**IMPROVING ENGLISH 4**

**Енглески језик за 4. разред гимназије и средњих стручних школа**

**Приручник за наставнике с припремама за час**

**Аутори**

**Гордана Марковић**

**Катарина Ковачевић**

**Завод за уџбенике**

**Београд**

ПРИРУЧНИК ЗА НАСТАВНИКЕ

Приручник за наставнике садржи:

* упутство за наставнике,
* решења за већину вежбања у Уџбенику и радној свесци,
* годишњи глобални план и годишњи план разрађен по тематским јединицама,
* месечне оперативне планове рада,
* разрађен план рада по часовима за целу школску годину.

Овај приручник прати група тестова, али су они посебно дати. За прво полугодиште дати су предлози за следеће тестове:

* Мини тест – кратак тест који наставници могу али не морају да раде,
* контролна вежба,
* Први писмени задатак.

За друго полугодиште дати су предлози за следеће тестове:

* контролна вежба,
* Други писмени задатак.

Енглески за четврти разред гимназије и средњих стручних школа је уџбенички комплет који садржи уџбеник с радном свеском и звучни материјал на компакт-диску. Уџбенички комплет намењен је ученицима гимназија и средњих школа неједнаког знања и различитих способности.

 Уџбеник се састоји од осам тематских јединица. Свака тематска јединица садржи два дела.

Исте активности провлаче се кроз све тематске јединице, али обухватају различите типове вежби:

* разумевање прочитаног,
* развијање речника,
* излагање мишљења,
* разумевање саслушаног текста,
* комуникативне вежбе,
* писање краћих састава.

*LEAD-IN*

Ова активност обухвата различите типове вежби које служе као увод у основну тему и говорног су карактера.

*READING*

**Читање писаног текста**

Текстови за читање повезани су главном темом, која се налази у називу јединице. Мада је намена текстова да се пре свега увежбава разумевање читањем, они такође служе као материјал за учење нових речи и израза, као и граматичких партија у контексту. Текстови који се обрађују у Уџбенику су из различитих области. Тематски се могу повезати са другим наставним предметима (Географија, Биологија, Књижевност, Психологија) и бирани су тако да испуњавају како образовни тако и васпитни циљ наставе.

Током обраде текста ученик наилази на различите захтеве и нивое степена разумевања:

– препознавање и разумевање тематике – ниво глобалног разумевања,

– препознавање и разумевање појединачних информација – ниво селективног разумевања,

– читање да би се добила потпуна информација.

Пошто су текстови за читање снимљени на компакт-диск, наставник може да користи аудитиван материјал да би ученици чули изговор и интонацију.

*VOCABULARY*

Фонд речи енглеског језика које су ученици стекли у претходним разредима требало би да прелази две хиљаде речи. Циљ овог уџбеника је да том броју дода још око 300 речи и зато се инсистирало на вежбама које проширују ученички речник енглеских речи.

Вежбама којима се од ученика тражи да пронађу реч истог или супротног значења циљ је не само проширење вокабулара већ и навикавање ученика да разликују нијансе у значењу речи сличног значења.

 Сматрамо веома корисним вежбања у којима се од ученика тражи да саставе кратке реченице од нових речи, да предложе колокације и слично, јер на тај начин ученици кроз своје примере увежбавају нове речи и њихову употребу. Не мора се то радити са свим речима, већ треба направити одговарајући избор.

 Посебна пажња посвећена је и вежбањима као што су *Word formation,* *Key word transformations* и вежбањима са фразалним глаголима.

*SPEAKING*

Говор као продуктивна вештина посматра се с два аспекта, у виду монолошког излагања текста, или у функцији интеракције, када се размењују информације у паровима или групама. Интеракција се може реализовати бројним активностима, на пример: разменом информација, спонтаном конверзацијом, неформалном или формалном дискусијом итд. Теме су у складу с текстовима који се обрађују, о Ирској и Хавајима, угроженим врстама животиња, о читалачким навикама, итд.

*LISTENING*

У складу с темом коју обрађују текстови у јединицама, дате су и вежбе за разумевање слушањем у делу *Listening*. Ученици имају прилику да слушају говор који се одвија нормалном брзином за говорника коме је то матерњи језик. Сви текстови неопходни за ову врсту вежбања налазе се на компакт-диску.

*WRITING*

 Свака тематска јединица садржи вежбе за писање – *Writing.*

Овим вежбама ученици се оспособљавају за писање краћих текстова (од 120 до 150 речи) различитог садржаја. Уз сваку вежбу налазе се упутства која помажу ученицима да опишу изум без кога не могу, неко место, објасне свој став у вези с неком ситуацијом, напишу неформално писмо, или свој CV, итд. У додатку на крају књиге налазе се детаљнија упутства за писање састава, мејлова (личних и пословних).

*COMMUNICATION*

 Вежбама овог типа желимо да ученици буду оспособљени да у школи и ван ње писмено и усмено остваре своје намере, сходно ситуацији.

Овевежбе омогућују им коришћење речи и израза из свакодневног говора својствених говорном језику и ситуацијама у којима се људи обично налазе. Ученицима су најчешће понуђене фразе које могу да користе у датим непотпуним дијалозима. Ова врста вежби најбоље се ради у паровима. Неке од понуђених тема су: упућивање комплимената у вези с облачењем, изражавање задовољства, прихватање или одбијање неког позива итд.

*GRAMMAR*

 Уз текстове у лекцијама (два главна текста) обрађене су све граматичке партије предвиђене Програмом. Граматичка објашњења јављају се под насловом GRAMMAR, некада се уводи или проширује граматичка тема, а у неким случајевима само се обнављају раније научене граматичке категорије. После објашњења следе вежбе. У текстовима се налазе примери за одређене граматичке партије које ће се обрађивати или понављати.

 Наставним планом предвиђено је обнављање бројних граматичких партија обрађиваних у претходним разредима. Аутори су се трудили да испоштују захтеве Плана, али због обиља граматичког материјала неке граматичке партије дате су с мање објашњења или само у виду вежби.

На крају сваке целине налази се SELF-ASSESSMENT TEST из граматике и вокабулара. На крају Уџбеника налазе се решења. Ове тестове ученици могу самостално да раде код куће, а могу се радити и на часу, ако наставник сматра да је тако целисходније. Овим вежбама и наставник може да прати успех својих ученика и да процени да ли неке јединице треба поновити.

**РАДНА СВЕСКА**

Владање језиком је ствар вежбања, те се зато у Уџбенику и радној свесци налазе бројна вежбања различите тежине, јер различите типове школа похађају ученици различитог знања и потреба за учењем језика.

Прва вежба у свакој целини носи назив *Reading and* *Vocabulary* и састоји се из текста који служи за увежбавање вокабулара. Граматички део садржи вежбе различитих типова којима је циљ додатно увежбавање граматичких партија, али које су неопходне и за свакодневни говор и комуникацију. Могу да буду коришћене за рад на часу, или за домаћи задатак. Вежбе, овде означене као *Listening*, предвиђене су за индивидуалан рад ученика код куће, јер су снимљене на компакт-диск и служе за проверу урађених вежби.

Има неколико вежби под називом *Mediation and translation*. Медијација представља активност у оквиру које ученик не изражава сосптвено мишљење, већ функционише као посредник између особа које нису у стању да се директно споразумевају. Медијација може да буде усмена и писана а обухвата сажимање и резимирање текста и превођење.

 Свака тематска јединица садржи вежбањa под називом *Expand your vocabulary,* која судата за индивидуалан рад ученика код куће или у школи када је циљ да ученици науче више речи из неких области, као, на пример, идиоме у вези с разним областима (на пример одевање, читање ), предлошке фразе, утврђени изрази са чланом, итд.

Вежбањапод називом *Mini Quiz* дата су за рад ученика у школи када је преостало мало времена до краја часа. На крају књиге налазе се решења за ову врсту вежбања.

 У радној свесци су четири групе вежбања под називом *Progress Check* дате да би се обновиле, осим нових граматичких партија, и оне мање увежбаване и знатно раније обрађиване.

**КОМПАКТ-ДИСК**

Аудитиван материјал чине снимци скоро свих текстова предвиђених за читање (*Reading*), као и текстова за слушање (*Listening*). Такође су снимљена и нека вежбања из радне свеске да би ученици проверили да ли су тачно урадили вежбу.

**Неколико савета наставницима**

Аутори су написали предлоге за годишњи као и за месечне планове да би олакшали наставницима, нарочито онима који тек почињу да раде. Такође смо дали предлоге за организацију свих часова у току једне школске године у четвртом разреду. У Уџбенику и радној свесци налазе се бројна вежбања различите тежине, јер различите типове школа похађају ученици различитог знања и потреба за учењем језика. Аутори су дали предлоге које вежбе треба урадити. Препоручујемо наставнику да те вежбе свакако уради, а у складу са саставом одељења или врстом школе у којој предаје одабере додатне вежбе које може да уради у складу са временом које му је преостало. Извесно прилагођавање мора да постоји, чак и у односу на два одељења исте школе. Некада у једном одељењу можемо урадити више вежбања, а у другом се дуже задржати на одређеној вежби.

Владање језиком је ствар вежбања, те зато највећи део часа треба посветити вежбању.

Аутори сматрају да једна тематска јединица, која се састоји из два главна текста и много вежби, и то како у Уџбенику, тако и у Радној свесци, може да се обради на часовима током једног месеца. Наставници ће тако, осим обраде текстова и граматике, моћи време да посвете и увежбавању и тестирању ученика.

* У процес наставе страног језика у што већој мери треба укључивати граматичке

категорије типичне и неопходне за свакодневни говор и комуникацију, и то разноврсним моделима, применом основних правила. Треба тежити да се граматика усваја и рецептивно и продуктивно, у свим видовима говорних активности.

* Када приметите да се неке грешке често јављају, задржите се на том проблему и урадите додатне вежбе.
* Подстичите ученике да изразе своје мишљење кад год се раде говорне вежбе.
* Посветите много више времена вежбањима, а објашњења дати што сажетије.
* Организовати групни рад ученика или рад у паровима кад год је то могуће.
* Пожељно је да што више ученика активно учествује у раду на часу и да се

 настава све време одвија на енглеском језику.

* На сваком часу организовати разноврсне активности. Када имате преосталог времена на крају часа, користите вежбања из радне свеске као што су *Mini quiz* или *Expanding vocabulary.*

**РЕШЕЊА ВЕЖБАЊА ИЗ УЏБЕНИКА и РАДНЕ СВЕСКЕ**

**UNIT 1 STUDENT’S BOOK**

**DIFFERENT CULTURES, THE SAME LANGUAGE**

**Decide which answer (a or b) is true for Ireland and which for Hawaii. Write the letter (a or b) in the correct box.**

Ireland – 1b 2a 3a 4a 5b 6b

Hawaii – 1a 2b 3b 4b 5a 6a

**1A**

**THE EMERALD ISLE**

**1 Read the text once and complete the sentences.**

1. the Shannon
2. the Great Famine
3. the USA
4. the Irish harp

VOCABULARY

1. **Match the highlighted words in the text to their explanations.**

 1. trace back 2. an impact 3. contemporary 4. subsequent 5. vanish 6. spread out 7. hospitable

**2 Use the words from Exercise 1 to complete the sentences.**

 1. subsequent 2. traced back 3. contemporary 4. impact 5. spread out

**Word formation**

1. **Complete the sentences by using the correct form of the words in bold.**

 1. recognition 2. performance 3. revival 4. population 5. replacement 6. discovery

**Focus on compound nouns**

1. **Join words from columns A and B to make new compounds. Some words can go into more than one combination.**

underpaid, paperback, easy-going, teacup, playground, hair-cut, showroom, fire alarm,

eyewitness, overweight, runner-up, book keeper

GRAMMAR

REVISION OF TENSES

**1 Read the text paying attention to the underlined verbs. Name the tense for each example and then match them to the explanations (a–g) to show that you understand the use of tenses. An example (2 b) is given.**

Past simple tense (3/e)

Past continuous tense (4/c)

Would + an infinitive without to (2/b)

Used to + an infinitive (1/d)

Present perfect continuous tense (5/a)

Present perfect simple tense (6/g)

Past perfect tense (7/f)

**2 Complete the rules (A and B) with the expressions from the list below. Some of the expressions can go into both boxes.**

|  |
| --- |
| A We use the present perfect with expressions which refer to any time up to now:never, up to now, already, often, recently, yet, so far, this week  |
| B We use the past simple with expressions which refer to a finished time:never, last year, then, when, in 2012, the other day, often, ago, by the time  |

**3** **Complete the sentences by using the correct form of the verbs in brackets. (Past simple,**

 **past continuous, present perfect, and past perfect tenses)**

1. was the driver looking / hit 2. wasn’t working / fell 3. has never flown 4. met / was selling

5. noticed / had left 6. has never said 7. had never smoked before

LISTENING

**Irish dancing**

**1 Listen to the text once and then say whether the statements are true or false.**

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

**Track 3 Oh Danny Boy’ -- calling, side, roses, back, snow, shadow**

**UNIT 1 B THE PARADISE OF THE PACIFIC**

READING

**1 Decide whether these statements are true or not. Read the text and check your answers.**

 1/T 2/F 3/F 4/T

VOCABULARY

**1 Match the words (1–8) to the definitions (a–h).**

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

**2 Use some of the words from Exercise 1 to complete the sentences.**

 1. diverse 2. banned 3. peak 4. necklace 5. petrified

**Word formation**

**3 Complete the sentences by using the correct form of the words in bold.**

 1. spectacular 2. activity 3. abundance 4. diversity 5. distant

COLOCATIONS

**4 Which word doesn’t collocate with the given word?**

 1. bench 2. office 3. truth 4. answer 5. man

**Phrasal verbs**

**6 Complete the sentences with the correct forms of the phrasal verbs with *stand* and *keep*.**

 1. stand by 2. stands out 3. kept on 4. kept a few things back 5. keep up with…

 6. stand up for 7. keep off 8. keep them out 9. stand up to 10. keep to

GRAMMAR

ARTICLES

**1 Which of these place names are written with *the***?

 1. the 2. the 3. the 4. the 5. the 6. the 7. the 8. x 9. x

**2 Put *the* where necessary.**

1. the 2. The/x 3. The 4. The/the 5. the 6. x/x 7. x /the 8. the

KEY WORD TRANSFORMATIONS

 **Rewrite the sentences beginning with the word given so that the meanings remain the same.**

1. Tom stood out in the crowd because he was taller than his friends.
2. Though Mary was shorter, she tried to keep up at the same speed as me.
3. I was attacked by a bunch of hooligans, but I stood up to them bravely.
4. Before Chris, nobody had ever climbed the eastern side of the mountain.
5. Skydiving was not so frightening as I had expected.
6. When I was young, I used to go to a lot of dances.

