

Рабочая Тетрадь

к учебнику для 6 класса

OXFORD

**New**

# Matrix



**Workbook**

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**Грамматический справочник**

**50**

**Поурочный глоссарий**

**66**

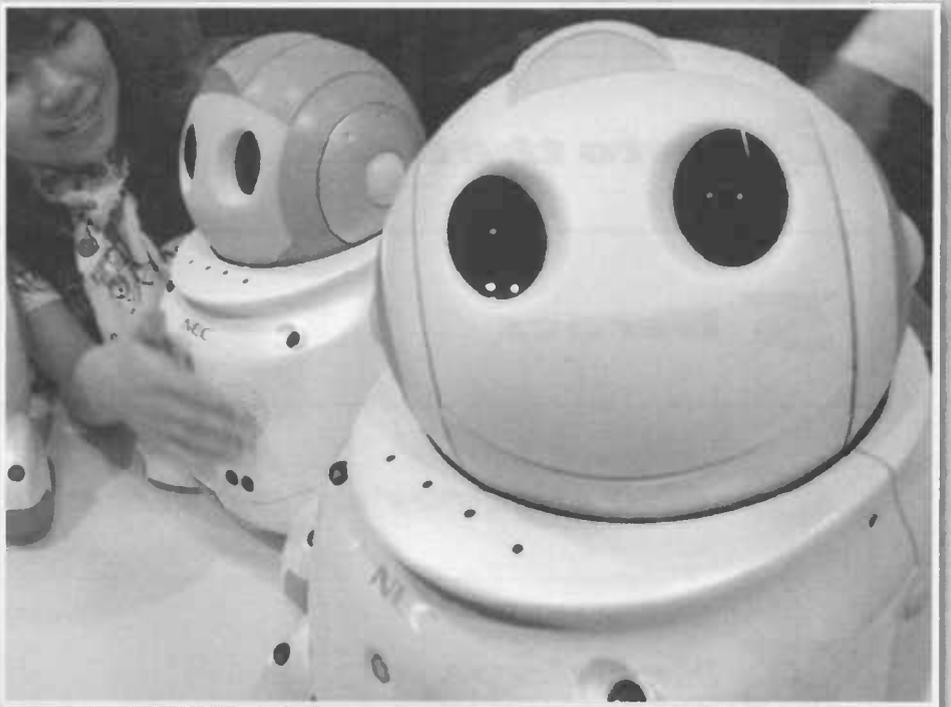
## Reading

## OUR FUTURE FRIENDS

Do you want a friend that does what you want to do? A friend that always listens when you speak? Then PaPeRo is the friend for you! PaPeRo, a small robot from Japan, is the friend that's never moody and it is always good fun.

PaPeRo does things that your human friends don't always do. If you're unhappy, PaPeRo tells you jokes, and if you have lots of homework, PaPeRo helps you. Ask PaPeRo a question and it looks for the answer on the internet. You can listen to songs on PaPeRo too, and it has lots of good stories.

But PaPeRo is not a perfect friend. Parents can connect to PaPeRo via the Internet and see and listen to their children. The robot's eyes are cameras, and it has eight microphones. So PaPeRo tells your parents if you don't do your homework! PaPeRo is popular with parents for other things: the robot helps in the house and cooks meals, too. Some people think robots like PaPeRo are the family friends of the future. What do you think?



**1** Read the text. Tick ✓ the things that PaPeRo does.

- |   |                                   |                                     |
|---|-----------------------------------|-------------------------------------|
| 1 | makes you laugh                   | <input checked="" type="checkbox"/> |
| 2 | watches TV programmes             | <input type="checkbox"/>            |
| 3 | becomes moody                     | <input type="checkbox"/>            |
| 4 | makes breakfast, lunch and dinner | <input type="checkbox"/>            |
| 5 | plays music                       | <input type="checkbox"/>            |
| 6 | helps your parents to watch you   | <input type="checkbox"/>            |
| 7 | does all your homework            | <input type="checkbox"/>            |
| 8 | helps all the family              | <input type="checkbox"/>            |
|   | teaches you English               | <input type="checkbox"/>            |

**2** Answer the questions. Use full sentences.

Why do people like PaPeRo?

*They like it because it does what they want and it listens.*

1 How does PaPeRo make its friends happy?

2 Where does PaPeRo look for information?

3 PaPeRo has three things that its friends can listen to. What are they?

4 How does PaPeRo see and listen?

5 What is the problem about PaPeRo and homework?

6 What does PaPeRo do in the kitchen?

## Present simple

### 3 Complete the text with the present simple form of the verbs in brackets.

At home I'm (be) always in my bedroom!  
 I \_\_\_\_\_ (1 listen) to music all the time because  
 I \_\_\_\_\_ (2 have got) a fantastic new MP3  
 player. My sister \_\_\_\_\_ (3 have got) a new  
 computer. She \_\_\_\_\_ (4 go) on the internet  
 and she \_\_\_\_\_ (5 write) a lot of emails too. My  
 mum and dad \_\_\_\_\_ (6 be) always in the  
 kitchen. They usually \_\_\_\_\_ (7 talk) about  
 work. We \_\_\_\_\_ (8 have) dinner at 7 p.m. and  
 then we \_\_\_\_\_ (9 do) different things. My dad  
 usually \_\_\_\_\_ (10 watch) TV and my mum  
 \_\_\_\_\_ (11 read) the newspaper. My brother  
 \_\_\_\_\_ (12 be) at university. He sometimes  
 \_\_\_\_\_ (13 come) home before his exams and  
 then he \_\_\_\_\_ (14 study). I always  
 \_\_\_\_\_ (15 go) to my bedroom and  
 \_\_\_\_\_ (16 send) text messages to my friends.

### 4 Look at the information in the table. Write sentences with the verbs *be* and *have*.

My twin brothers	My sister
	
thirteen	nineteen
breakfast at 7 a.m.	breakfast at 6 a.m.
a big bedroom	a small bedroom
shy	friendly

- My twin brothers are thirteen.  
My sister \_\_\_\_\_.
- My twin brothers \_\_\_\_\_  
My sister \_\_\_\_\_.
- \_\_\_\_\_
- \_\_\_\_\_

### 5 Complete the sentences with the negative form of these verbs.

eat give listen to make take  
talk say ~~study~~ work

- Lazy students *don't study* for exams.
- An unfriendly person \_\_\_\_\_  
hello.
  - Very sporty people \_\_\_\_\_  
hamburgers every day.
  - A selfish friend \_\_\_\_\_ you  
when you have a problem.
  - My favourite teacher \_\_\_\_\_ us  
a lot of homework!
  - Fun people \_\_\_\_\_ 24 hours a day!
  - Good friends \_\_\_\_\_ a lot  
when you're watching your favourite programme.
  - An honest student \_\_\_\_\_  
other students' pens.
  - Quiet people \_\_\_\_\_ a lot of  
noise in class.

### 6 Write questions with these verbs.

~~do~~ go have play meet walk win

- Where / you / your homework?  
 Where do you do your homework?
- / your school basketball team / a lot of games?  
\_\_\_\_\_
  - Where / you usually / on holiday?  
\_\_\_\_\_
  - / you / football at the weekend?  
\_\_\_\_\_
  - Where / she / her friends / after school?  
\_\_\_\_\_
  - Which subjects / you / on Monday morning?  
\_\_\_\_\_
  - / your best friend / to school?  
\_\_\_\_\_

## Adverbs of frequency

- 7** Complete the sentences with the words in brackets and the adverbs in the box.

always never often sometimes usually

- Our cat is *always* very friendly with people.  
(100% / be)
- I \_\_\_\_\_ basketball at school.  
(75% / play)
  - We \_\_\_\_\_ our grandparents at weekends. (50% / visit)
  - My sister \_\_\_\_\_ in her bedroom after school. (100% / be)
  - My dad \_\_\_\_\_ text messages.  
(0% / send)
  - I \_\_\_\_\_ to bed at 9 p.m.  
(75% / go)
  - We \_\_\_\_\_ dinner in a restaurant. (50% / have)
  - He \_\_\_\_\_ a book in English.  
(0% / read)
  - My mum \_\_\_\_\_ me to school in the car. (90% / take)

## Object pronouns

- 8** Complete the sentences with object pronouns.

I love the film and Ivan loves *it* too.

- I've got flowers for our mum. My sister has got a cake for \_\_\_\_\_.
- We have a lot of homework but the teacher doesn't give \_\_\_\_\_ tests.
- Phone \_\_\_\_\_ at 7 p.m. I'm always at home then.
- I help our parents in the garden. My sister helps \_\_\_\_\_ in the kitchen.
- Hi. Is your dad there? I want to speak to \_\_\_\_\_.
- Can you help \_\_\_\_\_? I don't understand my homework.
- I can meet \_\_\_\_\_ and your sister at 10 p.m.

## Question words

- 9** Read the text. Write questions for the answers with the words in the box.

How often What When Where Which Who

Tom Burke lives at 49 Hunley Road, in London, with his parents and two sisters. His grandparents live in Manchester, and he visits them in the summer. His best friends are Alex Miller and Patrick Wells. They all go to The Bailey Art Academy. They study all the usual subjects, but they have special subjects, too. They have extra painting and drawing lessons three days a week.

*Who does Tom Burke live with?*

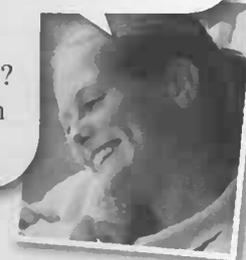
With his parents and two sisters.

- \_\_\_\_\_ he \_\_\_\_\_?  
At 49 Hunley Road.
- \_\_\_\_\_?  
In the summer.
- \_\_\_\_\_?  
Alex and Patrick.
- \_\_\_\_\_?  
The Bailey Art Academy.
- \_\_\_\_\_ they \_\_\_\_\_?  
The usual subjects, and drawing and painting.
- \_\_\_\_\_?  
Three days a week.

## Consolidation

- 10** Complete the text with the correct form of the verbs in brackets. When there isn't a verb, use an object pronoun.

My friend Guy *is usually* (usually / be) friendly.  
I \_\_\_\_\_ (1 listen) to (2) \_\_\_\_\_, but when he's got homework, he \_\_\_\_\_ (3 never / listen) to (4) \_\_\_\_\_! We \_\_\_\_\_ (5 like) running in the park. When he and his parents \_\_\_\_\_ (6 go) on holiday, I \_\_\_\_\_ (7 not go) with (8) \_\_\_\_\_. Where \_\_\_\_\_ (9 I / stay)?  
With my family! My grandma lives with us. I love (10) \_\_\_\_\_ a lot.



# Communication

## Vocabulary Personality adjectives

11 Find seven adjectives in the words square.

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

## Pastimes

12 Match the sentences with these words.

do gymnastics eat a snack go on the Internet  
go shopping have a party listen to music  
play volleyball ~~send a text message~~

I use my mobile when I'm in bed.  
*send a text message*

- Our team plays on Saturday mornings at the gym.  
\_\_\_\_\_
- We really like clothes shops.  
\_\_\_\_\_
- I use it for finding information for homework.  
\_\_\_\_\_
- She has a big celebration every year for her birthday.  
\_\_\_\_\_
- I never use CDs now that I've got an MP3 player.  
\_\_\_\_\_
- I don't like ball games so I do this at the gym.  
\_\_\_\_\_
- I don't have a big breakfast so I always have something before lunch.  
\_\_\_\_\_

## Speaking Helping a friend

13 Complete the dialogue with the questions below.



Have you got a mobile phone?  
~~How are you?~~  
Does she know that you are going with them?  
Who do you want to go with?  
Do your parents know them?  
Don't they know it's a school event?

- Lisa Hi, Ben.  
Ben Hi, Lisa. *How are you?*  
Lisa Fine. Well, no. I've got a problem. I can't go to the picnic on Saturday. My mum and dad say, 'No'.  
Ben Why? (1) \_\_\_\_\_?  
Lisa Yes, but they want me to do my homework.  
Ben But it's a school picnic! (2) \_\_\_\_\_?  
Lisa The girls from the gymnastics club.  
Ben (3) \_\_\_\_\_?  
Lisa Yes, they do, and they like them. My mum says that they're very friendly. I don't understand.  
Ben (4) \_\_\_\_\_?  
Lisa Oh, no! She doesn't!  
Ben Well, tell your parents! You can say 'those girls from the gym'. (5) \_\_\_\_\_?  
Lisa Yes, I have.  
Ben Well, you can phone your parents and they can collect you after the picnic.  
Lisa Good idea! Thanks, Ben.

## Description of a friend

### Punctuation

14 Correct the punctuation mistakes in the sentences.

my mum doesnt like them  
*My mum doesn't like them.*

1 where do they play

\_\_\_\_\_

2 we go to school at 8 o clock

\_\_\_\_\_

3 shes very generous

\_\_\_\_\_

4 they dont go to the gym on fridays

\_\_\_\_\_

5 he doesnt like tennis

\_\_\_\_\_

6 what does wayne do

\_\_\_\_\_

7 sarah and dave live in manchester

\_\_\_\_\_

15 Read the description. Complete the sentences with names.

\_\_\_\_\_ is hard-working.

\_\_\_\_\_ is sporty.

16 Write the last paragraph of the description. Add the words from the box. Remember to check your punctuation.

a at at do go good our

she / be / fun / and / we have / time

what / we / do

weekends / we / meet / friends / and / we / shopping

we look / clothes shops / but / we / not buy clothes

we / have / lunch in town

she / eat / pizza and I eat / chips

*She's fun and we have a good time.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Alison Brewer

### My best friend

My best friend at school is Vanessa Jamieson. She's very hard-working in class and she's a good student. I'm not lazy, but I find school work very difficult. I'm good at sport, but Vanessa isn't. She likes playing basketball, but she never plays in the school team.

Vanessa and I are different, but she's a good friend. Vanessa helps me with my school work and I help her with basketball. We like the same pop groups and watch the same TV programmes. We also like to play jokes on our friends at school, but our friends don't always like our jokes!



# Quick check

## Vocabulary

- 17 Match the sentences with the personality adjectives.

hard-working honest lazy sporty sympathetic

- 1 He doesn't study and he doesn't help at home.  
\_\_\_\_\_
- 2 She runs and goes to the gym every day.  
\_\_\_\_\_
- 3 He always does his homework.  
\_\_\_\_\_
- 4 She listens when her friends are unhappy.  
\_\_\_\_\_
- 5 He doesn't take other people's things.  
\_\_\_\_\_

- 18 Underline the correct verb for each pastime.

- 1 Play    Go on    Go            the Internet.
- 2 Do      Go        Play        volleyball.
- 3 Go      Meet     Play        shopping.
- 4 Play    Send     Listen to   a text message.
- 5 Have    Eat        Go           a picnic.
- 6 Go on   Listen to   Meet        music.
- 7 Do      Play      Go on       computer games.
- 8 Send    Do        Eat           a snack.
- 9 Meet    Eat        Go           friends.
- 10 Play    Listen to   Do           gymnastics.

## Vocabulary review

- 19 Put the letters in the correct order to write the words.

- 1 a school subject (c e i n s e c) \_\_\_\_\_
- 2 a meal (f t s b r a k e a) \_\_\_\_\_
- 3 a room (h i t c e n k) \_\_\_\_\_
- 4 a machine in the kitchen (c o r e k o) \_\_\_\_\_
- 5 a game (l a l b v o e l y l) \_\_\_\_\_
- 6 a place in town (h e m s i t c) \_\_\_\_\_
- 7 an adjective (o d y m o) \_\_\_\_\_
- 8 a preposition (w e n t b e e) \_\_\_\_\_

## Grammar

- 20 Complete the sentences about Mark and Lorna. Use the present simple and adverbs of frequency.

	Mark	Lorna
watch TV after school	50%	100%
go on the internet	75%	90%
study at the weekends	100%	0%
be unfriendly	50%	0%

- 1 Mark \_\_\_\_\_ after school.
- 2 Lorna \_\_\_\_\_ after school.
- 3 Mark \_\_\_\_\_ on the Internet.
- 4 Lorna \_\_\_\_\_ on the Internet.
- 5 Mark \_\_\_\_\_ at the weekends.
- 6 Lorna \_\_\_\_\_ at the weekends.
- 7 Mark \_\_\_\_\_ unfriendly.
- 8 Lorna \_\_\_\_\_ unfriendly.

- 21 Correct the mistake in each sentence.

- 1 I go on the Internet but I doesn't like it.  
\_\_\_\_\_
- 2 My friend doesn't goes to the gym.  
\_\_\_\_\_
- 3 My mum and dad has cereal for breakfast.  
\_\_\_\_\_
- 4 Our Maths teacher always is good fun.  
\_\_\_\_\_
- 5 When start the game?  
\_\_\_\_\_
- 6 He plays usually football on Fridays.  
\_\_\_\_\_

## Grammar review

- 22 Choose the correct answer.

- 1 I haven't have / got an MP3 player.
- 2 Where / What does she live?
- 3 Our dogs understand when we speak to us / them.
- 4 It's not yours! It's my / mine!
- 5 My mother's / mothers' name is Sarah.
- 6 He's friendly. He's always / never moody.

# 2 The arts

## Reading

1 Read the text. Match the titles 1–5 with paragraphs A–C. There are two titles that you do not need.

- |                            |                          |                            |                      |
|----------------------------|--------------------------|----------------------------|----------------------|
| 1 <input type="checkbox"/> | What Dakota studies      | 4 <input type="checkbox"/> | Dakota's pastimes    |
| 2 <input type="checkbox"/> | Dakota's famous friends  | 5 <input type="checkbox"/> | Filming in Australia |
| 3 <input type="checkbox"/> | Dakota travels the world |                            |                      |

## A young film actress



- A Thirteen-year-old Dakota Fanning is a young Hollywood film star and she works with actors like Tom Cruise and Julia Roberts. She also says Lilo's words in the *Lilo and Stitch* films. When she's at home, she lives in Los Angeles with her mum, dad and sister, Elle. Dakota doesn't go to school but a teacher comes to her house to give her lessons. This means that she hasn't got normal school friends. Her friends are the other young actors like Daveigh Chase that work with her.
- B Film stars often travel and at the moment Dakota is working in Australia. Her mum always travels with her, but her teacher isn't with her because there isn't time for school subjects when Dakota is working on a film. Dakota and the other actors are making a film of the book *Charlotte's Web*. This film isn't easy because the actors are performing with animals and robot animals.
- C Dakota loves acting but she also enjoys doing other things when she isn't working on a film. She is learning French in her own time because she wants to visit Paris in the future. She also paints and listens to the thousands of songs that she has on her MP3 player. But her favourite activity is horse riding and when she's not making a film, Dakota enjoys riding her young horse, Goldie. Dakota works hard but she has fun, too!



2 Answer the questions. Use full sentences.

Where does Dakota work?

Dakota works in Hollywood.

1 How many people are there in Dakota's house?

\_\_\_\_\_

2 How does Dakota learn normal school subjects?

\_\_\_\_\_

3 Who doesn't travel when Dakota is working?

\_\_\_\_\_

4 Why is *Charlotte's Web* difficult for the actors?

\_\_\_\_\_

5 Which language is Dakota studying at the moment?

\_\_\_\_\_

6 What other three things does Dakota like doing?

\_\_\_\_\_

## Present continuous

- 3 Complete the sentences with the present continuous affirmative form of these verbs.**

do ~~eat~~ rehearse send sing study take  
wear watch

My friends are *eating* pizzas in the new café.

- 1 She \_\_\_\_\_ with the school choir.
- 2 The actors \_\_\_\_\_ a new play at the moment.
- 3 My brother \_\_\_\_\_ for his exams.
- 4 Can I call you later? I \_\_\_\_\_ TV!
- 5 They \_\_\_\_\_ photos for their school project.
- 6 I don't believe it! My dad \_\_\_\_\_ a tracksuit today.
- 7 Today mum \_\_\_\_\_ the washing-up.
- 8 My grandma \_\_\_\_\_ an email for the first time!

- 4 Write the negative form of these sentences.**

I'm working on a new film.  
*I'm not working on a new film.*

- 1 My brother's studying tonight.  
\_\_\_\_\_
- 2 My mum and dad are rehearsing a musical.  
\_\_\_\_\_
- 3 My grandad's jogging in the park.  
\_\_\_\_\_
- 4 We're buying a new DVD player.  
\_\_\_\_\_
- 5 My friends are sleeping in class.  
\_\_\_\_\_
- 6 I'm wearing trainers.  
\_\_\_\_\_
- 7 My grandmother's watching television.  
\_\_\_\_\_
- 8 They're leaving now.  
\_\_\_\_\_

- 5 Write questions in the present continuous with these verbs.**

play fly rehearse ~~send~~ stay talk

Who are you sending (you) an email to?

- 1 Who \_\_\_\_\_ (you) to?
- 2 \_\_\_\_\_  
(your friends) the school play?
- 3 \_\_\_\_\_  
(your father) to London?
- 4 Where \_\_\_\_\_ (they) in Paris?
- 5 \_\_\_\_\_  
(your sister) football with you?

- 6 Read the text. Write questions for the answers.**



Today Ricky Rocket is working in London with his band, Cool Kids. They're rehearsing at Bright Blue Studios. They're recording a new CD. Ricky isn't singing on this album. He's playing the drums and Dina Turner is singing. The *Smash Hits* team are here. The reporter is writing about the new songs and the website team are making a film about the group.

Where is Ricky Rocket working?

In London.

- 1 Where \_\_\_\_\_?  
At Bright Blue Studios.
- 2 What \_\_\_\_\_?  
A new CD.
- 3 Who \_\_\_\_\_?  
Ricky.
- 4 Who \_\_\_\_\_?  
Dina Turner.
- 5 What \_\_\_\_\_?  
The new songs.
- 6 What \_\_\_\_\_?  
A film about the group.

## Present simple or present continuous?

- 7 Complete the dialogue with the present simple and present continuous forms of the verbs in brackets.



- Sue Hi Deb. What are you doing (you / do)?  
 Deb Well, at the moment I \_\_\_\_\_  
 (1 study) for the English exam on Monday.  
 Sue Studying? I \_\_\_\_\_  
 (2 never / study) on Friday evenings!  
 Deb Well, I \_\_\_\_\_ (3 always /  
 do homework) on Friday evenings. Then I  
 \_\_\_\_\_ (4 always / be)  
 free on Saturdays and Sundays.  
 Sue It's a good idea, but I \_\_\_\_\_  
 (5 feel) lazy on Friday evenings.  
 I \_\_\_\_\_ (6 usually /  
 watch) TV with my sister. She \_\_\_\_\_  
 \_\_\_\_\_ (7 always / watch) TV after  
 school, but we \_\_\_\_\_  
 (8 not watch) it this evening.  
 Deb \_\_\_\_\_ (9 you / listen) to  
 music?  
 Sue No, we \_\_\_\_\_ (10 play)  
 a great new computer game.  
 We \_\_\_\_\_ (11 phone)  
 you because we want to play the game  
 with you.  
 Deb Well, thanks, but sorry, not now.  
 I \_\_\_\_\_ (12 finish) my  
 English book. What about tomorrow  
 morning?  
 Sue OK, that's great. See you tomorrow. Bye.  
 Deb Bye.

## like / hate etc. + -ing

- 8 Look at the information in the table. Write sentences about Ben and Rosie.

	Ben	Rosie
watch TV	+	-
do exams	--	+ -
sing	++	++
wear trainers	++	+ -
play basketball	+	+

Ben likes watching TV.

- Rosie \_\_\_\_\_ TV.
- Ben \_\_\_\_\_ exams.
- Rosie \_\_\_\_\_ exams.
- Ben and Rosie \_\_\_\_\_ singing.
- Ben \_\_\_\_\_ trainers.
- Rosie \_\_\_\_\_ trainers.
- Ben and Rosie \_\_\_\_\_ basketball.

## Consolidation

- 9 Complete the text with the present continuous and present simple forms of the verbs in brackets.

This weekend is special because we are staying (stay) at my grandparents' house. We usually \_\_\_\_\_ (1 come) here in the summer, but this weekend is different. It's Grandma's birthday today and we \_\_\_\_\_ (2 have) a big party for her. Grandma \_\_\_\_\_ (3 love) having parties and she \_\_\_\_\_ (4 like) singing. Today she is 80 years old and she \_\_\_\_\_ (5 sing) with my sisters at the moment! She's fantastic! My dad \_\_\_\_\_ (6 not sing) with his mum. He \_\_\_\_\_ (7 sing) karaoke with a microphone! My dad always \_\_\_\_\_ (8 sing) at home, but we \_\_\_\_\_ (9 hate) listening to him because he \_\_\_\_\_ (10 not sing) very well! My mum is with my grandad, but they \_\_\_\_\_ (11 not sing). They \_\_\_\_\_ (12 talk) in the kitchen. They \_\_\_\_\_ (13 not like) parties and they're happy that we \_\_\_\_\_ (14 not have) a party every weekend!



## An email *and* *and but*

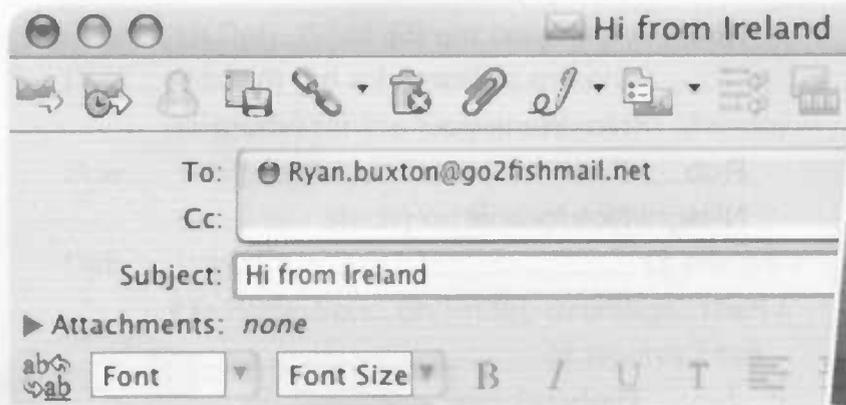
13 Complete the sentences with *and* or *but*.

We're playing basketball *but* we usually play volleyball.

- 1 We like acting \_\_\_\_\_ we like going to the theatre.
- 2 Jody is very friendly with her friends \_\_\_\_\_ she's shy with new people.
- 3 My dad doesn't like flying \_\_\_\_\_ today he's catching a plane to New York.
- 4 I've got lots of homework \_\_\_\_\_ I've got an exam tomorrow!
- 5 I'm not very sporty \_\_\_\_\_ my sister is always at the gym.
- 6 We like sending emails \_\_\_\_\_ we hate writing letters.

14 Complete the email. Write sentences and a question in the present continuous. Use *and* or *but* before some of the sentences.

my sister / have / a shower  
 I / speak / a lot of Spanish  
~~we / stay / at a hotel~~  
 they / study / English  
 it / raining  
 I / write / this email  
 you / visit / them



Dear Ryan,

How are you? I'm on holiday in Ireland. At the moment we're visiting Dublin *and* *we're staying at a hotel*. We're having a great time but the weather is very bad.

At the moment (1) \_\_\_\_\_!

(2) \_\_\_\_\_ on a computer in the internet room. My mum and dad are having breakfast (3) \_\_\_\_\_

\_\_\_\_\_. Today, my mum and dad want to go shopping. Lots of young Spanish people are working here

(4) \_\_\_\_\_. My Spanish isn't very good, (5) \_\_\_\_\_

\_\_\_\_\_ with them, too!

Well, it's time to go. What are you doing for the holiday?

Are your cousins staying with you or (6) \_\_\_\_\_  
 \_\_\_\_\_? Write and tell me!

