



RUSSIAN EDITION

CHOICES

PRE-INTERMEDIATE STUDENTS' BOOK



**MICHAEL HARRIS • ANNA SIKORZYŃSKA
MARIA VERBITSKAYA • IRINA SHISHOVA**

ALWAYS LEARNING

PEARSON

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Objectives: Listen, read and talk about lifestyles and sport; describe and discuss photos; write a description of an ideal day; learn more about present tenses.

EF3 Task Focus: Reading Task 1, Listening Task 3

TOPIC TALK

1 Look at the photos (a-c). Think about the questions (1-3) then tell the class your answers.

- 1 How are the people feeling? (relaxed, tired, stressed)
- 2 When do you get stressed about time? (e.g. in exams,)
- 3 Are you a 'morning person' or a 'night person'?

2 **1.2 1.3** **EF3 SKILLS BUILDER 1**

Use the strategies in the Skills Builder to listen to three people and match them with the photos (a-c).

3 **1.4 1.5** Listen again to the first person. Complete the information in the network.

Routines

I'm ¹ *very* / I'm not very organised.
 I sleep ² *eight/nine* hours a night.
 I go to bed at about ³ *10.30/11.30*.
 I get up at ⁴ *7.30/7.40*.
 I feel tired ⁵ *in the morning/at night*.
 On Thursday, I ⁶ _____.
 At the weekend, I ⁷ _____.

have breakfast, lunch, dinner, a shower **at ... o'clock**
 do my homework, jobs in the house, sport
 play football, basketball, computer games
 go swimming, jogging, cycling, go on Messenger
 go to school, extra classes, the cinema, the park, parties
 spend time with my friends, family, at home

4 **1.6 Pronunciation** Listen and repeat the sentences. Notice the unstressed words.

LANGUAGE CHOICE 1 AND 2:
VOCABULARY PRACTICE

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



Warm Up

1 Work in pairs. Ask and answer the questions.

- 1 What do you use to plan your time, e.g. calendars, planners, a diary ... ?
- 2 What things do you do at the same time every day?
- 3 Which of these things do you *choose* to do and which are obligations?

Reading

EГЭ SKILLS BUILDER 11

2 Read the book review. Use the strategies in the Skills Builder to decide if it is about:

- a people with problems
- b people with unusual lives
- c people with daily routines

EГЭ SKILLS BUILDER 12

3 Use the strategies in the Skills Builder to match the paragraphs (1-6) with the headings (a-g). There is one extra heading.

- a A definition of eccentrics 2
- b A twenty-first century king
- c Eccentric men and women
- d A solitary life
- e Talking to eccentrics
- f An interesting book
- g A book about eccentrics

4 Read the text again. Answer the questions.

- 1 Why does Tom Leppard look unusual?
Ninety-two percent of his body has tattoos.
- 2 Why doesn't he need a clock or watch?
- 3 How often does he see other people?
- 4 Where does 'King Arthur' live?
- 5 What does he do on 21 June?
- 6 Does the reviewer think it is a good book?

SEARCH

Saturday reading

English Eccentrics 1.7

In Search of
the English Eccentric
by Henry Hemming



1 Most of us have very ordinary **daily** lives. We get up at the usual time, spend hours at school or work and come home at the same time every evening. In his book on English eccentrics, Henry Hemming looks at unusual people with very different lives from ours.

2 According to Hemming, eccentrics are not mad; they see the world differently from us, have their own **personal** timetables and are not worried about people's opinions of them.

3 In his book, Hemming looks at our **national** tradition of eccentrics and meets lots of different eccentric people. He interviews a **professional** boxer in **aristocratic** clothes, an **adventurous** inventor, a **successful** fashion designer and a **famous** rock musician.

4 Hemming finds people like Tom Leppard, the Leopard Man. Ninety-two percent of his body has tattoos. Tom lives alone on a **beautiful, windy** Scottish island in a cabin. He does not need a watch or a clock because he has no obligations. He gets up and goes to bed when he wants to. 'I can do what I like and when I like,' he says. 'And that is paradise.' On a typical day, Tom feeds the birds or goes for a swim in the sea. Every two weeks he goes to town in his kayak. He goes to the bank, gets food and then goes back home. Tom is a hermit 'but I never get lonely here,' he says.

5 Hemming's favourite eccentric is the **friendly** John Rothwell, now called King Arthur after the sixth century British king. 'King Arthur' does not work and has no routine or typical day. He rides around Britain on his motorbike and campaigns to save **historic** monuments and trees.

'I don't have a home,' says Arthur. 'I never sleep two nights in the same bed.' He does not need a diary to plan his life and his only important date is 21 June, the summer solstice. Then, Arthur goes to Stonehenge to see his 'people', the hippies and pagans at the festival.



6 Hemming's book is full of **wonderful** characters and is often very **funny**. It is definitely worth reading.

- 5 **Vocabulary** Look at the Word Builder. Complete it with the adjectives in **blue** from the text.

Word Builder Making adjectives

Noun Adjective

- 1 beauty/success/wonder *beautiful*
- 2 fame/adventure
- 3 aristocrat/history
- 4 day/wind/friend/fun
- 5 nation/person/profession

ЕГЭ LANGUAGE CHOICE 3: VOCABULARY PRACTICE

- 6 Complete the sentences with words from Exercise 5.

- 1 It is often cold and *windy* in Scotland.
- 2 Roger Federer was very _____ last year and won lots of competitions.
- 3 My _____ routine is always the same.
- 4 My sister is very _____ and loves extreme sports. She is also very _____ and loves people.
- 5 I'd like to be a _____ footballer and play for the England _____ team.

Writing

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

Sentence Builder Linkers

- 1 They have their own personal timetables **and** are not worried about our opinions.
- 2 Tom feeds the birds **or** goes for a swim.
- 3 King Arthur does not work **but** rides around Britain.
- 4 He goes to the bank, gets food **and then** goes back home.

ЕГЭ SKILLS BUILDER 21

- 8 Use the linkers in brackets to join the sentences. Leave out words where possible.

- 1 In the morning, I have a shower. I have breakfast with my family. (*and*)
In the morning, I have a shower and have breakfast with my family.
- 2 On Thursday afternoons, we play basketball. We sometimes go swimming. (*or*)
- 3 I meet my friends on Friday nights. I come home before ten o'clock. (*but*)
- 4 On Saturdays, I go cycling with my dad. I have lunch at my grandma's. (*and then*)
- 5 On Sunday evenings, I do my homework. I listen to music at the same time. (*and*)

- 9 Work in pairs. Choose one of the options (a-c) and write notes.

get up at ten o'clock / have breakfast next to the pool / phone friends

- a your ideal day on holiday
- b your ideal school day
- c your ideal Saturday

- 10 Tell the class about your ideal day.

I get up at ten o'clock and then I have breakfast next to the pool or I phone friends ...

Your Choice

No Comment

'I am not eccentric but I am more alive than most people. I am an electric eel in a pond of goldfish.'

Edith Sitwell, English poet

Warm Up

- 1 Look at the photos (a-c). Who is happy and relaxed? Why?
- 2 Read the text. Which of these things does the Slow Movement promote?
 - fast food restaurants
 - eating with your family
 - yoga and tai chi
 - difficult exams
- 3 Do you think the Slow Movement is a good idea? Why/Why not?



Lifestyle



Slow is Beautiful

1.8

In the modern world, we do everything fast. We do not have time to relax or spend time with our family and friends. For people in the Slow Movement, this is crazy. They think we need to slow down and enjoy life.

Slow Food people cook meals at home and eat at the table, with their families and not in front of the TV. The movement started in Italy in 1986, to protest against the first McDonald's restaurant in Rome.

Slow Cities promote quiet lifestyles. Martin, a 19-year-old student, is living in London now but he comes from Ludlow, Britain's first Slow City. He says, 'Life in London is too fast and noisy. I prefer Ludlow, my hometown – it's quiet, the air is clean and everybody is relaxed.'

Many people are taking up 'Slow Exercise': yoga or tai chi. Sophie, a teenager from Birmingham, is talking about her yoga practice: 'I practise every morning before school and I go to classes twice a week. Teenagers' lives are crazy nowadays – after school, we run from extra language classes to music lessons and feel tired a lot of the time. Yoga relaxes me and gives me lots of energy.'

In Slow Schools students have time to think and discuss ideas. Tests and grades are less important. And luckily, the number of these schools is growing fast. 🌱



Present Simple and Continuous

- 4 Read the Present Simple sentences (1-4) from the text. Match them with the uses (a-b).
- 1 We **do** everything fast.
 - 2 They **think** we need to slow down and enjoy life.
 - 3 I **prefer** Ludlow.
 - 4 I **go** to classes twice a week.
- a a habit, a regular activity
b a present state, feeling or opinion
- 5 Read the Present Continuous sentences (1-2) from the text. Match them with the uses (a-b).
- 1 Martin **is living** in London.
 - 2 Sophie **is talking** about her yoga practice.
- a It's happening right now, at the time of speaking.
b It's happening around now, not just at this moment.

Practice

LANGUAGE CHOICE 4

- 6 Match the sentences (1-6) with the contexts (a-b).
- 1 I'm doing homework.
 - 2 I do homework.
 - 3 I'm not drinking coffee.
 - 4 I don't drink coffee.
 - 5 I don't like the taste.
 - 6 It's part of my new, healthy lifestyle.
 - 7 I'm walking the dog.
 - 8 I walk the dog.
 - 9 I'm in the park with my dog.
 - 10 It's my dog so it's my job to walk him.

LANGUAGE CHOICE 5

- 7 Complete the dialogue in a bookshop with the Present Simple or the Present Continuous.

Alex: Hi, Sonia! What ¹ are you doing (you / do) here?

Sonia: I ² _____ (look) for a vegetarian cookbook.

Alex: ³ _____ (you / often / cook)? At my home, we ⁴ _____ (not cook). Usually, my mum ⁵ _____ (buy) ready-made meals in the supermarket or we ⁶ _____ (order) pizza.

Sonia: Cooking is fun! My gran ⁷ _____ (teach) me to cook. She ⁸ _____ (never eat) fast food or ready-made meals. This week we ⁹ _____ (try) some vegetarian recipes.

Alex: I ¹⁰ _____ (not eat) vegetables. I ¹¹ _____ (think) they're horrible!

Sonia: They are not! Why don't you have lunch with us? Gran ¹² _____ (make) roast vegetables!

Grammar Alive

Talking on your mobile

- 8 **1.9** Listen to three telephone conversations. Where are Robbie, Tina and Jack? What are they doing?
- 9 Work in pairs. Use the cues to make your own mobile conversations. Use the Present Continuous.
- A: Hi, Irina! Where are you? Can you talk now?
B: I'm on the train. I'm going to Oxford. Can I ring you back?
A: Okay, speak to you later.
- train / go to Oxford
 - street / wait for the bus
 - café / have tea with a friend
 - park / jog
 - shopping centre / buy shoes
 - hospital / visit sister

Talking about habits

- 10 **1.10** Listen to the dialogue. What is unhealthy about the boy's lifestyle?
- 11 Work in pairs. Use the cues to ask and answer questions. Use the Present Simple.
- A: Do you eat meat?
B: No, I don't. I eat fruit and vegetables.

A starts

- 1 eat meat?
- 2 cook?
- 3 watch TV?
- 4 listen to classical music?

B answers

- 1 eat fruit and vegetables
- 2 buy ready-made meals
- 3 listen to the radio
- 4 listen to jazz and soul

B starts

- 5 go for walks?
- 6 eat fast food?
- 7 go to bed late?
- 8 play computer games?

A answers

- 5 go cycling
- 6 prepare food at home
- 7 go to bed at 10 p.m.
- 8 watch DVDs

- 12 Work in pairs. Use some of the expressions below to tell your partner about your family's lifestyle.

I watch TV for about two hours every day and four or five at the weekend. My mother cooks ...

- watch TV
- cook at home
- eat fast food
- go for walks
- eat in front of the TV
- sleep eight hours or more
- talk to family
- spend time with friends
- go to bed early

- 13 How 'slow' is your partner's life? Tell the class.

Warm Up

- 1 **Vocabulary** Look at the network and the photos (a-c). Answer the questions.

- What activities are part of a triathlon?
- What equipment do you need for:
a swimming b running c cycling?
- What kinds of races do you like taking part in or watching? Has your school or area got an athletics club/swimming club/cycling club?

Races

Athletics: running races - 100m sprint, 1500m, marathon

Cycling: road races, track races, mountain bike events

Swimming: freestyle, breaststroke, crawl, backstroke

Triathlon: cycling, running, swimming

Equipment

ball, bike (mountain/road/triathlon), boots, cap, goggles, helmet, running shoes, shorts, skis, sunglasses, swimsuit, water bottle, wetsuit

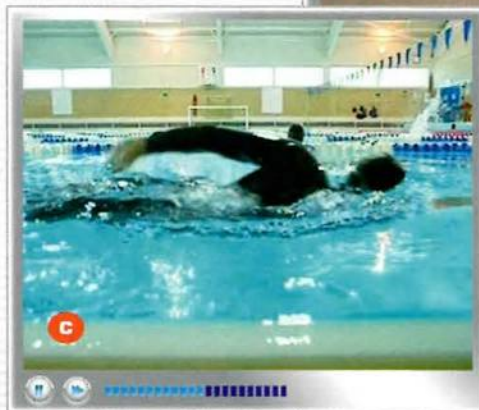
LANGUAGE CHOICE 6: VOCABULARY PRACTICE

Listening

- 2 **1.11 1.12** Listen to a conversation between a student and his PE teacher about triathlon. Check your guesses from Exercise 1.

EГЭ SKILLS BUILDER 2

- 3 **1.13 1.14** Listen again. Choose the best answer to the questions.
- Why is triathlon very good exercise?
a because of the long distances b because you do more than one sport c because you use all your muscles
 - What is Stephen good at?
a swimming and running b cycling and swimming c running and cycling
 - What are the distances for cycling in Olympic triathlon?
a 14 kilometres b 40 kilometres c 44 kilometres
 - What equipment do students at the school need to buy for the cycling part of triathlon?
a goggles b a water bottle c a helmet
 - How often is training for triathlon at the school?
a twice a week b three times a week c four times a week
 - What does Stephen decide to do?
a wait and think about it b start doing triathlon c do the triathlon next year



- 4 Look at the photos (a-c) again. Guess the answers to the questions.

- Which of the two men (1-2) in photo a is the athlete (Simon Lessing) and which is the journalist (Simon Thomas)?
- In what order do they do the three sports?
- How does the journalist feel afterwards?

- 5 **DVD 1** Watch the DVD and check your guesses from Exercise 4.

- 6 **DVD 1** Watch the DVD again. Answer the questions.

- How many times has Simon Lessing been world champion?
- How long is the run (in miles) in the Olympic triathlon?
- How much of the triathlon (e.g. $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$) are they doing today?
- Why are the transition stages between parts of triathlon important?

- 7 Would you like to try triathlon? Why/Why not?

Watching and Speaking

- 8 **1.15 DVD 2** Listen to or watch the dialogue. What do Judy and Adam think about the Tour de France? Find three factual mistakes in the description of the photo below about:

- 1 the man with the camera (x 2)
- 2 the cyclists

- 9 **1.16 DVD 2** Listen to or watch the dialogue again. Complete the sentences in the Talk Builder with the words below.

probably maybe in the middle of on the
right in the foreground in the background
because definitely perhaps on the left
behind

Talk Builder Describing photos

- 1 The three cyclists _____ the photo are very hot.
- 2 Look, that guy _____ with the camera is wearing shorts.
- 3 _____ it's Spain _____ it's hot and sunny there.
- 4 Yes, but it's _____ in France.
- 5 Yes, it's _____ the Tour de France.
- 6 Look at those guys _____.
- 7 The guy _____ is winning.
- 8 Look at those people _____ the cyclists.
- 9 _____ we're near the finish.

EF3 SKILLS BUILDER 37

- 10 **1.17 Pronunciation** Listen and repeat the sentences. Notice the contractions.

- 11 Choose the correct option to complete the description of photo a from Exercise 1.

In the ¹foreground/background of the photo you can see two people. They are ²definitely/maybe athletes because they are running and wearing special clothes. In the ³background/foreground you can see lots of trees and it is sunny so it is probably in the summer. The runner on the ⁴right/left is wearing sunglasses and is very tall. The other man is ⁵probably/definitely more tired because he is smaller and ⁶maybe/because they are running quite fast.

- 12 Choose one of the photos (a-b) on page 128. Write notes to answer the questions (1-4) about the photo.

- 1 What is the picture about? Where is it from? Why do you think that?
- 2 What is happening? Who is in the photo? What are they doing? What are they feeling?
- 3 What time of day/year is it? What is the weather like?
- 4 What else you can see in the photo? (e.g. in the background)

- 13 Work in pairs. Ask and answer the questions in Exercise 12 about the photos.

Your Choice



Language Review Module 1

1 Routines Complete the gaps with the correct words.

My sister is a university student and she is not ¹ _____ organised. She goes to bed ² _____ about 2 a.m. and sleeps only five or six hours ³ _____ night. She doesn't ⁴ _____ breakfast because she is always tired ⁵ _____ the morning. And it takes her an hour to ⁶ _____ a shower and get ready for her classes. ⁷ _____ the weekend, she ⁸ _____ a lot of time with her friends - they ⁹ _____ to clubs and parties. She usually studies ¹⁰ _____ night. I don't think her lifestyle is healthy!

/10

2 EF3 USE OF ENGLISH TASK 2 Making adjectives Fill the gaps with the correct adjectives.

- | | |
|---|------------|
| 11 The film is great. It is a _____ story | BEAUTY |
| 12 and it is _____ at the same time. | FUN |
| 13 Leonardo DiCaprio is a _____ actor | FAME |
| 14 and all his films are _____. | SUCCESS |
| 15 Rome is a _____ city - it has | WONDER |
| 16 lots of _____ buildings. | HISTORY |
| 17 The _____ life of | DAY |
| 18 _____ footballers is often quite ordinary. | PROFESSION |
| 19 It is often cold and _____ in Scotland | WIND |
| 20 but the people are very _____. | FRIEND |

/10

3 Linkers Use the linkers in brackets to rewrite the sentences. Leave out unnecessary words.

- 21 The dress was cheap. It was really nice. (*but*)
 22 Teenagers often wear black clothes. They often have original hairstyles. (*and*)
 23 We have breakfast. We leave home. (*and then*)
 24 My brother likes sport. I prefer reading. (*but*)
 25 My friends don't like theatre. They don't like opera, either. (*or*)

/5

4 Present Simple or Present Continuous Complete the dialogue with the correct form of the verbs in brackets.

- A: Hi, Adam. What ²⁶ _____ (you / do) here?
 B: Hi. I ²⁷ _____ (look for) a book for my sister. She ²⁸ _____ (like) fantasy. And you?
 A: I ²⁹ _____ (buy) some DVDs for my dad. He ³⁰ _____ (learn) Spanish and he ³¹ _____ (want) to watch some Spanish films. What ³² _____ (you / think) about this film? It's by Pedro Almodóvar.
 B: I ³³ _____ (not know) much about Spanish cinema. I only ³⁴ _____ (watch) action films. My sister ³⁵ _____ (have) a lot of Spanish DVDs. I'm sure she can lend you some.
 A: Thanks! So I can spend this money on some games.

/10

5 Describing photos Look at the photo and complete the description with the words below. There are two extra words.

background because behind probably definitely foreground left

The photo shows a group of people having a meal in the garden. They are ³⁶ _____ a family because they are different ages and look a bit similar. In the ³⁷ _____, we can see a big table with a lot of food - it looks really delicious. The people around the table are ³⁸ _____ enjoying the meal because they are all smiling. In the ³⁹ _____, there is a woman in a yellow T-shirt. ⁴⁰ _____ her, we can see a girl and some plants.

/5



Self Assessment

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

Exercise	If you need practice, go to
1	Language Choice 1, 2; Workbook (WB) p.3
2	Language Choice 3; WB p.4
3	Students' Book (SB) p.7 ex 9; WB p.5
4	Language Choice 4, 5; WB p.6
5	SB p.11 ex.11; WB p.8

Objectives: Listen, read and talk about free time activities; read an advert; write an invitation to a party; discuss and describe photos; learn about the Present Perfect and *some/any/no/a lot of/a few/a little*.

EF3 Task Focus: Listening Task 3

TOPIC TALK

- 1 Look at the photos (a-c). What do you think of the hobbies? Classify them:

cool crazy silly boring exciting dangerous
creative relaxing challenging

- 2 **1.19 1.20** Listen to three people. What two hobbies do they each do? Underline their hobbies in the network.

Free time

I'm really into ____.
I do it every *weekend/month*.
I also like ____.
I don't enjoy ____.
I'd like to try ____.
I like it because it's *creative/fun*.

Hobbies

acting, art, cycling, dancing, singing,
freerunning, sport
collecting coins, stamps, music DVDs
making model aeroplanes, jewellery
doing gymnastics, photography, yoga
playing air guitar, the piano,
the saxophone, board games
(e.g. chess), computer games

- 3 **1.21 1.22** Listen again. Why do they like their favourite hobby? How often do they do it?
- 4 **1.23 Pronunciation** Listen and repeat the sentences. Notice the contractions.

EF3 LANGUAGE CHOICE 7: VOCABULARY PRACTICE

- 5 Work in groups. Use the network to talk about *your* free time activities.

a making model aeroplanes

b freerunning

c playing air guitar

CHARLIE CHAPLIN

Warm Up

- 1 Look at the photos (a-d) and read the information about Charlie Chaplin. What kind of characters do you think he played - funny, successful, romantic?



The British comedian, **Charlie Chaplin** (1889–1977) was one of the most creative people of the silent-film era in Hollywood. His character, **The Tramp**, in his big trousers, small jacket, big shoes and funny hat is famous all over the world. His best films are *The Gold Rush*, *City Lights* and *The Great Dictator*.



- 2 1.24 Alex is watching a Charlie Chaplin film. Read and listen to the conversations (1-3). Match them with the photos (a-d). There is one extra photo.

1

Tony: Why are you laughing, Alex? Oh, you're watching Chaplin ...

Alex: Yes, it's *The Gold Rush*, one of my favourite films.

Tony: What's going on? Is the big man trying to kill the Tramp? Has he done something wrong?

Alex: Yeah, he has. He's eaten their last bit of food and they have nothing to eat.

2

Tony: Why is he looking at her like that? Who is she?

Alex: It's Gloria. I think he has fallen in love with her. Just look at his face.

Tony: True, he looks a bit funny.

3

Tony: He's so elegant and the table looks great. What's happening?

Alex: He's made New Year's Eve dinner for Gloria and her friends. He's cooked a turkey!

Tony: So why's he sad?

Alex: The girls haven't arrived. Poor man! He's alone on New Year's Eve.

- 3 Do you think Chaplin's Tramp is funny? What modern comedians do you like? Why?

Present Perfect (1)

- 4 Read the sentences in the Present Perfect. Which 3rd forms of the verbs in **bold** are regular (-ed) and which are irregular?

Affirmative

He **has fallen** in love.

They **have made** dinner.

Negative

He **hasn't cooked** chicken.

They **haven't arrived**.

Questions

Has he done anything wrong?

Have you had lunch?

What **has he done** wrong?

Short answers

Yes, he **has**.

No, he **hasn't**.

Yes, I **have**.

No, I **haven't**.



5 Read the rule. Match the past actions (1-3) with their present consequences (a-c).

- We use the Present Perfect when something happened in the past but we can see its consequences now.

- 1 The Tramp **has eaten** the last bit of food.
- 2 The Tramp **has fallen** in love.
- 3 Gloria and her friends **haven't arrived**.
- a The Tramp is sad.
- b The Tramp is looking at the girl romantically.
- c The man is angry.

Practice

6 Are the verbs below regular (R) or irregular (I)? Write the 3rd forms.

clean - cleaned

be I	break	bring	buy	clean R
close	come	cook	discover	do
drink	eat	fall	find	forget
get	go	have	learn	lose
make	meet	open	pass	put
read	see	take	win	write

IRREGULAR VERBS LIST, PAGE 115

LANGUAGE CHOICE 8

7 Complete the dialogues with the verbs in the Present Perfect.

- 1 A: Why is everybody laughing? Have you done (you / do) something funny?
B: Mike _____ (fall) into the swimming pool, in his best suit.
- 2 A: I'm so happy! I _____ (pass) my final exams!
B: Lucky you! I _____ (not pass) mine. My holidays are ruined.
- 3 A: Be careful! I _____ (break) a bottle and there's a lot of glass on the floor.
B: And of course you _____ (not clean) it up!
- 4 A: Look, he _____ (bring) her flowers!
B: Yes, I think he _____ (fall) in love with her.

LANGUAGE CHOICE 9

Grammar Alive Explaining causes

8 1.25 Listen to three dialogues. Why are Amy, Jane and Sylvia unhappy?

9 Work in pairs. Use the cues to make dialogues.

A: *You look tired.*

B: *I'm fine. I've just run all the way to school!*

A starts

1 look tired

2 look fantastic

3 be okay?

4 look excited

B answers

1 fine / run all the way to school

2 thanks / lose 5 kilograms

3 I am not / eat too much

4 I am / meet a gorgeous boy / girl

B starts

5 look very happy

6 look worried

7 love your dress

8 look sad

A answers

5 I am / win a competition

6 yes / lose my mobile

7 thanks / make it myself

8 I am / fail my driving test

10 Game Work in pairs. Student A say what you are feeling. Student B guess the reason. Use the cues below and your own ideas.

A: *I'm angry.*

B: *Have you had an argument with someone?*

A: *No, I haven't.*

B: *Have you failed a test?*

A: *Yes, I have.*

Feelings:

angry, happy, excited, sad, worried

Reasons:

buy a new dress/CD/computer/bike

break my computer/DVD player

fail/pass a test/exam

learn to drive/make pizza/repair a bike

lose your MP3 player/mobile phone/a game

make a date with someone

win a competition

No Comment

'A day without a laugh is a wasted day.'

Charlie Chaplin

Warm Up

- 1 Do you play computer games? What are your favourites? How often do you play?

Reading

- 2 Work in pairs. One person reads about *Final Fantasy VII* and one person about *The Sims*. Write notes to answer the questions (1-5).

- 1 How old is the game?
- 2 How much does it cost?
- 3 What is the game about?
- 4 What equipment do you need to play it?
- 5 Why is it good fun to play?

- 3 Work in pairs. Ask and answer the questions from Exercise 2.

→ **EF3 SKILLS BUILDER 13**

- 4 **Vocabulary** Now read both adverts. Use the strategies in the Skills Builder to match the words in blue with the meanings (1-6).

- 1 pictures in a computer game **graphics**
- 2 extra computer programs with new characters, places or stories
- 3 places in a game (e.g. a planet)
- 4 the experience of the computer game player
- 5 games with situations from the real world
- 6 games where you become one of the characters

- 5 Would you like to play the two computer games? Why/Why not? Tell the class.

Classic Computer Games

FINAL FANTASY VII


Description

This historic **role-playing game** came out a very long time ago, in 1997. You are Cloud, a young soldier and you travel around the planet and fight against the evil empire of Shinra. The game is for PlayStations 1 and 2. Price: \$40.

Special features

- an absolutely amazing story about friends, love and fighting evil
- fifty hours of fantastic 3D **game-play**
- some really brilliant music by the composer Nobuo Uematsu
- twenty beautiful **locations**
- lots of very exciting battles and nine characters you can play

Reviews

Add to basket  \$40

'This is possibly the greatest computer game ever made.'

Game Fan Magazine

'I was really into this when I was a kid and I think it's my all-time favourite game.' **Don Murphy**



Description

The first version of *The Sims* (2000) is the most successful personal computer game ever! In this great **simulation game** you can make and control people. You can make friends, look for love and get a job. You can make a perfect family or one with lots of problems. This collection has the game and seven extra **expansion packs**. *The Sims* works on most PCs. Price: €20.

Special features

- some really wonderful **graphics** and cool game-play
- very good lessons to help you start playing the game
- with the expansion packs you can have parties, go on holiday and become a star

Reviews

Add to basket  €20

'We've got the new versions of *The Sims* but I don't think they are better than the old *Sims*. I still really love that first version!'

Alison Unwin

'I didn't enjoy playing computer games when I was a teenager and then *The Sims* came along. It was absolutely brilliant!'

Karen Thompson

- 6 Look at the Sentence Builder. How do you say the sentences in your language?

Sentence Builder Opinions

I think (that) *The Sims* is very good.
I don't think (that) *The Sims* is very good.

LANGUAGE CHOICE 10

- 7 Work in pairs. Use the cues below to give your opinions. Add your opinions about other kinds of games.
- old games (good fun/very exciting/interesting)
I don't think that old games are very exciting.
 - simulation games (too long/very good/too easy)
 - sports games (exciting/very interesting/fantastic)
 - car games (difficult/very relaxing/very good)
 - puzzle games (relaxing/too difficult/boring)
 - role-playing games (exciting/too difficult/very interesting)

Listening

EF3 SKILLS BUILDER 2

- 8 1.26 1.27 Use the strategies in the Skills Builder to answer the questions about a radio interview.
- What is the survey about?
a European computer games b European gamers c popular games in Europe
 - In which country do a lot of people play computer games?
a the UK b Finland c Spain
 - How many young gamers regularly do sports?
a $\frac{1}{4}$ (a quarter) b $\frac{1}{3}$ (a third) c $\frac{1}{2}$ (half)
 - What is the proportion of male to female gamers in the UK?
a 38/62 b 51/49 c 71/29
 - On average, how many hours a week do teens play?
a 16 b 5 c 19
 - Most teens play games
a with their family b with friends c on their own
 - Why do people play computer games?
a because it's good fun b because they are bored c because it's exciting
 - Why do people like gaming more than TV?
a it's more relaxing b you need to think c you learn a lot

- 9 **Your Culture** Do many people play computer games in your country? Who are the most active gamers? What games are most popular now?

- 10 **Vocabulary** Look at the Word Builder. Classify the adjectives below as general, negative or strong.

slow fantastic relaxing amazing silly
wonderful good bad new

Word Builder Modifiers

General adjectives

quite/really/very + interesting, creative, ...

Negative adjectives

quite/really/very/a bit + boring, long, difficult, ...

Strong adjectives

really/absolutely + great, perfect, terrible, ...

LANGUAGE CHOICE 11: VOCABULARY PRACTICE

- 11 Work in pairs. Use the Word Builder to say sentences about the things below.

A: *Computer games are really great.*

B: *Yes, they're very exciting.*

computer games board games chess
Charlie Chaplin films dancing
making model aeroplanes photography
collecting stamps singing cycling acting

- 12 Choose a or b. Write notes about why you like it. Use modifiers and adjectives from the Word Builder.

- a your favourite computer game
b your favourite board/card game (e.g. chess)

- 13 Work in pairs. Ask and answer questions about your games.

A: *What's your favourite game?*

B: *I'm really into chess.*

A: *Why do you like it?*

B: *Because it's challenging. You need to think ...*

Your Choice

No Comment

'Video games are bad for you? They said that about rock 'n' roll.'

Shigeru Miyamoto, Japanese game designer

Kazan welcomes the Sabantuy ! (1.28)

Over 1.000.000 **tourists** have come to Kazan, the capital of the Tatarstan Republic, for the Sabantuy **festival** this weekend. They will spend a lot of **money** in Kazan's cafés, markets and souvenir shops over the next few **days**!

The traditional sporting competitions are the **highlight** of the festival. These include a 5,000 metre horse race. In the past, riders had to carry baskets full of eggs, but now they don't have to carry any **objects**. Other popular events are the pole climbing and the traditional wrestling. For the first, young men have to climb a 15-metre pole to claim



the **prize** at the top. Tatar wrestling, however, is the main **event** at Sabantuy. Wrestlers use towels to hold on to and try to knock down their **opponent**. The winner of the last match becomes the hero of Sabantuy. I spoke to Pavel Egerov, who has come to Kazan from St Petersburg with some **friends**. "We just want to have some **fun**," he says. "Do we have any **experience** in wrestling? No, we have no **knowledge** of the sport at all, but we're quite fit. After a few **matches** and with a little **luck**, it won't be any **trouble**!"

Over the last 100 years, Sabantuy has changed. Today it is an international festival attracting a lot of **people** from all over the world, and there are no **signs** that this popular festival will lose its appeal.

Warm Up

- 1 Read the newspaper article about the festival in Kazan. What do these numbers refer to?

1 100 2 15 3 1,000,000 4 5,000

some, any, no, a lot of, a few, a little

- 2 Complete the lists with the nouns in **blue** from the text.

uncountable nouns: *money, ...*

countable nouns (singular): *festival, ... a*

countable nouns (plural): *tourists, ...*

- 3 Find an example in the text for each rule (1-6).

- 1 **some** + uncountable noun: *some fun*
some + countable noun (plural): _____
- 2 **any** + uncountable noun: *any experience*
any + countable noun (plural): _____
- 3 **no** + uncountable noun: _____
no + countable noun (plural): *no signs*
- 4 **a lot of** + uncountable noun: _____
a lot of + countable noun (plural):
a lot of people
- 5 **a few** + plural noun: _____
a little + uncountable noun: *a little luck*

- 4 Read the sentences (1-3) from the text. Underline the correct words in the rules below.

- 1 We just want to have **some** fun.
- 2 Do we have **any** experience in wrestling?
- 3 They don't have to carry **any** objects.

- We usually use *some/any* in affirmative sentences.
- We usually use *some/any* in questions and negative sentences.

- 5 1.29 Choose the correct words to complete the dialogue. Then listen and check your answers.

Kamil: Are you ready for the sack fight tomorrow?

Egor: Well, I've got ¹*a few* / *a little* questions. To begin with, is it dangerous?

Kamil: No, not really. There have been ²*any* / *some* injuries in the past, but nothing serious.

Egor: Oh ... OK. Have we got ³*some* / *any* sacks for the fight?

Kamil: No, we don't need to get ⁴*any* / *some* sacks or straw. The organisers will give them to us.

Egor: Alright. I have ⁵*any* / *no* idea how to play the game, so could you please tell me the rules?

Kamil: Well, there aren't ⁶*a lot of* / *some* rules, it's very simple, really. Two players sit on a log and somebody ties their feet under the log. They have ⁷*some* / *any* sacks filled with straw and they try to knock each other off the log.

Egor: That sounds like fun! Now, let's go and buy ⁸*any* / *a few* souvenirs.

Kamil: You'll have ⁹*a lot of* / *any* time tomorrow for shopping. Tonight we need to get ¹⁰*a little* / *a few* sleep!

LANGUAGE CHOICE 12

- 6 Use the words below and Exercise 3 to make sentences about the photo.

There are a lot of people in the photo but I can't see any children.

people horses men shops houses clouds
injured people children police officers sun

ЕГЭ Writing Workshop 1

1 Work in pairs. Ask and answer the questions.

- 1 Do you enjoy parties? Are you a party person?
- 2 What makes a good party? Put the things (a-e) in order of importance.
a the music b the people c the food and drink
d the place e the time

2 Read the party invitation. Would you like to go to the party? Why/Why not?



We're organising a party to celebrate spring. We're raising money for musical instruments. The party is at the College Sports Hall at 8 p.m. on 23 March.

Don't miss our live rock group, the Xtreme Dodos, or our DJ, Dana, with some really cool dance music. You can also take part in our fancy-dress competition (theme – 'Rock Stars'). Snacks and soft drinks provided. Interested? Contact Nicky Buckley (09876538) or Stu Harvey (01873045).

Text Builder

3 Read the invitation again. In what order can you find this information?

- a Where and when is it?
- b What is there to eat and drink?
- c How much are the tickets? 1
- d What is the party for?
- e Who do you have to contact?
- f Why is it going to be a good party?

4 Now answer the questions in Exercise 3.

- a the College Sports Hall at 8 p.m. on 23 March

5 Look at the Sentence Builder. Which of the linkers (*for* or *to*) comes before a verb? Do the linkers show *when*, *where* or *why* you do something?

Sentence Builder Purpose linkers

- 1 We're raising money **for** musical instruments.
- 2 We're raising money **to** buy musical instruments.

ЕГЭ SKILLS BUILDER 22

6 Use the words in brackets to answer the questions. Use *to* or *for*.

- 1 Why do you listen to music? (relax)
I listen to music to relax.
- 2 Why do you play computer games? (fun)
- 3 Why are you doing this exercise? (learn English)
- 4 Why is he learning English? (get a good job)
- 5 Why do you revise your English? (pass my exams)

7 Write an invitation for a party.

ЕГЭ SKILLS BUILDER 23

- 1 What sort of party do you want to organise? Think about question 2 in Exercise 1 again.
- 2 Write notes to answer the questions in Exercise 3 about your party.
- 3 Use your notes to write your invitation.
- 4 Check your invitation for grammar and spelling mistakes.

8 Work in pairs. Read your partner's party invitation. Would you like to go to his/her party? Tell the class and give reasons.

I think that Susana's party is really cool. It's in a great place and it's got fantastic music.

EFЭ Speaking Workshop 1



- 1 Look at the two messages about the St. Patrick's day parade. What kind of information (e.g. *day, time*) is missing?

Alison

Pierre called. He wants to go to the St Patrick's Day celebrations this ¹ *Saturday*. It starts at ² _____ o'clock. Phone him at Paul's ³ _____ before ⁴ _____ o'clock. His number is ⁵ _____

Pierre

⁶ _____ phoned. Okay, but she's got a ⁷ _____ lesson at ⁸ _____ o'clock. Meet her at ⁹ _____ at ¹⁰ _____ o'clock.

- 2 **1.30 1.31** Listen and complete the phone messages.
- 3 **1.32 Pronunciation** Listen and write the five questions you hear. Then underline the stressed words. Listen again and repeat the questions.
- Can I speak to Alison, please?*
- 4 Match the words (a-c) with the sentences (1-3) in the Talk Builder. How do you say the words in **bold** in your language?

a kilt b celebration c parade

Talk Builder Vague language

- It's **like** a big party.
- There's **a sort of** walk with music.
- The musicians wear **a kind of** skirt for men.

EFЭ SKILLS BUILDER 38

- 5 **1.33 Pronunciation** Listen and repeat the expressions.

- 6 What are these words from the first two modules? Tell the class.

- It's a kind of competition, where people riding horses try to be the quickest. *Horse racing*
- It's a kind of film without sound.
- It's a sort of game where you make and control people.
- It's a kind of person with a very strange life.
- It's a sort of exercise for relaxation.

EFЭ SKILLS BUILDER 39

- 7 Work in pairs. Use vague language to describe three things from the photo in Exercise 1.

- 8 Describe and discuss a photo.

EFЭ SKILLS BUILDER 37

- 1 Look at the photo below. Think about the answers to the questions. Write notes. Use vague language to help you.

- Where is the celebration?
- Why do you think the people are celebrating?

- 2 Work in pairs. Talk about the photo and ask and answer the questions above.



- 9 What is your favourite celebration in your country? Why? Tell your partner.

Objectives: Listen, read and talk about money, shops and markets; write a short advert; act out shopping situations; learn more about the Present Perfect.

EF3 Task Focus: Reading Task 2

TOPIC TALK

1 In which of the photos (a-c) are people earning, spending or saving money?

2 1.34 1.35 Listen to four people (1-4). Match them with their 'money personality' (a-d).

- a spends a lot c worries a lot about money
b saves a lot d is good at making money

3 1.36 1.37 Listen again to the first person. Complete the information in the network.

Money

I'm ¹ *quite good* / not very good with money.

I get ² £6/£16 a week pocket money.

I earn ³ £13/£30 from a part-time job.

I save ⁴ £15/£50 a month and put it in my bank account.

I spend money on ⁵ _____.

I enjoy shopping ⁶ _____.

CDs/music downloads, clothes, computer games, cosmetics (e.g. shampoo, make-up), DVDs, food and drink (e.g. sweets, crisps, soft drinks), going out (e.g. to the cinema), mobile phone calls, presents, second-hand things (e.g. clothes, books)

online (e.g. on eBay)

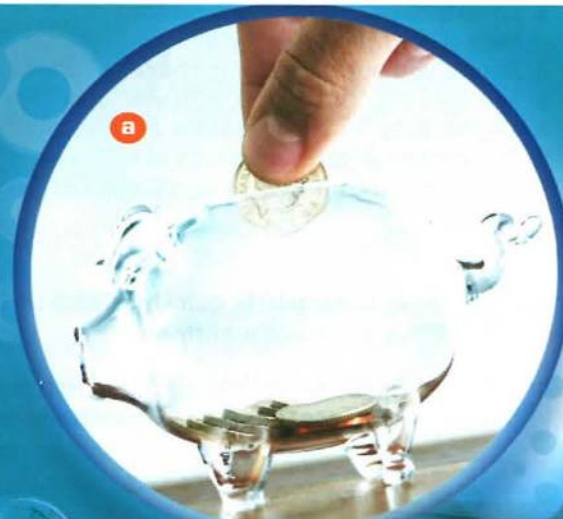
at charity, discount, book, clothes, computer shops

at shopping centres, street markets, supermarkets

4 1.38 **Pronunciation** Listen and repeat the sentences. Notice the numbers.

EF3 LANGUAGE CHOICE 13: VOCABULARY PRACTICE

5 Work in groups. Use the network to talk about *your* life. What is your 'money personality'?



Warm Up

- 1 Work in pairs. Look at the money-saving tips (1-6). Choose the three best tips. Can you add any others? Tell the class.

- 1 When you get money for a present, put it in the bank.
- 2 Before you buy something, check out prices online.
- 3 Sell your old stuff online with your parents' help.
- 4 Go shopping for cheap clothes at charity shops.
- 5 Buy clothes in discount shops or shop in the sales.
- 6 Celebrate Valentine's Day on 15 February.

Reading

- 2 Read the magazine article quickly. Which of the tips from Exercise 1 are *not* mentioned?
- 3 **Vocabulary** Read the article again. Match the words in blue from the text with the definitions (a-j).

- a a large group of people *crowd*
- b to spend (money)
- c the first night of a film
- d not generous
- e something old but valuable
- f careful with money
- g to find out about
- h a blouse or T-shirt
- i some flowers
- j things with a good price

EГ3 SKILLS BUILDER 17

- 4 Use the strategies to match the phrases (a-f) with the gaps (1-5). There is one extra phrase.
- a they are worried about the environment
 - b even Hollywood stars are
 - c young people buy clothes
 - d you buy anything expensive, like jeans, check
 - e young people are buying the latest fashions
 - f there are lots of fun ways to save
- 5 **Vocabulary** Look at the Word Builder. Complete the gaps with the words below. Check your answers in paragraphs 4 and 5 of the text.

packet bouquet pair bit bottle can box

Word Builder Quantities

- 1 a *bit* * of advice/information/fun/luck/water/money
- 2 a ___ of perfume/water/orange juice
- 3 a ___ of chocolates/matches
- 4 a ___ of roses/flowers
- 5 a ___ of cola/lemonade/beans
- 6 a ___ of crisps/biscuits/sweets
- 7 a ___ of jeans/socks/sunglasses

* a bit of can go with all uncountable nouns



1.39

Be Frugal, it's cool!

It's cool to wear second-hand clothes and sell your old things online.

1 It's Saturday afternoon in Birmingham city centre and (1). But one young woman is not with the *crowd*. She is looking for *bargains* in a small charity shop.

2 'I hate paying a lot for clothes,' says Helen Howard, a student at Birmingham University. 'In the past, people thought I was *mean* but now it's cool to be *frugal*. People have less money these days and (2). You can get great bargains in charity shops or at the sales. I bought this Versace *top* for £4.50 and these Diesel jeans for £5.'

3 Helen is typical of the new attitude to money and (3) doing it. 'I love going to markets and second-hand clothes shops to look for things,' says Kiera Knightley. Angelina Jolie wore a \$26 *vintage* dress at a recent *film premiere* and does not use expensive face creams. 'The main thing is to get enough sleep and drink lots of water,' she says.



4 According to Helen, money.
 'For example, have a party and swap clothes, CDs, computer games and books with your friends or sell your old things online. Walk or cycle to school and go to the library to get books and DVDs. One bit of advice is to celebrate Valentine's Day on 15 February. A bouquet of roses, a box of chocolates or a bottle of perfume is up to half price the day after!'



5 Before out prices online.
 You can find some great bargains. 'Always think before you fork out money,' says Helen. 'Also think about small items. Before you get that packet of crisps or can of cola, wait. Do you really need it? And as for that pair of jeans – maybe it isn't so important after all.'



