

**Государственное областное автономное образовательное учреждение
«Центр поддержки одаренных детей «Стратегия»**

Рассмотрена и принята на заседании
Педагогического совета ГООУ «Центр
поддержки одаренных детей «Стратегия»

Протокол от
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УТВЕРЖДАЮ:
Директор ГООУ «Центр поддержки
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Приказ от
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**Образовательная программа по английскому языку 10 класса,
реализуемая в форме электронного обучения, с применением
дистанционных образовательных технологий**

**Возраст обучающихся: 15-16 лет
Срок реализации: 1 год.**

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МОДУЛЬ 1

1. Тема: **Relationships**
2. Цели: формирования лексических навыков чтения; развитие умения читать с разными стратегиями (с целью понимания основного содержания, детального содержания, поиска специфической информации); развитие грамматических навыков; развитие и закрепление навыков аудирования; расширение потенциального словаря за счет овладения новыми лексическими единицами, новыми значениями известных слов.

Заданиек модулю 1:

1. **Reading:** Read the text “Help is at Hand” and do exercise C (Exam practice).
Vocabulary for self-study (learn the words with their definitions; you can also make your own examples showing the usage of these words):
Ex.D
 1. Goodidea – brainchild
 2. Idea – concept
 3. Solved – sorted out(sort out)
 4. Have a conversation – chat
 5. Do impossible things – work miracles
 6. Worries – anxieties
 7. Introduced – brought up (bring up)
 8. Problems and situations – issues
Work it out
 1. Charity – philanthropic organization
 2. Launched – started
 3. A friendly ear – a sympathetic listener
 4. Turn to – ask for advice
 5. Frustrations – feeling of annoyance at not being able to do something
 6. Looking into (look into) – investigating
2. **Grammar:** Study and learns the rules in Grammar database 1 and 2
Do the following exercises: Present Simple and Past Simple – ex. B,C;
Present Perfect Simple and Past Perfect Simple – ex. B,C
3. **Vocabulary:** Vocabulary for self-study. Learn the vocabulary “Feelings and situations”, you can also make your own examples showing the usage of these words

Ex. A **-ing adjectives** are used to describe things (The film was boring)

-ed adjectives are used to describe our feelings (I felt very bored)

Bore	bored	boring
Interest	interested	interesting
Excite	excited	exciting
Tire	tired	tiring
Pleasure	pleased	pleasing or pleasant
Scare	scared	scary!
Frighten	frightened	frightening
Terrify	terrified	terrifying
Relax	relaxed	relaxing
Annoy	annoyed	annoying

Phrasal verbs (Ex.B)

1. Bring up – raise
2. Grow up – get older
3. Take after – be just like
4. Look after – take care of
5. Put up with – tolerate
6. Let down – disappoint

Word formation (Ex.C)

Noun	Verb	Adjective	Adverb
help	help	(un)helpful/helpless	(un)helpful
relation/relative/ relationship	relate	relative	relatively
friend	befriend	friendly	-
care/ carefulness	care	careful/ careless	carefully/carelessly
attraction/ attractiveness	attract	(un)attractive	(un)attractively
obedience	obey	(dis)obedient	(dis)obediently
honesty	-	(dis)honest	(dis)honestly
appearance	appear	apparent	apparently
rudeness	-	rude	rudely
kindness	-	(un)kind	(un)kindly
jealousy	-	jealous	jealously
nerve/nervousness	-	nervous	nervously

Word patterns (Ex.D)

1. Help **with** smth or doing smth

2. Complain **about** smth or doing smth
 3. Be responsible **for** smth or doing smth
 4. Approve **of** smth or doing smth
 5. Believe **in** smth or doing smth
 6. Prevent smb **from** smth or doing smth
 7. Save **from** smth or doing smth
 8. Borrow **from** smth or doing smth
4. **Listening** Listen the track.
Do exercise B.
5. **Reading:** Read the text “Are you a heartbroken teenager?” and do exercise C (Exam practice).

Vocabulary for self-study (learn the words with their definitions; you can also make your own examples showing the usage of these words):

Ex.E

1. Recover from – get over
2. Experience – go through
3. Cause a disagreement or argument between – come between
4. Do something special for – treat
5. Happen – come about

Work it out

1. Childish – like a child
2. Sympathetic – ready to listen and help
3. Traumatic – causing suffering
4. Bearable – tolerable, not impossible
5. Impulsive – without thinking beforehand
6. Miserable – very sad

6. **Use of English**

Do exercises B and C

7. **Unit Test 1**

Do exercises A, C, D, E

! Задания, выделенные зеленым цветом, являются обязательными для выполнения и отправляются на проверку

1 Relationships

Reading 1

Word power

argument • bully • embarrassment • fight • jealousy • tease

Starting point

- What problems can teenagers face because of
 - parents?
 - other people at school?
 - brothers and sisters?
 - friends?

- A** Look at the title and subtitle of the article you are going to read. What do you think this new service does?
- B** Read the text quickly and find examples of difficult situations that teenagers might face.

How should you do Reading Part 2?

- Don't worry about words like *her*, *his*, *our*, etc because you don't know who they refer to so they can't help you decide.
- Look at words like *her*, *his*, *our*, etc carefully and try to work out who they refer to because they will help you decide.

c exam practice Reading Part 2

You are going to read an article about a service for teenagers. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-7). There is one extra sentence which you do not need to use.

- And often it's better to talk to a complete stranger about these things, rather than someone you know really well.
- I think our chat made her feel a lot better.
- Everyone occasionally has difficulties with their relatives, their colleagues, their neighbours, their boss!
- That alone can often be a help in itself.
- However, it doesn't work for everyone.
- A thirteen-year-old girl is being teased by her older brother.
- All we can really do is suggest they go and see their doctor.
- You can also chat directly with one of our counsellors online through our website.



The children's charity *Child Power UK* has launched a new service for teenagers in need of a friendly ear. Charlie Benn Investigates.

'Being a teenager has never been easy, and, from all our research, it seems to be getting more difficult every year.' So says Janet Faulkner, Director of *Child Power UK. Helping Hand*, a new service for thirteen- to nineteen-year-olds, is her brainchild. 'I realised that there was lots of help at hand for young people in extreme difficulty. They can ring *ChildLine*, for example, if they're suffering from bullying or have run away from home, things like that, but nothing for the more everyday problems they face. And so I created *Helping Hand* to fill the gap.'

The concept is simple. 1 A teenage boy feels embarrassed every time he goes shopping with his mum. Someone is jealous of their best friend because they've got a cool new mobile phone. Who do they turn to? *Helping Hand*.

'They're little things, yes,' says Janet, 'but they often don't feel little to the person in that situation. All problems need to be sorted out and talked about. 2 We provide a 24-hour free service to do two main things – listen sympathetically, and offer advice where appropriate.'

Since its introduction two months ago, *Helping Hand* has already dealt with over 1,000 cases. 'If you're a teenager, you can contact us in three main ways,' says Janet. 'There's a free number you can call (0909 9090909) or you can send us an

Help is at hand

email and we'll get back to you within half an hour. 3 Many people like that option because it's direct but at the same time they feel comfortable. We're also planning to introduce a service soon that allows teenagers with similar problems to talk to each other online.'

There are five full-time *Helping Hand* counsellors at present, all trained in child psychology and counselling. One of the team, Jenny, described her work. 'It's a great feeling being able to make a difference to someone's life,' says Jenny. 'This morning, for example, I helped one teenager who was really upset because none of her friends at school had remembered her birthday. 4 And there was a fifteen-year-old boy who had seen the film *Billy Elliot* and wanted to start doing ballet, but was afraid of what his father would say. He's going to make his dad watch the film before he talks to him about it.'

Helping Hand doesn't claim to be able to solve every problem. 'We can't work miracles,' says Andrew Carter, another counsellor, 'and we can't make all problems disappear just like that but *Helping Hand* gives kids the chance to express their frustrations and anxieties. 5 I had a teenager the other day who had just split up with his girlfriend. He didn't want to talk to anyone in his family about it, and his friends just joked about it when he brought the subject up. He really only needed somebody to listen to him. And that's what we're there for.'

'Sometimes,' says Jenny, 'there are issues we just can't deal with at all. We're not health professionals,

so there's no way we can discuss medical problems. 6 And last week someone sent me an email asking if I knew where they could buy a cheap second-hand digital camera. We don't really have answers to questions like that!'

'*Helping Hand* has been such a success, though,' says Janet, 'that a number of other charities are looking into ways of running similar services for older people. It's not just teenagers that have problems.

7 And it really does help to talk. Who knows? Maybe we'll all be using a service like this in the future!'

Work it out!

Find these words and phrases in the article and underline them. Can you work out what they mean from the context?

charity • launched • a friendly ear • turn to
frustrations • looking into

D Find words or phrases in the text or removed sentences which have a similar meaning to these words and phrases.

- 1 good idea (paragraph 1)
- 2 idea (paragraph 2)
- 3 solved (paragraph 3)
- 4 have a conversation (paragraph 4)
- 5 do impossible things (paragraph 6)
- 6 worries (noun) (paragraph 6)
- 7 introduced (paragraph 6)
- 8 problems and situations (paragraph 7)

Have your say!

Do you think *Helping Hand* is a good idea?

Grammar database 1

Present simple and past simple

We use the present simple:

- for habits. *My dad talks in his sleep.*
- to show how often things happen or don't happen. *I don't see my cousins very often.*
- for permanent situations. *She lives in Switzerland.*
- for general truths, facts and abilities. *Anne is married.*
- for states. *Does Rod have a girlfriend at the moment?*
- for the future (in timetables). *Term starts next Monday.*
- for the future (in time clauses). *I'll call you when I get back.*

We use the past simple:

- for habits in the past. *I talked in my sleep when I was a child.*
- to show how often things happened or didn't happen. *I didn't see my cousins very often when I was growing up.*
- for single completed actions. *I bought my dad's birthday present yesterday.*
- for permanent situations in the past. *She lived in Switzerland.*
- for general truths and facts about the past. *They were married for seventy years.*
- for past states. *Roula had long hair a few years ago.*
- for the main events in a story. *I went downstairs and made the kids their breakfast.*

Emphatic present simple and emphatic past simple

When we want to emphasise an action or situation, particularly to emphasise that it actually happens/happened, or that it is/was different to what someone else thinks, we can use the emphatic present simple, with 'do' or 'does', or the emphatic past simple with 'did'.

'You haven't got a sister, have you?'

'Actually, I do have a sister, but she lives abroad.'

'You didn't agree with Joanne, did you?'

'Actually, I did agree with her.'

Note: We don't use the emphatic present simple or emphatic past simple with the verb 'to be'.

Stative verbs

Some verbs are not normally used in continuous tenses because they don't describe actions. These are called 'stative verbs'. For example, we say 'I love you', not 'I am loving you'.

Stative verbs often refer to...

thinking (eg believe, imagine, know, understand);
emotions (eg hate, like, love, prefer, satisfy, want);
the human senses (eg hear, see, smell, sound, taste);
appearance (eg appear, look, resemble, seem);
relationships between things (eg belong to, consist of, include, involve, own).

Be careful!

Some verbs are stative with one meaning and non-stative with another meaning.

be: Dave is thirteen years old. (state) You're being silly! (action)

have: Sheila has a headache at the moment. (state) Sheila is having a bath at the moment. (action)

think: What do you think of this book? (state) What are you thinking about? (action)

Grammar database 2

Present perfect simple and past perfect simple

We use the present perfect simple:

- for actions and situations continuing up to now. *We've been engaged for the last six months.*
- for a series of actions continuing up to now. *We've had an argument every day this week!*
- for completed actions at a time in the past which is not mentioned. *Has he ever told you that he loves you?*
- for completed actions where the important thing is the present result. *I've finished my homework so I'm free now.*

The present perfect simple is often used with words and phrases like: *just, yet, already, still, this is the first time ..., ever, never, for, since, so far, up to now, recently, lately, before, etc.*

We often use the present perfect simple with the superlative and with ordinal numbers (first, second, third, etc). *She's the nicest person I've ever met.* and *It's the second argument we've had today!*

The present perfect simple can also be used to refer to the future in time clauses after *when*, *as soon as*, etc. *I'll invite Tracy round when we've finished dinner.*

Be careful!

Carl *has been to* Paris. = Carl is not in Paris now.

Carl *has gone to* Paris. = Carl is in Paris or is on his way to Paris now.

We use the past perfect simple:

- for actions and situations continuing up to a moment in the past. *They'd been engaged for three years before they got married.*
- for completed actions before a moment in the past. *I'd asked Sam to go out with me several times before he finally said yes!*
- for completed actions where the important thing is the result at a moment in the past. *We'd just had some bad news so we decided not to go to the party.*
- in reported speech. *Charlotte said she'd never met such nice people.*
- in third conditional sentences. *If you'd told me you were in trouble, I'd have offered to help.*
- for wishes about the past. *I wish I hadn't split up with Jenny.*

The past perfect simple is often used with words and phrases like: *before*, *after*, *when*, *already*, *as soon as*, *it was the first time ...*, etc.

Note: We can often choose between using the past perfect simple and the past simple, as there is little or no difference in meaning.

- ✓ *They'd been engaged for three years before they got married.*
- ✓ *They were engaged for three years before they got married.*

Note: After we have used the past perfect simple to show that we are talking about a past time before the main past time of a narrative, we often use past simple instead of continuing to use past perfect. *I had met the Grangers only once before. They seemed a very interesting couple ...*

Grammar database 3

Present continuous (*am/is/are -ing*) and past continuous (*was/were -ing*)

These two tenses often have a similar meaning, although the present continuous refers to the present and the past continuous refers to the past.

We use the present continuous:

- for events happening at a particular moment. *Don't make so much noise! I'm working!*
- for temporary situations or events. *We're living with my grandparents until our house is finished.*
- for changing and developing situations. *The traffic in this town is getting worse.*
- for future arrangements. *We are having a test next Monday.*
- to refer to annoying habits (usually with *always*). *You are always interrupting me! Stop it!*

We use the past continuous:

- for events happening at a particular moment in the past. *What were you doing at nine o'clock last night?*
- for temporary situations or events. *My brother was working as a waiter last summer until he found a better job.*
- for changing and developing situations. *The situation at work was becoming very stressful, so I left.*
- for future arrangements in the past. *I was very excited because we were going to the zoo the next day.*
- for two actions in progress at the same time. *While I was studying, my brother was playing his trumpet.*
- The past continuous and past simple can be used together to show that one action interrupts another: *I was watching TV when suddenly a face appeared at the window.*

Present perfect continuous (*has/have been -ing*) and past perfect continuous (*had been -ing*)

We use the present perfect continuous:

- for events and actions continuing up to the present moment or stopping just before it. *I'm bored because I've been working all day.*

Grammar 1

Present simple and past simple

Can one or both of these sentences contain the word 'often'?

