

Ministerul Educației și Cercetării

Cristina Truță
Cristina Mircea
Liliana Putinei

Limba modernă 1 Engleză

clasa a VIII-a



 **Booklet**

Acest manual este proprietatea Ministerului Educației și Cercetării.

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București, 2020

Manualul școlar a fost aprobat de Ministerul Educației și Cercetării prin Ordinul de Ministru nr. 4939/10.08.2020.

Manualul este distribuit elevilor în mod gratuit, atât în format tipărit, cât și în format digital, și este transmisibil timp de patru ani școlari, începând din anul școlar ____.

Inspectoratul Școlar _____

Școala/Colegiul/Liceul _____.

ACEST MANUAL A FOST FOLOSIT DE:

Anul	Numele elevului	Clasa	Anul școlar	Aspectul manualului*	
				la primire	la predare
1.					
2.					
3.					
4.					

* Pentru precizarea aspectului manualului se va folosi unul dintre următorii termeni: nou, bun, îngrijit, neîngrijit, deteriorat.

- Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.
- Elevii nu vor face niciun fel de însemnări pe manual.

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Competențe generale și specifice

LIMBA MODERNĂ 1 ENGLEZĂ CLASA A VIII-A

1. Receptarea de mesaje orale în situații de comunicare uzuală

- 1.1. Selectarea principalelor idei din programe TV/ înregistrări audio-video pe teme familiare, dacă se vorbește relativ rar și cu claritate
- 1.2. Identificarea semnificației dintr-o conversație obișnuită de zi cu zi atunci când interlocutorii reformulează sau repetă la cerere anumite cuvinte/ expresii
- 1.3. Manifestarea interesului pentru cunoașterea unor personalități și evenimente culturale

2. Exprimarea orală în situații de comunicare uzuală

- 2.1. Relatarea unei întâmplări / a unor experiențe personale
- 2.2. Participarea la scurte conversații în contexte obișnuite, asupra unor subiecte generale
- 2.3. Exprimarea unei sugestii sau a unei reacții la o propunere în cadrul unui dialog informal
- 2.4. Manifestarea interesului pentru calitatea exprimării/ interacțiunii

3. Receptarea de mesaje scrise în situații de comunicare uzuală

- 3.1. Deducerea din context a semnificației cuvintelor necunoscute
- 3.2. Identificarea aspectelor principale din articole scurte pe teme familiare și de actualitate
- 3.3. Identificarea sensului global al unor articole sau interviuri
- 3.4. Manifestarea interesului pentru înțelegerea diferitelor tipuri de texte

4. Redactarea de mesaje în situații de comunicare uzuală

- 4.1. Redactarea unei scrisori / unui mesaj digital folosind expresii de adresare, de cerere, de invitare și de mulțumire
- 4.2. Redactarea de texte simple și coerente pe teme de interes
- 4.3. Manifestarea interesului pentru calitatea redactării

Ghid de utilizare a manualului digital

Ce este manualul digital?

Manualul digital reproduce întregul conținut din versiunea tipărită, oferind elevilor posibilitatea de a interacționa cu diverse elemente de conținut. Astfel, aceștia vor putea viziona animații sau filme, rezolva exerciții interactive și naviga prin manual.

Simbolurile folosite în manualul digital:

1. Elemente video:

- videoclipuri cu informații și activități suplimentare;
- curiozități.

Videos:

- videos with extra information and activities;
- interesting facts.

2. Elemente grafice:

- imagini;
- informații și activități suplimentare.

Pop-ups:

- pictures and extra practice.

3. Exerciții interactive:

- exerciții de alegere multiplă, de tip adevărat sau fals, de asociere, de completare.

Interactive activities:

- multiple choice, true or false, writing and matching exercises.

unit 1 Reading and listening

1. a. Match the pictures A, B, C to the types of houses.
1. semi-detached house; 2. chalet;
3. penthouse.

1. b. Use the prompts to describe the pictures.
in mountainous regions; front garden;
two-storeyed; in residential areas; chimney;
in luxurious neighbourhoods; at the top of a tall building

2. a. Listen to the dialogues and match them to the situations below (more than one solution is possible).
1. dealing with a discipline problem
2. describing a type of house
3. choosing one's dream house

2. b. Read the dialogues A and B and mark the sentences 1-5 as true (T) or false (F).
1. The teenagers went to a party to celebrate someone moving into a new home. ...
2. A penthouse is a simple flat. ...
3. Sonya loves houses in the countryside. ...
4. Ryan prefers a house in a residential area. ...
5. The Maths teacher suggested a project to the students. ...

A
SONYA: The housewarming party last night was wonderful, wasn't it?
TARA: Oh, my God! We all knew we were invited to a fancy location but, let's face it, no one expected anything as luxurious as that. What a shame the bus only comes once in a blue moon.
RYAN: Julia mentioned something about moving into a penthouse, somewhere central, but I suppose none of us has ever been to one before.
SONYA: I must admit, I wasn't very sure I knew what a penthouse really looked like, I thought it was just a flat in a block... I was even wondering if penthouses had a large balcony instead of a garden.
TARA: When you live in the city centre, you can hardly expect a garden... I loved Julia's room, but the large fitted kitchen was my favourite. Her mum was so hospitable! All those goodies... Nice of her to allow us to wander everywhere we wanted!

unit 1 Vocabulary

1. a. Listen and repeat the types of houses. Then, label the pictures.
1. detached; 2. penthouse; 3. cottage;
4. mansion; 5. skyscrapers; 6. chalet;
7. terraced house; 8. block of flats.

1. b. Use the vocabulary in the table below as well as your own ideas to describe the pictures in exercise 1. a.

Style	modern, traditional, luxurious
Size	spacious, family-sized, average, two-storeyed
Location	in the suburbs, in the centre, in a residential area, on the outskirts, in the countryside, on the coast, etc.

Example:
A chalet is a medium-sized wooden house in the mountains.

1. c. PAIR WORK
Use the prompts to describe a house and guess what type it is.
Example:
ANN: It is a pair of two-storey houses with a common wall, in a residential area.
BRIAN: It's a semi-detached house!
• identical buildings in a row
• an expensive flat on the top floor
• a wooden house at the foot of a mountain
• a very tall building with apartments in a city
• a very large house with many rooms
• a single-storey house with no basement

Ghid de utilizare a manualului digital

Cum se folosește manualul digital?

1. Meniul superior



Mărire/micșorare – se mărește sau se micșorează fereastra, pentru o vizualizare adecvată a elementelor de interes.



Căutare – pot fi efectuate căutări în manualul digital după cuvinte-cheie.



Cuprins – deschide cuprinsul manualului digital.



Înapoi la prima pagină – se revine la prima pagină a manualului digital.



Pagina anterioară – se accesează pagina anterioară paginii curente.



Pagina următoare – se accesează pagina următoare paginii curente.



Salt la ultima pagină – se accesează ultima pagină a manualului digital.



Tipărește pagini din manualul digital.





Adnotări – deschide o galerie de instrumente, cu funcții diferite, ce permit operații în timp real: sublinieri, adnotări, încercuiri, demarcări, mascări, evidențieri etc.






Indicații – se accesează ecranul cu indicații.

2. Ajutor în utilizarea exercițiilor interactive:



Deschide interacțiunea dând click cu mouse-ul pe exercițiu. Pentru exercițiile de completare, utilizează mouse-ul pentru a poziționa cursorul pe spațiul în care dorești să completezi.

Pentru exercițiile de alegere, utilizează mouse-ul pentru alegerea variantei de răspuns. Apasă butonul **Verifică** pentru a vedea dacă ai ales corect. Pentru ambele tipuri de exerciții, apare  pentru răspunsul corect și  pentru răspunsul greșit. Pentru a relua rezolvarea exercițiului, apasă butonul **Reia/ Reîncearcă**. Poți vedea răspunsurile corecte și apăsând butonul **Arată/ afișează soluția**.

3. Ajutor în utilizarea elementelor video:

Apasă pe butoanele  /  pentru a deschide aplicația. Butonul play este localizat pe bara de jos a ferestrei, alături de Volum și opțiunea de afișare completă pe ecran. Pentru a opri temporar aplicația, apasă butonul de pauză, de pe bara de jos a ferestrei. Pentru a ieși din aplicație, apasă pe butonul  din colțul din dreapta sus al ferestrei.











4. Ajutor în utilizarea elementelor grafice:

Apasă pe butonul . Imaginea se va deschide mărită. Apasă pe butonul  din colțul din dreapta sus, pentru a închide aplicația.



User guide for the digital textbook

How to use the digital textbook




1. The main menu

-  **Zoom-in/Zoom-out** – enlarge or reduce the page.
-  **Search** – search for key-words in the digital textbook.
-  **Menu** – open and close the menu.
-  **Go to first page**
-  **Previous page** – go to previous page.
-  **Next page** – go to next page.
-  **Go to last page**
-  **Print** pages from the digital textbook.
-  **Annotation** – A tool gallery to perform different actions in real time, such as: underlining, annotating, highlighting, etc.
-  **Help**



2. How to solve interactive exercises:

Click on the exercise. For *Fill in the blanks*, read each question or sentence carefully; use your mouse to place the cursor on the 'fill in box' and type in the answer. For *Choose the correct option*, click on the answer you think is correct. There is only one correct answer. Click on the **Verifică (Check)** button to verify your answers. Answers marked with  are correct; the incorrect ones are marked with . Click on the **Reia/ Reîncearcă (Retry)** button if you want to start the exercise again. You can also check the correct answer by clicking on the **Arată/ Afîșează soluția (Show answers)** button.

3. How to use the video icons:

Click on the  /  icon; the video file will open in a new window. The Play button is located on the menu bar at the bottom of the window, along with Volume control and Full-screen display options. You can pause the recording by clicking on the Pause button, or close the window by clicking on the  button in the upper right corner, on the left.

4. How to use the pop-up icons:

Click on the  icon ; a new window will open, showing the enlarged image. Use the  button in the upper right corner to close the window.

Starter unit

Vocabulary revision

1. Look at the pictures below and write the correct word from the list next to each number under the corresponding picture.

stilettos, tie, blouse, handkerchief, handbag, socks, wristwatch, suit, shirt, sunglasses, shoes, skirt



1.
2.
3.
4.
5.
6.



1.
2.
3.
4.
5.
6.

2. Complete the word in each sentence.

- a. It's freezing cold today. Put on a warm **sweater** under your coat.
- b. Jane always wears a black leather j... with jeans and army boots.
- c. I lost weight and my jeans are loose. I need a new b... .
- d. Roll up your s... and start doing the dishes.
- e. I don't feel comfortable wearing this pair of jeans. They are too t... for my taste.
- f. My mother brought me this soft s... scarf from Milan.

- g. Someone stole Mike's money from his brand new w... .
- h. My new jacket is very warm and has a faux fur c... .
- i. My cousin always wears an elegant b... t... when he attends a wedding.
- j. Car mechanics usually wear o... when they repair vehicles.

3. Match each job in column A with a place in column B.

A	B
• farmer	• bank
• priest	• kitchen
• mechanic	• farm
• cashier	• operating room
• cook	• estate agency
• receptionist	• hotel
• pilot	• café
• miner	• church
• surgeon	• cockpit
• waiter	• studio
• photographer	• garage
• estate agent	• mine

farmer → farm

4. Choose the right word in the following sentences.

- a. There were a lot of people waiting in the doctor's **office/hospital**.
- b. She **fell/happened** ill with chickenpox.
- c. Simona's injury took more than a week to **cure/heal**.
- d. Last week, I fell down the steps and twisted my **ankle/ear**.
- e. All the girls admire her because she looks like a model, she is very tall and **plump/slim**.
- f. I've cleaned the windows of the house and now my back **aches/pains**.
- g. My sister can't travel in the back seat of a car because she starts feeling **hurt/sick**.

Starter unit

Vocabulary revision

- h. I don't know what the real problem is unless a doctor **recovers/examines** you.
i. To check the baby's **temperature/heat** properly you should use this thermometer.
j. I'm sneezing and sometimes coughing. It seems I have got a **cold/hot**.

5. Complete each sentence with a word from the list.

wrist, cheek, throat, nose, heart, waist, lips, neck

- a. After singing all night, Maria had a sore
b. Jim gave his sister an affectionate kiss on the
c. The man is deaf, but he can understand people by reading their
d. He broke his ... while playing basketball.
e. He must have an allergy because his ... is runny.
f. The groom put his arm around her
g. She broke his ... when she decided to leave.
h. My mother always wears a gold necklace with a small cross around her

6. Match the words in the list with the definitions.

classmate, pupil, coach, graduate, lecturer, principal



- a. headteacher; the manager of a school
b. someone who studies at a primary or secondary school
c. someone sitting in the same class with you
d. a person who trains a sports team
e. a person who teaches at the university
f. someone who has finished university

7. Read the texts and match them to the holiday in each picture.

- A.** This holiday celebrates the birth of Jesus Christ. Many people around the world decorate their homes with evergreen trees and wreaths. They represent strength, because they can endure the harsh, cold winter months. People also send cards, sing carols and hang stockings by the fire.
B. It is the most important celebration of the Christian faith, dedicated to the resurrection of Christ. It is celebrated on the first Sunday after the first full moon following the spring equinox. People attend church service and children participate in egg hunts.
C. It has been celebrated for several centuries by different cultures, its exact origins remain a mystery. In modern times, people have gone to great lengths to create elaborate tricks and pranks. Newspapers, radio, TV stations and websites have participated in this tradition fooling their audience with outrageous fictional claims.
D. The history of this day and the story of its patron are shrouded in mystery. People usually exchange gifts and spend time with their loved ones. Gifts include chocolates or roses, and cards containing decorations of Cupid, doves and hearts.



Starter unit

Grammar revision

The Present Simple and Continuous

The Present Perfect Simple and Continuous

1. Fill in the blanks using the correct form of the verbs in brackets.

- a. **Do you see** (see) that bird in the sky?
I think it is a skylark.
- b. We ... (see) the dentist this evening because little Tommy has a loose tooth.
- c. Look! Baby Mia ... (taste) the soup although she usually refuses it.
- d. Your chocolate cake ... (taste) fantastic. It's the best I have ever tried.
- e. ... (you/think) of planting this fir tree in your garden?
- f. My mother ... (think) I should change my hair style and have it cut short.

2. Circle the correct answer A, B or C to fill in the blanks.

1. Today, customer service ... better and better.
A. is getting **B.** gets **C.** get
2. How often ... museums when you are not on holiday?
A. you visit **B.** do you visit
C. are you visiting
3. In folklore, mermaids always ... to lure sailors.
A. sings **B.** sing
C. are singing
4. Tom never ... the bus to school.
A. takes **B.** doesn't take
C. is taking
5. You ... the drums too loudly and disturbing your neighbours!
A. always play **B.** always are playing
C. are always playing
6. She ... shifts both during the week and at weekends?
A. is working **B.** does she work
C. does work

3. Fill in the right form of the verbs in brackets (Present Simple, Present Continuous or Present Perfect).

- a. How many times ... you (play) the violin in concerts, so far?
- b. ... (you/play) the violin tonight, or the guitar?
- c. I know you love playing music but I can't remember if you ... (play) the violin or the guitar.
- d. Good teachers ... (always/try) to capture students' interest.
- e. What ... you (try) to improve at the moment? Your speaking or your listening skills?
- f. Hurry up! The film ... (start) already!
- g. Ann says she ... (never/see) a ghost.

4. Choose between the Present Perfect Simple and Present Perfect Continuous to fill in the blanks.

- a. Daniel ... just (break) that window by mistake. Now the shop alarm is on.
- b. People ... (stare) for minutes, not knowing what to make of the situation.
- c. The police officers ... already (arrive) there and are trying to solve the problem.
- d. John ... definitely (suffer) a shock, and is almost unable to explain what happened.
- e. Fortunately, the officers ... (understand) the facts correctly and now they are helping the witness to write the report.
- f. She feels much better, now that she ... (listen) to her favourite piano music for a few minutes.
- g. The family ... just (listen) to the news and now they know about the blazing fire.
- h. John ... (speak) on the phone for 15 minutes now.

Starter unit

Grammar revision

The Past Simple and Continuous

5.a. Fill in the Past Simple or the Past Continuous form of the verbs in brackets.

It ... (snow) heavily and the sky was painted in shades of light blue and grey. The wind ... hardly (blow) and everything was peaceful and silent. The first gondolas ... (bring) a group of noisy tourists to the top of the slope, and they ... (carry) their skiing equipment. They ... (be) eager to start skiing, so everyone ... (put) skis, caps, helmets and ski goggles on and off they ... (go). Most of them ... (slide) and ... (skid) while others ... (play) in the snow. But, after some time, the whole group ... (stop) in panic. Fear ... (creep in) while everybody ... (remain) silent. A bear cub ... (play) in the snow, tumbling and rolling around, and ... (not seem) bothered by anything and anyone. It ... (look) like it was alone, its mother ... (not be) in sight. It ... (ignore) the crowd, and this was worrisome. The skiers ... (expect) its mother to show up any minute.



b. Look at the picture above and continue the story imagining the tourists' interaction with the bear cub.

The Future Simple and Continuous

6. Fill in the Simple or the Continuous Future form of the verbs in brackets.

- Maria ... (fly) to Brussels at this time tomorrow.
- Next year we ... (take) the University Clinical Aptitude Test to get into Medical School.
- The doctor ... (operate) on the patient next Monday at 7am.
- Scientists appreciate we ... (work out) ways to save our planet from destruction.
- Next year's edition of Paris fashion week ... (gather) together the most famous designers and the most beautiful runway models.
- I ... (watch) a film tonight at 8pm, so please call me before that.


7. Fill in the right form of the verbs in brackets (past, present, future tenses).

OK, I admit it! I ... always (be) a 'wannabe holidaymaker,' whether we are talking about winter or summer holidays. I ... (be) eager to choose new locations, to gather together groups of fine people and to make reservations. I once ... (talk) to a travel agent who ... (promise) luxurious accommodation, fine food and interesting places to visit but I ... (be) disappointed to find out most of my expectations ... (prove) much too high. Let's hope all this ... only (represent) a thing of the past. As for the future, I hope that by the end of this summer we ... (visit) China. If everything ... (go) as planned, on the 11th of July we ... (fly) to our destination!

8. Write an email to your friend to tell him/her about the best moment of your summer holiday (setting, company, activities).

Unit 1

Home is where the heart is

- a. What does the title of the unit mean to you? 
- b. What about the unit motto? Can you connect the title to the motto? Is one's home in any way related to one's life?

Lexical competences

- describing houses in terms of their type, size, location, special features
- giving directions

Grammar competences

- expressing cause and effect
- phrasal verbs

Speaking competences

- advertising houses
- acting out dialogues about houses
- using the right intonation in questions

Listening competences

- listening for general and specific information
- renting a house

Reading competences

- scanning and skimming a text

Writing competences

- writing a letter of invitation to a friend

Motto:

'Thy life is a miracle!'

King Lear,

William Shakespeare

Unit 1

Reading and listening

1.a. Match the pictures A, B, C to the types of houses.

1. semi-detached house; 2. chalet;
3. penthouse.



b. Use the prompts to describe the pictures.

in mountainous regions; front garden; two-storeyed; in residential areas; chimney; in luxurious neighbourhoods; at the top of a tall building

2.a. Listen to the dialogues and match them to the situations below (more than one solution is possible).

1. dealing with a discipline problem
2. describing a type of house
3. choosing one's dream house

b. Read the dialogues A and B and mark the sentences 1-5 as true (T) or false (F).

1. The teenagers went to a party to celebrate someone moving into a new home. ...
2. A penthouse is a simple flat. ...
3. Sonya loves houses in the countryside. ...
4. Ryan prefers a house in a residential area. ...
5. The Maths teacher suggested a project to the students. ...

A

SONYA: The **housewarming party** last night was wonderful, wasn't it?

TARA: Oh, my God! We all knew we were invited to a fancy location but, let's face it, no one expected anything as luxurious as that. What a shame you have to wait for the bus till next blue moon to get there.

RYAN: Julia mentioned something about moving into a penthouse, somewhere central, but I suppose none of us has ever been to one before.

SONYA: I must admit, I wasn't very sure I knew what a penthouse really looked like, I thought it was just a flat in a block... I was even wondering if penthouses had a large balcony instead of a garden.

TARA: When you live in the city centre, you can hardly expect a garden... I loved Julia's room, but the large fitted kitchen was my favourite. Her mum was so hospitable! All those goodies... Nice of her to allow us to wander everywhere we wanted!

Unit 1

RYAN: I didn't think the kitchen there **was anything to write home about**, but I really liked the **study**. How wonderful to have all the books in the same place, in those **built-in cupboards** and shelves!

B

RYAN: Hey, girls! Have you thought about the project the art teacher suggested? What kind of house would you choose to live in?

TARA: I am the 'Town Mouse' type. I would design a fancy semi-detached house in a **residential area**, where my sister and I could live forever, even when we are grown-ups.

SONYA: As you have brought up Aesop's fable, I see myself as a 'Country Mouse.' My project will definitely be about a **cottage at the foot of a mountain** where I will always be connected to nature in all seasons: the perfect holiday destination.

RYAN: The truth is that it's not all about holidays. You know... people still have to work and study. I am neither the 'Country Mouse,' nor the 'Town Mouse,' but something in-between. I would go for a **bungalow in the suburbs** or even **on the outskirts**, as long as I have a huge **back garden** and access to the benefits of a city. But girls, **it's time for home truths**: are we ever going to afford our dream houses?

GROUP WORK

- 3.a. Read the dialogues and try to guess the meaning of the words and phrases in bold.
- b. Use the words and phrases in bold in similar contexts to prove you guessed their meaning correctly.



- c. Act out the dialogues in groups of three.

4. Read the following dialogue and decide which sentence (a-d) is true.

RYAN: I have some news! I think it's time for home truths!

TARA: What happened?

RYAN: You know Thomas, the eighth-grader? He is nothing to write home about.

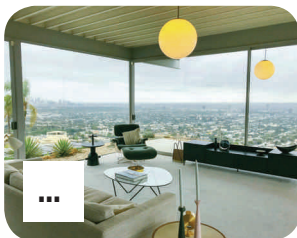
SONYA: He keeps bullying the fifth graders. You can wait **until the cows come home** for him to change. Not a chance!

RYAN: Our form teacher asked us to talk to him and try to convince him to change his behaviour. We can work together and come up with a plan to make him get on with us like a house on fire...

- a. It was time to tell the truth and be realistic about the situation. ...
- b. Everybody admires Thomas. ...
- c. You can wait for a very long time to see changes in his behaviour. ...
- d. The teenagers have a very good relationship with Thomas. ...

1.a. Listen and repeat the types of houses. Then, label the pictures.

1. detached; 2. penthouse; 3. cottage; 4. mansion; 5. skyscraper; 6. chalet; 7. terraced house; 8. block of flats.



b. Use the vocabulary in the table below as well as your own ideas to describe the pictures in exercise 1.a.

Style	modern, traditional, luxurious
Size	spacious, family-sized, average, two-storeyed
Location	in the suburbs, in the centre, in a residential area, on the outskirts, in the countryside, on the coast, etc.

Example:

A chalet is a medium-sized wooden house in the mountains.

c. PAIR WORK

Use the prompts to describe a house and guess what type it is.

Example:

ANN: It is a pair of two-storey houses with a common wall, in a residential area.

BRIAN: It's a semi-detached house!

- identical buildings in a row
- an expensive flat on the top floor
- a wooden house at the foot of a mountain
- a very tall building with apartments in a city
- a very large house with many rooms
- a single-storey house with no basement

Unit 1

Idioms

2.a. Form collocations using the words in the two columns.

- | | |
|-------------|-----------------|
| 1. fitted | a. conditioning |
| 2. double | b. system |
| 3. air | c. kitchen |
| 4. heating | d. water |
| 5. built-in | e. pool |
| 6. swimming | f. garden |
| 7. back | g. glazing |
| 8. running | h. cupboards |

PROJECT WORK

b. Write an advertisement for one of the houses in exercise 1.a. following the model below.

Picture 1: Family-sized detached house in the suburbs. Large living room on the ground floor with fitted kitchen, a bathroom and a pantry. Three bedrooms with a bathroom on the first floor and a study in the attic. Its special features include central heating, double glazing, a staircase, a back garden and a one-car garage in front. Contact number: 0469004557.



3.a. Match the idioms 1-3 to their meaning (a-c).

- | | |
|--------------------------------------|---|
| 1. to be nothing to write home about | a. to be the time for unpleasant truths |
| 2. to wait until the cows come home | b. to wait for a very long time |
| 3. to be the time for home truths | c. not to be very interesting |

b. Replace the words in bold with a suitable idiom given in exercise 3.a.

1. We stood in a queue **for a very long time** before we could buy the tickets for the concert.
2. The book we had to read for our Literature course this week **was quite boring**.
3. Tom, your grades are poorer and poorer! I think **it's time we discussed the matter seriously**.
4. There was no plot twist, the characters were flat and uninteresting, the ending was uneventful, so the book was **mediocre**.
5. Our skiing holiday in the mountains was a disaster: **we spent a week waiting** to see the first snow, but it was in vain.



The Past Perfect Tense – Simple and Continuous  **1.a. Study the table below and fill in the missing forms of the auxiliary 'to have'!****The Past Perfect Simple**

had + the Past Participle of the verb

We use the Past Perfect Simple:

- to refer to a past action which happened before another past action or stated time in the past.

*By the end of August, they ... **spent** the whole summer in the mountains.*

- to refer to a finished past action whose effect is visible later on, in the past.

*... Thomas **completed** the form before you offered to help?*

Time expressions:

when, by the time, before, after, until/till, already, just, since, for, never, etc.

1.b. Fill in either the Past Simple or the Past Perfect Simple form of the verbs in brackets; then underline the action which happened first.

- The children **had broken** the window long before their neighbour **noticed** it.
- My friend ... already (take) the exam when I ... (remember) to wish him 'good luck'!
- The plane ... (take off) when we ... (arrive) at the airport.
- Janet's grandparents ... never (visit) France when she ... (book) the trip to Paris.
- How long ... your family (live) in the countryside before they ... (move) to the city?
- She ... (cannot) work as a teacher because she ... (not graduate) from university yet.
- The politician ... (promise) to improve legislation before the people trustfully ... (vote) for him.

1.c. Join the sentence halves 1-6 to a-f using the words below. 

when, after, before, because

- Tom's father finished redecorating the house a week
- We decided to have double glazing for our new chalet
- My sister had learned to dance ballet years
- John's family bought a flat in a block
- Ann had been an only child for 10 years
- The couple had waited until the cows came home
 - she went to school.
 - they had lived in a terraced house in the centre.
 - he had bought the new furniture.
 - her twin brothers were born.
 - winter had proved to be very tough.
 - their children arrived home.

1.d. Rephrase the sentences using a linking word and a verb in the Past Perfect tense.

- My grandparents finished the construction of the new house; then, they moved in. My grandparents didn't move in the new house
- The students displayed the PowerPoint presentation; after that, the audience asked questions. The audience asked questions
- The surgeon operated on the patient; then, he told us about the necessary medication. The surgeon told us about the necessary medication
- We bought five kittens; then, our friends brought five puppies. Our friends brought five puppies
- First, I saw the film, then I read the book. I read the book

Unit 1

2.a. Study the table below and fill in the missing forms of the auxiliary 'to be'

The Past Perfect Continuous

had been + the ING form of the verb

We use the Past Perfect Continuous:

- to emphasize duration of a past action finished before another past action or stated time in the past.

*They **spending** the summer at the seaside when they decided to go to the mountains.*

- for a past action that lasted for a while and whose result was visible in the past.
*... Thomas ... **completing** the form for such a long time that he felt so exhausted?*

Time expressions:

since, for, how long, etc.

b. Fill in the Past Perfect Continuous form of the verbs in brackets.

1. Hannah felt completely disappointed when the concert was cancelled. She ... (wait) for months to see it.
2. How long ... the surgical technician (work) in the operating room when the power cut occurred?
3. It ... (rain) since the beginning of spring when it suddenly warmed up.
4. My aunt ... (dye) her hair red for years before she turned to blonde.

INTERESTING FACTS

3.a. Put the verbs in brackets into the right form.

1. Benjamin Franklin, known as the 'Founding Father of the United States,' ... (live and work) in a house in London before he ... (move) to Philadelphia.
2. The wonderful house in the film 'Home Alone' ... (be) valued at \$2 million several years after it ... (be) sold for \$1.5 million.

3. Celine Dion's mansion on Jupiter Island, which the singer ... (purchase) together with her late husband, ... (be) finally sold for half of the sum they first asked for: \$35 million.

4. When George and Amal Clooney ... (get married), they ... (build) an outdoor pool, an indoor pool and a home cinema for some time.

5. The Beckhams ... (look for) a house for a year when they bought a mansion worth \$40 million.

6. Freddy Mercury's ex-girlfriend, Mary Austin, ... (inherit) Garden Lodge Mansion - the house where the famous performer ... (live) for years when he died.

7. Boxing icon Mike Tyson ... (find) a new place to live after he ... (own) a mansion in Ohio where he kept three tigers and spent a fortune on caring for them.

b. Can you find other interesting facts about famous people's homes?

Phrasal verbs

4.a. Match the phrasal verbs to their explanations.

- | | |
|----------------------|--|
| 1. do something up | a. to continue |
| 2. look something up | b. to fasten/repair something |
| 3. keep up | c. to find information by looking in a book/ by using a computer |

b. Fill in the right form of the phrasal verbs:

do up, keep up, look up.

1. Our Literature teacher had asked us ... a set of words before we started reading the passage.
2. When the class was over, Jimmy ... already ... his coat and quickly ran out.
3. After a busy week at the office, the boss told us: '... the good work!'



1.a. Listen to Giacomo Faugno who visits an estate agency to discuss the type of house he would like to rent in Manchester and complete the sentences.



Giacomo Faugno first lived in a flat **in the suburbs** together with his parents. Then, they moved to a ... in the city centre. He didn't like the flat because it was ... but the good thing about it were his The next house was central and they became friends with Faugno is in Manchester ... with his family and he wants to rent a ... with a back garden for the kids to play in. The house must have some special features such as ... and ... because the climate here is different from the one in his country. Luckily, after finding something suitable, the rent is within his

b. Imagine you are in an estate agency, talking to an agent about a house to rent. Mention the type, size, location of the house, as well as three special features and a budget limit.

2.a. Talk about John's experience in terms of location. Use the Past Perfect for his experience previous to 2010, the Past Tense for 2010 and the Present Tense for today.

Example

John and his family had lived in a bungalow before they moved to a terraced house in 2010 and now they live in a penthouse...



Before 2010

- a bungalow
- on the outskirts
- a garage for one car
- two bedrooms
- cosy backyard



In 2010

- terraced house
- two-storeyed
- location: central
- a little cramped
- three bedrooms
- central heating

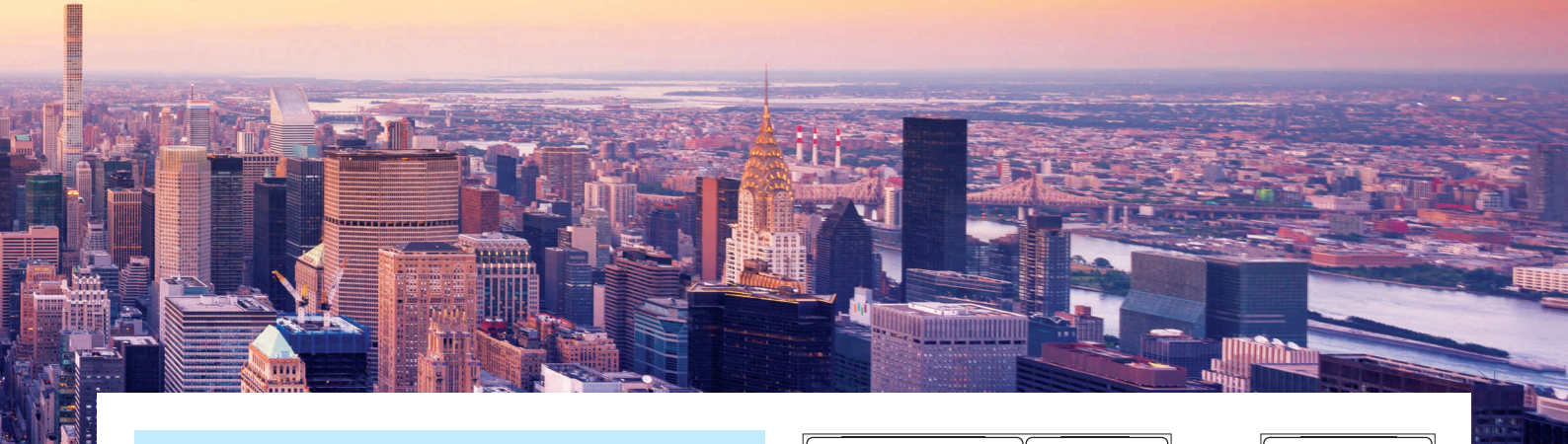


Now

- penthouse
- location: central
- open living room
- open kitchen
- three bedrooms
- huge terrace offering a great view of the city

b. Where do you live? Where would you like to live? Speak about the type of house, its location, size, special features.

Unit 1



Intonation in questions

3. Read the rules, then listen and repeat the sentences below.

YES/NO QUESTIONS usually have a rising intonation

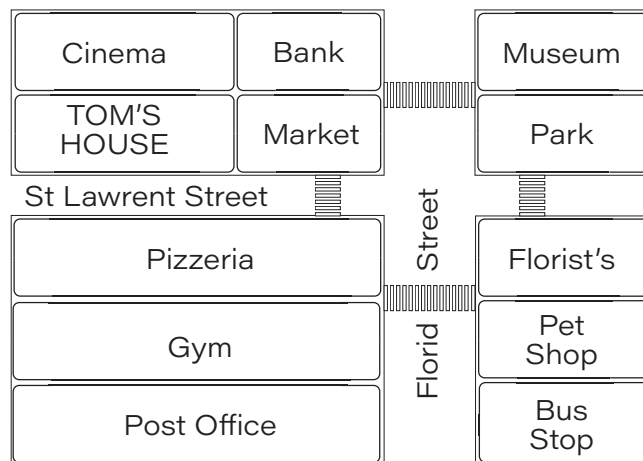
WH- QUESTIONS usually have a falling intonation

1. Are you a resident of this city?
2. Where do you spend your weekends?
3. When are you going to rent the bungalow?
4. Is the front porch large enough?

Giving and asking for directions



- 4.a. Study the map and the following phrases. Then listen to a dialogue between two friends asking for directions to get from the bus stop to Tom's house.



- go straight on
- turn left/right into
- walk past
- opposite
- next to
- on your left/right
- go up/down/along/ across

JENNA: Tom, how can I get to your house as quickly as possible? I am at the bus stop.

TOM: Well, go down Florid Street past the Pet Shop and the Florist's. Then turn left into St Lawrent Street. Continue walking past the pizzeria. My house is opposite, on your right.

JENNA: Thanks! I will be there in a minute!

- b. Have similar dialogues with a partner to get to the museum, gym, pizzeria, park.
- c. Draw a map of your journey from home to school. Swap it with your deskmate and ask questions to get to his/her home address.



Buckingham Palace



A.

Buckingham Palace has served as the official London residence of the UK's sovereigns since 1837.

Today, it is the administrative headquarters of the Queen.

Buckingham Palace has 775 rooms. These include 19 State rooms, 52 Royal and guest bedrooms, 188 staff bedrooms, 92 offices, and 78 bathrooms.

Buckingham Palace is at the centre of significant national celebrations and commemorations.

In 2002, a music concert was staged in the garden of Buckingham Palace to mark The Queen's Golden Jubilee, which included an unforgettable performance of 'God Save The Queen' by Brian May, from the roof of the Palace. At Her Majesty's Diamond Jubilee celebrations in 2012, members of the public were invited to have a special picnic in the Buckingham Palace garden.

The balcony of Buckingham Palace is one of the most famous in the world. The first recorded Royal Balcony appearance took place in 1851, when Queen Victoria stepped onto it during celebrations for the opening of the Great Exhibition. Since then, Royal Balcony appearances have marked many occasions, from The Queen's annual official birthday celebrations and Royal Weddings, to special events of national significance such as the 75th anniversary of the Battle of Britain.

(adapted from www.royal.uk)



B.

1. Look at the pictures above. What do they show?
2. Make predictions about who might reside in the buildings shown in the pictures. Then skim the text to see if you were right.
3. Read the texts about British royal residences and match them to the pictures.

Unit 1

Windsor Castle



A Royal home and fortress for over 900 years, Windsor Castle, the largest occupied castle in the world, remains a working palace today. The Queen uses the Castle both as a private home, where she usually spends the weekends, and as an official Royal residence at which she undertakes certain formal duties.

Every year The Queen takes up official residence in Windsor Castle for a month over Easter (March-April), known as Easter Court. During that time, The Queen hosts occasional 'dine and sleeps' events for guests, including politicians and public figures, and presides over Investiture ceremonies at Windsor Castle throughout the year.

The Queen is also in residence for a week in June, when she attends the service of the Order of the Garter and the Royal Ascot race meeting. The Order of the Garter ceremony brings together members of the senior order of chivalry for a service in St George's Chapel. Beforehand, The Queen gives a lunch for the Knights of the Garter in the Castle's Waterloo Chamber.