Love,  
 Inna

# Quick check

## Vocabulary

15 The underlined words are wrong. Write the correct words.

- 1 She's a very famous actress. She's the artist of all her films. \_\_\_\_\_
- 2 There are lots of good songs and the actors dance well. It's a fantastic play. \_\_\_\_\_
- 3 The first performance is next week and they're acting a lot at the moment. \_\_\_\_\_
- 4 I love going to the theatre. I think films and musicals are great. \_\_\_\_\_
- 5 The actors in that new play give great dances every night. \_\_\_\_\_
- 6 He's a bad actor. He's famous because he looks good, but he can't play. \_\_\_\_\_

16 Choose the correct answer.

- 1 I like my \_\_\_\_\_ and earrings to be the same colour and material.  
a necklace                      b trainers
- 2 My brother always wears a white \_\_\_\_\_ with his jeans.  
a T-shirt                          b tracksuit
- 3 In our basketball team we all have the same trainers and \_\_\_\_\_.  
a suit                                b tracksuit
- 4 I've got a new suit. The \_\_\_\_\_ and trousers are black.  
a jacket                            b skirt
- 5 Summer or winter my grandma always wears a \_\_\_\_\_.  
a skirt                                b tie
- 6 At the office we wear \_\_\_\_\_ with our suits.  
a jeans                                b shirts.

## Vocabulary review: Units 1–2

17 Complete the words with the missing letters.

a a c c e e e g h l l n n o s t u y

- |                 |                       |
|-----------------|-----------------------|
| 1 h _ _ e s t   | 4 _ _ d i e n _ _     |
| 2 s _ l f i _ _ | 5 v o _ _ _ _ b a l l |
| 3 s _ a _ e     | 6 e _ t a s _ a _ k   |

## Grammar

18 Put the words in the correct order to make sentences and questions.

- 1 text messages. / We / sending / aren't  
\_\_\_\_\_
- 2 acting / in front of / hate / people. / I  
\_\_\_\_\_
- 3 she / is / Who / speaking to?  
\_\_\_\_\_
- 4 Simon / at 6 a.m. / getting up / doesn't mind  
\_\_\_\_\_
- 5 they / at the moment? / are / What / doing  
\_\_\_\_\_
- 6 isn't / music. / listening to / Peter  
\_\_\_\_\_
- 7 a hotel? / they / staying / Are / in  
\_\_\_\_\_

19 Correct the mistake in each sentence.

- 1 We're never studying at weekends.  
\_\_\_\_\_
- 2 My sister don't mind helping me with Maths.  
\_\_\_\_\_
- 3 On Fridays we're usually playing football.  
\_\_\_\_\_
- 4 You listening to music at the moment?  
\_\_\_\_\_
- 5 Jo and Sara isn't wearing trainers.  
\_\_\_\_\_
- 6 I prefer films but today I go to the theatre.  
\_\_\_\_\_

## Grammar review: Units 1–2

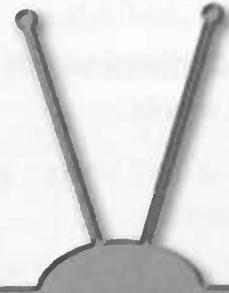
20 Complete the sentences with these words.

are do does is loves always

- 1 \_\_\_\_\_ she rehearsing?
- 2 Where \_\_\_\_\_ your mum work?
- 3 He \_\_\_\_\_ going to the circus.
- 4 My grandma is \_\_\_\_\_ generous with us.
- 5 \_\_\_\_\_ you like musicals?
- 6 What \_\_\_\_\_ you doing?

# 3 Television

## Reading



### Is there life without TV?

When people meet Cory Rundle from Philadelphia, USA, they think that he's a normal boy, but he has a dark secret. He doesn't watch TV! Are his parents worried? No. In fact they're happy. After 8,760 hours (a year!) without television, Cory has \$5,000 from his dad in the bank.

Cory says that he is happier than before. Now he does things that he couldn't do when he was a TV fan. He enjoys chess and baseball, and thanks to his money, he has got a new guitar. But are there lots of teenagers like Cory? What do other teenagers think about life without TV?

#### Jack

*'If you don't watch TV, you can't talk about the programmes with people in your class. That's important to me.'*



#### Jessica

*'I think that TV's great and I watch it every day. Why do people always say that it's bad?'*



#### Megan

*'No television? No problem! I prefer chatting on the Internet and listening to music.'*



#### Lewis

*'TV's important and with the news we learn about the world.'*



So TV's as popular as always, but next time you see a new American pop star playing his guitar on television, answer this question: is it Cory Rundle?

- 1 Read the text. Who thinks that TV is the best? Who thinks that there are other things? Complete the table.

	TV	Other things
Cory		✓
Cory's parents		
Jack		
Megan		
Jessica		
Lewis		

- 2 Answer the questions. Use full sentences.

- How is Cory Rundle different?  
He doesn't watch TV.
- How do Cory's parents feel?  
\_\_\_\_\_
  - What sport does Cory play?  
\_\_\_\_\_
  - What musical instrument has he got?  
\_\_\_\_\_
  - Where does Jack speak to his friends about TV?  
\_\_\_\_\_
  - Who uses a computer?  
\_\_\_\_\_
  - Who says that we find information on TV?  
\_\_\_\_\_

## Comparatives and superlatives

**3 Complete the sentences with the comparative form of the adjective in brackets.**

My cousin Rory is *thinner* than my brother.

- Scotland is \_\_\_\_\_ (big) than Wales.
- Comedy films are usually \_\_\_\_\_ (funny) than comedies on TV.
- I think music is \_\_\_\_\_ (interesting) than art.
- My marks are \_\_\_\_\_ (good) than last term.
- It's \_\_\_\_\_ (sunny) in Spain than in England.
- Is your dad \_\_\_\_\_ (old) than your mum?
- Do you think it's \_\_\_\_\_ (hot) than last year?
- An MP3 player is \_\_\_\_\_ (expensive) than a CD player.

**4 Read each pair of sentences. Write a sentence that means the same. Use the adjective in brackets.**

Lunch is bad at school. Lunch is good at home. (good)

*Lunch is better at home than at school.*

- Today it's 15°C in Paris and 25°C in Rome. (hot)  
\_\_\_\_\_
- Mark tells bad jokes. Phil tells good jokes. (funny)  
\_\_\_\_\_
- Reality shows are boring. Sports programmes are interesting. (interesting)  
\_\_\_\_\_
- Marta is always friendly. Tom changes a lot. (moody)  
\_\_\_\_\_
- Dad is 85 kilos. Mum is 55 kilos. (thin)  
\_\_\_\_\_
- Frank listens to his friends. Anna never listens to her friends. (sympathetic)  
\_\_\_\_\_

**5 Complete the sentences with the superlative form of the adjectives in the box.**

cold difficult funny hot long ~~rich~~ tall

Bill Gates is *the richest* man in the world.

- The temperature in Yakutsk is -24°C. It's \_\_\_\_\_ city in Russia.
- My Best Friend* is \_\_\_\_\_ comedy programme on TV.
- The Nile is \_\_\_\_\_ river in Africa.
- Tripoli is 38°C for six months of the year. It's \_\_\_\_\_ capital city.
- At 508 metres high, the Taipei 101 building is \_\_\_\_\_ building in the world.
- The Chinese alphabet is \_\_\_\_\_.

**6 What do you think? Write sentences using *not as ... as*.**



*Scooby Doo / The Simpsons* (funny)

*Scooby Doo isn't as funny as The Simpsons.*

- the theatre / the cinema (boring)  
\_\_\_\_\_
- the Internet / TV (important)  
\_\_\_\_\_
- Maths / English (difficult)  
\_\_\_\_\_
- watching TV / reading (interesting)  
\_\_\_\_\_
- basketball / football (easy)  
\_\_\_\_\_
- classical music / pop music (cool)  
\_\_\_\_\_

## can

- 7 Write true sentences about you using *can* or *can't*.

(swim) I *can* swim. OR I *can't* swim.

- (cook spaghetti) \_\_\_\_\_
- (ski) \_\_\_\_\_
- (speak English) \_\_\_\_\_
- (play the piano) \_\_\_\_\_
- (draw) \_\_\_\_\_
- (use a computer) \_\_\_\_\_

- 8 Write affirmative or negative sentences and questions.

I can act. **X** I can't act.

- She can't sing. **?** \_\_\_\_\_
- They can run. **X** \_\_\_\_\_
- He can cook. **?** \_\_\_\_\_
- We can't swim. **✓** \_\_\_\_\_

## must

- 9 Put the words in the correct order to make sentences.

be / noisy. / You / mustn't

You *mustn't* be noisy.

- to / must / go / ten o'clock. / You / at / bed  
\_\_\_\_\_
- finish / We / our / must / project.  
\_\_\_\_\_
- mustn't / money / all / You / spend / your / today!  
\_\_\_\_\_  
\_\_\_\_\_
- find / must / information. / We / some  
\_\_\_\_\_
- her. / You / tell / mustn't  
\_\_\_\_\_
- class. / English / in / You / speak / must  
\_\_\_\_\_

## Past simple: *be* and *can*

- 10 Complete the sentences with *was* / *wasn't*, *were* / *weren't* and *could* / *couldn't*.

In 1980 ...

... people *could* watch colour TV.

- ... there **X** \_\_\_\_\_ any computer rooms in schools.
- ... Queen Elizabeth \_\_\_\_\_ queen of England.
- ... people \_\_\_\_\_ phone their friends but there **X** \_\_\_\_\_ any mobile phones.
- ... you **X** \_\_\_\_\_ go from France to England on the train.
- ... there **X** \_\_\_\_\_ any MP3 players and you **X** \_\_\_\_\_ listen to CDs!
- ... you **X** \_\_\_\_\_ use euros in the EU.

## Consolidation

- 11 Complete the dialogue. Use *was* / *were* or *can* / *can't* / *could* / *couldn't*. When there is an adjective, use the correct form.

Dad: Do you like Mrs Roberts? She *was* my music teacher too.

Liam: Yes, she's the (1) \_\_\_\_\_ (friendly) teacher at the school. And her classes are (2) \_\_\_\_\_ (good) than other subjects.

Dad: After five years with her I (3) \_\_\_\_\_ play the guitar.

Liam: Really? (4) \_\_\_\_\_ you play it now?

Dad: No, I (5) \_\_\_\_\_! Ask Mum!

Liam: And (6) \_\_\_\_\_ you good at other subjects?

Dad: Well, English and History (7) \_\_\_\_\_ OK, but Maths lessons (8) \_\_\_\_\_ very boring. We (9) \_\_\_\_\_ use computers in class when we (10) \_\_\_\_\_ at school.

Liam: Well, we (11) \_\_\_\_\_ use computers now, but we think that Maths is the (12) \_\_\_\_\_ (boring) subject!

## Vocabulary Programmes

12 Label the TV sets with the words in the box.

cartoons a cookery programme a documentary  
a film a quiz show a sports programme  
the news the weather forecast

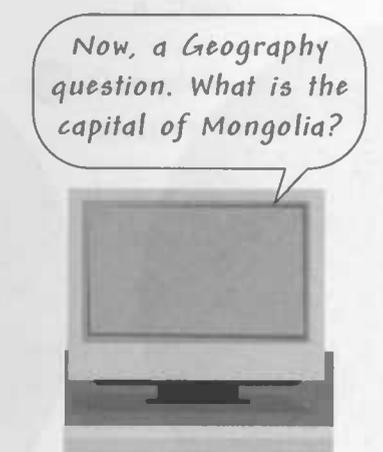


cartoons

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_



4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

## Strong adjectives

13 Complete the sentences with these words.

astonishing brilliant fascinating great  
hilarious terrifying

I think that Mike's jokes are very funny, but yours are *hilarious*.

- 1 Dracula films are frightening but that Frankenstein film is \_\_\_\_\_!
- 2 You have an A in Maths! That's not surprising, it's \_\_\_\_\_!
- 3 It was a really good game. Chelsea were \_\_\_\_\_.
- 4 All documentaries are interesting, but the programme about lions was \_\_\_\_\_.
- 5 Tim's answer was good but yours was \_\_\_\_\_.

## Speaking Talking about TV

14 Number the dialogue in the correct order.

- a  Kim Why are sports programmes awful?
- b  Ed Fine. Oh no, I can't! *Heart of the City* is on at 7 p.m.!
- c  Kim No, I don't. It's terrible. I prefer sports programmes.
- d  Kim I like playing sport too. How about a game of tennis tomorrow at 7 p.m.?
- e  Ed And you say *Heart of the City* is bad! Sports programmes are awful!
- f  Kim I see! Playing sport is better than watching sport on TV, but not better than soaps!
- g  Ed Do you watch *Heart of the City*?
- h  Ed Well, I think it's better to play sport. Sport on TV is boring.

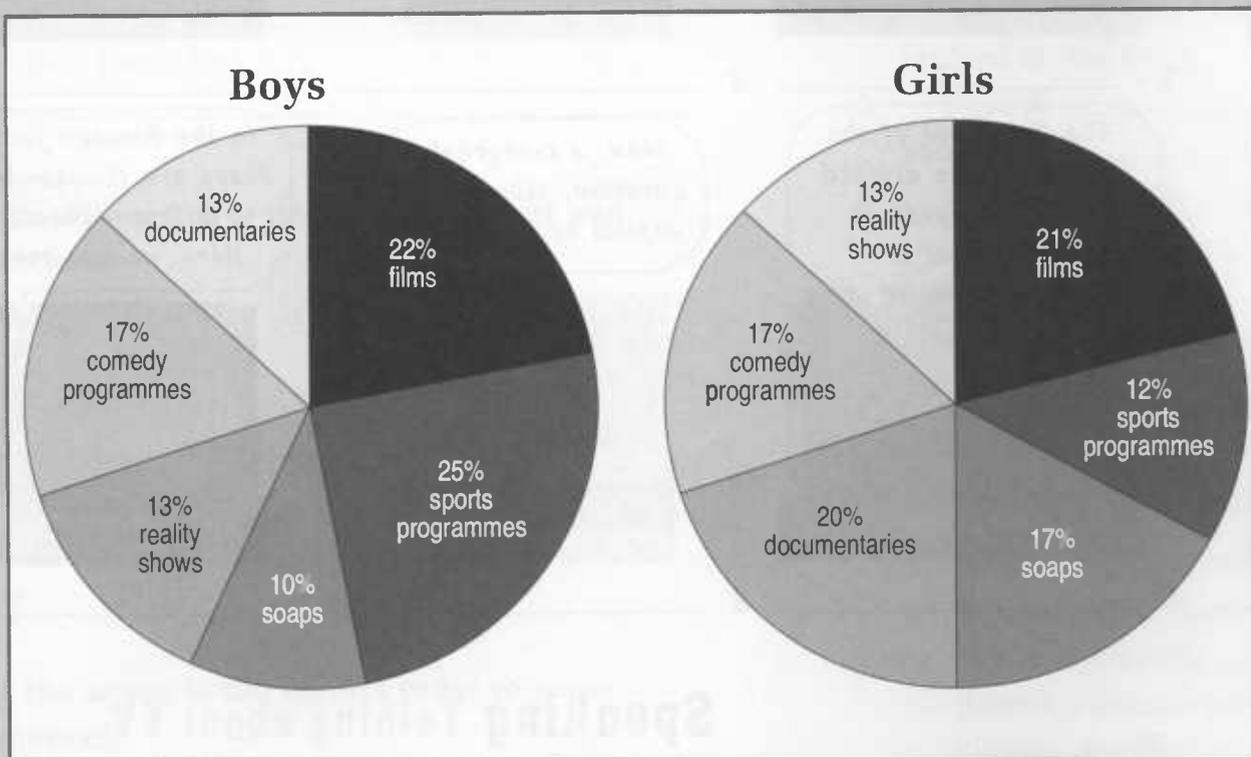
## A report Organising information

15 Complete the spaces 1–3 in the report with comparative or superlative sentences.

16 Complete the spaces A–F with these expressions.

In conclusion We have answers from  
The one surprising thing The students are  
Boys and girls like This report is about

### Class report: The most popular TV programmes at our school.



(A) This report is about the most popular TV programmes for teenagers. (B) \_\_\_\_\_ 100 students at our school, 50 girls and 50 boys. (C) \_\_\_\_\_ twelve to fifteen years old. For boys the two most popular programmes are (1 two / popular / programmes / be) sports programmes and films, and for girls \_\_\_\_\_ (2 two / cool / programmes / be) films and documentaries. A lot of girls like documentaries about animals. Both boys and girls like comedy programmes and reality shows, but \_\_\_\_\_ (3 soaps / not be / popular / for boys / for girls). (D) \_\_\_\_\_, we think that the answers are interesting. (E) \_\_\_\_\_ different programmes but everybody loves films. (F) \_\_\_\_\_ is that girls like documentaries more than most other TV programmes.



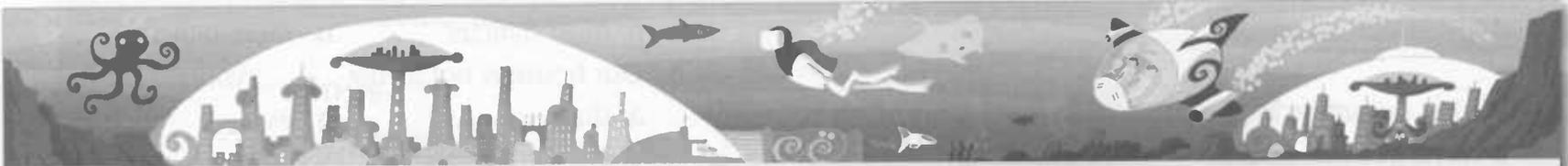
# 4

# Into the blue

## Reading

- 1 Read the text. Suzy's answers are all correct, but for which questions are these the wrong answers? Write them in the spaces A–D.

*Around the World in 80 Days* Shakespeare ~~in a volcano~~ Pacific Ocean



Home

Brief History

How to get there

No fishing policy

Contact us

**Atlantis – a legend or reality? Welcome to the quiz page of Atlantis.mar!**

What do you know about Atlantis? Answer the questions and then tell us in 50 words:

**Why do you want to visit Atlantis?** There's a surprise holiday for two for the winner!

- |   |   |
|---|---|
| <p>1 What is Atlantis? A city ...</p> <ul style="list-style-type: none"> <li><input checked="" type="radio"/> under the sea</li> <li><input type="radio"/> at the top of a mountain</li> <li><input type="radio"/> (A) in a volcano</li> </ul> <p>2 Where do some people say Atlantis is? In the ...</p> <ul style="list-style-type: none"> <li><input type="radio"/> Mediterranean Sea</li> <li><input checked="" type="radio"/> Atlantic Ocean</li> <li><input type="radio"/> (B) _____</li> </ul> <p>3 Who wrote about Atlantis for the first time?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Jules Verne</li> <li><input type="radio"/> (C) _____</li> <li><input checked="" type="radio"/> Plato</li> </ul> | <p>4 In which book did Verne write about Atlantis?</p> <ul style="list-style-type: none"> <li><input type="radio"/> <i>Journey to the Centre of the Earth</i></li> <li><input type="radio"/> (D) _____</li> <li><input checked="" type="radio"/> <i>20,000 Leagues under the Sea</i></li> </ul> |
|---|---|

**Your 50 words:**

I found information about Atlantis on the Internet for my school project, but I want to see it! I think that life in Atlantis is better than here. Do the people of Atlantis do the same things? What can we learn from Atlantis? I know that Atlantis is really there!

- 2 Answer the questions. Use full sentences.

What can you win?

*You can win a surprise holiday for two.*

- 1 Which question is about people's ideas?

\_\_\_\_\_

- 2 Which Greek writer first described Atlantis?

\_\_\_\_\_

- 3 Where did Suzy learn about Atlantis?

\_\_\_\_\_

- 4 What does she want to do?

\_\_\_\_\_

- 5 How does she compare Atlantis and her own country?

\_\_\_\_\_

## Past simple Regular verbs

3 Add the correct ending to make the past simple.

travelled	dry_____
rehearsed	laugh_____
tryied	shout_____
missed	dance_____
move_____	study_____
control_____	stop_____
record_____	live_____

4 Complete the text with the past simple form of these verbs.

arrive chat laugh like miss phone record  
rehearse shout ~~start~~ watch



I *started* my TV career yesterday! All the actors  
(1) \_\_\_\_\_ at the studio at ten o'clock and  
we (2) \_\_\_\_\_ for the show in the morning.  
Then we (3) \_\_\_\_\_ it in the afternoon with  
an audience. It was a comedy and the audience  
(4) \_\_\_\_\_ a lot. In the evening I  
(5) \_\_\_\_\_ it on TV with my mum and dad.  
They said that I was very good and that they  
(6) \_\_\_\_\_ it a lot. Four of my friends  
(7) \_\_\_\_\_ me on my mobile and they all  
(8) \_\_\_\_\_ 'You're a star!' The only bad  
thing was that my best friend (9) \_\_\_\_\_  
the programme. He's on holiday in the USA, but I  
(10) \_\_\_\_\_ with him by email all evening!  
It was a great day!

## Past simple Irregular verbs

5 Write sentences in the past simple.

- We / go / to the cinema  
*We went to the cinema.*
- My dad / forget / his passport  
\_\_\_\_\_
  - We / lose / the match on Sunday  
\_\_\_\_\_
  - Yesterday my mum / catch / a later bus  
\_\_\_\_\_
  - Our teacher / tell / us about the school trip  
\_\_\_\_\_
  - My sister / make / a cake  
\_\_\_\_\_
  - They / get off / the train at the wrong station!  
\_\_\_\_\_

## Past simple Negatives and questions

6 Complete the sentences with the past simple negative form of these verbs.

answer ~~watch~~ forget laugh send sleep  
take off walk wear

- He *didn't watch* TV because he was tired.
- We \_\_\_\_\_ at the film because it wasn't very funny.
  - There was a lot of rain and the plane \_\_\_\_\_.
  - I \_\_\_\_\_ you a text message because I haven't got a mobile.
  - No, I \_\_\_\_\_ the passports – here they are!
  - My parents \_\_\_\_\_ at home last night. They stayed in a 5-star hotel.
  - My mum \_\_\_\_\_ trousers when she was at school.
  - We \_\_\_\_\_ to school. We cycled.
  - I \_\_\_\_\_ all the questions. Some were very difficult.

- 7 Read the text and complete the questions for the answers.



Tolga and Ercan are from Turkey. They went to Australia last year. They visited Sydney and the Australian desert. They saw kangaroos and koalas. Tolga caught fish in the Pacific Ocean and they ate shark for dinner! They spoke Turkish in Sydney, because there are a lot of people from Turkey there, but Tolga and Ercan learnt a lot of English on their visit to Australia.

Where did Tolga and Ercan go?  
To Australia.

- 1 Where \_\_\_\_\_ they \_\_\_\_\_?  
Sydney and the Australian desert.
- 2 What \_\_\_\_\_?  
Kangaroos and koalas.
- 3 \_\_\_\_\_ fish?  
Yes, he did.
- 4 What \_\_\_\_\_ for dinner?  
Shark.
- 5 What \_\_\_\_\_ in Sydney?  
Turkish.
- 6 \_\_\_\_\_ a lot of English?  
Yes, they did.

- 8 Complete the dialogue between the policeman (P) and Mr Rodgers (R) with the past simple negative and question forms of the verbs in brackets.

- P So, when *did you see* (you / see) this spaceship?  
R When I came out of the Ritz Cinema in Highfield Road.  
P And \_\_\_\_\_ (1 you / talk) to the astronauts or aliens on the spaceship?  
R No, they \_\_\_\_\_ (2 not speak) to me.  
P \_\_\_\_\_ (3 you / see) their faces?  
R They \_\_\_\_\_ (4 not have) faces!  
P I see. And \_\_\_\_\_ (5 they / take) you to their spaceship?  
R No. They \_\_\_\_\_ (6 not come) near me and I \_\_\_\_\_ (7 not go) near the spaceship.  
P Mr Rodgers, what film \_\_\_\_\_ (8 you / see) at the cinema?  
R *Space Attack*.  
P *Space Attack*? Does the cinema have a big, big poster of ...

## Consolidation

- 9 Complete the text with the past simple forms of the verbs in brackets.

In the past people in Britain *didn't go* (not go) to other countries for their holidays. A lot of people \_\_\_\_\_ (1 not travel) by plane because it was very expensive, and people \_\_\_\_\_ (2 not stay) in hotels for holidays. So, what \_\_\_\_\_ (3 they / do)? Well, people in the big cities \_\_\_\_\_ (4 catch) trains or buses and \_\_\_\_\_ (5 return) to their parents' villages. Their children \_\_\_\_\_ (6 go) with them and they \_\_\_\_\_ (7 make) friends with the boys and girls from the village. All the family \_\_\_\_\_ (8 stay) in the same house for a month, but they \_\_\_\_\_ (9 go out) every night and they \_\_\_\_\_ (10 have) a very good time. Now children in Britain have very different holidays. Do people in your country do different things now, too?



## A postcard Ordering events

13 Complete the sentences with the past simple form of these verbs.

be be get on go go visit

Yesterday we *went* on the famous red London buses.

- 1 After that, we \_\_\_\_\_ to the Tower of London.
- 2 They \_\_\_\_\_ really interesting.
- 3 Next, we \_\_\_\_\_ the cathedral.
- 4 It \_\_\_\_\_ brilliant!
- 5 Firstly, we \_\_\_\_\_ at Trafalgar Square.

14 Complete the postcard with the sentences from exercise 13.

Dear Yegor,

We're having a great time in London. We study English in the morning and we're tourists in the afternoon!

Yesterday we went on the famous red London buses.

(A) \_\_\_\_\_ and we went along The Strand, a long road with lots of theatres. Then, we got off at Saint Paul's Cathedral. (B) \_\_\_\_\_

and we went up lots of stairs to the top. We could see all of London. (C) \_\_\_\_\_

(D) \_\_\_\_\_ and Tower Bridge. (E) \_\_\_\_\_



15 Choose the correct words to complete the last paragraph of the postcard.

do did Firstly Finally helping helped home house read understand us you

(1) \_\_\_\_\_ we went (2) \_\_\_\_\_ and we (3) \_\_\_\_\_ our homework. Our English family (4) \_\_\_\_\_ us. Do you (5) \_\_\_\_\_ our English postcard?

See you soon!

Sveta and Dariya

# Quick check

## Vocabulary

16 Find the travel words and expressions. Complete the sentences.

- 1 I didn't \_\_\_\_\_ the plane. I arrived half an hour before it left. (s i m s)
- 2 We bought our \_\_\_\_\_ on the Internet. (k e s t i t c)
- 3 The \_\_\_\_\_ took us up to passport control. (o r a s c a l e t)
- 4 The \_\_\_\_\_ had our seat numbers on them. (r a d g i n o b d r a s c)
- 5 We \_\_\_\_\_ the plane and went to our seats. (t o g n o)
- 6 Our plane \_\_\_\_\_ and we met our friends at the airport. (l e d n a d)

17 Complete the text with these prepositions of movement.

up down through over

We left the village at 8 a.m. First we walked three kilometres (1) \_\_\_\_\_ a wood with lots of very tall trees. Then we went (2) \_\_\_\_\_ a very old bridge. We walked (3) \_\_\_\_\_ the mountain but then it started to rain so we ran (4) \_\_\_\_\_ the mountain.

## Vocabulary review: Units 1–4

18 Are the sentences True (T) or False (F)?

- 1 A generous person gives you money.
- 2 You can wear a T-shirt under your tracksuit.
- 3 Actors perform the news.
- 4 You see the flight attendant before the check-in assistant.
- 5 You can walk up a door.
- 6 A hilarious comedy programme is very good.

## Grammar

19 Write affirmative and negative sentences and questions in the past simple.

- 1 I went to bed late last night. X  
\_\_\_\_\_
- 2 She didn't speak to Tim yesterday. ✓  
\_\_\_\_\_
- 3 They ate in an Italian restaurant. ?  
\_\_\_\_\_
- 4 You watched the new reality show. ?  
\_\_\_\_\_
- 5 He went down the escalator. X  
\_\_\_\_\_
- 6 Did they wear jeans to the party? ✓  
\_\_\_\_\_

20 Complete the sentences and questions with *did*, *was* or *were*.

- 1 They \_\_\_\_\_n't very happy about the game.
- 2 \_\_\_\_\_ she tell you about the exam?
- 3 Our teacher \_\_\_\_\_n't give us a test.
- 4 \_\_\_\_\_ Shakespeare from France?
- 5 When \_\_\_\_\_ my dad phone?
- 6 We \_\_\_\_\_ at the cinema at 8 p.m.

