldives*), deserts (*the Sahara desert*), canals (*the Panama Canal*)
- before some geographical locations including *of*: *the Valley of the Kings, the south of France*
- before the names of cinemas, theatres, restaurants: *The Empire, The Forest Front (restaurant)*
- before the ordinal numbers: *the first, the second*
- before nouns such as: *the police, the weather, the press, the radio*
- before some nouns in fixed phrases: *at the cinema/theatre, on the bus/train, in the mountains, at the seaside, on the coast, in the sky, on the ground, in the forest*

### We use the zero article (NO article):

- before plural, countable nouns or uncountable nouns when we do not give specific information about the people or things we are talking about: *I like horror films. Dolphins are sea mammals. People can only drink fresh water.*
- before proper names such as first names, family names, the names of cities, roads, states, lakes, islands, mountain peaks, continents: *I live in Whitely Road. Sherpa Tenzig and Edmund Hillary were the first men to climb Mount Everest. Lake Victoria is in Africa.*
- before names of the days of the week, month, holidays and celebrations: *We're leaving on Tuesday. Easter often falls in April.*
- before names of sports, colours, meals, diseases: *Green is my favourite colour. I often play basketball. He came down with malaria.*
- before nouns in some typically used expressions: *at home, in bed, to school/work, by bus/train/car, have something for (breakfast/lunch/dinner), go on holiday.*

## Practise

### 1 Choose the correct options to complete the sentences.

- Have you ever been to **the** / – USA?
- Ben's in **a** / **the** garden. He's playing **the** / – football with **a** / **the** friend.
- I got **a** / **the** bad stomach ache after our **the** / – meal at **a** / **the** hotel yesterday.
- Do you want to take **a** / **the** break from studying and have **a** / **the** coffee?
- I saw Charlotte at **a** / **the** cinema yesterday. We were watching **the** / – new Hugh Jackman film.
- The** / – Alps are in **the** / – Switzerland, aren't they? Or is it **the** / – Austria? Or maybe both?
- The** / – first time I went for **a** / **the** walk in **a** / **the** forest near here, I found **a** / **the** very unusual flower.

### 2 Complete the blog extract with a / the / (-).

On Monday my mum started (1) \_\_\_ new job as (2) \_\_\_ receptionist. She's working at (3) \_\_\_ new office building they have built next to (4) \_\_\_ bus station in (5) \_\_\_ Croxley Road. (6) \_\_\_ transport is difficult because (7) \_\_\_ parking is (8) \_\_\_ big problem in town. (9) \_\_\_ boss has (10) \_\_\_ parking space in front of (11) \_\_\_ building but (12) \_\_\_ people like my mum don't. So, she had to take (13) \_\_\_ taxi instead of driving (14) \_\_\_ car.





**3 Write the text messages in full.**

1 Had great time at party! Thanks. Pete gave me lift home. House completely dark and quiet when I got home!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 Met Brian in shopping centre today. Having lunch together now. Going to buy new coat later! See you on bus tomorrow!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 Just got results of maths test. Got all answers right! Best results in class! Cool or not?!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4 Got couple questions about new project. You got a moment? Call me.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4 Complete the description of the picture with a / the / (-).**



In (1) \_\_\_ picture there's (2) \_\_\_ family and they are at (3) \_\_\_ airport. It's busy and (4) \_\_\_ airport is full of (5) \_\_\_ people. All (6) \_\_\_ seats are full and there are even (7) \_\_\_ passengers sitting or lying on (8) \_\_\_ floor. There are (9) \_\_\_ bags and cases everywhere. In (10) \_\_\_ background there's (11) \_\_\_ shop. It probably sells (12) \_\_\_ newspapers and books. I imagine (13) \_\_\_ family are going to have (14) \_\_\_ long wait for their flight.

**5 What's the best present you've ever received? Write your answer, saying what it was, when you received it and why you liked it.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**6 Read the task and bullet points and choose the correct alternatives to complete the sentences.**

Write to your English friend.

• tell him the best time to visit your country

(1) A / The good time to come here is in (2) the / - April because (3) a / the weather is usually quite good and there are lots of (4) the / - flowers and colours in (5) a / the countryside. It's always good to see (6) a / the sun again after (7) a / the winter!

• tell him what to bring with him on his visit

It's (8) a / the good idea to bring some warm clothes with you as it will be colder than in (9) the / - England. You'll need (10) the / - thick socks and gloves! Also, bring (11) a / the smart suit because we might go to (12) a / the wedding. My sister is getting married!



**7 Write your own sentences to answer the bullet points in exercise 6.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## ▶ Countable and uncountable nouns (*some / any / much / many / a lot of / too / enough / (a) few / (a) little*)

### ▶ We use **countable nouns** to describe people, things and places that can be counted:

- they exist both in the singular and the plural.

Some of them form irregular plurals: *a man* → *men*, *a child* → *children*, *a sheep* → *sheep*.

- in the singular they have the indefinite article **a/an**: *There's an apple on the table.*
- in the plural they are used with the following quantity expressions: *a lot/lots of, plenty of, (too/so/how/not) many, in affirmative, any* questions and negatives, *several, a few (of), a couple of, (very/too/so) few, no.*

### ▶ **Uncountable nouns** are used to describe things that can't be counted:

- the names of substances (*sugar, water*), feelings (*love, happiness*) and abstract concepts (*freedom, beauty*).
- they exist only in the singular, without an indefinite article or numbers;
- they are used with the following quantitative expressions: *a lot of, plenty of, (too/so/how/not) much, some* (affirmatives), *any* questions and negatives, *a little, (very/too/so) little, no.*

The construction **there + be** is used to point out that something exists: *There is some orange juice.*

**These sentences also usually define location and quantity:**

*There were a few apples on the table.*

*There must be a lot of pepper in this meal.*

Pay attention to the difference between **There is...** and **It is...**

- **There is some bread on the table.** (we mention a noun for the first time, saying where it is and how much of it there is)
- **It is too old to eat.** (we talk about a particular thing and the feature it has)
- **It's raining.** (talking about the weather)

## ▶ Practise

### 1 Choose the correct words to complete the sentences.

- 1 Have you got **much** / **many** money at the moment?
- 2 I'm afraid there aren't **some** / **any** tickets left for the concert.
- 3 **It** / **There** is a letter for you on the table.
- 4 There wasn't **enough** / **some** food for everyone.
- 5 The news about the floods is / **are** very bad.
- 6 You must stop to drink a / **some** water during your run.
- 7 **A little** / **A few** of the students stayed after class to talk to the teacher.
- 8 There are **too** / **very** many questions for me to answer!
- 9 We had too **little** / **few** apples to go round.
- 10 My father has given me **lots of** / **much** driving tips.

### 2 Complete the second sentence so that it has a similar meaning to the first one, using the word given.

- 1 All the tables in the restaurant are occupied.  
**ANY**  
There \_\_\_\_\_
- 2 It's too late to finish this essay.  
**TIME**  
There \_\_\_\_\_
- 3 What shall I do?  
**ADVICE**  
Can you \_\_\_\_\_
- 4 We've got nothing but one table and two chairs in the room.  
**FURNITURE**  
There \_\_\_\_\_
- 5 Someone has eaten most of the chocolates.  
**LEFT**  
There are \_\_\_\_\_
- 6 A band will be playing in the concert hall this evening.  
**MUSIC**  
There \_\_\_\_\_
- 7 I saw only two apples on the table.  
**FEW**  
There \_\_\_\_\_
- 8 The cake was very, very sweet.  
**SUGAR**  
There \_\_\_\_\_





**3 Complete the email with the correct words.**

www.e-mail.com

Hiya!

I just thought I'd write to you quickly because I've got (1) \_\_\_\_\_ free time before my next lesson. I had quite a lazy Sunday and I didn't do (2) \_\_\_\_\_ homework at all. In fact, I didn't do (3) \_\_\_\_\_ all day. I spent (4) \_\_\_\_\_ hour playing a computer game – you know, the one you had lent me. I'm getting better and I got a (5) \_\_\_\_\_ of points! But I haven't done (6) \_\_\_\_\_ practice to be really good as you yet. (7) \_\_\_\_\_ a difficult game – there are so (8) \_\_\_\_\_ levels. Perhaps you can give me (9) \_\_\_\_\_ advice next time we talk. Just a (10) \_\_\_\_\_ tips, please! Anyway, the bell's gone so now it's double science.

See you soon,  
Amy

**4 Complete the description of the picture with the correct words.**



The picture is of a classroom and there are a (1) \_\_\_\_\_ of young children sitting on the floor. I imagine they're about six or seven. There are a (2) \_\_\_\_\_ desks in the background and behind them we can see (3) \_\_\_\_\_ shelves with (4) \_\_\_\_\_ of books. There (5) \_\_\_\_\_ two windows in the room. (6) \_\_\_\_\_ a nice day and there's (7) \_\_\_\_\_ sunshine coming through the window. The children don't have (8) \_\_\_\_\_ books in their hands because they're listening to the teacher. There's (9) \_\_\_\_\_ orange juice in a jug on the table and (10) \_\_\_\_\_ biscuits, so it's probably nearly break time.

**5 Read the task and bullet points and complete the sentences with the correct words.**

Write a blog extract about your redecorated bedroom.

• describe what your room used to look like

My room used to have one small window and it let in very (1) \_\_\_\_\_ light so I couldn't do (2) \_\_\_\_\_ homework there. I had a (3) \_\_\_\_\_ of boring pictures on the walls and I didn't have (4) \_\_\_\_\_ shelves or tables there at all. Needless to say, I didn't spend (5) \_\_\_\_\_ time there!