LANGUAGE CHOICE 14: VOCABULARY PRACTICE

6 Replace the words in *italics* with words from Exercise 5.

1 *a bit of*

I am good at saving money and finding bargains. I had ¹*some* money from my parents for my birthday and I bought ²*some* shoes in a charity shop for £5! When I go out, I sometimes buy ³*some* cola or ⁴*some* crisps – but not very often. I always carry ⁵*some* water and ⁶*some* peanuts with me. When I want ⁷*some* flowers to give to my girlfriend I always pick them from our garden. And I always buy Christmas presents after Christmas in the sales. You can get ⁸*some* chocolates for half the price!

Writing

7 Look at the adverts. Do you think the items are good value? Why/Why not?

FOR SALE €2



Rock T-shirt
 This small, black cotton T-shirt is in good condition. It's not new but it still rocks!

Contact Mark: 098654223
 Please phone after 7 p.m.

**For Sale
 Only €14**

Nearly-new Casio watch with silver metal bracelet (Classic A168W-1) This cool men's watch has got an alarm clock, stopwatch and lithium battery.
 Contact Simon: 06514321



8 Look at the Sentence Builder. Find more adjectives in the adverts for each category.

Sentence Builder Adjective order

Opinion Size/Age Colour Material Make/Type Noun
 a nice small green leather woman's jacket

EF3 SKILLS BUILDER 24

9 Order the adjectives.

- | | |
|------------------------------|---|
| 1 (metal / green) sunglasses | 4 (fantastic / mini) skirt |
| 2 (school / new) bag | 5 (new / cool) MP3 player |
| 3 (brown / small) wallet | 6 (role-playing / exciting) computer game |

10 What have *you* got to sell? Choose an object and write an advert for it. Think about age, size, colour, price, etc.

11 Bring your object into class. Try to sell it to your classmates!

No Comment

'Saving money is a fine thing – especially if your parents have done it for you.'

Winston Churchill, former British Prime Minister

MY FAVOURITE SHOP

Warm Up

- 1 Look at the photo of the shop. Which of the things below do you think it sells?

costumes DVDs comics food
games computers magazines
masks

- 2 Read the reviews and check. Would you like to visit the shop? Why/Why not?

- 3 Read the reviews again. Which reviewer:

- 1 is into reading comics?
- 2 has a family who like fantasy?
- 3 has met someone famous in the shop?



FAVOURITE THINGS

Forbidden Planet

(1.40)

1 Have you ever visited Forbidden Planet? It's great for sci-fi, horror and fantasy fans. I've visited the shop hundreds of times and I've never left without a bargain. It's got everything – magazines, comics, books and DVDs. You ask for the latest role-playing game and they have already ordered it! I've found old comics there that you can't find in any other shop. Occasionally, writers or comic book artists come and sign their books (but the shop can't get you Tolkien's signature on your copy of *The Lord of the Rings*!). I've often bought signed books there (they are worth a fortune now!). **Gandalf**

2 Discover geek wonderland! I can spend hours there. They've got lots of DVDs and gadgets. I've always found great presents there: a DVD of *Spirited Away* for my sister, a toy figure of Frodo for my cousin, a replica of Indiana Jones' hat for my dad, a Darth Vader costume for my little brother. The shop is great for *Star Wars* fans, too: I've bought three light sabres there. Oh and I've seen famous people in there a couple of times. Have you been there yet? Go now and 'may the force be with you!' **Leia**

Present Perfect (2)

- 4 Read the Present Perfect sentences (1-3) from the text. Underline the correct words in the rule below.

- 1 I have always found great presents here.
- 2 I have bought three light sabres here.
- 3 I have seen famous people in here a couple of times.

- We use the Present Perfect when *we know/we do not know or care* exactly when the past action happened.

- 5 Find six examples of the Present Perfect in the first review.

Practice

- 6 Use the cues to make sentences in the Present Perfect.

- 1 Gandalf / find / old comics / at Forbidden Planet
Gandalf has found old comics at Forbidden Planet.
- 2 Leia / buy / some great presents there
- 3 Leia / see / famous people / a couple of times / in the shop
- 4 Gandalf / not buy / a book with Tolkien's signature
- 5 Leia / be / to the shop / many times
- 6 Leia / spend / a lot of money there

→ LANGUAGE CHOICE 15

- 7 Look at the Sentence Builder and complete sentences (1-6) with the correct form of the Present Perfect and *ever* or *never*.

Sentence Builder *ever/never*

Have you **ever** visited Forbidden Planet?
I have **never** left without a bargain.

- 1 My dad has never bought (buy) clothes in a second-hand shop.
 - 2 _____ (you / sell) anything?
 - 3 I _____ (visit) an open-air market.
 - 4 _____ (you and your friends / spend) all day in a shopping mall?
 - 5 My parents _____ (give) me expensive presents.
 - 6 _____ (you / be) to a designer shop?
- 8 Look at the Sentence Builder below. Which word, *already* or *yet*, is used with **a** affirmative sentences? **b** questions and negative sentences? Translate the two words into your language.

Sentence Builder *already/yet*

They have **already** ordered it.
Have you been to Forbidden Planet **yet**?
I haven't been there **yet**.

LANGUAGE CHOICE 16

- 9 Work in pairs. Use the cues to make dialogues with *already* or *yet*.
- 1 A: *earn money?* → B: *find a job*
A: *Have you earned any money yet?*
B: *No, I haven't. But I have already found a job.*
 - 2 A: *buy Christmas presents* →
B: *buy a Christmas tree*
 - 3 A: *buy a laptop?* →
B: *save some money for one*
 - 4 A: *do your homework?* →
B: *write the essay for Monday*
 - 5 A: *wash the dishes?* →
B: *clean my room*

Grammar Alive Experiences

- 10 1.41 Listen to two dialogues. Match the people (1-4) with the experiences (a-d) and write sentences about them in the Present Perfect.

Jake has been to the Alps.

- | | |
|---------|---|
| 1 Jake | a see Hugh Grant |
| 2 Colin | b be to the Alps |
| 3 Sara | c climb Ben Nevis |
| 4 Amy | d see Brad Pitt and George Clooney on the telly |

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

A: *Have you (ever) found money in the street?*
B: *No, I haven't. But I've won money in the lottery.*

A starts

- 1 find money in the street?
- 2 do shopping online?
- 3 buy clothes in a charity shop?

B starts

- 4 earn money?
- 5 find bargain in a shop?
- 6 buy a computer?

B answers

- 1 win money in the lottery
- 2 check out prices online
- 3 buy books in second-hand bookshop

A answers

- 4 receive pocket money
- 5 find bargain in a market
- 6 buy a computer game

- 12 Use the cues below to write true sentences about your life. Use the Present Perfect and *already* or *yet*.

I haven't finished school yet.

finish school pass my driving test be abroad
choose a future job read *Hamlet*
have a girlfriend/boyfriend see ... (a new film)
listen to the news today drive a car

- 13 Use the cues to write the quiz questions. Ask and answer the questions in pairs and check your answers on page 114.

1 *Have you ever bought second-hand clothes?*

Are you extravagant or frugal?

- 1 buy second-hand clothes
- 2 save all your birthday money
- 3 buy an expensive mobile/MP3 player
- 4 stay in a tent
- 5 spend all your money in one day
- 6 try an expensive sport (e.g. golf, sailing, tennis)
- 7 visit a fashionable club
- 8 have a holiday in a four-star hotel

Warm Up

- 1 **Vocabulary** Put the words (a-g) into the correct category in the network.

a = **Accessories** (footwear)

a a pair of shoes

b a clock made in 1854

c a 1971 John Lennon record

d batteries

e a pair of earrings

f a Persian carpet

g a kilo of bananas

Antiques:
furniture,
silver and gold,
old books, old
records

Electronic goods:
computer games,
CDs, DVDs,
videos

Market products

Arts and crafts:
leather goods,
ceramics, textiles

Food and drink:
fruit and vegetables,
meat and poultry,
fish and seafood,
herbs and spices

Clothes:
men's/women's,
designer, second-hand,
shoes

Accessories:
handbags, jewellery,
scarves

LANGUAGE CHOICE 17: VOCABULARY PRACTICE

Listening

- 2 **2.1 2.2** Listen to an interview about the markets in the photos (a-c). Which of the markets:

- 1 has up to 400,000 visitors a day? **b**
- 2 has different kinds of antique goods?
- 3 has good clothes for young people?
- 4 has a good place to buy old records?
- 5 has 4000 different shops?
- 6 has fantastic exhibition of crafts?

- 3 **2.3 2.4** Listen again. What bargains can you get in each market?

- 4 **Your Culture** Work in pairs. Ask and answer the questions.

- 1 What famous markets are there in your country?
- 2 What markets are there in your area? What can you buy there? Are things cheaper than in normal shops?

DVD Choice

- 5 **DVD 3** Watch the documentary about Camden market. Which of the products from the network in Exercise 1 can you see?

- 6 **DVD 3** Watch again. Are the sentences true (T) or false (F)?

- 1 There are three different markets at Camden. **F**
- 2 The market is over fifty years old.
- 3 The Roundhouse was a famous shop.
- 4 10,000 visitors come to the market every weekend.
- 5 Camden is a good place for alternative clothes.
- 6 There are no street performers at Camden.

- 7 **Work in pairs.** Ask and answer the questions.

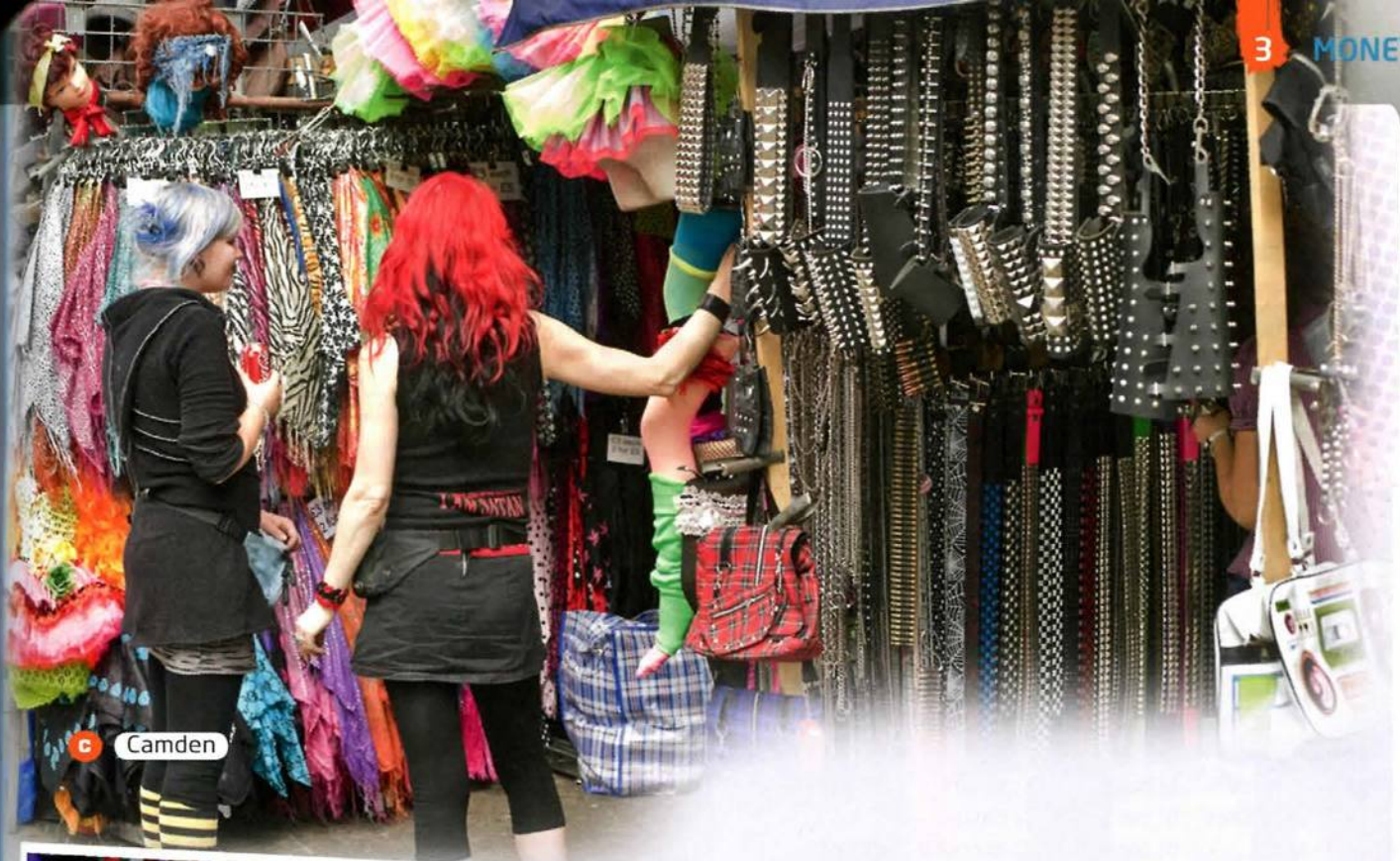
- 1 Would you like to visit Camden?
Why/Why not?
- 2 What would you like to buy or do there?



a Izmailovo market



b Grand Bazaar



Camden



Watching and Speaking

- 8 **2.5 DVD 4** Listen to or watch the situation in Camden market. Answer the questions.

- 1 Who is Sophie buying a present for?
- 2 What size T-shirt does she choose?
- 3 What's the problem with the T-shirt?
- 4 How much does the scarf cost?
- 5 How much change does she get?
- 6 Why can't the shopkeeper wrap the scarf?

- 9 **2.6** Look at the Talk Builder. Listen to the expressions and complete them.

Talk Builder Shopping

- A: Can I ¹ _____ you?
 B: Yes, can I have a look at those ² _____, please?
 A: What ³ _____?
 B: Medium. ⁴ _____ I try it on, please?
 A: Of course, the changing ⁵ _____ is over there.
 B: It's a bit too ⁶ _____. How much is this ⁷ _____?
 A: Seven pounds ⁸ _____.
 B: Okay. Can I have this ⁹ _____, please?
 A: Thanks. ¹⁰ _____ pounds fifty change.
 B: Could you wrap it up, ¹¹ _____?
 A: I'm ¹² _____. I haven't got any paper.

EG SKILLS BUILDER 40

- 10 **2.7 Pronunciation** Listen and repeat the questions from the Talk Builder. Notice the polite intonation.

EG SKILLS BUILDER 40

- 11 Work in pairs. Act out the dialogue in the Talk Builder.
- 12 Imagine that you are going to Camden Market. Choose two things to buy. Then work in pairs. Take turns to act out the dialogues at the market.
- 13 What did you buy from your partner? Tell the class.

I bought a goth T-shirt and a pair of boots!

Language Review Modules 2 and 3

1 EF3 USE OF ENGLISH TASK 3 Money Choose the correct option (a, b, c or d).

I'm not very ¹_____ with money. My parents give me £50 ²_____ money a month and I don't put any of it into my bank ³_____. I ⁴_____ this money at music shops: I am really ⁵_____ heavy metal. I buy a lot of CDs ⁶_____ - internet auctions are great for CDs. I like listening ⁷_____ music because it relaxes me. I also like playing ⁸_____ computer games. I save a lot of money ⁹_____ clothes because I only buy ¹⁰second-_____ clothes at charity shops.

- 1 a) good b) bad c) smart d) excellent
- 2 a) pocket b) personal c) cash d) private
- 3 a) bill b) receipt c) account d) note
- 4 a) have b) get c) receive d) spend
- 5 a) to b) into c) in d) onto
- 6 a) online b) off line c) digitally d) traditionally
- 7 a) for b) at c) to d) into
- 8 a) in b) -- c) with d) for
- 9 a) for b) with c) to d) on
- 10 a) sort b) use c) hand d) rate

/10

2 Modifiers/Quantities Complete the text with the correct words.

My family is ¹¹really/quite wonderful. So for my birthday, my brother gave me a ¹²_____ of roses - they were ¹³very/absolutely perfect. My mum bought me a ¹⁴_____ of designer jeans. They are ¹⁵a bit/very small but I wear them every day. I got a ¹⁶_____ of perfume and a ¹⁷_____ of chocolates from my father. He is usually ¹⁸a bit/quite creative but this time his presents were ¹⁹a bit/absolutely boring. Anyway, he is ²⁰quite/really fantastic.

/10

3 Adjective order/Purpose linkers Order the words in the sentences.

- 21 leather / new / I've got / cool / trousers
- 22 chess / for / I play / fun
- 23 songs / to / I learn / my English / improve
- 24 green / some / I bought / nice / socks
- 25 bag / I put it in / plastic / a / blue

/5

4 Present Perfect Complete the dialogue with the verbs in the Present Perfect.

- A: ²⁶_____ (you / see) the last Johnny Depp film?
B: No, I ²⁷_____ (not see) any of his films.
A: Why are you crying? What ²⁸_____ (happen)?
B: Someone ²⁹_____ (steal) my wallet.
A: I'm so happy. I ³⁰_____ (win) a trip to London!
B: Lucky you! I ³¹_____ (not be) to London.
Can I come too?

/6

5 Present Perfect and adverbs Choose the correct adverb in brackets. Put it in the correct place in the sentence.

- 32 I've earned a lot of money. (ever/never)
- 33 Has your class been on a class trip? (already/yet)
- 34 Have you tried sushi? (ever/already)
- 35 I've passed my driving test. (already/yet)
- 36 My team has won a football game. (never/yet)

/5

6 some, any, no, a lot of, a few, a little Choose the correct words to complete the sentences.

- A You need ³⁷a few/a little luck during the exam if you don't have ³⁸any/no knowledge.
B Have you got ³⁹a few/some time to help me find ⁴⁰any/a few Christmas presents?
C There is ⁴¹a lot of/a few blood in ⁴²some/any horror films.
D I've got ⁴³any/no experience but ⁴⁴a lot of/a little famous people started their careers like that.

/8

Self Assessment

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

Exercise If you need practice, go to

1	Language Choice 7, 13; WB p.21
2	Language Choice 11, 14; WB p.14
3	SB p.23 ex 8, WB p.16; p.23
4	Language Choice 8, 9, 15; WB p.12; p.24
5	SB p.25 ex 7, 9; Language Choice 16, WB p.24
6	Language Choice 12, WB p.15

Objectives: Read, listen to and tell stories; write an email and describe an experience; learn about the Past Simple, Past Continuous and Present Perfect.

ETP Task Focus: Listening Task 2



TOPIC TALK

- 1 Look at the pictures (a-c). Which of the stories looks the most interesting? Why?
- 2 **2.9 2.10** Listen to three descriptions (1-3). Match them with pictures (a-c).
- 3 **2.11 2.12** Listen again to one of the descriptions. Complete the information in the network.
- 4 **2.13 Pronunciation** Listen and repeat the sentences. Notice the expression with *it's*.
- 5 Work in groups. Use the network to talk about *your* favourite book or film.

→ **LANGUAGE CHOICE 1B: VOCABULARY**

Stories

My favourite ¹book /film is *The Count of Monte Cristo* by Alexandre Dumas.

It's ²_____.

It takes place in ³France/Spain.

It's about a young ⁴soldier/sailor. Some soldiers arrest him and then take him to a prison ⁵on an island/in Ireland.

It's really ⁶_____.

Types

a/an adventure, cowboy, crime, detective, fantasy, folk, ghost, historical, horror, love, science fiction, short story

a bestseller, classic, comedy, fairy tale, romantic comedy, romance, thriller

Opinions

boring, brilliant, depressing, exciting, funny, imaginative, interesting, romantic, sad, scary, violent

Warm Up

- 1 Read the information about the Glencoe Massacre. What is the link between the Massacre and the photo below?

The Glencoe Massacre

In the winter of 1692, British soldiers and members of the Campbell clan killed almost forty of the MacDonalds of Glencoe, in Scotland, in their homes. Another forty people, mainly women and children, died of cold when they were trying to escape.

- 2 Read the text. Who was the old man? What was strange about him?

Some years ago, I was in Scotland (2.14) with a group of friends. We all **loved** Scottish mountains so we **went** hiking there almost every year.

We were walking through a beautiful valley called Glencoe, when we **saw** a tall man standing beside the road. He had long white hair and was wearing a kilt. He was carrying a stick. He **looked** like a character out of a history book. We **asked** him to join us for a group photo. He **agreed** but he never said a word. So I **took** the photo and we walked on. When I turned round a moment later to wave goodbye, he was not there.

That evening, when we were having dinner at the local inn, we asked the owner about the old man. 'Ahh! You've met the ghost of Glencoe!' he said. 'He was killed during the massacre 400 years ago. His spirit still walks along the River Coe.'

Later that night, when I was looking through the photos, I discovered something odd about the group photo that we took. The old Scotsman wasn't there. There was just an empty space between my friends.



- 3 **Your Culture** Do you know any ghost stories from your country? Tell the class.

Past Simple and Continuous

- 4 Complete the lists with regular and irregular verbs in the Past Simple from the text.
regular verbs: *loved*, ...
irregular verbs: *went*, ...
- 5 Find the verbs in **red** and in **blue** in the text. Match the two groups with the uses of the Past Simple.
- a events in the past
b states, situations and habits in the past
- 6 Read the sentences in the table. Find more examples of the Past Continuous in the text.

Affirmative

*He **was wearing** a kilt.*

*We **were wearing** kilts.*

Negative

*He **wasn't wearing** a kilt.*

*We **weren't wearing** kilts.*

Questions

***Was** he **wearing** a kilt?*

***Were** they **wearing** kilts?*

***What was** he **wearing**?*

Short answers

Yes, he was.

No, he wasn't.

Yes, they were.

No, they weren't.

- 7 Read the sentence from the text. Complete **a** and **b** with the names of the tenses.

*We **were walking** through Glencoe when we **saw** a tall man.*

- a a background activity/situation (Past _____ tense)



- b an event or a point in time (Past _____ tense)



Practice

- 8 Use the Past Continuous or the Past Simple to answer the questions about the text.

1 What were the tourists doing when they saw the strange man?

They were walking in Glencoe.

2 What did the tourists do when they saw the strange man?

3 What did the man do when they invited him to join them for the photo?

4 What were the tourists doing when they spoke to the owner of the inn?

ЕГЭ LANGUAGE CHOICE 19

- 9 Use the cues, the Past Simple and the Past Continuous to write sentences about ghost sightings.

1 stay in an old hotel - see a man in sixteenth-century clothes

I was staying in an old hotel when I saw a man in sixteenth-century clothes.

2 camp with friends - hear a strange noise near our tent

3 walk my dog - see a ghostly figure in the distance

4 visit a castle - see a lady in white with no head

5 climb a tower - a man on a black horse fly past me

6 visit a church - hear a horrible scream

- 10 Work in pairs. Find out what your partner was doing at the times below. Ask and answer questions in the Past Continuous.

A: *What were you doing on Sunday at 5 p.m.?*

B: *I was watching a DVD.*

- on Sunday at 5 p.m.
- at 9 p.m. last night
- at 7 a.m. this morning
- yesterday at 4 p.m.

Grammar Alive Telling an anecdote

- 11 2.15 Listen to Anna, Peter and James talking about their last holiday. Which of them:

- a didn't go on holiday? b had a very wet experience?
c did something nice for a stranger?

- 12 Work in pairs. Use the pictures and the cues to talk about the situations.

I was eight years old. It was my birthday and I was very excited. I was running downstairs when ...



- 1 eight years old - excited, run downstairs - fall - break arm



- 2 ride bike on holiday - big dog run towards me - fall off bike - into river



- 3 walk in mountains - talk to friends - see £20 on the ground - buy lunch for everyone



- 4 sit in class - form teacher explain the school rules - my mobile ring - get my first punishment

- 13 Choose a situation (a-c) or your own idea. Write notes for a short anecdote (real or invented). Describe the background and what happened.

- a your first memory b a holiday adventure
c a dangerous/scary situation

- 14 Tell your anecdotes in groups. Ask and answer questions about your memories.

A: *What were you doing?*

B: *I was playing in the garden with my sister. My parents were reading.*

C: *What happened?*

B: *I fell out of a tree and broke my arm!*

Warm Up

- 1 Look at the photos (a-d) from *The Count of Monte Cristo*. Try to guess the order of the events.

Reading

- 2 Read part one of the story quickly and check your guesses from Exercise 1.



Part One

(2.16)

It was 1814. Louis XVIII was King of France and the ex-emperor Napoleon was in exile on the island of Elba in the Mediterranean. A young sailor on a French ship, Edmond Dantès, was in Elba and agreed to take a secret letter from Napoleon to his supporters in France. After Edmond returned to his home city of Marseilles, a royal judge found out about the letter. Then, on the day of Edmond's wedding to his beautiful girlfriend, Mercedes, the king's soldiers came to his house and arrested him.

From the boat, Edmond saw the Château d'If. 'No prisoners ever leave that terrible castle alive!' he thought.

The guards put Edmond into a small, dark underground cell. Days, weeks and months passed and Edmond was afraid of going mad. Then, one evening he heard a noise under the floor. Suddenly, a hole appeared and an old man climbed out of a tunnel.

'Hello, my name is Faria,' he said. The two men soon became very good friends. Faria was a wise priest and taught Edmond a lot about languages and science. When Faria became very ill, Edmond looked after him and saved his life. Later, Faria told Edmond about some fantastic treasure on the small island of Monte Cristo.

When Faria died a few years later, the

guards put his body into a bag. This gave Edmond a good idea. 'Only dead people leave this prison!' He opened the bag with Faria's knife, took the body to his cell and put it in his bed. After that, he got into the bag and waited patiently.

Two guards carried Edmond outside and tied a heavy stone around his feet. It was cold and he could hear big waves around the prison.

Luckily, Edmond was a sailor and was not afraid of the sea.

The guards picked up the bag and threw it into the sea. Edmond fell and fell and then hit the water. The stone pulled him down and down but in the end Edmond cut open the bag, cut off the stone and came to the surface. He was free!

3 Read the story. Answer the questions.

1 Why did the soldiers arrest Edmond?

because he took Napoleon's letter to France

2 Where did the judge send him?

3 Where did they keep him?

4 Who was Faria and how did he help Edmond?

5 Why did Faria tell Edmond about the treasure?

6 How did Edmond plan to escape?

7 What did the guards do with the bag?

8 How did Edmond get out of the bag?

4 Your Culture What classic stories do you know in your language? Which is your favourite?

5 Look at the Sentence Builder. How do you say the sentences in your language?

Sentence Builder

Adjectives and prepositions

Edmond was not afraid of the sea.

He was afraid of going mad.

LANGUAGE CHOICE 20

6 Work in pairs. Use the cues and your ideas to ask and answer questions.

A: *What are you good at?*B: *I'm good at playing tennis. And you?*

bad at/good at tennis/dancing/playing football
 (not) interested in reading classics/
 collecting things/playing video games/computers/art
 (not) afraid of flying/the dark/heights
 worried about/relaxed about exams/
 marks at school/being late/losing things

Listening

EГ SKILLS BUILDER 3

7 2.17 2.18 Listen to part two of the story. Use the strategies in the Skills Builder to decide if the sentences are true (T), false (F) or there is no information (NS).

- 1 A big ship rescued Edmond from the sea. *F*
- 2 The ship took him to the island of Monte Cristo.
- 3 Edmond stayed on the island for a few days to look for the treasure.
- 4 He found the treasure in a cave and took some of the silver.
- 5 After Edmond found the treasure, he paid the captain well.
- 6 He bought a big boat and returned to collect more of the treasure.
- 7 He changed his name to the Count of Monte Cristo.

8 2.19 Vocabulary Listen to the sentences from the story. Match the verbs (1-7) in the Word Builder with the meanings (a-e).

- | | |
|-------------------|----------|
| a go directly | d arrive |
| b collect someone | e leave |
| c return (x 3) | |

Word Builder Multi-part verbs (1)

- 1 pick (someone) up
- 2 get to (a place)
- 3 come back to (a place)
- 4 go away
- 5 go back to (a place)
- 6 sail back to (a place)
- 7 go straight to (a place)

LANGUAGE CHOICE 21: VOCABULARY PRACTICE

9 Correct these sentences about your life.

- 1 My dad always picks me up from school at four o'clock.
My mum sometimes picks me up from school at three o'clock.
- 2 I usually get to school at ten o'clock.
- 3 When I get to school in the morning I go straight to the cafeteria.
- 4 In September, I go back to school after the holidays.
- 5 I feel sad when my sister goes away to university.
- 6 I went back to my old primary school last week.

10 Memory Game. Work in groups of three. Choose two of the things (a-c) to remember from the story. Close your books and write notes.

Edmond - in underground prison cell/E met a priest - Faria/F knew a lot

- a what happened (the events in the story)
- b information about the characters
- c information about the places/objects

11 How much can you remember? Each person gives a piece of information. The last person to stop is the winner!

- A: *Edmond met a priest in the prison.*
 B: *The priest knew a lot.*
 C: *Edmond's prison cell was underground.*

No Comment

'I took a speed-reading course and read *War and Peace* in twenty minutes. It's about Russia.'

Woody Allen, American film director

Warm Up

- 1 Look at the phrases below. Order the events in a 'typical' romance.

1 - *meet somebody*

go out with somebody fall in love with somebody
 meet somebody get married go on a date
 get on well with somebody ask somebody out
 get engaged

- 2 Read the text. How did Michael and Juliet meet and get engaged?

Love is in the air (2.20)

A man fell in love with a passenger on a flight from Belfast to Newcastle and the airline helped him find her. Juliet in seat 2B and Michael in 2C got on brilliantly - but Michael was shy and he didn't ask Juliet for her phone number. Later he contacted the airline with a message for Juliet: 'Please get in touch!'. Juliet phoned him and agreed to go on a date with him. They told us about their romance.

Michael said, 'I've never met a woman like Juliet. I fell in love at first sight.'

Juliet said, 'I've fallen in love a few times but not like this. This is a fairytale romance.'

A spokeswoman for the airline said, 'We have had all kinds of problems: people have lost their luggage, men have asked for our flight attendants' phone numbers. There have been some strange requests but not like this one.'

Michael and Juliet have just got married and are now on their honeymoon in Spain.



Present Perfect and Past Simple

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

- 1 Juliet **has fallen** in love a few times.
- 2 Michael **fell** in love at first sight.
- 3 Michael **didn't ask** Juliet for her number.
- 4 Men **have asked** for our flight attendants' phone numbers.

- a We know exactly when it happened in the past e.g. (during the flight to Newcastle).
- b We don't know or it doesn't matter when it happened in the past.

- 4 Match the pictures (a-b) with the sentences (1-2). Which activity happened recently and has visible consequences in the present?

- 1 They have fallen in love.
- 2 They fell in love in the 1950s.



b



- 5 Match the questions (1-4) with the responses (a-b).

- | | |
|---|---------------------------------------|
| 1 Why are you so happy? | a I fell in love. |
| 2 Why did you get married? | b Oh, I've fallen in love. |
| 3 Is Dima Bilan popular with women? | a Yes, he's had a lot of girlfriends. |
| 4 Was Charlie Chaplin popular with women? | b Yes, he had a lot of girlfriends. |

LANGUAGE CHOICE 22

- 6 Complete the interview with the verbs in the Present Perfect or the Past Simple.

- 1 A: I ¹ Have you ever been (you / ever be) married?
 B: No, I ² _____ (not be) married but I ³ _____ (be) engaged a few times. I ⁴ _____ (meet) my girlfriend in 2009, when I ⁵ _____ (go) skiing in Caucasus.
- 2 A: How ¹ _____ (your parents / meet)?
 B: On a train. My dad ² _____ (help) my mum to carry her backpack.
 A: Are they happy?
 B: Oh yes, I ³ _____ (never / see) a happier couple.

- 7 Work in pairs. Use the cues below to start conversations about past experiences. Then ask two questions about details.

- A: *Have you been abroad?*
 B: *Yes, I have.*
 A: *Where did you go?*
 B: *To Italy.*

Have you (ever)

be abroad? travel by plane? read a book in English?
 earn some money? break your leg or arm?

ЕГЭ Writing Workshop 2



- 1 Look at the pictures and read Jack's email.
Who is Andy?

a his friend b his cousin c his brother

Subject: The weekend

To: Andy andrevans@bt.internet.com

From: Jack's jackokemp@talk39.com

Hi Andy,

1 How are things? Everything's fine here - school is the same - but I had a real adventure at the weekend.
2 On Saturday, I was at my mate Sam's farm. We were having a great time on quad bikes when Sam suddenly shouted: 'A bee's stung me!' At first, I didn't think it was serious but then Sam's hand became red and swollen and he couldn't breathe properly. I phoned Sam's mum immediately. After that, I took Sam back to the farmhouse on his quad. It took ten minutes but felt like hours. Luckily, the ambulance was there and they quickly took him into hospital. In the end, Sam was fine. Later, Sam's parents gave me one of their quad bikes as a reward and I was really happy!

3 Write soon. Love to Auntie Sue, Uncle Dave and grandma.

Jack

- 2 Read the email again. Imagine you are Jack.
Answer the questions.

- 1 Where were you?

I was at Sam's farm.

- 2 Who was with you?
3 What were you doing?
4 What happened?
5 Why was it scary?
6 What did you do?
7 What happened in the end?
8 How did you feel?

Text Builder

- 3 Analyse the email.

- Match the parts of the email (1-3) with:
a his experience b introduction c ending
- Find words and expressions that mean:
a Please, write. b I'm okay.
c Give my love to ... d How are you?
e Hello ...
- Find linkers in blue that:
a describe the order of events (x 4) at first
b describe how things happen (x 2)
c give opinions (x 1)

ЕГЭ SKILLS BUILDER 25

- 4 Look at the story linkers in the Skills Builder.
Choose the correct linkers to complete the story below.

I was playing tennis when I ¹ suddenly/ immediately/quickly heard the ambulances.
² After that/At first/In the end, I thought it was a car accident but then I saw smoke in the town centre. I ³ suddenly/immediately/luckily rang my mum because her office is there but there was no reply. ⁴ At first/After that/In the end, I rang my sister but she didn't know anything. So I got on my bike and rode ⁵ suddenly/quickly/late into town. I was going over the bridge when my mum rang. She was all right. She ⁶ after that/in the end/immediately came over and picked me up in the car. She told me about the fire. It was in her building but ⁷ in the end/luckily/suddenly nobody was hurt.



- 5 Write an email to a friend about a frightening experience.

ЕГЭ SKILLS BUILDER 26

- Think of a scary experience. Use the ideas below or invent your own story.
• a fire • an accident
• a medical emergency • a robbery
- Write notes to answer the questions in Exercise 2 about your own experience.
- Use your notes to write your email.
- Check your email for these things:
• parts of the story that are not clear
• mistakes with vocabulary and grammar
• organisation and layout

EF3 Speaking Workshop 2



1 **2.21 2.22** Look at the picture and find two differences from the email in Writing Workshop 2. Then listen and find five more differences.

2 **2.23 Pronunciation** Listen to Kelly's reactions (1-4). Match them with their meanings (a-d).

- | | |
|-----------|---|
| 1 Mm. | a very surprised (about something good) |
| 2 Oh no! | b interested |
| 3 Wow! | c not interested |
| 4 Really? | d very surprised (about something bad) |

3 **2.24** Listen again to her reactions and repeat them. Notice the intonation.

4 Look at the Talk Builder. Which of the oral linkers in **bold** do we use to:

- a link two events? b go back to the story?
c hesitate?

Talk Builder Telling stories

- Err ... Well, I was at my mate Sam's farm.
- Anyway, we stopped in a field.
- Umm ... You know, I didn't think it was serious.
- But then it started to go red and swollen.
- And then he couldn't breathe properly.

EF3 SKILLS BUILDER 41

5 Work in pairs. Complete the sentences to tell a story. You can add your own ideas.

A: What did you do yesterday/last week/ at the weekend?

B: Well, I went to the cinema/a concert/ a football match.

A: Mm./Really?

B: Anyway, I met my ex-boyfriend/girlfriend/an old friend/my favourite film star.

A: Wow!/Really?

B: You know, we talked a lot. And then we went to a café/club/luxury restaurant.

A: Mm./Really?

B: Well, we were talking/dancing/having dinner but then he/she left because he/she suddenly felt ill/his/her mum rang/journalists were taking photos of us.

A: Mm./Oh no!

6 Tell a story about a frightening experience.

EF3 SKILLS BUILDER 41

1 Reread your story from Writing Workshop 2.

EF3 SKILLS BUILDER 42

2 Use the strategies in the Skills Builder to prepare to tell your story. Use your notes from Writing Workshop 2.

3 Work in pairs. Take turns to tell your story to your partner. When you listen, use phrases from the Talk Builder to show surprise and interest.

7 Tell the class about your partner's story.

Monika's story is really scary. It's about an accident at a pond. It took place on a farm when she was only three. She was playing near the pond when she fell in ...

GENERATIONS

Objectives: Listen, read and talk about family, generations and style; express opinions, agree and disagree; write opinions; learn more about the Present Perfect.

EF3 Task Focus: Reading Task 1; Listening Task 2



TOPIC TALK

- 1 Look at the photo. Think about the questions (1-2). Then tell the class your answers.

- How many generations can you see in the photo?
- How often does your family get together?

- 2 **2.25 2.26** Listen to three people (1-3) and find them in the photo.

- 3 **2.27 2.28** Listen again to the first person. Complete the information in the network.

LANGUAGE CHOICE 23:
VOCABULARY PRACTICE

- 4 **2.29 Pronunciation** Listen and repeat the plural nouns. Notice the endings.

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

Families

I've got one sister and two ¹*cousins*.
I don't often see my ²_____.
I get on well/okay with my ³_____.
I sometimes argue with my ⁴_____.
My parents and I have ⁵*different/the same* tastes in music and fashion. They can't stand ⁶_____.
My parents get angry when I ⁷_____.

Relatives

aunts, cousins,
grandparents,
half-brother/sisters,
mother/father-in-law,
nephews/nieces, parents,
stepfather/mother, uncles

don't do my homework,
tidy my room
come home late, wear 'different'
clothes, spend hours on the
computer

Fashion

tight/baggy jeans, long/
short skirts/dresses,
T-shirts with slogans,
tattoos, piercings,
hairstyles (short/long/
died hair), jackets with
hoods, leggings

Warm Up

- 1 Look at the photos (a-e). Which of them are from the 1980s and which are from now?

Reading

- 2 Read the blog. Why was there a generation gap in the 80s between parents and teens? Why is there one now?

EG SKILLS BUILDER 12

- 3 Use the strategies to match the author's intentions (1-6) with the blog entries (a-e). There is one extra intention.

- 1 To explain his/her generation to older people. *d*
- 2 To express opinions about 80s music and fashion.
- 3 To give advice to parents of digital teenagers.
- 4 To talk about his/her generation gap in the 1980s.
- 5 To describe the technology when he/she was a teenager.
- 6 To ask for help with his/her two teenagers.

- 4 Which of the bloggers (a-e) has these opinions?

- 1 'Teens now have better technology than we did.' *b*
- 2 'Teenagers use computers too much!'
- 3 'My parents were conservative when I was a teenager.'
- 4 'Life has changed a lot because of digital technology.'
- 5 'Our lives are very different from our parents.'

- 5 **Vocabulary** Look at the Word Builder. Complete the words (1-10) from the blog. Then match them with the definitions (a-j) below.

Word Builder Compounds

Nouns

- 1 web site
- 2 web _____
- 3 home _____
- 4 lap _____

Adverbs/Adjectives

- 5 on _____
- 6 off _____
- 7 real- _____

Verbs

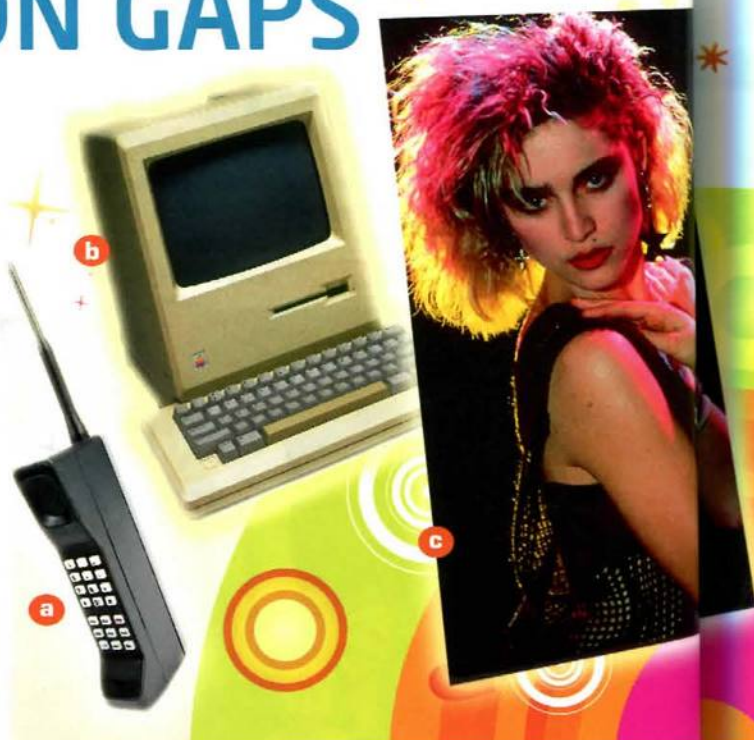
- 8 to _____ load
- 9 to up _____
- 10 to multi _____

a connected to the Net b disconnected from the Net
 c get something from the Net d put something on the Net
 e to do different things at the same time f the first page on a website
 g a group of web pages
 h an online document i in the present j a portable computer

LANGUAGE CHOICE 24: VOCABULARY PRACTICE

- 6 Work in pairs. Ask and answer the questions.

- 1 How long do you spend online every day?
- 2 What are your favourite websites and what do you download from the Net?
- 3 What do you upload to your homepage?



Home

1950s

1960s

1970s

1980s

The Generation Blog



a MY GENERATION GAP

Posted by ZETA – Wednesday, 4 June

I was a teenager in the 80s and I still love the music. Rap was starting and rock bands like Metallica and U2 were big but my favourite singer was Madonna. I had wild hair and lots of jewellery and I wore miniskirts, leggings and denim jackets. I thought I was so cool! My mum and dad couldn't stand my music or my clothes and we had lots of arguments.

4 comments:



b Kevtech said: I remember the 1980s, too but I wasn't really into fashion.

I got a Nintendo console for my thirteenth birthday and then my dad bought one of the first personal computers, an Apple Mac. He had a mobile phone, too – it was enormous! Kids these days are lucky with all the technology they've got.

Posted 04/06/12 at 19.15 p.m.



c Koolpapi said: Interesting topic!

I agree about the 80s, it was a fantastic time to be a teenager. Now, I've got two teenage sons and I'm the parent. We get on well and they even like some of my music!

Writing

- 7 Look at the Sentence Builder and rewrite sentences (1-3) using the words in bold.

Sentence Builder Contrast linkers

- 1 **Although** they don't look different, they certainly are.
- 2 They don't look different **but** they certainly are.
- 3 They don't look different. **However**, they certainly are.

EГЭ SKILLS BUILDER 27

- 1 My dad uses a computer a lot but he can't upload or download files.
Although my dad _____, _____ files.
- 2 I am interested in computers but we haven't got the internet at home.
I am _____, _____, we _____ at home.
- 3 My mum likes some of my clothes. However, she hates my hairstyle!
My mum _____ she _____.

- 8 Choose one of the blog entries (a-e) from Exercise 2 and reply to it with your opinions.

Zeta, I think that your post is very interesting. I really like the music from the 1980s, too, but I can't stand the clothes! Although my mum and dad were teenagers in the 1980s ...

- 9 Work in pairs. Read your partner's opinions from Exercise 8. Do you agree with him/her? Tell the class.

We think that young people today are different from our parents.

Your Choice

No Comment

'A teenager is someone who cannot get information from anything not plugged in.'

Bill Cosby, American comedian



70s 1980s 1990s 2000s 2010s

However, they spend ALL their life on their laptops. They log on and spend hours online before logging off again. I use computers, too but I don't use them all the time. What can I do?
Posted 04/06/12 at 19.33 p.m.



d MegaMaxine said: So, you've noticed, Koolpapi! We're the first digital generation and we multitask all the time. We have real-time chats online with our friends or post messages on their homepages. We upload music, photos and jokes to our webpages. We download music to our MP3 players or mobiles so we can listen to it offline. We play interactive computer games with people around the world. We surf the Net for our studies and log on to websites to express our opinions.
Posted 04/06/12 at 21.33 p.m.



e DrPsycho said: Koolpapi, your sons are part of 'Generation Now'. Although they don't look very different from previous generations, they certainly are. Today's teens have grown up with the Net and, for them, the virtual world is as important as the real world. They are digital natives and you are a digital immigrant. Talk to your sons about what they do online and get online yourself! Go digital, too!
Posted 04/06/12 at 22.12 p.m.

