



RUSSIAN EDITION

CHOICES

ELEMENTARY STUDENTS' BOOK



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MARIA VERBITSKAYA

ALWAYS LEARNING

PEARSON

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ГИА SKILLS BUILDER

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A ME

- 1 **Vocabulary** Look at the vocabulary box below. Write down the countries and numbers.

AUS - Australia
18 - eighteen

Countries: AUS, BG, GB, RUS, H, E, I
Numbers: 18, 33, 55, 15, 8, 22, 49

Countries

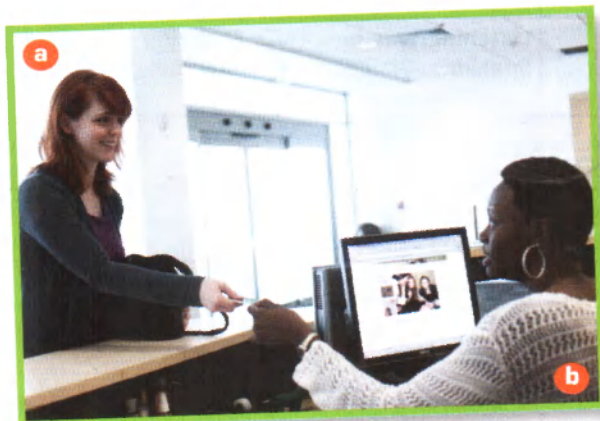
Argentina, Australia, Brazil, Britain, Bulgaria, Czech Republic, Hungary, Italy, Poland, Romania, Russia, Spain, Turkey, Ukraine, the USA

Numbers

oh/zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one, twenty-two, thirty, thirty-three, forty, forty-one, fifty, fifty-five

- 2 **1.2** Listen to a conversation.
Who are the people (a-b) in the photo below?

- 1 a language student
2 a teacher
3 the school secretary



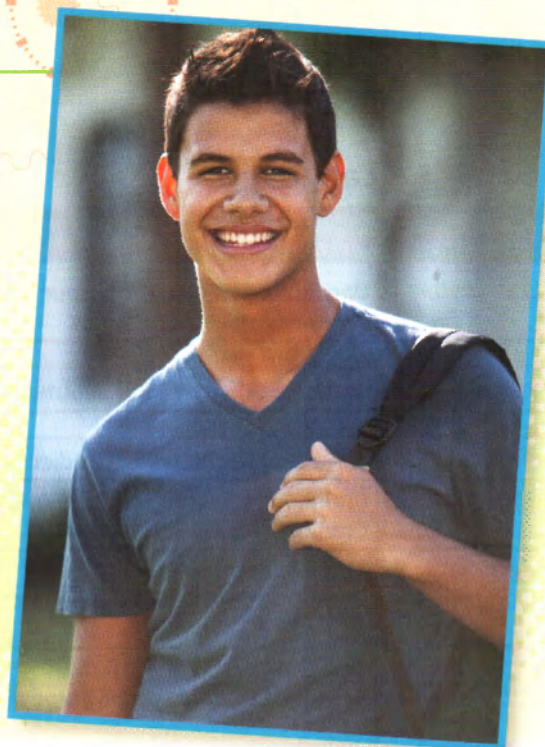
- 3 **1.2** Listen again to the conversation.
Complete the information.

My name's Cristina Conti, I'm from ¹ Italy.
I'm ² _____ years old.
My address is ³ _____ San Vitale Street,
Bologna.
My phone number is ⁴ 39-351- _____.

- 3 **1.3** **Pronunciation** Listen and repeat the words from the vocabulary box.

- 1 fifteen

→ LANGUAGE CHOICE 1: VOCABULARY PRACTICE



- 3 **Read the dialogue. Where are the people from?**

- 1 Barbara Britain 4 Mario
2 Cristina 5 Erika
3 Tom

A: Hello, ... er, are you a teacher?
B: Hello, I'm Barbara. I'm not a teacher - I'm the school secretary.
A: Oh, ... hi.
B: What's your name?
A: My name's Cristina Conti.
B: Where are you from?
A: I'm from Italy.
B: How old are you?
A: I'm sixteen years old.
B: And what's your address?
A: It's 21 San Vitale Street, Bologna, Italy.
B: What's your telephone number?
A: My phone number is 39-351-267-7172.
B: Okay, thanks, Cristina.
A: Who is my teacher?
B: Your teacher is Mr Roberts. His name is Tom.
A: Is he from Britain?
B: No, he isn't. He's from Australia. He's really nice.
A: Good!
B: Now come and meet two students - they are in your class. Their names are Mario and Erika. Mario's from Argentina and Erika's from Hungary.



to be and I/my, you/your etc.

3 Read the dialogue in Exercise 5 again. Complete the table below with 'm not, isn't, 'm, 's (x 2).

Affirmative				
I		¹ 'm (am)		sixteen years old.
You/We/They		're (are)		from Argentina and Hungary.
He/She/It		² _____ (is)		from Australia.
Negative				
I		³ _____ (am not)		a teacher.
You/We/They		aren't (are not)		from Italy.
He/She/It		isn't (is not)		from Britain.
Yes/No questions			Short answers	
Am	I	in your class?	Yes, I am.	No, I'm not.
Are	you/we/they	in my class?	Yes, you/we/they are.	No, you/we/they aren't.
Is	he/she/it	from Britain?	Yes, he/she/it is.	No, he/she/it ⁴ _____ (is not).
Wh-questions				
What's your name?				
Where are you from?				
How old are you?				
Who ⁵ _____ my teacher?				

3 1.6 Pronunciation Listen and repeat the contractions.

LANGUAGE CHOICE 2 AND 3

3 Complete the sentences from the dialogue in Exercise 5 with the words below.

their you his my it

Subject pronouns	Possessive adjectives
I'm from Italy.	¹ <u>My</u> name's Cristina.
How old are ² _____ ?	What's your address?
He's from Australia.	³ _____ name is Tom.
She's from Hungary.	Her name is Erika.
⁴ _____ 's 21 San Vitale Street.	Its name is San Vitale.
We're in your class.	Who's our teacher?
You are in his class.	Your teacher is Tom.
They are in your class.	⁵ _____ names are Mario and Erika.

LANGUAGE CHOICE 4

3 Use the tables in Exercises 6 and 8 to complete the dialogues.

A: Hi. What's ¹ your name?
B: ² _____ name's Cristina. Are you Tom?
A: No, ³ _____ not. I'm Sam.
A: Where ⁴ _____ you from? Are you from Australia?
B: No, I'm not. Liz and I are from Britain. ⁵ _____ 're from London.
A: What are ⁶ _____ names?
B: Her name's Erika and ⁷ _____ name's Adam.
A: Where are ⁸ _____ from?
B: They're from Hungary.

13 Write notes about your personal information.

Name: Luis From: Madrid Age: 15
Phone number: 3461-998-7777
Address: 31 Bravo Murillo Street ...

13 Work in pairs. Use the cues below to ask and answer questions.

1 what / name?
A: What's your name?
B: My name's Ivan.
2 how old?
3 what / telephone number?
4 what / address?

Classroom Language

13 1.6 Read and listen to the alphabet. Then listen and write down the words.

1 Britain
Aa/Bb/Cc/Dd/Ee/Ff/Gg/Hh/Ii/Jj/Kk/Ll/Mm/
Nn/Oo/Pp/Qq/Rr/Ss/Tt/Uu/Vv/
Ww/Xx/Yy/Zz

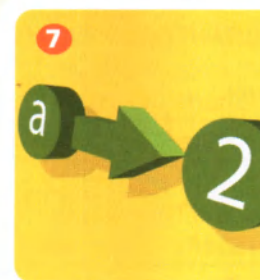
13 1.6 Pronunciation Listen and repeat the dialogues in the box below.

13 Work in pairs. Ask questions about the spelling of names and words from this lesson.

Asking about spelling

A: Can you spell your name, please?
B: T-H-O-M-A-S
A: Can you spell address?
B: A-D-D-R-E-S-S

B MY CLASS



1 Vocabulary Look at the vocabulary box below. Match the symbols (1-7) with the instructions (a-g).

1 b

Instructions

- a Work in pairs/groups.
- b Open your book on page five. Read the text. Use a dictionary.
- c Listen to the dialogue.
- d Look at the photos. Watch the DVD.
- e Match the photos with the sentences.
- f Write five sentences in your notebook. Complete the table. Do Exercise 5.
- g Ask and answer questions. Tell your partner about your interests. Speak English.

8 Read the lesson instructions and complete them with verbs from the vocabulary box.

'Good morning. Please ¹ open your books on page thirty-two. Okay, now ² _____ at the photos of three sports stars. Who is your favourite star? Now ³ _____ the text and ⁴ _____ the photos with the sentences. Don't ⁵ _____ a dictionary. Good. Now, ⁶ _____ to the dialogue and ⁷ _____ the questions about football. Now ⁸ _____ in pairs. Ask and answer questions about your favourite football club. Don't ⁹ _____ Spanish!'

8 **1.7** Listen and check your answers.

Imperatives

8 **1.8** **Pronunciation** Listen and repeat the imperatives.

Affirmative	Negative
Use a dictionary.	Don't use a dictionary.
Look at your books.	Don't look at your books.
Speak English.	Don't speak Spanish.

LANGUAGE CHOICE 5

8 Use the cues to write affirmative and negative sentences.

- 1 your mobile phone in class / your mobile at home
Don't use your mobile phone in class. Use your mobile phone at home.
- 2 your language in English class / English
- 3 a dictionary in class / a dictionary in exams
- 4 sentences in the coursebook / in your notebook
- 5 to your teacher in class / your MP3 player in class
- 6 your homework at home / your homework in the lesson

8 Work in groups. One student look at page 116 and read the instructions. The last student to do something is out of the game.

Classroom Language

8 **1.9** **Pronunciation** Listen and repeat the sentences below.

Asking for repetition

- A: I don't understand. Can you repeat that, please?
- B: Sorry, can you play the CD again, please?

8 Work in pairs. Take turns to be a teacher and a student. Give your partner instructions. Ask him/her to repeat when you can't understand or hear.

- A: Open your book on page fifteen.
- B: Sorry, can you repeat that, please?

C MY ABILITIES

GET READY



8 Vocabulary Match the topics (1-4) with the abilities (a-d).

- 1 art/creativity **c** 3 technology
2 sport 4 languages

Abilities

- a** count to 100 in French, say the alphabet in English, speak Spanish, spell my name in German, tell the time in Italian
b play basketball/football/tennis, ride a bicycle/horse, ski, swim 100 metres
c dance, draw, paint, play an instrument (the piano/violin/guitar), sing, write stories
d download music, find information on the internet, upload photos

2 1.10 Read and listen to a classroom dialogue. List the abilities of Tracy and Jack.

Tracy - swim/ski

Teacher: So, Tracy, what sports can you do?

Tracy: Well, I can swim and ski.

Teacher: Can you play tennis?

Tracy: Yes, I can.

Teacher: Can you play a musical instrument?

Tracy: No, I can't play an instrument. But I can sing and dance.

Teacher: And computers? What things can you do?

Tracy: I can upload photos and download music.

Teacher: Tell the class about your partner, Jack.

Tracy: He can speak French. And he can count to 100 in Russian.

Teacher: Can he ski?

Tracy: No, he can't. But he can ride a bicycle and play football.

can/can't

8 Complete the sentences from the dialogue with *can* or *can't* (cannot).

Affirmative		
I/You/He/She/It/ We/You/They	¹ <u>can</u>	swim and ski.
Negative		
I/You/He/She/It/ We/You/They	² _____	play an instrument.
Questions		
³ _____	I/you/he/she/it/ we/you/they	play tennis?
Short answers		
Yes, I/you/he/she/it/we/ you/they ⁴ _____.	No, I/you/he/she/it/we/you/ they ⁵ _____.	

8 1.11 Pronunciation Listen and repeat the sentences.

LANGUAGE CHOICE 6

8 Correct these sentences about Tracy and Jack.

1 Tracy can't play tennis.

Tracy can play tennis.

2 She can play the piano.

5 He can ski.

3 She can't sing.

6 He can't play football.

4 Jack can't speak languages.

8 Work in pairs. Use the vocabulary in Exercise 1 to ask and answer questions about your abilities.

A: *Can you count to 100 in English?*

B: *Yes, I can.*

Classroom Language

7 1.12 Pronunciation Listen and repeat the dialogues below.

8 Work in pairs. Test your partner's vocabulary from Lessons A to C.

Asking for meaning

A: What's *notebook* in French?

B: *Cahier.*

A: What's *caballo* in English?

B: *Horse.*

D MY STUFF



- 3 **Vocabulary** Look at the box below. Find the words for the objects above (photos a-d). What are *your* favourite things?

Objects

bag, book, CD, computer, earrings, football, guitar, mobile phone, MP3 player, painting, photo, poster, scarf, shoes, tennis racquet, T-shirt

Adjectives

beautiful, big/small, cheap/expensive, great, old/new, special

Colours

black, blue, brown, green, grey, orange, pink, purple, red, white, yellow

- 3 **1.1.2** Read and listen to Vanessa's description. Find four differences with the photos (a-d).

1 *Her scarf is grey and pink.*

This is my favourite thing. It's not expensive but this scarf is special for me. It's a birthday present from my boyfriend, Tom. Green and grey are my favourite colours. That's a photo of my grandma and me. It is from my birthday. These are my earrings. I really like earrings! These red earrings here are from our holiday in Greece. They're beautiful! Those are my posters over there. Those posters are of my favourite singers – Beyoncé and Rihanna.

this, that, these, those

- 3 **1.1.2** Pronunciation Look at the sentences from the description. Listen and repeat the sentences.

Singular	
<i>This is my favourite thing.</i>	
<i>This scarf is special.</i>	
<i>That's a photo of my grandma.</i>	
<i>That photo is from my birthday.</i>	
Plural	
<i>These are my earrings.</i>	
<i>These red earrings here are from our holiday.</i>	
<i>Those are my posters over there.</i>	
<i>Those posters are of my favourite singers.</i>	

LANGUAGE CHOICE 7

- 3 Complete the sentences with *this*, *that*, *these* or *those*.

- Come here. Look at this new mobile phone. It's great!
- What are those things over there? Are they old CDs?
- Are these your books? Or are those your books over there?
- Look over there. That is my favourite photo.
- Look at this here. It's my new phone.

- 3 Work in pairs. Ask and answer questions about things in the classroom.

A: *Is this your coursebook?*

B: *No, it isn't. That's my coursebook over there.*

coursebook notebook pen pencil
dictionary activity book bag

Possessive 's

- 8 1.15 Read and listen to Vanessa's description of the things in her house. What are her family's interests?

Her dad - painting

These paintings are my **dad's** – he can paint fantastic pictures. These CDs are my **mum's** – she's very musical. And those are my **parents'** books over there. That guitar is **Chris's** – he's my brother and he can play the piano and the guitar. Those are **Tess's** shoes – she's my sister and she's twenty years old.

- 8 Look at the table and add words in blue from the description in Exercise 6.

Apostrophe for possession	
Singular nouns:	Tom's. Vanessa's. <i>dad's</i> . _____
Singular nouns with s endings:	Charles's. Frances's. _____, _____
Plural nouns:	my partners'. our teachers'. _____

- 8 1.16 Pronunciation Listen and repeat the words.

LANGUAGE CHOICE 8

- 9 Underline the correct word.

- 1 *Tom/Tom's* is my friend. I like *Tom/Tom's* new mobile but *Tom/Tom's* favourite thing is his computer. It's great!
- 2 This is *Frances/Frances's* dictionary. *Frances/Frances's* can speak three languages. *Frances/Frances's* mum is from Spain and her dad is from the USA.
- 3 My *friends/friends'* can ski, swim and play tennis. My *friends/friends'* favourite sport is tennis. Here are two photos of my *friends/friends'*.

Possessive pronouns

- 13 1.17 Read and listen to Vanessa's description. List the people's objects.

Vanessa - tennis racquet

- Vanessa • Chris
- her grandparents • her mum

Okay, those things over there are my grandparents' – that old piano's **theirs**. These things are **ours**. This tennis racquet is **mine** and that racquet is Chris's. And that football's **his**. This is my mum's old computer and those CDs are **hers**.

- 11 Complete the sentences with words in blue from Exercise 10.

Possessive adjectives	Possessive pronouns
This is my tennis racquet.	This tennis racquet is ¹ <i>mine</i> .
That is your book.	That book is yours .
That is his football.	That football's ² _____.
Those are her tennis shoes.	Those tennis shoes are ³ _____.
These are our things.	These things are ⁴ _____.
That is their piano.	That piano is ⁵ _____.

LANGUAGE CHOICE 9

- 13 Complete the sentences with possessive adjectives and pronouns.

- 1 Dave is good with computers. *His* computer is expensive.
- 2 We are from London. _____ football team is Arsenal.
- 3 This book is _____. It is a present from my mum.
- 4 Sue is musical and this violin is _____.
- 5 Is this pen _____? Can I use it, please?
- 6 Tom is good at tennis. This racquet is _____.

Classroom Language

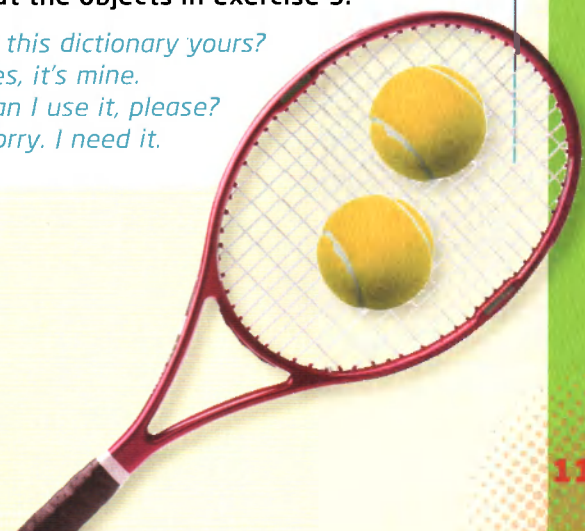
- 13 1.18 Pronunciation Listen and repeat the dialogues below.

Asking to use things

- A: Can I use your pencil, please?
B: Sorry. I need it.
C: Of course you can. Here you are.

- 13 Work in pairs. Ask and answer questions about the objects in Exercise 5.

- A: Is this dictionary yours?
B: Yes, it's mine.
A: Can I use it, please?
B: Sorry. I need it.



MY FAMILY



- 1 **Vocabulary** Look at the vocabulary box below and the photo of Jamie's family. Who are the people?

Sarah is Jamie's mum.

Family

parents, father (dad), mother (mum)
brother, cousin, daughter, husband, sister, son, wife
 grandparents, grandfather (granddad), grandmother (grandma), granddaughter, grandson

Appearance

blue, brown, green, grey **eyes**
 black, blond, dark, fair, grey, red **hair**
 long, short **hair**
 attractive, nice smile, overweight, short, slim, tall

Adjectives

friendly, happy, hard-working, interesting, sociable, sporty

- 2 **1.1.9** Read and listen to an interview with Jamie. Write notes about the appearance of the people in Jamie's family (his grandma, Claire, Ruby and his granddad).

Jamie's granddad - grey hair

Kathy: So what are your parents' names, Jamie?

Jamie: Sarah and Eric.

Kathy: *Have you got* brothers or sisters?

Jamie: Yes, *I've got* three sisters. But *I haven't got* a brother.

Kathy: Are your sisters at this school?

Jamie: Claire and Emma are at this school. Claire's seventeen and Emma is fifteen. Ruby's at primary school. She's five and she's got blond hair.

Kathy: And Claire - *has she got* blond hair?

Jamie: No, *she hasn't*. Claire's different from Emma, Ruby and me. We've got blond hair and blue eyes. Claire's tall and *she's got* brown eyes and long, brown hair. She's very sporty. Look, I've got a family photo.

Kathy: Ah, is this your grandma? She's got a nice smile.

Jamie: Yes, she's very friendly.

Kathy: And your granddad, he hasn't got blond hair.

Jamie: No, he's got grey hair.

have/has got

- 8 Complete the sentences with words in **blue** from the dialogue.

Affirmative					
I/You/We/They	1 <u>'ve</u> got	(have got)			three sisters.
He/She/It	2 _____ got	(has got)			brown eyes.
Negative					
I/You/We/They	3 _____ got	(have not got)			a brother.
He/She/It	hasn't got	(has not got)			blond hair.
Questions					Short answers
4 _____	I/you/ we/ they	got	brothers or sisters?	Yes, I/you/we/ they have . No, I/you/we/ they haven't .	
5 _____	he/ she/it	got	blond hair?	Yes, he/she/it has . No, he/she/it 6 _____.	

- 8 **1.20 Pronunciation** Listen and repeat the contractions.

→ **LANGUAGE CHOICE 10**

- 8 Correct the sentences about Jamie's family.

- Ruby has got two brothers.
*Ruby has got two brothers. No, she hasn't.
Ruby has got one brother.*
- Eric and Sarah have got two daughters.
- Dave has got one granddaughter.
- Ruby's brother has got brown hair.
- Claire and Eric have got grey hair.
- Eric and Jamie have got long hair.

- 8 Complete the dialogue.

Jason: 1 Have you got brothers or sisters?
 Chloe: Yes, I 2 _____ got one brother, Tim.
 But I 3 _____ got a sister. Tim is
 eighteen years old and he's tall and slim.
 Jason: 4 _____ your brother got blond hair?
 Chloe: No, we're different - Tim 5 _____
 got blond hair. He 6 _____ got long
 brown hair.
 Jason: Have your mum and dad 7 _____
 blond hair?
 Chloe: Yes, they 8 _____. But my dad's got
 very short hair and my mum and I have
 got long hair.

- 7 Write notes about your family and their appearance.

*two sisters - Anna and Magda
 Anna - brown hair/blue eyes*

- 8 Work in pairs. Use your notes to ask and answer questions about your families.

*A: Have you got a brother?
 B: Yes, I have. He's twenty-one. He's got ...*

Classroom Language

- 8 Order the days of the week.

Days
 Wednesday, Sunday, Friday, Monday,
 Thursday, Saturday, Tuesday

- 11 **1.21** Listen and repeat the dialogue below.

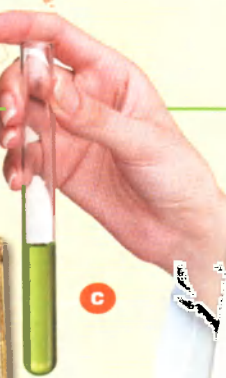
Asking about homework

Student: Have we got homework?
Teacher: Yes, you have.
Student: What is it?
Teacher: Do Exercise 6 on page
 twenty-one.
Student: When's it for?
Teacher: For Friday.

- 11 Work in pairs. Ask and answer questions about homework.



F MY LESSONS



- 1 **Vocabulary** Match the pictures (a-d) with four school subjects in the vocabulary box below.

a ICT

Subjects

English, French, geography, history, information and computer technology (ICT), maths, physical education (PE), science, Spanish

- 8 **1.22** Listen to three lesson extracts. What subjects are they from?

- 8 **1.23** **Pronunciation** Look at the vocabulary box. Listen and repeat the times.

- 8 Look at the times in the box. Write down the times of your lessons. What lessons are your favourites?

Monday: Half past eight - science.
Twenty-five to ten - maths.
Quarter past eleven - English. English is my favourite!

Times

twenty to ten, quarter to eleven,
five to twelve, twelve o'clock,
five past one, quarter past three,
half past four

LANGUAGE CHOICE 11:
VOCABULARY PRACTICE

Object pronouns

- 8 **1.24** **Pronunciation** Listen and repeat the pronouns. What are they in your language?

Subject pronouns	Object pronouns
I	Tell me about it.
you	Can I ask you a question?
he	Ask him .
she	Ask her .
it	Ask about it .
you	Can I ask you a question?
we	Tell us .
they	Look at them .

LANGUAGE CHOICE 12

- 8 Complete the sentences with object pronouns.

- Read the text and answer questions about **it**.
- Look at the photos and match **it** with the sentences.
- Work with Tom. Ask **him** questions.
- We don't understand. Please, help **us**.
- Ana, tell the class about your abilities. Sam, listen to **us**.
- Sorry, Carol. I can't tell **her** the answer.

Classroom Language

- 8 **1.25** **Pronunciation** Listen and repeat the questions and replies.

Asking for permission

Student: Can I go to the toilet, please?

Teacher: Of course you can.

Student: Can I close the window, please?

Teacher: Sorry, you can't.

- 8 Work in pairs. Take turns to ask permission for these things.

- Open/close the window/door.
- Go to the toilet.
- Use a dictionary/my computer/my mobile phone.
- Speak in my language.

Objectives: Listen, read and talk about interests and lifestyles; meet people, ask how they are and say goodbye; write an email; learn about the Present Simple.

IMA Exam preparation: Reading, Writing

TOPIC TALK

- 1 Look at the photos (a-c). Find the people's interests and activities in the network.

- 2 1.26 1.27 Listen to the people in the photos (a-c). Check your guesses from Exercise 1. Add two interests for each person.

Kate: dancing, cinema

- 3 1.28 1.29 Listen again to the first person. Complete the information in the network.

My interests

I like ¹ dancing and ² _____.
In the ³ morning/afternoon/evening, I ⁴ _____.
On Saturday, I ⁵ _____.
On Sunday, I ⁶ _____.

Interests

computer games, computers, dancing, fashion, films, football, music, photography, reading, shopping, sport, swimming, tennis

Free time activities

buy things/chat with my friends online, do sport, go shopping/swimming/running, go out with my friends, go to the cinema/discos/parties, listen to music, play computer games/football/tennis/basketball, relax at home, use the internet, watch TV/films

- 4 1.30 Pronunciation Listen and write the sentences. Underline the stressed words.

In the evening, I use the internet.

LANGUAGE CHOICE 13:
VOCABULARY PRACTICE

- 5 Work in groups. Use the network to talk about *your* interests.



LESSON 1

GRAMMAR

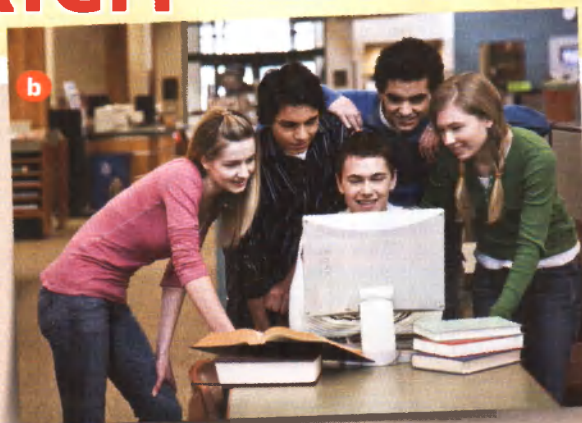
THE SUPER-RICH

Warm Up

- 1 Look at the photos (a-b). Use the adjectives below to describe the people.

- rich
- interesting
- happy
- busy
- friendly
- hard-working

- 2 Read about two super-rich teenagers. Which lifestyle is interesting for you?



1.31

London is the world capital of the super-rich. A lot of billionaires live there. Meet two of London's richest teenagers.

Robert (19) is a history student at University College London. He lives in a small house with four good friends. They like shopping in the local market and they cook their dinners together. Robert always goes to college on his bike. He doesn't use a car. He says, 'My family is rich but my teachers and friends don't know about it. My day starts at 6.30 in the morning. I cycle to college and to work. I work in a bookshop on Fridays and Saturdays and I often play football in the park. My life is very ordinary.'

Lindsay (18) never starts her day before 9 a.m. In the morning, she goes swimming in her private swimming pool and then she usually goes shopping in her Range Rover. She doesn't do housework and she doesn't like studying. In the afternoon, she sometimes plays golf and in the evening, she goes out with her friends. She says, 'My friends come from rich families, too. We don't study or work. We love parties and often go to discos. I don't want to work. My parents work hard and they're always tired.'

Present Simple

- 1 Complete the sentences from the text with *go/goes* (affirmative) or *don't/doesn't* (negative). Then complete the rules.

Affirmative

I **play** football on Fridays.
You **know** rich teenagers.
He **lives** in a small house.
She ¹ goes shopping.
My day **starts** at 6.30 in the morning.
We ² _____ to discos.
You **have** fun.
They **come** from rich families.

Negative

I **don't want** to work hard.
You **don't go** to school.
He ³ _____ use a car.
She **doesn't like** studying.
Her day **doesn't start** early.
We ⁴ _____ study.
You **don't work**.
They **don't know** about it.

- 2 Read the rule. Match the sentences (a-b) with the uses (1-2). Find more examples of each use in the text.

- a We **love** parties.
b I **work** in a bookshop on Fridays and Saturdays.

We use the Present Simple to talk about:

- 1 things that happen regularly.
2 things that are true in general.

Affirmative

- The verb has _____ at the end with *he/she/it*.

Negative

- We use _____ with *he/she/it*.
- We use _____ with *I/you/we/they*.



Practice

- 8 Complete the sentences with the verbs in the Present Simple.

- 1 Over seventy billionaires live (live) in New York.
- 2 Children of the super-rich _____ (go) to private schools.
- 3 Rich people often _____ (not like) expensive clothes.
- 4 Bill Gates _____ (eat) hamburgers.
- 5 A rich person _____ (not understand) a poor person's problems.

→ LANGUAGE CHOICE 14

- 9 Complete the text with the verbs in the correct form of the Present Simple.

Francesca ¹ comes (come) from a family of billionaires but she ² _____ (not talk) about it very often. Her parents ³ _____ (live) in a big house in London. Her father ⁴ _____ (work) in his bank and her mother ⁵ _____ (not work). Francesca ⁶ _____ (go) to a private school. On Saturdays, she often ⁷ _____ (play) tennis. On Sundays, Francesca and her family ⁸ _____ (go out) to have dinner in an expensive restaurant. Francesca and her brothers ⁹ _____ (not like) the restaurant, they ¹⁰ _____ (like) home-cooked dinners.

- 9 Read the sentences in the Sentence Builder. Put **always** and **never** in the correct places. Then read sentences 1 and 2 and underline the correct word in the rules below.

Sentence Builder Adverbs of frequency

- 100% Robert _____ goes to college on his bike.
 80% After breakfast, Lindsay **usually** goes shopping.
 60% Robert **often** plays football in the park.
 30% In the afternoon, Lindsay **sometimes** plays golf.
 0% Lindsay _____ starts her day before 9 a.m.

- 1 We **often** go to discos.
- 2 They're **always** tired.

- The adverb of frequency goes *before/after* the verb *be*.
- The adverb of frequency goes *before/after* other verbs.

→ LANGUAGE CHOICE 15

- 9 Use the adverbs below and the sentences (1-6) to write true sentences about you. Remember the correct position of the adverbs.

always usually often sometimes never

- 1 I do homework at night.
I usually do homework at night.
- 2 I buy things online.
- 3 I watch horror films.
- 4 I play football on Sundays.
- 5 I listen to music in the morning.
- 6 I'm happy on Monday mornings.

Grammar Alive

Talking about habits

- 9 1.32 Listen to the conversation between Josh and Katie and complete the sentences with the correct names.

- 1 Katie plays tennis.
- 2 _____ watches tennis.
- 3 _____ plays football.
- 4 _____ often goes out at weekends.

- 10 Work in pairs. Use the cues to make sentences about Josh and Katie.

A: *Josh often watches football on TV.*
 B: *Katie never watches TV.*

Josh	Katie
1 often / watch football games on TV	1 never / watch TV
2 sometimes / go to the cinema	2 often / go to the disco
3 usually / go shopping at the weekend	3 sometimes / go shopping on Saturday
4 never / do his homework	4 always / do her homework

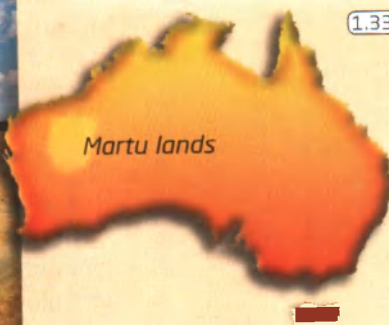
- 11 Use the cues to say true things about your life.

I usually start school at 8 a.m. ...

- start school at 8 a.m. / do my homework / relax at home
- go shopping on Saturday / do my homework / listen to my parents
- listen to pop music / go running / go to discos



Report from Australia



1.33

7 a.m. It is very hot and we are in a Land Rover. Yunkurra Taylor, seventeen, has got rock music on his MP3 player. We see a wild camel! We follow it and the men hunt the camel with guns. I am here in the desert of Western Australia with the Martu people. There are 1000 Martu in a very big area – it is the size of Greece!

They speak five Aboriginal languages, **like** Manyjilyjarra and English is their second language. They live in small **villages, like** Jigalong and Parnngurr.

Yunkurra's group comes from Parnngurr – it has modern houses, a school, a clinic with a nurse and a shop. The Martu **people** still have a traditional lifestyle – Martu artists paint beautiful pictures and the Martu get food from the desert. The **women** and **children** usually hunt lizards and collect fruit. The **men** usually hunt animals, **like** kangaroos, **birds** and wild camels.

8 p.m. We are at our camp in the desert. We make a fire and cook the camel meat. Yunkurra's dad shares the meat with the people. Then people tell **stories**, sing songs and Yunkurra's uncle plays the didgeridoo. Now, the Martu people do not use boomerangs and they live in modern **houses** but their **lives** are very different from the lives of white Australians.

Warm Up

5 Find these things (1-3) in pictures (a-e).

- 1 A **didgeridoo** is a traditional musical instrument of the Australian Aborigines.
- 2 A **boomerang** is a traditional Aboriginal weapon to hunt wild animals.
- 3 This is a traditional Aboriginal **painting** of a lizard.

Reading

1 ГИА SKILLS BUILDER 7

2 Read the article and choose one of the titles.

- a Small village life in Australia
- b A traditional lifestyle
- c Australian animals
- d Hunting and collecting food

2 ГИА SKILLS BUILDER 8

3 Read the text again. Are these sentences true (T), false (F) or is it not stated (N/S)?

- 1 The Martu people are Australian. **T**
- 2 The Martu haven't got modern technology.
- 3 They live in a small area.
- 4 The Martu villages have got schools and shops.
- 5 The village of Parnngurr has got a clinic.
- 6 Men hunt wild animals.

4 Read the text again. Find four traditional things and four 'modern' things about the Martu's lifestyle.

They make fires and cook meat on them. They have a clinic in the village.

5 Look at the Sentence Builder. How do you say **like** in the sentence in your language? Find one more example of **like** in **red** in the text.Sentence Builder **like** for examples

- 1 The men usually hunt animals, **like** kangaroos.
- 2 They live in small villages, **like** Jigalong.

LANGUAGE CHOICE 16

5 Join the sentences with **like**.

- 1 The Martu people play musical instruments. They play the didgeridoo.
The Martu people play musical instruments, like the didgeridoo.
- 2 At school they play sports. They play football.
- 3 The men hunt animals. They hunt wild camels.
- 4 They use modern technology. They use MP3 players and mobile phones.
- 5 Martu artists paint pictures of animals. They paint lizards, kangaroos and birds.

b

c

d

e

Listening

- 8 1.34 1.35 Listen to a talk about the Martu people and read the text from line 7. List six factual mistakes in the talk.

1 There are 2000 Martu in a very big area - 1000

- 8 Vocabulary Look at the Word Builder. Complete the table with words in blue from the text.

Word Builder Plurals

Regular

+ s house *houses* village ¹*villages*
bird ² _____
+ es bus *buses* church *churches*
+ ies party *parties* family *families*
story ³ _____

Irregular

life *lives* man ⁴ _____ woman ⁵ _____
child ⁶ _____ person ⁷ _____

- 8 1.36 Pronunciation Listen and repeat the plurals.

TMA LANGUAGE CHOICE 17

- 13 Complete the sentences with singular or plural nouns.

- 1 Wild *kangaroos* live in the desert. (kangaroo)
- 2 There is a _____ in Parnngurr. (school)
- 3 My _____ is very exciting. (life)
- 4 That _____ hunts wild camels. (man)
- 5 The _____ collect fruit. (woman)
- 6 In the evening, they tell _____. (story)

- 13 Choose one of the people (a-c). Complete the sentences about their lifestyles.

- a a teenager from London
- b a Martu teenager
- c a super-rich teenager

- 1 In the morning, I _____.
- 2 In the evening, I _____.
- 3 On Saturdays, I _____.
- 4 I sometimes _____.
- 5 I never _____.

- 13 Work in pairs. Read out your sentences. Guess the teenager (a-c).

In the morning, I go to get water. Then I have breakfast at the camp.

No Comment

'We live with the land but the white man lives off it.'

Tom Dystra, Aboriginal man

LESSON 3

GRAMMAR

MODERN LIFE



Today, Robert Evans talks to Christie, an eighteen-year-old student from Boulder University, about her lifestyle. (1.37)

- R:** Do you like student life, Christie?
C: Yes, I do. I like reading books and studying.
R: Where do you study?
C: Usually, I study at home but I sometimes take my laptop to a cafe.
R: How often do you go online?
C: I'm always online. I write a blog, I buy things, I watch films ...
R: How does the internet help you in your studies?
C: I find information on the Net.
R: How do your friends contact you?
C: We go on Facebook or Skype. We share music and read our blogs.
R: Your mother is a teacher. Does she use technology at work?
C: Yes, she does. She makes presentations for her classes.
R: And your family? Do they work with computers?
C: My father does but my brother, Brian, doesn't. He's an artist. He hates technology – he hasn't got a mobile phone!

Warm Up

- 3 Read the interview above with a student. How does Christie use modern technology?

Present Simple: questions

- 3 Complete the questions and short answers with *do* or *does*.

Questions
What do I read on the internet?
How often ¹ <u>do</u> you go online?
² _____ she use technology at work?
Does he work with computers?
³ _____ the internet help you in your studies?
Where do we use technology?
Do you and your friends chat online?
How ⁴ _____ they contact you?
Short answers
Yes, I/you/we/they ⁵ _____.
No, I/you/we/they don't .
Yes, he/she/it ⁶ _____.
No, he/she/it doesn't .

- 3 Use the cues and the table in Exercise 2 to make questions. Then ask the questions in pairs. Give true short answers.

- 1 you / play computer games?
A: *Do you play computer games?*
B: *Yes, I do.*
 2 your parents / write blogs?
 3 you / read books?
 4 your English teacher / use technology in class?
 5 your grandmother / use the internet?

- 3 Use the cues to make questions. Then ask and answer the questions in pairs.

- 1 When / your parents / watch TV?
A: *When do your parents watch TV?*
B: *My parents watch TV in the evenings.*
 2 What / your mother / buy online?
 3 What films / you / watch online?
 4 How / you / contact your friends?
 5 What websites / your friends / visit regularly?
 6 How often / your family / chat online?

LANGUAGE CHOICE 18

Grammar Alive Asking about habits

- 3 (1.38) Listen to the interview with Brian, Christie's brother. Write down the questions for these answers.

- 1 *Do you use a computer?* No, I don't.
 2 _____ Yes, I do.
 3 _____ I don't phone them.
 4 _____ We talk.

- 3 Use the cues and your own ideas to prepare questions for your partner.

- Where do you meet your friends?*
 • where / meet your friends?
 • what / do online? • write a blog?
 • how often / chat online? • send texts?

- 3 Work in pairs. Ask and answer the questions from Exercise 6.

SKILLS

ГИА Speaking Workshop 1



ГИА SKILLS BUILDER 1

- 1 **1.39 DVD** Listen or watch Use the strategies to listen to or watch the dialogue. Answer the question below. What is the dialogue in photo a about?
 - a Bob's interests and free time activities
 - b his lifestyle and habits
 - c his personal information (e.g. name/age/abilities)
- 2 **1.39 DVD** Listen or watch Listen to or watch the dialogue again. Are the sentences true (T) or false (F)?
 - 1 Bob and Gary are friends. **T**
 - 2 Bob often goes canoeing.
 - 3 Dave is the manager of the canoe club.
 - 4 Michelle is Gary's teacher.
 - 5 Gary and Bob like Michelle.
- 3 **1.40** Look at the Talk Builder. Complete the dialogues. Listen and check your answers.

see bye this nice how there

Talk Builder Meeting people

- 1 Meet a person you know

A: Good morning, Gary, ¹ how are you?

B: I'm fine, thanks.
- 2 Introductions

A: ² _____ is my friend, Bob.

B: This is Michelle.
- 3 Meet a new person

A: Hello, Bob. My name's Dave.

B: Hi there. ³ _____ to meet you.

A: Hi ⁴ _____.

B: Hi, good to meet you.
- 4 Say goodbye

A: ⁵ _____ you later!

B: ⁶ _____, Gary! Have a good time!

A: And you.

ГИА SKILLS BUILDER 29

- 3 **1.41 Pronunciation** Listen and repeat the expressions.
- 3 Choose the correct replies.
 - 1 Good morning, Pete. How are you?

a Good to meet you. (b Fine thanks.

c See you later.
 - 2 Tom, this is Karen.

a Hi there. b Yes, Karen. c Thanks.
 - 3 See you later.

a Hi there. b And you. c Bye.
 - 4 Have a good time.

a Fine thanks. b And you. c Hi there.
- 3 **Speaking** Work in pairs. Practise the dialogues in Exercise 5. Change the names.

- 3 Work in groups. Imagine you go to a new sports club. Act out dialogues.

ГИА SKILLS BUILDER 29

- 1 Invent a character. Make notes about these things:
 - his/her name and age
 - where he/she is from
 - his/her sporting abilities
- 2 Imagine you are the manager of the club. Think of questions to ask the character.

How old are you?

ГИА SKILLS BUILDER 30

- 3 Practise saying phrases from the Talk Builder.
- 4 Work in groups of three (students A-C). Take turns to act out the dialogues on page 116.

A: Good morning, Tina. How are you?
B: Fine thanks.

SKILLS

ГИА Writing Workshop 1

Hi Sandra,

A How are you and your family?
We're fine. Perth is great and I really like the lifestyle.

B Perth is a big city in Australia but it's different from London and it's very relaxed. We've got a house with a swimming pool and it's near the beach. On Saturday and Sunday, I go swimming and surfing. Surfing is great!

C I go to Shenton High School - it's a big school but Australian people are friendly. I like the school but it's hard work - I've got eight classes every day. In the afternoon, I play football or basketball. When I get home, I swim or do my homework - we have ^{two} **THREE** **HOURS** of homework! Then I play computer games and chat with my friends online.

D Is it cold in London? It is usually horrible in February ^{four} **!!!!!!!**

Write soon.

Christine



- 3 Look at the Sentence Builder. How do you say the words in **bold** in your language?

Sentence Builder *and/or*

- 1 In the afternoon, I play football **or** basketball.
- 2 When I get home, I swim **or** do my homework.
- 3 On Saturday and Sunday, we go swimming **and** surfing.
- 4 I study maths, computer science, English **and** Japanese.
- 5 I play computer games **and** chat with my friends online.

ГИА SKILLS BUILDER 15

- 3 Read the letter and answer these questions.

- 1 Where does Christine live?
Christine lives in Perth.
- 2 Where is Christine from?
- 3 What are the good things about Perth?
- 4 What does she do at the weekend?
- 5 What is hard work for her?
- 6 What does she do in the evening?

Text Builder

- 3 Match the paragraphs in the letter (A-D) with the headings (1-4).

- | | |
|---------------------------|-----------------|
| 1 life at school C | 3 ending |
| 2 introduction | 4 life in Perth |

- 3 Match the examples of informal style in **blue** (1-5) in the letter with these things (a-b):

- | |
|---|
| a punctuation: CAPITAL LETTERS, exclamation marks !!!!!, contractions (can't) |
| b informal expressions: to start a letter, to finish a letter |

- 3 Complete the sentences with *and/or*.