## Grammar review: Units 1–4

21 Put the words in the correct order to make sentences.

- 1 better / is / Doing homework / an exam. / than  
\_\_\_\_\_
- 2 miss / school bus. / the / We / often  
\_\_\_\_\_
- 3 is / sport. / the / Swimming / coolest  
\_\_\_\_\_
- 4 She / happy. / always / is  
\_\_\_\_\_
- 5 see / him. / didn't / They  
\_\_\_\_\_

# 5 Heroes

## Reading

### 1 Read the text. Which paragraph tells us about ...

- 1 an awful change in Reeve's life?  B  
2 the things that Reeve could do in a film?

- 3 Reeve's personality?   
4 Reeve's life after the accident?

**A** In films, Christopher Reeve could fly, he could stop cars with his hands and he could catch bad people. Yes, he was the greatest super hero of them all: Superman. But for a lot of people, Christopher Reeve was a bigger hero in normal life.

**B** Reeve was a film star and he enjoyed a good life. But in 1995 his life changed. He was on his horse when he had a terrible accident. He didn't die, but most of his body did. He could only move his head and he spent all his time in bed or in a special wheelchair.

**C** But this terrible situation didn't stop Reeve and he made a new version of the famous Alfred Hitchcock film *Rear Window*. In this film, one of the actors is always in a wheelchair. He also did a lot of work for other people. They had the same problems as Reeve, but they didn't have any money.

**D** When life was difficult, Reeve always hoped for a better future. When Reeve died on 10 October 2004, people said that he was Superman in the cinemas and a super man in real life.



### 2 Answer the questions. Use full sentences.

What three things does the text say about Superman?

*Superman could fly, stop cars with his hands and catch bad people.*

- 1 How did Christopher Reeve's accident happen?  
\_\_\_\_\_

- 2 Which part of his body could he use after the accident?  
\_\_\_\_\_

- 3 Which old film did he make again?  
\_\_\_\_\_

- 4 What is special about the character that he played?  
\_\_\_\_\_

- 5 Why were other people in a worse situation than Reeve?  
\_\_\_\_\_

- 6 Did Reeve live for ten years after his accident?  
\_\_\_\_\_

## Past simple revision

- 3 Write sentences in the past simple negative and affirmative forms.

Yashin / play for / Spartak (Dynamo)

Yashin *didn't* play for Spartak.

Yashin *played* for Dynamo.

- 1 We / go / to Australia (Austria)

\_\_\_\_\_

- 2 She / send / a text message (an email)

\_\_\_\_\_

- 3 We / miss / the bus (the plane)

\_\_\_\_\_

- 4 He / forget / his passport (ticket)

\_\_\_\_\_

- 5 I / borrow / a book (a DVD)

\_\_\_\_\_

- 6 My grandpa / work / in the library (a bookshop)

\_\_\_\_\_

- 4 Complete the text with the affirmative and negative past simple forms of these verbs.

can ~~send~~ think take travel have appear

A Hollywood film star's life is very different today. In the past they *sent* photos to their fans, but they (1 **X**) \_\_\_\_\_ web pages and they (2 **X**) \_\_\_\_\_ all over the world to talk about their new films. They (3) \_\_\_\_\_ in newspapers and magazines, but not every day. People (4 **X**) \_\_\_\_\_ photos of their families. They were heroes in the cinemas but people (5 **X**) \_\_\_\_\_ that they were heroes in normal life. I think that the old Hollywood heroes (6) \_\_\_\_\_ enjoy life more!

- 5 Put the words in the correct order to make questions.

understand / you / the exercise? / Did

*Did you understand the exercise?*

- 1 you / yesterday? / Did / go / to the cinema

\_\_\_\_\_

- 2 borrow / from her? / you / Which book / did

\_\_\_\_\_

- 3 Did / her project? / finish / she

\_\_\_\_\_

- 4 Shakespeare / die? / did / When

\_\_\_\_\_

- 5 did / hear? / What / you

\_\_\_\_\_

- 6 they / an earlier / catch / plane? / Did

\_\_\_\_\_

- 6 Complete the questions in the quiz with these verbs.

destroy do learn ~~live~~ make study

### Bat Quiz

**Batman first appeared in 1939.  
What do you know about him?**

- Where did Batman live?  
*In Gotham City.*
- \_\_\_\_\_ his father \_\_\_\_\_?  
*He was a doctor.*
- \_\_\_\_\_ Batman \_\_\_\_\_?  
*The man that killed his parents.*
- \_\_\_\_\_ he \_\_\_\_\_?  
*At Princeton University.*
- \_\_\_\_\_ martial art \_\_\_\_\_ he \_\_\_\_\_?  
*Kung-fu.*
- \_\_\_\_\_ they \_\_\_\_\_ *Batman Begins?*  
*In 2005.*

# Countable and uncountable nouns

7 Answer the questions 1–4 with the words below. Then complete the examples.

a / an any some

## What do we use with ...

1 countable nouns in affirmative sentences?

a / an or some

(Example: The organisation wants to buy \_\_\_\_\_ exercise book and \_\_\_\_\_ pencil for each child and \_\_\_\_\_ books for the teacher.)

2 plural countable nouns in negative sentences and questions? \_\_\_\_\_

(Examples: They haven't got \_\_\_\_\_ desks. Have they got \_\_\_\_\_ chairs?)

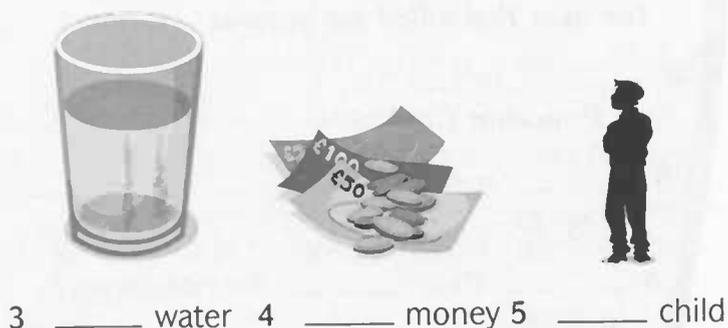
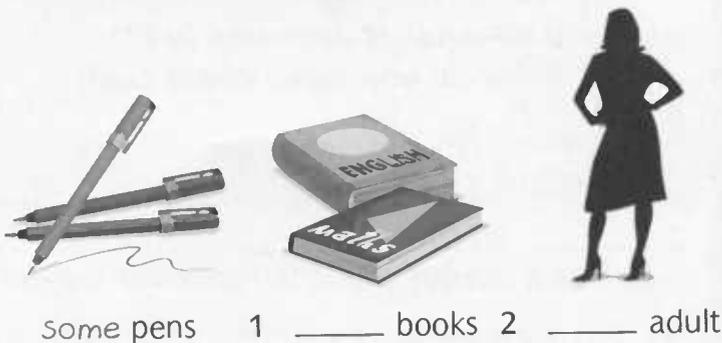
3 uncountable nouns in affirmative sentences? \_\_\_\_\_

(Example: The organisation gave the children \_\_\_\_\_ food.)

4 uncountable nouns in negative sentences and questions? \_\_\_\_\_

(Examples: They haven't got \_\_\_\_\_ money. Have they got \_\_\_\_\_ paper?)

8 Complete the labels with *a / an* or *some*.



9 Complete the sentences with *a / an*, *any* or *some* and these words.

dictionary friends milk money organisation  
paper ~~plates~~ villages water

Are there *any* ~~plates~~ on the table?

- Is there \_\_\_\_\_ for the printer?
- Can I borrow £5? I haven't got \_\_\_\_\_.
- That river doesn't have \_\_\_\_\_ in the summer.
- There is \_\_\_\_\_ that can help us.
- There are \_\_\_\_\_ in the mountains.
- There isn't \_\_\_\_\_ in the fridge.
- She's got \_\_\_\_\_ in her bag.
- I'm going to the gym with \_\_\_\_\_.

## Consolidation

10 Complete the dialogue with the past simple form of the verbs in brackets. When there is no verb, use *a / an*, *some* or *any*.

A Did you see (you / see) that programme about heroes last night?

B No, I \_\_\_\_\_ (1 not watch) TV last night.

A It \_\_\_\_\_ (2 be) good. One of the heroes, (3) \_\_\_\_\_ American girl, \_\_\_\_\_ (4 survive) a shark attack!

B That's incredible! How \_\_\_\_\_ (5 it / happen)?

A She \_\_\_\_\_ (6 be) in the sea when (7) \_\_\_\_\_ shark \_\_\_\_\_ (8 bite) off her arm. There weren't (9) \_\_\_\_\_ people in the water near her, but she \_\_\_\_\_ (10 swim) to the beach and \_\_\_\_\_ (11 shout) for help.

B Poor girl! I'm sure that she \_\_\_\_\_ (12 not want) to go swimming again!

A No, no! A month later she \_\_\_\_\_ (13 surf) again! Now she's one of the best surfers in the world!

# Communication

## Vocabulary Town and city

11 Who says these things? Where do they work? Label the bubbles with these words or phrases.

bookshop factory a firefighter fire station library a librarian the mayor secondary school  
a shop assistant a teacher town hall a worker

Who can tell me the past simple form of these irregular verbs?

a teacher at the secondary school

This is the best dictionary that we have.

1

Thanks to me, this town is a much better place!

2

You can borrow six books for three weeks.

3

What did you say? I can't hear you! The machine's too loud.

4

We have two emergency calls. Quick – my team, to the library, and Dan's team to the factory.

5

## -ed and -ing adjectives

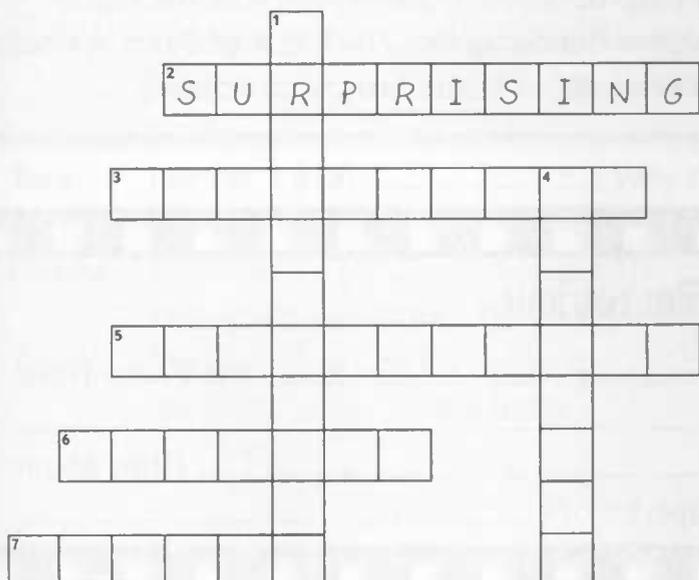
12 Read the clues and complete the crossword.

Across →

- 2 When we expect something and something different happens, it's ...
- 3 When I watch a Dracula film I feel ...
- 5 If something isn't boring, it's ...
- 6 When you come home late, your mum and dad are ...
- 7 When a film or TV programme makes you sleep, it's ...

Down ↓

- 1 My little brother thinks that Frankenstein is ...
- 4 The new Batman film is very ...



## Speaking At the weekend

13 Choose the best questions in the box to complete the dialogue.

- What did you do in the evening?
- Did you go to London at the weekend?
- Did you have a good time?
- Who was it?
- Did you have good weather?
- Did you see a musical?
- Where was it?
- ~~Where did you go at the weekend?~~
- What did you visit?
- Who did you visit?

Fiona Where did you go at the weekend?

Dawn London! We took the train.

Fiona Great! (1) \_\_\_\_\_

Dawn Yes, the city was really interesting.

Fiona (2) \_\_\_\_\_

Dawn Well, we went to Buckingham Palace and the Tower of London.

Fiona (3) \_\_\_\_\_

Dawn We went to the theatre. We saw a musical.

Fiona You really did a lot with your two days!

## Writing a person's life story *because* and *so*

14 Complete the sentences with *because* or *so*.

- She wanted the DVD *so* she bought it.
- 1 He found some money \_\_\_\_\_ he gave it to the police.
  - 2 They didn't buy it \_\_\_\_\_ it was expensive.
  - 3 She was worried \_\_\_\_\_ you weren't there.
  - 4 I was bored \_\_\_\_\_ I called my friend.
  - 5 He didn't study \_\_\_\_\_ he didn't pass the exam.
  - 6 We ran to school \_\_\_\_\_ we missed the school bus.
  - 7 I watch documentaries \_\_\_\_\_ they are fascinating.

15 Complete the text with the words in brackets. Use *so*, *because* and the past simple form of the verbs.

### The first American hero?

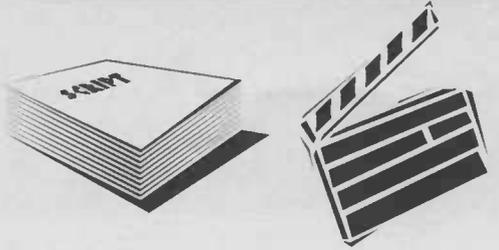


Two cowboys attacked a young girl *so* a man in black flew across the room (a man in black / fly / across the room) and he pushed the two cowboys to the floor. He took the girl and they ran. 'Who was he?' asks one of the cowboys. 'I couldn't see his face \_\_\_\_\_ (1 he / have / a mask on),' answers the other. But the cinema audience know the man's identity: it's Zorro.

Zorro first appeared in 1919 in *The Curse of Capistrano*, a story by Johnston McCulley. People say that he was the first American fictional superhero. He was a rich man with a secret identity. Zorro was strong \_\_\_\_\_ (2 he / can / help people).

But Zorro is not really an American hero \_\_\_\_\_ (3 McCulley / use / information) about the Mexican Joaquín Murietta in his stories. Murietta killed some people but he also helped the poor \_\_\_\_\_ (4 he / be / a hero) in California in the 1850s.

Today, we know his name \_\_\_\_\_ (5 Pablo Neruda / write / a play) about him, and a man with the name Murietta appears in the Antonio Banderas film *The Mask of Zorro*. Murietta is not Zorro, but the film-makers didn't forget history completely.



16 What do you think? Complete the film review with *because* and adjectives.

I like the article about Zorro *because* it's interesting.

I don't like the article about Zorro *because* I think that Zorro is boring!

**Film review**

I \_\_\_\_\_ the Zorro films \_\_\_\_\_.

I \_\_\_\_\_ films about superheroes \_\_\_\_\_.

# Quick check

## Vocabulary

17 Choose the correct answer.

- The \_\_\_\_\_ can help you in a library.  
a shop assistant      b librarian
- They make new cars at the \_\_\_\_\_.  
a factory              b car park
- There are a lot of \_\_\_\_\_ at this school.  
a doctors              b pupils
- A \_\_\_\_\_ gives medicine to you when you are in hospital.  
a mayor              b nurse

18 Complete the sentences with these words.

boring exciting frightened interesting  
surprised worrying

- Our Geography teacher gave us an \_\_\_\_\_ lesson about volcanoes.
- I was \_\_\_\_\_ that I didn't pass because I studied a lot.
- The film was really \_\_\_\_\_. I slept!
- They're \_\_\_\_\_ of Dracula.
- My sister's not at home. It's very \_\_\_\_\_.
- We won the basketball match 107–106. It was very \_\_\_\_\_.

## Vocabulary review: Units 1–5

19 Complete the dialogue with these words.

awful brilliant over shirt shopping

- Lianne I bought a (1) \_\_\_\_\_ when I went (2) \_\_\_\_\_ at the weekend. Look.
- Tara Lianne, it's (3) \_\_\_\_\_! Why did you buy it?
- Lianne Because it's (4) \_\_\_\_\_! I bought a jacket too. Do you like it?
- Tara Yes, because you can wear it (5) \_\_\_\_\_ the shirt!

## Grammar

20 Correct the mistake in each sentence. Change *a, an, any* or *some*.

- Have you got some pen?  
\_\_\_\_\_
- Dave has got any classical music CDs.  
\_\_\_\_\_
- I need a water.  
\_\_\_\_\_
- We haven't got some paper for our project.  
\_\_\_\_\_
- Is there a escalator near here?  
\_\_\_\_\_
- Did they see a film stars?  
\_\_\_\_\_

21 Complete the sentences with these words.

began destroy did didn't go learnt

- Did the fire \_\_\_\_\_ the building?
- I \_\_\_\_\_ swim across the river.
- Where did they \_\_\_\_\_ last night?
- The concert \_\_\_\_\_ at 8 p.m.
- I \_\_\_\_\_ five irregular verbs yesterday.
- Who \_\_\_\_\_ you see at school?

## Grammar review: Units 1–5

22 Find eight words in the word square.

F	C	T	H	I	N	N	E	R	O
U	I	H	G	O	L	I	E	A	F
N	G	O	T	A	L	L	E	S	T
N	E	U	S	U	A	L	L	Y	E
I	H	G	I	B	E	S	T	L	N
E	O	H	S	P	O	K	E	R	M
R	D	T	W	O	R	S	W	E	R

Irregular past: \_\_\_\_\_

Adverbs: \_\_\_\_\_

Comparatives: \_\_\_\_\_

Superlatives: \_\_\_\_\_

# 6

# The power of nature

## Reading

### Surviving Hurricane Katrina

A reporter from *People Today* spoke to some of the survivors of one of America's worst storms. Here we tell their stories.

Shiprah Benlevi Downing and Lloyd Coffey Jr. spent six terrible days with their four-month-old baby in the Superdome in New Orleans. They didn't have any food or water, and the conditions were awful. The situation was becoming very difficult when finally they went by bus to Texas. They lost their new house, but they're happy to be alive.

Student Michelle Andrews from England was staying in New Orleans when Katrina destroyed her holiday

plans. Michelle and her two friends slept in a hotel on the first night of the hurricane, but the next day they couldn't stay there. Soldiers didn't want to help Michelle and her friends, so they slept on the streets. Finally, after three days, an Australian TV company helped them to leave the city.

Mississippi resident Mike Spencer didn't want to leave his home, but Katrina destroyed his house and nearly killed him. When the water was seven metres high, Mike



climbed through a window. When his friends arrived in a boat, Mike was sitting in a tree. He spent five hours in the tree and the water was getting higher all the time.

1 Read the text. What do these numbers talk about? Match them with the phrases a-f.

2 3 4 5 6 7

- a hours in the tree
- b a student's friends
- c time at the Superdome
- d a baby's age
- e the flood water
- f time on the streets

5

2 Answer the questions. Use full sentences.

Why was the Superdome a bad place to be?  
*The people didn't have any food or water and the conditions were awful.*

- 1 How did some people travel to Texas?  
\_\_\_\_\_
- 2 How do Shiprah and Lloyd feel now?  
\_\_\_\_\_
- 3 Who didn't lose a house in the storm?  
\_\_\_\_\_
- 4 After the hotel, where did Michelle and her friends spend the nights?  
\_\_\_\_\_
- 5 How did Mike Spencer leave his house?  
\_\_\_\_\_
- 6 Where did Mike Spencer's friends find him?  
\_\_\_\_\_

## Past continuous Affirmative

- 3 Complete the sentences with the past continuous affirmative form of the verbs in brackets.

After lunch on Sunday ...

*I was listening* (listen) to the radio.

- my grandparents \_\_\_\_\_ (play) cards.
- my parents \_\_\_\_\_ (read) the Sunday newspapers.
- my brother \_\_\_\_\_ (watch) football on TV.
- my sister \_\_\_\_\_ (do) her homework in her bedroom.
- the dog \_\_\_\_\_ (sleep) in his basket.
- our cat \_\_\_\_\_ (look) out of the window.

- 4 What were they doing? Write sentences in the past continuous affirmative with these verbs.

cook cycle dance fly play shop  
study travel work

Rick was in the kitchen.

He was *cooking*.

- The children were in the garden.  
\_\_\_\_\_
- My dad was on the train home.  
\_\_\_\_\_
- My mum was in town.  
\_\_\_\_\_
- Ian and Liz were at school.  
\_\_\_\_\_
- Tony was at the factory.  
\_\_\_\_\_
- Karen was on a plane to France.  
\_\_\_\_\_
- Joe and Alex were at the wedding.  
\_\_\_\_\_
- Julia and Liam were on their bikes.  
\_\_\_\_\_

## Past continuous Negatives and questions

- 5 Why wasn't Mum happy when she arrived home? Write sentences in the past continuous negative.



### THINGS TO DO:

- Joe: take the dog for a walk  
Sam and Sarah: tidy their bedroom  
Sam: clean his football boots  
Maria: study for her history test  
Jamie and Josh: do their homework  
Dad: help the boys with their homework  
Dad: cook dinner

Joe wasn't taking the dog for a walk.

- Sam and Sarah \_\_\_\_\_
- Sam \_\_\_\_\_
- Maria \_\_\_\_\_
- Jamie and Josh \_\_\_\_\_
- Dad \_\_\_\_\_
- Dad \_\_\_\_\_

**6** Put the words in the correct order to make questions.

- were / they / staying? / Where  
Where were they staying?
- lunch? / having / What / for / she / was  
\_\_\_\_\_
  - my / using / computer? / Who / was  
\_\_\_\_\_
  - he / studying / for / Was / exams? / his  
\_\_\_\_\_
  - they / saying / teacher? / What / the / to / were  
\_\_\_\_\_
  - were / they / running? / Why  
\_\_\_\_\_
  - your / singing / TV? / Was / on / sister  
\_\_\_\_\_
  - to / Why / he / the / going / was / town hall?  
\_\_\_\_\_

**7** Complete the questions and answers in the past continuous. Use these verbs.

have ~~read~~ rehearse snow sit travel visit

Were you watching TV last night?  
No, I wasn't watching TV. I was reading a book.

- \_\_\_\_\_ yesterday evening?  
No, they weren't playing basketball. They \_\_\_\_\_ the school play.
- \_\_\_\_\_ at the weekend?  
No, Kate wasn't skiing. She \_\_\_\_\_ her grandparents in the country.
- \_\_\_\_\_ yesterday?  
No, my mum wasn't working. She \_\_\_\_\_ on the beach!
- \_\_\_\_\_ yesterday?  
No, they weren't playing computer games. They \_\_\_\_\_ a picnic.
- \_\_\_\_\_ yesterday?  
No, it wasn't raining. It \_\_\_\_\_.
- \_\_\_\_\_ last month?  
No, my dad wasn't staying in New York. He \_\_\_\_\_ in Europe.

## Past simple or past continuous?

**8** Write sentences in the past continuous and the past simple.

- They / live in London / meet in a gym  
When they were living in London, they met in a gym.
- Roger / visit Paris / see his French teacher  
\_\_\_\_\_
  - Elaine / cycle to school / lose her watch  
\_\_\_\_\_
  - Frank / ski / have an accident  
\_\_\_\_\_

## Consolidation

**9** Complete the text with the past simple or past continuous form of the verbs in brackets.



In the capital of the region, Muzaffarabad, rescue workers were trying (try) to find people all weekend. The earthquake \_\_\_\_\_ (1 happen) at 8.50 a.m., when many people \_\_\_\_\_ (2 work) and lots of children \_\_\_\_\_ (3 study) at school. When I visited the capital Muzaffarabad, helicopters \_\_\_\_\_ (4 fly) into the area with food and water and many people \_\_\_\_\_ (5 help) to open the roads to the towns in the mountains. Yesterday tents \_\_\_\_\_ (6 arrive) for the anxious people that \_\_\_\_\_ (7 wait) for them.

## Vocabulary Adjectives of emotion

10 Label the pictures with these words.

afraid anxious ashamed desperate  
enthusiastic grateful relaxed



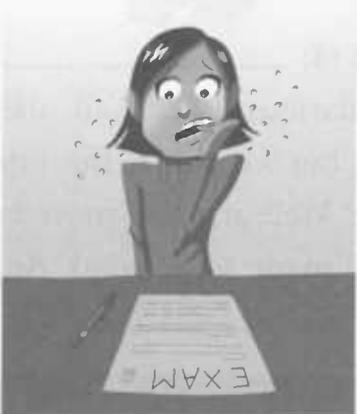
afraid



1 \_\_\_\_\_



4 \_\_\_\_\_



2 \_\_\_\_\_



5 \_\_\_\_\_



3 \_\_\_\_\_



6 \_\_\_\_\_

## Extreme weather

11 Fill in the answers with the correct word.

drought flood hurricane storm thunder  
tornado tsunami

rain + rain + rain = flood

1 rain + lightning + thunder = \_\_\_\_\_

2 no rain + no rain + no rain = \_\_\_\_\_

3 strong winds + the ocean = \_\_\_\_\_

4 disappearing sea + big wave + bigger wave = \_\_\_\_\_

5 black sky + very strong winds = \_\_\_\_\_

6 black clouds + lightning = \_\_\_\_\_

## Speaking Afraid of storms?

12 Write sentences to make Max's answers more interesting. Use these words and phrases.

I / be / in it

I / not mind / storms

I / be / anxious to get home

then we / hear / thunder

I / not like / get / wet

I / walk / home from the gym

Jenny Did you see the awful storm last night?

Max Yes. I was in it!

Jenny Why? Were you in the park?

Max No. (1) \_\_\_\_\_

Jenny Was it raining when you left the gym?

Max Yes. (2) \_\_\_\_\_

Jenny And there was lightning too. I was terrified. Were you?

Max No. (3) \_\_\_\_\_

Jenny Were you relaxed when it was all happening?

Max No. (4) \_\_\_\_\_

Jenny So you are afraid of storms!

Max No. (5) \_\_\_\_\_

## A story Adjective order

13 Complete the story with these phrases.

a big surprise under our beds a fantastic time  
~~lots of wind and rain~~ the first night silly things

14 Find four pairs of adjectives in the story.

Opinion

Fact

beautiful

_____	_____
_____	_____
_____	_____

15 Complete the text about you. Choose the correct answer and use the opinion and fact adjectives below. (If you want, you can use other adjectives.)

agricultural big boring brilliant exciting  
 funny happy industrial modern normal  
 old organised small tall wonderful

I live in a / an \_\_\_\_\_  
 (village / town / city) in a / an \_\_\_\_\_  
 \_\_\_\_\_ (flat / house). I sleep and  
 study in my \_\_\_\_\_  
 bedroom. I've got a / an \_\_\_\_\_  
 \_\_\_\_\_ family and I go to a / an  
 \_\_\_\_\_ school.

Last year we stayed in a beautiful old castle in Scotland. We had horrible winter weather, with *lots of wind and rain*, but the castle was great. We loved discovering all the different rooms and we had (1) \_\_\_\_\_.

My brother and I had a wonderful big room, with a very big fire and two brilliant high beds. But when we went to bed on (2) \_\_\_\_\_, some people started speaking in our room. When the strange voices were talking, the fire moved a lot. We were terrified and we ran up the stairs to our parents' bedroom.

We had (3) \_\_\_\_\_ when we got to their bedroom because they weren't there. 'Listen!' said my brother. 'The people in our room are laughing now!' We were terrified, but then we heard the noise again. 'It's Mum and Dad!' I said, and we ran down the stairs to our room.

We found our mum and dad (4) \_\_\_\_\_. They were enjoying their hilarious joke! Well, they thought that it was hilarious, but we didn't! But how did they make the fire move? Well, my dad moved a newspaper up and down and made some wind. And they say that **we** do (5) \_\_\_\_\_!