(2.31)



Warm Up

- 1 How much do you know about your parents' and grandparents' youth? Think about the things below:

home
job
hobbies
free time

My grandparents lived in the country. They had a very small piece of land and they were very poor. My parents ...

- 2 Read the profiles and answer the questions.

- 1 What is the relationship between Anna and Maria?
- 2 Which country are they from? How did you know?
- 3 What do Anna and Maria like about each other?

- 3 Is it easier for young people to have a good relationship with their grandparents than with their parents? Why/Why not?

Anna

(born 1935)

I was born before World War II and politics has always been important in my life. My grandfather died in the war in 1941. My dad spent three years in a fascist camp in his own country. In the 1980s and early 1990s, during Perestroika, my family fought for democracy in my country. My granddaughter, Maria, has always lived in a democratic country. She has grown up with shops full of nice things and has never seen a queue longer than ten people, except outside a club! We have been very close since she was born in 1989 - she is a great girl, she helps me a lot and she has taught me to use the internet.

Maria

(born 1989)

My granny has had an amazing life. She's like living history; she's seen two political systems and a world war. Since 1989, she has worked for the government. She is not really into music or fashion - she's never had fashionable clothes. She has always been interested in technology - she has had a computer for years, she surfs the internet and emails her friends. My granny has been my best friend for my whole life. I never argue with her. She tells me incredible stories from the past and I tell her things that I never tell my parents.



Present Perfect (3)

- 4 Read the sentences (1-2) from the text. Underline the correct words in the rule below. Find three more examples of this use of the Present Perfect in the text.

- 1 She has always been interested in technology.
- 2 My granny has had a computer for years.

- We use the Present Perfect to talk about situations that started in the past and *are still going on/are no longer true*, with verbs like *be, have, like, love, know* and adverbs like *always, never, all my life*.

Practice

- 5 Translate the sentences (1-2) from the text into your language. Then match them with the correct context (a-b).

1 My granny **has always been** my best friend.

a We became friends when I was a teenager.

b She was my friend when I was a child, a teenager and she's my friend now.

2 She **has never had** fashionable clothes.

a She didn't dress fashionably as a young woman but she does now.

b She didn't have fashionable clothes when she was young and she doesn't have any now.

LANGUAGE CHOICE 25

- 6 Complete the sentences about Anna and Maria with the verbs in the Present Perfect and **always** or **never**.

1 Anna has always been interested in politics. (be)

2 Anna _____ into fashion. (be)

3 Anna _____ her own business. (have)

4 Anna and Maria _____ friends. (be)

5 Maria _____ in a democratic country. (live)

6 Maria _____ her grandmother. (love)

- 7 Look at the Sentence Builder and complete the rules below with **for** and **since**.

Sentence Builder **for/since**

Since 1989, she has worked for the government. She has worked for the government **for over twenty years**.

- We use ____ to refer to a period of time, e.g. *two years, a week, my whole life*.
- We use ____ to refer to a starting point, e.g. *2004, yesterday, I was born*.

LANGUAGE CHOICE 26

- 8 Work in pairs. Use the cues, the Present Perfect and **for** or **since** to make dialogues.

A: *How long have Anna and Maria been best friends?*

B: *They have been best friends since Maria was a child.*

1 Anna and Maria are best friends / Maria was a child

2 Anna has a computer / years

3 you have a computer / last week

4 your dad works abroad / two years

5 you live in the countryside / 2003

6 your sister has a dog / six months

ЕГЭ, Подготовка к экзамену, грамматика

Grammar Alive Looking back

- 9 2.32 Listen to three dialogues between Maria and her family. How long:

a has Maria's mother had a black jacket?

b has Maria's grandmother had a gold necklace?

c has Maria known Adam?

- 10 Work in pairs. Use the cues and the Present Perfect to respond to the sentences.

1 I love your dress!

(Oh, I / have it / for years)

A: *I love your dress!*

B: *Oh, I've had it for years.*

2 So your grandfather lives in Russia ...

(Yes, he / live there / all his life)

3 Do you like spinach?

(No, I / hate it / always)

4 Oh, you have a dog!

(Yes, I / have him / since I was ten)

5 Is Mike your good friend?

(Yes, I / know him / for ages)

6 How was your physics test?

(Well, I / be a science genius / never)

- 11 Use the cues below to make true sentences about yourself. Use the Present Perfect and a time expression: **always**, **never**, **for** or **since**.

I've known my best friend since I was three.

know my best friend

be interested in ...

live in my flat/house

have short/long hair

be in this classroom

love/hate rap

have a bike

- 12 Quiz Work in pairs. Student A look at page 114 and Student B look at page 128. Ask and answer questions.

B: *How long has Albert Einstein been dead?*

A: *Albert Einstein has been dead since 1955.*

B: *So he's been dead for over fifty years.*



Warm Up

- 1 **Vocabulary** Work in pairs. Look at the network. Which things do you disagree or argue about with your parents?

We sometimes argue when I forget to tidy my room.



ЕГЭ LANGUAGE CHOICE 27: VOCABULARY PRACTICE

- 2 Which of the things below are useful/not useful when you are having a discussion or argument with your parents?

- | | |
|-----------------------------|--|
| a speak quietly | g give reasons for your opinions/suggestions |
| b get angry | h find a quiet place |
| c give people time to speak | i make positive suggestions/offer to do things |
| d leave the room | j be patient |
| e think before talking | k speak loudly or shout |
| f interrupt people | |

Listening

- 3 **2.33 2.34** Listen to a psychologist. She is speaking about talking to parents. Check your answers from Exercise 2.
- 4 **2.35 2.36** Listen again and answer the questions.
- What is normal for parents and teenagers?
 - Why is it bad to get angry?
 - When is a bad time to talk?
 - Where is a good place to talk?
 - How can you prepare before you talk to your parents about something important?
- 5 How useful were the psychologist's suggestions in your opinion? What positive suggestions can you make?

DVD Choice



- 6 Look at the photos (a-c) from a BBC comedy programme. Guess the answers to the questions.

- Where are the people? What is the relationship between them?
- What activities is the boy doing at the same time?
- What are the boy and the man talking about? Are they having an argument?

- 7 **DVD 5** Watch the DVD first without sound and then with sound. Check your guesses from Exercise 6.

ЕГЭ SKILLS BUILDER 3

- 8 **DVD 5** Watch the DVD again. Are the sentences true (T), false (F) or there is no information (NS)?

- Today was Jake's first day at school. **T**
- Jake went to a new school.
- Jake likes his school.
- Jake answers all his father's questions.
- Jake is doing his homework about the holidays.
- Jake's marks at school are bad.
- Jake doesn't like school uniform.
- Jake gets on well with his parents.

Watching and Speaking



- 9 **2.37 DVD 6** Look at the photos (1-2) above and listen to or watch the dialogues. Answer the questions.

- 1 What do they argue about (dialogue 1)?
- 2 What do they agree on (dialogue 2)?

- 10 **2.38 DVD 6** Listen to or watch the second dialogue again. Which expressions in **bold** in the Talk Builder:

- | | |
|---------------------|---------------------|
| a express opinions? | b agree? 1 |
| c disagree? | d ask for opinions? |

Talk Builder Giving opinions

- 1 I agree with you about that.
- 2 Personally, I think 11.30 is a better time.
- 3 What do you think?
- 4 I'm sorry, I don't agree with you.
- 5 In my opinion, 11.30 is very late.
- 6 I don't think it's late.
- 7 You're right.
- 8 Do you think 11.15 would be okay?
- 9 I really think it's a bit unfair.
- 10 I disagree with that.

EF3 SKILLS BUILDER 43

- 11 **2.39 Pronunciation** Listen to the opinions and repeat them.

- 12 Work in pairs. Complete the sentences. Then take turns to say the sentences and agree or disagree. Use expressions from the Talk Builder.

A: I think *twelve o'clock* is a good time to come home.

B: I agree with you about that.

- 1 I think _____ o'clock is a good time to come home.
- 2 In my opinion, _____ hour(s) of TV a day is enough.
- 3 Personally, I think _____ (pounds/euros etc.) pocket money a week is okay.
- 4 _____ hours a week on the internet is enough.
- 5 _____ in teenagers' bedrooms are okay. (computers/TVs/DVD players)

- 13 Work in pairs. Choose three of the options (a-f) to talk about.

- | | |
|---|---|
| a | times to come home |
| b | jobs to do at home |
| c | time on the computer/internet/watching TV |
| d | pocket money |
| e | things in your bedroom |
| f | money for mobile phone |

A: Do you think *five euros pocket money a week* is okay?

B: I don't think that's very good. In my opinion ...

Your Choice

No Comment

'My daughter thinks I'm nosy – at least that's what she wrote in her diary.'

Jenny Abrams

Language Review Modules 4 and 5

1 Stories/Families Complete the texts with the correct words.

A Agatha Christie wrote lots of ¹detective/ cowboy stories. There are murders in her books but also a lot of humour - I think they are really ²funny/sad. Some of her stories ³_____ place in exotic locations, like Egypt. Most of them are ⁴_____ a Belgian detective Hercule Poirot. She has written lots of ⁵best _____.

B I get on really ⁶_____ with my parents. We have the same ⁷_____ in fashion. Just like me, my mother doesn't like dyed ⁸_____ and tattoos. My dad can't ⁹_____ piercings and ¹⁰_____ with hoods. /10

2 Adjectives and prepositions Complete the sentences with the correct prepositions.

I'm not afraid ¹¹_____ teachers but I'm often worried ¹²_____ exams.
I'm interested ¹³_____ computers but I'm really bad ¹⁴_____ playing video games.
I'm quite relaxed ¹⁵_____ the test results because I'm good ¹⁶_____ writing essays. /6

3 Multi-part verbs (1)/Compounds Complete the dialogue with the correct words.

A: I'd like to go on holiday.
B: Go to Dubrovnik. They have an excellent tourist ¹⁷web_____. I've ¹⁸_____ loaded some hotel addresses. I can email them to you.
A: My ¹⁹lap_____ is broken so I'm ²⁰_____ line at the moment. How do you get ²¹_____ Dubrovnik?
B: You can take a train and go straight ²²_____ Dubrovnik. A friend of mine could pick you ²³_____ at the station. When do you want to come ²⁴_____? /8

4 E13 USE OF ENGLISH TASK 1 Past Simple and Continuous Complete the text with the correct tenses.

I ²⁵_____ in the forest when WALK
I ²⁶_____ a little cottage. An SEE
old woman ²⁷_____ in front of it. SIT
She ²⁸_____ me to sit down ASK
and ²⁹_____ inside to get something GO
to drink. I ³⁰_____ under a tree when REST
I ³¹_____ her again - SEE
she ³²_____ towards me with RUN
a big knife in her hand. I ³³_____ running START
away. She ³⁴_____ my back when ... TOUCH
I woke up from this horrible dream! /10

5 Present Perfect and Past Simple Complete the dialogue with the correct tenses.

A: You ³⁵_____ (do) a lot of interesting things in your life.
B: Oh, yes. I ³⁶_____ (be) to all continents. Two years ago I ³⁷_____ (sail) across the Atlantic.
A: Is there anything you ³⁸_____ (not do) yet?
B: I ³⁹_____ (never have) a family. But I ⁴⁰_____ (fall) in love last year and I hope to get married soon. /6

6 for/since Complete the sentences with the time expressions in brackets and for or since.

41 My family has lived in the country _____ . (years)
42 There has been a sauna in our house _____ . (last year)
43 We've had a pet _____ . (I was ten)
44 My grandparents have been married _____ . (fifty years)
45 My sister has been in love _____ . (Saturday) /5

7 Opinions Complete the dialogue with the expressions below. There is one extra expression.

In my opinion Anyway What do you think
Personally I agree with you I'm sorry, I don't agree

A: ⁴⁶_____, teenagers get on much better with their grandparents than with their parents. ⁴⁷_____?
B: ⁴⁸_____. I get on very well with my parents, too. ⁴⁹_____, I think that if you are nice, your parents are nice to you, too.
C: ⁵⁰_____. My parents are always angry with me, even if I'm nice. /5

Self Assessment

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

Exercise	If you need practice, go to
1	Language Choice 18, 23; WB p.29; p.39
2	Language Choice 20; WB p.32
3	Language Choice 21, 24; WB p.32
4	Language Choice 19; WB p.30
5	Language Choice 22, WB p.33
6	Language Choice 26, WB p.43
7	SB p.43, WB p.44

Objectives: Listen, read and talk about music, write a letter to a magazine; learn more about have to/not have to, can/can't, may, must and must not.

EF3 Task Focus: Reading Task 3; Listening Task 1, Writing Task 1

TOPIC TALK

1 **3.1** Look at the photos (a-c) and listen to the music. Which music do you think the people in the photos are listening or dancing to?

2 **3.2** Look at the network. Listen to the music again and classify the styles of music.

1 punk

3 **3.3 3.4** Listen to someone talking about music. Complete the information in the network.

Music

¹ I'm really into/I'm not really into music.

I just love listening to ² _____.

I can't stand ³ _____.

⁴ I'm crazy about/I'm not crazy about Kaiser Chiefs.

⁵ I've got/I haven't got a good singing voice.

⁶ I can play/I'd like to play the ⁷ _____.

Styles

blues, country and western, heavy metal, hip hop, rap, jazz, pop, punk, reggae, rock, soul, techno
chill-out, classical, dance, folk, indie, new age, world music

Instruments

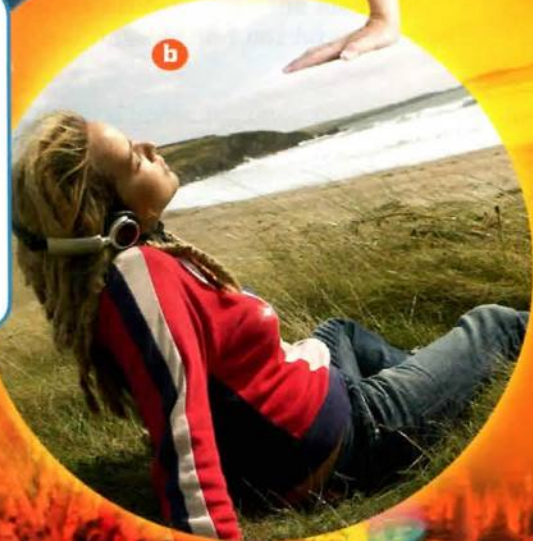
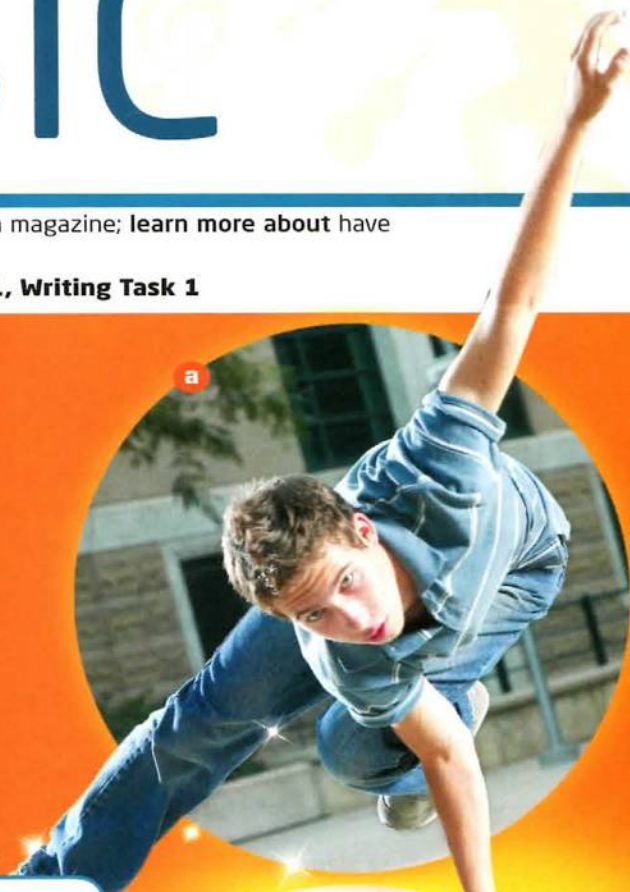
bagpipes, cello, clarinet, drums, keyboard, flute, guitar, harp, piano, saxophone, trumpet, violin

4 **3.5 Pronunciation** Listen to words from the network and underline the main stress.

instrument

EF3 LANGUAGE CHOICE 28: VOCABULARY PRACTICE

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



Warm Up

- 1 Look at the photos (a-c). Do you know any of these bands? Do you know how they started?
- 2 Read the text below. Which tips (a-e) does the expert give for starting a band?
 - a Play many different styles of music.
 - b Don't worry if you can't play an instrument.
 - c Play songs of famous bands.
 - d Practise a lot.
 - e Enter a TV competition.
- 3 Would you or your friends like to form a band? Which of the expert's tips do you think are the most useful?



a The Spice Girls



b Metallica



c U2

Teenage**stuff**.com

starting a band (3.6)

How do you start a band?

First, you have to find some other people who want to play music. They don't have to know how to play instruments. You can learn together. Lots of famous bands have done it this way. Then choose your kind of music (e.g. rock or punk). You don't have to play one style only but it's helpful at the beginning.

Where do we get the music?

You can write the music yourself. And you have to find a good lyrics writer, too. Write a few songs and try them out. But think of other people's music, too. Most new bands play other people's music before they can write their own.

How much do we need to practise?

A lot! And you have to find a good place. You can use someone's garage or ask your parents – maybe they don't mind the noise? Practise as often as you can but remember – you have to go to school, too!

How can we start performing?

You can enter a TV competition but then you have to queue for auditions, you can't play your own music and you have to put on make-up ... So I think it's better to play your songs at a school dance or at a friend's birthday party first.

have to/not have to, can/can't

- 4 Read the sentences (1-4) from the text. Write the modals in bold in the table next to their meanings (a-d).

- 1 You **have to** go to school.
- 2 You **don't have to** play only one style.
- 3 You **can** write the music yourself.
- 4 You **can't** play your own music.

- | | | | |
|--------------|---|---|--------------------------------|
| 1 <u>can</u> | = | a | It's possible/allowed. |
| 2 _____ | = | b | It's not possible/not allowed. |
| 3 _____ | = | c | It's necessary. |
| 4 _____ | = | d | It's not necessary. |

Practice

LANGUAGE CHOICE 29

- 5 Complete the sentences with the correct form of **have to**, **not have to**, **can** or **can't**.

The life of a dancer is not easy. They ¹ have to practise a lot. My friend Ivan is a dancer and he often ² _____ perform every day. He ³ _____ be really fit so he ⁴ _____ do exercise, like yoga or swimming. Dancers ⁵ _____ be quite slim so they ⁶ _____ eat everything, they ⁷ _____ be on a diet all the time. Also, they ⁸ _____ eat just before the show - the last meal ⁹ _____ be at least two hours earlier. But they ¹⁰ _____ get up very early because training usually starts at twelve o'clock.

LANGUAGE CHOICE 30

- 6 Use the cues to write sentences with **have to**, **not have to**, **can** or **can't**.

- 1 I can't go out now.
I have to practise the new song.
(practise the new song)
- 2 You don't have to play solo.
(play with the band)
- 3 We can play our own music.
(copy other bands' music)
- 4 You don't have to play an instrument.
(learn with your band)
- 5 The concert is free.
(buy a ticket)
- 6 Guitars are really expensive.
(buy a new one every year)

- 7 Work in pairs. Use the cues and your own ideas to describe the life of rock musicians. Use **have to**, **not have to**, **can** or **can't**.

Rock musicians don't have to get up early.

go on tours write music play an instrument
sign autographs wear smart clothes get up early
study at a music academy grow long hair
write their own lyrics

Grammar Alive Complaining

- 8 3.7 Listen to two conversations. Match the people (1-4) with the things they have to do tonight (a-d).

- | | | |
|----------|---|--------------------------------|
| 1 Jane | a | write an essay |
| 2 Kevin | b | practise playing an instrument |
| 3 Tom | c | work on a project |
| 4 Martha | d | revise for a test |

- 9 Decide which of the things below a music student (M) and a sports student (S) have to do.

- | | |
|---------------------------------------|---|
| <input checked="" type="checkbox"/> M | learn to read music |
| <input type="checkbox"/> | run 5 kilometres every day |
| <input type="checkbox"/> | give concerts for the family |
| <input type="checkbox"/> | wear a suit at concerts |
| <input type="checkbox"/> | carry heavy equipment |
| <input type="checkbox"/> | practise outside in winter |
| <input type="checkbox"/> | carry a guitar around |
| <input type="checkbox"/> | play matches in the rain |
| <input type="checkbox"/> | be on a special diet |
| <input type="checkbox"/> | practise the guitar for three hours a day |

- 10 Work in pairs. Student A is a music student and Student B is a sports student. Use the ideas from Exercise 9 and **have to** and **not have to** to make dialogues.

- A: *I have to practise the guitar for three hours a day.*
B: *But you don't have to run 5 kilometres every day.*

- 11 Use the cues and **can**, **can't** and **have to** to make dialogues.

- A: *I've got a headache.*
B: *Why don't you go for a walk?*
A: *I can't. I have to go to my guitar lesson.*

- 1 headache - go for a walk - go to guitar lesson
- 2 sleepy - get some sleep - listen to a concert on the radio
- 3 no money - find a weekend job - play concerts at weekends
- 4 hungry - have a sandwich - go to a dance class in half an hour
- 5 bored - go out - read a book about Bach
- 6 tired - get some rest - find some old songs on the internet

- 12 Work in groups. Who is the best at complaining? Take turns to talk about the things you **have to** and **can't** do in life. You can invent information.

- A: *I have to wash up every day and I have to help make dinner. And I can't go out at the weekend because I have to study.*
B: *That's nothing. I have to get up at five o'clock because I have to practise the violin before I leave for school.*

Warm Up

1 **Your Culture** Work in pairs. Answer the questions.

- 1 What music festivals are there in your country? Have you ever been to one? Would you like to go to one?
- 2 What bands would you like to see live?

Reading

2 Read the article. Which of the festivals:

- a is in a capital city? *Sziget*
- b has sports events?
- c has a big dance tent?
- d has fewer foreigners?
- e is usually very hot?
- f is quite similar to a British festival?

→ **ЕГЭ SKILLS BUILDER 15**

3 Read the article again. Choose the best answers to the questions.

- 1 What is the author of the article trying to do?
 - a review the music of the festivals
 - b recommend the three festivals**
 - c give travel information about them
 - d describe his/her experiences
- 2 What is better about the festivals than those in the UK?
 - a the small number of big groups
 - b the variety of the music**
 - c the organisation and facilities
 - d the weather and the price
- 3 Why is FIB a good place to go?
 - a the number of young Brits there
 - b the music, beach and weather**
 - c the organisation and the beach parties
 - d You can party all day.
- 4 Why does the author recommend NASHEstvie?
 - a the great party atmosphere
 - b the number of stages**
 - c the natural environment.
 - d There are DJ nights.
- 5 What is special about Sziget?
 - a It has got a big variety of music.
 - b It is a very big festival.**
 - c It is great for culture in general.
 - d It has a lot of foreigners.

4 Which of the festivals would you like to go to? Tell the class and give reasons.



Rock on the Continent 3.8

Tired of the rain and mud, high prices and queues at the big British rock festivals like Reading or Glastonbury? Want to combine a festival with some sun and fun abroad? Tim Hughes checks out three of Europe's biggest and best festivals.

1 FIB: the hot, sandy one

Where: In Benicàssim on the Mediterranean Coast between Barcelona and Valencia.

When: 16-19 July

What music: A big variety of pop, indie rock and electronic music. You can find big names like Oasis, Franz Ferdinand and Leonard Cohen.

Who goes: More than half the audience are foreigners and most of these are Brits in their twenties.

FIB (Festival Internacional de Benicàssim) started in 1995 and has got larger every year. The music goes on until 8.00 in the morning so you can party all night and then chill out on the beach. It's VERY hot but is definitely worth going to. It's like a big UK festival on a beach with nice weather.



2 NASHEstvie: the big show one

Where: Since 2008 in the Tver region near Zavidovo, in a beautiful natural environment about 50 kilometres north-west of Moscow.

When: 9-11 July

What music: Some big names in Russian rock like Alisa and Korol i Shut on the main stage. Two more stages with everything from rock to reggae and ethno. New bands are also given a chance.

Who goes: Over 100,000 people of all ages from all over Russia.

NASHEstvie was started by Nashe Radio (Our Radio) station in 1999 and is now the biggest open-air rock festival in Russia. The festival features local bands and bands from neighbouring countries, and as well as music there is football, volleyball, gaming, and even lessons in how to fly a helicopter! The atmosphere is fantastic! We recommend the DJ rave nights, the air show by two great aerobatic teams, the Swifts and the Russian Knights, and the music, of course!



3 SZIGET: the city one

Where: An island in the Danube in the beautiful city of Budapest in Hungary.

When: 12-17 August

What music: Forty different stages with lots of variety and some great world music. Big names include Lily Allen and Snow Patrol.

Who goes: Over 400,000 people (half of them from outside Hungary) but it never feels crowded.

Sziget (island in Hungarian) started in 1993 and is now one of Europe's biggest festivals. It is more than just a music festival – it's got art, film and street theatre. The organisation is great and Budapest, with its historic sights and nightlife, is a fifteen-minute bus ride from the island. We recommend the huge dance tent – the music there sounds great.



- 5 Look at the Sentence Builder. How do you say the sentences in your language?

Sentence Builder Verbs + adjectives

- 1 The music there **sounds** great.
- 2 It **looks** amazing.
- 3 It never **feels** crowded.

LANGUAGE CHOICE 31

- 6 Work in pairs. Ask and answer the questions.

- 1 What new albums do you think sound good?
- 2 What kind of music sounds good at parties?
- 3 How do you feel when you listen to music?
- 4 What singers do you think look cool?

Listening

EG SKILLS BUILDER 4

- 7 **3.9 3.10** Listen to Sarah's answers (1-5) and match them with the questions (a-f). There is one extra question.

- a Where do you get music from?
- b What's your favourite song?
- c When do you listen to music? **1**
- d How often do you go to concerts?
- e What sort of music do you like?
- f Do you like dancing?

- 8 **Vocabulary** Look at the Word Builder. When do you do these things?

I turn the volume up when a song I like comes on the radio.

Word Builder Multi-part verbs (2)

- 1 When I listen to rap, I **turn the volume up**.
- 2 I **turn down** the radio when my parents get angry.
- 3 I **turn on** my MP3 player when I'm studying.
- 4 I **turn off** my MP3 player when I'm at school.

LANGUAGE CHOICE 32: VOCABULARY PRACTICE

- 9 Choose five of the options (a-h). Write questions.

How many hours a day do you listen to music?

- | | |
|---------------------------|--------------------------|
| a listening habits | e reasons for listening |
| b spending on music | f favourite styles |
| c music sharing | g favourite song |
| d favourite bands/singers | h concerts and festivals |

- 10 Work in groups. Ask and answer your questions. Tell the class your results.



Warm Up

- 1 Look at the photo. What type of school does it show? What are the people doing?
- 2 Read the rules for Kingston Classical Music School. Can the students:
 - a come late to classes?
 - b wear jeans at concerts?
 - c have long hair?
- 3 Which rules are the same and which are different in your school? Which do you find strange?

may, must and must not

- 4 Read the formal rules (1-3) from the text and match them with the meanings (a-c).

- 1 Students **must** attend all classes.
- 2 Students **may** wear their own clothes.
- 3 Students **must not** wear shorts.

- a It's possible/allowed.
- b It's necessary.
- c It's not possible/allowed.

- 5 Find more rules in the text and finish each sentence with two examples of students' activities.

- 1 It is possible for girls to _____.
- 2 It is not possible for boys to _____.
- 3 It is necessary for all students to _____.

LANGUAGE CHOICE 33

KINGSTOWN ^(3.11) CLASSICAL MUSIC SCHOOL – RULES AND REGULATIONS

- Students must attend all classes. They may be late only twice during the term.
- All students must take part in a choir or an orchestra. Rehearsals and concerts are compulsory and students must not come late or leave early. During concerts students must wear black trousers/long skirts and white shirts.
- Students may wear their own clothes but they must be clean and tidy. Bright colours are not allowed. Short sleeves are allowed but students must not wear shorts.
- Hair must be clean and tidy. Boys' hair must be above the collar. Girls may have long hair but they must tie it back. Students must not dye their hair. Girls may wear make-up during concerts.

- 6 Complete these language school rules with **may**, **must** and **must not**.

- 1 Course books are compulsory. Students must bring course books to every lesson.
- 2 The school is noise-free. Students _____ play music during the breaks.
- 3 Students _____ use mobile phones during lessons. However, they _____ use mobile phones during breaks.
- 4 Students _____ come to school on their bikes but they _____ leave them in front of the school. Students _____ bring the bikes into the school building.
- 5 Eating and drinking is only allowed in the cafeteria. Students _____ eat or drink during lessons.

- 7 Make up the **rules and regulations** for your own music club. Use **may**, **must** and **must not**. Do not be too serious!

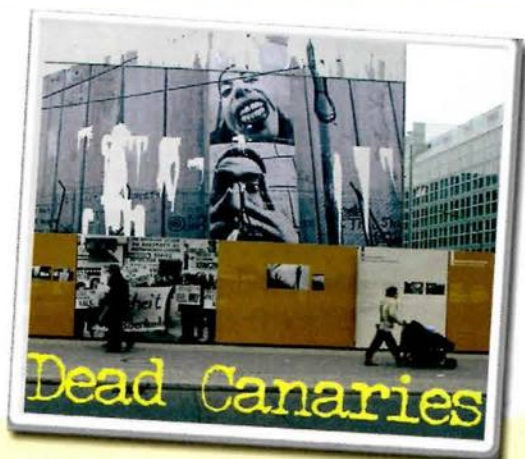
Visitors may wear anything but they must not wear black.

ЕГЭ Writing Workshop 3

- 1 Read the album reviews (a-c). What adjectives are used to describe the things below?

album/record – disappointing/repetitive

album/record song/track singer voice singing lyrics



a Some of the songs are exciting and the lyrics on a couple of the songs are interesting. However, I am afraid the singer is not very talented and does not have a very strong voice and the guitar playing is repetitive and boring.

b Some of the lyrics are quite imaginative and are about real life. However, the singing is poor and this album is very disappointing. The keyboard playing and the drums are terrible!

c There is one catchy track but most of the songs are boring because of the weak lyrics and singing. This album is repetitive and similar to their earlier records. The guitar playing is very disappointing, too.

- 2 Read Oleg's letter to his friend Dave. Which of the reviews (a-c) in Exercise 1 is he writing about?

Hi Dave,

- 1 It was nice to hear from you. Thanks a lot for the new Dead Canaries album. I really enjoyed it! How about you? Did you like it?
- 2 I read a really bad review of the album in a magazine recently. I'll tell you about it. The reviewer doesn't think the album is very original and says it's just like their previous albums. The article says there is one good song, but the rest aren't very exciting and the singing, guitar playing and lyrics are poor!
- 3 I think that Ricky is a really talented singer and that the lyrics of the songs are interesting because they are about real life for young people today – me, you and our friends! For me, there are some great catchy songs like Hello Friday. I actually think this is their best album! Don't you agree? I don't think the review is very fair. So, I want to write to the editor and tell him the reviewer's wrong! What do you think about that?
- 4 Write to me soon

Regards,

Oleg

Text Builder

- 3 Read the letter again. Match the paragraphs (1-4) with the headings (a-c).

- a closing phrases 4
- b the body of the letter
- c introduction

- 4 Find informal expressions in blue in the letter with these meanings (1-8).

- 1 Yours faithfully ... regards
- 2 I found ...
- 3 Dear Sir/ Madam ...
- 4 According to the article ...
- 5 In conclusion, ...
- 6 In my opinion ...
- 7 I totally disagree with the reviewer!



ЕГЭ SKILLS BUILDER 28

- 5 Write a letter in reply to Oleg's letter and answer his questions.

- 1 Read Oleg's letter once more. What information do you have to include in your letter? Write notes.
- 2 Use your notes to write a letter to Oleg. Don't forget to include all sections of the letter.
- 3 Check your letter for spelling mistakes.

- 6 Work in pairs. Read your partner's letter. Did he/she follow all the rules of writing informal letters (structure and language/register)?

I agree with Tom about the singing but I don't agree with him about the lyrics. I don't think they are very interesting.

EF3 Speaking Workshop 3

The 02 Arena

Green Day in concert: ¹ 9 April at ² ____ p.m.

Tickets: from ³ £ ____ to £55.

Tickets available from:

Website: www.the02.co.uk http://www.the02.co.uk/

Box office: Tel: ⁴ ____ (twenty-four hours a day & ⁵ ____ days a week)

Transport: bus, underground (Jubilee Line) and boats (⁶ £ ____ return from central London).

Restaurants and cafés: ⁷ ____ food, hotdogs, pizzas, sandwiches and ⁸ ____ and chips.



- 1 **3.12 3.13** Look at the photo and the advertisement from the 02 Arena in London. Listen and complete the information (1-8).

- 2 **3.14 Pronunciation** Listen to the sentences (1-5) from the phone conversation. Underline the unstressed words that are difficult to hear.

- 1 It's on Saturday, the ninth of April at 7.00 p.m.
- 2 And how much are the tickets?
- 3 And how can I get to the 02 Arena?
- 4 There are buses twenty-four hours a day.
- 5 There are lots of cafés and restaurants at the Arena.

- 3 **3.15** Listen again and repeat the sentences.

- 4 **3.16 3.17** Listen to a conversation about a concert. Which short replies (a or b) do you hear?

Talk Builder Agreeing and disagreeing

Agree

- 1 I'm into Slipknot.
- 2 I really like Kaiser Chiefs.
- 3 I'm not a heavy metal person.
- 4 I don't like Kaiser Chiefs' latest record.

Disagree

- | | |
|---------------|------------|
| a Me too. | b I'm not. |
| a Me too. | b I don't. |
| a Me neither. | b I am. |
| a Me neither. | b I do. |

EF3 SKILLS BUILDER 44

- 5 Write replies to these statements with *your* opinions. Use expressions from Exercise 4.

- | | |
|------------------------------|---------------------------------------|
| 1 I'm not into punk. | 5 I really hate folk music. |
| 2 I really like heavy metal. | 6 I don't think Beyoncé is very good. |
| 3 I like loud music. | |
| 4 I'm really into rap. | |

- 6 Work in pairs. Say things about music and agree or disagree with them.

A: *I hate heavy metal.*

B: *I don't. I like it.*

- 7 Have a discussion about music.

EF3 SKILLS BUILDER 43 AND 44

- 1 Write notes about these things.
 - a your favourite music styles / why you like them
 - b your favourite singers / why you like them

EF3 SKILLS BUILDER 45

- 2 Practise saying the expressions. Read the strategies for discussions.
- 3 Work in groups. One person says something and the others agree or disagree. Give reasons.

A: *I'm really into world music. It's different from ordinary pop music.*

B: *Me too. I think it's great.*

C: *I don't! I don't think it's very exciting. All those strange instruments.*

- 8 What did you agree about? Tell the class.
We agree that world music is interesting.

Objectives: Listen, read and talk about health; have a doctor's appointment; write instructions; learn more about future tenses.

EF3 Task Focus: Reading Task 3, Listening Task 3

TOPIC TALK

- 1 Look at the photos of Katy and Tom from age progression software. In which photos do they look older: b or c? Why do you think they look older?

- 2 **3.18 3.19** Listen to three people (1-3). Match them with the descriptions (a-c).

a very healthy b quite healthy
c very unhealthy

- 3 **3.20 3.21** Listen again to the first person. Complete the information in the network.

Health

I've been to hospital ¹ *twice* /three times.

² I've had/I've never had a bad illness or accident.

I sometimes ³ ____.

I occasionally ⁴ ____.

I need to ⁵ ____.

I really need to ⁶ ____.

have a cold, cough, headache, sore throat, temperature

have diarrhoea, earache, flu, hayfever, stomachache, toothache

feel depressed, faint, sick, tired, weak

do **more** exercise, eat **more** fruit/vegetables, sleep **more**
eat **less** junk food/chocolate, stop smoking, sunbathe **less**, watch **less** TV

- 4 **3.22 Pronunciation** Listen and repeat the difficult words. Notice the differences between the spelling and the sounds.

EF3 LANGUAGE CHOICE 34: VOCABULARY PRACTICE

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



Warm Up

- 1 Match the statements (1-5) with the photos (a-e). Which one do you think is false?
- 1 People with fair skin have a greater risk of skin cancer. *e*
 - 2 Our skin has billions of microbes. *a*
 - 3 We lose 4 kilograms of skin every year. *c*
 - 4 Bad food (like chocolate) causes spots. *b*
 - 5 Tattoos damage your skin. *d*

Reading

- 2 Read the magazine page quickly and match the letters (1-4) with the replies (a-d). Check your guesses from Exercise 1.

1 b

DEAR DOC

This week, dermatologist
Dr Jane Henderson answers readers'
questions.



- 1 Dear Doc,
I'm worried because I'm pale and I've got dry skin. What can I do to look healthier?
Emily, 18

- 3 Dear Doc,
I've got fair skin but I like sunbathing. How can I protect my skin?
Daniel, 17

- 2 Dear Doc,
I've got oily skin and spots. I wash my face several times a day but it doesn't help. My mum says I have them because I eat junk food.
Al, 16

- 4 Dear Doc,
I've had a tattoo on my leg since I was seventeen. *At first*, I thought it was great but now I hate it. How can I get rid of it?
Jenny, 23

» **a** *First*, don't wash your face so often. Your skin has millions of microbes and washing destroys 'good bacteria'. Wash your face twice a day with warm water. *Second*, don't touch your face with your hands and wash them before and after meals. *Finally*, the best solution is to use special creams. Stress and a bad diet are not good for skin but the real reason for spots is hormones.

» **c** Our skin is our body's biggest organ but we often don't look after it. Tattooing permanently damages your skin. Removal creams don't really work and laser treatment hurts you a lot and leaves a mark. *Next time*, 'think before you ink!'

» **b** Maybe you are naturally pale like your parents or perhaps you aren't getting enough sunshine and Vitamin D. Spend more time outside. Exercise is good for healthy skin, too. For dry skin, use special soap. Showers actually dry out your skin so remove dry skin with a brush (we lose 4 kilograms a year!). *Then*, put on moisturising cream.

» **d** People with fair skin must be very careful with the sun because they have a bigger risk of skin cancer. There are lots of things you can do. *First*, always avoid burning. *Second*, stay in the shade in the middle of the day. *Third*, always use a high factor sun cream (50+) and put it on regularly throughout the day. *Finally*, always wear a sun hat and sunglasses.

EG SKILLS BUILDER 15

3 Use the strategies to choose the best answer to the questions.

- What is bad for dry skin?
a showers b exercise c soap d moisturising cream
- What is bad advice for avoiding skin cancer?
a cover your skin b put on sun cream once a day
c stay out of the sun when it is strong
d wear a hat in the sun
- What is good advice for spots?
a wash your face every hour b eat junk food
c wash your hands every day d put special cream on them
- What causes spots?
a a bad diet b hormones c washing d stress
- What is the doctor's advice about tattoos?
a have laser treatment to eliminate them
b use creams c be sure you really want one
d never have a tattoo

4 Work in pairs. What kind of skin have you got? Which of the advice is the most useful for you?

5 **Vocabulary** Look at the pairs of words in the Word Builder. How do you say the words in **bold** in your language? Are they confusing for you? Why?

Word Builder Confusing words

- use/wear**
Use a high factor sun cream. / Wear a sun hat.
- actually/now**
Showers **actually** dry out skin. / **Now** I hate it.
- food/meal**
I eat junk **food**. / Wash after **meals**.
- damage/hurt**
Tattooing **damages** your skin. / It **hurts** you a lot.
- great/big**
I thought it was **great**. / It leaves a **big** mark.

LANGUAGE CHOICE 35: VOCABULARY PRACTICE

6 Choose the correct word to complete the sentences.

- In the past, not many people had tattoos. *Actually/Now* lots of people have them.
- That's not Simon's pen. *Actually/Now* it's mine.
- I have problems with my hair so I *use/wear* special shampoo and *use/wear* a hat in the summer.
- That tattoo's really *big/great*! It's really artistic but it is a bit *big/great*.
- I love Chinese *meals/food*. We had a *great meal/food* in that new restaurant last week.
- The sun *damages/hurts* the skin and sunburn *damages/hurts* a lot.

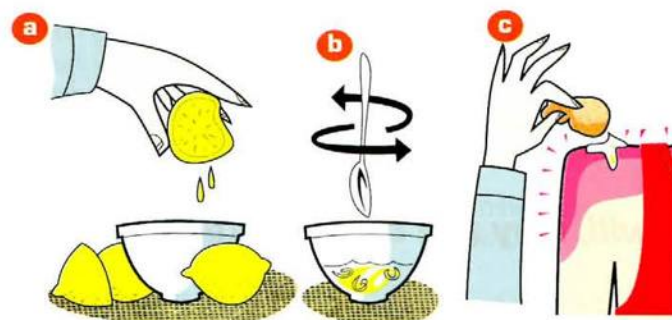
Writing

EG SKILLS BUILDER 29

7 Look at the linkers in **blue** in the text. Which of these (a, b or c) do they do?

- a give reasons for things b order or list things
c compare things

8 Match the pictures (a-c) with the instructions (1-3). Then use linking words from the text to order the instructions.



Lemon juice remedy for sunburn

- Put it on the sunburn with a sponge.
- Squeeze three lemons to get the juice.
- Mix it with two cups of cold water.

First, squeeze three lemons ...

9 Work in pairs. Read two remedies for dandruff. Student A look at page 114. Student B look at page 128. Ask and answer questions.

A: *What do you do first?*

B: *First, squeeze ...*

10 Choose one of the problems (a-f) and think of a remedy for it (real or invented). Use ideas and language from Exercises 8 and 9.

- | | |
|-------------|------------|
| a spots | d dry skin |
| b oily skin | e dandruff |
| c sunburn | f a cold |

11 Work in pairs. Ask and answer questions about your remedies.

No Comment

'The French invented the only cure for dandruff. It's called the guillotine.'

P.G. Wodehouse, British novelist



a antibiotics

Warm Up

- 1 Look at the photos (a-d). How do these things affect our health?
- 2 Read the interview with a health expert. What are the future health problems?
- 3 Which of the threats do you think are the most serious? Which can we avoid?

will, may and be going to

- 4 Read the predictions (1-3) from the text and underline the verb forms that refer to the future. Then match them to the uses (a-c).

- 1 Bugs love high temperatures so they are going to spread faster than ever.
- 2 I'm sure more allergies will develop.
- 3 Tropical diseases may move into colder regions.

- a We express our opinions and beliefs about the future (often with words like *I think, I'm sure, maybe/perhaps/probably/definitely*).
- b We make uncertain predictions or guess.
- c We make predictions based on evidence in the present situation.

- 5 Find more examples of each form in the text.

b pollution



Future Health 3.23

What will be the main threats to our health in the 21st century?

The climate is getting warmer and bugs love high temperatures so they are going to spread faster than ever. For example, tropical diseases, like malaria, may move into colder regions. Also, I'm certain that new diseases will appear, like Bird Flu (H5N1) and Swine Flu (H1N1). And there may be another global threat like AIDS soon.

But we have vaccines and drugs ...

The problem is that we have over-used antibiotics in the last fifty years. Many diseases, like tuberculosis, have become resistant to our drugs so it is going to be really difficult to treat infectious diseases. And vaccines may not work because bugs change quickly. Flu is a good example of that.

Does pollution create any health threats?

Oh, yes. Pollution causes allergies and serious problems like asthma. And I'm sure more allergies will develop because pollution won't disappear in the near future.

What problems does our lifestyle cause?



