

Решебник

New Millennium English **9 класс**

(авторы Деревянко Н. Н. и др.)

Workbook
Student's book

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New Millennium English 9

Student's Book

Unit 1

Lesson 1-2

1. 1a

Igor has longer hair.
He has become stronger.
He has become tanned.
His hair has grown longer.

2. Picture 1 (Tapescript B)

Name: Yevgenia Petrovna
Subject: Chemistry
Grade: 9

Picture 2 (Tapescript C)

Name: Natalia Fyodorovna
Subject: almost all subjects
Grade: 1

Picture 3 (Tapescript A)

Name: Lydia Ivanovna
Subject: Literature
Grade: 5

Tapescript:

A: Lydia Ivanovna teaches Literature. She is not very tall, a bit plumpish. She has ice-blue eyes and shoulder –length dark blonde hair that looks very tidy. She is wearing a long, black jacket, a knee-length skirt and shoes with low heels. She always carries a pointer in her hand.

B: Yevgenia Petrovna is tall, She has long light brown hair in a ponytail. She has beautiful blue eyes, and she s wearing gold hoop earrings. She is wearing a white sweater, black trousers and a short black leather jacket. She teaches Chemistry.

C: Natalia Fyodorovna is small and slim. She has very short hair and very kind brown eyes. This is her first year at school after graduating from college. She looks a bit nervous. She is going to teach almost all subjects in her class.

3. 3a, 3b.

Describing appearance in general: beautiful, handsome, good-looking, pretty, ugly, lovely, short, tall, plump, slim, fat, muscular, enormous, odd, plain, overweight, skinny.

Hair: long, curly, beautiful, ugly, lovely, thin, short, thick, wavy, straight.

Face: oval, square, long, beautiful, pretty, ugly, lovely, thin, fat, plump, round.
Eyes: big, small, beautiful, lovely, enormous, round.
Body: long, beautiful, ugly, lovely, thin, fat, muscular, short, plump, slim, enormous.

4. 4a: 1B 2B 3A 4A
4b: 1 not very beautiful/plain
2 thin
3 biggish
4 not very kind
5 not very tall/ shortish
Plump/overweight
5. 5a: The author doesn't like Mrs Trunchbull.
5b: Text A is more emotional, colourful and detailed. It is longer. Text B is shorter. It is less emotional and detailed and more neutral.
5c: Their teacher was called Miss Honey, and she was about twenty-three or twenty-four. She had a pale oval face with blue eyes and her hair was light brown. Her body was very slim and fragile-looking.

Lesson 3-4.

1. 1b:
1 *I am* is more formal because contracted forms usually characterize spoken language. Other examples of contracted forms in the text are: *I've*, *I wouldn't*, *'cause*, *I'll*, *I haven't*.
2 The into in Text A may be addressed to teenage pen friends or teenage readers. The into in Text B may be addressed to grown-ups.
3 *I love partying* is less formal than *Another passion of mine is animals*.
4 *Witty and chatty, pretty bossy* are too informal for Text B.
1c: Text A was sent to a youth magazine, Text B to a host family in another country, as Text B is more formal and contains more general information about the writer.
2. 2a:
loyal to – b
Witty – a
Let somebody down – a
Sociable – b
(easy) to get along with – b
Gentle – b
2b:
chatty (girl) – a girl who talks a lot
Catchy (name) – a name that catches your attention
Choosy (buyer) – a client who is very careful about choosing things to buy
Nosy (person) – a person who likes to know other people's secrets
Brainy (student) – a student who is smart, intelligent, quick thinking
Sporty (person) – a person who likes sport

Mousy (look) – looking small, plain
Snaky (manner) – moving/lying in curves like a snake

2c:

Suffix *-ful* is used to form adjectives which characterise people, things, situations, etc, e.g.

Pain+ful=painful

Hope+ful=hopeful

Colour+ful=colourful

3 She likes wearing colourful clothes.

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

3. 3b: Mitya is cheerful. He is always in a good mood.

4. 4b:

a) The introductory sentences in Ex. 1a: *It's hard to describe yourself, isn't it?* (Text A)

I'm going to tell you about myself. (Text B)

b), c) Examples of topic and supporting sentences in Text A: *Some people might say I'm pretty bossy, (topic)... 'cause if something needs to be said, I'll just come out with it. (supporting) But I'm gentle (topic)... and I haven't got a bad word to say about anybody! (supporting)*

Topic and supporting sentences in Text B: *I have a lot of interests (topic)... but I am mostly interested in Mathematics and Physics. I attend additional classes in these subjects. (supporting) I am honest and reliable (topic)... as I always try to keep my promises. Reliability is one of my major strengths. My friends trust me, and I don't let them down. - supporting*

d) Linking words: *besides, but, and, 'cause/because, as, too, another (passion), as for (my weaknesses).*

Lesson 5.

1. Like/love/admire/hate/respect, etc.

2. 2a: The person I admire/love.

2b: 1 reliable 2 shy 3 witty

3. 3a:

1 The word *such* makes the meaning of the word following it stronger.

2 The word *what* in this sentence also makes the meaning of the word following it stronger.

3b:

The article *a/an* is used after *quite*, *such* and other intensifying words when they are followed by a noun.

3c:

1- 2a 3a 4a 5- 6a 7a 8-

Lesson 6

Warm – up: A friend is a person who...

...always helps me.
...is interesting to get along with.
...is never boring.
...is reliable.

1. 1b:

Tapescript 1:

Mrs Jefferson: Just wait until your father gets home!

Janet: Why? What have I done?

Mrs Jefferson: I saw you!

Janet: Saw me? Saw me doing what?

Mrs Jefferson: I saw you talking to Ellie Baker.

Janet: When?

Mrs Jefferson: You know very well...

1c: Mrs Jefferson doesn't like Ellie Baker. / Janet didn't obey Mrs Jefferson.

Tapescript 2:

Mrs Jefferson: Just wait until your father gets home!

Janet: Why? What have I done?

Mrs Jefferson: I saw you!

Janet: Saw me? Saw me doing what?

Mrs Jefferson: I saw you talking to Ellie Baker.

Janet: When?

Mrs Jefferson: You know very well. You were standing talking to her by the traffic lights on your way home from school. And you were there for ages. That's why you are late home.

Janet: Who saw me?

Mrs Jefferson: I saw you myself. I was in the dry cleaner's across the road. I was in the queue for a long time and you were still there when I left.

Janet: We weren't doing anything!

Mrs Jefferson: No, but you were talking to her – Ellie Baker.

Janet: Mother, what is wrong with talking to someone in the street. We were talking about the school day. We were wondering if Ellie would get the leading part or whether Mr Barnes would give it to Sharon.

Mrs Jefferson: I don't care what you were talking about! You know very well what your father and I think about her. I've told you before that we don't think she is the sort of girl you ought to make a friend of. Anyway, I don't want to argue about it any more. I want you to drop her.

Janet: I can't just drop her just like that! How can I? We meet every day. We're in the same class.

Mrs Jefferson: I don't mind talking to her in school. I don't want you to see her out of school, that's all.

Janet: But she is my best friend. Anyway, I can't just say "Buzz off". I like her. I like being friends with her.

Mrs Jefferson: I don't know why you can't have nice friends. What about that nice quiet girl you were friends with last year? What was her name?

Janet: Kathy.

Mrs Jefferson: Yes, Kathy, she was nice. Yes, I liked her. Good-mannered

girl. What was wrong with her? You dropped her soon enough when Ellie came along.

1d

- 1 Father shares his wife's viewpoint because Mrs Jefferson expects support from him the very beginning of the conversation. She says, *Just wait until your father gets home!*
- 2 Janet used to be friends with Kathy. When Ellie came, Janet dropped Kathy. They meet every day in school and out of school. They talk a lot. Ellie wants the leading part in the school play. Kathy is a quiet, nice-mannered girl.
- 3 It is clear that Mrs Jefferson wants her daughter's friends to be like Kathy (quiet, good-mannered), she doesn't want them to be like Ellie.

1e

- 1 I don't think Mrs Jefferson wants her daughter to have Ellie Baker as a friend because Ellie is not serious enough.
 - 2 In my opinion Janet likes Ellie because she is fun to get along with.
 - 3 I think Kathy is boring compared to Ellie, or Ellie doesn't want Kathy to be with them, etc.
- 4-6 Students' own answers.

Lesson 7

1a

1T 2F 3F 4T

Tapescript:

Man: yes, I'd like to report a theft.

Police Officer: OK. Can you tell me exactly what happened?

Man: Well, I was walking home from work two days ago, enjoying the nature all around me...the birds, the frogs, the flowing stream...

Police Officer: OK, OK.

Man: ...when this woman knocked me right off my feet, grabbed my stuff, and ran off through the trees. Uhm... I was so surprised by the attack that I didn't go after her.

Police Officer: Yeah. Can you describe the woman for me?

Man: Yeah. He was about one metre 90 tall...

Police Officer: Wait. You said a woman robbed you.

Man: Well, I'm not really sure. Uhm... You see, the person was wearing a black and white polka dot dress, a light red sweater over it, and she...or he...was wearing a pair of basketball shoes.

Police Officer: Humm. What else can you tell me?

Man: OK, like I said, the person was about one metre 90 tall, heavy build, with long wavy hair. She...or he...was probably in his or her late thirties. I didn't get a good look at the person's face, but well...err...

Police Officer: What? Was there something else?

Man: Well, the person...had a beard.

Police Officer: Ah! What was, uh, taken...exactly?

Man: Well, just my left shoe. Bizarre, isn't it?

Police Officer: Ah. The *bearded woman* has struck again!

Man: The *bearded woman*?

Police Officer: Yeah. It's this man who dresses up like a woman and, for some unknown reason, takes the left shoe from his victims. He is really quite harmless, though, and he usually returns the shoe to the crime scene a couple of days later.

Man: Hey, he can keep my shoe, and I'll just take off my left shoe every time I walk through the park.

1b: 1b 2c 3a 4b 5c 6b 7c

1 witty	5 obstinate
2 confident	6 plain
3 overweight	7 cruel
4 muscular	8 arrogant

3. 1T 2F 3T 4F 5F 6T 7F 8F

4. 1 bored 2 proud
3 chatty 4 to get along with
5 let you down 6 lazy

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

6. 1 in 2 to 3 - 4 through 5 with 6 for 7 over 8 from 9 of 10 of

Unit 2

Lesson 1-2

2a: 2B 3A 1D

Text C has no match.

2b:

- 1 Cutting down forests and releasing dangerous chemicals into the soil.
- 2 They clean the air and make a home for wildlife. It is threat to the environment. It puts people's health at risk as they have little access to safe drinking water. It causes water animals to die.
- 3 Global warming.
- 4 Factories, cars and other things are making lots of new gases. Even when we use electricity we help put greenhouse gases into the air.
- 5 These gases are trapping more and more of the sun's heat.

3b: 1b 2b 3b 4a 5b 6a 7a

3c:

- litter – drop, pollute with
- Car fumes – pollute with, release
- Waste – pollute with, release, pour
- Poisonous chemicals – drop, pollute with, release, pour

3d: 1 causes 2 litter 3 pouring 4 poisons 5 damage 6 dropping 7 affects

4a: The doer of the actor is not mentioned because it is clear from the context. The form is the passive voice.

4b:

- Two trees have been broken.
- A lot of litter has been dropped.
- Tins and cans have been thrown around.
- The grass has been burned.
- The whole place has been littered.

Lesson 3

1. I'm too lazy.

There is no bin.

I don't know...It is a habit.

Everybody does it.

2. 2a – 1

2b:

1 Teenagers aged 13-16.

2 Poorer areas and areas around schools.

3 Wish not to appear soft and uncool, lack of waste bins, laziness, peer pressure.

2c:

1 Why do you drop litter?

2 What is litter made up of?

3 What places are most littered in your area?

4 Is it a big problem in your area?

5 Who mostly drops litter?

3. 3a – c (all of the above)

3b: 1 - 2 the 3 the 4 - 5 the 6 –

4. 4a:

A garbage/rubbish

B litter

C waste

4b:

1 waste pipe

2 garbage can/dustbin

3 rubbish bin

4 litter bin

Lesson 4-5

1. dropping litter - C, D, F

water pollution – D, F

air pollution – A, B, E

global warming – B, E

waste of natural resources – B, C, E

To deal with litter problems teenagers can pick up tins and litter.

To deal with global warming problems teenagers can ride bicycles (not travel in cars), plant trees.

In order not to waste natural resources we can ride bicycles, switch off electricity when we don't need it.

To deal with water and air pollution we should throw litter into litter bins and plant trees.

2. 2a:

water pollution – A

Litter – A, C

Forest destruction – B

2b: 1c 2a 3b

- 3. 3a:** Пока мы не научимся перерабатывать или находить более эффективные пути использования отходов и мусора, мы будем продолжать испытывать экологические трудности. Я думаю, что к тому времени, когда я вырасту и обзаведусь семьей, нашим природным ресурсам и образу жизни будет грозить более серьезная опасность.

3c:

1 Future

2 The verb after the conjunction does not show the time. The verb in the main clause does.

3 No. In Russian both verbs show the future.

3d:

1 By the time I am grown up, our way of life will be much more seriously under threat.

2 Our river will be polluted until our city has the funds for clearing it.

3 By the time we have children of our own, the trees we have planted in our school playground will have grown high.

3e:

1 By the time I am 25, people will have invented/will invent chemicals to clean water and air.

2 Until people in our towns start explaining to their children that they should not drop litter, we will live with dirt.

3 Until plants and factories bosses are fined for polluting the environment, we will continue to have diseases.

1 свалка, сваливать

2 перерабатывать

3 использовать повторно

4 отказываться

5 сократить, уменьшить

6 штраф

2 Tapescript:

Interviewer: What do you think about dropping litter?

Paul: Humans have always dropped litter. In medieval Europe, people used to dump garbage on the streets and let the birds and dogs take care of it. When the streets got too smelly, they collected it in carts and dumped it outside the city walls. The problem still remains today. There are plenty of statistics to prove it. Each of us throws away about 1200 pounds of garbage every year. Only 10% is recycled. Over 14 billion pounds of waste per year is thrown out to sea and it kills millions of animals. We are all affected by this waste problem.

Interviewer: Hmm....And is there any solution to it?

Paul: Well, understanding the problem is the first step. There is a lot of information everywhere: in newspapers, magazines, radio, TV and the Internet... The second step is to realize that everyone can help to protect the environment.

Interviewer: Did you also start with these two steps in your project?

Paul: In a way, yes. In our school for the last five years, we have been helping the environment in a number of ways. Junior Litterbugs create posters to promote the idea of controlling litter. Students make drawings, signs and posters, and display them in our school. Senior students are making a website to share information about recycling with others, helping them to become more aware of pollution. Then we have the 4R's programme...

Interviewer: What's the 4R's programme?

Paul: The 4R's are refuse, reuse, recycle and reduce. Refuse to litter, reduce the production of litter. Reuse is inventing all possible ways of using old things again (we even held a contest for the most original ideas). As for recycling – we collect all plastic and glass bottles, waste and packages and put them into special bins we have at school.

Interviewer: Do you think your project can help in a world where there are so many people who don't care much about the environment?

Paul: We write letters to local newspapers and I have already mentioned our websites. There we appeal to everybody to stop littering and to fine those who drop litter.

Interviewer: Good!

Paul: There are a lot of projects like ours all over the world. We have friends in other countries and we discuss...

5a:

- The 4R's programme 4
- The first steps to deal with litter 3
- History of litter 1
- Statistics of litter problems 2
- Actions performed by the "Litterbugs" 5

5b: 6, 8, 9.