Can one or both of these sentences refer to one specific occasion?

- a I go out with my friends.
- b I went out with my friends.

- We use the present simple and the past simple:
- to show how often things happen. *We never go out / went out during the week.*
 - for permanent situations. *She lives / lived with her parents.*
 - for general truths and facts. *Carl doesn't speak / didn't speak French.*
 - for states. *Does Dana have / Did Dana have red hair?*

- We also use the present simple:
- for the future (in timetables). *Term starts next Monday.*
 - for the future (in time clauses). *I'll call you when I get back.*

- We also use the past simple:
- for single completed actions. *I met our new neighbours yesterday.*

stative verbs

- Stative verbs, such as **like, love, believe, see, appear, understand, know** are not normally used in continuous tenses because they don't describe actions.

- ✓ *I don't like the way you're talking to me.*
- ✗ *I am not liking the way you're talking to me.*

See *Grammar database 1* on page 174 for more information.

Be careful!

Some verbs are stative with one meaning and non-stative with another meaning. eg **Stative:** I have a lot of work to do at the moment. **Non-stative:** They are having an argument at the moment.

- A** Look back at the article on pages 6-7 and find an example of
- the present simple in the question form (paragraph 2)
 - the emphatic present simple (paragraph 8)
 - the past simple in the negative (paragraph 6).

- B** There are 10 mistakes with verb tenses and forms in this text. Find them and correct them.

My Sister

Do you get on well with your sister? I get. My sister and I are best friends, even though Fiona's three years older than me. We do go out together almost every weekend, and we are always having fun. Fiona don't tease me or bully me. In fact, we've never had a serious argument! Of course, we aren't always agreeing about everything. Last Saturday, for example, Fiona wanted to go to the cinema but I didn't fancied seeing a movie. It wasn't be a problem, though. While she and a couple of our friends were watching the film, I was going to an internet café and chatted online with some friends of mine in the USA. We all meet up afterwards and did went for a coffee. It's great – we have a very close but easy-going relationship.

- C** Use these verbs in the correct form to complete the sentences.

go • know • meet • seem
get in • make • forget

- 1 Melina _____ to invite Adam and he's really upset with her now!
- 2 Stan's girlfriend's train _____ in half an hour so he's gone to pick her up from the station.
- 3 I _____ my uncle and aunt who live in Germany for the first time recently.
- 4 Sheila _____ lots of new friends at the party.
- 5 Dan and I _____ out very often as we prefer to stay at home.
- 6 It's a shame we _____ you were coming today – the kids would love to see you again.
- 7 Ollie _____ to be annoyed with me for some reason at the moment.

- D** Write five questions you can ask someone about

- a their family and friends.
- b what they did last weekend.

- E** Ask your partner your questions. Now use your partner's answers to tell the class about him/her.

Be careful!

- Who told you? = Someone told you something.
 Who did you tell? = You told someone something.

Grammar 2

Present perfect simple and past perfect simple

Your boyfriend or girlfriend has told you ... (para. 1 line 1)

Did that happen in the past?

Is it still relevant now?

Do we know exactly when he or she told you?

You *had thought* that this relationship would last forever ... (para. 1 line 3)

Why is it 'had thought' and not 'thought'?

<input type="checkbox"/> We use	Present perfect simple	Past perfect simple
<ul style="list-style-type: none"> for actions and situations continuing ... 	<ul style="list-style-type: none"> ... up to now. <i>I've been best friends with Julie for four years.</i> 	<ul style="list-style-type: none"> ... up to a moment in the past. <i>Julie and I had been best friends for four years when she moved to another town.</i>
<ul style="list-style-type: none"> for completed actions ... 	<ul style="list-style-type: none"> ... at a time in the past which is not mentioned. <i>Has anyone ever broken your heart?</i> 	<ul style="list-style-type: none"> ... before a moment in the past. <i>I'd had an argument with Jake when I last saw you.</i>
<ul style="list-style-type: none"> for completed actions ... 	<ul style="list-style-type: none"> ... where the important thing is the present result. <i>Moira and I have split up.</i> 	<ul style="list-style-type: none"> ... where the important thing is the result at a moment in the past. <i>I'd just split up with Moira so I was really upset.</i>

See *Grammar database 2* on page 174 for more information.

A Make sentences saying what has happened.

- Tim's got a suntan.
- There's a letter for you.
- Hello! We're your new neighbours.

B Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between two and five words, including the word given.

- I think they moved here six years ago. **lived**
I think _____ six years.
- We bought her birthday present a few days ago. **already**
We _____ her birthday present.
- The Taylors are on holiday in Australia at the moment. **have**
The Taylors _____ Australia on holiday.
- This will be Stacy's first trip to France. **never**
Stacy _____ France before.
- Eleni and Alan got engaged in April. **since**
Eleni and Alan _____ April.
- I haven't received a reply from Andy yet. **still**
Andy _____ a reply.

C Make sentences using the past perfect simple. Use the words or phrases in bold.

- I moved to Canberra. Before that, I lived in Brisbane and Sydney. **before**
- Charlotte heard the news. She immediately called Phil. **as soon as**
- First I went to the supermarket. Then I went to the Post Office. **after**
- We finished eating. Diane arrived. **when / already**
- Diane arrived. Then Rick turned up. **when / only just**

D Make sentences using the past perfect simple to answer these questions.

- Why were Grant and Dave so happy?
- Why was Tonya annoyed with Justine?
- Why was Adam so tired?
- Why did Frank do so badly in the exam?

Be careful!

- It's the first time I've been to Italy.
 It was the first time I'd been to Italy.

Have your say!

What have you always wanted to do but haven't done yet?

Is there anything you've always wanted to buy?

Think of one thing you've done recently for the very first time. Why hadn't you done it before?

Vocabulary

Feelings and situations

- A** Make adjectives from these verbs and decide whether they describe feelings or situations.



bore • interest • excite • tire • please • scare
frighten • terrify • relax • annoy

Now use the adjectives to talk about the people in the pictures.

Phrasal verbs: relationships

- B** Use the correct form of these phrasal verbs about relationships to replace the words in bold. Be careful with word order.

bring up • grow up • let down • look after
put up with • take after

- 1 My parents raised me / _____ to believe that family is the most important thing in the world.
- 2 As the kids got older / _____, it became easier to take them on public transport.
- 3 Simon was just like / _____ his father. They were both mad about fishing.
- 4 I took care of / _____ my neighbours' cat while they were on holiday.
- 5 I don't know how you tolerated / _____ his rudeness for so long!
- 6 Diana really disappointed me / _____. She'd promised to be there but she didn't show up.

Be careful!

- Parents bring up children.
- Children grow up.
- Plants grow.

Word formation

- C** Complete this table. Include all possible forms you can think of, including negative forms.

noun	verb	adjective	adverb
	help		
	relate		
friend	befriend		X
	care		
	attract		
obedience			
	X	honest	
	appear		
	X	rude	
	X	kind	
	X	jealous	
	X	nervous	

Confusable words: people and relationships

- D** Choose the correct word to complete each sentence.

- 1 My mum gets so nervous / annoyed when I don't tidy my bedroom.
- 2 Freda's the most sincere / honest person I know. She never steals or tells lies.
- 3 I love being alone / lonely as long as I've got a good book to read.
- 4 That was so kind / polite of you to offer to help us move house.
- 5 We really enjoyed / entertained ourselves at the party.
- 6 The party was funny / fun. We danced all night!

- E** Look at the incorrect answers in Exercise D. Why is each one incorrect?

Word patterns

- F** Choose the correct word or phrase to complete each sentence.

- 1 Does your sister usually help you at / with your homework?
- 2 Why do adults always complain for / about what teenagers wear?
- 3 As a babysitter, I'm responsible for / in making sure the kids go to bed on time.
- 4 I don't approve with / of parents smacking their children.
- 5 Do you believe about / in love at first sight?
- 6 How can we prevent young people from / for getting into dangerous situations?
- 7 Your advice saved me in / from making a huge mistake!
- 8 Charlotte often borrows clothes from / by her older sister.

1

Relationships

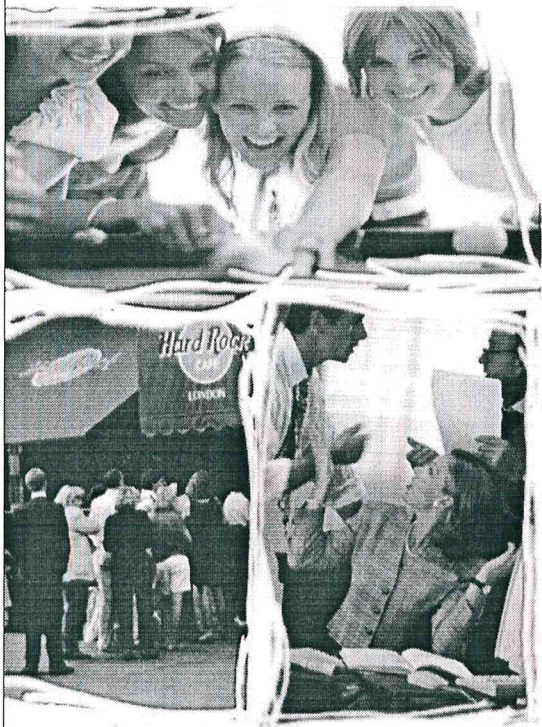
Listening 

Starting point

- Look at the pictures. Which people do you think are

colleagues?	family members?
acquaintances?	strangers?
friends?	neighbours?

 Why do you think that?



- Look at the questions in Exercise B. Listen to a short excerpt from each of the situations 1-8. Which of the options might be wrong?

How should you do Listening Part 1?
 a Choose an answer because it has a word you hear on the tape.
 b Don't assume an answer is right because it contains a word you hear on the tape.

B **exam practice** Listening Part 1 

You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).

- You hear two people talking. What is their relationship?
 A colleagues B acquaintances C close friends
- You hear this man talking about his daughter's boyfriend. What does the man think?
 A He's looking forward to their engagement.
 B He thinks his daughter should find someone better.
 C He's not certain whether they will get married.
- You hear this message from a friend on your answerphone. What does she ask you to do?
 A buy an extra ticket
 B put someone up for the night
 C accompany her to a play
- You hear two people talking about an exam. How does the woman feel?
 A annoyed B nervous C jealous
- You hear a girl describing her twin brother. In what way are they different?
 A He's more sociable.
 B He's more polite.
 C He's more helpful.
- You hear two people talking about their neighbour. What do they think about him?
 A He's lonely. B He's selfish. C He's arrogant.
- You hear two young people talking on a bus. What did their friend not do?
 A invite someone to a party
 B get permission for a party
 C arrange music for a party
- You hear a man talking about a childhood friend. What does he think?
 A His friend wasted her opportunities.
 B His friend had problems with schoolwork.
 C His friend had problems making friends with people.

- What helped you choose your answers? Why were the other options wrong? Discuss your answers with the rest of the class.

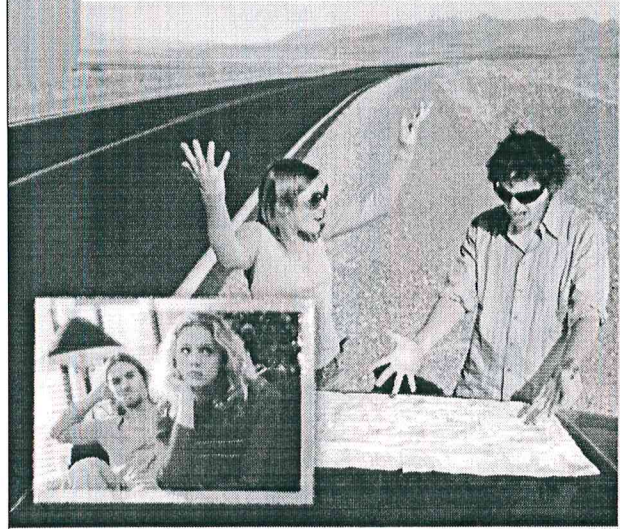
Have your say!

Do you make friends easily?

How sociable are you?

Reading 2 
Word power

argument • depressed • incompatible
miserable • nothing in common • upset



Starting point

- Look at the pictures. How do you think the people are feeling?
 - What do friends quarrel about?
 - What advice would you give to a teenager in these situations?
- A** Look at the title of the article you are going to read. What do you think the article is about? Who is it aimed at? Where might you find an article like this?
- B** The article gives some advice. Quickly read paragraphs 2, 3 and 4 and make a list of 'Dos' and 'Don'ts' that the writer mentions.

How should you do Reading Part 1?

a Only ask yourself which answer is right, and why.

b Ask yourself which answers are wrong, and why, and which answer is right, and why.

Are you a

If you've been let down by a boyfriend or girlfriend, you're probably hurting. It's not stupid or childish to feel like this.

Your boyfriend or girlfriend has told you they don't want to go out with you any more. You feel rejected, alone, unwanted and miserable. You had thought that this relationship would last forever and now it's over. Let's be honest – it's a horrible feeling. Maybe the worst feeling you've ever felt. Perhaps you feel that life's not worth living and you'll never get over it. You probably feel that no-one has ever felt this way before.

It may sound impossible now, but you will get over it. It just takes time. And you're not alone – almost everyone goes through this at some point in their life. It's an important part of growing up and actually makes us stronger. What you mustn't do is think that you have failed. Remember: relationships aren't like exams.

If a friend came between you and your boyfriend or girlfriend and helped cause the relationship to end, you'll be dealing with feelings of betrayal as well. If your parents or friends disapproved of your relationship, you might also feel

c exam practice Reading Part 1

Read the text. For questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 According to the writer, heartbroken teenagers often feel that they
 - A have wasted their time being in the relationship.
 - B do not understand why the relationship came to an end.
 - C are the only person who has experienced this situation.
 - D should have been more honest about their feelings.
- 2 What does the writer say about a relationship ending?
 - A It helps us develop emotionally.
 - B It helps us understand that we can all fail.
 - C It forces us to stop being childish.
 - D It reminds us that relationships are not like tests.
- 3 A heartbroken teenager might have 'feelings of betrayal' (line 16) when
 - A their parents did not want the relationship to succeed.
 - B they don't feel able to talk about their feelings.
 - C their partner was responsible for the relationship ending.
 - D someone they trusted got involved in the relationship.

heartbroken teenager?

humiliated and embarrassed about discussing how you feel. These feelings are normal, but it does help to talk. Try talking to your parents and friends – they may be more sympathetic than you think. Ask your parents about their first relationships. The chances are they went through similar experiences.

