



POÓR ZSUZSÁNNA
HARANGOZÓ HAJNALKA

Secrets

3

TANKÖNYV



POÓR ZSUZSÁNNÁ • HARANGOZÓ HAJNALKA

Secrets 3

TANKÖNYV

ANGOL NYELVKÖNYVSOROZAT
ÁLTALÁNOS ISKOLÁSOKNAK

Eszterházy Károly Egyetem
Oktatáskutató és Fejlesztő Intézet

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Key competences

1. Communication in the mother tongue
2. Communication in the foreign language
3. Numeracy, Maths, Science and Technology
4. ICT


SKILLS AND COMPETENCES IN FOCUS	CROSS-CURRICULAR LINKS	CULTURE
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Introduction

- Describing appearance and personality
- Talking about interests
- Using the present tenses (simple and continuous)
- Friendship in novels

Communication • Describing appearance

2  **1. GREETINGS** • Listen and guess the countries.

3  **2. TEENAGERS** • Listen and find who is talking.

I'm quite short. I've got a pale complexion, long, straight, blonde hair, big eyes and freckles.

④



①

I'm normal height. I'm well-built. I've got short, curly black hair and dark eyes. I look a bit older than I am.

Read and then talk about the others.

The first teenager is normal height. He is well-built. He has got short, curly, black hair and dark eyes. I think he looks a bit older than he is.

VOCAB CHEST

Build & Height	Face	Eyes	Hair
slim/ slender	oval	expressive	shoulder-length
plump	roundish	bright	curly
well-built	chubby	dark	wavy
muscular	suntanned	light	straight
quite short	pale	large	spiky
normal height		smiling	shiny
			blond(e)
			dark

SENTENCE CHEST

Age
They are young teenagers.
She looks a bit older than she is.
He looks much younger than he is.
She has got blonde hair.
His hair is blond.

3. GAME GUESS WHO? • Collect pictures of people and stick them on cardboard. Bring them to school and play a guessing game in small groups.

4  **4. SISTERS** • Listen and find the true information. Then read, check and correct the false statements.











- Grace comes from a small family.
- She has got two sisters.
- Lily has got her grandmother's eyes.
- Emma isn't hard-working.
- Grace has got her mother's personality.
- The girls get on well with each other.




My name is Grace. I come from a big family. I have got lots of aunts, uncles, cousins, and I've got two sisters, Lily and Emma. I'm the oldest child in the family but I think I look a bit younger than my twin sisters. They are two years younger than me. They look very similar but in personality they are very different. They have got grandma's dark eyes and grandpa's dark hair. They are short and pretty just like mum. Lily is quiet and serious. Emma is sociable and always cheerful. Both girls are ambitious and hard-working. They study a lot because they want to go to university after finishing secondary school.

Lily and I have got mum's personality and Emma has got dad's. But we get on pretty well with each other. We often share our little secrets and we usually understand each other. We sometimes quarrel about little things, though. We have a good sense of humour and that makes things much easier.

5. WHAT ABOUT YOU? • Talk in pairs.

- | | |
|--|---|
|  Do you come from an average-size family? |  I come from a small/an average-size/a big family. |
|  What do you look like? |  I'm short/normal height/quite tall... |
|  Whose personality have you got? |  I've got my mother's/uncle's/...personality. I'm sociable/quiet... |
|  Have you got any brothers or sisters? |  No, I haven't. I'm an only child.
Yes, I've got a younger/elder brother/sister.
Yes, I've got two/three brothers/sisters. |
|  How do you get on with each other? |  We get on extremely well...
We don't really get on well... |

EXTRA TASK  Introduce your best friend and talk about your relationship.

- What does he/she look like?
- What is he/she like?
- Are you similar or different?
- Does it help you understand each other?

Introduction

Communication • Talking about interests

5 6. FAVOURITE ACTIVITIES • Read and match. Then listen and check.

I'm adventurous. I often go hiking with my family and friends. I like mountain climbing and camping. I'm interested in wildlife. I always take my camera with me when we go on a trip. I like taking photos of flowers – I have got a nice big collection. I want to be a photographer.

I'm sporty. I like water sports. My favourite is sailing but I also like swimming. I think I'm pretty good at snorkelling. It's so exciting.



I'm musical. I'm interested in reading about famous musicians and composers. I like listening to classical music. I come from a musical family: mum plays the violin and dad plays the piano. My brother and I play different wind instruments.

I'm artistic. My favourite activity is drawing. I like sitting outside with my drawing pad and coloured pencils. I enjoy painting too.

EXTRA TASK

Talk about the other two pictures.

VOCAB CHEST

sporty
ride a horse
visit the stables
look after (the horses)
feed (the animals)

adventurous
read about foreign countries
go sightseeing
take photos of tourist sights
go abroad

7. WHAT ABOUT YOU? • Talk in pairs.

- What's your favourite activity?
- What are you good at?
- What are you interested in?
- What are you like?

- My favourite activity is...
- I'm extremely/pretty/very good at...
- I'm interested in...
- I'm musical/practical/.../artistic.

8. GAME ACTIVITY • Play in groups. Write some action sentences on different cards and put them in a box. Take a card from the box, read it, and mime the action. Players in the other team can guess the activity.

SENTENCE CHEST

I love taking photos.
I like meeting my friends.
I'm fond of snorkelling.
I don't mind camping.
I don't like painting.
I hate swimming underwater.
I can't stand travelling

You like meeting your friends.



Listening and speaking • Practising vocabulary and structures

6 **9. SAY IT IN ANOTHER WAY** • Read and find the sentences with the nearly same meaning. Then listen and check.

I'm not so short. → I'm quite tall.

- I'm very tall.
- I've got blond hair and blue eyes.
- My friend is two months younger than me.
- I'm 13 years old. My sister is 15.
- They look very similar.
- They have different characters.
- I have got grandma's dark eyes.
- My dad is tall. My brothers are tall too.
- Lily and Emma are hard-working.
- I get on well with my sister.
- I'm fond of reading.
- We hate wet weather.

- My friend is a bit younger than me.
- I'm pretty tall.
- My sister is two years older than me.
- They are almost identical.
- We can't stand wet weather.
- Grandma's got dark eyes. I've got dark eyes too.
- They are tall, just like dad.
- Their personalities are not the same.
- My hair is blond and my eyes are blue.
- Both girls are hard-working.
- We get on well with each other.
- I like reading.

Introduction

Reading and speaking • Revising and practising structures
(Present Simple and Present Continuous Tense)

10. INTERESTS AND HOBBIES • Read and answer.

Where are the children from?
What are they interested in?

What do they like doing?
What do they often do?



Hi! I'm from Greece and my name is Nikos. Like many teenagers, I like spending time with my friends. I'm in the school folk dance group. We have dance classes twice a week. We often give performances and have parties. We travel a lot with the group. I'm sporty and adventurous. I'm quite good at winter sports. In my winter holidays I often go to the mountains with my family. We go skiing and sledging. I love the beautiful mountains of Greece.

Hello! I'm José from Portugal. I'm in the school drama group. I like acting very much. My teacher thinks that I'm extremely good at it. My other hobby is pottery. My friends and I like working with clay and making little clay animals.



Hello! I'm Ebru from Turkey. I'm artistic. My hobby is painting. I like working with warm colours, my favourite is red. My Art teacher often organises displays in the school. My parents are very proud of me. We often visit art galleries and museums together.



11. TRUE OR FALSE? • Talk about the children in two groups. Correct each other's false statements.

- 1 The boy from Greece likes staying at home.
- 2 No, he doesn't. He likes hanging around with his friends.
- 3 The Turkish girl and her parents often go to the theatre.
- 4 No, they don't. They visit art galleries and museums.

VOCAB CHEST

Greece – Greek
Portugal – Portuguese
Turkey – Turkish

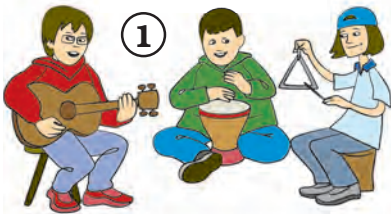
12. WHAT'S DIFFERENT? • Talk about the children.



The Greek boy often climbs mountains in his winter holidays. Look. **Is** he climbing now? No, he **isn't**. He **is** ice skating.



What's he doing here?



1

What about the Portuguese boys? What do they often do? What are they doing in pictures 1 and 2?



2



3

And the Turkish girl? What does she like doing? What is she doing in pictures 3 and 4?



4

Learning to learn • What are you like?

13. HOW DO YOU LEARN? • What are your favourite learning activities? Read and think it over.



I'm nature smart. I like thinking about natural events and classifying information.



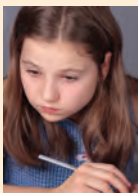
I'm people smart. I like cooperating in groups. I understand people around me. I like organising things.



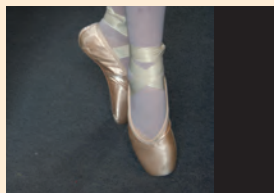
I'm number smart. I like problem solving, using logic and numbers.



I'm picture smart. I like puzzle building. I like painting. I have a good sense of direction. I think in pictures.



I'm self smart. I like working on my own. I'm self-motivated. I understand my role in a group.



I'm body smart. I like dancing and sports. I like creating things. I use body language a lot.



I'm music smart. I like singing and playing musical instruments. I remember melodies easily.



I'm word smart. I like listening, speaking, writing and story telling.

Introduction

Culture • Around the world

14. FRIENDSHIP IN NOVELS • Read, find and complete.



You are braver than...
You are smarter than...
Men have no more time...
There is no shop where...

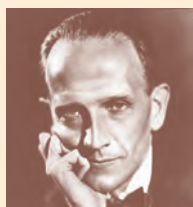


“If there is ever a tomorrow when we are not together there is something you must always remember: you are braver than you believe, stronger than you seem and smarter than you think, but most important of all, even if we are apart, I’ll always be with you.”

(Christopher Robin to Pooh)

“Men have no more time to understand anything. They buy things all ready made at the shops. But there is no shop anywhere where one can buy friendship, and so men have no friends any more. If you want a friend, tame me...”

(Fox to the Little Prince)



Alan Alexander Milne (1882–1956) was born in Scotland but lived in England. He is the writer of the stories about the famous teddy bear, Winnie-the-Pooh, and lots of children’s poems.

Antoine de Saint-Exupéry (1900–1944) was a French writer and pilot. He was very adventurous. *(You can read about one of his adventures in Unit 2.)*



EXTRA TASK Read the proverbs and try to find equivalents in your mother tongue.

A friend in need is a friend indeed.
~ a Latin proverb

Tell me your friends, and I’ll tell you who you are.
~ an Assyrian proverb

Only your real friends tell you when your face is dirty.
~ a Sicilian proverb

Talk about these proverbs in class.

Project work • Doing research in the library

15. DISPLAY • Work in groups or pairs. Find books about friendship and organise a display together with your classmates in the classroom. Choose a book to read.

Unit 1

- Giving opinions
- Houses, rooms, furniture
- Making comparisons
- Talking about past events
- Excavations in Turkey

Communication • Giving opinions

7 1. WHOSE HOMES? • Listen and find.

- ① a detached house
- ② a front garden
- ③ a lawn
- ④ a terraced house
- ⑤ a cottage
- ⑥ a fence
- ⑦ a gate
- ⑧ a letter box
- ⑨ a front door
- ⑩ a flower bed
- ⑪ shutters
- ⑫ a block of flats
- ⑬ a flat
- ⑭ a balcony



2. WHICH HOUSE DO YOU LIKE BEST? • Talk about the houses. Give your opinion.

What do you think of the detached house?

I think it's...

I agree...

I'm not sure. I...

VOCAB CHEST

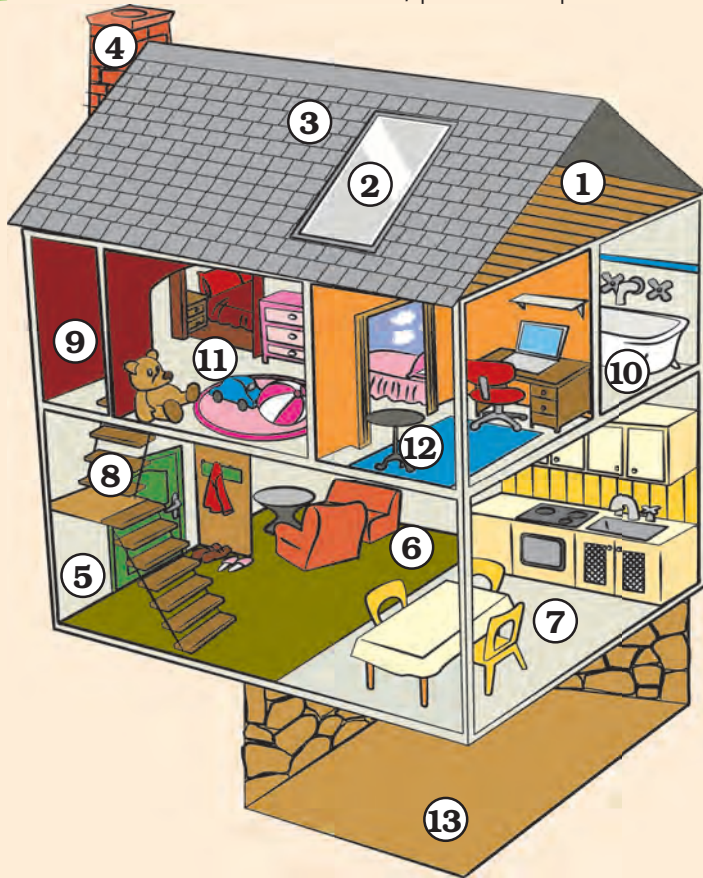
nice – ugly
comfortable
too small – big
spacious
quiet – noisy

SENTENCE CHEST

- | | |
|---------------------------|---|
| ☺ I agree (with you). | ☹ I'm not sure. I prefer the other one. |
| ☺ (I think) you're right. | ☹ I don't agree. |
| | ☹ I don't think you're right. |
| | ☹ I don't think it's ... |
| | ☹ I totally disagree. |











Unit 1

Vocabulary • Rooms




8  3. IN THE HOUSE • Listen, point and repeat.

- ① a loft
- ② a skylight
- ③ a roof
- ④ a chimney
- ⑤ a hallway
- ⑥ a sitting room
- ⑦ a dining area
- ⑧ stairs
- ⑨ a bedroom
- ⑩ a bathroom
- ⑪ a playroom
- ⑫ a study
- ⑬ a cellar

4. GUESS THE PLACE • Read and find.

-  You sleep here.  It's the bedroom.
-  You have a bath or a shower here.
-  You watch TV, talk or relax here.
-  It's on the top of the house. Cats often walk here.
-  You leave your shoes, coats or umbrellas here when you enter the house.
-  There are lots of old things in boxes and chests here. It's under the roof.
-  Father Christmas enters the house here.
-  It's under the house. You usually keep old things here too.
-  It's a room with lots of books, a desk and a computer.

5. GAME Look at the picture in Exercise 3 for two minutes and then close your book. In pairs, take turns to describe the house.

-  There's a desk under the window in the study.
-  Yes, that's right. There are books in the sitting room.
-  No, I think there aren't any books there. But there are lots of books in the study.

9  6. HOUSES FOR SALE • Listen and read about the houses.



19, Letchworth Place, Chorley

This two-bedroom terraced home is near the town centre. It has got a hallway, a sitting room and a kitchen downstairs. The bedroom and the bathroom are upstairs.

Other features:

- gas central heating
- small front garden
- view to Rivington

Price: £ 165,000

2, Cloverfield, Brindle Springs

This semi-detached house is between Chorley and Preston. It is a one-bedroom home with a spacious sitting room and a kitchen downstairs. The bathroom upstairs is fully modernised.

Other features:

- ◆ economy electric heating
- ◆ spiral staircase
- ◆ space for 2 cars

Price: £ 85,000



6, Pilling Court, Chorley

This new property is suitable for a family of four. It is a three-bedroom, semi-detached house in the green belt of the town. It has got a hallway, a sitting room and a kitchen with a dining area.

Other features:

- ▶ economy heating
- ▶ large back garden
- ▶ space for a garage

Price: £ 125,000



7. TRUE OR FALSE? • Find and correct the false information.

- | | |
|--|--|
| <input type="radio"/> Cloverfield (C) is the smallest house. | <input type="radio"/> LP has got a smaller garden than PC. |
| <input type="radio"/> LP is more expensive than C. | <input type="radio"/> LP is the most expensive house. |
| <input type="radio"/> C has got more bedrooms than PC. | <input type="radio"/> PC is as big as C. |
| <input type="radio"/> C has got fewer bedrooms than LP. | <input type="radio"/> PC is less expensive than LP. |
| <input type="radio"/> PC has got the most modern bathroom. | <input type="radio"/> PC is the farthest from the town centre. |

Unit 1

Listening and reading • Introducing a new structure
(Past Simple Tense – regular forms)

Peter

10  8. ON HOLIDAY IN ITALY • Listen and find what is different.

Last summer, we travelled to Italy by car. We started very early – at 4 o'clock in the morning. We stayed in a campsite by the sea. My dad rented a caravan there for 10 days. When we arrived, it was sunny and hot. My parents unpacked the car and we explored the area. There were some shops nearby. We didn't need anything so we didn't go in. We walked to the beach. The sea was marvellous.

We played a lot in the water. When we were tired, we relaxed in the deckchairs and on the sand. My brother and I played beach volleyball with some other children. In the evening, we cooked dinner together. We enjoyed eating under the stars.

9. WHAT HAPPENED? • Talk about the family.


 They travelled by train.

 Dad rented a house.

 They stayed in a campsite.

 No, they **didn't**. They travelled by car.

 No, he didn't. He rented a caravan.

 Yes, they **did**.

They stayed for two weeks.

Peter and his brother unpacked the car.

They needed some bread and milk.

They relaxed in the caravan.

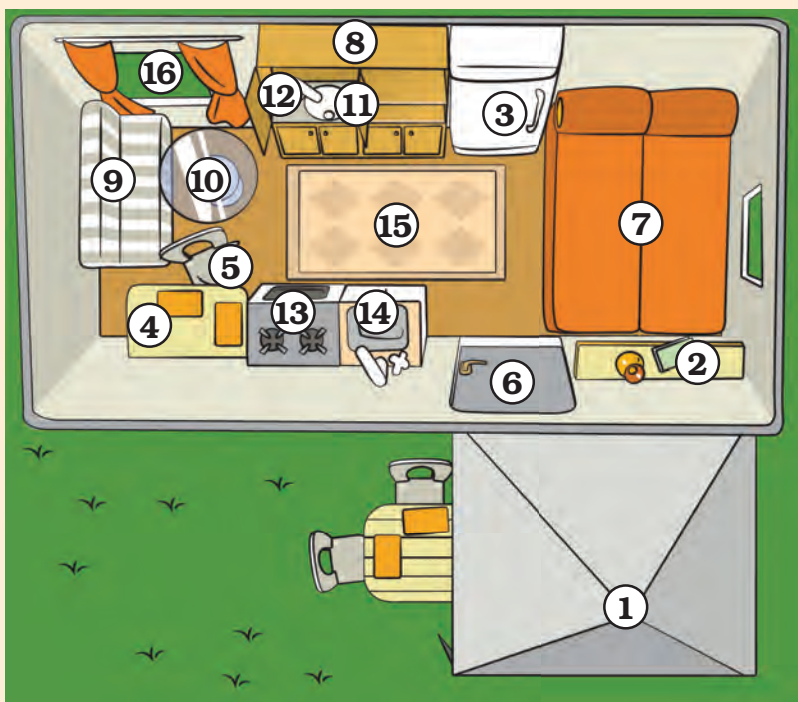
Mum and dad explored the area.

They played a lot in the sea.

The children cooked lunch with their parents.

They enjoyed eating in a restaurant.

Vocabulary • Furniture

11  10. OUR CARAVAN • Listen, find and repeat.

- ① a tent
- ② a shelf
- ③ a fridge
- ④ a table
- ⑤ a chair
- ⑥ an entrance
- ⑦ a double bed
- ⑧ a cupboard
- ⑨ a sofa
- ⑩ a coffee table
- ⑪ a washbasin
- ⑫ a tap
- ⑬ a cooker
- ⑭ a sink
- ⑮ a carpet
- ⑯ a window with curtains

11. A POSTCARD • Read and find the places on the plan in Exercise 10.

Dear Granny and Grandad,
 We are having a great time. It's fun to stay in a caravan. There is a bedroom for two people on the right and there is a sitting room on the left. You can change it into another bedroom. The kitchen is in the middle. The bathroom is in a cupboard – there is no toilet inside. You can enter the caravan through a tent. It's our dining room.
 We visited Venice two days ago. It was wonderful ☺
 We miss you. Take care.
 Lots of love,
 Peter



12. WHAT DID THEY DO ON RAINY AFTERNOONS?

- Use the verbs in the VOCAB CHEST and talk together.

*On rainy afternoons they didn't walk on the beach.
 They listened to music instead.*

VOCAB CHEST			
listen	walk	travel	paint
relax	collect	visit	watch
play	dance	explore	talk

Learning to learn • Be picture smart

13. IDEAL HOMES •

Look at Mónika's ideal home for two minutes and memorise the details.
 Then close your book and do Exercise 17 in your activity book.



EXTRA TASK

Write about your ideal home.
 Then ask a classmate to draw it.
 Ask a third classmate to compare the text with the picture.

(by Pulai Mónika, Veszprém)

Unit 1

Culture • Around the world

12  14. EXCAVATIONS IN TURKEY • Listen and read.

When did people live in ancient Çatalhöyük?
 How was their life different from ours?
 Where did they work?
 Did they have domesticated animals?
 How did they decorate their walls?





Çatalhöyük is situated in the Konya lowlands, 250 km south-east of Ankara, the capital city of Turkey. It is one of the largest and most important Neolithic settlements in the world. It is about 9,000 years old.

Today the Konya lowlands are very dry, but 9,000 years ago the climate was wetter. There were rivers, marshland and forests all around. Water birds, deer, wild boars and wild cattle lived in the area. People worked in the fields and grazed their sheep and cattle. They weren't hunters any more, they settled and became farmers.

Çatalhöyük was a large prehistoric city with 3,000-8,000 inhabitants. Families lived in small mud-brick houses. The houses didn't have doors – people entered through a hole in the roof by a ladder.

They dried fruit, cooked, relaxed on the roof and inside their homes. They covered the walls with pictures. They painted men and women, birds and animals. They used red paint. They created nice statues too.

EXTRA TASK MEMORY GAME Work in groups. Read the text again and write questions. Then ask each other with your books closed.

-  What was the climate like?  It was wet.
-  Did the houses have doors?  No, they didn't.

Be a history detective and learn more about Çatalhöyük:

www.smm.org/catal/top.php

Project work • Sharing tasks and cooperating while making a model

15. LIFE IN THE PAST • Plan an open-air museum with houses from the past. They can be homes from all over the world (tents, igloos, huts, etc.). Make models and put them in your museum. Talk about life in those days.

MINISECRETS OF ENGLISH

What did I/he/she/it/we/you/ they do yesterday? Yesterday we **weren't** at school. It **was** a public holiday. We **travelled** to the countryside. My parents **visited** the local museum, my brother **walked** in the forest. I **didn't join** them. I **wanted** to take photos of the village houses. Where **were** you yesterday? What **did** you do?

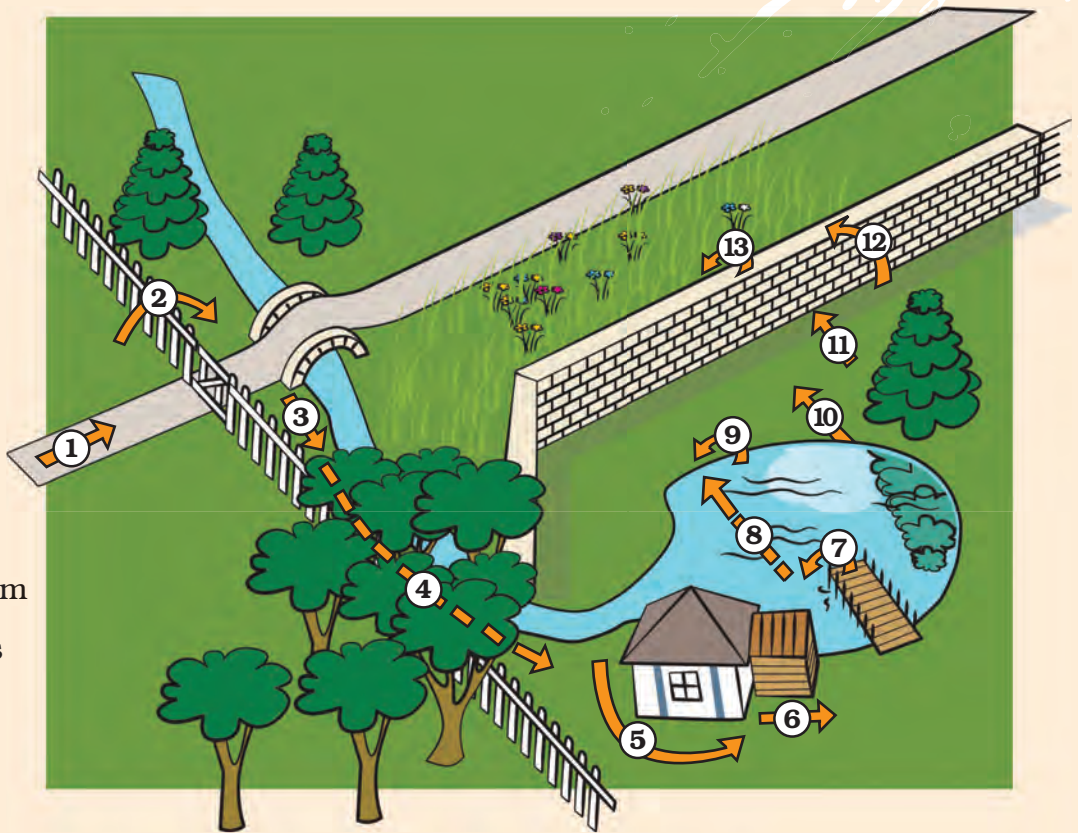
Unit 2

- Giving instructions (prepositions of movement)
- Talking about past events
- Sequencing events
- Talking about ability
- Clever inventions

Communication • Giving instructions

13 1. INSTRUCTIONS • Listen and find.