Lesson 6

1. Tapescript:

Isaac Asimov: Nowadays, we have seen planets up close, all the way to distant Neptune. We have mapped Venus through its clouds. We have seen the rings around Neptune and the ice volcanoes on Triton, one of Neptune's moons. We have detected strange objects no one knew anything about until recently: quasars, pulsars, black holes. We have learned amazing facts about how the Universe was born and have some ideas about how it may die. Nothing can be more astonishing and more interesting. We have actually explored our Solar system, especially the part very close to Earth. We have sent many, many rockets into space, most of which continue to orbit Earth even after they stop working. The result is that nearby space is filled with space debris – or “space garbage”, as some people call it. In this book we will take a look at space garbage and consider why it is important...

1b:

1 Rockets that stopped working but continue to orbit the Earth.

2 He doesn't say anything about it.

2. 2a: - Both texts describe the same situation, but the time and the people are different.

- In the first case it is a text that tells about a fact, in the second case it is a script which has the description of the place, time and people, the description of what they do, how they look and feel and the exact words what they say.

2b:

- weightlessness – when people or things weigh almost nothing (zero-gravity) in space.
- Ground controller – a person who controls a space flight from the ground station
- Skybird – here a special name given to the crew to call them over the radio
- Silverfish – silver+ish, having the colour and looking like silver
- Float – to stay or move in the space slowly without definite purpose
- Jesus/Gosh! – words said by people to show strong emotion, e. g. surprise

2c:

- 1 With a description of the scene and what characters do. It shows that everything is quiet. People do normal things. The description is even funny. This helps to show the contrast between normal and unusual things that are going to happen.
- 2 When the excited face of the ground controller appears on the screen. The word *excited* shows it.
- 3 When Kim is trying to see a bigger, clear picture of the objects. Everybody is tense with expectation. The reader/ viewer is prepared gradually. First the news comes from the ground controller. Then the objects are shown on the screen. The characters say *Jesus! Gosh!* Then Kim is trying to see them better. (And the readers too!) He works on the keyboard and comments his own actions. (Zoom...Clear picture...) The expectation becomes stronger also because of the punctuation (...)

4 Kim is obviously more serious. Felix likes jokes.

Lesson 7

1. 1a: 1B 2E 3A 4D 5C

1b: 1F 2T 3F 4NM 5T 6F 7NM

2. 1 -, -
2 -
3 an, -, -
2 -
3 -
4 -, a, -
5 -, a, -

3. 1 reuse
2 refuse/reduce
3 reduce/refuse
4 release/recycle
5 recycle/release
6 rubbish

4. 1 pour, litter
2 waste
3 good
4 useful, pollute
5 waste

5. 1 have got
2 have been put
3 no mistake
4 have organized
5 has been established
6 no mistake
7 have asked
8 has been organized
9 have been collected
10 have missed
11 have been made

Unit 3

Lesson 1-2

Warm – up:

- to learn how to do things
- To learn how to learn
- To learn to speak foreign languages

- To practice sewing, IT, cooking, etc
- To communicate with friends
- To meet one's first love, etc

1a:

- be deep into – усердно заниматься, погрузиться
- Go to university – поступать в университет
- Make (good) progress – делать успехи
- Fail an exam – провалиться на экзамене, завалить экзамен
- Distract somebody from something – отвлекать кого-либо от чего-либо
- Drop out of – бросить (школу)
- Further education, college – профессиональное училище, колледж

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

3a:

- 1 Yes. The girl says: "You are lucky, Jane."
- 2 She spent three hours preparing for Physics.
- 3 Unreal. The forms "hadn't Ved (3)...wouldn't have Ved(3)" show it.
- 4 She wants to explain why this happened.

3b:

- 2 Pat is not prepared for the Literature test because his friend did not give him his notebook to copy. Pat is trying to explain why he is not prepared for the test.
- 3 Mary explains why she didn't write the report. She watched a thriller yesterday, so she didn't have enough time to write it.
- 4 Nick made a silly mistake in the test. He thinks he made it because his friend distracted him.

3c:

- 1 hadn't studied, wouldn't have passed 2 wouldn't have entered, hadn't finished 3 wouldn't have become, hadn't made 4 hadn't failed, wouldn't had 5 hadn't distracted, would have passed 6 had finished, would have found

Lesson 3

2c:

- the school year in British schools
- Core and optional subjects
- What British students wear
- At what age they go to comprehensive school
- At what age they go to primary school
- How they get to school

Tapescript:

Interviewer: Janice, when did you start school?

Janice: Err, when I was just under five... Yes. The year when I turned five.

Interviewer: Oh! So young! You must have felt quite confused!

Janice: Yes. I was very nervous. I didn't know anyone! And the others were playing and laughing and...umm...they all looked the same to me.

Interviewer: You probably all wore uniform?

Janice: Yeah...most schools in Britain have uniforms.

Interviewer: So, that was primary school?

Janice: Yes.

Interviewer: And you went up to the age of...

Janice: Eleven. At the age of eleven, after finishing Year six, children change school. I had to go to Torrington...

Interviewer: Did you get a bus?

Janice: Yeah...the school bus that takes you in every morning...

Interviewer: What type of school is it?

Janice: It's comprehensive school. I'll be here from eleven to sixteen.

Interviewer: That's five years, is it?

Janice: Yes. Year seven to eleven...

Interviewer: Janice, when does the school year begin in Britain?

Janice: Umm...It's a bit different in different places. In our school we start in the first week in September... Then we have three terms and in summer school closes for about six weeks.

Interviewer: And you have...

Janice: Summer holidays! The best time!

Interviewer: Right. Is six weeks enough of a rest after studies?

Janice: Yes, but many people think that six weeks is too long and some people want to have four school terms and shorter holidays.

Interviewer: Would you go for that?

Janice: No, I don't think it's a clever idea.

Interviewer: What year are you in now?

Janice: Year ten.

Interviewer: What subjects are you taking?

Janice: Um...English...Maths...Computer Studies, these are core subjects...German, and Russian...and...

Interviewer: Do all students study Russian in Britain?

Janice: No, certainly not all. It's an optional subject in our school.

Interviewer: Why did you choose it?

Janice: Eh...It's a big country and I would like to learn more about it...but I am making slow progress!

Interviewer: Do you have exams every year?

Janice: We have exams every year...And when you are sixteen you take a national exam, the GCSE...

Interviewer: What does that mean?

Janice: General Certificate of Secondary Education.

Interviewer: And after that?

Janice: If I don't fail, I'll probably go to the College of Further Education in Barnstaple...It is about 15 miles from here.

2b: What are the exams? – Annual/Final exams every year.

What to do after school? – University, college.

Uniform – Yes.

Comprehensive school – eleven to sixteen.

Primary school – five to eleven.
Core subjects – English, Maths.
Optional subjects – Russian.
Number of terms – three.
Beginning of the school year – September
How do you get to school? – With the school bus.

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

2. Tapescript 2:

Set 1: Could you introduce yourself?

When did you start school?

What year are you in now?

What are your core subjects?

Do you have any optional subjects?

Thank you very much. That was most interesting.

Set 2: Hi. First, could you introduce yourself?

You are in Year nine now, am I right?

What type of school is it?

Do you get a bus to school?

What subjects are you taking?

And could you also tell us when the school year begins in Russia?

And when does it end?

Thank you very much for the interview.

Set 3: Hello. Could you introduce yourself to our listeners, please?

I've got a couple of questions about your school.

You are in Year nine now, aren't you?

What are you planning to do after you finish this year?

In your school when do you have exams?

What exams are you going to take after Year nine?

And what are you going to do after finishing Year nine?

Thank you. Good luck in your exams.

Lesson 4-5

1a:

Он должно быть учил английский в Оксфорде! Не может быть, чтобы он выучил английский в Польше!

1b:

1 Yes. He is quite sure it is so, but he doesn't know for certain. That is why he didn't say, *He studied at Oxford* but *He must have studied at Oxford*.

2 No. he is sure it is so, but he doesn't know it. That is why he said, *He can't have learnt English in Poland* and not *He learned English in Poland*.

3 Past. The perfect form *have Ved(3)* of the verb shows it.

1c:

1 He can't have failed the exams.

2 They can't have quarrelled.

- 3 They must have quarrelled.
- 4 He must have entered a good university.
- 5 He can't have dropped out of school.

1d:

- 1 He must have studied English at a specialized school.
- 2 He must have got into the wrong class.
- 3 He must have learned these phrases by heart.
- 4 He can't have studied English at a normal school.
- 5 He must have/have had relatives in an English-speaking country.
- 6 He must know/have known a magic way of learning English.

2a:

Task 1

- a) He learned to say who he was, what he was, how old he was, where he was from, some polite phrases and nothing else.
- b) They were his classmates in the English as a Second Language Course in America.
- c) At the Literacy Volunteers of America.

Task 2

- a) He read books, learned books by heart, talked to the mirror and the walls, took lessons at different courses, had a tutor.
- b) He still doesn't know what he liked most of all.

2b:

Part A

- 1 He wanted to learn English in the country where it is spoken.
- 2 The ways to learn English he used were ineffective.
- 3 He felt his vocabulary was poor and he couldn't speak English well. He thought learning by heart would help him.

Part B

- 1 The level of English in the course was too easy for him.
- 2 The teacher didn't teach them to speak English.

Part C

Rys used a lot of difficult words and the tutor thought Rys knew English well.

Part D

These objects were always ready to help Rys learn English.

2d:

- 1 to find specific information
- 2 to find specific information
- 3 to find specific information, or to know the general idea, or to know every detail
- 4 to find specific information
- 5 to find specific information, or to know the general idea, or to know every detail
- 6 to know every detail

There may be different purposes for reading. It is possible to read long texts with a lot of unknown words if you know your purpose. The way you read depends on your purpose.

Lesson 6

1. **1a:** Chris must have got a bad mark.
The examiner must have given him a bad mark.
Chris must have come to the exam unprepared.
The examiner must have caught Chris cheating.
2. **2a:**
 - 1 Chris cheated to pass his exam.
 - 2 It failed because the teacher saw him cheating.**2b:**
 - 1 Chris went to a party.
 - 2 He came home very late.
 - 3 He didn't study and went to sleep.
 - 4 In the morning he tried to study but it was too late. Chris wrote everything on a piece of paper and put it in his calculator.
 - 5 Chris began to do the test and used his piece of paper.
 - 6 The teacher saw him cheating and sent him out.
 - 7 Chris felt very embarrassed.
- 3a:**
 - 1 a, b, c, g
 - 2 c, d, e, f, g
 - 3 h, i

Lesson 7

1. 1h 2c 3g 4a 5d 6e 7f 8b
2. 1b 2a 3b 4c 5a 6a 7b
3.
 - 1 a) If I hadn't fallen down, they wouldn't have helped me.
b) We wouldn't have become friends if they hadn't come to help me.
 - 2 a) If I hadn't thrown paper balls, I wouldn't have fallen down.
b) The class wouldn't have laughed if I hadn't fallen down.
 - 3 a) If I hadn't woken up late, I would have looked in the mirror.
b) I would have washed if I had looked in the mirror.
 - 4 a) If the teacher had thrown the sweet better, he wouldn't have hit me.
b) I wouldn't have felt awful if they/teacher hadn't laughed at me.
 - 5 a) The powder wouldn't have slipped out of my hand if I had been more careful.
b) If my best friend had gone to get the things, he/I wouldn't have dropped the powder.
4.
 - 1 with
 - 2 to
 - 3 for
 - 4 in

- 5 of
- 6 in
- 7 of
- 8 by
- 9 to
- 10 on

5. 1NG 2T 3F 4T 5NG 6F 7T

6. 1F 2T 3T 4T 5F 6F 7T 8F

UNIT 4

Lesson 1

2a:1b 2c 3b 4b 5b 6a 7c 8b 9c 10a 11c 12c 13b 14c 15c

2b:

Geographical names	the	Zero articles
continents		Europe
countries		Russia
cities		Vladivostok
regions	The Far East	Siberia
mountains	The Urals	
lakes		Baikal
Oceans/seas/rivers	The Pacific Ocean/the Lena	

Lesson 2-3

1. 1a: The actual titles are *Teenage singer Pelageya has Russia's best voice* and *Khanskoe Ozero*, but your student must come up with something more original.

1b:

- 1 Text A – *listeners are equally important...I go clubbing, go to the movies...*
- 2 Text B – the legend about the Great Khan Girey and his wives.
- 3 Text A – writing short stories, typing them and finishing school early.
- 4 Text B - *...so the salty lake was formed.*
- 5 Text B – *famous for its healing silt used for treatment of skin diseases.*
- 6 Both texts contain details and specific factual information.
- 7 Both texts – *a remarkable voice, charming and lively teenager, a unique natural landmark, etc.*
- 8 Text B – information about recordings, finishing school, singing to some celebrities, etc.

2a:

- 1 She is one of many singers in Russia, an example of a class.
- 2 *Music critics* in general, all or any example of a class.

- 3 It is a unique, specific direction: in expressions with *of* or *which*.
 - 4 No, her voice is an example of one remarkable voice out of a class of other remarkable voices.
 - 5 We do not use articles before names of lakes and regions.
 - 6 We do not use articles before names of lakes and regions.
 - 7 We use articles before the names of seas.
 - 8 In (8) this narrow stream is mentioned for the first time.
 - 9 In (9) we know what stream is meant because it has been mentioned before.
 - 10 ...the mouth of the stream. It is clear for the reader from the context.
 - 11 No. It is clear which particular lake is meant here, it has been mentioned several times before.
 - 12 These are examples of plural forms of countable nouns used in a general sense.
- 2b: 1 the 2 a 3 a 4 the 5 the 6 - 7 the 8 the 9 the 10 a

Lesson 4-5

1. Tapescript:

Charles: I was so excited when I first arrived. The city seemed so beautiful. But I'm really disappointed with the food. There is too much pork, and too many mushrooms and eggs. And it's too heavy and oily for my taste... Why do they fry everything?

Lynsey: I feel really at home with my Russian host family. My host mother is so warm and caring, and she never lets me do anything to help around the house. And when I try to wash the dishes she yells, "Have a rest!" Misha, my Russian "brother" is just 14. He is really bright and lively but he doesn't like doing his homework much. I was very happy the first time he asked me to help him; to my surprise, he always wants me to do his English for him, or at least to tell him the answers.

Brian: I am surprised at how cultured and knowledgeable Russian students are. Lots of them can quote Pushkin by heart. Everyone is so proud of him and he seems to be a notional hero as well as a poet. But Russians have a real appreciation of the arts: they love theatre, ballet, opera, and concerts too.

Tiffany: Lots of things have struck me about everyday life in Russia. People dress so smartly in public even if they don't own many clothes. There are lots of fur coats and hats in winter, but women often wear miniskirts even when temperatures are well below zero! In general people dress more formally than Americans.

1a: 1c 2d 3b 4a

1b:

Charles

1 The speaker was disappointed with Russian food because it seemed too heavy to him, fried food with lots of oil. He thought Russians ate too much pork, mushrooms and eggs.

2 Ss share their own view of typical Russian food.

- 3 Ss' own ideas. Possible suggestions are – to speak openly to your host, probably in advance, letting them know what food you don't eat whatever you are offered (there may be reasons why people prefer some food in a particular climate or region).

Lynsey

- 1 The speaker found it strange that her host mother took so much care of her. This shows that in America teenagers are more independent and look after themselves or that their hospitality traditions are different.
- 2 The speaker was surprised by the behavior of her host brother as he expected her to do his homework for him and not to learn to do something himself.
- 3 Ss' own answers. While generalizing, some Ss are likely to say that it is quite typical of Russian teenagers to copy homework and to cheat in tests. They might like to give an explanation for their phenomenon: this could be because we like to help each other, or because they are overloaded at school and have to cheat to survive. Others, however, may say that it depends on a particular person and family.