- 1 I have breakfast and listen to the radio.
- 2 I cycle _____ walk to school.
- 3 On Mondays, we have maths _____ English.
- 4 I have lunch at school _____ at home.
- 5 In the afternoon, I play tennis _____ golf.
- 6 In the evening, I eat dinner _____ watch TV.

- 3 Write a personal letter to a friend.

ГИА SKILLS BUILDER 16

- 1 Choose a place and imagine you live there. Write notes about these things:

- your new house • the city • school
- after school and weekend

- 2 Use your notes to write the letter.

- 3 Give your letter to your partner to read.

- 3 Work in groups. Tell the class about your partner's new life.

Ivan now lives in Los Angeles. He goes surfing after school.

ГИА, РАЗДЕЛ 4: ПИСЬМО

LEARNING LINKS: 1 Sound Choice 1 → MyLab / Workbook page 19. Choose three pronunciation activities to do.
2 Check Your Progress 1 → MyLab / Workbook page 20. Complete the Module Diary.
3 ГИА Exam Choice 1 → Workbook pages 28-29.

2 AT HOME

Objectives: Listen, read and talk about homes; make and reply to suggestions; write a short description of a house; learn about *there is/are* and *some/any* and (un)countable nouns and *a lot of/no*.

FLA Exam preparation: Use of English

TOPIC TALK

3 Find words in the network in the photos (a-b).

3 1.42 1.43 Listen and match the descriptions (1-2) to the rooms in the photos (a-b).

3 1.44 1.45 Listen again to the first person. Complete the information in the network.

3 1.46 Pronunciation Listen and write down the words. Listen again and underline the main stress.

favourite, comfortable

➔ LANGUAGE CHOICE 19:
VOCABULARY PRACTICE

3 Work in groups. Use the network to talk about *your* home.

My home

Our ¹house/flat has got ² three bedrooms.
My favourite room is ³ _____.
It has got modern ⁴furniture/floors.
It's got two ⁵_____ and a ⁶_____.
It's a great place to ⁷study/relax.
I like my home because it's ⁸comfortable/
modern/tidy/light.



Rooms

the bathroom, dining room, hall, kitchen, living room, toilet
my bedroom, room

Furniture

armchair, bed, bookshelf, chair, cupboard, desk, sofa, table, wardrobe

door, floor, shower, toilet, walls, window
carpet, curtains, lamp, mirror, picture, plant, poster

computer, cooker, dishwasher, fridge, microwave, oven, stereo system, TV, washing machine



Warm Up

- 1 Look at the photos (a-c). What can you say about their owners' lifestyle, hobbies and interests?

The person in room b is a girl. She likes pink. She is interested in pop music.

- 2 Read two people's answers to a questionnaire about their rooms. Which photos (a-c) show Lena's and Justin's rooms?

- 3 Which room do you like? Why?

there is/are, some/any

- 3 Complete the sentences from the text with *is*, *are*, *isn't* or *aren't*. How do you say the sentences in your language?

Affirmative

There ¹ is a stereo system.

There ² _____ two guitars in my room.

Negative

There ³ _____ a wardrobe.

There ⁴ _____ any CDs.

Questions

⁵ _____ there a TV in your room?

⁶ _____ there any posters on the walls?

What furniture ⁷ _____ there in your room?

Short answers

Yes, there ⁸ _____.

No, there ⁹ _____.

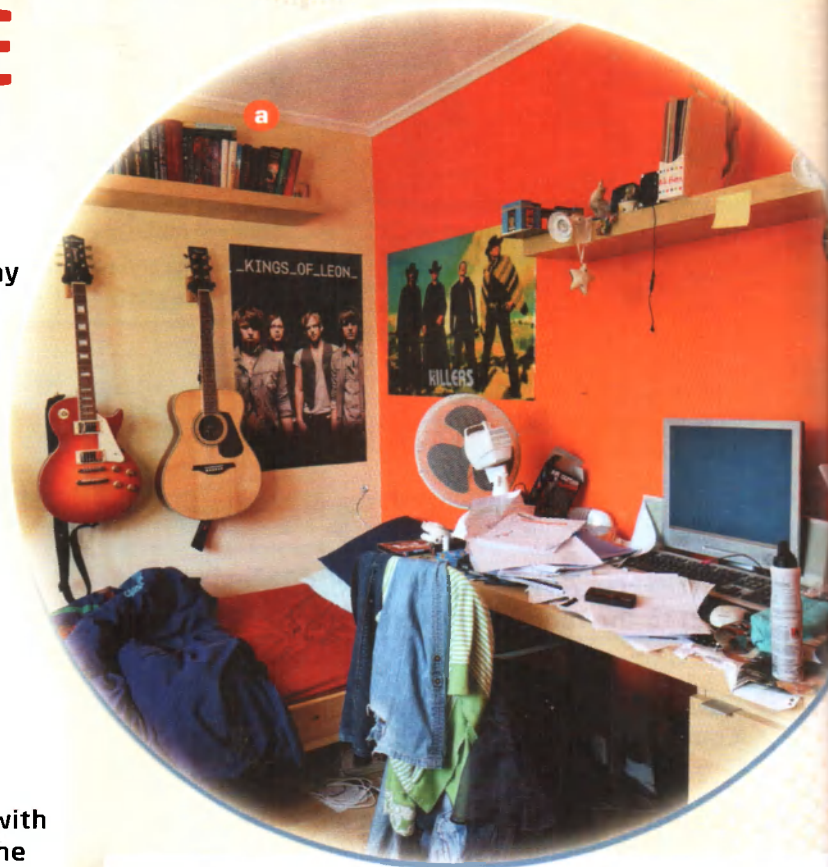
Yes, there ¹⁰ _____.

No, there ¹¹ _____.

- 3 Read the sentences (1-3) and complete the rules below with *some* and *any*.

- 1 There are **some** bookshelves.
- 2 There aren't **any** books.
- 3 Are there **any** pictures on the walls?

- We use _____ in questions and negative sentences.
- We use _____ in affirmative sentences.



My room 1.47

Can you describe your room?

Lena: It's dark because there is only one small window but it's very big.

Justin: My room's big and light.

What furniture is there in your room?

Lena: There is a big bed, a desk, a wardrobe and a chair. There are some bookshelves, too. And there is my pet tarantula.

Justin: There is only my bed, a desk and a chair. There isn't a wardrobe, I keep my clothes on the shelves. There aren't any CDs – I buy my music online. There are two guitars – I am in a rock band.

Is there a TV in your room?

Lena: No, there isn't. And there isn't a computer. I don't like technology.

Justin: Yes, there is. There is also a stereo system and a computer.

Are there any posters on the walls?

Lena: No, there aren't. There aren't any posters but there are some photos – photography is my hobby.

Justin: Yes, there are. There are posters of *Kings of Leon* and *The Killers* – they're my favourite groups.



Practice

- 9 Complete the questions about someone's room with *Is* or *Are*.

- 1 Is there a carpet?
- 2 Are there a sofa in the room?
- 3 Are there any curtains?
- 4 Are there a computer on the desk?
- 5 Are there any CDs or DVDs in the room?
- 6 Are there any bookshelves?
- 7 Are there a lamp on the desk?
- 8 What pictures are there on the walls?

LANGUAGE CHOICE 20

- 9 Complete the dialogue with *some* or *any*.

- A: Are there ¹ any computers in your English classroom?
 B: No, there aren't ² any computers. There are ³ some desks and chairs and an old TV.
 A: Are there ⁴ any bookshelves?
 B: Yes, there are. There are ⁵ some English dictionaries and encyclopedias on them. But there aren't ⁶ any interesting books.
 A: Are there ⁷ any posters or photos?
 B: Yes, there are ⁸ some maps and ⁹ some photos of London.

LANGUAGE CHOICE 21

- 8 Work in pairs. Choose one of the photos (a-c). Ask and answer the questions from Exercise 6 to guess your partner's photo.

Are there any bookshelves?

Grammar Alive Describing rooms

- 9 1.48 Listen to two descriptions of rooms. Tick the right boxes in the table.

	Ben's room	Sharon's room
carpet	✓	
computer		
wardrobe		
desk		
posters		

- 10 Work in pairs. Use the cues below to ask about your partner's room.

- A: *Is there a carpet in your room?*
 B: *Yes, there is a white carpet.*
 A: *Are there any pictures on the walls?*
 B: *Yes, there are. There are some posters of rock bands.*

carpet curtains wardrobe desk
 pictures lamps chairs armchairs
 musical instruments stereo system
 computer bookshelves plants books

- 11 Remember your partner's answers from Exercise 10 and describe his/her room. He/She corrects your description.

- A: *Your room is small. There is a blue carpet.*
 B: *No, there is a white carpet.*

SMART HOME

Warm Up

- 3 Look at the things (a-d) in the photos. What machines have you got in your home? What is your favourite machine?

My favourite machine at home is the fridge!

Reading

- 3 Read the text. Match the descriptions (1-8) with the machines (a-g). There is one extra description.

- | | |
|--|-------------------------------|
| 1 cleans the floors e | a Wakamaru domestic robot |
| 2 looks after animals | b intelligent oven |
| 3 orders food on the internet | c exercise bike with computer |
| 4 controls the temperature of the water and has a TV | d PIVO 2 car |
| 5 cooks dinner automatically | e Homebot |
| 6 you can do exercise on it | f intelligent shower |
| 7 talks to the driver | g intelligent fridge |
| 8 looks after old people | |

- 3 What things do you like about Michiko's home?

- 3 **Vocabulary** Look at the Word Builder. Are the sentences true (T) or false (F) about Michiko and her home? How do you say the words in bold in your language?

Word Builder Multi-part verbs (1)

- I **wake up** at six o'clock. **F**
- I **get up** at five past seven.
- I **go out** at eight o'clock.
- Homebot **looks after** my mother.
- I **get back** home at six o'clock.
- I **go to bed** at eleven o'clock.
- I **go to sleep** at eleven o'clock.

→ ГИА LANGUAGE CHOICE 22

A DAY
IN THE LIFE OF ...A HOME OF
THE FUTURE.

Dr Michiko Ishiguru,
describes a typical day at
her smart home in Tokyo.

1.49

7.00 I wake up. The lights are on and I can hear my favourite music. The curtains open automatically, too – it is cold outside but my bedroom is warm.

7.05 I get up and go to the bathroom. I watch the TV in my intelligent shower – it knows my favourite water temperature.

7.20 My mother and I have breakfast. We have fruit – my intelligent fridge orders food from the internet. It knows when we need food, like milk or fruit.

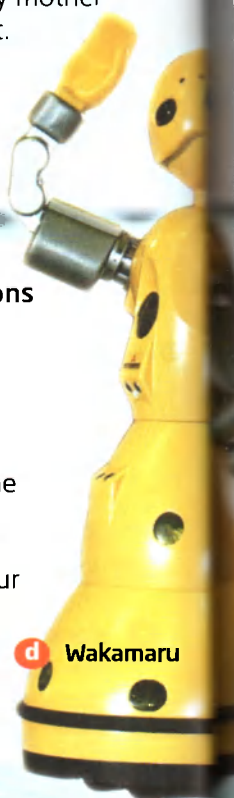
7.45 I program my vacuum cleaner, Homebot, to clean the floors. I put tonight's dinner in the intelligent oven. I can check the dinner with my mobile phone.

8.00 I go out. I go to work in my PIVO 2 car – it talks and gives me traffic information. My mother stays with Wakamaru, our intelligent robot. It looks after her and phones me when she is not well.



- 3 Work in pairs. Ask and answer questions about your life.

- What time do you wake up?
I usually wake up at seven o'clock.
- What time do you get up?
- What time do you usually go out in the morning?
- When do you usually get back home?
- Do you ever look after a person in your family (e.g. young brother or sister)?
- When do you go to bed and when do you go to sleep?





b Homebot

18.00 I get back home. I ride my exercise bike – it has got a computer. I can choose different routes and today I go cycling in the Alps!

19.00 Dinner is ready in the intelligent oven. Great!

20.00 We watch a film on the home cinema in the living room.

23.30 I go to bed and read an e-book. Then I go to sleep.



c Intelligent shower

Writing

- S** Read the description of Michiko's house. What two *new* machines does she mention?

My house is very modern. In my bedroom, I've got a stereo system and a TV. In the kitchen there is an intelligent fridge. On the kitchen table there is an automatic coffee maker. In the living room, I've got an exercise bike with a computer and there is a home cinema on the wall. The home computer is in the hall – it controls things in the house like the lights and the temperature. I can phone it when I'm not at home. I can check the house when I am at work or at friends' houses.

- S** Look at the Sentence Builder. How do you say the words in **red** in your language? Find more examples of *in/on/at* in the description from Exercise 6.

Sentence Builder

Prepositions of place: *in/on/at*

in: I am **in** the classroom. My mobile phone is **in** my bag. Rome is **in** Italy.

on: My book is **on** the table. I keep my clothes **on** the shelves. There are pictures **on** the wall.

at: I am **at** school now. My sister is **at** a party. My dad is **at** the shops.

ГИА SKILLS BUILDER 17

LANGUAGE CHOICE 23

- S** Complete the sentences with *in, on* or *at*.

- When I am at home, I often use the computer in my room.
- There isn't any food on the fridge but there's some fruit on the table.
- There is a blue carpet on the floor in the living room.
- I often sing in the shower.
- I've got posters of stars on the walls in my bedroom.
- My mum is at work and my dad is at the shops.

- S** Choose one of the houses (a-d). Write eight sentences about it.

- my grandmother's house.
- my house
- a hi-tech house
- my dream house

- 10** Work in pairs. Ask and answer questions about your houses.

- A:** *What is there in the living room?*
B: *In the living room there is a home cinema ...*

No Comment

'There's no place like home.'

English proverb

LESSON 6

GRAMMAR

MICRO HOMES



Warm Up

- 3 Look at the house in the photo. Guess what rooms, furniture and machines are in it.
- 3 Read the interview and check your guesses.

LIVES

1.50

We talk to Thomas Meier from Munich Technical University about his micro home.

Q: Is this house different from your family home?

TM: Yes, there are no carpets and there is a lot of metal and glass. There is a table and chairs but I haven't got any armchairs. I've got electricity but there's no gas. In the kitchen there is a microwave and a small fridge but there isn't an oven.

Q: How many rooms have you got there?

TM: There is one room and a mini-bathroom with a shower.

Q: How much space is there in the house?

TM: There isn't much space. But there is some space for cups and plates. I've got a lot of books but there are no bookshelves!

Q: Do you like this house?

TM: Yes, it is comfortable. But I've got a lot of friends and I can only invite three people!

Countable/Uncountable nouns and a lot of/no

- 3 Complete the lists with more nouns from the text. Then complete the rules below with *countable* or *uncountable*.

countable nouns (you can count the things):

room (rooms), carpet (carpets), ...

uncountable nouns (you can't count the thing):

space, metal, ...

- 1 _____ nouns are always singular.
- 2 _____ nouns can be singular or plural.
- 3 _____ nouns don't take *a/an*.
- 4 _____ nouns never go with numbers (one, two, ...)

- 3 Read the sentences (1-6) from the text. Which expressions in **bold** do we use with:

- a plural countable nouns?
- b uncountable nouns?

- 1 **How many** rooms have you got? **a**
- 2 **How much** space is there in the house?
- 3 I've got **a lot of** books.
- 4 There is **a lot of** metal.
- 5 There are **no** carpets.
- 6 There's **no** gas.

- 3 Complete the interview with *how much*, *how many*, *a lot of*, *no* or *a/an*.

A: ¹ _____ furniture is there in your room?

B: I've got ² _____ big desk and there are always ³ _____ notebooks on it. There isn't ⁴ _____ armchair in my room because I've got ⁵ _____ space for it. There are ⁶ _____ computers in my room - I use my mother's computer.

A: ⁷ _____ books are there?

B: I'm interested in history and I've got ⁸ _____ history books.

A: ⁹ _____ time do you spend in your room?

B: I love my room and I spend ¹⁰ _____ time here.

LANGUAGE CHOICE 24

Grammar Alive

Talking about quantity

- 3 **1.51** Listen to the dialogue. Use the cues and *a lot of* or *no* to make true sentences about who/what there is in Joanna's home.

There are a lot of girls.

- girls • boys • pizzas
- water • cola • juice

- 7 Use the cues below and *how much/how many* to ask and answer questions about your room.

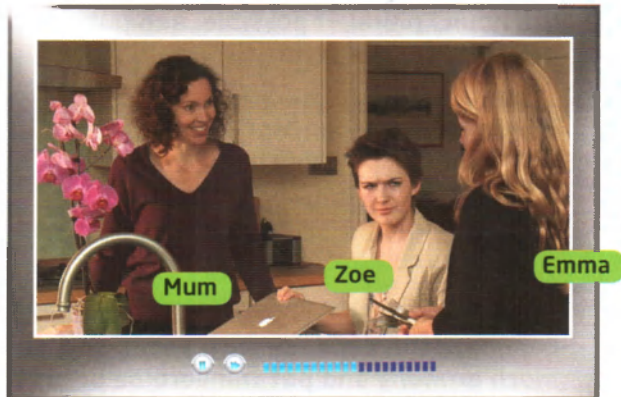
A: *How many books are there in your room?*

B: *There are no books in my room. I don't like reading.*

- books • pens • money • CDs
- notebooks • pencils • light • space

SKILLS

ГИА Speaking Workshop 2



- 9 **Vocabulary** Look at the photo and the vocabulary box below. Make guesses about the feelings of the people.

Zoe is worried.

Feelings

angry, bored, excited, happy, hungry, nervous, sad, scared, thirsty, tired, unhappy, worried

- 9 **1.52 DVD 2 Listen or watch** Listen to or watch the dialogue. Check your guesses.

Emma is thirsty.

- 9 **1.52 DVD 2 Listen or watch** Listen to or watch the dialogue again. Order these events.

- Emma gets some orange juice.
- Zoe can't find her laptop.
- Emma goes on the computer.
- Their mum comes in and is happy with Emma.
- Emma lays the table for dinner. 7
- Emma gets a message from her mum. 1
- Emma plays a computer game.
- Zoe wants to study for an exam.

- 9 Look at the Talk Builder. How do you say the words in bold in your language?

Talk Builder Suggestions

Suggest

1 **Why don't you** play a computer game?

2 **Let's** start.

Accept

3 All right. Okay. Good idea.

Reject

4 **No**, ... (I don't want to/I'm tired).

5 I'm not sure.

ГИА SKILLS BUILDER 31

- 9 **1.53 Pronunciation** Listen and repeat the replies.

- 6 **Speaking** Work in pairs. Use the cues below to act out dialogues.

Feelings:

I'm bored, tired, hungry, thirsty, sad, worried, angry.

Suggestions:

Why don't you ... go out, read a book, get a drink, watch a film, go shopping, go to bed, talk to a friend, talk to your dad/mum/boyfriend/girlfriend?

Let's ... play a computer game, go out, have lunch, go to the cinema, go to a cafe, play tennis, watch that film, watch TV.

Replies:

Okay/No, I'm tired, I haven't got any money, I haven't got time, it's very hot/cold, I don't like it, I don't want to.

A: *I'm hungry.*

B: *Let's have lunch.*

A: *Okay.*

- 9 Work in pairs. Act out a situation.

ГИА SKILLS BUILDER 31

- 1 Choose one of the situations (a-c).

- you are at your grandparents' house with your brother/sister and there is no internet
- you are in a hotel on holiday with a friend and you are hungry and thirsty
- you are at school with your partner and you have some free time - you are worried about your exams

- 2 Think of suggestions of things to do.

Buy some water. Go to a cafe.

- 3 Work in pairs. Act out the situations.

A: *I'm very thirsty because it's hot.*

B: *Why don't you ...?*

- 9 Tell the class your suggestions for the situations.

- Let's go to the hotel cafe for a drink.*
- Why don't you play football?*

Language Review Modules 1 and 2

3 Interests/Home/Feelings Choose the correct words to complete the sentences.

- A: On Saturday, I often ¹do/go swimming and running and then I'm ²tired/scared. I ³use/play the internet a lot. I often ⁴chat/watch with my friends online.
- B: Our ⁵bathroom/kitchen has got a table and two big windows - it's very ⁶light/tidy.
- C: I'm ⁷bored/angry when my brother ⁸plays/listens to music on my MP3 player.
- D: Are you ⁹hungry/thirsty? There is some cold water in the ¹⁰fridge/wardrobe. /10

3 Prepositions of place/Multi-part verbs (1)/like/and, or Complete the text with at, in, on, out, like, and, or, up, to or back.

- 11 In the morning, I get _____ at seven o'clock. I have breakfast and I go _____ at 7.30.
- 12 I am _____ school for seven _____ eight hours.
- 13 I get _____ home at about five o'clock. Then I usually relax _____ my room.
- 14 I like my room: there are photos of my favourite football stars, _____ Rooney and Ronaldo, _____ the walls.
- 15 In the evening, I have dinner _____ do my homework. I go _____ bed at ten o'clock. /5

3 ГИА USE OF ENGLISH TASK 1 Present Simple Complete the sentences with the correct form of the verbs in capital letters.

- 16 ... So you asked me what I _____ DO
- 17 in my free time. Well, I _____ READ
- 18 friends often _____ to the cinema GO
- 19 but I _____ with them. NOT GO
- 20 I _____ DVDs at home. And WATCH
- 21 I _____ sport. But my NOT LIKE
- 22 boyfriend _____ basketball and PLAY
- 23 football. He _____ reading. NOT LIKE
- 24 But he _____ films with me. WATCH
- 25 We _____ Alfred Hitchcock's films. LOVE /10

3 Adverbs of frequency Put the adverb in the correct place in the sentence.

- 26 We stay at home on Sunday. (often)
- 27 I start school at 8.30. (always)
- 28 My parents are tired in the evening. (usually)
- 29 My friends chat online in the morning. (never)
- 30 I am tired at school. (sometimes) /5

3 Plural, countable and uncountable nouns Make the nouns plural, if possible, and put the verb be in the correct form.

- 31 There _____ (not be) a lot of _____ (water) in the Sahara.
- 32 There _____ (be) interesting _____ (story) in this book.
- 33 Their three _____ (child) _____ (be) always bored. /6

3 there is/are, some, any, no, how much/many. Complete the dialogue with some, any, no, much or many and put the verb be in the correct form.

- A: How ³⁴ _____ people are there in your class?
- B: There ³⁵ _____ (be) twenty-five boys. There aren't ³⁶ _____ girls.
- A: I'm in a school for girls. There are ³⁷ _____ boys in my class.
- A: Let's have a party in my house.
- B: Good idea! How ³⁸ _____ space have you got?
- A: There ³⁹ _____ (be) a lot of space. /6

3 Meeting people Complete the dialogues with the correct words.

- Josh: Hi, my ⁴⁰ _____ is Josh. And ⁴¹ _____ is my friend, Carl.
- Karen: ⁴² _____ to meet you. I'm Karen.
- Ann: ⁴³ _____ are you, Karen?
- Karen: I'm ⁴⁴ _____. thanks. And you?
- Ann: I'm okay. Have a nice evening! /5

3 Suggestions Complete the gaps in the dialogue with the correct lines (a-d). There is one extra line.

- A: I'm bored. a Okay. Why don't we go out?
- B: ⁴⁵ _____ b Let's watch TV.
- A: There aren't any films. c Let's go to the park.
- B: ⁴⁶ _____ d No, I don't like TV.
- A: Good idea! ⁴⁷ _____ /3

Self Assessment

1.54 Listen and check your answers. Write down your scores. Use the table to find practice exercises.

Exercise	If you need practice, go to
1	Language Choice 13, 19
2	Language Choice 16, 22, 23
3	Language Choice 14, 18
4	Language Choice 15
5	Language Choice 17
6	Language Choice 20, 21, 24
7	SB p.21 ex.3
8	SB p.29 ex.4

ГИА, РАЗДЕЛ 3: ГРАММАТИКА И ЛЕКСИКА

30

LEARNING LINKS:

- 1 Read and listen to the short story in **Culture Choice 1** on page 97. Then do a project about your home.
- 2 **Exam Choice 1** → MyLab / Workbook pages 28-29.
- 3 **Check Your Progress 2** → MyLab / Workbook page 30. Complete the **Module Diary**.

3 DOWNTOWN

Objectives: Listen, read and talk about going out; ask for and give information about concerts; write a short note; learn about comparative and superlative adjectives. **IMA Exam preparation: Speaking**

TOPIC TALK

- 1 Look at the photos (a-c) and the network. What places can you see in the photos?

a shops

- 2 1.53 1.58 Listen and match the people (1-3) with their favourite places (a-c).

- a cafés and theatres
b clubs and outdoor markets
c art galleries and skate parks

- 3 1.57 1.58 Listen again to the first description. Complete the information in the network.

Going out

In my ¹ town/city, there are a lot of good ² _____.
There aren't a lot of good ³ _____.
I love ⁴ _____ and ⁵ _____.
My favourite place is a ⁶ cafe/skate park/club.
I like it because it is ⁷ _____.
I don't like our local ⁸ shopping centre/cinema/swimming pool/club because it's very ⁹ _____.

LANGUAGE CHOICE 25:
VOCABULARY PRACTICE

- 4 1.59 Pronunciation Listen to the words below. Underline the words which have a silent 'r'.

theatre, restaurant, centre, comfortable, modern, outdoor, market, friendly, favourite, galleries, park

- 5 Work in groups. Use the network to talk about your town/city.



Places

(outdoor) cafes, night clubs, pubs, restaurants, shops, outdoor markets, shopping centres, art galleries, cinemas, museums, theatres, amusement parks, skate parks, sports centres, swimming pools

Adjectives

big, cheap, comfortable, exciting, friendly, interesting, quiet, modern, nice, relaxed

boring, busy, dark, expensive, noisy, small

LESSON 7

GRAMMAR CLUBS

Warm Up

3 Where do you go with your friends?

We go to cafes.

cafes the cinema clubs the park
a sports centre a shopping centre

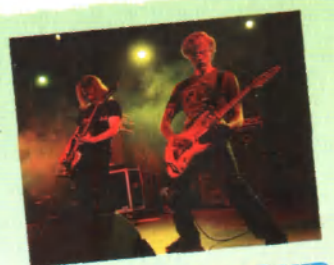
3 Read two advertisements of clubs for teenagers. Which club do you like? Why?

I like Stardust. They've got a great DJ and there is live music.

dance fusion

Fri and Sat 8 p.m. – 1 a.m.
Tickets: £15
Hip hop, rock, house music
DJs: DJ Raven, Big Steve
No alcohol or smoking
No jeans or hoods





STARDUST TEEN CLUB
Every day 3 p.m. – 11 p.m.
Tickets: £8
Live rock music on Saturdays
DJ: Chris Jones

3 Read peoples' comments about the two clubs. Which clubs do they like?

3 Are there clubs for teenagers in your town? Do you like them?

Comparatives

3 Complete the table with correct forms of the adjectives from the text.

	Adjective	Comparative
one syllable	nice old	¹ <u>nicer</u> older
one syllable with a short vowel and a consonant	big	² _____
-y at the end	busy friendly	³ _____ ⁴ _____
two or more syllables	expensive interesting exciting	⁵ _____ more/less ⁶ _____
irregular	good bad	⁷ _____ ⁸ _____



Dance Fusion Or Stardust

what do you think?

DJ99
Dance Fusion is really cool. It is more expensive than Stardust but the music is better. It is bigger, too – there are three different rooms with hip hop, rock and house.

outsider
Stardust is cheaper and it is better for young people. The atmosphere is more relaxed there. There are really good drinks and the food is better than at Dance Fusion (fantastic hamburgers!!).

poshhh
I think Stardust is less interesting. It's smaller than Dance Fusion and the DJ is worse. Dance Fusion is busier and the music is more exciting. The people at Dance Fusion are friendlier than at Stardust.

qreator
I prefer Dance Fusion. The atmosphere is nicer than at Stardust – the people are old and more interesting than at Stardust. It's quieter and you can talk to your friends.

3 Read the sentence below. Translate the word in bold into your language.

*Dance Fusion is more expensive **than** Stardust.*

3 Read the sentences (1-2). Put the expressions in bold on the scale.

1 People at Dance Fusion are **more** interesting.
2 Stardust is **less** interesting.

exciting
_____ interesting
interesting
_____ interesting



Practice

- 9 Use the information from the text to complete the sentences (1-6). Use the comparative forms of the adjectives in brackets.

- 1 Dance Fusion is more expensive than Stardust. (expensive)
- 2 DJs at Dance Fusion are _____ than at Stardust. (good)
- 3 Music at Stardust is _____ than at Dance Fusion. (exciting)
- 4 People at Dance Fusion are _____ than at Stardust. (old)
- 5 Food at Dance Fusion is _____ than at Stardust. (bad)
- 6 People at Dance Fusion are _____ than at Stardust. (interesting)

LANGUAGE CHOICE 26

- 9 Look at the two clubs in the photos (a-b). Use the adjectives below to write about them.

Stardust is smaller than Dance Fusion.

modern small big old dark nice comfortable

- 13 Complete the review of two cafés with correct comparative forms of the adjectives in brackets.

I think Coco is better than Mocha. First, Mocha is ¹ smaller (small) and there are only five tables. Coco is ² _____ (big) and it's in a ³ _____ (nice) area - it's in a park and you can eat outdoors in the summer. I don't like the waiters at Mocha - they are ⁴ _____ (old) and ⁵ _____ (friendly) than at Coco. The drinks in Coco are ⁶ _____ (interesting) and ⁷ _____ (expensive) than at Mocha - I love their hot chocolate!

ГИА LANGUAGE CHOICE 27

Grammar Alive
Comparing places

- 13 1.61 Listen to the dialogue. Put a tick (✓) in the correct place in the column. Then compare the two cafés.

Ristretto is nicer than Samba.

	Ristretto	Samba
nice	✓	
big		
busy		
expensive		
good		

- 13 Work in pairs. Take turns to make sentences about two snack bars: Jake's Burgers and Green Café. Use the cues below.

*Jake's Burgers is older than Green Café.
The chairs at Jake's Burgers are more comfortable than at Green Café.*

	Jake's Burgers	Green Café
old	✓	
expensive		✓
chairs - comfortable	✓	
tables - big	✓	
coffee - good		✓
food - interesting		✓
quiet		✓

- 13 Use the cues and your own ideas to compare two places to meet in your area (clubs/bars/cafés).

Metro Café is bigger and more comfortable than Papaya.

big modern friendly comfortable
quiet busy cheap

LESSON 8

SKILLS

FREE FUN

Warm Up

- 3 Which of the things below are sometimes or always free in London? Guess the answers.

concerts night clubs museums
art galleries professional football games
(e.g. Spurs and Chelsea) sightseeing
running and skating films street
performers sports centres plays

Reading

- 3 Read the website and check your guesses from Exercise 1.

- 3 Read the website again. Complete the notes.

- 1 Free music at: the National Theatre, the HMV Music Store, Covent Garden Market
- 2 Street performers at:
- 3 Exhibits in the Science Museum: modern technology, _____, interactive exhibits about biology.
- 4 Good modern art at:
- 5 Nelson's Column is in: _____
- 6 You can go running in: _____

- 4 Work in pairs. Tell your partner which activities from the website are interesting for you. Give your reasons.

- A: I like the street performers because I love music and theatre.
B: For me, the Science Museum is interesting because I love science.



Covent Garden

1.62

LONDON FOR FREE

London is expensive but you can have a lot of fun for free. Don't stay at home! Go out and enjoy the city!

There are free concerts at the National Theatre and you can sometimes listen to famous pop groups at the HMV Music Store. People under twenty-five can get free tickets at two hundred London theatres. In the summer, there are free concerts, plays and films at the More London Free Festival. There are great street performers, like musicians and acrobats at Covent Garden Market in the evenings.

A lot of London's museums and art galleries are free. At the Science Museum you can see modern technology and old machines. There are great interactive exhibitions, like Who am I?, an exhibition about biology. Tate Modern has a good collection of modern art and fantastic exhibitions.

- 3 Vocabulary Look at the Word Builder and the words in red in the London website. Complete the sentences.

Word Builder Verbs and prepositions

- 1 Don't stay at home!
- 2 You can listen _____ famous pop groups.
- 3 Millions of tourists come _____ London every year.
- 4 Go _____ Trafalgar Square.
- 5 Walk _____ Buckingham Palace.
- 6 The Queen lives _____ the palace.
- 7 Look _____ the old objects and the cool clothes.
- 8 They go _____ the streets of London.

LANGUAGE CHOICE 28: VOCABULARY PRACTICE

- 3 Complete the description with verbs from the Word Builder.

1.7 million people ¹ live in Barcelona but millions of tourists ² _____ to our city every year. Barcelona is a great place to visit but ³ _____ at a hotel in the centre. In the morning, ⁴ _____ to the old city and visit the art galleries. In the evening, ⁵ _____ around the streets near the Rambla - there's an outdoor market and street performers. At night, ⁶ _____ to some good music or dance at a club.



Science Museum

Millions of tourists **come to** London every year to see the sights. **Go to** Trafalgar Square and see Nelson's Column. Then **walk to** Buckingham Palace - the Queen **lives in** the palace when she is in London. Go to Portobello Market at the weekend. It is not cheap but it is a great place to visit - you can **look at** the old objects and the cool clothes there.

Sports centres in London are not free but you can go running in parks like Hyde Park. And on Friday evenings, 5000 people put on their roller skates and **go around** the streets of London.



Rollerskating

Listening

ГИА SKILLS BUILDER 2

- 8 1.63 1.64 Use the strategies to listen to the recorded information and complete the sentences.

The National Theatre

There are free concerts at ¹ a quarter to six every day but not **at** the weekend. There are ² _____ buses to the theatre.

Tate Modern

It opens at ³ _____ o'clock in the morning and closes **at** ⁴ _____ o'clock. On Fridays and ⁵ _____, it closes at ten o'clock at night.

St Paul's Cathedral

It is open for sightseeing from ⁶ _____ to four o'clock **in** the afternoon. There are free concerts **on** ⁷ _____ afternoons.

Hyde Park

Hyde Park opens **at** ⁸ _____ o'clock **in** the morning every day until midnight. You can go ⁹ _____ or cycling and you can play ¹⁰ _____ in the park **in** the summer.

3 DOWNTOWN

- 9 Look at the words in **red** from Exercise 7. Complete the Sentence Builder with the words that follow them.

Sentence Builder Time prepositions

in: ¹ the morning, ² _____, the evening, the spring, ³ _____, the autumn, the winter
on: Mondays, Wednesdays, ⁴ _____, Thursday mornings, Saturday afternoons, ⁵ _____
at: ⁶ _____, ⁷ _____, half-past six, seven o'clock, ⁸ _____, ⁹ _____

LANGUAGE CHOICE 29

- 9 Complete the description with time prepositions.

The museum opens ¹ at nine o'clock and closes ² _____ the evening ³ _____ six o'clock. ⁴ _____ Fridays and Saturdays, it closes ⁵ _____ eight o'clock ⁶ _____ night. ⁷ _____ Saturday mornings, there are free films. ⁸ _____ the summer, there are free concerts in the garden. They are ⁹ _____ the weekend, ¹⁰ _____ Saturday evenings.

- 10 Choose two of the activities below (a-f). Write notes about the activities in your town or city.

- | | |
|-------------------------------|---------------------|
| a sightseeing/places to visit | d museums/galleries |
| b music | e sport/exercise |
| c films/plays | f markets |

Prague:

Charles Bridge - summer evenings: street performers
American Centre - free films in English - Thursdays 6 p.m.
Sightseeing - Old Town, Charles Bridge, John Lennon Wall

- 11 Work in groups. Tell your partners about the activities.

Go to Charles Bridge and listen to the free concerts. They are at seven o'clock in the evening.

No Comment

'When a man is tired of London, he is tired of life.'

Samuel Johnson, English writer

Your Choice

SKATERS

Warm Up

- 8 Read the text. Is the South Bank an interesting place? Why?
- 8 What place in your area can you call 'your second home'?

The South Bank is one of the busiest places in London. It has got museums and theatres but it also has the oldest and the most famous skate park in London, with lots of concrete steps and artistic graffiti. 1.65

There are always a lot of people here - tourists and Londoners come to watch. The skaters here can do the most difficult skating tricks. But the skate park welcomes even the least experienced skaters.

'I'm not a great skater but here I can learn the coolest tricks from the best people in the world. Everybody is really friendly, we are a big family and this is our second home,' says sixteen-year-old Ben.

The London City Council plan to close the South Bank skate park and build shops there. But for now, skaters can still use the nicest skate spot in the city.

Superlatives

- 8 Complete the table with correct forms of adjectives from the text.

	Adjective	Superlative
one syllable	old cool nice	1 <u>the oldest</u> 2 _____ 3 _____
one syllable with a short vowel and a consonant	big	the biggest
-y at the end	busy	4 _____
two or more syllables	famous difficult	5 _____ 6 _____
irregular	good bad	7 _____ the worst

GIA LANGUAGE CHOICE 30

- 8 Put these two phrases in the correct places on the line below.

the most friendly the least friendly
- _____ friendly _____ +



- 8 Complete the sentences with the superlative form of the adjectives in brackets.

The South Bank is ¹ the coolest (cool) place I know. It's got ² _____ (nice) atmosphere in town. Some of my ³ _____ (good) friends skate here. Maybe this spot is not ⁴ _____ (beautiful) place in London but it is ⁵ _____ (exciting).

- 8 Complete the sentences with *most* or *least*.

- London is the most exciting city in the world.
- The centre is the _____ quiet area in a city.
- Manhattan is the _____ relaxing part of New York.
- Restaurants in the city centre are usually the _____ expensive.
- Hyde Park is the _____ famous park in London.

Grammar Alive Talking about cities

- 8 1.66 Listen to three people offering their suggestions for the UK's best city. Why do they like their cities?

Edinburgh: *has got the best night clubs.*

Cardiff:

Cambridge:

- 8 Work in pairs. Use the cues to make sentences about these towns and respond to them.

- The Kunstcamera museum - old museum in St Petersburg (→ the Hermitage - good)

A: *The Kunstcamera museum is the oldest museum in St Petersburg.*

B: *Okay, but the Hermitage is the best.*

- Athens - old town in Europe (→ Rome - beautiful)

- Hollywood - famous town in the world (→ Buenos Aires - exciting)

- Tokyo - big city in the world (→ London - cool)

- New York - good restaurants in the world (→ Paris - good shops)

- 8 Think of the towns in your country. Use superlatives to make sentences about them.

Saint Petersburg is the most beautiful city in Russia.

big nice expensive beautiful
dangerous old exciting modern

SKILLS

ГИА Speaking Workshop 3

- 1 Look at the photo. Where is it: a) a cinema
b) a ticket office c) a club?

- 1.67 DVD 3 Listen or watch Listen to or watch the dialogue. Check your guess from Exercise 1. Complete the information in the table.

Concert	Day/Time	Price of tickets
Big rock concert	¹ <u>Saturday</u>	from £35 to ² £
Comedy and music night	³ _____	⁴ £
Thames Festival	⁵ _____ at ⁶ _____ o'clock	free

- 8 1.67 DVD 3 Listen or watch Listen to or watch the dialogue again. Match the information with the people in the photos (Patsy (P), Gary (G) and the ticket agent (TA)).

- 1 gives information about shows in London TA
- 2 is very interested in the rock concert
- 3 asks for information about cheaper shows
- 4 is interested in the comedy show
- 5 is worried about the price of the tickets
- 6 asks for information about the free festival
- 7 wants to go to the free festival
- 8 does not sell any tickets

- 8 1.69 Look at the Talk Builder. Listen and match the answers (a-f) with the questions (1-7)

- a Saturday at eight o'clock.
- b Of course (x 2).
- c They cost from fifteen to thirty pounds.
- d In the Southbank.
- e Rock.
- f There's a rap concert.

Talk Builder Asking for information

- 1 Can we have some information about concerts for this weekend, please? b
- 2 What kind of music do they play? e
- 3 How much are the tickets? c
- 4 What other concerts are there? f
- 5 Where is the festival? d
- 6 What time does it start? a
- 7 Can we have two tickets, please?

ГИА SKILLS BUILDER 33

- 8 1.69 Pronunciation Listen and repeat the questions.



- 8 Choose the best answer.

- 1 Can I have some information about concerts, please?
a Good idea. (b) Of course. c No.
- 2 How much are the tickets?
a Ten pounds. b Of course. c Sixty.
- 3 What time does it start?
a In the afternoon. b On Friday.
c At nine o'clock.
- 4 Can I have two tickets, please?
a No, you can't. b Of course. c I'm not sure.

- 8 Read the strategies on page 113. Work in pairs. Check the information about the shows in Exercise 2.

ГИА SKILLS BUILDER 32

- 8 Work in pairs. Act out dialogues.

ГИА SKILLS BUILDER 33

- 1 Choose three concerts for the weekend in your town/city. Write notes about:

- name of groups (international/local)
- prices of tickets (from expensive to cheap)
- day and time of concerts

- 2 Practise saying expressions from the Talk Builder.

- 3 Work in pairs. Take turns to ask for information.

A: Can I have information about concerts for the weekend, please?

B: Sure. There's a Shakira concert on Friday.

A: How much are tickets?

- 8 Tell the class about one of your partner's concerts.

There's a Shakira concert on Friday. Tickets cost a hundred euros.

SKILLS

ГИА Writing Workshop 2

- 3 Read the emails (a-c). Match the sentences (1-5) with the people: Chloe, Georgina, Georgina and Chloe.

- 1 Wants to go out on Saturday. *Georgina and Chloe*
- 2 Wants to see the new film on Saturday.
- 3 Wants to go to a club.
- 4 Wants to meet at her house.
- 5 Her dad can collect them.

a Hi Chloe,
What are you up to at the weekend? Do you fancy going to the cinema on Saturday night? There's a new film with Emma Watson and Robert Pattinson. It starts at eight o'clock and tickets are £7. Why don't we meet at my place at seven?
Call me.
Georgina

b Hi there,
Thanks for the invitation. I want to see that film but I've got a better idea. There's a teen night at that new club (Igloo). Why don't we go? It starts at 9.00 on Saturday and tickets are £10. It's got live rap music (Dr Faustus) and a really good DJ!
Chloe

c Hi,
Okay, that's a great idea! Let's meet at my place at seven and my dad can take us there and collect us.
See you on Saturday!
G

Text Builder

- 3 Match the expressions in blue from the notes with the meanings below (1-5).

- 1 At my house *at my place*
- 2 What are you doing ... ?
- 3 Do you want to go ... ?
- 4 Telephone me.
- 5 Thank you for ...

- 3 Look at the Sentence Builder. How do you say the words in bold in your language?

Sentence Builder *and/but*

- 1 It starts at eight o'clock **and** tickets are £7.
- 2 I want to see that film **but** I've got a better idea.

ГИА SKILLS BUILDER 18

- 3 Complete the sentences with *and* or *but*.

- 1 That's a good suggestion but I've got a better idea.
- 2 The film is good _____ it's got Keira Knightley and Brad Pitt in it - they're great!
- 3 It's a great cafe _____ the drinks are expensive.
- 4 I like that film _____ I don't like Emma Watson in it - she's not very good.
- 5 The tickets are expensive _____ the club is noisy.

- 5 Write a note to your partner inviting him/her to go out.

ГИА SKILLS BUILDER 19

- 1 Choose one of the activities below (a-d). Write notes with information about it (time/ticket prices, etc.).
a a concert
b a sports match (football/basketball)
c a film or play
d a teen night at a club
- 2 Use your ideas to write a note to your partner.
- 3 Give your note to your partner. Write a reply to your partner's note with a new suggestion.

