

ФГОС
ИННОВАЦИОННАЯ ШКОЛА

Ю. А. Комарова
И. В. Ларионова
Р. Араванис
С. Кокрейн

АНГЛИЙСКИЙ ЯЗЫК

Учебник для 11 класса
общеобразовательных организаций

Базовый уровень

Рекомендовано
Министерством образования и науки
Российской Федерации

*(экспертное заключение РАН № 10106-5215/514 от 12.10.2012 г.,
экспертное заключение РАО № 01-5/7д-303 от 11.10.2012 г.)*

Учебник соответствует
Федеральному государственному
образовательному стандарту

Москва
«Русское слово»


MACMILLAN

2014

УДК 373.167.1:811.111*11(075.3)

ББК 81.2Англ-9

К63

Авторы:

Комарова Юлия Александровна, доктор педагогических наук, профессор, заведующая кафедрой интенсивного обучения иностранным языкам Российского государственного педагогического университета им. А.И. Герцена;

Ларионова Ирина Владимировна, заведующая кабинетом иностранных языков Санкт-Петербургской академии постдипломного образования;

Араванис Розмари, преподаватель английского языка как иностранного, специалист в области повышения квалификации преподавателей английского языка, автор учебных пособий по подготовке к международным экзаменам по английскому языку;

Кокрейн Стюарт, автор учебных пособий по английскому языку для учащихся старшего школьного возраста

Комарова Ю.А.

К63 Английский язык: учебник для 11 класса общеобразовательных организаций. Базовый уровень / Ю.А. Комарова, И.В. Ларионова, Р. Араванис, С. Кокрейн. — М.: ООО «Русское слово — учебник»: Макмиллан, 2014. — 208 с.: ил. — (ФГОС. Инновационная школа).

ISBN 978-5-00007-426-8

Учебник «Английский язык» для учащихся 11 класса (базовый уровень) является частью комплекта учебников по английскому языку для старшей школы и входит в систему «Инновационная школа». Соответствует Федеральному государственному образовательному стандарту общего образования.

Учебник предназначен для общеобразовательных организаций: школ, гимназий и лицеев.

УДК 373.167.1:811.111*11(075.3)

ББК 81.2Англ-9



ISBN 978-5-00007-426-8

© Ю.А. Комарова, 2014

© И.В. Ларионова, 2014































© Р. Араванис, 2014

© С. Кокрейн, 2014

© ООО «Русское слово — учебник»,

Macmillan Publishers Limited, 2014

Student's Book contents

 What's my line?	page 8	 Turn on, tune in	page 86
 A place to call home	page 18	 The world of sport ... and leisure	page 96
 Learn about geography	page 28	 Learn about PE	page 106
 Culture today ...	page 30	 Culture today ...	page 108
 Progress check 1	page 32	 Progress check 4	page 110
 Learning for life	page 34	 It's a weird, wonderful world	page 112
 The world of science and technology	page 44	 Food for thought	page 122
 Learn about chemistry	page 54	 Learn about biology	page 132
 Culture today ...	page 56	 Culture today ...	page 134
 Progress check 2	page 58	 Progress check 5	page 136
 Holidays with a difference!	page 60	 Vanished without a trace!	page 138
 Serious fun	page 70	 Big spender	page 148
 Learn about history of art	page 80	 Learn about science	page 158
 Culture today ...	page 82	 Culture today ...	page 160
 Progress check 3	page 84	 Progress check 6	page 162

Grammar reference	page 164	Pairwork	page 193
Speaking database	page 180	Essential tips for the Unified State Exam in English language	page 194
Pairwork	page 183	Dictionary	page 199
Writing database	page 184		