Don't do anything impulsive. It might seem a good idea to go out and get a tattoo or your nose pierced, but you'll probably regret it in a few days. That doesn't mean you shouldn't treat yourself: how about buying some new clothes or getting a new hairstyle? Is there a film you've been wanting to see at the cinema for ages? Not sure whether to go to that party you'd been invited to? Go! And if you're worried that your ex-boyfriend or girlfriend might be there, let them see you can have a good

time without them. That'll make you feel a lot better!

Sometimes couples who split up get back together and sometimes they don't. Don't sit around waiting for your ex to call to say they've made a big mistake and think you should start going out with each other again. The chances are that won't happen, but it's actually more likely to come about if you just get on with your life rather than sit at home waiting for the phone to ring. It may sound corny, but there are plenty more fish in the sea. You will – in time – find someone new. But don't be tempted to rush into another relationship. This is called going out with someone 'on the rebound'. This kind of relationship rarely works, as you're not together for the right reasons. Give it a little time before you start your next relationship.

Here's one other thing to remember. You've just experienced one of the most traumatic things that people experience. From now on, things can only get better. Each day, you'll feel slightly less unhappy. In a week, it will be bearable. In a month, you'll be able to laugh about it. In a year, it will all seem ancient history. You've got a lot of life ahead of you – look to the future and go out and enjoy yourself!

Work it out!

Find these words and phrases in the text and underline them. Can you work out what they mean from the context?

- childish • sympathetic • traumatic
bearable • impulsive • miserable

- 4 What does the word 'That' (line 31) refer to?
 A regretting the impulsive behaviour
 B the advice not to do anything impulsive
 C the idea of doing something impulsive
 D treating yourself to something you want
- 5 How should heartbroken teenagers react if they see their former partner at a party?
 A They should be concerned about their former partner.
 B They should show that they are better off now.
 C They should make it clear that they can survive on their own.
 D They should see what their former partner is doing.
- 6 A relationship 'on the rebound' (line 59) is one
 A in which you fall in love very quickly.
 B which is never successful.
 C in which both partners have just finished a relationship.
 D which starts too soon after a previous relationship.
- 7 What point is the writer making in the final paragraph?
 A Humans are survivors.
 B We benefit from painful experiences.
 C We forget unpleasant experiences quickly.
 D Time will heal the pain.

D Circle all the different feelings mentioned in the text.

E Find words or phrases in the article which are similar in meaning to these words and phrases.

- recover from (paragraph 1)
- experiences (verb) (paragraph 2)
- caused a disagreement or argument between (paragraph 3)
- do something special for (paragraph 4)
- happen (paragraph 5)

Have your say!

Is there any advice you would give that is not in the article?

Do you disagree with any of the advice in the article?

Can an article like this help a heartbroken teenager?

Use of English

A Read the text in Exercise B quickly and answer these questions.

- 1 Apart from his acting, what is James Dean famous for?
- 2 How many films did he star in?
- 3 How old was he when he died?

How should you do Use of English Part 1?

- a Quickly read the text first to get a general idea of what it is about.
- b Go straight to the questions to save time.

B exampractice Use of English Part 1

James Dean



Read the text below and decide which answer (A, B, C or D) best fits each gap.

If you ask anyone to (1) _____ a famous rebel, the chances are they will say James Dean. But who was James Dean, and was he really as rebellious as we believe?

James Dean was born in 1931 in Indiana, USA. His father was a dental technician. The family (2) _____ to Los Angeles in 1936, but Dean returned to Indiana after his mother died, where he was (3) _____ by his uncle and aunt. Dean was a bright and hardworking student, and was not particularly rebellious at school.

After returning to California, Dean joined an acting workshop, and was given minor roles in films, on stage and in TV commercials. In

1951 he went to New York to further his acting (4) _____. Dean's acting (5) _____ was soon recognised, and he was asked to join the Actors Studio. As he wrote in a letter to his family in 1952: 'It is the best thing that can (6) _____ to an actor.' Television and theatre work followed, and Dean became highly (7) _____ within the industry.

James Dean starred in only three films, and had only been world famous for just over a year when he was killed in a car (8) _____ in September 1955.

It was his death at such a young (9) _____, and the rebellious roles he played in the films *Rebel Without a Cause* and *East of Eden*, rather than his off-screen (10) _____, that have made him a legend. Like Marilyn Monroe, Elvis Presley and Frank Sinatra, James Dean is an icon of the twentieth century.

- | | | | |
|-------------------|--------------|--------------|------------------|
| 1 A call | B tell | C name | D repeat |
| 2 A located | B removed | C lived | D moved |
| 3 A brought up | B grown up | C taken over | D taken off |
| 4 A job | B career | C work | D employment |
| 5 A qualification | B talent | C knowledge | D recommendation |
| 6 A become | B take place | C occur | D happen |
| 7 A loved | B adored | C respected | D worshipped |
| 8 A accident | B misfortune | C disaster | D hit |
| 9 A era | B period | C age | D time |
| 10 A condition | B behaviour | C quality | D performance |

C Look at each gap in the text in Exercise D. What kind of word is required for each gap?

D exampractice Use of English Part 3

Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. Write your answers IN CAPITAL LETTERS.

The Perfect Friend

Because (1) _____ is one of the few kinds of relationship we have control over, it is an (2) _____ area of research for sociologists.

Many studies have been done into this kind of relationship.

Although we can't usually choose our (3) _____ or bosses or (4) _____, we can choose our friends. But how do we choose

them? Out of all the people we meet in our lives, why do some become our friends, and why do we find some people's (5) _____ more (6) _____ than others? It's not an easy question to answer, because we are all looking for similar qualities in our friends,

such as (7) _____, a good sense of humour, trustworthiness and (8) _____. However, what each of us means by 'a good sense of humour', for example, or what each of us thinks of as 'kind',

are (9) _____. We are all unique in many ways, and so the perfect friend for one person may seem a little (10) _____ to

someone else!

FRIEND
INTEREST

RELATE
TEACH

PERSON
ATTRACT

HONEST
KIND

DIFFER
BORE

How should you do Use of English Part 3?

- a Don't think of it as a text, but as separate lines, with no connection to each other.
- b Read the text through first and then look at it sentence by sentence.

Unit Test 1

Section 1

Name: _____

Reading

A Read the text. For questions 1-5, choose the answer (A, B, C or D) which you think fits best according to the text.

/10

AN UNUSUAL UPBRINGING

Mark Cole did not have a normal childhood. He tells Sandra Dickens about the good and bad points of his upbringing.

When friends ask me about my family, they're always really interested to hear what I have to say. I didn't have what you'd call a traditional upbringing. Both of my parents are diplomats, so my childhood was different from what most people have experienced. We moved a lot and I find it difficult talking to people who have always lived in the same place because, although they're interested in my life, they don't really understand.

I was born in England and I started school there. Then, when I was six, we moved to New York because my mum and dad got jobs at the British embassy there. We lived there for three years and I went to an American school. I was quite happy there, but then we moved to Japan because my parents were sent there for work. My brother Bill and I attended an English-speaking school in Tokyo. Living in the US and in Japan was quite exciting for me at that age. After

all, the best games and toys were made in those countries! We also lived for a time in Spain and Egypt. Going back to England during our holidays was a bit disappointing, to be honest.

Apart from all the moving around, there was another thing about my childhood that was different – we had nannies because my parents often worked long hours. Our nannies used to pick us up after school and take care of us until our parents came home. We got on really well with our nannies. They were very relaxed and kind to us. We missed our parents, but we were never really lonely. The nannies were always there to look after us and they always listened if we had problems or if we were frightened about anything.

We spent a lot of time with the nannies, but only from Monday to Friday. The weekend was family time! We really enjoyed ourselves then. We loved hearing our parents' stories about all the different people they had met. They had such glamorous lives, but when we were all together, they were quite normal. My parents were great – they were strict when they had to be, but also understanding. And they were determined to give us a sort of 'international' education, so that

we would understand the world around us better.

I suppose the only bad thing about my upbringing is that as soon as I'd made friends in a new country, we would move to a different one. It's quite hard at that age to say goodbye to your friends, knowing that you probably won't ever see them again. I suppose I resented my parents' jobs at those times. However, Bill and I have always been very close, which helped a lot. No matter where we lived, we always had each other, and we always had a lot of fun.

On the other hand, by living in different countries we learnt so much about other cultures. Even though it was ages ago, I can still speak some Japanese, and I'm fluent in Spanish. Another great thing was all the delicious food we ate in those countries. I have to say, it was much better than British food!

Would I like to do the same job? I think so.

I think I take after my parents in many ways, and I would quite like to do a job that involves travelling and living in other countries. If I have children of my own, I think they would probably enjoy it too. It's not bad at all – you can travel the world, and it's like being on holiday all the time!

- 1 The writer says that his parents
A didn't understand him.
B couldn't talk to people easily.
C are different from most parents.
D treated him really badly.
- 2 How did the writer feel about going back to England?
A He was very excited.
B He felt it wasn't the best place for his parents.
C He thought it was a bit boring there.
D He was very happy to be back.
- 3 What part did nannies play in the writer's upbringing?
A They went to school with him.
B They sometimes took the place of his parents.
C They were often frightened.
D They worked seven days a week.
- 4 How did the writer feel about living abroad?
A It was a great learning experience.
B He missed his friends in England.
C The family moved too much.
D He doesn't want his children to live the same way.
- 5 The writer uses the phrase 'I take after my parents' (line 63) to show that he
A loves his parents very much.
B is happy about the way his parents brought him up.
C feels jealous of his parents' jobs.
D has some of his parents' characteristics.

Section 2

Grammar and Vocabulary

C Choose the correct word to complete each sentence.

- 1 I know you're only _____, but I don't like it when you call me 'baby face'!
A arguing B teasing C bullying D fighting
- 2 Do you think that job _____ is more important than getting a good salary?
A satisfaction B enjoyment C reliance D contentment
- 3 You're the only person I can confide _____.
A on B to C in D at
- 4 She'll be green with _____ when she sees your new CD player!
A need B desire C jealousy D envy
- 5 What have you and Julia got _____ common?
A in B at C on D by
- 6 Breaking up with your boyfriend or girlfriend can be a very _____ experience.
A bearable B traumatic C depressed D incompatible
- 7 Guess who I _____ into in the street yesterday.
A struck B slapped C bumped D hit
- 8 You shouldn't _____ down on her just because of the way she dresses.
A look B take C knock D do

D Write one word to complete each sentence.

- 1 Davey takes _____ his dad when it comes to shopping – they both hate it!
- 2 Chuck was brought _____ on a small island in the Pacific.
- 3 I don't know how they put up _____ such noisy neighbours.
- 4 The interviewer asked me what I want to be when I grow _____.
- 5 Diana's never let me _____ before, so I'm sure I can rely on her this time.
- 6 I can't believe that Helen and Jim have split _____. They seemed so happy together.
- 7 Would you mind looking _____ our cats while we're away? They need to be fed twice a day.
- 8 She's a great captain. All the other players in the team look _____ to her.

E Write the word in brackets in the correct form to complete each sentence.

- 1 The movie was so _____ (**SCARE**) I had to hide behind the sofa!
- 2 If you're _____ (**BORE**), why don't you ask Sindy if she'll play with you?
- 3 Darren was really _____ (**FRIEND**) to Liz this morning. I think he likes her!
- 4 The shop assistant was so _____ (**HELP**), I had to ask to speak to the manager.
- 5 Do you know how many _____ (**PERSON**) live in Los Angeles?
- 6 What's the _____ (**DIFFER**) between 'honesty' and 'sincerity'?
- 7 Don't be so _____ (**CHILD**)! It's only a little spider!
- 8 Baz and I had an _____ (**ARGUE**) over where to go on holiday this year.

МОДУЛЬ 2

1. Тема: **Travelling**

2. Цели: формирования лексических навыков чтения; развитие умения читать с разными стратегиями (с целью понимания основного содержания, детального содержания, поиска специфической информации); развитие грамматических навыков; развитие и закрепление навыков аудирования; расширение потенциального словаря за счет овладения новыми лексическими единицами, новыми значениями известных слов.

Задание к модулю 1:

1. **Reading:** Read the text “Freedom at last?” and do exercise C (Exam practice).
Vocabulary for self-study (learn the words with their definitions; you can also make your own examples showing the usage of these words):

Ex.D

1. Place/position – location
2. Place you are going to – destination
3. Foreign and interesting – exotic
4. Total amount of money available – budget
5. Place where people go on holiday – resort

Work it out

1. Hometown – place where you are born or live
 2. Cover – have enough money to pay for something
 3. Coast – an area of land by the sea
 4. Objections – a statement which shows you disagree with something
 5. Laid-back – calm; relax
 6. Peer pressure – the pressure on someone to do something because their friends are doing it
 7. Awesome- cool; excellent
 8. Interfering – become involved in something even though you have no right to
2. **Grammar:** Study and learns the rules in Grammar database 3, 4 and 5
Do the following exercises: Continuous tenses – ex. B,C,D; So, such, too, enough – ex. A,B; Used to, would, be/get used to – ex.C
3. **Vocabulary:** Vocabulary for self-study. Learn the vocabulary “Travel and tourism”, you can also make your own examples showing the usage of these words

Ex. A

SHIP	PLANE	TRAIN
Ferry	Departure lounge	Express
Cruise	Cabin	Carriage
Cabin	Flight	Platform
Delayed	Delayed	Delayed
Sail	Runway	Rails

Voyage	Land	Ticket
		Inspector

Word formation (Ex.B)

Noun	Verb	Adjective	Adverb
tour, tourist	tour	touristy	-
(dis)comfort	comfort somebody	(un)comfortable, comforting	(un)comfortably
arrival	arrive	arriving	-
Europe	europeanise	european	-
announcement	announce	-	-
distance	distance yourself	distant	distantly
growth	grow	growing	-
breadth	broaden	broad	broadly
culture	cultivate	cultural/(un)cultured	culturally
habitation, habitat	inhabit	(un)inhabited (un)inhabitable	-

Phrasal verbs (Ex.D, E)

1. Take off – leave the ground
2. Get back – return from holiday
3. See off – go to an airport, station, etc, to watch someone leave
4. Speed up – increase speed
5. Check in – present your ticket, passport and luggage at an airport
6. Slow down – decrease your speed

Collocations: travel and tourism (Ex.F)

1. A school **trip** ('trip' has a more general meaning)
2. A business **trip** ('journey' is a longer trip)
3. Time **off** work
4. A **round-the-world** trip
5. The holiday of a **lifetime**
6. A **five-star** hotel
7. **Holidaymakers**

4. Listening Listen the track.

Do exercise D.