• explain what it looks like now

It's very different now! Dad put in two more windows so there's (6) \_\_\_\_\_ of light now. He's also knocked down a wall, so the room's bigger. Now I've got (7) \_\_\_\_\_ room to have a big desk and my PC, and there's (8) \_\_\_\_\_ space for more furniture too. In fact, there's too much space! I need to do (9) \_\_\_\_\_ shopping soon. And now, there are (10) \_\_\_\_\_ boring pictures on the walls!



**6 Write your own sentences to answer the bullet points in exercise 5.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Writing bank



## INFORMAL LETTER / E-MAIL

Recently you have been to a fantastic party. Write an E-mail to your English friend:

- describing the event and its host,
- telling about the things you liked the most at the party,
- encouraging your friend to come to your birthday party next month,
- explaining what kind of party you want to host.

Write your answer in at least 100 words (not including the words in the sentences given) in an appropriate style.

### MODEL ANSWER

Hi Ben,  
I'm writing to tell you about a party I went to last weekend.  
My mate Robert threw an incredible party at his home.  
It was his eighteenth birthday and he wanted it to be an event to remember. He had organised everything himself, including hiring a brilliant band. I bet it cost a fortune!  
Everyone had a good time.  
For me, the best part was meeting loads of people I hadn't seen for ages.  
Of course, I also enjoyed getting dressed up in an expensive new outfit!  
By the way, it's my birthday next month. I'll be seventeen!  
It would be great if you could come to Ukraine for it.  
Would you like to? Please try to make it!  
I'm thinking of having a party on a river boat.  
Or, I could always invite a small group of friends to tea at the best café in Kiyv!  
What do you think?

That's it for now.

I hope to hear from you soon.

XYZ

Reference to the first point in the instructions.

Elaborating on the first point in the instructions.

Remember to use idiomatic expressions, which are a part of the range of vocabulary and grammatical structures that are assessed.

Reference to the second point in the instructions

Elaborating on the second point in the instructions.

Reference to the third point in the instructions

Elaborating on the third point in the instructions.

Reference to the fourth point in the instructions..

Elaborating on the fourth point in the instructions.

The salutation and the introductory sentence in the letter have already been given and are not included in the number of words you are supposed to write in your letter.

The sentence connecting the first point in the instructions with the second one, which makes the text coherent.

Use as wide range of grammatical structures as possible to get a good grade. The accuracy of language is also very important. Avoid using structures if you are not confident that they are correct.

Use as wide range of vocabulary as possible; you will not be able to get a good grade if you use only the language and vocabulary that you learnt at elementary level. Try to replace the most common words such as clothes with those less frequently used, such as outfit..

The concluding sentence in the letter has already been given and is not included in the number of words you are supposed to write in your letter..



EXTENDED

A FOR AND AGAINST ESSAY

Write an essay on the following topic.

It has been demanded lately that the legal age for driving should be raised. Is it a good idea? Write a for and against essay presenting the advantages and disadvantages of such a regulation.

Write your essay in at least 150 words in an appropriate style.

MODEL ANSWER

Remember that in the introductory paragraph you clearly state the topic to be discussed.

We all know that our roads are getting busier and more dangerous. For this reason some people believe that we should start learning to drive later because older people drive more carefully. But is this really true?

Try to make the readers interested in the text. You may start with a question.

Present the points for and against along with your justifications in a logical way in separate paragraphs.

On the one hand, insurance statistics show that younger drivers make more claims and tend to drive faster than older people. It is thought that this is because younger people are more impetuous and do not appreciate the risks of driving fast. This would imply that raising the legal age to drive would make our roads safer.

Use a wide range of vocabulary in a formal style.

Use linking words to make your text cohesive.

However, this is not necessarily true. If young people had to wait longer to be able to drive and get their own cars, many would simply drive illegally, without proper training. That would make the roads even more dangerous. Moreover, driving experts agree that we should avoid making hasty generalisations as there are good and bad drivers of all ages. Perhaps it is not the age of the drivers that is important. Perhaps it is the type of training that they get.

Use the appropriate register.

In the closing paragraph state your opinion and a balanced consideration of the topic taking into account already used arguments.

To sum up, there is no simple solution to making our roads safer. However, I do not think that raising the legal age for driving is a good idea. Personally, I think we need to focus on improving the training. One answer could be for the government to invest money in driving schools so that learners can take more cheaper lessons. That would be a better answer.

Do not use informal style (short forms, colloquial language)



EXTENDED

AN ARTICLE

Write an article on the following topic.

Local authorities are planning to stop organising the free annual open-air music festival in your area. Write an article for your school website in which you will describe the popularity of the last year edition of the festival and present and justify your opinion on the local

Write your article in at least 150 words in an appropriate style.

MODEL ANSWER

Save our festival!

For many years we have had an annual open-air music festival in Green Park. The event is free and features local bands and singers. Now the festival is in danger. The authorities are proposing to stop funding the event. They claim that it costs too much and that the festival-goers leave the park in a terrible mess. This must NOT happen!

I know from personal experience how wonderful the event is as I have been there every year since I was six years old. It is getting more and more popular, too. Last year, for example, over 5,000 people went over the two-day event. It was a great success and one of the local bands that played was given a record deal by a top music producer.

It is also quite clear to me that the festival should continue. It is part of our local cultural tradition and many people who go there cannot usually afford tickets to music concerts. It is also very important for bands as they get the chance to show off their talents on a big stage.

The problem of the mess and litter could easily be dealt with. I am sure people would rather help in a clear-up action than lose the festival.

To conclude, I would like to encourage everyone to join the protest against the decision to stop the event. We would miss a wonderful opportunity to hear local live music for free and promote local culture.

Address all the points outlined in the instructions.

Include all the relevant information.

Use appropriate expressions and useful linking words to make your text logical, fluent and coherent.

Remember that a very important part of every article is an interesting heading to get the reader's attention.

Remember that in the introductory paragraph you clearly state the topic to be discussed and present all the information needed to understand your arguments.

Use a range of vocabulary to make your piece interesting.

Use the variety of stylistic structures.

If possible, use synonyms for words more frequently used.



A FORMAL LETTER

Write a letter on the following topic:

In your opinion the standards of the school cafeteria have dropped recently. Write a letter to the school newspaper in which you will give reasons for your answer and recommend a number of possible courses of action that might help the situation in the future.

Write your letter in at least 100 words in an appropriate style.

MODEL ANSWER

Dear Editor,

I am writing to point out that the standards of the school cafeteria have dropped in recent months and to suggest some solutions to the problem.

When I first came to this school, the cafeteria had an excellent reputation and I was very impressed by the range of food on offer as well as the quality. There was always a healthy option and the portions were generous and good value for money. In addition to this, the staff were always very pleasant and happy to serve the customers. And they also kept the eating area clean and tidy.

Recently, however, it has become increasingly common to find no healthy option on the menu and quite often there are very few choices at all because they have run out of food! The plates are much smaller now and the quality is also lower than before. The meals are frequently cold and have no real flavour. What is more, the tables are often cluttered and dirty.

It would be in everyone's interests to improve the standards in the cafeteria. Students need a good range of healthy food at a reasonable price while they are at school and if the cafeteria did not run out of food, it would make more money. Perhaps the answer would be to focus on making fewer, but healthier types of meals and to organise things better so that the eating area is regularly cleaned and maintained properly.

I feel very strongly about this issue and hope that we shall see some improvements soon.

Yours faithfully,

XYZ

Begin your letter with an official and appropriate salutation and greeting.

Remember to state the purpose of the letter in the introductory paragraph.

To make your letter sound reliable give appropriate information to create a convincing background.

Give examples to points you make.

Remember not to use informal language like contractions.

Remember to use the variety of stylistic structures and a range of vocabulary appropriate to the style and the subject of your letter.

Use typical for formal style connectors and linking words and expressions

Avoid repetitions; use synonyms.

End your letter with an appropriate expression.



## USEFUL PHRASES

### Inviting and persuading

- Would you like to ...?
- Why don't you ...?
- Would you like to?
- I / We could always ...
- How about ...?

### Apologising

- I am so sorry that I didn't ...
- Forgive me for not ...

### Presenting pros and cons

- One advantage / disadvantage of ... is ...
- The downside is ...
- The main / obvious drawback is ...

### Narrating

- One evening ...
- One memorable day I ...
- The first thing he did was ...
- He followed that by ...
- It's hard to believe but then ...
- When we got there, we ...
- What I remember most is ...
- The highlight of my stay there was ...
- We started at ... and then we went ...
- After ..., I ...
- While the waitress was serving, she spilled the juice ...
- During ...
- We spent three hours ...
- We were on our way back when ...
- You'll never guess who we saw / what happened next ...
- ... was a great success.

### Narrating (formal style)

- I particularly enjoyed ...
- When I first visited ...
- I was really impressed by ...

### Describing

- It's a ... near ...
- It's a bit isolated but ...
- It's just outside the big city of ...
- It's situated *on the east coast of* ...
- They've made lots of improvements ...
- It hasn't changed much.
- The state of the building is *appalling*.
- The condition of *our school building* is ...
- The building has not been well maintained ...

### Talking about plans / Speculating

- I would really miss ...
- I would find it hard to ...
- I'm thinking about ...
- I'd like to ...
- I'm hoping to ...
- I think we'll *try somewhere else next year*.
- I want to ...