Contents

Unit	Reading	Grammar	Vocabulary	Listening
1 What's my line? page 8	<ul style="list-style-type: none"> ◆ Reading for gist ◆ Understanding text cohesion ◆ Spotting key words 	<ul style="list-style-type: none"> ◆ Present simple and continuous ◆ <i>be used to</i> ◆ Stative verbs 	<ul style="list-style-type: none"> ◆ Appearance and personality ◆ Family, friends and relationships ◆ Jobs 	<ul style="list-style-type: none"> ◆ Predicting content ◆ Listening for details
2 A place to call home page 18	<ul style="list-style-type: none"> ◆ Predicting content ◆ Reading for gist and details ◆ Spotting key words 	<ul style="list-style-type: none"> ◆ Past simple and continuous ◆ Time expressions ◆ <i>used to</i> and <i>would</i> ◆ Articles ◆ Possessive adjectives and pronouns 	<ul style="list-style-type: none"> ◆ Town and village ◆ House and home ◆ Phrasal verbs 	<ul style="list-style-type: none"> ◆ Listening for gist
Learn about geography page 28				
Culture today ... page 30				
Progress check 1 page 32				
3 Learning for life page 34	<ul style="list-style-type: none"> ◆ Reading for gist ◆ Understanding text cohesion ◆ Spotting key words 	<ul style="list-style-type: none"> ◆ Present perfect simple and continuous ◆ Present perfect and past simple ◆ Time expressions 	<ul style="list-style-type: none"> ◆ School collocations ◆ Education ◆ Phrasal verbs ◆ Synonyms 	<ul style="list-style-type: none"> ◆ Listening for gist ◆ Expressing ideas in different ways
4 The world of science and technology page 44	<ul style="list-style-type: none"> ◆ Reading for gist and specific information ◆ Spotting key words 	<ul style="list-style-type: none"> ◆ Past perfect simple and continuous ◆ Comparatives and superlatives 	<ul style="list-style-type: none"> ◆ Science ◆ Computer technology ◆ Phrasal verbs 	<ul style="list-style-type: none"> ◆ Predicting content ◆ Listening for specific information
Learn about chemistry page 54				
Culture today ... page 56				
Progress check 2 page 58				
5 Holidays with a difference! page 60	<ul style="list-style-type: none"> ◆ Reading for gist and details ◆ Spotting key words 	<ul style="list-style-type: none"> ◆ Expressing the future ◆ Time clauses ◆ Question tags ◆ Indirect questions 	<ul style="list-style-type: none"> ◆ Sights ◆ Accommodation ◆ Transport ◆ Travel 	<ul style="list-style-type: none"> ◆ Listening for main ideas
6 Serious fun page 70	<ul style="list-style-type: none"> ◆ Reading for gist and specific information ◆ Spotting key words 	<ul style="list-style-type: none"> ◆ Reported speech ◆ Reporting verbs 	<ul style="list-style-type: none"> ◆ Entertainment ◆ Phrasal verbs 	<ul style="list-style-type: none"> ◆ Listening for gist and details

Learn about history of art page 80

Culture today ... page 82

Progress check 3 page 84

Practise your English**Speaking****Writing** **Unified State Exam**

- ◆ Word formation
- ◆ Sentence transformations

- ◆ Asking for and giving personal information
- ◆ Expanding when answering questions

- Writing an informal letter:
- ◆ punctuation
 - ◆ informal register
 - ◆ developing points

- ◆ Listening A8–A14
- ◆ Reading B3
- ◆ Grammar and Vocabulary B11–B16
- ◆ Writing C1

Silent *h*

- ◆ Multiple choice text completion
- ◆ Multiple choice sentence completion

- ◆ Comparing pictures
 - ◆ Describing impressions
- [t], [d], [ɪd]

- Writing an article:
- ◆ organization and paragraphing
 - ◆ layout features
 - ◆ linking words

- ◆ Listening A1–A7
- ◆ Reading A15–A21
- ◆ Grammar and Vocabulary A22–A28

- ◆ Grammar transformations

- ◆ Expressing opinion
 - ◆ Inviting others to take part
- Intonation in question tags

- Writing an informal letter:
- ◆ organization
 - ◆ developing points
 - ◆ giving advice

- ◆ Listening B1
- ◆ Reading B3
- ◆ Grammar and Vocabulary B4–B10
- ◆ Writing C1

- ◆ Word formation
- ◆ Sentence transformations
- ◆ Multiple choice sentence completion

- ◆ Suggesting ideas
 - ◆ Expressing agreement
- Final [r]

- Writing an essay:
- ◆ paragraphing
 - ◆ forming and developing ideas

- ◆ Listening A1–A7
- ◆ Reading B2
- ◆ Grammar and Vocabulary B4–B10
- ◆ Writing C2

- ◆ Grammar transformations
- ◆ Multiple choice sentence completion

- ◆ Expressing opinions politely
 - ◆ Using tentative language for suggestions
- Words rhyming with *coach*

- Writing a formal letter:
- ◆ formal register
 - ◆ content
 - ◆ organization
 - ◆ linking

- ◆ Listening A8–A14
- ◆ Reading B2
- ◆ Reading A15–A21
- ◆ Grammar and Vocabulary B4–B10

- ◆ Word formation
- ◆ Sentence transformations
- ◆ Multiple choice sentence completion

- ◆ Asking polite questions
 - ◆ Saying *yes* and *no* in polite ways
- [dʒ], [tʃ], [ʃ], [s]