- ① towards
- ② over
- ③ along
- ④ through
- ⑤ round
- ⑥ past
- ⑦ into
- ⑧ across
- ⑨ out of
- ⑩ away from
- ⑪ as far as
- ⑫ onto
- ⑬ off



2. BACK TO THE START • Work in pairs. Give instructions to get back to the start.

3. ROLEPLAY • Write some instructions in pairs. Then read them out and ask another pair to draw the route. Finally compare the drawings and the instructions.

VOCAB CHEST 1

start	climb
sledge	rollerblade
walk	jump
enter	skip
relax	finish

VOCAB CHEST 2

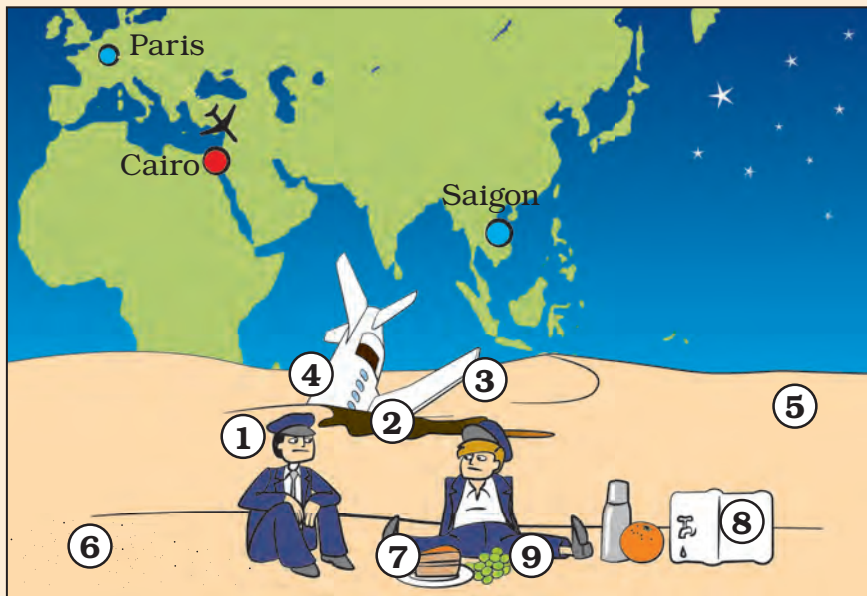
through	the forest	across	the lake
	the trees		the field
	the tunnel		the road
	the park		the street
along	the path	over	the bridge
	the river		the wall
	the beach		the fence
	the coast		the hill

Unit 2

Vocabulary • Actions (Past Simple Tense – irregular forms)

14 ✈️ 4. ACROSS THE DESERT • Listen and read. Then correct the false information.

Antoine Saint-Exupéry, a pilot, wanted to break a record and fly from Paris to Saigon faster than anyone before. He left Paris with his co-pilot, André Prévot, in December 1935.



- ① a co-pilot
- ② fuel
- ③ land
- ④ crash (into)
- ⑤ a desert
- ⑥ sand
- ⑦ a slice of cake
- ⑧ a water tank
- ⑨ a handful of grapes

The first night

It was dark. They flew towards Cairo. They wanted to land because they needed fuel. They saw a lighthouse and they thought they were by the sea. Antoine took the plane down but they crashed into the sand. The lighthouse was an illusion – they found themselves in the desert. They didn't know where they were. They only had some coffee, a slice of cake, some grapes and an orange. They had no water at all. They spent the night by the plane.

- Saint-Exupéry wanted to fly to Saigon for a holiday.
- They wanted to land in Cairo to see the city.
- André Prevot was his co-pilot.
- They landed by the sea.
- They started in winter.
- They crashed in the desert.

5. CHAIN GAME Look at your geography atlas and talk about their route.

They flew away from Paris.

They flew away from Paris, over France.

They flew away from Paris, over France, towards the Mediterranean Sea.

6. PAST FORMS • Read the text again and find the past form of these verbs.

is	find	have	see	take
are	fly	leave	spend	think

15  **7. DID THEY SURVIVE?** • Listen and number.

The next morning, they left the plane together. They went east. They were very thirsty. During the day, the desert was boiling hot, but at night it was freezing cold. They couldn't find any shelter. Antoine covered his body with sand and pebbles to keep warm. André built a small fireplace but the fire soon went out.








In the morning, they walked away from the plane. After 5 hours they felt so thirsty and tired that mirages appeared in front of them. They went back to the plane and drank the coffee and ate the grapes. They made a fire.

When dawn came, they started off again. After some hours, they felt exhausted. Then they saw a man on a camel. They thought it was a mirage. But it wasn't! Two Bedouins came. They gave the pilots some water – little by little. They put them on a camel and took them to a nearby settlement.

Next dawn, they collected the dew off the wings of the plane. It was dirty with oil but they drank it. André stayed with the plane. He wanted to light the fire in case a search plane flew over. Antoine found the footprints of a desert fox in the sand. He followed the tracks but he didn't find any food or water. He saw mirages: some people on camels, a city, and later he heard the sound of the sea. He went back to his friend.


Antoine and André were lucky – they could survive in the desert without any water.

VOCAB CHEST

a camel		exhausted	=	extremely tired
a mirage		boiling hot	=	extremely hot
a shelter		freezing cold	=	extremely cold
cover		dawn	=	very early morning
dew				
dirty with oil				
a footprint				


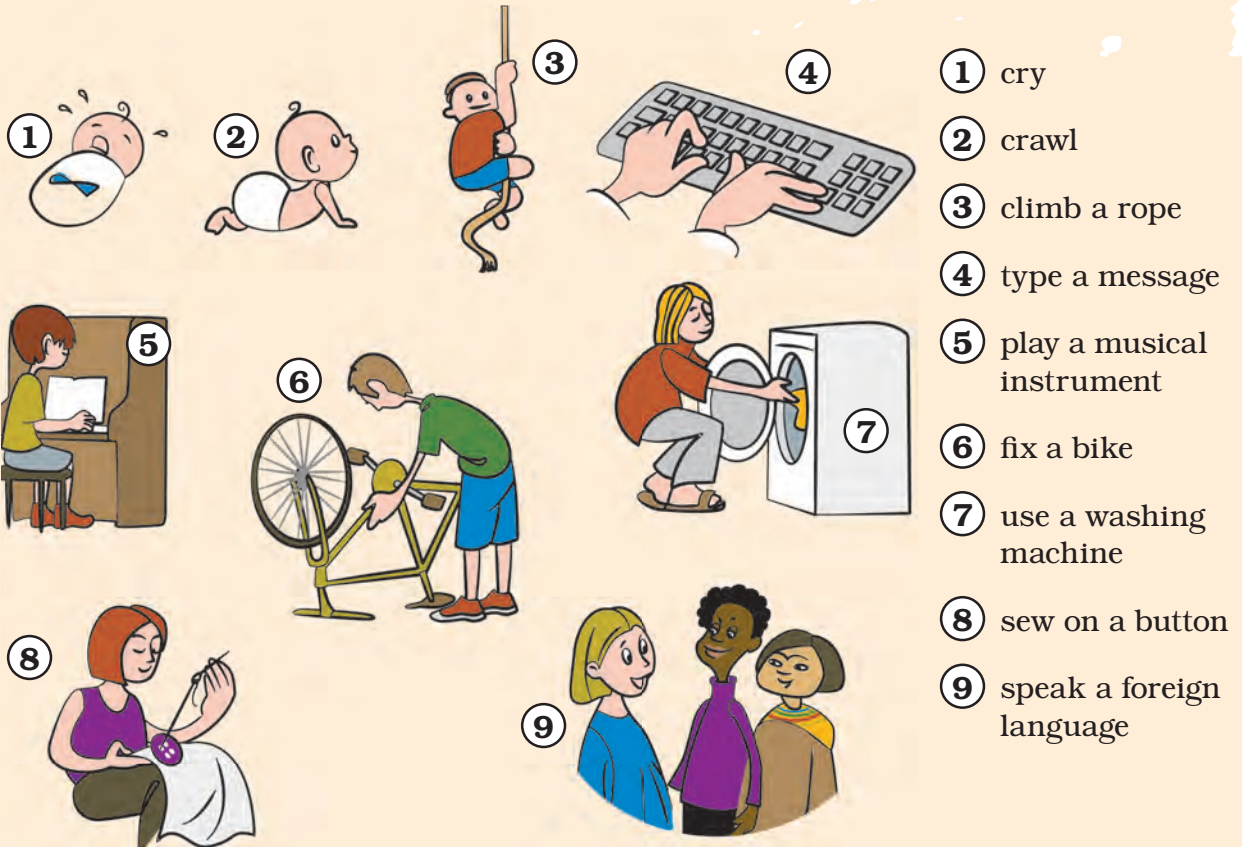
8. PAST FORMS • Read the text again and find the past form of these verbs.

build	drink	feel	go	make	can survive
come	eat	give	hear	put	can't find


16  **9. GAME WORD HUNT** • Listen to the words. Find them in the text in Exercise 7 and read out the sentences.


Unit 2

Communication • Talking about ability in the past

17  10. WHAT COULD YOU DO? • Listen and repeat. Then talk.

- ① cry
- ② crawl
- ③ climb a rope
- ④ type a message
- ⑤ play a musical instrument
- ⑥ fix a bike
- ⑦ use a washing machine
- ⑧ sew on a button
- ⑨ speak a foreign language

 What could you do when you were little?

 First I couldn't do anything but cry, sleep and drink milk.

When I was six months old, I could sit up and crawl but I couldn't walk.

11. GAME **THREE GUESSES** • Play in pairs. Make guesses about each other.



I think you could crawl when you were 10 months old.

No, I couldn't.

I think you could fix a bike when you were 9 years old.

Yes, I could.



How many correct guesses did you make?

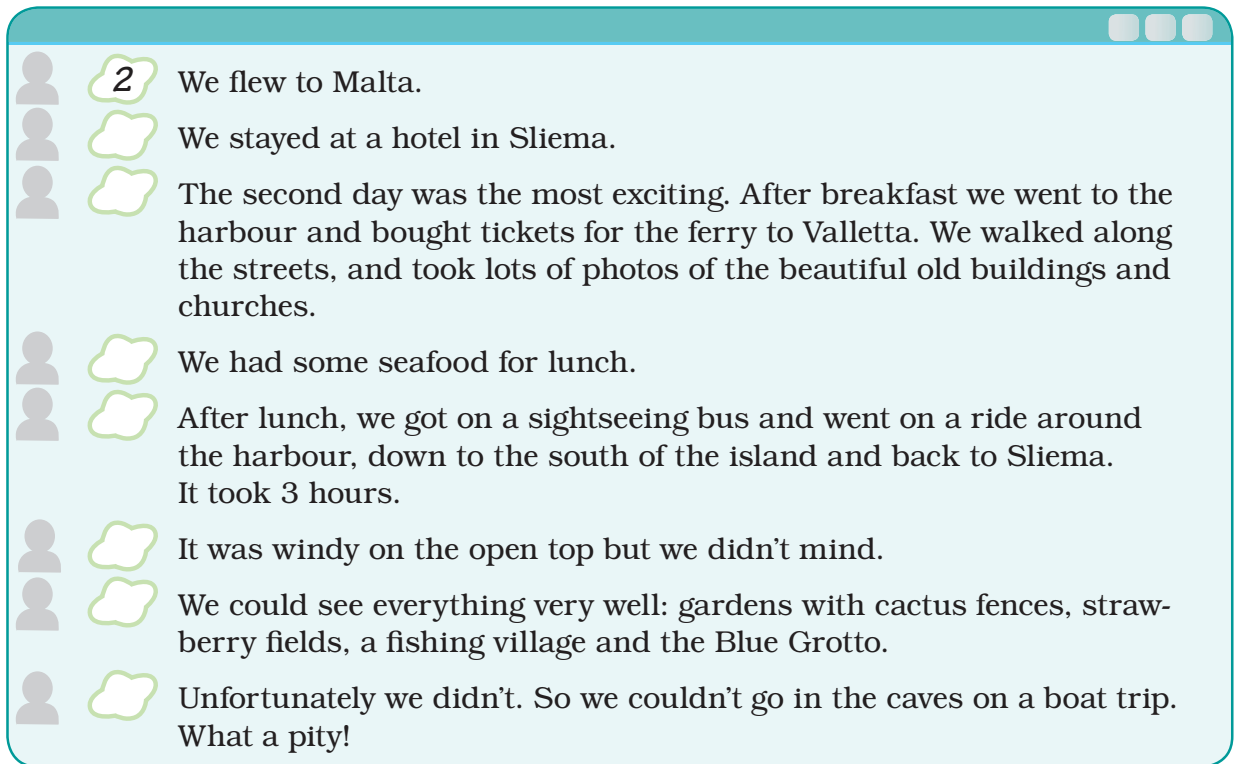
EXTRA TASK Interview your parents about their childhood. Then write about them.

When she was two years old, mum could...

Reading and speaking • Practising structure (Past Simple Tense)

12. ON SKYPE • Read the messages and fit in the questions.

1. What did you do in the afternoon?
2. Where did you spend your holidays?
3. Did you get off the bus on the way?
4. What was the weather like?
5. Did you stay with friends?
6. What did you eat?
7. What did you see?
8. Which was your best day and why?



2 We flew to Malta.

We stayed at a hotel in Sliema.

The second day was the most exciting. After breakfast we went to the harbour and bought tickets for the ferry to Valletta. We walked along the streets, and took lots of photos of the beautiful old buildings and churches.

We had some seafood for lunch.

After lunch, we got on a sightseeing bus and went on a ride around the harbour, down to the south of the island and back to Sliema. It took 3 hours.

It was windy on the open top but we didn't mind.

We could see everything very well: gardens with cactus fences, strawberry fields, a fishing village and the Blue Grotto.

Unfortunately we didn't. So we couldn't go in the caves on a boat trip. What a pity!

EXTRA TASK

Write the story in your exercise book.

VOCAB CHEST

First...	Afterwards...
Then...	Finally...

Learning to learn • Be body smart

13. AN ADVENTURE TRAIL • Design an adventure trail in groups. Give instructions and ask the others to follow them.

SENTENCE CHEST a classroom trail

Walk away from the door.
Don't go round the teacher's table.
Go past the table.
Go towards the window.

SENTENCE CHEST an outside trail


Open the door.
Go out of the classroom.
Run down the stairs.

EXTRA TASK What did you do? Write about it in your exercise books.

We opened the door and went out of the classroom. We ran down the stairs and...

Unit 2

Culture • Around the world

18  **14. CLEVER INVENTIONS** • Read and match the titles. Then listen and check your work.**The Wright Brothers' Flight****Across the Atlantic in 15 Days****Passengers to Manchester****First Steps on the Moon**

In 1969, Neil Armstrong, Edmund "Buzz" Aldrin and Michael Collins flew to the Moon in their spaceship *Apollo 11*. Armstrong and Aldrin tried to land on the Moon in their moonwalker called the *Eagle*. They missed the landing place and flew towards some rocks. They didn't have enough fuel to fly further. Luckily, they were able to land in time and they didn't crash into the Moon.

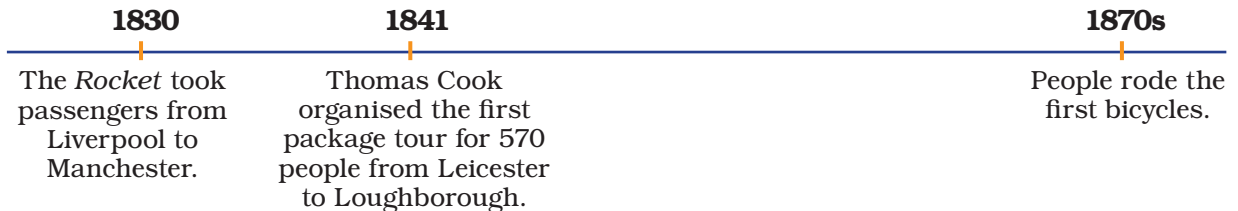
The *Great Western* went across the Atlantic Ocean. It left Bristol in April 1838 and arrived in New York 15 days later.

Orville and Wilbur Wright built a plane called the *Flyer*. On December 17th 1903, during the fourth test flight, Wilbur was the pilot. After 30 metres he nearly crashed. The wind started to blow while he was over a hill. The wind was so strong that it pushed the *Flyer* down. But Wilbur broke the record - he travelled 259.6 metres in the air!

Engineers took four years to build the Liverpool - Manchester railway line. It went through mountains and across marshland. George Stephenson and his son built the *Rocket*, the steam engine of the first passenger train. The first passenger trip was on September 15th 1830.

Project work • Doing research and making a time line

15. TIME LINE • Work in groups or pairs. Find information about vehicles and make a time line. Then tell your class about it. Organise a display too.



You can find lots of information on

http://inventors.about.com/library/inventors/bl_history_of_transportation.htm

MINISECRETS OF ENGLISH



What did I/he/she/it/we/you/they do?

- 👁️ I **saw** a documentary on TV two days ago.
- 👂 What **was** it about?
- 🌍 Marco Polo's journey to Asia.
- 🕒 When **did** it **happen**?
- 👤 He **travelled** across two continents in the 13th century. He **didn't want** to go back to Italy. He **spent** 24 years in China.

REVISION 1

Vocabulary • Revising vocabulary (houses, rooms, furniture)

1. **HOMES** • Write words about the pictures in pairs or on your own.



Communication • Giving opinions

19 **2. WHO IS TALKING?** • Listen and say who is talking. Match these names and the buildings in Exercise 1.

Simon Wave
sailor



Colin Light
photographer



Douglas House
vet



Florence Green
florist



Sherlock Watt
detective



“My house has got the biggest flower garden. It looks beautiful in spring and summer with all the colourful flowers. I’m a florist so I enjoy working there very much. The house is not so big, but there is enough room for my small family.”

The cottage is Florence Green’s home.

3. YOUR TURN • Imagine you are one of the people in Exercise 2. Choose a home for yourself. Say why you like it.

I’d like to live in the castle. It is old and enormous. It looks mysterious. I’m a detective and I’m fond of mysterious places. It looks the most expensive but I don’t mind. I think it’s comfortable and my whole family can stay there with me. In my opinion, it’s the best home of all.



4. THE 9TH WONDER OF THE ANCIENT WORLD • Read about an underground city.

Match the questions to the paragraphs.

- When did people stop living in the city?
- How could they dig out a whole city underground?
- Who lived in the city in ancient times?
- What was life like underground?

DERINKUYU UNDERGROUND CITY

Derinkuyu is a settlement with 9,000 inhabitants in the Cappadocia region of Turkey.

It is popular with tourists. Thousands of people come here to visit its underground city. Archaeologists discovered it in 1965 and part of it is now open to the public.

The eight-level underground city was a hiding place for early Christians. Later, it became a shelter for villagers during wars in the 6th and 7th centuries.

The area is made up of volcanic tufa which is quite soft to work with. First, the builders hollowed out airshafts. Then they looked for underground water. Then they made underground tunnels and chambers. They used the airshafts to take out the stones and soil.

Life wasn't very easy underground. It was cold, about 7-8 degrees Celsius near the airshafts, but it got warmer as they moved further underground.

Women stored food in depots and cooked in kitchens. Several families used one kitchen in order to make as little smoke as possible. They made wine and there were underground stables too. There was a good water supply system. Until 1962, people from nearby villages took water from these wells. Children learnt at an underground school and people regularly went to church. The underground church was 10 m wide, 25 m long and 2.5 m high. When they were in danger, villagers escaped through secret tunnels. They closed them with heavy stone doors.

People left the city in the 8th century. It wasn't lived in afterwards.



- How many people hollowed out the underground city at Derinkuyu?
- How long did it take?
- How tall were these people? Were they shorter than us?
- (The tunnels are 160-170 cm high!)

5. WORD POWER • Match the words and the definitions. The text will help you.

- | | |
|--|---|
| <input checked="" type="radio"/> 1 a depot | <input type="radio"/> a tunnel going upwards to supply air |
| <input checked="" type="radio"/> 2 a stable | <input type="radio"/> a person who lives in a village |
| <input checked="" type="radio"/> 3 an airshaft | <input type="radio"/> a place for storing food and other things |
| <input checked="" type="radio"/> 4 a well | <input type="radio"/> a place for animals, mainly horses |
| <input checked="" type="radio"/> 5 a villager | <input type="radio"/> a place where people can get water from |

6. FALSE • Correct these statements. Use: **didn't**, **wasn't**, **weren't**, then give the correct information.

The city was a shelter for villagers during the Second World War.

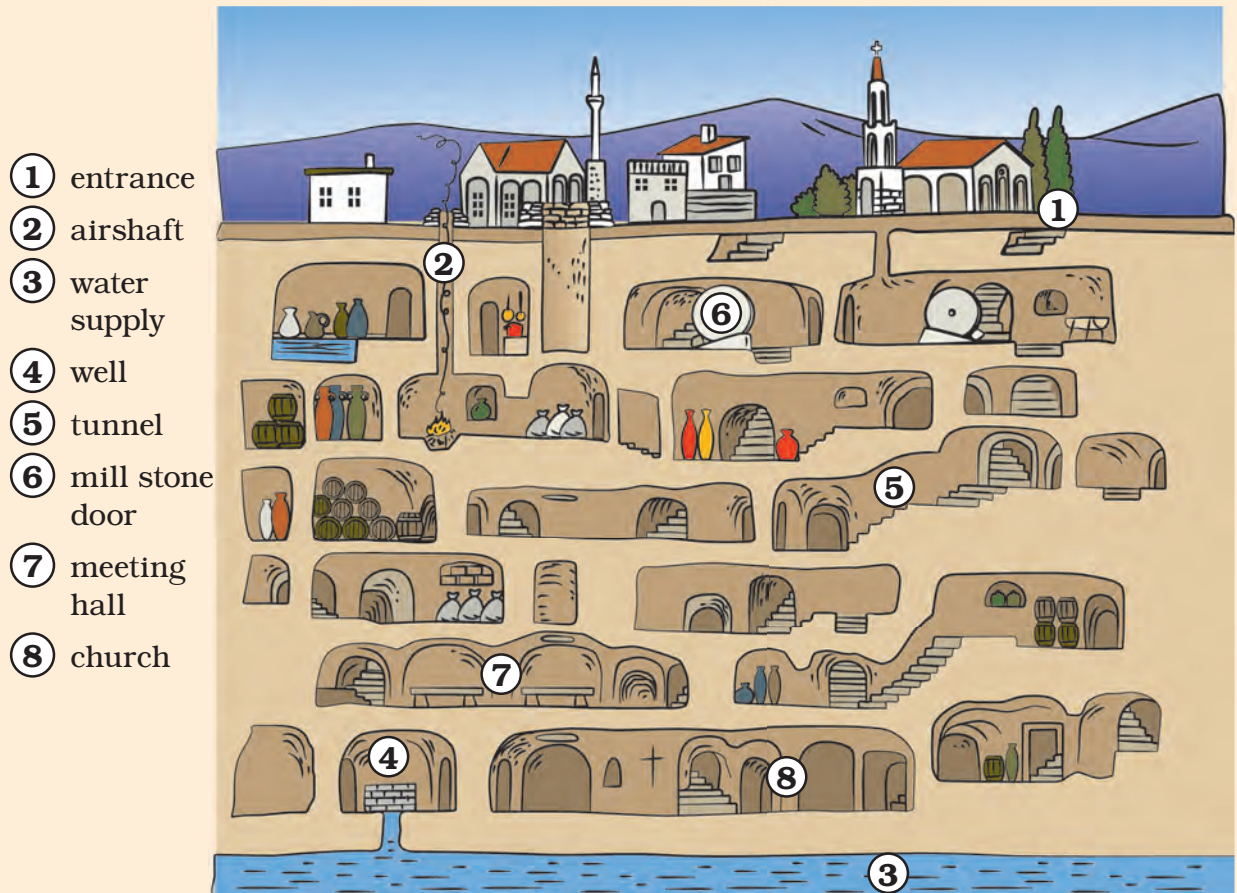
They closed the tunnels with wooden doors.

The temperature was below zero near the airshafts.

The tunnels were two metres high.

Women cooked outside in order to make as little smoke as possible.

7. FIND YOUR WAY • Look at the plan of the city and find your way from the entrance to the church.



8. ROLEPLAY • Work with two friends and act out the situation.

ROLE CARD for tourists

You are tourists visiting Derinkuyu. Ask an archaeologist about life in the underground city.

Who **lived** here many centuries ago?

Did the children go to school?

Was it cold underground?

Where **were** the animals?

How...?

Where...?

Who...?

ROLE CARD for the archaeologist

You are a famous archaeologist working at Derinkuyu.

Talk to the tourists and answer their questions.

PAST ACTIONS, EVENTS AND ABILITY

a) Forms of to be: was/wasn't, were/weren't

Complete the dialogue. Then make up your own dialogues in pairs with the help of the VOCAB CHESTS.

☺ Where _____ you yesterday afternoon?

☹ I _____ at home. We _____ at granny's.

It _____ her birthday. The whole family _____ together.

It _____ a nice party. It was rainy so we _____ outside.

☺ How was the food?

☹ It was great. Grandpa _____ the cook.

VOCAB CHEST 1

2 days ago
on a boat trip
windy but warm
food in lunch boxes

VOCAB CHEST 2

last week
on a class trip
boiling hot
restaurant

b) Regular and irregular verbs

How did you get to the castle? Look at the map and write about the routes.

First, we went past the church, then we walked towards...

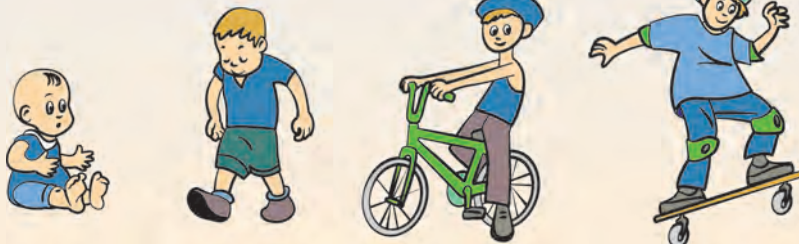
VOCAB CHEST

towards
over
along
through
round
past
across
away from
as far as
go/walk/turn



c) Talking about ability: could/couldn't

What could and couldn't you do when you were younger?




SENTENCE CHEST

When I was born...
At the age of 3, ...
When I was 5 years old, ...
When I was an 8-year-old child, ...
Two years ago...

Unit 3

- Making excuses
- At the doctor's
- Giving advice (should/shouldn't; too many/too much)
- Adverbs of manner
- Conjunctions: as, so, because
- The power of salt

Communication • Making excuses

20  **1. AFTER SCHOOL** • Find the matching speech bubbles. Then listen and check.

