

Z.Z. Abulova

XORIJIY TIL (INGLIZ) LEVEL UP

60310900 - Psixologiya (faoliyat turlari bo'yicha)

II bosqich talabalari uchun mo'ljallangan o'quv qo'llanma

**“KAMOLOT” nashriyoti
Buxoro – 2023**



UO‘K: 37.016:811.111`3(075.8)

KBK: 74.268.1 Ingl ya73

A 17

Abulova Zulfiya Zarifovna, Level up, Xorijiy til / [Matn]: o‘quv qo‘llanma
Z.Z. Abulova - Buxoro : “BUXORO DETERMINANTI”MCHJning Kamolot
nashriyoti, 2023. - 132 b.

Ushbu o‘quv qo‘llanma Oliy o‘quv yurtlarining 60310900 - Psixologiya (faoliyat turlari bo‘yicha) ta‘limy o‘nalishi II bosqich talabalari uchun mo‘ljallangan. O‘quv qo‘llanmadan ko‘zlangan maqsad talabalarni nutq vaziyatlaridan to‘g‘ri va unumli foydalanishga o‘rgatish, nutq ko‘nikmalarini fonetik, grammatik, leksik, stilistik va tipologik jihatdan to‘laqonli shakllantirish, tilni dunyoda sodir bo‘layotgan siyosiy, iqtisodiy va ijtimoiy voqelikka nisbatan o‘rganilayotgan chet tilida o‘z munosabatlarini bildira olish darajasida o‘rgatishdan iborat.

Shuningdek, mazkur o‘quv qo‘llanmada ingliz tilidan o‘tkaziladigan amaliy mashg‘ulotlarda barcha til ko‘nikmalari - tinglab tushunish, o‘qish, yozish va gapirishga doir mashqlar berilgan. Mavzular doirasida qiziqarli savollar, testlar bilan bir qatorda glossariy ham o‘z ifodasini topgan.

Taqrizchilar:

*BuxDU Fakultetlararo chet tillar kafedrasi mudiri, f.f.f.d.(PhD), dotsent
Fayzullayev O.M.*

*BuxDU Ingliz tilshunosligi kafedrasi katta o‘qituvchisi f.f.f.d.(PhD)
Djumayeva N.*

ISBN: 978-9943-9147-4-6

*Ushbu o‘quv qo‘llanma Oliy va O‘rta maxsus ta‘lim vazirligi
2022-yil «30» dekabrda « 429 »sonli burug‘iga asosan nashrga ruxsat berildi.
Ro‘yxatga olish raqami 429-418.*



© “KAMOLOT” nashriyoti
© Abulova Zulfiya Zarifovna

CONTENTS:

№	UNITS	PAGES
1	Food firsts Grammar: Noun	4
2	Healthy eating Grammar: Countable and Uncountable Nouns	14
3	For a quick pick up Grammar: Adjective	24
4	Benefits of chocolate Grammar: Degrees of Comparison	35
5	Not the normal news Grammar: Verb	45
6	Are sports bad for kids Grammar: Present Simple	54
7	What is in a name? Grammar: Present Continuous	67
8	New research on computer games Grammar: Past Simple	79
9	Seeing red Grammar: Past Continuous	90
10	Rights of lefties Grammar: Present Perfect	101
11	Parental aspirations Grammar: Present Perfect Continuous	111
12	Bullying Grammar: Modal Verbs	120

LESSON 1
FOOD FIRSTS
GRAMMAR: NOUN



BRAINSTORMING QUESTIONS

- 1. What's your favorite food?**
- 2. What's the most unusual food you have eaten?**
- 3. What type of food can you cook?**

ACTIVITY 1. Read the text and guess the meanings of the words given in bold.

FOOD FIRSTS

How much do you know about the history of some of your favorite foods? Do you know when people in England started cooking **curry** dishes? Do you know in

which country pizzas or hamburgers were first made? The facts might surprise you.



Many people think the English found out about curry from people in India in the 1600s. In reality, **wealthy** English people were eating dishes made with curry spices hundreds of years before British ships traveled to India. **Cooks** of wealthy English families during the time of King Richard I were making curry dishes, and in fact, the word “curry” can be found in an English language **cookbook** as far back as 1377.

As for pizza, this dish was probably first made in Persia (what is now Iran). The Persians were eating round, **flat** bread with cheese in the 500s. That was nearly 1,000 years before pizza caught on in Naples, Italy! Finally, let’s look at the truth behind hamburgers. Many people think hamburgers are an American food. However, according to some stories, hamburgers came from Hamburg, Germany. A German named Otto Kuasw created the first hamburger in 1891. Four years later, German sailors introduced hamburgers to Americans.

Where foods come from isn’t nearly as important as how they taste; as long as they are **delicious!** So, go get some of your favorite food and **dig in.**

 Listen to the audio text of “FOOD FIRSTS”

ACTIVITY 2. Choose the best answer

1. Which is probably true about British curry dishes in the 1400s?

- a. The dishes did not have meat.
- b. The spices cost a lot.
- c. People ate curry on special days.
- d. British sailors first made curry.

2. What did people in Naples learn from Persians?

- a. How to make pizza
- b. How to cook cheese
- c. How to use spices from Iran
- d. How to make flat bread

3. Who introduced hamburgers to America?

- a. Persians
- b. Otto Kuasw
- c. Italians
- d. German sailors

4. Which food was probably made first?

- a. Hamburgers
- b. Cheesy Persian bread
- c. Italian pizza
- d. English curry

ACTIVITY 3. Discuss the following questions.

1. What are your favorite foods from other countries? Where are they from?
2. What are some traditional foods in your country?
3. Can you explain the process of cooking any food?

ACTIVITY 4. Write your own short paragraph on the following topic.

MY FAVORITE FOOD



VOCABULARY PREVIEW

ACTIVITY 5. Write the letter of the word or phrase with the same meaning as the underlined word or phrase.

- | | |
|---------------------|-------------------------|
| a. almost; close to | d. first showed or gave |
| b. as said by | e. have the flavor of |
| c. actually, really | f. make |

1. ____ Chefs today create new dishes by putting together interesting foods.
2. ____ In reality, curry comes from England, not India.
3. ____ According to this book, people in England cooked curry dishes in the 1300s.
4. ____ People in Persia ate pizza nearly 1,000 years before people in Italy.
5. ____ Some kinds of curry taste hot, so some people don't like them.
6. ____ Sailors from Europe introduced new foods to Americans.

A. Choose the best word or phrase to fill in the blank.

1. The man owns three hotels. He is very ____.

- a. comfortable b. tired c. unique d. wealthy

2. People think snakes are dangerous. _____, most snakes are not.

- a. Unusually b. Finally c. First d. Surprisingly

3. He knows _____ all of his relatives' birthdays, except for his aunt and uncle's.

- a. in reality b. before c. nearly d. behind

4. _____ my mother, washing clothes by hand is better than using a washing machine.

- a. According to b. Before c. After d. In reality

5. This soup does not _____ right. Did you forget to put in onions?

- a. cook b. make c. create d. taste

6. I do not have enough _____ to make this dish.

- a. fur b. hamburgers c. stories d. spices

7. We _____ how the magician did the amazing trick.

- a. created b. found out c. introduced d. thought

B. Choose the correct form of the word to fill in the blank.

8. I made this sculpture. It is my _____.

- a. creation b. creates c. creative

9. How does it taste? Please tell me _____ if it is good or bad.



- a. truth b. true c. truthfully

10. Let me _____ you to my cousin.

- a. introduction b. introduce c. introduced

GRAMMAR NOUN

A *A noun can be countable or uncountable:*

 <p>Countable</p> <ul style="list-style-type: none">• I eat a banana every day.• I like bananas. <p>Banana is a countable noun.</p> <p>A countable noun can be singular (banana) or plural (bananas).</p> <p>We can use numbers with countable nouns.</p> <p>So we can say one banana, two bananas etc.</p> <p>Examples of nouns usually countable:</p> <ul style="list-style-type: none">• Kate was singing a song.• There's a nice beach near here.• Do you have a ten-pound note?• It wasn't your fault. It was an accident.• There are no batteries in the radio.• We don't have enough cups	 <p>Uncountable</p> <ul style="list-style-type: none">• I eat rice every day.• I like rice. <p>Rice is an uncountable noun.</p> <p>An uncountable noun has only one form (rice).</p> <p>There is no plural.</p> <p>We cannot use numbers with uncountable nouns. We cannot say 'one rice', 'two rices' etc.</p> <p>Examples of nouns usually uncountable:</p> <ul style="list-style-type: none">• Kate was listening to music.• There's sand in my shoes.• Do you have any money?• It wasn't your fault. It was bad luck.• There is no electricity in this house.• We don't have enough water.
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

B You can use **a/an** with singular countable nouns:

a beach

a student

an umbrella

You cannot use singular countable nouns alone (without **a/the/my** etc.):

- Do you want **a banana**?
(not want banana)
- There's been **an accident**.
(not There's been accident)

You can use plural countable nouns alone:

- I like **bananas**. (= bananas in general)
- **Accidents** can be prevented.

We do not use **a/an** with uncountable nouns.

We do not say 'a sand', 'a music', 'a rice'.

But you can often use **a ... of**. For example:

a bowl / a packet / a grain of rice

You can use uncountable nouns alone (without **the/my/some** etc.):

- I eat **rice** every day.
- There's **blood** on your shirt.
- Can you hear **music**?

C You can use:

You can use **some** and **any** with plural countable nouns:

- We sang **some songs**.
- Did you buy **any apples**?

We use **many** and **few** with plural countable nouns:

- We didn't take **many pictures**.
- I have **a few things** to do.

You can use **some** and **any** with uncountable

nouns:

- We listened to **some music**.
- Did you buy **any apple juice**?

We use **much** and **little** with uncountable nouns:

- We didn't do **much shopping**.
- I have **a little work** to do.

EXERCISES

1 Some of these sentences need a/an. Correct the sentences where necessary.

1. Joe goes everywhere by bike. He doesn't have car. *He doesn't have a car...*
2. Helen was listening to music when I arrived. OK
3. We went to very nice restaurant last weekend.
4. I brush my teeth with toothpaste.
5. I use toothbrush to brush my teeth.
6. Can you tell me if there's bank near here?
7. My brother works for insurance company.
8. I don't like violence.
9. When we were in Rome, we stayed in big hotel.
10. If you have problem, I'll try and help you.
11. I like your suggestion. It's interesting idea.
12. Can you smell paint?
13. I like volleyball. It's good game.
14. Lisa doesn't usually wear jewellery.
15. Jane was wearing beautiful necklace.
16. Does this city have airport?

2. Complete the sentences using the next words. Use a/an where necessary.

accident	biscuit	blood	coat	decision	electricity
ice	interview	key	moment	music	question

- 1 The road is closed. There's been*an accident*
- 2 Listen! Can you hear..... *music*..... ?
- 3 I couldn't get into the house. I didn't have
- 4 It's very warm today. Why are you wearing.....?

- 5 Would you like.....in your drink?
- 6 Are you hungry? Have.....!
- 7 Our lives would be very difficult without.....
- 8 Excuse me, can I ask you?
- 9 I'm not ready yet. Can you wait....., please?
- 10 The heart pumps..... through the body.
- 11 We can't delay much longer. We have to makesoon.
- 12 hadfor a job yesterday. It went quite well.

3. Complete the sentences using the following words:

air	day	friend	joke	language	meat
patience	people	picture	queue	space	umbrella

Sometimes the word needs to be plural (-s), and sometimes you need to use

a/an

- 1 I had a camera with me, but I didn't take any*pictures*
- 2 There are seven..... in a week.
- 3 A vegetarian is a person who doesn't eat.....
- 4 Outside the cinema there was..... of people waiting to see the film.
- 5 I'm not good at telling.....
- 6 Last night I went out with someof mine.
- 7 There were very few..... in town today. The streets were almost empty.
- 8 I'm going out for a walk. I need some fresh
- 9 Paul always wants things quickly. He doesn't have much
- 10 I think it's going to rain. Do you haveI could borrow?
- 11 How manycan you speak?
- 12 Our flat is very small. We don't have much

TESTING 1

1. He is _____ teacher.

- A) a B) an C) * D) the

2. I live _____ a house _____ Los Angeles.

- A) * / in B) in / in C) in / * D) at / in

3. “_____ is your phone number?”

“It’s 2229”

- A) Where B) How C) What D) Who

4. “_____ are you?”

“I’m Alex.”

- A) Which B) How C) What D) Who

5. What’s this _____ English?

- A) * B) in C) at D) on

LESSON 2
HEALTHY EATING
GRAMMAR: COUNTABLE AND UNCOUNTABLE NOUNS



BRAINSTORMING QUESTIONS

- 1. What is healthy eating?**
- 2. Is it important to eat healthy food?**
- 3. Do you often have fast food?**

ACTIVITY 1. Read the text

HEALTHY EATING

Most of us would like to live a long and healthy life. Increasingly, doctors are telling us that, in order to do so, we must eat a healthy diet. Too often we ignore the advice.

The problem in the developed countries is that all too many of us are eating food which is far from being nutritious and which is lacking in many of the vitamins essential to health. Because of our busy way of life, we rely too much on convenience foods, not taking the time to prepare a nourishing meal for ourselves. Instead, we grab something from the supermarket shelves or freezer and put it in the microwave.

Even when we decide to eat in a restaurant, many of us decide that we have very little time and that our food must be served instantly.

It is for this reason that there are, in many countries, so many restaurants that specialize in serving fast food. Unfortunately, much of this food is also junk food, and even more unfortunately many children have become addicted to this, refusing to eat healthier alternatives.

In general, we are eating too much processed food and not enough wholefood. Ideally, we should eat more cereal products in order to increase our intake of fibre, since there is some evidence that this reduces the risk of certain cancers. Antioxidants, too, are thought to have some effect in preventing cancer and these are found in significant quantities in fruit and vegetables.

Formerly, it was considered important to eat plenty of eggs and dairy products to remain healthy. Such foods are now known to be high in cholesterol, which can be a contributory factor in heart disease.

🎵 Listen to the audio text of “HEALTHY EATING”

ACTIVITY 2. Write the letter of the word or phrase with the same meaning as the underlined word.

- | | |
|-----------------------|---------------------------------|
| a. thing to do | d. feel less stress or pressure |
| b. help | e. make |
| c. make less or lower | f. regular; like usual |

1. ____ She does not feel normal right now because she is nervous.
2. ____ A fun activity may help you forget your worries.
3. ____ Exercise can benefit both your body and your mind.
4. ____ Fear can produce a strange feeling in your stomach.
5. ____ I usually listen to music or read a book to relax.
6. ____ Sometimes you can reduce your fear by talking about it with others.

ACTIVITY 3. Circle the most suitable answer from the three possible answers provided.



1. To live a long and healthy life, doctors advise people to.....
a. exercise regularly. b. eat a healthy diet. c. have regular check-ups.

2. People in poor countries suffer from malnutrition because of.....
a. poor soil conditions. b. poor eating habits. c. food shortage.

3. People in developed countries may suffer from malnutrition because of...
a. unhealthy eating habits. b. insufficient food. c. an inactive life-style.

4. People like to eat fast food as.....
a. it is nutritious. b. it is served hot. c. it is served quickly.

ACTIVITY 4. Match each word in Column A with its meaning in Column B.

Column A	Column B
1. suffer	a. foods
2. famine	b. good for health
3. nutritious	c. substitutes
4. essential	d. statement
5. alternatives	e. feel pain
6. products	f. shortage of food
7. quantities	g. necessary
8. message	h. amounts

ACTIVITY 5. Match each word in Column A with its opposite meaning in Column B. Write the corresponding letter in the box next to the word.

Column A

1. long
2. developed
3. accustomed to
4. primitive
5. instantly
6. reduces
7. effect
8. significant

Column B

- a. later
- b. short
- c. underdeveloped
- d. cause
- e. unused to
- f. small
- g. modern
- h. increases

ACTIVITY 6. WRITING Answer these questions in full sentences.

1. Give one reason why the writer said that people buy convenience foods.
2. Name the kinds of food that are recommended for health.
3. What is the health risk in taking too much dairy products?

GRAMMAR

NOUN. COUNTABLE AND UNCOUNTABLE NOUNS

A Many nouns are sometimes countable, and sometimes uncountable.

Usually there is a difference in meaning.

Compare:

Countable	Uncountable
<ul style="list-style-type: none">○ Did you hear a noise just now? (= a specific noise)○ I bought a paper to read. (= a newspaper)○ There's a hair in my soup! (= one single hair)○ This is a nice room. (= a room in a house)○ I had some interesting experiences while I was travelling. (= things that happened to me)○ Enjoy your trip. Have a great time!	<ul style="list-style-type: none">○ I can't work here. There's too much noise. (= noise in general)○ I need some paper to write on. (= material for writing on)○ You've got very long hair. (not hairs) (= all the hair on your head)○ You can't sit here. There isn't room. (= space)○ I was offered the job because I had a lot of experience. (not experiences) (= experience of that type of job)○ I can't wait. I don't have time.

Coffee/tea/juice/beer etc. (drinks) are normally uncountable:

- I don't like **coffee** very much.

But you can say **a coffee** (= a cup of coffee), **two coffees** (= two cups) etc. :

- **Two coffees** and **an orange juice**, please.

B These nouns are usually uncountable:

accommodation	behaviour	damage	luck	permission	traffic
advice	bread	furniture	luggage	progress	weather
baggage	chaos	information	news	scenery	work

We do not normally use **a/an** with these nouns:

- I'm going to buy **some bread**. or ... **a loaf of bread**. (not a bread)
- Enjoy your holiday! I hope you have good **weather**. (not a good weather)

These nouns are not usually plural (so we do not say 'breads', 'furnitures' etc.):

- Where are you going to put all your **furniture**? (not furnitures)
- Let me know if you need more **information**. (not informations)

News is uncountable, not plural:

- The **news was** unexpected. (not The news were)

Travel (noun) means 'travelling in general' (uncountable). We do not say 'a travel' to mean **a trip** or **a journey**:

They spend a lot of money on **travel**.