Brian

- 1 The speaker noticed that Russian people were educated, cultured and interested in the arts.
- 2 The speaker must have stayed in a cultural centre. Invite Ss to mention some places in Russia where you could see a ballet, go to art galleries and museums. (Brian stayed in St. Petersburg)
- 3 Ss' own answers.

Tiffany

- 1 The speaker was shocked by the fact that Russian women wear miniskirts in winter.
- 2 From the interview it is clear that people in America own more clothes than Russian people, but dress less formally than Russians. They don't wear a lot of fur coats clothes .
- 3 Ss' own answers.

2a:

Christina liked her stay in Russia. The evidence in the text is the following.... I am very grateful that I have another two months...; ...this has obviously added to my cultural experience; ...I am slowly coming to appreciate Russian culture and its uniqueness.

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

- 1 Our view of the world is often limited by the place where we live. Christina wanted to broaden her view by visiting a country she didn't know much about and might have heard a lot of controversial things about.
- 2 She wanted to check whether she would be able to get used to a completely different culture and learn to understand it.
- 3 Ss' own answers.

3a:

1a 2a 3a 4b 5a 6a 7b 8a

3b:

Noun	Verb	Adjective
Extreme	-	Extreme
Experience	Experience	Experienced
Impression	Impress	Impressive
Improvement	Improve	Improved
Challenge	Challenge	Challenging
Appreciation	Appreciate	Appreciative
Frustration	Frustrate	Frustrating/frustrated
uniqueness	-	Unique

3c:

	An impression	An experience	A challenge
make	✓		
Get	✓	✓	
Have	✓	✓	
Face			✓
Create	✓		
meet			✓

3d:

Experience: unpleasant, unforgettable, new, strange, different.

Challenge: unforgettable, new, different.

Impression: favourable, unpleasant, unforgettable, wrong, new, strange, different

4a: a) The activity is in focus here.

b) The process is still continuing. What Christina is most interested in here is the process itself.

4b:

- 1 have been standing; have been trying (to emphasise the duration for recent activities)
- 2 have been learning (action that began in the past and is still continuing)
- 3 have been talking (to emphasise the duration for recent activities)
- 4 have been waiting (to emphasise the duration for recent activities)
- 5 have been looking (to emphasise the duration for recent activities)

4c:

- 1 They have just arrived.
- 2 They look happy. They have seen a ballet.
- 3 He has been writing e-mails for two hours.
- 4 She has lost her way.
- 5 She is tired. She has been studying since the morning.
- 6 They have been partying the whole night.

Lesson 6**1b:**

singing folk songs in chorus; gardening in the summer; outdoor ice-skating; DIY activities – do it yourself; the practice of doing repairs, painting the

house, etc oneself instead of paying workmen; hiking; motor-boating; rock climbing.

1. Tapescript:

Interviewer: Could you, please, start by introducing yourself? Tell us a little bit about yourself and your job.

Brian: Yes, sure. OK. My name is Brian Maguire, I'm the British Council manager in Nizhny Novgorod. Err...I've been living in Russia for three and a half years now.

Interviewer: Have you experienced anything that you may see as typically Russian and did you enjoy it?

Brian: I can say "Yes". Err...A year..., no, it was two years ago. I was invited to a "dacha". Right. Everyone, even in the West, everyone's heard of a "dacha", but up till then I'd never been to one. And it was such a wonderful experience. It was in the countryside, outside Moscow, err...it was a typical Russian wooden house with a really nice garden and we spent the day enjoying ourselves talking, joking, eating shashlik, then we went for a swim.

Interviewer: Oh, really?

Brian: ...in a nearby lake... We had a really, really good time, we enjoyed it.

Interviewer: Great! Have you taken part in any other traditional leisure activities, Brian?

Brian: In Russia, yes. I mean I can think of two other ones. One is cross-country skiing and the other is the banya. I'll start with skiing. Skiing is not something that we do very much in England. Err...It's a problem because we don't have much snow...err...and it's just not part of our tradition, but in Russia there is a lot of snow and it's definitely part of your tradition. And I was invited to go skiing by some Russian friends more or less as soon as I arrived. And it was wonderful, I mean, I found out how to get up after falling over, then I managed to stay upright and managed to move and I really, really enjoyed the exhilaration of skiing in a Russian wood or a Russian park.

Interviewer: You mentioned banya...

Brian: And the banya...Right. OK. The banya. That was a very surprising experience. Err...the first time I went to a Russian banya, again with some friends. Err... Sitting in a really hot steamy room, sweating and talking, I found it rather strange. When someone came with birch branches and started beating everybody...I found it absolutely incredible, incredible...I was told it was good for my health and I believed it...and just have to say that was a remarkable experience.

Interviewer: Thanks, thanks very much.

2a:

- 1 Going to a "dacha".
- 2 Cross-country skiing.
- 3 Russian banya.

2b:

	What they did	Words Brian used to describe his feelings	Russian words Brian used
Activity 1 (visiting a dacha)	Enjoyed themselves Talked and joked Ate shashlik Went swimming	Wonderful experience Really nice garden Really good time	Dacha Shashlik
Activity 2 (cross-country skiing)	Found out how to get up after falling over managed to stand upright and move	It was wonderful Enjoyed the exhilaration of skiing	—
Activity 3 (visiting a Russian banya)	Sat in a steamy room sweated and talked Got beaten with a birch branch	Surprising experience Remarkable experience	Banya

Lesson 7**1. Tapescript:**

Adam: When we first arrived here I was surprised that everyone is very nice and extremely trusting. My first impression of Russia is that it reminds me of home. I come from Wisconsin, which is much like Novosibirsk, always snowy and cold. But I like cold weather so I am very comfortable here. I am very happy to be able to come and visit Russia. It's a trip that I'll never forget, and I hope to return.

Emily: I have been in Russia for about five days now, and it has been very interesting so far. My first impression of Russia when I got off the plane were that it would be very difficult to get around and understand things because I didn't know any Russian, and all of the signs were in the Russian language! Many people don't speak any English at all, so I had to rely on my host student to help me buy things, and to ride the bus and tell people what I was looking for or what I needed. Anyway, people in Russia are very kind and nice, even when they don't understand what I am trying to say.

Meagan: Visiting Russia has been very interesting as it is quite different from home. When we arrived in Moscow, we were all shocked to see how Russians drive. It seems to us that they are crazy drivers, as if they don't have any traffic laws. Seeing them drive so fast and getting so close is quite strange for us. It is also odd for us to see so many people walking. At home, everyone either drives or takes public transport everywhere, and it is refreshing to be in a place where everyone walks and gets their good dose of exercise compared to us lazy Americans.

Ryan: I am on a trip here and I am having a lot of fun here in Russia. People here are the most friendly in the world. Everyone treats me very well. There are many great things to do here for teenagers. I've not been bored yet; there is just so much to do. The schools themselves are really nice. I like it that the classes are a lot shorter than in

America. Also there is a lot of time between the classes to do whatever you want like talking to your friends. In my school we only have six minutes between classes. When I leave after the trip I will be very sad.

Rachel: It is very exciting to be in Russia. The CDs here are very cheap, and there is a good selection. There lots of great things to buy, such as matryoshka dolls and also many different kinds of foods, some that I can't even identify! It is good to try lots of different things here. I've had a lot of different meals with potatoes, rice, and pasta – my host mother keeps trying to feed me more and more, even when I'm not hungry! I've had a good time in Russia, and I hope that things will continue to go well for me while I am here.

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

1b: 1T 2T 3F 4F 5F 6T 7F 8F 9T 10F

2. 1 the 2 - 3 the 4 the 5 the 6 - 7 the 8 the 9 the 10 the 11 a 12 a 13 the 14 a 15 a
3. 2 necessity 3 improves 4 experience 5 welcoming 6 presents 7 challenging 8 unique 9 appreciate
4. 1 've been travelling
2 has saved
3 has crossed, has made
4 have been searching
5. 1 by 2 at 3 on 4 from 5 on 6 by 7 in

Unit 5

Lesson 1-2

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

3a:

- 1 Both underlined phrases include superlatives but in the first phrase a preposition is used and in the second a possessive.
- 2 ...Australia's most famous landmark...the world's largest rock mass...
- 3 Sydney is the most beautiful city in Australia. Sydney is Australia's most beautiful city.

3b: This sentence provides a model for expressing this idea in English. With the model from Ex. 3a there are two possible ways of saying it: Brisbane is the third biggest city in Australia. Brisbane is Australia's third biggest city.

4a:

- a) Picturesque
- b) Impressive
- c) Magnificent
- d) Spectacular

4b:

- tourist attractions
- accommodation
- package tour
- a full range of
- a reservation

2. Tapescript:

Travel agent: Can I help you, sir?

Mr Douglas: Er, sir. I am going on a holiday in two weeks and I'm thinking of visiting Australia.

Travel agent: Right. And where in Australia?

Mr Douglas: That's where I need your help. I'd like to go to the most interesting places and to see as much as possible.

Travel agent: And how much time would you like to spend in Australia?

Mr Douglas: Two weeks.

Travel agent: OK...Let me see...you could start in Sydney. It's Australia's biggest city and it has the most famous attractions.

Mr Douglas: That's what I've heard, but we don't want to stay in a city the whole time.

Travel agent: Don't worry. You can use Sydney as a base for visiting the countryside. That part of Australia has some of the most exotic wildlife anywhere in the world.

Mr Douglas: That sounds fine. What about flights?

Travel agent: We have some reasonable packages...

Mr Douglas: No, I think we'll book our own accommodation, thanks.

Travel agent: That's quite OK. What dates do you have in mind?

Mr Douglas: Late February, around the 20th.

Travel agent: How many of you will be travelling?

Mr Douglas: Myself, my wife and our son Sam.

Travel agent: How old is he?

Mr Douglas: Fourteen.

Travel agent: And are you looking for business class or economy class?

Mr Douglas: Oh, definitely economy class.

Travel agent: Let me see...I can get you out on 20th February and back on 6th March, for a total of 2225 pounds, but you'll have to change planes in Singapore. That's the cheapest fare I can find.

Mr Douglas: That's fine.

Travel agent: Shall I make a definite reservation?

Mr Douglas: Yes, please.

Travel agent: I'll need a deposit of 500 pounds now and the rest when you pick up your tickets.

Mr Douglas: That's OK. Can I pay by credit card?

Travel agent: No problem...

5a, 5b: Discussed are number of people travelling, dates of the trip, information about available flights, places to visit, length of the visit.

6a.

1. And where in Australia?/ How many of you will be travelling?/How old is he?/And are you looking for business class or economy class?/Can I pay by credit card?
2. I'm having a holiday in two weeks and I'm thinking of visiting Australia.

6b.

1. What's the time?
2. What does this sentence mean?
3. Where is 55 Park Street?
4. Have you seen a watch around here?
5. Did you like my presentation?

Lesson 3

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

2. Tapescript:

One: This is the final call for passengers travelling on British Airways flight BA653 to Sydney. Will all remaining passengers for this flight please go to Gate 14?

Two: Here is an announcement. Qantas flight QF 947 to Melbourne has been delayed until further notice. Passengers for this flight should remain in the departure lounge. We apologise for this delay.

Three: Attention all passengers. Please keep your baggage with you all the times. If you see any unattended bags or suitcases, please report them immediately to the airport staff. Thank you.

Four: Would Mr Douglas, joining British Airways flight BA 653 to Sydney, please go immediately to Gate 14?

Five: Would Mrs Douglas, a passenger travelling to Sydney, please come to the information Desk on the second floor?

Six: Here is an announcement. A wallet has been found belonging to Mr Sean Douglas. Would Mr Douglas please come to the lost property office? Thank you.

Seven: Will all passengers for British Airways flight BA653 to Sydney, proceed to Gate 14? This flight is now boarding. Please have your passports and boarding cards ready.

2a.

All three conversations begin in the same way. The purpose of each of them is to ask for directions. In each of them the first speaker interrupts the second speaker.

Tapescript:

Dialogue 1

Mr Douglas: Excuse me. I'm flying to Australia. Which check-in desk should I go to?

Clerk: What is your flight number?

Mr. Douglas: Pardon me?

Clerk: Do you know your flight number?

Mr Douglas: Um. I'm afraid not.

Clerk: Could I see your ticket?

Mr Douglas: Yes, here it is.

Clerk: Thank you. Well... Your flight number is 653, British Airways. It is check-in desk number six.

Mr Douglas: Number six?

Clerk: Yes. It's just along the corridor...and to the left.

Mr Douglas: Along the corridor...and to the left.

Clerk: Right.

Mr Douglas: Thank you.

Dialogue 2

Mr Douglas: Excuse me, Miss. Can you help me, please? I can't find Gate 12.

Clerk: Oh, it's easy. Can you see that Delta sign on the right?

Mr Douglas: Umm... Yes, sure.

Clerk: Turn left at the sign and go along the corridor.

Mr Douglas: Thank you.

Dialogue 3

Mr Douglas: Excuse me. I need to get to Gate 9...

Clerk: Oh, that's easy. Go straight ahead and then turn right at the Quantas sign.

Mr Douglas: Thank you very much.

2b:

1 Somewhere at an airport.

2 The passenger who needs help, by using the phrase *Excuse me*.

3 No. Other patterns: Attract attention – Ask for help – Explain the situation. Attract attention – Explain the situation.

4 I'm.../I can't.../I need to...

5 Not only by asking a question, but also by using questioning intonation when explaining your situation.

Tapescript 3

Male clerk: Which airline are you travelling with?

Male clerk: What time are you flying?

Male clerk: It's Desk 43. And you'd better hurry!

Tapescript 4

Female passengers: Excuse me, can you tell me where the lost property office is?

Female passengers: Thanks, I see. And is there anywhere to change money?

Female passengers: Good. And one last question. Where can I buy some chocolates and CDs? Where's that?

Lesson 4-5

1. A good hotel, cheap, comfortable, clean, with a swimming pool, telephone, TV, etc.
2. 2a: 1 en suite – a room where the bathroom is joined to the bedroom
2 double – a room for two people

Single – a room for one person

Triple – a room for three people

3 bed – and – breakfast – a hotel where the room price includes breakfast

4 full board – payment for all meals is included, so you can have breakfast, lunch and dinner

5 available – you can use it as it is free/unoccupied

6 facilities – conveniences, services, things needed for a comfortable stay, often euphemism for toilets

2b:

- Type of the room: single, double, triple, en suite
- Meals: bed-and-breakfast, full board
- Facilities: TV, telephone, mini-bar, central heating, hot and cold water, bathroom...
- Availability: available/unavailable

3. 1 The purpose is to ask for information. It can be seen in the first paragraph of the letter, where the author states the purpose for writing (I am writing to ask...)

2 It's a formal letter, as it is written to an organization. Its style is different from an informal style and includes lots of standard expressions, e. g. (Dear sir, Yours faithfully, etc)

3 No. The order is:

A Opening

B Explaining where you found out about the hotel

E Stating the reason for writing

D Enquiring about other necessary conditions

C Asking for more information

F Asking for prompt attention

G Closing

4a:

First the hotel wrote a reply to the Douglasses and then Jean Douglas calls to make a reservation.

Tapescript 1:

Receptionist: Hello, Green Giant Hotel. Can I help you?

Jean Douglas: Oh, yes. My name's Jean Douglas. I'm calling you from England.

Receptionist: Yeah.

Jean Douglas: I wrote to you last month about accommodation and you replied with some information.

Receptionist: Uh-huh. And how can I help you now?

Jean Douglas: You still have a double room and a single room available from 20th February till 6th March, do you?

Receptionist: Just a moment...let me see...yes, we do.

Jean Douglas: And they have a view over the harbor, don't they?

