

Министерство образования и науки РК

КГКП «Геологоразведочный колледж»

«Утверждаю»

Зам.директора по УиПР



Бурмистров А.Б.

## ***Базовые (опорные) конспекты***

*по предмету: Английский язык (факультатив Elementary, Pre-Intermediate)  
для специальности (ей):*

- 1305000 «Информационные системы в недропользовании»
- 1514000 «Экология и рациональное использование природных ресурсов»
  - 0701000 «Геологическая съемка, поиск и разведка месторождений полезных ископаемых»
- 0702000 «Технология и техника разведки месторождений полезных ископаемых»
- 0704000 «Геофизические методы поисков и разведки месторождений полезных ископаемых»
- 0703000 «Гидрогеология и инженерная геология»

Подготовлены преподавателем  
английского языка  
**Бейсембиновой Б.Ж.**

Рассмотрены на заседании  
гуманитарной ПЦК  
Протокол № 6  
от «7» марта 2012 г.

Омарбекова А.Т.

г. Семей

Базовые (опорные) конспекты составлены в соответствии с рабочим учебным планом, утвержденном в 2010 году, и рабочими учебными программами, утвержденными в 2010 году.

Рекомендованы учебной частью для использования.

/ Зам.директора по УПР  Бурмистров А.Б.

Общее количество часов на предмет: 1514000 – 101/144 часов  
1305000 – 116 часов  
0701000 – 117 часов/144  
0702000 – 119 часов/144  
0704000 – 118 часов/144

В том числе

I семестр ----

II семестр----

III семестр- 22 (28, 32, 32, 32)

IV семестр- 26 (26, 22, 22, 18)

V семестр - 16 (28, 14, 15, 28)

VI семестр – 13 (22, 10, 8, 10)

VII семестр- 24 (12, 39,42, 30)

Количество обязательных контрольных работ 3 в 4,6,7 семестрах

Итоговый контроль - **зачет**

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**Тематический план дисциплины «Углубленное изучение английского языка»  
«Английский язык» (2 курс, факультатив, уровень Elementary)**

№ п/п	Наименование тем	Количество учебного времени при очной форме обучения	
		Всего	в том числе практических
<b>1</b>	<b>2</b>	<b>3</b>	
1.	Раздел 1. Your life. People and places.	2	2
2.	Family ties	2	2
3.	Раздел 2. Activities. Fun club	2	2
4.	The car boot sale.	2	2
5.	Раздел 3. Free time. Drive time.	2	2
6.	Skateboard style. Phone fun	2	2
7.	Test 1.	2	2
8.	Раздел 4. Food Shopping lists.	2	2
9.	Ready to order?	2	2
10.	Раздел 5. Home. Sail away.	2	2
11.	World class. .	2	2
12.	Раздел 6. City life. Changes.	2	2
13.	Getting around.	2	2
14.	Test 2	2	2
15.	Раздел 7. People. The girl from...	2	2
16.	Birthday puzzle	2	2
	<b>Итого за III семестр:</b>	<b>32</b>	<b>32</b>
17.	Раздел 8. Day to day. Clothes for all seasons.	2	2
18.	Under the weather.	2	2
19.	Раздел 9. Culture. Making news.	2	2
20.	Is it art?	2	2
21.	Test 3	2	2
22.	Раздел 10. Journeys. Experiences.	2	2
23.	Cycle city.	2	2
24.	Раздел 11. Learning .Rules of the road.	2	2
25.	School systems Lifelong learning.	2	2
26.	Раздел 12. Ambitions. One world.	2	2
27.	Fame and fortune.	2	2
28.	Повторительно-обобщающий урок	4	4
29.	Тест 4	2	2
30.	Обобщение и систематизация изученного материала	4	4

	<b>Итого за 4 семестр</b>	<b>30</b>	<b>30</b>
	<b>Всего</b>	<b>62</b>	<b>62</b>

**Тематический план дисциплины «Углубленное изучение английского языка»  
3 курс (Pre-intermediate)**

№ п/п	Наименование тем	Количество учебного времени при очной форме обучения	
		Всего	в том числе практических
<b>1</b>	<b>2</b>	<b>3</b>	
1.	Раздел 1 24 hours.	2	2
2.	Good night .	2	2
3.	A day in the life.	2	2
4.	Раздел 2 Music.	2	2
5.	The Mozart effect. Kinds of music	2	2
6.	Too much, too soon	2	2
7.	Раздел 3 Taste. Jamie’s kitchen	2	2
8.	Big night.	2	2
9.	It’s the place	2	2
10.	Test 1.	2	2
11.	Раздел 4 Survival.	2	2
12.	Survival schools. Surviving in English.	4	4
13	Раздел 5.Stages. Turning eighteen.	2	2
14	Old friends. The truth about ageing.	4	4
	<b>Итого за 5 семестр</b>	<b>32</b>	<b>32</b>
15	Раздел 6. Places. New Zealand	2	2
16	Frontier house.	2	2
17	Mandela’s garden.	2	2
18	Test 2	2	2
19	Раздел 7.Body. Changing bodies,.	2	2
20	Doctor, doctor	4	4
	<b>Итого за 6 семестр</b>	<b>14</b>	<b>14</b>
	<b>Всего</b>	<b>46</b>	<b>46</b>

**Тематический план дисциплины «Углубленное изучение английского языка»  
4 курс (Pre-intermediate)**

№ п/п	Наименование тем	Количество учебного времени при очной форме обучения	
		Всего	в том числе практических
<b>1</b>	<b>2</b>	<b>3</b>	
1.	Раздел 8. Speed. Fast world.	2	2
2.	The curious incident	2	2
3.	Раздел 9. Work.	2	2

4.	Teen Tycon	2	2
5.	Cry doesn't pay	2	2
6.	Test 3	2	2
7.	Раздел 10. Wild life.	2	2
8.	Zoos: for or against	2	2
9.	Pet TV	2	2
10.	Раздел 11. Travel	2	2
11.	Customs Worldwide.	2	2
12.	A dream job?	2	2
13.	Раздел 12. Money	2	2
14.	The price of success	2	2
15.	The € million baseball	2	2
16.	Тест 4	2	2
17.	Обобщение лексико-грамматического материала	4	4
	<b>Всего за 7 семестр</b>	<b>36</b>	<b>36</b>

**Лексический минимум Unit 1:**  
**Lesson 1 People and places**

<b>Countries:</b>	<b>Nationalities:</b>
The United States of America	American
Australia	Australian
Britain	British
Brazil	Brazilian
China	Chinese
Finland	Finnish
France	French
Germany	German
Greece	Greek
Italy	Italian
Japan	Japanese
Poland	Polish
Russia	Russian
Spain	Spanish
Turkey	Turkish

Your life. People and places.

Ex 1a Complete the dialogues. Use expressions from the box.

My name's   Hello   Hi   What's your name   I'm   It's

- 1) A: Hi.....Jana. ....?  
 B: ....., Jana. .... Dominik.
- 2) A: ....., please?  
 B: ..... Patricia Perez.
- 3) A: Hello. .... David Cooper.  
 B: ..... Liza Smith. Nice to ..... you.

Ex 1b. Match the three dialogues to the three photos on the left.

Ex 2a 1.2 Listen and repeat this phone number.

020 651 347

Ex 2b 1.3 Now listen and write the phone numbers.

01452 946 713

People and places.

Ex 1 Find the countries on the map.

United States of America  A   Australia    Britain    Brazil    China   
 France    Germany    Greece    Italy    Japan    Poland   
 Spain    Russia    Turkey    Finland



Ex 4 Complete the table.

Country	Nationality	Ending
Australia 2 .....	1 <u>Australian</u> American	(i)an
Brazil Italy 5 .....	3 .....	
Russia	4 .....	
6 .....	German Russian	
Poland Britain 9 .....	7.....	
Turkey	8 .....	ish
China Japan	Finnish Turkish	
11 .....	10 .....	ese
Greece	Japanese	
	French	
	Greek	

Ex 7a Complete the Active grammar box with am, is or are.

Active grammar

I ..... (I'm)

You are (you're)

He ..... (he's)

She ..... (she's)

It ..... (it's)

We ..... (we're)

You ..... (you're)

They ..... (they're)

from Russia.

Ex 7b. Complete the sentences.

I am Brazilian. I am from Sao Paulo.

- Jennifer Lopez ..... American. ....'s from New York.
- We' ..... Polish. ....'re from Warsaw.
- A: Excuse me, where ..... you .....?  
B: I' ..... from Colombia.
- A: What is .....? B: It' ..... a dictionary.
- A: Who are .....? B: They' ..... students in my class.

## Lesson 2 Family ties

Relationships:	Possessive 's
Father and son	father's or mother's sister-aunt
Mother and daughter	Mother and father's house-parents' house
Brothers and sisters	Julio is Enrique's father
Husband and wife	Hillary Clinton is Bill's wife
Aunt and uncle	Venus Williams is Serena's sister
Nephew and niece	Prince Harry is Prince William's brother
father-in law and mother-in-law	Lourdes is Madonna's daughter

Grandparents and grandchildren	
Brother-in-law and sister-in-law	

**Exercises 1. What are their relationships? Match 1-5 to the pictures (A-E).**

1. Father and son D (Spanish singers Julio and Enrique Iglesias)
2. Mother and daughter E (American popstar Madonna and her daughter Lourdes)
3. Brothers C (British Princes William and Harry)
4. Sisters A (American tennis players Venus and Serena Williams)
5. Husband and wife B (former U.S. president Bill Clinton and his wife Senator Hillary Clinton)

**Exercises 2. Match the sentences halves.**

- |                       |                             |
|-----------------------|-----------------------------|
| 1. Julio Iglesias is  | a Bill's wife.              |
| 2. Hillary Clinton is | b Serena's sister.          |
| 3. Venus William is   | c Enrique's father.         |
| 4. Prince Harry is    | d Madonna's daughter.       |
| 5. Lourdes is         | e Prince William's brother. |

**Exercise 3. Choose the correct sentence.**

1. Bill is Hillary husband.
2. Bill is Hillary's husband.

**Exercise 4 b. Make eight sentences about the family. Use 's.**

Wife son husband mother sister father brother daughter

**Exercise 5. Match the family words to the meanings.**

1. Mother and father
2. Sons and daughters
3. Father's or mother's brother
4. Father's or mother's sister
5. Mother's or father's mother
6. Mother's or father's father
7. Brother's or sister's son
8. Brother's or sister's daughter

**Pronunciation**

**Exercise 6a. Page 9. Recording 1.6** Listen to the underlined sound [r].

Mother brother

**Exercise 6b. Page 9. Recording 1.7** Listen and repeat these family words. Underline the sound [r] in five words.

1. Husband
2. Father
3. Grandmother
4. Sister-in-law

- 5. Daughter
- 6. Cousin
- 7. Uncle
- 8. Nephew
- 9. Grandson
- 10. Niece

**Grammar      possessive adjectives**

**Exercise 7.** Read about the Bundy family. Complete the Active grammar box with the underlined words.

Hi. Welcome to my crazy family – my husband Al and our children Bud and Kelly!

Meet the Bundy family: Al Bundy is married to Peggy, his beautiful wife, and Bud and Kelly are their children. Kelly is sixteen and her little brother, Bud, is thirteen. They're a crazy family!

<b>Active grammar</b>	
<b>Subject pronouns</b>	<b>Possessive adjectives</b>
I	
You	your
He	
She	
We	
You	your
They	

**Exercise 8. Page 9.** Complete the gaps with possessive adjectives.

Clare is our sister. (we)

1. ....teacher is English. (I)
2. Mr and Mrs Schegel are .....parents. (they)
3. What is .....homework? (we)
4. How old is .....best friend? (you)
5. A: Are .....grandparents from Madrid? (you)  
B: Yes, they are
6. A: Are .....sisters married? (she)  
B: No, they are single.
7. A: Is .....boyfriend American? (you)  
B: No, he's Australian.
8. A: Is Tomas .....brother? (he)  
B: Yes, he is.

**Grammar      to be (questions)**

**Exercise 9.** Look at sentences 5-8 in Ex. 8 again. Complete the Active grammar box with is or are.

<b>Active grammar</b>				
.....	he			he
.....	she	American?	Yes,	she
.....	it			it
.....	we			we
.....	you	American?	Yes,	you
.....	they			they



**Listening**

**Exercise 10a.** Complete the questions and answers with she, he, my, your, is or are.

1. She's nice. Is she .....mother?
2. She's young! How old .....she?
3. Really? And this man, is .....your uncle?
4. Where .....he from?
5. The girls are beautiful. Are they .....sisters?
6. How old .....they?
  - a. No. Clare's .....sister and Liz .....her best friend.
  - b. Well, she .....forty-eight.
  - c. No, he's .....sister's boyfriend?
  - d. No, .....s my mother-in-law, Jack's mother.
  - e. Clare .....eighteen and Liz .....twenty-two.
  - f. He .....from Warsaw.

**Exercise 10 b. Recording 1.8** Listen and match 1-6 to a-f.

**Person to person**

**Exercise 11.** Write the names of five people in your family. Show them to your partner. Ask and answer.

- A:** Who's Elena?  
**B:** She's my aunt.  
**A:** Is she your mother's sister?  
**B:** No, she is my father's sister.

**Lesson 3 Work on the web**

<b>Short dialogues:</b>	<b>Application form questions:</b>
1.A is a secretary.	How old are you?
No, I think she's a journalist.	What 's your (mobile) phone number?
H is unemployed.	What's your surname?
Yes, that's right.	What's you email address?
2. Are you a taxi-driver?	Where are you from?
No, I am not a taxi driver.	What's your job?
3. Is your brother a manager?	What's your first name/
No, he isn't. He's an account.	What's your address?
	What's your nationality?

**3 Work on the web**

**Grammar a/an; negative forms of to be**

**Can do understand and complete a simple form**

**Vocabulary/ jobs**

**1a Look at the photos and choose the correct words. Talk to a partner.**

- |              |                |
|--------------|----------------|
| An architect | an artist      |
| A bank clerk | a dentist      |
| A doctor     | an electrician |
| An engineer  | a teacher      |
| A journalist | a judge        |

A lawyer	a nurse
A police officer	
A secretary	
A housewife/husband	
A shop assistant	
A student	a traffic warden
A computer programmer	
Retired	unemployed

**A:** A is a secretary.  
**B:** No, I think she is a journalist.  
**A:** H is unemployed.  
**B:** Yes, that is right.

**B Write the correct jobs.**

**Grammar / a/an**

**2 Look at the jobs in Ex.1a again. Complete the Active grammar box with a or an.**

**Active grammar**

Use ..... before vowel sounds (a,e,etc.). She's ..... artist.

Use ..... before consonant sounds (b,h,w,etc.). He's ..... lawyer.

**3. Write a or an.**

A mother.

1. ....answer
2. ....uncle
3. ....hamburger
4. ....taxi
5. ....aunt
6. ....number
7. ....family
8. ....handbag

**Person to person**

**4a guess other students' job. Use a dictionary.**

**A:** Are you a taxi driver?

**B:** No, I'm not a taxi driver.

**A:** Are you a .....

**B:** Yes, I am. / No, I'm not a .....

**B Ask and answer about your partner's family or friends.**

~~Brother~~ Mother Father Sister Uncle Best friend

**A:** Is your brother a manager?

**B:** No, he isn't. He's an accountant.

**Grammar / to be (negative)**

**5 Complete the Active grammar box with 'm not and isn't.**

Active grammar

I .....	We aren't
---------	-----------

He..... You aren't  
She..... They aren't

**6 Complete the sentences with the correct negative form of to be.**

We aren't from the United States.

1. My sister .....married.
2. I .....a shop assistant, I'm the manager!
3. My cousins are sixteen but they .....at school.
4. Uncle John is old now but he .....retired.
5. You .....English. Where are you from?
6. I.....unemployed; I'm retired.

**Reading**

**7 Look at the form on the website. Match the questions to the parts of the form.**

- A How old are you? .....3.....  
B What's your (mobile) phone number? .....  
C What's your surname? .....  
D What's your email address? .....  
E Where are you from? .....  
F What's your job? .....  
G What's your first name? .....  
H What's your address? .....  
I What's your nationality? .....

1. **First name:** Marta
2. **Surname:** .....
3. **Age:** .....
4. **Place of origin:** .....
5. **Nationality:** .....
6. **Address:** .....
7. **Email address:** .....
8. **Telephone number:** .....
- (Home): .....
- (Mobile): .....
9. **Occupation:** .....

**Listening:**

**8 a 1.9 Listen. Who are Marta and Jake?**

**8 b Listen again and complete the form on the website.**

**8 c Check your answers with a partner.**

**A:** What's her surname?

**B:** Nowak. How old is he?

**A:** She's twenty-two.

**Speaking**

**9 Copy the form in Ex.7. Ask your partner the questions to complete the form.**

**10 Work in pairs. Complete the forms.**

**Student A:** Ask and answer about the forms below.

**Student B:** Look at page 125.

**A:** Ok. Let's start with Form A. Anne-what's her surname?

**B:** Simons- S-I- M-O-N-S.

**A:** What's her nationality?

**A**

**First name:** Anne

**Surname:**

**Age:** 34

**Place of origin:** Vancouver Canada

**Nationality:**

**Address:** 12 Hythe Street London

**Email address:**

**Telephone number (home):** 0 2 0 8 1 4 2 9 0 5 5

**Telephone number (mobile):**

**Occupation:** Lawyer

**B**

**First name:**

**Surname:** Marshall

**Age:**

**Place of origin:**

**Nationality:** Australian

**Address:**

**Email address:** d. marshall@total.

**Telephone number (home):**

**Telephone number (mobile):** 0 7 9 5 4 0 0 6 8 9 3

**Occupation:**

### Раздел 1 Your life

<b>Jobs</b>	<b>Family</b>	
A bank clerk	<b>Male:</b>	<b>Female:</b>
An architect	Father	Mother
A computer programmer	Husband	Wife
An artist	Son	Daughter
A dentist	Brother	Sister
An electrician	Uncle	Aunt
A doctor	Nephew	Niece
An engineer	Grandfather	Grandmother
A housewife	Stepfather	Stepmother
An accountant	Father-in-law	Mother-in-law
A househusband	<b>Male or female:</b>	
A journalist	<b>parents</b> <b>children</b> <b>cousins</b>	
A judge		
A lawyer		
A nurse		
A police officer		
A secretary		
A shop assistant		
A student		

A teacher		
A traffic warden		
A manager		
A taxi driver		
retired		
<b>unemployed</b>		

I am Andrey Zhilin. Andrey is my name and Zhilin is my surname. I am seventeen years old. I want to tell you a few words about my family. My family is not large. I have got mother, father and grandmother. There are four of us in the family.

First of all some words about my parents. My mother is a teacher of biology. She works in a school. She likes her profession. She is a good-looking woman with brown hair. She is 44 but she looks much younger.

My father is programmer. He is forty-six. My father often sings and when we are at home and have some free time I play guitar and we sing together. He is also handy with many things. When he was small he liked to take everything to pieces. My grandmother told me a story that once my father tried to repair their kitchen clock but without success. They had to give it to a repairman. But it happened a long time ago. Now he can fix almost everything.

My parents have been married for 18 years. They have much in common, but they have different views on music, books, and films. For example my father likes horror films and my mother likes soap operas. My father is fond of tennis. My mother doesn't go in for sports.

My parents are hard working people. My mother keeps house and takes care of my father and me. She is very good at cooking. My grandmother is a pensioner. She lives with us and helps to run the house. She is fond of knitting.

I want to become a student. I'd like to learn foreign languages. I always try to be in a good mood.

We have got a lot of relatives.

#### **Личные и притяжательные местоимения.**

В английском языке есть 8 личных местоимений после которых обычно употребляется глагол.

I – я

You - ты

He - он

She – она+ VERB

It - оно

We -мы

You -вы

They –они

Притяжательные местоимения употребляются с существительными.

My - мой

Your - твой

His - его

Her – ее + NOUN

Its - его

Our -наш

Your -твой

Their –их

*Possessive adjectives and noun+ 's have the meaning belongs to(for things). With people they show relationships.*

*This is John's phone. This is his phone.*

#### **Неопределенный артикль a/an.**



**Неопределенный артикль употребляется, когда о предмете говорится в первый раз или когда называют предмет.**

Неопределенный артикль **a** используется перед существительными в единственном числе, которые начинаются с согласной буквы. *He is a worker*

Неопределенный артикль **a** используется перед существительными в единственном числе, которые начинаются с гласной буквы. *She is an architect*

**3 основных случая употребления неопределенного артикля:**

1. После глагола “to have” перед дополнением: I have a book. She has a dog.
2. После оборота “there is” перед существительным. There is a book on the table.
3. Перед существительным, который входит в состав именного глагольного сказуемого. He is a doctor.

Глагол to be (положительная форма)

I am

You, we they are

He, she, it is

In informal English we use the contracted forms: 'm=am, 's=is, 're=are

We don't use contracted forms in questions and short affirmative answers.

Are you Russian? Yes, I am

**Контрольные вопросы**

**Your life.**

1. Личные местоимения. Глагол “to be”. About your family.
2. Притяжательный падеж существительных. Артикль.

**Раздел 2 Activities**

**Lesson 1. Fun club**

<b>Phrases;</b>	<b>Daily routine phrases:</b>
To have fun	To get up
To organize parties	To have breakfast
To sell tickets	To go to the hotels
To meet clients	To tell clients about parties
To play games	To have lunch
To help people	To go to the office
When do you get up?	To organize games at the pool
What do you do?	To take clients to a restaurant
What do you do in the afternoon?	To go to a nightclub
Do you work in an office?	To get home

Unit 2. Activities

Lead-in

1a Which activities can you see in the photos?

Go to work	leave work	have dinner	have lunch	get up
Go to bed	have breakfast	get home	leave home	

1b Match the activities from Ex. 1a to the parts of the day.

In the morning

get up,

In the evening

.....

In the afternoon ..... At night

2a 2.1 Listen and complete the times with these words.

Quarter past	half past	quarter to	o'clock
--------------	-----------	------------	---------

What time is it?

1. It's .....six.
2. It's .....five.
3. It's three .....
4. It's .....eight.

2b What time is it? Complete the times then ask and answer.

1. It's .....o'clock.
2. It's half past .....
3. It's quarter to .....
4. It's quarter past .....

### 2.1 Fun club

Grammar Present Simple: I/ you/ we

Can do talk about your daily routine

Reading

1 Match the advertisements to the descriptions.

Advertisement for a package holiday = .....

Advertisement for a job = .....

Vocabulary/ holidays

2a Match the words to the pictures A-F.

1. Restaurant .....
2. Swimming pool/games .....
3. Entertainment .....
4. Beach .....
5. Holiday rep and client .....
6. Nightclub .....

2b Read the advertisements and match the verbs to the nouns.

Verb	Noun	Advertisement
1. Have	a. games	.....
2. Organize	b. people	.....
3. Sell	c. fun	.....
4. Meet	d. clients	.....
5. Play	e. parties	.....
6. Help	f. tickets	.....

2c Now match each word pair to an advertisement.

Listening

3a 2.2 Jenny is a holiday rep. Listen and tick (✓) the eight activities she mentions.

1. Get up
2. Have breakfast
3. Go to the hotels
4. Tell clients about parties
5. Have lunch
6. Go to the office
7. Organize games at the pool

8. Take clients to a restaurant

9. Go to a nightclub

10. Get home

3b Listen again. Write Jenny's activities and the times in the correct place in her diary.

Morning

1. Get up- 10.00

2. ....

3. ....

Afternoon

4. ....

5. ....

Evening

6. ....

7. ....

8. ....

Grammar/ Present Simple: I/you/we

4 Look at the tapescript on page 150 and complete the Active grammar box.

Active grammar	
Sometimes we .....	special parties.
Yes/no questions	Do you eat with the clients? .....the games?
	Yes, I .....
	No, I .....
Wh-questions	What do you do in the afternoon? Where ..... for dinner?

5 Match the questions and answers.

1. Where do you work?

a I watch TV.

2. What do you do?

B No, I don't.

3. When do you have lunch?

C I work in a school.

4. Do you have lunch in a restaurant?

d At half past one.

5. What do you do in the evening?

E I'm a teacher.

6a Read the interview. Complete the dialogue and write the job at the end.

A: When (1).....you get up?

B: At ten in the evening.

A: (2) .....you work at night?

B: Yes, I do.

A: What (3).....you (4) .....in the afternoon?

B: I sleep.

A: (5) .....do you have dinner?

B: I (6) .....dinner at about eleven in the morning.

A: Do (7) .....work in an office?

B: No, I (8) .....

A: Where (9) .....you work?

B: I (10) .....in a hospital.

A: So, what do you do?

B: I'm a .....

6b 2.3 Listen and check your answers. Then practice the dialogue with a partner.

7 Look at Jenny's diary in Ex.3b. Make a diary about your daily routines.

<b>How to talk about daily routine</b>	
<b>Ask about routines</b>	What .....you .....in the afternoon?
Answer	I sleep
<b>Ask about times</b>	When .....you get up?
Answer	.....ten in the evening.
<b>Ask about places</b>	Where .....you work?
Answer	I .....in a hospital.

8 Complete the How to box. Use the information from Ex.6.

Person to person

9 Interview a partner.

What do you do in the morning?

When do you go to work/school?

Do you work in an office?

### Lesson 2 A very special job

Jo Kinsley has an interesting job. She's a hairdresser-but a very special hairdresser. Jo works at Madame Tussaud's –the wax model museum. She starts work at 7.30. In the morning she checks models for dirty hair and in the afternoon she washes and dries their hair.	<b>Verbs:</b>
	To clean
	To have
	To help
	To play
	To talk
	To wash
	To watch

2.2 A very special job.

Present Simple: he/she/it

Reading

1a. Look at the photos. What are the jobs?

1b. Read the texts quickly and check your answers.

1c. Match A-E on the photos to the words in the texts in italics.

A ..... B ..... C..... D ..... E .....

Jo Kinsey has an interesting job. She's a hairdresser – but a very special hairdresser.

Jo works at Madame Tussaud's – the wax model museum. She starts work at 7.30. In the morning she checks the models for dirty hair and in the afternoon she washes and dries their hair.

Jeanette Ewart is a cleaner, but in a very dangerous place. She cleans the shark tank in the zoo in her city. She swims under the water every day to clean the tank, and she feeds the sharks three times a week. She's careful, but another diver waits by the tank and watches her. The visitors at the zoo watch her too.

John Wardley is an inventor. He invents exciting rides for his theme park. He walks through the theme park and he listens to people when they talk about a ride. He invents new rides, and the engineers make the rides. John likes his work – his theme park is the best place to work!

2 Write Jo, John or Jeanette.

This person ...

Works under water. Jeanette

1. works in a museum.

2. Thinks a lot at work.

3. starts work before eight o'clock.

4. listens to other people.
5. is very careful at work.

Vocabulary verbs

3 Write a verb from the texts under each picture.

Grammar Present Simple: he/she/it

4a. Complete the sentences with the correct form of the verbs in brackets.

1. Jo .....(wash) and .....(dry) the models' hair.
2. Jeanette .....(clean) the shark tank.
3. Jo .....(have) an interesting job.

4b. Complete the Active grammar box with has, -s, -es, or -ies.

Active grammar

After he, she and it, add ....., but:

- 1 when the verb ends in o,s,sh,ch or x, add .....
- 2 when the verbs ends in consonant +y, omit -y and add .....
- 3 the form of have after he, she and it is .....

4c. Look at the texts. Which form of the verb do we use after they (e.g. the engineers)?

5 Complete the sentences with the correct form of the verbs in the box.

Clean      have      help      play      talk      wash      watch

1. My mother .....our house.
2. The teacher .....in English in class.
3. Jake .....his hair every morning.
4. Matt .....DVDs on his laptop computer.
5. Allie .....her little sister with her homework.
6. My brothers .....football every evening.
7. They .....dangerous jobs.

Pronunciation

6a. Play recording 2.4. Listen to the endings of these three verbs. Are they all the same?

/ s / walks	/ z / listens	/ iz / organises

6b. Play recording 2.5. Listen and write the verbs in the table. Then repeat them.

Listening

7a. Complete the dialogue.

A: Does Jeanette like her work?

B: Yes, she does. She loves it.

A: .....she clean the tank every day?

B: Yes, she .....

A: .....she feed the sharks every day?

B: No. She .....them three times a week.

A: .....she work every day?

B: No.She .....five days a week.

7b. Play recording 2.6. Listen and check your answers.

8 Cross out the incorrect words in the questions.

1. ~~Does~~/Do the sharks eat/~~eats~~ every day?
2. Does/Do Jeanette clean/cleans the tank every day?
3. Does/Do Jeanette like/likes her work?

9 Complete the questions with the verbs in brackets.

Do you work every day? (work)

1. .... Maria ..... her work? (Like)
2. .... your parents ..... DVDs? (watch)
3. .... John ..... computer games? (invent)
4. .... I ..... in my sleep? (talk)
5. .... Anna ..... children? (have)

### Speaking

10 Rob is a studio engineer. Ask and answer about his daily routine.

Student A: look at the diary on page 125.

Student B: look at the diary on page 129.

### Writing

11 Write about part of Rob's day.

1. Choose morning, afternoon or evening.
2. Underline the verbs in the diary for that part of the day.
3. Write sentences with the verbs. Use *and* or *or* to join sentences.

Rob gets up at eight o'clock and he has breakfast.

## Lesson 3 The car boot sale

Everyday objects:	Colours:
A bag	Black
A book	Yellow
A watch	Grey
A DVD player	Brown
A laptop computer	White
A picture	Pink
Shoes	Red
A lamp	Orange
A suitcase	Blue
A video camera	Purple
A printer	green
A fax machine	silver
dishes	gold

### 2.3 The car boot sale

**Grammar** this, that, these, those; noun plurals

**Can do** identify everyday objects

**Vocabulary**/everyday objects and colours

**1a Look at the photo. Where are the people? What do they do here?** (Students look at the photo and answer the questions in pairs).

**1b 2.7 Now listen and check your answers.** (Students check their answers).

**2a Label the things in the picture.** (Students look at the picture and see if they know the names for any of the items. They then label the objects in pairs. Check answers).

**2b 2.8 Listen and tick (✓) the things you hear.** (Students listen to recording 2.8 and tick the items they hear. Check answers in pairs, then as a whole class).

**3 Find examples of the colours in the pictures.** (Students find examples of the different colours in the pictures with a partner. The first one is done for them.)

**Grammar/** this, that, these, those

**4a 2.9 Listen and complete the dialogues.**

1. A: What's this? B: It's a DVD player.
2. A: What's that? B: It's a picture.
3. A: What are these? B: They are mobile phones.
4. A: What are those? B: They are dishes.

**4b Correct the underlined words in the sentences.**

*For example:* What are this? What is this?

These are a car. This is a car.

1. What colour is those? What colour is that/this?
2. These is very beautiful. These are very beautiful.
3. Are that your house? Is that your house?
4. These isn't very old. This isn't very old.

**Pronunciation**

**5a 2.10 Listen to the vowel sounds. Repeat.**

/I / this                      /i: / these

**5b 2.11 Listen and write these words in the table.**

/ i / this	/i: / these
Listen	Green
Pink	Niece
Sister	Read
Think	Teacher

**Vocabulary/ adjectives**

**6a Check these adjectives in a dictionary. Match the opposites.**

*For example:* bad-good

Big-small

Horrible-nice

Modern-old-fashioned

Old-young

Useful-useless

**6b Write sentences about you with six of the adjectives.**

*For example:* My house is big but my car is small.

**Listening**

**7a 2.12 Listen. Where are the people?**

**7b Listen again. Match the dialogues to the pictures below.**

**7c. look at the tapescript on page 151. Find six more words for everyday objects.**

**Grammar/ noun plurals**

**8a Complete the Active grammar box.**

**Active grammar**

One book, twenty books

One lamp, ten lamps

One phone, two phones  
To make the regular plural of a noun, add -s.

**8b Some nouns change their spelling in the plural, and others are irregular. Write the plurals of these words.**

<b>Regular</b>	Book ⇨ books, bag ⇨ bags, camera ⇨ cameras, shoe ⇨ shoes
<b>Word+-es</b>	Watch ⇨ watches, dish ⇨ dishes
<b>f ⇨ -ves</b>	Scarf ⇨ scarves
<b>Consonant -y ⇨ -ies</b>	Diary ⇨ diaries
<b>irregular</b>	Person ⇨ people

**Lifelong learning**

Irregular plurals

Use a dictionary to find irregular plurals:

**Diary** /ˈdaɪəri / noun, plural **diaries**

**8c Find the plurals of these words and write them in the table in ex. 8b.**

Man-

Woman-

Child-

Wife-

Dictionary-

Address-

Family-

Niece-

Class-

Bus-

**Speaking**

**9 Play a guessing game.**

**Student A:** think of an object, e.g. my mobile phone

**Student B:** ask yes/no questions. Guess the object. Use adjectives.

B: *Is it old-fashioned?*

**Лексический минимум Unit 2:**

<b>Personal possessions</b>	<b>Basic verbs/verb phrases</b>
Bag	Eat
Book	Work
Camera	Watch
Car	Sleep
Chair	Get up
Desk	Go to work/school/bed
Diary	Have breakfast/lunch/dinner
Dish	Leave home/work
DVD player	Start
Handbag	Finish
Fax machine	Wash
Lamp	clean



Laptop computer	<b>Other verbs</b>
Magazine	Check
Mobile phone	Dry
Picture	Feed
Printer	Help
Scarf	Invent
Scissors	Like
Shoes	Male
Suitcase	Meet
Wallet	Open
watch	Organize
	play
	repair
	Sell
	Swim
	wait
	<b>walk</b>

### Daily routine

As a rule, I get up at half past six. I put on my dressing-gown, go into bathroom and turn on the bath taps. Good health is better than wealth, so I do my morning exercises. I get breakfast at seven-thirty and listen to the news over the radio. I like to begin the day well, so my breakfast is always a good one. For breakfast I usually have hard-boiled eggs or an omelette, bread and butter, tea or coffee; I read my newspaper with my last cup of coffee before I leave home. Then, I say «Good-bye» to my mother, take my school-bag and go to school. I don't live far from my school, so it doesn't take me long to get there. The lessons start at half past eight. Each lesson lasts for 45 minutes. The classes are over at two o'clock. I come back home, have dinner, wash up and go shopping. I buy foodstuffs for the family. Coming back I begin to clean the house and get the vegetables ready for supper. We have supper at seven.

I do my homework for the next day. It usually takes me several hours to prepare well for the lessons. In the evening, I always try to spend at least an hour at the piano.

As a rule my parents and I sit and talk, watch a film on TV, read newspapers and magazines. Sometimes, we go to the cinema or to the theatre. Once or twice a month, I visit exhibitions in my home town.

I go to bed at about eleven o'clock, but my parents like to sit up late and write letters or read.

Questions:

1. When do you get up as a rule?
2. Why do you do your morning exercises?
3. What do you have for breakfast?
4. How long does each lesson last?
5. When do you begin to clean the house?

### Present Simple

Настоящее простое время употребляется для выражения действий, которые происходят постоянно, изо дня в день, т.е. повторяющиеся действия. Образуется с помощью глагола в инфинитивной форме. В 3л.ед.ч. к глаголу добавляется окончание –s. После сочетаний букв –s, -ss, -sh, -ch, -x, -o прибавляется –es

<b>Affirmative</b>	<b>Negative</b>	<b>Interrogative</b>	<b>Positive</b>	<b>Negative answer-</b>
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form- утверд.форма	form- отриц.форма	Form- вопросительная форма	answer-краткий положительны й ответ	краткий отрицательный ответ
I work	I do not work	Do I work?	Yes, I do	No, I don't
He works	He <u>does not</u> <b>work</b>	<u>Does</u> he work?	Yes, he does	No, he doesn't
She works	She <u>does not</u> <b>work</b>	<u>Does</u> she work?	Yes, she does	No, she doesn't
It works	It <u>does not</u> <b>work</b>	<u>Does</u> it work?	Yes, it does	No, it doesn't
We work	We do not work	Do we work?	Yes, we do	No, we don't
You work	You do not work	Do you work?	Yes, you do	No, you don't
They work	They do not work	Do they work?	Yes, they do	No, they don't

**Наречия данного времени: usually, often, sometimes, always-** в предложении употребляются после подлежащего.

**Обстоятельства времени, употребляемые при этом времени: everyday (week, month, year, morning)**

#### **Word order in special questions:**

1. Special word 2. Auxiliary verb (did) 3. Subject 4. Verb 5. Other members of the sentence.

**Example: Where do you go every day?**

**What does he play every week?**

#### **Указательные местоимения this, that, these, those**

This (этот), that (тот) употребляются с существительными в ед. числе. This book is interesting. That window is mine.

These (эти), those (те) употребляются с существительными во множественном числе. These books are English. Those are my students

#### **Правила образования множественного числа**

Нарицательные исчисляемые существительные могут принимать форму единственного и множественного числа. Множественное число образуется путем прибавления к форме единственного числа окончания **-s (-es)**.

Множественное число имени существительного в английском языке образуется путем прибавления окончания **-s**.

- Cat — cats — кошка, кошки
- Book — books — книга, книги

Если существительное оканчивается на **-f** то множественное число образуется путем прибавления окончания **-es**. Буква **"f"** обычно меняется на **"v"**. (если окончание **fe** в единственном числе, то во множественном **s**)

- life — lives
- shelf — shelves

Исключениями из данного правила являются:

- cheif — cheifs — начальники
- handkerchief — handkerchiefs — платки

- roof — roofs — крыши
- safe — safes — сейфы

Если существительное оканчивается на **-ss, -x, -sh, -ch, -o** то множественное число образуется с помощью окончания **-es**

- class — classes — классы
- box — boxes — коробки
- horse — horses — лошади
- cargo — cargoes — грузы
- tomato — tomatoes — помидоры

(исключение составляют слова: piano и photo. Pianos, photos)

Если существительное оканчивается на **-ус предшествующей согласной** то множественное число образуется путем прибавления окончания **-es** причем **у** меняется на **i**.

- city — cities — города
- army — armies — армии

Если существительное оканчивается на **-ус предшествующей гласной** то множественное число образуется путем прибавления окончания **-s** без замены **у** на **i**.

- day — days — дни
- boy — boys — мальчики

Особые случаи образования множественного числа имен существительных в английском языке

В английском языке некоторые имена существительные образуют множественное число не путем прибавления окончания **-s**, а путем **изменения корневых гласных**.

- man — men — мужчины
- woman — women — женщины
- foot — feet — ноги
- mouse — mice — мыши
- ox — oxen — быки
- child — children — дети

Некоторые существительные заимствованы из греческого и латинского алфавитов:

- crisis — crises — кризисы
- phenomenon — phenomena — явления

У многих имен существительных одинаковые формы множественного и единственного числа:

- sheep — sheep — овцы
- works — works — завод/заводы
- means — means — средства

### **Множественное число сложных имен существительных**

В сложных именах существительных при образовании множественного числа преобразуется только последнее (второе) слово.

- schoolboy — schoolboys — школьники
- postman — postmen — почтальоны

В сложных именах существительных при образовании множественного числа изменяется только более важное слово, которое несет основной смысл.

- hotel-keeper — hotel-keepers — хозяйка гостиницы
- passer-by — passers-by — прохожие

Существительные, употребляющиеся только в единственном числе

В английском языке имена существительные вещественные и отвлеченные обычно употребляются только в форме единственного числа:

- sugar — сахар
- iron — железо
- love — любовь
- friendship — дружба

Только в форме единственного числа употребляются следующие слова:

- advice — совет, советы
- information — информация, сведения
- progress — успех, успехи
- knowledge — знание, знания

Употребляются со значением ед.числа, хотя имеют форму мн.числа следующие слова:

- news — новость, новости (употребляется со значением ед.числа, хотя имеет форму мн.числа)

- Названия наук, оканчивающихся на -ics (physics — физика)

Существительное **vacation** — каникулы употребляется только в ед.числе, хотя в русском языке употребляется только во мн.числе.

Существительные, употребляющиеся только во множественном числе

- scissors — ножницы
- trousers — брюки
- spectacles — очки
- scales — весы
- tongs — щипцы
- goods — товар, товары
- clothes — одежда
- stairs — лестница
- arms — оружие
- riches — богатство, богатства
- proceeds — выручка

### Контрольные вопросы

1. Present Simple. Указательные местоимения. A very special job.
2. Множественное число существительных.

### Раздел 3 Free time Lesson 1 Drive time

Phrases:	Drive time quotes
Traffic jam	Traffic jams. We hate them, but what do we do in them: This is what some people say: <b>Melanie:</b> Traffic jams are OK. I think about work and plan my day. I write my diary. My daughter doesn't like traffic jams-she calls her friends, but I don't make phone calls in the car. It's dangerous.
To plan a day	
Like/dislike traffic jams	
To shave	
To listen to the radio	
To have a CD player	
To sing	
To play computer games	

### 3 Free time. 3.1 Drive time

#### 1a. Match the photos to verbs and verb phrases in the box.

Cook	dance	gor for a walk	go shopping	go to a concert	go to the gym
Listen to music	meet friends	play football	play the guitar	read a book or	

magazine	sunbathe	swim	watch TV or a video
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1b. Check the meanings of the verbs in the box with a partner.

A: What does “cook” mean?

B: It means make food, for example, lunch or dinner.

1c. Where do you do the activities in Ex. 1a? Write them in the table.

At home	In the park	At the shops	At a nightclub	At a concert hall	At a sports centre/swimming pool

2a. Write two activities that you do, where you do them and when.

2b. Ask your partner questions.

What activity do you do? Where do you do it? When do you do it?

2c. Tell the class about your partner.

Mark plays the piano. He plays at home...

### Listening

1 Look at the photo and answer the questions.

1. When does it happen in your town/city?

2. What do you do in traffic jams?

2a. Play recording 3.1. Complete the quotes below. Compare your answers with a partner, then listen and check.

“Traffic jams are OK. I think about work and plan my day. I (1) .....my diary. My daughter doesn’t like traffic jams – she calls her friends, but I don’t make phone calls in the car. it’s dangerous.” (Melanie, 39)

“Well, in the mornings I shave and listen to the radio. I (2) .....the news. I like music, but unfortunately my car doesn’t have a CD player.” (Nathan, 28)

“I don’t do a lot, really. I (3) .....traffic jams – they’re so boring! I think about things or (4) .....the people in the other cars. Sometimes I sing”. (Simon, 35)

“We (5) .....computer games or (6) .....friends on our mobiles. Or we just talk. We don’t like the radio”. (Lauren, 22 and Emily, 21)

2b. Mark the sentences true (T) or false (F).

Melanie makes phone calls in a traffic jam. F

1. Melanie’s daughter likes traffic jams. ....

2. Nathan listens to CDs. ....

3. Simon sings in his car.

4. Lauren and Emily work on their computers. ....

5. Lauren and Emily think mobile phones in cars are dangerous. ....

Grammar Present Simple: negative

3a. Find the negative of the sentences below in the texts. Underline them.

1. My daughter likes traffic jams.
2. I make phone calls in the car.
3. My car has a CD player.
4. We like the radio.

3b. Complete the Active grammar box with don't or doesn't.

Active grammar

I .....

He/She/It ..... work.

We/You/They .....

4a. Correct the false sentences in Ex.2b. Use the negative verb form.

Melanie doesn't make phone calls in a traffic jam.

4b. What about you? Tick (✓) the true sentences. Correct the false sentences.

I like traffic jams. I don't like traffic jams.

1. I listen to the news on the radio.
2. I write my diary every day.
3. I play football at the weekend.
4. I make phone calls in the car.
5. I sleep for ten hours every night.

Vocabulary days of the week

5a. Play recording 3.2. Number the days of the week in the correct order. Then listen and check.

.....Friday .....Monday .....Saturday 1 Sunday .....Thursday  
.....Tuesday .....Wednesday

5b. Play recording 3.3. Listen to Alistair talking about his lunchtime activities. Write the days.

Reading

6a. Read the text about Alistair. Find three mistakes with the days and correct them.

What I do in my lunch break

Today we talk to Alistair Standing. Alistair works in the city. He doesn't go home at lunchtime, so how does he spend his time?

"Well, I have an hour and I want to use that time. I do a lot of different things" says Alistair. He certainly does! On Mondays Alistair goes for a walk or he has a swim. On Tuesdays he sometimes meets friends and they have lunch in a restaurant. On Wednesdays he goes to the gym. On Thursdays he sometimes listens to a lunchtime concert. On Fridays he goes shopping. On Sundays he watches football on TV and sleeps!

6b. Write positive or negative sentences about Alistair. Use the corrected text to help you.

Mondays/play tennis.

He doesn't play tennis on Mondays.

1. Thursdays/watch a film.
2. Fridays/work
3. Saturdays/play football
4. Sundays/sleep

## Speaking

7a. Read the questionnaire. Tick (✓) the things you do, and write the day you do them, if possible. Then add two more.

Activity	You (When)	Your partner (When)
Talk to friends on the phone		
Watch TV		
Listen to music		
Play computer games		
Go for walks		
Play a sport		
Go to concerts	✓ (Friday evenings)	
Go to the cinema		
Read books		
Go to the gym		

7b. Complete the questionnaire for your partner.

A: Do you go to concerts?

B: Yes, I sometimes go to concerts on Friday evenings./ No, I don't.

## Writing

8a. What do you do in your free time? Make a list.

1 Start your article with a short introduction.

My name is ... I work in ..., but I do a lot of things in my free time. On Mondays I ...

2 Write your notes into sentences.

On Monday evenings I (sometimes) watch TV.

3 Join some of the sentences with *and*, *or* or *but*.

On Saturdays mornings I read the newspaper or I go shopping.

4 Combine your introduction and sentences to write your article.

## Lesson 2 Skateboard style

Do aerobics	Play the guitar
Do yoga	Use a computer
Do judo	Play rock music
Go running	Ride a skateboard
Go swimming	To sing songs
Go sailing	To perform tricks
Play football	To speak French
Play tennis	To ride a bike
Play computer games	To drive a car
Go skiing	

### Vocabulary sports and games

**Exercise 1a.** Match the words from the box to the activities.

Aerobics computer games football running judo sailing skiing swimming tennis
--



**Exercise 1b. Write the activities in the table. Then check in the Reference on page 33.**

Do	Go	Play
do aerobics	go running	play football

**Exercise 1c. Ask and answer.**

A: Do you do yoga?

B: Yes, I do.

A: When?

B: On Thursday evening.

**Reading**

**Exercise 2 a. Look at the photo. Answer the questions:**

1 Do you go skateboarding?

2 What kind of people usually go skateboarding? (young/old)

**Read the introduction to the text above and answer the questions.**

**Tony Hawk the man and the champion**

Tony Hawk is American. He's 34. He's He has three children. He's a businessman. And he's the skateboarding champion of the world.

1 Where is Tony Hawk from?

2 What does he do?

3 Some people think he is unusual. Why?

**Exercise 3a. Look at the text (page 29) and find these things.**

1 Tony's age

2 his son's name and age

3 the name of Tony's book



Tony has 73 prizes from skateboarding competitions. He's 34 but he can skateboard like a sixteen year old. He goes very fast and he does tricks on his skateboard. His four-year-old son, Spencer, can also ride a skateboard!

But Tony isn't only a fantastic skateboarder - he can do other things too. Tony writes computer games and books. Lots of people buy his books. *HAWK - Occupation: skateboarder* is a bestseller in the United States.

Tony also has a skateboarding and music show and he takes it all around the United States and Canada. Tony doesn't perform the music - he can't play the guitar or sing - but he and other skateboarders perform tricks, and their musicians play rock music. The show is very popular.

**Exercise 3b. Read the introduction and the text again answer the questions. Write sentences. How many children does Tony have?**

*He has three children.*

- 1 How many prizes does he have?
- 2 What does he do on his skateboard?
- 3 What does his son ride?
- 4 Where does Tony take his show?
- 5 What do the people in the show do?

**Grammar can/can't**

**Exercise 4a . Tick (✓) the things Tony can do. Cross (X) the things he can't do.**

- |                       |     |                         |     |
|-----------------------|-----|-------------------------|-----|
| play the guitar ..... | (X) | ride a skateboard ..... | (✓) |
| use a computer .....  | (✓) | sing .....              | (X) |
| play rock music ..... | (X) | perform tricks .....    | (✓) |

**Exercise 4b. Complete the sentences and questions with *can* or *can't*. Then complete the Active grammar box.**

- What can Tony Hawk do?
- 1 He \_ ride a skateboard.
  - 2 What \_ his friends do?
  - 3 They \_ play the guitar and sing.
  - 4 \_ you ride a skateboard?
  - 5 No, I \_, but I \_ ride a bicycle.

**Active grammar**

- + I/You/He/She/It/We/They ..... swim.  
 - I/You/He/She/It/We/They ..... swim.  
 ? .....I/you/he/she/it/we/theyswim?  
 Yes, I/you/he/she/it/we/they can.  
 No, I/you/he/she/it/we/they .....

**Can/can't**

*Can is a modal verb. We use modal verbs before the other verbs.*

*The negative of can is cannot, but we usually use the short form can't.*

I		
You		
He		
She	can	
It	can't	sing
We	(cannot)	
You		
They		

Modal verbs do not change their form after he, she or it.

He can play the piano.

Use can and can't to talk about ability. Use can to talk about things we are able to do, and can't to talk about things that we are not able to do.

I can sing but I can't dance.

Use can + you + infinitive to make requests – when we want someone else to do something.

Can you take a message?

	Jonny	Susie
play the guitar	✓	✓
play the piano		
sing		
dance		
play football		
play tennis		
ski		
speak French		
speak Spanish		
ride a bike		
drive a car		

**Exercise 6a. Recording 3.5. We say can/can't in different ways.**

**Listen and repeat.**

*[ə]*                      *[u]*                      *[g:]*  
Can you dance? Yes, I can.                      No, I can't.

Exercise 6b. Ask and answer. Use the table.

A: Can Susie speak French?

B: Yes, she can.

A: Can Jonny drive?

B: No, he can't.

**Exercise 6c. Work with a partner. Ask and answer, using the activities in Ex. 5.**

A: Can you ski?

B: No, I can't. Can you...?

### Speaking

**Exercise 7a. Work in groups. Find someone who...**

#### **Can ...**

- speak three languages
- stand on their hand
- write backwards
- move their ears
- play an unusual instrument
- write computer programs

#### **Can't ...**

- cook
- swim
- write with their right hands

- *get up in the mornings*
- *send a text message*
- *use a video or DVD player.*

### Lesson 3 Phone fun

To see a film	<b>Phone messages:</b> <b>Tony:</b> This is 0548984567. Please leave a message after the tone. <b>Jane:</b> Hi tony, it's Jane. Let's meet outside the cinema at ten to eight. See you there, OK? Bye.
To have dinner at a restaurant	
To go to a football match	
To get a meal	
To go to the sports centre	
To go to a bar	
To go to a concert	

### Listening

**Exercise 1.** Do you use a mobile phone? Where? When? Who do you call?

**Exercise 2 a. Recording 3.6.** Now you are going to listen to five different phone messages. First read the five names. Listen. Match the messages to the names.

- Damian
- Jane
- Mary Wilde
- Benson Cameras
- Steve Henshaw

**Exercise 2b.** Listen again and complete the messages with one word, a number or a time.

1. Message for Mandy from Steve Henshaw. Please ..... him -068-919-  
.....
2. Message for: Tony  
From:.....  
Message:  
Meet outside the ..... at 7.50
3. Message for Michael ..... Carol at Benson Cameras- your new ..... is there. Can you go and get it this .....? Shop is open 8.55-.....
4. Why don't we meet for ..... this evening? 8.25 at the ..... restaurant in Green Street? Call me in the ..... Damian.
5. Brandon  
Travel Agency  
Message for: Renton  
From. May Wilde  
Number: 713 ..... 8834  
Message : Please ..... her

**Exercise 2c.** Listen to message five again. How do we say 88 in the phone number?

**Exercise 3a . Recording 3.7.** Now work in pairs. Number the sentences in the correct order. Then listen and check.

OK. What's your number?

Ok. Bye.

She isn't here right now. Can I take a message?

Hello.

**1**

Yes, please ask her to phone Jeffrey.

It's 011 908 5561.

Hello, can I speak to Laura, please?

**Exercise 3b.** Practise the dialogue with a partner.

**Exercise 4.** Let's practice making call phones in pairs.

**Student A:** turn to page 125.

**Student B:** read the notes below.

Call 1 Your name is Carla. Phone Student A: You want to speak to Jason. Your number is 990 675 3551.

Call 2 Answer the phone and start the conversation. (Sylvia isn't here today. Take a message for Sylvia.)

### Reading

**Exercise 5a.** You are going to read about the Mobile Phone Olympics. Read the text below quickly. Match the headings to paragraphs 1-3.

- a The Mobile Phone Olympics
- b The phone throwing competition
- c Texting in Britain

#### **Texting at the Mobile Phone Olympics**

**1** In Britain people send 1.54 billion text messages every month. That's more than 50 million messages a day or 2 million an hour! In fact, the average mobile phone user sends about 8 messages a day.

**2** Now texting fans have the chance to show what they can do at the Mobile Phone Olympics. Every year about 15,000 competitors enter the competition in London. In the texting event competitors send an 80-character message as fast as they can. This year's champion is 18-year-old Natalie Johnson from Leeds. She can send a 30-word text message in just 138 seconds!

**3** Of course, some people hate mobile phones. One event at the Olympics is just for them. This is the 'Mobile Phone Throwing' competition. In this event competitors throw their phones as far as they can. It's a lot of fun for mobile phone haters!

**Exercise 5b.** Read the text again. Match the numbers to the information.

- |                |                                   |
|----------------|-----------------------------------|
| 1 1.54 billion | a words in Natalie's text message |
| 2 50 million   | b Natalie's age                   |
| 3 2 million    | c competitors                     |
| 4 8            | d messages a month                |
| 5 15,000       | e messages an hour                |
| 6 18           | f messages a day for each user    |

**Exercise 6. Recording 3.8.** How do we say these numbers? Choose from the words in the box. Then listen and check your answers.

6 six 16 60 600 6,000 60,000 600,000 6,000,000 6,000,000,000  
 six million six thousand sixty  
 sixty thousand six billion ~~six~~  
 six hundred thousand six hundred sixteen

**Pronunciation**

**Exercise 7a. Recording 3.9** Listen. Underline the strong sounds.

sixteen                      sixty                      fourteen                      forty

**Exercise 7b.** CD Listen and tick (✓) the number you hear.

- 1 fourteen .....      forty .....
- 2 eighteen .....      eighty .....
- 3 seventeen .....      seventy .....
- 4 thirteen .....      thirty .....
- 5 nineteen .....      ninety .....
- 6 sixteen .....      sixty .....

**Exercise 7c.** Test your partner. Student practice saying the weak and strong forms to each other.

**Exercise 8.** Look at page 152 and complete the How to box with examples from the dialogues in Ex. 2a.

<b>How to make suggestions and requests</b>	
<b>Make suggestions</b>	<p><i>Let's + infinitive</i>  <i>Let's meet outside the cinema at ten to eight.</i>  <i>Why don't we + infinitive + ?</i></p> <p style="text-align: center;"><i>How about + noun + ?</i></p>
<b>Make requests</b>	<p><i>Can you + infinitive + ?</i></p>

**Making suggestions**

When we want to do something with another person we make suggestions.

**Let's + infinitive**

*Let's meet* outside the cinema at ten to eight.

**Why don't we + infinitive + ?**

*Why don't we have* dinner this evening?

**How about + noun + ?**

*How about lunch* on Friday?

