




Syllabus
based on
Common
European
Framework

Spotlight

Student's Book

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6


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6 класс

Учебник

для общеобразовательных учреждений

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Who's who?

Module 1

◆ Look at Module 1

- Find the page numbers for pictures 1-3.

◆ Find the page numbers for

- a family tree
- a student identity card
- a map
- flags
- a joke

◆ Listen, read and talk about ...

- family members
- countries and nationalities
- identification
- personal details
- the UK
- the Earth

◆ Learn how to ...

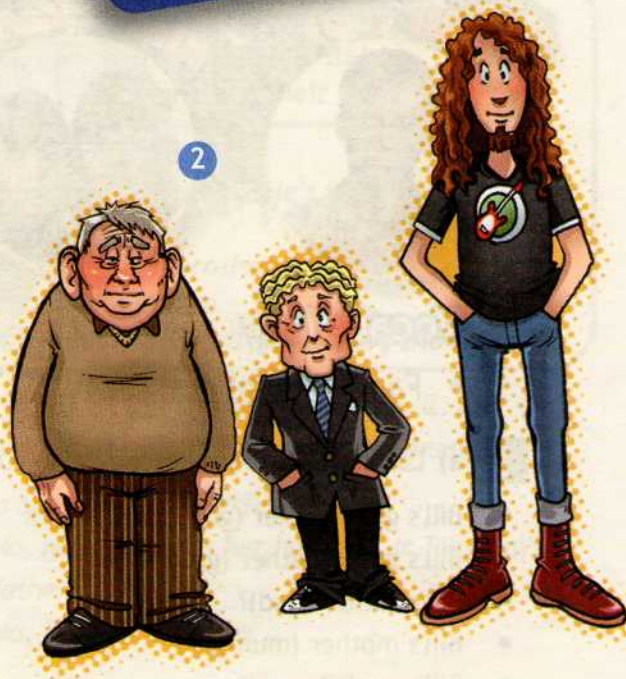
- talk about your family
- say your name, age, nationality, telephone number and home address
- read numerals
- talk about your country
- describe people
- describe location on a map
- introduce & greet people
- use graphic organisers

◆ Practise ...

- the verb 'to be'
- the verb 'to have'
- question words
- the possessive case
- possessive adjectives
- possessive pronouns
- pronunciation of /æ/ - /e/

◆ Write / Make ...

- a letter to your pen friend about you & your family
- a membership card
- a factfile about your country
- a short text about your country



1 a

Family Members



Vocabulary

◆ Family members

1 a) Look at Bill's family tree. Who is/are:

- Bill's grandfather (grandpa)? ► Tom
- Bill's grandmother (grandma)?
- Bill's father (dad)?
- Bill's mother (mum)?
- Bill's uncle?
- Bill's aunt?
- Bill's sisters?
- Bill's cousins?

b) Talk about Bill's family, as in the example.

► Tom is Bill's grandfather. He's 68 years old.

2 Look at the family tree again. Who is/are:

- | | |
|------------------------|---------------------------|
| 1 twins? | 6 Janet's husband? |
| 2 Bill's parents? | 7 Sue's daughters? |
| 3 Bill's grandparents? | 8 in their late thirties? |
| 4 Mike's son? | 9 in his mid forties? |
| 5 Sam's wife? | |

Reading

3 a) Look at the text. What is it? Who is it from? Read the first paragraph. Does Bill know Miguel?

Dear Miguel,

Hi! I'm Bill Phelps and I'm thirteen years old. I'm from Sydney, Australia. Here is a photo of my family and our relatives.

My parents' names are Sue and Sam. My dad is short with dark hair. My mum is tall with short, fair hair. I haven't got a brother but I've got two sisters. They're twins. Their names are Kim and Kate and they're eight years old. Mike is my father's brother. He's a doctor and he's married to Janet. They've got two children, Johnny and Gill. Tom and Beth are my grandparents. They are in their late sixties.

Well, that's all about me and my family. Please write soon and tell me about your family. Send a picture, too.

Bye for now,
Bill

b) Listen and read the letter and mark the sentences 1-4 T (true) or F (false).

Read the letter out loud.

- 1 Janet is Bill's mum.
- 2 Bill's got two brothers.
- 3 Tom and Beth have got two sons.
- 4 Johnny and Gill are Bill's cousins.

4 Ask and answer questions about Bill's family.

- ▶ S1: How many sisters has Bill got?
S2: He has got two sisters. How many ...

Vocabulary

◆ Appearance

5 Look at the drawings. Read the sentences, then use the prompts to label each group.

- age • hair • height
- weight • facial features

A

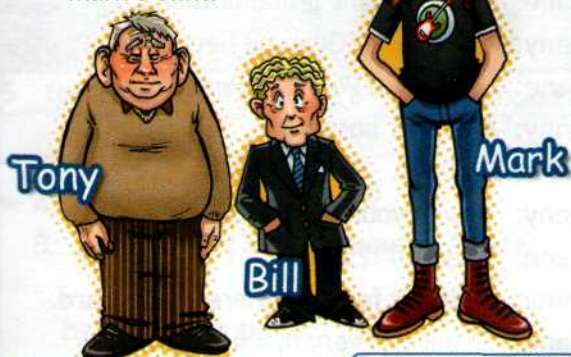
- Tony's old.
- Mark's young.
- Bill's middle aged.

B

- Mark's tall.
- Bill's short.

C

- Tony's fat.
- Mark's slim.



D

- Tony's ears are big.
- Bill's nose is small.
- Tony's head is big.
- Mark's eyes are big.
- Bill's mouth is small.

E

- Bill's hair is short and fair.
- Tony's hair is straight and grey.
- Mark's hair is long and wavy.

Speaking

6 Use the adjectives in bold in Ex. 5 to ask and answer questions about Tony, Bill and Mark.

- ▶ A: Is Mark's hair long and curly?
B: Yes, it is. Is Tony slim?
A: No, he isn't. He is fat.

Grammar Grammar Reference

◆ Possessive adjectives/case

7 a) Study the tables. Explain the possessive adjectives in your language.

TO SHOW POSSESSION

Possessive adjectives

This is { my/your/his/her/its/our/your/their } family.

- singular noun + 's
Johnny is **Janet's** son. - He's **her** son.
- plural noun + '
Bill is the **twins'** brother. - He's **their** brother.
- last noun of a phrase + 's
This is **Johnny and Gill's** dad. He's **their** dad.

b) Look at Bill's family tree on p. 2. Ask and answer questions, as in the example.

- ▶ A: Is Sam Sue's brother?
B: No, he isn't. He is her husband. Is Tom Kim's father?
A: No, he isn't. He's her ...

GAME

Write some of your relatives' names on the board. The class, in two teams, try to guess who each person is.

- ▶ Team A S1: Is Alexander your father?
You: No, he isn't.
Team B S1: Is he your uncle?
You: Yes, he is.

Writing (a letter)

8 **Portfolio:** Write a letter to your pen friend about you and your family. Use the letter in Ex. 3 to help you.

1

Who are you?

Vocabulary

Forms of identification

- 1 a) Look at the cards. Which is a credit card? an identity card? a membership card? a driving licence?

- b) What information from the list is on each card?

- full name • home address • nationality
- identification number • expiry date
- telephone number • postcode

- c) Where/When do you need a membership card?

Reading

- 2 a) Read the first exchange. Who are the people talking? Where are they? Read, listen and check.

- b) Read the dialogue and complete the membership card.

VIDEOWORLD



Name: Jane
 Surname: 1)
 Address: 10, Peartree Road,
 2)
 Postcode: 3)
 Phone Number: 4)
 Membership Number: 2200

A

B

C

D

Penny: Hello, how can I help you?
 Jane: I would like to join the video club, please.
 Penny: Of course. What's your name?
 Jane: Jane Harris.
 Penny: Right, how do you spell that?
 Jane: J-A-N-E H-A-double R-I-S
 Penny: Thank you, and what's your home address?
 Jane: I live with my grandmother.
 Penny: That's fine. Give me hers.
 Jane: OK. It's 10 Peartree Road, London.
 Penny: And your postcode?
 Jane: SW1 4TA
 Penny: What's your telephone number?
 Jane: It's 020 7125 9990.
 Penny: That's it for now. Here's your card.
 Jane: Thank you very much. Goodbye.

- c) Explain the words/phrases in bold then in pairs act out the dialogue.

- 3 Read again. What are these numbers?

1 10 2 7125 9990 3 5w1 4TA

Grammar Grammar Reference

◆ Possessive pronouns

- 4** Read the examples. What is the difference between the *possessive adjectives* and the *possessive pronouns*? Say them in your language.

This is my card. – It's mine.

my → mine	our → ours
your → yours	your → yours
his → his	their → theirs
her → hers	
it → —	

- 5** a) Use the prompts to form questions and answers, as in the example.

1 computer/Tina

2 camera/Bob

3 watch/Tony

4 skateboard/Bill

5 football/Paul & Ann

6 alarm clock/Pat

▶ A: *Whose computer is this?*
 B: *It's Tina's. It's her computer. It's hers.*

b) Circle the correct answer.

- This car is mine / my.
- This is her / hers card.
- Whose telephone number is this? It's theirs / their.
- Is she your / yours sister?
- This address isn't her / hers.
- This isn't our / ours car.

Everyday English

◆ Asking for/Giving personal information

- 6** Listen and repeat. Then, ask and answer the questions below.

- What's your name?
- How do you spell it?
- How old are you?
- What nationality are you?
- Where are you from?
- What's your home address?
- What's your telephone number?

Speaking

- 7** Look at these students' identification cards and present them to the class.

INTERNATIONAL STUDENT & YOUTH EXCHANGE IDENTITY CARD

STUDENT IDENTITY No: 1234567

CITY UNIVERSITY UNIVERSITY

DIANA ACTON NAME

MAR 10 88 DATE OF BIRTH AMERICAN NATIONALITY

14 COOPER STREET, LONDON ADDRESS

Diana Acton SIGNATURE

STUDENT SPORTS CARD

Name: Peter Sonders

Nationality: Australian

Address: 49 Allison Street, Bowen Hills, QLD 4006

Phone Number: 07 3852 2600

▶ *This is She's Her address Her telephone number is*

- 8** You want to register at the local library. Take roles and act out a dialogue. You can use the dialogue in Ex. 2 as a model.

Writing (a library card)

- 9** *Portfolio:* Make a student library card for your partner. Use the answers from Ex. 6 to help you.

1

My country

Vocabulary

Countries & Nationalities

- 1 a) Match the countries to the nationalities. Listen and check. What nationality are you?



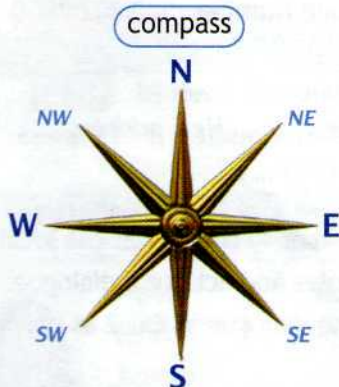
Countries	Nationalities
Brazil	Japanese
Britain	German
Germany	Russian
Japan	Spanish
Poland	Brazilian
Russia	British
Spain	Polish

- b) Choose a flag and describe it to your partner. Your partner guesses which one it is.

Everyday English

Describing Location

- 2 a) What do the letters on the compass mean? Use the box to say.



- ... the south/north/east/west ...
- ... in the northeast/ southwest/ etc of ...

- b) Ask and answer as in the example.

- A: *Where exactly is Africa?*
B: *It's in the north of Chile.*

Reading

- 3 Read the title of the text. What do you expect the text to be about? Listen, read and check. Then answer the questions (1-3). Explain the words in bold.

- 1 Where's Maria from?
- 2 What's the capital city of Chile?
- 3 What can a tourist see in Chile?



I ♥ Chile

Hello. My name is Maria. I am from Chile in South America. I **live** in the **capital** city, Santiago. Chile is a beautiful country with lots to see. In the south, there is **ice** and snow but in the north there are **deserts**. Tourists come to Chile to visit the Atacama Desert, Patagonia, and the Andes Mountains. The Central Valley has a lot of **rivers**. Chile is a wonderful place to live but also to visit.

- 4 Close your books. Imagine you are Maria and say three things you remember about Chile.

Writing (a short article about your country)

- 5 **Portfolio:** Write a short article about your country. Write: name; location; capital city; places a tourist can visit

Use the text in Ex. 3 as a model (30-50 words).

CULTURE CORNER

Reading

- 1 a) What colours are the flags below? How are they related to the map?



Wales



Scotland



old flag of Ireland



The Union Jack



England

- b) Read the title of the text. What do you think the text is about? Listen and check. Which flag does the text describe?

- 2 a) Read the factfile and complete the diagram.

The United Kingdom

Country: The United Kingdom includes England, Scotland, Wales and Northern Ireland.

Capital: London is the capital of the UK but also the capital of England. Cardiff is the capital of Wales, Edinburgh is the capital of Scotland and Belfast is the capital of Northern Ireland.

Flag: The Union Jack includes the flags of England and Scotland as well as the old flag of Ireland. Each country has its own flag as well as the Union Jack.

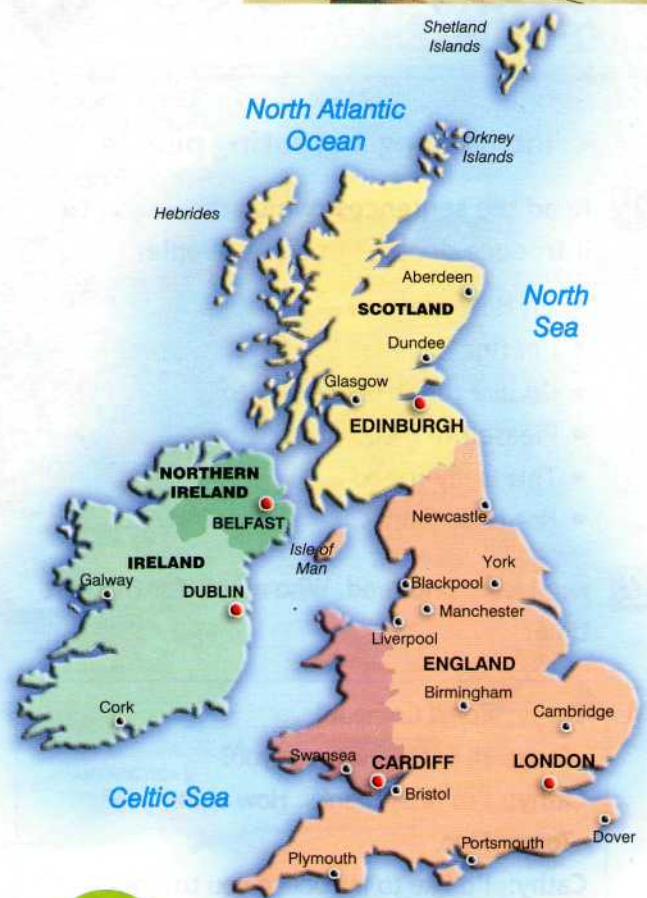
Population: 60,441,457

Currency: British Pound

- b) Explain the words in bold. Then, look at the map and say where Swansea, Portsmouth, Newcastle and Aberdeen are.

► *Portsmouth is in the south of the UK.*

- c) Use the diagram to talk about the UK.

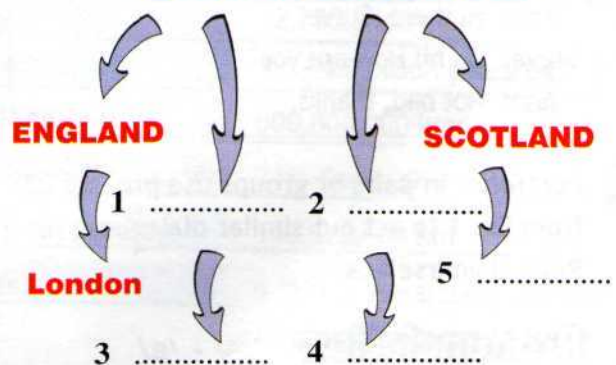


study skills

Using graphic organisers

Use graphic organisers to record the key information in a text. This helps you understand the main points better.

UNITED KINGDOM



Project (a factfile about your country)

- 3 **Portfolio:** Make a factfile about your country. Draw the flag then write a short text. Write: *name of country, capital city, description of flag* (30-50 words).


English in Use

1

◆ Introducing & greeting people

1 Read the sentences. Which do we use to introduce people? to greet people?

- Hi! How are you?
- I'm fine, thanks.
- I'd like to introduce you to ...
- Pleased to meet you.
- This is my friend ...
- Not bad, thanks.

2  Listen and read. Who meets for the first time?


A Cathy: Tony! Come in!
Tony: Hi Cathy. How are you?
Cathy: I'm fine, thanks. How about you?
Tony: Fine.
Cathy: I'd like to introduce you to Jim.
Tony: Hello Jim. Pleased to meet you.
Jim: Pleased to meet you too.

B Mary: Good morning Bill. How are you?
Bill: Fine, thanks. And you?
Mary: Fine thanks.

C Ann: Hi there, Steve.
Steve: Oh hi! How are you?
Ann: Not bad, thanks.

3 *Portfolio*: In pairs or groups use phrases from Ex. 1 to act out similar dialogues. Record yourselves.

Pronunciation /æ/ - /e/

4 a)  Listen and repeat. Add two words to each category.

/æ/: Dan, Matt, Brad, Stan
/e/: Dennis, Fred, Kent, Betty

Reading Rules

a - /æ/ Sam
e - /e/ Ted



b) Read out the sentences.

Dan and Matt are friends.
Where are Brad and Fred?
Stan's from Kent.

Note

Good morning (to 12:00)
Good afternoon (12:00 to 18:00)
Good evening (18:00 to 24:00)

Extensive Reading

1

ACROSS THE CURRICULUM: **GEOGRAPHY**



1 Look at the text. How is it related to the map?

2 a) Use the table to read the numbers below.

- 12,756.3 km
- 71%
- 4.6
- 6
- 4

READING NUMBERS

- 200 = two hundred
- 2,000 = two thousand
- 2,000,000 = two million
- 1.2 = one point two
- 5% = five per cent

b) How are these numbers related to the text? Listen, read and say.

3 Read again and label the continents on the map.

4 *Portfolio*: Look at the map. Use the information in the factfile to present Earth to the class. Record yourselves.



EARTH

Earth is the planet we live on. It is the fifth largest planet of our solar system¹ and the only planet with conditions suitable for life.

Diametre:	12,756.3 km
Age:	4.5 - 4.6 billion years old
Total Surface Area:	509,600,000 km ²
Surface covered by water:	71% (land 29%)
Distance from the Sun:	149,573,000 km
Continents:	6 (Africa, Antarctica, Eurasia ² , Australia, North America, and South America)
Oceans:	4 (Atlantic, Pacific, Arctic, Indian)
World Population:	6,441,131,400 (approx)

¹ the sun & its planets

² Asia and Europe

PROGRESS CHECK 1

1 Complete the pairs.

- 1 father - m _____
- 2 brother - s _____
- 3 husband - w _____
- 4 grandpa - g _____
- 5 uncle - a _____
- 6 son - d _____

(Points: $\frac{6 \times 3}{18}$)

2 Fill in the missing words.

- 1 Spain -
- 2 - Polish
- 3 - Brazilian
- 4 Britain -

(Points: $\frac{4 \times 3}{12}$)

3 Fill in the gaps with the correct form of the verbs *be* and *have*.

	football	watch	skateboard	computer	camera
Laura	X	✓	X	✓	X
Steve	X	X	X	✓	✓
Paul	✓	✓	X	X	X
Tony	X	X	✓	X	✓

- 1 Laura got a camera?
No, she
- 2 Steve and Tony got cameras?
Yes, they Their cameras
..... old.
- 3 Paul got a red football?
Yes, he but it red.
It white.
- 4 Laura and Steve got skateboards.
- 5 Laura and Paul's watches very big.

(Points: $\frac{4 \times 5}{20}$)

4 Fill in the gaps with the *possessive pronouns* or *adjectives*.

- 1 This is John and this is brother.
- 2 That is Mary's car. It's
- 3 You can have this book. It's

4 Ann and Fiona are sisters. surname is Harris.

5 I love family. (Points: $\frac{5 \times 4}{20}$)

5 Write the opposites.

- 1 old man \neq
- 2 tall boy \neq
- 3 big eyes \neq
- 4 short hair \neq
- 5 straight hair \neq

(Points: $\frac{5 \times 2}{10}$)

6 Match the questions to the answers.

- | | | |
|----------------------------|---------------------------|-------------|
| <input type="checkbox"/> 1 | What's your name? | A Brazil |
| <input type="checkbox"/> 2 | How old are you? | B Paul |
| <input type="checkbox"/> 3 | Where are you from? | C Twelve |
| <input type="checkbox"/> 4 | What nationality are you? | D Brazilian |

(Points: $\frac{4 \times 5}{20}$)

(My score: $\frac{\quad}{100}$)

Now I Can ...

- talk & write about my family
- describe people/belongings
- talk about/write my personal details
- describe location on a map
- introduce myself & others
- greet people
- talk about countries/nationalities
- write a short text about my country

... in English



◆ Before you start ...

- Present yourself to the class. Talk about: name, city, age, address, telephone number, nationality
- How many members are there in your family? Describe them.
- Where's your country? Which is the capital city? What can a tourist see in your country?

◆ Look at Module 2

- Find the page numbers for pictures 1-3.

◆ Find the page numbers for

- a plan of a room
- a party invitation
- a clock face
- a business card

◆ Listen, read and talk about ...

- the time
- months & seasons
- your house, rooms & furniture
- neighbourhoods & shops
- famous streets

◆ Learn how to ...

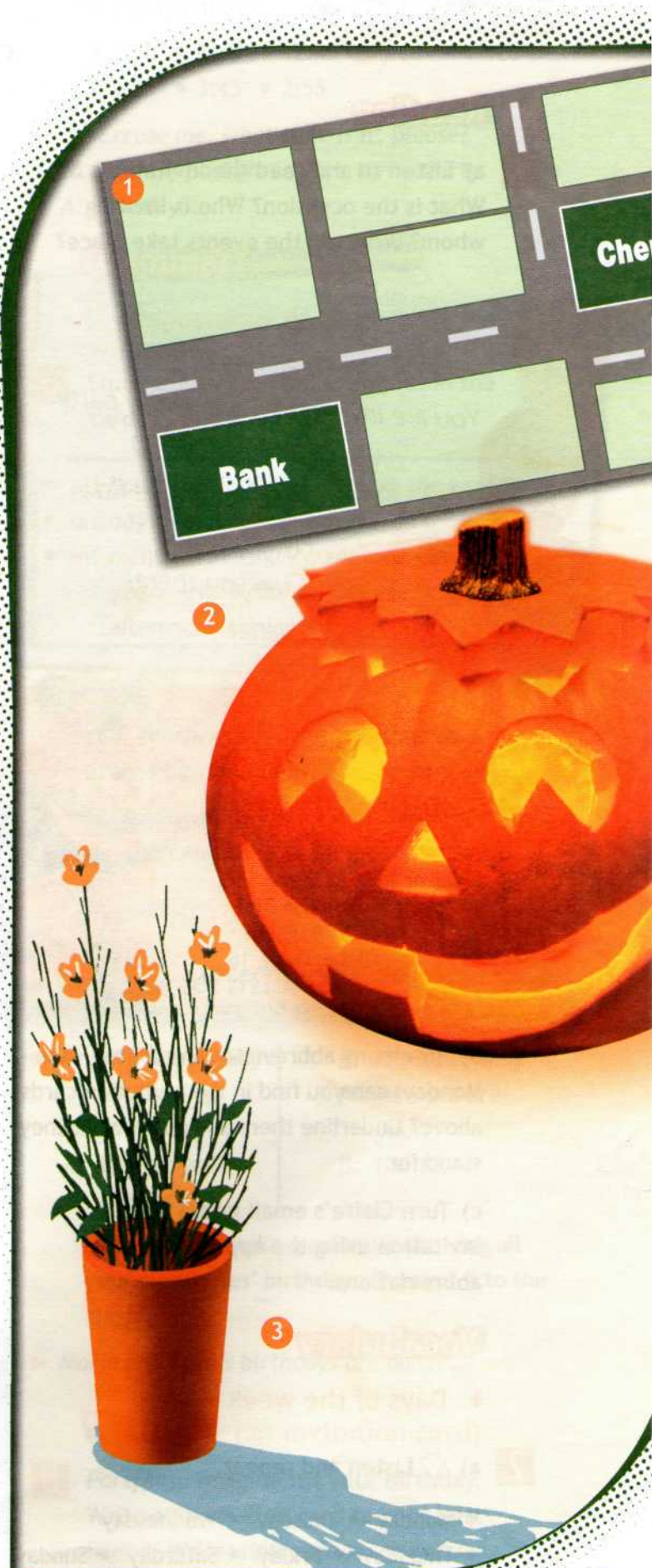
- tell the time
- say what the date is
- say where things are
- describe your neighbourhood
- request services

◆ Practise ...

- ordinal numbers
- *a/an, some & any*
- prepositions of place
- rules of reading: silent & pronounced /w/
- pronunciation of /ʊ/ & /u:/

◆ Write / Make ...

- a calendar of your classmates' birthdays
- a party invitation
- a street map of your neighbourhood
- a description of your living room
- a paragraph about your neighbourhood
- a paragraph about a famous street in your country
- a scaled map of your room



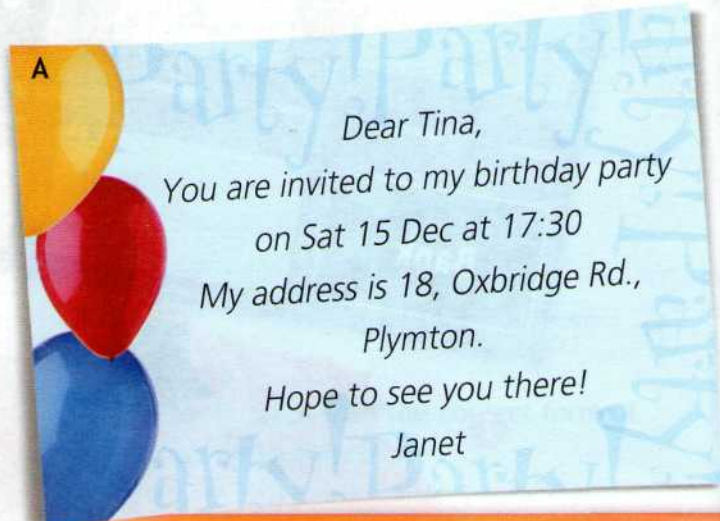
2a

Happy Times

Reading

- 1 a) Listen to and read the invitations A-D. What is the occasion? Who is inviting whom? When do the events take place?

A



Dear Tina,
 You are invited to my birthday party
 on Sat 15 Dec at 17:30
 My address is 18, Oxbridge Rd.,
 Plymton.
 Hope to see you there!
 Janet

B



*A party is brewing
 and you're invited!*

Trick or Treat at Steve
 Johnson's house 31st
 October 6:00 pm
 Globe Quay, 16
 Globe St. LS11 5QG

b) How many abbreviated words (e.g. Mon - Monday) can you find in the invitation cards above? Underline them and guess what they stand for.

c) Turn Claire's email into a party invitation using the appropriate abbreviations.

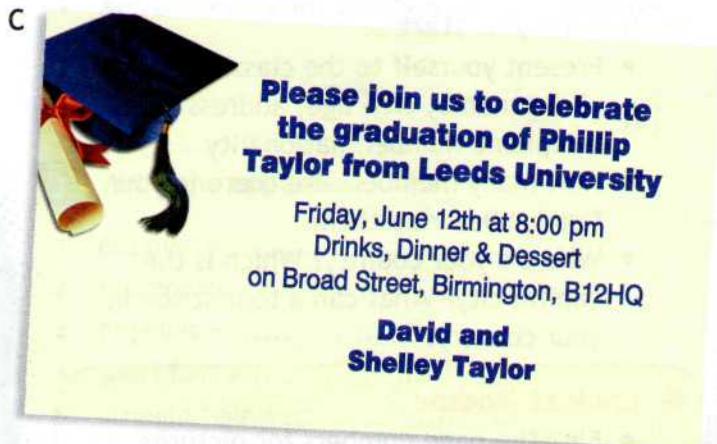
Vocabulary

◆ Days of the week

- 2 a) Listen and repeat.

- Monday • Tuesday • Wednesday
- Thursday • Friday • Saturday • Sunday

C

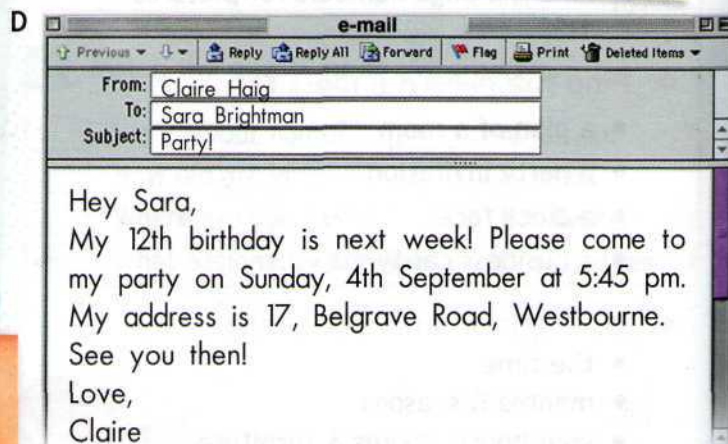


**Please join us to celebrate
 the graduation of Phillip
 Taylor from Leeds University**

Friday, June 12th at 8:00 pm
 Drinks, Dinner & Dessert
 on Broad Street, Birmingham, B12HQ

**David and
 Shelley Taylor**

D



e-mail

From: Claire Haig
 To: Sara Brightman
 Subject: Party!

Hey Sara,
 My 12th birthday is next week! Please come to my party on Sunday, 4th September at 5:45 pm. My address is 17, Belgrave Road, Westbourne. See you then!
 Love,
 Claire

- b) In pairs, act out similar exchanges.

- ▶ A: What's your favourite day of the week?
 B: It's Monday. We have PE lessons on Monday.
 A: Mine too. / Mine is Friday. I have music lessons on Friday.

◆ Ordinal numbers

- 3 a) Listen and repeat.

1st first, 2nd second, 3rd third, 4th fourth,
 5th fifth, 6th sixth, 7th seventh, 8th eighth,
 9th ninth, 10th tenth, 11th eleventh,
 12th twelfth, 13th thirteenth,
 14th fourteenth, 15th fifteenth, 16th sixteenth,
 17th seventeenth, 18th eighteenth,
 19th nineteenth, 20th twentieth

b) Say the numbers.

21st 22nd 23rd 24th 25th
 26th 27th 28th 29th 30th

Everyday English

Months of the year & Seasons

4 a) Listen and repeat.

- January • February • March • April
- May • June • July • August
- September • October • November
- December

b) Put the months in the seasons.

Winter	Spring	Summer	Autumn
.....
.....
.....
.....

c) Use the prompts to act out similar exchanges.

- 17/08 • 03/06 • 01/01
- 02/12 • 29/10 • 12/05

A: *What's the date today?*
B: *It's 17th August.*

Telling the time

5 a) Listen and repeat.



pm: between 12 noon and 12 midnight
am: between 12 midnight and 12 noon
1:15 a quarter past one / one fifteen
1:30 half past one / one thirty

b) Ask and answer questions, as in the example.

- 3:30 • 8:10 • 12:45 • 5:00 • 11:20
- 9:35 • 3:45 • 2:55

A: *Excuse me, what time is it, please?*
B: *It's half past three. / It's three thirty.*
A: *Thank you.*

Grammar Grammar Reference

Prepositions of time

6 Study the table. Find examples in the cards in Ex. 1.

- at: *hours* - at 8:00 - at night/at the weekend
- on: *days* - on Monday, *dates* - on 6th May
- in: *months* - in January, *seasons* - in autumn, *years* - in 1992, in the morning, in the afternoon/evening

GAME

Your teacher says a word without a preposition. In teams, add the preposition.

T: *August* | T: *weekend*
Team A: *in August* | Team B: *at the weekend*

Speaking

7 a) Interview your classmates about their birthdays and write down the answers.

A: <i>Whose birthday is in spring?</i>	B: <i>It's on 5th May.</i>
B: <i>Mine.</i>	A: <i>How old are you?</i>
A: <i>When's your birthday?</i>	B: <i>I'm 12.</i>

b) In groups, make a calendar showing all your classmates' birthdays. Present it to the class.

► *Maria and Pete's birthdays are on ...*

Writing (an invitation card)

8 **Portfolio:** Imagine it's your birthday. Write an invitation card to your best friend. Write: *date; place; address*

2

b

My place



Vocabulary

◆ Rooms & Furniture

1 What room can you see in the picture?

- bedroom • living room • dining room
- kitchen • bathroom • study

2 Where in your house can you find the following? *clock, bed, computer, sink, table, cooker, cupboards, wardrobe, basin, fridge, mirror, bathtub, bookcase, shelves, window*

study skills

Remembering new words

Think of a place to match each new word you learn. This helps you remember them.

Grammar Grammar Reference

◆ A(n) / Some / Any

3 Read the examples and complete the sentences 1-3. Then describe the living room above. Use adjectives.

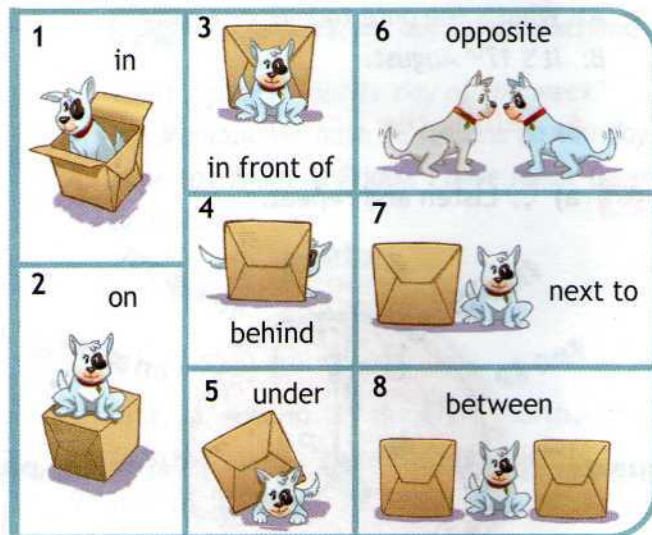
- ▶ *There's a sofa in the living room.*
- There are some cushions in the living room.*
- There aren't any chairs in the living room.*
- Are there any books in the living room?*

- 1 We use in the singular.
- 2 We use in affirmative plural.
- 3 We use in the negative and interrogative.

◆ Prepositions of place

4 Look at the drawings. Where is the dog?

- ▶ 1 *He's in the box.*



5 Look at the living room and complete the sentences.

- 1 The lamp is the coffee table.
- 2 There is a table the sofa.
- 3 There is a window the sofa.
- 4 The flowers are the vase.
- 5 There is a cat the table.
- 6 There are some paintings the wall.

Reading

- 6** a) Read the first three exchanges. Where are Laura, Steve and John? What are they about to do? What's their relationship?
- b) Think of six words you expect to hear. Listen and read and check.

Laura: Oh, I love our new house! What a big living room!

Steve: It's really great! Now, let's put the furniture in place. Can you give me a hand, John?

John: Sure. Dad. Let's start.

Steve: Where do you want the sofa, Laura?

Laura: Put it in front of the window.

Steve: All right ... What about this armchair?

John: Quick, Dad, it's really heavy!

Laura: Can you put it next to the fireplace?

John: Agh! Dad, watch out! Is it OK, right here?

Laura: No, not there! It looks better on the other side, between the fireplace and the door. That's great!

Steve: Right ... Where shall we put this clock?

Laura: Oh, put it on the wall, opposite the sofa. Be careful! It's very expensive!

John: Phew ... Mum, calm down! We're doing our best, OK?

Laura: OK, I'm sorry. Hmm ... What else ...? What about this table? Let's place it between the sofa and the armchair.

Steve: Err ... What about the carpet, Laura?

Laura: Oh dear! I want that to go under all the furniture!

- 7** a) In groups of three, read out the dialogue. Then, replace the pronouns in bold in sentences 1-5 with words from the dialogue.

- 1 He asks for help.
- 2 Put it in front of the window.
- 3 It's between the fireplace and the door.
- 4 It costs lots of money.
- 5 This is to go under all the furniture.

b) Read again and find phrases which mean:

- 1 Can you help me?
- 2 Hurry!
- 3 That's fantastic.
- 4 Take it easy!
- 5 What's next?

b) Draw a scene from the dialogue.

Speaking

- 8** Imagine you are moving house. In pairs look at the plan of the bedroom. Make a list of the things you want to put in it. Then in groups decide what to put in it and where. Use dialogue in Ex. 6 as a model.



Pronunciation /w/

- 9** Listen and repeat. In which word is "w" silent? Use the words to complete the first speaker in the questions below.

Reading Rules

w - /w/ we, win, when, why
silent w - /hw/ whom, whose

where who what which when

- 1 A:
B: It's on 5th November.
- 2 A:
B: The cushions are on the sofa.
- 3 A:
B: It's an armchair.
- 4 A:
B: Mary's bag is the red one.
- 5 A:
B: He's my father.

Writing (a description of my living room)

- 10** Portfolio: Draw a plan of your living room. Write a description of it based on the plan. Present it to the class.

2 C

My neighbourhood

Vocabulary

Shops

1 a) Listen and repeat. Where can you buy the things in the pictures? What else can you buy in places 1-12?

A newspapers



B aspirin

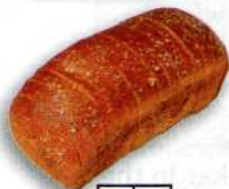


- | | |
|-----------------|----------------|
| 1 post office | 7 chemist's |
| 2 bank | 8 library |
| 3 baker's | 9 pet shop |
| 4 greengrocer's | 10 restaurant |
| 5 supermarket | 11 toy shop |
| 6 newsagent's | 12 sports shop |

C ball



D bread



E vegetables



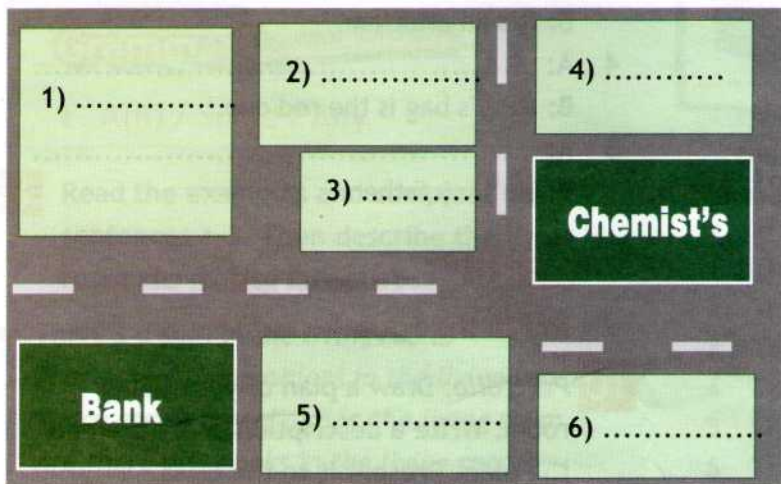
F stamps



You can buy stamps at the post office.

Listening

2 Listen to the conversation and label the places in the map below. Say where each shop is.



Reading

3 a) Read the title in the text. Think of six words you expect to read. Listen and read and check.

My neighbourhood



I live in a beautiful neighbourhood. There are a lot of shops and cafés around here. There's a post office right next to the bank. Opposite the bank, there's the newsagent's. There's also a supermarket opposite the post office and a bus station in front of the supermarket. Next to it there's the chemist's. Behind it, there's a library. Opposite the chemist's, there's my favourite coffee shop! I like my neighbourhood a lot!

Tony Smith

b) In pairs, ask and answer comprehension questions.

Writing (a description of your neighbourhood)

4 Portfolio: Draw a street map of your neighbourhood and label the buildings. Then, write a short paragraph, describing it. Use Ex. 3 as a model.

CULTURE CORNER

2d

Reading

- 1 a) Look at the pictures and the headings. Where is each street?
b) Where can you find: *outdoor cafés*? *lots of shops*? *film museums*? *banks*?
Read, listen and check.
- 2 a) Read again. For questions 1-4, choose the correct answer (A, B or C).
 - 1 Many of the shops on Oxford Street are very old.
A right B wrong C doesn't say
 - 2 You can see famous actors outside Mann's Chinese Theatre in Los Angeles.
A right B wrong C doesn't say
 - 3 Wall Street is a narrow street.
A right B wrong C doesn't say

study skills

Extending your study

When you come across an interesting fact, research it further on the Internet. Keep your own file of interesting web pages. This helps you improve your English.

b) Which place would these people find interesting? Why?

- David is an economist.
- Stella enjoys shopping.
- Peter loves the movies.
- Claire likes fashionable clothes.

c) Write the names of the streets in the text using abbreviations.

Note.....

St: street	Rd: road
Blvd: Boulevard	Pl: place
Ave: Avenue	Ln: lane

Famous Streets

OXFORD STREET, London, England

Oxford Street in the heart of London is the most famous shopping street in the world. Debenhams, D H Evans, John Lewis and Selfridges all have large stores on Oxford Street.