- 3 Work in pairs. Read your partner's reply. Make more suggestions and agree on an activity for the weekend. Tell the class.

We want to go to a football match on Sunday afternoon. Tickets are €15 and it starts at five o'clock.

ГИА, ПОДГОТОВКА К ЭКЗАМЕНУ, ПИСЬМО

LEARNING LINKS: 1 Sound Choice 2 → MyLab / Workbook page 39. Choose three pronunciation activities to do.
2 Check Your Progress 3 → MyLab / page 40. Complete the Module Diary.
3 Exam Choice 2 → Workbook pages 48-49.

4 MEMORIES

Objectives: Listen, read, talk and write about memories; learn about the Past Simple.

ГИА Exam preparation: Reading, Use of English, Listening



TOPIC TALK

- 3 Work in pairs. Look at the dates in the network. Tell your partner the dates of the birthdays below.

My birthday is on the fifteenth of May.

- your birthday
- your parents' birthdays
- your best friend's birthday

- 3 (2.1) (2.2) Listen to three descriptions of birthdays (1-3). Match them with the photos (a-c).

- 3 (2.3) (2.4) Listen again to the first person. Complete the information in the network.

Birthday memories

My birthday is on ¹ 22 July .
 My earliest birthday memory is my
² fourth/fifth/sixth birthday ³ _____.
 My best birthday ever was ⁴ _____.
 There was a ⁵ lunch at a restaurant/
party on the beach/picnic in the country
 with my ⁶ family/friends/girlfriend/
boyfriend.
 The ⁷ food/music/dancing was great!

- 3 (2.5) **Pronunciation** Listen and write down the dates. Then listen again and repeat them.

5 February 1999

➔ LANGUAGE CHOICE 31: VOCABULARY PRACTICE

- 3 Work in pairs. Use the network to talk about your birthday memories.

Dates

the first of January, the second of February, the third of March, the fourth of April, the fifth of May, the sixth of June, the eleventh of July, the twelfth of August, the sixteenth of September, the twentieth of October, the twenty-second of November, the thirty-first of December

in 1999 (nineteen ninety-nine), 2004 (two thousand and four), 2007 (two thousand and seven), 2012 (twenty twelve)

last month/August/year/summer,
 a year ago, two years ago

SCHOOL DAYS

Warm Up

- 3 Look at the photos (a-b). Which teacher do you like? Use the words below to describe your favourite/least favourite teacher from primary school.

My favourite teacher was Miss Williams. She was strict but she was very friendly.

relaxed young/old attractive
friendly serious strict funny

- 3 Read a school memory. Which words from Exercise 1 describe the teacher from the story?
- 3 Do similar things happen in your school? Do you have any funny school memories?



Past Simple

- 3 Complete the table with the past forms of the verbs below from the text.

have leave come go love show tell
see ask laugh talk sit answer know

regular verbs (-ed)	<i>loved, showed</i>
irregular verbs	<i>had, left</i>

- 3 Read the sentences from the text and complete the rule.

- 1 She **didn't talk** about boring things.
- 2 She **didn't give** us a lot of homework.

- To make a negative sentence we put _____ in front of the infinitive.

- 3 Complete the sentences with the Past Simple forms of the verb **be**: **was/were** or **wasn't/weren't**.

	Affirmative	Negative
I/he/she/it	Miss Sage 1 <u>was</u> young.	She 3 _____ very strict.
we/you/they	Her classes 2 _____ funny.	Her lessons 4 _____ boring.

YOUR LETTERS

2.6

My history teacher, Miss Sage, was young and pretty. We loved her because she wasn't very strict and her lessons weren't boring. She didn't talk about boring things and she didn't give us a lot of homework – she showed us films and told us stories. She knew a lot of stories from history and her classes were often funny. She often sat on her desk and we just talked about the past.

One day in her lesson, a student from a different class came in. He saw Miss Sage on the desk and asked her: 'Hey, the head teacher wants to talk to Sage. Where is she?' Miss Sage wasn't angry, she answered: 'She went to the teachers' room'. The boy left the classroom and we all laughed. Miss Sage had a good sense of humour.



Practice

LANGUAGE CHOICE 32

- 9 Complete the text with the past forms of the verbs in brackets. Use the irregular verbs list on page 95.

One day in December, before the French lesson we ¹ put (put) Peter's school bag outside the window. Peter ² _____ (go) out of the window to get it and at that moment the teacher ³ _____ (come) into the class. She ⁴ _____ (see) the open window and ⁵ _____ (close) it because it ⁶ _____ (be) cold that day. Peter ⁷ _____ (stay) outside for forty-five minutes! He ⁸ _____ (have) a terrible cold the next day and ⁹ _____ (not come) to school for two weeks.

ГИА LANGUAGE CHOICE 33

- 9 Complete these sentences with affirmative or negative forms of the verbs in brackets to make true statements about your previous school.

- 1 We liked (like) our teachers.
- 2 The maths teacher _____ (have) long hair.
- 3 The history lessons _____ (be) interesting.
- 4 We _____ (go) on class trips every month.
- 5 Our science teacher _____ (do) a lot of demonstrations.
- 6 We _____ (laugh) a lot in our English lessons.
- 7 Our PE teacher _____ (be) very young.
- 8 We _____ (ask) a lot of questions in geography lessons.

Grammar Alive Excuses

- 9 2.7 Listen to the conversation. Are the sentences true (T) or false (F)?

- 1 Mark used Emma's mobile.
- 2 Emma put the mobile in the cupboard.
- 3 The mobile was in Emma's bag.

- 12 Work in pairs. Use the cues to make dialogues.

A: *You didn't invite me to your birthday.*
B: *I invited my family but not my friends.*

A starts

- 1 not invite me to your birthday
- 2 not tell me about the maths test
- 3 not buy me a present

B answers

- 1 invite my family but not my friends
- 2 not know about it
- 3 not know about your birthday

B starts

- 4 not send me a Christmas card
- 5 eat the sandwiches
- 6 not call me on my birthday

A answers

- 4 not have your address
- 5 be hungry
- 6 leave my mobile at home

- 12 Work in pairs. One of you is the teacher. Use the cues or your own ideas to accuse your partner and wait for an explanation.

A: *You didn't do your homework.*
B: *I'm sorry. My dog ate my notebook.*

- not do your homework
- answer your mobile in my lesson
- not listen in my class
- not read the text
- eat your lunch in class

MEETING PEOPLE

Warm Up

- 1 Work in pairs. Tell your partner about when and where you met these people (a-c):
- 1 your partner in English class
We met last year in the maths class.
 - 2 your best friend
 - 3 your English teacher

Reading

TMA SKILLS BUILDER 9

- 2 Use the strategies in the Skills Builder to match the headings (1-5) with the paragraphs (a-d) in the story. There is one extra heading.
- 1 Meeting again
 - 2 War, studies and work
 - 3 The army
 - 4 Young love a
 - 5 Family problems
- 3 Find four differences between the meeting in the story and the drawing opposite.
- In the picture, Maggie has got a blue dress. In the story, she has got a red dress.*
- 4 Read the story again. Are the sentences true (T) or false (F) or is it not stated (N/S)?
- 1 Angus was in the army when he met Maggie. F
 - 2 Maggie didn't want to see Angus when he came to her house.
 - 3 Angus was angry with Maggie's parents.
 - 4 Angus kept the ring he bought during the war.
 - 5 Angus saw Maggie first in the bank.
 - 6 Maggie and Angus had a happy life.

FAMILY MEMORIES

(2.8)

Readers send us stories and memories about their families.

Lucy Macdonald

a My granddad, Angus, was a teenager when World War II started. He was in love with a beautiful girl called Maggie. She was sixteen and he was seventeen but he wanted to go into the army. Before he left, Angus bought a ring and then went to Maggie's house.

b Maggie's parents opened the door and said, 'We're sorry but Maggie doesn't want to see you.' Angus was angry and went home but he did not know one thing; Maggie loved him but her parents did not like him because his family was poor and they lied to him.

c In the war, Angus was in Italy. In 1945, Angus went to London and finished his studies. Then he went to university and studied economics. He worked **hard** and did **well** in his exams. After he left university, Angus got a good job in a bank but he did not get married because he was still in love with Maggie.

d One day, Angus was in the bank when a woman came in. She had a red dress and hat – it was Maggie! He **quickly** walked over to her and said, 'Hello, Maggie, do you remember me?' Maggie **nervously** looked at him and dropped her shopping bag. There were apples and eggs on the floor! They got married that year and had four children. **Sadly**, they died in 2009 but they lived **happily** together for fifty-eight years.



- 9 **Vocabulary** Look at the Word Builder. Complete it with adverbs in blue in the text.

Word Builder Adverbs

Adjectives	Adverbs
Regular	+ ly
slow	slowly
quick	¹ <u>quickly</u>
nervous	² _____
sad	³ _____
	+ ily
noisy	noisily
happy	⁴ _____
Irregular	
fast	fast
good	⁵ _____
hard	⁶ _____

LANGUAGE CHOICE 34: VOCABULARY PRACTICE

- 8 Complete the sentences with the correct form of the words below.

hard ~~bad~~ angry fast sad good

- I played badly in the tennis game and I lost.
- My brother can play the violin _____. He is in the school orchestra.
- _____, my dog died last year.
- My sister can run very _____ and often wins competitions.
- My dad spoke to me _____ on Saturday night because I came home at twelve o'clock.
- I worked very _____ and got an A in my Spanish exam.

Writing

- 8 Look at the Sentence Builder. How do you say the words in bold in your language?

Sentence Builder Time linkers

- He was in the bank **when** a woman came in.
- Then** he went to university and studied economics.
- Angus bought a ring **and then** went to Maggie's house.
- Before** he left, Angus bought a ring.
- After** he left university, Angus got a good job in a bank.

→ GIA SKILLS BUILDER 20

→ LANGUAGE CHOICE 35

- 8 Choose the linkers below to complete the memory.

and then before then after when (x 2)

I was in the school library ¹ when I met Alan. It was 25 June and I had a French exam the next day. It was about twelve o'clock ² _____ this tall guy came in. He sat down ³ _____ looked at me. He had a very nice smile. 'Can I use your dictionary?' he asked. ⁴ _____ we started to talk. We went to the cafeteria and had lunch. ⁵ _____ lunch, we went for a walk and he gave me his phone number. We met at the weekend and went to a club. ⁶ _____ I went out, I was very nervous. I put on my best dress. I was in love!

- 9 Write notes about meeting a person (real or invented).

- Where?** the tennis club in London
- When?** 8 May 2012
- His/Her appearance?** had long, dark hair and brown eyes
- What happened?** played a game - he/she won!
- Then?** then had a drink - met the next day and went to a club
- Then?** at the weekend came to my house for dinner - met my parents
- My feelings?** nervous/happy - was in love with him/her

- 10 Work in pairs. Tell your partner about your meeting.

I met Angela in the tennis club. It was 8 May and I ...

No Comment

'All you need is love.'

The Beatles, British pop group (1962–1970)



Warm Up

3 Look at the photo. Is the man:

- a a burglar?
- b a police officer?
- c a guest?

3 Read the interview about a burglary. Do you think Kate is a good witness?

(2.9)

Officer: I phoned you last night about the burglary in your street. Can we talk now?

Kate: Yes, of course.

Officer: So when did it happen?

Kate: It happened five days ago, at 9 p.m.

Officer: Last Friday. Okay, where were you?

Kate: I was in the kitchen with a friend.

Officer: What did you see?

Kate: It was dark but I saw a young woman in a green sports car. The woman was very slim, with long, blond hair.

Officer: Was she worried or nervous?

Kate: Yes, she was.

Officer: Did you see the burglars?

Kate: Yes, I did. I saw a tall, young man. He had a black bag. He got into the car and then they left very quickly.

Officer: Did your friend see the man?

Kate: No, she didn't. But she saw that woman yesterday in the shopping centre.

4 Use the cues to ask Kate more questions.

- 1 Where / you see the car?
Where did you see the car?
- 2 How old / be the woman?
- 3 you / know the woman?
- 4 your friend / call the police?
- 5 What / the man do?
- 6 When / the man get in the car?

5 Complete the police interview with Kate's friend. Make questions.

- 1 *When did it happen?* It happened last weekend.
- 2 _____? I saw a green sports car and a woman.
- 3 _____? No, I didn't. I only saw the woman
- 4 _____? She was in the car.
- 5 _____? Yes, she was. She was about twenty years old.

LANGUAGE CHOICE 36

Grammar Alive Questioning

3 2.10 Listen to a witness. Complete the police officer's questions.

- 1 Where *were you yesterday at 5 p.m.*?
→ at the bus stop
- 2 Who _____? → a tall man
- 3 How old _____? → young
- 4 What colour _____? → black

3 Work in pairs. Use the cues to ask and answer the questions about the robbery from Exercise 6.

Where were you yesterday at 5 p.m.?
I was at the post office.

A answers

- 1 → at the post office
- 2 → a woman
- 3 → about forty
- 4 → green

B answers

- 1 → in a shop
- 2 → a boy
- 3 → about sixteen
- 4 → blue

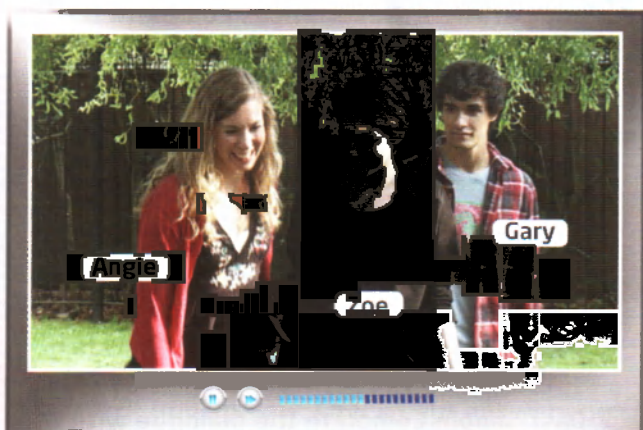
Past Simple: questions

3 Complete the questions from the text in the table with *was/were* or *did*.

	Questions	Short answers
be	¹ <u>Was</u> she worried?	Yes, she was.
	Where ² _____ you?	
other verbs	³ _____ you see the burglars?	Yes, I did.
	⁴ _____ your friend see the man?	No, she didn't.
	What ⁵ _____ you see? When ⁶ _____ it happen?	

SKILLS

ГИА Speaking Workshop 4



- 3 Look at the photo. Match the girls (1-2) with the descriptions (a-c). There is one extra description.

- | | |
|---------|---------------------|
| 1 Angie | a Gary's sister |
| 2 Zoe | b Gary's girlfriend |
| | c Zoe's friend |

- 3 2.11 DVD 4 Listen or watch Listen to or watch the dialogue. Check your guesses from Exercise 1.

- 3 2.11 DVD 4 Listen or watch Listen to or watch the dialogue again. Answer these questions.

- 1 What does Zoe want to do?
- 2 What does Gary remember about his birthday?
- 3 Why is Gary not very happy when he meets Angie?
- 4 Why is Gary happy after he meets Angie?

- 3 2.12 Look at the Talk Builder. Complete the sentences with these words. Then listen and check your answers.

that (x 2) after then because when before

Talk Builder Talking about memories

- A: Do you remember ¹ when we went to that rock concert?
 B: Oh, yes. I remember ² _____.
 A: And ³ _____ the concert, we had your birthday cake.
 B: Yes, ... and the concert was brilliant.
 A: Do you remember the very tall girl?
 B: I don't remember her name. She was a fantastic dancer.
 A: I don't remember ⁴ _____.
 B: You don't remember ⁵ _____ you were with George all evening. And ⁶ _____ you went out for a pizza. And ⁷ _____ that you went home.

ГИА SKILLS BUILDER 34

- 3 2.13 Pronunciation Listen and repeat sentences from the Talk Builder.

- 3 Work in pairs. Act out a dialogue about a memory.

ГИА SKILLS BUILDER 34

- 1 Choose a real memory or invent a memory about one of these things (a-d):

- a a party with your friends
- b a picnic in the country
- c a visit to a night club
- d a concert

- 2 Write notes to answer these questions below.

- 1 What was it?
- 2 When was it?
- 3 Who were you with?
- 4 What happened?
- 5 Was it funny/sad/exciting/boring?
- 6 What happened then?

ГИА SKILLS BUILDER 35

- 3 Read the strategies. Do you do the same in your language?

- 4 Use your notes and the Talk Builder to act out a dialogue. Use the strategies from the Skills Builder to show interest.

A: Do you remember when we went to that amusement park?

B: Yes, I remember that!

- 3 Tell the class about your memory. Make guesses about your partners' memories - are they real or invented?

Language Review Modules 3 and 4

2 Going out/Memories Complete the texts with the correct words.

My town isn't big but there is a swimming ¹ _____ and some art ² _____. There is a good Italian ³ _____ - I sometimes have pizza there. I don't go to our local ⁴ _____ because it's very small and the films are old. I often go to the skate ⁵ _____ in the town centre. My birthday is ⁶ *in/on* 1 August. We are on holiday in August so we usually have a picnic on the ⁷ *country/beach*. My last birthday was different. We had dinner in a ⁸ *dark/quiet* French restaurant. It was ⁹ *expensive/comfortable* but the ¹⁰ *food/music* was great. /10

3 GMA USE OF ENGLISH TASK 2 Adverbs

Complete the text with the correct form of the words in capital letters.

- 11 My family work very _____ but at **HARD**
12 weekends we relax. We don't get up **QUICK**
_____ or hurry all the time.
13 We eat our breakfast _____, talk a lot **SLOW**
14 and cook together. My mum cooks really **GOOD**
_____ and she's our chef.
15 _____, the weekend is very short and it **SAD**
16 goes **FAST**. /16

3 Verbs and prepositions/Time prepositions Complete the sentences with *at*, *in*, *on* or *to*.

- 17 I often go _____ the mountains
_____ the autumn.
18 _____ Saturday mornings, I usually stay
_____ home.
19 I listen _____ the radio programme
_____ seven o'clock.
20 We live _____ South America but we go
_____ London every year.
21 _____ the evening, we often go for a walk
and look _____ the flowers in the park.
22 _____ Sundays, a lot of people _____
the town centre and meet their friends. /16

4 Time linkers/*and*, *but* Choose the correct words to complete the sentences.

- 23 I was at school *when/but* the accident happened.
24 My parents went to school together *before/and* they got married.
25 I heard a noise and *when/then* a man broke the window.
26 *And/After* we had lunch, we went for a walk.
27 The food was great *then/but* the waiters were not very friendly.
28 I saw her *and/but* I fell in love. /16

5 Comparatives/Superlatives Complete the sentences with the correct forms of the adjectives in brackets.

Paris is ²⁹ _____ (small) than London but it's ³⁰ _____ (exciting) city in Europe.
I don't like Lady Gaga - she's ³¹ _____ (bad) pop singer in the world.
My house is ³² _____ (modern) than my friends' homes but it's ³³ _____ (comfortable).
I'm not ³⁴ _____ (good) student in my class but I'm ³⁵ _____ (good) at science than my friends. /7

6 Past Simple Complete the dialogue with the verbs in the Past Simple tense.

A: Hi Pete. What ³⁶ _____ (you / do) last night?
B: I ³⁷ _____ (stay) at home. And you?
A: I ³⁸ _____ (go) to the cinema with Helen but she ³⁹ _____ (not like) the film. It ⁴⁰ _____ (be) a horror.
B: ⁴¹ _____ (she / leave) the cinema?
A: No, she didn't but she ⁴² _____ (not be) happy. /7

7 Asking for information Choose the correct words to complete the questions.

- 43 *Can I have/Do I have* some information, please?
44 *What time/Which* does it open?
45 *How much/How many* are the tickets?
46 Can I have a ticket, *please/thank you*? /4

8 Talking about memories Put the phrases (a-d) in the correct places in the dialogue.

a That wasn't funny. c Do you remember
b We had a good time. d And then
A: ⁴⁷ _____ grandma's birthday last year?
B: Peter came with his new girlfriend, Sylvia.
A: ⁴⁸ _____ he talked to Maggie all the time.
B: And Sylvia danced with me all the time.
⁴⁹ _____
A: Peter got angry and left early.
B: ⁵⁰ _____ Grandma wasn't happy. /4

Self Assessment

2.14 Listen and check your answers. Write down your scores. Use the table to find practice exercises.

Exercise If you need practice, go to

1	Language Choice 25, 31
2	Language Choice 34
3	Language Choice 28, 29
4	Language Choice 35; SB p.38 ex.3
5	Language Choice 26, 27, 30
6	Language Choice 32, 33
7	SB p.37 ex.4
8	SB p.45 ex.4

ГИА, РАЗДЕЛ 3: ГРАММАТИКА И ЛЕКСИКА

- LEARNING LINKS: 1 Read and listen to the story by Gerald Durrell in **Culture Choice 2** on page 99. Then do a project about a famous person from your country.
2 **Exam Choice 2** → MyLab / Workbook pages 48-49.
3 **Check Your Progress 4** → MyLab / Workbook page 50. Complete the **Module Diary**.

5 FITNESS

Objectives: Listen, read and talk about exercise and sport; make and reply to requests; write a note of invitation; learn about the Present Continuous.

Listening

TOPIC TALK

- 1 Find the activities in photos (a-c) in the network. Then match them with the descriptions below. Check your answers on page 116.

- 1 It started in 1875 in Canada and is very fast and dangerous.
- 2 It started in California in 1920 and is now an Olympic sport.
- 3 It started in India in about 2000 bc and is now popular in the West.

- 2 2.15 2.16 Listen to a conversation. Match Sue (S) and Nick (N) with these things (a-d):

- a likes team sports S c likes skateboarding
b doesn't like school sport d is very fit

- 3 2.15 2.16 Listen again to the conversation. Complete the information in the network.

Exercise

I do sport ¹once/twice/three/four/five times a week.

I don't like ²_____

but I like ³_____ and I love ⁴_____

I am ⁵very/not very fit.

I never ⁶_____

cycle/walk to school/the shops/my friends' houses, go to school by car, take the lift, walk up the stairs

- 4 2.17 Pronunciation Listen and repeat the words. Which letter can't you hear?

Climbing

LANGUAGE CHOICE 37:
VOCABULARY PRACTICE

- 5 Work in pairs. Use the network to talk about your exercise.



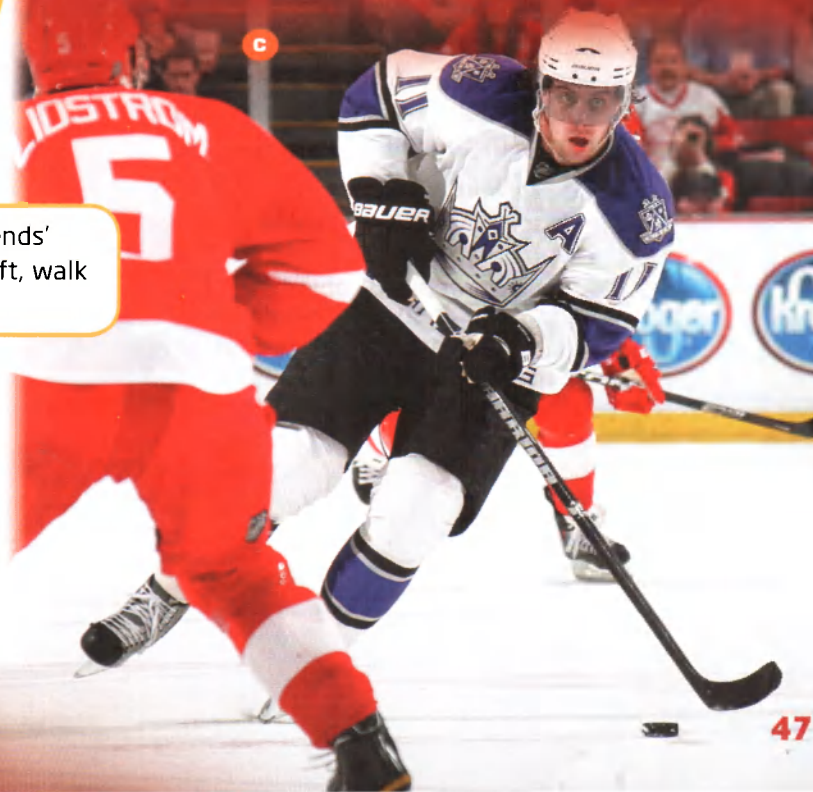
a



b

Activities

climbing, cycling, dancing, horse riding, running, skateboarding, skiing, surfing, swimming, trekking
doing athletics, exercise, gymnastics, judo, yoga
playing basketball, beach volleyball, football, hockey, ice hockey, rugby, table tennis, tennis, volleyball



c

SUPER ATHLETES

Warm Up

- 3 Look at the photos (a-b). What are the sports? Do you know the athletes?
- 3 2.18 Read and listen to the conversation. Why is Oscar Pistorius an unusual athlete?
- 3 Do you think disabled athletes should take part in open competitions with other athletes? Why/Why not?

Present Continuous

- 3 Complete the sentences from the text with *am*, *is*, *are* or *am not*.

Affirmative

I ¹ am reading a lot about disabled athletes.
She/He is running.
It ² is starting now.
We/You/They ³ are doing a project about Paralympics.

Negative

I ⁴ am not watching football.
He isn't running very fast.
We/You/They aren't reading.

Questions

⁵ Are you watching football?
⁶ Is he wearing artificial legs?
Are they doing a project?
What ⁷ are you doing?

Short answers

Yes, I am. / No, I am not.
Yes, he is. / No, he isn't.
Yes, they are. / No, they aren't.

- 3 Read the sentences (1-4) from the text and match them with the uses (a-b).

- 1 Look, it's starting! **a**
2 Now he is taking part in regular competitions.
3 I'm not watching football.
4 I'm reading a lot about disabled athletes.

- We use the Present Continuous to talk about activities happening:
a at the moment. **b** around now.

2.18

Mum: What are you doing, Pete? Are you watching football again?

Pete: No, I'm not watching football. It's a running competition – the men's 400 metres. Do you see that runner in the green shirt? That's Oscar Pistorius from South Africa. They call him 'the fastest man on no legs'.

Mum: Is he wearing artificial legs?

Pete: Yes, he is. Oscar won three gold medals in the Beijing Paralympics with them. And now he is taking part in regular competitions.

Mum: Amazing!

Pete: Yes, Oscar can run really fast on those legs.

Mum: Look, it's starting now! Wow! He's good!

Pete: Yes, his legs are very high tech.

Mum: How do you know all this about him?

Pete: We are doing a project about the Paralympics at school so I'm reading a lot about disabled athletes.

a Oscar Pistorius





b Anna Burmistrova

Practice

- 8 Use the cues to write true sentences about this moment in the Present Continuous.

- 1 We / learn / English
We're learning English.
- 2 I / run
- 3 My friends / play football
- 4 I / do an exercise
- 5 It / rain
- 6 The teacher / watch us
- 7 My best friend / sleep
- 8 We / listen to a song

- 9 Use the cues to write questions for 'around now' in the Present Continuous.

- 1 you / learn Spanish?
Are you learning Spanish?
- 2 your class / watch English films this month?
- 3 you / prepare for an exam?
- 4 you / learn to drive?
- 5 your friends / do a lot of tests this week?
- 6 What / you / plan for your holidays?
- 7 we / work on a project this month?
- 8 I / work hard this week?

- 8 Work in pairs. Take turns to ask and answer the questions from Exercise 7.

A: *Are you learning Spanish?*

B: *No, I'm not.*

LANGUAGE CHOICE 38

- 8 Complete the interview with a fan of Anna Burmistrova, a Russian cross-country skier.

Reporter: ¹ *Is she doing* (she / do) well?

Fan: Yes, I think she is really good today. She ² _____ (not win) at the moment but she ³ _____ (get) better.

Reporter: ⁴ _____ (you / have a good time) here in Vancouver?

Fan: Yes, Anna ⁵ _____ (do) very well in these championships. And this race is really exciting, we ⁶ _____ (enjoy) it a lot.

TMA LANGUAGE CHOICE 39

Grammar Alive Describing a scene

- 12 **2.19** Listen to a telephone conversation. What are Julia, Polly, Martha and Chris doing?

Julia is relaxing.

Polly is ...

- 12 Work in pairs. Use the cues to ask questions about Oscar Pistorius and Anna Burmistrova. Look at the photos to answer the questions.

A: *Is Oscar cycling?*

B: *No, he isn't.*

A - ask about
Oscar Pistorius

B - ask about
Anna Burmistrova

1 cycle?

1 jump?

2 drink water?

2 run?

3 talk?

3 smile?

4 run?

4 wear sunglasses?

- 12 Work in pairs. Look at the picture on page 119 for fifteen seconds. Then close your book. Take turns to ask and answer questions about what the people in the drawing are doing. Your partner corrects the mistakes.

A: *What is Mark doing?*

B: *He is walking the dog.*

Warm Up

- 3 How fit are you? Do you want to get fitter?

Reading

GIA SKILLS BUILDER 10

- 3 Use the strategies to match the texts (1-3) with the list (a-c) below.

- a a poster on a notice board
b an online shopping website
c an advert in a local paper

- 3 Read the texts again. Match the people (a-e) with the activities in the texts (1-3).

- a **Sally** likes night clubs. She doesn't like doing exercise but wants to lose weight. 2
b **Fred** runs marathons and is very fit but he wants to do a different activity.
c **Jack** loves table tennis but hasn't got a table at home.
d **Fiona** lives on the fifteenth floor and wants to get fit.
e **Doug** wants to learn dancing and to get fit, too.

- 3 Look at the Sentence Builder. How do you say the words in bold in your language?

Sentence Builder *too/not enough*

- 1 A lot of exercise games are **too slow** or **not realistic enough**.
2 My living room is **not big enough** and I am **too tall**.

LANGUAGE CHOICE 40

1

KINECT SPORTS (2.21)
by Microsoft
For Xbox 360

Price: £17.99

***** 57 customer reviews

The most useful review:

***** Mike G.

A lot of exercise games are too slow or not realistic enough but *Kinect Sports* is FANTASTIC! It's got volleyball, table tennis, football and athletics. It's not too difficult - my daughter is six and she can play the games. You can play against the computer, with family or friends or online. It's great fun. You move a lot and it's good exercise. My only problem is my living room - it's not big enough and I'm too tall!



2

ZUMBA WITH KAREN

Have fun and get fit!

Do you hate exercise but love dancing and parties? Well, Zumba is for you - it combines great Latin dancing with hard exercise (1000 calories an hour). I am an experienced Zumba trainer and there are usually twenty people in my classes.

Classes are only £5 an hour.

Karen Cooksey: kjcooksey@zmail.com

Tel: 05848 76628890

Ashford Health and Fitness Centre, 5 Cliff Road

Classes: 4 p.m. - 10 p.m., Monday to Friday



3

- 3 Complete the sentences with *too* or *not enough* and the adjectives in brackets.

- 1 I want to do ice hockey but my dad thinks it's too dangerous (dangerous).
2 I've got a new exercise game but it's _____ (fast) and it's boring.
3 We play football in my garden but it's _____ (big) - it's only twenty square metres.
4 Those dance classes are interesting but they're _____ (expensive) - they cost £10.
5 I want to do tower running but I'm _____ (fit) at the moment.
6 I think yoga is boring - it's _____ (slow) and you don't do a lot of exercise.



STH ALPHA TOWER RUN

WHEN

from 7.30 to 12.00 on 9 April 2012

WHERE

Alpha Tower, 12 Broad Street, Dinham

WHAT

run up 30 floors (93 metres) in under 15 minutes

WHO

fit people from 15 to 75 – it's very hard exercise!

REGISTRATION

£20 / £10 (students). The money goes to *Save the Children*.

CONTACT

Alice Barker, tel: 01585 8775234

FOR MORE INFORMATION

www.alphatowerrun.com

Listening

ГИА SKILLS BUILDER 3

6 2.21 2.22 Use the strategies to listen to three dialogues (1-3) and match them with the situations (a-d). There is one extra situation.

- a a phone conversation between two friends 2
- b a phone conversation between a brother and sister
- c a conversation at a party between two strangers
- d a conversation between two students at school

7 2.21 2.22 Listen to the dialogues again. Are the sentences true (T), false (F) or not stated (N/S)?

- 1 Alan and Linda like athletics. F
- 2 They dance at the party.
- 3 Colin is good at skateboarding.
- 4 Jamie and Colin meet at the cinema.
- 5 Alison is writing a letter.
- 6 The exercise from the French class is difficult.

9 Vocabulary Look at the Word Builder.

5 FITNESS

Match the multi-part verbs (1-5) with the meanings (a-e). How do you say them in your language?

- a Please do it!
- b What are you doing?
- c Come to my house.
- d I don't like ...
- e To leave home and go to the cinema, a café, etc.

Word Builder Multi-part verbs (2)

- 1 What are you **up to**? b
- 2 Do you want to **go out**?
- 3 No, I'm **not into** skateboarding these days.
- 4 Oh, **come on**, Jamie! There's a great film on.
- 5 **Come round** here in twenty minutes.

LANGUAGE CHOICE 41: VOCABULARY PRACTICE

9 Work in pairs. Take turns to act out the dialogue below. Change the words in *italics*.

A: What are you up to?

B: I'm *watching TV*.

A: Let's go out.

B: I don't know.

A: Let's *go swimming*.

B: I'm not really into *swimming*.

A: Oh, come on, Sue. A lot of our friends are at *the swimming pool*.

B: Okay, come round here in an hour.

10 Work in pairs. Choose five questions to ask your partner. Then suggest a new sport or type of exercise for him/her.

1 what / sport often do?

A: *What sport do you often do?*

B: *I play table tennis at home.*

2 usually walk to school/the shops/your friends' houses?

3 usually walk up the stairs or take the lift?

4 are you fit?

5 want to lose weight?

6 like hard exercise?

7 like dangerous sports/team sports/water sports?

8 how much time have you got?

Your Choice

No Comment

'I buy those celebrity exercise videos. I love sitting and eating cookies and watching them.'

Dolly Parton, American singer

A FITNESS FREAK



Warm Up

- 3 Do the questionnaire on page 116. Are you a fitness freak?

- 3 2.23 Read and listen to the conversation. Who is a fitness freak, Mark or Helen? Why?

Mark: Hi, Helen, do you want to go to the cinema on Friday night?

Helen: I can't. I'm playing tennis with my brother at seven o'clock.

Mark: What about Saturday? Are you doing anything on Saturday?

Helen: Yes, I'm going swimming in the afternoon and in the evening I'm doing a three-hour yoga session.

Mark: Wow! You *are* sporty! What about Sunday?

Helen: Well, in the morning, my dad is taking me to a horse-riding lesson. Then we're going running together. And in the afternoon I'm going to a Zumba class. You can come with me.

Mark: Er ... no. No, thanks.

Present Continuous: arrangements

- 3 Read the sentences (1-2) from the dialogue and choose the correct word in the rule. Find similar sentences in the text.

1 *I'm playing* tennis with my brother at seven o'clock.

2 *In the morning, my dad is taking* me to a horse-riding lesson.

- We use the Present Continuous tense to talk about *planned / unplanned* future activities.

- 3 Complete the dialogue with the correct form of the Present Continuous.

A: What ¹ are you doing (you / do) at the weekend?
² _____ (you / go) away?

B: No, I'm not. My school ³ _____ (have) a swimming competition on Saturday. And you?

A: I ⁴ _____ (go) skiing with my dad.

B: When ⁵ _____ (you / come) home?

A: I'm back on Saturday evening - let's go to the cinema on Sunday.

- 3 Look at Mark's diary for next week. Write sentences about his arrangements. Is he into fitness and sport?

Mark is going to the cinema with Sue on Monday.

Monday	Friday
go to the cinema with Sue	meet friends at Tom's café
Tuesday	Saturday
have dinner with Lily	go to see the Arsenal game
Wednesday	Sunday
meet Sandra	go on a trip with Julia
Thursday	
have a Zumba class	

LANGUAGE CHOICE 42

Grammar Alive

Talking about arrangements

- 3 2.24 Listen to the conversation. What are Nina's and Phillip's arrangements for the weekend?

Friday: *Nina's going to a basketball game.*

Saturday p.m. _____

Sunday a.m. _____

Sunday p.m. _____

- 3 Work in pairs. Use the cues to ask and answer questions about arrangements.

A: *What are you doing tonight?*

B: *I'm going to a concert.*

A starts

B answers

1 tonight

1 go to a concert

2 on Friday afternoon

2 do a yoga class

3 on Saturday morning

3 have a driving lesson

B starts

A answers

4 after school

4 go to the dentist

5 on Saturday

5 meet a friend

6 on Sunday

6 have lunch with my family

- 3 Work in pairs. Ask and answer about your arrangements for the weekend.

A: *What are you doing on Saturday?*

B: *I'm going to the theatre.*

SKILLS

ГИА Speaking Workshop 5



3 Look at the photos. What are they doing?

3 **2.25 DVD 5** Listen or watch Listen to or watch the dialogue. Check your guess from Exercise 1. Are the sentences true (T) or false (F)?

- 1 Patsy hasn't got any tennis things when she arrives. **T**
- 2 Patsy uses a pair of Zoe's trainers.
- 3 They play tennis in the garden.
- 4 Zoe plays very well.
- 5 Zoe wants to continue but Patsy is tired.
- 6 Patsy likes 'virtual tennis'.

3 Look at the Talk Builder. How do you say the words in bold in your language?

Talk Builder Requests and replies

- | | | |
|--|-------------------|----------------------------|
| | Agree | Refuse |
| 1 Can you lend me some shorts, please? | Sure, no problem. | Sorry, I can't because ... |
| 2 Could we play again next Saturday? | Okay. | No problem. |

ГИА SKILLS BUILDER 36

3 **2.26 Pronunciation** Listen and repeat the requests.

3 Match the requests (1-5) with the reasons (a-e).

- | | |
|---|-------------------------------------|
| 1 Can you lend me your dictionary, please? c | a Mine isn't working. |
| 2 Could you help me with my homework, please? | b It's very cold. |
| 3 Can you give me a glass of water, please? | c I left mine at home. |
| 4 Can you lend me a hat, please? | d I'm very thirsty. |
| 5 Can you lend me your mobile, please? | e I don't understand this question. |

3 **Speaking** Work in pairs. Ask and answer the questions from Exercise 5. Use expressions from the Talk Builder to reply.

3 Work in pairs. Act out one of the role-plays.

ГИА SKILLS BUILDER 36

1 Choose one of the situations (a-d).

- a you are at a sports centre with a friend
- b you are on holiday with a friend
- c you are in class with your partner
- d you are at home with your brother/sister

2 Think of requests to make to your partner and reasons for your requests.

- b borrow his/her camera (haven't got a camera) / give me some water (am thirsty)

3 Work in pairs. Act out your situations. Take turns to ask requests.

- A: Hey, Monika. Can you lend me your camera, please? I haven't got a camera.
B: I'm sorry, I can't because ...

3 Which requests did your partner agree to? Tell the class.

Monika lent me her mobile phone.

SKILLS

ГИА Writing Workshop 3

B Read the notes (a-c). Are the sentences true (T) or false (F)?

- 1 Tom, Lucy and Oliver like playing volleyball. **T**
- 2 Lucy can't come because it's her birthday.
- 3 Oliver wants to come to the game with a friend.
- 4 Oliver can't come to the cinema because he's shopping.

a Hi there,
I'm organising a volleyball game at the local sports centre at 11.00 on Saturday morning. Then we're having lunch in the sports centre café. There's a new Matt Damon film **so** we're going to the cinema after lunch.
Would you like to come?
Please, send me a text or call me.
See you,
Tom

b Hi there Tom,
Thanks for the invitation. I'd like to come but I can't **because** I'm busy on Saturday. It's my cousin's birthday **so** she's having a party. Another time maybe - I love playing volleyball!
Thanks anyway,
Lucy

c Hi Tom,
Thanks for your invitation. I'd love to come to the game! Can I bring my friend, Harry? He's a good player. I'm **sorry but I can't come** to the cinema **because** I'm going to a football match with my dad.
See you on Saturday.
Cheers,
Oliver

Text Builder

B Read the texts again. Which of the expressions in blue:

- | | |
|------------------------|--------------------------|
| 1 say hello to people? | 4 invite people to come? |
| Hi / Hi there | 5 refuse an invitation? |
| 2 finish the notes? | 6 accept an invitation? |
| 3 ask for a reply? | |

3 Look at the linkers in the Sentence Builder. Look at the other examples of **so** and **because** in the text. How do you say the linkers in your language?

Sentence Builder Linkers **because** and **so**

- 1 There's a new Matt Damon film **so** we're going to the cinema.
- 2 We're going to the cinema **because** there's a new Matt Damon film.

ГИА SKILLS BUILDER 21

B Use the words in brackets to rewrite the sentences. Start with the underlined words.

- 1 I can't come because I'm busy. (so)
I'm busy so I can't come.
- 2 I'm going shopping so I can't come. (because)
- 3 I'm having a party because it's my birthday. (so)
- 4 There's a concert so we're going to that club. (because)
- 5 I'm going to dance classes because I want to be fit. (so)

B Write a note of invitation to a friend.

ГИА SKILLS BUILDER 22

- 1 Choose one of the activities (a-c).
 - a a sporting event (e.g. a football game/ a tennis competition)
 - b a party (at home/in a café)
 - c a night out (a film/dinner at a café/dancing at a club)
- 2 Write notes about these things:
 - the place
 - the day and time
 - the activities
- 3 Use your notes to write an invitation.

B Give your invitation to your partner and he/she replies to it.

ГИА, ПОДГОТОВКА К ЭКЗАМЕНУ, ПИСЬМО

LEARNING LINKS: 1 Sound Choice 3 → MyLab / Workbook page 59. Choose three pronunciation activities to do.
2 Check Your Progress 5 → MyLab / Workbook page 60. Complete the Module Diary.
3 ГИА Exam Choice 3 → Workbook pages 68-69.

6 AGE

Objectives: Listen, read and talk about people; describe people in photos; write sentences to describe people; learn more about present tenses and questions.
IMA Exam preparation: Listening, Use of English



a My granddad



b My neighbour



c My brother



d My cousin

TOPIC TALK

- 3 Look at the photos (a-d) and the network. Make guesses about the people.

The man in photo a is about seventy. He is a gardener. He is probably friendly.

- 3 2.27 2.28 Listen to Lucy's descriptions of her family (a-d). Check your guesses from Exercise 1.

- 3 2.29 2.30 Listen again to the first description. Complete the information in the network.

- 3 2.31 **Pronunciation** Listen and repeat words from the network. Notice the sound of the last syllable.

bus driver student

→ LANGUAGE CHOICE 43: VOCABULARY PRACTICE

- 3 Work in pairs. Use the network to tell your partner about your family members or friends.

baby, child, teenager, pensioner

People

Eric is a ¹ pensioner.
 He is ² _____ years/months old.
 He *is/was* a ³ _____.
 He is interested in
⁴ music/gardening/reading/sport.
 He is very ⁵ _____ and ⁶ _____.

Age

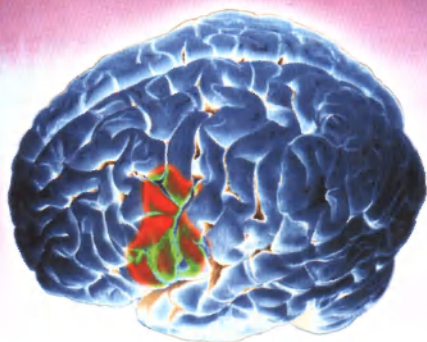
six months, eleven months, eighteen months, nine, nineteen, twenty-one, sixty-three, seventy-nine, about fifteen, about thirty-five, about fifty, about sixty

Occupations

bus driver, doctor, engineer, gardener, lawyer, nurse, office worker, police officer, shop assistant, primary school/secondary school/university student, teacher, vet, waiter/waitress

Personality

clever, friendly, hard-working, kind, moody, outgoing, shy, talkative, tidy



Warm Up

- 3 Look at photo (a) of the human brain and answer the questions. Check your answers on page 117.

