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UNIT 1

LEARN TO LIVE, LIVE TO LEARN

Without education you're not going anywhere in this world.

Malcolm X

In this unit you will ...

■ listen, read and talk about

- the world of books and learning
- homeschooling
- children who teach their parents things

■ revise how to

- use definite and indefinite articles
- make irregular plurals

■ learn how to

- be more polite
- improve your memory



a) Look at the title of this unit and photos A–D. What is the main idea of each photo?

Why are education and learning important?

b) Read the answers below. Put them into three groups.

very important

quite important

unimportant

- because of human curiosity
- for general knowledge
- to become more confident
- to earn money
- to enjoy life
- to get good grades at school
- to get the right qualifications for a good career
- to get on with other people
- to impress other people
- to improve your intelligence
- to become good citizens
- to make your parents happy

Add more ideas of your own.

c) Explain the quote by Malcolm X. Do you agree with it?

Part **A****LEARNING FOR LIFE**SKILLS FILE
2.6**1 READING Two poems**

exs. 1, 2

a) Read the two poems quickly and choose the correct title for each of them.

- A The voice
B All I really need to know I learned in kindergarten



cookies (AmE) biscuits

Share everything.
Play fair.
Don't hit people.
Put things **back** where you found them.
Clean **up** your own mess.
Don't take things that aren't yours.
Say you're sorry when you hurt somebody.
Wash your hands before you eat.
Flush.
Warm cookies and cold milk are good for you.
Live a balanced life. [...]
Take a nap every afternoon.
When you **go out** into the world, **watch out** for traffic, hold hands, and **stick together**.

Robert Fulghum

There is a voice inside of you
That whispers all day long,
"I feel that this is right for me,
I know that that is wrong."
No teacher, preacher, parent, friend
Or wise man can decide
What's right for you – just listen to
The voice that speaks inside.

Shel Silverstein

b) Robert Fulghum's poem compares kindergarten rules with later life. Match the qualities below with a line in the poem. Which lines are not included in the list below?

Be ...

- aware of dangers
- clean
- fair
- generous
- gentle
- healthy
- honest
- tidy



c) Read Shel Silverstein's poem, then choose the correct answer.

The main message of the poem is that ...

- a) everybody has a voice inside.
b) you shouldn't listen to other people's opinions.
c) you alone can decide what is right for you.
d) your inner voice never stops talking.

i

Robert Fulghum (born in 1937) was a church minister and a teacher of philosophy and art in Seattle, Washington, USA.

Shel Silverstein (1932–1999) was a talented children's writer, poet, cartoonist and musician. He was born in Chicago, USA.



d) Read the *phrasal verbs* in bold in the poem and translate them into Russian. Then complete the sentences with them.

- 1 When you leave school or university, you must **___** and find a job.
- 2 If we **___**, nobody will be able to hurt us.
- 3 I can't find my iPod. Did you **___** it **___** after you used it?
- 4 **___**, that fast car is coming this way!
- 5 You are early! I haven't had time to **___** my room.

Make your own sentences using the phrasal verbs.

2 LISTENING Homeschooling

ex. 3

The law in the USA and the UK allows homeschooling, so some children don't go to school but are educated at home. Listen to Simon talking about his unusual school life and complete the sentences.

- 1 More people learn at home than *people think*.
- 2 In the USA there are more than **___** homeschoolers.
- 3 Simon was scared of school because he was **___**.
- 4 If you learn at home, there is no such thing as **___**.
- 5 On Fridays Simon enjoys **___** best of all.
- 6 On Saturday mornings, Simon goes to **___**.
- 7 At home Simon learns **___** than he did at school.
- 8 Right now his favourite subject is **___**.



SKILLS FILE
2.1

3 SPEAKING How would you feel?

ex. 4

a) How would you feel about being taught by your mother or father? Put the statements below in two lists.

For homeschooling	Against homeschooling
- ...	- ...

- At school kids from difficult backgrounds are given the chance to get a good start in life.
- Bullying is a big problem.
- The family can spend more time together.
- The children don't spend a lot of time with other children.
- Nobody can be sure they'll get a good education at home.
- Parents should be able to decide what their children learn.
- Schools protect children from their families' prejudices.
- The family can be very flexible about schedules – and holidays.

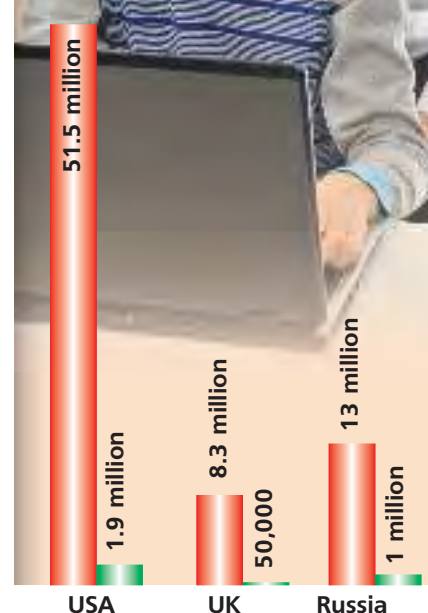
b) Study the two photographs on p. 10. Compare and contrast the photographs.

4 WRITING Advice to a younger pupil

Imagine you have worked hard and got a place at a good university. But you have a 14-year-old cousin who doesn't like school and gets bad marks. Write an email to him/her. Write about:

- the importance of doing well at school,
- what he/she can do to get better marks.

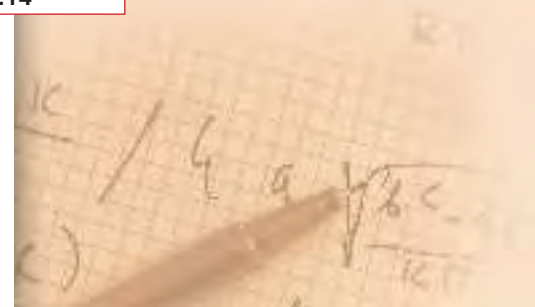
Write 100–140 words.



■ Educated at school
■ Educated at home

EXAM

SKILLS FILE
3.14



Part A PRACTICE

GRAMMAR
FILE
3.1, 3.2

MORE HELP
P. 142

1 GRAMMAR Present simple and present progressive

a) *Babylon* is a successful Russian band, which four friends started when they were at school. In the English version of their website there are mistakes in *present tenses*. Correct the mistakes.

SCHOOL IS NOT JUST BOOK LEARNING!

Welcome to the *Babylon* website!

Here we are: Viktor, Yuri, Sergey and Dmitry.



Well, first a few general things about us and an update about what ~~goes on~~ *is going on* in the band at the moment. Originally, we ~~are all coming~~ *all come* from Sochi near the Caucasus Mountains. Perhaps you know our home town. Sochi is very close to the mountains, so we are all going skiing every winter.

Three of us don't live in Sochi permanently anymore, but we sometimes are going home at weekends, and we often are giving concerts there. Viktor is still going to school in Sochi. Usually he isn't liking school much. Just now he does his final exams, so he's not happy at all.