### Expressing and explaining your opinion

- I think it's a great *place*.
- I was a little disappointed with ...
- I was pleasantly surprised.
- It was *more expensive* than we'd thought.
- Everything was good value.
- I'm not sure it ...
- What I really like about ... is ...
- The thing I most like about ... is ...
- The person I admire most is ...
- I have a lot of respect for ...
- I know only too well from first-hand experience that ...
- In my opinion, ...
- I feel very strongly that ...
- It's quite clear to me that ...
- From my point of view, ...

- I definitely believe that ...
- However, I have to point out that ...
- My opinion is based on the fact that ...
- The reason behind writing this is that ...

### Expressing an opinion (formal style)

- It is thought / said that ...
- Many believe that ...
- Some people claim that ...

### Discussing a subject (formal style)

- ... is quite a controversial issue.
- There are several ways of looking at this question.
- We are all aware that ...
- We need to consider several points.
- It made me aware that ...

### Offering solutions

- There is no simple solution to the problem because ...
- One solution might / could be to ...
- It would be in everyone's interest to ...
- What is really needed is ...
- It goes without saying that you should ...
- I strongly suggest that you ...
- You definitely need to ...
- Without changes / solutions like this you will ...

### Complaining

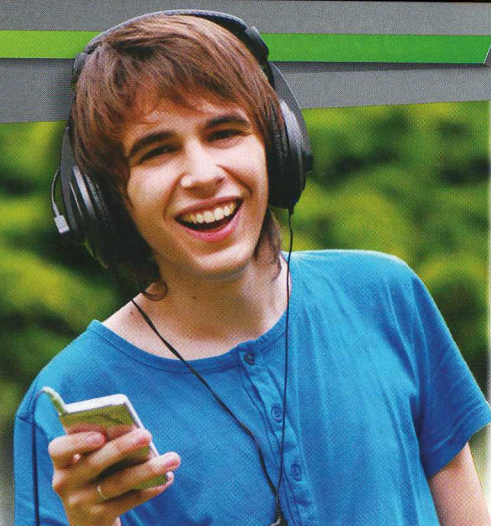
- I'm afraid I have several complaints about ...
- We weren't the only ones who were unhappy with ...
- The manager refused to listen to our concerns ...
- We were very disappointed with ...

### Congratulating

- I'd like to congratulate you on ...
- Many congratulations on ...



# Audioscript



## 01 Human being

CD 1.01 MP3 01

**A:** So what are teenagers like?

**B:** Well, everyone is different but on the whole teenagers are fun-loving and they are hardly ever unsociable. They love company and I'd say few teenagers want to be on their own.

CD 1.02 MP3 02

**Interviewer:** So Anna, what type of people do you dislike the most?

**Anna:** Well, I get on with most people but I find it hard to be with people who don't tell the truth, who are dishonest.

**Interviewer:** OK. What do you like about yourself the most?

**Anna:** I guess the fact that I'm well organised and not messy like my sister and a lot of my friends.

**Interviewer:** What would you change in yourself?

**Anna:** I've got little imagination and I'm not very creative so I think I'd love to change that.

CD 1.03 MP3 03

**Presenter:** Today, we have with us Josh Collins, who will tell us all about different types of teenage personalities.

**Psychologist:** Hello, everyone.

**Presenter:** Josh, why do we talk about teenage personalities? Do they have little in common with the rest of us?

**Psychologist:** Yes and no. Teenagers tend not to hide their emotions so their personality features show much more. Teenagers behave spontaneously. As a result, certain types of extreme behaviour are more typical of younger than more mature people who can control their emotions far better.

**Presenter:** Some examples?

**Psychologist:** In an average class, we often come across so-called *beauty kings and queens*, for whom image is never unimportant! They set trends for the others and wear amazing clothes both top brands and second-hand ones. Then we have *drama queens*, who seldom stop panicking and for whom even a small problem is a total disaster.

**Presenter:** And who are over-achievers?

**Psychologist:** Overambitious and super-smart types. Everything they do focuses on being the best. Other students look up to them but few want to make friends with them. There are also eco-maniacs, health nuts and technology freaks. It's easy to guess their obsessions, isn't it?

**Presenter:** Sure! I still think that there are lots of adults who behave in the same way.

**Psychologist:** Yes but as I said, teens manifest their personalities in a more powerful way. When they grow up, they hardly ever stay the same. Certain features will always remain the same, obviously but as we develop into adults, we become more sensible.

**Presenter:** I guess so. Thank you, Josh.

**Psychologist:** You're welcome.

CD 1.04 MP3 04

When I was a child, we used to spend our summer holidays in the countryside. Next to our cottage lived this most incredibly strange man. My parents warned me not to approach his house but one day, my curiosity took over and I went over to see the house. I felt absolutely petrified and pretty thrilled at the same time. Suddenly, I heard a gentle voice saying 'Hello, young man.' I turned back and I saw him. My hair stood on end and I froze. Then he smiled and told me not to panic. He turned out to be a weird but friendly guy. I took to him straightaway!

CD 1.05 MP3 05

1  
I once met a very strange girl. It was at a summer camp. The two of us ended up sharing the same room so I felt I had no alternative but to make friends with her. I'd always been very outgoing and open-minded so it was part of my nature to want to socialise with people. She seemed the complete opposite – withdrawn, unwilling to chat and quite bad-tempered. Anyway, I plucked up enough courage to talk to her. I asked her to go with me for a walk and guess what!!! She told me to go to hell. I couldn't believe my ears!! Can anyone be so anti-social? Fortunately, I managed to get to know some other people. My roommate just turned out to be a quiet girl with no need to socialise. We learnt to accept that we were different!

2  
The person I want to tell you about was a real weirdo. He was my friend's neighbour. He was skinny and lanky. He wore the most ridiculous clothes in very bright colours and shoes which never matched. He had different haircuts every month and a rat for a pet. People also said he was difficult to talk to. Well, one day we were both waiting for the same bus. As the bus was late, we sat down on the bench and we struck up a conversation. He told me all about his passion for music and art, about his need to look original and the fact that he was lonely because everyone judged him by his appearance only. In the end, we found we had a lot in common. This was the first time I'd been delighted my bus didn't come on time.

3  
I adore people-watching. There are so many different individuals in the world, each one looking different, with a different set of values and beliefs.

I often go to the local park to observe people and their lives. Strangely enough, this is how I met my best mate. One day, I went to the park and sat on the bench. I saw this odd-looking girl. She looked dressed to kill – a perfect outfit, high heels, professional make-up, someone I'd never want to befriend! The strange thing about her was that she was singing a song and crying. I felt sorry for her so I approached her asking if she needed any help. We sat down and chatted for the rest of the day. She was upset because she was fed up with pretending to be someone she didn't want to be.

4  
I think I'm attracted to so-called eccentric people. Most of the people I know avoid them but I always find these individuals interesting. I believe they are weird for a reason. They often develop unusual interests and tend to be artistic, imaginative and very sensitive. The best example is my friend Julia, a bit of an oddball. She's a music freak but her real passion is stargazing. Once she invited me over to a party. I'd expected to meet lots of people, as you do at parties, but it turned out that it was just the two of us listening to rock ballads and watching the sky at night. Strange as it seems, I had the time of my life. It was just terrific.

## 02 Home

CD 1.06 MP3 14

An urbanite is a city lover, a person who lives, works or studies in the city and who has fun socialising, shopping or just being on the move. He or she enjoys life in the city because it gives them the chance to bump into interesting people and get lots of professional opportunities. Urbanites adore trendy gadgets and have more contacts on social networking sites than any other citizens. Not surprisingly then, they'd probably die if they had to move to a quiet neighbourhood in the country.

CD 1.07 MP3 15

1  
I fell in love with the idea of house swapping the first time my parents decided to do it. I'm twenty now and so far we've lived in five other houses. The idea is that you find somewhere where you'd like to live and look for a homeowner there who wishes to exchange his or her house with you for a short while. We live in a busy city so we always swap houses with people from the countryside. They miss the hustle and bustle of a city while we're happy to be close to nature. It's a wonderful idea!



2

The concept of house swapping isn't very popular in my country yet but I think more and more people are beginning to take an interest in it. To me, it seems like a really crazy idea! I just can't imagine how anyone could let strangers sleep in their bedroom or use their bathroom. What's worse, who would want to lie in someone else's bed or shower under their shower. There's also the security issue: how do we know that the people moving into someone's house are honest and won't damage the property? House swapping just doesn't make sense!

CD 1.08 MP3 16

1

We'd lived in the city since I could remember so when last month my parents announced we were moving to the countryside, I felt totally amazed. Dad said he'd found us a spacious, fully furnished house in a nearby village. As I didn't want to move anywhere, I didn't know what to say. Our flat was small but I liked it. Anyway, we went there a few days later and guess what! I bumped into our new neighbour, a twenty-year-old girl, and I fell in love at first sight. I didn't mind the move so much any more!

2

Are you fed up with living in a busy city? Have you had enough of your tiny flat and noisy neighbours? If you feel like that, perhaps it's time for you to consider moving to a more peaceful environment? Visit stand 36 and change the way you live. Find out more about our affordable cottages outside the town. Our dedicated staff will answer all your questions and help you make the right choice!

3

I don't think I can find words to describe the place where I live. Instead of a cosy two-room flat in a pleasant neighbourhood which I thought I was going to rent, I'm renting a tiny room in a rough area. The room has little furniture too! My landlord may be quite friendly but he hardly does any housework so if I don't clean the kitchen, it stays a mess for days. I know it's only student accommodation and the rent is low but I'm already thinking of moving out.