- The adult brain weighs about:
a 900g. b 1600g. c 1350g.
- The brain has _____ of neurons and brain connections.
a thousands b millions c billions
- The brain uses _____ of our body's energy.
a 20% b 5% c 15%

- 3 Look at the photos (b-c). Which of these things are true about teenagers?

- They often feel tired in the morning.
- They are not usually very good planners.
- They often can't control their emotions.

- 3 Read the text to check your guesses.

- 3 Are you a 'typical' teenager? Which of the things from the text do you do?

Present Simple and Continuous

- 3 Complete the table with the names of the tenses, Present Simple or Present Continuous. Find more examples of the two tenses in the text.

1	2
Two people are sleeping .	Teens sleep longer at weekends.
Your biological rhythm is changing .	Our brain needs sleep every day.

- 3 Match the tenses in Exercise 5 (Present Simple and Present Continuous) with the uses (a-b).

- a things happening right now or around now
b things happening regularly or always true



Science today

Q&A

2.32

- Q** It's the first lesson today and I can't concentrate. Two people are sleeping! What is the problem?

- A** It's normal, your biological rhythm is changing – you wake up later and go to bed later.

Also, teenagers need 9.5 hours of sleep. When they sleep less than six hours, they can't concentrate and become moody. Some teens sleep longer at weekends but the brain needs sleep to 'work on' new information.

- Q** My teenage brother has got an exam tomorrow and he's going out to a party. Is this normal?

- A** Your brother is a teenager. His brain is still developing. He probably doesn't plan things or think of the consequences of his actions. The 'planning' part of our brains develops less quickly and a lot of teenagers can't organise their time well or control their emotions.

- Q** My sister watches TV all day. She is watching a silly programme right now. Is this healthy?

- A** The teenage brain has billions of neurons and brain connections. When teenagers do a lot of things like science or sport, their brain develops the connections for these activities. When they watch a lot of TV, the brain doesn't use these connections and loses them. So a lot of TV isn't great for teenagers.

Practice

9 Which sentence (a or b) can people (1-4) say?

- 1 a student in front of the TV
a I'm studying hard. (b) I study hard.
- 2 a teenager in a lesson
a I'm not sleeping. b I don't sleep.
- 3 a teacher at a restaurant
a I teach English. b I'm teaching English.
- 4 a girl in a library
a I'm looking for information about China.
b I look for information about China.

→ LANGUAGE CHOICE 44

9 Complete the interview with a teenager with the verbs in brackets in the Present Simple or Present Continuous.

- A: How long ¹ do you sleep (you / sleep) every night?
 B: I ² _____ (not go) to bed before 10 p.m. and I ³ _____ (get) up at 6.30 a.m. But this is different because we've got exams. I ⁴ _____ (revise) until midnight.
 A: But you ⁵ _____ (not / study) now. What ⁶ _____ (you / do)?
 B: I ⁷ _____ (wait) for my English exam. I'm really nervous.
 A: What ⁸ _____ (you / drink)? Is this coffee?
 B: No, I ⁹ _____ (not like) coffee. I ¹⁰ _____ (drink) water to keep my brain active. It's healthier than coffee.

9 Look at the drawings (a-d) and use the cues (1-4) to write two sentences about each drawing: one in the Present Simple and one in the Present Continuous.

- 1 teach English / talk to a student
He teaches English. He's talking to a student.
- 2 go to school / play football
- 3 work in a hospital / write an email
- 4 study languages / drink tea

→ ГИА LANGUAGE CHOICE 45



Grammar Alive

Talking about activities

12 2.33 Listen to the conversation. What do Mary and Jim usually read? What are they reading now? Why?

Mary usually reads fashion magazines but now ...

12 Work in pairs. Use the cues to ask and answer the questions.

A: *Do you always sleep on the sofa?*

B: *No, I don't. I'm sleeping on the sofa this week because my cousins are sleeping in my room.*

A starts

- 1 always sleep on the sofa?
- 2 usually use a laptop?
- 3 often read newspapers?

B answers

- 1 this week / my cousins - sleep in my room
- 2 use a laptop today / my brother - use my computer
- 3 read a newspaper now / look for some news

B starts

- 4 often watch football on TV?
- 5 often cook meals at your home?
- 6 always go to school by bus?

A answers

- 4 watch this match / Ronaldo - play
- 5 cook lunch today / my parents - work
- 6 this week / the underground - not work

12 Use the time expressions below to write sentences about what you, your family and friends do and are doing.

My sister usually goes out in the afternoon. This month she's preparing for her driving test.

- this week/month
- today
- at weekends
- right now
- often
- usually

MY RIGHTS

Warm Up

- 1 Match the photos (a-c) with three things in the list.

- 1 drive a car
- 2 leave school and get a job
- 3 get the same pay as an adult
- 4 go into the army
- 5 get married
- 6 vote in national and local elections
- 7 smoke cigarettes

- 2 Your Culture Work in pairs. At what age can young people in your country legally do the things in Exercise 1?

- 1 You can drive a car when you are eighteen.

Reading

- 3 Read the magazine article. When can young people in Britain do the things in Exercise 1?

- 1 You can drive a car when you are seventeen.

GMA SKILLS BUILDER 11

- 1 Use the strategies to choose the best answers to the questions.

- 1 Why are the two young people angry?
 - a because they can't vote in elections
 - b because teenagers haven't got any rights
 - c because they can't drive
 - d because teenagers can't do a lot of things
- 2 When do British young people get 'adult pay'?
 - a when they are sixteen
 - b when they are twenty-one
 - c when they are eighteen
 - d when they are twenty
- 3 How does Rajiv get the same pay for young people in his area?
 - a he talks to local teenagers
 - b he is in the UK Youth Parliament
 - c he writes to magazines
 - d he talks to local business people
- 4 Who does Alice want the vote for?
 - a sixteen, seventeen and eighteen-year-olds
 - b fifteen and sixteen-year-olds
 - c sixteen and seventeen-year-olds
 - d seventeen and eighteen-year-olds
- 5 What does Alice want?
 - a more traffic and cars
 - b more bicycles and people
 - c more space for cars and bicycles
 - d more space for people and bicycles



Teen Politics

Teen Campaigners

In Britain, when you are sixteen you can leave school and work but you don't get the same pay as adults. When you are seventeen you can drive a car but you can't vote. Two young campaigners are angry about this and wrote to our magazine.

SAME JOB, SAME PAY

Rajiv Gupta is a student at Nower Hill School in London. He was a representative in the UK Youth Parliament when he was fourteen. Rajiv's campaign is about teenage pay. Teenage workers only get sixty percent of adult pay when they are sixteen or seventeen and eighty percent when they are eighteen, nineteen or twenty. 'We do the same jobs – why can't

we have the same pay?' he asks. Rajiv visits shops and offices and talks about teenage pay. He is quite happy about his campaign – some local businesses now pay teenagers the same as adults because of his visits!





WHERE'S OUR VOTE?



Alice Coates is a teenager from Bristol with an outgoing personality. She is a student in Year 10, is studying politics at school and wants to be a lawyer.

Alice's campaign is to get votes for people when they are sixteen and seventeen. 'When you are sixteen,' she says, 'you can smoke, get married and go into the army – but you can't vote. It's really unfair!' A lot of young people are not very interested in politics but Alice's campaign is very popular with Britain's 1.7 million sixteen and seventeen-year-olds. What does Alice want to vote for? 'I want less traffic and more space for people and bicycles!'

- 8 **Vocabulary** Look at the Word Builder. How do you say the words in bold in your language?

Word Builder Modifiers

- 1 They are **not very** interested in politics.
- 2 He is **quite** happy about his campaign.
- 3 Her campaign is **very** popular.
- 4 It's **really** unfair!

LANGUAGE CHOICE 46: VOCABULARY PRACTICE

- 6 Use the cues to write sentences about **you**.

I am very interested in politics.

- interested in politics/music/sport
- outgoing/tidy/hardworking

Writing

- 9 Look at the Sentence Builder. Translate the sentences into your language.

Sentence Builder Information about people

- 1 Alice is a teenager **from** Bristol.
- 2 She is a person **with** an outgoing personality.
- 3 She is a student **in** Year 10.
- 4 Rajiv is a student **at** Nower Hill School.
- 5 He was a representative **in** the UK Youth Parliament

LANGUAGE SKILLS BUILDER 23

- 9 Use the cues and the Sentence Builder to make sentences.

- 1 my brother / student / Cambridge University
My brother is a student at Cambridge University.
- 2 my sister / student / Year 7
- 3 she / person / friendly personality
- 4 my mum / teacher / a primary school
- 5 my cousin / teenager / Scotland
- 6 he / athlete / a lot of medals

LANGUAGE CHOICE 47

- 9 Write five sentences about the people in **your family**.

My brother is a player in the school football team.

- 12 Choose a person at your school. Use expressions from the Word and Sentence Builders to write sentences about him/her.

She is a student in Year 10. She is really interested in hockey and she is a player in the school team.

- 12 Work in pairs. Read your partner's sentences. Ask questions and try to guess who it is.

A: *Is it a person in this class?*
B: *No, it isn't.*

Your Choice

No Comment

'Get up, stand up. Stand up for your rights!'

Bob Marley, Reggae artist

AGE QUIZ

Warm Up

- 3 Do the quiz about age. Check your answers on page 117.

- 
- 1 How old was the oldest person in history?
a 115 b 122 c 119
 - 2 Who lives longer – men or women?
a men b women
 - 3 How long did people live in ancient Rome?
a 33 years b 44 years c 28 years
 - 4 Where in the world do people live the longest?
a Spain b Japan c the USA
 - 5 What lives longer than people?
a gorillas b elephants c trees
 - 6 When do people usually start going grey?
a about 50 b about 30 c about 70
 - 7 Why do babies sleep a lot?
a they are tired b their bodies are changing
c their eyes need rest
 - 8 Which part of their memory do old people lose first?
a general knowledge b memories of the past
c remembering new things

Questions

- 3 Look again at the quiz and answer the questions (1-3).
- 1 What question words ask about *people, things, place, time* and *reason*?
 - 2 What question words ask about *age* and *length*?
 - 3 Complete these questions about *size, height* and *distance*:
_____ big is it? _____ tall is he?
_____ far is it?
- 3 Complete the questions with *who, what, where, when, which, why* or *how*.
- 1 How _____ long do women live in Japan?
 - 2 _____ are the signs of aging?
 - 3 _____ does the oldest living person live?
 - 4 _____ invented old people's homes?
 - 5 _____ do old people sleep less than young people?
 - 6 _____ part of our brain develops slowest?
 - 7 _____ do people need the most sleep?

→ LANGUAGE CHOICE 48

- 3 Read the interview with a memory expert (E). Complete the questions in the Sentence Builder.

E: We studied the brains and memory of teenagers and adults.

Q: Who did you examine?

E: Fifty adults aged twenty-five to thirty-five.

Q: So who examined the teenagers?

E: My two assistants. They examined seventy boys and girls.

Sentence Builder

Questions about subject/object

Question about the **subject**:

Who _____ the teenagers?

→ My assistants.

Question about the **object**:

Who _____ you _____?

→ Fifty adults.

- 3 Write questions about the missing information in the sentences.

1 ... live over 100 years. Who _____?

Who lives over 100 years?

2 We are examining ... Who _____?

3 I like comedy films. ... What films _____?

4 ... have grey hair. Who _____?

5 They like ... What _____?

Grammar Alive

Sharing personal information

- 3 2.35 Listen to the interview. How different is your life from Janet's? Write three differences.

I don't live with my grandparents. I finish school at 5 p.m.

- 3 2.35 Listen to the interview again and complete the questions (a-h). Then work in pairs and ask and answer the questions.

a How old are you ?

b _____ is your family?

c _____ does the housework in your home?

d _____ cooks in your home?

e _____ finish school?

f _____ in your free time?

g _____ go out?

h Where _____?

SKILLS

ГИА Speaking Workshop 6

- 3 **Vocabulary** Look at the vocabulary box below. Describe the clothes of the people (1-5) in the photo.

2 *That girl is wearing blue jeans and a brown top.*

Clothes

coat, dress, hat, jacket, jeans, jumper, shirt, shorts, skirt, top, trousers, T-shirt

- 3 **2.36 DVD 6 Listen or watch** Listen to or watch the dialogue. Choose the best answer to these questions.

- 1 Where did Steve and Bob go?
a to a party b to a club c to the cinema
- 2 Who is Matt's girlfriend?
a Isabel b Sandra c Debbie
- 3 Who is Matt's best friend?
a Sam b Dave c Mark
- 4 Which girl does Steve like?
a Sandra b Debbie c Isabel

- 3 **2.36 DVD 6 Listen or watch** Listen to or watch the dialogue again. Match the names with the people in the picture (1-5).

Mark, Sandra, Sam, Isabel, Matt

Matt - 3

- 3 Look at the Talk Builder. How do you say the words in bold in your language?

Talk Builder Describing people in photos

- A: This is the best ¹**one**. It's a photo of my cousin, Matt, and his friends.
B: Which ²**one's** your cousin?
A: Matt's the guy **on the left** in the green jumper. He's standing **at the front**.
B: Which of the girls is his girlfriend?
A: She's standing **next to** him. She's the ³**one** in the jeans and the brown top.
B: Who are those guys **at the back**?
A: The ⁴**one in the middle** with the blonde hair is Matt's best friend.
B: And who's that guy in the orange shirt **on the right**? Sam?

ГИА SKILLS BUILDER 37

- 5 Look at the Talk Builder again. Which of the things below (a-d) does **one** refer to in the examples (1-4)?

- a guy ⁴ c person
b girl d photo



- 3 **Complete the sentences.**

- A: This is a photo of my family.
B: Which ¹ **one** is your mum?
A: She's the person in the ² _____ of the group. She's sitting ³ _____ to my dad.
B: ⁴ _____ of the children is your sister?
A: She's the ⁵ _____ with red hair.

- 3 **Work in groups and talk about a photo.**

ГИА SKILLS BUILDER 37

- 1 Choose a photo of your friends or family. Bring it to class.
- 2 Write notes about these things:
 - their names
 - information about them (age/ occupation/personality)
 - what they are wearing
 - where they are in the photo

ГИА SKILLS BUILDER 38

- 3 **Work in groups. Use the hesitation strategies to help you answer questions about your photos.**

- A: *Who is the woman in the middle in the red dress?*
B: *Er ... that's my aunt Julia. She's a teacher, you know.*

- 3 Which of the photos of the group is the most interesting? Tell the class.

Anna's photo of her friends at an amusement park is the most interesting.

Language Review Modules 5 and 6

3 Exercise/People/Clothes Complete the text with the correct words.

My cousin Barbara is quite fit. She goes swimming three ¹ _____ a week and she ² _____ yoga every day. She always ³ _____ up the stairs and never ⁴ _____ the lift. On Sundays, she ⁵ _____ table tennis with her friends. Barbara is seventeen. She is a ⁶ *pensioner/teenager* but she would like to be a police ⁷ *officer/student*. In the summer, she works as a shop ⁸ *worker/assistant* in a clothes shop for men. She sells trousers, ⁹ *skirts/shirts* and jumpers. People like her because she is ¹⁰ *moody/kind* and friendly. /10

2 Multi-part verbs (2) Complete the dialogue with into, on, out, round or up.

A: Hi, Carla. It's Jeff. What are you ¹¹ _____ to?
B: I'm reading.
A: Let's go ¹² _____. There's a free jazz concert in the park.
B: I'm not ¹³ _____ jazz. I want to finish my book.
A: Oh, come ¹⁴ _____, Carla. Concerts are always fun!
B: Okay then, I can finish it tomorrow. Come ¹⁵ _____ in half an hour. /5

3 too, enough/because, so Rewrite the sentences using the new beginnings and the words in brackets.

- 16 I'm interested in football so I'm watching this game. (because)
I'm watching this game _____.
17 I invited him because he's very nice. (so)
He's very nice _____.
18 Our house is too small. (enough)
Our house is _____.
19 Arsenal are not fast enough today. (too)
Arsenal are _____. /4

4 Present Continuous Complete the dialogue with the verbs in brackets.

A: ²⁰ _____ (you / work), Steve?
B: I ²¹ _____ (try) to write a letter. Why?
A: I ²² _____ (do) my Spanish homework and I've got some problems. And we ²³ _____ (have) a test tomorrow.
B: Ask Mary! She ²⁴ _____ (study) Spanish this year and she ²⁵ _____ (not do) any important things at the moment. And I haven't got a lot of time. I ²⁶ _____ (go out) at six o'clock.
A: Have you got a date? ²⁷ _____ (you / meet) a new girl?
B: I ²⁸ _____ (not meet) a girl. I ²⁹ _____ (play) football with some friends tonight. /10

3 ГИА USE OF ENGLISH TASK 1 Present Simple and Continuous Complete the sentences with the correct form of the verbs in capital letters.

- 30 My parents are scientists. They _____ WORK
31 at university. This year, they _____ brains. STUDY
32 This film is really boring! Look! Mia _____ SLEEP
33 She _____ love stories. NOT LIKE
34 I normally _____ in the evening but GO OUT
35 this week I _____ on my science WORK
project. /6

3 Questions Ask questions about the underlined information.

- 36 Julia is crying because her dog got lost.
37 My mother cooked lunch.
38 I bought music magazines.
39 My sister loves Harry Potter.
40 I got up at six o'clock.
41 My brother is 1.86 m tall. /6

3 Requests and replies Match the requests (42-44) with the replies (a-d). There is one extra reply.

- 42 Can you close the window?
43 Can you lend me your laptop?
44 Can you wait a minute?
a Okay, I'm cold, too.
b Sure, I've got a lot of time.
c Sorry, but I left it at home.
d I'm sorry, I can't. I'm not tall enough. /3

3 Describing photos/information about people Complete the dialogue with the correct words.

A: This is a photo of my family. I'm here ⁴⁵ _____ the right.
B: Who is the girl ⁴⁶ _____ black hair?
A: The ⁴⁷ _____ on the left? It's Alicia, my cousin ⁴⁸ _____ Liverpool.
B: Which one is your mother?
A: She's the woman ⁴⁹ _____ the middle in a green dress. And my father is ⁵⁰ _____ the back. /6

Self Assessment

2.37 Listen and check your answers. Write down your scores. Use the table to find practice exercises.

Exercise	If you need practice, go to
1	Language Choice 37, 43
2	Language Choice 41
3	Language Choice 40; SB p.54 ex. 3
4	Language Choice 38, 39
5	Language Choice 44, 45
6	Language Choice 48
7	SB p.53 ex.3
8	SB p.61 ex.4

ГИА, РАЗДЕЛ 3: ГРАММАТИКА И ЛЕКСИКА

LEARNING LINKS: 1 Read and listen to the story by Lewis Carroll in **Culture Choice 3** on page 103. Then do a project about a character from your country's literature.
2 **Exam Choice 3** → MyLab / Workbook pages 68-69.
3 **Check Your Progress 6** → MyLab / Workbook page 70. Complete the **Module Diary**.

7 CINEMA

Objectives: Listen, read and talk about films; write a formal email asking for information; learn about going to for the future and have to/don't have to.

ГИА Exam preparation: Listening

TOPIC TALK

1 Look at the photos (a-c) and the network. What types of films are they?

2 **2.38 2.19** Listen to three people talking about films. Check your answers from Exercise 1. Which of the people (1-3) like these things?

- action films • great dialogues
- romantic comedies • Johnny Depp
- westerns • Reese Witherspoon

3 **2.40 2.11** Listen again to the first person. Complete the information in the network.

My films

My favourite types of films are ¹ *animations* and ² _____ but I don't like ³ _____.

My favourite ⁴ _____ is Johnny Depp. My favourite film is *Toy Story 3* because it's got great ⁵ _____ and ⁶ _____ *animation*.

LANGUAGE CHOICE 49:
VOCABULARY PRACTICE

4 **2.42 Pronunciation** Listen to three sentences and write down the words. Listen again and underline the unstressed words.

1 *She is a brilliant actress.*

5 Work in pairs. Use the network to talk about your favourite films.

A: *What films do you like?*

B: *I like thrillers and dramas. And you?*



a Toy Story 3

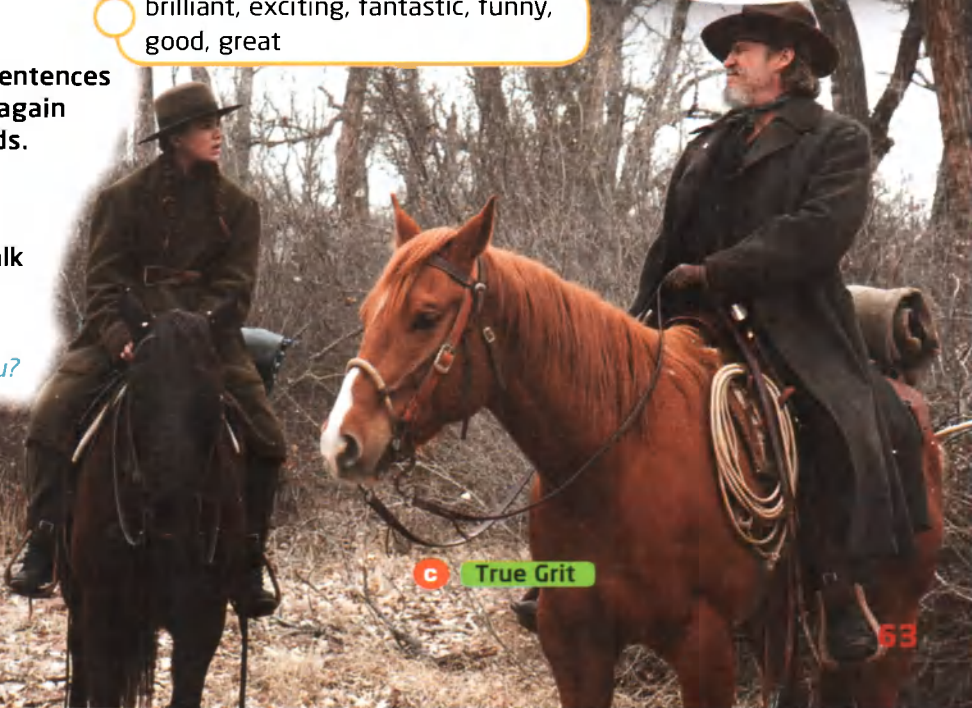
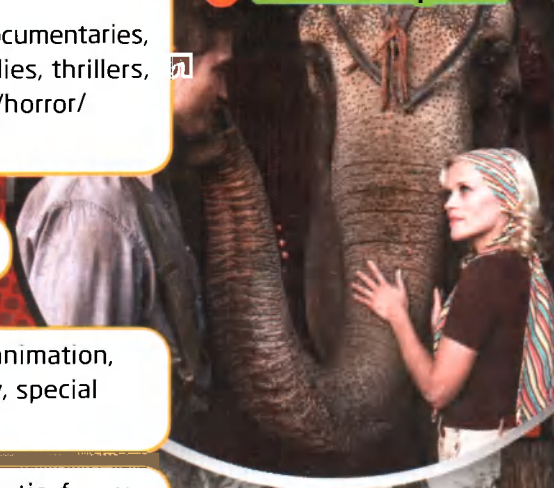
Types of films
animations, comedies, documentaries, dramas, romantic comedies, thrillers, western action/fantasy/horror/science-fiction **films**

actor/actress, director

acting, action scenes, animation, dialogues, photography, special effects

brilliant, exciting, fantastic, funny, good, great

b Water for Elephants



c True Grit

Warm Up

- 3 Look at the photos (a-b). Do you think these documentaries are interesting? Why/Why not?
- 3 Read an interview with a young film maker. What films does she:
- a make?
b watch online?
c want to make?
- 3 Do you or your friends make short films? Do you put them online? Do you watch other people's films online? What kind of films do you watch?

Future: *be going to*

- 3 Complete the sentences from the text. What time do they talk about: past, present or future?

Affirmative

I ¹ am going to visit India next year.
She/He **is going to** film the poor areas of the town.
We/You/They ² _____ going to show our best films.

Negative

I ³ _____ not going to be a film maker.
He/She **is not going to** shoot documentaries.
We/You/They **are not going to** visit India.

Questions

⁴ _____ you going to study at a film school?
Is he/she **going to** film people in our town?
What are you **going to** film?

Short answers

Yes, I **am**. / No, I'm **not**.
Yes, he/she **is**. / No, he/she **isn't**.

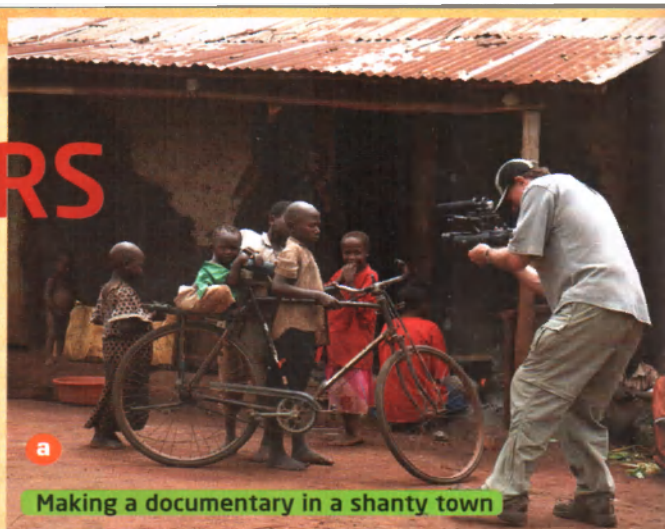
- 3 Which sentence (a or b) means the same as the sentence below?

I'm going to make films.

- a I'm planning to make films.
b I'm making films.

- 3 Look at these time expressions from the text. Translate them into your language.

- in four months' time
- next year
- this year



2.43

A lot of amateur film makers put their original films online. We talk to Paula Harmon from New York.

Interviewer: What films do you make, Paula?

PH: My friends and I film unicyclists here in New York. They do amazing things! We put our videos online and we watch amateur videos so we can learn things from them. We're going to show our best films at a special unicyclists' meeting in four months' time.

I: Do you watch videos online?

PH: Yes, I do. A lot of people put fantastic things online! Now I'm looking for travel documentaries from India because I'm going to visit the country next year.

I: Why do people upload their films?

PH: They want to share them. I've got a friend in Kenya. He films everyday life in Nairobi. This year, he's going to film the poor areas of the town.

I: Are you going to study at a film school?

PH: No, I'm not. I'm not going to be a film maker. But films can communicate things better than books so I'm going to make films about eccentric New Yorkers and put them online.



Practice

9 Complete the sentences with *be going to*.

- 1 I want to make a film. I am going to film (film) animals in my city.
- 2 These films are very personal. _____ (you / put) them on the internet?
- 3 My parents are going to Mexico. They _____ (make) a documentary about the Aztecs.
- 4 Paul is busy. He _____ (not watch) the film with us.
- 5 He uses his camera all the time. He _____ (become) a film director.
- 6 _____ (you / watch) my film? It's about our town.

LANGUAGE CHOICE 50

9 Match the situations with people's intentions. Use the cues to write sentences.

I'm interested in nature. I'm going to make a film about local birds.

- | Situations | Intentions |
|--------------------------------------|---------------------------------|
| 1 I'm interested in nature. <i>b</i> | a become a film critic |
| 2 I want to be an actor. | b make a film about local birds |
| 3 I love cinema. | c start acting school next year |
| 4 I'm bored. | d stop watching TV |
| 5 My camera is old. | e watch a thriller |
| 6 I've got no time for my friends. | f buy a new camera |

LANGUAGE CHOICE 51

Grammar Alive

Talking about intentions

9 2.44 Listen to the dialogue. Who is going to do these things, Diane or Pete?

- 1 make a film *Diane*
- 2 use a camera
- 3 lend a camera
- 4 interview some people

12 Work in pairs. Use the cues to make dialogues.

- 1 lose all my money yesterday / ask my sister for some

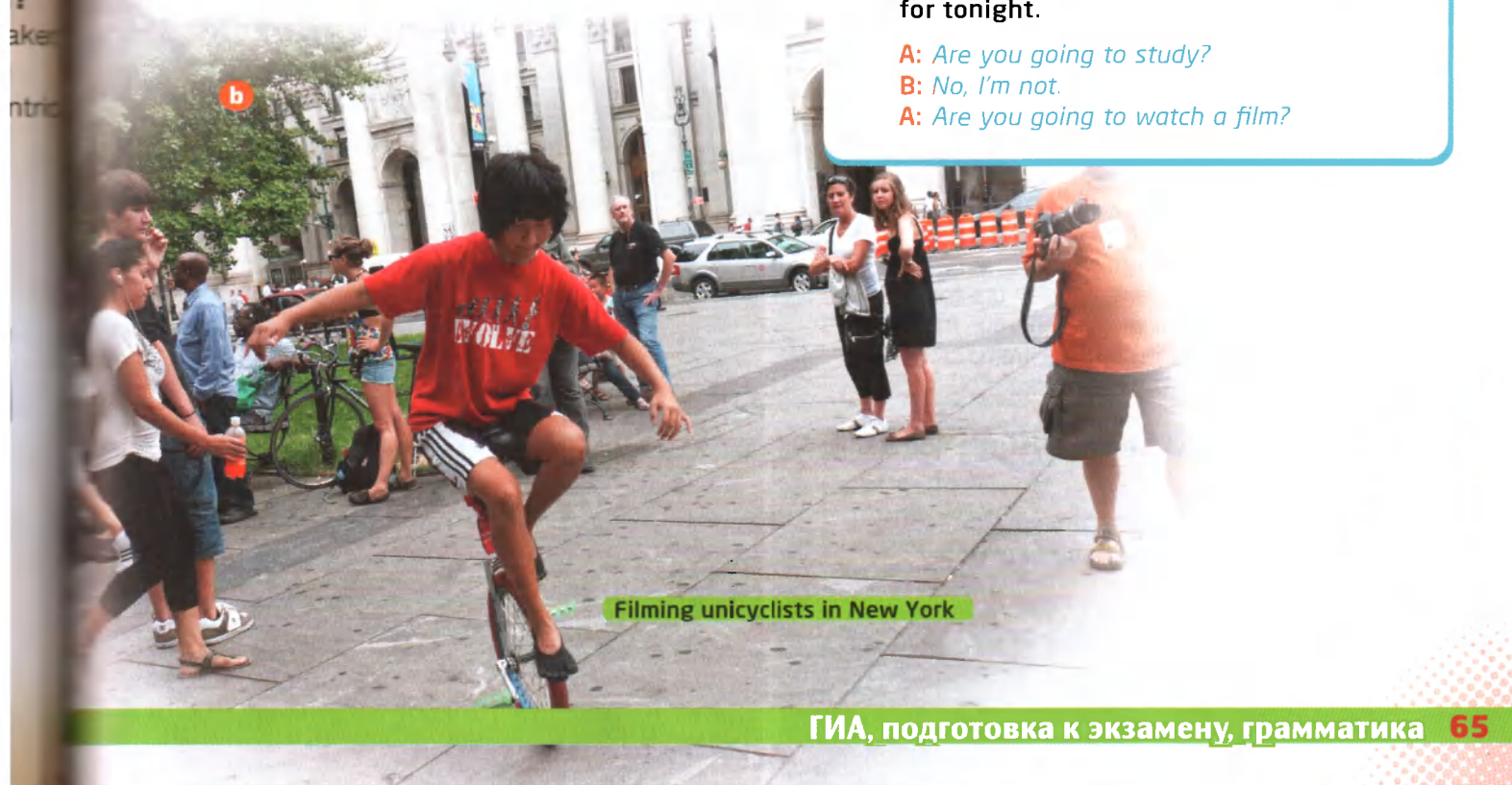
*A: I lost all my money yesterday.**B: What are you going to do?**A: I'm going to ask my sister for some.*

- 2 win £100 last week / buy a camera
- 3 not sleep last night / go to bed early
- 4 not do the homework last night / tell the teacher
- 5 break my camera yesterday / take photos with my mobile
- 6 see my boyfriend/girlfriend with a boy/girl last night / talk to him/her
- 7 find a bag in the street this morning / give it to the police
- 8 not remember my mother's birthday / buy her some flowers

12 Write three sentences about your plans for tonight.

I'm going to watch a football game.

12 Work in pairs. Guess your partner's plans for tonight.

*A: Are you going to study?**B: No, I'm not.**A: Are you going to watch a film?*

Filming unicyclists in New York

Warm Up

- 3 Work in pairs. Ask and answer the questionnaire on page 118. Is your partner a real film fan?

Listening

GMA SKILLS BUILDER 4

- 3 2.45 2.46 Use the strategies in the Skills Builder to listen and match Toby's answers to the questionnaire (a-e) with the topics below (1-6). There is one extra topic.

- 1 how many films he watches every week
- 2 the types of films he likes
- 3 how often he goes to the cinema a
- 4 how many films he's got at home
- 5 what he does when a film is very slow
- 6 what he does after a film

- 3 2.47 2.48 Listen to the complete dialogue. Check your answers to Exercise 2. Is Toby a real film fan? Why/Why not?

- 3 Look at the Sentence Builder. Which form, -ing or infinitive, do we use after like and would like?

Sentence Builder like and would like

- 1 Would you like to do it?
- 2 I'd like to go (to the cinema) more often.
- 3 What types of film do you like watching?
- 4 I like talking about films.

LANGUAGE CHOICE 52

- 3 Use the cues to write questions with like or would like.

- 1 like / see / that new French film?
Would you like to see that new French film?
- 2 like / watch / foreign films?
- 3 like / go / to the cinema with me tomorrow?
- 4 like / talk / about films with your friends?
- 5 like / eat / popcorn in the cinema?
- 6 like / watch / a DVD with me?

- 3 Work in pairs. Ask and answer the questions in Exercise 5.

- A: *Do you like watching foreign films?*
B: *No, I don't. I like watching films in my language.*

Reading

GMA SKILLS BUILDER 12

- 3 Read the text and use the strategies to choose the best answer to the question.

What is the intention of the writer of the magazine article?

- a to give information about the history of the festivals
- b to compare two international film festivals
- c to give film fans practical information about film festivals
- d to review the films at the film festivals

1 Sundance Film Festival

Where? Park City in the Utah Mountains in January. Film festivals are sometimes **tiring** but at Sundance you can go skiing between films! The festival started in 1978 with the help of the actor, Robert Redford.

Clothes? It's very cold so take warm clothes. It's not very formal in the evenings.

Celebrities? A lot of big Hollywood names go to Sundance.

And the films? The best new independent American films – it's easy to get tickets for them.





2 Amazonas Film Festival

Where? Manaus in the Amazon rainforest in Brazil. This festival is in a beautiful, old opera house, the Teatro Amazonas.

Clothes? Informal and **relaxed** – this is Brazil!

Celebrities? There aren't a lot of big stars but it is a small festival so you can meet stars, like Martin Scorsese, at the hotel swimming pool.

And the films? There are **interesting** Brazilian, South American and international films. You can watch the films at bus stations in the city and in hospital and prisons. The local people love films and are very friendly so you never get **bored** at this festival!

3 Cannes Film Festival

Where? The relaxing city of Cannes is in the south of France – it's the oldest and most elegant festival. And you can go to the beach when you are tired!

Clothes? Formal in the evenings – long dresses for women and dinner jackets for men.

Celebrities? Lots! You can see them on the red carpet or in the town's cafés and restaurants. But it's not easy to get an invitation to an **exciting** celebrity party!

And the films? French, European and international films – but it's difficult to get tickets.



8 Read the article again. Match the people (a-d) with the best festivals for them (1-3). There is one extra person.

- a Chris is a real film fan and he loves skiing, too. 1
- b Tom likes horror films and going to capital cities like Paris, London and Berlin.
- c Tanya likes films from different countries and is not interested in Hollywood celebrities.
- d Karen is more interested in the celebrities than in the films and loves swimming in the sea.

9 **Vocabulary** Look at the Word Builder and complete it with adjectives in **blue** from the text. Which type of adjectives (-ed/-ing):

- a describes situations or things?
- b describes people's feelings?

Word Builder -ed/-ing adjectives

-ed adjectives	-ing adjectives
1 tired	1 <u>tiring</u>
2 excited	2 _____
3 _____	3 relaxing
4 interested	4 _____
5 _____	5 boring

ГИА LANGUAGE CHOICE 53

12 Complete the sentences with the correct form of the words in brackets.

- 1 I am interested in foreign films. (interest)
- 2 The film was very _____. (bore)
- 3 The action scenes are not very _____. (excite)
- 4 I get _____ in films with no action. (bore)
- 5 I was very _____ after my yoga class. (relax)
- 6 I was very _____ after my exams. (tire)

13 **Film quiz** Work in pairs. Student A look at page 117. Student B look at page 119. Choose three questions to ask your partner.

- A: Which city produces the most films?
- B: Los Angeles.
- A: No, it's ...

Your Choice

No Comment

'Why do people need to go out and pay money to see bad films when they can stay at home and see bad television for free?'

Samuel Goldwyn, American film producer



Warm Up

3 Read a conversation with Jake, a camera operator. Tick (✓) the things that he does on the film set.

- a use the camera ☐
- b choose the lighting ☐
- c move equipment ☐
- d move the camera ☐

(2.50)

Q: Jake, you are a camera operator. What exactly do you do?

A: Well, I use the camera and film the scenes. Sometimes I have to decide about the lighting. And of course I have to listen to the director's instructions.

Q: Do you have to move all this equipment?

A: No. The camera operator doesn't have to do a lot of physical work. The crew is usually quite big – some people move the equipment and an assistant has to move the camera.

Q: Do you have to work fast?

A: Yes, we often have to do a lot of things quickly. But I've got a good team and usually we don't have to film one scene many times.

have to/not have to

3 Read the sentences (1-5). Match them with the meanings (a-c) below.

- 1 Do you **have to** work fast? *b*
- 2 I **have to** decide about the lighting.
- 3 An assistant **has to** move the camera.
- 4 We **don't have to** film one scene many times.
- 5 The camera operator **doesn't have to** do a lot of physical work.

- a It's necessary. b Is it necessary?
- c It's not necessary.

3 Use the cues to make sentences about an actor's duties on the film set with (not) have to.

- 1 listen to the director

An actor has to listen to the director.

- 2 choose his/her clothes
- 3 learn his/her words
- 4 move the equipment
- 5 pay for food and drinks



3 Complete the interview with a make-up artist with (not) have to.

A: What ¹ do you have to do?

B: I ² _____ change the actors' appearance. In horror films and some science fiction films, I ³ _____ do a lot of work. In documentaries, I ⁴ _____ do a lot – just simple make up.

A: And ⁵ _____ you _____ do the actors' hair?

B: No, the hairdresser does it. But she ⁶ _____ work with me because the hairstyle and make-up ⁷ _____ match.

LANGUAGE CHOICE 54

Grammar Alive

Talking about obligations

3 (2.51) Listen to the dialogue between Tom and his father. Use the cues to talk about Tom's obligations in the school project.

- 1 find people
Tom doesn't have to find people.
- 2 take a camera
- 3 film important places
- 4 talk to old people
- 5 film interviews

3 Work in pairs. Take turns to use the cues to ask and answer questions.

A: *Do you have to make a film?*

B: *I don't have to make a film but I have to take some photos.*

A starts

- 1 make a film?
- 2 take a camera?
- 3 go to school?

B starts

- 4 study a lot?
- 5 wear a uniform?
- 6 do the shopping?

B answers

- 1 take some photos
- 2 make the costumes
- 3 work in the library

A answers

- 4 help my sister
- 5 wear black trousers
- 6 clean the bathroom

3 Write four sentences about things you have to do and don't have to do today.

I have to write an essay. I don't have to go shopping.

SKILLS

ГИА Speaking Workshop 7

- 3 Look at the poster. Choose one of the films to see and give your reasons.

I'd like to see The Social Network because I use Facebook a lot.



15 September: *Casablanca* (1942)
Director: Michael Curtiz. Starring: Ingrid Bergman and Humphrey Bogart. The most famous romance on film.

29 September: *The Social Network* (2010) Director: David Fincher. Starring: Jesse Eisenberg and Andrew Garfield. About the life of Mark Zuckerberg and how he started Facebook.

12 October: *Pirates of the Caribbean: On Stranger Tides* (2011) Director: Rob Marshall. Starring: Johnny Depp and Penelope Cruz. Captain Sparrow has a new adventure!

- 2 **2.52 (audio)** Listen or watch Look at the photo below. Listen to or watch the dialogue. Match the people: Gary (G), Patsy (P) or both (B) with these opinions.

- 1 I love old films. **B**
- 2 My favourite film is *Casablanca*.
- 3 I like films in 3D.
- 4 I like films with special effects.
- 5 I like Johnny Depp.
- 6 I don't like his new film.



- 3 Look at the Talk Builder. Which of the replies (a-e) agree or disagree with opinions (1-5)? How do you say the replies in your language?

a: agree

Talk Builder Agreeing and disagreeing

- | | |
|------------------------------|--------------------|
| 1 I love watching old films. | a Me too. |
| 2 It's a brilliant film. | b I don't like it. |
| 3 He's a brilliant actor. | c That's true. |
| 4 I don't like his new film. | d Me neither. |
| 5 That last film was boring. | e I don't agree. |

ГИА SKILLS BUILDER 39

- 3 **2.53 Pronunciation** Listen and repeat the replies. Notice the intonation.

- 3 Choose the best reply.

- 1 It's a great film.
a Me neither. b Me too. **(c) I don't like it.**
- 2 She is a brilliant actress.
a That's true. b Me neither. c Me too.
- 3 I like romantic films.
a Me too. b Me neither. c Good idea.
- 4 I don't like old films.
a Me too. b Me neither. c Okay.

- 3 **Speaking** Work in pairs. Give your opinions about recent films. Agree and disagree.

A: *Prometheus* is a great film.
B: *That's true.*

- 3 Work in pairs. Discuss films and make a list of your top five films.

ГИА SKILLS BUILDER 39

- 1 Choose five of your favourite films. Write notes about them.

• name of film	• type of film
• director	• starring
• actors	• about
- 2 Tell your partner about your films. Agree and disagree with his/her opinions.
- 3 Agree on a list of your top five films.

SKILLS

ГИА Writing Workshop 4

DARTFORD SHORT FILM FESTIVAL

We are organising a competition next year on 20-22 May for local amateur film makers. There are some great prizes for the winners!

Our website is opening on 10 March and you can upload your videos at www.dartfordfilmclub.com or send your DVD to 3, Drayton Place, Dartford. For more information contact dartfordfilm@zmail.com. (before 10 March)

3 Look at the poster. Which of this information does it give?

- a the dates of the competition
- b the types of films in the competition
- c how much it costs to enter the competition
- d where you can send your films
- e the prizes for the winners
- f where you can get more information
- g what clothes to wear at the festival

3 Read the email. Which of the information in Exercise 1 does Freya ask about?

1 Dear Sir/Madam,

2 I am writing to ask for information about your film competition. I am seventeen and I make skateboarding videos. I **also** film basketball matches. I would like to make music videos, **too**.

3 I would like to ask about the films. What types of films do you accept? Do you accept music and sports videos? How long does my film have to be?

4 I would **also** like more information about the competition. How much does it cost to enter and what is the closing date to send in films? I would like to ask about the prizes, **too**. Are there prizes for different age groups and for different types of films?

I look forward to hearing from you.