Viktor is playing the bass guitar. Yuri is our lead guitarist and singer. He usually is writing the lyrics for our songs, but for our new single I am writing them. Sergey is on keyboard. I'm on drums. We usually meet twice a week for band practice, but this week we don't meet at all because of Viktor's exams. Just now we work on new songs for our second album.

By the way, *Babylon* is playing at the *Open Air Festival* in Moscow on Saturday 1st June, so if you are living close by or if you are in the area, come and see us.

Bye now,
Dmitry and *Babylon*.

b) Write eight questions *with* (4) and *without* (4) question words that you could ask the band using *present simple* and *present progressive*.

Do you give concerts in other parts of Russia?

Where are you giving your next concert?

GRAMMAR
FILE
16.1, 16.2

2 GRAMMAR Definite and indefinite articles

Beth is visiting her aunt in Scotland. Complete the conversation with *a/an* or *the* where necessary.

Aunt: What are you going to do after 1 ___ school?

Beth: I'd like to go to 2 ___ university. With Mum being 3 ___ dentist and Dad 4 ___ doctor, they would like me to go into 5 ___ medicine too. But I hate hospitals. In 6 ___ April last year I broke my arm and had to go to 7 ___ hospital for a few days. What 8 ___ unpleasant experience! I'm 9 ___ such ___ coward.

- Aunt:** Does your Dad still work at **10** ___ hospital next to **11** ___ church?
Beth: That's right. At **12** ___ St James's in **13** ___ Bristol Road. He's always very busy. He usually works seven days **14** ___ week, even if he's not on duty. I'd like to take up engineering as **15** ___ career.
Aunt: Really? Isn't that unusual for a girl?
Beth: No, not anymore. **16** ___ most of ___ girls I know want to study languages, history or sociology, but **17** ___ quite ___ large number is interested in maths and physics, too. Medicine would take longer than engineering. You have a lot of practicals to do.
Aunt: So you'll be finished in **18** ___ half ___ time if you do engineering.
Beth: Well, no, not quite. **19** ___ both ___ subjects are hard work, but **20** ___ life at university will be lots of fun, I'm sure. Just imagine, **21** ___ freedom, **22** ___ choice, **23** ___ responsibility – all the things that you never really have as **24** ___ pupil living at home.

3 VOCABULARY Learning and school

a) Match nouns A–G with groups of words 1–8. Add *a/an* if necessary. Use one noun twice.

1 fail, pass, revise for, study for, take = <i>an exam</i>	A career
2 aim for, be interested in, begin, change, give up	B course
3 have, improve, increase, share, test	C <i>exam</i>
4 attend, go to, leave, miss, start	D homework
5 complete, do, fail, join, pass, skip, take	E knowledge
6 gain, get, give, lose, receive	F marks
7 correct, do, forget, get, give	G school
8 excellent, final, high, low, poor	

b) Complete the sentences with the correct form of the words from the lists above.

- I had a headache this afternoon, so I ___ my English class and went home.
- I hate ___ exams. I ___ a lot for my end-of-year exams, but I still found them difficult. I got a lot of ___ marks because I didn't read the questions properly. My teacher says I need to ___ my general knowledge.
- Jane never ___ any homework, and yet she always gets excellent ___ in exams.

4 SPEAKING Discussion phrases

a) Put the phrases below in a chart under these headings. Add your own words.

Exactly. • In my opinion, ... • I think ... • If you ask me, ... • I think you're right up to a point. • Oh, come on! • The way I see it, ... • Look at it this way. • I think you're wrong there. • I see what you mean (but ...). • I'm afraid, I don't agree. • I agree with you completely. • I'm not sure you're right there.

Giving your opinion

Agreeing with somebody

Disagreeing with somebody

b) Complete the discussion with the phrases from a).

- Amy:** ___ it's a silly idea to teach your kids at home.
Ben: ___ I wouldn't want my mum to teach me. It would be really boring at home, too.
Carl: ___ Let's face it. We waste a lot of time at school. I'd like to decide what I learn.
Dan: ___ Do you really think that your parents would be able to teach you as much as the teachers at school? I don't think so!
Eve: ___ It's not possible for parents to teach their children all the subjects.
Carl: ___ If a teacher has to know everything about a subject to teach it, then it isn't possible. But if parent and child learn together, then it could work.
Amy: ___ there's another issue we haven't talked about yet. Going to school isn't just about lessons. We also learn how to get on with other people.

Part **B****YOUNG EXPERTS**

1 READING Call a nine-year-old for help!

exs. 1, 2, 3

a) If you have a computer problem, what do you do? Go to a shop? Repair it yourself? Call a friend?

My friend Jennifer called last week with a problem. Nobody in her **household** could figure out how to decorate her daughter's igloo in a popular children's internet game. It was an emergency, and I got the call for **aid** on my answering machine. "I'm not really good with computers," Jennifer's voice said apologetically. "So I was wondering if you could help tomorrow."

We are the family on the block that people always phone when they need to set up internet connections or figure out why their printers won't work. Unfortunately, my husband, the gadget freak, was **unavailable**. And I **barely** know how to use the technology in my own home. But even as I tried to remember which buttons to press to delete her message, I heard Jennifer's voice say, "If so, could you send over Clementine?" Clementine? The fifth grader?

"Can you make a house call tomorrow?" I asked Clementine. "Let me check," she said, clicking on her Google calendar. "OK, but I have to be back for a play date at noon."

And that was how my youngest daughter officially started working as a computer support specialist. It's a job title that the Bureau of Labor Statistics says 514,460 people had last year, a job that required strong problem-solving skills and paid an average **annual** wage of \$44,350. I assume most of them were older than 9. But who knows?

As Henry Jenkins of Massachusetts Institute of Technology said in an interview, "The rate of change is so intense that the expertise you have as a nine-year-old may be out of date by the time you're 12 or 13."

Any day now Clementine's digital proficiency – which at last count included easy familiarity with email, cell phones, hand-held organizers, iChat, Facebook, Nintendo Wii, instant messages and iPods – may suddenly become **outmoded**. Who knows how long she has before some five-year-old starts **teasing** her in the computer lab at school? But Clementine is young enough to be born with what Mr Jenkins calls "new media literacy", which apparently qualifies her as a computer consultant.

The next day, Jennifer paid Clementine \$10 for an hour's work. "So what did you think?" I asked Clementine in the car. "A lot better than being a mother's helper," she said. Then Clementine went home, found her father struggling with the Windows Emulator, and explained that to actually quit it, it was first necessary to shut down all the windows within its own virtual window. Or something like that.

b) Read the story, then choose the correct answer.

- 1 The writer's friend Jennifer
- is good with computers.
 - was building an igloo.
 - wanted to play a computer game.
 - needed computer support.

- 2 When Jennifer asks for Clementine's help, the writer is
- surprised.
 - shocked.
 - angry.
 - apologetic.

Always be polite when you ask for something:

I was wondering if you could ...

Could you possibly ...?

Would you mind perhaps ...?

In American English, write *-or*. In British English, write *-our*:

AmE

labor
color
humor
neighbor
flavor

BrE

labour
colour
humour
neighbour
flavour

But who knows?

Remember that there is no *do/did* in questions about the **subject** of a sentence. Compare:

Who knows how old they are?