COMMUNICATION

**Complete this dialogue. Try to use words and phrases from the table above.**

**A**  How are you getting on with your plans for going to Ireland?

**B** Not very well, I’m afraid. I’ve failed to organize a group big enough and the agency didn’t

 give us a discount.

**A** I’m sorry to hear that. But I’m sure you’ll do it next time. I’m miserable myself. My car was

 stolen yesterday.

**B** Don’t worry; it’ll turn out all right. Perhaps the police will find it somewhere.

**A** I hope so. And my sister’s cat has disappeared.

**B**  Don’t take it so badly. I’m sure it will come back.

**A** I do hope it will. Alice is very sad. See you later.

**B** It’s been nice talking to you.

**WORKBOOK**

**UNIT 1**

**DIFERENT CULTURES, THE SAME LANGUAGE**

READING and VOCABULARY

**1 Read this Irish traditional story and fill in the gaps with the words from the box.**

**The old crow teaches the young crow**

One day the old crow took a young one out into the field to teach him how to fly.

When the young crow had learned how to fly and could go to any part of Ireland, the old crow said, ‘I think that you are able to fly anywhere now and make your living by yourself. Before you go, I want to give you some advice that will protect you from danger, as it has protected me.’

‘Tell me,’ said the young crow.

‘If you are ever in a potato field or cornfield and see a man coming towards you with something under his arm or in his hand, fly off immediately, for he may have a gun and may shoot you.’

‘I understand,’ said the young crow.

‘Another bit of advice to you,’ said the old crow. ‘If you see a man bending down as he comes toward you in a field, fly off as fast as you can, for he may pick up a stone to throw at you. If he has nothing under his arm and if he doesn’t bend down, you’re safe.’

‘That’s all very well,’ said the young crow, ‘but what if he has a stone in his pocket?’

‘Off you go,’ said the old crow. ‘You know more than me!’

**2 Match the words from the two lists to form compound nouns or adjectives.**

 masterpiece homemade ozone layer absent-minded meeting point worldwide

 steering wheel window-shopping wheelchair

**3 What do we call these?**

 1. a teacup 2. a box of matches 3. toothpaste 4. pocket money 5. sweet shop 6. sleeping bag

 7. box office 8. traffic jam

**Phrasal verbs**

**4 Replace the underlined words with the correct form of the phrasal verbs with *stand* and *keep*.**

1. supported – stood by 2. prevent – keep off 3. continued – kept on 4. maintain – keep up 5. confront – stand up to

REVIEW OF TENSES

READING and GRAMMAR

**5 The past simple tense is commonly used to tell stories. In the following legends, all irregular verbs are taken out. Read the text and fill in the gaps with the correct form of the following verbs.**

**How the volcano got its name**

Long ago the Roman God Jupiter and his wife Juno gave birth to an ugly son, Vulcan. Once when Juno argued with Jupiter, Vulcan took the side of his mother. This angered his father, and Jupiter threw Vulcan out of their home. Vulcan fell to earth. His hard landing hurt his legs. He made his home deep inside the small island near Sicily. Deep in his mountain, Vulcan worked at his forge making things such as braces for his legs, cups, plates and jewellery. The huge mountain called Vulcano (Vulcan’s mountain) acted as his chimney. From the top of the mountain lava, clouds and dust came out.

Today the modern word ‘volcano’ describes all mountains that throw lava, ash and gas.

**Hawaiian legend**

Hawaiian natives believed the anger of the beautiful goddess Pele caused volcanic eruptions. When she stamped her feet, earthquakes shook the earth and when she put her magic stick into the earth, volcanoes erupted.

**6 Fill in the gaps with the correct form of the verbs in the list.**

 *run out close arrive try drive forget do*

1. All the shops will be already closed by the time we arrive there.

2. While we were driving home last night, we ran out of petrol.

3. I have been trying to get hold of you for ages. Where have you been?

4. I have done most of my homework, but I am stuck on the last bit.

5. I am terribly sorry, but I have forgotten your name.

**State and activity verbs**

**7 State verbs are not normally used in the continuous tenses. These verbs are grouped as follows:**

|  |
| --- |
| verbs of the senses: see, hear, smell, feel, taste, look |
| verbs which express feelings and emotions: respect, admire, adore, love, hate, mind |
| verbs of mental activity: understand, appreciate, believe, expect, know, mean, remember |
| verbs of possession: own, belong, own, possess |

**8 Choose the correct alternative.**

1. This wine is tasting / tastes a bit strange.
2. I’m agreeing / I agree with you on all those matters.
3. What do you think / are you thinking of Helen?
4. I’m thinking / I think of going on holiday.
5. She’s having / She has a bath and she can’t talk to you.
6. I’m remembering / I remember how happy we were as children.
7. I’m understanding / I understand what you want to tell me.
8. How much am I owing / do I owe you?

 **The use of articles**

**9** **Put in an article if necessary.**

1. The Labour Party hasn’t been successful recently.
2. The Mona Lisa has already been stolen from the Louvre once.
3. South of the Equator we see the Southern Cross.
4. The Orient Express is never late.
5. In many countries the head of state is called the President.
6. Every year they celebrate the anniversary of the French Revolution in France.

**10** **Read the e-mail below and find 5 spelling and 3 grammar mistakes and correct them.**

Hi Rhonda,

I’m writing this e-mail in hopes that you and your family are well. This is the first time that I have visited these paradise islands. The best way to see Hawaii's Big Island is to drive around it. You are soon deep in a varied landscape unlike any other in the United States. You encounter active lava flows, jungle, farmland, warm beaches, cool highlands, and views of soaring mountains. And everywhere, you feels the aura of mysterious Polynesians who landed here more than a thousand years ago and named the island Hawaii. Will you promise me that next year we will be sitting together on one of these marvelous beaches and watch the surfers? I’ll bring a lot of photos. I’m looking forward to seeing you soon.

Love,

Maggie

EXPAND YOUR VOCABULARY

# The use of articles in set expressions

**11 Fill in the gaps in the following sentences with an appropriate article if necessary.**

1. I am not in the mood for socializing. I’d rather stay at home.
2. Mr O’Neill will be with you in a while.
3. This medicine is no good! It’s out of date.
4. Get out of the way. I’ll drop the box.
5. I’m sure that crime is on increase in big cities.
6. I’d love to speak in public.
7. You have to hand in your essay by Friday at the latest.
8. I’m trying to lose weight. I’ve gone on a diet.
9. Why don’t we go for a walk for a change?

**UNIT 2 STUDENT’S BOOK**

**THE NATURAL WORLD**

LEAD-IN

**How much do you know about animals? Match these kinds of animals to the definitions below. Write at least four examples for each kind on the appropriate line.**

* MAMMALS – are warm-blooded animals which have a backbone and a body covered by hair or fur. They produce milk. – lions, monkeys, elephants…
* REPTILES – are cold-blooded animals whose bodies are covered by scales. Most of them lay hard-shelled eggs on land. – crocodiles, lizards, snakes…
* BIRDS – have two legs, a backbone, a body covered by feathers and they lay eggs.

– pigeons, nightingales, eagles…

* INSECTS – have 6 legs, 3 body sections and most are small air-breathing animals.

– mosquitoes, beetles, bees…

* FISH – have scales and most have gills instead of lungs. They are found in rivers, lakes, and oceans. – sharks, sardines, salmon…

**1A THE MIGHTY RIVER**

**1 You are going to read about the Zambezi River. Which paragraph talks about…**

 1/B 2/D 3/A 4/C

VOCABULARY

**1 Which highlighted word from the text means...**

1. maze2. habitat3. tributary4. resource5. predator6. poverty

**2 Use the words from Exercise 1 and the Glossary in their correct form to complete these sentences.**

1. habitat 2. resources 3. poverty 4. merge 5.scarce 6. disrupted 7. maze

**Prepositions**

**3 Fill in the gaps with the correct prepositions.**

 2. into 3. with 4. on 5. to/on 6. for 7. to

**Phrasal verbs with *out***

**5 Use the verbs in the box in the correct form to complete the sentences below.**

1. spread 2. sort 3. carry 4. stands 5. wore 6. broke 7. turned 8. make

LISTENING and VOCABULARY

**2 Which words in the list match the explanations?**

 1. PADDLE 2. HIPPO 3. RAPIDS 4. CLIFF 5. JAWS

GRAMMAR

**The present perfect simple and the present perfect continuous tenses**

**1**

A 1/h 2/b 3/a 4/d 5/e 6/f 7/i 8/c 9/g

B 1/b 2/c 3/a

1. **Complete the sentences by using the correct form of the verbs in brackets.**

 1. has been driving / has never taken 2. has read 3. has been working 4. hasn’t made /she has

been studying 5. have been doing 6. have been writing / have written 7. have been eating / have also drunk

**3 Complete these sentences using the verbs from the list in the present perfect simple or continuous.**

1. have been searching / haven’t found 2. have accidentally thorn 3. have been analyzing / haven’t found 4. hasn’t received 5. have lost

**4 Answer the questions with *no* and a full sentence. Use the present perfect continuous and the present perfect tense as in the example.**

1. No, she has been looking for it for several days, but she hasn’t found it yet.

2. No, she’s been planning to do it for two weeks, but she hasn’t returned it yet.

3. No, they have been advertizing for six months, but they haven’t got a good offer yet.

4. No, they have been considering it for a while, but they haven’t decided yet.

**UNIT 2B**

**GOING HOME FOR REPRODUCTION**

**1 Read the text quickly and circle the correct alternative.**

1. Salmon are born in *salty* / *fresh* water.
2. *Adult* / *Young* salmon travel back to the stream they were born in.
3. The *female* / *male* fertilizes the eggs.
4. This species has a *short* / *long* life-cycle.
5. *Both young and adult* / *Only young* salmon are easy prey for predators.

VOCABULARY

**1 Complete the sentences with the words from the text. The first two letters are given.**

1. exhausted 2. shallow 3. intrigued 4. vaguely 5. spawning

**2 Complete the sentences with the correct form of the words in bold.**

1. We have finished the experiment with a high degree of **accuracy.**
2. Before I **conclude** this speech, I’d like to thank my colleagues who had helped me in this research.
3. All my relatives live in **distant** countries.
4. The **reproduction** of lions in this part of the grasslands is part of my research.
5. **Navigating** through the rapids had to be done with great care.
6. The date of **completion** of the road works will be known soon.

COLLOCATIONS

**Which word doesn’t collocate with the given word in capital letters?**

DEEP distance, STRONG winter, PERFECT mistake, FRESH place, HEAVY puddle

GRAMMAR

**PLURAL OF NOUNS**

PRACTICE

**1 Complete the sentences with the words in bold in their plural forms.**

1. Scientists have noticed a number of strange **phenomena** in the water recently.
2. The company has been faced with a number of **crises** lately.
3. We have different judgments of the matter, that’s why we have different **criteria.**
4. Our boss keeps sending us a few **memoranda** every day, which irritates us.
5. A large number of **deer** and a flock of **geese** fled in fear when a hunter fired the gun.
6. We have opened two new **studios,** for shooting films in which all the **heroes** die in the end.
7. How many **passers-by** do you see on the street?

**Key word transformations**

**2 Complete the second sentence so that it has a similar meaning to the first one, using**

**the word in bold.**

1. It’s been years since I have enjoyed myself so much.
2. Harry hasn’t been here since 2001.
3. This is the first time I have visited Hawaii.
4. All the guest performers have already come here now.

