**ГОРДАНА МАРКОВИЋ**

**КАТАРИНА КОВАЧЕВИЋ**

**IMPROVING ENGLISH 2**

**Енглески језик за 2. разред гимназије и средњих стручних школа**

**Приручник за наставнике сa припремама за час**

**ЗАВОД ЗА УЏБЕНИКЕ**

**БЕОГРАД**

**ПРИРУЧНИК ЗА НАСТАВНИКЕ**

Приручник за наставнике садржи:

* Упутство за наставнике
* Решења за већину вежбања у Уџбенику и Радној свесци
* Годишњи план
* Месечне планове
* Разрађен план рада по часовима за целу школску годину.

**УПУТСТВО ЗА НАСТАВНИКЕ**

Енглески за други разред гимназије и средњих стручних школа је уџбенички комплет који садржи Уџбеник, Радну свеску и звучни материјал на компакт-диску. Као додатак овом комплету урађен је и електронски приручник за наставнике. Уџбенички комплет намењен је ученицима гимназија и средњих школа неједнаког знања и различитих способности.

Уџбеник се састоји од девет тематских јединица. Свака тематска јединица садржи два дела: два текста за читање и вежбе.

Текстови за читање повезани су главном темом, која се налази у називу јединице. Мада је намена текстова да се, пре свега увежбава разумевање читањем, они такође служе као материјал за учење нових речи и израза, као и граматичких партија у контексту.

Исте активности провлаче се кроз све тематске јединице, али обухватају различите типове вежби:

* разумевање прочитаног;
* развијање речника;
* излагање мишљења;
* разумевање саслушаног текста;
* писање краћих састава.

**LEAD-IN**

Ова активност укључује различите типове вежби, које служе као увод у основну тему и говорног су карактера.

**VOCABULARY**

Фонд речи енглеског језика које су ученици стекли у претходним разредима не прелази две хиљаде речи. Циљ овог уџбеника је да том броју дода још око 300 речи и зато се инсистирало на вежбама које проширују ученички речник енглеских речи.

Вежбама којима се од ученика тражи да пронађу реч истог или супротног значења циљ је не само проширење вокабулара већ и навикавање ученика да разликују нијансе у значењу речи сличног значења.

Сматрамо да су корисна вежбања којима се од ученици тражи да саставе кратке реченице од нових речи, да предложе колокације и слично. Ако само спаре речи и вежбање ураде механички, неће их запамтити. Не мора се то радити са свим речима, већ треба направите свој избор, а према одељењу и знању ученика.

Посебна пажња посвећена је вежбањима под називом VOCABULARY, а тематске јединице садрже вежбања као што су WORD FORMATION и PHRASAL VERBS.

**ВЕШТИНЕ**

Свака тематска јединица садржи вежбе за писање WRITING и вежбе за разговор SPEAKING. У складу с темом коју обрађују текстови у јединицама, дате су и вежбе за разумевање слушањем LISTENING. Ученици имају прилику да слушају говор који се одвија нормалном брзином за говорника коме је то матерњи језик. Сви текстови неопходни за ову врсту вежбања налазе се на компакт-диску.

Вежбама типа COMMUNICATIONжелимо да омогућимо ученицима коришћење речи и израза из свакодневне комуникације, својствених говорном језику и да путем једноставних дијалога увежбају правилно изражавање у ситуацијама где се те речи користе.

**GRAMMAR**

Уз текстове у лекцијама обрађене су све граматичке партије предвиђене програмом. После објашњења следе вежбе. У текстовима се налазе примери за одређене граматичке партије које ће се обрађивати или понављати.

Наставним планом предвиђено је обнављање бројних граматичких партија пређених у претходним разредима. Аутори су се трудили да испоштују захтеве Плана, али због обиља граматичког материјала неке граматичке партије дате су само кроз вежбе.

На крају сваке целине налази се SELF-ASSESSMENT TEST из граматике и вокабулара. На крају Уџбеника налазе се решења. Ове тестове ученици могу самостално да раде код куће, а могу се радити и на часу ако наставник тако одреди.

На крају књиге налазе се вежбања под називом ADDITIONAL PRACTICE (1, 2 и 3) и посебна страна која садржи табеле са комбинацијама именица, глагола и придева са предлозима које ученици могу да користе када раде одговарајуће вежбе.

РАДНА СВЕСКА

Радна свеска садржи бројне разноврсне вежбе, које директно прате материјал обрађен у Уџбенику. Осим тих, садржи и вежбе којима је циљ увежбавање граматичких партија или су понуђене као додатни материјал намењен разредима или појединцима који могу и желе више да науче. Вежбе могу да буду коришћене за рад на часу, или код куће као домаћи задатак. Вежбе, овде означене као LISTENING, предвиђене су за индивидуалан рад ученика код куће, јер су снимљене на компакт-диск и служе за проверу урађених граматичких вежби.

Задаци EXPAND YOUR VOCABULARY дати су за индивидуалан рад напреднијих ученика, и то било на часу, било код куће.

Вежбе под називом *Everyday language* корисне су јер оне доприносе бољем сналажењу у свакодневним ситуацијама.

У свим лекцијама налазе се вежбања TRANSLATION, која садрже реченице које ученици треба да преведу и тако обнове неке од кључних појмова из лекција.

У Радној свесци су три групе вежбања под називом PROGRESS CHECK (Test 1 иTest 2) да би се обновиле, осим нових граматичких партија, и оне мање увежбаване и знатно раније обрађиване. На крају књиге налазе се вежбања под називом ADDITIONAL PRACTICE.

КОМПАКТ-ДИСК

На компакт-диску налазе се снимљени многи текстови из лекција, вежбања под називом LISTENING, као и нека вежбања из Радне свеске.

**НЕКОЛИКО САВЕТА НАСТАВНИЦИМА**

* Владање језиком је ствар вежбања, те зато највећи део часа треба посветити вежбању.

У Уџбенику и Радној свесци налазе се бројна вежбања различите тежине, јер различите типове школа похађају ученици различитог знања и потреба за учењем језика. Препоручујемо наставнику да сам одабере које ће вежбе радити, а у складу са саставом одељења или врстом школе у којој предаје.

* Посветите много више времена вежбањима, а објашњења дајте што сажетије.
* Организујте групни рад ученика кад год је то могуће.
* Увек се трудите да што више ученика активно учествује у раду на часу и да се

настава све време одвија на енглеском језику.

* Организујте разноврсне активности на сваком часу.
* Похвалите ученика када добијете добар и исправан одговор.
* Када приметите да се неке грешке често јављају, задржите се на том проблему и урадите додатне вежбе.
* Подстичите ученике да изразе своје мишљење кад год се раде говорне вежбе.

У припремама за час, аутори повремено предлажу када би одређену вежбу из Радне свеске требало да урадите, док је за већину вежби остављено наставницима да се определе да ли ће их радити на часу или ће их задати за домаћи задатак, као и када ће те вежбе послужити за увежбавање. Аутори сматрају да једна тематска јединица, која се састоји из два главна текста и много вежби, и то како у Уџбенику, тако и у Радној свесци, може да се обради на часовима током једног месеца. Наставници ће тако, осим обраде текстова и граматике, моћи време да посвете и увежбавању и тестирању ученика.

**РЕШЕЊА ВЕЖБАЊА ИЗ УЏБЕНИКА И РАДНЕ СВЕСКЕ ПО ТЕМАТСКИМ ЈЕДИНИЦАМА**

**UNIT 1**

**PLACES WITH LONG TRADITIONS**

STUDENT’S BOOK

LEAD- IN

**2 Finish the following sentences.**

1. The landmarks of a city are its buildings or places that are easily recognized. ​
2. Oxford and Cambridge are famous for their universities.
3. The landmarks of the cities in the pictures are: the London Eye, the Leaning Tower of Pisa, the Sydney Opera and the Eiffel Tower.

**UNIT 1A - THE CITY OF DREAMING SPIRES**

**1** 1F 2F 3T 4T 5 T 6F

**3** 1/D 2/C 3/B 4/A 5/B

**4 1**/T 2/F 3/F 4/T 5/F

VOCABULARY

**1 Match the words from the text with their definitions.**

1f 2a 3g 4b 5c 6d 7e

**2 Circle the correct answer.**

1 A 2C 3B 4A 5A 6B

VERBS WITH PREPOSITIONS

**1 Add the correct preposition that follows the verbs in the box. Choose from: *around, from, on, for and after.***

|  |  |  |  |
| --- | --- | --- | --- |
| name after  apologize for | stroll around  to be known for | prevent from  suffer from | concentrate on  wait for |

**2 Complete the sentences with the correct form of a verb + preposition from the box.**

1. Rose is suffering from a severe headache and has to see a doctor.
2. The town is known for its fascinating architecture.
3. It was a very pleasant evening and we decided to stroll around the park.
4. I think you should name the boy after his maternal grandfather.
5. Diana finds it hard to concentrate on her studies when she is in love.

GRAMMAR

THE PRESENT SIMPLE AND CONTINUOUS TENSES

**1 The** present simple: a, c, d, e the present continuous tense: b, f, g, h

**2 Match the examples (1-8) with the explanations (a- h) to show that you understand the use of tenses.**

1f, 2a, 3b, 4c, 5d, 6g, 7h, 8e

**3 Match the two halves of the sentences to get the right meaning.**

1e 2a 3d 4c 5b

READING AND GRAMMAR

**Stratford-upon-Avon**

Hi Peter,

I **am visiting** Stratford-upon-Avon for a relaxing weekend. As you know, this picturesque town is the birthplace of the world's greatest playwright, William Shakespeare. I’ve read a few things about the town in a brochure. I **think** the best way to see as much as Stratford-upon-Avon **offers** is to use one of the sightseeing hop on hop off bus tours. If I **manage** to get on that bus, it will take me through all the main sights of the town. Besides, I can get off the bus at stops around the city where places of interests **are**.

**I am looking** forward to walking around the centre of the town and see the final resting place of William Shakespeare, Holy Trinity Church. I **am also planning** to visit the Royal Shakespeare Theatre which is situated on the bank of the river Avon. This is a “one-room” theatre, which **allows** the actors and the audience to share the same space, as they did in Shakespeare’s time. Here the Royal Shakespeare Company **performs** Shakespeare’s plays all year round. Tonight they **are performing** *Othello.*

And finally, I am going to do some shopping. I **do not want** to come back empty-handed!

Love,

Anne

PHRASAL VERBS WITH GET

**2 Complete the sentences with the correct form of the phrasal verbs with *get*.**

1. I’m glad to see she **has got over** her illness.
2. He **got away with** his crime because the police couldn't find any evidence.
3. I's time to **get down to** business and finish it.
4. He didn't **get along** with his boss and finally decided to leave the company.
5. Why do I always **get through** to the wrong department when I phoned Jim?

6. She wants to **get rid of** all her clothes she can’t wear any more.

**Unit 1B**

**NEW ORLEANS – THE CITY OF MUSIC AND CARNIVALS**

**2 Choose and underline the correct alternative.**

1. After the hurricane Katrina Mardi Gras *was* celebrated again.
2. Mardi Gras takes place in *winter.*
3. The colourful beads they throw are *inexpensive.*
4. Jazz bands *take part* in the Carnival.
5. The Jazz Festival promotes *a great variety of music.*

VOCABULARY

**Which highlighted word from the text ....**

1. annual 2. entire 3. deadly 4. decade 5. damage

WORD FORMATION

**Complete the sentences with the nouns made from the verbs in capitals.**

1. PROCESS - PROCESSION
2. EXIST - EXISTANCE
3. CELEBRATE CELEBRATION
4. RIDE -RIDERS
5. ARRIVE - ARRIVAL
6. INFORM - INFORMATION
7. DECIDE – DECISION

READING AND VOCABULARY

**The origin of jazz**

New Orleans is considered to be the **birthplace** of jazz music. Jazz was created by black Americans who sang and played the music of their **native** land. This music is a combination of a strong **beat** and a dance rhythm. The characteristics of jazz music are blue notes and improvisation.

Much of the music of New Orleans today **owes** its popularity to the early brass marching bands. Many of the best-known musicians had their start in brass marching bands performing at parades and  [funeral **processions**](http://en.wikipedia.org/wiki/Funerals).  One of them, Louis Armstrong, became a **legend**. He was recognized as the best trumpet **player** of all time and an outstanding vocalist. Though rock ‘n’roll was more popular than jazz in the sixties, he hit the **top** of the chart in 1968 with the song *What a Wonderful World,* which many **generations** have sung ever since then.

# GRAMMAR

THE PRESENT PERFECT TENSE

**1 Match the use of the *present perfect* with the example sentence.**

**1/e 2/c 3/f 4/d 5/ g 6/a 7/b**

**2 Make questions asking for the information in bold.**

* 1. What has his brother lost for the second time?
  2. How many desserts has he ordered?
  3. Who has cooked dinner?
  4. How long has he had that violin?

# 3 Time adverbials and tenses

**the present simple** - *always,* occasionally, usually, every summer

**the present continuous** - *always,* at present, at the moment, currently, tomorrow, now

**the present perfect**- *always,* lately, frequently, so far, ever, never for ages, since, for, already, up to now, recently, this morning, not yet, just, today

**4 Write sentences in the present perfect tense.**

1. We have already reached our goal.
2. Our team has never lost the match before.
3. They haven’t discovered the treasure yet.
4. Ron hasn’t talked about the problem yet.
5. The teacher has already marked the tests.

LISTENING

2 СYCLING IN NEW ORLEANS

1a 2b 3a 4c 5b 6c

**3 Listen to the text again and answer the following questions.**

1. The best way of touring Louisiana is by bicycle.
2. It starts in New Orleans (and it goes all the way to Minnesota).
3. Yes, they can, almost all year round.
4. Mild climate and the flat landscape.

5. Many miles of new bicycle lanes have been built and a lot of signs have been posted along

the lanes to direct bicyclists.

6. Because they are uniquely designed and decorated.

KEY WORD TRANSFORMATIONS

* 1. It is the first time I have been to this summer resort.
  2. She will never get over the shock of her friend’s death.
  3. The tickets will all be sold out if we don’t get them soon.
  4. Why do you want to take up a new hobby?
  5. She has had this car for three years.
  6. The last time I saw Richard’s brother was on Thursday.
  7. How do you pronounce this word?