4

Are you in the mood for a change? Have you been thinking a lot recently about the place you call home? Are you frustrated with your ancient-looking rooms? If so, you're more than welcome to follow our advice and ideas to furnish your house from top to bottom. On the first two floors you will be spoilt for choice. Don't forget to visit our top floor to talk to our interior designers who are ready to assist you in any way they can. Whether you live in a cottage or a modern apartment, we've got what you want.

CD 1.09 MP3 17

1

I don't know what possessed me to buy a studio flat in the most hectic capital in the world! I think you must be off your head to want to live in this loud human beehive. I wish I hadn't made that silly decision!

2

I thought I got on with most of my neighbours pretty well. Admittedly, most are just nodding acquaintances but I had no idea how much they talked about me behind my back. Recently I bumped into one of them and he said that all the others were kicking up a terrible fuss about my apparently too loud music system and wanted to report me to the police.

3

Everybody raves about how peaceful it is and how different from the busy life of a city dweller it could be. They say you sleep better and breathe fresher air but frankly speaking, living in the countryside doesn't grab me at all. Plus I'd take ages to get used to the new environment and neighbours.

CD 1.10 MP3 18

**Interviewer:** Hello. Let me introduce Dylan Watson, a man who has spent the last three years researching so-called teenage 'household behaviour'. Welcome, Dylan.

**Dylan:** Hello, everyone.

**Interviewer:** Why this area of research? Everybody knows that teenagers detest doing housework. So, what is there to discover?

**Dylan:** How little teenagers can be counted on and how much of a disservice they're doing to themselves. Once I was working on an article when I stumbled upon some Australian statistics regarding how much time modern teenagers dedicate to helping around the house and what they were actually able to do in comparison with the previous, more concerned generations. I was thrown by the findings, which clearly showed that an average nineteen-year-old, who is about to turn into an adult, knows next to nothing about how to carry out basic household duties.

**Interviewer:** Why is that such a problem? Teenagers are busy with their schoolwork. This seems to be their 'household duty' in this day and age.

**Dylan:** What you said reflects the parents' attitude too, and that's a huge problem.

**Interviewer:** Why exactly?

**Dylan:** To start with, there's a generation after generation of young people who are unable to do such elementary tasks as loading a dishwasher! A bit worrying, isn't it? Secondly, parents are left alone to look after the house but the most damaging is that the less parents require of teenagers, the less independent the children become. So, when they move in with their own partner, they won't be prepared to do things around the house. This may lead to tensions and even a divorce, some therapists say.

**Interviewer:** Lack of some basic life skills, isn't it?

**Dylan:** Lack of self-sufficiency or overreliance on others, more like it! We call it 'the epidemic of domestic helplessness'. And it's down to parents, who are to blame here, to stop this. All it takes is to get their teenager used to, for example, cooking a meal once a week. This will only make life easier for grown-up children when they leave the nest.

**Interviewer:** How true! I'm twenty-eight and I can't cook well or iron my clothes properly. So, what can be done?

**Dylan:** I've heard of a family who were eager to make the switch from urban to rural life. The

parents took lessons from local farmers, which their son refused to turn up for. Soon the son had no choice but to watch his parents grow vegetables and breed animals. When encouraged by his dad to help out, the boy would object. So the father adopted a policy that if the boy needed his parents' help with anything, he had to do some chores around the farm. Like it or not, the boy learnt more than he probably wanted! And surprise, surprise he's a successful organic farmer himself, earning a fortune!

**Interviewer:** Wow! What a story!

**Dylan:** Yes, indeed!

**Interviewer:** Thank you, Dylan.

**Dylan:** You're welcome.

## 03 School

CD 1.11 MP3 24

1

Attention! Attention! This is Mike Whitley from Grade 3. As I'm sure you know, our new e-platform is up and running. Those of you who have registered by now, are already enjoying reading the school news as well as looking at funny photos and videos. I just want to remind those of you who haven't done that yet to log on by the end of this week. If you need help, contact the school office! Thank you!

CD 1.12 MP3 25

**Woman:** How am I supposed to do online projects with the students when the computer lab is never free?!

**Man:** Yes, I agree. It's the same with me. Every time I want to use it, I find out that either the biology or chemistry teacher has booked it.

**Woman:** I know what you mean. Yesterday it was full of grade 1 students doing a project on famous sculptors or painters. Miss Bale told me the lab was the only place where her students could use the Internet.

**Man:** What's happened to the school's wi-fi system then?

**Woman:** I don't know. All I know is that we can't teach the students computer science without computers!

CD 1.13 MP3 26

1

Are you tired of learning English words and expressions by heart? Do you find English grammar impossible to learn? Are English essays your worst nightmare? Does it all stress you out? If so, you'll enjoy our new webpage which is full of entertaining and interactive exercises designed especially for students revising for their school-leaving test! Check it out now and tell us what you think! We already hear that it's as useful as our ideas last year for practising communication in English!

2

**Girl:** Tom, congratulations on your exams!

**Boy:** Thanks a lot.

**Girl:** How do you manage that year after year? You must study every day or learn a lot of things by heart.

**Boy:** Just the opposite! I want to understand what I'm supposed to learn so I just make notes, read them and reread them until I feel I know everything



I need to know. I also have a good memory, which helps!

**Girl:** Lucky you!

**Boy:** I think it'd be a good idea to study from home in front of your computer. Just imagine not having to get up every morning!

**Girl:** I'm not sure. I prefer it when I can see the teachers face to face. Like now when we're getting ready for our final exams. The teachers motivate me to make more effort and revising with the rest of the class helps me a lot.

**Boy:** Well, maybe, but I hope that there will be more online learning next year. I've heard that universities and colleges do more of it!

**Girl:** We'll see. We must pass the entrance exams first anyway!

**4**  
I've been a teacher for about twenty years and I know how difficult it is to engage learners so I'm a fan of all the new ideas that could help me motivate my students. There's a trend in modern education called gamification. All the learning happens through problem-solving games, in which students score and collect points. It sounded brilliant, so like many other teachers I decided to try it and guess what! It was fun for a few weeks before my students got bored again. I know now that even games can demotivate teenage learners!

**5**  
My study room is in the attic but it's got quite big windows so it's pretty light and airy there. The room itself may not be very spacious but it's really cosy. My mum says that it's too cluttered and keeps telling me to get rid of things but I quite like it the way it is. It isn't untidy, just full of things I couldn't study without! It makes me feel like a real scientist!

**6**  
I've just come back from the USA. I went to a typical school there for a year and it was a totally different experience from going to a Polish school. I improved my English for a start but the interesting thing was that my school used cloud-based learning, which meant we studied online most of the time. I found doing all the projects very enjoyable because the cloud allowed us to share and edit our materials in real time. But I actually discovered that I missed being in a traditional classroom!

CD 1.14 MP3 27

**1**  
**Boy:** I'm really in two minds about what to do in the future. Most of the students in my class passed their exams with flying colours and I hardly scraped through them. I'm really struggling to understand why this is the case.

**Girl:** So, just like me! I never skip classes and I try to pay attention but I just don't think I'm an academic type. I'm not cut out for university. I guess I should find a job and forget about a degree. You've got to be at least average to cope with the amount of coursework you get at university.

**Boy:** You're right. Maybe I should do the same. What's the point of doing a degree course if I seem to score just a few points in every single test!

**2**  
How do you recall information more effectively? Is learning by repetition ever a good idea? These questions have been the main point of the most recent conference held by a panel of experts from a variety of educational institutions. A lot of attention has been devoted to ideas which can be applied to achieve better retention of information. Apparently, students who take advantage of such techniques outperform those who don't. An example of such a technique used to memorise the North American Great Lakes is the acronym HOMES, which matches the letters of the five lakes Huron, Ontario, Michigan, Erie, and Superior. Here with me is Professor Higgins to tell us more about these effective ways of committing information to your memory. Professor Higgins, can you ...

**3**  
**Man 1:** Do you think that the so-called virtual classroom will ever succeed?

**Man 2:** I hope it'll never replace the traditional school as I can't imagine students enjoying studying stuck in front of their computers at home. I know that recent surveys clearly demonstrate young people's great attachment to technology but in my view, teenagers crave the company of other young people and actually value face-to-face communication. So going back to your question, I don't think so.

**Man 1:** Do you believe that one day teachers will sanction the use of mobile phones in the classroom?

**Man 2:** My experience tells me that they won't because most teachers see cell phones as a threat in the classroom but I believe that most educators will be encouraging their learners to take advantage of mobile technologies and different apps to study at home.

**Man 1:** That's some kind of compromise, I guess.

Review 01

CD 1.15 MP3 34

**Interviewer:** Josh, as a teacher, do you think that so-called learning styles matter?

**Josh:** Some time ago, I didn't use to think so but the longer I teach, the more I can see that they do. The greatest difference is between extroverts and introverts, who have completely opposite needs as learners.

**Interviewer:** So how do you cope?

**Josh:** Well, worked out some good ways of dealing with this problem and I think my students can see it and value what I do.

**Interviewer:** So how do you work with extroverts?  
**Josh:** First of all, extroverts love talking, participating in and organising things. They are individuals who learn from the others in a group. They must discuss things to understand problems. They find reading, writing and research challenging activities because these are not done collectively.

**Interviewer:** And introverts?

**Josh:** They tend to enjoy reading, listening to lectures, writing things down and above all working independently. They are happier if they don't have to speak up in class at all. So I allow them to contribute to the classroom discussion

only if they feel like it. I never make them do what they don't feel good at.