(adapted from www.royal.uk)

4. Read the texts again and decide if the sentences below are true (T) or false (F).

1. Buckingham Palace is the administrative headquarters of the British Monarch.
2. In 2002, a music concert was staged on the balcony of Buckingham Palace to mark The Queen's Golden Jubilee.
3. A Royal home and fortress for over 900 years, Windsor Castle, the largest occupied castle in the world, remains a working palace today.
4. The Queen uses the Castle both as a private home, where she usually spends the weekend, and as an official Royal residence at which she undertakes certain informal duties.
5. The Queen is also in residence for a week in June, when she attends the service of the Order of the Garter and the Royal Ascot race meeting.
6. The Order of the Garter ceremony brings together members of the junior order of chivalry for a service in St George's Chapel.

PROJECT WORK PAIR WORK

- Choose a famous historical building to describe and present to your classmates.



Writing a letter of invitation to a friend

A letter to a friend starts with *Dear* followed by the friend's first name.

- Paragraph 1 – opening remarks, the reason for writing, when and where the event takes place.
- Paragraph 2 – more information about the event.
- Paragraph 3 – directions for getting to the location.
- Paragraph 4 – ending remarks.

Each paragraph starts with a topic sentence which summarises the main idea of the paragraph.

The letter ends with friendly letter closings: *Lots of love, Hugs, All the best, Cheers*, etc. Informal letters use short forms, a variety of adjectives, idioms, etc.

1.a. Read the letter and insert the topic sentences 1-4 (there is an extra one) where they belong (A-C).

1. Make sure you can stay the night!
2. I'll be busy making preparations for the party.
3. Guess who you will meet at the party!
4. Don't make me wait for you until the cows come home!

1.b. Read the letter again and answer the questions.

1. Who is writing the letter?
2. Who is the letter addressed to?
3. How many paragraphs are there?
4. In which paragraph does Janet write about preparations and in which are given directions?
5. What tone is used in the closing remark?

10th September

Dear Maria,

Hi! Long time no see... I am writing to invite you to a party I'm organising on Saturday, 10th October.

A.

All our friends are coming and, if you agree, I will keep your presence a secret, to surprise them all. Ever since you moved town, we haven't heard much about you and we are wondering if the new school meets your expectations. The party will take place in our garden. My mum is going to cook our favourites: hot cheese and ham sandwiches, pizza, brownies, cupcakes and ice cream. As usual, dad will be doing the shopping right up to the last minute and my brother and I will make the decorations. I won't reveal any more before the party!

B.

I don't think I'll be at the train station when you arrive. As soon as you get off the train, take the 10.30 bus. If you miss it, you'll have to wait another hour for the next one... Remember my address? From the bus stop, walk down Florid Street past the pet shop and the florist's. Then turn right into St Lawrence Street. Our house is on the right, opposite the park.

C.

You don't have to hurry home after the party. Talk to your mum – we can share my room and catch up. I hope you can come!

*Hugs and lots of love,
Janet*

Unit 1

2. Which of the following lines are beginnings and which are endings? Which are formal and which are informal?

1. I thought I'd drop you a line!
2. We are looking forward to visiting the institution.
3. Hi! How are you?
4. Yours,
5. I am writing to inform you about the meeting and the participants.
6. Can't wait to see you!

PROJECT WORK

3. Write a letter of about 100 words to a friend from another town to invite him to a school festival you are organising together with your schoolmates. Mention details about this event and how to reach the school from the train station. Follow the plan.

Dear,

Paragraph 1

- opening remarks
- reason for writing
- when and where the festival takes place

Paragraph 2

- what kind of festival it is
- who is coming
- how to become a volunteer
- activities
- other details

Paragraph 3

- how to reach the place – directions

Paragraph 4

- ending remarks
- letter closing
- sign your name

SELF-ASSESSMENT

At the end of Unit 1 I can:	VERY WELL	WELL ENOUGH	NEED IMPROVEMENT
1. use vocabulary related to types of houses			
2. talk about style/size/location of houses			
3. use idioms			
4. use the Past Perfect Simple and Continuous			
5. use the Past Perfect Simple versus Continuous			
6. use phrasal verbs			
7. use the correct intonation in questions			
8. skim and scan an article			
9. write an informal letter of invitation			

1. Name the following types of houses.

6pts

- a pair of houses built side by side
- a very large and luxurious house
- houses in a row
- a very tall building of over 40 floors
- an expensive flat on the top floor
- a medium-sized wooden house for holidaymakers

2. Fill in the blanks with one word. 16pts

I spent my childhood ... a nice and quiet rural area, ... the foot of a beautiful mountain, but I always dreamt about moving ... the coast, somewhere ... the sea, to watch ships and boats ... the harbour. When I got married, my priorities changed and we moved to the capital. We rented a beautiful house ... the suburbs because we wanted to avoid the crowded areas downtown. We are happy with our house because it has ... glazing and central

3.a. Use the Past Tense or the Past Perfect Tense of the verbs in brackets to fill in the blanks. 15pts

1. When I ... (tell) my friend about the party he asked me whether I ... (finish) the essay for the next day.
2. He asked me how many books I ... (read) before I ... (become) a member of the Book Club.
3. After the man ... (bring) more medical evidence of his injuries, the judge ... (decide) to postpone delivering a verdict.

4. Our puppy ... (lick) his food bowl completely before we ... (remember) to refill it.

5. The artist ... (prepare) the concert for two months before he ... (deliver) a brilliant performance on stage.

b. Use the Past Perfect Continuous or the Past Tense of the given verbs to fill in the blanks. 15pts

1. The child ... (cry) for minutes before the teacher ... (find) out about it.

2. How long ... your friends (stand) in line for the tickets when the concert ... (begin)?

3. The owners ... (decorate) the chalet for a month when the storm ... (destroy) their roof.

4. They ... (eat) bread for three days when they ... (discover) it went bad a while ago.

5. The artists ... (perform) traditional dances for minutes when the audience ... (stand) up and started clapping to the rhythm of the music.

4. Use home idioms to fill in the gaps.

18pts

1. When Sarah's parents found out she befriended the school bully, they decided... .


2. The film director thinks the actor ..., so he considers changing him.

3. I could argue with you on that matter ... just to prove you are wrong.

5. Write a letter to an English friend to invite him/her to a housewarming party. Mention some party preparations and give directions. Write about 120 words. 30pts

Unit 2

When in doubt, travel!

- a. What does the title of the unit mean to you? 
- b. What about the unit motto? Is it important to travel? Is it better to see new places or return to well-known ones? Why does the Dalai Lama suggest visiting a new place every year?

Lexical competences

- describing holidays in terms of types, activities, experiences and problems

Motto:

'Once a year go somewhere you have never been before.'

Dalai Lama

Grammar competences

- differentiating between the Past Continuous and the Past Perfect Continuous
- phrasal verbs

Speaking competences

- making a hotel reservation
- buying a ticket
- using the right intonation in questions and short answers

Listening competences

- listening for general and specific information

Reading competences

- skimming and scanning a text

Writing competences

- writing an article describing a place





1. Listen to the dialogues and match them to the correct type of holiday.



a. sightseeing holiday



b. safari holiday



c. camping holiday



d. eco holiday



e. walking and active holiday



f. family holiday



A

DAN: Hey, Emily! What are you doing here? You look so **deep in thought**. What is that brochure about?

EMILY: Oh! Hi, Dan! I'm looking for a family holiday package for next summer. We're planning to take the kids with us this time.

DAN: I see. I went on a sightseeing holiday in Paris, in August, and stayed for ten days. The first thing I noticed was how beautiful and **cosmopolitan** the city was.

We stayed in a hotel in the suburbs. I was impressed by the grandiose architectural style of buildings and the **bustling** streets full of people speaking a variety of languages. It could be an idea for a family holiday. Yesterday I visited the Browns. You know them... that nice couple you met at my party two years ago. They spent their last Christmas in Kenya and they said it was **breathtaking**.

EMILY: Actually we were there two years before we got married. Africa, especially Kenya, has never been our cup of tea, but if you know where to go to avoid the crowds, you can enjoy some spectacular **wildlife sightings**. This time, though, we want a change of destination. We're considering going to Borneo, where we can sleep in jungle **lodges** and spend our time snorkelling and diving in one of the best places in the world. It will be great fun for the children, too.

DAN: After all, a change is as good as a rest...

Unit 2

B

TRAVEL AGENT: Globe-Trotter travel agency. Hello, my name is Ashley. How can I help you?

CUSTOMER: Hi! I need some advice to plan my next holiday.

TA: Sure! Where would you like to go?

CUSTOMER: I haven't decided yet, but I would like to break away from the office, to go somewhere **off the beaten track** and find freedom and fresh air.

TA: That sounds great! We have some attractive travel packages to offer. The first one is a camping holiday in the Swiss Alps where you can admire the most diverse **landscapes**, from fresh grassy **meadows** to sunny villages and **snow-capped mountains**. A second choice could be a ski holiday in Ischgl, one of the many charming traditional **resorts** in Austria. There you can find ski areas with excellent slopes, great facilities, friendly locals and delicious food and drink. Another **exquisite** destination is China. We offer walking holiday packages which include visiting the Great Wall. There are many noteworthy roads in the world, but this one **appeals** to both cultural travellers and adventure **trekkers**.

CUSTOMER: I think I'll go for the last one. It sounds spectacular! I've always wanted to find out more about the culture and civilisation of far away places while seeking adventure.

It sounds like a once-in-a-lifetime experience.

■ **2.a. Read the dialogues in exercise 1 and explain the words in bold.**

■ **b. Fill in the sentences using words from the list below.**

crowded, snow-capped, trendy, breathtaking, wildlife, lodge, bustling, remote, trekking, cosmopolitan

1. A few kilometers away from the **crowded** beaches of Italy's Mediterranean coast, many once-flourishing villages are now deserted and in ruins.
2. That used to be a ... town but in the past years many people retired and moved to live a quiet life in the countryside.
3. The village where I used to spend my holidays is surrounded by wooded hills and ... mountains.
4. Maria and Paul decided to raise their children in a ... corner of England.
5. She may be old hat among the ... younger generation, but her books attract more readers than any other contemporary author.
6. In my opinion, New York is the most ... town in the entire world. It's a mix of people, cultures and things from different parts of the world.
7. The view from the cottage is ... even if the room is smaller than we expected.
8. My parents bought a wooden ... in a wild mountainous region, far away from the crowded city.
9. He loves going ... in the mountains, but this year he cannot afford to rent a cottage so he will spend the summer in the countryside with his relatives.
10. My husband's work involves creating ... habitats at zoos and museums all over Europe.

Idioms

1. Match the idioms in column A to the sentences in column B, then use them in sentences of your own.

A	B
1. a change is as good as a rest	a. She loves remote places ... and far from the hustle and bustle of crowded cities.
2. off the beaten track	b. When he saw the bloody bandage he started to ... and ran out of the room.
3. get cold feet	c. We decided to skip the cruise he had suggested and spend the week in our parents' cottage in the mountains. After all, ...

2. Fill in the correct word.

- a. *break*
- b. *getaway*
- c. *excursion*

1. We decided to take a short two-day **break** from the project and go to Paris.
2. The teacher said that this semester's group ... would be to Sibiu.
3. I'm dreaming of a ... to Mykonos soon because I feel exhausted and I need a break.

- a. *spectacle*
- b. *scenery*
- c. *landscape*

1. We all enjoyed the mountain very much. The view was breathtaking.

2. Walking in the countryside is a great way to reduce stress and anxiety and admire the ...
3. An erupting volcano is a wonderful ... of nature.

- a. *trekking*
- b. *hiking*
- c. *walking*

1. We are ... in the mountains this weekend. We chose a pleasant, accessible beginner's trail.
2. I prefer ... instead of hiking. It takes longer and it's a bit more challenging.
3. ... for one hour every day is linked to weight loss and better health.

Weather phenomena

3. Match the words to the suitable pictures.

snowy, sunshine, tornado, gloomy, windy, blizzard, hail, sleet, sunny spells, fog, rainy, breeze, thunderstorm, shower, cloudy, heatwave, drizzle, hurricane, partly sunny, sunny



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Unit 2



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4. Match the following words to the appropriate category.

hiking in the woods, sandy beach, frustrated, rain showers, hostel, tropical island, relieved, inn, jet skiing, modern resort, sad, landlocked harbour, freezing cold, photo shooting, overcast, luxury safari, mist, campsite, cottage, breeze, train, camper van, water rafting, anxious, coach, snorkelling, enthusiastic, motorcycle

Place	
Weather	
Accommodation	
Transport	
Activities	
Feelings	

5. Using the words in exercise 4, tell your teacher and classmates about the best holiday you have experienced so far.

Example: *Last summer I went on a ten-day holiday in Australia. It was amazing! You should go there someday, but remember to apply for a visa in good time. It was a 22-hour flight with two stopovers. I reached Melbourne exhausted but full of excitement. I stayed in a bed and breakfast hotel next to a beautiful urban park. I went on a wildlife day tour where I saw koalas and kangaroos. Then I... .*



The Past Continuous versus the Past Perfect Continuous

- 1.a. Study the table below and fill in the right form of the verbs considering the uses of the Past Continuous and the Past Perfect Continuous.**

PAST CONTINUOUS	PAST PERFECT CONTINUOUS
<p>Shows: an action in progress when another action interrupted it; simultaneous actions in the past; an action in progress at a stated time in the past; the setting of a scene.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>They ... (travel) to Africa when I met them in 2019.</i> • <i>James ... (graduate) from university while his sister ... (take) the admission exam.</i> • <i>The wind ... (blow) and the clouds ... (gather) when Tom drove into the harbour last night.</i> 	<p>Shows an action that started in the past and continued up to another action or time in the past; emphasizes duration for an action started and finished in the past.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>John ... (work) on his project for a week when he finished it.</i> • <i>I felt exhausted because I ... (shop) all morning.</i> • <i>How long ... (you/study) Japanese before you moved to Kyoto?</i>

- 1.b. Study the situations A-D and then fill in the Past Continuous or the Past Perfect Continuous form of the verbs in brackets.**

A. Jenny attended a modelling course in 2017. In 2018, she became a well-known model due to her training.

1. I met Jenny in 2017 while she ... (study) modelling. She was so talented that in 2018 she ... (appear) in runway shows for almost a year.

B. Tyrone's brothers lived in China as diplomats for 5 years. After that, in 2010, they became members of the diplomatic mission sent to Japan. Then, they returned to their native country.

2. Tyrone's brothers ... (live) in China in 2008. When they returned home, they ... (live) in foreign countries for several years.

C. Maya first went on a camping holiday when she was in primary school. In high school, she went on an adventure holiday where she proved many of her skills.

3. When I met Maya, she ... still (try) to improve her camping skills. She ... (work) hard to improve her skills ever since she was in primary school and went on her first camping trip.

D. The weather forecast announced heavy rain several nights before the trip to the forest, but my friends didn't think it was necessary to pack warm clothes in the middle of summer.

4. Several days before the trip, my friends ... (wear) light clothes and nobody could imagine a change of weather. However, the meteorologists ... (warn) people about the heavy rain for days when they finally left.

Unit 2

2.a. Put the verbs in brackets into the Past Perfect or the Past Perfect Continuous Tense, then match the pictures to the situations 1-6.



1. The pupils ... (prepare) the project for days when they finally finished it.
2. The gardener ... (water) the garden since morning, when I saw him last week; the drought ... (cause) deep cracks in the soil.
3. The barber ... (try) to cut the man's hair as short as possible before he changed his mind and decided that a shaved head would suit him better.
4. We didn't know how long the chef ... (decorate) the cake, but it looked amazing.
5. Thomas ... (see) the dentist several times before and cried every time, but yesterday he was calm and relaxed.
6. Sophie was furious. She ... (wait) at the restaurant for two hours when her boyfriend finally showed up.

INTERESTING FACTS

b. Read the information about unusual weather conditions in Britain (A-C) and fill in the right form of the verbs.

A. In 1947 the British experienced (experience) the worst winter ever after they ... (defeat) the Nazis. The snow ... (block) the roads, so the miners ... (cannot go) to work and the animals on farms ... (die) because the farmers ... (be) unable to reach them.

B. In 1952 Londoners ... (struggle) with the worst smog they ... (see). 4,000 people ... (die) because they ... (breathe) the poisonous air for 5 days.

C. The most dramatic heatwave in Britain ... (happen) in 1976. It ... (not rain) for three months, so the politicians ... (appoint) a minister for drought. The very next day it ... (start) raining and by October it ... (rain) for 2 months without pause.

c. Go online and find interesting facts about weather conditions around the world. Share the information with your classmates.

Phrasal verbs

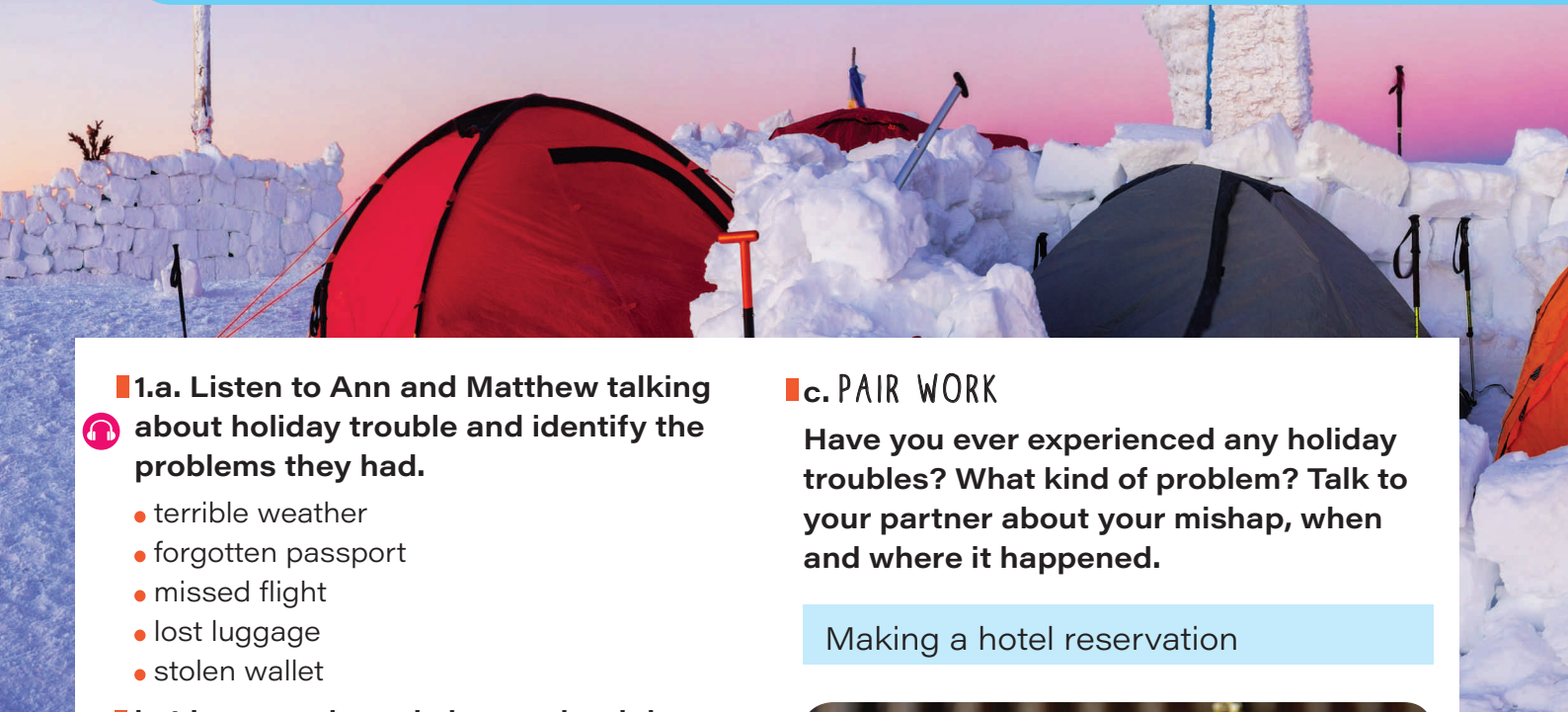
3.a. Match the phrasal verbs to their definitions.

- | | |
|---------------|----------------------------------|
| 1. kneel down | a. fall heavily (about rain) |
| 2. pour down | b. fall to your knees |
| 3. pull down | c. destroy a structure/ building |

b. Fill in the right form of the phrasal verbs.

kneel down, pour down, pull down

1. The young man ... in front of his sweetheart and offered her a diamond ring.
2. The family built the new house after they ... the old one.
3. It ... for days so the streets became completely flooded.



1.a. Listen to Ann and Matthew talking about holiday trouble and identify the problems they had.

- terrible weather
- forgotten passport
- missed flight
- lost luggage
- stolen wallet

b. Listen again and choose the right answer A, B or C.

1. When Ann is on holiday everything goes:
A. badly **B.** fine **C.** as normal
2. In Madrid Ann and her family went on a:
A. camping holiday **B.** walking holiday
C. sightseeing holiday
3. Ann's dad was desperate because he had:
A. to waste time
B. to spend money on clothes and shoes
C. to waste time and spend money unexpectedly
4. How did Matthew's teacher feel that morning?
A. nervous **B.** worried **C.** miserable
5. Why had she collected the students' passports before the trip?
A. to prevent unwanted events
B. to remember to check them
C. to give them to the check-in people
6. Why did the teacher's face turn pale?
A. she remembered something
B. she was sick
C. she talked to the check-in people

c. PAIR WORK

Have you ever experienced any holiday troubles? What kind of problem? Talk to your partner about your mishap, when and where it happened.

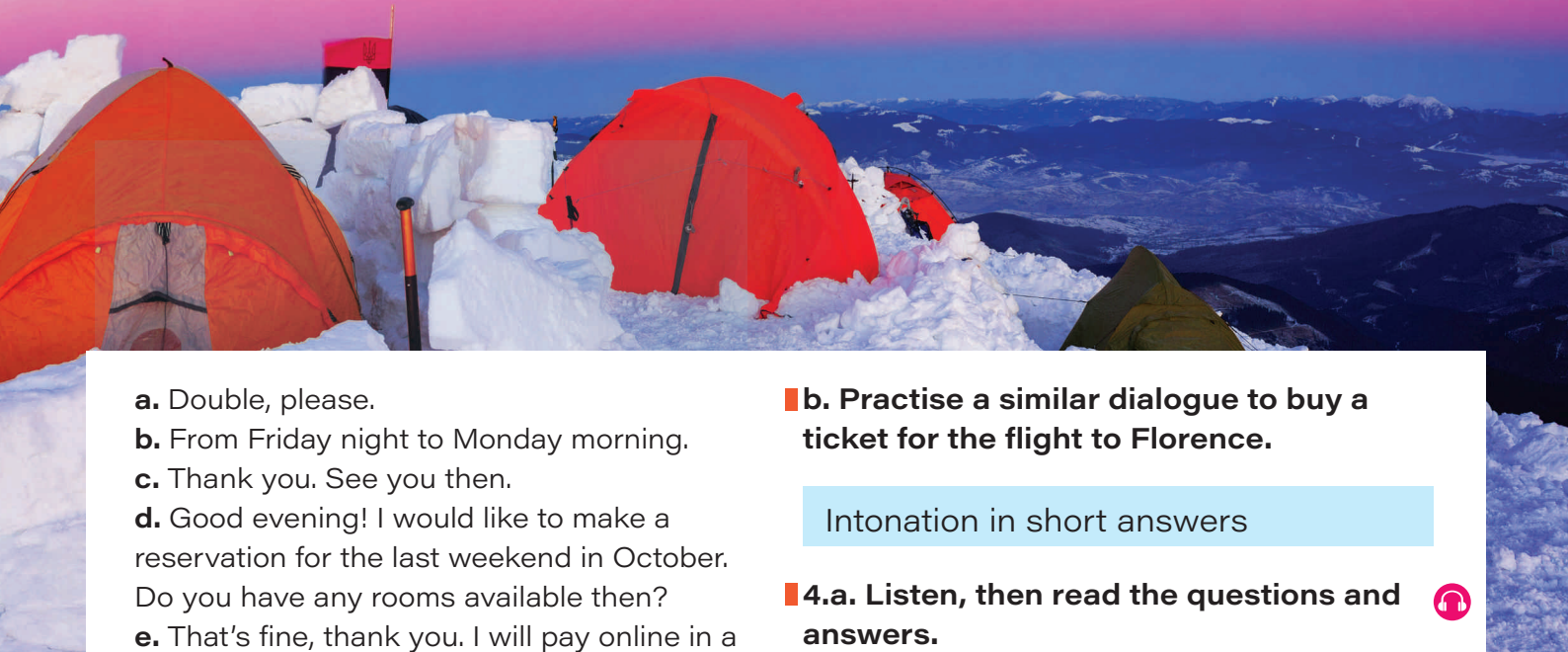
Making a hotel reservation



2.a. Match the lines of the dialogue between a hotel receptionist (1-5) and a guest (a-e), then listen to check.

1. Good evening! Homer Hotel. How can I help you? ...
2. Certainly, madam. Would you like a single or a double room? ...
3. Exactly how many nights would you like to stay? ...
4. You'll stay from Friday to Monday – three nights. That will be 180 pounds, including breakfast. Please can you make a deposit of 36 pounds? ...
5. Thank you. We look forward to meeting you in 10 days. ...

Unit 2



- a. Double, please.
- b. From Friday night to Monday morning.
- c. Thank you. See you then.
- d. Good evening! I would like to make a reservation for the last weekend in October. Do you have any rooms available then?
- e. That's fine, thank you. I will pay online in a minute.

b. Imagine you are making a hotel reservation for four days. Take turns to be the guest, then the receptionist.

Buying a ticket



3.a. Listen to a dialogue at a coach station and answer the questions.

- 1. Where is the man going?
- 2. Is he travelling alone?
- 3. Is he going to buy a one-way ticket?
- 4. When does he leave and return?
- 5. How does he pay for the ticket?

b. Practise a similar dialogue to buy a ticket for the flight to Florence.

Intonation in short answers

4.a. Listen, then read the questions and answers.



- 1. Is the sky going to be cloudy?
I hope not.
- 2. Are you going storm chasing with your uncle?
I don't think so, even though he's a scientist.
- 3. Is the concert next week?
I hope so.
- 4. Has the teacher announced the date of our test?
I hope not!

b. Circle the correct word, to conclude.

The intonation in questions is *rising/falling* and in short answers it is *rising/falling*.

c. Use the prompts to act out similar dialogues.

- 1. boys/play/on the pitch now?
- 2. Tess/ever/try skydiving?
- 3. we/go skiing/next month?
- 4. you/come/to the theatre tonight?
- 5. we/have to write/the essay for tomorrow?
- 6. you/going to buy/a dog?
- 7. she/going to see/the dentist this week?



1. Use the prompts to describe the picture.

- whitewash
- countryside
- fence
- bucket
- rolled-up sleeves
- wooden box

When you describe pictures, try to mention:

- **where** the picture was taken
- **who** is in the picture, what they are doing and wearing, etc.
- **what** the weather is like
- the exact **location** of things/people: at the top/bottom of the picture, in the middle, on the left/right

2. Read the text and fill in the table.

Who?	
When?	
Where?	
Why?	

Whitewashing the Fence

In this well-known selection from *The Adventures of Tom Sawyer* (1876), written by Mark Twain (born Samuel Langhorne Clemens, 1835–1910), Tom is given the task to whitewash Aunt Polly's fence as punishment for missing school.

Saturday morning had come, and all the summer world was bright and fresh. The trees were in bloom and the fragrance of the blossoms filled the air. Cardiff Hill, beyond the village and above it, was green with vegetation and it lay just far enough away to seem a Wonderful Land, dreamy, reposed, and inviting.

Tom appeared on the sidewalk with a bucket of whitewash and a long-handled brush. He looked at the fence, and a deep melancholy settled down upon his spirit. Thirty yards of board fence nine feet high. Life to him seemed hollow, and existence but a burden.

Sighing, he dipped his brush and passed it along the topmost plank; repeated the operation; did it again; compared his work with the far-reaching continent of

Unit 2

unpainted fence, and sat down on a tree-box discouraged. Jim came skipping out at the gate with a tin bucket, and singing Buffalo Gals.

Bringing water from the town pump had always been hateful work in Tom's eyes, before, but now it did not seem so. He remembered that there was company at the pump. Boys and girls were always there waiting their turns, resting, trading playthings, quarrelling, fighting. Tom said: 'Jim, I'll bring the water if you'll whitewash for me.' Jim shook his head.

The next moment he was flying down the street while Tom was whitewashing with vigour, and Aunt Polly was retiring from the field with a slipper in her hand and triumph in her eye. But Tom's energy did not last. He began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come and they would make a world of fun of him for having to work – the very thought of it burnt him like fire. He got out his wealth and examined it – bits of toys, marbles and trash; enough to buy an exchange of work, maybe, but not enough to buy half an hour of pure freedom.

(adapted from *The Adventures of Tom Sawyer*,
Mark Twain)

3. Answer the following questions:

- How does Tom feel? Why?
- What are Tom's most valuable possessions?
- Think of an instant in your life when you had to do something you did not like. Share your memory with your deskmate and explain how you managed to fulfill an unpleasant task.

4. Read the following sentences and decide if they are T (true) or F (false).

- Tom appeared on the sidewalk with a barrel of whitewash and a long-handled brush. ...
- Singing, he dipped his brush and passed it along the topmost plank. ...
- Jim came skipping out at the gate with a tin bucket, and singing Buffalo Gals. ...
- Bringing water from the town pump had always been joyful work in Tom's eyes, before, but now it did not seem so. ...
- Aunt Polly was retiring from the field with a broom in her hand and triumph in her eye. ...
- He began to think of the fun he had planned for this day, and his sorrows multiplied. ...

5.a. Read the following paragraphs. Which one could be a follow-up of the text about Tom's task?

- A.** Suddenly, he had a brilliant idea! He took up his brush and went to work. Ben Rogers appeared in the distance, the very boy, of all boys, whose ridicule he had been dreading. He was eating an apple. Tom went on whitewashing – paid no attention to him. Ben stared a moment and then said: 'You're up a stump, aren't you!'
- B.** Tom looked at his last touch with the eye of an artist, then he gave his brush another gentle sweep and surveyed the result, as before. He looked again. Tom's friend, Huck appeared in the distance, but he went on with his work. When Huck came closer he said: 'Hello, old friend. I'm going swimming. Will you join me?'

b. What would you do if you were Tom? Would you perform your task responsibly or would you go swimming with Huck? Consider both situations and discuss.

Writing an article describing a place



1. Read the following text and say what type of writing it is.

- a letter of invitation
- an article describing a place
- a promotional poster for a holiday destination

The Grand Canyon

1.
 One of the Seven Natural Wonders of the World, the Grand Canyon is a steep-sided canyon carved by the Colorado River in Arizona, United States. It puts the grandeur of Mother Nature in perspective and serves as a window into the region's geological and cultural past. Its immense size leaves many visitors awestruck. The South Rim is open year-round, but the North Rim closes for the winter.

2.
 While you're enjoying the Grand Canyon, consider that it's estimated to be 5 to 6 million years old. Archaeologists have uncovered artefacts dating as far back as the Paleo-Indian period, 12,000 years ago,

and it has been continuously occupied since then. An intensive survey of over 5% of the park has resulted in the discovery of more than 4,300 archaeological resources.

3

The diverse, beautiful colours of the mile-deep Grand Canyon are a sight to behold. The canyon runs 277 river miles and varies in width between 600 feet and 18 miles. The dry climate keeps the gorge of the Grand Canyon from widening, leading to its extraordinary depths. The greatest mystery of the Grand Canyon is the Kaibab limestone found at its top layer. The deposit was created at the bottom of the ocean, and was somehow lifted 9,000 feet, where it sits today.

4

The Grand Canyon supports all Southwestern ecological habitats. The south-facing slopes receive plenty of sun, supporting desert vegetation. The grey fox, mule deer, bighorn sheep and rock squirrels all make their homes on the South Rim, while Kaibob squirrels and mountain lions are found on the North Rim.

5

Temperatures vary throughout the canyon, depending on elevation. The North Rim and the South Rim are much cooler and more pleasant than the inner canyon and the river, which can reach temperatures of 105 degrees Fahrenheit (40.5 degrees Celsius). Thunderstorms persist throughout July, August and September. Consequently, winter weather tends to be extreme on the rims; the North Rim closes after the first heavy snow until mid-May. Spring and fall

Unit 2

can be temperamental, and visitors should be prepared for sudden weather changes. Check the weather before deciding when you should visit. Around 5 million people visit the park each year; summer is the park's busiest season. Its visitor's centre offers ranger and exploration programmes and a shuttle that leads around the canyon.

(adapted from *USA Today, A Description of the Grand Canyon in Arizona, Travel Tips*, Robin Raven)

2. Read the text again and match the subheadings A-E to the right paragraph.

- A. Enjoy the flora and fauna
- B. Learn about the geology of the canyon
- C. Visit any time of year
- D. Mother nature at work
- E. Explore fascinating history

SELF-ASSESSMENT

At the end of Unit 2 I can:	VERY WELL	WELL ENOUGH	NEED IMPROVEMENT
1. use vocabulary related to travelling and types of holidays			
2. use vocabulary related to weather, holiday activities and mishaps			
3. use idioms			
4. use the Past Continuous versus the Past Perfect Continuous Tense			
5. make a hotel reservation, buy a ticket			
6. use the correct intonation in short answers			
7. use phrasal verbs			
8. skim and scan a text			
9. write an article describing a place			

3. Use the plan to write an article describing a place.

Plan

Paragraph 1

- mention the location and why it is worth visiting

Paragraph 2

- historical/interesting facts
- geography and landscape

Paragraph 3

- specific animals and plants

Paragraph 4

- visiting season
- recommendations and tips for travellers

PROJECT WORK

Use the Internet to do research on holiday destinations. Choose a place you find appealing and present it to your class. Mention its location, visiting season and some interesting facts.

1. Read the following holiday review and fill in the right form of the verbs. 22pts

Being from New York, we are hardly surprised by exotic holiday destinations and fancy accommodation, but we ... (have) the time of our lives last year in Cairo, Egypt, at the Kempinski resort in Soma Bay. We ... (look forward) for a week away from home for a long time, so we ... (think) a change was as good as a rest and ... (have) high expectations.

The most remarkable aspects of our trip there ... (be) the warmth and friendliness of the locals and staff. We ... never (experience) such hospitality before.

The service and food at the Laguna Club Restaurant were fantastic; the food was so delicious and fresh and so beautifully presented, that we ... (wait) eagerly for our meals to come while the waiters ... (do) their best to serve us.

The setting of the resort seemed unreal: crystal clear water in shades of turquoise ... (blend) with the desert and the mountains in the distance. For weeks before the trip we ... (wonder) if we could cope with the hot weather of June but when we got there we saw everybody ... (enjoy) the pleasant breeze and ... (have) a splendid time.

We ... (worry) about the 10-hour flight to Egypt and another one-hour flight from Cairo for weeks, but once on the plane everything was fine.

Thank you everyone at Kempinski Soma Bay, we can't wait to return!

2. Match the words in column A to those in column B. 24pts

- | A | B |
|-----------------|----------------------|
| a. youth | 1. airlines |
| b. camping | 2. trekkers |
| c. low-cost | 3. people |
| d. tourist | 4. slopes |
| e. off | 5. scenery |
| f. breathtaking | 6. rafting |
| g. steep | 7. hostel |
| h. stunning | 8. view |
| i. check-in | 9. resort |
| j. water | 10. village |
| k. adventure | 11. holiday |
| l. remote | 12. the beaten track |

3. Cross the odd one out. 15pts

- snowy/blizzard/heat wave/hail
- cloudy/tornado/hurricane/breeze
- sunny spells/shower/sunshine/sunny
- thunderstorm/rainy/thick fog/drizzle
- heavy clouds/cloudy/mist/flood

4. Fill in the right phrasal verb. 9pts


kneel down, pour down, pull down

- Alice ... to see the beautiful garden, but she was too big to fit through the doorway.
- It ... for minutes when mum prepared the delicious hot chocolate which warmed us up and made the kitchen smell so nice.
- The crowd attempted ... a statue.

5. Write a description of a holiday destination you enjoyed. Mention the location, type of holiday, weather and why you enjoyed it. (150-200 words) 30pts

Unit 3

Health is wealth

- a. What does the title of the unit mean to you? 
- b. What about the unit motto? Why is health compared to precious metals like gold and silver? Do you think people would choose precious metals or good health? Why? What about you?

Lexical competences

- types of illnesses
- the human body

Grammar competences

- modal verbs (need/should/may/needn't) to express possibility, obligation, advice, logical assumptions
- phrasal verbs

Speaking competences

- expressing possibility, obligation, advice, logical assumptions
- making decisions
- seeing the doctor
- intonation when expressing emotions

Listening competences

- listening for general and specific information

Reading competences

- scanning and skimming a text

Writing competences

- writing an article about a new place in town

Motto:

'It is health that is real wealth and not pieces of gold and silver.'

Mahatma Gandhi

Unit 3

Reading and listening

- 1.a. Read the three conversations and fill in the blanks with words from the list. Then, listen and check your answers.

diet, dizziness, inflammation, sore, ill, pain, breathe, joints, headaches, medicine, swollen, system, examination, pressure (x2)



A

MRS ADAMS: Good afternoon, Doctor Johnson!

DR JOHNSON: Good afternoon, Mrs Adams! Please come in and take a seat. Tell me what is bothering you.

MRS ADAMS: Generally, I've been having some stiffness in my ..., but I feel this sharp ... in my right knee.