**Exercise 9a.** Find these times in the tapescript on page 152 and write them in words.

7.50 ten to eight

- 1 3.20.....      2 8.55.....
- 3 6.30.....      4 8.25.....

**Exercise 9b.** Complete these suggestions and requests. Write the times in words.

we meet - cinema – 7.00?

Why *don't* we meet at the cinema at seven?

1 have dinner - Chinese restaurant - 8-40

Let's.....

2 you come - the office tomorrow - 9.55?

Can ?.....

3 3.10 - Greek cafe - Belmont Street?

How ?.....

4 we go - the bar - 10.45?

Why ?.....

**Exercise 10a.** What can people do in your town in the evening? Tick (✓) the activities and make notes about where and when you can do them.

see a film ..... have dinner at a restaurant ..... go to a football match .....

go to a bar ..... go to a nightclub ..... go to a concert .....

get a takeaway meal .....go to the sports centre .....

**Exercise 10b.** Now your task is to practice making and responding to suggestions in pairs. You want to do something together tonight. Make suggestions.

**A:** *What can we do tonight?*

**B:** *Let's...*

**A:** *OK. Let's meet at half past nine./No, I don't like ... How about ...?*

**Лексический минимум Unit 3:**

Activities	
Cook	Listen to music/the news/the radio
Dance	Meet friends
Do aerobics/judo/yoga	Play computer games/football/tennis
Drive a car	Play the guitar/piano
Get a takeaway meal	Read a book/a magazine/ a newspaper
Go for a walk	Ride a bike
Go running/sailing/shopping/skiing/swimming	See a film
Go to the cinema/concert/the gym/a nightclub/a football match/a bar	Sing
Have lunch/dinner ( at a restaurant)	skateboard
Swim	sunbathe
Watch a DVD/a video/the TV	

**Present Simple; negatives.**

Настоящее простое время употребляется для выражения действий, которые происходят постоянно, изо дня в день, т.е. повторяющиеся действия. Образуется с помощью глагола в инфинитивной форме. В 3л.ед.ч. к глаголу добавляется окончание –s. После сочетаний букв –s, -ss, -sh, -ch, -x,-o прибавляется –es

Affirmative form- утверд.форма	Negative form- отриц.форма	Interrogative Form- вопросительная форма	Positive answer- краткий положительный ответ	Negative answer- краткий отрицательный ответ
--------------------------------	----------------------------	--	--	--

I work	I do not work	Do I work?	Yes, I do	No, I don't
He works	He <u>does not</u> <b>work</b>	<u>Does</u> he work?	Yes, he does	No, he doesn't
She works	She <u>does not</u> <b>work</b>	<u>Does</u> she work?	Yes, she does	No, she doesn't
It works	It <u>does not</u> <b>work</b>	<u>Does</u> it work?	Yes, it does	No, it doesn't
We work	We do not work	Do we work?	Yes, we do	No, we don't
You work	You do not work	Do you work?	Yes, you do	No, you don't
They work	They do not work	Do they work?	Yes, they do	No, they don't

### Модальный глагол **can, can't**.-мочь, уметь.

-выражает умственную или физическую способность что-либо делать:

I **can** speak three foreign languages. He **can** play football.

Глагол **can** относится к группе модальных глаголов. Модальные глаголы не употребляются самостоятельно, а только в сочетании с инфинитивом смыслового глагола.

1. Они не имеют всех форм, которые имеют другие глаголы.

2. Инфинитив, следующий за модальным глаголом употребляется без частицы **to**.

3. В 3-м лице ед.ч настоящего времени модальные глаголы не имеют окончания –s

### Modal verbs

Present	Past	Future	Negative form	Examples
Can (мочь, уметь)	Could	-----	Cannot(can't)	I can play the piano

### Questions:

General questions	Special questions
<b>Can</b> you play the piano?	<b>What can</b> you do?

*How to make suggestions.- как делать предложения (предложить кому-то что-то сделать)*

Когда мы хотим что-то с кем-то сделать мы делаем предложение и используем следующие структуры:

1) **Let's** + infinitive

**Let's meet** outside the cinema.

2) **Why don't we** + infinitive + ?**Why don't we have** dinner this evening?

3) **How about** + noun + ?**How about lunch** on Friday?

Когда просим выполнить просьбу используем структуру **Can you+inf.+? Can you help me?**

Explain when we use **go, do, play** with sports (**play**+games, usually do in teams; **do** + activities you can do alone; **go** + activities ending –ing)

Play football, do yoga, go swimming.

### Контрольные вопросы

1. Модальный глагол. My free time.

2. Выражения просьбы, предложения. Making suggestions.

### Раздел 4 Food

#### Lesson 1 Shopping lists

<b>Food around the world</b>	<b>Phrases:</b>
------------------------------	-----------------

Regan Ronayne and Craig Caven and their children, Andrea(5) and Ryan(3) live in California. They are a typical American family. Rega and Craig both work and they don't usually have time to cook, so they like convenience food. The children love hot dogs, cereal and cola. They eat at fast food restaurants once a week.	To eat a lot of fish
	To eat fresh fruit
	To have a ration book
	To eat at fast food restaurants
	Do not have time to cook
	To have dinner together

#### 4 Food. Shopping lists

**Exercise 1.** Students, look at the painting and the photos. Your task is to match eight words from the box to the things in the pictures.

Apples beef bread butter cheese cherries chicken eggs milk potatoes rice sugar tea trout watermelon

**Exercise 2.** In pairs, find the meanings of the other words. Then complete the table below with all the food words you know.

MEAT/FISH	DAIRY	FRUIT	DRINKS	OTHER
			<i>water</i>	

#### Exercise 2b. Where do you buy food? How do you pay for it?

**Exercise 3.** Match the pictures below with the words from the box. Ask and answer the questions

coin	note	cheque	receipt	credit card
------	------	--------	---------	-------------

1 Which pictures show cash? When do you use cash/credit cards/cheques?

2 How much money do you have in your wallet? How much does this book cost? How much does your journey to school cost? I've got *three euros fifty* in my wallet.

#### 4.1 Shopping lists

##### Vocabulary / food and drink

**Exercise 1.** Look at the photo and find these things.

orange juice cereal bananas carrots cola minced beef [A] water



**Exercise 2a. Read the text quickly and tick (✓) the countries it talks about.**

Japan    Britain    Spain    Cuba    Russia    United States

**Reading**

**Food around the world**

Regan Ronayne and Craig Caven and their children, Andrea (5) and Ryan (3), live in California. They are a typical American family. Regan and Craig both work and they don't usually have time to cook, so they like convenience food. The children love hot dogs, cereal and cola. They eat at fast food restaurants once a week.

The Ukitas live in Tokyo, Japan. Kazuo Ukita lives with his wife, Sayo, and his daughters Mio (17) and Maya (14). He works in a bookshop. Sayo cooks breakfast before Kazuo leaves for work at 7.00 a.m. They have dinner together at home in the evenings. They eat a lot of fish and rice. Sayo cooks all the meals for her family.

Ramon Costa, his wife Sandra and their children, Lisandra (16) and Favia (6), live in Havana. Cuba is a tropical country so they eat a lot of fresh fruit - pineapples, watermelons, bananas, and papayas. Families in Cuba have ration books. These show how much food the family can buy every month.

**Exercise 2b. Read the text again and tick (✓) the correct answers.**

Which family...	Ronayne	Ukita	Costa
1. eats a lot of fish?	.....	.....	.....
2. eats fresh fruit?	.....	.....	.....
3. has a ration book?	.....	.....	.....
4. eats at fast food restaurants?	.....	.....	.....
5. doesn't have time to cook?	.....	.....	.....
6. has dinner together?	.....	.....	.....

**Grammar : countable and uncountable nouns**

**Exercise 3a. Look at the picture and answer the questions.**

- 1 Can you count the eggs?
- 2 Can you count the cereal?
- 3 Which is uncountable, *eggs* or *cereal*?

**Exercise 3b. Here is the Ronayne family shopping list. Answer the questions.**

- 1 Choose the correct alternatives.
  - a The red words are *countable/ uncountable* nouns.
  - b The blue words are *countable/ uncountable* nouns.
  - c Uncountable nouns do not have *singular /plural* forms.
- 2 How do we measure uncountable nouns?

*12 hot dogs*  
*450g cereal*

12 *eggs*  
4 litres *milk*  
2 litres *orange juice*  
18 bananas  
1 pizza  
675 *minced beef*

**Exercise 3c. Write the headings in the Active grammar box.**

Uncountable nouns

Countable nouns

**Active grammar**

- 1 .....
- They have singular and plural forms.
  - We can use numbers in front of them.
- 2 .....
- They do not have plural forms.
  - We cannot use numbers in front of them.
  - We often use quantity words (e.g. / *itres, kilos*) + *of* in front of them.

Countable and uncountable nouns; *How much? How many?*

Countable nouns are things that we can count.

They have singular and plural forms and we can use numbers in front of them.

*one banana three bananas twenty-five bananas* Use *How many ...?* to ask questions about the number of countable nouns.

**How many bananas do you buy every week?**

Uncountable nouns are things we can't count. They do not have plural forms and we cannot use numbers in front of them.

Use *How much...?* to ask questions about the quantity of uncountable nouns.

**How much water do you drink every day?**

Show the quantity (*how much/many*) of countable and uncountable nouns by using another noun (e.g. *a bag*) or a measurement (e.g. *kilos*) + *of* in front of the noun.

*A bag of bananas. Half a kilo of bananas.*

*A glass of water. A litre of water.*

**Exercise 4a. Here are the shopping lists for the Costa and Ukita families. Write the food words in the table.**

Costa  
1 pineapple  
4kg bread  
1kg pasta  
2 watermelons  
3 papayas  
500g coffee  
12 bananas  
750g cereal  
Ukita  
5kg rice  
4 litres milk

2 pizzas  
2kg tuna  
12 eggs  
300g beef  
1kg tomatoes  
2 litres cola

**COUNTABLE**

*Pineapple*

**UNCOUNTABLE**

*Bread*

**Exercise 4b. Answer the questions, then complete the Active grammar box.**

1 How much coffee does the Costa family buy each week?

2 How many pineapples do they buy?

**Active grammar**

We use *How* ..... with countable nouns.

We use *How*..... with uncountable nouns.

***a/an, some and any***

**Singular countable nouns**

Use *a/an* before singular countable nouns when there is only one of the noun. Use *a/an* in positive and negative statements and in questions.

+ *We have a car.*

- *We don't have a car.*

? *Do you have a car?*

**Plural countable nouns**

Use *some* and *any* to talk about a number of something, when we don't know how many, or the number isn't important. We usually use *some* in positive statements, and *any* in negative statements and questions. Use *some* and *any* with plural countable nouns.

*We have some magazines.*

*We don't have any magazines.*

*Do you have any magazines?*

**Uncountable nouns**

We also use *some* and *any* with uncountable nouns.

+ *We have some cheese.*

- *We don't have any cheese.*

? *Do you have any cheese?*

**Exercise 5a. Complete the dialogues in pairs using the words and phrases from the box..**

2kg coffee much tomatoes many six

A: How (1) .....rice do you buy each week?

B: I usually buy (2).....of rice.

A: And how many (3).....do you eat?

B: About (4).....

A: How much (5).....do you buy?

B: I buy about 250g of coffee.  
 A: How (6).....pineapples do you get?  
 B: Oh, only one.

**Exercise 5b. Recording 4.1 Listen and check your answers.**

**Exercise 6. Play recording 4.2. Listen and complete the quantities.**

**6 litres water**

- 1 .....milk
- 2 .....rice
- 3 .....bananas
- 4 .....coffee
- 5 .....cheese

How to say quantities and numbers	
Number	: Quantity
201 two hundred and one	: /itres 0)
450 four hundred and fifty	: grammes (g)
675 six hundred and seventy-five	: kilos (kg)
1.5 one point five/one and a half :	

**Exercise 7. Ask questions about your partner's weekly shopping. Make notes and tell the class.**

**A:** *How much rice do you buy?*  
**B:** *500 grammes./I don't buy rice.*

**Lesson 2 Trash tales**

<b>Containers:</b>	<p><b>Diet: 1.</b> I'm always hungry. I eat three good meals a day but then I want crisps and biscuits too. Of course, now I'm quite fat! Can you help me?</p> <p><b>2.</b> I know I have an unhealthy diet. I work about ten hours a day and I get home late, so I don't have time to cook and I eat convenience food. What can I do?</p>
A bag	
A bottle of wine	
A box of biscuits	
A can of fish	
A carton of milk	
A packet of crisps	

4.2 Trash tales.

**Vocabulary containers**

**Exercise 1a.** Look at the advert and discuss the questions in pairs.

- 1 What is the TV programme about?
- 2 Who introduces the programme?
- 3 Which food in the bins is healthy (good for you)? Which food is unhealthy (bad for you)?

**Exercise 1b.** Find examples of these containers in the bins. Use a dictionary to help you.

bag   bottle   box   can   carton   packet
--

**Listening**

**Exercise 2a. Play recording 4.3.** Listen to the first part of the TV programme. Write A or B by the correct bin.

**Exercise 2b.** Listen again. Write the names of food and drink in the correct column.

**HEALTHY FOOD**

vegetables  
pasta

**UNHEALTHY FOOD**

crisps  
burgers

**Person to person**

**Exercise 3.** Discuss the three questions in pairs.

- 1 Do you agree with Laurence about the diets of the two families?
- 2 What other food is healthy / unhealthy, do you think?
- 3 Tell your partner about your diet.

**Grammar : a/an, some and any**

**Exercise 4.** Look at these sentences. Complete the Active grammar box with *a/an, some* or *any*.

Active grammar			
Noun	Singular countable	Plural countable	Uncountable
+	.....	.....	.....
-	a/an	any	any
?	a/an	.....	any

We have some cans... We have a bottle ...  
Do they eat any vegetables or any fruit? They eat some pasta ...

**Exercise 5a.** Complete the gaps with a/an, some or any in pairs.

***We don't have any potatoes.***

- 1 I want.....potatoes and \_ carrots, please.
- 2 Can I have \_ apple now?
- 3 Can I have \_ bottle of water, please?
- 4 I have \_ fruit here - do you want \_ banana?
- 5 We don't eat.....meat.

**Exercise 5b.** Correct the underlined mistakes in this paragraph.

I like Italian food. Every Thursday evening we cook a casta with any minced beef and a tomatoes. We have some bottle of water with meal. We eat a lot of meat, but we don't eat some chicken - we I like chicken. We also eat any vegetables every day.

## Pronunciation

**Exercise 6a.** listen to the vowel sounds in these words. Can you hear the difference?

[u]	[r]
pasta	some

**Exercise 6b.** Listen. Underline the [u] and [r] sounds. Then repeat the sentences.

- 1 He has lunch on Sundays in his club.
- 2 My family travels by taxi, but my young cousin takes the bus.
- 3 . Anne and Sally have butter on their pasta.

## Vocabulary adjectives

**Exercise 7a.** Match the pictures to the adjectives.

happy ..... hungry ..... tired ..... unhealthy .....  
healthy ..... thirsty ..... unhappy ..... fit .....

**Exercise 7b.** Which adjectives have a positive meaning? Which have a negative meaning?

## Reading

**A) Dear Laurence**

I'm always hungry. I eat three good meals a day but then I want crisps and biscuits too. Of course, now I'm quite fat! Can you help me?

**Lois**

**B) Dear Laurence**

I know I have an unhealthy diet. I work about ten hours a day and I get home late, so I don't have time to cook and I eat convenience food. What can I do?

**James**

**C) Dear Laurence**

I try- to eat a good diet - I eat pasta and vegetables, and I don't eat any meat, fish or cheese - but I'm always tired. What's wrong with my diet?

**Karin**

**Exercise 8a.** Laurence also writes about diet in a magazine. Read the letters above and match them to the problems.

- 1 He/She doesn't have time to cook.
- 2 He/She eats a lot.
- 3 He/She feels tired all the time.

**Exercise 8b.** Read Laurence's answer to one letter.

- 1 Which letter does it answer?
- 2 How does he start his answer? 3 How does he make the two suggestions?

*Dear .....*

*It's horrible when you feel tired all the time. You need some meat, fish or cheese in your diet - they give you energy. Also, why don't you take some exercise? That gives you energy too. How about a walk every evening after work? I hope that helps.*

**Writing**

**Exercise 9a.** Read the other two letters again and look at Laurence's notes. Which notes are for which letter?

1. Salads are quick and healthy **letter B**
2. eat fruit, not crisps and biscuits
3. go to the doctor
4. don't work ten hours a day
5. some food is quick to cook, e.g. fresh pasta
6. eat only small meals

**Exercise 9b.** Make more suggestions for the writers of the two letters.

**Exercise 9c.** In pairs, write an answer to one of the other letters.

- 1 Think of two or three suggestions.
- 2 Start the letter, write your suggestions and finish the letter.
- 3 Give your letter to another pair to correct and improve it.

**Lesson 3 Ready to order?**

<b>Menu of the fast food restaurant:</b>	Regular fries- £
Sandwiches- £	Large fries -£
Cheese- £	Small salad- £
Chicken salad- £	Medium salad- £
Tuna and mayonnaise- £	Large salad- £
Burgers and pizzas- £	Regular coffee- £
Vegetarian pizza- £	Large coffee- £
Chicken piece- £	Orange juice- £
Burger- £	Regular cola- £
Small mineral water- £	Large cola- £

**Listening**

Exercise 1.

1. Where is the place in the photo?
2. Do you eat at places like these? Which places?

**Exercise 2a. Play recording 4.6.** Listen to a dialogue in a fast food restaurant. Who orders these things? Write J for Jenny and S for Sam.

- Cheese sandwich .....
- Fries .....
- Salad.....
- Coffee .....
- Water .....

**Exercise 2b** Listen again and complete the bill below.

**Restaurant**

Cheese sandwich                      x1    \$4.50

Large (1) ..... x1 \$3.00  
 (2) ..... salad x1 \$4.00  
 (3) ..... coffee x1 \$2.95  
 Small mineral (4) ..... x1 \$2.25

Total \$ (5) .....

Service & tax included

**Exercise 3a.** Listen and complete number 5 in ex. 2b.

**Exercise 3b. Play recording 4.** Listen again and answer the questions.

1. What does Jenny really like?
2. How does Sam ask for the price of the meal?
3. How does Sam pay for the meal?

**Exercise 4a.** This is the menu from the fast food restaurant. Match the headings to A-C.

Drinks      Main dishes      Side orders

A.....	B.....	C.....
Sandwiches	Regular fries \$.....	Regular coffee \$.....
Cheese \$.....	Large fries \$.....	Large coffee \$.....
Chicken salad \$.....	Small salad \$.....	Orange juice \$.....
Tuna and mayonnaise \$.... (choose from white or brown bread)	Medium salad \$.....	Regular cola \$.....
Burger and pizzas	Large salad \$.....	Large cola \$.....
Burger \$.....		Small mineral water \$.....
Vegetarian pizza \$.....		Large mineral water \$.....
Chicken piece \$.....		

**Exercise 4b.**

Work in pairs.

**Student A:** turn to page 125.

**Student B:** ask your partner questions to complete the menu.

*How much is a burger?*

### Grammar object pronouns

**Exercise 5a. Play recording 4.8** Listen and complete the sentences.

1. OK. A large cup of coffee for .....\_ and a small glass of mineral water for .....
2. No, that's not for .....
3. Two vegetarian pizzas? I really like .....
4. A medium salad for ....., sir.
5. Oh no, the salad's for .....

**Exercise 5b.** Ss turn to the tapescript on page 153 and complete the Active grammar box.

Subject pronouns	Object pronouns
I	me
He	
She	
It	it
We	
You	
They	



**Exercise 6.**

Tell the waitress. Complete the sentences with object pronouns.

you: 'It isn't for *me.*'

1 your boyfriend: 'It isn't for .....

2 your mother: 'It isn't for .....

3 you and your friend: 'It isn't for .....

4 your brother and sister: 'It isn't for .....

**Exercise 7a.** (Elicit ways of ordering food in a restaurant. Ask Ss how they would get a waiter's attention in a restaurant. Establish how to do it in an English-speaking country (arm raised or a nod, not clicking fingers or calling 'Waiter').

a Match 1-7 to a-g.

- |   |                   |   |                               |
|---|-------------------|---|-------------------------------|
| 1 | What              | a | much is that?                 |
| 2 | I'd like          | b | pay by credit card?           |
| 3 | Jenny, what would | c | can I get you today?          |
| 4 | Do you            | d | a cheese sandwich,<br>please. |
| 5 | Sam, do           | e | have salads?                  |
| 6 | How               | f | you like?                     |
| 7 | Can I             | g | you want some<br>juice?       |

**Exercise 7b.** Look at the tapescripts on page 153 and check your answers. Then complete the sentences in the How to box.

<b>How to order in a fast food restaurant</b>	
Ask questions	..... <i>you have salads?</i>
Say what	: I'd ..... <i>a cheese</i>
you want	: <i>sandwich, please.</i>
Ask about prices	: <i>How..... is that?</i>

**Exercise 7c.** Use some of the words from Ex. 7a to complete this dialogue.

**A:** Hello, what.....I get you today?

**B:** .....like a vegetarian burger, please.

**A:** Any side orders?

**B:** .....you have salads?

**A:** No, we don't. Do you .....fries?

**B:** OK. Small fries.

**A:** Anything to drink?

**B:** Yes, I'd ..... an orange juice, please. **A:** OK.

**B:** How .....is that?

**A:** That's €10.95.

**B:** .....I pay by credit card?

**Speaking**

**Exercise 8.** Work in groups of three. Use the menu in Ex. 4a.

**Student A:** you are a waiter/waitress. Take the customers' order.

**Students Band C:** you are customers at the restaurant. Look at the menu, choose the things you want and order a meal.

**Лексический минимум Unit 4:**

<b>Dishes:</b>	<b>Fruit and vegetables:</b>
Burger	Apple
Fries	Banana
Pizza	Carrot
Salad	Papaya
Sandwich	Potato
<b>Meat and fish:</b>	Tomato
(minced) beef	(water) melon
Chicken	<b>Dairy:</b>
Lamb	Butter
trout	Cheese
tuna	Cream
<b>Drinks</b>	Ice cream
Coffee	milk
Cola	<b>Other:</b>
Fruit/orange juice	Biscuits
Tea	(white/brown) bread
<b>milk</b>	Cereal
<b>water</b>	crisps
<b>Money</b>	eggs
Cheque	mayonnaise
Coin	pasta
Credit card	rice
note	sugar
receipt	
<b>Activities for physical and emotional states</b>	
Fit, happy/unhappy, healthy/unhealthy, hungry, thirsty, tired	

**My food**

I have usually meals four times a day. They are breakfast, lunch at the University (rare), dinner and supper.

Dinner is the substantial meal of a day. It consists of 3 courses. We can't imagine our dinner without a plate of soup. The second course is meat and fish with potatoes, macaronis, with vegetable salad, for dessert we eat a glass of juice, compote or tea. Potatoes, pancakes, cereals are usually cooked in my family as for me I can prepare a fried egg or a scrambled egg, make tea.

I am busy and spend much time at the University. Sometimes I eat here in the canteen or a snack bar cafe and restaurants offer a choice between the a la carte menu and the set menu or fixed-price menu.

Foods may be useful or unhealthy. High fat food, sweets are bad for our teeth, make us fat. Juice, fruit and vegetables, meat gives my energy, contain a lot of vitamins.

In order to stay healthy it's important to have a balanced diet - in other words, food that contains something from each of the three main groups of food. These groups are protein, fat and carbohydrates.

English people have four meals: they are breakfast, lunch, tea, and dinner. In the morning they have breakfast. At 12 o'clock they lunch. Between 16 to 17 they have tea. In the evening they have dinner.

Dinner is the most substantial meal of a day. Fish and chips is a popular traditional British dish: fish deep-fried in batter, served with chips. On Christmas they usually eat roast turkey and Christmas pudding.

Well-educated people pay a lot of attention to good table manners. They are:

1. You should sit up straight.
  2. You shouldn't eat with your fingers.
  3. You shouldn't put your elbows on the table.
  4. You shouldn't put your dirty knife, spoon and fork on your plate.
  5. You shouldn't talk with your mouth full.
  6. You shouldn't lick your fingers.
  7. If you are very hungry, you shouldn't rush to your food.
  8. You shouldn't put more than one piece of bread or cake on your plate.
  9. You should say "Thank you" after the meal.
- I want my food would be well prepared taste, full of protein, vitamins, minerals and I am against drinking alcohol, smoking and taking drugs. I am for health habits.

### Dialogue:

- Hi. What can I get you today?  
-Hi. I'd like a cheese sandwich, please.  
-Anything to drink?  
-Yes, I'd like an orange juice, please.  
-Anything else?  
-No, thank you. How much is that?  
-That's \$10.  
-Can I pay by credit card?  
-Yes, please.  
-Here you are. Thank you.  
-Thank you. Good bye.

### Countable and uncountable nouns

**Исчисляемыми существительными** называются существительные, обозначающие предметы которые можно сосчитать, т.е. от них можно образовать множественное число. В форме единственного числа перед ними стоит либо артикль, указывающий на то, что предмет **один** – **a** если существительное начинается с согласного звука (**b, d, t** и т.д.), **an** если существительное начинается с гласного звука (**a, e, i, o, u**) или число, указывающее на количество предметов, если их несколько и существительное стоит в форме множественного числа. Мы подчеркнули исчисляемые существительные в следующих примерах.

<b>Приме</b>	A <u>bus</u> is at the bus stop.	<u>Автобус</u> стоит на остановке.
<b>p:</b>	Do you have an <u>umbrella</u> ?	У тебя есть <u>зонт</u> ?
	Here are two <u>books</u> .	Вот две <u>книги</u> .
	Twenty <u>students</u> are present.	Присутствуют двадцать <u>студентов</u> .

В английском языке ряд существительных не образует формы множественного числа и не имеет перед собой неопределенного артикля **a, an** или числа, указывающего на количество предметов. И так как количество этих предметов невозможно определить посредством конкретного числа, такие существительные называются **неисчисляемыми**.

Сюда входят:

<b>a)</b> отвлеченные понятия:	beauty, love, happiness ит.д.
<b>b)</b> жидкости и то, что мы употребляем в пищу:	- milk, water, tea, coffee, wine, lemonade, oil, petrol ит.д. - chocolate, butter, cheese, meat, salt, pepper, bacon, bread, honey, jam ит.д.
<b>c)</b> названия языков:	English, German, Spanish ит.д.
<b>d)</b> материалы:	gold, iron, silver, wood, paper ит.д.
<b>e)</b> прочее	hair, money, news, snow, furniture, weather, advice ит.д.

С неисчисляемыми существительными употребляется глагол в единственном числе.

<b>Пример</b>	Love <u>is</u> a wonderful feeling.	Любовь – прекрасное чувство.
	Butter <u>tastes</u> good.	Масло приятное на вкус.

### Употребление **Some, any**

Также с **неисчисляемыми существительными** мы употребляем **some** в значении «некоторое количество». **Some** также употребляется и с **исчисляемыми существительными** во множественном числе в значении «несколько».

<b>Приме</b>	Some milk (не“a milk”)	немного молока
<b>p:</b>	Some tomatoes	несколько помидоров

Для указания количества того предмета, который выражен неисчисляемым существительным, употребляются следующие слова, которые стоят перед неисчисляемым существительным, определяя его:

a jar of marmalade	банка джема
a bottle of champagne	бутылка шампанского
a piece of cake	кусочек торта
a loaf of bread	буханка хлеба
A cup of tea	чашка чая
a bar of chocolate	плитка шоколада
a glass of water	стакан воды
a kilo of meat	килограмм мяса
a carton of milk	пакет молока
a bowl of soup	миска супа
a can of fruit juice	банка фруктового сока (жестяная)
a jug of orange juice	кувшин апельсинового сока
a slice of bread	кусочек хлеба
a tin of fish	банка рыбных консервов
a packet of spaghetti	пачка макарон

### **Object pronouns.** Объектные местоимения.

Explain the theme: me (мне, меня); you (тебе, тебя); him (ему); her (ей); it (ему); us (нам); them (им).

He loves **her**. He loves **them**. She loves **him**. They love **me**.

Личные местоимения в объектном падеже употребляются в функции дополнения как предложного, так и беспредложного.

- Do you know him well? - Вы *его* хорошо знаете? - *прямое дополнение*
- Please, send him a letter. - Пришлите *ему* письмо, пожалуйста. - *косвенное дополнение*
- She often speaks English to him. - Она часто говорит *с ним* по-английски. - *предложное дополнение*
- Whom do you know well here? - *Кого* вы здесь хорошо знаете? - *прямое дополнение*
- Whom does he always speak about? - *О ком* он обычно говорит? - *предложное дополнение*

### Контрольные вопросы

1. Исчисляемые и неисчисляемые существительные. Неопределенные местоимения: some, any. Shopping.
2. Объектные местоимения. Выражения I would like.

### Раздел 5 Home Lesson 1 Sail away

Phrases:	For sale advertisement:	
110 apartments	<b>You are interested in a town house. Here are the questions which you can ask:</b> 1. how big? 2. how many rooms? 3. what rooms? 4. garden/terrace? 5. where? 6. price?	<b>Beautiful country cottage:</b> -120 square metres -three bedrooms, two bathrooms -living room, dining room -kitchen/breakfast room -two large gardens, front and back -two km from the village with shops <b>€ 240,000</b>
Six restaurants		
Two swimming pools		
Two gyms		
A large living room		
A dining room		
A garden		
A private terrace		

#### 5 Home

1a. Which rooms from the box can you see in the photos?

Bathroom	bedroom	dining room	garden	garage	kitchen	living room
----------	---------	-------------	--------	--------	---------	-------------

1b. Play recording 5.1. Where can you do these activities? Match these places in the box to the activities. Then listen and check.

Sunbathe You can sunbathe in the garden.

1. Cook
2. Sleep
3. Have a shower
4. Put your car
5. Eat
6. Watch TV

2a. Play recording 5.2. Tick (✓) the landscapes in the photos. Listen and check.

- A beach ..... mountains..... A river..... A forest..... A city.....  
 a lake ..... A desert ..... The sea.....

2b. Which other words for landscapes do you know? Make a list.

2c. Answer the questions.

1. What is in the north of your country? (the centre/the south/the west/the east)
2. What can you see from your living room window? (bedroom window/kitchen window)

3 play a game in groups. Think of a country and describe its landscape. Can other students guess the country?

This country has beaches in the north. It has a big city in the east, mountains in the south and a famous forest in the south-west.

Reading

1 What kind of home do you live in? Do you like your home? Why/Why not?

2 a Look at the text quickly and answer the questions.

1 Where is this text from?

2 What is unusual about the homes in the text?

b Read the text. Mark true (T) or false (F).

1 The ship has:

a 110 apartments. ....

b six restaurants. ....

c two swimming pools. ....

d two gyms. ....

2 The apartments have:

a a large living room. ....

b a dining room. ....

c a garden. ....

d a private terrace. ....

**The World of ResidenSea**

Own a private luxury home ... at sea!

There are 110 luxury apartments on our ship The World, but that's not all! There are four restaurants, two swimming pools and a gym. There are

shops, but there aren't any factories or cars, so there's no city stress. All our apartments have a large living room (with dining area) and two or

three bedrooms. Each bedroom has a private bathroom and there's a cooker, a fridge, a dishwasher and a microwave in each well-equipped kitchen. Of course, there isn't a garden but each apartment has a private terrace. All the living rooms have modem TV, DVD and CD players. Choose from four different styles for your sofas, chairs, beds and other furniture, and make your apartment on the ship a very comfortable home.

Vocabulary equipment and furniture

3 a Look at the floor plan. Label the rooms and the furniture.

Write the headings in the table. Then write two or three more things by each heading.

	furniture	kitchen	equipment	rooms	living room	equipment	ship's facilities
1	<i>rooms</i>	<i>kitchen</i>					
		<i>cupboard</i>					
		<i>fridge</i>					
		<i>TV</i>					
5		<i>swimming</i>					
		<i>pools</i>					

Lifelong learning

Personalise it!

When you want to learn new words, it is useful to write them in a personal sentence.

fridge - *My fridge is very old - it's useless!*

cupboard - *I have a big cupboard in my bedroom.*

Grammar there is/ there are

4 Complete the Active grammar box with 's, is, isn't, are or aren't.

Active grammar	
Singular	Plural
+ There's a gym. (There is)	There ..... 110 apartments.
- There ..... a garden. ? .....there a bookshop?	There .....any cars. .....there any music shops?
Yes, there is.	Yes, there .....
No, there.....	No, there aren't.

5 Look at the text and the floor plan again. Complete the sentences with 's, is, are, isn't or aren't.

1 There .....some shops on the ship, but there .....any cars.

2 .....there any factories? No, there .....

3 There .....a terrace in each apartment.

4 .....there a dining room? No, there .....

6a. Look at ex.2b. Make sentences.

There are 110 luxury apartments on the ship. There aren't six restaurants.

6b. Ask and answer about the floor plan.

A: Is there a bath in the apartment?

B: There's a bath in bedroom one, but there isn't a bath in bedroom two.

7 Tell your partner about your home.

There are three bedrooms in my apartment but there's only one bathroom.

Listening

8a. Play recording 5.3. Jon Nott wants to buy an apartment on the ship. Listen and answer the questions.

1. What is John interested in?

2. Are there two-bedroom or three-bedroom apartments for sale?

3. What is the price of an apartment with two bedrooms?

4. Does Jon think the apartment is expensive?

5. Do you think he has the money for the apartment?

8b. Listen again. Number Jon's questions in the correct order. Then answer them.

1. How many bathrooms are there? .....

2. Can I ask you some questions? .....

3. How much space is there? .....

4. Are there any apartments for sale now? .....

5. How much does the apartment cost? .....

6. How many bedrooms are there? .....

Speaking

9 Work in pairs.

Student A: read the information below.

Student B: look at the information on page 126.

Student A

You are interested in a town house. Student B has the details. Ask questions to find out these things about the house:

1. How big?

2. How many rooms?

3. What rooms?
4. Garden/terrace?
5. Where?
6. Price?

Do you want to buy the house?

Now answer Student B's questions about the house below.

For Sale

Beautiful country cottage

- 120 square metres
- Three bedrooms, two bathrooms
- Living room, dining room
- Kitchen/breakfast room
- Two large gardens, front and back
- Two kilometers from village with shops

€240,000

## Lesson 2 . To have and have not

<p><b>Dialogues:</b></p> <p><b>Amanda:</b> So, where do you live, Pete? Have you got your own house?</p> <p><b>Pete:</b> No, I haven't. I've got a modern studio apartment in the centre of town.</p> <p><b>A:</b> Has it got a garden?</p> <p><b>P:</b> No, it hasn't got a garden, but it's got a small terrace.</p> <p><b>A:</b> Is there a kitchen in the apartment?</p> <p><b>P:</b> No, there isn't but there is a kitchen area with a fridge, a cooker and a sink. But I haven't got a microwave.</p>	<p><b>A:</b> What about furniture?</p> <p><b>P:</b> I've got a coffee table, and there are two chairs. And I've got a beautiful sofa-I love that sofa, I use it all the time-I eat meals there because I haven't got a dining table!</p> <p><b>A:</b> Is there a TV?</p> <p><b>P:</b> Yes, of course. And I've got a music system.</p> <p><b>A:</b> Have you got a computer?</p> <p><b>P:</b> Yes, I've got a laptop computer-I use the Internet a lot.</p> <p><b>A:</b> And have you got a mobile phone?</p> <p><b>P:</b> Yes, I have.</p>
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### 5.2 To have and have not

#### Vocabulary possessions

**Exercise 1a.** In pairs, look at the four rooms. Which room(s) do you like? Why?

**Exercise 1b.** What's in the pictures? You have three minutes. Make a list of all the things you can see.

Tables, cooker, mobile phone

**Exercise 1c.** Close your books. In pairs, try to remember the things in the pictures.

There's a sofa in every room. There's a plant in one room...

#### Listening

**Exercise 2a. Play recording 5.4.** Amanda Myers asks Pete Morgan some questions. Listen. Which picture shows Pete's flat?

**Exercise 2b.** Listen again. Tick (✓) the things Pete has got and cross (X) the things he hasn't got.

Studio apartment..... house..... garden..... terrace.....  
 fridge..... cooker..... sink..... microwave ..... coffee table  
 ..... chairs ..... sofa..... dining table ..... TV ..... Music  
 system ..... laptop computer ..... mobile phone .....

Grammar have got

**Exercise 3a. Play recording 5.5.** Listen to the first part of the dialogue again and complete the gaps.



**Amanda:** Have you ..... your own house?

**Pete:** No, I ..... I ..... got a modern studio apartment in the centre of town.

**Amanda:** ..... it got a garden?

**Pete:** No, it ..... got a garden, but it ..... got a small terrace.

**Exercise 3b.** Complete the Active grammar box.

<b>Active grammar</b>		
+ I/We/You/They .....		got
He/She/It 's		
- .....	haven't	got
He/She/It .....		
? .....	I/we/you/they	got?
.....	he/she/it	
Yes,	I/we/you/they	have.
No,		
Yes,	he/she/it	has.
No,		hasn't

**Exercise 4 a.** Find the false sentences and correct them. He's got a house. X *He hasn't got a house.*

1 He's got an apartment in the centre of town.

2 It hasn't got a kitchen.

3 He's got a laptop computer.

4 He hasn't got a dining table.

5 He hasn't got any chairs.

6 He's got a garden.

**Exercise 4b.** Make questions from the prompts and write true short answers.

London/five airports?

*Has London got five airports? Yes, it has.*

1 your town/a theatre?

2 your parents/a car?

3 you/a computer?

4 your teacher/any pens?

**Exercise 5 a. Play recording 5.6.** Listen to the underlined sounds. Which sound is different?

He's got a laptop, a cat and a watch.

**Exercise 5b. Play recording 5.7.** Listen and tick (✓) the word you hear.

1 hot ..... hat.....

2 on ..... an.....

3 top ..... tap.....

4 pocket ..... packet .....

### Speaking

**Exercise 6.** Work in pairs to describe rooms.

Student A: choose one of the rooms from Ex. 1 but don't tell your partner. Talk about your room. Use *there is/are* and *have got*.

Student B: listen to your partner. Ask questions. Which room is it?

**Exercise 7 a.** Make a list of your family members and important personal possessions. Use the ideas in the box.

**Family:** husband, two children

**Accommodation:** two-bedroom apartment

**Furniture:** desk

**Electrical equipment:** CD player

**Pets:** cat

**Transport:** bicycle

**Other:** Swiss watch

**Exercise 7b.** In pairs, find four things that ... your partner has got but you haven't got.

1\_      2\_      3\_      4\_

· you've got but your partner hasn't got.

1\_      2\_      3\_      4\_

**A:** *Have you got a car?*

**B:** *No, I haven't but I've got a motorbike.*

### **Writing**

**Exercise 8** Write a paragraph about where your partner

lives and the things he/she has and hasn't got. Use the How to box to help you.

*Mariela lives in a house with a garden. She's got two sisters. She's got a computer and a printer but she hasn't got a mobile phone.*

#### **How to add information**

Use *and* to join similar sentences or parts of sentences.

*He's got a mobile phone. He's got a TV. = He's got a mobile phone and a TV.*

Use *but* to give different/contrasting information.

*I've got a house. I haven't got a car. = I've got a house but I haven't got a car.*

### **Lesson 3 World class**

#### **Email**

**Hi Fran,**

Thanks for your email. I'm so glad that you want to come to Australia. It's a very interesting country, with lots to see. I come from Sydney, in the east of Australia. There are a lot of big cities in the east. But now I live in Perth, in the west. Perth is also a big city with lots of shops, and it's got some lovely squares.

The Great Barrier Reef is in the north of the country and there are some very nice beaches there. There are deserts in the centre and in the east there are some long, wide rivers and famous beaches. We've also got mountains in the south. You see, Australia is very good for holidays. I hope you can come this year!

**Best wishes.**

**Monica.**

#### **5.3 World class**

##### **Listening**

Exercise 1a. Your task is to read the list of places and match these places to the photos. You don't need one word (There is one extra word).

Mountain ..... desert ..... forest ..... city ..... river ..... lake .....

Exercise 1b. Work with a partner. In which countries are the places in the photos?

Exercise 2. Recording 5.8 once. Listen to five people talking about their homes and check your answers to Ex. 1a and Ex. 1b.

Exercise 3a. Listen again. Make notes about the places in the table. And try to listen for the adjective as well.

PLACE	LANDSCAPE	WHICH PART?
1 <i>Spain</i>		
2		<u>south</u>
3	<i>Beautiful lakes</i>	

4 <i>Kefallonia</i>		
5		<i>west</i>

Exercise 3b. Make sentences about the places with *There's* or *There are*.  
 For example: *There's a famous desert in the south of Spain.*

**Grammar I** modifiers

Teacher: recording 5.9. Listen and complete the sentences with *quite*, *really*, *very* or *not very*.

- 1 It's .....hot and dry.
- 2 The south is .....cold.
- 3 It's .....popular now with people from other countries.
- 4 It's .....busy and noisy, and it's .....friendly.

Exercise 4b. Write the correct modifier next to the thermometer.

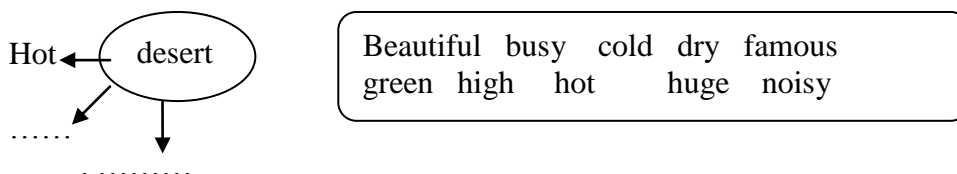
Exercise 5. Make sentences.

Russia/big *Russia is very big.*

- 1 New Zealand/big
- 2 Mount Everest/high
- 3 The Pyrenees/high
- 4 Mexico City/busy
- 5 Canada/cold
- 6 Britain/cold

Vocabulary adjectives to describe places

Exercise 6a. Which adjectives can we use with *desert*? Look at the word map and add two adjectives from the box.



Exercise 6b. Make word maps for mountain, island, forest, beach and city.

Pronunciation

Exercise 7a. recording 5.10. Listen and answer the questions.

River desert

- 1 How many syllables do the words have?
- 2 Is the second syllable strong or weak?

Lifelong learning

Use your dictionary to find how many syllables there are in a word. Two: moun·tain  
 Three: mic·ro·wave

Exercise 7b. Recording 5.11. Look at the words in the box. Mark the syllables and underline the strong syllable. Riv/er des/ert

Centre	island	Japan	Poland	China
--------	--------	-------	--------	-------

Exercise 7c. Listen and check your answers.

## Speaking

Exercise 8a. Write answers to these questions. Use the How to box to help you.

1. Where do you live?
2. What kind of landscape is there in your country? Where is it?
3. Which parts of your country do you like/ not like?

<b>How to describe where you live</b>	
Say where you live	I'm from ..... I live in .....
Describe the landscape	There are ..... in the south/north of
Give your opinion	I like/ don't like .....because.....

Exercise 8b. In pairs use your answers to describe you live and your country. Then describe a friend lives, or another country.

## Writing

Exercise 9a. Read the email and answer the questions.

Are there mountains in Australia?

Yes, there are. They're in the south.

- 1 What is there in the north of Australia?
- 2 Where are the deserts in Australia?
- 3 Is there a big city in the west?
- 4 Where are the famous beaches?

Hi Fran

Thanks for your email. I'm so glad that you want to come to Australia. It is a very interesting country, with lots to see.

I come from Sydney, in the east of Australia. There are a lot of big Cities In the east. But now I live in Perth, in the west. Perth is also a big city with lots of shops, and it's got some lovely squares. The Great Barrier Reef is in the north of the country and there are some very nice beaches there. There are deserts in the centre and in the east there are some long, wide rivers and famous beaches. We've also got mountains in the south. You see, Australia is very good for holidays.

I hope you this year!

Best wishes

Monica

Exercise 9b. Match these expressions from the email to their purpose.

- |                                  |                                 |
|----------------------------------|---------------------------------|
| 1 Hi Fran                        | a opening sentence              |
| 2 Thanks for your email.         | B closing sentence              |
| 3 I hope you can come this year! | C starting the email (greeting) |
| 4 Best wishes                    | D ending the email              |

Exercise 10. Write an email to a friend about your country.

- 1 Look at your answers to ex. 8a. Which information do you want to put in the email?
- 2 Use *and* and *but* to join sentences.
- 3 In groups, read each other's emails. Add to the information if possible.

## Лексический минимум Unit 5:

<b>Types of home:</b>	<b>Rooms and parts of a house</b>
House, apartment, studio, cottage, town	Bathroom, bedroom, dining room, garden,

house	garage, hall, living room, roof terrace, terrace
<b>Furniture</b>	<b>Equipment and possessions</b>
Armchair, bed, bookshelves, chair, coffee table, cupboard, desk, dining chairs/ table, sofa, table	Answering machine, bath, CD player, coffee machine, cooker, dishwasher, DVD player, fridge, microwave, MP3player, music system, shower, sink, toilet, vacuum cleaner, video, washing machine

### ОБОРОТ THERE IS / THERE ARE

#### 1. Употребление оборот there is (are)

Выражение <i>наличия</i> или <i>существования</i> :	СТАНДАРТНОЕ ПРЕДЛОЖЕНИЕ	ПРЕДЛОЖЕНИЕ С ОБОРОТОМ <b>THERE IS</b>
Подлежащее с артиклем <b>a(an)</b> , или с <i>some, any, many, much</i> и т.д.	<i>(Употребляется редко)</i> <b>A lamp is on the table.</b> (Какая-то) лампа (находится) на столе.	<b>There is</b> a lamp on the table. На столе (находиться) лампа.
Подлежащее с артиклем <b>the</b> или с <i>this, that, these, those, my, his</i> и т.д.	<b>The lamp is on the table.</b> Лампа (находится) на столе.	<i>(Не употребляется)</i>

#### 2. Порядок слов в предложении с оборотом there is (are) следующий:

<b>There</b> структурно е подлежащее	<b>To be</b> структурн ое сказуемое	<b>Прямое</b> <b>дополнение</b> в значении <b>подлежащего</b>	<b>Обстоятельство</b> места или времени
<i>There</i>	<i>is</i>	<i>a telephone</i>	<i>In that room.</i>

*В той комнате есть (имеется) телефон.*

В структуре предложения с оборотом **there is (are)** местоимение *there* формально выполняет роль подлежащего, а глагол *to be* роль сказуемого, хотя по смыслу оборот имеет особое значение (что отражается при переводе). Так или иначе, порядок слов в предложении, образование вопросительных и отрицательных форма исходит из того, что *there* подлежащее, а *to be* - сказуемое.

УТВЕРДИТЕЛЬНОЕ ПРЕДЛОЖЕНИЕ	ВОПРОСИТЕЛЬНОЕ ПРЕДЛОЖЕНИЕ	ОТРИЦАТЕЛЬНОЕ ПРЕДЛОЖЕНИЕ
<b><i>There are chairs in this room.</i></b>	<b><i>Are there any chairs in this room?</i></b>	<b><i>There aren't any (are no) chairs in this room.</i></b>
<i>В этой комнате есть стулья.</i>	<i>Есть ли стулья в этой комнате?</i>	<i>В этой комнате нет стульев.</i>

**Grammar / modifiers.** Explain modifiers: put them before adjectives: very hot, quite busy.

*Really hot, very cold, quite popular, very busy, very friendly.*

Very=really quite= not very

#### Структура **have got** (American English)

+	've got (have got)	's got (has got)
-	haven't got	hasn't got

?	Have ... got? Yes, we have. No, I haven't.	Has... got? Yes, he has. No, he hasn't.
---	--	---

### Контрольные вопросы

1. Оборот there is/there are. About your home.
2. Усиление very, really, quite, not very.

### Раздел 6 City life

#### • Lesson 1. Changes:

<b>Changes:</b>	
I live quite near the building. Some of my family worked in it-they produced electrical equipment, but that was a long time ago. It's funny to think that my family worked there and now I do my shopping in the same building	It's in a wonderful location, right in the centre. I like the fact that doctors and nurses lived and worked in the building; they looked after sick people and poor people, but now people come and look at the pictures and other works of art here. I visited it when I was in Madrid last month-it's got Picasso's <i>Guernica</i> in it- my favourite painting.

6 City life. 6.1. Changes.

#### **Exercise 1a.** Look at the photos. Which places in the box can you see?

art gallery, bank, bar, bookshop, café, church, cinema, factory, hospital, library, museum, newsagent's, phone shop, police station, post office, restaurant, school, square, supermarket, train station.
---

**Exercise 1b. Play recording 6.1.** listen to the words from exercise 1a. How many syllables does each word or phrase have? practice saying the words.

Art/gal/le/ry – 4      bank – 1

**Exercise 1c.** In pairs, Ss ask and answer about what people can do in the various places. An example is given.

**A:** What can you do in a shop?

**B:** You can buy books in a shop.

#### **Exercise 2a. Play recording 6.2.** Listen and complete the direction.

Turn *left* at the bookshop.

1. ....straight on to the post office.
2. The bank is .....the right.
3. ....right at the church.
4. ....along the road next to the park.
5. The school is on the .....

**Exercise 2b.** match the directions to the diagrams.

### Reading

**Exercise 1a .** What are the buildings in the photos? Read the text and check your answers.

**Changing buildings**

You live in an apartment now, but was it an apartment fifty year ago? Maybe it wasn't an apartment, but a school or a factory...

**The HOOVER Building** in London is a famous building from the 1930s . It was the the main office and factory of the Hoover Company. It is now a supermarket.

**The Reina Sofia building** was a hospital . It is now one of Madrid's main museums and art galleries.

**The Musee d'Orsay** in Paris was a train station in the early twentieth century. It is now an art gallery.

**The Smolny Institute** in St Petersburg is now the office of the Governor of the city. Zit was a school for rich girls in the nineteenth century. The offices were classrooms.

**Exercise 1b.** Match the buildings with *now and in the past*.

	<b>Now</b>	<b>In the past</b>
1 The HOOVER Building	an office	a hospital
2 The Musee d'Orsay	a supermarket	a train station
3 The Reina Sofia	an art gallery	a school
4 The Smolny Institute	a museum and art gallery	a factory

**Grammar past of *to be***

**Exercise 2.** Choose the correct words in the rules in the Active grammar box, then complete the table in the Active grammar box.

<b>Active grammar</b>		
We use <i>is</i> and <i>are</i> with <i>now/the past</i> .		
We use <i>was</i> and <i>were</i> with <i>now/the past</i> .		
	<i>I/He/She/It</i>	<i>We/ You / They</i>
+	<i>was</i>	.....
-	.....	weren't
?	..... <i>I/he/she/it</i>	<i>Were we/ you / they?</i>
	<i>Yes, I/he/she/it was.</i>	<i>Yes, we/you/they ..... .</i>
	<i>No, I/he/she/it ..... .</i>	<i>No, we/ you / they weren't.</i>

**Exercise 3.** Make two true sentences about each building.

*The Hoover Building was a factory. It is now a supermarket.*

**Person to person**

**Exercise 4.** Where were you at these times? Ask and answer.

ten minutes ago	an hour ago	six hours ago	yesterday	at midday	at eight o'clock last night
	last Sunday	afternoon			last Saturday evening

**A:** *Where were you six hours ago?*

**B:** *I was at home.*

**A:** *Were you in the living room?*

**B:** *No, I wasn't. I was in bed.*

**Listening**

**Exercise 5a. Recording 6.3.** Listen to four speakers. Which of the buildings in the photos does each speaker talk about?

- Speaker 1.....
- Speaker 2 .....
- Speaker 3 .....
- Speaker 4.....

**Exercise 5b.** Look at this summary and find one new piece of information about each building.

The Hoover Building was a factory and offices: some people (1)..... in the factory. They produced electrical equipment. Other people worked in the offices.

Doctors and nurses lived and worked in the San Carlos Hospital. They (2) .....after sick people. The museum now has Picasso's *Guernica*.

Young women studied in the school. It (3).....into Lenin's main offices when he (4) .....to come here in 1917, and he planned the Revolution here.

The Musee d'Orsay was a train station. It (5) ..... in 1900 but it (6)..... in 1937. The museum opened in 1986. and France's Impressionist collection(7) ..... there.

**Grammar Past Simple of regular verbs (positive)**

**Exercise 6a.** Find the Past Simple of these verbs in the summary in Ex. 5b.

live\_                      work\_                      study\_                      plan\_                      open\_

**Exercise 6b.** Match the verbs in Ex. 6a with these Past Simple endings. Then check in the Reference on page 63.

1 + *-ed*                      2 *-y+ -ied*                      3 + *n + -ed*                      4 + *-d*

**Exercise 6c.** Complete gaps 1-7 in Ex. 5b with suitable verbs. Listen again to check.

**Exercise 7.** Make sentences in the Past Simple from the prompts.

Doctors/work/in the San Carlos hospital  
*Doctors worked in the San Carlos hospital.*

- 1 The Hoover Factory/produce/vacuum cleaners
- 2 Alicia/study/at the Sorbonne
- 3 My brother/start/a new job yesterday
- 4 My mother/marry/my father in 1977
- 5 That church/change/to apartments in 2002

**Pronunciation**

**Exercise 8 a. Recording 6.4.** Listen to the Past Simple endings of these verbs. Are they all the same?



/t/  
worked

/d/  
opened

/id/  
decided

**Exercise 8b. Recording 6.5.** Listen and write the verbs in the correct column. Then repeat them.

visited finished lived changed started looked produced planned studied

/t/	/d/	/id/
worked	opened	decided

**Exercise 8c.** Read a sentence from Ex. 7. Your partner listens and checks your pronunciation.

### Speaking

**Exercise 9.** Use the verbs from this lesson to make notes about your past. Tell your partner about your past.

*When I was a child, we lived in Biarritz, but we moved in 1990 to Marseille.*

### **Lesson 2 Missing**

Phrases:
To call at the post-office
To go to the bar
To help smb
To collect smb
To disappear
To get lost
To get money
To have money

### Reading

**Exercise 1.** Read the text and answer the questions.

- 1 How many hours was Robin Andrews away from home?
- 2 What does *missing* mean?
- 3 Why is Robin confused?

#### **Man goes missing for 16 hours**

Robin Andrews, 24, of Loxton Close, Shelton, was missing for sixteen hours last Tuesday. Mr Andrews disappeared at 2.30 in the afternoon when he walked out of the house to get some things in the village. In the village centre, three kilometres from his home, Mr Andrews collected some money from the cash point and called at the post office, but he doesn't remember anything after that. Mr Andrews is very confused, 'I wanted to go to the bar but something strange happened: It seems that Mr Andrews arrived in Marbury, eight kilometres from Shelton, where ...

**Exercise 2 a. Recording 6.6.** Listen to an interview with Robin and answer the questions.

- 1 Where was Robin the next morning?
- 2 Who helped him?
- 3 Who collected him?

**Exercise 2b.** There are some mistakes in the interviewer's notes for her article. Listen and correct the underlined phrases.

- 1 Robin disappeared at 2.30.
- 2 He walked three kilo metres to the village.
- 3 He called at the post office.
- 4 He wanted to go to the bar.
- 5 A young man helped him.
- 6 His mother collected him.

**Vocabulary** prepositions of place

**Exercise 3a.** Listen to the dialogue again. Tick (✓) the phrases you hear.

- in the bank ....
- next to the supermarket ....
- at the phone shop ....
- to the Internet cafe ...
- in front of a library ...
- on the ground ...
- behind the police station ...
- at the bus station ...
- under the bridge ...
- between the trees ...