5. **Reading:** Read the text "Winter Wonderland?" and do exercise C (Exam practice).
Vocabulary for self-study (learn the words with their definitions; you can also make your own examples showing the usage of these words):

Ex.D

1. Slides of mountain – slopes
2. Form of mountain transport – cable car

3. Comfort and quality – luxury
4. Area – region
5. Large, slow-moving mass of ice – glacier
6. Putting clothes, etc, in suitcases – packing

Work it out

1. Bound to – certain to
2. Flock – go in large numbers
3. Appeal – attraction
4. Constructed – built
5. Thermal – very warm
6. Carved – shaped, formed
7. Rink – artificial ice pool
8. Huskies – dogs
9. Vow – promise to yourself

6. Use of English

Do exercises B and C

7. Unit Test 2

Do exercises A, C, D, E

! Задания, выделенные зеленым цветом, являются обязательными для выполнения и отправляются на проверку

2 Travelling

Reading 1

Word power

adventure • relaxation • sight-seeing • sunbathing

Starting point

Put these holidays in order of preference. Discuss why you've chosen that order.

- an activity holiday
- a beach holiday
- a self-catering holiday
- a camping holiday
- a package holiday
- a holiday near your home



A Look at the text without reading it in detail. Answer these questions

- 1 What kind of text is this?
A an article
B a piece of fiction
C a newspaper report
- 2 From the title, what do you think the text might be about?

B Read the questions in Exercise C quickly and decide if these statements are probably true or false.

- 1 Tina tries to do something without asking permission.
- 2 Tina's parents are happy to give her permission straight away.
- 3 Tina and her friends are planning to do something together.

How should you do Reading Part 1?

So that you can check your answers easily at the end of the exam, you should

- a leave enough time to do the exercise again completely.
- b underline the part of the text which you think gives you the answer.

c exam practice Reading Part 1

You are going to read an extract from a novel. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 When she is upstairs, Tina
A loses interest in her parents' conversation
B misunderstands her parents' conversation.
C thinks her parents are having an argument.
D knows her parents are talking about her.
- 2 When her parents say no to the holiday, Tina
A accepts their decision without arguing.
B tries to convince them to let her go.
C waits for her friends to get permission.
D thinks she has to explain it to her friends.
- 3 Tina thinks her parents' reaction to the idea
A is selfish and uncaring.
B shows they don't completely trust her.
C is reasonable from their point of view.
D is different from other parents'.
- 4 Tina and her friends choose Cornwall because
A they've all been there before and liked it.
B it's more interesting than going to another country.
C it won't take long for them to get there.
D there's a chance their parents will agree to it.
- 5 So that their parents will say yes to the holiday, Tina and her friends
A collect as much information as they can.
B save as much money as they can.
C show as much independence as they can.
D argue about it as much as they can.
- 6 Tina's father explains that
A her parents have found it difficult to raise her.
B she should pay more attention to other people's opinions.
C she should be more grateful for their care.
D it's hard for her parents to allow her to have her freedom.

D Find words and phrases in the text to replace the words in italics in these sentences.

- 1 Our hotel was in a great *place / position*.
- 2 Your holiday rep will be waiting when you arrive at your *place you are going to*.
- 3 I thought the Caribbean was really *foreign and interesting*.
- 4 We had a *total amount of money available* of €2000.
- 5 We stayed in a small *place where people go on holiday* called Kala Nera.



Tina was in her room, anxiously biting her nails. Her parents were downstairs and she could hear a little of what they were saying. She didn't need to hear all of it, anyway. She knew what they were discussing from the bits that floated upstairs to her room. She heard her mum say, 'Well, it's in a very nice location, anyway.' Her father's response was too quiet to hear.

Tina rolled over on her bed and stared at the ceiling. For weeks she had been asking her parents for permission to go on holiday with her friends while her friends did the same. In the beginning, they had refused without even discussing it but Tina knew that that was just the first round in a long process. Like all parents of teenagers, they started from the safest position, the one that caused them the least worry. Tina felt she couldn't blame them for that, but they had to be persuaded over time to change their minds. She had finally got them to the point where they were seriously considering her suggestion.

Just then, she heard her mother's voice calling her. Tina. Come downstairs, dear. We want to talk to

you.' Tina got up and slowly went downstairs. Her heart was beating quickly. This holiday was something that she and two of her friends had been planning for months. They had finally agreed on a destination – Cornwall. It was far enough away that it would feel like a real holiday, but not so far from their hometown that getting permission would be impossible. At first, they had made a list of exotic places that they would love to visit, but they soon realised that there were limits to how far parents could be pushed. They had also calculated how much money they thought their parents might provide, and realised that their budget would never cover a trip to France, Spain, or any of the other countries that had been on the list. So, they had decided on Cornwall, with its golden beaches and clear water.

They chose a small resort on the north coast, which Tina's friend, Amy, had been to with her family, and with the help of the internet they planned all the details. They knew that they had to have the answers to any objections their parents could come up with. Amy and Lauren's parents had agreed, but Tina knew they were much more

laid-back than her own parents. Everything depended on the conversation she was about to have with them.

When she got downstairs, her mum was sitting on the sofa and her dad was standing by the window. Her mum spoke first. 'We've been talking about this holiday, Tina. We understand that you're sixteen now, and it's important for you to do things with your friends. And it's not that we don't trust you, but ...'

'You have to understand, love,' her dad said, 'that we've been looking after you for the last sixteen years, and it's difficult for us to let you grow up. We know that you're quite sensible and that you're not affected too much by peer pressure, thankfully, so we've decided that you can go ...'

Tina jumped up excitedly. 'Awesome! Wait till I tell Amy and Lauren! Thanks, Mum. Thanks, Dad. You won't regret it! Oh, I'll need clothes, and a new suitcase, and ...'

Her dad held his hand up. 'Hold on. I haven't finished. We think it's time you had a holiday with your friends, without us interfering in everything, but ... well ... we haven't been away for a while ...' Tina froze. She couldn't quite believe what she was hearing.

'What your father is trying to say,' her mum said, 'is that we've booked a hotel in the same town. So, you'll have your independence, and we'll be there if you need us! We could even spend some time together, if your friends want to. Now, we know you won't think it's ideal, but ...'

Tina sank slowly onto the sofa, a look of disbelief on her face. What was she going to tell Amy and Lauren?

Work it out!

Find these words and phrases in the article and underline them. Can you work out what they mean from the context?

hometown • cover • coast • objections • laid-back
peer pressure • awesome • interfering

Have your say!

At what age do you think teenagers should be allowed to go on holiday with their friends? Why?

We often use the present perfect simple with the superlative and with ordinal numbers (first, second, third, etc.). *She's the nicest person I've ever met.* and *It's the second argument we've had today!*

The present perfect simple can also be used to refer to the future in time clauses after *when*, *as soon as*, etc. *I'll invite Tracy round when we've finished dinner.*



Carl has been to Paris. = Carl is not in Paris now.
Carl has gone to Paris. = Carl is in Paris or is on his way to Paris now.

We use the past perfect simple:

- for actions and situations continuing up to a moment in the past. *They'd been engaged for three years before they got married.*
- for completed actions before a moment in the past. *I'd asked Sam to go out with me several times before he finally said yes!*
- for completed actions where the important thing is the result at a moment in the past. *We'd just had some bad news so we decided not to go to the party.*
- in reported speech. *Charlotte said she'd never met such nice people.*
- in third conditional sentences. *If you'd told me you were in trouble, I'd have offered to help.*
- for wishes about the past. *I wish I hadn't split up with Jenny.*

The past perfect simple is often used with words and phrases like: *before*, *after*, *when*, *already*, *as soon as*, *it was the first time ...*, etc.

Note: We can often choose between using the past perfect simple and the past simple, as there is little or no difference in meaning.

- ✓ *They'd been engaged for three years before they got married.*
- ✓ *They were engaged for three years before they got married.*

Note: After we have used the past perfect simple to show that we are talking about a past time before the main past time of a narrative, we often use past simple instead of continuing to use past perfect. *I had met the Grangers only once before. They seemed a very interesting couple ...*

Grammar database 3

Present continuous (am/is/are -ing) and past continuous (was/were -ing)

These two tenses often have a similar meaning, although the present continuous refers to the present and the past continuous refers to the past.

We use the present continuous:

- for events happening at a particular moment. *Don't make so much noise! I'm working!*
- for temporary situations or events. *We're living with my grandparents until our house is finished.*
- for changing and developing situations. *The traffic in this town is getting worse.*
- for future arrangements. *We are having a test next Monday.*
- to refer to annoying habits (usually with *always*). *You are always interrupting me! Stop it!*

We use the past continuous:

- for events happening at a particular moment in the past. *What were you doing at nine o'clock last night?*
- for temporary situations or events. *My brother was working as a waiter last summer until he found a better job.*
- for changing and developing situations. *The situation at work was becoming very stressful, so I left.*
- for future arrangements in the past. *I was very excited because we were going to the zoo the next day.*
- for two actions in progress at the same time. *While I was studying, my brother was playing his trumpet.*
- The past continuous and past simple can be used together to show that one action interrupts another: *I was watching TV when suddenly a face appeared at the window.*

Present perfect continuous (has/have been -ing) and past perfect continuous (had been -ing)

We use the present perfect continuous:

- for events and actions continuing up to the present moment or stopping just before it. *I'm bored because I've been working all day.*

We use the **past perfect continuous**:

- for **events and actions continuing up to a particular moment in the past or stopping just before it.** *Tom was tired when I saw him because he had been playing football.*

Grammar database 4

so, such, too, enough

We use **so, such and enough** to show the results of a situation:

so

... so ...

adjective
adverb
many/much + noun

 ... that ...

- *She's so clever that she learned Russian in three months!*
- *Matt kicked the ball so hard that he broke his toe.*
- *I've got so many hobbies that I don't have time for all of them.*

such

... such ...

a/an + adjective + singular noun
adjective + plural noun
a lot of + noun

 ... that ...

- *I got such a low mark that I failed the exam.*
- *Jill and Denise are such good friends that they're always together.*
- *I've got such a lot of homework that I can't come out tonight.*

enough

... (not) enough + noun (+ for and/or + full infinitive)

... (not) ...

adjective
adverb

 enough + for and/or full infinitive

- *There isn't enough time for us to contact Ben before the meeting.*
- *I think Zoe is old enough to be left at home on her own now.*

We use **too** to refer to something that has a **negative effect** because it is more than enough or more than is necessary.

too

... too ...

adjective
adverb
many/much + noun

 + for and/or full infinitive

- *I'm afraid you're too young to see this film without an adult.*
- *We got there too late for the start of the concert.*
- *If you eat too many sweets, you'll damage your teeth.*

Note: When we want to refer to something that is large and positive, we do not use **too**. Instead, we use **very, really, extremely**, etc.

- *You look really nice in that dress.*

Grammar database 5

used to, would, be/get used to

We use **used to**:

- for **past states.** *I used to live in Germany.*
- for **past habits.** *We used to come here on holiday every year when I was a child.*

Note: The negative of **used to** is **didn't use to** or **never used to**.

We use **would**:

- for **past habits.** *My Grandma would read to me every night when I was very young.*

Note: **Would** is not used to talk about past states, **only actions which are repeated.** **Used to** and **would** are not usually used for the recent past.

We use **be/get used to**:

- for **situations that are now familiar or no longer strange.** *It took me a while to get used to my new school.*

Note: **Be used to** refers to the state of being familiar with something, while **get used to** refers to the process of becoming familiar with something.

Grammar 1

Continuous tenses

Is this sentence correct or incorrect? Explain why / why not.

We are going on holiday to a nearby island every summer.

The present continuous and past continuous tenses refer to:

- events happening at a particular moment.
 - *I can't come now. I'm doing my homework.*
 - *When you called, I was having a bath.*
- temporary situations or events.
 - *We're staying in a wonderful hotel.*
 - *We were living in London for a few months last summer.*
- changing and developing situations.
 - *This area is developing quickly because of tourism.*
 - *By the late 60s, many Spanish resorts were growing very quickly.*
- the future (or the future in the past).
 - *John and Matt are going to France this summer.*
 - *I was worried because we were having a test the next day.*

The present perfect continuous and past perfect continuous tenses refer to:

- events continuing up to a particular moment or stopping just before it.
 - *I'm tired because I've been running.*
 - *We were annoyed because the hotel manager had been lying to us.*

See Grammar database 3 on page 175 for more information.

A Find this sentence in the text on page 19 and underline it. Underline other examples of verbs used in a continuous tense. Why has the writer used a continuous tense in each case?

This holiday was something that she and two of her friends had been planning for months.

B Use the verbs in brackets in the correct form to complete this text.

Dear Jack,
 We 1 _____ (travel) for five days now – twenty one left to go! Interrailing is great fun – you must try it sometime.
 We 2 _____ (get) the train down through France to Italy, which is where we are now. We 3 _____ (stay) in youth hostels and 4 _____ (meet) some really cool people so far. Italian boys are very friendly! At the moment we 5 _____ (sit) in a café in Florence and Kate 6 _____ (practise) her Italian on the waiter. I don't think he's impressed!
 We 7 _____ (walk) around the town last night when we 8 _____ (see) a great seafood restaurant. We 9 _____ (go) there tonight for dinner. Should be fun!
 Wish you were here,
 Jill

- C** Correct these sentences.
- 1 I had been learning English for about seven years now.
 - 2 When we were on holiday, I was swimming every day.
 - 3 We go on holiday tomorrow.
 - 4 Have you ever been visiting any countries outside Europe?
 - 5 I had a shower when the hotel manager rang so I couldn't answer the phone.

D Use these verbs in the correct tense to complete the text. Some of the verbs may be used more than once.

