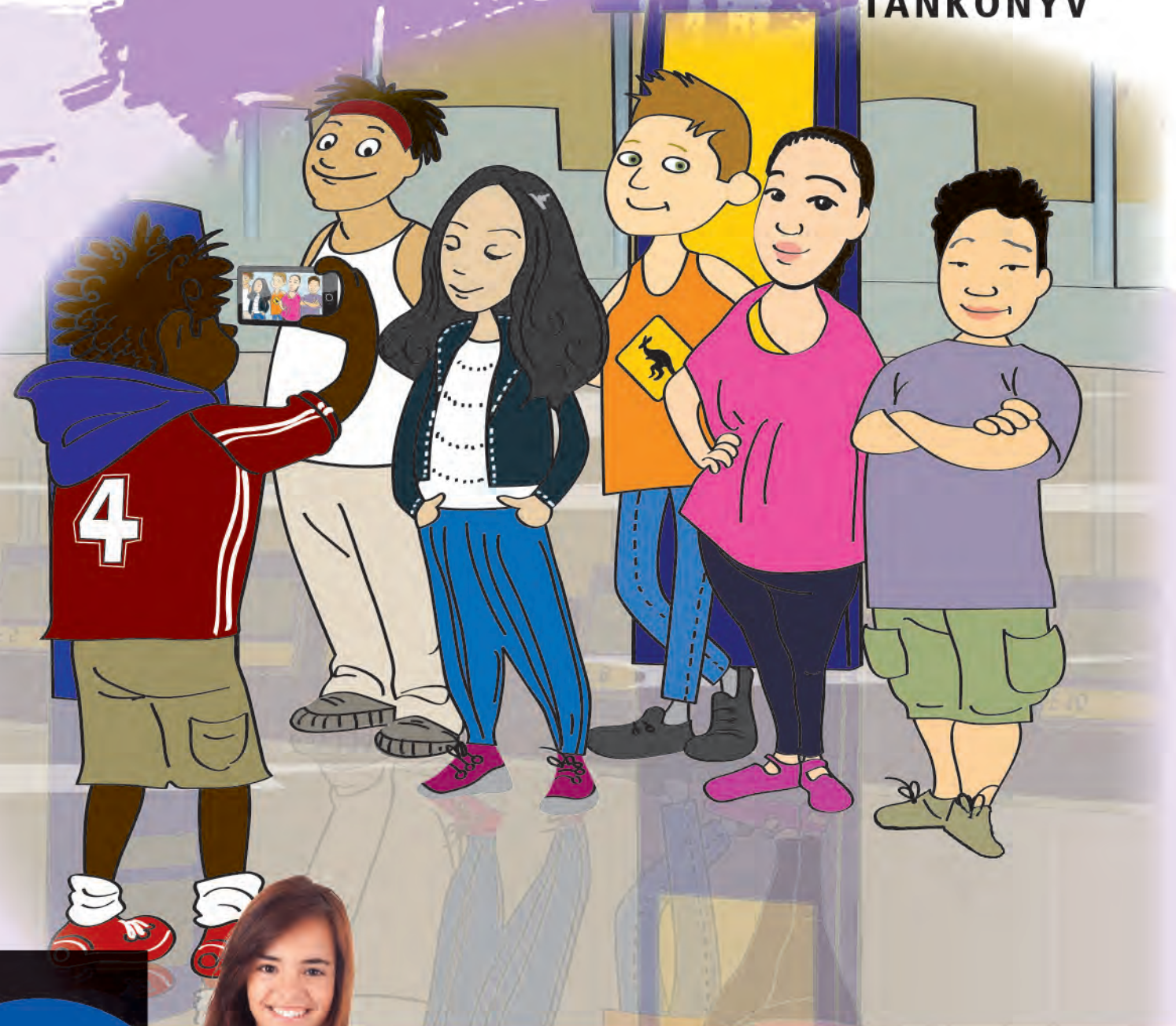


POÓR ZSUZSÁNNA
HARANGOZÓ HAJNALKA

Secrets

4

TANKÖNYV



POÓR ZSUZSÁNNÁ • HARANGOZÓ HAJNALKA

Secrets 4

TANKÖNYV

ANGOL NYELVKÖNYVSOROZAT
ÁLTALÁNOS ISKOLÁSOKNAK

Eszterházy Károly Egyetem
Oktatáskutató és Fejlesztő Intézet

A tankönyv TKV/6185–12/2013. engedélyszámon 2013. 12. 17-től jóváhagyást kapott.

A tankönyv megfelel az Oktatási Minisztérium kerettantervének [17/2004. (V. 20.)].

A tankönyv megfelel az 51/2012 (XII. 21.) EMMI-rendelet

2. sz. melléklet: Kerettanterv az általános iskola 5–8. évfolyamára (2.2.02.1), 4. sz.

4. sz. melléklet: Kerettanterv az általános iskola 7–12. évfolyama számára (4.2.02.1), és az

5. sz. melléklet: Kerettanterv a gimnáziumok 5–12. évfolyama számára (5.2.02.1), (5.3.1) megnevezésű kerettantervek előírásainak.

A tankönyv megfelel a NAT 2012 előírásainak: 110/2012. (VI. 4.) korm. rendelet (NAT 2012).

Szakmai és anyanyelvi bíráló: Andrew Reid

Kötésterv és tipográfia: Marczali Ágnes

Rajzok: Kiss G. Norbert

A tankönyvvé nyilvánítási eljárásban közreműködő szakértők: dr. Hegedüs Irén,
Derecskey Imre, Karácsony Orsolya

Szövegforrások:

National Geographic World. April 1998. National Geographic Society

Junior Education. November 1997. Scholastic Ltd. Leamington Spa

Branigan, Keith. 1976. *Atlas of Ancient Civilizations*. Heinemann. London. p. 118.

Wicks, Graeme. 1983. *Australia – a way of life*. John Ferguson Pty Ltd. Sydney

T. J. Hughes. *Tasmania. The Treasure Island*. Government Printer, Tasmania. Australia

National Geographic World. December 1990.

National Geographic World. October 1996. pp. 9–12.

Siy, Alexandra. 1993. *The Penan, people of the Borneo jungle*. Maxwell Macmillan Canada. Toronto.

p. 61 Steele, Philip. 1994. *Food and feasts between the two world wars*. Macmillan. New York.

© Poór Zsuzsánna, Harangozó Hajnalka, Eszterházy Károly Egyetem
(Nemzedékek Tudása Tankönyvkiadó Zrt.), 2013

Eszterházy Károly Egyetem

3300 Eger, Eszterházy tér 1.

Tel.: (+36-1) 235-7200

Fax: (+36-1) 460-1822

Vevőszolgálat: vevoszolgalat@ofi.hu

A kiadásért felel: dr. Liptai Kálmán rektor

Raktári szám: NT-56548/NAT

Felelős szerkesztő: Ungor Barbara

Műszakiiroda-vezető: Horváth Zoltán Ákos

Műszaki szerkesztő: Orlai Márton

Grafikai szerkesztő: Mikes Vivien

Terjedelem: 13,39 (A/5) ív

A könyv tömege: 310 gramm

Első kiadás, 2017

Formakészítés: Bajuszka Kft.

Készült: Pátria Nyomda Zrt.

Felelős vezető: Orgován Katalin vezérigazgató

Kedves Diákok!

Örömmel köszöntünk Benneteket az angol nyelv titkait feltáró nyelvkönyvsorozatunk negyedik, egyben utolsó kötetében. Reméljük, már sikerült megszerettünk Veletek azt a csodálatos, izgalmas világot, amelyet egy idegen nyelv tanulása során fedezhettek fel.

Ebben a kötetben a nyelv titkainak átismétlésén, a nyelvi titkok világának bővítésén túl különböző nemzetiségű tanulók segítségével az angolszász országok, népek világába is betekintést nyerhettek. Közösen felidézünk néhány nemzetközileg is ünnepelt napot, megvitatjuk ezek jelentőségét és helyét hétköznapijainkban.

Az idén is

- beszélgethettek, barátkozhattok hasonló korú külföldi gyerekekkel,
- kalandozhattok térben és időben,
- elsajátíthattok néhány újabb nyelvtanulási technikát.

Ebben a részben azonban, segítségként a középiskolai tanulmányaitokhoz

- már nagyobb hangsúlyt kap a különböző témakörök szókincsének elmélyítése,
- több segítséget, tanácsot adunk a különböző helyzetekben használatos kifejezések elsajátításához,
- valamint a tankönyv feladatai továbbra is hangsúlyozottan ösztönöznek Benneteket az önálló feladatmegoldásra, bújárkodásra, a nyelvi kifejezőképességetek fejlesztésére.

A különböző témakörökön keresztül összehasonlítjuk elődeink életét, problémáit, öltözködését a mai tinédzserek világával – hol a véleményetekre, tapasztalataitokra, hol a Magyarországon élő külföldi diákok élményeire hagyatkozva. Kitérünk a modern média világára, kirándulunk Sydney-be, majd a trópusi esőerdők képe is meglevenedik. Külföldi diákjaink életének eseményein, leírásain keresztül tudhattok meg egyre többet arról, hogyan látják ők hazánkat, milyen különbségeket tapasztalnak ételeink, hétköznapi szokásaink, hagyományaink között.

Összevethetitek a városi és a vidéki élet nyújtotta lehetőségeket, megismerkedhettek a mindennapos és nem mindennapi közlekedési eszközökkel, és felkészülhettek egy nyaralás megtervezésére. Bizunk benne, hogy tetszeni fog majd az a fejezet is, amelyben a magyar konyhaművészetről olvashattok.

Ebben a kötetben is törekedtünk arra, hogy ne csak a külföldi népek, országok csodáit és érdekességeit, hanem hazánk, Magyarország, több említésre méltó értékét is együtt kutassuk fel Veletek, és közösen gondolkodjunk el azon, hogyan lehet ezeket az értékeket megőriznünk.

Az egyes fejezetek hasonlóképpen épülnek fel, mint ahogy azt a *Secrets 1, 2, és 3* tankönyvekben már megszokhattátok. Minden fejezet (Unit) elején találhattok egy összegző részt, amelyben azt láthatjátok, miről tanultok, olvastok majd. A feladatok előtti kiemelt, piros fülecskék azokat a készségeiteket jelölik, amelyeket az adott feladatok kiemelten fejlesztenek. A Revision részek a fejezetek főbb nyelvi egységeit foglalják össze, valamint néhány nemzetközileg is ünnepelt jeles nappal is olvashattok bennük. A tankönyv során felmerülő titkoknak a megfejtését, elmélyítését segítik a könyv végén található Minisecrets oldalak. Ez a rész támogat majd Benneteket akkor is, ha néhány óráról hiányoztatok, és nem szeretnétek lemaradni a többiektől.

Szívből reméljük, hogy számotokra is élvezetes lesz az a közös munka, sok kutatás, érdekes tevékenység, amely a következő oldalakon vár Rátok. Ne feledjétek: ha már egyszer megszereztétek, felderítettétek a titkokat, igyekezzetek megtartani azokat! Vár Rátok sok-sok külföldi jóbarát, akik segítenek majd ebben, ha bátran használjátok mindazt a tudást, amit az angolórakon megszereztetek.

Élvezetes, izgalmas tanévet kívánunk!

Zsuzsa néni és Hajni néni

A könyvben és a munkafüzetben található jelek magyarázata



– hanganyag



– nyelvtani magyarázat, összehasonlítás az anyanyelvvél



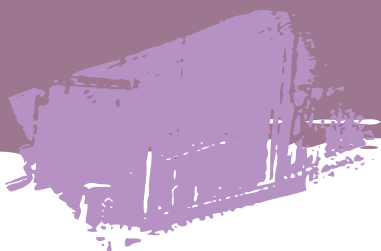
– gyakorlásra ösztönző játékos feladat

Contents

UNITS	TOPICS/VOCABULARY	FUNCTIONS	STRUCTURES
Introduction FRIENDS ALL OVER THE WORLD Exam topic: Introduction and friends <p>p 8</p>	Visiting places Messages on postcards Making friends: introduction	Talking about people Talking about places Giving opinions	Past, Present and Future Tenses (Revision)
Unit 1 GENERATIONS Exam topic: Family, daily routine and habits <p>p 14</p>	Family photos Generation gap Style and fashion then and now	Talking about interests Describing people Sharing views Talking about past habits	Past habits: <i>used to</i>
Unit 2 PRINTED OR ONLINE? Exam topic: Media and communication <p>p 20</p>	Newspapers and magazines On-screen media Outdoor media	Conveying information Sharing information Reporting instructions Reporting information	Reported instructions and information with present reporting verb
REVISION 1 – International days 1 – Day of the Deaf p 26			
Unit 3 DOWN UNDER Exam topic: Travelling, sightseeing <p>p 30</p>	Sightseeing in Sydney The smallest continent Outdoor activities	Talking about experiences and preferences Giving advice	Modals: <i>can; should; must; mustn't</i> Quantities Passive Voice – basic tenses and modals (can, must)
Unit 4 OUR PRECIOUS PLANET Exam topic: Nature and environment <p>p 36</p>	Wildlife in the tropical rainforests Facts and consequences The water cycle	Requests and responses Asking for things Asking for permission Story telling	Conditional Type 1 (Revision) <i>I wish ... / If only ...</i>
REVISION 2 – International days 2 – World Water Day, Danube Day p 42			



SKILLS AND COMPETENCES IN FOCUS	CROSS-CURRICULAR LINKS <i>CULTURE</i>
<p>Introduction Basic language skills Learning to learn: Learning languages – useful tips Project work: Doing research in the library Being organised and ready to learn Intercultural competences</p> <p>1.2.5.6.7.8.</p>	<p>Geography</p> <p><i>English as a global language</i></p>
<p>Unit 1 Basic language skills Learning to learn: Small group skills Project work: Individual investigation Social competences: ability to cooperate Intercultural competences</p> <p>2.4.5.6.7.8.</p>	<p>History Geography</p> <p><i>People of Canada – past and present</i></p>
<p>Unit 2 Basic language skills Learning to learn: Individual and/or small group skills Project work: Creating a dictionary for mobile phone communication Social competences: ability to cooperate Intercultural competences</p> <p>2.4.5.6.7.8.</p>	<p>Media studies ICT</p> <p><i>The history of writing – talking knots</i></p>
<p>Unit 3 Basic language skills Learning to learn: Jigsaw tasks Project work: Doing a survey Social competences: ability to cooperate Intercultural competences</p> <p>2.4.5.6.7.8.</p>	<p>Geography</p> <p><i>Tasmania – the great outdoors</i></p>
<p>Unit 4 Basic language skills Learning to learn: Learning by doing Project work: Increasing vocabulary Social competences: ability to cooperate Intercultural competences</p> <p>2.4.5.6.7.8.</p>	<p>Geography Biology Science</p> <p><i>People and nature – care and respect</i></p>



CHAPTERS	TOPICS/VOCABULARY	FUNCTIONS	STRUCTURES
Unit 5 COOKING IS FUN Exam topic: Meals p 46	Kitchen equipment Hungarian cuisine Changing eating habits	Talking about diets Understanding a recipe Ordering food	Specifying quantity Imperative sentences
Unit 6 SPORTS Exam topic: Sports p 52	The days of sport Sports grounds and equipment The Paralympic Games	Talking about attitudes towards sports Describing sports Sharing information Giving opinions	Comparative structures Past obligation: <i>had to</i>
REVISION 3 – International days 3 – World Heart Day p 58			
Unit 7 ENTERTAINMENT Exam topic: Entertainment p 62	Musical instruments Genres of music Films	Accepting and refusing invitations Describing a picture Talking about favourite hits Expressing surprise	Reply questions
Unit 8 HURRAY, HOLIDAY! Exam topic: City life, country life; Public and private transport; Holiday plans p 68	City life and country life Public and private transport Planning a holiday	Talking about advantages and disadvantages Differences and similarities Sharing feelings and personal information	Reflexive pronouns
REVISION 4 – International days 4 – European Heritage Days p 74			
Minisecrets of English p 78			
Dictionary p 94			
Everyday English p 102			
Geographical names p 104			

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 <i>CULTURE</i>
<p>Unit 5 Basic language skills Learning to learn: Mini lectures Project work: Planning and designing Social competences: ability to cooperate Intercultural competences</p> <p>2.3.4.5.6.7.8.</p>	<p>Food and technology Health studies</p> <p><i>Thanksgiving celebrations</i></p>
<p>Unit 6 Basic language skills Learning to learn: Using previous knowledge in a new context Project work: Individual investigation Social competences: ability to cooperate Intercultural competences</p> <p>2.4.5.6.7.8.</p>	<p>PE and games ICT</p> <p><i>The Great Highland Games</i></p>
<p>Unit 7 Basic language skills Learning to learn: Monitoring Project work: Getting and presenting information Social competences: ability to cooperate Intercultural competences</p> <p>2.3.4.5.6.7.8.</p>	<p>Music</p> <p><i>Covent Garden</i></p>
<p>Unit 8 Basic language skills Learning to learn: Brushing up vocabulary Project work: Using the language creatively Social competences: ability to cooperate Intercultural competences</p> <p>2.4.5.6.7.8.</p>	<p>Geography Literature</p> <p><i>Maori legends</i></p>
<p>5. Learning to learn 6. Interpersonal and civic competences</p>	<p>7. Entrepreneurship 8. General culture</p>

FRIENDS ALL OVER THE WORLD

Friendship is a plant which one must often water.

(German proverb)

Introduction

- Talking about people and places
- Giving opinions
- Messages
- Talking about past, present and future events
- Learning languages: useful tips
- English as a global language

Exam topic:

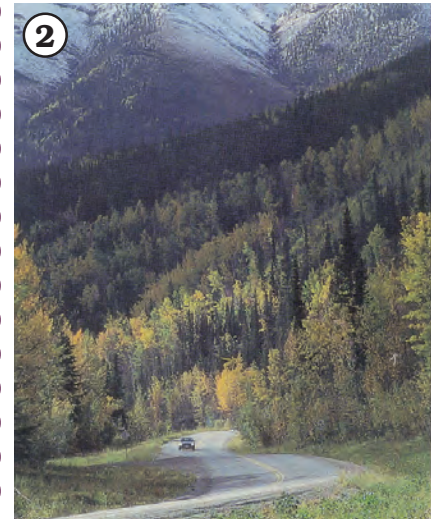
Introduction and friends

Communication • Talking about places, giving opinions

2  1. WHICH PICTURE? • Listen and find the pictures.



Madang Harbour in Papua New Guinea



Alaska Highway in the USA



Hanauma Bay in Hawaii, the USA



The Yarra River in Melbourne, Australia

2. DESCRIPTION • Read the description and find the matching picture.

This is a nice view of a river. We can see a small canoe in the foreground. A little boy is sitting in it.

There are tall palm trees on the right bank of the river. You can see more canoes under the trees, in a small harbour. There is a building with white walls, and a white roof, too.

It is a hot day with clear blue skies. The water is still.

There are thick forests in the background. They must be noisy with birds, insects and other jungle animals.

3  3. WHAT IS DIFFERENT? • Listen to the description of the same picture and find 8 differences.

4. GIVING OPINIONS • Read the conversation about the photos in Exercise 1. Then give your opinions.

The picture of Melbourne is my favourite. I think it's a nice photo.

Yeah, I agree. I like the way the two river banks differ from one another.

I don't really agree with you. I don't think it's a good photo. The colours in the other photos are much better. I like the one with the view of the mountains.

5. GAME: I PACKED MY BAG • Match the words and the pictures. Then play in 4 groups. Choose a place, shown in Exercise 1, to travel on holiday. Take turns to add items to the list of things to pack.

I packed my bag and in it, I put a guidebook.

I packed my bag and in it, I put a guidebook and some insect spray.

I packed my bag and in it, I put a guidebook, some insect spray and a pair of flip-flops.



VOCAB CHEST

1 a guidebook	<input type="checkbox"/>	14 ski goggles	<input type="checkbox"/>
2 a sat-nav	<input type="checkbox"/>	15 walking boots	<input type="checkbox"/>
3 a camera	<input type="checkbox"/>	16 waterproof clothes	<input type="checkbox"/>
4 a mobile phone	<input type="checkbox"/>	17 flip-flops	<input type="checkbox"/>
5 insect spray	<input type="checkbox"/>	18 a woollen jumper	<input type="checkbox"/>
6 beachwear	<input type="checkbox"/>	19 a first-aid kit	<input type="checkbox"/>
7 an airbed	<input type="checkbox"/>	20 a tent	<input type="checkbox"/>
8 a towel	<input type="checkbox"/>	21 ice skates	<input type="checkbox"/>
9 goggles	<input type="checkbox"/>	22 a penknife	<input type="checkbox"/>
10 a hairdryer	<input type="checkbox"/>	23 a sun hat	<input type="checkbox"/>
11 suntan cream	<input type="checkbox"/>	24 gloves	<input type="checkbox"/>
12 nail scissors	<input type="checkbox"/>	25 an umbrella	<input type="checkbox"/>
13 a fishing rod	<input type="checkbox"/>	26 a raincoat	<input type="checkbox"/>

Introduction

Listening and speaking • Introduction

4 **6. MEETING SOMEONE** • Listen to Oli and Julia and complete the table. Then talk about them.



Enjoying the party?

Yeah, it's great. But the music is too loud. Let's get out of here.

	Oli	Julia
Home country		
Family		
Hobbies and interests		
Countries visited		

Oli So, you have just arrived in Hungary. Where are you from?

Julia I'm from the United Kingdom.

Oli Where exactly do you come from?

Julia From Exeter, a town in the south of England.

Oli I'm from China. My parents, my brothers and I moved to Hungary a few years ago.

Julia I have been in Hungary since the beginning of July. I have got an elder sister too, but she has stayed at home. I miss her so much. I hope she'll visit us one day... Listen. That's one of my favourite hits. Do you like rock music?

Oli Yes, very much. Unfortunately, I can't play any musical instruments but now I'm learning to play the guitar. I'm dreaming of starting a rock band one day.

Julia So we both like music. I'm also interested in green issues. As a volunteer, I work for the local green club at home in Exeter. I often go hiking with my family and friends. We usually camp somewhere out in the wild.

Oli I like hiking too, and I don't mind camping. But to be honest, I prefer visiting towns and staying in guest houses or hotels. Last year, we flew to the US on holiday and my dad booked a room in a 5-star hotel in New York. While we were staying there, we met some really nice and friendly people.

Julia Have you visited any other countries?

Oli Slovenia, Italy and Croatia but I haven't been to the UK yet.

Julia I have already been to France and Belgium. And we visit my relatives in Denmark every year. But I have never been outside Europe.

7. WHAT ABOUT YOU? • Talk in pairs. Then introduce each other to another pair.

Where are you from?

Do you come from an average-size family?

Have you got any brothers or sisters?

What do they look like?

What are they like?

How do you get on with each other?

Have you got any common interests?

What are you interested in?

Do you do any sports?

Can you play any musical instruments?

What foreign languages can you speak or understand?

Which European countries have you visited?

Have you ever been to countries outside Europe?

Written communication • Informal messages

8. **EMAILS** • Read through the messages quickly and match them to the places shown in Exercise 1.

Dear Joe,
Greetings from Lae, Papua New Guinea, where I'm visiting my sister for 3 weeks. It's rainy season here in Lae, and it only gets boiling hot every other day! This is a really beautiful place. I can see I won't want to come home!
Best wishes,
Pattie Parnell

Dearest Anna,
I'm back in Hawaii visiting my family and friends. I'll soon return to Thailand to continue teaching English. I hope that you have received my parcel, which I sent to you a few weeks ago.
Looking forward to hearing from you.
Aloha,
Mitchell

Dear Emma and John,
Having a great time. Have done some very interesting teaching and have seen many old friends. Am off to Sydney tomorrow for the weekend. I'll write when I return. See you soon.
Hugs,
Richard

Hi Pablo,
Hope all is going well with the beginning of school. I'm taking courses at the University of Alaska, working at a local store and enjoying Alaska. Please keep in touch.
Lots of love,
Jenny

9. **TRUE OR FALSE?** • Read the messages thoroughly. Are the sentences below true or false? Can you correct the false ones?

Pattie lives in Papua New Guinea. She enjoys staying in the country.
Richard is a teacher. He will spend the weekend in Sydney.
Jenny studies at a university. Her friend, Pablo, works as a shop assistant.
Mitchell teaches English in Hawaii. He wrote another message to Anna a few weeks ago.

10. **USEFUL EXPRESSIONS** • Read the messages again and finish the sentences.

It only gets... !

This is a really... .

I hope that... .

I'm back in Hawaii... .

I'll soon return to Thailand... .

I'll write... .

Please keep... .

EXTRA SENTENCE CHEST

Starting an informal message

Hi there.
Hi, how are you doing?
Hope all is going well.
Nice to hear from you.
Thanks for your message.
Greetings from... (a place)

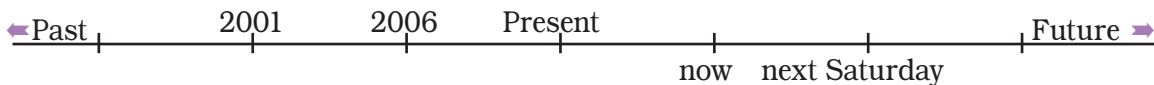
Finishing an informal message

Looking forward to hearing from you.
Will be in touch soon.
Do take care.
(Lots of) love to everyone.
Hugs.
Cheers.

Introduction

Reading and writing • Revising and practising structures (Present, past and future)

11. TIME LINE • Read and explain the meaning of the sentences. Then draw a similar time line in your exercise book and write about yourself. Illustrate it with photos.



I **was** born in 2001.

We **lived** in Ajka for 5 years then we **moved** to Veszprém.

When we **were moving** to our new home, we **found** a small dog.

We **have lived** in a detached house since 2006. We **have had** our dog since that time.

We often **walk** her in the nearby park.

Now we **are sitting** at home because it **is raining** cats and dogs.

My dad **is going to build** a new kennel for the dog next Saturday.

I hope it **will be** nicer than the one she is living in now.

EXTRA TASK

In small groups, read about one another to get to know everyone better.

12. GETTING-TO-KNOW-YOU GAME Take turns to sit on the 'hot seat' and answer your classmates' questions about your family and siblings, interests and favourite free-time activities. You can say 'pass' for too personal questions.

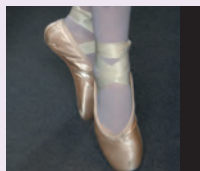
If you like challenges, allow the player on the hot seat to lie. You can win points if you can guess the false information.

Learning to learn • How do you learn at school and at home?