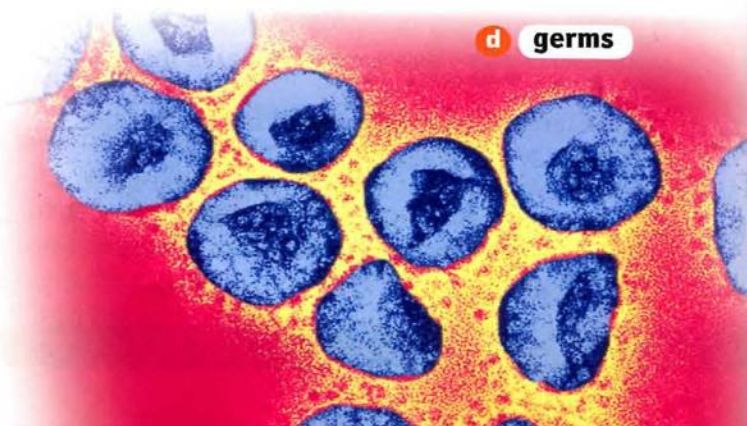
c obesity

Well, I think the most serious threat is obesity. Twenty percent of British kids are obese and because of that, they are going to have all sorts of health problems, such as diabetes.

Is there any good news?

Oh, yes. Today, we live thirty years longer than a hundred years ago and I'm sure modern medicine will help us live even longer.

d germs



Practice

LANGUAGE CHOICE 36

6 Use the expressions in brackets to write predictions for these situations.

- Mary has toothache.
(not come to the party tonight / may)
She may not come to the party tonight
- Mark is very pale and has stomachache.
(be sick / going to)
- Peter has got a cold.
(sure / be okay next week / will)
- Carol has broken her leg.
(need an operation / may)
- Alex reads a lot about medicine.
(be a doctor / going to)
- Tess has got a bad cold.
(have to take antibiotics / will)

7 Choose the correct verb forms to complete the sentences.

- Maybe scientists will / may find a cure for AIDS soon.
- Who knows? In ten years, cancer *may/is* going to be easy to cure.
- Stop eating! You *are going to/may* put on weight.
- Infectious diseases *may not/won't* disappear. There's no chance of that.
- You sit in front of the computer all day - you *are going to/may have* problems with your eyes.
- I'm sure doctors *may/will* use antibiotics carefully in the future.

LANGUAGE CHOICE 37

8 Look at the pictures (1-4). Make predictions for each situation using the correct forms of *will*, *may* and *be going to*.



Grammar Alive Predicting

9 3.24 Listen to two dialogues. What are the people (1-3) doing? What predictions do these people make?

- 1 Amy 2 Luis 3 Sylvia

10 Work in pairs. Use the cues to describe the situation. Predict the future with *be going to*.

A: *There are dark clouds and strong wind.*

B: *It's going to rain.*

A starts

- dark clouds, strong wind
- Mary / very pale, cold hands
- Mr Brown / old, pneumonia
- car / going too fast

B answers

- rain
- faint
- go to hospital
- crash

B starts

- Steve / stomachache, looks pale
- Lisa / lying in the sun
- Chris / not do any exercise
- stars in the sky

A answers

- be sick
- get sunburnt
- put on weight
- weather be nice

11 3.25 Listen to the dialogue. Complete the speakers' predictions with *will*, *won't* or *may* and the correct verbs below.

look for ~~close~~ win be cancel (x2)

- The authorities may close the school because of the flu.
- There _____ many students in class.
- The teacher _____ the test today.
- The school authorities _____ the football game on Saturday.
- The school football team _____ the game on Saturday.
- A person from Arsenal _____ young players on Saturday.

12 Make predictions about your life in five years' time. Use the cues or your own ideas and *will*, *won't* or *may*.

I won't be famous but I may have a career as a footballer.

study have a job be married
have a car live on my own travel a lot
work abroad wear suits have children
have my own flat be famous

Warm Up

- 1 **Vocabulary** Work in pairs. Look at the network. Have you or has someone you know ever had an accident? Use the words to tell your partner.

Once, I had an accident in a football game. I broke my leg ...

Accidents: break an arm/leg/finger, have a broken leg, be unconscious

Procedures: have an injection, an X-ray, an operation, stitches

Emergencies

Symptoms: have breathing problems, vomiting, diarrhoea, be bleeding, my arm/leg hurts

Medicine: take painkillers, pills, tablets

LANGUAGE CHOICE 38: VOCABULARY PRACTICE

Listening

- 2 **3.26 3.27** Listen to an interview about emergency services in Britain. Choose the best answer to the questions.
- What numbers do you need to ring for an emergency?
a 999/112 b 999/121 c 999/212
 - How many students learn about first aid at school?
a none b a few c a lot
 - How do people use the emergency services badly?
a They don't phone. b They phone too late.
c They make silly calls.

EF3 SKILLS BUILDER 3

- 3 **3.28 3.29** Listen again. Are the sentences true (T), false (F) or there is no information (NS)?
- A man called an ambulance because he had a sore throat. T
 - A woman called the fire brigade because her child was in a tree.
 - A man called the police because he didn't want tomatoes on his pizza.
 - Silly emergency calls are not a problem for the emergency services.
 - The numbers to ring in Britain are 999 and 112.
 - There is a list problems that are real emergencies.
 - Bee stings are never serious emergencies.
 - In other countries more schools teach first aid.
- 4 **Your Culture** Ask and answer the questions in Exercise 2 about your country.

DVD Choice



5 **DVD 7** Look at the photos (a-c). Then watch a documentary without sound. Try to guess what happened in the emergency.

6 **DVD 7** Watch, listen and check your guesses.

7 **DVD 7** Watch the DVD again. Are the sentences true (T) or false (F)?

- 1 The purpose of the documentary is to train doctors. **F**
- 2 Danny's situation is so serious because his leg is broken in different places.
- 3 When he gets to the hospital, he has an X-ray.
- 4 The operation is difficult because they have to amputate his leg.
- 5 He gets over the operation quite quickly because he is young.
- 6 After six months, Danny can run and do sport.

8 Have you ever been to hospital? What was it like?

Watching and Speaking



9 **3.30 DVD 8** Listen to or watch the dialogue at the doctor's. What are the woman's symptoms? Would you like to go to this doctor? Why/Why not?

10 **3.31 DVD 8** Listen or watch the dialogue again. Complete the expressions in the Talk Builder. Underline expressions for giving advice.

Talk Builder At the doctor's

A: So, what's the ¹ _____?

B: I've got a stomachache and I ² _____ a bit sick.

A: Where does it ³ _____?

B: Here.

A: ⁴ _____ vomiting?

B: Yes, I've ⁵ _____ sick twice.

A: What ⁶ _____ diarrhoea?

B: Yes, that too.

A: How ⁷ _____ have you had these symptoms?

B: ⁸ _____ yesterday afternoon.

A: I'm ⁹ _____ you've got a stomach infection. You should ¹⁰ _____ plenty of water. You shouldn't drink ¹¹ _____ or fizzy drinks. Take these pills ¹² _____ times a day.

ET3 SKILLS BUILDER 46

11 **3.32 Pronunciation** Listen and repeat the expressions.

12 Imagine you are going to the doctor. Choose symptoms and write notes about them.

I feel ... I've got ... I've had it for ...

13 Work in pairs. Take turns to be a doctor and a patient. Act out situations.

A: *What's the problem?*

B: *I've got a pain in my arm and feel a bit ...*

14 What treatment did your partner recommend? Was he/she a good doctor? Tell the class.

Language Review Modules 6 and 7

1 EG3 USE OF ENGLISH TASK 3 Music/Health Choose the correct option (a, b, c or d).

I'm not really into music: I can't play ¹ _____ guitar, I can't ² _____ rap and heavy metal, I hate listening ³ _____ pop. But I'm crazy ⁴ _____ jazz - I ⁵ _____ love the sound of the saxophone. When you ⁶ _____ weak, your eyes ⁷ _____ and you are ⁸ _____ pain, you probably ⁹ _____ flu. You don't need to go ¹⁰ _____ hospital. Just stay in bed. If you have ¹¹ _____ headache, ¹² _____ a painkiller. Rest a lot and don't ¹³ _____ any exercise.

- | | | | |
|--------------|----------|-----------|-------------|
| 1 a) -- | b) the | c) a | d) an |
| 2 a) listen | b) have | c) make | d) stand |
| 3 a) to | b) into | c) for | d) at |
| 4 a) for | b) about | c) at | d) with |
| 5 a) only | b) never | c) just | d) ever |
| 6 a) do | b) make | c) feel | d) have |
| 7 a) hurt | b) cry | c) freeze | d) pain |
| 8 a) at | b) with | c) on | d) in |
| 9 a) receive | b) have | c) get | d) bring |
| 10 a) in | b) for | c) to | d) at |
| 11 a) a | b) an | c) the | d) - |
| 12 a) bring | b) look | c) make | d) take |
| 13 a) make | b) do | c) go | d) play /13 |

2 Verbs and adjectives/Multi-part verbs/ Confusing words Choose the correct words to complete the dialogues.

- A: Can we turn ¹⁴ *on/off* the TV? I'd like to watch a programme about cooking.
B: Cooking? It doesn't sound very ¹⁵ *interesting/ interestingly*.
A: ¹⁶ *Actually/Now*, I've started cooking for myself. I don't eat junk ¹⁷ *meals/food* anymore and I feel really great.
B: Okay, let's stop talking and turn the volume ¹⁸ *up/down*.
A: Your hair looks ¹⁹ *fantastic/fantastically* and it feels ²⁰ *soft/softly*.
B: I wash my hair in egg yolks and lemon juice. Shampoos ²¹ *damage/hurt* your hair.
A: That's a ²² *big/great* idea. And quite cheap, too.
B: Come on, I was just joking. But try lemon juice and don't ²³ *use/wear* hats all the time. /10

3 can, can't, have to, not have to Complete the text with the correct modals.

I am a medical student and I work very hard. I ²⁴ _____ attend classes at the hospital every day and I ²⁵ _____ miss more than a few days every term. I ²⁶ _____ take some time off at the weekend because I ²⁷ _____ go to university on Saturday and Sunday. But I ²⁸ _____ study medical books all the time. In summer, I ²⁹ _____ go away on holiday because I ³⁰ _____ work in the hospital. /17

4 may, must, must not Complete the hospital rules with the correct modal verbs.

- 31 Patients _____ smoke. Smoking is not allowed in the hospital building.
32 Patients _____ follow doctors' orders.
33 Patients _____ buy papers and cosmetics in the hospital shop.
34 Visitors _____ wash their hands before entering the hospital.
35 Visitors _____ see patients between 3 p.m. and 8 p.m. The hospital is closed to visitors until 3 p.m. /15

5 Predictions Choose the correct expressions to complete the sentences.

- 36 He's got a stomachache but he *won't/may* perform in tonight's concert.
37 The clouds are dark - it *is going to/will* rain.
38 He's got a cough - it's not serious but he *will/ may* go to hospital.
39 She's pregnant - she *may/is going to* have a baby in June.
40 Our band is very good - I'm sure we *will/may* win the competition. /15

6 Agreeing/Disagreeing Complete the dialogues.

- A: I love jazz. → (agree) B: Me ⁴¹ _____.
A: I'm really into Sugababes. → (disagree) B: I ⁴² _____.
A: I don't really like hip hop. → (agree) B: Me ⁴³ _____.
A: I don't enjoy big concerts. → (disagree) B: I ⁴⁴ _____. /14

7 At the doctor's Complete the dialogue with the correct words (one gap=one word).

- Doctor: So, what's the ⁴⁵ _____?
Patient: Well, I ⁴⁶ _____ tired all the time and I've got a stomachache.
Doctor: Where does it ⁴⁷ _____?
Patient: Here.
Doctor: I'd like to ⁴⁸ _____ your temperature. You've got flu. You ⁴⁹ _____ stay in bed for two days. Take these pills three ⁵⁰ _____ a day. /16

Self Assessment

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

Exercise	If you need practice, go to
1	Language Choice 28, 34; WB p.47; p.57, 62
2	Language Choice 31, 32, 35; WB p.47, p.53
3	Language Choice 29; WB p.48
4	Language Choice 33; WB p.51
5	Language Choice 36, 37; WB p.60
6	SB p.52, ex. 5, 6; WB p.52
7	SB p.59 ex.9; WB p.63

Objectives: Listen, read and talk about nature; write a formal email; make suggestions and arrangements; learn about conditionals, time clauses and *all, most, many, some, no/none*.

TOPIC TALK

- Look at the photos (a-c). What other endangered animals do you know about in the world and your country?
- 3.34 3.35 Listen to a radio interview. Complete the factfile.



Nature in London

Green space/water (% of area): ¹ 66 %
 Number of private gardens: ² _____ million
 Number of bird species: ³ _____
 Number of fish species: ⁴ _____
 Days with dangerous air pollution: ⁵ _____

- 3.36 Pronunciation Listen and write down the numbers. Then listen again and repeat them.
- 3.37 3.38 Listen again to the interview. Complete the network.

Environment

In our area, there are lots of ¹ green spaces.
 You can see interesting varieties of ² _____.
 My favourite animals are ³ _____.
 My least favourite animals are ⁴ _____.
 Our climate is ⁵ definitely/probably changing.
 The biggest environmental problems are ⁶ _____ and ⁷ _____.

Problems air/water pollution, climate change, habitat loss, noise, over-fishing, hunting, traffic

Places

gardens, green spaces, lakes, nature reserves, parks, rivers, woods

Wildlife

birds, mammals, reptiles, insects

Animals

alligators, bats, bears, bees, deer, foxes, hippos, jellyfish, monkeys, mosquitoes, rats, scorpions, sharks, spiders, snakes, toads, wolves, worms

a black crested macaque



b Eurasian lynx



c great white shark



LANGUAGE CHOICE 39: VOCABULARY PRACTICE

- Your Culture** Work in groups. Use the network to talk about *your* environment.

TOAD INVASION

(3.39)

In 1935, Australian farmers brought cane toads from Hawaii to protect their sugar cane from beetles. Unfortunately, the toads did not eliminate the beetles and there are now more than 200 million cane toads in Australia. This has become one of Australia's worst environmental disasters.

The toads' skin is poisonous. 'Lizards, birds and snakes eat cane toads and then often die,' explains Dr Ben Phillips, of Sydney University. 'Some species may soon disappear, if we don't get rid of the toads.'

Recently, scientists have discovered a worm that attacks toads' lungs and kills them. They are planning to use the worm to fight the cane toad. But they are cautious: 'Before we use it, we will do more research.'

First, the scientists will need to answer some important questions. 'What will happen when we put this worm into the Australian environment?' asks team leader Professor Rick Shine. 'If the worm only kills the cane toads, it will be good news. But if it attacks other animals, it will destroy species we want to protect.'

At the same time, nature has found a solution. In the last 70 years, the heads of two species of snakes have become smaller. 'Snakes with small heads eat smaller toads and smaller toads are less poisonous. If natural selection works, in twenty years most snakes will have smaller heads. It's great that nature can solve its problems,' said Dr Phillips.

a

GREYBACK CANE BEETLE

b

CANE TOAD

c
RED-BELLIED
BLACK SNAKE

Warm Up

- Look at the photos (a-c). What do you think links these animals?
 - People brought them to Australia.
 - They are all dangerous to people.
 - They eat each other.
- Read the text and check your predictions from Exercise 1. Then answer the questions.
 - What problem do cane toads create in Australia?
 - What solution have people found to the problem and what solution has nature found?
- Your Culture** What do people do to save endangered animals in your country?

Future Conditional

- Read the sentences (1-2) from the text and complete the rule.
 - Some species **may** soon **disappear**, if we **don't get rid of the toads**.
 - If it attacks** other animals, it **will destroy** species we want to protect.

if + _____ tense , will/may + infinitive
(condition) (consequence)
- Find more sentences with the Future Conditional in the text. Underline the correct word in the rule below.
 - We use the Future Conditional to talk about *possible/impossible* situations in the future.

Practice

6 Complete the conditional sentences with **will** and the correct forms of the verbs in brackets.

- 1 Cane toads will eliminate (eliminate) a lot of species if their number doesn't go (not go) down.
- 2 Great white sharks _____ (disappear) if over-fishing _____ (continue).
- 3 Sit still! The cat _____ (not come) to you if you _____ (not be) very quiet.
- 4 Animals in the Arctic _____ (be) in danger if the climate _____ (get) hotter.
- 5 You have to clean the aquarium. The fish _____ (get) ill if you _____ (not do) it regularly.

LANGUAGE CHOICE 40

7 Use the cues to make sentences with the Future Conditional.

- 1 Australian animals - not adapt
→ the cane toad - become the most common species in Australia

If Australian animals don't adapt, the cane toad will become the most common species in Australia.

- 2 we - use clean energy
→ we - save the planet
- 3 the climate - hotter
→ some birds - stop moving to colder regions in summer
- 4 farmers - use more chemicals
→ many insects - die
- 5 people - not stop killing whales
→ they - disappear

8 Look at the Sentence Builder with **before** and **when**. Do the verbs in **bold** talk about the present or the future?

Sentence Builder Time Clauses

Before we **use** it, we will do more research.
We will do more research **before** we **use** it.
When we **find** a solution, we'll tell people.
We will tell people **when** we **find** a solution.

9 Complete the sentences with **when** or **before** and the words in brackets.

- 1 Scientists won't use the worm before they are certain that it is safe. (they - certain that it is safe)
- 2 The zoo will buy an elephant (they - have enough money)
- 3 Scientists will test the new drug on animals (they - give it to people)
- 4 ... we will warn the neighbours. (we cut down the tree)
- 5 Ecologists will inform the media (they - see any injured whales)

Grammar Alive Negotiating

10 3.40 Listen to the conversation. What does Amy's mother want her to do? What will happen if she doesn't do it?

11 Work in pairs. Use the cues to make dialogues.

A: *Can you feed the dog?*

B: *I'll feed him when the game ends.*

A starts

- 1 feed the dog?
- 2 repair my bike?
- 3 iron this shirt?
- 4 help me prepare for the test?
- 5 turn off the computer?

B answers

- 1 the game / end
- 2 finish homework
- 3 find the iron
- 4 have some time
- 5 finish writing emails

B starts

- 6 tidy your room?
- 7 clean the aquarium?
- 8 do homework?
- 9 do the washing up?
- 10 lend me your mobile?

A answers

- 6 it / be really messy
- 7 the fish complain
- 8 everyone / go to sleep
- 9 have nothing to do
- 10 finish texting my friend

12 Work in pairs. Use the cues and take turns to make a chain of sentences with the Future Conditional.

A: *Will you help me with my maths homework?*

B: *I'll help you if you come to the cinema with me.*

A: *I'll come to the cinema with you if you lend me your new jacket.*

A: help me with maths →

B: go to the cinema with me →

A: you lend me your new jacket →

B: give back my CDs →

A: invite me to your birthday party →

B: bring something to eat →

A: help me prepare it →

B: buy the food →

A: come to the cinema with me →

No Comment

'The scientific name for an animal that doesn't either run from or fight its enemies is lunch.'

Michael Friedman, American philosopher



Warm Up

- 1 Which of the actions (1-6) do you think are the right things to do in the situation?



Reading

- 2 Read the article and check your guesses from Exercise 1.
- 3 Read the article again. Are the sentences true (T), false (F) or there is no information (NS)?
- Sharks sometimes attack people. **T**
 - Alligators are good runners.
 - Big cats sometimes get scared.
 - Female bears are very dangerous.
 - Bees are good swimmers.
 - Wild turkeys attack people.

A BEGINNER'S GUIDE TO

Dangerous ^{4.1}Predators

An Australian teacher, Jason Cull, was swimming in the sea last week when a great white shark bit his leg. 'I hit its eye,' said Cull, 'and then it let go.' However, most people don't know how to react to a hungry shark and you don't want to give a four-metre shark more reasons to dislike you. But what about other animals? What is the best thing to do if one attacks you?

When you meet an angry alligator, you should **run away** from it because alligators can't go very far on land. If it catches you, hit its eyes and nose. In 2006, Corey Workman of Florida did this and survived because he learnt the trick from Discovery Channel.

Never run away from a big cat like a puma. Stand there, look at it directly and try to look big. Open your coat or stand on a rock, show your teeth and make aggressive noises. Prepare to **fight back** with a stick or rocks. You must act like the more aggressive predator.

The general rule is: **stay away** from bears. They normally don't go near humans but if you **come across** a mother bear with cubs, she will probably attack you. Don't try to **get away** – bears can run fast and climb trees. Don't try to fight back. Some experts say you should 'play dead' but you have to be brave to do this!



- 4 **Vocabulary** Look at the words in **blue** in the text. Match the verbs in **bold** in the Word Builder with the meanings (a-f).

a don't go near b escape c go fast in the opposite direction
d move more slowly e be aggressive, too f meet by chance

Word Builder Multi-part verbs (3)

- You should **run away** (from it). **c**
- Prepare to **fight back**.
- Stay away** from them.
- If you **come across** a mother bear, ...
- Don't try to **get away**.
- Try to **slow them down**.

ET3 LANGUAGE CHOICE 41: VOCABULARY PRACTICE

- 5 Work in pairs. Ask and answer questions about dangerous animals.

A: What should you do when a shark attacks you?
B: You should fight back and hit its eye.





You'll be pleased to hear that when killer bees attack you, you can run away. But don't hit them; it makes them angry. If you can't get indoors, run through bushes to **slow** them **down**. Don't jump into a river; the killer bees will just wait for you to surface.

Wild turkeys have recently caused problems in Boston in the USA. Groups of the 1.5 metre-tall turkeys run after joggers and schoolchildren. According to wildlife officials, you should fight back with an open umbrella. Don't be a victim. Be the dominant turkey!



- 8 Look at the Sentence Builder. What does *it* refer to in 1? Does *it* refer to anything in 2 and 3?

Sentence Builder *it*

- 1 At number seven is the hippo. **It** looks laid-back.
- 2 **It** is six o'clock and **it** is raining outside.
- 3 **It** is dangerous to go swimming.

Listening

- 6 4.2 4.3 Listen twice to a TV travel programme and complete the table.

Top ten most dangerous animals

	Animal	Deaths
10	bears	
9		100
8		100+
7	hippos	
6		500+
5	alligators	
4		800+
3	scorpions	
2		50,000
1		

EG3 SKILLS BUILDER 5

- 7 Vocabulary 4.4 4.5 Listen again and use the strategies in the Skills Builder to guess the meanings of the words and expressions (1-8).

- 1 **creepy crawlies:** a deadly animals b poisonous animals c insects/spiders/snakes
- 2 **cute:** a friendly b pretty c lazy
- 3 **hind legs:** a large legs b front legs c back legs
- 4 **venom:** a bite b teeth c poison
- 5 **laid-back:** a dangerous b relaxed c beautiful
- 6 **bedding:** a under a bed b sheets and blankets c room to sleep in
- 7 **tiny:** a very big b very small c very dangerous
- 8 **long-sleeved:** a covering the head b covering arms c covering legs

- 9 Use the cues to write sentences with *it*.

- 1 raining / very windy

It is raining and it is very windy.

- 2 dangerous / meet a mother bear
- 3 10 April 2012
- 4 difficult / learn a language
- 5 the elephant / dangerous / because / is / very big
- 6 dark / at five o'clock

- 10 Choose one of the options (a-c) below. Write notes about it.

- a dangerous animals in your country / advice about them
- b scary animals / why you are scared of them
- c a nasty experience you have had with an animal / what happened

- 11 Work in groups. Tell your group your topic. Ask and answer questions.

- A: *Why are centipedes dangerous?*
 B: *Because they're poisonous. You should be careful when you have a picnic.*

Your Choice

No Comment

'Biologically speaking, if something bites you, it is probably female.'

Desmond Morris, British biologist





(4.6)

Bees are one of the most important species on our planet.

Of course, all species are important but none of them compares to bees. Who wants a world without honey, flowers and chocolate?

Bees first appeared on Earth 150 million years ago and now there are 20,000 bee species around the world. They pollinate about 250,000 species of plants. Many of these plants, like apples and cotton, are very important to world agriculture. In addition, some important medicines come from plants.

But bees are not useful only for people. Many birds and small mammals eat plants that need bee pollination. If these animals die of hunger, their predators, the next animals in the food chain, will die, too.

Although there are other pollinating insects - like butterflies and wasps - none of these species is a true pollinating machine like bees.

Unfortunately, most bees are in danger at the moment. Modern farming has changed their habitat and many flowers have disappeared so bees do not have

enough pollen to eat. Some bees are also killed by diseases.

Some people say that if bees disappear, then humans will only have four years to live. No bees means no pollination, no plants, no animals, no humans.



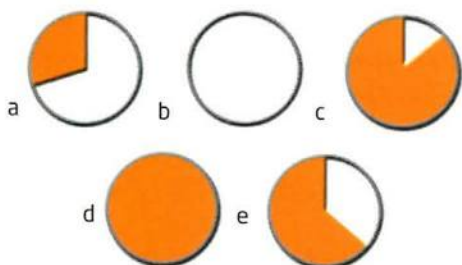
Warm Up

- Look at the photos. What do you know about bees?
- Read the text. What have you learnt about bees? What other animals are useful to our planet? Why?

all, most, many, some, no/none

- Read the sentences (1-5) from the text. Match them with the diagrams (a-e).

- All species are important. *d*
- Most bees are in danger.
- Many birds eat berries and seeds.
- Some medicines come from plants.
- None of the species is a true pollinating machine./No bees, no pollination, no plants, no animals, no man.



- Read the rules. Which of the nouns below do not go with *many*?

- We use *all, most, some, no* and *none of the* with plural countable and uncountable nouns.
- We use *many* with plural nouns only.

animals honey bees water apples
chocolate people danger insects

LANGUAGE CHOICE 43 AND 44

- Look at the results of a class survey. Make sentences with *all, most, many, some, or none of the*.

Some students are vegetarian.

10%	are vegetarian
85%	don't go to the zoo
100%	watch nature films on TV
15%	don't like playing with animals
0%	wear natural furs
60%	don't buy cosmetics tested on animals
70%	have a pet
0%	work for an animal charity

ЕГЭ Writing Workshop 4



oxenboldnature@uk.co

Wild foods Collect, and cook plants and wild mushrooms, catch fish and animals.

Survival Make shelters and fires, collect water, cook wild food.

Wood crafts Cut down trees and make things from wood.

Wildlife watching Identify different species of plants, trees, animals and birds.

Three-day courses (May to September) for £300 (food included). Bring a tent.

1 Read the brochure about a nature school. What three questions would you ask to get more information about the courses?

2 Read the letter. Which of your questions from Exercise 1 does Bruce ask?

1 Dear Sir/Madam,

2 I am writing to ask for information about your wood-crafts course.

3 First, is it more difficult than the other courses? Do you need to have any previous experience? I am from London and do not know a lot about the countryside. Second, do I have to bring any equipment? Another question is about the groups. How many other students are there?

4 I have also got some practical questions. Does the price include all food? What kind of food is there? I am a vegetarian. The other thing is the journey from Exeter station to your centre. Is transport included in the price of the course?

5 I look forward to hearing from you.

Yours faithfully,

Bruce Newtown

ЕГЭ SKILLS BUILDER 16

3 Find formal expressions in the text with these meanings (1-4).

- 1 All the best. *Yours faithfully*
- 2 Write soon.
- 3 Hi there!
- 4 I want to know about the course.

4 Look at the Sentence Builder. Match the words in bold with the meanings (a-d).

- a the second b one more
- c the rest of the d different

Sentence Builder *another/other*

- 1 **Another** question is about the groups.
- 2 **The other** thing is transport.
- 3 How many **other** students are there in them?
- 4 Is it more difficult than **the other** courses?

ЕГЭ SKILLS BUILDER 30

5 Complete the sentences with *another*, *other* or *the other*.

- 1 Does your centre have any other courses, for example about wild mushrooms?
- 2 Do I have to sleep in the tent or is there _____ place to stay?
- 3 You have two centres. What _____ courses do you have at _____ nature centre in Scotland?
- 4 Have you got _____ nature schools outside Britain?

6 Write a letter asking for information about one of the other courses at the nature school.

ЕГЭ SKILLS BUILDER 31

- 1 Read the brochure in Exercise 1 again. Write notes for the questions you want to ask.
- 2 Use your notes to write the letter. Follow the format of the letter in Exercise 2 and use the words in Exercise 4.
- 3 Check your letter for spelling, vocabulary and grammar.
- 7 Work in pairs. Give your letter to your partner. He/she asks you the questions in your letter.

A: *How many students are there in the classes?*

EF3 Speaking Workshop 4

EF3 SKILLS BUILDER 6

- 1 **4.7 4.8** Listen to the dialogue. Use the strategies in the Skills Builder to identify the style (formal or informal). What is the relationship between the two people?

- 2 **4.9 4.10** Listen again and answer the questions.

- 1 Why don't they phone for help?
- 2 Where do they decide to build the shelter?
- 3 What wild food do they decide to look for?
- 4 How can they start a fire?
- 5 What do they decide to cook for dinner?
- 6 Why is Tim an expert on survival?

- 3 **4.11 Pronunciation** Listen to words from the dialogue. Mark the silent letters.

answer asthma battery comfortable
dangerous different environment every
favourite fire interesting poisonous
sure tired Wednesday

- 4 **4.12** Listen and complete the suggestions (1-6) in the Talk Builder with the words below.

can about should Let's Why

Talk Builder Suggestions and short questions

Suggestions

- 1 I think we should
phone someone.
- 2 We ____ carry on walking
and stop later.
- 3 ____ make a shelter.
- 4 What ____ over there?
- 5 We ____ collect wild food,
too.
- 6 ____ don't we start
a fire?

Short questions

- a What?
- b How?
- c Who?
- d Where?
- e Why?
- f When?

EF3 SKILLS BUILDER 47

- 5 **4.13** Match the suggestions (1-6) with the short questions (a-f). Then listen and check.

- 6 Work in pairs. Practise making suggestions and replying with questions

A: *Let's do something this weekend.*

B: *What?*

A: *Why don't we go for a walk?*

- 1 do something this weekend (what?)
- 2 go for a walk (where?)
- 3 go tomorrow morning (what time?)
- 4 meet up somewhere (where?)
- 5 go for a coffee before the walk (why?)
- 6 meet some friends afterwards (who?)

- 7 Arrange to do something with your partner this weekend.

EF3 SKILLS BUILDER 47

- 1 Write notes with ideas about these things:

- what to do
- where to go
- when/how to get there
- who to meet
- when to come back home.

- 2 Practise saying suggestions to yourself.

Let's go to the cinema this weekend.

- 3 Work in pairs. Make, reject and accept suggestions.

A: *What about going dancing?*

B: *Where? All the clubs are terrible. Let's watch a film.*

A: *What film? I think we should see that new James Bond.*

B: *Okay. Let's meet at ...*

- 8 What did you decide to do? Tell the class.

Objectives: Listen, read and talk about flying and transport; ask for information at airports; learn more about passives.

EF3 Task Focus: Listening Task 2

TOPIC TALK

1 Look at the photos (a-d). Which of the machines would you like to go in? Why?

2 **4.14 4.15** Look at the network below. Listen to three people (a-c) and answer the questions.

- 1 How do they get to work or school?
- 2 How do they go on holiday?
- 3 Which of them hates flying on big planes?
- 4 Which of them is the least worried about the environment?

3 **4.16 Pronunciation** Listen and repeat the words and expressions. Notice the stress and the spellings.

LANGUAGE CHOICE 45: VOCABULARY PRACTICE

4 Work in groups. Use the network to talk about *your* journeys.

Journeys

I go to school *on foot*.

It takes me about *fifteen minutes*.

I'd like to go to school *by motorbike*.

We go on holiday by train.

I've never been on an aeroplane.

I love planes because they are *convenient*.

I hate buses because of the *queues*.

delays, crowds, expensive tickets, long journeys, queues, uncomfortable seats

by bike, boat, bus, canoe, kayak, helicopter, train, car, moped, motorbike, plane/aeroplane, tram
on foot, horseback, rollerskates, the underground

cheap, convenient, quick, exciting

c superjumbo

b hot air balloon

a microlight

d flying car



Warm Up

- 1 Look at the photos of the three women (a-c) in the website. Answer the questions.

- 1 Why do you think they were unusual?
- 2 What do you think happened to them?

Reading

- 2 Read the website. Check your answers to the questions in Exercise 1.

EF3 SKILLS BUILDER 17

- 3 Use the strategies in the Skills Builder to match the sentences (a-f) with the gaps (1-5) in the text. There is one extra sentence.

- a Since then she has become an American legend.
- b Because of that, Bessie went to France and got her pilot's license there.
- c Five years after that, in 1937, she tried to fly around the world but disappeared somewhere in the Pacific.
- d She learnt to fly there and became an experienced pilot.
- e After the war, she started flying and was the first woman to parachute from a plane.
- f She didn't die but she was never the same.

- 4 Read about the three pilots again. Which of the women, Bessie Coleman (BC), Sophie Pearce (SP) and Amelia Earhart (AE), are the sentences about?

- 1 had a difficult childhood **BC, AE**
- 2 took part in World War I
- 3 had problems learning to fly
- 4 made an important solo flight
- 5 became famous in her lifetime
- 6 survived a bad aeroplane accident

- 5 **Vocabulary** Look at the adjectives in the Word Builder. Find their opposites in **blue** in the text.

Word Builder Opposites

Adjective	Opposite	Adjective	Opposite
experienced	1 inexperienced	usual	6 _____
possible	2 _____	happy	7 _____
conventional	3 _____	accompanied	8 _____
reliable	4 _____	known	9 _____
lucky	5 _____		

EF3 LANGUAGE CHOICE 46: VOCABULARY PRACTICE

WOMEN IN HISTORY

HOME

ABOUT US

PILOTS

SITE MAP

CONTACT US

In the 1920s and 30s, there was an incredible generation of young women pilots. A group of adventurous and **unconventional** women were pioneers in the male world of flying. These brave women flew primitive, **unreliable** aeroplanes and a lot of them died young in accidents.



BESSIE COLEMAN (1892-1926)

- 5 Bessie was born into a very poor African American family. She wanted to take lessons at a flying school but it was **impossible**; none of them wanted her because of her colour. ¹ _____ Back

10 home, Bessie did acrobatics at air shows to make money and planned to start a school for African American pilots. However, Bessie died before she could open it. In an **unlucky** accident, she fell hundreds of metres from her plane. Americans were horrified and

15 thousands came to her funeral. ² _____

LADY HEATH (SOPHIE PIERCE) (1897-1939)

Sophie was Irish but moved to England when she was a young girl. She was a motorbike messenger for the army there during World War I and in the 1920s

20 became quite a successful athlete. ³ _____ In 1928, Sophie made the first ever solo flight from Britain to South Africa. For the trip, Sophie took some **unusual** luggage with her: a gun, tennis rackets,

25 evening dresses and a fur coat. Sophie became a celebrity but in 1929 she had a plane crash.

⁴ _____



Writing

EF3 SKILLS BUILDER 32

6 **Your Culture** Work in pairs. Ask and answer the questions.

- 1 Which of the three women do you think was the most interesting?
- 2 Do you know any famous pilots from your country?
- 3 What other famous women from your country do you know about? What did they do?

7 Read about reference words. What do the words (1-10) refer to in the website?

1 *women aviators*

- 1 these brave women (line 3), 2 them (line 4), 3 it (line 7),
4 them (line 8), 5 her (line 9), 6 she (line 13), 7 it (line 13)
8 thousands (line 15), 9 there (line 18), 10 the trip (line 23),
11 that (line 35), 12 she (line 37),

8 Read the information about Lidia Zvereva, the first Russian woman aviator. Replace the words in *italics* with the reference words below.

then she another them her ones there he they (2) it his

1 *it*

Lidia Zvereva was the daughter of Vissarion Lebedev, a Russian Army General, who perhaps started Lidia's interest in mechanical toys. They became ¹*Lidia's* favourite ²*toys*.

³*Lidia* loved aeroplanes and read a lot of books about ⁴*aircraft*. So when she was older Lidia decided to become a pilot. At 17, Lidia got married but sadly her husband soon died. After ⁵*her husband's death*, Lidia joined a military flying school. ⁶*At the school* she met Vladimir Slusarenko. ⁷*Vladimir* thought Lidia was a talented student and in 1911 *this* brave woman made her first flight. She was the first Russian woman to get a pilot's license. In 1912 ⁸*Lidia and Vladimir* got married. Lidia wanted to take part in a flying competition but she wasn't able to because ⁹*the competition* was for men only. ¹⁰*After that* Lidia decided to open her own flying school. ¹¹*Lidia and Vladimir* then had ¹²*one more* idea – to build a factory where they could construct new planes. Their dreams came true in 1913. It was her triumph. In 1916, at the age of 26 Lidia Zvereva, died of typhus.



AMELIA EARHART (1897–1937)

- Amelia Earhart was born in the USA in 1897 and had an *unhappy* childhood. When she was twenty-three she went in an aeroplane for the first time and loved it. Immediately, she wanted to fly and in 1922 made her first *unaccompanied* flight. Six years after that, Amelia became the first woman to fly across the Atlantic but she was quite *inexperienced* and did not pilot the plane alone. However, four years later, she made another trip across the Atlantic, this time on her own and immediately became world-famous.
- ⁵ ____ The cause of Amelia's death is *unknown* but her plane probably ran out of fuel and crashed into the sea.



9 Work in pairs. Student A look at page 114 and Student B look at page 128. Choose four questions about the history of flight. Ask and answer your partner's questions.

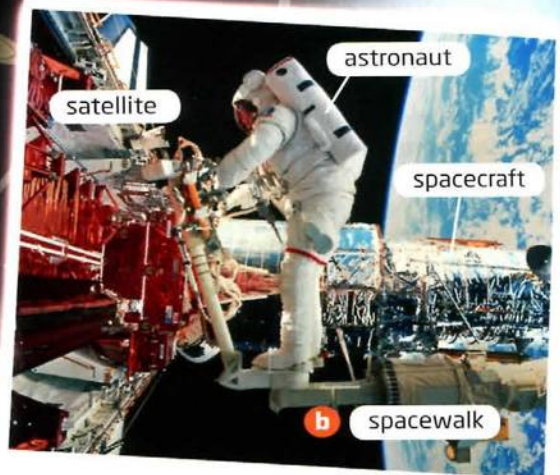
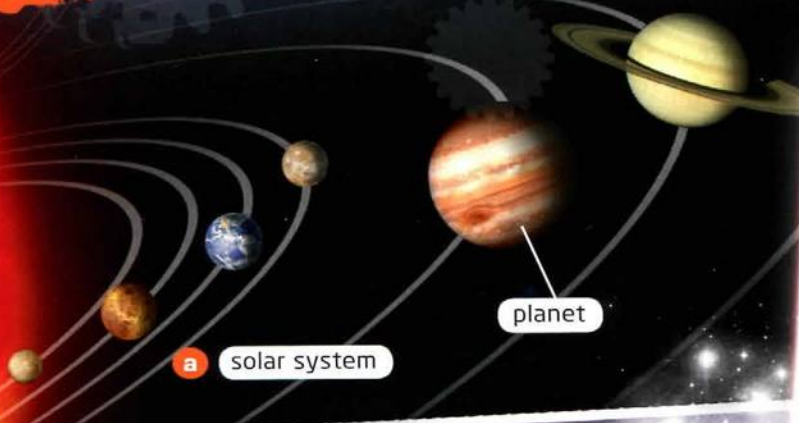
10 How many questions did you get right? Tell the class.

No Comment

'There are only two emotions in a plane: boredom and terror.'

Orson Welles, American film director

Your Choice



science world

Space Junk (4.18)

In November 2008, a bag was lost in space by astronaut Heidemarie Stefanyshyn-Piper, during repairs outside the *International Space Station*. The incident was reported by the media all over the world.

In fact, this happens quite a lot. A glove was lost during the US astronauts' first spacewalk in 1965 and a camera disappeared in space during the *Gemini 10* mission in 1966. These objects in space are called space junk.

There is a lot of junk in our solar system. It is found on Venus and Mars and twenty tons of it have been left by Americans on the Moon since the first Moon landing! Since 1957, when the first satellite, *Sputnik*, was launched by the Soviet Union, more than 4000 satellites have been sent into orbit. So it isn't surprising that some rubbish has been left behind!

Space junk travels as fast as 36,000 kilometres per hour and is very dangerous for spacecraft and satellites. Space shuttle windows are often damaged and have been replaced over eighty times so far!

A lot of work is needed to clean up the space junk. Who knows, 'space junk collector' may be an important job in the future!



Warm Up

- Look at the photos (a-c) and answer the questions.
 - What do people use satellites for?
 - What planets in the solar system have people reached so far?
 - Why do astronauts go outside spacecraft?
- Read the text. What is space junk? Is it dangerous?
- Would you like to travel in space? Why/Why not?

The Passive

- Look at the text again. Complete the sentences below with the correct form of the verb *be*. Name the tenses for a, b and c.

- _____ tense
Many objects **were lost** during the spacewalk.
The incident **was reported** by the media.
- _____ tense
Space shuttle windows **are often damaged** by space junk.
A lot of work **is needed** to clean up the space junk.
- _____ tense
More than 4000 satellites **have been sent** into orbit.
Some rubbish **was left** behind!

Practice

LANGUAGE CHOICE 47

- 5 Use the cues to write sentences in the Passive. Use the Present Simple, Past Simple or the Present Perfect.

- The Hubble Telescope / launched / in 1990
The Hubble Telescope was launched in 1990.
- No life / discovered / on Mars / so far
- The Moon landing in 1969 / watched / on TV all over the world
- Different animals / regularly / sent / into space in spacecraft
- No planet like Earth / found / so far
- Different objects / often / lost / in space

- 6 Look at the Sentence Builder. What information do the phrases in **bold** give us?

Sentence Builder by phrases

- Sputnik was launched **by the Soviet Union**.
- A lot of junk has been left **by Americans** on the Moon.

- 7 Complete the sentences (1-6) with the Passive forms of the verbs in brackets and add the correct phrases below.

- | | |
|---------------------------|------------------------|
| by the USSR | by Leonardo da Vinci |
| by a piece of space junk | by robots |
| by rings of rocks and ice | by American astronauts |

- The exploration of Mars was carried out by robots. (carry out)
- The first aeroplane _____. (design)
- An astronaut _____ (hit) during the spacewalk.
- Saturn _____. (surround)
- Twenty tons of junk _____ (leave) on the Moon.
- The first spaceship _____. (launch)

LANGUAGE CHOICE 48

- 8 Complete the text with the verbs in the Passive. Use the Present Simple, Past Simple or the Present Perfect.

The Moon appeared over four billion years ago in a big collision. Its dry surface ¹ is covered (cover) by sand and rocks and ² _____ (often hit) by meteoroids. During the day, it ³ _____ up (warm) to 117°C by the sun and at night the temperature falls to -169°C.

In the 1950s and 1960's many spaceships ⁴ _____ (send) to the Moon. The first photographs of the far side of the Moon ⁵ _____ (take) in 1959. The first successful Moon landing ⁶ _____ (perform) in 1966 by the Soviet robot spaceship Luna 2. Since then, moon rocks ⁷ _____ (examine) by scientists from all over the world but no life ⁸ _____ (find).

Grammar Alive The news

- 9 **4.19** Listen to the news item and answer the questions.

- What did the astronauts lose during the last spacewalk?
an expensive bag with tools
- How many more spacewalks are they going to do on this mission?
- What changes have been made on the International Space Station? Why?
- Who/What can find the position of the bag?
- What happens to objects in space when they enter the Earth's atmosphere?

- 10 Use the notes below to write a news item. Use correct tenses and the Passive where necessary.

The International Space Station was hit by a piece of space junk last night.

space station - hit by a piece of space junk - no astronaut hurt - some equipment damaged - only one signal received from the station since the accident - rescue mission sent from Earth

- 11 Imagine you are a journalist. Use the cues to make questions in the Passive about a space voyage.

- How / food prepared?
How is food prepared?
- What / plates and spoons made of?
- How / water obtained?
- Where / oxygen stored?
- How / illnesses treated?
- Where / rubbish kept?
- How / the space ship cleaned?

- 12 Work in pairs. Ask the questions from Exercise 11. Choose the correct answers (a-g).

A: *How is food prepared?*
B: *It is made on Earth.*

- It is thrown out into space.
- It is cleaned by robots.
- It is stored in tanks.
- They are made of plastic.
- It is made on Earth.
- The ship is equipped with medicines.
- A lot of it is recycled.

Warm Up

- 1 **Vocabulary** Look at the airport plan. Answer the questions.

- Where do you have to go when you arrive at an airport to catch a flight?
- What do you have to go through before you get to the departure lounge?
- Where do you have to go first when you enter another country?