Why don't we walk home together?

I'd love to see you but my mum won't let me out. She needs my help around the house.

That's a great idea, but I must go home now. There's a History test tomorrow. Let's go rollerblading on Friday.

What about watching the latest Eddie Murphy film at 7 o'clock tonight?

I'm sorry, I'd rather take a bus. I don't feel very well.

How about going to the roller rink?

Do you fancy coming over this afternoon?

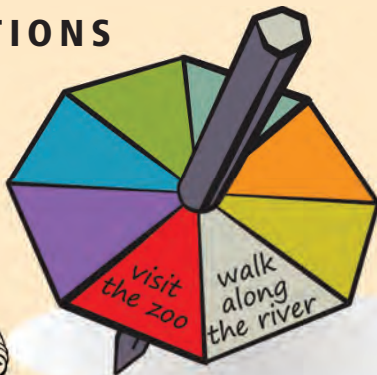
I don't want to. I couldn't sleep well last night and I feel a bit weak. I want to go to bed early.

2. SITUATIONS • Work in pairs. How many new dialogues can you make by substituting new phrases for the ones *in italics*?

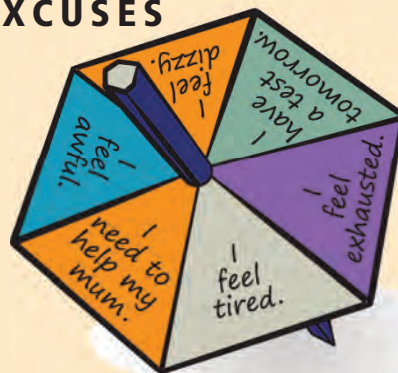
- ☺ How about going to the *swimming pool*?
- ☺ That's a great idea, but I must go home now. There's a *Biology* test tomorrow. Let's go *swimming on Saturday*.

3. GAME Prepare two spinning tops and talk in pairs.

ACTIONS




EXCUSES



- ☺ How about visiting the zoo?
- ☺ I'd love to but I have a test tomorrow.

Unit 3

Vocabulary • At the doctor's

21  4. WHAT'S THE MATTER? • Listen, point and repeat.

- ① a headache
- ② an earache
- ③ a toothache
- ④ a stomach ache
- ⑤ a cold and a runny nose
- ⑥ a sore throat
- ⑦ a temperature
- ⑧ a broken leg
- ⑨ a swollen finger
- ⑩ a sprained ankle
- ⑪ cough
- ⑫ sneeze
- ⑬ be allergic (to)

22  5. AT THE SURGERY • Listen and underline what is different.

Doctor What's the matter?

Patient I've got a headache. I feel dizzy and weak.

Doctor When did it start?

Patient Yesterday afternoon.

Doctor Have you got a temperature?

Patient No, but last night it was 38 degrees.

Doctor Let me examine you. Open your mouth and say aaaa.

Patient Aaaa.

Doctor Well, well... your throat is red and swollen. Does it hurt?

Patient Yes.

Doctor Let me listen to your heart and lungs. All right. It's nothing serious. Take some vitamin pills and relax more. Drink a lot of tea, it's very important. You mustn't go to school. Stay in bed for 2 days and take these pills 3 times a day.

Patient Thank you, doctor.

Doctor Get well soon. And come back on Thursday.

6. YOUR TURN • Read the dialogue in pairs. Change the underlined information.

Reading and speaking • Story telling

23 **7. PREDICTION** • Listen and memorise the words. You will listen to a story about Friday 13th. Which words will be in the story, do you think?

- ① plasters
- ② bandages
- ③ painkillers
- ④ vitamin pills
- ⑤ nose drops
- ⑥ eye drops
- ⑦ antibiotics
- ⑧ a packet of tissues
- ⑨ an alarm clock
- ⑩ a mobile phone



24 **8. FRIDAY THE 13TH** • Listen and read the story and check your predictions.



I'm not superstitious **but**... It all started on Friday morning. The alarm clock didn't go off **so** I overslept. When I woke up, it was half past 7. **As** I ran downstairs, I fell **and** sprained my ankle. I called my father. He couldn't come **because** he broke his leg in a bike accident an hour ago. He was in hospital. Then I called mum. She came home and took me to hospital too. There were lots of people, **so** we waited for a long time. I started to cough and sneeze, **as** it was very cold in the waiting room. At last, the doctor called me in. When I wanted to close the door, it slammed and hurt my little finger. The doctor examined my ankle and put a bandage on it. He prescribed me some painkillers for my swollen finger, some vitamins **and** nose drops for my cold, **but** he didn't give me any medicine for my cough. When I got home, I was tired **and** I felt sick. I thought I was hungry, **so** I made a big cheese and ham sandwich. It was delicious. Suddenly I heard a crack... oh dear... there was a small piece of bone in the ham. My tooth was broken! I called the dentist... then I looked at the calendar. It was Friday the 13th. I'm not usually superstitious, but...

9. CHAIN GAME Take turns to talk about what happened.

*The alarm clock didn't go off, **so** she overslept.
She woke up late.*

***As** she ran downstairs, she fell.*

*She fell **and** sprained her ankle.*

*She called her dad **but** he couldn't come.*

Unit 3

Communication • Giving advice

10. PROBLEMS • Match the pictures and the sentences.



①



②

③



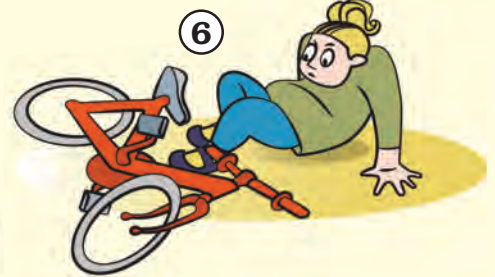
- ① a She shouldn't use her mobile phone all the time.
- ② b He should take a bus.
- ③ c He shouldn't eat so many sweets.
- ④ d They shouldn't climb over the fence.
- ⑤ e She should be more careful.
- ⑥ f They should work harder.



④



⑤



⑥

11. READERS' LETTERS • Read Sharon's letter. Make a list of advice you would give her. Then compare your ideas with Ms Hudson's.

Dear Ms Hudson,
I'm so unhappy because I'm a bit overweight. I can't eat strawberries (my favourite fruit) because I'm allergic to them. I'm crazy about chips, and chocolate. I love coke. I'm not good at PE. I'm often tired but I can't sleep well. Sometimes I've got a splitting headache and my eyes hurt. What should I do? I'm looking forward to your answer.

Yours,
Sharon

Dear Sharon,
You shouldn't be upset. There are plenty of things you can do to solve your problems. Here are my Top-10 golden rules for a healthy life:

- ◇ You needn't go on a diet but you shouldn't eat too much chocolate or too many chips.
- ◇ You shouldn't put too much salt or sugar in your food.
- ◇ You should eat more carrots.
- ◇ You shouldn't have fizzy drinks at all.
- ◇ You mustn't sit at home all the time.
- ◇ You should do more exercise. Walking is good.
- ◇ You needn't take painkillers, but you should go to bed earlier.
- ◇ You shouldn't watch too much TV.
- ◇ You shouldn't use your computer so much.
- ◇ In case of any serious problems, you must see your doctor.

25  **12. WHAT SHOULD I DO?** • Listen. Match the advice to a situation card. Then choose a situation card and act it out.

SITUATION 1

You need some more pocket money because you want to buy a present for your friend's birthday.

SITUATION 2

Your friend invited you to his/her birthday party. Your parents don't want to let you go.

SITUATION 3

You have to write a reader's diary about a novel. There is not enough time left to write it properly.

Learning to learn • Be self smart

13. I DO IT MY WAY • Find a quiet place and write about yourself in your exercise book.

How do you work in the lessons?

- I work on my own.
- I plan carefully.
- I'm organised.
- I cope with problems well.
- I cooperate with others.
- I take notes regularly.
- I'm disorganised.
- I cope with problems badly.

How do you do your homework?

- I work on my own.
- I memorise things slowly.
- I need peace and quiet.
- I write neatly and precisely.
- I learn easily.
- I work with somebody else.
- I memorise things quickly.
- I need background music.
- My writing isn't neat.
- I usually need more time.

How do you express your feelings?



- easily
- through words
- through mimes and gestures
- with difficulties
- through movements
- through pictures

In the lessons I usually work on my own, but sometimes I cooperate with others. I am disorganised, but I usually cope with problems well. At home...



EXTRA TASK OPPOSITES • Play in pairs.

Prepare word cards with opposite adverbs. In turns, pick cards and make sentences. Your partner should always say the opposite.

fast

-  I can run *fast*.
-  I can run *slowly*.

hard

-  I always work *hard*.
-  I never work *hard*.

VOCAB CHEST

slow	—	slowly
fast	—	fast
loud	—	loudly
quiet	—	quietly
hard	—	hard
good	—	well
bad	—	badly
careful	—	carefully
careless	—	carelessly

Unit

3

Culture • Around the world

26

14. THE POWER OF SALT • Listen and read, and find out what people can do in the special health lessons.

Wieliczka Salt Mine Underground Rehabilitation and Treatment Centre



You are cordially invited to take part in the health lessons in the Wieliczka Salt Mine.

- arrival
- walk through the historic part of the mine
- workshop on a healthy way of life
- exercises for participants suffering from allergies
- lunch in the underground restaurant
- talk about the microclimate of the salt mine
- music therapy
- quiz on the power of salt
- snacks with tea and coffee
- free time – possibility of using the gym equipment in the salt chamber (exercise bikes and other fitness equipment)
- departure

Wieliczka is a small settlement in Poland, south-west of Krakow, not far from the Slovak border. It is famous for its salt mine. It produced table salt from the 13th century until 2007.

The Wieliczka mine is often called the *Underground Salt Cathedral of Poland*. It is 327 metres deep and over 300 km long. There are 2,040 chambers with amazing salt carvings – statues, pieces of furniture and chandeliers. It is a World Heritage Site. It also houses a rehabilitation and wellness complex where people with allergies can get better.

Project work • Recording feelings

15. STATUES • Think about how you use salt at home and make a list in groups.

I use sea-water nose drops to stop my allergy.

Mum puts warm salt on my ear to stop earaches.

We make small statues from a mixture of salt, flour and water.

Make a small salt dough statue to show your feelings.

See some real salt statues on http://en.wikipedia.org/wiki/Wieliczka_Salt_Mine

MINISECRETS OF ENGLISH

Rules and advice for visitors to the mine

You **must** wear a miners' hard hat and you **must** only walk along the guided path.

You **needn't** climb up the stairs after visiting the mines – you **can** use the lift.

You **mustn't** enter the mine without a guide.

You **should** wear warm clothes – the temperature underground is only 14-16 °C.


You **shouldn't** take too many things with you underground.

Wheelchair users **needn't** wait at the ticket office, they **can** book tickets in advance.

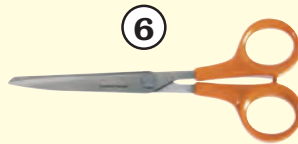
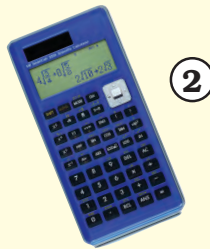
Unit 4

- Asking for things
- Useful things
- Ongoing past events
- Asking for permission
- Flying objects
- News
- BT Global Challenge

Communication • Requests and responses 1

27  **1. ASKING FOR THINGS** • Listen and find the pictures. Then practise in pairs.


- 1 a highlighter (pen)
- 2 a calculator
- 3 a felt tip (pen)
- 4 glue
- 5 (a pair of) compasses
- 6 (a pair of) scissors



Can I use...?
 Could I borrow...?

 Can you lend me...?
 Could you give me...?
 Could you pass me...?

Sure.
 OK.
 Yes, here you are.
 Yes, of course.
 Yeah, no problem.


 I'm afraid not.
 I need it myself.

2. ROLEPLAY • Roll the dice to find a situation. Then talk in pairs.

1. You need some coloured pencils.
2. You want to borrow a book for the weekend.
3. You can't find your ruler.
4. You haven't got any glue left.
5. You've got a runny nose.
6. You want to use your friend's brand-new mobile.

Unit 4

Vocabulary • Useful things

28  **3. PACKING** • Listen, find and repeat.



- ① a sleeping bag
- ② a torch
- ③ a spoon
- ④ a tin opener
- ⑤ a knife
- ⑥ a fork
- ⑦ a water bottle
- ⑧ (a box of) matches
- ⑨ a compass
- ⑩ (a set of) clothes
- ⑪ (a pair of) waterproof shoes
- Toiletries:
- ⑫ (a bar of) soap
- ⑬ (a tube of) toothpaste
- ⑭ a toothbrush



29  **4. WHAT IS IT?** • Listen and find the objects in the picture.

5. TOP 10 • Make a list of things you need on a camping tour. Then work in groups and decide on the ten most important items.


- ☺ I want to take an extra blanket because the nights are too cold in the hills.
- ☹ You needn't take an extra blanket. Our sleeping bags are warm enough.

VOCAB CHEST

- too small – big enough
- too big – small enough
- too cold – warm enough
- too thin – thick enough
- too heavy – light enough

EXTRA TASK You are packing for the tour but you can't find everything you need. Try to borrow some things from your friends. You can find help in Exercises 1 and 3.

Listening and reading • Introducing new structure
(Past Continuous Tense)

30  6. DIARY • Listen and read. Match the pictures and the texts.

At 6 o'clock in the morning, we were packing our things. We were putting the sports bags and suitcases in the car boot and dad was fixing the bikes onto the car top. My brother wasn't helping at all. He was just watching us.



At half past 7 we were driving along the motorway. We were listening to some music on the radio and I was singing along.



At 4 o'clock in the afternoon, we were having a rest in the mountains. Mum and dad were climbing up to the cave, my brother and I weren't. We were just hanging around.



At 7 o'clock we were having dinner in front of our brand-new tent. The sun was still shining. We were having a great time.



7. TRUE OR FALSE? • Find and correct the false information.

- At six o'clock they were packing their things.
- They were putting the bags on the car.
- The boy was watching them.
- He was helping.

- Yes, they were.
- No, they weren't. They were putting the bags in the car boot.
- Yes, he was.
- No, he wasn't.

At half past 7 they were relaxing by a lake.
The girl was singing.
The boy was singing.
The parents were rowing a boat.

The children were rowing, too.
They were having dinner at a restaurant.
It was raining in the evening.

EXTRA TASK WHAT ABOUT YOU? • Talk in pairs about your last weekend.

What were you doing **at 3 o'clock in the afternoon on Saturday**?
Were you outside? Or were you watching a film?

Unit 4

Communication • Requests and responses 2

31

8. ASKING FOR PERMISSION • Listen and read. Then talk in pairs. Make different conversations, using the words in the VOCAB CHEST.

- ☺ Mum, can I go to the adventure park with my class tomorrow?
- 👉 Who are you going with?
- ☺ With our class teacher and the PE teacher.
- 👉 What time are you coming back?
- ☺ At 8 o'clock in the evening. Please, can I go?
- 👉 OK. You can go, but you must be home by half past 8.
- ☺ Thank you, mum.
- 👉 That's all right. But take care.

VOCAB CHEST

zoo	History teacher
museum	teacher
national park	Science teacher
roller rink	another class
	some parents
5 o'clock	tea time
around 7	dinner time
eightish	8 o'clock

Reading and speaking • Talking about past events

9. ADVENTURE IN THE AIR • Read and answer.

Who took the children on a balloon ride?

What did they see on the way?

Why did they come back so soon?

In the adventure park, there was a photo exhibition of flying machines.

While we were looking at the pictures, a man in a uniform came to us. When we turned to him, he started to tell us about these machines. We found out that he worked as an engineer at a small airport and his hobby was flying. He offered us a ride in his hot-air balloon. First our teacher didn't want to let us fly, but he also joined us in the end. It was chill!

The sun was shining when we took off. We were flying over the adventure park when we noticed a pond under us. Some kids were swimming in its shallow water. While the balloon was moving away from the park, the wind started to blow.

It blew my cap off! Suddenly we saw lightning and heard thunder in the distance.

Our leader turned the balloon back to the park. We got back before the storm came.

10. FLYING MACHINES • Read the descriptions and match them with the words and the pictures.



1

a) hang-glider

b) airship

c) hot-air balloon

d) microlight (microlite)

It's a large bag full of hot air, with a basket that people can ride in through the air.

It's a very small plane for one or two people.

It's an aircraft without wings that is filled with gas and has an engine.

It's a simple aircraft with no engine. You control it by moving your body.



3



4



2

11. WHAT HAPPENED? • Tell a story with the help of the pictures. Use your imagination and invent new sentences.

It started to rain.

We saw a scary animal.

I fell off the pony/into the water.

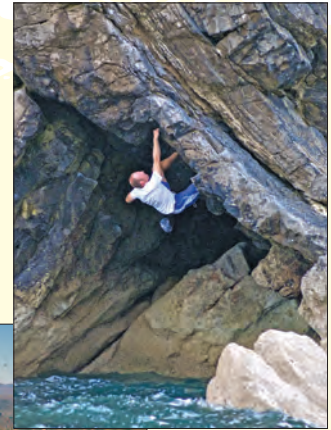
I bumped into an old friend.

The canoe sank.

I met an attractive boy/girl.

My mobile rang.

Someone shouted "hello".



12. MINI STORIES •

Work in groups and write a short story about the pictures. Use a dictionary to look up new words. Here is an example.

SOLO'S CLIMBING

While Solo was climbing on the steep rocks, he suddenly noticed an eagle's nest high above his head. The baby eagles were waiting hungrily for their mother. The climber stopped moving. "I should hurry down before the mother comes back." When he reached a small cave, he stopped. While he was relaxing there, the eagle appeared. It was carrying something in its beak for the nestlings.

Learning to learn • Be word smart

13. NEWS • Work in groups of four. Each of you choose one article below and read it. Use a dictionary to look up any new words you find. Then share the most important information with each other.

THE RUN

Every November, hundreds of old cars leave Hyde Park in London for Brighton. They start at 8 o'clock. The fastest cars arrive in Brighton at around 11 o'clock. Only cars from before 1905 can enter. One of the oldest cars in the Run was a car from 1884. It is not a race but at the end, drivers get a medal.

MARTIAL ARTS

The Japanese invented karate, one of the martial arts. It is popular in Britain. 120,000 people practise it. Karate students wear a special white costume. Beginners wear a white belt. When they learn more, they can wear a yellow belt. After that there are orange, green, purple, brown and black belts.

THE BODYBUILDER

Arnold Schwarzenegger was born in Austria to a poor family. In the late '60s, he went to America and entered a lot of bodybuilding competitions. He won more than anyone else. As an actor, he started with small parts. His first big hit was Conan the Barbarian in 1982.

DEADLY CREATURES

Australia has got lots of marvellous beaches with golden sand and crystal clear water. One of them is in Darwin. It is always sunny there – but you can't see any swimmers in the water. For half a year, there are dangerous jellyfish in the sea. They are deadly poisonous.

EXTRA TASK Imagine you were having a holiday in Brighton when the old cars arrived. Write a letter about the Run to your friends.

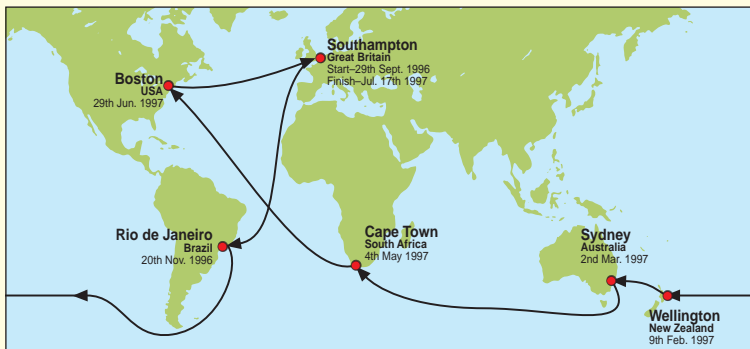
Unit 4

Culture • Around the world

32 14. BT GLOBAL CHALLENGE • Listen and read.

In 1992, ten identical yachts set out to circumnavigate the world “the wrong way”, against winds and currents.

Four years later, volunteer crews tried it again – the BT Global Challenge started on 29th September 1996. Fourteen identical yachts travelled 30,000 miles from Southampton to Rio de Janeiro, Wellington, Sydney, Cape Town, Boston and back to Southampton.



Look at the map and find the places.

Which countries did they visit?
Which oceans did they sail across?

The crews consisted of volunteers from all kinds of jobs, led by professional skippers. While they were sailing, they could experience different types of weather. When the sea was calm, they made tea on board. When huge waves were attacking the yacht, they changed sails and worked hard.

The radio operator reported the position of the yachts twice a day and calculated their position in relation to the others.

It was a tough race. But it was fantastic too. While they were sailing along the coast, they saw thick forests, steep rocks and beautiful mountains. Sometimes they sailed past spectacular icebergs. Whales and dolphins swam near the boats.

Project work • Learning through experimenting

15. HOW TO MAKE DRINKING WATER FROM SEA WATER • Put these instructions in order. Then do the experiment with an adult.

- Place the pot cover upside down so the handle is facing the glass.
- Wait until the drinking water grows cold.
- Put an empty glass inside a pot.
- Boil the water slowly. As the water becomes vapour, it condenses on the cover as water drops, which then fall into the glass.
- Pour some salt water into the pot.

You can read about other interesting experiments on

<http://www.csodakpalotaja.hu/index.php>

MINISECRETS OF ENGLISH

What were they doing? What happened while they were sailing?

The crews **weren't** sailing the “right way.”

While they **were** sailing near the coast, an albatross **flew** over the yacht.

What **was** the bird **doing** when they stopped the boat?

REVISION 2

Vocabulary • Revising vocabulary and function (health, medicine, useful objects)

1. **USEFUL OBJECTS** • Add words to the table. Add extra items if possible.

Things that help you when you don't feel well	Things that you use when you study	Things that you use when you go camping or hiking



Communication • Requests and responses; Giving advice

33 2. **SITUATIONS** • Listen and find who is talking.



3. Imagine you are one of these people. Ask for advice.

I feel weak. I've got a runny nose and a sore throat. What should I do?



You should see your doctor. I think you should drink lots of hot lemon tea. You mustn't stay at school. You should talk to the class teacher about it.



4. HOT SPRINGS • Read a North American legend about the Big Horn Hot Springs. Look at these definitions for the word “spring”. Which one matches the meaning in the title and the story?

1. the season of the year between winter and autumn
2. water that flows up from under the ground
3. a long thin “curly” piece of metal
4. a quick jump forward



Big Horn Hot Springs can be found in Hot Springs State Park (Wyoming, USA). Native Americans thought the place had supernatural powers. People who took a bath in that water had good health and a long life. The mineral water in the springs is 57 degrees. Lots of people go there for hot-water treatments.

THE ORIGIN OF BIG HORN HOT SPRINGS *(a Shoshoni legend)*

There was once a bitter war in the region of the Big Horn and Wing Rivers. A neighbouring tribe stole the daughter of a Shoshoni chief and didn't want to pay her father with horses or other valuable things. The chief was very angry, and his warriors were very angry.

They fought battle after battle with the tribe that stole the girl.

One spring morning, the two groups of fighters met on a high hill. The sun was red with anger because of so much fighting among his children.

Suddenly the Chief-with-No-Daughter noticed that a swirl of white smoke was curling upwards at the foot of the hill. He told the Chief-Who-Stole-a-Maiden about it. They thought it was a sign from the Great Mystery. “He is telling us to smoke the pipe of peace.”

All the warriors went down the hill to the smoke. At first, the odour of the smoke was very unpleasant. After a while it became less and less unpleasant. The men soon learned that it came from a spring. They reached the spring and sat down. While the warriors and the two chiefs were sitting by the smoking spring, they passed the pipe of peace to each other.

Did you know?

Shoshoni is a tribe of Native Americans living in the Rocky Mountains.



Why do bison and other animals like staying by the hot springs?



5. WORD POWER • Match the words and the definitions. The text will help you.

- | | | |
|---------------------|-----------------------|---|
| 1 a region | <input type="radio"/> | a fight between two groups of people |
| 2 a tribe | <input type="radio"/> | the pipe that warriors smoked when they decided to stop fighting |
| 3 a chief | <input type="radio"/> | an area of land whose geography and culture is different from others |
| 4 a battle | <input type="radio"/> | someone who fights |
| 5 a warrior | <input type="radio"/> | the leader of a group |
| 6 the pipe of peace | <input type="radio"/> | a large group of people who live in the same area and share a common language, religion and culture |

6. FALSE • Correct these statements. Use: **didn't**, **wasn't**, **weren't**, then give the correct information.

A neighbouring tribe wanted to pay the girl's father with horses.
The two tribes met by the river.
At first, the odour of the smoke was very pleasant.
The warriors were standing by the spring.
They were talking about war.

7. YOUR TURN • Talk about the events. Use **while** or **when**.

*The chief's daughter was sleeping. Some warriors stole the chief's daughter.
While the chief's daughter was sleeping, some warriors stole her.*

The tribes were fighting. Lots of people died.
One morning, the fighters met on a high hill. They had war paint on their faces.
The sun was shining. The warriors wanted to start the battle.
Suddenly, the chief noticed some smoke. He was watching the other warriors.
They were walking towards the spring. The smoke became less unpleasant.
They were sitting by the spring. They were smoking the pipe of peace.

8. ROLEPLAY • Work with friends. Choose one of these cards and act out the situation.

ROLE CARD 1a

You are interested in geography and nature. You want to go to the shop to buy a magazine with a DVD about Yellowstone National Park. Ask your parent if you can go.

ROLE CARD 1b

You are a parent. You don't want to let your child go shopping, because there is a lot of housework to do round the house.

ROLE CARD 2a

You need some books from the library for your project about hot springs. But the library closes early, and after school you must go to your karate training. Ask for your friend's help.

ROLE CARD 2b

Listen to your friend's problem and try to help him/her.

PAST ACTIONS

a) Past Continuous Tense

Ongoing actions: was/wasn't, were/weren't, -ing
Read the dialogue. Then make new dialogues in pairs, using words from the VOCAB CHESTS.

- ☎ What were you doing yesterday afternoon?
- 👂 We were at my cousin's. My younger sisters were playing in the pool. My cousin and I were rollerblading. My aunt and uncle were making some food in the garden. We were having a great time. What about you?
- ☎ I was working on a science project. It was interesting.