**WORKBOOK**

**UNIT 2**

**THE NATURAL WORLD**

READING and VOCABULARY

TRACK **7**

**1 You are going to complete this passage with the words connected with a river. Most of them you have learnt before. Some of the words are illustrated in the pictures. On completing the passage, listen to the text and check your answers.**

The river Danube has its source (1) in Germany, in the mountainous part called the Black Forest. On its way to the Black Sea, it flows through several capitals and it has many tributaries (2), the most significant one is the Sava River. At Belgrade, there is a confluence (3) of these two rivers.

In its middle course, the Danube flows through valleys (4). It looks like a flatland river with its low banks (5) and a bed that reaches a width of more than one mile.

At the Iron Gate, the Danube flows through a gorge (6). One of the largest hydroelectric projects was built there: the Ðerdap High Dam (7) and the Iron Gate power station. The project didn’t only help produce hydroelectricity, but it also made the river navigable.

Downstream from the Iron Gate, the river is free – flowing all the way to its mouth (8)

in the Black Sea. Some 80 km from the sea, the river begins to spread out into its large delta. (9)

**Word formation**

**2 Read the text and complete the sentences with the correct form of the words in bold.**

|  |  |
| --- | --- |
| Adult marine turtles migrate a long distance for reproduction. Their primary reproduction sites are on beaches located on remote islands. They often encounter danger. Some are accidentally caught in nets, others are caught for food for production, some are killed by man’s pollution, and many die of starvation and natural disasters. Habitat destruction is another problem. We might help their population recovery by bringing in protective laws and rehabilitation programmes. | **distant****reproduce****accident****produce / pollute / starve /****nature / destruct****recover****rehabilitate** |

**3 Find the four sentences which contain the wrong phrasal verb and correct them by using the correct form of the phrasal verbs with *set, keep, sort* and *carry*.**

2. The closed windows didn’t keep out the rain from coming in.

3. My sister carried out her threat and told my girlfriend that I had gone out the previous night.

5. I have to sort out the books in my bookshelf.

6. We decided to set out early tomorrow morning because a long journey was ahead of us.

GRAMMAR

**4 Complete the sentences with the correct tense of the verbs in brackets. (The present perfect simple and continuous tenses, active or passive)**

1. Marine turtle population numbers have been decreasing these days.

 Turtles and their eggs have been used for food for centuries. Turtle soup has been

 important in many tropical cultures. Local people have also relied on turtle eggs for protein.

1. Tom has been fishing for the last two hours, but he has not caught any fish yet.
2. What have you been doing since I last saw you?
3. I’m tired because I have been working in the garden all afternoon.
4. I have been trying to phone you the whole week.
5. Susan has been playing the piano since 4 o’clock.
6. Your sister has worn ten different pairs of shoes this week!

**5 Put each verb in brackets into the correct tense.**

1. The reaction of local people to today’s news has been strange so far.
2. Tom realized that the machine he had bought a few days earlier was broken.
3. When I opened the door to the office, I saw that the boss was interviewing a young woman.
4. It has been raining all day! Why won’t it stop?!
5. I’ll join you as soon as I have read this letter from my sister.
6. Please wait until I have sorted these documents correctly.

 **Plural of nouns**

**6 Underline the correct form of the noun.**

1. We felt better as soon as we went through the *Custom / Customs,* though we had nothing to declare.
2. They wanted to store their *good / goods* safely in the storage room.
3. We all know that it is bad *manner / manners* to stare at people.
4. There are some lovely picnic spots in the *surroundings / surrounding.*
5. We got some useful *information / informations* about the film at the box office.

**7 Put the nouns in brackets in their plural forms.**

1. They roasted two geese and three turkeys for their guests.
2. The thieves broke into the shop without attracting the attention of passers-by.
3. They agree that these were strange phenomena.
4. He arranged that all the books were put in the bookshelves.
5. How many brothers-in-law do you have?
6. There are several good women doctors in this hospital.
7. Bob brought me a few handfuls of flowers yesterday.

**8 Choose the correct verb.**

1. Cattle was/were raised on this farm and sold in the town at a high price.
2. The United States consists/consist of 50 states.
3. Politics is/are a complicated business.
4. Fine leather goods is/are sold in this shop.
5. There is/are some refreshments over there. Help yourselves.
6. The police was/were not able to find any clue to the crime.
7. The news we received yesterday was/were very good.

**Verbs with and without prepositions**

**10 Complete the sentences by using the verbs in the list in the correct form. Add a preposition if necessary.**

|  |
| --- |
| discuss enter divide rely marry resemble (not) approach wait  |

* + 1. Lucy married my brother. The wedding was last Sunday.
		2. We have a good relationship in the firm. I can rely on my partners.
		3. We must discuss your plans for changing schools.
		4. The train is approaching Belgrade now. Mary is waiting for us on platform 6.
		5. They are twin sisters, but they don’t resemble each other at all.
		6. They divided into two groups to play volleyball.
		7. When Jack entered the room, everybody stopped talking and looked at him.

 LISTENING

TRACK **8**

**Prepositions**

**11 Read the text and fill in the gap with the correct preposition (a, b or c). Then listen to the text and check your answers.**

Scottish missionary and famous explorer of Africa, David Livingstone, was the first European who discovered this awe-inspiring waterfall in 1855, during his journey to (1) the upper Zambezi at (2) the mouth of the river.

Livingstone had been told about (3) the falls before he reached them from upriver and paddled across to (4) one of two land masses in the middle of the river, which is now called Livingstone Island. He had previously been impressed by (5) another falls further upstream, but found the new falls much more impressive, and gave them their English name in (6) honour of Queen Victoria.

Columns of spray can be seen from (7) miles away as more than five hundred million cubic metres of water per minute fall over (8) the edge which is nearly two kilometres wide, into (9) a gorge over one hundred metres below. The waterfall was rarely visited by people until (10) 1905, when a railway was constructed.

**PROGRESS CHECK**

**UNITS 1 and 2**

**1 Circle the correct answer. (12pts.)**

1B 2C 3B 4C 5C 6A 7B 8C 9B 10A 11C 12A

**2 Fill in the gaps with an article where necessary. (7pts.)**

1. the / the 2. - / - 3. - / - 4. the 5. the 6. - 7. - 8.The / the 9. The/ -

**3 Complete the sentences using the correct form of the nouns in bold. (6pts.)**

1. I need a lot of **data** for my project.
2. You should put 5 **spoonfuls** of sugar in the cake.
3. In the 18th century, many households kept a few **menservants.**
4. In some competitions, many people can be **runners-up.**
5. Will you buy two **loaves** of bread at the baker’s?
6. Are there many **women drivers** in your town?

**4 Choose the correct form of the verbs or nouns. (5pts.)**

1. The surroundings of the town *is/are* rather dull.
2. I’ll feel better as soon as I get some *refreshment/refreshments*.
3. His jeans *is/are* quite old-fashioned.
4. Mathematics *is/are* difficult for some people.
5. He gave me some *advice/advices* though I wanted to do it my way.

Bottom of Form

**UNIT 3 STUDENT’S BOOK**

**BOOKS AND PRIZES**

**LEAD-IN**

**Choose the best alternative to complete each sentence.**

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

**UNIT 3A THE MOST PRESTIGIOUS LITERARY PRIZES**

VOCABULARY

**1 Use these words from the texts to complete the sentences**.

1. The school set up a special **fund** to buy new books for the library.
2. Mankind has had great **benefit** from Tesla’s inventions.
3. The fund for Jack’s studies was **established** by his grandfather’s will.
4. James Joyce is considered to be the most **outstanding** writer of the 20th century.
5. We had to take into **consideration** the money John had spent on repairing the house.
6. By inventing the telephone, Bell made a major **contribution** to communication.
7. Everybody admired James because he was a man of **noble** character.
8. A report on the company’s profits is published **annually**.
9. The mother tried to **elevate** her son’s interest in art.

**2 Find pairs of words which are similar in meanings.**

*renowned – distinguished, noble – dignified, convinced – certain, contribution – donation, previous – preceding*

COLLOCATIONS

**Adjective – noun collocations**

**3 Choose an adjective from column A and a noun from column B to make appropriate collocations.**

great benefit/contribution; medical degree; outstanding achievement;

noble profession; prestigious award; preceding year; distinguished work; literary prize

 **Phrasal verbs with *call***

**5 Use some of the phrasal verbs from the list to complete the sentences.**

1. I’ll **call by** you on my way to the bank.
2. The commander **called** his men **off** when he realized that the search was hopeless.
3. Jane has just left. She wants you to **call** her **up** in the evening.
4. Yesterday the union **called** the workers **out.**
5. Getting a driving licence **calls for** celebration.

GRAMMAR

**Ways of talking about the future**

**1Revision**

**Match the tense in italics in the sentences (1–5) to the meaning it expresses (a–e).**

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

**PRACTICE**

**1 Complete the following sentences with the correct form of the future perfect or the future perfect continuous tense.**

1. will have left 2. will have cooked 3. will have been training 4. will have been waiting

5. will have got 6. will have replaced 7. will have been driving 8 will have been studying

# 3 Complete the sentences using the correct tense of the verbs in brackets to express future

#  time.

# Life will be very different in 30 years.

# By May next year, we will have finished all the projects mentioned in this report.

# I promise I will lend you the book after I have read it.

# I’m afraid, John will be doing the same boring job in ten years’ time.

# 5. ‘Have you made any arrangements for a holiday?’ ‘We are visitingmy parents in July.’

LISTENING

**Ernest Hemingway**

**2 Match the name of the novel and the place Hemingway drew an experience from.**

*The Old Man and the Sea* (1952) – Cuba

*The Snows of Kilimanjaro* (1952) – Africa

*A Farewell to Arms* (1929) – Italy

*For Whom the Bell Tolls* (1940) – Spain

*The Sun also Rises* (1926) – Paris

**Unit 3B FIRST PRIZE**

VOCABULARY

1. refined 2. tremble 3. fixedly 4. pretend 5. stuff 6. convince

**2 Use the highlighted words or the words from the Glossary in the correct form to complete the sentences.**

1. She managed to convince me of her innocence.
2. Will you bring all the stuff from the shelf?
3. I was pretending to be interested in her story, though it was boring.
4. The miners were coming out of the pit weary and covered in black dust.
5. She stayed too long in the water and when she got out, she started trembling.
6. She stared fixedly at the clock as if she expected someone.
7. Though Susan isn’t highly educated, I admire her refined manners.

# 3 Make phrases with *first*, *second*, *third, sixth, seventh* and *eleventh* and the given nouns to make sense.

|  |
| --- |
|  first aid seventh heaven first class sixth sense  second thoughts eleventh hour first night  second hand first rate first lady third world |

1. **Match the phrases you have made with their explanations below.**

1. second hand 2. third world 3. first degree 4. first lady 5. first night 6. seventh heaven

7. first aid 8. second rate 9. sixth sense 10. second thoughts

THE PAST SIMPLE OR THE PAST PERFECT TENSE?

**1 Complete the sentences with the correct tense of the verbs in brackets.**

1. I had never seen such a beautiful bay before I went to Maui.
2. Had Maggie studiedFrench before she moved to France?
3. The Maya civilization had disappeared by the time Europeans first arrived in the New World.
4. The farmers collected the hazelnuts that had fallen from the tree.
5. We went to the exhibition and admired the pictures that Nadežda Petrović had painted.
6. Yesterday I listened to an old song which I had not heard in years and it brought back some sad memories.

**2 Answer the questions using the past perfect according to the situation.**

1. Because I hadn’t cooked dinner.
2. Because he hadn’t bought the tickets for the concert.
3. Because we had not closed the window before going out.
4. Because she had had problems with her heart.
5. Because the old one had broken down.

**REPORTED SPEECH**

PRACTICE

**1 Put the following sentences from the text *First Prize* into indirect speech.**

1. Mrs Morel confirmed that he had got first prize.
2. Mr Morel said that they told him Paul had got first prize for his picture and had sold it to Lord Henry Bently for fifty pounds.
3. She wouldn’t hear of taking it all.
4. He said that he didn’t doubt it.
5. She wanted to take only the five pounds she needed.

**2 Report what these people said by using some of the reporting verbs. There may be more than one possibility.**

1. He offered to help me carry my bag.
2. The man admitted in court that he had stolen / stealing that money.
3. He apologized for frightening me.
4. She told me that her doctor had forbidden her to drink champagne.
5. She threatened to call the police if I came back. She told me not to come back or she would call the police.
6. He asked me to go sailing at the weekend.

**Key word transformations**

**3 Complete the second sentence so that it means the same as the first by using the given word.**

1. I will have cleaned the house by the time the guests arrive.
2. She told me that the trees would be in bloom in April.
3. When I joined the club, I had already read all about it on their website.
4. When the students had become quiet, the teacher handed the tests out.
5. She suggested going to the swimming pool.

**WORKBOOK**

**UNIT 3**

**BOOKS AND PRIZES**

READING and VOCABULARY

**1 Read the text and complete the sentences by using the correct word from the list.**

|  |
| --- |
| rights author genres hits defence publishers best-selling novel publication reputation  |

**John Grisham**

A legal thriller is the kind ofwriting that made John Grisham the best-selling (1) author of the last decade of the 20th century. After graduating from law school, Grisham went on to practise law for nearly a decade, specializing in criminal defence. (2). But then he started writing as a hobby. He had to get up at 5 a.m. every day to write for several hours before heading off to work. Grisham spent three years on *A Time to Kill* and finished it in 1987. Initially rejected by many publishers (3), it was eventually published and sold 5,000 copies.
Grisham’s hobby turned into a full-time career. After the publication (4) of his second novel, *The* *Firm*, which was the best-selling novel of 1991, he became a celebrity author. (5). When he sold the film rights (6) to Paramount Pictures, the best publishers wanted to buy his book rights.