Who does she know?

Who likes her?

Who does she like?

EXAM



3 When Clementine checks her Google calendar, she gives the impression that she

- a) enjoys the Internet a lot.
- b) is very grown-up.
- c) can't remember things well.
- d) isn't very busy.

5 "New media literacy" means Clementine

- a) can read books about computers.
- b) understands computer handbooks.
- c) can learn about and understand new developments.
- d) is only interested in the digital world.

4 When Clementine is 12, she may have difficulties because

- a) five-year-olds will learn faster.
- b) five-year-olds will laugh at her.
- c) she won't be able to solve all the problems.
- d) her expertise will not be up-to-date.

6 When Clementine explains how to quit the Windows Emulator, it shows that

- a) she has better computer skills than her father.
- b) her father doesn't understand computers.
- c) she doesn't help her mother.
- d) she enjoys her new job.



c) Are these statements correct?

- 1 The text is about the differences between Windows and Apple computer systems.
- 2 The text demonstrates that young people grow up with computer knowledge, whereas for adults it is more difficult.
- 3 The text uses life in an American family to show the computer literacy situation today.
- 4 The text is about the author's family life and her typical American neighbourhood.

d) Find other forms of these words from the text. Use a dictionary if you need to.

- | | |
|------------------|-------------------------|
| 1 decorate | noun: <i>decoration</i> |
| 2 apologetically | verb: |
| 3 assume | noun: |
| 4 intense | noun: |
| 5 proficiency | adjective: |
| 6 familiarity | adjective: |
| 7 qualify | noun: |
| 8 consultant | verb: |



i
 A *digital native* – someone born after the introduction of digital technology.
 A *digital immigrant* – someone born before digital technology, who has learnt how to use it.

e) Match the words in bold in the text with these definitions.

- 1 make fun of sb • 2 hardly, not very much • 3 family, home •
- 4 help, assistance • 5 old-fashioned • 6 busy, not at home •
- 7 happening once a year

2 WRITING Computers and modern life exs. 3, 4

Comment on the following statement.

My personal life without computers would be impossible.

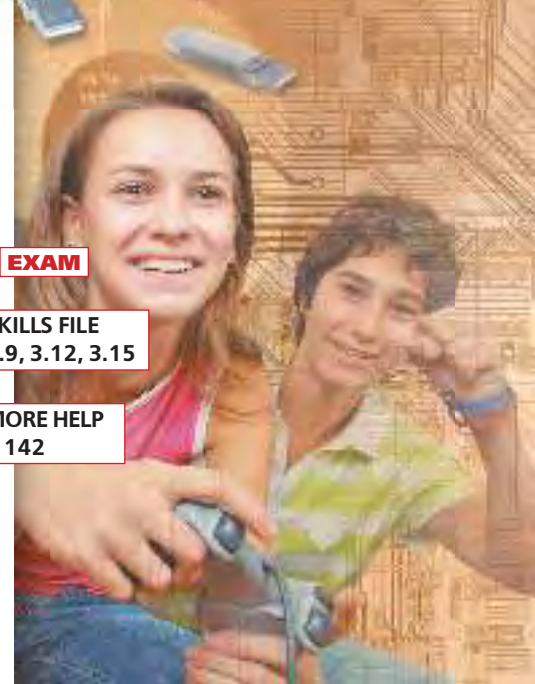
What is your opinion? Write 200–250 words using the following plan:

- Introduction: what is behind the question.
- Your opinion and your reasons for it.
- Other points of view.
- Conclusion.

EXAM

SKILLS FILE
 3.9, 3.12, 3.15

MORE HELP
 P. 142



Part B PRACTICE

GRAMMAR
FILE
15

1 GRAMMAR Regular, irregular, foreign plurals

a) List the words below under three headings:

analysis • crisis • criterion • *crossroads* • life • means • *media* • passers-by • phenomena • roof • series • sheep • spacecraft • species • studio • *technology* • teeth • tomato • children

Words in the plural: *media*, ...

Words in the singular: *technology*, ...

Words which are singular and plural: *crossroads*, ...

b) Give the plural form of the singular words and the singular form of the plural words.

c) Complete the sentences with the correct form of the words from a).

- ___ often understand computers better than their parents.
- Her job as a computer support specialist is a ___ to earn a good living.
- The students were asked to present a written ___ of the computer data.
- The intense rate of change has become a ___ of our modern society.
- Without computers our ___ would be very different.
- What ___ are used by teachers to judge whether a pupil should go to university?
- I don't watch soap operas, but there are a few crime ___ that I sometimes watch.
- At the Space Museum in Washington we saw various ___, including *Apollo 11*, *Voyager* and *Skylab 4*.
- The giant panda is unfortunately becoming a rare ___.
- We were held up on a narrow country road waiting for some ___ to cross.

GRAMMAR
FILE
15

2 GRAMMAR Collective and uncountable plurals

a) List the words below under three headings according to the form of the verb which follows them. Is the verb always singular, plural, or can it be either singular or plural?

statistics • belongings • cattle • *class* • clothes • crowd • family • glasses • goods • government • jeans • maths • news • *physics* • police • politics • scissors • shorts • surroundings • team • the USA

Verb is always singular: *physics*, ...

Verb is always plural: *statistics*, ...

Verb can be singular or plural: *class*, ...

b) Complete the sentences with the correct form and tense of the verbs in brackets. If you think both singular and plural forms are possible, write both.

- Clementine thinks maths ___ (be) boring. But she really enjoys computing.
- I read that the USA ___ (have) a shortage of computer specialists.
- Her glasses ___ (not be) strong enough. She can't read the computer screen.
- Clothes ___ (be) important to most of her friends, but she is saving for a new laptop.
- How much ___ (the jeans in the window/cost), please?
- I find it hard to believe that ___ (politics/not interest) you at all.
- When ___ (be) the news on Channel 4?
- I'm afraid the scissors ___ (not cut) paper very well.
- When I was on holiday, all my belongings ___ (steal) from my car.
- The new shorts that I bought ___ (not fit) very well. I must lose a bit of weight.
- The government ___ (think) that Britain's education problems can be solved with the help of the new law.

GRAMMAR
FILE
15
3 GRAMMAR Uncountable nouns

Which of the nouns below are *uncountable*? Write them down, then complete the sentences with the correct word. Sometimes more than one word is possible.

accidents • accommodation • damage • furniture • information • job • music • pollution • progress • sun • traffic • travel • trip • weather • work

- A:** Has Mike found ___ (a/ -) work yet? Or is he still looking for ___ (some/a) job?
B: You know that he loves ___ (the/ -) music. He's working as a DJ at the moment.
- A:** Dave is thinking about going on ___ (a/ -) trip to the Himalayas.
B: Really? ___ (A/Some/ -) travel to that part of the world needs careful planning. He ought to get ___ (some/a) really reliable information from a travel agency.
- A:** There was hardly ___ (a/any) traffic in town this morning.
B: There were ___ (some/a lot of/much) accidents on the motorway last night because of fog. ___ (A lot of/Many) damage was caused.
- A:** Karen does voluntary work for an environmental group, doesn't she?
B: Yes, she does. She says there's still ___ (a lot of/a/many) pollution locally, but her group has made ___ (a good/some good/many good) progress.
- Our holiday was great. We had ___ (a very good/some very good) accommodation. The furniture in the flat ___ (were/was) new. But we had ___ (an awful/awful) weather for three days. Then it improved. We didn't have ___ (a/any/much) sun, but it was warm.