13. USEFUL TIPS • Read the tips for memorising vocabulary and think it over.



If you are 'nature smart', try to classify the necessary information.



If you are 'body smart', try to match gestures and body language with meaning.



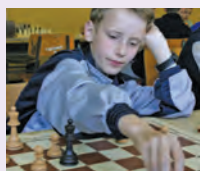
If you are 'picture smart', try to remember the colours, the images.



If you are 'word smart', listen to others, share information through words.



If you are 'music smart', focus on the melody and rhythm of speech.



If you are 'number smart', use logic to memorise phrases and structures.



If you are 'people smart', try to cooperate with others and learn together.



If you are 'self smart', find a quiet corner and work on your own.

**Can you recall any of the ideas for memorising vocabulary?
You can find some in your Activity book (page 9).**

Culture • Around the world

5 14. ENGLISH AS A GLOBAL LANGUAGE • Read, listen and find the answers.

In which countries is English spoken as a native language?
 How many people speak it as a second language?
 Why do you think so many people want to learn English?

English as a *mother tongue* (native language) is used by around 300 million people – in the UK, Ireland, the USA, Canada, New Zealand, Australia, Jamaica, Grenada, Barbados, the Bahamas and Guyana.

A further 300 million people speak English as a *second language* in countries where English is used as an official language, for example in India, Nigeria and Singapore.

Canada
the USA

Jamaica is the fifth largest island in the Caribbean Sea. It is called the Land of Wood and Water by its native inhabitants.

the UK
Ireland

Jamaica
Barbados
Grenada
Guyana

Once, **Barbados** was a land of sugar plantations and windmills.

the Bahamas
 The **Bahamas** is a country of more than 3,000 islands in the Atlantic Ocean, north of Cuba. The country's national bird is the flamingo.

Nigeria

Grenada is called the Island of Spice.
 In **Guyana**, the most popular sport is cricket.

India
Singapore

Nowadays, more people speak English as a *foreign language* than as a mother tongue. It is used for international communication.

Australia
New Zealand

Project work • Doing research in the library

15. ENGLISH-SPEAKING COUNTRIES • Work in groups or pairs. Choose one of the English-speaking countries and find out interesting facts about it. Write a quiz about your chosen country for your classmates.

Did you know?

English is the main language of newspapers, air-traffic control, trade and banking, travel and tourism, science and technology, entertainment and sports.

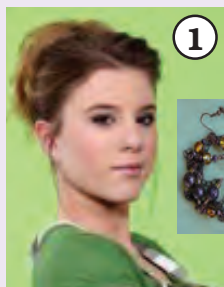
GENERATIONS

One generation builds the street on which the next will walk.
(Chinese proverb)

Unit 1

- Talking about hobbies and interests
 - Describing people
 - Fashion
 - Talking about past habits
 - People of Canada – past and present
- Exam topic: Family, daily routine, habits**

6 1. WHO IS TALKING? • Listen and read. Match the speech bubbles to the characters.



1

I was always fond of designing clothes. I used to make clothes for my paper dolls when I was little. Now I'm dreaming of becoming a fashion designer.

c

I'm very much interested in my family roots. I often visit my relatives. I like talking to them about old times.

e



3



2

I don't really go in for any hobbies. I used to collect postcards when I was a student. But I gave it up when I finished university and stopped travelling around.

b

I'm keen on learning foreign languages. I'm a fluent speaker of Hungarian and Russian, as my mum is from Moscow and my dad is Hungarian. At school, I learnt English and French. Now I'm learning Japanese at university, and I'd like to take up Chinese one day.

d

I have taken up making jewellery as a hobby. I make earrings, bracelets and rings. I'm not so good at it but I enjoy it very much.

a



4



5



2. WHAT ABOUT YOU? • Talk in pairs.

VOCAB CHEST

collecting banknotes / coins
making gifts / toys / jewellery
writing poems / stories
keeping pets
in-line skating

painting
hiking
horse-riding
taking photos
chatting online

EXTRA TASK Share the information with your classmates.

3. CHAIN GAME • Talk about your hobbies and interests.

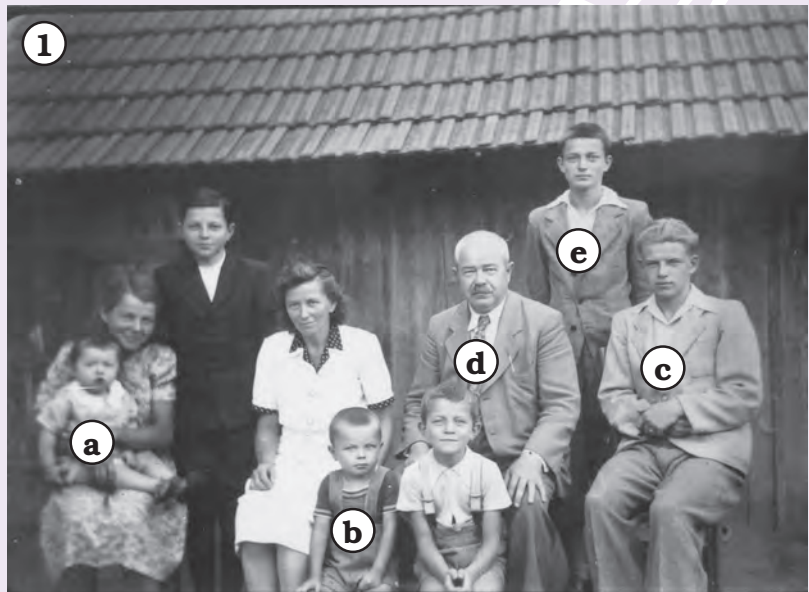
Dorka My hobby is in-line skating.

14 *Mark Dorka likes in-line skating. I'm fond of painting.*

Vocabulary • Describing people

7 4. FAMILY PHOTOS • Listen and find.

- ① a family photo from 1942
- ① a baby sitting on its sister's lap
- ② a small boy wearing a T-shirt
- ③ a young man in a suit
- ④ an elderly man with a moustache
- ⑤ a boy standing behind his father
- ⑥ three generations in 2006
- ⑦ a girl with dyed hair
- ⑧ a woman wearing a necklace
- ⑨ a long-haired girl
- ⑩ a woman in a white blouse
- ⑪ a man in an orange shirt
- ⑫ a man with glasses
- ⑬ a woman with short dark hair
- ⑭ a girl sitting next to her mum



8 5. GUESS WHO? • Listen and find who is talking.

The photo taken in 1942 is from my father's album. That's him, the elderly man with a moustache. The woman in a white dress is my mother. I come from a really big family – I've got four brothers and two sisters. I'm the boy wearing a black suit with a white shirt.

Unit 1

Reading and speaking • Understanding a text; making a survey

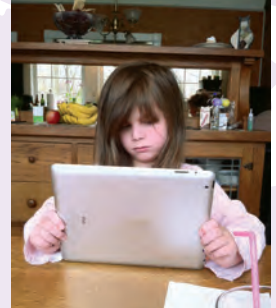
6. GENERATION GAP • Read the text. Underline the key words about the topic.



What is the 'generation gap'?

It is the difference in opinions or behaviour between older and younger people. You can feel this difference in fashion, music, use of technology, or ways of communication.

How often do you say these things?
 'Mum, things are different now.'
 'Oh Dad, you're so out of it.'



The word 'communication' has different meanings for different generations. Your grandparents sent letters and postcards by post, while your parents write emails, and you are busy with blogging or sending instant messages.

7. 'MODERN ADULTS' SURVEY • Talk to adults in your family to find out how modern they are. Use the questionnaire below or invent some new questions. Then talk about your findings in small groups. Whose relatives use modern technology more regularly?

Do you use email to communicate with your acquaintances?
Do you text your friends?
Do you take photos with your phone?
Do you share your photos from your phone with your friends?
Do you watch videos on YouTube?
Do you listen to music on the Internet?
Do you communicate with friends on Facebook?
Do you blog to keep an online diary?

8. ROLEPLAY • Try to bridge the generation gap. Use the SENTENCE CHEST.

Mum Julia, please, turn down the music. I can't concentrate on my work.

Julia But Mum, that's my favourite hit. I've just downloaded it.

SENTENCE CHEST for mother	SENTENCE CHEST for Julia
No way.	But Mum.
No buts. Switch it off.	I'd like to listen to it sooo much.
Okay, let's listen to it together.	Is it okay if I listen to it a bit more quietly?
It's not bad. It's quite good, actually.	Shall I use my headphones?

EXTRA TASK DISCUSSION • Do you think these ideas can help to bridge the generation gap?

Can you think of more ideas?

Playing games teaches us how to accept each other's feelings.

Honesty is one of the most important values.

We learn through the mistakes we make.

Vocabulary • Style and fashion

9. CHANGING FASHION •

Listen and find.

In the 1960s

- ① straight-legged trousers
- ② a short-sleeved top
- ③ a sleeveless top
- ④ flat shoes



In the 1960s



In the 1980s

In the 1980s

- ⑤ a black leather jacket
- ⑥ torn jeans
- ⑦ a white T-shirt
- ⑧ black leather shoes

Street style in the 2000s

- ⑨ skinny jeans
- ⑩ low-heeled leather boots
- ⑪ a suit jacket



Street style in the 2000s

10. DESCRIBING PEOPLE • Work in pairs. Talk about the people and their clothes.

☞ He is wearing casual clothes: a cardigan over a denim shirt, a suit jacket and a pair of skinny jeans and leather shoes. He is wearing a plain scarf and a cap.

☞ She is wearing sporty clothes: a sleeveless top and a pair of flowery, straight-legged trousers. She has got trendy, flat shoes on.

VOCAB CHEST

Opinions of the clothes and footwear	Types of		Materials	Patterns
	clothing	footwear		
casual	baggy	flat	cotton	checked
trendy / fashionable	tight	low-heeled	denim	plain
old-fashioned	long-sleeved	high-heeled	leather	polka-dot
smart	short-sleeved	pointed	linen	striped
stylish	sleeveless	ankle-length	silk	patterned
sporty	polo-necked	knee-length	woollen	flowery
	V-necked			

Unit 1

Listening and writing • Practising a new structure (used to – talking about past habits)

10  **11. THEN AND NOW** • Listen and read. Then answer the questions.



Where did Kate use to live when she was little?
Where does she live nowadays?

Kate Middleton was born in Reading, England, in 1982. In 2011, she married Prince William, the future king of England. Her life has changed a lot. Coming from a rich middle-class family, she used to live a normal life. Now she is a member of the British Royal Family as Catherine, the Duchess of Cambridge.

As a child, she used to live in a semi-detached house near Reading. She used to have a small bedroom in the attic. As a duchess, she lives in Kensington Palace in London and has twenty rooms. She used to help her mum to prepare food for the family. Now she doesn't do any housework. She used to play a lot in the back garden of their house together with her sister Pippa and her brother James. Now she walks in Kensington Park and visits other royal gardens with her husband.



12. GUESSING GAME Write about one of your classmates (using the examples). Then talk in small groups to find out whether you were right or wrong.

VOCAB CHEST

- be afraid of water ♦♦ like swimming very much
- be shy ♦♦ be sociable
- have difficulty with Maths ♦♦ be good at Maths
- be a slow student ♦♦ be a quick learner
- hate sport ♦♦ support the local handball team
- behave well at school ♦♦ annoy teachers
- wear flat shoes ♦♦ prefer low-heeled shoes
- get on well with others ♦♦ quarrel quite a lot
- be an early bird ♦♦ like getting up late

Linda used to wear flat shoes when she was 13 years old. Now she prefers low-heeled shoes.

When Tomi was little, he used to be afraid of water. But now he likes swimming very much.



Learning to learn • Small group skills

13. FASHION THEN AND NOW • Work in groups. Find information on the clothes children wore to school in the past, and clothes that are in fashion nowadays. Design posters with pictures and short descriptions of the clothing. Display the posters and discuss the similarities and differences in children's appearance then and now.

11 **14. PEOPLE OF CANADA – PAST AND PRESENT** • Listen and read about the Inuit people. Then answer the questions.

When did people arrive in North America?

Where did they come from?

Where did the Inuit live and what did they hunt for?

Is the life of the younger generation different from their ancestors'?

People have lived in America for over 15,000 years. They came to America from Asia across a land bridge that joined the continents at the point where the Bering Strait is now. They followed the animals they hunted for food, and moved south and spread out after the ice melted.

In the extreme cold of the Arctic, the Inuit people survived in snow huts called igloos, wearing clothes and boots made from caribou hide and seal skin. They were semi-nomadic, moving three or four times a year. They caught fish and hunted for walrus, seal, whale and caribou.



Inuit life is very different today. While they try to maintain their traditions, Inuit people use modern technology such as computers, telephones, cable TV and the Internet. Inuit children spend as much time in front of their computers as children anywhere in Canada. They learn to communicate both in English and their mother tongue, *Inuktitut*.



My siblings and I play traditional games, the ones our grandparents used to play when they were young. But we also play ball games like volleyball and badminton. My favourite winter sport is skating. There is also an ice-hockey rink where we can play with teams from other schools.

My grandma has taught me a special type of singing called throat singing. I find it really difficult but I enjoy it. I like playing musical instruments. At primary school, I used to play the drums. Now I play the electric guitar in our local rock band. The younger generation prefers modern music to throat singing.



EXTRA TASK

Be a history detective and learn about the Haida, another ethnic group in Canada:

http://www.bigorin.org/haida_kids.htm

Project work • Individual investigation

15. FAMILY TRADITIONS • Talk to your parents or grandparents in order to discover your family traditions and habits. Write a short composition about it.

PRINTED OR ONLINE?

The sun never sets without fresh news.

(Xhosa proverb)

Unit 2

- Conveying information
- Newspapers and magazines
- On-screen media
- Reported instructions and information
- The history of writing – talking knots

Exam topic: Media and communication

Communication • Conveying information

12

1. WHAT IS MEDIA? • Listen and read.
Put the pictures in two groups.



The word *media* is often used nowadays. But what does it mean?

Electronic media transmit information through television, radio and the Internet.

Print media use newspapers, magazines, books, newsletters, and flyers to send information.

2. MEDIA SURVEY • Read through the questions and answer them.

What do you watch on TV?

- | | |
|--|--|
| <input type="checkbox"/> films | <input type="checkbox"/> documentaries |
| <input type="checkbox"/> quiz and chat shows | <input type="checkbox"/> talent shows |

What do you listen to on the radio?

- | | |
|--|--|
| <input type="checkbox"/> music | <input type="checkbox"/> sports programmes |
| <input type="checkbox"/> the news and the weather forecast | <input type="checkbox"/> interviews |

Do you buy magazines? If yes, why?

- | | |
|---|--|
| <input type="checkbox"/> to find out about celebrities' life | <input type="checkbox"/> for light entertainment |
| <input type="checkbox"/> for some free posters and other freebies | <input type="checkbox"/> because they have good pictures |

Why do you use the Internet?

- | | |
|--|--|
| <input type="checkbox"/> to watch films | <input type="checkbox"/> to chat with friends |
| <input type="checkbox"/> to keep in touch with acquaintances | <input type="checkbox"/> to find information for school projects |

3. CLASS POSTER • Talk in pairs to find out more about each other. Then work together and create a poster about your 'media habits'.



- ◆ **Most of us** like watching films on TV. Adventure films and action crime series are the most popular with the class. **Some of us** are fans of talent shows too.
- We don't often listen to the radio. We prefer listening to music on our smartphones or computers.
- **Some of our parents** listen to online radio stations.
- ◆ **Many of us** buy magazines because they have good pictures.
- ◆ **A few people** read local newspapers too, because they want to find out about the news where they live.



13 4. NEWSPAPERS AND MAGAZINES • Listen and find.

- ① the front page
- ② a headline
- ③ an article
- ④ an advertisement / an advert
- ⑤ small ads
- ⑥ a weather forecast
- ⑦ a sports section
- ⑧ a crossword puzzle
- ⑨ a horoscope
- ⑩ a TV guide
- ⑪ a radio guide
- ⑫ a readers' page
- ⑬ a cartoon



DO YOU KNOW THE DIFFERENCE?

A **tabloid paper** focuses on sensation rather than real news, while a **quality paper** focuses on real news.

EXTRA TASK Take a copy of your local newspaper or your favourite magazine and skim through it. Can you find the sections mentioned in Exercise 4?

14 5. WHAT IS IT? • Listen and find the words in Exercise 4.

6. CHAIN GAME Play with your classmate using the vocabulary in Exercise 4 and your own ideas.

- ① Yesterday morning, I looked at the front page of our local paper.
- ② Yesterday morning, I looked at the front page and read the weather forecast in our local paper.
- ③ Yesterday morning, I looked at the front page, I read the weather forecast and did the crossword puzzle in our local paper.
- ④ Yesterday morning, I looked at the front page, I read the weather forecast, did the crossword puzzle and skimmed through the small ads in our local paper.

Unit 2

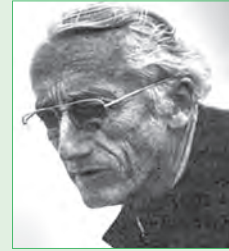
Complex skills development • Understanding and sharing information

15 **7. EXPERIENCE FOR LIFE** • Read the magazine article about a famous explorer and film maker. Rearrange the paragraphs, then listen and check your work.

As a young child, health problems made him weak and tired. His doctors warned him to avoid sports. He didn't obey them. He learnt to swim. As he spent more and more time in the water, he got better and became an excellent swimmer.

When he was 13 years old, he bought a movie camera and started to make films. He formed his own movie company before he was 16.

In his films, he was the producer, the director and the cameraman. Jacques was lucky to be able to combine his two favourite hobbies – discovering the ocean and filming. His dream was to show people the wonders of the underwater world.



Jacques Cousteau (1910-1997) was a famous undersea explorer and film maker. He was born in a small town near the Atlantic Ocean in France and he spent most of his holidays by the ocean.

As punishment, he was ordered to clean branches and leaves under a diving board in the lake. Because of this, he learnt how to dive and swim underwater without any diving equipment.

When he was about 10 years old, Jacques spent some time in a camp at Lake Harvey in the United States. He didn't like horses and he refused to ride.

EXTRA TASK Write a question about each paragraph.

8. GAME BACK IN TIME • Work together to organise a press conference. Choose a role card and act accordingly.

ROLE CARD A
for a talkative student

You are Jacques Cousteau, the famous underwater explorer. You are invited to a press conference to talk about your life.

ROLE CARD B
for students who like working together

You are journalists for the local newspaper. Ask questions to get to know more about Cousteau's life.

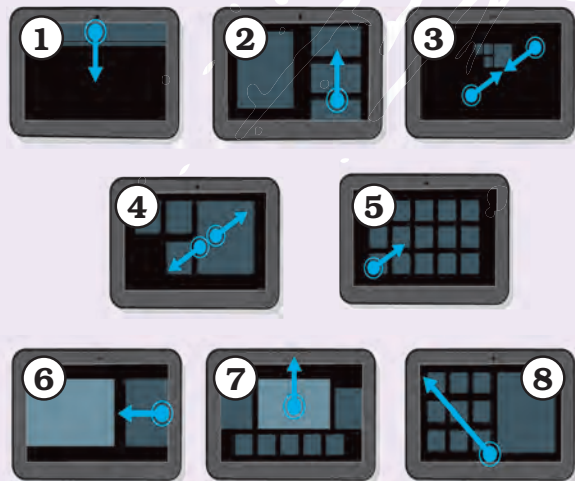
ROLE CARD C
for students who prefer writing to speaking

Listen to the others and take notes. Then write an article about the undersea explorer.

Listening and speaking • Introducing a new structure
(Reporting instructions and information)

16  9. ON SCREEN • Listen and find the icons.

- ① to show the menu
- ② to move between items
- ③ to zoom in
- ④ to zoom out
- ⑤ to move items
- ⑥ to switch between applications
- ⑦ to go back
- ⑧ to close an application



10. TABLET USER GUIDE • Cover expressions 1–8 in Exercise 9 and match the icons to the instructions of this user guide.

**BlackBerry PlayBook Tablet User Guide -
Using the touch screen**

- To show the menu, swipe down from the top frame onto the screen.
- To close an application, swipe up.
- To move items from one place to another, touch the item. Slide your finger to where you want the icon to be.
- To move between items, slide your finger up and down or right and left.
- To zoom in and zoom out, slide your fingers apart or together.
- To switch between applications, swipe in from the left or right frame onto the screen.
- To go back, swipe up from the bottom frame towards the left frame.

11. GIVING INSTRUCTIONS • Work in pairs. Take turns to report the instructions.

Show me the menu.
Don't zoom so fast.
Move this item to another place.
Don't move it.
Go back.
Don't close the application.
Switch to another application.

Julia is asking me
to show her the menu.
She is asking me **not to**
zoom so fast.



Unit 2

17 **12. OUTDOOR MEDIA** • Listen and find the pictures. Then correct the false information below.

Outdoor media are a form of mass media that comprises signs, notices and billboards placed inside and outside buildings, shops, buses and trams.



signs



a notice

a billboard

skywriting

- The circular red sign prohibits walking on the grass.
- The billboard advertises a vegetarian restaurant.
- The rectangular red sign shows the way to the police station.
- The notice asks visitors to set free the animals.
- The blue sign says that the place is not closed.
- The skywriting spells out the name of a girl.
- The white sign warns you not to fish in private.
- The green sign shows you the entrance.

Learning to learn • Individual and/or small group skills

13. ONE MINUTE TO THINK • Choose one of the topics below. Write words about the topic on your own in one minute. Then form small groups and choose another topic. See if you can think of more words, when you work together.

Print media	Electronic media	Outdoor media

18  **14. THE HISTORY OF WRITING – TALKING KNOTS •**

Match the key words to the pictures. Then listen and check your work.



3500 BC



1050 BC



3500 BC



1500 BC

- Sumerians – marks in clay
- Egyptians – hieroglyphs
- Chinese people – characters
- Phoenicians – letters

The Sumerians, who lived in Mesopotamia, invented the first form of writing at around 3500 BC. They made marks into tablets of wet clay with a stick.

The ancient Egyptians used their own form of writing called hieroglyphs. It is nearly as old as Sumerian writing.

The earliest examples of Chinese characters were scratched on bones and shells, probably around 1500 BC.

The Phoenicians were the first people to use a letter system with no pictograms. Their alphabet dates back to 1050 BC.

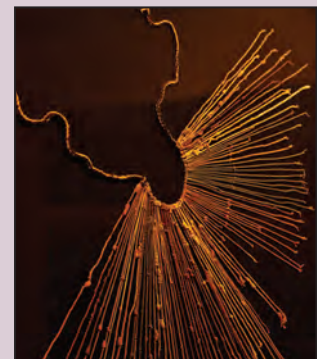
Did you know?

Not only pictograms, hieroglyphs, characters and letters were used for written communication.

The language of the Inca Empire, Quechua, is still spoken by about a third of the Peruvian population. In the 15-16th centuries, they used a special language to convey messages. It was a system of different knots tied in coloured ropes called *kipu* (or *quipu*).

The knots were the symbols of numbers and the colours spoke for certain objects or materials, and sometimes ideas as well: white thread meant 'peace', while red thread meant 'war'.

At Cuzco, the Inca capital, there was a school where future leaders and priests were taught the art of reading *kipu*.



Project work • Creating a dictionary for mobile phone communication

15. INTERNET COMMUNICATION • Internet and mobile phone communication has a style of its own. Abbreviations make the messages more informal, e.g. B4 means 'before', and you can read GR8 as 'great'. It also uses emoticons: e.g. :) is 'pleased' and :-o) means 'surprised'.

Can you create a pocket dictionary of the most common abbreviations and emoticons used in everyday messages? Be careful with the language you use. Don't forget that you must always be polite.

REVISION

1

Vocabulary • Revising vocabulary (Media)

1. SOURCES OF INFORMATION • Draw this table in your exercise book and add words to each column. Look through Units 1 and 2 to find more help.

Newspapers and magazines	Internet	Outdoor media

Communication • Talking about people and their interests

19 **2. TAKING UP A HOBBY** • Listen and find the matching pictures. Note down the key words, then introduce the people.



Viki



Anna



Piroska

3. A CONVERSATION • Find and correct the odd sentence in the dialogue. Then act out in pairs.

- ☺ I've just heard about your interesting hobby.
- ☹ Taking photos?
- ☺ Yeah. How long have you been interested in it?
- ☹ Since I got my first stamp album. I don't go out without my camera now.
- ☺ So you have taken it up as a new hobby?
- ☹ Yes, that's right. I was always fond of nature. I'm dreaming of becoming a famous landscape photographer.



4. DAY OF THE DEAF • Read about this special day. Complete the interview with the questions.

- When is the International Day of the Deaf held?
- What do deaf people celebrate on that day?
- How do they communicate?
- Why do people learn sign language?

The International Day of the Deaf was launched in 1958. On the last Sunday of September, deaf people celebrate their special culture. Nowadays, the programmes last for a whole week. They organise friendship evenings, perform dances, watch filmed real-life stories of people who are hard of hearing, and raise money for the deaf community.

Deaf people communicate using signs. Sign language is not universal. It has many varieties that are different from one another. For example, Hungarian deaf people have their own Hungarian version. Not all users of sign language are deaf or hard of hearing. Children of deaf people also often learn how to sign. Similarly, grandparents, parents and siblings of deaf children learn to use it in order to keep contact. There are also a number of people who learn sign language in their free time because they have friends with hearing problems or want to become interpreters, or are simply interested in it.



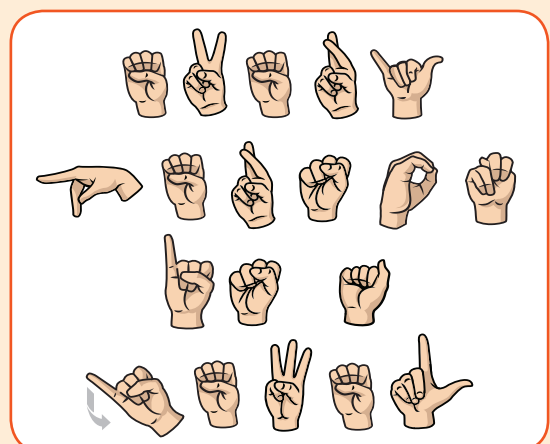
5. WORD POWER • Match the words and the definitions. The text in Exercise 4 will help you.