HOLLYWOOD BOULEVARD Los Angeles, USA

Hollywood Boulevard is in Los Angeles. There are many cafés, restaurants and film museums. There are also the Guinness World Records Museum and Mann's Chinese Theatre. On the pavement outside Mann's there are handprints and footprints of famous actors.



WALL STREET New York, USA

New York's Wall Street in the centre of Manhattan is a symbol of money and power. It is a short and narrow street. It is where most of the city's banks are.



Project (a tourist guide)

- 3 **Portfolio:** Write a tourist guide section of about 80 words about a famous street in your city. Write about:

- its location (centre, south, north, ...)
- what you can find there (shops, cafés, ...)
- what you can do there (relax, walk, ...)

Decorate your tourist guide with photographs.

English in Use 2

◆ Requesting services

1 Read the sentences. They come from two telephone conversations. What are the dialogues about?

- Hello, Power Masters.
- What can I do for you?
- I have no electricity in my house.
- I'll come over and have a look.
- What's up?
- There's a problem with the flat.
- I'll send the plumber over.
- Thank you.


2 Listen and read. What is Mrs Brown's, Jane's problem?

A


David: Hello, Power Masters.
 Mrs Brown: Hello, can I speak to David, please?
 David: Speaking.
 Mrs Brown: David, hi. This is Helen Brown.
 David: Oh, hello Mrs Brown. What can I do for you?
 Mrs Brown: Well, I have no electricity in my house. I'm in the dark.
 David: Right. I'll come over and have a look.
 Mrs Brown: Thank you.

B


Jane: Good evening. Could I speak to Mr Campbell, please?
 Mr Campbell: Mr Campbell speaking.
 Jane: Mr Campbell, this is Jane from the Warren Avenue flat.
 Mr Campbell: Hi, Jane. What's up?
 Jane: Well, there's a problem with the flat. The heating doesn't work.
 Mr Campbell: Right. I'll send the plumber over.
 Jane: Thank you.

3  **Portfolio:** Look at the business card. Imagine you need Frank Howard's services for one of the problems. Use phrases from Ex. 1 to act out a telephone conversation in pairs. Record yourselves.

—FRANK HOWARD—



Plumber - Electrician



32 Conley Str, Barrow
 Tel. 01984 258888
 Mob. 7744 305960

ON CALL 24 HOURS A DAY, 7 DAYS A WEEK




TV doesn't work



tap is leaking

Pronunciation /ʊ/ - /u:/

4  Listen and tick (✓). Listen again and repeat. Read out the sentences. Think of other words.

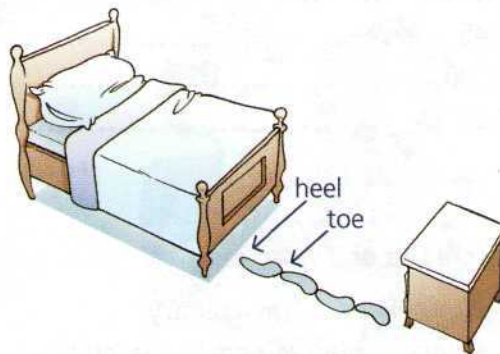
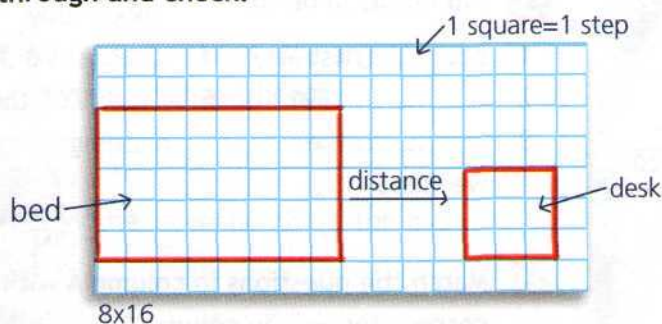
Reading Rules

oo - /u:/ pool
 oo + k, u - /ʊ/ pull

	/ʊ/	/u:/		/ʊ/	/u:/
full			look		
fool			Luke		

Look at Luke. He has a book.
 The pool is full.

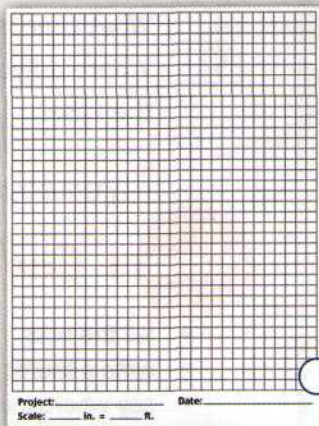
- 1** Look at the title of the text and the drawing. What do you think the text is about? Read through and check.



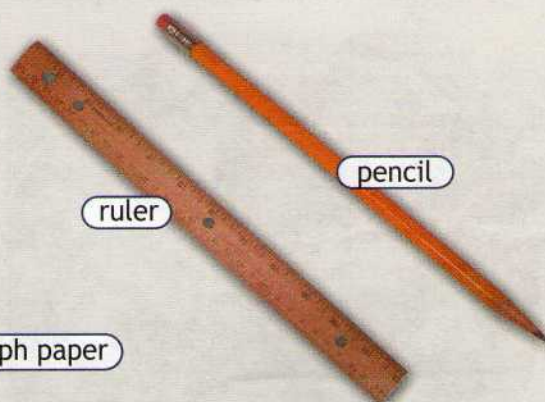
- 2** Read the text and complete the missing words. Listen and check.

Draw a Map to Scale

A scale of a map is the relationship between the size of something in the map and its size in the real world. How can you draw a map to scale?



What you need:



What you have to do:

- 1** Choose two objects 1) i _ _ your bedroom, like your bed and the desk or the chair and the window.
- 2** Use steps to measure the distance.
- 3** Walk in a straight line. Place your feet from heel to toe. Count how many steps it takes to get from one object to 2) t _ _ other. Write down the number of steps.
- 4** Choose a scale, like one square on the graph is the same as one step. Draw a map of 3) y _ _ _ room. Use the measurements in steps. Write the map scale at the bottom of the graph paper.
- 5** This 4) i _ _ a scaled map of your room.

- 3** *Project:* Use the information in the text to draw a scaled map of your room. Present it to the class.

PROGRESS CHECK 2

1 What time is it?

- 1 8:25
- 2 11:15
- 3 1:45
- 4 12:00
- 5 7:30

(Points: $\frac{20}{5 \times 4}$)

2 Circle the odd word out.

- 1 bank - baker's - vase - library
- 2 fireplace - sofa - armchair - bathtub
- 3 newsagent's - toy shop - supermarket - aspirin
- 4 spring - May - autumn - winter
- 5 first - two - ninth - sixth

(Points: $\frac{20}{5 \times 4}$)

3 Look at the picture and complete the sentences with prepositions of place.



- 1 The window is the sofa.
- 2 The coffee table is the armchair.
- 3 The lamp is the coffee table.
- 4 There's a fireplace the room.
- 5 There's a small table the sofa.

(Points: $\frac{20}{5 \times 4}$)

4 Choose the correct word.

- 1 Is there **a/some** baker's?
- 2 There are **any/some** shops in that street.
- 3 There aren't **some/any** supermarkets here.

4 My birthday is **on/in** 5th November.

5 Meet me **on/at** 8.30!

(Points: $\frac{10}{5 \times 2}$)

5 Fill in: at, in or on.

- | | | | |
|---------|---------|---------|---------|
| 1 | 1st May | 4 | 8:30 pm |
| 2 | 1991 | 5 | the |
| 3 | the | morning | |
| | weekend | | |

(Points: $\frac{10}{5 \times 2}$)

6 Match the questions in column A with the correct answers in column B.

- | A | B |
|--|-------------------------|
| 1 <input type="checkbox"/> What's the date today? | a Place it over there. |
| 2 <input type="checkbox"/> How old are you? | b It's on 5th May. |
| 3 <input type="checkbox"/> When is your birthday? | c It's half past three. |
| 4 <input type="checkbox"/> What time is it? | d I'm 12. |
| 5 <input type="checkbox"/> Where do you want the vase? | e It's 17th August. |

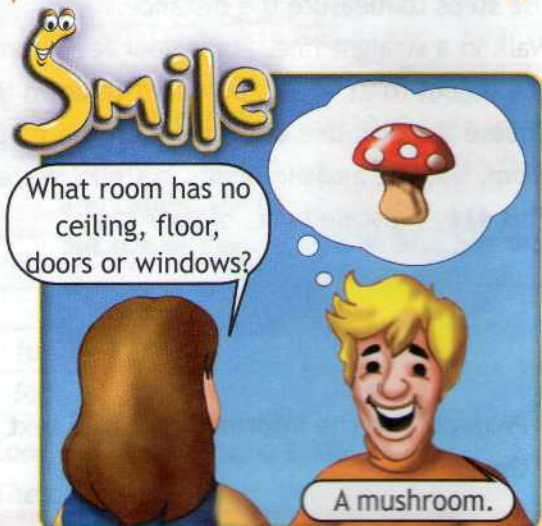
(Points: $\frac{20}{5 \times 4}$)

(My score: $\frac{100}{100}$)

Now I Can ...

- tell the time
- write a tourist guide
- say where things are
- write an invitation card
- describe my house, its rooms & furniture
- describe my neighbourhood
- request services
- draw a scaled map

... in English



◆ Before you start ...

- When's your birthday?
- What's your house like? Describe your room.
- Name some shops. Are any of them in your neighbourhood?

◆ Look at Module 3

- Find the page numbers for pictures 1-3.

◆ Find the page numbers for

- a street map
- a road safety leaflet
- traffic signs
- a famous person

◆ Listen, read and talk about ...

- means of transport
- road safety
- traffic signs
- famous racing drivers
- driving in the UK/your country
- symbolisms of red

◆ Learn how to ...

- give instructions
- give directions

◆ Practise ...

- the imperative
- can & can't/cannot (ability, permission & prohibition)
- pronunciation of /æ/ - /ɑ:/, /ɑ:/ - /ɒ/
- homographs

◆ Write / Make ...

- a safety leaflet for children playing outside
- a poster of traffic signs in your country
- a short article about a famous person
- a poster for tourists about driving in your country

1



2



3



3 a

Road safety

Vocabulary

◆ Getting around

1 Which of these things can you see on the road outside: *your school? your home?*



2 Match the words in columns A and B to make phrases. In pairs discuss what is **dangerous/safe** to do in your country.

A		B	
1 wear		A the window	
2 walk straight		B the pavement	
3 look		C the driver	
4 run onto		D the road	
5 talk to		E both ways	
6 walk on		F across the road	
7 lean out of		G a seat belt	

► *It's safe to wear a seat belt.*

Grammar Grammar Reference

◆ The Imperative (Giving instructions)

3 a) Read the examples. How do we form the imperative?

Wear your seat belt! Don't talk to the driver!

b) Use the phrases in Ex. 2 to give instructions on road safety.

- 1 When on the street, ► *look both ways before crossing. Don't*
- 2 When in the car,
- 3 When on the bus,

Reading

4 a) Look at the text and its title on p. 23. What do you expect to read in it? Listen, read and check.

b) Read the text and match the titles (A-D) to the sections (1-4). Then, explain the words in bold.

- A. *When you ride your bike*
- B. *When you travel in a car*
- C. *When you cross the street on foot*
- D. *When you travel on a bus*

Be Safe on the Road!



- 1) :
Look for a zebra crossing or a traffic lights crossing.
Don't **cross** between **parked** cars.
Stop before you walk onto the road.
Stand on the **pavement** near the **kerb**.
Listen and look both ways for **traffic**.
Make sure it's clear and walk straight across the road.
Don't run.

- 2) :
Make sure your bike is in good **working condition**.
Check your brakes and tyres regularly.
Wear a bicycle helmet.
Ride with the **flow** of traffic, not against it.
Use bike **lanes**.
Wear **bright** clothes in daytime.
Never carry a second person on your bike.



- 3) :
Stand well back until the bus has stopped completely.
Don't push others when you enter the bus.
Sit down on your seat quietly and quickly.
If there aren't free seats, use handgrips.
Don't talk to the driver or **annoy** others on the bus.
Don't lean out of the window.
Don't wave from the window.



- 4) :
Always sit in the back seat if you are under twelve years old.
Wear a seat belt.
Don't block the rear view mirror.
Don't play with the car door handles.
Always use the door on the pavement side to get out of the car.



- 5 Read again and complete the spidergrams with words from the text.

bicycle

bus

car

► brakes

Speaking

- 6 Which of the things mentioned in the text do you do when you travel/walk to and from school? Tell the class.
- 7 Fill in: *by, on, in*. Then make sentences using them.

- 1 *on* foot; 2 *by* car/bus/train/plane/bike
3 *on* a bus; 4 *in* the 8 o'clock train

GAME

The road safety officer comes to your class to check your knowledge of road safety rules. In teams say how to behave/not behave in certain situations.

- Team A S1: When you cross a street look both ways for traffic.

Listening

study skills

Listening for specific information

Read the questions and possible answers. Underline the key words. This helps you do the listening task.

- 8 Underline the key words in statements 1-3. Listen and choose the correct answer.
- Paula and David are
A in the car.
B it the school playground.
C on the street.
 - The zebra crossing is
A quite far.
B between the bus and a parked car.
C safe.
 - David tells Paula to
A look both ways.
B make sure the road is clear.
C go quickly to the other side.

Writing (a leaflet)

- 9 **Portfolio:** Make a leaflet of do's and don'ts to tell school students what to do when playing outside.

3

On the move

Vocabulary

Means of transport

1 Match the means of transport to the verbs. Listen and check.

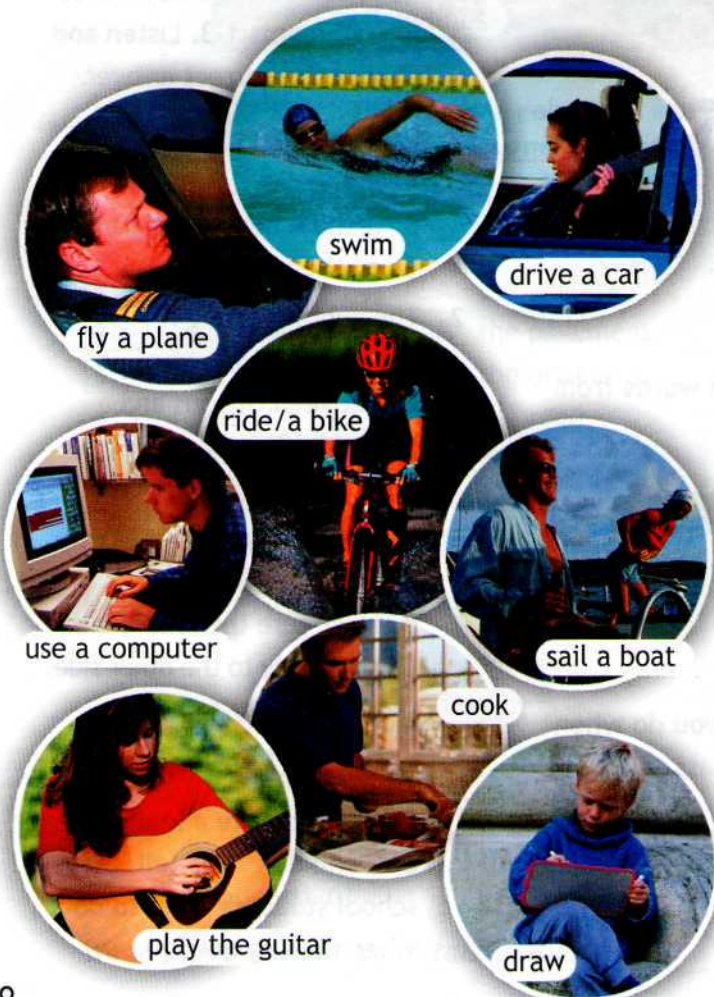
- | | | | |
|----------------------------|-------|---|---------|
| 1 <input type="checkbox"/> | ride | a | a plane |
| 2 <input type="checkbox"/> | fly | b | a bike |
| 3 <input type="checkbox"/> | sail | c | a car |
| 4 <input type="checkbox"/> | drive | d | a boat |

Grammar Grammar Reference

Can (ability)

2 Look at the pictures. What *can/can't* you do?

► *I can ride a bike, but I can't fly a plane.*



Can (prohibition/permission)

3 What do these traffic signs tell us? Circle the correct word.



1 You can/can't park here.



2 You can/can't turn right.



3 You can/can't drive at 25 mph.



4 You can/can't go straight.



5 You can/can't go here.



6 You can/can't turn left.

Listening

4 Listen to the dialogue between Jane and her driving instructor. They are at point X. Mark the **route** they take and say where Jane parks the car in the end.



Reading

- 5** a) Read the first and the last exchange of the dialogue. Where is Jane? What is she doing? Listen, read and check.
- b) Read the dialogue and answer the questions.
- 1 Where's the driving school?
 - 2 Can Jane turn right into Apple Street?
 - 3 Can Jane park in front of the hospital?

Instructor: Are you ready Jane?

Jane: Yes! Let's do this.

Instructor: OK, remember now, you have to be **careful** on the road all the time. OK, go down Bridge Road towards the Park hotel.

Jane: OK! Should I go straight or do you want me to turn right into Apple Street?

Instructor: No, you can't turn right into Apple Street and you can't go straight. Look at the sign!

Jane: Oh yeah! I can only turn left here.

Instructor: Very good! So, turn left into Apple Street.

Jane: Here we go ...

Instructor: Perfect! Now, stop at the traffic lights because the light is red. When the light turns **green**, turn left into Mill Street.

Jane: I see.

Instructor: Now, **park** in front of the hospital.

Jane: But I can't park there! Look at the sign.

Instructor: Excellent! Turn left into Green Street and go towards the **park**.

Jane: Fine.

Instructor: Watch out! There's a car coming.

- 6** Read again. Explain the words in bold. Find sentences which express examples of: *permission*, *prohibition* and *giving directions*.

study skills


Homographs

A homograph is a word that has the same spelling as another. Homographs differ from each other in meaning and sometimes pronunciation.

- 7** Look at the highlighted words. How do they differ? Match the words to their definitions: *bank*; *sheet*; *right*; *light*

- 1 bed cover / a single piece of paper
- 2 we keep money in / sides of a river
- 3 opposite of left / correct
- 4 not heavy / not dark


Speaking

- 8**  **Portfolio:** Imagine you are learning to drive. Act out the dialogue between you and the instructor. Use the map on p. 24 and the table below. You can start from any point you want to. Record yourselves.

Giving driving directions


- | | |
|----------------------------|------------------------------|
| • turn left/right into ... | • go towards ... |
| • go down ... | • stop at the traffic lights |
| • go straight ... | • park in front of ... |

Pronunciation /æ/ - /ɑ:/

- 9** a)  Listen and repeat.

can /kæn/
can't /kɑ:nt/



b)  Listen and read the exchanges. In pairs use the map to act out similar exchanges.

- A: *Can I turn left here?*
B: *Yes, you can turn left, but you can't turn right.*

Writing (a poster)

- 10** **Portfolio:** Make a poster. Draw traffic signs you can see in your country. Then explain them to the class. Use *can* or *can't*.

Reading Rules

- a - /ɑ:/ car, grass
a - /æ/ dance, cat

3 C

Hot wheels

Reading

1 a) Listen to the sounds. How are they related to the title? What images come to your mind?

b) Look at the title and the picture in the article. Who is the person? What is he famous for?

2 a) Listen, read and complete the sentences 1-3.

- 1 Schumacher's nickname is
- 2 He comes from
- 3 His hobbies are and

Michael Schumacher



1 Michael Schumacher, or Schumi, is a very famous racing car driver. He's got lots of fans around the world.

2 Michael comes from Germany. He was born on 3rd January, 1969. He is rather tall and thin with short dark hair. Michael can drive very fast cars. He can also play football and tennis very well.

3 Michael is Ferrari's best Formula 1 driver. "I'll do everything I can to bring the Number One to Ferrari", he says. "The whole team and the fans deserve it."



b) Read again and complete the fact file below.

Full Name:	▶ Michael Schumacher
Occupation:
Team:
Born:
Personal details:

3 Which paragraph includes:

- personal details & hobbies?
- what he is famous for?
- the company he works for and a quote?

Speaking

4 Look at the fact file below and present Kimi Raikkonen to the class.

Name: Kimi
Surname: Raikkonen
Nickname: Iceman
Occupation:
 Racing car driver
Nationality: Finnish
Born: 17th October, 1979
Personal details: short blond hair
Hobbies: snowboarding, jogging, ice-hockey
Current Team: McLaren Mercedes



Writing (an article about a famous person)

5 **Portfolio:** Write a short article about Kimi Raikkonen or a famous sportsman in your country. Use the text in Ex. 2 as a model. Stick on a picture. (50-60 words)

CULTURE CORNER

Getting around in **LONDON**

A. Underground

Over 3 million people a day use the Underground or Tube to get around in London.

The Tube has 275 stations in many different parts of the city and 12 lines that can take you to any place you want. So, don't forget to have a Tube map with you before you start your journey!



B. Red Double-Decker Bus

You can see these red double-decker buses in London. They are tall but they are not very fast. Tourists like taking these buses because they can have a nice view of the city from the upper deck.



C. Black Cab

Black cabs are special taxis that have a lot of room for passengers and their luggage. Black cab drivers take a test of their knowledge of London, as they have to know all of the 25,000 streets within 10 km of the city centre!



Reading

- Listen to the sounds. Imagine the scene. What can you see, hear, smell?
 - Read the title and the subheadings. What is the text about? Listen, read and check.

study skills

Reading for specific information

Read the questions and the answers. Find the part of the text each question refers to. The information may be phrased in different words. This helps you choose the correct answer.

- Answer questions 1-3. Give reasons.
 - The Underground is also called the
A Cab. B Tube. C Station.
 - Red double-decker buses are
A slow. B low. C old.
 - Cab drivers in London
A are 40 years old. B are kind to passengers.
C sit exams.

Speaking

- Which forms of transport can a tourist use in London? Discuss in pairs.

Listening

- Read the subheadings in the poster. What is it about? What words are missing from the gaps 1-6? Listen and complete. Were your guesses correct?

Driving	The British drive on the 1) hand side of the road.
Speed Limits for Cars	<ul style="list-style-type: none"> Cities and towns 2) mph Motorways 70 mph
Traffic Lights	<ul style="list-style-type: none"> Red: stop Red and amber together: get 3) but don't move Green: go if the way is clear amber lights: stop
Pedestrian Crossings	<ul style="list-style-type: none"> Always stop when the red light shows. If there are no 4), pedestrians have the right of way.
Seat Belts	Always wear your seat belt when you travel by 5)
Crash Helmets	Always wear your crash helmet while on a 6)

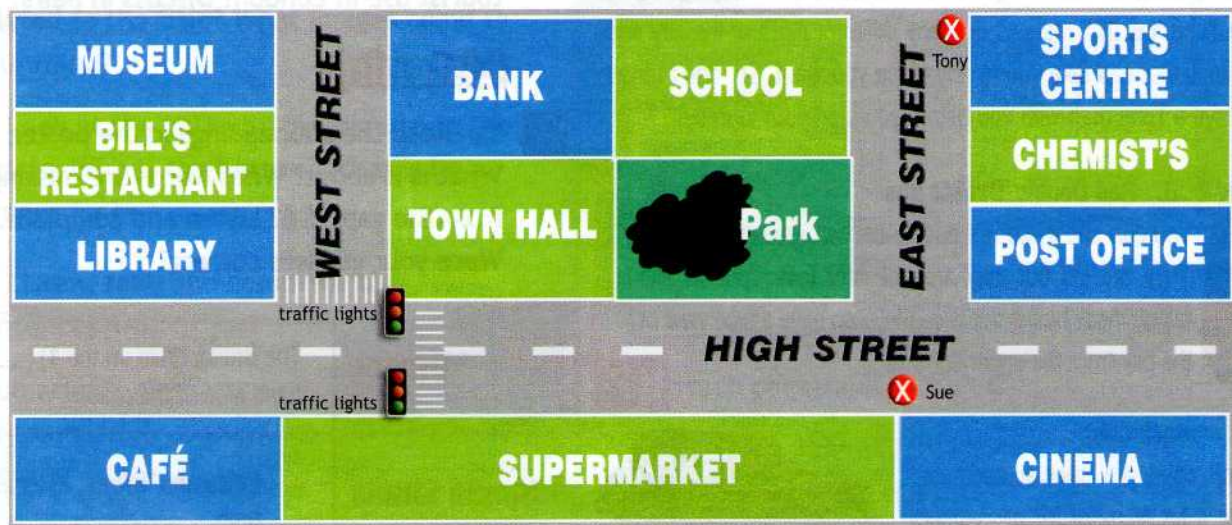
Project (a poster)

- Portfolio:** What are the rules for driving in your country? Make a poster for tourists.

English in Use 3

◆ Asking for/Giving directions

1 Look at the map. What kind of map is it? What can you see on it?



2 Read the sentences below. Which give directions? Which are said by someone asking for directions?

- ✓1 Excuse me, how can I get to ...?
- 2 Just cross/go up/go down this road/street and ...
- ✓3 Is it far?
- 4 Take the first/second turning on your left/right ...
- 5 I'm new to the area.
- ✓6 Excuse me, could you tell me the way to ...?
- ✓7 Do you know where ... is?
- 8 Turn right/left and go straight on.

3 Listen and read the dialogues. Where does each person want to go?

4 *Portfolio:* Work in pairs. Use the map and the phrases in Ex. 2 to ask for and give directions. Record yourselves.

- from the cinema to the museum
- from the café to the sports centre
- from the library to the chemist's

A Tony: Excuse me, is there a post office near here?
Ann: Yes, there's one on the corner.
Tony: Thank you.
Ann: You're welcome.

B Sue: Excuse me, how can I get to the library?
Jack: Go down the street until you get to the traffic lights. Turn right and go straight on. It's on your left next to Bill's restaurant.
Sue: Is it far?
Jack: Not really.
Sue: Thank you very much.
Jack: Don't mention it.

Pronunciation /ɑ:/ - /ɒ/

Reading Rules

5 Listen and tick (✓). Listen again and repeat. Then read out the sentences.


	/ɑ:/	/ɒ/		/ɑ:/	/ɒ/		/ɑ:/	/ɒ/
sharp			shop			mock		
shark			shock			mark		

The shark's teeth are sharp.
Mark the shop on the map.

Extensive Reading

ACROSS THE CURRICULUM: ART & DESIGN

1 Look at the pictures. How are they related to the title of the text?

2  Colours have different meanings. What does red symbolise in each picture: *protection? danger? respect? love?* Decide in pairs. Read and check.

3 Read the text and choose the correct word A, B or C to complete the gaps 1-5. Listen and check.

study skills

True Friends

When you read a text look for words that are the same or similar in your language, i.e. *true friends*. They help you understand the text.

4 Are there words in the text that are the same or similar in your language?

5 Read again and make notes. Use them to present symbolisms of red to the class.

6 *Project:* What does red symbolise in your country? Collect information and make notes. Present it to the class.

What does

RED?

mean •

Colours are all around us and they can mean or symbolise different things. Let's take a look at ... RED.

Red can be the colour of danger. When traffic lights are red, they warn¹ drivers and pedestrians 1) stop. The red light is always 2) the top of the lights where everyone can see it.

Red is also the colour for kings and queens. When royalty² visit places, people roll out³ a red carpet for them to walk 3) This is a sign of respect.

The red cross is a symbol of protection. It is the symbol of an organisation which gives help to those who need it. During a war, soldiers don't fire⁴ those who carry⁵ the red cross symbol.

A red rose is a sign

4) romantic love. On Valentine's Day people give each other red roses or chocolates 5) red boxes that look like hearts.

- | | | | |
|---|--------|--------|------|
| 1 | A in | B on | C to |
| 2 | A at | B in | C — |
| 3 | A with | B at | C on |
| 4 | A at | B of | C in |
| 5 | A on | B with | C in |

¹tell ²kings and queens ³straighten ⁴shoot ⁵contain



PROGRESS CHECK 3

1 Fill in the gaps with *can* or *can't*.



1 You park here.



3 You turn left.



2 You go straight.



4 You drive at 50 mph.

(Points: $\frac{12}{4 \times 3}$)

2 Guess the words.

- | | |
|-------------------|------------------|
| 1 traffic s ____ | 4 zebra c _____ |
| 2 seat b ____ | 5 parking z ____ |
| 3 traffic l _____ | 6 yellow l ____ |

(Points: $\frac{18}{6 \times 3}$)

3 Fill in: *in, on, by, of*.

- He's travelling the 8 o'clock train.
- We go to school foot.
- She is afraid of travelling plane.
- Don't lean out the window.
- Walk the pavement.

(Points: $\frac{15}{5 \times 3}$)

4 Complete the sentences with these words.

• sail • drive • ride • fly • cross

- I can't a plane, but I can a boat.
- Don't the road when the light is red.
- If you want to learn how to a car, you can go to a driving school.
- When the weather is good, I my bike in the park.

(Points: $\frac{10}{5 \times 2}$)

5 Write the opposites.

- go ≠
- turn left ≠
- go up the street ≠
- red lights ≠
- fast ≠

(Points: $\frac{15}{5 \times 3}$)

6 Put the words in the correct order to form full sentences.

- both/cross/ways/look/before/you/road/the
- parked/cross/between/don't/cars

- traffic/against/ride/don't
- bicycle/wear/helmet/a
- pavement/stand/on/the

(Points: $\frac{20}{5 \times 4}$)

7 Put the sentences in the correct order to make a dialogue.

- Yes, there's one quite near.
- You're welcome.
- How do I get there?
- Excuse me, is there a hospital near here?
- Go down Bridge Road and turn left into Green Street.
- Thank you.

(Points: $\frac{20}{5 \times 4}$)

(My score: $\frac{100}{100}$)

Now I Can...

- talk about means of transport
- talk about safety in the street
- express ability, prohibition, permission
- interpret traffic signs
- ask for and give directions
- write a short article about a famous racing car driver
- talk and write about public transport
- explain what red means in your country

... in English



◆ Before you start ...

- What are the dos & don'ts for being safe on the road?
- How do you go to school from your house? Describe the route.
- Name a famous racing driver. What do you know about him?

◆ Look at Module 4

- Find the page numbers for pictures 1-3.

◆ Find the page numbers for

- a quiz
- a pie chart
- a spidergram

◆ Listen, read and talk about ...

- daily routines
- entertainment & TV programmes
- a perfect day
- Britain's Teens' leisure activities
- different types of graphs

◆ Learn how to ...

- talk about routines and habits
- talk about entertainment preferences
- make suggestions
- use exclamations
- talk about your perfect day
- carry out a survey
- make/cancel an appointment

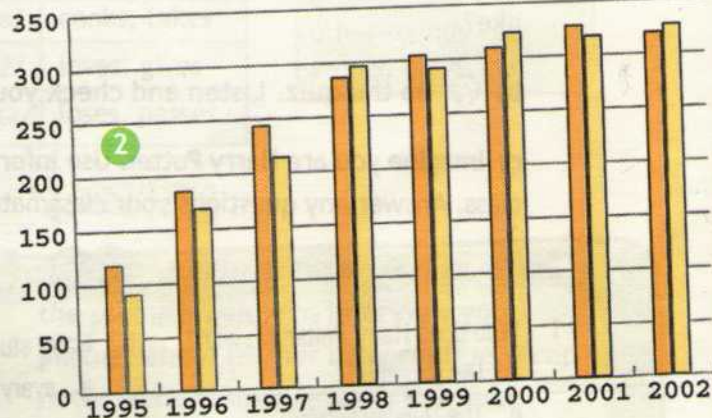
◆ Practise ...

- adjectives
- present simple affirmative, negative, interrogative & short answers
- adverbs of frequency
- linkers
- I like/I don't like
- pronunciation of /s/ - /z/ - /z/ & /t/ - /d/

◆ Write / Make ...

- a paragraph about a typical day for you
- an article about your 'Perfect Day'
- a class survey
- an article about teenage life in your country

1



3



4

a

Day in, Day out

Vocabulary

◆ Daily routine

- 1 Which of the activities in the pictures do you do: *in the morning?* *at noon?* *in the afternoon?* *in the evening?* *at night?* *at weekends?*

1 brush teeth



3 play sports



4 go to bed



5 go to school



2 have breakfast



6 have dinner



7 have lessons at school

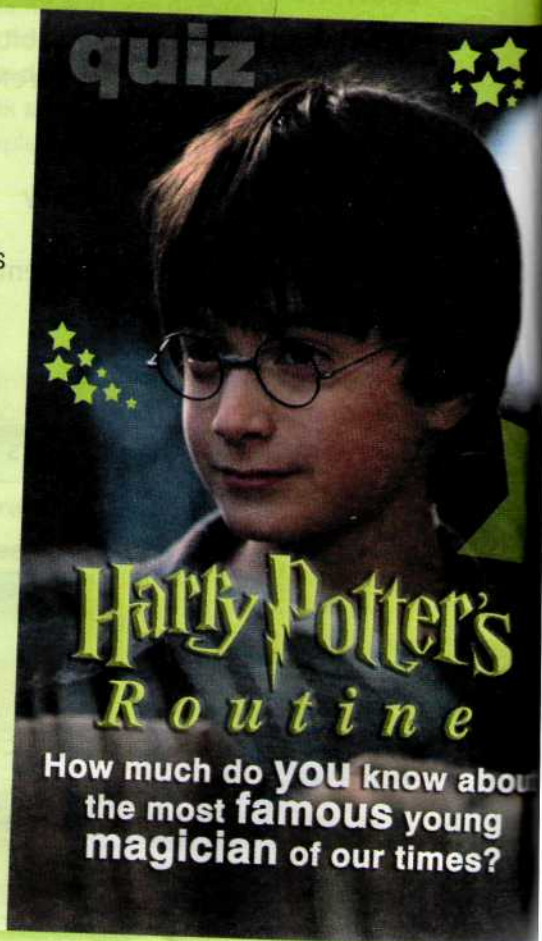


Reading

- 2 a) Read the title and the introduction to the quiz. Who's Harry Potter? What is his daily routine like?
- b) Do the quiz. Listen and check your answers. Then explain the words in bold.
- c) Imagine you are Harry Potter. Use information from the quiz to talk about your routine to the class. Answer any questions your classmates may have.

- 1 Who does Harry Potter live with?
- His parents
 - The Dursley family
 - Ron and Hermione
- 2 Which school does Harry go to?
- Muggles' School
 - Azkaban
 - Hogwarts
- 3 Where does Harry usually have breakfast?
- In the Great Hall.
 - in the tower **dormitory**.
 - in the Forbidden Forest.
- 4 Harry studies Herbology at the **greenhouse** a week.
- three times
 - twice
 - once
- 5 Harry studies the night skies
- every Monday morning.
 - every Wednesday at midnight.
 - in the evening.
- 6 What does Harry often play in his free time?
- Broomfights
 - Quidditch
 - Hide and seek
- 7 What do Harry and his friends usually do after dinner?
- They meet in the **common room**.
 - They go straight to bed.
 - They do magic tricks.
- 8 Where does Harry always sleep?
- in his house dormitory
 - in his own room
 - in a **dungeon**

quiz



Harry Potter's Routine

How much do **YOU** know about the most famous young magician of our times?

Grammar Grammar Reference

◆ The Present Simple

- 3 a) Read the sentences. Which expresses: a *daily routine*? a *habit*? a *permanent state*?

She always sleeps early.

He reads books in his free time.

He lives in Moscow.

- b) Read the box. Then, underline the forms of the *present simple* in the text. Which verb forms express: a *daily routine*? a *habit*?

Affirmative	
I/you/we/they sleep	he/she/it sleeps
Negative	
I/you/we/they don't sleep	he/she/it doesn't sleep
Interrogative	
Do I/you/we/they sleep?	Does he/she/it sleep?

- 4 Write the third person singular.

- | | |
|-----------------------|-----------------------|
| 1 I go - she | 5 I catch - she |
| 2 I sleep - he | 6 I fix - he |
| 3 I study - she | 7 I wash - she |
| 4 I play - he | 8 I cry - he |

- 5 Fill in with the correct form of the verbs.

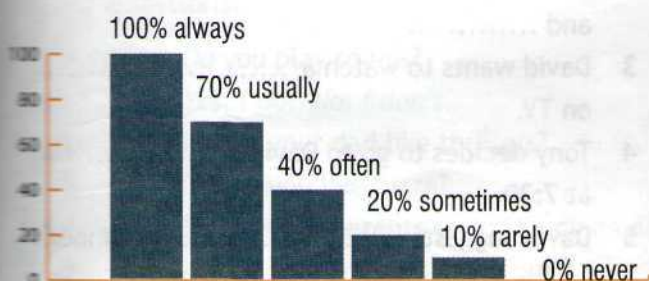
- What time (school/start)?
- (Harry/eat) frogs for lunch?
- He (teach) History of Magic.
- He (go) to school on foot.

◆ Adverbs of frequency

- 6 a) Read the sentences and the graph.

Where do we put the *adverbs of frequency*?

- Harry and his friends **usually** meet in the meeting room.
- He's **never** late for classes.



- b) Put the words in the correct order.

- never/Harry/school/walks/to
- Hermione/studies/always/a lot
- usually/students/free time/their/in/common room/the/spend
- The Dursleys/often/Harry/don't/treat/well
- Hedwig/brings/sometimes/Harry's/mail

- c) Underline the words in the quiz that show how often something happens. Make sentences with these words about yourself.

Pronunciation /s/ - /z/ - /ɪz/

- 7 Listen and repeat. Add two verbs to each category.

/-s/	cooks, takes
/-z/	loves, gives
/-ɪz/	loses, passes

Reading Rules

/f/, /k/, /p/, /t/ - /s/
kicks, laughs, etc
/s/, /ʃ/, /tʃ/, /dʒ/, /z/
- /ɪz/ kisses, washes,
etc
other sounds - /z/
swims, plays, etc

Speaking

- 8 Use the phrases from Ex. 1 and the prompts below to interview your partner about his/her daily routine. Keep notes work in small groups. Use your notes to talk about your partner's daily routine to the class.

- wake up
- have breakfast/lunch/dinner
- have a shower/a bath
- get dressed
- go to school
- have lessons
- do my homework
- go out with friends
- watch TV
- listen to music
- help my parents around the house

- A: *What time do you wake up?*
B: *I wake up at ...*

Writing (a paragraph about your typical day)

- 9 *Portfolio*: What's a typical Monday for you? Make notes, then write a short paragraph.

4

How about ...?

Vocabulary

◆ TV programmes

- 1 a) Look at the TV programmes in the pie chart. Which ones exist in your country?
b) Listen to the music extracts. Which TV programme do they match?

Everyday English

◆ Expressing likes/ dislikes

- 2 Read the pie chart. What do American teenagers like watching on TV?
▶ 19% of American teenagers like watching dramas.
- 3 What do you like watching on TV? Use the table and the adjectives to tell the class.

We use certain suffixes at the end of verbs, nouns etc to form adjectives in English. These are: *-ful* (*wonder* - *wonderful*), *-ing* (*disgust* - *disgusting*), *-able* (*enjoy* - *enjoyable*), *-ic* (*fantasy* - *fantastic*)

love	don't like
like	hate
great, exciting, delicious, enjoyable, interesting, fantastic, fine, wonderful	boring, awful, terrible, disgusting, dull, horrible

▶ I don't like reality shows. I think they're boring.

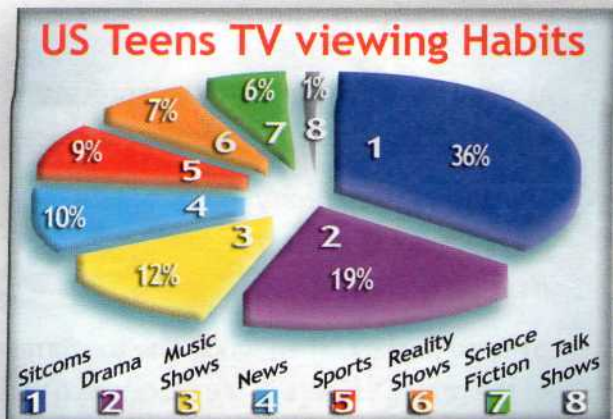
- 4 What do you like? Discuss.

Food: pizza, hamburgers, spaghetti, fish, chicken

Sports: football, basketball, skiing, windsurfing

Pastimes: going/cinema, eating out, dancing

- ▶ A: What's your favourite food?
B: I love pizza! I think it's great. What about you?
A: I like hamburgers. They are fantastic.



Source: ABA Division for public education

- ▶ 1 abbreviation for situation comedy.

◆ Making suggestions

- 5 a) Look at sentences 1-4. Which express suggestions?
b) Match the sentences (1-4) with the responses (a-d). Listen and check.

- | | |
|---|-------------------------------------|
| <input type="checkbox"/> 1 Are you free tonight? | a I think so. |
| <input type="checkbox"/> 2 Would you like to join me? | b Count me in! |
| <input type="checkbox"/> 3 What about a pop concert? | c Pop music is not really my thing. |
| <input type="checkbox"/> 4 How about a pizza? | d No, thanks. |

Reading

- 6 a) Read the first exchange in the dialogue. What do you expect to read? Read through and check.
b) Read and listen to the dialogue and complete sentences 1-5.
- 1 Tony wants to go to with David tonight.
 - 2 David doesn't like, and
 - 3 David wants to watch a on TV.
 - 4 Tony decides to go to David's at 7:30.
 - 5 David suggests for dinner.