♦ USEFUL EXPRESSIONS **1**

1. A: ‘Did you call Roger and Ann to wish them Happy Anniversary?’

B**:** ‘Oh no!’ **It totally slipped my mind.**

1. Don’t let anyone spoil this chance оf success for you. **Go for it!**
2. We’re going camping this weekend, **Rain or shine.**
3. If you think you failed the test because it was hard, you are **barking up the wrong tree**.
4. My neighbours were living happily here when **out of the blue** they decided to move to the city.
5. Diana's salary is so low that she finds it hard to **make ends meet.**

**2** a) take action on it - go for it

b) whatever weather - rain or shine

c) it happens unexpectedly - out of the blue

d) forget about it - it totally slipped my mind

e) to have money only for the basic needs - make ends meet

f) **being totally wrong -** barking up the wrong tree

**WORKBOOK**

**UNIT 1**

**PLACES WITH LONG TRADITIONS**

VOCABULARY

BIRMINGHAM BY CANALS

**Read the text and choose the answer (A-C) which best fits each gap.**

Copenhagen and Amsterdam are both (1) **known** as the Venice of the North, mainly because they have canals and are very pretty. However, there is also **Venice of the UK** – Birmingham.

It may not be the most (2) **attractive** city, but something you’ll often hear in Birmingham is the fact that it has “more canals than Venice”. However, italso has more trees than Paris and more parks than any other European city.

It is Britain’s second-largest city and it is rich with history and culture like any other city. What makes it special is its canal (3) **network**. It is different (4) **compared** to other canal cities. In Venice, the canals are concentrated and easily passable by gondolas, while in Birmingham they're (5) **spread out** across the city.

A trip along one of the canals is pleasantly quiet and (6) **restful**. Besides, you’ll get much better (7) **impression** of the city – not comparable perhaps to Venice, but certainly more complete. There are plenty of beautiful views. Colourful boats and historic canal architecture sit (8) **side-by-side** with charming modern restaurants, bars and cafes.

1/B 2/A 3/C 4/B 5/A 6/C 7/B 8/C

**2 Match the adjectives with the nouns.**

1. appropriate place 2. annual prize 3. bustling city 4. deadly infection 5. striking beauty

6. entire life 7. medieval fortress 8. prestigious school 9. shallow waters 10. picturesque landscape

**3 Use the adjectives from the box to complete the sentences.**

1. The manager thinks your dress is not **appropriate** for the occasion.
2. Madonna performed onstage at the 37th **Annual** American Music Awards.
3. If you are interested in the subject, then take some time and read the **entire** article.
4. They only found **medieval** pottery, mainly from 13th-15thcentury, but not gold.
5. The view of the mountains and the village below was very **picturesque**.
6. We all agree that it is a **prestigious** award and that he should be proud.

WORD FORMATIONS

**4** EDINBURGH

Surrounded by stunning scenery, full of historic buildings and **remarkable** architecture, Edinburgh is the UK's most visited destination after London. It has been the Scottish capital since the 15th century and has two distinct areas, the Old Town, dominated by the **famous** medieval Castle and the neoclassical New Town. Edinburgh Castle is an **impressive** fortress which can be seen from all over town.

The wonderful combination of these two **contrasting** historical areas, each with their own important buildings, gives the city its own unique character.

**Various** wonderful attractions make an immediate and **favourable** impression on the many visitors who travel there.

In August Edinburgh becomes the **cultural** centre of Europe, when the Edinburgh International Festival of Music and Drama is held.

PHRASAL VERBS

5 1/f, 2/d, 3/c, 4/a, 5/e, 6/b

PREPOSITIONS

**6 Fill in the blanks with: *at, during, for, in, on* or *while.***

1. on 2. while 3. during, for 4. at 5. in 6. while 7. in 8. for

GRAMMAR

**1 Put the verbs in brackets into the correct tense.**

1. have you eaten 2. is growing / doesn’t want 3. We are visiting / Will you join us

4. have been / haven’t got 5. has broken 6. has made 7. has won / have beaten 8. wants

/ is doing 9. goes/ do you go 10. will get / takes

**3 Match the sentences in box A with those in box B.**

1/f, 2/c, 3/b, 4/a, 5/e, 6/d

**4 Put in *since* or *for*.**

1. for, 2. For, 3. since 4. since 5. for 6. since

**5 Make sentences …**

* 1. When do we board the plane?
  2. I’m keeping to a strict diet these days.
  3. The population in our country has grown older for the last century.
  4. Why are you wearing your sister’s dress today?
  5. Have you ever suffered from toothache?
  6. At the moment I’m sharing my bedroom with my brother.

LISTENING AND GRAMMAR

**6** Macy's Department Store has been known by the parade that **takes** place every Thanksgiving. Everyone **looks** forward to the Macy's Thanksgiving Day Parade. It **has been** a long tradition in the United States and it **marks** the beginning of the Christmas shopping season. Macy's Thanksgiving Day Parade always takes place in fabulous New York City. It **begins** by Central Park and ends in front of Macy's.

For 84 years, Macy’s **has delighted** young and old with the parade of high flying balloons and decorated floats. Famous entertainers, dancers, the best of high school marching bands and the employees of Macy's who handle the balloons in the parade **come** together on this day to make this amazing parade a spectacular event.

About three and a half million spectators along the parade route in New York City and fifty million TV viewers **watch** the parade.

**7 There is a mistake in most of these sentences. If a sentence is wrong, correct it.**

1. He’s caused trouble ever since I knew him.
2. I have known Charlie for five years.
3. I’ve always wondered why she suddenly left school. *Correct*
4. I won’t go until I’ve found out the truth. *Correct*
5. This is the first time I have been in the USA.
6. I want you to compare the present film with all the others you have seen in your life.

TRANSLATION

**Translate these sentences into English.**

1. You: Today we are going to visit Smederevo, which is 46 km away from Belgrade.

2. You: The town is a mixture of ancient and modern and it attracts a great number of tourists

every year.

3. You: We’re also going to see a picturesque, medieval, 15th century fortress, which is situated on the bank of the Danube and dominates the town.

EXPAND YOUR VOCABULARY

IDIOMS WITH GET

**1 Match the idioms with *get* with their explanations.**

1/d 2/b 3/a 4/e 5/f 6/c

**2 Use some of the expressions from the box to complete the sentences.**

1. get a load off my mind 2. get rid of 3. get ahead 4. got out of hand

FOR FUN

**Solve the riddles**

1. A priest 2. A secret 3. Breath 4. A river 5. Light

**UNIT 2**

**TELLING STORIES**

STUDENT’S BOOK

**2A – STORIES THAT TEACH VALUES**

VOCABULARY

**1** 1 gratitude; 2 grasped; 3 sparked; 4 pulled up; 5 was panting

**2** 1. ask, demand, request 2. very small, little, tiny 3. really, surely, truly

4. permanent, endless, lasting 5. direct, indicate, point 6. frank, honest, sincere

PREPOSITIONS

**1** 1. consequence of 2. benefit of 3. based on 4. point at

5. stroll through 6. grateful for

**2 Fill in the gaps with the correct prepositions. See the Appendix and check your**

**answers.**

1 for 2 of 3 for 4 on 5 to 6 from 7 in 8 for 9 from 10 of

# PHRASAL VERBS with DOWN

**1** 1/e; 2/f; 3/a; 4/b; 5/c; 6/d

**2 Complete the following sentences using the phrasal verbs with ‘down’.**

1 calm down 2 pull down 3 bring down 4 cut down 5. She let people down

MAKING NOUNS

|  |  |
| --- | --- |
| **Adjective** | **Noun** |
| 1. virtuous | virtue |
| 1. tolerant | tolerance |
| 1. generous | generosity |
| 1. grateful | gratitude |
| 1. honest | honesty |
| 1. proud | pride |

GRAMMAR - TENSE REVIEW

THE PAST SIMPLE and PAST CONTINUOUS TENSES

**1** 1/c; 2/d; 3/f; 4/g; 5/e; 6/h; 7/i; 8/j; 9/b; 10/a

**2 The bear and the two travellers by Aesop**

Two men **were travelling** together when a bear suddenly **appeared** in their path. One of them, in order to save himself, **climbed** quickly up into a tree, and **hid** in the branches. The other **fell** flat on the ground. He **was lying** motionlessly when the Bear came up and smelt him all over. He **held** his breath and pretended to be dead as much as he could for it is said that bears won’t touch a dead body. As soon as the Bear had left him, the other traveller **came** downfrom the tree and asked: "What **did** the Bear **whisper** in your ear?" His friend replied: "He **gave** me this advice: Never travel with a friend who deserts you at the approach of danger."

**3 Choose which tense (the past simple or continuous) fits better.**

1. a. was sleeping; 2 b. came; 3 b. were you doing; 4 b. talked; 5 a. did you have;

6 b. Did you have; 7 b. was still eating

THE INDEFINITE ARTICLE

1 an/a; 2 a /a; 3a/-; 4 a/-; 5 a/-; 6 a; 7-; 8 -/a; 9 a; 10 a/a

**2B THE SEED OF HONESTY**

VOCABULARY

**1 Match the highlighted words in the text with their explanations.**

1/d; 2/e; 3/b; 4/f; 5/a; 6/c

**2** 1 **substitute; 2** greet; 3 spotted; 4 successor; 5 modest; 6 steps down; 7 **survey;**

**8 diligent**

**3 Collocations**

1. to carry out/conduct a  *survey*
2. to make an **effort** to do something
3. to **announce** an engagement /news
4. to find/appoint/choose a **successor**
5. to **judge** someone’s age /the performance /the impact

## 4 Find the word in the text which has a similar meaning to the words below. The first one has been done as an example.

|  |  |
| --- | --- |
| 1. hard-working, studious *diligent* 2. **surprised, amazed *-*astonished** 3. **not successful, a fiasco *-* failure** | 1. **uncomfortable, ashamed - embarrassed** 2. **sincerity, truthfulness - honesty** 3. **make known, read out - announce** |

GRAMMAR - PRACTICE

**1 Make sentences using the words below in either the present perfect or past simple**

**tense.**

1. We haven’t reached our goal yet.
2. Our team lost the match the other day.
3. She has never visited Rome.
4. They haven’t discovered the treasure so far.
5. Sheila did not talk about the problem last night.
6. Tourists found a shelter during the storm.
7. Many things have changed in the village since then.
8. How many books has Bob already read?

**2 Put the verbs in brackets into the correct present or past tense.**

1 was /didn’t have; 2 did/came; 3 was; 4 went/visited; 5 haven’t seen/have never been;

6 have just cleaned; 7 has drunk; 8 is staying; 9 is cycling; 10 has won

LINKING WORDS

**1 Match the two halves.**

1/b; 2/a; 3/e; 4/d; 5/c

**2 Which word or phrase CANNOT complete the sentence?**

1/B; 2/C; 3/B; 4/A; 5/A

KEY WORD TRANSFORMATIONS

1. The last time I went to Oxford was at least ten years ago.
2. Tina has been here for a year.
3. Did you manage to pass the exam?
4. You had better / You’d better not drink any more coffee.
5. The police didn’t let her leave town while the investigation was in progress.
6. I’d rather stay home.

USEFUL EXPRESSIONS

**1 Complete the sentences with the expressions from the box.**

1. The name **rings a bell**, but I can’t remember his face.
2. I’m feeling a bit **under the weather** **–** I think I've caught a cold.
3. It’s a [**safe bet** that you'll get promotion if you do that deal.](http://www.talkenglish.com/LessonDetails.aspx?ALID=1012)
4. I couldn't **make head or tail of** the report. It was completely unclear.
5. I am **in two minds** about whether or not to go to the party.

**2 Which of the expressions means the following:**

1. That sounds familiar?
2. I don't feel too well?
3. It is very likely to happen?
4. I couldn’t understand?
5. I’m unable to decide?

**WORKBOOK**

**UNIT 2 TELLING STORIES**

VOCABULARY

**1 Complete the sentences by using the correct form of the words in the box.**

**1** successor **2** effort **3** pulled down **4** substitute **5** panting **6** greet

**2 Complete the sentences using the correct forms of the words in capital letters.**

**1** decency **2** diligence **3** sincerity **4** beneficial **5** indication **6** distant

**3 Guess the meanings of the expressions with SPOT from the context and match them**

**with their explanations (a-c).**

**have a soft spot** for someone/something = b) have a fondness for someone/something

**on the spot = c**)in exactly the right place

**rooted to the spot =** a)not able to move

PHRASAL VERBS

**4 Complete the sentences.**

1. She promised to **cut down** on cigarettes to five a day.
2. They’re **pulling down** the old factory tomorrow. It will be sad to see it disappear!
3. She ­­­­­­­­­­­­­couldn’t **calm down** because her exam results were very bad.
4. My mum’s TV **broke down** and I had to repair it.
5. She promised to help me, but she **let** me **down**.

CONFUSING WORDS (1)

**Confusing words are words that are very similar and commonly confused. Choose the correct word to complete the questions.**

1/B; 2/B; 3 A; 4/A; 5/B; 6/B; 7/A; 8/B; 9/A; 10/B; 11/B; 12/B

GRAMMAR

THE FENCE

There once was a little boy who had a bad temper. His father (1) **gave** him a bag of nails and told him that every time he (2) **lost** his temper, he had to hammer a nail into the fence. The first day the boy had driven 20 nails into the fence. Over the next few weeks, as he (3) **learnt** to control his anger, the number of nails hammered daily gradually (4) **went** down.

Finally, the day came when the boy didn’t lose his temper at all. Then his father suggested that the boy now should pull out one nail for each day that he was able to (5) **hold** his temper. When all the nails were gone, the father took his son by the hand and (6) **led** him to the fence. He said: “You (7) **did/have done** well, my son, but look at the holes in the fence. The fence will never be the same. When you say things in anger, they leave a scar just like this one. (8) **Make** sure you control your temper the next time you are tempted to say something you will regret later.”

2 IRREGULAR VERBS

**Write the forms of the following verbs.**

|  |  |
| --- | --- |
| 1. sing – sang – sung 2. shoot – shot – shot 3. steal – stole– stolen 4. drink – drank– drunk | 1. catch – caught – caught 2. lay – laid – laid 3. deal – dealt– dealt 4. freeze – froze– frozen |

**3 Put the verbs in brackets into the correct tense.**

1. A: ‘Where **did you go** on holiday this year?’

B: ‘We **haven’t decided** yet. How about you?’

1. A: ‘**Did you come** home in a taxi last night?’

B: ‘Yes, it **was raining** when we **left** the theatre.’

1. My brother **has read** all Grisham’s books. He **has just finished** reading his latest novel.
2. I **dropped** my bag when I **was boarding** the plane.
3. Bob and I **have played** tennis twice at the new court since they **opened** it last month.
4. They **slipped** and **fell** while they **were climbing** the mountain.
5. ‘**Have you had** dinner yet?’ ‘Yes, I **had** it at 7.00.’
6. We **have missed** the last bus. Now we **will have to**/**have to** walk.