- get • help • offer • meet • seem • take • ring
 be • go • work • see • enjoy • arrive
 stay • show



Last summer, I 1 _____ as a waitress in a holiday resort when I 2 _____ a great opportunity. I 3 _____ for about a month when I 4 _____ an ad for holiday reps. The interviews 5 _____ place the next day, so I 6 _____ the number in the ad to ask where I had to go. They 7 _____ to like me when they 8 _____ me and they 9 _____ me a job. A group of tourists 10 _____ that weekend so I had to learn lots of things about the resort very quickly. When the group 11 _____, I was ready. None of them 12 _____ there before so I 13 _____ them all find the hotels they 14 _____ in and then 15 _____ them the sights. I really 16 _____ meeting people from different countries and helping them. I 17 _____ back again this summer. It's a great job!

Grammar 2

so, such, too, enough

Which of these words completes the sentence?
so/such/too/enough

It was a wonderful holiday that I can't wait to go back there.

 so

... so ...
adjective
adverb
many/much + noun

... that ...

 such

... such ...
a/an + adjective + singular noun
adjective + plural noun
a lot of + noun

... that ...

 too

... too ...
adjective
adverb
many/much + noun

+ for and/or full infinitive

 enough

... (not) enough ... (noun) + for and/or full infinitive

... (not) ... (adjective/adverb) enough + for and/or full infinitive

See Grammar database 4 on page 176 for more information.

Be careful!

- ✗ Our holiday was too enjoyable.
✓ Our holiday was really/very enjoyable.

A Complete these sentences using **so**, **such**, **too** or **enough**.

- The resort was busy that I didn't really enjoy our holiday.
- It was a bit hot for us to spend the day on the beach.
- We got to the hotel early that our room hadn't been cleaned.
- There wasn't time for us to see all the sights.
- It's a nice day that we should go to the beach.
- The neighbours were friendly people that we went out for dinner with them.

B Rewrite each pair of sentences as one sentence using the word given in bold.

- The resort was very big. We got lost a few times. **so**
- The hotel was very expensive. We couldn't stay there. **too**
- Australia is a long way away. It takes a day to get there. **such**
- The weather's quite bad. We aren't going to the beach. **enough**
- The hotel was very dirty. We decided to stay somewhere else. **such**
- The hotel was very dirty. We decided to stay somewhere else. **so**
- I'm young. My mum won't let me go on holiday with my friends. **too**

used to, would, be/get used to

Does this sentence refer to the past, the present or the future?

I am used to staying in hotels.

used to

-
- past states
-
- We used to own a holiday home around here.
-
- past habits
-
- We used to come here on holiday every year when I was a child.

would

-
- past habits
-
- We would come here on holiday every year when I was a child.

be/get used to

-
- situations that are now familiar or no longer strange
-
- It was strange staying in a hotel at first, but I soon got used to it.

See Grammar database 5 on page 176 for more information.

C Choose the correct word or phrase.

- When I was younger, we have a tent and we went camping a lot.
a used to b would
c were used to
- Our neighbours sometimes come with us on holiday.
a would b were used to
c got used to
- My mum going away on business trips.
a is used to b used to c would
- I like beach holidays, but now I find them a little boring.
a am used to b would c used to
- you use to go to summer camp when you were a boy, Dad?
a Did b Would c Were

D Make sentences about you and your family using **used to** and **would**.

Vocabulary

Travel and tourism

A Put these words and phrases into the following categories: Ship, Plane and Train.

express • carriage • ferry • platform
cruise • departure lounge • cabin
ticket inspector • flight • delayed • sail
runway • voyage • land • rails

Now use some of these words and phrases to talk about the pictures.



2
Travelling

Word formation

B Complete each sentence using a form of the word in brackets.

- My family runs a hotel, so I'm thinking of studying _____ at college. (TOUR)
- I find travelling backwards on trains really _____, so I always sit facing forward. (COMFORT)
- We regret to announce that the _____ of flight SA 121 has been delayed. (ARRIVE)
- Teenagers seem to prefer places like Australia to _____ countries when they go on holiday. (EUROPE)
- They made an _____ at the airport saying that our flight had been delayed. (ANNOUNCE)
- In these days of mass travel, the _____ between Europe and America seems to be much shorter. (DISTANT)
- There are a number of reasons for the _____ in the popularity of Iceland as a holiday destination. (GROW)
- I've always believed that travel _____ the mind. (BROAD)
- It's interesting to see what _____ differences exist in different parts of the world. (CULTURE)
- The _____ of many Pacific islands rely on the money that visitors spend. (INHABIT)

C Note down as many other forms of these words as you can. Don't forget to include any negative forms.

E Now match each phrasal verb from Exercise D to the correct definition. There is one definition you do not need to use.

- go to an airport, station, etc, to watch someone leave
- return from holiday
- decrease your speed
- leave the ground
- present your ticket, passport and luggage at an airport
- go on holiday
- increase speed

Phrasal verbs: travel and tourism

D Complete each phrasal verb to do with travel and tourism using the words in the box. One of the words will be used more than once.

back • in • down • off • up

- As the plane took _____, I looked out of the window and saw the city getting smaller.
- We're leaving for Spain on the 3rd May and we get _____ on the 10th.
- We all went to the airport to see Grandma _____.
- The train started to speed _____ as we left the station.
- Have you got the tickets and passports? We need to check _____ at the desk before we look round the airport shops.
- The ferry slowed _____ as we got closer to the shore.

Collocations: travel and tourism

F Choose the correct word or phrase to complete these collocations.

- a school excursion / trip
- a business trip / journey
- time off / out work
- a round-the-world / round-the-earth trip
- the holiday of a life / lifetime
- a five-star / five-mark hotel
- holidaymakers / holidaydoers

Listening 

Word power


harbour • quay • attractions • Opera House

Starting point

- What place is shown in the photograph?
- What do you know about this city?

A Look at the first question from Exercise D. Write a phrase that could be used to complete the sentence.

To see the harbour, you should ...

B Listen to this extract and check your answer to Exercise A. 

C Look at the other sentences and try to complete them.

How should you do Listening Part 2?

- Try to write as much as you can to fill each gap.
- Write a word or short phrase to fill each gap.

D exam practice Listening Part 2

You will hear part of a radio talk about Sydney, Australia. For questions 1-10, complete the sentences.

- | | |
|--|----|
| To see the harbour, you should | 1 |
| The bridge connects North Sydney and | 2 |
| You get the best view from the bridge by crossing | 3 |
| Some people say that the Opera House was designed to look like a | 4 |
| You can get in for less if you are | 5 |
| The Botanical Gardens have plants from all over | 6 |
| In Sydney there are people who come from | 7 |
| From Sydney, Bondi Beach is located | 8 |
| Swimmers on Bondi Beach are watched by | 9 |
| Because of the view, Taronga Zoo is a good place for | 10 |

Have your say!

Would you like to visit Australia?

Would you like to visit an English-speaking country?

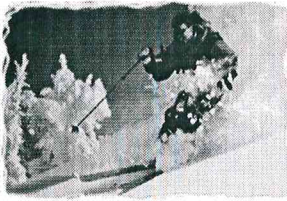
Which place in the world would you most like to visit?



Reading 2

Word power

hiking • mountains • skiing • winter resort



Starting point

- Do you ever go on holiday at times of the year other than the summer?

A Read this article about holidays quickly and match each place to the correct activity.

- | | |
|---------------|---------------------------|
| 1 Australia | A dog sledding |
| 2 Chamonix | B cross country skiing |
| 3 Jukkasjärvi | C sunbathing |
| 4 Alaska | D staying in an ice hotel |

B Read the fifth paragraph of the text and decide if these statements are true or false.

- The hotel is very comfortable.
- You can visit the hotel at any time of year.
- The temperature at the hotel is usually below freezing.
- Guests often complain about the extreme cold.

How should you do Reading Part 2?

- Ignore little words like *this*, *it* and *that* and concentrate on other key words.
- Look carefully at words like *this*, *it* and *that* and try to decide what they refer to.

c exam practice Reading Part 2

You are going to read an article about winter holidays. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-7). There is one extra sentence which you do not need to use.

- There, you can watch concerts, reindeer races and even a winter fashion show.
- From Europe to America, there are some great breaks if you like your fun served cold.
- These demand a little more than your average downhill run, so you need to be physically fit.
- There's nothing like the feeling of freedom as you are pulled along the ground through spectacular frozen scenery.
- It has become world famous and attracts guests from all four corners of the globe.
- Increasingly, though, people are looking for an extra challenge.
- He or she has more choice of winter destinations than ever before.
- This means that a winter break can often be much cheaper than getting away in the summer.

D Find words in the text to match these definitions.

- | | |
|------------------------------|--------------------------------------|
| 1 sides of mountains | 4 area |
| 2 form of mountain transport | 5 large, slow-moving mass of ice |
| 3 comfort and quality | 6 putting clothes, etc, in suitcases |

Holidays are a summer thing, right? Sun, sand and sea? Perhaps, but the traditional view of a holiday as a time to lounge by the pool and work on your tan is rapidly changing.

More and more of us are getting away from it all in the winter. And we're not just disappearing to find distant sun, although places like Australia are very popular winter destinations. 1 Whether it's action or relaxation you need, you're bound to find something to suit you.

Traditionally, a winter holiday has meant skiing, and we still flock in our thousands to the slopes. 2

One of the more popular places to find it is in Chamonix, in the French Alps, at the foot of Mont Blanc. The 1924 Winter Olympics were held there, and each year visitors from all over the world come to enjoy the spectacular scenery and winter sports.

Chamonix caters for beginners, but the real appeal of this resort is the cross country ski trails and ski mountaineering. 3 One of the highest cable cars in Europe will take you far above the town and you can spend a few hours getting back down at breakneck speed!

If you prefer a quieter life, treat yourself to a bit of luxury at

Winter Wonderland

Carol Whitley looks at what's available if you're planning on going away this winter.

Jukkasjarvi, a village in northern Swedish Lapland. Here, every November, 100 tons of ice and 300 tons of snow become the Ice Hotel. It is constructed in November and lasts until the end of April, when the spring sun finally wins the battle and the hotel melts. 4 There are around 300 rooms with beds of ice covered with reindeer skins and thermal sleeping bags. They'll keep you warm in temperatures between -4°C and -9°C, although it has been known to drop to -25°. Just don't ask the management to turn up the heating or you might find yourself without a room!

The hotel includes an ice-art exhibition, an ice sauna and a cinema with a huge screen carved out of, you've guessed it, ice. If that's not enough for you, there's lots to do in the

surrounding region, including skating at the local rink, and it's a short trip to the town of Kiruna for the Snow Festival. 5 Learn something about the local Sami culture and find out what it's really like to spend your life in the snow.

When you've had enough relaxation, take the daredevil in you on a winter wilderness adventure. Fly into Anchorage, Alaska, for the start of your dog sledding tour. You'll travel out of town by car and by snowmobile to where your adventure begins. You'll be shown how to handle your huskies by an experienced guide and then you'll set off

together into the great unknown.

6 Spending the night in comfortable log cabins and the day exploring the vast icy glaciers with your team of dogs, you'll vow never to waste a week lying on a beach again!

Today's winter wanderer has so many options that there's no excuse for just sitting at home staring at grey skies. 7

More and more companies are realising that we don't all want to spend Christmas eating turkey and sitting watching the TV. Find out more from your local travel agent and get packing!

Work it out!

Find these words and phrases in the text and underline them. Can you work out what they mean from the context?

bound to • flock • appeal • constructed
thermal • carved • rink • huskies • vow

Have your say!

Which of these winter resorts would you prefer to visit?

What other kinds of winter holiday can you think of?

Use of English

A Read the text in Exercise B. Decide whether these statements are true or false.

- Ellen MacArthur started sailing when she was eight.
- She bought her first boat when she was eighteen.
- She was the first woman to sail alone around Britain.
- She communicates with people while she is at sea.

How should you do Use of English Part 2?

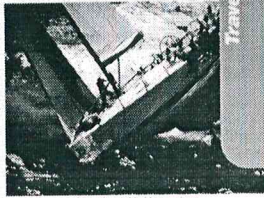
When you have chosen words to fill all the gaps, you should

- read the whole text again quickly to see if it makes sense.
- go on to Part 3 immediately.

B exam practice Use of English Part 2

Read the text below and think of the word which best fits each gap. Use only one word in each gap. Write your answers IN CAPITAL LETTERS.

ELLEN MACARTHUR



Imagine you're sailing at night with a hurricane blowing, thousands of miles from the nearest dry land. Suddenly, there is (1) _____ loud noise and your sail breaks free. Your only chance (2) _____ survival is to climb the mast in the darkness and fix (3) _____, even though you haven't slept for two days. It's all just part of a typical working day for Ellen MacArthur, the first woman to sail alone (4) _____ the world.

Ellen (5) _____ to go on sailing trips (6) _____ holiday with her aunt when she was eight years old and she fell in love with it. She (7) _____ go sailing whenever she could and she saved all her pocket money until finally she (8) _____ able to buy her first boat, an 8ft dinghy. When she was 18, Ellen sailed alone around the coast of Britain, (9) _____ was a great achievement. Now, as well as (10) _____ a famous sailor, she is an author and her stories of her adventures at sea are very popular. She likes (11) _____ keep in touch with people while she's in the middle of the ocean, (12) _____ search for her online and you might be able to send her an email!

How should you do Use of English Part 4?
When you do the sentence transformations, you should

- change the word you are given to the correct grammatical form.
- never change the word you are given.

C exam practice Use of English Part 4

Complete the second sentence, so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Write the missing words IN CAPITAL LETTERS.

- We began visiting this resort ten years ago.
been
We _____ this resort for ten years.
- My dad didn't go abroad until he was thirty.
when
My dad _____ first went abroad.
- Our holiday was so terrible that we came back early.
such
We _____ that we came back early.
- We finally succeeded in finding a hotel with a pool.
managed
We finally _____ a hotel with a pool.
- We would go to the mountains every summer when I was a child.
used
We _____ to the mountains every summer when I was a child.
- The sea was too cold to go swimming.
enough
The sea _____ to go swimming.
- I don't find it strange to stay in luxury hotels.
staying
I _____ in luxury hotels.
- They announced that our flight had been delayed.
made
They _____ saying that our flight had been delayed.

Unit Test 2 Section 1

Name: _____

Reading

A You are going to read an article about a man who had a terrible holiday experience. Five sentences have been removed from the article. Choose from the sentences A-F the one which fits each gap (1-5). There is one extra sentence which you do not need to use.

A HOLIDAY TO REMEMBER

David Small has travelled all around the world. He tells us about one holiday that he is never likely to forget.

Travel is more than a hobby to me – it's a passion. By the age of 25, I had visited over ten countries. But most of my trips had been fairly short – a week in Italy; two weeks in Indonesia in China – that kind of thing. I felt I was missing something and I was ready to go on a big journey.