# Quick check

## Vocabulary

- 16 Match the sentences with the adjectives of emotion.

ashamed desperate enthusiastic grateful proud

- Oh, thanks very much. That's very good of you!  
\_\_\_\_\_
- Yes, fantastic. I really want to go!  
\_\_\_\_\_
- Oh, why did I do that? I was very stupid!  
\_\_\_\_\_
- I passed all my exams. I did very well!  
\_\_\_\_\_
- Please help. I've lost my boarding card and the plane's going now!  
\_\_\_\_\_

- 17 Label the pictures with the extreme weather words.

flood hurricane lightning tornado



1 \_\_\_\_\_



3 \_\_\_\_\_



2 \_\_\_\_\_



4 \_\_\_\_\_

## Vocabulary review: Units 1–6

- 18 Find the words. Complete the phrases.

- an \_\_\_\_\_ (f a l w u) storm
- a \_\_\_\_\_ (f u l p l e h) teacher
- a \_\_\_\_\_ (c i n i n g a s t a f) documentary
- a \_\_\_\_\_ (l i n t a r i b l) performance
- a \_\_\_\_\_ (d a r h - k r o w g i n) doctor
- an \_\_\_\_\_ (i g r i n s t e n e t) museum

## Grammar

- 19 Write affirmative and negative sentences or questions in the past continuous.

- My teacher was writing our exam last night. ✗  
\_\_\_\_\_
- Meg wasn't learning French. ✓  
\_\_\_\_\_
- He was playing computer games. ✗  
\_\_\_\_\_
- The fire was destroying the building. ?  
\_\_\_\_\_
- Were they doing their homework? ✓  
\_\_\_\_\_

- 20 Match 1–5 with a–e to make sentences.

- We visited Mexico when ...
  - What were you doing when ...
  - I was fishing ...
  - Were you studying ...
  - My dad was cooking when ...
- a a fire started in the kitchen.  
b we were living in California.  
c when I saw a shark.  
d the police arrived?  
e when I phoned you yesterday?

## Grammar review: Units 1–6

- 21 Choose the correct answer.

Abdulrazak Shinawatra was working in (1) a / an office in Thailand when the (2) terrifying / terrified tsunami destroyed his village. He went home and when he arrived, (3) his / her teenage children were staying with (4) a / some cousin because of the flood. 'Where's (5) your / their mother?' Abdulrazak asked. 'We couldn't find (6) her / him.' Abdulrazak's wife, Nattini, (7) was shopping / were shopping when the tsunami arrived and she (8) can't / couldn't return home. Abdulrazak (9) didn't knew / didn't know this and so he was very (10) worrying / worried. Finally, after some hours, Nattini returned to (11) their / your destroyed village. It was a happy end to a (12) terrible / hilarious day.

# 7 Holidays

## Reading

1 Read and match the texts 1–2 with the text types a–d. There are two text types that you do not need.

- a  A magazine article  
 b  A web page

- c  An email to a friend  
 d  A letter to a newspaper

1

A holiday to remember!

To: keiko  
 Cc:  
 Subject: A holiday to remember!  
 Attachments: none

Font Font Size B I U T

Hi Keiko,  
 How are you? What are you going to do this summer? I'm going to CampBoston again. Did you enjoy it last year? They've got our photo on the website – we're famous! Look at the CampBoston homepage! On another page there's a good one of all of us in our boats in the port in Boston. There are also some photos of when we were at the Statue of Liberty. Well, are you going to come to Boston, too? Write and tell me your plans! See you there?!  
 Maria

2

CampBoston Home Activities Water sports About us Contact us

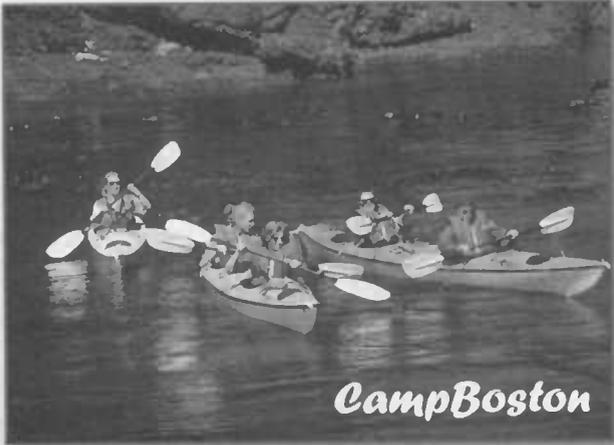
### CampBoston

Welcome to the CampBoston website. CampBoston camps are international camps for children aged 10–17 from all over the world. English is the official camp language and there are **English classes** for the children that want them.

Camp dates for next summer:  
 2 July–16 July  
 16 July–30 July

Parents can contact their children every day through our website email.

Activities include **Boston city visits, sailing and water sports, arts and crafts, and information and computer technology.**



**CampBoston**

**Special activities**

This year, the 14–17-year-olds are going to spend two days in New York and the 10–13-year-olds are going to spend a weekend at a campsite in the mountains.

For more information, [click here](#).

2 Answer the questions. Use full sentences.

Where is Maria going this summer?

*She's going to CampBoston.*

1 Where and when did Maria meet Keiko?

\_\_\_\_\_

2 Why is Maria excited about the website?

\_\_\_\_\_

3 Where did Maria and Keiko visit last year?

Give two places.

\_\_\_\_\_

4 What language does everyone speak at CampBoston?

\_\_\_\_\_

5 How can parents email their children?

\_\_\_\_\_

6 Which special activity are the older teenagers going to do?

\_\_\_\_\_

## Future forms *going to*

- 3 Complete the sentences with the affirmative form of *going to* of these verbs.

behave buy catch destroy give have ~~study~~

This summer I'm *going to study* English at a school in Oxford.

- 1 My mum and dad \_\_\_\_\_ a new car next week.
- 2 John, you \_\_\_\_\_ at school next year!
- 3 We \_\_\_\_\_ a train to Berlin tomorrow.
- 4 The hurricane \_\_\_\_\_ the houses on the beach.
- 5 My sister \_\_\_\_\_ a party to celebrate her birthday.
- 6 Our history teacher \_\_\_\_\_ us a test tomorrow.

- 4 Write sentences with the negative form of *going to*.



Oh, no! Dad is cooking! (We / have / a nice lunch)  
We're *not going to have* a nice lunch.

- 1 I haven't got any money. (watch / *Spider-Man 3* at the cinema)  
\_\_\_\_\_
- 2 We didn't study. (pass / the exam)  
\_\_\_\_\_
- 3 He's got a secret. (tell / me his secret)  
\_\_\_\_\_
- 4 They aren't friendly. (help / us)  
\_\_\_\_\_
- 5 They forgot their cameras. (take / photos)  
\_\_\_\_\_
- 6 She's in hospital. (run / in the race)  
\_\_\_\_\_

- 5 Write negative and affirmative sentences with *going to*.

I / go shopping with my friends (my mum and dad)

I'm *not going to go shopping* with my friends. I'm *going to go shopping* with my mum and dad.

- 1 We / meet / at 7 p.m. (8 p.m.)  
\_\_\_\_\_
- 2 My aunt / buy / me a mobile phone (DVD)  
\_\_\_\_\_  
\_\_\_\_\_
- 3 We / spend / the summer in Egypt (Cyprus)  
\_\_\_\_\_  
\_\_\_\_\_
- 4 I / record / songs from the Internet (the radio)  
\_\_\_\_\_  
\_\_\_\_\_
- 5 Lisa / have / her party in a pizzeria (snack bar)  
\_\_\_\_\_  
\_\_\_\_\_

- 6 Write questions using the *going to* form of these verbs.

buy ~~de~~ play stay wear

What / they / at the weekend?

What are they *going to do* at the weekend?

- 1 Where / we / in Rome?  
\_\_\_\_\_?
- 2 you / some new trainers at SportWorld?  
\_\_\_\_\_  
\_\_\_\_\_?
- 3 Who / you / tennis with?  
\_\_\_\_\_?
- 4 Jade / her new earrings for the wedding?  
\_\_\_\_\_  
\_\_\_\_\_?

**7** Replace the dates and times with the time expressions.

in two days' time   next month   next week  
 this evening   ~~this month~~   tomorrow evening  
 tomorrow morning

Sunday 6th May  
 The month of May and it's exam time! I want to pass all my exams ~~in May~~ this month and then I can have a good summer!  
 At 9 a.m. Monday 14th May (1) \_\_\_\_\_ my exams are going to start. Today at 7 p.m. (2) \_\_\_\_\_ I'm going to study History with my best friend, Ray. At 6 p.m. Monday 7th May (3) \_\_\_\_\_ we're going to study for our French exam and on Tuesday (4) \_\_\_\_\_ I'm going to look at my Maths notes. But it's not all work! On Monday 7th May at 9 a.m. (5) \_\_\_\_\_ we're going on a school trip. In June (6) \_\_\_\_\_ we're going to Venice for a holiday!

**Future forms Present continuous**

**8** Write sentences with the present continuous affirmative and negative forms.

	Frank	Pauline	Suzy
 sing	✓	✓	✗
 cook	✓	✗	✓
 cycle	✓	✓	✓
 fly	✗	✗	✓

Next month ...

Frank and Pauline *are singing* in a musical.

- Suzy \_\_\_\_\_ in a musical.
- Frank and Suzy \_\_\_\_\_ lunch for friends.
- Pauline \_\_\_\_\_ lunch for friends.
- Frank, Pauline and Suzy \_\_\_\_\_ in the mountains.
- Suzy \_\_\_\_\_ to Paris.
- Frank and Pauline \_\_\_\_\_ to Paris.

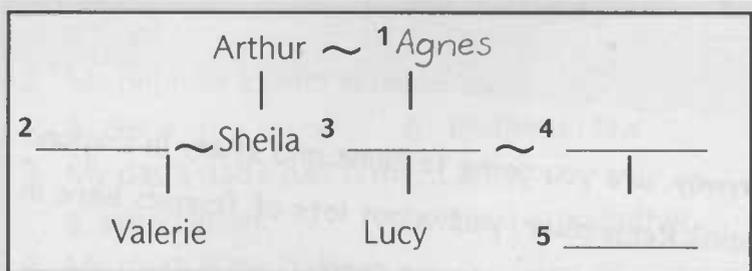
**Consolidation**

**9** Complete the dialogue with the *going to* (GT) or the present continuous (PC) form of the verbs in brackets.

Sean Where *are you going* (PC you / go) for the summer holidays?  
 Sonia Well, we \_\_\_\_\_ (1 PC go) to Canada for a month.  
 Sean Wow, that's great. Where \_\_\_\_\_ (2 PC you / go) in Canada?  
 Sonia Vancouver. We \_\_\_\_\_ (3 GT stay) in a house in the city centre.  
 Sean Ah, so you \_\_\_\_\_ (4 GT visit) friends.  
 Sonia Well, no, we \_\_\_\_\_ (5 GT not visit) friends. We don't know these people.  
 Sean Then why \_\_\_\_\_ (6 GT they / give) you their house? They're very generous!  
 Sonia Well, it's an internet organisation. You borrow someone's house and they borrow yours. The people from Vancouver \_\_\_\_\_ (7 PC come) to stay in our house here in Rome at the same time.  
 Sean That's a great idea. And what \_\_\_\_\_ (8 GT you / do)?  
 Sonia We \_\_\_\_\_ (9 GT study) English every morning and then we \_\_\_\_\_ (10 GT see) the city and the mountains. My sister \_\_\_\_\_ (11 PC go) windsurfing, but I \_\_\_\_\_ (12 GT not swim). The water is very, very cold there!  
 Sean You \_\_\_\_\_ (13 GT have) fun. I \_\_\_\_\_ (14 GT tell) my mum and dad about it!

## Vocabulary Family

- 10 Read the text and complete the family tree with the names. Then answer the questions.



I'm Valerie. My mum is called Sheila and my dad is called Roger. My mum's got one brother, George. Dawn is George's wife. They've got two children, Lucy and Pierce. Pierce and Lucy's grandparents, Arthur and Agnes, are both 70 years old.

Who is ...

- |                           |       |
|---------------------------|-------|
| Valerie's grandmother?    | Agnes |
| 1 Valerie's uncle?        | _____ |
| 2 Lucy and Pierce's aunt? | _____ |
| 3 Sheila's husband?       | _____ |
| 4 Sheila's niece?         | _____ |
| 5 Sheila's daughter?      | _____ |
| 6 George's son?           | _____ |

## go, make, do and have

- 11 Write the phrases for the definitions to complete the crossword. Find the mystery activity.

- To eat breakfast, lunch or dinner.
- To wash all your body standing up.
- You do this after school.
- You do this before you can sleep in it.
- To walk, not in the car.
- To celebrate a birthday etc.
- When you get something wrong.
- To cook and eat in the garden.
- To visit an interesting place and come home in the evening.
- To enjoy an activity.
- What you do after eating!

## Speaking Good old music

- 12 Complete the dialogue with these words.

car ~~de~~ how listen older see where

- Sam What are you going to do this weekend?
- Tina I'm going to a classical music concert.
- Sam What? That's the kind of music that my mum and dad (1) \_\_\_\_\_ to!
- Tina Well, good music is always good music!
- Sam Yes, that's true. My (2) \_\_\_\_\_ brother's going to (3) \_\_\_\_\_ a musical in the summer! So, (4) \_\_\_\_\_ are you going for the concert?
- Tina At a theatre in the city centre.
- Sam In London? (5) \_\_\_\_\_ are you going to travel there?
- Tina I'm going with my mum and dad by (6) \_\_\_\_\_.



## An informal letter Parts of a letter

13 Put the parts of Jane's letter a-h in order 1-8.

a

How are you? I'm fine and I'm very busy with school work. The exams are coming and I want to pass them all! Are you studying a lot?

f

Anyway, are you going to come and study in England again? Remember, you've got lots of friends here in Manchester! Write to me soon!

b

Lots of love,

g

Jane

c

7th May 2006

h

What are you going to do this summer?

(1) \_\_\_\_\_  
in California because my mum and dad want to visit my aunt and uncle there. (2) \_\_\_\_\_

\_\_\_\_\_ with my cousins, too.

(3) \_\_\_\_\_! I to Los Angeles first, and then drive to San Francisco by car. It's a very long way, so I think that (4) \_\_\_\_\_

\_\_\_\_\_ when we arrive in San Francisco.

e

354 Walsgrave Road,  
Manchester  
MN4 4AF

14 Complete paragraph h of the letter. Use *going to* and the words below.

I / need / a bed  
I / have / a good time  
We / spend / a month  
We / fly



# 8

# Our planet

## Reading

1 Read the text. Answer the questions with the names.

CoolGirl jay07 tigereyes365 Worriedboy

1 Who says that humans are the problem?  
\_\_\_\_\_

2 Who thinks that we can help the planet?  
\_\_\_\_\_

3 Who needs information? \_\_\_\_\_

4 Who thinks that the changes are natural?  
\_\_\_\_\_

## GREEN TALK



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**Worriedboy** Member no: 562 Gender: male  
10:57 16th May Post 1

Hurricanes and tsunamis that destroy cities; drought and fires and then lots of rain and floods in Europe. What is happening to the world's weather? It's changing, but why? Can anyone explain it to me?

**tigereyes365** Member no: 175 Gender: female  
11:30 16th May Post 2

It's easy, Mr Worriedboy. Temperatures are hotter now than 100 years ago. Why? Another easy question! It's because of the way we use the planet. We are destroying the planet with our cars and factories.

**CoolGirl** Member no: 231 Gender: female  
11:40 16th May Post 3

Listen Worriedboy, tigereyes365 has got it wrong! Lots of experts say that it's normal that temperatures go up. The planet is always changing. Many years ago the temperature went down and all the dinosaurs died. They couldn't survive in the cold. Well, now the temperature is going up. The big question is, will the dinosaurs return?

**jay07** Member no: 15 Gender: male  
12:05 16th May Post 4

Well, if tigereyes365 is wrong, it's not important. We have a problem and we must behave better! Don't wait for the politicians! They don't do anything, but WE can change the world. We must recycle things and we must save water. If everybody helps, then the changes in the planet, natural or not, won't be as bad as the 'experts' say.

2 Answer the questions. Use full sentences.

What does Worriedboy want to know about?  
*He wants to know about the changes in the weather.*

1 What was different a century ago?  
\_\_\_\_\_

2 Read Post 2. What two things damage our planet?  
\_\_\_\_\_

3 Who doesn't agree with tigereyes365?  
\_\_\_\_\_

4 What happened when the planet was very cold?  
\_\_\_\_\_

5 Jay07 talks about politicians. Why doesn't he like them?  
\_\_\_\_\_

6 Read Post 4. What two things can we do now?  
\_\_\_\_\_

## Future forms *will*

### 3 Write sentences with *will* or *won't*.

You don't need an umbrella. (it / rain)

*It won't rain.*

1 She studies a lot. (she / pass the exam)

\_\_\_\_\_

2 There's a tornado coming. (it / destroy the village)

\_\_\_\_\_

3 He doesn't practise the guitar. (he / learn to play it)

\_\_\_\_\_

4 They are going to eat all their lunch.

(they / waste their food)

\_\_\_\_\_

5 She's going to London in the summer.

(she / speak better English)

\_\_\_\_\_

6 The film is very good. (you / enjoy it)

\_\_\_\_\_

7 People kill tigers. (tigers / survive)

\_\_\_\_\_

8 It's raining a lot. (there / be a flood)

\_\_\_\_\_

### 4 Read the class survey notes. Write sentences with *will* or *won't*.

#### Group A: In the future

Most students agree:

The rainforest / disappear ✓

People / live on Mars X

Cars / use solar energy ✓

Robots / do all the work at home X

#### Group B: What can we do?

Most students agree:

We / recycle our old clothes ✓

We / buy products that don't have packaging ✓

We / waste water X

The rainforest *will* disappear.

1 People \_\_\_\_\_.

2 Cars \_\_\_\_\_.

3 Robots \_\_\_\_\_.

4 We \_\_\_\_\_.

5 We \_\_\_\_\_.

6 We \_\_\_\_\_.

### 5 Write questions with *will*.

What questions did Group A ask in exercise 4?

*Will the rainforest disappear?*

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

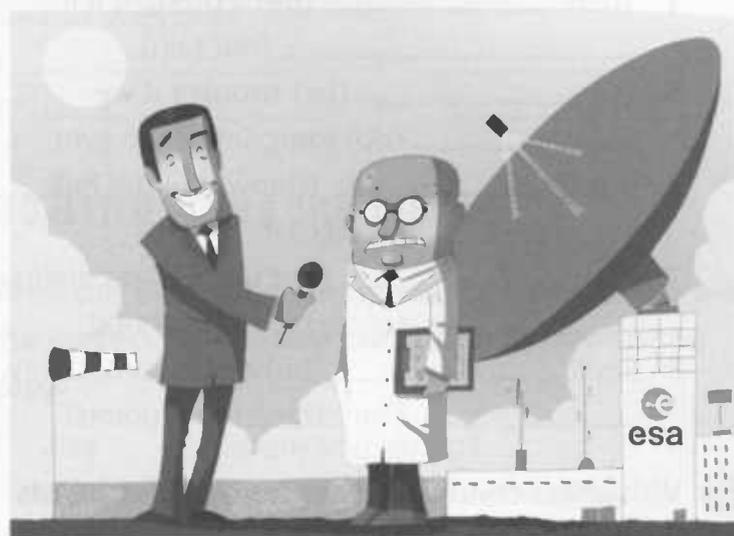
What questions did Group B ask in exercise 4?

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

### 6 Complete the dialogue with questions using *will*.



Reporter Yesterday the European Space Agency said that aliens from the planet Mars will visit the Earth soon. Dr Reyes, who *will they speak to?*

Dr Reyes They will speak to the United Nations Organisation.

Reporter (1) Where \_\_\_\_\_?

Dr Reyes The aliens will land in London.

Reporter (2) When \_\_\_\_\_?

Dr Reyes They will arrive next July.

Reporter (3) Where \_\_\_\_\_?

Dr Reyes They'll stay in a 5-star hotel.

Reporter (4) \_\_\_\_\_?

Dr Reyes Yes, they'll eat human food.

Reporter (5) Who \_\_\_\_\_?

Dr Reyes They will meet the Queen first.

Reporter (6) \_\_\_\_\_?

Dr Reyes Yes, they'll visit other countries.

Reporter Well, thank you, Dr Reyes. It will be an interesting visit!

## First conditional

- 7 Complete the sentences with the correct form of the verbs in brackets.

You'll arrive before lunchtime if you leave at 8 a.m.

- If we \_\_\_\_\_ (recycle) paper, we \_\_\_\_\_ (save) trees.
- I \_\_\_\_\_ (send) him a text message if he \_\_\_\_\_ (not phone).
- If I \_\_\_\_\_ (not write) your address in my book, I \_\_\_\_\_ (forget) it.
- There \_\_\_\_\_ (be) a drought if it \_\_\_\_\_ (not rain).
- We \_\_\_\_\_ (be) stronger if we \_\_\_\_\_ (do) exercises at the gym.
- If you \_\_\_\_\_ (throw) me the ball, I \_\_\_\_\_ (catch) it.
- If we \_\_\_\_\_ (put up) posters, people \_\_\_\_\_ (come) to the meeting.
- Zenit \_\_\_\_\_ (be) champions if they \_\_\_\_\_ (win) three more points!

- 8 Write first conditional sentences. Use words from column A and column B.

A	B
we play well	she / not send any emails
she goes to New York	the mayor / listen to us
we don't go now	I / buy it for you
her computer crashes	<del>we / win the game</del>
you give me the money	we / miss the plane
we sign the petition	she / visit Manhattan

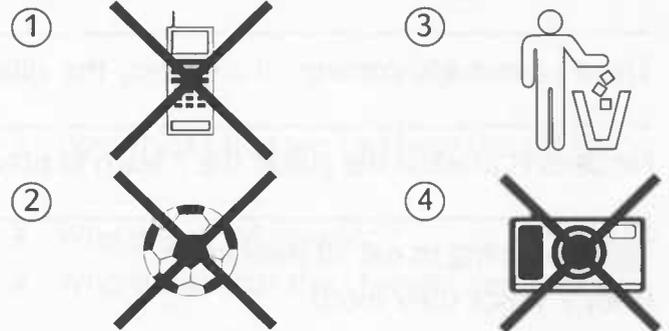
If we play well, we'll win the game.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## The imperative

- 9 Complete the sentences with the affirmative or negative imperative form of these verbs.

play put take use



- Don't use your mobile when the film is on.
- \_\_\_\_\_ ball games on the grass.
- \_\_\_\_\_ your rubbish in the bin.
- \_\_\_\_\_ photographs.

## Consolidation

- 10 Complete the dialogue with the present simple, will and imperative forms of the verbs in brackets.

Liam Are you going on the demonstration?

Katie No, it won't change (not change) anything.

Liam What? If all the students \_\_\_\_\_ (1 go) on the demonstration, the mayor \_\_\_\_\_ (2 see) that we don't want a new road.

Katie \_\_\_\_\_ (3 not be) stupid! The mayor \_\_\_\_\_ (4 not listen) to the students on the demonstration!

Liam If the mayor \_\_\_\_\_ (5 see) lots of people on the demonstration, he \_\_\_\_\_ (6 not build) a new road. \_\_\_\_\_ (7 not stay) at home! \_\_\_\_\_ (8 come) with us! We \_\_\_\_\_ (9 be) upset if we can't play football in the park!

Katie I \_\_\_\_\_ (10 not be) upset! I \_\_\_\_\_ (11 catch) the bus along the new road to the sports centre!

# Communication

## Vocabulary Environment

- 11 Find twelve environment words in the word square.

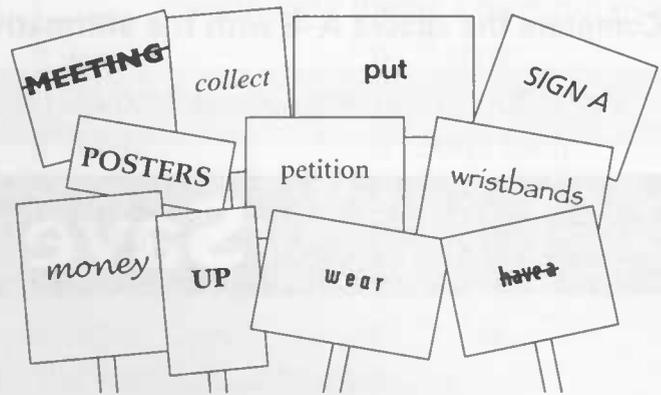
P	A	C	K	A	G	I	N	G	A	T
O	F	O	Y	O	Y	S	A	V	E	H
L	A	N	D	A	M	A	G	E	N	E
L	E	S	A	S	E	R	O	T	V	E
U	P	E	G	R	E	E	N	H	I	Z
T	P	R	O	T	E	C	T	R	R	T
I	S	V	A	C	U	Y	T	O	O	A
O	B	A	N	W	E	C	I	W	N	T
N	O	T	C	A	T	L	N	A	M	S
F	R	I	D	S	O	E	M	W	E	T
E	B	O	T	T	L	E	B	A	N	K
W	E	N	V	E	G	O	T	Y	T	A

- 12 Write the words from exercise 11 in the three groups.



## Campaigns

- 13 Find and write four more phrases about campaigns.



have a meeting

- 1 \_\_\_\_\_ 3 \_\_\_\_\_  
2 \_\_\_\_\_ 4 \_\_\_\_\_

## Speaking Save the planet

- 14 Read the dialogues. Complete lines a–e below with the correct names and match the lines with the gaps.

- 1 Joe What are you doing?  
Maria Throwing away my old books.  
Joe Don't throw them away!  
? b  
? \_\_\_\_\_
- 2 Yvonne What will happen if we don't help the environment?  
Steve Well, I think that we'll have more floods and droughts.  
? \_\_\_\_\_
- 3 John What are you eating?  
Isabel Chocolates. Do you want one?  
? \_\_\_\_\_  
Isabel They're very nice!  
? \_\_\_\_\_
- a \_\_\_\_\_ Well, I don't know. I don't usually eat them because of all the plastic and boxes they use.
- b Maria Why not?
- c \_\_\_\_\_ Yes, now it doesn't rain for months and then it rains a lot.
- d \_\_\_\_\_ Well, a green company can make new paper with them.
- e \_\_\_\_\_ OK, but only one!

## A poster Subject pronouns

- 15 Read the poster and write subject pronouns in the spaces 1–7.
- 16 Complete the spaces A–E with the affirmative or negative imperative forms of these verbs.

not build buy ~~not close~~ not destroy protect

# Save our park!



## Our mayor wants to build a new road through our park!

(1) He thinks that we want a new road!

**COME ON TO OUR DEMONSTRATION!**

The demonstration is on Saturday at 10 a.m. (2) \_\_\_\_\_ is going to start in the park and (3) \_\_\_\_\_ is going to finish in front of the town hall. The people of this town want to talk to the mayor. Our park is important!

(4) \_\_\_\_\_ must tell him these things:

- (A) *Don't close* **the snack bar!**
- (B) \_\_\_\_\_ **the trees!**
- (C) \_\_\_\_\_ **the animals in the park!**
- (D) \_\_\_\_\_ **a new road!**
- (E) \_\_\_\_\_ **more buses for the city!**

If (5) \_\_\_\_\_ want to help us before the demonstration, come to our meeting at 8 p.m. at St Mary's School. (6) \_\_\_\_\_ need to phone the newspapers and radio stations. We need to make posters too. (7) \_\_\_\_\_ are important because they will tell people about the demonstration.

**Remember: we want a city for people, not for cars!**



# 9 Changes

## Reading

James Mansfield

### HOW HAVE CHANGES IN TECHNOLOGY AFFECTED MY FAMILY?

This was my great-great-grandmother's record player. It's very old and it still works, but of course it can't play CDs. People always want new technology because they think that life will be easier, but that isn't always true. Today's astonishing new invention is old tomorrow, and we buy more new machines.