**4 Write sentences using the prompts. Use *for, since* or *ago.***

1. My best friend stopped eating meat 2 years ago.
2. Harry hasn’t met Sally since she became a student.
3. I last played basketball four months ago.
4. We last spoke to Ann two weeks ago.
5. It’s been (It’s) 6 months since my father started working in France. / My father started working in France 6 months ago.

**5 Add an indefinite article where necessary.**

|  |  |
| --- | --- |
| 1. We have English three times **a** week***.*** 2. I saw **a** brilliant rock band perform last night. 3. Football has been **a** national pastime for years. | 1. This is quite a good story***.*** 2. There is **a** new English book on the desk. 3. Smog is **a** problem in big cities. |

THE INFINITIVE

**6 Complete the sentences below with one of the following verbs.**

1. I saw the girl **fall** off her horse.
2. I'd rather **swim** in the pool than **go** down to the beach.
3. Your daughter has just come home crying. You'd better **go** and see what’s happened.
4. Let them **stay** here tonight. It’ll be fun.
5. I am sure he was made **to go** to the party! He’d said he didn’t want to.

**7 Which of the sentences below say that somebody saw:**

a) the action completed? **2,3,5**

b) the action in progress? **1,4**

QUESTION TAGS

**8 Underline the auxiliary verbs in the sentences. Then add question tags.**

Example: David hasn’t phoned yet, *has he?*

1. We are eating out tonight, aren’t we?
2. Jim can’t come with you, can he?
3. They don’t know the results, do they?
4. Everybody was crying while watching the film, weren’t they?
5. She gave presents to all the members of the team, didn’t she?
6. Nobody has heard anything, have they?
7. Mary will certainly help you, won’t she?

TRANSLATION

**The Tortoise and the Hare**

A tortoise and a hare argued over which of the two of them was faster. They decided to race.

The hare started running fast, but knowing that the tortoise was slow, lay (decided to lie) by the roadside to rest and fell asleep. The turtle never stopped running. When the hare woke up, he ran as fast as he could, but he saw the turtle waiting for him at the finish line.

IDIOMS

**Complete the sentences using the correct idiom.**

1. The teacher asked the student to pull himself **together** and to stop laughing.
2. I suggested going for a long walk and she pulled **a long face**.
3. I may be able to pull a few **strings** if you need the document urgently.
4. Don't believe him! He's just pulling your **leg**.

EVERYDAY LANGUAGE

|  |  |
| --- | --- |
| * 1. Regardless of...   2. According to…   3. In case of …   4. …in favour of… | * 1. …on behalf of…   2. Apart from...   3. As for... |

SOLVE THE RIDDLES

1 The temperature 2 Your age 3 Stars 4 A mushroom 5 A nose

**UNIT 3**

**SPORTS AND COMPETITIONS**

STUDENT’S BOOK

LEAD-IN

**2 1/F 2/A 3/D 4/C 5/E 6/B**

**1A - THE OLYMPIC GAMES**

VOCABULARY

1 1c 2e 3f 4g 5a 6d 7b

1. conquer 2. object 3. creed 4. dignity 5. essential 6. attribute 7. glory

PREPOSITIONS

**1 Underline the correct preposition and use the phrases to make sentences.**

1. attribute *to/ at* 2 a symbol *at/of* 3. related to*/ for* 4. take part *on /in* 5. devote *to/ for*

**2 Fill in the gaps with the correct prepositions. See the Appendix and check your answers.**

|  |  |
| --- | --- |
| 1. They are proud of their children. 2. Are you worried about your driving test? 3. I am very bad at remembering names. 4. Sydney is famous for its Opera House. | 1. Are you interested in playing tennis tomorrow? 2. He is very fond of football. 3. Were you afraid of the dark when you were a child? 4. We'll have to hurry. We're a bit short of time. |

WORD FORMATION

1. glorious 2. measurement 3. considerable 4. determination 5. representative 6. competitors

PHRASAL VERBS WITH STAND

1c 2a 3d 4f 5b 6e

1. Some people find it hard to stand up for what they believe in.
2. If she loves him enough, she will stand by him.....
3. He's so tall. He *i*s one of those men who alwaysstand outin a crowd.
4. He stood in for his brother at the wedding rehearsal.
5. Before I was married, I never stood up any girls. I thought that was rude.

**The Olympic Marathon**

1 events 2. race 3. messages 4. covered 5. victory 6. run 7. stadium 8. distances

**1 Complete the sentences with *a/an* or *the* where necessary**.

1. I'll give you a lift to \_\_x\_\_ Heathrow. I’m going to the airport to meet a friend.
2. \_\_x\_\_Pearl Harbour is an island in the Pacific Ocean.
3. When did you go last to the seaside? I think it was in the summer of 2012.
4. Whenever he comes to \_\_x\_\_\_Belgrade, he stays at the Metropol Hotel.
5. Could you please show me the way to \_\_x\_\_ Kalemegdan Park?
6. Is the Nile the longest river in the world?
7. Where are you going for\_\_x\_\_skiing? The Rockies.
8. I saw her walking along \_\_x\_\_\_ Bloomsbury Street.
9. **\_\_\_x\_\_\_People** think all the Canadians speak \_\_x\_\_\_ French, but they’re wrong.
10. He’s been to the South Pole and now he is planning to see what the Equator looks like.

**UNIT 3B - PUSHING THE BOUNDARIES OF HUMAN POSSIBILITY**

**1 Find the parts of the text which correspond to the following headings.**

|  |  |
| --- | --- |
| An extreme sports career F  Addressing the TV audience B  Setting world records D | A hair-raising descent C  Ready to jump into the unknown A  Testing special equipment E |

**2** 1T 2T 3F 4T 5F 6F

VOCABULARY

1 1/c 2/f 3/b 4/e 5/d 6/a

2 1. emergency 2. records 3. safe 4. mountain 5. extreme 6. scientific 7. historic

PHRASAL VERBS WITH CALL

2 1. call on 2. called up 3. call by 4. calls for 5. call him back 6. call off

THE PAST PERFECT TENSE

1. came / hadn’t switched on 2. had already learned / left 3. realized / had seen

4. finished / had been 5. collected / had fallen 6. had learned 7. ate / had made

EXPRESSING WISHES AND REGRETS

PRACTICE

1. I wish he weren’t ....
2. I wish I had had ....
3. He wishes he ate ...
4. I wish I hadn’t been in a hurry and that I had helped ...
5. She wishes she spoke ...
6. His mother wishes he studied ...
7. He wishes he had more friends...

LISTENING

## *My first skydiving*

1T 2F 3F 4T 5F 6T

KEY WORD TRANSFORMATIONS

1. Roger always wore a white suit so he stood out in the office.
2. The match was cancelled due to bad weather.
3. The police had already left when the journalists arrived.
4. I wish the car weren’t so expensive.
5. They have called off the wedding.
6. I wish I could go to the seaside, but I can’t afford it.

**Useful expressions**

1. If an idea or scheme is pie in the sky, it is utterly impractical.
2. If you arrive safe and sound, then nothing has harmed you on your way.
3. If you do not have the faintest idea about something, you don`t know anything about it ...
4. If you rack your brain, you think very hard to solve a problem or find an answer.
5. If you pay tribute to someone, you say in public how good ....

**WORKBOOK**

**UNIT 3 - SPORTS AND COMPETITIONS**

VOCABULARY

**1 Circle the word which best fits the gap.**

1/B 2/A 3/A 4/ C 5/B 6 /B

**2 Use the words from the box in the correct form to complete the sentences below.**

1. conquer 2. descend 3. attribute 4. descent 5. vehicle 6. objected 7. due to

WORD FORMATION

**3 Complete the table.**

|  |  |  |
| --- | --- | --- |
| **Noun** | **Verb** | **Adjective** |
| creation | create | creative |
| imagination | imagine | imaginative |
| decision | decide | decisive |
| tolerance | tolerate | tolerant |
| thought | think | thoughtful /thoughtless |
| sympathy | sympathize | sympathetic |

PHRASAL VERBS

**4 Complete the sentences using the phrasal verbs with CALL and STAND in the correct form.**

1. We **called on** you last night, but you weren't at home.
2. Do you know what the initials Ms ***stand for***?
3. Timothy **called** the wedding **off** because he wasn't in love with his fiancé.
4. When you **stand by** somebody, you support them when they need you.
5. You better **call** John **back**, he's called twice already.

**5 Put in the prepositions.**

1. to 2. to 3. out 4. in 5. to 6. to 7. of 8. of 9. to /for

6 CONFUSING WORDS (2)

1/B 2/B 3/A 4/B 5/B6/B 7/A 8/B

GRAMMAR

ARTICLES

**1 Complete the sentences with *a/an* or *the*, where necessary**.

1. Paul spent \_x\_half of his life in the Far East.
2. The Mississippi is the largest and most important river in \_x\_North America.
3. The National Museum and the National Theatre are at \_x\_Republic Square.
4. How much are \_x\_ bananas? They are 90 pence a kilo.
5. The people we met while we were on \_x\_holiday in the north of England sent us a postcard...
6. The Andes are a mountain range in \_x\_ South America.
7. \_x\_Lake Skadar is the largest in the Balkans.
8. The Plaza Hotel is on the corner of \_x\_59th Street and \_x\_5th Avenue.
9. \_\_x\_\_Accommodation is difficult to find in \_x\_\_ big cities.
10. What is the capital of the Netherlands: the Hague or \_x\_ Amsterdam?

2 1 Lake Ontario 2 The Rhine 3 Mount Blanc 4 The Canary Islands 5 The National Theatre

6 Trafalgar Square 7 Central Park 8 Fleet Street 9 The Statue of Liberty 10 Tower Bridge

TENSE REVIEW

**3 The obstacle in our path**

In ancient times, a King (0) \_\_\_*placed* a huge rock on a road. Then he (1) **hid** himself and watched to see if anyone would remove the rock. Some of the king's wealthiest merchants (2) **came** by and simply walked around it. Many loudly (3) **blamed** the King for not keeping the roads clear, but none (4) **did** anything about moving the stone out of the way.

Then a peasant came along. He (5) **was carrying** a load of vegetables. Upon approaching the boulder, the peasant (6) **laid** down his burden and tried to move the stone to the side of the road. After much pushing, he finally succeeded. After the peasant (7) **picked** up his load of vegetables, he noticed a purse. It (8) **was lying** in the road where the rock (9) **had been**. The purse (10) **contained** many gold coins and a note from the King indicating that the gold was for the person who removed the rock from the roadway.

The peasant learned what many of us never understand! Every obstacle presents an opportunity to (11) **improve** our condition.

**3 Write answers in the past perfect using the prompts.**

1. Because I had missed the bus.

2. Because I had taken the car to the mechanic.

3. Because I had lost the old one.

4. Because he had spent the money on new clothes.

**4 Put the verbs in brackets into the correct tense.**

1. did you see 2. got/ had gone 3. was still writing / brought 4. had accepted / has

already earned5. worked / hadn’t gone 6. had lived / bought 7. finished / had been

8. knew

TRANSLATION

**Translate these sentences into English.**

I do not go in for any sports, but I love swimming. I wish I'd learned to play tennis. For me, tennis is a sport that is nice both to play and watch. Most people like competitive sports, because it is a nice feeling when you win.

EXPAND YOUR VOCABULARY

**Words that go together**

|  |  |  |  |
| --- | --- | --- | --- |
| DO | MAKE | GET | HAVE |
| *homework*  a room  your best  the shopping  research  somebody a favour | an excuse  a suggestion  a mistake  beds  a career  friends  a promise | bored  married  a message  promotion | an accident  an exam  an advantage  a good time  a rest  a nice day |

EVERYDAY LANGUAGE

**Match each sport with the place where it is played.**

1/a 2/h 3/b 4/e 5/f 6/c 7/i 8/g 9/d

FOR FUN

COLOURFUL EXPRESSIONS

**Match the expressions and their explanations.**

1/c 2/e 3/b 4/a 5/d

**UNIT 4**

**A SENSE OF ACHIEVEMENT**

STUDENT’S BOOK

**4A - SETTING AND ACHIEVING GOALS**

**3 Complete the sentences according to the information in the text.**

1. It is important to believe in yourself, to set goals and achieve them .
2. Goddard’s adventures were numerous. He climbed 12 of the world’s highest mountains and he explored the Nile from the source to the mouth.
3. Goddard inspired people to set goals by showing them films of his adventures.
4. Even minor accomplishments can bring the feeling of achievement.

VOCABULARY

**1**

* 1. **conduct**\_-organize and carry out an activity or task
  2. **aspiration** -a desire or ambition to achieve something
  3. **rapids -** parts of a river where the water moves very fast
  4. **genuinely -** really, honestly, sincerely
  5. **graduate** - a student who has successfully gained a degree from university

2 1C 2A 3B 4C 5B 6C

PREPOSITIONS

1. from 2. of 3. of 4of 5. about 6. with 7. with

THOMAS EDISON'S SUCCESS STORY

(1) **motivate (**2) **doing** (3) **search (**4) **satisfactorily** (5) **in vain** (6) **conclude**

WORD FORMATION

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| VERB | NOUN |  | VERB | NOUN |
| explore | exploration |  | complete | completion |
| motivate | motivation |  | fail | failure |
| aspire | aspiration |  | conclude | conclusion |

1. conclusion 2. aspiration 3. motivate 4. conclude 5. fail

GERUND OR INFINITIVE?

1. listening 2, seeing 3. to help 4. eating 5. knocking 6. to write 7. not talking 8. having 9. coming 10. not to go

**Rewrite these sentences using the world in bold and the expressions with ‘used to’.**

1. I used to live in Belgrade, but now I live in the country.
2. My brother is getting used to living on his own.
3. My sister got used to her new job.
4. I used to go to a lot of football matches when I was a teenager.
5. We used to have lots of friends when we lived in the country.