Receptionist: One of them is a side room, actually, but there is a balcony with a harbor view on one side.

Jean Douglas: Oh! Can you hold on a moment? One of the rooms has a balcony with a view over the harbor, Sean. What do you think?

Sean Douglas: Let's go for it, shall we?...As long as they are still offering a discount.

Jean Douglas: You can still offer us a 10% discount for the two weeks, can you?

Receptionist: Definitely, madam.

Jean Douglas: OK, can I make a firm reservation for those dates?

Receptionist: Of course, madam. I'll just need to take some details... Can you let me have your full name and address? Oh, and I'll need a deposit. Can you let me have your credit card details, too?...I'm speaking too fast, aren't I?

Jean Douglas: Don't worry, I've got it. Our surname is Douglas, D-O-U-G-L-A-S...

4b:

1 Receptionist: Hello, Green Giant Hotel. Can I help you?

Customer: My name's Jean Douglas. I'm calling you from England.

2 Receptionist: Can you let me have your full name and address?

3 Customer: You still have a double room and a single room available from 20th February till 6th March, do you? Can I make a firm reservation for those dates?

5a:

1 The second question sounds less sure. The speaker uses rising intonation and a tag question with a negative tag.

2 The first question has two positive tags, which is a special case asking for information.

Tapescript 2

Receptionist: Yeah.

Jean Douglas: I wrote to you last month about accommodation and you replied with some information.

Receptionist: Uh, huh. And how can I help you now?

Jean Douglas: You still have a double room and a single room available from 20th February till 6th March, do you?

Receptionist: Just a moment...let me see...yes, we do.

Jean Douglas: And they have a view over the harbor, don't they?

6a: Tapescript 3

Jean Douglas: One of the rooms has a balcony with a view over the harbor, Sean. What do you think?

Sean Douglas: Let's go for it, shall we?...

6a:

1 The function is to make an offer.

2 *Shall* is used instead of *do* in the tag.

6b:

1 This is Gate 14, is it?

2 Let's visit our local picture gallery, shall we?

- 3 We will have an opportunity to see koala bears, won't we?
- 4 It is a bed-and-breakfast hotel, is it?
- 5 Let's go to the duty free, shall we?

Lesson 6

2a: The Olga Rocks, Canberra, Darwin, Surfers in the sea, Uluru.

2b:

- 1 He thinks people are friendly and relaxed.
- 2 Watching the surfers, meeting people in Australia, camping, seeing the wildlife.
- 3 Yes. We can see it from the exclamatory sentences, e.g. Such a big country with so much to see and only two weeks to see it in!; choice of words, e.g. impressed, fascinating; details of the trip he has chosen to include in the article.
- 4 No, he said *All to soon it was time to fly back.*

3a:

- 1 Paragraph 1.
- 2 Yes.
- 3 To show that he really liked Australia and is thinking of returning.

In the chart:

- 1 It is used to state the topic of the article.
- 2-5 It is used to describe the holiday in chronological order.
- 6 It is used to summarise the author's impressions/to show that he really liked the trip.

3b:

In the chart:

- Sharing plans – 5
 - Naming the place – 2
 - Describing activities – 4
 - Sharing impressions – 5
 - Describing the place -3
- 2 naming the place
 - 3 describing the place
 - 4 describing activities
 - 5 sharing impressions, sharing plans

3c:

- 2 of course to underline something natural
- 3 intensifiers (such, so, really)
- 4 repetition (lots)
- 5 believe it or not to make the fact sound surprising
- 6 a dash to attract more attention to the last part of the sentence

Lesson 7

1. 1 attraction 2 unavailable 3 spectacular 4 terminal 5 reservation 6 airport 7 lost 8 in 9 accommodation

2. 1 magnificent/impressive 2 full range 3 offers 4 spectacular /impressive 5 impressive/magnificent 6 terminal
7 attractions 8 accommodation 9 facilities 10 bed-and-breakfast
3. 1 can't I? 2 shall we? 3 have you? 4 can I/ can't I? 5 shall we? 6 can I/can't I? 7 will it?/won't it?
4. 1 to 2 in 3 in 4 on 5 to 6 in 7 of 8 of 9 to
5. 1E 2F 3A 4B 5D 6C 7G
6. 1 St Petersburg is the second biggest city in Russia./ St Petersburg is Russia's second biggest city.
2K2 is the second highest peak/ mountain in the world. K2 is the world's second highest peak/mountain.
3The Mississippi is the longest river in North America. The Mississippi is North America's longest river.
4The hummingbird is the world's smallest bird. The hummingbird is the smallest bird in the world.

UNIT 6

Lesson 1

1. A

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

2b:

- 1 foreign correspondent
- 2 cartoonist
- 3 Journalist
- 4 Reporter
- 5 Photographer
- 6 editor

3a:

- a) The present simple. It probably shows that the event happened in the very recent past.
- b) No, she didn't. It is a girl who was lost and then found.
- c) An article and an auxiliary verb in the passive form (elliptic passive).
- d) Articles. A customer came to a shop and his/her bicycle was sold by accident.
- e) No, it is not.
- f) It refers to the near future – use of the infinitive to point to a future event.

3b:

- 1 An earthquake hit/has hit India.

- 2 A lost girl was/has been found.
 - 3 A shop sold/has sold a customer's bicycle.
 - 4 The mayor is going to open a school.
-
- 1 Parents should include their children in the process of baking cookies.
 - 2 An expert said that something had gone wrong on board and the jet had crashed.
 - 3 A policeman helped a victim who had been bitten by a dog.
 - 4 The miners refused to work after several deaths had occurred in the mines.
 - 5 Kids can cook tasty snacks.
 - 6 A march is planned for next August.
 - 7 A stolen painting was found near a tree.
 - 8 Two ships collided in the sea and one person died.

4b: 1D 2C 3B 4A

4c: 1C 2 extra 3A 4 extra 5B 6D

Tapescript:

Newsreader: ...And now a look at tomorrow morning's papers...

- The Mirror reporters on the latest scientific discoveries... Scientists have produced cloned piglets, it was revealed yesterday. And they hope this will speed up the process of transplanting animal organs into humans.
- Surprising facts for football fans in tomorrow's Independent.... We take Brazilian domination in football so much for granted that we forget what a recent phenomenon it is. When the game was first introduced into Brazil in 1894, it was considered "a violent British sport". It took the genius of Pele and his great contemporaries of the Fifties and Sixties to reinvent football as "the beautiful game".
- Good news for young people who need a piece of advice can be found in tomorrow's edition of the Daily Telegraph. ...teenagers who are too shy to see a doctor can now discuss health problems by sending mobile phone text message.
- The Times warns its readers to be careful following an accident involving holidaymakers. A British company director, who pulled his wife and two children to safety after they plunged into a frozen river in Iceland, yesterday described hearing his family screams as they fell through the ice.

4d: 1c 2a

Lesson 2

1b:

three	Three weeks – the time he spent in the open sea
five	Five miles off the Latvian coast – place where he was rescued
six	Six days – the period of time he took enough food for
nine	Nine days – the time he was without any food

42	42-year-old boat – the age of his boat
61	61-year-old man – the age of the sailor

2a:

- 1 In sentence (A) the relative clause is essential to the meaning of the sentence. Without this clause we have no clear idea which man is referred to here. This is an example of a defining relative clause.
- 2 In sentence (B) the relative clause is not essential to the meaning of the sentence. We know who managed to survive in the sea because of his amazing personal qualities and luck. The relative clause gives some additional information, underlining Edstroem's courage and self-discipline. This clause can be taken away, and the sentence will still make sense. This is an example of a non-defining relative clause.
- 3 Commas are used in non-defining relative clauses to separate the clause from the rest of the sentence. That can't be used instead of who or which.
- 4 Who is used to identify people; which is used to identify objects.
- 5 Time: Hans Roger Edstroem from Sweden got into trouble when his motor boat broke down.

Place: They took Edstroem to a hospital, where he was treated for dehydration.

There are some more relative clauses in the text.

2b:

- 1 Edstroem, who lives in Sweden, was on his way to Gotland when his motor boat stopped. – Non-defining as it gives additional information.
- 2 The reason why the motorboat broke down was the old battery. – Defining, it can't be omitted as it identifies the reason.
- 3 Edstroem was lucky to find some dog biscuits and sugar, which helped him to survive. – Non-defining, as it gives additional information.
- 4 The area where he was drifting was not far from Latvia's coast and the fishermen who were working nearby warned the coastguards. – Both are defining because they identify the area and the fishermen.

Lesson 3-4

1b:

Picture 1: It's not a lake but a river, it was the girl who plunged into the river, the dog was a Dalmatian.

Picture 2: It was the girl who was holding on to the dog, there was only one person on the shore – her mother.

2a:

- 1, 2 – Ss' own answers.
- 3 – clear description of the accident, colourful words that the journalist uses, expressions that show the feelings of the people involved in the accident.

2b: 1a 2a 3b 4a 5a 6b 7b

2c:

Cling on – (прильнуть) see explanation Ex. 2b in the corresponding dictionary entry. Hold on to (Держаться за) – meaning 1. The idea of feeling

unsafe is stressed here by the journalist, hence the choice of words, so the reader can see the picture vividly and understand the situation better.

2d:

Plunged into, swollen river, paddled safely, screams, rescue, I couldn't believe it, a true hero, I'm thrilled, managed, a terrible shock.

3b:

1 daring 2 swollen 3 deserted 4 escaped 5 plunged 6 paddled

4a:

- 1 It's a new information about a recent event: that is why the present perfect is used here.
- 2 All these events happened in the past, that's why past tenses are used. First Georgia plunged into the river. The past perfect shows that it happened before Sophie swam towards her (past simple). Then the events happened one after another and are described in the order they happened, i.e. the girl clung on to the dog (past simple), then the dog paddled to the bank with the girl (past simple). There is no need to use the past perfect to show that something happened before as in the first sentence of the paragraph.
- 3 Georgia was trying to reach the dog - along action (past continuous) interrupted by slipped and plunged - short actions (past simple). Then succession of events Sophie swam and saved - actions that took place one after another.
- 4 We don't know when she was told that - it was at some time in the past (indefinite past), maybe several times, that's why the present perfect is used here.

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

4c: Epic Journey.

A young bird has astonished ornithologists by making a 5000 km flight. It lost its way during migration from Scotland to the Ivory Coast and flew non-stop for 110 hours over the ocean. It is the longest flight over the sea a bird has ever made.

Pyramid Mystery.

Scientists have discovered another door inside the great Pyramid. The Pyramid was built more than 4000 years ago. The discovery was made by a robot produced by a Boston firm. Scientists hope they will now be able to explain the mystery of the Great Pyramid.

2. Use of direct speech

Use of vivid language

Happy ending

People and animals as characters

Ss' individual answers

Lesson 5-6

2b:

- Story 1: A, E, G
- Story 2: I, B, D
- Story 3: H, F, C

Tapescript:

Part 1

Radio journalist: Now we are going to hear from a man in Dundee who got home from a shopping trip and found that his street had been renamed. Welcome to the programme, Mr Ewen.

Fred Ewen: Thanks.

Radio journalist: Tell us what happened.

Fred Ewen: Well. I went out shopping, as usual, on Wednesday morning at about 1 o'clock.

Radio journalist: And you live in Linfield Street, don't you?

Fred Ewen: That's right, but the nameplate for the street was damaged by vandals a few months ago.

Radio journalist: So, the Council decided to replace it...

Fred Ewen: Yes, and that's where things went wrong. Parallel to Linfield Street is another street called Happyhillock Walk and it looks just the same. When I got back from the shops, that's the name I found at the end of my street.

Radio journalist: That must have been confusing.

Fred Ewen: Yes, ...even I wasn't sure where I was for a moment or two. Anyway, I called the Council straight away...

Radio journalist: ...and what did they say?

Fred Ewen: At first they thought I was joking, but I told them I wasn't and that changing the nameplate could lead to serious consequences.

Radio journalist: Right...

Fred Ewen: ...for example if there is a fire or one of the residents needs emergency medical attention.

Radio journalist: So what are they going to do?

Fred Ewen: They have promised to get a new nameplate made right away.

Radio journalist: Well, that's an extraordinary story. Thanks, Mr Ewen.

Part 2.

Radio journalist: Another news story comes from Switzerland. A boa constrictor has been returned to a man who left it on a bus. Police said the 34-year-old man had been carrying a number of bags and hadn't noticed the snake escape from one of them. Other passengers later discovered the three-foot snake curled up behind a seat. Veterinary authorities called in to capture the boa constrictor said it was not dangerous. Police said that after media reports about the capture, three other people also came forward claiming to have lost the snake.

Part 3.

Radio journalist: And now another strange story about a sleepy burglar. Earlier I spoke to Sergeant Kathy Daly from Hampshire Police, and this is what she told me.

Sergeant Daly: We are holding a 27-year-old man for questioning in connection with a burglary in the village of Old Basing.

Radio journalist: What had he stolen?

Sergeant Daly: Oh, the usual things: cash, credit cards, a mobile phone... and the family car, a BMW.

Radio journalist: And how did you find him?

Sergeant Daly: This was the funny thing! We found him in the driveway of a nearby house, asleep in the car. The house owner called us to report it.

Radio journalist: But this wasn't the first rest he took.

Sergeant Daly: No, earlier he had driven off quickly, after police woke him in a quiet country road.

Radio journalist: Clearly, a man who needs his sleep!

Sergeant Daly: Yes, and I wish all burglars were the same. It would make our job so much easier!

Radio journalist: And that's all the news for today.

3a:

- Story 3 (burglar, hard work)
- Story 2 (big but harmless)
- Story 1 (ambulance gets lost)
- Story 1 (streets looked similar)
- Story 3 (stupid to do so)
- Story 2 (have the pet back)

3b:

- 1 The police officer said that it seemed to be very hard work being a burglar.
- 2 The owner of the snake explained that although it was so big it was absolutely harmless.
- 3 The man asked what would happen if a doctor got lost in emergency.
- 4 The workmen explained that those two streets had always looked similar.
- 5 The burglar said he now realized that it had been very stupid of him to do so.
- 6 The stranger asked if/whether they could have their pet back.

Lesson 7

1. 1a: 1E 2B 3D 4A 5C

Tapescript:

Newsreader: This is the 10 o'clock news on the BBC with Daniel Brown and Gemma Parker.

The terrible earthquake in Turkey has already claimed more than 100 lives. The rescue operation continues and 12 more people were saved today. Desperate crowds of relatives of those who still may be found under the wreckage surrounded the site. The police had to block all access to the dormitory of a boarding school, as the rescue workers are worried that any unauthorized movement towards the building will lead to its total collapse, burying anybody who might be still alive.

And now for domestic news. The government has announced a large-scale plan for creating new jobs. By the end of the coming year more than 100000 new vacancies will be created around the country in tourism, hotel and catering services, and in small and medium

enterprises. The new programme is aimed at increasing employment among young people and those without proper qualifications. The rate of unemployment in these groups has risen steadily in the last three years.

Young people taking A levels this year will not only face tough exams at school and competition on the job market, but entry to popular university courses – in management, computing, economics and law – is also very difficult. At the same time, the number of school leavers applying for teacher-training courses has dropped by half in the last five years.

Now to sport. Today Manchester United won their last but one match of the season and made sure of winning the premiership title. Thousands of football fans celebrated the victory through the night in Manchester, but without serious clashes according to police reports. This victory leave Manchester United five points clear of the second team Liverpool.

Finally, the weather report – we are incredibly lucky with spring this year, which once again proves that British springs can be much better than our summers. With the exception of some showers in the Scottish Highlands we'll have a warm and sunny day tomorrow, with temperatures reaching an unbelievable 25°C! Thousands of motorists will be heading for the seaside this weekend and there are likely to be serious traffic jams on the motorways, so tune in to BBC local radio, which will give you traffic information. Have a nice weekend!