DR JOHNSON: How long have you been having it?

MRS ADAMS: It started three weeks ago, when I had an accident during a mountain hike. It really hurt, but then it got better. I could walk, so I ignored it, I didn't think it was serious. But it's been getting worse recently and I am concerned. My knee is red and ...

DR JOHNSON: Are you experiencing any other symptoms like **weakness, fatigue** or ...?

MRS ADAMS: Well, I certainly **feel under the weather**. And I have frequent ...

DR JOHNSON: Now, let's have a look. Can you show me where it hurts?

MRS ADAMS: Right here.

DR JOHNSON: Does it hurt if I put ... here?

MRS ADAMS: Ouch! It hurts terribly!

DR JOHNSON: Knee ... can have many causes. You might have damaged your ligament. I don't think we're dealing with a fracture, but we need X-rays to be sure. Meanwhile, anti-inflammatory medication can reduce the discomfort.

B

PATIENT A: Good morning, doctor!

DOCTOR: Good morning! Please have a seat.

PATIENT A: I'm feeling I've had a terrible **headache** since yesterday evening.

DOCTOR: Have you taken any ... so far?

PATIENT A: Only aspirin, but the headache hasn't disappeared. It's dull and constant. My throat is **itchy** and it hurts when I try to swallow.

DOCTOR: I see. Open your mouth, please, and say 'aaaah'!

PATIENT A: Aaaaah!

Unit 3

DOCTOR: You have a ... **throat**. You should do a strep test, too. You don't need to take any antibiotics yet. I'll prescribe some **pain relievers** to **soothe** your pain. I'm also recommending vitamin C to **boost** your immune

C

GENERAL PRACTITIONER: When was your last physical ... ?

PATIENT B: Last one... um... two years ago, I think.

GP: Have you had any other exams like blood tests or an ultrasound?

PATIENT B: I had a few dental X-rays and that's about it.

GP: Roll up your sleeve, please, so I can check your blood

PATIENT B: Certainly!

GP: It's 120 over 80. That's very good! Now I'm going to listen to your heart.

PATIENT B: Oh... that cold stethoscope again!

GP: Now ... in and hold your breath. Everything sounds good. Your weight and BMI indicate that you are not overweight. Do you exercise regularly?

PATIENT B: No, not really, I'm quite lazy. But I eat a balanced ... and I walk a lot.

GP: It looks like you have nothing to worry about. You're as fit as a fiddle.

b. Read the texts again and choose the correct answer.

1. What is Mrs Adams' problem?
 - a. swollen and painful knee
 - b. fatigue
 - c. joint pain
2. What is the doctor's assumption?
 - a. fracture
 - b. arthritis
 - c. damaged ligament

3. For how long has Mrs Adams been having this health problem?

- a. three years
- b. three months
- c. three weeks

4. Why is Patient A seeing the doctor today?

- a. physical exam
- b. neck pain and stiffness
- c. sore throat

5. What does Patient A need to do?

- a. take antibiotics
- b. have a strep test
- c. check his blood pressure

6. What does the doctor prescribe Patient A?

- a. antibiotics
- b. anti-inflammatory medication
- c. pain relievers

7. What is Patient B's blood pressure?

- a. 120 over 800
- b. 12 over 80
- c. 120 over 80

8. What is Patient B like?

- a. as fit as a needle
- b. as fit as a fiddle
- c. as fat as a fiddle

9. What instrument does the doctor use for a physical examination?

- a. X-ray generator
- b. stethoscope
- c. thermometer

c. Explain the words in bold. Imagine a dialogue containing the words and act it out with your classmates.

d. Do you see your doctor for regular check-ups? Think about a positive experience you had at the doctor's office and tell your classmates about it. It can be your own experience as a patient or that of a friend/relative you accompanied. Describe the context with a focus on how you felt.

Idioms

- 1. Match the idioms to their definitions and make up sentences with them.**
- 1. All ears** → **h. Ready and eager to listen**
2. Break a leg
 3. Cold feet
 4. Face the music
 5. Flesh and blood
 6. Give a hand
 7. Head over heels
 8. Rule of thumb
 9. To be on one's last legs
 10. To be the/a picture of (good) health
 11. To have someone in stitches
 12. Vim and vigour
- a. Deeply in love
 - b. Basic rule, not always followed
 - c. Help someone do something
 - d. Good luck
 - e. To have energy and enthusiasm for life
 - f. A relative
 - g. Stand up to unpleasant consequences, like criticism or punishment
 - h. Ready and eager to listen
 - i. To cause one to laugh hysterically
 - j. The period of time when someone was successful or strong is ending
 - k. To be in a very healthy condition
 - l. Nervous before an important event

- 2. Write the parts of the body next to the correct word.**

chest, arm, tooth, hand, ear, hip, head, foot, ankle, throat, eyes, finger, heart

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	PAIN	<input type="text"/>
<input type="text"/>	ACHE	<input type="text"/>
<input type="text"/>		<input type="text"/>
<input type="text"/>	SORE	<input type="text"/>
<input type="text"/>		<input type="text"/>

- 3. Choose the correct word to fill in the blanks.**

a. bruise/scratch/cut

1. She's got a big purple ... where she hit her leg against the corner of the table.
2. When I saw him this morning, he had a minor shaving ... on his cheek.
3. Be careful not to ... yourself on the rose prickles.

b. plaster/patch/bandages

1. His leg was in a ... for seven weeks.
2. Tim came out of the hospital wrapped in ...
3. My mother uses one nicotine ... per day to give up smoking.

c. sore/ache/pain

1. I've got a ... throat and a runny nose.
2. My brother didn't go to school because he had a stomach ... all morning.
3. I feel a sharp ... in my leg.

d. broken/sprained/strained

1. His former girlfriend had left him with a ... heart.
2. She ... her ankle playing football.
3. He ... his back at the gym yesterday.



e. sunburn/rash/heartburn

1. I've got an itchy ... all over my body.
2. I spent too much time on the beach yesterday and got a bad case of ... on my back.
3. Alex gets indigestion and ... when he eats too much in the evening. He should probably change his eating habits.

4. Match the medical specialities to the corresponding description.

- a. Paediatrician
 - b. Cardiologist
 - c. General surgeon
 - d. Plastic surgeon
 - e. Dermatologist
 - f. Psychiatrist
 - g. General practitioner
1. Expert on the heart and blood vessels
 2. Diagnoses and offers advice and treatment for problems related to one's skin, hair and nails.
 3. Provides care for the whole family including children, adults and the elderly.
 4. Specializes in the care of children from birth to young adulthood.
 5. Performs operations that change the shape or appearance of a patient's body; rebuilds and repairs body parts.
 6. Provides care and treatment for people with mental, emotional or addictive disorders.
 7. Operates on all parts of the body.



Modal verbs  **1. Study the following table:****Expressing obligation/duty/necessity**

- **must** – to express strong obligation decided by the speaker; to express regulations.
- **have to** – to express strong necessity/obligation decided by someone else, not the speaker.
- **should/ought to** – to express weak obligation with less emphasis than **must/have to**.
- **need** – used as both a modal and a main verb to express necessity.

Expressing the absence of necessity

- **needn't/don't have to/don't need to + Present Infinitive** – to express that it isn't necessary to do something.
- **didn't need to/didn't have to + Present Infinitive** – to express that it wasn't necessary to do something.

Expressing possibility

- **can + Present Infinitive** – to express general possibility, something theoretically possible, not for a specific situation.
- **could/may/might + Present Infinitive** – to express a possibility in a specific situation; something that is possible/likely to happen, perhaps it will happen (with this meaning, **may** cannot be used in questions).

May can be used in questions to express a polite request and to ask for permission.

May I please leave the room?

May I have your attention, please?

May Henry have the day off tomorrow?

Expressing advice

We use:

- **should/ought to** – to express strong advice.

Expressing logical assumptions

We use:

- **must** – to express affirmative logical assumptions when we are certain.
- **can't** – to express negative logical assumptions when we are certain.

2. Match the sentences 1-14 to the ones corresponding in meaning (a-n). **A. Expressing obligation/duty/necessity**

1. You **must** cross the road only on the green light.
2. Timothy **must** finish his essay before the end of the week.
3. He **has to** write about the importance of voting.
4. They **should/ought to** stop wasting their precious time.
5. We **need** to let someone know if we are ill and are not going to school.
6. Mary **has to** visit her friend in the hospital after his car crash.
 - a. It is necessary to let someone know when we are ill and don't go to school.
 - b. It is your duty/it is your obligation to cross the road only on the green light.
 - c. The teacher decided it was necessary to write about the importance of voting.
 - d. It is their duty to stop wasting precious time.
 - e. He decided it was his duty to finish the essay.
 - f. It is necessary that Mary visits her friend in the hospital.

Unit 3

B. Absence of necessity

7. You **needn't/don't need to/don't have to** finish the essay this week, as it is due next week.

8. We **didn't need/didn't have to** lock the door, mum was at home.

g. It wasn't necessary to lock the door.

h. It isn't necessary to finish the essay this week.

C. Expressing possibility

9. Jazz music **can** be very entertaining.

10. Jazz music **may/might/could** be entertaining in a classy restaurant at night.

i. It is generally possible that this music entertains people.

j. Jazz music entertains people in a specific situation.

D. Expressing advice and logical assumption

11. One **should/ought** always to ensure their safety under any circumstances.

12. You **must** have food poisoning if you feel sick after having dinner in this canteen.

13. He **can't** have a cold; he sneezes only in spring, when he spends time in the open.

14. Madelaine **must** have a bad cold. She has been sneezing and coughing since morning.

k. I am sure he doesn't have a cold, maybe it is seasonal allergy.

l. My advice is always to ensure your safety under any circumstances.

m. I am certain that you have food poisoning.

n. We are certain that she has a cold.

3. Use modal verbs to fill in the gaps.

1. Matilda is walking with crutches. She **must** have a broken leg.

2. Dermatologists say we ... eat fruit and vegetables to have healthy-looking skin.

3. It ... rain later, the sky is overcast.

4. Her brother ... be much older than us. He is a high school student in Germany.

5. If you have a toothache, then you ... see the dentist.

6. Surgeons ... consider operating on the patient after the bleeding stops.

7. Your dog is jumping and running all the time. It ... be happy.

8. We ... give the little girl any medicine during the flight as her travel sickness is gone.

Phrasal verbs

4.a. Match the phrasal verbs to their meaning.

1. militate against

2. kick against

3. hold something/it against

a. to like someone less because of the past

b. to refuse strongly to accept something

c. to make something less likely to happen

b. Fill in the right form of the phrasal verbs.

militate against, kick against, hold (something/it) against

1. Timmy ... his friend's decision to swim across the lake.

2. The student had cheated in the exam; this is what the teacher ... him.

3. The biologist ... the destruction of animals' natural habitat.

5. Use modal verbs in sentences to express the functions below.

a. obligations and necessities

b. unnecessary activities

c. different possible situations

d. your advice for somebody





1.a. Listen to Maria and Jane preparing to go to a summer camp then mark the sentences as true (T) or false (F).



1. The girls are going to a summer camp next week. **F**
2. The teacher advised them what medicine to pack. ...
3. They don't need to take raincoats. ...
4. Maria's mother will add more medicine to her luggage. ...
5. The teacher got an upset stomach. ...

b. Have you ever been to a summer camp? What did you pack to avoid disease? Discuss with your partner.

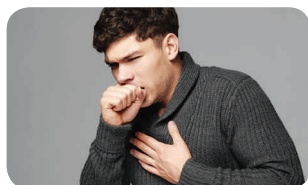
Giving advice

2.a. Match the pictures a-f to the following health problems:

broken leg, cough, toothache, sore throat, burnt skin, headache



a. Tyrone



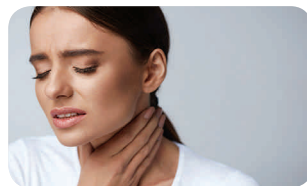
b. Michael



c. Jane



d. Diana



e. Carmen



f. Johnny

b. PAIR WORK

Use the phrases in the box to give advice, acting out a dialogue between a doctor and a patient.

Why don't you ...
 You should/shouldn't ...
 You could try + *-ing* form of the verb
 Try + *-ing* form of the verb

Example: A: *What's the matter?*

B: *I broke my leg, unfortunately, and now I have a cast on it.*

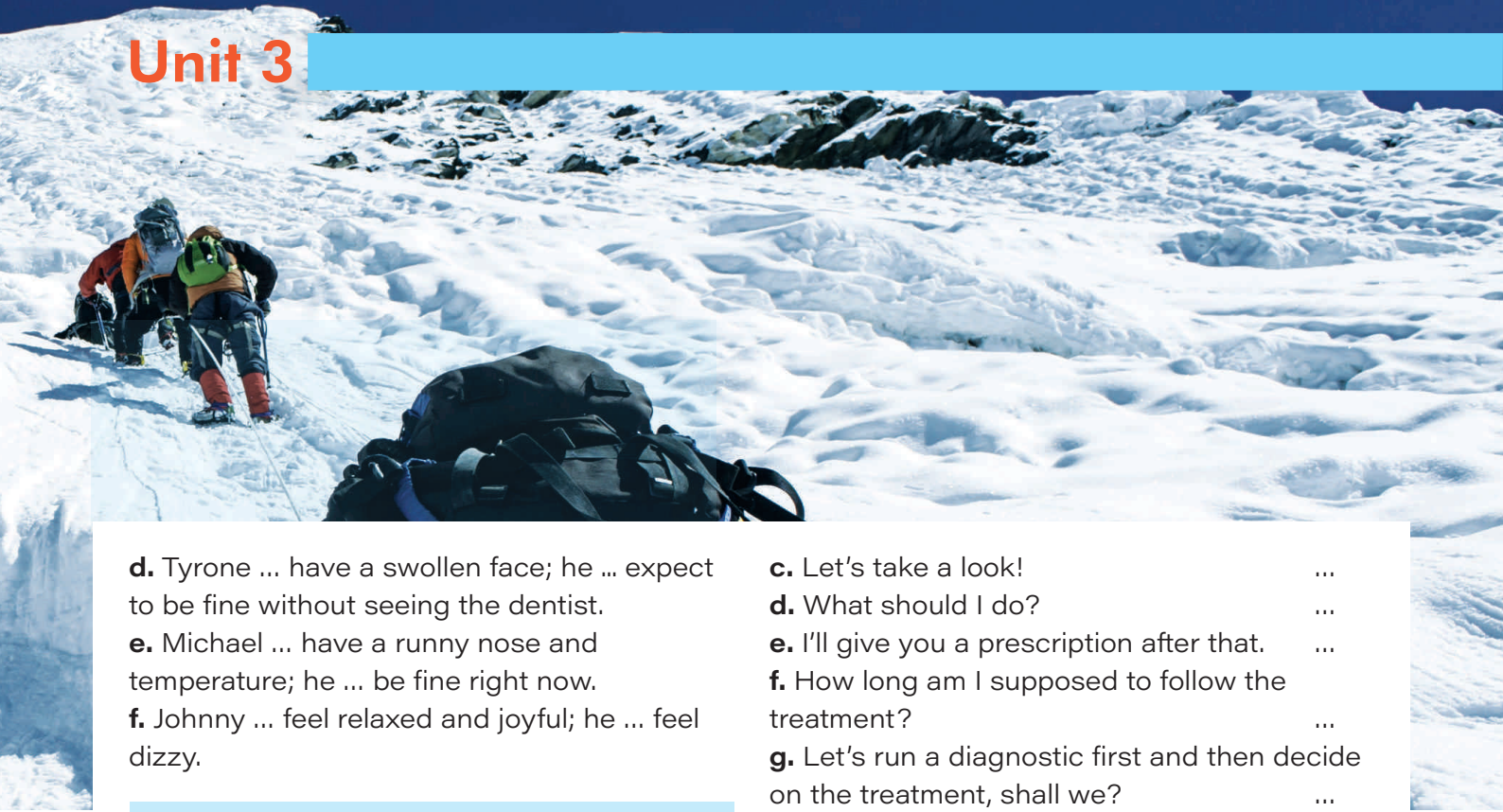
A: *Why don't you keep/You should keep/Try keeping/You could try keeping it in a horizontal position and use a cane to avoid walking on it.*

Expressing logical assumptions

3. Look at the pictures in exercise 2.a. and fill in the right modal verbs *must/can't* to express logical assumptions:

- a. Jane's leg **must** be itchy and painful.
- b. Diana's skin ... feel smooth and hydrated after spending so much time in the sun.
- c. Carmen's throat ... be sore and raw.

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- d. Tyrone ... have a swollen face; he ... expect to be fine without seeing the dentist.
- e. Michael ... have a runny nose and temperature; he ... be fine right now.
- f. Johnny ... feel relaxed and joyful; he ... feel dizzy.

Making decisions

- 4. Use the tips below to give advice and make decisions about the possible situations when preparing for a winter camp.

Example: A: You should pack warm clothes!
B: You are right./It's true./Definitely!
It might get cold and windy.

- 1. pack warm clothes – get cold and windy
- 2. pack an extra pair of boots – walk and hike a lot every day
- 3. take some medicine – catch a cold while playing outside
- 4. take some sweets – need to get energy

Seeing the doctor

- 5.a. Listen to a dialogue and write P for 'patient' and D for 'doctor' next to the lines a-g.


- a. Come in and take a seat, please! ...
- b. What seems to be the problem? ...

- c. Let's take a look! ...
- d. What should I do? ...
- e. I'll give you a prescription after that. ...
- f. How long am I supposed to follow the treatment? ...
- g. Let's run a diagnostic first and then decide on the treatment, shall we? ...

b. PAIR WORK

Take turns to practise a similar dialogue between a patient describing his/her symptoms and a doctor who makes a diagnosis after the examination.

Intonation when expressing emotions

- 6.a. Listen, then fill in the blank spaces to decide on the rising or falling intonation. 

'She won the lottery!'	'She crashed her car into the fence when parking last night'
'Really?' ↑	'Really?' ↓

To show enthusiasm we use ... intonation.
To show annoyance we use ... intonation.

- b. Listen and mark the sentences ↑ or ↓ to describe the speaker's feelings. 

- 1. You can't be serious!
- 2. I don't believe it!
- 3. No way!
- 4. Are you sure?



1. Look at the pictures and use the prompts to describe them.

- *eating healthily*
- *living in harmony*
- *trying to stay fit and healthy*



2.a. Do you have a healthy lifestyle? What do you do to keep healthy and fit?

b. Scientists consider that stressful situations have a huge impact on our health. Do you live in harmony with the people around you?

3. Read the texts 1-3 and match them to the right sets of activities A-C.

Everyone wants to be healthy and fit! These habits are a great starting point for anyone who may be looking to better themselves.

1. Physical Activity (Fitness)

Regular physical activity benefits both your body and your mind. It helps with keeping your weight under control, fights off chronic diseases, reduces stress, improves your mood, and gives you a sense of accomplishment.

Physical activity does not have to involve hours at the gym. Instead, there are many ways you can make small changes throughout the day to make your life less sedentary and get your body moving.

There are so many types of physical activities that you could add to your day, it is just important to find one that you enjoy and stick with it.

2. Healthy Lifestyle (Forgiveness)

While forgiveness may seem like an unfashionable notion to our rushed and quick-to-react society, there are many health benefits to it.

When you are consciously able to let something go, even without an apology, it reduces your anger, stress, and tension.

Holding onto a grudge can increase muscle

Unit 3

tension, heart rate, and blood pressure, which are all harmful to your health.

If you can fully forgive someone, you can focus more on you and your own well-being.

3. Healthy Eating (Portion Size Control)

Sometimes, it isn't what you eat, but how much of it you are eating.

For example, avocados are extremely healthy and have a lot to offer in terms of nutrients and healthy fats. However, they are very dense in calories, so eating three avocados per day would not be a healthy habit.

Eat until you are physically satisfied, and then stop. If you think you may still be hungry, wait 20 minutes, drink a glass of water, and reconsider if you really need another helping.

Also, start eating on smaller plates so you feel as if your plate is full before you sit down to a meal.

Remember that eating is not a pastime or something to do when you are bored or stressed out. Make sure you are mindfully eating when it is time to do so, and that you sit down and only focus on your food.

Below you can find a list of advice any of us could benefit from if put into practice.

A.

1. Avoid eating when feeling stressed.
2. Use small plates when eating at home.
3. Drink plenty of water and healthy fluids.
4. Learn how to read nutrition labels.
5. Stay away from fun-size candy bars and other treats.
6. Plan your meals every week.
7. Make your own snack packs.
8. Take smaller bites and eat slowly.

9. Stock your fridge with healthy snacks like fruit and veggies.

10. Never eat while doing something else.

B.

1. Do housework.
2. Take 30-minute early morning walks.
3. Implement the two-minute walking habit for every hour that you sit.
4. Take the stairs instead of the lift.
5. Walk whenever you can.
6. Aim for 10,000 steps a day. Wear a step-tracking device.
8. Take a dance break.
9. Go hiking more often.
10. Work out during TV commercials.

C.

1. Don't go to sleep angry.
2. Focus on understanding yourself instead of blaming others.
3. Live in the present instead of being stuck in the past.
4. Remember that it's better to be kind than to be right.
5. Observe, don't judge.
6. Take responsibility for your own shortcomings.

(adapted from *192 Health Habits: A Simple List of Healthy Living activities*)

PROJECT WORK

- **GROUP WORK** Choose one topic and rewrite the tips for healthy living as questions. Go around the class and ask your classmates to fill in the questionnaire. Mark every positive answer with one point and see how many good habits each of you has. Formulate advice to express how one could break bad habits and take up more good habits.

Writing an article about a new place in town

- An article is a piece of writing meant to give information on a particular topic. It can give information on a certain matter/ place/person, in order to point out specific features or other aspects that suit the writer’s purpose.
- First, when writing an article you need to decide on a particular topic and do some research on it.

You can write articles for your school magazine/site or for your own blog to express your opinion on certain matters that are popular among teenagers.

For instance, you could write an article on your blog to introduce a new place in town where teenagers could go to keep fit and healthy. Make sure to mention the name of the place, what you can do there, what are the best assets, but also the downsides, if any.

- Articles are organized as follows:
Introduction: Paragraph 1 - introducing the topic

- **Main body:** Paragraph 2 - mention the assets and facilities and give supporting examples

- Paragraph 3 - list some downsides as well, to give an objective view on the matter

- **Conclusion:** Paragraph 4 - summary of the listed arguments and your own opinion

Remember!

Articles are written in semi-formal style, having the following features:

- short or long sentences
- factual information
- present tenses
- short or full verb forms
- linking words (e.g. *first, secondly, although, however, in addition*, etc.)

1. Read the article and identify the main ideas A-E for paragraphs 1-5.

- A. Conclusion
- B. Types of members/users
- C. Pricing
- D. Introducing the topic
- E. Facilities

New gym in town

Amanda Burns,
health influencer

1.

The purpose of this article is to introduce Happy Gym to young people interested in keeping fit and joining a fresh and active community of members.

2.

The gym has a standard number of users, mainly teenagers. *However*, these members tend to work out mainly in the evening or at the weekend. The gym has a new promotional offer that encourages working out during the week and in the daytime.

3.

At present, the gym offers many facilities to attract teenagers and young people. *For instance* the cardio studios, saunas and pool facilities were renovated to accommodate every need and level of fitness. *Furthermore*, the brand new and modern training equipment and the customizable fitness plans attract even the fussiest youths. *In addition*, the outdoor pool is the best asset for staying active in the summertime while enjoying the company of others.

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4.

The gym offers simple but customizable membership packages for a standard fee, allowing access to the training studios only, and exclusive membership packages for a higher fee, allowing access to all facilities, sauna and spa included.

On the whole, the gym's prices are a bit high. *Still*, discounts are available when opting for exclusive membership or when choosing a package based on a personal fitness plan.

5.

In conclusion, I think Happy Gym is a good option if you want to keep fit. The modern and brand new equipment, the outdoor pool, and the types of membership with the possibility to personalize your fitness experience are really attractive, especially for young people.

2. Read the article again and replace the linking words with their synonyms given below.

all in all, presently, to sum up, what is more, on the other hand, not to mention, but, for example

3. Use the information below to write an article promoting Bliss Gym and Spa as a good option for keeping fit and healthy.

BLISS GYM AND SPA

- middle-aged users, men and women;
- affordable prices, but gold card membership offers luxury packages for higher fees;
- sauna, steam room, heated relaxation area and sun terrace;
- a range of beauty and therapeutic spa treatments in the Treatment Rooms;
- 50 instructor-led classes per week;
- outdoor fitness terrace;
- 20 m indoor pool, too small;
- 300 sq.m. gym, enough space for tennis courts.

SELF-ASSESSMENT

At the end of Unit 3 I can:	VERY WELL	WELL ENOUGH	NEED IMPROVEMENT
1. use vocabulary related to types of illnesses			
2. use vocabulary related to the human body			
3. use idioms			
4. use modal verbs to express possibility, obligation, advice, logical assumptions			
5. make decisions			
6. use the correct intonation when expressing emotions			
7. use phrasal verbs			
8. skim and scan a text			
9. write an article about a new place in town			

1. Find the odd word out.

12pts

- a. ill/sick/healthy/unhealthy/unwell
 b. fever/cough/bruise/runny nose/sneezing
 c. sun lotion/sunburnt/flu/sunbathe
 d. tooth/back/head/finger/earache
 e. pain/joints/weakness/dizziness/fatigue
 f. patient/cardiologist/paediatrician/psychiatrist/dermatologist

2. Choose the correct word.

20pts

- a. She took a painkiller, but the **headache/headpain** and the burning sensation in her **neck/throat** only intensified.
 b. Anyone who has had a bad **toothache/tooth ache** or a broken tooth will know that urgent treatment is necessary.
 c. My mother placed her right hand over my **forehead/eyebrows** to check if I had a **fever/temper**.
 d. My **back/hair** was stiff after playing soccer and I had **bruises/allergies** all over my body.
 e. The virus is very dangerous and it has **infected/infested** many people.

3. Fill in the right tense of the phrasal verbs.

6pts

militate against, kick against, hold against

1. Our school doctor always ... unhealthy habits such as smoking or eating junk food.
 2. Jim broke our window but we didn't ... him because he instantly replaced it.
 3. I always ... rude behaviour.

4. Complete the sentences with the right modal verbs.

12pts

can, must, might, had to, should, need

- a. You ... see the dentist if you have a toothache, otherwise the pain will get worse.
 b. ... I borrow your Math book? I forgot mine in the school locker.
 c. Our parents ... book a holiday in Spain this year, but we don't know for sure.
 d. Children ... keep their skateboards in a special hall if they ride to school.
 e. We ... to invest in our education during our lifetime.
 f. We ... retake the practical driving test because of the terrible weather outside.

5. Rewrite the sentences using a modal verb to replace the phrases in bold.

20pts


- a. **It would be good** for Janice to give up her habit of smoking.
 b. **Would you mind** sharing your computer with Tom? He doesn't have Internet connection.
 c. **It isn't necessary** to send the email before next week.
 d. **There is a slight chance** that our team could win the competition, if they work hard for it.
 e. Students **are not allowed** to use mobile phones during exams.

6. Write an article about a new sports club in your town. (150-200 words)

30pts

Unit 4

I never lose – I either win or learn!

- a. What does the title of the unit mean to you? 
- b. What about the unit motto? What does it mean to 'dream big' but to 'start small'? Is the first step towards fulfilling a dream the most difficult?

Lexical competences

- sports
- types of equipment
- character traits

Grammar competences

- expressing imaginary and unreal conditions: conditional sentences (types 2 & 3)
- phrasal verbs

Speaking competences

- expressing conditions
- making suggestions and invitations
- intonation: word stress

Listening competences

- listening for general and specific information

Reading competences

- scanning and skimming a text

Writing competence

- writing an article on a given topic

Motto:

'Dream big. Start small. But most of all, start!'

Simon Sinek

1.a. Fill in the texts A and B with the missing parts 1-4. Then listen and check your answers.



1. I can help you with a **handy list** so you have everything you need to enjoy your first time skiing to the full.
2. There are many differences between age groups, but Millennials are unique and they often have **challenging** personalities.
3. Boots are designed to conform to your feet, so often **rental boots** are very uncomfortable. I would rent a pair of **goggles** or a **helmet** instead.
4. Secondly, they are more motivated by their ability to make a difference wherever they work.



A

ALEX: Hey, Eva! What's up? You seem to have a lot on your mind lately.

EVA: Hi, Alex! Well, I'm very excited but nervous too, because I'm preparing for my first ski trip. I'm leaving this Monday, so I don't really know what to expect.

ALEX: Don't worry! One way to reduce stress is through proper planning. Have you bought any equipment yet?

.....
EVA: I bought most of the clothing items I need last weekend. I bought a warm **insulated ski jacket**, a pair of **waterproof mittens** and two pairs of ski socks.

ALEX: If I were you, I wouldn't spend my money on skis, **poles** or bindings. Rental staff will guide you through your decisions, making sure your skis and poles are suitable for beginners. They will also help you set up your **ski bindings**.

EVA: Can I rent ski boots there, too?

ALEX: Yes you can, but this is not recommended.

.....
 For **first-timers**, safety is essential and you should pay attention to your instructor to reduce the risk of injury.

EVA: Have you got any plans this afternoon? Would you like to come shopping with me? I need boots, ski pants and a backpack.

B

TELEVISION PRESENTER: Good evening, ladies and gentlemen! Let's extend a warm welcome to our special guest, the hugely talented writer Jean Johnson.

JEAN JOHNSON: Good evening, everyone! I'm happy to be here tonight. Thank you for

Unit 4

inviting me.

TP: The pleasure is always mine. Now tell us a few things about your latest bestseller 'Understanding Millennials'

JJ: It's a collection of essays having as its main theme the gaps between generations.

TP: Tell me more about Millennials, who are they?

JJ: They are the children of Baby Boomers or Generation X, people born in the years following the Second World War, when there was a temporary increase in **birth rate**. That means they were born in 1982 and onwards.

TP: If I were born in 1988, I would be a Millennial, too. What is the difference between this young generation and their predecessors?

JJ: There are a lot of differences. Firstly, they are happier in cities than in suburbs. Unlike their parents who aspired to live at the edges of the city, in smaller houses and idyllic regions, Millennials find happiness in big cities, in urban environments which offer them economic opportunities, entertainment and safety.

They are also less afraid than previous generations to change jobs or work independently. They have grown up believing they can do anything they want in a technological world of instant **gratification**...

TP: It's time for a short commercial break. We'll be back with Jean Johnson in a few moments. **Stay tuned!**

- b. Read the text and explain the words in bold. Use them in new contexts, in sentences of your own.**

- c. Read the text and mark the sentences with true (T), false (F) or doesn't say.**



1. Eva is very excited, but also nervous because she is preparing for her first ski trip. ...
2. Alex bought a warm insulated ski jacket, and a pair of red waterproof mittens. ...
3. Rental staff will help you set up the ski bindings. ...
4. Millennials are people from Generation X, born in the years following the Second World War. ...
5. Millennials are happier in urban environments rather than rural areas. ...
6. Jean Johnson wrote 'Understanding Millennials' because she is a Millennial herself. ...

- 2. Read the following excerpt from an interview with a professional tennis player. Imagine you are a reporter and fill in the dotted lines with suitable questions for the answers below.**

a.
Tennis has always been my greatest passion. Between the ages of ten and twelve I won two national competitions and at the age of thirteen I became a member of the National Centre of the Italian Tennis Federation.

b.
I have also changed my style of playing in the course of my career. This came naturally, as I grew older, but also because I needed to keep myself updated with the latest technological advances and regulations in my profession.

c.
Strong emotions and anxiety have been with me throughout my tennis career. At the age of twenty I began therapy sessions with a sports psychologist, because I wanted to improve my performance and my focus.

1. Fill in with the words from the list:

stick, glove, goal, puck, rubber ball, bat, bases, cleats, ring, rink, court, skates (X2), racket, net, gloves

1. In soccer, you get points by sending the ball between the posts, inside the Players wear a special type of shoes called ... and also shin guards to protect their legs from kicks.

2. In hockey, you get points by putting the ... into the goal using your The players wear

3. In baseball, you hit the ball with a ... and the others can catch the ball with a You get points, called runs, by finishing running around all four

4. In tennis, each player uses a tennis ... that is strung with cord to strike a ... over a ... into the opponent's

5. In boxing, two people usually wearing cushioned ..., throw punches at each other for a determined amount of time, in a boxing

6. In figure skating you execute various jumps, spins and dance movements wearing ... on an ice

2.a. Match the following unusual sports (a-e) to their names (1-5).

a. This sport was first practised in South Australia in a small fishing community. It was inspired by the local fishermen who would vigorously toss fish into their trucks and was soon used to spice up festivals and celebrations. Nowadays, the winner is the person who manages to throw a 20-pound rubber fish the farthest.

b. This sport is similar to arm wrestling. Players try to pin down their opponent's toe for three seconds. They play barefoot, alternating between their left and right foot for three rounds.

c. An annual 35.4 km marathon is held in Wales and it is a race between men and horses. Usually, horses are the winners, but if a human wins, he gets a cash prize of 40,000 pounds.

d. This event involves rolling a 9-pound cheese wheel down a steep hill and chasing after it.

e. People take clothes and ironing boards to remote or dangerous locations to do the ironing.



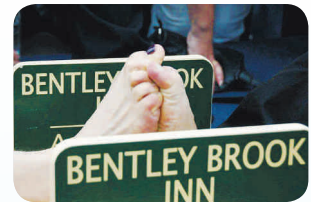
1. Cheese Rolling



2. Tuna Tossing



3. Man versus Horse Marathon



4. Toe Wrestling



5. Extreme Ironing

b. Which of the unusual sports above would/wouldn't you like to try? Why/Why not?

Example:

I would choose extreme ironing, because extreme sports boost my self-confidence and challenge me by pushing me to my physical and mental limits.

Unit 4

3. Complete the table as in the example:

Place: court, ring, course, pool, rink, track, waves, pitch, gym, track, field

Person: athlete, player, gymnast, skater, golfer, boxer, karateka, surfer, driver

Sport	Person	Place
karate	karateka	gym
volleyball		
golf		
ice skating		
water polo		
surfing		
soccer		
karting		
boxing		
gymnastics		
athletics		

Idioms

4. Look up the idioms in the dictionary, then fill in the sentences with the appropriate one.

blow the competition away, go overboard, the ball is in your court, front runner

- She invited you, so Do you want to go to her fancy party or not?
- If I were you, I would wear that long green dress in the beauty pageant so I would
- Miranda is the ... for the new supervisor position.

d. You shouldn't believe everything Susan says about Rick. She tends to ... when she's complaining about him.

5. Fill in the sentences with the words below describing characteristics every good athlete should have.

determined, adaptability, self-discipline, self-confidence, courage, competitive, talented, team spirit, graceful

- Whatever their background, children playing team sports are taught the importance of ... from an early age.
- I don't have enough ... to wake up at five every morning and exercise for 30 minutes.
- We have always been ... but there's no personal animosity between us.
- Organised sports are a good way for children and teens to gain ... and learn the value of team work.
- In spite of the disappointing weather, Dan was ... to stick to his exercise routine.
- This month, ten ... sportspeople will be awarded a prize in the town hall in recognition of their achievements.
- The coach is happy with the resourcefulness and ... of his players.
- When I looked down and saw how far I had to swim, my ... failed me.
- With a silent, ... dive, the swimmer disappeared beneath the surface of the swimming pool.



Conditional sentences – type 2



1.a. Study the table below.

TYPE 2 CONDITIONALS - UNREAL PRESENT

They express imaginary situations in the present or in the future which are unlikely to happen; they also express advice.

'If' clause	Main clause
PAST TENSE SIMPLE/ CONTINUOUS	would/could/might + the short infinitive of the verb

*If the speaker **attended** the meeting, he **would have** a massive impact on the students (= > but the speaker doesn't attend the meeting).*

*If I **were** your sister, I **might choose** to live in the countryside.*

When the 'If Clause' precedes the 'Main Clause', they are separated with a comma; if not, there is no comma.

*The speaker **would have** a massive impact on the students if he **attended** the meeting.*

b. Match the sentences 1-3 to their interpretation (a-b).

- If the weather got windy, we would try paragliding in the hills.
- If I were the skiers' coach, I would train them in the French Alps.
- Unless we had good quality equipment, we wouldn't hope to win.
 - imaginary situation unlikely to happen in the present
 - giving advice
 - imaginary situation, unlikely to happen

2.a. Fill in the right form of the verbs in brackets.

- Everybody in the group **would read** the message if you sent it after the meeting.
- How many books on Astronomy would you read if the publishing house ... (decide) to print them?
- The cactus flower would bloom if it ... (have) proper temperature conditions and light.

b. Complete the right verb forms to obtain type 2 Conditionals.

- We **could** (can) discuss the matter seriously if you **paid** (pay) us a visit.
- Thomas Edison ... (not invent) the electric bulb today if he ... (know) about the energy waste.
- If I ... (be) you, I ... (not try) extreme sports.

Conditional sentences – type 3

3.a. Study the table below.

TYPE 3 CONDITIONALS - UNREAL PAST

They express imaginary situations which contradict facts in the past; they also express regrets or criticism for past events.

'If' clause	Main clause
PAST PERFECT SIMPLE/ CONTINUOUS	would/could/might + have + the Past Participle of the verb

*If the speaker **had attended** the meeting, he **would have had** a massive impact on the students (= > but the speaker didn't attend the meeting).*

*If John **hadn't lied** to his friends, they **wouldn't have abandoned** him.*

Unit 4

■ b. Match the sentences 1-2 to their explanations (a-b).