- Writing a story:
- ◆ narrative tenses
 - ◆ creating interesting content

- ◆ Listening A8–A14
- ◆ Reading B2
- ◆ Grammar and Vocabulary B11–B16

Contents

Unit	Reading	Vocabulary	Grammar	Listening
7 Turn on, tune in page 86	<ul style="list-style-type: none"> ✦ Reading for gist and details ✦ Understanding implied information ✦ Spotting key words 	<ul style="list-style-type: none"> ✦ Media and communications ✦ Antonyms ✦ <i>see, watch, look, listen, hear</i> 	<ul style="list-style-type: none"> ✦ Passive voice ✦ Causative form 	<ul style="list-style-type: none"> ✦ Listening for gist and specific information
8 The world of sport ... and leisure page 96	<ul style="list-style-type: none"> ✦ Reading for gist and specific information ✦ Spotting key words 	<ul style="list-style-type: none"> ✦ Sport and leisure ✦ <i>come</i> and <i>go</i> ✦ Phrasal verbs 	<ul style="list-style-type: none"> ✦ Conditionals ✦ Conditional links ✦ <i>like</i> and <i>as</i> 	<ul style="list-style-type: none"> ✦ Listening for gist and specific information
<p>Learn about PE page 106</p> <p>Culture today ... page 108</p> <p>Progress check 4 page 110</p>				
9 It's a weird, wonderful world page 112	<ul style="list-style-type: none"> ✦ Reading for specific information and details ✦ Identifying the writer's opinion ✦ Spotting key words 	<ul style="list-style-type: none"> ✦ Environment ✦ Weather ✦ Weather idioms 	<ul style="list-style-type: none"> ✦ Modals ✦ Third conditional 	<ul style="list-style-type: none"> ✦ Listening for gist
10 Food for thought page 122	<ul style="list-style-type: none"> ✦ Reading for gist and specific information ✦ Understanding text cohesion ✦ Spotting key words 	<ul style="list-style-type: none"> ✦ Injuries ✦ Health and diet ✦ Food and drinks 	<ul style="list-style-type: none"> ✦ Relative clauses ✦ Unreal past 	<ul style="list-style-type: none"> ✦ Predicting content ✦ Identifying speakers and topics ✦ Listening for gist and details
<p>Learn about biology page 132</p> <p>Culture today ... page 134</p> <p>Progress check 5 page 136</p>				
11 Vanished without a trace! page 138	<ul style="list-style-type: none"> ✦ Reading for specific information and details 	<ul style="list-style-type: none"> ✦ People and crime ✦ Crime and mystery ✦ Word building ✦ Dependent prepositions 	<ul style="list-style-type: none"> ✦ Modal perfect ✦ Infinitives and <i>-ing</i> forms ✦ <i>make, let, allow</i> 	<ul style="list-style-type: none"> ✦ Listening for gist and details ✦ Spotting key words
12 Big spender page 148	<ul style="list-style-type: none"> ✦ Reading for gist ✦ Understanding text cohesion 	<ul style="list-style-type: none"> ✦ Clothes and accessories ✦ Shopping and money ✦ Money idioms 	<ul style="list-style-type: none"> ✦ Countable and uncountable nouns ✦ <i>so</i> and <i>such</i> ✦ <i>too</i> and <i>enough</i> ✦ <i>both... and, neither ... nor, each, every, all, none</i> ✦ Indefinite pronouns 	<ul style="list-style-type: none"> ✦ Grammar transformations ✦ Sentence transformations ✦ Multiple choice sentence completion
<p>Learn about science page 158</p> <p>Culture today ... page 160</p> <p>Progress check 6 page 162</p>				

Practise your English**Speaking****Writing** **Unified State Exam**

- ◆ Multiple choice text completion
- ◆ Sentence transformations

- ◆ Practising communication strategies
- [ɑ:], [æ] and [ʌ]

- Writing a film review:
- ◆ content
 - ◆ organization
 - ◆ language for reviews

- ◆ Listening A8–A14
- ◆ Reading A15–A21
- ◆ Grammar and Vocabulary A22–A28

- ◆ Multiple choice sentence completion
- ◆ Open cloze text completion

- ◆ Interrupting politely
- Word stress

- Writing an article:
- ◆ creating interest
 - ◆ developing ideas
 - ◆ organization

- ◆ Listening A1–A7
- ◆ Reading B2
- ◆ Grammar and Vocabulary A22–A28

- ◆ Multiple choice text completion
- ◆ Sentence transformations

- ◆ Supporting opinions
- ◆ Reacting to opinions
- Sentence stress
- Silent letters

- Writing a formal letter to a newspaper:
- ◆ getting ideas
 - ◆ linking ideas
 - ◆ paragraphing

- ◆ Listening B1
- ◆ Reading A15–A21
- ◆ Grammar and Vocabulary A22–A28

- ◆ Multiple choice text completion
- ◆ Sentence transformations
- ◆ Multiple choice sentence completion

- ◆ Expressing preference
- Sentence stress

- Writing an informal letter of advice
- ◆ making a good impression on the reader
 - ◆ giving advice
 - ◆ organization

- ◆ Listening A1–A7
- ◆ Reading B3
- ◆ Grammar and Vocabulary A22–A28

- ◆ Word formation
- ◆ Sentence transformations
- ◆ Multiple choice sentence completion