→ LANGUAGE CHOICE 49 AND 50: VOCABULARY PRACTICE

Listening

→ EF3 SKILLS BUILDER 3

- 2 **4.20 4.21** Listen to a documentary about Heathrow Airport in London. Are the sentences true (T), false (F) or there is no information (NS)?

- Heathrow has nearly seventy million passengers a year.
- There are six passenger terminals.
- The second most popular destination is Paris.
- The airport is crowded because it is designed for fifty-five million passengers.
- Airlines have short times to load and unload.
- There are trains to London every five minutes.

DVD Choice

- 3 **DVD 9** Look at the photos (a-c) from a BBC documentary about Heathrow Airport in London. Guess which of the things below are mentioned. Then watch and check your guesses.

- the number of passengers at Heathrow
- fines for airlines when flights leave late
- weight limits on baggage and cost of excess baggage
- animals in baggage

- 4 **DVD 9** Watch the documentary again and answer the questions.

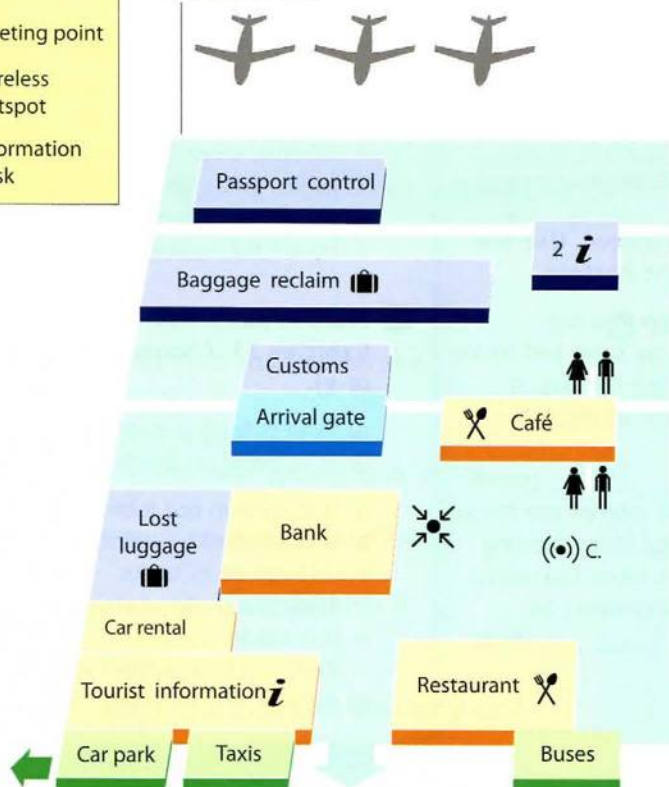
- How many minutes late can a plane be without a fine?
five minutes
- What is the job of the duty officer of Qatar Airways?
- What is the weight limit for hand baggage?
- What do passengers usually do when they have excess baggage?
- Does the flight finally leave on time? How do you think the duty officer feels?

- 5 Have you ever had problems at an airport? What happened?

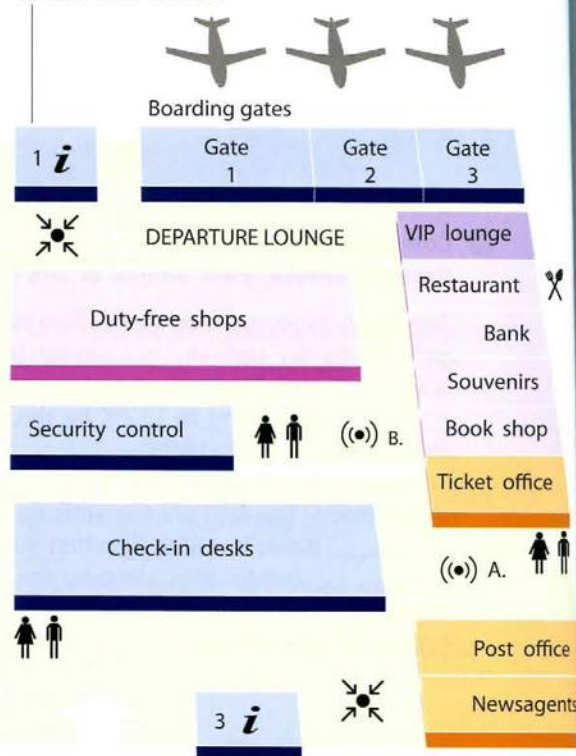
KEY:

-  Meeting point
-  Wireless hotspot
-  Information desk

ARRIVALS



DEPARTURES





Watching and Speaking



- 6 **4.22 DVD 10** Listen to or watch the airport situation. Answer the questions.

- How many kilos over the limit is his suitcase?
2 kilos
- How much does he pay for excess baggage?
- Where is the ticket office?
- Where does he put the things from his suitcase?
- Where and when does the flight start boarding?
- What is the bank in front of?

ET3 SKILLS BUILDER 7

- 7 **4.23 DVD 10** Use the strategies in the Skills Builder to listen to or watch the dialogue again and find examples of formal style.

- 8 **4.24** Listen and match the questions and requests (1-7) with the replies (a-g) below.

- Yes, of course. Here you are.
- Yes, I did.
- I'm sorry, I can't.
- Yes, certainly. Go through ... and turn right, go past the ... The ... is between the ... and the ... It's in front of the ...
- Just a moment.
- Aisle, please.
- Sure.

Talk Builder Airport situations

- Good morning, sir. Could I have your passport and ticket, please?
- Is that a window or aisle seat, Mr Macdonald?
- Could you put your case here, please?
- Could you help me with my case, please?
- Could you pay the excess baggage at the ticket office?
- Did you pack your case yourself, sir?
- Could you tell me how to get to the nearest bank?

ET3 SKILLS BUILDER 48

- 9 **4.25 Pronunciation** Listen and repeat the polite requests and replies. Notice the intonation.

- 10 **4.26** Listen and choose the best reply to the phrases.

- a Give me a window seat. b Window, please.
c I'd like a window.
- a I can. b Not at all. c Sure.
- a No, I didn't. b Of course I did. c Yes, I did.
- a Here you are. b Here we are. c Here they are.
- a Of course. b Not at all. c Right.

- 11 **Work in pairs. Look at the airport plan again. Ask for and give directions to these places from one of the information points:**

a café / a car park / a bookshop / tourist information / a bank / the arrival gate

- 12 **Work in pairs. Choose three of the situations (a-d) and act them out.**

- check in (no excess baggage)
- check in (passenger with excess baggage)
- an information desk (ask for buses)
- an information desk (ask for British Airways check in)

Language Review Modules 8 and 9

1 Environment/Journeys/Airports Complete the texts with the correct words.

In my city, there are a lot of green ¹ _____ so we have some wild animals. But my favourite wild animals are polar ² _____. Unfortunately, they are threatened by ³ _____ change. I'm also interested in bees, the most useful ⁴ _____ of insects in the world. I don't like ⁵ _____, like snakes and crocodiles. Last summer I was coming home from Spain ⁶ _____ plane. All the planes were delayed because ⁷ _____ a storm. It ⁸ _____ us an hour to go through passport ⁹ _____. The departure ¹⁰ _____ was so crowded that we had to stand. Then, we had to go to the plane ¹¹ _____ foot. The whole journey was a disaster. I was so happy when I finally saw my dad at the arrival ¹² _____.

/12

2 EF3 USE OF ENGLISH TASK 2 Adjectives Fill in the gaps with the correct adjectives.

- 13 A: Is this new anti-insect spray _____? RELY
B: The best thing is always to stay away
14 from insects. It is _____ to protect POSSIBLE
people against all of them. But this
15 spray is quite _____ - it works on USUAL
mosquitoes and flies.
A: And what about bees?
B: When you come across a bee's nest,
16 don't touch it. If you are _____ LUCK
and get bitten, put some ice on
the bite. There are some
17 _____ remedies, like raw onion, CONVENTION
18 but their true effects are _____ KNOW

/16

3 Future Conditional and time clauses Complete the sentences with the correct forms of the verbs in brackets.

- 19 If I _____ (not get) the plane ticket,
I _____ (go) by train.
20 He _____ (buy) some books in the airport
shop before he _____ (get) on the plane.
21 If we _____ (not find) a cheap hotel, we
_____ (stay) at the campsite.
22 I _____ (call) you when I _____ (land).
23 They _____ (inform) us if the departure time
_____ (change).

/15

4 The Passive Use the cues to write sentences with the Passive.

- 24 A unique spider / discover / in Central America
25 I / bite / my neighbour's dog / last week
26 Coffee / produce / in South America and Africa
27 The theory of evolution / develop / Darwin
28 Snakes / threaten / cane toads / in Australia

- 29 Bears / know / dangerous animals
30 Several people / find / alive / after the earthquake

/17

5 all, most, many, some, no/none, another/other Choose the correct words to complete the text.

I hate planes. I always choose ³¹some/another means of transport, if I can. Last summer, I was flying to New York. ³²All/Most passengers looked relaxed but the two people next to me were really nervous. One was an elderly woman and ³³another/the other was a young man. The woman chatted to ³⁴none/most people around her but the man ignored ³⁵some/the other passengers. He took ³⁶other/some medicine but ³⁷most/none of it helped him relax. When we landed, ³⁸some/most police cars drove up to the plane and the man was arrested. ³⁹All/Many the passengers had to wait until they took him away and ⁴⁰none/most of us were informed what was going on.

/10

6 Suggestions/Airport situations Complete the dialogue with the correct words.

- Officer: Good morning. Could I ⁴¹ _____ your passport, please?
John: Of course, here you are.
Officer: Window or ⁴² _____ seat?
John: Window, please.
Officer: I'm afraid your baggage is ⁴³ _____ the limit, sir. You'll have to pay ⁴⁴ _____ baggage.
Amy: John, why ⁴⁵ _____ you take out some of the books?
John: Okay.
Officer: Here is your ⁴⁶ _____ pass, ⁴⁷ _____. Have a good flight!
John: And where are the gates?
Officer: Go ⁴⁸ _____ the pharmacy and you'll see the gates ⁴⁹ _____ the restaurant and the newsagent's. I think you ⁵⁰ _____ go there right now. It's quite late.

/10

Self Assessment

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

Exercise	If you need practice, go to
1	Language Choice 39, 45, 49, 50 WB p.65, 75, 76
2	Language Choice 46, WB p.77
3	Language Choice 40, SB lesson 22 ex 8, 9, WB p.66
4	Language Choice 47, 48, WB p.78
5	Language Choice 43, 44 WB p.69
6	WB p.80

Objectives: Listen, read and talk about islands and holidays; write a postcard and ask for and give information; learn more about conditionals and articles.

EF3 Task Focus: Reading Task 1

TOPIC TALK

- 1 Match the photos (a-c) with the places (1-3). Which of the places would you like to visit? Why?

1 The Pacific 2 The Adriatic 3 Scotland

- 2 **4.28 4.29** Listen to three people talking about holidays. Where do they usually go - Majorca, Elba or Ireland? Which of the islands in the photos are their dream destinations?

- 3 **4.30 4.31** Listen again to the first person. Complete the information in the network.

Holidays

I usually go on holiday

¹ to the coast.

I go ² _____.

We stay ³ _____.

I often ⁴ _____.

My dream is to go to Mull

because it's got ⁵ _____.

beautiful beaches, coral reefs, forests, hot springs, lagoons, mountains, rivers, sea, streams

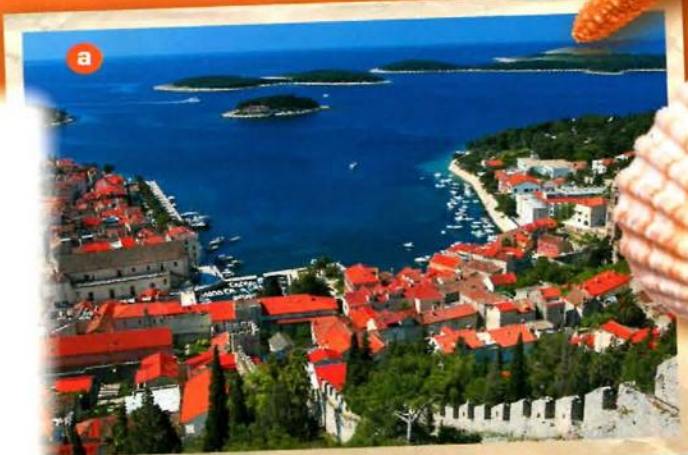
old castles, churches, villages

a cool, sunny, tropical climate

abroad, to the coast, country, mountains
with my family, friends, the school

at a campsite, in an apartment/hotel,
with family

go bird-watching, cycling,
diving, hiking, kayaking, sailing,
sightseeing, snorkelling,
sunbathing, surfing, wind-surfing



- 4 **4.32 Pronunciation** Listen and repeat the words and expressions from the network. Notice the ending (-ing) and the unstressed words.


EF3 LANGUAGE CHOICE 51: VOCABULARY PRACTICE

- 5 Work in groups. Use the network to talk about *your* holidays and *your* dream destination.

28 GRAMMAR DESERT ISLAND

Warm Up


- 1 Look at the advertisement. Would you like to take part in this reality show? Why/Why not?



Desert Island Survival

Would you like to live on a desert island?
Can you swim, make a fire, catch fish?
Can you live without your mobile?
Come and live on this island with nine other people.

Apply to Channel 7 and become a TV star!



- 2 **4.33** Colin wants to take part in the reality show. Read and listen to the interview. Tick (✓) the things he can do on the application form.

APPLICATION FORM

Name: *Colin Jones*

Age: *nineteen*

Occupation: *student*

I can:

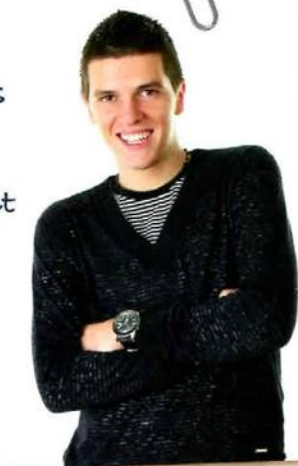
make a fire ☐

make a shelter ☐

catch fish ☐

cook ☐

collect fresh water ☐



INTERVIEW

Interviewer: Hi, Colin. So, you are nineteen, you're a student and you don't work.

Colin: That's right! If I had a job, I wouldn't have time to watch lots of reality shows.

I: Oh, I see. Okay. We'd like to ask you a few questions. In our programme, a group of young people spend three months on a desert island.

C: Sounds great!

I: Well ... You won't have MP3 players, mobiles, books or ... food! So, first question: How would you get fresh water?

C: Erm ... I suppose I'd find a stream.

I: Imagine there is no stream!

C: Oh, I don't know ... erm ... If there wasn't a stream, I would drink sea water.

I: Sea water ... hmm. And what about food?

C: If there were trees, I'd look for fruit. And if there was no forest, I could catch fish and cook it on the fire. My granddad taught me to catch fish.

I: How would you make the fire if you didn't have any matches?

C: No problem! I'd use dry wood. If I wasn't a boy scout, I wouldn't know how to make a fire. I've been a scout since I was ten, you see.

I: Right. And do you know how to make a shelter?

C: No, not really. But I wouldn't need any shelter if I was on a tropical island! It's nice and warm there, isn't it?

I: Thank you, Colin. We'll get in touch with you.

- 3 Do you think Colin is a good candidate for the desert island reality show? Why/Why not?

Unreal Conditional

- 4 Read the sentence and answer the questions.

If I wasn't a boy scout, I wouldn't know how to make a fire.

1 Is Colin a boy scout?

2 Does Colin know how to make a fire?

- 5 Look at the pattern and find similar sentences in the text.

if + Past Simple tense,
(condition)

would/could + infinitive
(result)

- 6 Look at the conditions in sentences (1-2) and match them with the situations (a-b).

1 *If I wasn't a boy scout, I wouldn't know how to make a fire.*

2 *I would drink sea water if there wasn't a stream.*

a an imaginary situation about the **future**

b a **present** situation which is not true

Practice

LANGUAGE CHOICE 47



7 Look at the picture. Which sentences (1-4) could the boy say?

- 1 If I didn't have these exams, I would go on holiday.
- 2 If I was a student, I would have to study a lot.
- 3 If I had a laptop, I could find information on the internet.
- 4 If I took my laptop to the island, I could study on the beach.

8 Imagine you and your friends are going on the reality show. Match conditions (1-6) and results (a-f) to make sentences with the Unreal Conditional.

If we didn't have fresh water, we would collect rain water.

- | | |
|---------------------------------|-------------------------------|
| 1 not have fresh water | a catch fish |
| 2 meet a dangerous animal | b eat only fruit |
| 3 not have food | c collect rain water |
| 4 not have matches | d send smoke signals |
| 5 see a plane | e run away |
| 6 not know about poisonous fish | f make a fire with my glasses |

9 Imagine these situations (1-5) on a desert island. What would you do? Make two sentences about each situation.

- 1 There is a storm.

If there was a storm, I would hide under a tree.
If there was a storm, I would collect rain water.

- 2 You lose all your tools (knife, etc.).
- 3 Someone breaks their leg.
- 4 You have no clothes.
- 5 You find some treasure.

Grammar Alive Dreaming



10 4.34 Listen to the conversation between participants in a desert island reality show. Match the people (1-3) with the statements (a-c).

- | | |
|---------|------------------------------------|
| 1 Colin | a can cook |
| 2 Julia | b tries to change someone's habits |
| 3 Dave | c loves meat |

11 Work in pairs. Use the cues to make dialogues.

- A: *Would you like to go to a desert island?*
 B: *Yes, if I went to a desert island, I'd get a nice sun tan.*

A starts

- 1 go to a desert island
- 2 do an island survival course
- 3 learn to dive
- 4 have a yacht

B answers

- 1 get a nice sun tan
- 2 learn how to make a shelter
- 3 see a coral reef
- 4 go on a sailing holiday

B starts

- 5 be a pirate
- 6 sail around the world
- 7 take part in a 'desert island' reality show
- 8 work on a ship

A answers

- 5 be rich and free
- 6 become famous
- 7 learn some survival tricks
- 8 travel all over the world

12 What dreams do you have? Think about your life (school, home, family, town, etc.) and write conditional sentences explaining your dreams.

I would like to live in Scotland. If I lived in Scotland, I could eat seafood all the time.

No Comment

'Man can live about forty days without food, about three days without water, about eight minutes without air but only one second without hope.'

Hal Lindsey, American writer



Warm Up

- 1 Look at the online travel guide to the Maldives in the Indian Ocean. Guess the answers to the questions.
 - 1 What do you think the climate is like?
 - 2 Why is it probably a good place for a holiday?
 - 3 What activities is it probably good for?

Reading

- 2 Read the travel guide and check your guesses from Exercise 1.

EG3 SKILLS BUILDER 12

- 3 Read the travel information again. Match the headings (a-g) with the paragraphs (1-6). There is one extra heading.

- a Things to do 5
- b How to get there
- c Islands in the Maldives
- d A paradise destination
- e The people
- f Places to stay
- g Geography

EG3 SKILLS BUILDER 18

- 4 **Vocabulary** Use the strategies in the Skills Builder to work out the meanings of the words in blue in the text.

- 5 Why do you think the people (1-4) would like to go to the Maldives?

- 1 James is a keen cook and is interested in nature.

James would like the food and would enjoy ...

- 2 Michelle and Gavin are a young couple. They want to chill out and have a good time.
- 3 Sue is going with some friends from her local sports club.
- 4 Charles and Maria are in their sixties with health problems especially in the winter.



THE MALDIVES

(4.35)

1 Imagine your paradise holiday location. Warm, sunny weather. Clear, blue sea. Tall palm trees. White, sandy beaches. Turquoise lagoons and colourful coral reefs. You can find all this and more in the Maldives.

2 There are over 1000 coral islands in the Maldives and ninety percent of the country's 90,000 square kilometres is covered by sea. The climate is warm and tropical all year round, with an average temperature of 29°C.

3 The population of the Maldives is just over 300,000 and a third of the people live in the capital, Malé. The Maldives has been a Muslim country since 1153. Maldivians are open and friendly and English is spoken widely. The local food is absolutely delicious with Arab, Indian and Sri Lankan influences; fish curry is the national dish.

4 There are luxury resorts on uninhabited islands where you can stay in a deluxe bungalow built over a lagoon and they are building more every year. On other islands, you can chill out on the beach, relax with a massage at the health spa or enjoy dancing at the discotheque.

5 The Maldives is one of the best dive sites in the world. You can discover a beautiful underwater world of seventy different kinds of coral and 700 species of fish. Canoeing, wind-surfing and sailing are also available at most resorts and if you like surfing, there are good waves on some of the islands. You can go dolphin watching or stay in the resort and work out in the gym, join in a game of beach volleyball or play badminton or tennis.

6 There are direct flights to the capital, Malé, from many European countries and transfer from the airport to your resort is by seaplane or speedboat.

For more information: www.visitmaldives.com



- 6 Look at the Sentence Builder. Which of the words in **bold** is a verb and which are nouns?

Sentence Builder -ing forms

- 1 Canoeing, wind-surfing and sailing are available.
- 2 You can enjoy **dancing** at the discotheque.
- 3 They are **building** more every year.

- 7 Work in pairs. Use the expressions to say sentences about activities from the brochure.

I love playing volleyball. Playing volleyball is good fun.

- I love/like/can't stand ...
- ... is good fun/relaxing/boring/exciting

LANGUAGE CHOICE 53

Listening

- 8 4.36 4.37 Look at the photo. Listen to a news programme and choose the best headline (1-3) below.



- 1 New president looks for new country
- 2 Rising sea level destroys coral reefs
- 3 Maldives builds artificial island

EGЭ SKILLS BUILDER 8

- 9 4.38 4.39 Listen to the programme again. Use the strategies in the Skills Builder to complete the notes below.

Population of the Maldives: 1370,000

Number of islands: 2

Sea level rise: 3

Highest point in the Maldives: 4

Future rise in sea level: 5

Year of the tsunami: 6

The tsunami destroyed: 7

Solutions: buy another 8

build 9

- 10 **Vocabulary** Look at the Word Builder. Match the verbs in **bold** with the meanings (a-f).

- a happen b leave the house
c return d rise e fall f continue

Word Builder Multi-part verbs (4)

- 1 People are not **going out** and are staying at home. **b**
- 2 What's **going on** in the Maldives?
- 3 In the last few years, the sea level has **gone up**.
- 4 It's not going to **go down** again.
- 5 People still have not **gone back** to their homes.
- 6 Sea levels will go up if climate change **goes on**.

LANGUAGE CHOICE 54: VOCABULARY PRACTICE

- 11 Work in pairs. Choose one of the options (a-c) to talk about. Give reasons for your decisions.

- a What activities would *you* do if you were in the Maldives on holiday? What month would you go there? Do you think you would like it? Why/Why not?
- b What would *you* do if you were the president of the Maldives now? What solution would you choose?
- c If *you* were the president of your country, what would you do to stop climate change?

A: *What would you do if you were in the Maldives on holiday?*

B: *I would go diving ...*

Your Choice

Warm Up

- Look at the map and the photos. Why is the Russian Far East an attractive tourist destination?
- Read the text. What can you do in these places?
 - Sakhalin island
 - Tardoki-Yangi
 - The Ussuri River

DISCOVER THE RUSSIAN FAR EAST

(4.40)

THE RUSSIAN FAR EAST, THE EXTREME EASTERN PARTS OF RUSSIA, OFFERS A NUMBER OF WONDERFUL ACTIVITY HOLIDAYS.



- Hike in the **Sikhote-Alin National Park** and climb Mount **Tardoki-Yangi**, 2090 metres high and the highest mountain there.
- Go down into the caves of the **Sikhote-Alin** mountains. It is an unforgettable experience!
- Kayak down the **Ussuri River** and appreciate the beautiful views of the Ussuri taiga, majestic mountains and enchanting nature.
- Cross the **Gulf of Peter the Great** to visit the Far Eastern Marine Reserve in Khasan district and go diving in Vityaz Bay.
- Travel to **Sakhalin Island**, for rafting, mountaineering and rock climbing.
- Explore the **Kuril Islands**. There are about 30 small islands with gigantic active volcanoes. There are also a lot of waterfalls!
- Travel to **Kunashir Island**, the Kuril natural reserve. Have a look at the archeological and ethnic monuments like the Ains settlements.
- Visit **Vladivostok**, **Khabarovsk** and other Russian Far East cities and find out more about local history.
- Our website (<http://www.nordictravel.ru>) provides information about tours, hotels and flights for tourists from **the United States**, **Europe** and **Asia**.



the in geographical names

- Complete the table with the geographical names from the text and your own ideas. Which words need *the*?

	example
continent	Asia
country	
city	
river	
lake	Lake Khanka
sea/ocean	The Pacific Ocean, the Bering Sea
mountain	
group of mountains	
island	
group of islands	

- Complete the sentences with *the* or *(-)*.

- ___ London is the capital of the United Kingdom.
- ___ Danube flows through some capital cities in ___ Europe, including ___ Budapest and ___ Belgrade.
- ___ Amur flows through some cities in Asia, including ___ Khabarovsk, one of the biggest cities of ___ Russian Far East, and ___ Blagoveschensk.
- ___ Cuba is the largest island in ___ Caribbean Sea.
- ___ China, ___ South Korea and ___ Japan have important towns and seaports on ___ East Chinese Sea.
- To get from ___ Switzerland to ___ Italy you have to cross ___ Alps.
- You can cross ___ United States going down ___ Mississippi, from ___ Lake Itasca to ___ New Orleans.
- ___ Lake Victoria is the largest lake in ___ Africa and Kilimanjaro is the highest mountain.

LANGUAGE CHOICE 55

- Write about five places to visit in Russia.

You can visit Gelendzhik, a beautiful historical town in the south of Russia and swim in the Black Sea.

ЕГЭ Writing Workshop 5

- 1 Read the postcard. Use your general knowledge, maps and Lesson 30 to correct the four underlined mistakes. Use these places.

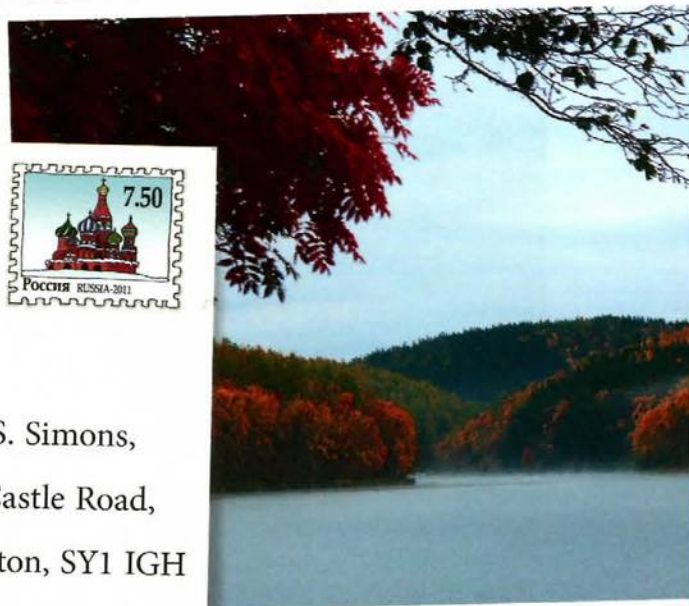
- 1 Mt Lopatin 2 the Sikhote-Alin Mountains
3 the Ussuri River 4 Kunashir Island

Kurilsk, RFE, 21 July

Hi Sally,

Having a great time. It's quite hot here because it's the middle of summer here. Now in Kurilsk on Primorye for two days – the scenery is wonderful! Yesterday, we were in Sakhalin. Saw the hot springs and mountain lakes. Climbed the highest mountain – Mt Tandoki-Yangi – AMAZING!!! Last week, stayed with my dad's friends in Vladivostok. Went biking in the West Sakhalin Mountains – the caves very scary – like black holes in the galaxy! Enjoyed beautiful views of the mountain rivers and forests. They are magic! Rafted in the Lena River. Tomorrow, I'm going sailing. Back on Thursday. See you next weekend.

Take care, Olga xxxxxx



Ms S. Simons,
23 Castle Road,
Orleton, SY1 1GH
Great Britain

Text Builder

ЕГЭ SKILLS BUILDER 19

- 2 Find informal expressions in blue in the postcard with these meanings (1-4).
- 1 With best wishes, 2 We are enjoying ...
 - 3 Dear ..., 4 Look forward to seeing you on ...
- 3 Answer the questions (1-5) about punctuation.
- 1 Why does Olga use CAPITAL LETTERS for words?
a for names b to emphasise something
 - 2 What examples of shortened words (contractions) does Olga use?
 - 3 Why does Olga use dashes? (-)
a to comment on something mentioned
b to start a new sentence
 - 4 When does Olga use exclamation marks? (!!!)
a to emphasise something b for questions
 - 5 What does 'xxxxxx' mean?
a good luck b kisses
- 4 What words does Olga leave out? Complete the sentences.
- 1 I am having a great time.
 - 2 now in Kurilsk.
 - 3 saw the hot springs and mountain lakes.
 - 4 stayed with my dad's friends.
 - 5 The caves very scary.
 - 6 back on Thursday.

ЕГЭ SKILLS BUILDER 33

- 5 Use the model to write a postcard to a friend at home.
- 1 Imagine you are on holiday somewhere exotic. Write notes about the things below:
 - where you are
 - the weather
 - why it's great/terrible
 - what you did yesterday
 - what you did last week
 - what you are going to do tomorrow
 - when you are coming back
 - 2 Use your notes to write your postcard.
 - 3 Check your postcard for style and punctuation.
- 6 Work in pairs. Read each other's postcard. Would you like to visit his/her place? Why/Why not? Tell the class three things.
- Yana's postcard is from Iceland. She went horse-riding yesterday. Last week she saw some amazing waterfalls. Tomorrow, she is going to go whale-watching.*

EF3 Speaking Workshop 5



1 Look at the photo of Manhattan Island.

- 1 What do you know about it?
- 2 Would you like to go there?

2 5.1 5.2 Listen to a dialogue in a travel agent's and complete the notes.

Weather in September: ¹ hot
 Student discounts: flights/hotels/² _____ /theatres
 Needed to enter the USA: a ³ _____
 Places to visit: the Empire State Building/the Statue of Liberty/⁴ _____
 Price of a hostel: ⁵ \$ _____ a night
 Total price for a week: ⁶ \$ _____

3 5.3 5.4 Listen again. Complete the questions (1-10) with the words below.

do you anything aren't there right
 please (x 2) yeah isn't it don't you

Talk Builder Asking for information

Requests

- 1 **Could you** give me some information about New York, please ?
- 2 **Could you** tell me about places to visit there, _____ ?
- 3 **Do you** know _____ about the nightlife?
- 4 Which of these hostels **do you** recommend?

Question tags

- 5 That's a good time of year, _____ ?
- 6 You give discounts for students, _____ ?
- 7 You don't need a visa for the States, _____ ?
- 8 There are lots of things to see, _____ ?
- 9 Breakfast is included in the price, _____ ?
- 10 So this is the total price for a week, _____ ?

EF3 SKILLS BUILDER 49

- 4 5.5 Pronunciation** Look at the words in bold in the Talk Builder. Listen to two versions of them: **a** very slow and unnatural **b** normal speech. What differences can you hear?

- 5 5.6** Listen again. Repeat the requests.

- 6** Choose the correct alternatives (**a** or **b**) to complete the questions.

- 1 Could you tell me about flights to Istanbul, **a** right? **b** please?
- 2 It's not very cold there in May, **a** right? **b** isn't it?
- 3 You don't need a visa for Turkey, **a** do you? **b** don't you?
- 4 It's got great food, **a** has it? **b** hasn't it?
- 5 There are some great places to see in Istanbul, **a** are there? **b** aren't there?
- 6 Breakfast is included, **a** yeah? **b** doesn't it?

- 7** Work in pairs. Use the cues to ask and answer questions about New York. Use question tags.

A: *You don't need a visa for the States, do you?*
B: *No. Not if you're British.*

- hot in early September
- student discounts
- cheap flights for students
- need a visa
- Statue of Liberty - cool
- great art galleries
- lots of places to visit
- hotels - expensive
- Central Park - great
- good nightlife

- 8** Give tourist information about your city.

EF3 SKILLS BUILDER 49

- 1** Write notes about the things below:

- visa
- when to visit
- where to stay
- what to see
- places to eat out
- places for nightlife
- transport in the city
- transport to the city
- what the weather is like

- 2** Work in pairs. Take turns to be a travel agent and a customer. Ask for and give information about your city. Use requests and question tags.

- 9** Tell the class when to visit, what to see, where to go out, etc. Agree and disagree.

A: *We think the best place for nightlife is ...*
B: *We don't agree. We think the best place is ...*

Objectives: Listen, read and talk about friends and friendship; make telephone calls; write descriptions of people; learn more about future tenses.

EF9 Task Focus: Reading Task 3; Listening Task 2



TOPIC TALK

- 1 Work in pairs. Use the network to describe the looks of the people in the photo.

Curtis is short but quite well-built. He's got short, dark hair and he's about nineteen. He looks very easy-going.

- 2 **5.7 5.8** Listen to the descriptions of three people (1-3) and find them in the photos above.

- 3 **5.9 5.10** Listen again to the first person. Complete the information in the network.

- 4 **5.11 Pronunciation** to words from the network. Underline the stress.

hard-working

LANGUAGE CHOICE 56:
VOCABULARY PRACTICE

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

People

(She) is a very good friend of mine.
We've known each other for
¹ *four/fourteen* years.

She's very ² _____.

She's got ³ _____.

She's usually ⁴ _____.

Sometimes she's a bit ⁵ _____.

Looks

attractive, good-looking,
handsome ♂, pretty ♀, ugly
overweight, short, slim, skinny,
tall, well-built,
dark-, fair-, pale- skinned

short/long, curly/straight/wavy,
blond/dark/fair/red/dyed hair

Personality

confident, easy-going, enthusiastic, friendly,
funny, hard-working, helpful, honest,
impatient, kind, lazy, moody, outgoing, quiet,
romantic, sensitive, sensible, shy, sociable,
talkative, tidy, untidy, unhappy



Warm Up

1 Match the descriptions (1-4) with the people (a-d) below.

- 1 not very confident and unhappy
c Tim
- 2 a good teacher with a strong personality
- 3 handsome, sporty and outgoing
- 4 pretty, intelligent and hard-working



a Karo



b Marco



c Tim

d Mr Wenger



My Movie blog

5.12

The Wave (Die Welle) (2008)

Rate this film

Director: Dennis Gansel

Summary:

It's project week at a German high school and Rainer Wenger (Jürgen Vogel) is teaching a class about autocracy. Everyone in the class gets bored quickly. Not this stuff again! We could never have a dictator in Germany now, could we?

The class is a typical group of high school kids. Marco (Max Riemelt) is handsome and sporty, one of the best players in the school water polo team. He's popular and outgoing but has problems at home. Marco's going out with Karo (Jennifer Ulrich). She's sensible, intelligent and hard-working and always gets good marks. Karo's best friend, Lisa (Cristina do Rego), is pretty but not as confident as Karo. Another student, Sinan (Elyas M'Barek), is Turkish-German. He's as good-looking and sociable as Marco and a good water polo player, too but they both fight all the time. Tim (Frederick Lau) is an unhappy loner with no friends. He's brilliant with computers but doesn't get on with his family.

The enthusiastic and hard-working Mr Wenger starts an experiment. First, he moves around the desks and the students. Everybody has to stand up when they speak and sit down again immediately. They do relaxation exercises together. They march in time next to their desks to annoy the class downstairs. They choose a name, The Wave, for their group. Everybody has to get a uniform (white shirt and jeans) to get rid of differences between them. They think of a symbol and a salute for the group.

Most of the students enjoy the class. They're not as divided as before. It doesn't matter if they're rich or poor, good or bad students. They're all part of the group now. Even Marco and Sinan start getting on better in the water polo team. Tim is the keenest – he loves the discipline. Only Karo and a friend refuse to wear the uniform; they don't like what is going on in the class. Karo argues with Marco and Lisa about it. They don't understand her negative attitude.

Then, The Wave spreads outside the school. They paint their symbol all over the town and have parties only for group members. Fights start between Wave members and other local groups. At the end of project week, Mr Wenger's little experiment ends up in a real tragedy.

5 Comments



Reading

- 2 Read the film blog. Check your guesses from Exercise 1.

ЕГЭ SKILLS BUILDER 20

- 3 Use the strategies in the Skills Builder to answer the questions (1-3).

- Where would you find the film summary?
a in a newspaper
b in a film magazine
c in a film blog
- What style (formal/informal) does the writer use? Give examples.
- What is the purpose of the summary?
a to tell people what the film's about
b to express opinions about the film
c to tell the people about the ending of the film

- 4 Read the blog again. Answer the questions.

- Do the students like the group experiment in the beginning? Why/Why not?
- What does Mr Wenger make the group do?
- Why do most of the students like it?
- Why do you think Tim is so keen on the group?
- Why do Marco and Lisa get angry with Karo?
- What does the film show about groups of people?

- 5 **Vocabulary** Look at the Word Builder. Match the uses of **get** (1-6) with meanings (a-f).

- a have a bad relationship with
b have a good relationship c eliminate
d buy/find e become f achieve

Word Builder **get**

- Everyone in the class **gets** bored. e
- She always **gets** good marks.
- Everybody has to **get** a uniform.
- He **doesn't get on with** his family.
- They do it to **get rid of** differences between them.
- Marco and Sinan start **getting on** better.

LANGUAGE CHOICE 57: VOCABULARY PRACTICE

- 6 Work in pairs. Ask and answer the questions.

- When do you get bored?
- Why do you get angry?
- What marks do you get at school?
- Where do you get your clothes?
- Who do you get on with/not get on with?
- What things in your school timetable would you like to get rid of?

Writing

- 7 Match the sentences (1-2) in the Sentence Builder with the correct definition (a or b). How do you say the sentences in your language?

- a Sinan is more sociable than Marco.
b Sinan and Marco are both sociable.
- a Lisa is more confident than Karo.
b Lisa is less confident than Karo.

Sentence Builder **as** for comparisons

- Sinan is **as** sociable **as** Marco.
- Lisa is **not as** confident **as** Karo.

ЕГЭ SKILLS BUILDER 34

- 8 Use the cues to write sentences about the characters in *The Wave*. Then write two more sentences about the characters with **as/not as**.

- Tim / sporty / Marco
Tim is not as sporty as Marco.
- Sinan / good at water polo / Marco
- Marco / outgoing / Sinan
- Marco / interested in *The Wave* / Lisa
- Lisa's personality / strong / Karo's personality
- Sinan / unhappy / Tim

- 9 Work in pairs. Choose one of the options (a-b) and write a list of people.

- a five boys or five girls you both know (but not from this class)
b five male or five female celebrities you know about

- 10 Write sentences about a person on your list. Use adjectives from the Topic Talk.

*He is not as tall as Tom but he is slimmer.
His hair is not as long as Paul's and it is darker. He isn't as tidy as Ricky but he is more outgoing. He is more hard-working than Tim but he isn't as confident.*

- 11 Work in pairs. Read out your sentences. Guess your partner's person.

Your Choice

No Comment

'Democracy is the worst form of government except all the others that have been tried.'

Winston Churchill, former British Prime Minister



Good Luck back home
in Novosibirsk - Kevin

Sorry you're leaving

Hope you like the goodbye gift
(once you find time to listen to it) - Lisa

Good luck with your musical career,
master violinist -
Sandy

It's been a great six months, studying,
playing and having fun together - Keith

We'll miss you here. London is
going to be sad without you -
Andy and Mike

Home Links Revision Forum

LizA

Party Time!
As you know, Maria is leaving us next week. The surprise goodbye party is on Friday. Who can help with the food? I'm making spaghetti bolognese.

A-Man

Who is bringing Maria to the party? I could do that.

LizA

I know you'd love to do it, A-Man but it's already been arranged.

Mickey

I'm going to make a potato salad. What time are we meeting on Saturday?

LizA

Thanks Mickey, we can have your salad as a starter. Is anybody doing a dessert? Anna is bringing Maria at 7.30 (her concert finishes at 6.30). So we all have to be there around 7 p.m.

Brad99

Who else is coming? And what are we going to do? Hope it will be fun.

Mickey

Well, Brad99, Chelsea play Arsenal on Saturday night so we can all have fun in front of the telly! Isn't that a perfect idea for a farewell party?

A-Man

Hope you are joking! Maria won't like that! She hates football.

Is anyone going to see her off at the airport? Her plane takes off at 10.45 on Sunday. I'm going to be there. With flowers ...

LizA

I can't be at the airport, I'm looking after my moody younger brother all weekend.

Brad99

A-Man, she's going away on Sunday. Forget about her! Be sensible.

A-Man

I am, Brad99! Why don't you log off?

Warm Up

1 Read the goodbye card for Maria, an exchange student. Answer the questions.

- 1 Where is Maria from?
- 2 What does she do?
- 3 What did she do in London?
- 4 What present did she get?

2 Read the messages on a students' forum about a goodbye party for Maria. Who is:

- 1 the main organiser of the party?
- 2 in love with Maria?
- 3 not very pleasant?

3 Where would you like to do an exchange? Why?

Intentions and arrangements

4 Read the sentences (1-3) from the text. Match them with the meanings (a-c).

- 1 Chelsea **play** Arsenal on Saturday night.
- 2 Anna **is bringing** Maria at 7.30.
- 3 I'm **going to make** a potato salad.

- a It's been arranged with family/friends.
- b It's a fixed event. I can't change the date or time.
- c I have an intention to do that.

5 Find more examples of a-c in the text.

Practice

- 6 Use the text, the cues and *(not) be going to* to say what Maria's friends are planning to do on Friday night.

LizA is going to cook something.

- LizA: cook something, look after her younger brother on Sunday
- Mickey: prepare some food, watch the match on Saturday
- A-Man: go to the airport on Sunday, kiss Maria goodbye

- 7 Look at Maria's diary for this week. Use the Present Continuous to make sentences about her arrangements.

She is seeing the exchange supervisor at 4 p.m. on Monday.

Monday	4 p.m.	see the exchange supervisor
Tuesday	7 p.m.	go to the cinema with Andrew
Wednesday	7 p.m.	have dinner with other exchange students
Thursday	8 p.m.	go to film club meeting
Friday	3 p.m.	meet Anna for a goodbye chat
Saturday	5 p.m.	play a concert in the school club
Sunday	8 a.m.	leave for airport

LANGUAGE CHOICE 58

- 8 Use the Present Simple and the verbs below to write sentences about fixed events from Maria's future.

take off land come back finish
have got begin start

- The summer term finishes on Friday.
- My plane on Saturday _____ at 10.45 and _____ in Novosibirsk at 23.30.
- My family _____ from their holidays on 20 August.
- The autumn term _____ on 1 September.
- I _____ my first violin class on 2 September.
- Orchestra rehearsals _____ on 30 September.

LANGUAGE CHOICE 59

Grammar Alive Arrangements

- 9 **5.13** Listen to the conversation and answer the questions.

- Why is Jamie calling Jo?
- What reasons does Jo give for not meeting Jamie? Tick (✓) the ones you hear.
 - ☐ meeting someone
 - ☐ going to the cinema/theatre/concert
 - ☐ seeing a doctor/dentist
 - ☐ going away
 - ☐ helping someone
- Do you think Jo wants to meet Jamie?

- 10 Work in pairs. Use the cues and the Present Continuous to make dialogues.

A: *Are you doing anything next Saturday?*
We could go to the cinema.

B: *I'm afraid I can't. I'm going away for the weekend.*

A starts

- next Saturday; go to the cinema
- tomorrow night; go swimming
- tonight; go to a club
- on Friday night; go to the theatre

B starts

- at the weekend; go camping
- on Saturday; go to a concert
- in the afternoon; go for a walk
- on Sunday morning;

B answers

- go away for the weekend
- watch my favourite TV series
- go to a concert
- help my dad to repair my bike

A answers

- paint my room
- go out with some friends
- meet my friends to work on a history project
- have a tennis lesson go cycling

- 11 Write down your arrangements for this afternoon and this evening.

I'm having a Spanish lesson at 4 p.m.

- 12 Work in pairs. Arrange to do something together today. Use your notes from Exercise 11 and agree on the best time.

A: *Are you doing anything after school?*

B: *I'm having a Spanish lesson at 4 p.m. But we could meet at 6 p.m. and go to the cinema.*

A: *I can't, I'm meeting my mum to buy a present for my dad. Let's meet at 8 p.m. and go swimming.*

Warm Up

- 1 **Vocabulary** Look at the network about social networks. Can you add any more advantages or disadvantages?