- | | |
|--|---|
| <input type="checkbox"/> 1 deaf | <input type="checkbox"/> a sister or a brother |
| <input type="checkbox"/> 2 to launch | <input type="checkbox"/> to communicate |
| <input type="checkbox"/> 3 to be hard of hearing | <input type="checkbox"/> a person who translates from one language to another |
| <input type="checkbox"/> 4 sign language | <input type="checkbox"/> not able to hear anything |
| <input type="checkbox"/> 5 to sign | <input type="checkbox"/> to start an activity |
| <input type="checkbox"/> 6 a sibling | <input type="checkbox"/> communication using special signs |
| <input type="checkbox"/> 7 an interpreter | <input type="checkbox"/> to have hearing problems |
| <input type="checkbox"/> 8 to keep contact | <input type="checkbox"/> to use sign language |

6. THE AMERICAN MANUAL ALHABET •

Try to identify the letters of the alphabet and decode the message.

EVGLY PBLZON IS A JGWEJ



Check it out at http://en.wikipedia.org/wiki/American_manual_alphabet.

7. BODY LANGUAGE • Listen and read. Then write true and false statements about animal communication for your classmates.

Animal communication is very different from human language. They communicate by smell, body movements or sounds. For example, bees perform dances to tell others where to find food. They use their sense of smell, too. Dolphins and whales use special sounds to send messages. Their songs can travel 10-15 kilometres underwater. Elephants use hearing, smell, vision and touch to communicate with one another. Parrots can mimic human speech, while gorillas can learn human sign language.

Animals can communicate through body language. Watch your pets and you will pick up their body language and learn to understand it. They can show that they are interested or bored, happy or unhappy, calm or angry, relaxed or worried, just like people. It is not difficult to translate these feelings looking at how they move or hold their bodies.



①



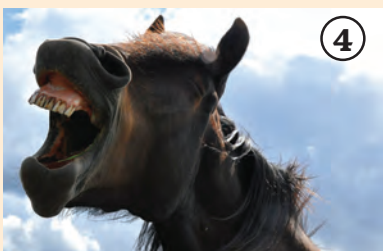
③



②



⑤



④

① Pricked ears – the horse is interested in something.

② Flattened ears – the horse is angry.

③ Stiffened ears – the horse is scared.

④ Bared teeth – the horse is unhappy.

⑤ Half-closed eyes – the horse is happy and relaxed.

8. SENTENCE POWER • Correct these statements. Use: **don't**. Then give the correct information.

Pricked ears indicate that the horse is angry.

Half-closed eyes show that the animal is interested in something.

Bared teeth indicate that the horse is scared.

Stiffened ears show that the horse is relaxed.

Flattened ears indicate that it is unhappy.

EXTRA TASK

Watch an animal in your neighbourhood. Take some photos or draw some pictures to illustrate its feelings.

PAST HABITS: used to

Work in your exercise book. Write sentences.

Grandpa used to collect postcards but now he collects maps.

grandfather: collect postcards – collect maps
 sister: make paper dolls – design clothes
 cousins: have lots of pets – have one dog

uncle: write letters – write emails
 brother: read comics – read novels
 granny: go to the cinema – watch TV at home

Work in pairs. Ask questions to check each other's memory about the information.

☺ *Did your grandfather use to collect postcards?*

☹ *Yes, he did, but now he collects maps.*

Write similar sentences about your family.

REPORTED SPEECH with present reporting verbs • Reporting information

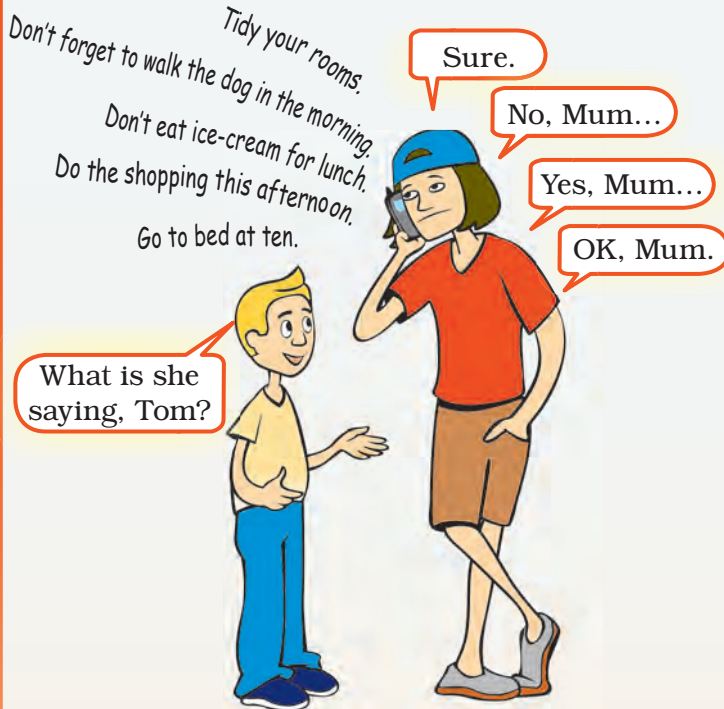
a) Write Tom's sentences.

Mum is phoning Tom and Kev to tell them what to do while she is away.

Kev: What is Mum saying?

Tom: Mum is asking us to tidy our rooms.

She is warning us not to forget...



b) Look at the magazine cover and write about it in your exercise book.

The magazine cover informs us that there is a new video in every issue.



DOWN UNDER

A traveller without observations is a bird without wings.

(M. E. Saadi, Persian poet)

Unit 3

- Talking about experiences and preferences
 - Giving advice
 - Sightseeing in Sydney
 - Passive structures
 - Tasmania – the great outdoors
- Exam topic: Travelling, sightseeing**

Communication • Talking about experiences and preferences

1. HAVE YOU EVER...? • Talk in small groups about your personal experiences.

Do you like travelling?

How often do you travel by train or coach?

Have you ever travelled by plane?

What is your favourite means of transport? Why do you like it?

Have you ever felt travel sick?

Have you ever had blisters on your toes caused by long walks?

Have you ever got lost in an unknown place? What did you do?



SENTENCE CHEST

I don't go in for travelling.
 We always take a train to visit my granny.
 I don't really enjoy travelling by coach.
 I've never flown but I'd love to try it.
 I like riding my bike. It's fun.
 I easily get sick at the back of the bus.

2. ADVANTAGES • Work in two groups. Choose one of the places below and brainstorm ideas about why to spend your holidays there.

 **HOLIDAY IN THE SNOW**
Austria

HOLIDAY IN THE SUN
Australia 

We'd like to spend our holidays in the snowy mountains because we all like skiing. You can have an active holiday there.

We'd all like a relaxing holiday on a sunny beach.

We are interested in the undersea world. We think diving is fun.


3. HOLIDAYS DOWN UNDER • Use the clues to give advice to people who want to spend their holidays in Australia.

*You must wear a sun hat when you go out at noon.
You mustn't forget to wear your sunglasses.*

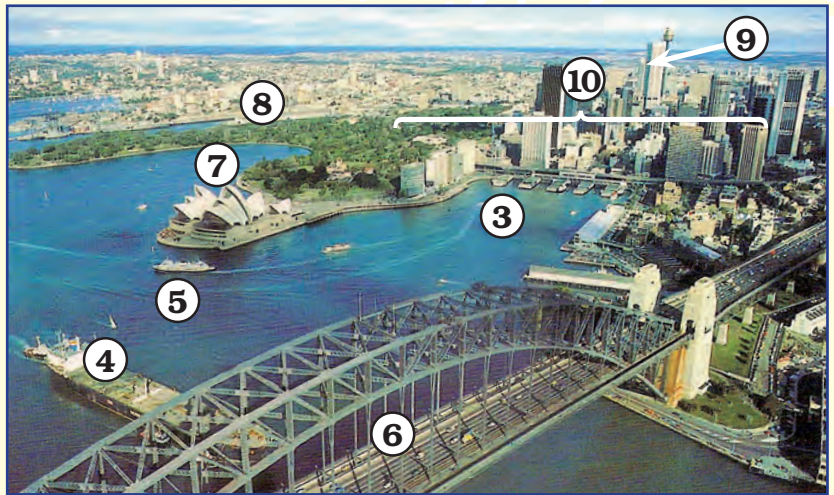
VOCAB CHEST


wear a sun hat
 forget to wear your sunglasses
 lie in the sun at lunch time
 forget to use suntan cream
 go out during a heat wave
 drink enough water

Vocabulary • Sightseeing

21  **4. AN AERIAL VIEW** • Listen and find the places in the picture.

- ① an aerial view
- ② a modern metropolis
- ③ a harbour
- ④ a cargo ship
- ⑤ a cruise ship
- ⑥ the Harbour Bridge
- ⑦ the Opera House
- ⑧ suburban areas
- ⑨ a tower block / a high-rise building
- ⑩ the city centre / downtown



22  **5. SYDNEY** • Listen and read. Then answer the questions.

- Where is Sydney?
 What kind of place is it?
 What are the most famous sights there?
 Why is the city popular with tourists?

Sydney is a modern metropolis on the south-east coast of Australia. Its harbour is one of the largest in the world.

In the foreground is the famous Sydney Harbour Bridge, called the *Coathanger* by the local people. There are always hundreds of cargo ships and cruise ships on the harbour waters.

The city's best-known sight is probably the Opera House. From the air, it looks like a huge sailing boat. Behind the building, you can see the crowded city centre full of high-rise buildings and busy streets.

The area has a pleasant climate, which attracts thousands of tourists. They can enjoy a wide range of water sports or just simply take a walk on the waterfront and in the parks.


6. MEMORY GAME • Look at the picture for a minute and try to memorise its details. Then cover it and find the true information below. Can you correct the false ones?

- The harbour can be seen in the bottom-left corner of the picture.
- In the foreground, you can see Sydney Harbour Bridge.
- The buildings on the other side of the bridge belong to the harbour.
- You can see lots of detached houses in the city centre.
- There are lots of sailing boats round the Opera House.
- There are a few cars on the bridge. They are moving over the river.
- A large cargo ship is passing under the bridge.
- There are lots of high-rise buildings in the suburban areas.

EXTRA TASK  Work in pairs. Take turns to describe the picture above.

Unit 3

Learning to learn • Jigsaw tasks

23  **7. PLACES TO GO** • Work in groups of three. Each of you should choose a photo (1–3). Listen to find the matching information about things to do there, opening hours and admission fees. Then share the information and answer the questions below together.



1
The **Australian Museum** houses unique collections of science and art.

- Things to do and see**
- Ocean tunnel walk
 - Duck-billed platypus on display
 - Live shark show

Opening times
9:30 am to 5 pm daily

Tickets

Child (4-15)	\$ 22
Adult (16+)	\$ 38
Family	\$ 120



2
Sydney Observatory is Australia's oldest observatory.

- Things to do and see**
- Stories told by native Australians
 - Australia's unique wildlife
 - Dinosaur exhibition

Opening times
9 am to 8 pm daily

Tickets

Child (4-15)	\$ 6
Adult (16+)	\$ 12
Family	\$ 30



3
The **Sea Life Sydney Aquarium** offers visitors an unforgettable undersea experience.

- Things to do and see**
- 3D space theatre
 - Telescope dome to explore the skies
 - Exhibition on navigation







Opening times
10 am to 5 pm daily

Day / night charges

Child (4-15)	\$ 6/12
Adult (16+)	\$ 8/18
Family	\$ 22/50

- ❖ When is the aquarium open?
- ❖ What can you see in the museum?
- ❖ Where can you enjoy a theatre performance?
- ❖ What can visitors learn about in the observatory?
- ❖ Where can you hear stories told by native people?
- ❖ How much can you save with a family ticket for a family of four in each place?


8. AT THE TICKET OFFICE • Read to find out where the family wants to go. Then buy tickets to the other two places.

-  Can I have four tickets, please? Two for adults and two for children.
-  Admission for kids under 4 is free. How old are yours?
-  They are 12 and 14.
-  May I offer you a family ticket?
-  How much is that?
-  \$30. Tickets to the theatre are included. The performance starts every hour. You still have time to see the exhibition on navigation. Enjoy your stay.

EXTRA TASK

Find more places to visit in Sydney at <http://www.sydney.com/things-to-do/family-holidays/top-attractions-for-kids>

Listening and writing • Exchanging information

24  **9. WALKING IN SYDNEY** • Listen to some tourists talking in Sydney's streets. Find out where they are. The text below will help you.

The Sydney Harbour Bridge was finished in 1932. It cost a vast amount of money to build. It is the largest steel arch bridge in the world, being 134 metres high, 49 metres wide, with a curve of 503 metres. It is worth climbing, as it offers spectacular views.



Located in the harbour, the Sydney Opera House has four halls showing music, ballet, theatre and film performances. The building also houses a great number of restaurants serving delicious food and a small gift shop where you can buy local souvenirs. It has been a UNESCO World Heritage Site since 2007.



The Rocks are situated in Sydney's city centre. It was the area of the first European settlement in 1788. There is plenty to do in The Rocks, from walking along cobblestone streets, eating out in traditional pubs and restaurants to enjoying live street music. The oldest house in Sydney can also be found in The Rocks. It is Cadman's Cottage in George Street, the shortest street of the city, built in 1816.



EXTRA TASK Read again. Find synonyms of *a lot* in the text.

10. WHICH SIGHT? • Work in groups and prepare question-and-answer cards about the sights and attractions of Sydney. Then organise a quiz show to find out which group can answer the most questions.

Unit 3

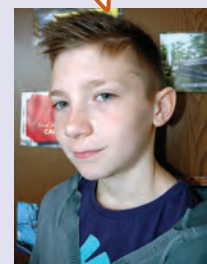
Reading and speaking • Understanding how language works (Passive structures)

11. THE SMALLEST CONTINENT •

Read Mark's poster about his home country. Match the information to the pictures.

G'day. How ya goin'?
I want to show you my photos about my country, Australia. Did you know that it is the smallest continent but the largest island at the same time? It is surrounded by the Indian Ocean, the Pacific Ocean and several seas.

The first people arrived here more than 30,000 years ago. Their history is carved or painted on the rocks.



Forests are destroyed by bushfires every year, and lots of animals are killed. In 1983, 4,000 people were injured and 2,000 houses were badly damaged in fires.



Australia is known as the land of birds. Today, 745 bird species are listed there.



Australia's unique wildlife must be protected.



Six out of the ten most dangerous species of snakes can be found in the country.



The Royal National Park, Australia's first and the world's second, was established south of Sydney in 1879.

Marsupial animals, like koalas and kangaroos, live nowhere else in the planet.



12. MEMORY CHECK • Play in pairs. Read the information in Exercise 11 again. Then cover the text. Take turns to answer the questions below. How many of them could you answer correctly? Try it again with another partner.

- Australia **is surrounded** by which oceans?
- What **is painted** on the rocks?
- What kind of snakes **can be found** there?
- How **were** the houses **damaged** in 1983?
- How many species of birds **are listed** in Australia?
- When **was** the Royal National Park **established**?

13. GAME NOUGHTS AND CROSSES

Play in two teams to occupy 3 squares vertically, horizontally or diagonally. You can occupy a square if you use the verb correctly in a passive sentence.

wash	protect	carve
list	establish	damage
injure	paint	find

25  **14. TASMANIA – THE GREAT OUTDOORS** • Listen and write a list of what people can do in Tasmania, an island in the south of Australia. Then read to check your answers.

Tasmania is the ideal place for people who fancy spending their holidays in the wild. Bushwalking, skiing and mountain climbing are the most celebrated activities, but camping is also popular.

Long and short trips can be arranged in all parts of Tasmania. Some parts of the country can only be visited on foot.

Inexperienced bushwalkers should ask for advice from more experienced hikers before starting off. It is easy to get lost if you do not follow the tracks. What's more, there are some tracks with no shelters at all.

Tasmania has many peaks, offering a real challenge for climbers. The snow fields attract skiers from Australia and abroad. But they mustn't forget to watch the forecast because of the dramatic weather changes – blizzards and heavy snowfalls can occur even in mid-summer, and walkers must be prepared for bad weather.

Camping is becoming more and more popular. Caravans and camper vans can be hired throughout the state and tourists can spend the nights in fully modernised caravan parks.

Tasmania is a paradise if you like hunting and fishing. Many birds and animals are protected, but some species can be hunted all year round. Boats can be hired by those who want to go for big fish in deeper waters.



EXTRA TASK Plan a two-week holiday in Tasmania in small groups. Decide on the outdoor activities. Talk about your preferences, the disadvantages too, and give some advice.

VOCAB CHEST

Activities	Advantages	Disadvantages	Advice
bushwalking skiing mountain climbing camping	exciting healthy challenging ideal (for)	get lost easily not find a shelter get blisters weather changes quickly	walk with experienced hikers follow the tracks find shelter in time be prepared for bad weather

Project work • Doing a survey

15. OUTDOOR ACTIVITIES • Work in groups to find out about popular outdoor activities in Hungary and the neighbouring countries. Talk to the children attending your school, living in the area nearby, or tourists visiting your area.

Find extra information at
http://www.hoteltravel.com/hungary/guides/activities_sports.htm

OUR PRECIOUS PLANET


Prepare now for the solutions of tomorrow.
(Congolese proverb)















Unit 4

- Making arrangements to meet
- Wildlife in the tropical rainforest
- Conditional sentences
- Expressing wishes
- People and nature – care and respect

Exam topic: Nature and environment

Communication • Making arrangements to meet

26  **1. LET'S MEET UP** • Listen and find what's different. Then practise the dialogues in pairs.

-  Can we get together after school?
 I'd like to but I have to go to music class. How about tomorrow after 3 o'clock?
 Great.
-  What shall we do?
 Maybe we could go to the library to find books for our Geography project.
 Yeah, let's do that. Can we meet up at 4 o'clock?
 OK, see you in front of the library.
-  I've just heard that there is an interesting exhibition at the Science Museum.
 I don't like exhibitions, you know.
 I'm sure you'll like this one – it's about life in the rainforest.
 I'm not sure. Do you think it's worth visiting?
 Yes. What about Friday?
 I'm sorry I can't make it on Friday. How about Saturday?
 OK, I'm free at the weekend.

2. ROLEPLAY • Act out these situations in pairs.

SITUATION 1


Make arrangements to meet up with your friend after basketball training.

SITUATION 2

Invite your classmate to meet some of your foreign friends. Arrange to meet up on Thursday.

SITUATION 3

You want to go to watch a 3D film about the Milky Way. Persuade your friend to go with you.

27  **3. WHAT'S ON?** • Listen. What do the children want to see?



28  **4. TROPICAL RAINFOREST ANIMALS** • Listen, find and repeat.



1



2



3

1 a bird:
a toucan

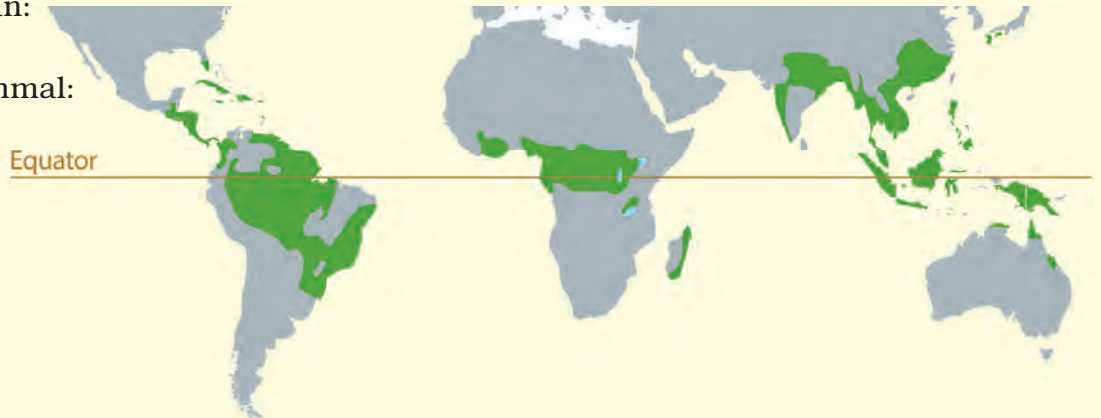
2 an amphibian:
a frog

3 a flying mammal:
a bat

4 an insect:
a butterfly

5 a reptile:
a snake

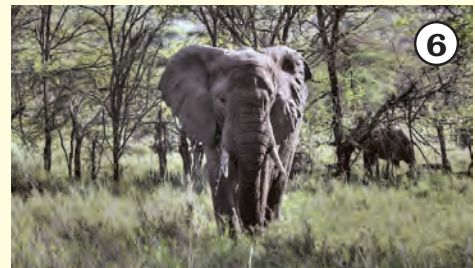
6 a mammal:
an elephant



4



5



6

29  **5. FACT CARDS** • Listen and find the true information.

Then talk about the animals in pairs or in small groups.
The questions below will help you.

Name: African forest elephant
Home: jungles of central and western Africa
Length: 1.5-2 / 3-4 metres
Weight: 1-3 tonnes / 2-3 tonnes
Food: grass, leaves, tree bark, fruit

Name: Poison dart frog
Home: mountains / rainforests of Central and South America
Length: 2.5 centimetres
Weight: 28 / 58 grams
Food: insects, spiders, water animals

Where does the poison dart frog live?

How long is it?

What does it eat?

Name: Dawn bat
Home: tropical rainforests of South-East Asia / South America
Length: 8-12 centimetres
Weight: 14 / 40 grams
Food: pollen, nectar / fruit

Name: Emerald tree boa
Home: rainforests of South America / Australia
Length: 2 / 3.5 metres
Food: small mammals, birds / fish

How much does it weigh?

Unit 4

Listening and speaking • Finding information

30 **6. MEN OF THE FOREST** • Listen. Find and correct the false information. Then read to check your work.

- Orang-utans live in South-East Asia.
- Their name means 'king of the forest'.
- These incredible apes travel among the trees with their tail.
- They sleep during the day.
- They feed on fruit, nuts, leaves, insects, and occasionally snakes.
- Orang-utans are sociable animals.
- Humans are their worst enemies.



Orang-utans live in the tree tops of the South-East Asian tropical rainforests of Sumatra and Borneo. The name orang-utan means 'man of the forest' in Malay.

They spend most of their lives in trees. With their strong arms, they can travel among the trees easily. They communicate with squeaking sounds. The adult male often makes a long roar-like call. Orang-utans sleep in nests of leaves and branches at night and feed during the day.

The orang-utan is an omnivore. It feeds on fruit, nuts, leaves, bark, insects and occasionally birds. It is a very solitary animal.

The orang-utan is a seriously endangered animal mainly because of the deforestation of the tropical rainforests. They are also trapped and sold to zoos or for pets. Humans are the only predators to them.

You can even watch a video about the Mysteries of Borneo at
<http://www.youtube.com/watch?v=dYXCjENbqSs>

7. GAME TWENTY QUESTIONS Choose an animal shown on these pages and play a guessing game in two groups or pairs.

- Is it a mammal/a reptile/an amphibian/a bird?
- Is it a flying/marine/marsupial mammal?
- Does it live in Central America/Asia/Africa?
- Has it got tusks/wings/flippers/a pouch?
- Is it longer/shorter than a metre?
- Does it weigh more/less than a kilo?
- Is it a plant-eater/an omnivore/a carnivore?
- Does it belong to an endangered species?

EXTRA TASK FOR THOSE WHO ARE INTERESTED IN WILDLIFE •

Use the information in Exercise 5 (Track 29) and Exercise 6 to prepare DID YOU KNOW? cards about an animal. You can even organise a quiz show for your classmates.

Reading and writing • Understanding how language works (Conditional sentences)

8. FACTS AND CONSEQUENCES • Read about rainforests. Use the clues to create a poster or an illustrated slideshow presentation about our endangered planet.



Rainforests have a powerful influence on the Earth's ecological balance, as trees recycle and clean water. Unfortunately, a vast amount of rainforest trees are cut down every year because people want more space for cities, houses and roads. Fewer rainforests mean less rain, less soil, and a smaller space for native people to continue their traditions, and a smaller space for animals.

SENTENCE CHEST

Rainforests will disappear.
Less oxygen will be produced.
The soil will be washed away.
People won't have farms.
They will starve.
Native people will lose their home land.
They will lose their culture and traditions.
Animals will lose their habitat.

If we **don't stop** cutting down the trees, the rainforests **will disappear** in no time.

If we **destroy** more trees, less oxygen **will be produced**.

9. WHAT CAN WE DO? • We can't do much to save the rainforests but we can do a lot to save our local environment. Brainstorm ideas of what to do in small groups.

separate waste
use recycling bins

WHAT CAN WE DO?

switch off the lights



10. TREES AROUND US • Work in groups or pairs. Choose a tree in the school yard or in a nearby park. Observe it throughout the next few months and write a summary about what happens.

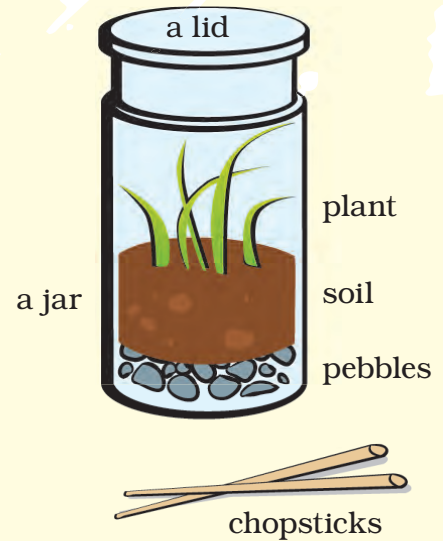
- Keep a record of its changes – its leaves, flowers or fruit.
- Take photos of the birds and other animals living in its branches, on its bark or in the soil it grows from.
- Imagine what will happen to these animals if the tree is cut down.

Unit 4

Learning to learn • Learning by doing

31 **11. THE WATER-CYCLE EXPERIMENT** • Do you remember what you learnt about the water cycle in science classes? Number the sentences below. Then listen and check your work.

- The drops run through the leaves, branches and down the tree trunks, into the soil.
- Rain falls from the sky.
- The leaves transpire, sending out water drops.
- The water gets into the leaves.
- The trees take water from the soil through their roots.
- The leaves in the branches of the trees catch the raindrops.
- The water vapour becomes clouds in the sky.
- The sun shines on the leaves and makes vapour from the drops.



Rainforest trees help to make rain. If you create a mini garden in a jar, you will see how this works.

Communication • Expressing regrets and wishes about the present (*I wish / If only...*)

12. I WISH AND IF ONLY •

Look at the picture and try to understand the situation. Then find the matching sentences. Explain how the language works.