*The Client* confirmed Grisham’s reputation (7) as the master of the legal thriller. His success has made the legal thriller one of the most popular genres (8). ‘It’s high-quality, professional entertainment,’ Grisham says of his writing.
Since first publishing *A Time to Kill* in 1988, Grisham has written one novel (9) a year and his books have been translated into 29 languages. Nine of his novels have been made into films and were huge hits (10) at the time.

**2 Complete the sentences using the words in the list.**

1.philanthropist2. constitute 3.granted 4*.*will 5. pit 6.shortlist 7. convince

**Phrasal verbs**

**3 Say whether the phrasal verbs are correctly used according to the meaning of the**

 **sentences.**

1. The fans are happy when a match is called off because of rain. **F**
2. When someone calls you up, he/she needs to have your phone number. **T**
3. When a girl is given the same name as another person, she’s called for that person. **F**
4. I’ll call on my brother to see how he is. **T**
5. When the teacher called out my name, I had to stand up. **T**

GRAMMAR

**4 Use the verbs from the box in the future perfect tense to complete these sentences.**

|  |
| --- |
|  marry build not/finish l**ive** rise |

1. I won’t have finished the work by the time you get here.
2. **She will have lived / will have been living in Brighton for 10 years by next June.**
3. This happy couple will have been married for 20 years next May.
4. By the end of the century, we will have built 10 new factories.
5. In twelve months’ time, the average income of our citizens will have risen by 10%.

**5 Complete the following sentences with the correct form of the future perfect simple or the future perfect continuous tense.**

1. Let’s hurry. The film will have started by the time we get to the cinema.
2. By the end of this school year, I won’t have done all the exercises in this book.
3. By the time I get back home, my mother will have cooked the meal.
4. Jason will have been **teaching** at the university for more than a year by the time he leavesfor another post in Africa.
5. How long **will** you have been **studying** physics when you graduate?
6. There’s no point in phoning her at the office. She will have gone by now.
7. Don’t go so early. You will have been **waiting** for more than two hours when her plane finally arrives.

**6 Look at the situations and complete the sentences with the future perfect or the future continuous form of the verbs. Use the words in bold.**

1. By this evening I’ll have read the book.

2. At 5 p.m. I will still be working at the office.

3. At 9 a.m. the participants will not be running.

4. By the end of the year, we will have built three schools in this area.

5. At 9 o’clock I’ll be watching, so don’t call me then.

 **The past perfect or the past simple tense**

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

1. I had to clean the floor because my cat had knocked a vase over.
2. We decided to make changes to the project which we had finished the day before.
3. When I came home last night, I found the door open because I had not locked it.
4. Mary had never seen a bear before she moved to Alaska.
5. We wondered what he had told her about the accident.
6. By the time we reached home, the rain had stopped.

**Indirect → Direct speech**

**8 Rewrite the reported conversation below in direct speech using the exact words of each speaker. The beginning has been done for you.**

Example:

The police officer:*Where were you on the night of the robbery?*

Jack:*I was out for the evening with some friends.* We went to see a film and then we went to a nearby pub for a drink.

The police officer: ‘What time did you arrive home?’

Jack: ‘I can’t exactly remember.’

The police officer: ‘Did any of your neighbours hear you coming?

Jack: I’m sure they didn’t because I was very quiet. I didn’t want to wake up my father because he had to get up very early in the morning to go to work. I’m sorry for not being able to prove my story since my friends have all gone away on holiday.

**9 Complete the sentences with the correct form of *say, tell, speak* and *talk,* as required.**

1. The students spoke highly of their teacher.
2. She said that her name was Mary.
3. Do you know how to say ‘thank you’ in Spanish?
4. I’m very good at telling jokes.
5. Many people speak more than one language.
6. His look told me to leave the room immediately.
7. Jane’s throat was so sore that she couldn’t talk/speak.
8. Last night Henry talked on TV about the book he had written.

EXPAND YOUR VOCABULARY

**10 Here are some idioms that relate to books. Match the idioms to their explanations.**

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

**UNIT 4 STUDENT’S BOOK**

**THE WORLD OF SCIENCE**

**1A THE 3D PRINTING REVOLUTION**

VOCABULARY

**1 Complete these definitions by using the highlighted words in the text.**

1. The replacement of one thing by another means that the second thing takes the place of the first.
2. A drawback is a [**disadvantage**](http://www.oxforddictionaries.com/definition/english/disadvantage#disadvantage__2)oran unwanted feature.
3. If someone is efficient, he is able to do tasks successfully, without wasting time or energy.
4. The word seemingly refers to how things seem.

**2 Use the words from Exercise 1 and the Glossary in their correct form to complete these sentences.**

1. A new sports facility is being built in the neighbourhood.
2. George was seemingly calm when he came to take the test.
3. The equipment was bulky and I couldn’t carry it.
4. Scientists claim that universe is theoretically infinite.
5. I find it very difficult to ignore his bad manners.

PRACTICE

**1 Underline the correct phrase in italics in each sentence.**

1. Nowhere *have I had / I have* *had* such bad service.
2. Jim promised that *he would never / never would he* tell anyone else.
3. Never *had she seen / she had seen* such a beautiful sight before.
4. Not until it was too late *I remembered / did I remember* to call Susan.
5. Only after checking three times *I was / was I* certain of the answer.
6. On no account *you should / should you* do anything without asking me first.

**2 Complete each sentence by using the phrases from the box.**

1. **Rarely has** a ministerbeen faced with such a problem.
2. **Not only** did he forgetto write a report **but also** blamed me for not writing it.
3. **On no condition** must they leave the building.
4. **Never have** I heard a weaker excuse!
5. **Hardly had I got** onto the motorway **when** I saw two police cars following me.

# VOCABULARY and SPEAKING

**1 Work with a partner. Complete the text *3D Printing – the pros and cons*** **by choosing the correct answer A or B.**

# 3D printing –the pros and cons

3D printing will open up a world of new possibilities for all industries, although the initialcost of (1) **setting up** a 3D printing facility may be high. It is predicted that it will particularly (2) **impact** on consumer-product industries, since 3D printers will be able to ‘manufacture’ any object customers want. There is still a (3) **limited** choice of materials that can be used, though, and the speed of the overallprocess is rather long, but the technology is improving.

However, apart from (4) **numerous** advantages, there are also a number of disadvantages that are associated with 3D printing. It will pose serious concerns for many industries that heavily rely upon branding to sell their products. Then, there may come to the (5) **reduction** of jobs. Moreover, issues involving intellectual (6) **property** the creation of dangerous (7) **items**, such as guns, or other potential problems may (8) **arise** in the near future.

WORD STUDY

**6 Match the words in bold from the text with their explanations.**

1. pose 2. initial 3. overall

## LISTENING

# Useful inventions

**3 Look at these extracts from the recording. Underline the correct alternative in italic.**

1. It was well known *of/for* its delicious …
2. It *crossed/occurred* his mind that it was…
3. *To/On* the chef's surprise…
4. He was attending *a/the* picnic when he realized he *forgot/had* *forgotten*…
5. He decided to find a solution *to/for* it.

**4B ACCIDENTAL SCIENTIFIC DISCOVERIES**

**Say whether the following statements are true or false.**

1/F 2/F 3/F 4/T 5/T

VOCABULARY

**1Find words or phrases in the text which mean the following. The paragraph number is given.**

1. consequently 2. stumble upon 3. contaminate 4. solid 5. generate 6. intrigued

**2 Use the words from Exercise 1 and the Glossary in their correct form to complete**

 **these sentences.**

1. The children **glowed** with excitement when they heard the news.
2. Tina left the door **ajar**when she left the room.
3. Without the **painstaking** work and assistance of Mr Brown, we would never have succeeded in finishing the project.
4. I was **intrigued** by his answer and decided to check the data.
5. Pesticides **had contaminated** the river and we didn’t want to go fishing.

**3 Match adjectives 1–5 with nouns a–e to form the collocations found in the text.**

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

**4 Decide which of the following nouns below can also collocate with adjectives 1–5.**

#  Possible answers: 1. tremendous job; 2. scientific method; 3. painstaking accuracy; 4. Solid evidence; 5. opaque glass

GRAMMAR PRACTICE

# 2 Complete the sentences with the phrases from the box. Use the past perfect continuous.

1. had been playing computer games; 2. hadn’t been listening; 3. had been waiting for an hour; 4. had been raining for months; 5. had been training for months

**3 Put the verbs in brackets into the past perfect simple or the past perfect continuous.**

1. had been sunbathing; 2 had hurt; 3. had had; 4. had met; 5. had been making; 6. had been working; 7. had been growing; 8. Had you been driving

**4 Put the verbs in brackets into the past perfect simple, the past perfect continuous,**

 **the past tense simple or the past tense continuous.**

# 1. had been painting / finished; 2. knew / had contacted; 3. was / had forgotten / came / had been writing; 4. had been driving / broke

# READING and GRAMMAR

# Baffling discoveries that science can’t explain

 VOCABULARY

# 1 Complete the following sentences using the words from the Glossary.

1. I think I managed to grasp the main points of the lecture.
2. The secretary was completely baffled by the manager’s strange behaviour.
3. The man proved his strength by bending an iron rod.
4. The National Museum has rich collections of historical and cultural artifacts.

**3 Decide which answer (A, B or C) best fits each space.**

 1/B 2/C 3/A 4/C 5/A

# GRAMMAR REVIEW

**1 Complete the sentences using the modals *must, can’t, might* or *could*.**

1. The manager is not here. He must have left the office early.
2. He can’t have bought a new car. He doesn't have any money.
3. Richard is celebrating. He must have won the match.
4. I might have taken those photos in India, but I’m not sure.
5. She speaks excellent French. She must have lived in Paris for a long time.
6. He can’t **have escaped** through this window – it’s too small.
7. I’m glad you didn’t say anything. You might have upset her by mentioning it.
8. I could/might have made a mistake. It’s possible because I didn’t check.

**2 Rewrite the following sentences, keeping the meaning the same. Use modal verbs of speculation and the words in bold.**

1. **She must have been bitten by a dog** when she was little.
2. **David can’t have been in** Belgrade on Saturday because he returned from London on Sunday.
3. Look in the car for your glasses**. You must have left them there.**
4. The audience **can’t have thought** much of the show since they left after only 20 minutes!
5. The witness **might have lied** about the incident.

COMMUNICATION

**4 Complete the sentences by using the phrases from the table. There may be more than one possibility.**

1. I’m convinced that pretty soon robots with special skills will be created.
2. There's a good chance that scientists will find a cure for cancer in the next twenty years.
3. It's extremely doubtful that we will ever meet aliens.
4. She is bound to become famous one day. She is an excellent actress.
5. There isn’t much chance he can win. His opponent is much better than him.

**WORKBOOK**

**UNIT 4**

**THE WORLD OF SCIENCE**

1 [SOME GOOD THINGS DRONES CAN DO](http://gizmodo.com/some-good-things-drones-can-actually-do-1475717696)

Drones or flying apparatuses are already revolutionizing the world around us. Like most tools, the (1) usefulness of a drone depends on who’s in control. They have become infamous for their surveillance capabilities or possible military use, but they have more potential than that. Here are just a few examples that show how *drones* can be useful tools.

Since drones can fly much lower than a helicopter, they are used for the aerial photography of sports or other events with interesting activities going on.

Drones can be built to endure extreme temperatures and (2) radiation and aerial cameras can provide better perspectives when searching for victims in areas of low (3) visibility. They can provide live video feeds of train crashes or natural disasters, spot wildfires and monitor the situation. They are also used to gather (4) valuable information on the environment. In Italy, for example, drones have been spying on illegal dumping for years. Police departments use them for surveillance, to fight crime, guard borders and other related activities.

Moreover, some companies are working on a drone (5) delivery system. It can be used

to deliver packages, medicine, vaccines or a transplant organ from one hospital to another. There’s no doubt that drones are entering our lives. There will be good and bad (6) applications, just as with any new technology

**2 Which of the two words (a–c) can be synonyms for the words in bold in the text?**

1. a. ill-famed c. disreputable
2. b. observation c. inspection
3. a. notice b. see
4. a. collect b. assemble
5. a. disposal b. throwing away

**4 Open cloze**

**The Antikythera mechanism**

The Antikythera mechanism is an ancient, sophisticated machine found in a shipwreck near Greece. It (0) *dates* back to about 100 BC. The extraordinary mechanism astonished (1) the whole international community of experts on the ancient world. It contains gears and structures that were not found in devices again (2) for 1000 years. At (3) the time this thing was made, no one had yet discovered the laws of gravity or (4) how heavenly bodies moved. Nothing (5) as complex as this would (6) be developed again until the Middle (7) Ages.

No one has (8) been able to figure out what it is as no one can agree on where the Antikythera mechanism was made or (9) who designed it. The mechanism resembles a computer and (10) was supposedly used to calculate astronomical positions.