- ◆ Asking for clarification
- ◆ Expressing agreement
- Sentence stress

- Writing a story:
- ◆ describing characters
 - ◆ adding drama

- ◆ Listening A8–A14
- ◆ Reading A15–A21
- ◆ Grammar and Vocabulary B11–B16

- ◆ Listening for details

- ◆ Filling pauses
- ◆ Expressing interest
- Vowels [i:] and [ɪ]

- Writing a formal letter of application:
- ◆ content
 - ◆ register
 - ◆ paragraphing

- ◆ Listening A8–A14
- ◆ Reading B3
- ◆ Grammar and vocabulary B4–B10

1 What's my line?

Skills aims

- ◆ Predicting content of short listening texts; listening for details
- ◆ Asking for and giving personal information; expanding when answering questions
- ◆ Reading short texts for gist; understanding text cohesion
- ◆ Writing an informal letter/email to practise informal register usage, punctuation and organizing and developing points

Dive in!

A Work in pairs. What job do these people do?



B Which adjectives for describing people are important for the jobs in A?

hard-working • imaginative • organized • outgoing
patient • responsible • sociable

C Choose one of the jobs for your partner. Why would it be a good job for him/her? Use the adjectives in B to help you.

Reading

D You are going to read about the jobs three teenagers would like to do. Skim the text and match a job from the photographs with each name.



interpreter

zoo-keeper

Career choices

Confused about a career? You're not alone. Few young people know what they want to do when they leave school. Three teenagers wrote in and told us how they made up their minds.

A Jim

I recently completed an online careers questionnaire. According to the results, I'm not very good at science or maths (which is true, because I get terrible school reports!), but I'm imaginative and I love to create. I have lots of patience, but I'm also a bit of a perfectionist. Well, that's very accurate. My family is always complaining that I take too long to do things, but I want things to be just right. The website suggested quite a few careers. Some of them, like writer or architect, I don't really find interesting, ¹... : model maker. **It had never occurred to me**, but model makers work in all sorts of places – TV and film, architects' offices and museums to name only a few. Making models, you see, is my hobby. In fact, ²... of the Parthenon with 3,000 matchsticks. Tomorrow I'm adding the last few details and it will be ready!



UNIFIED STATE EXAM

Steps to success

When you do Reading B3:

- Skim the text quickly to get the gist of each section.
- Make sure that the sentence part you think is the answer fits LOGICALLY and GRAMMATICALLY in terms of what comes before and what comes after. Look for any linking expressions that might help you.

Reading B3 → p195

B Lia

model maker

I've always been good at languages. I love French and German and I go to a language school two evenings a week, but this year I'm also having lessons at home to prepare for exams in the summer. I know ³... often become teachers, but I don't want to teach. You have to be very patient to be a teacher, and I'm not really patient enough. My dad is a teacher and he comes home very tired every day. A **translator** is another job for people with language skills, but that **doesn't appeal to me** either. You have to work long hours on your own translating books. It sounds **dull!** I'm quite outgoing and I like to have company, so that wouldn't suit me. I spoke to our **careers officer** at school ⁴... : **interpreter**. Interpreters meet people and travel. My mum says that interpreters can earn a lot too. It sounds great! Anyway, I'd better stop. My French lesson starts at six!

C Neil

A few weeks ago, I was watching a programme about zoos and I realized that a zoo-keeper would be a good **occupation** for me. I don't get on with people very well, but I adore animals. I own five pets ⁵... with them. In fact, while I'm writing this on my computer, Dean, my pet hamster, is walking all over my desk and Spike, my cat, is keeping my feet warm! Anyway, I've known **for ages** that I wanted to work with animals. My mum is a vet, so she's given me a love of animals. I thought about being a vet, ⁶... at university. I'm not very hard-working at school (my parents are always moaning about that!), so I don't think I'd get the grades you need to become a vet. Zoo-keepers, on the other hand, don't need to study so hard. You just need to love animals!

E These sentence parts have been removed from the text. Choose from sentence parts A–G the one which fits each gap 1–6. There is one extra sentence part you don't need to use.

- A and I spend most of my free time
- B these days I'm making a model
- C but that needs lots of study
- D and she came up with a great idea
- E but one suggestion was perfect
- F that I really enjoy playing
- G that people who study languages

F Find the key words in these questions.

Who ...

- 1 was influenced by something on the Internet?
- 2 is patient?
- 3 can speak other languages?
- 4 would like to earn a good salary?
- 5 is sociable?
- 6 was influenced by something on TV?

G Now read the text again. For questions 1–6 in F choose a teenager A–C.

Words in context

H Match the words and expressions in bold in the text with a definition.

- 1 very boring
- 2 I had never thought about it.
- 3 job
- 4 someone who rewrites books from one language into another
- 5 for a long time
- 6 someone who gives advice about jobs
- 7 someone who helps speakers of different languages communicate
- 8 does not seem nice

Quick chat

What job would you like to do in the future? Why?