- | | |
|--|--|
| <input type="radio"/> 1 It isn't sunny. | <input type="radio"/> If only I was happy. |
| <input type="radio"/> 2 I can't find my raincoat. | <input type="radio"/> I wish I knew what to do. |
| <input type="radio"/> 3 I haven't got an umbrella. | <input type="radio"/> I wish it was sunny. |
| <input type="radio"/> 4 I can't go out. | <input type="radio"/> I wish I could find my raincoat. |
| <input type="radio"/> 5 I'm not happy. | <input type="radio"/> If only I had an umbrella. |
| <input type="radio"/> 6 I don't know what to do. | <input type="radio"/> If only I could go out. |

I wish = If only

13. WISHES • Talk in pairs. Take turns to make your wishes.

- I don't know the answer.
- My notebook doesn't work.
- I'm not old enough to drive.
- I can't ride a horse.
- I haven't got enough money for a smartphone.

32 **14. PEOPLE AND NATURE – CARE AND RESPECT** • Listen and read about people living in the rainforest. Find subtitles for the pictures in the text.



The island of Borneo lies on the Equator in South-East Asia. It is covered by thick rainforest.

The Penan people are one group of people who live there. Once they roamed throughout the forest, hunting wild animals and gathering plants to eat. Now the younger generations live in villages, growing rice and vegetables.

The older generations believe that they have the right to keep their traditions and to live in the same ways as their ancestors. Penan children learn by watching their parents and grandparents. They learn about the plants and animals in the forest, and how to navigate through the jungle. They learn how to start a fire, build a shelter and make tools. Girls learn how to weave baskets. They learn which leaves, roots and bark to use for treating fever, aches, cuts and snakebites.

They care for the forest because it is the resting place of their ancestors, and because it provides them with everything they need. And they respect one another, understanding that a community among people is more important than individual wealth.

Did you know?

The Penan never developed their own written language, although one was created for them by missionaries in the 1970s. They often communicate using sign language and 'message sticks'.

EXTRA TASK WHAT ABOUT YOU?

- What have you learnt by watching your parents or grandparents? Talk in groups.

By watching my grandpa, I've learnt how to set up a tent.

VOCAB CHEST

- set up a tent
- look after pets
- use garden tools
- use household machines
- fix a bike
- save up
- plant trees

Project work • Increasing vocabulary

15. TREASURY OF THE RAINFOREST • Use a dictionary to find out the meaning of the new words below. Then create an illustrated poster for other classes to see.

Forests provide people with shelter, food, clothing, materials for everyday use (such as rubber, wood, paper) and medicine. Some of the fruit, vegetables and spices from rainforests include bananas, pineapple, cucumber, cocoa (chocolate), coffee, tea, mango, chilli peppers, pepper, vanilla, ginger, oranges, grapefruit, lemons, limes, peanuts, rice and coconuts.

REVISION 2

Vocabulary • Revising vocabulary (In and out of a city)

1. **THINGS TO DO** • Draw this table in your exercise book and add words to each column. Look through Units 3 and 4 to find more help.

Things to do in a city	Things to do in the countryside	Things to do in your place



Communication • Talking about experiences and preferences; Making arrangements

33 **2. PREFERENCES** • Listen and find the matching pictures. Note down the key words, then talk about your own experiences in pairs.



3. **A DISPLAY** • Find the odd sentence in the dialogue and correct it. Then act out in pairs.



- I've just heard that there is an interesting exhibition at the museum.
- I don't like comedy films, you know.
- I'm sure you'll like this one – it's about life in the Danube Delta.
- Do you think it's worth visiting?
- Yes. Can we get together after school and see it?
- I'm sorry I can't make it today. How about tomorrow?
- OK, I'm free.

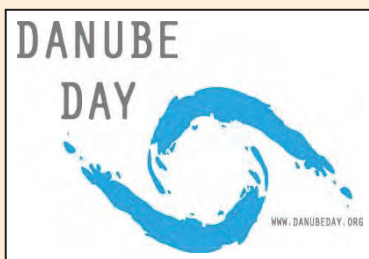
Culture • International days

34  **4. WORLD WATER DAY – DANUBE DAY** • Read about these special days. Complete the interview with the questions. Then listen and check.

When is the International World Water Day held?
 What can people do on this special day?
 How is money raised for protecting water wildlife?
 What is Danube Day?

The International World Water Day is held on 22nd March. It focuses attention on the importance of fresh water.

- Trips are organised to local rivers and lakes to get to know more about them.
- Sports competitions are held.
- Photographs and paintings of lakes, rivers and seas are displayed.
- Souvenirs are sold to raise money for cleaning water and protecting water wildlife.



The Danube is the second longest river in Europe. Danube Day is held on 29th June to celebrate a cleaner and safer river. Festivals are organised on the river banks in the countries that the Danube flows through. Danube Day highlights that, in spite of their different cultures, all nations living along the Danube wish to protect their precious resource of life.

EXTRA TASK  Talk in pairs to arrange a meeting for one of the activities mentioned above.

VOCAB CHEST

What shall we do?	I've just heard that there is a(n)...
Do you think it's worth doing?	Maybe we could...
How about next...?	I'm sorry I can't make it on...
Can we meet up at...?	OK, see you in front of...

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

- | | |
|---|---|
| <input type="checkbox"/> 1 international | <input type="checkbox"/> valuable |
| <input type="checkbox"/> 2 fresh water | <input type="checkbox"/> animals, birds and plants that live in water |
| <input type="checkbox"/> 3 a competition | <input type="checkbox"/> involving lots of countries |
| <input type="checkbox"/> 4 to raise money | <input type="checkbox"/> to keep something / someone safe |
| <input type="checkbox"/> 5 water wildlife | <input type="checkbox"/> to collect money for a special purpose |
| <input type="checkbox"/> 6 a river bank | <input type="checkbox"/> the land at the side of a river |
| <input type="checkbox"/> 7 to protect | <input type="checkbox"/> water that doesn't contain salt |
| <input type="checkbox"/> 8 precious | <input type="checkbox"/> an activity between teams or people that are trying to do better than each other |

6. GYŐR – THE CITY OF WATERS • Listen and read. Then write true and false statements about the city for your classmates.



Győr is a beautiful city in the western Transdanubian region of Hungary. It is the sixth largest settlement in the country.

The city is visited by thousands of tourists every year. A great number of museums and exhibitions can be found there, and various cultural festivals are organised all the year round.

One of the best-known sights is the Cathedral of the Virgin Mary. It was founded by Saint Stephen, the first king of Hungary, at the very beginning of the 11th century. The *Weeping Virgin Mary* painting was brought from Ireland in 1655. It made the church an important pilgrimage site. The ceiling frescoes were painted by the Austrian, Franz Anton Maulbertsch, in the 18th century. The building was restored in the second half of the 20th century.

If you like nature, you will enjoy walking in the Püspökerdő woods not far from the city. It is a popular place, with a 9-km-long hiking trail and a forest training path. If you walk along this, you will find out more about the flora and fauna of the area.

7. SENTENCE POWER • Correct these statements. Use: **isn't**, **aren't**, **wasn't**, **weren't** or **can't**. Then give the correct information.

Danube Day is held on 29th August.

The Danube is the fifth longest river in Europe.

Győr is situated in the southern Transdanubian region of Hungary.

Cultural festivals are organised in the city in the summer.

The Cathedral of Győr was founded in the 18th century.

Its frescoes were painted by a Hungarian painter.

Püspökerdő can be found on an island, on the Danube River.

8. WHAT ABOUT YOUR PLACE? • Persuade your e-pals to visit your town / village.

Where is it situated and what kind of place is it?

What are the most famous sights there?

Is it popular with tourists?

Are there any museums?

What can you see there?

PASSIVE STRUCTURES

Complete the sentences with the phrases in the VOCAB CHEST. Then work in pairs. Ask questions to check each other's memory about the information.

Debrecen _____ in eastern Hungary.

Its sights _____ by thousands of tourists every year.

Interesting things _____ in the local museum which opened in 1930.

The zoo _____ in 1958.

The well-known Flower Carnival _____ every August.

The famous Nagyerdő oak trees _____.

VOCAB CHEST
can be found
must be protected
was founded
are visited
are displayed
is organised

Write similar sentences about your settlement.

CONDITIONAL SENTENCES

a) Talking about conditions

Read the examples and then write the other sentences in your exercise book.

What will happen if...?

If it is rainy at the weekend, we won't go hiking.

If they don't have enough time, they won't go to the shopping mall.

If dad doesn't want to drive, we will take the train.

(it) be rainy at the weekend – (we) not go hiking

(they) not have enough time – (they) not go to the shopping mall

(dad) not want to drive – take the train

(I) not arrive at school in time – (I) not go to the school library

(mum) not come home early – (the family) have something cold for dinner

(my brother) have time on Sunday – (we) watch *Whale Rider* on DVD together

(my sister) not get pocket money – (she) not buy any books

b) Expressing wishes

Read the examples and then write the wishes made by the person living on the island.



VOCAB CHEST	
I wish	I was...
If only	we were...
	I could...
	we lived...
	we had...
	it was...

COOKING IS FUN

You can't make an omelette without breaking a few eggs.
(English proverb)

Unit

5

- Talking about diets
- Kitchen equipment
- Specifying quantity
- Hungarian cuisine
- Ordering food
- Thanksgiving celebrations

Exam topic: Meals

Communication • Talking about diets

36 **1. HEALTHY DIET** • Listen to Julia talking about her diet and tick the correct answers. Do you think she has a healthy diet?

How many times a day does she eat?

- a) 3 b) 4 c) 5

What does she have in the morning?

- a) nothing b) a sandwich c) something light

What is the main meal of her day?

- a) breakfast b) lunch c) dinner

Who does the cooking in Julia's family?

- a) Julia b) father c) grandmother

What kind of food does she like very much?

- a) sweet and sour b) spicy c) salty

What is her favourite dish?

- a) stew b) fruit soup c) chicken breast with sweet and sour sauce

What does she like to drink?

- a) coke b) tap water c) mineral water



2. WHAT ABOUT YOU? • Talk in small groups. Then share the information with your classmates.

How many times a day do you eat?

I usually eat three / four / ... times a day.

What is the main meal of your day?

Lunch / dinner.

Who cooks in your family?

My dad / grandma / me / ...

Who do you usually eat with?

On Sundays we have lunch together but on weekdays I eat in the school canteen with my classmates.

What kind of food do you like?

I like mild-tasting / spicy / sweet / ... food.

What is your favourite dish?

I love pancakes / fruit soup / stew / ...

Do you avoid snacks between meals?

I try to but... / Yes, I do.

Is your diet healthy, do you think?

Yes, though I eat too much chocolate / ...

3. MEMORY GAME Look at the food pyramid in Exercise 1 and memorise as many food items as you can in 30 seconds. Then cover the picture and play a memory chain game together with your classmates.

e To keep healthy, you should eat lots of carrots.

e To keep healthy, you should drink less fizzy water than juice.

e To keep healthy, you should eat only a little chocolate.

VOCAB CHEST

(a lot) more fruit than eggs

a little chocolate

(much) less fizzy water than juice

fewer eggs than apples

lots of carrots





Vocabulary • Equipment used in a kitchen

37 4. KITCHEN EQUIPMENT • Listen and find.

- ① a cooker
- ② an oven
- ③ a chopping board
- ④ a measuring cup
- ⑤ a microwave oven
- ⑥ a mixing bowl
- ⑦ a frying pan
- ⑧ a tea towel
- ⑨ salt and pepper shakers
- ⑩ a blender
- ⑪ an apron
- ⑫ a kettle
- ⑬ a pot with a lid
- ⑭ a wooden spoon
- ⑮ a knife



38 5. GUESSING GAME • Listen and find the objects in the picture above. Then play a guessing game in pairs or small groups.

-  *It's a flat object. You can chop meat or slice bread on it.*
-  *It's a chopping board.*
-  *It's an object made of glass or plastic. You use it to measure the ingredients.*
-  *It's a measuring cup.*

VOCAB CHEST

to cook	to season
to bake (a cake)	to boil (water)
to fry (eggs)	to chop
to mix (ingredients)	to slice
to warm up	to protect
to stir	to dry
to measure	to peel (potatoes)
to core (an apple)	to cover

6. THE FIRST COOKING LESSON • Work with a partner. You want to prepare some food. What equipment do you think you need? Explain why.

SITUATION 1

You want to prepare a light breakfast for the family on Sunday morning. There is some bread, butter, cheese, eggs, ham, cucumber and milk in the fridge. You have got enough bananas to make some milkshake too.

SITUATION 2

You want to invite your friends to watch the DVD you got for your birthday last weekend. You want to make some fruit salad for them. There are some apples, oranges, grapes, a pineapple and two bananas at home.

SITUATION 3

Your family wants to go hiking and your parents ask you to prepare the food for a picnic lunch. There is some chicken breast in the freezer. You have got some potatoes, sour cream, mayonnaise, mustard, spices and onions – everything you need to make some potato salad.

Unit 5

Listening and reading • Understanding a recipe; specifying quantity

39 **7. SANDWICHES** • Listen and tick the ingredients you need for Black Forest ham and egg open sandwiches. Then listen again and write down how to make these sandwiches. Use the following verbs: mix, spread, cover and decorate.

- | | |
|--|---|
| <input type="checkbox"/> 3 red apples | <input type="checkbox"/> ¼ cup of mayonnaise |
| <input type="checkbox"/> 6 hard-boiled eggs, chopped | <input type="checkbox"/> 3 teaspoonfuls of lemon juice |
| <input type="checkbox"/> 4 sticks of celery | <input type="checkbox"/> ¼ cup of walnuts |
| <input type="checkbox"/> 8 slices of Cheddar cheese | <input type="checkbox"/> ¼ cup of finely chopped celery |
| <input type="checkbox"/> 1 tablespoonful of sugar | <input type="checkbox"/> 8 slices of Black Forest ham |
| <input type="checkbox"/> ¼ cup of chopped black olives | <input type="checkbox"/> ½ cup of mayonnaise |
| <input type="checkbox"/> 2 teaspoonfuls of lemon juice | <input type="checkbox"/> 1 head of lettuce |
| <input type="checkbox"/> 8 slices of bread | <input type="checkbox"/> some lettuce leaves, chopped |

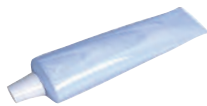
EXTRA TASK Match some of the ingredients above with these containers.



a packet of



a jar of



a tube of



a pound of



a bottle of

40 **8. SHALL WE MAKE IT?** • Read the recipe instructions. Listen and put them in order.

- Pull the leaves from the lettuce, wash and dry them. Put the clean, dry leaves into a salad bowl.
- First wash the apples. Core and chop them into small cubes.
- Then you should also chop the walnuts into small pieces.
- Add the chopped celery, walnuts and the rest of the mayonnaise to the apple cubes in the dressing. Mix them together thoroughly.
- Put the apple cubes in the dressing and leave them for 30 minutes.
- Put the mixture of the celery, walnuts, apple cubes and dressing onto the leaves.
- Then make a dressing in a mixing bowl by mixing together the lemon juice, sugar and one tablespoonful of mayonnaise.
- Decorate the top with apple slices.
- While you are waiting, wash the celery sticks and cut them into pieces.



EXTRA TASK Try this recipe with other ingredients to prepare your own green salad. Display your recipe in the classroom. Why don't you organise a class salad party?

Written communication • Reading and writing comments

9. HUNGARIAN CUISINE • Read and find out the Hungarian names of the dishes mentioned in the comments.

Open question



What are the most popular dishes in Hungary? I'm going to visit the country next month, that's why I am interested.



I've already tried some of them. My favourite is paprika stew – meat, simmered in thick creamy paprika gravy and served with small dumplings.



I'm passionate about their soups. My favourite is cold sour cherry soup.



I don't really like fish but I must admit that fisherman's soup is extremely delicious. It's made of carp or mixed river fish, spiced with paprika. Many people like it hot but I prefer it mild-tasting.



My neighbour sometimes invites me to have goulash with her family and friends. That's a very rich soup with beef, onions, vegetables, spices and paprika powder in it.



Cabbage rolls are of Turkish origin, although they're very popular in Hungary. Cooked cabbage leaves are filled with minced meat seasoned with onion and spices.



Last year, my best friend's family invited me to spend Christmas with them. Niki's mum prepared some really delicious pastry filled with poppy seeds. They called it poppy seed rolls. Yummy!

10. YOUR COMMENT • Add your comment about your favourite dish. You can find help at http://en.wikipedia.org/wiki/List_of_Hungarian_dishes

11. CHANGING HABITS • Read the information about eating habits in England. Then compare them with our habits in Hungary. Write a short magazine article about changing eating habits in Hungary. You can use the words in the VOCAB CHEST.

Eating habits are changing. English people used to have a full breakfast including sausages, beans, ham and eggs or bacon and eggs with grilled tomatoes and mushrooms in the past. Now they usually have cereal with milk, or toast with marmalade or jam. At noon, they usually have a quick meal – a sandwich and some fruit. The main meal of the day is dinner at around 6 o'clock when they usually have something cooked.

VOCAB CHEST

breakfast

fresh bread or toast
butter
cheese
cold cuts

lunch: main meal

several courses
appetizer
main course
dessert

'uzsonna'

light meal

dinner

only one course
or
something cold

Unit 5

Speaking • Ordering food

41 **12. AT A FAST-FOOD RESTAURANT** • Listen to Anna, Sylus and Oli ordering lunch at a fast-food restaurant. What's different? Then use the VOCAB CHEST to act out similar dialogues.

Oli Hi. Do you speak English?
Seller Yes, how can I help you?
Oli I want three chicken burgers and a Caesar salad, please.
Seller What would you like to drink?
Oli Three cokes, please.
Seller Anything else?
Anna Oli, I'd like a fruit pie.
Sylus Me too.
Oli Yes, two fruit pies and an ice-cream, please.
Seller That's 2,500 forints, please.
Sylus Here you are.
Seller Thank you.



VOCAB CHEST

(a portion of) chicken nuggets with chips
 a (double) cheeseburger
 a chicken and bacon sandwich
 fish fingers with chips

grilled chicken salad
 sugar doughnuts
 a blueberry muffin
 chocolate milkshake

Learning to learn • Mini lectures

13. TO EAT OR NOT TO EAT • Work in pairs. Think and talk about the following questions. Then make a presentation about our changing eating habits.

Why are eating habits changing?

Is fast food popular with the younger generation? If yes, why?

Is it healthy to eat fast food, do you think?

What would you add to the menu of a fast food restaurant to make it healthier?

When you give a mini lecture on a certain topic, always remember to

- ◆ tell your audience what you want to talk about,
- ◆ speak clearly,
- ◆ try to keep eye contact with your listeners,
- ◆ give your personal opinion too.

You can also make your presentation more enjoyable by

- ◆ using pauses in your speech in order to maintain interest,
- ◆ adding some jokes, or old sayings to your topic.

DO NOT FORGET! Enjoy your own presentation as well!

Culture • Around the world

42 14. THANKSGIVING CELEBRATIONS •

Listen, read and answer.

Who were the Pilgrims?
When did they leave England?
Who helped them to survive the first winter in the New World?
What did they celebrate in the autumn?
When do people in the US celebrate Thanksgiving Day?



In 1620, around 100 men, women and children left their homes in England because they wanted religious freedom. The *Pilgrims* sailed to America on a ship called the *Mayflower*. They landed in America after a six-week journey. They settled in the New World. Native Americans helped them to survive the first winter. They supplied the visitors with seeds and food, and taught them how to live in their new home.

The first year was hard for the Pilgrims. Many of them died. But they didn't give up. They started to plant crops and their first autumn harvest was a good one. To celebrate it, the Pilgrims had a feast of thanksgiving. They cooked wild turkey, duck and venison and they served the meat with corn, pumpkin and sweet potatoes. All the Native Americans who had helped them were invited. The feast lasted for three days.

Today, Thanksgiving Day is celebrated on the fourth Thursday in November.

Did you know?

In the USA, about 280 million turkeys are sold for the Thanksgiving celebrations. Each year, the average American eats 8-9 kilos of turkey. Turkey has more protein than chicken or beef.

Project work • Planning and designing

15. POP-UP RESTAURANTS • Read the information about Restaurant Day. Then organise a similar event at your school or within your class.

Restaurant Day was first organised in Helsinki, Finland, in 2011. Volunteers opened their homes so the public could try home-made food. Some people simply went to parks or out in the streets to sell the dishes they had prepared, at very low prices. Even children started to sell their own home-made biscuits.

The news about such pop-up restaurants spread quickly as more and more people liked the idea of opening their own restaurant for just one day. Now the idea is popular all over the world. Last year, more than 500 restaurants were opened for a day in 50 cities throughout the world, with Budapest among them.

How to start a pop-up restaurant.

- ◆ Find a name for your restaurant.
- ◆ Choose the dishes you want to prepare. Design the menu.
- ◆ Choose a place for your restaurant.
- ◆ Create a poster to advertise it.

SPORTS

Practice makes perfect.
(Latin proverb)

Unit 6

6

- Talking about sports
- Sports grounds and equipment
- Describing and comparing sports
- The Paralympic Games
- Past obligation (had to)
- The Great Highland Games

Exam topic: Sports

Communication • Talking about sports

43  1. SPORTS AROUND THE WORLD • Which of the sports can you see in the pictures?

- ① rugby ② archery ③ badminton ④ basketball ⑤ baseball ⑥ horseback riding
 ⑦ swimming ⑧ skiing ⑨ golf ⑩ hockey ⑪ mountaineering ⑫ tennis

Listen. Tick the sports you hear about.



2. THE DAYS OF SPORT • Read the article and find all the sports mentioned. Can you match them to the pictures?

The Days of Sport

The Budapest Grand Sport-selection event was started in 2007. Visitors can try 80-90 sports for free. The event lasts for two days. Friday events are organised for groups of schools and kindergartens, and Saturdays are open to everyone. During these two days, everybody can try out different sports such as the long jump, pole vaulting, wrestling, wall climbing, cycling, skiing, canoeing, fencing, various ball games or martial arts. Visitors can talk to famous sports people about their career. This event helps everybody to become more familiar with a wide variety of sports, and experience a healthier way of life.



3. HOW MANY CHILDREN IN THE CLASS...? • Write questions to find out your classmates' attitudes towards sports. Then choose one of your questions to ask all your classmates. Then share the information with the others.

Nobody likes going to handball matches.
 Everybody is interested in water sports.
 Two children want to take up a new sport.

VOCAB CHEST

- like/dislike watching sporting events
- go to handball/basketball matches
- play/do a sport
- be good at skiing/tennis/hockey
- be interested in water/winter sports
- want to try out an extreme sport
- want to take up a water/winter sport

Vocabulary • Sports grounds and equipment

44 4. SPORTS GROUNDS •

Listen and find the pictures.

- ① a pitch
- ② a field
- ③ a court
- ④ a course
- ⑤ a rink
- ⑥ a ring
- ⑦ a pool
- ⑧ a track



45 5. SPORTS EQUIPMENT • Listen to the dialogues and name the sports.

Here are the rackets but I can't find the shuttlecock. Now we can't play.

You know what? Let's borrow Julia's set.

They're talking about badminton.



6. ROLE PLAY • Work in pairs. Choose a role card and have a conversation.

EXTRA TASK Talk about other sports in a similar way.

ROLE CARD 1

You want to take up a new sport but you can't decide which one. Talk to your friend about it. You

- want to be more active,
- have no idea what to do,
- have no sports equipment,
- can borrow the equipment you need.

ROLE CARD 2

Your friend wants to take up a new sport and asks for your opinion. You are into table tennis. You would like someone to play with.

- Ask your friend to try out table tennis.
- You have an extra set of table tennis bats.
- You can lend him / her a bat.
- Invite your friend to play.

Unit 6

Reading and writing • Understanding and sharing information

7. THE FASTEST GAME ON GRASS • Work in pairs to learn about hurling. Read part 1 thoroughly while your partner reads part 2. Prepare a mind map with the most important key words. Then share the information with each other in order to find out more.

① What is hurling?

Hurling is the favourite pastime of many people in Ireland. It is a native Gaelic game and it is more than two thousand years old. It is believed to be the world's oldest and fastest field game.

There are 15 players in total in each team.

The aim of the game is to hit a small ball with a wooden stick called a 'hurley'. If the ball is hit over the opponent crossbar, then the team gets one point. If the ball is hit

under the crossbar into a net, then the team wins a 'goal' (which equals three points). Hurling is played throughout the world, and is popular in North America, Europe, Australia, New Zealand, South Africa and Argentina.



② How to play hurling?

The players can catch the ball in their hands and carry it for not more than four steps.

- They can strike the ball in the air, or on the ground with the hurley.
- The ball can be kicked, or slapped with an open hand.
- A player who wants to carry the ball for more than four steps has to bounce it or balance it on the end of the stick.
- The ball can only be handled twice by the same player.

Learn the rules by watching a video at

<http://www.youtube.com/watch?v=fgEMvRrOCRI>

8. ANOTHER SPORT • Work in groups. Look at the sports pages of one or two Hungarian newspapers. What kinds of sports are mentioned? Find their English names. Choose one and introduce the sport to your class in a short, illustrated article.

Is it an individual sport?

If it is a team sport, how many players are involved?

Where is it played?

What equipment do players need to do this sport?

Do they have to wear any special clothes?

What are the most important rules of the game?


What do you think of the sport?

Who is it popular with?

Why do you think people like it?

Has it got any disadvantages?

Does it help people to train their bodies or minds?

46  9. FIND THE ODD WORDS • Listen to the descriptions and find the wrong information.



Badminton: It is a racket sport played on a small court, divided in half by a net. Players hit a shuttlecock back and forth over the net until it hits the ground.

Cycling: Cyclists ride a bicycle over various distances and terrains.

Synchronised swimming: Swimmers perform acrobatic moves in water. Their performance is usually accompanied by music.

Table tennis: Two or four players hit a ball back and forth, on a hard table, divided in half by a net.

Polo: This is a team sport played on horseback. Riders score goals by knocking a wooden or plastic ball into the opponent's goal.

Track and field: Athletes take part in running, throwing and jumping. Events include: short-distance running, marathon running, discus throwing, pole vaulting, hurdle jumping, long-distance walking, and high jumping.

Tug of war: Two teams pull on opposite ends of a rope in a test of strength.

EXTRA TASK Write the list of equipment you need to practise these sports.

10. COMPARISON • Do you agree with the statements below? Give your reasons.

Cycling is *as healthy as* swimming.

Playing badminton is much easier than playing table tennis.

Polo is much more dangerous than cycling.

Swimming is **less** difficult than synchronised swimming.

The track and field event is **the most** difficult sport of all.


Marathon running is by far **the most** tiring sport.

Tug of war is **the best** game I have ever tried.

11. YOUR TURN • Bring some sports pictures to school and place them on the board. Label the pictures. Compare the sports in pairs or groups. Ask your teacher's help, or consult a dictionary in case of any difficulty.