**5. Complete the sentences by using the correct forms of the words below.**

1. layer 2. items 3. issues 4. drawback 5. tools

**7 Decide which verb from the box (1–6) best collocates with the underlined noun in the phrases (a–f) so that the meaning remains similar.**

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

**9 Complete the sentences using the words from Exercise 8 in the correct form.**

 1. arose 2. raise 3. aroused 4. arising 5. aroused 6. has risen

**Tools & hardware**

**10 Look at the pictures and try to match a tool with its name.**

1. hammer – čekić 2. nail – esker 3. pliers – klješta 4. drill – bušilica 5. saw – testera

6. screwdriver – šravciger 7. bolt – zavrtanj 8. monkey wrench – francuski ključ

9. measuring tape – metar 10. tool box – kutija za alat

GRAMMAR

**11 Choose the correct alternative.**

1. Jane said **she *had been gardening/was gardening*** all afternoon.
2. By the time I came back from my journey, a lot of things *had changed/changed.*
3. Jason’s face was red because he *had been jogging/had jogged.*
4. When we arrived at the football match, they *had already been playing/had played* for 15 minutes.
5. How long *had you been driving/were you driving* when the car broke down?

**12 Put the verbs in brackets into the past perfect simple, the past perfect continuous,**

 **the past tense simple or the past tense continuous.**

1. had sent; 2. had been thinking; 3. had only been driving / remembered / had left;

4. had already bought / was waiting; 5. came / had been playing

INVERSION

**13 Complete the gaps with the words/phrases from the box. There is one extra word.**

1. Never before have I felt so humiliated.
2. Hardly had he entered the house when he heard someone screaming outside.
3. Not until it was too late did I remember where I had seen it.
4. Not only was he good looking, but he was also a very successful businessman.
5. Nowhere was a replacement to be found.

**14 Finish the second sentences so that they mean the same as the original ones.**

1. Not only have I failed the exam, but I've been given the lowest mark in the class as well.
2. Never again would he stay up studying all night.
3. Hardly had he closed his eyes when the alarm went off.
4. Under no circumstances should you talk during the exam.

**16 Choose the most suitable response (1 or 2).**

1/2 You could have been injured.

2/2 That can't have been very pleasant!

3/1 I had to go to London.

**PROGRESS CHECK 2**

**Units 3 and 4**

**1 Circle the correct answer. (10 pts.)**

1C 2B 3B 4C 5B 6B 7C 8B 9C 10C

**2 Put the verbs in brackets into the correct form. (8 pts.)**

## She said she did not realize Tom had accomplished so much.

## He put off the match because it had been raining cats and dogs for the last couple of hours.

## By the time Jeremy finished his essay, most of the pupils had left the classroom.

1. By the time the train arrives, we will have completed the crossword puzzle.
2. When we turned up at the concert, the band had been played for at least one hour.

**3 Rewrite the sentences so that they mean the same, using the words in capital letters.**

 **(6 pts.)**

1. It’s possible that John didn’t understand what he should do. /**might**

### John might not have understood what he should do.

1. Business hasn’t been so bad for a long time. /**has**

Rarely has business been so bad.

1. There is a chance that my secretary took the order book away. /**may**

My secretary may have taken the order book away.

1. It was lucky that I didn't hurt myself in that crash. /**have**

I might have been hurt in that crash.

1. I have never been so frightened in all my life. /**before**

Never before have I been so frightened.

1. Under no circumstances should you repeat this to anyone. /**account**

On no account must you repeat this to anyone.

**4 Choose the word (A, B or C) that has the same meaning as the word in bold.**

 **(6 pts.)**

1C 2C 3C 4A 5A 6C

**UNIT 5 STUDENT’S BOOK**

**PEOPLE, PLACES, TRADITION…**

**UNIT 5A**

**LIVING IN EXTREME CONDITIONS**

**1 Read the text once and say which of these is NOT mentioned in the texts.**

2. The Indian graveyards in the desert

5. The dimensions of the mirror

**3 Can you complete the sentences without looking back at the text about Yuma?**

1. Yuma is situated in Western Arizona near the borders with Mexico and California.
2. It is hot and sunny in Yuma because it is near the desert *Devil’s Valley*.
3. The population grows because a lot of retired people from all over the USA make Yuma their

winter residence.

1. The houses in Yuma use solar energy thanks to a huge solar plant which was built in the Arizona desert.
2. With the help of solar energy, the rise in global temperatures will decrease.

VOCABULARY

**1 Complete the sentences with the highlighted words from the texts.**

1. Tennis is a highly **competitive** sport.
2. We were looking forward to skiing down a very steep **slope.**
3. The best way to go through the **desert** is to hire a few camels.
4. Over an eight-year period, the number of students has **decreased** by twenty per cent.
5. Tom thought he would never see Emma again, but **fate** brought them back together.
6. From this spot we have a magnificent view over the **surrounding** mountains.

**2 Match these words from the text with their definitions.**

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

**Collocations**

There are many things you can *do* to a problem; you can: cause, face, solve, reduce, discuss, handle, consider, overcome, ignore or deal with it.

**3 Complete the sentences by using some of the words and expressions from the list making your own choice.**

1. You have to **face** the problem; there is no running away from the facts.
2. We didn’t **solve** the problem, but at least we will **reduce** it, to make things easier.
3. Megan thinks that if she **ignores** the problem, it will disappear.
4. No use telling John how to **handle** the problem because he doesn’t want to try.
5. The committee decided to **discuss** the problem at the next meeting.

**Prepositions**

**4 Complete the sentences with the correct prepositions.**

1. Lisa suffers **from** severe headaches every spring.
2. The tree cast a long shadow **over** the playground.
3. Our electricity bill amounted **to** $200 last month.
4. I like Bill because he has a positive attitude **to** education.
5. We all hope **for** a better life.
6. It took me several minutes to recover **from** the shock.
7. Ben can’t blame you **for** somebody else’s mistakes.
8. I think you should prevent him **from** making silly mistakes.

**Phrasal verbs with *up***

**5 Complete the sentences using one of the verbs from the list in the correct tense (active or passive, positive or negative) and the particle *up*.**

1. Mr Hastings **came up/has come up** with a proposal on how to build a new playground for children.
2. She promised to come, but so far she **hasn’t turned up.**
3. She **has** recently **taken up** astrology.
4. I hope you **will** **back me up** at the meeting tomorrow.
5. Jane and Martin decided to **make up** their quarrel.
6. He is generous, kind and honest and everyone **looks up** to him.
7. They want to **put up** sportsmen at the best hotel in town.
8. **I won’t** **put up** with your rude behaviour anymore.
9. It takes a lot of money **to keep up** with people in the neighbourhood.

GRAMMAR

**CONDITIONALS – TYPES 1, 2 AND 3**

**Read sentences 1−3.**

**1/b 2/a 3/c**

PRACTICE

**1 Complete the sentences using the correct conjunctions.**

1. I’ll lend you some money **on condition** (that) you return it next month.
2. What difference would it have made **even if** I had told her about my love?
3. Write down the telephone number **in case** you forget it.
4. I could borrow my father’s car **provided** (that) I put some petrol in the tank.
5. When would he arrive in Novi Sad **supposing** he left immediately?

 **3 Put the verbs in brackets into the correct tense. Pay attention to the verbs in the conditional sentences.**

Once a farmer was given a young apple tree by his friend to take it home and plant it. The farmer wondered where to plant it. ‘If I plant the tree near the road, strangers will steal the fruit. If I planted it in one of his fields, my neighbours would come at night and pick the fruit.’ Finally he decided to plant it deep in the woods where nobody could see it. But without sunlight, the tree soon died.

Later, the friend asked the farmer why he had planted the tree in such a poor place.

‘What’s the difference,’ the farmer said angrily.’ ‘If I had planted the tree near the road, strangers would have stolen the fruit. If I had planted it in the fields, my neighbours would have come and picked some of the apples.’

‘Yes,’ said the friend. ‘But at least someone could have enjoyed the fruit. Now you have robbed everyone of the fruit and you have also destroyed a good tree.’

LISTENING

**Saving people in need**

**2**

**Dolphins – the saviours**

Rob Howard took his daughter and two of her friends for a **swim** in New Zealand. Suddenly a group of **dolphins** started pushing all four of them together by making tight circle around them and didn’t let them swim **away.** Suddenly Rob noticed a big shark heading towards the group. The shark swam in **circles** around them for forty minutes until it lost interest and swam away. It was clear that the dolphins had made a circle to **protect** them.

**UNUT 5B**

**WEIRD TRADITIONS**

**1 Read the first article again and say which paragraph talks about**

* how the bulls were sped up from the fields in old times. **C**

# how often the Bull Run takes place. A

# the fun people have in Pamplona. D

# what some of the runners look like. B

**2 According to the text about the Bull Run,**

 1/T 2/F 3/T 4/T 5/F

VOCABULARY

**1 Complete the sentences using the words from the list in the correct form. There are two extra words.**

1. The peacock’s body is covered by **feathers** of different colours.
2. The stadium was full of noisy **spectators** who expected a spectacular match.
3. A great number of rockets were **launched** to take satellites into orbit.
4. Yesterday I was awakened by a **deafening** noise coming from the street.
5. Tom is a real **daredevil**. He goes in for very dangerous sky-diving.
6. The film was about the conflict between good and **evil.**

**2 Which word in the articles means…?**

1. odd 2. need 3. quarter 4. opportunity 5. demon 6. promotion 7. tactics 8. perform

GRAMMAR REVISION

**The passive voice**

**1 Rewrite the sentences using the passive form in the second sentence.**

1. Your clothes have been washed.
2. Such things shouldn’t be done.
3. Students are expected to study hard and pass the tests.
4. This wire fence mustn’t be touched.
5. The plane is still being checked.
6. Festivity will be organized for children by the Major.
7. The report was sent yesterday by the secretary.

**Key word transformations**

**3 Complete the second sentence so that it means the same as the first by using the given word/s.**

 1. Unless Joan finds a good job, she will stay on at school.

 2. If I had known it was you, I would have answered the phone.

 3. Elephants are killed for ivory by poachers.

 4. Nothing will happen to you on condition you tell the truth.

 5. If I had used that opportunity, I would be very rich now.

 6. The bus was held up due to heavy traffic.

**WORKBOOK**

**UNIT 5**

**PEOPLE, PLACES, TRADITION...**

READING and VOCABULARY

**1 Cheese-Rolling at Cooper’s Hill**

The British are often accused of being reserved and having a stiff upper lip, but there are a surprising lot of crazy British traditions that prove otherwise.

The annual event which is held on the Spring Bank Holiday at Coopers Hill features a number of **young men rolling down a hill chasing cheese off a cliff.** It was traditionally held for local people from the village, but now people from all over the world take part in it. Due to the steepness and uneven surface of the hill, participants usually suffer a number of injuries, ranging from sprained ankles to broken bones and concussion. They rarely give a reason why they take part in what seems to be the most ridiculous tradition and tumble 200 yards to the bottom!

**Word formation**

**2 Complete the sentences by adding either the correct prefix or suffix.**

1. Many countries have brought in regulations for protecting **en**dangered species.
2. The computer system **en**ablesstudents to read class materials online.
3. She went to the dentist to whit**en** her teeth.
4. They discussed the increasing depend**ence** on computers.
5. His business was a complete fail**ure**.
6. I think he will have speedy accept**ance** in our community.
7. She saves money on every item she buys; she is very economic**al**.
8. If you want to work in a team, you have to **co**operate.
9. The construc**tion** of the mirror must have cost a fortune.
10. We didn’t see any danger**ous** animals in this area yesterday.

**Multi-part verbs**

**3 Put in a phrasal verb + preposition from the box which means the same as the expression in the brackets.**

1. I’m afraid an apology alone can’t **make up for** all the inconvenience we have

 suffered. (compensate for)

2. Why do you think I should **put up with** this nonsense? (tolerate)

3. He’s trying to **cut down on** the amount of chocolate he eats. (reduce)

4. Tina likes to **go in for** beauty contests. (enter)

5. I’m afraid we’ve **come up against** a serious problem. (be faced by)

6. You go ahead. I’ll soon **catch up with** you. (get to the same level)

**Conditional sentences**

**4 Complete the sentences with the correct form of the verbs in brackets to get conditional sentences. (Types 1, 2 or 3)**

1. You would feel better if you smoked less.
2. If I could repair my own car, I would save a lot of money.
3. If he posts the letter now, she’ll get it tomorrow morning.
4. If you had used the computer, you would have saved time.
5. If he did not eat so much, he would be healthier.
6. I would climb this hill if I were younger.
7. If I had earned enough money, I’d have gone to Egypt with them.
8. I won’t go to her party unless she invites me.
9. If I had paid for it, I’d have asked for the receipt.
10. I would break the promise I gave to Jim if I answered that question.

**5 Rewrite the two sentences to make one ‘unreal’ conditional sentence.**

1. She was upset very much. You lied to her.

If you hadn’t lied to her, she wouldn’t have been upset very much.

1. He got into trouble. He borrowed a lot of money from different people.

If he hadn’t borrowed a lot of money from different people, he wouldn’t have got into trouble.

1. I missed two goals. My team didn’t win the match.

If I hadn’t missed two goals, my team would have won the match.