Grammar 1



Check present simple and present continuous

See page 164 for information about present simple and present continuous.

Match these extracts with the uses of each tense.

- 1 My family **are always complaining** ...
- 2 ... my pet hamster, **is walking** all over my desk ...
- 3 Interpreters **meet** people and **travel**.
- 4 My French lesson **starts** at six!
- 5 Tomorrow I'm **adding** the last few details ... !

Present simple is used to talk about:

- a a general truth or habit
- b a timetabled future event

Present continuous is used to talk about:

- c an activity taking place around or exactly at the time of speaking
- d a plan for the future – something already decided
- e an annoying habit

A Choose the correct option.

- 1 Careers officers **help** / **are helping** young people choose a suitable career.
- 2 Sally **arrives** / **is arriving** home every day at six o'clock.
- 3 We **stay** / **'re staying** in Paris for a few months this year.
- 4 My mum **tells** / **is telling** wonderful stories about her childhood.
- 5 Someone **climbs** / **'s climbing** that building!
- 6 Penguins **don't get** / **aren't getting** cold feet.

B Complete with the present simple or present continuous.

- 1 John! ... you ... (listen) to me?
- 2 This week we ... (not have) normal lessons. We ... (prepare) the school Christmas show. It's great fun.
- 3 Hurry up! The train ... (leave) in half an hour.
- 4 ... you ever ... (play) chess?
- 5 We ... (meet) cousins from Rostov tomorrow.
- 6 Teachers ... (not work) during the summer holidays.

C Complete this job advertisement using the present simple or continuous form of verbs from the box.

give • look • make • play • search • speak
take place • wait • (not) work

Wanted! Summer Camp Leaders

- ★ (1) ... you ... great English?
- ★ (2) ... you ... team sports like basketball and football?
- ★ (3) ... you ... friends easily?
- ★ (4) ... you ... for some excitement this summer?

If you answered yes to all the above, then we want to hear from you.

We (5) ... for teenage group leaders for our summer camp programmes. We'll keep you busy, but it's not all hard work. You (6) ... after seven o'clock any evening, and we (7) ... you two free days each week.

Interviews (8) ... in two weeks from now, so don't delay. We (9) ... to hear from you.



Check *be used to*

See page 164 for information about *be used to*.

D Complete the sentences with words or phrases from the box.

danger • noisy places • speaking
waking up • working

- 1 Doctors are used to ... long hours.
- 2 Postal workers are used to ... early.
- 3 Builders are used to
- 4 Firefighters are used to
- 5 Lawyers are used to ... in court.

E Complete these sentences using *be used to*.

- 1 I
- 2 My parents
- 3 Our teacher

Vocabulary

Describing people

A Look at the adjectives. Which are positive and which are negative?

- | | |
|--------------|-------------------|
| 1 aggressive | 7 efficient |
| 2 arrogant | 8 energetic |
| 3 big-headed | 9 moody |
| 4 bossy | 10 reliable |
| 5 cheerful | 11 selfish |
| 6 creative | 12 well-organized |

B Complete the texts with suitable words from A.



Nancy

My mum works in an office with another woman called Nancy, and Mum hates her! Nancy is always telling other people what to do, and Mum hates ¹ ... people. Nancy is a very ² ... person. She's always busily running around the office doing lots of things, but she's also very ³ ... She argues and shouts until she gets what she wants. The worst thing, though, is that Nancy is always complaining about my mum's desk. You see, my mum isn't ⁴ ... and her desk is always a terrible mess. That drives Nancy mad ... and Nancy drives my mum mad!



Aiden

Aiden is my best friend. He's a brilliant student at school, but he isn't ⁵ ... In fact, despite being the best in the class, he's very modest. Even better, he isn't at all ⁶ ... I mean, he doesn't mind helping other kids if they don't understand something. Aiden is a very ⁷ ... boy – he always seems to be smiling and laughing. Other boys of his age are often miserable and ⁸ ..., but not Aiden. He's a great friend.

C Use a prefix, *un-*, *im-*, *in-*, *ir-*, *dis-*, to make the negative form of these words.

- | | |
|------------------|------------------|
| 1 ...ambitious | 5 ...polite |
| 2 ...attractive | 6 ...responsible |
| 3 ...considerate | 7 ...organized |
| 4 ...imaginative | |

D Complete the sentences with the words from C.

- Alex is so He never thinks of anyone except himself.
- Isn't it ... to let your dog walk around the streets on its own?
- I think too much make-up is very
- Laura's clever, but she's very Her room is a terrible mess.
- My dad thinks it's ... to start eating before everyone is sitting at the table.
- My grandpa was a great footballer, but he was He never wanted fame and fortune.
- This writer is very There's nothing different or unusual about her books.