- We had a very good **trip/journey**. (not a good travel)
- Compare these countable and uncountable nouns:

Countable	Uncountable
○ I'm looking for a job.	○ I'm looking for work . (not a work)
○ What a beautiful view!	○ What beautiful scenery !
○ It's a nice day today.	○ It's nice weather today.
○ We had a lot of bags.	○ We had a lot of baggage/luggage .
○ These chairs are mine.	○ This furniture is mine.
○ That's a good suggestion.	○ That's good advice .
○ There were a lot of cars	○ There was a lot of traffic .

EXERCISES

1. Which is correct?

1. a. The engine is making strange noise / a strange noise. What is it? (a strange noise is correct)
b. We live near a busy road so there's a lot of noise / there are a lot of noises.
2. a. Light / A light comes from the sun.
b. I thought there was somebody in the house because there was light / a light on inside.
3. a. I was in a hurry this morning. I didn't have time / a time for breakfast.
b. We really enjoyed our holiday. We had great time / a great time.
4. a. Can I have glass of water / a glass of water, please?
b. Be careful. The window has been broken and there's broken glass / a broken glass on the floor.
5. a. We stayed at a hotel. We had very nice room / a very nice room.
b. We have a big garage. There's room / a room for two cars.

2. Which is correct?

1. Did you have nice weather / a nice weather when you were away? (nice weather is correct)
2. We were very unfortunate. We had bad luck / a bad luck.
3. Our travel / journey from Paris to Moscow by train was very tiring.
4. When the fire alarm rang, there was complete chaos / a complete chaos.
5. Bad news don't / doesn't make people happy.
6. There's some lovely scenery / a lovely scenery in this part of the country.
7. I like my job, but it's very hard work / a very hard work.
8. I want to print some documents, but the printer is out of paper / papers.
9. The trip took a long time. There was heavy traffic / a heavy traffic.
10. Your hair is / Your hairs are too long. You should have it / them cut.

3 Complete the sentences using the following words. Use the plural (-s) where necessary.

advice	chair	damage	experience	experience
furniture	hair	luggage	permission	progress

1. We didn't have much..... ***luggage***..... – just two small bags.
2. We have no..... , not even a bed or a table.
3. There is room for everybody to sit down. There are plenty of.....
4. Who is that woman with short..... ? Do you know her?
5. Carla's English is better than it was. She's made good
6. If you want to take pictures here, you need to ask for.....
7. I didn't know what I should do, so I asked Chris for
8. I don't think Dan should get the job. He doesn't have enough.....
9. Kate has done many interesting things. She could write a book about her.....
10. The..... caused by the storm will cost a lot to repair.

4 What do you say in these situations? Use the word in brackets in your sentence.

1. Your friends have just arrived at the station. You can't see any cases or bags. You ask:
(luggage) Do..... ***you have any luggage***
2. You go to a tourist office. You want to know about places to visit in the town.
(information) I'd like.....
3. You are a student. You want your teacher to advise you about which courses to do. You say:
(advice) Can you give..... ?
4. You applied for a job and you've just heard that you were successful. You call Tom and say:
(good news) Hi, Tom. I..... I got the job!

5. You are at the top of a mountain. You can see a very long way. It's beautiful. You say:

(view) It..... , isn't it?

6. You look out of the window. The weather is horrible: cold, wet and windy. You say:

(weather) What..... !

TESTING 2

1. English is _____ international language.

- A) a B) an C) the D) *

2. Milan is _____ Italian city.

- A) a B) an C) the D) *

3. A JVC is _____ Japanese camera.

- A) a B) an C) the D) *

4. I have two _____ .

- A) sister B) sisters C) a sister D) sister's

5. It's _____ Spanish orange.

- A) a B) an C) the D) *

6. It's _____ green apple.

- A) a B) an C) the D) *

7. Ann is _____ wife.

- A) John's B) John is C) John's is D) John

8. This is not just my computer. It is 4 _____ computer.

- A) students' B) students's C) student's D) student

9. A: What is _____ ?

B: She is a bank manager.

- A) his job B) she job C) he job D) her job

10. "How old is your brother?"

"_____ 29."

- A) They are B) I am C) It is D) He is

11. "How old _____ Mr. & Mrs. White?"

"_____ 50 and 48."

- A) is / They B) are / They're
C) are / They D) */ They are

12. "How old _____, Andrew?"

"_____ 21 years old."

- A) are you / I'm B) is he / He's
C) is / He is D) are / I

LESSON 3
FOR A QUICK PICK UP
GRAMMAR: ADJECTIVE



BRAINSTORMING QUESTIONS

1. What can you do during the day to get more energy when you are tired?
2. What kind of beverages do people drink for more energy?
3. What is healthy or unhealthy about these drinks?

ACTIVITY 1. Read the text and guess the meanings of the words given in bold.
FOR A QUICK PICK UP

It used to be that people would drink coffee or tea in the morning to pick them up and get them going for the day. Then cola drinks hit the market. With lots of caffeine and sugar, these **beverages** soon became the pick-me-up of choice for many

adults and teenagers. Now drink companies are putting out so-called “energy drinks.” These beverages have the specific aim of giving tired **consumers** more energy.

One example of a popular energy drink is Red Bull. The company that puts out this beverage has stated in interviews that Red Bull is not a **thirst quencher**. Nor is it meant to be a **fluid replacement** drink for athletes. Instead, the beverage is meant to **revitalize** a tired consumer’s body and mind. In order to do this, the makers of Red Bull, and other energy drinks, typically add vitamins and certain chemicals to their beverages. The added chemicals are like chemicals that the body naturally produces for energy. The vitamins, chemicals, caffeine, and sugar found in these beverages all seem like a sure bet to give a person energy.



Health professionals are not so sure, though. For one thing, there is not enough evidence to show that all of the vitamins added to energy drinks actually raise a person’s energy level. Another problem is that there are so many things in the beverages. Nobody knows for sure how all of the **ingredients** in energy drinks work together.

Dr. Brent Bauer, one of the directors at the Mayo Clinic in the US, cautions people about believing all the claims energy drinks make. He says, “It is plausible if you put these twelve things together, you will get a good result.” However, Dr. Bauer adds the mix of ingredients could also have a negative impact on the body. “We just don’t know at this point,” he says.



ACTIVITY 2. Choose the best answer.

1. What is the main idea of this reading?

- a. Caffeine is bad for people to drink.
- b. Energy drinks may or may not work.
- c. Red Bull is a good energy drink.
- d. Teenagers should not drink energy drinks.

2. What is NOT found in most energy drinks?

- a. Caffeine
- b. Sugar
- c. Thirst quenchers
- d. Vitamins

3. According to the reading, what makes it difficult for researchers to know if an energy drink gives people energy?

- a. Natural chemicals in a person's body

- b. The age of the consumer
- c. The company that makes the beverage
- d. The number of ingredients

4. What has Dr. Bauer probably researched?

- a. Countries where Red Bull is popular
- b. Drinks for teenage athletes
- c. Habits of healthy and unhealthy adults
- d. Vitamins and chemicals in the body

5. Which of the following is NOT true according to the reading?

- a. Bauer does not believe the claims of energy drink makers.
- b. Colas have been on the market longer than energy drinks.
- c. It is impossible to ever prove that energy drinks work.
- d. The makers of Red Bull say that it can revitalize a person.

ACTIVITY 3. Write the letter of the word or phrase with the same meaning as the underlined word

- | | |
|----------------------------------------|-----------------------------|
| a. available power; ability to do work | d. goal; purpose |
| b. effect; influence | e. facts to show it is true |
| c. says; promises | f. warn |

1. ____ I didn't eat breakfast this morning, so I don't have much energy right now.
2. ____ This beverage claims to have 100% of the vitamins a person needs, but I don't believe it.
3. ____ Let me caution you about drinking too much coffee. Too much caffeine is bad for you.
4. ____ New research showing how unhealthy colas are has not had much impact on cola sales.
5. ____ The aim of the company is to sell their drinks around the world.

6. ____ They say this drink will help you study, but there is no evidence to support that claim.

ACTIVITY 4. Find these idioms in the reading.

pick (one) up [to give a person more energy]

I drank an espresso, and that really **picked me up**.

a sure bet [something that seems true without a doubt]

It is **a sure bet** that the subway will be crowded at this time of day.

at this point [now; presently]

We gave her the medicine, so **at this point**, all we can do is wait to see if it works.

ACTIVITY 5. Fill in the blank with one of the above idioms. Change its form if necessary.

1. Let's not wait for Bobby before we order dinner. It's _____ he'll be late.

2. Some people say that B vitamins _____, but I don't know if that's true.

3. The actress claims that, _____ in her career, she needs to take a break from acting.

ACTIVITY 6. Discuss the following questions.

1. Would you say your energy at this moment is low, average, or high? Why?

2. At what time of day do you have the least energy? The most energy?

3. Have you tried (or would you try) an energy drink to pick you up when you are tired?

ACTIVITY 7. Write your own short paragraph by answering the questions below.

WHEN I HAVE THE LEAST ENERGY

1. At what time of day do you have the least energy?

2. What did you do the last time you hit this low-energy time of day?


3. Is that what you usually do?

4. How did that help you?

GRAMMAR
ADJECTIVE

A Many adjectives end in *-ing* and *-ed*, for example: *boring* and *bored*.

Study this example situation:

 A woman with long dark hair and glasses, wearing a white shirt, is sitting at a desk. She has a bored expression, resting her chin on her hand. On the desk are a laptop, a coffee cup, a smartphone, and some papers. The background is a solid pink color.	<p>bored</p> <p>Jane has been doing the same job for a very long time. Every day she does exactly the same thing again and again. She doesn't enjoy her job any more and would like to do something different.</p> <p>Jane's job is boring.</p> <p>Jane is bored with her job.</p> <p>boring</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Somebody is **bored** or gets **bored** if something (or somebody else) is **boring**.

If something is **boring**, you get **bored** with it.

So:

- Jane is **bored** because her job is boring.
- Jane's job is **boring**, so Jane is **bored**. (not Jane is boring)

If a person is **boring**, this means that they make other people **bored**:

Paul always talks about the same things. He's really **boring**.

B

*Compare adjectives ending in **-ing** and **-ed**:*

<p>My job is</p> <p style="font-size: 2em; font-weight: bold; color: #0070C0;">}</p> <p style="margin-left: 20px;"> boring interesting tiring satisfying depressing (etc.) </p> <p>In these examples, the -ing adjective tells you about the job</p>	<p>I'm bored with my job.</p> <p>I'm not interested in my job any more.</p> <p>I get very tired doing my job.</p> <p>I'm not satisfied with my job.</p> <p>My job makes me depressed. (etc.)</p> <p>In these examples, the -ed adjective tells you how somebody feels (about the job).</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Compare these examples:

<p>interesting</p> <ul style="list-style-type: none"> • Julia thinks politics is interesting. • Did you meet anyone interesting at the party? <p>surprising</p> <ul style="list-style-type: none"> • It was surprising that he passed the exam. <p>disappointing</p> <ul style="list-style-type: none"> • The movie was disappointing. We expected it to be better. <p>shocking</p> <ul style="list-style-type: none"> • The news was shocking. 	<p>interested</p> <ul style="list-style-type: none"> • Julia is interested in politics. (not interesting in politics) • Are you interested in buying a car? I'm trying to sell mine. <p>surprised</p> <ul style="list-style-type: none"> • Everybody was surprised that he passed the exam. <p>disappointed</p> <ul style="list-style-type: none"> • We were disappointed with the movie. We expected it to be better. <p>shocked</p> <p>I was shocked when I heard the news.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

EXERCISES

Complete the sentences for each situation. Use the word in brackets + -ing or -ed.

1. The movie wasn't as good as we had expected. (disappoint...)

- a. The movie was disappointing .
- b. We were disappointed with the movie.

2. Donna teaches young children. It's a very hard job, but she enjoys it. (exhaust...)

- a. She enjoys her job, but it's often .
- b. At the end of a day's work, she is often .

3. It's been raining all day. I hate this weather. (depress...)

- a. This weather is .
- b. This weather makes me .
- c. It's silly to get because of the weather.

4. Clare is going to Mexico next month. She's never been there before. (excit...)

- a. It will be an experience for her.
- b. Going to new places is always .
- c. She is really about going to Mexico.

2. Choose the correct word.

1. I was ~~disappointing~~ / disappointed with the movie. I had expected it to be better. (**disappointed** is correct)

2. I'm not particularly interesting / interested in football.

3. The new project sounds exciting / excited. I'm looking forward to working on it.

4. It can be embarrassing / embarrassed when you have to ask people for money.

5. Do you easily get embarrassing / embarrassed?

6. I'd never expected to get the job. I was amazing / amazed when I was offered it.

7. She's learnt very fast. She's made amazing / amazed progress.

8. I didn't find the situation funny. I was not amusing / amused.

9. I'm interesting / interested in joining the club. How much does it cost?
10. It was a really terrifying / terrified experience. Everybody was very shocking / shocked.
11. Why do you always look so boring / bored? Is your life really so boring / bored?
12. He's one of the most boring / bored people I've ever met. He never stops talking and he never says anything interesting / interested.

3. Complete each sentence using a word from the box.

amusing/amused	annoying/annoyed	boring/bored
confusing/confused	disgusting/disgusted	exciting/excited
exhausting/exhausted	interesting/interested	surprising/surprised

1. You work very hard. It's not..... *surprising*that you're always tired.
2. Some people getvery easily. They always need something new.
3. The teacher's explanation was Nobody understood it.
4. The kitchen hadn't been cleaned for ages. It was really
5. I don't go to art galleries very often. I'm not veryin art.
6. There's no need to getjust because I'm a few minutes late.
7. The lecture was I fell asleep.
8. I've been working very hard all day and now I'm.....
9. I'm starting a new job next week. I'm very..... about it.
10. Steve is good at telling funny stories. He can be very
11. Helen is a veryperson. She knows a lot, she's travelled a lot and she's done lots of different things.

TESTING 3

1. You are _____ me.

- A) older B) oldest C) older than D) older then

2. New York is _____ Paris.

- A) dirty B) dirtier than C) the dirtiest D) dirtier

3. Prague is one of the _____ cities in Europe,

- A) most beautiful B) more beautiful
C) beautiful D) the most beautiful

4. A country is _____ than a city.

- A) cheap B) cheaper C) cheapest D) more cheaper

5. A city is _____ than the country.

- A) the most exciting B) exciting
C) more exciting D) excited

6. Your class is _____ than my class.

- A) noisy B) noisiest C) noisier D) more noisy

7. Life in a country is _____ in a city.

- A) slow B) slower than C) slower D) slowly

8. Brain's car is _____ in our district.

- A) fast B) faster C) the fastest D) more fast

9. Paris is _____ Madrid.

- A) big than B) bigger C) bigger than D) biggest

10. Madrid is much _____.

- A) cheap B) cheaper C) cheapest D) the cheapest

11. Why did you leave London? You had a _____ job.

- A) better B) best C) gooder D) the best

12. The Plaza is the _____ hotel.

- A) cheap B) cheapest C) the cheapest D) cheaper

13. Yesterday was _____ than today.

- A) most hottest B) more hot
C) hot D) much hotter

14. She's _____ than her brother.

- A) tall B) tallest C) taller D) the tallest

15. She is smaller _____ her sister.

- A) that B) this C) than D) this

16. I'm the _____ in the class.

- A) youngest B) most youngest
C) young D) younger

17. Last week was _____ than this week

- A) busier B) busiest C) more busy D) busy

18. My homework is the _____ in class.

- A) worst B) worse C) worthy D) bad

19. This exercise is _____ difficult in the book.

- A) most B) more C) the most D) the more

20. I'm the most _____.

- A) intelligent B) clever C) cleverer D) the intelligent

21. These exercises are _____ in the exam.

- A) the difficulties B) the most difficult
C) the difficult D) most difficult

22. His exam marks were _____ for several months.

- A) the baddest B) the bad C) badder D) the worst

23. Last week was _____ than this week.

- A) busy B) more busy C) busier D) the busiest

24. Hey! You are _____ employee in our firm.

- A) youngest B) younger C) young D) the youngest

25. She is taller _____ her elder sister.

- A) than B) then C) that D) the

26. Yesterday it was _____ the day before yesterday.

- A) colder the B) colder than C) colder them D) colder

LESSON 4
BENEFITS OF CHOCOLATE
GRAMMAR: DEGREES OF COMPARISON



BRAINSTORMING QUESTIONS

- 1. When do you usually eat chocolate?**
- 2. Would you give chocolates, as a gift? Why or why not?**
- 3. Is chocolate healthy food?**

ACTIVITY 1. Read the text.

THE BENEFITS OF CHOCOLATE

We are regularly told that a diet containing too much sugar and too much fat is bad for us, and chocolate contains a great deal of both of these. Thus, we have got used to the idea that eating chocolate is a sinful pleasure.

Eating chocolate often makes us feel good. Even some health experts do not deny this, because it is thought to have a biochemical effect on the part of the brain that is concerned with pleasure. If you are feeling depressed, some chocolate can be a real tonic which cheers you up instantly. Unfortunately, this effect is transitory and you soon feel down again.

Nutritionists have tended to concentrate on the negative side effects of chocolate, pointing out that the combination of a high fat content and a high sugar content can be a cause of obesity in people who overindulge in it. They also remind us that foods which are high in fat can lead to heart disease. Chocolate is also said to cause headaches in some people, and is considered to be one of the main triggers of migraine.

After such bad news from dieticians, people who love to binge on chocolate will be relieved to hear that some doctors have now discovered some benefits in chocolate. Recent research suggests that chocolate, like aspirin, can delay blood clotting, making it potentially useful in preventing thrombosis. It has also been found that chocolate, like fruit and vegetables, is rich in flavonoids, which help to prevent heart attacks and strokes.

At last there is some good news for chocolate eaters! They can eat this delicious treat without feeling guilty, safe in the knowledge that it could be improving their health.

🎵 Listen to the audio text of “THE BENEFITS OF CHOCOLATE”

ACTIVITY 2. For each of the sentences below, circle the answer that has the common meaning of the word in italics.