**UNIT 4B**

**PEOPLE WHO HAVE ACHIEVED GREATNESS**

VOCABULARY

1. along the way 2. give up on 3. pave the way 4. go through

THE PASSIVE VOICE

|  |  |  |
| --- | --- | --- |
| the present simple | write | is/are written |
| the present continuous | is writing | is/are being written |
| the past simple | wrote | was/were written |
| the past continuous | was/were | was/were being written |
| the present perfect | has/have written | has/have been written |
| the past perfect | had written | had been written |
| the future tense | will write | will be written |
| modals can, must, should | write | be written |

**2**

1. The school is being closed for repairs.

2. How often is the garden watered?

3. I wasn’t offered a job.

4. A parking ticket was put on my car windscreen.

5. Has Kate been informed about the job?

6. The patient was given some medicine. / Some medicine was given to the patient.

7. Your question can’t be answered.

8. I wasn’t told the whole story.

9. A bunch of flowers has been bought for the leading actress.

READING AND LISTENING

1T 2F 3T 4F 5F

STEPHEN HAWKING

Stephen Hawking is considered to be one of the world's foremost living theoretical astrophysicist and cosmologist.

He was born on Jan. 8, 1942, which just happened to be the 300th (1) **anniversary** of Galileo's death. He studied at the University of Oxford and later received his Ph.D. from Cambridge. At an early age, Hawking showed a (2) **passion** for science and the sky. At age 21, the doctors diagnosed that the nerves that controlled his muscles were shutting down. Doctors gave him two and a half years to (3) **live**. It was devastating news for Hawking and his family, but the (4) **disease** helped him become the eminent scientist he is today. He focused on his work. He went on to Cambridge to become a brilliant researcher. His research turned him into a (5) **celebrity** within the scientific world when he showed that black (6) **holes** weren't vacuums that scientists had thought they were.

Stephen had to overcome many obstacles. By 1970 he could neither walk nor write. In spite of being wheelchair bound and dependent on a computerised voice (7) **system** for communication because he can’t talk, Stephen Hawking continues to combine family life (he has three children and three grandchildren), and his (8) **research** together with an extensive programme of travel and public lectures.

He wrote the modern classic A Brief History of Time to help non-scientists understand fundamental questions: Where did the universe come from? How and why did it begin? Will it come to an end, and if so, how?

COLLOCATIONS

**1**

1. **fundamental - *changes****/* ***difference/ weakness***
2. foremost **- surgeon/ concern / statesman**
3. devastating - **effect / floods / earthquake / consequence**
4. extensive **- research/ measures/ assistance**
5. honorary position / degree / member
6. set – the table / a goal / a record
7. break - a rule / a record / a promise / an agreement / a bone

**2 Complete the sentences with the collocation from the box.**

1. The \_devastating floods in Pakistan have brought misery to that country.
2. [They](http://www.macmillandictionary.com/search/british/direct/?q=we)’ll [have](http://www.macmillandictionary.com/search/british/direct/?q=have) [to](http://www.macmillandictionary.com/search/british/direct/?q=to) [make](http://www.macmillandictionary.com/search/british/direct/?q=make) [some](http://www.macmillandictionary.com/search/british/direct/?q=some)  **fundamental** changes in the way ….
3. His **foremost** concern was keeping players safe until the match.
4. Officials say they’ve taken \_**extensive** measures to repair...
5. Earlier this month, he was made an \_**honorary** member of ….
6. You must learn how to *\_***set** the table properly for …

PHRASAL VERBS WITH TURN

|  |  |  |
| --- | --- | --- |
| 1. turn down (1) 2. turn down (2) 3. turn off 4. turn on 5. turn up (1) 6. turn up (2) 7. turn out 8. turn into   9. turn to | 1. lower volume 2. reject; refuse an offer 3. switch off electricity 4. switch on 5. appear suddenly; 6. raise the volume 7. end up being; result 8. transform 9. ask someone for help; address |  |

**2 Use the phrases with the verb turn in the correct form to complete the sentences.**

1. She **turned out** to be the murderer after all.
2. I was surprised to see how many people **turned up** for the concert.
3. Bob was such a nice boy. I wonder why he has t**urned into** such a bully.
4. Please turn the TV **down**.
5. I **turned** the job **down** because I don't want to move.
6. She couldn’t decide what to do so she turned to her friends...
7. **Turn off** the TV if no one is watching it.

WORD FORMATION

**1.** strengthen 2. improve 3. ability 4. **encouragement 5.** confidential

PASSIVE

**Rewrite the sentences using the passive-infinitive as in the example.**

1. The company is expected to move to London next year.
2. The film is said to be very good.
3. He is thought to be the best manager the company has ever had.
4. The government is expected to make a decision soon.
5. He is believed to be the richest man in Serbia.

KEY WORD TRANSFORMATIONS

1. She turned down the job because it was too badly paid.
2. Many accidents were caused by drunk driving.
3. In my opinion, it is bound to rain soon.
4. If you   happen to see harry, could you tell him that i want to speak to him, please?

5. a) it is said that he speaks 8 languages.

b) he is said to speak 8 languages.

QUOTES

1/B 2/B 3/D 4/D

USEFUL EXPRESSIONS

1. speak his mind. 2. I've still got a long way to go 3. think it over 4. a straight face

5. odds and ends 6. take pride in

COMMUNICATIONS

#### 1 Expressing possibility

**Use the word/expressions from the box to complete the sentences.**

1. **She is likely to make** the trip alone.
2. **Perhaps** she will visit London.
3. **It's possible** that someone will meet her at the airport.
4. She **may** buy some presents for the family before she goes.
5. **I suppose she might** spend a lot of money on the presents.

#### 2 Expressing impossibility

1. No, it’s impossible to repair that old Chevrolet.
2. Even a good mechanic **can't possibly** fix it.
3. We may **not** be able to travel by car.
4. **There's no chance my** father will repair it tomorrow.

**WORKBOOK - UNIT 4**

**A SENSE OF ACHIEVEMENT**

VOCABULARY

1 **Use the words in the box to complete the text.**

**Elizabeth Blackwell** was born in 1821, near Bristol. She moved to the United States when she was 11. After her father’s death in 1838, she opened a school togetherwith her mother and sister. Blackwell later decided to (1) **start** a career in medicine.

But the road to becoming a doctor was not an easy one for her. After her (2) **admittance**

to the college she faced criticism from fellow students as well as the general public.

But she held firm (3) **despite** these challenges, slowly earning the respect of her peers. She became the first woman to graduate (4) **from** medical school in the United States.

After working in Paris and London, Elizabeth Blackwell (5) **established** a private practice in New York City. She created a medical school for women in the late 1860s. Soon after establishing the college, Elizabeth Blackwell returned to England. She (6) **set** up a private practice in London and became a (7) **leading** public health activist during her lifetime.

**2 Complete the sentences using the words from KEY WORD LIST of UNIT 4.**

1. I don’t **aspire** to be wealthy, only famous.
2. I think that such a policy would **devastate** our industry.
3. We made this decision after **extensive** consultations with teachers.
4. There are many reasons to **conclude** that this is not the best solution.
5. The **fundamental** problem is this: there is no money left!

PREPOSITIONS

**3 Fill in the correct prepositions.**

1. He was born on March 6.

2. He focused on his work.

3. His research turned him into a celebrity.

4. He was dependent on his family.

5. They wanted to protect him from others.

**4 Choose the most suitable phrase.**

1**.** on time 2. out of reach 3. by chance 4. out of doors 5. at present 6. in common

7. on the way 8. on business

PHRASAL VERBS REVISION

**5** 1. turn 2. Turn 3. get 4. turn 5. got 6. called

GRAMMAR

‘ING’ FORM OR THE INFINITIVE?

**1**

1. refused 2. claims 3. mined 4. recommended 5. afford 6. missed 7. involves 8. prevented 9. avoided

**2 Choose the correct meaning (a) or (b) for the verbs in bold in each sentence.**

1/a; 2/a; 3/b; 4/a

**3 Use the phrases in the box to complete the sentences.**

1. She couldn't help ...

1. We feel like having a cup of tea.
2. How about walkinghome instead of taking the car?
3. There's no point (in) talking to the headmaster.
4. It's no use complainingfurther.

PASSIVE VOICE

**4 Complete the second sentence so that it means the same as the first one.**

1. I wasn’t given any help with the homework.
2. The boy’s disappearance is being investigated.
3. Swimming is said to be good exercise for your back.
4. Such things shouldn’t be done.
5. Passengers are reminded not to leave their baggage unattended.

**5 Rewrite these sentences using the passive.**

1. How many books can be taken out of the library?
2. The question paper wasn’t shown to us. / We weren’t shown the question paper.
3. Are we being followed?
4. Has all the food been eaten?
5. I haven’t been offered a job by the firm.
6. She wasn’t explained what to do.

**6 Put the verbs into the correct passive form.**

1. will be opened 2. was invited 3. was given 4. is being repaired 5. had already been cleaned 6. hasn’t been sent

**7 Rewrite these sentences so that they mean the same, using passive-infinitive structures.**

1. It is claimed that a new drug will be released soon.
2. George Clooney is considered to be the best looking actor.
3. Thousands of people were reported to be homeless after the hurricane Kathrin.
4. Felix was expected to land safely.

TRANSLATION

**Translate these sentences into English.**

Ana: It is unlikely that my parents will let me go.

Tanja: I doubt that my parents would agree, but I can ask them.

Una: My mother might not oppose to my going, but I'm not sure of my father.

EXPAND YOUR VOCABULARY

**Idioms with TURN**

**1 Match the idioms and their explanations.**

1. c 2.b 3. a 4. d 5.e 6. f

**2 Which idioms with *turn* from box A go into the following sentences? Put one of the**

**numbers (1-6).**

1. turned a deaf ear 2. turned inside out 3. turned his back on 4. the turn of 5. turned a blind eye 6. turn a new leaf

KEY-WORD TRANSFORMATIONS

**Complete the second sentence so that it has a similar meaning to the first one.**

1. Suzie promised not to tell anyone about it.
2. The headmaster advised Laura to try to be honest with her parents.
3. Diana’s mother accused her of going to the cinema instead of school.
4. Steve suggested trying to talk him out of going there.
5. The father refused to speak to Tom.
6. The teacher encouraged Laura to try practising the difficult points with her friends.

EVERYDAY LANGUAGE

### Use the expressions from the box to complete the sentences.

1. am not used to 2. used to 3. to get used to   4. were used to 5. getting used to 6. accustomed to

FOR FUN

THE RIDDLES OF THE ALPHABET

1/e 2/a 3/c 4/d 5/b

**UNIT 5**

**HEALTHY EATING**

STUDENT’S BOOK

**5A – CHANGING EATING HABITS**

**A doughnut** - A sweet food in the shape of a ring.

**A pumpkin** - A large round vegetable with a tick orange skin.

**­­­­­­­­­­­­­­­A strawberry** - A soft red fruit with a lot of small seeds.

**Cereals** - It is made of grains (wheat, rye, etc.) and is often eaten for breakfast.

**2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Meat | Vegetables | Fruit | Dairy products | Bakery products |
| beef  sausage  chicken  turkey | potato  cucumber  garlic  carrot  cabbage  lettuce  beans | peach  plum  apple | cheese  yoghurt | pie  bread rolls |

CHANGING EATING HABITS

**1** 1c; 2a; 3e; 4b; 5d;

VOCABULARY

1 1. convenience 2. occasion 3. Organic 4. snacks 5. range 6. roast 7. decades

PREPOSITIONS

1. angry with 2. shocked by 3. familiar to 4, accused of 5. interested in 6. jealous of 7. keen on 8. incapable of 9. pleased with

ARTICLES

**Complete the sentences with *a* or *the*, where necessary**.

1. In my family \_\_\_\_\_Sunday lunch is **a**\_\_\_\_ favourite meal.
2. Some people eat \_\_\_\_\_bread with \_\_\_\_potatoes.
3. The instructions were given in \_\_\_\_French.
4. His main interest in life is \_\_\_\_\_music.
5. \_\_\_\_\_ **The** weather is fine. Shall we go for **a**\_\_\_\_ picnic?
6. Put \_\_\_\_\_butter on the shopping list.
7. How much did you pay for \_\_\_\_cherries? 2 pounds **a**\_\_\_\_ kilo.
8. ‘What is Peter studying this year?’ ‘Geography I think \_\_\_\_\_.’
9. Do you know how to prepare \_\_\_\_ pasta?
10. \_\_\_\_ **The** milk in the fridge is no more for use.

FOCUS ON

Much / many / little / a little / (a) few / fewer / less

1. Although he is educated, he has very little to say.
2. He's much happier now; he has fewer problems at work...
3. He’s sad because He has very few friends at school.
4. There isn't much coffee left for tomorrow morning.
5. I need to borrow a few dollars. ...
6. .... There is still alittle time left.
7. There are too many mistakes in your composition.
8. .... she is less successful ....

# An interview with Jamie Oliver

Oliver: I wanted British schoolchildren to eat healthy food and to cut out (1) junk food. I was disgusted by the unhealthy food which was served to schoolchildren. I began the campaign to improve the standard of Britain’s school meals. Public (2) awareness was raised and the British Government decided to spend more money on school dinners.

I: How many projects have you worked on in order to change people’s eating habits?

O: I’ve been engaged in various projects and television programmes. I also give lectures, write books and advise supermarket chains how to improve the (3) quality of supermarket food. I’m trying to establish (4) healthy eating as a part of daily life and to teach people how to cook at home with simple (5) ingredients.

I: Which cuisine is your speciality?

O: It’s Italian, though I have a broad international repertoire. I use garlic as well as fresh herbs such as parsley, oregano, mint, and I buy ingredients from organic (6) suppliers and farmers.

FOOD and HEALTH

**1 *Read the text once and say whose opinions these could be. Write J (John), N(Nelly) and B(Brown).***

1. A healthy diet leads to a healthy life. **N**
2. Fast food is heavily processed. **N**
3. Fast food is responsible for health problems. **J**
4. Good home-made food is being replaced by cheap, but rather tasty food. **J**
5. Healthy food is expensive, but available. **B**

VOCABULARY

**1 Complete the sentences using the appropriate word in the box.**

1. She is widely... 2. He scored ... 3. My sister suffered... 4. ... are you promoting...

5. .... is available...

2 1. raise 2. wouldn’t arise 3. raise 4. rose 5. raised 6. rose 7. raise 8. raise

PHRASAL VERBS WITH GIVE

1. We fired our chief engineer because he gave away details of a top-secret project.
2. His wife finally persuaded him to give up ...
3. She knew she'd lost the argument, but she wouldn't give in**.**

4. The garbage gives off an unpleasant smell

5. They gave out free copies....

WORD FORMATION

**Complete the table with the correct forms of the given words. Then use the words from the table to complete the sentences below.**

|  |  |  |
| --- | --- | --- |
| VERB | NOUN | ADJECTIVE |
| migrate | *migration* | X |
| benefit | benefit | beneficial |
| choose | choice | X |
| introduce | introduction | introductory |
| promote | promotion | promotional |
| X | awareness | aware |
| consume | consumption | X |
| vary | variety | various |

1. Are you aware of what kind of food we eat?
2. She had to make a choice between fresh and frozen fruits.
3. Have you read the introduction to the book?
4. Do you think that you will benefit from this treatment?
5. Sometimes people who migrate to different countries bring a variety of new dishes.
6. What kinds of food do you regularly consume?