1. If the journalist hadn't announced the news, we wouldn't have known the truth.

2. If the secretary hadn't deleted the document, her boss wouldn't have written it again.

a. criticism for past events

b. an imaginary situation which contradicts facts in the past

■ 4.a. Fill in the right form of the verbs in brackets.

1. If the baker's ... (be) open, I would have bought croissants at midnight last Thursday.

2. I would have watched the TV news in Prague if the presenter ... (speak) English.

3. My parents ... (not buy) a house unless the bank had agreed to give them a loan.

4. Unless the book ... (recommend) by the librarian, I wouldn't have noticed it on the shelf.

5. They ... (watch) the documentary on global warming if the reporter hadn't talked about the tragedy.

6. I ... (not call) you if you had let me know you were going to the movies with your boyfriend.

■ b. Complete the right verb forms to obtain type 2 & 3 conditionals.



1. If the skiers ... (wear) goggles, their eyes ... (not be affected) by the strong blizzard.

2. The firefighter ... (wear) protection equipment if he ... (be) called to put out the fire.

3. Unless you ... (be) sick, you ... (not take) medicines to recover.

4. The rescuers ... (succeed) to save the villagers if they ... (have) the right equipment.

5. If we ... (chose) to take up horse riding, we ... (go) to Austria for the competition.

6. If I ... (be) you, I ... (order) the fruit dessert.

■ c. Complete the right verb forms in the following sentences.

1. The lioness ... (not roar) so loudly if the zoo keeper hadn't separated it from its cub.

2. Bungee jumping wouldn't be so dangerous if the wires ... (be) checked regularly.

3. Mary would have taken up mountain climbing if she ... (not break) her arm last year.

4. I ... (become) a surgeon if I had the chance to choose again.

5. The president ... (visit) the new hospital if the workers hadn't been on strike.

Phrasal verbs

■ 5.a. Match the phrasal verbs to their explanations.

1. go after

2. take after

3. call after

a. to be similar to a member of the family in appearance or character

b. to follow someone in order to catch them

c. to give a baby the name of someone else, especially someone in the family

■ b. Fill in the right form of the phrasal verbs.

go after, take after, call after

1. The baby is fair-haired and blue-eyed; he ... his grandparents.

2. Tommy ... the police officers if he hadn't had a sprained ankle.

3. My little sister, Dorothy, was ... the main character in 'The Wizard of Oz'.



Making suggestions and invitations

2.a. Study the table.

SUGGESTING	ACCEPTING/ REFUSING
<ul style="list-style-type: none"> How about...? Let's... Why don't we...? I think we should... We could always... 	<ul style="list-style-type: none"> That would be nice! Good idea! Sure, why not? Sorry, I don't feel like it... It's a good idea, but I don't really like...
INVITING	<ul style="list-style-type: none"> Would you like to come?

1.a. Listen to an interview with Lindsey Vonn, the 2018 American Olympics bronze medallist, then fill in the blank spaces with 1-3 words.



Lindsey Vonn is a **33-year-old** American world champion who participated in She knows that she will never ... the Olympic podium again.

The equipment she is wearing during the interview consists of ..., ... and

In 2013 Lindsey suffered a ... and spent the next ... recovering.

Lindsey will continue ... the next generation of skiers in her country and around the world. She dreams about a big, happy family and she knows that she will always practise skiing as her

b. Find interesting information about a sportsperson you admire and imagine a similar dialogue. Mention both positive and negative aspects of their lives, what they like and dislike, what plans they have for the future.

b. PAIR WORK



Listen to the following example. Then, think of sports you could practise at the weekend and make suggestions and invitations; act them out in pairs.

Example:

A: How about doing something out of the ordinary next weekend?

B: That would be great! What do you have in mind?

A: Let's try paragliding!

B: Paragliding? It's a good idea, but I have a fear of heights... Why don't we go mountain biking? Would you like to try?

A: Good idea, as long as all our friends are coming.

Unit 4



Expressing conditions

- **3. Read the text below and make type 2 & 3 conditionals, as shown in the example.**

Example:

*I didn't study enough for the test, so I failed it.
If I had studied enough for the test, I wouldn't have failed it.*

1. My classmates love sports, so we often participate in competitions.
2. I love rowing because my parents were European champions in college.
3. Martin couldn't go skiing because he sprained his ankle while playing tennis.
4. He sprained his ankle, so he had to see the doctor and put on a cast.

Intonation: word stress

- **4. Listen carefully and repeat. Then listen again and underline the stressed word.**

- 🎧
- a. 'Have you seen the sports news?'
'Not yet! Anything important?'
 - b. 'Did they risk their lives?'
'I hope not!'
 - c. 'You'll never believe who the winner is!
Lindsey Vonn is the medallist.'
'Are you sure?'

INTERESTING FACTS

- **5.a. Read the facts about sports equipment. Then, fill in the right verb forms.**

1. The tennis balls used at the Wimbledon Championships had been white since 1877. To make them more visible against the grass on television, they became yellow in 1986.

If it ... (not be) necessary to be more visible on TV, the tennis balls ... (not become) yellow.

2. The shoe market offers a broad range of products, from boots, sandals and high heels to sports shoes and technical footwear. Nike, Adidas and Under Armour are all dominating brands when it comes to sports shoes, but Nike is the champion, owning a 90% market share.

If Nike ... (not be) a champion brand, Adidas and Under Armour ... (be) the most famous ones.

3. A Spalding basketball is made of rubber and leather and its lifespan is 4-5 years, which means it bounces 10,000 times. The Spalding basketball ... (break) easily if it ... (not be) made from a combination of leather and rubber.

- **b. Find information about sports equipment and report it to the class in a similar way.**



1.a. Look at the picture below. What does it show?



b. Make predictions about the content of the text this picture illustrates, then read it to see if you were right.

The ghost put out its strong hand as it spoke, and took him gently by the arm.

'Rise and walk with me.'

As the words were spoken, they passed through the wall, and reached an open country road, with fields on both sides. The city had entirely vanished. The darkness and the mist had vanished with it, for it was a clear, cold, winter day, with snow upon the ground.

'Good Heaven!' said Scrooge. 'I was born in this place. I was a boy here.'

The Spirit looked at him mildly. The old man was conscious of a thousand smells floating in the air, each one connected with a thousand thoughts, and hopes, and joys, and cares long, long, forgotten.

'Your lip is trembling,' said the Ghost.

'And what is that upon your cheek!'

Scrooge muttered, with an unusual tremble in his voice, that it was nothing and begged the Ghost to lead him where he would.

'You remember the way,' said the Spirit.

'Remember it!' cried Scrooge. 'I could walk it blindfold!'

'Strange to have forgotten it for so many years,' observed the Ghost. 'Let us go on.'

They walked along the road, Scrooge recognising every gate, and post, and tree; until a little market town appeared in the distance, with its bridge, its church, and winding river. Some ponies were now seen trotting towards them with boys upon their backs, who called to other boys in country carts, driven by farmers. All these boys were in great spirits, and shouted to each other, until the broad fields were full of merry music.

'These are but shadows of the things that have been,' said the Ghost. 'They are not aware of our presence.'

The joyful travellers came on; and as they came, Scrooge knew and named them every one. He was so glad to see them. His cold eye glistened, and his heart leapt up as they went past. His heart was filled with joy when he heard them give each other Merry Christmas, as they parted at crossroads for their homes. What was merry Christmas to Scrooge? What good had it ever done to him?

'The school is not quite deserted,' said the Ghost. 'A solitary child, forgotten by his friends, is left there still.'

Scrooge said he knew it. And he sobbed.

They turned left, by a well-remembered lane, and soon approached a red brick building.

Unit 4

They went in, across the hall, to a door at the back of the house. It opened before them, and they could see a long room, full of chairs and desks. At one of these desks a lonely boy was reading near a feeble fire; and Scrooge sat down on a chair, and wept to see his poor forgotten self as he used to be.

(adapted from
A Christmas Carol, Charles Dickens)

2. Read the text again and choose a suitable title.

- *The Journey*
- *The Ghost of Christmas Past*
- *The Lonely Boy*

3. Read the following sentences and decide if they are true (T) or false (F).

- a. The ghost put out its feeble hand, and pushed his arm. ...
- b. The Spirit looked at him mildly. ...
- c. Scrooge muttered, with an unusual tremble in his voice, that it was a tear. ...
- d. All these boys were in great spirits, and shouted to each other, until the broad fields were full of merry music. ...
- e. His heart was filled with sadness when he heard them give each other Merry Christmas, as they parted at crossroads for their homes. ...
- f. A solitary child, forgotten by his friends, is left there still. ...
- g. They turned left, by a well-remembered lane, and soon approached the County Hall building. ...
- h. It opened before them, and they could see a long room, full of chairs and desks. ...
- i. Scrooge sat down on the floor, and wept to see his poor forgotten self as he used to be. ...

PROJECT WORK

GROUP WORK Look at the pictures below. Make a list of important celebrations in your country. Present the list to your class and find out which are the most popular ones. Everyone should share their memories and stories about special celebrations at school, as well.



Writing an article on a given topic

An article on a given topic usually consists of four or five paragraphs:

- in the first paragraph we give **background information** on the topic;
- in paragraphs two, three and four, we give examples of **relevant features** and **concepts** regarding the subject;
- in the last paragraph we **sum up** and state our **personal opinion**.

Such articles are found in online or print magazines.

We normally use present tenses to describe and analyse present circumstances.



1. Read the following article, then discuss the words and phrases in bold.

The Centennials or Generation Z

What is **Generation Z**? It is a name given to people born between 1995 and 2010. Also labelled as **Centennials**, because they were born into the world at the turn of the century, they arrived with a tablet and a smartphone under their arm.

Marketing and sociological studies regarding the classification of generations show that **the Internet is vital to them**,

influencing their way of living, studying and socializing. Consequently, their lifestyle is also influenced by **Youtubers** who show them what to eat, what games to play, how to get dressed and how to react in different situations.

Although the use of technology makes them less interested in interpersonal relationships, they are the ones who started **supporting social causes on the Internet**.

In addition, because they are immersed in the digital world, Centennials are quite impatient. They would like to get everything they want immediately. That gives them the ability to **multitask**, but their attention span is limited.

In conclusion, Centennials are independent, but demanding, which makes them quite successful in achieving their goals. Today they represent 32% of the world population, but a new generation will take the lead in a few decades. Those born after 2010 have been termed the **Alpha Generation**. What will their behaviour be like? In a couple of years, we will see how noticeable **the generation gap** is!



Unit 4

■ **2.a. Read the text again and find words describing qualities of people from Generation Z.**

■ **b. The generation gap describes a difference of opinions between younger people and their parents or grandparents. It usually refers to their beliefs, politics or values.**

Do you feel like there is a generation gap between you and your parents?

■ **3. Generation Y, Millennials or Digital Natives are names given to people born between the '80s and the '90s. They represent a quarter of the world's population.**

Do you know anyone born at that time? Which term do you think describes them better?

■ **4. Read and match the following facts (1-4) to their consequences (a-d).**

1. Unlike their parents, Digital Natives are not satisfied with the world around them.
 2. Millennials are people born between 1982 and 1994.
 3. Technology is part of their everyday lives.
 4. However, the Millennial Generation is labelled as being lazy, narcissistic and spoilt.
- a. In fact, in 2014, Time magazine labelled them as the 'Me Me Me Generation.'
 - b. Everything they do is mediated by a screen.
 - c. That's why they are called Digital Natives.
 - d. They are ambitious and want to achieve their goals.

■ **5. Use the example in exercise 1 and the facts in exercise 4 to write an article about the Millennial Generation.**

SELF ASSESSMENT

At the end of Unit 4 I can:	VERY WELL	WELL ENOUGH	NEED IMPROVEMENT
1. use vocabulary related to sports and equipment			
2. use vocabulary related to character features			
3. use idioms			
4. express imaginary and unreal conditions: type 2 & 3 Conditionals			
5. make suggestions and invitations			
6. use the correct intonation when stressing certain words			
7. use phrasal verbs			
8. skim and scan an authentic text			
9. write an article on a given topic			

1. Fill in each sentence with the correct form of the word in brackets. 12pts

- a. I could never play any sports, I lack the ... spirit and that strong wish to defeat my opponents. (competition)
- b. In high school he was so popular and ... that we weren't surprised to hear about his later success as a goalkeeper in the national soccer team. (self-confidence)
- c. She is ... to defeat her competitors and to participate in the final round of the figure skating competition at the Olympic Games. (determination)

2. Fill in the text using the words below. 18pts

net, name, win, court, rackets, ball, points, players (x2)

Tennis, its original ... being lawn tennis, is a game in which two opposing ... (singles) or pairs of ... (doubles) use strung ... to hit a ball of specified size and weight, bouncing it over a ... on a rectangular Points are awarded to a player or team whenever the opponent fails to correctly return the ... within the prescribed dimensions of the court. To ... a game, a player must win four ... and by a margin of two.

3. Fill in the right tense of the phrasal verbs take after, go after, call after. 20pts

They say daughters ... their fathers, and sons ... their mothers; however, Anna looks like her grandmother when she was young. When she was a little girl, her brother ... her ... a character in a story, Cinnamon. This has

been her nickname for 10 years and now, when she is in her early twenties, some of her friends still call her this way. One day, Anna decided to play a joke on them though, when they were ready to order food in a restaurant and she ... them crying out: 'Anna's friends are desperate for Cinnamon, don't give them anything else to eat!'


4. Write type 2 or 3 Conditionals referring to the following situations: 20pts

- a. The teacher asked the students to prepare the test thoroughly. The test results were very good.
.....
- b. I love art. I visit art museums whenever I have this opportunity when travelling abroad.
.....
- c. My grandparents grow fruit and vegetables, so we always eat fresh produce.
.....
- d. My friends decided to surprise me with a weekend in the mountains and we were glad to see the first snowfall this year.
.....
- e. The TV series is about customs and traditions in Turkey. I enjoy watching it although I don't usually watch soap operas.
.....

5. Write an article for an Alpha Generation magazine to point out two things you have pursued for making the world a better place and two things they need to change or work towards for a better future. (150-200 words) 30pts

Unit 5

Wisdom outweighs wealth

- a. Think about the title of the unit. Why might wisdom outweigh wealth? What do you admire more in a human being? 
- b. Read the motto. Why did Dickens value a loving heart more than wisdom? Is your reason or your heart your dominant feature?

Lexical competences

- old and modern inventions
- describing objects
- presenting events

Grammar competences

- the passive voice
- the relative pronouns
- phrasal verbs

Speaking competences

- expressing opinions
- reporting problems
- stress in a list of adjectives

Listening competences

- listening for general and specific information

Reading competences

- scanning and skimming a text

Writing competences

- writing a letter/an email of complaint

Motto:

'A loving heart is the true wisdom.'

Charles Dickens

1. **GROUP WORK Discuss.** If you could go out and buy anything today, what would it be? Look at the list below and choose one item.

tape recorder, headphones, loud speakers, ultrasound scanner, mobile phone, lawn mower, laptop, computer, CD player, smoke alarm, fax machine, battery recharger, washing machine, camera, printer, air conditioning, massage chair, broiler, coffee maker

2. **PAIR WORK**

 Listen to the dialogues, then discuss the topic of technology in each of them with your partner.

- 3.a. Read the dialogues and find the items they talk about in the list in exercise 1.



A

GRANDFATHER: Do you think everyone should be trained to use computers nowadays?

GRANDDAUGHTER: Yes, everybody is using them now.

GRANDFATHER: What do you mean? I haven't got one and I might not need one.

GRANDDAUGHTER: Whenever you do laundry and choose a washing cycle programme on your washing machine, it uses **computer circuitry**.

GRANDFATHER: But I'm talking about PCs and laptops.

GRANDDAUGHTER: This is the technology that is popular today, but it's difficult to predict what we'll be using in five or ten years' time.

GRANDFATHER: Would you like to make a guess?

GRANDDAUGHTER: There are many brands and manufacturers of computers, laptops and tablets on the market, at very *affordable* prices. But computer interfaces are still not very *user-friendly* for the elderly.

GRANDFATHER: Do you think things could improve?

GRANDDAUGHTER: Yes, I'm sure of it. You'll be able to talk to your devices and recite a shopping list, for example. What you say will appear as text on the screen. Your computer will be able to search the nearby supermarkets for the listed items. You'll be given information and prices to compare. You'll fill in an order and the products will be delivered to your door in half an hour.

B

ESTATE AGENT: As you can see, Madam, this flat is **fully equipped**. When you called and asked for the best available apartment, I thought of this one immediately. Just have a look at the spacious kitchen. All of the appliances are *top of the line*.

MIRIAM: Can I take a closer look? I really enjoy cooking in my spare time, so a well-equipped kitchen is essential.

Unit 5

EA: This way, please! The refrigerator has a high capacity. The freezer is at the bottom.

MIRIAM: But it hasn't got an ice maker.

EA: Indeed, that's one of the few things it doesn't have.

MIRIAM: I see... Is this *gas range* or electric?

EA: It's gas and it has a *broiler* at the bottom. Let me show you!

MIRIAM: I read that if the kitchen has got a gas range and a refrigerator and doesn't have an *exhaust fan*, this could be a possible source of chemical pollution. By the way, is this a self-cleaning stove?

EA: I'm afraid not, but it's *stainless steel*, as you can see.

MIRIAM: That's a shame. Is the dishwasher new?

EA: It's not brand new, but it's in very good condition. The microwave, toaster and coffee maker are still **sealed**. Do you think these appliances will suit all your needs?

C

SHOP ASSISTANT: Good morning! Can I help you?

CUSTOMER: Hi. Yes! I'm looking for a new laptop. I've had some issues with the old one.

SA: It's probably time for an upgrade. What do you need?

C: Something lightweight and easy to carry around. I was looking at that one, but I do a lot of photo manipulation and video editing. I think these notebooks aren't suitable for that.

SA: I understand. You need an ultraportable laptop, with a good processor, plenty of RAM and hard drive space to install **software**. Take a look at this one.

C: How much is it?

SA: 1,200 pounds.

C: Oh... that's too expensive. My budget is 500 to 600 pounds.

SA: Okay. Do you need a DVD drive? Do you watch DVD movies?

C: Yes. I'd like to be able to do that.

SA: What about games? Do you play any?

C: Not really.

SA: I expect you would like a device with enough processing power to run new apps, as well as a good keyboard and touchpad. Let's see what we can find.



b. Explain the words in bold and use them in new contexts.

4. Fill in the sentences with the words in italics from the text.



a. The tablet's ... features allow fast and simple document conversion.

b. Even though induction ranges are safer, I prefer ... stoves.

c. I want to get a loan for a new car, but the interest rates aren't ... given my current economic situation.

d. She likes to quick-toast bread under the ... for a crispy snack.

e. According to online reviews, this famous company only sells ... products.

f. ... is one of the most common metals used for making surgical instruments.

- 1.a. A smart home is a residence that uses Internet-connected devices to enable the remote monitoring and management of appliances and systems. Look at the picture below and write the correct number next to each word.**



- locks ...
- TVs/speakers ...
- appliances ...
- security cameras ...
- thermostat ...
- lighting ...

b. Match the words above to their definitions (1-6).

1. They connect to the Internet to access content through applications, such as on-demand video or music. Some of them also include voice or gesture recognition.

2. It can detect when people are in the room and adjust light bulbs as needed. They can also fix themselves based on daylight availability.

3. It comes with integrated Wi-Fi, allowing users to programme, monitor and remotely control home temperatures. It can report energy use and remind users to change filters, among other things.

4. Users can grant or deny access to visitors. The devices can also detect when residents are near and unlock the doors for them.

5. Residents can monitor their homes when they are away. Smart motion sensors can also distinguish between residents, visitors, pets and burglars and notify authorities if suspicious behaviour is detected.

6. A category of devices, for example smart coffee makers that can brew you a fresh cup as soon as your alarm goes off or smart refrigerators keeping track of expiration dates, making shopping lists or even creating recipes based on the ingredients on hand.

2.a. Say which category the following items belong to.

ultrasound scanner, lawn mower, laptop, tablet PC, smoke alarm, game console, blender, fax machine, digital radio, sewing machine, lift, e-book reader, air conditioning system, camcorder, printer, central heating, freezer, loud speakers, smartphone, CD player, battery recharger, HD TV, digital photo frame, satellite TV, MP3 player

Home appliances	Work devices

Unit 5

b. Fill in using the name of the appropriate device.

1. An ... uses high frequency sound waves to examine organs inside the body.
2. People use a ... to record video without using film.
3. I use an ... to read digital books or periodicals.
4. People use a ... to display photos without the need of a computer or printer.
5. People use a ... at work to send documents electronically over a telephone network and a ... to transfer information from a PC to paper.
6. People use a portable ... to charge their mobile phones.
7. We use an ... system to create and maintain a certain temperature indoors.
8. People use ... to provide a higher resolution of images.

3. Match the words in the two columns.

- | | |
|-------------------|-------------|
| A. | B. |
| 1. plug in/unplug | a. a device |
| 2. pause | b. a tape |
| 3. run on | c. a PC key |
| 4. rewind | d. a film |
| 5. insert into | e. a socket |
| 6. work on | f. a button |
| 7. press | g. a PC |
| 8. push | h. gasoline |

Idioms

4.a. Match the idioms in column A to their definition in column B.

- | | |
|-------------------------------|--|
| A. | B. |
| a. to be in tune with someone | 1. to get very angry suddenly, perhaps over something unexpected |
| b. to pull the plug | 2. to have a good understanding of someone |
| c. to blow a fuse | 3. to give up |

b. Fill in the dialogues with the appropriate idiom.

1. LUCY: So, Mark, have you been working on your new invention lately?
MARK: I'm considering ... on the whole thing. I've been so busy with my work at the office that I haven't had time to be creative or even relax!
2. MARY: Brenda, how was your date last night?
BRENDA: Oh, it was fantastic! I'm so happy. We seem ... completely with each other.
3. VALERIE: What happened to Paula?
JANE: Well, I simply asked her if she wanted some cake and she ...! She shouted at me saying that she didn't want any cake.

The Passive Voice  

1.a. Study the table below.

We use the Passive Voice:

- when the agent who performs the action is unknown or unimportant: *The question was answered.*
- when the action is more important than the agent who performs it: *The patient was operated on.*
- when we want to avoid mentioning who performed the action: *The dress was sold.*

We form the Passive Voice:

- **to be/to get** in the tense/aspect of the active verb + the **Past Participle form of the active verb**
- only transitive verbs can be used in the passive voice, except for: *to have, to exist, to be, to fit, to suit, to lack*, etc.

When we turn an active sentence into the passive:

- the object in the active sentence becomes the subject in the passive sentence
- the subject in the active sentence becomes the agent in the passive sentence introduced with *by* or omitted: *The ring is made by the jeweller.*
- passive questions with **who/whom/which** do not omit *by*: *Who was the book written by?*
- *with* + material/instrument/ingredient is used to indicate the instrument: *The ring is made with gold and diamonds.*
- verbs with two objects (*to bring, take, read, teach*, etc.) can form passive constructions in the following ways: *She teaches the kids history.* – active
The kids are taught history by her. – passive

History is taught to the kids by her. – passive

- **let + short infinitive** in active constructions becomes **to be allowed + long infinitive** in passive constructions: *Laura let us play in the yard.* – active
We were allowed to play in the yard. – passive

- the verbs *see, hear, make, help* are followed by a short infinitive in active constructions and by a long infinitive in passive constructions:

The dog made us run. – active

We were made to run by the dog. – passive

b. Fill in the right form of the verb 'to be' so that the active verbs become passive.

- Dark clouds **cover** the sky in winter.
The sky ... **covered** by dark clouds in winter.
- We **are booking** tickets for the concert.
Tickets for the concert ... **booked**.
- The newsagent **has just sold** the magazine.
The magazine ... **sold** by the newsagent.
- The family **bought** the cottage in 2010.
The cottage ... **bought** in 2010.
- Australians **had celebrated** the beginning of the New Year when we phoned.
The beginning of the New Year ... **celebrated** by Australians when we phoned.
- We **will retell** the story over and over again.
The story ... **retold** over and over again.
- Students **must take** two exams in autumn.
Two exams ... **taken** in autumn.
- She **has to discuss** the matter carefully.
The matter ... **discussed** carefully.
- The gardener **is trimming** the trees at this time of day.
The trees ... **trimmed** by the gardener at this time of day.

Unit 5

2.a. Use the right tense of the verbs in brackets in the passive form.

1. The air conditioning system is out of order; it ... (check) by the electrician.
2. The Johnsons' lawn ... (mow) by the gardener days before the rainy season started.
3. If the weather becomes colder, the old lady ... (give) a warm coat.
4. The lift was of great help to the elderly who ... (carry) up and down the stairs.
5. The cashier ... (must give) the barcode scanner before starting the work day.

b. Choose *by* or *with* to complete the sentences.

1. My favourite cake is made ... apples and cream.
2. The car was polished ... spray wax and the result was amazing.
3. How many smoke alarms will be installed ... the electrician in this block of flats?

c. Rephrase the following sentences using the passive voice and the given word.

1. The teacher lets him leave the class earlier to get to the match on time. **allowed**
2. The city council will help the pensioners rebuild their houses after the earthquake. **be**
3. Was the novel written by Henry James? **who**
4. The students have offered flowers to the teacher. **been**

Relative pronouns

We use:

- **WHO/WHOM/THAT** to refer to people
- **WHICH/THAT** to refer to objects or animals
- **WHOSE** to refer to people or objects when we show possession

- **WHO, WHICH** or **THAT** can be omitted only if they don't act as the subject in their clause

- **WHOSE** is never omitted

They got the present (that) they wanted.
They got the present that was on the top shelf.

3.a. Fill in *who/which/that/whose*.

1. The man ... wife is a teacher entered the school.
2. The pen ... you lent me isn't writing.
3. I bought a CD ... was terribly scratched.
4. The kid ... won the game is my son.
5. She is the reporter ... camcorder broke.

b. Where can the relative pronoun be omitted?

Phrasal verbs

4.a. Match the phrasal verbs to their meaning.

- | | |
|------------|---|
| 1. let in | a. to prevent someone from leaving a building by locking the door |
| 2. lock in | b. to interrupt someone who is talking |
| 3. butt in | c. to allow to enter |

b. Fill in the right form of the phrasal verbs.

let in, butt in, lock in

1. The journalist kept ... with questions as the speaker was delivering his speech.
2. The little girl ... herself by mistake, so she started crying for her mum.
3. Despite being late at the conference, they ... us and offered us the best seats.
4. I ... last night by the office housekeeper who didn't notice I was still working at my desk.

INTERESTING FACTS

-  **1.a. Listen to 4 advertisements about the latest inventions of our times and decide which picture represents which of the products.**



- b. Listen again and match the speakers to the statements a-d.**

- a. This invention ensures the best thermic conditions for being active in the cold season.
- b. This device almost instantly scans and describes the chemical content of a product, giving a 'healthy' or 'unhealthy' verdict for what one may eat.
- c. This item will light up in the dark, offering safer conditions when practising sports.
- d. This device can help you break a bad habit, such as eating sweets or biting your nails.

Speaker 1

Speaker 3

Speaker 2

Speaker 4

Expressing opinions

- 2.a. Read the interesting facts 1-3.**

1. *Zipline* is going to use drones to save lives: the company already sends drones to remote areas around the world to deliver vital supplies, even blood when necessary. Their latest drone can carry 2 kg at 128 kmph, covering a distance of 160 km.
2. *Flyte* is a wireless light bulb which floats above a wooden base by means of magnetic levitation. This lamp uses surprisingly little energy: if it is on for six hours a day, it can last for 22 years.
3. *Port* is a charger that can charge a mobile phone battery with energy from the sun. All you need to do is to attach it with a suction cup to any window in the car, plane or house.

- b. Listen to Ann's opinion about one of the inventions above; then use the table to comment and express your opinions.**



Personal opinion	General opinion
<ul style="list-style-type: none"> ● In my opinion, ... ● It seems to me that ... ● To my mind, ... ● As far as I am concerned, ... ● What I think is ... ● Speaking for myself, ... ● I consider that ... 	<ul style="list-style-type: none"> ● Everybody knows that ... ● Some people say that ... ● It is generally accepted that ... ● It is believed that ... ● People consider that ...

Unit 5

Reporting problems

- 3.a. Match the lines 1-4 to a-d so as to form a dialogue between an operator and a customer who reports a problem.**

OPERATOR:

1. Could you tell me what happened?
2. Our service technician must check it first. However, there might also be a problem with the electrical system. We will send a team of technicians and electricians right away. Can I have your name and address, please?
3. Hello! This is The Maintenance Company for Lifts. How can I help you?
4. Our van is leaving right away. We will call as soon as we arrive.

CUSTOMER:

- a. There was a power cut and the lift stopped working. In fact, it is stuck on the 5th floor. Luckily, there was nobody in the lift when it occurred. Do you think you could help me?
- b. Thank you very much. I will be at home waiting for your phone call.
- c. I want to report a problem with the lift.
- d. Yes, of course. My name is Mike Young and my address is 45 Minstrel Avenue, Woolton.

- b. Listen to the dialogue to see if you were right.**

c. PAIR WORK

Act out similar dialogues to report problems with the air conditioning/ lawn mower/ smoke alarm/ central heating system/ battery charger.

Stress in a sequence of adjectives

- 4. Listen and repeat. Then, listen again and underline the stressed word:**

- essay – literary essay – interesting literary essay
- dress – silk dress – beautiful silk dress

- **an adjective + a noun** – usually, the noun carries the stress
- **two adjectives + a noun** – the first adjective and the noun carry the stress





- 1.a. Look at the picture above. What does it show? Use the prompts to describe it: science lab, scientist, test tube, scales, Bunsen burner.**
- b. Make predictions about the content of the text the picture illustrates, then read it to see if you were right.**

Voyage to Laputa

In a few days we came back to town and His Excellency arranged for me to be taken to the Academy. My lord presented me as a great admirer of inventions, and a person of much curiosity and easy belief; which, indeed, was true for I had myself been a sort of inventor in my younger days.

The Academy was not an entire single building, but a continuation of several houses on both sides of a street.

I was received very kindly by the warden, and went for many days to the Academy. Every room had in it one or more inventors; and I believe I saw more than five hundred rooms.

The first man I saw was very thin, with sooty hands and face, his hair and beard long, in a neglected state. His clothes, shirt, and skin, were all of the same colour. He had been eight years upon a project for extracting sunbeams out of cucumbers, which were to be put in containers hermetically sealed, and let out to warm the air in stormy summers. He told me, he did not doubt that, in eight years more, he should be able to supply the governor's gardens with sunshine, at a reasonable rate: but he complained that his stock was low, and entreated me 'to give him something as an encouragement to ingenuity, especially since this had been a very dear season for cucumbers.' I made him a small present, for my lord had furnished me with money on purpose, because he knew their practice of begging from all who go to see them.

I saw another at work to calcine ice into gunpowder; who likewise showed me a treatise he had written concerning the adaptability of fire, which he intended to publish.

There was a most ingenious architect, who had discovered a new method for building houses, by beginning at the roof, and working downward to the foundation; which he justified to me, followed the practice of those two prudent insects, the bee and the spider.

There was a man born blind, who had several apprentices in his own condition: their employment was to mix colours for painters, which their master taught them to distinguish by feeling and smelling. It was indeed my misfortune to find them at that time not very perfect in their lessons, and the professor

Unit 5

himself happened to be generally mistaken. This artist is much encouraged and esteemed by the whole fraternity.

(adapted from *Gulliver's Travels*,
Jonathan Swift)

2. Read the text again and answer the following questions.

I. What is the writer's aim?

- To present the customs of the inhabitants of Laputa
- To give details on the places he visited
- To present some unusual scientific projects

II. Why did the scientist extract sunbeams out of cucumbers?

- To give life to a new species of vegetables
- To supply sunshine to the governor's garden during stormy summers
- To turn them into exotic fruit

III. Which of the following projects is not mentioned in the text?

- The calcination of ice into gunpowder
- The mixing of colours for painters by feeling and smelling
- The extraction of seeds and water out of fresh rainbow tomatoes

3. Which of the following recent inventions is the most important to you and why? Can you add some more examples to the list?

- the electric car
- airphones
- smartphones and watches
- YouTube
- 3D printing
- GPS (Global Positioning System) devices
- wireless controllers

PROJECT WORK

GROUP WORK

- Make a list of recent inventions. Present the list to your class and find out which are the most popular, but also indispensable ones. Everyone should complete the statement: 'I can't imagine my life without...'

PAIR WORK

- Suggest new projects for modern science, so as to solve problems humanity is currently struggling with. Present your ideas to the class.



Writing a letter to a friend about an unpleasant shopping experience

1. Online shopping is really convenient for many reasons, but sometimes it can be an unpleasant experience.



Read the following letters and match them to the complaint:

- short-lasting battery
- faulty keyboard

Dear Sarah,

I'm writing to tell you about what happened to me last week.

I needed a new laptop so I used a new website for smart gadgets to make the purchase online, as I thought it was more convenient. I got the parcel two days later, but when I turned on the laptop to write a document, I noticed that the keyboard didn't work, even though I tried to type different words and use special symbols. Unfortunately, there was nothing I could do to make it work, so I had to send them an email to report the problem and ask for a replacement.

You can imagine my disappointment. I am still waiting for their reply. I think I'll stop buying things online for a while.

*Waiting to hear from you,
William*

Dear George,

Hi! How are things?

I'm writing to share a really unpleasant shopping experience.

A week ago I ordered a pair of wireless headphones from a popular online shop. It's the trendiest model on the market, which

advertises an autonomy of eight hours. I was completely disappointed to find out that I can only listen to music for three hours, although I fully charged the headphones before use. Despite the fact that the user manual states that this model has an autonomy of eight hours, the battery runs down in less than half of the time.

I decided to make a complaint and insisted on an immediate refund. Fortunately, I got my money back today! Have you ever bought a faulty product? Write soon!

Rebecca

Writing a letter about an unpleasant shopping experience

Dear,

Paragraph 1

- opening remarks
- reason for writing

Paragraph 2

- state your unpleasant experience and give details about the faulty product

Paragraph 3

- ending details
- closing remarks

Sign your name



Unit 5

2. Read and match the problem to the item.

Items:

dress, teapot, sofa

Problems:

chipped lid, torn material, wrong size

a. I ordered a dress from your website and it arrived last week. I tried it on and it doesn't fit. What is more, the colour is different from the one in the photographs. Is it possible to send it back and get a refund?

b. I ordered a china teapot from your online catalogue a few days ago. The problem is that the lid is chipped, so I'd like you to replace it as soon as possible.

c. I'm writing to complain about a sofa bed that has just been delivered from your company. Unfortunately, the fabric is all torn on the back so I'll need to return it.

3. Have you ever ordered a product that proved to be faulty when it was delivered?

4. Use the model given above to write a letter to a friend about an unpleasant shopping experience.



SELF-ASSESSMENT

At the end of Unit 5 I can	VERY WELL	WELL ENOUGH	NEED IMPROVEMENT
1. use vocabulary related to old and modern inventions			
2. describe objects			
3. present events			
4. use idioms			
5. use the passive voice			
6. use relative pronouns			
7. use stress in a sequence of adjectives			
8. use phrasal verbs			
9. skim and scan a text			
10. write a letter to a friend about an unpleasant shopping experience			

1. Fill in the correct word.

16pts

 *game console, GPS, camcorder, headphones*

- a. All scenes were filmed with a handheld ... and they are of poor quality.
- b. He wore ... and spoke into a microphone, while opening half a dozen chat windows on the screen.
- c. If you are a gamer looking for a video ... and you don't want to spend more than 100 pounds, then this guide is for you.
- d. Some of the websites that provide free online distance maps use ... technology to give you the shortest route.

2. Rephrase the sentences using the words in brackets.

12pts

- a. I'm sure he feels the same way I do. He always listens to my opinions and cares about my feelings. (be in tune with someone)
- b. The company's project was stalled by the bank. (pull the plug on)
- c. My mother got very angry when I told her I had failed my Maths exam. (blow a fuse)

3. Fill in the right form of the phrasal verbs *let in, butt in, lock in*.

12pts

- a. After the argument with his parents, Matt ... himself ... his room.
- b. The history teacher doesn't ... us ... when we are late for class.
- c. Mary always ... when I speak; she never lets me finish my sentence.

4. Fill in the right form and voice of the verbs in brackets.

18pts

- a. The Chinese ... (invent) the first compass between the 9th and the 11th century.
- b. Johannes Gutenberg was the inventor who ... (introduce) the printing press in 1440.
- c. By the year 1500, 20 million volumes of books ... (print) in Western Europe.
- d. Alexander Graham Bell is the inventor who ... (award) a patent for the first telephone in 1876.
- e. The year 1928 ... (bring about) one of the most famous discoveries, Penicillin.
- f. The predecessor of the Internet ... (develop) by Lawrence Roberts in the 1960s, based on the work of his colleagues.

5. Join the following sentences using *who, which, whose*.

12pts

- a. James Watt was a Scottish inventor. He invented the steam engine.
- b. The telephone revolutionized the way we communicate. Alexander Graham Bell was the inventor of the telephone.
- c. The first successful airplane was invented in 1903 by the Wright brothers. Their contribution paved the way for future air and space technology.