Tony: Hi David. Are you free tonight?
 David: I think so. Why?
 Tony: Because there's a new thriller on at the Rex. Would you like to join me?
 David: No, thanks. I don't like thrillers.
 Tony: Oh ... What about a comedy then? There's one starring Jim Carrey.
 David: I don't know ... I don't really like him.
 Tony: What about a pop concert then?
 David: Well, pop music is not really my thing ...
 Tony: Oh. I've got it! It's Thursday today and your favourite sitcom is on TV!
 David: Yes, that's true ... Do you want to watch it with me?
 Tony: That's a great idea! Let's meet at your place at 7:30 then!
 David: Cool! How about some pizza for dinner?
 Tony: Count me in!

Speaking

7 **Portfolio:** It's Saturday afternoon. Invite your friend to watch TV together. Use the sentences in Ex. 4 as well as your own ideas. Record yourselves.

Grammar Grammar Reference

◆ Present Simple (short answers)

8 a) Read the box. Which verb do we use to form short answers?

Short Answers	
Do you play tennis?	{ Yes, I do. No, I don't.
Does he like skiing?	{ Yes, he does. No, he doesn't.

b) Fill in *do/does*, then answer the questions.

- ▶ A: *Do* you play tennis?
B: *Yes, I do./No, I don't.*
- your dad like thrillers?
- you like pizza?
- your parents go to the cinema?
- your friend like sitcoms?

Listening

9 a) Look at the poster. What words are missing? Listen and complete the gaps.

New Film Starts Today...

Name: 1) of Rock

Type of film: 2)

Rating: 3)

Time: 12pm/3pm 4)

Price: 5) £

b) In pairs ask and answer questions about the film in the poster. Decide whether you'd like to see it.

Pronunciation (exclamations)

10 a) Listen and repeat. Which of these are positive/negative?

- 1 Yuck! 2 Wow! 3 Super! 4 Ugh!

b) Ask and answer as in the examples. Use the prompts in Ex. 3 and the expressions in Ex. 9a.

- ▶ A: *How about spaghetti tonight?*
- B: *Yuck! I hate it./Wow! That's great.*

study skills

Carrying out a survey
 To carry out a survey you need to prepare simple *Yes/No* questions. This way you can get accurate answers.

Writing (a paragraph on a survey)

11 **Portfolio:** Carry out a class survey. Ask your classmates about their favourite TV programmes. Keep notes, then write a paragraph. Use *most/some/very few/none of*.

▶ *Most of my classmates like ... Some of them don't like ... A few hate ...*

4

My favourite day

Reading

- 1 Work in pairs. What is a perfect day like for you? Brainstorm to complete the spidergram.



- 2 a) Look at the title. Which is Ann's favourite day? Why? Read and listen to find out.

Grammar Grammar Reference

◆ Linkers

Study skills

Using linkers


While narrating an event use appropriate linkers to show the order events happen. This makes your writing more organised.

- 3 a) Underline the words in the text which show the order things happen.

b) Link the sentences. Use: *and*, *then*, *after that*, *when*, *before*.

- 1 On Saturdays I meet my friends for coffee. We go to the cinema.
- 2 She has breakfast. She leaves for school.
- 3 On Sundays we have a family dinner. We watch a movie.
- 4 I get up. The alarm clock rings.
- 5 She has a bath. She gets dressed.

Speaking

- 4  In pairs discuss your perfect day. Use the questions in Ex. 2b to help you.

▶ A: Which is a perfect day for you?
B: Tuesday.

Writing (an article)

- 5 **Portfolio:** Write a short article about your perfect day of the week for the school magazine. Write why you like it and what you do in the *morning*, *afternoon*, *evening*, (50-80 words).

b) Now, answer the following questions.

- 1 Which is Ann's perfect day?
- 2 What does she do in the morning?
- 3 What does she do in the afternoon?
- 4 What does she do in the evening?

I  Saturdays by Ann Smith

Saturday is a perfect day for me. It starts at 9 o'clock with a big breakfast. Then, I put on my special uniform and I set off with my best friend, Christina for the Scout Club! There, we meet up with the Scout leader and the rest of the team and we go camping. Later, we arrive at the forest and put up our tents. After that, the leader teaches us new things, like how to tie knots and build fires. In the afternoon, we play football or go climbing. At 6:00 o'clock, we cook dinner on the campfire. When we finish dinner, we go to our tents. We tell stories before we go to sleep! I absolutely love Saturdays!



CULTURE CORNER

TEENAGE LIFE IN BRITAIN

Name: James Johnson

Lives: In a semi-detached house with his dad Tony, mum Carol and brothers Chris (11) and Julian (9)

When does school start/finish?

It starts at 8:30 **1)** finishes at 3:15. It's quite a short day, but we get lots of homework as well!

Do you get any pocket money?

Oh yes, I get £10 a week. I spend it **2)** my mobile phone, CDs and the cinema. My Mum gives me extra money if I help her out around the house though.

How do you spend you free time?

I love computers! I surf the net **3)** night or I play on my Playstation. I listen to music a lot. My favourites are, McFly, Avril Lavigne, Beyonce and Mis-teeq. I also

watch a lot of television. Eastenders is the best soap opera. It's on four times **4)** week.

Do you get along¹ with your family?

Most of the time, but I often argue² with my brothers. It's usually about the Playstation. They say I don't let them use it often enough. I disagree of course.

What do you like/dislike about being a teenager?

I like my life at the moment. I work hard **5)** school, but I have a good time as well. It is nice being a teenager.

- | | | |
|-----------------|-------|---------|
| 1 A also | B and | C small |
| 2 A on | B for | C with |
| 3 A on | B in | C every |
| 4 A the | B on | C a |
| 5 A at | B on | C under |

¹ have a good relationship

² quarrel



WHAT IS LIFE LIKE FOR TEENAGERS IN THE UK? TEEN ARENA TALKS TO JAMES, 15 FROM HAMPSHIRE.

Reading

1 a) Look at the text. Is it from a website? magazine? newspaper?

b) How do you think British teenagers spend their free time? Read the text to check.

2 Fill in the gaps 1-5 with the correct word (A-C). Listen and check.

Speaking

3 Make notes about teenagers' leisure activities in Britain. Then use your notes to tell the class about them. How similar/different are your leisure activities?

Project (an article)


4 *Portfolio:* What is life like for teenagers in your country? Write a short article for an English teenage magazine. Use pictures to illustrate your article.

English in Use 4

◆ Making/Cancelling an appointment

1 Read the sentences below. Which can we use to *make an appointment?* *cancel an appointment?*

- Are you free tomorrow?
- When would you like to meet?
- I'm afraid I can't make it to the cinema tonight.
- We'll do it some other time.
- Shall we say 12:30 at the train station?
- Sounds great!
- How about Friday night then?

2  Listen to two dialogues. Who makes/cancels an appointment?

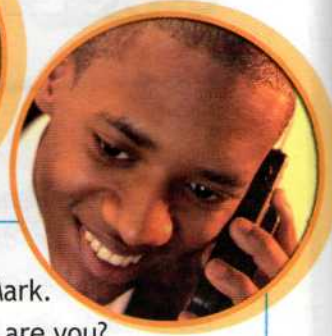
- Anna • John • Dave • Mark

3 Read the dialogues and replace the phrases in **bold** with the sentences below.

- Definitely • I'm OK • I'm sorry
- That's a great idea • Get better soon

A


Anna: Hello?
 John: Hi Anna, it's John. How are you?
 Anna: Fine and you?
 John: **Fine.** Are you free tomorrow to help me choose Tina's birthday present?
 Anna: Yeah, I'd love to. When would you like to meet?
 John: How about 10 o'clock in the morning?
 Anna: I have an Italian class until 12, so we can meet after that.
 John: **Sounds great.** Shall we say 12.30 at the train station?
 Anna: Sure. See you there.
 John: Thanks, Anna. Bye.



B

Dave: Hello?
 Mark: Hi Dave, it's Mark.
 Dave: Mark, hi. How are you?
 Mark: Not that well, actually. I've got a terrible cold.
 Dave: Oh, no!
 Mark: I'm afraid I can't make it to the cinema tonight.
 Dave: Don't worry about it, we'll do it some other time.
 Mark: How about Friday night then?
 Dave: That would be great. **Hope you feel better soon.**
 Mark: Thanks.


4

 **Portfolio:** Use the prompts to act out similar dialogues in pairs. You can use your own ideas as well. Record yourselves.

- help buy a new bag
- school meeting until 11:00
- 12:00 at the shopping centre
- toothache
- cancel day trip to the lake tomorrow
- next weekend

Pronunciation /i:/ - /ɪ/

5

 Listen and tick. Listen again and repeat.

Reading Rules

ee, ea - /i:/ beef, beat
 i - /ɪ/ kit, bit

	/i:/	/ɪ/		/i:/	/ɪ/
heat			leave		
hit			live		
seek			feet		
sick			fit		

- ▶ He leaves for work early because he lives far.
- Fit those shoes on to your feet.



1 Read the title. How is it related to the pictures? What do you think the text is about? Read and check.

2 Use the words to fill in the missing words. Listen and check.

- which • we • are
- a • is • be

3 Which type of graph is best for comparing things? Why do you think the third chart is called a pie chart? What can you read in these graphs?

4 Which type of chart would you use to present the following information:

Things teenagers spend their money on

- food: 50%
- clothes: 20%
- entertainment: 30%

5 Close your books and tell the class why we use graphs and what the most important types are.

6 In pairs carry out a survey about an important aspect of your school life (sports, clubs, school meals). Make a graph to show the results. Present it to the class.

7 *Project:* Find various types of graphs. Bring them to the class and explain them.

Drawing numbers

It is not always easy to pass along¹ information about numbers using just words. One of **0) the** best ways to do that is to use a graph or **1)** chart. Some of them **2)**: the line graph, the bar graph and the pie chart.

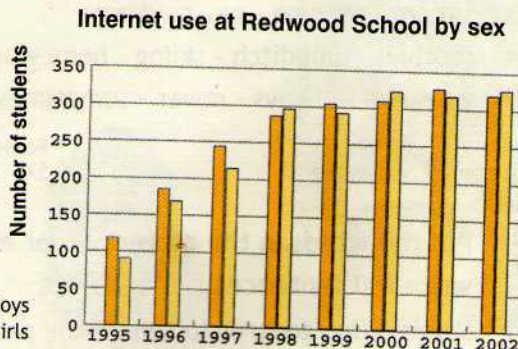
The Line Graph

In this type of graph, **3)** use a line to present information. The line graph shows information, which changes over time.



The Bar Graph

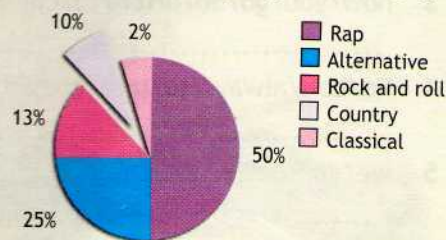
Bar graphs can **4)** horizontal or vertical. This type of graph **5)** very useful for comparing² two or more similar things.



The Pie Chart

In pie charts you can see **6)** section³ is large and what sections are small. In many pie charts, the most important section is separated from⁴ the rest of the pie.

Music Preferences in young adults 14 to 19



¹give ²discover differences and similarities between two things ³part ⁴is apart from

PROGRESS CHECK 4

1 Use the prompts to complete the sentences.

- on • off • up • about • out

- 1 Stop worrying your exams!
- 2 What time shall we meet
- 3 I want to find the truth!
- 4 Put your jacket! It's cold!
- 5 What time do you usually set for the Scouts Club?

(Points: $\frac{10}{5 \times 2}$)

2 Write the opposite.

- 1 interesting \neq
- 2 delicious \neq
- 3 nice \neq
- 4 love \neq
- 5 wonderful \neq

(Points: $\frac{10}{5 \times 2}$)

3 Circle the odd one out.

- 1 pizza - hamburgers - tennis - fish
- 2 boring - dull - great - awful
- 3 sitcom - reading - news - drama
- 4 football - quidditch - skiing - homework
- 5 weekend - always - never - sometimes

(Points: $\frac{20}{5 \times 4}$)

4 Put the words in the correct order and write full sentences.

- 1 Sundays/he/goes/on/often/to the park
.....
- 2 she/late/is/never
.....
- 3 how/you/go/do/often/to/cinema/the?
.....
- 4 he/bed/always/to/late/goes
.....
- 5 we/go/sometimes/camping
.....

(Points: $\frac{20}{5 \times 4}$)

5 Form questions. Then, answer them.

- 1 you/go/school?
- 2 your father/work/in an office?
- 3 your mother/help/you/with/your homework?
- 4 your teacher/shout/in class?
- 5 your friends/watch/TV/after school?

(Points: $\frac{20}{5 \times 4}$)

6 Use the sentences to complete the dialogue.

- What about a pop concert, then?
- Would you like to join me?
- I think so, why? • Count me in!

A: Are you free tonight?

B: 1)

A: There's a new thriller on at AMC. 2)

.....

B: No, thanks. I hate thrillers.

A: 3)

B: That's a great idea! 4)

(Points: $\frac{20}{4 \times 5}$)

Now I Can...

(My score: $\frac{100}{100}$)

- talk about daily routines/(dis)likes
- talk and write about my perfect day
- talk about leisure activities in Britain
- make suggestions
- use exclamations
- explain graphs
- make/cancel an appointment
- carry out a survey

... in English



◆ **Before you start ...**

- What is life like for teenagers in Britain?
- What do you do on Mondays?
- What's your favourite day? How do you spend it?

◆ **Look at Unit 5**

- Find the page numbers for pictures 1-3.

◆ **Find the page numbers for**

- an email
- a Halloween costume
- an Indian celebration
- a short biography

◆ **Listen, read and talk about ...**

- party preparations
- an Indian festival
- a Halloween celebration
- birthday presents
- New Year's Eve preparations
- *Through the Looking Glass*

◆ **Learn how to ...**

- talk about celebrations & festivals
- ask for and express opinions
- ask for/give dates
- make a speech
- order flowers

◆ **Practise ...**

- present continuous: affirmative/negative/interrogative
- *make & do*
- words that have the same pronunciation but different meaning

◆ **Write / Make ...**

- an invitation card
- a description of a scene
- a speech about a special day in your country
- a poster to advertise an annual event in your country
- a list of presents for your family



5 a

Festive time

Vocabulary

◆ Making preparations

1 a) Fill in *make* or *do*.
Listen and check.

- 1 the decorations
- 2 the dusting
- 3 your homework
- 4 a phone call
- 5 the gardening
- 6 tea
- 7 a special dish
- 8 the washing-up
- 9 the shopping
- 10 a cake

b) What are the people in the picture doing?

▶ The woman in picture 1 is making tea.

Reading

2 a) Look at the heading of the email. Who's sending it to whom? What is the email about?

b) Read the email and put the paragraphs in the right order.

3 a) Read again. Who are the people in the pictures (1-6)? Explain the words in bold.

b) Find a New Year's greeting in the email. What do you say in your language?



Get Msg New Msg Reply Reply All Forward File Next Print Delete Stop

From: Rosa
To: Lizzie
Subject: Season's greetings

Dear Lizzie,

A What about you? How are you spending New Year's Eve? Whatever you are doing, have a wonderful time. I wish you and your family a Happy New Year.

B We are very busy at the moment. Dad is doing the last minute shopping. Mum is making a special dish, **fried baby eels**. They're **delicious**, honest! Aunt Betsie is making tea for everyone and Grandma is doing the gardening. Clara and Steve are doing the washing-up. Steve's also washing the **grapes** for tonight. In Spain, it's good luck to eat twelve grapes at midnight on New Year's Eve! As for the twins, they are making the decorations. They are **excited**. Spanish people call New Year's Eve Nochevieja, which **means** the old night. This is because the 31st of December is the last night of the old year.

C How's everything back in NY? I hope the weather isn't too cold. Here in Madrid, everyone is getting ready to **celebrate** New Year's Eve. The shops are full of people. They are buying presents and food. **Council workers** are decorating the streets and making preparations for tonight's celebrations in the Plaza del Sol.

All the best!
Rosa

Grammar Grammar Reference

◆ Present Continuous (affirmative)

- 4 a) Look at the sentences. How do we form the *present continuous affirmative*?

I am making a phone call.

He is doing his homework.

We are making a cake now.

- b) Read the verb forms for the email again and find the verb forms for *actions happening now*, at the moment of speaking.

- c) Write the *-ing* form of the verbs. Find them in the email and check. What are the spelling rules?

- 1 spend ▶ *spending*
- 2 get
- 3 bake
- 4 wash

- 5 Use the prompts to say what the people in the picture are doing. What are they celebrating?

- blow a party horn
- talk on the mobile
- dance
- play the drums
- eat a sandwich
- bring a cake

▶ *John is blowing a party horn.*

Speaking

- 6 Listen to the music and the sounds. Imagine the scene. Describe to your partner what is happening.



- 7 Imagine it is New Year's Eve in your country. What are you/your family doing? Discuss it in small groups.

GAME

Work in two teams. In turn, each team mimes a party scene. The other team writes down what they think each student is doing. The team with the most correct answers wins.

Listening

- 8 Listen to the text. What is it? Can you guess what type of words are missing? Listen and complete the gaps.

0 ▶ *Jeff & Lynn*
 invite you to a Halloween 1
 2 , October 31
 3 pm
 1703 4 Street
 Fancy Dress
 RSVP Jely@yahoo.com

Writing (an invitation card)

- 9 *Portfolio*: Write an invitation card for a party. Use the invitation in Ex. 8 as a model.

5 b

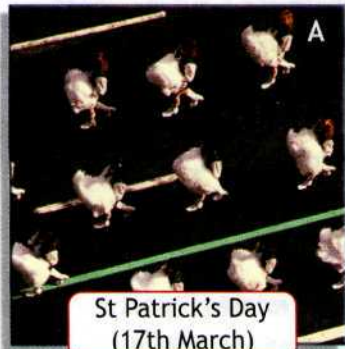
Let's celebrate

Vocabulary

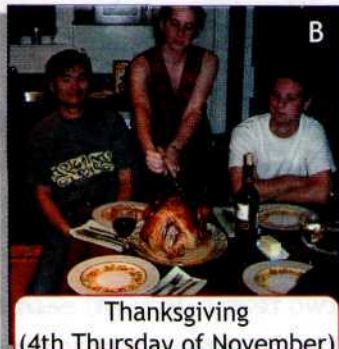
◆ Celebrations

1 a) Match the activities to the pictures.

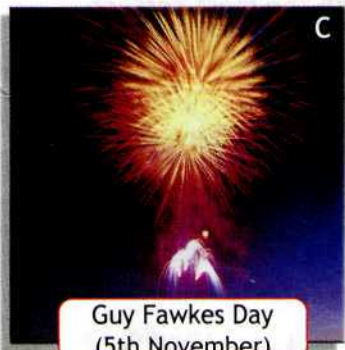
- make wreaths • exchange gifts
- wear costumes • offer flowers & sweets
- eat traditional food • watch parades
- watch a firework display



St Patrick's Day
(17th March)



Thanksgiving
(4th Thursday of November)



Guy Fawkes Day
(5th November)



Halloween
(31st October)



May Day
(1st May)



Valentine's Day
(14th February)

b) Ask and answer questions.

- ▶ A: When is St Patrick's Day?
B: It is on the 17th March.
- A: What do people do on that day?
B: They watch parades.

2 In pairs, make a list of celebrations in your country. Which of the activities in Ex. 1 do you do during these celebrations?

Reading

3 a) Read the first exchange. Are Pete and Tess in the same place? Read the last exchange and check.

b) What do you think is happening at the party? Listen, read and check. Explain the words in bold.

Pete: So, is the party going well?

Tess: **WHAT DID YOU SAY?**

Pete: Is the party going well?

It sounds as if everyone's having a great time.

Tess: Yeah, it's **absolutely brilliant**.

Pete: Well, a party for a gang of ten-year-olds isn't my idea of a good time. Are you all wearing costumes?

Tess: Yes. I'm wearing my **witch costume** and Chris is wearing his **Frankenstein costume**.

Pete: Oh, he's not wearing that old thing again!

Tess: Yeah, and he's **terrifying** everyone.

Pete: What kind of games are you playing? Are you **bobbing for apples**?

Tess: No. We're playing **musical chairs** and **pin the tail on the donkey**. It's great fun.

Pete: What about food? What are you eating?

Tess: Well, I made a **pumpkin pie** and **toffee apples** and the kids are really enjoying them so they're **nearly all gone**.

Pete: Oh, keep me one, please!

Tess: OK! Are you doing anything at the moment?

Pete: No, not really.

Tess: Well, why don't you **come over** and help yourself to some **toffee apples**? The party is **nearly over** anyway. Then, you can help me **clean up**!

Pete: I would do anything for a toffee apple! See you in ten minutes.



4 Match the phrasal verbs to their meanings.

- | | | | |
|---|-----------|---|--------------------|
| 1 | dress up | a | move place |
| 2 | run out | b | visit |
| 3 | come over | c | finish |
| 4 | join in | d | become part of sth |
| 5 | pop round | e | wear costumes |


5 Read again and find:

- three names of games
- two types of food
- two types of costume

Use your answers to tell the class how the people in the dialogue celebrate Halloween.

Everyday English

◆ Asking for/expressing opinions

- 6  Work in pairs. Imagine you are at a celebration. Use the phrases below to act out exchanges as in the example. Ask about: *music, food, costumes, activities, guests, etc*

Asking for opinions

- | | |
|-----------------------------|-----------------------------|
| • What do you think of ...? | • How do you like the ... ? |
| • What is/are the ... like? | • Do you like ... ? |

Responding

- | | |
|--|---|
| • They're/It's fantastic/brilliant/cool. | • I don't really like it/them. |
| • Not bad at all. | • They're/It's awful/terrible/horrible. |
| • Quite good. | • Nothing special. |

- A: *What do you think of the music?*
B: *It's fantastic.*

Grammar Grammar Reference

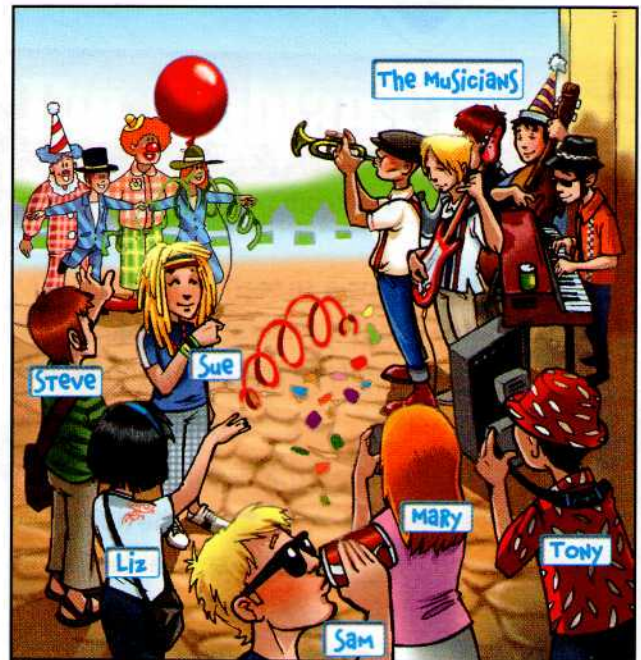
◆ Present Continuous (negative & interrogative)


- 7 Read the sentences. How do we form the negative and interrogative forms of the *present continuous*? Find examples in the dialogue in Ex. 3.

She isn't making a wreath.

"Are you watching TV?" "Yes, I am."

"Is he making a phone call?" "No, he isn't."



- 8  Ask and answer questions about the picture. Then, describe the scene.

- Sam/play music?
► A: *Is Sam playing music?*
B: *No, he isn't. He's ...*
- Liz & Steve/take pictures?
- Sue/dance?
- Sam/throw streamers?
- the musicians/perform tricks?
- the clowns/hold balloons?
- Tony & Mary/drink Coke?

GAME

Imagine you are attending a special event. The class in teams try to guess what you are doing there.

- Leader: *I'm at a party.*
Team A S1: *Are you dancing? etc*

Writing (description of a scene)

- 9 **Portfolio:** Find a picture showing your family, relatives or friends celebrating a special event. Write a short paragraph about what the people in the picture are doing. Give your paragraph a title.

5 C

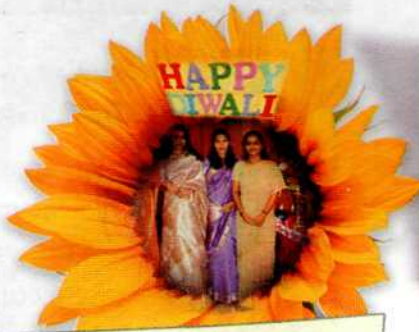
Special days

Listening

- 1 a) Listen to the music. What country do you think it is from?
- b) Sumit is giving a speech to his classmates about a festival in India. Listen and put the events in the order you hear them.
- pray
 - watch the fireworks
 - have a meal
 - decorate the house
 - visit people
 - make special lamps
 - exchange gifts
 - light lamps

Reading

- 2 Read Sumit's speech and fill in the missing adjectives (1-6).



"Hello.
Today, I'm going to talk to you about an important festival in my country, India. In late autumn, we celebrate Diwali, the Festival of Lights. Diwali lasts five days. Before the festival, the whole family makes some preparations. We put up colourful decorations in our homes and children make special festive lamps. On that day we visit relatives, we have festive meals and we exchange gifts. In the evening, we light our Diwali lamps and we pray to Lakshmi, the goddess of wealth. Finally, there is an exciting fireworks display. Everybody has a great time.
Thank you for listening."

- | | | | |
|---|-------------------|---|-----------------------------|
| 1 | festival | 4 | meals |
| 2 | decorations | 5 | fireworks/
display |
| 3 |
lamps | 6 | a time |

- 3 Which words/time phrases does Sumit use to show the order of the events?

Study skills

Making notes for a speech

When you make a speech, have notes of the main points written down in front of you. This helps you remember what you want to say in the right order.

- 4 Imagine you want to prepare a speech about a special day in your country. Complete the notes about this day.

Name:

Date/Season:

Country:

Activities/Food:

Feelings:

Speaking

- 5 **Portfolio:** Use your notes in Ex. 4 to present the festival to your classmates. Record your speech.

Writing (a speech about a special day)

- 6 **Portfolio:** Use the phrases in the language boxes below and your notes from Ex. 4 to write your speech. (50-60 words)

Beginning a speech

Hello./Good afternoon/evening. etc
Today, I'm going to talk to you about ...

Ending a speech

Thank you for your time./Thank you for listening.
Do you have any questions?
Is there anything you would like to ask me?

CULTURE CORNER

Reading

- 1 What do you call an event that takes place every:
- | | |
|-------------------------|----------------|
| 1 hour? ▶ <i>hourly</i> | 4 month? |
| 2 day? | 5 year?/ |
| 3 week? | annual |
- 2 Name some festivals in your country. What do people do on these days?

Reading

- 3  What can the text be about? What are the people in the pictures doing? Listen, read and check.
- 4 a) Read again and mark the sentences, *Right*, *Wrong* or *Doesn't Say*. Then label the pictures. Describe them to your partner.
- The Highland games are an annual event.
A Right B Wrong C Doesn't say
 - The games are in winter.
A Right B Wrong C Doesn't say
 - The marching bands wear funny hats.
A Right B Wrong C Doesn't say
 - The caber is very heavy.
A Right B Wrong C Doesn't say
 - Tickets are always available.
A Right B Wrong C Doesn't say
- b) Explain the words in bold.

Speaking

- 5 What do visitors see and do in Braemar on the first Saturday in September? Make notes and prepare a one-minute radio commentary for the Highland Games. Present it to the class.

Project (a poster)

- 6 *Portfolio*: Think of an event that takes place every year in your school. Make a poster to advertise it. Write: *name and date*; *place*; *activities*. Illustrate your poster with pictures.

The Highland Games

Many highland games take place all over Scotland every year. The most famous **meeting** is in Braemar, a small village in the Scottish Highlands. The games are always on the first Saturday in September.

Many athletes travel to Scotland each year to **take part** in the games. They **compete** in events like *the hammer throw*, *shot put* and *the hill run*. There are also music and dancing competitions.

Marching bands perform for the crowds. They wear traditional clothing and play.

The most popular event of the day is the 'tug of war'. Two teams **hold onto a rope** and try to pull the other team over the line. 'Tossing the caber' is also popular. The athletes have to run holding a heavy **tree trunk**, the caber, **upright**. Then, they stop and throw it towards the sky.

Tickets always **sell out** months before the games start. It's a great day out for all the family.



English in Use 5

◆ Ordering flowers

1 Look at the flowers in the pictures. What are their names in your language? When do people offer flowers in your country?



2 Read the sentences. These sentences are from the following dialogue between a shop assistant and a customer. Who says what? Listen and check.

- I'd like to send some flowers, please.
- When would you like us to send them?
- A dozen red roses.
- Would you like to include a card?
- That will be £40 including delivery.

3 Listen and fill in the order form. Read the dialogue and check.

Order Code: F 4052

Flower Type:

Quantity:

Name:

Full Address:

Postcode: E1

Price:

M: Good morning. I'd like to send some flowers, please.

SA: Of course. What do you have in mind?

M: A dozen red roses.

SA: When would you like us to send them?

M: On the morning of February 14th.

SA: Who are they for?

M: For Ms Laura Johnson at 25 Blackheath Green, London.

SA: Would you like to include a card?

M: Yes, please. I have it ready.

SA: Right. That will be £40 including delivery.

M: Here you are. Thank you very much.

4 Portfolio: It's Mother's day and you want to order some flowers for your mother. Work in pairs. Take roles and act out the dialogue between you and the shop assistant. Use the sentences in Ex. 2. Record yourselves.

Pronunciation

5 a) Listen and circle the word that does not sound the same as the others. Listen again and repeat.

- | | | | |
|---|-------|-------|-------|
| 1 | brick | break | brake |
| 2 | dear | deer | die |
| 3 | hear | hire | here |
| 4 | know | now | no |
| 5 | meat | meet | met |
| 6 | ride | red | read |
| 7 | soon | sun | son |

b) What do the words that sound similar mean? Check with your dictionary.

study skills

Reading widely

Reading outside class will help you increase your vocabulary and improve your English. Read books, newspapers and magazines or browse the Net.

1 a) Look at the pictures and answer the questions.

- 1 What do you know about *Alice in Wonderland*?
- 2 Is Alice a real person or a fictional character?
- 3 Who created this character?
- 4 Who's Humpty Dumpty? What does he look like?

b) Read the short text and check your answers.

Lewis Carroll (1832-1898) is a very famous English writer of books for children. His most famous books include *Alice's Adventures in Wonderland* and *Through the Looking Glass*. These books are about the adventures of Alice, a little girl, in a strange place called Wonderland. The extract is a short dialogue from the second book. Alice is talking to Humpty Dumpty, an egg with a nose and a mouth!



Through the Looking Glass



Alice: What a beautiful belt you've got!

Humpty Dumpty: It's a cravat, child, and a beautiful one, as you say. It's a present from the White King and Queen! There now!

Alice: Is it really?

Humpty Dumpty: They gave it to me, for an unbirthday present!

Alice: I beg your pardon?

Humpty Dumpty: I'm not offended.

Alice: I mean, what is an unbirthday present?

Humpty Dumpty: A present people give you when it isn't your birthday, of course!

Alice: I like birthday presents best.

Humpty Dumpty: You don't know what you are talking about! How many days are there in a year?

Alice: Three hundred and sixty-five.

Humpty Dumpty: And how many birthdays have you?

Alice: One.

Humpty Dumpty: I'd rather see that on paper.

Alice: (*writing on a piece of paper*) $365 - 1 = 364$

Humpty Dumpty: Then that shows that there are three hundred and sixty four days when you might get unbirthday presents ...

Alice: Certainly ...

3 Listen and read and answer questions 1-4. Take roles and read out the dialogue.

- 1 What is Humpty Dumpty's present?
- 2 Is it his birthday today?
- 3 Who gave the unbirthday present to him?
- 4 Why does Humpty Dumpty like unbirthday presents?

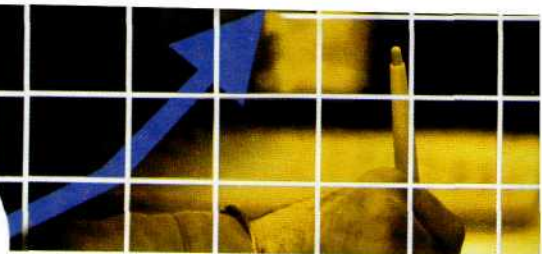
4 Project: Write the names of your family members and their birthdays. Then make a list of presents for them.

2 a) Skim through the dialogue and find a word beginning with *un-*. What does it mean? When do we use this prefix?

b) Form opposites with the following words.

- friendly • happy • lucky • kind • real

PROGRESS CHECK 5



1 Fill in *make* or *do*.

- 1 a special dish
- 2 the shopping
- 3 your homework
- 4 the decorations
- 5 the washing-up
- 6 tea
- 7 the dusting

(Points: $\frac{7 \times 2}{14}$)

2 Match the words to form collocations.

- | | |
|-------------------------------------|-----------------|
| <input type="checkbox"/> 1 light | a gifts |
| <input type="checkbox"/> 2 exchange | b the house |
| <input type="checkbox"/> 3 decorate | c lamps |
| <input type="checkbox"/> 4 make | d a costume |
| <input type="checkbox"/> 5 wear | e preparations |
| <input type="checkbox"/> 6 visit | f the fireworks |
| <input type="checkbox"/> 7 watch | g people |

(Points: $\frac{7 \times 4}{28}$)

3 Fill in the sentences with the words below.

- up • out • over • fun • round • in

- 1 Children usually have dressing
- 2 Come here and join the game.
- 3 Can I pop to borrow some sugar? It's run

(Points: $\frac{3 \times 6}{18}$)

4 Fill in the gaps with the *present continuous*.

- 1 A: What
(Lizzie/do) right now?
B: She
(make) tea.
- 2 A: Hey! You
(not/watch) the fireworks!
B: Yes, I am! I
(take) some pictures as well.
- 3 A:
(the twins/cut) the bread?
B: No, they are washing the dishes.

(Points: $\frac{5 \times 4}{20}$)

5 Use the prompts to fill in the gaps.

- Who are they for? • Nothing special.
- Not bad at all. • It's awful.
- I don't like them.

- 1 A: What are the toffee apples like?
B:
- 2 A: Is the festival good?
B:
- 3 A: What do you think of my costume?
B:
- 4 A: How do you like the food?
B: I really don't like it.
- 5 A:
B: My mother.

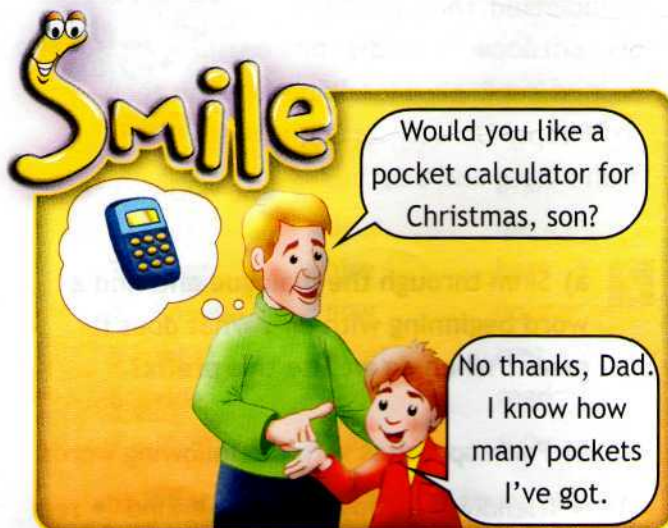
(Points: $\frac{5 \times 4}{20}$)

(My score: $\frac{\quad}{100}$)

Now I Can...

- talk about festivals, preparations & celebrations
- ask for and express my opinion
- talk about actions happening now
- write an invitation card
- write a short description of a scene
- write/make a speech about a special day
- make a poster to advertise an annual event in your country

... in English



◆ Before you start ...

- Name some festivals in your country. Imagine you are attending one now. What is happening?
- Think of a special day in your country. How do you celebrate it?

◆ Look at Module 6

- Find the page numbers for pictures 1-3.

◆ Find the page numbers for

- a poster
- a board game
- a book cover

◆ Listen, read and talk about ...

- hobbies & interests
- school clubs
- games & free-time activities
- board games
- puppets

◆ Learn how to ...

- express your likes and dislikes
- justify your choices
- carry out a survey
- shop for a present

◆ Practise ...

- present simple vs present continuous
- prepositions of time and place
- compound nouns
- linking sentences: because
- pronunciation of /ɔ:/ - /ɜ:/

◆ Write / Make ...

- a short paragraph about your classmates' favourite free-time activities
- a poster about your classmates favourite games
- a board game
- a short article about a popular board game in your country
- a puppet



6

a

Free time


Vocabulary

◆ Activities

1 Look at the pictures. Which of these *do/don't* you do ...

- 1 every day? 3 every weekend?
- 2 every week? 4 on holiday?

◆ Expressing likes/dislikes

2  Read the table, then ask and answer questions as in the example. Use the pictures on p. 52. You can use your own ideas too.

Do you like/enjoy ...?	Yes, I do.
	Yes, I'm very keen on/fond of/interested in ...
	No, I don't.
	Not really/at all.

- ▶ A: *Do you like windsurfing?*
- B: *Yes, I'm very keen on windsurfing. What about you?*


study skills

Understanding the reason

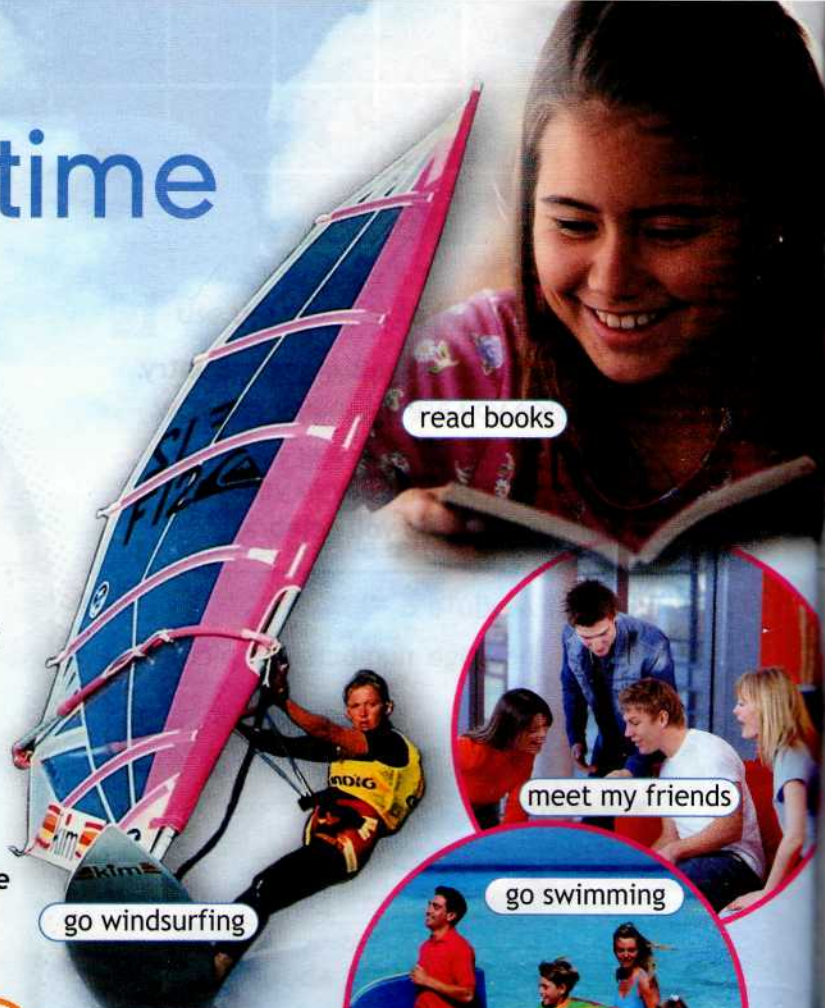
The format of the text tells you what sort of a text you will read (e.g. letter, brochure, leaflet). This helps you understand why the text was written.

Reading

3 a) Look at the leaflet on p. 53. What is it about? Where could you see it? How many clubs are there?

b)  Listen, read and find the correct clubs.

- 1 meet(s) once a week.
- 2 meet(s) twice a week.



read books



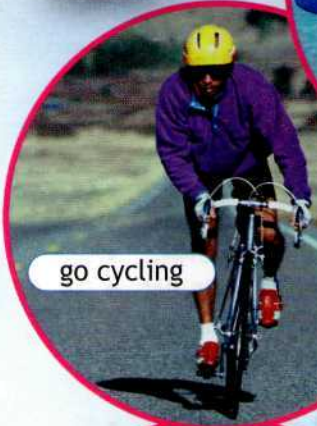
go windsurfing



meet my friends



go swimming



go cycling



paint



play computer games



go fishing

- 3 meet(s) three times a week.
- 4 meet(s) daily.

c) Explain the highlighted words. Use your dictionary to help you. Choose any five words and make sentences.

Bolton Middle SCHOOL

Clubs meet at 4:30, right after school.

Clubs and Activities

Art Club: Are you keen on painting? Then, join us! We work in groups and learn how to draw and paint. We also go on trips to art museums!