1. To lose weight, it is better to do so gradually than to start on a severe *diet*.

- a. cooked foods
- b. little food
- c. foods eaten

2. When the phone rings, please answer *instantly* as we're expecting an urgent call.

- a. quickly
- b. immediately
- c. hastily

3. Before you go, I would *remind* you to take your umbrella in case it rains.

- a. suggest
- b. inform
- c. say again

4. Star-gazers are trying to look at the new star that was *discovered*

- a. found out
- b. talked about
- c. heard about

5. Before you start on the project, do get some *knowledge* about it first.

- a. information
- b. books
- c. experience

ACTIVITY 3. Match each word in Column A with its meaning in Column B by joining the dots correctly.

Column A	Column B
1. Range	a. eat a lot
2. on display	b. selection
3. depressed	c. on show
4. tonic	d. focus
5. concentrate	e. tasty
6. obesity	f. state of being overweight
7. binge	g. sad
8. delicious	h. energizer

ACTIVITY 4. Match each word in Column A with its opposite meaning in Column B.

Column A

1. popular
2. pleasure
3. cheers
4. transitory
5. negative
6. benefits
7. delay
8. guilty

Column B

- a. saddens
- b. ills
- c. innocent
- d. hasten
- e. chore
- f. little liked
- g. permanent
- h. positive

ACTIVITY 5. Answer these questions in full sentences.

1. How do health experts explain why eating chocolate often makes people feel good?
2. Give one negative side effect of eating too much chocolate.
3. Give one benefit of eating chocolate, according to recent research.

ACTIVITY 6. With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. After reading the passage, would you eat more chocolate or would you not?

Give a reason.

2. Besides the negative effects about eating chocolate given in the passage, name others that you can think of.

3. Why do you think chocolate products are popular as gifts?



GRAMMAR

GRAMMAR: DEGREES OF COMPARISON



A *Look at these examples:*

How shall we travel? Shall we drive or go by train?

Let's drive. It's **cheaper**.

Don't go by train. It's **more expensive**.

Cheaper and **more expensive** are comparative forms.



After comparatives you can use **than**:

- It's **cheaper** to drive **than** go by train.
- Going by train is **more expensive than** driving.



B *The comparative form is -er or more ...*

We use **-er** for short words (one syllable):

cheap → cheaper fast → faster
large → larger thin → thinner

We also use -er for two-syllable words that end in **-y** (**-y** → **-ier**):

lucky → luckier early → earlier
easy → easier pretty → prettier

We use **more** ... for longer words (two syllables or more):

more serious more expensive
more often more comfortable

We also use more ... for adverbs that end in **-ly**:

more slowly more seriously
more easily more quietly

Compare these examples:

<ul style="list-style-type: none">• You're older than me.• The exam was quite easy – easier than I expected.• Can you walk a bit faster?• I'd like to have a bigger car.• Last night I went to bed earlier than usual	<ul style="list-style-type: none">• You're more patient than me.• The exam was quite difficult – more difficult than I expected.• Can you walk a bit more slowly?• I'd like to have a more reliable car.• I don't play tennis much these days. I used to play more often.
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

We use both **-er** or **more** ... with some two-syllable adjectives, especially:

clever **narrow** **quiet** **shallow** **simple**

- It's too noisy here. Can we go somewhere **quieter**? or ... somewhere **more quiet**?

C *A few adjectives and adverbs have irregular comparative forms:*

good/well → **better**

- The garden looks **better** since you tidied it up.
- I know him well – probably **better** than anybody else knows him.

bad/badly → **worse**

- 'How's your headache? Better?' 'No, it's **worse**.'
- He did very badly in the exam – **worse** than expected.

far → **further** (or **farther**)

- It's a long walk from here to the park – **further** than I thought. (or **farther** than)

Note that **further** (but not farther) also means 'more' or 'additional':

- Let me know if you hear any **further** news. (= any more news)

EXERCISES

1. Complete the sentences using a comparative form (older / more important etc.).

- 1 This restaurant is very expensive. Let's go somewhere.....*cheaper*.....
- 2 This coffee is very weak. I like it
- 3 The town was surprisingly big. I expected it to be
- 4 The hotel was surprisingly cheap. I expected it to be
- 5 The weather is too cold here. I'd like to live somewhere
- 6 Sometimes my job is a bit boring. I'd like to do something
- 7 It's a shame you live so far away. I wish you lived
- 8 It was quite easy to find a place to live. I thought it would be.....
- 9 Your work isn't very good. I'm sure you can do
- 10 Don't worry. The situation isn't so bad. It could be.....
- 11 You hardly ever call me. Why don't you call me
- 12 You're too near the camera. Can you move a bit..... away?

2. Complete the sentences. Use the comparative forms of the words in the box. Use than where necessary.

big	early-	high	important	interested	peaceful
reliable-	serious	slowly	thin		

1. I was feeling tired last night, so I went to bed..... *earlier than*..... usual.
2. I'd like to have a... *more reliable*..... car. The one I have keeps breaking down.
3. Unfortunately the problem waswe thought at first.
4. You look..... Have you lost weight?
5. We don't have enough space here. We need a..... apartment.
6. James doesn't study very hard. He's..... in having a good time.
7. Health and happiness aremoney.
8. I like living in the country. It'sliving in a town.
9. I'm sorry I don't understand. Can you speak....., please?
10. In some parts of the country, prices are..... in others.

3. Complete the sentences. Choose from:

than more worse quietly longer better careful frequent

1. Getting a visa was complicated. It took..... **longer**.....than I expected.
2. Sorry about my mistake. I'll try and be morein future.
3. Your English has improved. It'sthan it was.
4. You can travel by bus or by train. The buses are more..... than the trains.
5. You can't always have things immediately. You have to be..... patient.
6. I'm a pessimist. I always think things are going to get
7. We were busier..... usual in the office today. It's not usually so busy.
8. You're talking very loudly. Can you speak more

4. Read the situations and complete the sentences. Use a comparative form (-er or more ...).

1. Yesterday the temperature was six degrees. Today it's only three degrees.
It's**colder today than**..... it was yesterday.
2. Dan and I went for a run. I ran ten kilometers. Dan stopped after eight kilometers.
I ran..... Dan.
3. The journey takes four hours by car and five hours by train.
The journey takestraincar.
4. I expected my friends to arrive at about 4 o'clock. In fact they arrived at 2.30.
My friends I expected.
5. There is always a lot of traffic here, but today the traffic is really bad.
The traffic todayusual.

TESTING 4

1. He's _____ older than he looks.
A) much B) more C) * D) the
2. Jessica's as tall _____ her mother.
A) than B) like C) more D) as
3. "What _____ New York like?"
"It's really exciting!"
A) does B) is C) was D) did
4. Trains in London are more crowded _____ in Paris.
A) that B) as C) than D) like
5. Oxford is one of _____ oldest universities in Europe.
A) the B) * C) much D) more
6. He isn't as intelligent _____ his sister.
A) like B) as C) than D) nothing
7. This is _____ than I expected.
A) more hard B) hard C) the hardest D) harder
8. Who is the _____ man in the world?
A) rich B) most richest
C) richest D) most rich
9. Everything is _____ in my country.
A) more cheaper B) cheaper
C) cheap D) cheapest
10. Rome was hotter _____ I expected.
A) than B) that C) nothing D) as
11. My dad's really _____. He always buys presents for everyone.
A) romantic B) fortunate C) generous D) depressed
12. Before you can get a credit card, you have to provide a lot of _____ details.
A) wealth B) person C) happiness D) personal
13. I try to lead a _____ lifestyle - lots of exercises, fruit, and no junk food.
A) depressed B) dirty C) healthy D) mess
14. The disco was so _____ that you couldn't hear yourself speak.
A) noisy B) finance C) windy D) difference
15. After the earthquake, the country needed a lot of _____ equipment to look after the sick and wounded.
A) depressed B) medical C) personal D) financial
16. She had a car crash, but she was _____ to escape with no injuries at all.
A) depressed B) romantic C) lucky D) healthy
17. Venice is a very _____ city. A lot of people go there on honeymoon.
A) dirty B) polluted C) wealthy D) romantic
18. Here is the _____ news. Share prices on the Dow Jones Index have fallen dramatically.
A) cheap B) financial C) depressed D) wealthy
19. After a heart attack, he needed a major surgery, but fortunately the operation was _____.
A) happy B) different C) successful D) personal

LESSON 5

NOT THE NORMAL NEWS

GRAMMAR: ADJECTIVE + PREPOSITION



BRAINSTORMING QUESTIONS

1. Do you like reading news in newspapers?
2. Do you watch news on TV?
3. Can you remember any happy or funny story in the news?

ACTIVITY 1. Read the text and guess the meanings of the words given in bold.

NOT THE NORMAL NEWS

Newspapers and television news programs always seem to report about the bad things happening in **society**. However, there is a place where readers can find some good news. That place is the website called *Happy News*. The man behind *Happy News* is Byron Reese. Reese set up *Happy News* because he thought other news sources were giving people an **unbalanced** view of the world. Reese said about *Happy News*, “The **news media** gives you a **distorted** view of the world by **exaggerating** bad news, **misery**, and **despair**. We’re trying to balance out the scale.”

Not everyone agrees with Reese’s view, though. Many people think that news sources have a responsibility to provide news that is helpful to people. People need to know about issues or problems in today’s society.

Then people are better able to make informed decisions about things that affect their daily lives. Reese said that *Happy News* is not trying to stop people from learning about issues or problems. *Happy News* is just trying to provide a balanced picture of today’s world.



ACTIVITY 2. Choose the best answer.

1. What is another possible title for the reading?

- a. “Byron Reese Tells People How to Be Happy”
- b. “Good News for a Change”
- c. “Newspapers vs. Online News”

d. “Why Women Like *HappyNews*”

2. How is *HappyNews* different than other news sources?

- a. All of the stories are written by Reese.
- b. *HappyNews* does not exaggerate its stories.
- c. Its stories are not about bad things.
- d. The website only has stories about women.

3. Why might some people NOT like *Happy News*?

- a. It doesn't tell them about important issues or problems.
- b. Reese's stories are about misery and despair.
- c. Some sources give a balanced view.
- d. The stories are from around the world.

4. Which of the following is NOT true about *HappyNews* after its first month online?

- a. It had thousands of readers.
- b. Most of its readers were women.
- c. Readers sent in nice letters about it every day.
- d. Reese used it to create other websites.

5. What does “unique” mean in this reading?

- a. Different
- b. Interesting
- c. One of a kind
- d. Awful

VOCABULARY PREVIEW

ACTIVITY 3. Write the letter of the word or phrase with the same meaning as the underlined word.

a. duty; required job

d. place to get things from

b. gives

e. idea; opinion

c. problem; concern

f. wrote; told

1. ____ The city newspaper reported about yesterday's parade.
2. ____ A reporter has the responsibility to check his or her facts carefully.
3. ____ Hurricanes are not an issue here since we are far from the ocean.
4. ____ The Internet is a good source of lots of information.
5. ____ I don't think things are all bad in the world. What is your view?
6. ____ This website provides interesting news stories from around the world.

ACTIVITY 4. Find these idioms in the reading.

set up [to create; to start]

Henry Ford **set up** his car company in 1903.

agree with to have the same idea or opinion as someone]

I **agree with** you. Last night's homework was very difficult.

on a daily basis [every day]

Do you exercise **on a daily basis**?

ACTIVITY 5. Fill in the blank with one of the above idioms. Change its form if necessary.

1. It is important to practice your English _____.
2. Not all of the reports _____ each other about the facts of the court case.
3. The artist _____ her new studio in her basement.

ACTIVITY 6. Fill in the blanks with the correct words or phrases.

agrees with

balanced

reports

responsibility

set up

A man named Byron Reese 1 _____ an online source of news information. Reese's website is different from other news media because his website only 2 _____ happy news. Reese believes that he can provide a more 3 _____ view of today's society by reporting stories that don't focus on bad things. Others believe that the news media has the 4 _____ to report on issues that people need to know about. Reese 5 _____ them, but he also thinks people get a distorted view of the world if they only hear about bad news all the time.

ACTIVITY 7. Discuss the following questions.

1. Where do you usually hear or read news reports?
2. What is your favorite news magazine? Why do you like it?
3. What other sources of happy or entertaining news do you know about?

A. Choose the best word or phrase to fill in the blank.

1. Do you know when people _____ how to make concrete?

- a. discovered b. prevented c. provided d. reported

2. He used only his personal money to _____ his new company.

- a. agree with b. set up c. shut down d. move around

3. No one told me that locking the door at night was my _____.

- a. activity b. diversity c. misery d. responsibility

4. Sometimes I am not sure if I can really trust the information reported by the _____.

- a. fan mail b. news media c. role model d. view

5. The essay was too one-sided. It did not give a _____ presentation of the situation.

- a. balanced b. complex c. daily d. distorted

6. When people live together in a _____, they have to agree on certain rules to follow.

- a. behavior b. despair c. society d. stress

7. The _____ that you heard was just rain hitting the window.

- a. benefit b. issue c. noise d. source

B. Choose the correct form of the word to fill in the blank.

8. I don't think all teenagers are _____. Some of them are quite mature and hard-working.

- a. responsibility b. responsible c. irresponsible

9. Lots of people these days belong to _____ networking websites.

- a. society b. social c. socially

10. The fish could not have been that big. You are _____.

- a. exaggeration b. exaggerating c. exaggerated

GRAMMAR

ADJECTIVE + PREPOSITION

A *nice of you, nice to me*

nice / kind / good / generous / polite / honest / stupid / silly etc. **OF** somebody (to do something)

- Thank you. It was very nice of you to help me.
- It was stupid of me to go out without a coat in such cold weather.

(be) nice / kind / good / generous / polite / rude / friendly / cruel etc. **TO** somebody

- They have always been very nice to me. (not with me)
- Why were you so unfriendly to Lucy?

B adjective + about / with

angry / annoyed / furious / upset

ABOUT something

WITH somebody **FOR** doing something

- There's no point in getting angry about things that don't matter.
- Are you annoyed with me for being late?
- Lisa is upset about not being invited to the party.

excited / worried / nervous / happy etc. **ABOUT** something

- Are you nervous about the exam?

pleased / satisfied / happy / delighted / disappointed **WITH** something you get or experience

- They were delighted with the present I gave them.
- Were you happy with your exam results?

C adjective + **at / by / with / of**

surprised / shocked / amazed / astonished / upset **AT / BY** something

- Everybody was surprised at the news. or ... by the news.
- I hope you weren't shocked by what I said. or ... at what I said.

impressed **WITH / BY** somebody/something

- I'm very impressed with (or by) her English. It's very good.

fed up / bored **WITH** something

- I don't enjoy my job any more. I'm fed up with it. / I'm bored with it.

tired **OF** something

- Come on, let's go! I'm tired of waiting.

D **sorry about / for**

sorry **ABOUT** a situation or something that happened

- I'm sorry about the mess. I'll clear it up later.
- Sorry about last night. (= Sorry about something that happened last night)

sorry **FOR / ABOUT** something you did or caused

- I'm sorry for shouting at you yesterday. (or sorry about shouting)
- Sorry for the delay. (or Sorry about the delay)

You can also say 'I'm sorry I (did something)':

- I'm sorry I shouted at you yesterday.

feel / be sorry FOR somebody in a bad situation

- I feel sorry for Mark. He's had a lot of bad luck. (not I feel sorry about Mark)

EXERCISES

1. Complete the sentences using *nice of ...*, *kind of ...* etc.

1. Tom offered to drive me to the airport.

(nice)

That was..... *nice of him*.....

2. I needed money and Lisa gave me some.

(generous)

That..... her.

3. They didn't invite us to their party.

(not very nice)

That wasn't.....

4. Can I help you with your luggage?

(very kind)

That's.....

5. Kevin never says 'thank you'.

(not very polite)

That isn't.....

6. They've had an argument and now they refuse to speak to each other.

(a bit childish)

That's a bit.....

2. Complete the sentences using an adjective + preposition. Choose from:

amazed angry bored careless excited impressed kind nervous

1. Are you*nervous about*..... the exam?

2. Thank you for all you've done. You've been very..... me.

3. What have I done wrong? Why are you..... me?

4. You must be very..... your trip next week. It sounds really great.

5. I wasn'tthe service in the restaurant. We had to wait ages.
6. Ben isn't very happy at college. He says he'sthe course he's doing.
7. I'd never seen so many people before. I wasthe crowds.
8. It was..... you to leave the car unlocked while you were shopping.

3. Put in the correct preposition.

1. They were delighted*with*the present I gave them.
2. It was nice..... you to come and see me when I was ill.
3. Why are you always so rude..... people? Why can't you be more polite?
4. We always have the same food every day. I'm fed up..... it.
5. We had a good holiday, but we were disappointedthe hotel.
6. I can't understand people who are cruelanimals.
7. I was surprised..... the way he behaved. It was completely out of character.
8. I've been trying to learn Japanese, but I'm not very satisfiedmy progress.
9. Tanya doesn't look very well. I'm worried..... her.
10. I'm sorry..... yesterday. I completely forgot we'd arranged to meet.
11. There's no point in feeling sorryyourself. It won't help you.
12. Are you still upsetwhat I said to you yesterday?
13. Some people say Kate is unfriendly, but she's always been very niceme.
14. I'm tireddoing the same thing every day. I need a change.
15. We interviewed ten people for the job, and we weren't impressed...any of them.
16. Vicky is annoyedme because I didn't agree with her.
17. I'm sorrythe smell in this room. I've just finished painting it.
18. I was shockedwhat I saw. I'd never seen anything like it before.
19. Jack is sorry..... what he did. He won't do it again.
20. The hotel was incredibly expensive. I was amazedthe price of a room.
21. Paul made the wrong decision. It was honest..... him to admit it.
22. You've been very generousme. You've helped me a lot.
23. Our neighbours were very angrythe noise we made.
24. Our neighbours were furiousus..... making so much noise.

LESSON 6
ARE SPORTS BAD FOR KIDS?
GRAMMAR: PRESEN SIMPLE



BRAINSTORMING QUESTIONS

- 1. Who is a famous sports star in your country?**
- 2. Why is he or she a star?**
- 3. Is this person a good example for young people? Why or why not?**

ACTIVITY 1. Read the text and guess the meanings of the words given in bold.

ARE SPORTS BAD FOR KIDS?

People think children should play sports. Sports are fun, and children stay healthy while playing with others. However, playing sports can have negative effects on children. It may produce feelings of poor **self-esteem** or aggressive behavior in some children. According to research on kids and sports, 40 million kids play sports in the US. Of these, 18 million say they have been **yelled at** or called names while playing sports. This leaves many children with a bad **impression** of sports. They think sports are just too aggressive.