6. Write a letter to a friend about an unpleasant experience when purchasing a new smartphone. (150-200 words)

30pts

1. Fill in the missing words to form collocations specific to houses. 5pts

- a. I own a house in the ... but my cousin's is in the city ...; that's why I often visit him to enjoy city life.
- b. Thomas shares a semi- ... house with his uncle and aunt; they live in identical buildings separated by a wall.
- c. What I like most about our new house is the ... kitchen; we didn't need to buy any furniture.
- d. Our chalet may be in the mountains, but it has double ... , central ... and ... water, which makes it very comfortable in all seasons.
- e. The ... houses and the ones with thatched roofs are typically British.

2. Fill in the blanks with the right type of holiday. 5pts

- a. A/An ... holiday is one where we go trekking, rock climbing or canoeing.
- b. My friend is going on a ... holiday to Berlin this summer to save money for a skiing trip in the French Alps.
- c. I have always dreamt about going to South Africa on a ... holiday to watch animals in their natural habitat.
- d. Jane and Michael have just got married and now they are in Japan on their ... holiday.
- e. More and more people choose to go on ... holidays nowadays to visit the famous capitals of the world.

3.a. Match the adjectives 1-4 to the nouns a-d. 5pts

- | | |
|----------------|-------------|
| 1. snow-capped | a. village |
| 2. tropical | b. beach |
| 3. sandy | c. mountain |
| 4. fishing | d. island |

b. Use the collocations to describe an imaginary holiday destination. 5pts

4. Identify the health problems/medical aid and fill in the blanks. 5pts

- a. When somebody breaks a leg or an arm, they must put a ... on.
- b. She ... her arms when she picked roses from the garden.
- c. Tom leapt over a manhole and ... his ankle.
- d. When I catch a cold, I always have a runny nose and a ... throat for at least a week.
- e. Mike fell off his bike last night and ... his knee because he was not wearing knee pads.

5. Fill in the missing words. 5pts

- a. Andrew enjoys the ... he experiences when he practises extreme sports.
- b. When practising skiing you must wear protective equipment such as a ... and ... to protect your head and eyes.
- c. The dancers met in the skating ... the night they gave separate performances.
- d. Before the match, the football teams entered the ... and listened to their national anthems.
- e. The tennis ... where the tournament will take place is the best in the city.
- f. I bought the best ... bindings to hit the slopes this year.

6. Replace the words in bold with the corresponding idioms. 5pts

- a. Our grandma is **doing well and is very healthy**; she works in the garden all day long and always has a big smile on her face.
- b. Her performance was **dull and uninspiring**.
- c. You can keep on trying to persuade me to go there **for the next five hours** if you like, but I'm telling you I won't go.
- d. You were selected to become part of the team; now **it is up to you** to accept or decline the offer.
- e. I queued **for minutes on end** to buy tickets for the play.

7. Put the verbs in brackets in the Past Perfect Simple or Past Perfect Continuous.

5pts

- a. We ... (queue) up for an hour when someone told us there were no more tickets.
- b. We ... (translate) the text before we started to analyse it.
- c. The cello ... (start) playing seconds before the conductor raised his baton.
- d. The kids went to the pool after they ... (finish) decorating the sand castle with seashells.
- e. The actor ... (lie) on the floor for minutes on end when the audience realized he wasn't acting anymore.
- f. I ... (work) at the company for ten years when I decided to quit.

8. Rephrase the following sentences using modal verbs.

9pts

- a. Jack decided it is important to read the novel before seeing the film.
Jack ... the novel before he sees the film.
- b. The athletes are advised to train at high altitudes before they participate in the race.
The athletes ... at high altitudes before they participate in the race.
- c. It wasn't necessary to book a hotel room because my cousin invited us over.
We ... a hotel room because my cousin invited us over.
- d. It is possible that the student is not here today, but I don't know for sure.
The student ... here today, but I don't know for sure.
- e. Perhaps the weather will change at the weekend; in this case we are going to see the art exhibition in the city centre.
Our plans ... at the weekend; if the weather improves, we are going to see the art exhibition in the city centre.

9. Fill in the right form of the verbs in brackets to form type 2 and 3 conditionals.

8pts

- a. If we ... (can), we ... (help) the victims.
- b. The match ... (take) place last week, unless the weather ... (be) stormy.
- c. If I ... (be) you, I ... (go) to the party next week.
- d. The florist ... (sell) roses unless the shop ... (be) closed.
- e. The mechanic ... (fix) the car last month if he ... (notice) something was wrong with the engine.

10. Turn the following active verbs into the passive.

8pts

- a. We are writing the short story for the literature class.
- b. The zoo keeper and the vet kept the tiger in a separate cage until its wound healed.
- c. We must follow the right trail to reach the peak of the mountain.
- d. Have you ever bought strawberries in winter?
- e. Tom hadn't booked the hotel before we left, so his cousin provided accommodation for us.

11. Fill in the blank spaces with the suitable phrasal verb: *put on, look up, militate against, pour down, take after*.

5pts


- a. We ... the unknown words in the dictionary after we read the text.
- b. It's ..., so you'd better take an umbrella.
- c. The environmentalist ... pollution.
- d. ... your coat! It's freezing cold outside.
- e. All the boys in Tina's family ... their mother and the girls ... their father.

12. Write an article about a place you have recently visited. Mention its location, visiting season and some interesting facts. (150-200 words)

30pts

Unit 6

So many books, so little time...

- a. What does the title of the unit mean to you? 
- b. What about the unit motto? Can you connect the title to the motto? Have you ever experienced magic when reading a book? In what way?

Lexical competences

- education
- types of media

Motto:

'I do believe something very magical can happen when you read a good book.'

J.K. Rowling

Grammar competences

- the Future in the Past
- phrasal verbs

Speaking competences

- borrowing books from a library
- intonation: echo questions

Listening competences

- listening for general and specific information

Reading competences

- scanning and skimming a text

Writing competences

- writing an article about your favourite book

1. PAIR WORK

Discuss the following questions.

- Do you like reading books or watching adaptations? Why?
- Do you prefer going out with friends or chatting on the phone with them? Why?
- Do you prefer learning things from your teachers or from other sources? Which sources?
- Do you have social media accounts?
- In what way do you think social media can influence us?

2. Read the texts and fill in the missing words. Then, listen to the recording and check.



A

DARIA: Have you ... the latest Harry Potter film? It's got great **special effects** and it's **engrossing**.

NOAH: No, and I don't think I will. I enjoyed all the Harry Potter books and I don't like seeing film **adaptations**, no matter **the genre**. When I read a book I have the feeling that it belongs to me, it's my own world, if you know what I mean!

DARIA: I don't want **to impose my opinion on** you, but sometimes a bad ... can remind you why you loved the book in the first place. As soon as I saw the film, I came home and

looked ... my book in the attic, so I can start reading it again.

NOAH: You can't convince me. The film will never be as good as the ... story, even if the **trailer** or the **advertising posters** will capture major events from the book.

DARIA: Maybe, but in some ways it's interesting to get to know another ... of the story. If the right actors are chosen to bring out the characters' features, you might develop a deeper understanding of the book.



B

FATHER: Everyone is talking about social media profiles on Facebook, Instagram and Snapchat nowadays. They are more ... than **tabloids** or **soap operas**.

ZOE: Dad, these social media sites make it easier for us **to keep in touch** with our friends and acquaintances. They can also help to ... relationships with people that are far away.

FATHER: Hmm... I think today's society suffers **tremendously** from a lack of realism. Unfortunately, you are sometimes **drifting** from the real world towards an imaginary world that has great power over you.

ZOE: I have a social media account where I try to ... people to live an active and healthy

Unit 6



life. My purpose is not to put my life on display as being easy and perfect.

FATHER: I don't want **to bash** social media or teenage culture and interests, but what I want to point out is that, behind a screen, ... can pretend to be what they are not. This façade can make you feel confident and very ...



C

STUDENT: Why is education important?

TEACHER: Because it helps us to understand the world ... us. It gives us knowledge and guidance and it stimulates creativity. It helps us survive and ... our quality of life. It's important **to distinguish** between formal and ... education. Formal education includes primary, lower and upper secondary education, higher and university education. ... attending classes and courses, students obtain **degrees** and improve their problem-solving skills in their ... of choice. Informal education is **a lifelong process** based on learning from experiences, through experimentation and from people around us.

3. Answer the following questions.

- Why does Noah prefer the book to the film adaptation?
- What does Zoe's father think about young people and their use of social media?

- How does Zoe use social media?
- What is Daria's opinion about the latest film she saw?
- What are the positive effects of social media in Zoe's opinion?
- What does Zoe's father want to emphasize?
- What is formal education?
- How can the teacher's opinion about education be summed up?

4. Explain the words in bold.

5. Read the following quotes about education.

'Treat people as if they were what they ought to be, and you help them to become what they are capable of becoming!'

Goethe

'It is the mark of an educated mind to be able to entertain a thought without accepting it!'

Aristotle

'You will either step forward into growth, or you will step backward into safety!'

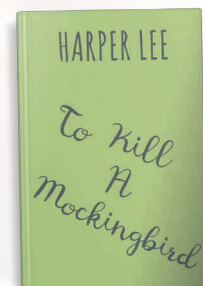
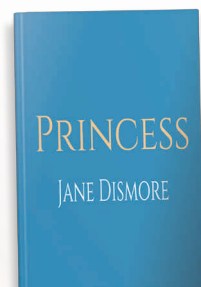
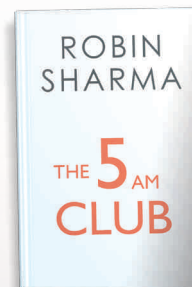
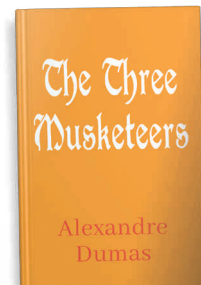
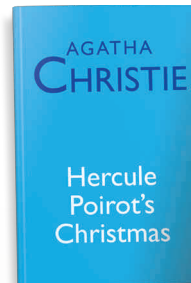
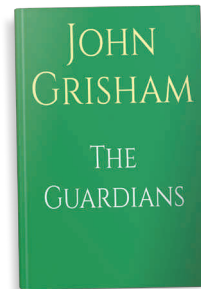
Abraham Maslow

- In your own words, try to explain the meaning of each quote. Give examples from your personal experience.**
- In your opinion, which of the quotes refers to teachers, which to students and which to both teachers and students?**
- Think about education from your own perspective and answer the following questions.**
 - How important is education to you? In what ways does it improve your life?
 - Is formal education more important than informal education?
 - Education is a human right, but quality education is often expensive and not all children have access to it. Do you think education should be free? Explain.

1. Match the book genres (types) to their correct definitions.

1. Action and Adventure	a. Books focusing on topics like technology and the future of science.
2. Crime and Detective (Mystery)	b. Books considered exemplary or noteworthy, serving as the foundation for many popular works we read today.
3. Classic Books	c. An account of a person's life, written by someone else.
4. Self-help	d. Books containing similar plot elements as mystery books. However, the hero attempts to stop and defeat the villain to save his own life rather than solve a crime.
5. Suspense and Thrillers	e. The protagonist has an ultimate goal to achieve and is always put in risky, dangerous situations.
6. Science Fiction	f. The plot always revolves around a crime/mystery that must be solved by the protagonist.
7. Biography	g. Whether the focus is on emotions, well-being or finances, these books encourage improvement and growth in all areas of one's life.

2. Look at these books and try to guess what genre/type in exercise 1 they belong to.





3. Match the types of education 1-8 to their special features (a-h).

1. Nursery school (Preschool)
 2. Primary school
 3. Secondary school
 4. High school
 5. Boarding school
 6. Vocational college
 7. Teacher education
 8. University
- a.** provides an educational programme equipping prospective teachers with the knowledge, attitude, and skills which are necessary in class
- b.** final stage of formal learning, concluded with an academic degree or a professional certificate
- c.** prepares people to work as technicians, in a trade or craft, or as professionals in fields such as engineering, accountancy, nursing, medicine, architecture, or law
- d.** pupils live and sleep on the premises during their schooling
- e.** early childhood education for children aged 3 to 5
- f.** childhood education for children aged 6 to 11, coming after preschool
- g.** provides education for children aged 11 to 15
- h.** provides education for teenagers before starting college/university, or getting jobs

4. Underline the suitable word to complete each sentence.

1. In Britain, children start **nursery/primary school** at the age of five.
2. Michael got a **degree/mark** in Latin at Oxford University.
3. My favourite **theme/subject** at school is Biology.
4. My mother **learned/taught** me to cook.
5. Sarah is going **to take/make** her PET exam next month.
6. I made two **faults/mistakes** in the test.

Idioms

5. Match the idioms to their correct meaning.

- | | |
|---|--|
| 1. to refresh one's memory | a. to have very good knowledge of something |
| 2. to have a memory like a sieve | b. to help someone remember something |
| 3. to know something like the back of your hand | c. to forget things easily |

6. Fill in the gaps with the right idiom in exercise 5.

'When is your birthday? ... !'

'You have ...! It's in May!'

'Maybe, but I know this city ... !'



Ways of expressing future events. The Future in the Past



1.a. Study the table to revise ways of expressing future events.

to be going to + infinitive

<ul style="list-style-type: none"> to make predictions based on what we see 	The sky is overcast. It is going to snow!
<ul style="list-style-type: none"> to express intentions 	I am going to visit you.

to be to + infinitive (in formal English)

<ul style="list-style-type: none"> to show an imminent action 	We are to refurbish the house next month.
--	---

to be about to + infinitive, or to be on the point/verge of + -ING form

<ul style="list-style-type: none"> to refer to the near future 	She is about to take/ on the point of taking the graduation exam.
---	---

to be due to + infinitive

<ul style="list-style-type: none"> for timetables 	The flight is due to arrive 30 minutes later.
--	---

to be sure/certain/bound to + infinitive

<ul style="list-style-type: none"> to express certainty about the future 	The concert is certain/sure/bound to take place.
---	--

some verbs: decide, plan, mean, arrange, intend + to-infinitive

<ul style="list-style-type: none"> to express plans or intentions 	We are planning to buy a cottage in the countryside.
--	--

b. Use the right form of the verbs in brackets and the words in bold to express future events.

- The ground ... (freeze) tonight. **GOING**
- The train ... (arrive) in 10 minutes. **DUE**

- The sportsmen ... (participate) in the Olympic Games next year. **BOUND**
- She is beautifully dressed up. She ... (go) to the prom. **ABOUT**
- In a minute, the defendant ... (plead) not guilty in the trial. **IS**
- John and Mary are fighting a lot. They ... (split up). **VERGE**
- We ... (go) to Spain this summer. **INTEND**
- The trip to the mountains ... (take place) next week. **CERTAIN**
- We ... (pick up) our friends tonight. **ARRANGING**

2.a. Study the same examples in the first table from a past perspective.

THE FUTURE IN THE PAST

We use the same patterns to talk about plans or intentions we had in the past for the future:

● was going to + infinitive

The sky was overcast. It was going to snow. I was going to visit you.

● was to + infinitive

We were to refurbish the house the following month.

● was about to + infinitive

He was about to take the graduation exam.

● was on the point/verge of + -ING form

She was on the point of taking the graduation exam.

● was due to + infinitive

The flight was due to arrive 30 minutes later.

● was sure/certain/bound + infinitive

The concert was bound to take place.

● intended/decided/planned/meant/arranged

We were planning to buy a cottage in the countryside.

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b. Use the right form of the verbs in brackets and the words in bold to express future events from a past perspective.

1. The student ... (get) a part-time job but she changed her mind in the end. **GOING**

2. Ann ... (take up) acting when she discovered architecture was her passion.

POINT

3. I knew the plane departure ... (take off) at midnight, so I arrived at the airport at 10pm.

DUE

4. My friend ... (choose) to become a surgeon, so he attended Medical School. **CERTAIN**

5. The project was successful, so the manager ... (implement) it immediately. **ABOUT**

6. First, I ... (buy) a car but then I switched to buying a motorcycle. **WAS**

7. The student ... (choose) a biographical novel when he got the idea to read fiction.

PLANNING

8. The writer ... (write) a sequel to his novel, but he changed his mind. **GOING**

9. Our boss ... (fire) the workers who were frequently late. **DECIDED**

3.a. Study the table.

PRESENT ARRANGEMENT/ PROMISE/ PREDICTION	FUTURE IN THE PAST
<ul style="list-style-type: none"> We are moving to another flat next month. 	<ul style="list-style-type: none"> We were moving to another flat last year, but eventually we didn't.
<ul style="list-style-type: none"> I think we'll fly to Paris. I promise I'll help. 	<ul style="list-style-type: none"> I thought we would fly to Paris, but we drove. She promised she would help.

b. Fill in the right form of the verbs in brackets.



1. She promised she ... (improve) her behaviour.

2. Despite having lost the match, the team still hoped they ... (win) the tournament.

3. J.K. Rowling thought she ... (be) a writer ever since she was 6.

4. The girl promised her mum she ... (become) a famous dancer.

5. The soldiers were wondering where they ... (spend) the rainy night.

6. The zoo keeper thought the felines ... (suffer) from thirst due to the heatwave.

Phrasal verbs

4.a. Match the phrasal verbs 1-3 to their explanations (a-c).



1. pull over

2. boil over

3. cloud over

a. (about the sky) to become covered with clouds/ (about a person's face) to suddenly look unhappy or worried

b. to move to the side of the road and stop

c. (about liquids) to flow over the edge of a pan/ (about a situation, emotion) when something cannot be controlled, resulting in conflict

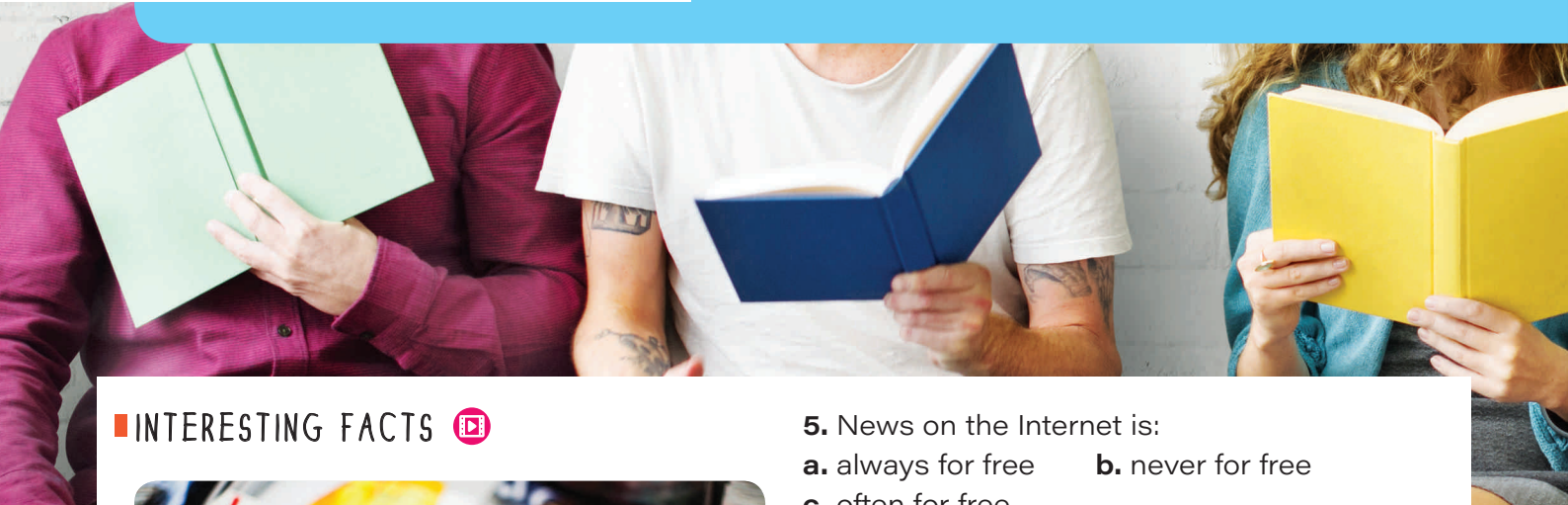
b. Fill in the right form of the phrasal verbs.

pull over, boil over, cloud over

1. The atmosphere at the meeting was tense and a lot of frustration ... among the leaders.

2. The teacher's face ... at the news that the student had cheated in the exam.

3. The policeman whistled at the driver and asked him



INTERESTING FACTS



5. News on the Internet is:
 a. always for free b. never for free
 c. often for free

Borrowing books from a library

2.a. Listen and repeat. Which of the following sentences are uttered by a librarian (L) and which by a customer (C)?

1. Would you like to reserve it for another time?
2. Can I take out this book, please?
3. I'm afraid it is out right now.
4. What are the exact titles and authors, please?
5. It is due to be back in a week from today.
6. When will it be back?
7. Let me check if they are in the system.

b. Listen and read to see if you were right.

C: Good morning! I was wondering if you could help me.
 L: Certainly, madam! What can I do for you?
 C: I'd like to find two books I need for a project presentation: Marie Curie's and Albert Einstein's biographies.
 L: **Let me check if they are in the system.**
 C: Please, do.
 L: What are the exact titles and authors?
 C: 'Obsessive Genius' by Barbara Goldsmith and 'Einstein's Cosmos' by Michio Kaku.

1.a. Listen to a teacher and a student comparing two types of media and identify them.

print media/broadcast media/Internet

b. Listen again and choose the right answer A-C to finish the sentences 1-5.

1. In the 18th century, newspapers were taxed according to:
 a. the type of news b. the number of pages
 c. the type of illustrations
2. The two types of media differ in:
 a. language, emotion and type of information
 b. language c. type of information
3. Those who used to read broadsheets were:
 a. all kinds of people
 b. working class readers
 c. business people and aristocracy
4. Tabloids were preferred for their:
 a. illustrations b. smaller size c. their cost

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L: Right! The most documented, in my opinion. Sorry, I'm afraid **Marie Curie's biography is out right now** but we have Albert Einstein's.

C: **Can I take out Einstein's biography** then?

L: Sure! Can I see your library card, please?

C: Here you are!

L: Thank you. **Would you like to reserve the book about Marie Curie for another time?**

C: Yes. When will it be back?

L: **It is due back in a week from today.**

C: Perfect! I'll finish reading the first and I'll be back for the second.

L: Ok! Here you are.

C: Thank you very much.

c. Replace the sentences in bold with their equivalents below.

1. It will be brought back to the library in a week.
2. Someone else has borrowed the book.
3. I will search for them in the system.
4. Can I borrow Einstein's biography?
5. Do you want me to keep Marie Curie's biography for you to borrow?

d. Act out a similar dialogue with your partner.

Intonation: echo questions

3.a. Listen to the following examples.



1. 'When my father decided to get a safer car, he bought an **SUV**!'
'He bought a **what**?'
2. 'I spent a **whole month** on the ocean shore last summer.'
'You spent **how long**?'
3. 'The principal asked **40 students** to participate in the project.'
'He asked **how many students**?'
4. 'Let's meet at **4am** to see the sunrise.'
'Let's meet at **what time**?'

We use echo questions to show surprise or when we don't fully understand the message.

b. Ask echo questions for the pieces of information in bold:

1. I paid **300 euro** for a pair of pink shoes.
2. We are going to rent a car **for a month**.
3. I went to the market and I couldn't help buying **3 kilos of strawberries**.
4. He told me the truth: his son was a **shoplifter**.
5. Last year my favourite film was **a thriller**.
6. The commercial I saw advertised **plastic containers**.
7. The kid refused any kind of **dessert**.



1. Look at the pictures above. What do they show? Use the prompts to describe them: *boy, long-sleeved blouse, cardigan, puffy dress, cap, black bonnet.*
2. Use the pictures in exercise 1 to make predictions about the content of the text, then read it to see if you were right.

You don't know anything about me unless you have read a book called 'The Adventures of Tom Sawyer,' written by Mr Mark Twain.

He told the truth, mainly. There were things which he stretched, but mainly he told the truth. That is nothing. I've never seen anybody who hasn't lied one time or another, except for Aunt Polly, or the widow, or maybe Mary.

Now the way that the book winds up is this: Tom and me found the money that the robbers hid in the cave, and it made us rich. We got six thousand dollars for each of us - all gold. Well, Judge Thatcher took care of it and gave us a dollar a day all the year round. The Widow Douglas took me for her son, and tried to civilize me; but it was rough living in the house all the time, considering how regular and decent the widow was in all her ways; and so when I couldn't stand it no longer I ran away. I got into my old rags and felt free and satisfied. But Tom Sawyer hunted me up and said he was going to start a band of robbers, and I might join if I would go back to the widow and be respectable. So I went back.

The widow shouted at me, and called me a poor lost lamb, and she called me a lot of other names, too, but she never meant any harm by it. She put me in new clothes again, and I couldn't do anything but sweat and feel all cramped up. Well, then, the old thing began again. The widow rang a bell for supper, and you had to come to time. When you got to the table you couldn't go right to eating, but you had to wait for the widow to lower her head and murmur a little over the food, though there wasn't really anything wrong with it. After supper she got out her book and taught me about Moses and I was in a sweat to find out all about him; but she let out that Moses had been dead a considerable long time; so

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then I didn't care about him.

Her sister, Miss Watson, a tolerable slim old maid, with goggles on, had just come to live with her. She took a chance at me with a spelling book. She worked me hard for about an hour, and then the widow made her stop. I couldn't stand it much longer. Then, for an hour it was deadly dull, and I was restless. Miss Watson would say, 'Don't put your feet up there, Huckleberry'; and 'Don't make such noises, Huckleberry – sit up straight'; and pretty soon she would say, 'Don't stretch like that, Huckleberry – why don't you try to behave?' Then she told me all about the bad place, and I said I wished I was there. She got mad then, but I didn't mean any harm. All I wanted was to go somewhere; all I wanted was a change. She said it was mean to say that and she wouldn't say it for the whole world; she was going to live so as to go to the good place. Well, I couldn't see any advantage in going where she was going, so I made up my mind I wouldn't try for it. But I never said so, because it would only make trouble, and wouldn't do any good.

(adapted from *The Adventures of Huckleberry Finn*, Mark Twain)

3. Read the text again and choose a suitable title.

- Huckleberry Finn, a good boy
- The Widow
- Huck Finn tries to fit in

4. Read the following sentences and decide if they are true (T) or false (F).

1. Tom and me found the money that the robbers hid in the cottage, and it made us rich. ...
2. The Widow Douglas took me for her son, and tried to civilize me; but it was rough living in the house all the time. ...
3. After supper she got out her book and taught me about spelling and I was in a sweat to find out all about it. ...
4. Her sister, Miss Watson, a tolerable slim old maid, with goggles on, had just come to live with her. ...
5. Well, I could see an advantage in going where she was going, so I made up my mind I would try for it. ...

PROJECT WORK GROUP WORK

- **Make a list of funny adventures/ experiences you had with your friends. Present the list to your classmates and decide which are the funniest ones.**



Writing an article about your favourite book

An article about a book provides an overview of a piece of writing. It includes contextual information about the author and the book, and some details about the storyline.

Structure:

- In **the first paragraph**, write **the title** of the book, its **genre** and the name of **the author**.

- In **the main body**, write about **the plot** and **characters**. The plot refers to **the events**, while the characters are **the people** involved in the story. Write the summary of events using **present tenses** and **linking words/phrases** such as *first, then, later, in the end*, etc.

When writing an article, **do not give too many details; instead, focus on the main events and characters**.

Use **adjectives** and **adverbs to describe characters** and **actions** in order to capture readers' attention.

- In **the last paragraph**, express your **opinion** about the book and say if/why you recommend it.



1. Read the article presenting a famous book and put the paragraphs in order.

The Hobbit

A. Hobbits are small creatures resembling humans who value peace and cosy homes. *Bilbo Baggins*, an ordinary hobbit, is the main character of the book. Encouraged by Gandalf, Bilbo leaves his village, Hobbiton, for the first time and sets off on an adventure with a group of dwarves. They seek to reclaim their stolen treasure from the great dragon Smaug. During the expedition, Bilbo finds a magic ring that makes the wearer disappear. After a series of great adventures, Bilbo and Gandalf return to the village. However, Bilbo is no longer accepted there, because he is considered to be too different from his own kind.

B. One of the things I found remarkable was the description of realms and landscapes reminding me of England's picturesque scenery. I really enjoyed the book as it presents the heroic story of a small, charming character, having no idea how brave he is until his abilities are put to the test. I believe that readers of all ages could relate to such a wonderful journey of self-discovery, beautifully written and full of song, laughter and heroism. I recommend it to anyone who loves reading a good adventure book.

C. My favourite book is *The Hobbit*, a *fantasy novel* written by *J.R.R. Tolkien* for his children. First published on 21 September 1937, it is a prologue to Tolkien's *The Lord of the Rings* and was awarded an important prize for best juvenile fiction.

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2. Read the text again and fill in the table.

Title	Author	Genre	Main character	Other characters	Main events

3. Answer the following questions.

- Would you read *The Hobbit*? Why?/Why not?
- Do you read adventure or fantasy books?
- What type of books do you like reading?
- Who is your favourite author? Do you have a favourite English author?
- Which is your favourite book? Do you read books in English?

4. Use the model in exercise 2 to draw a table and fill in information about your favourite book, then write an article about it.

5. Read the following quotes from famous English-speaking authors. Choose one to copy in your notebook and write your thoughts on it. You can swap notebooks with your classmates to see which quote they chose and what comments they wrote.

'You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. You're on your own. And you know what you know. And YOU are the one who'll decide where to go...'

(*Oh, the Places You'll Go!*, Dr Seuss)

'All we have to decide is what to do with the time that is given us.'

(*The Fellowship of the Ring*, J.R.R. Tolkien)

SELF-ASSESSMENT

At the end of Unit 6 I can	VERY WELL	WELL ENOUGH	NEED IMPROVEMENT
1. use vocabulary related to types of education			
2. use vocabulary related to types of media			
3. use idioms			
4. use the Future in the Past			
5. use phrasal verbs			
6. initiate a dialogue to borrow books from a library			
7. use intonation in echo questions			
8. skim and scan a text			
9. write an article about your favourite book			

1. Make collocations using the words below.

lifelong, problem-solving, formal, self-help, college, special, school

14pts

- | | |
|-----------------|-------------------|
| 1. boarding ... | 5. vocational ... |
| 2. ... effects | 6. ... education |
| 3. ... process | 7. ... skills |
| 4. ... books | |

2. Fill in the sentences using the right idiom: know something like the back of one's hand, refresh one's memory, have a memory like a sieve.

15pts

- Maria completely forgot about her best friend's birthday. She ...
- He kept saying he never borrowed money from me last month, but I ... when I mentioned the day he had to pay rent.
- He ... this neighbourhood ...

3. Fill in the right form of the phrasal verbs pull over, cloud over, boil over.

9pts

- The sad news instantly made everybody's face ...
- He ... after the car started skidding on the frosty highway.
- Take the coffee off the stove or it ... !

4. Fill in the missing words using the words in bold so that the meaning stays the same.

14pts

- Tom's intention was to visit the Louvre Museum when he programmed his trip to Paris. **GOING**
Tom ... when he programmed his trip to Paris.

- Her friends were ready to start singing 'Happy Birthday' when she entered the room.

ABOUT

Her friends ... 'Happy Birthday' when she entered the room.

- The shop assistant was getting ready to close when Tony entered the shop. **POINT**
The shop assistant ... when Tony entered the shop.

- I told you I had planned to visit my grandparents when driving through their village. **VISITING**

I told you I ... my grandparents when driving through their village.

5. Complete the sentences with the right form of the verbs in brackets.

18pts


- We promised we ... (organize) a camp in the mountains in September.
- My father thought he ... (buy) a faster car if he won the lottery.
- I hoped I ... (lose) weight if I changed my diet.
- When Ann graduated high school she decided she ... (study) architecture.
- Those who read tabloids hoped they ... (find out) details about celebrities' private lives.
- As a young writer, J.K. Rowling never thought that her books ... (turn) into films.

6. Write an article about a book you read. Don't forget to mention the title, the genre, the author, some plot elements and the main characters. Conclude your article by giving your opinion about the book. (150-200 words)

30pts

Unit 7

To preserve culture, create it!

- a. What does the title of the unit mean to you? 
- b. What about the unit motto? What did the famous Roman leader mean, in your opinion? In what circumstances is the quote used today?

Lexical competences

- describing cultural heritage sites

Motto:

'I came, I saw, I conquered!'
Julius Caesar

Grammar competences

- reported speech (statements, questions, orders)
- phrasal verbs

Speaking competences

- asking for information
- demanding explanations
- intonation: emphatic stress in sentences

Listening competences

- listening for general and specific information

Reading competences

- scanning and skimming a text

Writing competences

- writing a story

1. PAIR WORK Discuss. Which of these things do you look for in a holiday destination? What else do you look for?

- sunshine and beautiful sandy beaches
- mountains, forests, waterfalls, etc.
- theme parks and adventure tours
- historical sights and ancient ruins
- art and culture
- shopping

2. Listen to the three dialogues below.

Which of these landmarks would you like to visit? Why?



A

KATE: Hey, Maurice! The photographs on your Instagram profile are smashing. It seems you had the time of your life in Italy.

MAURICE: You can say that again! The Vatican is absolutely breathtaking.

KATE: The Vatican? Pam told me you went to Rome.

MAURICE: Yes, we did. Vatican City, also called the Holy See, is a tiny independent state in the heart of Rome.

KATE: Oh. I see! And who lives there? The president?

MAURICE: No! The Pope! He lives in an **exquisite palace** surrounded by **alluring gardens**. The palace is also open to the public, but visitors have to book in advance.

KATE: Is this the only thing you can visit there?

MAURICE: Not at all. Among the **top attractions** one can find the Vatican's Museums and St Peter's Square and Basilica. St Peter's tomb lies beneath the Basilica. There you can admire **remarkable artwork**, like Michelangelo's famous sculpture, Pietà.

KATE: Michelangelo... the painter who painted Mona Lisa?

MAURICE: No, that's Leonardo Da Vinci. Michelangelo was an illustrious sculptor, painter and architect. He was a poet as well, writing hundreds of poems and letters, but not many people know about that. He painted the famous **ceiling frescoes** in the Sistine Chapel, which is both the Pope's private chapel and the venue for the election of the new pope. It's considered to be a **turning point** in art and architecture in the course of human civilization.

Unit 7

B

JOHN: Betty! Turn off your computer and let's go. The boys have already arrived at Mike's private party.

BETTY: **Bear with me a moment!** I will finish booking this trip in 2 minutes.

JOHN: Booking? Where to?

BETTY: Ssshh! Don't tell Bill! I want to surprise him for our wedding anniversary this year. He once told me he had always wanted to visit Buckingham Palace.

JOHN: A holiday in Britain is never complete without a stop at Buckingham Palace: it's one of London's **iconic landmarks**.

BETTY: You took the words right out of my mouth.

JOHN: You'll have the chance to see what might be the most magnificent staircase in the world – a masterpiece – with its double balustrade, and view an exquisite fine art collection which includes Rembrandt and Rubens.

BETTY: I bet Bill will enjoy the Changing of the Guard ceremony. Art is not his cup of tea. As for me, I will be **ecstatic**. I will relax on a bench in the biggest garden in London, an **oasis** with perfectly mown lawns, thousands of wildflowers, trees and an enormous lake.

C

KATHY: I think Chichen Itza is the most stunning **archaeological site** in the world.

JIM: It is thought to be one of the new seven wonders of the world.

KATHY: Do you have any idea who built the city and why?

JIM: It was built by the Maya people and it was, at the time, one of the largest Mayan

cities. It shows the knowledge that the Mayans had about astronomy, mathematics, acoustics and geometry.

KATHY: What about this monument?

I thought it was an **emperor's tomb**. It looks like an Egyptian pyramid!

JIM: It is called 'El Castillo' or The Castle.

It has staircases inside with 365 steps representing the number of days in a year.

KATHY: Was it used to measure time?

JIM: It was used for religious purposes and astronomical observation. What's curious is that during excavations another temple has been found buried underneath. Inside the **temple's chamber** there were some compelling **artefacts**: a strange statue and a throne in the shape of a jaguar.

KATHY: What do they symbolise?

JIM: Their meaning still remains unknown.

3. Read the text. Explain the words in bold and make sentences with them.

4. Read the text again and decide if the statements are true (T) or false (F).



- Vatican City, also called the Holy See, is a tiny independent state in the heart of Italy. ...
- Michelangelo is known for his paintings and sculptures, but not many people know that he was a philosopher as well. ...
- At Buckingham Palace, visitors can see the longest staircase in the world and a collection of fine art from the Dutch Golden Age. ...
- Inside Chichen Itza there are staircases with 356 steps. ...
- St Peter's Basilica is both the Pope's private chapel and the venue for the election of the new pope. ...
- Chichen Itza was built by the Mayans and it was the largest Mayan city at the time. ...
- Buckingham Palace has the biggest garden in the world. ...



1. Match the words 1-8 to their correct definition (a-h).

1. arts	a. a show entertaining people through dancing, singing, acting or playing music on a stage
2. culture	b. a type of painting/sculpture/drawing which represents reality in a symbolical way
3. performance	c. a collection of objects/paintings arranged for people to watch/admire
4. exhibition	d. a tool or a decoration of historical importance
5. sculpture	e. an event where art objects are displayed for the public
6. display	f. the art of carving stone or wood to create two/three-dimensional objects
7. artefact	g. knowledge, experience, beliefs, attitudes, religion, shared by a group of people
8. abstract	h. visual, performing and literary art forms created by humans

2. Fill in the blanks with the correct form of the given words.



art, engage

She spends her evenings in the company of ... people who enjoy having ... conversations about the history of art.

exhilarate

In this film, the battle scenes are ... and satisfyingly rendered.

intrigue

Michael Jackson is one of the most ... personalities in the history of music.