1b:

1F 2T 3F 4F 5F 6T 7F 8T

2. 1 editor 2 cartoonist 3 reporter /correspondent 4 newspaper 5 photographer 6 journalist
3. 1C 2E 3A 4B 5D
4. 1 which 2 whose 3 which 4 where 5 who
5. This is a photograph of my daughter, who is an artist.
Thank you for the information, which was very helpful.
In summer we often go to our dacha, which is only 30 km away.
Last year we went to Siberia where our relatives live.
The road accident caused traffic jams, which prevented us from arriving on time.
My friend has gone to hospital for some tests, which need to be done as quickly as possible.
Some newspapers focus on celebrities' private life, which is not fair, I think.
My friend, who is nearly always on time, was late for classes today.
We looked up at the sky, which was very starry that night.
6. 1 stopped 2 revived 3 blew 4 kept 5 died 6 has already delivered 7 was 8 told 9 has given birth 10 has been owned 11 has never produced 12 became

UNIT 7

Lesson 1

Warm-up: an artist, a ballet dancer, a doctor, a bus driver, a footballer, a journalist, a mechanic, a nurse, a police officer, a pilot, a shop assistant, a waiter, a writer.

2b:

- 1 The job of a bus driver involves knowing the rules of the road.
- 2 The job of a footballer involves doing a sport professionally.
- 3 The job of a waiter involves helping customers.
- 4 The job of a journalist involves writing news reports.
- 5 The job of a ballet dancer involves telling a story without speaking.
- 6 The job of a nurse involves treating people's illnesses.

3b:

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

- 1 работать в команде
- 2 уметь пользоваться компьютером
- 3 работать упорно
- 4 выступать публично
- 5 уметь хорошо писать
- 6 иметь хороший музыкальный слух
- 7 понятно объяснять
- 8 быть вежливым и услужливым
- 9 работать вечерами
- 10 уметь хорошо считать

Lesson 2

2. 1a 2b 3a

3b, 3c.

Speaker	Job	What things influenced his/her choice of profession
Rod	A teacher	1-in Liverpool, 2 – a seaport, 3 – good at English, 4 – many teachers, 5 – with people
Mike	A fisherman	6 – not much choice, 7 – to follow in, 8 – the sea, 9 – a useful job
Bob	A computer programmer	10 – love of maths, 11 – the fashion
Jane	A garden designer	12 – flowers, plants and trees, 13 – a talent for, 14 – her garden

Tapescript:

Rod, Plymouth, UK

Interviewer: OK, Rod. What influenced your choice of profession?

Rod: Uhm... Well. When I was a small boy I lived in Liverpool, which is a sea port and which also has good transport and communication links and a great football team. So... I thought about being a footballer and I also thought about being either an engine driver or a sailor, but uhm... later on I was a bit more realistic. And I was good at English when I was at school, so I had the idea that it would be nice to be a journalist, but it's very competitive and difficult to get a place in a school of journalism. Uhm... So I thought about travel, and I thought, maybe, I could work in business... import-export... and travel, but my father wanted me to go to university, uhm... so we had a fight and he won and I went to university and I studied German. And I travelled, I went to Germany and... the university course required a year in Germany and I taught in a school in Dusseldorf and I liked it, to my surprise. I didn't want to be a teacher because there were so many teachers in my family, my father, my aunts and so on... but after I tried it I really liked it. I enjoyed the interaction with people and so I thought "Why not?" So, that's how I became a teacher and I am very happy that I became a teacher.

Interviewer: How long have you been a teacher?

Rod: Uhm... I have to think... Probably, 36 years now, something like that, 36 years, yes.

Interviewer: And you are still teaching...

Rod: And I'm still teaching...

Interviewer: Has your attitude to the profession changed?

Rod: I don't think so. No... I like working with young people, I like working with other teachers too, so I like working with other professionals. I think one good thing about teaching is that it keeps you in touch with younger people.

Mike, Grimsby, UK

Interviewer: How did you become a fisherman, Mike?

Mike: Well, perhaps you haven't noticed, but there is not much choice here. There is hardly anything else for a young man to do. Some of my friends stayed at school and went on to university, but I wanted to follow in my father's footsteps. There are generations of fisherman in our family.

Interviewer: And do you have any regrets?

Mike: Sometimes, when the North Sea is rough and the wind is howling... it's not an easy life. But I love the sea and the feeling of doing a useful job... Don't ask my wife, though. She worries about me and she doesn't like the smell of fish which I always bring into the house.

Sandra, London, UK

Interviewer: How did you become a computer programmer, Sandra?

Sandra: You know, I'm not completely sure. It is just kind of happened... I suppose it started with my love of maths. It was my best subject at school. And I used to spend a long time by myself at home, playing on the computer. Then I went to university to study computer science and I suppose I just followed the fashion – straight into a job as a programmer.

Interviewer: Do you enjoy your work?

Sandra: I did at first, but now there is so much stress. Our field is so competitive. I have made my choice, though and it would be difficult for me to change now. Anyway, the money is good and living in London is expensive.

Jane, Bristol, UK

Interviewer: How did you get into designing gardens, Jane?

Jane: That's easy to answer. I've always loved flowers, plants and trees, and I think I've got green fingers. So, after I got married, my garden became my hobby. But I didn't realize that I had a talent for design until one of my neighbours admired my garden and asked me to redesign hers. That went well and so I decided to set up my own business...

Interviewer: And you've never looked back...

Jane: That's right. I have won prizes for my designs and now I have more work than I can handle. I can't believe how lucky I am: I am earning good money by doing something I love.

3d:

1 personal interests/hobby 2 character of the person 3 dreams and ambitions 4 family traditions 5 area where the person was born 6 people a person met 7 success in some subject at school 8 fashion 9 other people's opinion 10 job opportunities in the area 11 chance

4a:

1 Либо...либо...

2 No, he didn't. The conjunctions neither...nor show it. They sound negative if compared to either...or.

3 Когда Род вырос, он не стал ни машинистом, ни моряком.

4 The Russian sentence contains a negative particle before the verb, whereas the English verb is positive.

4b:

1 Neither Bob nor Jane followed in their fathers' footsteps.

2 Liverpool is a seaport and has a great football team, so Rod wanted to become either a sailor or a footballer.

3 Neither Jane nor Rod followed the fashion when they were choosing their profession.

4c:

1 Masha will become either a computer programmer or an accountant because she is good with figures.

2 Masha will be neither a surgeon nor a teacher because she cannot work under pressure.

Lesson 3-4

2b:

1 Maggie is scared of having to make a choice. She can't make up her mind.

2 Arguments for university: you are less likely to be unemployed; you can fail in life if you don't study hard enough.

3 Arguments for getting a job: you can make a lot of money without getting a degree; you don't have to study for five or six years.

4 Her parents want her to continue her education.

5 Maggie is asking Igor for a piece of advice.

2c:

Igor's advice to Maggie is continue school studies to find out what her real strengths are. He believes that the worst thing can happen is to make a wrong choice.

More arguments for university:

- You can earn a good living.
- You can work part-time if you like.

More arguments for work:

- Getting work experience
- Earning some money

2d:

- 1 They are both the same age and have to make a decision. They both find it a tough decision. They both feel a lot of pressure from their parents who think they should continue their education.
- 2 In Britain they have special career advisors who come to school to help Ss make their choice, whereas in Russia it is not common. In Russia in general parents have a bigger influence on their children's choice of future profession.
- 3 Ss own answers.

3a:

1a 2a 3a 4a 5 succeeded 6b 7b 8 a degree 9b 10 хорошо
зарабатывать 11 no 12a

3b:

- 1 a degree
- 2 work experience
- 3 part-time
- 4 career prospects
- 5 earn a good living
- 6 dropped out, unemployed
- 7 fail
- 8 benefits of
- 9 get into
- 10 pressure
- 11 career options

3c:

1b 2c 3a 1 have 2 is going 3 got

4a:

- 1 The first sentence refers to an activity which will be in progress. This is signaled by the continuous form of the verb. If it were a completed action, the tense would be simple.
- 2 She will first make up her mind and then finish school. We know that because of the time expression "by the time" and the perfect form "will have made up" which signals that the action will be completed by a

certain time in the future.

4b:

- a) will have become
- b) will be reading
- c) will have made
- d) will be working

Lesson 5-6

1. A clown, a firefighter, a zoo dentist, a computer hacker, a magician's assistant

2a:

Phrases for talking about people's qualities and abilities: be confident, be able to deal well with people, be good at programming, be eager to learn, enthusiasm, have good intuition, be hard-working, patience, be flexible.

Phrases for describing a job: be challenging, be appealing, be tiring, be interesting, be stimulating, be monotonous.

2b:

- 1 enthusiasm
- 2 confident
- 3 challenging
- 4 appealing
- 5 stimulating
- 6 eager
- 7 monotonous
- 8 intuition
- 9 flexible
- 10 patience

3b:

- 1 Father Christmas
- 2 computer security expert

Tapescript:

Presenter: Tell me, what made you want to become a Father Christmas?

Speaker 1: When my children were young, I always used to take them to see Father Christmas. They had so much fun. So later on I thought it would be fun to become a Father Christmas too.

Presenter: Do you need any training?

Speaker 1: Well, you have to be able to get on well with people you've never met, but apart from that there's no special training.

Presenter: What do you love about your job?

Speaker 1: Seeing that happy look on children's faces when they think Santa is talking to them and that they are going to get a present.

Presenter: What do you hate?

Speaker 1: That's easy. I hate not being Santa any more when I take my costume off – just being ordinary again.

Presenter: What's the money like?

Speaker 1: It's OK, and the job is great.

Presenter: What career advice would you pass on to others?

Speaker 1: Be yourself, always keep smiling. Err ... Make sure you treat your customers with respect, that way you'll get respect back.

Presenter: What made you want to become a computer security expert?

Speaker 2: I have wanted to work with computers since I was at primary school. I find the area of computer security and protecting computers users' data really interesting and stimulating. Working with viruses is a particularly appealing part of this, as it's a constant challenge.

Presenter: What training and skills did you need to get started?

Speaker 2: I went to university where I studied computer programming. A good knowledge of programming is important, anything to do with computers is an advantage, coupled with enthusiasm and an eagerness to learn.

Presenter: What makes a good virus technician?

Speaker 2: You need to have a great deal of patience to work in the Virus Laboratory. You also need to be attentive to detail and be good at logical thinking. Each time a virus is new and undocumented, you need to be prepared to step out into the known, trust your intuition and be confident.

Presenter: What do you love about your job?

Speaker 2: My colleagues. In this job you have to share information and learn from those around you. We all support each other and I have acquired a great deal of knowledge from the people I work with. I'd rather work in a team than on my own and dealing with people in your team is important for success. My firm also provides a superb restaurant for staff with a perfect chef, no less!

Presenter: What do you hate?

Speaker 2: The air conditioning in this building – you can't change it!

Presenter: What's the money like?

Speaker 2: This depends on experience and enthusiasm. However, a beginner would expect to start on round 17000 pounds a year.

Presenter: What advice would you give to others?

Speaker 2: I'd say the best advice you can give someone is that nothing is out of their reach. You need to believe that you can and will succeed, and if you work hard enough you will achieve your goals. And never stop learning.

3c:

Speaker	Reason for choosing the job	Qualities and abilities needed	Special training	Love/Hate	Money/Salary	Advice to other people
Father Christmas	His children used to have so much fun with Santa Claus	To get on well with people	Not needed/none	Seeing a happy look on children's faces/having to take off the costume, being an ordinary person again	OK Good enough	Be yourself smiling Treat others with respect and you'll get the respect back

Computer Security Expert	Has wanted to do this since school, finds it stimulating	Enthusiasm Eagerness to learn patience	University degree Good knowledge of computer languages	Working with her colleagues/air conditioning in the building	Beginner gets about 17000 a year	Never stop learning
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4a:

- 1 It refers to a general situation. Like+Ving is used mostly to talk about enjoyment.
- 2 He expresses preference. There is another aspect/activity to contrast with.

4b:

1L 2P 3P 4L 5L 6P 7P 8P 9L 10P

4c:

Ways of expressing likes/dislikes: enjoy/love/like/be fond of/be interested in

Ways of expressing preferences: I'd prefer/I'd like/I'd rather+V/I'd go for something

4d:

- 1 Yes, I do. I love working with people. /No, I don't. I hate working with people.
- 2 I'd prefer to work for a big company. It seems more challenging to me.
- 3 Yes, I do. I'm interested in working during the holidays. /No, I don't. I enjoy spending summer holidays in the country.
- 4 I'd rather work in a school canteen. I'm always hungry. /I'd go for a school library. /I'd fancy working with books.
- 5 Yes, I do. I'm keen on working with computers. /No, I don't. I hate working with computers.

Lesson 7

1a:

Tapescript

Speaker 1: In general, my job is to photograph news, events, sporting events, civic leaders, natural disasters, theatrical and musical performances, accidents and your next-door neighbour's prize-winning celebration. Actually, it's a little bit of everything.

What I enjoy about my profession is, mainly, that I express myself creatively every day. I'm out meeting interesting people, making contacts and I go to interesting places and take photograph of them. It's rewarding to be able to tell a story with photographs, and express how people feel. I get access to many places and people the general public would not normally get to see and meet. I travel often, sometimes in the area where I work and sometimes around the world, and I don't have to sit behind a desk eight hours a day.

Speaker 2: There are a lot of good, honest and hard-working kids, and I'm lucky to deal with such students. I teach 160 to 175 students in all, and

work together with other teachers. I also have to correct papers, plan classes and consult students after school.

In order to become a good teacher you have to get a good education, learn to work well with others, and understand that teaching is a skill, not just knowing the subject matter. Patience, organisational skills, good humour and enthusiasm for the job are also important and help young people to learn the skills that will help them succeed in life. I love the variety in my work, and the three months off every year.

Speaker 3: I'd say that my childhood interest developed into a passion for boxing. In my job I have to arrange fight dates for boxing matches, guide a fighter's career towards a championship title, make sure that a fighter is trained by a competent trainer and give advice on lifestyle.

I normally have lots of worries that stress me out. Is the fighter prepared for the fight? Will he be free of injuries during the training period for the fight? Will the boxing match be cancelled for any reason? Boxing is a highly competitive industry – don't be fooled by the glamour! The real work is done before the event you see and the fight itself is the result of all that hard work.

Speaker 4: I'm responsible for the safety, comfort and well-being of passengers from the time they board my plane until they arrive at their destination. This includes sitting passengers, giving safety instructions, drinks, meals, information on in-flight entertainment and looking after passengers' personal needs.

I work on a variety of aircraft. I organise services and represent my airline at all times. I enjoy travelling around the world and meeting interesting, new people. This job is quite stimulating: I have to use the languages I know, and learn new ones.

Another advantage is that I can work only half the month, so I'm home the other half or I can travel. If this sounds like a career you would be interested in – experience in dealing with people is very important, a foreign language is a plus; you need to stay on at school and pass your GCSE exams and some college education might be helpful. Experience of serving food and dealing with the public is also good.

Speaker 5: I began playing the guitar and writing songs with a friend when I was 15 and spent my teenage years singing in local cafés and performing at any event I could find. Persistence was the key to keeping at it. I went through years of performing in clubs, restaurants, bars, everywhere until I was able to get my band to the position where we only played concerts and festivals and make a living from music. Now, I've got a lot of responsibility. As a performing musician, I practice a lot, rehearse with the band, write and arrange songs, play at concerts and recordings in the studio. I do the administration for the band, so I have to write articles for newspapers, give interviews, arrange schedules, pay the musicians and coordinate all the activities that involve members of the band or the music. I really enjoy travelling to other countries, meeting lots of people, making people happy with our music and having our CDs sold around the world.