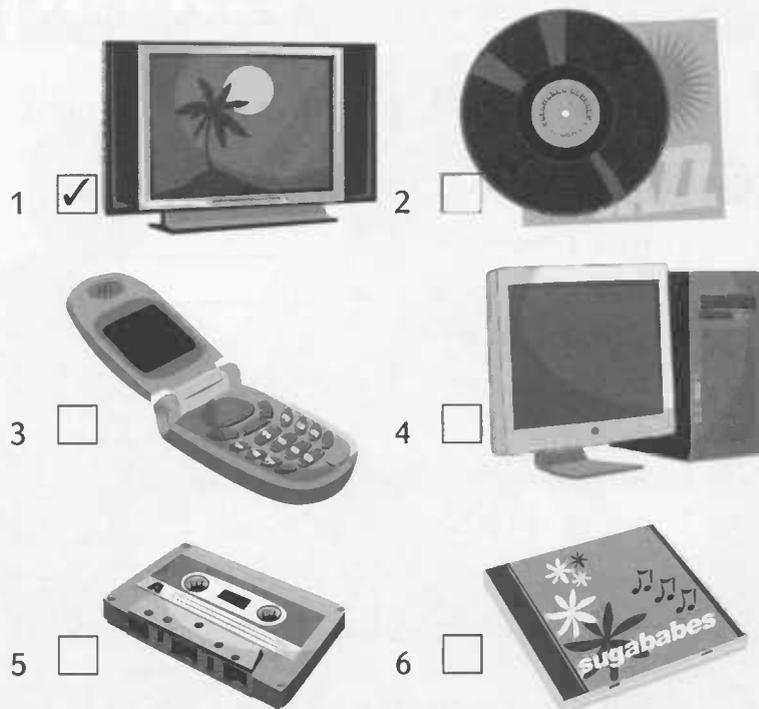


My grandfather had a film camera called a cine camera. It made good films and my dad watched his film shows at Christmas when he was little. I've seen these films because he put them onto a video, but now video has become a thing of the past. I don't know if we can put the films onto DVD, but I don't want to lose them.

My grandmother's experience is better. She is a big fan of The Beatles, an old pop group. She had a great collection of Beatles records, but when record players disappeared, she recorded them onto cassettes. Now the quality of the cassettes is bad and she can't use them, so she uses a computer and she's learning all about music on the Internet. Her collection is bigger than ever! And the records? She sold them for a lot of money to a collector.

I think these changes have been good for two reasons. The quality of films and music is better than before and the machines have also become smaller. This means that you can use them everywhere. The only bad thing is that you can't play some films and music on new technology.

### 1 Read and tick ✓ the things that are in the text.



### 2 Answer the questions. Use full sentences.

Which is the oldest machine in the text?  
The oldest machine in the text is the record player.

- When did James' father watch cine films?  
He \_\_\_\_\_
- How could James watch his grandfather's films?  
\_\_\_\_\_
- What will happen if they can't put the video onto DVD?  
\_\_\_\_\_  
\_\_\_\_\_
- How has his grandmother continued listening to her favourite music?  
She \_\_\_\_\_
- What two things are good about new technology?  
\_\_\_\_\_  
\_\_\_\_\_
- What is the negative thing about new technology?  
\_\_\_\_\_

## Present perfect

### 3 Complete the irregular verb table.

Infinitive	Past simple	Past participle
be	was, were	been
do	_____	_____
eat	_____	_____
go	_____	_____
have	_____	_____
learn	_____	_____
meet	_____	_____
spend	_____	_____
swim	_____	_____
write	_____	_____

### 4 Complete the text with the present perfect forms of the verbs from exercise 3.

My brother *has had* a fascinating year. He

(1) \_\_\_\_\_

to Brazil with his university friends and they

(2) \_\_\_\_\_

lots of different things. They

(3) \_\_\_\_\_

a lot of time in the Amazon

and they (4) \_\_\_\_\_ a report for

their university on the plants in the jungle. They

(5) \_\_\_\_\_ the Yanomami people

and they (6) \_\_\_\_\_ a dinner of

snake meat with them! My brother and his friends

(7) \_\_\_\_\_ in the Amazon river,

too. He says that piranhas aren't dangerous! He

(8) \_\_\_\_\_ in Brazil for seven

months now and he (9) \_\_\_\_\_

some words in the Yanomami language, Sanumã.

A university student's life is definitely more interesting than a school student's life!



### 5 Emily and Jack came home at half past four. What have they done? Look at the table and write sentences in the present perfect.

	Emily	Jack
do homework	✓	✗
go on the Internet	✓	✗
eat a snack	✓	✓
have a shower	✓	✗
phone friends	✗	✓
read a magazine	✓	✗
have dinner	✗	✗

Jack / his homework

*Jack hasn't done his homework.*

1 Jack / on the Internet

\_\_\_\_\_

2 Jack and Emily / a snack

\_\_\_\_\_

3 Emily / a shower

\_\_\_\_\_

4 Emily / her friends

\_\_\_\_\_

5 Jack / a magazine

\_\_\_\_\_

6 Jack and Emily / dinner

\_\_\_\_\_

### 6 Complete the text with the present perfect affirmative and negative forms of these verbs.

be brush do eat finish ~~leave~~ phone  
put on start

It's half past eight in the morning and we *haven't left* for school! We (1) \_\_\_\_\_ breakfast and I (2) \_\_\_\_\_ my teeth, but my brother (3 ✗) \_\_\_\_\_ anything! He (4 ✗) \_\_\_\_\_ his clothes – he's wearing his pyjamas! I (5) \_\_\_\_\_ all my homework, but my brother (6 ✗) \_\_\_\_\_ his and now his best friend (7) \_\_\_\_\_ and he's in his bedroom talking on his mobile! We (8 ✗) \_\_\_\_\_ late for school this year, but today is going to be different, thanks to my brother!

**7** Read the text. Write questions for the answers.



Alonso Fernández has had a busy year. He's driven in Europe and Asia and he's won five Grand Prix. He's visited Brazil and Japan too. Alonso now lives in Los Angeles. He's bought a house for his parents next to his. His parents have met Alonso's racing team.

Has Alonso had a busy year?

Yes, he's had a busy year.

1 \_\_\_\_\_ in Europe and Asia?

Yes, he's driven in Europe and Asia.

2 \_\_\_\_\_ four Grand Prix?

No, he's won five Grand Prix.

3 \_\_\_\_\_ other countries?

Yes, he's visited Brazil and Japan.

4 \_\_\_\_\_ a flat for his parents?

No, he's bought a house for his parents.

5 \_\_\_\_\_ his racing team?

Yes, they've met his racing team.

## Present perfect *ever* and *never*

**8** Complete the questions and write negative sentences in the present perfect with *ever* and *never*.

Have you ever eaten Japanese food?

No, I've never eaten Japanese food, but I've eaten Chinese food.

1 \_\_\_\_\_ a famous actor?

\_\_\_\_\_,  
but we've met a famous footballer.

2 \_\_\_\_\_ in a choir?

\_\_\_\_\_,  
but I've sung in the shower!

3 \_\_\_\_\_ New Zealand?

\_\_\_\_\_,  
but she's been to Australia.

## Consolidation

**9** Complete the dialogue with the present perfect forms of the verbs in brackets.

Mum Well, *have you had* (you / have) a good year at your new school?

Stewart Yes, I \_\_\_\_\_ (1 make) lots of new friends and I like the teachers.

Dad And \_\_\_\_\_ (2 you / learn) new things? That's important, too!

Stewart It \_\_\_\_\_ (3 be) more difficult and I \_\_\_\_\_ (4 have) new subjects, but I \_\_\_\_\_ (5 enjoy) it.

Science \_\_\_\_\_ (6 not be) easy, but I \_\_\_\_\_ (7 never / like) Science.

Mum Well, you \_\_\_\_\_ (8 pass) all your exams. Your dad and I are very proud, so we \_\_\_\_\_ (9 buy) you a present!

Stewart Oh, fantastic! What is it? The All-Star Football computer game?

Dad No, it's a computer dictionary! \_\_\_\_\_ (10 you / ever / have) a better present?

Stewart Er, no. Thanks. It's, it's ... great.

Mum And because you \_\_\_\_\_ (11 work) very hard ... here's another present!

Stewart Wow, the All-Star Football computer game! I \_\_\_\_\_ (12 see) this at my friend's house and it's brilliant! Thanks a lot!

## Vocabulary School

10 Label the texts with these words.

bully exam exercise book locker  
rules ~~subjects~~

Timetable – Class 1D		
	Monday	Tuesday
08.30	History	Spanish
09.20	P.E.	Science
10.10	break	break

subjects

### NORMAN MANLEY SCHOOL

End of year History Test

Student: *Mary Kenny* Class: *7D*

1 Answer the following questions:

1 \_\_\_\_\_

*Mary Kenny*  
*Class 7D*  
*History*

MARY KENNY  
CLASS 7D

2 \_\_\_\_\_ 3 \_\_\_\_\_

### NORMAN MANLEY SCHOOL

You mustn't eat or drink in the classrooms.  
You mustn't play ball games in the building.

4 \_\_\_\_\_

### School Report

Student: *Goshua Ladd* Class: *7D*

*We are very worried about Goshua. Other parents have said that children are frightened of him and*

5 \_\_\_\_\_

## In the country

11 Complete the words with the correct letters.

h \_ i \_ l \_                      3 s \_ t \_ r \_ a \_ m  
1 f \_ r \_ m                      4 f \_ i \_ e \_ d  
2 c o t t a \_ e                  5 \_ a \_ l \_ e \_ y

Find a country word using the seven missing letters.

6 \_ \_ \_ \_ \_ \_ \_

## Speaking The school web page

12 Match the verbs and nouns to make phrases.

make	_____	an email
make	_____	a web page
become	_____	a championship
have	_____	a mistake
send	_____	an interview
win	_____	a member

13 Now complete the dialogue with the phrases from exercise 12. Remember to use the correct form of the present perfect where necessary.

Sandra Hi, Colin. I haven't seen you for some time. Where have you been?

Colin Well, I've *become a member* of the computer club.

Sandra The computer club? Is that fun or hard work?

Colin It's good fun! We've learnt how to use the Internet and to (1) \_\_\_\_\_  
\_\_\_\_\_. We've made one for the school.

Sandra Well, I've got some information for the school web page.

Colin What's that?

Sandra Do you know that I play in the basketball team? Well, we (2) \_\_\_\_\_  
\_\_\_\_\_.

Colin Yes, I know! The Inter-Schools Championship! Fantastic! I'm going to put that on the web page.

Sandra Thanks. Oh, and if you want to (3) \_\_\_\_\_ with the team's best player, you'll find me at home this evening!

Colin Really? But your basketball trainer (4) \_\_\_\_\_ with the name of another player!

Sandra I think that he (5) \_\_\_\_\_  
\_\_\_\_\_, or that you need a new computer!

## A magazine interview

14 Write questions for the answers.

# STAR INTERVIEW

This week, Football Fanzeen has spoken to Aleksander Kozlov, Chelsea's young Russian star of the future.



Sasha, you're eighteen and living in England. Has your life changed?

Yes, my life has changed a lot! I live with an English family and everything is different. The family is very nice and there is another Chelsea player with me, Tommy Engonga from Cameroon. We have a great time together.



1 \_\_\_\_\_?

Yes, I've learnt English. I speak English every day with my English family and with all the players at the club. The players come from all over the world, but we all speak in English.



2 \_\_\_\_\_?

No, I haven't had any problems. Life is different here, but that's why it's interesting. And London is a fantastic city.



3 \_\_\_\_\_?

Yes, I've driven my car in London. People drive their cars on the left here, so it was difficult at first but I've usually remembered!



4 \_\_\_\_\_?

No, I haven't played with the first team, but I am only eighteen! At the moment I'm happy to be here. I've come here to learn. I want to play in the English Premiership and the Champions League, but I've got to practise a lot first.

**Well, thank you, Sasha. Will we see him in the Russian national team shirt in the future? Don't miss *Football Fanzeen* and you'll find out!**

15 What does the Chelsea trainer say about Sasha? Complete the text with information from the interview.

Well, yes, Sasha *has done* well. He (1 X) \_\_\_\_\_ for the first team but he's improving every day. He (2) \_\_\_\_\_ the language very well and he (3 X) \_\_\_\_\_ any problems with the culture. He (4) \_\_\_\_\_ in London a lot, and sometimes he (5) \_\_\_\_\_ to drive on the left! I'm not going in a car with him! Anyway, he (6) \_\_\_\_\_ here to learn to play football. He doesn't want to be a racing driver! And one day he's going to play in the Premiership. Then, who knows? A World Cup with Russia? He's got a big future in football.



## Вводный урок (Let's revise the basics)

### Глагол to be

Утверждение	
Краткая форма	Полная форма
I'm at the gym.	I <b>am</b> at the gym.
You're at the gym.	You <b>are</b> at the gym.
He's /She's /It's at the gym.	He/She/It <b>is</b> at the gym.
We're/You're /They're at the gym.	We/You/They <b>are</b> at the gym.

Отрицание	
Краткая форма	Полная форма
I'm <b>not</b> good.	I <b>am not</b> good.
You <b>aren't</b> good.	You <b>are not</b> good.
He/She/It <b>isn't</b> good.	He/She/It <b>is not</b> good.
We/You/They <b>aren't</b> good.	We/You/They <b>are not</b> good.

Вопрос	
<b>Am</b> I happy?	
<b>Are</b> you happy?	
<b>Is</b> he/she/it happy?	
<b>Are</b> we/you/they happy?	

Краткий ответ	
Yes, I <b>am</b> .	No, I <b>am not</b> .
Yes, you <b>are</b> .	No, you <b>aren't</b> .
Yes, he/she/it <b>is</b> .	No, he/she/it <b>isn't</b> .
Yes, we/you/they <b>are</b> .	No, we/you/they <b>aren't</b> .

### Конструкция have got

Утверждение	
Краткая форма	Полная форма
I've <b>got</b> a car.	I <b>have got</b> a car.
You've <b>got</b> a car.	You <b>have got</b> a car.
He's /She's /It's <b>got</b> a car.	He/She/It <b>has got</b> a car.
We've/You've /They've <b>got</b> a car.	We/You/They <b>have got</b> a car.

Отрицание	
I <b>haven't got</b> a car.	
You <b>haven't got</b> a car.	
He/She/It <b>hasn't got</b> a car.	
We/You/They <b>haven't got</b> a car.	

Вопрос	
<b>Have</b> I <b>got</b> an MP3 player?	
<b>Have</b> you <b>got</b> an MP3 player?	
<b>Has</b> he/she/it <b>got</b> an MP3 player?	
<b>Have</b> we/you/they <b>got</b> an MP3 player?	

Краткий ответ	
Yes, I <b>have</b> .	No, I <b>haven't</b> .
Yes, you <b>have</b> .	No, you <b>haven't</b> .
Yes, he/she/it <b>has</b> .	No, he/she/it <b>hasn't</b> .
Yes, we/you/they <b>have</b> .	No, we/you/they <b>haven't</b> .

### Форма образования

- Форма 3 лица единственного числа глагола **to be** – **is**. В русском языке она соответствует форме 3 лица единственного числа глагола **быть** – **есть**. Однако в русском языке **есть** в большинстве случаев опускается.  
*Mrs Manley is our school PE teacher.* (Миссис Менли – наш школьный учитель физкультуры.)
- форма 3 лица единственного числа **have got** (**иметь, обладать**) – **has got**. На русский язык оборот **have got** переводится 'у меня (у него и т.д.) **есть**'.  
*Lisa has got an MP3 player.* (У Лизы есть MP3-плеер.)
- Отрицательная форма глаголов **be** и **have** образуется при помощи **not**.  
*I'm not interested in volleyball.* (Я не увлекаюсь волейболом.)  
*She hasn't got a sister.* (У нее нет сестры.)
- При построении вопросов подлежащее и сказуемое меняются местами.  
*Are you interested in volleyball?* (Ты увлекаешься волейболом?)  
*Have they got a big garden?* (У них большой сад?)

### Употребление

- Глагол **to be** (**быть**) употребляется с существительными, прилагательными и глаголами.  
**be** + существительное:  
*She's the teacher.* (Она - (наш) учитель.)  
*I'm a student.* (Я - ученик.)  
**be** + прилагательное:  
*Maths is important.* (Математика важна.)  
*I'm interested in gymnastics.* (Я увлекаюсь гимнастикой.)  
**be** + предлог:  
*They're in the computer room.* (Они (есть=находятся) в компьютерном классе.)  
*We're from New York.* (Мы из Нью-Йорка.)
- Когда мы говорим о том, что кто-то чем-то владеет, употребляется **have got**.  
*I've got a computer in my bedroom.* (У меня в комнате есть компьютер.)  
*My brother hasn't got a mobile phone.* (У моего брата нет мобильного телефона.)
- Для указания на возраст употребляется глагол **be**, а не **have got**.  
*I'm fourteen years old.* (Мне четырнадцать лет. НЕВЕРНО *I've got fourteen years old.*)  
*You're twenty-five.* (Тебе – двадцать пять. НЕВЕРНО *You've got twenty five.*)
- При описании ощущений употребляется глагол **be**, а не **have got**.  
*I'm cold.* (Мне холодно. НЕВЕРНО *I've got cold.*)  
*He's hungry.* (Он голоден. НЕВЕРНО *He's got hungry.*)

### Местоимения

Личные местоимения		
лицо	Единственное число	Множественное число
1 лицо	I've got a CD.	We've got a house.
	I've got some CDs	We've got two houses.
2 лицо	You've got a bag.	You've got a book.
	You've got three bags.	You've got some books.
3 лицо	He's got a car.	They've got a bike.
	He's got two cars.	They've got four bikes.
	She's got a DVD.	
	She's got five DVDs.	
	It's got a window.	
	It's got four windows.	

- Притяжательные местоимения отвечают на вопрос *чей?* (*whose?*) и обозначают принадлежность. В предложении ставятся ПЕРЕД существительными. Форма притяжательного местоимения НЕ ЗАВИСИТ от того, в единственном числе употреблено существительное или во множественном.
- Притяжательные местоимения в АБСОЛЮТНОЙ ФОРМЕ ставятся В КОНЦЕ предложения.

Личное местоимение	Притяжательное местоимение	Притяжательное местоимение в абсолютной форме
I	It's <b>my</b> CD. They're <b>my</b> CDs.	The CD is <b>mine</b> . The CDs are mine.
You	It's <b>your</b> bag. They're <b>your</b> bags.	The bag is <b>yours</b> . The bags are <b>yours</b> .
He	It's <b>his</b> car. They're <b>his</b> cars.	The car is <b>his</b> . The cars are <b>his</b> .
She	It's <b>her</b> DVD. They're <b>her</b> DVDs.	The DVD is <b>hers</b> . The DVDs are <b>hers</b> .
We	It's <b>our</b> house. They're <b>our</b> houses.	The house is <b>ours</b> . The houses are <b>ours</b> .
You	It's <b>your</b> book. They're <b>your</b> books.	The book is <b>yours</b> . The books are <b>yours</b> .
They	It's <b>their</b> bike. They're <b>their</b> bikes.	The bike is <b>theirs</b> . The bikes are <b>theirs</b> .

## Притяжательный падеж существительных

### Форма

- Притяжательный падеж существительных образуется при помощи прибавления 's к именам собственным или нарицательным.  
*He's Kate's brother.* (Он брат Кейт.)
- К существительным во множественном числе, оканчивающимся на -s, прибавляется только апостроф (').  
*It is my cousins' computer.* (Это компьютер моих двоюродных братьев.)

### Употребление

- Притяжательный падеж существительных употребляется, когда речь идет о принадлежности чего-то кому-то. Как правило, в форме притяжательного падежа употребляются имена существительные, обозначающие одушевленные предметы.  
*The students' classroom is big.* (Классная комната учеников большая.)  
*Naomi's bike is new.* (Велосипед Наоми новый.)

## Конструкция *there is/ there are*

Утверждение	
Краткая форма	Полная форма
<b>There's</b> a lamp.	<b>There is</b> a lamp.
<b>There're</b> some books.	<b>There are</b> some books.

Отрицание	
Краткая форма	Полная форма
<b>There isn't</b> a photo.	<b>There is not</b> a photo.
<b>There aren't</b> any CDs.	<b>There are not</b> any CDs.

Вопрос
<b>Is there</b> a DVD?
<b>Are there</b> any beds?

Краткий ответ	
Yes, <b>there is</b> .	No, <b>there isn't</b> .
Yes, <b>there are</b> .	No, <b>there aren't</b> .

## Употребление

Конструкция *there is/there are* употребляется, когда мы хотим указать на наличие или отсутствие предмета в определенном месте. На русский язык предложения с *there is/there are* обычно переводятся С КОНЦА. Когда мы хотим сообщить о местонахождении предмета, употребляются предложения с глаголом *to be*.

*There are some flowers on the cupboard.* (На буфете (что?) цветы.)  
Сравните: *The flowers are on the cupboard.* (Цветы (где?) на столе.)  
*There is a magazine on the floor.* (На полу (лежит что?) журнал.)  
Сравните: *The magazine is on the floor.* (Журнал (где?) на полу.)

## Артикли

В русском языке понятие "артикл" НЕ СУЩЕСТВУЕТ. В английском языке неопределенный артикл *a/an* и определенный артикл *the* являются служебными словами и употребляются перед существительными.

- Неопределенный артикл *a* может употребляться только перед существительными в единственном числе, которые начинаются с согласного звука.  
*a bed; a cross; a house; a subject*
- Перед существительными в единственном числе, которые начинаются с гласного звука, употребляется неопределенный артикл *an*.  
*an apple; an egg; an orange; an uncle*
- Неопределенный артикл *a/an* употребляется, когда собеседник не знает, какого именно человека или предмет мы имеем в виду, или когда имеется в виду любой подобный человек или предмет.  
*I got an apple for breakfast.* (На завтрак я ем яблоко. = Любое яблоко, неважно, какое именно.)  
*He's got a poster of an elephant.* (У него есть плакат со слонем. = Какой-то плакат с изображением слона, неважно, какого именно.)
- Неопределенный артикл *a/an* употребляется, когда мы называем чью-то профессию.  
*Their mum is a doctor.* (Их мама врач.)  
*He's a teacher.* (Он учитель.)
- Определенный артикл *the* употребляется с именами существительными как в единственном, так и во множественном числе для указания на конкретного человека или предмет (собеседнику известно, какого человека или предмет мы имеем в виду).  
*The science teacher is in the classroom.* (Преподаватель естественных наук в классе. = Преподаватель известен и говорящему, и слушающему.)  
*You can use the computer.* (Можешь воспользоваться компьютером. = Конкретным компьютером, известным обоим собеседникам.)
- Артикл (определенный и неопределенный) ставится перед тем существительным, к которому он относится. Если перед существительным стоит определение, то артикл ставится перед всем словосочетанием:  
*the science teacher, the history homework, the sports centre at my school*

# Урок 1

## Present Simple

Утверждение	
I/You <b>play</b> basketball.	
He/She/It <b>plays</b> basketball.	
We/You/They <b>play</b> basketball.	

Отрицание	
Краткая форма	Полная форма
I/You <b>don't</b> study.	I/You <b>do not</b> study.
He/She/It <b>doesn't</b> study.	He/She/It <b>does not</b> study.
We/You/They <b>don't</b> study.	We/You/They <b>do not</b> study.

Вопрос	
Do I/you <b>go</b> to school?	
Does he/she/it <b>go</b> to school?	
Do we/you/they <b>go</b> to school?	

Краткий ответ	
Yes, I/you <b>do</b> .	No, I/you <b>don't</b> .
Yes, he/she/it <b>does</b> .	No, he/she/it <b>doesn't</b> .
Yes, we/you/they <b>do</b> .	No, we/you/they <b>don't</b> .

### Форма образования

- **Утвердительная форма:** подлежащее + настоящее время глагола  
*He listens to music.* (Он слушает музыку.)
- **Отрицательная форма:** подлежащее + **don't (do not)/doesn't (does not)** + неопределенная форма глагола без **to**  
*We don't study in the same class.* (Мы не учимся в одном классе. = Мы учимся в разных классах.)
- **Вопросительная форма:** **do/does** + подлежащее + неопределенная форма глагола без **to** + ?  
*Do they go to the same school?* (Они ходят в одну школу?)  
*What does Mark love?* (Что любит Марк?)

### Правописание

#### 3 лицо, единственное число

- В утвердительных предложениях к глаголам в 3 лице единственном числе (**he/she/it**) прибавляется окончание **-s**;  
*play* → *Kelly plays volleyball.*
- У глаголов, которые оканчиваются на согласную + **y**, конечная **-y** меняется на **-ies**;  
*try* → *He tries to help other people.*
- К глаголам, которые оканчиваются на **ss, ch, sh, x, o**, прибавляется **-es**;  
*go* → *He goes everywhere in a wheelchair.*
- Глаголы **be** и **have** имеют неправильные формы 3 лица единственного числа.  
*be* → *He is good at listening.*  
*have* → *He always has time for his friends.*

### Употребление

**Present Simple** употребляется для описания:

- привычных и повторяющихся действий;  
*What do we do at home?* (Что мы (обычно) делаем дома?)  
*After school we always play football.* (После школы мы всегда играем в футбол.)
- предпочтений и мнений.  
*We don't like the same subjects.* (Нам нравятся разные предметы.)  
*People think he's unfriendly.* (Люди считают его недружелюбным.)

## Наречия неопределенного времени

never (никогда) 0%	sometimes (иногда) 50%	often (часто) 75%	usually (обычно) 90%	always (всегда) 100%
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### Форма

Наречия неопределенного времени ставятся:

- после глагола **be**;  
*I'm sometimes selfish.*
- перед всеми остальными глаголами.  
*He always has time for his friends.*

### Употребление

Наречия неопределенного времени употребляются, когда мы хотим сказать, как часто происходит какое-то действие/событие.  
*Mark never gives up.* (Марк никогда не падает духом.)  
*We often go to the gym.* (Мы часто ходим в спортзал.)

## Объектный падеж местоимений

Личные местоимения	
субъектные	объектные
I'm Sally.	Mark is a good example for <b>me</b> .
<b>You</b> play volleyball.	Maria plays with <b>you</b> .
<b>He's</b> my twin brother.	I'm more intelligent than <b>him</b> .
<b>She's</b> at the gym.	I've got gymnastics with <b>her</b> .
<b>It's</b> David's computer.	He plays on <b>it</b> .
<b>We're</b> twins.	It's easy for <b>us</b> .
<b>You</b> are the students.	Is it clear to <b>you</b> ?
<b>They</b> are his friends.	He tries to help <b>them</b> .

### Форма

- Объектные личные местоимения ставятся после глагола.  
*I admire **him**.*
- Перед объектными личными местоимениями часто ставятся предлоги.  
*Our mother looks **at us**.*

### Употребление

Объектные личные местоимения употребляются в роли дополнения вместо нарицательных или собственных имен существительных.

*I play basketball with **Mark**.* (Я играю в баскетбол с **Марком**) → *I play basketball with **him**.* (Я играю в баскетбол с **ним**.)

*He plays on **the computer**.* (Он играет на **компьютере**.) → *He plays on **it**.* (Он играет на **нем**.)

## Вопросительные слова

### Употребление

- **What** (что?) употребляется, когда мы спрашиваем о предметах, явлениях и т.д.  
*What does he like? History and languages.* (Что ему нравится? – История и иностранные языки.)
- **Which** (какой/который?) + существительное употребляется, когда мы спрашиваем об одном или нескольких людях, предметах, явлениях и т.д. из группы.  
*Which subject do they like? PE.* (Какой (школьный) предмет им нравится? – Физкультура.)
- **Who** (кто/кого/кем?) употребляется, когда мы спрашиваем о людях.  
*Who do you admire? My friend Mark.* (Кем ты восхищаешься? – Моим другом Марком.)  
*Who does she speak to? Mark.* (С кем она разговаривает? – С Марком.)