Idioms

3. Match the idioms to their meaning and make sentences with them.

a. take the words right out of one's mouth

b. you can say that again

c. variety is the spice of life

1. doing different things or often changing what you do makes life interesting

2. when one says something which someone else was just about to say

3. one completely agrees with what someone else said

4. Match the names of famous artwork to the correct pictures.

A. *Pietà* by Michelangelo

B. *Venus de Milo* by Alexandros of Antioch

C. *The Kiss* by Gustav Klimt

D. *The Creation of Adam* by Michelangelo

E. *Girl with a Pearl Earring* by Johannes Vermeer

F. *The Thinker* by Auguste Rodin

G. *The Last Supper* by Leonardo da Vinci

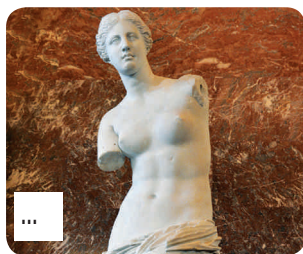
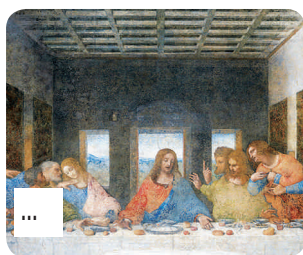
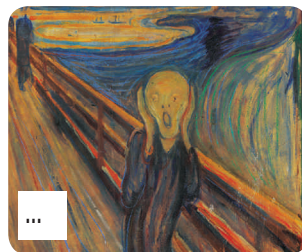
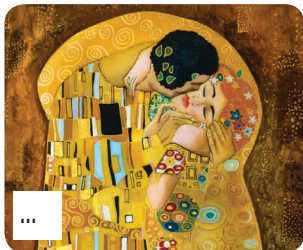
Unit 7



H. *Starry Night* by Vincent van Gogh

I. *Mlle Pogany* by Constantin Brâncuși

J. *The Scream* by Edvard Munch



5. Read the texts about paintings and sculptures belonging to the world heritage and match them to their names in exercise 4.

1. Dated 1665, this oil painting has been given various names over the years, but it became known as the ... after the large pearl earring worn by the girl portrayed there.

2. This piece often symbolizes philosophy. ... is a life-size bronze sculpture showing a nude male figure sitting on a rock with his chin resting on one hand.

3. ... was painted in 1893. It depicts an easily recognizable agonized face symbolizing the anxiety of the human condition.

4. ... was painted in 1889 and it is one of the most well-known paintings in modern culture. It describes the view from the east-facing window of its painter's asylum room, just before sunrise with the addition of an idyllic village.

5. ... is a bronze bust of a young woman shaped as an egg, a portrait of a Hungarian artist who posed for the sculptor several times.



Reported (Indirect) speech

1.a. Study the table below.

When we report one's speech we convey the same message but not with the exact words.

To report speech, we use the verbs: *say, tell, ask, order, etc.*

SAY + no object: *She said I was late.*

SAY+ to + object: *She said to Jim I was late.*

TELL + object: *She told Jim I was late.*

To report one's speech:

- personal/possessive pronouns change according to meaning
- we do not change verb tenses if the introductory verb is in the Present Tense or when we report general truths.

Example:

'She plays the piano well,' he says.

He says she plays the piano well.

- we change verb tenses if the introductory verb is in the past:

DIRECT SPEECH	INDIRECT SPEECH
'I cycle a lot,' she said.	She said she cycled a lot.
'I am cycling now,' she said.	She said she was cycling then.
'I cycled a lot,' she said.	She said she had cycled a lot.
'I was cycling a lot,' she said.	She said she had been cycling a lot.
'I have cycled a lot.'	She said she had cycled a lot.
'I will cycle a lot.'	She said she would cycle a lot.

- other words and time expressions change:

✓ now – then	✓ today – that day
✓ here – there	✓ yesterday – the day before
✓ this/these – that/those	✓ tomorrow – the next day
✓ 2 days ago – 2 days before	✓ last year – the year before/ the previous year
✓ come – go	
✓ bring – take	

b. Fill in *ask, say or tell* in the right form then report the sentences.

- 'How many books do you need?' the librarian ... the boy yesterday.
- 'We need to strengthen our body,' Tom's mother ... her family every day.
- 'Listen!' the coach ... the players: 'Save your breath and don't waste your energy!'
- Our neighbours take good care of their garden and they often ... us: 'Pick some fruit if you want!'
- 'Lend me your bike, will you?' little Timmy ... to his brother this morning.
- 'You must write the essay before the end of the week,' the teacher ... to the students before leaving the class.

2.a. Change the following sentences into indirect speech.

- 'The lead singer's performance was amazing,' the critics said.
- 'Lady Gaga sells millions of albums these days,' the reporter announced.
- 'The choreographer has won many prizes throughout his fabulous career,' he said.
- 'During the train journey we will admire the stunning scenery,' mum told us.

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5. 'He was dancing ballet and listening to classical music last night at midnight,' I said.
6. 'I am waiting for a cab right here, at the roundabout,' the lawyer told his client.

■ b. Turn the following sentences into direct speech.

1. The guide told the tourists that the cultural heritage of that place was unique.
2. We thought it was too late to share the news that night.
3. Jenny told her sister she was going to the movies with her classmates.
4. The policeman said that two people had been sent to the hospital after the car crash.
5. The news report announced that the writer would give a speech at the university the next day.
6. The kids shouted that they had been playing in the park for an hour.

Reported questions and orders

■ 3.a. Study the table.

- reported questions have the same question word as direct questions

Example: 'Who is she?'; He asked who she was.

- when a direct question starts with *do/does/have/has/modal verbs*, the reported question is introduced by *if/whether*

Example: 'Do you ski?'; He asked me whether I skied.

- to report orders we change the imperative into infinitive

Example: 'Stand still and don't move!'; He ordered us to stand still and not to move.

■ b. Report the following questions/orders the teacher asked/gave his students.

1. 'Did the Mayans inhabit the Yukatan Peninsula in Mexico?'
2. 'Write an essay about an ancient civilisation that disappeared without trace!'
3. 'Was Derinkuyu an underground city inhabited by 20,000 people?'
4. 'Is Thonis - the gateway city to Egypt - at the bottom of the Mediterranean Sea today?'
5. 'Use our planet's resources carefully for a greener future!'
6. 'Have archaeologists travelled to Easter Island to study the famous statues?'
7. 'Is history the key to understanding our past?'

Phrasal verbs

■ 4.a. Match the phrasal verbs to their meaning.



1. agree with
2. bear with
3. break with
- a. to be patient with someone
- b. not to continue doing something seen as norm or tradition
- c. to believe something to be correct or right

■ b. Fill in the right form of the phrasal verbs.

- agree with, bear with, break with*
1. ... me, Mary, just let me explain.
 2. She ... her mother's strict views on child-rearing.
 3. Mother ... our countryside holiday tradition this year and booked a holiday on a remote island.



1.a. Listen to three project presentations (1-3) about cultural landmarks around the world and match them to the corresponding pictures.



b. Listen again and choose the right answer (a-c) to finish the sentences 1-6:



1. The Kremlin complex contains:
 - a. 5 palaces, 4 churches and 20 towers
 - b. 4 palaces, 4 churches and 20 towers
 - c. 4 churches and 20 towers which are the headquarters of the Russian Federation
2. In the 15th century, the Kremlin:
 - a. was made of wood
 - b. was rebuilt in red brick
 - c. was rebuilt in stone
3. Rapa Nui is an island situated:
 - a. in South America, close to the border between Chile and Argentina
 - b. close to Chile
 - c. in the Pacific Ocean, 2,000 miles away from Chile
4. The statues were sited:
 - a. on the ocean shore
 - b. on the hills
 - c. near sources of fresh water
5. Emperor Shah Jahan's wife:
 - a. was the mother of 14 children
 - b. died very young
 - c. lived to raise her children
6. The Emperor and his wife:
 - a. decorated the building with precious stones and white marble
 - b. used 1,000 elephants and 20,000 people to build the tomb
 - c. are buried in the same mausoleum

INTERESTING FACTS

Asking for information

2.a. Study the box below.

Could you tell me...?
Do you happen to know...?
Could you find out...?
I would like to find out...

b. PAIR WORK

Find suitable questions for the answers below.

Example: 'Do you know who built Gustave Eiffel's secret room in the Eiffel Tower?'

1. Gustave Eiffel asked his company's engineers to build a secret room for him on the third floor of the Eiffel Tower.
2. The foundation of the Taj Mahal is not strong enough. Its builders designed it so as not to damage the tombs inside in case it collapses.
3. The Sphinx is a winged creature with the face of a woman and the body of a lion. The Egyptian Sphinx is not a sphinx because it has the face of a man and it doesn't have wings.
4. 'Big Ben' is not the tower, but the bell. The tower has been called the Elisabeth Tower since 2012, in honour of the Queen.

Demanding explanations

3.a. Study the box below.

Can you tell me why...?
I don't really understand why...?
How come...?
Do you really expect me to believe that...?
Can you explain to me why...?

b. Use the information below to demand explanations, then act out dialogues with your deskmate.

1. The largest bell in the world is the 'Tsar Bell' in Kremlin. However, it has never rung because it broke during construction.
2. The Great Wall of China was built of bricks stuck together with a type of sticky rice that is commonly used in Chinese cuisine.
3. The brown colour of the Eiffel Tower becomes lighter in shade as you reach the top.

Intonation: emphatic stress

4. Listen and repeat. Write the sentences below in your notebook. Then, underline the stressed word in each case:

1. The Tower of London is guarded by ravens at all times.
2. The Sphinx has the face of a man and no wings.



1. Look at the picture. What does it show?

Use the prompts to describe it: *prehistoric monument, large field, ancient site, huge stones, circular setting.*

2. Have you ever heard of Stonehenge?

What is it and where is it? Read the text and fill in the table.

What?	Where?	When?	Why?

1.
 Stonehenge is perhaps the world's most famous prehistoric monument. Built on Salisbury Plain in Wiltshire, England, Stonehenge was constructed in several stages between 3000 and 1500 BC, spanning the Neolithic Period to the Bronze Age.

2.
 It is possible that features such as the Heel Stone and the low mound known as the North Barrow were early components of Stonehenge. The earliest known major event

was the construction of a circular ditch with an inner and outer bank, built about 3000 BC. This enclosed an area about 100 metres in diameter, and had two entrances. It was an early form of henge monument.

3.
 In about 2500 BC the stones were set up in the centre of the monument. Two types of stone are used at Stonehenge – the larger ones are called 'sarsens' and the smaller ones 'bluestones.' The sarsens were erected in two concentric arrangements – an inner horseshoe and an outer circle – and the bluestones were set up between them in a double arc.

About 200 or 300 years later the central bluestones were rearranged to form a circle and inner oval (which was later changed to form a horseshoe). One of the last prehistoric activities at Stonehenge was the digging around the stone settings of two rings of concentric pits, possibly related to a rearrangement of the stones that was never completed.

4.
 Stonehenge was built at a time of great change in prehistory, just as new styles of 'Beaker' pottery and the knowledge of metalworking, together with a transition to the burial of individuals with grave goods, were arriving from the Continent.

Four of the sarsens at Stonehenge were adorned with hundreds of carvings depicting axe-heads and a few daggers. They appear to be bronze axes dating from about 1750–1500 BC. Perhaps these axes were a symbol of power or status within early Bronze Age society.

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5.
Theories claim Stonehenge to be anything from an ancient healing centre to an alien landing site. In the 17th and 18th centuries, many believed Stonehenge was a Druid temple, built by those ancient Celtic priests as a centre for their religious worship. The monument's entrance faces the rising sun on the day of the summer solstice. This may suggest that ancient astronomers used Stonehenge as a kind of solar calendar to track the movement of the Sun and Moon and mark the changing seasons. New excavations in recent years, however, claim that Stonehenge could have served as an ancient burial ground.

6.
One of the most famous landmarks in the United Kingdom, Stonehenge is regarded as a British cultural icon. The site and its surroundings were added to UNESCO's list of World Heritage Sites in 1986. Stonehenge is owned by the Crown and managed by English Heritage, a charity that manages over 400 historic monuments, buildings and places in England.

(adapted from www.english-heritage.org.uk)

3. Read the text again and match the headings to the paragraphs.

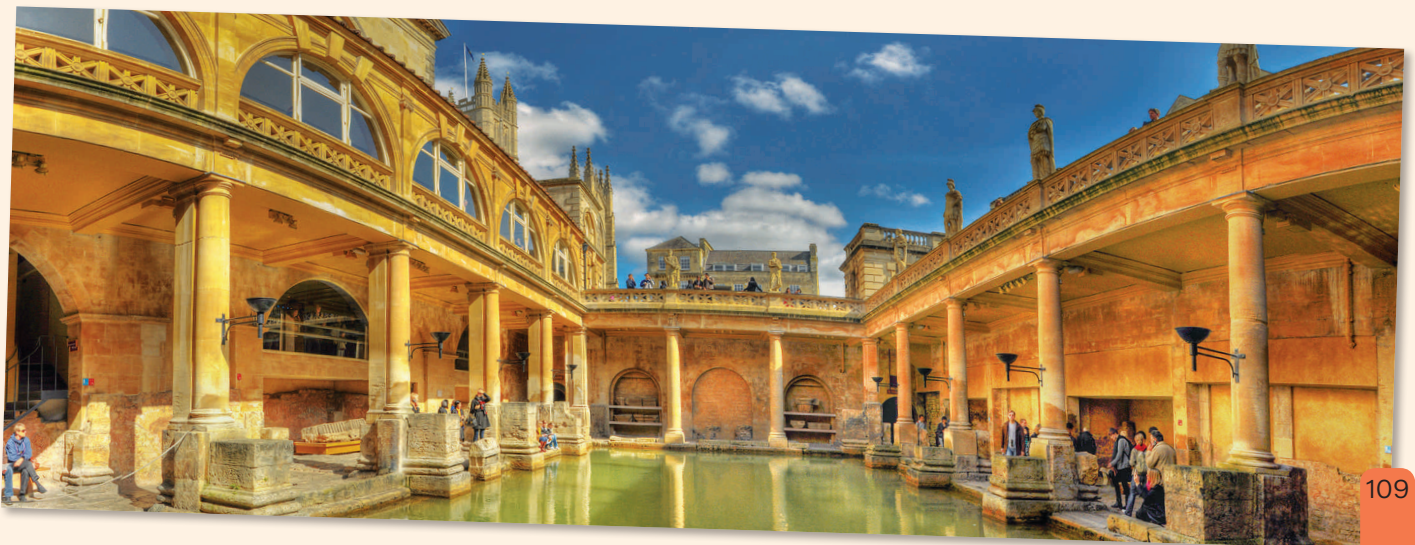
- a. The purpose of the monument
- b. Modern history
- c. The setting of the stones
- d. Early features
- e. Location and timeline
- f. A changing time in history

PROJECT WORK GROUP WORK

Choose famous historical places or monuments and use the Internet to gather information on them. Make sure you mention their name, location and purpose. Present your work to the class and organize a quiz.

4. Read the following statements from the text and say if they are true (T) or false (F).

- a. Stonehenge is perhaps the world's most famous prehistoric monument. ...
- b. The earliest known major event was the construction of a square ditch with an inner and outer bank. ...
- c. Some hypotheses claim Stonehenge was an ancient healing center. ...



Writing a story

When writing a story it's important to choose a **type of story** (adventure, mystery, comedy, etc.), a **plot** and **specific characters**.

In **the first paragraph** you write **when** and **where** things happened, **who** was there and what **the weather** was like.

In **the main body** you **describe the events** in their chronological order using **past tenses** and **linking words/phrases** such as *first, then, a few minutes later, while, as, immediately, after a while, etc.*

Use **adjectives** and **adverbs to describe feelings** and **actions** to make your story more interesting.

In **the last paragraph** you write **how things ended** and **how the characters felt**. Don't forget to give your story a **catchy title**.

black dress appeared at the side of the road. The woman started shaking a small device **frantically**, which made a beeping sound. Then she walked to the parcel, opened it and took out a strange black wooden box. Ann and her neighbour were watching her **puzzled**.

Before they could say anything, the strange woman **vanished** into the dark night.

In the end, Ann sighed with relief and went back to her apartment. She heard the neighbour's door closing with a screeching sound. Finally, she could go back to sleep, but she couldn't help thinking: 'What an **unusual** event!' Next day, while Ann was driving to work, the radio announced that the latest prototype of a voice simulator had been stolen from a research lab.

1. Read the following story. Underline the linking words and replace them with similar ones from the box above.

The sound of a crying baby woke Ann up. She looked out the window at the street below. There was no one there. She jumped out of bed and **rushed** downstairs to open the front door. It was a **damp chilly** night. She looked around listening carefully. There was no sign of a baby so she decided to go back inside, when she heard it again.

First, she went to the bottom of the stairs, where there was a parcel. She **shivered** nervously. What if someone had left a helpless baby there? A few minutes later, the ground floor neighbour also heard the noise and came out of the building. Suddenly, an **elderly** woman wearing a

- 2.a. Read the text again and replace the words in bold with their synonyms.

- strange
- confused
- fast
- shook
- wet
- disappeared
- cold
- ran
- old

- b. Find words in the text that are the opposites of the following:

- carelessly
- common
- anxiety
- appeared

3. Choose a suitable title for the story.

- The Crying Baby
- The Parcel
- The Angry Neighbour

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4. Put the events of the story in the right order.

- a. An elderly woman appears.
- b. The neighbour comes along.
- c. In the middle of the night, Ann hears a baby crying.
- d. The radio announces a robbery.
- e. The woman uses a device to find the parcel.
- f. Ann and her neighbour go back into the building.
- g. She gets out of bed and goes out of the front door.
- h. The woman vanishes into the night.

5. Retell the story adding one of the following events:

- A police siren howls into the night.
- Out of the blue, a man wearing a ninja costume rushes towards the woman.

SELF-ASSESSMENT

At the end of Unit 7 I can:	VERY WELL	WELL ENOUGH	NEED IMPROVEMENT
1. describe places of cultural interest			
2. use idioms			
3. use reported speech in statements, orders, questions			
4. use phrasal verbs			
5. demand and ask for information			
6. use emphatic stress in sentences			
7. skim and scan a text			
8. write a story			

6. Read and decide which of the following lines are story beginnings and which are endings.

- It was the worst trip I had ever been on.
- The old castle stood at the top of the hill guarding the kingdom beneath.
- 'You're expelled!' the principal shouted and looked at me with disdain.
- It was a magic night with millions of stars shining cheerfully above us.
- I would never go back there again.
- He stuck his hands into his pocket, bent his head and began whistling.
- None of us said or did anything. It was as if things had returned to normal.
- I was thrilled that day as everything pointed to a new beginning for my school life.

7. Write a story about an unusual event you witnessed.

1. Fill in the sentences with the missing words below.

8pts

artefacts, exhibition, arts, performance

- The Leonardo Da Vinci ... displayed information about the inventor's life and several small-scale models of his inventions.
- This was the best ... of Shakespeare's 'Hamlet' I've attended so far.
- This exhibition offers a rare glimpse of pre-Columbian art and many other ... from the history of Mexico.
- Investing in the ... and preserving heritage should be the main concern of this institution.

2. Fill in the blank spaces with the correct idiom.

12pts

- 'Her writing was impeccable, so I am certain that she cheated in the exam.' '... I saw her checking her notes a couple of times.'
- Both of us thought that the situation was unfair and she ... when she spontaneously suggested a rematch.
- I enjoy experiencing new things and I welcome change into my life. I believe that ...

3. Fill in the right form of the phrasal verbs *agree with, bear with, break with*.

12pts

- The young man made up his mind to ... his family's tradition and became a historian instead of an accountant.
- The patient ... the doctor, who decided to operate on him as soon as possible.
- There were rumblings of annoyance in the conference hall because the audience couldn't ... the speaker's boring presentation anymore.

4. Change the following sentences into reported speech.

20pts

- 'Let's join the climbing club this summer and go to the school camp in the mountains!' my friend proposed.
- The engineer wondered: 'When does the technological conference take place?'
- 'How often have you participated in such fund raising campaigns?' the student asked the teacher.
- 'Remember to revise for the test!' my deskmate told me.
- 'Tomorrow we will definitely buy the Christmas decorations for our garden!' my mother said, to our joy.

5. Turn the following sentences into direct speech.

18pts


- I was wondering whether Jane had missed the beginning of the film the night before.
- Tom said he would take the photos of the architects' group as soon as he met them.
- The film director shouted at the actor to change his costume quickly, as the second act was about to begin.
- The tour guide feared the tourists had already seen the gallery and knew all the details he wanted to surprise them with.
- We thought winter would come sooner that year, but we were wrong.
- She asked the bank accountant if her account had been broken into.

6. Write a story with the following beginning. (150-200 words)

30pts

'Take care, Matt!' his mother said as she hugged him and waved him goodbye.

Unit 8 One should eat to live, and not live to eat

- a. What does the title of the unit mean to you? 
- b. What about the unit motto? Are the title and the motto similar in meaning? Which one is more appealing to you?

Lexical competences

- food and drink
- cooking methods

Grammar competences

- reported speech (introductory verbs)
- phrasal verbs

Speaking competences

- giving instructions
- refusing politely
- making a recommendation
- intonation: stress in compound nouns

Listening competences

- listening for general and specific information

Reading competences

- scanning and skimming a text

Writing competences

- writing a recipe for a dish

Motto:

'One cannot think well, love well, sleep well if one has not dined well!'

Virginia Woolf

1.a. PAIR WORK

Answer the following questions.

- Do you prefer eating homemade food or eating out in fine dining restaurants?
- Do you like local food or do you prefer trying different ethnic food (eg. Italian, Chinese, Indian, etc.)?
- Do you have healthy eating habits? If not, would you consider changing your diet? What is your favourite dish? Why?

b. Discuss the answers with your classmates.

2.a. Listen to the following dialogues and match them to the pictures.



A

JUDY: Hi, Alex! Did you enjoy your dinner last night?

ALEX: Yes! It was great! We had **a hearty meal**. We ate at Franco's Trattoria. Thank you for recommending it to us!

JUDY: So what did you eat?

ALEX: We ordered **a veritable feast** with incredibly **crispy**, spicy Arancini, which are rice balls filled with traditional Nduja salami and the Franco salad with white **radicchio**, Robiola cheese, hazelnuts and honey.

JUDY: And for **the second course**?

ALEX: I had **grilled octopus** with green olive pesto and Samantha had some **savoury meatballs** studded with **raisins**. They call them Polpette.

JUDY: I bet there was no room for dessert!

B

CLIENT: Good morning, Madam! I'm really new to this whole nutrition thing. What I really want to learn is what to eat in order to stay fit and healthy. Where do I start?

NUTRITIONIST: Good morning! First tell me your name and your age so we can start devising a diet plan to suit your needs.

CLIENT: My name is Brian Collins. I'm 38.

NUTRITIONIST: We need to discuss the basic components of a **balanced and healthy diet**. You have to make sure you get enough **proteins**, vitamins, **healthy fats** and plenty of water.

CLIENT: Do I need to start counting calories for every meal?

NUTRITIONIST: Not really. At this stage you needn't weigh and measure what you eat. I suggest beginning with small portions and estimating instead of weighing.

CLIENT: Should I avoid **carbs**?

NUTRITIONIST: No, they are necessary, but it's best to eat a moderate amount of healthy carbohydrates found in **whole grains**, fruit, potatoes, beans and vegetables.

CLIENT: Is it important to have regular meals? Should I skip breakfast? Will eating at night make me gain weight?

NUTRITIONIST: As long as you eat reasonable amounts of good healthy food, timing doesn't really matter.

C

GINA: It's Tom's birthday tomorrow and I want **to butter** him **up** and make him forget the disagreement we had yesterday.

JACOB: What do you have in mind?

GINA: I'll **work off** my feeling of distress by making him a **scrumptious** cheesecake. First things first! The ingredients: 250 grams of full fat cream cheese, 3 whole eggs and an extra **yolk**, a teaspoon of butter and one of **cornstarch**, a cup of **granulated sugar** and a **pinch of salt**, some freshly squeezed lemon juice,

Unit 8



some vanilla extract and 10 digestive biscuits.

JACOB: I've never made a cake before. I would like to learn. What are the steps for a perfect cheesecake?

GINA: You have to heat the oven and soften the cream cheese first. Secondly, **coat the pan** with butter and wrap it in aluminium foil. Prepare the crust using biscuits and bake it.

JACOB: What about the cream?

GINA: Now, mix the cream cheese, sugar, cornstarch and salt together and add lemon juice and vanilla. Then, mix in the eggs and the yolk and pour everything on the crust.

JACOB: How much time does it need to bake?

GINA: About 50-60 minutes in a water bath. Then let the cake cool for a couple of hours in the refrigerator. You could also make berry sauce or simply use fruit as topping to enrich its flavour. Don't forget to serve it with a smile and a lot of love!



...

b. Read texts A, B and C and match the speaker to the corresponding activity.

- wants to flatter someone ...
- needs to drink plenty of water ...
- wants to learn what to eat ...
- made a good recommendation ...
- wants to use an extra yolk ...
- ate ethnic cuisine ...
- ate food containing raisins ...
- wants to stay fit ...
- wants to learn to cook ...
- needn't count calories for every meal ...
- sees cooking as a way of getting rid of an unpleasant feeling ...

c. Read the texts again and decide if the following sentences are true (T) or false (F).



1. Alex ate Arancini and Polpette at Franco's Trattoria. ...
2. The nutritionist recommended a balanced diet containing vitamins, healthy fats and proteins. ...
3. Brian needs to start counting calories for every meal and to make sure he eats small portions. ...
4. Gina is planning to get rid of her feeling of distress by making a delicious dessert for Tom. ...

3. Use the dictionary or ask for your teacher's help to explain the words in bold.



...



...

1. Match the following types of restaurants to their descriptions.

1. fast food restaurant	a. has fancy menus, excellent service and sophisticated decor
2. ethnic restaurant	b. small neighbourhood restaurant, serving meals for reasonable prices in a cosy, casual setting
3. drive-in restaurant	c. uses ingredients and cooking techniques that belong to a specific culture
4. trattoria	d. food is ordered from a front counter and then carried by customers to a table of their choosing
5. fine dining restaurant	e. serves coffee and other hot beverages, pastries, cakes and other light meals and snacks
6. café	f. allows customers to place an order using a microphone and then drive to a window where they pay and receive their food
7. steakhouse	g. self-service facility where various types of food are displayed on counters/tables
8. buffet-style restaurant	h. serves grilled prime cuts of beef and veal, pork and lamb chops, accompanied by good wines and a variety of side dishes

2. Fill in the right adjectives from the list.

aged, grilled, breaded, browned, deep-fried, sautéed, roasted, shredded, diced

- a. Chopped onions need to be ... before they are added into the stew.
- b. ... cheese and fresh cheese are made from milk but they don't taste the same.
- c. ... mushrooms are a great side dish for steak.
- d. Cabbage, lettuce and other leafy greens are easily ... with a knife.
- e. For a delicious fruit salad just pour the dressing over the ... fruit.
- f. ... whole bean coffee from Brazil was the customers' favourite this month.
- g. ... chicken is a very tasty alternative to fatty schnitzels.
- h. Starters range from tomato soup to ... chips or tuna salad.
- i. This seafood restaurant is famous for its ... salmon fillet.

Idioms

3.a. Match the idioms to their meaning and make up sentences with them.

- 1. to leave a bad taste in one's mouth
- 2. to bite off more than you can chew
- 3. to butter someone up
- a. to try something which is too difficult for you
- b. to try to please someone to take advantage out of it
- c. to have an unpleasant memory of something

Unit 8

b. Fill in the gaps with the right idiom in exercise 3.a.

- a. The leader ... in the political campaign.
- b. The argument we had yesterday
- c. After our argument, I tried to ... mum.

4. Find the correct definitions for the following:

- | | |
|----------|---------------------------------|
| 1. boil | a. cook in oil in a pan |
| 2. poach | b. cook in the oven with no oil |
| 3. bake | c. cook over boiling water |
| 4. fry | d. cook gently in hot water |
| 5. roast | e. cook in the oven with oil |
| 6. steam | f. cook by direct heat |
| 7. grill | g. cook in boiling water |

5. Look at the food list below and put the items in the correct category (A-E).

parsley, oysters, mussels, spinach, liver, beans, pears, strawberries, avocado, carrots, beets, apples, raspberries, soya beans, lentils, chickpeas, beef, pumpkin seeds, bread, bananas, raisins, dates, corn,

potatoes, pasta, cereal, turkey, broccoli, tofu, dark chocolate, cheese, yogurt, kidney beans, honey, sugar, chips, crackers, milk, eggs, almonds, chicken breast, Brussels sprouts, peanuts, fish, popcorn, almonds, chia seeds

A. Calcium

B. Iron

C. Proteins

D. Carbohydrates

E. Fibre

6. Fill in the right words from the list (there are two extra words).

greasy, juicy, mushy, rancid, ripe, unripe, salty, sour, bitter, crispy, crumbly

1. Almonds taste a little
2. Apples in autumn are
3. Crackers and biscuits are
4. Pears and peaches are so
5. Butter kept out of the fridge tastes
6. Pickled vegetables taste
7. Fried food is
8. Mashed potatoes are a ... dish.
9. ... bananas aren't sweet enough.



Reported speech - Introductory verbs

1.a. Study the table below and fill in the missing words.

To report orders, suggestions, instructions, etc. we use introductory verbs followed by a to-infinitive, an -ING form or a 'that' clause, depending on the introductory verb. Some verbs can be followed by both an infinitive/-ING verb and a 'that' clause.

INTRODUCTORY VERBS	DIRECT SPEECH	INDIRECT SPEECH	
INTRODUCTORY VERB + TO-INFINITIVE	agree	'Ok, I will book the tickets.'	She agreed to book the tickets.
	claim	'We are carol singers.'	They claim ...
	demand	'I want to see the manager.'	He demanded ...
	offer	'Can I help you?'	She offered ...
	promise	'I will visit you soon!'	He promised ...
	refuse	'I won't reveal the secret!'	He refused ...

Other verbs: *threaten*

b. Turn the following sentences into indirect speech using introductory verbs.

- 'I will clean my room as soon as I finish the game!' little Tommy said.
- Tina's best friend said: 'No! I won't wear the uniform tomorrow.'
- 'I want to see the principal!' he said.
- 'I am a dentist, not an optician!' he said.

2.a. Study the table below and fill in the missing words.

INTRODUCTORY VERBS	DIRECT SPEECH	INDIRECT SPEECH	
INTRODUCTORY VERB + SOMEBODY + TO-INFINITIVE	advise	'You should see the doctor.'	I advised her to see the doctor.
	allow	'You can ride my bike!'	She allowed ...
	ask	'Give me your pen, please.'	He asked ...
	beg	'Please, please come back!'	She begged ...
	forbid	'Don't touch the stove!'	She forbade ...
	invite	'Come to our party!'	He invited ...
warn	'Don't eat junk food!'	The doctor warned ...	

Other verbs: *encourage, order*

b. Turn the following sentences into indirect speech using introductory verbs.

- 'Do the chores while I am away next week!' she told her son.
- 'Give up your unhealthy lifestyle, or your condition might worsen!' the physician told the man.
- 'Pass the ball to me!' Tina shouted at her team mates during the volleyball match.
- 'You can borrow my car tomorrow,' my husband said.
- Bob told Santa Claus: 'I want an electric toy train so much!'

Unit 8

3.a. Study the table below and fill in the missing words.

	INTRODUCTORY VERBS	DIRECT SPEECH	INDIRECT SPEECH
INTROD. VB. + -ING FORM	accuse (sb. of)	'You cheated in the exam!'	The teacher accused him of cheating in the exam.
	admit (to)	'I stole the purse.'	She admitted to ...
	apologize (for)	'I'm sorry for being rude.'	He apologized for ...
	boast about/of	'I am the best actor.'	He boasted about ...

Other verbs: *complain about/of, deny, insist (on), suggest*

b. Turn the following sentences into indirect speech using introductory verbs.

- 'You are responsible for the accident!' the policeman told the driver.
- 'I am the lead singer because I am the best in the band,' he said.
- 'We didn't eat the cake!' the kids shouted.
- 'What about visiting Paris this summer?' our parents said.
- 'I didn't attend the meeting,' she told her boss.

4.a. Study the table below and fill in the missing words.

INTRODUCTORY VERBS + 'THAT' CLAUSE

- explain something
- DIRECT SPEECH (D.S.)
'We need to follow this route.'
- INDIRECT SPEECH (I.S.)
She **explained that** they needed to follow that route.

- inform somebody
- (D.S.) 'The tour starts at 9am every day.'
(I.S.) The guide informed us that ...

b. Turn the following sentences into indirect speech using introductory verbs.

- 'The invoice has to be signed by the customer as well,' the assistant said.
- 'The book has to be read in two weeks,' the teacher told the students.
- 'I am a surgeon,' he told the patient.
- 'You crashed into our car!,' she shouted at him.
- 'Not using the bike lanes can be dangerous for the elderly,' the policeman said.
- 'We can watch the fireworks at the end of the day,' mum told the twins.
- 'You can easily calculate speed if you know the distance and time,' said Ann.

Phrasal verbs

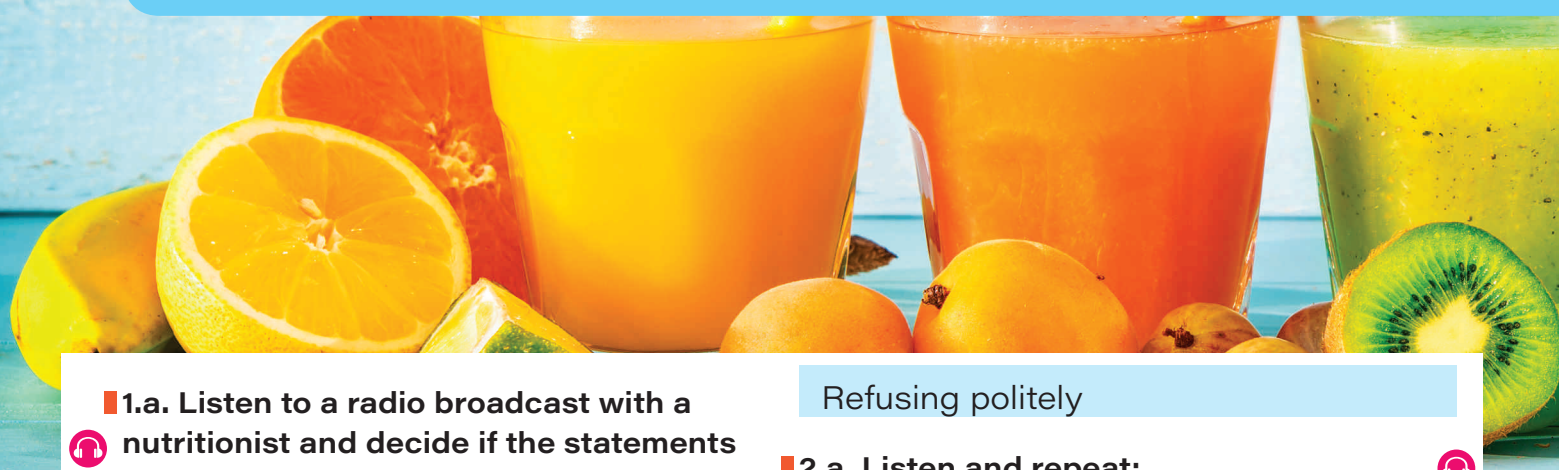
5.a. Match the phrasal verbs 1-3 to their explanations a-c:

- | | |
|-------------|---|
| 1. show off | a. to get rid of a feeling by doing something energetic |
| 2. see off | b. to attract attention in an annoying way |
| 3. work off | c. to accompany someone who is leaving to say goodbye |

b. Fill in the right form of the phrasal verbs.

show off, see off, work off

- Her husband ... her at the airport last night.
- Tina ... stress by jogging in the park every morning.
- The kid ... always when there are guests in the house.



1.a. Listen to a radio broadcast with a nutritionist and decide if the statements 1-7 are true (T) or false (F).



1. It is important to fill your plate with precooked vegetables. ...
2. One should also eat whole grains, carbohydrates and protein every day. ...
3. Breakfast is the most important meal of the day. ...
4. One's metabolism and cognitive function are activated by eating lunch, as it is more consistent. ...
5. People often skip meals during the day to control their weight. ...
6. People might be inclined to eat at night when they don't get the necessary calories during the day. ...
7. Canned food is as healthy as frozen fruit and vegetables. ...



b. Find information about healthy food and drink and present it to the class.

Refusing politely

2.a. Listen and repeat:



- I'm afraid I can't ...
- It's not really my idea of ...
- I'm not really fond of ...
- Thank you, but ...
- I'd rather not ...

b. PAIR WORK



Listen to the exchanges 1-3 and decide if they are polite or impolite refusals.

1. **A:** I cooked lunch today. Let me offer you some fried fish and chips. It will remind you of the famous English dish you tried in London.
B: I'm afraid I must say no to this. I don't eat fish anymore not to mention that I am trying to stop eating deep fried food. But I'll be happy to have some cheese and crunchy vegetables, if that's okay with you.
2. **A:** How about having Lebanese food tonight?
B: No, thanks. I'd rather not. I want to watch a film.
3. **A:** Would you like to have a snack at my place this afternoon? We can have some sandwiches and ice cream.
B: Thank you so much, but that's not my idea of a snack. We can always have some fresh fruit and nuts, if you want.
A: I think eating ice cream is always tempting!