1. Jack ate too much at the party. He became sick.

He wouldn’t have become sick if he hadn’t eaten too much at the party.

1. They didn’t show up at the concert. I wasted a lot of money on the tickets.

 If they had shown up at the concert, I wouldn’t have wasted a lot of money on the tickets.

**6 Complete the sentences using the expressions from the list.**

1. Supposing you lost your job, what would you do?
2. Where is he going to stay? – At his old cottage, as far as I know.
3. Don’t spend that money unless it is absolutely necessary.
4. You can keep the book as long as you like. I don’t need it any more.
5. Considering how much he earns, I’m surprised he dresses so badly.

**The passive voice**

**7 Complete the dialogues. Put the verbs in brackets into the passive voice. Choose the correct tense.**

1. A: Have you seen Kate’s new piano?

B: Not yet. It was brought in only yesterday.

1. A: Are we about to have lunch now?

B: Yes, it is being served in the dining room now.

1. A: Why are we waiting here so long?

B: All luggage must be checked before departure.

1. A: We are still looking for our lost luggage.

B: Hasn’t it been found yet?

5. A: Are you ready for the interview?

B: Yes. I’m sure I will be asked a lot of questions.

**8 Work in pairs**

**Student A asks questions beginning with *why*.**

**Student B replies with a passive sentence using the cue phrases.**

###

1. Why did they cancel today’s game? On the contrary, today’s game was postponed.
2. Why did they type those formal invitations? On the contrary, the formal invitations were written by hand.
3. Why did they throw away all the old books? On the contrary, all the old books were sold.
4. Why did they shoot the bears? On the contrary, the bears were put to sleep.

**9 Put the verbs into the correct tense. (Active or passive)**

1. In 1964 Martin Luther King won the Nobel Prize. In 1968 he was killed in Memphis.

2. You will be asked a lot of questions at the interview tomorrow. You should be prepared to

 answer them quickly and correctly.

3. The company produces new telephones every year and most of them

 are exported.

4. Has their house been sold yet?

1. In Britain nowadays, birds are heavily protected. Nobody is allowed to kill them or take their eggs.

EXPAND YOUR VOCABULARY

**10 Put the words from boxes A, B, C, D and E into the correct boxes below to get well- known phrases. Be careful, there are misplaced words in each box.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| out of | in | on | at | by |
| work, stock, reach, sight, place, danger, date, order | debt, difficulties, case, brief, fact, general, need, public, tears | sale, time, duty, business, fire, holiday, display, average | first, work, war, sea, length, rest, present, hand, least | sight, rights, name, accident, chance, heart |

**11 Complete the sentences using the correct phrases.**

1. I feel out of place because I am casually dressed.
2. I met him by chance ten years ago in the USA.
3. I know that family by sight. I never spoke to them.
4. I’ll go to the store to see if the dress I like is on sale this week.
5. I’ll take a taxi in case I’m late.
6. I’d prefer not to be in debt to the banks.
7. Mothers like their children to be at hand.
8. I’m afraid our car is out of order, I can’t give you a lift.
9. One floor of the building was on fire and people tried to escape by the staircase.
10. I don’t like it when Jim starts telling stories at length.

**UNIT 6 STUDENT’S BOOK**

**GENDER EQUALITY**

**UNIT 6 A AGAINST GENDER DISCRIMINATION**

VOCABULARY

**1 Use the words/phrases from the Glossary in the correct form to complete the sentences.**

1. Our teacher said that she had not experienced gender bias in her profession.
2. There was clear evidence of the judges’ strong bias against her.
3. Her fine clothes implied that she was wealthy.
4. He was considered to be a wimp and not a leader among his colleagues.

**2 Collocations**

**a. Match the words in column A with nouns in column B to make the collocations found**

 **in the text. Use the collocations in new sentences.**

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

**c. Think of other possible collocations with the words (1–5) and write them in box C.**

1. **equal** chances/opportunities…
2. **significant** progress/effect/improvement…
3. **social** issues/aspect/service/worker/institution…
4. **major** role/concern/problem /change/difference…
5. healthy/active/different/simple **lifestyle**

WORD FORMATION REVIEW

**4 Complete each sentence with a noun formed from the word in bold.**

1. The police finally arrested the burglar who broke into the houses in our neighbourhood.
2. This nice coastal town has about 90,000 inhabitants.
3. All employees in our company are satisfied with the working conditions**.**
4. She works as a receptionist in the best hotel in our town**.**

LISTENING

**The women doing 'men's work'**

# 2 Match the words in bold with their explanations.

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

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

GRAMMAR

PRACTICE

**4 Complete the following sentences, using the verbs in brackets.**

1. If you still hope to catch the last bus, it's high time you left.
2. I know our daughter is enjoying herself, but I'd rather she was/were here than abroad.
3. If only we hadn’t accepted their offer.
4. He behaves as if he had seen all these cities, but he’s never been abroad.
5. It's very hot today. I wish it was/were cooler.
6. If I had known earlier, I would have sent you an urgent message.
7. It’s time she stopped waiting for him.
8. I wish all nations would live in peace.

**5 Rewrite these sentences, making a comment, as in the example.**

1. I wish he would come to our meetings on time.
2. I'd rather you didn’t go sailing in this weather.
3. I'd rather you didn’t use my toothbrush.
4. I should have booked a room.
5. It's high time John and Julie got married.
6. He shouldn’t have sacked Andy. He was the most creative person on their team.

**6 B GENDER DIFFERENCES**

READING

**A Chose the word (A or B) which best fits in the gap in the text.**

1. obvious 2. alike 3. occur 4. done 5. to use 6. efficient 7. whereas 8. based

**VOCABULARY**

**1 Complete the sentences by using the words from the Glossary.**

1. Women are often very good at multitasking.
2. He was quick to perceive that there was someone in the corridor.
3. I have only a vague notion of what she does for a living.
4. Myriads of restaurants and hotels are opening up along the coast.
5. There was an indication that he was thinking of changing jobs.

**2 Complete the sentences using the personality adjectives in the box.**

**There is an extra word.**

1. If she hadn't been so determined and **persistent** she might not have got the job.

2. Mr Higgins was not only very **conscientious** about his work, but he was a good manager as well, always mindful of our needs.

3. We must admit that Alex is a **resourceful** leader. He’s good at finding ways to solve our problems.

4. Rita’s colleagues say she has an **outgoing** personality. It is true. She is really friendly and open in her behaviour.

5. I admire her for being so **straight-forward**. It’s good when people let you know what they are thinking.

6. Mrs Morel shows a great deal of fondness for her son. She is a very **affectionate** mother.

**3 Complete the sentences using the correct prepositions.**

1 to 2 on 3 on/from 4 on 5 on

**4 Match the word pairs from the box with their definitions. The male comes first!**

1. chairman/chairwoman
2. duke/duchess
3. nephew/niece
4. monk/nun
5. host/hostess
6. bachelor/spinster
7. bridegroom/bride

**Adjective suffixes**

**5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  -less | -ful | -able | **-ic** | **-ous** |
| painlessmeaningless needlessmerciless faithless powerless | painful powerful thoughtful joyfulmeaningful merciful faithful lawful  | breakable acceptable endurable laughable excusable reliable comfortable | terrificartistic | **poisonous** dangerous autonomous adventurouscourageous |

GRAMMAR REVIEW

PRACTICE

**1 Complete the text by using the phrases with the participles from the box.**

(1) Having left university with a degree in geography, I got a job with the police as a strategic analyst. However, a nine-to-five office job definitely didn’t suit me. I was bored. The (2) colleague working with me suggested changing the job. Not knowing (3) where else to go, I moved on to social work.

Having spent (4) several years there, I made a big change in my life when I began to drive trains. Looking back (5), going from social work to train driving does seem a big jump, but I’m so glad I did it. Having always worked (6) in male-dominated areas, I didn’t find it difficult to adapt. I like the variety of the job, as I get to drive different types of trains. The shift patterns were a shock at first, but I got used to them.

**3 Match a beginning from the left with an ending from the right to make a meaningful sentence.**

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

**4 Rewrite each sentence in an alternative way, as in the example, making all necessary changes.**

###### Not having seen him for over twenty years, he didn’t recognize him.

###### After he settled into his seat, he felt tired.

###### Having heard the whole story, my brother was embarrassed.

###### Throwing his arms around him, he hugged him.

###### Since we didn’t know what else to do, we called the police.

**5 Complete the following sentences with suitable present or perfect participles.**

 **Add any other words if necessary.**

1. While riding on a bus the other day, I met an interesting girl.
2. Having spent all his money on clothes, he had nothing left to buy food with.
3. Seeing the ambulance, I thought there had been an accident.
4. On hearing/Having heard the news, she burst into crying.

## COMMUNICATION

**2 Complete the dialogue using the phrases from the box. There is usually more than one possibility.**

A: I signed thecontract with our new business partner.

B: Sorry, I didn't quite hear what you said.

A: I said that I had a meeting and we clarified the terms.
B: I’m not sure what you mean. Which terms?

A: Let me explain that. We agreed that the length of the contract would be one

 year, but it can be cancelled.

B: Would you elaborate on that, please?

A:What I mean is that either side could cancel the contract after six months. However, you

 can change the terms if you like.

B: How can I do it if you already signed? Could you clarify that, please?

A: Well, I told him that you might not agree and that….

**WORKBOOK**

**UNIT 6**

**GENDER EQUALITY**

READING AND VOCABULARY

**1 Complete the text by using the words from the box.**

Even though we started out equal, opinions throughout early history (1) created a society in which men were ‘chosen’ to be stronger and superior and women weaker and more gentle. That’s how it was for centuries. However, over time, some changes slowly (2) affected people’s attitudes towards women and their rights.

The Second World War (3) brought a real revolution – since the men went to war, the women had to (4) take over jobs in factories and companies. Amazingly, they (5) turned out to be efficient workers.

There’s no doubt that over the last decades men and women’s roles have become less (6)

strictly defined when it comes to jobs, housework and childcare. Nowadays, women work

not only because men sometimes do not earn enough to (7) support the family but to (8)

pursue their own ambitions and develop their talents. If people are equally treated, everyone will have the same chance in life.

OPEN CLOZE

**2 Complete the text by filling the gaps with ONE word.**

My name is Jane and I’m a mechanic. I have always had (1) **a** fascination with cars. When I finished school, I began to work (2) **as** an apprentice one day a week. I did feel like an outsider. Some of the guys would make horrible comments, but there were drivers (3) **who** wanted to talk to me.

It's a typical male environment, but I plan to change that. There is (4) **no** reason why women can't repair cars. It's not about brute strength. There is a tool for everything. I often tell girls that this is actually quite a cool (5) **job**. The more I speak (6) **to** them the more women will see it as an option. I have plenty of customers who say to me, ‘I wish I could (7) **have** done this when I was younger’.

**3 Complete the sentences using the words from the texts in UNIT 6. The first letter has been given.**

**1. intimidate 2. terrifying** 3. bachelors 4. notions 5. myriad 6. discrimination

**Collocations**

**4 Add at least one more collocating word you can use with the given words.**

1. to pursue a goal/hobby/career + happiness, interest, dream…
2. to evaluate a programme/someone’s work + progress, result, effect…
3. a rewarding experience/career + task, time, relationship …
4. significant *progress/improvement* + *difference, impact, role*…
5. an average class/height + person, temperature, speed…

**6 Which prefixes are used to make the opposites of these words?**

 illegal; irresponsible; dishonest; immature; independent; unhealthy

**7 Complete the sentences by using the phrases with *take* in the correct form.**

**1. took over 2. takes after 3. take in 4. take on 5.** take up

**8 Complete the sentences.**

**1. supportive 2. significance 3. implications 4. perception**

GRAMMAR

**9 Expressing wishes and regrets**

1. If only your brother were/was here. 2. I wish I was living/I could live in London. 3. I wish you came/would come with us, and not Jane. 4. I wish it wasn’t raining. 5. If only he wouldn’t smoke. 6. I wish I could speak French and help you.

**10 Put the verbs in brackets into the correct tense (the past tense or the past perfect).**

1. **I wish I had changed the job earlier.**
2. It’s time you washed those trousers.
3. When I told her the news she acted as though it had been my fault.
4. It’s about time you went to bed.
5. If only you wouldn’t make rude remarks about me. It makes me sad.

###### **12 The participles**

1. Having read the instructions, she decided to try to make it.

2. Turning on the light, she could see a stranger standing in front of her.

3. Having studied for two weeks, Mike felt prepared for the exam.

4. I hurt my ankle while playing tennis.

5. Having finished her homework, she decided to go out.

##### **13 Complete these sentences using an appropriate present or perfect participle.**

1. **Feeling** hungry, he went into the kitchen and opened the fridge.
2. **Being** poor, he didn't spend much on clothes.
3. **Knowing** that his mother was coming, he cleaned the flat.
4. Not having seen the performance, she was unable to tell her friends anything about it.
5. Having lost a game the previous day, she was nervous before the match.

**14 Participle clauses can be introduced by *while, when, after, by, on*, and *since*.**

 **Use one of these words to complete the sentences.**

1. While studying abroad, he met a girl he later married.
2. When leaving the plane, check if you have taken your belongings with you.
3. After saying goodbye, he ran to catch the train.
4. I solved my financial problem bytaking on another job.