**Exercise 3b. Recording 6.7.** Listen to the phrases in Ex. 3a and repeat them.

Lifelong learning

Words and pictures

Pictures can sometimes help you to learn words, like the diagrams of prepositions below.

**Exercise 4.** Write the correct preposition under the diagrams.

### **Grammar Past simple: questions**

**Exercise 5.** Read the questions in the Active grammar box and complete the rule. Choose the correct words.

#### **Active grammar**

1 *Did you get lost?*

2 *Where did you go then?*

3 *Did you go to sleep?*

To make questions in the Past Simple, use *do/did* and the *past form/infinitive* of the verb.

**Exercise 6 a.** Complete the questions from the interview with *did* or a question word. Then match the question to the answers. Check your answers in the tapescript on page 154.

1 \_ you get the money?

2 \_ did you go then?

3 \_ you have any money with you?

4 So \_ did you do?

a No, I didn't, not then.

b Yes, I did.

c I wanted to go to the Internet cafe ...

d I asked the old man for directions to the police station.

**Exercise 6b.** Write questions for the sentences in Ex. 2b. Use these question words.  
What time? How many? Where? Who?

*What time did Robin disappear?*

**Exercise 7a.** What happened to Robin? Tell your partner your story and decide which ending you like best.

**Student A:** look at page 126.

**Student B:** look at page 129.

**Exercise 7b. Recording 6.8.** Listen. Which story is correct?

**Person to person**

**Exercise 8.** Ask and answer. Find out what your partner did ...

yesterday	last night	last weekend	on their last holiday
-----------	------------	--------------	-----------------------

You can ask only ten *yes/no* questions.

**A:** *Did you watch TV last night?*

**B:** *No, I didn't.*

**Listening**

**Exercise 9a. Recording 6.9.** Listen. Follow the directions on the map. Write the letters of these places.

post office \_ bookshop \_ police station \_

**Exercise 9b.** Listen again and complete the expressions in the How to box. (You can check in the tapescript on page 155.)

**How to ask for and give directions**

Ask for directions	<i>Can you tell me the way to the bank?</i> <i>: (Excuse me,) do you know the way to _?</i>
Give directions	<i>Turn left at the _.</i> <i>Turn _ Beech Road.</i> <i>Turn _ Beech Road.</i> <i>Go straight on for about _.</i> <i>Go along _ . It's on the left/right.</i> <i>It's at the end of _.</i>

**Exercise 10.** Work in pairs. Use the map. Ask for and give directions.

<b>from</b>	<b>to</b>
the bank	the bridge
the police station	the bus station
the library	the cinema
the hospital	the art gallery

**Exercise 11.** Write two or three sentences to answer your friend's question.

Can you email me directions from the station or bus stop to your house? Thanks, and see you on Saturday.

**Lesson 3 Getting around**

<b>Words and their meanings:</b>	People always need to answer the question "Where am I?" when they travel. Ancient
<b>Travel-go from one place to another</b>	

<b>Navigate</b> -find your position or direction when you travel	people used the stars to navigate. But, of course this system of navigation didn't work during the day. In the 12 <sup>th</sup> century sailors invented the compass- this shows north, south, east and west, and it works at day or night. In the 18 <sup>th</sup> and 19 <sup>th</sup> centuries there were many new inventions, including the sextant. This measured the position of the stars and sun and showed your approximate location, but it didn't show your exact location. Everything changed in 1973 when the US launched the 24 satellites of the Global Positioning System(GPS). These go around the Earth at a height of 17,440 km. Computers combine the signals from the GPS satellites with maps to show exactly where you are and how to get to another place.
<b>Sailors</b> -people who work on a ship	
<b>Approximate</b> - not exact	
<b>Location</b> -the place or position of smth	
<b>Signal</b> -electronic communication between machines	

6.3. Getting around.

**Exercise 1.** discuss.

6. What do maps show?
7. Are you good at using them?
8. When was the last time you used a map?

**Exercise 2a.** Read the text quickly.

- a. What is GPS?
- b. How ancient people travelled
- c. Navigation past and present

People always need to answer the questions 'Where am I?' when they travel. Ancient people used the stars to navigate . But of course this system of navigation didn't work during the day . In the 12<sup>th</sup> century sailors invented the compass- this shows north , south, east and west, and it works at day or night .In the 18<sup>th</sup> and 19<sup>th</sup> centuries there were many new inventions, including the

Sextant . This measured the position of the stars and sun and showed your approximate location, but it didn't show your exact location. Everything changed in 1973 when the US launched the 24 satellites of the Global Positioning System . These go around the Earth at a hight of 17,440 kilometers . Computers combine the signals from the GPS satellites with maps to show exactly where you are and how to get to another place.

**Exercise 2b.** read the text again, use the words in italics to label the pictures below.

**Exercise 3a.** find the words i-6 in the text and try to guess what these words mean before matching them to the six meanings given.

Travel

1. Navigate
2. Sailors
3. Approximate
4. Location
5. Signal

- a people who work on a ship
- b not exact
- c the place or position of something
- d find your position or direction when you travel
- e electronic communication between machines
- f go from one place to another

**Exercise 3b.** complete the sentences with verbs from the text.

Ancient people *used* the stars to navigate.

1. The system of navigating by the stars .....during the day.
2. There .....many new inventions in the eighteenth century.
3. The sextant .....an exact location.
4. In 1973 everything..... .

### **Grammar Past Simple: negative**

**Exercise 4.** choose the correct word to complete the rule

#### **Active grammar**

This system of navigation didn't work during the day.

To make negatives in the Past Simple we use don't/didn't and the past form/infinitive of the verb.

#### **Negative:**

Did+not+infinitive

Ancient people did not use compasses

In informal English , we use the contracted form didn't

People didn't know their exact location

#### **Wh-questions:**

Wh-questions +did+subject pronoun+infinitive

When did you finish work yesterday?

#### **Yes\ no questions**

Did+subject pronoun+infinitive

#### **Short answers**

Yes I\HE\she\it\we\they\you did

No, I\HE\she\it\we\they\you did not

**Exercise 5.** correct the false statements following the example given.

- 1 The sextant showed the exact location.
- 2 People used cars in the sixteenth century.
- 3 Leonardo da Vinci invented the compass.
- 4 Ancient people played computer games.
- 5 Beethoven painted the Mona Lisa.
- 6 Marco Polo owned a mobile phone.

### **Vocabulary**

**Exercise 6a.** Ss look at the photo and discuss the answers to the 2 questions.

1. How did people travel around Bangkok 100 years ago?
2. How do they get around today, do you think?

**Exercise 6b.** Ss match the forms of transport to the places.

#### **Transport**

1. Red buses   2. Yellow taxis   3 water buses   4 high speed trains  
5. Electric trams   6. Bicycles

**Places**

- a. Japan   b. London   c. San Francisco   d. Amsterdam  
e. Venice   f. New York.

**Exercise 7.** discuss.

- 1 How do you get around your town/city? (by car/bus, on foot, etc.)  
2 Which form of transport do you like?

**Pronunciation**

**Exercise 8a.** Play recording 6.10. listen and underline the stressed word

A: Do you like buses?

B: No, I like trains.

1. Did you visit Venice? B: No, we visited Rome.  
2. A: Was it nice? B: No, it was horrible.

**Exercise 8b.** Make dialogues using the table.

Like	Visit	Was it
Coffee (x tea)	The cinema?(xthe theatre)	Small? (x big)
Rice? (x pasta)	Russia? (x Poland)	New? (x old)
Bikes? (x cars)	Your uncle? (x my brother)	Good? (x bad)

**A:** Do you like coffee?   **B:** No, I like tea.

**Writing**

**Exercise 9a.** Read the paragraph to see if they were right. Underline all the verbs in the Past Simple in the paragraph.

I visited Bangkok last year with my friend, Amanda. We liked the food but we didn't like the weather – it was very hot! We stayed in a hotel near the river. There were lots of tourists there and we talked to some girls from Australia. The city is enormous so we didn't walk very much. We travelled on the new overhead railway. It was very fast and comfortable. We looked at lots of temples and we watched the boats on the river. We wanted some presents so we visited the fantastic street markets...

**Exercise 9b.** Write a paragraph about your own last holiday.

**Лексический минимум Unit 6:**

<b>Places in a town:</b>
Art gallery, department store, pharmacy
Bank, factory, phone shop, bar, police station
Bookshop, hospital, post office, bridge
Internet café, restaurant, bus station, library
School, café, museum, square, cashpoint
Newsagent's, supermarket, church, office
Train station, tram, cinema, park

<b>Forms of transport:</b>
Bicycle, boat, bus, car, motorbike, ship, taxi, train, tram, water bus

- Excuse me, can you help me?
- Yes, please.
- Can you tell me the way to the bank?
- Oh, it's near here. Turn left at the school it's on the right.
- Thank you very much.
- Not at all.

- Do you know the way to art gallery?
- Go straight on Mill Street, turn right it's on the left near the supermarket.
- Thank you.
- You are welcome!

**Past form of to be**

Глагол *to be* в прошедшем времени имеет отдельные формы как для ед.ч так и для мн.ч.

**I was    You were    He, she, it was    We were    You were    They were**

В вопрос-ых предл-ях глагол *to be* выходит на первое место перед подлежащим или местоимением.

Was she at home?    Were they at school?

В отрицательных предложениях после глагола *to be* стоит отрицательная частица *not*.

We were not workers we were students.

**Past Simple of regular verbs.**

**Past Simple** служит для выражения действия, совершившегося в прошлом. Это время употребляется в повествовании, т.е. при изложении событий, имевших место в прошлом, а также в разговоре о прошедших событиях.

**Regular verbs:**

<b>Affirmative form</b>	<b>Negative form</b>	<b>Interrogative Form</b>	<b>Positive answer</b>	<b>Negative answer</b>
I worked	I did not work	Did I work?	Yes, I did	No, I didn't
He worked	He did not work	Did he work?	Yes, he did	No, he didn't
She worked	She did not work	Did she work?	Yes, she did	No, she didn't
It worked	It did not work	Did it work?	Yes, it did	No, it didn't
We worked	We did not work	Did we work?	Yes, we did	No, we didn't
You worked	You did not work	Did you work?	Yes, you did	No, you didn't
They worked	They did not work	Did they work?	Yes, they did	No, they didn't

**Word order in special questions:**

1. Special word 2. Auxiliary verb (did) 3. Subject 4. Verb in present form 5. Other members of the sentence.

**Example:**                      **What did he play yesterday?**

**Обстоятельства времени**, употребляемые при этом времени: last - (week, month, year, morning), the other day, yesterday.; (week, month, years) ago.

### Контрольные вопросы

1. Past of to be. About your missing.
2. Past simple правильных глаголов

### Раздел 7 People

#### Lesson 1 The girl from...

Body	skin	face	hair	height	age	personality
Slim/fat	Pale/tanned	Ugly/beautiful	Fair/dark	Tall/short	Old/young	Horrible/good

7 People 7.1 The girl from...

**Exercise 1a.** match the people in the photos to the descriptions 1-10.

- C has got a pretty eyes.
1. .... has got blue eyes.
  2. .... has got fair hair.
  3. .... has got dark skin.
  4. .... has got grey hair.
  5. .... has got a beard.
  6. .... is slim.
  7. .... is young.
  8. .... is bald.
  9. .... wears glasses.

**Teacher: Exercise 1b. Play recording 7.1.** Ss listen to check their answers.

**Teacher: Exercise 2.** Work in pairs.

**Student A:** describe a person from the photos.

*This person's got fair hair and wears glasses.*

**Student B:** point at the person.

**Teacher: Exercise 3a.** look at the four items and the list of who they belong to. match the items to the people and place.

- |                                  |                             |
|----------------------------------|-----------------------------|
| Buckingham Palace.               | <b>a</b> Rupert Murdoch     |
| 1. The Mona Lisa.                | <b>b</b> Bill Gates         |
| 2. 20 <sup>th</sup> Century Fox. | <b>c</b> Queen Elizabeth II |
| 3. Microsoft                     | <b>d</b> The Louvre         |

**Exercise 3b.** Check your answers in pairs.

**A:** Who does Buckingham Palace belong to?

**B:** It belongs to Queen Elizabeth II.

### Reading and vocabulary



**Exercise 1.** Marianne is twenty-two. She comes from New Zealand, but is at university in Brazil. Discuss.

1. Where is the beach in the photo?
2. What is the connection between Marianne and the beach, do you think?

**Dear Carol**

**A** Thank for your letter about my old friends in New Zealand!

**B** Everything is fine here. I arrived in Rio de Janeiro a month ago to start my course and then I moved in with my host family. They live in a big apartment near the beach in Ipanema.

**C** The family is very nice. Mr and Mrs Silva are middle-aged and very friendly. They've got three children. Tina is my age, she's got dark hair and she's pretty. She's tall, like me. Joao is the middle one; he's fifteen. He's quite short and he's very tanned from playing football! Carlos is the young one, he's a bit fat. He's lovely, he laughs all the time.

**D** Every morning I go to college. The classes are tiring, especially the literature ones. I usually go to the beach in the afternoon. The beach here is beautiful and the sea is warm. There is a really handsome man on the beach. He watches me every day. I think he's nice but I'm quite shy so I don't look at him!

**E** Write to me soon and tell me all your news.

Love

Marianne

**Exercise 2a.** read the letter and answer the questions.

1. What did Marianne do a month ago?
2. What does she live with now?
3. What does she do in the afternoon?

**Exercise 2b.** read the letter again and match the people to the adjectives.

- |                         |                  |
|-------------------------|------------------|
| Mr and Mrs Silva        | a tanned, short  |
| 1. Tina                 | b handsome, nice |
| 2. Joao                 | c friendly       |
| 3. Carlos               | d dark, pretty   |
| 4. The man on the beach | e tall, shy      |
| 5. Marianne             | f young, fat     |

**Lifelong learning**

**Lifelong learning**

**Opposite adjectives**

A good way to remember adjectives is in pairs with opposite meanings.

*Old-young*

**Exercise 3a** ▶ Ss look at the adjectives in Ex 2b again and match them to their opposites.

Pale *tanned*

1. Fair .....

2. Slim .....
3. Horrible .....
4. Ugly ...../.....
5. Old .....
6. Tall.....

**Exercise 3b.** In pairs, put the adjectives into the different columns.

body	face	skin	hair	height	age	personality
		tanned				

**Exercise 4.** Think of someone in your class, or a famous person. Describe him/her to your partner but don't say his/her name! Can your partner guess the person?

*She's quite short. She's got dark hair...*

**Grammar pronoun one/ones**

**Exercise 5a.** Read the sentences in the Active Grammar box and choose the correct meaning for the underlined words.

**Active grammar**

1. They've got three children. Joao is the middle one.
2. The classes are tiring, especially the literature ones.

**Meanings**

A) Classes b) class c) student d) child

**Exercise 5b.** read the paragraph and find four words which could be replaced by *one* or *ones*.

*one*

When I was a child I lived in three different houses. The first ~~house~~ was lovely.

The second house was quite small, but it was in a nice location. The third house wasn't very nice but there were six bedrooms. I used the bedroom on the second floor. The other bedrooms were on the first floor.

**Listening**

**Exercise 6a.** Play recording 7.2. listen to the song and answer the questions.

1. Is the singer happy or sad?
2. Who is "The girl from Ipanema", do you think?

**Exercise 6b.** Listen again and complete the sentences.

Tall and (1) .....and (2) .....and lovely  
 The girl from Ipanema (3) .....walking  
 And when she passes, each (4) .....she passes goes – ah  
 When she (5) ....., she's like a samba  
 That swings so cool (6) .....sways so gentle  
 That when she passes, each (7) .....she passes goes-oooh  
 (Ooh) But I (8) .....her so sadly  
 How can I tell (9) .....I love her  
 Yes, I would (10) .....my heart gladly  
 But each day, when she walks to the (11) .....

She looks straight ahead, (12) .....at me  
 Tall and (13) .....and (14).....and lovely  
 The girl from (15).....goes walking  
 And when she pauses, I smile –but she doesn't see (doesn't see)  
 She (16) .....see, she never sees me...

**Writing**

**Exercise 7a.** look at the format and structure of Marianne's letter from Ex. 2a. read the letter again and match the statements to the paragraphs.

- Marianne describes her first family. C
- She asks Carol to do something .....
- She thanks Carol .....
- What she does. ....
- Where she lives. ....

**Exercise 7b.** focus on the beginning and end of the letter and complete the How to box.

<b>How to start and finish informal letters</b>	
<b>Start</b>	(all letters) .....+first name
<b>Finish</b>	(close friends/family) .....+your name (friends) Best wishes + your name

**Exercise 8** Your family is a “host family” for foreign students. Sue, an English friend, wants to stay with you. Write a letter to Sue and tell her about where you live and your family.

Dear \_\_\_\_\_

*Paragraph 1 - where you live Paragraph 2 - describe your family Best wishes*

**Lesson 2**

**Birthday puzzle**

<b>Presents:</b>	<b>Phrases:</b>
Clock	To wear glasses
Diary	To have got brown hair
Electric drill	To be quite tall
Wrapping paper	To have got a grey beard
Trainers	To be bald
Handbag	
umbrella	

7.2 Birthday puzzle

Possessive pronouns

Say who objects belong to

Listening

1a. Jane Birch has a lot of friends. Match their names to the photos.

Mrs Clark wears glasses. ....

Davy has got brown hair. ....

Tara is quite tall . ....

Mr Clark's got a grey beard. ....

Gordon is bald. ....

1b. Add information to the descriptions in ex. 1a. Then make guesses about each person's job.

Mrs Clark's got grey hair. I think she's retired.

2a. Jane has got some presents for her friends. Match the words to the things in the picture.

Clock ..... electric drill ..... wrapping paper ..... Diary .....  
trainers A handbag .....

Umbrella.....

2b. Who are the presents for? Discuss. Give reasons for your answers.

I think the handbag is for Tara because .....

2c. Play recording 7.3. Jane went to work this morning. Her husband, Mike, phoned and asked her about the presents. Listen and check your answers to Ex. 2b.

Grammar possessive pronouns

3a. look at these examples. Choose the correct meaning (a-d) for the underlined words.

a. Our umbrella

b. Belong to Davy.

c. Davy's trainers

d. Belongs to us

1. A: The trainers. Are they Davy's?

B: Yes, the trainers are his.

2. A: There's an umbrella on the table.

B: It's ours!

3b. Read the tapescript on page 155 and complete the Active grammar box.

Active grammar	
Possessive adjectives	Possessive pronouns
My	
His	
Her	
Its	its
Our	
Your	
Their	

4 Rewrite the sentences. Use a possessive pronoun (and a verb if necessary) to replace the phrases in italics.

These aren't my CDs, they belong to Jane.

These aren't my CDs, they're hers.

1. Excuse me. Is this your bag?

2. Use the blue pen; the red one belongs to me.

3. Is this Maria's watch?

4. The house next to the church belonged to them.

5. Are these sandwiches for us?

6. That wasn't her phone number, it was Jone's.

7. They weren't our dogs, they were Bob and Jo's.

8. Does this belong to your brother?

Pronunciation

5a. Play recording 7.4. Listen to the th sound / h / in the word birthday. Is it the same as the sound in brother or bathroom?

5b. Play recording 7.5. Listen and circle the words you hear.

1. A) sick            b) thick

2. A) sink            b) think

3. A) free            b) three

4. A) first            b) thirst

5. A) tree            b) three

5c. Play recording 7.6. Listen. Do you hear the sound / h /? Tick (✓) for yes, cross (X) for no.  
Listen and repeat.

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....  
..... 8 .....

Vocabulary ordinal numbers/months

6a. When are Jane's friends' birthdays? Look at the tapescript on page 155.

Gordon the third of next month

Davy .....

Tara.....

6b. Write the numbers from ex.6a on the red lines then complete the table.

1	6	11	20
2 second	7	12	22 twenty-second
3	8 eighth	13	30
4 fourth	9	14 fourteenth	31
5	10	15	

6c. Play recording 7.7. Listen and check your answers. Then repeat.

7 Choose the correct words.

1. My birthday is on the first/one of May.
2. Our new house has got three/third bedrooms.
3. America's Independence Day is on the four/fourth of July.
4. This is my three/third holiday this year!
5. It's Lucy's nine/ninth birthday on Saturday.

8a. Find the names of two months in Ex.7.

8b. Number the months 1-12 in the correct order.

1 January

June

September

July

April

October

December

August

May

February

November

March

8c. In pairs, answer the questions.

When is your birthday?

What dates are holidays in your country?

9a. Talk to your classmates. Find a student/students with:

1. A birthday in the same month as yours.
2. The first and last birthdays of the year.
3. A birthday this month.
4. A birthday next month.
5. A birthday last month.

9b. Write the names of all the students in your class, in order of their birthdays.

### Lesson 3 Finders keepers

To hand the banknotes
To return banknotes

To notice the bag in a bin
To be on the way to school
Paper money
Small parts of smth
Jigsaw puzzle

7.3 Finders keepers!

**Exercise 1.** Look at the headline. Discuss.

1. What is a jigsaw puzzle?
2. What games and puzzles do you like?

**Exercise 2.** Read the text. What was the jigsaw puzzle?

**Girls solve jigsaw puzzle and become rich!**

One morning in December last year, schoolgirls Rachel Aumann and Maisie Balley were on their way to school when they saw lots of pieces of paper on the ground. They picked up some pieces and looked at them: they were tiny pieces of banknotes, but where did they come from? Rachel and Maisie noticed a bag in a rubbish bin – it had thousands of pieces of banknotes in it. The two 12-year-olds went to school and told their teachers, then, after school, they took the bag to the police station and handed in the money.

The police kept the money for six months. During that time no owner asked for it, so the police gave back the money to the girls. For the next few months the girls, with Rachel's stepfather Peter, spent time every evening matching the numbers on the pieces, and they put together a lot of the banknotes. They now have £1,200 in £ 10 notes, but they think there's another £ 800 in the pieces of £5 and £20 notes. Whose money was it? The girls have no idea, but they're happy that it belongs to them now! Rachel wants to keep her money for when she goes to university, but Maisie wants to go shopping right now!

**Exercise 3.** Find words in the text with these meanings.

1. Small parts of something (line 5)
2. Paper money (line 8)
3. Saw (line 10)
4. Mother's husband (line 22)

**Exercise 4.** Read the text again. Put the events in the correct order.

- A** The police returned the banknotes to the girls. ....
- B** They handed the banknotes in to the police. ....
- C** They noticed a bag in a bin, with thousands of banknotes in it. ....
- D** The girls now have £1, 200. ....
- E** Rachel and Maisie were on their way to school. 1
- F** The girls matched the pieces of £10 notes. ....

**Exercise 5.** Answer the questions with a few words only.

What did Rachel and Maisie see on the way to school?

**Pieces of banknotes**

1. What was in the rubbish bin?
2. Who did the girls tell about the money?
3. Where did they take the banknotes?
4. How long did the police keep the money?
5. Why did the police give it back to the girls?
6. How did the girls put together the notes?

7. Whose money was it?

**Exercise 6.** Look at Exs. 3-5 and put the strategies in the How to box in the correct order.

<b>How to understand a narrative</b>	
Identify the main events	.....
Work out new words	.....
Understand details	.....

**Grammar: Past Simple: irregular verbs**

**Exercise 7.** Look at the Active grammar box. Match the verbs to their past simple forms. Check your answers with the text.

<b>Active grammar</b>		
1. Go	a	took
2. Give	b	put
3. Have	c	spent
4. Keep	d	went
5. Put	e	saw
6. See	f	told
7. Spend	g	gave
8. Take	h	kept
9. Tell	i	had

**Past Simple: irregular verbs**

Many common verbs in English have an irregular past form, i.e. they do not end in *-ed* in the past.

Have → had    do → did    go → went    make → made

I **gave** my mother some flowers last week.

There are no general rules for the formation of the Past Simple of irregular verbs.

These verbs are irregular only in the affirmative.

They form the negative and questions with *did* and the infinitive, like regular verbs.

He **went** to Australia on holiday last year.

He **didn't go** to Australia on holiday last year.

**Did** he **go** to Australia on holiday last year?

**Exercise 8.** Make Past Simple sentences about the text.

Girls/see

*The girls saw pieces of paper.*

1. Bag/have
2. Girls/tell
3. Girls/take
4. Police/keep
5. Girls/put together

**Person to person**

**Exercise 9.** Write five sentences about you. Then ask and answer.

*I saw an interesting film at the cinema yesterday.*

<del>Yesterday</del> last weekend    last month    six month ago    last year
---

**A:** What did you do yesterday?

**B:** I saw an interesting film at the cinema.

**Vocabulary: Phrasal verbs**

**Phrasal verbs**

Some verbs in English have two or three parts, usually a verb and a preposition. These verbs are very common. The phrasal verbs in Unit 7 are: *look at, give back, hand in, put together and pick up.*

**Exercise 10a.** Some English verbs have two parts. Complete these verbs from the text.

*Pick up* 1. Look ..... 2. Hand..... 3. Give..... 4. Put .....

**Exercise 10b.** Write the verbs from Ex.10a under the correct picture.

**Exercise 10c.** Complete these sentences about the pictures.

1. ....that burger. It's huge!
2. Can I .....this wallet?
3. I always .....a lot of rubbish from the ground.
4. Jonathan! .....that toy to Harriet now!
5. Here's some glue. We can .....the pieces and glue them.

**Pronunciation**

**Exercise 11. Play recording 7.8.** The first consonant in wh- question words can be /w/ (was) or /h/ (his). Listen to the questions from Ex.5 and write the question words in the correct column.

/w/	/h/
what	

**Speaking**

**Exercise 12a.** Find the Past Simple forms of these verbs on page 149. Make five wh- questions.

Meet go shopping have drive leave spend speak take buy  
give feel make write go to bed understand come

*What did you buy last week?*  
*Who did you go shopping with?*

**Exercise 12 b.** In pairs, ask and answer the questions.

**Лексический минимум Unit 7:**

<b>Describing words:</b>	<b>Height</b> -tall, short
<b>Adjectives: Body</b> -slim, fat	<b>Age</b> -middle-aged, young, old
<b>Face</b> -pretty, handsome, ugly	<b>Personality</b> -nice, horrible, friendly, shy
<b>Skin</b> -dark, fair, tanned	<b>Nouns:</b>
<b>Hair</b> -dark fair, bald, short	glasses
	beard

**Informal letter describing family members.**

Dear Carol

Thanks for your letter about my old friends in New Zealand!



Everything is fine here. I arrived in Rio a month ago to start my course. Then I moved in with my host family. The family is very nice. Mr and Mrs Silva are middle-aged and very friendly. They've got three children. Tina is my age, she's got dark hair and she's pretty. She's tall like me. Joao is the middle one; he's fifteen. He is quite short and he is very tanned. Carlos is the young one, he is a bit fat. He is lovely, he laughs all the time.

Every morning I go to college. The classes are tiring. I usually go to the beach in the evening. The beach here is beautiful and water is warm. There is a really handsome man on the beach. He watches me every day. I think he's nice but I'm quite shy so I don't look at him!

Write to me soon and tell me all your news.

Love, Marriane.

### Местоимения one/ones

-используются для того, чтобы избежать повторения существительных в одном предложении.

One – ед.ч. Do you want the black **pen** or the blue **one**?

Ones – мн.ч. Did you buy the brown **shoes** or the black **ones**?

**Past Simple** неправильных глаголов образуется различными способами: *speak-spoke, be-was/were, come-came, go-went*

### Irregular verbs:

Affirmative form	Negative form	Interrogative Form	Positive answer	Negative answer
I did	I did not do	Did I do?	Yes, I did	No, I didn't
He did	He did not do	Did he do?	Yes, he did	No, he didn't
She did	She did not do	Did she do?	Yes, she did	No, she didn't
It did	It did not do	Did it do?	Yes, it did	No, it didn't
We did	We did not do	Did we do?	Yes, we did	No, we didn't
You worked	You did not do	Did you do?	Yes, you did	No, you didn't
They did	They did not do	Did they do?	Yes, they did	No, they didn't

### Word order in special questions:

28. Special word 2. Auxiliary verb (did)3.Subject 4. Verb in present form 5. Other members of the sentence.

**Example:**                      **What did he play yesterday?**

Вопросительная форма как правильных так и неправильных глаголов образуется при помощи вспомогательного глагола **Did** и инфинитива глагола без **to**.

*Did you come? Did he go?*

Отрицательная при помощи **did+not (didn't) I didn't speak loudly.**

### Ordinal numerals (порядковые числительные)

#### ПОРЯДКОВЫЕ ЧИСЛИТЕЛЬНЫЕ (ORDINAL NUMERALS)

1. Порядковые числительные образуются путем прибавления суффикса -th к соответствующим количественным числительным:

four -(the) fourth четвертый  
 seven -(the) seventh седьмой  
 eighteen -(the) eighteenth восемнадцатый

Исключение составляют числительные one, two, three:

one -(the) first [fe:st] первый  
 two -(the) second ['sekond] второй  
 three -(the) third третий

При образовании порядковых числительных от числительных five, eight, nine, twelve перед суффиксом -th изменяется написание основы:

five -(the) fifth пятый  
 eight -(the) eighth восьмой  
 nine -(the) ninth девятый  
 twelve -(the) twelfth двенадцатый

При образовании порядковых числительных от количественных числительных, оканчивающихся на -ty, конечное -y меняется на -ie:

twenty -(the) twentieth двадцатый  
 forty -(the) fortieth сороковой

При образовании составных порядковых числительных только последний разряд приобретает форму порядкового числительного:

(the) forty-eighth (the) fifty-third  
 сорок восьмой пятьдесят третий

2. Существительные, определяемые порядковыми числительными, употребляются с определенным артиклем:

The first mention of Moscow was in 1147.

Первое упоминание о Москве относится к 1147 году.

При обозначении номеров комнат, домов, трамваев, автобусов, троллейбусов, глав, параграфов, размеров одежды и обуви вместо порядковых числительных могут употребляться количественные числительные, при этом артикль the опускается, а числительное ставится после существительного, к которому оно относится:

The sixth room—room six шестая комната - комната шесть  
 the eighteenth page—page eighteen восемнадцатая страница - страница восемнадцать

### Контрольные вопросы

1. Местоимение one/ones. Притяжательные местоимения.
2. Past simple of irregular verbs. Describing family members.

### Раздел 8 Day to day

#### Lesson 1 Clothes for all seasons

cotton	<b>What to wear?</b> Can you give me some advice? We usually go to the Caribbean with our three young children in December. It's always really cold when we leave home, it's cool on the plane, but hot and sunny when we arrive-it's really difficult for children! So, what clothes can we all wear? Mr and Mrs Jackson
wool	
layers	
fabric	
To change back into your suit	
To wear a suit and tie	
Casual clothes	
To wear trainers	
To suggest	
Hardly ever	

### 8 Day to day. 8.1 Clothes for all seasons

**Exercise 1.** Look at photos A and B. Answer the questions about photos A and B.

1. Where are the people?

2. What are the seasons? (Spring, summer, autumn, winter)

**Exercise 2a.** Check the words in the dictionary. Then find them in the photos. Which photo are they in? Write A-E.

Coat **B** hat ..... jacket..... jeans ..... Pullover..... scarf  
..... shorts.....  
Skirt..... suit ..... T-shirt..... trainers.....

**Exercise 2b.** Can you name any other clothes in the photos?

**Exercise 3a.** Match the clothes adjectives (1-6) with their meanings (a-f).

- |           |   |
|-----------|---|
| 1. Formal | <b>a</b> comfortable                        |
| 2. Casual | <b>b</b> not thick or heavy                 |
| 3. Tight  | <b>c</b> tidy, in good condition            |
| 4. Light  | <b>d</b> for important events, for business |
| 5. Loose  | <b>e</b> comfortable and informal           |
| 6. Smart  | <b>f</b> feel small, fit closely            |

**Exercise 3b. Play recording 8.1.** Describe the clothes in photos C-E. Then listen and check.  
C – a smart suit

**Exercise 3c.** Do you agree with these statements? Why/Why not?

1. I think jeans are comfortable.
2. It's OK to wear shorts to formal business meetings.
3. Winter coats are usually light.
4. Tight shirts and pullovers look good.

### **Reading**

**Exercise 1.** Discuss.

1. What type of clothes do you like?
2. Do you wear different clothes at different times/places?
3. Do you ever have problems with clothes?

**Exercise 2a.** Read the text quickly and match the letters (1-3) to the answers (A-C).

### **What to wear?**

Alison Bering answers all your clothes questions.

#### **1. Dear Alison**

Can you give us some advice? We usually go to the Caribbean with our three young children in December. It's always really cold when we leave home, it's cool on the plane, but hot and sunny when we arrive – it's really difficult with children! So, what clothes can we all wear?

**Mr and Mrs Jackson**

#### **2. Dear Alison**

I work for an international bank and I wear a suit and tie all the time for work. I often travel for business and I am never comfortable on the plane in my formal clothes. Can you suggest anything?

**Geoffrey W.**

#### **3. Dear Alison**

I'm 22. I love casual clothes and I usually wear trainers, a T-shirt and jeans. I hardly ever wear skirts or shoes. And I hate dresses! We sometimes go to formal dinner parties and my boyfriend says I don't look smart. But I don't want to look middle-aged! So how can I wear casual clothes and be smart?

**Sindy L.**

**A.** Buy a “suit carrier” – that’s a special bag for suits. You can take it on the plane. Put some comfortable loose clothes in the bag (for example, cotton trousers and a light wool pullover). At the airport, go to the toilet, take off your suit and change into the loose clothing. When you arrive you can change back into your suit.

**B.** Casual clothes can be smart! Try black or white jeans, a nice white top and a smart jacket, but not trainers! Buy some smart shoes and a matching belt.

**C.** My answer is simple – layers! You and your children can put on extra clothes when you are cold, and take them off when you are hot! For example, you can wear a T-shirt, a cotton shirt or top, a light pullover and a coat. Put sunglasses, scarves and gloves in your bags.

**Exercise 2b.** Read the letters again and find the names of the writers.

Has a boyfriend Sindy

1. Travels in the winter .....
2. Sometimes goes to dinner parties .....
3. Works for a bank .....
4. Loves casual clothes .....
5. Doesn’t feel comfortable on a plane .....

**Vocabulary clothes**

**Exercise 3a.** Find words in the text with opposite meanings.

Hot cold

1. Uncomfortable .....
2. Informal .....
3. Put on .....
4. Tight .....

**Exercise 3b.** Find these words in the text and match them to the meanings.

- |             |  |
|-------------|--|
| 1. Cotton   | <b>a</b> when things go together           |
| 2. Wool     | <b>b</b> one thing on top of another thing |
| 3. Matching | <b>c</b> fabric made from a plant          |
| 4. Layers   | <b>d</b> fabric made from animal hair      |

**Exercise 4.** Look at the picture on page 77 and write all the clothes words A-P.

**A=shirt**

**Grammar Present Simple; adverbs of frequency**

**5 Find the adverbs of frequency below in the letters. Write them in the correct place in the Active grammar box. Then choose the correct words to complete the rules.**

Active grammar

Frequen	Adverbs	Letter I	Letter	Letter
100%	<i>always</i>	<i>is</i>		
1 <sup>s</sup>	<i>usually</i>	<i>usuallv</i>		
*	<i>often</i>			
*	<i>sometime</i>			
*	<i>hardly</i>			
0%	<i>never</i>			

We put adverbs of frequency *before/after* the verb *to be*. We put adverbs of frequency *before/after* other verbs.

**6 Choose the correct adverb then rewrite the sentences.**

<p>We go to the cinema <u>twice a week</u>. <i>We often go to the cinema.</i></p> <p>1 We go to the cinema <u>once a month</u>.</p> <p>2 He <u>doesn't</u> drink coffee.</p> <p>3 He drinks coffee <u>with every meal</u>.</p> <p>4 I take the dog for a walk <u>six days a week</u>.</p> <p>5 I see my parents <u>once a year</u>.</p>	<p>a) often / b) sometimes</p> <p>a) sometimes b) always</p> <p>a) hardly ever b) never</p> <p>a) usually b) always</p> <p>a) always b) usually</p> <p>a) hardly ever b) sometimes</p>
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7 a Read the information about David and write one sentence with each adverb in the box. David always wears a watch.

- I wear a watch every year.
- I don't smoke.
- I eat pasta once or twice a month.
- I see my brother twice a year.
- I wear a suit from Monday to Friday.
- I go to the gym three times a week.

usually often sometimes hardly ever never always

b Write true sentences about your life with suitable adverbs.

I always have a sandwich for lunch.

Person to person

- 8 Ask and answer.
- 1 What do you usually wear...
- to work? • at home?
  - at the weekend?
  - on holiday?
- 2 Where do you buy clothes? How often?
- 3 What's your favourite...
- clothes shop?
  - type of clothes?

Writing

9 a Look at letter 1 on page 76. Underline the phrases Mr and Mrs Jackson use to request advice from Alison.

b You and your partner work for the same company. Write a request to your partner. Then write an answer to his/her request.

Student A: look at page 127. Student B: look at page 130.

**Lesson 2 We're watching you!**

To cycle in the gym	Adverbs:
To talk	Carefully
To dig in the garden	Happily
To prepare dinner	Healthily
To look for	Quietly

To cry	well
To shout	Loudly
To rest	fast
To dig up flowers	
To ride	

8.2 We're watching you!

**Listening**

**Exercise 1** Where are the people in the picture?

1. What are the people on the TV screens?
2. Do you like this type of programme?

**Exercise 2a** Play recording 8.2. listen and match the person to the screen.

Adam and Rosa ..... Gara ..... Erica ..... Gary .....  
 Greg..... Jason .....

**Exercise 2b** 2b. Write the correct names. Then listen again to check.

1. ....is cycling in the gym.
2. ....are talking.
3. ....is digging in the garden.
4. ....is preparing dinner.
5. ....is looking for something.
6. ....is crying.

**Grammar** Present Continuous.

**Exercise 3a** ► Ss look at the sentences in Ex. 2b and then complete the Active grammar box.

She isn't shouting.  
 Are they talking?  
 Is she resting?

<b>Active grammar</b>		
+	-	?
I'm cycling.	I'm not cycling.	<u>Am</u> I cycling?
He/She/It' .....digging.	He/She/It .....digging.	.....he/she/it
digging?		
You/We/They' .....shouting.	You/We/They <u>aren't</u> shouting.	.....you/we/they
shouting?		
I am	I'm not.	
Yes, He/she/it <u>is</u> .	No, he/she/it .....	
We/you/they .....	we/you/they <u>aren't</u> .	

**Exercise 3b** complete the rules.

1. We use the Present Continuous when we talk about activities that:
  - a) Happened yesterday/in the past
  - b) Are happening now.
  - c) Happen every day.

**Exercise 3C** Look at ex. 2b. Write the *-ing* form.

- Look-looking
1. Ride-riding
  2. Plan-planning

3. Talk –
4. Cycle-
5. Dig-
6. Cry-
7. Prepare-

**Exercise 4a** write sentences about the people in the house Greg/shout Greg is shouting.

1. Greg/not prepare breakfast Greg isn't ...
2. Cara/not sleep
3. Jason/dig up flowers
4. Erica/not jog
5. Erica/sing
6. Adam and Rosa/not write

**Exercise 4b** in pairs describe a screen, but don't name the person Your partner guesses the name.

**Exercise 5** Look at the underlined words in the sentences in the Active grammar box7 Complete the rule.

**Active grammar**

She's cycling fast. They're talking quietly. He's looking very carefully.

1. Adverbs of manner give information about the person doing *the activity/the activity*.
2. They go *before/after* the verb.

**Exercise 6** choose the correct explanation for each adverb. She's cycling fast.

- A) She's cycling at 25 kilometres per hour.
- B) She's cycling at 5 kilometres per hour.

1. They're talking quietly.

- A) We can hear them.
- B) We can't hear them.

2. He's looking very carefully.

- A) He's looking in every place.
- B) He isn't looking in many places.

**Exercise 7** complete the sentences with these adverbs.

Carefully happily healthily quietly well

1. You need to eat .....to keep fit.
2. I couldn't hear him because he spoke very .....
3. To get a job as a holiday rep. you need to speak English.....
4. Maria's singing ..... Is she having a good day?
5. Write your essays ..... - I don't want to see any mistakes.

**Pronunciation**

**Exercise 8a ► Play recording 8.3.** listen to the sentences. Underline the strong syllables.

Then listen again and repeat.

*She's cycling fast.*

1. They're talking quietly.
2. He's looking very carefully.
3. You're speaking loudly.
4. We're living healthily.

**Exercise Play a mime game. One student mimes an activity from the box at the bottom of the page. The other students guess the activity.**

**A:** Are you digging?  
**B:** Yes, I am.  
**A:** You're digging fast.  
**B:** That's right.

**Speaking:**

**Exercise 9** In pairs, write the missing names on the pictures.

Student A: look at the picture on page 127.

Student B: look at the picture on page 130.

**Lesson 3 Under the weather**

It's foggy	Tide-tiredness
IT's warm	Happy-happiness
It's sunny	Fit-fitness
It's windy	Sick-sickness
It's snowing	Bald-baldness
It's cold	Crazy-craziness
It's raining	
It's cloudy	
It's hot	

8.3 Under the weather

Grammar Present Simple and present Continuous

Can do take part in a factual conversation on a simple topic

Vocabulary/ the weather

1a match the symbols on the map to the weather descriptions.

1. It's foggy. ....B.....
2. It's warm. ....
3. It's sunny. ....
4. It's windy. ....
5. It's snowing. ....
6. It's cold. ....
7. It's raining. ....
8. It's cloudy. ....

1b 8.4 Listen and check your answers.

1c Listen again and complete.

It's snowing in Sweden. It's (1) .....in the east of the UK, and it's (2) .....heavily in the north of Germany. It's quite (3) .....today in Poland and it's very (4) .....in France. It's very (5) .....in the south of Spain and it's (6) .....in Greece. Finally, it's very (7) .....in northern Italy.

Pronunciation

2a 8.5 Listen to these words. Is the vowel sound the same in all four?

Cold    hot    foggy    snowing

2b 8.6 Listen and write the words in the correct column.

/ m / hot	/ əq / cold

2c 8.7 Listen and underline two / m / sounds and two / əq / sounds in each sentence. Then repeat the sentences.

1. It often snows a lot in Poland.
2. The doctor told me not to get cold.
3. She wears tops and coats in orange and gold.

Reading

3a Look at the website. Complete the title.



Your health and the .....

Last week we asked for examples of health problems in good or bad weather. We had hundreds of emails! Here are a few.

Your article was very interesting. I always get headaches when the weather changes from sunny weather to rain. My head isn't hurting now because it's summer and the sun is shining.

**Pablo, Argentina**

I live in Wales and it often rains here. My whole body aches sometimes when it rains – my legs, my arms. I'm aching badly at the moment because it's raining heavily today.

**Miriam, Wales**

The weather also affects our moods. In Norway a lot of people get depressed in the winter because it stays cold and dark all the time, especially in the north. We're all feeling depressed at the moment – it's November and there's another three months of darkness.

**Lars, Norway**

**3b** Read the text. Complete the table.

Person/Country	Type of weather	Health problem
	Change from sunny weather to rain	
Miriam/Wales		
		Feeling depressed

4 Match the words to their meanings.

- |              |                            |
|--------------|----------------------------|
| 1. Ache      | a change, make different   |
| 2. Heavily   | b sad and unhappy          |
| 3. Affect    | c a lot                    |
| 4. Mood      | d when there is no light   |
| 5. Depressed | e hurt/feel bad            |
| 6. Darkness  | f our feelings at one time |

Lifelong learning

Nouns and adjectives

You can often work out the meaning of a word from its parts, e.g. darkness is the noun from dark. A lot of nouns from adjectives end in -ness.

5 Which adjectives do these nouns come from?

- Tiredness .....
- Happiness .....
- Fitness .....
- Sickness .....
- Baldness .....
- Craziness .....

Speaking

6a 8.8 Listen to two people talking about the weather. Complete the expressions.

How to take part in a conversation. Giving your opinion Agreeing Disagreeing	I .....that it's the temperature. Yes, I ..... I'm not .....
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6b Look at the tapescript on page 156 and find more expressions for the How to box.

6c Work with a partner. Have a conversation about the weather.

How do you feel about the weather in your country? Does the weather affect your health?

Grammar / Present Simple / Continuous

7a Look at the text again. Underline the verbs in the Present Continuous and circle the verbs in the Present Simple.

7b Complete the rules in the Active grammar box.

Active grammar

1. Use this tense for actions happening now.
2. Use this tense for actions that happen often, every year, etc.

Present Simple and present Continuous

Use the Present Simple to talk about routines: what we do every day/ year, and to talk about facts.

8 Choose the correct form of the verbs.

1. At the moment I work / am working in Paris.
  2. We never take / are taking the bus to work.
  3. I always carry/ am carrying my umbrella in winter.
  4. Kevin doesn't wear / isn't wearing jeans today.
  5. We study / are studying a new tense in the English class.
  6. My parents don't drink / aren't drinking coffee after 6.00p.m.
- 9 a. Write what the people usually do and what they are doing today.

1. Peter – drive / sunbathe

Peter usually drives a bus. Today he is sunbathing.

2. Laura – walk to work / drive her new car
3. Sally – clean the house / play football
4. Anna – wear jeans / wear a dress

9b Check your answers in pairs. Ask questions about the activities.

A: Is Laura walking to work today?

B: No, she isn't. She's driving her new car.

### Лексический минимум Unit 8:

Clothes	Clothes adjectives
Belt, coat, dress, gloves, hat, jacket, jeans, pullover, scarf, shirt, shoes, shorts, skirt, suit, tie, top, trainers, trousers, T-shirt	Casual, comfortable, formal, heavy, informal, light, loose, smart, thick, tight, warm
The weather	
Good weather:	Bad weather:
It's sunny. It's hot. It's warm.	It's raining. It's snowing. It's cold. It's cloudy. It's windy. It's foggy.

### Present Simple: Наречия частоты

**Наречия частоты в английском языке** отвечают на вопрос "как часто". Примеры: often – часто, always – всегда, once – однажды, never – никогда, again – опять, seldom – редко, frequently – часто, и т.п.

Например:

I have seen him only **once**.

Я видел его лишь *однажды*.

He called **again** this morning.

Он *опять* звонил этим утром.

We must **always** help each other.

Мы *всегда* должны помогать друг другу.

Present Continuous настоящее длительное.

Present Continuous употребляется:

1. Для выражения длительного действия, совершающегося в момент речи. Наличие слов, обозначающих момент речи как now, at this moment не обязательно, поскольку сама форма времени выражает, что действие совершается в момент речи.

He is reading a book. She is typing a letter.

2. Для выражения длительного действия, совершающегося в настоящий период времени, хотя и не обязательно в момент речи. He is writing a new play.

3. Для обозначения будущего действия, когда выражается намерение совершить действие. They are going to the theatre tonight.

Present Continuous образуется при помощи вспомогательного глагола 'to be' и формы причастия настоящего времени.

**Запомните глаголы**, неупотребляющиеся во временах группы Continuous: to be, know, understand, think, recognize, want, like, see, hear, feel have. Они употребляются в Present Simple.

Affirmative form	Negative form	Interrogative form	Positive answer	Negative answer
I am working	I am not working	Am I working	Yes, I am	No, I am not
He is working	He is not working	Is he working	Yes, he is	No, he is not
She is working	She is not working	Is she working	She is	No, she is not
It is working	It is not working	Is it working	Yes, it is	No, it is not
We are working	We are not working	Are we working	Yes, we are	No, we are not
You are working	You are not working	Are you working	Yes, you are	No, you are not
They are working	They are not working	Are they working	Yes, they are	No, they are not

**Обстоятельства времени, используемые при этом времени: now, at this moment, at the given moment.**

## Раздел 9 Culture

### Lesson 1 Making news

What's in the news today?	<b>News media:</b>
How did you get the news stories?	Newspaper
How do you usually get the news?	The radio
<b>Adjectives:</b>	The TV
Fast	Teletext
Easy	The Internet
Detailed	Text messages
Cheap	
New	
exciting	

**Контрольные вопросы**

1. Present Simple.
2. Present Continuous. Describe what are you doing now.

**9 Culture. 9.1. Making news.**

**Exercise 1a.** Ss look at the jumbled letters and reorder them to match the four pictures.

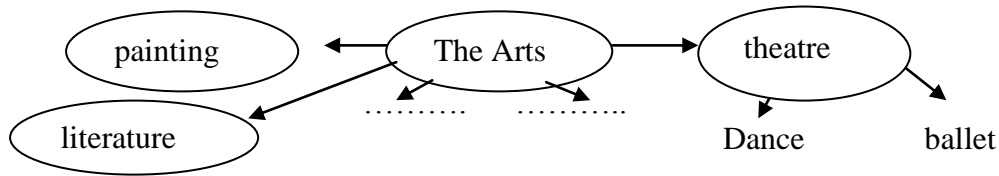
1. SCIUM.....
2. MILF.....
3. RETHEAT.....
4. ANIGNIPT.....

**Exercise 1b** Look at the words and phrases in the box. In pairs, name one example of each of the art forms in the box. E.g. ballet - Swan Lake; cartoon - the Simpsons, etc.

Ballet cartoon classical music comedy dance horror literature modern art novels opera plays painting poetry rock music sculpture

**Exercise 2a** ► complete the word map. use the words from Exs. 1a. compare answers with a partner.

**Exercise 2b** Play recording 9.1. listen and compare their word map to that of the two people on the recording.



**Exercise 2c** think of more words to add to the word map. (E.g. architecture, modern dance, etc.)

**Exercise 3** work in groups and answer the questions. What or who is your favourite:

- Film?
- Poem?
- Book?
- Painting?
- Play?
- Opera or ballet?
- Group or singer?
- Classical composer?

**Reading**

**Exercise 1a** Discuss

1. What is the news today?
2. How did you get the news stories?
3. How do you usually get the news?

**Exercise 1b** ► look at the list of news sources in Ex. 2a and match the words to the pictures. Check answers in pairs, then as a whole class.

**Vocabulary news media**

**Exercise 2a** Look at the text and tick ✓ the correct adjectives in the table.

	fast	easy	detail ed	cheap	new	exciti ng	versat ile
Newspapers							
The radio							
The TV							
Teletext							
The Internet							
Text messages							

**How do you get yours?**

We all like to know what's in the news – world news, local news, sport news – and today there are many different ways of finding out about recent events. How do people choose, and what do they like about the different methods?

Newspapers – still the old favourite. Millions of people read newspapers because they're cheap, detailed and also versatile – you can read them at home, at work or on the train.

The radio – people listen to the radio because it's easy. You can listen in the car, when you're working or in bed, but some people think the radio is old-fashioned.

The TV – almost everyone watches TV and a lot of people get the news from it. It's interesting and exciting, because it's visual. There are lots of different news programmes to suit all types of people.

Teletext – this is a fast way of getting the news, but it doesn't give you a lot of detail.

The Internet – many people now use the Internet. It's detailed and it's very fast: news stories appear when they happen; but it can be expensive.

Text messaging – this way of getting news is popular because it's fast and very new. Messages arrive on your mobile phone, so you get the news immediately, but it is expensive.

**Exercise 2b** read the text again. Find the advantages and disadvantages mentioned about the different news sources.

**Exercise 2C** discuss the opinions in the text.

**Grammar comparison of adjectives**

**Exercise 3a** Play recording 9.2. listen and write the correct news source in the space provided.

- .....are cheaper than the Internet.
- .....is faster than TV.
- .....is more detailed than teletext.
- .....is more exciting than newspapers.
- .....is easier than newspapers.

6. ....is better than the radio.

**Exercise 3b** ► complete the Active grammar box.

**Active grammar**

Adjective	Comparative
Fast	faster than
Cheap	.....
Easy	.....
Detailed	.....
Exciting	.....
Good	.....
Bad	worse than

Write suitable comparative adjectives next to the rules.

1. Add *-er* to adjectives with one syllable only: *faster*
2. With adjectives that end in *-y*, remove the *-y* and add *-ier*: .....
3. With longer adjectives, we use *more* before the adjective:  
.....
4. Some adjectives have irregular comparatives: .....

**Exercise 4** complete the sentences by using the correct comparative form of the adjective and another news source.

TV news is .....(exciting)  
*more exciting than newspapers.*

1. Teletext is.....(immediate)
2. Newspapers are .....(detailed)
3. Text messaging is .....(modern)
4. The radio is .....(good)

**Exercise 5** Write comparative sentences about the pictures.

1. *Newspapers are usually more serious than magazines.*

**Pronunciation**

**Exercise 6a** ► Play recording 9.3. listen to the phrases and underline the /ə/ sounds. practise saying the phrases.

Easier than

1. faster than
2. colder than
3. healthier than

**Exercise 6b** write the comparing sentences and practise saying them with a partner. 1 Iceland/Egypt/cold. 2 Spanish/English/easy. 3 Fruit/chocolate/healthy

4 A Ferrari/ a Fiat/ fast.

**Writing and speaking**

**Exercise 7a** complete the table

	<b>I like...</b>	<b>I don't like</b>
TV programmes	<i>The Simpsons</i>	Friends
Newspapers		
Film stars		
Books		

Types of food		
holidays		

**Exercise 7b** write sentences comparing the things in the table. Give reasons.

**Exercise 7c.** compare sentences in pairs.

**Exercise 8** In groups, compare what you like.

**A:** I like “The Simpsons”.

**B:** I don’t like. I like “The Sopranos” because it’s more exciting than “The Simpsons”.

### Lesson 2 Movie magic

An action/adventure	The best film in the last 10 years
A cartoon	The scariest film
A comedy	The most exciting film
A horror film	The biggest surprise
A love story	The most interesting foreign language film
A musical	The most unusual film
A science fiction	The most violent film
A thriller	The freshest musical for a long time
Worse than all the other films	The best mixture of action and comedy
Better than all other films	It had the best acting

### 9.2 Movie magic.

#### Vocabulary: *films*

**1a** Match the films in the photos to the types of film in the box.

An action/adventure film, a cartoon, a comedy, a horror film, a love story, a musical, a science fiction film, a thriller

A=..... B= ..... C = .....

D=.....

**1b** Think of one film from each type.

*“The Matrix” is a science fiction film.*

**1c** Which of the types of film are/can be ...

- Sad?
- Exciting?
- Violent?
- Clever?
- Funny?
- Scary?
- Romantic?
- Happy?
- Interesting?

**2** What types of films do you like/not like? Why? Use the adjectives in ex.1c and others.

*I don’t like horror films because they are usually scary and violent.*

#### Listening

**3 Play recording 9.4.** Listen to an interview and match the films with the opinions.

American Beauty	Gladiator	The Six Sense	All about my Mother
Pulp Fiction	Chicago		

1. The best film in the last ten years

2. The scariest film
3. The most exciting film
4. The biggest surprise
5. The most interesting foreign language film
6. The most unusual film
7. The most violent film
8. The freshest musical for a long time
9. The best mixture of action and comedy
10. It had the best acting

**Grammar : superlatives**

**4a** Look at this sentence. Choose description 1, 2 or 3.

*It was the best film in the last ten years.*

It was...

1. Better than some of the other films.
2. Better than all the other films.
3. Worse than all the other films.

**4b** Complete with superlative adjectives from ex.3. Then choose the correct words to make the rules.

**Active grammar**

Adjective	Superlative
<i>Bad</i>	<i>The worst</i>
<i>Big</i>	<i>The biggest</i>
<i>Exciting</i>	
<i>Fresh</i>	
<i>Scary</i>	
<i>Good</i>	
<i>Interesting</i>	
<i>Unusual</i>	
<i>Violent</i>	

To make the superlative, we add -est/-er to one-syllable adjectives and we put more/most before longer adjectives.