Unit 8



Giving instructions

INTERESTING FACTS

- 3. Read some interesting facts about food items. Give instructions/advice to your classmates using the information you read, as in the example.**

a. Fruit and vegetables today are not as rich in vitamins as they used to be due to the modern methods of growing crops. Scientists say we should eat eight times more oranges than our great grandparents to get the same amount of nutrients.

Example: *1. Try eating more fruit and vegetables than usual and make sure they are organic, if possible!*

b. Prepackaged and prewashed salads or other fresh green produce were reported to contain bacteria.

c. For better results, chewing gum can be replaced with coffee beans, parsley or mint leaves.

d. Researchers have proved dark chocolate is richer in antioxidants than fruit. Milk chocolate, however, contains more sugar.

e. Cooking at home is healthier than eating out. If you cook dinner at home, you consume fewer calories than those who cook less, according to researchers.

Recommending

- 4.a. Which of the two reviews is positive and which is negative?**

1. The restaurant has good service, excellent food, fantastic music and a great atmosphere, not to mention the reasonable prices.
2. Despite the friendly staff and the beautiful music, the food was far from what we hoped for.

PROJECT WORK

- b. Find information about a restaurant of your choosing using online reviews and ratings. Sum up the customers' general opinion by giving reviews and making recommendations to your classmates.**

Intonation: stress in compound nouns

- 5.a. Listen and check if the rule applies.** 

The stress in compound nouns usually falls on the first syllable.

armchair; greenhouse; battlefield; boyfriend; seafood; grasshopper; snowboard; starlight; grandmother; sunrise.

- b. Mark down the stressed syllable.**

gentleman; daredevil; skyscraper; dishwasher; seashore; earring; friendship.



1. **Gravy** is a sauce made from the juices of meat that run naturally during cooking, thickened with flour or cornstarch.
2. It includes sausages in Yorkshire pudding batter and is often served with gravy and vegetables.
3. This is a hot dish consisting of fried fish in batter served with chips.
4. **Hash browns** are diced potatoes fried in a pan. Originally an American dish, it is served in some places in England.
5. **Yorkshire pudding** is a common British side dish consisting of a baked pudding made from eggs, flour and milk.

b. Choose your favourite dish and fill in the table.

Dish name	Main ingredients
-----------	------------------

Traditional British Dishes

If you study English, you should also experience British culture and cuisine. Have a look at some of the most loved British meals and the ingredients used in each dish.

A. Fish and Chips

This dish is a must while in the UK. No matter the place you go to, you'll be able to find a delicious plate of fish and chips.

.....
It is a popular meal eaten by families travelling to seaside resorts for day trips.

B. Bangers and Mash

Also known as sausages and **mash**, this traditional dish consists of sausages and mashed potato, and is often accompanied with gravy and peas.

.....



1. Look at the pictures. What do they show? Use the prompts to describe them: *beans, chips, mushrooms, toast, fish, fried eggs, sausages, mayonnaise.*
2. Do you know any traditional British dishes? Have you ever tried any?
- 3.a. Read the text about traditional British dishes. The following sentences were removed from the paragraphs. Read the text again and put them back.

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This dish can usually be found on a menu in most pubs across the country, or can be made very easily at home.

C. Full English Breakfast

They say that breakfast is the most important meal of the day. If you want to have a great day, you need to have a full English breakfast! It usually includes: bacon, sausages, eggs, baked beans, toast, mushrooms, tomatoes, fried potatoes or **hash browns** and black pudding.

.....

Black pudding is a type of sausage made of pork blood, pork fat and a cereal, usually oatmeal or barley.

D. Sunday Roast

The Brits love their Sunday Roast dinners. This dish consists of: roasted meat (beef, chicken, lamb or pork), roast potatoes, **Yorkshire pudding**, stuffing, vegetables such as Brussels sprouts, peas, carrots, beans, broccoli, cauliflower and gravy.

.....

E. Toad in the Hole or Sausage Toad

This hearty dish is another easy recipe you can make at home.

.....

Yes, you've probably guessed British people love Yorkshire puddings!

F. Shepherd's Pie and Cottage Pie

These are two very similar dishes, the only difference being the type of meat used in preparing the dish. For shepherd's pie lamb is the main ingredient, whereas for cottage pie, beef is used. To make things even more confusing, neither of these dishes are pies because there is no pastry involved! The main ingredients are: mince (lamb or beef), vegetables (such as carrots, tomatoes, and onions), and mashed potatoes on top of the meat and vegetable filling.

(adapted from www.englishcentres.co.uk)

- c. Now explain the words in bold and use them in your own sentences.

PROJECT WORK GROUP WORK

- Choose famous traditional dishes from different cultures and use the Internet to gather information on them. Make sure you mention their names and main ingredients. Present your work to the class and organize a survey to find out which is the most popular dish according to your classmates.



Writing a recipe



When writing a recipe make sure to mention **the exact name of the dish**. The **preparation time** and the **difficulty level** are also important.

The **ingredients** and the **kitchen utensils** to be used are the main part. Always indicate the right amount of any ingredient to be added.

The whole cooking process should be explained accurately. The instructions should be given step by step, so as to make them clear to anyone trying to cook the dish, no matter their experience.

TIPS:

- use time linkers such as *first, then, afterwards, at the end*, etc.
- the Present Simple Tense and the Imperative are the most suitable tenses when writing a recipe, e.g.: *peel the potatoes, dice the carrots, when the water boils, add some salt*, etc.
- the use of modal verbs is also appropriate: *should, shouldn't, must, need*, etc.



1. Read the following recipe and put the instructions (A, B, C) in the right order.

Spicy chicken

Preparation time: 20 mins

Cooking time: 1 hr

Difficulty: medium

Serves 4

These spicy wings are the ideal party food for any celebration. The chicken is **marinated** to make it extra juicy. **Marinating** is a process in which meat is coated in a mixture of ingredients such as oil, lemon juice, salt, mustard, yoghurt, herbs and spices to add flavour.

Ingredients

- 1½ kg chicken wings

For the marinade

- 180g sea salt flakes
- 90g soft dark brown sugar
- 2 tbsp chilli flakes

For the spice mix

- 2 tbsp sweet smoked paprika
- 1 tbsp ground cumin
- 1 tbsp sea salt flakes
- 1 tbsp dark brown sugar

For the hot sauce

- 75g butter
- 125ml hot chilli sauce
- 1 tbsp maple syrup

Instructions

A. Heat the oven to 180C. Then, put the smoked paprika, ground cumin, sea salt and dark brown sugar on a baking tray. Mix them together, then roll the dried chicken wings in the spices, making sure everything is covered. Finally, roast the wings for 1 hour or until crispy.

B. First, put the chicken in a big bowl. Then,

Unit 8

in a pan, heat 1 litre of water with the salt, brown sugar and chilli flakes. When the salt and sugar have dissolved, pour 2 litres of cold water over the chicken. Put the bowl in the fridge and leave for at least 2 hours, but ideally a day or two. When you're ready to cook, take the chicken wings out of the water and pat dry all over with paper towels.

C. Meanwhile, for the sauce, melt the butter in a small pan. Add the hot chilli sauce and the maple syrup. When you take the chicken wings out of the oven, drizzle the sauce all over them and give them a shake. Serve with fresh vegetables or mayonnaise. Enjoy!

2. Use the text to complete the following instructions.

- Heat ... ● Roll ... ● Add ...
- Put ... ● Pour ... ● Roast ...
- Mix ... ● Melt ... ● Serve ...

3. Read the text again and match the following phrases:

- | | |
|-----------|------------|
| 1. salt | a. sauce |
| 2. chilli | b. cumin |
| 3. smoked | c. syrup |
| 4. brown | d. paprika |
| 5. ground | e. flakes |
| 6. maple | f. sugar |

4.a. Choose one of your favourite dishes and fill in the table.

Name	Prep time	Cooking time	Ingredients	Cooking verbs

b. Use the model in exercise 1 and the table above to write the recipe for your favourite dish.

SELF-ASSESSMENT

At the end of Unit 8 I can	VERY WELL	WELL ENOUGH	NEED IMPROVEMENT
1. use vocabulary related to food and drink			
2. use vocabulary related to cooking methods			
3. use idioms			
4. report speech with introductory verbs			
5. use phrasal verbs			
6. give instructions/refuse politely/make recommendations			
7. use stress in compound nouns			
8. skim and scan a text			
9. write a recipe for your favourite dish			

1. Use the given words to make correct collocations.

7pts

hearty, sugar, grains, fats, diet, salt, cornstarch

- | | |
|----------------------|-----------------|
| a. a ... meal | e. whole ... |
| b. a pinch of ... | f. balanced ... |
| c. granulated ... | g. healthy ... |
| d. a teaspoon of ... | |

2. Fill in the blanks with the correct word.

bake, steam, chop, sieve, fry, poach 12pts

- It's better to ... the eggs than fry them when you are on a diet.
- Pour the mixture in a tray and ... at 200 degrees for 20 minutes.
- It's tastier to ... the mushrooms in butter before serving them with rice and garlic sauce.
- Cut the broccoli and the cauliflower into small pieces and don't ... them for too long, otherwise they become too mushy.
- ... some parsley and add it to the soup.
- ... the flour before mixing it with the whisked yolks.

3. Fill in the right form of the phrasal verbs: show off, work off, see off.

16pts

- I wanted to ... the nervousness before the exam, so I went to the gym for a light workout.
- My friend was so eager to impress the girls that he started ... with his inappropriate jokes.
- ... me to the train station, will you? It will make my leaving for a whole month easier.
- Tina's twins always ... and throwing things at their cousins whenever they come by, but she sends them to their room to ... their anger.

4. Rephrase the following sentences using the given introductory verbs.

15pts

- 'I won't talk to you anymore!' Jenna said. Jenna threatened
- 'You mustn't eat sweets as long as you have an upset stomach,' mother told Mat. Mother forbade
- 'Yes, I will do the shopping!' Helen said. Hellen agreed
- 'Keep on training for the gymnastics competition!' the coach told the gymnasts. The coach encouraged
- 'Let's celebrate Christmas at our house this year!' my cousin said. My cousin invited me

5. Use introductory verbs to report the following sentences.

20pts


- 'The world's highest peak is Mount Everest,' the Geography teacher said.
- 'You were also guilty for the car theft because you didn't lock the car!' the police officer told the man.
- 'Thomas can give the presentation on Thursday, during class,' the teacher said.
- The doctor told the patient: 'I will perform the operation as soon as possible.'
- 'Why don't you take the first turn on the left to reach the bank?' the man said.

6. Write a recipe for a popular dish in your country. Make sure to mention the name of the dish, the ingredients and the right quantities, as well as the cooking steps. (150-200 words)

30pts

Unit 9

Let's nurture nature for a better future!

- a. What does the title of the unit mean to you? 
- b. What about the unit motto? Can you connect the title to the motto? Are environmental issues always the responsibility of people in authority? Why do we need a different kind of thinking when trying to solve problems?

Lexical competences

- environmental problems
- endangered species
- conservation

Grammar competences

- the sequence of tenses
- phrasal verbs

Speaking competences

- reporting disasters
- intonation: exclamations

Listening competences

- listening for general and specific information

Reading competences

- scanning and skimming a text

Writing competences

- writing a leaflet



Motto:

'We cannot solve our problems with the same thinking we had when we created them.'

Albert Einstein

1. PAIR WORK

 Discuss the following questions.

-  Can you identify the environmental issues shown in pictures **a**, **b** and **c**?
-  What can we do to protect the environment? How can we get involved?



2.a. Listen to the dialogues and match them to the pictures.



A

BARBARA: What on earth is going on, Bill? The only thing I hear and read about these days is climate change. Why are people so concerned about **environmental problems**?

BILL: Because these are **issues** all nations struggle with.

BARBARA: What are these issues more precisely?

BILL: A major one is climate change and **greenhouse gas emissions** are the main cause. I think we should all consider making the shift from **fossil fuels** towards **sustainable energy**.

BARBARA: Perhaps extreme weather events such as **droughts, wildfires, heat waves** and **flooding** will convince civil society to put more pressure on governments to act urgently.

BILL: Carbon dioxide concentrations are rising mostly because of the fossil fuels that people are burning for energy. More carbon dioxide in the atmosphere worsens **global warming**. Forests absorb carbon dioxide, and this is why **deforestation** is another huge problem.

BARBARA: I've heard that cutting down trees also threatens animals and humans relying on healthy forests for sustenance. Think of all those threatened and endangered species! They are all going to disappear unless we stop **poaching** and destroying their natural habitats.

BILL: Pollution is one of the primary causes of environmental problems, including climate change, the destruction of **ecosystems** and the loss of **biodiversity**. All types of pollution

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are affecting the environment: air, water and soil. So, **to tackle** one is to tackle them all.

B

TEACHER: There are millions of species of bacteria, fungi, plants and animals in the world. New ones are still being discovered. A species is a taxonomic rank, a type of classification. Can you name any endangered species?

STUDENT: I've heard of leopards, tigers, orangutans, grey whales and elephants. But how can we preserve ecosystems and solve environmental issues?

TEACHER: We can start by educating ourselves about wildlife. We can sort and recycle waste and buy sustainable products. We can grow native plants and reduce our **water consumption**.

C

CLAIRE: We must find solutions for current environmental problems. But it's more complicated than that. Developing countries with ineffective governments and poverty-stricken places are more vulnerable and are usually ill-equipped to find ways to prevent and prepare for environmental threats.

MARK: But we can try to reduce risks by **preserving** resources. All of us can work towards reducing our carbon footprint. What you do makes a difference!

CLAIRE: I've started using **reusable bags** and avoiding plastic containers when shopping. This reduces **waste**. Many **refuse disposal companies** have started to offer recycling services. You can always look for recycling bins near **rubbish bins**.

MARK: I use energy efficient **light bulbs** and turn off all appliances when I'm not

using them. I also try to save water by turning off the **tap** when brushing my teeth or washing the dishes. I use public transport, walk or ride my bike to school.

b. Read texts A, B and C and mark the sentences as true (T) or false (F).



1. A major issue nations struggle with is climate change caused mainly by greenhouse gas emissions. ...
2. One of our goals should be to make the shift from fossil fuels towards sustainable energy. ...
3. Extreme weather events such as droughts, wildfires, heat waves and flooding are unlikely to convince civil society to put more pressure on governments. ...
4. Not all types of pollution have an impact on the environment. ...
5. There are thousands of species of bacteria, fungi, plants and animals on the verge of extinction. ...
6. New species are still being discovered. ...
7. Leopards, orangutans, tigers, grey whales and elephants are endangered species. ...
8. Educating ourselves is an important step in preserving ecosystems and finding solutions to problems. ...
9. Preserving resources will not help with reducing environmental risks. ...
10. You make a difference if you choose to act. ...
11. Reducing waste, recycling and saving energy and water are things we can do to reduce our carbon footprint. ...
12. You can find recycling bins provided by refuse disposal companies only near landfills. ...

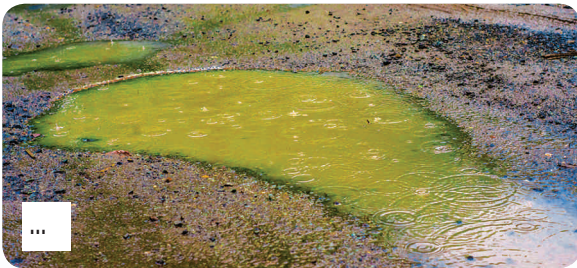
3. Use the dictionary or ask for your teacher's help to explain the words in bold. Use them in sentences of your own.

1. Match the words to form compound nouns.

- | | |
|---------------|------------|
| 1. exhaust | a. species |
| 2. severe | b. waste |
| 3. acid | c. gases |
| 4. global | d. fuels |
| 5. greenhouse | e. sprays |
| 6. endangered | f. fumes |
| 7. ozone | g. rain |
| 8. aerosol | h. drought |
| 9. industrial | i. warming |
| 10. fossil | j. layer |

2. Match the words to the correct picture.

severe droughts, industrial waste, acid rain, aerosol sprays, overhunting



3. Choose the right words to fill in the gaps.

1. ... of energy are becoming scarce nowadays, which is a reason to take up serious measures.

- a. Alternative sources
b. Conventional sources

2. Mixed cropping, animal raising, terracing, and ... are widely employed to halt the degradation of soils and to restore the productive power of the land.

- a. afforestation b. deforestation

3. Unfortunately, the rate of homelessness is ... in many European countries.

- a. increasing b. decreasing

4. The Japanese recycle more than half of their ... paper.

- a. preserve b. waste

5. The Dodo was a large bird which couldn't fly, so it became ...

- a. endangered b. extinct

Unit 9

Idioms

4.a. Match the idioms to their definitions.

- | | |
|-------------------------------|---|
| 1. to come back down to earth | a. when something is very expensive |
| 2. to cost the earth | b. different types of jobs or different levels of society |
| 3. all walks of life | c. to face reality again after a period of great excitement |

b. Fill in the gaps with the idioms in exercise 4.a.

1. The winter holidays are over, so ... and start studying!
2. I can't afford this car. It ... !
3. People from ... listened to the speech.

5. Underline the correct word in the following sentences.

1. The town's energy **consume/consumption** is higher than last year.
2. Heavy **rainfall/rainforest** is expected in the southern part of the country.
3. The recent drought will lead to water **shortcut/scarcity** in some parts of the continent.

4. Many species will face **extinction/extinguish** within a few years.

5. Many **housekeep/household** products contain dangerous chemicals.

6. **Human/Humanitarian** aid was provided to survivors after the hurricane had struck.

7. London is one of the most densely **popular/populated** cities in the world.

6. Fill in the blanks with the correct form of the words in brackets.

1. My neighbour's dog was ... (fright) to death in the run-up to Bonfire Night.
2. The opening scene of the documentary showed an elephant killed by ... (poach) for its tusks.
3. Africa is home to many ... (danger) species, like the West African giraffe and the African elephant.
4. Hunting is considered to be part of the primary ... (produce) alongside forestry, agriculture and fishing.
5. Fortunately, more and more young people believe ... (passion) in saving endangered species and restoring natural habitats.
6. Raising ... (aware) of endangered species will have an impact on the public.



The sequence of tenses

PRESENT tenses:

- the Simple Present and the Present Continuous
- the Present Perfect and the Present Perfect Continuous

1.a. Fill in the right present form of the verbs in brackets.

1. We usually ... (go) to the theatre but this weekend we ... (go) to the opera.
2. ... (You/ever/breathe in) the fresh morning air in the mountains?
3. Martin ... (ride) his bike since morning and still hasn't reached his destination.
4. You seem fed up with his behavior. How long ... (he/do) this?
5. The rescuers ... (look) for survivors for hours now.
6. The school teachers ... (attend) a development course recently.

PAST tenses:

- the Past Simple and the Past Continuous
- the Past Perfect and the Past Perfect Continuous

b. Fill in the right past form of the verbs in brackets.

1. The lion tamer ... (not return) from the jungle before he ... (see) the animals running free.
2. In St Lucia, tourists ... (encounter) hippos which ... (roam) in search of water and food.
3. How many zebras ... (save) this year after the wildlife conservation park ... (open)?
4. The leopards ... (hide) for days when the safari ... (start).
5. The guide ... (tell) us the baboons ... (gather) by the side of the road, but we weren't allowed to feed them.

6. When we got there, the whales ... (swim) in circles and we ... (can) see the calves.
7. The vet ... (handle) the venomous snake carefully when it darted and bit his arm.

Subordinate clauses of future time

MAIN CLAUSE	TIME CLAUSE
future tense	present tense

2. Fill in the right present or future form of the verbs in brackets.

1. We ... (succeed) in protecting mountain gorillas when we ... (cease) hunting them for meat.
2. Zebras ... (be) out of danger when their habitat ... (be) protected through government regulation.
3. The Giraffe Conservation Foundation ... (help) save more giraffes when more people ... (donate) regularly.
4. More snake farms ... (be organized) to collect venom when it ... (be proved) useful for the pharmaceutical industry.
5. As soon as our family's financial situation ... (improve) our parents ... (book) a trip to the Giraffe Manor in Kenya.

Reported (Indirect) speech

DIRECT SPEECH verbs	INDIRECT SPEECH verbs
Present Simple/Continuous	Past Simple/Continuous
Present Perfect Simple/Continuous	Past Perfect Simple/Continuous
Future	Future in the Past

Unit 9

3. Turn the sentences from direct speech to indirect speech.

1. 'This century has witnessed environmental destruction on an unprecedented scale,' the activist stated.
2. 'In 2016 one in nine people did not get the necessary nutrients to maintain a healthy weight,' the nutritionist reminded us.
3. 'More and more people migrate to other countries for a better life,' she concluded.
4. 'Is there enough fresh water on the planet for everyone?', the child wondered.
5. The politician said: 'Social equality is essential to achieving peaceful societies.'
6. 'The ocean has always provided the main food source for the islanders,' the Geography teacher said.

Conditionals

MAIN CLAUSE	IF CLAUSE
Present/Imperative	Present
Future	Present
Present Conditional	Past form of the verb
Perfect Conditional	Past Perfect form of the verb

4.a. Fill in the right form of the verbs in brackets.

1. If tradition weren't so important in some parts of the world, the percentage of girls attending school ... (can) be higher.
2. If the planet's average temperature hadn't risen, the climate ... (not be) affected.
3. Millennials wouldn't get involved in solving global issues if they ... (not care) deeply about the planet.
4. Turtles wouldn't have been seriously affected if the oceans ... (not be) polluted with plastic.

5. If coral reefs ... (die), other ecosystems will be affected.

b. Fill in the correct form of the verbs in the following chain stories.

1. If I ... (bear) the sight of blood, I would become a surgeon.
2. If I ... (become) a surgeon, I would operate on people to cure their diseases.
3. If I cured serious diseases, I ... (become) a famous doctor.
4. If I became a famous doctor, I probably ... (have) a private life anymore.
5. If I ... (have) a private life anymore, I would not have a happy family.
6. If I ... (be) a better skier, I would have participated in important competitions.
7. If I had participated in important competitions, I ... (may win).
8. If I ... (win), I would have become world-famous.
9. If I had become world-famous, I ... (have) a private life anymore.

Phrasal verbs

5.a. Match the phrasal verbs 1-3 to their explanations (a-c).

- | | |
|---------------|---|
| 1. burst into | a. to examine the facts about a problem or situation |
| 2. grow into | b. to develop into a particular type of person or thing |
| 3. look into | c. to get into a building by force without warning |

b. Fill in the right form of the phrasal verbs: *burst into*, *grow into*, *look into*.

1. I was reading when he ... the room.
2. The policemen are trying ... the theft case.
3. The shy child ... a talented artist who became famous.

INTERESTING FACTS



2.a. Look at the pictures a-d and name the problem they show: *water pollution, forest fires, floods and hurricanes, exhaust fumes.*



1.a. Listen to an environmentalist talking about global issues and decide which problem he is discussing in depth: *climate/air pollution/the destruction of crops/the ozone layer*

b. Listen again and mark the sentences as true (T) or false (F).

1. Air pollution is an issue only in industrial areas. ...
2. If we can't see these polluting particles, that means the air is clean. ...
3. Psychiatric disorders are prevalent among people living in urban areas. ...
4. Pollution might cause diabetes. ...
5. Urban green areas can clean the air and improve people's psychological well-being. ...
6. In Beijing, a 'smog-free tower' was installed to clean a football pitch. ...
7. In Mexico City, a company installed a tower façade that improves air quality. ...

Unit 9

- b. Can you name other environmental issues affecting people's health?**
- c. Use the pictures in exercise 2.a. to ask and answer questions, following the model:**

A: Did you watch the news last night?

B: No, I didn't. What happened?

A: A terrible storm caused the river to flood the city.

B: That's terrible! I hope government officials and NGOs went there immediately to give assistance to the victims.

Reporting disasters

- 3.a. Listen and fill in the gaps with a short phrase or word.**

Southeastern France was hit by
First, the Meteorological Office issued a red alert for storms and flooding, but today it turned into an The mayor asked the ... to stay indoors for safety reasons. Around 8pm ... houses had no electricity and ... were reported missing.

An elderly woman was trapped in her home because of

- b. You are a reporter covering a man-made/natural disaster which affects many people terribly. Report what you see using pictures c and d in exercise 2.a.**

Intonation: exclamations

- 4.a. Read, then listen to the examples. Is the intonation falling or rising at the end of the exclamatory sentence?**

- What a wonderful place this is!
- What modern clothes you are wearing!
- How sad I am when you leave for a long time!
- How fast this motorcyclist rides!

WHAT a/an + adjective + countable noun	Rising intonation
WHAT + adjective + uncountable/ plural noun	
HOW + adjective/adverb	Falling intonation

- b. Read the following sentences using the right intonation in exclamations.**

1. What an elegant dress she has bought!
Have you seen it?
2. How badly he hurt his knee when he fell off his bike!
3. What interesting glasses she got from her mum! They look like alien eyes!
4. How quickly she recovered after the flu!
I was bedridden for seven days last month.
5. What a pity you missed the party! We watched the street parades and it was great!
6. How tasty this cake was! Your mum is a great cook!



- 1.a. Look at the picture above. What does it show?
- b. Make predictions about the content of the text, then read it to see if you were right.

All the animals were now present except Moses, the tame raven, who slept on a perch behind the back door. When Major saw that they had all made themselves comfortable and were waiting attentively, he cleared his throat and began:

'Now, comrades, what is the nature of this life of ours? Let us face it: our lives are miserable, laborious, and short. We are born, we are given just so much food as will keep the breath in our bodies, and those of us who are capable of it are forced to work to the last atom of our strength. No animal in England knows the meaning of happiness or leisure after he is a year old. No animal in England is free. The life of an animal is misery and slavery: that is the plain truth.

But is this simply part of the order of nature? Is it because this land of ours is so poor that it

cannot grant us a decent life? No, comrades, a thousand times no! The soil of England is fertile, its climate is good, it is capable of giving food in abundance to even a greater number of animals than now inhabit it. This single farm of ours would support a dozen horses, twenty cows, hundreds of sheep and all of them living in a comfort and a dignity that are now almost beyond our imagination. Why then do we continue in this miserable condition? Because nearly the whole of the produce of our labour is stolen from us by human beings. Man is the only real enemy we have. Man is the only creature that consumes without producing. He does not give milk, he does not lay eggs, he is too weak to pull the plough, he cannot run fast enough to catch rabbits. Yet he is lord of all the animals. He sets them to work, and only gives back to them the bare minimum that will prevent them from starving. He always keeps the rest for himself. Our labour cultivates the soil, we fertilize it, and yet there is not one of us that owns more than his bare skin. Is it not crystal clear, then, comrades, that all the evils of this life of ours spring from the tyranny of human beings?

What then must we do? Well, we should work night and day, body and soul, for the overthrow of the human race! That is my message to you, comrades: Rebellion! I do not know when that Rebellion will come, it might be in a week or in a hundred years, but I know, as surely as I see this straw beneath my feet, that sooner or later justice will be done. Fix your eyes on that, comrades, throughout the short remainder of your lives!

(adapted from *Animal Farm*,
George Orwell)



c. Read the text again and choose a suitable title.

- The Dream of Freedom
- The Land of Promise
- The Happy Farm

2. Read the following sentences and decide if they are true (T) or false (F).

1. All the animals were now present except Moses, the tame rooster, who slept on a perch behind the back door. ...
2. No animal in England knows the meaning of happiness or leisure after he is a year old. ...
3. The soil of England is not fertile, its climate is dry, it is incapable of giving food in abundance to a great number of animals. ...
4. He sets them to work, and only gives back to them the bare minimum that will prevent them from starving. ...
5. Is it not crystal clear, then, comrades, that all the evils of this life of ours spring from the tyranny of human beings? ...
6. Well, we should work night and day, body and soul, for the well-being of the human race! ...
7. I know, as surely as I see this straw beneath my feet, that sooner or later justice will be done. ...

3. Read the text again and fill in the following statements.

- a. The title of the book the fragment belongs to is
- b. The author of the book is
- c. ... is giving the speech.
- d. ... are taking part in the meeting.
- e. The names of the two characters mentioned at the beginning of the fragment are ... and
- f. Major calls his fellow animals
- g. Major is complaining about
- h. ... seems to be the worst creature on Earth.

4. Answer the questions:

- a. Why are the animals unhappy on the farm?
- b. Do you agree with the idea that men are animals' enemies?

PROJECT WORK GROUP WORK

- Make posters and write slogans for a campaign meant to save animals in danger of extinction caused by massive deforestation. Think of some endangered species in your country and what you could do to save them and their habitats.**



Writing a leaflet to give information about a certain topic

A leaflet usually gives **information presenting or advertising services or products**.

It must have a **heading** and **subheadings** drawing the readers' attention. It is usually organized in **short paragraphs** which should answer questions about the topic in each subheading.

For example, if you write a leaflet about a camp:

- the first paragraph should contain general information; you should provide the **name** of the camp, its **location** and its **purpose**.
- in the next paragraphs you should give details about the benefits of participating, where it takes place, the duration, the target age group, the activities, the price, and how to make a reservation.

1. Look at the poster advertising a camp, then answer the questions.

St Andrew's Camp
Los Angeles, USA
1st June - 1st July
Age 6-14

- Water sports
- Hiking trails
- Arts and crafts
- Education about local flora and fauna
- Team games and activities
- Weekly field trips

Only 50\$ a day!

For reservations

call 555-9873

Monday - Friday, 10am - 4pm

email: **standrews@camp.usa**

1. What kind of camp is advertised?
2. What is its purpose?
3. Where is it and what can you do there?

2. Read the poster again and write in your notebook as much as you can remember. When you finish, compare your notes with your deskmate's.

3. Read the following text and match the subheadings a, b, c and d to the paragraphs.

- a. Fun and engaging activities
- b. Available dates and age groups
- c. Price and reservations
- d. Is this something for me?

St Andrew's Camp – the best camp experience!

1.

St Andrew's Camp is located near Los Angeles, USA. It all began with the idea of creating a safe space in nature, where children and teenagers could learn, practise sports and engage in fun and educational activities in the summer holidays.

Our camp gives you the opportunity to spend your summer outdoors, while socializing and making friends. If you want to meet new people, have fun and unforgettable experiences, come to St Andrew's Camp!

2.

The camp lasts for four weeks, beginning with 1st June, every summer, and is dedicated to children and teenagers divided into four age groups:

Unit 9

- Bunnies: 6-7 years
- Foxes: 8-9 years
- Tigers: 10-11 years
- Bears: 12-14 years

3.

We organize many activities to help you connect with nature and admire the natural surroundings of the area, while practising sports, being creative and learning new things:

- canoeing, kayaking and stand-up paddle rafting
- swimming
- hiking
- arts and crafts
- education about local flora and fauna
- team games
- weekly field trips

4.

The price is a real bargain, **only 50\$ a day!**
 For reservations call 555-9873,
 Monday to Friday, 10am - 4pm
 or send an email to standrews@camp.usa.

4.a. Use the model given in exercise 1 to make a poster advertising a camp you would like to go to. Think of a name, a place, a purpose and some attractive activities.

b. Use the poster and the model in exercise 3 to write a leaflet advertising your camp.



SELF-ASSESSMENT

At the end of Unit 9 I can	VERY WELL	WELL ENOUGH	NEED IMPROVEMENT
1. use vocabulary related to environmental problems			
2. use vocabulary related to endangered species			
3. use idioms			
4. use present and past tenses, time clauses, reported speech, conditionals			
5. use phrasal verbs			
6. report disasters			
7. use intonation in exclamations			
8. skim and scan a text			
9. write a leaflet			

■ **1. Fill in the sentences with the words below (there are two extra ones).** 15pts

global warming, severe drought, exhaust fumes, endangered species, fossil fuels, aerosol sprays, greenhouse effect

1. ... has been affecting the crops in the past year, with dire consequences.
2. Burning ... diffuses toxic air pollutants that are harmful to both the environment and public health.
3. The ... is, among other things, the result of an increase in the amount of carbon dioxide and other gases in the atmosphere.
4. The use of ... has to be reduced to avoid the destruction of the ozone layer.
5. ... from cars are one of the causes of air pollution in big cities.

■ **2. Fill in the right form of the phrasal verbs** *look into, burst into, grow into.* 9pts

1. The young ballerina ... a beautiful and talented performer, admired by both fans and critics.
2. The lawyer ... the details of the trial straightaway to prove his client's innocence.
3. She just ... the yard shouting that she graduated with honours.

■ **3. Complete the sentences with the right present, future or past form of the verbs in brackets.** 18pts

1. When you ... (return) from the seaside resort, we will definitely go to the mountains.
2. Before we ... (reach) the peak, we had abandoned our backpacks at the foot of the hill.

3. Jill ... (read) the book for a long time, so I decided to take it and read it myself.
4. The correspondent ... (report) the disaster before the officials found out about it.
5. As soon as you ... (harvest) the vegetables in your garden, we will help you pick fruit.
6. We ... (see) the play before you invited us to the theatre.

■ **4. Rephrase the sentences using the given words, so that the meaning stays the same.** 28pts

1. He volunteered to help the villagers after the flood and then he felt relieved.
If he ... after the flood, he wouldn't have felt relieved.
2. She wondered: 'How many survivors were there after the earthquake?'
She wondered how many ... after the earthquake.
3. I have a car and I will drive to the meeting tomorrow.
I wouldn't ... if I didn't have a car.
4. Unless the weather is sunny, we won't go to the beach.
If the weather ..., we won't go to the beach.
5. She insisted: 'Work hard to become a champion.'
She insisted on ...
6. 'If I were you, I would become a doctor.'
He advised me
7. She shouted: 'Tell me everything!'
She demanded

■ **5. Write a leaflet giving information about a sports camp organized by your school. (150-200 words)** 30pts

Revision 2

Unit 6 - Unit 9

1. Choose the correct word.

6pts

- a. Maria should know many things about modern **art/artefact** and culture since she is a museum curator.
- b. This was the most impressive **performance/exhibition** by a young pianist I've seen in a long time.
- c. There is a Picasso collection on **display/exhibition** at the National Art Museum for the next few weeks.
- d. The Egyptian collection includes **artefacts/abstracts** dating back to the first centuries of civilization.
- e. There are several life-sized **sculptures/paintings** in his garden for his guests to admire.
- f. Every country has got its own particular **culture/creativity**.

2. Find the suitable words for the definitions below.

6pts

- a. ... → cook over boiling water
- b. ... → cook in boiling water
- c. ... → cook over direct heat
- d. ... → cook gently in hot water
- e. ... → cook in the oven with oil
- f. ... → cook in oil in a pan

3. Fill in the correct word from the list.

8pts

biography, brochure, operas, nursery, website, boarding school, classic, billboard

- a. This ... offers glimpses of her life during the '60s — her most prodigious period.
- b. The large ... advertising the new restaurant in town is blocking the view.
- c. It would be a good idea to read a travel ... before choosing a holiday destination.
- d. A lot of people enjoy watching soap ... on TV in the evenings.
- e. I know many people who could afford

sending their children to ... but they prefer not to do that.

- f. This ... has 15 babies on the waiting list.
- g. Many people like ... books and still consider them relevant to contemporary society.
- h. You can check the offers and prices on the company's

4.a. Use the appropriate form of the word in bold to fill in the blanks.

4pts

- a. This area has suffered the consequences of an ... disaster. **ecology**
- b. There are many ... animals in the jungle. **danger**
- c. Raising ... of climate change will make people determined to change their behaviour. **aware**
- d. Many species of plants and animals will face ... within a few years. **extinct**

b. Match the words in the list below to the corresponding images.

6pts

1 - tornado, 2 - flood, 3 - hurricane, 4 - volcanic eruption, 5 - tsunami, 6 - storm



5. Rephrase the sentences using the given word so that the meaning stays the same. 10pts

- a.** My intention was to buy the house, but I ended up buying a car. **GOING**
I ..., but I ended up buying a car.
- b.** The terrible news made her feel lightheaded and unsteady. **VERGE**
She ... fainting when she heard the terrible news.
- c.** We used to cycle a lot in my childhood. **WOULD**
We ... in my childhood.
- d.** The children broke the window in the living room when I wanted to call you. **ABOUT**
I ... call you when the children broke the window in the living room.
- e.** First the athlete trained a lot, then he decided to participate in the tournament. **WAS**
The athlete ... in the tournament because he had trained a lot.

6. Turn the following sentences into indirect speech. 10pts

- a.** 'Your dog is always barking at night!' she said.
- b.** 'Has he ever skied in the Alps?' she wondered.
- c.** 'We'll pull the car over to wait for you,' they told us on the phone.
- d.** The reporter asked the soprano: 'What did you sing at the end of the concert?'
- e.** The Maths teacher told us: 'The final test is scheduled for the month of June.'

7. Turn the following sentences into indirect speech using introductory verbs. 10pts

- a.** 'You will suffer the consequences if you don't abide by the rules!' the group leader said.

- b.** 'It wasn't me! I didn't break the crystal vase!' the child mumbled in tears.
- c.** Tina said: 'I will sweep the dry leaves in the garden as soon as I finish collecting the fruit!'
- d.** 'This room is too cold to live in,' the student said.
- e.** 'Follow the forest trail and meet me at the foot of the hill at dusk!' the guide told us.