So, I planned a three-month tour of Europe. Of course, I had been to Europe before, but I was really looking forward to spending more time in some of my favourite places.

Unfortunately, it turned out to be my worst holiday, even worse than being stuck up a mountain in the Himalayas, lost in the desert, or travelling in a tiny plane during a thunderstorm. **1** My worst experience was much closer to home.

And it was not because I was unprepared either. **2** I had worked out exactly when I was going to be in each country and how long I was going to stay. I had even booked my train tickets in advance so that everything went smoothly. But, despite all my careful planning, my dream holiday became a nightmare.

Things started to go wrong even before I had left England. I arrived at the airport in plenty of time (I had decided to start my trip in Italy so I was flying to Rome). With my tickets and passport in my hand, I joined the queue. Then, just as I was checking in, there was an announcement saying that all flights to Rome had been cancelled because of bad weather. **3**

When the plane took off the following day, my late arrival in Rome meant that I only had two hours before I had to catch my first train.

4 The rest of my time in Italy was fine, though, and I was beginning to really enjoy

myself. Then I went to Greece, which was where I had my accident.

I had hired a motorbike and I was travelling through some mountain villages. I had thought about hiring a car, but a motorbike gives you more freedom and I like the feeling of being in the open air. I have quite a lot of experience riding motorbikes, but nothing could prepare me for what happened next.

5 I tried the brakes, but the wheels just spun. I attempted to turn a corner but I was going too fast and, well you can guess what happened next! My own stupid fault! I didn't break any bones, but I had bad scratches on my arms and legs which needed first aid. This also meant that I couldn't swim for the rest of the holiday!

On top of that, I lost my wallet so I had very little money left. I spent the next two months staying in the cheapest places, living on bread and cheap tins of fish, and feeling miserable! And because of my injuries, I couldn't even go for a swim or lie on the beach!

- A I had been planning this trip for over a year.
 B Of course, the success of a holiday depends on who you go with.
 C I had to go home and come back the next day!
 D I was riding down a steep hill when the bike started to speed up.
 E No, those adventures were fun!
 F I was very disappointed because that was the first city on my trip and I hardly saw anything.

Listening CD 1 Track 7

B You will hear an interview with a woman called Mary Davenport who organises working holidays for young people. For questions 1-5, complete the sentences.

WORKING HOLIDAYS

The interviewer asks Mary why young people would **1** while they are on holiday.

Mary began the company after hearing complaints that young people were **2**.

One problem with family holidays is that members of the family want to **3**.

Teenagers working at summer camps have to take care of **4** children.

Planting trees is hard work but it is more enjoyable than going **5**.

Section 2

Grammar and Vocabulary

C Choose the correct word to complete each sentence.

/8

- I like going on _____ holidays, where everything's organised for you and you don't have to worry about anything.
A parcel B package C packet D pack
- Let's try not to spend more than our _____ when we go to Spain this summer.
A budget B amount C sum D total
- Hailey spent her _____ year travelling around America.
A blank B rest C break D gap
- Joe is quite laid _____ and nothing seems to ever worry him.
A back B down C out D off
- I think we need to wait in the departure _____ until the plane is ready.
A space B room C chamber D lounge
- Our last school _____ was great! We went to visit a computer factory.
A excursion B journey C trip D voyage
- The hotel didn't look this bad in the holiday _____!
A brochure B leaflet C booklet D prospectus
- Why don't we take the _____ car to the top of the mountain?
A slope B sky C cable D wire

D Write one word to complete each sentence.

/6

- I got a little nervous when I felt the plane start to speed _____.
- Get your passport ready for when we check _____ at the airport.
- Slow _____! You're driving much too fast.
- Would you mind seeing Andy _____ at the station? He's leaving today.
- The helicopter took _____ and circled around the airport.
- I'm going to London for the weekend, but I'll give you a call when I get _____ on Monday.

E Write the word in brackets in the correct form to complete each sentence.

/8

- With modern means of transport, I think our ideas of _____ (DISTANT) have completely changed.
- A huge crowd of people were waiting at the airport for the pop star's _____ (ARRIVE).
- Did you understand what that _____ (ANNOUNCE) was all about?
- I know that people from these two countries look quite similar, but they are _____ (CULTURE) very different.
- People live on a few of the islands around here, but most of them are _____ (INHABIT).
- For the last twenty years, _____ (TOUR) has been the main source of income in this area.
- The _____ (GROW) in the number of visitors to the area has certainly helped the local economy.
- It started to become _____ (COMFORT) hot, so I opened a window to let some fresh air in.

МОДУЛЬ 3

1. Тема: **Technology**
2. Цели: формирования лексических навыков чтения; развитие умения читать с разными стратегиями (с целью понимания основного содержания, детального содержания, поиска специфической информации); развитие грамматических навыков; развитие и закрепление навыков аудирования; расширение потенциального словаря за счет овладения новыми лексическими единицами, новыми значениями известных слов.

Задание к модулю 3:

1. **Reading:** Read the text “The Myth of Generation N” and **do exercise D** (Exam practice).

Vocabulary for self-study (learn the words with their definitions; you can also make your own examples showing the usage of these words):

Ex.E

1. Predict – say what will happen in the future
2. Computer literate – able to use a computer
3. Burn – put data or music onto a CD yourself
4. Computer programs – applications
5. Download – get a file from the internet
6. Online – on the internet

Work it out

1. Digital – able to store information as numbers or electronic signals
2. Competence – ability
3. Phenomenal – impressive or surprising
4. Optional – available if you want it, but you don't have to have it
5. Come to terms with – accept or learn to live with a situation

2. **Grammar:** Study and learn the rules in Grammar database 6, 7 and 8
Do the following exercises: **The Future – ex. B,C; Articles – ex.B; Time clauses – ex.C**

3. **Vocabulary:** Vocabulary for self-study. Learn the vocabulary “Technology”, you can also make your own examples showing the usage of these words

Ex. A

1. Cooker
2. Washing machine
3. Fridge
4. Freezer
5. Dishwasher

6. Socket
7. Kettle
8. Plug
9. Clock
10. Bulb
11. Microwave
12. Toasted sandwich maker
13. Vacuum cleaner

Phrasal verbs (Ex. B)

1. Put in – install
2. Come up with – have an idea
3. Look into – investigate
4. Break down – stop working
5. Cut off – disconnect
6. Get through – connect on the phone
7. Come on – develop or improve

Word formation (Ex. D)

Verb	Person	Other nouns	Adjectives
achieve	achiever	achievement	(un)achievable
benefit	benefactor	benefit	beneficial
create	creator	creation creativity	(un)creative
develop	developer	development	developing/(un)developed developmental
discover	discoverer	discovery	-
improve	improver	improvement	improving
invent	inventor	invention	(un)inventive
produce	producer	product production productivity	(un)productive
	scientist	science	(un)scientific
solve	solver	solution	(in)soluble (un)solved

Word patterns (Ex.F)

1. Be interested **in**
2. Look forward **to**
3. Be involved **in/with**
4. Depend **on**

5. Apply **for**
6. Finish **with**
7. Be full **of**

4. **Listening** Listen the track.

Do exercise C.

5. **Reading:** Read the text “Where did they come from?” and **do exercise B** (Exam practice).

Vocabulary for self-study (learn the words with their definitions; you can also make your own examples showing the usage of these words):

Ex.C

1. Take for granted – don’t think about
2. Numerous – lots of
3. Hey presto – suddenly
4. Granted – given, allowed to have
5. Gradually – slowly, step-by-step
6. Incidentally – unrelated to the subject
7. Figure out – solve the problem
8. Seal – close(so the air can’t get in or out)

Work it out

1. debt – money which you owe
2. brainwave – brilliant idea
3. emigrate – leave a country
4. run out of – don’t have any money of
5. undeterred – not discouraged
6. chisel – sharp tool like a knife

6. **Use of English**

Do exercises B and D

7. **Unit Test 3**

Do exercises A, C, D, E

! Задания, выделенные зеленым цветом, являются обязательными для выполнения и отправляются на проверку

3 Technology

Reading 1

Word power

mobile phone • MP3 player • PDA
type • keyboard • the net

Starting point

- How often do you use the things in the pictures? Do your parents use them? How often do they use them?
- A** Do you agree (A) or disagree (D) with these statements? Discuss and explain your answers.
- 1 Young people are better at using technology than older people. A/D
 - 2 Everyone should know how to use a computer. A/D
 - 3 Technology is a big part of my life. A/D
 - 4 Everyone my age is comfortable using modern technology. A/D
- B** Read the article quickly and choose the sentence that best summarises what the writer is saying.
- A Some young people are not comfortable with new technology, and we should be careful about making sure they can still do everyday things easily.
 - B Older people will never learn how to use new technology properly, so it's a waste of time even trying to teach them what to do.
- C** Look at gaps 1-7 in the article. For each gap, decide what is being talked about at that point in the article. The words and sentences before and after each gap will help you.



How should you do Reading Part 2?

- a Focus on words and phrases in the removed sentences which refer to words or ideas in the text.
- b Search for words and phrases in the text which are the same as words and phrases in the removed sentences.

D exam practice Reading Part 2

You are going to read an article about young people and technology. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-7). There is one extra sentence which you do not need to use.

- A People who spend years working with computers learn how to use them; people who lack that experience don't.
- B The teens just deal with computers, as they are forced to deal with many other aspects of their lives.
- C Meanwhile, we're rebuilding our society in ways that make things increasingly difficult for people who aren't online.
- D The teachers in my town's high school refuse to accept papers unless they are typed on a computer.
- E They will know how to type and be able to rapidly figure out how all this stuff works.
- F I myself only recently learned to feel comfortable with using these programs.
- G For those who do, it's not a generational thing; it's simply the result of 20 years' experience.
- H Among the over-65 set, access falls to just 18 per cent.

THE MYTH OF GENERATION N

By Simson Garfinkel

For decades, social scientists and technologists have alternatively predicted the appearance of 'computer kids' or a 'net generation' – children, teenagers, and young adults who have been immersed in digital technology and the digital way of thinking since birth.

This new generation, the thinking goes, will be everything that their parents weren't when it comes to technology.

1 They will be so adept at using computers that calling them 'computer literate' would be an insult.

Certainly, a lot of evidence supports a 'net generation' effect. Although there are no reliable statistics on computer literacy, good figures do exist on internet usage.

According to a recent survey, 74 per cent of people in the United States aged 18 to 29 have internet access, compared with 52 per cent of those aged 50 to 64.

2 And in my own age group, 30 to 49, 52 per cent have some kind of net access. These figures certainly argue for the existence of a 'Generation N'.

But the more time I spend with the kids who should be members of Generation N, the more convinced I am that the idea of universal computer competence among young people is a myth. 3 I've seen 40- and 50-somethings who burn their own CDs and have phenomenal command of applications like Word, PowerPoint and Excel. Like Generation N,

they've wanted to get something done and invested the time to do it.

The difference between these people and today's teens is that, for many teens today, learning to use a computer is no longer optional. 4

Typing itself is taught in the middle school (where they call it 'keyboarding'); students who went to a less technological school system and transferred are expected to pick up the skill on their own. Not a problem! 'We all figured out how to download music,' says a friend of mine who recently graduated from Stanford University. Everybody her age knows how to use a computer, she says, just like 'everybody knows how to change the oil on their car.'

Experts in human-computer interaction say that the real difference between teenagers and their elders is teens' willingness to experiment with computers.

In other words, teens aren't worried about breaking their computers. 5 These strategies, once learned, are incredibly effective for working with today's computer technology.

But the point that seems to have escaped

my friend is that everybody doesn't know how to change the oil on their car.

6 But when you are surrounded by people who all share the same technological skills, it's easy to forget that there are others who don't. Unfortunately, with the changes overtaking our society, today's kids who don't have tech experience and tech aptitude are going to be left behind much faster than their elders.

And that's the danger in believing that time will give us a population that's completely computer literate. Certainly, more kids today are growing up wired – but millions of them are not. 7

For example, people who don't want to (or can't) buy their airplane tickets on the net now typically have to go through a travel agent and pay a fee. When I needed to renew my passport, the local post office didn't have the form: they told me to download it from the internet.

This is a problem that won't be solved through more education or government grants. As a society, we need to come to terms with the fact that a lot of people, young and old alike, will never go online. We need to figure out how we will avoid making life unbearable for them.

Work it out!

Find these words and phrases in the text and underline them. Can you work out what they mean from the context?

digital • competence • phenomenal • optional • come to terms with

E Find a word or phrase in the article to match each of these definitions.

- 1 said what will happen in the future (paragraph 1)
- 2 able to use a computer (paragraph 2)
- 3 put data or music onto a CD yourself (paragraph 4)
- 4 computer programs (paragraph 4)
- 5 get a file from the internet (paragraph 5)
- 6 on the internet (paragraph 9)

Have your say!

How do you think the statistics in the text compare to the situation in your country?

How can we help people become more comfortable with using modern technology?

Grammar database 6

The future

There are a number of different ways of expressing the future in English, such as **will**, **be going to**, **present simple**, **present continuous**, **future perfect**, and **future continuous**. For some situations, more than one choice is correct.

Will and be going to

There is sometimes very little difference in meaning between **will** and **be going to**. It is often just a matter of formality. **Will** is generally more formal than **be going to**.

We can use either **will** or **be going to** for:

- **facts about the future.** *Technology will continue to develop* (more formal) and *Technology's going to continue to develop.* (more informal)
- **predictions not based on present evidence.** *In a thousand years, there won't be any wars* (more formal) and *In a thousand years, there aren't going to be any wars.* (more informal)
- **decisions made at the moment of speaking.** *I know! I'll buy Mum a CD for her birthday and I know! I'm going to buy Mum a CD for her birthday.*

Note: **will** emphasises the decision, whereas **be going to** emphasises the intention. The meaning, however, is basically the same in both sentences.

We can also use **will** for:

- **most first conditional sentences.** *If you help me, I'll finish more quickly.*
- **offers, suggestions and requests.** *I'll help you and Will you help me?*

Be careful!

With offers and suggestions in the question form, we do not use **will** with **I** and **we**. We use **shall**.

Will I help you set up the new video?
 Shall I help you set up the new video?