1a:

Speaker 1	d)a photo journalist
Speaker 2	e)a language teacher
Speaker 3	b)a boxing manager
Speaker 4	a)flight attendant
Speaker 5	c)the band leader

1b:

Has to learn foreign languages	Speaker 4
Works in a team	Speaker 2
Earns his/her living from music	Speaker 5
Has a creative job	Speaker 1
Works under pressure	Speaker 3
Serves meals	Speaker 4
Doesn't have to work from 9 to 5	Speaker 1
Performs in public	Speaker 5
Likes having long holidays	Speaker 2
Has done a sport	Speaker 3

2. 1 I'd like
 2 I like
 3 I'd rather
 4 I'd go for
 5 I like
3. 1 earn a good living
 2 perform in public
 3 follow in someone's footsteps
 4 deal with people
 5 career prospects
4. 1 will have made
 2 will be sitting
 3 will have finished
 4 will have taken, will be enjoying.
5. 1 either...or
 2 neither...nor
 3 either...or
 4 either...or
 5 neither...or
6. 1 long hours/overtime
 2 under pressure
 3 in a team
 4 part-time
 5 experience

UNIT 8

Lesson 1

2a:

- A Historic House
- B,C Art Gallery
- D Theme Park
- E Museum
- F Motor museum
- G can be any of places
- H Museum
- I Museum of Natural History

3b:

- 1 on time
- 2 the ticket office
- 3 what the guide says
- 4 other visitors
- 5 look round
- 6 an audio guide
- 7 the educational quiz
- 8 your school uniform

Tapescript:

Schoolteacher: Now, children, the bus will leave the school gate tomorrow morning at 9 a.m. Please, make sure you are on time, so we don't have to wait for anyone or leave anyone behind. At the Marine Aquarium there is a new exhibition about sea horses. It is very popular and we have booked tickets, so you won't have to queue at the ticket office. We will also have a guide who will explain everything you are going to see. Please, listen to what the guide says and don't talk or giggle – like you, Emily and Ruth are doing now – it's very rude. Also behave yourselves in the aquarium, don't run and remember there are other visitors who want to enjoy their visit too.

After the guided tour you will have about two hours to look round the rest of the aquarium exhibits. If you want to move around at your own speed, you can get an audio guide. It costs a pound, and do please be careful with it. Don't forget to do the educational quiz you are expected to hand in at your next Biology class. You will get your quiz cards at the ticket office when we get to the aquarium. Other things – you must wear your school uniform, so we can see where you are easily... there's no need to take more than 2 pounds for pocket money. In any case we can't be responsible if you lose it!

Lesson 2-3

1a:

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

1b:

Strategy: It is better to start by reading the sentences carefully so that you

know what exactly you are reading for. This will enable you to do the task quicker.

Answers:

- 1 1C, 2D (...getting wet is part of the fun)
- 2 4E (this ride is 30 years old and still impresses people)
- 3 2D, 3F, 5A (...you must be at least...)
- 4 3F (It consists of two hanging coasters...)
- 5 4E (...you meet your Ghost Host...)
- 6 5A (You are advised to remove your shoes before the journey)
- 7 2a (You go under or at least below the water)
- 8 4E, 6B
- 9 6B (This organ provides the riders with themed carousel music while they are riding)

2b:

Become – get wet, get soaked

Receive – get a ...of sth

Move to – get there, get on a horse

Other phrases – get a good laugh

2c:

Become – get lost, get cold, get ready, get tired, get late, get dark, get dressed, get angry

Receive – get a shock

Move to – get home, get out of, get together, get up

Other phrases – get on with

2d:

- 1 ...got wet
- 2 ...have got lost
- 3 ...to get there
- 4 ...got a good laugh
- 5 ...get out of there
- 6 ...getting dark/late
- 7 ...get home on time

Tapescript:

Erin: Fun and wet, just how I like it!!! Very...uhm...unique! Better than most of the rapids rides I've ever been on because of how quick it goes. You actually feel like you are going down the river rapids, and at every turn, you think you are going to smash into rocks or drop off a waterfall. Great fun!

Jennifer: This is a really, really, really great ride! This is my favourite ride of any type of ride, including roller coasters, on the planet. Ever since I was little it has amazed me. The skulls and bones that spell out sentences, the ballroom dancing, everything. The theme song is absolutely terrific. The effects are stupendous. Not to be missed!

Steve: This is definitely the best log ride I have ever been on. And needless to say, the final drop is the best. It may not be as high as other rides,

and you really feel like you are going to fall out of the boat. Then the surprise bump at the end. It's worth queuing for.

Brent: Yes, yes, yes! This ride is totally cool! The drop is fast and fun. Wooden roller coasters aren't my favourite, but this one was worth the admission price! Ride it during the day, and then again at night, and you'll experience a completely different ride. There might be some that are bigger or smoother, taller or even faster, but nothing is this much fun. Ghost Rider is the best. I can't wait for my next ride.

Kevin: When I go to parks, I try to get "warmed up" by going on less intense casters and work my way up. I choose Fighting Giants as my warm-up ride and found this one not so hot. Near the end, there's a great moment where the coaster suddenly flies upwards into the air. But like most coasters, you simply have to ride (better to sit outside) and appreciate it. The queue for this ride, even if it is unique, is really too long.

Katie: Everywhere my family go they have to go on the merry-go-round. I think the owners should invest in a better quality carousel; it feels like it's falling apart, and my feet hit the platform every time the horse goes down...now, That's no Fun! If you're a thrill seaker, don't bother with this.

3a,3b:

Speaker	Attraction	Liked/didn't like	What the speaker says about the ride
Erin	D	+	Unique, quick, etc
Jennifer	F	+	Song is terrific, effects are amazing, etc
Steve	A	+	Final drop is great, etc
Brent	C	+	Totally cool, fast and fun, etc
Kevin	E	-	Not so hot, long queue, etc
Katie	B	-	It's falling apart, no fun, etc

4a:

- 1 Yes, the person liked the ride. We can say this from the phrase *the best log ride I have ever been on*.
- 2 It makes the first sentence stronger. The phrase could be translated into Russian: Ради этого стоит постоять в очереди.

4b:

- 1 It wasn't worth spending time on it.
- 2 It's worth trying.
- 3 It is worth visiting.
- 4 ...it was worth going on this ride.
- 5 ...it wasn't worth waiting in the queue for two hours.

Lesson 4

2c:

- 1 A, B
- 2 B
- 3 C
- 4 B

- 5 C
- 6 B
- 7 A, B

3a:

- 1 Displays
- 2 Collections
- 3 Memorabilia
- 4 Exhibits

3b:

- 1d 2c 3b 4e 5a

Lesson 5-6

2a:

Neither of them liked the excursion.

Tapescript:

Part 1

Interviewer: We all know that museums and galleries suffer from an image problem. Today we have two teenagers, Mark, aged 15...

Mark: Hi!

Interviewer: ...and Lucy, who is 14,...

Lucy: Hello!

Interviewer: ...together with Barbara Hind, who is in charge of visitor relations at one of London's top art galleries.

Barbara: Hello!

Lucy: We went on a school trip to London last month and we spent a whole afternoon in the National Gallery...

Mark: ...and it was really boring!

Interviewer: In what way?

Mark: Well, first of all, there was just too much to take in. I know there are some famous paintings there, but they have no connection with me or what I am interested in...

Lucy: ...and there was this guide who talked nonstop about the pictures. She didn't know how to make it interesting and just switched off. By the end of the first hour I was so tired that I really wanted to escape. But our teacher made us stay together as a group.

Mark: ...that's right. If I could have gone round at my own speed and chosen my own pictures, I would have enjoyed it more.

2b:

	Mark	Lucy
1		✓
2	✓	
3	✓	
4	✓	✓
5		✓
6	✓	

2d:

	Lucy (L)/ Mark (M)
1 workshop	
2 audio guide	L
3 interactive display	M
4 trail	

Tapescript:

Part2

Interviewer: Barbara, it seems that galleries and museums are turning our youngsters off! That's not what we want, is it?

Barbara: Certainly not! I understand how Lucy and Mark feel. It's not so long since I was a teenager too! It would have been better if their teacher had contacted me before the visit. We could have helped her to plan it in a more interesting way.

Interviewer: How exactly?

Barbara: Well, we can provide audio guides to parts of the gallery, suggesting things for children to look for in the paintings and with questions to answer about what they see.

Interviewer: Anything else?

Barbara: Oh, yes! We also have quiz cards and trails for children to follow – lots of museums have these nowadays...and we also run workshops, where children can try their hand at painting or modeling.

Interviewer: And some museums have interactive displays that allow people to touch and play with items, don't they?

Barbara: Yes, and they are really popular with children of all ages.

Interviewer: Well, Mark and Lucy, what do you think of these ideas?

Mark: Pretty cool, especially the audio guide.

Lucy: And I'd definitely go for a workshop. I like to be involved in something practical.

Interviewer: So there are some ideas for us all to think about. Thanks for coming along today.

Mark, Lucy and Barbara: Goodbye.

3b:

- 1 (b) The actual title of the text is "We plan what to do".
- 2 List of expressions from the text: we plan to...; we intend to...; we'll also have...; we are going to place...; we want some...to be...; there'll also be...
- 3 (b) This sentence expresses hope.
- 4 Simple present, present continuous, simple future.
- 5 Plan, intend
- 6 Think

Lesson 7

1a:

- 1 Don't talk. +
- 2 Don't use other languages. -

- 3 Ask questions only when invited to. +
- 4 Walk around the entrance lobby. -
- 5 Stay in your group. +

Tapescript:

Part 1

Jane Brown: My name is Jane Brown. I'd like to welcome you to the Reading Room of the British Museum. We are now in the entrance lobby and in this guided tour I'm going to show you around. There are other groups going around with guides using other languages so please listen quietly so I don't have to raise my voice. You will have a chance to ask questions as we go around. At the end of each display I will give you an opportunity to ask questions. I would appreciate it if you could stay together so that we don't interfere with other groups.

1b:

1T 2T 3F 4T 5F

Tapescript:

Part 2

Jane Brown: We are now in the magnificent Reading Room, at the heart of the Great Court. When the Reading Room was completed in 1857, it immediately became one of the great sights to see in London. It is one of the most famous reading rooms in the world. The renovation of the Reading Room cost 100 million pounds – a very expensive project. On 6th December 2000, Her Majesty Queen Elizabeth the Second formally re-opened it.

The information centre combines the very best in modern technology with more traditional sources of information. The Museum's multimedia database is free for all visitors to use. After the tour you will have an opportunity to use the computers in the Reading Room – all with touch screens. They are very easy to use, even for someone without any experience of working on computers. You simply touch the picture on the screen. The system gives information on around 5000 exhibits from the Museum's collections. For each object you will find a short article and high quality images. You can enlarge the images and study them in detail.

The Reading Room has a reference library of about 25000 books, catalogues and other printed material. Please note that this means that you can't borrow books but you can use the library to find any information you need. The British Museum no longer holds the national collections of manuscripts and journals. They are now in the new British Library.

- 2. 1 It isn't worth going to the museum when it is almost closing time.
- 2 Russian rural churches are worth visiting.
- 3 The new display in the London Transport Museum is worth seeing.
- 4 This TV programme is not worth spending time on.
- 5 It was worth staying till the end of the show.

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

4. 1 plan/want/intend
- 2 going/planning
- 3 will/ are going to
- 4 hope
- 5 will/ is going to

5. 1 exhibit
- 2 queue
- 3 souvenir
- 4 memorabilia
- 5 visitor
- 6 tour
- 7 display
- 8 guide
- 9 collection

UNIT 9

Lesson 1-2

2b:

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

2c:

- 1 A bookworm is a person who likes reading and reads a lot. (книжный червь)
- 2 Snow days are days with heavy snowfalls when classes are cancelled in some American schools. Sick days are days when students cannot go to school because they are ill.
- 3 Yes.
- 4 Smart –(here) b)умный

Translation

Text B – Это «копание вглубь» сделало чтение скучным занятием.

Text C – Почему «умный» не может быть «крутым»? Ведь именно умные люди преуспевают в жизни.

3a:

I read to /in order to/ so as to travel to a different world learn something new.

4b:

A science fiction

B animal book or encyclopedia

C adventure story

D detective story

5a:

Tapescript

Speaker 1: I like reading encyclopedias, though it surprises my friends. So what? I surprise them with curious facts I read about and sometimes I know more than my teachers do. I often win competitions at school and I have a lot of prizes at home.

Speaker 2: My favourite stories are horror stories. I read them because I like being scared. I particularly like descriptions of ghosts and monsters. The stories have lots of action in them, and some of the things that happen are really very strange.

Speaker 3: I hate reading if it's not a sci-fi books. To me sci-fi not only predicts but influences the future – it makes us think! I like science fiction because it allows the author more freedom for the story. The writer can even create whole new worlds. Another advantage of science fiction is that different genres are often combined – adventure, romance, imaginary worlds. Sci-fi is something we wish would happen.

Lesson 3

1b:

I never thought that a girl of five could read Dickens. I can't believe that her/the parents didn't know that their five-year-old daughter went to the library alone etc.

1c:

- 1 refused (b)
- 2 unaccompanied (b)
- 3 fascination (a)
- 4 was stunned (b)
- 5 taken aback (a)
- 6 glorious hours (a)
- 7 poor (a)

1d:

1b 2b 3a 4a 5c

1e:

- 1 Ss' own answers.
- 2 To strengthen the idea of the librarian's surprise.
- 3 Ss' own answers.
- 4 Ss' own answers.
- 5 Matilda was a very bright child and she was lonely in the world of grown-ups.
- 6 Ss' own answers.

Lesson 4-5

2a:

The writer likes the book because of its plot/ of the wonders which take place in the book/ good wins a victory over bad/etc.

2c:

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

3a:

1c 2a 3e 4b 5d

3b:

Words to describe books I like: appealing to the reader, can't put (sth) down, carries you away into another world, incredible, depicts vividly, dynamic, full of humour, raise the spirits.

Words to describe books I do not like: boring, incredible, fake, makes me sleep, makes me depressed.

4a:

1 The words incredibly and really make the meaning of the adjectives that follow them stronger.

2 The words truly and highly make the meaning of the verbs that follow them stronger.

4b:

1 Terribly

2 Very

3 Extremely

4 Very

4c:

Adverbs	adjectives	Adjectives
	Interesting, boring, informative, exciting	Thrilling, fascinating, fabulous, fantastic
very	++	-
quite	+	+
Really, truly	+	+
Extremely, terribly, incredibly	+++	+

5a:

Yes, it is good according to the writer. The use of be worth Ving as well as the other adjectives and adverbs shows it.

5b:

1 Если книгу не стоит читать во второй раз, ее не стоит читать и в первый раз.

2 Если дело стоит делать, его стоит делать хорошо.

5c:

1 This book is worth paying attention to.

2 This novel is not worth spending time on.

3 This dictionary is worth buying.

4 This sci-fi story is not worth re-reading.

Lesson 6

1. 1 Ss' own answers

2 Ss' own answers

3 Talent, ability to find rhyme, good knowledge of the language, etc.

Lesson 7

1a:

- A boys – 41%, girls – 59%
- B were read to aloud – 80%, were not read to aloud – 20%
- C 66% magazines, 59% newspapers, 48% the back of cereal boxes.
- D read for fun 50% of girls, read to learn 50% of girls.
- E read to learn 69% of boys, read for fun 31% of boys.