SKILLS FILE
2.1, 2.2
4 LISTENING Being polite

a) How would you react politely in the following situations?

- The battery in your mobile is dead, and you are expecting an urgent phone call. You don't know the person next to you well, but you know he/she has the same charger as yours.
- The window is wide open. You feel cold.
- Someone interrupts you during your presentation to the class.
- Someone thanks you for your presentation.
- While you are having a conversation with someone, another person asks you something.

b) Now listen to the dialogues and note the polite phrases used in these sentences.

- 1 ___ your battery charger? • 2 ___ close it? • 3 ___ my method first. • 4 ___ you liked my presentation. • 5 ___ wait a minute.

c) Match polite phrases 1–13 with descriptions A–E.

1 If you could just wait a minute.	A Asking someone to do sth B Avoiding a discussion C Rephrasing D Being interrupted E Giving opinions
2 To be more precise ...	
3 I don't believe ...	
4 Would you mind ...?	
5 I'll be with you right away.	
6 I'd rather talk about that some other time.	
7 Let me put it like this ...	
8 I can see your point, but ...	
9 Please bear with me.	
10 Could I ask you to ...?	
11 I'd rather not comment on that for the moment.	
12 From a ... point of view ...	
13 Please allow me to finish first.	

d) Respond to the three short conversations using the expressions from c).

- The old lady says "yes".
- You don't agree.
- You are interested and want to learn.

1 READING The world of books

exs. 1, 2

a) How often do you read books? How many hours a week do you spend on reading? Who reads most in your class? Read the text.

The worldwide success story of the book began in 1439 with the invention of the **printing press** by Johannes Gutenberg which made books available to a larger **audience**. Our problem today though is how to keep up the interest in reading. In 1997, a survey on the **reading habits** of young adults revealed that in Great Britain 35% of 16- to 25-year-olds read regularly in their free time. By 2001 the figures had risen up to almost 40%. Many parents, teachers, **librarians** and **booksellers** like to think that it was the arrival of the teenage wizard Harry Potter that really inspired kids to **read for pleasure**.

Reading habits change with age, and the teenagers who are not put off by books at school quickly move on from **children's literature** to young-adult **fiction** and **adult fiction**. But regardless of age, it is often the same **genres** that appeal to readers, namely **science fiction**, **horror**, **love stories**, **murder mysteries**, **biographies**, and of course **fantasy novels** like *Harry Potter*.

When the final **volume** of the *Harry Potter* series was **published** in 2007, booksellers wondered whether another book could achieve sales similar to these **bestsellers**. But they needn't have worried: Stephenie Meyer's *Twilight* **saga** about the love between a girl and a vampire has **kept** a large **readership in suspense**. And the *Twilight* film **adaptation** was not only an immediate success, but in turn also raised the sales of the book.

At the world's largest book fair in Frankfurt, Germany, **e-books** are one of the main talking points due to their many advantages: they make it easier for unknown **authors** to get published; they are easy to carry; they are better for the environment as there are neither transport costs nor pollution from printing; and transporting books is avoided. Moreover, e-readers can easily contain a small **library** with hundreds of books. Some day e-books may be much cheaper than printed books because of the paper saved. Still, some people fear that e-books will reduce all book sales. The question remains open: will keen readers really enjoy looking at the screen for hours as much as they previously enjoyed reading a book and turning its pages?

b) Are these statements **true**, **false** or is the information **not stated in the text**? Correct the false statements.

- 1 Gutenberg's invention made books more expensive.
- 2 Over half of British teenagers read regularly.
- 3 The *Harry Potter* books sold more than *Twilight*.
- 4 The film *Twilight* had a positive effect on the book sales.
- 5 All e-books sell very well at the Frankfurt Book Fair.
- 6 At the moment e-books are not cheaper than printed books.

Regardless and *as* are useful words to link sentences. Here are more examples not in the text:

Regardless of how long it is, I will finish this book (= it doesn't matter).
As it didn't stop raining, she read her new novel all day (= because, since).

i

Book or e-book?

An *e-reader* is the machine you buy to read an *e-book*. As prices of e-readers are coming down, huge growth in sales of e-books is projected in the next few years.



c) Make a mind map or a chart with the title *The world of books* using the words highlighted in yellow in the text and the categories *books*, *readers* and *book trade*. Add words that you already know.

SKILLS FILE
3.6

d) Complete the sentences below using words and expressions from the text (not only the highlighted ones!).

- 1 As a child, he read under the bed covers, kept ___ by murder mysteries and fantasy ___ alike.
- 2 Don't let yourselves be ___ by the length of the book – the plot is really exciting.
- 3 Victoria is not a ___ reader. The only thing she reads is fashion magazines.
- 4 Books can be studied, analysed and interpreted, but they can also be read for ___.
- 5 I only read bestsellers. If a book is not an ___ success, I won't touch it.

THE WORLD OF BOOKS

readers

books

book trade

2 SPEAKING Teenage reading habits

ex. 4

A survey on teenage reading in Britain reported what they enjoy and don't enjoy.

Enjoyable	Place	Boring	Place
Celebrity magazines	1	Homework	1
Girls' magazines	2	Shakespeare	2
Song lyrics online	3	Books over 100 pages	3
My own blog	4	Celebrity magazines	4
<i>Harry Potter</i>	5	Books for school	5

Discuss the lists with a partner. What can you say about teenagers' reading habits?

3 LISTENING Teenagers talk about what they read

ex. 3

In this radio programme, five teenagers – Caroline, Daniel, Merlene, Andrew and Lorna – discuss what they like to read.

a) Listen to part 1 and find out which of the five speakers thinks the following.

- 1 *Merlene* finds Jane Austen's language beautiful.
- 2 ___ has become more interested in reading.
- 3 ___ hates reading.
- 4 ___ is interested in reading about travel.
- 5 ___ only reads before bedtime.
- 6 ___ prefers to see a film rather than read a book.
- 7 ___ reads comics or about popular science.
- 8 ___ reads enough in school and so has no interest in reading outside school.
- 9 ___ reads mainly magazines and newspapers.
- 10 ___ really loves reading.
- 11 ___ wants to read about today's world.

b) Listen to part 2. Find out *when* the teenagers like to read. How many different types of books (or "genres") are mentioned?

c) Work with a partner. Tell him/her about your reading habits.

4

i

Jane Austen (1775–1817): English writer of romantic fiction. One of her most famous novels is *Pride and Prejudice*.

Philip Pullman (born 1946): best-selling English author of fantasy novels, including *Northern Lights*.

Zadie Smith (born 1975): British novelist with Jamaican-English parents. She wrote her successful first novel, based in London, *White Teeth*, when she was still at university.