GRAMMAR

PRACTICE

**1 Report what Mrs Brown said about food and eating.**

1. ‘All the members of my family are vegetarians.’

Mrs Brown said that all the members of her family were vegetarians.

1. ‘I have started avoiding eating milk and eggs, too.’

She added that she had started avoiding eating milk and eggs, too.

1. ‘I want my children to have good eating habits.’

She explained that she wanted her children to have good eating habits.

1. ‘It is important to understand the benefits of organic food.’

She advised that it was important to understand the benefits of organic food.

1. ‘Some food chains promoted a new range of products for children last year’

A friend of mine told me that some food chains had promoted a new range of products for children the year before.

**2 Report the following sentences.**

1. ‘Where does Kelly usually go for the weekend?’ He wanted to know where Kelly usually went for the weekend.
2. ‘Do you always cook lunch for your children?’ I asked her if she always cooked lunch for her children.
3. ‘Where did Jim spend his last winter holiday?’ I wanted to know where Jim had spent his last winter holiday.
4. ‘Can you come earlier?’ I asked Jane if she could come earlier.
5. ‘How long has he been here?’ They asked me how long he had been there.
6. ‘Please bring some organic vegetables from the market.’ She asked me to bring some organic vegetables from the market.

LISTENING

**1 First you will listen to Jane talking about Easter in Britain and Ireland and then you will do the exercises.**

1. What do children like to get for Easter? - They like to get chocolate eggs.
2. At what time of year is Easter celebrated? - It is celebrated in spring.
3. What vegetables are prepared with the meat? - Spring vegetables like cabbage, carrots, new potatoes are prepared with meat as side dishes.
4. What is lamb stuffed with? - It is stuffed with fresh herbs.
5. What is served as an Easter dessert? - Chocolate cake is usually served as Easter dessert.

**3 Match the words with their explanations.**

A side dish is a meal usually consisting of vegetables, served with meat.

A main course is the part of the meal consisting of meat and vegetables.

Spring vegetables are grown in spring (new potatoes, spring cabbage, spring onions.

Gravy is a thin sauce made from the juices that come out of meat when it is cooked.

Dessert is sweet food served at the end of a meal.

Stuffed vegetables/meat are /is filled in with a mixture of ingredients before cooking.

A herb is a plant whose leaves add flavour to food.

**Part two Thanksgiving Day in the USA**

**1 How much do you know about Thanksgiving Day in America? Try to answer these questions before listening to Kate.**

1c; 2a; 3c

**2 Now listen to Kate talking about her favourite traditional holiday and then answer the following questions.**

* + - 1. Beside turkey*, they also eat cranberry sauce, sweet potatoes and freshly baked pumpkin pie.*
      2. She enjoys watching *a big parade organized by the famous New York department store, Macy’s.*

**3 What is the meaning of these words?**

1b; 2d; 3e; 4a; 5c

KEY WORD TRANSFORMATIONS

1. There’s no point waiting for him.
2. I’m not keen on playing football.
3. I am not good at playing tennis.
4. He seems to be used to eating six times a day.
5. Laura admitted that she had forgotten to phone him the day before.
6. Roger’s father warned him not to go sailing when the weather was bad.

USEFUL EXPRESSIONS

Tony: You look tired. You need a break!

Mary: I know, but I'm up to my neck in work.

Tony: Would you like to have a cup of coffee with me?

Mary: Well, as a matter of fact, I’m hungry, but I'm sick and tired of cooking.

**Tony:** Let's eat out, shall we?

**Mary:** I can’t, I'm broke. I've gone through my pay check for the week already.

**Tony:** Don't worry about it. It's my treat.

**Mary:** You're sure? You're so generous!

**Tony:** True.

|  |  |
| --- | --- |
|  |  |

Mary: All right. Next time lunch is on me.

**WORKBOOK - UNIT 5**

**HEALTHY EATING**

VOCABULARY

**1 Use the words from the box to complete the story.**

When the fourth Earl of Sandwich skipped his **main** meal to save time at the card table and replaced it by putting a **slice** of beef between two pieces of bread in 1762, he began a trend that has dominated the UK food market ever since.

The great sandwich tradition has now moved a step further with the launch of the Conewich. It is a **convenience** food developed and sold in the UK, aimed at busy people who eat on the move. It has the unique ability to hold very moist food. It consists of fresh bread **wrapped** in a cone shape around a range of **ingredients**: sauces, seafood, salads, beef, chicken, pork, cheese and so on. It can be held in one hand and easily eaten **on-the-go** while walking, sitting at sports events and so on. A Conewich is **available** in a plastic container with an air-tight lid. It is best **served** warm.

**2 Complete the sentences with the words in the box in the correct form. There is one extra word.**

1. diversity 2. gather 3. consumed 4. obesity 5. Artificial 6. related

PHRASAL VERBS

**3 Complete the sentences with the phrasal verbs with GIVE in their correct forms.**

1. She gave her old clothes away when she moved.
2. The enemy was forced to give in.
3. My daughter has decided to give up her piano lessons. She’s tired of playing.
4. The walls gave off a smell of paint for a week.
5. He doesn't want to give away the secret how the system works.

WORD FORMATION

**4 In each exercise use the correct form of the word given in capitals.**

1. fascination 2. fascinated

1.determination 2. determine

1. extensive 2. extend

1. convenient 2. inconvenience

GRAMMAR

ARTICLES

LISTENING

**1 May Day in Serbia**

Of all our holidays, I like May Day best. It is a custom in my country to get up early on that day and go out of town to a picnic area where we can have a barbecue. We usually prepare some Serbian specialties, such as hamburgers, sausages and chicken wings and put them in pita bread with a lot of onion. We enjoy being with our family and friends and playing volleyball and badminton.

**2 Add an article where necessary.**

1. Can you get me an orange, please? I think there are some on the table in the other room.
2. \_x\_Christmas is the traditional season for reunions.
3. The town needed a new school.
4. Christie has been in \_x\_hospital for two weeks.
5. Switch off the air-conditioning, please. I have a cold.
6. \_x\_ Swedish is a difficult language to learn.
7. The painting in the living room was given to me by an old friend.
8. Everyone in the department here uses a computer.
9. I had \_ x \_ eggs and bacon for \_ x \_ breakfast and wasn’t hungry until 4.
10. When my father was promoted at \_x­\_work, he moved to a bigger office.
11. Excuse me, is there a post office near here? I have to post a letter.

REPORTED SPEECH

**3**

1. He wondered if the bank had a branch in Belgrade.
2. He wanted to know if Peter was coming to the meeting.
3. He asked where their head office was.
4. He wondered if they would accept their offer.
5. He asked if they had sent them all the documents.
6. She wondered how they had got that information.
7. They wanted to know how long the children had been there.
8. I asked why they had chosen to stay at home.

**4 Turn the following sentences into reported speech.**

1. Dad told me not to come late that night. I had to get up early the next day.
2. He suggested going out that night because we hadn’t been out for ages. / He asked us to go out ....
3. He asked me if I was busy because he needed to talk to me.
4. My sister told me that she was bored because there was nothing on TV.
5. Mother asked children if they were ready because it was time to go.

**5 Use the verbs from the box in the correct form to complete the sentences.**

1. reminded 2. refused 3. suggested 4. blamed 5. succeeded 6. offered 7. denied

**6 Complete the sentences on the left with the correct phrases from the right.**

**1d 2e 3b 4c 5a**

NOUNS

**8 Uncountable nouns**

|  |
| --- |
| weather money advice equipment hair furniture information  luggage knowledge music work travel |

**Correct answers**

1. My sister hasn’t got *any furniture* in her room.
2. He doesn’t want *advice* from you.
3. What *nice* weather. Let’s go out.
4. I gave him *the* information he needed.
5. We need to buy *some* basic kitchen equipment.

**9 Use the words in the box to complete the sentences below.**

1. little 2. a lot of 3. Few 4. many 5. a lot of 6. Much 7. much 8. very few

TRANSLATION

**Translate these sentences into English.**

Ingredients:

4 eggs

2 cups of corn flower

2 cups of all-purpose flour

300 grammes of cheese

1 cup of milk or yogurt

1 cup of oil

baking powder (1 bag/pack)

1 teaspoon of salt

Beat the eggs. Add cheese and then the mixture of all other ingredients. Bake in the oven at 200 degrees C until (it is) golden brown. Serve hot.

EXPAND YOUR VOCABULARY

**The ways of preparing food**

# slice – bread, cheese, meat, potatoes

# peel – potatoes, oranges

# mash - potatoes

# beat - eggs

1. melt - butter
2. crack - nuts

# chop - meat

8. grate - cheese

**2 Complete the sentences with the correct tense of the verbs *raise* and *rise*.**

1. **rose 2. raised 3. rose 4. raise 5. rose 6. raise**

EVERYDAY LANGUAGE

1. Even when doing an exam, Harry remains as cool as a cucumber.

2. There are no hills for miles around. The countryside is as flat as a pancake.

3. They are identical twins; they are like two peas in a pod.

4. This record is in great demand. It is selling like hot cakes.

5. During the rush-hour, people are packed into buses like sardines.

6. She's very extravagant. She spends money like water.

FOR FUN

1/d 2/b 3/e 4/a 5/c

## UNIT 6

## JOBS AND HOBBIES

## STUDENT’S BOOK

**UNIT 6 A - A FIREFIGHTER**

## VOCABULARY

**1 Match the words to their explanations.**

### 1. demanding 2. rewarding 3. maintain 4. collapsing 5. dedication

6. extensive

**2 Use the words from Exercise 1 and the Glossary in the correct form to complete the**

**sentences.**

1. trapped 2. respond 3. undertake 4. maintain 5. demanding 6. extensive 7. dedication

**3 Fill in the correct preposition to complete a phrase, then make sentences using the phrases.**

1. \_AT a moment's notice. 2. to be \_ON duty 3. to participate \_IN (something)

4. to socialize \_WITH 5. to deal \_WITH a difficult situation

**4 Use these words from the text to complete a collocation. Then make sentences using**

**the collocations.**

1. **develop** − a skill; a new technique, a region
2. **maintain** − fitness; a building
3. **an extensive** − training program; damage; flooding

### attend − lectures; meetings, church services

### (a) demanding − job; studies; baby

1. (a/an) [film](http://www.macmillandictionary.com/search/british/direct/?q=film)/ [ambulance](http://www.macmillandictionary.com/search/british/direct/?q=ambulance)/ cabin − **crew**

**5 Fixed expressions related to a job**

a. lose b. quit c. out of d. part-time e. temporary f. steady g. applied

**6 Choose the word that can be used in both sentences? Make changes to the word if necessary.**

1. type 2. deal/deals 3 responded 4. maintain 5. reliable

READING and GRAMMAR

**1 Match the headings to the paragraphs. There is one extra heading.**

**Lisa:** **A job that inspires me**

**Brian: My dream job**

**Dorothy**:  **A job I would never do**

**2 Complete the gaps with the words in the box. Underline all examples of the**

**conditional sentences.**

**Lisa:** (1) I would like (2) If you want

**Brian: (**3**)** If I could (4) I would probably

**Dorothy**: **(**5) If my income depended

**Conditional sentences**

1/a; 2/b; 3/a

LISTENING

**1 Which professions (1-4) do they have?** 1/a; 2/b; 3/a

**3 Listen again and decide who of the three people…**

1. likes to work outdoors.  ***Harry***
2. has to take care of the safety of people.  ***Hillary***
3. has to do an early work in all kinds of weather. ***Harry***
4. likes to work on his own. ***Geoff***
5. depends on his/her team.  ***Hillary***
6. has to learn a lot about foreign countries and their people. ***Geoff***

**UNIT 6B - HOBBIES**

**Reading**

**1 True or false?**

1. Ann has been practising dancing for years. **T**

2. Peter first tried to play the violin. - **T**

3. Diana is very gifted at designing things. - **T**

4. Tina has been going for Origami classes for some time. - **F**

**2 Whose hobby**

1. can be very useful? **Tina, Diana**
2. is good for keeping a person in good physical condition? **Ann**
3. can be self-taught? **Tina, Diana**
4. needs confidence for performing in public? **Peter**

**Vocabulary**

**1 Match the adjectives with their meanings.**

1/ f; 2/h; 3/d; 4/g; 5/c; 6/i; 7/e; 8/a; 9/b

|  |  |
| --- | --- |
| 1. broadminded 2. **affectionate** 3. tolerant 4. reliable 5. stubborn 6. **bossy** 7. vain 8. **sensible** 9. easy-going | 1. **showing reason and good judgement** 2. sociable; at ease in talking to others 3. unwilling to change one's mind 4. showing respect for the rights or opinions of others 5. proud of one's appearance, possessions, or achievements 6. willing to accept other people's behaviour and beliefs 7. somebody who can be trusted or depended on 8. a person who is very loving and caring 9. a person who likes giving orders |

**3 Choose the best word to complete the gaps in these sentences.**

1/A; 2/**A;**  **3/**C; 4/B; 5/A

**PHRASAL VERBS with LOOK**

**1** look after **2** look forward to **3** look up **4** looked upto **5** looking into

GRAMMAR

**1 Use the verbs from the box in the present perfect continuous to complete these sentences.**

1. They **have been talking** for the last hour.
2. She **has been working** with these people for two years.
3. It's nine o'clock. Jack **has been repairing** his car all evening.
4. We **have been waiting** here for the manager since 10 o’clock.
5. Diana **hasn’t been feeling** wellrecently.

**2 Put the verbs in brackets into the present perfect continuous or the present perfect.**

1. I have read… 2. have you been learning…? 3. Have you taken… 4. I have been looking…

5. He has been playing… 6. Sandy has cooked… 7. have you sent… 8. haven’t been feeling well… 9. has Jack spent…? 10. has she been sitting…

KEY WORD TRANSFORMATIONS

1. Robert has been out of jobs for two years.
2. If I won the lottery, then I could buy a car.
3. My brother has been playing football since he was a child.
4. The tickets will all be sold out if we don’t get them soon.
5. If I were taller the coach would pick me for the team.
6. You should look up a word in a dictionary if you're not sure how to spell it.