VOCAB CHEST 1

at 5 o'clock yesterday
 ice rink
 ice skating with friends
 hiking with mum and dad

VOCAB CHEST 2

on Saturday afternoon
 on a class trip
 boating
 having a picnic

b) Past Continuous or Past Simple Tense

Ongoing or simple past actions?

Write a short story about the picture. Use: when, while, and, so, because

VOCAB CHEST 1

walk in the street
 go past a big house
 see a man
 wear grey clothes
 climb up a ladder
 phone the police



VOCAB CHEST 2

arrive
 stay in the car
 phone the police station
 catch the man
 walk towards the car



c) Using modals: must, needn't; mustn't; should, shouldn't

Write correct sentences.

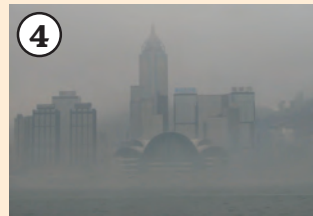
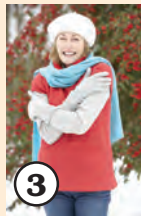
- play / is / quietly / , / the / sleeping / You / baby / should / .
- the / too / go / We / food / needn't / in / to / shop / , / is / there / the / much / fridge / .
- mustn't / bike / You / without / ride / your / helmet / a / .
- hard / and / They / work / learn / should / more / .
- so / sweets / shouldn't / She / eat / many / .

- Describing the weather
- The natural environment
- Expressing preferences
- Comparing climates
- going to for prediction
- The passive

Communication • Talking about the weather

34  **1. AN UNEXPECTED EXPERIENCE** • Listen to Sophie's diary and repeat the sentences. Then answer the questions.

- ① It's pouring with rain.
- ② It's freezing cold.
- ③ It's a bit chilly.
- ④ It's misty and foggy.
- ⑤ It's stormy today.
- ⑥ In the morning there was lightning too.
- ⑦ It's very windy.
- ⑧ It's cloudy and it's drizzly.



Where is Sophie from?
Which countries did she visit during her holiday?
How did she feel about it?

2. SENTENCE-BUILDING GAME • Listen to her diary again and make notes in your exercise book. When? Where? What was the weather like? Then play in pairs. Revise Sophie's trip by forming true sentences about her holiday.

On November 19th she went to Venice.

In Venice it was pouring with rain.

There was water everywhere.

Sophie couldn't go out.

EXTRA TASK PROVERBS • Work in groups. Do you have these proverbs in your language? What do they mean? Draw them in your exercise book and make your classmates guess.

It's raining cats and dogs.

April showers bring forth May flowers.

There's something in the wind.

Make hay while the sun shines.

Unit

5

Vocabulary • Natural environment

35  3. OUR HOME: HUNGARY •

Listen to Tamás talking about his country. Repeat the highlighted words and discuss the questions.



Hungary has a continental **climate**. What is a climate? It is the kind of weather that a place usually has. With a continental climate, there are four seasons: spring, summer, autumn, and winter. They all **differ** from one another.

In Hungary the **temperature** is the highest in the summer – in July and August. There are rarely **heat waves** or **droughts**, as it rains more in the summer than it did years ago. The coldest month is January. Usually the lakes and rivers **freeze**. Springs are warm and showery, autumns are usually **mild**.

Most of Hungary's **territory** is flat, but there are some mountains and **low hills** too. Our country is surrounded by high mountains which protect us from the caprices of the weather.

I like living here but sometimes I **envy** people living near the **Mediterranean Sea**. Their summers are longer and winters are milder.

But I still **prefer** our **continental** weather with our white winters and flowery springs. We don't have natural disasters like earthquakes, volcanoes, or hurricanes in our county, but in certain regions we usually have floods.

What is Hungary's climate like?

What are the different seasons like in Hungary?

Which climate does Tamás like to live in? Which climate do you prefer? Why?

4. WORD POWER • Match the words and the definitions. The text will help you.

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> heat wave | <input type="checkbox"/> the kind of weather that a place usually has |
| <input type="checkbox"/> temperature | <input type="checkbox"/> the opposite of "to be the same" |
| <input type="checkbox"/> mild | <input type="checkbox"/> it tells you how hot or cold it is |
| <input type="checkbox"/> climate | <input type="checkbox"/> it becomes hot very quickly |
| <input type="checkbox"/> to differ | <input type="checkbox"/> it's not cold nor hot |

EXTRA TASK **READING GAME** Play in pairs. Read the beginning of a sentence from the text and ask your partner to finish it.

36 5. NATURAL DISASTERS • Listen and number.



- | | | | |
|--------------------------------|------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> flood | <input type="checkbox"/> hurricane | <input type="checkbox"/> earthquake | <input type="checkbox"/> volcanic eruption |
|--------------------------------|------------------------------------|-------------------------------------|--|

37  **6. OUR PLANET** • Read and answer the questions.

How do people pollute their environment?
 What does Greenpeace do?
 Who are environmentalists?



People all over the world suffer from natural disasters. Most of them **are caused** by people. Pollution can harm animals and the environment too. Factories release chemicals into nature, cars generate exhaust fumes and people produce too much waste. Many well-known organisations, for example Greenpeace, believe that the Earth is in danger. Lots of demonstrations **are organised** by Greenpeace every year to stop people cutting down forests or hunting whales. Their aim is to save the planet. People who love the natural world are called environmentalists. They use environmentally friendly products, recycle waste, use unleaded petrol, or eat organic food. These fruit and vegetables **are grown** without using chemicals. It **is believed** that they are healthier too.

7. BEING GREEN • What is done for the environment at schools?

- | | |
|--|--|
| <input type="checkbox"/> 1 Trees | <input type="checkbox"/> are reused in Crafts lessons. |
| <input type="checkbox"/> 2 Waste | <input type="checkbox"/> are discussed. |
| <input type="checkbox"/> 3 Plastic bottles and paper boxes | <input type="checkbox"/> are planted around the school building. |
| <input type="checkbox"/> 4 A project week | <input type="checkbox"/> are shown. |
| <input type="checkbox"/> 5 Questions about pollution | <input type="checkbox"/> is organised every spring. |
| <input type="checkbox"/> 6 Films about endangered animals | <input type="checkbox"/> is served in the school canteen. |
| <input type="checkbox"/> 7 Organic food | <input type="checkbox"/> is collected in recycling bins. |

How is it in your school?

*Trees aren't planted every year but waste is collected in recycling bins.
 Recycled paper is used in Art lessons.*

8. RECYCLING • Draw pictures about reusing plastic bottles, cans and paper boxes. Then talk about them in pairs.

*Toilet paper rolls are used for designing decoration.
 Boxes are used for making toys.*



Unit 5

Learning to learn • Be nature smart

9. EARTH, AIR AND WATER • Match the words with the place they grow, fly, swim, run, or crawl in/on.

EARTH

AIR

WATER

Eagles fly in the air.

Sharks swim in water.

Horses run on the earth.

VOCAB CHEST

eagle	whale	horse
elephant	parrot	octopus
lobster	sparrow	shark
hawk	flower	owl
pigeon	fruit tree	dove
salmon	camel	

Reading and speaking • Matching information

10. I KNOW WHERE • Read and match the questions with the answers. Then talk to a partner.

I think giant tortoises can be found...

1. Where can you find a unique collection of giant tortoises?



a) It's off the north-east shore of Australia.



2. Where is the world's largest tropical rainforest, the Amazon rainforest?



b) On the Galapagos Islands near the Equator.



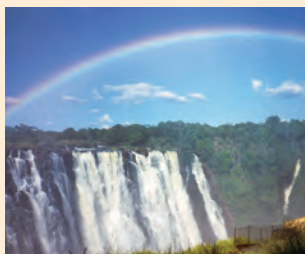
3. Where is the world's largest coral-reef system, the Greet Barrier Reef?



c) On the Zambezi River, near the border of Zimbabwe and Zambia in Africa.



4. Where are the Victoria Falls?



d) In South America.



Find these places on the World Map.

11. ENDANGERED ANIMALS • Work in groups. Use a dictionary if needed.

A. Match the words with the definitions.

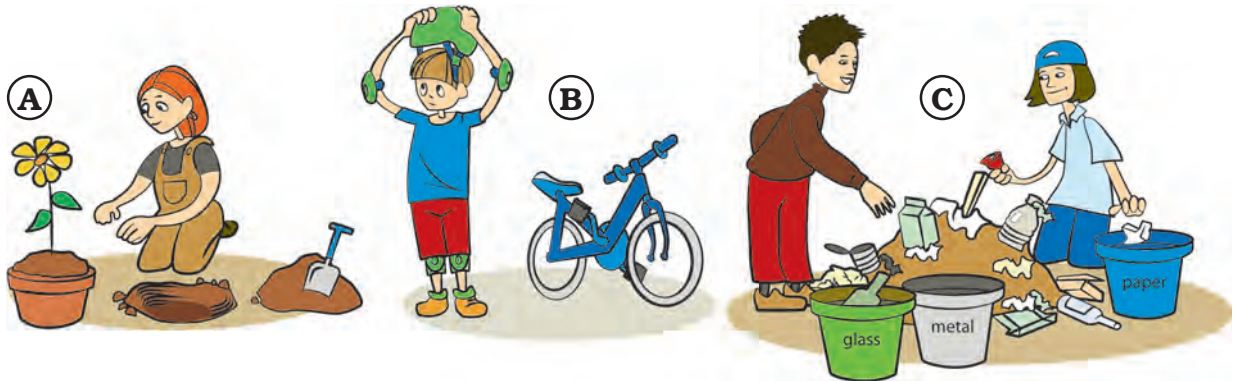
- | | | |
|--------------|-----------------------|--|
| 1 adaptation | <input type="radio"/> | a chemical used to kill insects and other pests |
| 2 threatened | <input type="radio"/> | when an animal or plant changes its way of living |
| 3 extinct | <input type="radio"/> | the environment where an animal or plant lives |
| 4 habitat | <input type="radio"/> | an animal or plant that has completely died out |
| 5 pesticide | <input type="radio"/> | an animal or plant that could die out if it is not protected |

B. Choose an endangered animal and create a poster about it, use the words above.

Collect information about your animal on the internet or from encyclopedias. Write about it. Where does it live? Why is it in danger? What is going to happen if this animal dies out?

Listening and speaking • Using *going to* for predictions

12. PREDICTIONS • Look at the pictures. What are these people going to do?



38 **13. WHAT'S GOING TO HAPPEN?** • Listen. Then act out.

Look! There's your pencil on the floor. Angela is going to...

Watch out! There's a cat on your chair. You are going to...

Peter! Wait! You shouldn't eat that. You're going to be...

Look out! The tree is going to...

Look! There are clouds in the sky. It's going to...

Stop shouting! Miss Brown is here. She is going to be very...

EXTRA TASK

FREEZE FRAME GAME

Play with your friends. Start an action, then freeze. Your friends try to guess.



You are going to write.

Unit

5

Culture • Around the world

39

14. THE METEORAS • Look at the picture. Say some sentences about it before you listen to and read the text.



Do you know where these wonderful rocks can be found? They are called the METEORAS. They were formed 60 million years ago by the weather and earthquakes. Local people believe that millions of years ago there was a sea around the rocks. It is a plain now. For centuries, monks lived in the monastery at the top of the rocks. There were no roads, or stairs leading

up to the monastery. Food was brought by people living in nearby villages and taken up to the monastery by the monks, in baskets.

Why are they visited by thousands of tourists every year? Because rocks like these cannot be found anywhere else on Earth. It is a beautiful and unique natural formation, which was used by people to hide away from civilisation for centuries. It is situated in Greece.

Creative writing

15. A DAY IN THE LIFE OF A MONK • Imagine a monk's day in a monastery at Meteora. Write about it in your exercise book.

**And what about your country?
Have you got any natural wonders?**

MINISECRETS OF ENGLISH

is grown	Organic food is grown without using chemicals.
is called	One of the most famous environmental organisations is called Greenpeace.
was founded	Greenpeace was founded in 1971.
was made	The book was made from recycled paper.
was taken	Food was taken by people in nearby villages.
were used	The rocks were used by monks who wanted to hide away from civilisation.

Unit 6

- Large numbers
- Present Perfect Tense
- yet, already, since, for, ever, never, just
- World Heritage Sites
- Festivals all over the world

Communication • Large numbers

40 1. A MIGHTY MILLION • Listen and answer.

A million is a really big number, but do you know how big?

What were you doing one million seconds ago?
That was 11 days, 20 hours, 4 minutes and 4 seconds ago.

What were you doing a million minutes ago?

That was nearly two years ago – one year **345** days, 4 hours, 4 minutes precisely.

What were you doing a million hours ago?

You weren't doing anything. It was **114** years, 28 days and 16 hours ago.

A million days ago was in about **744** BC.

A million weeks ago was in about **17,000** BC.

A million years ago the only people were in Africa.

220 million years ago, all the continents were part of one supercontinent. Slowly, the big continent broke up and the continents drifted away from each other.

VOCAB CHEST

three hundred and forty-five
one hundred and fourteen
seven hundred and forty-four
seventeen thousand
two hundred and twenty million

41 2. THE EARTH • Listen and repeat.

- ① Europe
- ② Asia
- ③ Africa
- ④ North America
- ⑤ South America
- ⑥ Australia
- ⑦ Antarctica
- ⑧ north
- ⑨ east
- ⑩ west
- ⑪ south
- ⑫ the Pacific Ocean
- ⑬ the Atlantic Ocean
- ⑭ the Indian Ocean



EXTRA TASK Play with a friend. Think of a continent or an ocean. Ask Yes or No questions.

- Is it an ocean? Is it near Australia? Is it the Pacific Ocean? It's the Indian Ocean!
- Yes it is. Yes, it is. No, it isn't.

Unit

6

42

3. LARGE NUMBERS • Put the numbers in the order you hear them. Then write them in your exercise book.

150,400

3,500

1,026

10,543

4,145

Listening and speaking • Introducing a new structure (Present Perfect Tense)

43

4. FIRST DAY IN A HUNGARIAN SCHOOL • Listen and read Clemance's diary. Then read the statements and decide True (✓), False (X) or Don't know (?).

September 1st, First day at school

I am still at school. The lessons are over, but we will have an afternoon class with Mrs. Dudás, who is our Hungarian as a Second Language teacher. It's funny, because she is called "Rita néni" by other students.

It has been a long day. I am really tired. Let's make a list of what I have already done.

I have already met my classmates, I have already made friends with a Chinese boy and a Hungarian girl.

I have had six lessons with six different teachers, I have talked to the principal, and some other foreign students.

I have listened to students talking in Hungarian in the hallway during the breaks.

I have learned to say "thank you", and "good morning" in Hungarian. I have written a letter to my friends in Congo in the ICT Room.



A. Clemance has already talked to the principal.

B. She hasn't made any friends.

C. She hasn't listened to any students talking in Hungarian.

D. She has learned to say some words in Hungarian.

What else has she done?

5. THIRD FORMS • Read the text again and find the third form of these verbs.

For example: meet – met

meet	be	learn	have	talk	listen	do	write	make friends
------	----	-------	------	------	--------	----	-------	--------------

EXTRA TASK

Make a list of things you haven't done but you would like to. Tell a friend about them.

I haven't been to Australia, but I would like to go there one day.

44  **6. A NEW STUDENT** • Listen to the children, then answer the questions.

Dorka Hi, are you a new student at Dob Street School?

Clemance Yes, we have just arrived from Congo. I'm Clemance. What's your name?

Dorka I'm Dorka. Welcome to our school. Which grade are you in?

Clemance I'm in Year 8. And you?

Dorka I'm in Year 5. Have you been to Hungary before?

Clemance Never. I have never been to Europe before. Have you ever been to Africa?

Dorka Never in my life. But I have a classmate who is from Asia! Oli, come quick!

Oli What's up, Dorka?

Dorka Let me introduce you to Clemance. This is Oli. This is Clemance.

Oli Hi. Nice to meet you.

Clemance Hi, nice to meet you too. Where are you from in Asia?

Oli I'm from China. Have you ever been there?

Clemance Not **yet**. I've just arrived from Africa.

Oli Great! I have been there – to Egypt. I hope you like it here. We have children from all over the world in our school. There's a boy from Africa in Year 8 too. From Cameroon, I think.

Clemance Oh, wonderful. We are classmates, then. I'll go and find him. Bye for now! See you later Dorka and Oli.



Dorka, Oli See you later, alligator!





Where are the children?
 Where is Clemance from?
 Where is Oli from?
 Has Clemance been to Hungary before?



Has Dorka ever been to Africa?
 Has Clemance ever been to China?
 Have you ever been to Africa?
 Have you ever been to Asia?

7. CHAIN GAME Look at the map and say which continents or countries you have been to.

 Have you ever been to Africa?
 I have never been to Africa, but I have been to other countries in Europe.
 Have you ever been to Asia?

EXTRA TASK Work in pairs. Write questions and ask each other.

 Have you ever seen the Queen of England?
 No, I haven't.

 Have you ever talked to a popstar?
 Yes, I have talked to Presser Gábor.

Unit

6

Reading and writing • Extending vocabulary and practising structure

8. ANOTHER LIST • Work in pairs. Here's another list of what Clemance hasn't done yet in Hungary. Read the list and write sentences about them.

see the Parliament
take folk dance lessons
do the shopping
buy clothes
travel to the countryside

eat pancakes
touch snow
read my emails
hear about my friends
swim in Lake Balaton

VOCAB CHEST

buy – **bought** see – **seen**
eat – **eaten** swim – **swum**
do – **done** take – **taken**
hear – **heard** touch – **touched**
read – **read** travel – **travelled**

45

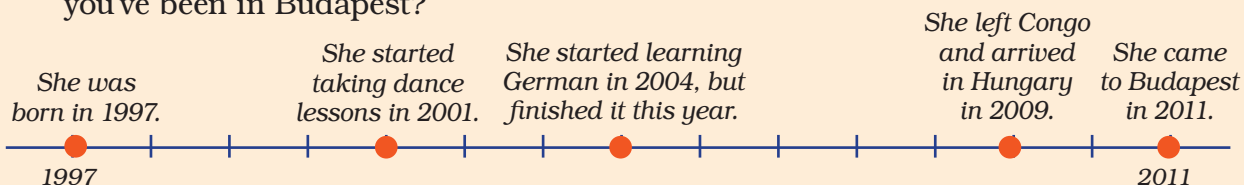
9. GAME EXPRESSION HUNT • Listen to the expressions. Find them in the text in Exercise 4 and read out the sentences.

Communication • Asking about each other's life

46

10. AN INTERVIEW • Class 8 is interviewing Clemance about her life. Listen and match the questions with the answers.

- | | |
|---|--|
| ① Where were you born? | a) I love dancing. |
| ② How old are you? | b) I've been in the country for a year. |
| ③ How long have you been in Hungary? | c) I was born in Africa, in Congo. |
| ④ How long have you been in Budapest? | d) I've been here since August. |
| ⑤ How long is it since you saw your grandparents? | e) Yes, I have had 3 lessons. |
| ⑥ What do you like doing? | f) I'm 14. |
| ⑦ Have you had dance lessons since you've been in Budapest? | g) I haven't seen them for two years. |



Now talk about her life. Use these words: be, learn, perform, live, since and for.

Clemance was born in 1997. She has ... since 2001. She has ... on stage every year for ... years. She has ... in Hungary for ... years. She has ... in Budapest since 2011.

11. GAME WORD TENNIS • Play with your classmates. Form sentences with the words. Since or for?

I haven't seen my grandparents for two weeks.

see live be eat
buy (**bought**) call (**called**)
cook (**cooked**) do (**done**)
break (**broken**) find (**found**)

two weeks 1987
yesterday last summer
four days March
seven months 2010

Reading and speaking • Practising structure (Present Perfect Tense)

12. HOW LONG HAS IT BEEN? • Work in pairs. These messages were found in old bottles on the shores of the Pacific Ocean in California a few weeks ago. Read the messages and find the answers to the questions.

THE GREAT WALL OF CHINA

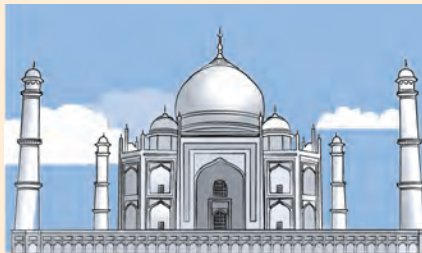
Dear friends, I saw an amazing man-made structure today in China. It's just unbelievable. It is approximately 6,352 km long. I'm sorry that you cannot be here to see it. I've drawn a picture of it here...
1843, China



What did the traveller see on the day he wrote the message?
How long is the man-made structure?
How long has the bottle been in the ocean?

TAJ MAHAL

My dear, I visited a wonderful building today. I'm in India, in Agra. The building is made of white marble- and almost as beautiful as you are. The mausoleum was built by the Emperor Shan Jahan when his wife died. Here is a drawing of it for you to see..
1849, India



What did the traveller see?
What is the building made of?
Who was the mausoleum built by?
How long has the bottle been in the ocean?

The places our travellers visited belong to the World Heritage Sites.

EXTRA TASK Work in pairs. Write "Have you ever...?" questions and ask your friends to answer them. Use your imagination!

Have you ever seen a lion walking in the streets?

Have you ever walked up ten flights of stairs, without using a lift?

Have you ever met anyone famous?

Learning to learn • Be number smart

47 **13. FIND OUT** • Guess the heights or lengths of these structures. Then listen and check your guesses.

STRUCTURES

the Great Pyramid (Giza, Egypt)
the Channel Tunnel (connects England and France)
the Colosseum (Rome, Italy)
the Leaning Tower of Pisa (Italy)
the CN Tower (Toronto, Canada)

HEIGHTS and LENGTHS

38 kilometres
553 metres
146 metres
50 metres
55.5 metres

EXTRA TASK Find photos of the structures in Exercise 13 and make a display.

Unit

6

Culture • Around the world

48



14. FESTIVALS ALL OVER THE WORLD • Read and match the titles. Then listen and check your work.

Chinese New Year



Diwali



This is the best known Hindu festival. On this day, lights brighten homes throughout India. The festival is for welcoming the gods Rama and Lakshmi. At this time, families get together and celebrate with gifts and food. Many families decorate their homes with flowers and draw a colourful rangoli, an intricate pattern made in rice flour, at the entrance of the home. This festival takes place in autumn.



This is the longest and most important celebration in the country's calendar. The new year begins on the first day of the calendar, which usually falls in February, and the festivities continue for 15 days. During the celebrations, people wear red clothes, give children "lucky money" in red envelopes and set off firecrackers. Red symbolises fire, which the people believe drives away bad luck. Family members



gather at each other's homes for big meals. The celebration ends with a lantern festival. People hang decorated lanterns in temples and carry lanterns to an evening parade under the light of the full moon. The highlight of the lantern festival is often the dragon dance. The dragon, which can stretch a hundred feet long, is typically made of silk, paper and bamboo.

Project work • Doing research and making a poster

15. FESTIVALS IN NEIGHBOURING COUNTRIES • Work in groups or pairs. Find information about different festivals in our neighbouring countries. Make a poster, then tell your class about it. Organise a display too.

You can find lots of information at

<http://www.2camels.com/festivals/europe.php>

MINISECRETS OF ENGLISH

Have you (ever)...?

Have you **ever** been to Italy?

No, I haven't, but I have been to Greece.

Have you seen the film *Titanic*?

No, I haven't, but I have seen *The King's Speech*.

Have you talked to dad **yet**?

No, I've **just** got home.

How long have you...?

How long have you been here?

I have been here **since** 5 o'clock.

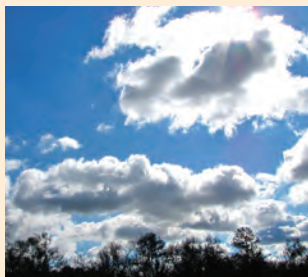
Oh, so you have been here **for** 2 hours.

Yes, I have **never** waited so long for you before.

REVISION 3

Vocabulary • Revising vocabulary (describing the weather)

1. **WHAT'S THE WEATHER LIKE?** • Write words about the pictures in pairs, or on your own.



Communication • Expressing preferences

49 2. WHAT DO YOU PREFER? •

Listen and find out who is talking. Match these names and the weather pictures in Exercise 1.



Clemance
from Congo



Alfaruk from
Iraq



Ji Hao from
China



Pablo from
Italy

"I prefer hot weather. I don't mind if it is too hot, or if it's raining cats and dogs. I hate snow."

Clemance prefers hot weather.

She doesn't mind rain, but she hates snow.

Listening and reading • The Mediterranean climate

50 3. ITALIAN WEATHER • Listen and read. What's different?

Spring is the best time in Rome. April can see some glorious clear skies and stable weather and heading into May it's time to take out the summer clothes. By mid May, rain is almost a thing of the past.

Summer is the season of festivals and parties in Rome. In the centre of Rome in July and August, it can be unbearably hot. At this time of the year, most of the Romans are at the coast.

Autumn in Rome can be quite mild. It's usually only around the beginning to middle of November that people start digging through their winter clothes. Until the middle of October it's usually still "dry", while the end of October and November see the beginning of winter rains and chillier temperatures. Sunny cloudless skies are still common and the fresh clean air is glorious.

Winter can be fun, especially in the periods before Christmas and into the middle of January.

Rome in January and February can chill the bones but the temperature is rarely below zero. Snow is extremely rare but rain is common.



4. IN THE LAND OF LEGENDS • Read about Pompeii. Match the questions to the paragraphs.

- What was the name of the volcano which destroyed Pompeii?
- When did it happen?
- What did the natural disaster leave behind?
- When was the city found again? How?
- What was the name of the other city that was also covered by volcanic ash?
- What are the ruins nowadays?

POMPEII the Ancient City

Have you ever heard of the ancient Italian city called Pompeii? Pompeii was a large and thriving city that was destroyed when a volcano named Mt. Vesuvius erupted and killed most of the city's inhabitants and left behind a perfectly preserved example of ancient life.

There were actually two cities that were destroyed by the eruption of Mt. Vesuvius: Pompeii and Herculaneum. Both were completely covered by volcanic ash when Vesuvius belched out volcanic ash and hot mud on August 24th in the year 79 AD.

Both cities were forgotten until they were found again in the 1700s. Over time, the cities became completely buried. Excavation has been underway for several hundred years. At Pompeii, there are still a lot of areas which are uncovered. The ruins of the city have been a World Heritage Site since 1997.