- **Where** (где?) употребляется, когда мы спрашиваем о местонахождении/направлении.  
*Where does she play volleyball. At the gym.* (Где она играет в волейбол? – В спортзале.)
- **When** (когда?) употребляется, когда мы спрашиваем о времени.  
*When do you go to the gym? On Thursdays.* (Когда ты ходишь в спортзал? – По четвергам.)
- **Why** (почему?) употребляется, когда мы спрашиваем о причине.  
*Why do I admire Mark? Because he never gives up.* (Почему я восхищаюсь Марком? Потому что он никогда не падает духом.)
- **How often** (как часто?) употребляется, когда мы спрашиваем о том, как часто что-то происходит.  
*How often does she play basketball? Never.* (Как часто она играет в баскетбол? Никогда.)

## Урок 2

### Present Continuous

Утверждение	
Краткая форма	Полная форма
I'm jogging.	I am jogging.
You're jogging.	You are jogging.
He's /She's /It's jogging.	He/She/It is jogging.
We're jogging.	We are jogging.
You're jogging.	You are jogging.
They're jogging.	They are jogging.

Отрицание	
Краткая форма	Полная форма
I'm not acting.	I am not acting.
You aren't acting.	You are not acting.
He/She/It isn't acting.	He/She/It is not acting.
We aren't acting.	We are not acting.
You aren't acting.	You are not acting.
They aren't acting.	They are not acting.

Вопрос
Am I recording a CD?
Are you recording a CD?
Is he/she/it recording a CD?
Are we/you/they recording a CD?

Краткий ответ	
Yes, I am.	No, I'm not.
Yes, you are.	No, you aren't.
Yes, he/she/it is.	No, he/she/it isn't.
Yes, we/you/they are.	No, we/you/they aren't.

### Форма образования

- **Утвердительная форма:** подлежащее + глагол **be (am/is/are)** + смысловый глагол + **-ing**.  
*Sara is working hard.* (Сара (в данный момент) усердно занимается.)
- **Отрицательная форма:** подлежащее + **be (am/is/are)** + **not** + смысловый глагол + **-ing**.  
*We aren't playing football.* (Мы (сейчас) не играем в футбол.)
- **Вопросительная форма:** **be (am/is/are)** + подлежащее + смысловый глагол + **-ing**.  
*What other things are you doing?* (Чем еще ты (сейчас) занимаешься?)

### Правописание

#### Глагол + -ing

- У большинства глаголов **-ing** прибавляется к неопределенной форме глагола без **to**.  
*play → We aren't playing today.*
- У глаголов, оканчивающихся на **-е**, конечная **-е** опускается.  
*make → We're making a web page.*
- У односложных глаголов с кратким гласным в корне, оканчивающихся на согласную, конечная согласная удваивается, и прибавляется **-ing**.  
*jog → We're jogging.*

#### Употребление

**Present Continuous** употребляется для описания:

- действий, происходящих в данный момент или в не закончившийся промежуток времени.  
Совпадение действия с моментом речи либо ясно из контекста, либо показывается словами **now/at the moment, today, this week, this year** и т.п.  
*What are you doing at the moment?* (Что ты делаешь в данный момент?)  
*This week she's doing school exams.* (На этой неделе она сдает школьные экзамены.)

### Present Simple или Present Continuous?

- **Present Simple** употребляется для описания обычных, регулярно повторяющихся действий.  
*We study music and we also study normal school subjects.* (Мы изучаем музыку, а также (мы изучаем) обычные школьные предметы.)  
*We do lots of sports at school.* (В школе мы много занимаемся спортом.)
- С **Present Simple** часто употребляются наречия неопределенного времени.  
*I usually play football.* (Я обычно играю в футбол.)  
*We always study Shakespeare on Friday.* (Мы всегда изучаем Шекспира по пятницам.)
- **Present Continuous** употребляется для описания действий, происходящих в данный момент или в еще не закончившийся промежуток времени.  
*We're rehearsing for our European tour.* (Мы (сейчас) репетируем перед нашим европейским туром.)  
*What are you doing? We're jogging.* (Что вы (сейчас) делаете? Мы бегаем трусцой.) (НЕВЕРНО *What do you do?*)
- С **Present Continuous** часто употребляются такие слова, как **now, at the moment, today, this week** и т.п.  
*We aren't playing football today.* (Мы сегодня не играем в футбол.)  
*This week we're making a web page.* (На этой неделе мы создаем веб-страницу.)

## Сравнительная и превосходная степень сравнения прилагательных

Прилагательные		Сравнительная степень	
односложные	clean tall nice	прилагательное + <i>-er</i> (у прилагательных, оканчивающихся на <i>-e</i> , при прибавлении <i>-er</i> эта буква опускается)	cleaner taller nicer
односложные (оканчиваются на согласную и имеют краткий гласный в корне)	thin hot	прилагательное + <i>-er</i> конечная согласная удваивается, и прибавляется <i>-er</i>	thinner hotter
двусложные (оканчиваются на <i>-y</i> )	friendly sunny	прилагательное + <i>-er</i> (конечная <i>-y</i> меняется на <i>-ier</i> )	friendlier sunnier
ОСТАЛЬНЫЕ двусложные и многосложные	expensive  interesting	<i>more</i> + прилагательное	<i>more</i> expensive  <i>more</i> interesting
прилагательные, имеющие неправильные степени сравнения	good bad far		better worse further

Прилагательные		Превосходная степень	
односложные	clean  tall nice	<i>the</i> + прилагательное + <i>-est</i> (у прилагательных, оканчивающихся на <i>-e</i> , при прибавлении <i>-er</i> эта буква опускается)	<i>the</i> cleanest  <i>the</i> tallest <i>the</i> nicest
односложные (оканчиваются на согласную)	thin  hot	<i>the</i> + прилагательное + <i>-est</i> конечная согласная удваивается, и прибавляется <i>-est</i>	<i>the</i> thinnest  <i>the</i> hottest
двусложные (оканчиваются на согласную и имеют краткий гласный в корне)	friendly  sunny	<i>the</i> + прилагательное + <i>-est</i> : конечная <i>-y</i> меняется на <i>-iest</i>	<i>the</i> friendliest  <i>the</i> sunniest
ОСТАЛЬНЫЕ двусложные и многосложные	expensive  interesting	<i>the most</i> + прилагательное	<i>the most</i> expensive  <i>the most</i> interesting
прилагательные, имеющие неправильные степени сравнения	good bad far		<i>the</i> best <i>the</i> worst <i>the</i> furthest

### Форма

- В предложениях со сравнительной степенью прилагательных употребляется **than** (чем), а не **that**.  
*They do more exciting activities than watching TV.* (У них есть более интересные занятия, чем смотреть телевизор. НЕВЕРНО *They do more exciting activities that watching TV.*)  
*Cable TV is better than Public TV.* (Кабельное телевидение лучше, чем центральное. НЕВЕРНО *Cable TV is better that Public TV.*)

- Перед прилагательными в превосходной степени ставится артикль **the**.  
*They show the funniest programmes.* (Они показывают самые забавные программы.)  
*The best programmes are Manga cartoons.* (Самые лучшие программы – мультфильмы Манга.)
- В предложениях с превосходной степенью прилагательных для обозначения места употребляется предлог **in**, а не **of**.  
*They are the biggest TV watches in the world.* (Они самые большие любители телевидения в мире. НЕВЕРНО *They are the biggest TV watches of the world.*)  
*The Mojave desert is the hottest place in the world.* (Пустыня Мохаве – самое жаркое место в мире. НЕВЕРНО *The Mojave desert is the hottest place of the world.*)

### Употребление

- Сравнительная степень прилагательных употребляется для сравнения ДВУХ предметов, людей, ситуаций, явлений или групп вещей, людей и т.д.  
*The Swedes are happier than other nationalities.* (Шведы счастливее, чем другие нации.)  
*TV is more popular in America than in Britain.* (Телевидение более популярно в Америке, чем в Англии.)
- Превосходная степень прилагательных употребляется для сравнения ТРЕХ И БОЛЕЕ предметов, людей, ситуаций и т.д.  
*Watching TV is the coolest free time activity.* (Смотреть телевизор – самое замечательное занятие в свободное время.)

## Отрицательная степень сравнения прилагательных

- Отрицательная степень сравнения образуется при помощи **not as + прилагательное + as**.  
*It isn't as interesting as a documentary.* (Это не так интересно, как документальный фильм.)  
*In Sweden, TV isn't as popular as it is in the other countries.* (В Швеции телевидение не так популярно, как в других странах.)

## Модальный глагол can

Модальные глаголы в английском языке не обозначают действия, а выражают отношение к действию. Они не похожи на другие глаголы, так как

- у них нет некоторых временных форм (неопределенной формы, причастия и др.);
- они не изменяются по лицам, т.е. у них одна форма для всех лиц единственного и множественного числа;
- они не употребляются в форме повелительного наклонения;
- после них употребляются глаголы без частицы **to**.

### Утверждение

I/You/He/She/It/We/You/They **can** make films.

### Отрицание

I/You/He/She/It/We/You/They **can't (cannot)** make films.

### Вопрос

**Can** I/you/he/she/it/we/you/they make films?

### Краткий ответ

Yes, I/you/he/she/it/we/you/they **can**.

No, I/you/he/she/it/we/you/they **can't**.

### Форма

- После **can** употребляется неопределенная форма глагола без **to**.  
*You can find cheap actors and you can ask for help from friends.* (Ты можешь найти недорогих актеров и попросить о помощи своих друзей.)

- При построении вопроса подлежащее и **can** меняются местами.  
*Can you make a film with £1000?* (Ты можешь снять фильм на 1000 фунтов?)  
НЕВЕРНО ~~*Do you can make a film with £1000?*~~

## Употребление

- **Can** используется для выражения чьей-то способности/умения что-то делать.  
*Can you make films? Yes, I can.* (Ты умеешь снимать фильмы? Да, умею.)
- **Can** также может употребляться для выражения возможности что-то сделать.  
*Can you make a film with only £1000?* (Ты можешь снять фильм всего на 1000 фунтов? = Это для тебя возможно?)

## Модальный глагол **must**

### Утверждение

I/You/He/She/It/We/You/They **must** finish dinner.

### Отрицание

I/You/He/She/It/We/You/They **mustn't (must not)** arrive late.

## Форма

- После **must/mustn't** употребляется неопределенная форма глагола без **to**.  
*You must finish your dinner.* (Ты должен доесть обед. НЕВЕРНО ~~*You must to finish your dinner.*~~)

## Употребление

- **Must** используется для выражения долга, обязанности.  
*You mustn't arrive late.* (Вы не должны опаздывать.)  
*You must do your homework.* (Вы должны делать домашнюю работу.)
- Также **must** употребляется для выражения настойчивого совета.  
*You must look for a good location.* (Ты должен найти хорошее место.)

## Прошедшее время глагола **to be**

### Утверждение

I **was** happy.

You **were** happy.

He/She/It **was** happy.

We/You/They **were** happy.

### Отрицание

**Краткая форма**

I **wasn't** happy.

You **weren't** happy.

He/She/It **wasn't** happy.

We/You/They **weren't** happy.

**Полная форма**

I **was not** happy.

You **were not** happy.

He/She/It **was not** happy.

We/You/They **weren't** happy.

### Вопрос

**Was** I happy?

**Were** you happy?

**Was** he/she/it happy?

**Were** we/you/they happy?

### Краткий ответ

Yes, I **was**.

No, I **wasn't**.

Yes, you **were**.

No, you **weren't**.

Yes, he/she/it **was**.

No, he/she/it **wasn't**.

Yes, we/you/they **were**.

No, we/you/they **weren't**.

## Прошедшее время глагола **can**

### Утверждение

I/You/He/She/It/We/You/They **could** talk.

### Отрицание

I/You/He/She/It/We/You/They **couldn't (= could not)** talk.

### Вопрос

**Could** I/you/he/she/it/we/you/they talk?

### Краткий ответ

Yes, I/you/he/she/it/we/you/they **could**.

No, I/you/he/she/it/we/you/they **couldn't**.

## Урок 4

### Past Simple

#### Утверждение

I/You/He/She/It/We/You/They **arrived** on 20th July.

I/You/He/She/It/We/You/They **went** on 20th July.

#### Отрицание

##### Краткая форма

I/You/He/She/It/We/You/They **didn't arrive**.

I/You/He/She/It/We/You/They **didn't go**.

##### Полная форма

I/You/He/She/It/We/You/They **did not arrive**.

I/You/He/She/It/We/You/They **did not go**.

#### Вопрос

Did I/you/he/she/it/we/you/they **arrive**?

Did I/you/he/she/it/we/you/they **go**?

#### Краткий ответ

Yes, I/you/he/she/it/we/you/they **did**.

No, I/you/he/she/it/we/you/they **didn't**.

## Форма образования

- **Утвердительная форма правильных глаголов:** подлежащее + неопределенная форма глагола + **-ed**.  
*She laughed.* (Она засмеялась.)
- **Утвердительная форма неправильных глаголов:** подлежащее + форма прошедшего времени неправильного глагола.  
*We went through the doors.* (Мы прошли в двери.)
- **Отрицательная форма всех глаголов** образуется при помощи **didn't (did not)** + неопределенной формы глагола без **to**.  
*I didn't have the tickets.* (У меня не было билетов.)
- **Вопросительная форма всех глаголов** образуется при помощи **did** + неопределенной формы глагола без **to**.  
*Did you remember the tickets?* (Ты не забыл про билеты?)

## Правописание

### Правильные глаголы

- Утвердительная форма правильных глаголов образуется при помощи прибавления **-ed** к начальной форме глагола.  
*shout* → *Suzy shouted*.
- К глаголам, которые оканчиваются на **-e**, прибавляется только **-d**.  
*move* → *The blue colour moved like the sea*.
- У глаголов, которые оканчивающихся на **-y**, перед которой стоит согласная, конечная **-y** меняется на **-ied**.  
*hurry* → *She hurried because she was late*.
- У глаголов, оканчивающихся на **согласную с кратким гласным в корне**, конечная согласная удваивается, и прибавляется **-ed**.  
*drap* → *I lost my passport when I drapped my bag*.  
*travel* → *Three astronauts travelled on the spaceship*.

### Неправильные глаголы

- Неправильные глаголы не имеют единой формы образования прошедшего времени. Список неправильных глаголов находится в конце учебника (на стр. 119).  
*run* → *We ran across to the check-in desk*. (Мы побежали к стойке регистрации.)  
*give* → *Suzy gave them to the check-in assistant*. (Сьюзи дала их сотруднику регистрации.)  
*get* → *We got on the plane*. (Мы сели в самолет.)  
*make* → *Someone made a film in a studio*. (Кто-то сделал фильм в студии.)
- Отрицательная форма неправильных глаголов (как и правильных) образуется при помощи **didn't (did not)** + неопределенной формы глагола без **to**.  
*I didn't bring my passport*. (Я не принес паспорт. НЕВЕРНО: ~~I didn't brought my passport~~.)
- Вопросительная форма неправильных глаголов (как и правильных) образуется при помощи **did** + неопределенной формы глагола без **to**.  
*Did you see her hands?* (Ты видел ее руки? НЕВЕРНО: ~~Did you saw her hands?~~)

### Употребление

- Past simple** употребляется для описания событий, завершившихся в прошлом.  
*Man arrived on the Moon on 20th July 1969*. (Человек высадился на Луне 20 июля 1969 года.)  
*Collins didn't leave the Apollo*. (Коллинз не выходил из «Аполлона».)

## Урок 5

### Past Simple

См. Урок 4, стр. 61.

### a/some/any с исчисляемыми и неисчисляемыми существительными

Утверждение	
исчисляемые	He worked in <b>a</b> factory. He started <b>an</b> organisation.
	<b>Some</b> schools helped.
неисчисляемые	They collected <b>some</b> money.

Отрицание	
исчисляемые	They didn't have <b>any</b> books.
неисчисляемые	They didn't have <b>any</b> paper.

Вопрос	
исчисляемые	Did I see <b>any</b> schools?
неисчисляемые	Did they have <b>any</b> food?

### Форма и употребление

- Некоторые существительные являются **неисчисляемыми**. Мы не можем их сосчитать. Неисчисляемые существительные обычно не имеют множественного числа.  
*There was some food and water*. (Там было немного воды и еды. НЕВЕРНО: ~~There was some foods and waters~~)  
*They collected some money*. (Они собрали немного денег.)  
*We had good weather*. (У нас была хорошая погода.)
- Некоторые существительные являются **исчисляемыми**. Они могут иметь единственное и множественное число.  
*Iqbal Masih worked in a factory*. (Икбал Масих работал на фабрике.) → *The children worked all day in factories*. (Дети работали целый день на фабриках.)  
*A shark attacked her*. (Акула напала на нее.) → *Suddenly some sharks appeared*. (Неожиданно появились акулы.)
- В утвердительных предложениях с исчисляемыми и неисчисляемыми существительными употребляется **some** (*несколько, некоторые*).
- В отрицательных и вопросительных предложениях с исчисляемыми и неисчисляемыми существительными употребляется **any** (какое-то количество) (на русский язык иногда вообще не переводится):  
*The people in the village didn't have any money*. (У людей в деревне не было денег)  
*Did Bethany see any sharks?* (Бэтани видела акул?)
- Артикль **a/an** с неисчисляемыми существительными не употребляется!  
*We had some good weather*. (У нас было несколько дней хорошей погоды. НЕВЕРНО: ~~We had a good weather~~.)

## Урок 6

### Past Continuous

Утверждение
I <b>was</b> running.
You <b>were</b> running.
He/She/It <b>was</b> running.
We/You/They <b>were</b> running.

Отрицание	
Краткая форма	Полная форма
I <b>wasn't</b> moving.	I <b>was not</b> moving.
You <b>weren't</b> moving.	You <b>were not</b> moving.
He/She/It <b>wasn't</b> moving.	He/She/It <b>was not</b> moving.
We <b>weren't</b> moving.	We <b>were not</b> moving.
You <b>weren't</b> moving.	You <b>were not</b> moving.
They <b>weren't</b> moving.	They <b>were not</b> moving.

Вопрос	
Was I looking?	
Were you looking?	
Was he/she/it looking?	
Were we/you/they looking?	

Краткий ответ	
Yes, I was.	No, I wasn't.
Yes, you were.	No, you weren't.
Yes, he/she/it was.	No, he/she/it wasn't.
Yes, we/you/they were.	No, we/you/they weren't.

## Форма образования

- **Утвердительная форма:** подлежащее + прошедшее время глагола **be (was/were)** + смысловый глагол + **-ing**.  
*Big waves were forming.* (Формировались большие волны.)
- **Отрицательная форма:** подлежащее + **wasn't/weren't** + смысловый глагол + **-ing**.  
*The tourists weren't moving from the beach.* (Туристы не уходили с пляжа.)
- **Вопросительная форма:** **Was/Were** + подлежащее + смысловый глагол + **-ing + ?**  
*Was Dave moving fast?* (Дейв шел быстро?)  
*Where was he going?* (Куда он шел?)

## Правописание

### Глагол + -ing

См. Урок 2. *Present Continuous*, стр. 59.

## Употребление

- **Past Continuous** употребляется для описания действия, происшедшего в определенный момент времени в прошлом.  
*On 26 December 2004 Tilly was sunbathing on Moikhoo beach.* (26 декабря 2004 года Тилли загорала на пляже Майкао.)  
*What was happening?* (Что происходило? = тогда, когда она загорала, т.е. 26 декабря)

## Past Simple или Past Continuous?

- **Past Simple** употребляется для описания действий, завершившихся в определенный момент времени в прошлом.  
*At school Tilly studied earthquakes.* (В школе Тилли изучала землетрясения. = это могло быть два месяца назад/полгода назад/ и т.п.)  
*After the tsunami, a lot of tourists were grateful for Tilly's interest in geography.* (После цунами многие туристы были благодарны Тилли за ее интерес к географии.)
- **Past Continuous** употребляется для описания действий, происшедших, но еще не завершившихся в определенный момент времени в прошлом. Этот момент речи может быть либо ясен из контекста, либо обозначен точным указанием времени или другим действием (выраженным глаголом в **Past Simple**)  
*She recognised what was happening but the other tourists weren't moving from the beach.* (Она поняла, что происходит (в то время, когда она загорала), но другие туристы не двигались с пляжа.)
- **Past Continuous** часто употребляется в одном предложении с **Past Simple**. При этом, **Past Continuous** употребляется для описания длительного действия в прошлом, а **Past Simple** – для обозначения однократного действия в прошлом, которое «прервало» длительное.  
*He was swimming across the river when somebody saw him from the village.* (Он переплывал реку, когда кто-то из деревни увидел его.)  
*Dave was walking slowly when he saw a village.* (Дейв медленно шел, когда (вдруг) увидел деревню.)

- **Past Continuous** может употребляться в повествовании для описания обстановки/обстоятельств в определенный момент в прошлом, с которого начинается развитие событий, а **Past Simple** – для описания цепочки последовательных действий в прошлом.  
*The bears were fishing and eating salmon. They didn't see him, so Dave continued along the river.* (Медведи ловили и ели лосося. Они не увидели Дейва, поэтому он продолжил свой путь вдоль реки.)

## Урок 7

### Способы выражения будущего времени: конструкция *going to*

Утверждение
I'm (am) going to stay at home.
You're (are) going to stay at home.
He's /She's /It's (is) going to stay at home.
We're /You're /They're (are) going to stay at home.

Отрицание
I'm (am) not going to enjoy it.
You aren't (are not) going to enjoy it.
He/She/It isn't (is not) going to enjoy it.
We/You/They aren't (are not) going to enjoy it.

Вопрос
Am I going to study?
Are you going to study?
Is he/she/it going to study?
Are we/you/they going to study?

Краткий ответ	
Yes, I am.	No, I'm not.
Yes, you are.	No, you aren't.
Yes, he/she/it is.	No, he/she/it isn't.
Yes, we/you/they are.	No, we/you/they aren't.

## Форма

- Форма глагола **be (am/is/are) + going to** + неопределенная форма смыслового глагола.  
*We're going to study English in the mornings.* (Мы собираемся заниматься английским по утрам.)  
*We're not going to play football all day.* (Мы не собираемся играть в футбол весь день.)  
*What are we going to do?* (Что мы собираемся делать?)

## Употребление

Конструкция **going to** употребляется для описания:

- чьих-то намерений и планов на будущее;  
*My grandparents are going to travel from Australia.* (Мои дедушка и бабушка собираются приехать из Австралии.)  
*I'm frightened, but I'm not going to tell the others.* (Я боюсь, но я не собираюсь говорить (об этом) другим.)
- прогноза будущих событий, основанного на том, что происходит в настоящий момент.  
*I'm not going to enjoy it.* (= because I am going to walk ten kilometers every day and sleep in a tent) (Мне это не понравится. = т.к. я буду каждый день проходить по 10 километров и спать в палатке)  
*It isn't going to be boring.* (= because my sister Julia is getting married) (Это не будет скучно. = потому что моя сестра Джулия выходит замуж.)

## Способы выражения будущего времени: *Present Continuous*

### Форма образования

См. Урок 2, *Present Continuous*, стр. 59.

### Употребление

- **Present Continuous** в значении будущего употребляется для описания определенных планов и приготовлений, которые уже сделаны на ближайшее будущее (особенно если уже известно время, место, люди, с которыми назначена встреча и т.д.).  
*We're having a big exam tomorrow.* (Завтра у нас серьезный экзамен.)  
*They're sending me to a brot camp this summer.* (Они посылают меня в детский лагерь этим летом.)
- **Present Simple** НЕ УПОТРЕБЛЯЕТСЯ для описания приготовлений и личных планов на будущее.  
*Lots of friends and family are coming to the picnic.* ((Вся) семья и много друзей приедут на пикник.) (НЕВЕРНО *Lots of friends and family come to the picnic.*)
- Между употреблением конструкции **going to** и **Present Continuous** в значении будущего часто нет разницы.  
*Next week we're going to visit a theme park.* = *Next week we're visiting a theme park.* (На следующей неделе мы собираемся посетить парк/ идем в парк с аттракционами.)  
*What are you going to do for your end-of-year school trip?* = *What are you doing for your end-of-year school trip?* (Куда ваш класс собирается поехать/едет, чтобы отметить окончание учебного года?)
- С глаголами движения (**go**, **come** и т.д.) обычно употребляется **Present Continuous**, а не конструкция **going to**.  
*My grandparents are coming from Sydney next week.* (Мои дедушка и бабушка приезжают из Сиднея на следующей неделе.)  
*I'm not going to the beach this summer.* (Этим летом я не еду на море.)

## Урок 8

## Способы выражения будущего времени: *will*

<b>Утверждение</b>
I'll / You'll / He'll / She'll / It'll / We'll / You'll / They'll (will) help.
<b>Отрицание</b>
I/You/He/She/It/We/You/They won't help.
<b>Вопрос</b>
Will I/you/he/she/it/we/you/they help?
<b>Краткий ответ</b>
Yes, I/you/he/she/it/we/you/they will.
No, I/you/he/she/it/we/you/they won't.

### Форма

- **will/won't (will not)** + неопределенная форма глагола без **to**  
*There will be food for the tigers.* (Там будет еда для тигров.)  
*They won't enter villages looking for food.* (Они не будут приходить в деревни в поисках еды. НЕВЕРНО: *They willn't enter villages looking for food.*)  
*Will our planet survive?* (Выживет ли наша планета?)

## Употребление

**Will** употребляется для:

- описания будущих событий;  
*There will be food on the reservations for the tigers, so they won't enter the villoges looking for food.* (В заповедниках будет еда для тигров, поэтому они не будут приходить за ней в деревни.)  
*Soon, it'll be too late.* (Скоро (уже) будет слишком поздно.)  
*Tigers won't survive in the modern world.* (Тигры не выживут в современном мире.)
- прогноза будущих событий со словами **I think, probably, I'm sure** и т. д.;  
*I think our team will win the league next year.* (Я думаю, что наша команда выиграет лигу в следующем году.)  
*My classmate Emma will probably go to university at eighteen.* (Моя одноклассница Эмма, вероятно, пойдет учиться в университет в 18 лет.)

## Условные предложения I типа

Условие	Следствие
If you have a shower,	you'll use less water.
If more tigers die,	they will disappear from the planet.

### Форма образования

- **if + Present Simple, will/won't** + неопределенная форма глагола без **to**  
*If you have a shower, you'll use less water.* (Если ты будешь принимать душ, ты будешь расходовать меньше воды.)
- или: **will/won't** + неопределенная форма глагола без **to ... if + Present Simple**.  
*You'll use less water if you have a shower.* (Ты будешь расходовать меньше воды, если будешь принимать душ.)
- Когда мы начинаем предложение с **if**, между частями предложения (после **Present Simple**) ставится запятая.  
*If more tigers die, they'll disappear from our planet.* (Если умрет еще больше тигров, они исчезнут с нашей планеты.)
- После **if** употребляется **Present Simple**, а не **will/won't**.  
*If this continues, the world will have problems.* (Если это будет продолжаться, мир столкнется с проблемами. НЕВЕРНО: ~~*If this will continue, the world will have problems.*~~)

### Употребление

Условные предложения I типа употребляются для:

- описания ситуаций/действий, которые произойдут в будущем при определенном условии.  
*If the rainforest becomes smaller, there will be floods.* (Если лиственный лес уменьшится, начнутся наводнения.)  
*We won't have new medicines if we destroy the plants.* (У нас не будет новых лекарств, если мы уничтожим растения.)

## Повелительное наклонение

### Форма образования

- **Утвердительная форма:** неопределенная форма глагола без **to**.  
*Send us your name and address.* (Напишите нам свое имя и адрес.)
- **Отрицательная форма:** **don't** + неопределенная форма глагола без **to**.  
*Don't wait!* (Не ждите!)

### Употребление

- Повелительное наклонение употребляется для того, чтобы дать кому-то указание, совет и т.д.  
*Don't have a bath, have a shower!* (Не принимайте ванну, принимайте душ!)  
*Think before you buy.* (Думайте, прежде чем покупать.)