USEFUL EXPRESSIONS

**Nancy:** You look so concerned. What’s **on your mind**?

**Mike**: I’m worried about the interview tomorrow. What types of questions do you think they

may ask?

**Nancy:** Well, they might ask you some personal questions or give you a problem and expect

you to **work out the** solution.

**Mike:** I can handle that. Anyway, I’ll try to **do my best**.

**Nancy:** Don't worry. I’ll **keep my fingers crossed**.

**Mike**: If they accept me, that will really **make my day**!

**WORKBOOK**

**UNIT 6**

READING AND VOCAULARY

**1 Complete the text with ONE word in each gap.**

**A New Job**

The local sheriff was looking (1) **for** a deputy, so George - who was not exactly a smart guy - went in to try out for the job.  
"Okay," the sheriff said, "George, what is 1 and 1?"  
"11" he replied. The sheriff thought to himself, "That's (2) **not** what I meant, but he's right."  
"What two (3) **days** of the week start with the letter 'T'?"   
"Today and (4) **tomorrow**." He was again surprised that George supplied a correct answer that he had never thought (5) **of** himself.  
"Now George, listen (6) **carefully**: Who killed Abraham Lincoln?"   
George looked a little surprised himself, then thought really hard (7) **for** a minute and finally admitted, "I don't know."  
"Well, why don't you (8) **go** home and work on that one for a (9) **while**?"  
So, George went over to the barbershop where his pals were waiting to hear the results of the interview. George was overjoyed. "It went great! First day on the job and I'm already working (10) **on** a murder case!" http://www.qksrv.net/image-477746-56652

VOCABULARY

**1 Use the verbs from the texts in Unit 6 to complete the sentences below. The first letter has been given to help you.**

1 respond 2 undertake 3 extinguish 4 collapse 5 maintain

PERSONALITY ADJECTIVES

**3** 1/H; 2/D; 3/G; 4/ F; 5/ E; 6/B; 7/I; 8/J; 9/A; 10/C

**4 Replace the underline words in the sentences below with negative adjectives.**

1. insensible/immature; intolerant/impatient/unsupportive; narrow- minded/thoughtless

2. arrogant /insensitive; unreliable/dishonest

**5 Zodiac-signs and character adjectives**

**A B**

|  |  |  |  |
| --- | --- | --- | --- |
| Capricorn  (22/12 — 19/01) | Positive: responsible, conservative, persistent, sensible, thoughtful  Negative: pessimistic, moody |  |  |
| Aquarius  (21/01 — 19/02) | Positive: gently, lively, , inventive, friendly  Negative: unpredictable rebellious stubborn |  |  |
| Pisces  (19/02 — 20/03) | Positive: devoted, compassionate, generous  Negative: irresolute, , weak-willed unstable, |  |  |
| Aries  (21/03 — 20/04) | Positive: generous, efficient, outgoing, enthusiastic  Negative: quick- tempered, selfish, arrogant |  |  |
| Taurus  (21/04 — 20/05) | Positive: reliable, affectionate, stable  Negative: possessive, greedy, selfish |  |  |
| Gemini  (21/05 — 21/06) | Positive: witty, creative, curious, communicative  Negative: impatient, restless, tense |  |  |
| Cancer  (22/06 — 22/07) | Positive: careful, cautious, protective, sensitive  Negative: jealous, moody, self-pitying |  |  |
| Leo  (23/07 — 22/08) | Positive: confident, independent, ambitious, self-assured  Negative: bossy, vain, arrogant |  |  |
| Virgo  (23/08 —22/09) | Positive: practical, obedient, truthful, reliable  Negative: choosy, inflexible, perfectionist |  |  |
| Libra  (23/09 —22/10) | Positive: diplomatic, easy-going, sociable, carefree  Negative: unreliable, changeable |  |  |
| Scorpio  (23/10 — 21/11) | Positive: passionate, strong-willed, energetic  Negative: narcissistic, suspicious, |  |  |
| Sagittarius  (22/11 — 21/12) | Positive: energetic, optimistic, adventurous, honest  Negative: irresponsible, careless |  |  |

WORD FORMATION

**6 Make adjectives of the words in the box to complete the sentences below.**

1. We all agreed that the job should be financially **rewarding.**
2. They were good and **affectionate** parents.
3. This exercise is for those who already have an **extensive** vocabulary.
4. For ski racing you have to be **agile**, fit and strong.
5. The job is also extremely **demanding** and I often feel tired.

**7 Complete the sentences with the phrasal verb with LOOK.**

1 looks down; 2 look up; 3 look into; 4 look up; 5 look after

GRAMMAR

**The present perfect continuous**

1. No. I have been tyding for an hour, but I haven't tydied it yet. 2. No. She has been working on it for half an hour but she hasn't finished yet. 3. No. I have been looking for a job for a week, but I haven't fount it yet. 4. No. He has been advertising it for two months but he hasn't sold it yet. 5. No. They have been planning to do it for some time, but they haven't gone yet.

**2 Write the second sentences using the prompts.**

1. Sheila is upset. She has quarrelled with her sister.
2. George looks tired. He has been working all night.
3. Ann’s eyes are red. She has been crying.
4. Peter’s clothes are dirty. He has been working in the garden.

CONDITIONAL SENTNCES

**4 Finish these sentences using the conditional sentences types 1 and 2. (Possible answers)**

1. I will earn a lot of money if I had better qualifications.
2. I'd give a lot to charity if I had more money.
3. The world would be a much better place if there weren’t so many criminals.
4. If we were in London today, we wouldn’t be bored now.
5. If I were you, I wouldn’t take his advice.
6. If I get promoted, I will be really happy.

**5 Complete the sentences using the words in the box. There is one word/expression extra.**

1. might 2. will 3. were doing 4. would be able 5 fitted 6. wouldn’t

TRANSLATION

Dora: These bracelets are really wonderful.

Juliet: I'm glad you like them. I made them myself.

Dora: Really? It’s amazing! I wish I was as talented as you are. /I wish I had your talent.

Juliet: Well, if you tried, you might succeed in making something like that.

EXPAND YOUR VOCABULARY

## Prepositions

**Use the correct prepositional phrases to complete the sentences.**

1. You can’t use this computer because it is **out of** **order.**
2. I know you didn’t take it **by mistake**. You’ve planned it.
3. He didn’t want to stay at home. He wanted to be **out of doors.**
4. Students were chosen **at random** to take part in the survey.
5. My brother is still **at university**, but he wants to start working.
6. **To my surprise,** they offered me the job.

# EVERYDAY LANGUAGE

# Applying for a job

**1 Put each of the following words in the sentences below.**

1. If you want to **apply** for a job, you have to send in an **application form.**
2. You may be asked to come for an **interview.**
3. The people interviewing will possibly be interested in the **qualifications** that you gained at school.
4. They will be also interested in the **experience** you have had in previous jobs.
5. They may ask for **references** written by your teachers or previous employers.
6. It is important for you to get some information about **salary** and if there is a chance for **promotion**.

**Proverbs to do with work**

1/ d; 2/e; 3/b; 4/f; 5/c; 6/a

**UNIT 7**

**WELCOME TO THE FUTURE**

STUDENT’S BOOK

**7A - WHAT ROLE WILL ROBOTS PLAY IN THE FUTURE**

**VOCABULARY**

**1**

|  |  |
| --- | --- |
| 1. very complex; advanced − **sophisticated** 2. free from trouble or worry; to make less painful − **ease** 3. physically handicapped − **disabled** | 1. a robot with a human appearance   − **android**   1. to investigate systematically; examine− **explore** 2. to improve; update − **upgrade** |

**2 Use words from Exercise 1 and the Glossary in their correct form to complete these sentences.**

1 accurate 2 handled 3 disabled 4 sophisticated 5 indistinguishable

# 4 a) Match the words in column A with nouns in column B to make a collocation.

|  |  |  |
| --- | --- | --- |
| A | B |  |
| 1. to handle 2. indistinguishable 3. significant 4. sophisticated 5. ease | 1. *a problem* 2. roles 3. the pain 4. twins 5. equipment | 1/a, 2/d, 3/b, 4/e, 5/c |

C – examples

1. to handle *a tool /crisis*

2. indistinguishable *differences* /particles

3. significant *influence* /gesture, contribution

4. sophisticated *lifestyle*, system, or technique

5. to ease *the suffering*/ *the crisis*

PREPOSITIONS

(1) for (2) of (3) in (4) about (5) of (6) at (7) about (8) for

**Phrasal verbs with UP**

**2 1**/e; 2/a; 3/f; 4/d; 5/b; 6/c

**3 Complete the dialogue with the phrasal verbs with ‘up’.**

Mary:  John, please go to see Mr. Jones in his office.  Something urgent seems to have (1) **come up**.

John**:** Oh, I don't want to go.  Prices have (2) ***gone up*** because of inflation. He wants me to (3) ***bring up*** the problem at the meeting tomorrow.

Mary: Then, you must (4) **make up** an excuse and avoid coming to work tomorrow.

GRAMMAR

## 1 Put the verbs from the box in the future continuous tense to complete the sentences.

1 will be playing 2 will be watching *3* will be sleeping 4 will be moving 5 I’ll be having supper

## 2 Put the verbs in brackets either in the future continuous or future simple.

**1** I’ll be playing; 2 will be watching; 3 I’ll be having supper; 4 will win; 5 I’ll be flying; 6 starts; 7 **I’ll** try

CAUSATIVE STRUCTURE: HAVE/GET SOMETHING DONE

**Complete the following sentences by supplying the correct form of the verb *have* or *get* and a suitable past participle.**

1. John took my car to his mechanic to HAVE IT REPAIRD.
2. Have you made this skirt yourself? No, I HAD IT MADE.
3. I want to HAVE my tooth FILLED.
4. I HAD my flat CLEANED thoroughly last week.
5. I am going to an optician to HAVE my eyes TESTED.
6. I decided to HAVE the TV MOVED to another room.
7. She IS GOING TO HAVE the roof of her house FIXED next week.
8. He HAD all his suits DRY CLEANED last week.

**UNIT 7B - THE INVISIBLE MAN**

VOCABULARY

**1 Which highlighted word/expression from the text means:**

|  |  |
| --- | --- |
| 1. by chance - **by accident** 2. for a moment - **for an instant** 3. see-through, clear - **transparent** | 1. be discovered - **reveals** 2. someone who used to be a professor - **former**   6. make something known - **found out** |

WORD FORMATION

1. There are a lot of **homeless** people on the streets of big cities.
2. It was **thoughtless** of me to forget her birthday.
3. This new school building has a lot of **disadvantages**.
4. I invited him, but he was **unwilling** to come.
5. The poem was too long; it was **impossible** to learn it for the next day.
6. One day in the future people will put special glasses and become **invisible**.

PHRASAL VERBS with *CARRY*

1. **carried on 2 carried away 3 carried through 4 carried…out**

LISTENING

**1**

1/e; 2/d; 3/a; 4/b; 5/c

GRAMMAR

**Modal verbs**

1. It's snowing, so it **must be** very cold outside.
2. This bill **can't be** right. £200 for two cups of coffee!
3. You **mustn’t come** home late tonight.
4. You **could/should/must stop** smoking.
5. **Could/May I leave** early today, please?
6. You **may not use** the car tonight.
7. You **should/must** tell her the truth. That’s the best option.
8. You **needn’t/don’t have to** pay until next week.
9. His excuse **may/could/might** be true, but I don’t believe.

GRAMMAR

3 CONDITIONAL SENTENCES

**1 Put the verbs into the correct form to make third conditional sentences.**

1. If **I had paid** more attention, I **would have understood** the lesson.
2. If I **had had** time, I **would have gone** to see him. But I didn't.
3. You **would have enjoyed** the play if you **hadn’t fallen** asleep.
4. She **hadn’t rung** her daughter if she **hadn’t been** so excited.
5. If Tesla **had lived** longer, he **would have carried** out more experiments.
6. The actress **wouldn’t have been interviewed** if she **hadn’t married** a millionaire.

**3 Rewrite the sentences below to form second or third conditional sentences. The first one has been done for you.**

1. If there had been enough wind, we’d have gone sailing.
2. If we had got a visa, we would go abroad on holiday.
3. He would’ve taken part in the competition if he hadn’t broken his leg.
4. If I hadn’t forgotten to pack my camera, I could have taken some photos.
5. If she had passed her exams, she could have gone to university.

KEY WORD TRANSFORMATIONS

1. We had our house painted last month.
2. That’s where I went to have my car repaired last week.
3. Cats are said to have nine lives.
4. I am interested in going to university this year.
5. If I had learned more I wouldn’t have failed the exam.
6. If James hadn’t given me good advice, I wouldn’t have saved a lot of money.
7. Unless the weather changes, we won’t go swimming.

USEFUL EXPRESSIONS

## Why did you make a fuss over a problem like that?

## I'll try to take into account all the things that are important before I make a decision.

1. Our flight is at 8:00. **In the meantime**, we can go to a café and have a drink.

## There is no point in helping Jack. He’ll never return the favour.

1. He can stay with us **for the time being**. I hope he will soon find a suitable flat.

**WORKBOOK**

**UNIT 7**

READING AND VOCABULARY

**The future of technology in education**

Technology is going to have a **significant** impact on teaching and studying and it will change the way we learn and teach. Thanks to the cloud\* and mobile devices, technology will be integrated into every part of school. Textbooks and exercise books will be **available** in digital, downloadable format. This way, students won’t have to carry heavy books from day to day and they will also be able to **look up** a certain word or phrase in the whole E-book within seconds. Rather than being 'taught', students will be able to learn **independently** and in their own way. This approach is often **referred** to as ‘personalized learning’, because it allows students to choose subjects that interest them. Skills such as creativity, critical thinking, problem solving, communication and information literacy will be **required** from every student.

This of course means that the role of the teacher will change too. Instead of lecturing at the front of a classroom, a teacher will monitor students' **progress**.

**2 Use the following words in the correct form to complete the sentences.**

1. The cost turned out to be higher than he had **anticipated*.***
2. She **assumed** from his expression that he was confused.
3. I must admit that it is a glamorous and **sophisticated**restaurant.
4. The thief and both his **accomplices**were eventually caught and brought to justice**.**
5. They were sent to **explore**the caves of Altamira.
6. He doesn’t understand that I was only trying to **ease**his troubled mind.