Did you know?

There was a film made in 2007 with the same title: *Pompeii*.

5. WORD POWER • Match the words and the definitions. The text will help you.

- | | | | |
|------------------------------------|-------------|-----------------------|--|
| <input checked="" type="radio"/> 1 | preserve | <input type="radio"/> | when archaeologists dig up buried things |
| <input checked="" type="radio"/> 2 | thriving | <input type="radio"/> | keep in the same condition |
| <input checked="" type="radio"/> 3 | inhabitants | <input type="radio"/> | throw out air or gas |
| <input checked="" type="radio"/> 4 | excavation | <input type="radio"/> | people who live in the city |
| <input checked="" type="radio"/> 5 | belch | <input type="radio"/> | successful |
| <input checked="" type="radio"/> 6 | erupt | <input type="radio"/> | explode |

6. FALSE SENTENCES • Correct these statements. Use: **didn't**, **wasn't**, **hasn't**, **haven't** to give the correct information.

1. The city was one of the poorest cities of the Roman Empire.
2. The city was totally covered by ash from the volcano called Bolsena.
3. The natural disaster killed all the inhabitants.
4. The city was found again in the 1800s.
5. Excavation has been underway for thousands of years.
6. The ruins have been a World Heritage Site since 2001.

51



7. A THRIVING CITY • What was Pompeii like before the volcano blew up? Listen to the text, then find the words and read out the sentences. Find the words in a dictionary.

running water	Pompeii was a city of 20,000 residents. In many ways it was very progressive: Pompeii had indoor running water, a thriving marketplace, an amphitheatre for entertainment, and its own government. The homes of the wealthiest citizens were full of beautiful works of art, particularly frescoes (pictures of local gods and goddesses painted on the walls using a specific technique).
thriving marketplace	
amphitheatre	
government	
frescos	Pompeii also contained public baths, cobblestone streets, pavements and many private shops where residents could buy almost anything they wanted. As Pompeii was a port city, the people who lived there could get goods from lots of other Roman cities.
cobblestone streets	
port city	The people themselves were typical of the Roman empire at that time. There were several classes in Roman society, starting with the very wealthy and ending with slaves. The slaves were usually people who became slaves after a war. They served the wealthier Romans and were the lowest class of people in Roman society.
wealthy	
slaves	
	The people of Pompeii wore togas, but like all Romans, only in formal public places.

EXTRA TASK

Draw a picture of ancient Pompeii and talk about it with other people in your class.

8. ROLEPLAY • Work with friends. Choose one of these cards and act out the situation.

ROLE CARDS 1 and 2

You are tourists at Pompeii. You are interested in the ancient Roman civilisation. Ask an archaeologist these questions.

- When did archaeologists discover the city?
- Who lived here many centuries ago?
- How long has it been a World Heritage Site?
- How long have there been excavations?
- How...? Where...? Who...?

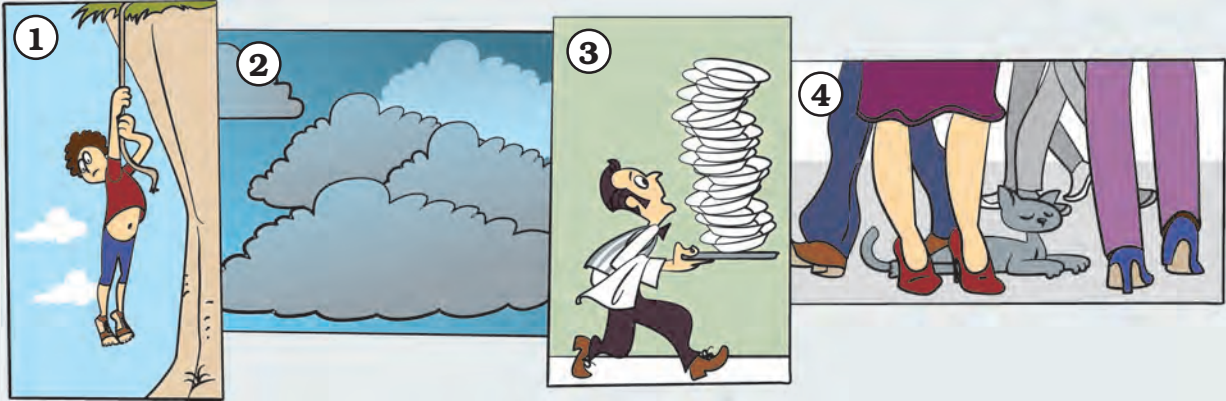
ROLE CARD 3

You are a famous archaeologist. Talk to the tourists and answer their questions.

USING GOING TO FOR PREDICTION

Look at the pictures and say what is going to happen. Use the verbs in the VOCAB CHEST. Write new sentences in your exercise book.

VOCAB CHEST	
fall	rain
drop	step



PRESENT PERFECT TENSE

a) *Have you ever..? never, already, yet*
Find someone who...

- has been to Italy.
- has never seen a kangaroo.
- hasn't read a book in another language.
- has made pancakes.
- has never been skiing.
- hasn't ridden a horse.

SENTENCE CHEST
Have you ever been to Italy? I have been to Italy. I haven't been to Italy yet. Yes, I have. No, I haven't. No, never.

b) *since, for*
Complete the dialogue with the verbs. Then act it out.

Clemance is going to Dorka's house. Dorka is preparing dinner with her mum for her.

Mum Hurry up. Your friend is arriving soon.

Dorka OK. OK. _____ you _____ the cake yet?

Mum Yes, and I _____ the meat, too.

Dorka Mum, but she is vegetarian. I told you!

Mum I forgot. How long _____ vegetarian?

Dorka I think, she _____ meat since she came to Hungary.

Mum When did she arrive?

Dorka Two years ago.

Mum So she _____ meat for two years!

I don't think it's healthy at her age. Ok. Let's make some salad then.

I _____ drinks. They are in the fridge. Could you take them out, please?

(The bell rings.)

Dorka Oh mum, she _____ just _____.

VOCAB CHEST
arrive – arrived
be – been
buy – bought
eat – eaten
forget – forgotten
make – made

Unit 7

- Holiday vocabulary
- Asking about someone's holiday plans
- Asking about the future: will, won't
- Booking a hotel room

Communication • Talking and asking about holiday plans

52 1. PREPARING FOR A TRIP • Listen and practise in pairs.

Dorka What are you looking at?
Oli A travel brochure. We are going to the US for the holidays with my family.
Dorka How will you travel?
Oli We will go by plane, of course.
Dorka How long will you be there?
Oli We will spend two weeks there.
Dorka Where will you stay?
Oli In a hotel, in New York, near Central Park.
Dorka Have you ever been to New York before?
Oli Never. This will be my first visit. I'm so excited!
Dorka I'm sure, it will be fantastic! When do you leave?
Oli Next week, but we have a lot to do until then.
Dorka I've never travelled by plane. Have you?
Oli Yes, to China. Several times.



2. AT THE AIRPORT •

Match the pictures with the sentences.

1. You have to check in an hour before the plane takes off. At that point, you get your boarding card.
2. The officers check your passport.
3. You go through customs.
4. You give your boarding card to the steward or stewardess when you get on the plane.



EXTRA TASK ASKING ABOUT A HOLIDAY • Look at the questions again in the dialogue in Exercise 1. Match them with Clemance's answers below. Then ask a friend about her/his weekend plans.

Clemance: I am going to Vienna next week.

- | | |
|-------------------------------|--|
| ① How will you travel? | a) Just for 3 days. |
| ② How long will you be there? | b) Yes, I have. We visited them last year too. |
| ③ Where will you stay? | c) By train. |
| ④ Have you been there before? | d) Next Friday. |
| ⑤ When do you leave? | e) At our friends'. |

Unit 7

3. GAME TELL YOUR FORTUNE • Play with a friend. Roll the dice to find out what will happen to you in the future.

1. You will go on holiday.
2. You will make new friends.
3. You will see a lot of interesting things.
4. You will go to the USA.
5. You will buy lots of presents.
6. You will visit the zoo.

Ask more questions about your future. Roll the dice again: odd numbers (1,3,5) mean "Yes". Even numbers (2,4,6) mean "No".

Will I travel alone?

Will I speak English a lot?

Vocabulary • Holiday words

53 **4. THE TRAVEL BROCHURE** • Listen, find the words and repeat.

- ① a package holiday
- ② a borough
- ③ accommodation
- ④ a 3-star hotel
- ⑤ a single room
- ⑥ a double room
- ⑦ a twin room
- ⑧ facilities
- ⑨ a sightseeing tour
- ⑩ sights
- ⑪ book
- ⑫ full board

A package holiday in THE BIG APPLE

Come and visit the most popular and cosmopolitan city in the USA!



What does our offer consist of?

- > Airplane tickets,
- > visits to New York City's five boroughs – the Bronx, Brooklyn, Manhattan, Queens and Staten Island,
- > accommodation in the elegant 3-star Park Central Hotel, which is located just a few minutes away from the magnificent Central Park, the famous Rockefeller Center and the bustling Times Square.

You can choose from a wide range of room types: singles, doubles, or twin rooms including full board.

The hotel facilities include:

- > electronic room keys,
- > voice mail,
- > fitness facilities,
- > a dining area,
- > TVs in the rooms,
- > air conditioning,
- > a wake-up service and more.



Sightseeing tour to NYC's most famous sights:

the Statue of Liberty, the Empire State Building, the Metropolitan Museum of Art and a lot more.

Book online to save money!

Find out why New York City is called the Big Apple. Here is some help: <http://salwen.com/apple.html>

54 **5. WORDSEARCH** • Listen and find the words in Exercise 4.

6. TRUE or FALSE? • Read the text in Exercise 4 again then decide on the statements and correct them.

- New York City's nickname is the Big City.
- NYC consists of five boroughs.
- You cannot stay in a single room in the hotel.
- There's a wake-up service among the room facilities.
- Sightseeing is not included in the package holiday.
- It is more expensive if you book the holiday online.
- The Park Central Hotel is near the famous Rockefeller Center.

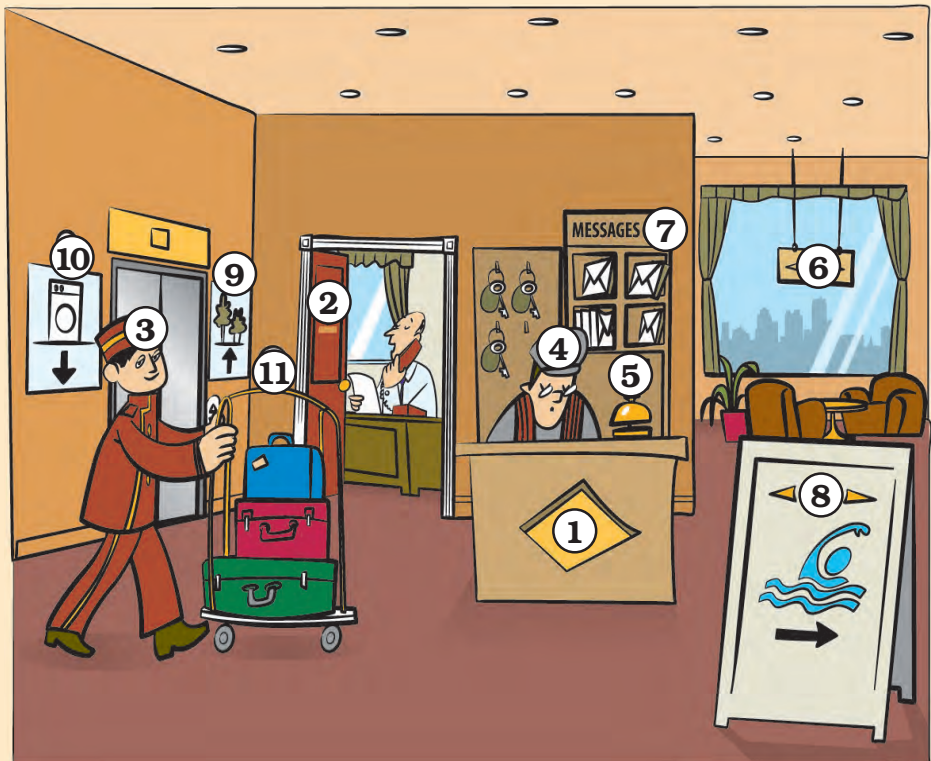
Project work • Creating a brochure about your home town

7. COME AND VISIT OUR TOWN • Work in groups. Collect information about your home town. Create a brochure to invite tourists there. Illustrate it with pictures and display it.

Listening and reading • Introducing new vocabulary

55 **8. IN A HOTEL** • Listen and find the signs in the picture.

- ① Check in here
- ② Manager
- ③ Porter
- ④ Receptionist
- ⑤ Ring for service
- ⑥ Lounge
- ⑦ Messages for guests
- ⑧ Swimming pool
- ⑨ Roof garden
- ⑩ Laundry
- ⑪ Luggage



9. PICTURE HUNT • Work in pairs. Choose one of the notices in secret. Your friends will guess what it is.

Is it in the middle of the picture?

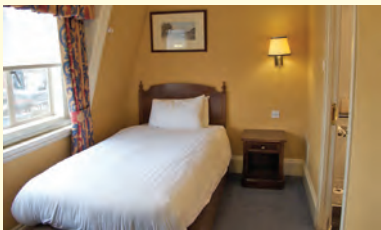
Is it behind the receptionist?

Unit 7

Communication • Booking a hotel room

56

10. BOOKING A HOTEL ROOM • Listen and repeat. Then act out the dialogue in pairs.



single room



double room



twin room

Receptionist Park Central Hotel. Can I help you?
Oli's father Hello, I am Toni Ji Hao. I would like to book a room for three nights from 14th July.
Receptionist Single, double, or twin room?
Oli's father A double room, please.
Receptionist Our double rooms are with a bath and a shower, if that's OK.
Oli's father That will be perfect.
Receptionist Would you like full board, or half board?
Oli's father Full board, please. What other facilities are there in the hotel?
Receptionist There is a swimming pool on the roof, a fitness room, a TV in the room, air conditioning, and a mini-bar.
Oli's father Thank you. Can I pay online?
Receptionist Of course. You can confirm your booking there too.
Oli's father Thank you. Goodbye.
Receptionist Thank you for choosing us. Goodbye.



continental breakfast



English breakfast



American breakfast

11. READ AND CHOOSE • Read the dialogue again then choose the correct information below.

Oli's father booked:

A) a single room

B) a double room

C) a twin room

A) bed and breakfast accommodation

B) a room with half board

C) a room with full board

A) a room with a bath

B) a room with a shower

C) a room with a bath and a shower

EXTRA TASK

Work in pairs. Change the information in the dialogue and practise it with your partner.

Listening and speaking • Practising new structure

57 **12. SAYING GOODBYE** • Listen and match the pictures with the texts. Then answer the questions.

1. Mr and Mrs Adrianos are at Athens Airport. They are saying goodbye to their daughter Grigoria and her family. It's a very emotional day, because in a few minutes Grigoria and her family will get on the plane and fly to the United States. They won't see each other for a long time.

2. Grigoria and her family will live in New York. They will stay with her husband's relatives. Her husband will work in the family's restaurant.

3. Mr and Mrs Adrianos are both happy and sad. They are happy, because they know their daughter and her family will have a good life. They are sad, because their house will be quiet and empty and they won't see their grandchildren growing up.

4. Some day, Mr and Mrs Adrianos will visit New York, or will move there, but until then they will celebrate family holidays alone. It's very difficult for them to say goodbye.



Where will Grigoria's family live?
Where will they stay?
Why is the old couple both happy and sad?

EXTRA TASK Talk about a time in your life when you had to say goodbye.

Learning to learn • Be people smart

13. ROLEPLAY • Work in groups and conduct an interview with Grigoria and her family. Here are some role cards to help you.

REPORTER:

You are interviewing a Greek family about their plans. Ask them about where they will live, and work. Ask the children and the old couple too.

GRIGORIA:

You are stopped by a reporter at the airport. Answer his/her questions about your plans.

MR/MRS ADRIANOS:

A reporter is asking about your life without your daughter's family. Answer his/her questions.

GRIGORIA'S DAUGHTER:

A reporter is asking you about your life in the US. Answer his/her questions.

Unit 7

Culture • Around the world

58

14. WEALTHY PEOPLE AROUND THE WORLD • Listen, read and find the differences.



**Her Majesty
Queen Elizabeth II.**

The wealthiest people own many houses and large areas of land. But many become wealthy from other ways, for example from sport or entertainment.

The richest person in the world is probably the Sultan of Brunei. He has about 20 billion pounds.

The richest person in England is probably the Queen. The total value of her lands, houses and possessions is about 6.5 billion pounds. Most of these do not belong to her personally. They belong to the crown and cannot be sold. Her son will inherit them when she dies.

The tenth richest person in England is Andrew Lloyd Webber who made his fortune from successful musicals, such as *Joseph and the Amazing Technicolour Dreamcoat*, and *Cats*.

Find these expressions in a dictionary:

to become wealthy

the total value of her lands, houses and possessions

to make your fortune from successful musicals

to inherit something from someone

Project work • Learning by cooperating with others

15. POOR, BUT WEALTHY AT HEART • Work in groups. Do you know any rich people? How did they make their fortune? What do they do with their money? Do you need money to be rich? Or can you be wealthy in other ways? Collect information about these people and make a display.

MINISECRETS OF ENGLISH

What **will** my life **be** like when I grow up?

Fortune teller You **will have** a wonderful wife and three children.

Man Will I be rich?

Fortune teller Yes, you **will**. You **will have** a good job, an expensive car, and a wonderful house.

Man **Will I have** a lot of friends?

Fortune teller No, you **won't**. I **will be** your only friend. That **will be** 500 pounds, please.



Unit 8

- Describing personalities
- Future Simple Tense: will, won't
- Modern inventions
- Conditional Type 1
- Conditional Type 2
- Tips for writing compositions
- Robinson Crusoe

Vocabulary • Talking about our own personality

59  1. WHAT IS MY PERSONALITY LIKE? •

Listen and match the words to the explanations.

- | | |
|------------------|---|
| ① curious | ① doesn't open up easily in the company of others |
| ② energetic | ② is capable of waiting calmly for a result |
| ③ patient | ③ is always nice and helpful |
| ④ shy | ④ wants to learn more about everything |
| ⑤ quick-tempered | ⑤ treats guests with warmth and generosity |
| ⑥ friendly | ⑥ has or shows a lot of energy |
| ⑦ hospitable | ⑦ is full of thoughts and feelings of love |
| ⑧ relaxed | ⑧ gets angry easily |
| ⑨ romantic | ⑨ is free from tension |



2. AM I CURIOUS? • Work in groups. Make cards with the words in Exercise 1. Choose a word, and stick it on somebody's back. Make sure that everybody has one on his/her back. Walk around and try to find out what you are like by asking questions.

SENTENCE CHEST

Do I want to learn more?
 Can I wait calmly for the result?
 Do I get angry easily?
 Do I treat guests with warmth?
 Am I full of thoughts and feelings of love?


Do I have a lot of energy?
 Do I open easily in company?
 Am I always nice and helpful?
 Am I free from tension?

3. ROLEPLAY • Keep your personality card. Work in groups. Roll the dice to find a situation. Then each student in the group says a sentence as if she/he is curious, romantic, relaxed, etc.

- | | |
|---------------------------------------|--|
| 1. You want to help your best friend. | 2. You want to go camping. |
| 3. You want to borrow a pencil. | 4. You want to ask for help. |
| 5. You want to finish this game. | 6. You want to know where your friend lives. |

Unit 8

Reading and speaking • Practising structure (Future Simple Tense)

60  **4. FLYING IN THE AIR** • Listen, read and answer the questions. Then practise the dialogue in pairs.

Oli Look what I've found. Here's an old magazine and an article about the first aeroplane!
Dorka It sounds interesting! Can I read it?
Oli Of course. Here you are.
Dorka I will give it back when I finish.
Oli Just take your time!



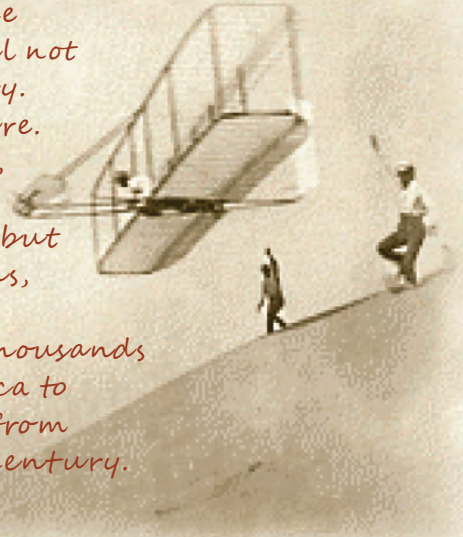
Orville Wright



Wilbur Wright

"We will make it fly... We have already tested it, and it's still not perfect, but it will fly one day. We believe that it is the future. People won't travel for weeks, or months, but only for a few hours! It won't be super-safe, but for those who are adventurous, it will be heaven.

We can imagine the future: thousands of people will fly from America to Europe, from Europe to Asia, from Asia to Australia in the new century. Ours is the biggest invention of the 1900s..."



How did the Wright Brothers' invention change our lives?
 What do people use aeroplanes for?

5. MODERN INVENTIONS • Look at these new inventions. Choose one and imagine how it will change the future. Talk about it to your friend.



Sophie iPhone



a flat bulb



a transparent bubble tent



a waist-measurer belt

Listening and reading • Introducing new structure

61 **6. WILL YOU HAVE ONE TOO?** • Listen to Oli's and his classmate Gréta's conversation, then answer the questions.

- ☞ It will be my birthday next week.
- ☞ Mine will be next month. What would you like to get as a present?
- ☞ I would like to get an iPod from my father. If I **get** one, I **will be** so happy! And you?
- ☞ I just want a new mobile phone. The old one is really tacky. It's too big, and I cannot listen to music on it. If I **get** the one I want, I **will give** my old one to my little sister.

SENTENCE CHEST

What will Oli do if he gets an iPod?

What will Gréta do if she gets a new mobile phone?

What would you like to get for your birthday?

What will you do if you get what you want?

Reading and writing • Practising new structure

7. WHAT ARE THEIR HOPES? • Read about Oli's classmates' hopes, and match their pictures to what they say.

If our car **is** ready by Saturday, we **will go** to our weekend house.

A

If my sister **gets** better, she **won't have to go** to the hospital.

B

If I **get** good marks, I **won't have to** study so hard in the next term.

C

If our team **wins**, we **will celebrate** in my favourite restaurant.

D



1. This is Adri. She hopes she gets good marks in her half-term report.



2. This is Edgar. He hopes his waterpolo team wins the championship.



3. This is Kathy. She hopes her sister gets better.



4. This is Marci. He hopes their car is ready by Saturday.

8. WHAT IF? • Rewrite the sentences in your exercise book.

Adri won't have to study so hard next term if she gets good marks in her half-term report.

Edgar's team will celebrate...

Kathy's sister won't have to go...

Marci's family will go...





EXTRA TASK WHAT ABOUT YOU? • Talk in pairs about your hopes. What will happen if your dream comes true?

Unit 8

Communication • Introducing and practising new structure

62  **9. MIRA'S FAMILY** • Listen to Mira's family. What do they hope for? Finish the sentences.

This is Mira's father, Tim, and her mother, Tina. They live in Greece. Mira's father is a fisherman, her mother is a writer. Mira loves reading books about history and new inventions very much.

<p>If I had a lot of money...</p> <p>①</p> 	<p>If I didn't have to work...</p> <p>②</p> 	<p>If we had a cat...</p> <p>③</p> 	<p>If I had a time machine...</p> <p>④</p> 
---	--	--	---

- a) I **would go** for a walk in the country. b) we **wouldn't have** so many mice.
 c) I **would go** back to Ancient Egypt. d) I **would buy** a bigger boat.

10. TIME MACHINE • Let's imagine, that a mad scientist has invented a time machine, which could take you back in time. You could visit anything or anyone in history. Ask a partner.

SENTENCE CHEST

- If you could travel with an explorer, who would you travel with?
- If you could watch any artist at work, who would you choose?
- If you could talk to any writer, who would you talk to?
- If you could be present at the start of any scientific invention, which one would it be?
- If you could meet any famous kings, who would it be?
- If you could visit any place in the world for one day, which would it be?

11. WHAT WOULD YOU DO IF...? • Work in groups.

Now you are travelling on a ship on the Pacific Ocean. One day, you get shipwrecked. There's a small uninhabited island nearby, and luckily you have got a lifeboat and some objects you can take with you. You can only take 5 items, because the boat is too small. Tell your group about your choice and explain it.

*If I were shipwrecked,
I would take a guitar with me,
because I could play it
when I felt lonely.*

VOCAB CHEST

5 books, 3 films with a projector,
a generator, enough food and drink for
a week, medicine, two changes of clothes,
3 paintings, 3 musical instruments,
a record player, one other object (you choose)

Learning to learn • Are you word smart or music smart?

12. ROBINSON CRUSOE • Work with a partner. Read the story and match the headlines to the paragraphs. Then act out the story by retelling it and/or using sounds (for example: the sound of coins, the sound of a storm, etc.)

Robinson Crusoe is an adventure story about the son of a wealthy family, who gets shipwrecked, and has to live on an uninhabited island for years. He has to think quickly and be very inventive to survive. He has to build a shelter, provide food for himself.

The big storm

The first round of duties

Who am I?

Getting onto the island

The first night

“I was born in the city of York, in England. My father was a wealthy man who could provide me a good home and send me to the best schools. He wanted me to become a lawyer, but my head was full of adventurous ideas and I always hoped for going to sea.”

“One day when we were sailing to London a big storm arose and the ship was tossed about for many days. Our ship started to break up and we were afraid that we wouldn’t escape with our lives.”

“Suddenly, when there was no hope of survival, I noticed a sand bank. I started swimming towards it, but enormous waves drove me away until finally I was dashed against a rocky beach. I lost consciousness, but recovered before the waves returned, and started running towards some trees.”

“I began to look around to see if any of my shipmates could escape, but I couldn’t find anybody. As night was approaching, I climbed into a tall tree to sleep.”

“When I awoke, the next morning, the sea was calm. I could see the wreck of our ship about a mile away, so I swam out. Luckily, some of the food we stored was still dry, so I filled my pocket with biscuits and tried to look for other things I could use on the island. I had a lot to do...”

EXTRA TASK Find synonyms for these words in a dictionary.

hope for

toss about

break up

drive away

dash against

look around

look for

Write new sentences with these words in your exercise book.