Meetings: Wednesdays & Fridays

Drama Club: Are you good at acting? Our drama club is the club for you. We write and present our own plays! We also go to the theatre a lot!



Meetings: Mondays

Sports Club: Do you want to have fun? Go cycling, swimming and windsurfing with us, or play football, basketball or baseball in one of our teams!



Meetings: Tuesdays

Computer Club: Are you interested in computers? Learn new programmes, use our PCs to do your homework and play the best computer games ever!



Meetings: every day

Book Club: Are you fond of literature? Read exciting novels, talk about them and exchange books.



Meetings: Mondays, Thursdays & Fridays

Music Club: Are you mad about music? Then join one of the bands in our club and ... let the good times rock!



Meetings: Fridays

Photography Club: Are you interested in photography? Come to our club, print your own pictures and meet people who love photography!



Meetings: Tuesdays & Thursdays

Grammar Grammar Reference

◆ Compound nouns

- 4** Read the box. How many compound nouns can you find in the text? Can you think of more?

In English we can put two words together to make a new word. e.g. *home + work = homework*
These words are compound nouns.

6a

- 5** Use *-er*, *-ist*, *-or* to make nouns.

1 act ► *actor*; 2 direct; 3 art; 4 football; 5 play; 6 write; 7 paint; 8 cycle; 9 present

◆ Linking sentences

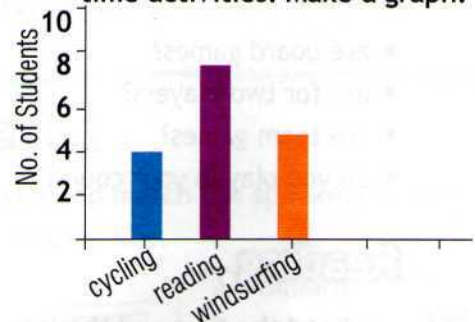
- 6** Which of the clubs in Bolton Middle School do/don't you want to join? Tell your partner.

x	dull
x x	tiring
x x x	awful
★	fun
★ ★	interesting
★ ★ ★	brilliant

- *I want to join the Art Club because it's fun. I don't want to join the Sports Club because it's tiring.*

Speaking

- 7** Carry out a survey about your classmates' favourite free time activities. Make a graph.



- **A:** *What do you most like doing in your free time?*
B: *I love going cycling.*

Writing (a paragraph about likes and dislikes)

- 8** **Portfolio:** Write a paragraph about your classmates' likes/dislikes Use your graph in Ex. 7.
- *Most of my classmates enjoy ... because ... Some like ...*

6

b

Game on!

Vocabulary

Games



backgammon

dominoes



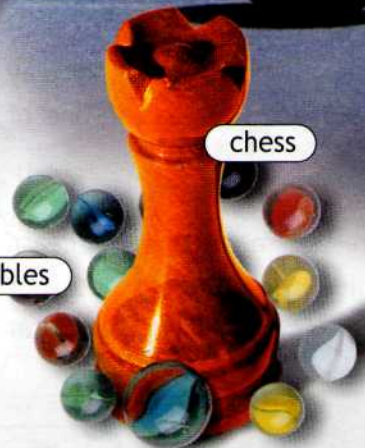
scrabble



darts

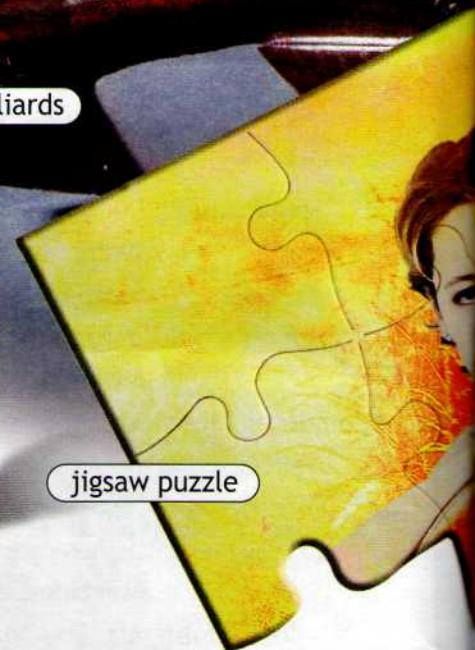


billiards



chess

marbles



jigsaw puzzle

1 Which of the games in the pictures

- are board games?
- are for two players?
- are team games?
- do you play in your country?

Reading

2 Read the first and the last line of the dialogue. What are Tom and Jim doing? Listen, read and check.

3 a) Read the dialogue. How many games are mentioned? What do Jim and Tom decide to do in the end?

b) Explain the words in bold.

Tom: Jim, are you doing anything?
 Jim: Nothing much. I am listening to music and waiting for the rain to stop. I am playing baseball at 5:00.
 Tom: You're always playing with your friends.
 Jim: Don't say that. You know I play baseball every Tuesday.
 Tom: Do you want to play something with me for a **change**?
 Jim: Like what? And don't say Monopoly, backgammon or scrabble. They are **boring**.
 Tom: Yes, I bet it's boring when you always lose.
 Jim: I don't care about losing.
 Tom: Yeah right. You **suggest** something then.
 Jim: How about darts?
 Tom: That's not fair. You're tall and always get more points.
 Jim: Tommy, it's not about who wins or loses but how you play the game!
 Tom: You are right. Darts then.

c) Find phrases which mean:

- Such as?
- I don't mind.
- That's not right.
- What about ...?

study skills

Acting out a dialogue

Before you act out a dialogue think of the place, who you are and how you feel. When you act out your part use gestures. This helps you use English in a natural way.

Speaking

- 4 a) In pairs continue the dialogue.
b) *Portfolio*: Work in pairs. You are at home on Saturday evening. Act out a similar dialogue to the one in Ex. 2. You can use the games in Ex. 1, as well as your own ideas. Record yourselves.

Grammar Grammar Reference

◆ Present simple vs present continuous

- 5 Find verb forms in the dialogue which show:
- a permanent state.
 - daily routine or habit.
 - an action happening now.
 - a fixed arrangement in the near future.
 - annoyance.
- Identify the tenses.
- 6 Put the verbs in brackets into the *present simple* or *present continuous*.
- Jason (not/come) with us tonight.
 - What (you/do) in your free time?
 - We (usually/meet) in the library at three o'clock.
 - Greg (learn) to play chess today.
 - (Mary/speak) French well?
 - I (not/often/go) skiing.
 - It (rain) at the moment.
 - You (always/lose) your keys!
 - My father (play) chess every afternoon.

- 10 I (have) dinner with my grandparents tonight.

7 Choose the correct word/phrase.

- Alice isn't/doesn't like playing backgammon.
- Do/Are you doing your homework?
- We usually eat/eating out on Sundays.
- Do/Are they playing chess now?
- My friend and I play/are playing scrabble on Wednesday afternoons.
- I don't/isn't like jigsaw puzzles.

8 Complete the text with the correct form of these verbs: like, argue, play, prefer, live, love, win, enjoy, (not always) agree, not be

Hi, I'm Sarah and I 1) in London. I 2) playing games, especially board games like monopoly and scrabble. My sister also 3) games. We 4) scrabble at the moment but we 5) We often 6) because I 7) scrabble but she 8) monopoly. Today my sister 9) very happy because I 10) again!

Listening

- 9 Listen and match the speakers to the activities they like.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

A billiards
B marbles
C darts
D dominoes
E scrabble
F chess
G jigsaw

Writing (a poster)

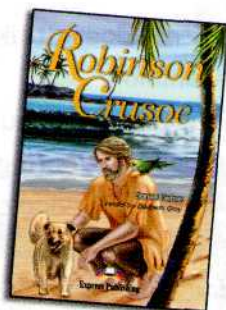
- 10 *Portfolio*: Ask your classmates about their favourite games. Make a poster with the most popular games. Stick pictures and label them. Think of a title for the poster.

6 C

Pastimes

Reading

- Where is the man in the picture? What do you think he does there? Complete the verbs on the board game to find out.



- Listen to and read the instructions. Then, play the Robinson Crusoe game in groups of four.

Both children and adults around the world love playing Snakes and Ladders. Snakes and Ladders is not a modern game. It comes from an old Indian game. It is a game about good and evil.

Snakes and Ladders is a game for two to six players. To play it, you need the board, a dice and some counters. You start on square number ONE and you move your counter the number of squares shown on the dice. When you land on a square at the bottom of a ladder you go UP to the top of the ladder, but when you land on a snake you go DOWN to the tail of the snake. Whoever gets to the last square first wins!

Robinson Crusoe game

FINISH

43	44	45 ... and he (hear) the birds singing.	46	47 He (miss) his family ...	48 ... and he (teach) him words ...	49
42 ... and he (cook) on fire.	41	40	39	38	37	36
29	30	31 Sometimes, he (sit) under the trees ...	32	33 He often (feel) lonely.	34 ... and he (not/feel) happy.	35 He (play) with his parrot ...
28 He (grow) rice and corn ...	27	26	25 ... and he (explore) the island.	24	23	22
15 He (not/have) warm clothes ...	16	17 ... and he (eat) fruit and coconuts.	18	19	20 ... and he (think) about home.	21
14	13	12	11 He often (go) for long walks ...	10	9	8 He (not/have) a shower ...
1 ... and he (be) cold at night.	2 He (wake) up early ...	3	4 ... and he (wash) in the river.	5	6	7

START

Writing (a board game)

- Project. Work in groups. Make your own board game (Snakes & Ladders) about free-time activities. Then, play it with your partner.

CULTURE CORNER

Board Games

Reading

1 Which of the games in the pictures: *is about solving a crime?* *is about buying and selling property?* *uses letters to make words?* Listen, read and check.

2 a) Read again and mark the statements *Y* (yes) or *N* (no). Explain the words in bold.

- 1 Cluedo is a game to play at home.
- 2 In Scrabble, the players answer questions.
- 3 You can buy Monopoly™ in 200 countries.
- 4 Scrabble is like a crossword puzzle.

b) What do these numbers mean? Make sentences.

- 80 • 1943 • 1949 • 1933
- 1934 • 5000 • 200 million

► You can buy Monopoly™ in 80 different countries.

Speaking

4 What is the most popular board game in your country? Make notes under the headings, then talk about it.

- name
- aim
- how to play it
- number of players

CLUEDO

England, 1943. Anthon Pratt invents Cluedo and his wife **designs** the board. Waddington Games buys the idea, **releases** the game in 1949 and it becomes a great success. The aim of the game is to find out the identity of the **killer** of Dr Black, the **murder weapon** and the **scene** of the crime. In order to do that, players move around the house and ask the other players questions. The first player to solve the crime wins.

SCRABBLE

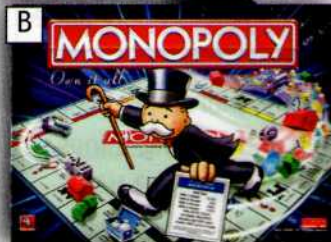
New York, 1933. Alfred Butts notices how popular crossword puzzles are and **comes up with** the idea of Scrabble.

In Scrabble players pick seven letter tiles **at random** and then try to make words using their letters. Players get **bonus points** for using certain squares on the board and using letters like Q and Z. The player with the most points at the end of the game wins.

MONOPOLY

USA, 1934, Charles Darrow invents the Monopoly™ board game and makes the first 5000 sets of the game himself!

The **aim** of the game is to make as much money as possible. In order to do that players buy, sell and rent **property**. One by one, the players **run out** of money and the last player left is the winner. Today, Monopoly™ is the best selling board game in the world with **sales** of over 200 million sets in different countries.




Project

5 *Portfolio:* Write a paragraph about a popular board game in your country. Write: *name, number of players, aim.*

English in Use 6

◆ Buying a present

1 Do you go shopping for your friend's presents? What presents do you buy? What shops do you prefer?

2  Read the sentences below and mark (S) for the shop assistant and (C) for the customer. What are they talking about? Listen, read and check.

- 1 How can I help you?
- 2 I am looking for a birthday present for a friend.
- 3 Is it for a girl or a boy?
- 4 What about a jigsaw puzzle then?
- 5 How much are they?
- 6 I'm afraid that's too expensive.
- 7 I have the perfect thing for you.
- 8 Would you like me to wrap it?

3 Read the dialogue. What does Greg buy for Judy?

Shop Assistant: Good morning. How can I help you?

Greg: Good morning. I am looking for a birthday present for a friend.

Shop Assistant: Is it for a girl or a boy?

Greg: It's for my friend Judy. She is twelve tomorrow.

Shop Assistant: What does your friend like doing in her free time?

Greg: She likes playing board games and meeting friends.

Shop Assistant: What about a jigsaw puzzle then?

Greg: That's a good idea. How much are they?

Shop Assistant: This one has 5000 pieces and costs €18.

Greg: I'm afraid that's too expensive. I only have €15.

Shop Assistant: Let me see. Does she like painting?

Greg: Yes, she loves drawing and making things.


Shop Assistant: How about this puppet making set? It's only €13.

Greg: That's great. I'll take it.


Shop Assistant: Would you like me to wrap it?

Greg: Yes please.



4  **Portfolio:** Imagine it is your English friend's birthday and you want to buy him/her a present. In pairs, act out dialogues like the dialogue in Ex. 3. Use the toys and prices in the pictures above to help you. Record yourselves.

Pronunciation /ɔ:/ - /ɜ:/

5  Listen and tick (✓). Listen again and repeat.

Reading Rules

o + r - /ɔ:/ port
a + l/lk - /ɜ:/ chalk
e - u, i + r = /ɜ:/ girl

	/ɔ:/	/ɜ:/
form		
firm		
shirt		
short		
talk		

	/ɔ:/	/ɜ:/
Turk		
walk		
work		
war		
were		

Puppet show

Everyone loves puppets! They are fun, sometimes crazy, and even when they are sad they still make us laugh.



There are many different types of puppets. Some are very easy to make but others can be more difficult. **Glove puppets** are one of the easiest types of puppets to make. You just take a piece of cloth, attach a wooden or rubber head and put it over your hand. You use your fingers to move the puppet's head and the arms.

The **marionette** is a more difficult puppet to make and to use, but it's more fun to play than the glove puppet. Marionettes have whole bodies and legs and can move in many ways. The puppeteer uses strings to move it.



We can use puppets to educate or to tell stories, but with puppets we always have fun. When we see puppets move and talk we forget that they are just plastic, wood or cloth and we enter a world of adventure and fun.



1 Which pictures show:

- a glove puppet?
- a marionette?
- a finger puppet?

2 What materials are these puppets made of?

- cloth • wood • string
- leather • rubber • plastic

Read, listen and check.

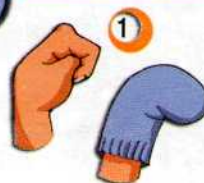
3 Read again. List all words related to parts of the body.

4 **Project:** Follow the instructions to make your own puppet.

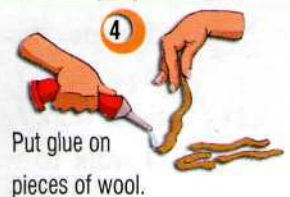
Use your puppets to act out a story.



Make a Sock Puppet



1 Put a sock on your hand.



4 Put glue on pieces of wool.

- You need:**
- ✓ a sock
 - ✓ two buttons
 - ✓ wool
 - ✓ glue
 - ✓ scissors



2 Put glue on the back of the buttons.



5 Place it on the sock at the back of your hand.



3 Place them on the sock.



PROGRESS CHECK 6

1 Form compound nouns.

- | | | | |
|----------------------------|--------|---|---------|
| 1 <input type="checkbox"/> | house | a | day |
| 2 <input type="checkbox"/> | wind | b | paper |
| 3 <input type="checkbox"/> | basket | c | surfing |
| 4 <input type="checkbox"/> | news | d | work |
| 5 <input type="checkbox"/> | birth | e | ball |
- (Points: $\frac{15}{5 \times 3}$)

2 Complete the gaps with the words below.

- interested • keen • mad • fond • good
- Tony is about football. He never misses a match on TV!
 - Are you in history as well?
 - Jane's little daughter is very at dancing!
 - I'm quite of comedies. What about you?
 - Anthony is not on classical music.

(Points: $\frac{10}{5 \times 2}$)

3 Circle the odd word out.

- dull - tiring - awful - fun
- dominoes - painting - backgammon - billiards
- good - fond - keen - bad
- rarely - quick - never - always

(Points: $\frac{20}{4 \times 5}$)

4 Write sentences using the *present simple* and *present continuous*.

- walk to work / take bus
▶ *I walk to work every day but today I'm taking the bus.*
- eat vegetables / eat meat
- play volleyball / play basketball
- go windsurfing / go skiing
- play darts / play chess
- read a book / meet friends

(Points: $\frac{20}{5 \times 4}$)

5 Complete the sentences with the correct form of the verb in brackets.

- I can't go out tonight because I
..... (study) for my maths exam.
- I (not/want) to leave yet.
I (have) such a good time.

- Christine (not/watch) much TV because she
(prefer) to read.

(Points: $\frac{15}{3 \times 5}$)

6 Use the prompts to complete the dialogues.

- I don't mind
- That's not right!
- Like what?
- How about a board game?

- A: We never do anything fun at the weekends!
B:
- A: Can I close the window?
B:
- A: Let's do something for your birthday!
B:
- A:
B: That's a great idea!

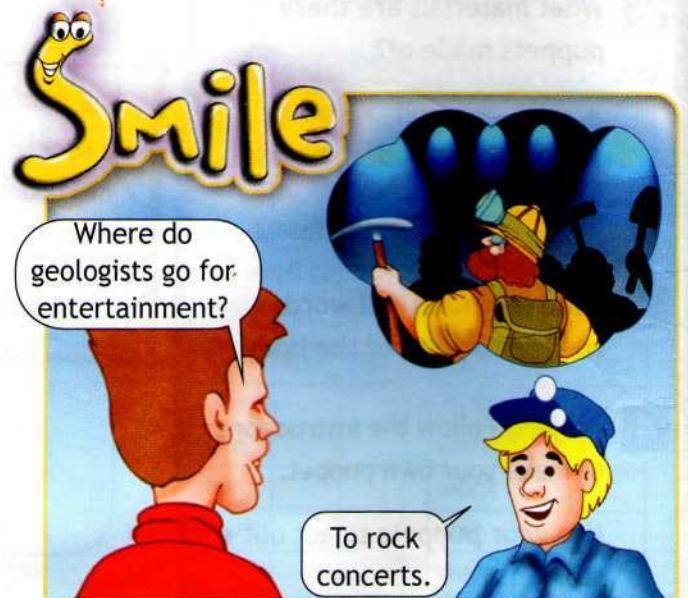
(Points: $\frac{20}{4 \times 5}$)

(My score: $\frac{100}{100}$)

Now I Can ...

- talk about what I like to do in my free time
- recognise different board games
- make my own board game
- use the present simple and present continuous
- form and use compound nouns
- shop for a present
- make a puppet
- carry out a survey

... in English



◆ Before you start ...

- What do you like doing in your free time?
- Name some popular games. Which is your favourite? What is the aim of the game?

◆ Look at Unit 7

- Find the page numbers for pictures 1-3.

◆ Find the page numbers for

- a ghost town
- a ghost story
- a quiz

◆ Listen, read and talk about ...

- a ghost town
- a ghost story
- Walt Disney
- Superman
- lost property
- toys of the past

◆ Learn how to ...

- describe places in the past
- narrate events in the past
- describe feelings
- ask for and give biographical information
- report lost property

◆ Practise ...

- *there was/were*
- past simple - regular/irregular verbs
- pronunciation of -ed: /t/ - /d/ - /ɪd/
- pronunciation: *where* - *were*

◆ Write / Make ...

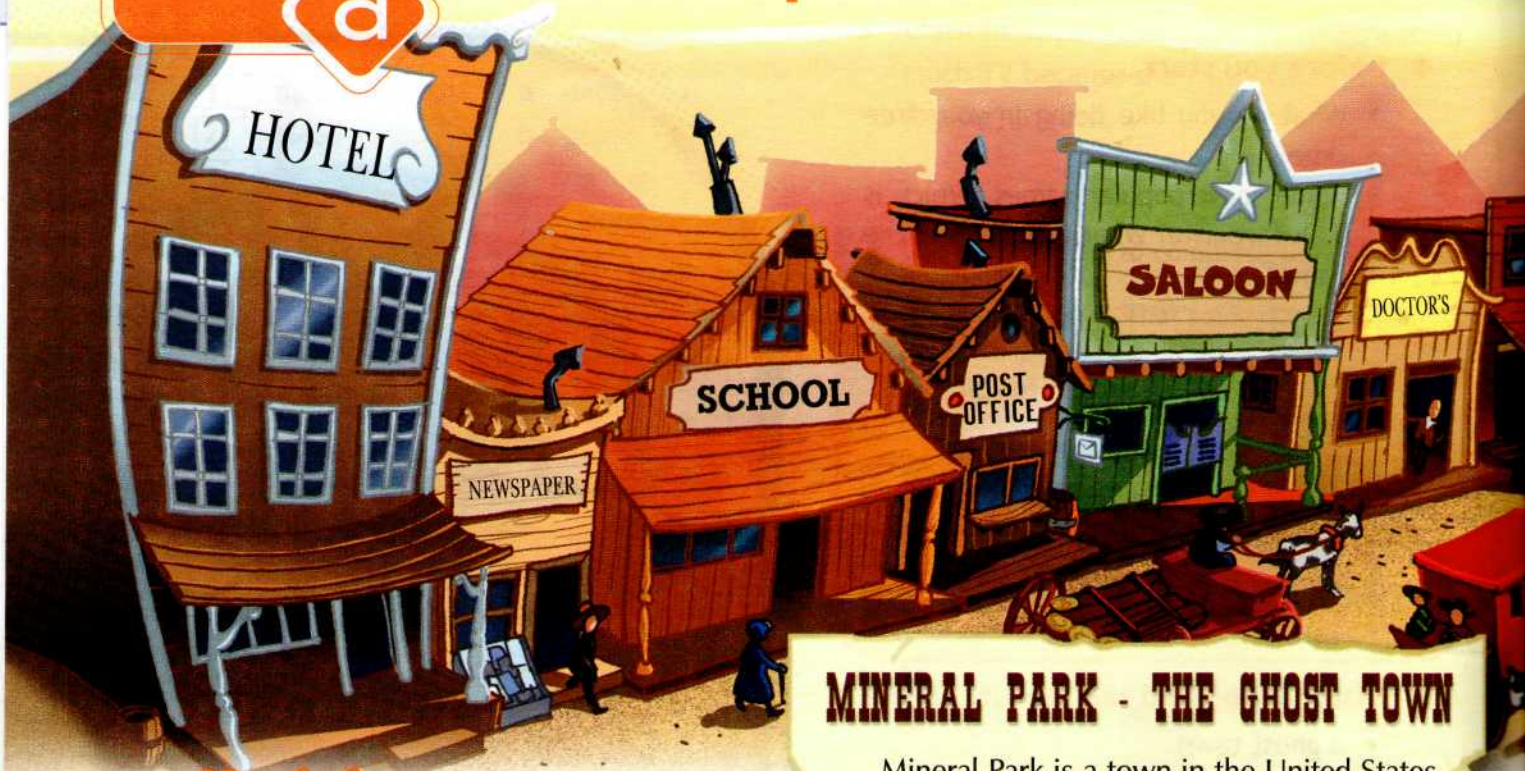
- a paragraph about your town 100 years ago
- a ghost story
- a biography
- a poster about popular toys in the past
- an article about a superhero in your country



7

a

In the past



Vocabulary

◆ Describing places

- 1 Match the opposites. Then, ask and answer questions about the picture.

A	clean	beautiful	B	ugly	polluted
	busy	crowded		deserted	quiet

- ▶ A: Was Mineral Park a deserted town in 1871?
 B: No, it wasn't.
 A: Were the streets quiet?
 B: Yes, they were.

- 2 Describe the town to your partner.

- ▶ In 1871, there was/were ...

Reading

- 3 a) What is a ghost town? Listen, read and circle the correct answer.

- 1 a town ghosts live in
- 2 a town which does not exist any more
- 3 a town in which people lived but now there aren't any

- b) Read again and give each paragraph a title. Then, explain the words in bold.

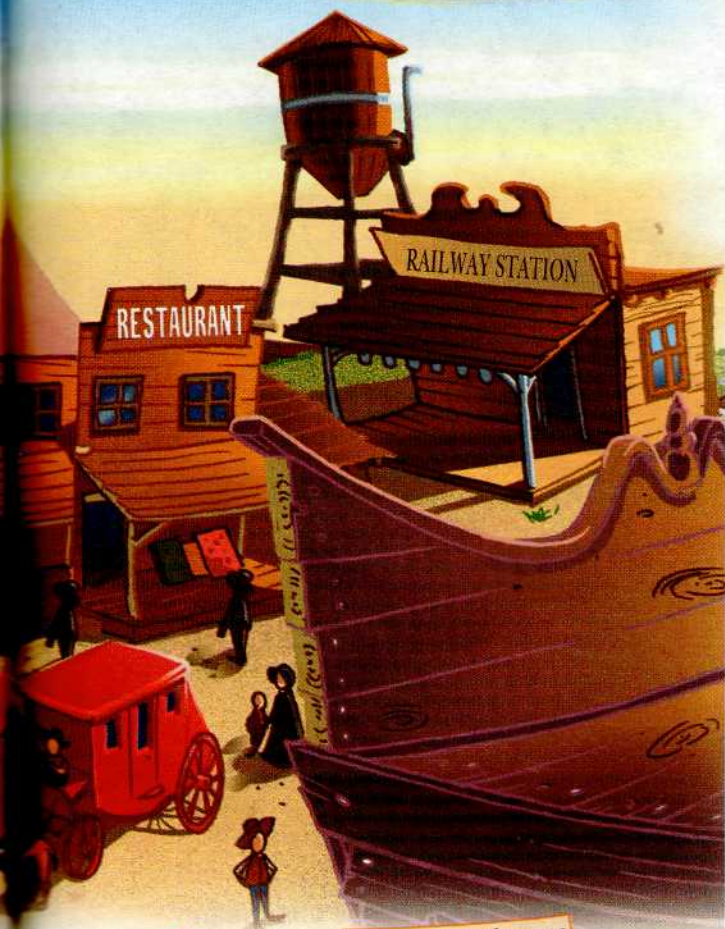
MINERAL PARK - THE GHOST TOWN

Mineral Park is a town in the United States. It is called a 'ghost town' because no one lives there anymore. It was a different town in the past though.

In 1871, 700 people lived in Mineral Park. There was a school, lots of shops, a post office, saloons, a doctor's, a hotel, a restaurant and even a **weekly newspaper**. It was a very busy town with lots of people but no cars. People travelled by train and on horses.

Lots of the people from Mineral Park, worked in the **mines**. After work they liked to spend their free time in the saloons and restaurants. Everyone was happy and **wealthy**, but all that stopped.

After 1887 Mineral Park started to change into a quiet town. Many families moved to other towns and the shops closed down. Some people tried to stay but there was nothing for them to do. By 1912, the town was nearly empty. Today, there are only a few **ruined** buildings left. People still visit Mineral Park though to **get an idea** of what life was like in the past.



Grammar Grammar Reference

◆ Past Simple (Regular verbs)

- 4 a) Read the box. Then list the verbs which express an action in the past in the text.

PAST SIMPLE

for actions in the past

Regular verbs

Affirmative (+):

I/you/he/she/it/we/you/they looked

Interrogative (?):

Did { I/you/he/she/it/
we/you/they } look? Short Answers
Yes, I did.
No, I didn't.

Negative (-):

I/you/he/she/it/we/you/they didn't look

Time adverbials

yesterday, last night/week/year, three days ago

The verb 'to be'

I/he/she/it was we/you/they were

- b) What are the spelling rules for adding **-ed** to the regular verbs in the *past simple*? Look at the list you made in Ex. 4a and say.
- 5 Rewrite the sentences, using the words in brackets.
- Sharon moves to San Francisco. (last month)
 - The town is busy. (50 years ago)

- His father works in a mine. (in 1995)
- She often visits her grandma. (yesterday)

- 6 a) Write the *past simple* of the verbs in the correct box. Listen and repeat.

- want • open • wash • work • carry
- cook • clean • watch • play • visit
- travel • listen

/ɪd/	
/t/	
/d/	

b) Use the verbs above in the *past simple* to make sentences about yourself.

- last night • yesterday • last weekend
- last summer • yesterday afternoon

- I watched TV yesterday.
I didn't play tennis last weekend.

- 7 List the things there *were/weren't* in Mineral Park in 1871. Use your list to tell your partner what was/wasn't there.

- There were many shops.

Speaking

- 8 Work in pairs. Imagine you are interviewing a person who lived in Mineral Park. Use the prompts to ask and answer questions.

- work/mines • move/other towns
- travel/by cars • live/blocks of flats

- A: Did people work in the mines?
B: Yes, they did.

Pronunciation

- 9 Listen and repeat. Can you think of more words that have the same pronunciation but different spelling?

where /^hweə/ were /wɜ:/

- Where were you born?

Writing (a description of a place)

- 10 Write a short paragraph about what your town was like 100 years ago. Think about: shops, streets, transport.

7

b

Halloween Spirit

Vocabulary

◆ Feelings

1 How do you feel when ...

- you have an exam?
- you work for a long time?
- you are on holiday?
- you have nothing to do?
- you are alone in the dark?
- you don't understand something?

Use the adjectives to tell your partner.

worried
 scared excited
 miserable
 bored puzzled
 tired stressed

► I feel worried when I have an exam.

Reading

2 a) Listen to the sounds and look at the pictures. What do you think the story is about?

b) Can you tell how the people feel in each picture? Read and listen to the story and check.

3 Read again and mark the sentences *T* (true), *F* (false) or *DS* (doesn't say). Then explain the words in bold.



It was Halloween night so my brothers and I decided to go trick or treating. We were very excited. By the time we got to the last house in the street, it was very late and we were tired. The house looked empty, but we **knocked** anyway. The door opened on its own. Although we were scared, we decided to go in and have a look. Suddenly, we heard a loud noise and a **huge creature** jumped out in front of us.

"Don't be afraid, it's just an owl," said a voice from behind us.

We turned around and saw an old lady at the bottom of the stairs. She **rushed** over and **introduced** herself.

"Hello, I'm Mrs Shade. Let me give you some treats you **naughty** little **ghosts**!"

When we finally got home, our Mum was very worried. "Where were you?" she shouted, the moment we walked in.

"Don't worry mum. We were at Mrs Shade's house, you know the big one at the end of the street. She gave us treats and ..."

Mum looked **puzzled**. "**What on earth** are you talking about?" she said. "Mrs Shade died ten years ago!"

- 1 The children's costumes were scary.
- 2 There was an owl in the house.
- 3 The old lady offered the children some treats.
- 4 Mum believed the children's story.



GAME

In teams use the verbs in Ex. 5 to make up a story.

► Team A S1: Yesterday I met my cousin, Steve.

Grammar Grammar Reference

◆ Past Simple (Irregular verbs)

4 a) Look in the text and fill in the past tense form of the verbs below. Which are regular and which are irregular?

1 be; 2 decide; 3 have; 4 get; 5 knock; 6 answer; 7 open; 8 hear; 9 jump; 10 turn; 11 see; 12 rush; 13 introduce; 14 shout; 15 walk; 16 give; 17 die; 18 say

b) Use the verbs above to complete the sentences below.

- 1 The policeman a scream in the dark.
- 2 Mara a strange creature at the window.
- 3 The children back late at night.
- 4 Tom something to his friend.
- 5 Ann a scary feeling when she saw the empty house.

5 a) Look at the irregular verbs section to say the past forms of the verbs: *meet, read, drink, make, find, spend, leave, keep, come, eat, go.*



b) Work in pairs. Ask and answer questions.

- last Saturday • a month ago
- last year • last week • a fortnight ago

► A: Did you meet your friend last week?
B: No, I didn't. I met him two weeks ago.

Listening

6 Listen and match the people to where they were yesterday.

1	<input type="checkbox"/>	Tony	A restaurant
2	<input type="checkbox"/>	Ann	B doctor's
3	<input type="checkbox"/>	Mary	C post office
4	<input type="checkbox"/>	John	D park
5	<input type="checkbox"/>	Bill	E train station

Speaking

7 Make a list of the events in the order they happened in the story. Use your list to tell the story to the class.

Study skills

Sequence of events

When you write a story present the events in the order they happened. This helps the reader follow your story.

Writing (a story)

8 *Portfolio:* Your school magazine asked its readers to send in short stories for the annual short story competition with title: *A day to remember.* Write your story (80-120 words). Write:

- when/where/who/what • what happened
- before the main event • the main event
- what happened in the end/your feelings

7

C

Famous firsts



Reading

1 How much do you know about Walt Disney? Try to complete the sentences. Listen, read and check.

- 1 Walt Disney was born in
A the US B the UK
C Australia
- 2 He sold his first drawing at the age of
A 10 B 7 C 20
- 3 He received Academy Awards in his lifetime.
A 2 B 32 C 12
- 4 He made films while he was alive.
A 91 B 41 C 81


2 Read and label the paragraphs with the headings. Explain the words in bold.

- early years • later years
- name/famous for
- date of death

3 Underline all past forms in the text. In pairs use them to ask and answer questions.

- A: When was Walt Disney born?
B: On December 5th 1901.

Speaking

4  Role play in pairs. One of you is Walt Disney's great grandson/daughter, the other is a journalist. Use information from the text to talk about him.

1 _____

Most people know all about Mickey Mouse. Mickey is the most famous cartoon character of all times, but what about his father, Walt Disney?

2 _____

Walt Elias Disney was born on December 5th 1901 in Chicago Illinois. He liked drawing from an early age and he sold his first **sketches** to his neighbours when he was only seven years old. In August 1923 he left for Hollywood. He had only \$40 with him. His brother Roy lived in California and **together** they started the now famous Disney Brothers studio in their uncle's **garage**.

3 _____

Walt created his most famous character Mickey Mouse in 1928. Mickey appeared in the first **sound cartoon**, *Steamboat Willie* the same year. Walt won the first of his 32 Academy awards in 1932 for the film *Flowers and Trees*. Over the next five years Walt Disney made some of his most popular films such as, *Snow White and the Seven Dwarfs*, *Pinocchio*, *Fantasia*, *Dumbo* and *Bambi*. He made 81 films in total while he was alive.

4 _____

Walt Disney died in 1966. His work lives on today with each new generation enjoying his films and cartoons.

Writing (a biography)

5 Think of a famous person of the past and make notes under the headings:

- name • date of birth • place of birth • early years
- later years • famous for • date of death

6 **Portfolio:** Write a short biography about this person. (60-80 words) Use the text in Ex. 2 as an example.

CULTURE CORNER

Vocabulary

◆ Superheroes/Special powers

1 Who are the people in the pictures? What do they have in common? Who's your favourite?

2 Match the verbs to the nouns. What can these people do?

1	fly	A	through walls
2	do	B	wonders
3	see	C	buildings
4	fire	D	fast
5	lift	E	in the sky
6	move	F	heat vision

▶ Superman can fire heat vision.

The Man of Steel

A blue uniform, red **trunks**¹, red boots, and a long, flowing red **cape**. Tall, strong, **invisible**. Kind, smart, **just**! Faster than a speeding **bullet**! More powerful than a train! Able to **leap** from building to building at a single **bound**! That's Superman, our most favourite superhero!

Superman was created in 1933. His real 'parents' were high school students Jerry Siegel and Joe Shuster from Cleveland, Ohio. Jerry and Joe were rather shy and **unpopular** at school, so they made up a superhero to live a life of fantasy through him!

As the story goes, Superman came from dying planet Krypton. His parents sent him to Earth in a **rocket** in order to save him. The rocket landed in Kansas near a town called Smallville. A couple of farmers found the boy, adopted² him and named him Clark. As Clark grew older, he gained³ strength from the Sun. By the time he was an adult he was able to fly, fire heat vision from his eyes and see through walls. From that point, he was Superman.

Superman is a symbol of the American dream. He is a man who tries hard and succeeds. He is also a classical hero who fights criminals and **rescues** the **helpless**. He is the superhero we all know and love!

¹shorts ²took into their family ³got

Reading

3 a) Skim through the text. Which of the superheroes above is it about? Listen, read, and check.

b) Read the text again and complete the sentences in your own words. Then explain the words in bold.

- 1 Superman's creators
- 2 Superman's planet
- 3 Superman's parents
- 4 Superman is able to

Speaking

4 Highlight the most important information in the article and make notes. Use your notes to give a summary to the class.

Project

5 **Portfolio:** Is there a superhero in your country? Write a short article about him/her. Write:

- what he/she looks like
- his/her origins
- his/her superpowers
- your feelings

English in Use 7

◆ Reporting lost property

- 1** Look at the sign. Where can you see it? *In an airport? In a train station? In a park?* What can you do there?

LOST PROPERTY

- 2** Read the sentences. They are from a dialogue at the lost property desk. Which did the office clerk say?

- Excuse me. Is this the lost property office? • What can I do for you?
- Where did you leave it? • What does it look like? • What was in it?
- Let's have a look inside to check. • Thank you very much. • You are welcome.

- 3** Listen and read the dialogue. Which is Mr Sanders' suitcase?

Mr Sanders: Excuse me. Is this the lost property office?

Office Clerk: Yes. What can I do for you?

Mr Sanders: I lost my bag and I would like to report it.

Office Clerk: Where did you leave it?

Mr Sanders: I think I left it on the 9 o'clock train from Leeds.

Office Clerk: What does it look like?

Mr Sanders: It is a big leather bag.

Office Clerk: What colour is it?

Mr Sanders: It's brown.

Office Clerk: Does it have a handle?

Mr Sanders: Yes, it does.

Office Clerk: What was in it?

Mr Sanders: Some clothes and my camera, a Nikon 325.

Office Clerk: OK ... I have some bags over here. Do any of these look familiar?

Mr Sanders: Yes, mine is the one in the corner.

Office Clerk: Let's have a look inside to check ... A couple of T-shirts and your camera. Here you are.

Mr Sanders: Thank you very much!

Office Clerk: You're welcome.

- 4** Work in pairs. Imagine you lost your bag with the items below while travelling to London by train. Report the incident at the lost property office.

red checked cap



blue umbrella



sunglasses



digital camera
Nikon COOLPIX 775

Pronunciation /i:/ - /iə/

Reading Rules

- 5** Listen and tick (✓). Listen again and repeat.

e, ee - /i:/ see
ea, ee + r - /iə/ beer

	/i:/	/iə/		/i:/	/iə/
cheese			he		
cheers			hear		
deer			knee		
dear			near		



1 Look at the pictures and the title. What do you think the text will be about? Listen, read and check.

2 Read the text and mark the statements as *R* (right), *W* (wrong) or *DS* (doesn't say).

- 1 All the toys of today are mechanical.
- 2 Children learn through play.
- 3 Girls never played with rocking horses.
- 4 Boys wanted to become engineers when they grew up.
- 5 Children from poor families didn't have any toys.

3 Read again and find five words related to material.

4  Use the pictures to talk to your friend about what toys children had in the past. Express your likes and dislikes.

5 *Portfolio:* Ask your grandparents and your parents and make a poster about popular toys of the past in your country. Draw or stick pictures. Label them.

Toying With the past

Dolls that sing and dance, cars that move at the touch of a button and aeroplanes that fly are the toys that make children happy today. Now, let's take a journey into the past. What toys were there in a child's playground in the 18th century or the Victorian times?

In those times, building bricks with letters of the alphabet on them were very common. Toys of this kind helped children learn while playing. Other toys such as model kitchens, doll's houses, toy stoves and tea sets taught girls how to run a home. Dolls of wood, clay and wax were also very popular with girls and prepared them to become mothers. As for boys, tool kits, trains, cars, trucks and garages gave them an interest in engineering. Both boys and girls, though, loved their rocking horses, and teddy bears.

Things for children from poor families were different. They played mostly on the street and they didn't have money to buy new dolls or toy cars. They used mud, tin caps, old clothes and their imagination to make their own toys.

No matter how old or new, expensive or cheap toys are, they always have a special place in children's hearts, throughout the ages.



doll's house



building bricks



delivery truck



rocking horse

PROGRESS CHECK 7

1 Write the opposites.

- 1 ugly - 3 crowded -
2 busy - 4 polluted -

(Points: $\frac{20}{4 \times 5}$)

2 Match the words to form collocations.

- | | |
|-----------------------------------|-------------|
| <input type="checkbox"/> 1 weekly | a buildings |
| <input type="checkbox"/> 2 ghost | b newspaper |
| <input type="checkbox"/> 3 ruined | c an idea |
| <input type="checkbox"/> 4 run | d town |
| <input type="checkbox"/> 5 get | e a home |

(Points: $\frac{20}{5 \times 4}$)

3 Fill in the gaps with the right word.

- I felt p _____ when the man spoke to me in Chinese.
- He never smiles. He's such a m _____ man.
- She's leaving for Paris tomorrow. She's so e _____.
- Karen hasn't come back from work yet. I'm getting w _____.
- After working all day in the garden, Tim felt very t _____.

(Points: $\frac{20}{5 \times 4}$)

4 Rewrite the sentences in the past. Use the words in brackets.

- We go to the cinema on Sundays. (last Sunday)
.....
- She has a cold. (a week ago)
.....
- It's a beautiful day today. (yesterday)
.....
- I see Carol on the bus every day. (last Tuesday)
.....
- They often travel to London. (a month ago)
.....