8. Fill in the right form of the verbs in brackets. 6pts

- a.** I will go skiing as soon as the weather forecast ... (announce) heavy snow in the mountains.
- b.** When they ... (graduate) they will take a gap year to travel around the world.
- c.** How often ... (you/travel) by train when you go to Japan?
- d.** Jane will book the tickets as soon as she ... (decide) on the holiday destination.
- e.** As soon as the doctor ... (check) on his patients, the nurse will bring the medication.
- f.** If you ... (plan) your project in good time, you won't be stressed by this deadline.

9. Fill in the suitable phrasal verb in the blank spaces: look into, show off, bear with, cloud over. 4pts

- a.** Just ... me while I finish writing the last paragraph.
- b.** Your little sister always ... when your family has guests over.
- c.** The government official's face ... upon seeing the damage caused by the tornado.
- d.** The lawyer prepared the case by ... the eyewitness' testimony.

10. Choose some typical British ingredients and write a recipe for a dish, adding a personal touch. Make sure to give cooking instructions as well. Write about 100 words. 30pts

Final revision

Reading

1. Read the following text and match the headings A-F to the paragraphs. 24pts

Do you ever ask yourself questions like: 'How does my mood influence my thoughts and my decisions?', or 'What lies behind people's actions and thoughts?' If you do, you should know that introspection and reflection show a high degree of emotional intelligence.

In 1995, psychologist and science journalist Daniel Goleman published a book introducing a new concept: emotional intelligence, defined as the ability to understand and manage emotions to increase your chances of success in every aspect of your life.

If you want to know how it manifests in everyday life, here are 6 signs pointing to a high degree of emotional intelligence.

- A. Apologizing doesn't mean you're wrong
- B. Think before you act or speak
- C. Show your appreciation
- D. Think about feelings
- E. Criticism can be useful
- F. Put yourself in other people's shoes

1.

Improving emotional intelligence begins with the ability to recognize and differentiate between emotions and their impact on yourself and others.

2.

When you are confused or overwhelmed, it is a good idea to pause for a moment, and think before you speak or act. This might seem easy at first glance, but it is quite difficult and requires practice. Pausing to assess your feelings and your environment can save you

from embarrassing situations or from making commitments too quickly.

3.

Nobody enjoys negative feedback, but criticism can be an opportunity to learn and improve. It can offer an idea about what others think. You should ask yourself: What can I learn from this and how can I improve?

4.

Showing empathy means understanding others' thoughts and feelings. This helps you connect with the people around you. Instead of judging or labelling others, you work hard to see things through their eyes.

5.

Everyone needs validation and appreciation. To express that, you should focus on the positive things other people do. By telling those around you what you appreciate about them, you can inspire them to be the best version of themselves.

6.

It takes strength and courage to be able to say you're sorry. Emotional intelligence helps you realize that apologizing doesn't always mean you're wrong. It means valuing your relationship more than your ego.

(adapted from *13 Signs of High Emotional Intelligence*, Justin Bariso)

Grammar

1. Fill in the right form of the verbs in brackets. 8pts

- a. The fisherman ... (hold) his fishing rod for hours when he finally caught a frog.
- b. How many koalas and kangaroos ... (be) saved if we could preserve their natural habitat?

Final revision

- c. I ... (ride) my motorbike since morning, so I felt exhausted when I stopped.
- d. The lawyer ... (represent) his client in court if she had asked him a month before.
- e. While the islanders ... (fight) wildfires, other territories were affected by terrible floods.
- f. I'll put on my diving equipment after I ... (prepare) my underwater camera.
- g. We always had snow fights if it ... (snow).
- h. He ... (travel) around the world before he met his wife.
- i. ... you (see) my car keys recently? I have no idea where they are.

2. Rephrase the sentences using the given word so that the meaning stays the same. 14pts

- a. The train was scheduled to leave at 10pm.

DUE

The train ... at 10pm.

- b. If your tooth hurts, my advice is to see the dentist. **SEE**

If your tooth hurts, you ... the dentist.

- c. My mum made lemon cake whenever she hosted family reunions. **MAKE**

My mum ... whenever she hosted family reunions.

- d. He has Maths only on Mondays and Thursdays, so he is definitely not having Maths today. **CAN**

He has Maths only on Mondays and Thursdays, so he ... Maths today.

- e. The nurse had looked after the child for months before the operation. **BEEN**

The child ... for months before the operation.

- f. The writer will publish the novel as soon as he finishes it. **BE**

The novel ... by the writer as soon as he finishes it.

- g. She will receive a prize in May. **BE**
- The prize ... in May.

Reported speech

3. Turn the following sentences into indirect speech. 12pts

- a. 'Will Jane dine with us tonight?' he asked.
- b. 'It is getting colder and colder these days,' my mother said.
- c. 'We need to take this puppy to the vet. I found it in the garden,' she said.
- d. 'Can I help you carry these suitcases upstairs?' the porter asked the guests.
- e. 'Please, mum! I must have this pair of goggles!' the boy said.
- f. 'What is the name of the publishing house that distributed the atlas?' she wondered.

Phrasal verbs

4. Fill in the blanks with a suitable phrasal verb: *let in, grow into, pull over, kneel down, work off, boil over.* 12pts

- a. The driver instantly ... the car when the policeman whistled.
- b. The boy we haven't seen for a long time ... a handsome young man.
- c. She had been talking on the phone for some time when the milk ... the pan.
- d. I knocked on the door and he immediately ... me.
- e. I ... my nervousness before exams by practising yoga.
- f. The priest ... and prayed for the drought to come to an end.

5. Write a story beginning like this: 'It had been a mad day! I felt so relieved that I was finally home. I was getting ready to go to bed, when suddenly I heard a strange noise coming from the balcony!' Write between 150 and 200 words. 30pts

Transcripts

Unit 1

Speaking and listening

Exercise 1.a.

ESTATE AGENT: Hello, welcome! How can I help you?

CLIENT: Hello, my name is Giacomo Faugno and I am interested in renting a house in the city.

EA: Hi! I'd be happy to help! Do sit down. What kind of house are you looking for?

C: Well, I originally come from Italy where I lived in different places. My parents and I lived in a block of flats in the suburbs before we bought a semi-detached house in the centre.

EA: Which place suited you better? What exactly are you interested in renting now?

C: They were both suitable in different respects... The flat was nothing to write home about, a little cramped, in a noisy neighbourhood with lots of blocks around, but the community in the area was wonderful. There was a playground nearby where I used to spend the evenings with my friends. When it comes to the semi-detached house, one of its advantages was the central location near the most important institutions: high school, university, theatres and other cultural attractions. Not to mention the family next door that we befriended very quickly.

EA: Right... what about Manchester? What are your expectations?

C: I will be here for one year, with my wife and three kids. I would like to rent a detached house somewhere in a residential area. It should have a garden for my children to play in. It's important to me that they have a positive relocation experience.

EA: I think we have something that might be what you are looking for. It has three newly furnished bedrooms, a living room, a large fitted kitchen and two bathrooms. There's a porch at the front, a nice back garden, and a garage.

C: It sounds good. Because the climate here is much colder and more humid than in Italy, the house must have double glazing and central heating.

EA: The house has these features as well.

C: Ah! One more thing. We should talk about the rent! I have to stick to my budget.

EA: Of course. The rent is 980 pounds per month.

C: All right, that is within my budget. When can we see it?

Unit 2

Speaking and listening

Exercise 1.a. and 1.b.

A. I am generally lucky when I go on holiday; everything goes fine, but I can't forget what happened last year on our sightseeing holiday in Madrid. As soon as we landed, my parents and I were eager to take the luggage to the hotel and start visiting. My dad had carefully planned in advance what to do every day. To our shock, after waiting for ages next to the conveyor belt we realized that two out of the three suitcases we had packed were missing, precisely the ones with our clothes and shoes. We were desperate, especially my mum and I, but soon it was my dad's turn to get desperate because on the one hand we spent our visiting time trying to solve the problem, and on the other hand we spent a fortune on clothes to wear instead of enjoying our tour.

Transcripts

B: It was the first exchange activity our school had tried as part of a joint project with a college in Britain. Our teacher was very nervous and for months she had been making a lot of suggestions about every aspect of the trip: what to pack, what to wear, how to behave, what to expect and most important, when to come to the airport: two hours before our flight was scheduled to take off. It seemed like such a long time to wait! She had even collected our passports in case we forgot them. As soon as we started queuing at the check-in desk, I could see our teacher's face turn pale, then red, then pale again. Then I saw her talking to the check-in people who then asked our group to wait nearby. Although we were a bit worried at first, we soon relaxed and enjoyed each other's company. Eventually, after 40 minutes, we found out our teacher had left our passports at home and had asked her husband to fetch them. We understood why she was stressing so much, and why we needed to arrive at the airport two hours before the departure time.

Exercise 2.a.

A: Good evening! Homer Hotel. How can I help you?

B: Good evening! I would like to make a reservation for the last weekend in October. Do you have any rooms available then?

A: Certainly, madam. Would you like a single or a double room?

B: Double, please.

A: Exactly how many nights would you like to stay?

B: From Friday night to Monday morning.

A: You'll stay from Friday to Monday – three nights. That will be 180 pounds, including breakfast. Please can you make a deposit of 36 pounds?

B: That's fine, thank you. I will pay online in a minute.

A: Thank you. We look forward to meeting you in 10 days.

B: Thank you. See you then.

Exercise 3.a.

A: Can I help you, sir?

B: I'd like a ticket to Oxford, please.

A: Certainly, single or return?

B: Return, please. Can I have one for the 6pm bus this Friday?

A: Of course, there are still some available seats for the 6pm bus.

B: Good! I need to return on Saturday evening.

A: Will Saturday at 6.45pm be okay?

B: Yes, definitely.

A: I will make your reservation. That will be 30 pounds, sir. Cash or credit card?

B: I'll pay cash, here you are.

A: Thank you, sir. Here is your ticket.

B: Thanks!

Unit 3

Speaking and listening

Exercise 1.a.

MARIA: Jane? Hi! It's Maria here!

JANE: Hello, Maria! How are things?

M: I am a bit stressed. Let's talk about the last preparations for the camp. We are leaving in two days.

J: Yes, I was thinking we should double-check our packing list. My luggage is already too heavy to carry.

M: Right! Have you got enough t-shirts, jumpers, socks and extra trainers, as the teacher suggested?

J: I have. Oh! I must take a raincoat, too! What about our school doctor's medical advice?

Transcripts

M: I think we need the insect repellent so we don't get stung. I always suffer rashes when a mosquito bites me. I scratch so intensely that I'm afraid of getting skin infections.

J: We also need some plasters, bandages, a thermometer and medication, you know, like aspirin, paracetamol, etc.

M: Definitely! My mum will add some more, I bet. Food poisoning could become a problem, especially when we don't eat what we're used to. We also need sun lotion so we don't get sunburnt.

J: We should also pack something for hay fever and other allergies. Remember our trip last year? The teacher suffered from allergies and kept sneezing and coughing and crying all day long.

M: Yeah, he wasn't exactly a picture of good health. He also spent too much time in the sun, on the riverbank, and his skin went red. Luckily he didn't get an upset stomach.

Exercise 5.a.

PATIENT: Good morning, doctor.

DOCTOR: Good morning! Come in and take a seat, please.

P: Thank you.

D: What seems to be the problem?

P: I had an accident while jogging last night. It didn't seem serious at that moment, but this morning I noticed my ankle was swollen and painful.

D: Let's take a look. Oh... It looks painful to me, too. It looks like you've sprained your ankle.

P: What should I do?

D: Let's get an X-ray to make sure you haven't broken anything. I'll give you a prescription after that.

P: All right, then. I hope it's not serious.

D: We'll just have to check the X-rays and see.

P: How long am I supposed to follow the treatment?

D: Let's run a diagnostic first and then decide on the treatment, shall we?

Unit 4

Speaking and listening

Exercise 1.a.

REPORTER: Hi, Lindsey! Thank you for agreeing to talk to us.

LINDSEY: It's nice to be here, thanks.

R: There's no introduction needed when it comes to Lindsey Vonn, but to brief our audience, I'll say that you are a 33-year-old world champion who has competed in four Olympic Games... watching you race is always a pleasure for us.

L: Thank you so much for your kind words. I must say I am very proud of my accomplishments but also quite certain that I will never set foot again on the Olympic podium.

R: Seeing you're all geared up in your suit, with your helmet and goggles on, skis and ski poles on your shoulder, it seems unreal to me, though.

L: I know, but I think it is wise to accept change as being a natural aspect of life, and to acknowledge that all things have a beginning and an end. This is why I wanted to make the most of every moment in competition. I really think I did my best.

R: A tough moment in your life was the 2013 Sochi Olympics when you had a serious knee injury that stopped you from competing for a whole year.

Transcripts

L: Yes. I thought I would never be able to come back, but I was lucky enough to have the opportunity to be here today. I wouldn't push my luck so far as thinking I could race in the 2022 Olympics. In my heart of hearts I would love to keep going for another four years, but it would be physically impossible. If I were you, I would set my eyes on our team mate, 24-year-old Mikaela Shiffrin, an incredible talent whom I very much trust and appreciate.

R: Professional athletes have a voice, and yours has always had a very positive impact. Are you still going to use this voice?

L: Certainly. I have always tried to empower the next generation and I will do my best to continue. I will be working to inspire the next generation of young girls in my country and possibly around the world. Once this part of my life comes to an end, I know I will find another challenge.

R: Any personal thoughts or projects?

L: I look forward to having a big, happy family, but I know that hitting the slopes will always be my choice for relaxation and my favourite hobby. If I hadn't had the chance to practise this sport, I would have been poorer in terms of spirit and experience, that's for sure.

R: Lindsey Vonn, thank you very much for being here today.

Unit 5

Speaking and listening

Exercise 1.a.

SPEAKER 1: HabitAware is here to make your life a little easier. Are you trying to break a bad habit? Do you want to become thinner, eat less sugar or stop biting your nails? Then

Keen Band might be the solution for you: a bracelet which starts vibrating whenever it detects compulsive behaviour.

SPEAKER 2: Do you enjoy jogging but don't have enough time during the day? If you are a night runner, Vollebak is for you: a jacket with a phosphorescent membrane which absorbs light from any source and makes runners who wear it glow in the dark, becoming visible and staying safe.

SPEAKER 3: The Flexwarm is another type of jacket for outdoor enthusiasts and other sporty types, having special heating elements built into the back, chest and wrist areas. It has sensors which give its wearers the ability to adjust temperature depending on their needs through the use of an app.

SPEAKER 4: Tellspec was invented for those who want to find out quickly and accurately the composition of a food item or dish. It scans the product and sends a list of ingredients and information about their nutritional value to a phone application.

Exercise 2.b.

Zipline's latest drone can transport supplies weighing up to two kilogrammes. It can travel up to 160 km at a speed of 128 kmph. In my opinion, it is very important to be able to send documents, food, medicine, even blood (given the right conditions and technology) to remote areas.

Everybody knows that skiers or mountain climbers can sometimes have accidents and get hurt. If they communicate with rescue teams equipped with such drones they could be given first aid in advance, even before the rescuers get to them. To my mind, this is great news!

Transcripts

Exercise 3.b.

OPERATOR: Hello! This is The Maintenance Company for Lifts. How can I help you?

CUSTOMER: I want to report a problem with the lift.

O: Could you tell me what happened?

C: There was a power cut and the lift stopped working. In fact, it is stuck on the fifth floor. Luckily, there was nobody in the lift when the problem occurred. Do you think you could help me?

O: Our service technician must check it first. There might also be a problem with the electrical system, so we will send a team of technicians and electricians right away. Can I have your name and address, please?

C: Yes, of course. My name is Mike Young and my address is 45 Minstrel Avenue, Woolton.

O: Our van is leaving right away. We will call as soon as we arrive.

C: Thank you very much, I will be at home waiting for your phone call.

Unit 6

Speaking and listening

Exercise 1.a.

STUDENT: Could you tell us what the difference between broadsheets and tabloids is?

TEACHER: Well, there is a big difference between these newspaper formats. Let's start with their origins. Broadsheets date back to 18th century Britain, when the government started taxing newspapers according to the number of pages. It was cheaper to print fewer large pages than many smaller pages.

STUDENT: Is this the only difference between the two?

TEACHER: Not at all. Tabloids focus on emotion and use emotional, less complex language whereas broadsheets focus on facts and use clear, objective language. What is more, tabloids address gossip and discuss famous people's private lives while broadsheets focus on national or international events.

STUDENT: So the readers are also divided according to what types of news they prefer?

TEACHER: Exactly. The people who used to read the first broadsheet editions were aristocrats and businessmen. Tabloids, on the other hand, date back to the beginning of the 19th century and contained stories appealing to readers coming from lower social classes. The advantage a tabloid offered was its small size, which made it easier to read and carry on buses or trains. It cost only a penny in the beginning and the crime reporting and illustrations it contained made it very popular with working class readers.

STUDENT: And all this contrasted with the sober writing tone of broadsheets read by educated people?

TEACHER: Indeed! At present, however, things have changed. To cut printing costs, broadsheets' size has been reduced.

STUDENT: How do you mean?

TEACHER: Times are tough for both tabloids and broadsheets, as more and more people turn to the Internet for reading news from a variety of sources, often for free.

The online versions of broadsheets have formats that are similar to tabloids, having flashier headlines and more illustrations than print editions. The purpose is to capture readers' attention with a tabloid journalistic style instead of relying on a serious tone.

Transcripts

Exercise 2.b.

- C:** Good morning! I was wondering if you could help me.
- L:** Certainly, madam! What can I do for you?
- C:** I'd like to find two books I need for a project presentation: Marie Curie's and Albert Einstein's biographies.
- L:** Let me check if they are in the system.
- C:** Please, do.
- L:** What are the exact titles and authors?
- C:** 'Obsessive Genius' by Barbara Goldsmith and 'Einstein's Cosmos' by Michio Kaku.
- L:** Right! The most documented, in my opinion. Sorry, I'm afraid Marie Curie's biography is out right now, but we have Albert Einstein's.
- C:** Can I take out Einstein's biography then?
- L:** Sure! Can I see your library card, please?
- C:** Here you are!
- L:** Thank you. Would you like to reserve the book about Marie Curie for another time?
- C:** Yes. When will it be back?
- L:** It is due back in a week from today.
- C:** Perfect! I'll finish reading the first and I'll be back for the second.
- L:** Ok! Here you are.
- C:** Thank you very much.

Unit 7

Speaking and listening

Exercise 1.a. and 1.b.

Presentation/Speaker 1: My project is about the Kremlin, Moscow's famous attraction. Situated next to Red Square and St Basil's Cathedral, on the bank of the Moskva River, the Kremlin complex contains remarkable buildings within its walls: the Grand Kremlin Palace and four more palaces, four churches and twenty towers. Inhabited by Tsars in

the past, the fortress is now a presidential residence. The Kremlin was originally built of wood and dates back to the 12th century. In the 14th century, it was partially rebuilt using stone and in the 15th century it was completely rebuilt in red brick by Italian architects. The Kremlin was the headquarters of Vladimir Lenin's government and the symbol of the Russian communist dictatorship. It became the headquarters of the Russian Federation in 1991.

Presentation/Speaker 2: I chose to present Easter Island, which is an intriguing cultural landmark because it has the fascinating statues called Moai. Easter Island, a Polynesian island also called Rapa Nui, belongs to Chile and is more than 2,000 miles away from the South American continent, in the Pacific Ocean. Between 1250 and 1500 AD, the people who lived there carved 900 statues in stone and scattered them around the island. The figures have oversized heads and weigh about 14 tons each. Scientists discovered that the location of each statue is connected to fresh water sources on the island. The islanders believe these statues represent their ancestors, and are therefore considered sacred.

Presentation/Speaker 3: I will talk about one of the most well-known symbols of Indian culture, the Taj Mahal. Standing on the banks of the Yamuna River in the region of Agra, the Taj Mahal includes a mosque, a guesthouse and the tomb of the wife of Emperor Shah Jahan. She gave birth to 13 children and died having her fourteenth. In 1632, the emperor was in mourning for his wife, so he ordered the construction of a white marble tomb decorated with precious

Transcripts

stones. The construction materials were collected from all over Asia with the help of 1,000 elephants. More than 20,000 people built the majestic mausoleum. Later on, the emperor himself was buried here. Nowadays, around 8 million people visit the Taj Mahal every year.

Unit 8

Speaking and listening

Exercise 1.a.

REPORTER: Today we are meeting a famous nutritionist who is going to teach us what we should know about eating a balanced diet and having a healthy lifestyle. Karyn Duggan, welcome!

NUTRITIONIST: Hello! Nice to be here! I will discuss a few basic nutrition principles that will work wonders for anyone looking to eat healthily and live a healthy life. First things first: fill your plate with crunchy vegetables such as broccoli or green beans! A complete meal should also contain whole grains, complex carbohydrates and healthy protein.

R: I hope everybody already knows about the importance of eating fresh fruit and vegetables as the main components of a healthy diet.

N: It is never repeated too often, though! Secondly, never forget the importance of a balanced breakfast. It is the most important meal of the day for a good reason: it must activate metabolism and improve the cognitive function at the beginning of the day.

R: Some prefer skipping breakfast or other meals because they are trying to lose weight. What do you think?

N: It is a strategy that always backfires. A low

intake of calories during the day will lead to eating more at night.

R: And this vicious circle doesn't end when you eat home-cooked meals, which are supposed to be a better choice than fast food. I assume it is even more difficult for people who prefer eating out to be careful of what they eat...

N: Well... Menus can be deceiving, of course, but if you are not sure about the ingredients or about how a dish is prepared, you should ask about it and then choose what suits you. Always make sure you know exactly what you're eating, especially since food allergies are becoming a growing concern.

R: And avoid eating processed food, right?

N: Yes, along with canned food that is full of preservatives or sugar. You can always choose frozen vegetables or fruit instead. Checking product labels is useful when you want to avoid buying food and drink with a high content of sodium or sugar. The healthy choice is nutrient-dense food which is lower in calories and rich in vitamins, minerals and fibre.

R: You offered us a lot of food for thought today and I think that our listeners agree with me when I say that nothing is impossible when you are determined to maintain your health. I am convinced that many of them will follow your advice!

Unit 9

Speaking and listening

Exercise 1.a. and 1.b.

There are 4.2 million registered deaths each year due to exposure to outdoor air pollution. We should remember this fact.

Transcripts

Globally, average temperatures are rising and cities are becoming overpopulated. Air pollution is an issue in crowded cities and industrial areas, exceeding the recommended limits of fine particulate matter imposed by official guidelines and having major health consequences.

If we can't see these polluting particles, that does not mean the air is clean. A recent study stated that air pollution can be compared to smoking a packet of cigarettes a day, resulting in serious medical conditions. For example, psychiatric disorders are prevalent among people living in urban areas. Another study compared students' performance in areas with different levels of pollution. Exam results and overall performance were significantly better in areas with cleaner air. What is more, air pollution has been linked to obesity and research conducted on animals shows changes in metabolism. It is probably because the pollution particles in the lungs cause inflammation, which triggers a stress response. This can have long term effects on how we process sugar, leading to diabetes. We can improve life in cities if we reduce pollution, but other solutions might also have positive outcomes. Developing sustainable urban green areas can make a big difference and improve people's psychological and

physical well-being. In Beijing, a 'smog-free tower' was installed to clean the air of poisonous particles in an area about the size of a football pitch. The particles are trapped inside the tower through subterranean copper coils generating an electrostatic field. In Mexico City, a company installed a 2,500 sq. m. façade on a tower next to a big hospital. The façade improves air quality by reacting with urban air pollutants and breaking them down into less noxious compounds like carbon dioxide and water. All in all, solutions do exist, but we must change our behaviour, become more aware of the risks and act responsibly for a better, cleaner future.

Exercise 3.a.

Heavy rain and storms hit the southeast of France yesterday morning. Météo France issued a red weather alert for storms and flooding in the region on Saturday, which was lowered to an amber weather alert this morning.

Several cities were evacuated and the mayor asked the inhabitants to stay indoors. Around 8pm last night 4,000 households were left without electricity and two people were reported missing. 30 firefighters were sent to rescue an elderly woman trapped in her house after an unexpected landslide. The rainfall continues, but it is less intense.

Grammar reference

THE PAST PERFECT TENSE – SIMPLE AND CONTINUOUS

The Past Perfect Simple

had + the Past Participle of the verb

We use the Past Perfect Simple:

- to refer to a past action which happened before another past action or stated time in the past.

*By the end of August, they **had spent** the whole summer in the mountains.*

- to refer to a finished past action whose effect is visible later on, in the past.

***Had** Thomas **completed** the form before you offered to help?*

Time expressions:

when, by the time, before, after, until/till, already, just, since, for, never, etc.

The Past Perfect Continuous

had been + the ING form of the verb

We use the Past Perfect Continuous:

- to emphasize duration of a past action finished before another past action or stated time in the past.

*They **had been spending** the summer at the seaside when they decided to go to the mountains.*

- for a past action that lasted for a while and whose result was visible in the past.

***Had** Thomas **been completing** the form for such a long time that he felt so exhausted?*

Time expressions:

since, for, how long, etc.

PAST CONTINUOUS

Shows an action in progress when another action interrupted it; simultaneous actions in the past; an action in progress at a stated time in the past; the setting of a scene.

Examples:

- *They **were travelling** to Africa when I met them in 2019.*
- *James **was graduating** from university while his sister was taking the admission exam.*
- *The wind **was blowing** and the clouds **were gathering** when Tom drove into the harbour last night.*

PAST PERFECT CONTINUOUS

Shows an action that started in the past and continued up to another action or time in the past; emphasizes duration for an action started and finished in the past.

Examples:

- *John **had been working** on his project for a week when he finished it.*
- *I felt exhausted because I **had been shopping** all morning.*
- *How long **had** you **been studying** Japanese before you moved to Kyoto?*

Grammar reference

MODAL VERBS

Expressing obligation/duty/necessity

- **must** – to express strong obligation decided by the speaker; to express regulations.
- **have to** – to express strong necessity/obligation decided by someone else, not the speaker.
- **should/ought to** – to express weak obligation with less emphasis than **must/have to**.
- **need** – used as both a modal and a main verb to express necessity.

Expressing the absence of necessity

- **needn't/don't have to/don't need to + Present Infinitive** – to express that it isn't necessary to do something.
- **didn't need to/didn't have to + Present Infinitive** – to express that it wasn't necessary to do something; we don't know if it was done or not.

Expressing possibility

- **can + Present Infinitive** – to express general possibility, something theoretically possible, not for a specific situation.
- **could/may/might + Present Infinitive** – to express a possibility in a specific situation; something that is possible/likely to happen, perhaps it will happen (with this meaning, **may** cannot be used in questions).

May can be used in questions to express a polite request and to ask for permission.

May I please leave the room?

May I have your attention, please?

May Henry have the day off tomorrow?

Expressing advice

- **should/ought to** – to express strong advice.

Expressing logical assumptions

We use:

- **must** – to express affirmative logical assumptions when we are certain.
- **can't** – to express negative logical assumptions when we are certain.

TYPE 2 CONDITIONALS - UNREAL PRESENT

They express imaginary situations in the present or in the future which are unlikely to happen; they also express advice.

'If' clause	Main clause
PAST TENSE SIMPLE/ CONTINUOUS	would/could/might + the short infinitive of the verb

*If the speaker **attended** the meeting, he **would have** a massive impact on the students (= > but the speaker doesn't attend the meeting).*

*If I **were** your sister, I **might choose** to live in the countryside.*

When the 'If Clause' precedes the 'Main Clause', they are separated with a comma; if not, there is no comma.

*The speaker **would have** a massive impact on the students if he **attended** the meeting.*

Grammar reference

TYPE 3 CONDITIONALS - UNREAL PAST

They express imaginary situations which contradict facts in the past; they also express regrets or criticism for past events.

'If' clause	Main clause
PAST PERFECT SIMPLE/ CONTINUOUS	would/could/might + have + the Past Participle of the verb

*If the speaker **had attended** the meeting, he **would have had** a massive impact on the students (= > but the speaker didn't attend the meeting).*

*If John **hadn't lied** to his friends, they **wouldn't have abandoned** him.*

THE PASSIVE VOICE

We use the Passive Voice:

- when the agent who performs the action is unknown or unimportant:

The question was answered.

- when the action is more important than the agent who performs it:

The patient was operated on.

The animals were saved.

- when we want to avoid mentioning who performed the action:

The dress was sold.

The package was delivered.

We form the Passive Voice:

- to be/to get** in the tense/aspect of the active verb + the **Past Participle form of the active verb**

- only transitive verbs can be used in the passive voice, except for: *to have, to exist, to be, to fit, to suit, to lack*, etc.

When we turn an active sentence into the passive:

- the object in the active sentence becomes the subject in the passive sentence

- the subject in the active sentence becomes the agent in the passive sentence introduced with *by* or *omitted*:
The ring is made by the jeweller.

- passive questions with **who/whom/which** do not omit *by*:

Who was the book written by?

- with + material/instrument/ingredient is used to say what instrument is used:

The ring is made with gold and diamonds.

- verbs with two objects (*to bring, take, read, teach*, etc.) can form passive constructions in the following ways:

She teaches the children history. – active

Children are taught history by her. – passive

History is taught to the children by her. – passive

- let + short infinitive** in active constructions becomes **to be allowed + long infinitive** in passive constructions:

Laura let us play in the yard. – active

We were allowed to play in the yard. – passive

- the verbs *see, hear, make, help* are followed by a short infinitive in active constructions and by a long infinitive in passive constructions:

The dog made us run. – active

We were made to run by the dog. – passive

Grammar reference

RELATIVE PRONOUNS

We use:

- **WHO/WHOM/THAT** to refer to people
- **WHICH/THAT** to refer to objects or animals
- **WHOSE** to refer to people or objects when we show possession
- **WHO, WHICH** or **THAT** can be omitted only if they don't act as the subject in the sentence

They got the present (that) they wanted.

They got the present that was on the top shelf.

WAYS OF EXPRESSING THE FUTURE

to be going to + infinitive

● to make predictions based on what we see	<i>The sky is overcast. It is going to snow!</i>
● to express intentions	<i>I am going to visit you.</i>

to be to + infinitive (in formal English)

● to show an imminent action	<i>We are to refurbish the house next month.</i>
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to be about to + infinitive, or to be on the point/verge of + -ING form

● to refer to the near future	<i>She is about to take/ on the point of taking the graduation exam.</i>
-------------------------------	--

to be due to + infinitive

● for timetables	<i>The flight is due to arrive 30 minutes later.</i>
------------------	--

to be sure/certain/bound to + infinitive

● to express certainty about the future	<i>The concert is certain/sure/bound to take place.</i>
---	---

some verbs: decide, plan, mean, arrange, intend + to-infinitive

● to express plans or intentions	<i>We are planning to buy a cottage in the countryside.</i>
----------------------------------	---

THE FUTURE IN THE PAST

We use the same patterns to talk about plans or intentions we had in the past for the future:

● was going to + infinitive

The sky was overcast. It was going to snow.

I was going to visit you.

● was to + infinitive

We were to refurbish the house the following month.

● was about to + infinitive

He was about to take the graduation exam.

● was on the point/verge of + -ING form

She was on the point of taking the graduation exam.

● was due to + infinitive

The flight was due to arrive 30 minutes later.

● was sure/certain/bound + infinitive

The concert was bound to take place.

● intended/decided/planned/meant/arranged

We were planning to buy a cottage in the countryside.

Grammar reference

PRESENT ARRANGEMENT/ PROMISE/ PREDICTION	FUTURE IN THE PAST
<ul style="list-style-type: none"> • We are moving to another flat next month. 	<ul style="list-style-type: none"> • We were moving to another flat last year, but eventually we didn't.
<ul style="list-style-type: none"> • I think we'll fly to Paris. 	<ul style="list-style-type: none"> • I thought we would fly to Paris, but we drove.
<ul style="list-style-type: none"> • I promise I'll help. 	<ul style="list-style-type: none"> • She promised she would help.

REPORTED (INDIRECT) SPEECH

When we report one's speech we convey the same message but not with the exact words.

To report speech, we use the verbs: *say, tell, ask, order, etc.*

SAY + no object: *She said I was late.*

SAY+ to + object: *She said to Jim I was late.*

TELL + object: *She told Jim I was late.*

REPORTED STATEMENTS

To report one's speech:

- personal/possessive pronouns change according to meaning
- we do not change verb tenses if the introductory verb is in the Present tense or when we report general truths: *'She plays the piano well,' he says. He says she plays the piano well.*
- we change verb tenses if the introductory verb is in the past:

DIRECT SPEECH	INDIRECT SPEECH
<i>'I cycle a lot.'</i> she said.	She said she cycled a lot.
<i>'I am cycling now,'</i> she said.	She said she was cycling then.
<i>'I cycled a lot.'</i> she said.	She said she had cycled a lot.
<i>'I was cycling a lot,'</i> she said.	She said she had been cycling a lot.
<i>'I have cycled a lot.'</i>	She said she had cycled a lot.
<i>'I will cycle a lot.'</i>	She said she would cycle a lot.

- other words and time expressions change:

✓ now – then	✓ today – that day
✓ here – there	✓ yesterday – the day before
✓ this/these – that/those	✓ tomorrow – the next day
✓ 2 days ago – 2 days before	✓ last year – the year before/ the previous year
✓ come – go	
✓ bring – take	

REPORTED QUESTIONS AND ORDERS

- reported questions have the same question word as direct questions *'Who is she?'; He asked who she was.*
- when a direct question starts with **do/does/have/has/modal verbs**, the reported question is introduced by **if/whether** *'Do you ski?'; He asked me whether I skied.*
- to report orders we change the imperative into infinitive *'Stand still!'; He ordered us to stand still.*

Grammar reference

REPORTED SPEECH - INTRODUCTORY VERBS

To report orders, suggestions, instructions, etc. we use introductory verbs which are followed by a to-infinitive, an -ING form or a 'that' clause depending on the introductory verb. Some verbs can be followed by both an infinitive/-ING verb and a 'that' clause.

INTRODUCTORY VERBS	DIRECT SPEECH	INDIRECT SPEECH	
INTRODUCTORY VERB + TO-INFINITIVE	agree	<i>'Ok, I will book the tickets.'</i>	<i>She agreed to book the tickets.</i>
	claim	<i>'We are carol singers.'</i>	<i>They claim to be carol singers.</i>
	demand	<i>'I want to see the manager.'</i>	<i>He demanded to see the manager.</i>
	offer	<i>'Can I help you?'</i>	<i>She offered to help.</i>
	promise	<i>'I will visit you soon!'</i>	<i>He promised to visit soon.</i>
	refuse	<i>'I won't reveal the secret!'</i>	<i>He refused to reveal the secret.</i>

Other verbs: *threaten*

INTRODUCTORY VERBS	DIRECT SPEECH	INDIRECT SPEECH	
INTRODUCTORY VERB + SOMEBODY + TO-INFINITIVE	advise	<i>'You should see the doctor.'</i>	<i>I advised her to see the doctor.</i>
	allow	<i>'You can ride my bike!'</i>	<i>She allowed him to ride her bike.</i>
	ask	<i>'Give me your pen, please.'</i>	<i>He asked her to give him a pen.</i>
	beg	<i>'Please, please come back!'</i>	<i>She begged him to come back.</i>
	forbid	<i>'Don't touch the stove!'</i>	<i>She forbade him to touch the stove.</i>
	invite	<i>'Come to our party!'</i>	<i>He invited her to come to their party.</i>
	warn	<i>'Don't eat junk food!'</i>	<i>The doctor warned her not to eat junk food.</i>

Other verbs: *encourage, order*

Grammar reference

INTRODUCTORY VERBS	DIRECT SPEECH	INDIRECT SPEECH	
INTROD. VB. + -ING FORM	accuse (sb. of)	<i>'You cheated in the exam!'</i>	<i>The teacher accused him of cheating in the exam.</i>
	admit (to)	<i>'I stole the purse.'</i>	<i>She admitted stealing the purse.</i>
	apologize (for)	<i>'I'm sorry for being rude.'</i>	<i>He apologized for being rude.</i>
	boast about/of	<i>'I am the best actor.'</i>	<i>He boasted about being the best actor.</i>

Other verbs: *complain about/of, deny, insist (on), suggest*

INTRODUCTORY VERBS + 'THAT' CLAUSE

- explain something

DIRECT SPEECH
'We need to follow this route.'

INDIRECT SPEECH
*She **explained that** they needed to follow that route.*

- inform somebody

DIRECT SPEECH
'The tour starts at 9am every day.'

INDIRECT SPEECH
*The guide **informed us that** ...*

THE SEQUENCE OF TENSES

PRESENT tenses:

- the Simple Present and the Present Continuous
- the Present Perfect and the Present Perfect Continuous

PAST tenses:

- the Past Simple and the Past Continuous
- the Past Perfect and the Past Perfect Continuous

SUBORDINATE CLAUSES OF FUTURE TIME

MAIN CLAUSE	TIME CLAUSE
future tense	present tense

REPORTED (INDIRECT) SPEECH

DIRECT SPEECH verbs	INDIRECT SPEECH verbs
Present Simple/Continuous	Past Simple/Continuous
Present Perfect Simple/Continuous	Past Perfect Simple/Continuous
Future	Future in the Past

CONDITIONALS

MAIN CLAUSE	IF CLAUSE
Present/Imperative	Present
Future	Present
Present Conditional	Past form of the verb
Perfect Conditional	Past Perfect form of the verb

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