Advantages
keep in touch with friends and make new ones
post comments on your friends' homepages
post photos/videos/music on your homepage

Social networks

Disadvantages
suffer from cyber-bullying (e.g. nasty/aggressive messages)
give away personal information
Strangers view your information or try to meet you.

EG3 LANGUAGE CHOICE 60: VOCABULARY PRACTICE

Listening

- 2 Look at the internet safety tips. What advice do you think is true (T) or false (F)?

- 1 Don't be nasty and aggressive online. **T**
- 2 Think before you post personal photos online.
- 3 Don't worry. You can always delete things online.
- 4 You should reply to messages from cyber-bullies.
- 5 You shouldn't get friendly with strangers.
- 6 It's okay if everybody can view your personal information.
- 7 Use a sentence to remember your password.
- 8 Give your password to your best friend.

EG3 SKILLS BUILDER 3

- 3 **5.14 5.15** Listen to the interview. Check your guesses from Exercise 2.
- 4 **Your Culture** Work in pairs. Ask and answer the questions.
- 1 How popular is social networking in your country? What websites are the most popular? What problems are there?
 - 2 How else do young people keep in touch (e.g. text messages, instant messaging, phone)?

myngo

All

photos

blog

fri

qu

Polly Crabtree **Photos**

Latest Me, my and 1



Top lists



- 5 **DVD 11** Watch the BBC News report. Put the people in the order they start talking.

- a the creator of the website
- b the girls
- c journalist



- 6 **DVD 11** Watch again. Match the people (a-c) in Exercise 5 with the things they say.

- 1 Teenage socialising has changed because of social networks.
- 2 Bebo is great because you can personalise it.
- 3 You can see your friends' and their friends' homepages.
- 4 It's not very nice when strangers ask you for your email.
- 5 The school stopped students using Bebo on their network.
- 6 There is lots of safety advice on the website.
- 7 Schools are worried about students' safety online.

- 7 What problems have you had on social networking sites?

friend quiz

Search...

y friends



Watching and Speaking

EF3 SKILLS BUILDER 9

- 8 **5.16 DVD 12** Listen to or watch two phone conversations. Match the people with their intentions (1-5).

Judy / Adam / Mrs Williams / the receptionist

- 1 would like the caller to be quick *Mrs Williams*
- 2 wants to help the boy
- 3 needs help from his mum
- 4 wants to leave a message (x 2)
- 5 would like to arrange a meeting

- 9 **5.17 DVD 12** Listen to or watch the dialogues again. Write down the messages.

- 10 Look at the Talk Builder. Match the formal and informal expressions.

Talk Builder Telephoning

Formal

- 1 Good morning.
- 2 Could I speak to ... ?
- 3 Hold on a moment.
- 4 I'll put you through.
- 5 I'm afraid she's not available at the moment.
- 6 Thank you very much.

Informal

- a Can I speak to ... ?
- b Sorry, he's out.
- c Hi/hello.
- d Thanks a lot.
- e Hang on a sec.
- f I'll get him for you.

EF3 SKILLS BUILDER 50

- 11 **5.18 Pronunciation** Listen and repeat the expressions. Notice the words that come together.

- 12 Choose the best reply to the requests.

- 1 Can I help you?
a Of course you can. b Yes, please.
c No, please.
- 2 Could I speak to Mr Smith, please?
a Okay, I'll tell him. b Sorry, he's out with his dad.
c Of course. Hold on, please.
- 3 Could I leave him a message, please?
a Yes, of course. b Yes, no problem, love.
c Sorry, you can't.
- 4 Thank you very much.
a Of course. b Not at all. c Bye.
- 5 Do you want to leave him a message?
a Yes, I want to. b Yes, I'd like. c Yes, please.

- 13 Write two messages to leave (one formal/ one informal). Choose one of the ideas (a-d) for each message.

To: Alice

Meet me outside the cinema at eight o'clock.

Bring your new boyfriend.

- 1 **Informal** (for friend):

- a arrange to go out somewhere
- b ask for something
- c invite someone to your house
- d arrange a party

- 2 **Formal** (for a teacher):

- a you've lost something/missed a bus/ train
- b there's been an accident
- c you're ill
- d ask for help/money

- 14 Work in pairs. Act out phone calls. Take turns to leave and take messages. Write down your partner's message.

Your Choice

Language Review Modules 10 and 11

1 Holidays/People Complete the texts with the correct words.

I like going ¹ _____ the coast in summer. I can ² _____ snorkelling and ³ wind-_____ there. I like staying ⁴ _____ a campsite ⁵ _____ my family. I'm lazy - I don't like ⁶ sight_____ and my favourite activity is ⁷ sun_____.

Claire is a ⁸handsome/pretty young woman with dark ⁹curly/slim hair. She is quite ¹⁰ easy-_____ and has a lot of friends. She keeps in ¹¹ _____ with them by email. She met her boyfriend when he ¹² _____ a comment on her homepage. Claire is a ¹³ hard-_____ person - she works in a gallery part time. /13

2 Phrases with go and get Replace the words in italics with an expression with go or get.

- 14 What is *happening* at the beach?
- 15 The people *returned* home after the storm.
- 16 The number of non-smokers is *increasing*.
- 17 If you *continue* criticising people, you'll lose all your friends.
- 18 My phone book was old so I *threw it away*.
- 19 I tried to watch the film but I *became* bored.
- 20 Mary and I *always have a good time together*. /17

3 Unreal Conditional Complete the sentences with the correct forms of the verbs in brackets.

- 21 If we _____ (be) rich, we _____ (go) on a round-the-world trip.
- 22 I _____ (watch) this game if I _____ (have) more time.
- 23 If students _____ (study) harder, they _____ (get) better marks.
- 24 I _____ (buy) new clothes if I _____ (have) some money.
- 25 If our team _____ (play) better, we _____ (win) the World Cup. /15

4 E13 USE OF ENGLISH TASK 1 Arrangements and intentions Complete the sentences with the correct future forms of the verbs given.

- 26 Hurry up! The lesson _____ in START
- 27 I can't go out. Maria _____ COME
- 28 I love languages so I _____ STUDY
- 29 I _____ to Paris at the weekend. FLY
- 30 The train _____ at 2.35. LEAVE

5 the in geographical names Complete the text with articles where necessary.

³¹ _____ Africa is the world's second largest continent. It is surrounded by ³² _____ Atlantic to the west and ³³ _____ Indian Ocean to the east. It includes some island countries, like ³⁴ _____ Madagascar. Its highest mountain is ³⁵ _____ Kilimanjaro, its longest river is ³⁶ _____ Nile and its largest lake is ³⁷ _____ Lake Victoria. The largest country is ³⁸ _____ Sudan, with its capital ³⁹ _____ Khartoum, and the smallest is ⁴⁰ _____ Seychelles, a group of islands off the east coast. /10

6 Asking for information/Telephoning Complete the dialogue with the correct words.

- A: Hello. Could you ⁴¹ _____ me about trips to South America?
- B: ⁴² _____ on a moment, please. I'll put you ⁴³ _____ to a colleague.
- C: Hello. Can I ⁴⁴ _____ you?
- A: Could you give me some information about Peru, ⁴⁵ _____ ?
- C: When would you like to go?
- A: Spring is probably the best time to go, ⁴⁶ _____ it?
- C: Right.
- A: Could you ⁴⁷ _____ any good hotels in Lima?
- C: I can send you our catalogue. You use email, ⁴⁸ _____ you?
- A: Sure. And do you know ⁴⁹ _____ about trips to Machu Picchu?
- C: Yes, of course. You are interested in visiting Cusco as well, ⁵⁰ _____ you? /10

Self Assessment

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

Exercise	If you need practice, go to
1	Language Choice 51, 56; WB p.83; p.93
2	Language Choice 54, 57; WB p.86; p.95
3	Language Choice 52; WB p.84
4	Language Choice 58, 59; WB p.96
5	Language Choice 55; WB p.87
6	SB p.84, ex. 3, 6; SB p. 9 ex.11; WB p.85, p.98

Objectives: Listen, read and talk about emotions; write short notes and talk about happy experiences; learn about relative clauses and reported requests and orders.

EF3 Task Focus: Reading Task 1

TOPIC TALK

- Look at the photos (a-d). Guess how the people are feeling. Use the network below.
- 5.20 5.21** Listen and check your answers from Exercise 1. Match the descriptions (1-4) with the films (a-d).
- 5.22 5.23** Listen to someone talking about their feelings. Complete the information in the network.

Feelings

I'm usually in a ¹ *bad/good* mood.

When I see a new film, I often feel (a bit) ² ____.

When I'm with my friends, I feel ³ ____.

When I'm on my own, I sometimes get (a bit) ⁴ ____.

I find arguments with people ⁵ ____.

Doing tests and exams is ⁶ ____.

Doing my favourite hobby is ⁷ ____.

angry, annoyed, bored, calm, confused, down, enthusiastic, excited, happy, interested, irritated, lonely, nervous, relaxed, sad, scared, shocked, stressed out, surprised, terrified, upset, worried

amusing, annoying, boring, confusing, depressing, exciting, interesting, relaxing, scary, shocking, stressful, surprising, terrifying, upsetting, worrying

- 5.24 Pronunciation** Listen and repeat the words. Notice the different endings.

LANGUAGE CHOICE 61: VOCABULARY PRACTICE

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

a Slumdog Millionaire



b Babel



c The Messengers



d (500) Days of Summer



Warm Up

- 1 Look at the photos in the article (a-c). Why are the people crying? Why do you cry?
- 2 Read the text. How has people's attitude to crying changed over the years?
- 3 **Your Culture** What is your opinion about crying in public? Are there different rules for men and women in your country?

Defining relative clauses

- 4 Read the examples (1-6) from the text and complete the rules about relative clauses with *who*, *which*, *that*, *whose* or *when*.

- 1 men **who** cry
- 2 a study **which** examined people's attitudes to crying
- 3 people **that** only knew her from TV
- 4 the music **that** came after it
- 5 a decade **when** many male pop stars cried
- 6 the house **where** she had lived

- We use _____ or _____ when we talk about people.
- We use _____ or _____ when we talk about things.
- We use _____ when we talk about places.
- We use _____ when we talk about time.

Boys Don't Cry?

(5.25)

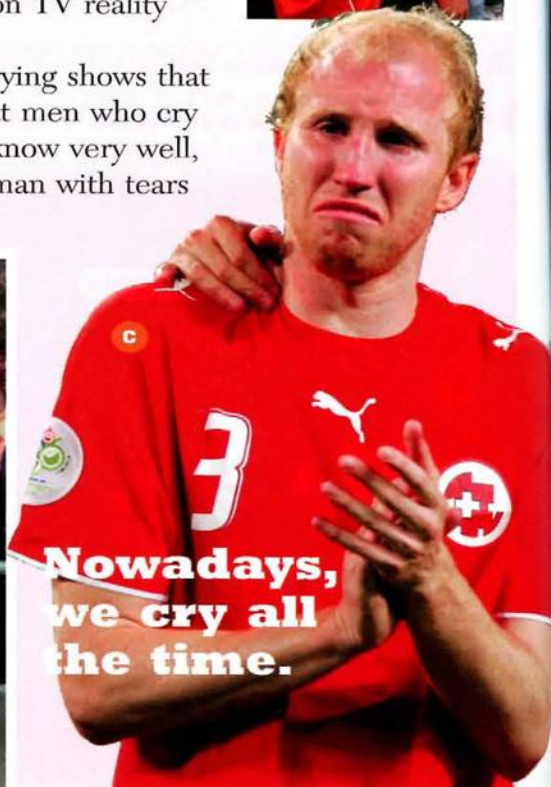
To older generations of British people, expressing emotions was a sign of weakness. Men in particular had to control their feelings.

The changes started in the 1950s. With rock 'n' roll and the music that came after it men could express the emotions they previously hid. The 1960s was a decade when many male pop stars cried during their performances.

When Diana, Princess of Wales, died in a car crash in 1997, the whole nation burst into tears. For weeks, people that only knew her from TV brought flowers and lit candles in front of the house where she had lived.

Nowadays, we cry all the time. Footballers cry on TV after a game they have lost or a penalty they have missed and surprisingly, they become more popular for doing it. The people we watch on TV reality programmes all cry, no matter if they win or lose.

A recent study which examined people's attitudes to crying shows that men's tears are becoming more acceptable; we believe that men who cry are expressing honest emotions. And crying, as all babies know very well, is actually a powerful weapon. Surely, you'd forgive a big man with tears running down his cheeks? ☹



6 Read the sentences (1-4) and the underlined words. Then complete the rules with the correct options (a or b).

- 1 Men who/that cry express their emotions.
- 2 There is a study which/that examined people's attitudes to crying.
- 3 Footballers often cry after a game (that/which) they have lost.
- 4 People (who/that) we watch on TV reality programmes all cry.

- We can leave out the relative pronoun *who*, *which* or *that* when it comes before
a a noun or a pronoun b a verb.
- We cannot leave out the relative pronoun *who*, *which* or *that* when it comes before
a a noun or a pronoun b a verb.

Practice

6 Underline relative clauses and circle relative pronouns. ~~Cross out~~ pronouns where possible.

- 1 The book which I'm reading at the moment is really funny.
- 2 I don't like people who cry in public.
- 3 According to a study that has been done of British teenagers, girls cry more than boys.
- 4 I don't understand strong emotions that people have about football.
- 5 Boys that I know never cry.
- 6 Things which people say during an argument are often really upsetting.

LANGUAGE CHOICE 62

7 Complete the text with pronouns. Put brackets around relative pronouns which are not necessary.

The life of a person ¹ who can't help crying is not easy. I cry when people tell me about problems ² they have or when I see a boy ³ who is in tears because he can't get the toy car ⁴ which he wants. I cry during the news, when they show people ⁵ who have lost their homes or poor children ⁶ who beg in the streets of big cities. There are so many things ⁷ which make me cry! I'm waiting for a time ⁸ when life is boring and unemotional!



Grammar Alive Descriptions

8 5.26 Listen to the conversation and answer the questions.

- 1 What is James doing during this conversation?
- 2 What do the girls remember about Martha?
- 3 What do the girls think about Martha and James?

9 Work in pairs. Student A think of a person from your class and describe him/her. Use the cues, your own ideas and relative clauses. Student B guess who the person is.

A: *It's the girl who is never late for school.*

B: *Is it Carla?*

A: *Yes, it is.*

- he/she plays the guitar
- he/she smiles all the time
- he/she gets the best grades
- he/she didn't come to school today
- he/she always wears black
- all teachers like him/her

10 Use the cues and relative clauses to prepare a survey about crying. Add your own questions.

Do you cry when you read books that have unhappy endings?

Do you cry when you ...

- read books - have unhappy endings
- see a cat/dog - is homeless
- watch programmes - show people in love
- remember a time - you were very unhappy
- go back to a place - you were very happy

11 Work in pairs. Ask each other the questions. How sentimental is your partner?

She cries when she watches programmes where people talk about their hard lives.

12 Quiz Work in pairs. Student A look at page 114 and Student B look at page 128. Prepare the quiz questions. Then ask and answer the questions.

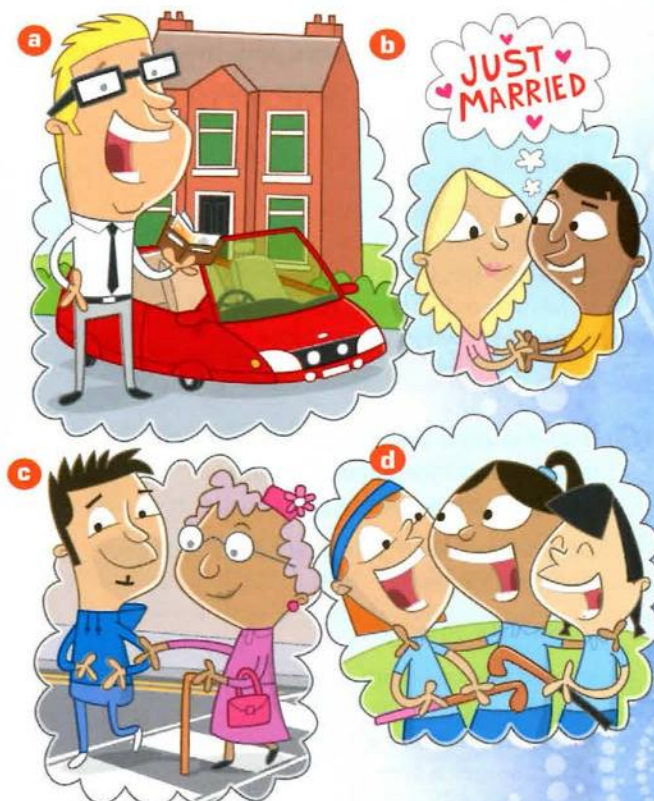
year - Princess Diana died then (1997)

What was the year when Princess Diana died?

LESSON 35 SKILLS HAPPINESS

Warm Up

- 1 Which of the ideas (1-9) are illustrated in the pictures (a-d)?
- 1 being with friends 2 doing physical exercise
3 making lots of money 4 being in a steady relationship 5 doing things for other people
6 having a nice car 7 belonging to a group 8 being successful



- 2 Which two things in the list in Exercise 1 do **not** make people happy? Check your answers on page 114. Discuss the results with the class.

Reading

- 3 Read the article. Would you like to have 'well-being' classes? Why/Why not?

EF3 SKILLS BUILDER 12

- 4 Read the article again. In which paragraphs (1-3) can you find the things (a-e)?
- a useful things learnt in the happiness classes 3
b student behaviour in the classes
c opinions about happiness
d opinions about education
e activities in happiness lessons



(5.27)

Can you actually teach happiness? At Wellington College, a secondary school in England, they think you can actually **make people happy. For the last two years, 'well-being' classes have been taught to fifteen and sixteen-year-old students.**

1 The Headmaster

Anthony Seldon, head teacher at Wellington, does not really like schools nowadays. 'They should be places of happiness. At the moment, they are too much about tests and exams. We should help students discover who they are, what they love in life and what they really want to be in life.' Dr Seldon thinks that we should **make an effort** to teach teenagers more about their minds and bodies. 'Teach people about these things when they are young and they will have them for life,' he says.

2 The Teacher

In the classes, Ian Morris teaches students meditation to help with stress and techniques for dealing with anger. Another classroom activity is 'count your blessings': pupils **make lists** of things which they are grateful for. 'Most of our pupils like the lessons,' says Ian. 'But once I sent one boy out of class for playing around. He complained, "I was sent out of happiness class for laughing," which I thought was funny.'

3 The Students

To start with, the students at Wellington were not very sure about their 'happiness' classes. 'But our happiness classes are actually well-being classes,' says Felix Cook. 'The school wants to prepare us so that when we are sad we can deal with it constructively rather than use drugs and alcohol. We learn that some things are not so important. For example, if you don't **do well** in a subject at school, it's not the end of the world. You can be less stressed out and **do better** in a subject because of it.' Another student, Charlie Maugham thinks the classes have **made a big difference** to his everyday life. 'The meditation techniques help me control my nerves before an important game or exam.' Charlie also thinks that the lessons have helped him **make decisions** and changed his opinions about life. 'Our culture is dominated by adverts about money and cars. People think that to be happy you have to be rich. I think we have lost contact with true happiness.'

- 5 Read the article again. Match the people with the statements below.

AS (Anthony Seldon) CM (Charlie Maugham)
IM (Ian Morris) FC (Felix Cook)

- 1 'I'm more relaxed when I do sport now.' CM
- 2 'Since I started the classes I'm not so worried about schoolwork.'
- 3 'Students enjoy my classes but sometimes they don't take them seriously.'
- 4 'Being rich does not bring happiness.'
- 5 'We need to teach students to be happy.'
- 6 'We learn what to do when we feel unhappy.'

- 6 **Vocabulary** Look at Exercise 1 and the words in blue in the text. Complete the Word Builder with the words below.

money well a difference exercise better an effort
decisions a list things (for other people) people happy

Word Builder *make and do*

make *money*, ...

do

EF3 LANGUAGE CHOICE 63: VOCABULARY PRACTICE

- 7 Work in pairs. Ask and answer the questions.

- 1 What things make you happy?
- 2 What makes you sad or angry?
- 3 How many hours of exercise do you do a week?
- 4 What have you done for somebody else recently?
- 5 In what school subjects do you do well and which should you do better at?

Listening

EF3 SKILLS BUILDER 4

- 8 **5.28 5.29** Listen to three situations. Use the strategies in the Skills Builder to match the information (a-c) with the situations.

- 1 Where is the dialogue taking place?
a bus stop ☐ b doctor's surgery ☒
c school cafeteria ☐
- 2 Who is speaking in each of the three dialogues?
a schoolmates ☐ b doctor/patient ☒
c two neighbours ☐
- 3 What time of day is it?
a about 10 a.m. ☐ b lunch time ☐
c in the evening ☒
- 4 In which dialogue does somebody:
a ask for advice ☒
b make a request for something? ☐
c complain about something? ☐

- 9 Look at the Sentence Builder. How do you say the sentences in your language?

Sentence Builder *not enough/too*

I'm **not** relaxed **enough** to do maths.
I'm **too** busy **to** do a lot of exercise.

- 10 Work in pairs. Use the cues to make sentences with **too** and **not enough**.

1 tired / do homework today

We're too tired to do homework today.

2 old / get a job

3 nervous / do well in exams

4 shy / meet people at parties

5 tall / be a good basketball player

6 young / vote in elections

7 impatient / play chess

8 rich / buy a car

LANGUAGE CHOICE 64

- 11 Choose two of the options (a-f). Write notes about your problems.

personality: too impatient/don't like people who are late

- a personality
- b school (e.g. exams/homework)
- c money
- d social life and friends
- e health/exercise/food
- f sport/hobbies

- 12 Work in pairs. Share your problems and give each other advice.

A: *I'm too impatient. I get angry when people are late.*

B: *You should do meditation exercises.*

Your Choice

No Comment

'What's the use of happiness? It can't buy you money.'

Henny Youngman, American comedian

- 1 Read the exam tips. Which of these things do you do?

Exam Tips

Revision:

Prepare a revision timetable – don't leave revision to the last minute.
Don't study all the time, take breaks.
Don't drink too much coffee, tea and fizzy drinks – they'll make you too excited.
Take regular exercise – it will give you energy and reduce stress.
Don't revise the night before an exam.

On the exam day:

Eat breakfast before the exam.
Go to the toilet before the exam starts!
Don't panic! Take deep breaths to deal with stress.



- 2 Read the email. What does Peter think of the exam tips? How well do you think he will do in the exam?

Hi John,
The exam is in two days and I'm really nervous. Our teacher gave us some exam tips. She told us to prepare a revision timetable – a bit late for that, isn't it? She also advised us not to drink coffee or coke! How can you do that if you have to study all night? She told us not to panic – easier said than done – and to breathe deeply. I breathe all the time and it doesn't help me much! And she advised us to go to the toilet before the exam starts – that's a good one! I'm just hoping for some luck.
Take care,
Peter

Reporting advice, orders and requests

- 3 Complete the table with Peter's report of the exam tips. Then complete the rule.

Advice	Peter's report
1 Prepare a revision timetable.	She told us ...
2 Don't drink coffee or coke!	
3 Don't panic.	

- When we report people's advice, order or requests we use this pattern: *ask/tell/want/advise* someone + (not) + ____ + infinitive.

- 4 Read the reported sentences (1-4). Write the original advice, orders or requests in two different ways.

- My brother asked me to repair his bike.
Can you repair my bike? / Please, repair my bike.
- My mum wanted me to go to bed earlier.
- A friend advised me not to study so much.
- The teacher told us not to fall asleep in her lessons.

LANGUAGE CHOICE 65

- 5 Report the tips from Exercise 1 which are not reported in Peter's email.
The teacher advised us to take regular exercise.
- 6 Read the tips a friend has given you about what to do when your boyfriend/girlfriend breaks up with you. Report them and comment on their usefulness.
- Don't think about the past.
She told me not to think about the past. I think this is good advice.
 - Go out and meet some friends.
 - Don't phone or write to your girlfriend/boyfriend.
 - Watch a comedy.
 - Don't tell anyone about how you feel.
 - Throw away all photos, letters, etc. that remind you of your girlfriend/boyfriend.

ЕГЭ Writing Workshop 6

- 1 Read the notes. Match the requests (1-2) with the replies (a-b).

1 Hi C,
A quick note to ask you something - I've just been on the phone with Sam and he is going away all summer. Maybe he wants to finish our relationship!!!!!! I'm feeling really DOWN and just don't know what to do. Can we meet to have a chat about it tomorrow after school? I'd really like to hear what you think. I'll be out tonight. Please, leave a message on my mobile. Thanks a lot, D.

2 Hi there,
You know we've got that French oral exam next week? Well, I'm really nervous about it. I'm completely STRESSED OUT!!!!!! Can you do me a favour? You're much better at French than me. Can you meet up with me tomorrow evening so that you can help me practise the interview? We can meet up at that café near your school. Give me a ring (I'm at home) or send me a message. I'll be here with my French textbook! All the best, F

3 Sorry, I can't tomorrow - I've got a judo match. What about the weekend? I can come round to your place to work on it there.

b No problem. That's terrible. Poor you! Let's meet up at that café near your school so that we can have a good chat.

Text Builder

- 2 Read the notes (1-2) again. In what order do the writers do these things?

- a say how to contact them ☐
- b explain the situation ☒
- c request help ☐
- d arrange to meet up ☐
- e describe feelings ☐

- 3 Find examples of informal writing in the two notes.

- 4 Look at the Sentence Builder. How do you say the words in **bold** in your language? Find two examples of the structures in the replies (a-b) in Exercise 1.

Sentence Builder Purpose linkers

Can we meet **to have a chat** about it tomorrow after school?
Can you meet up with me tomorrow after school **so that we can have a chat** about it?

ЕГЭ SKILLS BUILDER 35

- 5 Use the cues to write requests with *to* and *so that*.

- 1 borrow your guitar / practice for the school concert
Can I borrow your guitar so that I can play in the school concert? Can I borrow your guitar to practice for the school concert?
- 2 meet up tomorrow / study for the history exam
- 3 ring me / talk about a problem I've got
- 4 come shopping with me / help me choose a new jacket for the party
- 5 send me the photos / put them on my home page

- 6 Write a note to a friend asking for something.

ЕГЭ SKILLS BUILDER 36

- 1 Look at Exercise 2. Write short notes with ideas about the things below:
 - the situation
 - your feelings
 - the request
 - where to meet
 - how to contact you.
- 2 Use your notes to write the message to your friend.
- 3 Check your notes for spelling mistakes.
- 7 Work in pairs. Give your note to your partner. Your partner writes a short reply to it.
- 8 What did you ask for? Did your partner agree? Tell the class.

Sandra asked me to meet up to talk about something. We agreed to meet up at the weekend.

EF3 Speaking Workshop 6

ABBA forever!



1 Look at the poster of the ABBA tribute band. Answer the questions.

- Are there any tribute bands (groups that play a famous groups' music) in your country? What groups do they imitate?
- Would you go to a concert of an ABBA tribute band? Why/Why not?
- What tribute band would you like to watch?

2 **5.30 5.31** Listen to a dialogue and answer the questions.

- What kind of event was it? *an ABBA concert*
- When was it?
- Who was there?
- What was the best moment?
- What happened?
- Was it good fun? Why?

3 **5.32 5.33** Listen to the dialogue again. Which of the questions (1-8) in the Talk Builder:

a show interest/surprise? b ask for clarification?

Talk Builder Active listening

- | | |
|-----------------------------|--------------|
| 1 An ABBA concert? <i>b</i> | 5 Mamma Mia? |
| 2 With your grandma? | 6 Did she? |
| 3 Was it? | 7 Really? |
| 4 Were they? | 8 Have you? |

EF3 SKILLS BUILDER 51

4 **5.34 Pronunciation** Listen to the questions again and repeat them. Notice the intonation.

5 Complete the dialogues below with *are*, *were*, *do*, *did* or *has*.

- A: I was at a concert on Saturday.
B: Were you? Lucky you!
- A: We won the game at the weekend!
B: _____ you? That's great!
- A: Sue's won that music prize.
B: _____ she? Brilliant!
- A: I'm going to be in the football team on Saturday.
B: _____ you? Congratulations.
- A: I take part in chess competitions.
B: _____ you? That sounds really interesting.

EF3 SKILLS BUILDER 52

6 Work in pairs. Take turns to say things using the cues below. Use the strategies in the Skills Builder to react to your partner.

- A: *On Saturday, I took part in a debate.*
B: *Really? Did you?*
A: *Yeah, it was about climate change.*
B: *Climate change?*

go to an event (a concert/a football game/a celebration/a film/a play/an exhibition)

take part in something (a competition/a debate/a game/a concert/a play)

7 Tell your partner about a happy experience at an event.

EF3 SKILLS BUILDER 42

- Look at the questions in Exercise 2. Write notes to answer them.
- Use your notes to rehearse your story of the event.
- Work in pairs. Take turns to tell your partner about the event. Listen actively!

8 Tell the class about your partner's event.

Javier went to a football match with his dad on Sunday. It was between Atlético and Real Madrid. Atlético won 4-3 in the last moment. Javier had a great time because he's an Atlético supporter!

Language Review Module 12

1 ЕГЭ USE OF ENGLISH TASK 2 Emotions Complete the text with the correct words.

- Most people hate Mondays. They
 1 often feel angry and _____. DEPRESS
 2 I think Mondays are _____. After EXCITE
 a long boring weekend, you can do
 3 new _____ things. So I am usually INTEREST
 in good mood on Monday morning.
 4 Actually, I find Sundays a bit _____ STRESS
 5 and _____. Spending all day with UPSET
 6 my family is sometimes _____. IRRITATE
 7 I often get quite _____ on Sundays. ANNOY

17

2 make and do Complete the sentences with make or do.

The students are ⁸ _____ much better now - having well-being classes ⁹ _____ a big difference. Some people ¹⁰ _____ a lot of money but it doesn't ¹¹ _____ them happy. ¹² _____ an effort and ¹³ _____ more exercise.

16

3 not enough/too, to/so that Use the words in brackets to rewrite the sentences.

- 14 I'm not very strong. I can't lift this box.
 I am not _____. (enough)
 15 He is very tired. He can't do his homework now.
 He is _____. (too)
 16 We are saving money. We want to buy a computer.
 We are _____. (to)
 17 I'll phone you to discuss the project.
 I'll phone you _____. (so that)
 18 We are too poor to buy a yacht.
 We aren't _____. (enough)
 19 It's very dark. We can't read the map.
 It's _____. (too)
 20 I am studying. I want to improve my marks.
 I am _____. (to)

17

4 Reporting advice, orders and requests Use the verbs in brackets to rewrite the sentences.

- 21 'Don't go there!'
 The teacher _____. (ordered)
 22 'Can you help me with this bag?'
 The woman _____. (asked)
 23 'I'd like you to wash up.'
 My mother _____. (wanted)
 24 'Call me tomorrow, please!'
 The doctor _____. (told)
 25 'Don't eat so much chocolate!'
 My mum _____. (told)
 26 'Can you open the door, please?'
 The man _____. (asked)

16

5 Defining relative clauses Rewrite the sentences. Change the sentence in brackets into a relative clause.

- 27 The boy is in hospital. (He had an accident.)
 28 The day was beautiful. (We arrived in Venice on that day.)
 29 Most people don't smoke. (I work with these people.)
 30 The book is a bestseller. (It talks about dinosaurs.)
 31 I don't know the club. (Our band is playing there.)
 32 The restaurant is really fantastic. (It won the 'Best Dessert' competition.)
 33 We went to see the film *Avatar*. (We really enjoyed it.)
 34 That is the island. (They spent their honeymoon there.)
 35 The house is the biggest in the town. (The doctor lives there.)

19

6 Active listening Complete the dialogues with were, do, did, have or has.

- 36 A: I went to Peru last summer.
 B: _____ you? Lucky you!
 37 A: We were at home last night!
 B: _____ you? No one answered the phone.
 38 A: I've found the money.
 B: _____ you? Where was it?
 39 A: I love football.
 B: _____ you? I prefer basketball.
 40 A: My dad has won some money in the lottery!
 B: _____ he? How much?

15

Self Assessment

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

Exercise	If you need practice, go to
1	Language Choice 61; WB p.101
2	Language Choice 63; WB p.104
3	Language Choice 64; SB p.99 ex. 4, 5; WB p.104
4	Language Choice 65; WB p.105
5	Language Choice 62; WB p.102
6	SB p.100, ex. 3, 5; WB p.106

ЕГЭ, ГРАММАТИКА И ЛЕКСИКА, ЗАДАНИЕ 2

- LEARNING LINKS: 1 Find out about cultural differences and listen to a song in **Culture Choice 6** on page 112. Then do a project with advice for people coming to your country. Complete the **Module Diary**.
 2 ЕГЭ Exam Choice 6 → Workbook pages 108-110.

Culture Choice 1

- 1 Which of these festivities/celebrations (1-4) can you see in the photos (A-C) on page 103? Have you celebrated any of them?

1 graduation 2 wedding
3 birthday 4 anniversary

- 2 **Vocabulary** Look at the words below. Which of the things can you see in the photos?



- 3 Work in pairs. Try to answer the questions about weddings.

- Where did the tradition of the wedding cake come from?
a ancient Rome b America c England
- What does a Swedish bride put in her shoes for luck before the ceremony?
a something old
b something blue
c some coins
- How old was the oldest bride ever recorded?
a 83 b 102 c 103
- How many people attended the largest wedding on record?
a 1984 people
b 1993 people
c 30,000 people
- How much did the most expensive wedding on record reportedly cost?
a four million dollars
b six million dollars
c sixty million dollars

- 4 **6.1 6.2** Listen to a talk on the radio. Check your answers to the questions in Exercise 3.

- 5 **6.3 6.4** Listen again and mark the sentences T (true), F (false) or NS (not stated).

- Weddings tend to be the same all over the world. **F**
- The bread thrown by ancient Romans was made at home.
- A Swedish mother gives her daughter something golden on her wedding day.
- Harry and Thelma were married just before Christmas.
- All weddings in Jerusalem are very large.

- 6 Read the information about Kir Bulychev. Then read the second paragraph of the extract and find words related to weddings.

wedding party...

- 7 **6.5** Use the glossary to read the whole extract. What is it about?

- what Alice sees around her
- Alice on her wedding day
- Alice's visit with the Martians

- 8 Answer these questions. Find sentences and expressions to explain your answers.

- Where is Alice?
- Does Alice pay attention to the news?
- What is the weather like?
- What does Alice do with one of her flowers?

- 9 Read the extract again. Which of these things do you think are not true?

- The story takes place on Earth.
- Alice has never been to another planet.
- Martian Mantises are like other Martians.
- The bride was quite traditional.
- Alice is afraid of robots.

My Culture Project

- 10 Choose an important festivity/celebration in your country. Make notes to answer the questions. Use vocabulary from Exercises 2 and 3 to help you.

- When do you celebrate and with whom?
- What decorations are there?
- What special meals do you have?
- What do people wear?
- Do you give/receive presents? Who to/from?
- What other things do you do? (e.g. sing/dance)

- 11 Work in pairs. Imagine you are telling a visitor to your country about the festivity/celebration. Take turns to ask and answers questions.

A: What is your festivity? When do you celebrate?
B: We have name days. We celebrate our name day on the day of a particular saint's feast day. It's always a great celebration and we get together with family and friends to eat, sing and dance.

The Rusty Field Marshal

A long bus with a huge hermetic door had stopped in front of the Martian embassy. The Martian tourists inside the bus had donned their breathing helmets to get ready to go out onto the street. One Martian in a helmet stood on the ground and was waiting for the bus's airlock to open. The embassy itself resembled a huge ball sunk halfway into the Earth. Inside, beneath the dome, the Martians had their own atmosphere and plant life. When Alice had gone to Mars she too had been forced to walk around in a helmet. Only the Martian Mantises did not seem to care which atmosphere they breathed. A big wedding party was driving down the street in the opposite direction. The cars were decorated with multi-coloured ribbons and moved slowly, rocking on their air cushions. The bride was in a long white dress and on her head she wore a

Kir Bulychhev (1934-2003) was the pen name of Igor Vsevolodovich Mozheyko, a Russian science-fiction writer and historian. He began writing short stories in 1965 and is known for a series of young adult stories about Alice Seleznyova, a young girl from the future. During his long career he wrote many novels, translated numerous American science-fiction stories into Russian, and wrote scripts for more than twenty films.



bridal veil; evidently, the bride was one of those described on the NewsNet trying to revive good traditions, Alice thought.

There were a lot of people in the city pool, despite the newsreader Nina's warnings that it was too cold to go swimming. Alice thought she might go swimming herself, but the taxi had already turned toward the bridge leading to the Botanical Gardens. At the Gardens Alice stopped the car and glanced into the kiosk at the entrance. A robot with a crown of dandelions on its head handed her a bouquet of lilacs, and Alice placed them beside her on the seat. One five-petaled blossom Alice tore off and ate. For pleasure.

Glossary

hermetic: (adj) airtight

embassy: (n) the building where representatives of a foreign government have their offices

donned: (v) put on

atmosphere: (n) air

kiosk: (n) stall selling newspapers, flowers, etc

dandelions: (n) common yellow flowers

bouquet: (n) bunch of flowers

lilacs: (n) small purple, pink or white flowers

blossom: (n) flowering part of a plant



Culture Choice 2

1 Vocabulary Complete the sentences (1-5) with the words below.

- to be **in debt** (to someone)
- to **owe** money to someone
- to **borrow** money from someone/to **lend** money to someone
- to **make** money
- to **make a fortune** (a lot of money)
- to **win**
- to **lose** money (e.g. by gambling)
- to **inherit** money from your family
- to **invest** money in something (e.g. buy shares)

- 1 Tim **inherited** some money from his grandma when she died last year. He ____ it in shares and ____ a fortune.
- 2 Sally ____ £1 million on the lottery but she ____ it all at the casino.
- 3 Sam bought a fantastic car but now he's in ____ to the bank.
- 4 My friend ____ £10 from me last week and she still ____ me £6.
- 5 I ____ a lot of money from a holiday job and I ____ some of it to my brother.

2 6.6 6.7 Listen to a lesson about the writer Charles Dickens' early life. Complete the text.

On his ¹ **twelfth** birthday, Charles Dickens went to work in a factory. Soon afterwards, his family went to a prison for people in debt because his father owed ² £ _____. Charles lived in a different part of ³ _____ and only saw his family on ⁴ _____. After ⁵ _____ months, everything changed and Charles went back to ⁶ _____. When he was ⁷ _____, Charles got a job in an office and later became a journalist. Charles wrote ⁸ _____ novels and made a lot of money but he never forgot his early experiences.



3 Look at the drawings (a-d) from the story, *Little Dorrit*. Try to guess the order. Then read the story quickly and check your guesses.

4 6.8 Read and listen to the story. Answer the questions.

- 1 Why were the Dorrits in prison?
William Dorrit owed money to different people.
- 2 Why did Amy need to look after her father?
- 3 Why did people call her 'Little Dorrit'?
- 4 How did the Dorrits suddenly become rich?
- 5 How did Amy's family change with the money?
- 6 How did the Dorrits and Arthur lose their money?
- 7 Why did Arthur realise that Amy loved him?
- 8 How did Arthur get out of Marshalsea?

5 Work in pairs. Discuss the questions. Then tell the class your answers.

- 1 Did you like the story? Why/Why not?
- 2 Would you like to watch the film of the story?
- 3 Why do you think Dickens wrote *Little Dorrit*?
- 4 How did Dickens' early experiences help him write the book?

6 Your Culture Work in pairs. Read the proverbs (1-4). Which of them do you agree with? Tell the class your answers.

- 1 'The best things in life are free.' (English)
- 2 'Money goes where money is.' (Spanish)
- 3 'With money you can buy a house but not a home.' (Chinese)
- 4 'The best way to stay poor is to be an honest man.' (French)

7 What proverbs about money are there in your language? Try to translate them into English.

My Culture Project

8 Work in pairs. Find out about the life of a famous writer from your country. Write notes to answer the questions.

- 1 Where was he/she from? What kind of family did he/she come from?
- 2 What early experiences did he/she have?
- 3 What job did he/she do?
- 4 What things did he/she write?
- 5 How did his/her early life influence his/her writing?
- 6 How successful was he/she?

9 Tell the class about your writer.

Miguel de Cervantes was born in Alcalá de Henares but his family moved to different cities. His father was a doctor but he had money problems and was sometimes in prison because he was in debt.



LITTLE DORRIT

It was a hot summer's day in Marshalsea Prison in London. The prison was noisy and smelly and a lot of the prisoners and their families were hungry. One young family, the Dorrits, were new to the prison. The father, William Dorrit, was not a criminal but he owed money to different people. William was not worried: 'I'll soon pay the debt and we'll be out of here,' he said.

That afternoon, Mrs Dorrit had a little baby girl, Amy, in the prison. A few weeks later, Mrs Dorrit died and left her husband with three young children. Time passed and, when they were older, the Dorrit children went out of the prison every day to work. Unfortunately, Amy's brother was lazy and her pretty older sister wanted to be a dancer, so Amy needed to work hard to get money for her family and to look after her father too.

When Amy was twenty-two, she was small and thin; a lot of people thought she was still young and called her 'Little Dorrit'. She still looked after her father in the prison and went out to work in an old lady's house. One day, Amy met the old lady's son, Arthur. He was twenty years older than Amy but he felt sorry for her and wanted to help her family. Amy started to fall in love with this quiet, sensitive man.

A few months later, the Dorrits inherited a lot of money and suddenly became rich. The family immediately left Marshalsea Prison and moved into a big house. Amy's father, brother and sister loved their new life with rich food, fine clothes and lots of parties but they were frightened that people would discover their past at Marshalsea. Only Amy did not change because of the money; she still looked after her father and she still loved Arthur.

Amy's sister married a rich but stupid young man and her brother lost money by gambling. Then things got worse. Amy's father died and there was a terrible financial scandal in London. The Dorrits had money in a bank but its owner was a criminal and they lost a lot of it. Because of the scandal, Arthur's business owed money to different people and they put him in Marshalsea Prison.

Arthur became very ill but Amy went to the prison every day to look after him. Arthur started to realise that Amy loved him and that he loved her, too. Luckily, Arthur's business partner then returned to London after making a fortune and their business immediately recovered. Arthur left Marshalsea and soon got better. A few months later, on a beautiful sunny morning Arthur and Amy got married.



Culture Choice 3



- 1 **6.9 Quiz** Listen to five extracts of traditional music (1-5) and match them with the photos (a-e). Which music do you like best?
- 2 **6.10 6.11** Listen to an interview about Irish music. Complete the notes.

ORIGINS:

- music - from hundreds of years ago
- words of songs - from the 2 century.

INSTRUMENTS:

- traditional - 3 , harp and violin
- modern - guitar and 4

IRISH MUSIC NOW:

- traditional - The Chieftains
- 5 - The Corrs
- new age - Enya
- rock - Van Morrison/U2/The Cranberries
- 6 - The Pogues

- 3 Read about the famous Irish song *The Fields of Athenry*. Match the words in blue in the text with the meanings (1-6).

- to fight authority **rebel**
- when people do not have enough food
- a royal government (with a king or queen)
- an area of land
- independent from control by another country
- to leave your country

The Fields of Athenry

In the 1840s, there was a terrible **famine** in Ireland because a disease killed most of the potatoes. A million people died and a million **emigrated** because of the famine. Some of them had to go on British prison ships to the colony of Botany Bay in Australia.

At the time, Ireland was part of the United Kingdom but the government did not do very much to help and in 1848 some young Irish people **rebelled** against the British **crown**. Ireland finally became **free** from the UK in 1922.

In 1979, an Irish singer and song-writer, Pete St John, wrote *The Fields of Athenry* about the famine. The song was a hit in the 1980s and many different Irish and American groups have recorded it, including the punk-rock group, Dropkick Murphys. Fans at Irish rugby and football games often sing the song.



- 4 Read the song lyrics and use the glossary to help you. Then order the pictures (a-c).

The Fields of Athenry ¹

By a lonely prison wall,
I heard a young girl calling:
'Michael, they are taking you away,
For you stole Trevelyn's ² corn,
So the young might see the morn.
Now a prison ship lies waiting in the bay.'