(Points: $\frac{20}{5 \times 4}$)

5 Write five sentences about what you did yesterday.

-
-
-
-
-

(Points: $\frac{20}{5 \times 4}$)

6 Match the questions to the answers.

- | | |
|--|------------------------------|
| <input type="checkbox"/> 1 When was Einstein born? | a Germany. |
| <input type="checkbox"/> 2 When did Einstein die? | b In 1955. |
| <input type="checkbox"/> 3 What was Einstein famous for? | c In 1879. |
| <input type="checkbox"/> 4 Where was Einstein from? | d He was a famous scientist. |

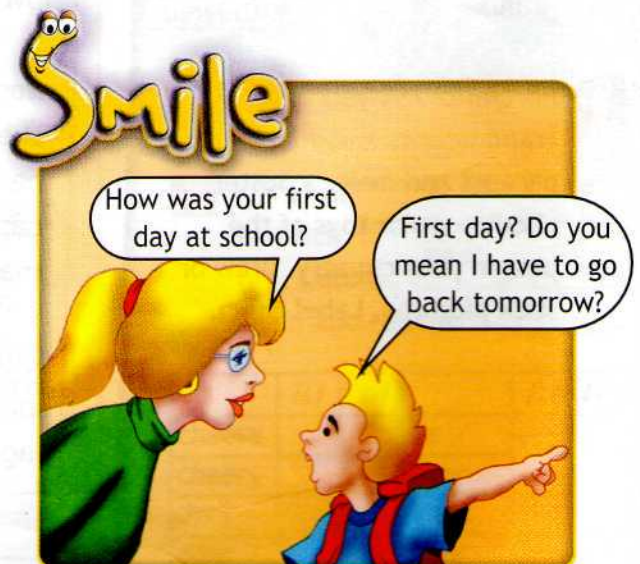
(Points: $\frac{20}{4 \times 5}$)

(My score: $\frac{100}{100}$)

Now I Can...

- talk about places in the past
- narrate events in the past
- write a short story
- talk about feelings
- write a biography
- ask for and give biographical information
- describe a superhero
- report lost property
- talk about toys of the past

... in English.



◆ **Before you start ...**

- What was your town like 100 years ago?
- What do you know about Walt Disney?
- What toys did children play with in the 18th century?

◆ **Look at Module 8**

- Find the page numbers for pictures 1-3.

◆ **Find the page numbers for**

- a cottage
- a gym
- signs
- a questionnaire

◆ **Listen, read and talk about ...**

- types of dwellings & rules/ regulations
- places in town
- house rules
- signs & what they mean
- the Empire State Building
- your neighbourhood

◆ **Learn how to ...**

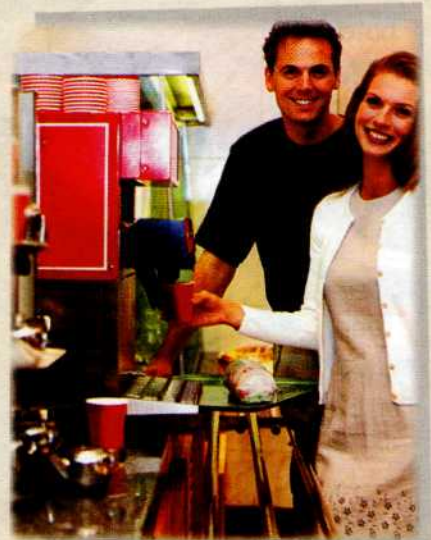
- make/accept/refuse suggestions
- express obligation
- show absence of necessity
- book theatre tickets

◆ **Practise ...**

- *must/mustn't/can't/(don't) have to*
- comparisons
- *past simple*
- pronunciation of /əʊ/ - /aʊ/

◆ **Write / Make ...**

- a poster about your bedroom rules
- warning signs for various places
- campsite rules
- a short text about a famous building in the country
- a leaflet for your neighbourhood



8

a

That's the rule



palace



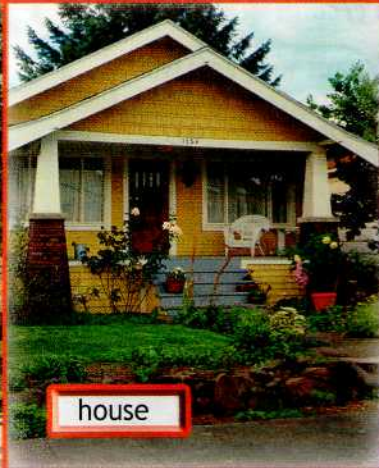
hotel



tent



cottage

university halls
of residence

house



block of flats

Vocabulary

◆ Types of dwellings

- 1 Which of the types of dwelling in the pictures can you see in your country?

► In my country you can see ...

Reading

- 2 Look at the leaflet. Who is it for? Read the headings and subheadings. Listen and read and check.

- 3 a) Read the leaflet and mark the sentences 1-8 T (true) or F (false). Correct the false sentences. Then, explain the words in bold.

- 1 Students can only have parties in their rooms.
- 2 Students can have dogs in their bedrooms.
- 3 Students can use the kitchen appliances.
- 4 Students can put posters on the common room walls.
- 5 Students mustn't wear shoes in the dining room.
- 6 Students must drive slowly on campus.
- 7 Students can give food to the animals in the outdoor areas.
- 8 Guests can stay for a week.



- b) In pairs think for an extra rule for each heading.

◆ must - mustn't - can't


- 4 Read the theory box. Find examples in the leaflet. Explain what they mean.

- **can't**: refusing permission *You can't play loud music at night. (You aren't allowed to)*
- **must**: obligation *You must keep the room clean and tidy. (That's the rule)*
- **mustn't**: prohibition *You mustn't eat in class. (It's forbidden)*

- 5 Fill in: *must, mustn't or can't*.

- Please don't make so much noise.
We wake the children.
- There isn't much time. We hurry.
- You cook your meals in the room. It isn't allowed.
- You wear a seatbelt when you are in a car. That's the rule.
- You put posters in the room. It's forbidden.

Speaking

- 6  Imagine you are a new student at the summer school. Find out what the rules are. Use the information in the leaflet.

- ▶ A: *Can I listen to loud music in my room?*
B: *I'm afraid you can't. You mustn't make noise in your room!*

GAME

You are a guest in a British house. In teams think of the rules there. Make your rules as funny as possible.

Writing (a poster)

- 7 **Portfolio: My room rules.** Make a poster. Write what people *must, mustn't or can't* do when they are in your room.



STUDENTS MUST KEEP THE PREMISES CLEAN and TIDY!

BEDROOMS

- ▶ You **mustn't** make noise.
- ▶ You **mustn't** put posters on the walls.
- ▶ You **can't** keep pets in the rooms.
- ▶ You **can't** have parties in your room at any time.

COMMON ROOM

- ▶ You can use the common room but you must get **permission** to invite friends or have parties.
- ▶ You can decorate the common room but you **mustn't** move the furniture.
- ▶ You **can't** use the common room after 21:00 on weekdays.

DINING HALL

- ▶ You **mustn't** come to the dining room **barefoot**.
- ▶ You **mustn't** **remove** food from the dining room.

OUTDOOR AREAS

- ▶ You **mustn't** park your bike in the garden.
- ▶ You **must** cycle carefully.
- ▶ You **can't** take your bike inside the School buildings.
- ▶ You **mustn't** feed the **squirrels** or the birds.

VISITORS

- ▶ You must always **register** your overnight guests at the Accommodation Office.
- ▶ Guests **can't** stay for a period longer than four nights.
- ▶ You **can't** have **overnight** guests during the **exam** period or the **study week**.



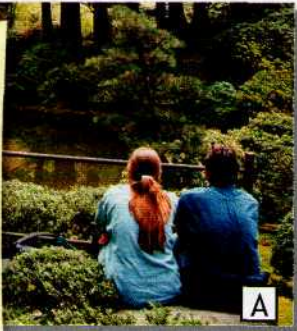
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Shall we?

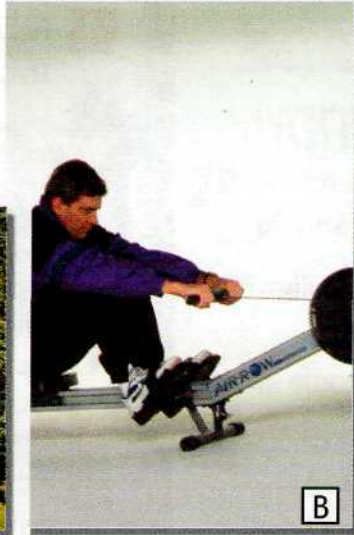
Vocabulary

◆ Places in town

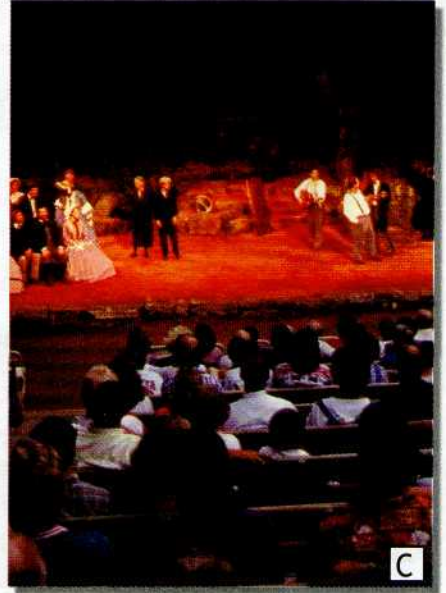
- 1 swimming pool
- 2 aquarium
- 3 restaurant
- 4 theatre
- 5 park
- 6 department store
- 7 stadium
- 8 zoo
- 9 library
- 10 gallery
- 11 fast food (restaurant)
- 12 gym
- 13 cinema
- 14 sports centre



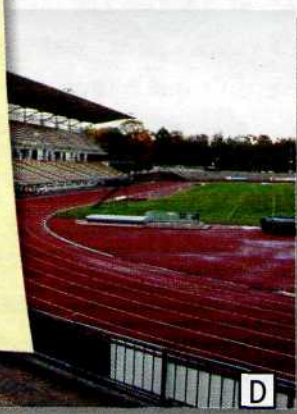
A



B



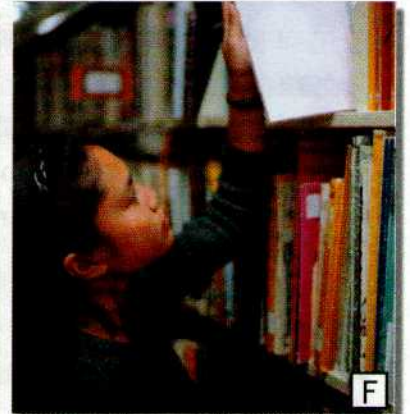
C



D



E



F

1 a) Which of the places 1-10 can you see in the pictures (A-F)? Describe the pictures.

b) In which of these places can you:

- relax? • exercise? • meet friends?
- see animals? • buy things you need?
- have a picnic? • read? • eat a snack?
- see works of art? • watch a film?

► You can relax in the park.

Which ones did you visit last week/month/year? What did you do there?

Reading

2 a) Read the first exchange in each dialogue. What is the dialogue going to be about? Listen, read and check.

b) Read again. Where do they decide to go? When? Explain the words in bold.

Bob: What do you feel like doing tonight?
 David: How about eating out?
 Bob: Brilliant idea! I'm very hungry!
 David: Shall we go to Marcel's?
 Bob: Marcel's? **Are you joking?** It's the most expensive restaurant in town!
 David: No, it isn't. There are many restaurants that are more expensive than Marcel's.
 Bob: Well, how about Castella?
 David: It's nice, but it's always so **crowded!** I want to go somewhere more relaxing.
 Bob: How about Antonio's? It's cheaper than Marcel's and quieter than Castella.
 David: That sounds good! I hope they still serve the smoked salmon.
 Bob: Eew! How can you eat that?
 David: **Are you serious?** It's the tastiest thing in the world! Come on, let's go.

Grammar Grammar Reference

◆ **Comparisons**

3 Read the box and the sentences. Which form do we use to compare: *two people/things*? *two or more people/things*? Find examples in the text.

big	bigger	biggest
long	longer	longest
pretty	prettier	prettiest
glamorous	more glamorous	most glamorous
good	better	best
bad	worse	worst
much/many	more	most
little	less	least

- 1 Jim is **taller than** Tom.
- 2 Gold is **more expensive than** silver.
- 3 Andrew is **the tallest** boy in our class.
- 4 Stella is **the most beautiful** girl in our class.

4 Fill in the gaps with the right comparative.

- ▶ 1 Paul is five years *younger* (young) than Nick. He is the (young) child in our family.
- 2 People in the countryside are (friendly) than they are in the city.
- 3 These suitcases are heavy, but this one is the (heavy) of all.
- 4 Ann is the (beautiful) girl I know.

study skills

Learning outside the classroom

Look at signs, notices, labels etc in English. Use your background knowledge to understand them. It's a good way of using English in real life.

◆ **Warnings**

5 Look at the signs. In which of the places in Ex. 1 can you see them? What do they mean?

- ▶ 1 park - You *mustn't* step on the grass.



Listening

6 Peter and Sharon are at the zoo. Listen and put a tick (✓) in the correct box.

	must	mustn't
pay for an entrance ticket		
eat in there		
take pictures		
feed animals		
keep the grounds clean		
speak quietly		

Everyday English

◆ **Making suggestions/Accepting/Rejecting**

7 **Portfolio:** It's Saturday afternoon. Use the expressions in the table to decide where to go. Record your dialogue.

Suggestions	
• How about ...?	• Shall we ...?
• Why don't ...?	
Accepting	Rejecting
• OK. Let's ...	• I don't really like ...
• Brilliant idea!	• No, I'm afraid I can't.
• That sounds good!	• Well, I'd rather not.

- ▶ A: *How about going to the zoo?*
- B: *Brilliant idea! / Well, I'd rather not. Why don't ... etc*

Writing (signs)

8 **Portfolio:** Choose some of the places in Ex. 1 and prepare some signs for them.

House Rules

Reading

- 1** Read the first exchange. Who owns the room? Who wants to rent it? Can you guess the questions Daniel will ask?

Think about:

- rent • rules • address
- phone number

🎧 Listen, read and check.

Mr Cox: Well, Daniel. This is your room. What do you think?

Daniel: It's very nice.

Mr Cox: Glad you like it. Now, remember, there are some rules. You mustn't make noise, and you have to keep the room tidy.

Daniel: Ah, I see. Can my friends come round?

Mr Cox: Only if they are students in this school. And only between 1pm and 9pm.

Daniel: Oh, I see. Can I bring food from the dining room here?

Mr Cox: Not really. You can only have snacks and soft drinks in your room. But remember, your room must always be tidy.

Daniel: Erm ... OK. Thank you Mr Cox.

Mr Cox: I hope you're comfortable here, Daniel.

- 2** Read again. What are Mr Cox's rules?

Study skills

Using interjections

When speaking use short words such as: Oh, Ah, Well, Gee, etc to express your feelings. This makes you sound more natural.

- 3** Look at the dialogue. What do the highlighted words show: *surprise, hesitation, introducing a remark.*

Grammar Grammar Reference

♦ have to - don't have to / needn't

- 4** Read the sentences. Which shows that something *is/isn't* necessary?

▶ You *have to* pay the rent on time.

You *don't have to/needn't* bring your own bedsheets.

- 5** Imagine you are at a campsite. What do you **have - don't you have to/needn't do**? Use the prompts to make sentences.

- wear uniforms (X) • wake up early (✓)
- make our beds (X) • do any cooking (X)
- keep the campsite clean (✓)
- wash clothes (X)

▶ We *needn't* wear uniforms.

Speaking

- 6** 😊😊 a) Now act out a dialogue between you and the compleader. Use ideas from Ex. 5.

b) Imagine you are back from the campsite. Your friend asks you about your holiday there.

▶ A: Did you wake up early?
B: Yes, I did./No, I didn't.

Writing (campsite rules)

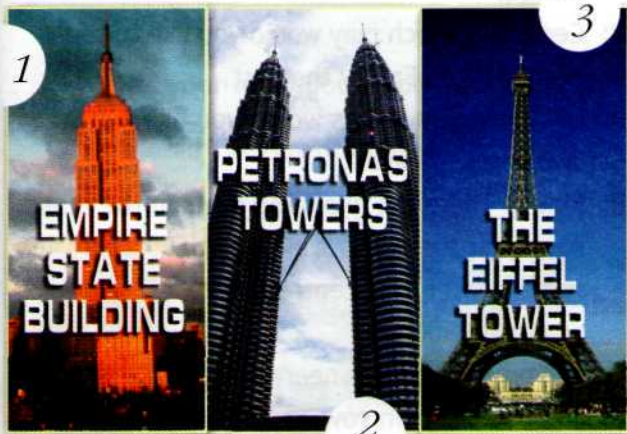
- 7** Portfolio: Use ideas from Ex. 5 to write campsite rules.

CULTURE CORNER

Reading

- 1 Match the buildings to the countries. What is so special about these buildings?

• France • Malaysia • USA



- 2 a) Look at the title of the text. What do you expect to read? Listen, read and check.

b) Read the statements and mark them (R) for Right, (W) for wrong and (DS) for Doesn't Say.

- The Empire State Building is the tallest building in America.
- Lots of people work inside the Empire State Building.
- You can get to the top of the Empire State Building in 45 seconds.
- The lights on the top floors of the Empire State Building change colours many times a day.

- 3 Read again and find five adjectives in the superlative. What does each describe?

Speaking

- 4 Close your books and tell the class three things about the Empire State Building.

Building Big



The Empire State Building is the tallest building in New York. It is 443 metres high and has 103 floors. It was built in 1930, and took one year and forty-five days to complete.

The ESB is one of the largest office spaces in the world, but it also has many shops and restaurants inside.

The Empire State Building has 73 super fast lifts. The fastest of these travel from the ground to the 80th floor in only 45 seconds! If you choose to walk to the top, you need to climb 1860 steps.

At the Empire State Building most visitors go straight to the Observatory on the 86th floor. The view is amazing. On a clear day you can see for miles around. Looking at the Empire State Building from a distance is also great. The top floors are decorated with beautiful lights. These change colours every day. Depending on the occasion, the building can be white, green, blue, purple, red or orange!

If you are ever in New York, don't forget to visit the Empire State Building. It offers the best view of New York, and it is one of the city's most historic buildings.


Project

- 5 **Portfolio:** Collect information, then write a short text about a famous building in your country. Write:

- name • town/city • recommendation
- number of floors • when built • height
- what a visitor can do/see there • type

English in Use 8

◆ Booking theatre tickets

1 a)  Listen and read the sentences below. Which belong to the receptionist/to the customer? What are they talking about? Listen and check.

- How can I help you?
- I'd like to book some theatre tickets, please.
- Which play would you like to see?
- How many seats would you like?
- Can I pay by credit card?
- How would you like to pay?
- The ones near the centre, I think.

b) Close your books and try to remember as many sentences as possible.

2 Read the dialogue. How much are Mr Darcey's tickets? How does he pay?

3 *Portfolio*: Work in pairs. Look at the poster. You want to book some tickets for the performance. Take roles and act out the dialogue. Record yourselves.



R: Hello, Theatre Royal Haymarket. How can I help you?

C: Hello. I'd like to book some theatre tickets, please.

R: Certainly. Which play would you like to see?

C: 'Hamlet', on Friday the 21st.

R: OK. How many seats would you like?

C: Two seats, please.

R: Fine ... There are available seats in the fourth row, near the front, which cost £30 each, and some nearer the centre ... £25 each. Which would you like?

C: Mmmm ... The ones near the centre, I think.

R: So, two seats in row 11 ... Friday the 21st ... That comes to a total of £50. How would you like to pay?

C: Can I pay by credit card?

R: Certainly. Just give me the number and the expiry date.

C: 3959 3854 1104 9455. Expires this March.


R: And your name?

C: Mark Darcy.

R: Thank you, Mr Darcy. You can collect your tickets at the theatre on Wednesday at 7pm. The performance starts at 8 pm. Enjoy the show.

C: Thank you very much.

Pronunciation /əʊ/ - /aʊ/

4  Listen and tick (✓). Listen again and repeat. Then read out the sentences.

Reading Rules

oa	road
ow - /əʊ/	know
on + e	bone
ou - /aʊ/	house
ow	cow

	/əʊ/ /aʊ/		/əʊ/ /aʊ/		/əʊ/ /aʊ/
know		coach		tone	
now		couch		town	

Do you know when the coach reaches the town?
Can you please sit on the couch now?

The Royal Shakespeare Company presents
William Shakespeare's
Romeo and Juliet
Friday, Sept. 27 and
Saturday, Sept. 28 (8 pm)
at the
Theatre Royal Haymarket
Tickets: £15, £20
Special 10% discount for students

1 Match the adjectives 1-4 to their opposites. Which of these adjectives describe the *buildings, parks, benches, playgrounds, bus stops, roads and shops* in your neighbourhood?

- | | | |
|----------------------------|-------|-------------|
| 1 <input type="checkbox"/> | clean | a old |
| 2 <input type="checkbox"/> | new | b dirty |
| 3 <input type="checkbox"/> | safe | c dangerous |
| 4 <input type="checkbox"/> | quiet | d noisy |

► *In my neighbourhood, the buildings are clean/ dirty.*

2 a) Is your neighbourhood neat and tidy?

b) Read the questionnaire and circle the right answer for you. What is your score?

A neighbourhood is a place where people live together. Every neighbourhood is special to the people who live there, so it is important to keep it neat and tidy.

Is your neighbourhood neat & tidy?

- | | | | |
|----|--|-----|----|
| 1 | Can you see graffiti on the buildings? | Yes | No |
| 2 | Are the streets and roads full of litter? | Yes | No |
| 3 | Are there parked cars on the pavements? | Yes | No |
| 4 | Do you usually find chewing gum on the benches in the parks? | Yes | No |
| 5 | Can you see any broken swings in the playgrounds? | Yes | No |
| 6 | Are the rubbish bins full? | Yes | No |
| 7 | Are the road and street signs damaged? | Yes | No |
| 8 | Are the bus stops old and their benches broken? | Yes | No |
| 9 | Are the traffic lights out of order? | Yes | No |
| 10 | Is there a bad smell in the area? | Yes | No |

My Score _____

- | | | |
|-----|----|--|
| 0-3 | No | Start looking after your neighbourhood! After all, it is your home! |
| 4-5 | No | You are on the right track. With a bit more work, your neighbourhood is going to look much better! |
| 6-7 | No | You have a very neat and tidy neighbourhood! Well done! |

3 Describe your neighbourhood to the class. You can use pictures or slides if you like.

4 **Project:** Make a leaflet for your neighbourhood, telling people what they must/mustn't do to keep it neat and tidy.

PROGRESS CHECK 8

1 Fill in the right word.

- Students usually stay in University halls of r_____.
- I love staying in a t____ when I go camping.
- John lives in a block of f_____ in the city centre.
- The king was in a c_____ by the lake.

(Points: $\frac{12}{4 \times 3}$)

2 Match the words to form phrases.

- | | |
|---------------------------------------|--------------|
| <input type="checkbox"/> 1 swimming | a guests |
| <input type="checkbox"/> 2 electrical | b pool |
| <input type="checkbox"/> 3 department | c tickets |
| <input type="checkbox"/> 4 rubbish | d bin |
| <input type="checkbox"/> 5 overnight | e store |
| <input type="checkbox"/> 6 entrance | f appliances |

(Points: $\frac{18}{6 \times 3}$)

3 Write the opposites.

- | | |
|-----------------|-----------------|
| 1 clean ≠ | 4 quiet ≠ |
| 2 new ≠ | 5 safe ≠ |
| 3 neat ≠ | |

(Points: $\frac{10}{5 \times 2}$)

4 Write the correct comparative.

- A: This top is too big for me. I need a (small) one.
B: I'm sorry, this is the (small) size we have.
- Tom is always smiling. He is the (friendly) person I know.
- This book is (difficult) than the one we did last year.
- When the traffic is heavy, it is (easy) to walk to work than drive my car.

(Points: $\frac{20}{5 \times 4}$)

5 Circle the correct word.

- You **must** / **mustn't** / **can't** eat in the classroom. It's not allowed!
- Students **can't** / **have to** / **don't have to** take the rubbish out. The cleaners will do it.
- You **mustn't** / **must** / **can't** enter the building after 10 o'clock. The entrance is closed.

- You **can't** / **must** / **mustn't** get permission to invite friends in your room.
- You **can** / **must** / **can't** sit on the grass! You will destroy the flowers.
- I **rent** / **rented** / **rents** a flat yesterday.
- How much **did** / **do** / **are you** pay per month?
- We **go** / **are going** / **went** out last night.
- You **can't** / **couldn't** / **don't** have parties in your rooms! It's not allowed.
- Look! They are **dancing** / **dance** / **danced**.

(Points: $\frac{20}{10 \times 2}$)

6 Complete the exchanges.

- A: How going to the cinema on Tuesday evening?
B: I'm I can't. I have a French class.
- A: don't we visit Ann tomorrow?
B: Sure! Brilliant!
- A: I'm going out. Would you like to come?
B: I'd not.

(Points: $\frac{20}{5 \times 4}$)

Now I Can...

(My score: $\frac{100}{100}$)

- talk and write about rules & regulations
- interpret signs • book theatre tickets
- express permission, obligation, prohibition
- make, accept and reject suggestions
- compare things, buildings and people

... in English



◆ Before you start ...

- What are your bedroom rules?
- What can you do to keep your neighbourhood neat and tidy?
- Name some places in your town. Can you say one rule for each?
- What did you do last Saturday night?

◆ Look at Module 9

- Find the page numbers for pictures 1-3.

◆ Find the page numbers for

- a receipt
- a menu
- a recipe
- the food pyramid

◆ Listen, read and talk about ...

- food and drink
- tastes and dishes
- containers and quantities
- British food and places to eat
- eating out
- ways to cook
- the food pyramid
- British money

◆ Learn how to ...

- order food/drinks
- book a table at a restaurant
- pronunciation of /n/- /ŋ/, /æ/ - /ʌ/

◆ Practise ...

- countable/uncountable nouns/quantifiers
- present simple vs present continuous
- past simple

◆ Write / Make ...

- a shopping list for your favourite dish
- an advert for a restaurant
- a recipe
- an article about places to eat in your country
- a list of what you ate yesterday

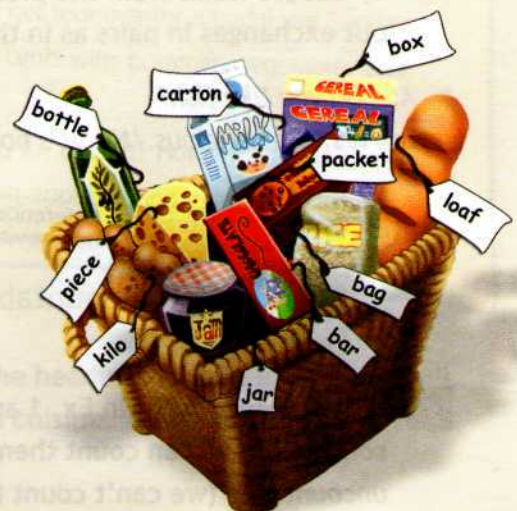
1



2



3



9

a

Food & Drink



Vocabulary

◆ Types of food/drink

- 1 a) Try to fill in the missing letters. Listen and check, then repeat. Which of these items are **fruit/meat/vegetables/drinks/dairy products**? Which of them are similar in your language?

b) Choose items from the picture and act out exchanges in pairs as in the example.

- A: *Do you like fish?*
B: *Yes, it's delicious./No, it's horrible.*

Grammar Grammar Reference◆ Countable - Uncountable nouns/
Quantifiers

- 2 Which of the words in Ex. 1 are: **countable** (we can count them)? **uncountable** (we can't count them)?

- apples (C), water (U)

- 3 a) Read the examples and the rules.

- To make this dish you need **some** tomatoes, **an** egg and **some** olive oil.
- We need to go to the supermarket; we haven't got **any** eggs and we haven't got **much** olive oil. We haven't got **many** potatoes, either.
- Are there **any** tomatoes in the fridge?
- I think we have **a little** milk and **a few** eggs. Do we need **any** olive oil?

- We use **some** in the affirmative and **any** in the negative and the interrogative.
- We use **much** (enough)/**a little** (not much but enough) with uncountable nouns
- We use **many** (enough)/**a few** (not many but enough) with countable nouns.
- We use **a lot of** with both countable and uncountable nouns.

b) Look at the picture in Ex. 1 and ask and answer questions.

- A: *Is there any milk?*
B: *Yes, there's some milk.*
A: *Is there any sugar?*
B: *Not much.*
A: *Are there any tomatoes?*
B: *Not many.*

Containers & quantities

- 4 Look at Ann's shopping basket. What did she buy?



- Ann bought a bottle of olive oil.

Listening

- 5 Listen and complete the gaps (1-6).

	£
POTATOES	0.87
GREEN PEPPERS	1.89
1)	0.45
GRAPES	2.00
2)	3.99
CEREAL	2.79
HONEY	3)
4)	0.65
CHEDDAR CHEESE	2.89
FRESH MILK	0.86
CHOCOLATE BISCUITS	0.99
JAM	0.95
5)	0.50

TOTAL	6)
CASH	25.00
CHANGE DUE	4.97

THANK YOU FOR SHOPPING WITH US

- 6 Look at the receipt. Ask and answer questions.

£1 = one pound
 £1.10 = one pound ten (pence)
 £0.45 = forty-five (pence)

- A: Did you buy cheese?
 B: Yes, I did.
 A: How much was it?
 B: It was two pounds fifty-nine (pence).

Reading

- 7 a) Which of the following sentences are true about British food? Decide in pairs. Listen and read and check.
- The British eat a traditional English breakfast every morning.
 - Most British people have a sandwich for lunch.
 - Chinese food is very popular in Britain.

b) Read and match the headings to the paragraphs. How many types of food/drink shown in the picture in Ex. 1 can you find in the text? Then, explain the words in bold.

British meals **Tasty treats** **A traditional meal**

Eating the British Way



What's your idea of British food? If the answer is bacon and eggs or fish and chips, then you might be in for a surprise.

- Most people in the UK rush to work in the morning. This means they don't have time to make the traditional English breakfast of egg, bacon and sausages. They may have one at weekends though. During the week, they choose a breakfast of cereal or toast with tea, coffee or fruit juice. Lunch is a simple meal. Many children at school and **adults** at work bring a 'packed lunch' from home. This is a sandwich, a packet of crisps, a piece of fruit and a drink. Dinner is a meal for the whole family. Spaghetti bolognaise and shepherd's pie are all favourites. Many British order **takeaways** as well! Indian, Chinese food and pizzas are all very popular.
- On Sundays, the British get together for a traditional Sunday roast. This is roast beef or lamb with potatoes, vegetables and gravy.
- But ... is there anything for **dessert**? Home-made puddings like bread and butter pudding, apple pie and trifle are all delicious British desserts. Without them no meal is complete!

Speaking

- 8 Make notes under the headings in Ex. 7b. Talk in small groups about British cuisine. What did you find special about it?

Writing (a shopping list)

- 9 **Portfolio:** Think of your favourite dish. What do you need to make it? Make a shopping list.

9

On the menu

Vocabulary

◆ Tastes & Dishes

1 What do the food items in the pictures taste like? Use the adjectives to make sentences.

- bitter • salty • sweet
- hot and spicy • sour



1 melons

► Melons are sweet.



2 crisps



3 pepper



4 celery



5 lemons

2 Which of the food in the pictures is/are:

- a vegetable? • a snack?
- a spice? • a fruit?

3 a) Look at the text. What is it? Where can you see it?

b) Put the headings in the right place. Can you think of one more dish/drink for each category?

- Main Courses • Starters • Desserts • Drinks



Menu

The Ship Inn

1)	
Mixed Greens	£5.95
Chef's Salad	£7.95
Scotch Egg	£6.25
2)	
Spicy Grilled Chicken	£10.50
Roast Beef and Vegetables	£11.40
Baked Fish with Tomatoes & Olives	£10.30
White Bean and Lamb Soup	£9.65
Sirloin Steak and Creamed Mushrooms	£11.40
3)	
Chocolate Ice-cream	£3.40
Fruit Salad	£5.00
Lemon Pie	£2.85
4)	
Mineral Water	£2.00
Soft Drinks	£1.00
Milk Shakes	£2.00
Juices	£2.00

Reading

4 a) Read the first two lines of the dialogue. Where are George and Sheila?

b) Listen and read. What does each person order? How much will they pay?

c) Are there any words in the dialogue that look/sound similar in your language?

Sheila: Thanks for inviting me to lunch.
George: You're welcome. Oh, I love this place.
Sheila: Me too. Where's the menu? I'm really hungry.
George: The waiter's bringing it now, look!
Waiter: Here you are, sir.
George: Thank you. Hmm, I want the roast beef.
Sheila: Really? But you usually have the spicy grilled chicken.
George: Well, today I'm trying something else for a change. What about you? Do you want the sirloin steak with creamed mushrooms? You always enjoy that.
Sheila: No, I'm having the chef's salad today. I'm on a diet.
Waiter: Are you ready to order, sir?
George: Yes. We'd like the chef's salad and the roast beef, please.
Waiter: Would you like anything to drink?
George: Can I have a glass of mineral water, please?
Sheila: And could I have a cola, please?
Waiter: A glass of mineral water and a cola ... Thank you.

Everyday English

◆ Ordering food/drinks

5 Portfolio: Read the box. Which phrases are more polite? Work in groups of three. Use the menu in Ex. 3 to act out a dialogue like the one in Ex. 4. Record your dialogue.

Requesting	Suggesting
May I ...?/Can I ...?/I want ...	Would you like ...?/How about ...?/Do you want ...?
Could I ...?/I'd like ..., please.	

Grammar

◆ Present Simple vs. Present Continuous

6 Read the examples. Which verb form expresses:
 • a daily routine/habit? • an action happening now?

*I usually **have** lunch at 1:00. I'm **having** lunch now.*

Find more examples in the dialogue.

7 Put the verbs in brackets in the *present simple* or *continuous*.

- I (love) pasta but my brother doesn't, so we (have) grilled chicken today.
- A: What you (do)?
 B: Oh, I (read) a magazine. I (wait) for my favourite TV show to start.

- A: How often you (eat) out?
 B: Once a week. I (meet) my friends and we (go) to Tony's.
- A: Where (you/go)?
 B: To the supermarket. We (not/have) any pasta. you (want) something?

8 What do you/your relatives usually do at the weekend? What are you/they doing now?

Pronunciation

9 Listen and tick. Listen again and repeat.

Reading Rules
 n - /n/ lemon, now
 n + k, g /ŋ/ thing, drink

	/n/	/ŋ/		/n/	/ŋ/
thanks			want		
inviting			king		
melon			never		

Listening

10 Listen to a radio ad and complete the gaps (1-4).



Angelo's

Fine Italian Food

1 Clarendon Street, Newton

- live pianist
- large variety of healthy and

2 meals

- meals for two from **3**

For reservations call

4

Writing (an ad)

11 Portfolio: Imagine you are a restaurant owner! Make an ad for your restaurant!

9 C

Let's cook!

study skills

Using dictionaries

Dictionaries present words in alphabetical order. A dictionary entry can show

- how a word is pronounced.
- what part of speech it is.
- a simple explanation.
- an example sentence.

Use dictionaries while you learn a foreign language. This will help you expand your vocabulary.



Vocabulary

- 1 Use your dictionaries to explain the words below. What part of speech are they? How do we pronounce them. Which actions can you see in the pictures? What is the past tense of these verbs?

- boil • fry • stir • dice • mix • bake • add • melt • peel • pour

Reading

- 2 Look at the text? What type is it? • a menu • a shopping list • a receipt • a recipe

Ingredients

- 2 cups flour
- ½ cup sugar
- 1½ tsp. baking powder
- 1 tsp. baking soda
- ½ tsp. salt
- 1 egg
- 1 cup yoghurt
- ¼ cup milk
- 2 tbsp. orange juice
- 1 cup diced apple
- ½ cup raisins

Apple Muffins



- Preheat oven to 400 degrees.
- In a bowl, **1) stir** together the flour, sugar, baking powder, baking soda and salt.
- In another bowl, **2) mix** the egg, yoghurt, milk, oil and orange juice.
- **3) Add** the mixture to the first bowl together with the diced apple and raisins and **stir** well.
- **4) Put** the mixture into 16 muffin cups and **5) bake** for 20-24 minutes.

Preparation: 15 min. Cooking: 20-24 min Portions: 16

- 3 a) Listen and read. What information does the recipe include? Decide in pairs.

- 1 time it takes to make
- 2 how many it serves
- 3 where you need to make it
- 4 what you need to make it
- 5 how to make it

b) What do you think this snack tastes like?

Speaking

- 4 a) Tell the class what you have to do to make apple muffins. Use *first, second, after that*.

► *First, stir ...*

b) What did you/your family cook last Sunday? How? Tell your partner.


Writing (a recipe)

- 5 **Portfolio:** Write a recipe for a dish in your country. List the instructions in the correct order.

Reading

- 1 Look at the title, subheadings and the pictures. What do you expect to read about? Listen and read and check.
- 2 Read the text again and match the places A-D to the statements 1-5.
 - 1 Both the British & tourists enjoy eating there.
 - 2 Business people have dinners there.
 - 3 They are busy mostly at lunchtime.
 - 4 You can eat food from many different countries there.
 - 5 You can find them all around Britain.

Speaking

- 3  Read again and list all the names of desserts, drinks, meat, dairy products, vegetables. Which words are the same in your language?
- 4 What place would you choose to eat out at when in the UK? Why? Discuss in small groups.

Project (an article)

- 5 **Portfolio:** Choose some popular eating places in your country and write a short article about them. Present it to the class. Write about:
 - name
 - food one can eat there
 - prices (expensive/cheap)

Places to eat in the UK

A Sandwich bars.....



Most people in the UK work in offices. They don't have time to make their own lunch. This is why sandwich bars are so popular. In a sandwich bar you can buy sandwiches, pastries, cakes, soft drinks, juice and coffee. Then, you may choose to eat your lunch there, or take it back to work.

B Restaurants.....



British people go to restaurants on special occasions like birthdays and ¹anniversaries, or on business meetings. People like to visit all sorts of restaurants. Indian, Chinese, Italian and Mexican cuisine, are all very popular. British food is very tasty as well. The dishes usually include fresh meat or fish with vegetables.

C Fish & chips shops.....



Fish and chips shops are England's traditional take-away food. They serve fried fish covered in butter with fried potatoes. People like to add salt and vinegar, peas, tomato ketchup or curry sauce. There are thousands of fish and chip shops all over Britain. Locals and tourists all love to visit them.

D Pie & Mash shops.....



Pie and mash is one of Britain's most traditional dishes! It is exactly what it says: meat pies with mashed potato in herb sauce. The first pie and mash shop ²dates back two hundred years. Today, pie and mash shops are very simple and cheap places to eat.

¹special day to remember ²go back

English in Use

9



◆ Booking a table at a restaurant

1 🎧 The sentences are from the following dialogue. Which belong to the host/customer? What does the customer want? Listen and check.

- I'd like to book a table, please.
- When would you like it for?
- For how many people?
- We'll be four.
- For tomorrow evening, at 9:00 pm.
- Could I also have a contact number?
- What name should I book it under?
- You're welcome.

2 Read the dialogue and complete the notes.

Customer: Hello. I'd like to book a table, please.
Host: Certainly. When would you like it for?
Customer: For Thursday evening, at 7:00 pm.
Host: Thursday evening, March 25. For how many people?
Customer: We'll be four - two children.
Host: Certainly, sir. What name should I book it under?
Customer: Stephens. That is S-T-E-P-H-E-N-S.
Host: Stephens, right. Could I also have a contact number?
Customer: Sure, it's 5698477.
Host: So that's a table for four for Thursday evening, March 25th at seven. Thank you, Mr Stephens.
Customer: You're welcome.

3 😊🤖 **Portfolio:** It's your father's birthday next Tuesday. You and your brother/sister are planning a surprise dinner party at a famous restaurant. Make a phone call to reserve a table. In pairs, take the roles of a customer and a waiter and act out the dialogue. Record yourselves.

Pronunciation /æ/ - /ʌ/

4 🎧 Listen and tick (✓). Listen again and repeat.