Many researchers believe adults, especially parents and **coaches**, are the main cause of too much aggression in children's sports. They believe children copy aggressive adult behavior. This behavior is then further reinforced through both **positive** and negative **feedback**. Parents and coaches are powerful teachers because children usually look up to them. Often these adults behave aggressively themselves, sending children the message that winning is everything. At children's sporting events, parents may yell insults at other players or **cheer** when their child behaves aggressively.

As well, children may be taught that hurting other players is acceptable, or they may be pushed to continue playing even when they are injured. In addition, the **media** makes **violence** seem exciting. Children watch adult sports games and see violent behavior replayed over and over on television. As a society, we really need to face up to this problem and do something about it. Parents and coaches should act as better examples for children. They also need to teach children better values. They should teach children to enjoy themselves whether they win or not. It is not necessary to knock yourself out to enjoy sports. Winning is not everything. In addition, children should not be allowed to continue to play when they are injured. Sending a child with an injury into a game gives the child the

message that health is not as important as winning. If we make some basic changes, children might learn to enjoy sports again.

ACTIVITY 2. Find the answers

1. How many children said they had some negative experience when playing sports?

- a. All of the children
- b. More than half of the children
- c. Less than half of the children
- d. About ten percent of the children

2. Which is described as the main cause of more aggressive playing?

- a. Adults
- b. Children with low grades in school
- c. New rules in sports
- d. Other players

3. What does the writer suggest?

- a. Aggressive sports should not be shown on television.
- b. Children should not play sports until high school.
- c. Coaches should be required to study child psychology.
- d. Parents should teach children to play sports for fun and exercise.

4. What would probably NOT be done when “facing up to a problem”?

- a. Ignoring the problem
- b. Finding the reason
- c. Admitting there is a problem
- d. Looking for a solution

ACTIVITY 3. Discuss the pictures



VOCABULARY PREVIEW

ACTIVITY 4. Write the letter of the word or phrase with the same meaning as the underlined word.

a. make stronger

d. beliefs a person follows in life

b. OK

e. bold and active; ready to fight or attack

c. let; permit

f. bad

1. ____ She is a very aggressive player. She always tries hard to win.
2. ____ After a lesson, you should practice to reinforce what you have learned.
3. ____ It is never acceptable to hit another player.
4. ____ If you think negative thoughts before the game, you will lose.
5. ____ Honesty and hard work are values everybody respects.
6. ____ His parents did not allow him to join the school's soccer team.

ACTIVITY 5. Find these idioms in the reading.

call (someone) names [to insult or abuse someone with words]

It is not nice to **call** people **names**.

over and over [again and again; many times]

She told him **over and over** not to do that.

knock yourself out [to try so hard you become exhausted]

Don't **knock yourself out**! This is a football match, not a war!

ACTIVITY 6. Fill in the blank with one of the above idioms. Change its form if necessary.

1. Even if I _____ myself _____, I'll never get an "A" in math.

2. In school, children used to _____ her _____ like “Mop Top” or “Poodle Head” because of her curly hair.

3. This is her favorite book. She likes to read it _____.

ACTIVITY 7. Fill in the blanks with the correct words or phrases.

acceptable

aggressive

called names

effects

healthy

main

Sports can be **1** _____ for children, but sometimes there are also negative **2** _____ from sports. For example, children who don't play well may be **3** _____ or yelled at. Sometimes, parents and coaches also teach children that **4** _____ play is OK in sports. Because of this, children may think it is **5** _____ to hurt others in sports and in life as long as they win. Parents need to teach children that the **6** _____ thing is to have fun rather than focus just on winning.

ACTIVITY 8. Discuss the following questions.

- 1.** How old were you when you first played a competitive sport?
- 2.** Have you ever been hurt playing a sport? How old were you at the time, and what happened?
- 3.** What sport, if any, did you play in high school?

GRAMMAR

PRESENT SIMPLE

VERBS AND PRESENT TENSES

Most **verbs** are **action words**. They tell you what people, animals or things are doing.

knock



burst



climb



dig



read



drop



A Study this example situation:

Alex is a bus driver, but now he is in bed asleep.

He is not driving a bus. (He is asleep.)

but He **drives** a bus. He is a bus driver.

drive(s), work(s), do(es) etc. is the present simple:

I/we/you/they **drive/work/do** etc.

he/she/it **drives/works/does** etc.



B We use the present simple to talk about things in general. We use it to say that something happens all the time or repeatedly, or that something is true in general:

- Nurses look after patients in hospitals.
- I usually go away at weekends.
- The earth goes round the sun.
- The cafe opens at 7.30 in the morning.

We say:

I **work** but he **works** you go but it **goes**
 they **teach** but my sister **teaches** I have but he **has**

C We use **do/does** to make questions and negative sentences:

do does	I/we/you/they	work?
	he/she/it	drive?
		do?

I/we/you/they	don't	work
he/she/it	doesn't	drive
		do

- I come from Canada. Where **do** you **come** from?
- I **don't go** away very often.
- What **does** this word **mean**? (not What means this word?)
- Rice **doesn't grow** in cold climates.

In the following examples, **do** is also the main verb (do you **do** / doesn't **do** etc.):

- What **do** you **do**?' 'I work in a shop.'
- He's always so lazy. He **doesn't do** anything to help.

D We use the present simple to say how often we do things:

- I **get** up at 8 o'clock **every morning**.
- **How often do** you **go** to the dentist?
- Julie **doesn't drink** tea **very often**.
- Robert usually **goes** away **two or three times a year**.

E **I promise / I apologise** etc.

Sometimes we do things by saying something. For example, when you promise to do something, you can say '**I promise ...**'; when you suggest something, you can say '**I suggest ...**':

- **I promise** I won't be late. (not I'm promising)
- 'What do you **suggest** I do?' '**I suggest** that you ...'

In the same way we say: **I apologise ... / I advise ... / I insist ... / I agree ... / I refuse ...** etc.

EXERCISES

1.1 Complete the sentences using the following verbs:

cause(s) close(s) connect(s) go(es) live(s) speak(s) take(s)	
1 Tanya speaks German very well. 2 Ben and Jack... to the same school. 3 Bad driving.... many accidents. 4 The museum... at 4 o'clock on Sundays.	5 My parents.... in a very small flat. 6 The Olympic Gamesplace every four years. 7 The Panama Canal.... the Atlantic and Pacific oceans.

1.2 Put the verb into the correct form.

1. Julia ***doesn't drink*** (not / drink) tea very often.
2. What time(the banks / close) here?
3. I have a car, but I..... (not / use) it much.
4. Where..... (Maria / come) from? Is she Spanish?
5. 'What..... (you / do)?' 'I'm an electrician.'
6. Look at this sentence. What(this word / mean)?
7. David isn't very fit. He..... (not / do) any sport.
8. It..... (take) me an hour to get to work in the morning. How long..... (it / take) you?

1.2 Complete the sentences using these verbs. Sometimes you need the negative.

believe eat flow go grow make rise tell translate	
1. The earth ... <i>goes</i> ...round the sun. 2. Rice .. <i>doesn't grow.</i> in cold climates. 3. The sunin the east. 4. Beeshoney. 5. Vegetarians..... meat. 6. An atheistin God.	7 An interpreter from one language into another. 8 Liars are people who the truth. 9 The River Amazon..... into the Atlantic Ocean.

1.4 You ask Lisa questions about herself and her family. Write the questions.

- 1 You know that Lisa plays tennis. You want to know how often. Ask her.
 How often***do you play tennis*** ...?
- 2 Perhaps Lisa's sister plays tennis too. You want to know. Ask Lisa.
 your sister.....?

3 You know that Lisa goes to the cinema a lot. You want to know how often. Ask her.

..... ?

4 You know that Lisa's brother works. You want to know what he does. Ask Lisa.

..... ?

5 You're not sure whether Lisa speaks Spanish. You want to know. Ask her.

..... ?

6 You don't know where Lisa's grandparents live. You want to know. Ask Lisa.

..... ?

1.5 Complete using the following:

I agree I apologise I insist I promise I recommend I suggest

1. Mr Evans is not in the office today. I ...*suggest*.. you try calling him tomorrow.
2. I won't tell anybody what you said.
3. (in a restaurant) You must let me pay for the meal
- 4.....for what I said. I shouldn't have said it.
5. The new restaurant in Baker Street is very good..... it.
6. I think you're absolutely right..... with you.

VOCABULARY

1.1 These words have more than one meaning. Write two sentences that show different meanings. Use a dictionary.

	Sentence 1	Sentence 2
book kind can mean flat play train ring	<i>I'm reading a good book.</i>	<i>I booked a room at a hotel.</i>

1.2 We use certain expressions in different social situations.

I'm sorry I'm late!

Don't worry. Come and sit down.

Match the expressions and responses. When do we use these expressions?

How are you?	Sleep well!
Hello, Jane!	Yes. Can I help you?
How do you do?	Good morning!
See you tomorrow!	Fine, thanks.
Good night!	Pleased to meet you, Ela.
Good morning!	Not at all. Don't mention it
Hello, I'm Ela Paul.	Thanks.
Cheers!	Same to you!
Excuse me!	That's very kind. Thank you.
Bless you!	Bye!
Have a good weekend!	How do you do?
Thank you very much indeed.	Hi, Peter!
Make yourself at home.	Cheers!

TESTING 6

- She _____ a uniform.
A) wear B) to wear C) wearing D) wears
- He _____ his car every weekend.
A) wash B) washes C) washing D) washed
- Rosemary _____ three languages.
A) speaks B) talks C) tells D) know
- My dad _____ at 7 o'clock everyday.
A) stands up B) looks up C) gets up D) jumps up
- Isabel is a flight attendant. She _____ passengers.
A) serve B) to serve C) serves D) serving
- Their son _____ in this hospital.
A) works B) begins C) starts D) likes
- Jim's a postman. He _____ letters to people.
A) answers B) works C) delivers D) serves
- Jane's a doctor. She _____ ill people.
A) looks at B) speaks to C) helps D) serves drinks
- Bern _____ in a flat in Birmingham.
A) lives B) stands C) has D) wants
- Nancy's uncle is a pilot. He _____ all over the world.

- A) Go B) Read C) Look D) Answer
27. She _____ a white coat.
A) wear B) wears C) does wear D) have
28. _____ a magazine.
A) Go B) Read C) Live D) Has
29. Our teacher gives _____ a lot of homework.
A) our B) us C) her D) his
30. He _____ television every evening.
A) watch B) watches C) see D) buy
31. At ten we go _____ bed.
A) in B) on C) to D) sleep
32. He picks up the apples _____ the tree.
A) for B) from C) on D) at
33. Get _____ the bus.
A) on B) in C) to D) out
34. She lives _____ Switzerland.
A) at B) on C) in D) city
35. A nurse looks _____ people in hospital.
A) at B) for C) after D) helps
36. There's a letter _____ you.
A) for B) to C) about D) on
37. Tourists come _____ boat.
A) by B) to C) of D) with
38. He drives the children _____ school.
A) of B) at C) to D) go
39. He speaks to people _____ his radio.
A) at B) on C) of D) in
40. She likes going _____ walks _____ summer.
A) for / at B) to / at C) for / in D) on / at
41. She goes skiing _____ her free time.
A) in B) on C) at D) of
42. He works _____ an undertaker.
A) as B) for C) of D) in
43. "Does she live in Australia?"
"No, she _____."
A) do B) does C) don't D) doesn't

LESSON 7
WHAT IS IN A NAME?
GRAMMAR: PRESENT CONTINUOUS



BRAINSTORMING QUESTIONS

- 1. Does your name have any meaning? If so, what does it mean?**
- 2. Who gave you your name? Do you like your name?**
- 3. What are some unusual names you've heard?**

ACTIVITY 1. Read the text and guess the meanings of the words given in bold.

WHAT'S IN A NAME?

When naming a child, some parents seem to choose a name based simply on their personal **preference**. In other families, grandparents or professional name-makers come up with a child's name. And in some cases, the time of a child's birth influences how the child's name is determined. In many European cultures, names are typically chosen by parents. Parents' choice for their child's name may be based on names of **relatives** or ancestors within their particular family. For example, in Italy, children are traditionally named after their grandparents. The parents generally use the father's parents' names first. If they have more children, then they will use the mother's parents' names. Similarly, some people in Eastern Europe name their children after relatives who have died. This tradition is seen as a means to protect the child from the **Angel of Death**.

Traditionally in some Asian countries, a child's grandfather or a fortune-teller chooses the child's name. In contrast to the tradition of naming children after relatives, the child's name is chosen to influence the child's character. For example, names may be based on a connection to certain elements such as fire, water, earth, wood, or metal. Or the name might include a written character meaning beauty, strength, or kindness. In certain African cultures, when a child is born plays a large part in determining the child's name. In Ghana's Akan culture, the day a child is born determines the child's name. But each day has different names for boys and girls.



For instance, a boy born on Friday is named Kofi, whereas a girl born on the same day is named Afua. Both Kofi and Afua are names meaning “wanderer” or



“explorer.” Children with these names are seen as travelers. No matter where the name comes from, a child’s name is the first gift in life. Whether it is chosen according to preference or **dictated** by tradition, the name reflects something about a child’s culture. For that reason, all names should be **treasured** and respected

ACTIVITY 2. Choose the best answer.

1. What is the main idea of this reading?

- a. How names reflect a person’s culture
- b. How Asian people name their children
- c. Choosing traditional names
- d. Choosing names in Italian culture

2. In which culture are children most likely named after their grandparents?

- a. Italian
- b. Japanese
- c. Mexican
- d. Akan

3. In which culture do grandparents most likely choose the child’s name?

- a. Italian
- b. Eastern European
- c. American
- d. Chinese

4. In China, what should names relate to?

- a. A child’s ancestors
- b. A child’s birth date

- c. A child's birth element
- d. A child's personality

5. Which is true in Akan culture if a twin brother and sister are born on a Friday?

- a. They will have different names.
- b. They will have to travel to a different city.
- c. They will both be named Afua.
- d. They will both be named Kofi.

VOCABULARY PREVIEW

ACTIVITY 3. Write the letter of the word or phrase with the same meaning as the underlined word.

- a. normally; usually
- d. opposite
- b. affects
- e. the basic things people used to think made all things
- c. shows
- f. relatives from long ago

1. ____ The elements of fire and water are opposites.
2. ____ My family influences how I act.
3. ____ Typically, Canadian families have two children.
4. ____ Even though I am from America, my ancestors were from Europe.
5. ____ In contrast to Thailand, Norway is almost always cold.
6. ____ Her way of dressing reflects her outgoing character.

ACTIVITY 4. Find these idioms in the reading.

be named after [to have the same name as]

Her cat *is named after* her favorite singer.

as a means [as a way]

In English classes, my teacher uses music *as a means* of practicing listening.

□ **play a large part** [to be a reason for; to organize something]

He *played a large part* in the success of the conference.

ACTIVITY 5. Fill in the blank with one of the above idioms. Change its form if necessary.

1. Cultural traditions _____ in how we act.
2. John _____ his uncle.
3. Some people use the Internet _____ to meet new people.

ACTIVITY 6. Discuss the following questions.

1. Which method of naming do you like best? Why?
2. Do you know any other cultural traditions in naming? What are they?
3. How will you choose your children's names?

ACTIVITY 7. Write your own short paragraph by answering the questions below.

MY NAME

- (1) What is your first name?
- (2) What does it mean?
- (3) Who gave you your name?
- (4) Why did that person give you this name?
- (5) How do you feel about your name?

A. Choose the best word or phrase to fill in the blank.

1. She likes only one _____ flavor of ice cream.
a. particular b. typical c. general d. mobile
2. The head researcher must _____ the idea before we go ahead with the experiment.
a. dictate b. approve c. base d. contrast
3. I always visit _____ at Christmas.
a. ancestors b. cultures c. traditions d. relatives
4. Cultural traditions often _____ how we act during special holidays.
a. base b. dictate c. allow d. approve
5. _____ to traditional methods, many Asian families are now choosing names according to their personal preference.
a. As a means b. Typically c. In contrast d. Similarly
6. My _____ moved from Germany to Britain about 100 years ago.
a. friends b. ancestors c. children d. locations
7. What is your _____, to eat in or go out for dinner?
a. preference b. culture c. tradition d. type

B. Choose the correct form of the word to fill in the blank.

8. He always looks at his _____ in the mirror.
a. reflect b. reflection c. reflected
9. The young man was _____ by a group of bad students.
a. influence b. influential c. influenced
10. He _____ sleeps late on Saturdays.
a. typically b. typical c. atypical

GRAMMAR

PRESENT CONTINUOUS (I AM DOING)

A Study this example situation:

Sarah is in her car. She is on her way to work.

She's driving to work. (= She is driving ...)

This means: she is driving now, at the time of speaking.

The action is not finished.

am/is/are + -ing is the present continuous:

I	am	(= I'm)	Driving
he/she/it	is	(= he's etc.)	working
we/you/they	are	(= we're etc.)	doing etc

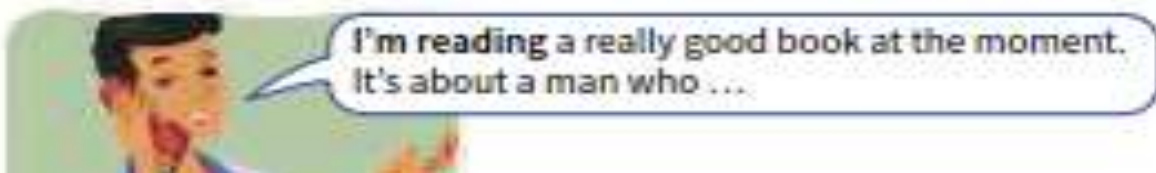
B **I am doing** something = I started doing it and I haven't finished;

I'm in the middle of doing it.

- Please don't make so much noise. I'm trying to work. (not I try)
- 'Where's Mark?' 'He's having a shower.' (not He has a shower)
- Let's go out now. It isn't raining any more. (not It doesn't rain)
- How's your new job? Are you enjoying it?
- What's all that noise? What's going on? or What's happening?