**Interviewer:** Wow! Your students must love you for that!

**Josh:** They definitely have a more positive attitude to learning because they can show their strengths without showing their weaknesses. I don't want to work with their weaknesses but I try to help them show off their strong points.

**Interviewer:** Thank you, Josh, for your time.

**Josh:** You're welcome.

CD 1.16 MP3 35

**1**  
I was never a very ambitious student. I found most subjects difficult to follow. All I wanted to do was play tennis. My PE teacher understood my passion and he agreed to give me extra tennis lessons after school. He'd been a tennis player in his youth and he'd won a few tournaments, which I found very inspiring. We started with two lessons a week but ended with a lesson every day. After about a year, I was getting ready for my first match. I trained very hard but the hardest for me was gaining enough self-confidence to believe I could win. My teacher noticed that and he began to work on my personality. Within a few weeks, I felt much more self-confident. I didn't win the match, but I won much more. I gained a lot of self-worth.

**2**  
When I was in my middle school, I was very good at maths. I didn't need help from anyone to do even the most challenging tasks, which my teacher noticed very quickly. She asked me to take part in some maths competition but I wasn't keen on the idea because I was not a competitive person. For me, competing with others was extremely nerve-racking. My teacher insisted, so in the end, encouraged by my parents, I agreed to go for it. I had three months to prepare for the big day. What I was worried about the most was whether or not I would be able to overcome the anxiety. On the day I was so uptight that I couldn't concentrate on the tasks very much. I didn't do very well in the end, which shocked everybody but me.

**3**  
I thrive on competition. Every time I can compete I do. When I know there is a school competition coming up, I do my best to prepare for it. I study almost day and night and I must say I love that! I feel the adrenaline in my veins and this motivates me to keep on going. I don't always win the competitions but I usually do quite well. But what matters to me is that I can test myself against others. People ask me if I ever feel stressed out before or during the events. Well, of course I do but the stress has a beneficial influence on me. It helps me focus.

**4**  
I know that winning school competitions is a great achievement. After all, a good place in a competition gives you a better chance to get into the university of your dreams. However, for me lots of competitions are only a good idea for individuals who can overcome their stress easily and who are good at coping with failure. I'm not one of them so I avoid comparing myself with others as much as possible. The only competition I've ever decided to enter was a photography contest because I love taking photos. I took fourth



place and if I'd wanted to, I could have taken part in an international competition. Of course, I was delighted to hear the news but I didn't go any further with it. I was afraid of losing.

## 04 Work

CD 1.17 MP3 36

- 1 What I'd hate the most would be to have a job I didn't like.
- 2 Enjoying my job will be the most important thing for me.
- 3 What I'd love in particular would be to have a job with a large IT firm.

CD 1.18 MP3 37

**Presenter:** So what changes can we expect in the future labour market? Should young people prepare somehow for what's waiting for them?

**Expert:** Definitely. In the past, most people had a job for life while now most graduates leave their job within three or four years. Young people have to be ready to change their jobs and move between companies but I guess the most significant aspect is that they must be in a habit of gaining new knowledge and skills.

**Presenter:** Will there be any new professions?

**Expert:** I believe so. There'll be more and more self-employed people and more and more part-time jobs. Of course, technology will change the way we work even more, especially when it comes to medicine, farming, education or entertainment. Let's not forget about space exploration either. Among other jobs, there'll be a particular need for space tour guides when commercial flights into space start for real!

CD 1.19 MP3 38

**Presenter:** Monica, what advice would you give to young people who are now making decisions about their future careers? What will help them to get a job in the future?

**Expert:** Some time ago, I'd tell young people to study law or economy, perhaps psychology, but it's different now. Today's money-making professions such as lawyers or mass media experts definitely won't stay the best-paid jobs. So these days, I encourage young people to choose a career which will earn them money in the future.

**Presenter:** So a trendy job like a social media consultant won't be so popular in the future?

**Expert:** According to futurologists, it won't. Instead, there'll be other fashionable professions, connected with the use of technology but not only that. The most needed jobs will actually be linked to our aging population.

**Presenter:** Such as?

**Expert:** Someone like 'an elderly well-being consultant' will surely find work. This person will mainly specialise in looking after the health of senior citizens. Also, anyone who knows how to entertain people over 60 years old will be welcome. This age group is as active as teenagers these days!

**Presenter:** Any other new professions?

**Expert:** An avatar manager, who will be responsible for managing your virtual you.

**Presenter:** Wow! So, IT skills will matter the most, won't they?

**Expert:** Not exactly! Because everybody will have IT skills, people will have to show some other skills too to become employed. We call them hyper-human talents, jobs which computers can't perform, such as live entertainment, sport, caring for others or leadership.

**Presenter:** Will any jobs stay the same?

**Expert:** I'm sure some professions will always stay the same, especially tax collectors and undertakers, because life and death will still go on.

**Presenter:** Great! What a conclusion!

CD 1.20 MP3 39

**Teacher:** Tom, do you have the slightest idea what job you'd like to have after university?

**Tom:** I've been thinking about it and I know for sure that job satisfaction will be absolutely vital for me. I couldn't do a job I hate. At the same time though, earning good money is a must for me. I wouldn't mind a freelance job like my dad's too. He is well-paid and his work is very creative. The only thing he complains a little about is the fact that he's allowed to work exclusively for this one company despite being a freelancer. He says he actually accepted the job primarily because of all the extras he gets on top of his salary. I wouldn't mind such a job at all!

CD 1.21 MP3 40

1

I feel I'm far too young to make a decision about my future career path. Everybody keeps asking me what I want to do but I really have no clue what I want to do work-wise. I'm a bit of a technology freak so people assume I'll study IT but I can't possibly imagine myself working in front of a computer screen all the time no matter how much I get paid. In fact, this would be the least appealing option for me. All I know is that whatever job I land, I'll have to get a lot of satisfaction from it. I'm not too money-minded but my brain definitely switches off when I have to do dull things. So I wouldn't last long in a job which I don't find creative and exciting enough.

2

I'm just about to graduate from my uni so sooner or later, I'll have to find a proper job to support myself. So far, I've only had some experience working part-time and I must say I've enjoyed every minute of it, not to mention having my own money. So I hope that when I get a full-time job, I'll make the most of it. I'm quick to learn things, ready to work under pressure and devote myself to what I do, particularly if my work allows me to show my strong points such as my creativity and good interpersonal skills. I think I'm the type who will live to work rather than work to live so I'll be a perfect employee.

3

As far as I'm concerned, it's pretty impossible to choose what to study if you have to think about your future work. I thought I could study what I'm passionate about, which is art, and then find suitable employment. This doesn't seem to be the case, though. Most people I talk to tell me that choosing a profession which will guarantee me some proper money in the future is absolutely crucial for me. They assure me that artists or art teachers won't be necessary in a decade or

so. I find it hard to believe but I must admit it's beginning to worry me a bit. If only someone could offer some reliable information regarding future trends in the job market!!!

4

I've read a fascinating article about some new professions that are likely to emerge in the future and I must say I found it quite inspiring. I've been wondering for a while what to do in the future and what I read helped me make up my mind to become a digital architect. I'll be designing computer-generated 3-D buildings called 'digital skins', which will be used by advertisers for example. I realise that the studies could be pretty challenging because you must be both art- and technology-oriented, but that doesn't bother me so much. My only problem is that the course will be quite pricey. Maybe I could apply for a scholarship or get a bank loan?

## 05 Family and social life

CD 1.22 MP3 46

1

I must say I get on well with most people from my family and with my friends. I don't argue with anyone except my half sisters, who are very jealous of me. Our parents treat us the same so they've got no reason to complain there. Mum and dad support the three of us as much as possible. However, my half sisters often tell my friends lies about me and talk about me behind my back. I can't accept that, so we often argue about it.

2

I keep hearing stories about parents who embarrass their teenage children in many different ways but this isn't true of my mum and dad. No parents are perfect but I couldn't have better ones. They always respect my need for privacy so they don't read my diary or my text messages. What's more important, they behave and dress normally. They don't try to be cool and young like some other parents. They are truly wonderful people, well, most of the time at least!

CD 1.23 MP3 47

1

Well, what can I say, ladies and gentlemen? You know your children better than I do and you should be able to help them find solutions to their emotional problems. The school and myself can only support you in this area because we can't expect teenagers to tell us how they feel about their conflicts at home. If you'd like to talk to me about anything else in particular, please stay a bit longer. Thank you all for coming.

2

My dad and I didn't use to get on with each other very well for years. I thought he never understood me and was very critical of me. But I changed my mind when I realised how much he'd had to do to bring me up on his own. He always encouraged me to achieve more and told me off for being lazy. Because of my dad, I train basketball professionally and I got into university. I really look up to him now. He's my hero!

3

Nobody is perfect and this includes my best friend, Molly. She tends to be moody and pessimistic,



which is a bit irritating. But the worst thing is that she plays with her mobile phone every time we meet. Last week, we argued over this and we haven't talked to each other since. There must be a solution to this problem because if we don't fix it, we'll lose each other. It isn't worth losing your friend over something like this, is it?

4

Do you feel embarrassed by your parents? If so, do something about it. Don't shout at them, shut the door behind you or feel angry! Instead, explain to them how the whole situation makes you feel. If it is about your parents' cool teenage clothes, tell them these are not necessary for you to know that they are good and understanding parents. If it's about their sense of humour in front of your friends, ask them not to joke like that. Tell them you admire them anyway! Want to know more? Ring our experts now. They're waiting for your call.