1b:

1T 2F 3F 4T 5T 6F 7T

2.
 - 1 adventure books
 - 2 an encyclopedia
 - 3 horror books
 - 4 science fiction
 - 5 romantic stories
 - 6 textbook
 - 7 detective stories
 - 8 fantasy
 - 9 fairy tales
 - 10 dictionary
3.
 - 1 I went to the library to find the book for my report in Geography.
 - 2 I like reading fairy tales so as to escape reality.
 - 3 I prefer reading at home alone in order to get a better impression of the book.
 - 4 Our teacher says we should analyse poems so as to understand them better.
 - 5 Many teenagers read horror stories to be excited.
 - 6 Some students read encyclopedias to show off.
4.
 - 1 is worth watching
 - 2 is worth reading
 - 3 is not worth telling
 - 4 is worth paying attention to
 - 5 are not worth buying
 - 6 are worth attending
5.
 - 1 highly
 - 2 quite
 - 3 truly
 - 4 truly
 - 5 really
6.
 - 1 put down
 - 2 full of humour
 - 3 are (always) appealing to
 - 4 to depict (the image) vividly
 - 5 carries me away

UNIT 10

Lesson 1

2a:

1b 2a 3b 4a 5a 6a 7a

2c:

- 1 starch
- 2 fibre
- 3 a good source of
- 4 proteins
- 5 weight loss
- 6 fitness
- 7 endurance
- 8 stretch
- 9 muscles

Lesson 2-3

1a:

1e 2c 3h 4j 4j 5k 6i 7b 8l 9a 10f 11g 12d

2a:

	Where are the people?	Where are they going to eat/drink?
Situation 1	In a school canteen	A bar of chocolate, a can of diet cola
Situation 2	At a fast food restaurant	A big burger, a fish burger, a large portion of chips, a strawberry ice-cream
Situation 3	At home	A glass of juice

Tapescript:

Situation 1: In a school canteen.

Female student: One of those, please. And can I have a burger, please, and some chips?

Dinner lady: Do you want some beans?

Female student: No, thanks.

Dinner lady: Anything else?

Female student: Can I have a bar of chocolate, I mean, a Snickers bar, please, and a can of Cola, please.

Dinner lady: Diet or ordinary?

Female student: Diet, please. How much is that?

Dinner lady: Two pounds twenty.

Female student: Here you are, thanks.

Dinner lady: Thanks.

Situation 2:

Male student 1: I'm going to have a big burger.

Male student 2: No, not for me. I'll go for a fish burger.

Male student 1: Oh, that's horrible – a fish burger!

Male student 2: Shut up. I've only got enough money for a fish burger and a large portion of chips.

Male student 1: I'll have an ice-cream/ I've already had a packet of crisps today at school.

Cashier: Next, please!

Male student 2: A big burger, a fish burger, a large portion of chips and an ice-cream.

Cashier: Chocolate or strawberry?

Male student 2: Strawberry, please. Thanks.

Cashier: That's five pounds fifty and here's your receipt. Have a nice day!

Male student 2: You too!

Situation 3: At home.

Jan: Mum, I don't want this bowl of cereal! I hate cornflakes! I just want a piece of toast and a slice of cheese.

Mother: Come on, Jan, be sensible, dear. You must have a proper breakfast.

Jan: Mum, I don't want a proper breakfast, as you call it! I don't want to get fat!

Mother: I know, dear, but at least have a glass of fruit juice, that'll help stop you getting spots. And anyway, juice is less fattening than toast. Look, Jan, you need the juice for the vitamins, you need cornflakes for energy and more vitamins, and milk for calcium because you're still growing.

Jan: That's boring, Mum! I can't drink a carton of milk every day. That makes me sick.

Mother: OK, I'm having my cup of coffee now, and, please, don't forget your juice.

2b:

Phrases (c) and (j) were not on the tape.

3a:

Options 5 and 6 are not healthy.

3b:

starch	fibre	fat	proteins	vitamins	Sugar
Potatoes	Apples	Sausages	Meat	Grapefruit	Cake
cereals	All vegetables	Nuts	Fish	All vegetables	Cereals
	And fruit	Seeds	Cereals	Fruit and herbs	Vegetables
		Cheese	Beans		Fruit
		Cream milk	peas		

5a:

- 1 The report will be read by an educational official.
- 2 The purpose of this report is to describe the situation with a new school canteen and to give some recommendations.
- 3 The style of the report is formal.
- 4 It is done in order to emphasise the structure of the report.

5b:

- 1 Introduction
- 2 Food
- 3 Recommendation
- 4 Conclusion.

Lesson 5-6

2a:

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

3b:

Lorna: 1-4

Chris: 5-7

Tapescript:

Lorna: The boys at school used to laugh at me about my weight because I was size 14 and looked a lot bigger than most of the other girls. When I went out with my mates, they were always going on about how fat they were, but I would have swapped my body for theirs any day if I could have. I used to worry about my size all the time and I wore loose, baggy things to try to hide my shape. I envied my mates so much – they'd be eating hamburgers and chips, while I'd nibble on half a burger. I only had to look at chocolate and I'd put on a pound. I tried so hard to lose weight, I used to go swimming about four times a week in a desperate effort to get down to a smaller size.

But you know, I wasn't short of boyfriends. There's this idea that guys don't fancy fat girls, but I've never had any problems. I've always tried to compensate for my size by being open and funny. I don't think boys like skinny girls. Since I left school, I've put on more weight. I've also started working as a large-size model and I'm getting loads of work, and now I'm happy with my size – 16. I feel I've finally come to terms with my size, so I don't bother about it any more. I thought: this is the way I am. I've probably never been healthier; what's the problem? I'm happy.

As a large-size model I couldn't lose weight now even if I wanted to because I wouldn't get any work, but I've never been happier. I wish more girls of my size would feel happier about themselves, rather than going on diets and hiding themselves in baggy clothes.

Chris: I used to be a skinny child and if you are small, you get picked on at school. My first visit to a gym got me hooked. Almost immediately I started to see my body changing, as muscles I never knew I had seemed to pop up everywhere. I seemed to train harder than anybody I knew and I read everything I could find about new training methods and tried just about every diet and natural supplement known to a man. I wanted the type of the body you see on the cover of Men's Health magazine. If I hadn't put so much effort in training, my dream wouldn't have come true. After five years of natural training I reached a maximum weight of 15 stone, just short of doubling my weight. When I got a knee injury and my doctor told me that I needed surgery and should rest for three months, I was back in the gym within three weeks.

At the moment I have four strength-training and four aerobic sessions a week. It requires a lot of discipline and sacrifice, but it's about your focus in life and what's important for you. I also believe that diet is crucial. It accounts for 70% of my success. I normally avoid processed food, bread, pasta, crisps and crackers and eat mostly vegetables, lean chicken and fish.

I went from being a nervous, skinny kid to a guy who is confident and respected. So am I addicted to training? When I see how it changed my life, yes. But it isn't an illness; it's an addiction that has definitely been a healthy one for me.

3c:

- 1 laugh at
- 2 size
- 3 enviously
- 4 compensate for
- 5 come to terms with
- 6 skinny, pick on
- 7 sacrifice
- 8 is addicted

4a:

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

4b:

- a) Louise didn't stop dieting. It is clear from the conditional sentence (She didn't stop and got ill) and the next sentence gives more evidence (Dieting got out of control). She is speaking about the past. The forms of had stopped, wouldn't have got show it.
- b) The first sentence refers to the past and the second to the future.
- c)
 - 1 (it) – excess weight
 - 2 (they) – people around Louise
 - 3 (it) – Louise's diet
 - 4 (it) – dieting (the idea of losing more weight)
 - 5 (they) – teachers
 - 6 (it) – Louise's problem (losing three or four pounds a week)
 - 7 (it) – a chart

Lesson 7-8

1. Tapescript:

Speaker 1: We will give you an opportunity to change your lifestyle and enjoy an amazing and fast-paced working environment unlike the other. You'll spend most of your time in the sky working on board our aircraft as a member of our friendly, professional cabin crew.

A career as cabin crew will mean many changes. You will need to develop a range of skills and fill a number of roles from customer service representative to safety officer or sales person, but that's the fun of the job, although there's plenty of hard work ahead too.

We are looking to individuals with a bright, cheerful and friendly personality, who are able to work in a team and under pressure. With our excellent training and development, programme we'll make sure you are ready and full of confidence before you step aboard for your first flight.

Speaker 2: Work from home full-time or part-time around your current job or commitments. An international multibillion-dollar company seeks motivated individuals who are keen to apply their enthusiasm and determination to a successful career in customer service.

You will be working from home either full-time, or part-time around your current job or commitments, using your computer at home. Administration, customer service, secretarial, or internet skills may prove useful, but the most important thing that you can bring to the table as a willingness to learn some new skills and a desire to build financial security for yourself and your family. Full training programme and support available.

Speaker 3: We are currently recruiting cleaners based in Welwyn Garden City, Hertfordshire Applicants will be responsible for general office cleaning, dusting, emptying bins, hovering and cleaning toilets. Applicants will need to be able to communicate effectively and to maintain an enthusiastic and positive approach. Own transport will be required. Hours: Evenings 5:30 p.m. to 7 p.m. for more information, call the recruitment hotline.

Speaker 4: We are looking for experienced fitness managers, personal trainers or quality fitness instructors, who are looking to take a step up in responsibility and to make a real impact. You will already be an experienced and professional personal trainer. This is an opportunity to manage a team of highly trained and motivated one-to-one personal trainers. The one-to-one project covers all Fitness First regions and is making a massive difference to our members. They can see the benefits of having a personal service and enjoying the difference it makes. You will be a key part of the management team of the club. This will be a challenge and will carry a lot of responsibility but will also be a lot of fun. If this is the right opportunity for you...what are you waiting for?

- A Speaker 3
- B Speaker 4
- C Speaker 1
- D Speaker 2
- E Speaker 4
- F Speaker 2

2. 1F 2T 3T 4F 5T 6F 7F 8T 9T

- 3.
- 1 Endless
 - 2 Population
 - 3 Truly
 - 4 Civilisation
 - 5 Practically
 - 6 Unspoiled
 - 7 Experienced
 - 8 Challenges

9 Beauty
10 Detailed

4. 1 the 2 a 3 the 4 - 5 a 6 the 7 - 8 - 9 the 10 -

5. 1 had left
2 was missing
3 returned
4 called in
5 had been travelling
6 was
7 was being looked after
8 was reunited
9 happens
10 don't expect

6. 1 so as not to
2 the best book I have
3 the meeting has been
4 who I met
5 would not have failed
6 would rather not
7 had already left
8 will be having
9 it is worth bringing
10 people will have travelled

7. 1c 2a 3c 4d 5a 6b 7b 8c 9a 10c 11d 12b 13d 14c 15b
16a 17b 18c 19b 20b

New Millennium English 9

Workbook

Unit 1

Lesson 1-2

1. 1 Figure – muscular
Height – tall
Face – square
Hair – straight
- 2 Figure – fragile
Height – short
Face – oval
Hair – wavy
- 3 Figure – plump
Height – short
Face – round
Hair – curly

2. 1a 2d 3a 4c

Lesson 3-4

3. 1 kind 2 confident 3 loyal 4 polite 5 loyal 6 obstinate 7 reliable
4. 4a: 1D 2C 3F 4A 5B 6G 7E
4b: 1a 2b 3c 4a 5c 6b 7a

Lesson 5

5. 1 who 2 who 3 who 4 which 5 who
6 who 7 who 8 which 9 who 10 which
6. 1 Julia is a very intelligent girl who can always explain how to solve very difficult problems.
2 He wrote a letter which was passed to the host family.
3 Jack is a witty person who knows a lot of jokes.
4 She gave me a present which I liked very much.
5 She has a good imagination which helps her in painting.
6 I admire sporty people who are always cheerful and full of energy.

Lesson 6

7. 1 I don't mind you inviting your friend to the party.
2 I saw you dancing with my brother.
3 Mother didn't mind Liza putting on/wearing her shoes for the party.
4 I didn't hear you coming, as the TV was turned on and working with all its might.

- 5 I like my friends telling the truth.
- 6 I heard you quarrelling with Mike.
- 7 I felt my mum getting angry with me.
- 8 Father doesn't like me coming back home late.

8. 1D 2C 3E 4A 5B

9. 1 a lot of/many friends
- 2 mine
- 3 She was
- 4 She was very lively. / She was a very lively girl.
- 5 a new school
- 6 overweight/plump/plumpish
- 7 such an intelligent girl
- 8 the best marks
- 9 talk about many things
- 10 consider Helena to be

Unit 2

Lesson 1-2

1. 1 safe drinking water 2 fish 3 population
4 nuclear reactors 5 motor vehicles/cars
6 of fresh water 7 countries 8 mega cities
2. 1 release car fumes
2 drop litter
3 pour (poisonous) chemicals
4 pollute the air with waste gases

Lesson 3

3. 1 causes 2 is not thought 3 have been built
4 has renovated 5 sounded 6 went
7 find 8 will be started 9 are usually closed
4. 1 chemicals, poison, car fumes, waste
2 release, pour
3 destroy, pollute, damage, affect, poison

Lesson 4-5

5. 5a. Noun: damage, waste, poison, threat, pollution, release, cause.
Verb: damage, waste, poison, threaten, pollute, release, cause.
5b. 1 disease 2 nature 3 harm 4 pollution
6. 1 garbage can 2 waste/rubbish bin

3 litter bin 4 waste paper basket 5 waste pipe

7. 1T 2T 3T 4F 5F 6T

Lesson 6

8. 1 the 2- 3- 4- 5- 6 the 7- 8 the 9- 10- 11- 12- 13-

9. 1 until 2 by the time 3 by the time
4 until 5 by the time

10. 1 refuse 2 reduce 3 reuse 4 recycle

11. 1 penalty 2 rubbish 3 release 4 litter 5 risk 6 pollute 7 garbage 8
refuse
9 destroy 10 waste 11 fine 12 affect 13 pour 14 chemical 15 Dave
16 damage 17 reduce 18 threaten 19 recycle 20 reuse 21 poison 22 bin
23 harm

The word from the letters in the shaded areas – environment.

Exam practice 1 (Units 1-2)

1. A4 B3 C1 D8 E5 F6

Extra examples – 2, 7.

2. A3 B6 C2 D5 E8 F1 G4 H7

3. 1B 2A 3D 4A 5B 6C 7D 8A
9A 10D 11B 12C 13A 14D 15A

Unit 3

Lesson 1-2

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

2. 2a: 1H 2G 3C 4B 5E 6F 7A 8D

2b: 1a 2b 3a 4a 5a 6b 7b 8a 9b 10b

Lesson 3

3. 1 a) No/ b) Yes

2 a) Yes/ b) No

3 a) Yes/ b) Yes

4 a) No/ b) No

5 a) No/ b) No

4. 1 hadn't fallen seriously ill..., wouldn't have got behind...

2 hadn't got behind..., wouldn't have asked...

3 had refused..., would have got interested... (wouldn't have) decided...

4 hadn't gone..., wouldn't have met

5 hadn't been ill..., wouldn't have found..., wouldn't have married..., wouldn't have had..., wouldn't have got into...

5. 1 The place of learning: vocational college, primary school, secondary school, night school, comprehensive school.
- 2 The results of learning: make progress, get a school-leaving certificate, fail, enter a university.
- 3 The organization of studies: core subject, optional subject, term, timetable.

Lesson 4-5

6. 1 comprehensive school 2 terms
3 secondary education 4 core subject 5 Studies
6 make good progress 7 optional subject
8 majority 9 take 10 timetable

7. A Maths Problems:3, 5
B Geography Class:6, 1
C Do you know who I am? 2, 4

8. 1e 2d 3b 4a 5c

9. 1 He must have passed the exams.
2 He must have lost something.
3 The students must have been very noisy.
4 The teacher must have made a mistake about the timetable.
5 The girl must have come to the wrong classroom.