5 Yours faithfully,
Freya Williams

Text Builder

3 Match the parts of the email (1-5) in Exercise 2 with the headings (a-e).

- a the reason for writing and personal information
- b more questions
- c begin a letter formally
- d questions about
- e end a letter formally

3 Look at the sentences from the email. How do you say the linkers, in **blue**, in your language? Find more examples in the email.

- I make skateboarding videos.
- I **also** film basketball matches.
- I would like to make music videos, **too**.

3 Use the words in brackets to rewrite the second sentences.

- 1 I make documentaries. I film animals. (also)
I **also** film animals.
- 2 I would like information about prices. I have got some questions about dates. (too)
- 3 I play football. I like swimming and running. (also)
- 4 My sister watches a lot of films at home. She goes to the cinema a lot. (too)

3 Write an email to ask for information.

ГИА SKILLS BUILDER 24

1 Choose one of the advertisements (a-c).

a **New school film club starting next week! Some great films!**

b Cheap Zumba classes! Great teacher and small groups!

c **School music competition on 15 June. Some great prizes!**

2 Write four or five questions to ask about the advertisement.

- when? • where? • how much?
- who? • what (prizes/films)?

3 Use your questions to write a formal email asking for information. Include some personal information.

3 Work in pairs. Read your partner's email. Check it for spelling, punctuation and grammar/vocabulary mistakes.

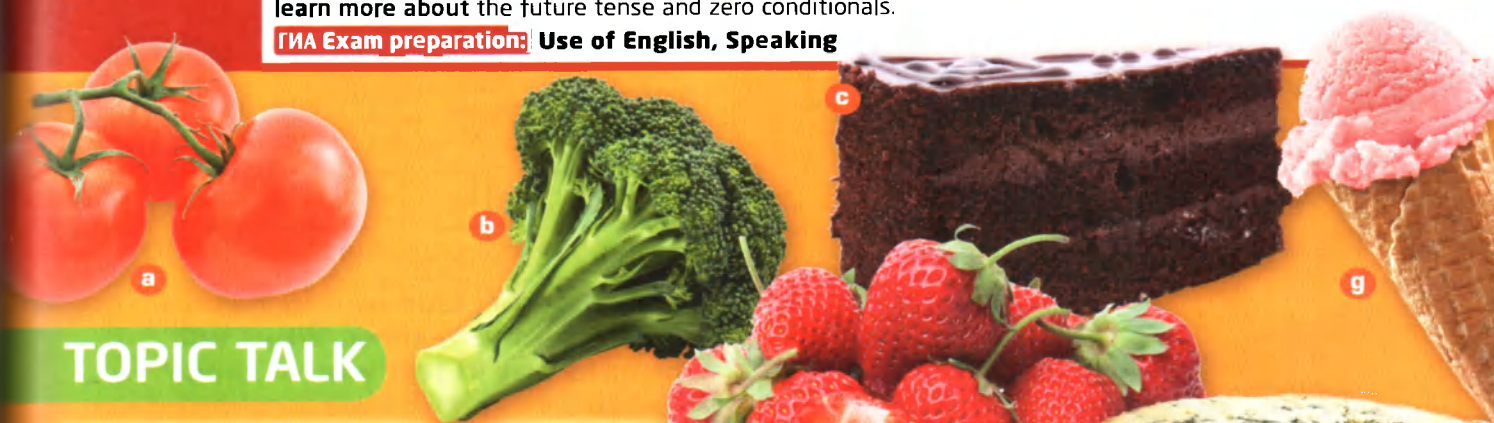
ГИА, РАЗДЕЛ 4: ПИСЬМО

LEARNING LINKS: 1 Sound Choice 4 → MyLab / Workbook page 79. Choose three pronunciation activities to do.
2 Check Your Progress 7 → MyLab / Workbook page 80. Complete the Module Diary.
3 ГИА Exam Choice 4 → Workbook pages 88-89.

8 FOOD AND DRINK

Objectives: Listen, read and talk about food; order food and drink in a cafe; learn more about the future tense and zero conditionals.

IMA Exam preparation: Use of English, Speaking



TOPIC TALK

- 3 Look at the photos (a-l) and the network. What food can you see in the photos?
- 3 3.1 3.2 Listen to Toby (1) and Chris (2) talking about food. Which of them eats the healthiest food? Give examples.
- 3 3.3 3.4 Listen again to the first person. Complete the information in the network.

My food

I usually eat a lot of ¹ meat and ² _____.

I don't eat a lot of ³ _____.

I drink a lot of ⁴ _____.

My favourite meal is ⁵ breakfast/lunch/dinner.

I often eat snacks, like ⁶ _____.

Fruit: apple, banana, cherry, kiwi, lemon, melon, orange, pear, strawberry, tomato

Vegetables: beans, broccoli, cabbage, carrot, cucumber, lettuce, mushroom, onion, potato

Cereals: bread, (breakfast) cereal, rice, pasta

Meat: beef, chicken, lamb, pork sausages

Fish: salmon, sardines, tuna

Dairy: cheese, yoghurt

Drinks: coffee, cola, fruit juice (orange/lemon), milk, tea, water

Snacks: biscuits, cakes, chocolate, crisps, fruit, ice cream, nuts, popcorn, sweets

- 3 3.5 **Pronunciation** Listen and underline the words in the network. Listen again and repeat them.

vegetables

→ LANGUAGE CHOICE 55: VOCABULARY PRACTICE

- 3 Work in pairs. Use the network to tell your partner about the food *you* eat. How healthy is your partner's diet?



Warm Up

- 1 **Your Culture** Look at the photos (a-c). Which dishes are popular in your country? What traditional dishes do people eat?
- 2 Read the interview. Which opinions do you agree with?

Predictions *will/won't*

- 3 Read the sentences from the text and complete the rule.

Affirmative

Meat **will be** more expensive.

Negative

Fast food **won't** disappear.

Italians **won't** stop eating pasta.

Questions

Will we all **eat** the same dishes?

Will we **go** to restaurants?

What **will** they **cook**?

Short answers

Yes, they **will**. / No, they **won't**.

Yes, we **will**. / No, we **won't**.

- We use *will* and *won't* to talk about the present / future.

- 3 Add two future time expressions from the text to the list.

- tomorrow
- in two weeks' time, in six months' time,
- next week, next month, _____

Food and Drink

EATING IN THE FUTURE 3.6

Interviewer: Our eating habits change all the time. What will people eat in ten years' time?

Expert: There will be less food around and some people will eat very little. Meat and fish will be more expensive so there will be more vegetarians.

I: Will we buy more vitamins?

E: Yes, we will. We will probably take more vitamins and minerals because there won't be a lot of them in our food.

I: What will happen to fast food?

E: Oh, fast food won't disappear because our lifestyle will be very fast. But it will change – we'll buy salads and fresh sandwiches, not chips and burgers.

I: Will we go to restaurants?

E: Yes, we will but home-cooking will be more popular because it's cheaper.

I: What will people cook?

E: It's difficult to say. This year, Japanese food is the most popular because it's quick and healthy but this fashion will probably change. Maybe next year we'll eat South American food.

I: Will we all eat the same dishes?

E: No, we won't. Food is an important part of our culture and people will always eat their traditional local dishes. Italians will always eat pasta and the Japanese will always eat sushi. Some things won't change.





Practice

8 Complete the predictions for 2020 with *will* or *won't*. Use the interview to help you.

- 1 People will eat fast food.
- 2 Cafes _____ sell unhealthy food.
- 3 Salads _____ become more popular.
- 4 Italians _____ forget pizza.
- 5 Vitamins _____ be less popular.
- 6 People _____ invite friends to their home.
- 7 Our lifestyle _____ become slower.

LANGUAGE CHOICE 56

9 Use the cues to make questions about the future of food.

- 1 food / be more expensive?
Will food be more expensive?
- 2 Italian food / still be popular?
- 3 fast food restaurants / disappear?
- 4 people / eat a lot of sweets?
- 5 our national food / become popular in the world?
- 6 people / stop eating meat?
- 7 traditional dishes / change?
- 8 young people / cook at home?

9 Work in pairs. Ask and answer the questions from Exercise 6.

- A: *Will food be more expensive?*
B: *Yes, it will.*

9 Read the situations. Use the cues to write predictions about the future.

- 1 People are interested in foreign food. (learn to cook foreign dishes, ethnic restaurants not disappear)
We will learn to cook foreign dishes. Ethnic restaurants won't disappear.
- 2 Restaurants are expensive. (not go out very often, learn to cook at home)
- 3 A lot of people are overweight. (schools not sell sweets, children drink more water)
- 4 People want to live longer. (eat more fruit and vegetables, hamburgers not be popular)

ГИА LANGUAGE CHOICE 57

Grammar Alive Predicting the future

8 3.7 Listen to a conversation at a fortune-teller's. List five predictions about Janet's future. Which ones would you like to be true for you?

- 1 *She will become a chef.*

10 Work in pairs. Use the cues to ask and answer about your future.

- A: *Will I have a lot of money?*
B: *No, you won't but you'll be happy.*

A starts

- 1 have a lot of money?
- 2 get married?
- 3 travel a lot?
- 4 have an interesting job?
- 5 be famous?

B starts

- 6 be a scientist?
- 7 live in a different country?
- 8 have a family?
- 9 have a lot of adventures?
- 10 fall in love?

B answers

- 1 be happy
- 2 fall in love many times
- 3 have a beautiful home
- 4 do an important job
- 5 be popular

A answers

- 6 be a science teacher
- 7 travel a lot
- 8 have a lot of friends
- 9 live long
- 10 meet a lot of interesting people

11 Now make three predictions about your partner's future. Discuss them in pairs.

- A: *You'll study in the USA.*
B: *No, I won't. / That's great.*

GOOD FOOD

Warm Up

- 3 Where are your fruit and vegetables from? Use the list below.

We eat oranges from Spain. Our apples come from our garden!

- my garden
- my country
- a different continent
- my local area
- a foreign country

Reading

- 3 Read the article. Match the topics (a-d) with the paragraphs (1-3). There is one extra topic.

- a animals on roofs
- b healthy food
- c a roof garden
- d a good idea

GIA SKILLS BUILDER 13

- 3 Use the strategies to match words in blue in the text with these meanings:

- 1 the top part of a building *roof*
- 2 with no synthetic chemicals etc.
- 3 female birds that produce eggs to eat
- 4 it is sweet and bees make it
- 5 to produce food from plants
- 6 this gas changes our climate
- 7 insects that make honey
- 8 a person who buys a house or shop

- 3 Read the article again. Choose the best answer (a-d) to these questions.

- 1 Where did Azul-Valerie want to grow food?
 - a in London parks
 - b in people's gardens
 - c in roof gardens
 - d in a supermarket
- 2 What kind of food is her project producing?
 - a eggs and honey
 - b cheap fruit and vegetables
 - c fresh, organic food
 - d unhealthy food
- 3 Why is the food good for the planet?
 - a it is local and organic
 - b it is fresh
 - c it is not expensive
 - d it creates CO₂
- 4 What do they do with the eggs from the hens in East London?
 - a sell them in supermarkets
 - b give them to people
 - c eat them at home
 - d make omelettes with them
- 5 What kind of shop is Fortnum & Mason?
 - a an organic supermarket
 - b a cheap food shop
 - c a famous food shop
 - d a small food shop



FOOD

from the Sky

London has thousands of buildings with flat roofs and people are now growing food on some of them Anita Morgan reports.

1 Azul-Valerie Thorne lived in a small village. When she moved to London, she had a good idea – to *grow* fruit and vegetables on the roofs of buildings. Azul-Valerie met the *owner* of a North London supermarket and they started a project called *Food from the Sky*.

2 Now, local people help in the *roof* garden and grow *organic* fruit and vegetables. For example, a group of students from a local school are growing mushrooms. People also go there to learn about urban gardening and there are a lot of interesting birds and insects on the roof. The project sells the fresh food in the supermarket; it is not cheap but it is very popular. The food is healthy and good for the planet because it is organic and does not have to travel. A lot of fresh fruit and vegetables in British supermarkets come from Africa or South America and this makes a lot of CO₂.



- 9 **Vocabulary** Look at the sentences in the Word Builder. Match the words (1-4) in bold with the words below (a-j). Use the network in the Topic Talk on page 71 to help you.

a cheese omelette b biscuits c dinner
d sushi e meat f pizza g lunch
h vegetables i fish j breakfast

Word Builder Confusing words

- 1 I often eat **snacks** like crisps and biscuits. *b*
- 2 My favourite **meal** is Sunday lunch.
- 3 Lasagne is a typical Italian **dish**.
- 4 They started a project called **Food** from the Sky.

→ LANGUAGE CHOICE 58: VOCABULARY PRACTICE



3 There are similar projects to produce organic food with **hens** and **bees**. The roof of an old factory in East London has hens and downstairs there is a café with fantastic omelettes because of the fresh eggs from the roof. Fortnum & Mason, the most famous and expensive food shop in London, has bees on its roof in Piccadilly. It sells the **honey** in the shop; it is expensive but very good. You can visit the bees or watch them on a special webcam.



Writing

- 9 Look at the Sentence Builder. How do you say the words in bold in your language?

Sentence Builder *because/because of*

- 1 The food is good for the planet **because** it is organic. (*because* + sentence)
- 2 There is a café with fantastic omelettes **because of** the fresh eggs. (*because of* + noun)

→ ГИА SKILLS BUILDER 25

- 9 Use the cues to write sentences.

- 1 supermarkets / good for / roof gardens / their flat roofs
Supermarkets are good for roof gardens because of their flat roofs.
- 2 those vegetables / fresh / they come from / our garden
- 3 omelettes in that café / good / the fresh eggs
- 4 that honey / expensive / it comes from Fortnum & Mason
- 5 we / not go / to that restaurant / the prices
- 6 that market / good / the vegetables are cheap

→ LANGUAGE CHOICE 59

- 9 Work in pairs. Choose six questions to ask your partner.

- 1 How much fresh food do you eat?
- 2 Do you ever eat organic food? Why/Why not?
- 3 How often do you eat fast food?
- 4 How often do you eat snacks?
- 5 What is your biggest meal of the day?
- 6 What time do you have dinner?
- 7 What is your favourite dish from your country?
- 8 What is your favourite international dish?
- 9 Where does your family buy food?
- 10 How often do you help with the food shopping?

- 9 Tell the class some of your answers.

Monica eats fast food once a week. Her family buys food at the local market.

No Comment

'I don't eat snails. I prefer fast food.'

Roger Von Oech, American inventor

Your Choice



Warm Up

- 8 Look at the photo and name the foods (a-e). Which ones do you like?

c: garlic

- 9 Read the text. Which of the things below are good (+) and which are bad (-) for us? Can you add more foods?

• biscuits • fish • tomatoes • fruit

3.9

This week's nutrition tips.

- 1 Eat five or six times a day. If you are hungry you feel moody and you can't concentrate.
- 2 Popular snacks, like crisps or biscuits, aren't healthy. If we eat a lot of these foods, we have problems with our weight. Choose healthy snacks, like fruit.
- 3 Cook your meals at home from fresh products. If you use fresh products, your meals don't have a lot of bad chemicals and are healthier.
- 4 Fish is good for the brain. When you don't eat fish, your memory gets worse.
- 5 Broccoli and tomatoes have a lot of vitamins and minerals. They help us to stay healthy if we eat them regularly.

- 9 Which of the things from the text do you do?

Present Conditional

- 8 Read the sentences (1-2) from the text. What do they do (a or b)?

- 1 If you **are** hungry, you **feel** moody.
- 2 Tomatoes **help** us to stay healthy **if** we **eat** them regularly.

- a describe a rule
b predict the future

- 8 Read the sentence from the text and complete the pattern.

If/When you **don't eat** fish, your memory **gets** worse.

- if/when + Present Simple tense, _____ tense.

- 8 Use the cues to make conditional sentences.

- 1 you not drink enough water → feel tired
If you don't drink enough water, you feel tired.
- 2 children eat a lot of sweets → have problems with weight
- 3 you not sleep eight hours every night → feel moody
- 4 eat chocolate → feel happy
- 5 not eat fruit and vegetables → have health problems

→ LANGUAGE CHOICE 60

Grammar Alive Talking about habits

- 8 **LISTEN** Listen to the interview with a teenager. What does he eat when:

- 1 he leaves school?
- 2 he goes out?
- 3 his mother cooks?
- 4 he is at home alone?

- 8 Work in pairs. Use the cues to make dialogues.

A: *What do you do if there is no food at home?*
B: *If there is no food at home, I go shopping.*

A starts

- 1 there is no food at home?
- 2 your guests be vegetarian?
- 3 want to lose weight?

B starts

- 4 want to cook dinner?
- 5 your friends be hungry?
- 6 not like the food in a restaurant?

B answers

- 1 go shopping
- 2 make a salad
- 3 eat more vegetables

A answers

- 4 look in a cook book
- 5 cook for them
- 6 not eat it

- 8 Finish the sentences to say something true about you.

- 1 If I am tired, _____.
- 2 If I feel hungry, _____.
- 3 If I feel happy, _____.

SKILLS

ГИА Speaking Workshop 8

- 8 Look at the menu. What would you like for lunch or dinner today? Tell the class.

I'd like fish and chips and an orange juice.

Main dishes

Fish and chips £4.50
Egg, sausage and chips £4.00
Cheeseburger (small/big) £3.00/£5.00
Small/large/giant pizza £3.00/£5.00/£6.00

Today's specials

Lamb curry £5.50
Vegetable lasagne £4.00
Tuna salad (small/big) £4.50/£5.00
Chicken salad (small/big) £3.50/£4.50

Sandwiches

Cheese and tomato £2.25
Chicken £2.50
Tuna £2.50

Drinks

Cola (small/big) £1.20/£2.50
Orange juice £2.50
Milk £2.50
Bottle of water £1.50
Small/regular/big coffee (white/black/cappuccino/latte) £2.50/£3.00/£3.50
Tea £2.00




- 2 **3.11 DVD 8** Listen or watch Listen to or watch the dialogue. Which of the things from the menu above do Zac and Michelle order?

- 3 **3.11 DVD 8** Listen or watch Listen to or watch the dialogue again. Are the sentences true (T) or false (F)?

- 1 There is no vegetable lasagne. *F*
- 2 Zac is hungry because they danced a lot last night.
- 3 Michelle wants to eat healthy food.
- 4 Michelle is interested in football.
- 5 Michelle is really very hungry.
- 6 Zac is very angry with Michelle.

- 8 Look at the Talk Builder. Who says the sentences A, B and C, the customers or the waiter?

Talk Builder At a café

- A: Hello, can I help you? *waiter*
B: What have you got for lunch?
A: Here's the menu. I'm sorry there's no lamb curry.
C: I'd like a large pizza, please.
A: What would you like?
B: For me, a small tuna salad, please.
A: What would you like to drink?
B: A small bottle of water for me, please.
C: A large cola for me, please.
B: How much is that?
A: That's thirteen pounds fifty, please.
B: Here you are.
A: Thanks.

ГИА SKILLS BUILDER 40

- 5 **3.12 Pronunciation** Listen and repeat the questions. Notice the polite intonation.

- 8 **Speaking** Work in pairs. Complete the dialogue. Then act it out and change the words in italics.

- A: Can I ¹ *help* you?
B: Yes, what have you got for *lunch*?
A: Here's the ² _____. I'm sorry, there's no *pizza*.
What would you ³ _____?
B: I'd like a *big cheeseburger*, ⁴ _____.
A: What would you like to ⁵ _____?
B: An *orange juice* for ⁶ _____, please.

- 7 Work in groups. Act out a situation at a café.

ГИА SKILLS BUILDER 40

- 1 Look at the menu in Exercise 1. Add three more of your favourite dishes to it.
spaghetti / chicken kebab / paella
- 2 Choose three things from the menu: a drink, and something to eat. Practise asking for them.
- 3 Work in groups of three. Choose one person to be the waiter/waitress. Use the Talk Builder to act out the situation.

- 8 What did you choose to eat and drink? Tell the class.

I chose a giant pizza and an orange juice.

Language Review Modules 7 and 8

3 Films/Food Choose the correct words to complete the texts.

My ¹*favourite/brilliant* film is Troy. The ²*special/action* effects are fantastic. I also like ³*animations/thrillers*, like *Shrek* because they've got funny ⁴*dramas/dialogues*. I want to be healthy so I don't eat a lot of ⁵*meat/fruit*. I eat ⁶*cereals/vegetables*, like broccoli and carrots. I don't eat unhealthy ⁷*meals/snacks*, like crisps. My favourite ⁸*dish/food* is lasagne. I often eat dairy products, like ⁹*cheese/bread* and I drink a lot of fresh ¹⁰*cola/juice*. /10

2 TMA USE OF ENGLISH TASK 2 -ed/-ing adjectives Complete the text with the correct forms of the words in capital letters.

- 11 The last Tarantino film was not very INTEREST
12 I got really _____ because the TIRE
dialogue
13 was _____ and the action was not BORE
14 _____ I was more EXCITE
15 _____ in the music. INTEREST /5

3 like and would like Complete the sentences with like or would like.

- 16 I _____ to visit India next year.
17 _____ you _____ eating in restaurants?
18 _____ you _____ to see my photos?
19 I _____ watching films in the cinema. /4

4 also, too/because, because of Use the words in brackets to rewrite the sentences.

- 20 I like Italian restaurants. I cook Italian food. (also)
21 I often go to the cinema. I watch DVDs. (too)
22 Everyone loves this café. They've got fantastic cakes. (because of)
23 He made his last film in New Zealand. There are beautiful mountains there. (because) /4

5 be going to Use the cues to write sentences about people's intentions.

- 24 My parents / buy a new car
25 Jane / make a film about Venice?
26 I / not spend the summer in the city
27 Mike / cook lunch at home
28 you / watch this film? /5

6 will/won't Use the cues to write predictions.

- 29 Cinema tickets / be very expensive
30 People / not go to the cinema
31 DVDs / disappear
32 people / watch all films online?
33 cinemas / exist? /5

3 have to/not have to Complete the text with have to or not have to.

Restaurant chefs have an interesting job. They ³⁴_____ know a lot of different dishes. They ³⁵_____ create the restaurant's menu. They can sleep in the morning because they ³⁶_____ come to the restaurant before twelve o'clock. In the kitchen they ³⁷_____ wear a uniform but they ³⁸_____ do boring jobs, like cleaning. /5

3 Present Conditional Complete the Present Conditional sentences with the correct forms of the verbs in brackets.

- 39 If people _____ (work) too much, they _____ (feel) depressed.
40 If parents _____ (not cook) at home, their children _____ (eat) more fast food.
41 If children _____ (not do) sport, they _____ (feel) sleepy and tired. /5

3 Agreeing and disagreeing/At a café Choose the correct words to complete the dialogue.

A: Let's look at the ⁴²*meal/menu*. There are a lot of different sandwiches.
B: I don't like sandwiches.
A: ⁴³*Me neither./I don't agree*. Salads are healthier.
B: ⁴⁴*I agree./Me too*.
Waiter: Hello. What would you like?
B: A tuna salad, please.
A: And ⁴⁵*please/for me* a chicken salad.
Waiter: What would you like ⁴⁶*to drink/for lunch*?
A: Water for me, please. ⁴⁷*How much is that?/Can I help you?*
Waiter: That's sixteen pounds fifty.
B: ⁴⁸*Here you are./Please*. /7

Self Assessment

3.13 Listen and check your answers. Write down your scores. Use the table to find practice exercises.

Exercise	If you need practice, go to
1	Language Choice 49, 55
2	Language Choice 53
3	Language Choice 52
4	Language Choice 59; SB p.70 ex.4, 5
5	Language Choice 50, 51
6	Language Choice 56, 57
7	Language Choice 54
8	Language Choice 60
9	SB p.69 ex.3; SB p.77 ex.4

ГИА, РАЗДЕЛ 3: ГРАММАТИКА И ЛЕКСИКА

LEARNING LINKS: 1 Read and listen to the film review in **Culture Choice 4** on page 103. Then do a project about a film from your country.

2 Exam Choice 4 → MyLab / Workbook pages 88-89.

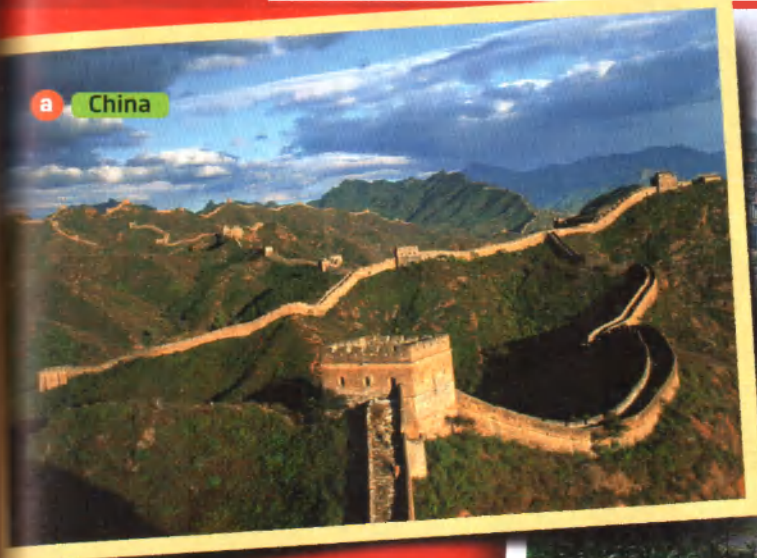
3 Check Your Progress 8 → MyLab / Workbook page 90. Complete the **Module Diary**.



Objectives: Listen, read, write and talk about countries; ask for and give directions; make suggestions; write a postcard; learn more about articles and pronouns.

IMA Exam preparation: Speaking

a China



b Brazil



TOPIC TALK

1 Look at the network and the photos (a-c). Guess answers to these questions about the countries in the photos.

- 1 Which country is the largest?
- 2 Which country has the biggest population?
- 3 Which country has a capital city called Pretoria?
- 4 In which country is it usually hot and dry?
- 5 Which country has got thousands of great beaches?

2 **3.14 3.15** Listen to three descriptions. Check your guesses from Exercise 1.

3 **3.16 3.17** Listen again to the first description. Complete the information in the network.

3 **3.18 Pronunciation** Listen to words from the network and underline the stress.

population

→ **LANGUAGE CHOICE 61: VOCABULARY PRACTICE**

3 Work in pairs. Use the network to talk about *your* country. Do you agree about the facts?

c South Africa

My country

My country is ¹very/quite big.
The population is ²_____ million.
Our capital city is ³_____.
In the ⁴_____, it is often quite
⁵_____ and ⁶_____.
In the ⁷_____, there are some
lovely ⁸_____.

Seasons

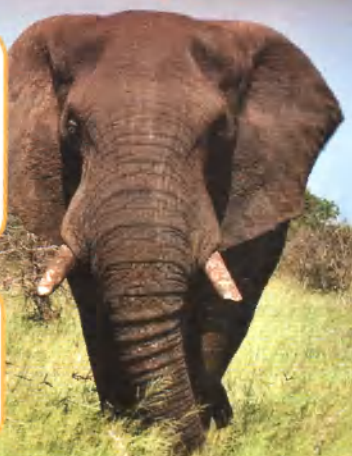
spring, summer, autumn, winter

Weather

cloudy, cold, dry, foggy, hot, icy,
rainy, snowy, sunny, windy

east/west, north/south, centre

beaches, forests, lakes,
mountains, national parks



Warm Up

- 3 Look at the photo. Would you like to study abroad? Where would you like to go? Why?
- 3 Read what Chinese students say about their student life in the USA. Which things are difficult for them? Why?
- finding friends
 - parties
 - learning maths
 - food

a/an/the

- 3 Look at the words in blue in the text and complete the rules.
- We use *a/an* in front of a vowel (*apple*). We use *a/an* in front of a consonant (*hamburger*).
 - We use/don't use *a* or *an* in front of singular countable nouns (*friend*, *essay*).
 - We use/don't use *a* or *an* in front of uncountable and plural nouns (*politics*, *conversations*).
- 3 Read the sentences (1-4) from the text and the meanings (a-b) below. Circle the correct word, *a* or *the*.
- 1 There are thousands of students from around **the world**
 - 2 I'd like to have **a friend**.
 - 3 I have dinner in **a local Chinese restaurant**.
 - 4 The teacher says I am his best student.
- a one of many people/things: *a/the*
b a unique or specific person/thing: *a/the*
- 3 The expressions below don't have *a* or *the*. Complete the list with expressions in red in the text.
- 1 at school, at college, **at university**, at _____
 - 2 have breakfast, have lunch, have _____
 - 3 go to school, go to work, go _____
 - 4 for _____, for lunch, for dinner



3.19

There are thousands of students from around the world at American universities. Read some Chinese students' opinions about their life in the USA.



'It is difficult to make friends here. I'd like to have **an American friend** but they only talk about boring things, like eating or sleeping and tell jokes. Serious topics, like philosophy or **politics** are not 'cool'. I know a lot of people **at university** but I haven't got American friends. Actually, a lot of Chinese students **go home** after classes and go out with their Chinese friends.'

Li



'I like the parties here and I think American students are friendly but ... I don't like American food. At the beginning, I had cornflakes **for breakfast** and **a hamburger** for lunch and dinner. I felt horrible. Now I cook **at home** or **have dinner** in a local Chinese restaurant.'

Mei



'I am really good at **maths** and ICT and the teachers here are great. The teacher says I am his best student and I'm learning a lot. But some subjects are very difficult because I have to read and write in English. Now I have to write **an essay** for my philosophy class so I am studying a lot.'

Kang



8 Complete the dialogue with *a/an* or *the*.

- A: Jim, where is ¹ the Spanish dictionary? I'm writing ² _____ essay in Spanish and I need it.
 B: It's in ³ _____ living room. I watched ⁴ _____ film in Spanish and I wanted to look up some words.
 A: What did you watch?
 B: Oh, it was ⁵ _____ old film by Buñuel. Our teacher shows us a lot of Spanish films.
 A: That's nice, you've got ⁶ _____ good teacher. Did you understand ⁷ _____ dialogue?
 B: I understood ⁸ _____ story but ⁹ _____ actors spoke very fast so it was hard to understand.

→ LANGUAGE CHOICE 63

Grammar Alive Asking about places

9 E20 Listen to the conversation between two students and complete the sentences with the places. Use correct articles.

- 1 Chen is looking for the office.
 2 Jason shows her _____ and _____.
 3 Jason invites Chen to _____.
 4 Chen wants to go to _____ and the _____ first.

10 Work in pairs. It is your first day at a university. Use the cues to ask and answer questions about the campus.

- A: *Is there a swimming pool?*
 B: *No, there isn't but the swimming pool in town is not far from here.*

A starts

- 1 swimming pool?
 2 shopping centre?
 3 student club?
 4 restaurant?

B answers

- 1 swimming pool in town - not far from here
 2 supermarket - open 24 hours
 3 disco - open every night
 4 café - has got very good food

B starts

- 5 bookshop?
 6 cinema?
 7 sports centre?
 8 clothes shop?

A answers

- 5 library - very good
 6 film club - meets every Friday
 7 gym - open from 6 a.m. to 10 p.m.
 8 town - has got lots of good shops

11 Take turns to make sentences about these things in your school.

The students are very nice. The equipment is new and very modern. The food in the canteen is quite good.

classrooms equipment library sports centre
 café computer lab students teachers

Practice

8 Complete the text with *a/an* or *-*.

I come from Poland but now I am ¹ a student in Ireland. I study ² _____ Irish history and ³ _____ culture. I joined ⁴ _____ drama club and I'm learning to be ⁵ _____ actor. I am living with ⁶ _____ friend in ⁷ _____ small flat but we want to move to ⁸ _____ bigger house with some Irish friends. We don't spend a lot of money: we walk to ⁹ _____ college and we cook our meals at ¹⁰ _____ home.

→ LANGUAGE CHOICE 62

8 Complete the sentences with *a/an* or *the*.

- 1 Is there a cathedral in London?
 2 Moscow is _____ capital of Russia.
 3 Luxembourg is _____ very small country but it's got _____ airport.
 4 I love Brazil. _____ people are very friendly.
 5 _____ climate in Scandinavia is very cold: in winter _____ temperature is -40°C.

Home

Favourites

Features

Travel

Hotels



3.21

Introducing Costa Rica



Costa Rica has beautiful beaches, amazing animals and friendly people. You can walk in a rainforest, go hiking up an active volcano, go white-water rafting on a mountain river and swim or surf in the Pacific and Caribbean. Two million tourists visit this small Central American country every year and Costa Rica is the world's best place for eco-tourism with thirty-two national parks.



Warm Up

1 **Vocabulary** Look at the map of Costa Rica and the vocabulary box below. Guess which sentences are true.

- 1 Costa Rica is in Central America. **T**
- 2 The capital is Puerto Viejo.
- 3 Costa Rica is a big country.
- 4 It is a good place for a holiday.
- 5 It has got interesting animals and birds.
- 6 It has got a lot of national parks.

Travel

Animals

see crocodiles, elephants, giraffes, lions, monkeys, sloths, turtles

Transport

go by bike, bus, car, plane

Activities

go hiking, sightseeing, surfing, swimming, white-water rafting

LANGUAGE CHOICE 64:
VOCABULARY PRACTICE

Fast Facts

Population: 4 million

Area: 51,000 sq km (30% is protected)

Animals: monkeys, sloths, sea turtles and lots of birds

Happy and green: Costa Rica is first in the **Happy Planet Index**. It has the happiest people and is one of the 'greenest' countries in the world.

Climate: The winter season is from May to October. It rains a lot and is very hot. The summer is from November to April and it is sunny and dry.

Coffee: This is the national drink and is the best coffee in the world.

Travellers' Blogs

Puerto Viejo

We are relaxing here on the Caribbean. Puerto Viejo is a party and surf town so we love it! We go to the beach every morning by bike (they are cheap to rent). Yesterday, we went to the Cahuita National Park - the monkeys are amazing and I took some great photos!

fionaGH [read more](#)

Leaving Costa Rica

I am in San Jose, the capital, and I am leaving tomorrow. The best things in my three weeks here? White-water rafting on the Pacuare River and visiting Tortuguero National Park by boat - I saw the sea turtles. They're really cool.

eriktheblue [read more](#)

Reading

- 8 Read the travel website and check your guesses from Exercise 1.

- 9 Work in pairs. Read the article and complete the notes.

A: Where? ¹ Central America
 National drink: ² _____
 Things you can do: ³ _____
 Animals you can see: ⁴ _____

B: Population: ¹ 4 million
 Type of tourism: ² _____
 Places you can visit: ³ _____
 Best time to go: ⁴ _____

- 9 Work in pairs. Use the headings in Exercise 3 to ask and answer questions about Costa Rica.

B: *Where is Costa Rica?*

A: *It's in Central America.*

- 9 What would you like to do in Costa Rica? Tell the class.

I'd like to go white-water rafting on the Pacuare River and ...

- 9 3.22 Vocabulary Complete the Word Builder with adjectives. Then listen and check your answers. Add more nationalities to the groups.

Italian, Argentinian, Russian, Serbian, Colombian

Word Builder Nationality adjectives

Country/Continent	Adjective
Costa Rica	1 <u>Costa Rican</u>
America	2 _____
Canada	3 _____
Britain	British
Spain	4 _____
Turkey	5 _____
Poland	6 _____
Japan	7 _____
China	8 _____
Greece	9 _____
France	10 _____

GMA LANGUAGE CHOICE 65

- 9 Work in pairs. Ask and answer questions about the people below. Ask more questions about famous people you like. Check your answers on page 117.

A: *What nationality is Lionel Messi?*

B: *Is he Italian?*

A: *No, he's Argentinian but he lives in Barcelona.*

- Lionel Messi (footballer)
- Maria Sharapova (tennis player)
- Kobe Bryant (basketball player)
- Jesse Eisenberg (actor)
- Sebastian Vettel (racing driver)
- Penelope Cruz (actress)
- Shakira (singer)
- JK Rowling (writer)

Listening

- 8 3.23 3.24 Listen to a dialogue about Costa Rica. Answer the questions.

- When did Lucy go to Costa Rica?
She went to Costa Rica last January.
- How long did she go for?
- How did she travel around Costa Rica?
- What were her favourite animals?
- What weather did she have on holiday?
- What adventure activities and sports did she do?

GMA SKILLS BUILDER 5

- 8 3.23 3.24 Use the strategies to listen to the dialogue. Match the people, Adam and Lucy, with their intentions (1-4).

- wants information about a place *Adam*
- wants to help the other person
- wants to read the other person's book
- wants to talk about a holiday in the past

- 10 Your Culture Work in pairs. Choose three things about your country and write notes about them.

- things to do
things to do - go sightseeing in London, go hiking in Scotland
- things to see
- animals to see
- places to visit
- best time to go

- 10 Work in pairs. Ask and answer questions about your country.

A: *When is the best time to visit?*

B: *In the summer. That's from June to September. It's hot and sunny.*

Your Choice

No Comment

'Before you travel, organise your clothes and money. Take half your clothes and twice the money.'

Susan Heller

EUROPEAN TOUR

Europe
in fifteen
days

- ✓ Explore Europe!
- ✓ Visit ten countries in two weeks!
- ✓ See the most beautiful cities of the Old Continent: London, Amsterdam, Vienna, Rome, Paris, Barcelona and more.



Warm Up

- 3 Read the advertisement. Would you like to go on the tour? Why/Why not?
- 3 Read the dialogue between two tourists on a tour of Europe. Where are they? Why do they think they are in Germany?

(3.25)

Bill: Mike, can you see our guide **anywhere**?

Mike: No, I can't see **anyone** from our group. I think we are lost.

Bill: Where are we?

Mike: **Somewhere** in Germany, I think. **Everyone** is speaking German and there are German cars **everywhere** - Volkswagens, Mercedes.

Bill: Let's ask **someone**. Can you say **anything** in German?

Mike: Well, 'danke' ... it means 'thanks' I think. But it's not very useful now.

Bill: Well, we've got **nothing** to do so let's go to this café and eat **something**. Let's look at the menu. Oh, no, **everything** is in German.

Mike: Look at that sign! Vienna 50 km! We're in Austria!

Bill: That's strange! **No one** mentioned Austria.

someone, anyone, everyone, no one

- 3 Complete the table with the words in blue from the text.

words with negative meaning	nowhere. nothing . 1 _____
words used in questions and negative sentences	anywhere. anyone . 3 _____
words referring to all things/people/places	everywhere. everyone . 5 _____
words referring to some things/people/places	somewhere. someone . 7 _____

- 3 Complete the sentences with the words from Exercise 3.

- 1 Italy is great - **everyone** is very friendly.
- 2 Speak Spanish! _____ speaks French here.
- 3 Where is my passport? I can't find it _____.
- 4 In Paris there are tourists _____!
- 5 Spain is beautiful. I loved _____ there.
- 6 When I first went to India, I didn't know _____ about Indian culture.

LANGUAGE CHOICE 66

- 3 Complete the text with the words from Exercise 3.

Some years ago, I went to Rome. I stayed in a hotel ¹ **somewhere** near the Coliseum. I didn't know ² _____ in Rome so I went ³ _____ alone. I didn't have ⁴ _____ to do in the evenings so I went for long walks.

One day, I saw a girl. She was very pretty and ⁵ _____ in the street looked at her. She saw me - she smiled and said ⁶ _____ in Italian. I didn't understand her but ⁷ _____ said to me: 'You're lucky! She wants to meet you here tomorrow.'

It was a long time ago but I remember ⁸ _____ - her green eyes, her dark hair and her smile. We got married and today is our anniversary!

Grammar Alive Suggestions

- 3 3.26 Listen to the dialogue. Make a list of Steve's suggestions. Which suggestion does Jim like?

- 3 Work in pairs. Use the cues to make dialogues. Give negative answers.

A: *Let's watch something interesting.*
B: *There's nothing interesting on TV.*

A starts

- 1 watch - interesting
- 2 drink - hot
- 3 eat - vegetarian
- 4 see - famous

B starts

- 5 go out with - attractive
- 6 read - exciting
- 7 talk to - intelligent
- 8 listen - good

B answers

- 1 on TV
- 2 in the bar
- 3 on the menu
- 4 in this hotel

A answers

- 5 in our school
- 6 in the library
- 7 at this party
- 8 on the radio

SKILLS

ГИА Speaking Workshop 9

- 3 Look at the map on page 119. Work in pairs. Ask and answer these questions.

1 Which cafe is next to the station?

The Green Parrot Café.

2 Which cafes are near to the swimming pool?

3 Which cafe is next to the sports centre?

4 Which café is near to the cinema?

- 3 **3.27** **Listen or watch** Listen to or watch the dialogue. Follow Sean's route on the map on page 119 from A to the cafe.



- 3 **3.27** **Listen or watch** Listen to or watch the dialogue again. Match the people (1-4) and the actions (a-d).

- | | |
|--|--|
| 1 His girlfriend <i>b</i> (on the phone) | a doesn't know the Green Parrot Café. |
| 2 The first woman Sean asks | b arranges to meet Sean at a café. |
| 3 The man he asks | c knows where the café is and shows him part of the route. |
| 4 The second man he asks | d knows where the Blue Moon Café is. |

- 3 Look at the Talk Builder. How do you say the expressions in bold in your language?

Talk Builder Directions

- A: Excuse me. Do you know the Green Parrot Café? How do you get to it from here?
 B: **Cross** the street. **Turn right**. **Go past** the cinema and then **turn left**.
 C: **Go along** the street for about 100 metres. You'll see the station in **front of you**. The Green Parrot is next to it.

ГИА SKILLS BUILDER 41

- 3 **3.28** **Pronunciation** Listen and repeat the questions.

- 6 Use the map on page 119 to choose the correct directions from A to the Orange Kangaroo Cafe.

Turn left. Go along the street for about 50 metres. Go past a ¹*cinema/church* and then go past a ²*restaurant/shop*. You'll see a ³*church/station* in front of you. Turn left and go along the street for 300 metres. Go past a ⁴*park/two cafes* and you'll see the cafe on the right.

- 7 **Speaking** Work in pairs. Ask for and give directions from one of the places (A, B or C) to different cafes on the map.

- 8 Work in pairs. Ask for and give directions in your town.

ГИА SKILLS BUILDER 41

- 1 Choose a small area in the centre of your town or city. Make a list of six places in it. Use the ideas (a-e) to help you.
- a a famous square
 - b a cinema or theatre
 - c a sports stadium
 - d a restaurant or café
 - e a disco

ГИА SKILLS BUILDER 42

- 2 Look at the strategies for asking for and checking directions.
- 3 Work in pairs. Choose one of the places in your town. Take turns to ask for and give directions to different places from it.

- 3 Where did you give directions to? Tell the class.

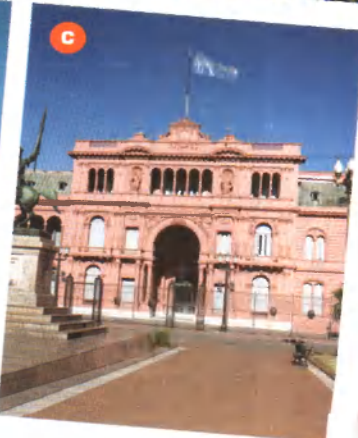
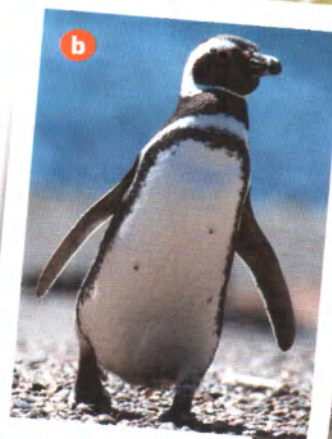
I gave Anna directions to a new café.