Unit 6

Reading • Understanding a new structure in context (had to)

47  **12. A TRUE STORY** • Listen and read. Are these statements true or false? Can you correct the false ones in your exercise book?

- Stefanie is a talented athlete.
- She spent her childhood in New Zealand.
- She didn't have to give up playing rugby.
- She became the member of the polo team.
- She won a gold medal in Beijing.
- She has already won several medals.
- She had to train hard to become a sports star.



Stefanie Reid (1984) is a talented athlete who competes in track and field events. She was born in New Zealand, but spent her childhood in Toronto, Canada. At the age of 16, Stefanie was involved in a serious boating accident and lost her right foot. So, she **had to** learn how to live with an artificial limb.

Before the accident, she was an enthusiastic rugby player, but she **had to** give it up because some referees thought that her artificial leg could be dangerous for other players. She decided to concentrate on her university studies instead.

Later, she managed to join the college's track and field team. Because of her strength and steadiness, she **didn't have to** give up her dream of becoming a successful sports woman.

Her real career started when she travelled to Beijing, China, as a member of the Canadian Paralympic team. She finished fifth in the women's long jump, and won a bronze medal in the women's 200 metres.

After the bronze medal in Beijing, Stefanie won medals in the Paralympic World Cup, the Grand Prix, and other notable events. She got a silver medal at the 2012 Paralympic Games as a member of the British team.

EXTRA TASK In pairs, think of things you had to do in order to become a more fluent speaker of English.

Did you have to learn hard?

Did you have to practise a lot?

Learning to learn • Using previous knowledge in a new context

13. PARALYMPIC GAMES – LONDON 2012 • Compare the number of medals won in the London Paralympic Games.

The USA won the most medals.

The Netherlands was as successful as Ukraine.

The Australian team achieved better results than the Dutch team.

COUNTRY	GOLD	SILVER	BRONZE	TOTAL
USA	46	29	29	104
Hungary	8	4	5	17
Australia	7	16	12	35
The Netherlands	6	6	8	20
Ukraine	6	5	9	20

48 **14. THE GREAT HIGHLAND GAMES** • Listen, read and answer. Use the mini dictionary below to understand the specialised words.

Where are the Great Highland Games organised?

What does the event celebrate?

What different activities can you take part in?

Can you identify the sporting events shown in the pictures?
(One is not mentioned in the text.)



The Great Highland Games are traditional Scottish sporting events, celebrating Scottish and Celtic culture. The Games are held not only in Scotland, but in many other countries throughout the world. The events are great fun for people of all ages and an excellent way for visitors to learn more about Scottish history. There is a lot to do and see at the Highland Games.

In the games of caber tossing and hammer throwing, the competitors are not only professional sportsmen, but amateurs as well. Visitors can enjoy Scottish country dancing competitions, or live Scottish folk music played on the bagpipes and harp. The Torchlight Ceremony is held on the opening night, when clan representatives come forward to the sound of bagpipes, announcing their clan's arrival at the games while they add their torch to a large bonfire.

VOCAB CHEST - MINI DICTIONARY

caber	a heavy wooden pole
tossing	throwing something up into the air
hammer	a heavy metal ball on a handle (sports equipment)
hammer throw	throwing a metal ball on a handle
bagpipes	a traditional Scottish musical instrument
harp	a large string musical instrument
clan	a large group of families with the same name

Project work • Individual investigation

15. TRADITIONAL GAMES IN HUNGARY • Think of popular sports activities in your country. Prepare a mini dictionary, and explain the meaning of some sports equipment, events or traditional games.

méta It's a traditional Hungarian ball game played between two teams with 10-15 players.

kötélhúzás It's a popular outdoor activity. Two teams pull on opposite ends of a rope in a test of strength.

REVISION 3

Vocabulary • Revising vocabulary (Food and kitchen equipment)

1. FOOD • Draw this table in your exercise book and add words to each column. Look through Unit 5 to find help.

Adjectives to describe meals	Objects we use in the kitchen	Things we do in the kitchen

Communication • Ordering food; Making comparisons

2. AT A SALAD BAR • Find the odd sentence in the dialogue and correct it. Then act out in pairs.

Seller How can I help you?

Oli I'd like a chicken salad, please.

Seller Regular or large?

Oli Regular, please.

Seller What kind of dressing would you like? Garlic or cheese?

Oli Apple juice, please.

Seller Anything else?

Oli Yes, a roll, please.

Seller White or brown?

Oli Brown, please.

Seller Is that all?

Oli Yes, that's all. How much is it?

Seller That's 1,050 forints, please.

Oli Here you are.

Seller Thank you.

49 **3. COMPARING SPORTS ACTIVITIES** • Listen and find the matching picture. Then give your opinions about the sports activities shown in the photos.



Culture • International days

4. WORLD HEART DAY • Read about this special day. Find information about how to take care of your heart. Take notes in your exercise book.

Take the road to a healthy heart



Get moving

Eat healthily

Be smoke free

There are lots of things you can do to help your heart work well.

Regular exercise makes your heart beat stronger and work better. Cycling, swimming or walking are great ways to keep fit. Team sports are fun, as you can do them together with your family and friends. Exercise helps you to concentrate. It gives you extra energy to do other things better. Because of regular exercise, you will feel wide awake and relaxed both in your mind and body.

Eating gives you energy to do the things you like. But it is important to make the right decisions about what to eat. Fresh fruit and greens, bread and cereals, low-fat dairy products, lean meat, chicken and fish seem to be the best choice. Of course you can have cakes, biscuits and ice-cream but try to avoid eating them too often.


Smoking is your heart's worst enemy, so you must say 'no' to cigarettes. Many young people smoke because their friends do. They think it makes them feel more relaxed and grown-up. But in reality, smoking gives you bad breath, damages your lungs and heart, and can cause diseases. Cigarettes contain harmful chemicals such as nicotine, which is an addictive drug and makes quitting the habit extremely difficult.



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

- 1 to feel wide awake
- 2 a decision
- 3 dairy products
- 4 low-fat milk
- 5 lean meat
- 6 a disease
- 7 relaxed
- 8 grown-up

- foods that are made from milk
- meat that contains very little fat
- an illness
- to be able to think clearly and react quickly
- calm and not worried
- milk that contains only a small amount of fat
- adult
- a choice that you make after careful thought

6. WHAT CAN YOU DO? • Keep a record of what and how much you eat for seven days. Check your diet in the food pyramid on page 46. Is your diet healthy? How can you improve it?

50  **7. SPORTS FOREVER** • Listen and find the matching pictures. Then write true and false statements about these sports for your classmates.

 *It is a sports game for two or four people. Players need a table, divided in half by a net, a small ball, and one bat for each person.*
 *It's table tennis.*



EXTRA TASK Share your opinions about various sports in small groups.

SENTENCE CHEST

... is as healthy as ...

... is much more difficult / much easier than ...

... is much more dangerous / much safer than ...

... is less difficult than ...

... is the most exciting / boring of all.

... is by far the most tiring sport.

... is the best game / sport I have ever tried.

8. SENTENCE POWER • Read the regulations of a sports camp. Say what the children **had to** do or **didn't have to** do when they were there.

Morning exercise from 7 to 7.30.

No snacks before training.

Ice-cream bar open from 6 to 8 pm.

No mineral water or coke.

Training from 10 to 12 and 3 to 5.

Bedtime: 9 o'clock

They _____ take exercise every morning.

They _____ avoid snacks between meals.

They _____ stop eating ice-cream.

They _____ drink plain tap water.

They _____ stop buying fizzy drinks.

They _____ train for more than 2 hours at a time.

They _____ go to bed at 9 o'clock.

INDEFINITE PRONOUNS

Look at the picture and write sentences.

- Somebody _____
- Nobody _____
- Everybody _____
- Is there anybody who _____ ?



VOCAB CHEST

stand sit climb hold talk listen

SPECIFYING QUANTITY

a) Complete the list of ingredients for making a banana milkshake.

- _____ bananas
- _____ milk
- _____ apple
- _____ honey
- _____ yoghurt
- _____ lemon juice



b) Copy and complete the table with the given words.

Countable nouns	Uncountable nouns
lots of / a few	lots of / a little

- | | | | |
|----------------|------------|----------------|-------------|
| stew | bread | mayonnaise | poppy seeds |
| soup | butter | mustard | sausages |
| chicken breast | cheese | spices | beans |
| tap water | cucumbers | onions | tomatoes |
| mineral water | grapes | beef | mushrooms |
| pancakes | potatoes | paprika powder | marmalade |
| carrots | sour cream | cabbage rolls | fruit pies |

OBLIGATION

a) Present Tense • Copy and complete the sentences in your exercise book.

1. The kids _____ tidy their bedrooms, but they _____ tidy the kitchen.
2. Hungarian students _____ get up early on weekdays.
3. I _____ pay for my meal, but I _____ pay for everybody.
4. We _____ come home by 10 pm, but Peter _____ come home until midnight.
5. Dad works in an office. He always _____ wear a suit.

have to
don't have to
has to
doesn't have to

b) Past Tense • Rewrite the sentences in the Past Tense. Use **had to** or **didn't have to**.

ENTERTAINMENT

The show must go on.

(Noel Coward – songwriter)

Unit 7

- Accepting and refusing invitations
- Musical instruments
- Genres of music
- Expressing surprise
- Reply questions
- Covent Garden

Exam topic: Entertainment

Communication • Accepting and refusing invitations

51  **1. DO YOU FEEL LIKE GOING OUT?** • Listen to the dialogues and find the pictures.



Do you know any other places where people go for entertainment?

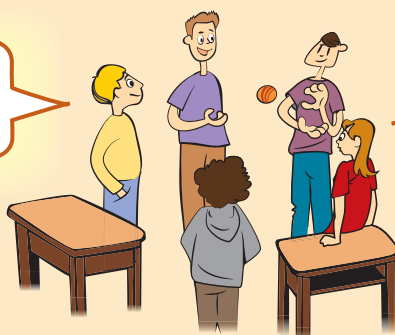
2. WHAT ABOUT YOU? • Work in pairs. Think of places you would love to go at the weekend. Invite each other.

SENTENCE CHEST

Invitation	Accepting the invitation	Refusing the invitation
What about going to...? I fancy visiting / going to... Why don't we visit / go to...? Shall we ask dad to take us to...?	Great idea. I love... When shall we go? Yeah, let's try / visit / go to...	I'm too exhausted. I'm going to stay in. I'd rather stay at home and chill in my room. Not me.

3. CHAIN GAME: HARD TO PLEASE • Play in small groups. Say what you would like to do and pass on the ball. Each of you should refuse the invitation and add a new idea.

I fancy seeing that new photo exhibition. Do you want to come?




No way. I want to stay in.

No way. I want to stay in.

That's so boring. Let's go to see the new bear cubs at the zoo.

The zoo is too far from here. I'd rather go to the cinema.

I'm too exhausted to watch a long film. Why don't we...

52  **4. A JAZZ BAND** • Listen, find and repeat the words

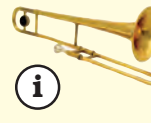
1 the rhythm section
(providing the rhythm)

- a a piano
- b a double bass
- c a bass guitar
- d a banjo
- e drums



2 the horn section
(playing the melody)

- f a trumpet
- g a clarinet
- h a saxophone
- i a trombone



53  **5. MUSICAL INSTRUMENTS** • Listen and identify the sounds of the jazz instruments.

6. ON STAGE • Look at the picture of a jazz band and describe the musicians.

There are two musicians in the rhythm section of the band:
a drummer and a double bass player.

The drummer is a young man wearing a...

The double bass player is standing on the right, between the singer and the saxophonist.

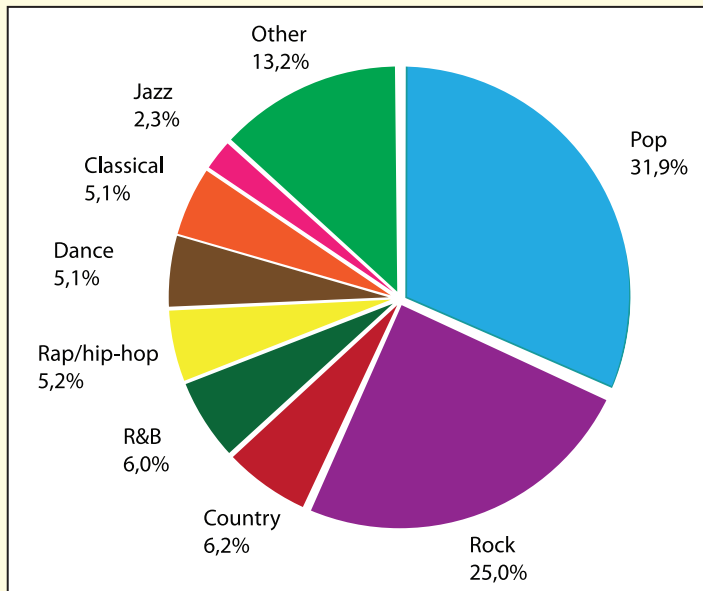
The horn section is represented by two trumpeters and a...



Unit 7

Speaking and writing • Finding and exchanging information

7. GENRES OF MUSIC • Look at the information on the diagram and decide which statements are true. Can you correct the false ones?



- Jazz is more popular than R&B.
- Hip-hop is the most popular genre.
- Rap appeals to fewer people than jazz.
- Classical music is as popular as dance music.
- More people like rock than pop music.

8. THE HITS WE LIKE • Play your favourite hit to your classmates. Introduce the person / people the song is performed by. Explain why you like it.

I like hits (sung) by...

He / she / they became famous in...

There are... musicians in the band. They play the...

His / her / their latest album was released in... / ... months ago.

The song I'm talking about is number... in the European Singles chart.

I like it because the lyrics are really personal to me.

I like this music because of its rhythm / melody / lyrics.

The (lead) singer's voice is great.


The musicians are very talented.

I love them. They are fantastic singers / musicians.



EXTRA TASK **A PICTURE GALLERY** Collect photos of famous singers and musicians. Display them in your classroom. Play '20 QUESTIONS' in two teams or in small groups.

Reading and speaking • Expressing surprise (Reply questions)

54  **9. RECYCLED ORCHESTRA** • Read about a special orchestra and choose the best answer to the question.

Why is the orchestra called 'Recycled'?

- Because the musicians are environmentalists.
- Because they play instruments made from things which have been thrown away.
- Because its members come from different places.

Paraguay is a country in South America. The slums outside its capital city, Asunción, are built on a landfill site. People live there in extremely poor conditions. They recycle the garbage and then sell it to other people.

An environmental technologist (Favio Chavez) and a trash-picker (Nicolas Gomez) teamed up to make musical instruments from recycled trash – bottle caps, spoons, forks, plastic buttons and wood found in the landfill.

As most families in the community are too poor to afford to buy real musical instruments, their children play cellos and violins made from oil cans, flutes from water pipes and spoons, and guitars from wooden boxes at school. These young musicians are really



enthusiastic about music. They think it makes their lives much better. Favio Chavez decided to start an orchestra with them, offering teenagers a much brighter alternative to the world of unemployment and poverty.











As the director of the orchestra, Chavez has plans to organise concert tours round the United States.

The orchestra is introduced in a film titled the 'Landfill Harmonic'. You can watch its trailer at

<http://www.telegraph.co.uk/earth/earthvideo/9742488/Landfill-Harmonic-Paraguay-recycled-orchestra-plays-instruments-made-out-of-rubbish.html>


55  **10. REALLY?** • Read the text again. Then talk about it in pairs as shown in the examples.

- | | |
|---|--|
|  <i>There are slums outside the capital city.</i> |  Are there? |
|  <i>The slums are built on a landfill site.</i> |  Are they? |
|  <i>People in the slums live in extremely poor conditions.</i> |  Do they? |
|  <i>Favio decided to start an orchestra.</i> |  Did he? |

EXTRA TASK Write a short summary of the article. You can find help in your activity book (Unit 3 Exercise 16).

Unit 7

Listening and speaking • Practising a structure in a new context (Reply questions)

56  **11. TALKING ABOUT FILMS** • Listen to the dialogue and find the words to match the definitions.

- a person who performs dangerous actions in a film
- the main actor in a film or play
- a person who is in charge of making a film or a play
- the film's soundtrack is replaced with another soundtrack in a different language
- a translation that can be read at the bottom of a screen

Oli I called you yesterday but you didn't answer the phone.

Dorka I was at the cinema.

Oli Oh, were you? What did you see?

Dorka *The Monsters of Darkness*.

Oli And? How was it?

Dorka Superb. I enjoyed every minute of it.

Oli Did you?

Dorka Yes. Particularly the acting... the leading man was really good.

Oli Was he?

Dorka Yeah, he was great in the action scenes.

Oli I don't think he played those parts himself. Directors usually work with stunt doubles.

Dorka Do they?

Oli My dad's friend is a stunt man.

Dorka Is he?

Oli He often tells us interesting stories about filming.

Dorka Can I come over one day and listen to some of his stories?

Oli Sure. Shall we watch the film you saw yesterday together?

Dorka I'm all for that. Yesterday I saw the dubbed version.

Oli I'd rather watch it in English.

Dorka Would you? Why?

Oli Because translations are often misleading. You know what? Let's borrow the DVD and watch it in English, with English subtitles.

Can you figure out the rules of using reply questions?

12. OTHER FILMS • Work in pairs. Think of an exciting film you have seen recently. Talk about it.

Learning to learn • Monitoring

13. CHANGING ROLES • Work in groups of three. Write as many questions as you can in five minutes on the topic 'music'. Then choose a role card and have a conversation.

ROLE CARD 1

Ask your partner about music.

ROLE CARD 2

Answer your partner's questions.

ROLE CARD 3

Listen to the conversation and then tell the others what you have noticed.
e.g. Tina asked really interesting questions.
Barni spoke very fluently.

SENTENCE CHEST

What kind of music do you like?
Do you like romantic melodies?
Who is your favourite singer?
Can you play a musical instrument?

57  **14. COVENT GARDEN** • Listen, read and answer the questions.

- Where is Covent Garden?
- When did the market move to a new place?
- What happened in 1980?
- What can people do in Covent Garden?

Originally, Covent Garden was a large fruit, vegetable and flower market for over 300 years. The food for sale used to be carried on boats on the River Thames. In 1973, the market moved to a new building while the old one was being restored.

Seven years later, the old building was re-opened as a complex of stalls selling antiques, vintage jewellery



and clothes, small boutique shops, open-air cafés and restaurants.

Now it is one of London's most popular areas with locals and tourists. They are entertained by street performers – mime artists, jugglers, musicians and fire-eaters. When they are tired of popping into gift shops, sitting in cafés and listening to live music, they can visit the nearby Museum of London Transport.









The area is also home to several theatres. The Royal Opera House is near the old Covent Garden Market. So if they are interested, visitors can buy tickets for the performances given by the Royal Opera and the Royal Ballet.



Did you know?

Covent Garden attracts over 30 million visitors every year.

EXTRA TASK Work in pairs. Recommend various activities in Covent Garden for people with different interests. Use the SENTENCE CHEST in Exercise 2.

-  I know you like music.
-  Yes, I'm very much into it.
-  Fancy buying tickets for the evening performance at the Royal Opera House?
-  I'd rather listen to some folk music.
-  You know what? Let's have a coke in this café and listen to the street musicians.
-  Sounds great.

Project work • Getting and presenting information

15. PLACES FOR ENTERTAINMENT • Ask your schoolmates about their favourite places for entertainment. Take notes and then draw a mind map about how and where they spend their spare time.

Do you prefer spending your free time outdoors?

How often do you go hiking?

Have you ever been to an aqua park?

Do you go to galleries or museums?

How often do you go to the theatre?

What kinds of plays do you like most?

HURRAY, HOLIDAY!

All is well that ends well.


(William Shakespeare)

Unit 8


- Talking about advantages and disadvantages
- Public and private transport
- Talking about differences and similarities
- Reflexive pronouns
- Maori Legends

Exam topic: City life, country life; Public and private transport; Holiday plans


Communication • Talking about advantages and disadvantages

58  **1. CITY LIFE** • Listen to Sylus talking about his life in the capital city. Tick the advantages and disadvantages you can hear about.

- | | |
|---|---|
| <input type="checkbox"/> easy access to shopping | <input type="checkbox"/> crowds of people everywhere |
| <input type="checkbox"/> a great variety of cultural events | <input type="checkbox"/> too much noise |
| <input type="checkbox"/> different kinds of restaurants | <input type="checkbox"/> heavy air pollution |
| <input type="checkbox"/> hospitals within easy reach | <input type="checkbox"/> no place to grow vegetables |
| <input type="checkbox"/> good public transport | <input type="checkbox"/> pets are kept indoors |
| <input type="checkbox"/> better access to secondary education | <input type="checkbox"/> heavy traffic in the rush hour |
| <input type="checkbox"/> more kinds of jobs available | <input type="checkbox"/> traffic jams |

59  **2. VILLAGE LIFE** • Listen to Dorka's essay on village life. Copy the table in your exercise book and fill it in with both the advantages and disadvantages.

ADVANTAGES	DISADVANTAGES

EXTRA TASK  Work in pairs and add more ideas to your lists.

3. WHAT ABOUT YOU? • Talk about your home town or village. The examples and the ideas in Exercises 1 and 2 will help you.

Do you live in a city or in the countryside?
Do you like living there? Why? Why not?
Would you like to live anywhere else?

I like living in a city because there is good public transport. In a city, you can do your shopping easily and there are excellent entertainment facilities.



In the countryside, everything is much quieter than in a huge city. In a village, you can have a more natural life and pay more attention to the world around you. I like my village and I wouldn't like to move anywhere else.



Vocabulary • Public and private transport

60 4. PUBLIC TRANSPORT •

Listen, find and repeat.

- 1 an airport
- 2 an underground station
- 3 a train station
- 4 an arrivals and departures board
- 5 a platform
- 6 a taxi rank
- 7 a bus terminal
- 8 a bus stop
- 9 a bus lane
- 10 a cycle path
- 11 a pedestrian bridge
- 12 a zebra crossing
- 13 a pedestrian underpass



61 5. GUESS WHERE? • Listen and find the best titles for the dialogues. Then act them out.

Excuse me, where do I have to get off for the Opera House?
It's four more stops.

Excuse me, is this the right bus for the train station?
No, you have to get off at the next stop and take trolleybus number 9.

When is the next train to the seaside?
It leaves in ten minutes from platform number 2.

Can you take me to the airport?
Yes of course. I'll put your suitcase in the boot.

Oh look, there's a bank over there on the other side of the street.
Let's cross here, come on!

At the taxi rank

At the airport

At a zebra crossing

On the underground


At the train station

On the cycle path

On the wrong bus

Unit 8

Listening and reading • Talking about differences and similarities

62  **6. DISCOVER NEW ZEALAND** • Listen and read about public and private transport facilities in New Zealand. Talk about which method of travel you would prefer to use.

New Zealand's trains take you through some breathtaking scenery that you don't normally see when you drive or cycle. You can travel almost anywhere in comfortable carriages at reasonable prices.



'Fly and drive' packages allow you to get to know the country at your own pace. Flying in New Zealand gives you an amazing bird's eye view of the scenery below. Driving around the country in a car or a camper is also an unforgettable experience.



New Zealand offers a wide range of bike tracks. Experienced cyclists can go on self-guided tours. Less experienced tourists can join groups to discover the picturesque countryside. Bikes can be hired with safety helmets and bike-riding instructions.



New Zealand's ferries and water taxis provide an easy way to travel between islands within the country. They take tourists to more remote areas that are worth visiting.



Did you know?

The National Transport and Toy Museum in Wanaka, New Zealand, houses an extremely rich collection of rare and unusual aircraft, cars, motorcycles, fire engines and military vehicles. Learn more about their collections by watching a video at <http://www.wanakatransportandtoymuseum.com/museum-video/>.

7. CAPITAL CITIES • Read Luca's message to her classmates in Budapest. Find the answers to the questions.

- | | |
|--|--|
| <p>1 When did she first visit New Zealand?</p> <p>2 What has changed since her last visit?</p> <p>3 What about the local people?</p> | <p><input type="radio"/> They are as friendly as the Hungarians.</p> <p><input type="radio"/> They are unfriendly.</p> <p><input type="radio"/> 8 years ago.</p> <p><input type="radio"/> There are fewer parks.</p> <p><input type="radio"/> When she was 8 years old.</p> <p><input type="radio"/> There's a new market place.</p> |
|--|--|



Dear All,
Greetings from Wellington. It is fascinating here. I wish you were here with me. I was eight when I last visited New Zealand, and I can tell you, it has changed a lot since then. The crowds in the city are the same as I remembered, but there are lots of lovely parks too. There's a new market place where we do our everyday shopping. It is not as big as the main Market Hall in Budapest, but it has everything we need. The people here are just as friendly as in Hungary, but their way of life is slightly different from ours. The streets are just as busy here as they are in Budapest. It's surprising, though, that the air pollution is not as bad in Wellington as it is in Budapest. I'll keep in touch.
Love, Luca

EXTRA TASK Can you talk about the differences and similarities of two towns in Hungary you have been to?

Reading and speaking • Introducing a new structure (Reflexive pronouns)

8. FAMILY HOLIDAY PLACES • Read and match the sentences to the appropriate holiday destinations (D = Dunedin, F = Farm holidays, W = Holiday homes by water).

- If I'm not careful, I'll cut myself while shaving the sheep.
- 'You should prepare yourself for a night out in the bush, sis!'
- Dad isn't a good skier. He may hurt himself on the ski slopes.
- Mum can entertain herself in museums.
- We can treat ourselves to a relaxing boat cruise.
- 'You should book yourselves hotel rooms in advance.'
- Tourists should prepare themselves for some hard work.

GRAMMAR CHEST

I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

Dunedin

In Dunedin, tourists can stay at excellent hotels. They can entertain themselves in art galleries, theatres and museums. The city also has access to many excellent sporting and recreational facilities. Visitors can try out extreme water sports like white-water rafting. Here, it's completely safe, and you don't need a guide, so it's great for beginners. They can go sailing on the harbour waters. There are facilities for playing golf, rugby and squash. There are mountains within easy reach.

Farm holidays

New Zealand farm holidays provide facilities for experiencing life on a farm. You can enjoy the fascinating countryside. You can join local people to participate in various activities on the farm. You can try out shooting, fishing, boating, tennis, golf, horse riding and many other activities.

Have a nice stay and enjoy yourselves!

Holiday homes by water

There are many holiday homes situated throughout New Zealand near the country's beautiful lakes and sandy beaches. Visitors can take boat cruises, go fishing, take a walk through the native bush or try out the ski slopes. Visitors can even spend some time by themselves on an empty beach and watch the sunrise.