CD 1.24 MP3 48

**Woman:** Well, a lot of people believe that technology has a really negative impact on young people and their interaction skills. Apparently, teenagers no longer know how to communicate with each other. Well, at least this is what I keep hearing on TV. As far as I'm concerned, it isn't always the case. Most teenagers I know are bubbly individuals who talk to their friends all the time, don't you think?

**Man:** Yes, sure, but what's changed is their medium of communication. They chat online, text each other or express themselves through blogs for example. However, at the same time, I must agree with some experts that more should be done to encourage face-to-face interaction among young people.

**Woman:** How do you see that?

**Man:** Why don't they just meet up without their smartphones and computers and just chatter on! Though, some sceptics say it's impossible these days!

**Woman:** Well, I guess we, adults, should talk with youngsters more often too.

**Man:** Not convinced. Teenagers aren't fond of discussing things with adults.

**Woman:** Oh, I disagree with that!

CD 1.25 MP3 49

**Aga:** Hi, Luke, what are you reading?

**Luke:** Hi, Aga. I'm reading a fascinating article about the Stop Phubbing campaign. The idea started in Australia but has spread to the USA and Britain now. I think this campaign is a brilliant idea because for me this type of behaviour is totally antisocial. Have you heard about it?

**Aga:** Not really. What's it all about?

**Luke:** It's about people who fiddle with their mobile phones while talking to you, either checking or replying to their text messages, browsing the net or playing games. The name 'phubber' comes from two words: 'snub', which means 'ignore', and 'phone'.

**Aga:** Oh, I see. This is no news to me. I just didn't know this type of behaviour had its own name. I don't think we ought to come up with campaigns like that! Is it really such a big issue?

**Luke:** I guess it's the same as sending people text messages with birthday wishes or breaking up relationships in an email or a tweet. A lot of

young people see no harm in it but I find it simply rude. And I'm glad I'm not the only one. This campaign was launched by a 23-year-old student, so not someone who comes from the previous generation.

**Aga:** Well, we all do it, but I haven't lost a single friend because of this.

**Luke:** Well, that's what I hear from some people. Still, in my view, it just shows that we have no clue how to interact socially and look each other in the face when we socialise. What's the point of making an effort to meet in person if all your time is spent fiddling with your phone? You might as well stay at home and play with technology if you're so in love with it!

**Aga:** A lot of people spend their free time playing with technology so maybe it's true that we just don't know how to communicate verbally any more. When I look at my family, we're all at it. I must admit I read that experts warn about the social and emotional consequences of this kind of behaviour but I never gave it much thought myself. I think I should now!

**Luke:** Hence the campaign. People have to be made aware that phubbing kills relationships!

**Aga:** I wouldn't go so far in my criticism but I agree that people should stop to reflect on it because I believe that many of them don't even realise they're doing it. So, I guess I see your point now. I think I'll support the campaign from now on.

**Luke:** Some psychologists go even further by saying that we are on our smartphones all the time because we consider our closest friends and family members no longer entertaining enough. So we subconsciously ignore them. However, I wouldn't go along with that, not yet anyway ...

**Aga:** Oh, I don't think it's so bad.

**Luke:** Maybe not ... Are you using your phone now?

**Aga:** Just to update my status on Facebook. It'll only take a second.

**Luke:** Can't you see that you're doing exactly what we've been talking about?

**Aga:** Oops. I'm sorry.

**Luke:** Like many others, you've just proved that we value the quality of apps and online stuff more than the real-life conversations we could have instead. Although many of my friends would disagree here, I believe I'm in the right.

**Aga:** But we had a conversation, didn't we?

**Luke:** We did, but you've just put an end to it!

## 06 Food

CD 1.26 MP3 57

**Boy:** What is your favourite world cuisine?

**Girl:** Not an easy question but I think I'd go for African. It's becoming more and more popular. Where I live, there are twice as many African restaurants as in the past so the choice is really great. This type of cooking is also quite new to me so that's part of the attraction.

**Boy:** What is African cuisine based on?

**Girl:** It depends on where in Africa you go. I love North African food best because most of the dishes are a mixture of different local cuisines such as Egyptian, Turkish or Mediterranean. This cuisine uses a large amount of meat and

vegetables. Nearly all the dishes have lots of spices in them, which is why I'm so fascinated with this type of cooking. I really recommend it.

CD 1.27 MP3 58

In recent years a great number of culinary TV programmes and blogs have appeared to inspire millions of men and women to take up cooking. Many celebrity chefs have begun to share their ideas with ordinary people and now it seems that you aren't cool if you don't follow trends in food. Maybe that's why over eighty percent of teenagers claim they love being in the kitchen. This is quite surprising if you compare this generation with the previous one. Everyone is just happy to hear that modern youngsters have taken to cooking. Bon appetit!

CD 1.28 MP3 59

1

**Reporter:** So, Diane tell us once again what candidates you are trying to find.

**Diane:** OK. Not just anyone with a passion for cooking but someone both creative and well-educated. A perfect candidate should skilfully prepare meals which look attractive and taste delicious. This person should also have a wide knowledge of food science and diet.

**Reporter:** So a chef, in other words?

**Diane:** Not exactly. I'd say a combination of a chef and a food stylist.

**Reporter:** Oh, I see. And the candidates should contact the Food Paradise restaurant, right?

**Diane:** That's right.

**Reporter:** Thank you, Diane.

2

Last year when I was visiting the USA, my friend took me to the World of Coca-Cola in Atlanta. It's a huge museum dedicated to this fizzy drink. I was really impressed with all the exhibitions, especially the one showing every single type of Coke bottle ever produced over the years. There were 4-D presentations on the most important events in the history of this drink. I could taste almost all the Coca-Cola flavours ever made and have a photo taken with the most famous polar bear in the world. It was just awesome!

3

**Boy:** What do you think of that new Italian restaurant? I found the atmosphere just perfect. The décor was very tasteful too.

**Girl:** I agree, but I wasn't sure about the choice of dishes. Some of the most popular Italian dishes were not on the menu. However, I must say that most of the food I tasted was truly terrific. The chef is Italian so he knows his cuisine well. Don't you think?

**Boy:** Absolutely! In my review, I'm going to recommend the place as very cosy with original Italian specialities.

**Girl:** I won't be too critical either!

4

I've always loved cooking and eating unusual dishes. I never miss a chance to watch cookery programmes, which show how to prepare them. So, it isn't surprising that when in one of the shows, I heard about a new cookery course organised in my local youth centre, I got excited. The course is on food pairing. You know, the science of



combining different ingredients to create original tastes. The only trouble is that the course costs twice as much as any other course I've attended before!

5

**Tom:** Joe, what's your idea of comfort food?

**Joe:** You mean food that reminds me of home-made meals? Why are you asking anyway?

**Tom:** I'm asking because yesterday when I went out with my friends, almost no one ordered a British dish. I was a bit surprised to be honest. When I asked my friends for the reasons, they said they didn't like our traditional food.

**Joe:** I must say I like English cuisine. I just love cottage pie or Yorkshire pudding. I guess most of your friends were fed ready-made pizzas or curry dishes and they treat those as their comfort food.

**Tom:** Yes, maybe ...

6

My brother has always been into cooking, so over the years he's learnt how to cook a great number of dishes for someone his age. His most impressive one is a sweet-and-sour Chinese chicken dish and his second best is the Greek moussaka. He really feels confident about cooking almost anything, except maybe a real Indian curry. The reason is he can't find all the ingredients to make real curry.

CD 1.29 MP3 60

A recent survey proved that teenagers were pretty eager to learn how to cook. When asked about their willingness to attend cookery classes at school, only a fraction were of the opinion that such classes would not interest them. Approximately a quarter said they were quite keen to go to such lessons while the majority greeted the idea with great enthusiasm.

CD 1.30 MP3 61

1

Imagine yourself on a hot summer's day sitting at a table in your local bistro, sipping a delicious fruity cocktail and thinking what you should order when the waiter comes back. Your mind is torn between a light but filling snack and an aromatic pasta dish, full of fresh tomatoes and herbs. You open the menu again just to make your final choice when out of the corner of your eye you catch the waiter presenting the couple sitting at the table next to yours, a creation which looks out of this world and whose amazingly sweet but spicy aroma fills your nostrils within seconds. 'What could it be?' you keep asking yourself. The couple are over the moon about how tender the Welsh lamb is and how unusual the mint sauce is. As you aren't a vegetarian, you decide you want the same. You call the waiter and point to the other table. The waiter says, 'Sorry, mate. You were too late. All gone, my dear John. Don't hesitate next time. Not to know what's best is a crime.' You leave the place with a sad face. Buy Welsh wherever you are!

2

Ladies and gentlemen,

In response to your questions, I'd like to address the issue of the Slow Food movement. The idea of Slow Food is indeed praiseworthy for a number of reasons. All kinds of experts give the following arguments, which I partly agree with. First of all, it is said to promote responsible and organic farming.

Secondly, it should encourage people to turn away from fast food, thus making them eat healthy and nutritious meals. Finally, as I'm told all the time, it prompts people to slow down and find time for a relaxing meal. That's all very well, but I have my reservations. I believe that the Slow Food lifestyle will only be possible among rich societies, which can afford to grow and buy organic products. Secondly, for this movement to succeed globally, we'd have to change our working hours and have longer lunch breaks, which, as you know, sounds unrealistic. I can see its positive influences, but in a nutshell, the Slow Food movement leaves me rather doubtful as to its global appeal. Thank you. Are there any more questions?