SKILLS

ГИА Writing Workshop 5

- 1 Look at the photos (a-c) on the postcard. What country is it from?
- 2 Read the postcard and check your guess from Exercise 1. Find the names of the places in the photos (a-c).

- 1 Hi Graham,
I am now in Buenos Aires. It's a fantastic city and it's got some beautiful buildings.
- 2 Last night, we went to a club to see a tango show and have dinner. It was great!
- 3 Before Buenos Aires we were in Patagonia and went to the Perito Moreno Glacier. We also visited the Valdes Peninsula to see the whales and penguins.
- 4 Tomorrow, we're going north to visit the Iguazu Falls.
- 5 I love it here because Argentinian people are really friendly. Yesterday, I bought a book to learn Spanish.
Hasta la vista! (see you soon)
Charlie



Text Builder

- 2 Order the information (a-e) in Charlie's postcard.

- a Where he is going tomorrow.
- b Where he is now and a description. 1
- c What he did last night.
- d Why he likes the place.
- e Where he went before and what he did.

- 1 Look at the Sentence Builder. What word(s) do you use in your language to express purpose?

Sentence Builder to for purpose

- 1 We went to a club to see a tango show and have dinner.
- 2 We also visited the Valdes Peninsula to see the whales and penguins.
- 3 I bought a book to learn Spanish.

ГИА SKILLS BUILDER 26

- 5 Use cues and the linker to write sentences.

- 1 this afternoon / I / am going / to the beach / go surfing
This afternoon, I am going to the beach to go surfing.
- 2 she / bought / camera / take photos of animals
- 3 we / went / to the national park / see the turtles
- 4 they / visited / London / go shopping
- 5 I / got up / at six o'clock / finish my homework
- 6 he / bought / postcards / send to his family

- 1 Write a postcard to a friend.

ГИА SKILLS BUILDER 27

- 1 Choose a place: a country or a region of your country. Imagine you are on a tour and make notes about the things in Exercise 3.
- 2 Use your notes to write the postcard.
- 3 Check your answer for mistakes.

- 1 Work in groups. Read your partners' postcards. Which is the most interesting tour? Tell the class.

ГИА, РАЗДЕЛ 4: ПИСЬМО

LEARNING LINKS: 1 Sound Choice 5 → MyLab / Workbook page 99. Choose three pronunciation activities to do.
2 Check Your Progress 9 → MyLab / Workbook page 100. Complete the Module Diary.
3 ГИА Exam Choice 5 → Workbook pages 108-109.

10 GADGETS

Objectives: Listen, read and talk about technology; act out shopping situations; write a notice; learn about the Present Perfect.

IMA Exam preparation: Reading, Speaking

TOPIC TALK

- 1 Which of the gadgets in the network can you see in the photos (a-c)? Check your answers on page 117. Which of them would you like to have?

a *It's probably a USB flash drive.*

- 2 3.29 3.30 Listen to three people (1-3). What are their favourite gadgets and what new gadgets would they like to have?

1 *Her favourite gadget - a tablet.*

- 3 3.31 3.32 Listen again to the first person. Complete the information in the network.

My gadgets

I am ¹into /not into technology.
I often ²_____ and I ³_____.
My favourite gadget is a/an ⁴_____.
I like it because it's so ⁵cool/useful.
I'd like to have a new ⁶_____.

- 4 3.33 Pronunciation Listen and write down the words. Then underline the main stress.

Flash drive

→ LANGUAGE CHOICE 67: VOCABULARY PRACTICE

- 5 Work in groups. Use the network to tell your partners about your use of technology. How many people in the group are really into technology?

Online

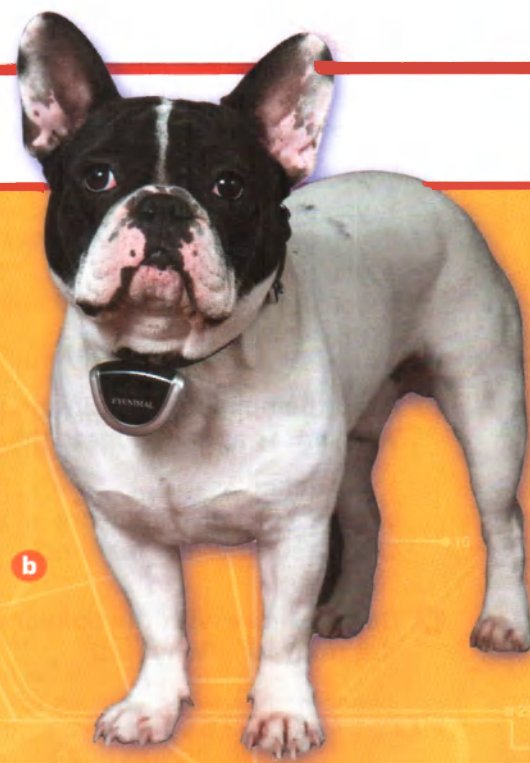
buy things online, check/send emails/messages, download music/films/photos/programs, go online, play online computer games, read articles and blogs, upload photos/information, use Facebook/Skype

Gadgets

digital camera, DVD player, e-book reader, mobile phone, MP3 player, Sat Nav, smart phone, TV, USB flash drive, video camera, video / game console

Computers

desktop, laptop, net book, tablet



USELESS GADGETS?

Warm Up

- 3 Look at the gadgets in the photos (a-d) and match them with their functions (1-4).

- 1 you put your money here **a**
- 2 you get directions from this
- 3 you read books on this
- 4 you put your phone or MP3 player on this

- 3 Read the opinions (1-3) in the forum. Who writes about gadgets that:

- a are unnecessary?
- b have a negative influence on people?
- c have some useful features?

- 3 Do you agree with the opinions from the text? Why/Why not?

Present Perfect

- 3 Look at the irregular verbs list on page 95 and the 3rd forms of verbs in **blue** in the text. Match them with the infinitives below.

regular verbs: a use - used

b stop - _____ c learn - _____

d want - _____

irregular verbs: e buy - _____

f spend - _____ g have - _____

- 3 Read the sentences below and find more examples of the words in **bold** in the text. Then complete the rule.

Affirmative

have/has + 3rd form of the verb

I/We/You/They **have learned** a lot about e-book readers.

She/He **has spent** a lot of money on them.

Negative

haven't/hasn't + 3rd form of the verb

I/We/You/They **haven't used** an e-book reader.

She/He **hasn't tried** any of her gadgets.

- We use the Present Perfect when we *want to say/don't want to say* exactly when something happened in the past.



ABOUT US

FAVOURITES

TOP TEN

NEWS

GO

Gadget Zone!

What are your opinions on gadgets?
Write your comments here!

3.34



1 I haven't **used** an e-book reader but my friend has got one and I have **learned** a lot about them. She's got an e-book reader and she loves it. It's small so she can put it in her pocket and it's got a lot of books in it. The only problem is that you can't read in the bath!

Linda, 21, Leeds



2 A lot of gadgets are expensive and not very useful. My mother has **bought** a lot of new travel gadgets like a mobile phone hammock and 'safe sandals'. She has **spent** a lot of money on them. It's funny because she doesn't travel a lot so she hasn't used any of them.

Pete, 17, Manchester

Practice

8 Complete the sentences with the verbs in brackets in the Present Perfect.

- 1 I have had (have) six mobile phones in my life.
- 2 I _____ (sell) my old computer and
I _____ (buy) a new laptop.
- 3 I _____ (not use) an e-book reader but
I _____ (use) a Mac.
- 4 I _____ (read) a lot about net books but
I _____ (not hear) anything about tablets.

▶ TMA LANGUAGE CHOICE 68

7 Read the Sentence Builder. Translate the sentences (1-2) into your language. Where do we put **never** (a or b)?

- a between *have* and the 3rd form of the verb
- b at the beginning or end of the sentence

Sentence Builder **never**

- 1 I have **never** had a car with a Sat Nav.
- 2 I have **never** wanted a Sat Nav.

8 Complete the sentences with **never** and the correct forms of the verbs in the Present Perfect.

- 1 My sister has never had a smart phone.
(never / have)
- 2 I _____ a laptop. (never / use)
- 3 We _____ travel gadgets. (never / buy)
- 4 My friends _____ here. (never / be)
- 5 I _____ an email from my mobile.
(never / send)
- 6 My father _____ a computer game.
(never / play)

▶ LANGUAGE CHOICE 69

8 Use the cues to make sentences in the Present Perfect.

- 1 My teachers / upload our homework / never
My teachers have never uploaded our homework.
- 2 I / buy a lot of books online
- 3 My girlfriend / not hear / about net books
- 4 We / try a lot of online games
- 5 My mother / not download a film / never
- 6 My granddad / surf the internet / never

Grammar Alive

Talking about achievements

12 3.35 Listen to the dialogue. What are Sandy's and Jamie's achievements?

Jamie has won a competition.

12 Work in pairs. Use the cues to make dialogues.

- A: *I have put my photos online.*
B: *I've never put my photos online but I've uploaded my essays.*

A starts

- 1 put my photos online
- 2 write a blog
- 3 made a video

B starts

- 4 play in a rock band
- 5 win an online competition
- 6 write a song

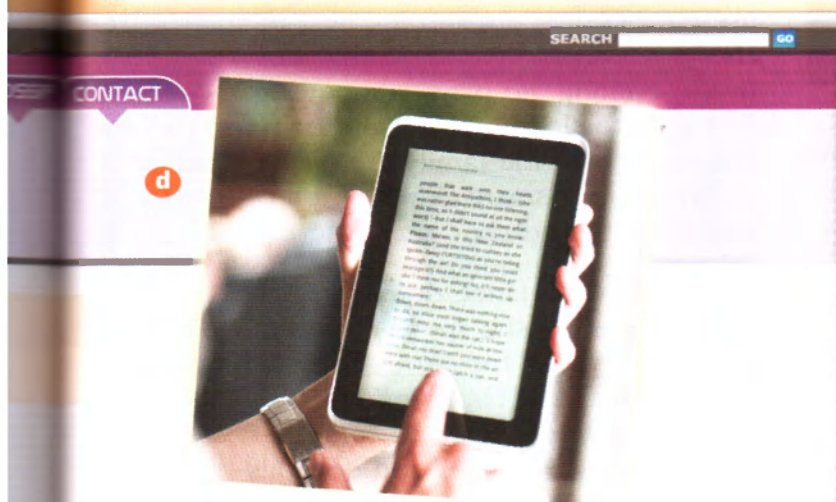
B answers

- 1 upload my essays
- 2 read a lot of blogs
- 3 take a lot of photos

A answers

- 4 learn to play the guitar
- 5 win an essay contest
- 6 write a story

12 Write three sentences about your achievements. Share them with a partner.



3 People are less intelligent and creative because of gadgets – they have **stopped** using their brains. I always use paper maps and I have never **wanted** a Sat Nav. I've never **had** a car with a Sat Nav and I'm not going to buy one. They are often wrong and sometimes dangerous because you have to look at the screen when you are driving.
Chris, 53, Brighton

INTERNET ADDICTS

Warm Up

- 3 Work in pairs. Look at page 118 and ask and answer the questions in the quiz. Is your partner an internet addict?

Reading

- 3 Read the article quickly. Match the headings (a-e) with the paragraphs (1-4). There is one extra heading.

- a Suggestions for internet use
- b Good things about the internet
- c Kevin's internet use 1
- d Janet and Jonathan's internet use
- e Problems of internet use

GMA SKILLS BUILDER 14

- 3 Use the strategies in the Skills Builder to match the sentences (a-f) with the gaps in the article (1-5). There is one extra sentence.

- a Between five and ten percent of users have problems because of their internet use.
- b She sometimes forgets to do things because she is busy on Facebook.
- c Because of that he does not concentrate and has problems at work. 1
- d Once, he arrived late for work because of this.
- e Go out with friends and join clubs to meet new people.
- f Because of that, he is often tired and has problems at school.

- 3 Do you agree about the dangers of internet use and the suggestions in the article? Tell the class your opinions.

Some people use it too much but normal use is okay.

- 3 Vocabulary Look at the Word Builder. How do you say the words in bold in your language?

Word Builder have

- 1 He is **having** breakfast.
- 2 He **has** problems at school.
- 3 His friends **have** parties.
- 4 You can **have** fun online.

LANGUAGE CHOICE 70:
VOCABULARY PRACTICE

Technology

Nowadays, we spend hours online but is it good for us?
Sally Evans investigates.

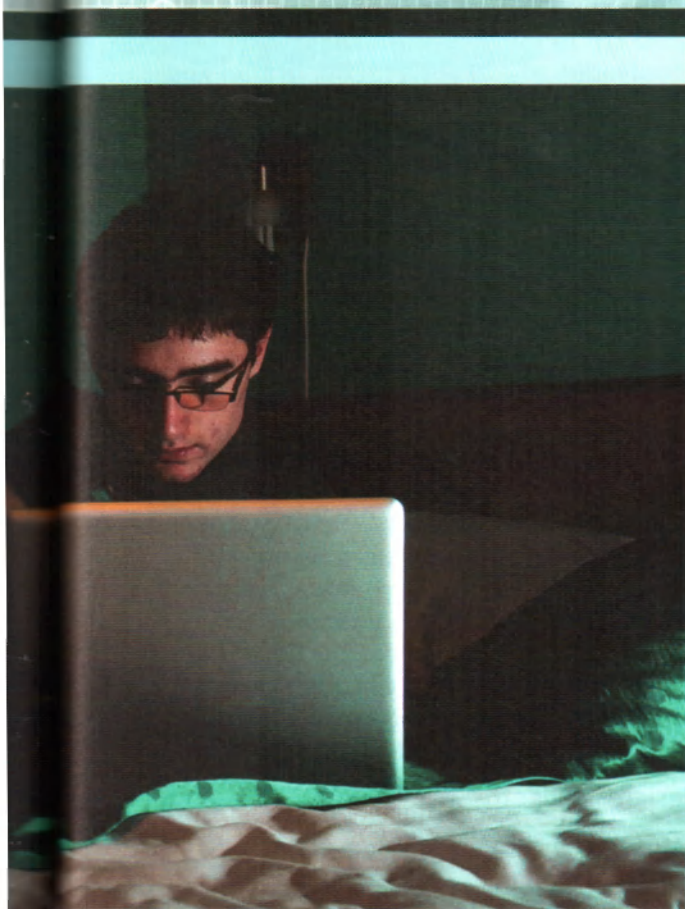
(3.36)

1 Kevin McDonald checks his emails when he is having breakfast. He uses his smart phone on the train to work and gets nervous in tunnels where there is no internet connection. At his office, he uses two computers and his phone and checks his messages every minute. ¹ c In the evening, he plays computer games and goes to sleep with his net book on the bed. When the family are on holiday, Kevin uses his smart phone to check his emails on the beach.

2 Kevin's wife, Janet, does not like his internet use but she spends four hours online every day, too. ² _____ Their son, Jonathan, has got two computers in his bedroom and plays online computer games, sends messages and does his homework at the same time until late at night. ³ _____ He sometimes stays at home and plays games on the computer when his friends have parties.

- 3 Work in pairs. Ask and answer the questions.

- 1 Do you ever use your mobile or computer when you are having breakfast?
- 2 Do you check messages on your mobile when you are out having fun with friends?
- 3 Do you ever have problems at school because of your mobile?
- 4 How often do you have parties? How do you invite your friends to them (by email, by text)?



3 Psychologists think some people are 'internet addicts'. 4 _____ Some experts also think 'normal' use causes concentration problems and stress. People also have more online friends than in the real world.

4 If you are worried about your internet use, count the hours you spend online and reduce them. Take a break every hour when you are online. 5 _____ The internet is useful and you can have fun online but it can be bad for you, too.



Writing

- 9 Read the notice. Why is the phone important for Alice?

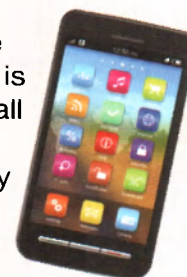
Lost Smart Phone

Yesterday, I lost my new smart phone near the school science laboratory. It is a black Lokia XJ834Z and is very small (9 cm x 5 cm).

My grandma gave me the phone for my birthday last week. Also my old phone has no internet connection!!!!!!

If you find it, please contact the school secretary and give her the phone.

Alice Colman (Year 10)



→ TMA SKILLS BUILDER 28

- 9 Look at the Sentence Builder. How do you say the sentences in your language?

Sentence Builder Indirect object

- 1 My grandma gave **me** the phone. (My grandma gave the phone to me).
- 2 Give **her** the phone. (Give the phone to her.)

→ LANGUAGE CHOICE 71

- 9 Put the words in the correct order to make sentences.

- 1 digital camera / gave / My dad / me / a new
My dad gave me a new digital camera.
- 2 an / me / send / Please / email
- 3 me / a question / Ask
- 4 a letter / Let's / write / her
- 5 about the party / a message / sent / I / her

- 10 Choose one of your favourite things (e.g. a smart phone, a tablet computer). Write a 'lost' notice for the school notice board. Include this information:

- where at school you lost it
- a description of the object (colour/make/size)
- why it is important for you
- who to contact

- 10 Work in groups. Read your partners' notices. Try to guess the person.

This is Monica's notice because it is her mobile.

No Comment

'They call it "surfing the net". It's not surfing. It's typing in your bedroom.'

Jack Dee, British comedian

Your Choice

PET GADGETS



Warm Up

- 3 Look at the photo. What is happening? Is the dog happy?
- 3 Read the interview. Which of these gadgets has Charlie designed?
- a dog shower
 - a life jacket for cats
 - dog sunglasses

Present Perfect: questions

- 3 Read the questions from the interview and complete the pattern below.

Questions

Have you/we/they **tested** it on a dog?
Has anyone/he/she **bought** it?
What other gadgets **have** you/we/they **invented**?

Short answers

Yes, I/we/you/they **have**. / No, I/we/you/they **haven't**.
Yes, he/she **has**. / No, he/she **hasn't**.

- (What) + _____ / _____ +
subject + 3rd form of the verb

- 3 Use the cues to write questions about Charlie Liu.

- What gadgets / he / invent?
What gadgets has he invented?
- people / buy / his gadgets?
- his gadgets / become popular?
- he / make a lot of money?
- What gadgets / his dog / test?
- he / design a mobile phone for dogs?

LANGUAGE CHOICE 72

- 3 Read the Sentence Builder. Translate **ever** into your language.

Sentence Builder **ever**

- Has your gadget **ever** won a competition?
- Have you **ever** designed a gadget for cats?

3.37

We are at the Pet Gadget Show in Los Angeles. We're talking to a famous inventor, Charlie Liu. Charlie has designed a lot of pet gadgets.

Reporter: This box is a dog shower. Have you tested it on a real dog?

Charlie Liu: Yes, I have. My dog loves it!

R: Has anyone bought it?

CL: No, but a lot of people have asked about it.

R: What other gadgets have you invented?

CL: Oh, a lot. I have invented a life jacket for a dog. And my partner has designed dog sunglasses.

R: You've done a lot of work for dogs! Have your gadgets ever won a competition?

CL: Oh, yes, my dog mobile phone won last year.

R: Have you ever designed a gadget for cats?

CL: No, I haven't. I've never designed anything for other animals. I love dogs!

- 3 Use the cues to write questions in the Present Perfect with **ever**. Then ask and answer the questions in pairs.

1 you / design a gadget?

A: *Have you ever designed a gadget?*

B: *No, I haven't.*

2 your best friend / buy you a gadget?

3 your friends / upload photos?

4 you / test gadgets?

5 your grandfather / use a smart phone?

6 your teachers / send you emails?

Grammar Alive

Talking about experiences

- 3 3.38 Listen to the dialogue. What gadget shows has Chris been to?

- 3 Work in pairs. Use the cues to ask and answer questions.

A: *Have you ever used a tablet?*

B: *No, I haven't, but I've used a net book.*

A starts

- use a tablet?
- be abroad?
- write a story?

B starts

- read a science fiction book?
- sell anything?
- see a gadget show?

B answers

- use a net book
- travel a lot in my country
- read a lot of stories

A answers

- watch some science fiction films
- buy a lot of things
- see some art exhibitions

SKILLS

ГИА Speaking Workshop 10

- 3 **Vocabulary** Work in pairs. Look at the vocabulary box below. What features are important for you when you choose a mobile phone?

A: *For me, the design and colour are important.*

Mobile phone features

design/colour, GPS (navigation system), internet connection, long battery life, radio and MP3 player, memory (e.g. 70 gigabytes), touch screen (big/small screen), video camera (e.g. 5.0 megapixels), video phone

- 3 **3.39 DVD 10 Listen or watch** Listen to or watch the dialogue. Choose the best answer (a-c) to these questions.

- What features of the first phone does the customer not understand?
 - the ten megapixel camera.
 - the HSCD connection.
 - the video calls.
- Why does he decide not to buy it?
 - he doesn't want video calls.
 - it's too expensive.
 - the memory is too small.
- What features has the second phone got?
 - it has got MP3.
 - it has got internet connection.
 - it doesn't have any features.
- Why is the shop assistant unhappy when the customer leaves?
 - the customer didn't buy anything.
 - the customer only bought the cheap phone.
 - the customer asked a lot of questions.

ГИА SKILLS BUILDER 6

- 3 Look at the Talk Builder. Which of the sentences do the shop assistant (SA) and the customer (C) say?

Talk Builder Shopping

- Good morning, sir/madam. Can I help you? SA
- Yes, I'm looking for a new mobile phone.
- Has it got a camera?
- Is it easy to use?
- How much is it?
- Could you show me a cheaper one, please?
- This one's thirty-six pounds.
- I'd like that one, please.

ГИА SKILLS BUILDER 43

- 3 **3.40 Pronunciation** Listen and repeat the sentences from the Talk Builder.



- 3 Use the Talk Builder to complete the dialogue below.

A: Good morning, sir. ¹ Can I help you?
 B: Yes, I'm looking ² _____ a digital camera.
 A: This is an Olympik XZ 55.
 B: How ³ _____ is it?
 A: It's two hundred and fifty pounds.
 B: ⁴ _____ you show me something cheaper, please?
 A: This ⁵ _____ is only eighty pounds.
 B: I'd ⁶ _____ that one, please.

- 3 **Speaking** Work in pairs. Act out the dialogue in Exercise 6. Take turns to buy a mobile.

- 3 Work in pairs. Act out a shopping dialogue.

ГИА SKILLS BUILDER 43

- 1 Work in pairs. List the features of a mobile phone or a different gadget.

Mobile phone: camera (10 megapixels), memory - 30 GB, MP3 player

- 2 Look at the strategies for describing objects when you do not know the words.

ГИА SKILLS BUILDER 44

- 3 Work in pairs. Use your notes and the strategies to act out a shopping situation. Take turns to be the shop assistant and customer.

- 3 What kind of phone did you 'buy' from your partner? Tell the class.

I bought a fantastic phone with a great camera and a very big memory.

Language Review Modules 9 and 10

3 My country/Travel/ Nationalities/Gadgets/have Choose the correct words to complete the texts.

I am ¹Turkish/Turkey but I live in ²German/Germany. We live in a small town near the ³capital/centre city, Berlin. The ⁴season/weather here is nice in the ⁵spring/national parks and summer but the winters are cold and ⁶hot/snowy. At weekends, I often go hiking in the ⁷lake/mountains. I can get there by ⁸plane/car. On Sundays, we often ⁹take/have lunch at a restaurant near our home. We always ¹⁰make/have fun because my family is very big and I've got ten cousins and they are my age. I'm ¹¹into/in technology so I've got a lot of modern gadgets like an e-book ¹²player/reader and a smart phone. I ¹³download/use music and films and I buy things ¹⁴online/blogs. I've got a ¹⁵digital/desktop computer but I usually use my net book. /15

3 to for purpose Combine the sentences into one.

- 16 I came here. (I want to get some information.)
17 We bought a dictionary. (We wanted to learn more words.)
18 She is taking her laptop. (She wants to work on the train.)
19 They went to Greece. (They wanted to do some sightseeing.) /4

3 Indirect objects Order the words in the sentences.

- 20 grandmother / My / presents / me / buys / expensive
21 camera / give / your / Don't / her / new
22 her / I / my / lend / sometimes / computer
23 gave / I / interesting / him / an / book /4

3 a/an/the Complete the text with a, the or -.

I am ²⁴ student at ²⁵ university. I live in ²⁶ small flat and go to classes by ²⁷ bus. ²⁸ classes are very interesting. There are ²⁹ students from around ³⁰ world here. /7

5 Indefinite pronouns Complete the sentences with someone, anyone, everyone, no one, etc.

- 31 All the people have left. There's _____ here.
32 What are you looking for? I can't see _____ interesting in this shop.
33 This cafe is too expensive for us. _____ is more than £5.
34 Let's go to India! I'd like to go _____ interesting.
35 We have to leave the train. Look, _____ is leaving! /5

6 ГИА USE OF ENGLISH TASK 1 Present Perfect/ never, ever Complete the sentences with the correct form of the words in capital letters.

- 36 My granny _____ by plane yet. NOT TRAVEL
37 It's the _____ time I'm _____ cooking pizza myself. ONE
38 This is the school where my dad _____ STUDY
39 I _____ a lot of accidents this year. HAVE
40 They usually _____ a lot of money on books. SPEND
41 This is the _____ gadget I've ever bought. BAD
42 Is that laptop _____? YOU /7

7 Directions Complete the text with the words cross, turn, past or along.

If you want to get to the police station, you have to go ⁴³ this street for 200 metres. Then ⁴⁴ this street, go ⁴⁵ the post office and ⁴⁶ left. You'll see the police station in front of you. /4

8 Shopping Complete the gaps in the dialogue (47-50) with the phrases (a-e). There is one extra phrase.

- a Has it got a good battery?
b Yes, I'm looking for a net book.
c I'd like that one, please.
d Has it got a camera?
e How much is it?

A: Good morning. Can I help you?

B: ⁴⁷ _____

A: This is a new NOTE net book.

B: ⁴⁸ _____

A: Yes, it has.

B: ⁴⁹ _____

A: Yes, you can work for about eight hours.

B: ⁵⁰ _____

A: It's £300. /4

Self Assessment

3.41 Listen and check your answers. Write down your scores. Use the table to find practice exercises.

Exercise	If you need practice, go to
1	Language Choice 61, 64, 65, 67, 70
2	SB p.86 ex 4
3	Language Choice 71
4	Language Choice 62, 63
5	Language Choice 66
6	Language Choice 68, 69, 72
7	SB p.85 ex 4
8	SB p.93 ex 4

ГИА, РАЗДЕЛ 3: ГРАММАТИКА И ЛЕКСИКА

LEARNING LINKS: 1 Read and listen to the article about telephone songs in Culture Choice 5 on page 105.

Then do a project about the use of phones.

2 Exam Choice 5 → MyLab / Workbook pages 108-109.

3 Check Your Progress 10 → MyLab / Workbook page 110. Complete the Module Diary.

IRREGULAR VERBS

Infinitive	2 nd form (Past Simple)	3 rd Form (Past Participle)	Infinitive	2 nd form (Past Simple)	3 rd Form (Past Participle)
be	was/were	been	lend	lent	lent
become	became	become	let	let	let
begin	began	begun	lie	lay	lain
break	broke	broken	light	lit	lit
bring	brought	brought	lose	lost	lost
build	built	built	make	made	made
burn	burned/burnt	burned/burnt	mean	meant	meant
buy	bought	bought	meet	met	met
catch	caught	caught	pay	paid	paid
choose	chose	chosen	put	put	put
come	came	come	read	read	read
cost	cost	cost	ride	rode	ridden
cut	cut	cut	ring	rang	rung
dig	dug	dug	run	ran	run
do	did	done	say	said	said
draw	drew	drawn	see	saw	seen
dream	dreamed/dreamt	dreamed/dreamt	sell	sold	sold
drink	drank	drunk	send	sent	sent
drive	drove	driven	set	set	set
eat	ate	eaten	shine	shone	shone
fall	fell	fallen	show	showed	shown
feed	fed	fed	shut	shut	shut
feel	felt	felt	sing	sang	sung
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	smell	smelled/smelt	smelled/smelt
forget	forgot	forgotten	speak	spoke	spoken
forgive	forgave	forgiven	spend	spent	spent
get	got	got	spill	spilled/spilt	spilled/spilt
give	gave	given	stand	stood	stood
go	went	gone	steal	stole	stolen
grow	grew	grown	swim	swam	swum
have	had	had	take	took	taken
hear	heard	heard	teach	taught	taught
hide	hid	hidden	tear	tore	torn
hit	hit	hit	tell	told	told
hold	held	held	think	thought	thought
hurt	hurt	hurt	throw	threw	thrown
keep	kept	kept	understand	understood	understood
know	knew	known	wake	woke	woken
lead	led	led	wear	wore	worn
learn	learned/learnt	learned/learnt	win	won	won
leave	left	left	write	wrote	written

Culture Choice 1



3 Look at the photos (a-c). Read the sentences (1-5). Guess which sentence is false?

- 1 New York City has eight million people.
- 2 There are about forty thousand homeless people (people with no home).
- 3 Ninety-five percent of homeless people sleep in shelters (simple hotels with bedrooms and bathrooms).
- 4 Sixty percent of New Yorkers are Hispanics (from Latin America).
- 5 New Yorkers speak 138 different languages.

3 4.1 4.2 Listen to two interviews with New Yorkers. Check your guess from Exercise 1.

3 4.1 4.2 Listen again. Choose the best answer to these questions.

- 1 Where does Tom usually sleep when it's not cold?
a streets or parks b shelters
c the subway (the New York Metro)
- 2 How does he get money?
a he works with tourists b he plays the guitar
c he works in a park
- 3 What does he like about New York?
a it's an easy city b it's a big city c it's his city
- 4 Where does Miriam live?
a in Manhattan b near an airport
c in the centre of New York
- 5 How many people live in her house?
a 4 b 5 c 6
- 6 What does she like about her city?
a the people b the languages c the culture

4 Your Culture Work in pairs. Ask and answer the questions about your home town or city.

- 1 How many different languages do people speak?
- 2 Are there a lot of homeless people?
- 3 Where is your home? (e.g. near the centre)
- 4 What do you like about your city or town?

3 Read the information about O. Henry on page 97. What are his stories about?

3 4.3 Read and listen to the short story. Order the events (a-g).

- a Soapy goes to a restaurant but he can't get in.
- b Soapy sings and dances in the street.
- c Soapy decides to work and rent a flat.
- d The police put Soapy in prison.
- e It starts to be cold in New York. 1
- f Soapy breaks a shop window with a bottle.
- g Soapy takes a man's pen.

3 Read the story again. Match the sentences (1-5) with the reasons (a-e).

- 1 Soapy usually goes to prison in December e
 - 2 Soapy does bad things
 - 3 The man in the office doesn't call the police
 - 4 Soapy goes to prison
 - 5 Soapy plans to get a job
- a because he is homeless.
 - b because he wants to change his life.
 - c because he wants to go to prison.
 - d because he has problems with them.
 - e because he gets cold in New York.

My Culture Project

8 Write notes about your home.

- where it is: in a village/town/city
- the rooms in your home
- the things in it
- your bedroom

9 Use your notes to write a description of your home. Include two false things.

10 Read your partner's descriptions. Can you guess the false information?



O. Henry (1862-1910)

American writer of short stories

Real name: William Sydney Porter

Jobs: farm worker, bank worker, journalist, writer

Family: married with one daughter

Problems: three years in prison (money problems at the bank); problems with alcohol

His stories: funny stories about everyday life in the USA

Soapy hasn't got a home and lives on the streets of New York. He likes the sun and trees and doesn't like houses or jobs. For nine months of the year, Soapy is a happy man. Then the first week of December comes and it gets very cold. Soapy has the same plan every December – to do a bad thing and go to prison for three months.

First, Soapy visits an expensive restaurant and wants to have a big lunch and then say 'Sorry, I haven't got any money.' But when Soapy walks into Sanborn's Restaurant the waiter says, 'You can't come in here. Sorry.' Soapy thinks of a new plan. He goes to an expensive shop and takes a bottle. He hits the window with the bottle. A policeman comes but at that moment he sees a man running away from the shop. No prison for Soapy this afternoon.

That evening, Soapy goes to a street with a lot of theatres. Rich men and women in expensive clothes are going into the theatres. Soapy starts to sing and dance and talk to the people. There is a policeman but he says to the people: 'He's a student from a theatre school. Don't worry about him.'

Soapy is angry and unhappy. How can he get into prison for the winter? He sees a man in an office and goes in and takes his pen.

The man goes after him. 'Stop! That's my pen.'

'Call the police then,' says Soapy.

But the man doesn't call the police because he has problems with them.

'Okay, maybe it is your pen,' he says to Soapy.

Soapy sits down and makes a new plan.

Maybe he can get a job and some money.

Then he can get an apartment and some good clothes. Maybe he is too old for the street. Tomorrow he decides to find a job.

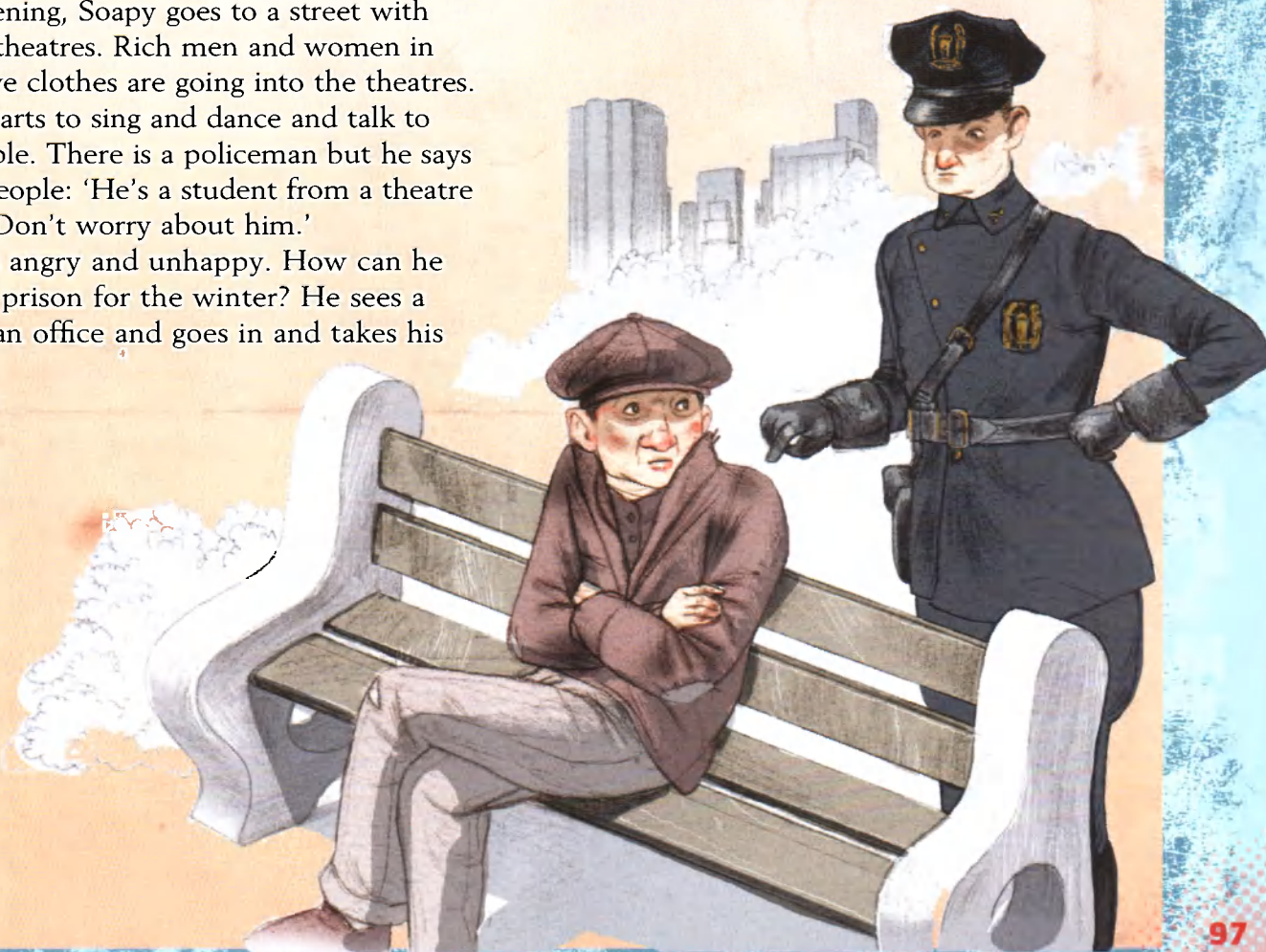
Then Soapy hears a person next to him.

'Excuse me,' a policeman says. 'What are you doing here? What's your address?'

Where do you work?'

'I haven't got a home but I want to get a job tomorrow,' says Soapy.

'No address. Come with me. Three months in prison for you,' the policeman says.



Culture Choice 2

- 1 What childhood memories have you got of animals?

My grandmother had a big, black cat called Twining.

- 2 Match the animals (1-5) with the pictures (a-e).

- | | |
|------------|------------|
| 1 tortoise | 4 pigeon |
| 2 seagull | 5 scorpion |
| 3 snake | |



- 3 4.5 4.6 Listen to a description of Gerald Durrell's life in Corfu. Are the sentences true (T) or false (F)?

- Gerald had two sisters and a brother. *F*
- He went with his family to Corfu in 1935.
- Quasimodo was a female pigeon.
- Leslie was angry because there were snakes in the bath.
- The family returned to England in 1949.
- Gerald worked in a zoo when he left school.
- Gerald died in 2005.

- 3 4.6 Use the glossary to read and listen to an extract from *My Family and Other Animals*. Choose the best summary (a-c).

- The Durrell family have a quiet lunch at home.
- Gerald's animals scare the family.
- Gerald's scorpions bite Lugaretzia.

- 3 Read the text again and order the events (a-h).

- The scorpion and her babies got onto the dining-room table.
- Gerald found a scorpion and her babies in the garden. *1*
- Gerald took the scorpions to the garden.
- Roger the dog bit Lugaretzia on the leg.
- Gerald put the scorpions into a matchbox.
- The family left the room and Gerald found the scorpions.
- The family were very scared and wanted to kill the scorpion.
- After lunch, Larry opened the matchbox and saw the scorpions.

- 3 Work in pairs. Ask and answer these questions.

- What animals in Exercise 2 are you scared of?
- What animals do you like?
- Have you got animals at home? What animals?
- Did you collect animals when you were younger? What animals?

My Culture Project

- 3 Choose a famous person from your country. Find out information about his/her early life and write notes about these things:

- the person's name - why he/she is famous
- when he/she was born - his/her family
- early life - e.g. school/university
- when he/she became famous
- what he/she did in his/her life (e.g. wrote books about ...)
- when he/she died

- 8 Work in pairs. Tell your partner about your person.

My Family and Other Animals

Gerald and his family moved into a new villa with a big garden. An old man worked in the garden and his wife, Lugaretzia, helped in the house. There were always a lot of Larry's friends – writers and painters – in the house and Gerald had a lot of time to look for new animals.

One day, I found a female scorpion with a lot of little babies on her back. I was excited by this new family and I decided to take them to my bedroom. I put them carefully into a matchbox and went to the villa. Lunch was ready, so I left the matchbox on the table in the sitting-room and went into the dining-room for a meal. Larry finished eating and went to find his cigarettes. I watched him when he opened the matchbox. With her babies still on her back, the female scorpion climbed out and walked on to Larry's hand.

Larry felt a movement and looked down. Then he screamed. Lugaretzia dropped a plate and Roger ran out from under the table. Larry shook his hand and the scorpion landed on the table between Margo and Leslie. The babies went everywhere. The scorpion was angry and ran towards Leslie. He jumped up, knocked his chair over and the scorpion ran towards Margo. She screamed. While Mother put on her glasses to see what the problem was, Margo threw a glass of water over the scorpion. The water hit Mother. Now the scorpion was under Leslie's plate and the babies were everywhere.

'It's that boy again!' shouted Larry.

'Be careful. They're coming!' screamed Margo.

'We need a book,' cried Leslie. 'Hit them with a book!'

'What's happening?' asked Mother.

'One's coming towards me.'

Roger thought that we were in danger. Since Lugaretzia was the only stranger in the room, he bit her on the leg.

When everyone was a little calmer again, all the babies were under the plates, knives and spoons.

The family left the room and I found the scorpions and took them to the garden.

Glossary

baby: (n) very young child or animal

back: (n) part of body

bite: (v) to attack with your teeth

climb out: (v) to get out

danger: (n) the possibility of a bad thing

glasses: (n) you wear them to see better

hand: (n) part of body

hit: (v) to touch a thing with force

jump up: (v) to get up quickly

knock over: (v) to make a thing fall

land: (v) to fall onto

scream: (v) to shout loudly

shake: (v) to move a thing quickly

shout: (v) to talk loudly

spoon: (n) you use it to eat soup, etc.

stranger: (n) a person you don't know very well

towards: (prep) in the direction of

villa: (n) house



Culture Choice 3

1 Look at the photos (a-e) from Tim Burton's film, *Alice in Wonderland*. Do you know the film or book? Do you like it? Do you know any more children's stories or films that are popular with adults?

2 4.7 4.8 Listen to descriptions of five characters from *Wonderland* (1-5). Match them with the photos (a-e).

3 4.7 4.8 Listen again. Match the personality adjectives (1-4) with the characters in the photos (a-e).

- 1 polite and friendly
- 2 very nervous and worried about the time
- 3 not very polite and talkative (x 2) *a*
- 4 intelligent and relaxed

4 Read about Lewis Carroll on page 101. Match the answers (a-e) with the questions (1-5).

- | | |
|---|---|
| 1 Who did Lewis Carroll tell stories to? <i>e</i> | a the changes a child experiences when he/she becomes older |
| 2 What happens in the stories? | b that life is more complicated than she thought |
| 3 What is the book about? | c Alice visits a strange world and has adventures |
| 4 What does Alice learn in <i>Wonderland</i> ? | d children and adults |
| 5 Who are the stories popular with? | e the children of a friend |

5 4.9 Use the glossary to read and listen to the extract from *Alice in Wonderland*. Are the sentences true (T) or false (F)?

- 1 The characters are happy to see Alice. *F*
- 2 The Hatter and the Hare are not very polite to her.
- 3 The Hatter had problems with his watch.
- 4 His watch shows the date and the year.
- 5 For the Hatter it is always the same day.
- 6 Alice doesn't understand the Hatter.

6 Match the two parts of the sentences about the situation. Which is the strangest thing?

- | | |
|--|---------------------------------------|
| 1 They say there are no places at the table but <i>d</i> | a there isn't any. |
| 2 They offer Alice some wine but | b they don't wash them. |
| 3 The Hare repaired the Hatter's watch but | c it doesn't tell the time. |
| 4 The Hatter has got a watch but | d there are a lot of them. |
| 5 The teacups are dirty but | e he used butter and it doesn't work. |



My Culture Project

7 Choose a character from your country's literature. Write notes about these things:

- appearance: physical appearance/clothes
- personality
- what he/she does in the story

8 Work in groups. Tell your partners about your character.

My favourite character is Captain Nemo from Jules Verne's Twenty-thousand Leagues Under the Sea. He is ...



A

Mad Tea Party



There was a big table with a lot of chairs round it. But there were only three at the table: the Mad Hatter, the March Hare and a large brown mouse. The Mouse sat between the Mad Hatter and the March Hare. It was asleep, so they talked over its head.

When they saw Alice, they cried, 'No, no, you can't sit here! There isn't a place for you!'

'There are lots of places,' Alice said. She sat down in a chair at one end of the table.

'Have some wine,' the Mad Hatter said politely.

Alice looked round the table but there was only tea.

'I don't see any wine,' she answered.