WORD FORMATION

**3 Form the correct noun or adjective from the words in capital letters.**

1. distinguishable 2. advertisements 3. promotion 4. various 5. rejection

**4 Write the opposite of these adjectives using the correct prefix. Then complete the**

**sentences below with these new adjectives.**

\_\_INexpensive \_\_INformal \_\_INaccurate \_\_UNforgettable \_\_DISsatisfied

\_\_DISloyal \_\_UNusual \_\_INconvenient IRresponsible

1. He claimed that the results were **inaccurate**because they didn't take into account all the reports.
2. It was really an **unforgettable** experience and we are looking forward to going there again.
3. It would be **unreasonable** to ignore the danger and go there.
4. He always phones at the most **inconvenient** times when I’m involved in some work.
5. I'm not satisfied with your work. Actually, I’m very **dissatisfied.**
6. She doesn't have the usual kind of haircut. It's pretty **unusual.**

GRAMMAR

**1 Match the tenses in sentences (1-7) with their uses (a-g).**

1/f; 2/e; 3/b; 4/a; 5/d; 6/g; 7/c

**2 Put the verbs into the correct form.**

1. Well, what have you decided? What **are you going to wear** at the party tonight?
2. I haven't made up my mind yet. But I think I’ll **find** something nice in my mum's wardrobe.
3. This is my last day here. I **am going** back to England tomorrow.
4. Hurry up! The conference **begins** in 20 minutes.
5. This time tomorrow I **will be driving** my new car.

**3 Underline the correct tense.**

1.   Just a minute, Tom, **I’m getting /** I**’ll get / I’m going to get** another chair from the kitchen.

2.   Am I free on Thursday? I don’t know. **I’m going to look / I’m looking /** **I’ll just look** in my diary.

3.   Have you ever wondered what exactly you **will do**/ **will be doing**/ **you are going to do** in ten years’ time?

4.   I’m sorry, I can’t come today, **we will have / we are having** **/ we are going to have** some friends to dinner.

5.   [On the phone] ‘Hello, Henry. Listen, I’m really sorry, **we’ll have to / we are going to have to / we are having to** reschedule our meeting. I’ve just looked in my diary, and **I’ll give / I’m going to give / I will be giving** a lecture at that time.’

6. One day, **I will open / I’m going to open / I’m opening** a shop of my own.

HAVE/GET SOMETHING DONE

**4 Rewrite these sentences using *have* or *get*.**

1. I had the oil in my car changed.
2. I had my hair cut in a completely different style
3. We have had our house repainted.
4. I’m going to have my DVD player repaired next week.
5. I’m having my jacket cleaned.

**6 Fill in the gap with an appropriate form of the modal verb. Sometimes there can be more than one possibility. The first one has been done as an example.**

2. mustn’t be 3. may/might/could 4. don’t have to/needn’t 5. can/could 6. couldn’t 7. should

**7 Modal verbs for advice**

1. should buy 2. shouldn’t help 3. should excise 4. shouldn’t allow

**8 Modal verbs for speculations**

1. must love 2. can’t be 3. may study 4. can’t have 5. must be 6. might have

CONDITIONAL SENTENCES

**9 Put the verbs into the correct form to make Conditional type 3 sentences.**

1. If the police **had come** earlier, they **would have arrested** the burglar.
2. If he **hadn’t eaten** so much, he **wouldn’t have put** on weight.
3. He **might have been killed** if the driver **hadn’t managed** to stop the car.
4. I **would’ve come** to her wedding if I **hadn’t quarrelled** with her the day before the ceremony.
5. You must admit that you **wouldn’t have succeeded** if your brother **hadn’t lent** you the money.
6. If I **hadn’t decided** to go by train, I **wouldn’t have met** you.

**10 Choose the correct conditional form (Conditional 1, 2 or 3) to complete the sentences.**

1. If they **hadn’t gone** to England, they could’ve visited the old castles.
2. If you **were** the mayor, what would you do first?
3. If your friends d**on’t arrive** soon**,** we’ll go out to eat without them.
4. I **would buy** a new house if I had a better job.
5. If I **hadn’t overslept**, I wouldn’t have missed the bus.
6. If she **had known** all the facts, she wouldn’t have accepted the new job.

**12 Put the verbs into the correct tense**

1. She said that if she **had had** more time she **would’ve baked** the cake herself, but she **had come** home late.
2. He doesn’t know the answer. He said that if he **knew** it he **would say** it.
3. She said that if she **were** younger she **would marry** again.
4. He realised that if anybody **had been able** to save her they **would have certainly done** so.

**13** KEY WORD TRANSFORMATIONS

1. Learning all the names must be difficult for her.
2. She can’t be feeling happy after getting the results.
3. I am going to have the windows cleaned tomorrow.
4. If hehad told me he was in trouble I would have helpedhim.
5. He wouldn’t have been late if he hadn’t forgotten to put his watch on.

**Translate these sentences into English.**

1. I would go on a journey around the world.

2. I would use my spare time to renovate the house/ to have my house redecorated.

3. I would finish a few courses to become a computer expert.

EVERYDAY LANGUAGE

1. You should spend less time gossiping and **get on with** your work.
2. I hope you don’t **have second thoughts** about marrying me.
3. We decided to go to Niagara Falls **on the spur of the moment**.
4. I don’t work slowly. **As a matter of fact**, I'm very efficient.
5. He was **in charge of** the New York office and ran it very successfully.

FOR FUN

1 purple 2 green 3 black 4 blue 5 red

**UNIT 8**

**THE POWER OF MUSIC**

STUDENT’S BOOK

**Lead-in**

**2 Complete the sentences by using one word from the box. There is one word extra.**

1. lyrics 2 audience 3 gigs 4 conductor 5 classical

**UNIT 8A - THE PHENOMENON OF MUSIC**

VOCABULARY

**1 Use the highlighted words or those from the Glossary to complete the sentences below.**

1 aid 2 cautiously 3 bond 4 numerous 5 remarkable 6 incredible

**2 What else can they describe?**

Possible combinations*: calming* words, *catchy* phrase, *cheerful* atmosphere, *depressing* weather, *moving* scene, *relaxing* weekend

# 3 Collocations with the words in italics.

2*. a remarkable* impact, achievement, success, influence…

3*. a positive* influence, effect, approach, decision, action…

4*. advanced* skills, knowledge, technology…

5*. an incredible* medium, story, performance, wealth, strength…

WORD FORMATION

**Complete the sentences by using the correct form of the word in capital letters.**

|  |  |
| --- | --- |
| **Best Rock Bands of All Time**  Rock and roll is a genre of music that emerged as a defined (1) **musical** style in America in the 1950s, and quickly spread to the rest of the country and the world. It later evolved into the (2) **various** different sub-genres of what is now called simply "rock". As a result, "rock ‘n’ roll" now has two (3) **distinctive** meanings: either rock and roll in the 1950s style, or later rock and even pop music which may be very different to (4) **traditional** rock and roll. The answer to the question of who was the most famous band of all time will depend on people's different tastes and (5) **preferences.** However, the Beatles are (6) **unquestionably** rated as the best and most famous band in rock history.  The (7) **depth** of their songs and their (8) **creativity** were the reasons for their popularity. | 1. MUSIC 2. VARY 3. DISTINCTION 4. TRADITION 5. PREFER 6. QUESTIONABLY 7. DEEP 8. CREATE |

## VERBS WITH TAKE

1. I can’t believe I was **taken in** by him.
2. The baby **takes after** its father.
3. I couldn’t **take in** what she was saying yesterday at the meeting.
4. When does the new manager **take over?**
5. Have the children **taken to** their new teacher?
6. If I had more time, I'd like to **take up** the guitar.
7. He didn’t want to **take** his hat **off.**
8. Her singing career has just begun to **take off**.

|  |  |  |  |
| --- | --- | --- | --- |
|  | ADJECTIVE | COMPARATIVE | SUPERLATIVE |
| *1* | *calm* | *calmer* | *the calmest* |
| 2 | busy | busier | the busiest |
| 3 | fat | fatter | the fattest |
| 4 | bad | worse / better | the worst |
| 5 | friendly | more friendly | the most friendly |
| 6 | attractive | more attractive | the most attractive |
| 7 | much | more | the most |
| 8 | far | farther/further | the farthest/furthest |
| 9 | little | less | the least |
| 10 | old | older/elder | the oldest/ eldest |

**4 Complete the sentences using the comparative form + *than* or *the* and the superlative of the adjectives in brackets.**

1 more/less serious than …2 the easiest 3 nearer than 4 hotter than 5 the most expensive 6 the least 7 the most amusing

LISTENING

**2 Listen to an interview with a music therapist and fill in the gaps using the words**

**from the box.**

1. Music is a source of entertainment and provides a **distraction** from problems.
2. Listening to music helps us relieve **tension**.
3. Music affects our **emotional** and mental state.
4. Listening to music speeds up the natural **healing** process of the body.
5. If we listen to happy **lyrics**, we are less depressed and have positive thoughts.
6. When our brain releases dopamine, we **feel** much better.

**UNIT 8 B** - **FESTIVALS**

### VOCABULARY

**1** 1 regard 2 gain 3 renowned 4 revellers 5 venue 6 resort

**2** 1 renowned/genres; 2 visitors /spirit; 3 new artists; 4 dance until dawn; 5 the famous trumpet event; 6 play by ear

**3** 1. associate with; 2. deals with; 3. increase in; 4. valued for; 5. owing to; 6. impact on; 7. play by ear; 8. rely on

**4 Match the phrasal verbs on the left (1-5) with their meanings on the right (a-e).**

|  |  |
| --- | --- |
| 1. call off 2. drop off 3. set off 4. put off 5. cut off | 1. cancel 2. fall asleep 3. start on a journey 4. delay doing 5. separate from others; discontinue. |

GRAMMAR

**Fill in the gaps with *who*, *whose* or *which*.**

**In which sentences could you leave out the relative pronoun? (**sentences 1,4)

1 who; 2 whose; 3 where; 4 which; 5 why; 6 who; 7 when

FOCUS ON

Complete the sentences using the **as ... as** construction and the words: long, much/many, soon, fast/ quick.

1. as long as
2. as many as
3. as soon as
4. as quickly as.

KEY WORD TRANSFORMATIONS

1. Surprisingly, the air fare to London **was not as expensive as that** to Majorca
2. Sue **is less qualified** **than** Keith.
3. His first book **­­­­­­­­­was better than** his latest one.
4. It **is the worst** decision he has ever made.
5. My results **were worse than** I had thought.
6. I forgot **how tired I was the moment** I saw the hotel pool.
7. It’s **the tallest building** I have ever seen.

USEFUL EXPRESSIONS

## take sides 2 take the blame for 3 get even with 4 at the eleventh hour 5 The last straw

**WORKBOOK**

**UNIT 8**

VOCABULARY

**1 Read the text about Mozart and then do the exercise.**

1/ b 2/c 3/c 4/b

**2 Fill in the gaps with either the correct article or preposition.**

Albert Einstein is recognized as one of **the** smartest man who has ever lived. **A** little known fact about Einstein is that when he was young was not **a** good pupil. His grade school teachers suggested that his parents get Albert **an** easy, manual labour job as soon as they could. Instead **of** following the school's advice, Albert's parents bought him **a** violin. Albert became good **at** the violin. Music was **the** key that helped Albert Einstein become one so intelligent. Einstein himself says that **the** reason he was so smart is because he played **the** violin. He loved the music of Mozart and Bach most.

Thankfully, one does not have to be a genius **of** these proportions to benefit from music-math connections.

**3 Use the words from the box to complete the sentences below.**

1. What do you hope to **gain** from this? Money or fame?
2. You should be **cautious** and wise when choosing a partner.
3. Leonardo da Vinci was the **renowned** painter, sculptor, architect, and engineer.
4. I liked our room because it had a **stunning** view of the lake.
5. It is a popular winter **resort** and we go there to ski every year.
6. Most people have travelled for hours to reach the **venue.**
7. When the **revellers** had finally left the hotel nightclub, we could clean the mess.

**4 Choose a synonym and an antonym from the list for the following words.**

|  |  |  |
| --- | --- | --- |
|  | **Synonym** | **Antonym** |
| 1. *cautious* 2. remarkable 3. increase 4. powerful 5. significant | *watchful*  exceptional  raise  strong  important | *careless*  ordinary  decrease  weak  trivial |

**5 Complete these sentences by choosing the best adjective - noun collocation.**

1.depressing 2. catchy 3. moving 4. relaxing 5. calming

**6** WORD FORMATION

1. intensity 2. conclusion 3. impatient 4. computerized 5. justify 6. socialize

PREPOSITIONS

**7 Put in the missing prepositions. Which verb doesn’t require a preposition?**

1. of 2. in 3. of / in 4. in 5. for 6. discussed 7. by 8. of

**8 Use the correct form of these words.**

**1** cut **2** give **3** see **4** get **5** keep **6** closed **7** broken **8** put **9** drop **10** went

**9 Circle the correct phrasal verb in the sentences below.**

1. She was so tired that she **dropped off / took off** in front of the TV.
2. It’s always difficult to **make out / turn up** a pupil’s handwriting.
3. When you leave the hotel, please **show off / hand in** your key at the desk.
4. The students who **turned up / made out** late were not allowed to attend the class.
5. When are you going to **sort out / find out** all these files? They look so untidy.
6. He doesn't usually drive as fast as this. He's just **sorting out / showing off**

because you're here.

GRAMMAR

**1 Add one or more examples from the box to the following rules:**

1. One-syllable adjectives form the comparative and superlative by adding *–er, -est.*

e.g. nicer, the nicest; - faster, the fastest - hotter, hottest;

1. One-syllable adjectives ending in *–e* add *–r, -st.* e.g fine
2. Two-syllable adjectives ending in –*y change*  *y* to *i*  and add *–er, -est.*  e.g. happier, happiest; funnier, funniest.
3. Other two-syllable adjectives use *more* and *the* *most*. e.g. \_ more honest, most honest more stupid, most stupid
4. Longer adjectives use *more* and *the* *most*. e.g. more comfortable, most comfortable;

more interesting, most interesting;

1. Adjectives that end in one vowel +one consonant double the last consonant before *–er,*

*-est.* e.g.

7. Some adjectives do not follow the rules: e.g. worse, worst; less, least;

**2 Complete the second sentence so that it means the same as the first.**

1. It’s the tallest building I’ve ever seen.
2. I’ve never been asked a more difficult question.
3. It’s the most boring book I’ve ever read.
4. I’ve never met such a tough competitor.
5. I’ve never been offered a more /such a/ challenging job.

**3 Double comparatives.**

1. The harder you study the better marks you will have.
2. The less expensive computers are, the more people will buy them.
3. The brighter the sun, the happier I feel.
4. The sooner you start the better chances you have to finish on time.
5. The older you become the more difficult the work becomes.