Sometimes the action is not happening at the time of speaking. For example:

Steve is talking to a friend on the phone. He says:



Steve says 'I'm reading ...' but he is not reading the book at the time of speaking.

He means that he has started reading the book, but has not finished it yet. He is in the middle of reading it.

Some more examples:

- Kate wants to work in Italy, so she's learning Italian. (but perhaps she isn't learning Italian at the time of speaking)
- Some friends of mine are building their own house. They hope to finish it next summer.

C You can use the present continuous with **today / this week / this year** etc. (periods around now):

- A: You're **working** hard **today**. (not You work hard today)
B: Yes, I have a lot to do.
- The company I work for **isn't doing** so well **this year**.

D We use the present continuous when we talk about a change that has started to happen. We often use these verbs in this way:

getting, becoming

changing, improving

starting, beginning

increasing, rising, falling, growing

- Is your English getting better? (not Does your English get better)
- The population of the world is increasing very fast. (not increases)
- At first I didn't like my job, but I'm starting to enjoy it now. (not I start)

EXERCISES

1.1 What's happening in the pictures? Choose from these verbs:

cross	hide	scratch	take	tie	wave
-------	------	---------	------	-----	------



1 *She's taking* a picture.

2 Hea shoelace.

3the road.

4his head.

5..... behind a tree.

6to somebody.

1.2 The sentences on the right follow those on the left . Which sentence goes with which?

1 Please don't make so much noise.	a I'm getting hungry.
2 We need to leave soon.	b They're lying.
3 I don't have anywhere to live right now.	c It's starting to rain.
4 I need to eat something soon.	d They're trying to sell it.
5 They don't need their car any more.	e It's getting late.
6 Things are not so good at work.	f I'm trying to work.
7 It isn't true what they say.	g I'm staying with friends.
8 We're going to get wet.	h The company is losing money.

1.3 Write questions. Use the present continuous.

1. What's all that noise? What's happening? (what / happen?)
2. What's the matter? (why / you / cry?)
3. Where's your mother? (she / work / today?)
4. I haven't seen you for ages. (what / you / do / these days?)
5. Amy is a student. (what / she / study?)
6. Who are those people? (what / they / do?)
7. I heard you started a new job. (you / enjoy / it?)
8. We're not in a hurry. (why / you / walk / so fast?)

1.4 Put the verb into the correct form, positive (I'm doing etc.) or negative (I'm not doing etc.).

1. Please don't make so much noise. I'm trying (I / try) to work.
2. Let's go out now. It isn't raining (it / rain) any more.
3. You can turn off the radio. (I / listen) to it.
4. Kate phoned last night. She's on holiday with friends. (She / have) a great time and doesn't want to come back.
5. Andrew started evening classes recently. (He / learn) Japanese.
6. Paul and Sarah have had an argument and now (they / speak) to one another.
7. The situation is already very bad and now (it / get) worse.
8. Tim (work) today. He's taken the day off
9. (I / look) for Sophie. Do you know where she is?
10. The washing machine has been repaired. (It / work) now.
11. (They / build) a new hospital. It will be finished next year.
12. Ben is a student, but he's not very happy. (He / enjoy) his course.
13. (The weather / change). Look at those clouds. I think it's going to rain.
14. Dan has been in the same job for a long time. (He / start) to get bored with it.

VOCABULARY

1. Match the verbs and nouns.

have	a film on TV	make	to music
wash	to my friends	listen	my homework
watch	my hair	relax	a cup of tea
talk	breakfast	do	on the sofa
have	posters on the wall	cook	magazines
clear up	the mess	go	a meal
do	a shower	put on	make-up
have/put	the washing-up	read	to the toilet

1 Match the activities from exercise 1 with the correct room.

Kitchen

Bathroom

Living room

Bedroom

3 Do you like where you live? Choose your favourite room. What do you do in that room?



I like my bedroom a lot because I've got lots of posters on the walls. I listen to music and do my homework ...

I like my living room. The walls are white, and I love the big, comfortable sofa ...

2. Describe your favourite room to a partner. Don't say which room it is. Can your partner guess?

CHECK YOUR KNOWLEDGE

TEST 7

1. We _____ watching a good documentary _____ BBC World now.
A) are / in B) am / on C) are / on D) is / in
2. I always _____ credit card.
A) pay / by B) am paying / with
C) 'm paying / by D) pay / with
3. _____ you _____ a girl _____ fair hair?
A) Do / knowing / of B) Does / know / of
C) Do / know / with D) Are / knowing / with
4. _____ she got a dress _____ white?
A) Does / in B) Has / on C) Have / in D) Has / in
5. _____ is reading a letter _____ bed now.
A) She / in B) I / in C) You / on D) He / at
6. A: What _____ you _____?
B: I'm a lecturer.
A) do / do B) are / do C) is / do D) do / doing
7. A: What _____ she _____ now?
B: I don't know.
A) does / do B) do / do C) is / doing D) is / do

- C) When / looking up
 20. _____ hair is blonder than _____.
 A) Her / yours
 B) Hers / yours
 C) Her / your
 D) Hers / your
- D) What / looking for
 21. _____ is hiding behind _____ car?
 A) Whose / my
 B) Who's / mine
 C) Who / my
 D) Whose / mine
22. I am _____ English.
 A) study
 B) to study
 C) studying
 D) studied
23. She's _____ jeans.
 A) wearing
 B) wear
 C) to wear
 D) wore
24. I am _____ tennis this afternoon.
 A) play
 B) playing
 C) to play
 D) played
25. We are not _____ outside.
 A) go
 B) went
 C) going
 D) to go
26. Where are you _____?
 A) go
 B) going
 C) to go
 D) went
27. "Are you _____ a good time?"
 "Yes, we _____."
 A) having / are
 B) have / is
 C) having / do
 D) have / aren't

LESSON 8

NEW RESEARCH ON COMPUTER GAMES

GRAMMAR: PAST SIMPLE



BRAINSTORMING QUESTIONS

1. What are your favourite computer games?
2. What do you think the new research on computer games could be?
3. Do you think it is good to spend too much time on computer games?

ACTIVITY 1. Read the text and guess the meanings of the words given in bold.

NEW RESEARCH ON COMPUTER GAMES

A Japanese professor has produced evidence to show that computer games can have a bad effect on children. Many parents and grandparents have been saying this for years, but they were largely ignored, being regarded as technophobes.

Parental worries about computer games often relate to their effect on their children's health and on their social skills. They feel that they should be outside getting exercise and enjoying the fresh air while playing with their friends. Since many of them usually play by themselves, they live rather isolated lives, with little opportunity to interact with other people. As a result, they may be very poor at communication.

Parents are also worried in case the violence of many of the games will cause their children to become more aggressive and violent themselves. This anxiety also applies to television, which often shows scenes of extreme brutality.

There are fears, too, that the popularity of computer games has added to the dumbing down of the information and material used by today's generation. Because children often choose to play computer games instead of reading or doing their homework, the games are thought to have a bad effect on their education. Parents are also worried that video games will prevent their children from developing their creativity, if they spend all their time in front of a screen instead of drawing, writing stories, and so forth.

Professor Ryuta Kawashima of Tohoku University shares parental concerns about the bad effects of computer games, but for different, and considerably more scientific, reasons. Using state-of-the-art technology, he has conducted research which, he believes, shows that computer games may stunt the development of children's brains.

He has been able to show, by means of brain scans, that playing computer games stimulates activity in only part of the players' brains, the part associated with vision and movement. The frontal lobes of their brains, associated with learning, memory, emotion and self-control, are remaining underdeveloped.

If the children's ability to control their behaviour is being underdeveloped, then they are more likely to become violent. Unfortunately, Professor Kawashima's research appears to indicate that parental fears about computer games are justified.

🎵 Listen to the audio text of “NEW RESEARCH ON COMPUTER GAMES”

ACTIVITY 2. With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. What do you like or dislike about playing computer games?
2. Do you think that computer games can have a bad effect on children's social skills? Give a reason for your answer.
3. Do you think that computer games can have a bad effect on children's health?" Give a reason for your answer.

A. Choose the best word or phrase to fill in the blank.

1. He _____ J.K. Rowling. He has every book she has written.
a. hates b. is into c. checks in d. experiences
2. It's so cold outside that the water has turned to _____.
a. freezing b. ice c. cold d. temperature
3. Picasso painted _____ pictures.
a. designer b. cozy c. warm d. unique
4. Many people enjoy the _____ in that restaurant.
a. atmosphere b. ice c. world d. drinking glasses
5. I really like The Matrix. It is a _____ movie.
a. drinking b. fantastic c. freezing d. warm
6. That house is _____ wood.
a. made of b. built by c. looked like d. gotten to
7. In very cold countries, people sometimes wear _____ coats.
a. experience b. inside c. sleeping bag d. fur

B. Choose the correct form of the word to fill in the blank.

8. I gave her some flowers. She was _____.
a. surprising b. surprised c. surprisingly
9. “It is so cold today.” “Yes, it's _____!”
a. frozen b. freeze c. freezing
10. It is _____ for me to go dancing. Actually, I don't dance well.
a. usual b. unusual c. usually

ACTIVITY 3. Match each word in column A with its meaning in column B

Column A

1. produced
2. effect
3. isolated
4. interact
5. anxiety
6. concerns
7. stunt
8. behaviour

Column B

- a. outcome
- b. separate
- c. provide
- d. actions
- e. hold back
- f. worries
- g. concern
- h. talk with

ACTIVITY 4. Say whether each of the following statements is true or false.

1. Parents do not agree that computer games have a bad effect on children. True/False
2. Computer games prevent children from interacting with others. True/False
3. Violence in computer games is not a worry. True/False
4. When children spend too much time playing computer games, their creativity improves. True/False
5. A Japanese professor has research evidence to show that computer games may slow down the child's mental growth. True/False

ACTIVITY 5. With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. What do you like or dislike about playing computer games?
2. Do you think that computer games can have a bad effect on children's social skills? Give a reason for your answer.
3. Do you think that computer games can have a bad effect on children's health?



GRAMMAR
PAST SIMPLE (I DID)

A Study this example

Wolfgang Amadeus Mozart **was** an Austrian musician and composer. He **lived** from 1756 to 1791. He **started** composing at the age of five and **wrote** more than 600 pieces of music.
He **was** only 35 years old when he **died**.
lived/started/wrote/was/died are all *past simple*



B Very often the past simple ends in **-ed** (regular verbs):

- I work in a travel agency now. Before that I **worked** in a department store.
- They **invited** us to their party, but we **decided** not to go.
- The police **stopped** me on my way home last night.
- Laura **passed** her exam because she **studied** very hard.

But many verbs are irregular. The past simple does not end in **-ed**. For example:

write → wrote	Mozart wrote more than 600 pieces of music.
see → saw	We saw Alice in town a few days ago.
go → went	I went to the cinema three times last week.
shut → shut	It was cold, so I shut the window.

C In questions and negative sentences we use **did/didn't** + infinitive (**enjoy/see/go** etc.):

I	enjoyed
she	saw
they	went

	You	enjoy?
did	she	see?
	they	go?

I		enjoy
she	didn't	see
they		go

- I enjoyed the party a lot. Did you enjoy it?
- How many people did they invite to the wedding?
- I didn't buy anything because I didn't have any money.

- ‘Did you go out?’ ‘No, I didn’t.’

Sometimes **do** is the main verb in the sentence (did you **do**?, I didn’t **do**):

What **did** you **do** at the weekend? (not What did you at the weekend?)

I **didn’t do** anything. (not I didn’t anything)

D The past of **be (am/is/are)** is **was/were**:

I/he/she/it	was/wasn’t
we/you/they	were/weren’t

was	I/he/she/it?
were	we/you/they?

- **I was** annoyed because **they were** late.
- **Was the weather** good when **you were** on holiday?
- **They weren’t** able to come because **they were** so busy.
- **I wasn’t** hungry, so I didn’t eat anything.
- Did you go out last night or **were you** too tired?

EXERCISES

1.1 Read what Laura says about a typical working day:



I usually get up at 7 o’clock and have a big breakfast. I walk to work, which takes me about half an hour. I start work at 8.45. I never have lunch. I finish work at 5 o’clock. I’m always tired when I get home. I usually cook a meal in the evening. I don’t usually go out. I go to bed at about 11 o’clock, and I always sleep well.

Yesterday was a typical working day. I **didn’t** do yesterday.

1. She.....got up.....at 7 o’clock.
2. She..... a big breakfast.
3. She.....
4. It.....to get to work.
- 5..... at 8.45.
- 6..... lunch.
- 7..... at 5 o’clock.
- 8..... tired when.....
- 9..... a meal yesterday evening.
- 10..... out yesterday evening.
- 11.....at 11 o’clock.
- 12..... well last night.

1.2 Complete the sentences using the following verbs in the correct form:

buy	catch	cost	fall	hurt	sell	spend	teach	throw
write								

1. Mozart.....*wrote*.....more than 600 pieces of music.
2. 'How did you learn to drive?' 'My father.....me.'
3. We couldn't afford to keep our car, so we.....it.
4. Dave..... down the stairs this morning and.....his leg.
5. Joe.....the ball to Sue, who.....it.
6. Kate.....a lot of money yesterday. She.....a dress which £100.

1.3 You ask James about his holiday in the US. Write your questions.

1. YOU: Where.....*did you go*.....?
JAMES: To the US. We went on a trip from San Francisco to Denver.
2. YOU: How.....? By car?
JAMES: Yes, we hired a car in San Francisco.
3. YOU: It's a long way to drive. How long..... ?
JAMES: Two weeks. We stopped at a lot of places along the way.
4. YOU: Where.....? In hotels?
JAMES: Yes, small hotels or motels.
5. YOU: good?
JAMES: Yes, but it was very hot – sometimes too hot.
6. YOU:the Grand Canyon?
JAMES: Of course. It was wonderful.

1.4 Complete the sentences. Put the verb into the correct form, positive or negative.

1. It was warm, so I.....*took*..... off my coat. (take)
2. The film wasn't very good. I*didn't enjoy*it much. (enjoy)
3. I knew Sarah was busy, so I..... her. (disturb)
4. We were very tired, so we..... the party early. (leave)
5. It was hard carrying the bags. They..... really heavy. (be)
6. The bed was very uncomfortable. I..... well. (sleep)
7. This watch wasn't expensive. Itmuch. (cost)
8. The window was open and a bird..... into the room. (fly)
9. I was in a hurry, so I..... time to call you. (have)
10. I didn't like the hotel. The room..... very clean. (be)

VOCABULARY

- reside/currently living
- located/situated in
- inner city/central location
- suburbs/outskirts
- rent<>own
- born and raised there/resided/lived there since I was
- two-bedroom multi-storied house/single-storey house
- two-bedroom apartment complex/high-rise apartment
- back garden/yard
- balcony/veranda
- nicely/simplely decorated
- nice/simple décor
- ostentatious<>modest
- homely (comfortable)/cozy
- spacious<>cramped
- all the mod cons (modern appliances)
- redecorated/renovated
- run down/in disrepair
- cold and draughty (cold air from outside)
- vicinity/nearby

VOCABULARY BUILDER

A. Match the words to a synonym, antonym, or idiom.

- | | |
|------------------------|---------------------|
| 1. single storey house | reside |
| 2. ostentatious | spacious |
| 3. roomy | bought |
| 4. inner-city | run-down |
| 5. staying | washing machine |
| 6. homely | veranda |
| 7. own | simple |
| 8. balcony | suburbs |
| 9. redecorated | cozy |
| 10. mod cons | high-rise apartment |

B. Circle the odd word/s out.

- | | | |
|---------------|---------------------|-------------------|
| 1. live | born and raised | reside |
| 2. bought | rent | own |
| 3. apartment | multi-storied house | single-storey |
| 4. inner city | suburbs | commercial center |

5. noisy	limited space	good security
6. all the mod cons	unique design	cold and draughty
7. cramped	good facilities	power-cuts
8. cut off from neighbours	panoramic views	close-knit community
9. back garden	balcony	yard
10. simple	luxurious	ostentatious

TESTING 8

1. Prince Charles _____ Canadian. He _____ English.
A) is not / is
B) is not / was
C) was not / is
D) was not / were
2. I _____ to be _____ artist when I _____ a child.
A) wanted / an / was
B) want / a / was
C) wants / an / was
D) to want / an / is
3. He _____ blind _____ the car accident _____ the beach.
A) came / in / on
B) went / in / on
C) went / on / in
D) came / in / in
4. My friend _____ a present _____ me _____ the Ramadan Holiday last year.
A) give / to / in
B) give / at / to
C) gives / to / at
D) gave / to / on
5. It _____ a lot _____ our holiday.
A) didn't rain / during
B) didn't / during
C) didn't rained / on
D) not rain / in
6. What a man he is! He _____ his passport and _____ keys _____ his car yesterday.
A) forgot / lose / of
B) forget / lost / of
C) forgot / lost / of
D) forgot / lost / from
7. A: Did you watch a football match _____ TV?
B: No, I didn't. But it was broadcast _____ radio.
A) on / in
B) on / on
C) in / in
D) in / to
8. Can I talk _____ Mr. Adams _____ your mobile phone?
A) with / on
B) on / in
C) on / on
D) to / on
9. It _____ a really bad joke; no one laughed _____ his joke.
A) was / with
B) was / at
C) were / at
D) is / at
10. I learned _____ the Internet that a pop concert is _____ the third _____ November.
A) in / on / of
B) on / in / of
C) in / in / of
D) on / on / of
11. Who's the blonde girl _____ the first row?
A) in
B) on
C) at
D) over
12. You'll find the poem _____ page 16.