3

**Man:** I'm sure heard of La Tomatina, a hugely popular festival in the Spanish town of Buñol. You know, the one during which people madly throw tomatoes at each other. A lot of my friends who have taken part in it say it's the most exciting festival in Spain. Would you say the same?

**Woman:** Well, I realise it's a long-standing tradition and most people see no harm in it, but frankly speaking, I can't see the point. The participants, approximately 20,000 of them, ruin tonnes of tomatoes, the number of which is always confirmed in the press. I think the vegetables could be used for some more sensible purposes like cooking meals for the poor or homeless.

**Man:** Do people really support it?

**Woman:** I guess only a fraction of society ever protests, while the best part of the community is fully in favour of all the festivities, from what I know. Call me old-fashioned, but it's not my cup of tea!

## 07 Shopping

CD 1.31 MP3 67

**Man:** So why do you think shopping malls are full of teenagers?

**Woman:** For a number of reasons. First of all, young people consider shopping malls very trendy places, places where they can see fashionable people. Secondly, this comes from the fact that shopping centres usually offer different attractions at the same time, under one roof, so there are shops but also cafés, sports facilities and free wi-fi.

**Man:** Is it true that teenagers go to shopping centres because they're bored and have nowhere else to spend their free time?

**Woman:** Some do, and in this case, it's a direct result of where the teens live and how many extra activities they are offered by their schools or local youth clubs.

CD 1.32 MP3 68

**Man:** Is it true that more and more shopping malls are doing everything possible to stop young people from going there just to hang around? Shops want them to spend more money. Is that right?

**Woman:** Shops always want you to spend money but the incident we are referring to was different. The shopping centre put up the signs saying something like 'Teenagers not welcome', which was caused by gangs of teenage boys who would come to the centre to fight with one another. I'm

not surprised by this decision.

**Man:** Neither am I, actually! On the whole, however, teenagers are good customers, aren't they?

**Woman:** Yes, absolutely so! Most shopping malls even try to attract them, which comes from the fact that teens have more and more pocket money to spend, they also have their own credit cards and are easy to influence!

CD 1.33 MP3 69

**Rob:** Jane, how do you feel about shopping for clothes with your teenage children? My sons want to be totally independent and buy everything themselves but I believe that sometimes they need my advice. What do you think?

**Jane:** Well, recently I heard a journalist who said that parents should stay outside the changing room door rather than act as stylists. I agree as I'm not a fan of teenage shops. Most of them play deafening music and have very bright lights and that's why I can't stand them. So, it's one of the reasons why I let my kids shop on their own.

**Rob:** That's true. These shops are not parent-friendly and I believe it's done on purpose. The shops don't want sensible adults inside them. They want teenagers to shop there on their own so that they could sell the teens as much as possible. That's exactly the reason why I often insist on going. I don't want my children to spend money on expensive products. I want them to be reasonable with money, not to be manipulated, though I can't say I enjoy it.

**Jane:** Mm, I've never thought of it like that! Actually, I once went into a shop that was almost dark. My son loved it. He thought it was really exciting but I couldn't even see the clothes or prices properly. I was exhausted after fifteen minutes in that shop. Now I think it was done to discourage me from shopping there in the first place! Clever, wasn't it?

**Rob:** Yes, but I still believe that we must give our teenage children some freedom, perhaps at the same time keeping an eye on their shopping habits. This leads to greater trust and understanding between children and parents.

**Jane:** You're right, Rob. To change the subject, I just thought that it would be lovely to have shopping centres without teenagers around. It would be much quieter. I think it would inspire me to go shopping more often. Imagine all that peace and quiet in the shops!

**Rob:** It'd be great! In fact, I read about a shopping centre in Birmingham in England which plays only classical music. Apparently, there are few teenagers around ...

**Jane:** What a brilliant idea!

CD 1.34 MP3 70

1

People think spending money is fun but they don't realise that the more they spend the less happy they often are. Overspending often results in debt and frequently gives rise to an addiction called shopaholism.

2

It is difficult not to fall prey to marketing tricks because they are getting cleverer and cleverer. Marketing specialists do their best to entice people to go to shops and spend because that's



what they are paid for and what they're very good at. They make the customers reach for their wallets in no time!

CD 1.35 MP3 71

1 I work for the marketing department of a well-known retailer and I know how hard it is these days to sell things. Customers have become quite savvy and they've worked out what tricks we use to get them to buy more. The look of the shop premises isn't enough any more.

The tactics of, for example, putting some products by the till in hope that the customers would buy them on impulse just before paying for the rest of their basket doesn't do the trick either. These days we're learning how to make use of eye-tracking technologies. It's a bit hit-and-miss at the moment but we're working on it. Imagine you pick up a bottle of perfume. Digital screens behind the bottle, which could read your eyes, would be activated and you would be seduced by the images that were flashed in front of you. The technology would recognise your age and gender so the images could get quite personalised. Wouldn't it be great?!

2 I understand that all kinds of marketing tactics are part and parcel of the retail business, but I think there should be limits to what they're allowed to do. Recently, I learnt that companies sort of track down their potential customers by following their bank transactions, social media posts, mobile phone GPS signals and Google searches. Now, I hear that marketing specialists are planning to use GPS location data to target us when we're actually walking past one of their shops. So, we'll get a text message advertising the sale in that particular shop! Personally, I have nothing against it, but the idea is going to spark off a lot of criticism among people who are already fed up with being 'hunted'. I think companies can't just pick and choose any tactics they want without taking public opinion into consideration!

3 I've been working as a shop assistant for a couple of years. I took on the job with a view to earning some extra money for my holiday and never thought I'd get to like it so much. The thing is I can watch people and their reactions and I can make them buy things, so I often feel like a psychologist. My favourite tactic is messing clothes up on display since it makes the items look more popular as if lots of other customers had looked at them and touched them. They appear like a must-have, you see. I just love it when it works and you can see lots of people buying the same goods only because they were displayed like that! I realise that it's a means of manipulation but what isn't in the world of shopping?

4 Have you heard of the book called *The A-Z of Retail Tricks to Make You Shop*? I only looked at its contents list and I knew I wanted to buy it and read it because I'm sick and tired of being manipulated by the shops into buying things. The book lists various techniques used by stores to attract our attention, from the most obvious ones like music, scent or the chance to finger or squeeze everything to the less obvious ones like using mirrors in the shop windows to make

us stop or the colour purple to prompt us to want to spend. I think everybody should read the book and the authorities ought to take action against such manipulation. It should be delegalsed because if it doesn't stop, it'll only lead to more consumerism and even more people in debt!

Review 02

CD 1.36 MP3 82

1 Thank you for all your posts regarding our interview last night with a teenage model about the life and work of young fashion models. All your comments were very interesting, so keep on posting them. Like us, a lot of you found the programme quite shocking. We're going to invite another young model to our next show so that she can give us more information about young women who spend their lives on the catwalk, so tune in this time tomorrow. And to finish off today's programme, let's go over to Lena Roberts, our fashion correspondent in Paris. Hello, Lena. What can you tell us about the events at Paris Fashion Week?

2 I really don't understand why teenagers care so much about clothes. Clothes are just part of your appearance and they don't say much about your personality or who you are as a human being. I feel young myself but I've never been keen on fashion and, what's more, I really couldn't care less about it. I'm an IT specialist and I wear clothes I find comfortable, without worrying about what's in and what's out. I wish young people would start paying more attention to other things than looking cool and stop judging people by the brands they wear.

3 They say that young people know all about fashion, but my fashion icon isn't exactly the youngest person in my family. I'm seventeen and the person who I look up to in terms of style is actually my aunt, who has just turned fifty five. To me, her sense of dress is very tasteful and just incredible. She matches her clothes really well and always looks hip. When I complain to her that I don't have anything to wear, she always tells me not to worry, look in my wardrobe and find clothes I haven't worn together before. It always works because I combine my outfits anew and I always look as if I had a new set of clothes. I just love her advice and I often copy her style.

4 Fashion may not be my interest number one, but at least I think I know what's in and I love looking at my teenage daughters experimenting with fashions. I must say I really don't get why so many grown-ups criticise young people for being obsessed with fashion. I think they've forgotten when they were younger themselves and when looks mattered to them a lot. I work as a psychologist and I know that teenagers want to look cool because it's part of their image and image is central to their sense of self-esteem. So why not let them look after their appearance and help them find their own style?

CD 1.37 MP3 83

Reporter: Welcome to our monthly programme

*What's your favourite day?* With me in the studio is Alex, who took part in our survey on people's favourite days of the year. The poll was very popular with our listeners and Alex was one of our respondents. Unlike many others, he chose Thanksgiving to be his beloved time of the year. Most other people mentioned Christmas Day, Easter Sunday or even Halloween, but few went for the day you chose, Alex. So, why Thanksgiving and not, say, Independence Day or Christmas?

Alex: Hello, everyone. Why Thanksgiving? I guess it's mainly because it isn't a holiday observed everywhere else in the world. The way we celebrate it is unique to North America and it makes it special for me. It's also connected with our history as it has its roots in religious and cultural traditions of our nation. So for me, it's just as important as Independence Day we celebrate on July 4th. I always have a lot of fun on these days.

Reporter: Alex, please remind our listeners here, in the UK, why this holiday is such a key event in the North American calendar? Is it celebrated on the same day in both the USA and Canada?