E Match the adjectives with the nouns. Some adjectives can match with more than one noun.

curly • dark • fair • long • pointed • round • straight
thick • thin • turned-up • wavy

- hair
- skin
- face
- lips
- nose
- legs / arms

F Work in pairs. Use the words from this page to describe a friend or a member of your family. Talk about their physical appearance and their character.

My best friend isn't very tall. She's got a very round face and dark, wavy hair. I like her because she's a very cheerful and energetic person. For example, she ...

Quick chat

What kind of person do you need to be to do these jobs? Tell a partner your opinion.

nursery school teacher • police officer
receptionist • soldier

Listening

A These pictures show a girl called Mina with different people in her life. Choose the word that best describes how the *other* people are feeling in each picture.



1 tired / annoyed / pleased



2 frightened / jealous / sorry



3 irritated / helpful / proud



4 confused / excited / upset



5 angry / embarrassed / anxious

B **02** Now listen. What relationship does each person have to Mina? You do not need all the words.

aunt • brother • father • friend • mother • neighbour
sister • teacher • uncle

Steps to success

The questions in Listening A8–A14 will give you some clues about what you will hear. Always read them carefully **before** listening and try to guess what the conversation will be about.

Listening A8–A14 → p194

C **02** Read these questions carefully. Then listen again and choose the best answer.

- 1 Mina is talking to a woman. What does Mina offer to help her with?
 - A preparing a meal
 - B going shopping
 - C tidying the house
- 2 Mina is talking to a boy. What has the boy done?
 - A broken something
 - B lost something
 - C given something to someone else
- 3 Mina is talking to a man. What are they talking about?
 - A history
 - B geography
 - C maths
- 4 Mina is talking to another boy. Why is the boy sad?
 - A His pet has died.
 - B He has lost something valuable.
 - C He has fallen out with his friends.
- 5 Mina is talking to another man. What does he think about Mina?
 - A She has hurt herself.
 - B She is in trouble at school.
 - C She has got a tattoo.

Quick chat

Parents sometimes get annoyed with their children. What makes your parents annoyed?

Speaking

A Sort the questions for getting to know someone into the categories below.

- a Likes and dislikes
- b Family and friends
- c Home
- d Free time
- e Education
- f Work
- g Holidays and travel

- 1 Do you like living in a city?
- 2 Does your family go away every summer?
- 3 What sort of food do you like?
- 4 Where do you usually go on holiday?
- 5 Have you got any brothers or sisters?
- 6 Is it difficult to find work where you live?
- 7 Who is your best friend?
- 8 Where do you live?
- 9 What do you usually do at the weekend?
- 10 Would you like to go to university?
- 11 Do you enjoy reading?
- 12 What is the thing you like most about school?

B  03 Listen to Maria and Victor. Find the questions from A that they answer.

C Complete these questions with a question word.

- 1 ... do you do at the weekend?
- 2 ... do you go to school?
- 3 ... is your birthday?
- 4 ... is your favourite singer?
- 5 ... do you spell your surname?
- 6 ... do you want to be a pilot?

D Take turns asking and answering some of the questions from A and C.

HELPFUL HINTS

When you are asked a *yes/no* question, don't simply answer with *yes* or *no*. Expand your reply with a little more information. For example:

Are you good at languages?
No, not really, but I enjoy learning them.
Have you ever flown?
Yes, I have. I flew to Italy last year with my family.

E Work in pairs. Ask and answer these *yes/no* questions. Make sure that you expand your answers a little. Use the Language chunks to help you.

Have you got any brothers?
 Do you live close to school?
 Do you like animals?
 Is English your favourite subject?
 Does your family often go to the cinema?
 Have you ever tried skiing?

Language chunks

Ways to expand

Have you got ... ?
 Yes, I have. In fact, I've got ... / No, I haven't, but ...

Do you ... ?
 Yes, I do. I usually ... / No, I don't, because ...

Is ... ?
 Yes, it is, and actually ... / No, it isn't. Although ...

Does ... ?
 Yes, she does, and she's ... / No, she doesn't, and the reason is that ...

Have you ever ... ?
 Yes, I have. It was ... / No, I haven't, but I'd love to because ...

Say it right!

Silent h

F Find and copy down the words that have a silent *h*.

- | | |
|------------|-------------|
| 1 head | 6 have |
| 2 hour | 7 honour |
| 3 hear | 8 hourly |
| 4 horrible | 9 happy |
| 5 honest | 10 honestly |

G  04 Now listen and check.

Grammar 2



Check stative verbs

See pages 164 and 165 for information about stative verbs.



Match each example of a stative verb with a category.