# Урок 9

## Present Perfect

Утверждение	
Краткая форма	Полная форма
I've / You've changed.	I/You <b>have</b> changed.
He's / She's / It's changed.	He/She/It <b>has</b> changed.
We've changed.	We <b>have</b> changed.
You've changed.	You <b>have</b> changed.
They've changed.	They <b>have</b> changed.
I've / You've eaten.	I/You <b>have</b> eaten.
He's / She's / It's eaten.	He/She/It <b>has</b> eaten.
We've eaten.	We <b>have</b> eaten.
You've eaten.	You <b>have</b> eaten.
They've eaten.	They <b>have</b> eaten.

Отрицание	
Краткая форма	Полная форма
I/You <b>haven't</b> changed	I/You <b>have not</b> changed.
He/She/It <b>hasn't</b> changed.	He/She/It <b>has not</b> changed.
We <b>haven't</b> changed.	We <b>have not</b> changed.
You <b>haven't</b> changed.	You <b>have not</b> changed.
They <b>haven't</b> changed.	They <b>have not</b> changed.
I/You <b>haven't</b> eaten.	I/You <b>have not</b> eaten.
He/She/It <b>hasn't</b> eaten.	He/She/It <b>has not</b> eaten.
We <b>haven't</b> eaten.	We <b>have not</b> eaten.
You <b>haven't</b> eaten.	You <b>have not</b> eaten.
They <b>haven't</b> eaten.	They <b>have not</b> eaten.

Вопрос
<b>Have</b> I/you asked them?
<b>Has</b> he/she/it asked them?
<b>Have</b> we/you/they asked them?
<b>Have</b> I/you spoken to them?
<b>Has</b> he/she/it spoken to them?
<b>Have</b> we/you/they spoken to them?

Краткий ответ	
Yes, I/you <b>have</b> .	No, I/you <b>haven't</b> .
Yes, he/she/it <b>has</b> .	No, he/she/it <b>hasn't</b> .
Yes, we/you/they <b>have</b> .	No, we/you/they <b>haven't</b> .

## Форма образования

- **Утвердительная форма:** подлежащее + **have/has** + причастие II (**Past Participle**) смыслового глагола.  
*I've started wearing skirts.* (Я начала носить юбки.)
- **Отрицательная форма:** подлежащее + **haven't/hasn't (have/has not)** + причастие II (**Past Participle**) смыслового глагола.  
*My bedroom hasn't changed.* (Моя комната не изменилась.)
- **Вопросительная форма:** **have/has** + подлежащее + причастие II (**Past Participle**) смыслового глагола + ?  
*Have your parents painted your bedroom?* ((Это) Твои родители покрасили твою комнату?)

## Правописание

### Правильные формы причастия II

У правильных глаголов форма причастия II совпадает с формой прошедшего времени и образуется при помощи прибавления **-ed** к начальной форме глагола.

- **Правописание** см. Урок 4, стр. 61, **Past Simple**.

### Неправильные формы причастия II

- Неправильные глаголы не имеют единой формы образования причастия II. Список неправильных глаголов находится на стр. 119 учебника.  
*be* → *It (the bedroom) has always been very untidy.* (Она (спальная комната) всегда была очень неприбранная. = *Всегда была и остается.*)  
*put* → *I've put my desk next to the window.* (Я поставила письменный стол к окну.)  
*see* → *They've never seen a red and white bedroom.* (Они никогда не видели красно-белой комнаты.)  
*win* → *He's won two Olympic medals.* (Он выиграл две олимпийских медали.)

## Употребление

**Present Perfect** употребляется для описания:

- изменений, произошедших в прошлом и имеющих результат в настоящем;  
*I've changed my hairstyle.* (Я поменяла прическу. = *У меня сейчас другая прическа.*)  
*I've put up some new posters.* (Я повесила несколько новых постеров. = *Вот они, висят на стене.*)
- действий, произошедших в период времени, который еще не закончился.  
*This year Stan has won five Olympic medals.* (В этом году Стэн выиграл пять олимпийских медалей. = *Год еще не кончился.*)  
*Have you seen your cousins this week?* (Ты встречался со своим двоюродными братьями на этой неделе? = *Неделя еще не кончилась.*)
- имеющегося у нас опыта, когда мы не называем момент получения этого опыта в прошлом;  
*We've made lots of friends around the world.* (Мы подружились со многими людьми по всему миру.)  
*I've studied Japanese.* (Я выучил японский.)

## ever и never

- Мы употребляем **ever** (когда-нибудь, когда-либо) в вопросительных предложениях в **Present Perfect**, когда спрашиваем о том, что случилось или не случилось с кем-то в жизни.  
*Have you ever wanted to change your life?* (Тебе когда-нибудь хотелось изменить свою жизнь?)  
*Have your parents ever painted your bedroom?* (Твои родители когда-нибудь красили твою комнату?)
- Мы употребляем **never** (никогда) в утвердительных предложениях в **Present Perfect**, когда говорим о том, что ни разу не случилось с кем-то в жизни.  
*They've never seen a red and white bedroom.* (Они никогда не видели красно-белой комнаты.)  
*They've never been to secondary school.* (Они никогда не ходили в среднюю школу.)

## Getting started

### Nouns

art /ɑ:t/  
 chair /tʃeə(r)/  
 chemist /'kɛmɪst/  
 clock /klɒk/  
 computer programming /kəm'pjʊ:tə  
 ,prəʊgræmɪŋ/  
 computer studies /kəm'pjʊ:tə ,stʌdiz/  
 course /kɔ:s/ take (a) course in sth

dessert /dɪzə:t/  
 desk /desk/

floor /flɔ:/  
 genius /'dʒi:niəs/ be a genius  
 (pl) geniuses

geography /dʒi 'ɒgrəfi/  
 gym /dʒɪm/  
 gymnastics /dʒɪm'næstɪks/  
 lamp /læmp/  
 maths /mæθs/  
 meal /mi:l/

medal /'medl/ win a medal for  
 (doing) sth

medicine /'medsn/ adj: medical  
 object /'ɒbdʒekt/  
 poster /'pəʊstə(r)/  
 racket /'ræktɪ/  
 result /rɪ'zʌlt/ get the results of sth  
 river /'rɪvə(r)/  
 science /'saɪəns/

starter /'stɑ:tə(r)/

subject /'sʌbdʒekt/  
 town /taʊn/  
 vase /vɑ:z/  
 visitor /'vɪzɪtə(r)/ v: visit  
 volleyball /'vɒlibɔ:l/  
 wall /wɔ:l/  
 website /'websaɪt/

### Verbs

brush /brʌʃ/ n: brush  
 copy /'kɒpi/ (pt, pp copied)  
 design /dɪ'zaɪn/ n: design; designer  
 hear /hɪə(r)/ (pt, pp heard)  
 leave /li:v/ leave sth somewhere  
 look /lʊk/  
 mean /mi:n/ (pt, pp meant)  
 open /'əʊpən/  
 relax /rɪ'læks/ n: relaxation  
 repeat /rɪ'pi:t/ n: repetition  
 send /send/ send (sth/ an email)  
 to sb/somewhere

### Adjectives

aloud /ə'laʊd/ opp: silently  
 boring /'bɔ:ɪŋ/ opp: interesting  
 fantastic /fæn'tæstɪk/  
 important /ɪm'pɔ:tənt/ important  
 for sth. opp: unimportant  
 interested /'ɪntrəstɪd/ interested  
 in sth

### Phrasal verbs

hand in hand sth in

### Prepositions of place

behind /bɪ'hænd/ opp: in front of  
 in /ɪn/ opp: out (of)  
 in front of /ɪn 'frʌnt əv/ opp: behind  
 next to /'nekst tu/  
 on /ɒn/ opp: under  
 under /'ʌndə/ opp: on

## Вводный урок

### Существительные

искусство  
 стул  
 аптека  
 часы  
 (компьютерное)  
 программирование  
 информатика (предмет)  
 курс (лекций, занятий); перемена  
 блюд (первое, второе и т.д.)  
 десерт  
 письменный стол, парта, стойка  
 (например, стойка регистрации)  
 пол (в здании); этаж  
 гений

география  
 спортивный зал  
 гимнастика  
 лампа  
 математика (предмет)  
 еда, прием пищи  
 медаль

лекарство  
 предмет, объект  
 постер, плакат  
 ракетка  
 результат  
 река  
 наука, естественные науки  
 (предмет)  
 закуска (блюда, подаваемые  
 перед горячим)  
 предмет (школьный и т.п.)  
 город  
 ваза  
 посетитель  
 волейбол  
 стена  
 веб-сайт, интернет-сайт

### Глаголы

чистить (зубы)  
 переписывать, списывать  
 разрабатывать  
 слышать  
 оставлять (что-то где-то)  
 смотреть  
 означать  
 открывать  
 отдыхать, расслабляться  
 повторять (слова, фразы и т.д.)  
 посылать (что-то кому-  
 то/куда-то)

### Прилагательные

вслух  
 скучный  
 замечательный, изумительный  
 важный

заинтересованный,  
 интересующийся чем-то; I'm  
 interested (in) – я интересуюсь  
 (чем-то)

### Фразовые глаголы

сдавать, отдавать

### Предлоги места

за, сзади, позади  
 в (внутри, в пределах чего-то)  
 перед, спереди, впереди  
 рядом, около, возле  
 на (на поверхности)  
 под

## Unit 1

### Nouns

apostrophe /ə'pɒstrəfi/  
 atmosphere /'ætməsfɪə(r)/ have  
 an atmosphere  
 bin /bɪn/  
 board /bɔ:d/  
 clothes /kləʊðz/  
 comma /'kɒmə/  
 dictionary /'dɪkʃənri/ (pl dictionaries)  
 exam /ɪg'zæm/ v: examine  
 facility /fə'sɪləti/ (pl facilities)

full stop /,fʊl 'stɒp/  
 idea /aɪ'dɪə/ have an idea (about sth)  
 match /mætʃ/ play a match  
 against sb (pl matches)  
 opportunity /,ɒpə'tju:nəti/ have  
 the opportunity for / to do sth  
 (pl opportunities)  
 power /'paʊə(r)/ adj: powerful  
 quiz /kwɪz/ (pl quizzes)  
 shelf /ʃelf/ (pl shelves)  
 wristband /'rɪstbænd/ wear a  
 wristband

### Verbs

admire /əd'maɪə(r)/ n: admirer  
 ask /ɑ:sk/  
 become /bɪ'kʌm/ (pt, pp became)  
 begin /bɪ'gɪn/ (pt, pp began)  
 change /tʃeɪndʒ/  
 check /tʃek/  
 continue /kən'tɪnju:/  
 describe /dɪ'skraɪb/ n: description  
 finish /'fɪnɪʃ/  
 give /gɪv/ (pt, gave; pp given)  
 introduce /,ɪntrə'dju:s/ n: introduction  
 learn /lɜ:n/  
 need /ni:d/

offer /'ɒfə(r)/ offer to do sth (for sb)  
 say /seɪ/ (pt, pp said)  
 solve /sɒlv/ solve (a problem)  
 n: solution  
 spell /spel/

tell /tel/ (pt, pp told) tell sb (sth/  
 that); tell sb (about sth; tell sth to sb)  
 think /θɪŋk/ (pt, pp thought)  
 think about (sth/sb)  
 try /traɪ/ (pt, pp tried) try to (do sth.)  
 understand /,ʌndə'stænd/  
 (pt, pp understood) understand sb/sth  
 win /wɪn/ (pt, pp won) win sth;  
 win a prize/competition

### Adjectives

clear /kliə(r)/

cooperative /kəʊ'ɒpəreɪtɪv/  
 opp: uncooperative  
 different /'dɪfrənt/ opp: the same  
 fictional /'fɪkʃənl/  
 frustrated /frʌ'streɪtɪd/ feel frustrated  
 with sth/sb; feel frustrated about sth.  
 generous /'dʒenərəs/

good fun /,gʊd 'fʌn/

great /greɪt/

hard-working /,hɑ:d 'wɜ:kɪŋ/ opp: lazy  
 honest /'ɒnɪst/  
 intelligent /ɪn'telɪdʒənt/ opp:  
 unintelligent  
 interesting /'ɪntrəstɪŋ/ opp: uninteresting  
 lazy /'leɪzi/ (lazier; laziest)  
 magic /'mædʒɪk/  
 moody /'mu:di/

## Урок 1

### Существительные

апостроф  
 атмосфера (обстановка)  
 мусорная корзина, помойное ведро  
 доска (классная)  
 одежда  
 запятая  
 словарь  
 экзамен  
 facilities – оборудование, инвентарь;  
 sports facilities – спортивные  
 сооружения  
 точка (знак препинания)  
 идея, мысль  
 матч, игра

возможность

сила, мощь, мощность, власть  
 викторина, опрос, тест  
 полка  
 браслет

### Глаголы

восхищаться  
 спрашивать; просить  
 становиться (кем-то/чем-то)  
 начинать  
 изменять (что-то), изменяться  
 проверять  
 продолжать  
 описывать  
 заканчивать, заканчиваться  
 давать  
 представлять (кого-то кому-то)  
 учить, учиться; узнавать что-то  
 нуждаться, иметь потребность  
 (в чем-то); требоваться, быть  
 необходимым; I need – мне нужно  
 предлагать  
 говорить (что-то)  
 решать (проблему)

правильно писать (слово) или  
 произносить слово по буквам  
 говорить (кому-то что-то/о  
 чем-то)  
 думать; считать, полагать

пытаться, стараться; пробовать  
 понимать

выигрывать

### Прилагательные

ясный, прозрачный; понятный,  
 разборчивый  
 дружелюбный, отзывчивый,  
 помогающий другим  
 другой, отличный, различный, разный  
 вымышленный  
 расстроенный, раздраженный,  
 разочарованный  
 щедрый, великодушный,  
 благородный, добрый  
 занятный, забавный; he is good  
 fun – с ним занятно, интересно  
 отличный, прекрасный,  
 великолепный  
 усердный, трудолюбивый  
 честный  
 умный, интеллектуально  
 развитый  
 интересный  
 ленивый  
 магический, волшебный  
 капризный, склонный к  
 переменам настроения;  
 угрюмый, в плохом настроении

nervous /'nɜ:vəs/  
real /'ri:əl/ *app:* unreal  
selfish /'selfɪʃ/ *app:* unselfish  
shy /ʃaɪ/ (shier; shiest)  
special /'speʃl/  
sporty /'spɔ:ti/

sympathetic /,sɪmpə'tetɪk/  
*app:* unsympathetic  
twin /twin/

unfriendly /ʌn'frendli/ *app:* friendly

## Adverbs

carefully /'keəfəli/ *adj:* careful

## Phrasal verbs

give up (pt, gave; pp given) up

go on (pt went; pp gone)  
go on doing sth

## Unit 2

### Nouns

acrobat /'ækroʊbæt/  
actress /'æktɪs/  
advice /əd'vaɪs/ give sb advice  
about sth; v: advise  
ankle /'æŋkl/  
arts /ɑ:ts/  
audience /'ɔ:diəns/  
choir /'kwaɪə(r)/  
chorister /'kɔ:ristə(r)/  
circus /'sɜ:kəs/ (*pl* circuses)  
contortionist /kɒn'tɔ:ʃənɪst/

earrings /'iəriŋz/  
interview /'ɪntəvju:/ interview  
sb about sth; v: interview  
jewellery /'dʒu:əlri/  
juggler /'dʒʌglə(r)/  
line /laɪn/ learn (your) lines for sth

move /mu:v/  
musical /'mju:zɪkl/ *adj:* musical  
neck /nek/  
necklace /'nekləs/  
orchestra /'ɔ:kɪstrə/ play in an  
orchestra  
parent /'peərənt/  
performance /pə'fɔ:məns/ give a  
performance; v: performance  
piece /pi:s/ a piece of sth  
play /pleɪ/ v: play  
present /'prezənt/ v: present  
production /prə'dʌkʃn/ v: produce

reporter /rɪpɔ:tə(r)/ v: report  
singer /'sɪŋə(r)/ v: sing  
sleeve /sli:v/  
stage /steɪdʒ/ be on stage  
string /strɪŋ/  
suit /su:t/  
term /tɜ:m/  
theatre /'θiətə(r)/  
tie /taɪ/  
tracksuit /'træksu:t/  
voice /vɔɪs/  
weather /'weðə(r)/  
wood /wud/

## Verbs

act /ækt/ *n:* act  
control /kən'trɔʊl/  
cover /'kʌvə(r)/  
find /faɪnd/ (*pt, pp* found)  
fly /flaɪ/ (*pt* flew; *pp* flown)  
happen /'hæpən/  
jog /dʒɒg/  
move /mu:v/ *n:* move

нервный  
реальный, настоящий  
эгоистичный  
застенчивый, стеснительный  
особый  
спортивный (любящий  
заниматься спортом)  
сочувствующий,  
доброжелательный  
twin brother/sister – сестра/брат-  
близнец  
недружелюбный

## Наречия

тщательно

## Фразовые глаголы

сдаваться, унывать, падать give (sth)  
духом; give sth up – бросать  
(переставать) что-то делать  
продолжать

## Урок 2

### Существительные

акробат  
актриса  
совет  
  
лодыжка  
искусство; виды искусства  
аудитория  
хор  
хорист, певец в хоре  
цирк  
артист-пластик, «человек-змея»  
(цирковой артист,  
демонстрирующий повышенную  
гибкость своего тела)  
серьги  
интервью

драгоценности, ювелирные изделия  
жонглер  
строка, стих; lines – стихи,  
стихотворные строки, слова (роли)  
движение  
мюзикл  
шея  
ожерелье, кольцо  
оркестр

родитель  
представление

кусок  
пьеса  
подарок  
(кино-, радио- или театральная)  
постановка  
корреспондент  
певец  
рукав  
сцена (театральная)  
бечевка, веревка  
костюм  
семестр  
театр  
галстук  
спортивный костюм  
голос  
погода  
дерево (материал); лес

## Глаголы

играть (на сцене); действовать  
контролировать, управлять  
покрывать  
находить  
летать  
случаться, происходить  
бегать трусцой  
двигаться

perform /pə'fɔ:m/ *n:* performance

prefer /prɪ'fɜ:(r)/  
prepare /prɪ'peə(r)/ *adj:* prepared  
record /rɪ'kɔ:d/ *n:* record

rehearse /rɪ'heɜ:s/ *n:* rehearsal  
remember /rɪ'membə(r)/  
sound /saʊnd/ *n:* sound  
wear /weə(r)/ (*pt* wore; *pp* worn)

## Phrasal verbs

get changed get changed (into sth)  
put on put sth on

## Adjectives

determined /dɪ'tɜ:mɪnd/  
determined to do sth

except for /ɪk'sept fɔ:/  
extra-curricular /,ekstrə kʌ'rɪkjələ(r)/  
famous /'feɪməs/ famous for (doing)  
sth; *n:* fame  
flexible /'fleksɪbl/ *app:* inflexible  
incredible /ɪn'kredɪbl/ *app:* credible  
lucky /'lʌki/ (luckier; luckiest);  
*app:* unlucky; *n:* luck  
normal /'nɔ:ml/ *app:* abnormal  
prepared /prə'peəd/ unprepared;  
*n:* preparation; v: prepare  
quick /kwɪk/ *app:* slow  
talented /'tæləntɪd/ talented at  
(doing) sth; *n:* talent  
traditional /trə'dɪʃənl/ *app:* modern;  
*n:* tradition  
typical /'tɪpɪkl/ typical of sth/sb  
worried /'wʌrɪd/ *n:* worry; v: worry

## Adverbs

obviously /'ɒbvɪəslɪ/ adjective: obvious  
usually /'ju:ʒəli/ adjective: usual

## Unit 3

### Nouns

activity /æk'tɪvəti/ *adj:* active  
advert /'ædvɜ:t/ place an advert in  
a newspaper; v: advertise  
article /'ɑ:tɪkl/ write an article on sth  
businessman /'bɪznɪsmən/  
(*pl* businessmen)  
cartoon /kɑ:'tu:n/  
celebrity /sə'lebrɪti/ (*pl* celebrities)  
channel /'tʃænl/  
comedy programme /'kɒmədi ,prɔ:græm/  
competition /kɒmpə'tɪʃn/ take part  
in a competition; v: compete  
conclusion /kən'klu:ʒn/ v: conclude  
contact /'kɒntækt/ v: contact  
contestant /kɒn'testənt/  
continent /'kɒntɪnənt/  
cooking programme /'kʊkəri ,preɔ:græm/  
current affairs /,kʌrənt 'æfeəz/  
date /deɪt/  
desert /'dezə/ *adj:* deserted  
detective /dɪ'tektɪv/  
discount /'dɪskaʊnt/  
documentary /'dɒkjʊ'mentri/  
(*pl* documentaries)  
edition /ɪ'dɪʃn/  
experience /ɪk'spɪəriəns/  
experience sth; *adj:* experienced  
film /fɪlm/ v: film  
introduction /ɪn'trɔ'dʌkʃn/  
v: introduce  
jungle /'dʒʌŋgl/  
market /'mɑ:kɪt/  
nationality /næʃə'nælɪti/  
(*pl* nationalities); *adj:* national  
news /nju:z/  
personality /pɜ:sə'nælɪti/  
(*pl* personalities)  
place /pleɪs/

выступать, играть (роль, пьесу  
и т.д.), давать представление  
предпочитать  
готовить, готовиться  
записывать (делать аудио-  
/видеозапись)  
репетировать  
помнить, вспоминать  
звучать  
носить (одежду, обувь и т.п.)

## Фразовые глаголы

переодеваться  
надевать (одежду и т.п.)

## Прилагательные

решительный; she's determined  
(to do sth) – она твердо решила  
(что-то сделать)  
кроме, за исключением  
дополнительный, факультативный  
знаменитый

гибкий  
невероятный  
везучий, тот, кому повезло

обычный, нормальный  
подготовленный

быстрый  
талантливый

традиционный

типичный  
обеспокоенный, to be worried –  
беспокоиться

## Наречия

очевидно  
обычно

## Урок 3

### Существительные

занятие, вид деятельности  
рекламное объявление,  
реклама  
статья, заметка  
бизнесмен

мультфильм  
знаменитость  
канал (телевидения)  
комедийная программа  
конкурс, соревнование

вывод  
контакт (общение)  
участник конкурса, конкурсант  
континент  
кулинарная программа  
текущие события  
дата  
пустыня  
детектив  
скидка  
документальный фильм,  
передача, программа  
выпуск (журнала и т.п.)  
опыт

фильм  
вступление, введение

джунгли  
рынок  
национальность

новости  
(известный) человек, персона,  
деятель  
место

prediction /prə'dɪkʃn/ v: predict  
product /'prɒdʌkt/ v: produce  
programme /'prɒɡræm/ v: programme  
quiz show /'kwɪz ʃəʊ/  
reality /ri'æləti/ (pl realities) adj: real  
report /rɪ'pɔ:t/ v: report  
snowboarding /snəʊ'bɔ:dɪŋ/ v: snowboard  
soap /səʊp/  
survivor /sə'vaɪvə/ v: survive

technology /tek'nɒlədʒi/ (pl technologies)  
tourist /'tuərɪst/ v: tour  
weather forecast /'weðə,fɔ:kə:st/

## Verbs

arrive /ə'raɪv/  
choose /tʃu:z/ (pt, chose; pp chosen) n: choice  
communicate /kə'mju:nɪkeɪt/ communicate with sb; n: communication  
compare /kəm'peə(r)/  
imagine /ɪ'mædʒɪn/ n: imagination  
invent /ɪn'vent/ n: invention  
laugh /lɑ:f/ laugh at/because of sth  
must /mʌst/ (pt, have/had to)

phone /fəʊn/  
spend /spend/ (pt, pp spent)  
switch /swɪtʃ/ switch sth on/off

## Adjectives

angry /'æŋɡri/ (angrier; angriest)  
astonishing /ə'stɒnɪʃɪŋ/

awful /'ɔ:fl/  
bad /bæd/ (worse; worst) opp: good  
brilliant /'brɪljənt/

cheap /tʃi:p/ opp: expensive  
clean /kli:n/ opp: dirty  
cool /ku:l/

dangerous /'deɪndʒərəs/ n: danger  
delicious /dɪ'lɪʃəs/

expensive /ɪk'spensɪv/ opp: cheap  
fantastic /fæn'tæstɪk/  
fascinating /'fæsɪneɪtɪŋ/ opp: boring  
fictitious /fɪk'tɪʃəs/ n: fiction

friendly /'frendli/ (friendlier; friendliest); opp: unfriendly  
funny /'fʌni/ (funnier; funniest)  
good /ɡʊd/ (better; best) opp: bad  
great /ɡreɪt/  
healthy /'helθi/ n: health  
hilarious /hɪ'leəriəs/  
horrible /'hɒrəbl/

local /'ləʊkl/  
modern /'mɒdn/ opp: old fashioned  
negative /'negətɪv/ opp: positive  
possible /'pɒsəbl/ opp: impossible  
pretty /'prɪti/ (prettier; prettiest)

romantic /rəʊ'mæntɪk/ n: romance  
surprising /sə'praɪzɪŋ/ n: surprise

terrible /'terəbl/  
terrifying /'terɪfaɪɪŋ/  
thin /θɪn/ (thinner; thinnest) opp: fat  
weekly /'wi:kli/  
wonderful /'wʌndəfl/

## Adverbs

especially /ɪ'speʃəli/ adj: special  
extremely /ɪk'stri:mli/ adj: extreme  
really /'ri:əli/ adj: real

прогноз, предсказание  
продукт, продукция  
программа

телевизионный конкурс, викторина  
реальность  
доклад, сообщение  
сноубординг

телесериал, «мыльная опера»  
оставшийся в живых,  
уцелевший, выживший  
технология

турист  
прогноз погоды

## Глаголы

приезжать, прибывать (куда-то)  
выбирать

общаться

сравнивать  
воображать, представлять себе  
изобретать  
смеяться  
быть обязанным; he must – он должен  
звонить  
тратить (деньги), проводить (время)  
включать, выключать, переключать

## Прилагательные

сердитый, злой  
поразительный, удивительный,  
изумляющий  
ужасный  
плохой  
замечательный, изумительный;  
очень умный  
дешевый  
чистый  
отличный, «классный»; it's cool – здорово  
опасный  
очень вкусный, изумительный на вкус

дорогой (дорогостоящий)  
замечательный, великолепный  
увлекательный, захватывающий  
вымышленный, воображаемый,  
фиктивный, поддельный  
дружелюбный, дружественный

забавный  
хороший  
великолепный; великий  
здоровый, полезный для здоровья  
очень смешной, уморительный  
ужасный, кошмарный,  
отвратительный  
местный  
современный  
отрицательный, негативный  
возможный  
симпатичный, привлекательный,  
хорошенький  
романтический  
удивительный (вызывающий удивление)  
ужасающий, ужасный  
пугающий  
тонкий  
еженедельный  
великолепный, замечательный

## Наречия

особенно  
исключительно, очень  
действительно

## Unit 4

### Nouns

assistant /ə'sɪstənt/ assist sb to do sth; v: assist  
astronaut /'æstrənɔ:t/  
boarding card /'bɔ:dɪŋ kɑ:d/  
boomerang /'bu:məreɪŋ/  
bridge /'brɪdʒ/  
building /'bɪldɪŋ/  
celebration /selə'breɪʃən/ celebrate (doing) sth; v: celebrate  
desert /'dezət/  
disaster /dɪ'zɑ:stə(r)/  
escalator /'eskəleɪtə(r)/  
event /ɪ'vent/ go to/attend an event  
fire /'faɪə(r)/  
flight attendant /'flaɪt ə'tendənt/

fraud /frɔ:d/ v: commit fraud  
marathon /'mæərəθən/ run/take part in (a) marathon  
moment /'mɒmənt/  
moon /mu:n/  
passenger /'pæsɪndʒə(r)/ be a passenger on sth  
passport /'pɑ:spɔ:t/  
passport control /'pɑ:spɔ:t kən'trɔʊl/  
plane /pleɪn/  
project /'prɒdʒekt/

route /ru:t/  
skin /skɪn/  
sky /skaɪ/  
snake /sneɪk/  
souvenir /su:və'nɪə(r)/  
space /speɪs/  
spaceship /'speɪs ʃɪp/  
spear /spɪə(r)/ v: spear  
stair /steə(r)/

star /stɑ:(r)/ v: star  
studio /'stju:diəʊ/  
swimming costume /'swɪmɪŋ kɒstju:m/  
ticket /'tɪkɪt/ buy a ticket for sth  
tradition /trə'dɪʃn/ adj: traditional