'There isn't any,' said the March Hare.

'Then why did you say, 'Have some wine'? It wasn't very polite of you,' Alice said angrily.

'We didn't invite you to tea but you came. That wasn't very polite of you,' said the March Hare.

The Mad Hatter opened his eyes very wide but he didn't speak. Then he took out his watch and looked at it. 'What day is it?' he asked.

Alice thought for a little. 'Wednesday. I think,' she said.

'My watch says Monday,' the Mad Hatter said. 'You see I was right. Butter isn't good for a watch.' He looked angrily at the March Hare.

'But it was the best butter,' answered the March Hare.

'Yes, but you put it in with the bread knife. Perhaps some bread got in.'

The March Hare took the watch from the Mad Hatter and looked at it sadly. Then he put it in his tea. He took it out and looked at it again.

Alice looked at the watch. 'It's a strange watch!' she said. 'It tells you the day but it doesn't tell you the time.'

'So? Does your watch tell you the year?!' asked the Mad Hatter.

'No,' Alice answered, 'but it's the same year for a very long time.'

'And my watch doesn't tell the time because it's always tea-time.'

Alice thought about that. 'I don't really understand you,' she said politely. She looked around the table. There were a lot of teacups on the table.

'We move from place to place,' said the Mad Hatter.

'Don't you wash the cups?' asked Alice.

'No, we don't have the time,' said the Mad Hatter.

'Why not?' asked Alice.

'It's a long story,' said the Mad Hatter. 'Time was my friend, you see. But he and I aren't friends now. So he doesn't help me and now I have no time.'

'I see,' said Alice and smiled politely. But she didn't really understand.

Lewis Carroll (real name Charles Dodgson) wrote *Alice in Wonderland* in 1865. Carroll was a young teacher at Oxford University; he did not have a family but he was good friends with the Liddell family and their four young children. He told the children stories about a girl's adventures in a strange world - Wonderland. The stories were about the change from the simple life of a child to the more complicated world of an adult. First, Alice can't get into Wonderland because she is very big so she drinks and eats things to change her size. Then she also meets a lot of strange people and has a lot of problems. When Carroll published the stories, they were very successful and are now famous around the world. Lewis Carroll's stories are for children but are also popular with adults. One of the most recent film versions was Tim Burton's 2010 *Alice in Wonderland*.

Glossary

angrily: (adv) in an angry way

mad: (adj) mentally ill

polite: (adj) to behave correctly

Culture Choice 4



S Work in pairs. Look at the photos (a-d) and ask and answer the questions.

- 1 Which of the chocolate in the photos would you like to eat or drink?
- 2 How popular is chocolate in your country? What are the most popular kinds of chocolate or chocolate dishes?
- 3 How much chocolate do you eat every week? What is your favourite kind of chocolate?

2 **4.10 4.11** Listen to the radio programme about chocolate. In what order does the expert mention the things in the photos (a-d)?

1 - d

3 **4.10 4.11** Listen again and choose the best answers to these questions.

- 1 Where do people eat the most chocolate?
a Belgium b the USA c Switzerland
- 2 Where did people first start making chocolate?
a Europe b Mexico c the USA
- 3 Who started to drink chocolate with sugar in it?
a the Aztecs b the Spanish c the Swiss
- 4 Where did Daniel Peter start to mix milk and chocolate?
a Belgium b Britain c Switzerland
- 5 What is good for you to eat every day?
a a lot of milk chocolate
b 100 grams of dark chocolate
c white chocolate

S Read the information about Joanne Harris on page 103. What is important in her books? Why?

S **4.12** Read and listen to the film review *Chocolat*. Order the information (a-d) in the review.

- a opinions about the film
- b the beginning of the film
- c basic information about the film
- d what happens in the film

S Read the review again and answer these questions.

- 1 Why can't the villagers eat the chocolates?
- 2 Why do they go to Vianne's shop?
- 3 Why does the mayor get angry?
- 4 How is Vianne a kind person?
- 5 What character is Johnny Depp in the film?
- 6 What is not so good about the film?
- 7 What are the good things about the film?
- 8 Why are the chocolates the stars of the film?

S Would you like to watch the film or read the book? Why/Why not?

My Culture Project

S Write notes about a film from *your* country. Include this information:

- basic information: title/year/the director/the actors
- what happens in the story (not the end of the film)
- why it is good or bad

S Work in groups. Take turns to ask and answer these questions about your film.

- 1 Who is the director?
- 2 Who are the main actors?
- 3 What happens at the beginning of the film?
- 4 What happens next?
- 5 Who are the main characters?
- 6 What are the best things about the film?
- 7 What is not so good about the film?



Joanne Harris (1964 -) is from the north of England but her mother is French. She studied languages at Cambridge University and was a teacher for fifteen years after she left university. Her third novel, *Chocolat*, is about a chocolate shop in France - it was a bestseller and became a film in 2001. Food is always a theme in her books. When she was young, Joanne's grandparents had a sweet shop and she wrote a cookery book, *My French Kitchen*, in 2002.

CHOCOLAT

In 1959, Vianne Rocher (Juliette Binoche) and her young daughter move into a small French village and Vianne opens a chocolate shop. It is the period before Easter when people can't eat things like meat and sweets but some villagers start to go to Vianne's shop because her chocolates are so good.



The local mayor, Comte de Reynaud (Alfred Molina), is very angry. For him, the chocolate shop is a temptation for the villagers and he does not like Vianne because she does not go to church. Gradually, more people start to come to the shop and try Vianne's delicious chocolates. She is a fantastic cook, she knows the best type of chocolate for every person and she helps people in the village with problems. Vianne also meets a good-looking Irish traveller, Roux (Johnny Depp), and falls in love with him. With Roux's help, she organises a big chocolate festival on Easter Sunday.

The story of the film *Chocolat* comes from the novel by Joanne Harris and the director is Lasse Hallström. The main actors are Juliette Binoche (Vianne Rocher) and Alfred Molina (Comte de Reynaud); Johnny Depp and Judi Dench are also in the film.

The story is interesting but very predictable. It is also strange because it happens in a French village where the people speak English! One of the best things about this film is the great acting; Juliette Binoche and Alfred Molina are fantastic. There are also some good dialogues and the photography is amazing, too. Because the photography is so good, the real stars of the film are the chocolates - when you are watching it you want to eat them and when you leave the cinema you feel hungry!

Glossary

delicious: (adj) food that is very good

Easter: (n) a Christian festival (March/April)

fall in love: (v) to start to be in love with a person

mayor: (n) someone who is the head of the government in a town, city or village

predictable: (adj) when you know what is going to happen

temptation: (n) when you want something badly

villager: (n) a person who lives in a village



Culture Choice 5



2 Your Culture Look at the photos (a-c). Answer the questions below for people in your country.

- 1 When do people answer calls on their mobile phone?
 - a when they are at home
 - b in lessons or work meetings
 - c on public transport
 - d when with friends in a cafe
- 2 How do people answer their mobile phone in public places?
 - a they answer quietly
 - b they are very noisy
 - c they talk about private things
 - d they move away from other people
- 3 What is the most popular use of mobile phones?
 - a talking
 - b sending text messages
 - c playing games
 - d taking photos
- 4 What are the rules for mobile use in schools?
 - a no mobiles in the school
 - b no mobiles on in class
 - c you can use mobiles in breaks
 - d you can use mobiles all the time

3 Discuss the answers to the questions in Exercise 1 with the rest of the class.

2 4.13 4.14 Listen to a radio documentary about mobile phones and cultural differences. Are the sentences true (T) or false (F)?

- 1 It is usually rude to answer the phone in public in Japan. **T**
- 2 In Sweden, people talk loudly on their mobiles.
- 3 Japanese people text more than they talk on their mobiles.
- 4 Americans like very small, smart phones.
- 5 In Britain, people decorate their phones with stickers.
- 6 You can use a mobile in class in most British and American schools.

4 4.13 4.14 Listen again. Which countries mentioned are similar to your country in mobile phone use?

5 4.15 Read and listen to the information about telephone songs and the artists. Answer the questions.

- 1 What problems does the man in the first song have?
- 2 Who does he talk to first?
- 3 Where did Stevie Wonder's song do well?
- 4 What type of music is it?
- 5 Why does the woman in Lady Gaga's song not answer the phone?

5 4.16 Read and listen to the song lyrics by Stevie Wonder and answer the question. Use the glossary to help you. Why is he calling?

- a it is a very special day
- b he is in love with her
- c the weather is very good
- d he sees something beautiful

2 4.16 Listen and read again. Match the words in blue in the song (1-4) with the drawings (a-d).

Telephone Songs

The first telephone song appeared in 1899 and was called Hello my Baby. In the song, a man phones his girlfriend every morning to talk to her. But first he has to speak to the operator and he has to talk very loudly because the line is so bad.



Phone calls appeared in a lot of pop songs in the 20th century, like Stevie Wonder's I Just Called to Say I Love You in 1984. The famous American soul singer's song was number one in countries, like the USA, Britain, Germany and Italy and won an Oscar for best original song in 1985.

In the last few years, phone songs have been about mobile phone calls. The most famous is Lady Gaga's Telephone. A woman is dancing at a club when her boyfriend calls. 'I can't hear you and I'm busy,' she says. The boyfriend rings again and again but the woman doesn't answer because she is dancing and having fun.

What will pop songs be about in the future? There will probably be more songs about social networking, like New Friend Request by Gym Class Heroes. But they will still be about love!



I Just Called to Say I Love You

No New Year's Day to celebrate
No ¹chocolate covered candy hearts
to give away
No first of spring
No song to sing
In fact here's just another ordinary day.

No April rain
No ²flowers bloom
No wedding Saturday within the
month of June
But what it is, is something true
Made up of these three words that I
must say to you.

Chorus

I just called to say I love you
I just called to say how much I care
I just called to say I love you
And I mean it from the bottom of my heart.

No summer's high
No warm July
No ³harvest moon to light
one tender August night
No autumn breeze
No ⁴falling leaves
Not even time for birds to fly to
southern skies.

No Libra sun
No Halloween
No giving thanks to all the
Christmas joy you bring
But what it is, though old so new
To fill your heart like no three words
could ever do.



My Culture Project

- 8 Work in pairs. Think of five questions to ask about people's use of phones. Give options.

Do you answer your mobile when you're on a bus or train?

a sometimes b never c always d occasionally

- 9 Work in groups. Ask and answer your questions. Tell your class about the answers.

Three people in the group usually answer their phones on buses or trains. Two people ...

Glossary

bottom: (n) the lowest part of something

breeze: (n) soft wind

bring: (v) to have something with you when you go somewhere

care: (v) how you feel when someone is important for you

celebrate: (v) do something special

fill: (v) to put a lot into something

give away: (v) to give to people

heart: (n) an organ - you need it to live

high: (n) happy moment

joy: (n) when you are happy

light: (v) to make a place light

must: (v) to have to

though: (conj) but

warm: (adj) quite hot

within: (prep) in



АУДИРОВАНИЕ

1 Понимание основного содержания диалогов (тема диалога)

С. 21, упр. 1

- Перед прослушиванием рассмотрите фотографии, иллюстрирующие диалог. Что вы на них видите? Попробуйте ответить на следующие вопросы:
Где происходит диалог (напр., в магазине/клубе/школе)?
Кто на фотографии (напр., семья/друзья)?
Какие предметы вы видите на фотографии (напр., каноэ)? Запишите эти слова.
- Затем прочитайте задание, убедитесь, что все слова вам понятны. Попробуйте догадаться о возможных ответах на вопрос.
- Послушайте или просмотрите диалог и проверьте свои догадки. Не пытайтесь понять значение каждого слова.

2 Понимание запрашиваемой информации

С. 35, упр. 7

- Прочитайте задание. Подумайте, какого рода информация вам понадобится (напр., время, дата, вид спорта).
- Во время первого прослушивания попытайтесь понять основной смысл и выполнить часть задания.
- Во время второго прослушивания выполните задание целиком.
- При прослушивании обращайте внимание на числительные, обозначающие количество, время и т. д. (напр., *sixteen* и *sixty*).
- Даже если вы не знаете ответа, попытайтесь догадаться!

3 Понимание контекста

С. 51, упр. 6

- Прочитайте перечисленные ситуации. Подчеркните, где происходит диалог (напр., *at school*) и кто разговаривает (*friends*).
- Постарайтесь услышать слова, связанные с ситуациями (напр., *dancing/dance = party*).
- Подумайте о том, кем являются участники диалога: они знакомы (напр., *brothers/sisters/friends*) или это их первая встреча?
- Обращайте внимание на фразы, которые могут вам помочь (напр., *My name's...*, *Hi there, Jamie*).
- Соотнесите диалоги с ситуациями.
- Во время прослушивания обращайте внимание на фоновые звуки (напр., звонки телефона), которые помогут вам определить, где происходит диалог.

4 Соотнесение тем с частями текста

С. 66, упр. 2

- Прочитайте перечисленные темы и подчеркните ключевые слова (напр., типы фильмов).
- Во время прослушивания не пытайтесь слышать каждое слово. Обращайте внимание на слова, связанные с темами (напр., типы фильмов – *old black and white films*).

5 Определение намерений

С. 83, упр. 9

- Прочитайте утверждения о намерениях говорящих.
- Вспомните, как можно выразить различные намерения: запрос информации – *What time...?*; предложение – *Let's...*; просьба – *Can you...?*; получение разрешения – *Can I...?*
- Во время первого прослушивания попытайтесь понять общую ситуацию. Кто говорит (напр., Люси со своим братом/другом)? Где они находятся?
- Прослушайте запись ещё раз. Обращайте внимание на слова и фразы, с помощью которых выражаются намерения. Попробуйте также понять, что хотят говорящие. Обращайте внимание на интонацию говорящих.

6 Общее понимание прослушанного (понимание контекста)

С. 93, упр. 2

- Прежде всего определите исходную ситуацию (место действия и что происходит). Во время прослушивания старайтесь услышать любые звуковые эффекты, которые могут вам помочь. Постарайтесь услышать ключевые слова, указывающие на ситуацию (напр., *to buy/how much is it = shop*).
- Подумайте о том, кем являются участники диалога. Какие между ними отношения? Как они друг друга называют? Что они знают друг о друге? Какой стиль общения они используют (официальный или неофициальный)?

ЧТЕНИЕ

7 Общее понимание прочитанного С. 18, упр. 2

- Просмотрите текст. Если в тексте есть заголовки, прочитайте их.
- Посмотрите на фотографии, рисунки и карты, иллюстрирующие текст. Что на них изображено?
- Прочитайте вопросы и проверьте значение незнакомых слов. Можете ли вы дать ответ, опираясь на фотографии и заголовки?
- Теперь быстро прочитайте текст и проверьте свой ответ. Не пытайтесь понять каждое слово.

8 Понимание запрашиваемой информации (верно/неверно/в тексте не сказано) С. 18, упр. 3

- Прочитайте текст и постарайтесь понять его общий смысл.
- Определите ключевые слова/выражения текста.
- Прочитайте утверждения и попробуйте определить, какие из них соответствуют содержанию текста, какие не соответствуют, а о чём в тексте не сказано. Используйте иллюстрации в качестве опоры.
- Найдите в тексте отрывки, содержащие информацию, относящуюся к утверждениям. Внимательно перечитайте эти отрывки и проверьте себя.

9 Соотнесение заголовков с абзацами в тексте С. 42, упр. 2

- Сначала быстро прочитайте текст, чтобы понять его общее содержание. Затем прочитайте заголовки. Выясните значение незнакомых слов.
- Прочитайте внимательно каждый абзац, обращая особое внимание на первое предложение – в нём обычно формулируется тема абзаца.
- Подчеркните в абзаце ключевые слова. Затем выберите заголовок для этого абзаца.

10 Понимание контекста С. 50, упр. 2

- Перед прочтением посмотрите, как оформлены тексты. Взяты ли они с веб-сайта, из газеты или с доски объявлений? Обращайте внимание на гипертекст и ссылки (текст с веб-сайта); написание от руки и рисунки (объявление); заглавные буквы, особый шрифт (газетный текст).
- Прочитайте тексты и ответьте на следующие вопросы:
Кому они адресованы (широкой аудитории или узкому кругу людей)?

- В объявлении продаётся продукт или услуга?
- Соотнесите предложенные тексты с типами текстов из задания.

11 Понимание запрашиваемой информации С. 58, упр. 4

- Быстро прочитайте текст, стараясь понять его общий смысл.
- Прочитайте вопросы задания. Выясните значение незнакомых слов и попробуйте предположить ответы на вопросы.
- Прочитайте текст ещё раз. Подчеркните части текста, содержащие информацию, необходимую для ответа на вопросы.
- Прочитайте внимательно каждую часть текста и выберите ответ (напр., верно/неверно, а/б/с/д).

12 Определение намерений С. 66, упр. 7

- Прочитайте утверждения о намерениях говорящих. Подчеркните ключевые слова (напр., *the history*). Подумайте, какого рода информация связана с ними (напр., *history* – когда началась, кто принимал участие).
- Прочитайте текст и выберите нужное утверждение.

13 Определение значения слова по контексту С. 74, упр. 3

- Найдите незнакомые слова в тексте и подчеркните предложения с этими словами. Подумайте, какая это часть речи: глагол, прилагательное, существительное или наречие (напр., *roof* – сущ.).
- Тип текста (напр., страноведческая статья) или тема предложения (напр., полезная еда) помогут вам предположить значение слова.
- Если вы не можете догадаться о значении слова самостоятельно, посмотрите в словаре.

14 Понимание структурно-смысловых связей текста (восстановление текста) С. 90, упр. 3

- Прочитайте текст и постарайтесь понять его общий смысл. Определите тему каждого абзаца (напр., 1 – как Кевин использует Интернет).
- Прочитайте предложения а–f и определите их тему (напр., а – интернет-зависимость). Подчеркните союзы и союзные обороты (напр., *because of*).
- Прочитайте предложения в тексте до и после пропуска. Подчеркните местоимения (напр., *he/she*) и слова, относящиеся к пропущенным предложениям.
- Выберите предложение для заполнения пропуска. Убедитесь, что оно согласуется с предложениями до и после него.
- Убедитесь, что оставшимся предложением нельзя заполнить ни один пропуск.



ПИСЬМО

15 Союзы (слова-связки): *and/or*

С. 22, упр. 4

and – при перечислении существительных
I study history, maths **and** French.

and – при перечислении действий
I read books **and** do my homework.

or – при описании альтернативы
I play tennis **or** basketball.
I play computer games **or** do my homework.

16 Личное письмо

С. 22, упр. 6

Подсказки

неофициальный стиль

слова-связки

Hi Sandra,

введение

A Thank you for your letter. We haven't been in touch for a long time. How are you and your family? **We're** fine here in Los Angeles **and** I really like the lifestyle.

жизнь в новом городе

B Los Angeles is a big city but **it's** different from London **and** **it's** very relaxed. **We've** got a house with a swimming pool **and** **it's** twenty minutes from the beach by car. At the weekend, I go swimming **and** surfing. Surfing is difficult but **it's** great fun!

жизнь в школе

C I go to Santa Monica High School - **it's** a big school but the people are very friendly. **It's** hard work **and** **I've** got eight classes every day. In the afternoon, I play football ('soccer' here) **or** basketball. When I get back home, I have a swim **or** do my homework - yes, we have **TWO HOURS** of homework! Then I watch TV and go to bed early.

заключительная фраза

D Is it cold **and** horrible in London? It usually is in February!
How are you and your family?

Write soon.
All the best,
Christine

17 Описание дома (предлоги места)

С. 27, упр. 7

My house is very modern. **In** my bedroom, I've got a stereo system and a TV. There is a TV **in** the shower so I can watch my favourite programme. **In** the kitchen there is an intelligent fridge. There is always food **in** it because it orders food automatically. **On** the kitchen table there is an automatic coffee maker. **In** the living room, I've got an exercise bike with a computer and there is a home cinema **on** the wall. The home computer is **in** the hall - I can phone it when I'm not **at** home. I can check the house when I am **at** work or **at** the cinema.

18 Союзы (слова-связки): *and/but*

С. 38, упр. 3

and – для добавления информации
It is **in** the zoo club **and** it starts at nine o'clock.

The music is good **and** the people are friendly.

but – при противопоставлении
It is a great club **but** it is expensive.

The people are friendly **but** the music is not very good.

19 Короткие записки и ответы

С. 38, упр. 5

Подсказки
неофициальный стиль
слова-связки

Предложение на выходные

a Hi Chloe,
What are you up to at the weekend? Do you fancy going to the cinema on Saturday night? There's a good new film with Emma Watson and Robert Pattinson. It starts at eight o'clock and tickets are £7. Why don't we meet at my place at seven?
Ring me.
Georgina

Ответ – другое предложение

b Hi there,
Thanks for the invitation. I want to see that film but I've got a better idea. There's a teen night at that new club (Igloo). Why don't we go? It starts at 9.00 on Saturday and tickets are ten pounds. It's got live rap music (Dr Faustus) and a really good DJ!
Chloe

Ответ – согласие/договорённость

c Hi,
Okay, that's a great idea! I love dancing but the clubs in this town aren't for teenagers. Let's meet at my place at seven and my dad can take us there and collect us.
See you on Saturday.
G

20 Воспоминание (временные слова-связки)

С. 43, упр. 7

It was 2 February and it was very cold. I was on a bus when this very attractive girl got on. She sat down and then started to read a book. Then she looked at me and asked, 'Do you know this town? I am new here.' She had a very nice smile. I helped her and then we had a coffee. After we left the cafe, she gave me her number. We met at the weekend and then went to the cinema. Before the film, we had a pizza and talked. We forgot about the film!

21 Союзы (слова-связки): because/so

С. 54, упр. 3

because – для объяснения причин
I can't play basketball **because** I am tired.
I can't come on Saturday **because** it's my dad's birthday.

so – для объяснения результата
I'm tired **so** I can't play basketball.
It's my dad's birthday **so** I can't come on Saturday.

22 Приглашения и ответы на них

С. 54, упр. 5

Подсказки
неофициальный стиль
слова-связки

Приглашение на праздник

a Hi there,
It's my birthday on Friday so I'm having a small party. We're having lunch and then we're playing table tennis in the afternoon because I got a new table from my grandmother.
Would you like to come?
Please text or call me. See you.
Tom

Ответ – отказ (не смогу прийти)

b Hi there Tom,
Thanks for the invitation. I'd like to come but I can't because I'm busy on Friday. My uncle from Canada is here so we're going to London.
Thanks anyway,
Lucy

Ответ – согласие (приду/дополнительная информация)

c Hi Tom,
Thanks for your invitation. I'd love to come to the lunch! I'm sorry but I can't play table tennis in the afternoon because I'm going to a concert with my girlfriend.
See you on Friday.
Cheers,
Oliver



ПИСЬМО

23 Сообщение информации о людях

С. 59, упр. 7

Tom is a student at Manchester University. He is a person with a very sociable personality and is very friendly. He is interested in football and he is a player in the university team.

24 Официальное письмо

С. 70, упр. 6

Подсказки

официальный стиль

слова-связки (добавление информации)

официальное
обращение

1 Dear Sir or Madam,

причина для
написания/
информация
о себе

2 I am writing to ask for information about your film club. I am sixteen and I am interested in old black and white films. I also like foreign films. I would like to start making films, too.

вопросы

3 I have some questions about the films. What types of films do you show? Do you show European and Asian films? I am very interested in Chinese films.

дополнительные
вопросы

4 I would also like more information about the club. How much does it cost? How often do you meet? I would like to ask about the cinema. Where is it? Is there a bus stop near it?

официальное
окончание
письма

5 I look forward to hearing from you.

Yours faithfully,
Freya Williams

25 Союзы (слова-связки): *because/because of*

С. 75, упр. 6

- Мы используем *because* и *because of*, чтобы объяснить причину:

***because of* + сущ.**

I don't like that hotel because of the food.

I didn't have lunch because of the time.

***because* + сущ./мест. + гл.**

I don't like that hotel because the food there is not very good.

I didn't have lunch because I didn't have time.

26 Инфинитив с to

С. 86, упр. 4

используется для выражения цели

We are going to London **to** see a concert.

I bought a book **to** read on the train.

I go to the park in the afternoon **to** meet my friends.

I want to meet Tom **to** talk about that history project.

27 Открытка

С. 86, упр. 6

Подсказки

неофициальный стиль

инфинитив для выражения цели

Hi Sam,

где она
сейчас

что она
делала
вчера
вечером

I am now in London. It's a fantastic city and it's got some beautiful buildings. Last night, we went to the Albert Hall **to** see a concert. It was fantastic! Before London, we were in Scotland for a few days and we went to St Andrews **to** play golf. Tomorrow, we're going to Oxford **to** meet my cousin - he's studying there at the university. I love it here because I can practise my English. Yesterday, I bought some English books **to** read at home.

See you soon,
Monica

куда она
ходила до
этого

куда она
собирается
завтра

почему
ей здесь
нравится

28 Объявление о пропаже

С. 91, упр. 7

Подсказки

косвенные дополнения

заголовок

Lost Net Book

где?

Yesterday, I lost my new net book near the school library. It is a black Gamgumg X79 and is not very big.

почему
важно

My dad gave **me** the net book for Christmas. Also my old computer is very slow.

If you find it, *please* contact the school secretary and give **her** the net book.

Tom Barker (Year 11)

описание

контакт

ГОВОРЕНИЕ

В классе

A Как спросить о написании слова

C. 7, упр. 14

A: Can you spell your name, please?

B: T-H-O-M-A-S

A: Can you spell address?

B: A-D-D-R-E-S-S

B Как попросить повторить

C. 8, упр. 8

A: I don't understand. Can you repeat that, please?

B: Sorry, can you play the CD again, please?

C Как спросить о значении слова

C. 9, упр. 8

A: What's notebook in French?

B: Cahier.

A: What's caballo in English?

B: Horse.

D Как что-либо попросить

C. 11, упр. 13

A: Can I use your pencil, please?

B: Sorry. I need it.

C: Of course, you can. Here you are.

E Как спросить о домашнем задании

C. 13, упр. 10

Student: Have we got homework?

Teacher: Yes, you have.

Student: What is it?

Teacher: Do Exercise 6 on page twenty-one.

Student: When's it for?

Teacher: For Friday.

F Как спросить разрешения

C. 14, упр. 7

Student: Can I go to the toilet, please?

Teacher: Of course you can.

Student: Can I close the window, please?

Teacher: Sorry, you can't.

29 Как поздороваться/попрощаться

C. 21, упр. 3

Человек, которого вы знаете

A: Good morning, Katy, how are you?

B: I'm fine thanks.

Как представить кого-либо

A: This is my friend, Lucy.

B: This is Tom.

Человек, которого вы не знаете

A: Hello, Lucy. My name's Tom.

B: Hi there. Nice to meet you.

A: Hi there.

B: Hi, good to meet you.

Как попрощаться

A: See you later!

B: Bye, Katy! Have a good time!

A: And you.

30 Подготовка к ролевой игре

C. 21, упр. 7

- Перед тем как разыграть диалог в классе, отработайте фразы из раздела Talk Builder. Используйте в качестве модели диалоги из раздела «ГИА Стратегии успеха» (см. №29).
- Проговаривайте эти фразы вслух (напр.: My name's Javier. Nice to meet you).
- Подчеркните фразы с трудным произношением. Если у вас есть проблемы, попросите учителя помочь вам.
- Используйте MyEnglishLab, чтобы отработать новые фразы дома.

31 Как предложить что-либо

C. 29, упр. 4

A: Mm, I'm thirsty.

B: Why don't you look in the fridge?

A: Good idea. I'm bored. There's no internet and I can't go on Facebook.

B: Why don't you watch TV?

A: All right. But this TV's no good.

B: Why don't you read a book?

A: No, I'm tired. Let's go shopping.

B: I'm not sure. There are only three shops in this town. Let's play a game of chess.

A: No, I don't want to. You always win. Let's play Monopoly!

B: Okay.

32 Как понять то, что говорит собеседник

С. 37, упр. 7

- Если вы не очень хорошо слышите человека или не понимаете, что он говорит, попросите повторить:
I'm sorry. Can you repeat that, please?
- Повторите информацию для проверки правильности понимания.
A: *The concert's at eight thirty.*
B: *Eight thirty?*
A: *Yes, it's in the sports centre.*
B: *The sports centre?*
A: *Yes, the sports centre in Cowley.*
B: *Cowley?*
A: *Yes, you can get the number 39 bus there.*
B: *The 39 bus?*
A: *That's right. It goes from the post office.*
B: *The post office?*
A: *Yes, the post office in Broad street.*
B: *Broad street?*
A: *Yes!*

33 Как запросить информацию

С. 37, упр. 4

- A: **Can we have some information about** concerts for this weekend, please?
- B: **Of course.** There's a Lady Gaga concert on Saturday.
- A: **How much** are the tickets?
- B: Tickets **cost** from fifty to a hundred pounds.
- A: **What other** concerts are there?
- B: There's a concert on Sunday with a London group.
- A: **What kind of** music do they play?
- B: Rock.
- A: **Where** is the concert?
- B: At Zoco in North London.
- A: **What time** does it start?
- B: At eight thirty.
- A: **Can I have** two tickets, please?
- B: **Of course.**

34 Как поговорить/вспомнить о событии

С. 45, упр. 4

- A: **Do you remember** when we went to that party?
- B: Oh, yes. **I remember** that.
- A: **And** before the party we went to the shops.
It was a great party.
- B: Yes, the party was brilliant.
- A: **Do you remember** that very tall boy?
- B: **I don't remember** his name. He was very nice and he was a good dancer.
- A: **I don't remember** that.
- B: **You don't remember because** you were with Susan. You danced and then you went into the garden. **And after that** you went home.

35 Как показать, что вы слушаете собеседника

С. 45, упр. 6

- Когда вы слушаете кого-либо, показывайте заинтересованность в том, что говорит собеседник. Используйте жесты и мимику.



Также можно использовать следующие слова:

Yes. Right. Okay.

- Чтобы показать, что вы слушаете, можно использовать вопросы:
Yes? Really?

ГОВОРЕНИЕ

36 Как выразить просьбу

С. 53, упр. 3

- A: Can you lend me your dictionary, please?
Mine is very old.
B: Sure, no problem.
- A: Could you lend me a pencil, please? I left mine at home.
B: I'm sorry, I can't because this is my only pencil.
- A: Could you help me with this reading?
I don't understand these words.
B: Sorry, I've got a lot of homework.

37 Описание людей на фотографиях

С. 61, упр. 4

- A: This is a photo of me and my friends.
B: Which one's your girlfriend?
A: Sally's the one on the left in the red dress. She's standing at the front.
B: Which of the boys is your friend Max?
A: He's standing next to me. He's the one in jeans and a green T-shirt.
B: Who are those guys at the back?
A: The one in the middle with short hair is Tom.
B: And who is the guy in the green shirt on the left? Tim?
A: Yes, that's Tim. He's a friend from school. And the girl in the middle is Pat.

38 Как заполнить паузы

С. 61, упр. 7

- Во время беседы (напр., при описании человека) вам может понадобиться время, чтобы обдумать следующее высказывание.
- Чтобы заполнить паузы, можно использовать следующие звуки: *Mm, Er...*
 - Также можно использовать слова *well, you know*:
Well, he's got red hair.
She's from Brazil, you know.

39 Выражение согласия/несогласия

С. 69, упр. 3

О том, что нравится/не нравится

- Согласие с утверждением (тоже нравится)
A: I love watching action films.
B: Me too.
- Согласие с отрицанием (тоже не нравится)
A: I don't like romantic comedies.
B: Me neither.

Мнение

- 1 Согласен с мнением
A: It's a fantastic film.
B: That's true.
- 2 Не согласен с мнением
A: She's a great actress.
B: I don't like her.
A: That film is boring.
B: I don't agree.

40 В кафе

С. 77, упр. 4

- Waiter: Hello, can I help you?
Customer 1: What have you got for lunch?
Waiter: Here's the menu. I'm sorry there's no pizza.
Customer 2: Thanks.
Waiter: What would you like?
Customer 2: I'd like a big cheeseburger, please.
Customer 1: For me, a lasagne, please.
Waiter: What would you like to drink?
Customer 1: An orange juice for me, please.
Customer 2: A small bottle of water for me, please.
Customer 1: How much is that?
Waiter: That's twelve pounds twenty.
Customer 1: Here you are.
Waiter: Thanks.

41 Как спросить/показать дорогу

С. 85, упр. 4

- A: **Excuse me?** I don't know London and I'm a bit lost. **How do you get to Trafalgar Square from here?**
 B: **Trafalgar Square?**
 A: Yes.
 B: Well, **cross this street and turn left.**
 A: **Can you repeat that, please?**
 B: **Cross this street and turn left.**
 A: Okay.
 B: **Go past the church and then turn right.**
 A: Okay, **cross this street. Go along the street and turn left.**
 B: No, **turn right. Then go along the street for about 200 metres. You'll see Trafalgar Square in front of you.**
 A: Right, **go along the street and I'll see it in front of me.**
 B: Yes, that's right.
 A: Great, thanks.

42 Как спросить/уточнить дорогу

С. 85, упр. 8

- Полезно иметь с собой карту.
- Сначала обратитесь к человеку:
Excuse me?
- Если у вас спрашивают дорогу, повторите название объекта, чтобы подтвердить понимание вопроса.
 A: How do you get to the London Eye?
 B: **The London Eye?**
 A: Yes.
- Если вам объясняют дорогу, при необходимости попросите повторить объяснение.
 A: Cross this street. Go past the theatre and turn right.
 B: **Sorry, can you repeat that?**
- Проверьте себя ещё раз. Как правило, запоминаются только два-три направления.
 A: Okay, cross this street. Go along the street and turn right.
 B: **Cross this street, go along the street and turn right?**

43 Покупки

С. 93, упр. 4

- A: Good morning, sir. **Can I help you?**
 B: Yes, I'm **looking for** a new mobile phone.
 A: This is the latest model. It's a Lemon xphone 7SG.
 B: **Has it got** a camera?
 A: It's got an MP3, GPS, FM radio and two 10 megapixel cameras.
 B: What does that mean exactly?
 A: It means you can listen to music or the radio.
 B: **Is it easy to use?**
 A: **Yes, it is.** It's got a touch screen and it's big, too. You can watch films on it and make video calls, too.
 B: **How much is it?**
 A: **It costs** five hundred and twenty pounds.
 B: Have you got anything cheaper? **How much is that phone?**
 A: It's sixty-five pounds.
 B: Okay. **I'd like that one, please.**
 A: Would you like to pay by card or cash?
 B: Cash, please. Here you are. Sixty-five pounds.
 A: Thank you very much.

44 Если вы не знаете нужное слово...

С. 93, упр. 7

- Если вы забыли нужное слово, не останавливайтесь! Можно использовать одну из стратегий:
 - скажите это слово на своём родном языке – в разных языках слова могут оказаться похожи (напр., калькулятор – англ. *calculator*);
 - многие сокращения стали международными (напр., *GPS*, *MP3*, *FM*). Произнесите буквы и цифры такого сокращения по-английски (напр., *GPS* – gee, pee, es);
 - используйте жесты и звукоподражательные слова, чтобы передать значение нужного слова.



PAIRWORK, SCORES AND RESULTS

Get Ready, Lesson B, Exercise 6

Read out the instructions to your group:

Look at the teacher.
Don't look at (name of student).
Open your coursebook on page twenty-five.
Look at the photos.
Read the text.
Write a sentence about your favourite star.
Tell your partner about your favourite star.
Open your Students' Book on page fifty-five.
Open your notebook.
Write two new words in it.
Close your books.

M1, Speaking Workshop, Exercise 7

Take turns to act out the dialogues below.

A: *Good morning, Tina. How are you?*
B: *Fine thanks.*

1 Meet a person you know

Student A: the manager of the club (Lucy/Luke)
Student B: a member of a club (Tina/Tim)

2 Introductions/meet a new person

Student B: the member of a club (Tina/Tim)
Student C: the new member of the club (Karen/Chris)
Student A: the manager of the club (Lucy/Luke)

3 Questions about personal information (age, address, abilities)

Student A: the manager of the club (Lucy/Luke)
Student C: the new member of the club (Karen/Chris)

M5, Topic Talk, Exercise 1

Beach volleyball is similar to indoor volleyball. It started in California in 1920 and it became an Olympic sport in 1996. The best teams are Brazil, the USA, Germany and China.

Ice hockey started in Montreal in Canada in 1875 and is similar to hockey. It became an Olympic sport in 1924 and is popular in countries like Canada, the USA, the Czech Republic and Russia. It is a very fast and dangerous sport.

Yoga started in India in about 2000 BC. Yoga is not a sport but it is now very popular in the West and is very relaxing.

M5, Lesson 15, Exercise 1

ARE YOU A FITNESS FREAK?

- How many types of exercise do you do regularly (running, swimming, cycling, aerobics, tennis, judo, etc.)?
a three or more – 4 points
b one or two – 2 points
c none – 0 points
- How often do you exercise?
a five times a week or more – 4 points
b regularly once or twice a week – 2 points
c sometimes – 0 points
- Do you wear special clothes for different sports, e.g. cycling or aerobics?
a I wear different clothes for every sport. – 4 points
b I've got one or two sets of sports clothes. – 2 points
c I do exercise in my old clothes. – 0 points
- How do you feel after exercise?
a Great! I want to do more. – 4 points
b Tired but good. – 2 points
c I want to go to sleep. – 0 points

Results:

0 – 4 points – You are not into exercise.
Try to exercise more often and more regularly.
6 – 10 points – You like sport but you are not a fitness freak.
12 – 16 points – You are a fitness freak!

M6, Lesson 16, Exercise 1

Quiz answers

- 1 The adult brain weighs about _____.
a 900g b 1600g c **1350g**
- 2 The brain has _____ of neurons and brain connections.
a thousands b millions c **billions**
- 3 The brain uses _____ of our body's energy.
a **20%** b 5% c 15%

M6, Lesson 18, Exercise 1

- 1 **How old was the oldest person in history?**
Jeanne Calment (1875-1997, 122 years, 164 days): the oldest person in history whose age has been verified by modern documentation.
- 2 **Who lives longer – men or women?**
Women
- 3 **How long did people live in ancient Rome?**
Twenty-eight years
- 4 **Where in the world do people live the longest?**
Japan
- 5 **What lives longer than people?**
Only some animals: e.g. some fish and tortoises.
A lot of plants live long, especially trees.
- 6 **When do people usually start going grey?**
You can go grey at any time in your life, but grey hair usually starts in our thirties.
- 7 **Why do babies sleep a lot?**
Their bodies are changing.
- 8 **Which part of our memory do old people lose first?**
The ability to learn new things and process new information.

M9, Lesson 26, Exercise 7

Lionel Messi: Argentina
Maria Sharapova: Russia
Kobe Bryant and Jesse Eisenberg: USA
Sebastian Vettel: Germany
Penelope Cruz: Spain
Shakira: Colombia
JK Rowling: British (Scottish)

M10, Topic Talk, Exercise 1

a Swiss Army flash drive

This useful knife has got a pen, scissors and a USB flash drive with 8 GB of memory.

b Dog/Cat video camera

What does your dog or cat do when it is out? Find out and film your pet's life.

c TV bag

You can watch your favourite TV series on buses and trains or show friends your holiday videos when you are at clubs.

Student A

M7, Lesson 20, Exercise 11

Choose three questions. Think of a question to add.

- 1 Which city produces the most films?
a Los Angeles c Rome
b London d **Bombay**
- 2 What is the most famous US film award?
a Golden Globe c Emmy
b Grammy d **Oscar**
- 3 Who was the director of the film *Avatar*?
a Steven Spielberg c **James Cameron**
b Peter Jackson d Ridley Scott
- 4 Who is the voice of Woody in the *Toy Story* films?
a **Tom Hanks** c Johnny Depp
b Brad Pitt d Keanu Reeves
- 5 What British actor was in romantic comedies like *Notting Hill*, *Love Actually* and *Four Weddings and a Funeral*?
a Daniel Craig c Ewan McGregor
b **Hugh Grant** d Anthony Hopkins
- 6 Which two of these top Hollywood actresses are not American?
a Angelina Jolie c Cameron Diaz
b **Penelope Cruz** d **Keira Knightley**

M7, Lesson 20, Exercise 1

You can choose more than one answer for questions 2, 4 and 5. Check your answers below.

ARE YOU A REAL FILM FAN?



- 1 How many films do you watch a week?
a 0 b 1 or 2 c 3 or 4 d more than 5
- 2 What type of films do you like watching?
a action films and comedies
b films from different countries
c old black and white films
d films by famous directors (e.g. Kubrick/Hitchcock)
- 3 How often do you go to the cinema?
a never or not very often
b 3 or 4 times a year
c once or twice a month
d once or twice a week
- 4 What do you do when a film is slow and there is no action?
a leave before the end
b text friends on your mobile
c eat popcorn and talk to your friend
d enjoy the photography, dialogues and acting
- 5 What do you do after a film?
a leave the cinema and not think about it again
b go to a café and discuss the film with a friend
c find out about the film online
d write about it on your blog

Questions 1 and 3:

a 0 points b 1 point c 2 points d 3 points

Questions 2 and 5:

a 0 points
1 point for answers b-d

Question 4:

Minus 1 point for answers a-c
2 points for answer d

Scores:

0 - 4 points - you are not very interested in films and the cinema

5 - 9 points - you are interested in films but you are not a film fan

More than 10 points - you are a real film fan!

M10, Lesson 29, Exercise 1

Check your results below.

Are you an internet addict?

- 1 How long do you spend online every day?
a up to thirty minutes
b up to two hours
c more than two hours
- 2 Do you ever feel nervous when you haven't got your mobile or when you are not online?
a never
b sometimes
c often
- 3 Do you ever have problems with your homework because you are online a lot?
a never
b sometimes
c often
- 4 Do you ever only sleep a few hours because you have been online at night?
a never
b sometimes
c often
- 5 Do you ever stay at home online when you can go out with your friends?
a never
b sometimes
c often
- 6 Do you ever have arguments with your family about your internet use?
a never
b sometimes
c often

M10, Lesson 29, Exercise 1

Questionnaire results

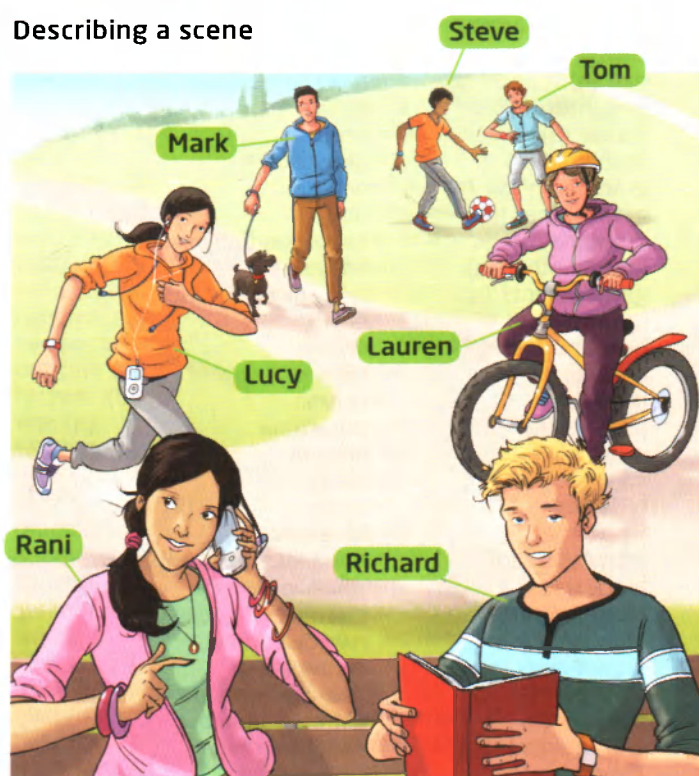
If most of your answers are a) you are not an internet addict.