**Comparison of adjectives**

**Use comparative adjectives to compare two or more things.**

*This house is bigger than my old house.*

*The blue shoes are more expensive than the black ones.*

**This is how we form comparative adjectives:**

**Regular one-syllable adjectives:**

*Old* → *older*, *cheap* → *cheaper*, *thick* → *thicker*

**Longer adjectives:**

*Interesting* → *more interesting*                      *comfortable* → *more comfortable*

**Two-syllable adjectives that end in -y:**

*Funny* → *funnier*

**Irregular adjectives:**

*Good* → *better*, *bad* → *worse*

**Use than to introduce the second noun in a comparative sentence.**

*This book is more interesting than his first book.*

**Superlative adjectives**

**Use superlative adjectives to compare one thing with all the others in a group.**

*This house is the biggest in the street.*



*The blue shoes are the most expensive.*

**This is how we form superlative adjectives:**

**Regular one-syllable adjectives:**

old → oldest, cheap → cheapest, thick → thickest

**Longer adjectives:**

*Interesting* → **most interesting**

*Comfortable* → **most comfortable**

**Two-syllable adjectives that end in -y:**

*Funny* → **funniest**

**Irregular adjectives:**

*Good* → **best**, *bad* → **worst**

**We usually use the before a superlative:**

*This is the most interesting book about mountain-climbing in the library.*

**Spelling rules**

• Add -r/-st to adjectives that end in -e,

*Nice* → **nicer/nicest**, *large* → **larger/largest**

• With adjectives that end in consonant + -y, remove -y and add -ier/-iest,

*Busy* → **busier/busiest**, *heavy* → **heavier/heaviest**

• With adjectives that end in a short vowel + consonant, repeat the consonant and add -er/-est,

• *Thin* → **thinner/thinnest**, *big* → **bigger/biggest**

**5** Write superlative sentences.

High-Everest / mountain

*Everest is the highest mountain.*

1 large-Asia / continent

2 deep-the Pacific / ocean

3 busy-Heathrow/ international airport

4 comfortable-a Rolls-Royce/car

**Reading and speaking.**

**6a** Read the movie quiz. Complete the questions with the adjectives in the superlative form.

**What do you know about movies?**

Questions 1-6 are movie facts.

Questions 7-9 show the critics' choices.

1. What is *the most expensive* film ever made? (expensive)

2. What was..... Film with sound? (early)

3. Which film lasts .....time? (long)

4. What is ..... cartoon? (successful)

5. Who is .....film star? (rich)

6. Who is .....Oscar winner? (young)

7. What is .....love story? (romantic)

8. What is .....horror film? (scary)

9. Who is .....villain in a film? (bad)

**6b** Do the quiz in groups of three. Each student has three answers. Discuss the questions and match the answers.

**Student A:** your answers are below.

**Answer: Student A** *Psycho* *Tatum O'Neal* *Finding Nemo*

**Student B:** turn to page 127.

**Student C:** turn to page 130.

See page 127 for answers.

**Person to person.**

7 Discuss.

1. How many films in the quiz do you know?
2. What do you think is:
  - The best film ever?
  - The most exciting action film?
  - The most romantic love story?
  - The funniest comedy?
  - The scariest horror film?
  - The most boring film?
3. Who is the best film star at the moment?

**Writing**

**8a.** Read this film and do the tasks.

In my opinion, the best film of the last ten years was “LA Confidential”, from 1997. It’s a thriller. It stars Russel Crowe, Guy Pearce, Kim Basinger and Kevin Spacey. The film is set in Los Angeles in the 1950s, and it’s about problems in the police department. It’s very exciting and the acting is excellent. Go and see it!

1 Find the sentences/phrases that give information about the following:

- The stars .....
- The writer’s choice of film.....
- The story of the film.....
- The film’s location.....
- A recommendation.....
- The type of film.....
- What the writer thinks is good about the film.....

2 Number the information in the order it appears in the review.

**8b.** In pairs, write a short film review.

1. Choose a film you like from the last ten years.
2. Make notes about the actors, the story and the location of the film.
3. Decide why you like the film.
4. Write a short review together.

**Lesson 3 Is it art?**

**Grammar:** prefer + noun/-ing form; will for spontaneous decisions and offers

**Can do:** talk about personal preferences

**Reading**

**Exercise 1.** Look at the postcards and discuss.

1. What can you see?
2. Are these things “art”, do you think?

**Exercise 2a.** Read the article quickly. Match it to one of the pictures.

For many people modern art is a mystery and difficult to understand: abstract paintings; sharks in glass boxes and enormous steel angels. What do these works mean? Are they really art? One modern artist is different. Most people understand and enjoy his work. He is the American artist Christo. He wraps buildings and geographical features in fabric. One of his famous works is the Reichstag in Berlin. He wrapped it in white fabric for fourteen days in 1995. We see everyday things in a new way in his work. And perhaps that is the greatest aim of modern art.

**Exercise 2b.** Read the text again and answer the questions.

1. Why is modern art a mystery?
2. What is Christo's nationality?
3. What is the main aim of modern art?

**Exercise 2c.** Find some words in the text that you don't understand. Use a dictionary to find the meanings and explain them to your partner.

### Listening

**Exercise 3a. Play recording 9.5.** Listen to Jenny and Serge. Match the artists to the postcards.

Christo ....D..... Damien Hirst ..... Antony Gormley .....  
Kazimir Malevich.....Claude Monet.....

**Exercise 3b.** Listen again. What do they like? Write J or S. Then match the types of art to some of the postcards.

1. Sculpture.....
2. Impressionist paintings.....
3. Modern art.....
4. Abstract paintings.....

### Grammar: prefer

**Exercise 4. Play recording 9.5.** Listen to the dialogue again and complete the Active grammar box by choosing the correct statements. Then choose the correct word in italics to complete the examples.

#### **Active grammar**

**1. After prefer we can use:**

- a) A noun.
- b) The infinitive of a verb (e.g. buy).
- c) The -ing form (e.g. buying).

**2. We use prefer for something we like:**

- a) More than another thing.
- b) The same as another thing.

I prefer Malevich *than/to* Monet.

I prefer *buying/buy* postcards.

#### **Prefer**

Use the verb prefer to talk about something we like more than another thing or things.

*She likes coffee but she really loves tea.* = She prefers tea (to coffee).

Use prefer with a noun (e.g. tea) or the -ing form of another verb.

*I prefer tea to coffee. I prefer drinking tea.*

Use *to*, not *than*, to introduce a preference.

*She prefers Mozart **to** Beethoven.*

**Exercise 5a.** Which do you prefer? Ask and answer.

1. Go to restaurants/eat at home?
2. Watch videos/go to the cinema?

3. Dogs/cats?
  4. Read books/listen to music?
- A:** *Do you prefer going to restaurants to eating at home?*  
**B:** *No, I prefer eating at home.*

**Exercise 5b.** Look at the tapescript on page 157 and complete the How to box.

**How to talk about preferences**  
**Say you like one thing more than another thing**  
*I.....modern art.....than traditional paintings.*  
*I.....Malevich to Monet.*

**Person to person**

**Exercise 6a.** Discuss.

1. Do you agree with Jenny and Serge?
  2. Which postcards do you prefer? Why?
- I like ...more than.....because...*

**Exercise 6b.** Talk to your classmates and find out how many students prefer:

1. Visiting museums to going to concerts.
2. Cold weather to hot weather.
3. Romantic films to action films.
4. Modern art to traditional art.
5. City holidays to beach holidays.

*Do you prefer visiting museums to going to concerts?*

**Grammar: will for spontaneous decisions and offers.**

**Exercise 7a. Play recording 9.6.** Jenny and Serge are in London. Listen and tick (✓) two places they plan to visit.

Tate Britain ..... Tate Modern ..... Hayward Gallery .....

**Exercise 7b.** Listen again. Complete the phrases in the Active grammar box, then choose the correct words to complete the rule.

**Active grammar**  
**Jenny:** *I'll get the.....* .  
**Jenny:** *I'll look at the .....* .  
**Serge:** *Right. We'll go there after.....* .  
 We use will for decisions and offers that we make *before/at the time of* speaking. In conversation and informal writing we use the short form 'll.

**Will for spontaneous decisions and offers**

We use *will*+infinitive when we decide to do something or make an offer to do something at the same time as we are speaking. The action we are talking about usually happens in the immediate or near future.

- A:** *John. There's somebody knocking on our door.*  
**B:** *OK. I'll answer it.*

In spoken English we use the contraction 'll, not will.

- A:** *Can somebody help me with these bags?*  
**B:** *We'll do it.*

**Exercise 8.** Look at the pictures and make offers. Use words and phrases from the box.

Open carry find look after answer phone ambulance door mother baby

**Pronunciation**

**Exercise 9a. Play recording 9.7.** Listen does the voice go up (↗) or down (↘) at the end?

1. Any ideas?
2. Is it near?

**Exercise 9b. Play recording 9.8.** Listen and write (↗) or (↘), then repeat.

1. Is it expensive?
2. It's expensive.
3. Is it interesting?
4. It's boring.
5. Are we late?
6. Does she know?

**Exercise 10a.** Make questions. Practice them in pairs.

1. Expensive *Is it expensive?*
2. He knows *Does he know?*
3. Cheap
4. New
5. She smokes
6. They work

**Exercise 10 b.** Now write short dialogues with the questions.

**Лексический минимум Unit 9**

<b>The arts</b>	<b>Literature:</b> novels, plays, poetry
<b>Fine arts: painting ( modern/impressionist/traditional/ abstract art)</b>	<b>Film genres:</b> an action.adventure film, a cartoon, a comedy, a horror film, a love story, a musical, a science fiction film, a thriller
<b>sculpture</b>	
<b>Performance arts:</b> ballet, classical/ rock music, dance, film/cinema, opera, theatre	

**Comparison of adjectives**

Качественные имена прилагательные и наречия образа действия в английском языке, так же как и в русском, имеют три степени сравнения: положительную, сравнительную и превосходную. Односложные прилагательные и наречия, а также двусложные, оканчивающиеся на -y, -e, -er, -ow, образуют сравнительную степень путем прибавления к положительной степени суффикса -er, а превосходную степень — с помощью суффикса -est.

<b>ОБРАЗОВАНИЕ СТЕПЕНЕЙ СРАВНЕНИЯ С ПОМОЩЬЮ СУФФИКСОВ</b>		
Положительная степень	Сравнительная степень	Превосходная степень
small маленький	smaller меньший	smallest наименьший
easy легкий	easier легче	easiest самый легкий

## ОРФОГРАФИЧЕСКИЕ ИЗМЕНЕНИЯ ПРИ ОБРАЗОВАНИИ СТЕПЕНЕЙ СРАВНЕНИЯ С ПОМОЩЬЮ СУФФИКСОВ -ER И -EST

№ п/п	ПРАВИЛО	ПРИМЕР
1	Если прилагательное или наречие в положительной степени оканчивается на нечитаемую букву -e, то при прибавлении -er и -est эта буква опускается	large большой — larger больше — largest самый большой
2	Если прилагательное или наречие оканчивается на согласную букву с предшествующим кратким ударным звуком, то конечная согласная буква удваивается	hot горячий — hotter горячее — hottest самый горячий
3	Если прилагательное или наречие оканчивается на -у с предшествующей согласной буквой, то при образовании сравнительной и превосходной степени -у меняется на -i-	busy занятый — busier более занятый — busiest самый занятый
4	Если же -у предшествует гласная, то -у остается без изменения	grey серый — greyer серее — greyest самый серый

Многосложные прилагательные и наречия, а также большинство двусложных (кроме оканчивающихся на -у, -е, -er, -ow) образуют сравнительную степень при помощи слова **more** более, а превосходную степень — при помощи слова **most** самый, наиболее, которые ставятся перед прилагательным или наречием в форме положительной степени.

### ОБРАЗОВАНИЕ СТЕПЕНЕЙ СРАВНЕНИЯ С ПОМОЩЬЮ СЛОВ MORE И MOST

Положительная степень	Сравнительная степень	Превосходная степень
interesting интересный	<b>More</b> interesting более интересный	<b>Most</b> interesting наиболее интересный
easily легко	<b>More</b> easily легче	<b>Most</b> easily легче всего
active активный	<b>More</b> active более активный	<b>Most</b> active самый активный

Кроме того, существует ряд прилагательных и наречий, которые образуют степени сравнения от других корней.

ИСКЛЮЧЕНИЯ		
ПОЛОЖИТЕЛЬНАЯ Я СТЕПЕНЬ	СРАВНИТЕЛЬНАЯ СТЕПЕНЬ	ПРЕВОСХОДНАЯ СТЕПЕНЬ
good хороший well хорошо	better лучше	best самый лучший, лучшего всего
bad плохой	worse хуже	worst самый плохой,

badly* плохо		хуже всего
little маленький little мало	less меньше	least наименьший, меньше всего
many много much много	<b>more</b> больше	<b>most</b> наибольший, больше всего
far далекий far далеко	farther дальше (по расстоянию), further более отдаленный (по времени)	farthest самый дальний (по расстоянию), furthest самый дальний (по времени)

### Структура *prefer to*

Use *prefer* after: a) a noun

b) the infinitive of a verb

c) the *-ing* form

I *prefer coffee to* tea

I *prefer watch* videos

I *prefer eating* at home

Использование **will** для спонтанных решений и предложений

We use *will* for offers and decisions that we make *before/at the time of speaking*. In conversation and informal writing we use the short form 'll.

I'll look at the ... I'll get the...

### Контрольные вопросы

1. Степени сравнения прилагательных.

2. Форма образования будущих действий. Making news.

### Раздел 10 Journeys

#### Lesson 1 Experiences

<b>The Countryside today:</b>	<b>The Holiday show</b>
Horse-riding and hiking are pleasant country activities that many people enjoy. But for farmers they can have negative results	Jason Morris joins a young British family for an action adventure holiday in Australia. After a long-haul flight of 22 hours they are ready for the experience of a lifetime.
<b>Extreme sports Challenge</b>	
This week Liam and Terri go bungee jumping for the first time. There's only one problem.- Terri is afraid of heights.	

10 Journeys.

1 Match the photos to the captions.

1. A businessman commuting to a meeting.
2. Rush hour traffic in Delhi.
3. Cycling to the office.
4. Commuting from the suburbs into Tokyo.

2 Find these forms of transport in the photos.

Car	plane	motorbike	underground train	bus	bicycle
-----	-------	-----------	-------------------	-----	---------

3 Match the words to the meanings.

1. Commuting a full of people
2. Suburbs b travelling to work every day
3. Park c the busiest time of day
4. Rush hour d cars moving on a road

5. Crowded e leave a car somewhere  
 6. Traffic f places around a city where people live  
 4 Put the words from the box into the correct column. (Some words can go in more than one column.)

— Airport	car	drive	flight	garage	journey	park	passenger	plane
platform	station	ticket	traffic	train				

Air	Rail	Road
airport		

10.1 Experiences.

Present perfect (been with ever/never): I/you/we/they

Can do talk about personal experiences

Reading and listening

1a Read the text and find a word or phrase to describe the activity in each photo.

19.10 The Countryside Today

Horse-riding and hiking are pleasant country activities that many people enjoy. But for farmers they can have negative results.

19.30 The Holiday Show

Jason Morris joins a young British family for an action adventure holiday in Australia. After a long-haul flight of 22 hours they are ready for the experience of a lifetime.

20.25 Extreme Sports Challenge

This week Liam and Terri go bungee jumping for the first time. There's only one problem – Terri is afraid of heights!

1b. Which do you think is the most exciting activity?

2a. Play recording 10.1. listen to an extract from one of the programmes. Which programme is it?

2b. Read this extract from the TV programme. Is the plane journey Derek's first long-haul flight?

**Derek:** I've never been on a long-haul flight before so it's my first time.

2c. Listen again. Do they plan to do these things for the first time in Australia? Or is it their second time? Write 1<sup>st</sup> or 2<sup>nd</sup> in the table.

	Moira	Derek	Todd	Alicia
Long-haul flight	2nd	1 <sup>st</sup>		
Visit Australia				
Horse-riding				
Hiking				
Bungee jumping				

Grammar Present Perfect (been with ever/never)

3a. Read the extracts from the TV programme and answer the questions below.

- I've never been on a long-haul flight before.
  - Have you ever been to Australia?
  - We've all been hiking.
  - We went horse-riding when we were in Scotland two years ago.
- Which extract refers to a particular time in the past? When?
  - Which extracts do not refer to a particular time in the past?
  - Which tense do we use when we do not refer to a particular time in the past?



3b. Listen again or read the tapescript on page 158 and complete the Active grammar box. Then choose the correct words to complete the rules.

Active grammar  
+ subject + 've (or have) + past participle  
We've .....to America.  
- subject + haven't (or have not) + past participle  
We ..... bungee jumping.  
Subject + 've (or have) + never + past participle  
I' .....never .....on a long-haul flight before.  
? Have+subject (+ever) + past participle  
Have .....ever.....to Australia?  
Yes, I/we/you/they have  
No, I/we/you/they.....  
1. We use the Present Perfect with ever to ask about an activity at any time up to now/a particular time in the past.  
2. been is a past tense/past participle.

4a. Complete the questions and answers.

1 A: Have you .....been to New York?

B: Yes, I .....

2 A: .....your mother ever been to the opera?

B: No, she .....

3 A: Have you ever .....to Canada?

B: Yes, we .....last summer, it was great!

4b. Find the mistakes and correct them using the Present Perfect.

Have you ever go to England? Been

1. I was never been bungee jumping.

2. They never been to Scotland.

3. Have you ever went to a classical concert?

4. Has you ever been on an adventure holiday?

Pronunciation

5a. Play recording 10.2. Listen to this extract from the TV programme. Are the vowel sounds in the underlined words /i/ or /i: /?

1. But have you ever been to Australia?

2. No, we've never been there.

5b. Play recording 10.3. There are four /i/ sounds in each of these sentences. Listen and underline the sounds. Practice the sentences.

1. Have you ever been to the cinema in Italy?

2. I've never been on a ship with him.

3. Has she ever been to dinner in Finland?

4. We've never been to Paris in spring.

6 Write questions with ever about the pictures in Ex. 1. Then ask and answer.

Have you ever been bungee jumping? Have you ever been hiking?

Speaking

7 Work in groups of three.

Student A: look at page 128.

Student B: look at page 130.

Student C: look at this page.

Student C

Ask your partners questions with have you ever been to ...? If they answer Yes, find out when and where he/she did the activity, and if he/she liked it.

- An IMAX cinema?
- A bullfight?
- A rock concert?
- A wedding?
- A theme park?
- A circus?

A: Have you ever been to an IMAX cinema?

B: Yes, I have. I went last week.

A: Did you like it?

## Lesson 2 Holiday heaven

### Holiday postcard

Dear Karen,

Well, we've arrived at Seagaia, and it's amazing! We're staying in a nice little Japanese apartment. The weather has been wonderful so I've spent hours at the Ocean Dome-the water's lovely! I've seen the golf courses but I haven't played any golf. Patrick has had a great time in the sea. He has been surfing, sailing and swimming. Melanie loves animals, so she's visited the zoo and she's taken a horse-riding lesson. Well, it's time for dinner. See you soon. Love Lara.

## 10.2 Holiday heaven

### Vocabulary

**Teacher: Exercise 1a.** Match symbols to the holidays in the box.

Activity ~~beach~~ cultural sightseeing water sports winter sports

A=*a beach holiday*

**Exercise 1b.** Have you been on these types of holiday? Where? When? What did you do?

### Reading

**Exercise 2a.** Read the text. What can you do at Seagaia?

### Have you ever sunbathed on a rainy day? No?

#### Well, at Phoenix Seagaia, you can!

Seagaia is a luxurious holiday resort on Japan's Pacific coast. The Ocean Dome is the largest indoor artificial beach and sea. The water is warm, clean and safe, and the roof of the Dome opens when it's sunny, but closes in bad weather.

But Seagaia isn't only the Ocean Dome.

There's a lot more here:

- Stay in a first-class hotel, a comfortable cottage or a traditional Japanese apartment
- Play golf at our world-class courses
- Surf and sail in the Pacific Ocean
- Improve your tennis, horse-riding and golf at our exclusive clubs
- Visit the wonderful zoo, theme park and gardens.
- For the holiday of a lifetime, choose Phoenix Seagaia!

**Exercise 2b.** Match the adjectives to their meanings.

- |                |                                  |
|----------------|----------------------------------|
| 1. Luxurious   | a the best of its type           |
| 2. Artificial  | b not real                       |
| 3. First-class | c very good                      |
| 4. Exclusive   | d very comfortable and beautiful |
| 5. Wonderful   | e expensive, for a few people    |

**Exercise 3a.**

read the text again and write questions for answers 1-5.

1. A luxurious resort What is Seagaia?
2. In Japan
3. An indoor beach and sea
4. In hotels, cottages or apartments
5. The zoo, theme park and gardens

**Exercise 3b.** What do you think of Seagaia? Does this type of holiday interest you?

Why/Why not?

**Grammar Present Perfect**

**Exercise 4a.** Read the postcard. Who is it from? Where is she at the time of writing?

**Dear Karen**

1. Well, we've arrived at Seagaia, and it's amazing! We are staying in a nice little Japanese apartment.
2. The weather has been wonderful so I've spent hours at the Ocean Dome – the water's lovely. I've seen the golf courses but I haven't played any golf.
3. Patrick has had a great time in the sea. He has been surfing, sailing and swimming. Melanie loves animals, so she's visited the zoo and she's taken a horse-riding lesson.
4. Well, it's time for dinner. See you soon.

**Love Lara**

**Exercise 4b.** underline all the Present Perfect verbs in the postcard and add them to the table.

Regular verb	Irregular verb
Have arrived	Has been

**Exercise 5.** choose the correct words to complete the sentences in the Active grammar box.

<p><b>Active grammar</b></p> <ol style="list-style-type: none"> <li>1. Lara uses the Present Perfect to describe her holiday activities because she is still on holiday/her holiday has finished.</li> <li>2. In the Present Perfect, we use have/has + past participle with I, you, we and they. We use have/has + past participle with he, she and it.</li> <li>3. Regular/Irregular past participles have the same form as the regular Past Simple.</li> </ol>
---

**Exercise 6.** Complete the text with the Present Perfect of the verbs in brackets.

We have arrived (arrive) at our hotel. It's got a fantastic swimming pool and Leon and I (1) .....(go) swimming. Zosia and Basia (2) .....(not spend) any time in the sea because they noticed the tennis court-they (3) .....(play) three games of tennis so far! I (4) .....(also spend) an hour in the beauty salon – so relaxing. Leon (5).....(visit) the town and he (6).....(see) some lovely things but he (7).....(not take) any photos – he forgot his camera!

<p><b>Lifelong learning</b></p> <p><b>Record past participles</b></p> <p>Make a table of irregular past participles.</p> <table border="0"> <tr> <td><b>Verb</b></td> <td><b>Past participle</b></td> </tr> </table>	<b>Verb</b>	<b>Past participle</b>
<b>Verb</b>	<b>Past participle</b>	

Be	been
Go	gone
Do	done

**Exercise 7.** Copy the table in the Lifelong learning box. Add the irregular past participles from ex. 4b, and these:

Buy      eat      get      write

**Pronunciation**

**Exercise 8a** Play recording 10.4. Listen to these long and short vowels, then repeat the words.

Long	Short
/g:/ parked	/u/ had
/I:/ seen	/i/ written
/n:/ bought	/m/ got

**Exercise 8b** Listen. Underline the word you hear.

- 1) Have              half
- 2) Feet              fit
- 3) Short             shop
- 4) Park              pack
- 5) Bald              bad
- 6) Sleep             slip

**Speaking and writing**

**Exercise 9** ► Ss work in pairs. They imagine they are on a weekend break. Note: It is Sunday so the weekend is not over yet. Ss decide on the details of the weekend by answering the four questions. They note down their answers.

1. Where are you?
2. Where are you staying?
3. What has the weather been like?
4. What have you done?

**Exercise 10a** Answer the questions about Lara’s postcard.

1. Which tense does the writer use to describe what she has done?
2. Which paragraph:
  - Describes the writer’s activities?
  - Describes her family’s activities?
  - Gives a reason for ending the postcard?
  - Describes the apartment?

**Exercise 10b** Write a postcard. Use your notes from ex.9.

**Lesson 3 Cycle city**

<b>City profiles</b>
----------------------

Fatima da Costa lives in Patriarca, a suburb in the east of Sao Paulo, Brazil. She works in the centre of the city, near Praca Republica. Every day Fatima takes an underground train to work in the morning and back home in the evening. She thinks travelling on the Sao Paulo underground system –the Metro-is quick and convenient. But the trains are very crowded in the rush hour and she often can't find a seat.

Jan van Looy works in the main train station in Amsterdam. He works for the Dutch Railways but he doesn't catch a train to work. He cycles from his home in the suburb of Sloterdijk. Cycling is very popular in Amsterdam because the city is flat and the distances are not very great. Jan cycles to work because it is very cheap, but it is quite slow and it's horrible when it rains!

10.3 Cycle city  
City Profiles

This week we look at commuters around the world...

Fatima da Costa lives in Patriarca, a suburb in the east of Sao Paulo, Brazil. She works in the centre of the city, near Praca Republica. Every day Fatima takes an underground train to work in the morning and back home in the evening. She thinks travelling on the Sao Paulo underground system – the Metro – is quick and convenient. But the trains are very crowded in the rush hour and she often can't find seat.

Jan van Looy works in the main train station in Amsterdam. He works for the Dutch Railways but he doesn't catch a train to work. He cycles from his home in the suburb of Sloterdijk. Cycling is very popular in Amsterdam because the city is flat and the distances are not very great. Jan cycles to work because it is very cheap, but it's quite slow and it's horrible when it rains!

Reading and listening

Exercise 1. Look at photo A. What can you see? Have you been in this situation? When? Where?

Exercise 2a. Read the text quickly and match it to two of the photos A-E.

Exercise 2b. Read the text again and complete the table for Fatima and Jan.

Name	Fatima	Jan	Julia	Billy
Picture				
City				
Form of transport			rollerblading	
Advantages	Quick,			
Disadvantages		Slow,		

Exercise 3. Play recording 10.6. Listen to Julia and Billy and complete the table.

Person to person

Exercise 4. Discuss. Use your own opinions and the information in the table in ex.2b.

- Which form of transport is:
  - The safest?
  - The cheapest?
  - The most comfortable?
  - The most expensive?
  - The most convenient?
  - The fastest?
- Which form of commuting is best? Why?

Grammar -ing form as noun

**Exercise 5.** Look at the examples of the –ing form in the Active grammar box. Then find and underline two examples in the text. Choose the correct words to complete the sentences in the box.

**Active grammar**

**Rollerblading** is a bit dangerous when you cross busy roads.

**Commuting** is really difficult in London.

1. Swimming is/are my favourite sport.

2. Parking/Park isn't easy in the centre of big cities.

Exercise 6. Make sentences from the prompts.

Park/impossible/in central London

Parking is impossible in central London.

1 Eat/vegetables/good for your health

2 cycle/popular/in Amsterdam

3 wait/for a bus/boring

4 live/in a big city/exciting

5 take/taxis/expensive

Listening

: Exercise 7a. Play recording 10.7. Billy wants to take his family on holiday. Listen and answer the questions.

1 Which country does Billy want to go to?

2 When does he want to leave?

3 How much does it cost?

Exercise 7b. Match words 1-7 to the meaning a-g.

1 destination

2 one-way

3 return

4 economy class

5 business class

6 departure

7 direct

a go and come back

b more comfortable but expensive seats

c the place you want to go to

d when you leave

e no stops on the journey

f the journey to your destination only

g the cheapest seats

Exercise 7c. Read the tapescript on page 158 and complete the How to box.

How to book a travel ticket

Make enquiries Do you sell airline .....for new Zealand?

Give details I'd like to .....on Friday the 5<sup>th</sup> of the next month.

We .....to come back one month later.

Ask for more information What .....does the flight leave London?

Is it a .....flight?

Ask about prices How .....much is that?

Ask for tickets I'd like .....tickets, please.

Exercise 8. Use words from ex.7b. and 7 c to complete the dialogue.

A: Do you sell airline (1).....for Mexico? I'd (2) .....to go to Cancun on

Wednesday the 12<sup>th</sup>.

B: One way or (3).....?

A: One way. And I'd like to fly business (4).....

B: OK. We have flights with United Airlines.

A: (5) .....much is that flight?

B: It's €800.

A: Is it a (6) .....flight?

B: No, it stops in Miami.

Exercise 9. Work in pairs.

Student A: you are a travel agent. Turn to page 128.

Student B: you want to book a flight. Look at this information then telephone the travel agent (your partner). Which airline do you choose?

You want to fly from Paris to Miami with a friend. You want to leave next Wednesday and return two weeks later. You can afford a maximum of €1,000.

Phone the travel agent, get information about flights, dates and prices, then book your tickets.

### Лексический минимум Unit 10:

<b>Types of holiday</b> Activity holiday, beach holiday, cultural holiday, sightseeing holiday, water sports holiday, winter sports holiday	<b>Travel:</b> Commuting, departure, journey, one-way /return ticket, passenger
<b>Railway:</b> Train, platform, station, underground (metro)	<b>Flying:</b> Airport, flight, long-haul flight, direct flight, economy class/ business class
<b>Car:</b> Drive, garage, park, traffic	<b>Other:</b> Cycling, rollerblading
<b>Hotels:</b> <b>Rooms:</b> single, double, twin, suite	<b>Facilities:</b> Reception, restaurant, shops, beauty salon, gym, sauna, swimming pool, tennis, golf.

#### Booking a travel ticket

-Do you sell airline ticket for Mexico?

-Yes, of course.

-I'd like to go to Cancun on Wednesday the 12<sup>th</sup>.

-One way or return?

-One way. And I'd like to fly business class.

-OK. We have flights with United Airlines.

-How much is that flight?

-It's \$ 500.

-Is it a long-haul flight?

-No, it stops in Miami.

#### Present Perfect

употребляется для выражения действия, совершившегося к настоящему моменту, результат которого имеется налицо в настоящем времени.

**Образуется: have+ Participle II- regular verb+ed, irregular verb-the 3 form**

<b>Affirmative form</b>	<b>Negative form</b>	<b>Interrogative form</b>	<b>Positive answer</b>	<b>Negative answer</b>
I have written	I have not written	Have I written?	Yes, I have	No, I have not
He has written	He has not written	Has He written?	Yes, He has	No, He has not
She has written	She has not written	Has she written?	Yes, she has	No, she has not

It has written	It has not written	Has it written?	Yes, it has	No, it has not
We have written	We have not written	Have we written?	Yeas, we have	No, we have not
You have written	You have not written	Have you written?	Yes, you have	No, you have not
They have written	They have not written	Have they written?	Yes, they have	No, they have not

**Типичные для Present Perfect обстоятельства:** already, not yet, just, ever, never-в предложении употребляются после подлежащего: I have just done my work.

**Сравните также:**

I have bought a book today( this week, this month)-**неистекший отрезок времени-**

**Present Perfect**

I bought a book yesterday( **last week, last month**) **истекший отрезок времени-Past**

**Simple**

**Запомните также следующие предложения:**

I have been to France.

Have you ever been to France?

I haven't seen you for ages?

I haven't met him for a long time.

I haven't been to Moscow since last year.

**Grammar / -ing form as noun:**

We sometimes use -ing form of a verb as a subject of a sentence. Use singular verbs with -ing verb subjects.

*Flying is expensive. Parking is really difficult in Madrid*

### Контрольные вопросы

1.Present Perfect. -ingforms.as noun.Booking a hotel room.

## Раздел 11 Learning

### Lesson 1 Rules of the road

Do you drive?	Vocabulary:
Do you enjoy driving?	Fines
Do you always obey the rules of the road?	Prison
What happen when people break them in your country?	Points on the licence
To do a course	To drive through a red traffic light
Improvement courses	To become offenders
To take a driving test	Punishments for the offence
To pass a written examination	To pay a fine
	To get points on the driving licence
	To avoid

11.Learning. 11.1. Rules of the road.

**Exercise 1.** Look at the photos. What are the four learning situations? Which ones have you been in?



**Exercise 2a.** Which learning situation does each rule come from?

1. Drive on the left.
2. Speak English.
3. Follow my movements.
4. Don't go over the speed limit.
5. Put your right hand here.
6. Don't shout out the answers.

**Exercise 2b.** Discuss.

1. What were the main rules when you were at school?
2. Did you usually obey them?
3. What was the punishment when you broke the rules?

**Exercise 3a.** Put the words and phrases in the box into two groups: school subjects or educational institutions.

Biology	Chemistry	college	Geography	History	kindergarten	Languages
Mathematics	Physics	polytechnic	primary school	Science	secondary school,	university

**Exercise 3b. Play recording 11.1.** Listen and write the number of syllables for each word in the box. Which word has the most syllables? Listen again and check your answers.

*Bi/o/lo/gy – four*

**Exercise 3c.** How many other school subjects can you add to the list?

### **11.1 Rules of the road**

#### **Reading**

**Exercise 1.** Discuss.

1. Do you drive? Do you enjoy driving?
2. Do you always obey the rules of the road?
3. What happens when people break them in your country?
  - Fines?
  - Prison?
  - Points on their licence?

**Exercise 2a.** Read the text quickly. Which country is it about?

**Exercise 2b.** Read the text again. Mark the statements true (T) or false (F).

1. You can't drive after you get a certain number of points on your licence.
2. Offenders have to do a course at Traffic School.
3. You have to pay to do Traffic School courses.
4. Offenders at Traffic School have to pass a driving test.

### **Traffic school**

Have you ever driven faster than the speed limit or driven through a red traffic light? The answer is probably "yes". Every year thousands of motorists become "offenders" – they break the rules of the road. But what are the punishments for this offence?

In most countries drivers have to pay a fine, usually €50-€200. But in the USA, Australia and some European countries offenders also get points on their driving licence. After they get a certain number of points, they can't drive.

Life is difficult when you can't drive so some states in the USA have introduced a new way to avoid this – Traffic School. Offenders have a choice, they can get points on their licence or they can do a course at Traffic School.

Traffic Schools run “driver improvement courses”. They cost about \$80 and take eight hours. Motorists learn the rules of the road and they learn how to be better drivers. They don't have to take a driving test, but at the end of the course they have to pass a written examination.

**Exercise 2c.** Do you think traffic School is a good idea? Does this happen in your country?

**Grammar:** *can/can't, have to/don't have to*

**Exercise 3a.** Match the pictures A-F to the explanations 1-6 below.

1. You can pay by credit card.
2. He doesn't have to have a driving licence.
3. You can't smoke.
4. You have to wear a seat belt.
5. You don't have to pay.
6. She has to show her passport.

**Exercise 3b.** Match 1-4 to a-d.

- |                          |                 |
|--------------------------|-----------------|
| 1. Can                   | a necessary     |
| 2. Can't                 | b not possible  |
| 3. Has/have to           | c not necessary |
| 4. Doesn't/don't have to | d possible      |

**Can/can't**

Use *can* to say that something is possible or to give permission.

*Hotel guests **can** use the health club.*

Use *can't* to express prohibition – to say that something isn't possible or isn't allowed. We often use *can't* to explain rules.

*You **can't** drive through a red traffic light.*

Use *can* to ask about rules or ask for permission.

***Can** we take photographs in the museum?*

*Excuse me. **Can** I use your telephone?*

**Have to/don't have to**

I/You/We/They	He/She/It
+ have to	Has to
-don't have to	Doesn't have to
?Do...have to?	Does ...have to?

Use *have to* to express an obligation, to say that something is necessary. Use it to explain rules.

*In Britain you **have to** drive on the left.*

*My brother **has to** do military service.*

Use *don't have to* when there is no obligation – to say that something isn't necessary.

It's informal – you **don't have to** wear smart clothes.  
She's a member of the club so she **doesn't have to** pay.

Note the difference between *can't* and *don't have to*.

You **don't have to** wear a suit. (It isn't necessary, but you can wear one if you want to.)

You **can't** wear jeans here. (It isn't allowed.)

We can use *have to* to ask about rules.

Do I **have to** get a visa?

**Exercise 4.** Look at the road signs above. Write the rules with *can*, *can't* or *have to*. Use the words and phrases in the box.

<del>Stop</del>	go	<del>turn right</del>	turn left	enter	get petrol	park	overtake
give way	go faster than						

1. You **have to** stop.

2. You **can't** turn right.

**Exercise 5a. Play recording 11.2.** Listen to part of a tourist information line. What information is not mentioned?

1. Transport    2. Immigration    3. Driving    4. Flights    5. Hotels    6. museums

**Exercise 5b.** Listen to the second part of the tourist information line and complete the form with *can*, *can't*, *have to* or *don't have to*.

**Driving in Britain**

**Visitors to Britain with a valid driving licence**

- *Can* drive in Britain without a British licence for six months.
- .....get a British driving licence after six months.

**To rent a car, you**

- .....have a driving licence from your country.
- .....have a credit card.
- .....be 18 or over.

**When driving in Britain, you**

- .....keep your documents with you.
- .....turn right at a red traffic light.

**Exercise 6.** Sami comes from Egypt. He wants to rent a car to drive when he is on holiday in Britain. Write four sentences using *have to*, *don't have to*, *can* and *can't*.

1 Sami **has to** have an Egyptian driving licence.

**Person to person**

**Exercise 7.** In pairs, ask and answer. In your country, what do you have to do to:

Get a passport?

Rent a car?

Get a place at university?

Get a credit card?

Open a bank account?

Get a mobile phone account?

**Pronunciation**

**Exercise 8a. Play recording 11.3.** Listen. Do the underlined words sound the same?

You don't have to be a British citizen to take a British driving test but you have to have a valid British visa.

**Exercise 8b. Play recording 11.4.** Listen and underline the word you hear. Then repeat.

1. A) leave                                      b) leaf
2. A) few                                        b) view
3. A) fan                                        b) van
4. A) V                                         b) we

**Exercise 8c. Play recording 11.5.** Listen to the sentences. Practice them.

1. Philip finds French films very violent.
2. Very few fines feel fair.
3. Fiona Philips never gives fitness advice to fresh fruit fanatics.

**Speaking**

**Exercise 9a. Play recording 11.6.** Listen to Steve talking about the USA and write sentences.

*Americans don't have to do military service.*

1. Identity cards
2. Driving
3. Guns
4. Bars and nightclubs
5. Smoking
6. Doctors and hospitals

**Exercise 9b.** Work in small groups. Compare the rules in the USA with your country/countries.

*In my country you have to do military service when you are eighteen.*

**Lesson 2 School systems**

How old are the people in the pictures?	Academic
Which pictures show: pre-school education, primary education, secondary, higher?	Compulsory
How many years of compulsory education are in your country?	Intermediate
How much do students pay for their higher education studies?	Kindergarten
Specialized	Optional
university	Private

**11.2 School systems**

**Reading and vocabulary**

**Exercise 1a.** Discuss.

1. How old are the people in the photos?
2. Which photos show: pre-school education, primary education (4/5-11/12), secondary education (11/12-17/18), higher education (18+)?
3. What do you call these types of education in your country?

**Exercise 1b.** Complete the Education column of the table with the types of education from Ex.1a.

Education	Age	The UK	Japan	New Zealand	Your country
Pre-school	3 4	Nursery			

	5	Primary school	Elementary school						
	6								
	7								
	8								
	9								
	10								
	11								
	12					Secondary school			
	13								
	14								
	15								
	16								
	17								
	18								
	19	College/university		Polytechnic					
	20								

**Exercise 2a.** Read the text and answer the questions. (Ignore the gaps.)

1. How many years of compulsory education are there in Japan?
2. What is the name of the last compulsory school?
3. How many students stay at high school for six years?

### The educational system in Japan

Japan has 9 years of *compulsory* education, from the age of 6 to 15. The schools are (1) ..... or public. And the (2) ..... year is from April to March

#### Pre-school education

Pre-school education is not compulsory. Children can go to private or public kindergartens from the age of three.

#### Primary and secondary education

Children have to start school at 6. They go to elementary school for 6 years ( to the age of twelve) All the (3) ..... are compulsory. They then spend 6 years at high schools. They still have compulsory subjects but some subjects are now (4)..... . Students can leave high school after three years, but about 90 percent stay for another three years, to continue their general education but also to take some (5).....subjects, to prepare for work or university.

#### Higher education

Students can go to college or university at 18. They have to pay fees for their education and courses usually take 4 years.

**Exercise 2b.** Read the text again and complete it with the red words in the box.

Academic	college of education
<del>compulsory</del>	intermediate
kindergarten	optional primary
private	secondary specialized
subjects	university

**Exercise 2c.** Use the information from the text to complete the table in Ex.1b for Japan.

### Listening

**Exercise 3a. Play recording 11.7.** Listen to an interview with Nicole Gardener. Where is she from and what kind of school does she teach in?

**Exercise 3b.** Answer the questions. Listen again if necessary.

1. How many years of compulsory education are there?
2. Why did Nicole go to a college of education? How long was she there?
3. How much do students pay for their higher education studies?

**Exercise 3c.** Listen again and complete the table in Ex. 1b for New Zealand. Use the blue words in the box in Ex.2b.

**Grammar: review of *wh*-questions**

**Exercise 4a.** Match 1-8 to a-h to complete the questions.

1. How
  2. How long
  3. When
  4. How many
  5. What
  6. Where
  7. Which type
  8. How much
- 
- a. Years were you at primary school?
  - b. of institution did you go to?
  - c. did you go after primary school?
  - d. did you start school?
  - e. does the educational system work?
  - f. does a student have to pay?
  - g. subjects did you take?
  - h. do students spend in the system?

**Wh-questions**

The common *wh*-question words in English are *what, who, when, where, how, which, whose* and *why*.

We form a lot of questions with *How* + adjective/adverb: *how much, how many, how long, how tall*.

We usually answer these questions with a number, price, quantity, etc.

*How much was your car? It was 3,000euros.*

Note the answers to *How long/tall/heavy/wide*, etc.

*How tall are you? I'm 1.8 metres tall.*

*How high is Mount Everest? It's about 8,850 metres high.*

In *wh*-questions, the verb *to be* and modal verbs (e.g.can) come after the question word but before the subject.

*Where is your new apartment? Who can you see?*

In all tenses the auxiliary verb usually comes before the subject and the main verb comes after it. We do not usually change this word order or omit the auxiliary.

*When is Tim coming home?*

*Who did you see at the party?*

**Exercise 4b.** What do you know about question words?

1. You have studied three *wh*-question words that are not in Ex.4a? Which ones?

2. Match the question words to the words and phrases in the box.

How? *The way something works*

How long? Where? What? When? How many? Which? Whose? Why? How much? Who?

People	things and ideas	times
possession	places	prices or cost
numbers and quantity		
a choice between two (or more) things		
periods of time		
<del>the way something works</del>	reason	

**Pronunciation**

**Exercise 5a. Play recording 11.8.** Listen to the questions. Does the voice go up (↗) or down (↘) at the end?

1. What did you do there?
2. Was it interesting?
3. Who did you see?
4. Did you like it?

**Exercise 5b. Play recording 11.9.** Listen and repeat the questions from Ex.4a.

**Speaking**

**Exercise 6.** Write ten wh-questions to ask about a person’s education. Ask and answer in groups.

- A:** *Where did you go to primary school?*  
**B:** *When did you leave secondary school?*  
**A:** *What did you study at university?*

**Writing**

**Exercise 7a.** In pairs, complete the Your country column in the table in Ex.1b.

**Exercise 7b.** Make some more notes about your country’s educational system. Think about these things:

- Private/public
- Years of compulsory education
- Length of college/university courses
- Pay for university

**Exercise 7c.** Using the table and your notes, write a short account of your country’s educational system for an international students’ magazine. Use the text in Ex.2a as a model.

**Lesson 3 Lifelong learning**

University qualification	Where do you study?
Connected with education	How much does it cost?
Teacher	How much time does it take?
Haven’t got the money top do smth	Examples of subjects :maths, history
Learning from home, away from a school/college	

### 11.3 Lifelong learning

Present Continuous for future

Can do: talk about future arrangements

#### Reading

1a. read the email quickly. What does Joanna plan to do? Where?

1b. Read again and mark the sentences true (T) or false (F).

1. Joanna wants to leave work.
2. She wants to study languages.
3. The Open University offers distance-learning courses.
4. Joanna can study from home.

#### Lifelong learning

##### Recognising word groups

When you don't understand a word in a text, first decide if it is a noun, verb or adjective.

2a. Are the words in *italics* in the text nouns, verbs or adjectives?

2b. match 1-5 to the words in *italics* in the text.

1. University qualification
2. Connected with education
3. Teacher
4. Haven't got the money to do something
5. Learning from home, away from a school/college

#### Grammar Present Continuous for future

3a. Look at the sentences in the Active grammar box and answer the questions.

##### Active grammar

I'm starting the course next month ...

Geoff is working in the US again in March ...

1. Which tense are the sentences?
2. Has Joanna decided to do the course?
3. Has Geoff organized his stay in the States?
4. Are the sentences describing an action in the present or in the future?

3b. Underline other examples of the Present Continuous for future in the text.

January 25th

Hi! Marisa. Thanks for your email before Christmas. I've got some interesting news-I am returning to studying! My job is a bit boring now but I can't afford to leave work, so I've joined the Open University. I am starting the course next month and I am talking a degree in Art History. As you know, I haven't got any academic qualification, so I can study at home in my free time. You have a personal tutor who helps you. I'll tell you all about it when I start.

That's the only exciting news from here. We're having a few days in the country next week, before my course starts, and Geoff is working in the US again in March – he organized it all last week. Are you doing anything exciting in the next few weeks?



Write soon.  
Love,  
Joanna

4a. look at this list of activities for four flatmates. Write sentences in the Present Continuous.

Monday	Kimiko – cook dinner for friends, 7.30
Tuesday	Juan and Pilar – go to the cinema, 8.45
Wednesday	Radek – start his new English class, 6.30
Thursday	Juan – meet his brother at the Italian restaurant, 8.00
Friday	Everyone – go to a nightclub, 10.30
Saturday	Kimiko – take the flight to Tokyo, 11.50

Kimiko is cooking dinner for her friends on Monday.

How to ask about plans and arrangements

Ask about plans	What are you doing next...?
Express arrangements	I'm visiting my aunt. We're having dinner with some friends.

4b. What arrangements do you have for these times? Discuss in pairs.  
On Friday evening /on Saturday afternoon /on Sunday / the weekend after next

Listening

5a. Match the adverts below with these types of learning.

Advert

1. Distance learning .....
2. Evening classes .....
3. Professional training .....
4. Education for older people .....

5b. Play recording 11.10. Listen to four people. Write 1-4 by the adverts in ex.5 in the order the speakers talk about them.

6 Play recording 11.11. Listen again and complete the table.

	Haresfield College	Open University	MicroMatters Ltd.	University of the Third Age
Where do you study?	Local schools, the centre			
How much does it cost?		About £500 a year		
How much time does it take?			Two or three days, a week	
Examples of subjects				(He doesn't say.)

Vocabulary      education

7a. Look at the words in the box. Then put some of the words into categories. In pairs, compare your categories.

Higher education: college, degree, university...

People: pupil, student, trainee...

Academic certificate	classroom-learning	college	compulsory	degree
distance-learning	full-time	lecturer	optional	part-time
teacher	trainee	trainer	tutor	university
				vocational
				pupil
				school student

7b. Use some of the words to write two or three sentences describing your education.

Speaking

8 Discuss.

1. Do you have all these types of learning in your country?
2. Have you ever tired/Would you like to try any of them?
3. Do you think that studying part-time is a good idea? Why/Why not?
4. Do you want to study any other subjects in the future? What? When?

### Unit 11

<b>Education:</b>	<b>People:</b> teacher, tutor, lecturer, trainer, student, trainee
<b>School subjects:</b> Biology, Chemistry, Geography, History, Languages, Mathematics, Science	<b>Qualifications:</b> certificate, degree
<b>Institutions:</b> kindergarten, primary school, secondary school, college, polytechnic, university	<b>Adjectives:</b> academic, compulsory, optional, private, public, specialized, vocational
<b>Types of learning:</b> classroom learning, distance learning, part-time, full-time, training	<b>Other:</b> course, skill, fees
<b>Driving and road signs:</b>	
Driving licence, test, overtake, traffic lights, (get) petrol, rules of the road, offenders, fine, points	Road signs: stop, go, turn right/left, enter, park, give way, go faster/slower (than)

### Модальные глаголы *can*, *must*, *should*

can/can't, have to/don't have to

Модальный глагол *can* является одним из самых используемых модальных глаголов в английском языке. Он имеет значение возможности или способности, как физической, так и умственной. Он может использоваться для выражения просьбы, разрешения или запрещения, а также вероятности или невероятности.

Например:

I **can** ride a horse.

Я умею ездить на лошади. (Выражает способность.)

We **can** stay with my brother when we are in Paris.

Когда будем в Париже, мы *можем* остановиться у моего брата. (Выражает возможность.)

She **cannot** stay out after 10 pm.

Она *не может* гулять после 10 вечера. (Выражает запрещение.)

**Can** you hand me the stapler?

Не *можешь* передать мне степлер? (Выражает просьбу.)

Any child **can** grow up to be president.

Любой ребенок *может* вырасти и стать президентом. (Выражает вероятность.)

## Использование модального глагола *can* в настоящем, прошедшем и будущем времени

В большинстве случаев использование модальных глаголов в прошедшем и будущем времени отличается от других глаголов. В нижеприведенной таблице показано употребление модального глагола *can* в разных ситуациях.

	Утвердительные формы	Отрицательные формы
Использование	1. Настоящая 2. Прошедшая 3. Будущая	1. Настоящая 2. Прошедшая 3. Будущая
<i>can</i>	1. I <b>can</b> speak Chinese. Я <i>умею</i> говорить по-китайски.	1. I <b>can't</b> speak Swahili. Я <i>не умею</i> говорить на суахили.
в значении способности вообще	2. Изменяется на " <b>could</b> " I <b>could</b> speak Chinese when I was a kid. Когда я был ребенком, я <i>умел</i> говорить по-китайски.	2. Изменяется на " <b>could</b> " I <b>couldn't</b> speak Swahili. Я <i>не умел</i> говорить на суахили.

Глаголы *can/ can't, have to/don't have to*, относятся к группе модальных глаголов. Модальные глаголы не употребляются самостоятельно, а только в сочетании с инфинитивом смыслового глагола. Они выражают возможность, невозможность, долженствование.

1. Они не имеют всех форм, которые имеют другие глаголы.

2. Инфинитив, следующий за модальным глаголом употребляется без частицы **to** (не относится к *have to/don't have to*, т.к. это полное сочетание).

3. В 3-м лице ед.ч настоящего времени модальные глаголы не имеют окончания **-s**

4. Вопросительная форма образуется без вспомогательного глагола. *Can I help you?*

### Модальный глагол *have to*

(иногда называемый модальной конструкцией) употребляется для выражения обязанности или необходимости (в утвердительной или вопросительной форме) или отсутствия обязанности и необходимости (в отрицательной форме). Также глагол *have to* может выражать уверенность, несомненность, вероятность.

*Have to* является синонимом модального глагола *must*, и имеет оттенок вынужденности, в силу каких-либо обстоятельств.

Например:

This answer **has to** be correct.

Этот ответ, *должно быть*, правильный. (*Выражает уверенность, несомненность.*)

They **had to** leave early.

Им *пришлось* уйти рано. (*Выражает обязанность, вынужденность в силу обстоятельств.*)

The soup **has to** be stirred continuously to prevent burning.

Время от времени суп *нужно* помешивать, чтобы он не пригорел. (*Выражает необходимость.*)

## Wh- questions

**Специальные вопросы** относятся к какому-нибудь члену предложения, начинаются с вопросительного слова. Специальные вопросы всегда требуют полного ответа.

<b>Where</b>	где? куда?
<b>When</b>	когда?
<b>Who(m)</b>	кто?, кого?, кому?
<b>What</b>	какой? Что?
<b>Which</b>	какой? (при выборе)
<b>What kind of...</b>	какой?
<b>Whose</b>	чей?
<b>Why</b>	почему?
<b>How</b>	как?

В вопросах к подлежащему и его определению сохраняется прямой порядок слов и не используются вспомогательные глаголы **do, does, did**.

**Порядок слов в вопросе к подлежащему**

Подлежащее— вопрос. слово	Основной глагол	Второст. члены предложения	Ответ на вопрос
Who Кто	works работает	at the mine? На шахте?	The miners do. Шахтеры.
Whose book Чья книга	is	on the table? Настоле?	Mine. Моя.

В вопросах к другим членам предложения за вопросительным словом следует вспомогательный глагол, затем подлежащее, основной глагол, затем второстепенные члены предложения.

**Порядок слов в специальном вопросе**

Вопросител ьн. слово	Вспомога т. глагол	Подлежа щее	Основно й глагол	Второст. члены предложения	Член предложения, к которому задан вопрос
What	<b>does</b>	the	do	every day?	Дополнен ие
When	<b>do</b>	manager you	get up	in the morning?	Обстоят- во времени
Where	<b>did</b>	they	buy	the mining equipment?	Обстоят- во места

**Present Continuous for future**

Настоящее длительное время используется для выражения будущих действий, если действие четко запланировано (куплены билеты, запланированы встречи), также могут быть использованы конкретные даты: **tomorrow, next year, in June, at Christmas** и т.д.

Образуется при помощи *to be + Ving*

**Look at these examples:** I am taking my exam next month.

- We're **eating** in a restaurant tonight. We've already booked the table..
- They can play tennis with you tomorrow. They're not **working**.
- When **are** you **starting** your new job?

**Контрольные вопросы**

1. Модальный глагол can/can't.
2. Present continuous for future. Arrangements and appointments.

## Раздел 12 Ambitions

### Lesson 1 One world

How many continents are in the world?	When did tunnel connect Britain to mainland Europe?
How do we travel between continents?	What is going to link Java with the island of Sumatra?
Which natural barriers make travel difficult?	Which continent is Siberia part of?

12 Ambitions. 12.1. One world.

#### Exercise 1.

Write labels for the photos, using one word or phrase from A and one from B.

A	trekking	sailing	cycling	<del>white-water rafting</del>
B	<del>tunnel</del>	river	bridge	canyon

**Picture A:** white-water rafting on a river

#### Exercise 2a.

Work with a partner. Discuss.

1. Which photos show something that connects two places?
2. Do you think any of these activities are dangerous? Why?

#### Exercise 2b.

Make a list of other activities people can do in these places.

Horse-riding in a canyon.

**Exercise 3a** Play recording 12.1. Listen to Dario and Mia. Which photos do they talk about?

**Exercise 3b.** Listen again and answer the questions.

1. Which activity didn't Mia enjoy?
2. Which activity (not in the photos) do they talk about?
3. Where did they go cycling?
4. Which was their favourite activity?

**Exercise 4** In pairs, ask and answer.

Have you done any of the activities?

Did you like it or not? Why? Why not?

Do you want to try any of the activities in the future?