### Verbs

answer /ɑ:n'sə(r)/ n: answer  
break /breɪk/ adj: broken  
bring /brɪŋ/ bring sth somewhere/ to sb (pt, pp brought)  
catch /kætʃ/ (pt, pp caught) n: catch  
celebrate /'selɪbreɪt/ n: celebration  
disappear /dɪsə'piə(r)/ disappear from somewhere  
drop /drɒp/  
forget /fə'get/ (pt forgot; pp forgotten) forget to do sth  
hurry /'hʌri:/ (pt, pp hurried); be in a hurry to (do sth/ get somewhere) n: hurry  
land /lænd/  
laugh /lɑ:f/ laugh at sth/sb; n: laughter  
lose /lu:z/ (pt, pp lost) adj: lost  
meet /mi:t/ (pt, pp met)  
notice /'nəʊtɪs/ n: notice  
put /pʊt/ (pt, pp put)  
return /rɪ'tɜ:n/ return from somewhere  
took /tʊk/ (pt took pp taken)  
travel /'trævl/ n: travel  
want /wɒnt/

### Phrasal verbs

come back (from) come back (from somewhere)  
get off get off sth  
get on get on (to) sth  
set out to set out to do sth/ go somewhere

## Урок 4

### Существительные

служащий, сотрудник какой-то службы; помощник  
астронавт, космонавт  
посадочный талон  
бумеранг  
мост  
здание, строение  
празднование, торжество

пустыня  
бедствие, несчастье  
эскалатор  
событие; мероприятие  
огонь, пожар  
стюардесса (стюард),  
бортпроводница (бортпроводник)  
подделка, обман, мошенничество  
марафон

момент  
луна  
пассажир  
паспорт  
паспортный контроль  
самолет  
проект (школьная, студенческая работа)  
дорога, маршрут  
кожа  
небо  
змея  
сувенир  
космос  
космический корабль  
копье  
ступенька; лестница (обычно во мн.ч. – stairs)

звезда  
(кино-/теле-) студия  
купальный костюм  
билет  
традиция

### Глаголы

отвечать  
ломать, разбивать  
приносить, привозить  
ловить; catch a bus, plane, etc – успевать на автобус, самолет и т.п.  
отмечать, праздновать  
исчезать

ронять; капать  
забывать

спешить

приземляться  
смеяться

терять; проигрывать  
встречаться, встречать  
замечать  
класть  
возвращаться  
брать  
путешествовать; ехать; двигаться  
хотеть

### Фразовые глаголы

возвращаться (из/с)  
сойти (с поезда и т.д.), выйти (из самолета, автобуса, машины и т.д.)  
сесть (на поезд, самолет, автобус и т.п.)  
намереваться (что-то сделать); отправиться в путешествие

take off (a) plane takes off

took down take sb down to a place

## Adjectives

dark /dɑ:k/ *opp:* light

late /leɪt/ *opp:* early

lost /lɒst/ *opp:* found

strange /streɪndʒ/ *opp:* normal

unusual /ʌn'ju:ʒuəl/ *opp:* usual

## Prepositions of movement

across /ə'krɒs/

down /daʊn/ *opp:* up

over /'əʊvə(r)/ *opp:* under

through /θru:/

under /'ʌndə(r)/ *opp:* over

up /ʌp/ *opp:* down

## Unit 5

### Nouns

accident /'æksɪdɪnt/ *adj:* accidental

art gallery /'ɑ:t ɡæləri/

(*p/* art galleries)

beach /bi:tʃ/

car park /'kɑ: pɑ:k/

cinema /'sɪnəmə/

community /kə'mju:nəti/

(*p/* communities)

condition /kən'dɪʃn/

criminal /'krɪmɪnəl/

culture /'kʌltʃə(r)/ *adj:* cultural

danger /'deɪndʒə(r)/ be in danger

from sth/sb; *adj:* dangerous

factory /'fæktəri/ (*p/* factories)

firefighter /'faɪəfaɪtə(r)/

government /'ɡʌvənmənt/

gunfighter /'ɡʌnfaɪtə(r)/

hero /'hɪərəʊ/ (*p/* heroes)

human /'hju:mən/

image /'ɪmɪdʒ/

legend /'ledʒənd/

librarian /laɪ'breəriən/

library /'laɪbrəri/ (*p/* libraries)

mayor /'meɪə(r)/

organisation /,ɔ:ɡənə'zeɪʃn/

*v:* organise

orphan /'ɔ:fən/

orphanage /'ɔ:fənɪdʒ/

policeman /pə'li:smən/ (*p/* policemen)

president /'prezɪdnt/

pupil /'pju:pl/

ranch /'rɑ:ntʃ/ (*p/* ranches)

sheriff /'ʃerɪf/

situation /sɪ'tʃu'eɪʃn/

slavery /'sleɪvəri/

spider /'spaɪdə(r)/

stadium /'steɪdiəm/

superhero /'su:pə'hɪərəʊ/

(*p/* superheroes)

tail /teɪl/

town hall /,taʊn'hɔ:l/

traveller /'trævələ(r)/ *v:* travel

village /'vɪlɪdʒ/

war /wɔ:(r)/

worker /'wɜ:kə(r)/ *v:* work

### Verbs

appear /ə'pɪə(r)/ *n:* appearance

attack /ə'tæk/ *n:* attack

bite /baɪt/ (*pt* bit; *pp* bitten)

borrow /'bɒrəʊ/ borrow sth from sb

build /bɪld/ (*pt, pp* built)

catch /kætʃ/ (*pt, pp* caught)

collect /kə'lekt/ *n:* collection

continue /kən'tɪnju:/ continue to

(do sth)

create /kri'eɪt/ create sth *adj:* creative

взлетать, отрываться от земли  
(о самолете)

опускаться, привозить кого-то/что-то  
куда-то (обычно куда-то вниз)

## Прилагательные

темный

поздний

потерянный

странный, необычный

необычный

## Предлоги движения

через, поперек

вниз

над (выше чего-то), через (поверх)

через, сквозь

под

вверх

## Урок 5

### Существительные

несчастный случай, происшествие;

случай, случайность

художественная галерея,

выставка

пляж

автостоянка

кинотеатр

сообщество, община, общество

условие; (living/working) conditions

– условия жизни/работы

преступник

культура

опасность

фабрика

пожарный

правительство

вооруженный ковбой (на Диком

Западе)

герой

человек

образ

легенда

библиотекарь

библиотека

мэр

организация

сирота

сиротский приют, детский дом

полицейский

президент

ученик

ранчо

шериф

ситуация

рабство

наук

стадион

супергерой

хвост

муниципалитет, мэрия; здание

муниципалитета, мэрии

путешественник

деревня

война

рабочий, работник

### Глаголы

появляться

нападать

кусать

занимать, брать взаймы

строить

ловить

собирать, коллекционировать

продолжать

создавать

destroy /dɪ'strɔɪ/ *adj:* destroyed

die /daɪ/ (*pt, pp* died)

follow /'fɒləʊ/

hear /hɪə(r)/ (*pt, pp* heard)

help /help/ help sb (to do sth)

*n:* help

introduce /,ɪntrə'dju:s/ introduce

sb/sth to sb; *n:* introduction

kill /kɪl/ *n:* killer

protect /prə'tekt/ protect sb/sth

from sb/sth; *adj:* protected

pull /pʊl/ (*pt, pp* pulled)

realise /'ri:əlaɪz/ realise sth

rob /rɒb/ *n:* robbery

stop /stɒp/ stop doing sth

surf /sɜ:f/

survive /sə'vaɪv/

swim /swɪm/ (*pt* swam; *pp* swum)

use /ju:z/ (*pt, pp* used)

write /raɪt/ (*pt* wrote; *pp* written)

## Phrasal verbs

get up get up from sth

go down go down somewhere

look after look after sb

## Adjectives

bored /bɔ:d/ bored (with sth)

awful /'ɔ:fəl/

boring /'bɔ:ɪŋ/

brave /breɪv/

determined /dɪ'tɜ:mɪnd/

determined to do sth

disabled /dɪs'eɪbld/

frightened /'fraɪtnd/ frightened of

sth/sb

frightening /'fraɪtɪŋ/

ill /ɪl/ *opp:* well

international /,ɪntə'næʃnəl/

*opp:* national

later /'leɪtə(r)/ *opp:* earlier

native /'neɪtɪv/

nearby /nɪə'baɪ/ *opp:* far away

perfect /'pɜ:fekt/ *opp:* imperfect

poor /pʊə(r)/ *opp:* rich

radioactive /reɪdɪəʊ'æktɪv/

rich /rɪtʃ/ *opp:* poor

surprised /sə'praɪzd/ feel surprised

at/about sth

surprising /sə'praɪzɪŋ/

sth is surprising

terrible /'terəbl/

well /wel/ *opp:* ill

well-known /,wel'nəʊn/

wild /waɪld/

worrying /'wʌrɪŋ/

## Adverbs

probably /'prɒbəbli/ *adj:* probable

## Prepositions

until /ən'tɪl/

## Unit 6

### Nouns

accident /'æksɪdɪnt/ *adj:* accidental

bear /beə(r)/

boat /bəʊt/

разрушать

умирать

следовать

слышать

помогать

вводить (кого-то/что-то куда-то),

внедрять (кого-то/что-то куда-

то); знакомить кого-то с кем-то

убивать

защищать

тащить, вытаскивать

понимать, осознавать

грабить

переставать (что-то делать);

останавливаться, останавливать

заниматься серфингом

выживать

плавать

использовать, пользоваться,

употреблять, расходовать

писать

## Фразовые глаголы

вставать (утром с кровати)

садиться, заходить (о солнце)

ухаживать за (кем-то/чем-то)

## Прилагательные

испытывающий скуку; I'm bored

– мне скучно

ужасный

скучный

смелый, храбрый

решительный, твердый,

последовательный; she was

determined (to do sth) – она твердо

решила (что-то делать/сделать)

инвалид; disabled children –

дети-инвалиды

испуганный, напуганный

пугающий, страшный

больной

международный,

интернациональный

более поздний

коренной (о населении, жителя),

местный, туземный, родной;

Native American – представитель

коренного населения Америки

(обычно индеец)

соседний, близкий,

находящийся рядом

совершенный; превосходный

бедный (неимущий)

радиоактивный

богатый

удивленный

удивительный, поразительный

ужасный, страшный

здоровый, в хорошем состоянии

(здоровья); to be (not) well –

чувствовать себя хорошо (плохо)

широко известный

дикий

беспокоящий, волнующий

## Наречия

вероятно, наверно

## Предлоги

до, до тех пор пока

## Урок 6

### Существительные

происшествие, несчастный случай

медведь

лодка

chance /'tʃɑːns/ have a chance to do sth  
 damage /'dæmɪdʒ/ v: damage; *adj*: damaged  
 drought /draʊt/ suffer from drought  
 earthquake /'zɜːkweɪk/ *adj*: damaged  
 equator /'iːkwɪtə(r)/  
 experience /'ɪk'spiəriəns/ v: experience; *adj*: experienced  
 explosion /'ɪk'spləʊʒn/ v: explode  
 flood /flʊd/ v: flood  
 floor /flɔː(r)/  
 forest /'fɒrɪst/  
 hurricane /'hʌrɪkən/  
 journey /'dʒɜːni/ make a journey to somewhere  
 lightning /'laɪtnɪŋ/  
 ocean /əʊʃn/  
 roof /ruːf/  
 storm /stɔːm/ *adj*: stormy  
 tectonic plate /tek'tɒnɪk pleɪt/  
 tent /tent/  
 thunder /'θʌndə(r)/  
 tornado /'tɔːneɪdəʊ/ (*pl* tornadoes)  
 tourist /'tuəɪst/  
 tsunami wave /tsu:'nɑːmi ,weɪv/  
 type /taɪp/  
 volcano /vɒl'keɪnəʊ/ (*pl* volcanoes)

## Verbs

cause /kɔːz/ cause sth to happen; *n*: cause  
 crash /kræʃ/ *n*: crash  
 cycle /'saɪkl/  
 destroy /dɪ'strɔɪ/ destroy sth  
 disappear /dɪ'sə'piə/ *n*: disappearance  
 discover /dɪs'kʌvə(r)/ *n*: discovery

drop /drɒp/  
 dry /draɪ/  
 explain /ɪk'spleɪn/ explain sth to sb; explain about sth; *n*: explanation  
 fall /fɔːl/ (*pt* fell; *pp* fallen) *n*: fall  
 form /fɔːm/  
 happen /'hæpən/  
 pass /pɑːs/ pass an exam

rain /reɪn/ *n*: rain  
 recognise /'rekəɡnaɪz/  
 remember /rɪ'membə(r)/ remember to do sth; remember doing sth  
 ski /skiː/ *n*: ski  
 stay /steɪ/  
 survive /sə'vaɪv/ *n*: survival  
 throw /θrəʊ/ (*pt* threw; *pp* thrown)  
 understand /ʌndə'stænd/ *n*: understanding  
 worry /'wʌri/ *n*: worry

## Phrasal verbs

go across go across sth  
 go out with go out with sb  
 set off set off to do sth

## Adjectives

anxious /'æŋkʃəs/  
 ashamed /ə'seɪmd/ *opp*: unashamed  
 desperate /'desprət/  
 enthusiastic /ɪnθjuːzɪ'æstɪk/ *opp*: unenthusiastic  
 extreme /ɪk'striːm/  
 glad /glæd/ (*gladder*; *gladdest*)  
 grateful /'ɡreɪtfl/ *opp*: ungrateful  
 proud /praʊd/  
 relaxed /rɪ'læksd/ *opp*: tense

возможность, шанс  
 повреждение, ущерб  
 засуха  
 землетрясение  
 экватор  
 опыт  
 взрыв  
 наводнение  
 пол (в здании); этаж  
 лес  
 ураган  
 путешествие, поездка

молния  
 океан  
 крыша  
 гроза, буря, шторм  
 тектоническая плита  
 палатка  
 гром  
 торнадо, смерч  
 турист  
 цунами  
 тип, вид  
 вулкан

## Глаголы

служить причиной, причинять, наносить (вред и т.д.)  
 потерпеть аварию, крушение, (с грохотом) разбиться  
 ездить на велосипеде  
 разрушать  
 исчезать  
 открывать (остров и т.д.); обнаруживать  
 ронять  
 сушить, осушать  
 объяснять  
 падать  
 формировать; образовывать  
 случаться  
 пройти; to pass an exam – сдать экзамен  
 идти (о дожде)  
 узнавать (кого-то), распознавать  
 помнить

кататься на лыжах  
 оставаться  
 выживать  
 бросать  
 понимать

беспокоиться

## Фразовые глаголы

пересекать, идти (плыть, бежать и т.д.) через что-то  
 проводить время/ встречаться с кем-то  
 выехать, отправиться (в дорогу)

## Прилагательные

обеспокоенный, озабоченный  
 испытывающий стыд, пристыженный (he is ashamed – ему стыдно)  
 в отчаянии, доведенный до отчаяния; отчаянный  
 увлеченный, восторженный, полный энтузиазма  
 исключительный, чрезвычайный, предельный  
 довольный, радостный; I'm glad – я рад  
 благодарный  
 гордый; to be proud of – гордиться чем-то/кем-то  
 расслабленный, спокойный

safe /seɪf/ *opp*: unsafe

tense /tens/ *opp*: relaxed  
 tired /taɪəd/  
 uninterested /ʌn'ɪntərəstɪd/ *opp*: interested  
 upset /ʌp'set/

## Adverbs

firstly /'fɜːstli/ *adj*: first  
 suddenly /'sʌdnli/ *adj*: sudden

## Unit 7

### Nouns

aunt /ɑːnt/  
 barbecue /'bɑːbɪkjʊː/ v: barbecue  
 brat /bræt/  
 camp /kæmp/ v: camp  
 coach /kəʊtʃ/ (*pl* coaches) v: coach  
 downtown /'daʊn'taʊn/ go downtown (US)

family /'fæmli/ (*pl* families)  
 father-in-law /'fɑːðərɪnlɔː/

ferris wheel /'ferɪs wiːl/  
 firework display /'faɪəwɜːk ,dɪspleɪ/  
 flag /flæg/  
 foot /fʊt/ (*pl* feet)  
 football /'fʊtbɔːl/ play football against sb (US soccer)  
 free fall /'friː ,fɔːl/ v: free fall  
 grandfather /'grændfɑːðə(r)/  
 grandmother /'grænmʌðə(r)/  
 husband /'hʌzbʌnd/  
 mistake /mɪ'steɪk/ *adj*: mistaken  
 mother-in-law /'mʌðərɪnlɔː/

nephew /'nefjuː/  
 niece /niːs/  
 parade /pə'reɪd/ take part in a parade; v: parade  
 Pharaoh /'feərəʊ/ (*pl* Pharaohs)  
 picnic /'pɪknɪk/ have a picnic somewhere; v: picnic  
 ride /raɪd/ v: ride  
 roller coaster /'rəʊlə(r) ,kəʊstə(r)/  
 show /ʃəʊ/ v: show  
 soccer /'sɒkə(r)/ (UK football)

teenager /'tiːneɪdʒə(r)/  
 Thanksgiving /'θæŋkɪŋ ,ɡɪvɪŋ/ (US)

theme park /'θiːm ,pɑːk/

uncle /'ʌŋkl/  
 washing up /wɒʃɪŋ 'ʌp/ do the washing up; v: wash up  
 water flume /'wɔːtə ,fluːm/  
 wife /waɪf/ (*pl* wives)

## Verbs

behave /br'heɪv/ *n*: behaviour  
 celebrate /'selɪbreɪt/ celebrate sth; *n*: celebration  
 carry /'kæri/ (*pt*, *pp* carried)  
 hope /həʊp/ hope sth will happen; hope to do sth; *n*: hope

## Adjectives

crazy /'kreɪzi/ (crazier; craziest)  
 special /'speʃl/

## Adverbs

well /wel/  
 traditionally /trə'dɪʃənəli/ *adj*: traditional

защищенный, в безопасности;  
 безопасный  
 напряженный  
 усталый, уставший  
 незаинтересованный, не испытывающий интереса (к чему-то)  
 расстроенный

## Наречия

во-первых  
 вдруг, неожиданно

## Урок 7

### Существительные

тетя (сестра матери/отца, жена дяди)  
 пикник с жареным мясом, «шашлыки»  
 ребенок (обычно «трудный», надоедливый, невоспитанный)  
 лагерь (комфортабельный туристический) автобус  
 деловой центр (или нижняя часть) города; to go downtown – идти (спускаться) в центр города  
 семья  
 свекор (отец мужа), тесть (отец жены)  
 «Чертово колесо» (аттракцион)  
 салют, фейерверк  
 флаг  
 ступня  
 футбол

свободное падение  
 бабушка  
 бабушка  
 муж  
 ошибка  
 свекровь (мать мужа), теща (мать жены)  
 племянник  
 племянница  
 парад

фараон  
 пикник

аттракцион (на котором катаются)  
 «американские горки» (аттракцион)  
 шоу  
 футбол (обычно в американском английском)  
 подросток  
 День Благодарения (американский праздник)  
 парк с аттракционами (посвященный одной или нескольким темам)  
 дядя (брат отца/матери, муж тети)  
 мытье посуды

водяной желоб (аттракцион)  
 жена

## Глаголы

вести себя  
 праздновать, отмечать  
 нести, носить  
 надеяться

## Прилагательные

помешанный на чем-то, сильно чем-то/кем-то увлеченный  
 особый

## Наречия

хорошо  
 традиционно

## Unit 8

### Nouns

animal /'æni:məl/  
 bottle /'bɒtl/  
 campaign /kæm'peɪn/ campaign  
 for/against sth; v: campaign  
 charity /'tʃærəti/ donate (money)  
 to charity; (pl) charities) *adj*: charitable  
 demonstration /demə'nstreɪʃn/  
 go on a demonstration  
 destruction /dɪ'strʌkʃn/ v: destroy  
 director /daɪ'rektə(r)/ v: direct  
 environment /ɪn'vaɪrənmənt/  
*adj*: environmental  
 glass /glɑ:s/  
 guide /gaɪd/ v: guide  
 information pack /ɪnfə'meɪʃn ,pæk/

material /mə'tɪəriəl/  
 medicine /'medɪsn/  
 packaging /'pækɪdʒɪŋ/ v: package  
 part /pɑ:t/ (a) part of sth  
 petition /pə'tɪʃn/ sign a petition  
 planet /'plæni:t/  
 plant /plɑ:nt/ v: plant  
 plastic /'plæstɪk/ *adj*: plastic  
 pollution /pə'lju:ʃn/ v: pollute  
 rainforest /'reɪnfɔ:st/

reservation /rezə'veɪʃn/  
 resource /rɪ'zɔ:s/ *adj*: resourceful

rubbish /'rʌbɪʃ/  
 tiger /'taɪgə(r)/  
 tradition /trə'dɪʃn/ *adj*: traditional  
 zoology /zəʊ'ɒlədʒi/

### Verbs

change /tʃeɪndʒ/ *n*: change;  
*adj*: changed  
 collect /kə'lekt/ *n*: collection  
 enter /'entə(r)/  
 improve /ɪm'pru:v/ *n*: improvement;  
*adj*: improved  
 organise /'ɔ:gənaɪz/ *adj*: organised  
 protect /prə'tekt/ protect sth/sb from sth/  
 sb; *n*: protection; *adj*: protected  
 recognise /'rekəgnaɪz/

recycle /rɪ'saɪkl/ *n*: recycling;  
*adj*: recycled

save /seɪv/ save sth/sb from sth/sb  
 sign /saɪn/ *n*: signature  
 transform /træns'fɔ:m/ transform  
 sth into sth; *n*: transformation  
 wait /weɪt/ wait for sb/sth;  
 wait for sth to happen; *n*: wait  
 waste /weɪst/ *n*: waste

### Adjectives

difficult /'dɪfɪkəl/ difficult to do sth  
*app*: easy  
 green /gri:n/

harmless /'hɑ:mles/ *app*: harmful  
 homemade /'həʊm,meɪd/  
 less /les/ *app*: more

natural /'nætʃrəl/ *app*: unnatural  
 necessary /'nesəsəri/ necessary to  
 do sth; *app*: unnecessary  
 plastic /'plæstɪk/  
 recycled /rɪ'saɪkl/

sad /sæd/ (sadder; saddest)  
*app*: happy

## Урок 8

### Существительные

животное  
 бутылка  
 кампания (рекламная, военная,  
 избирательная и т.д.)  
 благотворительность

демонстрация

разрушение  
 руководитель, директор, начальник  
 окружающая среда

стекло  
 гид, экскурсовод  
 комплект материалов;  
 информационный пакет  
 материал  
 лекарство  
 упаковка, обертка  
 часть  
 петиция, воззвание  
 планета  
 растение  
 пластик, пластмасса  
 загрязнение  
 «ливневый лес», влажный  
 тропический лес  
 заповедник  
 natural resources – природные  
 ресурсы, богатства  
 мусор  
 тигр  
 традиция  
 зоология

### Глаголы

менять, меняться

собирать, коллекционировать  
 входить, приходиться  
 улучшать

организовывать  
 защищать

узнавать (кого-то/что-то),  
 распознавать  
 повторно использовать;  
 перерабатывать для повторного  
 использования; собирать,  
 сохранять для повторного  
 использования

спасать  
 подписывать  
 изменять, преобразовывать,  
 превращать  
 ждать

тратить впустую, растрчивать

### Прилагательные

трудный, сложный

зеленый, экологичный,  
 экологический; защитник  
 окружающей среды, борец за  
 экологию; сторонник движения  
 «зеленых»  
 безвредный  
 домашний, сделанный дома  
 меньше (сравнительная  
 степень от little)  
 природный, естественный  
 необходимый

пластиковый, пластмассовый  
 использующийся повторно,  
 переработанный для  
 повторного использования  
 печальный, грустный

### Adverbs

approximately /ə'prɒksɪməli/  
*adj*: approximate

### Phrasal verbs

leave on leave sth on  
 throw away throw sth away

## Unit 9

### Nouns

adventure /əd'ventʃə(r)/  
 have an adventure  
 agent /'eɪdʒənt/  
 bully /'bʊli/ (pl) bullies; v: bully

championship /'tʃæmpɪənʃɪp/  
 classmate /'klɑ:smeɪt/  
 cottage /'kɒtɪdʒ/

desk /desk/  
 difference /'dɪfrəns/ *adj*: different  
 exercise book /'eksəsaɪz ,bʊk/  
 farm /fɑ:m/ v: farm  
 fast food /'fɑ:st 'fu:d/

field /fi:ld/  
 footpath /'fʊtpɑ:θ/  
 furniture /'fɜ:nɪtʃə(r)/  
 gun /gʌn/

hairstyle /'heəsteɪl/  
 hill /hɪl/  
 locker /'lɒkə(r)/ v: lock; *adj*: locked  
 medal /'medl/ win a medal for  
 (doing) sth

pocket money /'pɒkɪt ,mʌni/  
 get pocket money  
 record /'rekɔ:d/ keep a record of sth;  
 v: record

rucksack /'rʌksæk/  
 rule /ru:l/ v: rule; *adj*: ruled  
 security man /sə'kjʊərəti ,mæn/  
 stream /stri:m/  
 text book /'tekst ,bʊk/  
 valley /'væli/  
 village /'vɪlɪdʒ/  
 woods /wʊdz/

### Verbs

mention /'menʃən/ mention sth to  
 sb (about sth); *n*: mention  
 paint /peɪnt/ *n*: paint  
 search /sɜ:tʃ/ search for sth;  
*n*: search

### Adjectives

close /kleuz/ be close to sth/sb;  
*app*: far  
 gold /gəʊld/  
 junior /'dʒu:niə/ *app*: senior

multiplex /'mʌltɪ,pleks/

positive /'pɒzɪtɪv/ be positive  
 about sth; *app*: negative  
 recent /rɪ'sɪnt/

spare /speə(r)/  
 tidy /'taɪdi/ (tidier; tidiest)  
*app*: untidy  
 untidy /ʌn'taɪdi/ (untidier;  
 untidiest); *app*: tidy

### Adverbs

never /'nevə(r)/

### Наречия

приблизительно

### Фразовые глаголы

оставлять (что-то) включенным  
 выбрасывать

## Урок 9

### Существительные

приключение

агент  
 хулиган, задира (тот, кто  
 обижает более слабых)  
 чемпионат  
 одноклассник  
 коттедж (небольшой домик в  
 сельской местности)  
 письменный стол, парта  
 различие, разница  
 тетрадь  
 ферма  
 фаст-фуд (еда, которой можно  
 быстро перекусить)

поле  
 дорожка, тропинка  
 мебель  
 ружье, пистолет (любое  
 огнестрельное оружие)  
 прическа  
 холм  
 запирающийся шкафчик  
 медаль

«карманные деньги», деньги на  
 повседневные расходы  
 (аудио-/видео-) запись

рюкзак  
 правило  
 охранник  
 река, ручей  
 учебник  
 долина  
 деревня  
 лес

### Глаголы

упоминать

красить  
 искать

### Прилагательные

близкий

золотой  
 младший, юношеский; juniour  
 team – команда юниоров  
 мультимплекс (современный  
 многоэкранный кинотеатр)  
 положительный, позитивный

недавний, последний; recent  
 years – последние годы  
 свободный  
 чистый, прибранный

грязный, неприбранный

### Наречия

никогда

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к учебнику для 6 класса

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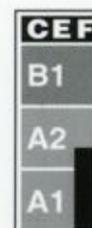
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