5

PEACE
LET'S KEEP IT AS LONG AS WE LIVE

Part C PRACTICE


1 WRITING A book report

SKILLS FILE
3.11

a) Read the *Useful language* and the *Plan* below. Match sections A–D with the parts of the plan.

A book report	
<p style="text-align: center;">Useful language</p> <p>A</p> <ul style="list-style-type: none"> – ... is a thriller/a fantasy/a collection of short stories/a book for young adults/a classic/ ... by ... – It deals with environmental problems/the historical events of .../the period ... – It's about this Australian girl who ... – The story is set in ... <p>B</p> <ul style="list-style-type: none"> – This is one of the best books I have ever read. – It's so thrilling/exciting/funny, I couldn't put it down. <p>C</p> <p>I'd like to start with this really funny/interesting/weird/shocking/... quotation from the book.</p> <p>D</p> <ul style="list-style-type: none"> – ... was first published in ... in ... – It is ...'s first/second/... novel/... 	<p style="text-align: center;">Plan</p> <p>___ Introduction</p> <p>Get your audience's attention right from the start.</p> <p>___ About the book</p> <ul style="list-style-type: none"> – Give its title, author and genre. – Give a short summary of the plot, but don't give away the ending! – Read an extract. – Say something about specific features of the book (setting, language, atmosphere, developments, pace). <p>___ Background information</p> <ul style="list-style-type: none"> – Say when and where the book was published. – Talk a little about the author. <p>___ Your opinion</p> <p>Finish with a clear statement of your opinion.</p>

So, in conclusion, I would like to say that although I haven't actually read the book, I still found it a fascinating and enriching experience.



MORE HELP
P. 143

GRAMMAR
FILE
14.1, 14.2,
14.3, 14.4

b) Write a report about a book you like and then read it to the class.

2 GRAMMAR Quantifiers

Choose the correct word.

- 1 It isn't true that ___ (all/all the) British people read *The Times* and drink tea.
- 2 Do you like Shakespeare or Jane Austin?
– I don't like ___ (any/either/both) of them.
- 3 ___ (Both the/The both) boys did very well in the English exam, but only one wants to study it.
- 4 Which book shall we buy? The science fiction novel or the love story?
– ___ (Each/Any/Either). I really don't mind.

- 5 ___ (All/All the) pupils in my class want to stay at school to do A levels.
- 6 – Would you like to change dollars or euros?
– ___ (Either/Neither), I need to change roubles.
- 7 Sue thought I wasn't listening, but I heard ___ (every/each) word she said.
- 8 Maria and Megan are in the English literature class, but ___ (neither/both) of them reads much.
- 9 You can try to phone Sandra ___ (any/all/either) time of the day. She's never at home.
- 10 There are four children in the family, and ___ (each of them/every of them) is a bookworm!

**GRAMMAR
FILE**
2.1, 2.2

3 GRAMMAR Question words

**Only three of the sentences below are correct. Which ones are they?
Correct the other sentences.**

- 1 Who of you would like to go to the new bookshop with me?
- 2 Whose novels are these? They're not mine.
- 3 Which of these videos would you like to borrow? This or that?
- 4 What discovered Johannes Gutenberg in 1439?
- 5 Which kind of book are you looking for?
- 6 That was a stupid thing to do. What for did you do it?
- 7 Who of the pupils hasn't made any mistakes?
- 8 To who did you give the information?
- 9 What of these biographies do you like best?
- 10 What for is this e-reader?
- 11 What do you call this in Russian?
- 12 How is the weather like in Moscow today?

4 GRAMMAR Definite and indefinite articles

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

- 1 Do scientists really know how ___ life began?
- 2 My brother's going to change his job. He's been offered double ___ salary with a firm in Leeds.
- 3 I'm helping out at a petrol station three nights ___ week for some extra cash.
- 4 Peter works as ___ systems analyst for ACB, I think.
- 5 Have you ever looked round ___ British Museum in London? It's fascinating.
- 6 As a result of ___ train strike in Italy, many tourists were stranded and couldn't get home.
- 7 Winchester is quite ___ nice town with a very interesting history.
- 8 All the pupils have got offers of university places in England, with ___ exception of Peter who wants to study abroad.
- 9 Jenny's invited all her class to a party on ___ Saturday.
- 10 Psychologists fear that some children may confuse ___ characters in computer games with ___ real life.
- 11 Most of ___ pupils in my class have got their own bank accounts and their own mobile phones.
- 12 In New York we had hash browns, eggs Benedict and even blueberry muffins for ___ breakfast.
- 13 I'll lend you twenty pounds on ___ condition that you give me the money back by next Saturday.
- 14 Which famous person lives on ___ Pennsylvania Avenue in Washington?
- 15 We didn't really enjoy our touring holiday in the US. Half of ___ time we were sitting in the bus.

Extended reading

SHAKESPEARE'S ENGLAND

a) Elizabeth I was Queen of England from 1558 until 1603. What do you think life was like then? Think about food, clothes, houses and work.

EXAM

b) Match paragraphs A–D with headings 1–5. There is one extra heading.



Elizabeth I was the daughter of King Henry VIII and his second wife, Anne Boleyn. She reigned for 45 years and has been called a great queen because the country enjoyed progress throughout her **reign** (1558–1603). William Shakespeare, England's greatest writer, lived and worked during this time.

A — England's **population** was mainly **rural**. People worked as farmers or craftsmen. Cities with their crowded, dirty, **narrow** streets were unhealthy and unsafe places after dark. Travelling by coach was dangerous at any time. There was no police in Tudor England, but criminals were severely punished. In the small, dark wooden houses of the time there wasn't much furniture, only a few stools and a table. The rich built wood-framed houses. The rooms of their houses were spacious with much bigger windows and wood-panelled walls. The children of rich people generally received an

education at home, although boys often went to grammar schools, learning mostly Latin grammar, religion and geography. Girls' education took place at home with private tutors. Poor children didn't go to school.

B — For the rich, looks were very important. Clothes showed status, **wealth** or high rank. Small children of both sexes wore long dresses. Older children dressed as adults. At court, clothes were heavy, **elaborate** and impractical. Men wore tights, often jewellery or even make-up – and always carried a sword. Hair was very important for both men and women. Styles changed with the fashion. Beards were carefully cut in many different shapes. Men spent hours at the barber's being powdered, perfumed or having their hair dyed. **Wigs** were fashionable. Elizabeth was thought to have lost her hair when ill with smallpox. She wore a red wig.

C — Ordinary people mainly ate meat and bread. The potato, first brought to Britain from America, was still new. Rich people ate a variety of foods including fish, deer, wild boar, fruit and vegetables. Cakes and puddings were sweetened with honey. Imported goods, such as sugar, were very expensive. Tea and coffee were still unknown. The taste of chocolate was **bitter**, so it was drunk only as a medicine and very **rarely**.

D — Society saw the growth of the merchant class, and with it a spread in culture. Art, music and dancing, theatre

Examples of Shakespeare's English

"I will keep my word with thee."

"What dost thou think?"

"Fare ye well."

"Hence!"

"Come hither, my dearest!"

"Aye, by my life."

Match the sentences above with modern English versions below.