**15 Rewrite the following sentences by changing the participle into a finite verb.**

1. Since he didn’t realize how dangerous it was, he started skiing down the steep slope.
2. When I saw the accident, I called the police.
3. Because I had lost my ticket, I bought another.
4. Since he was illiterate, he couldn’t read the instructions.
5. After Jim had learnt his lesson, he went out to play with his friends.

**16 For each of the sentences write a new sentence as similar as possible in meaning to the original sentence.**

1. Hewished he hadn’t asked his uncle to lend him the money.
2. I’d rather stay at home.
3. I wish he wouldn’t forget/would stop forgetting/to take his keys with him.
4. It's time I started looking for a job.
5. He looked as if he hadn’t eaten anything for days.

17 **Using IDIOMS**

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

**Exercise 18**

1. бити у свакој чорби мирођија
2. једним ударцем убити две муве
3. правити од муве магарца
4. поклону се у зубе не гледа
5. не дирај лава док спава

**PROGRESS CHECK 3**

**UNITS 5 and 6**

**1 Circle the correct answer.**

 1/A 2/B 3/B 4/A 5/B 6/C 7/B 8/A 9/B 10/A

**2 Rewrite the sentences so that they mean the same, using the words in capital letters.**

1. If a neighbour hadn’t recognized him from the picture, Richard wouldn’t be in prison now.
2. I'd rather you didn’t wear jeans to the office.
3. Peter wishes he hadn’t moved to another flat.
4. If only I had worked harder for the exams.
5. I wish you would wash the dishes after lunch.
6. An employee is believed to have given away the information.
7. If you hadn’t been so rude, she might have forgiven you.
8. I wish I could live in a city.
9. The place must have been built as a fortress against invaders.
10. The ceremony can’t have takenplacehere, because there is no heating in the building.

**3 Put the verbs in brackets into the correct form.**

1. didn’t travel 2. had seen 3. weren’t visiting/would help 4. Having heard

**4 Choose the word from the alternatives that has the same meaning as the word in bold in the following sentences.**

 1/B 2/A 3/C 4/B 5/A

**UNIT 7 STUDENT’S BOOK**

**SHOPPING EXPERIENCE**

**UNIT 7A SHOPPING, A FUN PAST TIME**

VOCABULARY

**2 Use the words from the Glossary and the words in bold in the text to complete the sentences.**

1. He spent the time browsing **through** the sports pages.
2. I'll do that regardles**s** of the consequences.
3. The authorities were satisfied with temporary situation.
4. The news of their safe arrival came as a great relief.
5. Tests proved that the letter was genuine, and not a forgery.
6. Don’t miss out on the fantastic bargains in our summer sale.

**3 Match the phrasal verbs (1–6) with their explanations (a–f).**

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

**4 Complete the sentences using the correct form of the phrasal verbs from Exercise 3.**

1. With the way she dresses, she always manages to stand out!

2. Did you figure out why your computer wasn’t working last night?

3. We need to sort out these files before the manager returns.

4. The professor handed out the exam papers to the students.

5. It turned out that I actually didn’t need to write that report at all.

6. I don’t really like the people my son is hanging out with.

**5 Complete the sentences by using the words/expressions in the box. Then use the context to give the definitions of these words/expressions.**

1. Designer T-shirts are a rip-off. Who wants to pay $90 for a simple T-shirt?

2. Don’t buy that couch here, it’s way overpriced. I think you can find a cheaper couch

 elsewhere.

3. I'd like inexpensive seats, if possible.

4. She paid $5,000 for her car. That’s a really good deal.

5. **A**: ‘Look! This dress is only $10.’

 **B**: ‘That’s so cheap. That dress is a steal! You should buy it.’

**overpriced** = priced higher than what it is really worth

*The overpriced items would not sell.*

**rip-off** = a product or service that is overpriced or of poor quality

**a bargain** = something that is a bargain is good value for money, usually because it has been

 sold at a lower price than normal

*At this price, the wine is a bargain...*

**to get a good deal (on something)** = get it at a low price

*I got a really good deal on my new computer.*

**a steal** = a bargain

*This dress wasn’t exactly a steal at this price, but it’s still a good value.*

FAMOUS MALLS AND DEPARTMENT STORES

**1 Complete the texts by using the words from the boxes. Check the meanings of the words in Glossary before doing the exercise.**

HARRODS

Harrods, Britain’s most (1) distinguished department store is on all tourists’ (2) itineraries, and for a good reason. People come there to admire the magnificent interior: the impressive central escalator or the Egyptian Hall, the most dazzling sight in Harrods. (3) Established in 1849 as a humble grocery store, today Harrods has seven floors and 330 departments with a phenomenal range of products, from cooking pans and pianos to fashion, perfumery and fine arts, plus 20 restaurants. At night, the store is (4) illuminated by 11,500 light bulbs.

TIME WARNER CENTER

New York City has more than a few (5) amazing shopping malls to offer. Located in the heart of Manhattan, it contains luxury shops and restaurants, which make it a great place not only to do some shopping and unwind, but also to dine, live, work and be (6) entertained. The soaring 2.8 million-square-foot (7) landmark has transformed Columbus Circle into a thriving urban neighbourhood.

DUBAI MALL

One of the most distinctive shopping centres in the world, Dubai’s WAFI MALL is known for its rich décor as well as its range of shops and restaurants. Shaped like an Egyptian pyramid, Wafi is just one example of how extravagant the world’s malls can be. Not only does it (8) boast 1,200 shops, with 70 of those (9) dedicated exclusively to haute couture, 120 restaurants, a 22-screen Cineplex complex, indoor theme park, aquarium, ski (10) slopes and a variety of other entertainment possibilities, this complex is more like a mid-sized city.

**3 Match the words (1–5) with their explanations (a–e).**

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

**Then use these words and the words from Glossary to complete the sentences (1–5).**

1. One of her most distinctive features was her voice.

2. The school plans to illuminate the sports field so that games can be played after dark.

3. Despite all his achievements, he has remained humble*.*

4. Microsoft’s new operating system will not be available until the beginning of September.

5. The price of higher education started soaring decades ago.

WORD FORMATION

**4 Complete the table**

|  |  |  |
| --- | --- | --- |
| **verb** | **noun** | **adjective** |
| impress  | impression | impressive |
| depress | depression | depressive |
| dedicate | dedication | dedicated |
| illuminate | illumination | illuminating |
| tempt | temptation | tempting |
| resist | resistance | resisting |
| abound | abundance | abundant |

FOCUS ON

**Match the adjectives (1–8) with their more emphatic equivalents (a–h).**

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

LISTENING

# Do you enjoy shopping?

**2 Listen to the recording once and decide whether these statements are True or False according to the speakers. Correct false ones.**

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

**3 Complete the sentences by putting one word from the box in each gap.**

1. I don’t head to the stores just to see what's there on the off-chance.
2. We all like to treat ourselves to new items.
3. In order to resist the temptation, I leave my credit cards at home.
4. For many young people, it has become a popular leisure pursuit.
5. When I need to go shopping for essential items, I make a shopping list.

STUDY POINT

**Match the expressions (1–4) with their definitions (a–d).**

1/c 2/a 3/d 4/b

GRAMMAR

**2 The verbs in italics in sentences 1–10 are followed by a gerund. Fill in the gaps by using the verbs from the box.**

1. They *kept on* talking until I interrupted them.
2. We *discussed* moving to another place.
3. You *recommended* waiting until tomorrow.
4. He *recalled* being there once when he was small.
5. She *practices* playing those drums all the time.
6. The job *involves* dealing with dangerous materials.
7. Brian*mentioned* staying up late.
8. I *suggested* leaving the luggage at the airport.
9. We all ***enjoy*** singing with the band during rehearsals.
10. I *finished* doing my homework.

**UNIT 7 B**

**IS ADVERTISING NECESSARY*?***

**Reading**

**3 Say whether the following statements are true or false.**

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

VOCABULARY

**1 Circle the two words which are explanations of the highlighted words in the text.**

 1/A, C; 2/B, C; 3/A, C; 4/B, C; 5/A, C; 6/A, B

**3 Make nouns of the following verbs:**

 assumption; assessment; evolvement; consumption

**4 Think of nouns that collocate with these four verbs and make example sentences.**

**assume** control/responsibility/power = We believe he will assume his responsibility.

**evolve** system/technology/style = She evolved a style of her own.

**consume** time/fuel = It was a project that consumed most of my time and energy.

**assess** the situation/ damage = I asked him to assess the damage after the fire.

**PRACTICE**

**2 A Choose an adverb from the box to replace *very* in the expressions below.**

 **absolutely** convinced / **absolutely** stupid / highly successful / deeply disappointing /

 strongly opposed / deeply concerned / deeply ashamed

**3 In each of these phrases, one is not a correct collocation. Which one is it?**

1. utterly incapable utterly useless utterly effective

2. highly educated highly profitable highly appalled

3. bitterly cold bitterly wrong bitterly disappointed

4. absolutely convinced absolutely tired absolutely alone

5. deeply unhappy deeply religious deeply successful

LISTENING

**1 Match them with their definitions (a–c).**

1/c; 2/b; 3/a

**3 Complete the sentences with the words from the box.**

1. Why I don’t like it is pretty/rather obvious.
2. Most adverts are rather/absolutely/extremely irritating.
3. Advertising is really necessary.
4. The effect of advertising is tremendous and it is really/absolutely amazing.

GRAMMAR

**1 Put the verbs in brackets into either the gerund or the infinitive with 'to'.**

1. Do you mind giving me a hand?
2. She kept talking during the film.
3. I would like to come to the party with you.
4. I promised to help Diana to collect data for her assignment.
5. Laura suggested going to the exhibition instead of the cinema.
6. We hope to visit Amsterdam next month.
7. She agreed to bring the document tomorrow morning.
8. I don't recommend taking the bus − it takes forever.
9. She avoided telling him about her plans.
10. I've finished cooking − come and eat!

FOCUS ON

PRACTICE

**1 Use the phrases from the box to complete the sentences.**

1. I went to the cash machine to take out some money.
2. We got there early in order to get a good seat.
3. I always put wine in the fridge so as to have a chilled bottle ready.
4. We avoided mentioning Tom in order not to upset them.
5. My father closed the door so as not to be disturbed.

**2 Rewrite these sentences using the correct structure.**

2. We all seem to agree on one thing.

3. At first, you didn’t seem to mind.

4. She seemed to have copied all the answers.

5. She seems to have met Rex before.

**Rewrite these sentences using an infinitive and making any other necessary changes.**

1. He decided to take this exam in June.
2. My brother showed me how to play this computer game.
3. They arranged to meet tomorrow to discuss the problem.
4. I explained to her where to find good memory tests.
5. She said English was easy to learn.

COMMUNICATION

**Complete the dialogue by using the phrases/sentences from the box.**

**Helga wants to buy a dress**

Helga has to return the T-shirt

Helga: Excuse me, can you help me?

Shop assistant: Yes of course, what can I do for you?

Helga: I am looking for a dress for my sister.

Shop assistant: Let me see. What about this one?

Helga: Oh, that’s a little over my budget. (3) Do you have something less pricey?

Shop assistant: Well, this red one is less expensive. How do you like it?

Helga: This one is perfect, I’ll take it, thanks. (4) Do you offer a cash discount?

Shop assistant: Sorry, we don’t give discounts.

Helga: One more thing, (5) do you give refunds?

Shop assistant: Yes, of course. You can bring any clothing items back up to three weeks after purchase, but you must keep the receipt.

Helga: I see. Thanks again. (6) Could you gift wrap that for me please?

Shop assistant: Yes, of course. It will be a nice present. I’ll take this to the check-out for you.

**WORKBOOK**

**UNIT 7 SHOPPING EXPERIENCE**

## **Black Friday Shopping Sprees**

**1 Match these words with their synonyms in the box (1–6).**

1. **footage** **–** material/film
2. essential/vital **– indispensable**
3. newest/most up-to-date **– hottest**
4. fail to benefit/ miss a chance **– miss out**
5. unrest/disturbance **–** **riots**
6. be greater than/exceed **– surpass**

**3 Match a word from A with a noun from B to make the collocation from the text. Are there any other combinations possible?**

 1/d 2/f 3/c 4/a 5/e 6/b Other combinations: 1/b, c; 6/e

**4 Complete the sentences using the words/phrases from the texts in Unit 6.**

 1. regardless 2. temporary 3. diversions 4. alike 5.hangs out

**5 Make nouns from the following verbs. Then use some of these nouns to complete the sentences below.**

 [diversion; weight; consideration;](http://dictionary.cambridge.org/dictionary/english/divert) [perception; implication; indication](http://dictionary.cambridge.org/dictionary/english/divert)

1. The problem is that Richard shows little consideration for anyone but his wife.
2. There was no indication on Lara’s face what she was thinking.
3. You really lost some weight since the last time I saw you. Congratulations!
4. Holmes was a man of extraordinary perception. That’s why he was so successful.

LISTENING

**8 Complete the dialogue.**

Salesperson: Hello, can I help you?

Customer: I am looking for a pair of jeans.

### Salesperson: Are you looking for something in particular? What size do you take?

Customer: I’m size twenty-nine.

### Salesperson: We have some very nice blue jeans here. They're on sale this week.

Customer: Well, that’s not exactly what I’m looking for. Have you got this in black?