If most of your answers are b) you need to be careful.

If most of your answers are c) you are possibly an internet addict. Talk to your friends and family about it or get professional help.

M5, Lesson 13, Exercise 12

Describing a scene



Student B

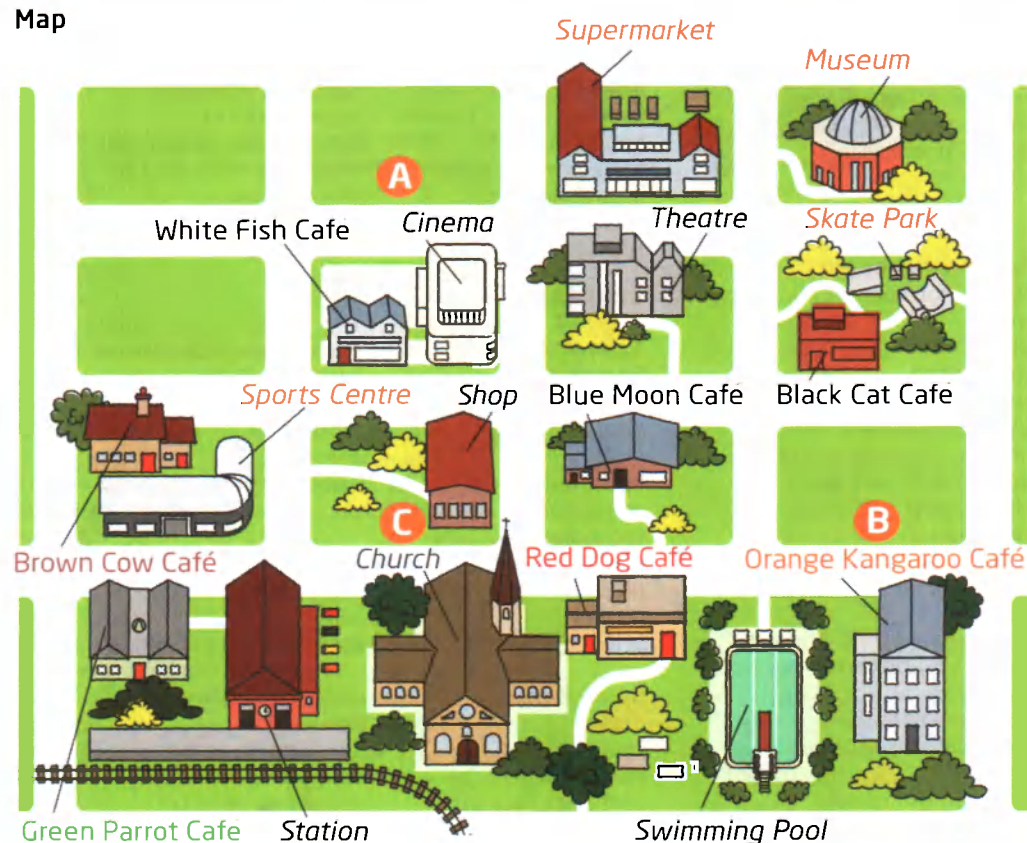
M7, Lesson 20, Exercise 11

Choose three questions. Think of a question to add.

- What US president was a Hollywood actor?
a Barack Obama c Bill Clinton
b **Ronald Reagan** d George Bush
- Which of these films won most Oscars?
a the *Twilight* saga c the *Bourne* films
b **Lord of the Rings** d *Toy Story*
- Who was the director of *The Lord of the Rings* trilogy?
a **Peter Jackson** c Ridley Scott
b Steven Spielberg d James Cameron
- Which one of these films was the American actress, Julia Roberts, not in?
a *Pretty Woman* c *Notting Hill*
b *Erin Brockovich* d **Shakespeare in Love**
- What kind of film is *Thor*?
a romance c **fantasy**
b thriller d horror
- Which film festival gives the Golden Bear for the best film?
a Cannes b Venice c **Berlin**

M9, Speaking workshop 9, Exercise 1

Map



WORD LIST

Get ready B

Page 8

Instructions

complete (v)
listen to (v)
look at (v)
match (v)
open (v)
read (v)
speak (v)
tell (v)
use (v)
watch (v)
work (v)
write (v)

Get Ready C

Page 9

Abilities

count in French (v)
dance (v)
download music (v)
draw (v)
find information (v)
paint (v)

play an instrument (v)

play tennis (v)
play the guitar (v)
play the piano (v)
play the violin (v)
ride a bicycle (v)
ride a horse (v)
say the alphabet (v)
sing (v)
ski (v)
speak Spanish (v)
spell my name (v)

swim (v)
tell the time (v)
upload photos (v)
write stories (v)

Get ready D

Pages 10-11

Objects

bag (n)
book (n)
CD (n)
computer (n)
earring (n)
football (n)
guitar (n)
mobile phone (n)
MP3 player (n)
painting (n)
photo (n)
poster (n)
scarf (n)
shoe (n)
tennis racquet (n)
T-shirt (n)

Adjectives

beautiful (adj)
cheap (adj)
expensive (adj)
great (adj)
new (adj)
old (adj)
special (adj)

Инструкции

заполнять, дописывать
слушать
смотреть на
подбирать, соединять
открывать
читать
говорить
сказать (кому-либо)
использовать
смотреть
работать
писать

Способности, умения

считать по-французски
танцевать
скачивать музыку
рисовать
находить информацию
рисовать, заниматься живописью
играть на музыкальном инструменте
играть в теннис
играть на гитаре
играть на пианино
играть на скрипке
ездить на велосипеде
ездить верхом на лошади
произнести алфавит
петь
кататься на лыжах
говорить по-испански
произнести своё имя по буквам
плавать
сказать, который час
загружать фотографии
писать рассказы

Предметы, вещи

сумка, портфель
книга
CD
компьютер
серьга
футбольный мяч
гитара
мобильный телефон
MP3-плеер
картина
фотография
постер, плакат
шарф
туфля
теннисная ракетка
футболка

Прилагательные

красивый, прекрасный
дешёвый
дорогой (по цене)
отличный, великолепный
новый
старый
особый, специальный

Get ready E

Page 12

Family

brother (n)
cousin (n)
dad (n)
daughter (n)
father (n)
granddad (n)
granddaughter (n)
grandfather (n)
grandma (n)
grandmother (n)
grandparents (n)
grandson (n)
husband (n)
mother (n)
mum (n)
parents (n)
sister (n)
son (n)
wife (n)

Appearance

attractive (adj)
black hair (n)
blond hair (n)
blue eyes (n)
brown eyes (n)
dark hair (n)
fair hair (n)
green eyes (n)
grey eyes (n)
grey hair (n)
long hair (n)
nice smile (n)
overweight (adj)
red hair (n)
short (adj)
short hair (n)
slim (adj)
tall (adj)

Adjectives

friendly (adj)
happy (adj)
hard-working (adj)
interesting (adj)
sociable (adj)
sporty (adj)

Get ready F

Page 14

School subjects

English (n)
French (n)
geography (n)
history (n)
information and computer technology (ICT) (n)
maths (n)
physical education (PE) (n)
science (n)

Spanish (n)

Times

five past one (n)
five to twelve (n)
half past four (n)
quarter past three (n)
quarter to eleven (n)
twelve o'clock (n)
twenty to ten (n)

Семья

брат
двоюродный брат/сестра
папа
дочь
отец
дедушка
внучка
дед
бабушка, бабуля
бабушка
дедушка и бабушка
внук
муж
мать
мама
родители
сестра
сын
жена

Внешность

привлекательный, симпатичный
тёмные волосы
светлые волосы
голубые глаза
карие глаза
тёмные волосы
светлые волосы
зелёные глаза
серые глаза
седые волосы
длинные волосы
приятная улыбка
с излишним весом
рыжие волосы
короткий, низкий, невысокий
короткие волосы
тонкий, изящный, стройный
высокий

Прилагательные

дружелюбный
счастливый, довольный
трудолюбивый
интересный
общительный
спортивный

Школьные предметы

английский язык
французский язык
география
история
информатика

математика
физкультура

естественные науки (физика, химия, биология)
испанский язык

Время

пять минут второго
без пяти двенадцать
половина пятого
четверть четвёртого
без четверти одиннадцать
двенадцать часов
без двадцати десять

Module 1: Lifestyles

Page 15

in the morning (prep)

on Saturday (prep)

Free time activities

buy (v)

chat (v)

do (v)

go (v)

go out (v)

go to (v)

listen to (v)

use (v)

watch (v)

relax (v)

Interests

computer game (n)

computer (n)

dancing (n)

fashion (n)

film (n)

football (n)

music (n)

photography (n)

reading (n)

shopping (n)

sport (n)

swimming (n)

tennis (n)

Pages 16-17

bank (n)

bike (n)

billionaire (n)

busy (adj)

capital (n)

car (n)

come from (v)

disco (n)

friendly (adj)

happy (adj)

hard (adv)

hard-working (adj)

have (v)

home-cooked (adj)

housework (n)

interesting (adj)

local (adj)

market (n)

ordinary (adj)

over (prep)

poor (adj)

private (adj)

rich (adj)

study (v)

super (adj)

teenager

tired (adj)

together (adv)

work (v)

Page 17

Adverbs of frequency

always (adv)

never (adv)

often (adv)

sometimes (adv)

usually (adv)

Habits

relax (v)

start (v)

Page 18

Aborigine (n)

area (n)

artist (n)

beautiful (adj)

bird (n)

утром

в субботу

Занятия в свободное время

покупать

болтать; «чатиться» (в Интернете)

делать

ходить

выходить, проводить

время вне дома

ходить в

слушать

использовать

смотреть

отдыхать

Интересы

компьютерная игра

компьютер

танцы

мода

фильм

футбол

музыка

фотография

чтение

покупки

спорт

плавание

теннис

банк

велосипед

миллиардер

занятый

столица

машина

родом из

дискотека

дружелюбный

счастливый, довольный

зд. много

трудолюбивый

иметь

приготовленный дома,

домашний (о еде)

работа по дому

интересный

местный

рынок

обычный

более, сверх

бедный

частный, личный

богатый

учиться

великолепный, супер

подросток

уставший

вместе

работать

Наречия частотности

всегда

никогда

часто

иногда

обычно

Привычки

отдыхать

начинать

абориген

местность, область, район

художник

красивый, прекрасный

птица

boomerang (n)

camel (n)

clinic (n)

collect (v)

desert (n)

didgeridoo (n)

follow (v)

have got (v)

hunt (v)

kangaroo (n)

lifestyle (n)

like (prep)

lizard (n)

meat (n)

modern (adj)

musical instrument (n)

painting (n)

second language (n)

share (v)

technology (n)

tell (v)

traditional (adj)

village (n)

weapon (n)

wild (adj)

Page 19

bus (n)

child (n)

church (n)

family (n)

house (n)

life (n)

party (n)

person (n)

story (n)

woman (n)

Page 20

Modern life

blog (n)

chat (v)

contact (v)

hate (v)

help (v)

laugh (v)

online (adj)

phone (v)

presentation (n)

student life (n)

the Net (n)

Page 21

canoe (n)

habit (n)

manager (n)

member (n)

personal information (n)

time (n)

Meeting people

bye (interj)

fine (adv)

good morning (interj)

hi (interj)

see you later (interj)

Module 2: At home

Page 23

Furniture

armchair (n)

bed (n)

bookshelf (n)

carpet (n)

chair (n)

cooker (n)

cupboard (n)

curtain (n)

desk (n)

бумеранг

верблюд

клиника

собирать

пустыня

диджериду (музыкальный

инструмент аборигенов)

следовать

иметь

охотиться

кенгуру

образ жизни

такой как

ящерица

мясо

современный

музыкальный инструмент

живопись; картина

второй язык

делить(ся)

технология

говорить, рассказывать

традиционный

деревня

оружие

дикий

автобус

ребёнок

церковь

семья

дом

жизнь

вечеринка, приём гостей

человек

рассказ

женщина

Современная жизнь

блог

болтать; «чатиться»

(в Интернете)

общаться, контактировать

ненавидеть

помогать

смеяться

онлайн, в сети

звонить

презентация

студенческая жизнь

сеть, Интернет

каное

привычка

менеджер

член

личная информация

время

Встречи

Пока!

хорошо/отлично

Доброе утро!

Привет!

До встречи! Пока!

Мебель

кресло

кровать

книжная полка

ковёр

стул

плита

шкаф, буфет

штора

письменный стол

WORD LIST

dishwasher (n)
door (n)
floor (n)
fridge (n)
lamp (n)
microwave (n)
mirror (n)
oven (n)
picture (n)
plant (n)
poster (n)
shower (n)
sofa (n)
stereo system (n)
table (n)
toilet (n)
TV (n)
wall (n)
wardrobe (n)
washing machine (n)
window (n)

My home

comfortable (adj)
favourite (adj)
flat (n)
house (n)
light (adj)
tidy (adj)

Rooms

bathroom (n)
bedroom (n)
dining room (n)
hall (n)
kitchen (n)
living room (n)
room (n)

Page 24

CD (n)
dark (adj)
group (n)
hobby (n)
pet (n)
tarantula (n)

Page 25

dictionary (n)
encyclopaedia (n)

Page 26

automatically (adv)
choose (v)
cinema (n)
cold (adj)
dinner (n)
e-book (n)
fruit (n)
home (n)
intelligent (adj)
look after (v)
open (v)
order (v)
program (v)
route (n)
stay (v)
temperature (n)
traffic (n)
vacuum cleaner (n)
warm (adj)
well (adv)

Multi-part verbs (1)

get back (v)
get up (v)
go to bed (v)
go to sleep (v)
wake up (v)

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automatic (adj)
coffee maker (n)
control (v)
dream (n)

посудомоечная машина
дверь
пол
холодильник
лампа
микроволновая печь
зеркало
духовка
картина
растение
постер, плакат
душ
диван
стереосистема
стол
туалет
телевизор
стена
гардероб
стиральная машина
окно

Мой дом

удобный
любимый
квартира
дом
светлый
аккуратный, убранный

Комнаты

ванная
спальня
столовая
холл
кухня
гостиная
комната

CD, компакт-диск
тёмный
группа
хобби, увлечение
домашнее животное
тарантул

словарь
энциклопедия

автоматически
выбирать
кинотеатр
холодный
обед
электронная книга
фрукт(ы)
дом
умный
присматривать за
открывать
заказывать
программа
маршрут
оставаться
температура
дорожное движение
пылесос
тёплый
хорошо

Фразовые глаголы (1)

возвращаться
вставать
ложиться спать
засыпать
просыпаться

автоматический
кофеварка
контролировать
мечта

hall (n)
hi-tech (adj)
Prepositions of place
in (prep)
on (prep)
at (prep)

Page 28

book (n)
boy (n)
cola (n)
cup (n)
electricity (n)
girl (n)
glass (n)
metal (n)
money (n)
notebook (n)
pencil (n)
pizza (n)
plate (n)
space (n)
water (n)

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Feelings

angry (adj)
bored (adj)
excited (adj)
happy (adj)
hungry (adj)
nervous (adj)
sad (adj)
scared (adj)
thirsty (adj)
tired (adj)
unhappy (adj)
worried (adj)
Suggestions
accept (v)
all right (adj)
idea (n)
let's (v)
reject (v)
suggest (v)
why don't you...? (phr)

Module 3: Downtown

Page 31

Adjectives

boring (adj)
busy (adj)
cheap (adj)
comfortable (adj)
exciting (adj)
expensive (adj)
friendly (adj)
modern (adj)
nice (adj)
noisy (adj)
quiet (adj)
relaxed (adj)

Going out

city (n)

town (n)

Places

amusement park (n)
art gallery (n)
cafe (n)
cinema (n)
museum (n)
night club (n)
outdoor market (n)
pub (n)
restaurant (n)
shop (n)
shopping centre (n)
skate park (n)

sports centre (n)

холл
высокотехнологичный
Предлоги места
в
на
в, на, у

книга
мальчик
кока-кола
чашка
электричество
девочка
стекло
металл
деньги
тетрадь
карандаш
пицца
тарелка
пространство, место
вода

Чувства

сердитый
скучающий
взволнованный
счастливый, довольный
голодный
нервный
печальный
испуганный
испытывающий жажду
усталый
недовольный
озабоченный, обеспокоенный

Предложения

принимать
хорошо (принимается)
мысль, идея
давай(те)
отклонять, отвергать
предлагать
Не хочешь ли ты/Не хотите ли...?

Прилагательные

скучный
зд. оживлённый
дешёвый
удобный
волнующий
дорогой
дружелюбный
современный
хороший, приятный
шумный
тихий, спокойный
спокойный, расслабленный

Выход

город (большой)
небольшой город, городок

Места

парк развлечений
художественная галерея
кафе
кинотеатр
музей
ночной клуб
рынок
паб
ресторан
магазин
торговый центр
парк для катания на роликах/
скейтбордах
спортивный центр

swimming pool (n)	плавательный бассейн	plan (n)	план
theatre (n)	театр	relaxing (adj)	смягчающий, расслабляющий
Page 32		skater (n)	тот, кто катается на скейтборде
alcohol (n)	алкоголь	spot (n)	зд. место
atmosphere (n)	атмосфера	step (n)	ступенька
bad (adj)	плохой	trick (n)	трюк
cool (adj)	крутой	Page 37	
DJ (n)	диджей	comedy (n)	комедия
fantastic (adj)	отличный, великолепный	cost (n)	стоимость
good (adj)	хороший	kind (n)	вид, род
hamburger (n)	гамбургер	of course (adv)	конечно
hip hop (n)	хип-хоп	sell (v)	продавать
hood (n)	капюшон	worried (adj)	обеспокоенный, озабоченный
house music (n)	хаус (стиль в музыке)	Page 38	
jeans (n)	джинсы	call (v)	звонить
live (adj)	живой (не в записи)	collect (v)	зд. забирать
rock (n)	рок	fancy (v)	хотеть, желать
smoking (n)	курение	match (n)	матч
Page 33		place (n)	место
hot chocolate (n)	горячий шоколад	suggestion (n)	предложение
waiter (n)	официант	be up to smth. (phr)	планировать, собираться сделать что-либо
Pages 34-35		Module 4: Memories	
acrobat (n)	акробат	Page 39	
biology (n)	биология	Birthday memories	Дни рождения
cathedral (n)	собор	ago (adv)	тому назад
cinema (n)	кино	beach (n)	пляж
collection (n)	коллекция	boyfriend (n)	друг, бойфренд
concert (n)	концерт	cake (n)	торт
cool (adj)	крутой	country (n)	деревня
enjoy (v)	получать удовольствие	in the country	за городом
exercise (n)	упражнение	early (adv)	рано
exhibition (n)	выставка	girlfriend (n)	подружка
free (adj)	бесплатный	in (prep)	в
game (n)	игра	last (adj)	последний
get (v)	получить, доставать	lunch (n)	ланч
interactive (adj)	интерактивный	memory (n)	память; воспоминание
machine (n)	машина	picnic (n)	пикник
musician (n)	музыкант	Page 40	
object (n)	предмет	angry (adj)	сердитый
palace (n)	дворец	ask (v)	спрашивать, просить
pop (n)	поп (стиль в музыке)	attractive (adj)	привлекательный
professional (adj)	профессиональный	class (n)	зд. урок
running (n)	бег	funny (adj)	забавный, смешной
sightseeing (n)	осмотр достопримечательностей	head teacher (n)	завуч
skating (n)	катание на роликах/коньках/ скейтбордах	hey (interj)	эй
square (n)	площадь	homework (n)	домашняя работа
store (n)	магазин	laugh (v)	смеяться
street performer (n)	уличный музыкант/артист	leave (v)	уходить, выходить
ticket (n)	билет	love (v)	любить
tourist (n)	турист	old (adj)	старый
under (prep)	под	pretty (adj)	симпатичный
visit (v)	посетить	sense of humour (n)	чувство юмора
Time prepositions	Предлоги времени	serious (adj)	серьезный
at seven o'clock (prep)	в семь часов	show (v)	показывать
in the morning (prep)	утром	sit (v)	сидеть, садиться
in the spring (prep)	весной	strict (adj)	строгий
on Mondays (prep)	по понедельникам	student (n)	ученик, студент
on Thursday mornings (prep)	по утрам в четверг	young (adj)	молодой
Verbs and prepositions	Глаголы с предлогами	Page 41	
come to (v)	приходить/приезжать в	address (n)	адрес
go around (v)	ходить/ездить по	break (n)	перемена
go to (v)	ходить/ездить в	cold (n)	простуда
listen to (v)	слушать что-либо	demonstration (n)	демонстрация
live in (v)	жить в	hair (n)	волосы
look at (v)	смотреть на	hungry (adj)	голодный
stay at (v)	оставаться/останавливаться в	invite (v)	приглашать
walk to (v)	идти пешком в/к	long (adj)	длинный
Page 36		mobile (n)	мобильный телефон
artistic (adj)	художественный	moment (n)	момент
build (v)	строить	month (n)	месяц
concrete (adj)	бетонный	next day (n)	на следующий день
council (n)	совет	outside (n)	снаружи, на улице
dangerous (adj)	опасный	present (n)	подарок
experienced (adj)	опытный	sandwich (n)	сэндвич
famous (adj)	известный	send (v)	посылать
graffiti (n)	граффити	stay (v)	оставаться
learn (v)	учиться, научиться		

WORD LIST

terrible (adj)
test (n)
trip (n)
winter (n)

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again (adv)
apple (n)
army (n)
die (v)
dress (n)
drop (v)
egg (n)
finish (v)
granddad (n)
happily (adv)
hat (n)
love (v)
marry (v)
nervously (adv)
parent (n)
partner (n)
problem (n)
quickly (adv)
ring (n)
sadly (adv)
shopping (n)
studies (n)
thing (n)
walk over (v)
war (n)
well (adv)

Page 43

about (prep)
cafeteria (n)
competition (n)
guy (n)
orchestra (n)
sit down (v)
smile (v)
tall (adj)
then (adv)
violin (n)
walk (n)

Adverbs

fast (adv)
happily (adv)
hard (adv)
nervously (adv)
noisily (adv)
quickly (adv)
slowly (adv)
well (adv)

Time linkers

after (prep)
and then (adv)
before (prep)
then (adv)
when (adv)

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blond (adj)
burglar (n)
burglary (n)
get into (v)
guest (n)
handbag (n)
happen (v)
police officer (n)
post office (n)
slim (adj)
sports car (n)

Page 45

concert (n)
introduce (v)

Module 5: Fitness

Page 47

by (prep)

ужасный
тест, контрольная работа
поездка, путешествие
зима

снова
яблоко
армия
умирать
платье
ронять
яйцо
закончить
дедушка
счастливо
шляпа
любить
жениться, выходить замуж
нервно
родитель
партнёр
проблема
быстро
кольцо
печально
покупки
учёба
вещь
подойти
война
хорошо

о
кафетерий, столовая
соревнование
парень
оркестр
садиться
улыбаться
высокий
затем
скрипка
прогулка

Наречия

быстро
счастливо
упорно
нервно
шумно
быстро
медленно
хорошо

Предлоги и союзы времени

затем, после
и затем
до, перед
затем
когда

светлый, блондин
вор
кража
забраться в
гость
дамская сумка
случаться
полицейский
почта
тонкий, изящный
спортивная машина

концерт
представлять

зд. на (каком-либо
виде транспорта)

cycle (v)
fit (adj)
go (v)
lift (n)
once (adv)
popular (adj)
stairs (n)
take (v)
time (n)
twice (adv)
walk (v)

Activities

athletics (n)
basketball (n)
beach volleyball (n)
climbing (n)
cycling (n)
dancing (n)
exercise (n)
gymnastics (n)
hockey (n)
horse riding (n)
ice hockey (n)
judo (n)
rugby (n)
running (n)
skiing (n)
surfing (n)
swimming (n)
table tennis (n)
team (n)
tennis (n)
trekking (n)
volleyball (n)
yoga (n)

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amazing (adj)
artificial (adj)
athlete (n)
disabled (adj)

fast (adj)
leg (n)
medal (n)
project (n)
read (v)
regular (adj)
start (v)
take part (v)
wear (v)
win (v)

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aerobics (n)
championship (n)
drink (v)
drive (v)
enjoy (v)
exciting (adj)
festival (n)
look after (v)
move (v)
plan (v)
prepare (v)
rain (v)
rest (v)
serious (adj)
song (n)

Page 50

advert (n)
combine (v)
customer (n)
difficult (adj)
enough (adv)
floor (n)
garden (n)
Latin (adj)
local (adj)
lose weight (v)

ездить на велосипеде
в хорошей форме
ходить
лифт
один раз, однажды
популярный
лестница
брат, зд. ехать
зд. раз
два раза, дважды
ходить

Активный отдых

лёгкая атлетика
баскетбол
пляжный волейбол
альпинизм
езда на велосипеде
танцы
упражнения
гимнастика
хоккей
верховая езда
хоккей на льду
дзюдо
регби
бег
лыжный спорт
сёрфинг
плавание
настольный теннис
команда
теннис
туризм, походы
волейбол
йога

удивительный
искусственный
легкоатлет
с ограниченными
возможностями
быстрый
нога
медаль
проект
читать
регулярный
начинать
принимать участие
носить
побеждать, выигрывать

аэробика
чемпионат
пить
водить машину
получать удовольствие
волнующий
фестиваль
присматривать за
двигаться
планировать
(под)готовить(ся)
идти (о дожде)
отдыхать
серьёзный
песня

объявление
соединять
клиент
трудный
достаточно
этаж
сад
латиноамериканский
местный
худеть, терять вес

marathon (n)
notice board (n)
only (adv)
paper (n)
realistic (adj)
review (n)
slow (adj)
square (adj)
too (adv)
tower (n)
trainer (n)
useful (adj)
website (n)

Page 51

late (adj)
meet (v)
watersports (n)

Multi-part verbs (2)

be into (v)
be up to (v)

come on (v)
come round (v)

Page 52

back (adv)
dentist (n)
driving (n)
go away (v)
in front (prep)
lesson (n)
session (n)
sporty (adj)
wow (interj)

Page 53

arrive (v)
borrow (v)
continue (v)
leave (v)
lend (v)
pair (n)
sure (adj)
thirsty (adj)
trainer (n)
virtual (adj)
work (v)

Page 54

anyway (adv)
cousin (n)
invitation (n)
maybe (adv)
organise (v)
player (n)
accept (v)
refuse (v)
reply (v)

Linkers

because (adv)
so (adv)

Module 6: Age

Page 55

gardening (n)
probably (n)

People

adult (n)
baby (n)
child
pensioner (n)
teenager (n)

Personality

clever (adj)
friendly (adj)
hard-working (adj)
kind (adj)
moody (adj)

марафон
доска объявлений
только
зд. газета
реалистичный
обзор, просмотр
медленный
квадратный
слишком
башня
тренер
полезный
веб-сайт

опоздавший
встречать(ся)
водные виды спорта

Фразовые глаголы (2)

увлекаться, заниматься
замышлять, намереваться
сделать

зд. Ну давай же!
заходить (ненадолго)

обратно
зубной врач
езда на машине (за рулём)
уезжать
перед
урок
сессия, занятия
спортивный
здорово! (возглас удивления,
восхищения)

приезжать, прибывать
занимать
продолжать
оставлять
одалживать
пара
зд. Конечно! Пожалуйста!
испытывающий жажду
тренер
виртуальный
работать

во всяком случае
двоюродный брат/сестра
приглашение
может быть, возможно
организовать
игрок
принять
отказать(ся)
ответить
Союзы
потому что
поэтому

садоводство
вероятно, возможно

Люди

взрослый
ребёнок, младенец (до года)
ребёнок (до 14–15 лет)
пенсионер
подросток

Личность

умный
дружелюбный
трудолюбивый
добрый
с часто меняющимся
настроением, капризный;
нервный (о характере)

outgoing (adj)
shy (adj)
talkative (adj)
tidy (adj)
Occupations
bus driver (n)
doctor (n)
engineer (n)
gardener (n)
lawyer (n)
nurse (n)
office worker (n)
primary school (n)
secondary school (n)
shop assistant (n)
teacher (n)
vet (n)
waitress (n)

Page 56

action (n)
activity (n)
biological (adj)
body (n)
brain (n)
concentrate (v)
connection (n)
consequence (n)
control (v)
develop (v)
emotion (n)
energy (n)
healthy (adj)
less (adv)
need (v)
neuron (n)
normal (adj)
planner (n)
rhythm (n)
weekend (n)
weigh (v)
work on (v)

Page 57

article (n)
meal (n)
revise (v)
sofa (n)
underground (n)

Pages 58-59

army (n)
campaign (n)
cigarette (n)
election (n)
get up (v)
leave (v)
national (adj)
parliament (n)
pay (v)
percent (n)
personality (n)
representative (n)
right (n)
smoke (v)
stand up (v)

unfair (adj)
vote (v)
write (v)

Modifiers

quite (adv)
really (adv)
very (adv)

Page 60

age (n)
ancient (adj)
assistant (n)
examine (v)
go (v)
grey (adj)

общительный, отзывчивый
застенчивый
болтливый
аккуратный, опрятный
Специальности
водитель автобуса
доктор
инженер
садовник
юрист
медсестра
работник офиса
начальная школа
средняя школа
продавец
учитель
ветеринар
официантка

действие
занятие, деятельность
биологический
тело
мозг
концентрировать(ся)
связь
последствие
контролировать
развивать(ся)
эмоция
энергия
здоровый
меньше
нуждаться
нейрон
нормальный
организатор
ритм
выходные
весить
зд. обрабатывать

статья
еда, приём пищи
повторять
диван
метро

армия
кампания
сигарета
выборы
вставать (с постели)
уходить, покидать
национальный
парламент
платить
процент
личность
представитель
право
курить
вставать, подниматься
(со стула и т. п.)

несправедливый
голосовать
писать

Наречия степени

достаточно
действительно
очень

возраст
древний
помощник
осматривать, обследовать
зд. становиться
седой

WORD LIST

invent (v)
memory (n)

Page 61 Clothes

coat (n)
dress (n)
jacket (n)
jeans (n)
jumper (n)
shirt (n)
shorts (n)
skirt (n)
top (n)
trousers (n)
T-shirt (n)

Describing people in photos

back (n)
at the back
front (n)
at the front
left (n)
on the left
middle (n)
in the middle
next to (adv)
right (n)
on the right

Module 7: Cinema Page 63

Types of films

action film (n)
animation (n)
comedy (n)
documentary (n)
drama (n)
fantasy film (n)
horror film (n)
romantic comedy (n)
science-fiction film (n)
thriller (n)
western (n)

Films

acting (n)
actor (n)
actress (n)
brilliant (adj)
dialogue (n)
director (n)
exciting (adj)
fantastic (adj)
funny (adj)
good (adj)
great (adj)
photography (n)
scene (n)
special effects (n)

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amateur (adj)
amazing (adj)
communicate (v)
eccentric (adj)
film (n)
film maker (n)
meeting (n)
original (adj)
plan (v)
special (adj)
travel (adj)
unicycle (n)
video (n)

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break (v)
busy (adj)
camera (n)
critic (n)
flower (n)

изобретать
память, воспоминание

Одежда

пальто
платье
куртка, пиджак
джинсы
джерпер
рубашка
шорты
юбка
топ
брюки
футболка

Описание людей на фотографиях

зд. задний план
на заднем плане
зд. передний план
на переднем плане
лево
слева
середине
в середине
рядом с
право
справа

Типы фильмов

боевик
анимация, мультфильмы
комедия
документальный фильм
драма
фэнтези, фантастический фильм
фильм ужасов
романтическая комедия
научно-фантастический фильм
триллер
вестерн

Фильмы

игра
актёр
актриса
великолепный
диалог
режиссёр
волнующий
потрясающий
смешной, забавный
хороший
отличный, великолепный
операторская работа, съёмка
сцена
спецэффекты

любительский
удивительный
сообщать, передавать
эксцентричный, чудаковатый
фильм
создатель кинофильма
встреча, собрание
оригинальный
планировать
специальный
зд. о путешествиях
моноцикл
видео

разбить, сломать
занятой
фотоаппарат, кинокамера
критик
цветок

lose (v)
nature (n)
personal (adj)
remember (v)

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big name (n)
compare (v)
dinner jacket (n)
elegant (adj)
fan (n)
foreign (adj)
formal (adj)
hospital (n)
independent (adj)
informal (adj)
intention (n)
magazine (n)
mountain (n)
opera house (n)
popcorn (n)
practical (adj)

prison (n)
rainforest (n)
real (adj)
red carpet (n)

star (n)
station (n)
type (n)
warm (adj)

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Adjectives

bored (adj)
boring (adj)
excited (adj)
exciting (adj)
interested (adj)
interesting (adj)
tired (adj)
tiring (adj)
relaxed (adj)
relaxing (adj)

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appearance (n)
costume (n)
crew (n)
decide (v)
equipment (n)
exactly (adv)
hairdresser (n)
hairstyle (n)
instruction (n)
lighting (n)
match (v)
operator (n)
physical (adj)

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agree (v)
idea (n)
neither (det)
romance (n)
star (v)
true (adj)

Page 70

begin (v)
closing (n)
end (v)
enter (v)
final (adj)
look forward (v)
prize (n)

Module 8: Food and drink

Page 71

Cereals

bread (n)
cereal (n)

(по)терять
природа
личный, персональный
помнить

знаменитость
сравнить
смокинг
элегантный
фанат
иностранный
официальный
больница
независимый
неофициальный
намерение
журнал
гора
оперный театр
попкорн
практический,
практичный, удобный
тюрьма
тропический лес
реальный, настоящий
зд. красная ковровая
дорожка
звезда
станция
тип, вид, род
тёплый

Прилагательные

скучающий
скучный
взволнованный
волнующий
заинтересованный
интересный
уставший
утомительный
раскованный, спокойный
расслабляющий

внешность
костюм
команда
решать
оборудование
точно
парикмахер
причёска
инструкция
освещение
соответствовать
оператор
физический

согласиться
идея, мысль
тоже, также (в отриц. предлож.)
романтическая история
играть главную роль
правдивый, верный

начинать
заключительный, зд. последний
заканчивать
зд. стать участником
финальный
ждать с нетерпением
приз

Зерновые продукты

хлеб
хлопья

rice (n)	рис
pasta (n)	паста, макароны
Dairy	Молочные продукты
cheese (n)	сыр
yoghurt (n)	йогурт
Drinks	Напитки
coffee (n)	кофе
milk (n)	молоко
tea (n)	чай
water (n)	вода
Fish	Рыба
salmon (n)	сёмга, лосось
sardine (n)	сардина
tuna (n)	тунец
Fruit	Фрукты
apple (n)	яблоко
banana (n)	банан
cherry (n)	вишня, черешня
kiwi (n)	киви
lemon (n)	лимон
melon (n)	дыня
orange (n)	апельсин
pear (n)	груша
strawberry (n)	клубника
tomato (n)	помидор
Meat	Мясо
beef (n)	говядина
chicken (n)	курица
lamb (n)	баранина
pork (n)	свинина
Snacks	Закуски
biscuit (n)	печенье
cake (n)	пирожное, пирог
chocolate (n)	шоколад
crisp (n)	чипс
fruit (n)	фрукты
nuts (n)	орехи, орешки
sweets (n)	конфеты, леденцы
Vegetables	Овощи
beans (n)	фасоль
broccoli (n)	брокколи
cabbage (n)	капуста
carrot (n)	морковь
cucumber (n)	огурец
lettuce (n)	салат (растение)
mushroom (n)	гриб
onion (n)	лук
potato (n)	картофель
Page 72	
around (prep)	вокруг, около
chip (n)	картофель фри
culture (n)	культура
disappear (v)	пропадать, исчезать
dish (n)	блюдо
fast food (n)	быстрый, скорый
fresh (adj)	свежий
future (n)	будущее
habit (n)	привычка
lifestyle (n)	образ жизни
little (adv)	немного, мало
mineral (n)	минерал
quick (adj)	быстрый
salad (n)	салат (блюдо)
sandwich (n)	сэндвич, бутерброд
sushi (n)	суши
vegetarian (n)	вегетарианец
vitamin (n)	витамин
Page 73	
adventure (n)	приключение
become (v)	становиться
chef (n)	шеф-повар
ethnic (adj)	этнический
fall in love (v)	влюбиться
overweight (adj)	имеющий избыточный вес, грузный
scientist (n)	учёный
unhealthy (adj)	нездоровый, вредный

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bee (n)	пчела
carbon dioxide (n)	углекислый газ
chemical (n)	химикат
climate (n)	климат
continent (n)	континент
create (v)	создавать
factory (n)	фабрика
female (adj)	женского рода
flat (adj)	плоский
gas (n)	газ
grow (v)	выращивать
hen (n)	курица
honey (n)	мёд
insect (n)	насекомое
omelette (n)	омлет
organic (adj)	органический, экологически чистый
owner (n)	владелец, собственник
roof (n)	крыша
supermarket (n)	супермаркет
sweet (adj)	сладкий
synthetic (adj)	синтетический
(the) planet (n)	планета
urban (adj)	городской
visit (v)	посещать
webcam (n)	веб-камера
Page 76	
cookbook (n)	поваренная книга
hungry (adj)	голодный
nutrition (n)	питание
regularly (adv)	регулярно
tip (n)	совет, подсказка

Module 9: Countries

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Countries

beach (n)
centre (n)
east (n)
forest (n)
lake (n)
lovely (adj)
mountain (n)
national park (n)
north (n)
population (n)
south (n)
west (n)

Seasons

autumn (n)
spring (n)
summer (n)
winter (n)

Weather

cloudy (adj)
cold (adj)
dry (adj)
foggy (adj)
hot (adj)
icy (adj)
rainy (adj)
snowy (adj)
sunny (adj)
windy (adj)

Page 80

actually (adv)
around (prep)
beginning (n)
essay (n)
feel (v)
horrible (adj)
joke (n)
maths (n)
opinion (n)
philosophy (n)
politics (n)
serious (adj)
specific (adj)

Страны

пляж
центр
восток
лес
озеро
чудесный
гора
национальный парк
север
население
юг
запад

Времена года

осень
весна
лето
зима

Погода

облачный
холодный
сухой
туманный
жаркий
ледяной
дождливый
снежный
солнечный
ветренный

фактически, в действительности
вокруг
начало
эссе
чувствовать
ужасный
шутка
математика
мнение
философия
политика
серьёзный
особый, специфический

WORD LIST

subject (n)	предмет
topic (n)	тема
unique (adj)	уникальный
Page 81	
disco (n)	дискотека
bookshop (n)	книжный магазин
library (n)	библиотека
gym (n)	спортзал, тренажёрный зал
lab (n)	лаборатория
drama (n)	драма
spend (v)	зд. тратить
understand (v)	понимать
Pages 82-83	
amazing (adj)	удивительный
Caribbean (n)	Карибское море
central (adj)	центральный
eco-tourism (n)	экотуризм
feature (n)	черта
green (adj)	зд. экологически чистый
Pacific (n)	Тихий океан
rent (v)	брать в аренду
river (n)	река
tourism (n)	туризм
tourist (n)	турист
volcano (n)	вулкан
weather (n)	погода
Travel	Путешествие
see (v)	посмотреть
go (v)	ходить
Animals	Животные
crocodile (n)	крокодил
elephant (n)	слон
giraffe (n)	жираф
lion (n)	лев
monkey (n)	обезьяна
sloth (n)	ленивец
turtle (n)	черепаха
Transport	Транспорт
bike (n)	велосипед
bus (n)	автобус
car (n)	машина
plane (n)	самолёт
Activities	Активный отдых
hiking (n)	туристический поход
sightseeing (n)	осмотр достопримечательностей
surfing (n)	сёрфинг
swimming (n)	плавание
white-water rafting (n)	сплав на плотах по бурной реке
Page 84	
anniversary	годовщина, юбилей
bar (n)	бар
explore (v)	зд. путешествовать по, исследовать
go out (v)	выходить на прогулку, гулять
group (n)	группа
guide (n)	гид
lost (adj)	потерянный
lucky (adj)	счастливый, удачливый
mention (v)	упоминать
menu (n)	меню
passport (n)	паспорт
say (v)	говорить
sign (n)	знак
smile (v)	улыбаться
strange (adj)	странный
useful (adj)	полезный
Page 85	
Directions	Маршрут
along (prep)	вдоль
arrange (v)	договариваться
building (n)	здание
cross (v)	пересекать
in front (prep)	перед
past (prep)	мимо
route (n)	маршрут
turn (v)	повернуть
Page 86	
description (n)	описание

show (n)	шоу, представление
tango (n)	танго

Module 10: Gadgets

Page 87

Computers

desktop (n)	настольный компьютер
laptop (n)	ноутбук
net book (n)	нетбук
tablet (n)	планшет

Gadgets

digital camera (n)	цифровой фотоаппарат
DVD player (n)	DVD-плеер
Sat Nav (n)	спутниковый навигатор
phone (n)	телефон
USB flash drive (n)	флешка
video camera (n)	видеокамера
video game console (n)	игровая консоль

Online

check email (v)	проверить почту
download (v)	скачать
go online (v)	выйти в Интернет
message (v)	послать сообщение
play (v)	играть
program (n)	программа
send (v)	посылать
upload (v)	загрузить

Page 88

bath (n)	ванная
comment (n)	комментарий
creative (adj)	творческий, изобретательный

directions (n)	зд. маршрут, путь
hammock (n)	гамак
influence (n)	влияние
map (n)	карта
pocket (n)	карман
problem (n)	проблема
sandal (n)	сандалия
screen (n)	экран
unnecessary (adj)	ненужный, лишний
wrong (adj)	неправильный

Page 89

old (adj)	старый, устаревший
surf (v) (the internet)	перемещение по сети, просмотр материалов в Интернете

Page 90

connection (n)	связь
expert (n)	эксперт
late (adv)	поздно
nervous (adj)	нервный
nowadays (n)	сегодня, в наши дни
psychologist (n)	психолог
tunnel (n)	тоннель
use (n)	использование, польза

Page 91

laboratory (n)	лаборатория
secretary (n)	секретарь

Page 92

abroad (n)	за границей, за границу
design (v)	проектировать
inventor (n)	изобретатель
life jacket (n)	спасательный жилет
sunglasses (n)	солнечные очки
test (v)	проверять, тестировать

Page 93

battery (n)	батарея
design (n)	дизайн
GPS (n)	GPS, глобальная система навигации

life (n)	жизнь
long (adj)	долгий
memory (n)	память
navigation (n)	навигация
system (n)	система
touch screen (n)	сенсорный экран
unhappy (adj)	недовольный

Компьютеры

настольный компьютер
ноутбук
нетбук
планшет

Устройства, гаджеты

цифровой фотоаппарат
DVD-плеер
спутниковый навигатор
телефон
флешка
видеокамера
игровая консоль

В сети

проверить почту
скачать
выйти в Интернет
послать сообщение
играть
программа
посылать
загрузить

ванная
комментарий
творческий, изобретательный

зд. маршрут, путь
гамак
влияние
карта
карман
проблема
сандалия
экран
ненужный, лишний
неправильный

старый, устаревший
перемещение по сети, просмотр материалов в Интернете

связь
эксперт
поздно
нервный
сегодня, в наши дни
психолог
тоннель
использование, польза

лаборатория
секретарь

за границей, за границу
проектировать
изобретатель
спасательный жилет
солнечные очки
проверять, тестировать

батарея
дизайн
GPS, глобальная система навигации
жизнь
долгий
память
навигация
система
сенсорный экран
недовольный