Go away! • Yes, it is true. • Trust me. • Over here, love! • What is your opinion? • Have a nice day.

and poetry were cultivated. Plays were acted in rich people's houses and later in London's theatres. Rich and poor enjoyed games and festivities. Christmas was a particularly merry time. On the other hand, people watched cruel sports such as cockfighting and bear-baiting, which even Elizabeth was said to enjoy. People believed in the **supernatural**, in ghosts, witches and fairies.

This was Shakespeare's England.

1 Diet 2 Free time 3 Where people lived 4 Health 5 Clothes and fashion

c) Complete these sentences about life under Elizabeth I in your own words.

Most people lived ...

People didn't travel much because ...

Education for girls from rich families ...

One thing that men always carried was ...

Sugar was expensive, so ...

d) Compare the lives of the rich and the poor as in the example. Make at least three sentences.

The poor lived in small, dark houses, whereas the houses of the rich were spacious with bigger windows.

e) Write the plural forms of the nouns below:

child • city • coach • deer • dress • fairy • furniture • potato • witch

f) Match the words in bold in the text with these definitions.

1 opposite of "wide" • 2 opposite of "sweet" • 3 not often • 4 large amount of money a person has • 5 world of magic • 6 time that a king or queen has power • 7 in the country, not the city • 8 all the people who live in a town or country • 9 false hair • 10 very complicated and detailed

EXTRA

g) Complete the summary of the plot of Shakespeare's famous tragedy *Othello* with the correct words. Do you know or can you guess the tragic end?

One of the many themes in *Othello* is 1 ___ (ambition/ambitious): Iago is an 2 ___ (ambition/ambitious) servant who hopes for more power by becoming Othello's lieutenant. However, Othello promotes Michael Cassio instead of Iago. Naturally, Iago is 3 ___ (anger/angry) and is filled with 4 ___ (jealous/jealousy) for Cassio. He decides to take 5 ___ (revenge/avenge) on Cassio by making Othello 6 ___ (jealous/jealousy) of him. Iago tells Othello that he is not sure of Cassio's 7 ___ (honest/honesty) suggesting that he does not always tell the truth and making Othello 8 ___ (suspicion/suspect) that Cassio is having an affair with his wife, Desdemona. Othello's 9 ___ (suspicion/suspect) that Cassio is in 10 ___ (love/loving) with Desdemona becomes so great that Iago's plans for 11 ___ (revenge/avenge) lead to a tragic end.



Window on the world

TWO VERY DIFFERENT SCHOOLS

Schools of the Air in Australia

The School of the Air in Alice Springs, Australia, has 140 pupils who live on average 1,000 kilometres away from the school. Many schoolchildren in the Australian Outback live hundreds of miles away from the nearest school because their parents work **1** ___ huge sheep farms. So these children have to study **2** ___ home, only actually going to school (that is, to the school building) for a week or two a year. All learning is done at home using the post, TV, radio, video or the Internet. Work is sent **3** ___ the teacher **4** ___ post when completed. They even have a morning assembly, where the teachers all stand up in the satellite studio and talk about the school's plans **5** ___ the day or week.

Often children never meet their school friends in person, but only see them on a webcam. When they do go to school for a week or so, it may be their first chance to play **6** ___ their webcam friends.

Unlike in ordinary schools, tourists frequently visit this kind of schools to observe satellite lesson **7** ___ progress.

Eton College in England

Eton College, founded by King Henry IV, is around 600 years old and **8** ___ the oldest **9** ___ boy's schools in the country. Past pupils of the school ("Old Etonians") include the British Royal Family (Princes William and Harry) and nineteen Prime Ministers. Agent James Bond 007 was supposed to **10** ___ of the school for bad behaviour!

The school is famous for its academic excellence and for teaching its pupils **11** ___. About a third of its pupils go on to the top universities of Oxford and Cambridge. The Duke of Wellington, who defeated Napoleon, is often quoted as saying, "The Battle of Waterloo was won on the playing fields of Eton."

All pupils are required to wear Eton's traditional school uniform. This includes a black jacket with long tails, a waistcoat and a stiff detachable or separate shirt collar. The school has long waiting lists, **12** ___ the fees of over £30,000 a year.

a) Read the text and then say what facts these numbers refer to.

600 · 1,000 · 19 · 140 · 007 · 30,000 · 1/3

b) Fill in gaps 1–7 in the text with the correct prepositions.

c) Choose the best word (A, B or C) to fill in gaps 8–12 in the text.

- | | | |
|----------------------|------------------------|--------------------|
| 8 A amongst | B between | C in |
| 9 A independently | B independence | C independent |
| 10 A have thrown out | B have been thrown out | C being thrown out |
| 11 A lead | B leader | C leadership |
| 12 A because | B despite | C however |

d) Answer the questions.

- Why are the Schools of the Air necessary in Australia?
- Why is there a long waiting list for Eton?
- Explain the quote about the Battle of Waterloo.



Russian corner

VILLAGE SCHOOLS AND DISTANCE LEARNING

Russia has a long tradition of high-quality education for all citizens and a high **literacy** rate (98%). There is a wide variety (___) schools, from small ungraded village schools to large private schools. One way to provide quality education is (___) distance learning courses, such as those offered by “Teleshkola”.

“Teleshkola” was started in 2000. It provides various courses, such as preparation (___) the Russian National Exams, special programmes for gifted pupils or for remote village schools. It also offers courses for students who don't have time to go to school (sportspeople, young film stars, etc.) or for emigrants.

Students can study from Grade 1 through Grade 11. There are currently 14 basic **subjects** (___) offer, as well as a number of specialised courses. The success rate is impressive: **99 %** (___) those **taking** the national examinations **pass!** In 2009 a “Teleshkola” student was the first full-time distance-learning student in Russia to receive a silver medal.

a) Read the text and fill in the gaps with the prepositions below. Use one preposition twice.

for • in • of (x2) • on • through • to

b) Are these statements true, false or not stated? Correct the false statements.

- 1 In village schools children of different ages are in one class.
- 2 Vladimir has more maths lessons than his classmates.
- 3 Most Russian schools are in cities.
- 4 At “Teleshkola” they only teach for the national exams.
- 5 99 % of students take the exam.

c) Complete the sentences with the correct word in bold from the text.

- 1 I'm ___ the test, but I don't think I will ___.
- 2 A ___ student is one who is much better than average.
- 3 In some poor countries the level of ___ is low.
- 4 ___ school is before secondary school.
- 5 School ___ are divided into arts and sciences.

d) Ask your family members about their schools (lessons, homework, teachers, timetables, books ...). How different were they then? Share the information in class.

Anna, 8, lives (___) Marakan village, Irkutsk region. There are only 70 students in her school, ranging in age from 5 to 16. She goes (___) an ungraded school where there are no parallel classes, and in **primary** school children from different grades study in one room. Though some small schools have to be closed now, the Russian Ministry of Education encourages this type of school so that small village schools can survive.



Vladimir, 12, is unusually **gifted** at maths. Although he lives in Komi, a remote part of Russia, he follows a special maths course through distance learning. Without this, his special talents could never be developed further, unless he moved to live in a large city.