Reading Rules

u - /ʌ/ cut
 a - /æ/ cat

	/æ/	/ʌ/		/æ/	/ʌ/
us			cat		
as			cut		
bug			mad		
bag			mud		

Table 14

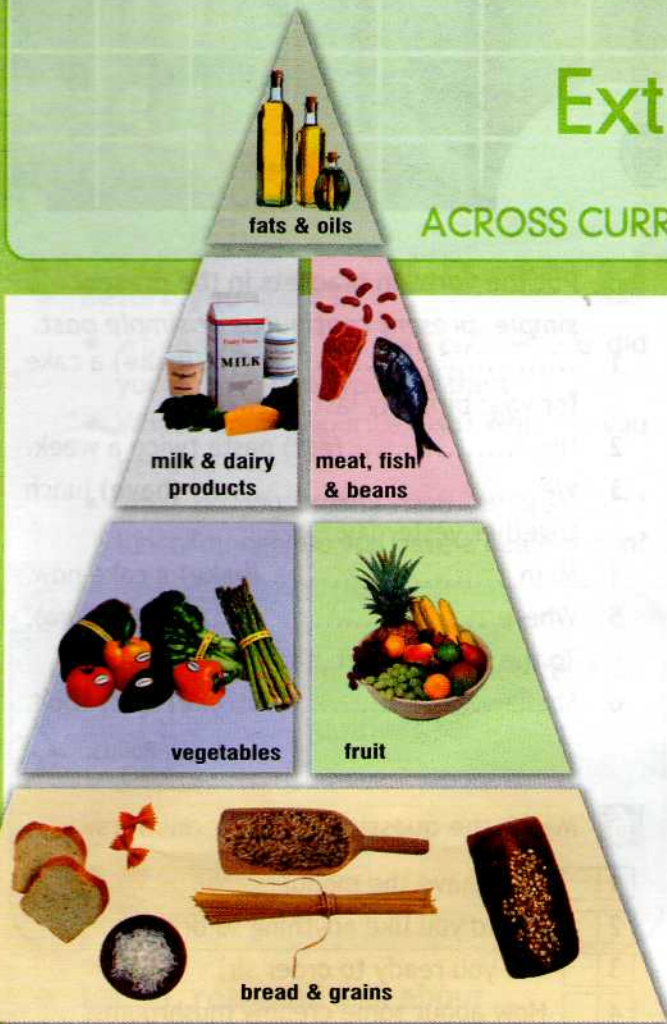
Name: 1)


Contact Number: 2)

People: 3)

Date: 4) , March 25

Time: 5)



 **Eat well,
feel great,
look great!**

*We all want to be healthy.
What foods can help us with that?*

Bread and Grains A balanced diet is based on bread and grains (foods like rice and cereal). These foods give you fibre, iron and vitamin B. At least 40% of what you eat every day should be types of food in this category.

Fruit and vegetables You should eat plenty of vegetables and fruit every day to make sure you get enough potassium and vitamins A, C and E.

Dairy products Types of food in this category, like milk and cheese, have lots of calcium and vitamin D. These two elements protect your bones. You should consume milk, cheese or yoghurt every day.

Meat, fish and beans This category also includes eggs and nuts. These types of food give you iron, magnesium and protein. While meat, such as chicken, is better for you than fatty, red meat.

Fats and oils A little oil every day (about five or six spoonfuls) is useful against heart disease.

Eat wisely. If you eat a balanced diet, you will feel great, look great, and always be healthy!

Study skills

Using what you know

Before you read ask yourself what you know about the topic. This helps you guess the meaning of the text.

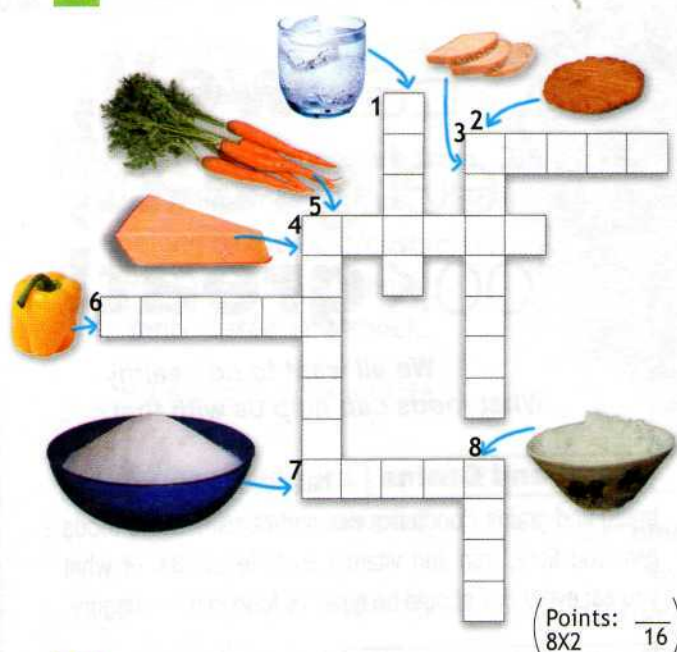
- 1 Look at the food pyramid. What do you know about these foods? Which help us keep healthy?
- 2 a) Read the title of the text. How is it related to the food pyramid? Listen, read to find out.

b) Read the article. Which food type contains the following:
 - fibre • iron • vitamin
 - potassium • calcium • protein
- 3 Present the food pyramid in Ex. 1 to the class. Say what each food group gives us.

- 4 **Project:** Work in pairs. Make a list of what you ate yesterday. Was it all healthy? Compare with your partner.

PROGRESS CHECK 9

1 Do the crossword.



(Points: $\frac{8 \times 2}{16}$)

2 Circle the odd word out.

- breakfast - lunch - dinner - dessert
- lemon - jam - honey - sugar
- boil - fry - order - bake
- starters - drink - main courses - desserts
- bread - fibre - iron - vitamin

(Points: $\frac{5 \times 4}{20}$)

3 Write the correct word.

- a b _____ of olive oil
- a b _____ of cereal
- a p _____ of biscuits
- a b _____ of rice
- a j _____ of jam
- a l _____ of bread
- a b _____ of chocolate.

(Points: $\frac{7 \times 2}{14}$)

4 Underline the correct word.

- There is some/any milk in the fridge.
- Are there any/some bananas left?
- There are a lot of/much biscuits in the box.
- There wasn't many/any coffee left.
- Is there much/many rice left?
- There are much/many dishes to choose from.
- I want a few/a little sugar in my coffee.
- We've got a little/a few oranges here.

(Points: $\frac{8 \times 2}{16}$)

5 Put the verbs in brackets in the present simple, present continuous or simple past.

- (you/bake) a cake for your birthday last week.
- He (eat) pasta twice a week.
- We (have) lunch together yesterday.
- Mum (bake) a cake now.
- Where (you/go) To the supermarket.
- Sheila (not/like) spicy food.

(Points: $\frac{6 \times 3}{18}$)

6 Match the questions to their answers.

- Can I have the menu?
- Would you like anything to drink?
- Are you ready to order sir?
- How about some creamy mushrooms?

- No, I'm on a diet.
- Here you are, sir.
- A glass of mineral water, please.
- Yes. I'd like the chef's salad, please.

(Points: $\frac{4 \times 4}{16}$)

Now I Can ...

(My score: $\frac{\quad}{100}$)

- talk/write about food/drinks/healthy eating/containers and quantities/British money
- book a table
- order food/drinks
- write a recipe/a restaurant ad/a shopping list
- write an article about places to eat in your country

... in English.



◆ Before you start ...

- When did you last eat out? Where did you go? What do you eat there?
- What's your favourite dish? What do you need to make it?
- What do you usually have for breakfast/lunch/dinner? Do you have a healthy dish?

◆ Look at Unit 10

- Find the page numbers for pictures 1-3.

◆ Find the page numbers for

- a letter
- weather symbols
- an email
- a brochure

◆ Listen, read and talk about ...

- holiday and weekend activities
- weather and clothes
- your plans/intentions
- places to visit/things to do in Edinburgh
- types of beaches

◆ Learn how to ...

- make plans
- make predictions based on what we see or know
- talk about the weather
- book a hotel room
- ask for/give/refuse permission

◆ Practise ...

- *going to - present continuous - will*
- reading rules of /ɒ/, /ɔ:/
- linkers (*so, because*)
- researching a topic

◆ Write / Make ...

- a letter to a friend about holiday plans
- a dialogue asking for/refusing permission
- an email about weekend plans
- a tourist brochure about the capital city in your country
- a poster about beaches in your country



10 a

Holiday plans

Vocabulary

◆ Holiday activities

- 1** Where were you last summer? Where would you like to go on holiday this summer? Which of the following do you want to do during your holiday? Tell your partner.

► *This summer I would like to go on a holiday to ... I'm going to visit museums and taste local food.*



F taste local food



A visit museums



B go sightseeing



E go shopping



D stay in a luxurious hotel



C attend a performance

Reading

- 2** a) The pictures above are related to the letter. What is the letter about? Where are Lucy and her family?

Dear Darren,

First of all, we are going to do a lot of sightseeing. We are going to see the Kremlin, Red Square, St Basil's Church, Lenin's Tomb, the Pushkin Museum of Fine Arts and The State History Museum. Dad is also going to take us to the famous Bolshoi Ballet theatre. Isn't it wonderful? My sister wants to go on a day trip down the Moskva River but Dad says it's too tiring, so we are not going to travel there. That's OK though because we are going to spend a whole day in the Moscow Zoo, the largest zoo in Russia which has a great collection of animals and exotic species.

I'm going to take lots of interesting pictures to show you when I get back. I'm also going to bring you a Matryoskha.

Mum can't wait to go shopping. She wants to visit the GUM department store, the largest department store in Russia, where you can find everything from clothes to caviar. She says she needs to have a whole day there. As for me, I'm going to taste as many local dishes as possible. Russian cuisine is delicious and their pies and chocolates are just great. I hope I can fit in my clothes when we come back.

Greetings from Moscow! I arrived here with my family yesterday and we're already excited! The city is terrific and there are a million things to do.

Take care,

Lucy

b) Put the paragraphs in the right order. Listen and check.

c) Where did you spend your last holiday? What did you do/see there?

- 3** Read the letter and complete the sentences.

1 Lucy and her family are ...

2 They are going to see ...

3 The trip down Moskva River is ...

4 Lucy's mother is going to ...

- 4 Read again. What adjectives/phrases does Lucy use to describe her feelings?

Grammar Grammar Reference

◆ Going to

- 5 a) Read the sentences. Which expresses: *plans for the future? intentions/ambitions for the future?*

- 1 He's **going to** apply for work at a summer camp during his summer holidays.
- 2 Ann's **going to** travel abroad next month.



- b) Work in small groups. Make a list of places Lucy and her family are going to visit. Use your list to tell the group about Lucy's family's plans.

Speaking

- 6 In pairs, ask and answer as in the example.

- 1 Your friend wins €100.
▶ A: *What are you going to do with it?*
B: *I'm going to go on a boat cruise.*
- 2 Your friend's holiday starts next week.
- 3 Your friend's birthday is next weekend.
- 4 Your friend is going to a party tonight.
- 5 Your friend doesn't like his new school.

- 7 Use the prompts to act out exchanges.

- 1 hire a car – travel to Bodrum
- 2 rent a boat – go fishing
- 3 buy some stamps – post some letters
- 4 go shopping – buy souvenirs
- 5 buy a film – take some pictures

- ▶ A: *What are you going to do?*
B: *I'm going to hire a car because I want to travel to Bodrum.*

GAME

Think of a place and tell the class. The class asks you questions to find out what you are going to do there.

- ▶ A: *I'm going to the supermarket.*
B: *Are you going to buy some fruit?*

Listening

- 8 Listen and tick (✓) the correct box.

- 1 What is Jane going to do on holiday?



A



B



C

- 2 What are Mark and Jim going to do on Saturday night?



A



B



C

- 3 What does Sarah like best about Paris?



A



B



C

Pronunciation /ɪ/

- 9 Listen and repeat. Think of two more words to add to the list.

Reading Rules

u	but
o + n, m, v, th	come
ou	cousin
oo	blood

money, mother, fun, mum, enough, couple, flood

Writing (a letter)

- 10 **Portfolio:** You are on holiday in your favourite city. Write a letter to your best friend, saying what you *are going/not going to* do there. Compare with what you did during your last holiday.

10 b

What's the weather like?

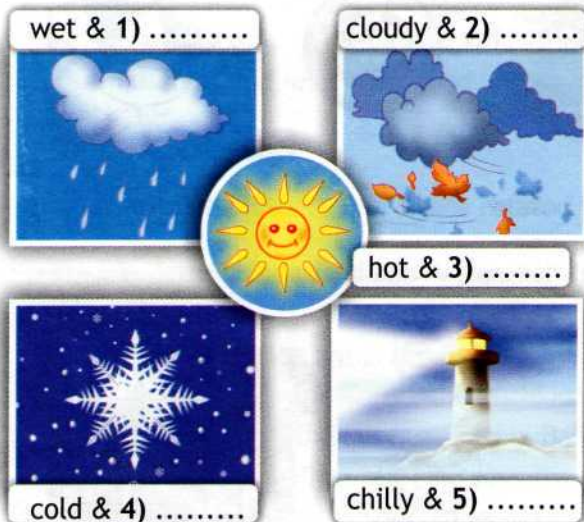
Vocabulary

Weather & clothes

1 a) Fill in the adjective.

- | | |
|-----------------------|-----------------|
| 1 rain - rainy | 5 snow - |
| 2 cloud - | 6 sun - |
| 3 wind - | 7 chill - |
| 4 fog - | 8 storm - |

b) Use appropriate adjectives to complete the expressions.



2 a) Look at the chart, then ask and answer as in the example.

London		10°C
Copenhagen		-5°C
Moscow		5°C
Paris		8°C
Cairo		30°C

°C = degrees -°C = minus

- A: *What's the weather like in London today?*
 B: *It's wet and rainy with a temperature of 10°C.*

b) In pairs, compare the weather in the cities on the chart.

► *Copenhagen has the lowest temperature.*

c) What was the weather like yesterday? What will the weather be like tomorrow? Discuss in pairs.

3 What are these clothes called in your language? Use the prompts and the pictures to act out similar exchanges.



- rainy • snowy • stormy • boiling hot
- wet • sunny • freezing cold

► A: *It's going to be rainy today.*

B: *I know. I'll wear my raincoat and boots then.*

Reading

4 Read the first exchange in the dialogue. What is the dialogue about? Listen, read and check.

5 Read the dialogue and complete the sentences. Then explain the words/expressions in bold.

- | | |
|--------------------------|----------------------------|
| 1 Kathy is meeting | 4 Kathy wants to borrow |
| 2 Kathy is wearing | |
| 3 The weather is | 5 Claire wants to go |

- Claire:** Where are you going, Kathy?
Kathy: Downtown. I'm meeting Helen in half an hour.
Claire: But look at you. You're wearing a thin dress and sandals. You're going to get soaked!
Kathy: What are you talking about?
Claire: Look at those big black clouds. It's definitely going to rain!
Kathy: Hmm, perhaps you're right. Er ... so could I borrow your coat?
Claire: No way! It's brand new! Why don't you take my raincoat?
Kathy: You mean that horrible yellow thing? No thanks!
Claire: OK, OK, just trying to help ...
Kathy: Hey ... Can I borrow your umbrella instead?
Claire: Yes, sure ... oh, hang on a minute!
Kathy: What?
Claire: I need it too. I'm going shopping in a while.
Kathy: No problem. I can call a taxi.
Claire: OK but hurry. The shops are closing in an hour.

Everyday English

◆ Asking for - Giving/refusing permission

- 6** a) Read the box. Which phrases would you use when you talk to: *your best friend?* *your teacher?*

Asking for Permission

- Can I ...?
- Could I ...?
- May I ...?

Giving/Refusing Permission

- | | |
|------------------------------|---------------------------------------|
| • Yes, sure. /
Of course. | • No way! |
| • OK. No problem. | • I'm afraid you
can't because ... |
| • Yes, that's fine. | • I'm sorry you may not. |

- b) Use the phrases to act out exchanges:
borrow/jacket, drive/car, wear/red T-shirt,
borrow/umbrella, take day off/tomorrow

- **A:** *Can I borrow your jacket?*
B: *Yes, sure. / I'm sorry, you can't.*

Grammar Grammar Reference

◆ Present continuous (future meaning) - Going to - Will

- 7** Read the sentences and the rules.

We use the *present continuous* for actions we have already arranged to do in the near future.

I'm flying to Rome tomorrow.

We use *going to* to express our plans/intentions or to make predictions based on what we see.

She is going to study Law.

Look out! You're going to fall.

We use *will* for on-the-spot decisions.

The phone is ringing. I'll answer it.

- 8** a) In pairs, interview each other about your plans in the next few days.

► **A:** *What are you doing on Tuesday?*

B: *I'm ... What about you?*

- b) Complete the second speaker.

- 1 A: It's too hot.
- 2 A: It's raining.
- 3 A: It's too cold.

- 9** Look at pictures 1-4. What is each person going to do? *buy, fly, eat, post*



Writing (a weather chart)

- 10** **Portfolio:** Look in the newspapers /on the Net/ on TV and make a chart showing the weather in various cities in your country for tomorrow.

10 C

Weekend fun

Vocabulary

Weekend Activities

- 1 a) What are you going to do this weekend? Use the pictures to tell your partner.

▶ I'm going to have a party this weekend.

- b) What did you do last weekend?

Reading

- 2 Listen and read the email below. How many of the activities in the pictures are mentioned? What is Jane going to do on Saturday/Sunday morning? afternoon? evening?

Get Msg New Msg Reply Reply All Forward File Next Print

Dear Sue,

Thanks for your email! How are you? As for me, I'm looking forward to a fabulous family weekend.

My brothers are going to be here on Saturday morning. Mum and Dad have some errands to run in the morning, so they are going to come sometime before noon. We are going to have lunch together at a restaurant. In the afternoon, we are going to visit the art gallery because mum wants to see the paintings there. In the evening, we are going to enjoy a performance at the local theatre. On Sunday morning we are going to go shopping, then have a picnic in Sherwood Forest before everyone heads back home in the afternoon.

Well, I think that's about it. How are you going to spend your weekend? Write soon.

Love,
Jane

Grammar Grammar Reference

Linkers

- 3 Rewrite sentences 2-4 using **because** and **so**.

- I live quite far. I'm going to be late.
I'm going to be late because I live quite far. (reason)
I live quite far, so I'm going to be late. (result)
- I have some errands to run. I'm going to see you later.
- She is ill. She is not going to come to the party.
- He's got a broken leg. He's not going to play basketball.

go skiing

visit the art gallery

play basketball

fly to Rome

have a picnic

go shopping

study skills

Brainstorming for ideas

Before writing, brainstorm for ideas. Write your ideas down, then choose the most important ones. This helps you organise your writing.

Writing (an email about weekend activities)

- 4 Brainstorm for ideas to complete the spidergram with the activities you and your family are going to do this weekend.



- 5 a) Which sentences are opening (O) / closing (C) remarks?

- I must go now.
- It was nice to hear from you.
- Well, I think that's about it.
- How are you?
- Thanks for your email.
- I haven't heard from you for ages.
- Write soon.
- Well, that's all for now.

b) **Portfolio:** Use your answers in Exs 4 & 5a to write a short email to your friend about what you are going to do this weekend (50-60 words).

CULTURE CORNER

Reading

- 1 Listen to the music. What country does it remind you of: *Italy, Scotland, or France?*
- 2 Look at the text. What is it about? What can you see/do in this place. Listen, read and check.
- 3 Read the brochure. Where can someone see:
 - the Crown Jewels • toys
 - fish • dancers & musicians
 - Edinburgh from the air

Speaking

- 4 What is each person going to do while in Scotland? Why? Use the verbs: *go on, attend, visit.*
 - John – enjoys flying
 - Catherine – keen on folk music
 - Jeremy – fond of architecture
 - Sharon – interested in sea life
 - Tamara – collects dolls
- ▶ John is going to go on the Scotland Ballooning Tour because he enjoys flying.

study skills

Researching a topic

Get information from Internet sites or magazines in English. Highlight the most important points. Look for facts that support them (e.g. names of places). This helps you select the points to include in your writing.

Project (a tourist brochure)

- 5 **Portfolio:** Do research. Make a tourist brochure for tourists about the capital city of your country. Write: *places to visit; things to see.* (60-80 words)



The Edinburgh Experience

with cosmo tours...

What are you going to do?

EDINBURGH CASTLE

The place to go if you like castles! Go on an interesting tour of the castle and admire spectacular views of the city as well as the Crown Jewels. Edinburgh Castle is also the home of the One O'Clock Gun. This is fired every day except Sunday at precisely 1:00 pm to provide everyone with an accurate¹ check for their clocks and watches!

THE MILITARY TATTOO EXPERIENCE

Don't miss the Military Tattoo Experience – the largest outdoor event in Scotland right in front of beautiful Edinburgh Castle! Enjoy a wonderful show of music and dance, pipers playing their bagpipes, bands parading, and men in kilts dancing to folk tunes!

THE MUSEUM OF CHILDHOOD

Described as 'the noisiest museum in the world', the Museum of Childhood is a favourite with adults and children. It is a treasure house full of objects, telling of childhood, past and present. There are toys and games of all kinds from many parts of the world, ranging² from dolls and teddy bears to train sets and tricycles. Listen to the children chanting³ multiplication tables in the 1930s classroom and watch the street games Edinburgh children played in the 1950s.

DEEP SEA WORLD

Experience⁴ the 'underwater safari' of a lifetime! Go under the sea in a 71 metre transparent⁵ tunnel and get ready to see exciting sea life close enough to touch it!

SCOTLAND BALLOONING TOUR

Your chance to get a terrific view of Edinburgh. Fly in a hot air balloon and you will enjoy what you see!

¹exact

²varying

³singing

⁴feel

⁵clear



◆ Booking a hotel room

1 Look at the picture. Where are the people? What are they doing?

2 Read the sentences. Who can say them: *a hotel receptionist?* *a customer?* Read, listen and check.

- How can I help you?
- I'd like to book a room, please.
- Would you like a single room or a double?
- How much is it per night?
- Could I have your name, please?
- You can check in any time after 12 noon.

3 Read the dialogue and answer the questions.

- 1 How many days is the reservation for?
- 2 What type of room does she want?
- 3 How much does the room cost?
- 4 What does the price include?

4 *Portfolio:* You want to book a room. Take the roles of a receptionist and a customer. Use the prompts to act out your telephone conversation. You can use the dialogue in Ex. 3 as a model. Record yourselves.

- single room with TV and shower/£30 per night (breakfast included)
- double room with en suite bathroom/£50 per night (no breakfast)

Receptionist: Strand Hotel. Good morning – how can I help you?

Mrs Scott: Good morning. I'd like to book a room, please – from Friday to Monday.

Receptionist: Certainly, madam. Would you like a single room or a double?

Mrs Scott: A double, please, with a bathroom.

Receptionist: One moment, please ... yes, we have a room available.

Mrs Scott: Oh, good. And how much is it per night?

Receptionist: £70, with breakfast.

Mrs Scott: Excellent. Yes, that's fine.

Receptionist: Could I have your name, please, madam?

Mrs Scott: Oh, yes, of course! It's Scott – Mrs F Scott.

Receptionist: Thank you, Mrs Scott. That's a double room from Friday 16th to Monday 19th. You can check in any time after 12 noon on Friday.

Mrs Scott: Thank you very much. Goodbye.

Receptionist: Goodbye, Mrs Scott.

Pronunciation /ɔ:/ – /ɒ/

5 Listen and tick (✓). Listen again and repeat.

Reading Rules

o, a - /ɒ/ dog, want
or, aw, ough, au, ore, - /ɔ:/ horse,
law, ought

	/ɔ:/	/ɒ/		/ɔ:/	/ɒ/
dog			war		
born			from		
sort			on		
of			course		

► She was born during the war.

◆ Types of beaches

1 a) Which of the beaches in the pictures has got ...?

- | | |
|---------------|------------|
| a white sand? | d pebbles? |
| b shells? | e rocks? |
| c black sand? | f dunes? |

b) Which beach do you like the most?

2 a) What forms a beach? Read, listen and find out.

b) Read the text again and mark the sentences 1-5 (T) True and (F) for False.

Correct the false sentences.

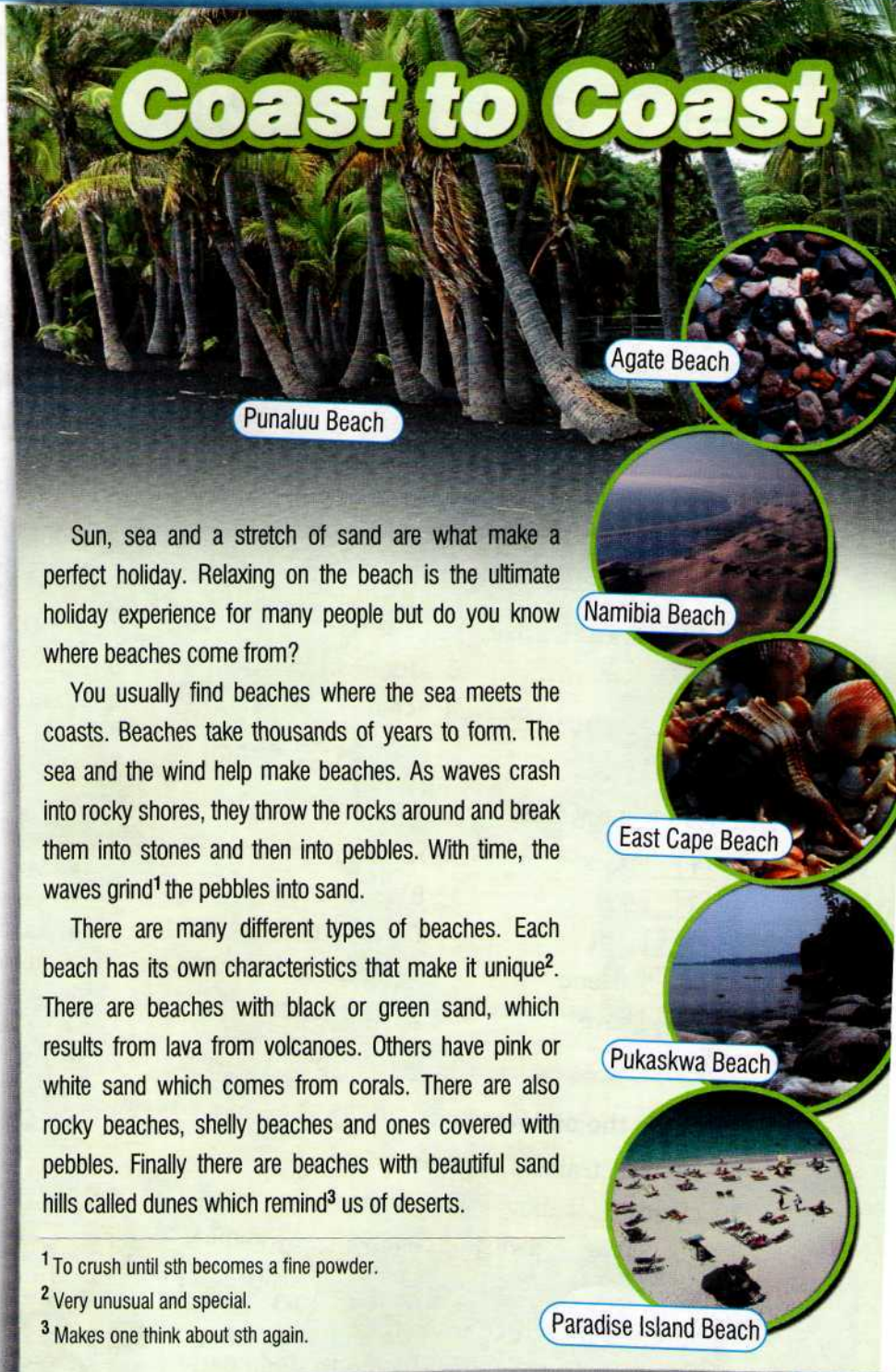
- 1 Sand and sea form beaches.
- 2 Sand comes from pebbles.
- 3 All the beaches are of the same material.
- 4 Coral makes pink sand.
- 5 You can only see dunes in deserts.

3 Find the adjectives in the text which describe the following:

- holiday • shores
- beaches • sand

4 Give each paragraph a heading. Make notes under the headings. Use the headings and your notes to talk about beaches.

Coast to Coast



Punaluu Beach

Agate Beach

Namibia Beach

East Cape Beach

Pukaskwa Beach

Paradise Island Beach

Sun, sea and a stretch of sand are what make a perfect holiday. Relaxing on the beach is the ultimate holiday experience for many people but do you know where beaches come from?

You usually find beaches where the sea meets the coasts. Beaches take thousands of years to form. The sea and the wind help make beaches. As waves crash into rocky shores, they throw the rocks around and break them into stones and then into pebbles. With time, the waves grind¹ the pebbles into sand.

There are many different types of beaches. Each beach has its own characteristics that make it unique². There are beaches with black or green sand, which results from lava from volcanoes. Others have pink or white sand which comes from corals. There are also rocky beaches, shelly beaches and ones covered with pebbles. Finally there are beaches with beautiful sand hills called dunes which remind³ us of deserts.

¹ To crush until sth becomes a fine powder.

² Very unusual and special.

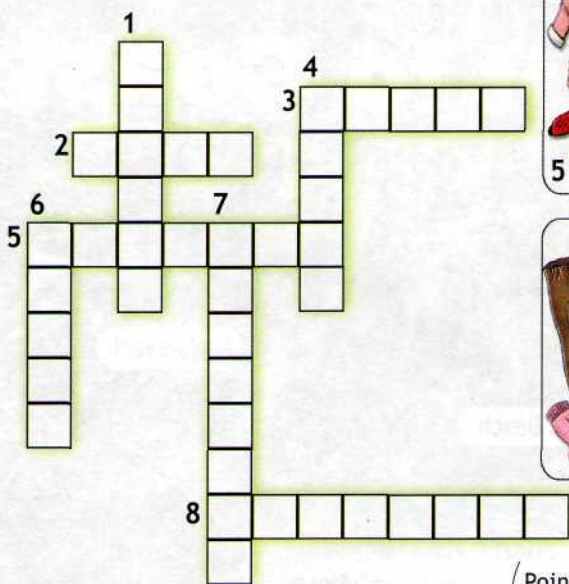
³ Makes one think about sth again.

5 Make a poster. Find pictures of beaches in your country or around the world. Stick them on a piece of paper and write a short text about each. Write:

- name of each
- where it is
- what it has got

PROGRESS CHECK 10

1 Do the crossword.



(Points: $\frac{16}{8 \times 2}$)

2 Write the adjective.

- 1 sun - 3 fog -
2 rain - 4 chill -

(Points: $\frac{8}{4 \times 2}$)

3 Match the words.

- | | |
|-----------------------------------|-----------------|
| 1 <input type="checkbox"/> taste | A a performance |
| 2 <input type="checkbox"/> buy | B souvenirs |
| 3 <input type="checkbox"/> visit | C a party |
| 4 <input type="checkbox"/> attend | D local food |
| 5 <input type="checkbox"/> have | E art galleries |

(Points: $\frac{15}{5 \times 3}$)

4 Circle the odd word out.

- 1 boots - trainers - shorts - shoes
2 cloudy - shabby - hot - windy
3 go: skiing - diving - camping - swimming

(Points: $\frac{9}{3 \times 3}$)

5 Circle the correct answer.

- 1 She's tired. She will / is going to sleep early tonight.
2 The doorbell is ringing. I will / am going to answer it.
3 Dr Brown is travelling / will travel to Paris tomorrow morning.
4 I am seeing / will see my dentist on Wednesday.

(Points: $\frac{16}{4 \times 4}$)

Across



Down



6 Look at the pictures. What *is/isn't* Pete going to do while on holiday?

- 1
2
3
4
5



7 Complete the exchanges.

- 1 Can I borrow your hat? Yes,
2 May I use your camera? No, I'm
3 Can I use your pen? Yes, that's
4 Could I borrow your coat? No,

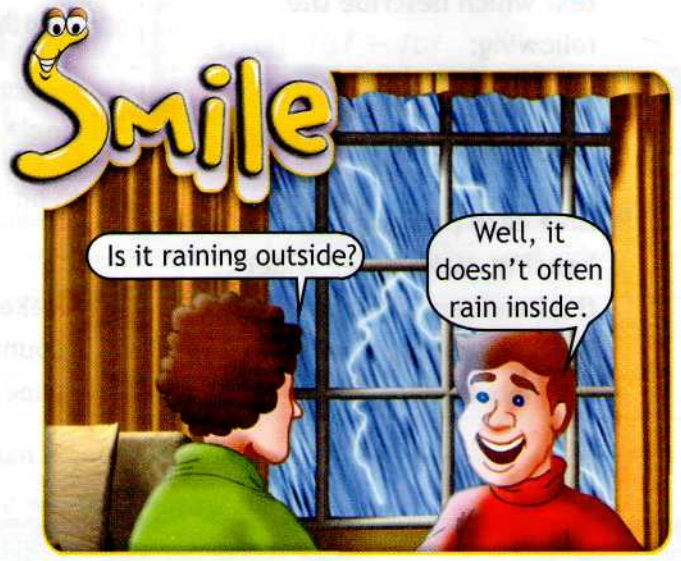
(Points: $\frac{16}{4 \times 4}$)

Now I Can ...

(My score: $\frac{100}{100}$)

- talk and write about my holiday activities
- describe the weather & my clothes
- talk about my plans
- make predictions
- ask for - give / refuse permission
- write an email about my weekend activities
- book a hotel room
- write a tourist brochure
- talk about types of beaches

... in English.



МОДУЛЬ 1

Subject Personal Pronouns – Личные местоимения

ЕД. ЧИСЛО	I	you	he	she	it
МН. ЧИСЛО	we	you	they		

Личные местоимения в именительном падеже употребляются перед глаголом вместо существительного/имени собственного.

I: (Я)	всегда пишется с прописной буквы;
You: (ты, вы)	одинаково для ед. и мн. числа;
He: (он)	говорим об одушевленных именах существительных;
She: (она)	
It: (он, она, оно)	говорим о предметах или животных;
They: (они)	говорим об одушевленных и неодушевленных именах существительных во множественном числе.

Глагол to be (быть, находиться, являться)

Глагол to be — единственный английский глагол, изменяющийся по числам и лицам. Его формы надо запомнить.

УТВЕРДИТ.	ОТРИЦАТ.	УТВЕРДИТ.	ОТРИЦАТ.
ЕДИНСТВЕННОЕ ЧИСЛО		МНОЖЕСТВЕННОЕ ЧИСЛО	
I am/I'm	I'm not	We are/ We're	We aren't
You are/ You're	You aren't	You are/ You're	You aren't
He is/He's	He isn't	They are/ They're	They aren't
She is/She's	She isn't		
It is/It's	It isn't		

ВОПРОСИТЕЛЬНАЯ	КРАТКИЕ ОТВЕТЫ		
Am I ...?	Yes, I am.	No, I'm not.	
Are you ...?	Yes, you are.	No, you aren't.	
Is {	he ...?	Yes, he is.	No, he isn't.
	she ...?	Yes, she is.	No, she isn't.
	it ...?	Yes, it is.	No, it isn't.
Are {	we ...?	Yes, we are.	No, we aren't.
	you ...?	Yes, you are.	No, you aren't.
	they ...?	Yes, they are.	No, they aren't.

I'm thirteen years old. Мне тринадцать лет. He is in his bedroom. Он в своей спальне. They are friends. Они друзья.

При переводе на русский язык глагол to be в предложениях часто опускается.

Plurals — Формы множественного числа

- Большинство существительных образуют форму множественного числа путем добавления окончания -s: *a car – two cars.*
- К существительным, оканчивающимся на -s, -ss, -sh, -ch, -x, -o, во множественном числе добавляется -es: *buses, dresses, brushes, benches, boxes, tomatoes etc.*

- К некоторым существительным, оканчивающимся на -o, добавляется только -s: *videos, photos.*
- К существительным, оканчивающимся на гласную + y, добавляется -s: *a boy – two boys.*
- У существительных, оканчивающихся на согласную + y, во множественном числе -y заменяется на -i и добавляется -es: *a berry – two berries.*
- У существительных, оканчивающихся на -f или -fe, во множественном числе -f или -fe заменяются на -v и добавляется -es: *leaf – leaves, knife – knives.*
- **Исключения:** *a man – men; a woman – women; a child – children; a foot – feet; a tooth – teeth; a mouse – mice.*

Possessive Case — Притяжательный падеж существительного

Притяжательный падеж употребляется для того, чтобы:

- показать принадлежность чего-либо кому-либо: *Mary's bag – сумка Мэри;*
 - показать отношения между двумя или более людьми: *Tom's uncle – дядя Тома;*
 - в названиях некоторых магазинов, учреждений: *at the baker's – в булочной, at the florist's – в цветочном магазине, at Bob's – у Боба дома.*
Притяжательный падеж образуется с помощью окончания 's (для людей и животных). *Jim's flat. Квартира Джима. My cat's toy. Игрушка моей кошки.*
- К существительным в единственном числе добавляется 's: *the girl's doll – кукла девочки; Rosa's car – машина Розы.*
 - Если имя собственное оканчивается на -s, добавляется 's или только апостроф ('): *Doris's hat or Doris' hat – шляпка Дорис.*
 - К существительным множественного числа, оканчивающимся на -s, добавляется только апостроф ('): *The girls' room – комната девочки.*
 - К существительным-исключениям во множественном числе добавляется 's: *the children's books – книги детей.*

Possessive adjectives. Possessive pronouns — Притяжательные местоимения. Абсолютная форма притяжательных местоимений

ЕД. ЧИСЛО					МН. ЧИСЛО		
I	you	he	she	it	we	you	they
my	your	his	her	its	our	your	their
mine	yours	his	hers	its	ours	yours	theirs

Абсолютная форма притяжательных местоимений употребляется без существительных. Притяжательные местоимения и абсолютная форма притяжательных местоимений употребляются, чтобы:

- определить принадлежность чего-либо кому-либо: *This is my bike. Это мой велосипед. This bike is mine. Этот велосипед мой.*
- показать отношения между двумя или более людьми: *Derek is her brother. Дерек ее брат.*

Глагол have (got) — (иметь)

В разговорной речи глагол 'have got' используется преимущественно в сокращенной форме.

УТВЕРДИТЕЛЬНАЯ ФОРМА		
I've got	He's got	We've got
You've got	She's got	You've got
	It's got	They've got
ОТРИЦАТЕЛЬНАЯ ФОРМА		
I haven't got	He hasn't got	We haven't got
You haven't got	She hasn't got	You haven't got
	It hasn't got	They haven't got
ВОПРОСИТЕЛЬНАЯ ФОРМА	КРАТКИЕ ОТВЕТЫ	
Have I/you/we/they got?	Yes, I/you/we/they have. No, I/you/we/they haven't.	
Has he/she/it got?	Yes, he/she/it has. No, he/she/it hasn't.	

Глагол 'have got' употребляется, чтобы:

- a) показать принадлежность чего-либо кому-либо:
He has got a ball. У него есть мяч.
- b) описывать людей, животных или предметы:
She has got blue eyes. У нее голубые глаза.
- c) показать отношения между людьми:
I have got two sisters. У меня (есть) две сестры.

Часто предложения с 'have got' переводятся на русский язык без дословного перевода самого глагола ('иметь').

МОДУЛЬ 2

Ordinal numbers — Порядковые числительные

1 — first; 2 — second; 3 — third; 4 — fourth.

Порядковые числительные отвечают на вопрос 'который' и образуются от количественных при помощи -th: seven—seventh, ten—tenth, 56—fifty-sixth.

Следует запомнить формы числительных: 1 — first; 2 — second; 3 — third. Они используются для образования составных порядковых числительных: 51st, 101st, 22nd, 382nd, 63rd, 6503rd.

Правила правописания

- Следует запомнить: five-fifth, nine-ninth, twelve-twelfth, twenty/thirty/forty — twentieth/thirtieth/ fortieth.
- В предложениях порядковые числительные всегда употребляются с артиклем **the**:
He took the first prize at the Olympic Games. Он получил первый приз на Олимпийских играх.
It's my thirteenth birthday today. Сегодня день моего тринадцатилетия.
- В датах пишется: September 1, July 4, а читается the first of September — *первое сентября*; the fourth of July — *четвертое июля*.

Some/Any

Местоимения **some** и **any** употребляются с неисчисляемыми существительными (sugar, bread) и исчисляемыми существи-

тельными во множественном числе (pens, cars и т. д.): *some bread* — *немного хлеба*; *some apples* — *несколько яблок*.

- **Some** выступает в значении *немного, несколько*. **Some** употребляется в утвердительных высказываниях:
I've got some money. У меня есть немного денег.
I've got some books. У меня есть несколько книг.
- **Any** употребляется в вопросах и отрицательных высказываниях: *Have you got any money/books? У вас есть деньги/книги? No, I haven't got any money/books. Нет, у меня нет денег/книг.*
- **Some** употребляется в вопросах, когда мы предлагаем что-либо или просим о чем-либо:
Would you like some coffee? Не желаете ли кофе?
Can I have some coffee, please? Можно мне кофе, пожалуйста?

Prepositions of place — Предлоги места

Предлоги места помогают определить местонахождение предмета/лица: **on, under, in front of, behind, beside/next to, near, at, in, between, and opposite**.

- **at** употребляется:
в выражениях: **at school/university/college, at work, at home**;
в адресах, когда речь идет о номере дома:
at 20, Oxford Street;
- **in** употребляется:
в выражениях: **in the middle, in the air, in the sky, in bed, in hospital, in prison, in a newspaper/magazine, in a picture**;
с названиями городов, стран и континентов:
in Athens, in England, in Europe, in Australia;
- **on** употребляется:
в выражениях: **on the left, on the right, on the first floor**.