### Reading and vocabulary

**Exercise 1** look at the map of the world. Answer the questions.

1. How many continents are there? What are they?
2. How do we travel between continents?

**Exercise 2a.** Read the text quickly. Is it about:

1. The past and the present?
2. The past, the present and the future?
3. The present and the future?

### No more continents?

For centuries natural barriers such as rivers, mountains and seas have made travel difficult. Now, with modern technology, we are crossing these barriers and the world is becoming much smaller place. Britain was an island for 8.000 years. But the Channel Tunnel opened in 1994 and connected Britain to mainland Europe. Oresund Bridge and Tunnel opened in 2000 and connected Sweden to Denmark and the rest of Europe. Now there are more projects to link different parts of the world. The Italian government is going to build a 5km-long bridge between Sicily and the Italian mainland, and in Asia, Indonesia is going to build a tunnel between the islands of Java and Sumatra.

But there are bigger projects, to join continents! Spain and Morocco are going to build a tunnel connecting Europe to Africa. They are thinking of building a 38km tunnel between Punta Palomas on the south coast of Spain and Punta Malabata in northern Morocco, near Tangier. And the United States and Russia are discussing a project to connect Alaska to Siberia, joining the continents of North America and Asia.

**Exercise 2b** Read the text again and match the places. Then match the pairs to A-F on the map.

- |            |                          |       |
|------------|--------------------------|-------|
| 1. Java    | ← a the Italian mainland | ..... |
| 2. Sicily  | b Denmark                | ..... |
| 3. Britain | → c Sumatra              | E     |
| 4. Alaska  | d mainland Europe        | ..... |
| 5. Sweden  | e Morocco                | ..... |
| 6. Spain   | f Siberia                | ..... |

**Exercise 3a** look at the words in the box and find them in the text. Then find:

1. Three verbs with the same meaning.
2. Three words connected with geography.
3. Three adjectives.

Continent    difficult    modern    island    connect    mainland    link    different    join

**Exercise 3b** complete the questions with the words from the box in Ex.3a, and write the answers.

1. Which natural barriers make travel.....?
2. When did a tunnel .....Britain to mainland Europe?
3. What is going to link Java with the .....of Sumatra?
4. Which .....is Siberia part of?

### Grammar be going to

**Exercise 4** look at the two sentences and tick the correct explanation of *going to*.

In the years to come the world is going to be a much smaller place.

Spain and Morocco are going to build a tunnel.

We use going to for:

1. Intentions (things people plan to do in the future).....
2. Things happening now .....

**Exercise 5** Complete the Active grammar box in their books. Reference Section on page 123.

I	We/You/They
<b>He/She/It</b>	
+ 'm (am) going to + infinitive to + infinitive	.....going to + infinitive .....going
- m (am) not going to + infinitive (.....)going to + infinitive	aren't (are not) going to + infinitive isn't
? Am I going to + infinitive going to + infinitive	...we, you, they going to + infinitive ... he, she, it

**Exercise 6** Write sentences and questions with be going to using the prompts.

Ford/build/a new electric car

*Ford is going to build a new electric car.*

Your company/open/a new office/next year/?

*Is your company going to open a new office next year?*

1. Britain/not/build/any more airports
2. My parents/retire/next year
3. They/open/a new bridge/in 2020
4. The Americans/build/a space station/?
5. I/start/a new course/in September
6. We/not/have/a holiday/next summer

### Pronunciation

**Exercise 7a** Play recording 12.2. *What do you notice about the pronunciation of to?* I'm going to stop smoking.

**Exercise 7b. Play recording 12.3.** listen and repeat the sentences, then mark the stress.

1. She's going to lose weight.
2. They're going to sell their car.
3. We're going to learn French.
4. I'm going to buy laptop.

### Vocabulary

**Exercise 8a** ► Put the time expressions in the correct order.

Next week ~~today~~ in two year's time next summer ~~tomorrow~~ three years from now  
later this year the week after next

**Exercise 8b.** in pairs ask and answer about your intentions using the time expressions.

**A:** What are you going to do tomorrow?

### Person to person

**Exercise 9a.** Interview your partner about his/her intentions. Use the ideas below and some of the verbs in the box to make questions. Write down the answers.

- |                  |                   |
|------------------|-------------------|
| 1. Health        | 4. Holidays       |
| 2. Work          | 5. Friends/family |
| 3. Entertainment | 6. Sport          |

Do visit watch get start join meet change improve buy travel
--

**A:** Are you going to improve your health?

**Exercise 9b.** Compare your information with other pairs.

**Speaking**

**Exercise 10** Work in groups of four.

Student A: turn to page 128.

Student B: turn to page 128.

Student C: Turn to page 128.

Student D: Talk to the students in your group. Ask them questions and find someone who is going to:

- 1 change their job soon.
- 2 write a novel before they retire.
- 3 have more than three children.

**Lesson 2 Fame and fortune**

To enter a pop star competition	I'm going to live forever
To be on a reality TV show	I'm going to make it to heaven
How are the people going to become famous?	I feel it coming together
To be famous	I'm going to learn to fly. .

12.2 fame and fortune

Infinitive of purpose; revision of be going to

Can do: write an informal letter

Listening

1 How can people become famous? Make a list.

Enter a 'pop star' competition

Be on a reality TV show

2a. Play recording 12.4. Listen to the song Fame! and tick (✓) the correct sentence.

1. The singer is famous. ....
2. The singer wants to be famous in the future. ....

2b. Look at the scene from the Film Fame! And answer the questions.

1. What is it about?
2. How are these people going to become famous?

3 Listen again and put the lines of the chorus in the correct order.

I'm going to live forever .....

I'm going to make it to heaven .....

I feel it coming together .....

People will see me and cry .....

Fame! 1



Baby, remember my name! .....  
 I'm going to learn how to fly .....  
 Light up the sky like a flame .....  
 I'm going to live forever .....

4a. Look at photos A-C. How can these people become famous?  
 Join a famous club? Write a book? Star in a film? Become President? Win a competition?

4b. Use a dictionary. Match three phrases from the box to photos A-C.

Politician	training session	acting	drama	election	a play	politics
football team	ball control	skills				

5a. Play recording 12.5. Listen to three interviews and match them to photos A-C.

5b. Listen again and choose the correct answer.

1. Victoria is a) a university student or b) a TV producer.
2. Helena is a) a politician or b) a student.
3. Lewis is in a) the first team or b) the reserve team.

5c. Listen again and write sentences with be going to. Then match your sentences with reasons a-c.

Victoria .....

Helena.....

Lewis.....

- a. To get a place in a professional team
- b. To become a famous performer
- c. To learn more about elections

Grammar infinitive of purpose

6 Look at what Lewis said and choose the correct answer.

I'm going to practice with them twice a week to improve my physical fitness.

I'm going to work really hard to get into the first team.

What does the underlined phrase do?

- a. It explains the purpose or reason for something.
- b. It gives more information about the verb.

See reference page 123.

7 Read the sentences. Are the reasons true for you? If not, change them so they are true for you.

I go on holiday to sunbathe and get tanned.

No, I go on holiday to visit new places.

1. I learn English to get a better job.
2. I go to nightclubs to meet new people.
3. I watch television to find out about other countries.
4. I go to work to have fun and relax.
5. I listen to pop music to improve my mind.

Reading and writing

8a. Read this letter from Victoria (from ex.5) to Josie and tick (✓) the correct sentence.

1. Josie is Victoria's sister.
2. Josie is Victoria's best friend.

Dear Josie

Thank you very much for your last letter. It was great to hear about your holiday in Cornwall.  
But I was sorry to hear that the weather was so bad.

Everything is going well here. My course is interesting and I've met a lot of nice people. The other students are very friendly. The most exciting thing is the drama group. I joined it last month and I'm really enjoying it. We're going to do a play at the end of term and I'm going to have one of the main parts! A TV company is making a film about the university and they are going to film the show. Yes, your little sister is going to be famous!

Write soon and give me love to Mum and Dad.

Love,

Victoria

8b. Read the letter again and discuss these questions in pairs.

1. How do we know that Victoria has had a letter from Josie?
2. How do we know this is a letter between relatives or close friends?
3. Why does Victoria use exclamation marks (!)?

8 Complete the How to box with the underlined expressions in the letter.

<b>How to organise an informal letter</b>	
Begin by mentioning the last letter you received .....	
Make a positive comment about it	
.....	
Describe your feelings	
.....	
Say something general about your life	
.....	
Make a request to end the letter	
.....	

10 Write a letter to a relative or close friend. Use Victoria's letter as a model. Follow these steps.

1. Make notes about your life now.
2. Make notes about your future plans.
3. Organise your notes into paragraphs.
4. Write the letter.
5. Check for grammar and spelling. Correct any mistakes.
6. Swap letters with a partner and check the spelling and grammar. Help your partner

correct the mistakes.

### Lesson 3 Charity challenge

Charity organization	Mark Webber on his cycling, trekking and kayaking challenge round Tasmania. Sponsors of the challenge raised money for Mark's favourite charities.
To raise money	
Physical challenge	
Expedition	
To take place	
To search	

#### 12.3 Charity challenge

Verbs+ infinitive/-ing form (want, would like, like, etc.)

Can do talk about likes, dislikes and ambitions

Reading

1 Look at the photo and answer the questions.

1. Do you know this man? What is he doing?
2. Why do you think he is doing it?

2 Look at the text. What is its connection with the photo above it?

3a match the words and phrases from the text to the correct meaning.

1 charity                      a something difficult for our bodies

2 raise money                b happen

3 physical challenge        c long, often difficult, journey

4 expedition                d look for

5 take place                      e organization that helps people

6 search                      f make money for someone/something

3b. Read the text. Mark the sentences true (T) or false (F).

1. The text describes a few beach holidays.
2. The expeditions are all very easy and relaxing.
3. The expeditions take place all over the world.
4. You can find information about the expeditions by searching the Internet.

4 Read some more information about Charity Challenge and tell your partner three important facts about it.

Student A: turn to page 129.

Student B: turn to page 130.

Listening

5 12.6 David is phoning Charity Challenge. In pairs, listen and answer the questions he asks.

6 Listen again. Match the sentence halves.

1. David would like                      a horse-riding

2. David enjoys                      b hiking.

3. He loves                      c sailing.

4. He hates                      d to think about it.

5. He doesn't like                      e to ask some questions.

6. He wouldn't like                      f to climb a mountain.

7. He can't stand                      g cycling.

8. He wants                      h going to the gym.

Mark Webber on his cycling, trekking and kayaking challenge round Tasmania. Sponsors of the challenge raised money for Mark's favourite charities.

### Charity Challenge

Are you looking for a challenge?

Raise money for charity and take a physical challenge at the same time!

There are more than thirty different challenges to choose from including treks, mountain bike rides, mountain climbs, white-water rafting, sailing and horse-riding expeditions.

They are taking place in Africa, Latin America, the Caribbean, the Middle East, Asia and Europe, and there are three levels of difficulty to choose from, so there really is something for everyone.

They include trekking on the Inca trail, along the Great Wall of China, or climbing Mount Kilimanjaro. You can search for an expedition by Location, Activity or within our Summary of Expeditions table.

Grammar verbs+infinitive/-ing form

6 Complete the table in the Active grammar box with verbs from 1-8 in ex. 6. Then complete the rule with like/enjoy/hate, etc. or want/would like.

Active grammar
Verb+infinitive (to...)      verb+-ing form (...ing)

Positive meaning would like ('d like), likes, ..... , .....  
 Negative meaning doesn't want, ..... Doesn't like,  
 .....  
 We use .....to express future desires and ambitions, and we use .....to express present likes and dislikes.

8 Choose the correct form of the verb.

1. Angeles enjoys to dance/dancing and she would like to be/being a professional dancer.
2. Giorgio doesn't like learn/learning English. He wants to leave/leaving his classes.
3. Johann and Bettina would like to travel /travelling but Bettina can't stand to fly/flying.
4. My father hates to live/living in the city but he doesn't want to leave/leaving his house.
5. Susanna loves stay/staying at home with her children. She wouldn't like to get/getting a job.

9 Look at the table. Discuss the questions in groups.

1. Have you been to any of the places?
2. Do you do any of the activities? Do you enjoy them?
3. Which of the challenges would you like to do?/ Which places would you like to visit?

Charity Challenge		summary of expeditions
Expedition	Country	Level of difficulty
Great Wall of China Trek	China	Challenging
Sahara Desert Trek	Morocco	Challenging
Kilimanjaro Climb	Tanzania	Extreme
London to Paris Cycle Ride	UK, France	Challenging
Grand Canyon Trekking Expedition	USA	Challenging
Mongolian Horse-riding Challenge	Mongolia	Challenging
Fastnet Sailing Challenge	UK, Ireland	Tough
North Pole Trek and Ski Expedition	North Pole	Tough

Pronunciation

10a. Play recording 12.7. Listen and repeat this sentence. Do the underlined words have the same vowel sound?

I'd really like to play the classical guitar.

10b. Play recording 12.8. Listen and underline the word you hear in each pair. Then repeat.

1. A) wait b) white
2. A) Dave b) dive
3. A) late b) light
4. A) main b) mine
5. A) lake b) like

10c Play recording 12.9. Listen to three sentences and write them. Then practise them.

Speaking

11a Make a list of four or five ambitions.

11b. Compare your ambitions in groups, then as a class. Is there a top ambition in the class?

A: I'd like to climb Machu Picchu.

B: Oh no. I don't like climbing.

### Лексический минимум Unit 12:

Geographical /landscape features:	Activities:
Bridge, canyon, coast, continent, hill, island, mainland, mountain, river, sea, tunnel	Cycling, driving, horse-riding, kayaking, mountain biking, mountain climbing, sailing, trekking, white-water rafting

### Структура **be going to** используется для выражения будущих намерений.

I	We/You/They	He/She/It
'm (am) going to + infinitive	___ going to + infinitive	___ going to + infinitive
'm (am) not going to + infinitive	Aren't (are not) going to + infinitive	isn't (is not) going to + infinitive
Am I going to + infinitive?	___ we, you, they going to + infinitive?	___ he, she, it going to + infinitive?

Britain is not going to build any more airports. - Is Britain going to build any more airports?

My parents are going to retire next year. – Are my parents going to retire next year?

They are going to open a new bridge in 2020. – Are they going to open a new bridge in 2020?

### Обстоятельство цели

Для выражения цели или причины действий употребляется обстоятельство цели. Оно образуется при помощи частицы **to** и глагола в инфинитивной форме.

I'm learning English **to get a better job**. I went to the shop **to buy some milk**.

### Like doing & Would like to do

#### Структуры **like doing** и **would like to do**

Структура **like doing (love doing)** выражает общее чувство удовольствия от выполнения указанной деятельности.

I **like reading**. Мне нравится читать.

Структура **would like to do (would love to do)** выражает желание сделать что-либо в момент речи или в ближайшем будущем.

I **would like to read**. Мне бы хотелось почитать.

#### Краткие ответы

**Would you like to dance?**

Yes, **I would**./ Yes, **I'd love to**.

**Would you like to come for a walk?**

Yes, **I would**./ No, thank you.

Примеч. Ответ **No, I wouldn't** обычно не используется, потому что считается невежливым.

Ниже приводится список наиболее устойчивых сочетаний.

#### Verb + ing

like swimming  
love cooking  
enjoy

#### Verb + ing или to + infinitive

begin raining / to rain  
continue working / to work  
start

finish

**Examples:** We really **enjoy** **visiting** cities in other countries.  
I **can't stand** **getting** up in the morning.  
They **love** **watching** motor racing.

**Would like to...**

Use would (not) like + to + infinitive to express a desire for something in the future. It is similar to want + to + infinitive.

Jane **would really like to go** to the opera.

**Запомните:** после глаголов **like, love, hate** возможно использовать инфинитив I **love to spend** time with my niece.

**Контрольные вопросы**

1. be going to –for intentions
2. Инфинитив цели. Study objectives.

## Контрольные вопросы.

### **Your life.**

1. Личные местоимения. Глагол to be. About your family.
2. Притяжательный падеж существительных. Артикль.

### **Activities.**

1. Present Simple. Указательные местоимения. A very special job.
2. Множественное число существительных.

### **Free time.**

1. Модальный глагол. My free time.
2. Выражения просьбы, предложений. Making suggestions.

### **Food.**

1. Исчисляемые/ неисчисляемые существительные. Неопределенное местоимение some/ any. Shopping.
2. Объектные местоимения. Выражение I'd like...

### **Home**

- 1.оборот there is/ there are. About your home.
2. Усиления: *very, really, quite, not very*.

### **City life**

1. Past of 'to be'. About your Missing.
2. Past Simple: правильных глаголов.

### **People**

1. Местоимения one/ ones. Притяжательные местоимения
2. Past Simple: неправильных глаголов. Describing family members

### **Day to day**

1. Present Simple.
2. Present Continuous. Describe what are you doing now.

### **Culture**

1. Степени сравнения прилагательных.
2. Формы образования будущих действий. Making news.

### **Journeys**

1. Present Perfect. -ing form as noun. Booking a hotel room

### **Learning**

1. Модальный глагол can/ can't.
2. Present Continuous for future. Arrangements and appointments.

### **Ambitions**

Be going to for intentions

1. Модальный глагол can/ can't.
2. Инфинитив цели. Study objectives.

**Опорные конспекты «Английский язык» (3 курс, факультатив, уровень Elementary, Pre-Intermediate)**

**Раздел 1. 24 hours**

**Lesson 1 Are you a party animal?**

What kind of person are you?	Do you go clubbing in the evenings?
Do you go clubbing with friends?	Do you visit old friends?
Do you have dinner in a restaurant with friends?	Do you lie on the beach?
Do you get DVD and take-away pizza?	Do you buy some clothes for the evening?
Do you have a picnic with family or friends?	Do you buy a book about the place you are in?
Do you visit another city?	Do you buy an ice-cream?
Do you read a magazine at home?	
Do you meet some friends and go to the gym?	
Do you go to an art gallery?	
Do you have a sandwich at your desk?	

**1 24 hours**

**Exercise 1.** Discuss.

1. What is your favourite time of the day/week? Why?
2. What is your least favourite time of the day/week? Why?
3. What is a typical day like for you?

**Exercise 2.** What can you see in the photos? Use verb phrases from the box. Which phrases are not in the photos?

Chat on the phone    listen to the radio    get up early    go to bed late    stay in bed late  
 Have breakfast/lunch/dinner    watch TV    check your emails    do exercise    go for a walk  
 Go clubbing    do nothing    catch a bus/train

**Exercise 3a.** Look again at the verb phrases.

Write **D** next to the things you do every day.

Write **W** next to the things you only do at weekends.

Write **S** next to the things you sometimes do.

Write **N** next to the things you never do.

**Exercise 3b.** Write more verb phrases of things you do...

- Every day.
- Only at weekends.

**Exercise 3c.** Compare with a partner. Do you do the same things?

**1.1 Are you a party animal?**

**Grammar:** likes and dislikes



**Can do:** ask and talk about personal likes and dislikes

**Speaking**

**Exercise 1a.** Look at the quiz below. What can you see in each picture? Tell your partner.

**Exercise 1b.** Match the pictures A-C with the descriptions 1-3 below.

1. This person likes staying in, eating and watching television. ....
2. This person likes going out, dancing and meeting friends. ....
3. This person likes reading and going to museums and art galleries. ....

**Exercise 2a.** Work with a partner and do the quiz.

**Exercise 2b.** Check the results. Are the results true for you?

***What kind of person are you?***

1. It's your birthday. Do you...
  - A. Go clubbing with friends? .....
  - B. Have dinner in a restaurant with friends? .....
  - C. Get a DVD and a take-away pizza? .....
2. It's a sunny weekend. Do you...
  - A. Have a picnic with family and friends? .....
  - B. Visit another city? .....
  - C. Read a magazine at home? .....
3. It's your lunch break at work. Do you...
  - A. Meet some friends and go to the gym? .....
  - B. Go to an art gallery? .....
  - C. Have a sandwich at your desk? .....
4. It's your summer holiday. Do you...
  - A. Go clubbing in the evenings? .....
  - B. Visit old buildings? .....
  - C. Lie on the beach? .....
5. You go shopping on holiday. Do you buy ...
  - A. Some clothes for the evening? .....
  - B. A book about the place you're in? .....
  - C. An ice-cream? .....

**Results:**

**Mostly As:**

You're a real party animal and fun to be with. Don't forget to stop and rest sometimes!

**Mostly Bs:**

You're a proper culture vulture and like learning something new. Don't forget to join the party sometimes!

**Mostly Cs:**

You're a total couch potato and usually on the sofa, doing nothing. Come on – get up and join in the fun!

**Reading**

**Exercise 3.** Read the text. Is each person a ‘party animal’, a ‘culture vulture’ or a ‘couch potato’?

**We asked these people about their typical Saturday. Here’s what they said:**

I don’t like getting up early at the weekends so I usually stay in bed late – sometimes until about 10.30 a.m.! I absolutely love having a big breakfast on Saturdays. I can’t stand going to the gym or doing exercise but I sometimes go for a walk in the afternoon. I quite like meeting friends in the park or just lying on the grass and doing nothing. I’m not very keen on going out on Saturday evening. I stay in and chat on the phone and get a take-away pizza.

*Marek Rzeczkowska, Krakow, Poland*

I really hate doing nothing so I get up early on Saturdays and start the day by checking my emails. I really like meeting friends and having breakfast in a café, so I catch a bus into town at about 9.00a.m. After breakfast, my friends and I sometimes go to an art gallery. I’m quite keen on most kinds of art so I don’t mind which gallery we go to but my friends really hate modern art. I do different things on Saturday evenings. I sometimes have dinner with friends or I stay in and watch TV.

*Lola Gutierrez, Sevilla, Spain*

**Exercise 4.** Complete the sentences with Marek or Lola.

*Lola* likes getting up early on Saturdays.

1. ....likes having a lot to eat for breakfast.
2. ....doesn’t usually have breakfast at home on Saturdays.
3. ....doesn’t like doing any sport or exercise.
4. ....likes doing nothing in the park.
5. ....likes going to art galleries.
6. ....likes chatting on the phone on Saturday evenings.
7. ....likes watching TV in the evening.

**Grammar: likes and dislikes**

**Exercise 5.** Complete the Active grammar box using the underlined phrases from the texts in Ex.3.

**Active grammar**

1. ....☺☺☺  
*I really like ...* ☺☺  
*I quite like ...* ☺

2. ....☺  
 3. ....☹  
 4. ....☹  
*I don’t like...* ☹  
 5. ....☹☹  
*I really hate...* ☹☹

Use a noun or the gerund after these phrases.

**Exercise 6.** Write the sentences using the prompts. Don’t forget to change the verb if necessary.

☺/watch football on TV.

*I’m quite keen on watching football on TV.*

1. ☺☺☺/my job.
2. ☹/do crossword puzzles.

3. ☺☺/beach holidays.
4. ☹☹/be cold.
5. ☹/dogs.
6. ☺/go to the cinema.
7. ☹☹/talk on the phone in English.
8. ☺☺☺/go dancing on Friday evenings.

**Person to person**

**Exercise 7.** Make the sentences in Ex.6 true for you. Cover the sentences and tell your partner.

**Speaking and writing**

**Exercise 8.** Tell other students what kind of person you are, and why.  
I think I'm mostly a party animal because I absolutely love going out with my friends.

**Exercise 9a.** Write a paragraph with the title My typical Saturday. Use the texts in Ex.3 to help you.

**Exercise 9b.** Read your partner's paragraph. What new things do you learn about your partner?

**Lesson 2 Goodnight**

What time do you go to bed?	How do you feel when you wake up?
Do you have a snack before bed?	What time do you get up?
What do you do to help fall asleep?	What time do you have breakfast?
How many hours do you sleep at a time?	Do you have a shower in the morning or in the evening?
Do you ever have a lie-in?	Do you have a nap during the day?

**1.2 Goodnight**

**Grammar:** Present Simple; adverbs of frequency

**Can do:** ask and answer questions about daily routines

**Speaking and listening**

**Exercise 1a.** Make these sentences true for you. Compare with a partner.

1. I sleep a lot.
2. Sleep is a waste of time.
3. I can only sleep on a hard bed.

*I don't sleep a lot – usually six hours a night.*

**Exercise 1b. Play recording 1.1.** Listen to a TV programme about sleep. Tick ✓ the things you hear.

- |              |                 |
|--------------|-----------------|
| Cats .....   | Children.....   |
| Snakes ..... | Old people..... |
| Babies.....  |                 |
| Adults.....  |                 |
| Horse.....   |                 |
| Dogs.....    |                 |
| Fish.....    |                 |

**Exercise 2. Play recording 1.1.** Listen again and answer the questions.

1. Who sleeps about a) seven hours, b) seventeen hours and c) eight hours every day?
2. What is strange about the way horses sleep?
3. What is strange about the way fish sleep?
4. In one year, the average person sleeps for: a) 2,688, b) 2,860 or c) 2,680 hours?
5. In one night, how many dreams does the average person have?

**Exercise 3.** Discuss.

1. How often do you remember your dreams?
2. How often do you have the same dream?
3. Do you have any favourite dreams?

**Vocabulary**

**Exercise 4a.** Match the questions to the answers.

1. What time do you <u>go to bed</u> ?	a) At about 7a.m.
2. Do you <u>have a snack</u> before bed?	b) About eight hours.
3. What do you do to help <u>fall asleep</u> ?	c) At about 11p.m.
4. How many hours do you <u>sleep</u> at a time?	d) At about 7.30a.m., after I have a shower.
5. How do you feel when you <u>wake up</u> ?	e) I'm often a bit tired.
6. What time do you <u>get up</u> ?	f) I usually have one in the morning.
7. What time do you <u>have breakfast</u> ?	g) I always have a lie-in on Sundays.
8. Do you <u>have a shower</u> in the morning or the evening?	h) No, I don't. I never have time.
9. Do you <u>have a nap</u> during the day?	i) I hardly ever eat before bed.
10. Do you ever <u>have a lie-in</u> ?	j) I sometimes listen to the radio.

**Exercise 4b. Play recording 1.2.** Listen and check your answers.

**Exercise 4c.** In pairs, decide what the difference in meaning is between:

1. To wake up/to get up.
2. To sleep/to fall asleep.
3. To have a snack/to have breakfast.

**Exercise 5.** Complete the text using the underlined phrases in Ex.4.

**Is sleeping a problem for you?**

*Do you want to sleep but can't fall asleep?*

*Here are some tips for happy sleeping:*

- (1) .....of bread or fruit about an hour before you (2) .....
- Try not to (3).....in the day. Only sleep at night.
- If you (4).....in the night, don't (5) .....

**Exercise 6.** Which advice in Ex.5 do you follow? Which tips do you disagree with?  
*I don't eat before I go to bed.*

**Grammar: Present Simple; adverbs of frequency**

**Exercise 7.** Complete the Active grammar box with do, does, don't or doesn't.

**Active grammar**

+ *I usually go to bed about 10.30.*

- *They .....have a nap during the day.*

*He .....have a lie-in during the week.*

? .....*you wake up early?*

.....*she often have a snack before bed?*

Use the present Simple to talk about routines (things you do every day) and habits (things you do often).

**Adverbs of frequency**

*Always, usually, often, sometimes, hardly ever, never*

100%  0%

**Present Simple**

+ I/You/We/They	go	to bed early.
-I/You/We/They	don't go	to bed early.
He/She/It	goes	to bed early.
He/She/It	doesn't go	to bed early.
? Do you/we/they	get up early?	
Does he/she/it	get up early?	
Yes, I do./No, I don't.		
Yes, he does./No, he doesn't.		

Use the Present Simple for routines, habits and things that are generally true.

*I always call my parents on Sundays.*

*I often go to the cinema.*

*He doesn't like going to bed.*

Contractions: don't = do not; doesn't = does not

3<sup>rd</sup> persons: *He/She/It*: add *s* to the verb in the affirmative.

**Adverbs of frequency**

Use adverbs of frequency to say how often you do something.

*I usually play the piano in the evenings.*

The adverb of frequency comes after the verb to be.

*I'm never late.*

The adverb of frequency comes before a main verb.

*He sometimes goes clubbing on Saturdays.*

! Use the affirmative with *never* and *hardly ever*, not the negative.

*He hardly ever stays in bed late.*

**Exercise 8.** Choose the correct form.

**A:** (1) *Do/Does* you fall asleep quickly?

**B:** Yes, I (2) *do/does*. I (3) *don't/doesn't* listen to the radio, I just (4) *go/goes* to sleep immediately.

**A:** (5) *Do/Does* you use an alarm clock?

**B:** No, I (6) *do/don't*. My mum (7) *get/gets* up first, then she (8) *call/calls* me.

**A:** (9) *Do/Does* anyone in your family have strange sleep habits?

**B:** Yes, my brother (10) *do/does*. He (11) *talk/talks* in his sleep but he (12) *don't/doesn't* wake up.

**Exercise 9.** Write true answers for you for the questions in Ex.8.

*I usually fall asleep quickly but I sometimes read a book.*

### Pronunciation

**Exercise 10a.** Match the vowel sounds to the underlined words.

a) /u:/            b) /ə/            c) /ɪ/

**A:** (1) Do you have a nap during the day?

**B:** Yes, I (2) do.

**A:** (3) Does Jane get up early?

**B:** Yes, she (4) does.

**Exercise 10b. Play recording 1.3.** Listen and check. Practise the dialogues with a partner.

### Person to person

**Exercise 11.** Ask and answer the questions in Ex.4a with a partner.

**A:** *What time do you go to bed?*

**B:** *I usually go to bed about midnight.*

### **Lesson 3 A day in the life**

Staff	How many people go top Harrods on special days?
Customers	What different kinds of jobs are mentioned?
Shop assistant	What does “all things, for all people , everywhere” mean?
Products	Who was Gertie?
doorman	Why does the doorman stop some people going into Harrods?
	What do these numbers refer to? A) 150 b) 330 c) 5,000 d) 11, 500

### **1.3 A day in the life**

**Grammar:** Present Continuous

**Can do:** write an informal email to update someone on your life

### Reading

**Exercise 1a.** Which things in the box can you find in the photos?

Staff	customers	shop assistant	products	doorman
-------	-----------	----------------	----------	---------

**Exercise 1b.** Discuss.

1. What is the most famous shop in your country?
2. Why is it famous? What can you buy there?

**Exercise 2a.** Read the text. Why is Harrods famous?

**All things, for all people, EVERYWHERE**

Harrods is probably the most famous department store in the UK. It's over 150 years old and it has 330 departments on seven floors. On special days, about 300,000 customers come and spend their time and money in Harrods.

More than 5,000 people from over fifty different countries work for the store. However, the staff are not just shop assistants. Harrods has its own hairdresser's, doctor's, bank, fire brigade, and much more.

A huge team of people clean and look after the store. This includes checking and changing the 11,500 light bulbs on the outside of the building.

Harrods is famous for providing 'all things, for all people, everywhere'. Whatever you want, you can buy it at Harrods – from expensive jewellery and furniture, to paper and pens. Someone even bought a baby elephant called Gertie as a present for Ronald Reagan. However, many people come to Harrods just to look and not to buy and this can be a problem. Sometimes the doorman doesn't let people in because they are wearing the wrong kind of clothes!

*On special days, about 300,000 customers come and spend their time and money in Harrods.*

**Exercise 2b.** Read the text again and answer the questions.

1. How many people go to Harrods on special days?
2. What different kinds of jobs are mentioned?
3. What does 'all things, for all people, everywhere' mean?
4. Who was Gertie?
5. Why does the doorman stop some people going into Harrods?
6. What do these numbers refer to?  
a) 150      b) 330      c) 5,000      d) 11,500

**Exercise 3.** Discuss.

1. Would you like to visit Harrods? Why/Why not?
2. Do you enjoy shopping? Why/Why not?

**Listening**

**Exercise 4a. Play recording 1.4.** Listen to a customer survey in Harrods. Complete the chart.

Where are you from?	What are you doing in London?	What are you doing in Harrods?
Customer 1: (1).....	<i>Working as an au pair</i>	(2).....
Customer 2: (3).....	(4).....	<i>buying a ring</i>
Customer 3: <i>England</i>	<i>shopping</i>	(5).....

**Exercise 4b.** Compare your answers with a partner.

**Grammar: Present Continuous**

**Exercise 5.** Match the sentences 1 and 2 in the Active grammar box to rules a) and b).

**Active grammar**

+ 1. *I'm working as an au pair.*

2. *My girlfriend is shopping for clothes.*

- *I'm not buying anything.*

*We're not staying long.*

? *Are you looking for anything special?*

*What are you doing in Harrods?*

Use the Present Continuous for:

a) Actions happening at this moment

**E.g. sentence:**.....

b) Temporary actions happening 'around now' but not at this moment:

**E.g. sentence:** .....

Use the Present Simple (NOT the Present Continuous) with state verbs (*e.g. be, know, like, love, etc.*).

**Present Continuous**

+ I	am	
He/She/It	is	working.
We/You/They	are	
-I	am not	
He/She/It	is not	working.
We/You/They	are not	
? Am	I	
Is	he/she/it	having a lie-in?
Are	we/you/they	
Yes, I am./No, I'm not.		
Yes, you are./No, you aren't.		
Yes, he is./No, he's not (he isn't).		

Use the Present Continuous to talk about actions happening at the time of speaking and temporary actions happening around now.

*I'm doing the washing-up.*

*He's doing a lot of exercise at the moment.*

**State verbs**

Like love hate want need prefer know understand believe remember

Use the Present Simple (NOT the Present Continuous) with state verbs.

*I know how to play chess.*

**Exercise 6.** Use the Present Continuous to complete the dialogues.

**A:** I (1) .....(wait) in the restaurant on the fourth floor. Where are you? It's 4.30!  
What (2).....(you/do)?

**B:** We (3).....(sit) on the bus. The traffic is very bad. We (4).....(not/move).

**A:** Hello. I (5).....(phone) from London.

**B:** Really? What (6) .....(you/do) there?

**A:** Jenny and I (7) .....(stay) with some friends for a week. It (8) .....(rain) today so we (9).....(not/go) out.

**Exercise 7.** Choose the correct alternatives.

1. I *do/'m doing* a Spanish evening class this term. It *starts/is starting* at 7.30 every Monday.



2. What do you *do/are you doing* these days? Do you still *study/Are you still studying*?
3. Michaela *doesn't eat/isn't eating* meat. She *doesn't like/isn't liking* it.
4. What do you *usually do/are you usually doing* in the summer holidays?
5. They *often go/re often going* to Corsica with friends.

**Exercise 8. Play recording 1.5.** Listen. What is happening? Make sentences with He/She... .

**Exercise 9.** Work in pairs.

**Student A:** look at the picture below.

**Student B:** look at the picture on page 127.

Find five more differences.

**A:** *Is the man buying a DVD?*

**B:** *No, he isn't. He's buying a book.*

### Writing

**Exercise 10.** Read the email in the Writing bank on page 145. Do the exercises.

**Exercise 11.** Write an email to a friend you haven't talked to for a long time. Tell him/her about your life at the moment.

*Hi Angela*

*How are you? I've got so much to tell you...*

### Лексический минимум Unit 1

#### All things

**Department store, department, customer, to spend money, staff, shop assistant, hairdresser's, fire brigade, a team, to look after, expensive, jewelry, a doorman, let to do something, to wear the wrong kind of clothes**

#### Likes and dislikes

Используйте следующие выражения чтобы выразить, что вам нравится или не нравится. *really like, quite like, don't like, really hate, absolutely love, can't stand, not very keen on, quite keen on, don't mind* .

#### Present Simple (adverbs of frequency)

Употребляется для выражения действий, которые происходят постоянно, изо дня в день, из года в год. Образуется с помощью глагола в инфинитивной форме. В 3л.ед.ч. к глаголу добавляется окончание –s. После сочетаний букв –s, -ss, -sh, -ch, -x,-o прибавляется –es

Watches, dresses.

Affirmative form	Negative form	Interrogative Form	Positive answer	Negative answer
I work	I do not work	Do I work?	Yes, I do	No, I don't
He works	He <u>does</u> not work	Does he work?	Yes, he does	No, he doesn't
She works	She <u>does</u> not work	Does she work?	Yes, she does	No, she doesn't
It works	It <u>does</u> not work	Does it work?	Yes, it does	No, it doesn't
We work	We do not	Do we	Yes, we do	No, we

	work	work?		don't
You work	You do not work	Do you work?	Yes, you do	No, you don't
They work	They do not work	Do they work?	Yes, they do	No, they don't

**Наречия данного времени:** usually, often, sometimes, always- в предложении употребляются после подлежащего.

**Обстоятельства времени, употребляемые при этом времени:** everyday (week, month, year, morning)

**Порядок слов в специальных вопросах:**

2. Special word 2. Auxiliary verb (did) 3. Subject 4. Verb 5. Other members of the sentence.

**Example: Where do you go every day?**

**What does he play every week?**

**Present Continuous настоящее длительное.**

Present Continuous употребляется:

1. Для выражения длительного действия, совершающегося в момент речи. Наличие слов, обозначающих момент речи как now, at this moment не обязательно, поскольку сама форма времени выражает, что действие совершается в момент речи.

He is reading a book. She is typing a letter.

2. Для выражения длительного действия, совершающегося в настоящий период времени, хотя и не обязательно в момент речи. He is writing a new play.

3. Для обозначения будущего действия, когда выражается намерение совершить действие. They are going to the theatre tonight.

Present Continuous образуется при помощи вспомогательного глагола 'to be' и формы причастия настоящего времени.

Affirmative form	Negative form	Interrogative form	Positive answer	Negative answer
I am working	I am not working	Am I working	Yes, I am	No, I am not
He is working	He is not working	Is he working	Yes, he is	No, he is not
She is working	She is not working	Is she working	She is	No, she is not
It is working	It is not working	Is it working	Yes, it is	No, it is not
We are working	We are not working	Are we working	Yes, we are	No, we are not
You are working	You are not working	Are you working	Yes, you are	No, you are not
They are working	They are not working	Are they working	Yes, they are	No, they are not

**Обстоятельства времени, используемые при этом времени: now, at this moment, at the given moment.**

**Запомните глаголы,** неупотребляющиеся во временах группы Continuous: to be, know, understand, think, recognize, want, like, see, hear, feel have. Они употребляются в Present Simple.

## Контрольные вопросы

1. Present Simple. Adverbs of frequency.
2. Present Continuous.
3. Write down what kind of person are you.
4. Tell about sleeping habits of people and animals.

### Раздел 2 Music.

#### Lesson 1 A real classic

Do you know Robin Scott? No, Well not many people do. He's the lead singer with M and a star for the future. M's new record is a huge hit at the moment. It's called Pop Muzik and it's already very popular in the UK and Europe.

Robin and his girl friend, Brigit Novik, sing the lyrics. Their strange voices make it sound very different. Brigit's voice sounds like a robot! Robin is certain to be a big star in the future. This is just the beginning for M.

#### 2 Music

1 What musical instruments can you see in the photos? What other instruments do you know?

2 a 2.1 Match the extracts to the types of music.

Classical	Latin	rock	house	pop	jazz
-----------	-------	------	-------	-----	------

b What kind(s) of music do you like/hate?

3 a Complete the sentences using the words or phrases in the box.

read music	really into	download	compilation CDs
favourite band	lead singer	favourite record	last concert

1 My.....is Coldplay. I've got all their CDs.

2 The .....I went to was Beethoven's 9th Symphony.

3 I.....a lot of music from the Internet.

4 I can't..... but I can play by ear.

5 I sometimes make..... for my friends.

6 My.....is Yesterday by The Beatles.

7 I'd like to meet the.....of Radiohead. He sounds interesting.

8 I'm.....jazz at the moment. I love Louis Armstrong.

b Make sentences about you. Use the words or phrases in the box. Tell your partner.

I don't download music from the Internet. I don't know how to do it.

#### 2.1 A real classic

##### Reading

1 a Look at the photo. When do you think this pop star was famous?

b Read the text and complete the chart.

##### 'M' - a star for the future?

Do you know Robin Scott? No? Well, not many people do. He's the lead singer with M and a star for the future. M's new record is a huge hit at the moment. It's called Pop Muzik and It s already very popular in the UK and Europe.

Robin and his girlfriend, Brigit Novik, sing the lyrics. Their strange voices make it sound very different. Brigit's voice sounds like a robot!

Robin is certain to be a big star in the future. This is just the beginning for M.

May 1979

Date of article	May 1979
Name of band	
Lead singer	
Other singer	
Song	
Hit in ...	
Future for lead singer	

### Listening

2 a 2.2 Listen to an interview with Robin Scott twenty-five years later. Did he become a big star?

b Listen again and answer the questions.

- 1 Where did he grow up?
- 2 What kind of college did he go to?
- 3 When did he make his first record?
- 4 Where did he move to in the mid-seventies?
- 5 How did he choose the name M?
- 6 What happened in February 1979?
- 7 What happened in 1989?
- 8 What is he doing now?

3a Discuss.

- 1 How do you think Robin feels about writing a 'real classic'?" .
- 2 Can you think of other songs which are 'real classics'?

b 2.3 Listen to Pop Muzik. What do you think of it?

### Grammar Past Simple

4 a Complete the Active grammar box with the correct form of the verb in the Past Simple.

#### Active grammar

Use the Past Simple for completed actions in the past.

+ We \_ a band with my brother. (form)

: I \_ up in south London. (grow)

.

- : I \_ very happy about my first : record. (feel)

: They \_ with me all the time. (agree)

? : Where \_ all\_? (it/start)

: How \_ of the name M? (you/think)

b Which verbs in the Active grammar box are regular? Which are irregular?

5 a Complete the sentences using the Past Simple.

- 1 I \_ (go) to a fantastic concert last night.
- 2 Mozart \_ (write) 600 pieces of music.
- 3 My brother \_ (play) his guitar all day yesterday.
- 4 Ten years ago my favourite band \_ (be) Oasis.
- 5 I \_ (make) a compilation CD for my sister's birthday.
- 6 My dad \_ (teach) me how to play the piano.
- 7 I \_ (buy) three jazz CDs last week.

b 2.4 Listen and check your answers.

6 Complete the dialogue with the Past Simple of the verbs in brackets.

A: Where (1) \_ (you/grow up)?

B: When I (2) \_ (be) very young, we (3) \_ (live) in Venice. Then when I was twelve, my family (4) \_ (move) to Milan. I (5) \_ (not/like) it at first, but when I was a teenager, I (6) \_ (love) it.

A: (7) \_ (you/go) to college when you (8) \_ (leave) school?

B: No. I (9) \_ (not/go) to college until I was twenty-two. First, I (10) \_ (get) a job in a record shop for a year and (11) \_ (save) up some money. Then I (12) \_ (go) travelling.

Pronunciation

7 a 2.5 Listen and repeat.

Worked	believed	ended	moved	wanted	loved	finished	waited	kissed
--------	----------	-------	-------	--------	-------	----------	--------	--------

b Put the verbs into the correct column according to the pronunciation of -ed.

/t/	/d/	/id/
worked		

c Add more verbs to each column.

8 a 2.6 Listen and write the sentences.

b In pairs, practise the sentences.

Speaking

9 a Prepare to interview a student about his/her life. Make questions using the ideas below and your own ideas.

- when/where born
- where grew up
- what liked/disliked about school
- what job wanted to do
- what important things happened as teenager · what did when left school
- what important things happened after that

b In pairs, interview each other about your lives. Use the language in the How to ... box to help you. Take notes.

#### How to refer to times in the past

1 Say when an action happened	three years /two months <u>ago</u> <u>when</u> I left school/I was fifteen <u>in</u> 1973/February 1979/the summer of 2000 <u>in the</u> mid 70s/late 80s/early 90s <u>last</u> week/month/year
2 Link an action to another action.	<u>after that</u> /leaving school three years/five days <u>later</u>

10 Write a short biography of your partner. Use your notes from Ex. 9a.

Adriana was born in 1980. She grew up in a small village near Naples. She didn't like school but she loved music ...

### Lesson 2 The Mozart effect

Music for stress and pain	Happy
The right music to study better	Sad
Get a better score and remember more	Relaxed
All kinds of music have an effect	Awake
What music do you listen to?	Sleepy
What effect does it have?	thoughtful

### 2.2 The Mozart effect

#### Reading

1 Play recording 2.7. Listen to three pieces of music by Mozart. How does each one make you feel? Use the adjectives in the box and your own words.

happy	sad	relaxed	awake	sleepy	thoughtful
-------	-----	---------	-------	--------	------------

*This piece makes me feel relaxed and calm.*

2 Read the text about the effects of music. Match the headings to the correct paragraph.

- A Music for stress and pain
- B Get a better score and remember more
- D All kinds of music have an effect
- C The right music to study better

1

Music is not just entertainment. It is medicine for both the brain and the body. Don Campbell is an expert on The Mozart effect and the incredible power of music. He says that all kinds of music, from Mozart to jazz, from Latin to rock can affect our learning and our health.

2.....

Many people use music to help them feel relaxed after a busy day at work. Music can also reduce the stress of being ill, especially by reducing pain. The director of Baltimore Hospital says that thirty minutes of classical music has the same effect as ten milligrams of the painkiller Valium.

3.....

Campbell also says that music can help you concentrate but you need the right kind of music for your mood. And you need to listen for about ten minutes before you start studying. Perhaps your mind needs relaxing or maybe you are tired and you want to feel more energetic. So you should choose the appropriate music to help you. You can use many different kinds of music to help you concentrate. Mozart's music is very popular, however, because it is very organised and it makes your brain more alert and imaginative.

4.....

Music helps you to study better and it can also actually make you more intelligent. In one study, students who listened to Mozart before doing a test got much higher marks than those who didn't. Many studies also show that children who learn to play a musical instrument before the age of twelve have better memories for the rest of their lives.

3 Read the text again. Mark the statements true (T), false (F) or don't know (?).

1. Music is good for our bodies and brains.
2. Don Campbell loves Mozart's music.

3. Music helps many people to relax after work.
4. Many hospitals use music to help with pain.
5. Listening to music before you study is a bad idea.
6. Only Mozart's music helps you to study.
  
7. The students listened to Mozart for fifteen minutes before doing the test.
8. It's a good idea for children to learn to play a musical instrument.

4 Discuss.

- 1 What music do you listen to?
- 2 What effect does it have?

Vocabulary word families

5 a Match the underlined adjectives in the text with the definitions below.

- 1 ..... = good at learning and understanding things
- 2 ..... = can think of new and interesting ideas
- 3 ..... = active and can work hard
- 4 ..... = calm and not worried
- 5 ..... = feeling that you want to rest or sleep

b Complete the table. Use a dictionary if necessary.

Adjective	NOUN
relaxed	
tired	
energetic	
imaginative	
intelligent	

6 a Underline the main stress in the words in the table.

b 2.8 Listen and check your answers.

- 1 Can you work out any rules for word stress with nouns?
- 2 Which pairs of words have the same stress?
- 3 Which pairs have different stress?

Lifelong learning

Record it all!

When you're recording new vocabulary, write all the important information in your vocabulary book.

Include the stress, the part of speech, a definition and an example sentence.

Relaxed (adj.) — calm and not worried. Jazz makes me feel very relaxed.

Choose the correct alternatives.

- 1 Latin music makes me feel energetic/energy.
- 2 I don't believe that music can make you more intelligent/intelligence.
- 3 I'm a very imaginative/imagination person.
- 4 I sometimes don't go out at weekends because of tired/tiredness.
- 5 I play the piano for relaxed/relaxation.
- 6 I need to use my imaginative/imagination in my job.
- 7 Everyone has the intelligent/intelligence to learn a language.

- 8 I listen to music in the morning to give me energetic/energy.
- 9 I'm always tired/tiredness when I get home in the evening.
- 10 Jazz makes me feel relaxed/relaxation.

8 Make the sentences in Ex. 7 true for you.  
 Going for a run makes me feel energetic.

Grammar so and neither

9 a Complete the Active grammar box.

Active grammar

Agree

- 1 A: / like rock music. B: So do I.
  - 2 A: I've got a guitar. B: So .....I.
  - 3 A: I'm not keen on him. B: Neither.....I.
  - 4 A: I didn't go. B: Neither.....I .
- Disagree
- 5 A: / often listen to rock music. B: I.....
  - 6 A: I've got a DVD player. B: I.....
  - 7 A: I can't play an instrument. B: I.....
  - 8 A: I don't like loud music. B:I.....

B 2.9 Listen and check your answers.

c Cover the answers and repeat the conversations from the Active grammar box.

10 Complete these sentences about music to make them true for you.

I really like ... I've got... I sometimes go ... I'm... I don't like ... I'm not... I think...  
 I haven't got...

Person to person

11 Say your sentences to a partner. Respond to your partner's sentences.

A: / really like going to see musicals.

B: So do I.

12 Write a paragraph about what kinds of music you like and why.

**Lesson 3 Too much, too soon**

Appear on a talent show
Get a fine
Your parents push you
An album is an instant success
Things start to go wrong
Argue with a manager
The newspaper say she goes clubbing every night
Things work out

**2.3 TOO MUCH, TOO SOON?**

Reading

1 a Discuss.

1 Why do you think Charlotte Church is famous?

2 What do you think the title of this lesson means?



b Read the introduction to the text and check your answers.

### Too much, too soon?

There is no question about Charlotte Church - she was a child prodigy. She had a recording contract with Sony at the age of eleven and a £6 million fortune by the age of sixteen - all from singing *classical* music. She's sold millions of records and she's performed for the American president, the Queen and the Pope. She has achieved a lot in her short life and she has earned a huge amount of money. But the question is: *Has she done too much, too soon?*

2 a Work in pairs.

**Student A:** read the text on page 125. Answer questions 1-6.

**Student B:** read the text on page 127. Answer questions 7-12.

- 1 When was Charlotte born?
- 2 How did she get a recording contract with Sony?
- 3 Was her first album successful?
- 4 What happened to her first manager?
- 5 Who was her second manager?
- 6 How did Charlotte do in her exams?
- 7 When did things start to go wrong for Charlotte?
- 8 What happened to Charlotte's mother?
- 9 What did the newspapers say about Charlotte?
- 10 Does Charlotte think she behaved like a normal teenager?
- 11 How does Charlotte feel about her mother now?
- 12 How is Charlotte now?

b Tell your partner about your half of the text. Use the questions as a guide.

3 Discuss these questions.

1 Do you think Charlotte Church has done 'too much, too soon'?

2 Do you think parents should push their 'child prodigies'?

4 a Match words or phrases from A and B.

*appear on a talent show*

B

- |                         |                                  |
|-------------------------|----------------------------------|
| 1 <del>appear on</del>  | a) too hard                      |
| 2 get a                 | b) to go wrong                   |
| 3 your parents push you | c) she goes clubbing every night |
| 4 an album is           | d) recording contract            |
| 5 things start          | e) her manager                   |
| 6 argue with            | f) fine                          |
| 7 the newspapers say    | g) a talent show                 |
| 8 things workout        | h) an instant success            |

b In pairs, use the phrases to retell Charlotte's story

### Grammar I Present Perfect Simple

5 a Look at the two underlined verb phrases in the introduction to the text. Answer the questions.

- 1 What tense is she had? Do we know when the action happened?
- 2 What tense is she's sold? Do we know when the action happened?

**b** Complete the rules by writing Present Perfect Simple or Past Simple.

- 1 Use the \_\_\_\_\_ to talk about an action or experience at a specific time in the past.
- 2 Use the \_\_\_\_\_ to talk about an action or experience in the past when the time is not important or not known.

6 a Complete the Active grammar box. What part of speech are the underlined verbs?

Active grammar

+ I've written a book.

She-----performed for the American president.

- \_\_\_\_\_ They haven't sold a lot of records.

- He \_\_\_ seen the film.

? .....you ever been on TV?

Has she done too much, too soon?

**b** Find other examples of the Present Perfect Simple in the texts about Charlotte Church.

7 Complete the sentences with the past participles of the verbs in the box.

be	play	download	<del>make</del>	work	study	buy	meet
----	------	----------	-----------------	------	-------	-----	------

I've never made a compilation CD for my friends.

1 She's the lead singer of my favourite band.

I've.....never an instrument in a concert.

He's \_\_\_ to two rock concerts this week.

I've\_ in lots of music shops so I'm quite experienced.

They've \_\_\_ every Radiohead album.

She's \_\_\_ singing and piano at college.

I've..... lots of jazz music from the Internet.

8 a Complete the dialogues with the Present Perfect Simple or Past Simple.

A: (1) \_\_\_\_\_ (you ever win) a competition?

B: Yes, I (2) \_\_\_\_ . I (3) \_\_\_\_ (win) a singing competition when I was six.

A: (4) \_\_\_\_\_ (you watch) TV last night?

B: Yes, I (5) \_\_\_\_ . I (6)\_\_\_\_ (see) a documentary about child prodigies.

A: (7) \_\_\_\_\_ (you ever meet) a famous person?

B: No, I (8) \_\_\_\_\_. But I (9) (see) Kylie in concert last year!

A: (10) \_\_\_\_\_ (you ever play) a musical instrument in public?

B: Yes, I (11) \_\_\_\_\_. I (12) \_\_\_ when I was a teenager.

**b 2.10.** Listen and check your answers.

8 a Complete the dialogues with the Present Perfect Simple or Past Simple.

Person to person

9 In pairs, ask and answer the questions in Ex. 8.

**Vocabulary** I achievements

9 a Match a verb from A with a noun from B.

A	B
1 learn	a) a prize for... (dancing/a sport)
2 make	b) to speak another language
3 start	c) an exam with distinction
4 win	d) your own company
5 pass	e) an article/a book
6 write	f) a speech to ... (thirty people)

**b** Which of the above have you done/not done? Which achievements are you most proud of in your life? Tell other students.

*I've played the piano in a concert. I'm really proud of that.*

### Лексический минимум Unit 2

#### Music:

**Medicine for both brain and the body, effect, incredible, power, to affect, to feel relaxed, to reduce the stress, a painkiller, actually, to make more intelligent, to get higher marks, better memory**

#### Past Simple of regular verbs.

**Past Simple** служит для выражения действия, совершившегося в прошлом. Это время употребляется в повествовании, т.е. при изложении событий, имевших место в прошлом, а также в разговоре о прошедших событиях.

Past Simple неправильных глаголов образуется различными способами: *speak-spoke, be-was/were, come-came, go-went*

Affirmative form	Negative form	Interrogative Form	Positive answer	Negative answer
I did	I did not do	Did I do?	Yes, I did	No, I didn't
He did	He did not do	Did he do?	Yes, he did	No, he didn't
She did	She did not do	Did she do?	Yes, she did	No, she didn't
It did	It did not do	Did it do?	Yes, it did	No, it didn't
We did	We did not do	Did we do?	Yes, we did	No, we didn't
You worked	You did not do	Did you do?	Yes, you did	No, you didn't
They did	They did not do	Did they do?	Yes, they did	No, they didn't

#### Word order in special questions:

1. Special word 2. Auxiliary verb (did) 3. Subject 4. Verb in present form 5. Other members of the sentence.

**Example: Where did you go yesterday?**

**What did he play yesterday?**

**Обстоятельства времени, употребляемые при этом времени: last - (week, month, year, morning), yesterday.; (week, month, years) ago.**

#### Present Perfect

-употребляется для выражения действия, совершившегося к настоящему моменту, результат которого имеется налицо в настоящем времени.