- | | |
|---|-----------------|
| 1 I love you. | a feelings |
| 2 I hate Monday mornings. | b senses |
| 3 This tastes delicious. | c mental |
| 4 Does this contain meat? | d processes |
| 5 She doesn't believe you. | e relationships |
| 6 Don't you remember me? | f appearance |
| 7 This belongs to you. | |
| 8 There appears to be a problem. | |
| 9 You don't seem very well. | |
| 10 You sound strange. | |

A Find the sentences where the underlined verb has a stative meaning.

- That pie smells delicious.
- The room was so dark I had to feel my way to the light switch.
- The chef always tastes the food before he sends it out to customers.
- Do you know how much a whale weighs?
- You have to think very carefully when you play chess.
- That looks like a very interesting book.
- This material feels like wool.
- If you look through this window, there is a beautiful view.

B Two of the sentences are correct. Which ones? Find and correct the mistakes in the other sentences.

- I'm not wanting any more tea, thanks.
- Did you hear that Duffy is appearing at the Odeon theatre next week?
- Aren't you recognizing me?
- Your piano is sounding awful.
- My dog's smelling your bag. What have you got in there?
- I'm not needing this anymore. You can have it.
- The radio is seeming to work OK now.

C Use the notes to make dialogues. Use the present simple or continuous.

- A: This milk / smell bad
B: Yes, / I / think / it's gone off
- A: Why / you / taste / the soup?
B: I / think / it / need / some more salt
- A: This / material / look / like wool
B: Yes, / but / it / not / feel / like wool
- A: What / make / that strange noise?
B: I / not / know
- A: you / believe / in ghosts?
B: No. / I / think / that's nonsense
- A: Why / you / weigh / those apples?
B: I / make / a pie

D Put the verb into the correct form. Use either the present simple or continuous.

- Please turn off the radio. I ... (study).
- How many languages ... (you speak)?
- George says he got all the questions right, but I ... (not / believe) him.
- Hurry! The movie ... (start). I ... (not / want) to miss it.
- You can borrow my bicycle. I ... (not / need) it at the moment.
- I am glad we invited Grandpa to the birthday party. He ... (really enjoy) himself.
- ... (you come) to the party tonight?
- Megan ... (write) a composition for her class tomorrow.
- Robert ... (play) guitar in a rock band every weekend.
- ... (you think) Dynamo will win the championship this year?
- Matt can't come to the phone right now. He ... (work) in the garden at the moment.

Practise your English

A Read the text quickly and answer these questions.

- 1 What is physiognomy?
- 2 Why are long heads good?
- 3 What do thin lips mean?
- 4 What is the philtrum?

Steps to success

For Grammar and Vocabulary B11–B16 make sure that you:

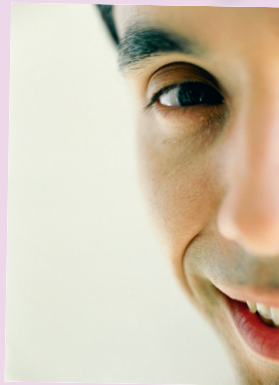
- read the whole text so that you understand the gist;
- think about the meaning of the whole sentence with the gap;
- identify the part of speech of the missing word;
- check whether the missing word should be in the plural or singular form;
- check whether the missing word should be in the negative form.

UNIFIED STATE EXAM

Grammar and Vocabulary B11–B16 → p196

B Read and complete the text using the correct form of the words in capitals.

You can judge a book by its cover



Should we form an opinion about someone's personality only from their looks? They say that you can't judge a book by its cover. Well, apparently you can! In fact, the art of judging character from a person's ¹... has been practised for over 3000 years. It's called physiognomy or 'face reading' and, according to the experts, it's as ²... as any science.

So what can physiognomy tell us?

Let's start with the shape of the head. People with wide heads are generally ³... and want to achieve a lot. Long-headed people are careful and trustworthy, and those with short heads can be ⁴... They don't do things properly.

What about the eyes, nose or mouth? What do they reveal? Well, ⁵... – people who want everything just right – tend to have eyes that are close together. Pointed noses can show intelligence, while ⁶... people, those who think only of themselves, sometimes have small mouths and thin lips. Even that little square below the nose, the philtrum, has a meaning. Lively, ⁷... people have a strong, thick philtrum. People with a weaker philtrum are sometimes ⁸... or depressed.

But is this just a lot of nonsense? Well, think about the people in your life and judge for yourself.

APPEAR

RELY

AMBITION

RESPONSE

PERFECT

CONSIDER

ENERGY
MOOD

C Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given.

- 1 You never remember your pencil case.
ALWAYS
You're ... pencil case.
- 2 I don't really want to be a doctor.
APPEAL
Being a doctor ... me.
- 3 I don't normally get up early and I find it difficult.
USED
I ... up early.
- 4 We've decided to spend next weekend in Paris.
SPENDING
We ... weekend in Paris.
- 5 Is this yours?
BELONG
... to you?
- 6 Jane's been living on her own for years now. It's not a problem for her.
USED
Jane ... on her own.
- 7 My mum isn't a very organized person.
IS
My mum ... person.
- 8 Why don't you like swimming so much?
HATE
Why ... swimming?
- 9 That wasn't a very polite thing to say.
WAS
That ... thing to say.
- 10 Alison has a bad habit of leaving the bathroom light on.
IS
Alison ... the bathroom light on.