Writing • A guided composition

13. ONE DAY ON MY ISLAND • What would you do if you were in Robinson’s shoes? Would you be inventive enough to survive? Write about your life on the uninhabited island. Here are some tips to help you.

- Before you begin, list 10 points you want to share with your reader.
- Organise your points in 3 paragraphs.
- Don’t forget that the story will be about you, so use “I”.
- Do not mix the times.
- Make your story interesting with funny or scary parts.
- Always start with an introduction. Explain who, where, and when.
- Write a conclusion.
- Use a dictionary if you need.

Unit 8

Culture • Around the world

63 14. GADGETS AND INVENTIONS • Listen and read.

BEFORE READING • What is it? Look at the picture and guess.

- (A) medical help for people who have had an accident
- (B) a meter that measures how many steps you take each day
- (C) a type of vacuum cleaner



GADGET: this word refers to any electronic device with a specific function. Gadgets can record voices, play music or videos, or display photos. You can find these electronic gadgets anywhere and any time.

Almost every day, a new gadget or invention appears on the market. People using their imaginations can create new gadgets which are useful and fun. For example, the iRobot that washes your floor, and the Roomba which vacuums your rug while you are just walking about. These were invented by the iRobot Corporation. Is there anything you would like to see invented? Check on the Internet. It **might** appear tomorrow or you **might** invent it one day!

Here is a website where you can find out more about the latest inventions:

<http://www.inventionreaction.com/new-inventions/>

Did you know?

... that the first vacuum cleaner was invented in 1869, in Chicago? It was called the Whirlwind and it wasn't electric. The first electric vacuum cleaner was invented in 1906, and was invented by Hoover.

AFTER READING • Discuss: What is the Roomba good for? How does it help in everyday life? Would you like to have one too?

Project work • Learning through cooperation

15. OUR FUTURE • Work in groups. Imagine life in 100 years. Create a poster and talk about it to your friends. Illustrate your work with pictures if you can.

SENTENCE CHEST

Where will people live?
 How will they travel?
 Will there be any schools?
 What will the people do in their free time?
 Where will they go for holidays?
 What will they eat?

MINISECRETS OF ENGLISH

What **will** you **buy**, if you **have** a lot of money?

If **I have** a lot of money, **I will** buy a new car.



What **would** you **buy**, if you **had** a lot of money?

If **I had** a lot of money, **I would** buy a new car.



REVISION 4

Vocabulary • Revising vocabulary and functions (holidays, asking about holiday plans, booking a room)

1. TRAVEL QUIZ • All the words below are holiday words. Read and decide on the correct explanation.

- a **receptionist** is someone who
 - carries the guests' luggage
 - serves the guests in a restaurant
 - welcomes the guests to the hotel
 - cleans the guests' rooms
- a **flight** is a trip
 - by air
 - by sea
 - by train
 - by car
- a **hotel guest** is someone
 - who works in a hotel
 - who is waiting to get a room
 - who is staying at a hotel
 - who recommends hotels
- "abroad"** is
 - being in your country
 - when you are on holiday
 - outside your own country
 - in Europe
- a **lounge** is
 - a roof garden
 - another word for a hotel restaurant
 - a laundry room
 - a waiting area in the hotel
- full board** is
 - when all meals are included
 - when you only get breakfast
 - when you get two meals per day
 - when you have to buy food for yourself

Communication • Asking about someone's holiday

64 **2. SITUATIONS** • Listen and find out who is talking. Then choose one card and act out the dialogue.

①

John
Argentina – by plane
in a hotel
for 5 weeks
first visit
leaving in two weeks

②

Mary
Rome – by train
in a hostel
for a week
3rd visit
leaving next Friday

③

Leona
Vienna
at her friends' house
for 3 days
visits them every year
leaving in three days

3. BOOKING A HOTEL ROOM • Read the dialogue, finish it, and act it out.

John Good morning.

Receptionist Good morning, Sir.

John I would like to book a room for the nights from 5th August till 9th September.

Receptionist A single or a double room? Our single rooms only have a shower, but the double rooms have both a shower and a bath.

John A single room with a shower will be all right.

Receptionist Would you like full board, half board or bed and breakfast?

John Full board, please.

Receptionist How would you like to pay?



4. AUSABLE CHASM • Read about the most unique natural rock formation in the world. Look at the word “*chasm*” in the title and the story and choose the best definition below.

1. an extremely hopeless situation
2. a deep water-cut hole on the earth’s surface
3. something you have forgotten



Ausable Chasm can be found in Adirondack Park (New York State, USA). Thousands of tourists visit the chasm every year. People who like hiking and adventures love this unique, natural creation. The hiking trails run along the Ausable River, which is full of waterfalls. It is a popular place for those who like rafting.

Can you guess the name of the rock in the picture?

The Elephant’s Head

The Legend of Queen Anne’s Lace

In the north-east corner of Adirondack Park, if a hiker walks across a quiet country road, he will see the most enormous Queen Anne’s Lace blossoms.

The story of Queen Anne’s Lace was told by an old woman to me one day, when we walked along a path bordered by wild flowers. She pointed to a field of Queen Anne’s Lace and challenged me to find one with a tiny red blossom in the centre.

I searched a long time and finally found one. “Why doesn’t every flower have red in the centre?” I asked. Then she shared the legend of Queen Anne’s Lace with me. “As a young girl, Queen Anne was wandering through a meadow. When she leaned over to admire these same white flowers, she lost a ruby from a necklace she was wearing. She searched and searched, the ruby was never found. And that’s why, every so often, you will find a red ruby in the centre of one of the flowers.”



5. WORD POWER • Match the words and the definitions. The text will help you.

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> 1 border | <input type="checkbox"/> a net-like material |
| <input type="checkbox"/> 2 challenge | <input type="checkbox"/> look for, try to find something |
| <input type="checkbox"/> 3 blossom | <input type="checkbox"/> get into a position to reach something that is lower |
| <input type="checkbox"/> 4 search | <input type="checkbox"/> line running at the side of something |
| <input type="checkbox"/> 5 lace | <input type="checkbox"/> flower |
| <input type="checkbox"/> 6 lean over | <input type="checkbox"/> love something |
| <input type="checkbox"/> 7 admire | <input type="checkbox"/> ask somebody to do something difficult |

6. TRUE OR FALSE? • Look at these statements about the legend of Queen Anne's lace. Change the incorrect sentences.

1. The writer of the story heard the legend from her cousin.
2. Queen Anne's Lace is a white wild flower.
3. The writer was in a park in New York.
4. The legend is about Queen Anne and her necklace.
5. The legend says that the red middle of the flower is a pearl from Queen Anne's necklace.

7. STORYTELLING • Retell the story to a friend using the words in the VOCAB CHEST.

VOCAB CHEST

In the north-east corner of...	along the path	red in the centre
There are...	as a young girl	wandering through the meadow
lean over	ruby from a necklace	search

8. ROLEPLAY • Work with a friend. What do they wish? Make more cards and wishes.

There is an old well in the centre of Stanville. Inhabitants of the city believe that it is a wishing well. Every time people pass by the well, they drop a coin in, and make a wish. Some people make a wish about their jobs, others make wishes about the weather, and a lot of people make wishes about their families and friends.



Rudolph: "I want to sell a lot of used cars this month."

"If/sell, I/get/a large Christmas bonus."



Anna: "I want to play in the snow."

"If/snow, the school/close."



Lucas: "I want to make a successful film."

"If/my film/big success, I/be/rich and famous."



Nora and Peter: "We want to find a cheap apartment soon."

"If/find/a cheap apartment, we/not have to live with Paul's parents."



FUTURE ACTIONS

a) Questions about future actions

A HOLIDAY IN LONDON • Kathy is going to London with her family next week. Look at her notes and write a dialogue with the help of the SENTENCE CHESTS. Then talk in pairs.

*plane leaves: 10.30
 stay in a hotel near the houses of Parliament
 visit Buckingham Palace, Westminster Abbey
 dinner with cousins in a pub near Piccadilly
 back on Sunday*

SENTENCE CHEST

When does your train leave?
 Who will you meet?
 Where will you stay?
 When will you be back?
 What will you see?

b) Predicted future actions

LIFE IN 2040 • Complete the sentences then ask each other.

- | | |
|-----------------------------|---------------------------|
| People won't live... | They will live... |
| Children won't go... | They will go... |
| I won't be... | I will be... |
| Hungary won't be... | Hungary will be... |
| Animals won't... | Animals will... |

CONDITIONAL

WHAT IF? • Finish the sentences, then ask each other.

a) TYPE 1.

- If I **have** I car, I **will...**
 If I **get** an excellent end of term report, I **will...**
 If I **go** to Egypt, I **will** see...
 If I **meet** my favourite actor/actress, I **will...**
 If I **do** more exercises, I **will...**

SENTENCE CHEST

What will you do if you have a car?

b) TYPE 2.

- If I **had** a lot of money, I **would...**
 If I **had** a car, I **would...**
 If I **met** someone famous from history, I **would...**
 If I **could** talk to Queen Elisabeth II., I **would...**
 If I **could** travel into space, I **would...**

SENTENCE CHEST

What would you do if you had a lot of money?

EXTRA TASK Write more questions in your exercise book. Then talk in pairs.

Minisecrets of English

MINITITKOK



Örülünk, hogy ismét itt vagytok velünk, és az új tanévben együtt fejthetjük meg az angol nyelv újabb titkait.

Ugye sikerült megőriznetek mindazokat, amelyekre az előző év folyamán fényt derítettünk? Így indulásként fel tudnátok eleveníteni néhány technikát, amelyek hozzájárultak ahhoz, hogy megtarthassátok a megszerzett tudást?

Nézzük meg együtt, milyen titkokra leltünk a Secrets 2 tankönyvben a már ismert játékok segítségével!

Ismétlést segítő játékok

Question words • Kérdőszók



Gyűjtsetek össze egy dobozba az osztálytársaitoktól különböző tárgyakat! Nevezzétek meg azokat, majd egy társatok menjen ki a teremből, miután megpróbálta memorizálni a tárgyakat és azok tulajdonosait. Helyezzétek el a tárgyakat mindenfelé a teremben! A kiküldött tanuló mikor bejön, kérdezzen rá az összegyűjtött tárgyakra: „Where is Orsi’s ruler?” „It’s on the shelf.”

Milyen kérdőszavakat ismertek még? A tükrötök segít.

ΜΠΑΡΤΣ ΜΠΟΥΣ ΜΠΟΣΕΣ ΗΟW ΜΑΝΥΣ

Present Continuous Tense • A folyamatos jelen idő



Gyűjtsetek cselekvést kifejező szavakat a füzetetekbe! A szavakat egymás alá írjátok! Próbáljuk meg minden szóhoz hozzáilleszteni az -ing végződést! Emlékeztek még?

A) drink + ing = drinking

walk + ing = walking

go + ing = going

B) swim + ing = swimming

run + ing = running

put + ing = putting

C) have + ing = having

ride + ing = riding

D) fly + ing = flying

play + ing = playing

Figyeld meg az alábbi párbeszédet!

Becky: Hello Rick. What **are** you **doing**?

Rick: Hi Becky. We **are** **playing** in the garden.




Mikor történik az alábbi cselekvés? A tükröd segít!

σ ΡΕΣΣΕΥ ΒΙΛΙΑΜΑΤΣΡΑΝ



Milyen időhatározókkal tudnád kifejezni az éppen történő cselekvéseket?


ΠΟW' ΣΤ ΗΠΕ ΠΟΙΜΕΝΤ


 Még egy titok. Emlékszel rá? A *love* és *like* szavakat soha nem tesszük folyamatos jelen időbe! Miért? Segít a tükröd.

„VAGY SZERETEK VAGYK!”

„ÉRTSEMEREK ÉRTSEMEREK KI? NEM JERET CSAK A BESZÉD BÍJÁSÁTIS BEJÁTSZOLNI! MEGY KERDEJEK

Present Simple Tense • Az egyszerű jelen idő

 Ez a forma olyan cselekvések kifejezésére szolgál, amelyek a jelenben történnek, zajlanak és általános érvényűek. Ez azt jelenti, hogy napi, heti, havi, éves rendszerességgel végzük őket, esetleg soha, ritkán, gyakran, általában, vagy mindig.

 Gyűjtsetek a táblára olyan cselekvéseket, amelyeket a csoportotok, osztályotok tagjai végeznek, napi, heti rendszerességgel, és mondjatok mondatokat a cselekvésekkel!
Ügyelj arra, hogy a mondatban a megfelelő helyre kerüljenek az időhatározók! Segítségként elkezdjük nektek a mondatokat:

I often...
We often...

I... on Fridays/Thursdays.
We... on Wednesdays.

 Tegyétek sorba az alábbi időhatározó szavakat!

sometimes never always often usually rarely


Ellenőrizték a megoldást a tükröd segítségével!

„NAGY ISKOLA SZOMBATOS OFTEN USUALY RARELY”

 Most a hét napjait hívva segítségül kérdezzétek egymást!


What do you do
on Mondays/Tuesdays/Wednesdays/Thursdays/Fridays/Saturdays/Sundays?

 Emlékszel? A *what* kérdőszó után található *do* szócskát segédigének nevezzük.

 Még egy felfedett titok: az egyszerű jelenidejű egyes szám 3. személyű (ő) tagadó, illetve kérdő alaknál az „-s” végződés átkerül a „do” segédszóra. Tudnál példát említeni?

„JENEMEREC OFTEN READS HER E-MAILS. SHE DOESN'T READ BOOKS IN ENGLISH.”

Some and any • Valamennyi, néhány

 Gyűjtsetek megszámlálható és megszámlálhatatlan ételeket megnevező szavakat! Emlékezzetek még, hogyan különböztetjük meg ezt a két csoportot egymástól?

„CSOMAGBAN, TUPRAGBAN, KONZERVDOBOZBAN TÁROJLUK AZT.”

„JAN: NA VAGYAMILYEN MÉRTEKELYSÉG SEGÍTSÉGGEL SZÁMOJLUK MEG, VAGY MEGNEVEZTÜNK, MEGY MEGSZÁMLÁLHATÓ: AMITŐL ELMONDHATJUK, MEGY EGY, KETTŐ, TÖBB VAN BELŐLE. MEGSZÁMLÁLHATAT-

 Mit hoztatok ma tízóráira? Kérdezzétek egymást!

Have you got any...? Yes, I have. No, I haven't, but I have some...

A személyes névmás tárgyi alakja



Írjátok fel a táblára a következő szavakat: *like, visit, see, love, know, invite!* Majd egy dobozban helyezték el a személyes névmásokat, külön papírdarabokra írva! Szóljon egy kis zene, amíg körbeadjátok a dobozt. Amikor a tanárotok leállítja a zenét, az, akinél a doboz megállt, húzzon egy papírdarabot, és mondjon egy mondatot az adott személyes névmással a táblán lévő szavak egyikét használva.

Γ αγαπώ, βλέπω, πηγαίνω, ξέρω, γνωρίζω, προσκαλώ

Possessive 's • A birtokviszonyt jelölő 's



Gyűjtsetek tárgyakat az osztály/csoport tagjaitól egy dobozba! Próbáljátok megjegyezni, melyik tárgy kié! Játshattok egy bemelegítő játékot oly módon, hogy egyenként kiveszitek a tárgyakat és kérdeztetik: „*Whose pen is this?*”. Akié, az válaszol: „*It's my pen.*”. A következő körben az, akié a tárgy nem szólalhat meg, csak a többiek: „*That is Fanni's pen.*”.

Ne feledjétek!

στην αίθουσα, στο δωμάτιο, στην βιβλιοθήκη, στο σπίτι, στο σχολείο, στην κουζίνα, στην πόλη, στην εκκλησία

Expressing future plans with "going to" • Jövő idejű tervek kifejezése a „going to”-val



Gyűjtsetek cselekvést jelentő szavakat (a továbbiakban: igéket), és tegyétek egy dobozba őket. Húzzatok felváltva, és mondjatok igaz állításokat, a tanítás utáni jövőbeni terveitekről.

Γ είμαι πηγαίνω στο σπίτι το επόμενο Σάββατο
Γ είμαι πηγαίνω στο σχολείο το επόμενο Σάββατο



Mi az „*I am going to...*” jelentése?

επιθυμώ να κάνω κάτι



Ne feledjétek azonban, attól, hogy szándékotokban áll, szeretnétek valamit csinálni, még nem biztos, hogy valóban be is fog következni, amit terveztek.

Adjectives • A melléknevek fokozása: középfok



Már nagyon sok melléknevet megtanultunk az elmúlt két év során. Gyűjtsünk össze belőlük egy párat! Íme néhány példa:

καλός όμορφος γρήγορος έξυπνος ευγενής πλούσιος μικρός πεισιχάρης

Hogyan képezzük ezek középfokát: hogyan mondjuk, hogy valaki boldogabb, idősebb, erősebb, álmosabb, meglepettebb, magasabb, nagyobb vagy gyengébb, mint valaki más?

Be tudod fejezni a mondatokat?

Egytagú melléknevek középfokát úgy képezzük, hogy...

a szó végére "-er," végződést teszünk.

Ha az utolsó mássalhangzó előtt egy magánhangzó van, a képzett alakban az utolsó mássalhangzó...

is megkettőződik.

Az „y”-ra végződő melléknevek esetében a középfok képzésekor...

sz „y,” „i,”-re változik.

Többtagú melléknevek középfokát úgy képezzük, hogy...

a szó ele a „more,” szócskát illesztjük.



Gyűjtsétek össze azoknak a tárgyaknak a nevét a teremben, amelyeket össze tudjátok hasonlítani! Használjátok a már tanult mutató névmásokat is az összehasonlításakor!

Adjectives: Superlatives • A melléknevek fokozása: felsőfok

Be tudod itt is fejezni a mondatokat?



Egytagú melléknevek felső fokát úgy képezzük, hogy...

A szó elejére tesszük a „the,” a végére az „-est,” végződést.

Ha az utolsó mássalhangzó előtt egy magánhangzó van, a képzett alakban az utolsó mássalhangzó...

is megkettőződik.



Az „y”-ra végződő melléknevek esetében a felsőfok képzésekor...

sz „y,” „i,”-re változik.



Többtagú melléknevek felsőfokát úgy képezzük, hogy...

a szó ele a „the most,” szavakat illesztjük.



Az előbbieken összehasonlított tárgyak, személyek közül nevezzétek meg a legnagyobbat, a legmagasabbat, a legidősebbet, a legkisebbet, a legalacsonyabbat!

Past Tense of be: was/were • Voltam/voltunk



A *Secrets* tankönyvcsalád második kötetének utolsó titkának felderítésével már a múltunkról is beszélni tudunk. Segítségével elmondhatod, hol voltál múlt hétvégén, tegnap, három hete, esetleg tavaly nyáron, esetleg hogyan érezted magad akkor.

Hogyan is mondjuk ezeket az időhatározókat angolul?

last weekend yesterday three weeks ago last summer



Kérdezzétek egymást párokban a tegnapi napról, a hétvégéről, a tavaly nyárról! Segít a tükröd!

Where were you yesterday? last weekend? last summer? I was at/in...

Már rengeteget tudunk az angol nyelvről, de jócskán várnak még ránk megfejteni való titkok! Ne felejtsetek azonban:

WELL DONE!! Enjoy English and KEEP THE SECRET!

Készen álltok az új titkok felfedésére? Íme az első:

Unit 1

Past Simple Tense • Az egyszerű múlt idő



A hétköznapi kommunikáció során sokszor előfordul, hogy arról kérdezzük valakit, mit csinált az előző napon, az elmúlt héten, hol volt nyaralni. Vagy éppen meg szeretnénk osztani valakivel valamilyen velünk történt eseményt.

Válaszolj az alábbi kérdésre:

Where **were** you yesterday?

A következő kérdésre adott válaszhoz már több ismeretre van szükségünk:

What **did** you do?

Figyeld meg az alábbi példát:

We travelled to the countryside.
My parents visited the local museum, my brother walked in the forest.
I **didn't** join them.
I wanted to take photos of the village houses.

Ahhoz hogy a múlt idejű alakokat megtanuljuk helyesen használni, játszunk egy kicsit!



Dolgozzatok párokban! Írjátok le az alábbi igéket egy-egy papírlapra, múlt idejű alakjukkal (a végződéseket emeljétek ki más színnel), majd próbáljátok meg csoportosítani a szavakat helyesírása alapján! A tükrötök segít!

hate – hətə study – stədi enjoy – eni tidy – tidi stop – stɒp close – kləz travel – trəvəl stay – stei



A múlt idejű szavak helyesírását az alábbi szempontok határozzák meg:

- az „-e”-re végződő szavak „-d” végződést kapnak
- az „-r”, „-p”, „-l”-re végződő szavak után „-ed” kerül, és az utolsó mássalhangzó megkettőződik
- az „-y”-ra végződő szavaknál,
 - ha az „-y” előtt mássalhangzó van, az „-ed” végződés előtt az „-y” „i”-re változik,
 - ha az „-y” előtt magánhangzó áll, változatlan marad.



Tanárotok olvassa fel az alábbi szavak múltidejű alakjait! Figyeljétek meg a szavak végződését! Minden szónál ugyanúgy hangzik az „-ed”, „-d”?

close arrive want help tidy push open travel like change
hurry kiss post finish start clean end wait look count watch

Koppintsatok, ha /ɪd/, tapsoljatok, ha /t/, csettintsetek, ha /d/ végződést hallotok! Mit figyeltek meg?

1. A múlt idejű alakok képzésénél az alábbi szavaknál a végződés megkettőződik.
2. A múlt idejű alakok képzésénél az alábbi szavaknál az „-y” „i”-re változik.
3. A múlt idejű alakok képzésénél az alábbi szavaknál az „-y” változatlan marad.

Unit 2


A) More about Past Simple Tense • Még néhány tudnivaló az egyszerű múlt időről


 Most figyeljétek meg az alábbi, múltidejű példamondatokat:


I **saw** a documentary film last night.
He **spent** 24 years in China.

Mit vettél észre ezeknél az igéknél?

Нечем а szokашос лэҗсэддест кэриҗак муҗт иддөрөм.

 Azokat az igéket, amelyek más, a szabálytól eltérő alakot vesznek fel a különböző igeidők képzése során: rendhagyó igéknek nevezzük.

 Keresd ki a tankönyved végén található „Rendhagyó igék” táblázatból azokat, amelyeket már ismersz, és készíts memória játékot! A párok a jelen és a múltidejű alakok legyenek! Játsszatok párokban! Ez a játék kiválóan alkalmas önálló tanuláshoz is.


 Már tudunk a múltban történő cselekvésekről beszélni. Most keressünk olyan időhatáro-
zókat, amelyek a múltra utalnak!

 Figyeljétek meg az alábbi mondatot! Megtaláljátok az időhatározót?


I saw a documentary film last night.

Tudnátok még hasonló kifejezéseket mondani? A tükrötök segít!

а лэҗсэддест аҗа, лэҗсэддест муҗт иддөрөм, лэҗсэддест муҗт иддөрөм.

 Játsszatok két csapatban! Írjatok mondatokat a fenti kifejezésekkel, felváltva! Az a csapat nyer, aki adott idő alatt a legtöbb helyes mondatot írja.


B) Talking about ability: could, couldn't • Múltbeli képességek kifejezése

 Gyűjtsetek olyan cselekvéseket, amelyek a gyermekkorotokra, és a jelen életetekre jellem-
zőek! Segít a tükrötök!


сиф лиде а риде лун ласт элун қанце бисл тпе биспо

Emlékeztek még rá, hogyan fejezitek ki, hogy tudtok-e úszni, biciklizni?

І сун элун. І сун лиде а риде.

 A múltbeli képességeket, vagy azok hiányát a *can*, illetve a *cannot* = *can't* segédige múlt idejű alakjával fejezzük ki: *could*, *could not* = *couldn't*. Íme néhány időhatározó, amelyek a múltra utalnak:

When I was born... At the age of 3... When I was 2 years old... Two years ago...

 Alkossatok mondatokat a fenti igék és az időhatározók segítségével!

WELL DONE! Enjoy English and KEEP THE SECRET!

Unit 3

Modals • Modális segédigék

 Nézzük meg először, mik is azok a modális segédigék! Figyeljétek meg az alábbi mondatokat, és próbáljátok meg értelmezni a kiemelt szavakat!

You **must** wear a miners' hard hat and you **must** only walk along the guided path.

You **needn't** climb up the stairs after visiting the mines – you **can** use the lift.

You **mustn't** enter the mine without a guide.


You **should** wear warm clothes – the temperature underground is only 14-16 °C.

You **shouldn't** take too many things with you underground.


Wheelchair users **needn't** wait at the ticket office, they **can** book tickets in advance.

Egy kis segítséget itt nyújtunk nektek:


 A modális segédigék modálisjak az igék jelentését

 A *must* (kell) segédigével azt fejezzük ki, hogy valamit szükséges megtenni. Utasításokban, szabályokban, parancsokban találkozhatok vele. Amikor mi magunk érezzük úgy, hogy valamit meg kell tennünk, akkor is a *must*-ot használjuk. Csak jelen időben használható.

 Vigyázz! A *must* tagadó formája a *needn't* (nem szükséges) segédige!

 A *can* segédige egyik jelentését már jól ismeritek (tud, képes valamire). Ezen kívül azt is kifejezhetjük még vele, hogy valaminek lehetséges a végrehajtása (lehet).

 A *mustn't* (tilos, nem szabad) segédigével tiltást fejezünk ki.

 A *should* (kellene) segédigét akkor használjuk, ha valakinek javasolunk, tanácsolunk valamit. Tagadó formája: *shouldn't* (nem kellene).



Gyakoroljuk egy kicsit a fenti modális segédigék használatát! Alkossatok 6 csoportot, majd minden csoport válasszon (vagy sorsolással döntsétek el ki, melyiket kapja) egy segédigét! A csoportok feladata, hogy az iskolai életükről írjanak mondatokat azok felhasználásával. A mondatokat olvassátok fel egymásnak, és döntsétek el, melyeket tehetitek ki a falatokra a SCHOOL RULES táblára!


Néhányat összegyűjtöttünk nektek, gondolatindítónak:

 You **shouldn't** talk back to your teachers.
 You **should** have sharp pencils every day.
 You **mustn't** shout or fight.
 You **can** go to the buffet during the long break.
 You **needn't** leave your classroom in the breaks.
 You **must** remember the rules.