**Образуется:** have+ Participle II- regular verb+ed, irregular verb-the 3 form  
(действие, совершившееся к какому-то моменту в настоящем)

**Regular verb**

<b>Affirmative form</b>	<b>Negative form</b>	<b>Interrogative form</b>	<b>Positive answer</b>	<b>Negative answer</b>
I have written	I have not written	Have I written?	Yes, I have	No, I have not
He has written	He has not written	Has He written?	Yes, He has	No, He has not
She has written	She has not written	Has she written?	Yes, she has	No, she has not
It has written	It has not written	Has it written?	Yes, it has	No, it has not
We have written	We have not written	Have we written?	Yes, we have	No, we have not
You have written	You have not written	Have you written?	Yes, you have	No, you have not
They have written	They have not written	Have they written?	Yes, they have	No, they have not

**Regular verb**

<b>Affirmative form</b>	<b>Negative form</b>	<b>Interrogative form</b>	<b>Positive answer</b>	<b>Negative answer</b>
I have finished	I have not finished	Have I finished?	Yes, I have	No, I have not
He has finished	He has not finished	Has He finished?	Yes, He has	No, He has not
She has written	She has not finished	Has she finished?	Yes, she has	No, she has not
It has finished	It has not finished	Has it finished?	Yes, it has	No, it has not
We have finished	We have not finished	Have we finished?	Yes, we have	No, we have not
You have finished	You have not finished	Have you written?	Yes, you have	No, you have not
They have finished	They have not finished	Have they finished?	Yes, they have	No, they have not

**Типичные для Present Perfect обстоятельства:** already, not yet, just, ever, never-  
в предложении употребляются после подлежащего: I have just done my work.

**Сравните также:**

I have bought a book today( this week, this month)-неистекший отрезок времени- Present Perfect

I bought a book yesterday( last week, last month) истекший отрезок времени-Past Simple

**Запомните также следующие предложения:**

I have been to France.

Have you ever been to France?

I haven't seen you for ages?

I haven't met him for a long time.

I haven't been to Moscow since last year.

## Контрольные вопросы

1. Past Simple
2. Present perfect Simple.
3. What do you know about music?
4. How does music affect our studying!

### Раздел 3 Taste.

#### Lesson 1

Open a restaurant	To employ as chefs
Top-class	To feel about
Tasty recipe	A real success story
No previous experience	To be successful
Work abroad	Is surprising

### 3 Taste 3.1 Jamie's kitchen

- 1 What can you see in the photos? Add more words to each list.

FOOD	DRINK	PEOPLE	KITCHEN EQUIPMENT
<i>oranges</i>	<i>mineral water</i>	<i>chef</i>	<i>saucepan</i>

- 2 a Complete the sentences using the words or phrases in the box.

cook for yourself <del>give (something) up</del> eat out    celebrity chefs diet    vegetarian
---

- Is there any food that you would like to *give up*? If so, why? .....
- Have you ever been a \_\_\_\_\_? Why/Why not? .....
- Do you know any special kinds of \_\_\_\_ for people who want to lose weight fast? Do you think they work? .....
- 3 Do you often \_\_\_\_? Do you use recipes to help you? .....
4. How often do you \_\_\_\_? What is your favourite restaurant? .....
- 5 Are there any famous \_\_\_\_ in your country? .....

- b 3.1 Listen and match each answer to the correct question.

Ask and answer the questions from Ex. 2 with another student.

#### 3.1 Jamie's kitchen

##### Reading

- 1 Read the text quickly. Choose the best title:
- a How to be a good cook.
  - b KerryAnn opens a new restaurant.
  - c A success story for Jamie.

Food lovers everywhere love the hottest young celebrity chef, Jamie Oliver. One big reason is his simple, easy and, above all, tasty recipes, which he has put together in some excellent recipe books. Good food was always very important in Jamie's family. His parents had a pub in the southeast of England and, from the age of eight, he started cooking and helping the chefs.

Recently, he started a new project. He opened a restaurant called '15' in east London. He gave himself nine months to take a team of unemployed 16-24-year-olds, with almost no previous experience of cooking, and turn them into top-class chefs. Jamie says his biggest lesson is that each individual needs a different approach. Some people learn quickly and others need a bit more time.

The project also became a TV series called *Jamie's kitchen* which millions of people watched. One of the real success stories is KerryAnn Dunlop. Originally she failed her college exams but after Jamie took her on, everything changed. Now she runs her own section of the kitchen. 'Everyone is still having a really good time. We get tired sometimes but we have fun in the kitchen, and seeing everyone enjoying the meals we've prepared makes us all feel good.' And about Jamie, she says, 'He's fantastic. He's like a big brother or best friend to me now.' And what is she going to do next? 'I think I'd like to work abroad. I'm going to apply for a job in a top New York restaurant.'

2 Read the text again and answer 3 these questions.

- 1 Why is Jamie Oliver's food successful?
- 2 When did Jamie start cooking?
- 3 Who did Jamie employ as chefs for his new restaurant?
- 4 What is surprising about KerryAnn's story?
- 5 How does she feel about Jamie?
- 6 Where would she like to work next?

**3 a Match a word or phrase from A with a word from B to make phrases from the text. a real success story**

A	B
a real success open	restaurant chef
a top-class tasty no	experience story
previous work	abroad recipe

b Make sentences about Jamie or KerryAnn using the phrases from Ex. 3a.

*KerryAnn is one of the real success stories of the project.*

4 Would you like to learn to be a top class chef? Why/Why not?

**Grammar** *going to*

3.2 Listen to this trainee chef talk about her future plans and answer the questions.

- 1 What are her plans for the summer?
- 2 What are her plans after that?
- 6 a 3.2 Listen again and complete the sentences in the Active grammar box.

Active grammar

Use <i>going to</i> to talk about future plans and intentions.
+ I ..... <i>work for him over the summer.</i>
- I .....stay there longer than a few months.
? What .....do next?

b Change the sentences in the Active grammar box so that they begin with *You, She* and *They*.

7 Correct the sentences below. There is a word missing in each sentence.

I going to be an astronaut when I grow up.

*I'm going to be an astronaut when I grow up.*

- 1 They're going visit their son in Australia in the summer.
- 2 What he going to do this afternoon?
- 3 You going to see Sarah at the weekend?
- 4 We're going to tennis on Sunday morning.
- 5 They not going to work abroad this summer.
- 6 When are you to come and visit me?
- 7 Marie-Ann isn't going catch the train.

8 a Write complete sentences with *going to*.

- 1 I/start going to the gym.
- 2 Rachel/not/get a new job.
- 3 we/visit your parents tomorrow?
- 4 They/not/come to dinner next week.
- 5 What/you/do this weekend?
- 6 He/call you later.
- 7 Where/Peter and Tania/stay?
- 8 Who/tell him the news?

B 3.3 Listen and check your answers. Practise saying *going to* correctly.

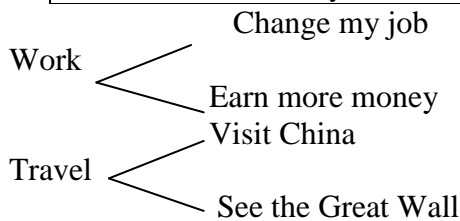
Person to person

9 Tell another student three things you plan to do this week. One should be false. Your partner must decide which.

### Speaking

10 a What are your plans for the next two years? Think about these areas of your life and make notes.

work travel hobbies and sports home education  
friends and family



b Talk about your future plans with another student. Use the How to ... box to help you.

### How to talk about future plans

Ask someone about their plans	<i>What are your plans for the next two years?</i>
1 Describe your plans	<i>I'm going to learn English ... I'm going to get a part-time job...</i>

2 Give a time reference	... <i>this year ... next year</i>
3 Give a reason	<i>because I want to work abroad.</i> ... <i>to earn some money.</i>

### Lesson 2 Big night

Spaghetti	yoghurt
Comfortable	Hour
Vegetable	Lamb
Knife	Calm

### 3.2 Big night

#### Listening

- 1 a Look at the photo from the film *Big Night*. Discuss.
  - 1 What nationality do you think the two men are?
  - 2 What do you think is the relationship between them?
  - 3 What do you think the film is about?

1 b 3.4. Listen to a conversation about the film and check your answers.

2 Listen again and complete the notes below.

- 1 Name of film:  
*It's called 'Big Night'.*
- 2 Time/place: *It's set in ...*
- 3 Main characters: *It's about...*
- 4 Problem:  
*The problem is that...*
- 5 The plan:

3 Think of a film you like. Make notes as in Ex. 2. Tell your partner about the film. Use the phrases above.

#### Pronunciation

- 4 a You can use a good English-English dictionary to check pronunciation. How is *chocolate* pronounced? Which letter is silent?

**chocolate** a sweet hard brown food: *Can I have a piece of chocolate?*

b Circle the silent letters in the words below.

spaghetti	comfortable	Wednesday	vegetable	knife	island	lamb
calm	hour	yoghurt				

4c 3.5. Listen and check the pronunciation.



5 a 3.6 Listen then repeat the sentences to your partner.

1. I had lamb in yoghurt for lunch on Wednesday.
2. Would you prefer spaghetti or vegetable soup?
3. Chocolate makes me feel calm.
4. It takes an hour to get to the island.
5. For camping holidays take comfortable shoes and a penknife.

b Can you think of more words with silent letters?

Grammar : defining relative clauses

6 Look at the examples and complete the Active grammar box with the underlined words.

*It's about two brothers who live in New York. They own a restaurant which isn't doing very well. Next door to 'Paradise' there's a restaurant where they serve terrible Italian food.*

Active grammar

Defining relative clauses give information about people, things and places.

They come directly after the noun.

Use \_\_\_\_ for people.

Use \_\_\_\_ for things.

Use \_\_\_\_ to say what happens in a place.

You can use *that* instead of *who* or *which* (informal).

a Complete the sentences with *who*, *which* or *where*.

This is the café..... I always buy my lunch.

She's the woman \_ owns the cafe.

Is that the ring\_ your son gave you?

This is \_\_\_\_ I lived as a child.

You are the only person .....has noticed my new haircut.

Do you have the money ..... gave you yesterday?

Is she the one \_\_\_\_ you don't like?

8 This is .....we first kissed.

b In which sentences above can you also use *that*?

8 a Make sentences from the prompts.

The TV programme/makes me laugh the most/ *Friends*.

*The TV programme which makes me laugh the most is 'Friends'.*

- 1 Spinach/the only vegetable/I never eat.
- 2 The place/I feel happiest/my bedroom.
- 3 The village/I was born/beautiful.
- 4 My sister/the only person/I tell my secrets to.
- 5 The music/I listen to the most/jazz.

6 The thing/I like most about myself/my hair.

b Make the sentences true for you.

Lifelong learning

*Describe it!*

If you don't know the name of something in English, explain what you mean with these phrases.

*It's the thing that you use for eating ice cream, (spoon)*

*It's the stuff that you drink on special days, like weddings, (champagne).*

*It's the person who runs the kitchen in a restaurant, (chef)*

Use *thing* for countable nouns, *stuff* for uncountable nouns and *person* for people.

9 Student A: look at page 125.

Student B: look at page 127.

Writing

10 Look at the Writing bank on page 145. Then complete the letter below.

Dear Tania,

*Sorry for not (1) .....recently but things have been incredibly busy. We've finally moved into the house which I told you about. It's great but it needs lots of work! We haven't been out much but we did go and see 'Big night'. It's fantastic! Have you seen it?*

*The main (2) .....I'm writing is because I'm organizing a surprise party for Stephanie's birthday. We're having it at the local Spanish restaurant where I think I took you for lunch once. Anyway, if you're not doing anything on the evening of 25<sup>th</sup> (8pm), please come! We'd love to see you and catch up.*

*Hope (3) .....Ok with you.*

*Simon x*

11 Read the letter again. Put the things which Simon does into the correct order.

- a He gives his news
- b He invites Tania to a party
- c He says he hopes Tania is well
- d He apologises

12 Write a short letter to a friend. Give your news and invite him/her to a party.

### Lesson 3 It's the place

Researchers asked the people to give the place marks out of ten	The place is always more important than the food.
People in the residential home for the elderly liked the food	The food was exactly the same in all the different places.
Customers in the restaurant liked the food	The food got the highest marks in the army training camp

### 3.3 It's the place...

#### Reading

#### 1 Discuss.

1. What are your favourite and least favourite foods?
2. Say what you think of the foods in the photos.

2 Mark the adjectives positive (+) or negative (-). Which take *absolutely* and which take *very*?  
delicious tasteless tasty disgusting mouth-watering horrible

#### 3 Read the text and answer this question.

*What were the results of the research?*

*Were school dinners really so bad?*

Don't spend lots of money on<sup>1</sup> top quality cooking; just make sure you like the place where you have it. A new report says that the enjoyment of a meal doesn't depend on what you eat, but where you eat it.

Researchers prepared the same meal in ten different<sup>2</sup> locations and asked the people eating it to give it marks out of ten for the taste,<sup>3</sup> texture and<sup>4</sup> appearance of the food. When they served 'chicken a la king' in a residential home for the elderly, it got<sup>5</sup> low marks. However, when they served it to customers in a four-star restaurant, the reaction was very different. The customers said it tasted delicious. 'The results show that in many cases the location is actually much more important than the food,' said Professor John Edwards) of Bournemouth University. Edwards and his team took great care to make sure that all the meals would be as similar as possible. They used exactly the same kind of chicken,' they stored the dishes in the same kind of plastic bags and served them all with the same type of rice. The meal got the highest marks in every category - taste, texture, appearance - at the restaurant. Interesting bottom marks went to the<sup>6</sup> dish when they served it in an army training camp. As one of the soldiers said, 'It tastes awful and smells disgusting!'

(adapted from *The Week*)

4 Read the text again and mark these sentences true (T) or false (F).

- 1 Researchers asked the people to give the place marks out often.
- 2 People in the residential home for the elderly liked the food.
- 3 Customers in the restaurant liked the food.
- 4 The place is always more important than the food.
- 5 The food was exactly the same in all the different places.
- 6 The food got the highest marks in the army training camp.

5 Decide on the correct meaning of the underlined words or phrases in the text.

- 1 a) extremely good b) extremely bad
  - 2 a) times b) places
  - 3 how something a) tastes b) feels
  - 4 how something a) looks b) sounds
  - 5 a) a bad score b) a good score
  - 6 a) a meal b) a waiter
- 6 Discuss.

- 1 Is the place you eat food important for you?
- 2 Where do you eat your meals at home?

Vocabulary            sense verbs

7 Match the sentences below to the pictures.

- 1 This tastes delicious! .....
- 2 You look nice! .....
- 3 That sounds awful! .....
- 4 You feel hot! .....
- 5 This doesn't smell great. ....

8 Use *look, sound, smell, taste* and *feel* to give your opinion about the following.

fresh coffee   being in love a Ferrari   Madonna your shoes   old milk   chillies   cigarettes
--

*I love fresh coffee, but it smells better than it tastes.*

Grammar I Present Continuous for future arrangements

- 9 a 3.7 Listen to the dialogue. What arrangement does the woman have for this evening?
- b Listen again and complete the Active grammar box.

Active grammar

Form the Present Continuous with: *be + verb + -ing*

*What \_\_\_\_\_ you doing tonight?*

*I \_\_\_\_\_ going out for dinner with Marcin.*

*He..... coming with us.*

Use the Present Continuous to talk about future arrangements (a time and place is decided).

Use *going to* when you have a plan or intention but no arrangement yet.

10 a            Make sentences using the Present Continuous.

- 1 I/not do/anything/tonight.
- 2 Karen/go to a restaurant/next week.
- 3 He/not go out/this weekend.
- 4 We/watch TV/at home/tonight.
- 5 they/spend this summer/by the beach?
- 6 I/play football/tomorrow night.

b Make the sentences above true for you or your classmates. *Patricia isn't doing anything tonight.*

Speaking

11 Look at the How to ... box. Think of other phrases to replace the underlined ones.

How to make arrangements

A Check if	<u>What are you doing on Friday night?</u>
B Reply	<i>Nothing. Why?</i> <i>I'm busy, I'm afraid. I'm seeing Jo.</i>

A Make a	<u>Why don't we try the Indian restaurant?</u>
----------	--

B Accept/reject	<i>Great idea!</i> <i>Oh! I'm not very keen on Italian food.</i>
A Arrange to meet	<i>I can meet you at the restaurant at 7P-m</i>
B Confirm	<i>Perfect!</i> <i>8p.m. would be better for me.</i>

12 Write your diary for next weekend. Then make arrangements with three different classmates.

### Лексический минимум Unit 3

<b>Food and drink:</b> tomato, onion, ice cream, mineral water, orange juice, lamb, spaghetti, chocolate, vegetable, yoghurt	<b>Cooking and eating:</b> cook for yourself, give (something) up, eat out, celebrity chef, diet, vegetarian, top-class chef
<b>Adjectives:</b> delicious, tasteless, tasty, disgusting, mouth-watering, horrible	<b>Sense verbs:</b> look, feel, sound, smell, taste

### Going to (future plans) Структура to be going to.

(собираться, намереваться)

**Употребляется для выражения действий, которые произойдут в ближайшем будущем.**

**I am going to watch TV tonight.**

**Я собираюсь(буду) смотреть телевизор сегодня вечером.**

**Am I going to watch TV tonight? - Yes, I am.(No, I am not.)**

**I'm not going to watch TV tonight.**

**Возможные указатели.**

**Tonight (this evening)**

**сегодня вечером**

**tomorrow**

**завтра**

**The day after tomorrow**

**послезавтра**

**Tomorrow morning**

**завтра утром**

**Tomorrow evening**

**завтра вечером**

**in two(three, four) days**

**через два (три, четыре) дня**

**in a week**

**через неделю**

**in a month**

**через месяц**

**in a year**

**через год**

**Next week**

**через неделю**

**Next month**

**через месяц**

**Next year**

**через год**

**soon**

**скоро, вскоре**

### Present Continuous (future arrangements)

Настоящее длительное время используется для выражения будущих действий, если действие четко запланировано (куплены билеты, запланированы встречи), также могут быть использованы конкретные даты.

Образуется при помощи *to be + Ving*

Мы также можем использовать the present continuous tense говоря о будущих действиях, при этом мы должны добавит обстоятельство будущего времени, например: **tomorrow, next year, in June, at Christmas** и т.д.

I am taking my exam next month.

past	present	future
!!!		
	A firm plan or programme exists now.	The action is in the future.

Look at these examples:

- We're **eating** in a restaurant tonight. We've already booked the table..
- They can play tennis with you tomorrow. They're not **working**.
- When **are** you **starting** your new job?

#### Контрольные вопросы

1. Going to.
2. Present Continuous for future.
3. What do you know about Jamie Oliver?
4. Describe the film using: who, which, where.

### Раздел 4 Survival.

#### Lesson 1 Survival

Precious	Brave
To shrink	Ambitious
motto	Generous
Determined	Talented
intelligent	reliable
confident	strong

#### 4 Survival 4.1 Going to extremes

1 Describe the photos. What words do you associate with each? *sailing: sea, cold, boat, loneliness*

2 a Match the phrases in the box with the definitions.

physical/mental strength	control your fear	rely on a challenge	achieve your goal
--------------------------	-------------------	---------------------	-------------------

- 1 : make yourself feel less frightened
- 2 : succeed in getting the result you wanted or hoped for
- 3 : something new, exciting or difficult to do
- 4 : trust or depend on someone or something
- 5 : the physical or mental ability to deal with difficult situations

2b 4.1 Listen and check your answers.

3 Discuss.

- 1 Which activities in the photos need a) mental strength, b) physical strength or c) both?
- 2 What are you afraid of? E.g. flying, crowded places, heights, etc. Do you do anything to help control your fear? If yes, what?
- 3 What are your goals at the moment? How will you achieve them?
- 4 Do you enjoy a challenge at work/in your leisure time?
- 5 Who or what do you rely on most in times of need?

## Reading

1 Look at the people in the photos and the headings in the text. What goals do you think they achieved? Read the text and check your ideas.

### Going up

In 1953, Sir Edmund Hillary and Tenzing Norgay climbed to the top of Mount Everest. The next challenge was to climb without bottled oxygen. This was the goal of Austrian climbers Peter Habeler and Reinhold Messner. Doctors said they were crazy and told them not to try it. They tried it anyway. On 8 May 1978, they were about 800 metres from the top of Everest. They woke at 3 a.m. and began preparing. It took them two hours to get dressed. Every breath was precious<sup>1</sup> and they used their hands to communicate. Climbing was slow. Messner thought he was going to burst like a balloon. At 8,800 metres, they stopped and lay down every few steps because of the lack of oxygen. But between one and two in the afternoon they achieved their 'impossible' goal. They reached the top of Mount Everest without oxygen.

### Going down

Most people can hold their breath long enough to dive to the bottom of a swimming pool, but on 17 August 2002, Tanya Streeter went a lot, lot deeper. The 29-year-old held her breath for 3 minutes 26 seconds and became the world free-diving champion. She dived 160 metres below the surface of the sea (that's five times three football pitches). During the dive her lungs shrank the size of oranges. Her heart slowed to fifteen beats a minute and she sang her national anthem in her head to control her fear. Tanya says that her mental strength is more important than physical strength. 'I am a very determined person. When I decide to do something, I do it. "Redefine your limits" is my motto<sup>3</sup>.

<sup>1</sup> *precious* = very valuable and important

<sup>2</sup> *to shrink* (Past = *shrank*) = to get smaller

<sup>3</sup> *motto* = a phrase that expresses your beliefs

Read the text again. Mark the statements true (T), false (F) or don't know (?).

- 1 Habeler and Messner didn't listen to their doctors. ....
- 2 It took them two hours to go 800 metres. ....
- 3 The main problem was breathing. ....
- 4 They were given an award for their achievement. ....
- 5 Tanya Streeter holds the world record for holding her breath. ....
- 6 She has a good trainer. ....
- 7 She was afraid during her dive. ....
- 8 She didn't know how to control her fear. ....
- 9 She feels that being physically strong isn't the most important thing. ....

Discuss.

How would you feel about diving a long way under the sea and climbing a mountain like Mount Everest?

## Vocabulary

describing people

4 a Replace the underlined phrases with the verb *to be* and an adjective from the box.  
determined intelligent confident ~~brave~~ ambitious generous talented reliable

My brother isn't afraid of anything. His hobby is mountain climbing. My brother is brave. His hobby is mountain climbing.

- 1 My aunt gives her time and money to other people. She gave me £200 at Christmas!
- 2 Jane feels sure that she will pass her end-of-year exams.
- 3 Sarah can understand things quickly. She's got lots of qualifications
- 4 Petra always does what she says she will do. She won't be late.

- 5 Joe wants to be successful and powerful. He wants to be a manager.
- 6 My dad never lets anyone/anything stop him. He's decided to run a marathon and I'm sure he'll do it.
- 7 Sam has a lot of natural ability as a writer. She won a short story competition in June.

B 4.2 Listen and check your answers.

a Tell another student about people you know who have each of the characteristics above.  
*My friend's really generous. He always lends me money.*

b What kind of people do you think a) Habeler and Messner and b) Tanya Streeter are? What words do you think describe them?

**Grammar** comparatives

6 Look at these sentences and discuss how you make comparative forms. Then complete the Active grammar box.  
*Habeler and Messner are **stronger** and **fitter than** most people.*  
*Free-diving is **more dangerous than** you think.*

7 Make the comparative form of the adjectives in Ex. 4.  
*reliable - more reliable than*

8 a Compare the pictures below. Make two sentences about each. Use the words in the box

tall expensive funny

**Active grammar**

	Adjecti	Comparative
One-syllable adjectives	<i>long big</i>	<i>longer (than) bigger (than)</i>
Two-syllable	<i>boring</i>	
Two-syllable ending in -y		<i>happier (than)</i>
Three-syllable	<i>interesti</i>	
Irregular adjectives	<i>good</i>	<i>worse (than)</i>
Modifiers		<i>(a bit/much) taller</i>
<i>(not) as... as</i>	<i>kind</i>	<i>(not) as kind as</i>

b 4.3 Listen and check your answers.

c Listen again. What do you notice about the pronunciation of *than* and *as*? Repeat the sentences with good pronunciation.

**Person to person**

9 Work with another student. Find five differences between you. Tell other students. Use comparatives.

*She is quieter than I am.*



## Lesson 2 Survival school

Abilities	To cope with
Deal with	To challenge
Place to sleep outside	To push yourself
Try very hard	To build a shelter
Nature	Survival skills
Smth difficult to do	In the wilderness

### 4.2 Survival school

#### Vocabulary : survival skills

1 a Match a word or phrase in the box with the underlined words or phrases below.  
abilities deal with place to sleep outside try very hard nature something difficult to do

- 1 How long do you think you could survive in the wilderness?
- 2 What survival skills do you have?
- 3 Could you build a shelter in a forest?
- 4 What is the biggest challenge in your life at the moment?
- 5 Do you always push yourself in difficult situations?
- 6 Do you cope with new situations well (e.g. living in a different city)?

b In pairs, ask and answer the questions above.

#### Listening

a Look at the advert. What do you think a survival school is?

b **4.4** Listen to a talk by David Johnson, the chief instructor at the Hillside Survival School.

Check your answer to Ex. 2a.

3 **4.4** Listen again and complete the notes opposite.

4 Discuss.

- 1 Would you like to go on one of the courses at the Hillside Survival School? Why/Why not?
- 2 How would you feel about doing the activities you can see in the photos?

#### Grammar superlatives

5 Read these notes about the courses. Does each person feel positive or negative?

A big thank-you for helping to make it the most exciting birthday I've ever had! I would love to do it again.

Chris.

Hi David

Just a quick email to say we really enjoyed the weekend. It was probably the hardest thing we've ever done but it was also great fun. Thanks a million for an experience we will never forget (even though you said our shelter was the worst you've ever seen)! Best wishes, Catherine and Emma

I had a fantastic time. I enjoyed it a lot more than I expected and learnt a great deal. I think David's the best teacher in the world!

Dorinda

6 Look at the underlined words in Ex. 5. How do you form superlatives? Complete the Active grammar box.

Active grammar

Short adjectives (one syllable) =

(the) + adjective + \_\_\_\_\_

Long adjectives (two or more syllables) =

(the) + \_\_\_\_\_ + adjective

Two-syllable adjectives ending in -y = (the) + adjective without -y + -iest

Irregular adjectives:

good = \_\_\_\_\_ bad = \_\_\_\_\_

Before superlatives we use *the* or a possessive adjective.

*the oldest building my best friend*

After superlatives we normally use *in* before the names of places and groups of people. In most other cases we use *of*.

7 Find and correct two mistakes in each sentence.

- 1 Simon is most experienced person of our office.
- 2 Which is the large city of Africa?
- 3 Today is the most hot day on the year.
- 4 My sister is the intelligentest person at our family.
- 5 This is the more valuable in all the paintings.
- 6 Tim is the fitter player at our team.

8 a Turn to page 37. Make the superlative form of the adjectives in Ex. 4a.

b Write sentences using the superlative form of the adjectives.

This/comfortable chair/the house.

*This is the most comfortable chair in the house.*

- 1 This/exciting holiday/I ever have.
- 2 Everest/high/mountain/the world.
- 3 What/good department store/New York?
- 4 This/wet day/the year so far.
- 5 This/boring film/ever see.
- 6 Football/popular sport/Brazil.
- 7 This/difficult exam/I ever take.

Pronunciation

9 a Underline the words in each sentence in Ex. 8b which would normally be stressed.

*This the most comfortable chair in the house.*

b 4.5 Listen and check your answers.

Person to person

10 Discuss.

- 1 What is the most dangerous situation you have ever been in? What happened?
- 2 What is the most interesting place you have been to?
- 3 Who is your best friend? Why is he/she your best friend?
- 4 Who is the most famous person you have ever met or known?

**Writing**

11 a Look at the thank-you notes in Ex. 5. Write down the useful phrases that could be used in any thank-you note.

*A big thank-you for...*

b Think of a real reason for a thank-you note. Write the thank-you note.

### Lesson 3 Surviving in English

Drinking tea	To be popular
Football	To get a lot of different types of weather
Driving habits	To find typical English food

Being polite	To use "sorry" to begin a complaint
English food	To talk to people
The weather	library

### 4.3 Surviving in English

Grammar indirect questions .  
Can do ask polite questions

#### Reading

1 a What words come to mind when you think about the English?

b Read the text. Circle the topics in the box which are mentioned.

drinking tea	football	English food	driving habits	being polite	libraries	the weather
--------------	----------	--------------	----------------	--------------	-----------	-------------

#### Looking at ... England

There are ideas about England and the English which are just not true. England does not stop for afternoon tea every day, although the English do drink a lot of the liquid (hot, with milk) and although the weather is very changeable, it doesn't rain all the time!

Also, there's lots of good food in England. No, really! In the major cities you'll be spoilt for choice, with the cuisine of almost every nationality on offer. Indian food is a particular favourite of the English. To find proper English food, try eating in a traditional pub.

The famous English politeness is everywhere. The English use 'Please', 'Thank you' and 'Sorry' more most nationalities. For example, if you step on some: foot, they'll probably say 'Sorry' to you! If you make " complaint, it's also usual to begin with 'Sorry' as in: 'I'm sorry, but this soup is cold.'

You may think it strange on the London Underground'. that people don't talk to each other, even when crowded together in the rush hour. Silence is usual as people. their books or newspapers. That doesn't mean English:" people are unfriendly. It just means you might have to know them first!

2 Read the text again. Mark the statements true m or false (F).

- 1 The English don't like their tea to be hot.
- 2 You get a lot of different types of weather in England.
- 3 Indian food is very popular in England.
- 4 You can only find typical English food in good English restaurants.
- 5 The English often use 'Sorry' to begin a complaint.
- 6 The English like to talk to people they don't know on the Underground.

3 Did anything in the text surprise you? Tell your partner.

#### Lifelong learning

##### Survival tips

How can you survive in English outside the classroom? If you want to use/understand English, where can you go for help? Tell other students.

I can ask my friend. He's very good at English!

### Listening

4 .. Listen to five dialogues. Match each one to a situation.

in a restaurant in a clothes shop on a bus in a bank in a taxi

5 a" Listen again and answer the question

Dialogue 1: Where does she want to go?

What does she ask the driver?

Dialogue 2: What does the customer ask for?

What does the assistant do?

Dialogue 3: What does the customer want to know? What does the customer decide to do?

Dialogue 4: Where does the passenger want to go? What does she offer to do?

Dialogue 5: What does the customer ask for?

How does she want to pay?

b Look at the tapescripts on p.156. Practise saying them with another student.

6 Choose a different situation and write a short conversation.

Grammar indirect questions

7 look at the Active grammar box. Complete rules a) and b) and answer questions 1-2 below.

### Active grammar

Use indirect questions when you want to be polite.

#### Direct question

#### Indirect question

Do you know how far the station is? Can you tell me where I can get a taxi?

Do you know what time the train arrives?

How far is the station?

Where can I get a taxi?

What time does the train arrive?

Is the museum open?

Do you know if the museum is open?

a) Questions with verb to be:

Direct: question word/phrase + verb to be + subject

Indirect: indirect phrase + question word + +

b) Questions with main verbs:

Direct: question word + auxiliary verb + subject + verb

Indirect: indirect phrase + question word + +

1 What happens to the auxiliaries do/does/ did?

12 How do you make Yes/No questions indirect?

8 a Make these questions indirect. Use the words in brackets.

How long does the journey take? (Do/know?)

Do you know how long the journey takes?

1 How much is that? (Can/tell?)

2 Where can I get an application form? (Do/ know?)

3 Do you have any 1st class stamps? (Can/tell?) 4 How far is it to the library? (Do/know?)

5 Is there a post office near here? (Can/tell?)

6 What's the time? (Do/know?)

7 Where do I get off the bus? (Can/tell?)

b \_ listen and check your answers. Repeat them with similar intonation.

### Speaking

9 a You're going to do a survey for a market

research company. With a partner, choose a topic for the research from the box.

free-time activities holidays Internet use shopping food favourite films

b Write questions for your survey.

Can you tell me what you do in your free time?

c Look at the How to ... box, then conduct your survey.

be polite in English

Use polite words/phrases.

Excuse me, could I ask you a few questions?

Sorry, but I don't think you understood my question.

Can you say that again, please?

Use indirect questions

Can you tell me what kinds of films you like?

10 Report your findings to the class. Maria uses the Internet every day.

### Лексический минимум Unit 4

<b>Survival:</b> achieve your goal, challenge, control your fear, cope with new situations, physical/mental strength, push yourself, rely on, shelter, skills, survive in the wilderness.	<b>Survival equipment:</b> axe, blankets, box of matches, candles, first-aid kit, mirror, penknife, tent, torch, rope, scissors, spade
<b>Describing people:</b> ambitious, brave, confident, determined, generous, intelligent, reliable, talented	

### Comparatives and superlatives.

### СТЕПЕНИ СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫХ (DEGREES OF COMPARISON)

1. Качественные прилагательные в английском языке имеют три степени сравнения: положительную, сравнительную и превосходную.

a. Положительная степень (The Positive Degree) обозначает качество предмета вне сравнения с каким-либо другим предметом, обладающим тем же качеством.

b. Сравнительная степень (The Comparative Degree) указывает на наличие большей степени качества у одного предмета сравнительно с другим предметом, обладающим тем же качеством. При сравнении часто употребляется союз *than* - чем.

c. Превосходная степень (The Superlative Degree) указывает на высшую степень качества у того или иного предмета среди всех других однородных предметов, обладающих тем же качеством.

Тип прилагательного	Положительная степень (Positive degree)	Сравнительная степень (Comparative degree)	Превосходная степень (Superlative degree)
Односложное	big	<u>Bigger</u>	<u>the biggest</u>
Двухсложное	Clever	<u>Cleverer</u>	<u>The cleverest</u>
многосложное	Interesting	<u>More</u> interesting	<u>The most</u> <u>i</u> nteresting
Исключения	good	<b>Better</b>	<b>The best</b>
	<b>bad</b>	<b>Worse</b>	<b>The worst</b>
	<b>Much, any</b>	<b>More</b>	<b>The most</b>
	<b>Little</b>	<b>Less</b>	<b>The least</b>

2. В односложных прилагательных, оканчивающихся на одну согласную, стоящую после краткой гласной, для сохранения краткости чтения этой гласной согласная перед суффиксами *-er*, *-est* удваивается:

big большой - bigger - (the) biggest  
hot горячий - hotter - (the) hottest

В прилагательных, оканчивающихся на *-y*, стоящую после согласной, перед суффиксами *-er*, *-est* *-y* меняется на *i*:

busy занятый - busier - (the) busiest  
happy счастливый - happier - (the) happiest

### Indirect Questions (косвенные вопросы)

Чтобы задать вопрос вежливее в английском языке используется косвенный вопрос.

Can you tell me? - Не подскажете кто эти люди?

Do you know when you will arrive? – Не знаете когда вы прилетите?

1) Для образования косвенного вопроса используется порядок предложения утвердительного предложения.

2) Не используются вспомогательные глаголы *do/does/did*.

3) При общем вопросе используется *if/whether*. Do you know if Bernard is in his office?

### Контрольные вопросы

1. Comparatives.

2. Superlatives.

3. What do you know about surviving schools.?

4. How can we survive in England?

**Раздел 5 Stages.**

**Lesson 1 Turning eighteen**

The army	I think/I don't think
Education	In my opinion
Free time	Because/I mean
Career	What do you think..?
Money	Don't you think so?
family	I'm not so sure

**5 Stages 5.1 Turning eighteen**

1 Look at the photos. What are they doing? How old are the people?

*They are getting married.*

*She's in her early/late/mid-twenties, thirties.*

2 a What do you think the age range is for each time of life? *A baby is from birth to about one year old.*

baby	toddler	child	teenager	adult	(be) middle-aged	pensioner	(be) old/elderly
------	---------	-------	----------	-------	------------------	-----------	------------------

b Compare with a partner. Do you agree?

3 What is the typical age in your country to do the things below?

have children	rebel against your parents	get a job	get engaged	have your first kiss
look after your grandchildren	retire	get married	graduate from university	
earn a good salary	learn to drive a car	get a place of your own		

4 Describe your life or the life of an older person.

*My grandmother was born in Seville in 1942. When she was a child, she moved to Madrid. She lived there until her twenties and got married at twenty-six.*

**Reading**

Discuss.

1 What has/have been the best year(s) of you| life so far? Why?

2 Describe the situations in the photos. Have you ever had similar experiences?

a Work in groups of three. Read your text and tick (/) the subjects mentioned.

Student A: read about Wong Fei below.

Student B: read about Isabel on page 125.

Student C: read about Gregor on page 130.

	WON	ISABE	GRE
the army			
educatio			
free time			
career			
money			
family			

b Take turns to tell your partners about your text. Listen and complete the table for the other two people.

Discuss.

1) Who has the hardest life: Wong Fei, Isabel or Gregor? Why?

2) Who has the easiest life? Why?

- 3) Who are you most similar to?
- 4) What were you doing when you were eighteen?

### FROM ADOLESCENT TO ADULT

*Fei is an only child and lives with her family in Shanghai. She is studying law at Jiaotong University and she will turn eighteen in a few weeks.*

My goals are to get my degree, to go to England to study marketing and then to come back and find a good job. China is changing and you can get rich now in China. When I'm earning a good salary, I'd like to do more travelling but I have to take care of my parents too. They're going to retire soon. They've given me a good life and I have to do the same for them. This is the way things are in China and it should be the same everywhere.

Normally, when you get married, you're only allowed to have one child. However, because I'm an only child, I can have two children if I marry another only child. Anyway, at the moment it's all a dream because I'm single.

I like reading stories on the Internet. I also like reading fashion magazines like *Vogue*. Perhaps my favourite thing is to go shopping with friends. We don't have much money but it's fun to look in the windows and think about what we're going to buy when we are rich!

Wong Fei, China

**Grammar**            *should, can, have to*

4 Read the sentences in the Active grammar box and complete the explanations.

**Active grammar**

*I **have to** take care of them.*

*I **don't have to** share my bedroom.*

*You **can** earn more money abroad.*

*My parents **can't** afford that.*

*It **should** be the same everywhere.*

*She **shouldn't** do this but she enjoys it.*

Explanations

Use \_\_\_\_\_ to say something is possible.

Use \_\_\_\_\_ to say something is necessary.

Use \_\_\_\_\_ to say something is a good idea,

(opinion)

Use \_\_\_\_\_ to say something is not possible.

Use \_\_\_\_\_ to say something is not necessary.

Use \_\_\_\_\_ to say something is not a good idea, (opinion)

5 Choose the best alternatives.

1 *I **can't/don't have to** go out. I'm too busy.*

2 *We **don't have to/can't** catch a taxi. I'll drive.*

3 *I **have to/can** go into the army for a year. I don't have a choice.*

4 *You **shouldn't/don't have to** smoke during meals - it's annoying.*

5 *I **should/have to** do more exercise. I'm putting on weight.*

6 *You **can/should** see the doctor at 5p.m. on Thursday. That's the earliest time she is free.*



6 Complete these sentences with *should(n't)*, *can('t)* or *(don't) have to*.

I have to get good grades so I can go to college.

You \_\_\_\_\_ spend the night at my flat. We

We have a spare bedroom.

Young people in my country.....do military service. It stopped last year.

I think everyone \_\_\_\_\_ vote at elections. It's our duty as citizens.

Maria \_\_\_\_\_ come if she doesn't want to.

I think people \_\_\_\_\_ come to work in jeans. It looks really bad.

In the UK children \_\_\_\_\_ stay at school until they're sixteen. It's the law.

## **Pronunciation**

7 5.1 Listen to these sentences.

She shouldn't ask that.

She shouldn't do that.

I can't afford that.

I can't buy that.

Is the final *t* of *shouldn't* and *can't* pronounced:

a) before a word that starts with a vowel?

b) before a word that starts with a consonant?

8 Make sentences about your country using the prompts. Include your opinion.

people/vote

*In Poland, people can vote when they are eighteen years old but they don't have to vote. I think everyone should vote.*

1 children/help with the housework

2 people/look after their parents

3 teenagers/pay to go to university

4 children/leave school

### Listening and speaking

9 5.2 Listen to two dialogues. Which statements are they discussing?

1 Eighteen is too young to get married.

2 Teenagers only worry about girlfriends/ boyfriends and money.

3 Young people should do military service.

10 5.2 Listen again. Tick (/) any phrases in the How to... box that you hear.

### How to exchange opinions with a friend

1 Give your opinion	<i>I think/I don't think... In my opinion...</i>
2 Explain why	<i>because... I mean...</i>
3 Ask for an opinion	<i>What do you think? Don't you think so?</i>
4 Agree/disagree	<i>I don't know. I'm not so sure ... You're probably right...</i>

11 Choose a statement from Ex. 9. Exchange opinions with a partner.

### Lesson 2 Old friends

<p>Tina Armstrong What I am doing now Since I left school, I've travelled a bit and had different jobs including working on a cruise ship in the Caribbean. I've worked for the same company for the last two years and I really like it.</p>	<p>It's a big advertising firm and I'm an Accounts manager. I've lived in Birmingham since 2002 and have a lovely flat near the centre which I share with Gerald, my cat! I haven't seen anyone from school for ages, so send me a message. I'd love to hear from you!</p>
---	--

### 5.2 Old friends

**Grammar** Present Perfect Simple with /brand *since*

1 Read this extract from a website. What is its purpose?

### Friends together

**Member profile** [Contact options](#) Search

## Tina Armstrong

### What I'm doing now

Since I left school, I've travelled a bit and had a few different jobs including working on a cruise ship in the Caribbean. ~~I've worked~~ for the same company for the last two years and I really like it. It's a big advertising firm and I'm an Accounts Manager.

I've lived in Birmingham since 2002 and have a lovely flat near the centre which I share with Gerald, my cat!

I haven't seen anyone from school for ages, so send me a message.

I'd love to hear from you!

2 Look at the underlined words in the text and answer the questions.

1 When did Tina start her job?

2 Does she still work there?

3 Complete the Active grammar box with the past participle of the verbs in brackets.

Active grammar

Form the Present Perfect Simple with: subject + *have/has* + past participle.

+ My dad has .....(be) in hospital for a week.

- We haven't .....(see) her since university.

? Have you .....(live) in Paris for long?

Complete the rules below with *for* or *since*.

1 Use \_\_\_\_\_ to refer to the start of the action.

2 Use.....to refer to the time period of the action.  
*see Reference page 53 and irregular verb list page 149*

4 a Read the dialogue between Tina and ant friend, Martin. Complete using *for* or *since*.

Tina: I'm so glad you emailed. It's been ages

(1) \_\_\_\_\_ I saw you!

Martin: I know. Well, I've been in Poland

(2) \_\_\_\_\_ almost two years. I'm teaching English there.

Tina: So, are you enjoying it?

Martin: Yes, it's great. Especially (3) .....I met this woman called Dorota. We've known each other (4)..... \_\_\_\_\_ about six months now. She works in the samel school as me.

Tina: Oh! That's great... so, when are you I coming to the UK?

b 5.3 Listen and check your answers.

5 Write replies using the words in brackets. Do you often go to the theatre? (No/ages) *No, I haven't been for ages.*

1 Do you often see Sarah? (No/last Christmas)

2 Do you usually have a summer holiday? (No/ years)

3 Do you often play tennis? (No/last summer)

4 Do you usually work at the weekend? (No/ months)

Person to person

6 Choose three things/people from the box below. Tell another student how long you have known the people or had the things.

your best friend   your shoes   your teacher   your watch   your oldest friend   your mobile phone   your doctor

Vocabulary   friendship

7 Match the words or phrases in A with the correct definition in B.

A	B
1 a colleague	a) have a good relationship
2 an old school friend	b) someone you work with
3 get in touch	c) have no more contact
4 go out (with someone)	d) start having contact
5 get on well (with)	e) someone you were at school
6 lose touch	f) have a romantic relationship

8 Complete Tina's story with the correct form of the words or phrases from Ex. 7. Use one of the words or phrases twice.

of mine. I first met him at secondary school.

Martin \_\_\_\_\_ . In fact, we were best friends. But then, when I went to \_\_\_\_\_ is (1) \_\_\_\_\_ university we \_\_\_\_\_ and I didn't hear from him for ages. About a year ago, I registered with *Friends Together*. Martin saw my profile and (4) \_\_\_\_\_ again. He was in Poland at that time and he (5) \_\_\_\_\_ with a woman called Dorota. She was his (6) \_\_\_\_\_ - they worked at the same school. Their relationship didn't last and Martin moved back to the UK. We've seen each other a few times. Martin says he'd like us to (7) \_\_\_\_\_ with each other but I'm not sure. I think he needs more time to forget about Dorota.

9 Work with a partner. Look at the pictures. Decide on a possible order.

10 Take it in turns to tell your partner the story. Try and use the phrases from Ex. 7.

Writing

11 Read Tina's profile in Ex. 1 again. Which of the following topics does she mention?

<p>friends she's in touch with work/study   relationships free-time activities   home hopes for the future</p>
--

12 Write your own profile. First make notes about what information you want to include. Then write your profile.

### Lesson 3 The truth about ageing

How long does your life depend on your lifestyle?(diet, exercise, smoking, etc)	Would you like to live 120 years old? Why/why not?
How long does your life depend on your genes?	

### 5.3 The truth about ageing"

Speaking and listening

1 a In pairs, ask and answer the questions in the quiz.

b 5.4 Listen to the answers. Do any of them surprise you?

2 Which statement do you most agree with?

1 How long you live depends on your lifestyle (diet, exercise,smoking, etc.).

2 How long you live depends on your genes.

3 a 5.5 Listen to an extract from a radio programme. Which of the statements above does it say is probably true?

b Listen again. Mark the statements true (T) or false (F).

- 1 Most very old people have always had very healthy lifestyles.
- 2 Jeanne Calment holds the record for being the oldest person ever.
- 3 She stopped smoking two years before she died.
- 4 Many experts think that some people have genes that protect them from some diseases.
- 5 Jeanne Calment got cancer when she was about fifty years old.
- 6 Some people think that eating much less every day will increase your lifespan.

4 Discuss.

Would you like to live to 120 years old? Why/Why not?

Grammar I *used to*

5 Match the person to the reason they give for living a long time.

physical exercise    mental exercise    thinking positively
---

### HOW MUCH DO YOU KNOW ABOUT IT?

1 **On average, which nationality lives the longest?**

- a) the Japanese
- b) the Italians
- c) the Swedish

2 **What was the average lifespan two thousand years ago?**

- a) twenty-six years
- b) thirty-six years
- c) forty-six years

3 **By 2050, what percentage of the world's population will be sixty-five or older?**

- a) 2%    b) 10%    c) 20%

4 **On average, which groups people live longer?**

- a) smokers or non-smokers?
- b) single people or married people?
- c) pet owners or non-pet owners?

'I'm 89 years old. I used to do a lot of sport but I don't do any now. The most important thing for me is to feel good about life and laugh every day.'

'I'll be 85 on my **next** birthday. The thing **that** keeps me young is dancing. I didn't use to do any physical exercise but now I dance every day'

'I can't believe it but I'M87! I used to smoke but I gave up when I was 55. I don't much exercise, **but** I like keep my brain active. I love chess.'

6 Look at the quotes in Ex. 5 and complete the Active grammar box with *use* or *used*.

*Used to* is for habits and situations in the past which don't happen now.

I .....to play tennis.

She	to play tennis.
Did	to play tennis?
you.....	

7 Make complete sentences with *used to* or *didn't use to*.

(I/have/long hair) \_\_\_\_\_ but now it's short.

(I/not like/olives) \_\_\_\_\_ but I do now.

A: (you/play any sports).....at school?  
(we/be friends)..... but we're not now. ?

A: (they/live together) \_\_\_\_\_ ?

B: No, they didn't.

(Paul/work for me)\_\_\_\_\_ but now he's my boss.

(Zuza/not be interested in fashion) \_\_\_\_\_but now she loves it.

8 a Look at the pictures and use the prompts below to make sentences about Thomas.

20 YEARS AGO	NOW
do a lot of sport	not do any sport
have a lot of hair	not have much hair
be quite slim	be overweight
not have a girlfriend	be married
have a bicycle	have a car
not have much money	get a good salary

Thomas used to do a lot of sport. Now he doesn't do any.

B 5.6 Listen and check your answers.

Pronunciation

9 a CD Listen to the sentences from Ex. 8 again.

How do you pronounce *used to* and *didn't use to*?

b Practise saying the sentences with the correct pronunciation.

Person to person

10 Tell your partner about when you were younger. Think about the following:

hopes and fears sports likes and dislikes pets hair and clothes music

/ *used to want to be a pilot but now I'm afraid of flying!*

Vocabulary habits

11 a Match a verb from A with a noun phrase from B.

A	B
1 eat	a) a heavy
2 eat	b) mentally
3 be	c) physical
4 be	d) junk food
5	e) to bed very
6 do	f) a lot of water
7	g) healthily
8 go	h) positively

B Discuss.

1 Which of the verb phrases do you think are good habits? And which are bad?

2 Which of the things did you use to do? Which do you do now?

### Лексический минимум Unit 5

<b>Times of life:</b> adult, baby, (be) middle aged,	<b>Life activities:</b> earn a good salary, get a job,
--	--

(be) old/elderly, child, pensioner, teenager, toddler	get a place of your town, get engaged/married, graduate, have children, learn to drive, retire
<b>Friendship:</b> lose touch, get in touch, go out (with someone), old school friend, colleague, get on well (with someone)	<b>Good and bad habits:</b> a heavy smoker, be mentally active, do physical exercise, eat healthily, eat junk food, go to bed very late, think positively

### Модальные глаголы **should, can, have to**

Глаголы **should (следует), can(мочь, уметь), have to (должен)** относятся к группе модальных глаголов. Модальные глаголы не употребляются самостоятельно, а только в сочетании с инфинитивом смыслового глагола. Они выражают возможность, способность, вероятность.

1. Они не имеют всех форм, которые имеют другие глаголы.
2. Инфинитив, следующий за модальным глаголом употребляется без частицы **to**.
3. В 3-м лице ед.ч настоящего времени модальные глаголы не имеют окончания **-s**
4. Вопросительная форма образуется без вспомогательного глагола. Can I help you?
5. Отрицательная форма образуется путем добавления частицы **not** к модальному глаголу. I can't play tennis

### Present Perfect

-употребляется для выражения действия, совершившегося к настоящему моменту, результат которого имеется налицо в настоящем времени.

**Образуется: have+ Participle II- regular verb+ed, irregular verb-the 3 form (действие, совершившееся к какому-то моменту в настоящем)**

Affirmative form	Negative form	Interrogative form	Positive answer	Negative answer
I have written	I have not written	Have I written?	Yes, I have	No, I have not
He has written	He has not written	Has He written?	Yes, He has	No, He has not
She has written	She has not written	Has she written?	Yes, she has	No, she has not
It has written	It has not written	Has it written?	Yes, it has	No, it has not
We have written	We have not written	Have we written?	Yes, we have	No, we have not
You have written	You have not written	Have you written?	Yes, you have	No, you have not
They have written	They have not written	Have they written?	Yes, they have	No, they have not

**Запомните типичные для Present Perfect обстоятельства:** already, not yet, just, ever, never-в предложении употребляются после подлежащего: I have just done my work.

**Сравните также:**

I have bought a book today( this week, this month)-неистекший отрезок времени- **Present Perfect**

I bought a book yesterday( last week, last month) истекший отрезок времени-**Past Simple**

**Запомните также следующие предложения:**

I have been to France.

Have you ever been to France?

I haven't seen you for ages?  
 I haven't met him for a long time.  
 I haven't been to Moscow since last year.

**Структура used to (привыкать что-либо делать)**

used to + infinitive

**Positive.** I/you/he/she/it/we/they **used to play** the piano.

**Negative.** I/you/he/she/it/we/they **didn't use to do** any exercise.

**Question.** Did I/you/he/she/it/we/they use to live in the countryside?

**Контрольные вопросы**

1. Модальные глаголы
2. Present Perfect
3. Tell about your friend

**Раздел 6 Places.**

**Lesson 1 New Zealand**

Population	to be tourist nightmare
Capital	The magic of...
The official language	Positive and negative effects of tourism
The national symbol	Refer to
Water sports	To get a lot of experience
Go skiing	To be too big

**6 Places**

- 1 a Look at the photos. Discuss. Which continent do you associate with each photo?
- b In which continents are these countries?

Spain Italy Brazil France Japan Britain Canada Egypt Germany the United States Poland Portugal Australia Kenya China Mexico
---

- c Which countries have you visited/would you like to visit?

a Write the nationality for each country. *Spain - Spanish*

- b 6.1 Mark the stress, then listen and check the pronunciation.

Check the meaning of the underlined words or phrases. In pairs, answer the questions.

- i What is the capital of Australia?  
 Which major city is situated in Europe and Asia?  
 Where are the remains of the Parthenon?  
 What are the main tourist destinations in your country?  
 Which region in your country is an area of natural beauty?  
 What is the most beautiful landscape you've ever seen?



## 6.1 New Zealand

### Listening

- 1 a Complete the map with the words in the box. Which words can't you use?

mountain lake beach island sea ocean forest desert river
--

- b 6.2 Listen and check your answers.

- a In pairs, decide on the correct information about New Zealand.

- 1 The population is *4 million/40 million*.
- 2 The number of sheep is *4 million/ 40 million*.
- 3 The capital of New Zealand is *Auckland/ Wellington*.
- 4 The official languages are *English and Maori/ English and Chinese*.
- 5 The national symbol is a *kiwi bird/kiwi fruit*.
- 6 You can do water sports in *North Island/ South Island*.
- 7 You can go skiing in *North Island/South Island*.

- b 6.3 Listen to the tour guide information and check your answers.

- 3 Discuss with other students. Which island in New Zealand would you most like to visit? Why?

### Reading

- 4 Read the text and choose the best title.

- a The magic of New Zealand
- b New Zealand's tourist nightmare
- c The new New Zealand

For years, many people thought that New Zealand was famous for sheep, rugby and . . . more sheep. But suddenly these islands have a new image. They are now one of the most fashionable tourist destinations in the world. And all because of a film, or actually three films. *The Lord of the Rings* was filmed in New Zealand and it's a wonderful advert for the country. People now want to visit New Zealand to see the places in the film. Tourism in New Zealand is doing very well - that's the LOTR effect. Some tourists come just to see the film locations. For example, there's a beautiful place called Matamata just south of Auckland. 250 tourists come here every day. They pay thirty dollars each to see the remains of Hobbiton village from the first *The Lord of the* film. Tours of the various film locations are very popular.

In the two weeks after the first film came out, holiday 25 bookings went up more than twenty percent. Experts think that the number of tourists will double in the near future and it won't stop there. Some people think that New Zealand will soon have over three million tourists a year. But there are some questions about all this success. Will tourism change the natural beauty of the landscape? Will it affect the wildlife? And will tourists still want to visit New Zealand if these things happen?

5 Read the text again. Mark the statements true (T) or false (F).

- 1 Only one of The Lord of the Rings films was made in New Zealand.
- 2 They are making advertisements using the New Zealand countryside.
- 3 You can only see part of the Hobbiton village at Matamata.
- 4 Many tourists go to meet the actors there.
- 5 Tourism increased immediately after the films came out.
- 6 Holiday experts say numbers of holidaymakers will soon start to go down.

6 Find these underlined words and phrases in the text and say what they refer to.  
they (line 7): refers to the islands of New Zealand

- 1 it (line 15):
- 2 that (line 18):
- 3 they (line 21):
- 4 it (line 27):
- 5 these things (line 33):

- 7 Discuss with a partner. 1 What are some positive and negative effects of tourism in your country?  
2 Would you like more tourism in your country? Why/Why not?

Grammar will

8 Look at the Active grammar box and complete the examples.

Active grammar

Use will (+ verb) to make predictions about the future.

The negative of will is won't (will not).

+ The number of tourists \_\_ : in the near future. (double)

- It \_\_ there. (not stop)

? \_ tourism change the natural : beauty of the landscape?