- A) at B) on C) in D) *
13. They lived in this city _____ 1980.
A) since B) for C) about D) before
14. The Greens lived in London _____ six years.
A) since B) for C) in D) at
15. A: _____ is Amanda's birthday?
B: It is _____ the 25th _____ December.
A) What / on / in B) When / on / of
C) When / in / on D) What / on / of
16. A: What is _____ today?
B: Today is _____ 1st of _____ .
A) the day / the / May B) the / the / Monday
C) the month / the / July D) the date / the / October
17. A: When _____ Turkmenistan become Independent?
B: It _____ Independent on _____ .
A) did / became / the 27th of October, 1991.
B) became / did / 27 the 1991, October
C) did / became / the 27th of 1991, October
D) did / did / 1991, the 27th, October
18. A: _____ century is it now?
B: It is _____ .
A: What _____ the last century?
B: It was _____ .
A) What / the 21st century / was / the 20 century
B) What / the 21st century / was / the 20th century
C) What / the 21 century / is / the 20 century
D) When / the 21st century / was / the 20th century
19. A: _____ is the _____ month?
B: It is May.
A: Which is _____ 2 _____ month?
B: It is February.
A: Which is _____ 12th month?
B: It is December.
A) What / 5th / * / st / the
B) Which / 5 / the / th / the
C) Which / 5th / the / nd / the
D) Which / 5th / the / rd / the
20. We _____ see Tom last night.
A) don't B) didn't C) doesn't D) isn't
21. I _____ to the U.S.A. ten years ago.
A) went B) go C) visit D) gone
22. What's _____ television this evening?
A) at B) on C) in D) of

23. Today's the third _____ April.
 A) in B) on C) of D) at
24. I left the party early _____ I didn't feel well.
 A) because B) but C) until D) so
25. They didn't go to bed _____ midnight.
 A) when B) until C) so D) because
26. We met Ken's brother last Saturday _____ they came for dinner.
 A) but B) until C) when D) so
27. I am _____ the mobile phone.
 A) on B) in C) of D) at
28. Some people try to find friends _____ the Internet.
 A) at B) on C) in D) of
29. We didn't laugh _____ his joke.
 A) at B) with C) for D) on
30. There was a knock _____ the door.
 A) of B) in C) at D) for
31. We met fifty years _____ .
 A) until B) ago C) of D) after
32. I didn't feel well _____ I left the party early.
 A) so B) because C) but D) until
33. Peter couldn't speak _____ he was 6.
 A) until B) because C) so D) where
34. I didn't enjoy math lessons _____ I was at school.
 A) until B) when C) because D) and
35. Sally didn't buy the red shoes _____ she couldn't afford them.
 A) until B) so C) because D) when
36. We met Ken's wife _____ her parents last Saturday.
 A) until B) when C) because D) and
37. She _____ see me.
 A) don't B) aren't C) isn't D) didn't
38. Our teacher _____ come to school.
 A) aren't B) isn't C) wasn't D) didn't
39. Paul _____ read until he was eight.
 A) can't B) can C) couldn't D) could
40. I often _____ have a lot of time, so I _____ do the shopping myself.
 A) don't / don't B) doesn't / does
 C) didn't / did D) didn't / didn't
41. I _____ him three months ago.
 A) see B) sees C) saw D) seen
42. We _____ in 1965.
 A) met B) meets C) meet D) meeting
43. Princess Diana _____ in 1997.
 A) die B) died C) dies D) dye

LESSON 9
SEEING RED
GRAMMAR: PAST CONTINUOUS



BRAINSTORMING QUESTIONS

- 1. What color is your classroom? Is it a good color for studying?**
- 2. What colors make you feel relaxed?**
- 3. What color clothes do you usually buy?**

ACTIVITY 1. Read the text and guess the meanings of the words given in bold.

SEEING RED

Bright colors stir up **active** feelings. For example, the color red can cause people to feel excited. In fact, red can even make a person feel hungrier. Yellow can increase **energy**. Therefore, a room with strong red and yellow colors, would be a good place to eat a lot of food quickly. On the other hand, darker colors, like blue and green, are peaceful. The color blue can help people calm down. So, a blue room can be a good place to study, since people can concentrate more easily.

However, it is easier to nod off in a blue room than in a red one. The colors of clothes can also affect feelings. Black and **deep-blue** clothes can produce a sense of strength and **seriousness**. Therefore, a person in a black suit can seem like a leader more easily than one wearing white. If a person is wearing a dark suit and a red tie, he or she may seem both powerful and **energetic**. Perhaps this is why many **politicians** and businesspeople wear dark suits with red ties.

Brown and green clothes can produce a sense of confidence, which means it may seem easier to trust a person wearing such colors. Therefore, many people choose to wear green or brown clothes for meetings or **interviews**.

Choice of color, for rooms as well as clothes, is not simply about appearance.

ACTIVITY 2. Choose the best answer.

1. What is the main idea of this reading?

- a. Colors are important.
- b. Managers should wear black.
- c. Colors can affect feelings.
- d. People do not see colors well.

2. Where would red and yellow be most useful?

- a. In an office
- b. In a health club
- c. In a department store
- d. In a fast food restaurant

3. According to the reading, what would be the best color for a bedroom?

- a. Blue
- b. Yellow
- c. Grey
- d. Brown

4. According to the reading, green clothes would be most useful for which person?

- a. A professor
- b. Someone looking for a job
- c. A manager of a large department
- d. A doctor

5. Why would a president wear a black suit?

- a. To seem powerful
- b. To scare people
- c. To make people feel relaxed
- d. To look better in pictures

VOCABULARY PREVIEW

ACTIVITY 3. Write the letter of the word or phrase with the same meaning as the underlined word.

- | | |
|------------------|--------------------------|
| a. calm; happy | d. trust; a sure feeling |
| b. feeling | e. focus; think deeply |
| c. large; strong | f. looks |

1. ___ Pictures of green fields and blue lakes give me a peaceful feeling.
2. ___ It is too noisy here. I can't concentrate on my work.
3. ___ From her behavior, I did not get the sense that she was a good person for this job.
4. ___ The speaker's words had a powerful effect on the audience.
5. ___ I have confidence the new president will be a great leader.
6. ___ Her appearance was very clean and tidy.

ACTIVITY 4. Find these idioms in the reading.

stir up [to produce a strong reaction]

The photograph of my mother *stirred up* many happy memories.

calm down [to become relaxed]

I couldn't *calm down* until I saw my grade.

nod off [to fall asleep]

Please don't *nod off* in class!

ACTIVITY 5. Fill in the blank with one of the above idioms. Change its form if necessary.

1. The movie starts at midnight. If it is boring, I might _____.

2. A good way to _____ a child is to sing to him or her.
3. Don't _____ problems with the other students.

ACTIVITY 6. Discuss the following questions.

1. Is there a color you wouldn't wear? Why not?
2. How do white clothes make you feel? How about a white room?
3. What color clothes do you usually wear? Why?

ACTIVITY 7. Write your own short paragraph on the given topic by answering the questions below.

MY FAVORITE COLOR OF CLOTHING

(1) What color clothes do you like to wear? (2) What items of clothing do you have in this color? (3) Why do you like to wear this color? (4) Are you wearing this color now?



GRAMMAR

PAST CONTINUOUS (I WAS DOING)

GRAMMAR SPOT

Past Continuous

We use the past continuous in order to talk about past actions in progress.

Cooks of wealthy English families during the time of King Richard I (were making / were made) curry dishes.

The Persians (were eating / were eaten) round, flat bread with cheese in the 500s.

A Study this example situation:



Yesterday Karen and Joe played tennis. They started at 10 o'clock and finished at 11.30. So, at 10.30 they **were playing** tennis. they **were playing** = they were in the middle of playing, they had not finished

was/were + **-ing** is the past continuous:

he/she/it	was	playing
we/you/they	were	doing
		working etc.

B **I was doing** something = I was in the middle of doing it at a certain time. The action or situation started before this time, but had not finished:

I started doing

I was doing

I finished doing



past

past

now

- This time last year I **was living** in Hong Kong.
- What **were** you **doing** at 10 o'clock last night?
- I waved to Helen, but she **wasn't looking**.

C Compare **I was doing** (*past continuous*) and **I did** (*past simple*):

I was doing (= in the middle of an action)

- We were **walking** home when I met Dan. (in the middle of walking home)
- Kate **was watching** TV when we arrived.

I did (= complete action)

- We **walked** home after the party last night. (= all the way, completely)
- Kate **watched** TV a lot when she was ill last year.

D You can say that something **happened** (past simple) in the middle of something else (past continuous):

- Matt **phoned** while we **were having** dinner.
- It **was raining** when I **got** up.
- I **saw** you in the park yesterday. You **were sitting** on the grass and **reading** a book.
- I **hurt** my back while I **was working** in the garden.

But we use the past simple to say that one thing happened after another:

- I **was walking** along the road when I **saw** Dan. So I **stopped**, and we **talked** for a while.

Compare:

<ul style="list-style-type: none"> • When Karen arrived, we were having dinner. (= we had already started before she arrived) 	<ul style="list-style-type: none"> • When Karen arrived, we had dinner. (= Karen arrived, and then we had dinner)
-----------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------

E Some verbs (for example, **know** and **want**) are not normally used in continuous forms (**is + -ing, was + -ing** etc.).

- We were good friends. We **knew** each other well. (not we were knowing)
- I was enjoying the party, but Chris **wanted** to go home. (not was wanting)

EXERCISES

1. Complete the sentences. Choose from:

was looking was wearing wasn't listening weren't looking
was snowing was working were sitting were you going

1. Today Helen is wearing a skirt. Yesterday shewas wearing..... trousers.
2. 'What did he say?' 'I don't know. I
3. We..... at the back of the theatre. We couldn't hear very well.
4. This time last year Steve..... on a farm.
5. They didn't see me. They..... in my direction.
6. The weather was bad. It was very cold and it.....
7. I saw you in your car. Where..... ?
8. I saw Kate a few minutes ago. She..... for you.

2. Which goes with which?


1. When I got to the café
2. We fell asleep
3. Amy learnt Italian
4. Tom didn't come out with us
5. The car began to make a strange noise
6. The TV was on
7. When I first met Jessica

- 1 ...f....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....

- a when she was living in Rome.
- b she was working in a clothes shop.
- c when I was driving home.
- d but nobody was watching it.
- e while we were watching a film.
- f my friends were waiting for me.
- g because he wasn't feeling well.


3. Put the verb into the correct form, past continuous or past simple.

1.



1...saw..(see) Sue in town yesterday, but she (not/see) me. She..... (look) the other way

2.



I..... (cycle) home yesterday when a man..... (step) out into the road in front of me. I..... (go) quite fast, but luckily I..... (manage) to stop in time, and I..... (not/hit) him.

4. Put the verb into the correct form, past continuous or past simple.

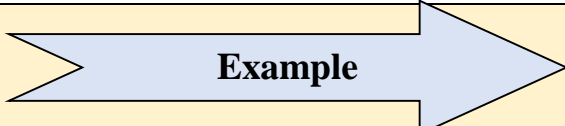
1. Jenny.....was waiting.....(wait) for me when I.....arrived..... (arrive).
2. 'What(you / do) at this time yesterday?' 'I was asleep.'
- 3..... ' (you / go) out last night?' 'No, I was too tired.'
- 4.How fast(you / drive) when the accident (happen)?
5. Sam..... (take) a picture of me while I..... (not / look).
6. We were in a very difficult position. We(not / know) what to do, so we..... (do) nothing.
7. I haven't seen Alan for ages. When I last..... (see) him, he (try) to find a job.

8. I..... (walk) along the street when suddenly I..... (hear) something behind me. Somebody.....(follow) me. I was scared and I.....(start) to run.
9. When I was young, I..... (want) to be a pilot. Later I..... (change) my mind.
10. Last night I.....(drop) a plate when I..... (do) the washing up. Fortunately it..... (not / break).

WRITING

5. Write your own short paragraph by answering the questions below.

MY FAVOURITE FOOD

<p>(1) What is your favorite food? (2) What is it made of ? (3) Can you cook this food? (4) How often do you cook this food?</p>	<div style="text-align: center;">  <p>Example</p> </div> <p><i>My favorite food is spaghetti. It is made of noodles and tomato sauce. I can cook it easily. I cook spaghetti once a month.</i></p>
-----------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

VOCABULARY

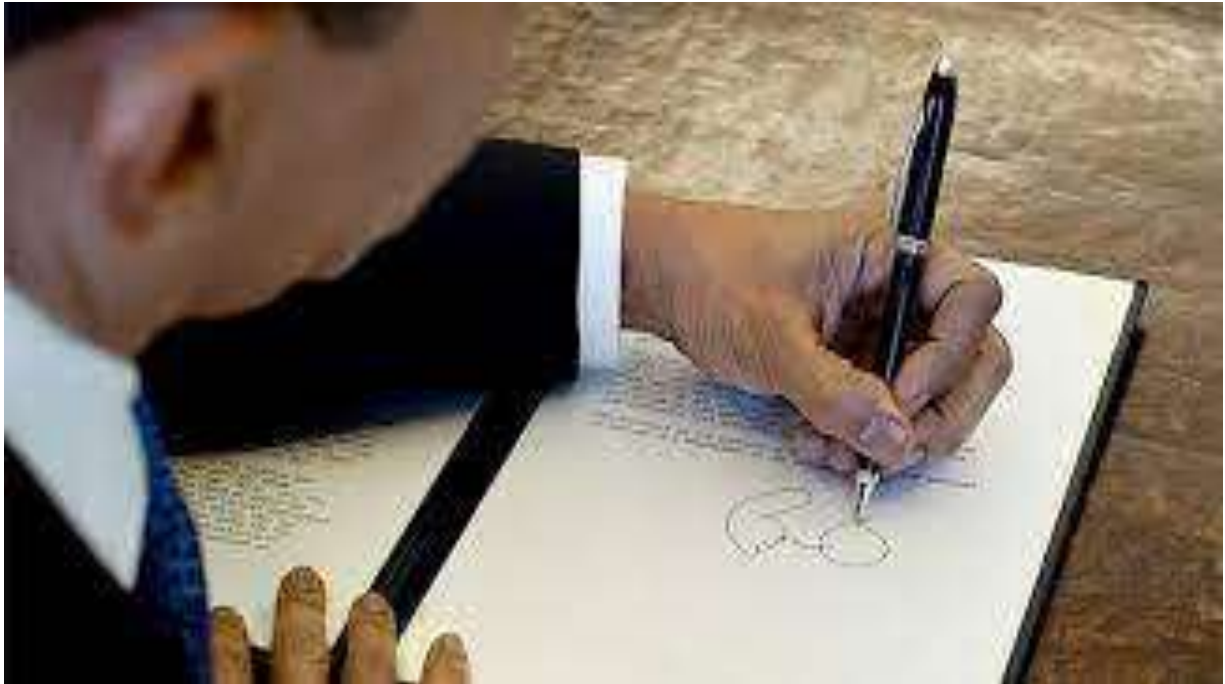
A. Choose the best word or phrase to fill in the blank.

1. The man owns three hotels. He is very _____.
 a. comfortable b. tired c. unique d. wealthy
2. People think snakes are dangerous. _____, most snakes are not.
 a. Unusually b. Finally c. First d. Surprisingly
3. He knows _____ all of his relatives' birthdays, except for his aunt and uncle's.
 a. in reality b. before c. nearly d. behind
4. _____ my mother, washing clothes by hand is better than using a washing machine.
 a. According to b. Before c. After d. In reality
5. This soup does not _____ right. Did you forget to put in onions?
 a. cook b. make c. create d. taste
6. I do not have enough _____ to make this dish.
 a. fur b. Hamburgers c. stories d. spices
7. We _____ how the magician did the amazing trick.
 a. created b. found out c. introduced d. thought

- A) was meeting / did
C) meet / do
- B) met / was doing
D) met / did
19. I _____ for my things when I _____ someone call my name.
A) paid / was hearing
C) was paying / hear
- B) pay / heard
D) was paying / heard
20. I _____ round and _____ Paula.
A) turned / saw
C) turn / was seeing
- B) was turning/ was seeing
D) was turning / saw
21. She _____ a bright red coat yesterday.
A) wore
C) wear
- B) was wearing
D) was wear
22. We _____ to have a cup of coffee.
A) decided
C) decides
- B) were deciding
D) will deciding
23. While we _____ a drink, a waiter _____ a pile of plates.
A) had / was dropping
C) have / drop
- B) have / dropped
D) were having / dropped
24. We all _____ a terrible shock.
A) were getting
C) getting
- B) gets
D) got
25. While the waiter _____ up the broken plates, he _____ his finger.
A) picked / was cutting
C) pick / cut
- B) was picking / cut
D) picks / cut
- This morning I __(26)__ to work. I __(27)__ to go by bus because the sun __(28)__.
While I __(29)__ past the supermarket, I __(30)__ something strange. A man
__(31)__ near me and he __(32)__ a song very loudly on his own! He __(33)__ for
a few minutes. Then he __(34)__ a friend and he __(35)__ singing.
26. A) was walking B) walked C) walk D) walking
27. A) didn't want B) wasn't wanting
C) don't want D) am not wanting
28. A) shone B) is shining C) was shining D) shines
29. A) walked B) am walking C) was walked D) was walking
30. A) was seeing B) saw C) am seeing D) see
31. A) passed B) was passing C) pass D) passes
32. A) sang B) sing C) was singing D) song
33. A) was continuing B) continues
C) is continuing D) continued
34. A) will met B) met C) was meeting D) meet
35. A) was stopping B) stop
C) stopped D) is stopping
36. I _____ a very good program on TV last night.
A) was seeing B) see C) am seeing D) saw
37. While I _____ this morning, I _____ my money. I don't know how.
A) shopped / lose B) was shopping / lost
C) shopped / was losing D) shop / lose

38. Last week the police _____ Alan in his car because he _____ over eighty miles an hour.
 A) were stopping / was driving
 B) stop / drove
 C) stopped / was driving
 D) was stopping / drove
39. How _____ your finger?
 A) are you cutting
 B) were you cutting
 C) did you cut
 D) you cut
40. I _____ and I _____ the knife.
 A) cooked / was dropping
 B) cook / drop
 C) was cooking / dropped
 D) cooked / dropped
41. When I _____ at the party, everyone _____ a good time.
 A) was arriving / had
 B) arrived / was having
 C) arrived / had
 D) arrived / were having
42. _____ a good time last night?
 A) Did you have
 B) Were you having
 C) Will you have
 D) Are you having
43. While I _____ to work this morning I _____ an old friend.
 A) went / meet
 B) am going / met
 C) go / was meeting
 D) was going / met
44. I _____ to get up this morning. It _____ and it was cold, and my bed was so warm.
 A) don't want / is raining
 B) am not wanting / rains
 C) wasn't wanting / rained
 D) didn't want / was raining
45. I _____ to the news on the radio when the phone _____.
 A) listened / was ringing
 B) am listening / was ringing
 C) was listening / rang
 D) listen / is ringing
46. But when I _____ up the phone, there was no one there.
 A) pick
 B) am picking
 C) picked
 D) was picking
47. I _____ hello to the children, but they didn't say anything because they _____ television.
 A) say / watched
 B) said / were watching
 C) was / saying
 D) said / watched
48. What _____ at 8.00 last night?
 A) did you do
 B) you did
 C) were you doing
 D) are you doing
49. We played tennis _____ two hours.
 A) during
 B) while
 C) nothing
 D) for
50. I worked on a farm _____ the holidays.
 A) for
 B) since
 C) while
 D) on

LESSON 10
RIGHTS OF LEFTIES
GRAMMAR: PRESENT PERFECT



BRAINSTORMING QUESTIONS

- 1. Which hand do you write with?**
- 2. Do you know anyone who is left-handed?**
- 3. Do you think there is a difference between left-handed and right-handed people?**

ACTIVITY 1. Read the text and guess the meanings of the words given in bold.