Prepositions of time — Предлоги времени

AT	ON
время: <i>at 7 o'clock</i> праздники: <i>at Christmas, at Easter, at the weekend</i> в выражениях: <i>at the moment, at present, at dawn, at noon, at night, at midnight</i>	дни: <i>on Monday, on New Year's Day</i> даты: <i>on May 6th</i> время дня: <i>on Tuesday evening</i> прилагательное + day : <i>on a hot day</i>
IN	
месяцы: <i>in September</i> времена года: <i>in (the) winter/spring/autumn</i> годы: <i>in 1996</i> века: <i>in the 20th century</i>	в выражениях: <i>in the morning/afternoon/evening, in an hour, in a minute/in a week/ in a few days/month/year (через)</i>

МОДУЛЬ 3

The Imperative — Повелительное наклонение глаголов

- Повелительное наклонение глаголов совпадает с инфинитивом без частицы **to**: *Sit down!* Садись/Садитесь.
- Отрицательная форма повелительного наклонения образуется при помощи **Do not/Don't** и инфинитива: *Do not/Don't talk to him!* Не разговаривай(те) с ним!
- Повелительное наклонение всегда обращено ко второму лицу единственного или множественного числа: *Take your books. Возьми(те) свои книги.*
- Повелительное наклонение употребляется, чтобы:
 - а) отдавать приказания: *Stop that noise! Прекратите этот шум;*
 - б) давать указания/инструкции: *Cut the paper in two pieces. Разрежь(те) бумагу на две части;*
 - в) предлагать что-либо: *Have some cake. Возьмите немного торта;*
 - д) просить о чем-либо. Мы обычно добавляем слово **please** в начале или в конце предложения: *Be quiet, please! или Please be quiet! Тише, пожалуйста!*

Глагол Can/Can't (мочь, уметь)

УТВЕРДИТЕЛЬНАЯ ФОРМА

I/you/he/she/it/we/you/they can walk.

ОТРИЦАТЕЛЬНАЯ ФОРМА

I/you/he/she/it/we/you/they can't walk.

ВОПРОСИТЕЛЬНАЯ ФОРМА

Can I/you/he/she/it/we/you/they walk?

КРАТКИЕ ОТВЕТЫ

Yes, I/you/he/she/it/we/you/they can.

No, I/you/he/she/it/we/you/they can't.

Глагол **can** относится к особой группе модальных глаголов. Он не изменяется по лицам и числам и за ним всегда следует смысловой глагол без частицы **to**. **Can** употребляется для того, чтобы:

- а) показать способность/умение: *I can sing! Я умею петь.*
- б) попросить кого-либо что-либо для нас сделать: *Can you open the door, please? Откройте дверь, пожалуйста!*
- в) попросить что-либо: *Can I have a piece of cake, please? Можно мне кусочек торта?*
- д) попросить разрешения сделать что-либо: *Can we play on the computer, please? Мы можем поиграть на компьютере?*
- е) выразить запрет: *You can't turn left here! Здесь нельзя повернуть налево!*

МОДУЛЬ 4

Present Simple — Настоящее простое время

УТВЕРДИТЕЛЬНАЯ ФОРМА

I/you/we/you/they work. He/she/it works.

ОТРИЦАТЕЛЬНАЯ ФОРМА

I/you/we/they don't work

He/she/it doesn't work

ВОПРОСИТЕЛЬНАЯ ФОРМА

КРАТКИЕ ОТВЕТЫ

Do I/you/we/they work?	} Yes, I/you/we/they do. No, I/you/we/they don't.
Does he/she/it work?	
	} Yes, he/she/it does. No, he/she/it doesn't.

Present Simple образуется при помощи основной формы глагола (инфинитива). В утверждениях в третьем лице единственного числа к глаголу добавляется **-s**. В вопросах и отрицаниях мы используется вспомогательный глагол **do/don't** с **I, you, we** и **they** и **does/doesn't** с **he, she** и **it**. **-s** не добавляется к смысловому глаголу, когда присутствует вспомогательный **does/doesn't**.

Правила правописания

- К большинству глаголов в третьем лице единственного числа добавляется **-s**: *work — works*.
- К глаголам, оканчивающимся на **-ss, -sh, -ch, -x** и **-o**, добавляется **-es**: *miss — misses, go — goes*.
- У глаголов, оканчивающихся на согласную + **y**, **-y** заменяется на **-i** и добавляется **-es**: *study — studies*.
- К глаголам, оканчивающимся на гласную + **y**, добавляется **-s**: *play — plays*.

Употребление

Present Simple употребляется, когда речь идет о:

- регулярно повторяющихся, повседневных действиях: *She usually plays tennis at the weekend. Она обычно играет в теннис по выходным;*
- постоянных состояниях: *She likes sweets. Она любит конфеты;*
- непреложных истинах и законах природы: *The sun sets in the west. Солнце садится на западе.*

Указатели времени (сигналы), употребляемые с Present Simple: every day/week/month/ year, at night, in the morning/afternoon/evening, on Monday(s), Tuesday(s), наречия частотности (never, seldom, rarely, sometimes, often, usually, always).

Time words — слова-связки

Ряд союзов и наречий времени обеспечивают логическую/временную связь между предложениями и частями предложений. К ним относятся: **and, then, after that, when, before, later** и т. д.

Think before you start working.

Подумай прежде чем начнешь работать.

Adverbs of frequency — Наречия частотности

never никогда	seldom/rarely ^{редко} часто	sometimes иногда
often часто	usually обычно	always всегда

- С Present Simple употребляются наречия частотности. Они показывают, как часто что-либо происходит. В предложениях они занимают место перед смысловым глаголом, но после глагола to be, а также вспомогательных и модальных глаголов (can, do, и т. д.).
I **usually** work on Sundays. Я обычно работаю по воскресеньям. He is **always** late for school. Он всегда опаздывает в школу. He **can never** wake up before 10 o'clock. Он никогда не может проснуться раньше 10 утра.

МОДУЛЬ 5

Present Continuous —

Настоящее продолженное время

Present Continuous образуется при помощи вспомогательного глагола to be и смыслового глагола с окончанием -ing.

В связной речи Present Continuous употребляется в сокращенной форме.

УТВЕРДИТЕЛЬНАЯ ФОРМА	ОТРИЦАТЕЛЬНАЯ ФОРМА
I'm You're He's She's It's We're You're They're	I'm not playing You aren't playing He She } isn't playing It We You } aren't playing They

ВОПРОСИТЕЛЬНАЯ ФОРМА	КРАТКИЕ ОТВЕТЫ
Am I playing?	Yes, I am.
Are you playing?	Yes, you are.
Is { he } playing?	Yes, he/she/it is.
{ she } it }	Yes, we/you/they are.
	No, I'm not.
Are { we } playing?	No, you're not.
{ you } they }	No, he/she/it isn't.
	Yes, we/you/they aren't.

Правила правописания

- В глаголах, оканчивающихся на -е, опускается -е и добавляется -ing: write — writing.
- В односложных глаголах с кратким гласным между двумя согласными удваивается последняя согласная и добавляется -ing: sit — sitting, swim — swimming.
- В глаголах, оканчивающихся на -l, удваивается -l и добавляется -ing: travel — travelling.
- В глаголах, оканчивающихся на -ie, -ie заменяется на -y и добавляется -ing: lie — lying, die — dying.

Употребление

Present Continuous употребляется, когда речь идет о:

- действиях, происходящих сейчас, в момент речи:
He's **reading** a book now. Он читает книгу сейчас;
- действиях, происходящих в настоящий период времени, но не обязательно в момент речи:
I'm **working** for my exam. Я готовлюсь к своему экзамену;
- запланированном действии в будущем:
I'm **playing** tennis on Saturday. В субботу я буду играть в теннис (согласно плану).

Указатели времени (сигналы), употребляемые с Present Continuous: now, at the moment, these days, at present, always, tonight, still.

МОДУЛЬ 6

Present Simple в сравнении с Present Continuous

- Present Simple употребляется для описания регулярных и повседневных действий, привычек и постоянных состояний: Sarah **starts** school at 8 o'clock (повседневное действие). Сара начинает учиться в 8 утра. He **likes** coffee in the morning (привычка). Он любит кофе по утрам. He **lives** near the hospital (постоянное состояние). Он живет около больницы.
- Present Continuous употребляется для описания действий, происходящих в момент речи или действий, имеющих временный характер: Peter **is watching** TV **at the moment** (момент речи). Питер сейчас смотрит телевизор. He's **studying** Law at University (временное действие). Он изучает право в университете.

State verbs — Глаголы состояния

Некоторые глаголы не образуют формы Present Continuous, поскольку они описывают состояние, а не действие (например, like, want, know, love):

- I want a car. (NOT: I'm wanting a car.)
- Pete loves basketball. (NOT: Pete is loving basketball.)
- Jenny likes cats. (NOT: Jenny is liking cats.)
- I know the answer. (NOT: I am knowing the answer.)

МОДУЛЬ 7

Формы глагола to be в Past Simple

УТВЕРДИТЕЛЬНАЯ	ОТРИЦАТЕЛЬНАЯ	ВОПРОСИТЕЛЬНАЯ
I was You were He } was She } It } We } were You } They }	I wasn't You weren't He } wasn't She } It } We } weren't You } They }	Was I ...? Were you ...? Was { he ...? she ...? it ...? Were { we ...? you ...? they ...?

КРАТКИЕ ОТВЕТЫ

Yes, I/he/she/it was. Yes, we/you/they were.
No, I/he/she/it wasn't. No, we/you/they weren't.

Past Simple — Прошедшее простое время

Past Simple **правильных глаголов** образуется путем добавления **-ed** к инфинитиву.

УТВЕРДИТЕЛЬНАЯ ФОРМА

I/you/he/she/it/we/you/they worked.

ОТРИЦАТЕЛЬНАЯ ФОРМА

I/you/he/she/it/we/you/they didn't work.

ВОПРОСИТЕЛЬНАЯ ФОРМА

Did I/you/he/she/it/we/you/they work?

КРАТКИЕ ОТВЕТЫ

Yes, I/you/he etc did. No, I/you/he etc didn't.

Правила правописания

- В глаголах, оканчивающихся на **-e**, добавляется только **-d**: *like – liked*.
- В глаголах, оканчивающихся на согласную + **y**, **-y** заменяется на **-i** и добавляется **-ed**: *study – studied*.
- В односложных глаголах с кратким гласным между двумя согласными удваивается последняя согласная и добавляется **-ed**: *stop – stopped*.
- В глаголах, оканчивающихся на **-l**, **-l** удваивается и добавляется **-ed**: *travel – travelled*.

В английском языке есть большая группа **неправильных глаголов**, которые образуют форму Past Simple не путем добавления **-ed** (см. список GR7): *go – went, see – saw, drink – drank*, etc. Их следует запомнить. Они образуют вопросы и отрицания также при помощи **did/did not (didn't)** и основной формы смыслового глагола.

He went out. – Did he go out? – He didn't go out.

Он вышел. — Вышел ли он? — Он не выходил.

УТВЕРДИТЕЛЬНАЯ ФОРМА

I/you/he/she/it/we/you/they went.

ОТРИЦАТЕЛЬНАЯ ФОРМА

I/you/he/she/it/we/you/they didn't go.

ВОПРОСИТЕЛЬНАЯ ФОРМА

Did I/you/he/she/it/we/you/they go?

КРАТКИЕ ОТВЕТЫ

Yes, I/you/he etc did. No, I/you/he etc didn't.

Употребление

Past Simple употребляется, когда речь идет о действиях, которые происходили в прошлом. То есть мы знаем, когда действие было совершено:

He left yesterday. Он уехал вчера.

Указатели времени (сигналы), употребляемые с Past Simple: *yesterday, last Monday/month/week/ etc, two days/weeks ago.*

МОДУЛЬ 8

Модальные глаголы — Must (должен, обязан)/ Mustn't/Can't

- **Must** употребляется, чтобы выразить обязательство и необходимость: *You must listen to your teacher. Ты должен слушать учителя.*
- **Mustn't** и **can't** употребляются, чтобы выразить запрет: *You mustn't drive over 35 mph. Ты не должен/тебе нельзя ездить со скоростью выше 35 миль в час. You can't enter the building after 8.00 pm. Вы не должны/Вам нельзя входить в здание после 8 вечера.*

Have to/Don't have to (модальное значение)

- **Have to** употребляется, чтобы выразить необходимость, вынужденность действия согласно обстоятельствам: *We have to be at the airport at 9.00 o'clock. Мы должны (вынуждены) быть в аэропорту в 9 часов.*
- **Don't have to/needn't** употребляются, чтобы выразить отсутствие необходимости: *You don't have to wash the dishes. I'll do it. Тебе не нужно мыть тарелки. Я вымою. You needn't worry. Тебе не стоит беспокоиться.*

Comparisons — Степени сравнения прилагательных

Прилагательные имеют две степени сравнения: сравнительную и превосходную.

	СРАВНИТЕЛЬНАЯ	ПРЕВОСХОДНАЯ
young	-er younger	the -est the youngest
interesting	more more interesting	the most most young

- Сравнительная степень + **than** используется для сравнения двух людей/предметов/объектов: *She is older than her brother. Она старше своего брата. It's colder today, than it was yesterday. Сегодня холоднее, чем вчера.*
- Превосходная степень + **of/in** используется при сравнении трех и более людей/предметов/объектов: *Tom is the tallest boy in his basketball team. Том самый высокий мальчик в баскетбольной команде.*

- Односложные и двусложные прилагательные на -у, -ег образуют сравнительную степень путем добавления -er, а превосходную — -est:
tall – taller – (the) tallest;
pretty – prettier – (the) prettiest.
- Многосложные прилагательные образуют сравнительную степень с помощью more, а превосходную с помощью слова most и артикля the: *beautiful – more beautiful – (the) most beautiful.*

Правила правописания

- К односложным прилагательным, оканчивающимся на -е, добавляется: в сравнительной степени -г, в превосходной -st: *safe – safer – (the) safest.*
- В двусложных прилагательных, оканчивающихся на -у, у заменяется на -і и добавляется -ег или -est: *early – earlier – (the) earliest.*
- В двусложных прилагательных с кратким гласным между двумя согласными, конечная согласная удваивается и добавляется -ег или -est:
big – bigger – (the) biggest.
- **Исключения:** *good – better – (the) best; bad – worse – (the) worst; many/much – more – (the) most; little – less – (the) least.*

МОДУЛЬ 9

Uncountable nouns (quantity) — Неисчисляемые существительные: обозначение количества

Неисчисляемые существительные не имеют формы множественного числа. К ним относятся: *cheese, sugar, butter, salt, rain, snow, water, coffee, tea, milk, orange juice, lemonade, etc.*

Следующие слова используются с соответствующими неисчисляемыми существительными для обозначения количества: *jar, bottle, piece, loaf, cup, bar, glass, kilo, carton, bowl, can, jug, slice, tin, packet, etc:*
a jar of marmalade, a bottle of water.

Much/Many/A lot of (много) A few/A little (несколько/немного)

	Исчисляемые существительные	Неисчисляемые существительные
УТВЕРЖДЕНИЕ	A lot (of)	A lot (of)
ВОПРОС	(how) many	(how) much
ОТРИЦАНИЕ	many	much
ВСЕ ТИПЫ	A few	A little

Употребление

- **A lot of** употребляется в утверждениях с исчисляемыми и неисчисляемыми существительными:
She's got a lot of/lots of books. У нее много книг.
There's a lot of milk in the fridge. В холодильнике много молока.
- **Much** употребляется в вопросах и отрицаниях с неисчисляемыми существительными, например:

How much money have you got? Сколько у тебя денег?
There isn't much sugar in the bowl. В миске немного сахара.

- **Many** употребляется с исчисляемыми существительными во множественном числе в вопросах и отрицаниях:
Are there many books on the shelf? На полке много книг?
There aren't many books on the shelf. На полке немного книг.
- В вопросах с неисчисляемыми существительными употребляется **how much**, а с исчисляемыми **how many**:
How much sugar do we need? Сколько сахара нам нужно?
How many boys are there in your class? Сколько мальчиков в вашем классе?
- **A few** употребляется с исчисляемыми существительными, а **a little** с неисчисляемыми в значении (несколько-немного) в утверждениях, вопросах и отрицаниях:
There is a little water in the glass. В стакане немного воды.
There are a few flowers in the vase. В вазе несколько цветов.

МОДУЛЬ 10

Be going to (собираться, намереваться)

УТВЕРДИТЕЛЬНАЯ ФОРМА	ОТРИЦАТЕЛЬНАЯ ФОРМА
I'm going to leave	I'm not going to leave
you're going to leave	you aren't going to leave
he } 's going to leave	he } isn't going to leave
she } 's going to leave	she } isn't going to leave
it } 's going to leave	it } isn't going to leave
we } 're going to leave	we } aren't going to leave
you } 're going to leave	you } aren't going to leave
they } 're going to leave	they } aren't going to leave

ВОПРОСИТЕЛЬНАЯ ФОРМА	КРАТКИЕ ОТВЕТЫ
Am I } going to leave?	Yes, I am./No, I am not.
Are you } going to leave?	Yes, you are./No, you aren't.
Is he } going to leave?	Yes, he/she/it is.
Is she } going to leave?	No, he/she/it isn't.
Is it } going to leave?	No, he/she/it isn't.
Are we } going to leave?	Yes, we/you/they are.
Are you } going to leave?	No, we/you/they aren't.
Are they } going to leave?	No, we/you/they aren't.

'Be going to' употребляется, когда речь идет о:

- планах и намерениях на ближайшее будущее:
I'm going to play football this afternoon.
Днем я собираюсь поиграть в футбол;
- когда есть доказательство, что что-либо произойдет в ближайшем будущем:
There are dark clouds in the sky. It is going to rain.
На небе темные тучи. Собирается дождь.
The bike breaks don't work. He is going to fall down.
Тормоза велосипеда не работают. Он сейчас упадет.

Irregular Verbs (Неправильные глаголы)

Infinitive	Past	Перевод	Infinitive	Past	Перевод
be	was/were	быть	hold	held	держат
beat	beat	бить	keep	kept	хранить
become	became	становиться	know	knew	знать
begin	began	начинать	learn	learnt (learned)*	учить(ся)
bite	bit	кусать	leave	left	покидать
blow	blew	дуть	let	let	позволять
break	broke	ломать	lose	lost	терять
bring	brought	приносить	make	made	делать
build	built	строить	mean	meant	подразумевать
burn	burnt (burned)*	гореть	meet	met	встречать(ся)
buy	bought	покупать	pay	paid	платить
can	could	мочь, уметь	put	put	класть
catch	caught	ловить	read /ri:d/	read /red/	читать
choose	chose	выбирать	ride	rode	ехать
come	came	приходить	run	ran	бегать
cost	cost	стоить	say	said	говорить
cut	cut	резать	see	saw	видеть
do	did	делать	sell	sold	продавать
draw	drew	рисовать	send	sent	отправлять
dream	dreamt (dreamed)*	мечтать	set	set	устанавливать
drink	drank	пить	show	showed	показывать
drive	drove	водить	sing	sang	петь
eat	ate	есть	sit	sat	сидеть
fall	fell	падать	sleep	slept	спать
feed	fed	кормить	smell	smelt (smelled)*	пахнуть
feel	felt	чувствовать	speak	spoke	говорить
fight	fought	сражаться	spell	spelt (spelled)*	называть по буквам
find	found	искать	spend	spent	проводить
fly	flew	летать	stand	stood	стоять
forbid	forbade	запрещать	swim	swam	плавать
forget	forgot	забывать	take	took	брать
forgive	forgave	прощать	teach	taught	учить
freeze	froze	замерзать	tell	told	говорить
get	got	получать	think	thought	думать
give	gave	давать	throw	threw	бросать
go	went	идти	understand	understood	понимать
grow	grew	расти	wake	woke	пробуждаться
hang	hung	вешать	wear	wore	носить (одежду)
have	had	иметь	win	won	выигрывать
hear	heard	слушать	write	wrote	писать
hide	hid	прятать			
hit	hit	ударять			

* Возможно образование формы Past путем добавления окончания -ed.

Группы:
1. Take - took
2. - ew
blow - blew
draw - drew
fly - flew
know - knew
throw - threw

3. d - t
send - sent build - built
spend - spent

4. i - æ
i: - e redd - read
drink - drank
swim - swam
sing - sang
steal - steal
sit - sat

5. + t
* i: - e

6. pay - paid
say - said

Word List

MODULE 1

1a Family Members

age /eɪdʒ/ (n) возраст
aunt /ɑːnt/ (n) тетья
big /bɪg/ (adj) большой
brother /brʌðə/ (n) брат
child /tʃaɪld/ (n) ребенок
children /tʃɪldrən/ (n pl) дети
cousin /kʌzɪn/ (n) двоюродный брат/сестра
curly /kɜːli/ (adj) кудрявый
daughter /dɔːtə/ (n) дочь
dad /dæd/ (n) папа
fair /feə/ (adj) светлый
fat /fæt/ (adj) толстый
grey /greɪ/ (adj) седой
hair /heə/ (n) волосы
height /haɪt/ (n) рост
husband /hʌzbənd/ (n) муж
long /lɒŋ/ (adj) длинный
middle aged /mɪdʒl̩ eɪdʒd/ (adj) среднего
возраста
mum /mʌm/ (n) мама
old /oʊld/ (adj) старый
parents /peərənts/ (n pl) родители
short /ʃɔːt/ (adj) короткий
sister /sɪstə/ (n) сестра
slim /slɪm/ (adj) стройный
son /sʌn/ (n) сын
straight /streɪt/ (adj) прямые (о волосах)
twins /twɪnz/ (n) близнецы
uncle /ʌŋkəl/ (n) дядя
wavy /weɪvi/ (adj) волнистые (о волосах)
weight /weɪt/ (n) вес
wife /waɪf/ (n) жена
young /jʌŋ/ (adj) молодой

be in one's early sixties быть немногим
старше 60

be in late thirties быть немногим
младше 40

be in mid twenties быть в возрасте 25
лет

be married to smb. быть женатым,
замужем за кем-либо

facial features черты лица

1b Who are you?

address /ədres/ (n) адрес
camera /kæmərə/ (n) фотоаппарат
computer /kəmpjʊtə/ (n) компьютер
nationality /næʃənəlɪti/ (n) национальность
postcode /pəʊstkoʊd/ (n) почтовый индекс
skateboard /skeɪtbɔːd/ (n) скейтборд
surname /sɜːneɪm/ (n) фамилия
watch /wɒtʃ/ (n) часы

alarm clock будильник

credit card кредитная карта

date of birth дата рождения

driving licence водительское
удостоверение
expiry date* дата истечения срока
действия

full name полное имя

home address домашний адрес

identity card удостоверение личности

identification number
идентификационный номер

join a club вступать в клуб

membership card членский билет (карта)

telephone number телефонный номер

register a library записываться в
библиотеку

1c My Country

Brazil /breɪzɪl/ (n) Бразилия

Brazilian /bræzɪliən/ (adj/n)

бразильский/бразилец

Britain /brɪtən/ (n) Великобритания

British /brɪtɪʃ/ (adj/n)

британский/британец

Chile /tʃɪli/ (n) Чили

Chilean /tʃɪliən/ (adj/n) чилийский/чилиец

compass /kəmˈpæs/ (n) компас

desert /dɪzɜːt/ (n) пустыня

east /iːst/ (n) восток

exactly /ɪɡzæktli/ (adv) точно

German /dʒɜːmən/ (adj/n)

немецкий/немец

Germany /dʒɜːməni/ (n) Германия

include /ɪnklʊd/ (v) включать

Japan /dʒəˈpæn/ (n) Япония

Japanese /dʒæpəˈniːz/ (adj/n)

японский/японец

location /ləʊkeɪʃən/ (n) местонахождение

mountains /maʊntɪnz/ (n pl) горы

north /nɔːθ/ (n) север

north-east /nɔːθ iːst/ (n) северо-восток

north-west /nɔːθ west/ (n) северо-запад

Poland /pəʊlənd/ (n) Польша

Polish /pəʊlɪʃ/ (adj/n) польский/поляк

Russia /rʌʃə/ (n) Россия

Russian /rʌʃən/ (adj/n) русский/русский

south /saʊθ/ (n) юг

Spain /speɪn/ (n) Испания

Spanish /spæɪnɪʃ/ (adj/n)

испанский/испанец

valley /væli/ (n) долина

west /west/ (n) запад

1d Culture Corner

Belfast /belfɑːst/ (n) Белфаст

Cardiff /kɑːdɪf/ (n) Кардифф

country /kʌntri/ (n) страна

currency /kʌrənsi/ (n) валюта

Edinburgh /edɪnbʊrə/ (n) Эдинбург

England /ɪŋɡlənd/ (n) Англия

Ireland /aɪələnd/ (n) Ирландия

London /lʌndən/ (n) Лондон

map /mæp/ (n) карта

population /pɒpjʊleɪʃən/ (n) население

Scotland /skɒtlənd/ (n) Шотландия

Wales /weɪlz/ (n) Уэльс

as well as а также, так же как

British pound британский фунт
стерлингов (£)

the Union Jack флаг Великобритании
the United Kingdom Соединенное
Королевство

English in Use/Extensive Reading 1

diameter /daɪəˈmɪtə/ (n) диаметр

distance /dɪstəns/ (n) расстояние

Earth /ɜːθ/ (n) Земля (планета)

greet /griːt/ (v) приветствовать

per cent /pə sent/ (n) процент

total /təʊtəl/ (adj) общий, полный

conditions suitable for life условия,
пригодные для жизни

introduce smb to smb представлять
кого-либо кому-либо

solar system солнечная система

surface area площадь поверхности

MODULE 2

2a Happy Times

April /eɪprɪl/ (n) апрель

at midnight (n) /ət mɪdnaɪt/ в полночь

at midday (n) /ət mɪddeɪ/ в полдень

August /ɔːgəst/ (n) август

birthday /bɜːθdeɪ/ (n) день рождения

celebrate /seɪlbreɪt/ (v) праздновать

December /dɪsembə/ (n) декабрь

eighteenth /eɪtiːnθ/ (num) восемнадцатый

eighth /eɪtθ/ (num) восьмой

eleventh /ɪlevnθ/ (num) одиннадцатый

event /ɪvent/ (n) событие

February /febjuəri/ (n) февраль

first /fɜːst/ (num) первый

fifteenth /fɪftiːnθ/ (num) пятнадцатый

fifth /fɪfθ/ (num) пятый

fortieth /fɔːtiθ/ (num) сороковой

forty-fourth /fɔːtɪ fɔːθ/ (num) сорок
четвертый

fourteenth /fɔːtiːnθ/ (num)

четырнадцатый

fourth /fɔːθ/ (num) четвертый

Friday /fraɪdeɪ/ (n) пятница

graduation /grædʒueɪʃən/ (n) окончание
учебного заведения

invitation /ɪnvɪteɪʃən/ (n) приглашение

January /dʒænjəri/ (n) январь

July /dʒʊlaɪ/ (n) июль
 June /dʒu:n/ (n) июнь
 March /mɑ:ʃ/ (n) март
 May /meɪ/ (n) май
 Monday /mʌndeɪ/ (n) понедельник
 nineteenth /naɪnti:nθ/ (num)
 девятнадцатый
 ninth /naɪnθ/ (num) девятый
 noon /nu:n/ (n) полдень
 November /nəʊvembə/ (n) ноябрь
 occasion /əkeɪʒən/ (n) случай
 o'clock /əklɒk/ (adv) на часах, ровно
 October /ɒktoʊbə/ (n) октябрь
 Saturday /sætədeɪ/ (n) суббота
 second /sekənd/ (num) второй
 sixteenth /sɪkssti:nθ/ (num) шестнадцатый
 sixth /sɪksθ/ (num) шестой
 September /septembə/ (n) сентябрь
 seventeenth /sevənti:nθ/ (num)
 семнадцатый
 seventh /sevənθ/ (num) седьмой
 Sunday /sʌndeɪ/ (n) воскресенье
 take place /teɪk pleɪs/ (v) проходить
 tenth /tenθ/ (num) десятый
 third /θɜ:rd/ (num) третий
 thirteenth /θɜ:ti:nθ/ (num) тринадцатый
 thirtieth /θɜ:tiθ/ (num) тридцатый
 thirty-second /θɜ:ti sekənd/ (num)
 тридцать второй
 Thursday /θɜ:zdeɪ/ (n) четверг
 Tuesday /tʃu:zdeɪ/ (n) вторник
 twelfth /twelfθ/ (num) двенадцатый
 twentieth /twentiəθ/ (num) двадцатый
 twenty-first /twenti fɜ:st/ (num)
 двадцать первый
 Wednesday /wenzdeɪ/ (n) среда

a quarter past четверть часа
 a quarter to без четверти
 half past половина
 Halloween holiday праздник Хэллоуин
 invite smb. to a party приглашать кого-либо на вечеринку
 trick or treat угости, а не то пожалеешь

2b My place

armchair /ɑ:mtʃeə/ (n) кресло
 basin /beɪsən/ (n) таз
 bathroom /bɑ:θru:m/ (n) ванная комната
 bathtub /bɑ:θtʌb/ (n) ванна
 bedroom /bedru:m/ (n) спальня
 bookcase /bʊkkeɪs/ (n) книжный шкаф
 carpet /kɑ:pt/ (n) ковер
 ceiling /si:lɪŋ/ (n) потолок
 cooker /kʊkə/ (n) кухонная плита
 cupboard /kʌbəd/ (n) шкаф для посуды
 (буфет)
 cushion /kʊʃən/ (n) диванная подушка
 curtain /kɜ:tən/ (n) штора
 expensive /ɪkspensɪv/ (adj) дорогой

fireplace /faɪəpleɪs/ (n) камин
 floor /flɔ: (n) пол
 flower /flaʊə/ (n) цветок
 fridge /frɪdʒ/ (n) холодильник
 kitchen /kɪtʃɪn/ (n) кухня
 mirror /mɪrə/ (n) зеркало
 newspaper /nju:spetə/ (n) газета
 painting /peɪntɪŋ/ (n) картина
 shelf /ʃelf/ (n) полка
 sink /sɪŋk/ (n) раковина
 study /stʌdi/ (n) кабинет
 vase /vɑ:z/ (n) ваза
 wardrobe /wɔ:drɔ:wb/ (n) гардероб
 coffee table журнальный столик
 dining room столовая
 do one's best делать все от себя
 зависящее
 living room гостиная
 move a house переезжать
 give smb. a hand помогать кому-либо
 Watch out! Осторожно!
 Calm down! Успокойся!

2c My neighbourhood

aspirin /æspɪrɪn/ (n) аспирин
 baker's /beɪkəz/ (n) булочная
 bank /bæŋk/ (n) банк
 café /kæfeɪ/ (n) кафе
 chemist's /kemɪsts/ (n) аптека
 greengrocer's /grɪŋgrɔ:səz/ (n) овощной магазин
 library /laɪbrəri/ (n) библиотека
 neighbourhood /neɪbəʊhd/ (n)
 окрестности
 newsagent's /nju:zeɪdʒənts/ (n) газетный киоск
 stamp /stæmp/ (n) марка
 supermarket /su:pə'mɑ:kɪt/ (n)
 супермаркет
 vegetables /vedʒtəbʌlz/ (n pl) овощи

bus station автобусная остановка
 coffee shop кафетерий
 pet shop зоомагазин
 post office почта
 sports shop спортивный магазин
 teddy bear плюшевый медведь (игрушка)
 toy shop магазин игрушек

2d Culture Corner

avenue /ævɪnju: (n) проспект
 boulevard /bu:lɔ:vɑ:d/ (n) бульвар
 lane /leɪn/ (n) переулок
 place /pleɪs/ (n) площадь
 road /rəʊd/ (n) шоссе
 street /stri:t/ (n) улица
 pavement /peɪvmənt/ (n) тротуар
 narrow /nærəʊ/ (adj) узкий
 power /paʊə/ (n) власть, сила

store /stɔ: (n) магазин
 fashionable clothes модная одежда
 outdoor café уличное кафе

English in Use/Extensive Reading 2

come over /kʌm ɒvə/ (phr v) приезжать
 choose /tʃu:z/ (v) выбирать
 heating /hi:tɪŋ/ (n) отопление
 measurements (n pl) измерения
 plumber /plʌmə/ (n) водопроводчик
 a scale of a map масштаб карты
 at the bottom внизу
 heel and toe от пятки до мыска (стопа)
 measure the distance измерять
 расстояние
 requiring services службы по вызову
 the tap is leaking кран течет
 What's up? Что случилось?

MODULE 3

3a Road safety

annoy /ənoɪ/ (v) досаждать, раздражать
 block /blɒk/ (v) загромождать
 brakes /breɪks/ (n) тормоза
 check /tʃek/ (v) проверять
 clear /klaɪə/ (adj) свободный
 cross /krɒs/ (v) пересекать
 dangerous /deɪndʒərəs/ (adj) опасный
 driver /draɪvə/ (n) водитель
 enter /entə/ (v) входить
 flow of /fləʊ əv/ (n) поток чего-либо
 handgrip /hændgrɪp/ (n) поручень
 kerb /kɜ:b/ (n) обочина
 park /pɑ:k/ (v) парковать(ся)
 pedestrian /pɪdestriən/ (n) пешеход
 push /pʊʃ/ (v) толкать
 ride /raɪd/ (v) ехать
 safe /seɪf/ (adj) безопасный, в
 безопасности
 traffic /træfɪk/ (n) движение
 use /ju:z/ (v) использовать
 tyre /taɪə/ (n) шина

back seat заднее сиденье
 bike lane велосипедная дорожка
 bicycle helmet велосипедный шлем
 lean out of the window высовываться из
 окна
 look both ways смотреть в обе стороны
 on foot пешком
 parking zone парковка
 seat belt ремень безопасности
 traffic lights светофор
 traffic sign дорожный знак
 traffic warden дорожный инспектор,
 регулировщик
 zebra crossing пешеходный переход,
 «зебра»

3b On the move

careful /keəfʊl/ (adj) осторожный
 excellent /ɛksələnt/ (adj) отличный
 gallery /gæləri/ (n) галерея
 perfect /pɜːfɪkt/ (adj) превосходный
 plane /pleɪn/ (n) самолет
 remember /rɪməmbə/ (v) помнить
 train /treɪn/ (n) поезд

be careful быть осторожен
 draw a map рисовать карту
 driving school автошкола
 go straight on идти прямо
 go towards идти по направлению к
 turn green смениться на зеленый
 turn right/left повернуть направо/налево

3c Hot wheels

bring (brought) /brɪŋ/ (v irr.) приносить
 deserve /dɪzɜːv/ (v) заслуживать
 fan /fæn/ (n) фанат, болельщик
 fast /fɑːst/ (adj) быстрый
 hobby /hɒbi/ (n) хобби
 jogging /dʒɒɡɪŋ/ (n) оздоровительный бег
 nickname /nɪkneɪm/ (n) прозвище
 occupation /ɒkjʊpɪʃn/ (n) занятие
 team /tiːm/ (n) команда

be born родиться
 famous for знаменитый благодаря чему-либо
 personal details личные данные
 racing car driver автогонщик

3d Culture Corner

amber /æmbə/ (adj) желтый (сигнал светофора)
 city centre центр города
 forget (forgot) /fəɡet/ (v irr.) забывать
 get around (phr v) передвигаться
 journey /dʒɜːni/ (n) поездка
 luggage /lʌɡɪdʒ/ (n) багаж
 room /ruːm/ (n) место, пространство
 tourist /tuərist/ (n) турист
 underground /ʌndəˈɡraʊnd/ (n) метро

a nice view прекрасный вид
 black cab черный кэб (такси в Лондоне)
 double-decker bus (n) двухэтажный автобус

English in Use/Extensive Reading 3

protection /prətektʃn/ (n) защита
 respect /rɪspekt/ (n) уважение
 soldier /sɔːldɪə/ (n) солдат
 townhall /taʊnhɔːl/ (n) мэрия
 war /wɔː/ (n) война
 warn /wɔːn/ (v) извещать, предупреждать

MODULE 4

4a Day in, Day out

always /ɔːlweɪz/ (adv) всегда
 catch (caught) /kætʃ/ (v irr.) ловить ✓
 cook /kʊk/ (v) готовить ✓
 cry /kraɪ/ (v) плакать ✓
 dormitory /dɔːˈmɪtri/ (n) общежитие, общая спальня (для учащихся)
 dungeon /dʌŋdʒn/ (n) темница, подземелье
 frog /frɒɡ/ (n) лягушка ✓
 fix /fɪks/ (v) устанавливать ✓
 greenhouse /ɡriːnhaʊs/ (n) оранжерея
 habit /hæbɪt/ (n) привычка
 kick /kɪk/ (v) ударять, пинать ✓
 kiss /kɪs/ (v) целовать ✓
 laugh /lɑːf/ (v) смеяться ✓
 lose (lost) /lʊz/ (v irr.) терять ✓
 never /nevə/ (adv) никогда
 often /ɒfən/ (adv) часто
 rarely /reəli/ (adv) редко
 sometimes /sʌmtaɪmz/ (adv) иногда
 spend (spent) /spend/ (v irr.) проводить ✓ (время)
 teach (taught) /ti:tʃ/ (v irr.) обучать ✓
 treat (well) /tri:t/ (v) обращаться (хорошо) ✓
 usually /juːzuəli/ (adv) обычно

brush my teeth чистить зубы
 common room комната отдыха
 do my homework делать домашнее задание
 get dressed одеваться
 go out with friends выходить (на прогулку) с друзьями
 have a shower принимать душ
 hide and seek игра в прятки
 listen to music слушать музыку
 magic tricks волшебство
 once a month раз в месяц
 play sports играть в спортивные игры
 twice a week дважды в неделю

4b How about...?

awful /ɔːfʊl/ (adj) ужасный
 be on (phr v) идти (на сцене, на экране)
 boring /bɔːrɪŋ/ (adj) скучный
 chicken /tʃɪkɪn/ (n) курица, цыпленок
 comedy /kɒmədi/ (n) комедия
 dancing /dɑːnsɪŋ/ (n) танцы
 decide /dɪsaɪd/ (v) решать
 delicious /dɪlɪʃəs/ (adj) восхитительный
 disgusting /dɪsgʌstɪŋ/ (adj) отвратительный
 drama /drɑːmə/ (n) драма
 dull /dʌl/ (adj) скучный
 enjoyable /ɪnˈdʒɔɪəbəl/ (adj) приятный
 exciting /ɪksaɪtɪŋ/ (adj) захватывающий
 fine /faɪn/ (adj) хороший, прекрасный
 fish /fɪʃ/ (n) рыба
 great /ɡreɪt/ (adj) замечательный

hamburger /hæmbɜːˈɡɑː/ (n) гамбургер
 horrible /hɒrɪbəl/ (adj) жуткий, страшный
 interesting /ɪntrestɪŋ/ (adj) интересный
 news /njuːz/ (n) новости
 pizza /pɪtsə/ (n) пицца
 science fiction /saɪəns fɪkʃn/ (n) фантастика
 sitcom /sɪtkɒm/ (n) комедия положений
 skiing /skiːɪŋ/ (n) лыжи
 spaghetti /spæɡeti/ (n) спагетти
 star /stɑː/ (v) сниматься в главной роли
 sports /spɔːts/ (n) спортивные программы
 talk show /tɔːk ʃoʊ/ (n) ток-шоу
 teenager /ˈtiːnɪdʒə/ (n) подросток
 terrible /tɛrɪbəl/ (adj) страшный
 thriller /θrɪlə/ (n) триллер
 windsurfing /wɪndzɜːfɪŋ/ (n) виндсерфинг
 wonderful /wʌndəˈfʊl/ (adj) изумительный, чудесный

eat out питаться вне дома (в кафе и т. п.)
 music shows музыкальные шоу
 pop concert концерт поп-музыки
 pop music популярная музыка
 reality shows реалити-шоу

4c My favourite day

camp /kæmp/ (v) лагерь отдыха
 climb/go climbing /klaɪm/ (v) взбираться
 meet (met) /mi:t/ (v irr.) встречать(ся)
 movie /muːvi/ (n) фильм
 put on (a dress) (phr v) /pʊt ɒn/ надевать (платье)
 put up (a tent) (phr v) /pʊt ʌp/ ставить (палатку)
 set off /set ɒf/ (phr v) отправляться (в путь)

arrive in Moscow/at the airport прибывать в Москву/аэропорт
 build a fire сложить костер
 leisure activities занятия в свободное время
 scout club клуб скаутов
 scout leader лидер, вожатый скаутов
 the rest of остальные
 tell a story рассказывать историю
 tie knots завязывать узлы

4d Culture Corner

disagree /dɪsəɡriː/ (v) не соглашаться
 get along with (phr v) ладить с кем-либо
 playstation /pleɪsteɪʃn/ (n) игровая приставка
 teenage /ˈtiːneɪdʒ/ (adj) подростковый
 mobile phone мобильный телефон
 pocket money карманные деньги
 semi-detached house дом, имеющий общую стену с другим
 surf the net бродить по Интернету
 soup opera мыльная опера

English in Use/Extensive Reading 4

appointment /ə'pɔɪntmənt/ (n) встреча, свидание
 cancel /kænsəl/ (v) отменять
 chart /tʃɑːt/ (n) диаграмма
 compare /kəmpeə/ (v) сравнивать
 definitely /defɪnɪtli/ (adv) определенно, точно
 graph /grɑːf/ (n) график
 hope /həʊp/ (v) надеяться
 worry /wʌdʒ/ (v) беспокоиться

feel better чувствовать себя лучше
 have got a cold быть простуженным
 pass along давать, передавать

MODULE 5 5a Festive time

bake /beɪk/ (v) печь
 dance /dɑːns/ (v) танцевать
 grapes /greɪps/ (n) виноград
 wish /wɪʃ/ (v) желать

as for что касается
 be busy быть занятым
 be excited быть взволнованным
 blow a horn дуть в рожок
 council workers работники городских служб
 do the dusting вытирать пыль
 do the gardening заниматься садоводством
 do the shopping делать покупки
 do the washing up мыть посуду
 Good luck! Удачи!
 make preparations готовиться
 make a cake печь торт, пирожное
 make a phone call звонить по телефону
 make tea заваривать чай
 play the drums играть на барабанах