Cross-curricular studies: science

MEMORY AND LEARNING

Until he decided to change things, Joshua Foer used to forget his keys, or what to buy at the supermarket – like we all do. Twelve months later he became the 2011 US Memory Champion by memorising a pack of playing cards in only 1 minute 40 seconds!

How did he do it? He realised that the worst way to learn something is to read it over and over again. The brain needs to be active. So Joshua trained himself to use his brain differently. In his head he created “memory palaces”, imaginary buildings with rooms containing unusual images of the things he wanted to remember.

Neuroscience shows that visual memory is our strongest form of memory. A study of London taxi drivers, who have to remember a map of London’s streets as part of their job, showed that the visual part of their brains was unusually large.

Here are some techniques for remembering numbers and lists.

Remembering lists

- Think of something memorable and a little crazy about each thing on the list. For example, if it’s a shopping list, imagine a dancing banana or an apple with arms and legs.
- Link the things on the list. For example, a banana chasing an apple.
- Make up a story with all of the things in your list.
- Repeat the story in your mind.

Remembering numbers

- Break down long numbers into short numbers: 336 895 363.
- Think of something to remember each one with: 336 is $3 + 3 = 6$.
- Think of a picture for each of the numbers 0–9. 1 could be a pencil, for example.
- When you want to remember long numbers, invent a story using pictures for each number.

a) Read the text. Explain why the things below are important for memory and learning.

buildings • unusual images • stories • visual memory

b) Complete the word families.

noun	verb	adjective
memory		
imagination		
difference		
repetition		
invention		
need		
shock		

c) Use the information in the text to do the following.

- 1 Remember these numbers:
224419993004 • 999215369043
- 2 Remember the shopping list on the left.



Shopping list

6 eggs
1 kilo of tomatoes
1 loaf of bread
3 litres of milk
jam
butter
5 kilos of potatoes
cream

Checkpoint

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

- I expect you're planning to go to ___ university next year.
- She plans to take up ___ computer support as ___ career.
- ___ pollution has become one of ___ society's greatest problems.
- My friend is ___ keen reader. I'm going to start reading more, too.
- Sherlock Holmes lived in ___ Baker Street in London.
- ___ school I go to has high academic standards.
- My best friend plays ___ violin in the Youth Orchestra.

2 GRAMMAR Choose the correct *quantifier*. Sometimes more than one form is possible.

- I won't be long. I only need ___ (few/a few) minutes to clean up.
- ___ (All the/All) young people I know are interested in music.
- Shall I come at four or at seven? – Actually, ___ (no/neither) time is suitable. Could you come tomorrow instead?
- David has ___ (a few/few) friends. He likes to be alone.
- Which maths exercise shall I do? – They all look difficult. Do ___ (any/either).
- There is ___ (much/a lot of) interest in homeschooling.
- You can choose ___ (any/either/some) of these two books.

3 VOCABULARY Complete the sentences with the words below. There are extra words.

aid • attend • audience • excellence • extract • familiarity • intelligence • intense • put off • rate of change • revise

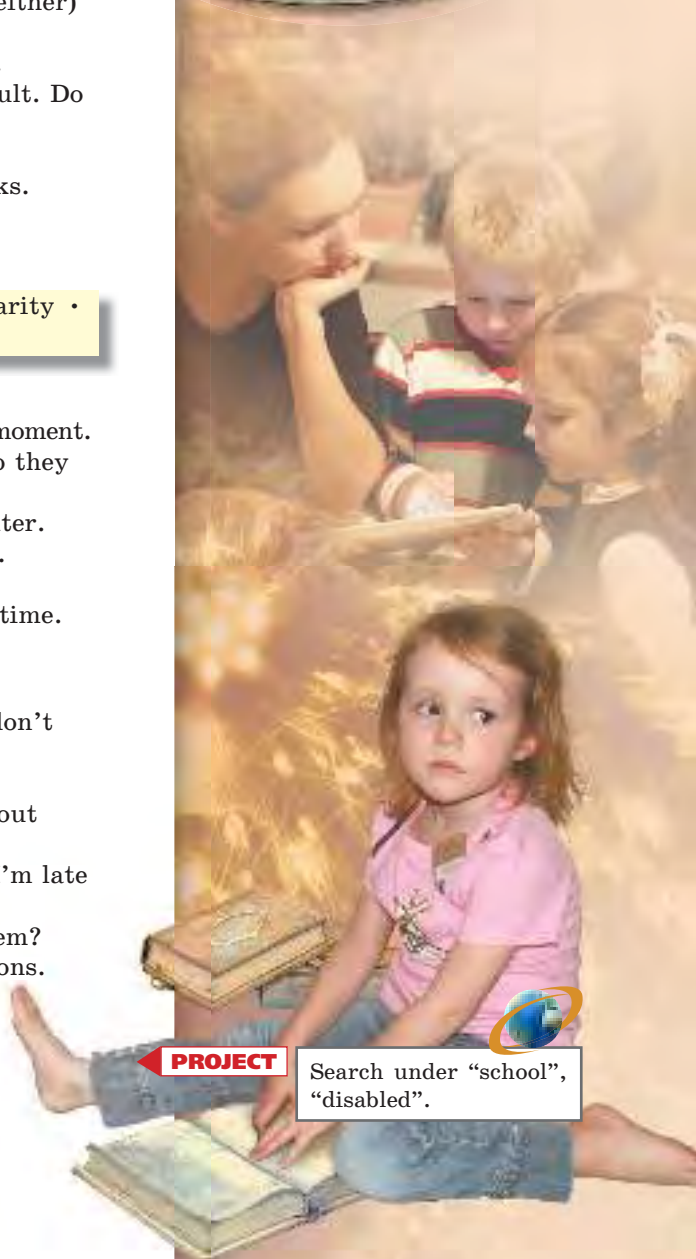
- Homeschoolers don't have to ___ school every day.
- We are reading an ___ from Shakespeare in school at the moment.
- Students are under ___ pressure to do well in exams, so they ___ for many hours.
- Although only five, he shows great ___ with the computer.
- I was ___ by the length of the novel, so I didn't read it.
- The school is famous for its academic ___.
- At this ___ we will all be reading e-books in ten years' time.

4 SPEAKING The polite language in bold is mixed up.

Find the correct phrase for each sentence.

- I'd rather discuss it some other time** (A) parents just don't know enough to teach their children at home.
- Look at it this way** (B). I look at it differently.
- I see what you mean, but** (C). If parents don't learn about computers, they will not understand the modern world.
- I'm afraid I don't agree with you. I think** (D) because I'm late for school.
- I'll be with you right away** (E) help me with this problem?
- Would you mind** (F) Then I will answer all your questions.
- Could I ask you to** (G) telling me how you became Memory Champion?

5 Use the Internet to find out about schools for disabled children. Then present your work to the class.



PROJECT

Search under "school", "disabled".

Focus on exams

6

1 LISTENING You are going to hear Beth, an American high school student, talking about her activities at school. Are these statements *true*, *false* or is the information *not stated*?