9. YOUR TURN • Work in small groups. Choose a holiday destination in New Zealand. With the help of the information above, explain your choice.

'We can go down the river by ourselves!'



'I can't shave myself. Will you help me?'





Treat yourself to a relaxing boat cruise.



Unit 8

Speaking and writing • Practising a structure (Reflexive pronouns)

10. BE HONEST WITH YOURSELF • Work in pairs. Find out as much as you can about your partner's habits in five minutes. Take notes and then write about your partner in your exercise book.

-  Do you often talk to yourself, Anna?
-  No, I don't. Well... sometimes I talk to myself when I feel lonely.

Anna usually doesn't talk to herself.

VOCAB CHEST

- talk to yourself
- look at yourself in the mirror
- talk too much about yourself
- buy things for yourself
- spend time by yourself
- do the homework by yourself

11. DICTIONARY WORK • Use a dictionary to find out the meaning of the following sentences.

I'm not myself.

Please, help yourself!

Just be yourself.

Behave yourselves!

History repeats itself.

Pull yourself together.

Make yourselves at home.

Don't blame yourself.

Respect yourself.

The facts speak for themselves.

EXTRA TASK In pairs, find situations to use the sentences above.

Learning to learn • Brushing up vocabulary

12. PLANNING A HOLIDAY • Work in small groups and plan a holiday for yourselves.



1. Brainstorm ideas and complete the mind map.
2. Look through the ideas and choose the ones that all group members like.
3. Plan your holiday in your exercise books.



13. THE BEST HOLIDAY PLAN EVER • Share your holiday plans with your classmates.

63 **14. MAORI LEGENDS** • Read a legend about how the North Island of New Zealand was created. Then write a shortened version of the story by rearranging the sentences.

- Maui wanted to go fishing with his brothers.
- He hid in his brothers' canoe.
- His brothers couldn't wait, and carved out pieces for themselves.
- He threw his hook into the water, chanting magic spells.
- He brought the fish to the surface.
- He made a fish hook from a magical jawbone.
- He managed to catch an incredibly huge fish.
- He thanked god for his help.
- They caught a lot of fish.
- Maui revealed himself.



Maui was a young, talented Polynesian fisherman. One day, Maui's four brothers decided to leave him behind when they went out fishing. Maui secretly made a fish hook from a magical jawbone. Then at night, he crept into his brothers' canoe and hid under the floorboards.

The brothers were rowing their canoe out to the sea and filled the bottom of their canoe with fish, when Maui revealed himself. Then he took out his magic fish hook and threw it over the side of the canoe, chanting powerful spells.

The hook went deeper and deeper into the sea until Maui felt that the hook touched something. He pulled gently and he just pulled and pulled... It was an incredibly huge fish! With his brothers' help, Maui brought the fish to the surface.

Maui wanted to thank Tangaroa, the god of the sea, for the prey, so he asked his brothers to wait before cutting into the fish. They grew tired of waiting and began to carve out pieces for themselves.

According to the legend, the fish itself became the North Island of New Zealand. The parts which were carved out by the brothers are now the valleys, mountains, lakes and rocky coastlines of the North Island.

Take a look at a map of the North Island to see the fish's head in the south and its tail in the north.

Did you know?

New Zealand's native people, the Maori, came from Polynesia more than 1,000 years ago. The Maori tradition of telling ancient stories, myths and legends continues today.

Project work • Using the language creatively

15. HUNGARIAN LEGENDS • Choose a legend you have read about in your Hungarian literature lessons or by yourselves. Make an illustrated version of it, using captions and speech bubbles.



Csodaszarvas



Balatoni kecskekörmök



Tordai-hasadék

REVISION 4

Vocabulary • Revising vocabulary (Films and music)

1. ENTERTAINMENT • Draw this table in your exercise book and add words to each column. Look through Unit 7 to find help.

Entertainment			
Films		Music	
People	Other	Instruments	Genres

Communication • Invitations; Talking about difference and similarity

2. LET'S GO OUT • Find the odd sentence in the dialogue and correct it. Then act out in pairs.

- ☪ I've just heard that there is a *new musical* on. I fancy *going to see* it.
- ☹ Not me. I don't want to go out anyway.
- ☪ How about *visiting that interactive science exhibition*? It's just round the corner.
- ☹ Do you think it's worth it?
- ☪ Yes, I think *the stunts* are really great.
- ☹ OK, but not today. I feel too exhausted to go out. I'd rather *chill at home*.
- ☪ How about *tomorrow*?
- ☹ OK, just send me a text to remind me.

EXTRA TASK Change the words in italics to act out similar dialogues.

64 **3. DESCRIBING PICTURES** • Listen and find the matching picture. Note down the key words, then use them to talk about the differences between the two pictures.



Culture • European Heritage Days

65  **4. EUROPEAN HERITAGE DAYS** • Read about these special days. Add the questions to complete the interview. Then listen and check.

When are the European Heritage Days held?

What are the main aims of the event?

What can people learn about?

When did Hungary join?

Every September, fifty countries take part in the events of the European Heritage Days. One of the main aims is to show how rich Europe's cultural heritage is. It is also important to encourage tolerance towards people who belong to other cultures.

During the European Heritage Days, participants can learn about the historical, architectural, environmental and musical heritage of the continent. They can take part in guided visits to buildings, monuments and sites that are usually closed to the public.

Museums and galleries, open all year round, offer special programmes free of charge. The event is also called Open Doors Days.

Hungary joined the European Heritage Days in 1994. Since then, many aspects of Hungarian culture have been celebrated and introduced to the public, including churches built by the Árpád Dynasty, the Hungarian heritage of the Renaissance, and traditional Hungarian homes.

The slogan of the events is: 'Set off, see, discover, protect!'



EXTRA TASK Do some research to find out which of your country's sites, buildings and regions are World Heritage Sites. Gather information and pictures to make Fact cards about the places.

In 1055, the country's first school was founded in Pannonhalma by the monks who settled there at the end of the 10th century. It became a cultural centre of Central Europe. It has been a World Heritage Site since 1996.

The Abbey of Pannonhalma



Visit this website for some help:
<http://whc.unesco.org/en/statesparties/hu>

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

- | | |
|---|---|
| <input type="radio"/> 1 heritage | <input type="radio"/> to participate |
| <input type="radio"/> 2 an aim | <input type="radio"/> a short tour with a person who tells you about what you can see |
| <input type="radio"/> 3 a guided visit | <input type="radio"/> to start a journey |
| <input type="radio"/> 4 free of charge | <input type="radio"/> traditions, important to a country's culture |
| <input type="radio"/> 5 main | <input type="radio"/> you don't have to pay to enter |
| <input type="radio"/> 6 to encourage | <input type="radio"/> most important |
| <input type="radio"/> 7 to take part in something | <input type="radio"/> something you want to achieve |
| <input type="radio"/> 8 to set off | <input type="radio"/> to stimulate |

6. HOLLÓKÓ • Listen and read. Then write true and false statements about the village for your classmates.

Hollókó hides among the Cserhát Hills, about 100 km from Budapest in a picturesque setting. The history of the village dates back to the 13th century.

According to legend, a lord kidnapped a pretty maiden, whose nurse was a witch.

The nurse made a pact with the devil to rescue the girl. The devil's servants, in the bodies of ravens, carried away the stones of the lord's castle, helping the girl to break free.

From the stones, the castle of Hollókó was built on top of a steep rock. It is worth walking up to the ruins where there is an exhibition of weapons and cannonballs. Visitors can also get a breathtaking view over the surrounding area, which is part of the Bükk National Park.

The village itself has a traditional medieval structure with a 19th century church in the centre, and 67 protected buildings. They are all characteristic peasant homes, furnished in Palóc style. The 40 villagers call themselves Palóc people. Besides their special dialect, they have their own traditions and colourful, richly decorated folk costumes. Perhaps the most spectacular festival in Hollókó is at Easter, when they display not only the clothes, but also the Easter customs and folk crafts. The Raspberry Festival in July attracts many visitors, as do the Nógrád Folklore Festival and the August Castle Tournament. In September, a grape harvest procession is held and there are concerts in the castle and the church.



7. SENTENCE POWER • In pairs, talk about Hollókó using the sentences below. Add reply questions to express your surprise. Use: **Is there?** **Is it?** **Are they?** **Does it?** or **Do they?**

The history of Hollókó dates back to the 13th century.

The name Hollókó comes from a legend about ravens.

There is an exhibition of weapons and cannonballs on top of the hill.

The area is part of the Bükk National Park.

The village has 67 protected buildings.

The homes are furnished in Palóc style.

Palóc people speak a special dialect of Hungarian.

The most spectacular festival in Hollókó is at Easter.

8. WHAT ABOUT YOUR PLACE? • Write a letter to a friend about one of the festivals in your neighbourhood. Invite him / her to participate.

Where is it, and what kind of festival is it?

When is it held and how long is it?

What happens during the festival and how are people entertained?

Why do you think it is worth seeing?

REPLY QUESTIONS

Work in your exercise book. Match the reply questions to the sentences. Can you write sentences for the extra reply questions?

- R&B is more popular than jazz.
- Rick is a drummer.
- He also plays the bass guitar.
- I am into pop music.
- Sylus and Oli saw a street performance yesterday.
- They are enthusiastic about music.
- We prefer films with subtitles.
- You can easily get stuck in a traffic jam after 4 o'clock.
- There are facilities for playing golf here.

- Are you?
- Is it?
- Do you?
- Has she?
- Is he?
- Can you?
- Does he?
- Did they?
- Is there?
- Are they?
- Have they?
- Are there?

REFLEXIVE PRONOUNS

a) Match the sentence halves.

- | | |
|---|--|
| <input type="radio"/> 1 Make yourselves | <input type="radio"/> a break. |
| <input type="radio"/> 2 Don't | <input type="radio"/> to some coke. |
| <input type="radio"/> 3 Give yourself | <input type="radio"/> at home. |
| <input type="radio"/> 4 Help yourself | <input type="radio"/> yourself! |
| <input type="radio"/> 5 Behave | <input type="radio"/> yourself together. |
| <input type="radio"/> 6 Just | <input type="radio"/> after themselves. |
| <input type="radio"/> 7 Pull | <input type="radio"/> for themselves. |
| <input type="radio"/> 8 The facts speak | <input type="radio"/> be yourself. |
| <input type="radio"/> 9 Visitors can look | <input type="radio"/> blame yourself. |

b) Choose the correct pronoun to complete the sentences.

- Everybody can discover the local cuisine by _____.
- We can go down the river by _____.
- Don't hurt _____ on the ski slopes, Tomi.
- Daddy is talking to _____, listen!
- History repeats _____.
- I did the Maths homework by _____.
- Anna, Dorka, be careful! Don't cut _____!

VOCAB CHEST


- myself
- yourself
- himself
- itself
- ourselves
- yourselves
- themselves

c) Copy the grid in your exercise book and play NOUGHTS AND CROSSES in small groups. You can get the squares if you make correct reflective sentences with the words in the grid.

make	blame	give
help	behave	be
talk to	look at	pull

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 mindazt, amire az előző év folyamán fényt derítettünk? Így indulásként fel tudnátok eleveníteni néhány technikát, amelyek hozzájárultak ahhoz, hogy megtarthassátok a megszerzett tudást?

A már ismert játékok segítségével elevenítsétek fel együtt, milyen titkokra leltünk a *Secrets 3* tankönyvben!


Ismétlést segítő játékok

Past Simple Tense • Az egyszerű múlt idő


 Dolgozzatok párokban! Írjátok le az alábbi igéket múlt idejű alakjukkal egy papírlapra: **like – liked, prefer – preferred, carry – carried, play – played!** A végződések emeljétek ki más színnel! Ezután próbáljátok meg besorolni a következő igéket a helyesírásuk alapján a megfelelő csoportba!


hate study enjoy tidy stop close travel stay

Gyűjtsetek további igéket mindegyik csoportba!

 Tanárotok olvassa fel az alábbi szavak múlt idejű alakjait! Koppintsatok, ha [ɪd], tapsoljátok, ha [t], csettintsetek, ha [d] végződést hallotok!


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

 Elevenítsétek fel a már megismert rendhagyó igéket! Játsszatok szóteniszt két csoportban! Az egyik csoport mondjon egy jelen idejű alakot, a másik pedig „üsse vissza” azt a múlt idejű alakkal!

 Játsszatok párban! Felváltva írjátok mondatokat az alábbi kifejezésekkel! Az nyer, aki adott idő alatt a legtöbb helyes mondatot írja.

a week ago, last year, yesterday, in 1989

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

 Alkossatok mondatokat párokban a lenti kifejezésekkel!

sit ride a bike run fast swim dance play the piano

When I was born... At the age of 3... When I was 5 years old... Two years ago...

Modals • Módbeli segédigék



Elevenítsétek fel a módbeli segédigék használatát! Alkossatok 6 csoportot, majd mindegyik csoport válasszon magának egy segédigét az alábbiak közül (sorsolással is dönthettek)!

must needn't can mustn't should shouldn't

A csoportok írjanak mondatokat iskolai életükről a választott segédige felhasználásával!

Past Continuous Tense • A folyamatos múlt idő



Játsszatok mondatláncot! Tanárotok kérdezzen: „*What **were** you **doing** yesterday afternoon?*”.

Az első tanuló válaszoljon: „*I was learning English.*”. A következő tanuló reagáljon az előző mondatra, majd ő is válaszoljon a kérdésre: „*I wasn't learning English, I was watching TV.*”.

A harmadik tanulónak már mindkét mondatra reagálnia kell: „*I was learning English too but I wasn't watching TV. I was reading a book.*”.

The Passive • A szenvedő szerkezet



Elevenítsétek fel a már tanult rendhagyó igék 3. alakját, és játsszatok szóteniszt! Két csoport játsszon egymás ellen! Az egyik csoport kezdjen a jelen idejű alakkal, a másik csoport „üsse vissza” a szót az ige 3. alakjának bekiabálásával! Minden helyesen visszaütött szó egy pontot ér. Az a csapat nyer, aki több szót tud helyesen „visszaütni”.

Present Perfect Tense • A befejezett jelen idő



Gyűjtsetek olyan nevezetességeket a világ minden tájáról, amelyeket ti már láttatok! Kérdezzétek egymást, és ha társatok még nem járt valahol, javasoljátok neki az általatok kedvelt látnivalót! „*Have you seen...?*” „*I think you should see it! It's fantastic!*”



Készítsetek szerepkártyákat! Néhány ötlet:

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.

Húzzatok felváltva, majd szoborrá merevedve játsszatok el a kártyán szereplő cselekvés utolsó mozzanatát! Társaitok találgassanak!



Az alábbi példa alapján kérdezzétek egymást különböző országokról, városokról!

☹ **Have you ever been** to Italy?

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



Készítsetek szókétyákat, amelyeken időpontok (5 o'clock) és időtartamok (2 hours) szerepelnek! Keverjétek össze a kártyákat, majd helyezétek a kártyakupacot lefordítva az asztal közepére! Húzzatok felváltva, és illesszétek a kifejezésekhez a *since* vagy *for* határozószót! Az nyeri a játékot, aki a legtöbb helyes kifejezést mondja. Igyekeztek minél gyorsabban pörgetni a kártyákat!



Írjatok listát olyan dolgokról, amelyeket még soha nem tettetek meg, de mindig vágytatok rá!

Future Simple Tense (will) • A jövő idő



Írjatok egy éttermi menüt az ételek ismételéseként, majd játsszátok el az éttermi szituációt párokban!

- What **will** you **have** for dinner?
- I'll **have** some grilled fish and a mixed salad.
- Will **you have** something to drink with it?
- Yes, I'll **have** an orange juice, please.

Conditional Type 1 • A feltételes mód: valóságos feltétel kifejezése



Játsszátok párokban! Írjatok „*If I have...*” típusú mondatkezdéseket (pl. *If I have a lot of money..., If I meet a beautiful girl...*). Felváltva húzzatok egymás kártyáiból, és fejezzétek be a mondatokat!

Conditional Type 2 • A feltételes mód: lehetséges feltétel kifejezése



Gyűjtsetek vicces, lehetséges feltételt kifejező kérdéseket (pl. *What would you do if you met an alien?*), és írjátok fel őket kártyákra!

Húzzatok egy kártyát, és a csoport minden tagja válaszolja meg a kérdést! Szavazzátok meg, kinek a válasza a legszellemesebb!

Készen álltok az új titkok felfedezésére? Íme az első:

Unit 1

Used to – Talking about past habits • Múltbeli szokások kifejezése a „used to”-val



Figyeljétek meg az alábbi példamondatokat! Formailag melyik igeidőhöz tudnátok kötni a kiemelt szót? Ha ellenőrizni szeretnétek a helyes választ, segít a tükrötök.

I **used to** collect postcards when I was a student. But I gave it up when I finished university and stopped travelling around.

Where **did** Kate **use to** live when she was little?

Az egyszerű múlt időhöz – Past Simple Tense.



A „*used to*” szerkezettel olyan múltbeli cselekvésről beszélünk, amelyet valaki régebben rendszeresen végzett, de mára már felhagyott vele.



A formája minden számban és személyben ugyanaz marad, és megelőzi a cselekvést jelentő igét.



Gyűjtsetek kisgyerekekre jellemző tevékenységeket, majd kérdezzétek egymást gyerekkori szokásaitokról párokban! Néhány példa: *cry a lot at night, suck his / her finger, sleep with his / her teddy bear, have bad dreams.*

Óvakodjatok a társatok számára kellemetlen, bántó kérdésektől!

Az ehhez a részhez kapcsolódó nyelvtani táblázat segíthet a későbbiekben eligazodnod a titkok világában!

WELL DONE! Enjoy English and KEEP THE SECRET!

Unit 2

A) Reporting instructions and requests • Utasítások és kérések tolmácsolása


 Sokszor kerülhetünk olyan helyzetbe, amikor egy harmadik fél utasítását, kérését kell továbbítanunk, tolmácsolnunk beszédpartnerünknek.

Figyeld meg az alábbi példát!


Ki kér meg (ΓΗΠΠΩ) kit (ΜΕ), és mire (ΤΟ ΣΤΡΟΜ ΜΕΙ ΤΗΕ ΜΕΝΥ)?


Julia is asking me to show her the menu.

A B C

 Játsszatok a fenti mondattal párokban! Készítsetek három, A, B, és C jelölésű papírcédulát, fordítsátok le, és keverjétek össze őket! Felváltva húzzatok belőlük, majd változtassátok meg a fenti mondatnak azt a mondatrészét, amelynek a betűjelét kihúztátok! Írjátok le, majd olvassátok fel a mondatokat társaitoknak!

Most már készen álltok arra, hogy önálló mondatokat alkossatok?


 Mire szoktátok megkérni egymást a barátaitokkal (pl. *to lend a pen, to show the homework, to deliver a message, to call her / him*)? Írjátok fel a kifejezéseket egy-egy papírlapra, és lefordítva helyezzétek őket az asztal közepére! Felváltva húzzatok belőlük, és továbbítsátok a lapon szereplő kérést a többieknek!

 Az alábbi mondatban arra láttok példát, hogyan tolmácsoljuk azt, ha valaki *nem* szeretné, hogy megtegyünk valamit.

Julia is asking me **not to zoom** so fast.

Vajon hogyan hangzik ez a felszólítás Julia szájából?

.....
‘Don’t zoom so fast.’


 Az előző feladatok során alkotott, és a füzetetekbe leírt mondatok közül alakítsátok át azokat, amelyekben a C jelű mondatrész változott. Néhány példa:

Julia is asking me to show her the menu. → ‘Show me the menu, please.’

Julia is asking me to open the door. → ‘Open the door, please’

A következő lépésben alakítsátok át a felszólító mondatokat tagadókká!

Show me the menu, please’. → ‘Don’t show me the menu.’

 Bizonyára vannak esetek, amikor születek vagy barátaitok arra kérnek, hogy valamit ne tegyetek meg. Soroljatok fel néhány ilyen tiltást angolul! Segítségül néhány példa: *not to speak too much, not to talk behind her / his back, not to tell her / his secret to anybody*.


Most már készen álltok arra, hogy szabadon is játsszatok. Alkossatok háromfős csoportokat! „A” tanuló találjon ki egy kérést, amit „B” tanuló tolmácsol „C” tanulónak!


Az ehhez a részhez kapcsolódó nyelvtani táblázat segíthet a későbbiekben eligazodnod a titkok világában!

WELL DONE! Enjoy English and KEEP THE SECRET!

B) Reporting Information • Információk tolmácsolása

 A mindennapi életben gyakran nem csupán kéréseket, hanem különböző információkat (pl. információs és jelzőtáblák szövegét, feliratokat) is tolmácsolnunk kell egy harmadik fél számára.

 Első lépésként párokban gyűjtsetek olyan szituációkat, amelyekben szükségetek lehet ennek a nyelvi titoknak a használatára! Az alábbi igék segíthetnek: *says*, *advises*, *suggests*, *warns*.

 Mi lehet a táblák felirata? Alakítsátok át a mondatokat!

The yellow sign **advises** to use seat belts.

„Use seat belts.”

The red sign **says** not to enter.

„Don't enter.”


The notice **says** that they are closed.


„We're closed.”

Észrevettetek-e valamit a harmadik tolmácsolt mondatban, ami eltér az első részben tanultaktól?

ΚΟΙΤΑΞΟ ΣΕΓΙΣΕΓΕΛΕΙ ΤΕΡΕΠΛΙΚ ΜΕΓ.

Itt nem teljesült az a feladat, hanem egy kijelentő mondat tolmácsolásáról van szó. Ezt a tétel

 A fentiekben jelen idejű utasításokat, kéréseket, információkat tolmácsolunk. Későbbi tanulmányaitok során azt is meg fogjátok tanulni, hogyan tudjuk ezt múlt idejű mondatokkal is megtenni.

 Lapozzatok a 24. oldalra, és másoljátok le az ott található jelző- és információs táblák szövegét kártyákra! Párokból húzzatok a kártyákból, majd tolmácsoljátok egymásnak a feliratokat!

Ha időtök és kedvetek engedi, gyűjtsetek képeket a városotokban, falvatokban, kerületekben található táblákról! Tolmácsoljátok a rajtuk található információkat!

WELL DONE!

Enjoy English and KEEP THE SECRET!

Unit 3

Passive Structures • Szenvedő szerkezetek

Az ismétlő játékokkal már felelevenítettétek a tanult igék harmadik alakját. A mellékletben található táblázat segíthet egy újabb ismétlés során.

Emlékeztek még a tavalyi tanulmányaitokból, hogyan formáljuk a szenvedő szerkezetet?

А то рє ієтїє мєгїєтїє аїаїїє + аз їєє є. аїаїїє

☀ A passzív mondatok képzését az előző évben már nagyon ügyesen elsajátítottátok. Emlékeztek még? Milyen szerepet töltenek be az alábbi mondatokban az aláhúzott szavak?

1. Active: People kill lots of animals.
2. Passive: Lots of animals are killed.
1. Active: *Bushfires* destroy villages every year.
2. Passive: Villages are destroyed by *bushfires* every year.

Аз аїїїв мондaїївн їаїїїї, а пaсѕѕїїївн аїаїїї ѕєїєїєїєї.

☀ Mikor használjuk ezt a szerkezetet? Az alábbi példák segítenek:

Their history **is carved** or painted on the rocks.

a) Ha nem ismert, vagy nem teljesen a cselekvés végrehajtója:

Australia **is known** as the land of birds.

b) Ha a tárgy a cselekvést "elszenvedő" állapotban van:

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

Forests **are destroyed by** bushfires every year.


☀ Az ehhez a részhez kapcsolódó nyelvtani táblázat segíthet a későbbiekben eligazodnod a titkok világában!

WELL DONE!

Enjoy English and KEEP THE SECRET!

Unit 4

Expressing regrets and wishes by I WISH... / IF ONLY... • Kívánságok és sajnálkozás kifejezése: Bárcsak...


 Figyeld meg az alábbi példamondatokat! Milyen hasonlóságot találsz a két kifejezés használatában?


If only I was happy.
I wish I knew what to do.

Az ígés mindkét kifejezés után mindig időben áll!

Mit fejezhet ki a két mondat? Kitaláljátok?

ገፍ ገጠጠ፣ ሆኖ ለገጠጠ ማድከም ገጠጠ፣ ማጠፍ ለማድረግ ማወቅ ለጠፍ

 Későbbi tanulmányaitok során megismerhetitek majd azokat a szerkezeteket, amelyek segítségével a múltban történtek miatti sajnálkozásotokat (valami bárcsak ne úgy történt volna) is kifejezhetitek.

 Gyűjtsetek össze azokat a vágyaitokat, amelyeket szívesen megosztotok társaitokkal! Ne feledjétek, olyan dolgokra gondoljatok, amelyek másképpen vannak, mint ahogy szeretnétek!

Például:

I am not very tall.

→ I wish I was tall. / If only I was tall.

I am not a millionaire.

→ I wish I was a millionaire. / If only I was a millionaire.

I have a big nose.

→ I wish I didn't have a big nose. / If only I didn't have a big nose.

I don't have a motorbike.

→ I wish I had a motorbike. / If only I had a motorbike.

I can't speak English fluently.

→ I wish I could speak English fluently. / If only I could speak English fluently.

WELL DONE! Enjoy English and KEEP THE SECRET!


Unit 5

Specifying quantity • Mennyiség pontosítása

Ebben a fejezetben a különböző élelmiszerek, ételek mennyiségét meghatározó kifejezésekről tanultunk. Idézzétek fel ezeket párokban! Íme néhány példa:

a packet of a bottle of a jar of a tube of a pound of
a cup of a teaspoonful of a stick of a slice of a head of


 Gyűjtsetek párokban olyan ételeket, amelyeket ezekkel a mérőegységekkel tudnátok meghatározni!

 Keressetek reklámújságokban képeket különböző élelmiszerekről, majd ragasszátok fel őket kis kártyákra! Készítsetek bevásárlólistát: felváltva húzzatok a kártyákból, és írjátok fel az élelmiszereket egy listára a hozzájuk tartozó mérőegységgel!

WELL DONE! Enjoy English and KEEP THE SECRET!

Unit 6

A) Comparison • Összehasonlítás

-  Az összehasonlítással már a korábbi tanulmányaitok során is találkozhattatok. Ebben a fejezetben átismételjük, és néhány új szerkezettel bővítjük ismereteitek körét. Olvassátok el az első példamondatot! Mit jelent az *as...as* szerkezet?

Cycling is **as** healthy **as** swimming.