*Low lie the fields of Athenry
Where once we watched the small free birds fly
Our love was on the wing
We had dreams and songs to sing
It's so lonely round the fields of Athenry.*

By a lonely prison wall,
I heard a young man calling
'Nothing matters, Mary, when you're free.
Against the famine and the crown,
I rebelled, they cut me down.
Now you must raise our child with dignity.'

By a lonely harbour wall,
She watched the last star falling
As the prison ship sailed out against the sky
Sure she'll wait and hope and pray
For her love in Botany Bay
It's so lonely round the fields of Athenry.

Glossary

by: (prep) next to
corn: (n) cereal to make bread
dignity: (n) calm, serious behaviour
field: (n) area of land
for: (conj) because
harbour: (n) where ships can stay
low lie: (v) to be a flat area
morn: (n) morning
on the wing: (adj) flying
pray: (v) ask God for help
raise a child: (v) look after/educate
rebel: (v) to fight authority
the young: (n) their children
the crown: (n) the UK government

- 1 a town in western Ireland
2 an English lord living in Ireland

- 5 **6.12** Listen to two versions of the song (traditional and punk-rock). Which one do you prefer?

- 6 Read the lyrics again and choose the best answer to the questions.

- Who is the girl in the story?
a Michael's sister **b** Michael's wife
c Michael's daughter
- Why did Michael steal the food?
a His children were hungry.
b He hated Lord Trevelyn.
c He wanted a free Ireland.
- What memories does the girl have of Athenry Fields?
a of being lonely **b** of the small birds
c of happy times with Michael
- What does Michael tell the girl?
a 'The soldiers cut my leg.'
b 'I want to be free.'
c 'Look after our child.'
- What did the girl feel?
a She wanted to go to Botany Bay.
b She prayed for Michael's return.
c She felt okay without her husband.

- 7 **Your Culture** Work in pairs. Discuss the questions. Then tell the class your answers.

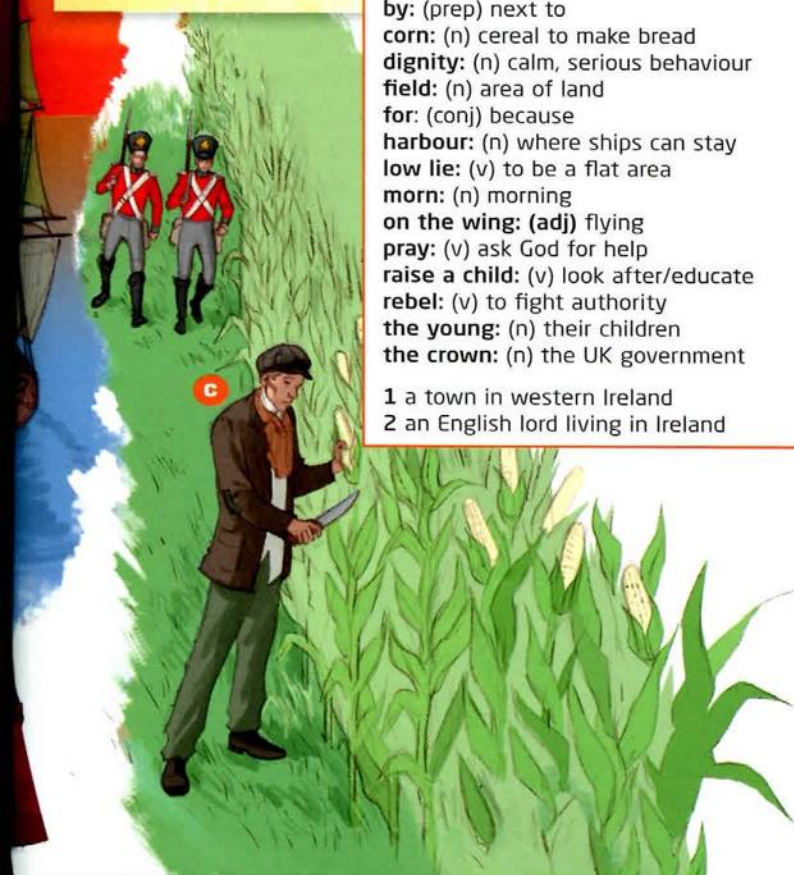
- What traditional songs from your country do you like? How many can you sing?
- When do people usually sing traditional songs? (e.g. family celebrations)
- Is folk music popular with young people in your country?

My Culture Project

- 8 Work in groups. Prepare a short presentation for the rest of the class.

- Choose a song (traditional or modern) from your country and find a recording of it.
- Make notes about these things:
 - what kind of song it is: folk song/ pop song/love song
 - what the song is about: who is singing/what happens in the song
- Translate the chorus or a couple of lines.
- Think about why you like it/why it is important to you.

- 9 Give your presentation to the class and play the song. Which is your favourite song? Have a class vote.





red fox



wild boar



red squirrel



grey wolf



otter



butterfly

- 1 Look at the photos (a-f). Are there any of these animals in your country?
- 2 **6.13 6.14** Listen to a radio programme. Match the animals in the photos (a-f) with the descriptions (1-6).
 - 1 going down in numbers
 - 2 extinct
 - 3 endangered
 - 4 going up in numbers
 - 5 became extinct but now re-introduced
 - 6 common
- 3 **6.15 6.16** Listen again. Answer the questions.
 - 1 Why is British wildlife endangered? What four reasons does the report mention?
 - 2 What animal have people traditionally hunted in the UK?
 - 3 What kind of hunting is now illegal in the UK?
- 4 **Your Culture** Work in pairs. Think of six species of animals in your country. Describe them as in Exercise 2.
- 5 Read the information about the American writer Herman Melville. Then read the story quickly and answer the questions.
 - 1 What is it about?
 - 2 How do you think Melville's personal experiences helped him to write the story?

Moby Dick

Call me Ishmael. I'm a sailor from Manhattan and I'm going to tell you a strange story. You may believe it or you may not but every word of it is true. One dark stormy night, I arrived in the town of New Bedford. I was tired and hungry and went to a small hotel. Unfortunately, I had to share a room with another sailor. I went to sleep. I woke up when a strange dark man, covered in tattoos, came into the room. He was frightening at first but soon I became friends with Queequeg, a Polynesian whaler, and the next day we went together to Nantucket to look for work on a whaling ship.

We got work on a ship called *The Pequod* and sailed out on Christmas Day. The crew was friendly but there was no sign of the captain. Then, after several days, Captain Ahab appeared. He was the strangest man I've ever seen; he had an enormous scar on his face and one leg made of whale bone. Captain Ahab called the crew together and talked to us. A few years before, a white whale called Moby Dick destroyed Ahab's ship and bit off his leg. Now our captain wanted to find the whale and kill him.

One day, Queequeg became very ill. He thought he was going to die so he made his own coffin. Luckily, my friend got better after some days but after that he always slept in his coffin. We spent several months hunting whales and the crew wanted to return home but Ahab was obsessed with his enemy, the white whale. One night, Ahab somehow smelt Moby Dick and the chase began.

Glossary

coffin: (n) long box for a dead person
crew: (n) people working on a ship
float: (v) to stay on the surface of liquid
harpoon: (n) a weapon like a spear
overturn: (v) turn something over
scar: (n) permanent mark from a cut
whaler: (n) ship to hunt for whales



Herman Melville

(1819-1891) was born in New York City and went to sea when he was seventeen. In 1841, he joined a whaler and travelled around the world. He left his ship in Polynesia and stayed there for several months. Eventually, he got back to Boston and started to write novels.

On the first day, the enormous whale came to the surface and looked at us calmly. We lowered our boats from the ship but Moby Dick disappeared underwater. Then, suddenly, the whale came up fast and bit Ahab's boat in half. We rescued Ahab and the other men but the whale escaped. On the second day, we saw Moby Dick again and this time the whale overturned another boat and escaped again.

On the last day, we saw the whale again and chased it. Ahab threw a harpoon into Moby Dick's side but the whale became angry and attacked our ship with his enormous head. Ahab threw a harpoon at the whale but the animal pulled him into the sea. The ship started to sink and I was the only person to survive. Somehow, I swam away from the ship and, when I saw Queequeg's coffin floating near me, I got on to it. I floated for a day and a night and eventually a ship picked me up. Because of that, I am here to tell you this story.'



6 6.17 Read and listen to the story. Order Ishmael's experiences (1-7).

- 1 Another ship rescues him.
- 2 He meets Queequeg and they become friends.
- 3 He sees Moby Dick attack them.
- 4 He sees Moby Dick for the first time.
- 5 He meets Captain Ahab and hears about Moby Dick.
- 6 He gets a job on *The Pequod*.
- 7 He escapes from *The Pequod* on Queequeg's coffin.

7 Read the story again and answer the questions.

- 1 Why was Ishmael frightened at the hotel?
because a strange man covered in tattoos came into his room
- 2 Why was Captain Ahab strange?
- 3 Why was Captain Ahab obsessed with Moby Dick?
- 4 How did Queequeg act strangely?
- 5 What was Moby Dick's first reaction to the sailors?
- 6 What did Captain Ahab try to do?
- 7 Why did *The Pequod* sink?
- 8 How did Ishmael escape?

8 Work in pairs. Discuss the questions. Then tell the class your answers.

- 1 Melville's story is about (rare) attacks by whales on whale ships. Why do you think they attack ships?
- 2 Some countries still hunt and eat whales for food. Do you think it is right or wrong?
- 3 Should people hunt animals for fur (e.g. seals) or for pleasure (e.g. wild boar)?

My Culture Project

9 Choose an interesting animal. Find out these things about it:

- status (endangered/common, etc.)
- can people hunt it?
- its size/appearance
- its habitat/food/habits
- why you like it

10 Work in groups. Tell your group about the animal you have chosen.

The blue whale is an incredible animal. It's the biggest animal on Earth. Now it's endangered and there only a few thousand blue whales.

Culture Choice 5

1 Work in pairs. Ask and answer the questions.

- 1 Have you read any books or seen any films about desert island survival? Did you like them? Why/Why not?
- 2 Would you like to spend time alone on a desert island? Why/Why not?

2 6.18 6.19 Listen to the interview about Daniel Defoe and *Robinson Crusoe*. Order the events (a-g).

- a Defoe probably spoke to Selkirk and other castaways on desert islands.
- b He wrote the book *Robinson Crusoe*.
- c He became a journalist and a writer.
- d He went to prison again because of one of his articles.
- e After that, he wrote other famous novels like *Moll Flanders* and *Roxana*.
- f Daniel Defoe was born in London. 1
- g He went to debtors' prison because he owed a lot of money.



3 6.20 6.21 Listen again and answer the questions.

- 1 Why was *Robinson Crusoe* an important book?
- 2 How much money did Defoe owe?
- 3 What did he do after he left prison?
- 4 Why did an article put him in prison again?
- 5 How were Robinson Crusoe and the real sailor, Alexander Selkirk, different?
- 6 Why were Defoe's novels, *Moll Flanders* and *Roxana*, unusual for the time?

4 6.22 Read and listen to the extract from *Robinson Crusoe*. Choose the best title for it. Use the glossary to help you.

- a My happy island life
- b Alone on the island
- c Not alone on the island

Glossary

bone: (n) one of the hard parts of the body
cave: (n) a hole in the ground
footprint: (n) a mark made by a foot or shoe
gun: (n) a weapon which fires bullets
native: (n) people living in a place when foreigners arrived
servant: (n) a person who lives in your house and cleans, cooks and does other jobs
tame: (adj) not afraid of people (for an animal)
wall: (n) a structure to divide one area from another
wreck: (n) a badly damaged car, plane or ship

Robinson Crusoe

Robinson Crusoe was shipwrecked on a small island near the coast of Venezuela. Robinson was the only survivor but he collected useful things from the ship before it sank: tools, seeds and guns. He made his home in a cave, planted corn and had tame goats for milk and meat. He was happy on his island until one day he saw something ...

'This afternoon, I was walking along the beach when I saw the footprint of a man in the sand! I listened and I looked round me but I couldn't hear or see anything. I was frightened and ran home to my cave on the other side of the island. That night, it was impossible to sleep; I was thinking all the time, "Who was this person? What was he doing on my island?"

The next day, I decided that the footprint was probably that of a native from the mainland. What would happen if these natives found my boat or my fields? I was so afraid that I stayed in my cave for three days and three nights. Then, I started to go out to collect food and to milk my goats but started building a wall around my cave for protection.

A few months later, I was exploring the other side of the island when I saw some bones on the beach. There were human heads, hands and feet! The natives were cannibals and they came to my island to eat their prisoners. I became more careful than before and always carried my gun and three pistols. I made plans to kill them and to rescue their prisoners but what could one man do against thirty or forty natives? I decided to live quietly and not to visit the other side of the island.

A few months later, there was a storm and I heard the noise of a ship's gun. Immediately, I ran to the top of the hill and made a fire to



attract the ship's attention. However, the next day I saw the wreck of the ship near some big rocks. I went out to the ship in my small boat but there were no survivors. I found some boxes and took them back to my cave. When I opened them, I found clothes and food and also lots of gold and silver. I was now rich, but all this gold and silver was worth nothing to me, alone on my island.



One day, I saw some canoes on my side of the island. Through my telescope, I watched the cannibals with two prisoners. Suddenly, one of them escaped and ran along the beach very fast and came towards my cave. Two of the cannibals ran after him, but I decided to try to save the poor man's life. I went out with my guns and killed the two cannibals.

The man was frightened, but finally he came to me. I took him to my cave and gave him food and water. Soon, he fell asleep and when he woke up I began to talk to him and teach him to speak to me. I called him Friday, because it was the day I saved his life. Finally, I was not alone on the island and now I had a servant, too.'

5 Read the extract again. Are the sentences true (T) or false (F)?

- 1 Robinson Crusoe was a good survivor. **T**
- 2 He was happy when he saw the footprint.
- 3 The natives came to the island to find food.
- 4 A ship was wrecked on the island with no survivors.
- 5 Robinson found useful things like gold on the ship.
- 6 The cannibals were going to kill and eat their prisoners.
- 7 Robinson saved Friday's life and took him home.
- 8 Robinson decided to learn Friday's language.

6 Answer the questions about the extract.

- 1 What things helped Robinson survive on the island?
- 2 How did the footprint on the beach change his life?
- 3 Why was the gold and silver no use to him?
- 4 Why did he decide to save Friday's life?
- 5 What was Robinson's attitude towards Friday?

7 Work in pairs. Discuss the questions.

- 1 If you had to live on a desert island like Robinson Crusoe what five useful objects would you take? Give your reasons.
- 2 If you could take five books or records, what would you choose?
- 3 If you could choose five people to go with you, who would you choose?
- 4 What would you do to survive? How good would you be at survival?
- 5 Would you try to escape? How would you do it?

8 Tell the class your answers.

First, we would take a good, big knife. Then we would take ...

My Culture Project

9 Imagine you had to live on a desert island. What things would you miss from your country? Make a list of five things (not people). For example:

- the radio and TV in my country
- my home town (the buildings/the shops)
- some food (e.g. special cheese)
- my house/bedroom
- the green countryside

10 Work in groups. Tell your partners about the things that you would miss.

Culture Choice 6



a



b



c



d



e



f

- 1 Look at the drawings (a-f). Match them with the emotions (1-6).

1 scared 2 sad 3 angry 4 happy
5 disgusted 6 surprised

- 2 Try to match the cultures (1-4) with the 'typical' behaviours (a-d).

1 Japanese	a show a lot of emotion.
2 Northern Europeans	b show quite a lot of emotion.
3 North Americans	c don't show a lot of emotion.
4 Mediterraneans and Latin Americans	d show very little emotion.

- 3 6.23 6.24 Listen to a talk about cultural differences. Check your guesses from Exercise 2.

- 4 6.25 6.26 Listen again. Are the sentences true (T) or false (F)?

- People have different feelings in different cultures. **F**
- Japanese people show emotion in their faces.
- Japanese emoticons (happy ^.^ or sad ;_;) show the eyes but Western ones (happy :-) or sad :-() show the eyes, nose and mouth.
- In Northern Europe, laughing is okay in most situations.
- American babies show less emotion than Asian babies.
- In the USA, you should always smile at strangers.
- Mediterranean people use more gestures than those from Northern Europe.
- North Americans stand closer together than South Americans.

- 5 Your Culture Work in pairs. Answer the questions.

- Have you met people from other cultures? Did they appear 'cold' or 'excitable' to you? Why?
- What differences in showing emotion and communication are there between your culture and those below?
 - the Japanese
 - the British
 - the Italians
 - people from the USA

- 6 Read about Joan Armatrading and the lyrics of *Show Some Emotion*. What kind of culture do you think she comes from in terms of showing emotion?

- 7 6.27 Listen to the song and read the lyrics. What ways of showing emotion does the singer mention?

- 8 Read the lyrics again. What does the singer advise you to do if you feel happy or sad?

My Culture Project

- 9 Work in pairs. Imagine a brother and sister are coming to live in your country from the USA or Britain. Write notes to answer the questions below.

- What should I do when I meet someone new? (shake hands/kiss)
- Should I smile and say hello to strangers?
- Should I cry or show I'm angry in public?
- In what situations is it okay to laugh out loud and make jokes?
- When I'm talking to someone, how much should I look at them?
- Is it okay to use gestures to show my feelings?
- How close to other people should I sit or stand?
- What should I do if I want to go out with someone?

- 10 Tell the class your advice. Do you all agree?



Joan Armatrading was born on the Caribbean island of St Kitts and moved to Britain when she was young. She started writing songs, singing and playing the guitar in the 1970s. She has had hit songs and albums in the UK and the USA like *Show Some Emotion* and *Drop the Pilot*.

Show Some Emotion



Show some emotion,
Put expression in your eyes,
Light up, if you're feeling happy,
But if it's bad then let those tears roll down.
Some people hurting,
Someone choking up inside,
Some poor souls dying,
Too proud to say they got no place to lie.
And there's people if they hear a joke,
Can't keep the laugh out of their eye.
I said, show some emotion,
Put expression in your eyes,
Light up, if you're feeling happy,
But if it's bad, then let those tears roll down.
Some people in love,
But all they got is a photograph.
How can they get it?
Too scared to open their mouth, to ask.
I said, show some emotion,
Put expression in your eyes,
Light up, if you're feeling happy,
But if it's bad, then let those tears roll down,
Come on try,
Learn to bleed when you get a bad fall,
Light up, light up, light up, if it's nice,
But if it's bad, then let those tears roll down.



Glossary

bleed: (v) to lose blood

choke up: (v) feel very upset

light up: (v) show happiness in your eyes

no place to lie: (n phr) nowhere to stay/
nobody to be with

poor soul: (n) unlucky person

roll down: (v) fall



STUDENT A

M3, Lesson 8, Exercise 13

- 1 Yes = not extravagant - 0 points, No = 1 point
- 2 Yes = not extravagant - 0 points, No = 1 point
- 3 Yes = extravagant - 1 point, No = 0 points
- 4 Yes = not extravagant - 0 points, No = 1 point
- 5 Yes = extravagant - 1 point, No = 0 points
- 6 Yes = extravagant - 1 point, No = 0 points
- 7 Yes = extravagant - 1 point, No = 0 points
- 8 Yes = extravagant - 1 point, No = 0 points

0-2 points - not extravagant at all

3-5 points - not very extravagant

6-8 points - quite extravagant

9-10 points - very extravagant

M5, Lesson 14, Exercise 12

Ask about these facts:

How long / the United States / be an independent country?

How long / internet/ be around?

How long / European countries / use the euro?

How long / Mona Lisa / be a symbol of beauty?

How long / California / belong to the USA?

Give information about these facts:

Albert Einstein / be dead / 1955

The Beatles / be popular / 1960s

Doctors / know penicillin / 1930s

The world / know Harry Potter / 1997

People / admire the Egyptian pyramids / 25BC

M7, Lesson 19, Exercise 9



Read the remedy then answer your partner's questions.

First, take some yoghurt and mix it with three tablespoons of coffee.

Second, put the mixture in the fridge for four hours.

Third, put the mixture on your head with a brush.

Finally, cover your hair with a plastic bag. Now you are ready to go out!

M9, Lesson 25, Exercise 9

Flight quiz

- 1 Who designed the first drawings of a flying machine and a parachute?
a Michelangelo b Leonardo da Vinci c Newton
- 2 Who made the first powered flight in 1903?
a Wilbur Wright b Katharine Wright c Orville Wright
- 3 When did Louis Blériot fly across the English Channel?
a 1903 b 1905 c 1909
- 4 When did Charles Lindbergh make the first non-stop solo flight across the Atlantic?
a 1917 b 1927 c 1937
- 5 Which country launched the first spaceship in 1957?
a the USA b China c the USSR
- 6 Valentina Tereshkova was the first woman to go into space. When did she go?
a 1953 b 1963 c 1983

M12, Lesson 34, Exercise 12

- 1 year - Armstrong first walked on the moon then (1969)
- 2 medicine - you take it to kill bacteria (antibiotics)
- 3 game - it was the most successful PC game ever (*The Sims*)
- 4 town - running of the bulls is organised there every year (Pamplona)
- 5 actor - he wore clothes that were too big (Chaplin)
- 6 animal - it produces honey (bee)
- 7 town - Camden market is there (London)
- 8 decade - mobile phones appeared then (1980s)

M12, Lesson 35, Exercise 2

Things that make people happier:

- Being in a steady relationship or being married - single people are less happy.
- Being religious - people who believe in God are happier than those who do not.
- Belonging to a club - people with more social contact are usually happier.
- Doing physical exercise - afterwards you feel better and more relaxed.
- Doing something nice for someone else makes you feel better and happier.
- Spending time with family and friends - people are usually happier when with other people than when they are alone.

Things that don't make people happier:

- Being successful - successful people are not actually any happier.
- Having a nice car/a big house/expensive clothes - richer people are not actually happier.

IRREGULAR VERBS

Infinitive	2 nd Form (Past Simple)	3 rd Form (Past Participle)
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learned/learnt	learned/learnt
leave	left	left

Infinitive	2 nd Form (Past Simple)	3 rd Form (Past Participle)
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone	shone
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelled/smelt	smelled/smelt
speak	spoke	spoken
spend	spent	spent
spill	spilled/spilt	spilled/spilt
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

АУДИРОВАНИЕ

1 Понимание основной идеи (соотнесение с фотографиями)

С. 5, упр. 2

- Перед прослушиванием рассмотрите фотографии. Попытайтесь ответить на следующие вопросы:
 - Что изображено на фотографии?
 - Что происходит?
 - Где это происходит?
- Подумайте, какие слова и выражения можно использовать для описания фотографии (например, *wake up/ alarm clock/ feel tired*).
- Во время прослушивания постарайтесь услышать эти слова и выражения, это поможет вам понять основную мысль сообщения. Затем соотнесите сообщения и фотографии.

2 Понимание запрашиваемой информации (варианты ответов)

С. 17, упр. 8

- Перед прослушиванием внимательно прочитайте вопросы.
- Пользуясь своими общими знаниями и, если есть, рисунками, попробуйте, где это возможно, дать предположительные ответы на вопросы.
- Во время первого прослушивания постарайтесь услышать нужную информацию. Часто в записи и в задании она представлена разными способами (например, $\frac{1}{4}$ или *25 percent*).
- Во время повторного прослушивания постарайтесь услышать остальную информацию.
- Если у вас всё-таки нет ответа на вопрос, попытайтесь догадаться.

3 Понимание запрашиваемой информации (верно/неверно/ в тексте не сказано)

С. 33, упр. 7

- Прочитайте утверждения. Определите ключевые слова/выражения (например, *treasure/ rescue*).
- Прочитайте утверждения снова. Пользуясь рисунками и своими знаниями (например, о научно-фантастических фильмах), предположите, какие утверждения могут соответствовать содержанию текста, какие не будут соответствовать, и о чём в тексте не будет информации.
- Прослушайте запись, чтобы понять основную мысль и услышать ключевые слова/выражения или слова с похожим значением.
- Прослушайте запись ещё раз. Определите, какие утверждения соответствуют тексту, какие не соответствуют, и о чём в тексте не сказано. Если затрудняетесь с ответом, попытайтесь догадаться.

4 Общее понимание (соотнесение вопросов и частей текста)

С. 49, упр. 7

- Рассмотрите рисунки/фотографии, относящиеся к прослушиваемому тексту, это поможет понять его основную мысль.
- Прочитайте вопросы и дайте на них предположительный ответ (например, *Where do you get music? – downloading/ buying CDs/ from friends*).
- Подберите слова, относящиеся к темам, затронутым в вопросах (например, *getting music – downloading/ CDs/ sharing*).
- Во время прослушивания не пытайтесь понять каждое слово. Постарайтесь услышать слова из вопросов или слова, сходные по значению (например, *get music/ buy music*).
- Помните, что тексты будут содержать также слова, относящиеся к разным темам/вопросам, чтобы проверить правильность вашего понимания.
- Если вы не уверены в правильности своего ответа, попытайтесь догадаться.

5 Догадка о значении слов по контексту

С. 65, упр. 7

- Перед началом прослушивания посмотрите на слова и попробуйте догадаться об их значении. Ответьте на следующие вопросы:
 - Есть ли в вашем родном языке похожие слова?
 - Считаете ли вы, что значения тоже будут похожими?
- Во время прослушивания постарайтесь выбрать ответ. Используйте следующие подсказки:
 - контекст (например, *long-sleeved shirt* (разные виды рубашек: летние/зимние и т. д.);
 - свои общие знания (например, *What do bears do when they are angry? They stand on their back legs*).
- Посмотрите на три варианта ответа (a—c) и выберите лучший из них.

6 Как определить стиль (неофициальный)

С. 68, упр. 1

- Постарайтесь услышать имена:
 - *Mr Smith/ Ms Jones* (официальный стиль);
 - *Mark/ Sandra* (неофициальный стиль);
 - *Katy/ Tim* (краткие имена – очень неофициально);
 - *Darling/ Sweetie* (выражения любви и привязанности – в высшей степени неофициально).
- Обратите внимание на разговорные слова и выражения:
 - *Cool/ Hey/ Oh stop it!/ No problems/ Oh no!/ Wow!*
- Обратите внимание на краткие формы:
 - *Who? (should we phone?)*
 - *(Are) You sure about this?*

7 Как определить стиль (официальный)

С. 75, упр. 7

- Во время прослушивания диалогов вы можете отличить официальный стиль речи от неофициального (примеры неофициального стиля даны в скобках).

Обращения:

Sir/ Madam – только в речи продавцов, официантов, сотрудников авиакомпаний и т. п.

Mr Macdonald (Mike)/ Ms Macdonald (Sue)

Выражения:

Good morning. (Hi/ Hello/ Excuse me? (Hey!)/

Not at all. (That's okay.)

Просьбы:

Could I have your bag, please? (Can I ...?/ Give me your...)

Could you help me, please? (Can you...?/ Help me, please.)

8 Понимание запрашиваемой информации (вписывание нужной информации)

С. 81, упр. 9

- Прочитайте задание. Предположите, какую информацию вам нужно услышать (например, количество, размеры, дату, место, вид занятия, действие).
- Попытайтесь догадаться, что это за информация (например, население Мальдивских островов — 1 миллион человек). Для этого воспользуйтесь своими общими знаниями.
- Во время прослушивания постарайтесь услышать ключевые слова из заметок (например, *population*). Также постарайтесь услышать слова с тем же значением (например, *the number of people*).

- Используя сокращения, запишите информацию на отдельном листе бумаги (например, *1.5 m (metres)*).
- После прослушивания впишите свои ответы. Если вы не уверены в своём ответе, напишите предполагаемый вариант.

9 Полное понимание прослушанного (соотнесение слов говорящих с их намерениями)

С. 91, упр. 8

- Во время первого прослушивания постарайтесь понять общую идею ситуации. Кто говорит? Где они находятся?
- При повторном прослушивании обратите внимание на тон говорящих. Дружелюбны ли они? Раскованны или сердиты?
- Решите, что они хотят сделать:
 - передать информацию/что-то сообщить;
 - сделать предложение/дать совет/высказать мнение;
 - попросить о чём-то (спросить о чём-либо/попросить разрешения/обратиться с просьбой);
 - положительно или отрицательно отреагировать на просьбы/предложения.
- Помните, что в английской культуре не принято высказываться прямо. Часто это косвенные высказывания.
Например: *It's cold = Can you close the window?*

10 Общее понимание прослушанного (понимание контекста)

С. 97, упр. 8

- Прежде всего определите исходную ситуацию (место действия и что происходит). Во время прослушивания старайтесь услышать любые звуковые эффекты (например, машины, телефоны). Также постарайтесь услышать ключевые слова, имеющие отношение к разным ситуациям. (Например, *meeting/ boss = office*).
- Подумайте о том, кто эти люди? Какие между ними отношения? Как они друг друга называют? Что они знают друг о друге? Какой стиль общения они используют (официальный или неофициальный)?
- Постарайтесь услышать то, что позволит определить время действия и намерения говорящих (например, такие слова, как *breakfast/ lunch, morning/ evening*, или выражения типа *should/ have to*).



ЧТЕНИЕ



11 Общее понимание прочитанного (варианты ответов)

С. 6, упр. 2

- Посмотрите на текст и на относящиеся к нему фотографии/рисунки.
- Прочитайте вопрос и варианты ответов на него. Подумайте, какой из предложенных вариантов является правильным ответом.
- Очень быстро просмотрите текст, чтобы проверить свою догадку.
- Не читайте текст полностью и не старайтесь понять каждое слово.

12 Общее понимание прочитанного (соотнесение заголовков и абзацев)

С. 6, упр. 3

- Прочитайте весь текст, чтобы понять общий смысл.
- Внимательно прочитайте каждый абзац, особенно первое предложение. Обычно оно содержит основную тему абзаца.
- Подчеркните в абзаце ключевые слова. Затем из предложенного перечня выберите подходящий заголовок для абзаца либо придумайте заголовки сами.

13 Определение значения незнакомых слов по контексту

С. 16, упр. 4

- Значение слов:
 - Какая это часть речи: глагол, прилагательное, существительное или наречие (например, *simulation* – существительное)?
 - Есть ли в русском языке похожие слова? Одинаковое ли у них значение?
- Используйте контекст (например, *reviews of computer games* = обзоры компьютерных игр) и ваши знания (например, знания о компьютерных играх) для определения значения слов.
- Соотнесите слова с их значениями. Если вы не уверены в своём ответе, попытайтесь догадаться.

14 Понимание запрашиваемой информации (верно/неверно/в тексте не сказано)

С. 22, упр. 44

- Прочитайте текст, чтобы понять его общий смысл.
- Прочитайте утверждения. Попробуйте догадаться, какие утверждения соответствуют тексту, какие не соответствуют, а о чём в тексте не сказано. Используйте рисунки к тексту в качестве опоры.
- Определите ключевые слова/выражения (например, *frugal/ spend a lot of money*).
- Найдите в тексте отрывок/отрывки, содержащие информацию, относящуюся к вопросам. Внимательно прочитайте их и проверьте свою догадку.
- Если вы не уверены в своём ответе, попытайтесь догадаться.

15 Варианты ответов (конкретная информация)

С. 55, упр. 3

- Прочитайте текст, чтобы понять его основное содержание.
- Прочитайте вопросы и варианты ответов (a—d). Пользуясь своими знаниями, постарайтесь догадаться, какой из вариантов является правильным.
- Прочитайте текст ещё раз. Найдите в тексте место, где даётся информация по каждому вопросу (например, 1=a).
- Внимательно прочитайте эту часть и выберите ответ.
- Убедитесь в том, что другие варианты не могут быть ответами на этот вопрос.

16 Определение стиля текста (официальный стиль)

С. 67, упр. 3

- В официальной письменной речи в английском языке не используются следующие черты неофициального стиля:
 - краткие формы (например, *I'm okay now.*);
 - разговорные слова и выражения (например, *It's so cool!!*);
 - просьбы, высказанные напрямую (например, *I want some information* = *I would like some information*).
- Когда вы читаете письма, обращайте внимание на следующие элементы официального стиля:
 - *Dear Sir/ Madam/ Dear Mr/ Ms Smith/ Dear Editor*;
 - *Yours Faithfully/ Yours Sincerely/ With best wishes*;
 - *I am writing (to you) about.../ I look forward to hearing from you.*

17 Понимание структурно-смысловых связей текста (восстановление текста)

С. 22, упр. 4

С. 70, упр. 3

- Прочитайте текст, чтобы понять основное содержание. Определите тему каждого абзаца.
- Прочитайте предложения из задания и определите их тему.
- Внимательно прочитайте предложения перед пропуском и после пропуска. Найдите в них слова, относящиеся к пропущенным фразам/предложениям. Посмотрите на слова-связки (например, *however/ later/ finally*) и слова-ссылки (например, *another/ they/ then*), которые относятся к словам в предыдущем/последующем предложении.
- Подробнее о словах-связках см. «Стратегии успеха», раздел «Письмо», пункт 30 и о словах-ссылках см. «Стратегии успеха», раздел «Письмо», пункт 33.
- Выберите предложения для заполнения каждого пропуска. Убедитесь, что они согласуются с предыдущим и последующим предложениями.
- Убедитесь, что оставшееся дополнительное предложение не подходит для заполнения ни одного пропуска.

18 Определение значения незнакомых слов по контексту

С. 80, упр. 4

- Быстро прочитайте текст, чтобы понять основное содержание. Не беспокойтесь, если в тексте встретятся слова, которых вы не понимаете.
- Прочитайте текст снова и подчеркните те незнакомые слова, которые важны для понимания текста. Не подчёркивайте каждое незнакомое вам слово.
- Ещё раз внимательно прочитайте ту часть текста, где есть подчёркнутое слово, и постарайтесь догадаться о значении этого слова, пользуясь рекомендациями пункта 14 «Стратегий успеха».
- Если вы не можете понять значение слова, воспользуйтесь мини-словарём на CD ROM'е или другим словарём (например, *Longman Active Study*). Однако помните, что на экзамене пользоваться словарём нельзя.

19 Определение стиля текста (неофициальный стиль)

С. 83, упр. 2

- Записки, электронные письма или открытки друзьям и членам семьи пишутся в неофициальном стиле. В блогах и интернет-чатах также обычно пишут с использованием неофициального стиля.
- Вот некоторые элементы неофициального стиля:
 - начало писем: *Hi/ Hi there/ Hello/How are things? How are you?*
 - окончание: *Write soon/ See you/ Take care/ All the best/ Love;*
 - разговорные выражения: *cool/ mate/ okay/ anyway;*
 - краткие формы: *(I'm) Having a great time./ (I'll be) Back on Tuesday;*
 - пунктуация: краткие формы (например, *can't*); AMAZING (заглавные буквы); !!!!!!! (восклицательные знаки); – (тире); xxxxxxxx (поцелуи в конце письма).

20 Определение типа текста/контекста

С. 87, упр. 3

- Перед тем как начать чтение, посмотрите на формат и оформление текста. Подумайте, на что это похоже (газетная/ журнальная статья, брошюра, письмо, веб-сайт, блог).
- Быстро прочитайте текст, чтобы проверить свои предположения относительно типа текста.
- Подумайте, какому читателю адресован этот текст (возраст: ребёнок/молодой человек/взрослый; род занятий: профессия/место учёбы/ увлечения).
- Обратите внимание на стиль: это официальный (например, газетная статья/официальное письмо) или неофициальный (блог/ открытка/ личное письмо) стиль?
- Внимательно прочитайте текст, чтобы выяснить, что автор хочет сделать: сообщить информацию/сообщить новости/высказать мнение/рассказать историю/продать что-то/попросить что-то/пожаловаться на что-то.

ПИСЬМО

21 Слова-связки

С. 7, упр. 7

and

- при перечислении существительных
*I like computer games, football **and** tennis.*
- при перечислении действий
*I live in Spain. I come from Córdoba.
I live in Spain **and** (I) come from Córdoba.*
- соединяет две мысли/идеи
*I get up **and** (I) have a shower (I get up and then have a shower).
I have breakfast **and** (I) watch TV (at the same time).*

описывает альтернативы

*On Sunday, I play football **or** (I play) tennis.
In the evening, I watch TV **or** (I) play computer games.*

противопоставляет две мысли/идеи

*I like the cinema **but** (I) don't go very often.
I'm not very good at tennis **but** (I) like playing it.*

описывает последовательность действий

*I get home **and then** do my homework.*

22 Выражение цели

С. 19, упр. 5

инфинитив с to

*I'm having a party **to** celebrate my birthday.
We're organising a party **to** celebrate the end of term.*

for + существительное

*We're raising money **for** charity.
We're having a party **for** our teacher.*

23 Приглашение

С. 19, упр. 7

24 Порядок прилагательных

С. 23, упр. 8

Прилагательные перед существительным идут в следующем порядке:

1 Мнение

*nice/nasty/cool/expensive/cheap/interesting/
boring difficult/easy*

2 Размер/ возраст

*big/small/large/medium/extra-large
old/new old/young*

3 Цвет

*red/blue/green/yellow/orange/black/brown/grey/
purple/silver*

4 Материал

cotton/silver/metal/leather/wool

5 Марка/тип

*Calvin Klein jeans/French Connection top, men's/
women's/miniskirt/role-playing (game)*

25 Рассказ (языковой репертуар)

С. 35, упр. 4

Обозначение времени происходящего/когда

*yesterday/last week/at three o'clock/on
Friday evening/last year/during the lesson*

Описание порядка/последовательности событий

*before (lunch/the lesson)/after that/at first/
then, later/in the end*

Описание того, как произошли события

*suddenly (not expected)/immediately (with no
delay)/quickly/slowly*

Высказывание мнения

sadly/luckily/unluckily/amazingly

COME TO OUR PARTY!

Tickets are ONLY £8!

We're having a party **to** celebrate the end of the year! We're also raising money **for** our camping trip in North Wales.

The party is at the **School Gymnasium** at **9.00 on 23 July**.

Don't miss our fantastic resident DJ, Chaz, with some really cool dance music (house/electro/techno). And you can take part in our air guitar competition. Great prizes for the winners!

Snacks, soft drinks and party hats provided.

Interested? Contact Amy Simons (09876538) or Katy Harris (01873045).

Подсказки
Выражение цели

Заголовок

Что

Цена

Причины

Место/Время

Что включено

Контакты

26 Описание события по email

С. 35, упр. 5

Subject: car accident
To: Anna annabriercliffe@smg.com
From: Cathy crzjh@talknet.com

Адрес почты получателя

Hi Anna

Неофициальное обращение

How are things? **Everything's okay** here but something happened last week.

Первые фразы

On Friday evening, I **was coming back** from the cinema with a **mate**. It **was snowing** and it was very cold. **Suddenly**, we heard a loud noise and saw a car in a shop window. **At first**, I thought it was a robbery but the man in the car **was not moving**. **Immediately**, I rang the emergency services. **After that**, I talked to the man. He **couldn't** move and had a bad cut so I put a clean handkerchief on it. **I didn't have time to get scared**. **Luckily**, the emergency people arrived **quickly**. They **immediately** opened the car and took the man to hospital. **In the end**, the man was okay. **Anyways**, later the police asked us questions and thanked us. **I felt really proud**.

Описание события

Write soon. Love, Cath

Неофициальное завершение

27 Противопоставление

С. 39, упр. 7

but противопоставляет две части одного предложения

He uses his computer every day **but** he doesn't use the Net.

That dress is nice **but (it is)** expensive.

although противопоставляет главное и придаточное предложения

Although he uses his computer every day, he doesn't use the Net.

He doesn't use the Net, **although** he uses his computer every day.

however противопоставляет два предложения

He uses his computer every day.

However, he doesn't use the Net.

28 Письмо другу

С. 51, упр. 5

Dear Dave,

Неофициальное обращение

It was great to hear from you. Thanks a lot for the new CD by Cloud 51 you sent me. It's really fantastic!

Did you enjoy it?

I **think (2)** Angie Tallet is a very talented singer and the lyrics are interesting and some of them are funny. I don't know if there is any other catchy song **like (3)** *Rain before it falls*. It's a great song and a great CD!

But I want to tell you that I've read a review about the CD. **For me (2)**, it was a really bad article. The reviewer thinks that the CD is boring and repetitive. He says there's only one good song on the disk **but (1)** the rest of the songs are weak and uninteresting. It's unfair!

I **thought I'd better write (4)** to the editor and tell him I disagree with the reviewer. Would it be the right thing to do?

Write soon and let me know (4) what you think about this idea.

Best wishes,

Oleg

Заключительная фраза

Неофициальное завершение

Подсказки

Неофициальный стиль (начало/окончание, краткие формы)
Языковой репертуар (рассказ)
Фон событий (Past Continuous)

Подсказки

Неофициальный стиль

Слова-связки

1 = противопоставление

2 = выражение мнения

3 = приведение примеров

4 = заключение/выводы

Ссылка на предыдущие контакты

Выражение мнения

Сообщение

Намерение и вопрос

ПИСЬМО

29 Перечисление и последовательность действий

С. 55, упр. 7

Перечисление действий
(информация)

There are some things you can do to avoid spots.

First, have a healthy diet and don't eat junk food.

Second, don't touch your face and wash your hands.

Third, wash your face with warm water twice a day.

Finally, use special creams on the spots.

Последовательность действий
(инструкция)

First, pick four leaves from an aloe plant.

Second, squeeze the leaves into a cup.

Third, put the cup in the fridge.

Then, take out the cup after two hours.

Next, put the liquid on the sunburn for two hours.

Finally, wash off the liquid.

30 Ссылка: another/other

С. 67, упр. 4

another

I have **a question** about the food. When are meal times? I have **another question** about the classes. What experience have the teachers got?

Единственное число

What is the accommodation like? Do I have to bring a sleeping bag?

The other question I have is about food. Do you offer vegetarian meals?

Множественное число

Where exactly is your nature centre? How can you get there by train?

The other questions I have are about the classes. How many are there in the groups? How long are the classes? You mention **courses** in the summer. What **other courses** are there in the winter.

31 Официальное письмо

С. 67, упр. 6

Официальное обращение

Dear Sir/Madam,

Цель письма

I am writing to ask for information about your summer English courses in Norwich.

Вопросы о курсах

First (1), what kind of courses are there for teenagers? Are there any intensive courses or courses with sports? **Second (1)**, do you organise any excursions or trips to places **like (2)** London or Cambridge? **Another question** is about the classes. How many students are there in the groups?

Дополнительные вопросы

I have **some other** practical questions. **Does the price include** food and accommodation? What kind of accommodation is there at the school? What **other** kind of accommodation is there? **Finally (1)**, are textbooks and materials **included in the price of the course?**

Официальное завершение письма

I look forward to hearing from you.

Yours faithfully,

Soledad García

Подсказки

Официальный стиль

Ссылки

Слова-связки

1 = перечисление

2 = примеры

32 Слова-ссылки

С. 71, упр. 7

Люди

Amelia Earhart flew across the Atlantic but she did not pilot the plane on her own.

The cause of **Amelia's** death is unknown but **her** plane probably ran out of fuel.

Предметы

Her plane ran out of fuel and **it** crashed into the sea.

She made **the first transatlantic flight** on her own and **the trip** was difficult.

She made **a flight** in 1928, **another** (flight) four years later and a final one in 1937.

Ситуации

She **went in an aeroplane** and loved it. (it = полёты)

She had **problems with fuel** and because of that crashed into the sea.

Amelia **became famous** and after **that** she tried to fly around the world. (that = стала знаменитой)

Время

She died in **1937** and since **then** has been a legend. (then = то время)

Место

After the war, she moved to **California** and learnt to fly **there**. (there = в этом месте)

Количественные характеристики

Americans were horrified and millions came to her funeral.

These **female pilots** were very brave and **many** died young.

33 Открытка

С. 83, упр. 5

Откуда написана

Дата

Reykjavik, 11/06

Неофициальное обращение

Hi Katy,

I am Having a great time in Iceland. It is Not hot here but it's only rained a bit. I Am now in the capital - the nightlife's cool and it NEVER gets dark! Last week, I went to the South - There are some great waterfalls and geysers. I Went rafting but I didn't fall in luckily - the water's freezing. Yesterday, I went whale watching. I Saw a blue whale - AMAZING!!! Tomorrow, I'm going sea kayaking. I'll be Back on Thursday. See you next weekend.

Take care, Sally xxxxxx

Неофициальное завершение

Подсказки

Краткие формы

Неофициальный стиль

Пунктуация

Слова, кот. можно опустить

Адрес получателя

Ms K. Simons,
123 Castle Road,
Orleton, SY1 1GH
GREAT BRITAIN

34 Сравнение при помощи as

С. 87, упр. 7

Сравнение двух предметов/человек

She is as outgoing as her sister. (У них обоих одинаковый характер.)