5b Let's celebrate

be over (phr v) заканчиваться
 celebration /selɪbreɪʃn/ (n) празднование
 clean up /kliːn ʌp/ (phr v) прибирать(ся)
 cool /kuːl/ (adj) классный
 costume /kɒstjuːm/ (n) костюм
 dress up /dres ʌp/ (phr v) наряжаться
 exchange /ɪks'tʃeɪndʒ/ (v) обменивать
 gang /gæŋ/ (n) банда
 guest /gest/ (n) гость
 join in /dʒɔɪn ɪn/ (phr v) присоединяться
 offer /ɒfə/ (v) предлагать
 pumpkin /'pʌmpkɪn/ (n) тыква
 run out of /rʌn aʊt ɒv/ (phr v) исчерпать
 terrify /terɪfaɪ/ (v) пугать, ужасать
 Thanksgiving /θæŋksgɪvɪŋ/ (n) День благодарения

witch /wɪtʃ/ (n) ведьма
 wreath /ri:θ/ (n) венок, гирлянда

bobbing for apples откусывание яблока без помощи рук (игра)
 Guy Fawkes Day День Гая Фокса
 May Day /meɪ deɪ/ (n) 1 Мая
 perform tricks показывать фокусы
 pin the tail on the donkey прикреплять ослу хвост (игра)
 St. Patrick's Day День Святого Патрика
 throw streamers бросать серпантин
 toffee apple яблоко в карамельной глазури
 Valentine's Day День Святого Валентина

5c Special days

activities /æktɪvɪtɪz/ (n) занятия, деятельность
 colourful /kɒlə'fʊl/ (adj) красочный, яркий
 display /dɪspleɪ/ (n) показ
 festive /'festɪv/ (adj) праздничный, радостный
 finally /faɪnəli/ (adv) в заключение, окончательно
 goddess /gɒdes/ (n) богиня
 last /lɑːst/ (v) длиться
 pray /preɪ/ (v) молиться
 important /ɪm'pɔːtnt/ (adj) важный
 whole /həʊl/ (adj) весь, целый
 wealth /welθ/ (n) богатство

decorate the house украшать дом
 exchange gifts обмениваться подарками
 have a great time прекрасно проводить время
 have a meal кушать, принимать пищу
 light lamps зажигать фонари
 make a speech выступать с речью
 put in order расставить по порядку
 put up decorations развешивать украшения
 watch the fireworks смотреть фейерверк

5d Culture Corner

advertisement /ædvɜːtɪsmənt/ (n) реклама
 annual /ænjʊəl/ (adj) ежегодный
 athlete /æθli:t/ (n) спортсмен
 available /ə'veɪləbəl/ (adj) доступный
 before /bɪfɔː/ (prep) перед
 upright /ʌpraɪt/ (adj) прямой, вертикальный
 compete /kəmpi:t/ (v) соревноваться
 competition /kɒmpɪtɪʃn/ (n) соревнование
 crowd /kraʊd/ (n) толпа
 hill run /hɪl rʌn/ (n) бег по холмам
 hold onto /həʊld ɒntu/ (phr v) держаться за

popular /'pɒpjələ/ (adj) популярный
 pull over /pʊl ɒvə/ (phr v) перетягивать
 rope /rəʊp/ (n) канат
 sell out /sel aʊt/ (v) распродавать
 traditional /trə'dɪʃənəl/ (adj) традиционный
 try /traɪ/ (v) пробовать
 towards /təwɔːdz/ (prep) к, по направлению к

hammer throw метание молота
 marching band марширующий оркестр
 shot put толкание ядра
 take part in the game участвовать в игре
 take place состояться, происходить
 tossing the caber подбрасывание столба
 tree trunk ствол дерева
 tug of war перетягивание каната

English in Use/Extensive Reading 5

adventure /ədventʃə/ (n) приключение
 belt /beɪlt/ (n) ремень
 carnation /kɑː'neɪʃn/ (n) гвоздика
 cravat /krəvæt/ (n) галстук
 create /kri:et/ (v) создавать
 daisy /deɪzi/ (n) маргаритка
 extract /ek'strækt/ (n) отрывок, фрагмент
 lucky /lʌki/ (adj) удачный
 quantity /kwɒntəti/ (n) количество
 rose /rəʊz/ (n) роза
 strange /streɪndʒ/ (adj) странный
 sunflower /sʌnflaʊə/ (n) подсолнух
 tulip /tjuːlɪp/ (n) тюльпан

a /two dozen (roses/tulips/daisies) дюжина/ две (роз, тюльпанов, и т. п.)
 a fictional character вымышленный персонаж
 be offended быть обиженным
 have in mind иметь в виду
 I beg you pardon! Прошу прощения!
 include a card приложить открытку
 including delivery включая доставку
 send flowers отправлять цветы
 through a looking glass сквозь зеркало

MODULE 6 6a Free time

acting /æktɪŋ/ (n) выступление
 at the weekend /wɪkənd/ (n) в выходные дни
 brilliant /brɪljənt/ (adj) выдающийся
 brochure /brəʊʃə/ (n) брошюра, проспект
 leaflet /liːflɪt/ (n) листовка, буклет
 learn /lɜːn/ (v) учиться
 novel /nɒvəl/ (n) роман
 PC (personal computer) /piː sj/ (n) персональный компьютер

paint /peɪnt/ (v) рисовать
 photography /fə'tɒɡrəfi/ (n) фотография
 present /prɪzənt/ (v) дарить
 present /prezənt/ (n) подарок
 print /prɪnt/ (v) печатать
 tiring /taɪərɪŋ/ (adj) утомительный

art museum художественный музей
 be good at преуспевать в чем-либо
 be fond of любить что-либо
 be keen on быть увлеченным чем-либо
 be mad about сходить с ума по чему-то, безумно нравиться
 be interested in интересоваться чем-либо
 go cycling кататься на велосипеде
 go on trips совершать поездки
 go windsurfing заниматься виндсерфингом
 have fun веселиться
 join a club вступать в клуб
 let the good times rock давай хорошо повеселимся
 present plays ставить постановки

6b Game on!

annoyance /ə'nɔɪəns/ (n) раздражение, досада
 agree /ə'ɡriː/ (v) соглашаться
 argue /ɑː'ɡjuː/ (v) спорить
 arrangement /ə'reɪndʒmənt/ (n) договоренность
 backgammon /bækɡæməŋ/ (n) нарды
 billiards /bɪlɪə'dz/ (n) бильярд
 chess /tʃes/ (n) шахматы
 darts /dɑːts/ (n) дартс
 dominoes /dɒmɪnoʊz/ (n) домино
 enjoy /ɪn'dʒɔɪ/ (v) любить, обожать
 fair /feə/ (adj) честный
 lose (lost) /lʊz/ (v irr.) терять, проигрывать
 marbles /mɑː'bɪz/ (n) шарики
 monopoly /mɒnə'pɒli/ (n) монополия
 permanent /pɜː'mənənt/ (adj) постоянный
 points /pɔɪnts/ (n) очки (в играх)
 prefer /prɪ'fɜː/ (v) предпочитать
 scrabble /skræbəl/ (n) скрэбл (игра в слова)
 state /steɪt/ (n) состояние
 suggest /sədʒest/ (v) предлагать
 win (won) /wɪn/ (v irr.) выигрывать, побеждать
 board game настольная игра
 for a change для разнообразия
 in the end в конце концов
 I bet держу пари
 I don't care (about) мне все равно
 jigsaw puzzle пазл, мозаика
 wait for smb. ждать кого-либо

6c Pastimes

about /ə'baʊt/ (prep) о
 coconut /kəʊkənʌt/ (n) кокос
 corn /kɔːn/ (n) кукуруза
 dice /daɪs/ (n) кубик
 explore /ɪksplɔː/ (n) исследовать
 go down /ɡəʊ daʊn/ (phr v) опускаться
 go up /ɡəʊ ʌp/ (phr v) подниматься
 grow (grew) /ɡrəʊ/ (v irr.) расти
 hear (heard) /hɪə/ (v irr.) слышать
 in /ɪn/ (prep) в
 island /aɪlənd/ (n) остров
 lonely /ləʊnli/ (adj) одинокий
 miss /mɪs/ (v) скучать
 parrot /pærət/ (n) попугай
 pawn /pəʊn/ (n) пешка
 rice /raɪs/ (n) рис
 sing (sang) /sɪŋ/ (v irr.) петь
 square /skweə/ (n) клеточка
 think (thought) /θɪŋk/ (v irr.) думать
 under /ʌndə/ (prep) под
 warm /wɔːm/ (adj) теплый
 snakes and ladders «змеи и лестницы» (игра)

6d Culture Corner

aim /eɪm/ (n) цель
 at random /æt rændəm/ (adv) наугад
 customer /kʌstəmə/ (n) покупатель
 cost (cost) /kɒst/ (v irr.) стоить
 discover /dɪskəvə/ (v) обнаруживать
 design /dɪzaɪn/ (v) разрабатывать
 invent /ɪnvent/ (v) изобретать
 property /prɒpəti/ (n) имущество
 release /rɪliːz/ (v) выпускать (в свет)
 weapon /weɪpən/ (n) оружие
 as much as possible как можно больше
 be/become a great success пользоваться огромным успехом
 bonus points призовые очки (бонус)
 come up with (phr v) предлагать
 letter tiles плитки (фишки) с буквами
 solve a crime раскрыть преступление
 the scene of crime картина преступления

Use of English/Extensive Reading 6

attach /ətætʃ/ (v) прикреплять
 drawing /drɔːɪŋ/ (n) рисование
 educate /edjʊkeɪt/ (v) обучать
 glove /glʌv/ (n) перчатка
 glue /ɡluː/ (n) клей
 look for /lʊk fɔː/ (phr v) искать
 marionette /mæriənɛt/ (n) марионетка
 only /əʊnli/ (adv) только
 puppet /pʌpɪt/ (n) кукла (в кукольном театре)

puppeteer /pʌpɪtiə/ (n) кукловод
 rubber /rʌbər/ (n) резина
 scissors /sɪzəz/ (n) ножницы
 string /strɪŋz/ (n) веревка
 wooden /wʊdən/ (adj) деревянный
 wrap /ræp/ (v) завертывать
 chess board шахматная доска
 dart set набор для игры в дартс
 hang gliding plane модель планера
 make us laugh заставляет нас смеяться
 roller skates роликовые коньки
 table tennis set набор для игры в настольный теннис
 What about...? Как насчет..?

MODULE 7 7a In the past

ago /ə'ɡəʊ/ (adv) тому назад
 busy /bɪzi/ (adj) суетливый, занятой
 crowded /kraʊdɪd/ (adj) переполненный
 deserted /dɪzɜː'tɪd/ (adj) безлюдный, пустынный
 different /dɪfrənt/ (adj) другой, непохожий
 empty /empti/ (adj) пустой
 even /iːvən/ (adv) даже
 horse /hɔːs/ (n) лошадь
 mine /maɪn/ (n) рудник, шахта
 modern /mɒdə'n/ (adj) современный
 quiet /kwaɪət/ (adj) тихий
 ruined /ruːnd/ (adj) разрушенный
 saloon /sə'ljuːn/ (n) салун
 wealthy /weɪθi/ (adj) богатый
 ugly /ʌgli/ (adj) безобразный
 yesterday /jestədeɪ/ (adv) вчера

be called называться
 ghost town город-призрак
 last night вчера вечером
 last week на прошлой неделе

7b Halloween Spirit

anyway /eniweɪ/ (adv) в любом случае, все равно
 bored /bɔːd/ (adj) скучающий
 creature /kri:tʃə/ (n) создание, существо
 fortnight /fɔːtnaɪt/ (n) две недели
 huge /hjuːdʒ/ (adj) огромный
 introduce /ɪntrədjuːs/ (v) представлять(ся)
 knock /nɒk/ (v) стучать
 miserable /mɪzərəbəl/ (adj) несчастный
 naughty /nɔːti/ (adj) непослушный
 owl /aʊl/ (n) сова
 puzzled /pʌzld/ (adj) озадаченный
 rush /rʌʃ/ (v) мчаться, устремляться
 scared /skeəd/ (adj) испуганный
 scream /skri:m/ (n) крик
 shout /ʃaʊt/ (v) кричать
 stairs /steəz/ (n) лестница

stressed /strest/ (adj) напряженный
 suddenly /sʌdʰnli/ (adv) вдруг
 tired /taɪə'd/ (adj) уставший
 treat /tri:t/ (n) угощение
 worried /wʌrɪd/ (adj) озабоченный

by the time к тому времени

7c Famous firsts

alive /əlaɪv/ (adj) живой
 biography /baɪnɒgrəfi/ (n) биография
 cartoon /kɑ:tu:n/ (n) мультфильм
 death /deθ/ (n) смерть
 die /daɪ/ (v) умирать
 garage /gɑ:ra:ʒ/ (n) гараж
 generation /dʒenəreɪʃn/ (n) поколение
 live on /lɪv ɒn/ (phr v) продолжать жить
 receive /rɪsɪv/ (v) получать
 sketch /sketʃ/ (n) эскиз, набросок
 studio (n) /stju:diəʊ/ студия

academy award премия Академии
 («Оскар»)

in his lifetime при жизни
 in total всего, в сумме
 sound film звуковой фильм

7d Culture Corner

able /eɪbəl/ (adj) способный
 adopt /ədɒpt/ (v) усыновлять
 adult /ædʌlt/ (n) взрослый
 Batman /bætmen/ (n) Бэтмен
 bullet /bʊlɪt/ (n) пуля
 cape /keɪp/ (n) накидка с капюшоном
 fantasy /fæntəzi/ (n) фантазия
 farmer /fɑ:mə/ (n) фермер
 helpless /helpləs/ (adj) беспомощный
 just /dʒʌst/ (adj) справедливый
 invisible /ɪnvaɪzəbəl/ (adj) невидимый
 leap /li:p/ (v) перепрыгивать
 make up /meɪk ʌp/ (phr v) выдумывать
 powerful /paʊəfʊl/ (adj) сильный
 rescue /reskju:/ (v) спасать
 rocket /rɒkɪt/ (n) ракета
 shy /ʃaɪ/ (adj) застенчивый
 smart /smɑ:t/ (adj) умный
 Spiderman /spɑɪdə'mæn/ (n) Человек-паук
 Superman /su:pə'mæn/ (n) Супермен
 superhero /su:pə'hjərəʊ/ (n) супергерой
 Zorro /zɒrəʊ/ (n) Зорро
 trunks /trʌŋks/ (n) плавки
 unpopular /ʌnpɒpjələ/ (adj)
 непопулярный

American dream американская мечта
 fight criminals бороться с преступниками
 fire heat vision стрелять огненными
 лучами
 gain strength получать силу
 in order to с целью, чтобы

Use of English/Extensive Reading 7

century /sentʃəri/ (n) век
 common /kɒmən/ (adj) распространенный
 familiar /fə'mɪliə/ (adj) хорошо
 знакомый
 handle /hændl/ (n) ручка
 imagination /ɪmædʒɪneɪʃn/ (n)
 воображение
 item /aɪtəm/ (n) предмет
 leather /leðə/ (n) кожа
 poor /pʊə/ (adj) бедный
 report /rɪpɔ:t/ (v) сообщать

at the touch of прикосновением,
 нажатием
 build bricks строить из кубиков
 clay and wax глина и воск
 lost property office бюро находок
 rocking horse конь-качалка
 run a home вести хозяйство
 the Victorian times Викторианская
 эпоха
 throughout the ages через годы
 tool kit набор инструментов

MODULE 8

8a That's the rule

accommodation /əkɒmədeɪʃn/ (n)
 размещение, расселение
 barefoot /beəfʊt/ (adv) босиком
 campus /kæmpəs/ (n) территория (школы
 и т. п.)
 cottage /kɒtɪdʒ/ (n) коттедж
 hotel /hoʊtel/ (n) гостиница
 palace /pælɪs/ (n) дворец
 poster /pəʊstə/ (n) плакат
 premise /premɪs/ (n) помещение
 squirrel /skwɪrəl/ (n) белка
 student /stju:dənt/ (n) учащийся
 tidy /taɪdi/ (adj) опрятный, чистый
 get permission получать разрешение
 it's forbidden это запрещено
 it's (not) allowed это (не) разрешено
 kitchen appliances кухонное
 оборудование
 make noise шуметь
 outdoor area прилегающая территория
 register overnight guests
 регистрировать гостей, остающихся на
 ночь
 remove food from выносить еду из
 school building здание школы
 types of dwelling типы жилищ
 university halls of residence
 университетское общежитие
 block of flats многоквартирный дом
 feed animals кормить животных

8b Shall we?

aquarium /əkwəriəm/ (n) аквариум
 colleague /kɒli:g/ (n) коллега
 experienced /ɪkspɪəriənst/ (adj) опытный
 friendly /frendli/ (adj) дружелюбный
 glamorous /glæməərəs/ (adj) обаятельный
 gym /dʒɪm/ (n) спортивный зал
 intelligent /ɪntelɪdʒənt/ (adj) умный
 pretty /prɪti/ (adj) приятный, симпатичный
 relax /rɪlæks/ (v) отдыхать
 serve /sɜ:v/ (v) подавать (на стол)
 stadium /steɪdiəm/ (n) стадион

Are you joking? Вы шутите?
 Are you serious? Вы серьезно?
 come on давай(те)
 department store универмаг
 fast food (restaurant) ресторан
 быстрого обслуживания
 have a snack перекусывать
 smoked salmon копченый лосось
 sports centre спортивный центр
 swimming pool бассейн
 What do you feel like doing? Чем бы ты
 хотел заняться?

8c Rules & Regulations

bedsheet /bedʃi:t/ (n) простыня
 comfortable /kɒmfətəbəl/ (adj) удобный
 own /əʊn/ (adj) собственный
 rent /rent/ (v) арендовать

8d Culture Corner

amazing /əmeɪzɪŋ/ (adj) изумительный
 complete /kəmpli:t/ (v) заканчивать,
 завершать
 floor /flɔ:/ (n) этаж
 ground /graʊnd/ (n) земля
 historic /hɪstɒrɪk/ (adj) исторический
 metre /mɪtə/ (n) метр
 observatory /əbzɜ:vətəri/ (n) смотровая
 площадка
 occasion /əkeɪʒən/ (n) случай
 step /step/ (n) шаг
 visitor /vɪzɪtə/ (n) посетитель

depending on the occasion
 в зависимости от ситуации
 office space офисное пространство

Use of English/Extensive Reading 8

broken /brəʊken/ (adj) сломанный
 collect /kəlekt/ (v) собирать,
 коллекционировать
 damaged /dæmɪdʒd/ (adj) поврежденный
 front /frʌnt/ (n) передняя сторона (чего-
 либо)
 graffiti /græfɪti/ (n) граффити
 expire /ɪkspaɪə/ (v) истекать

litter /lɪtə/ (n) мусор
 look after /lʊk aftə/ (phr v) ухаживать за кем-либо, чем-либо
 messy /mesi/ (adj) запачканный, грязный
 pay (paid) /peɪ/ (v irr.) платить
 performance /pə'fɔːməns/ (n) представление, постановка
 questionnaire /kwɛstʃənɛə/ (n) анкета
 receptionist /rɪsɛpʃənɪst/ (n) администратор
 row /rəʊ/ (n) ряд
 seat /si:t/ (n) место
 show /ʃəʊ/ (n) спектакль, шоу
 swing /swɪŋ/ (n) качели

book tickets заказывать билеты
 out of order в нерабочем состоянии
 rubbish bins урны
 ticket counter билетная касса
 you're on the right track вы на правильном пути

MODULE 9
9a Food & Drink

biscuit /bɪskɪt/ (n) печенье
 bitter /bɪtə/ (adj) горький
 carrot /kærət/ (n) морковь
 cereal /sɪəriəl/ (n) крупа
 chocolate /tʃɒklət/ (n) шоколад
 cuisine /kwɪziːn/ (n) кухня
 dairy /deəri/ (adj) молочный
 dessert /dɪzɜːt/ (n) десерт
 either /aɪðə/ (pron) тоже (в отрицательных предложениях)
 gravy /grɛvi/ (n) подливка
 home-made /həʊm meɪd/ (adj) домашнего приготовления
 honey /hʌni/ (n) мед
 hot /hɒt/ (adj) горячий
 lamb /læm/ (n) ягненок
 meat /mi:t/ (n) мясо
 onion /ʌnjən/ (n) лук
 pepper /pepə/ (n) перец
 potato /pə'teɪtəʊ/ (n) картофель
 poultry /pəʊltri/ (n) домашняя птица
 pound /paʊnd/ (n) фунт (о весе, 453 грамма)
 pudding /pʊdɪŋ/ (n) пудинг
 salty /sɔːlti/ (adj) соленый
 sausage /sɔːsɪdʒ/ (n) сосиска, колбаса
 sour /saʊə/ (adj) кислый
 spicy /spɪsi/ (adj) острый
 starter /stɑːtə/ (n) закуска
 sweet /swi:t/ (adj) сладкий
 takeaway /teɪkəweɪ/ (n) блюдо с доставкой на дом
 toast /təʊst/ (n) тост (поджаренный хлеб)
 tomato /tə'mɑːtəʊ/ (n) помидор
 trifle /traɪfl/ (n) бисквит со взбитыми сливками
 vegetables /vedʒtəb'lz/ (n pl) овощи
 yoghurt /jʊgə't/ (n) йогурт

bacon and eggs яичница с беконом
 chilli con carne чили кон карне (второе блюдо, популярно в Великобритании)
 fish and chips рыба с жареным картофелем
 main course основное (горячее) блюдо
 olive oil оливковое масло
 packed lunch ланч с собой
 roast beef ростбиф
 rush to work спешить на работу
 shepherd's pie картофельная запеканка с мясом
 spaghetti bolognese спагетти с соусом Болонез

9b On the menu

bean /bi:n/ (n) боб, фасоль
 beef /bi:f/ (n) говядина
 celery /seləri/ (n) сельдерей
 crisps /krɪsp/ (n) чипсы
 diet /daɪət/ (n) диета
 greens /grɪnz/ (n) зелень
 melon /melən/ (n) дыня
 mushroom /mʌʃru:m/ (n) гриб
 pie /paɪ/ (n) пирог
 steak /steɪk/ (n) мясо (стейк)
 waiter /weɪtə/ (n) официант
 add /æd/ (v) добавлять
 boil /bɔɪl/ (v) кипятить
 dice /daɪs/ (v) нарезать кубиками
 fry /fraɪ/ (v) жарить
 mix /mɪks/ (v) перемешать
 peel /pi:l/ (v) очищать
 pour /pɔː/ (v) наливать
 preheat /pri:hi:t/ (v) разогревать
 stir /stɜː/ (v) размешивать
 taste /teɪst/ (v) пробовать
 pasta (n) /pæstə/ паста, макароны
 spice (n) /spaɪs/ специя, пряность

be on a diet быть на диете
 chef's salad салат от шеф-повара
 grilled chicken жареная курица
 milk shake молочный коктейль
 sirloin steak стейк из филе

9c Let's cook!

bowl /bəʊl/ (n) миска
 carton /kɑː'tɒn/ (n) пакет
 degree /dɪgrɪ/ (n) градус
 flour /flaʊə/ (n) мука
 jar /dʒɑː/ (n) банка
 kilo /ki:ləʊ/ (n) килограмм
 loaf /ləʊf/ (n) батон
 melt /melt/ (n) растапливать, растворять
 mixture /mɪkstʃə/ (n) смесь
 muffin /mʌfɪn/ (n) кекс
 packet /pækt/ (n) пакет, пачка
 portion /pɔːʃn/ (n) порция
 raisin /reɪzən/ (n) изюм

receipt /rɪsɪt/ (n) чек, квитанция
 recipe /resɪpi/ (n) рецепт (кулинарный)
 tablespoon (tbsp) /teɪb'spʊ:n/ (n) столовая ложка
 teaspoon (tsp) /ti:spu:n/ (n) чайная ложка

baking powder разрыхлитель теста
 baking soda пищевая сода
 shopping list список покупок

9d Culture Corner

anniversary /æ'nɪvɜːsəri/ (n) юбилей, памятная дата
 pastries /peɪstrɪs/ (n) выпечка
 vinegar /vɪnɪgəl/ (n) уксус
 herb sauce соус из трав

English in Use/Extensive Reading 9

fibre /faɪbə/ (n) мышечная ткань
 grains /grɛnz/ (n) злаки, зерно
 healthy /helθi/ (adj) здоровый
 iron /aɪən/ (n) железо
 protein /prəʊtɪn/ (n) белок
 potassium /pə'tæsjəm/ (n) калий
 protect /prətekt/ (v) защищать
 vitamin /vɪtəmin/ (n) витамин
 wisely /waɪzli/ (adv) разумно, мудро

be based on быть основанным на
 reserve a table зарезервировать столик

MODULE 10
10a Holiday plans

caviar /kæ'viɑː/ (n) икра
 collection /kəlekʃən/ (n) коллекция, собрание
 couple /kʌpl/ (n) пара
 exotic /ɪg'zɒtɪk/ (adj) экзотический
 flood /flʌd/ (n) наводнение
 species /spi:ʃɪz/ (n) вид
 terrific /tə'rfɪk/ (adj) прекрасный, отличный
 tomb /tu:m/ (n) мавзолей

attend a performance посещать представление
 buy souvenirs покупать сувениры
 go on a boat cruise ехать в круиз (на теплоходе)
 go/do sightseeing осматривать достопримечательности
 hire a car брать автомобиль напрокат
 holiday activities занятия на отдыхе
 next month в следующем месяце
 post some letters отправлять письма по почте
 rent a boat брать лодку напрокат
 stay in a luxurious hotel останавливаться в роскошном отеле

taste local food пробовать местную еду
travel abroad путешествовать за
границей

10b What's the weather like?

borrow /bɒrəʊ/ (v) взять на время
chilly /tʃɪli/ (adj) прохладный
cloud /klaʊd/ (n) облако
cloudy /klaʊdi/ (adj) облачный
fog /fɒg/ (n) туман
foggy /fɒgi/ (adj) туманный
hang on /hæŋ ɒn/ (phr v) подождать
hurry /hʌri/ (v) торопиться, спешить
jacket /dʒækt/ (n) куртка
rainy /reɪni/ (adj) дождливый
raincoat /reɪnkəʊt/ (n) плащ
sandal /sændəl/ (n) сандалия
scarf /skɑːf/ (n) шарф
shirt /ʃɜːt/ (n) рубашка
shorts /ʃɔːts/ (n pl) шорты
skirt /skɜːt/ (n) юбка
snowy /snəʊi/ (adj) снежный
storm /stɔːm/ (n) ураган, буря, гроза
stormy /stɔːmi/ (adj) штормовой, бурный
sunny /sʌni/ (adj) солнечный
sweater /swetə/ (n) свитер
top /tɒp/ (n) топ
trainers /treɪnəz/ (n pl) кроссовки
trousers /traʊzəz/ (n pl) брюки
T-shirt /tiː ʃɜːt/ (n) футболка, тенниска
wet /wet/ (adj) мокрый, влажный
windy /wɪndi/ (adj) ветреный

boiling hot очень жарко
brand new совершенно новый
day off выходной
freezing cold очень холодно
get soaked промокнуть

10c Weekend fun

fabulous /fæbjʊləs/ (adj) потрясающий
head back home направляться домой
look forward to smth. /doing smth.
ожидать чего-либо с нетерпением
run errands выполнять задания,
поручения

10d Culture Corner

accurate /ækjʊrət/ (adj) точный
admire /ədmaɪə/ (v) восхищаться
architecture /ɑːˈkɪtektʃə/ (n) архитектура
bagpipes /bæɡpaɪps/ (n) волынка
band /bænd/ (n) оркестр
castle /kɑːsl/ (n) замок
chant /tʃɑːnt/ (v) петь, воспевать
childhood /tʃɪldhʊd/ (n) детство
except /ɪksept/ (prep) за исключением
experience /ɪkspɪəriəns/ (v) испытать
fire /faɪə/ (v) стрелять

kilt /kɪlt/ (n) килт (шотландская мужская
юбка)

lifetime /laɪftaɪm/ (n) целая жизнь
military /mɪlɪtri/ (adj) военный
musician /mjuːzɪjən/ (n) музыкант
object /ɒbʃɪkt/ (n) предмет, вещь
piper /paɪpə/ (n) волынщик
provide /prəvaɪd/ (v) обеспечивать
tour /tuə/ (v) тур
transparent /trænsˈpærənt/ (adj)
прозрачный
treasure /treɪzə/ (n) сокровище
tricycle /traɪsɪkl/ (n) трехколесный
велосипед
tunnel /tʌnəl/ (n) туннель

crown jewels драгоценности короны
folk music народная музыка
hot air balloon воздушный шар
multiplication table таблица умножения
range from выстраивать(ся)
remind smb. of smth. напоминать кому-
либо о чем-либо
sea life морская жизнь
underwater safari подводное сафари

English in Use/Extensive Reading 10

check in/out /tʃek ɪn/, /tʃek aʊt/ (phr v)
зарегистрироваться/выписаться из
гостиницы

crash /kræʃ/ (v) разбиваться

dunes /djuːns/ (n pl) дюны

grind /graɪnd/ (v) стирать в порошок

pebbles /pebəl/ (n) галька

stretch /stretʃ/ (n) участок, полоса

reservation /rezəˈveɪʃən/ (n)

резервирование, бронирование

ultimate /ʌltɪmɪt/ (adj) максимальный,
наивысший

volcano /vɒlkeɪnəʊ/ (n) вулканы

double room номер на двоих

en suite bathroom совмещенная ванная

per night за ночь

single room номер на одного

The Language of Grammar

abbreviated words – сокращения
 actions happening now – действия, происходящие сейчас
 adjectives – прилагательные
 adverbs of frequency – наречия частотности
 affirmative – утвердительный
 comparative (degree) – сравнительная степень
 comparisons – степени сравнения прилагательных
 compound nouns – сложные существительные
 countable nouns – исчисляемые существительные
 express ability/permission/prohibition – выражать способность, разрешение, запрет
 express obligation – выражать обязательство
 give instructions – давать инструкции, указания
 imperative – повелительное наклонение
 intentions/ambitions for the future – намерения/планы на будущее
 interrogative – вопросительный
 irregular verbs – неправильные глаголы
 linkers – слова-связки
 linking sentences – связь предложений
 make plans for the future – строить планы на будущее
 make predictions – предсказывать
 narrate events in the past – рассказывать о событиях в прошлом
 negative – отрицательный
 noun – имя существительное
 numerals – числительные
 opposites – антонимы

ordinal numbers – порядковые числительные
 Past Simple – прошедшее простое время
 permanent state – постоянное состояние
 plural – множественное число
 possessive case – притяжательный падеж существительного
 possessive adjectives – притяжательные местоимения
 possessive pronouns – абсолютная форма притяжательных местоимений
 prepositions of place – предлоги места
 prepositions of time – предлоги времени
 Present Simple – настоящее простое время
 Present Continuous – настоящее продолженное время
 Present Simple vs Present Continuous – настоящее простое время в сравнении с настоящим продолженным
 refuse permission – отказывать в разрешении
 regular verbs – правильные глаголы
 repeated action – повторяющееся действие
 singular – единственное число
 short answers – краткие ответы
 show absence of necessity – показывать отсутствие необходимости
 spelling rules – правила правописания
 superlative (degree) – превосходная степень
 the third person singular – 3 лицо, единственное число
 time adverbials – обстоятельства времени
 uncountable nouns – неисчисляемые существительные
 verb – глагол

Study Skills Vocabulary

appropriate linkers – подходящие слова-связки
 background knowledge – базовые знания
 brainstorming for ideas – 'мозговой штурм' (выработка идеи)
 browse the Net – бродить в Интернете
 carry out a survey – проводить опрос
 expand vocabulary – увеличивать словарный запас
 graphic organizers – графические обозначения
 homograph – омограф (слова, одинаковые по написанию, но разные по значению)
 increase vocabulary – увеличивать словарный запас
 interjections – междометия
 research further – исследовать глубже
 listening/reading for specific information – аудирование/чтение с целью получения определенной информации
 making notes – делать заметки
 narrating an event – рассказывать о событии
 part of speech – часть речи
 read widely – читать больше
 rephrasing – перефразирование
 research a topic – исследовать тему
 sequence of events – последовательность событий
 synonyms – синонимы
 'true friends' – 'настоящие друзья' (слова родного языка, схожие с иностранными)
 use English in a natural way – говорить на английском естественно
 use gestures – использовать жесты

Список сокращений

adj – adjective – имя прилагательное
 adv – adverb – наречие
 cj – conjunction – союз
 int – interjection – междометие

n – noun – имя существительное
 num – numeral – числительное
 pl – plural – множественное число
 prep – preposition – предлог

pron – pronoun – местоимение
 sing – singular – единственное число
 v – verb – глагол
 v irr. – irregular verb – неправильный глагол

* expiry date – цветом выделены слова и фразы, не являющиеся активной лексикой

Song Sheets

Module 2

- 1** Read the first line of the song. Why is the singer lucky? Think of two reasons. Listen and read and check.

Family

I'm lucky to have a family
They mean the world to me
It doesn't matter what I do
Their love for me is always true

*My family, my family,
They are always there for me
We all agree it's good to be
A great big happy family*

Look around and you will see
Everyone needs family
When you're sad or feeling blue
Your family is there for you



- 2** How many members are there in your family? How do you feel towards them? Do you feel lucky to have a family? Why?

Module 3

- 1** Look at the title and the key phrases. What is the song about? Read, listen and check.

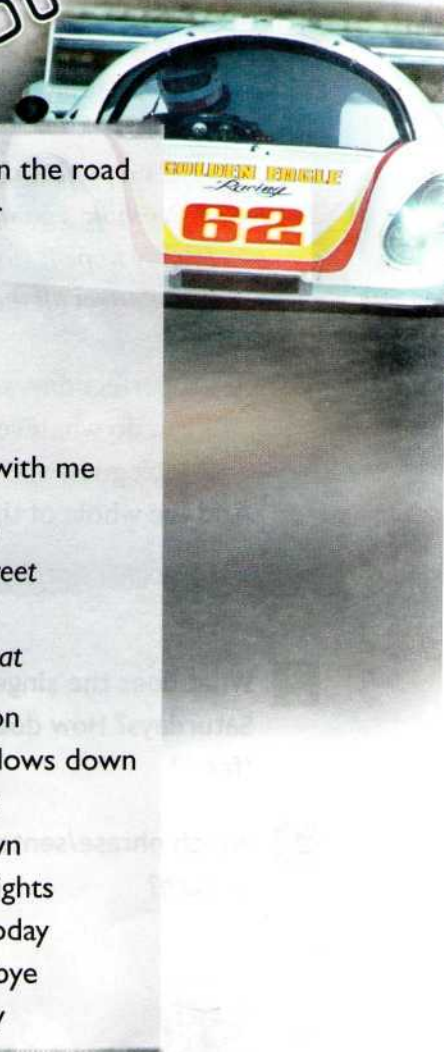
- like a movie star • feel free • cool car
- put the seatbelt on
- wind the windows down
- get out of town

Hot wheels

When I drive down the road
In my nice new car
I feel so good
Like a movie star
I can go anywhere
I feel so free
So get in the car
Come for a drive with me

*Cool car, hot wheels
Driving down the street
Cool car, hot wheels
I'm in the driver's seat*

Put your seatbelt on
And wind the windows down
Let's go for a drive
And get out of town
There are no red lights
They're all green today
So let's wave goodbye
And be on our way



- 2** Read the song and find the words which rhyme.

- | | |
|------------------|-----------------|
| 1 car - | 4 down - |
| 2 free - | 5 today - |
| 3 street - | |

Module 6

- 1** Read the title of the song. Think of two reasons why the day is perfect. Listen and read. Were your guesses correct?

Perfect Day

*It's a perfect day today
Nothing's going wrong
I really hope it stays this way
Perfect all day long*

It's Saturday and there's no school
Saturdays are really cool
I can relax and meet my friends
I hope today never ends

*It's a perfect day today
Nothing's going wrong
I really hope it stays this way
Perfect all day long*

It's a perfect day, so I can't lose
I can do whatever I choose
I look good and I feel fine
And the whole of the day is mine

- 2** What does the singer like to do on Saturdays? How does the singer 'look' and 'feel'?
- 3** Which phrase/sentence best describes the picture?

Module 8

- 1** Say three things you do at the weekend. Read and listen. Are any of your weekend activities mentioned in the song?

The Weekend

Let's have a picnic
Let's eat out
That's what the weekend
is all about
Let's go skiing
What a great idea
I'm so glad
That the weekend is here

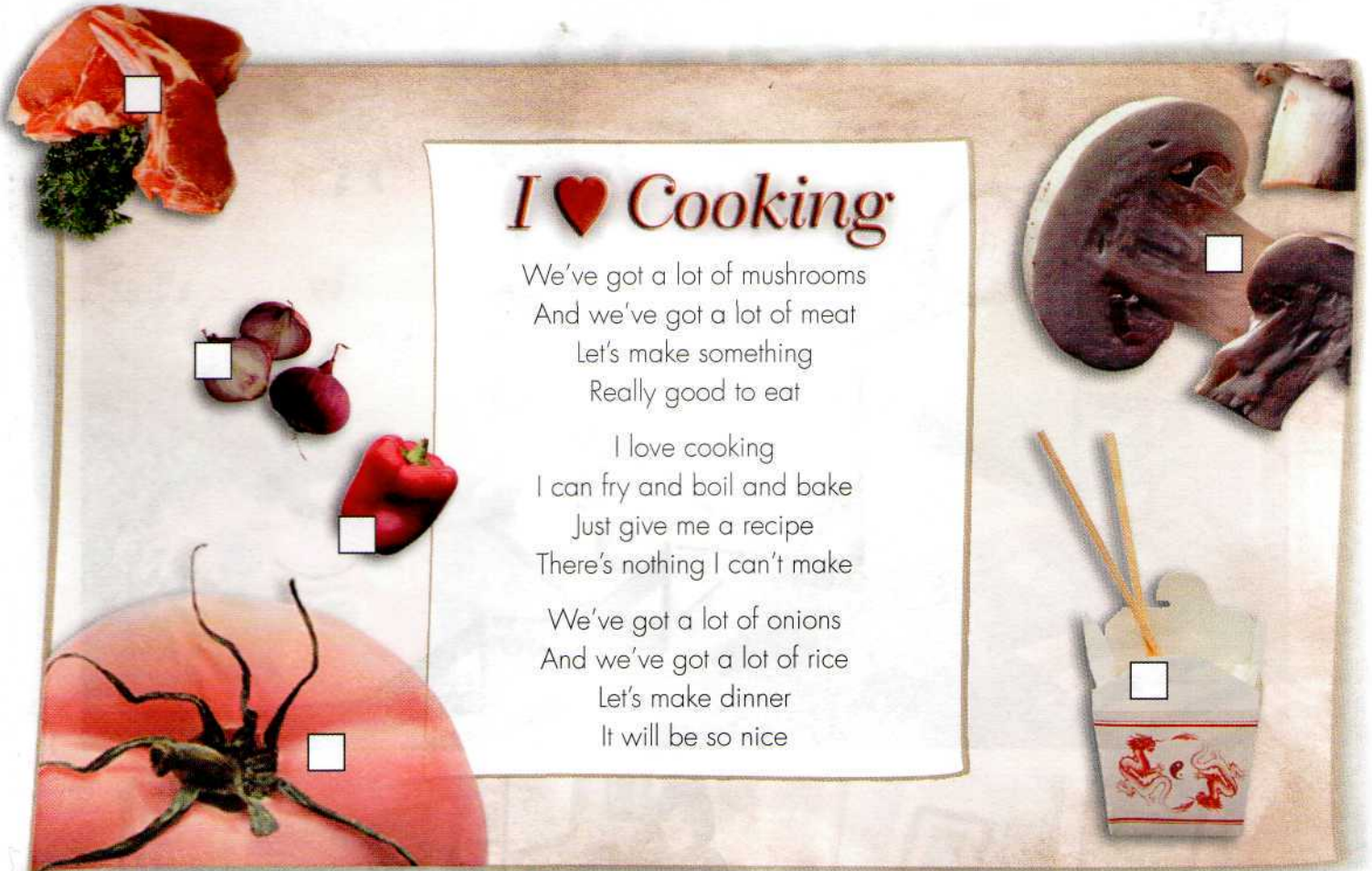
*The weekend is here
So come on everyone
Spend the weekend with me
It's going to be fun*

I love Saturday
And Sunday too
The weekend is great
There's so much to do
Let's have a party
And invite all our friends
I'm so happy
I love weekends

- 2** Read the song and find four things they can do at the weekend.
- 3** Which of the activities do you like to do?

Module 10

1 Which of the ingredients in the pictures are mentioned in the song? Listen and tick (✓).



I ♥ Cooking

We've got a lot of mushrooms
And we've got a lot of meat
Let's make something
Really good to eat

I love cooking
I can fry and boil and bake
Just give me a recipe
There's nothing I can't make

We've got a lot of onions
And we've got a lot of rice
Let's make dinner
It will be so nice

2 Read the song and underline three cooking verbs.

3 What type of meal is the singer describing?



Spotlight 6



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