πῆλαιογλῆσσιν ἰσχυρῶς




Milyen dolgokat tudnátok az alábbi kifejezésekkel összehasonlítani? Dolgozzatok párokban!

big happy spacious light easy interesting expensive

-  Ha azt szeretnétek kifejezni, hogy két összehasonlított dolog nem ugyanolyan, azt így tehetitek meg:


Jogging isn't **as** hard **as** mountain climbing.

-  A melléknevek középfokának képzését már az előző években elsajátítottátok. Figyeljétek meg az alábbi példákat, és gyűjtsétek össze mindazt, amit a melléknevek fokozásáról eddig tanultatok! A példamondatok után található kérdések segítenek.

Playing badminton is much easier **than** playing table tennis.

Polo is much **more** dangerous **than** cycling.

Swimming is **less** difficult **than** synchronised swimming.

-  Nézzük meg, hogyan képezzük az alábbi melléknevek középfokát! Hogyan mondjuk, hogy valaki boldogabb, idősebb, erősebb, álmosabb, meglepettebb, magasabb, nagyobb vagy gyengébb, mint valaki más?

happy – ἡσυχῆς

strong – ἀσθενῆς

tall – ἰσχυρῆς

old – ἡλικίας

sleepy – ἀνεπιθύμητος

weak – ἀσθενῆς

big – μεγάλος

surprised – ἀπροσδόκητος

Észreveszel a fokozott alakok között valamilyen különbséget? Hányféle szabályt tudnál felállítani?

πῆλαιο

Be tudod fejezni a következő mondatokat?

-  Az egy szótagú melléknevek középfokát úgy képezzük, hogy...

α ἡ δὲ λέξις "-ος", λέξις δὲ τῆς ἑξῆς.

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

μεγικεττῶσδις.

☀️ A két szótagú, „y”-ra végződő melléknevek esetében a középfok képzésekor...

sz „y” „i”-re változik.

☀️ A két vagy több szótagú melléknevek középfokát úgy képezzük, hogy...

a szó ele a „more” szócskát illesztjük.

☀️ A mellékneveknek azonban nem csak a középfokát ismerjük, hanem már azt is tudjuk, hogyan mondjuk azt, ha valaki a legboldogabb, legidősebb, legerősebb, legálmosabb, legmeglepettebb, legmagasabb, legnagyobb, vagy a leggyengébb.

Játsszatok párokban szóteniszt! Néhány példával segítünk:

happy – *hæpi* strong – *strɒŋ* tall – *tɔ:l*
 old – *ɔ:ld* sleepy – *slipi* weak – *wi:k*
 big – *bɪg* surprised – *sɜ:pri:zd*

Be tudod itt is fejezni a mondatokat?

☀️ Az egy szótagú melléknevek felső fokát úgy képezzük, hogy...

a melléknevé ele a „the” szót, a végére pedig az „-est” végződést tesszük.

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

megkettőződik.

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

sz „y” „i”-re változik.

☀️ A két vagy több szótagú melléknevek felsőfokát úgy képezzük, hogy...


a szó ele a „the most” szavakat illesztjük.

☀️ Az alábbi példában megismerkedhettek egy olyan kifejezéssel, amely nyomatékosítja a felsőfokú melléknevet. Fordítsátok le ezt a kifejezést és az utána szereplő melléknevet magyarra!

Marathon running is by far **the most** tiring sport.

megszere(menően) a leg fárasztóbb

☀️ Készítsetek szókétyákat melléknevekkel! Keverjétek össze a kártyákat, majd a kártyakupacot helyezétek lefordítva az asztal közepére! Húzzatok felváltva, majd alkossatok mondatokat a melléknevek felsőfokú alakjával és a *by far* kifejezéssel! Igyekezzetek minél gyorsabban pörgetni a kártyákat!

 Ebben a fejezetben egy újabb titkot osztunk meg veletek, egy szerkezetet, amely gyakran szerepel felsőfokú melléknevet tartalmazó mondatokban:

Tug of war is **the best** game I have ever tried.


Hogyan mondanátok magyarul az aláhúzott szót?

ASJAPS (12)

 Emlékeztek azokra a melléknevekre, amelyek fokozása rendhagyó?

Alapfok	Középfok	Felsőfok
good	better	the best
bad	worse	the worst
little	less	the least
many / much	more	the most
far	farther / further	the farthest / the furthest


farther = távolabbi; further = további

 Írjátok a táblázat szavait kis kártyákra, és játsszatok memóriajátékot párokban vagy kis csoportokban! A játékosok egy-egy fordulóban mindig három kártyát fordíthatnak fel a megszokott kettő helyett, hisz céljuk 3-3 összeillő kártya megtalálása.

 Hol használjuk a *less / more* és a *the least / the most* rendhagyó alakokat?

A két vagy több szótagnál melléknevek közép- illetve felsőfokú alakjainak képzésénél.

B) Past obligation (had to) • Múltbeli kötelezettség kifejezése


 Az eddigi tanulmányaink során már megismerhettük az alábbi titkot: ha valamit külső tényezők hatására kell megtennünk, a *have to* szerkezetet használjuk. Amennyiben ez a kötelezettség a múltban állt fent, az alábbi módon alakítjuk át mondanivalónkat:


Before the accident, she was an enthusiastic rugby player, but she **had to** give it up.

Tagadás, illetve kérdés alkotásában az alábbi példamondatok lehetnek segítségünkre:

Because of her strength and steadiness, she **didn't have to** give up her dream of becoming a successful sports woman.

Did you have to learn hard?

 Készítsetek magatoknak névkártyákat, majd hasonló kártyákra írtok fel igéket! A két kártyacsomagot helyezzétek el egymás mellett, a szavakkal lefordítva! Sorban húzzatok mindkét kupacból, majd a kihúzott tanulónak tegyetek fel egy kérdést a másik kártyán szereplő ige felhasználásával! A kérdezett tanuló a valóságnak megfelelően válaszoljon a kérdésre! Például:

 Sára, **did you have to** learn hard last week?  Yes, I **did**.


 Marci, **did you have to** get up early yesterday?  No, I **didn't**.

Az ehhez a részhez kapcsolódó nyelvtani táblázat segíthet a későbbiekben eligazodnod a titkok világában!

WELL DONE! Enjoy English and KEEP THE SECRET!

Unit 7

Reply questions • Visszakérdezés

 Beszélgetés közben általában törekszünk arra, hogy valamilyen módon reagáljunk beszélgetőtársunk szavaira:

 **There are** slums outside the capital city.


 **Are there?**

 **The slums are** built on a landfill site.


 **Are they?**

 **People** in the slums **live** in poor conditions.


 **Do they?**

 **Favio decided** to start an orchestra.

 **Did he?**

 Szerintetek mit jelenthetnek a fenti rövid kérdések? Azt eláruljuk, hogy a magyar nyelvben egyetlen szóval fejezi ki ugyanezt a jelentést.

ἮΝΤΑΙ ἢ ΟὐΚ ἮΝΤΑΙ

 Hasonlítsátok össze a fenti példamondatokra írt eldöntendő kérdéseket és a rövid visszakérdező mondatokat! Mit fedeztek fel?

There are slums outside the capital city.

→

Are there slums outside the capital city...?

Are there?

The slums are built on a landfill site.

→

Are the slums built on a landfill site?

Are they?

People in the slums **live** in poor conditions.

→

Do people live in poor conditions?


Do they?

Favio decided to start an orchestra.

→

Did Favio decide to start an orchestra?

Did he?

 Gyakorlásként találjatok ki meghökkentő, de nem bántó kijelentéseket az általatok kedvelt popsztárokról, sportemberekről, majd osszátok meg ezeket társaitokkal, akik reagáljanak rájuk!

WELL DONE!

Enjoy English and KEEP THE SECRET!

Unit 8

Reflexive pronouns • Visszaható névmások

Ahhoz, hogy ezt a titkot megértsetek, ismételjétek át a személyes névmásokat!



Írjátok fel a személyes névmásokat egy-egy papírdarabra, és a cédulákat tegyétek egy dobozba! Adjátok körbe a dobozt, közben szóljon egy kis zene. Amikor a tanárotok megállítja a zenét, az, akinél a doboz van, húzzon egy cédulát, és mondjon az adott személyes névmással egy mondatot!



Ebben a fejezetben a személyes névmások visszaható alakjait ismerhetjük meg. Hasonlítsátok össze a két mondatot:

I can't shave the **sheep**.
I can't shave **myself**.

Treat **Jim** to a relaxing boat cruise.
Treat **yourself** to a relaxing boat cruise.

You should book **your friend** a hotel room.
You should book **yourself** a hotel room.

Visszaható névmást akkor használunk, ha a mondat alanya és tárgya ugyanaz a személy vagy dolog.



A visszaható névmásokkal azt is hangsúlyozhatjuk, hogy a mondat alanya saját maga végzi a cselekvést:

We can go down the river **(by) ourselves**. (We don't need anybody's help.)



Keressetek olyan hétköznapi kifejezéseket, amelyekben visszaható névmás található! Íme néhány példa:

Help yourself.

Do it yourself.

Mikor használjuk őket? Mit jelentenek?

Az ehhez a részhez kapcsolódó nyelvtani táblázat segíthet a későbbiekben eligazodnod a titkok világában!

WELL DONE!

Enjoy English and KEEP THE SECRET!

NYELVTANI TÁBLÁZATOK

Past habits: used to • Múltbeli szokások kifejezése

	Kijelentés	Tagadás	Kérdés	Rövid válasz
I	I used to collect stamps.	I didn't use to collect stamps.	Did I use to collect stamps?	Yes, I did . No, I didn't .
you	You used to collect stamps.	You didn't use to collect stamps.	Did you use to collect stamps?	Yes, you did . No, you didn't .
he she	He / she used to collect stamps.	He / she didn't use to collect stamps.	Did he / she use to collect stamps?	Yes, he / she did . No, he / she didn't .
we	We used to collect stamps.	We didn't use to collect stamps.	Did we use to collect stamps?	Yes, we did . No, we didn't .
you	You used to collect stamps.	You didn't use to collect stamps.	Did you use to collect stamps?	Yes, you did . No, you didn't .
they	They used to collect stamps.	They didn't use to collect stamps.	Did they use to collect stamps?	Yes, they did . No, they didn't .

Object pronouns •

A személyes névmások tárgyi alakjai

I	me
you	you
he she	him her
it	it
we	us
you	you
they	them

Active and passive structures • Cselekvő és szenvedő szerkezetek

	Active	Passive
Present Simple	Millions of people speak English.	English is spoken by millions of people.
	We always lock these doors.	These doors are always locked .
	I never wash our car.	Our car is never washed by me.
Past Simple	They finished the bridge in 1932.	The bridge was finished in 1932.
	Columbus discovered America.	America was discovered by Columbus.
	Leonardo painted those frescos.	Those frescos were painted by Leonardo.
can	You can hire new bikes here.	New bikes can be hired here.
must	We must protect Australia's wildlife.	Australia's wildlife must be protected .
should	Children should eat more fruit.	More fruit should be eaten by children.

Past Obligation: had to • Múltbeli kötelezettség kifejezése

	Kijelentés	Tagadás	Kérdés	Rövid válasz
I	I had to learn hard.	I didn't have to learn hard.	Did I have to learn hard?	Yes, I did . No, I didn't .
you	You had to learn hard.	You didn't have to learn hard.	Did you have to learn hard?	Yes, you did . No, you didn't .
he she	He / she had to learn hard.	He / she didn't have to learn hard.	Did he / she have to learn hard?	Yes, he / she did . No, he / she didn't .
we	We had to learn hard.	We didn't have to learn hard.	Did we have to learn hard?	Yes, we did . No, we didn't .
you	You had to learn hard.	You didn't have to learn hard.	Did you have to learn hard?	Yes, you did . No, you didn't .
they	They had to learn hard.	They didn't have to learn hard.	Did they have to learn hard?	Yes, they did . No, they didn't .

Reflexive pronouns • A visszaható névmások alakjai

I	myself
you	yourself
he she it	himself herself itself
we	ourselves
you	yourselves
they	themselves

VERB FORMS

Present	Past	Past Participle	Magyar jelentés
awake	awoke	awoken	felébreszt
be	was / were	been	lenni
beat	beat	beaten	üt, ver
become	became	become	válik valamivé
begin	began	begun	kezdődik
bite	bit	bitten	harap
blow	blew	blown	fúj
break	broke	broken	(el)tör
bring	brought	brought	hoz
build	built	built	épít
burn	burned / burnt	burned / burnt	ég
buy	bought	bought	vesz, vásárol
catch	caught	caught	elkap
choose	chose	chosen	választ
come	came	come	jön
cost	cost	cost	kerül valamibe
creep	crept	crept	mászik, kúszik
cut	cut	cut	vág
do	did	done	csinál
draw	drew	drawn	rajzol
dream	dreamed / dreamt	dreamed / dreamt	álmodik
drink	drank	drunk	iszik
drive	drove	driven	vezet
eat	ate	eaten	eszik
fall	fell	fallen	esik
feed	fed	fed	etet
feel	felt	felt	érez
find	found	found	talál
fly	flew	flown	repül
forget	forgot	forgotten	elfelejt
forgive	forgave	forgiven	megbocsájt
freeze	froze	frozen	fagy
get	got	got	kap
get to know	got to know	got to know	megismer
give	gave	given	ad
go	went	gone	megy
grow	grew	grown	növekszik, természet
have	had	had	van neki, birtokol
hear	heard	heard	hall
hide	hid	hidden	elbújik, elrejtőzik
hit	hit	hit	üt
hold	held	held	tart
hurt	hurt	hurt	megbánt, sérül
keep	kept	kept	megtart
know	knew	known	tud, ismer
learn	learned / learnt	learned / learnt	tanul
leave	left	left	elindul, elhagy

Present	Past	Past Participle	Magyar jelentés
let	let	let	hagy, enged
lend	lent	lent	kölcsönad
lie	lay	lain	fekszik
lose	lost	lost	elveszít
make	made	made	készít
mean	meant	meant	jelent
meet	met	met	találkozik
pay	paid	paid	fizet
put	put	put	tesz, rak
read	read	read	olvas
ride	rode	ridden	lovagol
rise	rose	risen	emelkedik, felkel
run	ran	run	szalad
say	said	said	mond
see	saw	seen	lát, megnéz
sell	sold	sold	elad
send	sent	sent	küld
set off	set off	set off	útnak indul
shake	shook	shaken	ráz
shine	shone	shone	süt, világít
shut	shut	shut	becsuk
sing	sang	sung	énekel
sit	sat	sat	ül
sleep	slept	slept	alszik
slide	slid	slid	csúszik
smell	smelt	smelt	szagol, szaga van
speak	spoke	spoken	beszél
spell	spelt	spelt	betűz
spend	spent	spent	tölt (időt), költ (pénzt)
spread	spread	spread	elterjed, szétszóródik, ken
strike	struck	struck	(meg)üt
stand	stood	stood	áll
steal	stole	stolen	lop
swim	swam	swum	úszik
take	took	taken	hoz, visz
teach	taught	taught	tanít
tear	tore	torn	szakít
tell	told	told	mond
think	thought	thought	gondol
throw	threw	thrown	dob, hajít
understand	understood	understood	megért
wear	wore	worn	hord, visel
weave	wove	woven	szó, fon
win	won	won	győz
write	wrote	written	ír

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

WELL DONE! Enjoy English and KEEP THE SECRET!

Dictionary

Units 1–8

A

a great number of	sok, nagy mennyiségű
a vast amount of	rengeteg
a wide range of	széleskörű, sokféle
accept	elfogad
access to	hozzáférhetőség
acrobatic moves	akrobatikus mozdulatok
according to legend	a legendák szerint
ache	fájdalom
acquaintance	ismerős
action crime series	akció-krimi sorozat
action scene	akció jelenet
addictive drug	függőséget okozó szer
advertise	hirdet
advertisement / advert	hirdetés
aerial	légi
afford to do sth	módjában áll vmit megtenni
aim	cél
airbed	felfújható matrac
air-traffic control	légiforgalom-irányítás
all (the) year round	egész évben
allow	megenged
almost	csaknem, majdnem
alternative	választási lehetőség
amateur	amatőr, műkedvelő
among	között
amphibian	kétéltű
ancestor	ős, előd
ankle-length boots	bokacsizma
announce	bejelent (pl. vendéget)
annoy	bosszant
answer the phone	felveszi a telefont
appeal to	hatással van vkire, vonz vkit
appetizer	előétel
application	alkalmazás
apron	kötény
arch	(bolt)ív
archery	íjászat
architectural	építészeti
arrange	elrendez
article	újságcikk
artificial limb	művégtag
as well	is, szintén
aspect	szemszög, jelleg
athlete	sportoló, atléta
attention	figyelem
attract	vonz

audience	közönség, hallgatóság
available	elérhető, rendelkezésre álló
avoid	elkerül, kitér vmi elől

B

bad breath	kellemetlen lehelet
badminton	tollaslabda (sport, játék)
badminton racket	tollaslabdaütő
bagpipes	skót duda
bake	süt (kenyeret, tortát)
balance	egyensúlyoz; egyensúly
ballet	balett
banjo	bendzsó
banking	bankügy
banknote	bankjegy
bared teeth	vicsorgó fogak
baseball field	baseballpálya
bass guitar	basszusgitár
bat	denevér, ütő (pl. asztali-tenisz, baseball)
be accompanied by	kíséri vki / vmi
be badly damaged	súlyosan megrongálódik
be busy with	vmivel el van foglalva
be hard of hearing	nagyot hall
be involved in	érintett vmiben, benne van vmiben
be keen on doing sth	lelkeseedik vmiért
be located (in a place)	található, fekszik
be off (to a place)	elmegy, eltávozik
be on display	ki van állítva
be out of it	kimarad vmiből
be situated (in a place)	található
be surrounded by	körbe van véve
be tired of	belefárad vmibe
be within easy reach	könnyen elérhető, közel van
beachwear	strandviselet
beard	szakáll
beat	üt, ver
because of	valami miatt
become familiar with	megismerkedik
beef	marhahús
behave	viselkedik
behaviour	viselkedés
believe	hisz
belong to	tartozik vkihez, vhoval

besides	ezenkívül, ezenfelül
bike track	kerékpár versenypálya
billboard	hirdetőtábla
blender	háztartási robotgép
blister	vízhólyag
blizzard	hóvihar, hófúvás
blueberry muffin	áfonyás muffin
boa	óriáskígyó
boil	forral
bonfire	máglya, örömtűz
bottle	üveg, palack
bottle cup	palack kupakja
bottom-left corner	bal alsó sarok
bounce	pattogat, vissza- pattant (labdát)
boxing ring	szorító, ring
branch	faág
break free	kiszabadul
bring sth to the surface	felszínre hoz
bus lane	buszsáv
bus stop	buszmegálló
bus terminal	buszpályaudvar, végállomás
butterfly	pillangó

C

cabbage rolls	töltött káposzta
caber tossing	fatörzs-lökés (skót sport)
cable TV	kábel TV
call	kiáltás, hívás; (oda)hív, nevez
cameraman	operatőr
camper van	lakóautó
Canadian	kanadai
cannonball	ágyúgolyó
canoeing	kenuzás
cardigan	kardigán
care for	törődik vkivel, vmivel
career	kARRIER, életpálya
cargo ship	teherhajó
caribou hide	rénszarvasirha
carnivore	húsevő (állat)
carriage	kocsi (járműé), szekér
cause	okoz
ceiling	mennyezet
celebrated	nevezetes, nagyhírú
celebrity	híresség, híres ember
celery	zeller
Celtic	kelta
certain	bizonyos
challenge	kihívás
challenging	erőpróbát jelentő
chant spells	varázsigéket mormol, kántál

characteristic	jellegzetes, tipikus; jellemvonás
chart	slágerlista, táblázat, grafikon
chicken breast	csirkemell
childhood	gyermekkor
chill	megnyugszik, kikapcsol
choice	választás, választék
chop	apróra vág
chopping board	vágódeszka
circular	kör alakú
clan	klán, nemzetség
clarinet	klarinet
coconut	kókuszdió
coin	érme
college	főiskola
combine	összekapcsol
comfortable	kényelmes
community	közösség
compete	versenyez
competitor	versenyző
comprise	tartalmaz, magában foglal
conditions	körülmények, viszonyok
consequence	következmény
contain	tartalmaz
continue	folytat
cook	szakács; főz
core	magházat kivág
course	fogás (étel)
creamy	tejszínes, tejfölös
creep	mászik, kúszik
crossbar	kapufa
cruise ship	sétahajó
cube	kocka
cultural	kulturális
curve	ív, görbe
custom	szokás
cut down	kivág (fát)
cut	vág; vágás
cycle path	kerékpárút

D

damage	kár, sérülés; megrongál, kárt okoz
dart	hajítódárda, dobonyíl
date back (to)	származik (vmilyen időből)
deaf	süket
deforestation	erdőirtás
design clothes	ruhákat tervez
destroy	lerombol, elpusztít
dialect	nyelvjárás, tájnyelv
director	(film)rendező

discus throwing
 disease
 dish
 divide in half
 diving board
 diving equipment
 dome
 double bass
 double bass player
 doughnut
 download
 dramatic
 dream of
 drummer
 dubbed
 duchess
 due to sg/sb
 dumpling
 dyed hair

diszkoszvetés
 betegség, kór
 készétel, edény
 kettéoszt
 ugródeszka, trambulín
 bűvárfelszerelés
 kupola
 nagybőgő
 nagybőgős
 fánk
 letölt (programot)
 drámai
 álmodik
 dobos
 szinkronizált
 hercegné, hercegnő
 vkinek, vminek
 köszönhetően
 galuska, gombóc
 festett haj

E

early bird
 ecological
 elderly
 emerald
 encourage
 enemy
 entertain
 enthusiastic about
 environmental
 equal
 escape route
 establish
 even
 every other day
 excellent
 experienced
 extreme cold

korán kelő (ember)
 ökológiai
 idős
 smaragd
 bátorít, biztat
 ellenség
 szórakoztat
 lelkes
 környezeti, környezettel
 kapcsolatos
 felér vmivel, egyenlő
 vmivel
 menekülési útvonal
 alapít
 sőt
 minden másnap
 tökéletes
 tapasztalt
 szélsőséges hideg

F

fan
 fascinating
 fauna
 feast
 feed on sth
 feel travel sick
 feel wide awake
 female
 fencing

szurkoló, rajongó, lelkes
 híve vminek
 elbűvölő, elragadó
 állatvilág
 lakoma, ünnep(ség)
 táplálkozik vmivel
 "útibeteg"
 teljesen ébernek érz
 magát
 nőstény
 vívás

ferry
 fire engine
 fire-eater
 first-aid kit
 fish in private
 fisherman
 fisherman's soup
 flat shoes
 flatten (the) ears
 flipper
 floorboard
 flora
 flow through
 fluent
 flyer
 flying mammal
 focus on sth
 folk costume
 folk crafts
 forest-training path
 frame
 free of charge
 freebies
 freedom
 frog
 front page
 fry
 frying pan
 furnished
 future king

G

Gaelic
 garbage / trash (US)
 gather
 generation gap
 gently
 get bored
 get to know
 gift
 ginger
 give sth up
 go in for
 goal
 god
 grape harvest
 green issues
 grow tired of
 grown-up
 guest house
 guided tour

kelta
 hulladék, szemét
 gyűlik, gyűjt(öget)
 generációs szakadék
 lágyan, finoman
 elunja magát
 megismer
 ajándékbolt
 gyömbér
 abbahagy, felad
 érdeklődik vmi iránt
 gól, kapu (sportban)
 isten
 szüret
 környezetvédelmi
 kérdések
 belefárad
 felnőtt
 vendégház
 társasutazás

H

hairdryer	hajszárító
half-closed	félig zárt
handle a ball	labdát kézzel érint
harmful	káros
harp	hárfa
harvest	aratás, betakarítás
have the right to sth	joga van vmihez
headline	(fő)cím (újságcikké)
heavy snowfall	erős hóesés
heavy traffic	nagy forgalom
hide	(el)rejtőzik
high jumping	magasugrás
hit back and forth	oda-vissza adogat
high-heeled	magas sarkú
hiker	kiránduló
hit	üt
hold	tart
honesty	őszinteség
horn section	fúvós szekció (zenekarban)
horoscope	horoszkóp
horseback riding	lovaglás
Hungarian cuisine	magyar konyha- (művészet)
hunt for	vadászik vmire
hurdle-jumping	gátfutás
hurley	hokiütő
hurling	hagyományos ír labdajáték
I	
idea	ötlet, gondolat, fogalom
importance	fontosság
in spite of	vmi ellenére / dacára
include	magában foglal, tartalmaz
incredibly huge	hihetetlenül nagy
indicate	jelez, mutat
individual	egyéni
inexperienced	tapasztalatlan
influence	hatás
ingredients	hozzávalók
injure	megsérül
insect	rovar
insect spray	rovarriasztó spray
instant messaging	azonnali üzenetváltás, csevegés
interest	érdeklődés
international	nemzetközi
interpreter	tolmács
item	tétel, részlet

J

jar	befőttes üveg
jawbone	állkapocs csont
jewellery	ékszerek
juggler	zsonglőr

K

keep a record	feljegyez, jegyzetet készít
keep an online diary	online naplót vezet
keep eye contact	szemkontaktust tart, figyel
keep fit	jó kondícióban tartja magát
keep traditions	megtartja a hagyományokat
kennel	kutyaól
kettle	teáskanna
kick	rúg
kidnap, -ped	embert rabol
kindergarten	óvoda
knee-length	térdig érő
knock a ball	labdát elüt
knot	csomó (fonalon)
known	ismert

L

land bridge	földnyelv
landfill site	szeméttelep
landscape	tájkép, festői táj
last for	tart vmeddig
launch	(el)indít, kezdeményez
lead singer	szólóénekes
leading man	(férfi) főszereplő
lean meat	sovány hús
lettuce	fejes saláta
lid	fedő, kupak
light	könnyed, könnyű, világos
live music	élőzene
local	helyi; helybeli ember
long jump	távolugrás
long-distance	hosszú távú (verseny)
long-haired	hosszú hajú
long-sleeved	hosszú ujjú
low-fat dairy products	sovány tejtermékek
low-heeled	lapos sarkú
lyrics	dalszöveg