9 Complete the sentences with will ('ll) or won't and a verb from the box.

like   be   pass   rain   get   go   see   hurt
---

- 1 I don't want to go to that beach. It .....very busy today.
- 2 We haven't got much money so we..... on holiday this year.
- 3 I.....the whole country in two weeks.It's too big.
- 4 I think Katya.....the tour guide job. She's got a lot of experience.
- 5 Don't worry about your driving test. I'm sure you.....
- 6 The weather doesn't look very good. Do you think it.....?
- 7 Don't be scared of my dog. He ..... you.
- 8 Do you think Anna.....the present we bought her?

Pronunciation

10 a 6.4 Listen. Write the sentences you hear.

b Repeat the sentences. What is the difference in pronunciation between want and won't?

c Make the sentences true for you. Tell your partner.

Person to person

11 Go to page 130 and follow the instructions.

## Lesson 2 Frontier house

<p><b><i>Can modern people cope with 19th century life?</i></b> The Clune family from California decided to find out. For 6 months the parents and their four children lived like Americans in the Wild West 100 years ago.</p>	<p>What did they find difficult? How did the experience change them? Watch Frontier house and find out how modern people cope with old-fashioned life?</p>
---	--

### 6.2 Frontier house

Grammar : too, too much/many, enough

Can do: give explanations for choices

Listening

1 a Look at the photo and read the text.

What is the programme Frontier house about?

Frontier house

Channel 4 · 7.30p.m.

Can modern people cope with nineteenth century life?

The Clune family from California decided to find out. For six months the parents and their four children lived like Americans in the Wild West 100 years ago.

What did they find difficult? How did the experience change them? Watch Frontier house and find out how modern people cope with old-fashioned life.

b In pairs, try and predict what each family member will find difficult about being in Frontier house.

Father

Mother

Teenage girls

Boys (aged nine and eleven)

2 a 6.5 Listen to two people talking about Frontier house and check if your predictions in Ex. 1b were correct.

b Listen again and circle the correct alternatives.

1 They lived in the style of people in about 1818/1880.

2 The nearest shop was six/sixteen kilometres. 3 The father became thinner/ill.

4 The mother missed/didn't miss her make-up. 5 At first, the children liked/didn't like having so much to do.

6 The girls missed shopping/TV the most.

7 At the end of the experience, Tracy said her clothes were more/less important to her.

3 6.6 What do you think happened when they went home? Listen and check your ideas.

4 Discuss. 1 Would you like to be in a TV programme like this? Why /Why not?

2 Which country would you like to live in for six months, a) now? b) 100 years ago? Give your reasons.

Grammar      too, too much/many, enough

5 a Look at the two sentences. Is the meaning the same or different?

He was too weak to do all the physical work. He wasn't strong enough to do all the physical work.

b Match the rules (1-5) with the examples :n the Active grammar box.

Active grammar

- 1 Use too with adjectives and adverbs.
  - 2 Use too much with uncountable nouns.
  - 3 Use too many with countable nouns.
  - 4 Use (not) enough after adjectives and adverbs.
  - 5 Use (not) enough before nouns.
- A They weren't warm enough.  
B /' m too tired to do any more work today.  
C I had too much time and nothing to do.  
D They often didn't have enough food.  
E There were too many things to do.

6 Correct the mistake in each sentence.

- 1 The weather here is too much cold for me.
- 2 I'm not going on holiday this year because it'll cost too many money.
- 3 She's not enough old to get married.
- 4 He didn't get the job because he didn't have experience enough.
- 5 The children are making too noise.
- 6 I didn't have enough of time to finish the exam.
- 7 The town isn't enough near to walk from here.

7 Complete these sentences using the words in brackets and enough, too, too much or too many.

- My coat isn't warm enough for me. (warm)
- 1 I'm hungry. I didn't have this morning.(breakfast)
  - 2 I'm very tired. I went to bed last night. (late)
  - 3 I'm not to run a marathon. (fit)
  - 4 I'm very busy today. I've got to do. (things)
  - 5 I didn't have to do my homework yesterday. (time)
  - 6 I often spend on clothes. (money)
  - 7 Most English people speak for me to understand. (quickly)
  - 8 This tea is to drink. (hot)

Person to person

8 In pairs, discuss if the sentences in Ex. 7 are true for you.

**Vocabulary      machines at home**

9 Match the words and phrases in the box with the pictures.

Answerphone	CD-walkman	DVD player	freezer	fridge
hairdryer	mobile phone	washing machine	vacuum cleaner	
dishwasher	radio			

10 a Choose five things from Ex. 9 and write a definition for each one.

dishwasher: a machine that washes plates and cups

b Use your definitions to test other students.

A: What's a machine that washes plates and cups?

B: A dishwasher.

Speaking

11 6.7 listen to two friends doing a task. What is the task? What do they agree on?

12 In pairs, do the same task. Use the How to... box to help you.

### How to talk about choices

1 Say your choice	I'd like to choose. . . I think we should take. . .
2 Give a general reason. . .	because... The main reason is that. . .
3 Add a personal reason	: I couldn't live without it! : I'm too lazy to . . .

### Lesson 3 Mandela's garden

Water plants	To start the garden
Plant seeds	In prison
Harvest the fruit/vegetables	To cultivate
Get rid of weeds	to fill with soil
To spend	A small taste of freedom
To increase self-esteem	To create flowerpots

### 6.3 Mandela's garden

Grammar uses of like

Can do: describe a favourite place

Reading

1 What do you know about Nelson Mandela? Write down as many facts as you can and compare with a partner.

He was in prison for a long time.

2 a Match the pictures on the charity leaflet with the phrases.

water plants plant seeds harvest the fruit/ get rid of weeds
---

b Discuss.

How do you think the words above are connected with Nelson Mandela?

3 Why do you think the title of the leaflet is Garden of Freedom? Read the leaflet and check your ideas.

4 Read the leaflet again and answer the questions.

- 1 Who started the garden in Kabwe prison?
- 2 How did gardening help Mandela?
- 3 What is the main reason for the garden at Kabwe prison?
- 4 Why did Mandela start his garden?
- 5 Where did Mandela make his garden?
- 6 Who helped him to make the garden?
- 7 Why was the garden a 'small taste of freedom'?
- 8 What does Mandela compare the garden to?

5 Would you like to read *Long Walk to Freedom* by Nelson Mandela. Why/Why not?

### **Garden of Freedom**

The charity Seeds for Africa has started its prison vegetable garden at Kabwe Prison (Zambia). There are 500 prisoners at Kabwe Prison and the prison garden will give them fresh vegetables to eat. More importantly, prison staff hope that the garden will increase the prisoners' self-esteem<sup>1</sup>. The Kabwe Prison garden was inspired by Mandela who spent twenty-seven years in prison in South Africa. Gardening helped Mandela to increase his self-esteem. 'My garden was my way of escaping what surrounded us. I looked at all the empty space we had on the roof and how it got the whole day.

I decided I'd like to start a garden and years of asking, I received permission. I asked for sixteen large oil drums and asked the staff to cut them in half for me. They then filled each half with soil, and created thirty-two giant flowerpots.

A garden was one of the few things in prison that I could control. It gave me the simple but important satisfaction of planting a seed, watching it grow, watering it and then harvesting it. It was a small taste of freedom. In some ways, I saw the garden as being like my life. A leader must also look after his garden; he too, plants seeds and then watches, cultivates<sup>3</sup>, and harvests the result.' (adapted from *Long Walk to Freedom* by Nelson Mandela)

To find out more about the prison garden and other projects go to [www.seedsforafrica.org](http://www.seedsforafrica.org)

### Glossary

- 1 self-esteem = good feeling about yourself
- 2 receive permission = someone in authority says you can do something
- 3 cultivate = prepare and use land for growing plants

6 a Match the questions (1-4) with the answers (A-D) in the Active Grammar box.

### Active grammar

- 1 What do you like doing in your free time?
  - 2 What would you like to do today?
  - 3 What is your garden like?
  - 4 What does your garden look like?
- A I'd like to start a garden.  
 B I like gardening.  
 C It's full of colourful flowers.  
 D It's very peaceful.

b Match the definitions with the different uses of like.

- |                                |               |
|--------------------------------|---------------|
| 1 want or want to do           | a) be like    |
| 2 enjoy                        | b) like       |
| 3 appearance                   | c) look like  |
| 4 character or characteristics | d) would like |

7 a Write questions using like/look like/would like to/be like.

Do you enjoy gardening?

Do you like gardening?

1 Tell me about your best friend.

2 Do you want to go out tonight?

3 Tell me about your best friend's appearance. b In pairs, answer the questions.

8 Find and correct the mistake in each question.

What <sup>is</sup> your town like?

1 Would you like visiting South Africa?

2 What the weather like today?

3 What do you like to doing at weekends?

4 Which famous person would you like meet? 5 What sports do you like play?

6 Are you look like your mum or your dad? 7 Where would you like go on your next holiday?

Pronunciation

9 6.8 Listen to the questions in Ex. 8. Mark the words which have the main stress. What is your town like?

Person to person

10 Ask and answer the questions in Ex. 8 with a partner.

Lifelong learning

Brainstorm!

Writing is a process with different stages.

The first stage is often brainstorming. When you brainstorm, you write down anything you can think of connected to the task/ question. Look at Ex. 11a. Take five minutes to brainstorm your ideas.

Writing

Grammar uses of like

11 a What is your favourite natural place (e.g. a garden, a beach, a forest)? What's it like? Make notes about this place.

b Tell your partner about your favourite place.

12 Read the description in the Writing bank on page 147. Do the exercises then write about your favourite place.

### Лексический минимум Unit 6

<b>Countries</b>	<b>Nationalities</b>
<b>Australia</b>	<b>Australian</b>
<b>Brazil</b>	<b>Brazilian</b>
<b>Britain</b>	<b>British</b>
<b>Canada</b>	<b>Canadian</b>
<b>China</b>	<b>Chinese</b>

Egypt	Egyptian
France	French
Germany	German
Italy	Italian
Japan	Japanese
Kenya	Kenyan
Mexico	Mexican
Poland	Polish
Portugal	Portuguese
Spain	Spanish
The United States	American
<b>Describing places:</b> (be) situated in, landscape, natural beauty, region, the capital of, the remains of, tourist destination	<b>Geographical features,</b> mountain, lake, beach, island, sea, ocean, river, forest, desert
<b>Machines at homes:</b> answerphone, CD-walkman, dishwasher, DVD player, freezer, fridge, hairdryer, radio, mobile phone, vacuum cleaner, washing machine.	

### Will (для будущего времени)

Для выражения будущего времени используется вспомогательный глагол will.

+ I/you/he/she/it/we/they will go.

- I/you/he/she/it/we/they won't go.

? Will/you/he/she/it/we/they go?

### Future Simple (Future indefinite)

(действие будет совершаться в будущем)

Affirmative form	Negative form	Interrogative Form	Positive answer	Negative answer
I shall work	I shall not work	Shall I work?	Yes, I shall	No, I shan't
He will work	He will not work	Will he work?	Yes, he will	No, he won't
She will work	She will not work	Will she work?	Yes, she will	No, she won't
It will work	It will not work	Will it work?	Yes, it will	No, it won't
We shall work	We shall not work	Shall we work?	Yes, we shall	No, we shan't
You will work	You will not work	Will you work?	Yes, you will	No, you won't
They will work	They will not work	Will they work?	Yes, they will	No, they won't

**Обстоятельства времени, используемые при данном времени:** tomorrow, next( day, morning, week, month, year); in a year( month and etc.), in future.

### Усиление Too, too much/many, enough

Too – используется с прилагательным. I went to bed too late last night. (очень, слишком)

Too much - используется с неисчисляемыми существительными. There's too much noise.



Too many - используется с исчисляемыми существительными. There are too many books on the table.

Enough – используется после прилагательных и наречий. That bag isn't big enough.

### Контрольные вопросы

1. Усиление: too/too much/many/enough
2. Uses of like
3. Give information about New Zealand

### Раздел 7 Body.

#### Lesson 1 Changing bodies

The perfect body	To be one reason
To be surprised	To earn
Weight	Salary
To be as real as possible	A slimming magazine
To criticize smb	To lose all the weight
To be almost impossible	To care about

### 7 Body

1 a Put these words in the correct column in the table.

Hair	waist	elbow	face	wrist	ear	nose	back
knee							
stomach	finger	thumb	lips	toe	ankle	eye	
mouth							

HEAD	TORSO	ARM/HAND	LEG/FOOT
hair			

b 7.1 Listen and check your answers.

2 a Check you understand the meaning of the underlined phrases below.

- 1 Most men don't spend enough time on their physical appearance.
- 2 Most women look like their mothers and most men look like their fathers.
- 3 It's normal to put on weight as you get older.
- 4 Going on a diet is bad for your health.
- 5 You can learn about someone's personality by studying his/her face.
- 6 Small, everyday things can make people very stressed.

b Discuss the statements above.

#### 7.1 Changing bodies

##### Reading and speaking

1 Discuss.

- 1 Do you read any 'celebrity' magazines or watch programmes about celebrities? Why/Why not?
- 2 Who is the woman in the photos?
- 3 What do you know about her?
- 4 Do you think she looks different in the two photos? Why?

2 Read the text quickly. Check your answers to questions 2-4 above.

## The perfect body

Most people were surprised when Renee Zellweger got the part of Bridget in the film Bridget Jones's Diary. The film is about a young woman who worries about work, her weight and men. Zellweger is a slim American woman - completely different from Bridget who is English and overweight.

So, what did Zellweger do to get the part right? She had lessons to improve her English accent and she put on about eleven kilos. For several months she didn't do any exercise and she ate a lot of pizza, peanut butter sandwiches and chocolate. Although it was fun at first, she often felt quite sick.

Zellweger put the weight on because she thought it was important to be as real as possible. She was surprised, however, by people's criticisms. People criticised her for being fat when she put on weight for the film. Then they criticised her again for being too skinny when she lost weight after the film. She realised it's almost impossible to have the perfect body in the eyes of the media.

So why did she do it? Well, money was probably one reason. On top of her \$15 million salary, she earned \$225,000 for every kilo she put on. That's an extra \$2.5 million! And it didn't stop there. A British slimming magazine paid her \$3.5 million to lose all the weight again. So perhaps Zellweger doesn't need to care about the criticism when she earns all this money!

3 Read the text again and mark the sentences true (T), false (F) or don't know (?).

- 1 Most people thought Zellweger was the wrong person for the part of Bridget Jones. D
- 2 Zellweger was unsure about taking the part of Bridget. D
- 3 She learnt to speak like an English person. D
- 4 She ate a lot and exercised a lot. D
- 5 She put on weight to feel like Bridget Jones. D
- 6 She earned \$2.5 million for every kilo she put on. D
- 7 She earned more money to lose weight than to put it on. D

4 Read these opinions. Which one(s) do you agree with and why?

- a People worry too much about weight.
- b Putting on eleven kilos is dangerous
- c I would do the same in her situation.

Vocabulary appearance

5 a Put the words and phrases in the box in the correct column.

<del>slim</del>	<del>tall</del>	<del>beautiful</del>	skinny	fat	(un)attractive	handsome
ugly	medium	height	thin	good looking	short	overweight
muscular						

WEIGHT /BUILD	HEIGHT	ATTRACTIVE OR NOT
slim	tall	beautiful

b What's the difference between:

- 1 slim and skinny?
- 2 fat and overweight?

3 handsome and beautiful?

6 a 7.2 Look at the pictures. Listen to two people playing 'Guess who ...?'. Which two people are they describing?

b Listen again. Complete the How to ... box.

How to modify adjectives

With positive : He's very/ ..... good-looking.

adjectives : He's quite/.....muscular.

With negative: She's really/.....skinny.

adjectives : He's a bit/.....overweight.

With: She's much/.....more comparative : attractive than most.

adjectives : She's a bit/.....taller than : average.

c Play 'Guess who...?' with a partner using the pictures above.

Grammar

First Conditional

7 7.3 Listen and answer the questions.

1 What product is the advert for?

2 Is the product for men, women or both?

8 Choose the correct alternatives for the rules in the Active grammar box.

Active grammar

The First Conditional talks about a possible/impossible situation in the future.

If you use the cream once a day, you'll have softer skin.

You'll notice the difference if you use the cream twice a day..

Make the First Conditional with:

If + Present Simple/Present Continuous + will (won't) + verb

The 'if clause' comes first/either first or second

9 a Complete these First Conditional sentences with the correct form of the verbs in brackets.

1 If you \_ (eat) a lot of junk food, you \_ (put) on weight.

2 You \_ (not/sleep) well tonight if you \_ (drink) all that coffee.

3 If he \_ (not/call) you, what\_ (you/do)?

4 He \_ (not/have) any money left if he \_ (buy) any more DVDs.

5 If you \_ (not/start) training now, you \_ (not/be able) to run the marathon.

6 \_ (you/call) me if your bus \_ (be) late?

b 7.4 Listen and check your answers. Repeat the sentences with the same intonation.

Person to person

10 a Complete these sentences about you.

1 If I have time tomorrow, ...

2 If it rains this weekend, ...

3 If I don't go out this evening, ...

4 If my English is good enough next year, ...

b Compare your sentences with a partner.

**Lesson 2 Hands up**

Ambitious	sensitive
Hard-working	chatty
Reserved	To be easily upset
Open	To be happy to talk about feelings
Organized	To make lots of lists and plans
Unreliable	To work hard

**7.2 Hands up**

Vocabulary      personality

1 Look at the photos. What kind of person do you think each hand belongs to?  
I think hand D belongs to an artist.

2 a Match the adjectives in the box with the underlined phrases in the sentences.

ambitious	hard-working	reserved	open	organised	unreliable
chatty sensitive					

- 1 People with long fingers are easily upset.
- 2 People with short fingers are happy to talk about feelings.
- 3 People with straight fingers make lots of lists and plans.
- 4 People with a long first finger work hard.
- 5 People with a long ring finger don't do what they say they will do.
- 6 People with a thumb that bends back are easy to talk to and talk a lot.
- 7 People with a thumb that doesn't bend back don't talk about feelings or problems.
- 8 People with a long thumb really want to be successful.

b Test your partner. Say a definition and your partner should say the correct word.

A: Someone who's easily upset?

B: Sensitive.

**Pronunciation**

3 a 7.5 Listen to the words in the box in Ex. 2a and mark the stress.

b 7.6 Listen and write the questions that you hear.

c Ask and answer the questions with a partner.

**Listening**

4 a 7.7 Listen to two friends, Helen and Daniel, talking. Does Daniel...

a agree with everything Helen says?

b agree with some of what she says?

c disagree with most of what she says?

b Listen again and tick (.) the sentences in Ex. 2a which are true for Daniel.

5 Discuss with a partner. What do you think of this way of analysing people's personalities?

Grammar gerunds and infinitives

6 Look at the examples in the Active grammar box and choose the correct alternatives.

Active grammar

I want to look at the shape of your fingers. They seem to be fairly straight.

I really enjoy talking about my feelings.

You avoid telling people about your feelings or problems.

Some verbs are followed by the gerund/ infinitive with to, e.g. enjoy, avoid,

Some verbs are followed by the gerund/ infinitive with to, e.g. want, seem,

7 a Choose the correct form.

1 He offered to read/reading my palm.

2 I've decided not to be/not being so lazy in the future.

3 I'm considering to learn/learning German.

4 Have you finished to write/writing your essay?

5 She's hoping to be/being a director soon.

6 I can't afford to go/going to that restaurant.

7 She promised not to be/not being late.

8 Carol missed to see/seeing Megan after she left work.

b Add the verbs in bold in Ex. 7a to the appropriate list of verbs in the Active grammar box.

Person to person

8 a Complete these sentences about your partner. Don't ask him or her, just guess.

1 He/She really wants.....after the lesson.

2 He/She's decided.....for his/her next holiday.

3 He/She really enjoys.....at the weekends.

4 He/She usually avoids.....because he/she doesn't like it.

5 He/She's considering.....next year.

b Say your sentences to your partner and find out if they are true or not.

Reading and speaking

9 a Read the information below and decide what type of hands you have got.

### Texture of hands

**SOFT HANDS** Soft hands can mean that the person is calm but sometimes rather lazy. They are often not very ambitious.

**HARD HANDS** People with hard hands sometimes get angry easily. They are often very ambitious and energetic.

## Shape of hands

**POINTED HANDS** This means the person is artistic, sensitive and kind. Often these people work with fashion or hairdressing.

**SQUARE HANDS** People with square hands are usually hard working, organised and reliable. They are often good with money and business.

b Tell your partner about his/her personality using the information from Ex. 2a and the text above. Talk about the things in the box.

texture of hands	shape of hands	fingers	thumb
------------------	----------------	---------	-------

c How accurate do you think the information is about your personality?

### Lesson 3 Doctor, doctor

Respond to jokes:	Illness
That's really funny!	Injury
That's quite funny	Flu
I don't get it	A headache/a stomachache
That's not very funny	

### 7.3 Doctor, doctor

Grammar purpose / reason / result

Can do : talk about illness and give advice

Listening

1 Look at the Doctor, doctor jokes and discuss the questions.

1 Do you think they are funny?

2 Do you have Doctor, doctor jokes like this in your language?

2.7.8 Listen to two friends, Kate and Chris, telling Doctor, doctor jokes. What's the 'problem' in each one?

3 Do you know any other jokes? Tell your jokes and listen to your partner's jokes. Use the sentences in the How to ... box below.

How to respond to jokes

A : That's really funny!

That's quite funny.

I don't get it.

That's not very funny.

Vocabulary illness and injury

4 a Complete the table using these words and phrases.

flu	a headache	a broken arm/leg	a cold	a sore throat
earache	a pain in my chest	stomachache	feel sick	food

poisoning	a high temperature	toothache	backache
-----------	--------------------	-----------	----------

ILLNESS	INJURY	SYMPTOM

b We say 'feel' sick. What verb do we use for all the other phrases?

C7.9 Listen and check your answers.

Lifelong learning

Record yourself

Make a tape of new words/phrases. You (I say them in sentences. Then listen to then again and again.

5 Match these suggestions with the correct symptoms in Ex. 4a.

Why don't you go to the dentist? Toothache

1 Why don't you hold a cold wet cloth or forehead.

2 You should sleep on a hard mattress.

3 You should keep a bucket near you.

4 Have you tried sucking a cough sweet

5 Have you tried taking an aspirin?

6 Have you tried putting cotton wool in your ears?

6 a7.10 Listen and repeat this dialogue partner.

A: I've got a really bad sore throat.

B: Have you tried sucking a cough sweet'

A: Oh, that's a good idea. Thanks.

B: That's OK. I hope you feel better soon.

b Write similar dialogues with your pa using the phrases from Ex. 4a and 6a.

c Practise in pairs.

Reading and speaking ;

7 Look at the photos and discuss the questions.

1 What do you know about (a) homoeopathy and (b) acupuncture?

2 What experience have you had of either of them?

8 Work in pairs.

Student A: read the text on page 125 and complete your half of the table.

Student B: read the text on page 130 and complete your half of the table.

	HOMOEOPATHY	ACUPUNCTURE
Beliefs		
Typical session		
Treatment		
What it treats		
Cost		

9 a Work in pairs. Tell your partner about your text. Complete the table about your partner's text.  
b Discuss.

Which would you prefer to use for the following illnesses/injuries - a homoeopath, an acupuncturist or a traditional doctor? Why?

- |                |                        |
|----------------|------------------------|
| 1 flu          | 3 a pain in your chest |
| 2 a broken arm | 4 backache             |

Grammar purpose/reason/result

10 Read the letter below. What do you think Rick's problem was?

Dear Rick

Thanks for your letter. This is a common problem because people don't stand or sit in the right way. There are lots of things you can do so you don't need to worry.

First, make sure you get the right chair to support your back. Secondly, think about changing your mattress. You should sleep on a hard mattress in order to keep your back straight during the night.

You should also take regular breaks so that you change your sitting position. You should do exercise every day too. In order not to make your back worse, don't go running. Go swimming or do yoga instead.

Good luck!

Doctor Darren

11a Look at the underlined words or phrases in the letter. Complete the Active grammar box by writing infinitive or subject + verb.

Active grammar

Giving a reason

because + subject + verb Explaining a result

so + .....

Expressing purpose

to + infinitive

in order (not) to + .....

so that + .....

b Find and correct the mistake in each sentence.

- 1 I eat a lot of garlic because don't want to get flu.
- 2 I'm careful when I lift boxes that I don't hurt my back.
- 3 I drink water in order to feel sick on car journeys.
- 4 I did a lot of yoga today so feel very relaxed now.
- 5 I want to buy a special chair help me sit properly.
- 6 I usually drink milk order to get rid of a stomachache.

Writing

12 a Write a short letter to Doctor Darren asking for advice about a problem.

b Read your partner's letter. You are Doctor Darren. Write a reply giving advice.

c Read your partner's reply. Do you think he/she gave you good advice?



## Лексический минимум Unit 7

<b>Parts of the body:</b> head, hair, face, eye, nose, ear, mouth, lips, torso, back, stomach, waist, arm, elbow, wrist, hand, finger, thumb, leg, knee, foot, ankle, toe.	<b>Describing appearance:</b> beautiful, attractive, unattractive, handsome, good-looking, ugly, tall, medium height, short, thin, slim, skinny, fat, overweight, muscular
<b>Describing character:</b> chatty, organized, sensitive, hard-working, unreliable, reserved, open, ambitious.	<b>Illnesses and injuries:</b> flu, a cold, food poisoning, a broken arm or leg
<b>Symptoms:</b> a headache, a sore throat, a pain in my chest, feel sick, earache, stomachache, a high temperature, backache, toothache.	

### Key vocabulary.

Parts of body: head, hair, face, eye, nose, ear, mouth, lips, torso, back, stomach, waist, arm, elbow, wrist, hand, finger, thumb, le, knee, foot, ankle, toe.

Describing appearance: beautiful, attractive, unattractive, handsome, good-looking, ugly, tall, medium-height, short, slim, thin, skinny, fat, overweight, muscular.

Describing character: chatty, sensitive, hard-working, unreliable, reserved, open, ambitious.

Illness: flu, a cold, food poisoning, a broken arm or leg,.

Symptoms: a headache, a sore throat, a pain in my chest, feel sick, earache, stomachache, a high temperature, backache, toothache.

### Условные предложения 1 типа.

Условные предложения первого типа выражают вполне реальные, осуществимые предположения и соответствуют в русском языке условным предложениям с глаголом в изъявительном наклонении. Такие условные предложения чаще всего выражают предположения, относящиеся к будущему времени.

В условных предложениях глагол в придаточном предложении употребляется в Present Simple, а в главном предложении в Future Simple.

**If I am** a president **I will build** a lot of hospitals.

**If I win** a million **I will buy** a car.

### Герундий инфинитив

После глаголов enjoy, avoid, imagine, consider, finish, miss используется герундий  
I *enjoy* playing tennis.

I can't *imagine* going to the moon.

### Gerund( Герундий)

-это неличная форма глагола, которая, так же как и причастие, образуется путем прибавления окончания-ing к основе глагола. В русском языке такой формы нет

Герундий	Функции
<b>Smoking</b> is bad for your health	Подлежащее
He <b>finished working</b>	Часть составного сказуемого
He was surprised <b>at hearing</b> the news	Предложное дополнение
I don't mind <b>going</b> there	Прямое дополнение
I like the idea <b>of going</b> there together	Определение
<b>On getting</b> the letter he immediately read it	Обстоятельство времени
He left the room without <b>saying</b> any thing	Обстоятельство образа действия

### **Infinitive**

- неопределенная форма глагола- признаком неопределенной формы в английском является частица “to.” Инфинитив является неличной формой и в предложении выполняет следующие функции

<b>Инфинитив</b>	<b>Функции</b>
<b><u>To read</u></b> is necessary.	Подлежащее
I like <b><u>to read</u></b>	Дополнение
Our task <b>is <u>to study</u></b>	Часть составного сказуемого
I went to the library <b><u>to write</u></b> a report.	Обстоятельство цели
Thermometer is an instrument <b><u>to show</u></b> temperature.	Определение

После глаголов want, seem, offer, decide, hope, afford, expect, promise используется инфинитив

I *want* to see that new film.

### **Контрольные вопросы**

1. First Conditional
2. Gerund and infinitive.
3. Dialogue “Doctor, doctor”
4. What can your hands say us.

## **Контрольные вопросы**

### **24 hours**

1. Present simple. Adverbs of frequency.
2. Present Continuous.
3. Write down what kind of person are you?
4. Tell about sleeping habits of people and animals.

### **Music.**

1. Past Simple.
2. Present Perfect Simple.
3. What do you know about music?
4. How does music affect our studying?

### **Taste**

1. Going to.
2. Present Continuous for future.
3. What do you know about Jamie Oliver?
4. Describe the film using *who, which, where*.

### **Survival**

1. Comparatives.
2. Superlatives.
3. What do you know about surviving schools?
4. How can we survive in England?

### **Stages**

1. Модальные глаголы.
2. Present Perfect.
3. Tell about your friend

### **Place**

1. Усиления *too, too much/many, enough*.
2. Uses of *like*
3. Give information about New Zealand.

### **Body**

1. First Conditional
2. Gerund and infinitive.
3. Dialogue "Doctor, doctor"
4. What can your hands say us.

**Опорные конспекты «Английский язык» (4 курс, факультатив, уровень Elementary)**

**Раздел 8 Speed.**

**Lesson 1 Fast world**

Food Fast facts: 65 million fast-food meals are eaten in the USA every day. In 1970 Americans spend about € 6 billion on fast food. It is now more than €110 billion a year and this figure continues to rise. In 1968, McDonald's had about 1,000 restaurants. Today it has about 28,000 around the world and this number goes up by almost 2,000 each year.

**8 Speed**

1 a Look at the photos. What can you see? What is the connection? b Complete the sentences using the correct phrase from the box.

a top speed of      speed limit      fastest-selling      can run at

- 1 Cheetahs.....80 kilo metres an hour.
- 2 A McLaren Formula One car has.....400 kilo metres an hour
- 3 The.....on motorways in Spain is 100 kilo metres an hour.
- 4 The album No strings attached by \*NSYNC is the.....pop album in the USA ever.

2 a Two of the sentences above are false. Discuss which ones.

b 8.1 Listen and check your answers.

3 a Check you understand the meanings of the underlined phrases.

- 1 Are you the type of person who is always in a hurry?
- 2 Do you usually arrive on time for things? How do you feel if you're late?
- 3 What time is the rush hour in your town? What is it like?
- 4 Do you usually speed up or slow down when you see an amber traffic light? Why?
- 5 Do you think speed cameras on roads are a good idea? Why/Why not?

b Ask and answer the questions with a partner. Which of you lives a 'faster' life?

**8.1 Fast world**

**Reading**

1 Look at the photos and discuss.

'The Slow Movement is a group of people who want to change modern life.'

- 1 What do you think they don't like about modern life?
- 2 What changes do you think they want?

2 Read the text quickly. Choose the best title.

a Let's go! A guide to living the fast life.

b Slow down! How to go slow and live more.

c Red, amber, green! Different speeds for different people.

**Food**

Fast facts:

65 million fast-food meals are eaten in the USA every day.

In 1970, Americans spent about \$6 billion on fast food. It is now more than \$110 billion a year and this figure continues to rise.

In 1968, McDonald's had about 1,000 restaurants. Today it has about 28,000 around the world and this number goes up by almost 2,000 each year.

### Communication

Fast facts:

Over fifty million text messages are sent each day in the UK.

An average office worker deals with forty-six phone calls, twenty-five emails, sixteen voicemails, twenty-three items of post and nine mobile phone calls every day.

### Travel

Fast facts:

Over 400 million cars are currently used around the world. London rush-hour traffic drives at an average of thirteen kilometres per hour.

Two out of three people speed up when the traffic lights turn amber.

Slow tips:

Leave your car at home if you can and walk. Your fitness will improve and you'll probably get there quicker.

Spend at least twenty minutes a in a garden or park. Sit, think, 10 the trees, talk, read, enjoy the sky.

3 Correct the sentences.

The amount of money spent on fast food in the US is going ~~down~~ up.

1 The text recommends having lunch in front of your computer.

2 British people send more than fifty million emails every day.

3 The text says you should have your phone with you all the time.

4 The maximum speed of cars in London's rush hour is thirteen kilometres an hour.

5 Most people slow down when the traffic lights turn amber.

6 The text says driving is probably quicker than walking.

7 The text suggests relaxing at home for twenty minutes each day.

4 Look again at the 'Slow tips' from the text and work with a partner.

1 Do you do the things they suggest? Do you think they are good ideas? Why/Why not?

2 Write one more tip for each section. Tell other students your tips.

### Grammar Present Simple Passive

5 a look at the examples in the Active grammar box and choose the correct alternatives.

#### Active grammar

Most sentences in English are active.

Form: subject/object + verb + subject/ object.

Americans spend more than \$110 billion on fast food every year.

Use the passive when who/what causes the action is unknown or not important.

65 million fast-food meals are eaten every day in the USA.

Form: am/is/are + infinitive/past participle

These burgers are made from 100% beef.

b Underline two more examples of the Present Simple Passive in the text in Ex. 2.

6 Complete the sentences with a verb from the box in the Present Simple Passive.

Employ	include	catch	charge	use	deliver
--------	---------	-------	--------	-----	---------

- 1 Pizzas.....in twenty minutes or you get your money back.
- 2 Service .....in the bill.
- 3 Many people.....by speed cameras.
- 4 London Underground.....by thousands of people every day.
- 5 Millions of people.....in the fast-food industry.
- 6 Customers.....35 yen per minute to eat in the Totenko restaurant in Tokyo.

7 a 8.2 Listen and write the questions.

b Try to write full answers. Then check the information on page 130.

Vocabulary                      verbs about change

8 look at the three underlined verbs in the text in Ex. 2 and answer these questions.

- 1 Which two verbs have similar meanings?
- 2 Which verb means to get better?

9 look at the words and phrases in the box. label them 'A' for changes in quantity or 'B' for changes in quality.

improve/deteriorate	rise/fall	get better/get worse	go up/go down
---------------------	-----------	----------------------	---------------

10 a Choose the correct word or phrase in each sentence.

- 1 The number of fast-food restaurants is going up/getting better steadily.
- 2 The quality of food that most people eat in the UK has got worse/fallen recently.
- 3 The amount of traffic has risen/improved over the last few years.
- 4 The average speed in cities has deteriorated/ fallen in the last thirty years.
- 5 The air quality in most cities is deteriorating/ going down rapidly.
- 6 The price of air travel has deteriorated/gone down in the last ten years.

b .. Listen and check your answers.

Speaking

11 a look at the topics in the box below. Make notes about the changes in your area/country.

quality/number of fast-food restaurants	wages	air quality	traffic
---	-------	-------------	---------

b Tell your partner about the changes. Use the language in the How to ... box to help you.

How to talk about simple changes

What change?	Prices have gone up ...
	Air quality has deteriorated ...
How fast?	... dramatically
	... steadily
	... slightly

- When? . ... recently.  
 . ... in the last two years.  
 ... since they built the new factory.

### Lesson 2 Speed-dating

Ask someone out	Speed-dating is a fast way to meet a new partner! There are 20 men and 20 women and you have just 3 minutes to talk to each person. After 3 minutes, if you like the person, put a tick by his/her name on your card. Then move on and talk to the next person. At the end, give us your card. If you ticked smn who also ticked you, we will give you each other's email addresses.
To go out with smn	
To grow apart	
To put up with	
To split with	
To get over	

### 8.2 Speed dating

- Grammar questions  
 Can do find out personal information

#### Vocabulary phrasal verbs – relationships

1 Write the phrasal verbs in the questions next to the correct definitions.

- Do women ever ask men out in your country?
- What do you think is the minimum time you should go out with someone before you get married?
- Do you think couples who marry young often grow apart? Why/Why not?
- If your partner never did housework, would you put up with it? Why/Why not?
- For what reasons do people usually split up with their partner?
- What different ways do people use to get over the end of a relationship?

PHRASAL VERB	DEFINITION
A.....	be someone's partner
B.....	stop being someone's partner
C.....	(slowly) stop having a good relationship
D ask someone out	invite someone to go on a date with you
E.....	stop feeling sad about an ex-partner
F.....	accept a bad situation without complaining

2 Complete the sentences with the correct form of the phrasal verbs from Ex. 1.

- Pete ..... me ..... yesterday. He wants to take me to a restaurant.
- Jade's been single since she.....her boyfriend last year.
- Oliver never does the washing-up and Maria just..... it.
- When my sister got divorced, she found it difficult to.....her ex-husband.
- Linda and Guy are a couple. They started..... each other last month.
- We used to be good friends but we've..... over the last year.

3 Discuss the questions in Ex. 1.

#### Speed Date Scorecard

Your name:  
Oliver Wren

Number:	Name:	Yes(tick)	Comments:
12	Miranda		
13	Wendy	✓	Funny and interesting
14	Caroline		

### Reading

- 4 a Look at the photo. What do you think 'speed-dating' is?  
b Read the letter and check your answers.

### Speed Date

Dear Rachel,

Thank you for booking a place at our next speed-dating event

What to expect

Speed-dating is a fast way to meet a new partner! There are twenty men and twenty women and you have just three minutes to talk each person. After three minutes, if you like the person, put a tick his or her name on your card. Then move on and talk to the next person. At the end, give us your card. If you ticked someone who also ticked you, we will give you each other's email addresses.

A few tips;

Don't start every conversation with 'What do you do?' This gets boring. And don't ask too many questions which can be answered 'with 'yes' or 'no'.

Ask interesting questions, like 'How would your best friend describe you?' or 'What was the last CD you bought?'

When?

Saturday 16th January. Arrive at 7.00 p.m.

Where?

Attica Club. 24 Hawkley Street, London.

Happy dating!

Julia Jones

Manager

5 Read the letter again and answer the questions.

- 1 How many people are there at this event?
- 2 How long do you get to speak to each person?
- 3 What should you do with your card?
- 4 Whose email addresses will you get?
- 5 What type of question shouldn't you ask?
- 6 What questions should you ask?

6 Discuss with other students. 1 What do you think about speed-dating?

2 Do you think it might be a good way to get a boy /girlfriend?



## Listening

7 a 8.4 Listen to two dialogues at a speed-dating event. Which pair followed the advice in the letter?

b Listen again and write the name of the person (Melanie, Steve, Rachel and Kieron) who "

- 1 is a teacher.

- 2 is an architect.

- 3 likes his/her job.

- 4 has never done speed-dating before.

- 5 is friendly.

- 6 has a teach-yourself Italian CD.

- 7 loves Italy.

## Grammar questions

8 Read the Active grammar box and choose the correct alternatives to complete rules 1-3.

### Active grammar

"These are two main types of questions:

Yes; No questions, e.g. Do you enjoy your job?

Wh-;How questions, e.g. How would your best friend describe you?

Find two more Yes/No questions and three more Who/How questions in the tapescript on page 159.

Make questions by changing the word order.

1 When the main verb is to be, put the verb before/after the subject.

What's your name?

2 With the Present Simple and Past Simple, put do/does/did before/after the subject.

Where do you live?

3 With other tenses, put the auxiliary verb or modal verb (have, be, can, would, etc.) before/after the subject.

Have you done speed-dating before?

9 Correct the mistake in each question.

1 What kind of weather you like best?

2 What your favourite kind of holiday?

3 What you going to do this weekend?

4 Do you can cook a really good meal?

5 You are good at making things?

6 You do collect anything unusual?

7 What you dream about last night?

8 How many countries you have visited in your life?

10 With a partner, write six more interesting questions to ask someone at a speed-dating event.

## Speaking

11 a Imagine you are at a party. Talk to other students and find out some interesting information about each person. You only have two minutes with each person.

b Report back to the class. What did you find out? What was the most interesting question you were asked?

### Lesson 3 The curious incident

To walk home	To see smb
To take a photo	To work in
To read a magazine	To tell smb
To arrive	To break smth
To drive	To cut a finger
To happen	accident

### 8.3 The curious incident

Grammar Past Continuous and Past Simple  
Can do ask and answer questions about past actions

#### Reading

1 Discuss.

1 What books have you read recently?

2 Do you have a favourite author(s)? Who is it/are they?

2 a Look at the cover of the novel *The curious incident of the dog in the night-time* by Mark Haddon. What do you think the book is about?

b Read the first extract from the novel and answer the questions.

1 In what way is Christopher unusual?

2 Who do you think Siobhan is?

3 Why do you think he didn't understand the four pictures at the end of extract 1?

#### Extract 1

My name is Christopher John Francis Boone. I know all the countries of the world and their capital cities and every prime number up to 7,057.

Eight years ago, when I first met Siobhan, she showed me this picture



and I knew that it meant 'sad', which is what I felt when I found the dead dog.

Then she showed me this picture



and I knew that it meant 'happy', like when I'm reading about the Apollo space missions, or when I am still awake at 3a.m. or 4a.m. in the morning and I can walk up and down the street and pretend that I am the only person in the whole world.

Then she drew some other pictures. But I was unable to say what these meant.

3 a Look at the picture. What do you think is happening?

b Read the second extract and answer the questions.

1 Why does Christopher like the police?

2 Who do you think Mrs Shears is?

3 Why does he find it difficult to answer the policeman's questions properly?

4 What do you think happens next?

#### Extract 2

Then the police arrived. I like the police. They have uniforms and numbers and you know what they are meant to be doing.

There was a policewoman and a policeman. The policewoman had a little hole in her tights on her left ankle and a red scratch in the middle of the hole.

The policewoman put her arms round Mrs Shears and led her back towards the house.

I lifted my head off the grass.

The policeman said, 'Would you like to tell me what's going on here, young man?'

I sat up and said 'The dog is dead.'

'How old are you?' he asked.

I replied, 'I am 15 years and 3 months and 2 days.'

'And what, precisely, were you doing in the garden?' he asked.

'I was holding the dog,' I replied.

'And why were you holding the dog?' he asked.

This was a difficult question. It was something I wanted to do. I like dogs. It made me sad to see that the dog was dead.

I like policemen, too, and I wanted to answer the question properly, but the policeman did not give me enough time to work out the correct answer.

4 Read the last extract on page 130 and answer the questions.

1 Did he commit the crime?

2 Why does he make a 'groaning' noise?

3 Why does he hit the policeman?

5 Discuss.

1 What do you think happens next?

2 Would you like to read this book? Why/Why not?

Grammar Past Continuous and Past Simple

6 a Complete the Active grammar box by writing Past Simple or Past Continuous.

Active Grammar

Use the.....to talk about an action in progress at a particular time in the past.

I was holding the dog.

I wasn't doing anything.

Use the.....to talk about complete actions in the past.

Did you kill the dog?

I didn't kill the dog.

Use the.....to talk about a longer action interrupted by another action. He was sitting on the grass when the policeman arrived.

b Look at the three extracts again and find five examples of the Past Continuous.

7 Complete the sentences using the verbs in brackets. Use the Past Simple and the Past Continuous.

1 I (walk) home when I (meet) Sarah.

2 Marek (take) a photo of me when I (not/look).

3 (read) a magazine when the train (arrive).

4 How fast (you drive) when the accident (happen)?

5 When I last (see) Emma, she (work) in a restaurant in Paris.

6 I (tell) her what to do but she (not/listen).

8 Complete the sentences using your own ideas. Use the Past Simple or the Past Continuous.

1 I cut my finger while I.....

2 I was playing the piano when my friend.....

3 While we were watching a video, my brother.....

4 Debbie broke her leg while she 5 While I was living in France, I.....

9 Guess what other students were doing at 8.30 a.m., 2.00 p.m. and 11.00 p.m. last Saturday.

A: Were you having your breakfast at 8.30 a.m.?

B: No, I wasn't. I was asleep!

### Pronunciation

10a 8.5 Listen and write the sentences.

b Listen again. How do you pronounce was/were? Practise the sentences.

### Speaking

11 a Work in groups of four. Two As and two Bs.

Student As: look at page 126.

Student Bs: look at page 128. Follow the instructions.

b Report back. Did Student As commit the crime?

### Writing

12 Read the story in the Writing bank on page 147.

Do the exercises.

13 Write a story starting with the words It all happened last summer ...

### Лексический минимум Unit 8

Speed: a top speed of, speed limit, fastest-selling, be able to run at, be in a hurry, arrive on time, rush hour, speed up, slow down, speed camera.

**Verbs about change:** go up, go down, rise, fall, improve, deteriorate, get better, get worse.

**Phrasal verbs about relationship:** ask someone out, go out with someone, put up, split up, get over, grow apart.

### Present Simple Passive.

Если подлежащее обозначает лицо или предмет, подвергающийся действию со стороны другого лица или предмета, то глагол употребляется в форме страдательного залога.

**Present Simple** – am, is, are + Ved/V3 I am invited. ? Am I invited? - I'm not invited.

**Past Simple** – was, were + Ved/V3 I was invited Was I invited? -I wasn't invited.

**Future Simple** – will be + Ved/V3 I will be invited Will I be invited? - I won't be invited

### Past Continuous.

1. Для выражения длительного действия, начавшегося до определенного момента в прошлом и все еще совершавшегося в этот момент.

2. (действие происходило в течение некоторого времени в прошлом)

Affirmative form	Negative form	Interrogative form	Positive answer	Negative answer
I was working	I was not working	Was I working	Yes, I was	No, I was not
He was working	He was not working	Was he working	Yes, he was	No, he was not
She was working	She was not working	Was she working	She was	No, she was not
It was working	It was not working	Was it working	Yes, it was	No, it was not
We were working	We were not working	Were we working	Yes, we were	No, we were not
You were working	You were not working	Were you working	Yes, you were	No, you were not
They were working	They were not working	Were they working	Yes, they were	No, they were not

3.

**Обстоятельства времени, используемые при этом времени:** at...o'clock yesterday, when mother came home, from 5 till 6 yesterday, the whole evening;

**Обратите внимание на следующие предложения:**

We played chess in the evening. (вечером) **Past Simple**.

We were playing chess the whole evening (весь вечер)-**Past Continuous**.

**Запомните глаголы**, неупотребляющиеся во временах группы Continuous: to be, know, understand, think, recognize, want, like, see, hear, feel have. Они употребляются в Past Simple.

### Контрольные вопросы

1. Present Simple passive
2. Past Simple, Past Continuous
3. Tell stories about speed dating

### Раздел 9 Work

#### Lesson 1 Make an impression

An employer-an employee	a managing director/ a sales rep
An interviewer/an interviewee	A company/a factory
An application form/ A CV	quality
Experience/qualifications	To include
A salary/a bonus	An average salary
A receptionist/a secretary	How do you feel/how do you get that job

### 9 Work

1 a Match the jobs in the box with the photos. Which job isn't shown?

plumber	firefighter	fashion designer	sales rep.	lawyer
---------	-------------	------------------	------------	--------

B 9.1 How do you pronounce the jobs above? Listen and check. c Do you have a job? How do you say it in English? Find out what jobs three other students do. If you don't know what they are, ask the student to explain.

2 Discuss these questions with a partner.

1 Look again at the jobs in the box. Which one would you most/least like to do? Why?

2 Do you have a 'dream job'? What is it? Why is it your 'dream job'?

3 a Put the phrases below in a logical order. Compare with other students.

I think you have to prepare a CV first ...

get promoted	be offered a job	run your own company	apply for a job
work long hours	resign	have an interview	prepare a CV
take a job			

b Which of these things have you done? Tell another student about your experiences.

## 9.2 Make an impression

Can do respond to simple job interview questions

Listening

1 a Discuss what is happening in each picture.

b 9.2 Listen to three people's stories. Match the stories with the pictures.

2 9.2 Listen again. In which story does the person ...

1 not have an interview?

2 need a drink?

3 have to react quickly?

4 behave rudely towards the interviewer?

5 still feel embarrassed about what happened?

6 not know they should throw something?

3 a Work in groups of three. Each student reads one of the stories in the tapescript on page 159. Make notes about the important points.

b Tell the story to your group.

Vocabulary work

4 a What is the difference in meaning between these words?

1 an employer/an employee

2 an interviewer/an interviewee

3 an application form/a CV

4 experience/qualifications

5 a salary/a bonus

6 a receptionist/a secretary

7 a company/a factory

8 a managing director/a sales rep.

b Choose the correct alternatives.

1 Most of our employers/employees have been with the company since we started last year.

- 2 A good managing director/sales rep. knows how to listen to people and give them the products they need.
- 3 I'm afraid we need someone for this job with much more experience/qualifications.
- 4 It's very important that a good receptionist/ secretary should be welcoming to visitors.
- 5 If we reach our sales targets, we will get a 20 percent salary/bonus.
- 6 A good interviewer/interviewee knows how to ask good questions to find out about people.
- 7 I must fill out the application form/CV for that job at CoffeeCo. today.

### Pronunciation

5 a 9.3 Listen and mark the main stress on each word or phrase in Ex. 4a.  
an employer/an employee

b Say each word or phrase to your partner.

6 Discuss these questions with a partner.

- 1 What qualities make a good interviewer/secretary / sales rep./managing director?
- 2 What information should you include in a CV? What order should it be in?
- 3 What is a typical salary in your country for a secretary / a sales rep.?
- 4 Would you rather have a high salary and no bonus, or an average salary and possible bonuses?
- 5 When was the last time you were an interviewee? How did you feel?

### Reading

7 a Discuss.

What must you do to be successful in a job interview?

Make a list under these headings:

- 1 Before the interview
- 2 During the interview
- 3 After the interview

b Compare your list with other students. Do you have the same points?

8 Read the advice below. Tick (✓) the points in your list that are mentioned.

## HOW TO GET THAT JOB!

### Before the interview

- Find out as much as you can about the company.
- Think about Questions which the interviewer might ask you. Plan how to answer them.
- Dress smartly.
- Don't be late. If you are very early, have a coffee in a local cafe and look at your notes.
- Switch off your mobile and take two or three slow, deep breaths before you go in.

### During the interview

- When you walk in, shake hands firmly with the interviewer, look them in the eyes, and say 'Pleased to meet you'.
- Answer the Questions in a confident, firm voice. Don't speak too quietly, too quickly or be too hesitant.
- Answers should not be one word or one sentence, but also should not be too long.
- When answering Questions, maintain eye contact with the interviewer. If there is

- more than one interviewer, give them equal attention.
- Give clear, direct answers to Questions. If you don't know something, say so.
- Don't lie.
- At the end of the interview, you might be asked: 'Are there any Questions that you would like to ask us?' Make sure you have one or two good Questions ready.
- Above all, be positive and show enthusiasm for the job.

### After the interview

- If you didn't answer a Question well in the interview, don't be afraid to phone up soon afterwards and say something like: 'I don't think I explained myself very well in the interview. What I wanted to say was ...' This will show enthusiasm and it will remind them of you.

9 Read the advice again. Answer these questions.

- 1 What research do you need to do before the interview?
- 2 What kind of clothes should you wear to the interview?
- 3 What should you do if you arrive very early?
- 4 What should you do just before you enter the interview room?
- 5 What should you do and say when you meet the interviewer?
- 6 How long should your answers to questions be?
- 7 How should you answer questions?
- 8 Where should you look when you answer questions?
- 9 What should your general attitude in the interview be?
- 10 What should you do after the interview?

10 Discuss.

- 1 Do you disagree with any of the points? If so, which ones? Why?
- 2 Do you think you are good or bad at job interviews? Why?
- 3 Would you rather work for yourself or work in a company? Why?

Speaking

11 Look at page 131 and work in pairs. Student A is the interviewee. Student B is the interviewer.

### Lesson 2 Teen tycoon

<p>Boy Wonder Internet entrepreneur Carl Churchill describes himself as a normal 19-year –old. Except that his Internet technology company is currently making € 1 million a year. What's more?</p>	<p>The Rich List 2020 is a list of 20 young people who are expected to make a lot of money-many millions-by 2020. Other names include famous actors like Keira Knightley and football stars, such as Wayne Rooney. But at the very top of the list, is Carl Churchill. He is expected to make an amazing € 100 million by 2020.</p>
---	---

### 9.2 Teen tycoon

Grammar      can, could, be able to  
Can do        talk about your abilities



## Reading

1 Look at the photos. What do you think these young people have in common?

2 a Read the first part of the text below to check your ideas.

b Read the rest of the text on page 131. How does Carl feel about his success?

## Boy WONDER

Internet entrepreneur Carl Churchill describes himself as 'a normal 19-year-old'. Except that his Internet technology (IT) company is currently making £1 million a year. What's more, A

The Rich List 2020 is a list of twenty young people who are expected to make a lot of money - many millions - by 2020. Other names include famous actors like Keira Knightley and football stars, such as Wayne Rooney. But at the very top of the list, is Carl Churchill. He is expected to make an amazing £100 million by 2020.

3 The following sentences have been removed from the text. Decide where each one should go (A-D).

1. I think it's important to save for the future.
2. And, finally, a few hours' sleep at the house he owns in Milton Keynes.
3. His name is on The Rich List 2020.
4. The main things it does are to help big businesses connect to the Internet, check emails for viruses and block spam, all at very high speeds.

4 Read the whole text again. Mark the sentences true (T) or false (F). 1 Carl Churchill thinks he is a bit different from other teenagers.

- 2 The Rich List 2020 consists of young people who have already made a lot of money.
- 3 To be so successful, Carl needs to work long hours.
- 4 Carl doesn't have as much of a social life as his friends.

5 Discuss.

- 1 Would you like to have Carl's lifestyle and work routine? Why/Why not?
- 2 What are the pros and cons of making a lot of money in your teens?

## Vocabulary            make/do

6 Look at the examples of things we 'make' and things we 'do' in the box. Put these words or phrases in the correct list below.

Nothing	an effort	progress	your best	an appointment
someone a favour	a mistake	research		a complaint

make: money, a decision

do: business, homework

7 a Find five examples of these phrases in the text in Ex. 2. b Complete the questions below with make or do in the correct form.

Are you generally good or bad at making decisions? Does it depend on the kind of decision?

- 1 How do you feel if you know you've \_ a mistake while you're speaking in English?
- 2 When was the last time you \_ someone a favour? What was it?
- 3 Have you ever \_ a complaint in a restaurant or shop? If so, what happened?
- 4 When you have holidays, do you enjoy \_ nothing or do you like to be active?

5 In which areas do you think you are \_ most progress in your English?

c Ask and answer the questions.

Grammar can, could, be able to

8 Read the Active grammar box and choose the correct alternatives.

Active grammar

Use can/could/be able to to talk about ability in the present.

John can work all night without sleeping.

Use can/could/be able to to talk about ability in the past.

He couldn't afford to buy a new car last year.

Use can/could/be able to to talk about ability in the future.

I hope the business will be able to grow.

9 a Complete the sentences with can/can't, could/couldn't, will/won't be able to.

1 David \_ play the piano quite well now.

2 I \_ get to sleep last night. I kept thinking about work.

3 I \_ lift this box. It's too heavy. \_ you help me?

4 Ann \_ write simple computer programs by the time she was twelve.

5 They looked everywhere for Suzie's ring but they \_ find it.

6 \_ you hear what Paul was saying? It was very noisy in the restaurant.

7 I'm sorry, but we \_ come to the party. We're on holiday in Spain that weekend.

8 \_ help me move into my new flat on Saturday?

b 9.4 Listen and repeat sentences 1-6 with the correct pronunciation of can /ken/ or /kʌn/, can't /kɑ:nt/, could /kʊd/ and couldn't /kʊdnt/ in each one.

10 Look at the table. In pairs, say how well Melissa could, can and will be able to play the guitar, swim, cook and paint.

XX = not at all X = not very well

✓ = quite well ✓✓ = very well

	A	B	C	0
5 years ago	X	XX	✓	XX
Now	✓	XX	✓	X
5 years from now	✓✓	X	✓✓	X

5 years ago she couldn't play the guitar very well.