Alex: No, it isn't. In the USA, we celebrate it on the fourth Thursday in November, while in Canada, it's the second Monday in October. Its importance stems from the fact that the tradition goes back to the very beginnings of our nation. Many people trace the origins of the modern Thanksgiving Day to the harvest celebration that the Pilgrims held in Plymouth, Massachusetts, in 1621. Some others say that the first true Thanksgiving was in 1623, when the Pilgrims wanted to thank for the rain that ended a long-lasting drought. The first official national Thanksgiving Day was proclaimed in 1789 by our first president, George Washington, but it wasn't until 1863 that President Abraham Lincoln declared Thanksgiving to be a national holiday to be observed in November.

Reporter: Has the way in which you celebrate the holiday changed much over the centuries?

Alex: Yes and no. The original holiday was mainly centred around a church service. These days for most Americans, it's a family day and a special meal. It has become more secular in many ways though for a lot of Americans it remains a religious holiday too. The first Pilgrims ate deer, corn, shellfish, and roasted meat, which is far from today's traditional Thanksgiving feast. Now people have a meal which includes a turkey, stuffing, potatoes, cranberry sauce, gravy, pumpkin pie and vegetables. Now it's usually a four-day weekend, so we get plenty of time to visit our families. It's just a lovely time and that's what hasn't changed over the years!

Reporter: Thank you, Alex, for all the information. Enjoy your next Thanksgiving.

Alex: I'm sure I will!

08 Ukraine and the world

CD 1.38 MP3 84

Narrator: Speaker one

Boy: Times have changed and you need specialised knowledge in electronics to fix a car or a washing machine or a computer these days. I think there's little point in schools teaching us these things unless that's what you intend to



specialise in. I want to be a lawyer. I'd rather pay someone who knows what they're doing to fix things.

**Narrator:** Speaker two

**Girl:** I think it's a bit of a disgrace really that we spend so much time on academic subjects but people don't even know how to change a light bulb. I'm not just talking about boys – I think girls should learn to do basic things that we need in the home. These are skills for life and not everybody learns things like this from their parents so schools should do more.

**Narrator:** Speaker three

**Boy:** I had a small motorbike for a while and I was planning to learn how to look after it but, you know, I never seemed to find the time. Anyway, I didn't need to do much until, one day, it stopped in the middle of the road in the pouring rain. I didn't have a clue what to do. Luckily I had my mobile on me and my dad wasn't too far away. He got it going in seconds ... I was really embarrassed. So yes, I would say that practical skills are important in life!

**Narrator:** Speaker four

**Girl:** There was a time when I was at home on my own and ... well ... it was a dark and stormy night! The thing is ... the lights aren't very good in my house at the best of times but they were flickering on and off in the living room. I knew a few basics about electrical circuits from my physics classes, so I was able to switch off the power – but just to the living room. It was great that I did that because otherwise the whole house would have been in darkness and I definitely didn't want that!

CD 1.39 MP3 85

**Man:** Susan Hill is an education consultant, and we've invited her here to talk about vocational training. Susan, I know some people are against this kind of training. What are their reasons?

**Woman:** Well, first of all, some people are very old-fashioned. They think that school should be about learning academic subjects. It's all about facts and theories.

**Man:** I see.

**Woman:** Secondly, those who are against it say that the skills students learn become outdated very quickly ... we live in an ever-changing world and, by the time these people get jobs, they need new skills.

**Man:** So students are learning things they can't use in their jobs.

**Woman:** Exactly. Another argument against it is that it's hard for a student to decide at the age of 15 what career he or she wants to follow. So it's too young to specialise in something.

**Man:** I understand. There's another argument against it that's particularly relevant to Ukraine, isn't there.

**Woman:** Yes, here in Ukraine, the last big argument against vocational training is to do with local industries. Schools would sometimes prefer to train students in the kinds of jobs available in their region. But these jobs are limited. Students may want to move to another area.

**Man:** And you don't agree with these points, do you?

**Woman:** No. I am very much in favour of vocational training. Firstly, it seems obvious to me that not everyone is academically gifted, but they do have practical skills that could and should be developed.

**Man:** You think we should train them for specific jobs ...

**Woman:** Yes. And that's my second point. They need to be equipped for the world of work. That's the reason we have an education, isn't it?

**Man:** Well, it's an important consideration, yes.

**Woman:** Thirdly, we need people to do essential jobs. We can't have a world full of lawyers and doctors. Where are the nurses going to come from? Who is going to run our factories and drive our trains?

**Man:** Well, that's a lot to think about, Susan. We'll leave it there for the moment and we'll come back ...

CD 1.40 MP3 86

**Woman:** What do you think of vocational or professional training in schools?

**Man:** Well, first of all, I think we need to train people for the job market, and that needs to begin with schools, but some changes are necessary. Let me explain. First of all, I think we're asking too much of students to decide ... at the age of 15 ... what job they want to do. How many people really know that at 15? Maybe a few, but I certainly didn't. So we need courses that students can choose from and, more importantly, change easily ... as their ambitions change.

**Woman:** It is important, though, isn't it, to train people for the world of work?

**Man:** Of course. Vocational training exists to train a competitive workforce for the job market. But the people we are training now are for tomorrow's job market – and that may change. So we need to keep a close eye on the skills needed, and include any changes in our teaching.

**Woman:** So what do you think we should be teaching our secondary school students?

**Man:** It seems obvious to me that we need to develop academic and practical skills among our teenagers. I think they need both, but I accept that some find it difficult to do one or the other. What I say is ... keep teaching them both academic subjects and skills that they will need for their professional lives. We can do both.

**Woman:** And how do you see your role as a teacher?

**Man:** We, as teachers, need to encourage personal skills ... life skills ... skills that students can take with them wherever they go. We have to focus on making them firstly good people who care about others. Then we need to teach them to be adaptable and free-thinking enough to be able to survive in the job market, whatever changes may come. These should be basic goals in whatever subject we teach.

**Woman:** We're nearly out of time. Can you sum up what you would like to happen in Ukraine?

**Man:** It comes down to two things. We should not be aiming to fill our universities, academies, and institutes with people who cannot later find jobs. Nor should we lose touch with the professional and vocational skills that we will need when today's young people enter the job market. We have a great education system here – we must make sure it does the best possible job in terms of preparing our young people for the real world.

## Culture

CD 1.41 MP3 87

Silicon Valley, situated in northern California in the USA, is the place where a lot of people from all over the world dream of working. The place has become a synonym for the highly successful American high tech sector. It is home to many of the world's most renowned technological corporations such as Google, Apple, Mozilla, Intel or Facebook and has established itself as a centre for outstanding innovation and research. Its name comes from the high concentration of companies involved in making silicon chips for the computer industry and was used for the first time in 1971.

The history and the success of Silicon Valley is closely connected with the work of scientists and engineers from Stanford University, one of the leading American educational institutions, which has helped create and exploit the enormous potential of the area. The students were encouraged to set up their own businesses and become real entrepreneurs, which led to the development of this region. Silicon Valley is also associated with the idea of the American Dream where everybody, no matter how poor, can achieve a lot through hard work and determination. A lot of incredibly prosperous innovators started their careers there, among other famous people like William Hewlett and David Packard from Hewlett-Packard, Steve Jobs from Apple or Mark Zuckerberg from Facebook. It's actually possible to visit the garage where Hewlett and Packard developed their first product. Their garage is now recognised as a California Historical Landmark.

CD 1.42 MP3 88

- 1 Where is Silicon Valley?
- 2 What was the name of Steve Jobs' first major workplace?
- 3 Which important document is the idea of the American Dream rooted in?
- 4 Name four companies which have their headquarters in Silicon Valley.
- 5 Who encouraged Steve Jobs to work with electronics?
- 6 Whose garage is a monument in Silicon Valley?
- 7 Which two companies did Steve Jobs set up?
- 8 What's the name of the most famous university in Silicon Valley?

CD 1.43 MP3 89

**Reporter:** So what are the stereotypes about the English?



**Expert:** Well, before I talk specifically about the English, there's a stereotype about all the people living in the British Isles, which is the fact that there are a lot of red heads there. I'm not sure how true this is but that's what people think. As for the English, they are seen as reserved and unemotional but polite individuals with a terribly sarcastic sense of humour that no one understands. England is also associated with terrible food but delicious puddings and football maniacs, but as with other nations, a lot of these are just stereotypes and prove untrue in many cases. Like the Scottish, who are perceived as mean by the rest of the world. I know many Scottish people who are actually very generous. And Scottish men, unless they come from a very traditional background, don't wear kilts either, except on some special occasions. Their traditional food is haggis, which makes some people sick just at the thought of it.

As for the Welsh, well ..., the English present them as 'naive sheep lovers' in their jokes but at the same time admire them for their musical talents and passion for rugby, which actually is a very popular sports discipline in most of the English-speaking countries.

**Reporter:** And the Irish?

**Expert:** The Irish are often considered to be great dancers and potato lovers but, again, I know a lot of Irish people who are the opposite. Though, I must admit there's a fair number of redheads with freckles in Ireland, so maybe there's some truth in stereotypes? However, most of these are often unfair ones!

CD 1.44 MP3 90

- 1 What are two stereotypes about the English?
- 2 What is a pun?
- 3 What's the name of the actor who plays Mr Bean?
- 4 What are four symbols of the UK mentioned in this unit?
- 5 What is slapstick?
- 6 What are two stereotypes about the Scottish?
- 7 Name two titles of very popular British comedy series.
- 8 What is the world's most famous sketch about?