10. 1 The test can't have been difficult.
2 She can't have been the best student in her class.
3 He can't have let them go.
4 She must have read it.
5 Oh, no, he can't have come (so early).

Unit 4

Lesson 1

1. Netherlands in order to modernize the 2
well. After the Russian Revolution it was 6
The flag soon became popular on land as 5
Tsar Peter the Great visited the 1
the tricolor again became official on August 8
Dutch-influenced flag for Russian ships. 4
Russian navy, and in 1699 he chose a 3
21, 1991. 9
Replaced by the communist red banner, but 7

2. 1 capital 2 uplands 3 continent 4 land
5 ocean 6 border 7 river 8 region
9 population 10 sea
3. 1 is rising 2 see 3 find
4 has just announced 5 is 6 are landing
7 are rising 8 are not dressed 9 go
10 is waiting 11 are 12 have
13 are wanted 14 had heard 15 didn't think
4. 1- 2 the 3 a 4 the 5 a 6 the 7 the 8 the 9- 10 the 11 the
12 the 13 the
14 - 15 a 16 the 17 the 18 the 19 the 20 the

Lesson 2-3

5. 1- 2- 3- 4 a, a 5 a
6. Text A: 1 the 2 the 3- 4 it 5 a 6 the 7 the 8 the 9 her 10 it
11 a 12 the 13 the 14 her 15 the 16 a 17 the
Text B: There is a *salamander* crawling up *the wall* of Churche's Mansion in *Cheshire*. Much of *the town* was destroyed by the fire in 1583, and *the mansion* was one of only three large buildings to survive. It was the home of Richard Churche, *a wealthy salt merchant*; when he built it six years earlier he had the foresight to put *a salamander* on it – according to legend *the creature* cannot be destroyed by the fire. This early form of fire protection was obviously effective, and although *the restaurant* which now occupies the ground floor probably has a better insurance policy, *the salamander* is still on duty.
7. 1a 2a 3b 4b 5c

Lesson 4-5

8. 1 create 2 an unforgettable 3 facing
4 take 5 impression
9. 1 have been trying 2 have managed
3 haven't been able 4 have been having
5 have become 6 have been going
7 haven't missed 8 have been eating
9 have tried 10 have been
11 have made 12 have been going out
10. 1 appreciate 2 unique 3 improve
4 extreme 5 experience 6 challenging

Lesson 6

11. Икра - caviar
Сельдь - herring

Пшеница - wheat
Рожь - rye
Свекла - beetroot
Салат «Оливье» - Russian salad

12. Expressing a worry – c, m
Asking for more information – k, n
Describing actions in order – d, g, j
Giving advice – a, o
Accepting the invitation – e, p
Refusing an invitation – h, l
Inviting – b, i
Giving more details – f, q

Exam Practice 2 (Units 3-4)

1. 1b 2b 3c 4a 5a 6b 7a
2. 1 lived 2 decided 3 spoke 4 had enrolled
5 to speak 6 was always struggling 7 to know
8 has worked 9 reading 10 helped
11 have learned 12 was able 13 became 14 learn 15 doing
3. 1 compulsory 2 primary education 3 extension
4 to attend 5 decision 6 optional 7 careers
8 secondary school 9 carry on 10 unfair
Extra word is «studies».

Unit 5

Lesson 1-2

1. 1b 2b 3a 4a 5c 6b 7a 8c 9a 10c
2. 1 Northern Territory – 1,346,200 km sq
2 The Australian Capital Territory – 2,432 km sq
3 Western Australia – 2,525,500 km sq
4 Victoria – 227,600 km sq
5 South Australia – 984,377 km sq
6 Tasmania – 67,800 km sq
3. 1 The third biggest city in Western Siberia/ Western Siberia's third biggest city
2 one of the oldest Siberian/ one of the oldest of Siberia's cities/ one of the oldest cities in Siberia
3 one of the most significant economic and administrative centres in Siberia/ one of Siberia's most significant economic and administrative centres/ one of the most significant Siberian economic and administrative centres

- 4 the most important industry in Tomsk Oblast
- 5 the oldest in Siberia/ Siberia's oldest city/ oldest Siberian city
- 6 one of the world's biggest and most varied gardens/ one of the biggest and most varied gardens in the world
- 7 the most interesting attraction in Tomsk
- 8 the most picturesque/ beautiful place in the city/ The city's most picturesque/ beautiful place

Lesson 3

- 4. 1 Sean Douglas 2 20 February 2006
3 BA 653 4 7 a.m. 5 23 kg 6 6 March 2006
- 5. 1 baggage 2 terminal 3 information desk
4 departures 5 check-in-desk 6 excess
7 boarding cards 8 customs 9 duty free shop/store
10 lost property office 11 flight 12 gate
- 6. Flight 3

Lesson 4-5

- 7. Title (Mr, Mrs, Miss, Ms) : Mrs
Family name: Douglas
First name: Jean
Address: 54b Didcot Street
City: Oxford
Postcode: OX2 6DP
Country: United Kingdom
Single: 1
Double room: 1
Arrival date: 20 February
Departure date: 6 March
No of Nights: 14 (or 15)
Further comments: give rate for bed and breakfast; any discount for a full week's stay
Date: 3 February 2006
Signature: Jean Douglas
- 8. A Let's go too, shall we?
B (✓)
C You still have..., don't you?
D I'm late, aren't I?
E This is the way to Gate 5, isn't it?
F Let's..., shall we?

Lesson 6

- 9a. B E F C A D
- 9b. 1 I say
2 Why
3 So's mine!

- 4 So am ,...
- 5 Well...(a)
- 6 Well...(b)

Unit 6

Lesson 1

- 1. 1 Pages 2-5 2 Pages 8-10 3 Page 1 4 Pages 6-7 5 Page 13 6 Pages 11-12 7 Page 14
- 2. A a reporter B a cartoonist C a correspondent D a TV announcer E an editor
- 3. 1 The stolen car has been/ was found
2 The Russian and US presidents are going to meet.
3 Some safety experts say that school bus passengers should be belted (wear seat belts).
4 An enraged cow injured/ has injured a farmer who carried an axe.
5 A typhoon ripped through the cemetery, and hundreds of people died.

Lesson 2

- 4. 1 which (b) 2 which (a) 3 who (b) 4 which (a) 5 who (b) 6 which (b)
7 when (b) 8 where (a) 9 whose (b) 10 who (b)
- 5. 1 This is John Smith, who is a famous reporter.
2 That was the summer when I entered the university.
3 I have spoken to Mary Brown whose article was published a month ago.
4 "Vedomosti" is a newspaper that/which is very popular in this town.
5 This is the studio where most of the local TV programmes are produced.
- 6. 1 has entered 2 broke 3 remained 4 crossed 5 were also used 6 were worried
7 accomplished 8 will make

Lesson 3-4

- 7. 1 has landed 2 was fishing 3 caught 4 is 5 has been recorded 6 began
7 has 8 are designed 9 could 10 include/have included
- 8. 1 have news for you 2 to be honest 3 it may sound strange but 4 you may not believe it, but
5 to tell you the truth
- 9. 1 headline 2 sentences 3 adjectives 4 colour 5 beginning 6 headline
7 message

8 paragraphs 9 outcome 10 ending 11 sentence 12 conclusion

Lesson 5-6

10. 10a: 1A 2C 3B 4B 5B 6B 7A 8B

10b: 1 cage 2 stop/flag down 3 jaws 4 hand over to 5 track somebody down

6 be spotted 7 scare 8 take care of something

Exam practice 3 (Units 5-6)

1. 2B 3F 4C 5E 6A

2. 1c 2b 3a 4b

3. 1 named 2 were transported 3 built 4 had finished 5 was discovered
6 began

7 are 8 caused 9 were removed 10 didn't receive 11 make up 12 have survived

13 celebrates 14 claimed 15 have suffered

Unit 7

Lesson 1

1. 1 dancer 2 dentist 3 nurse 4 programmer 5 journalist 6 artist

2. 2a: 1b 2c 3a 4d 5e

2b: 1 have an ear for music 2 give clear explanations 3 work long hours
4 have bad physical coordination 5 have good concentration

Lesson 2

3. Make contact

Do well/badly

Do a sport

Make sure

Make a career

Make friends

Do a job

Do the housework

Tell a story

Give advice

Give details

Tell a lie

Tell the difference

Tell the truth

Give an opinion

Give an explanation

Perform in public

Present a passport

Present a new film

Perform an operation

Perform well/badly

Present a report

4. 1 to give an opinion

2 to tell lies

3 to perform in public

4 to present a passport

5 to give an explanation

6 to tell the difference

7 to give advice

8 to perform an operation

9 to make sure

10 to do a job

5. 1 team 2 pressure 3 public 4 control 5 work 6 night

Lesson 3-4

6. 1 at 2 with 3 on 4 for 5 in 6 of 7 in 8 in 9 at 10 for

7. 1 She has neither qualifications nor work experience.

2 He is thinking of becoming either an engineer or an astronomer.

3 This profession seems neither appealing nor challenging to me.

4 After school you can go either to university or straight into a job.

8. 1 go for 2 ended up 3 gave away/give away 4 drop out 5 got into

9. 1c 2e 3a 4b 5d

10. 1 finish 2 footsteps 3 final, prospects 4 earn

Lesson 5-6

11. 11a:

1 What does your job involve?

2 Why did you decide to take it up?

3 What do you like about your job?

4 What kind of music do you play?

5 How do you know you are doing a good job?

6 What is the money like?

11b: A5 B6 C2 D4 E1 F3

- 12. 12a:** Across: challenging, flexible, attention, stimulating, patient.
Down: confident, appealing, enthusiastic, intuition, monotonous.
12b: Nouns: confidence, challenge, attention, tiredness, boredom, patience, monotony, flexibility, enthusiasm, eagerness.
Adjective: confident, challenging, attentive, tired, boring, patient, monotonous, flexible, enthusiastic, eager.

13. 1 Preference

- I'd like to work part-time.
I'd go for working part-time.
I'd prefer to work part-time.
I'd fancy working part-time.

2 General like

- I like dealing with people.
I am keen on dealing with people.
I love dealing with people.

Unit 8

Lesson 1

- A Introduction B Planning your visit C Getting there D Planning your day
E Where to eat F take a break G Extend your stay H When to go
- 1h 2e 3a 4g 5b 6d 7c 8f
- 1 no use locking 2 no good complaining 3 worth doing, worth doing
4 no good arguing 5 not worth living 6 no use crying
- 1 Что толку запирать конюшню, коли лошадь сбежала?
2 Что толку жаловаться, если ничего изменить нельзя?
3 Если дело стоящее, то оно стоит того, чтобы его сделать хорошо.
4 Зачем ссориться/спорить по пустякам?
5 Жизнь бессмысленна. Но разве у нас есть выбор?
6 Что толку рыдать над разбитой посудой?

Lesson 2-3

- Noun – Verb – Adjective: value – value – valuable; interaction – interact – interactive; exhibition, exhibit - exhibit - ---; variety, variant – vary – various, variable; history - --- - historic, historical; excitement – excite - exciting.
- 1 exhibition 2 historic/valuable 3 interactive 4 various 5 valuable 6 exciting

7. Across: 1 collection 2 donate 3 visitors 4 queue 5 guide 6 area 7 selection 8 playground 9 item
10 board 11 display
Down: Tate gallery

Lesson 4

8. 1 exhibits 2 improvements 3 educational 4 valuable 5 activities 6 interactive
7 enjoyable 8 donated
9. 1 want Sablino to be
2 plan to invite/are planning to invite
3 aims to breathe
4 are thinking of
5 intend to become
6 hope you will instantly recognize

Lesson 5-6

10. 1 of 2 at 3 for 4 in 5 of 6 around 7 of 8 at
11. Tea break coffee break lunch break weekend break the Easter break
the Christmas break
Take a break have a break
12. 1 We have two long breaks at school.
2 You need to take a break.
3 What time is the lunch break?
4 You shouldn't work without a break.
5 Let's go somewhere for a weekend break.
13. 1 is hosting 2 looks 3 will invade 4 has organized 5 is 6 have ever
conquered
7 will take part 8 study 9 is 10 were 11 are more keen 12 will be
demonstrating
13 will be showing 14 will be able 15 will be

Exam practice 4 (Units 7-8)

1. 1a 2c 3c 4b 5c 6a
2. 1 D Dan 2 C David 3 A Loz, G Rion 4 F Esther, E Christina 5 E
Christina 6 F Esther, H Sarah
7 G Rion 8 B Corie, H Sarah 9 D Dan 10 D Dan
3. 1C 2B 3A 4C 5D 6A 7B 8D 9C 10C 11B 12D 13A 14D

Unit 9

Lesson 1-2

1. 1D 2C 3A 4B
2. 1 words 2 birds 3 kings 4 things 5 hide 6 wide 7 end 8 friend
3. **3a:** Reasons for reading.
Text 1: to escape reality; to get to know new things.
Text 2: to get advice for life; to raise their spirits.
3b: 1 friend in need 2 if you please
3 lived exciting lives 4 when my spirits are bad
5 a heap of books 6 have tried that book
7 transported her 8 a scholar in my own my way
9 olden- day sailing ships 10 in order to take out

Lesson 3

4. Adventure books ✓
Fantasy ✓
Poetry ✓
Science fiction ✓
Romantic stories ✓
Books about animals
Fairy tales ✓
Detective stories ✓

5. 1 put it down
2 vividly depicts
3 full of humour
4 carry me away
5 take
Extra words are: dynamic, raise my spirits.

Lesson 4-5

6. 1D 2E 3C 4A 5B
7. **7a:** get up
Get out
Get back
Get angry
Get better
Get married
Get together
7b: 1 getting up
2 get married
3 get angry

4 got together, got back
5 has got better

Lesson 6

8. 1C 2B 3A 4D 5E

Unit 10

Lesson 1

1. 1b 2a 3a 4c 5b 6a 7c 8c

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

3. 1T 2T 3F 4F 5T 6T 7F 8F

Lesson 2-3

4. A fats, oil B meat, poultry, fish, beans, eggs, nuts
C bread, cereal, rice, pasta
D milk, yogurt, cheese
E 3-5 fruit F vegetables

5. 1 glass 2 piece/slice 3 can 4 bar 5 slice/piece 6 carton 7 packet 8 cup 9 bowl

6.

V+ing	V+ to INF	V+ obj+ INF	V+obj+that
Keep doing something	Refuse to do sth	Help sb to do sth	Tell sb that
Start doing sth	Star to do sth		
	Want to do sth Try to do sth		

7. 1 dieting 2 to eat 3 me to understand 4 to make 5 to do/doing 6 to become 7 told me that

Lesson 4

8. 3

9. 1 looked 2 play 3 have been playing 4 had 5 wasn't 6 could 7 didn't like 8 took

9 didn't like 10 told 11 wanted 12 decided 13 was interested 14 have 15 are doing

10. 1 pick on 2 cut out 3 hooked on 4 baggy 5 bothered

Lesson 5-6

11. 1 on 2 for 3 on 4 to, with 5 about 6 into 7 to, out of

12. Weigh – weight – weighty, weightless – weightily
Envy – envy – envious, enviable – enviously
Compensate – compensation - - ...
Sacrifice – sacrifice – sacrificial -
Lose – loss – lost -
Refuse – refusal - -
.... –happiness – happy – happily

Exam practice 5 (Unit 9-10)

1. 1B 2A 3C 4A 6A 8B 9C 10B
5,7 are extra statements.
2. 1 quick 2 surprising 3 occasionally 4 favourite
5 lead 6 equipment 7 advertisements/ adverts/ads
8 managers 9 serving 10 government