She is not as sporty as her sister. (Одна менее спортивна, чем другая.)

Сравнение двух действий/родов занятий

She can run as fast as her sister. (Обе бегут одинаково.)

She doesn't play tennis as well as her sister. (Она играет хуже сестры.)

35 Выражение цели

С. 99, упр. 4

to + инфинитив

Can we meet to talk about the project?

We met to talk about the project.

so that + can

Can we meet so that we can talk about the project?

I would like to meet so that we can look at the project.

36 Записка с просьбой

С. 99, упр. 6

Hi Sam,

Выражение просьбы

A quick note to ask you something. I'm going camping this weekend. I haven't got a cooker - you know one of those gas things. Can you lend me yours for the weekend? I'll buy the gas and give it you back on Monday. Can I come round to your house to pick it up on Friday? Is four o'clock okay? Give me a ring on my mobile or send me a message. All the best, Cam

Как отказать

a Sorry, I can't. You see I gave it to my brother to use when he goes camping. You can ring him up to ask him, if you like.

Как согласиться

b No problem. But I won't be at home on Friday. Why don't we meet up in town so that I can give it to you.

Подсказки

Неофициальный стиль

Выражение цели

ГОВОРЕНИЕ

37 Описание фотографии

С. 11, упр. 9

С. 20, упр. 8

Ответьте на вопросы о фотографии

What's this photo about?

Where is it from?

Why do you think that?

What's happening?

Who can you see in the photo?

What's he/she saying?

What is he/she feeling?

What time of year is it?

What else is happening?

What else can you see?



Описание места действия

There are two people in the middle of the picture.

*They are in **the foreground** and **behind them** you can see ...*

*Then, in **the background** there are ...*

***On the left of the photo** there is ...*

***On the right of the photo**, you can see ...*

Как высказать предположение

*Well, it's **probably** in the evening.*

*It's **definitely** in the summer because it's hot.*

*They are **definitely not** very happy.*

***Maybe** they're in France.*

***Perhaps** they're in the USA.*

38 Что делать, если не знаете слово

С. 20, упр. 4

Сравните с похожим явлением/предметом

*It's **like** a big party. (a parade)*

*It's **like** a big car. (a lorry)*

Опишите как часть общего, категории

*There's **a sort of** walk. (parade)*

*He's **a sort of** artist. (painter)*

*It's **a kind of** skirt. (kilt)*

*She's **a kind of** music organiser at a party. (DJ)*

39 Как поддержать разговор

С. 20, упр. 7

- Если вы не знаете какое-либо слово, не молчите, не прерывайте разговор! Воспользуйтесь следующими рекомендациями.
- Не произносите слово на родном языке с иностранным акцентом, если только это не так называемые международные слова: например, «такси», «аэропорт» и т. п.
- Используйте жесты и звуки, чтобы описать значение слова.

'guitar'



- Попробуйте заменить слово описанием/сравнением.

It's a musical instrument — a sort of a guitar.

40 Покупки

С. 27, упр. 9

Shopkeeper: Hello. **Can I help you?**

Customer: Yes, **can I have a look at** those T-shirts, **please?**

Shopkeeper: **What size?**

Customer: Small. (*small/medium/large/extra large*)

Shopkeeper: **Here you are.**

Customer: Okay. **Can I try it on, please?**

Shopkeeper: **Of course**, the changing room is over there.

Shopkeeper: Do you like it?

Customer: Well, **it's a bit too big**. **How much is** this silk scarf?

Shopkeeper: Seven pounds fifty.

Customer: **Can I have this one, please?**

Shopkeeper: Thanks. **That's two pounds fifty change.**

Customer: **Could you wrap it up, please?** It's for a present.

Shopkeeper: **I'm sorry**. I haven't got any paper. **Here you are.**

Customer: **Okay, thanks.**

Shopkeeper: **Thank you. Bye.**

41 Повествование

С. 36, упр. 4

Нерешительность, раздумье

Umm ... You know, I didn't think it was serious.

Err ... Well, I was at my mate Sam's farm.

Последовательность событий

But then it started to go red and swollen.

And then he couldn't breathe properly.

Возвращение к повествованию

Anyway, we stopped in a field.

42 Подготовка к презентации

С. 36, упр. 6

- Прежде всего подумайте, о чём вы хотите рассказать. Воспользуйтесь «Стратегиями успеха» в качестве опоры.
- Напишите короткие заметки о том, что вы хотите рассказать. (Для выполнения данного задания используйте свои записи к разделу Writing Workshop.)
- Не старайтесь переводить с русского на английский. Если вы не знаете слов или грамматики, постарайтесь высказать свои мысли другим, более простым способом.
- Используйте свои записи для тренировки. Например, используйте их для опоры, когда проговариваете презентацию про себя или вслух дома. Будет полезно записать себя, а затем прослушать эту запись. Попросите своего друга или кого-то из членов своей семьи послушать вас.

43 Запрос/высказывание мнения

С. 43, упр. 10

A: In my opinion, 11 o'clock is a good time to come home. What do you think?

B: Well, I'm sorry, I don't agree with you - 12 o'clock is better!

A: I disagree with that. It's very late!

A: I've got a computer in my room. I think they're very useful for homework.

B: Yes, I agree with you about that. I really think computers in teenagers' bedrooms are okay.

A: Personally, I think three hours of TV a day is enough.

B: You're right. Too much TV's not very good for you.

A: Do you think five euros pocket money a week is okay?

B: Well, I don't think that's very good. In my opinion, ten is okay because everything is very expensive.

44 Выражение согласия/несогласия

С. 52, упр. 7

Как высказать согласие с кем-либо

A: I like jazz.

B: Me too. (Я тоже люблю джаз.)

A: I don't like jazz.

B: Me neither. (Я тоже не люблю джаз.)

Как высказать несогласие с кем-либо

A: I like rock.

B: I don't. (А я рок не люблю.)

A: I don't like rock.

B: I do. (А мне рок нравится.)

45 Обсуждение в классе

С. 52, упр. 7

- Выберите секретаря, который будет вести записи обсуждения в группе.
- Старайтесь всё время говорить по-английски.
- Не перебивайте говорящих. Подождите, пока они закончат своё высказывание.
- Уважайте мысли других людей и интересуйтесь их мнением.

46 У врача

С. 59, упр. 10

Doctor: Come in and sit down.

Patient: Thanks.

Doctor: So, what's the problem?

Patient: Well, I've got a stomachache and I feel a bit sick.

Doctor: Where does it hurt?

Patient: Here.

Doctor: Any vomiting?

Patient: Yes, I've been sick three times.

Doctor: What about diarrhoea?

Patient: Yes, I've had that, too.

Doctor: How long have you had these symptoms?

Patient: Since yesterday morning.

Doctor: You've got a high temperature. I'm afraid you've got a stomach infection.

Patient: Oh, no!

Doctor: You should drink plenty of water. You shouldn't drink coffee or cola. Take these tablets twice a day.

Patient: Right, thanks a lot, doctor.

Doctor: Not at all.

ГОВОРЕНИЕ

47 Как предложить что-либо/ реакция на предложения

С. 68, упр. 4

should

I think we should phone someone.

I don't think we should wait.

We should carry on walking and stop later.

We shouldn't stop now.

let's

Let's make a shelter.

Let's not stop now.

what about

What about lunch?

What about having lunch?

can

We can have lunch now.

You can come at six.

why don't

Why don't we start a fire?

Why don't you help?

Краткие вопросы

Who? (should we phone?)

Why? (should we wait?)

When? (should we stop?)

Where? (should we stop?)

Как принять предложение

Okay.

Right.

That's a good idea.

I agree.

Как отклонить предложение

Why? It's ... (early/late etc.)

I don't think that's a good idea.

48 В аэропорту: у стойки регистрации/ информации

С. 75, упр. 8

Employee: Good morning, *sir/madam*. **Could I have your passport and ticket, please?**

Passenger: Yes, of course. Here you are.

Employee: Window or aisle seat?

Passenger: Aisle please.

Employee: Could you put your case here, please?

Passenger: I'm sorry, I can't. It's rather heavy. **Could you help me with the bag, please?**

Employee: Sure. I'm afraid it's over the limit. **Could you pay the excess baggage at the ticket office, please?**

Passenger: Just a moment. I'll take some things out.

Employee: Did you pack your case yourself, *sir/madam*?

Passenger: Yes, I did.

Employee: Okay. So, **that's gate 25 at 11.20.**

Passenger: One more thing. **Could you tell me how to get to the nearest bank, please?**

Employee: Certainly, *sir/madam*. **Go through security control and turn right. Go past the toilets and a bookshop. The bank is on your right, between the souvenir shop and the restaurant. It's in front of the duty-free shops.**

Passenger: Thanks a lot.

Employee: Not at all.

49 Как запросить/уточнить информацию

С. 84, упр. 3

Запрос информации

Could you give me some information about New York, please?

Could you tell me about places to visit there, please?

Do you know anything about the nightlife?

Which of these hostels **do you recommend?**

Разделительный вопрос с фиксированным окончанием

Эта форма соответствует неофициальному стилю общения и используется в основном молодыми людьми.

That's a good time of year, right?

So this is the total price for a week, yeah?

Разделительный вопрос со вспомогательными глаголами

Если сказуемое в предложении стоит в утвердительной форме, то окончание вопроса ставится в отрицательной форме.

There are discounts for students, **aren't there?** (to be)

You need a visa for the States, **don't you?** (present simple)

Если сказуемое стоит в отрицательной форме, то окончание вопроса ставится в утвердительной.

There aren't discounts for students, **are there?**

You don't need a visa for the States, **do you?**

50 Разговор по телефону

С. 91, упр. 10

Официальный

A: Good morning. **Can I help you?**

B: Yes, please. **Could I speak to** Mrs Wilson?

A: Of course. **Hold on a moment. I'll put you through.**

B: Thanks.

★ ★ ★

A: I'm afraid she's not available at the moment.

B: Could I leave a message, please?

A: Yes, of course.

B: This is Paul. I've missed the bus. Can she collect me?

A: Okay, I'll repeat the message. You've missed the bus and can she collect you?

B: Yes, that's right. Thanks very much.

A: Not at all.

Неофициальный

A: Hello, 8735122.

B: Hi, Mrs Jones. **This is** Anne.

A: Oh, hello, Anne.

B: **Can I speak to** Tom, please?

A: Of course. **Hang on a sec. I'll get him/her for you.**

B: Thanks.

★ ★ ★

A: Sorry, he/she's out. **Do you want to leave a message?**

B: Yes, please. **Can you tell him/her this?** I've got the information for the homework. We're meeting tomorrow after school in the computer room. Can he come, too?

A: Right. Can Tom meet you in the computer room after school tomorrow?

B: Right.

A: Okay, I'll tell him/her. Bye.

B: Thanks a lot. Bye.

51 Как реагировать во время диалога

С. 100, упр. 3

Переспрашивание с целью уточнения

A: I went to an Abba concert.

B: Abba?

A: Yes, that old Swedish group. My gran loves them.

A: They played Mamma Mia.

B: Mamma Mia?

A: Yes, it's one of their best songs.

Проявление удивления или интереса

A: I went with my grandma.

B: Your grandma?

Вопрос-эхо/переспрашивание

Мы задаём эти вопросы, желая показать своё внимание, интерес или удивление.

A: I'm English.

B: Are you? (утвердительный)

A: I'm not very good at football.

B: Aren't you? (отрицательный)

A: I play tennis at the weekend.

B: Do you?

A: I don't like that player.

B: Don't you?

A: I had a great time.

B: Did you?

A: I didn't see it.

B: Didn't you?

A: I've finished it.

B: Have you?

A: I haven't done it.

B: Haven't you?

52 Как показать, что мы слушаем собеседника

С. 100, упр. 6

- Используйте жесты и мимику, чтобы показать собеседнику, что вы его слушаете.
- Используйте следующие слова/выражения, чтобы показать собеседнику, что вы его слушаете: *right/yeah/see/okay*.
- Используйте слова/выражения, чтобы выразить своё удивление (например, *Wow/Oh no!*), инте-

рес (например, *Really?*) и сожаление (например, *Really?*).

- Повторите слова и выражения, сказанные собеседником, чтобы показать свой интерес или удивление (например, *With your grandma?*).
- Если вы что-то не расслышали, вы также можете повторить слова собеседника (например, *Abba?*).
- Используйте вопросы, чтобы показать свою заинтересованность или удивление (например, *Were you?/Did you?/Have you?*).

STUDENT B

M1, Lesson 3, Exercise 12



M5, Lesson 14, Exercise 12

Ask about these facts:

How long / Albert Einstein / be dead?
 How long / The Beatles / be popular?
 How long / doctors / know penicillin?
 How long / the world / know Harry Potter?
 How long / people/admire the Egyptian pyramids?

Give information about these facts:

The United States / be an independent country / 1776
 The internet / be around / 1969
 European countries / use the euro / 2002
 Mona Lisa / be a symbol of beauty / 1500
 California / belong to the USA / 1850

M7, Lesson 19, Exercise 9



Read the remedy and answer your partner's questions.

First, mix two tablespoons of vinegar with six tablespoons of hot water.

Second, before you go to bed put the mixture on your hair with a brush.

Third, cover your hair with a scarf.

Finally, in the morning have a shower and wash your hair.

M9, Lesson 25, Exercise 9

Flight quiz

- When did the Montgolfier brothers invent the first hot-air balloon?
 a 1583 b 1683 c 1782
- When did Otto Lilienthal fly the first effective glider (aeroplane with no engine)?
 a 1785 b 1845 c 1891
- Thérèse Peltier from France was the first woman to fly a plane solo. When did she do it?
 a 1908 b 1918 c 1928
- When did Igor Sikorsky make the first successful helicopter flight?
 a 1909 b 1939 c 1959
- Who was the first person to go into space in 1961?
 a Yuri Gagarin b Alan Shepard c Neil Armstrong
- Who was the first person to walk on the Moon in 1969?
 a Neil Armstrong b Buzz Aldrin c Michael Collins

M12, Lesson 34, Exercise 12

- man - he designed the first aeroplane (da Vinci)
- disease - people get it from birds (Bird Flu - H5N1)
- actress - she wore a \$26 dress at a film premiere (Angelina Jolie)
- continent - there is a problem with toads there (Australia)
- animal - you should never run away from it (puma/ big cat)
- woman - she crossed the Atlantic alone in a plane in 1932 (Amelia Earhart)
- country - *The Lord of the Rings* was filmed there (New Zealand)
- islands - they can be flooded by the sea soon (the Maldives)

WORD LIST

Module 1: Time

Page 5

Adjectives describing a person

organised (adj)	организованный, чёткий
relaxed (adj)	спокойный, успокоенный
stressed (adj)	взволнованный, в стрессе
tired (adj)	уставший

Times

at night (prep)	вечером (после 9 часов), ночью
at the weekend (prep)	в выходные
in the morning (prep)	утром (с часа ночи до 12 часов)
on Thursday (prep)	в четверг

Meals

breakfast (n)	завтрак
dinner (n)	обед (ближе к вечеру)
lunch (n)	ланч, обед (днём)

Daily routine

do homework (v)	делать домашнюю работу
do jobs in the house (v)	выполнять работу по дому
get up (v)	вставать
go to bed (v)	ложиться спать
shower (v)	принимать душ
sleep (v)	спать

Free time activities

basketball (n)	баскетбол
cinema (n)	кино
computer game (n)	компьютерная игра
cycling (n)	езда на
extra class (n)	дополнительные занятия
football (n)	футбол
jogging (n)	пробежка, бег трусцой
party (n)	вечеринка
sport (n)	спорт
swimming (n)	плавание

family (n)	семья
friend (n)	друг
home (n)	дом
Messenger (n)	мессенджер (в Интернете)
park (n)	парк
spend (v)	проводить время
time (n)	время

Pages 6-7

Adjectives

adventurous (adj)	рискованный, авантюрный, любящий приключения
aristocratic (adj)	аристократичный
beautiful (adj)	прекрасный
famous (adj)	известный, знаменитый
friendly (adj)	дружелюбный
funny (adj)	смешной, забавный
historic (adj)	исторический
national (adj)	национальный
ordinary (adj)	обычный, обыкновенный
personal (adj)	личный, персональный
professional (adj)	профессиональный
successful (adj)	успешный
unusual (adj)	необычный
windy (adj)	ветренный
wonderful (adj)	чудесный

obligation (n)	обязанность, обязательство
plan (v)	планировать
eccentric (n)	чудак, необычный человек

Pages 8-9

fast food (n)	фастфуд, быстрое питание
lifestyle (n)	образ жизни
ready-made (adj)	готовый
sleepy (adj)	сонный
stressed out (adj)	утомлённый, нервничающий
tai chi (n)	тайцзы (китайская гимнастика)
unhealthy (adj)	вредный для здоровья
vegetarian (adj)	вегетарианский
yoga (n)	йога

Pages 10-11

Races

athletics (n)	лёгкая атлетика
cycling (n)	езда на велосипеде, велоспорт
marathon (n)	марафон
road race (n)	шоссейные велогонки
running (n)	бег
sprint (n)	спринт
swimming (n)	плавание
triathlon (n)	триатлон

Equipment

ball (n)	мяч
bike (n)	велосипед
boots (n)	з.д. ботсы
cap (n)	з.д. шапочка для плавания
goggles (n)	очки для плавания
helmet (n)	шлем
mountain bike (n)	горный велосипед
running shoes (n)	шиповки, обувь для бега
shorts (n)	шорты
skis (n)	лыжи
sunglasses (n)	солнечные очки
swimsuit (n)	купальник
water bottle (n)	бутылка для воды
wetsuit (n)	(резиновый) костюм для подводного плавания

General sport

athlete (n)	атлет, спортсмен
breaststroke (n)	брасс (стиль плавания)
cyclist (n)	велосипедист
exercise (n)	упражнение
finish (n)	финиш
freestyle (n)	фристайл, вольный стиль (в плавании)
mile (n)	миля
muscle (n)	мускул
Olympic (adj)	олимпийский
PE (n)	физкультура (урок)
professional (adj)	профессиональный
Tour de France (n)	Тур-де-Франс (велогонка)
track (n)	трек
training (n)	тренировка
transition stage (n)	момент перехода в другую команду

Describing photos

behind (adv)	за, позади
in the background (adv)	на заднем плане
in the foreground (adv)	на переднем плане
in the middle of (adv)	в середине
on the left (adv)	слева
on the right (adv)	справа

definitely (adv)	определённо
maybe (adv)	возможно, вероятно
perhaps (adv)	возможно, вероятно
probably (adv)	возможно, вероятно

Module 2: Fun

Page 13

Hobbies

acting (n)	актёрская игра
air guitar (n)	воображаемая, виртуальная гитара
board game (n)	настольная игра
chess (n)	шахматы
coin (n)	монета
collect (v)	собирать
computer game (n)	компьютерная игра
cycling (n)	езда, катание на велосипеде
dancing (n)	танцы
free running (n)	паркур
gymnastics (n)	гимнастика
jewellery (n)	ювелирные изделия
model aeroplane (n)	модель самолёта
music DVDs (n)	музыкальные DVD
photography (n)	фотография
piano (n)	пианино
saxophone (n)	саксофон
singing (n)	пение
sport (n)	спорт
stamp (n)	марка
yoga (n)	йога

WORD LIST

Pages 14-15

comedian (n)	комедийный актёр
silent-film (n)	немой фильм
tramp (n)	бродяга
turkey (n)	индейка

Pages 16-17

Computer games

expansion pack (n)	расширение
game-play (n)	игра (на компьютере)
gamer (n)	игрок, геймер
graphics (n)	графика
location (n)	локация
role-playing (adj)	ролевая
simulation game (n)	игра-тренажёр

Adjectives

amazing (adj)	удивительный, поразительный
challenging (adj)	сложный, но интересный
creative (adj)	творческий, изобретательный
fantastic (adj)	фантастический
perfect (adj)	великолепный, отличный, совершенный
silly (adj)	глупый
terrible (adj)	ужасный
wonderful (adj)	чудесный
a bit (adv)	чуть-чуть, слегка
absolutely (adv)	абсолютно
quite (adv)	достаточно
really (adv)	действительно
very (adv)	очень

Page 18

cock (n)	петух
horse races (n)	скачки
pillar (n)	столб, шест

Page 19

Party

celebrate (v)	праздновать
fancy-dress (n)	маскарадный костюм
invitation (n)	приглашение
raise (v)	собирать (деньги на определённую цель)

Page 20

celebration (n)	празднование
kilt (n)	килт
parade (n)	парад
St Patrick's Day (n)	День Святого Патрика

Module 3: Money

Page 21

Money

bank account (n)	счёт в банке
earn (v)	зарабатывать
get (v)	получать
good with money (adj)	экономный, хорошо распоряжающийся деньгами
job (n)	работа
pocket money (n)	карманные деньги
save (v)	копить (деньги)
spend (v)	тратить (деньги)

Places to shop

bookshop (n)	книжный магазин
charity shop (n)	магазин, торгующий поддержанными вещами и отдающий деньги на благотворительные цели
clothes shop (n)	магазин одежды
computer shop (n)	компьютерный магазин
discount shop (n)	магазин, торгующий по сниженным ценам
online (adv)	в Интернете
shopping centre (n)	торговый центр
street market (n)	уличный рынок
supermarket (n)	супермаркет

book (n)	книга
CD (n)	CD
cinema (n)	кино
clothes (n)	одежда
computer game (n)	компьютерная игра
cosmetics (n)	косметика
crisps (n)	чипсы
drink (n)	напиток
DVD (n)	DVD
food (n)	продукты
make-up (n)	косметика
mobile phone call (n)	звонок по мобильному телефону

music download (n)	скачивание музыки
part-time (adj)	неполное рабочее время
present (n)	подарок
second-hand (n)	подержанный, бывший в употреблении
shampoo (n)	шампунь
soft drink (n)	безалкогольный напиток
sweet (n)	конфета

Pages 22-23

Quantities

a bit of(n)	кусочек, часть чего-либо
bottle (n)	бутылка
bouquet (n)	букет
box (n)	коробка
can (n)	банка
packet (n)	пакет
pair (n)	пара

comfortable (adj)	удобный
cotton (adj)	хлопковый
(in) good condition (adj)	в хорошем состоянии
leather (adj)	кожаный
metal (adj)	металлический
silver (adj)	серебряный
bargain (n)	зд. выгодная покупка
check out (v)	проверить, сверить
crowd (n)	толпа
film premiere (n)	премьера фильма
fork out (v)	раскошелиться
frugal (adj)	бережливый, экономный
generous (adj)	щедрый
half price (n)	за полцены
mean (adj)	жадный
sales (n)	распродажа
top (n)	топ
valuable (adj)	ценный
vintage (adj)	винтажный

Pages 24-25

costume (n)	костюм (маскарадный)
experience (n)	жизненный опыт, приключение
extravagant (adj)	экстравагантный
fan (n)	фанат, почитатель
fantasy (adj)	фэнтези
gadget (n)	приспособление, устройство
geek (n)	компьютерный фанат
horror (adj)	ужасный; horror film – фильм ужасов
replica (n)	точная копия
sci-fi (adj)	научно-фантастический

Pages 26-27

Antiques

book (n)	книга
furniture (n)	мебель
gold (adj)	золотой
record (n)	запись
silver (adj)	серебряный

Electronic goods

CD (n)	CD
computer game (n)	компьютерная игра
DVD (n)	DVD
video (n)	видеокассета
vinyl (n)	виниловая пластинка

Arts and crafts

ceramics (n)	керамика
leather goods (n)	кожаные вещи
textiles (n)	ткани

Clothes

designer (adj)	дизайнер
men's (adj)	мужской
second-hand (adj)	бывший в употреблении
women's (adj)	женский

Accessories

footwear (n)	обувь
handbag (n)	дамская сумка
jewellery (n)	ювелирные украшения

Food and drink

fish (n)	рыба
fruit (n)	фрукты
herbs (n)	травы (пряные)
meat (n)	мясо
poultry (n)	птица
seafood (n)	морепродукты
spice (n)	специя
vegetable (n)	овощной

Size

large (adj)	большой
medium (adj)	средний
small (adj)	маленький
alternative (adj)	альтернативный
canal (n)	канал
change (n)	зд. сдача
changing room (n)	примерочная
scarf (n)	шарф
shopkeeper (n)	владелец магазина
stall (n)	прилавок
street performer (n)	уличный артист
try on (v)	примерять
wrap (v)	заворачивать

Module 4: Stories

Page 29

Stories

adventure (adj)	зд. приключенческий
classic (n)	классика
comedy (n)	комедия
cowboy (adj)	зд. ковбойский
crime (adj)	криминальный
detective (adj)	детективный
fairy tale (n)	сказка
fantasy (adj)	фэнтези
folk (adj)	народный
ghost (adj)	с привидениями
historical (adj)	исторический
horror story (adj)	ужасы
love (adj)	любовный
romance (adj)	романтический
romantic comedy (n)	романтическая комедия
science-fiction (adj)	научно-фантастический
short story (n)	короткий рассказ
thriller (n)	триллер

Opinion adjectives

boring (adj)	скучный
brilliant (adj)	великолепный
depressing (adj)	наводящий уныние, тоску
exciting (adj)	увлекательный, захватывающий
funny (adj)	смешной, забавный
imaginative (adj)	образный, одарённый воображением
interesting (adj)	интересный
romantic (adj)	романтический
sad (adj)	печальный
scary (adj)	пугающий
violent (adj)	жестокий

be about (v phr)	зд. рассказывать о чём-либо
bestseller (n)	бестселлер
favourite (adj)	любимый
opinion (n)	мнение
take place (v phr)	происходить

Pages 30-31

escape (v)	сбегать, избегать
ghost (n)	призрак, привидение
hike (v)	ходить в поход
massacre (n)	резня, расправа, кровавое побоище
soldier (n)	солдат
spirit (n)	дух
valley (n)	долина

Pages 32-33

be afraid of (adj)	бояться чего-либо
be bad at (adj)	быть неуспешным в чём-либо
be good at (adj)	быть успешным в чём-либо
interested in (adj)	заинтересованный, интересующийся

be relaxed about (adj)	быть спокойным, не волноваться
be worried about (adj)	волноваться о чём-либо

come back to (v)	вернуться
get to (v)	добраться до
go away (v)	уйти, уехать
go back to (v)	вернуться
go straight to (v)	идти/ехать прямо
pick (someone) up (v)	встретить, подобрать по дороге
sail back to (v)	возвращаться, плыть обратно

arrest (v)	арестовать
body (n)	тело
castle (n)	замок
cave (n)	пещера
cell (n)	камера
emperor (n)	император

exile (n)	ссылка
guard (n)	стража, охрана
judge (n)	судья
knife (n)	нож
priest (n)	священник
prisoner (n)	заключённый
royal (adj)	королевский
sailor (n)	морьяк
ship (n)	корабль, судно
silver (n)	серебро
treasure (n)	сокровище
wave (n)	волна

Relationships

ask somebody out (v)	пригласить кого-либо
couple (n)	пара
date (n)	свидание
fall in love (v)	влюбиться
get engaged (v)	обручиться
get married (v)	пожениться
get on well (v)	ладить
go out with (v)	встречаться
honeymoon (n)	медовый месяц
love at first sight (n)	любовь с первого взгляда
meet (v)	встретить
romance (n)	любовная история

airline (n)	авиакомпания
flight (n)	полёт, рейс
flight attendant (n)	бортпроводник, стюардесса
passenger (n)	пассажир
seat (n)	место

Pages 35

after that (adv)	после этого
at first (adv)	сначала
immediately (adv)	немедленно
in the end (adv)	в конце концов
later (adv)	затем, позднее
luckily (adv)	к счастью
quickly (adv)	быстро
suddenly (adv)	вдруг, внезапно

adventure (n)	приключение
ambulance (n)	скорая помощь
bee (n)	пчела
breathe (v)	дышать
quad bike (n)	квадроцикл
serious (adj)	серьёзный
sting (v)	ужалить
swollen (adj)	опухший

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Telling stories

and then	и затем
anyway	во всяком случае
but then	но затем
well	да, ну, вот (в устной речи, устном рассказе)
you know	знаешь (в устной речи)

Module 5: Generations

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Relatives

aunt (n)	тётя
brother (n)	брат
cousin (n)	двоюродный брат/двоюродная сестра
father/mother-in-law (n)	свёкор, тесть/свекровь, тёща
grandparent (n)	дедушка/бабушка
half-brother/sister (n)	сводный брат/сводная сестра (один родитель общий)

nephew (n)	племянник
niece (n)	племянница
parent (n)	родитель
stepfather/mother (n)	отчим/мачеха
uncle (n)	дядя

angry (adj)	сердитый
argue (v)	спорить
baggy (adj)	мешковатый, просторный
come home late (v)	приходить домой поздно
computer (n)	компьютер
dress (v)	одеваться
dyed hair (n)	крашеные волосы
get on okay with (v)	иметь достаточно хорошие отношения
get on well with (v)	ладить
hairstyle (n)	причёска

spider (n)
toad (n)
wolf (n)
worm (n)

Environmental problems

air pollution (n)
climate change (n)
habitat loss (n)
noise (n)
over-fishing (n)
over-hunting (n)
traffic (n)
water pollution (n)

climate (n)
endangered (adj)

mammal (n)
nature (n)
reptile (n)
species (n)

паук
жаба
волк
червяк

загрязнение воздуха
изменение климата
потеря ареалов обитания
шум
лов рыбы сверх квот
охота сверх квот
движение на дорогах
загрязнение воды

климат
находящийся в опасности,
вымирающий
млекопитающее
природа
рептилия
вид, разновидность

Pages 62-63

cautious (adj)
chemical (n)
destroy (v)
ecologist (n)
eliminate (v)
lizard (n)
poisonous (adj)
research (n)
sugar cane (n)
whale (n)
zoo (n)

осторожный, осматрительный
химикат
разрушать
эколог
уничтожить
ящерица
ядовитый
исследование
сахарный тростник
кит
зоопарк

Pages 64-65

Animals

alligator (n)
hippo (n)
lion (n)
mosquito (n)
puma (n)
scorpion (n)
tiger (n)

аллигатор
бегемот
лев
москит, комар
пума
скорпион
тигр

come across (v)
fight back (v)
get away (v)
run away from (v)
stay away from (v)

встретить
бороться, сопротивляться
зд. удрать, удирать
убегать от
зд. сторониться, избегать

bedding (n)
bite (v)
blanket (n)
climb (v)
creepy crawly (n)
cute (adj)
deadly (adj)
hind leg (n)
killer (adj)
laid-back (adj)
long-sleeved (adj)
predator (n)
react (v)
sheet (n)
tiny (adj)
venom (n)

постельные принадлежности
кусать
одеяло
взбираться, залезть
ползущая тварь
милый, симпатичный
смертельный, убийственный
задняя нога
убийца
спокойный, непринуждённый
с длинными рукавами
хищник
реагировать
простыня
крохотный
яд

Page 66

agriculture (n)
butterfly (n)
food chain (n)
honey (n)
pollen (n)
pollinate (v)
wasp (n)

сельское хозяйство
бабочка
пищевая цепочка
мёд
пыльца
опылять
оса

Page 67

catch (v)
countryside (n)
craft (n)

ловить
сельская местность
ремесло, профессия, поделка (из
дерева, бумаги, глины и т. п.)
костёр
навес, укрытие
дикий
лес

fire (n)
shelter (n)
wild (adj)
wood (n)

Module 9: Flight

Page 69

Transport

aeroplane (n)
bike (n)
boat (n)
bus (n)
canoe (n)
car (n)
helicopter (n)
horseback (n)
kayak (n)
micro-light (n)
moped (n)
motorbike (n)
plane (n)
roller skate (n)
train (n)
tram (n)
underground (n)

самолёт
велосипед
лодка, судно
автобус
каное
автомобиль
вертолёт
верхом на лошади
байдарка
мото-дельтаплан
мопед
мопед, мотоцикл
самолёт
ролики
поезд
трамвай
метро

cheap (adj)
convenient (adj)
crash (n)
crowd (n)
delay (n)
exciting (adj)
queue (n)
quick (adj)
uncomfortable (adj)

дешёвый
удобный
авария
толпа
откладывать
волнующий, увлекательный
очередь
быстрый
неудобный

Pages 70-71

impossible (adj)
inexperienced (adj)
unaccompanied (adj)
unconventional (adj)

невозможный
неопытный
без сопровождения
необычный, нетривиальный,
неординарный
несчастный
неизвестный
невезучий, несчастливый
ненадёжный
необычный

unhappy (adj)
unknown (adj)
unlucky (adj)
unreliable (adj)
unusual (adj)

авиатор
полёт
пилот
пионер

Pages 72-73

Space

astronaut (n)
Earth (n)
launch (n)
Mars (n)
Moon (n)
Moon landing (n)
orbit (n)
planet (n)
satellite (n)
Solar system (n)
space junk (n)
Space Shuttle (n)
spacecraft (n)
spacewalk (n)
telescope (n)
Venus (n)

астронавт
Земля
запуск
Марс
Луна
посадка на Луну
орбита
планета
спутник
Солнечная система
космический мусор
шаттл, космический челнок
космический корабль
выход в открытый космос
телескоп
Венера

Pages 74-75

Air travel

airline (n)
airport (n)
aisle seat (n)
arrival gate (n)
baggage (n)
board (v)
boarding gate (n)
case (n)
catch (n)
check-in desk (n)
collect (v)
departure lounge (n)
duty-free shop (n)
excess baggage (n)
information desk (n)
land (v)
on time (adv)

авиакомпания
аэропорт
место у прохода
прилёт (выход)
багаж
садиться в самолёт
выход на посадку
чемодан
зд. успеть
стойка регистрации
зд. получить
накопитель (в аэропорту)
магазин беспошлинной торговли
перевес багажа
стойка информации
приземляться
вовремя

pack (v)
passenger (n)
passport (n)
passport control (n)
security control (n)
souvenir shop (n)
suitcase (n)
take off (phr)
terminal (n)
ticket (n)
ticket office (n)
weight limit (n)

паковать, укладывать
пассажир
паспорт
паспортный контроль
контроль безопасности
магазин сувениров
чемодан
взлетать
терминал
билет
билетная касса
бесплатный провоз багажа

Module 10: Islands

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Holiday activities

bird-watching (n)
cycling (n)
diving (n)
hiking (n)
kayaking (n)
sailing (n)
sightseeing (n)
snorkelling (n)

наблюдение за птицами
езда на велосипеде
подводное плавание с аквалангом
поход
поход на байдарках
плавание под парусом
осмотр достопримечательностей
подводное плавание с трубкой и маской
загар, солнечные ванны
сёрфинг
виндсёрфинг

Natural features

beach (n)
coral reef (n)
forest (n)
hot spring (n)
lagoon (n)
mountain (n)
river (n)
sea (n)
stream (n)

пляж
коралловый риф
лес
горячий источник
лагуна
гора
река
море
ручей

Climate

cool (adj)
sunny (adj)
tropical (adj)

прохладный
солнечный
тропический

abroad (adv)
apartment (n)
campsite (n)
castle (n)
church (n)
coast (n)
(in the) country (n)
hotel (n)
stay (v)
village (n)

за границей
апартаменты, квартира
оборудованная площадка под палатки
замок
церковь
побережье
за городом
отель, гостиница
останавливаться
деревня

Pages 78-79

boy scout (n)
fire (n)
fresh water (n)
matches (n)
reality show (n)

бойскаут
костёр
свежая, питьевая вода
спички
реалити-шоу

Pages 80-81

Tropical island

beach volleyball (n)
canoeing (n)
chill out (v phr)
discotheque (n)
dive site (n)
dolphin watching (n)
health spa (n)
luxury (adj)
palm tree (n)
paradise (n)
resort (n)
sandy (adj)
speedboat (n)
storm (n)
tropical (adj)
turquoise (adj)
uninhabited (adj)
wave (n)

пляжный волейбол
поход на лодках
расслабиться; зд. поваляться
дискотека
место для подводного плавания
наблюдение за дельфинами
(водо)лечебница на курорте
роскошный
пальма
рай
курорт
песчаный
быстроходный катер
шторм
тропический
бирюзовый
необитаемый
волна

go back (v)
go down (v)
go on (v)
go on (v)
go out (v)
go up (v)

возвращаться
падать, снижаться (о цене)
происходить
продолжаться
выходить, проводить время вне дома
подниматься, расти (о ценах)

rise (v)
sea level (n)
tsunami (n)

подниматься, расти
уровень моря
цунами

Pages 82-83

Activity holidays

climbing (n)
exploring (n)
horse riding (n)
whale watching (n)

альпинизм
путешествия (в новые места), осмотр
езда верхом на лошадях
наблюдение за китами

Geographical places

continent (n)
country (n)
geyser (n)
lake (n)
mountain (n)
mountain range (n)
ocean (n)
river (n)
sea (n)
volcano (n)
waterfall (n)

континент
страна
гейзер
озеро
гора
горная цепь
океан
река
море
вулкан
водопад

Pages 84

Tourist information

discount (n)
hostel (n)
information (n)
international student
card (n)
visa (n)

скидка
общежитие, хостел
информация
международная карточка студента
виза

Module 11: Friends

Page 85

Appearance

attractive (adj)
dark-skinned (adj)
fair-skinned (adj)
good-looking (adj)
handsome (adj)

привлекательный
темнокожий
светлокожий
симпатичный
привлекательный, красивый
(о мужчинах)
грузный, полный, с избыточным весом
бледный
хорошенький
худой, тощий
тонкий, стройный
высокий
хорошо сложенный, с хорошей
фигурой
молодой

overweight (adj)
pale (adj)
pretty (adj)
skinny (adj)
slim (adj)
tall (adj)
well-built (adj)

young (adj)

Hair

blond (adj)
curly (adj)
dark (adj)
dyed (adj)
fair (adj)
long (adj)
red (adj)
short (adj)
straight (adj)
wavy (adj)

светлые, блондин
кудрявые
тёмные
крашенные
светлые
длинные
рыжие
короткие
прямые
волнистые

Personality

confident (adj)
easy-going (adj)
friendly (adj)
funny (adj)
hard-working (adj)
helpful (adj)
honest (adj)
impatient (adj)
kind (adj)
lazy (adj)
moody (adj)

уверенный
добродушный, уживчивый
дружелюбный
забавный, смешной
трудолюбивый
готовый помочь
честный
нетерпеливый
добрый
ленивый
в дурном настроении, не в духе;
капризный
общительный, дружелюбный
спокойный
романтический
благоразумный
чувствительный, чуткий
застенчивый
общительный
разговорчивый
аккуратный
несчастный
неопрятный, неаккуратный

outgoing (adj)
quiet (adj)
romantic (adj)
sensible (adj)
sensitive (adj)
shy (adj)
sociable (adj)
talkative (adj)
tidy (adj)
unhappy (adj)
untidy (adj)

WORD LIST

Pages 86-87

get bored (v)
get good marks (v)
get on with (v)
get rid of (v)

achieve (v)
as (prep)
autocracy (n)

dictator (n)
experiment (n)
salute (n)
sporty (adj)
tragedy (n)
uniform (n)

заскучать
получать хорошие оценки
ладить, иметь хорошие отношения с
избавиться от

достигать
зд. такой же как (при сравнении)
автократия, единовластие,
самодержавие
диктатор
эксперимент, опыт
приветствие
спортивный
трагедия
форма

Pages 88-89

arrange (v)
fix (v)
intention (n)
offended (adj)
potato salad (n)
see off (v)
spaghetti bolognese (n)
surprise (n)

договариваться, назначать
назначить точное время
намерение
обиженный
картофельный салат
провождать
спагетти болоньезе
сюрприз

Pages 90-91

Social networking

comment (n)
cyber-bullying (n)
delete (v)
homepage (n)
internet (n)
keep in touch (v)
online (adv)
password (n)
personal information (n)
personalise (v)
post (v)
profile (n)
reply (v)
ring (n)
safety (n)
socialise (v)
stranger (n)
text message (n)
view (v)

комментарий
запугивание через Интернет
удалить
домашняя страница
Интернет
поддерживать связь, общаться
он-лайн
пароль
личная информация
индивидуализировать
разместить, запостить
личные данные, профиль
ответить
звонок (зд. телефонный)
безопасность
общаться
незнакомец
SMS-сообщение, эсмэска
посмотреть

Telephoning

available (adj)
hang on (v)
hold on (v)
message (n)
moment (n)
(be) out (adv)

доступный
не вешать трубку
оставляйтесь на линии
записка
момент
быть, находиться вне какого-либо
места
соединять
секунда, момент

put through (v)
sec (n)

aggressive (adj)
nasty (adj)

агрессивный
отвратительный, противный

Module 12: Emotions

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Emotions

angry (adj)
annoyed (adj)
bored (adj)
confused (adj)
(feel) down (adj)

enthusiastic (adj)
excited (adj)
happy (adj)
interested (adj)
irritated (adj)
lonely (adj)
nervous (adj)
relaxed (adj)

sad (adj)
scared (adj)
shocked (adj)
stressed out (adj)
surprised (adj)
terrified (adj)

сердитый
недовольный, раздражённый
скужающий
смущённый, поставленный в тупик
расстраиваться, быть в плохом
настроении
увлечённый, полный энтузиазма
взволнованный
счастливый
заинтересованный
раздражённый
одинок
нервный, беспокоящийся
непринуждённый, раскованный,
спокойный
печальный
испуганный
шокированный
утомлённый, нервничающий
удивлённый
напуганный

upset (adj)
worried (adj)

Adjectives

annoying (adj)
boring (adj)
confusing (adj)
depressing (adj)
exciting (adj)
interesting (adj)
relaxing (adj)
scary (adj)
shocking (adj)
stressful (adj)
surprising (adj)
terrifying (adj)
upsetting (adj)
worrying (adj)

расстроенный
озабоченный, встревоженный

раздражающий
скучный
путаный, невразумительный
наводящий уныние, тоску
волнующий, увлекательный
интересный
расслабляющий
страшный
шокирующий
напряжённый, тяжёлый, трудный
удивляющий
ужасающий
расстраивающий
тревожный

Pages 94-95

acceptable (adj)
attitude (n)
burst (into tears) (v)
control (n)
cry (v)
express (n)
feeling (n)
honest (adj)
sentimental (adj)
tear (n)
unemotional (adj)
weakness (n)

приемлемый
отношение
расплакаться
контролировать
плакать
выражать
чувство
честный
сентиментальный, чувствительный
слеза
бесстрастный
слабость

Pages 96-97

do better (v)

зд. получить более высокий
результат
делать упражнения

do exercise (v)
do things (for other
people) (v)
do well (v)
make a difference (v)

делать что-либо (для других людей)
зд. получить хороший результат
добиться положительных сдвигов,
сделать доброе дело
сделать усилие
принимать решения
зарабатывать деньги
делать людей счастливыми

make an effort (v)
make decisions (v)
make money (v)
make people happy (v)

принадлежность
благословление
тело
считать
иметь дело с кем-л., чем-л.
достаточно
благодарный
директор школы
размышление, раздумье
ум, разум
нервы
физические упражнения
отношения
прочный, твёрдый, устойчивый
стресс, напряжение
успешный
техника
слишком
благополучие

belonging (n)
blessing (n)
body (n)
count (v)
deal with (v)
enough (pron)
grateful (adj)
headmaster (n)
meditation (n)
mind (n)
nerves (n)
physical exercise (n)
relationship (n)
steady (adj)
stress (n)
successful (adj)
technique (n)
too (prep)
wellbeing (n)

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advice (n)
advise (v)
ask (v)
break (n)
breath (n)
deep (adj)
panic (v)
revision (n)
tell (v)
want (v)

совет
советовать
просить, попросить
перерыв
вдох
глубокий
впасть в панику, терять голову
повторение
говорить
хотеть

Page 99

chat (n)
note (n)

разговор, беседа
записка

Page 100

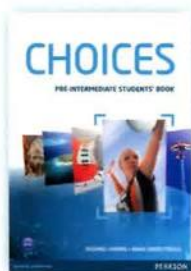
congratulations (n)
imitate (v)
tribute band (n)

поздравления
подражать, копировать
группа, которая играет музыку
какой-либо известной группы

CHOICES

PRE-INTERMEDIATE

Components for the student



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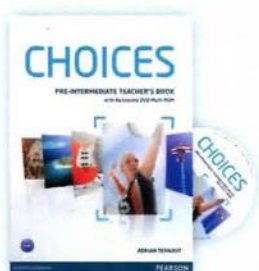


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