Salesperson: Yes. How about one of these? A special offer. Buy two for the price of one.

### Customer: Where can I try them on?

Salesperson: The fitting room is over there.
Customer: It’s too small. It doesn’t fit me. Do you have these in a size bigger?

Salesperson: Sorry, we are out of stock. Would another colour do?

**9 The jumbled dialogues**

1

A: Have you seen this advert? It looks fun.

B: Yes. I’d love to apply, but it’s a waste of time. My hair isn’t long enough.

A: Oh, but you’ve got beautiful hair. You don’t know what they might do.

B: You’re right. If I go I’ll a new hairstyle… and a day out in London.

2

A: Hey, sister. Look at this ad. There is a job in London.

B: Yes, I’ve seen it. I wouldn’t dream of applying for it.

A: Why not? You wanted a job in London.

B: It’s a slave labour, isn’t it? Five kids and one evening off a week!

A: Yes, but the money might be very good.

B: I wouldn’t go anywhere unless they paid me a really good salary and a return fare!

**10 Make the sentences more emphatic by replacing the adverb and adjective with a stronger version. More than one answer is possible.**

1. I was thrilled to see his exhibition.
2. The manager is furious because the adverts were awful.
3. The food in that restaurant was wonderful.
4. The special effects in the film were fascinating.

**Intensifying adverbs**

**11 Choose one adverb from the appropriate column in the table to fill the gap in each sentence.** **In some cases, there may be more than one possibility.**

1. I’m afraid she’s still **completely/absolutely** obsessed with the idea of buying that car.
2. She’s **totally** dedicated to her family.
3. They were **quite** impressed by her acting. They hadn’t expected her to be so good.
4. That’s **absolutely** ridiculous. You can’t offer him money for something like that.
5. He was only **partly** responsible. I am also to be blamed.
6. It was a **badly** written report and it needed a lot of corrections.

GERUND and INFINITIVE

**13 Which of the verbs in the box**

|  |  |
| --- | --- |
| 1 take an infinitive? 2 take an -ing form?3 take either, with no difference in meaning? 4 take either, but with a difference in meaning? | claim / fail / refuse / demand / guaranteerisk / postpone / missbegin / encourage / hate try / remember / stop |

**15 Complete the sentences using an appropriate gerund or infinitive.**

### She postponed going home after shopping.

### They considered moving to the capital after marriage.

### We can't afford to go on holiday.

1. Tom recalled paying with his credit card at the store.
2. The guard refused to let them enter the building.

### He demanded to talk to the manager.

### We regret to announce that the Flight 246 to Paris has been cancelled.

**16 Complete the sentences with the correct passive form (gerund or infinitive) of the verbs in brackets.**

1. I really don’t mind being driven by someone else.

### He risked being caught. It was a really brave act.

1. He expects to be invited to the meeting.
2. I enjoy being entertained by his friends.
3. I don’t want to be told the truth.

TRANSLATION AND MEDIATION

**17**

You: He’d like to return these jeans.

S: Пита да ли јој можеш рећи зашто их враћаш.

You: He says he didn’t have time to try them on and later, at home, he realized they were too

 short.

S: Пита имаш ли рачун.

You: Yes, here it is. Fortunately, he hasn’t thrown it away.

S: Каже да јој је жао, али те фармерке су биле на распродаји. Не враћају новац за артикле

 на распродаји. Можеш да их замениш за неке друге.

 You: He asks if he can have jeans in a larger size in black. He likes the one over there.

 S: Свакако. Изволите.

**18 Clothing idioms**

1. He gets really **hot under the collar** when he remembers that incident.
2. I could tell by her secretive look that she kept something up her sleeve.
3. I decided to dress up for dinner on Saturday night.
4. I would not like to be **in his shoes** now that he has lost his job.
5. We went to Europe on a shoestring and we enjoyed it very much.
6. I really take my hat off topeople who work full time and study at the same time!

**UNIT 8 STUDENT’S BOOK**

**IMPROVE YOURSELF**

**UNIT 8A MULTIPLE INTELIGENCES**

VOCABULARY

**1 Use the words from the Glossary in the correct form to complete the sentences below.**

1. perseverance 2. excel 3. trait 4.confined

**2** **Find a word in box A which most closely matches one of the pairs of synonyms in**

 **box B.**

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

**3 Find the words in the text which collocate with these words. Think of at least one more collocating word you can use with the given words.**

1. character/personality trait
2. accomplish a mission/task/goal
3. limitless capacities/space/opportunities
4. valid contract/method/measurement

**4 Complete the definitions by using the correct type from the box.**

1. People with high linguistic intelligence display a facility with words and languages.
2. People with high musical intelligence have sensitivity to rhythm, pitch, tone and melody.
3. Emotional intelligence includes the ability to relate to others, get along with them, communicate with them, and empathize with them.
4. Bodily-kinesthetic intelligence involves physical coordination.
5. Visual/spatial intelligence involves visual perception of the environment and the ability to create, imagine and draw 2D and 3D images.

WORD FORMATION

**5 Complete the sentences by using the correct form of the word in bold.**

 1. adulthood 2. preference 3. maturity 4. determination 5. persistence 6 measurement

## STUDY POINT

**Add a prefix from the box to the words below to make new words.**

inappropriate, unacceptable, illiteracy, immoral, irrelevant, disadvantage, invaluable, impatient, overjoyed, mispronounce, cooperation, interpersonal

## LISTENING

**3 Find a synonym in the box for each underlined word/phrase in sentences 1–4.**

1. I concluded that one could make up for average intelligence by reading a lot and working hard.
2. Once when I was with my parents, the subject of IQ came up.
3. My academic potential had to be balanced by my overall well-being.
4. When I was ten years old, she finally agreed and told me.

GRAMMAR REVIEW

**Report the sentences using the verbs in the box.**

1. The professor advised students to learn how to identify their own feelings.
2. The professor claimed that he knew the reason for their failure.
3. He suggested teaching students emotional intelligence.
4. The dentist recommended using a different toothbrush.
5. Henry blamed the coach for losing the game.

FOCUS ON

LINKING WORDS

**2 Decide which answer A, B or C can best complete the sentences below.**

 1/C 2/B 3/C 4/B 5/B 6/A

**UNIT 8 B**

# **MEMORY AND LEARNING**

VOCABULARY and SPEAKING

**3 Complete the text by using the words in the box in their correct form. The first one has been done for you.**

No one can deny that intelligence is hereditary, but numerous studies show that IQ can change. This happens especially during your childhood and (1) *adolescent* years**. (2) Regardless of the level of intelligence you are born with, it is absolutely possible to get smarter and** improve your (3) reasoning. Education plays an important part, since every year of education (4) adds from two to three points to a student’s IQ.

There are also special games which can help achieve that. The most popular mental exercise programs are (5) designed to exercise the working memory and control of attention, because they are considered to be key components of general intelligence. Long term (6) improvement requires a long-term effort. Weight lifting for one day won’t do much for your body and neither will tasks for one day do much for your brain. The expression **the more you train, the more you gain**, can be (7) applied here as well.

STUDY POINT

**Complete the sentences using the correct form of *consider* or *regard*.**

1. We ***consider*** this to be a very serious issue.
2. I ***regard***creativity both as a gift and as a skill.
3. The president ***regarded*** the economy as our main priority.
4. We’re ***considering*** buying a house.

GRAMMAR REVIEW

PRACTICE

**1 Rewrite these sentences using both constructions.**

1. a. It is said that Norman can’t memorize song lyrics at all.

b. Norman is said not to be able to memorize song lyricsat all.

2. a. It is considered that memory and control of attention are key components of general

 intelligence.

b. Memory and control of attention are considered to be key components of general

 intelligence.

3. a. It is expected that they will give her the prize.

b. She is expected to get/to be given the prize.

4. a. It is thought that he left the country last night.

 b. He is thought to have left the country last night.

**2 Use the passive infinitive to rewrite these headlines as complete passive sentences.**

1. Missing child is reported to be alive and well.

2. CDs are considered to be too expensive.

3. Fishing boat is believed to have sunk in a storm.

COMMUNICATION

**Cliché**

**1 Which of the expressions in the box mean the following?**

* not the worst thing that could happen = not the end of the world
* it is much more difficult than it sounds = easier said than done
* everything is going well for you = on top of the world.
* achievements require some sort of sacrifice = No pain, no gain.
* the way you treat others will eventually be the way you are treated.= What goes around comes around.
* so good that it is hard to believe.= Too good to be true.

**2** **Complete the sentences using the expressions from Exercise 1.**

1. I'm not ​surprised the ​offer wasn't ​genuine; it ​sounded too good to be ​true.
2. How did you feel when you won the prize? On top of the world.
3. I know you failed the exam, but it’s not the end of the world; so stop crying.
4. Unfortunately, he will finally see the results of his activities. What goes around, comes around.
5. This exercise is difficult but it will help you lose weight. Don't you know? No pain, no gain!
6. Avoiding stress is easier said than done.

**3** 1/d 2/e 3/b 4/c 5/a

**4 Complete the sentences using the saying from the box.**

1. I suppose *only time will tell* which one of us is right.
2. The ability to move information around the globe at the speed of light is improving daily.
3. We manage to get to her *in the nick of time,* fortunately.
4. I returned late. I was having so much fun, I just *lost track of time*.
5. Even the investigators were saying it is *a matter of time*.

**WORKBOOK**

#### **UNIT 8 IMPROVE YOURSELF**

READING AND VOCABULARY

**1 Memory training methods**

 1/A 2/A 3/B 4/B 5/B 6/B 7/A 8/B 9/A 10/B

**2 Replace the underlined words/phrases with word/s of similar meanings given**

 **in the Word list of Unit 8.**

1. Could you clarify the first point please? I don’t understand it.
2. He brought a lot of food, whereas I had just a ​ sandwich.
3. His perseverance was rewarded and he finally found a job.
4. Is the contract legally valid?
5. It is absolutely necessary to reinforce our troop.

#### 3 What are the nouns made from the following verbs?

 correlation; reinforcement; determination; perseverance; confinement; introduction

**4 Match the expressions from the box (1–6) with their explanations (a–f) and use them to make sentences.**

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

**5** 1. thus 2. approximately 3. accordingly 4. moreover 5. nevertheless

**6** 1**.** cooperate 2. international 3. multi-storey 4. inappropriate 5. irrelevant 6. unacceptable

**7 Make these sentences more emphatic by replacing the adverb and adjective with a stronger version. More than one answer is possible.**

**1. Your student’s use of drawings is fascinating.**

**2. The actor’s last performance received terrible reviews from the critics. He was heartbroken.**

**3. The paintings were marvelous but I was exhausted after I'd seen them all.**

**4. I was delighted to win the race.**

**9 Transform these sentences using *in spite of* as shown in the example.**

1. In spite of his carefulness, he made too many mistakes.
2. In spite of their sadness, they never stop smiling.
3. In spite of his nervousness, his performance was excellent.
4. In spite of his helplessness, nobody offered to help him.

**11 The passive – infinitive construction (personal or impersonal)**

1. It is thought that the driver is responsible for the incident.

 The driver is thought to be responsible for the incident.

2. It has been reported that the world leaders have reached an agreement.

 The world leaders are reported to have reached an agreement.

3. It is expected that this group of students will get the prize.

 This group of students is expected to get the prize.

 4. It is believed that he left the company because he found a better job.

 He is believed to have left the company because he (had) found a better job.

**12 Using clichés**

**Translate this dialogue.**

A: To be honest, I believe that everything happens for a reason. After all, you know how

 they say, what goes around comes around. But there is some truth in that saying that every

 cloud has a silver lining.

B: What 's done is done. I know he made ​​mistakes. He thought that all was fair in love and

 war. What remains for him now is to believe in the sayings that time heals all wounds and

 out of sight, out of mind.

**13 Underline the clichés in the following dialogue. Translate them using adequate clichés in your language.**

Q: What's the matter?
A: My head. It's splitting.
Q: Have you taken anything?
A: I've taken everything but nothing seems to do me any good. It may be something serious.

 I’m frightened to death.
Q: Maybe you're only coming down with a cold.
A: Oh, I always have a cold. I'm subject to colds.
Q: There are certainly quite a lot of them around. When are you leaving tomorrow?

A: At the crack of dawn.

**PROGRESS CHECK 4**

**UNITS 7 and 8**

**1 Circle the correct answer.**

 1/C 2/B 3/B 4/A 5/B 6/C 7/B 8/B 9/C 10/C 11/C 12/B

**2 Rewrite the sentences so that they mean the same, using the words in capital letters.**

1. Apologize to him or you may risk losing the job.
2. I wish I could afford to go on holiday this year.
3. Sara wishes she had remembered to send Tom an invitation for her wedding.
4. Other possibilities are not worth even considering.
5. My mother congratulated me on passing my driving tests.
6. I suggest eating less late at night.
7. Remember to call me if you come to Belgrade.
8. The burglar is thought to be responsible for the fire.

**3 Choose the word from the alternatives that has the same meaning as the word in bold.**

 1/A 2/A 3/B 4/C 5/A 6/A

**4** C**omplete the sentences using ONE word only. (4 pts.)**

 1. to; 2. as; 3. from; 4. heals