We can also use **be going to** for:

- **plans and intentions** (which you already have when you speak). *I'm going to be a scientist when I grow up.*
- **predictions based on present evidence.** *Watch out! You're going to drop that box!*

Present simple

We can use the present simple:

- for **timetables, arrangements and fixed events** (which the speaker cannot change). *The tour of the museum starts at 11 o'clock.*
- after **if** in **first conditional** and **zero conditional** sentences. *If robots start driving taxis, what will all the taxi drivers do?*
- after **certain time expressions**, such as **when** and **while**. *I'll call you when I get there.*

Present continuous

We can use present continuous for:

- **arrangements made before the moment of speaking** *They're driving to Paris next week.*

Be careful!

We cannot say: 'I'm being a scientist when I grow up.' because it is not an arrangement.

Modals

We can use modals for:

- **predictions which we are not so sure about.** *It might rain tomorrow.*
- **predictions which we are almost certain about.** *Carl can't be playing tomorrow. He's got a broken leg.*

Future perfect simple

We use the future perfect simple for:

- **actions which are completed some time between now and a point in the future.** *I will have finished my homework by eight o'clock.*

Future perfect continuous

We use the future perfect continuous for:

- **actions in progress up to a point in the future.** *At nine o'clock, I will have been playing this computer game for five hours!*

Future continuous

We use the future continuous for:

- **actions in progress at a point in the future.** *This time next week, I'll be travelling round Switzerland.*
- **habits or repeated actions at a point in the future.** *In a hundred years' time, we'll all be having holidays on other planets.*

Grammar database 7

Articles

We use a and an (indefinite articles) with:

- **singular countable nouns** (when we are not being specific) *Have you got a DVD player?*

Be careful!

An comes before words with a vowel sound. It is the sound that is important, not the spelling. So, we say 'an umbrella' but 'a uniform'.

We use the (the definite article) with:

- **singular countable nouns** (when we are being specific). *That's the woman who won the lottery!*
- **singular countable nouns** (for general groups or categories). *The calculator makes maths a lot easier.*
- **plural countable nouns** (when we are being specific). *The videos are in the cupboard.*
- **uncountable nouns** (when we are being specific). *The ice cream is in the fridge.*

We don't use an article with:

- **plural countable nouns** (when we are not being specific). *Videos are cheaper than DVDs.*
- **uncountable nouns** (when we are not being specific). *Ice cream is more popular in the summer.*

Be careful!

Be careful! There are a lot of phrases and other rules that determine which article we use. Pay particular attention to the following:

- **entertainment:** *a programme on television, on the radio, watch (the) TV, listen to music, play football, play (the) piano, go to the cinema*
- **time:** *in 1994, in the 1990s, in the 20th century, in the morning, at night, in April, in (the) winter*
- **geographical features:** *Mount Everest, the Mediterranean, Crete, the Thames, London, Greece, America, the USA, the UK, Mars, the Earth, the Sun, the Moon*
- **people and work:** *a doctor, a teacher, the President, become President, the Queen, go to work, be at work, have a job*
- **nationalities:** *She's French, the Germans*
- **organisations:** *the army, the police, the Scouts*
- **buildings:** *the bank, the post office, go to prison/hospital, be in prison/hospital, go to the prison/hospital (as a visitor)*

- **health:** *have toothache, (the) flu, a headache, a cold*
- **travel:** *go by bus, take the bus, on foot, take a taxi, go home*
- **education:** *go to school, go to the school (as a visitor), be in the fifth year, be in Class 5, maths*

Grammar database 8

Time clauses

With first conditional sentences, we do not use **will** or **be going to** immediately after **if**, even though we are referring to the future. We use a present tense. *If you see Adam tomorrow, ask him to call me.* The same thing is true with these time words and phrases. We use a present tense (present simple, present continuous or present perfect) and not **will** or **be going to** to talk about the future.

- **when:** *Tell me when you finish / you have finished the exercise.*
- **as soon as:** *I'll tell you as soon as I finish / I have finished.*
- **before:** *Don't open your books before you finish / you have finished the test.*
- **after:** *I'll collect the papers after you finish / you have finished.*
- **until:** *I'll Don't open your books until you finish / you have finished the test.*
- **while:** *I'll mark these compositions while you do / you are doing the test.*

Grammar database 9

Conditionals (1): zero, first, second

Many sentences with **if** are conditionals: they express a condition and a result. We use different tenses and different structures, depending on what we are trying to express.

We use the **zero conditional** (**if** + a present tense + a present tense):

- for general or scientific truths. *If you burn plastic, it produces a bad smell.*

We use the **first conditional** (**if** + a present tense + **will** + bare infinitive):

- for real or likely situations in the present or the future. *If you work hard, you will pass the exam.*

Grammar 1

The future

Which different forms of the verb 'open' can be used to fill this gap?

The Museum of Technology next week.

There are a number of different ways of expressing the future in English.

- will: *No-one will use cash in a hundred years' time.*
- be going to: *We're all going to have implants in our teeth in the future.*
- present continuous: *We're getting our new computer next week.*
- present simple: *My physics exam is next Tuesday.*
- modals: *Do you think humans might live on other planets in the future?*
- shall: *Shall we get a DVD tonight?*

- Remember that 'will' is often more formal than 'be going to'.
- Remember that there is often more than one way of expressing the same idea.

See Grammar database 6 on page 177 for more information.

C Use the words in brackets and the verbs in the box in an appropriate tense to complete this text. You can use the verbs more than once.

be • do • drive • find • get • implant
introduce • leave • live

I wonder what 1 (the world) like in ten years' time. 2 (I) twenty-four years old. 3 (I) school by then, of course, and 4 (I / probably) my degree. 5 (I / still) in the same town? I've no idea! Maybe. If I am, 6 (I) here for twenty years. That's a long time! 7 (I) a job? I hope so! I don't think 8 (robots) everything. 9 (there / still) jobs, won't there?

A lot of new technology 10 between now and then, of course. Perhaps 11 (we / all) around in electric cars, and 12 (there / not) so much pollution. I don't think 13 (doctors) mobile phones in everyone's teeth by then. That sounds like a silly idea to me.

A What difference do these phrases make to the meaning of the sentence? 'What sources of energy to power cars in the future?'

- 1 will we use 4 could we use
2 are we going to use 5 might we use
3 are we using 6 shall we use

B Complete the sentences using 'will', 'shall', 'be going to', present continuous or present simple.

- 1 Hurry up! (the bus / leave) in a few minutes.
2 One day, (everyone / have) solar-powered cars which can fly.
3 I know! (I / buy) *Tim Matrix Reloaded* on DVD for his birthday.
4 When I grow up, (I / be) an inventor.
5 (we / help) you set up your new computer?
6 I'm sorry but (I / lend) you any more CDs.

Future perfect simple and future continuous

Circle the correct form of the verb to complete this sentence.
By the end of today, I'll send / I'll have sent / I'll have been sending / I'll be sending over twenty-five emails.

- We use the future perfect simple to show that something is completed at some time between now and a point in the future.
- *We'll have stopped using notes and coins by the year 2020.*
- We use the future perfect continuous to show that an action is in progress up to a point in the future.
- *By the year 2022, we'll have been doing our shopping with digital money for about two years.*
- We use the future continuous to talk about an action in progress at a point in the future or habits or repeated actions at a point in the future.
- *This time next week we'll be visiting Phil's laboratory again.*
 - *In a hundred years' time, we'll all be flying around in flying cars.*

See Grammar database 6 on page 177 for more information.

Grammar 2

Articles

Which box in the table below should each of these sentences be put into?

The digital camera I bought is great!

I'm going to get a digital camera.

The digital camera has changed the nature of photography.

Digital cameras are still quite expensive.

	singular countable nouns	plural countable nouns	uncountable nouns
a / an	one non-specific thing: <i>I haven't got a computer.</i> If the next word begins with a vowel sound, use 'an': <i>I haven't got an umbrella.</i>	X	X
the	one specific thing: <i>This is the computer which I told you about.</i> general group or category: <i>The tin opener is a great invention.</i>	several specific things: <i>These are the CDs I told you about.</i>	specific: <i>The technology in this equipment is very advanced.</i>
no article	X	generally: <i>Cars cause pollution.</i>	generally: <i>Technology is nothing new.</i>

See Grammar database 7 on page 178 for more information.

A Look at these phrases from the article on page 38 and answer the questions.

... more than forty years after the metal tin was introduced.

- Is this one specific tin or metal tins generally?
... a member of the ... pop group ...
- Is this one specific pop group or pop groups generally?

B There are ten mistakes with articles in this paragraph. Find them and correct them.



The Jason Tarbuck, a inventor from UK, has come up with an unique way to prevent the people from locking themselves out of their houses. Invention, called the LockSafe, uses the small electronic sensor on a door lock to check that key is outside the door before it locks. A sensor detects a infra-red light beam from the key or key chain.

Be careful!

- She's at school. (as a student or teacher)
- She's at the school. (as a visitor)

Time clauses

Choose the correct form of the verb to complete this sentence.

I want to be an astronaut when I will grow / grow up.

- After certain time words and phrases, we use a present tense (present simple, present continuous, present perfect) even though we are referring to the future.
- when: *I'll buy a computer when I have enough money.*
- as soon as: *Send me a text message as soon as you arrive.*
- before: *I'll turn off the lights before I leave.*
- after: *Can you lend me that DVD after you've watched it?*
- until / till: *I'll wait until you get online.*
- while: *I'll think of you while you're doing your science exam.*

See Grammar database 8 on page 178 for more information.

C Join these sentences using the word or phrase in bold.

- The price of stereos will come down soon. Then my brother will buy one. **when**
- I'll finish the science report. Then I'll hand it in immediately. **as soon as**
- You'll fall asleep. After that, the doctors will start the operation. **before**
- You can't use your bank card at the moment. The bank will send you a PIN number, and then you can use it. **until**
- I'm going to watch that movie tonight on TV. I'll video it for you at the same time. **while**

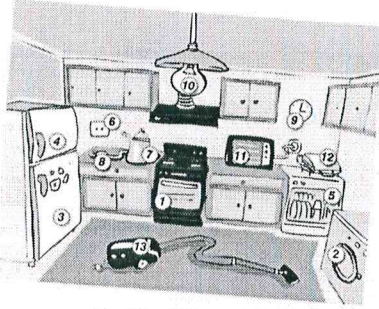
D Complete these sentences about you.

- As soon as I ... later today, ...
- Before I ... tonight, ...
- I won't ... until I ...
- When I ... tomorrow, ...
- While I ... this evening, ...

Vocabulary Technology

A Match each of the words or phrases with an item in the picture.

- | | |
|------------|------------------------|
| bulb | microwave |
| clock | plug |
| cooker | socket |
| dishwasher | toasted sandwich maker |
| freezer | vacuum cleaner |
| fridge | washing machine |
| kettle | |



Phrasal verbs: technology

B Use the correct form of these phrasal verbs about technology to complete the sentences.

break down • come on • come up with
cut off • get through • look into • put in

- If you _____ an appliance like a washing machine, you install it.
- If you _____ a new idea for a product, you have an idea.
- If you _____ a new development, you investigate it.
- If a car _____, it stops working.
- If your electricity is _____, it is disconnected.
- If you can't _____ to someone on the phone, you can't connect to them.
- If something has _____, it has developed or improved.

Word formation

C Complete each phrase using a form of the word in brackets.

- a great _____ (ACHIEVE)
- highly _____ (BENEFIT)
- a _____ person (CREATE)
- a recent _____ (DEVELOP)
- an important _____ (DISCOVER)
- a major _____ in something (IMPROVE)
- a useful _____ (INVENT)
- bring out a new _____ (PRODUCE)
- a _____ fact (SCIENCE)
- a _____ to a problem (SOLVE)

D Find other forms of these words. Put them into four categories: 'Verb', 'Person', 'Other nouns' and 'Adjectives'.

Confusable words: technology

E Choose the correct word to complete each sentence.

- Do you know who discovered / invented the biro?
- The company is currently developing / inventing a more powerful microchip.
- Scientists do investigation / research.
- The car engine / machine caught fire and we had to call the fire brigade!
- We've bought a small mobile / portable TV to take on holiday with us.
- Kitchen tools / appliances, such as fridges and washing machines, have become much cheaper recently.
- Tents and rucksacks are examples of camping equipment / tools.

Be careful!

- invent = create something that didn't exist before
- discover = find or find out something for the first time

Word patterns

F Use these words to complete the sentences. You will use one of the words twice.

with • in • to • on • for • of

- Dana's not very interested _____ computer games.
- I'm really looking forward _____ starting our science project next week.
- Al's involved _____ making sure our equipment is safe to use.
- Our whole way of life depends _____ us having electricity and oil.
- Are you going to apply _____ a job in a factory?
- Let me know when you've finished _____ the newspaper.
- The article was full _____ useful advice on how to take good photos.

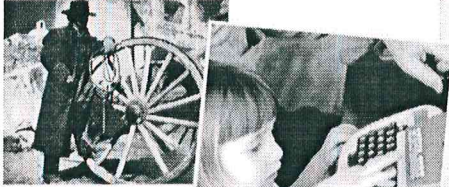
Listening

Word power

digital camera • electric typewriter • wheel
obsolete • old-fashioned • groundbreaking

Starting point

- Do the things in the pictures have anything in common? In what ways are they different?



A Match each word or phrase with its definition.

- | | |
|---------------|-------------------|
| 1 agriculture | 5 revolutionary |
| 2 catalogue | 6 virtual reality |
| 3 efficient | 7 gadget |
| 4 handy | |

- A not wasting time, money or energy
 B completely changing the way something is done
 C the work or study of farming
 D situations, images and sounds that seem real but are in fact produced by computers
 E a book or magazine which advertises products you can buy
 F a small tool or piece of equipment
 G useful

- B Read the opinions in Exercise C and choose one. Try to express that opinion in your own words. Ask your partner to guess which it is. Now guess which opinion your partner is expressing. Which words helped you and your partner guess correctly?

C exam practice Listening Part 3

You will hear five people talking about technology. For questions 1-5, choose which of the opinions (A-F) each speaker expresses. Use the letters only once. There is one extra letter which you do not need to use.

- A Some modern technology is unnecessary.
- B It is impossible to survive without technology.
- C Technology is nothing new.
- D Expect major technological advances in the near future.
- E Don't expect major technological advances in the near future.
- F It's amazing what you can buy these days.

- | | | |
|-----------|--------------------------|---|
| Speaker 1 | <input type="checkbox"/> | 1 |
| Speaker 2 | <input type="checkbox"/> | 2 |
| Speaker 3 | <input type="checkbox"/> | 3 |
| Speaker 4 | <input type="checkbox"/> | 4 |
| Speaker 5 | <input type="checkbox"/> | 5 |

How should you do
Listening Part 3?