**Relative clauses**

**4 Fill in the gaps using *who*, *which* or *whose* if necessary.**

1. which 2. who 3. whose 4. which 5. which 6. who 7. whose

**5 Fill in the gaps with *where,* *when* and *why*.**

1. why 2. where 3. when 4. where

**Translate these sentences into English.**

A special bus to Novi Sad is on platform 5 starts. It leaves in half an hour. Passengers who go to Exit can buy bus tickets at a lower price at the ticket office, if they also buy tickets for the festival.

**Underline the word that doesn’t have a similar meaning.**

1. AMAZING:  astonishing, gifted, remarkable  
2.  ESSENTIAL:  crucial, vital, strong  
3.  INTELLIGENT:  brainy, smart, thoughtful  
4.  INITIALLY: gradually, at first, originally  
5. RENOWNED: celebrated, noted, reliable

EVERYDAY LANGUAGE

**Name the place where:**

* you have your hair cut. \_\_ hairdresser’s
* you have your clothes cleaned. \_\_ dry cleaner’s
* you buy your ticket at the theatre. \_\_ booking office
* you go to buy medicine in Britain/America. \_\_ chemist’s/drug store
* you buy a book that is not new. \_\_second-hand bookshop
* you pay your bill in a shop. \_\_ the cashier’s
* you buy notebooks and other writing material. \_\_stationary’s

FOR FUN

* 1. Darkness 2. Footsteps 3. Fire 4. An onion 5. Ann egg

**UNIT 9**

**ENTERTAINMENT**

STUDENT’S BOOK

**9A - FORMS OF ENTERTAINMENT**

**2 Read the texts again and put a letter next to each question.**

Who

1. prefers outdoor activities? - **S**

2. spends a lot of time on his computer? - **M**

3. goes to a sport club? - **M**

4. prefers acting to going to a sport club. - **S**

5. doesn’t spend too much time on the computer? - **S**

6. has friends who don’t like spending time on the video games? -**M**

VOCABULARY

**1 Match the words (1-6) with their explanations (a-f).**

1/c; 2/d; 3/e; 4/b; 5/a

**2 Use words from exercise 1 and the Glossary in their correct form to complete these sentences.**

1 preference; 2 **hangs out; 3 hooked 4 enable; 5** disturbance

PHRASAL VERBS with COME

**Match the meanings on the right with the phrasal verbs on the left.**

**1** 1/d; 2/b; 3/d; 4/a; 5/f; 6/b

**2** 1 came across; 2 came up with; 3 came out; 4 came into; 5 come by; 6 has come up

WORD FORMATION

|  |  |  |
| --- | --- | --- |
| NOUN | ADJECTIVE | VERB |
| activity | active | act |
| disturbance | disturbing | disturb |
| preference | preferable | prefer |
| determination | determined | determine |
| relaxation | relaxing | relax |
| commitment | committed | commit |
| comparison | comparable | compare |

**1 Use the words from the box to complete the sentences below.**

1 preference 2 activate 3 relax 4 comparison 5 disturb

**UNIT 9 B – PROS AND CONS OF REALITY TV SHOWS**

**2**

1. The number of reality television series is decreasing. - **F**

3. Fights between participants within a group make the show less popular. - **F**

4. Violence and bad language are not used in reality shows because they are supposed to

have educational values. - **F**

VOCABULARY

**1** **Read the sentences with the highlighted words/expressions again and try to guess the meaning of these words from the context. Then match the words with their explanations.**

1/d; 2/e; 3/a; 4/c; 5/b

|  |  |
| --- | --- |
| 1. controversial 2. declare 3. offensive 4. distinct 5. for the sake of | characterized by, or subject to controversy  1. to make known or state clearly; announce 2. insulting, rude 3. [able](http://www.macmillandictionary.com/search/british/direct/?q=able) [to](http://www.macmillandictionary.com/search/british/direct/?q=to) [be](http://www.macmillandictionary.com/search/british/direct/?q=be) [clearly](http://www.macmillandictionary.com/search/british/direct/?q=clearly) [seen](http://www.macmillandictionary.com/search/british/direct/?q=seen), [heard](http://www.macmillandictionary.com/search/british/direct/?q=heard), [smelt](http://www.macmillandictionary.com/search/british/direct/?q=smelt), [or](http://www.macmillandictionary.com/search/british/direct/?q=or) [tasted](http://www.macmillandictionary.com/search/british/direct/?q=tasted) 4. because of; for the purpose of |

**2 Use the highlighted words or those from the Glossary to complete the sentences below.**

1 [distinct](http://www.macmillandictionary.com/search/british/direct/?q=distinct); 2 [grip](http://www.macmillandictionary.com/search/british/direct/?q=grip); 3 **offensive;** 4 [confined](http://www.macmillandictionary.com/search/british/direct/?q=confined); 5 **controversial; 6** [declared](http://www.macmillandictionary.com/search/british/direct/?q=declared) 7 for the sake of

**3 Match the words in column A with these in column B to form the collocations and use**

**them to complete the sentences.**

2 international acclaim; 3 distinct groups; 4 offensive language; 5 controversial subject

GRAMMAR

# 1 Adjectives or adverbs? Underline the correct adjective or adverb.

1. I know how strong/strongly you feel about George.
2. Can you easy /easily run half a mile?
3. My head aches quite bad/ badly.
4. He had a happy / happily expression on his face all evening.
5. They stroked the cat gentle/ gently.
6. It was a very delicious /deliciously meal.

**2 Choose an adverb from the box for each sentence below and put them in the right position.**

1. Public transport isn’t **always** reliable.
2. She has **never** been a team player.
3. Jim got up **suddenly**.
4. She didn't play the piano very **well**.
5. They **sometimes** come and stay with us.
6. Unfortunately, he **rarely** answers correctly.
7. The boys and girls waited **impatiently** for the parade to pass.

**3 Complete each sentence by placing the adverbs and adverb phrases given in brackets in the correct position.**

1. We slept soundly in the tent all afternoon.

2. They will go to Brazil on business next week.  
3. The children sang loudly in front of the tree on Christmas Eve.   
4. We hung the picture carefully on the wall.   
5. The birds sang beautifully outside the window this morning.  
6. Cameron often works in the garden on Saturdays.

**4 Make the comparative or superlative form of the adverbs in brackets.**

1. She finished the test **more quickly** than I’d expected.
2. He plays basketball **best** in his team.
3. Now he walks **worse** than before his operation.
4. She sings **most beautifully** of all members of the choir.
5. I slept **more comfortably** in this bed than in mine.

PRACTICE

**1 Choose the correct answers.**

1. It was raining *hard/hardly* outside.

2. The post usually comes *late/lately* on a Saturday.clocktransparent

3. Her previous boss spoke very *high/highly* of her.clocktransparent

4. He’ll be back *short/shortly*.

5. The kite fly *high/highly* in the sky.

**2 Which word is missing? Use the words from the box in the correct form to complete the sentences below.**

1. I like driving **fast** but it is dangerous.
2. You have to study **hard** to catch up with the rest of the class.
3. You can fly **direct,** but there is only one non-stop flight per day.
4. Please do that **quickly**. It is very urgent.
5. Mr Johnson will be with you **shortly**. Please take a seat.
6. I haven’t seen him **lately**. How is he?
7. The event was organized really **well**.

PHRASAL VERBS

**Circle the correct answer**

1. To check and find out what happened is the same as to \_\_\_ into something.  
   **a. look** b. make c. pull
2. The question didn't come \_\_\_ so I was happy.  
   **a. up** b. in c. down
3. She had to bring \_\_\_ the children by herself.  
   a. on **b. up**  c. out
4. When he spread the news, panic broke \_\_\_ in the city.  
   a. in b. away **c. out**
5. The sun broke \_\_\_\_\_ the clouds.

a. up **b. through** c. out

1. I doubt she'll ever get \_\_\_ her trauma.  
   a. out **b. over** c. In
2. I can't get \_\_\_ all this work. I need some help.  
   a. about b. away c. **through**
3. When she got the promotion, she started to look \_\_\_ on the people she used to work with.

a. up b. for **c. down**

USEFUL EXPRESSIONS

**1 Study the sentences below and match the phrases in bold with their explanations. The first one has been done for you.**

1. *if the situation gets really bad*
2. *speaking about something*
3. *if nothing else succeeds*
4. *in one’s opinion*
5. *extremely happy and excited*
6. **If worse comes to worst**, we’ll have to cancel the trip. *[a]*
7. **If all else fails**, we could borrow money. *[c]*
8. **When it comes to** restaurants, this town’s not that good. *[b]*
9. I've been **on cloud nine** all day long. I’ve got a job. *[e]*
10. **As far as she’s concerned,** we can eat at any time. *[d]*

**2 Complete the fixed expressions in these sentences. Try not to look at the previous examples:**

1. **If all else fails**, we can always spend the weekend at home.

2 **When it comes to** trouble, your brother really knows how to cause it.

3. **If worse comes to worst**, and we spend it all, we can ask Dad to send us some more money.

4. The teacher said that **as far as she’s concerned,** we could go on a day trip.

5. Ever since he proposed to her, she has been **on cloud nine.**

**WORKBOOK**

**UNIT 9**

VOCABULARY

FOOLING THE PROFESSOR

1. coming 2. instead 3. due 4. both 5. separate 6. explain 7. point 8. ease.

**2 Complete the gaps using the words below in the correct form.**

1.enable 2. declared 3. confined 4. peers 5. precious

WORD FORMATION

**3 Complete the sentences by using the correct form of the word in capital letters.**

1. commitments 2. regardless 3. disturbance 4. preference 5. unfortunate 6 affectionate

7 competitive

**4 Put in the missing prepositions.**

1. in 2. at/at 3. of 4. in 5. to 6. in/at 7. from 8. on 9. from

ADVERBS

**1 Complete the following sentences with an adverb which corresponds to the adjective given in the box.**

1. She did  *well*  in the competition.
2. Please close the door **quietly**. The baby is sleeping.
3. She **quickly** filled in the answers.
4. He likes to drive **fast**. He is not afraid of speed.
5. We continued **cautiously**. She was afraid of his reaction.
6. He threw the ball **high** into the air.
7. The gathering is held **annually**, not monthly.
8. They replied **immediately**, without delay.
9. They were **suitably** dressed for the occasion. Nobody came in jeans.

**2 Complete the sentences with the comparative or superlative forms of the adverbs in brackets.**

1. later 2. worse 3. better 4. longest 5. more carefully 6. hardest

**3 Rewrite the sentences putting the adverbs in the correct place.**

1. They have neverthanked me for what I have done for them.
2. Do you sometimes swim in this lake?
3. Helen was born in the state of Virginia on October 3rd.
4. She was driving her car speedily on the highway when the accident happened last night.
5. Put your hands quickly on the table.
6. They walked to the theatre in a hurry last night.
7. Our team played football successfully in Manchester last month.
8. The shops in this street are always open between 9 a.m. and 5 p.m.

**Tense revision**

Sample sentences:

1. How long ago did you play tennis?
2. How many times have you travelled to the USA since last summer?
3. How long have you been working on this project?
4. How often have you practiced this month?

TRANSLATION

Marko: Did you like the last night's performance?

Lena: I enjoyed the first act, but I didn’t stay to see the second.

Marko: Why not?

Lena: I could not wait that long. It said in the theatre programme: ‘The act two, three weeks later.’

EXPAND YOUR VOCABULARY

**Which word from column A goes with the words in column B?**

A B

|  |  |
| --- | --- |
| whole | number, meal, wheat, hearted, length, sale |
| put | a stop to, to death, a law in force, in practice, aside, an end to |
| first | name, aid, born, hand, class, sight, rate |
| second | childhood, class, cousin, hand, nature, sight, teeth, thoughts, rate |
| cry | one's eyes/heart, oneself to sleep, for the moon |
| burn | one's boats, the candle at both ends, with passion |

EVERYDAY LANGUAGE

1. I can't **take credit for** the entire success. Toby helped a lot.
2. All these problems are closely **related to** the rise of unemployment.
3. Who knows what kind of revenge he might think up to **get even with** them?!.
4. They didn't **take notice of** me, so I left.
5. She was absent from work last week and now she must work more to **make up for** the lost time.
6. If it were you, I would say yes. However, it’s **up to** you to decide!

**2 Expressions with do and make**

|  |  |
| --- | --- |
| DO… one’s best, a good job, one’s homework someone a lot of good, damage | MAKE… a speech, war, enquiries, a discovery,  certain, room for, one’s apologies, a complaint use of, repairs, a confession, someone welcome,  an offer |

FOR FUN

|  |  |
| --- | --- |
| 1st BOY: Did you have any trouble with  English in London? | 2nd BOY:  No, but the English did. |
| TEACHER: What do you know about the Dead  Sea? | PUPIL:  Dead? I didn't even know it was ill. |
| 1st BOY: Do you always bath in dirty water? | 2nd BOY: It was clean when I got in. |
| DINER: Waiter! Will my hamburger be long? | WAITER:  No. It will be round and flat, sir. |
| NERVOUS PASSENGER: How often do planes  of this type crash? | AIR HOSTESS:  Only once, sir. |

**WORKBOOK**

ADDITIONAL PRACTICE

**1 Choose the word from the alternatives that has the same meaning as the word in bold.**

1. B; 2.C; 3. B; 4.C; 5. B; 6.C; 7. B; 8.C; 9. B; 10.A 11. B; 12.B

**2 Add *get, turn, give* or *look* in the correct form to complete the phrasal verbs in the following sentences.**

1. Please turn the music down. I am speaking on the phone.
2. My brother failed his test, but I hope he’ll soon get over the disappointment**.**
3. I knew that if I moved, I would give myself away.
4. You mustn’t look down on people who have less money than you.
5. She gave out fliers for the new gym yesterday.
6. I can’t get through. The line’s constantly engaged.
7. Please lookup more information on the Internet.

**3 Word formation**

**Add the right prefix to express a negative meaning (*un-, in-* or *dis-*).**

|  |  |
| --- | --- |
| 1. not honest = dishonest 2. not favourable = unfavourable 3. not agreeable = disagreeable | 4. not interesting = uninteresting 5. not acceptable = unacceptable 6. not interested = indifferent |

**4 Add an article where necessary.**

The sky was covered with heavy clouds darkening the moon and the stars. Suddenly, а cold wind rose. It brought the rain; first there were only a few drops, but soon they turned into a heavy shower. But after a short time the storm passed, the thunder grew weaker and the silence was interrupted only by the sound of running water. The horizon was lit by marvellous colours of the rainbow.