RIGHTS OF LEFTIES

What do Einstein, Leonardo da Vinci, Julius Caesar, and Napoleon have in common? They were all left-handed! Beginning early in history, **southpaws** were feared, neglected, and punished because use of the left hand was considered evil. In fact, the Latin word for “left” is “**sinister**.” Due to this **prejudice** against the left, left-handed people were forced to **switch** hands. This change caused many problems for lefties in school, which resulted in frustration, bad behavior, and high **drop-out** rates. Maybe that is why lefties were **stereotyped** as unintelligent, an idea that could not be further from the truth.

Researchers studying the brain have found differences in the left side and right side of the brain. Researchers believe that people who use more of the left side of their brain tend to be more intelligent. They also tend to use language better and solve problems faster. However, one study also showed that left-brain people tend to have worse memories.

So, which side of the brain do lefties use? Actually, both. Right-handed people use the left side of the brain more, whereas left-handed people use both sides of the brain almost **equally**. The part connecting the two halves of the brain is usually larger in left-handed people. Therefore, information can pass more efficiently from one side of the brain to the other. The left **hemisphere** of the brain controls speech, language, writing, **logic**, mathematics, and science.



The right hemisphere controls music, art, creativity, perception, and emotion. Since lefties use both sides, they are often both creative and scientific. Approximately ten percent of the world is left-handed, and the ratio of left-handed males to left-handed females is two to one. Thankfully, parents and teachers no longer treat left-handedness as a problem to be cured. It may actually contribute to a child's excellence! If allowed to learn and develop in their own way, lefties will **excel** in school. Perhaps one of these lefties might turn out to be the next Einstein or da Vinci.

ACTIVITY 2. Choose the best answer.

1. What is the main idea of the reading?

- a. There are more right-handed people than left-handed people.
- b. Left-handed people are good at music.
- c. Left-handed people have larger brains.
- d. Left-handed people are more gifted than once thought.

2. For every 100 left-handed males, about how many left-handed females are here?

- a. 100
- b. 50
- c. 200
- d. 75

3. Which statement is true according to the reading?

- a. Right-handed people use the left side of their brain more.
- b. Right-handed people use both sides of their brain evenly.
- c. Right-handed people use the right side of their brain more.
- d. Left-handed people use the left side of their brain more.

4. Which of the following is NOT a result of forcing a child to change their handedness?

- a. Quitting school
- b. Getting angry
- c. Better handwriting
- d. Doing bad things in class

5. According to the reading, right-handed people would be better at _____.

- a. composing a symphony
- b. teaching children
- c. developing a cure for cancer
- d. helping people with emotional problems

VOCABULARY PREVIEW

ACTIVITY 3. Write the letter of the word or phrase with the same meaning as the underlined word or phrase.

- a. awareness; the power of observation d. about
b. helps make e. avoided; didn't take care of
c. made do (something) f. annoyance; stress

1. ____ Because he neglected his studies, he failed all his exams.
2. ____ His parents forced him to break up with his girlfriend.
3. ____ Studying English causes me a lot of frustration.
4. ____ Having good perception is important for doctors and detectives.
5. ____ There are approximately 80 million people living in Germany.
6. ____ Regular exercise contributes to a healthier life.

ACTIVITY 4. Find these idioms in the reading.

- have (something)** [to share the same characteristics; to have as similarities]
in common What do apples and pears **have in common**? They are both fruit.
- result in** [to lead to; to end in a certain way]
Mary's poor study skills **resulted in** her failing the class.
- turn out** [to finally become]
It **turns out** that Bob went to law school and is now a lawyer.

ACTIVITY 5. Fill in the blank with one of the above idioms. Change its form if necessary.

1. Andrea and Jennifer both _____ the love of the outdoors _____.
2. Did his first movie _____ to be a hit?
3. Lack of clean water _____ disease.

ACTIVITY 6. Discuss the following questions.



1. Is right-handedness considered better in your country? Why or why not?
2. Were children encouraged to be right-handed in your country in the past? How was this done?
3. Is your personality more similar to a right-handed type or left-handed type? Do you write with this hand?

GRAMMAR
PRESENT PERFECT 1 (I HAVE DONE)

A Study this example situation:



Tom can't find his key.

He's lost his key. (= He **has lost** ...)

he **has lost** his key =

he lost it and he doesn't have it now

have lost / has lost is the present perfect simple:

I/we/they/you have (= I've etc.)	Finished
he/she/it has (= he's etc.)	lost done been etc.

The present perfect simple is **have/has** + past participle. The past participle often ends in **-ed**

(**finished/decided** etc.), but many verbs are irregular (**lost/done/written** etc.)

B When we say ‘something **has happened**’, this is usually new information:

- Ow! I’ve **cut** my finger.
- The road is closed. There’s **been** an accident. (= There **has been** ...)
- Police **have arrested** two men in connection with the robbery.

When we use the present perfect, there is a connection with now. The action in the past has a result now:

- Tom **has lost** his key. (= he doesn’t have it now)
- He told me his name, but I’ve **forgotten** it. (= I can’t remember it now)
- Sally is still here. She **hasn’t gone** out. (= she is here now)
- I can’t find my bag. **Have you seen** it? (= do you know where it is now?)

Compare **gone (to)** and **been (to)**:

- James is on holiday. He **has gone to** Italy. (= he is there now or on his way there)
- Amy is back home now. She **has been to** Italy. (= she has now come back)

C You can use the present perfect with just, already and yet.

Just = a short time ago:

- ‘Are you hungry?’ ‘No, I’ve **just had** lunch.’
- Hello. **Have you just arrived?**

Already = sooner than expected:

- ‘Don’t forget to pay the bill.’ ‘I’ve **already paid** it.’
- ‘What time is Mark leaving?’ ‘He’s **already left**.’

Yet = until now. We use **yet** to show that we are expecting something to happen.

We use **yet** in questions and negative sentences:

- **Has it stopped** raining yet?
- I’ve written the email, but I **haven’t sent** it yet.

D You can also use the past simple (did, went, had etc.) in the examples on this page. So you can say:

- Ben isn’t here. He’s **gone** out. or He **went** out.
- ‘Are you hungry?’ ‘No, I’ve just **had** lunch.’ or ‘No, I just **had** lunch.’

EXERCISES

1. Read the situations and complete the sentences using the present perfect. Choose from these verbs:

break disappear go up grow improve lose shrink stop	
1 Tom is looking for his key. He can’t find it.	Tom..... <i>has lost his key</i>

2 Maria's English wasn't very good. Now it is better.	Her English.....
3 My bag was here, but it isn't here any more.	My bag.....
4 Lisa can't walk and her leg is in plaster.	Lisa.....
5 Last week the bus fare was £1.80. Now it is £2.	The bus fare.....
6 Dan didn't have a beard before. Now he has a beard.	Dan.....
7 It was raining ten minutes ago. It isn't raining now.	It.....
8 I washed my sweater, and now it's too small for me.	My sweater.....

2. Put in *been* or *gone*.

- 1 My parents are on holiday. They've**gone**..... to Italy.
- 2 Hello! I've just..... to the shops. I've bought lots of things.
- 3 Tom has justout. He'll be back in about an hour.
- 4 Alice isn't here at the moment. I don't know where she's
- 5 You're very late. Where have you..... ?

3. Complete the sentences using the present perfect.

1. Sally is still here.**She hasn't gone**..... (she / not / go) out.
2. I can't find my bag..... (you / see / it) anywhere?
3. I can't log on to the website.(I / forget) my password.
4. I sent Joe an email this morning, but..... (he / not / reply).
5. Is the meeting still going on, or..... (it / finish)?
6.(the weather / change). It's colder now.
- 7..... (you / not / sign) the form. Could you sign it now, please?
8. Are your friends still here, or..... (they / go) home?
9. Paul doesn't know what he's going to do.

(he / not / decide / yet).

10. 'Do you know where Julia is?' 'Yes,..... (I / just / see / her).'

11. 'When is David going away?' '..... (he / already / go).'

12. A:..... (your course / start / yet)?

B:..... Not yet. It starts next week.

4. Read the situations and write sentences with just, already or yet.

1. After lunch you go to see a friend at her house. She says, 'Would you like something to eat?'

You say: No thank you.*I've just had lunch* (have lunch)

2. Joe goes out. Five minutes later, the phone rings and the caller says, 'Can I speak to Joe?'

You say: I'm afraid..... (go out)

3. You are eating in a restaurant. The waiter thinks you have finished and starts to take your plate away.

You say: Wait a minute!..... (not / finish)

4. You plan to eat at a restaurant tonight. You phone to reserve a table. Later your friend says,

'Shall I phone to reserve a table?' You say: No, (do it)

5. You know that Lisa is looking for a place to live. Perhaps she has been successful.

You ask her:..... ? (find)

6. You are still thinking about where to go for your holiday. A friend asks, 'Where are you going

for your holiday?' You say: (not / decide)

7. Laura went out, but a few minutes ago she returned. Somebody asks, 'Is Laura still out?'

You say: No, (come back)

TESTING 10

1. _____ to a rock concert?

A) Were you ever go

B) Have you ever been

C) Do you ever go

D) Have you ever go

2. I _____ the champion last week.

A) saw

B) have seen

C) see

D) seen

3. I love rock and roll. I _____ it all my life.

A) am liking

B) like

C) liking

D) have liked

4. The Flash's concert _____ fantastic 3 years ago.

A) was

B) has been

C) have been

D) are

5. I _____ all their records since then.

A) bought

B) buy

C) buyed

D) have bought

6. The Flash _____ together for over fifteen years.
 A) are B) have been C) are being D) *
7. He's my sister's son. He's my _____.
 A) uncle B) nephew C) niece D) bride
8. I run in races. I'm a(n) _____.
 A) pilot B) teenager C) athlete D) chef
9. In my job I wear the latest fashions. I'm a(n) _____.
 A) actor B) professor C) nurse D) model
10. I serve you drinks on a plane flight. I'm a _____.
 A) cousin B) flight attendant
 C) niece D) child
11. I cook food for a restaurant. I'm a(n) _____.
 A) chef B) musician C) uncle D) professor
12. The wedding was wonderful. The _____ looked beautiful, and the _____ was very handsome.
 A) bridegroom / bride B) niece / nephew
 C) bride / bridegroom D) sir / madam
13. He's the man _____ Anna loves.
 A) which B) * C) this D) when
14. The film star gave a party _____ cost \$10,000.
 A) * B) who C) which D) where
15. The man _____ you met at the party was a famous film star.
 A) who B) when C) where D) which
16. What's the name of the woman _____ was wearing the gold dress?
 A) * B) which C) where D) who
17. You're reading the book _____ I wanted to read.
 A) when B) who C) which D) where
18. There's someone at the door _____ wants to speak to George.
 A) who B) that C) which D) *
19. I don't like food _____ is very spicy.
 A) which B) * C) who D) when
20. That's the dictionary _____ Bill gave me for my birthday.
 A) * B) who C) when D) where
21. Those are old cars _____ only take leaded petrol.
 A) who B) when C) * D) which
22. Do you like the people _____ Sarah invited to her party?
 A) which B) who C) where D) when
23. I called Tom at 10.00 in the morning, but he was _____ in bed.
 A) of course B) still C) only D) especially
24. It's our anniversary today. We've been _____ for fifteen years.
 A) at last B) exactly C) together D) nearly
25. Kate is very fussy about food. She _____ eats pasta and crisps.

- A) only B) hard C) exactly D) too
26. She was very ill and _____ died, but fortunately, she got better.
- A) carefully B) nearly C) too D) usually
27. "I hate ironing."
"Me, _____. It's so boring."
- A) just B) at last C) slowly D) too
28. I like all Russian novelists, _____ Tolstoy.
- A) usually B) especially C) together D) only
29. I met her on December 23, _____ before Christmas.
- A) too B) slowly C) just D) still
30. _____ I have finished this exercise. Thank goodness! It was so boring.
- A) Together B) At last C) Exactly D) Just
31. Sarah's English is getting better. She _____ a lot of English since she _____ here.
- A) learnt / has come B) has learnt / has come
C) has learnt / came D) learnt / came
32. Mike and Jack _____ here five months ago. They _____ in this city for five months.
- A) came / have been B) have come / have been
C) come / were D) has come / has been

LESSON 11
PARENTAL ASPIRATIONS
GRAMMAR: PRESENT PERFECT CONTINUOUS



BRAINSTORMING QUESTIONS

- 1. What do you think your parents would like your future to be?**
- 2. To what extent are the hopes of your parents the same as yours?**
- 3. If you and your parents have different ambitions for your future, how do you feel about it?**

ACTIVITY 1. Read the text and guess the meanings of the words given in bold.

PARENTAL ASPIRATIONS

Educational qualifications are considered to be very important in the modern world. They are essential for people who want to find reasonably well-paid employment in the professions. For this reason, most parents try to get their children to work hard at school and achieve academic success by doing well in

exams. Many parental aspirations also include their children going to university and graduating with a good degree.

Not all children, however, are capable of achieving academic success. This does not matter as long as parents are willing to accept this, but it is quite common for parents to think that all their children have to do is to study hard and they will pass their exams. All too often, they just succeed in causing too much stress in their offspring, with the result that the children either get ill or fail exams that they might otherwise have passed.

There are some children who are quite bright, but who are simply not interested in formal learning. Some might be of an artistic bent and wish to become an artist or designer while some might have a talent for acting. Others may show an aptitude for working with their hands, or want to start their own businesses and become entrepreneurs.

It is perfectly possible for children to achieve such ambitions. However, their parents may well have other ideas, which can lead to family conflict. Strangely enough, many parents are often reluctant to allow children to follow in their footsteps. For example, actors may not wish their children to have a career in the theatre, because of the uncertainty of the profession. Business people may feel that their children will have more status in an academic profession than in the world of commerce.

 **Listen to the audio text of “PARENTAL ASPIRATIONS”**

ACTIVITY 2. Match each word in Column A with its meaning in Column B. Write the corresponding letter in the box next to the word.

Column A

1. degree
2. stress
3. offspring
4. result
5. aptitude
6. ambitions
7. commerce
8. occupations

Column B

- a. outcome
- b. goals
- c. business or trade
- d. university qualification
- e. worry
- f. jobs or professions
- g. ability
- h. children

ACTIVITY 3. Using information in the passage, say whether these sentences are true or false.

1. People with good educational qualifications are likely to get well-paid jobs.
True/False
2. Not every child can do well in school.
True/False
3. Most children are good in art and acting, as well as business.

True/False

4. Many parents are happy to have their children do the same work as their parents.

True/False

5. The generation gap happens when parents and children find it difficult to communicate with one another.

True/False

ACTIVITY 4. Choose four out of the eight words below and make a simple sentence with each of the four words you picked.

important artist parents difficult
interested employment possible ideas

ACTIVITY 5. Answer these questions in full sentences.

1. In the modern world, what do many parents want for their children?
2. What can happen to children if they face too much stress in their studies?
3. Other than doing well in examinations, name one other ability children could have.

ACTIVITY 6. With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. Do you think that educational qualifications are important? Give your reasons.
2. Give one advantage if children take up the careers that their parents want for them.
3. Give one disadvantage if children take up the careers that their parents want them.
4. Give an example when parents and children are not able to understand one another.

IDIOMATIC EXPRESSIONS

Find these idioms in the reading.

- hold the record (as/for)** [to be known as better than anyone else]

Hank Aaron **holds the record** for the most home runs.

- look up to** to admire someone; to think someone is a good person]

I **look up to** my mother, and I respect my sister.

- lend a hand** [to help someone]

Please **lend us a hand** when we move into our new house.

ACTIVITY 4. Fill in the blank with one of the above idioms. Change its form if necessary.

1. Can I _____ you _____ with your homework?
2. John _____ the fastest time in the race.
3. My son _____ his teacher.

A. Choose the best word or phrase to fill in the blank.

1. I was very _____ for the help she gave me.
a. famous b. open c. grateful d. real
2. The loud noises outside _____ me from sleeping.
a. helped b. stressed c. detected d. prevented
3. My friend lived in Bangkok for two years, so he has many _____ friends.
a. professional b. Thai c. active d. wealthy
4. She is a very _____ writer. Many people read her novels.
a. famous b. early c. young d. cozy
5. His _____ in elementary school was "Birdy."
a. information b. ethnicity c. nickname d. foundation
6. I am _____ busy today, so I don't have time to see a movie.
a. happily b. occasionally c. nearly d. extremely

7. He really wants to be like Bill Gates. Bill Gates is his _____.
 a. record b. foundation c. insect d. role model

B. Choose the correct form of the word to fill in the blank.

8. Los Angeles is a city with great _____. There are many different kinds of people there.

a. diverse b. diversity c. diversify

9. My favorite _____ food is Indian.

a. ethnicity b. ethnic c. ethically


10. My sister wants to become a _____ tennis player.

a. professional b. profession c. professionally

GRAMMAR
PRESENT PERFECT CONTINUOUS (I HAVE BEEN DOING)

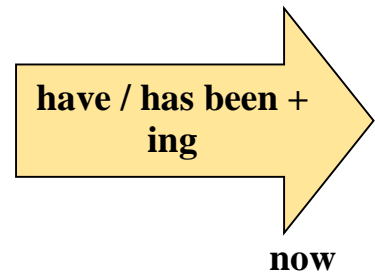
A **It's been raining.**

Study this example situation:

	<p>Is it raining? No, but the ground is wet. It's been raining. (= It has been ...) have/has been + -ing is the present perfect continuous:</p>			
<p>I/we/they/you he/she/it</p>	<p>have has</p>	<p>(= I've etc.) (= he's etc.)</p>	<p>been</p>	<p>doing working learning etc.</p>

We use the present perfect continuous for an activity that has recently stopped or just stopped:

- Why are you out of breath? Have you been running?
- Paul is very tired. He's been working hard.
- Why are you so tired? What have you been doing?
- I've been talking to Amanda and she agrees with me.
- Where have you been? I've been looking for you.