Lifelong learning

Setting targets!

Make a list of things:

1 you couldn't do one year ago in English, e.g. order a meal in a restaurant.

2 you can do now in English, e.g. describe free-time interests.

3 you want to be able to do a year from now, e.g. read short newspaper articles.

Plan how you are going to improve. Give yourself tasks to do and dates to do them.

Person to person

11 a For each activity in Ex. 10, tell another student how well you ...

1 could do it in the past.

2 can do it now.

3 hope you will be able to do it in the future.

b Choose two other activities to describe in the same way.

### Lesson 3 Crime doesn't pay

Judge	To be innocent
Thief	To sent to jail
Jury	To catch smb
Police-officer	To leave the country
To arrest criminals	To make money from crimes
To be guilty	To feel like an important businessman

### 9.3 Crime doesn't pay

Vocabulary crime

1 Look at the words and phrases in the box and answer the questions below.

judge	thief	jury	police officer
-------	-------	------	----------------

1 Who steals things?

2 Who arrests criminals?

3 Who decides if a criminal is guilty or innocent?

4 Who can decide what punishment to give a criminal, e.g. a fine or a prison sentence?

2 Check you understand the meaning of these questions. Discuss them with a partner.

1 What punishment would you give ...

a) a thief who stole some CDs from a shop?

b) a businessman who avoided paying £1,000 of taxes?

2 Would you consider being a police officer? Why /Why not?

3 Have you ever done jury service? Would you like to?

4 Do you agree with the idea that people are 'innocent until proven guilty'?

5 What do you think of the prison system in your country?

Listening

3 You are going to listen to a news story. The words or phrases below are from the story. Discuss with a partner. What do you think it is about?

Thief	car showroom	absolutely spotless	expensive new car
prison sentence			

4 9.5 Listen to the story and compare your ideas.

5 .. Listen to the story again. Mark the sentences true (T) or false (F).

1 Peter Blain was sent to jail for six years.

2 Police caught him while he was trying to leave the country.

- 3 People who work in car showrooms think that he wants to buy a new car.
- 4 He damages the cars he steals.
- 5 He makes money from his crimes.
- 6 He does it to feel like an important businessman.
- 7 His wife says that his sentence won't affect their marriage.

- 6 Discuss. 1 What do you think about Peter Blain's punishment? Was it too short/too long?
- 2 Do you think a different punishment would be better?

Grammar Past Simple Passive

- 7 Read the Active grammar box and choose the correct alternatives.

Active grammar

Use the active/passive form to say what the subject did.

Peter Blain stole new cars. (Peter Blain = subject)

Use the active/passive to say what happened to the subject.

36 cars were stolen. (36 cars = subject) Use the passive when who/what causes the action is unknown or not important.

He was arrested.

Form: was/were + past participle

I wasn't given anything to eat. What punishment were they given?

- 8 Find five examples of the Past Simple Passive in the tapescript on page 159.

- 9 Complete the sentences with a verb from the box in the Past Simple Passive.

arrest	paint	clean	invent	send	meet
--------	-------	-------	--------	------	------

- 1 All the employees.....a letter by the Managing Director.
- 2 The bicycle.....over 150 years ago.
- 3 We.....at the airport by a holiday rep.
- 4 Two men.....by police after stealing £2,000.
- 5 This car..... last week and now look at how dirty it is!
- 6 The outside of the house..... white last year.

- 10 Complete the sentences with the Past Simple Passive.

1A: We.....(not / give) very long to do our test.

B: How long.....(give)?

A: Only an hour!

2 A: Someone broke into my flat but my computer.....(not / take).

B: What.....(take)?

A: My wallet and some CDs.

3A: This house.....(not / build) recently.

B: When.....(build)?

A: At least twenty years ago.

- 11 Circle the correct alternatives in the text below.

Germany's worst bank robber (1) gave/was given a one-year suspended sentence\* after a judge (2) felt/was felt sorry for him. The court (3) told/was told how Marko N., 28, (4) waited/was waited outside the bank for" three hours trying to get over his nerves. He then (5) ran/was run into the bank with a woolly hat over his face. Unfortunately, he couldn't see anything. He (6)

took/was taken off the hat in front of the security camera and demanded money from the cashier. He was holding a cigarette lighter in the shape of a gun. She just (7) told/was told him to go away. Finally, he ran off and (8) arrested/was arrested by police outside the bank. He (9) took/was taken in a van to the nearest police station. 'Give up being a bank robber,' the judge told him. 'You have no talent for the job.'

### Glossary

\* suspended sentence = you only go to prison if you commit another crime

### Writing

12 Divide the text in Ex. 11 into three paragraphs:

Introduction/The story/Conclusion. Use the "How to ... box to help you.

#### How to write a short article

Introduction: what is the important news? A man and woman were arrested last night after ....

The story: tell the story from the beginning. Use sequencers like then, next, finally.

Then he tried to get into the house...

Finally, he was caught ....

Conclusion: finish with something funny or a quote. The criminal said he didn't remember anything about the evening.

13 a Work in two groups.

Group A: look at the picture story on page 126.

Group B: look at the picture story on page 128.

b What vocabulary do you need to tell your story? Use a dictionary/Ask your teacher.

c Work in pairs. Tell your story to your partner and listen to your partner's story.

14 Look at the How to ... box again and write your story as an article of about 100 words. Divide it into three paragraphs.

### Лексический минимум Unit 9

<p>Jobs: plumber, firefighter, fashion designer, lawyer, receptionist, secretary, managing director, sales rep</p>	<p>Work: get promoted, run your own company, resign, work long hours, have an interview, prepare a CV, apply for a job, be offered a job, take a job, employer, employee, interviewer, interviewee, application form, CV, experience, qualifications, salary, bonus, company, factory</p>
<p><b>Crime: judge, thief, jury, police officer, steal, arrest, criminal, punishment, guilty, innocent, fine, prison sentence</b></p>	

Past Simple Passive:

Пассивный залог образуется: was/were + Participle II ( regular verb +ed, irregular verb-the 3d form)

This house was made of stone.

The students were examined by teachers.

Question: Was the house made of stone? Yes, it was, No, it wasn't

Were the students examined by teachers? Yes, they were. No, they weren't

### Контрольные вопросы

1. Make an impression.

2. Past Simple Passive.

### Раздел 10 Wildlife

#### Lesson 1 Raised by animals

A number of stories	To bring smb up
To be raised by animals	To grow up
To be the sons of the god	To decide
To be left by the banks of	To become the first king
To look after	To be discovered
To come across smb	To look up to animals

### 10 Wildlife

1 a Look at the photos. Which of the following animals can you see?

tiger	lion	elephant	hyena	dog	cat	bear	wolf
snake	horse	cow	zebra	spider	eagle	whale	

b Divide the words above into: wild animals, domestic animals, insects and sea animals.

c Add two more animals to each list.

2 a Complete the expressions with a word from the box.

fish	birds	horse	mouse	rat	cat
------	-------	-------	-------	-----	-----

1 What's Claire doing? She's been as quiet as a ..... for the last hour!

2 We need to prepare lots of food for tonight. David eats like a .....

3 Forget about your ex-boyfriend. After all, there are plenty more.....in the sea.

4 I hate working in the city and being part of the ..... race. I want to move to the country.

5 How did Tom find out about his present? Who let the ..... out of the bag?

6 I'd like to visit my old school and also see some friends who live nearby. That way I can kill two ..... with one stone.

b Discuss with other students. Do you have similar expressions in your language?

#### 10.1 Raised by animals

##### Reading

1 Look at the people in the pictures. What do they have in common?

2 Read the text. How many examples of children raised by animals are mentioned?

3 Read the text again and answer these questions.

1 Who was the father of Romulus and Remus?

2 Where were they left when they were very small?

3 Who found them at first?

4 Who raised them?

- 5 What did the boys do when they became adults?
- 6 What was the result of the boys' argument?
- 7 Who was looking after Kamala and Amala when they were found?
- 8 How was the girls' relationship with other children?
- 9 What special abilities did they have?
- 10 What happened to Amala and Kamala?

\

### Raised by animals

There are a number of stories of children who are raised by animals. One of the earliest stories about the twin brothers Romulus and Remus. They were the sons of the god Mars. When they were very young, they were left by the banks of the River Tiber. Luckily, they were found by a wolf. The wolf looked after them and fed them with her milk.

Later, a shepherd came across the boys. He took them home and brought them up as his own children. The boys grew up to be very strong and clever. They decided to build a town in the place where the shepherd found them.

Shortly after building the town, the twins had a fight. Romulus killed his brother Remus in the fight. Romulus then became the first king of the town, which was named Rome, after him.

More recently, two young girls were discovered in the care of a wolf in 1920, in Godamuri, India. The girls (Kamala, 8, and Amala, aged 18 months) were taken to a children's home but they didn't like their new life there at all. They preferred to be with cats and dogs and they seemed to look up to animals, not people. They never got on with the other children and they sometimes bit and attacked them.

The girls slept during the day and were awake at night. They walked on their hands and feet and enjoyed raw meat. They had extremely good eyesight and hearing. The younger child, Amala, died one year later, but Kamala lived for nine years in the home. She picked up a small number of words but she remained very different from other children.

### 4 Discuss.

- 1 Do you think the person who found Kamala and Amala should have left them with the wolf? Why/Why not?
- 2 Do you know of any similar stories in real life or in films?

### Vocabulary            phrasal verbs

5 Match the underlined phrasal verbs from the text with the definitions below.

- 1 to change from child to adult = .....
- 2 to learn without trying = .....
- 3 to take care of = .....
- 4 to raise/educate children = .....
- 5 to find by chance = .....
- 6 to respect = .....

6 Complete these sentences with the correct form of the phrasal verbs from Ex. 5.

- 1 It's not easy to ..... children as a single parent.
- 2 All the children in my class ..... our History teacher. He was an amazing man.
- 3 We went to Spain on holiday and I was surprised at how much Spanish we ..... quite quickly.
- 4 Pete ..... a really interesting art gallery when he was walking around Venice.
- 5 I ..... in Manchester but then my parents moved to Edinburgh.

6 We're going on holiday for a few days. Could you.....our dog while we're away?

7 a Complete the questions.

1 Where? (you/grow up)

2 Who? (bring up/you)

3 As a child, when were you ill?(look after/you)

4 As a child, who? (you/look up to)

5 Have any English from TV or songs?(you/ever/pick up)

6 Have any money in the street? (you/ever/come across)

b .. Listen and check your answers.

### Pronunciation

8 a" Listen to 'the sentences in Ex. 7a again. Which words are stressed in each sentence?

b Ask and answer the questions in Ex. 7a with a partner.

### Lifelong learning

Keep a record (1)

It's important to keep a special vocabulary notebook of the new words that you learn. How do you organise it?

· Do you organise the new words by topic (e.g. animals), alphabetically or in another way?

· Do you write a definition?

· Do you write an example sentence? · Do you write a translation?

Tell another student what you do.

### Listening and speaking

9 a 10.2 Listen to a woman talking about her childhood. Who were the two main people who influenced her?

b Listen again. Which statement is false?

1 She saw her father occasionally.

2 She grew up in Libya.

3 She feels close to her mother and grandmother.

4 She enjoyed school in England.

c Listen again and look at the How to ... box.

How many times do you hear each phrase?

### How to use conversational phrases

Say the same thing in a different way

Give yourself thinking time before you continue

Go back to your original point

Introduce an explanation:

I mean, ...

Well, ...

So, anyway...

You see, ...

10 Tell another student about the people who most influenced you when you were growing up.



## Lesson 2 Zoos: for or against?

Awful	Species
To be quite good	To be in danger of extinction
To have a fantastic zoo	To save
To have lots of space	To be right in some way
To move around	To be locked up
Face-to-face	To go on a safari

### 10.2 Zoos: for or against?

Grammar            countable/uncountable nouns  
Can do            write a short contribution for a bulletin board

#### Reading

- 1 a Write a list of advantages and disadvantages of keeping animals in zoos.
- b Compare with other students.

2 Look at the bulletin board messages. Is each person generally in favour of zoos or against zoos?

Wildlife world  
Bulletin board

Post your comments and questions here for everyone to see.  
Are zoos a good thing?

Chris, London: Just been to the local zoo with my kids >>> awful! Hated seeing the animals locked up in those tiny cages. So little space. They looked really unhappy and it seemed quite cruel :-).

Tania, Boston: Sorry Chris that you went to a zoo like that. Most zoos are quite good although that one sounds very bad. We have a fantastic zoo here :-). The animals have lots of space to move around. Actually, I think it's really important that children can see different animals face-to-face. Then they can learn about them. Also, nearly 1 2,000 species are in danger of extinction. Zoos can help save some of them!

Katie, Dublin: Although I think Tania's right in some ways, I mainly agree with Chris. Animals shouldn't be locked up. They should be free to go where they want. Yes, it's important that kids have information about animals but they can get that from the Internet and TV.

Dave, Manchester: Take my advice: have a break and go on a safari in Africa. See the animals in their natural environment. It's completely different to seeing animals in zoos! I don't think I could go to a zoo again.

3 Read the messages again and answer the questions.

- 1 Who is definitely a parent?
- 2 Who talks about using the Internet for education?
- 3 Who suggests taking a holiday?
- 4 Who is worried about how much room animals in zoos have?

4 Discuss. Which of the people do you agree/disagree with? Why?

Grammar countable/uncountable nouns

5 a Look at the sentences. Which underlined noun is countable and which is uncountable?

- 1 The animals have lots of space.
- 2 It's important that kids have information about animals.

b Put the following nouns into the correct column in the Active grammar box.

Holiday	travel	furniture	newspaper	work	news	job
advice money cheque						

Active grammar

Countable	Uncountable
animal, _ Can be singular or plural. Use a few, some . or a lot of in positive sentences. Use any or many in negatives and questions.	information, _ Can only be singular.  Use a little/a bit of/a piece of, some or a lot of in positive sentences. Use any or much in negatives and questions.

6 Choose the correct alternatives.

- 1 This job will involve many/a lot of hard work.
- 2 We don't have a little/much furniture. Just a table and a few chairs.
- 3 I've got any/some bad news. There's going to be a train strike.
- 4 I have a few/a little cheques that I'd like to pay in to my account.
- 5 Can you help me? I need a bit of/a few advice about times and prices of flights to Krakow.
- 6 I'd like to buy a new CD player but I don't have many/much money at the moment.

7 Correct the mistake in the sentences.

- 1 Pete has just got new job. He's really happy.
- 2 We didn't see many wild animals. Just a few of lions.
- 3 I'd like to give you small piece of advice.
- 4 She hasn't got a lot money so she's going camping.
- 5 Can I write you cheque or would you like cash?
- 6 I've got any great news. We're moving to Spain.

Writing

8 Look at these examples and choose the correct alternative below.

- 1 Although there are a lot of arguments against zoos, they are a good thing.
  - 2 Zoos are a good thing although there are a lot of arguments against them.
- Although is followed by a noun/ a clause.

9 Make one sentence from two using although. Use although in two ways.

Dogs are fun. Looking after them is hard work.  
 Dogs are fun although looking after them is hard work. Although looking after them is hard work, dogs are fun.

- 1 We went to the zoo. We've been there before.
- 2 This book has been very successful. The author isn't well-known.
- 3 Our staff are getting a pay increase. We can't really afford it.
- 4 I want to take up sky diving. It's very dangerous.

5 He wants to study Zoology at university. He never reads any books.

10 a Read the bulletin board in the Writing bank on page 148. Do the exercises.

b Choose one of the topics below and start an 'online' bulletin board discussion (on paper). In pairs, write your opinions about this topic.

- 1 Are there good reasons for keeping animals in zoos?
- 2 Is it wrong to wear fur or leather?
- 3 Are animal sports wrong and should they be banned?
- 4 Is it necessary to use animals for scientific research?

c Pass your paper to another pair of students to continue the discussion.

### Lesson 3 Pet TV

Snooker balls	To depend on
Cartoon characters	To appeal
Popular TV programmes	To agree
Wolves howling	To respond
Cats meowing	To apply
Balls of string	To worry

### 10.3 Pet TV

Grammar            the definite article (the)  
Can do            speculate about sounds and pictures

Reading and listening

Discuss.

Which of the following things do you think pets would like to watch on TV? Why/Why not?

snooker balls ..... wolves howling .....  
cartoon characters ..... cats meowing .....  
popular TV programmes ..... balls of string .....

2 Read the short text about a new TV programme. Answer as many of the questions as possible.

Pets get their own TV show

The BBC provides programmes for all tastes although they haven't made programmes for animals – until now. From next week, pets (and their owners) will be able to watch Pet TV. It is a programme full of sounds and images that might appeal to animals, The aim is to find out what animals respond to. What will your pet like?

- 1 What is the new TV programme from the BBC?
- 2 When does the programme start?
- 3 What different animals is the programme for?
- 4 What is the aim of the programme?
- 5 Where can pets take an intelligence test?
- 6 What did the advertisement show?

3 a 10.3 Listen to a radio programme about Pet TV and tick (.I) the things from Ex. 1 that you hear.

b Listen again and answer the rest of the questions from Ex. 2.

4 Discuss.

What do you think of the idea of Pet TV?

Vocabulary verb + prepositions (1)

5 Match the sentence beginnings on the left with the endings on the right.

- |   |  |                                   |
|---|--|-----------------------------------|
| 1 The starting date of Pet TV depends.. | a) to many different kinds of animals.       |                                   |
| 2 The SSC think that Pet TV will appeal | b) to an excellent series on the radio.      |                                   |
| 3 Do you really agree                   | c) on the results of the trial.              |                                   |
| 4 Does your pet respond                 | d) about our dog, Patch. He's not very well. |                                   |
| 5 Six people have                       | e) on my horse. He's applied very expensive  |                                   |
| to look after.                          | 6 I can't believe how much I spend           | f) with Reena? You never have the |
| same views!                             |  |                                   |
| 7 My mum is worried                     | g) for the job.                              |                                   |
| 8 I've been listening                   | h) to dogs barking?                          |                                   |

6 a Add the missing preposition to the sentences below.

- 1 What kinds of people do TV programmes about animals appeal.....?
- 2 Some people seem to pick up a new language very quickly, others more slowly. What do you think it depends .....
- 3 Have you ever applied ..... a job and lied about your qualifications?
- 4 Do you think TV advertising works? What kinds of people respond ..... it?
- 5 Do you ever listen ..... the radio? If so, what station?
- 6 What do you worry .....
- 7 Which member of your family do you most often agree .....
- 8 What do you spend most of your money ..... each month?

b Discuss the questions above with a partner.

Grammar the definite article (the)

7 Match sentences 1-3 below to the rules in the Active grammar box.

- 1 And fish may want to watch TV ...
- 2 ... the cleverest cat or dog in the country.
- 3 ITV made an advertisement for Whiskas, a popular cat food. The advert consists of ...

Active grammar

Use the with superlatives because there is only one.

He's the youngest person in the company.

e.g. sentence: \_

b Use the to refer to something or someone you have mentioned before.

She has got a cat and a dog. The cat is nearly twelve.

e.g. sentence: \_

8 a Complete the sentences with the or nothing (-). She's the most intelligent pet I've ever had!

- 1 Where shall I put \_ flowers that I brought?
- 2 ..... CDs are very expensive in the UK.
- 3 What was.....name of that film we saw last weekend?
- 4 Pet TV is..... strangest idea I've ever heard!
- 5 ..... oil is very expensive at the moment.
- 6 He's .....young man I was telling you about.
- 7 Did you turn off all.....lights?
- 8 ..... police officers seem younger and younger these days.

b 10.4 Listen and check your answers. What do you notice about the pronunciation of the?

c Repeat the sentences.

9 a Four of the sentences have mistakes. Find and correct them.

What's most interesting thing you've done recently? What's the most interesting thing you've done recently?

- 1 Do you prefer the cats or dogs? Why?
- 2 Who's the funniest person you know?
- 3 How long have you known your best friend?
- 4 What age do you think the children should have to stay at school until?
- 5 Did you like the school(s) that you went to?
- 6 What's most beautiful place you have been to?
- 7 Do you think that the -money makes you happy?\_
- 8 Is public transport expensive in your country?

b Ask and answer the questions above with a partner.

### Speaking

10a 10.5 Listen to an advert for cats. Use the How to ... box to say what you think each sound is.

How to speculate

It looks/sounds like a ...

Perhaps it's a...

It could be a ...

b Now look at the pictures on page 132. What do you think these might be?

### Лексический минимум Unit 10

Animals: tiger, lion, elephant, hyena, dog, cat, bear, wolf, snake, horse, cow, zebra, spider, eagle, whale	Animal idioms: as quiet as a mouse, eat like a horse, plenty more fish in the sea, the rat race, let the cat out the bag, kill two birds with one stone
<b>Phrasal verbs:</b> grow up, bring up, look after, come across, pick up, look up to <b>Verb + prepositions:</b> appeal to, listen to, respond to, apply for, spend on, worry about, depend on, agree with	

Countable and uncountable nouns.

Countable nouns are words like animal, child, zoo. They can be singular or plural.

Uncountable nouns are words like information, advice, news. They are only singular.

The following nouns can be countable and uncountable: chicken, chocolate, coffee, egg, glass, hair, iron, paper, room, space, time, wine.

### Контрольные вопросы

1. Zoos: for/against

2. Countable and uncountable nouns

### Раздел 11 Travel

#### Lesson 1 Travel companions

To talk a lot	To bump into
To snore	To believe smth
To be lazy	To annoy smb
To complain a lot	Can't stand smth
To drive smb crazy	To fall asleep
	To be exhausted

### 11 Travel

1 Find twelve forms of transport in the word search. The words go across or down.

A	M	O	T	O	R	B	I	K	E	B	L	A	
N	E												
R	O	N	A	T	E	U	S	S	Y	C	O	A	
	C	H											
C	P	I	X	A	M	S	C	F	E	R	R	Y	
	A	O											
A	E	B	I	C	Y	C	L	E	T	T	R	A	I
	N												
R	D	V	A	N	P	L	A	N	E	O	Y	C	
	A	P											

2 a Match the verbs in the box with the forms of transport from the word search. Each verb can go with several forms of transport.

go by	get on/off	get into/out of	catch	take	miss
ride					

go by bus/train ...

b 11.1 Listen and check your answers.

3 a Correct the underlined mistakes in each question.

1 Do you ever go to work/school on bicycle?

2 Do you like taking a bicycle in cities? Why/Why not?

3 Have you ever got in a train without a ticket?

4 When did you last ride a taxi?

5 Have you ever got out of a moving train or bus?

6 Have you ever lost a plane?

b Ask and answer the questions in Ex. 3a with a partner.

### 11.1 Travel companions

#### Reading

1 Discuss.

1 Have you ever been on holidays with friends? What was it like?

2 What would annoy you most about a travel companion? Use the ideas in the box and your own ideas.

he/she talks a lot	he/she is lazy	he/she snores	he/she complains a lot
--------------------	----------------	---------------	------------------------

2 Read the extract from Lucy's travel diary. Which of the things above are mentioned?

Sat 3<sup>rd</sup>

I can't believe it! I'm in Rio, 3500 miles from home, and I've just bumped into Andy, from my old school. We're going to travel to Salvador together. It's great to see him again!

Sun 4<sup>th</sup>

On the bus – 10.15 am. Bad news. Andy has already started to annoy me. He won't stop talking. Oh well... I'm sure it'll get better 3.30 pm! I can't stand it! He hasn't stopped talking yet. I now know everything about his friends, his family, even his neighbour's cat! 4.30 pm! Andy's just fallen asleep but now he's started snoring! Aggh!

Mon 5<sup>th</sup>

On the beach – 12.30 pm. I'm exhausted – I didn't get any sleep because of HIM. And I've just spent the whole morning listening to Andy complaining about the weather, the food, even the beach! What am I going to do?

Tues 6<sup>th</sup>

In a café – 2.30 pm. Now he's started singing to himself. I have to tell him I can't travel with him any more. He's driving me crazy...

3 a 1.2 Listen to a summary of Lucy's diary. Which three things are different from her diary?

4a Lucy decides she doesn't want to travel with Andy any more. With a partner, write what you think she says and how he reacts.

b Practise your conversation.

c 11.3 Listen and compare your conversation with theirs. What is the same/different?

Grammar Present Perfect Simple with just, yet and already

5 Look at the Active grammar box and complete the rules with just, yet or already.

#### Active grammar

You often use just, yet and already with the II Present Perfect Simple.

Andy has already-started to annoy me.

He hasn't stopped talking yet.

He's just fallen asleep.

a).....means a short time ago.

b).....shows that something happened sooner than expected.

c).....shows that the speaker expected something to happen before now.

6 Write just, already or yet in the correct place in each sentence.

I've had lunch. (I had lunch five minutes ago.)

I've just had lunch.

1 Simon's left the party. (It's only nine o'clock.)

2 Diana hasn't phoned. (I expected her to phone earlier.)

3 I've spent all my money. (I didn't expect to spend it all so early.)

4 Have you written any postcards? (I expect you wrote them before now.)

5 My parents have come back from holiday. (They came back two hours ago.)

### Pronunciation

7 a 11.4 How do you pronounce the first sounds of yet and just: /dʒ/ or /j/? Listen and check.

b Say the sentences in Ex. 6 with the correct pronunciation.

8 Look at the picture on page 132. Say what Lucy's just done and what she hasn't done yet.

### Vocabulary holidays

9 a Match the photos with the types of holiday.

sightseeing holiday	beach holiday	camping holiday	skiing holiday
---------------------	---------------	-----------------	----------------

b Find the opposite pairs.

1 <del>rent a car</del>	a) unpack
2 pack	b) get a last-minute deal
3 go abroad	c) sunbathe on the beach
4 go sightseeing	d) use local transport
5 stay in hotels	e) go to bed early
6 book early	f) stay in your country
7 go clubbing	g) go self-catering

10 Test your partner. Say one word from one of the phrases in Ex. 9b. Your partner must say the whole phrase.

A: minute

B: get a last-minute deal

11 Tell your partner about a really good holiday. Use the How to ... box to help you'.

### How to talk about a holiday you've had

When ...?

I went on holiday last July.

What ...?

It was a two-week beach holiday in Portugal.

Where ...?

How long ...?

Booking

We got a last-minute deal.

Accommodation :

We stayed in a lovely hotel.

Activity.

We sunbathed all day.



Speaking and writing

12 a 11.5 You're going to find a travel companion. Listen and write down the questions you hear.

b Write two more questions to ask.

13 a Ask and answer the questions with other students. Make notes of their answers.

b Who is the best travel companion for you? Why?

c Write a paragraph about your best travel companion.

I think the best travel companion for me is Teresa. She likes very similar types of holidays to me.

Lifelong learning

Keep a record (2)

When recording new vocabulary, it can help to note down if the word has an opposite. That way you can double your knowledge!

**Lesson 2 Customs worldwide**

A handshake	Japan Unlike the UK, gift-giving is very important in Japan and it usually happens at the end of a visit. Presents are a good idea or smth not available in Japan. If you give flowers, avoid giving four or nine flowers as these are unlucky numbers.
A wave	
A bow	
A kiss	
A present or gift	
To shake hands with	

**11.2 Customs worldwide**

Vocabulary greetings and presents

1 Match the words with the photos above.

a handshake	a wave	a bow	a kiss	a present or gift
-------------	--------	-------	--------	-------------------

2 a Try and complete the sentences using the correct form of the verbs.

to shake hands (with)	to wave	to bow	to kiss	<del>to give a present or gift</del>
-----------------------	---------	--------	---------	--------------------------------------

In Japan, you should give a present using both hands.

1 In most countries, people..... when they say goodbye.

2 In most Western countries, people usually .....when they meet in a business situation.

3 In Asia, people usually..... when they meet in a business situation.

4 In the UK, men don't.....on the cheeks when they meet in a business situation.

b 1.6 Listen and check your answers to Ex. 2a.

c Discuss.

Which of the customs above are true in your country?

## Reading

3 Work in two groups.

Group A: read the text below.

Group B: read the text on page 129. Which of the things in Ex. 2a are mentioned in your text?

## ADVICE FOR UK BUSINESS TRAVELLERS

### GIVING GIFTS

#### Japan

Unlike the UK, gift-giving is very important in Japan and it usually happens at the end of a visit. Pens are a good idea or something not available in Japan. If you give flowers, avoid giving four or nine flowers as these are unlucky numbers.

#### China

Chinese people will probably refuse your gift several times, but it is polite to continue offering it to them. Do not give clocks to Chinese people as the Chinese word for 'clock' is similar to the word for 'death'.

#### Middle East

Give gifts of highest quality leather, silver, or crystal. Remember to avoid alcohol and leather from pigs.

#### South America

Gift-giving is less formal in South America but still an important part of the culture. Avoid leather, as many of the world's best leather products come from South America. Australia, Canada, USA and Europe Gift-giving in these countries is informal and not always expected. However, it is polite to bring someone flowers, chocolates or wine when visiting their house. In some European countries, you should avoid red flowers (associated with romance).

4a Group A read the text again. What is the significance of the following?

Pens	four flowers	a clock	silver goods	a leather briefcase	red flowers
------	--------------	---------	--------------	---------------------	-------------

b Work with a student who read text B. Ask these questions about his/her text.

- 1 Should you use first names in Germany?
- 2 In which part of the world do people stand closest to each other?
- 3 Why don't American people like you to stand too close to them?
- 4 Should you show how strong you are when you shake hands?
- 5 Do Asian people ever shake hands?
- 6 Do business people kiss each other in Russia?

c Now answer your partner's questions about your text.

5 Read the saying below and discuss the questions.

'When in Rome, do as the Romans do.'

- 1 What does the saying mean?
- 2 Do you agree with it? Why/Why not?

Grammar verbs with two objects

6 Read the Active grammar box. Write to in sentences 1-2, if necessary.

Active grammar

Some verbs can be followed by two objects.  
 He gave his boss a present. indirect object direct object

The indirect object is usually a person and comes first. Two forms are possible.  
 a) verb + indirect object + direct object b) verb + direct object + to + indirect object

Structure 'a' is more natural, especially when the indirect object is a pronoun (me, him, them, etc.).

1 It is polite to bring \_ your host flowers. 2 It is polite to bring flowers \_ your host. Common verbs which take two objects are:  
 give, bring, offer, lend, owe, send, tell, promise.

- 7 a Find and correct the mistakes.  
 1 Our company more choice offers you.  
 2 I lent to him €20 about three weeks ago.  
 3 Could you bring that book me when you come?  
 4 He sent to her a huge bunch of flowers.  
 5 Would you like to tell to me anything?  
 6 We must a special gift give our hosts.

b 11.7 Listen and check your answers.

Person to person

8 a look at the questions below. Write five more  
 Have you ever ...? questions. Use the verbs at the end of the Active grammar box.

- 1 Have you ever lent someone some money which they never paid back?  
 2 Have you ever given a present to someone that they really hated?

b Ask and answer your questions with a partner.

Speaking

9 a Prepare to talk about customs in your country (or a country you know well). Think about the topics below.

giving gifts	visiting someone's house	an important national festival	birthdays
--------------	--------------------------	--------------------------------	-----------

b Tell your partner about the customs using the language in the How to ... box to help you.

How to make generalisations about groups of people

Use the + nationalities/ adjectives      The British, The young, The/ rich,.....

Make generalizations

- ... tend to talk about the weather.  
 . ... don't generally /usually give gifts.

### Lesson 3 A Dream job?

Travelling in childhood	To start travelling
To start travel writing	To start writing
Smth lucky that happened	To be the first break
To give advice	The most difficult
	To influence smb the most

### 11.3 A dream job?

Grammar            Past Perfect Simple  
Can do            write about a place you've travelled to

Listening

1 Discuss.

Do you like travel books? Why/Why not?

2 a 11.8 Listen to the first part of an interview with a travel writer. Tick (✓) the things she talks about.

- 1 Travelling in her childhood .....
- 2 How she started travel writing .....
- 3 Other jobs she's had .....
- 4 Something lucky that happened .....

b Listen again and answer these questions.

- 1 How did she start travelling?
- 2 How did she start writing?
- 3 What was her first 'break' as a travel writer?

3 a 11.9 Listen to the second part of the interview. Mark the order (1-4) she talks about these things:

- a Other travel writers.....
- b Advice to people who want to be travel writers.....
- c Difficulties about the process of writing .....
- d Difficulties about travelling .....

b Listen again and answer these questions.

- 1 What is the most difficult thing for her when she's travelling?
- 2 What is the most difficult thing for her when she's writing?
- 3 Which travel writer influenced her the most?
- 4 What advice does she give to someone thinking of being a travel writer?

4 Discuss.

- 1 Do you agree that being a travel writer is a 'dream job'? Why/Why not?
- 2 Which country would you most like to travel to and write about? Why?

Grammar            Past Perfect Simple

5 a 11.10 Listen and complete the sentences.

- 1 By the time I was sixteen I.....nineteen countries!
- 2 I.....there very long when I got the job.
- 3.....any other books before this one was published?

b Look at the Active grammar box. Choose the correct alternative to complete the rule.

Active grammar

By the time I was sixteen I had visited nineteen countries!

Use the Past Perfect Simple to talk about an action (or actions) that happened before/ after another action in the past.

I had visited nineteen countries!

Form: had + past participle

c Look at the first part of the tapescript on page 160 and find two more examples of the Past Perfect Simple.

6 Choose the best alternative.

- 1 We arrived at the cinema late. The film began/had begun.
- 2 I saw a car by the side of the road. It ran/had run out of petrol.
- 3 I was very tired so I went/had gone straight to bed.
- 4 A man came into the shop. I didn't see/hadn't seen him before.
- 5 I phoned Jack but he wasn't there. He went/had gone out.
- 6 Sorry I'm late. The car had/had had a puncture on the way.
- 7 It was my first time in Egypt. I didn't go/hadn't been there before.
- 8 She couldn't come to the party. She arranged/had arranged something else.

7 Put one verb in brackets in the Past Perfect Simple and one verb in the Past Simple in each sentence.

- 1 When I.....(arrive) at the station, the train.....(leave).
- 2 When the driver.....(ask) to see my ticket, I realised I.....(lose) it.
- 3 When we.....(get) there, we realised we.....(not/pack) enough warm clothes.
- 4 I.....(decide) to go back to the same place I.....(be) for my last holiday.
- 5 I.....(want) to read a book on the plane, but I.....(forget) to buy one at the airport.
- 6 As soon as I saw Carolina, I.....(realise) I.....(meet) her before.

Pronunciation

8 a 1.11 Listen to sentences 1-3 from Ex. 7. How do you pronounce had in the Past Perfect Simple in each one?

b Repeat the sentences with good pronunciation.

Person to person

9 Discuss in pairs. For each picture, what do you think had happened before this?

He woke up late because he'd been out late the night before ...

Writing

10 a Look at the photo and read the text about Havana. Which of these things are mentioned?

Music	people	weather	buildings	countryside	transport	food and drink
-------	--------	---------	-----------	-------------	-----------	----------------

Last summer we went to Havana, the capital of Cuba. It's a really interesting city – full of old cars, bicycles, friendly people and, of course, music. The weather was hot, even in the evenings and music came from every bar. The sound of trumpets and drums was everywhere. One evening we

stopped in a bar with a yellow door. It looked like many of the old buildings in Havana - unpainted for years. But the food and the coffee were fantastic. I had never tasted such delicious coffee before.

b Read the text again and find examples of:

- 1 adjectives; senses (taste, smell, etc.) and colours. What do they describe?
- 2 Past Perfect Simple. Why is it used?

11 You're going to do some travel writing. Follow these instructions.

- 1 Think of a place you have travelled to (e.g. a beach, a town) and make notes about the place. (Look at Ex. 10a.)
- 2 Tell your partner about your place and ask questions about your partner's place.
- 3 Write about your place. (Use about 100 words.)

### Лексический минимум Unit 11

Transport: bicycle, bus, car, coach, ferry, lorry, moped, motorbike, plane, taxi, train, van	Verb phrases about travel: go by car/bus/train/plane/taxi/bicycle Get on or off a bus Get into or out of a car/taxi Catch, take a bus or miss a bus/train Ride a bicycle
<p><b>Holidays:</b> sightseeing holidays, beach holidays, camping holidays, skiing holidays, rent a car, use local transport, go abroad, stay in your country, stay in hotels, go self-catering, go sightseeing, sunbathe on the beach, pack, unpack, book early, get a last-minute deal.</p> <p><b>Greetings:</b> shake hands with smb, a handshake, bow to smb, a bow kiss, a kiss, wave to smb, give a present or gift</p>	

### Present Perfect

-используется для выражения действия, совершившегося к настоящему моменту, результат которого имеется налицо в настоящем времени.

**Образуется: have+ Participle II- regular verb+ed, irregular verb-the 3 form (действие, совершившееся к какому-то моменту в настоящем)**

Affirmative form	Negative form	Interrogative form	Positive answer	Negative answer
I have written	I have not written	Have I written?	Yes, I have	No, I have not
He has written	He has not written	Has He written?	Yes, He has	No, He has not
She has written	She has not written	Has she written?	Yes, she has	No, she has not
It has written	It has not written	Has it written?	Yes, it has	No, it has not
We have written	We have not written	Have we written?	Yes, we have	No, we have not
You have written	You have not written	Have you written?	Yes, you have	No, you have not
They have written	They have not written	Have they written?	Yes, they have	No, they have not

**Запомните типичные для Present Perfect обстоятельства:** already, not yet, just, ever, never-в предложении употребляются после подлежащего: I have just done my work.

**Сравните также:**

I have bought a book today( this week, this month)-неистекший отрезок времени- **Present Perfect**

I bought a book yesterday( last week, last month) истекший отрезок времени-**Past Simple**

**Запомните также следующие предложения:**

I have been to France.

Have you ever been to France?

I haven't seen you for ages?

I haven't met him for a long time.

I haven't been to Moscow since last year.

Past Perfect

употребляется для выражения действия, совершившегося к какому-то моменту в прошлом.

**Образуется: had+ Participle II- regular verb+ed, irregular verb-the 3 form**

<b>Affirmative form</b>	<b>Negative form</b>	<b>Interrogative form</b>	<b>Positive answer</b>	<b>Negative answer</b>
I had written	I had not written	Had I written?	Yes, I had	No, I had not
He had written	He had not written	Had he written?	Yes, He had	No, He had not
She had written	She had not written	Had she written?	Yes, she had	No, she had not
It had written	It had not written	Had it written?	Yes, it had	No, it had not
We had written	We had not written	Had we written?	Yes, we had	No, we had not
You had written	You had not written	Had you written?	Yes, you had	No, you had not
They had written	They had not written	Had they written?	Yes, they had	No, they had not

Обстоятельства, используемые при этом времени: By 5 yesterday, by last week

### **Контрольные вопросы**

1.Present Perfect

2.Past Perfect

## **Раздел 12 Money**

### **Lesson 1 Is honesty the best policy?**

Are people honest?	Do you think the idea of "honesty box" would work where you live?
Are people dishonest?	To seem
Does people's honesty depend on the situation?	To afford
To go back to the cashpoint	To be found
To get rich quick	To keep the extra change

## 12 Money

1 What can you see in the photos? Discuss with other students.

2 a Complete the questions with the most appropriate words.

earn	won	cost	withdraw	spending	borrowing
lending	save				

1 How do you feel about..... money to friends?

2 How do you feel about..... money from your friends or family?

3 Do you try and .....any money each month? If so, is it difficult?

4 What do you enjoy .....money on?

5 How much do nurses, teachers or lawyers typically.....each year in your country? Do you think this is right?

6 How often do you.....money from a cashpoint machine? Do you like using them?

7 How much does a short bus or train journey ..... in your country? How much do you think it is in the UK?

8 Have you ever.....any money in a lottery or a competition?

b 12.1 Listen and check your answers.

c Ask and answer the questions in Ex. 2a with a partner.

12.1 is honesty the best policy?

Grammar Second Conditional

Can do say what you'd do in a hypothetical situation

Reading

1 Look at the photos. What can you see?

2 Read the text. Is it suggesting that:

a) people are honest?

b) people are dishonest?

c) people's honesty depends on the situation?

Honesty is the new policy!

Newsagents in train stations and other busy areas have a problem. How do you take small amounts of money (e.g. for newspapers) from a lot of people, but avoid long queues? WHSmith, a big news agents in the UK, is trying a new idea. It has introduced 'honesty boxes'. You take the newspaper you want, put the exact money into an honesty box and walk away. Does it work?

Well, according to David McRedmond, managing director for WHSmith, customers have been honest. 'We feel this idea is working very well.'

But before the big stores get too excited they should look at a recent 'honesty survey' done for a well-known TV programme. The programme arranged for a cashpoint to give out an extra ten pounds every time a customer withdrew money. A third of the people were honest and handed the money into the bank. The rest kept it. One man actually went back to the cash point twenty times to try and get rich quick!



It seems that people have an attitude of 'They can afford it' towards large banks and companies. In another test, shoppers were given too much change. It was found that in large supermarkets, people usually kept the extra change. However, in small shops, they would give it back. (adapted from the Independent on Sunday)

3 Read the text again. Correct the sentences.

'Honesty boxes' are for people who want to buy cigarettes and newspapers. , Honesty boxes' are for people who want to buy newspapers.

1 You put the money in an envelope and then drop it in the 'honesty box'.

2 David McRedmond doesn't know yet if the 'honesty boxes' are a success.

3 A big store organised an 'honesty survey'.

4 The pretend cash point gave customers twenty pounds too much.

5 Most of the customers gave the extra money back to the bank.

6 People seem to have the same attitude towards big organisations and small shops.

4 Discuss. Do you think the idea of 'honesty boxes' would work where you live? Why/Why not?

Vocabulary money

5 a Check the meaning of the underlined words with a partner.

A	B
1 pay for something 2 leave a tip 3 pay interest 4 get a pension 5 earn a salary 6 pay tax	a) on money that you borrow b) when you retire c) for working a 3s-hour week d) in cash e) to the government f) in a restaurant

b Match the phrases in A to the phrases in B.

6a Complete the sentences using the underlined words from Ex. 5a.

1 Do you always leave a            in a restaurant?

2 How often do you pay for things in           , by cheque or by credit card?

3 How much            do you pay when you borrow money from a bank?

4 Do you think the            you pay to the government is too high?

5 How much is the state            for old people in your country? Is it enough?

6 What is an average            in your country?

b Discuss the questions above.

Grammar Second Conditional

7 Read the examples in the Active grammar box. Choose the correct alternatives to complete the rules.

Active grammar

If a cashpoint gave me too much money, I would tell the bank.

If I won the lottery, I might go on a cruise.

If + Past Simple + would + verb

- 1 The Second Conditional refers to imaginary / real situations.
- 2 The Second Conditional refers to past/ present and future time.
- 3 The if clause comes first/ first or second.
- 4 Use would/ mig-ht if you are less certain.

8Put the words in the correct order.

- 1 had/you/If you/would/a dog/exercise/get/more
- 2 he/his exams/pass/worked/He/if/would/ harder
- 3 She/if/much/her boyfriend/be/would/she left/happier
- 4 spoke/job/easier /German/I/much/ my /be/lf/ would
- 5 If/a car/I/to/had/would/to work/I/drive

9a Complete the second sentence in each pair so it has the same meaning as the first.

I don't have any money, so I can't buy a new car.

If I had some money. I would buy a new car.

1 I won't change my bank because it gives good rates of interest.

If my bank didn't .....change it.

2 We're not going to Australia because it costs so much. We'd go..... so much.

3 You know the film Wall Street, so we won't watch it tonight. If you didn't.....watch it tonight.

4 We don't visit you more often because you live so far away. We'd .....so far away.

5 I'm afraid of water so I don't want to go on that boat. If I.....that boat.

b 12.2 Listen and check your answers. How many times do you hear contractions?

Person to person

10 a look at the picture. What can you see? What would you do if you saw this happening?

b Work in pairs. Read the situations on page 132 and discuss. What would you do/say?

c Write two of your own situations. Ask other people in the class what they would do.

## Lesson 2 The price of success

To pass	Traybridge University Traybridge University is located in a beautiful part of the UK. We now offer students money to study some of our courses. Study and earn at the same time! For enquiries and to request a brochure, please write to: The Admissions Department Traybridge University Traybridge TRB5 H8P
To take	
To retake	
To fail	
To be positive	
To be negative	

## 12.2 The price of success

Grammar          reported speech  
Can do          report what someone said to you

Vocabulary          education

1 Complete the sentences with a verb from the box in the correct form.

Pass	take	retake	fail	get
------	------	--------	------	-----

- 1 Mike's quite upset. He .....his Maths exam yesterday.
- 2 My sister ..... all her exams with grades 'A's last week. We're so proud of her.
- 3 You usually ..... A-levels at the age of eighteen in the UK.
- 4 The school.....very good results this year. Everyone was very pleased.
- 5 If you are not successful this time, you can .....the exam in October.

2 a Discuss the difference in meaning between: student/pupil subject/topic college/ university teacher /professor reward/result lesson/lecture

b Mark the main stress on each word.  
Student

c Check your answers on page 132.

3 Discuss.

- 1 Were you a good pupil at school? Why/Why not?
- 2 Who was your favourite teacher? Why?
- 3 What was your favourite subject? Why?
- 4 Do you think everyone should go to college or university? Why/Why not?

Listening

4 a Look at the picture. Describe what you think is happening, and why.

b 12.3 Listen to the news item and check your ideas.

5 a Listen again and answer the questions.

- 1 How much in total, has the school given to its A-level students?
- 2 How much did it give to each student who got to university?
- 3 What is Alison Frank's job?
- 4 Why does she particularly like this scheme?
- 5 Is the parent generally positive or negative about the scheme? Why? 6 Is the head teacher generally positive or negative about the scheme? 7 Is the student generally positive or negative about the scheme? Why? b What is your opinion of this scheme? Discuss.

Grammar          reported speech

6 12.4 Listen to the end of the news item again. Complete the sentences in the Active grammar box below.

Active grammar

- 1 'More students have got places at university this year than ever before.'  
(He) told me that more students \_ places at university this year than ever before.

2 'I think it's a great idea.' She said that she \_ it \_ a great idea.

3 'I'm going to buy a new laptop computer.' She said she \_ a new laptop computer. To report what someone said, use say or tell. He said (that) it was a good idea.

He told me (that) it was a good idea.

Change the tense in the reported statement: present → past

past/present perfect → past perfect

will/can → would/could

Change the pronoun if necessary.

'He's our teacher.'

She said that he was their teacher.

7 Find and correct the mistakes in the sentences. One sentence is correct. Which one?

1 I said Simon what time the exam was.

2 He said that his parents had offered him money if he did well in his exams.

3 They said they know Tony since university.

4 My manager told to go to a meeting in his office.

5 She said she living with her parents in a flat in the centre of town.

6 He told me that he can't help me with the revision for my French exam.

8 Anna is talking to Pete. Change her direct speech to reported speech. Begin with the words given.

1 Anna said ...

2 Anna told ...

3 Mark saw Terry in the bookshop.

Anna said ...

4 Anna told ...

5 Anna said ...

6 I'm going to speak to the Professor of Economics.

Anna said ...

Speaking

9 Ask each question in the table to a different student. Note their answer. Always ask 'Why?' Refer to the How to ... box below before you give your answers.

QUESTION	PERSON	ANSWER
1 Do you think it's a good idea to pay students to do well in exams?		
2 Do you think exams are necessary?		

3 Do you usually do well or badly in exams?		
4 Do you think children under ten should have to do exams?		

### How to deal with difficult questions

If you don't want to answer.

A: How much money do you earn? .

B: I'd rather not say.

If you didn't understand the question

A: Could you lend me a tenner?

B: Sorry, what do you mean?

A: Could you lend me ten pounds?

If you need time to think of an answer moment?

A: That's a good question. Can I think about it for a

10 Show your table to other students. Explain why each person gave their answers.

Charlotte thinks it's a good idea to pay students to do well in exams. She said that it would help them to work harder.

Writing

11 a Look at the formal letter on page 146 in the Writing Bank. Do the exercises.

b Look at the advert below. Write a formal letter to the university to ask for more information.

### TRAYBRIDGE UNIVERSITY

Traybridge University is located in a beautiful part of the UK. We now offer students money to study some of our courses.

Study and earn at the same time. For enquiries and to request a " brochure, please write to:

The Admissions Department Traybridge University

Traybridge

TRBS H8P

### Lesson 3 The € 1 million baseball

What is the game in the photo?	To play for
What is the aim of the game?	To become worth
Why do you think a baseball might be worth € million?	To claim To consider the case
To look at	To agree with
To apply for	To belong to
To listen to	To share the money

### 12.3 The \$1 million baseball

Grammar

both, neither, either

Can do

describe similarities/ differences

## Reading

1 Discuss.

1 What is the game in the photo?

2 What is the aim of the game?

3 Why do you think a baseball might be worth \$1 million?

2 Read the text and answer this question.

What was the argument between Alex Popov and Patrick Hayashi about?

3 Read the text again and answer the questions.

1 What record did Barry Bonds break?

2 Why was the ball worth \$1 million?

3 Who caught the ball first?

4 Why did he then lose the ball?

5 What did Hayashi get from the officials?

6 What did Popov do after the game?

7 How long did the court case last?

8 What did the judge decide?

4 Find the following words in the text. Look at the context i.e. what comes before and ' what comes after. Say what you think the words might mean.

1 the stands (line 1)

2 home run (line 4)

3 to own (line 7)

4 an official (line 13)

5 to claim (line 15)

6 a fee (line 19)

7 to appeal (line 20)

5 Discuss.

Do you think the judge made the right decision? Why/Why not?

### The strange story of the \$1 million baseball

When Barry Bonds hit a baseball into the stands, he had no idea he was starting one of the strangest legal battles in sporting history. On 7th October, Bonds, who plays for the San Francisco Giants, completed his seventy-third home run of 5 the season, beating the existing record.

As he hit the ball towards the crowd, it instantly became worth a million dollars - and the fans knew it. The fight over who owned the ball began as soon as it was caught.

Alex Popov and Patrick Hayashi both said that they had caught the 10 ball. In fact, according to TV video recordings, Popov caught the ball first but it was then knocked out of his hands by other fans.

Then Hayashi got it and held it in the air. He was taken away by officials. They gave him a certificate saying it was his.

However, Popov wasn't happy and took Hayashi to court. Popov 15 claimed that the ball was his. For four months Judge Kevin McCarthy considered the case. In the end, he didn't agree with either man and said that the ball belonged to neither of them. He told them to sell it and share the money. Unfortunately for the men, however, any profit will go to pay their lawyers' fees. Both 20 men say they will appeal.

Vocabulary verb + prepositions (2)

6 Some verbs are often followed by a preposition. Look at the text again and find which prepositions often follow:

play	agree	belong
------	-------	--------

7 Complete the sentences with the prepositions from the box. Check in a dictionary if necessary.

for (x3)	on	to	at	with (X2)
----------	----	----	----	-----------

- 1 Why don't you go and play football \_ your friends?
- 2 Why did you argue \_ that police officer?
- 3 Look at that crowd of people! What are they doing?
- 4 Sheila has applied \_ a job in New York.
- 5 I'd like to listen \_ the news at 9p.m.
- 6 Martin apologised \_ being rude to me last night.
- 7 I've been waiting \_ ages. Where have you been?
- 8 I'm not sure if we'll play tennis today. It depends \_ the weather.

8 Ask and answer these questions with a partner.

- 1 When was the last time someone apologized to you for something?
- 2 When was the last time you applied for a job? What was it? What happened?
- 3 Do you mind waiting for friends who are late? Why /Why not?
- 4 Do you like listening to the radio? Why/Why not?
- 5 Do you regularly play sports with friends? If so, what?

Grammar both, neither, either

9 Look at the Active grammar box and complete the rules with both, neither or either.

Active grammar

Both men said they caught the ball/.

Neither man will make any money from the ball/.

Do you think either man will change his mind?

Use both/neither/either when talking about two things or people.

a) Use \_ with a singular noun. It means 'one or the other'.

b) Use \_ with a plural noun. It means 'one and the other'.

c) Use \_ with a singular noun. It means 'not one and not the other'. Both/neither/either can be followed by of + pronoun/the/these, etc.

Both of them decided to appeal.

Both of the men decided to appeal.

10 Some of these sentences have mistakes. Find the mistakes and correct them.

- 1 We can eat at both the Italian or the French restaurant tonight. I don't mind.
- 2 I liked neither of the last two books that I read.
- 3 Both of the boys likes swimming very much. They prefer football.
- 4 I don't like either of these jackets. They're ugly.
- 5 I'm away on either those days.
- 6 We went into two hotels but neither had any free rooms.

11 a Complete the sentences with both, neither or either.

- 1 I like \_ classical and pop music.
- 2 I don't play \_ football or tennis.
- 3 \_ of my two best friends are married yet.
- 4 \_ of my parents have always worked.
- 5 I enjoy going to \_ the cinema and the theatre.

b 12.5 Listen and check your answers.

### Pronunciation

- 12 a 12.5 Listen to the sentences in Ex. 11a again. How are both, neither and either pronounced?
- b Change the sentences so that they are true for you. Tell another student.

### Speaking

13 a Work with another student. Find four things you have in common. Think about:

playing the lottery	spending money	borrowing/lending/saving money
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b Tell other students what you found. Firstly, both of us like playing the lottery but neither of us are very good at saving money.

### Lifelong learning

#### Into the future

How will you continue to improve your English when this course ends? Discuss with a partner. Make a list of what you both are going to do.

Maria and I are both going to use the Catch-up exercises on the CD-ROM to revise and practise grammar.

### Лексический минимум Unit 12

Borrow, lend, cost, save, win, earn, spend, withdraw, earn a salary, leave a tip, pay interest, get a pension, pay tax, pay in cash	College, university, teacher, professor, student, pupil, lesson, seminar, subject, topic, reward, pass/take/retake/fail (an exam) get good/bad results
<b>Verb + prepositions: belong to, play for/with, apologise for, argue with, look at, wait for</b>	

Second Conditional-shows unlikely or imagined situations in the present /future

Form: if+ Past Simple, should(would, could, might, ) +infinitive.

If I won some money, I'd go to Australia for a long holiday.

I'd train to be a pilot, if I weren't afraid of flying.

Both, neither,either. Use them to talk about two people or things:

Both jackets are expensive

Neither jacket fits me very well.

I don't like either jacket.

### Контрольные вопросы

- 1.Is honesty the best policy?
- 2.Second conditional



## Контрольные вопросы

### **Speed**

1. Present Simple Passive
2. Past Simple, Past Continuous.
3. Tell stories about speed-dating.

### **Work**

1. Make an impression
2. Past Simple Passive

### **Wild life**

1. Zoos: for or against?
2. Countable and uncountable nouns

### **Travel**

1. Present Perfect
2. Past Perfect

### **Money**

1. Is honesty the best policy?
2. Second Conditional

## Литература и средства обучения

### 1. Основная учебная литература:

1. Total English (Elementary) Mark Foley, Diane Hall Students' book
2. Total English (Pre-intermediate) Antonia Clare, JJ Wilson

### 2. Дополнительная учебная литература:

1. Англо-русские, русско-английские словари.
2. Ю. Голицынский Грамматика: сборник упражнений.- СПб.: КАРО, 2006

### 3. Учебные и справочные пособия:

- Macmillan English Dictionary, Great Britain, 2006
- Oxford Russian Minidictionary, Oxford University Press, 2005
- The Oxford Russian Dictionary. Oxford-Moscow, 1999
- Мюллер В.К., Боянус С.К., Русско-английский словарь. М.: АСТ «Астрель», 2006