M

magic spell	varázsige
magical	bűvös, mágikus
maiden	leányzó
main course	főfogás
main meal	főétkezés

maintain	fenntart, megőriz
make a pact with	egyezséget köt
make the right decision	helyes döntést hoz
make tools	szerszámokat készít
male	hím
mammal	emlős
manage to do sth	megvalósít, keresztül-visz
marathon running	maratoni futás
marsupial	erszényes (állat)
mass media	tömegtájékoztatási eszközök
mayonnaise	majonéz
measure	(ki)mér
measuring cup	mérőpohár
medieval	középkori
melt	(el)olvad
metal ball	fémgolyó
metropolis	világváros
microwave oven	mikrohullámú sütő
middle-class family	középosztálybeli család
mild-tasting	enyhén fűszerezett
military vehicle	katonai jármű
mime artist	pantomim művész
mimic human speech	utánozza az emberi beszédet
minced meat	darált hús
misleading	félrevezető
mix	összekever
mixing bowl	keverőtál
mixture	keverék
monument	emlékmű
mother tongue	anyanyelv
motorcycle	motor
mountaineering	hegymászás, túrázás
moustache	bajusz
move	költözik, mozog; mozdulat
movie company	filmstúdió

N

nail scissors	körömvágó olló
national	nemzeti
native language	anyanyelv
navigate	kormányoz, irányít
navigation	kormányzás, irányítás
nectar	nektár, virágméz
newsletter	hírlevél
nicotine	nikotin
night charge	éjszakai belépődíj
notable	jelentős, figyelemreméltó
notice	hirdetmény, felirat
nowadays	manapság

O

obey	engedelmeskedik, szót fogad
observatory	csillagvizsgáló
occasionally	néha(napján), nagy ritkán
occur	előfordul, megeshik
official language	hivatalos nyelv
oil can	olajtartály
olive	olajbogyó
omnivore	mindenevő (állat)
once	valaha, egyszer
onion	vöröshagyma
online media	online / hálózaton keresztüli tömeg-tájékoztatás
open-air café	szabadtéri kávézó
open hand	nyitott tenyér
opponent	ellenfél, versenytárs
opposite	szemben lévő
orchestra	zenekar
order	(meg)parancsol
originally	eredetileg
oven	sütő (tűzhely része)

P

pace	sebesség, tempó
packet	csomag
palm tree	pálmafa
pancake	palacsinta
paprika powder	pirospaprika (fűszer)
paradise	édenkert
participant	résztevő
participate	részt vesz
passionate about	szenvedélyes
pastime	időtöltés, szórakozás
pastry	tészta, édestészta
pay attention	figyelmet fordít
peak	csúcs, orom
peasant	földműves, gazdálkodó
pedestrian bridge	gyakogos felüljáró
pedestrian underpass	gyalogos aluljáró
peel	hámoz
pepper	bors
personal opinion	személyes / saját vélemény
persuade	meggyőz
Peruvian	perui
picturesque	festői
pilgrim	zarándok
pilgrimage site	zarándokhely
plant crops	gabonát vet
plant-eater	növényevő (állat)
plastic	műanyag

platform	peron
pleasant	kellemes
pointed	hegyes, csúcsos
poison	méreg
pole	pózna, rúd, síbot
pole vaulting	rúdugrás
pollen	virágpor
polo	lovaspóló
polo-necked	magas nyakú
Polynesian	polinéziai
poppy seed roll	mákos tekeres, mákos beigli
poppy seeds	mákszemek
pouch	erszény
pound	font (súlymérték = 453,6g)
poverty	szegénység
powerful	erős, erőteljes
precious	becses, értékes
predator	ragadozó (állat)
press conference	sajtótájékoztató
prey	zsákmány
price	ár
prick (the) ears	hegyezi a fülét
priest	pap
printed	nyomtatott
private	magán, egyéni
procession	felvonulás, körmenet
producer	gyártásvezető, producer
prohibit	(meg)tilt
protect	(meg)véd
protein	fehérje
provide sb with sth	ellát vkit vmivel
public transport	közösségi közlekedés
pumpkin	sütőtök
punishment	büntetés
purpose	cél, szándék

Q

quality	minőség
quality paper	minőségi lap, minőségi sajtó
quit	abbahagy, otthagyni

R

racket sport	ütőkkel játszott sport
radio guide	rádióműsor
raindrop	esőcsepp
rainy season	esős évszak
raise money	pénzt előteremt
rare	ritka
readers' page	olvasói oldal
real	valódi
really difficult	nagyon nehéz
reasonable	ésszerű, elfogadható
recreational	szórakozási, pihenési

rectangular	négyszögletes
referee	játékvezető, bíró
refuse	visszautasít
regular exercise	rendszeres testmozgás
relative	rokon
release an album	lemezt kiad
religious	vallás-, vallási, vallásos
remote	távoli
Renaissance	reneszánsz
re-open	újra ki / megnyit
representative	képviselő
reptile	hüllő
resource	erőforrás, készlet
respect	tisztel
resting place	nyughely
restore	helyreállít, restaurál
reveal	felfed, napvilágra hoz
rhythm	ritmus
rhythm section	ritmus szekció (zenekarban)
rice	rizs
rider	lovas
river bank	folyópart
roam	kóborol
roar-like	üvöltésszerű
rocky coastline	sziklás partvonal
root	gyökér
rubber	gumi (anyag)
rugby	rubin
ruin	rom
rush hour	csúcsforgalom

S

safety helmet	bukósisak
salad dressing	salátaöntet
salt and pepper shakers	só- és borsszóró
salty	sós
sandy beach	homokos strand / tengerpart
sat-nav (satellite navigation)	műholdas navigáció, GPS
sauce	szósz
saxophone	szaxofon
saxophonist	szaxofonista
score a goal	gólt rúg
scratch	karcol
seal skin	fókabőr
season	fűszerez
secondary education	középfokú oktatás
secretly	titokban
seem	látszik, tűnik
self-guided tour	egyéni / saját szervezésű utazás
semi-nomadic	félnomád

sensation
 sense of smell
 servant
 set off
 set free
 setting
 several
 shave
 shell
 shooting
 short-distance
 running
 short-sleeved
 shuttlecock
 sibling
 side
 sign language
 sign

similarly
 simmer
 single
 sit on someone's lap
 site
 ski boots
 ski course
 ski goggles
 skim, -med through
 skinny
 skywriting
 slap, -ped
 sleeveless
 slice
 slide apart
 slide together
 slightly different
 slogan
 slope
 slums
 small ad
 smart

smartphone
 smell
 snakebite
 snow field
 solitary
 sour
 speak for

spice
 spicy
 sports equipment

szenzáció
 szaglóérzék
 szolga
 útnak indul
 szabadon enged
 környezet, díszlet
 számos
 borotvál(kozik)
 kagylóhéj
 lövészet
 rövidtávfutás

rövid ujjú
 tollaslabda
 testvér
 vminek az oldala
 jelnyelv
 jelzés, jelzőtábla;
 jelbeszéddel
 kommunikál
 hasonlóképpen
 párol
 kislemez
 vki ölében ül
 hely, helyszín
 síbakancs
 sípálya
 síszemüveg
 felületesen átolvas, átfut
 szűk, testhezálló
 füstírás, füstreklám
 üt, (oda)csap
 ujjatlan
 szeletel; szelet
 szétcsúsztat
 összecúsztat
 enyhén eltérő
 jelmondat
 lejtő, lejtős út
 nyomornegyed
 apróhirdetés
 divatos, elegáns,
 értelmes
 okostelefon
 szaglás
 kigyómarás
 hómező
 magányos
 savanyú
 vki helyett / nevében
 beszél
 fűszer
 fűszeres
 sportfelszerelés

sports ground
 sports section
 spread out
 squash
 squeaking
 stall
 start a fire
 starve
 steadiness
 steel
 stew
 stick
 stiffened

still
 stir, -red
 store (US)
 straight-legged
 street performer
 strength
 strike the ball
 stunt double
 stunt man
 stylish
 subtitle
 suburban
 successful
 sugar plantation
 suit
 suit jacket
 suitcase
 sunrise
 supply sb with sth

support (a team)
 surprising
 surrounding
 sweet
 swimming cap
 swipe
 swipe down

swipe up

switch
 switch off
 synchronised
 swimming

sportpálya
 sporttrovat
 szétszóródik
 fallabda
 vinnyogó, nyöszörgő
 stand, árusító bódé
 tüzet gyújt
 éhezik
 kitartás, szilárdság
 acél
 pörkölt
 pálca
 megfeszített,
 megmerevedett
 nyugodt
 kever
 bolt
 egyenes szárú
 utcai mutatóványos
 erő
 (el)üti a labdát
 kaszkadőr
 férfi kaszkadőr
 divatos, ízléses, elegáns
 alcím, filmfelirat
 külvárosi
 sikeres
 cukornádültetvény
 öltöny
 zakó
 bőrönd
 napfelkelte
 ellát, felszerel, vkit
 vmivel
 szurkol (egy csapatnak)
 meglepő
 körülvevő, körülfogó
 édes
 úszósapka
 lendít, lendülettel üt
 lehúz (ipad, iphone
 érintőképernyőjén)
 felhúz (ipad, iphone
 érintőképernyőjén)
 kapcsol, vált
 kikapcsol
 szinkronúzás

T

tablespoonful
 tablet
 tabloid paper
 take

evőkanálnyi
 kis tábla, táblagép
 bulvárlap
 elvisz

take a boat cruise tengeri körutat tesz
 take a walk sétát tesz
 take liberties with túl sokat enged meg magának
 take part in részt vesz vmiben
 take up foglalkozni kezd vmivel, hozzáfog
 talent show tehetségkutató műsor
 taxi rank taxiállomás
 tea towel konyharuha
 teaspoonful teáskanálnyi
 technology technológia, műszaki fejlődés
 telescope távcső
 terrain terep
 tug of war kötélhúzás
 thoroughly alaposan
 throat torok
 throughout mindenütt, teljesen
 throughout the forest erdőszerte
 throw dob
 tie (meg)köt
 tolerance türelem, elnézés, kímélet
 (towards sth)
 torn szakadt, tépett
 toucan tukán (madár)
 touch screen érintőképernyő
 touch érintés; érint
 tournament lovagi torna
 tower block (GB) / high-rise toronyház
 building (US)
 track and field atlétika
 (event)
 trade kereskedelem
 tradition hagyomány
 traffic jam közlekedési dugó
 trailer filmbemutató, előzetes
 transmit közvetít, átad
 transpire (ki)párolog
 trap csapda; csapdába ejt
 treat fever lázat kezel
 tree bark fakéreg
 trombone harsona
 tropical trópusi
 trumpet trombita
 trumpeter trombitás
 tube tubus
 turn down lehalkít
 tusk agyar (elefánté, rozmáré)
 TV guide tévéműsor

U
 unemployment munkanélküliség
 universal meaning általános / egyetemes jelentés
 unknown ismeretlen
 unusual szokatlan
 user guide használati utasítás

V
 vanilla vanília
 various különféle, változatos
 venison szarvashús, őzhús
 version változat, verzió
 vintage régebbi évjáratú, klasszikus, márkás (pl. ruhadarab)
 vision látás
 V-necked V-kivágású (pl. pulóver)
 voice hang

W
 walnut dió
 walrus rozmár
 warm up felmelegít
 warn figyelmeztet
 wash away elmos
 water pipe vízvezetékcső
 water-cycle a víz körforgása
 waterfront vízpartra épült városrész
 way of life életmód
 ways of kommunikációs formák
 communication
 wealth vagyon, gazdagság
 weave baskets kosarat fon
 weigh súlya van, vmilyen súlyú
 white-water rafting vadvízi evezés
 win nyer, győz
 windmill vízimalom
 witch boszorkány
 wooden spoon fakanál
 world cup világbajnokság
 wrestling birkózás

Z
 zebra crossing gyalogátkelő
 zoom in ráközelít
 zoom out távolít

Everyday English

Introduction

Where exactly do you come from?
To be honest...
Greetings from England.
How are you doing?
Looking forward to hearing from you.
Best wishes.
Keep in touch.
Hugs.
Cheers.
Aloha.

Pontosan hová való vagy?
Őszintén szólva...
Üdvözet Angliából.
Hogy vagy?
Várom a válaszodat.
Minden jót.
Maradjunk kapcsolatban!
Öllek.
Viszlát.
Szia. Viszlát. (hawaii üdvözlésforma)

Unit 1

I don't really go in for any hobbies.
I'm keen on learning foreign languages.
I'm a fluent speaker of Russian.
You're so out of it.
No way.
No buts.
It's quite good, actually.
But Mum.
I'd like to listen to it so much.

Nem nagyon érdekel egy hobbi sem.
Lelkes idegennyelv-tanuló vagyok.
Folyékonyan beszélek oroszul.
Annyira nem vagy képpen.
Semmiképpen.
Semmi de!
Tulajdonképpen elég jó.
De anyu!
Annyira szeretném meghallgatni!

Unit 2

Some of us are fans of talent shows.

Many of us buy magazines.
Most of us like watching films.

Néhányan közülünk lelkesednek a
tehetségkutató műsorokért.
Közülünk sokan vásárolnak magazinokat.
Többségünk szeret filmet nézni.

Unit 3

Admission for kids under 5 is free.
May I offer you a family ticket?
Tickets to the theatre are included.
The performance starts every hour.
Enjoy your stay.
There's plenty to do.
They fancy spending their holidays
in Australia.
What's more,...
Camping is becoming more and more popular.

Az öt éven aluli gyermekek belépése ingyenes.
Ajánlhatok családi jegyet?
A színházjegyek benne vannak az árban.
Az előadások óránként kezdődnek.
Kellemes időtöltést kívánok.
Sok mindent lehet csinálni.
Szeretnék Ausztráliában tölteni a szabadságukat.

Sőt mi több, ...
A kempingezés egyre népszerűbbé válik.

Unit 4

Can we get together after school?
Maybe we could go to the library.
Can we meet up at 4 o'clock?
I don't like exhibitions, you know.
I'm sure you'll like this one.
I'm not sure.

Találkozhatnánk sulis után?
Esetleg elmehetnénk a könyvtárba.
Találkozhatunk négykor?
Tudod, nem szeretem a kiállításokat.
Biztos vagyok abban, hogy ez tetszeni fog.
Nem vagyok biztos benne.

Do you think it's worth visiting?
I can't make it on Friday.
I wish I knew what to do.
If only I could go out.

Unit 5

I try to avoid snacks.
Is your diet healthy, do you think?
Yes, though I eat too much chocolate.
I'm passionate about their soups.
I must admit that ...
They are of Turkish origin.
Yummy!

Unit 6

I have no idea what to do.
How many players are involved?
What do you think of it?
Who is it popular with?
Why do you think people like it?
Does it help people to train their bodies
or minds?

Unit 7

What about going to the cinema?
Why don't we visit a museum?
Shall we ask dad to take us?
When shall we go?
I'd rather stay at home and chill in my room.
Not me.
I'm all for that.
You know what?

Unit 8

Where do I have to get off for the Opera House?
It's four more stations.
Is this the right bus for the train station?
I'll put your suitcase in the boot.
I wish you were here with me.
I'm not myself.
Pull yourself together.
Just be yourself.
Make yourselves at home.
Help yourself please.
Don't blame yourself.
Behave yourselves!
Respect yourself.
History repeats itself.
The facts speak for themselves.

Revision 4

Send me a text to remind me.

Szerinted érdemes oda elmenni?
Pénteken nem tudok menni / ott lenni.
Bárcsak tudnám, mit tegyek!
Bárcsak elmehetnék itthonról!

Igyekszem nem nassolni.
Szerinted egészségesen étkezel?
Szerintem igen, bár túl sok csokit eszem.
Imádom a leveseiket.
El kell ismernem, hogy...
Török eredetűek.
Fincsi!

Fogalmam sincs, mit tegyek.
Hány játékos játszik?
Mi a véleményed róla?
Kik körében népszerű?
Szerinted miért közkedvelt?
Segít-e edzeni a testet és a lelket?

Mi lenne, ha moziba mennénk?
Miért nem megyünk múzeumba?
Mégkérjük apát, hogy vigyen el minket?
Mikor menjünk?
Inkább itthon lazulnék.
Én (aztán) nem!
Benne vagyok.
Tudod mit?

Hol kell leszállnom az Operaházhoz?
Még négy megálló / állomás.
Ez a busz megy a vasútállomásra?
Bebeszem a bőröndjét a csomagtartóba.
Bárcsak itt lennél velem!
Nem vagyok magamnál.
Szedd össze magad!
Légy önmagad!
Éreztétek otthon magatokat!
Légy szíves, vegyél!
Ne okold magad!
Viselkedjétek!
Tiszteld önmagad!
A történelem ismétli önmagát.
A tények magukért beszélnek.

Küldj egy sms-t emlékeztetőül!

Geographical Names

Alaska	Alaszka, az USA 49. tagállama	India	India
Ascuncion	Asunción, Paraguay (Dél-Amerika) fővárosa	Ireland	Írország
Barbados	Barbados, szigetállam (Kis-Antillák, Közép-Amerika)	Jamaica	Jamaica, szigetország (Nagy-Antillák, Karib-tenger)
Beijing	Peking, Kína fővárosa	Melbourne	Melbourne, nagyváros Ausztráliában
Bering Strait	Bering-szoros, az amerikai és ázsiai kontinens elválasztója	New Zealand	Új-Zéland
Canada	Kanada	Nigeria	Nigéria, ország Nyugat-Afrikában
Caribbean Sea	Karib-tenger	North Island	Új-Zéland két fő szigete közül a kisebb
China	Kína	Papua New Guinea	Pápua Új-Guinea, Óceánia egyik állama (Új-Guinea szigete)
the Danube	Duna	Paraguay	Paraguay, ország Dél-Amerikában
Dunedin	Dunedin, Új-Zéland második legnagyobb városa	Singapore	Szingapúr, városállam Ázsia délkeleti részén
Exeter	Exeter, város Dél-Angliában	South Island	Új-Zéland két fő szigete közül a nagyobb
Grenada	Grenada, szigetország (Kis-Antillák, Közép-Amerika)	Thailand	Thaiföld, délkelet-ázsiai ország
Guyana	Guyana, ország Dél-Amerika északi részén	the Bahamas	Bahama-szigetek, szigetcsoport az Atlanti-óceánban
Hawaii	Hawaii, az USA 50. tagállama	the River Thames	Temze, folyó Angliában
Inca Empire	Inka Birodalom, ősi indián civilizáció Dél-Amerikában	Transdanubia	Dunántúl
		Wellington	Wellington, Új-Zéland fővárosa

Fotók:

EKE-archívum, kivéve: 65. oldal: Valamennyi fotó a „The Landfi II Harmonic” engedélyével közölve, valamint A. Davey, forrás: flickr.com (39. o., 2. kép), Abaconda, forrás: flickr.com (70. o., 2. kép), aestivus, forrás: flickr.com (70. o., 1. kép), Alan @ Houghton Regis News Desk, forrás: flickr.com (52. o., 2. kép), ArtsieAspie, forrás: flickr.com (55. o., 5. kép), AZso, forrás: flickr.com (76. o.), bbcworldservice, forrás: flickr.com (53. o., 6. kép), BetacommandBot, forrás: wikipedia.com (25. o., 1. kép), bigrb, forrás: flickr.com (33. o., 1. kép), billhd, forrás: flickr.com (16. o., 2. kép), Bobcatnorth, forrás: flickr.com (55. o., 7. kép, 57. o., 1. kép), BuhSnarf, forrás: flickr.com (69. o., 9. kép), camknows, forrás: flickr.com (53. o., 1. kép), Phillie Casablanca, forrás: flickr.com (34. o., 6. kép), chooyutshing, forrás: flickr.com (24. o., 2. kép), cindy47452, forrás: flickr.com (28. o., 3. kép), citylovesyou_ffm, forrás: flickr.com (69. o., 1. kép), Civertan, forrás: wikipedia.com (75. o.), Clearwater Public Library System Photos, forrás: flickr.com (12. o., 4. kép), Alan Cleaver, forrás: flickr.com (62. o., 3. kép), climbnh2003, forrás: flickr.com (52. o., 5. kép), Oye Creations, forrás: flickr.com (67. o., 2. kép), daryl_mitchell, forrás: flickr.com (69. o., 11. kép), david_s_carter, forrás: flickr.com (24. o., 7. kép), DennisM2, forrás: flickr.com (69. o., 8. kép), dr.coop, forrás: flickr.com (18. o., 2. kép), dungodung, forrás: flickr.com (62. o., 1. kép), eltpics, forrás: flickr.com (55. o., 3. kép), epSos.de, forrás: flickr.com (28. o., 1. kép), Eric.Parker, forrás: flickr.com (53. o., 2. kép), Daniel Fogg, forrás: flickr.com (70. o., 3. kép), Ben Grader, forrás: flickr.com (69. o., 7. kép), Marie Hale, forrás: flickr.com (34. o., 2. kép), Harangozó Hajnalka (10. o., 13. o., 34. o., 50. o.), Hellebardius, forrás: flickr.com (62. o., 6. kép), HerryLawford, forrás: flickr.com (18. o., 2. kép), hrbrmstr, forrás: flickr.com (51. o.), indywriter, forrás: flickr.com (55. o., 2. kép), infomatique, forrás: flickr.com (61. o.), IntelGuy, forrás: flickr.com (52. o., 3. kép), interbeat, forrás: flickr.com (30. o., busz), J Bar, forrás: wikipedia.com (32. o., 1. kép), jackharrybill, forrás: flickr.com (12. o., 2. kép), jafro77, forrás: flickr.com (28. o., 4. kép), jimmyharris, forrás: flickr.com (33. o., 2. kép), Jungle_Boy, forrás: flickr.com (41. o., 2. kép), Katsushiro, forrás: flickr.com (62. o., 7. kép), Lip Kee, forrás: flickr.com (38. o.), Knokton, forrás: flickr.com (55. o., 4. kép), Javier Kohen, forrás: flickr.com (53. o., 8. kép), KOKONIS, forrás: flickr.com (30. o., vonat), Monika Kostera (urbanlegend), forrás: flickr.com (69. o., 3. kép), leniners, forrás: flickr.com (53. o., 3. kép), lowjumpingfrog, forrás: flickr.com (37. o., 4. kép), Laurence Lui, forrás: flickr.com (69. o., 12. kép), lydia_shiningbrightly, forrás: flickr.com (24. o., 1. kép), MarinaAvila, forrás: flickr.com (30. o., repülőgép), David Mark, forrás: flickr.com (22. o., 1. kép), martielswart, forrás: flickr.com (25. o., 3. kép), Leonard John Matthews, forrás: flickr.com (12. o., 1. kép), Rodger McCutcheon, forrás: flickr.com (70. o., 4. kép), miss mass, forrás: flickr.com (52. o., 4. kép), Montgomery County Planning Commission, forrás: flickr.com (24. o., 6. kép), Peter Mooney, forrás: flickr.com (54. o.), Dan Mumford, forrás: flickr.com (56. o.), mylocationscouts, forrás: flickr.com (53. o., 7. kép), NASA employee, forrás: wikipedia.com (22. o., 2. kép), nauj27, forrás: flickr.com (30. o., biciklista), NeilsPhotography, forrás: flickr.com (24. o., 5. kép), Noatak, Alaska, 1929, Edward S. Curtis (restored), forrás: wikipedia.com (19. o., 1. kép), nooccar, forrás: flickr.com (52. o., 1. kép), Novikov, forrás: dreamstime.com (12. o., 8. kép), Orin, forrás: flickr.com (37. o., 2. kép), ozjimbob, forrás: flickr.com (39. o., 1. kép), PascalWii, forrás: flickr.com (28. o., 5. kép), Petaholmes, forrás: wikipedia.com (32. o., 3. kép), Peter, forrás: flickr.com (34. o., 4. kép) pferriola, forrás: flickr.com (69. o., 4. kép), Philipp Pohle, forrás: flickr.com (55. o., montázs 2. kép), PhillipC, forrás: flickr.com (70. o., 5. kép), Phlegrean, forrás: flickr.com (30. o., 1. kép), PoloGoomba, forrás: flickr.com (30. o., emeletes busz), Poór Zsuzsánna (15. o. fent és lent, 26. o., 42. o. alsó kép, 44. o.), pierre pouliquin, forrás: flickr.com (34. o., 3. kép, 37. o., 3. kép), Quasic, forrás: flickr.com (67. o., 1. kép), RaeAllen, forrás: flickr.com (34. o., 4. kép), Rainforest Action Network, forrás: flickr.com (41. o., 3. kép), Ashtyn Renee, forrás: flickr.com (19. o., 3. kép), Karen Roe, forrás: flickr.com (62. o., 5. kép), Robert the Noid, forrás: flickr.com (12. o., 3. kép), savemejebus, forrás: flickr.com (48. o., saláta), Brian Sawye, forrás: flickr.com (57. o., 2., 3. kép), Georg Scholz, forrás: flickr.com (42. o., 3. kép), shaynehiles, forrás: flickr.com (37. o., 5. kép), Sids1, forrás: flickr.com (74. o., 2. kép), Singapore 2010 Youth Olympic Games, forrás: flickr.com (55. o., 1. kép), smerikal, forrás: flickr.com (28. o., 2. kép), starsantiques, forrás: flickr.com (67. o., 3. kép), Taxi Berlin, forrás: flickr.com (30. o., taxi), thisisbossi, forrás: flickr.com (69. o., 2. kép), Tom, forrás: flickr.com (34. o., 7. kép), Tomchen1989, forrás: wikipedia.com (25. o., 4. kép), tonx, forrás: flickr.com (24. o., 4. kép), TRAILSOURCE.COM, forrás: flickr.com (53. o., 4. kép), tricky (rick harrison), forrás: flickr.com (24. o., 3. kép), txomsky, forrás: flickr.com (25. o., 2. kép), USFWS Headquarters, forrás: flickr.com (34. o., 5. kép), uwwees, forrás: flickr.com (33. o., 3. kép), Venet, forrás: flickr.com (69. o., 6. kép), Veszprémi Rózsa Úti Általános Iskola archívuma (42. o. felső kép, 58. o.), Salim Virji, forrás: flickr.com (69. o., 10. kép), Kent Wang, forrás: flickr.com (62. o., 2. kép), watchsmart, forrás: flickr.com (41. o., 1. kép), wcn247, forrás: flickr.com (55. o., montázs 1. kép), World Wide Ice Professionals (WWIP), forrás: flickr.com (53. o., 5. kép), wwarby, forrás: flickr.com (37. o., 1. kép), wwwuppertal, forrás: flickr.com (69. o., 13. kép), Wyrnworld, forrás: flickr.com (32. o., 2. kép, 69. o., 5. kép), XLerate, forrás: commons.wikimedia.org (34. o., 1. kép), Yortw, forrás: flickr.com (18. o., 1. kép), Jack Zalium, forrás: flickr.com (25. o., 5. kép), zigazou76, forrás: flickr.com (62. o., 4. kép), @Doug88888, forrás: flickr.com (37. o., 6. kép), [john], forrás: flickr.com (19. o., 2. kép)