It began raining two hours ago and it is still raining.

How long **has it been raining?**

It's **been raining** for two hours. (= It **has** been ...)

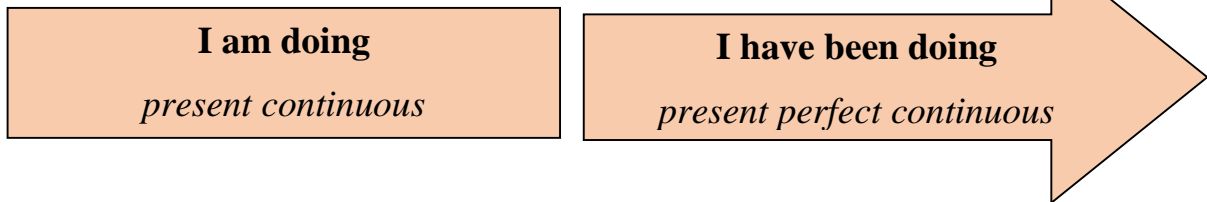
We use the present perfect continuous in this way, especially with **how long, for ...** and **since ...**. The activity is still happening (as in this example) or has just stopped.

- **How long have you been learning** English? (= you're still learning English)
- Ben is watching TV. He's **been watching TV all day.**
- Where have you been? I've **been looking** for you **for the last half hour.**
- Chris **hasn't been feeling** well **recently.**

You can use the present perfect continuous for repeated actions:

- Silvia is a very good tennis player. She's **been playing** since she was eight.
- Every morning they meet in the same cafe. They've **been going** there for years.

C Compare **I am doing** and **I have been doing**:



now

Don't disturb me now. **I'm working.** I've **been working** hard. Now I'm going to have a break. now

We need an umbrella. It's **raining.** The ground is wet. It's **been raining**
 Hurry up! We're **waiting.** We've **been waiting** for an hour.

EXERCISES

1. What have these people been doing or what has been happening?

earlier	earlier	earlier	earlier
now	now	now	now
It's been raining.	She	They	He

2. Write a question for each situation.

- You meet Kate as she is leaving the swimming pool. You say:
 Hi, Kate. (you / swim?) **Have you been swimming?**
- You have arrived a little late to meet Ben who is waiting for you. You say:
 I'm sorry I'm late, Ben. (you / wait / long?)
- Jane's little boy comes into the house with a very dirty face and dirty hands. His mother says:
 Why are you so dirty? (what / you / do?)

- You are in a shop and see Anna. You didn't know she worked there. You say:
 Hi, Anna. (how long / you / work / here?)

- A friend tells you about his job – he sells phones. You say:

You sell phones? (how long / you / do / that?)

.....
3. Read the situations and complete the sentences.

1. It's raining. The rain started two hours ago.
It **'s been raining** for two hours.
2. We are waiting for the bus. We started waiting 20 minutes ago.
Wefor 20 minutes.
3. I'm learning Japanese. I started classes in December.
I..... since December.
4. Jessica is working in a hotel. She started working there on 18 January.
.....since 18 January.
5. Our friends always go to Italy for their holidays. The first time was years ago.
..... for years.

4. Put the verb into the present continuous (am/is/are + -ing) or present perfect continuous (have/has been + -ing).

1. **Maria has been learning** (Maria / learn) English for two years.
2. Hi, Tom..... (I / look) for you. I need to ask you something.
3. Why..... (you / look) at me like that? Stop it!
4. Rachel is a teacher.(she / teach) for ten years.
- 5..... (I / think) about what you said and I've decided to take your advice.
6. 'Is Paul on holiday this week?' 'No,(he / work).'
7. Sarah is very tired..... (she / work) very hard recently.
8. It's dangerous to use your phone when(you / drive).
9. Laura..... (travel) in South America for the last three months.

TESTING 11

1. How long _____ in Paris?
A) do you live
B) are you living
C) have you been living
D) you live
2. Anna _____ a good job.
A) find
B) has found
C) founded
D) has been finding

3. Pete and I _____ for over six month.
 A) are gone B) have gone out
 C) went out D) have been going out
4. I _____ a new flat a few months ago.
 A) bought B) have been buying
 C) have bought D) buy
5. How long _____ your car?
 A) have you had B) you have
 C) are you have D) have you been having
6. Tom _____ as a postman for the past month.
 A) has worked B) worked
 C) works D) has been working
7. I _____ an essay all day.
 A) write B) have been written
 C) am writing D) have been writing
8. I _____ six pages.
 A) am written B) have been writing
 C) have written D) write
9. “Are you going out?”
 “_____. I don’t know yet.”
 A) Carefully B) Possibly C) Mainly D) Nearly
10. The exam was _____ difficult. I couldn’t do any of it.
 A) fluently B) seriously C) exactly D) real
11. “How old are you?”
 “I’m _____ eight. It’s my birthday next week.”
 A) possibly B) fluently C) nearly D) exactly
12. I travel a lot in my job, _____ to Europe.
 A) exactly B) nearly C) really D) mainly
13. Sorry I’m late. _____ for a long time?
 A) Did you wait B) Have you waited
 C) Have you been waiting D) Did you wait

LESSON 12
BULLYING
GRAMMAR: MODAL VERBS



BRAINSTORMING QUESTIONS

- 1. Recall a case of bullying that you know of.**
- 2. What do you think of bullies?**
- 3. Do you agree with these statements? Give a reason for each of your answers**

- Most cases of bullying are not reported.
- Those who are bullied are usually weak or odd looking

ACTIVITY 1. Read the text

BULLYING

Education is a very important part of a child`s life, and yet an increasing number of children are showing reluctance to attend school. It is not that they find the work too difficult or are afraid of the teachers. No, it is because they are being bullied.

School bullies can make other children`s lives a misery and their bullying takes different forms. They will threaten their victims with a beating if they do not do as they say, often using physical force to extort money, and will steal possessions from them by force.

Bullies are verbal abuse and physical abuse on their victims. A child may have red hair, wear spectacles, not have the latest fashion in shoes, have only one parent, or be of a different race, for example. This can make them a target for the school bully, who will indulge in the most insulting namecalling.

Some psychologists say that the desire of the class bully to dominate the others is a result of an inferiority complex or some personal unhappiness, but this does not help those who are on the receiving end of the abuse. Teachers encourage the victims of bullying to report the matter to one of them, but many of them are afraid of to do so, for fear of more physical assault.the bullies will accuse them of telling tales and make them suffer more.



Because it is so difficult to get victims to report bullies, and often difficult to prove coercion, many bullies escape unpunished. We must protect our children from this percecution. They have a right to enjoy their schooldays.

🎵 Listen to the audio text of “BULLYING”

ACTIVITY 2. The questions below ask for your opinion. Answer each question in one sentence.

1. Why do you think some people bully others?
2. What more can be done by schools to stop bullying?
3. If you saw someone bullying a weaker person, what would you do?

ACTIVITY 3. PAIR WORK

With your partner, first discuss your answers to the questions below. Then write out each of your answers in one or two sentences.

1. If bullying is a problem in your school, what do you think are the causes of it?
2. If bullying is not a problem in your school, why do you think your school is free from it?
3. Why do you think students are unwilling to report bullies?
4. What more can be done in your school to stop bullying?

ACTIVITY 4. Match each word in Column A with its meaning in Column B.

Column A

1. attend
2. afraid
3. bullied
4. verbal abuse
5. target
6. dominate
7. assault
8. authority

Column B

- a. words that hurt
- b. power
- c. control
- d. ill-treated
- e. attack
- f. to be present
- g. frightened
- h. person to aim at

ACTIVITY 5. Match each word in Column A with its opposite meaning in Column B.

Column A

1. increasing

Column B

- a. discourage

2. weaker
3. different
4. result
5. unhappiness
6. encourage
7. physical
8. charming

- b. same
- c. joy
- d. unattractive
- e. decreasing
- f. stronger
- g. cause
- h. mental

ACTIVITY 6. Circle the most suitable answer from the three possible answers provided.

1. Some children do not want to attend school because of
 - a. difficult work.
 - b. fear of bullying
 - c. fear of teachers.

2. Often bullies pick on those who are
 - a. rich.
 - b. smaller than themselves.
 - c. dress well.

3. Children who are bullied often do not report it because of
 - a. fear of being teased.
 - b. fear of teachers,
 - c. fear of more bullying.

4. Many bullies escape punishment because
 - a. they can be charming.
 - b. they are well-behaved.
 - e. the victims do not report them.

GRAMMAR

MODAL VERBS

A We use **CAN** to say that something is possible or allowed, or that somebody has the ability to do something. We use **CAN + infinitive (CAN DO / CAN SEE etc.)**:

- We **can see** the lake from our hotel.
- ‘I don’t have a pen.’ ‘You **can use** mine.’
- **Can you speak** any foreign languages?
- I **can come** and see you tomorrow if you like.

- The word ‘dream’ **can be** a noun or a verb.

The negative is **can’t (= cannot)**:

I’m afraid I **can’t come** to the party on Friday.

B You can say that somebody **is able to** do something, but **can** is more usual:

- We **are able to see** the lake from our hotel.

But **can** has only two forms: can (present) and could (past). So sometimes it is necessary to use **(be) able to**. Compare:

<ul style="list-style-type: none"> • I can’t sleep. • Tom can come tomorrow. • Maria can speak French, Spanish and English. 	<ul style="list-style-type: none"> • I haven’t been able to sleep recently. • Tom might be able to come tomorrow. • Applicants for the job must be able to speak two foreign languages.
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

C Sometimes **could** is the past of **can**. We use **could** especially with:

see hear smell taste feel remember understand

- We had a lovely room in the hotel. We **could see** the lake.
- As soon as I walked into the room, I **could smell** gas.
- I was sitting at the back of the theatre and **couldn’t hear** very well.

We also use **could** to say that somebody had the ability to do something, or was allowed to do something:

- My grandfather **could speak** five languages.
- We were totally free. We **could do** what we wanted. (= we were allowed to do)

D **could** and **was able to**

We use **could** for general ability and with **see, hear** etc. :

- My grandfather **could speak** five languages.
- I **could see** them, but not very clearly.

But to say that somebody succeeded in doing something in a specific situation, we normally use **was/were able to** or **managed to** (not **could**):

- The fire spread quickly, but everybody **was able to escape**. (not could escape)
- I didn’t know where Max was, but I **managed to find** him in the end. (not could find)

Compare:

- Jack was an excellent tennis player when he was younger. He **could beat** anybody. (= he was good enough to beat anybody, he had the ability)

but Jack and Andy played a match yesterday. Andy played well, but Jack **managed to beat** him. (= he succeeded in beating him this time)

The negative **couldn't (could not)** is possible in all situations:

- My grandfather **couldn't swim**.
- I looked for Max everywhere, but I **couldn't find** him.
- Andy played well, but he **couldn't beat** Jack.

EXERCISES

1. Complete the sentences using *can* or (*be*) *able to*. If *can* is not possible, use (*be*) *able to*.

1. Gary has travelled a lot. He.... **can**..... speak five languages.
2. I haven't**been able to**..... sleep very well recently.
3. Nicole..... drive, but she doesn't have a car.
4. I used to..... stand on my head, but I can't do it any more.
5. I can't understand Mark. I've neverunderstand him.
6. I can't see you on Friday, but I..... meet you on Saturday morning.
7. Ask Katherine about your problem. She might..... help you.
8. You have to be careful in this part of the city. Itbe dangerous.
9. Michael has lived in Italy a long time, so he should..... speak Italian.

2. Write sentences about yourself using the ideas in brackets.

1. (something you used to be able to do)
.....**I used to be able to sing well**.....
2. (something you used to be able to do)
I used.....
3. (something you would like to be able to do)
I'd.....
4. (something you have never been able to do)
I've.....

3. Complete the sentences with *can/can't/could/couldn't* + the following:

believe	come	hear	run	sleep	wait
---------	------	------	-----	-------	------

1. I'm afraid I..... **can't come**to your party next week.
2. When Dan was 16, he..... 100 metres in 11 seconds.
3. 'Are you in a hurry?' 'No, I've got plenty of time. I
4. I don't feel good this morning. I..... last night.
5. Can you speak a little louder? Iyou very well.
6. I was amazed when I heard the news. I..... it.

4. Complete the answers to the questions with *was/were able to*

1. a: Did everybody escape from the fire?
b: Yes. The fire spread quickly, but everybody*was able to escape*
2. a: Did you finish your work this afternoon?
b: Yes, there was nobody to disturb me, so I.....
3. a: Did you solve the problem?
b: Yes, we did. It wasn't easy, but we.....
4. a: Did the thief get away?
b: Yes. No-one realised what was happening and the thief

5. Complete the sentences using *could*, *couldn't* or *managed to*.

1. My grandfather travelled a lot. He*could*speak five languages.
2. I looked everywhere for the book, but I*couldn't*..... find it.
3. They didn't want to come with us at first, but we ..*managed to*... persuade them.
4. Jessica had hurt her foot andwalk very well.
5. There was a small fire in the kitchen, but fortunately I..... put it out.
6. The walls were thin and I..... hear people talking in the next room.
7. I ran my first marathon recently. It was very hard, but I..... finish.
8. My grandmother loved music. Sheplay the piano very well.
9. We wanted to go to the concert, but we..... get tickets.
10. A girl fell into the river, but some people..... pull her out. She's all right now.

IDIOMATIC EXPRESSIONS

Find these idioms in the reading.

- [a] pair of** [two things, usually two of the same thing]
See that **pair of** ducks? They will stay together for life.
- take good care of** [to look after someone or something]
Please **take good care of** my dog while I am gone.
- on the other hand** [looking at the opposite side of a matter]
He is very smart. On the other hand, he is very lazy.

Fill in the blank with one of the above idioms. Change its form if necessary.

1. I just bought a _____ skates.
2. My sister is really outgoing. _____, I am very shy.
3. She _____ herself. She never gets sick.

A. Choose the best word or phrase to fill in the blank.

1. Riding the horse was a fun _____.

- a. friend b. hobby c. experience d. beetle
2. These days, pandas are very _____ in China.
- a. rare b. harmful c. clever d. ordinary
3. Too much sunlight can be _____ to your skin.
- a. strange b. large c. harmful d. clever
4. Hold still. There's a big _____ on your arm.
- a. engine b. beetle c. idea d. home
5. Nothing special happened today. It was just a(n) _____ day.
- a. destructive b. strange c. ordinary d. professional
6. Animals like bears and monkeys live freely in _____.
- a. machines b. the wild c. diversity d. noise
7. Her job is cooking food, but her _____ is drawing pictures.
- a. experience b. beetle c. hobby d. record
- B. Choose the correct form of the word to fill in the blank.**
8. His father is very interested in old books. He likes to _____ them.
- a. collectable b. collect c. collector
9. My brother likes meat, but my sister hates it. They always have _____ about food.
- a. disagreements b. disagrees c. disagreeable
10. The octopus _____ got out of the tank.
- a. clever b. cleverness c. cleverly

GLOSSARY

almost	beliefs a person follows in life
close to	bold and active; ready to fight or
first showed or gave	attack
as said by	let; permit
have the flavor of	bad
actually, really	normally; usually
make	opposite
available power	affects
ability to do work	relatives from long ago
goal; purpose	calm; happy
effect; influence	trust; a sure feeling
facts to show it is true	feeling
says; promises	focus; think deeply
warn	large; strong
duty	looks
required job	awareness; the power of
place to get things from	observation
gives	about
idea; opinion	helps make
problem	avoided; didn't take care of
concern	made do (something)
wrote	annoyance; stress
told	important
agrees with	artist
balanced	parents
reports	difficult
responsibility	interested
set up	employment
make stronger	possible

REFERENCES

1. Cambridge English Skills Real Listening and Speaking 2 with Answers and Audio CD: Level 1-2
2. John and Liz Soars. “New headway” (All levels) Oxford university.
3. Malcolm Mann. Destination(full set) Macmillan Education, UK-2013.
4. Matt Clark – IELTS Speaking 2007
5. IELTS high score vocabulary list English – Timothy Dickeson 2012
6. Get IELTS band 9 in writing task 1, Data, Charts and Graphs – Cambridge IELTS Consultants and Jessica Alpeme, Peter Switers 2014
7. Get IELTS band 9 in academic writing – Cambridge IELTS Consultants and Jessica Alpeme, Peter Switers 2014
8. Peter Roach. English Phonetics and Phonology. A Practical Course.– Cambridge, 1994
9. David Crystal. The Cambridge Encyclopedia of the English Language. Cambridge, 2000

INTERNET SOURCES

1. www.toefl.com
2. www.englishtraining.ru
3. www.lingua.ru
4. www.telc.net
5. www.britishcouncil.org
6. www.americanenglish.state.gov

Z.Z. Abulova

XORIJIY TIL (INGLIZ) LEVEL UP

Muharrir: *E.Eshov*
Tex.muharrir: *D.Abduraxmonova*
Musahhih: *M.Shodiyeva*
Badiiy rahbar: *M.Sattorov*

Nashriyot litsenziyasi № 022853. 08.03.2022.

**Original maketdan bosishga ruxsat etildi: 09.03.2023. Bichimi
60x84. Kegli 16 shponli. “Times New Roman” garnitura 1/16.**

Ofset bosma usulida. Ofset bosma qog‘ozi.

Bosma tabog‘i 8,25 Adadi 20. Buyurtma № 36



**“BUXORO DETERMINANTI” MCHJ
bosmaxonasida chop etildi.
Buxoro shahar Namozgoh ko‘chasi 24 uy
Tel.: + 998 98 778 47 27**