- a Note down key words and phrases you hear as you listen the first time.
- b Do not make any notes because this is listening and not writing.

- D Did you note down any key words and phrases? What were they? Compare your notes with the rest of the class.

Have your say!

Look back at the different opinions in Exercise C. Which do you agree/disagree with?

Reading 2

Word power

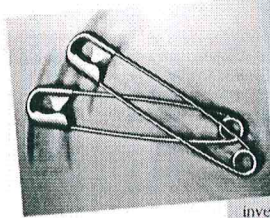
ice cream cone • safety pin
tin opener • correction fluid

Starting point

- What do we use each of the items in the Word power box for?
- When do you think they were invented?

A Read the article quickly and find information to complete the table. If the information is not given in the article, put a cross in the box.

	inventor(s)	date(s) invented	place(s) invented
safety pin			
ice-cream cone			
correction fluid			
tin opener			



A The Safety Pin

Walter Hunt had come up with numerous other inventions before he created the safety pin in 1849. None of them, however, had made him any money! Owing fifteen dollars to a friend, he decided to invent something new to make enough to pay back the debt. He took a piece of wire, coiled it in the centre, shielded one end and – hey presto – he'd created the world's first safety pin. He took out a patent on his invention, sold the rights to it for four hundred dollars, paid his friend back and had 385 dollars to spare. Then he watched his latest brainwave go on to become a million dollar earner for someone else!

B The Ice Cream Cone

The first ice cream cone was produced in New York in 1896 by Italo Marchiony, who had emigrated from Italy only a few years before. He was granted a patent in December 1903. As with many great inventions, a similar creation was independently introduced – in 1904 by Charles Menches. He was selling ice cream – in dishes, like all ice-cream sellers at the time – at the St Louis World Fair. So many people were ordering ice cream



B exam practice Reading Part 3

You are going to read a magazine article about some inventions. For questions 1-15, choose from the inventions (A-D). The inventions may be chosen more than once.

In which of the paragraphs does the writer state the following?

- | | |
|---|----|
| The inventor had a famous son. | 1 |
| The inventor had not been in the country long. | 2 |
| Someone else became rich because of the invention. | 3 |
| Not everyone was interested in the invention at first. | 4 |
| The inventor made and sold this product in his/her spare time. | 5 |
| This was not the inventor's first invention. | 6 |
| Members of the public never used the first version. | 7 |
| The inventor was not very skilled at his/her job. | 8 |
| Two people came up with the idea separately. | 9 |
| A change in production resulted in the creation of a new product. | 10 |
| He/She quickly adapted an existing product. | 11 |
| It's surprising that this wasn't invented earlier. | 12 |
| The inventor had borrowed some money. | 13 |
| The invention eventually led to great wealth for the inventor. | 14 |
| The inventor got an idea from another culture. | 15 |

How should you do Reading Part 3?

- Read the text very slowly and carefully from start to finish before you look at the questions.
- Skim read the text first. Then, for each question, scan the text from the beginning until you find the answer.

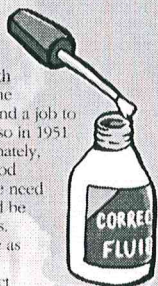
Where did they come from?

Angela Stewart looks at four everyday items we take for granted and asks 'Where did they come from?'

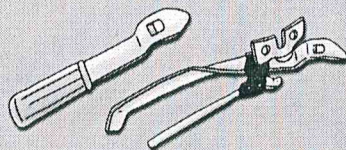
that he ran out of dishes. He looked around, and saw a Syrian man selling a Middle Eastern dessert called 'Zalabia', a wafer-like pastry sold with syrup. 'Give me Zalabia,' cried Menches. He rolled up the Zalabia into a cone, scooped his ice cream onto the top and the second ice-cream cone was born!

C Correction Fluid

You know that white stuff you paint on paper to cover mistakes? It was originally called 'Mistake Out' and was the invention of Bette Nesmith Graham. After her divorce, she realised she would have to find a job to support herself and her son, so in 1951 she became a typist. Unfortunately, she was not a particularly good one, and soon recognised the need for a white paint which could be used to cover all her mistakes. Using her kitchen and garage as a laboratory and factory, she gradually developed a product that other secretaries and office workers began to buy. While continuing to work as a secretary, she educated herself in business methods and promotion. Bette offered 'Mistake Out' to IBM, who turned it down. Undeterred, she changed the name to 'Liquid Paper' and continued to sell it from home for the next seventeen years. In 1979, 'Liquid Paper' was bought by Gillette for \$47.5 million plus royalties! Incidentally, Bette was also the mother of Mike Nesmith, a member of the well-known sixties pop group 'The Monkees'.



D The Tin Opener



Strangely enough, the first practical tin opener was developed more than forty years after the metal tin was introduced. Tinned food was developed for the British Navy in 1815. Made of solid iron, the tins usually weighed more than the food they held! Although the inventor, Peter Durand, successfully figured out how to seal food into tins, he gave little thought as to how to get it out again. The instructions read: 'Cut round the top with a chisel and hammer.' It was only when steel tins were brought out that the tin opener was invented. The first was devised by Ezra Warner in 1858. This type never left the shop, as a shop assistant opened all tins before they were taken away! The more modern tin opener, with a cutting wheel, was invented by William Lyman in 1870. Pull-open tins, which do not need a tin opener at all, were introduced in 1966.

Work it out!

Find these words and phrases in the text and underline them. Can you work out what they mean from the context?

debt • brainwave • emigrated
ran out of • undeterred • chisel

C Find words or phrases in the article which are similar in meaning to these words and phrases.

- 1 don't think about (subtitle)
- 2 lots of (paragraph A)
- 3 suddenly (paragraph A)
- 4 given, allowed to have (paragraph B)
- 5 slowly, step-by-step (paragraph C)
- 6 unrelated to the subject (paragraph C)
- 7 solved the problem (paragraph D)
- 8 close (so the air can't get in or out) (paragraph D)

Have your say!

How important were each of these inventions?

How different would the modern world be if they hadn't been invented?

Use of English

A Read the text in Exercise B quickly and decide if these statements are true (T) or false (F).

- The text mentions how we use power today. T/F
- The text describes a new way of getting power. T/F
- The text says some people already have wireless electricity. T/F

How should you do Use of English Part 2?

- Only look at two words on each side of each gap because they always tell you what the missing word is.
- Look carefully at all the words in a sentence because clues to the missing word could appear anywhere.

B exam practice Use of English Part 2

Read the text below and think of the word which best fits each gap. Use only one word in each gap. Write your answers IN CAPITAL LETTERS.

WIRELESS ELECTRICITY

All of us in the developed world use electricity every day in many different ways. As (1) _____ as we walk into a room we turn on lights without even thinking about it. We expect that when we flick a switch, the power (2) _____ be there any time of the night or day and if for any reason our power is cut (3) _____, it creates major problems. Today's homes are full (4) _____ electrical sockets and every day millions of us plug our mobile phones, laptops and PDAs in to charge (5) _____ batteries. This could become a thing of the past, though, if scientists succeed (6) _____ developing wireless electricity.

Think of wi-fi. Until quite recently, all computers connected to (7) _____ internet had to be connected to a phone line. Today, many computers are capable of using (8) _____ wireless connection, giving the computer user much (9) _____ freedom. Researchers want to do the same with electricity. In the future, instead of plugging your mobile into the wall, you'll be able to charge it simply (10) _____ leaving it near the power supply in your home. We can all (11) _____ forward to a day when the idea of connecting a TV to a hole in the wall will seem very old-fashioned. (12) _____ then, we'll all just have to keep plugging things in.

C Look at the gaps in Exercise D and decide what kind of word (noun, adjective, etc) is required for each gap.

D exam practice Use of English Part 3

Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. Write your answers IN CAPITAL LETTERS.

The Modern Kitchen

Thomas Edison knew his new (1) _____, the light bulb, would be (2) _____, but it's unlikely that he realised quite how much we would come to rely on this new source of power. For example, the (3) _____ of electricity has completely changed the kitchen. The modern kitchen is overflowing with electrical (4) _____. We boil our water with electric kettles, cook on electric cookers and put our dirty dishes in the (5) _____. It's hard to imagine how we would survive without all this (6) _____. Before electricity, people spent much longer preparing food. These days, for a busy parent whose kids are hungry, the simplest (7) _____ is to take some (8) _____ food out of the freezer and pop it in the microwave. It might not always be the healthiest option, but at least it's quick. That's rather an (9) _____ on having to cook a meal from scratch. It's been particularly (10) _____ for women – no longer do they have to stay all day chained to the cooker.

INVENT
REVOLUTION
INTRODUCE
APPLY
DISH
EQUIP
SOLVE
FREEZE
IMPROVE
BENEFIT



How should you do Use of English Part 3?

- Don't worry too much about spelling because you get a mark if it's nearly right.
- Be very careful with your spelling because if you make one spelling mistake, it's wrong.

Unit Test 3 Section 1

Name: _____

Reading

A You are going to read a magazine article about developments in electronics. For questions 1-10, choose from the items A-D. The items may be chosen more than once. /10

In which of the paragraphs does the writer say the following:

- We'll be able to carry all our songs, films and photographs with us.
- Some people might throw these away!
- These will be linked to other things in your home.
- They will take up a lot of space in our homes.
- They will have very small television screens.
- Public demand means the name of these is changing.
- You will be able to choose when to watch programmes.
- People will be using these to make copies of CDs and DVDs.
- Some of these will be extremely cheap.
- These will change the way we make phone calls.

1
2
3
4
5
6
7
8
9
10

ELECTRONICS AND THE ENTERTAINMENT OF THE FUTURE

Thanks to advances in electronics, some big changes are just around the corner. James White looks at four exciting developments that we can all look forward to.

A Mobile phones

It's true that one day we may have implants in our bodies, but that could be a long way off. In the near future, we will still be carrying phones with us, not in us! And these phones will be very desirable indeed. Mini TVs with tiny screens, MP3 players and even computers will all be more common in mobile phones (and that means they'll be cheaper and affordable to most). But what do you think about disposable phones? You buy them (for less than the price of a sandwich) and use them until you get bored with them. Then you just put them in the rubbish!

B Televisions

The key words for television in the future will be *on-demand* and *big!* TV on demand means that we will no longer have to wait until a programme comes on to watch it. We will be able to watch what we like when we like. And as for the size,

televisions are just going to get bigger and bigger – some of them will take up the whole wall of a room. Soon, the experience of watching TV at home will be much more like going to the cinema, complete with high-quality sound coming from all around the room. Along with the computer, the television will be the main source of entertainment in the home. And we'll also be using the television to see people that we're talking to through video links. So when you speak to your auntie to thank her for that 'lovely' pullover she made you, make sure you're wearing it (and smiling), because she'll be looking at you on her living room wall!

C Computers

Already, new computers are being designed more like entertainment centres. In the future, this will continue. It reflects what we want a computer to do these days. In the past, most PCs were for sending emails and surfing the internet. Now people want more, so all computers will come with DVD players and copying facilities for music and video. Digital televisions and radios will be built in too, so we will be able to watch and listen to

programmes from all over the world. And for those of you who play computer games, technology is going to develop so fast that playing a game on a computer will soon feel like the real thing. The biggest change, though, is that wireless technology will allow your computer to download, say, a film or a song and then send it to your TV or stereo – all without wires and cables.

D Portable media players

MP3 players already allow us to carry around a huge number of songs in a tiny device. But this is all going to change. Researchers have found that people don't want to just carry around their music – they want video capabilities and photographs too. So we won't be calling them MP3 players for much longer: they will be known as *media players* and, like mobile phones, they will allow us to watch videos but on a bigger screen. MP4 technology will mean that it will be easy to store large files like films in the memory of small devices. Soon, you could have your entire music collection, all of your photograph albums, and your DVD library – stored in a player that fits neatly in your pocket.

Listening CD 1 Track 8

B You will hear five different people talking about technology in the home. For questions 1-5, choose from the list (A-F) how each person feels. Use the letters only once. There is one extra letter which you do not need to use. /10

- A Every home should have one.
- B It doesn't really save any time.
- C This is not really necessary.
- D It's always breaking down.
- E It might be a mistake to buy one now.
- F This was a good solution to a family problem.

Speaker 1	<input type="checkbox"/>	1
Speaker 2	<input type="checkbox"/>	2
Speaker 3	<input type="checkbox"/>	3
Speaker 4	<input type="checkbox"/>	4
Speaker 5	<input type="checkbox"/>	5

Section 2

Grammar and Vocabulary

C Choose the correct word to complete each sentence.

- 1 Most large planes have four jet
A gadgets B engines C machines D powers
- 2 My stereo is so we can take it to the beach with us.
A mobile B portable C movable D transferable
- 3 Susie reads a lot of science
A narrative B imagination C fantasy D fiction
- 4 We've got an cooker, so we couldn't use it during the power cut.
A electric B electronic C electrical D electrifying
- 5 Do you know who first that the Earth goes round the Sun?
A created B developed C invented D discovered
- 6 This car is so it can go hundreds of kilometres on one tank of petrol.
A resourceful B capable C efficient D effective
- 7 With '..... reality', you feel like you're experiencing real situations when in fact you're not.
A almost B virtual C near D close
- 8 I'll have to get my before I can repair your bike.
A devices B appliances C utensils D tools

D Write one word to complete each sentence.

- 1 Rudy forgot to pay his bill, so his phone was off.
- 2 I out of petrol on the way home last night and had to walk three kilometres to the nearest garage.
- 3 Helen's up with a very clever way to make her own fizzy drinks.
- 4 The car down again yesterday. Maybe it's time to get a new one.
- 5 I've been trying to call you for ages, but I couldn't through.
- 6 Scientists are into ways to do more operations using lasers and robots.
- 7 The electrician's coming to in the new cooker tomorrow.
- 8 Mobile phone technology has on enormously over the last five years.

E Write the word in brackets in the correct form to complete each sentence.

- 1 I think (FREEZE) vegetables are just as good as fresh ones.
- 2 The (DISCOVER) of antibiotics was a major medical advance.
- 3 Landing on the Moon was an incredible (ACHIEVE).
- 4 Travel changed forever with the (INVENT) of the aeroplane.
- 5 What kind of (EQUIP) do you need to go rock climbing?
- 6 You have to be (CREATE) if you want to be a computer programmer.
- 7 Scientists have announced a major (DEVELOP) in the fight against cancer.
- 8 The expansion of the internet has been highly (BENEFIT) for many companies.