Enjoy English and **KEEP THE SECRET!**

Unit 4

Past Continuous Tense • A folyamatos múlt idő

 Ebben a fejezetben egy olyan nyelvtani jelenségről tanultatok, amely a magyar nyelvben nem jelenik meg elkülönítetten. Ez a folyamatos múlt idő. Figyeljétek meg az alábbi példamondatokat, és emeljétek ki az igéket!

The crews **weren't sailing** the "right way."

While they **were sailing** near the coast, an albatross **flew** over the yacht. (átrepült felette)

While they **were sailing** near the coast, an albatross **was flying** over the yacht.
(szállt felette)


What was **the bird doing** when they stopped the boat?

Mit figyeltetek meg?

Μεμνηθίτε τις εγγαστερη μιλι ιδώρεν, α τώββι τώλγασιατос μιλι ιδώρεν λαν.

Melyik igeidő képzéséhez hasonlít a folyamatos múlt idő?

Α τώλγασιατос λειπειρεν.

 Ismételjétek át, amit az igék folyamatos idejű képzéséről tanultatok! Segítségül lapozzatok vissza a MINISECRETS rész első, ismétlő fejezetéhez!

ηλ + ιπρ = ηλιπρ
μσλρ + ιπρ = μσλιπρ
σμιπρ + ιπρ = σμιπιπιπρ
φιπρκ + ιπρ = φιπιπρκ


 Miért, és milyen esetekben használjuk a folyamatos múlt időt? Gyűjtsük össze példákon keresztül!

• Ha a cselekvés a múltban, egy adott időpontban folyamatosan, hosszan zajlott:

What **were** you **doing** yesterday afternoon?

• Ha egy cselekvés éppen folyamatban volt, amikor valami megzavarta, vagy megszakította azt:


What was **the bird doing** when they stopped the boat?


 Ebben az esetben az a cselekvés, amelyik megzavarta, a folyamatban lévő, egyszerű múlt időbe kerül.

• Ha két cselekvés párhuzamosan zajlott a múltban:

While they **were sailing** near the coast, an albatross **was flying** over the yacht.

 Ebben az esetben mindkettő cselekvés folyamatos múlt időbe kerül.

 Játsszatok mondatláncot! Tanárotok kérdezzen: „*What were you doing yesterday afternoon?*”. Az első tanuló válaszoljon: „*I was learning English.*”. A következő tanuló ismételje meg az előtte lévő mondatát ily módon: „*I wasn't learning, I was watching TV.*”. A harmadik tanulóknak már mindkét mondatra reagálnia kell: „*I wasn't watching TV, but I was learning English too.*”.

 Mint minden igeidőnek, ennek is vannak olyan időhatározói, amelyek segítséget nyújtanak a használatában. Segít a tükröd ezek felkutatásában!

σππ λσρτ λερλ σππ ρσλ σππ λερκ σππ λσρτ λερκ

WELL DONE! Enjoy English and KEEP THE SECRET!

Unit 5

The Passive • A szenvedő szerkezet

Az angol nyelvben a szenvedő szerkezetet sokkal gyakrabban használjuk, mint anyanyelvünkben. Ha szemléltetni szeretnénk a szenvedő szerkezet használatát, viccesen ezt a mondatot mondjuk:

A macska fel **van** mász**va** a fára.

Ugye mennyire szenved a fülünk ezt a mondatot hallva? Mégis kiválóan szemlélteti az angol nyelvű szenvedő szerkezet összetételét is:

Organic food **is grown** without using chemicals.

Meg tudjátok mondani a fenti példa alapján, hogy hogyan formáljuk ezt a szerkezetet? Elárulunk itt még egy titkot:

3rd form + 3rd form: 3rd form



Keressétek ki a tankönyvetekből az igék 3. alakját leíró táblázatot, és játsszatok szótetniszt! Két csoport játsszon egymás ellen! Az egyik csoport kezd, a jelen idejű alakkal, míg a másik csoport „üsse vissza” a szót az ige 3. alakjának bekiabálásával. Minden helyesen visszaütdött szó egy pontot ér. Az a csapat nyer, aki több szót tud helyesen „visszaütni”.



A szerkezet használata abban az esetben indokolt,

- ha nem ismert, vagy nem lényeges a cselekvés végrehajtója:

The book **was made** from recycled paper.

- vagy a hangsúly a cselekvést elszenvedő alanyon van:

Organic food **is grown** without using chemicals.



Amikor a cselekvés végrehajtóját is megnevezzük, a *by* szócskával kapcsoljuk azt a szenvedő szerkezethez.

Food was taken **by people in nearby villages**.



Vizsgáid során előfordul majd, hogy „aktív”-nak nevezett mondatokat kell átalakítanod „passzív” mondatokká. Ehhez szeretnénk még egy kis segítséget nyújtani. A passzív mondatok képzését már nagyon ügyesen elsajátítottátok. Figyeljétek meg az alábbi mondatokban az aláhúzott szavakat! Milyen szerepet töltenek be?

Az első mondatban tárgyi, a másodikban alanyi szerepet.

1. Active: Somebody made the book from recycled paper.

2. Passive: The book ← was made from recycled paper.

1. Active: People in nearby villages took the food.


2. Passive: The food ← was taken → by the people in nearby villages.



Még egy titkunk van a számotokra: a későbbi tanulmányaitok során találkozni fogtok különböző igeidejű passzív mondatokkal is. Ha ebben a fejezetben alaposan megfigyeltétek, elsajátítottátok a jelen és múltidejű mondatok képzését, a jövőben is könnyű dolgotok lesz a passzív alakokkal.

WELL DONE!! Enjoy English and KEEP THE SECRET!

Present Perfect Tense • A befejezett jelen idő

 Ismét egy olyan igeidővel találkozhattatok ebben a fejezetben, amely a magyar nyelvben elkülönülve nem használatos. Figyeljétek meg az alábbi példákban az aláhúzott szavak jelentését!

Have you seen the film Titanic yet?
No, I haven't, but I **have already seen The King's Speech.**

λεφ = παρ' ημεσων = παρ'


 Vajon miért került ugyanaz a szó két külön alakban a mondatokba?

αφ εδωκε κεινο μονογραμ' ο παρικ κηλεπτο μονογραμ λεφ


Most figyelj meg az alábbi mondatot! Itt mit jelent az aláhúzott szó?

I haven't seen the Titanic yet.

λεφ = παρ'


 Gyakorlásként gyűjtsetek olyan érdekeségeket, látnivalókat a világ minden tájáról, amelyeket ti már láttatok. Kérdezzétek egymást, és ha társatok még nem járt valahol, javasoljátok neki az általatok kedvelt nevezetességeket!

"Have you seen...?" "I think you should see it! It's fantastic!"

 A gyakorlás után fogalmazzuk meg, hogy mikor használjuk a *Present Perfect* igeidőt! Próbáljátok meg befejezni az alábbi mondatot!

Ez az igeidő olyan múltbéli cselekvés kifejezésére szolgál, amelyet a múltban már megtettünk, vagy...

παρ πριν τελειωκε παρ' εσομασ παρ παρτελειωκε

 A következő példa az igeidő egy újabb esetben történő használatára világít rá. Milyen jelentéstöbblettel bír a második mondat?

Have you talked to dad yet?
No, I've just got home.

ημεφ = εφβεν παρ

Be tudnátok fejezni a megkezdett mondatot? A tükrötök segít!

A *Present Perfect* olyan cselekvés kifejezésére is szolgál, amely...

εφβεν ο πεσσεφ ηημασταρσιν' αφη τοιδικει αφεοττ αφοσμη παρ


 Készítsetek szerepkártyákat! Húzzatok felváltva, majd szoborrá meredve játsszátok el az adott cselekvés utolsó mozzanatát! Társaitok találgassanak! Íme néhány ötlet a szerepkártyákhoz:

You **have just had** a big meal.

You **have just found** a coin.

You **have just broken** a glass.

You **have just read** a letter.

 A fenti példák még azt is sugallják, hogy olyan múltbéli cselekvés kifejezésére is szolgál ez az igeidő, amelynek az eredménye a jelenben létezik, érzékelhető. (*You have just broken a glass.*)



Az alábbi példa alapján kérdezzétek egymást a különböző országokról, kedvenc nyaralóhelyekről!

Have you ever been to Italy?
No, I haven't, but I **have been** to Greece.

Mit jelent a fenti példában az aláhúzott szó?

ΛΑΓΓΑΡΑ



Ez alapján kibővíthetjük a *Present Perfect* igeidő használatának körét. Fejezd be az alábbi mondatot!

Abban az esetben is ezt az igeidőt használjuk, ha arról kérdezzük valakit...

ἴατ-ε ματ ΛΑΓΓΑΡΑ



Figyelem! A magyar nyelvtől eltérően itt a „to” prepozíció kerül az ország, város stb. neve elé!



A következő példákban olyan időhatározókat ismerhettek meg, amelyek használata mindig a *Present Perfect* igeidőt vonja maga után. Ha arra vagyunk kíváncsiak, egy cselekvés mennyi ideje, vagy mióta tart, a „How long” kérdőszót használjuk.

How long **have** you **been** here?

Figyeld meg az alábbi példákat, és dönts el, melyik mondat válaszol arra a kérdésre: mióta, illetve melyik arra, hogy mennyi ideje tart egy cselekvés!

I **have been** here since 5 o'clock. ΜΙΟΥΡΑ
 Oh, so you **have been** here for 2 hours. ΜΕΠΟΥΛΙ ἰαείεε



A *since* és a *for* határozószók olyan cselekvésekre utalnak, amelyek a múltban kezdődtek és még vagy nem zárultak le, vagy a beszéd pillanatában zárulnak. A *since* azt határozza meg, pontosan mióta tart a cselekvés, míg a *for* azt, hogy mennyi ideje tart.



Készítsetek olyan szókétyákat, amelyeken időpontok, időtartamok szerepelnek! Keverjétek össze a kártyákat, majd helyezzétek lefordítva a kártyakupacot az asztal közepére! Húzzatok felváltva, majd illesszétek a kifejezésekhez a megfelelő határozószót! Aki a legtöbb helyes kifejezést mondja, az nyeri a játékot. Igyekeztek minél gyorsabban pörgetni a kártyákat!



Az utolsó példánkon is gondolkodjunk el közösen! Mit jelent a mondatunk?

Yes, I **have never waited** so long for you before.

εομα ηεμ ΛΑΓΓΑΡΑ μεε ἰαεί ἡλεμ εοκαίε



Abban az esetben is a tanult igeidőt használjuk, ha valamit még soha nem csináltunk életünkben, de várhatóan még sor kerülhet rá.




Gyűjtsetek olyan cselekvéseket, amelyeket még soha életetekben nem tettetek meg, de mindig vágytatok rá! Írhattok egy listát is ezekről a dolgokról, hogy ne feledjétek! Ezt a listát a következő fejezetben tanulandó szerkezetnél is elővehetitek majd, gyakorlásként.


WELL DONE!!
Enjoy English and KEEP THE SECRET!

Unit 7

Future Simple Tense (will) • A jövő idő (will)

 Már nagyszerűen eligazodtok a jelenidejű, és a múltidejű mondataalkotásban, valamint tanultatok már arról is, hogy jövőbeli szándékotokat hogyan fejezzétek ki. Fel tudnátok idézni az utóbbit?

Α με δοιμά το εστεικεσεται

 Sok esetben azonban nem csupán jövőbeli szándékainkat osztjuk meg beszélő-partnerünkkel, hanem egyéb, a jövőben várható, remélt, megjósolt eseményekről is társalgunk. Ebben a fejezetben a jövő idejű cselekvések egy újabb kifejezőmódjával ismerkedtünk meg. Figyeld meg az alábbi szituációt! Itt miért indokolt az egyszerű jövőidő használata?


A: What **will** my life **be** like, when I grow up?

B: You **will have** a wonderful wife and three children.

A: **Will** I be rich?

B: Yes, you **will**.

Μεγιστοι εσμενικτοι δεσσεις

 Ezt a kifejezőmódot használjuk akkor is, ha éppen akkor, a beszéd pillanatában döntünk el, vagy ígérünk valamit. Olvasd el az alábbi példamondatot, és képzelj magad az adott beszédhelyzetbe. Hogyan reagálnál? A tükröd segít!

Mum: I have to do all the tidying this morning.

Ι will μετ λοτ

 Találjatok ki hasonló szituációkat, és játsszátok el azokat!

 Hol játszódik az alábbi párbeszéd?


What **will** you **have** for dinner madam?

I'll **have** some fish and salad.

Will **you have** something to drink with it?

Yes, I'll **have** some water, please.

Εττερεμπερ

 A fenti szituáció egy jellemző példája az egyszerű jövőidő használatának. Ha valamikor lehetőségetek adódik külföldön étteremben ebédelni, vagy vacsorázni, ne feledjétek, hogy amikor rendelték, a következő szerkezetet használjátok: *I will have..., please!*

Figyelem! Élőbeszédben gyakran találkozhattok még a *shall* kifejezéssel, ami valójában a *will* egyik formája. Általában az *I*, vagy a *we* személyes névmások után szerepel kérdésekben, ha valamit felajánlunk, vagy javasolunk.

Egy példa:


Shall I do the washing up?

 Írjatok egy éttermi menüt az ételek ismétléseként, majd játsszátok el az éttermi szituációt párokban!

WELL DONE!
Enjoy English and KEEP THE SECRET!

Unit 8

A) Conditional type 1 • A feltételes mód: valóságos feltétel kifejezése


 Figyeld meg az alábbi mondatokat, és próbáld lefordítani őket! A tükröd segít!

What **will you buy**,
if **you have** a lot of money?

Μίτι **λέξεις** **μάξι**, **ή** **σοκ** **βέβαια** **ίσως**?

If **I have** a lot of money,
I will buy a new car.

Η **σοκ** **βέβαια** **ίσως**, **λέγω** **τοσοκ** **έχω** **αυτοκ**.

 Ez a típusa a feltételes mondatoknak valóságos feltételt fejez ki. Ez alapján a feltétel, amelyet az összetett mondat *if*-fel kezdődő mellékmondata tartalmaz, várhatóan bekövetkezik. A fenti példák alapján fejezd be a következő megállapítást!


A valóságos feltételt kifejező feltételes mondatokban a főmondat cselekvése egyszerű jövő időben van, míg az *if*-es mellékmondat cselekvése...

εξασκείη **τελεματίζει**

Figyelem! Ha megcseréljük a két mellékmondatot, nem kell vesszőt írjunk közéjük! Hogyan írnánk akkor a fenti mondatot, ha a főmondat kerülne előre?

Ι **μίσση** **πλή** **α** **πρω** **τσι** **ή** **Ι** **μυα** **α** **το** **ο** **πρω** **αυτοκ**.

B) Conditional type 2 • A feltételes mód: lehetséges feltétel kifejezése


 A következő típus a lehetséges feltételt kifejező altípus. Ennél a mondatnál olyan feltételezést rejt a mellékmondat, amely a jelenben nem adott. Lehet azonban, hogy valaha megvalósul, de az is lehet, hogy nem. Hogyan hangzanak az alábbi mondatok magyarul? Segít a tükröd!

What **would you buy**,
if **you had** a lot of money?


Μίτι **λέπεις**, **ή** **ίσως** **βέβαια**?

If **I had** a lot of money,
I would buy a new car.

Η **ίσως** **βέβαια**, **λέπω** **τοσοκ** **έχω** **αυτοκ**.

 Fejezd be a következő megállapítást!
A lehetséges feltételt kifejező feltételes mondatokban a főmondatban a *would* + cselekvés szerepel, míg az *if*-es mellékmondat cselekvése....

εξασκείη **πλημπτίζει** **ίσως**

 Gyűjtsetek vicces, lehetséges feltételt kifejező kéréseket, és írjátok ki kártyákra azokat! Húzzatok egy kártyát, és a csoport minden tagja válaszolja meg a kérdést! Szavazzátok meg, kinek a válasza a legszellemesebb!

WELL DONE! Enjoy English and KEEP THE SECRET!

Present Tense of the verb “be” • A létige jelen idejű alakja

	Kijelentés	Tagadás	Kérdés	Rövid válasz
I	I am	I'm not	Am I?	Yes, I am . No, I'm not .
you	you are	you aren't	Are you?	Yes, you are . No, you aren't .
he she it	he/she/it is	he/she/it isn't	Is he/she/it?	Yes, he/she/it is . No, he/she/it isn't .
we	we are	we aren't	Are we?	Yes, we are . No, we aren't .
you	you are	you aren't	Are you?	Yes, you are . No, you aren't .
they	they are	they aren't	Are they?	Yes, they are . No, they aren't .

Rövidítések: I am not = I'm not are not = aren't is not = isn't

Present Simple Tense • Egyszerű jelen idő

	Kijelentés	Tagadás	Kérdés	Rövid válasz
I	I play.	I don't play.	Do I play?	Yes, I do . No, I don't .
you	You play.	You don't play.	Do you play?	Yes, you do . No, you don't .
he she it	He/she/it plays.	He/she/it doesn't play.	Does he/she/it play?	Yes, he/she/it does . No, he/she/it doesn't .
we	We play.	We don't play.	Do we play?	Yes, we do . No, we don't .
you	You play.	You don't play.	Do you play?	Yes, you do . No, you don't .
they	They play.	They don't play.	Do they play?	Yes, they do . No, they don't .

Rövidítések: do not = don't does not = doesn't

Present Continuous Tense • Folyamatos jelen idő

	Kijelentés	Tagadás	Kérdés	Rövid válasz
I	I am playing.	I'm not playing.	Am I playing?	Yes, I am . No, I'm not .
you	You are playing.	You aren't playing.	Are you playing?	Yes, you are . No, you aren't .
he she it	He/she/it is playing.	He/she/it isn't playing.	Is he/she/it playing?	Yes, he/she/it is . No, he/she/it isn't .
we	We are playing.	We aren't playing.	Are we playing?	Yes, we are . No, we aren't .
you	You are playing.	You aren't playing.	Are you playing?	Yes, you are . No, you aren't .
they	They are playing.	They aren't playing.	Are they playing?	Yes, they are . No, they aren't .

Rövidítések: I am not = I'm not are not = you aren't is not = isn't

Future with "going to" • Jövő idő kifejezése a „going to”-val

	Kijelentés	Tagadás	Kérdés	Rövid válasz
I	I am going to play.	I'm not going to play.	Am I going to play?	Yes, I am . No, I'm not .
you	You are going to play.	You aren't going to play.	Are you going to play?	Yes, you are . No, you aren't .
he she it	He/she/it is going to play.	He/she/it doesn't play.	Is he/she/it going to play?	Yes, he/she/it is . No, he/she/it isn't .
we	We are going to play.	We aren't going to play.	Are we going to play?	Yes, we are . No, we aren't .
you	You are going to play.	You aren't going to play.	Are you going to play?	Yes, you are . No, you aren't .
they	They are going to play.	They aren't going to play.	Are they going to play?	Yes, they are . No, they aren't .

Rövidítések: I am not = I'm not are not = aren't is not = isn't

Past Tense of the verb “be” • A létige múlt idejű alakjai

	Kijelentés	Tagadás	Kérdés	Rövid válasz
I	I was	I wasn't	was I?	Yes, I was . No, I wasn't .
you	you were	you weren't	were you?	Yes, you were . No, you weren't .
he she it	he/she/it was	he/she/it wasn't	was he/she/it?	Yes, he/she/it was . No, he/she/it wasn't .
we	we were	we weren't	were we?	Yes, we were . No, we weren't .
you	you were	you weren't	were you?	Yes, you were . No, you weren't .
they	they were	they weren't	were they?	Yes, they were . No, they weren't .

Rövidítések: was not = wasn't

were not = weren't

Past Simple Tense • Egyszerű múlt idő

	Kijelentés	Tagadás	Kérdés	Rövid válasz
I	I visited	I didn't visit	Did I?	Yes, I did . No, I didn't .
you	you visited	you didn't visit	Did you?	Yes, you did . No, you didn't .
he she it	he/she/it visited	he/she/it didn't visit	Did he/she/it?	Yes, he/she/it did . No, he/she/it didn't .
we	we visited	we didn't visit	Did we?	Yes, we did . No, we didn't .
you	you visited	you didn't visit	Did you?	Yes, you did . No, you didn't .
they	they visited	they didn't visit	Did they?	Yes, they did . No, they didn't .

Rövidítések: did not = didn't

Past Continuous Tense • Folyamatos múlt idő

	Kijelentés	Tagadás	Kérdés	Rövid válasz
I	I was sleeping	I wasn't sleeping	Was I sleeping?	Yes, I was . No, I wasn't .
you	you were sleeping	you weren't sleeping	Were you sleeping?	Yes, you were . No, you weren't .
he she it	he/she/it was sleeping	he/she/it wasn't sleeping.	Was he/she/it sleeping?	Yes, he/she/it was . No, he/she/it wasn't .
we	we were sleeping	we weren't sleeping	Were we sleeping?	Yes, we were . No, we weren't .
you	you were sleeping	you weren't sleeping	Were you sleeping?	Yes, you were . No, you weren't .
they	they were sleeping	they weren't sleeping	Were they sleeping?	Yes, they were . No, they weren't .

Rövidítések: was not = wasn't were not = weren't

Present Perfect Tense of the verb “be” • A létige befejezett jelen idejű alakja

	Kijelentés	Tagadás	Kérdés	Rövid válasz
I	I have been	I haven't been	Have I been?	Yes, I have . No, I haven't .
you	you have been	you haven't been	Have you been?	Yes, you have . No, you haven't .
he she it	he/she/it has been	he/she/it hasn't been	Has he/she/it been?	Yes, he/she/it has . No, he/she/it hasn't .
we	we have been	we haven't been	Have we been?	Yes, we have . No, we haven't .
you	you have been	you haven't been	Have you been?	Yes, you have . No, you haven't .
they	they have been	they haven't been	Have they been?	Yes, they have . No, they haven't .

Rövidítések: have not = haven't has not = hasn't

Present Perfect Tense • Befejezett jelen idő

	Kijelentés	Tagadás	Kérdés	Rövid válasz
I	I have written	I haven't written	Have I written?	Yes, I have . No, I haven't .
you	you have written	you haven't written	Have you written?	Yes, you have . No, you haven't .
he she it	he/she/it has written	he/she/it hasn't written	Has he/she/it written?	Yes, he/she/it has . No, he/she/it hasn't .
we	we have written	we haven't written	Have we written?	Yes, we have . No, we haven't .
you	you have written	you haven't written	Have you written?	Yes, you have . No, you haven't .
they	they have written	they haven't written	Have they written?	Yes, they have . No, they haven't .

Rövidítések: have not = haven't

has not = hasn't

Passive Voice • A szenvedő szerkezet

	Kijelentés	Tagadás	Kérdés	Rövid válasz
I	I am called	I aren't called	Am I called?	Yes, I am . No, I'm not .
you	you are called	you aren't called	Are you called?	Yes, you are . No, you aren't .
he she it	he/she/it is called	he/she/it isn't called	Is he/she/it called?	Yes, he/she/it is . No, he/she/it isn't .
we	we are called	we aren't called	Are we called?	Yes, we are . No, we aren't .
you	you are called	you aren't called	Are you called?	Yes, you are . No, you aren't .
they	they are called	they aren't called	Are they called?	Yes, they are . No, they aren't .

Rövidítések: I am not = I'm not

are not = aren't

is not = isn't

Some és any használata

Kérdés	Kijelentés	Tagadás
Are there any apples...?	There are some apples...	There aren't any apples...

Kérdés	Kijelentés	Tagadás
Is there any cheese...?	There is some cheese...	There isn't any cheese...

Modals • Modális segédigék: must

	Kijelentés	Tagadás	Kérdés	Rövid válasz
I	I must go	I needn't go	Must I go?	Yes, I must . No, I needn't .
you	You must go	you needn't go	Must you go?	Yes, you must . No, you needn't .
he she it	he/she/it must go	he/she/it needn't go	Must he/she/it go?	Yes, he/she/it must . No, he/she/it needn't .
we	we must go	we needn't go	Must we go?	Yes, we must . No, we needn't .
you	you must go	you needn't go	Must you go?	Yes, you must . No, you needn't .
they	they must go	they needn't go	Must they go?	Yes, they must . No, they needn't .