- 1 Beth loves sports like baseball and football.
a) True b) False c) Not stated
- 2 Being active in school life is good in American schools.
a) True b) False c) Not stated
- 3 Beth's school has a website and a school newspaper.
a) True b) False c) Not stated
- 4 There are over forty students in the school band.
a) True b) False c) Not stated
- 5 The book club meets every Tuesday.
a) True b) False c) Not stated
- 6 Beth's favourite activity is the Bella Vista High School TV.
a) True b) False c) Not stated
- 7 Beth helps to make a TV programme that other students watch every morning at 8 am.
a) True b) False c) Not stated
- 8 The programme is 15 minutes long.
a) True b) False c) Not stated
- 9 Beth says that "best of all" are the profiles of students in the programmes.
a) True b) False c) Not stated
- 10 After high school Beth wants to be a TV journalist in LA.
a) True b) False c) Not stated

2 READING Read the text about bullying and choose the correct answer.

Bullying is a big problem in schools all over the world. If you are a victim of bullying, you **MUST** talk to someone – but who to? Some kids are too scared to talk to a parent or a teacher in case the bullies find out and make things worse. Therefore, some schools in the USA have started "buddy programmes". "Buddies" are older pupils who will listen to and help younger pupils. They are trained to listen carefully and give advice.

Izzy Kalman, a school psychologist in the USA, is the creator and writer of the website www.bullies2buddies.com which gives help and advice on the problem of bullying and offers free online handbooks for victims, parents and teachers. He says that most school anti-bullying programmes don't work, and sometimes they even make the problem worse. So what does that mean for the victims of bullying? Can nobody do anything about it? Will they be victims forever?

Kalman tells us that there are two ways to reduce bullying: either to teach kids to stop being victims or to teach kids to stop being bullies. He aims to do the first with a ten-lesson programme that will help kids stop being bullied. The lessons teach the victims not to get upset and react to bullies, as this makes the situation worse. He gives advice on how to deal with fear and keep calm. The main idea is that bullying is no fun if there is no reaction from the victim. The more the victim reacts, the more fun the bully has. If the victim stays cool and calm, there is a good chance that the bullying will stop. The lessons learnt can be used at home with brothers and sisters as well as outside on the street or at school.

However, Kalman admits that teaching kids to stop being bullies is more difficult than teaching them to stop being victims. "In order for people to change," he says, "they have to admit they have a problem. Very few bullies see themselves as bullies. Nobody asks for help because she or he is a bully."

Advice to parents includes tips on how to reduce aggression among children, for example, by not behaving aggressively themselves, by listening carefully to their children's problems and by cooperating with teachers whenever there are problems at

school. And one of the worst things a parent can do is teach their child to “hit back”. Aggression, verbal or physical, just leads to more aggression.

Kalman also gives advice on two new kinds of bullying: cyberbullying, where kids write terrible things either to or about other kids in emails, on websites or in blogs; and mobile phone bullying, where the bully sends unkind text messages or leaves threats and frightening noises on the answer phone.

“There are all kinds of bullies,” says Kalman, “and everyone needs to learn to deal with them.” Yes, it seems that learning how to deal with bullies is an important lesson for life.

- 1** If you are being bullied,
- you should try to talk to somebody.
 - you should never tell a parent.
 - you mustn't tell anyone about it.
 - the best person to tell about it is always your teacher.
- 2** Izzy Kalman
- is a school teacher in the USA.
 - sells handbooks about bullying.
 - created a website about bullying.
 - has no solutions for bullying.
- 3** The best advice to a victim of bullying is
- to fight back.
 - to shout for help.
 - to run away.
 - not to react.
- 4** It is not easy to stop bullies because
- teachers don't know there is a problem.
 - it's not easy to identify a bully.
 - victims never ask for help.
 - they don't think they have a problem.

- 5** What parents should **not** do if their child is being bullied?
- Tell the child to hit back.
 - Listen to the child's problems.
 - Cooperate with the child's school.
 - Avoid aggression themselves.
- 6** Cyberbullying does **not** include
- phoning the victim.
 - sending unkind emails to or about other kids.
 - writing horrible things in a blog.
 - posting unkind comments on a website.
- 7** Knowing how to deal with bullies is
- only important if you are a victim.
 - important for everyone.
 - not necessary when you are grown up.
 - not something you can learn.

3 GRAMMAR AND VOCABULARY Complete the text with the correct form of the words on the right.

What is life **1** ___ like for kids today? If you look at the media, it seems as if the world is a **2** ___ place. There is **3** ___ everywhere, and **4** ___ and **5** ___ in schools and on the streets. Environmental **6** ___ could mean the **7** ___ of our planet. Our kids lead **8** ___ lives. They eat junk food and spend all their free time **9** ___ computer games. There are no jobs and a lot of them will be **10** ___ when they leave school. Happily, a new survey **11** ___ that young people have a more positive **12** ___ of the world. They enjoy more **13** ___ than the generations before them. Their free time is full of interesting **14** ___, and they want to make the world a better place.

REAL
DEPRESSED
DANGEROUS, VIOLENT
VANDAL
POLLUTE, DESTROY
HEALTH
PLAY
EMPLOY
SHOW
IMPRESS
FREE

ACTIVE

4 WRITING Computers and modern life. Comment on the following statement.

Some people look back on their school years with pleasure. Others don't like to remember it.

What is your opinion? Write 200–250 words. Use the following plan:

- Introduction.
- Your opinion and your reasons for it.
- Other points of view.
- Conclusion.

Self-evaluation

How well can you do these things?	Very well	OK	Practise!
LISTENING AND READING			
I can understand ...			
– an article about computer literacy and young children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– the experiences of a pupil who uses homeschooling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPEAKING AND WRITING			
I can ...			
– discuss teenage reading habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– write a report on a book I have read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOPICS			
I have learned about ...			
– different ways to learn and memorise things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– England at the time of Shakespeare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– reading and the future of books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STUDY AND LANGUAGE SKILLS			
I have learned more about ...			
– the article, irregular plurals, question words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– reading poems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key vocabulary

academic	академический	in suspense	в напряжении
adaptation	адаптация	intelligence	интеллект
aid	помощь	intelligent	умный, интеллектуальный
assembly	собрание, совещание	intense	интенсивный
attend	посещать	intensity	интенсивность
audience	аудитория, слушатели	mark	отметка
bookworm	книжный червь	memorise	запоминать
bully	хулиган, задира	memory	память
bullying	запугивание	observe	наблюдать
consult	консультировать(ся)	out of date	устаревший
consultant	консультант	pass	сдавать
excellence	отличные успехи	playing field	игровое поле
excellent	отличный	poor (mark)	плохая (отметка)
extract	отрывок	proficiency	опытность, умение
fail	терпеть неудачу	publish	издавать, публиковать
familiar	знакомый с чем-либо	be put off by sth	что-л. отталкивает, вызывает отвращение
familiarity	хорошая осведомлённость	qualifications	квалификация
(reading) for	(чтение) для	qualify	определять, квалифицировать
pleasure	удовольствия	rate of change	скорость изменения
general knowledge	общие знания	revise (for)	готовиться к (экзаменам и т.п.)
get attention	привлекать внимание	struggle	бороться
imaginary	воображаемый		
imagination	воображение		
imagine	воображать		