Rövidítések: need not = needn't

A személyes névmás tárgyi alakja

I = én	me = engem
you = te	you = téged
he, she, it = ő	him/her/it = őt
we = mi	us = minket
you = ti	you = titeket
they = ők	them = őket

Dictionary

Units 1–8

A			
abolish	eltöröl, megszüntet	be fond of	szeret, kedvel vmit/vkit
abroad	külföld	be good at	ért hozzá
accident	baleset	be in charge	meg van bízva vmivel
accommodation	szállás	be interested in	érdeklődik vmi iránt
adaptation	alkalmazkodás	be overweight	túlsúlyos
adventure park	vidámpark	be upset about	idegeskedik,
adventurous	kalandos, merész		nyugtalanodik
Africa	Afrika	bedroom	hálószoba
afterwards	azután	beginner	kezdő
against	vki/vmi ellen	belch out	(vulkanikus hamut)
ago	valamennyivel ezelőtt	(volcanic ash)	okád
air conditioning	légkondicionálás	bison, bison	bövény
aircraft	repülőgép	bitter	keserű, itt: kegyetlen
airshaft	légakna	block of flats	bérház
airship	léghajó	blossom	virág
alarm clock	ébresztőóra	blow off	lefúj
amazing	bámulatos	boarding card	beszállókártya
ambitious	törekvő	boil	forr
amphitheatre	körszínház, aréna	boiling hot	forró meleg
ancient	ősi	bone	csont
anger	harag	book	foglal (pl. szobát)
angry	mérges	book in advance	elővételben vesz/foglal
ankle	boka	border	(ország)határ
annual	éves, minden évben	borough	kerület (jellemző pl.
	megrendezett/ megtartott		New York városban)
Antarctica	Antarktisz	borrow	kölcsönöz, kölcsönvesz
antibiotics	antibiotikum	brand-new	vadonatúj
appear	megjelenik, feltűnik	break a record	rekordot dönt
archaeologist	régész	break up	szakít
area	terület	bright	fényes, élénk
art gallery	képtár	brighten	felderül, derűssé tesz
artistic	művészi	broken	törött, eltört
Asia	Ázsia	bubble	buborék
attractive	vonzó, bájos	builder	építőmester
Australia	Ausztrália	bulb	villanykörte
average-size	átlagos méretű	bump into	összeakad vkivel
awful	borzasztó, szörnyű	bustling	nyüzsgő, élénk
		button	gomb
B		C	
bad	rossz	cactus	kaktusz
badly	rosszul	calculate	kiszámít
balance	egyensúly	calculator	számológép
balcony	erkély	calm	nyugodt, csendes
bamboo	bambusz	camel	teve
bandage	kötés, kötszer	campsite	kemping
(bar of) soap	szappan	caprice	szeszély
bathroom	fürdőszoba	car boot	autó csomagtartója
battle	csata	caravan	karaván
be able to	képes vmit megtenni	careful	óvatos, gondos
be allergic to	allergiás vmire	carefully	óvatosan, gondosan
be crazy about	megőrül vmiért	careless	gondatlan, figyelmetlen

carelessly
 carpet
 carrot
 carry
 carve
 carving
 case
 cathedral
 cellar
 century
 chamber
 chandelier
 check in
 check out
 cheerful
 chemical
 chief
 chill the bones
 chilly
 chimney
 chimney sweep
 Christian
 chubby
 circumnavigate
 civilisation
 classical
 classify
 clay
 climate
 coast
 cobblestone streets
 coffee table
 coloured
 compass
 compasses
 competition
 complexion
 condense
 confident
 confirm
 consciousness
 consist of
 continental

 cooker
 cooperate
 cope with
 co-pilot
 coral-reef
 cosmopolitan
 cottage
 cough
 cover
 crack
 crash into

figyelmetlenül
 szőnyeg
 répa
 visz, cipel
 farag, vés
 faragás
 eset
 székesegyház
 pince
 évszázad
 terem, szoba
 csillár
 bejelentkezik
 kijelentkezik
 vidám
 vegyszer
 főnök, vezér
 csontig hatoló hideg
 fagyos
 kémény
 kéményseprő
 keresztény
 pufók
 körülhajóz
 civilizáció
 klasszikus
 besorol, osztályoz
 agyag
 éghajlat
 tengerpart
 macskaköves utcák
 dohányzóasztal
 színes
 iránytű
 körző
 vetélkedő
 arcszín
 kicsapódik (pára)
 magabiztos
 megerősít, visszaigazol
 öntudat
 áll vmiből
 kontinentális,
 szárazföldi
 tűzhely
 együttműködik
 megbirkózik vmivel
 másodpilóta
 korallzátony
 nagyvárosi
 házikó
 köhög; köhögés
 befed, beborít; fedő
 repedés
 beleütközik

crawl
 create
 crew
 cry
 crystal clear
 curious
 curl
 curly
 current
 curtain(s)
 customs

D

danger
 dash against
 daughter
 dawn
 deadly
 deer, deer
 depot
 desert
 desert fox
 detached house
 dew
 diary
 differ
 dining area
 dirty
 disappear
 disappointed
 discover
 dishonest
 disorganised
 disrespectful
 distance
 do exercise
 dolphin
 double bed
 double room
 dove
 dragon
 drawing pad
 dreamcoat
 drift away
 drive away
 drizzly
 droughts
 dry
 during
 during the day
 duties

E

eagle
 earache

kúszik
 alkot
 legénység, személyzet
 sír
 kristálytisztta
 kíváncsi
 bodorodik
 göndör
 áramlat
 függöny
 vám

veszély

nekivág vmit vminek
 lánya vkinek
 hajnal
 halálos
 szarvas
 raktár
 sivatag
 sivatagi róka
 különálló ház
 harmat
 napló
 különbözők
 étkező terület
 piszkos
 eltűnik
 csalódott
 felfedez
 nem becsületes
 szétszórt
 udvariatlan
 távolság
 tornázik
 delfin
 franciaágy
 kétágyas szoba
 galamb
 sárkány
 rajztömb
 álomkabát
 elsodródik, eltávolodik
 elhajt
 nedves, nyirkos idő
 szárazság
 szárít
 alatt (időben)
 nappal
 feladatok

sas
 fülfájás

earthquake	földrengés
easily	könnyen, könnyedén
economy electric heating	gazdaságos elektromos fűtés
effort	erőfeszítés
eightish	8 óra körül
eight-level	nyolcszintes
electronic device	elektromos készülék
empty	üres
endangered species	kihalságban lévő faj(ok)
energetic	energikus
engine	gép
enough	elég, elegendő
enter	belép
entertainment	szórakozás
entrance	bejárat
environmentalist	természetvédő
envy	irigyl
equipment	berendezés, felszerelés
erupt	kitör (vulkán)
escape	elmenekül
Europe	Európa
event	esemény
examine	megvizsgál
excavation	ásatás
excellence	tökéletesség
exhaust fumes	kipufogógázok
exhausted	kimerült
experience	tapasztal
explore	felfedez
express feelings	érzéseket kifejez
expressive	kifejező
extinct	kihalt
extremely	rendkívül, szerfelett
eye drops	szemcsepp

F

facilities	lehetőségek
feel dizzy	szédül
feel sick	émelyeg
felt tip (pen)	filctoll
fence	kerítés
ferry	komp
festivity	ünnepség
fight	küzdelem, harc
fighter	harcos
finger	ujj
firecracker	petárda
fishing village	halászfalu
fix	megjavít; felerősít
fizzy	szénsavas
flat	lakás
flexible	rugalmas
flight	repülés
flight of stairs	X emeletnyi lépcső

flood	árvíz
flour	liszt
flower bed	virágágyás
foggy	ködös
footprint	lábnyom
foreign	idegen, külföldi
foreign language	idegen nyelv
fork	villa
freeze	fagy
freezing cold	nagyon hideg
fresco	freskó
friendly	barátságos
front door	bejárati ajtó
front garden	előkert
fuel	üzemanyag
full board	teljes ellátás
fully modernised	tökéletesen modernizált
furniture	bútorzat

G

gadget	kütyü
gas central heating	központi gázfűtés
gate	kapu
gather	gyűlik
generate	előidéz, létrehoz
generosity	nagylelkűség
gesture	gesztus, taglejtés
get on well	jól kijön vkivel
get well	meggyógyul
glue	ragasztó
go abroad	külföldre megy
go across	átmegy (pl. úton)
go along	végigmegy (utcán)
go as far as	elmegy vmeddig
go away from	eltávolodik
go into	bemegy
go off	elindul
go on a diet	diétázik, fogyókúrázik
go over	átmegy (pl. hídon)
go past	elmegy vmi mellett
go round	körbemegy, megkerül
go sightseeing	városnézésre megy
go through	keresztülmegy (pl. parkon)
go towards	megy vmi felé
government	kormány
graze	legeltet
Greek	görög
green belt	zöld övezet
grumpy	morcos

H

habitat	élőhely, természetes környezet
half board	félpanziós ellátás

hall(way) (US/GB)
handful of (grapes)
handle
hang around
hang-glider
harbour
hard
hard-working
harm
have a cold
have a runny nose
hawk
headache
healthy
heart
heat wave
height
hiding place
high
highlight
highlighter (pen)
hole
hollow
honest
hope for
hospitable
hostel
hot-air balloon
house
hurricane
hurry

I

iceberg
identical
illusion

impatient
impolite
important
inflexible
inhabitant
inherit
insensitive
inside
instead
intricate
invent
invention
invite
island

J

jealous of
jellyfish

előszoba
maréknyi (szőlő)
fogantyú
lézeng
sárkányrepülő
kikötő
nehéz, kemény
szorgalmas
sért; sérülés
megfázott
náthás
sólyom, héja
fejfájás
egészséges
szív
hóhullám
magasság
rejtekhely
magas
kiemel
szövegkiemelő (toll)
lyuk
kiváj
őszinte
remél vmit
vendégszerető
ifjúsági szállás
hólégballon
elhelyez, helyet ad
hurrikán
siet

jéghegy
azonos, ugyanaz
káprázat, érzéki
csalódás
türelmetlen
udvariatlan
fontos
rugalmatlan
lakos
örököl
érzéketlen
vminek a belseje
helyett
tekervényes
feltalál
találmány
meghív
sziget

féltékeny
medúza

jump off
jump onto

K

keep warm
kitchenette
knife, knives

L

ladder
land
lantern
laundry
lawn
lazy
leader
lean over
letter box
life, lives
lighthouse
lightning
linen
lobster
location
loft
logic
look after
look around
look for
look forward to
loud
loudly
lounge
low hills
lowlands
lungs

M

magnificent
maid
make someone's
fortune
manager
man-made
marble
marshland
match
medal
melody
memorise
microlight/microlite
mild
mime
mine
mineral water

leugrik vhonnan
ráugrik vmire

melegen tart
tea-konyha
kés

létra
földet ér
lámpás
szennyes
pázsit
lusta
vezető
áthajol
levélszekrény
élet
világítótorny
villám
ágynemű
homár
elhelyezkedés
padlás
logika
vigyáz vkire
körülnéz
keres vmit/vkit
alig vár vmit
hangos
hangosan
társalgó
dombság
alföld
tüdő

piazar, fönséges
szobalány
meggazdagodik

menedzser
ember által készített
márvány
mocsaras terület
gyufa
érem
dallam
megjegyez, megtanul
sportrepülőgép
enyhe
arcjáték, mimika
bánya
ásványvíz

mirage
miss
misty
mobile phone
monastery
monk
moody
motorway
movement
mud-brick
muscular

N

Native American
natural disaster
natural

nearby
nearly
neat
neatly
neighbouring
neolithic
nest
nestling
nickname
normal
North America
nose drops
notice

O

occupation
odour
offer
oil
open-minded
optimistic
organic food
organise
organised
origin
oval

P

package holiday
painkiller
paint
pale
pass
patient
peace
performance
personality
pesticide
philosopher

délibáb, káprázat
hiányol vkit
ködös, borús, esős
mobiltelefon
kolostor
szerzetes
változó kedélyű
autópálya
mozdulat
vályogtégla
izmos

amerikai őslakos
természeti katasztrófa
természeti,
természetes
közeli
majdnem
rendes, takaros
rendesen, takarosan
szomszédos
újkőkorszakbeli
fészek
fióka
becenév
szokásos, átlagos
Észak-Amerika
orrcsepp
észrevesz

foglalkozás
illat
(fel)ajánl
olaj
nyitott, érdeklődő
optimista
bio-élelmiszerek
szervez
rendezett
eredet
ovális

szervezett utazás
fájdalomcsillapító
festék
sápadt
odaad, átad
türelmes; páciens
béke
előadás
személyiség, egyéniség
rovarirtó
filozófus

pipe of peace
plain
plaster
playroom
plenty of
plump
pocket money
poisonous
port city
porter
Portuguese
position
possessions
possibility
pot
pottery
pour
power
precisely
prefer
prehistoric
prescribe
preserved
principal
produce
product
professional
progressive
properly
property
proud of
pursuit
push down
pyramid

Q

quarrel
quickly
quick-tempered
quiet
quietly
quite

R

radio operator
reach
receptionist
region
regularly
rehabilitation

relaxed
reliable
remember
rent
report

békepipa
síkság
ragtapasz; gipsz
játsszószoza
sok vmiből
dundi
zsebpénz
mérgező
kikötőváros
hordár
portugál
helyzet, fekvés
javak
lehetőség
virágcserep, edény
fazekasság
önt, zuhog (eső)
erő, hatalom
pontosan
vmit előnyben részesít
történelem előtti
gyógyszert felír
fenntartott
igazgató
termel
áru
hivatásos
fejlődő
megfelelően, helyesen
tulajdon
büszke vkire/vmire
törekvés
lenyom
piramis

vitatkozik
gyorsan
hirtelen haragú
halk
halkan
meglehetősen

rádiós
elér
recepciós, portás
terület, régió
rendszeresen
talpra állítás,
rehabilitáció
laza
megbízható
emlékezik
bérel; bérleti díj
hírül ad, jelent

respect
 respectful
 rock
 romantic
 roof garden
 roof
 room service
 room with a view
 roundish
 ruby
 rug
 running water

S

sail
 salmon
 salt
 sand
 scientific
 scissors
 search plane
 secondary school
 self-motivated
 semi-detached house
 sense of direction
 sense of humour
 sensitive
 serious
 service
 set
 set off
 settle
 settlement
 sew on
 shallow
 share
 shelf, shelves
 shelter
 shiny
 shipmate
 shoulder-length
 shout
 shutters
 shy
 sight
 sightseeing tour
 sign
 similar
 single room
 sitting room
 skipper
 skylight
 slam, -med
 slave
 sleeping bag

tisztelet
 tiszteletreméltó
 szikla
 romantikus
 tetőkert
 tető
 szobaszolgálat
 szoba kilátással
 kerekded
 rubin
 rongy
 folyó víz
 vitorlázik, hajózik
 lazac
 só
 homok
 természettudományos
 olló
 kutató repülőgép
 középiskola
 motivált
 ikerház
 tájékozódó képesség
 humorérzék
 érzékeny
 komoly
 szolgáltatás
 készlet
 felrobbant
 letelepedik
 település
 felvarr
 sekély
 megoszt
 polc
 menedék
 fényes
 matróztárs
 vállig érő
 kiabál, kiált
 zsalugáter, redőny
 szégyenlős
 látványosság,
 nevezetesség
 városnézés
 jel
 hasonló
 egyággyas szoba
 nappali szoba
 hajóskapitány
 tetőablak
 becsap (pl. ajtót)
 rabszolga
 hálósák

slender
 slice
 slim
 slowly
 smoke
 sneeze
 sociable
 sofa
 soil
 solo climbing
 solve a problem
 sore throat
 sound
 South America
 space
 spacious
 sparrow
 spectacular
 spiky
 spiral staircase
 splitting headache
 sprained
 spring
 stable
 stairs
 stay
 steam engine
 steep
 stomach ache
 store
 storm
 stormy
 straight
 strawberry
 stretch
 structure
 study
 suddenly
 sugar
 suitable for
 sun-tanned
 supercontinent
 supernatural
 superstitious
 survival
 survive
 swirl
 swollen
 T
 take a bath
 take care of
 take medicine
 tap

karcsú
 szelet
 karcsú
 lassan
 füst
 tüsszent
 társaságot kedvelő,
 barátkozó
 kanapé
 talaj, termőföld
 kísérő nélküli
 sziklamászás
 problémát megold
 torokfájás
 hang
 Dél-Amerika
 hely
 tágas
 veréb
 látványos
 tüskés
 csigalépcső
 hasogató fejfájás
 kificamított
 forrás
 stabil, tartós
 lépcső
 marad
 gőzmozdony
 meredek
 hasfájás
 tárol
 vihar
 viharos
 egyenes
 földieper
 nyúlik, nyújt
 szerkezet, épület
 dolgozószoba
 hirtelen
 cukor
 alkalmas, megfelelő
 napbarnított
 szuperkontinens
 természetfeletti
 babonás
 megmenekülés
 túlél
 örvény
 bedagadt
 megfürdik
 vigyáz vkire/vmire
 gyógyszer szed
 csap

technicolour többszínű
 temperature hőmérséklet, láz
 temple templom
 tension feszültség
 term félév (iskolai)
 terraced house sorház
 territory terület
 the Atlantic Ocean Atlanti-óceán
 the Indian Ocean Indiai-óceán
 the Mediterranean Sea Földközi-tenger
 the Pacific Ocean Csendes-óceán
 therapy gyógy mód
 thick vastag
 thing of the past vmi a múlté
 thing dolog
 though bár, ámbár
 threatened megfélemlített
 three-star hotel háromcsillagos szálloda
 thriving virágzó, gyarapodó
 thunder mennydörgés
 tin opener konzervnyitó
 tissue papírzsebkendő
 toga tóga
 toothache fogfájás
 toothbrush fogkefe
 toothpaste fogkrém
 torch zseblámpa
 toss about összevissza dobál
 tough fáradságos
 track nyom, csapás
 transparent átlátszó
 treatment kezelés
 trekking túrázás
 tribe néptörzs
 try próbál
 tube tubus
 tunnel alagút
 Turkish török
 twice kétszer
 twin room kétágyas szoba
 type a message üzenetet gépel

U

unforgettable feledhetetlen
 unfortunately sajnos
 unfriendly barátságtalan
 unique egyedi
 university egyetem
 unleaded petrol ólommentes benzin
 unpack kicsomagol
 unpleasant kellemetlen
 unreliable megbízhatatlan
 until egy bizonyos ideig, míg

upside down fejjel lefelé
 upwards felfelé
 use használ

V

valuable értékes
 value érték
 vapour pára
 view kilátás
 villager falusi ember
 vitamin pill vitamin tabletta
 voice mail hangposta
 volcanic tufa
 volcano vulkán
 volunteer önkéntes

W

waist-measurer derék-mérő
 waiting room váróterem
 wake-up call telefonos ébresztő hívás
 wake-up service ébresztő szolgáltatás
 wander through keresztül vándorol
 war háború
 warmth hőség
 warrior harcos
 washbasin (GB) mosdókagyló
 washing machine mosógép
 waste hulladék
 water bottle kulacs
 water supply system vízvezetékrendszer
 water tank víztartály
 waterproof vízálló
 wavy hullámos
 wealthy gazdag, jómódú
 weapon fegyver
 well jól; kút
 well-built jó testfelépítésű
 whale bálna
 wheelchair kerekesszék
 while amíg
 white water rafting vadvízi evezés
 wide széles
 wild boar vadkan
 wildlife vadvilág
 wind instrument fúvós hangszer
 wine bor
 wonderful csodálatos
 workshop műhely, itt: foglalkozás
 World Heritage Site Világörökség része
 wreck (of a ship) hajóroncs

Y

yacht jacht, versenyyitorlás

Everyday English

Introduction

She looks a bit older than she is.
He looks much younger than he is.
Lily has got her grandmother's eyes.
We get on pretty well with each other.
I'm an only child.
What does he look like?
What is he like?
What does he like?

Unit 1

Which house do you like best?
I prefer the other one.
I agree (with you).
I think you're right.
I don't think you're right.
I totally disagree.

Unit 2

What a pity!

Revision 1

Part of it is now open to the public.

Unit 3

Why don't we walk home together?
How/What about going to the ice rink?

I don't want to.
Do you fancy coming over this afternoon?
Mum won't let me out.
What's the matter?
Let me listen to your lungs.
Get well soon.
The alarm clock didn't go off.

Unit 4

Can I use your pen, please?
Can you lend me your felt tips, please?
Could you pass me the calculator?
Sure.
Yeah, no problem.
I need it myself.
You must be home by half past 8.
That's all right.
Take care.
It was chill!

Koránál kicsit idősebbnek látszik.
Koránál sokkal fiatalabbnak néz ki.
Lily a nagymamája szemét örökölte.
Nagyon jól kijövünk egymással.
Egyke vagyok.
Hogy néz ki?
Milyen?
Mit szeret?

Melyik ház tetszik a legjobban?
A másik jobban tetszik.
Egyetértetek (veled).
Szerintem igazad van.
Szerintem nincs igazad.
Egyáltalán nem értek veled egyet.

Milyen kár!

Egy része nyitva áll a nyilvánosság számára.

Miért nem sétálunk haza együtt?
Mi lenne, ha kimennénk a korcsolyapályára?
Nem akarok (menni).
Van kedved átjönni délután?
Anyu nem fog elengedni.
Mi a panasza/panaszod? (orvosnál)
Hadd hallgassam meg a tüdődet!
Gyógyulj meg mielőbb!
Nem csörgött az ébresztőóra.

Használhatom a tolladat?
Kölcsönadnád a filceidet?
Ideadnád a számológépet?
Persze.
(Igen), persze.
Nekem is kell/szükségem van rá.
Nyolcra itthon kell lenned!
Rendben.
Vigyázz magadra!
Király volt!

Unit 5

It's pouring with rain.
It's freezing cold.
It's a bit chilly.
It's misty and foggy.
It's stormy today.
In the morning there was lightning too.
It's very windy.
It's cloudy and it's drizzly.
What is Hungary's climate like?
What are the different seasons like
in Hungary?
Which climate do you prefer?

Unit 6

Which grade are you in?
I'm in Year 8.
Have you been to Hungary before?
How long have you been in Budapest?
How long is it since you saw your
grandparents?
Let me introduce you to Clemance.

Revision 3

What do you prefer?
It is almost a thing of the past.
Rome in January and February
can chill the bones.

Unit 7

I'm so excited!
I'm sure it will be fantastic!
I would like to book a room for three
nights from 14th July.
Can I pay online?
How did they make their fortune?

Unit 8

It sounds interesting!
Just take your time.
The old one is really tacky.
If I were you, I would...

Revision 4

A single room with a shower will be all right.
Would you like full board, half board or
bed and breakfast?

Zuhog az eső.
Fagyos hideg van.
Egy kicsit hideg van.
Ködös, esős idő van.
Viharos az idő.
Reggel villámlott is.
Nagyon szeles az idő.
Felhős, nyirkos idő van.
Milyen Magyarország éghajlata?
Mi jellemző a különböző évszakokra
Magyarországon?
Melyik éghajlatot részesíted előnyben/
kedveled?

Melyik évfolyamra jársz?
Nyolcadikos vagyok.
Jártál már Magyarországon ezelőtt?
Mióta vagy Budapesten?
Mióta nem láttad a nagyszüleidet?

Hadd mutassalak be Clemance-nak.

Mit szeretsz/kedvelsz jobban?
Ez már majdhogynem a múlté.
Rómában januárban és februárban
csontig hatoló hideg van.

Olyan izgatott vagyok!
Biztos vagyok benne, hogy fantasztikus lesz.
Szeretnék szobát foglalni július 14-étől
3 éjszakára.
Fizethetek interneten keresztül?
Hogyan gazdagodtak meg?

Érdekesnek tűnik.
Nem kell sietned.
A régi már nagyon ciki.
Ha a helyedben lennék, én.../
A helyedben én...

Egy egyágyas szoba tusolóval megfelelő lesz.
Teljes, félpanziós, vagy csak reggeli
ellátást kér?

Irregular verbs in Secrets 1-2-3

be, was/were, been	léteznek, van	let, let, let	enged
become, became, become	válik vmivé	light, lit, lit	meggyújt
blow, blew, blown	fúj	make, made, made	készít
break, broke, broken	eltör	meet, met, met	találkozik
build, built, built	épít	oversleep, overslept, overslept	elalszik, későn ébred
buy, bought, bought	vesz vmit	pay, paid, paid	fizet
catch, caught, caught	elkap	put, put, put	tesz, rak
come, came, come	jön	read, read, read	olvas
do, did, done	csinál	ride, rode, ridden a bike	biciklizik
draw, drew, drawn	rajzol	ride, rode, ridden a horse	lovagol
drink, drank, drunk	iszik	ring, rang, rung	megcsörren, csöng, csönget
drive, drove, driven	vezet (autót)	run, ran, run	fut
eat, ate, eaten	eszik	say, said, said	mond
fall, fell, fallen	esik	see, saw, seen	lát
feed, fed, fed	etet	sell, sold, sold	elad
feel, felt, felt	érez	set, set, set out	elindul
fight, fought, fought	küzd, harcol	sing, sang, sung	énekel
find, found, found	talál	sink, sank, sunk	elsüllyed
fly, flew, flown	repül	sleep, slept, slept	alszik
get, got, got	szerez, kap	spend, spent, spent	időt tölt, pénzt költ
give, gave, given	ad	stand, stood, stood	áll
go, went, gone	megy	steal, stole, stolen	ellop
grow, grew, grown	nő, természet (növényt)	swim, swam, swum	úszik
have, had, had	van vmije/vkije	take, took, taken	elvisz
hear, heard, heard	hall	tell, told, told	elmond
hurt, hurt, hurt	megsért, fáj	think, thought, thought	gondol
keep, kept, kept	tart vmit vhol	understand, understood, understood	ért, megért
know, knew, known	tud, ismer	wake, woke, woken up	felébred
learn, learned/learnt, learned/learnt	tanul	wear, wore, worn	visel (ruhát)
leave, left, left	elhagy, otthagyt	win, won, won	győz, nyer
lend, lent, lent	kölcsönad	write, wrote, written	ír

Photo Gallery

SAME OR DIFFERENT? •

Compare these photos in pairs. Talk about the climate, the weather and the clothes the ladies are wearing.



2. By the Mediterranean Sea in Malta



1. By the Atlantic Ocean in Portugal

QUESTION TIME •

Look at these photos for a minute. Then write three questions about each picture. Put them into a bowl.



MEMORY CHECK • Look at the photos for another minute. Then play in two teams. Pick questions from the bowl and try to answer them.

Hungary – Őrség, Szalafő-Pityerszer

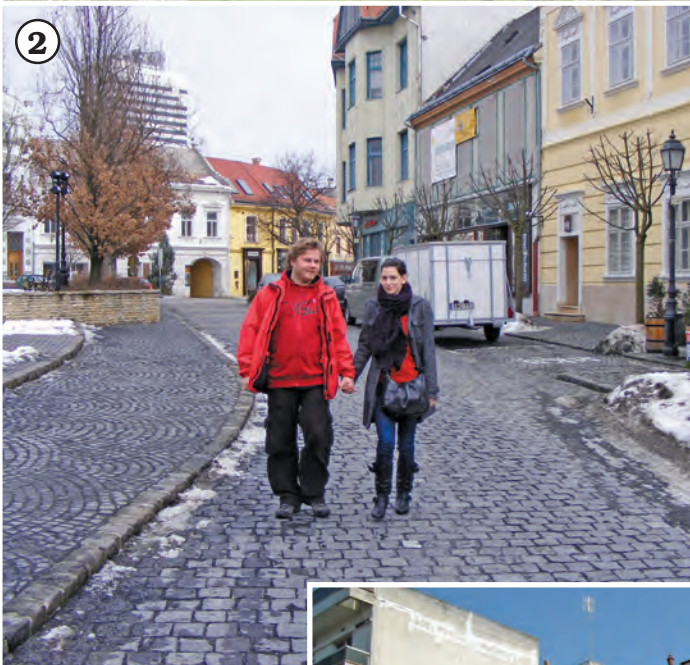
Photo Gallery

POSTCARD ALBUM • Look at the photos and find the matching titles. Explain your choice.

1



2



- Boats in a port
- A nice cup of tea
- Walking through a marshland
- Walking in the past
- Cobblestone streets
- Old and modern
- View from the top floor

3





4



6



5



7

**Where were the photos taken?
Use a mirror to find out.**

- Δ Malta - Sliema
 Ε Austria - the Danube
 Ζ Poland - Bolecki National Park
 Θ Malta - Mdina
 Ξ Greece - Thikaja
 Σ Hungary - Veszprem
 Ι Greece - Delphi

Choose a picture and play a guessing game in small groups.