 Your voice

Give a 2-minute talk on **your best friend**.

Remember to say:

- what your best friend looks like
- when and how you met
- why you like him / her
- what you have in common with him / her

EF Writing: Informal letter / email

A These photos show jobs that young people sometimes do in the summer holidays. Match the words with the photos.

- shop assistant
- summer camp leader
- tour guide
- waiter / waitress



Quick chat

Would you like to do any of these jobs in your summer holiday? Why / Why not? What sort of people would be good at jobs like these?

B You have received a letter from your English-speaking pen-friend Sven who writes:

...We're all OK here in Stockholm, although it's not as warm as where you are! I'm interested in working this summer, and I'm wondering what kind of job would suit me. I thought you could help me. I know you're at a summer camp, but where is it, exactly? How many hours do you work each day and what sort of things do you do? What sort of person do they want? In other news, I recently got my driving licence ...

C Read Maria's reply to Sven's letter. There are some problems with it, but don't worry about those now. Did she enjoy her summer job?

- A** Dear Sven,
I am most grateful for your letter. Naturally, I am pleased to be of assistance to you.
- B** The camp is on the island of Sardinia. I work about five hours a day, with an hours' lunch break. we do all sorts of things, such as help in the kitchen? we also organize activities for the children.
- C** You need quite good English because that's how everyone communicates. You also need to be sociable because you work with children all day.
- D** That's great that you recently got your driving licence. Was the driving test difficult? Are you going to buy a car soon? What will you use it for?
- E** Let me know what you decide about working this summer.
- F** Bye for now,
Maria

Skills development

Organization

D Match each paragraph in Maria's letter with its function.

Answers to Sven's first and second questions
Finishing off
Three questions to Sven regarding his news
Introduction
Answer to Sven's third question
Conclusion

Register

When we write to a friend, we use informal register. Register is shown through the vocabulary, grammar and punctuation that we use. For example:

	Formal register	Informal register
Punctuation	Your help is not required.	Your help isn't required.
Grammar	Your help is not required.	I don't require your help.
Vocabulary	Your help is not required.	I don't need your help.

E Read paragraph A again. What's wrong with it?

F Rewrite paragraph A of Maria's letter in a more informal style. Use the phrases in the box.

It was nice to hear from you again.
Just ask!
Of course, I'm happy to help you with anything you need.
Thanks for your letter.

Punctuation

All your writing must be punctuated correctly. This is true for formal and informal writing.

G Paragraph B has a number of mistakes with punctuation. Find the mistakes and rewrite the whole paragraph correctly in your notebook.

Planning and writing

Steps to success

- Use the three questions in the prompt letter to organize your reply.
- Remember to ask three questions about the last line in the prompt letter.
- Try to think of something you would personally like to know about the topic introduced in the last line.

UNIFIED STATE EXAM

Writing C1 → p197

H Now write your own reply to Sven. Write between 100 and 140 words. Use the Language chunks and the Planner to help organize your work.

Planner

Paragraph 1: Thank Sven for his letter.

Paragraph 2: What is your job? What does the job involve? Do you enjoy it?

Paragraph 3: What special skills do you need? What sort of person could do the job?

Paragraph 4: Ask three questions about Sven's news.

Paragraph 5: Conclude with a closing expression.

Paragraph 6: Finish off.

Language chunks

Starting an informal letter / email

Thanks for your message.
How are things?
Great to hear from you.

Finishing off an informal letter / email

Take care,
Bye for now,
All the best,

Closing expressions

Let me know ...
Well, got to go now.
Say hello to ...

Quick check!

Be sure to ...

- write in an informal style
- check your punctuation
- make it sound natural, as though you really know this person

2 A place to call home

Skills aims

- ◆ Listening to a radio programme for gist
- ◆ Comparing pictures; expressing opinions and observations while speaking
- ◆ Predicting content of a long text; reading for gist, key words and details
- ◆ Writing an article to practise organizing ideas, paragraph formation, layout features and linking words

Dive in!

A Work in pairs. Which of the following things could you *not* live without for a week?

- chocolate
- mobile phone
- hairdryer
- bathroom
- TV
- electricity

Reading

B Read the advertisement. What do you think happens on wilderness survival camps?

- hunting
- learning to cook
- sleeping in tents
- sports
- staying in a hotel
- sightseeing

C You are going to read about a camping experience. Read the article quickly to check your predictions in B.

Steps to success

- To answer multiple choice questions in Reading A15–A21 read the question, but not the options, and find the information in the text.
- Then look at the answer options and choose the best one.

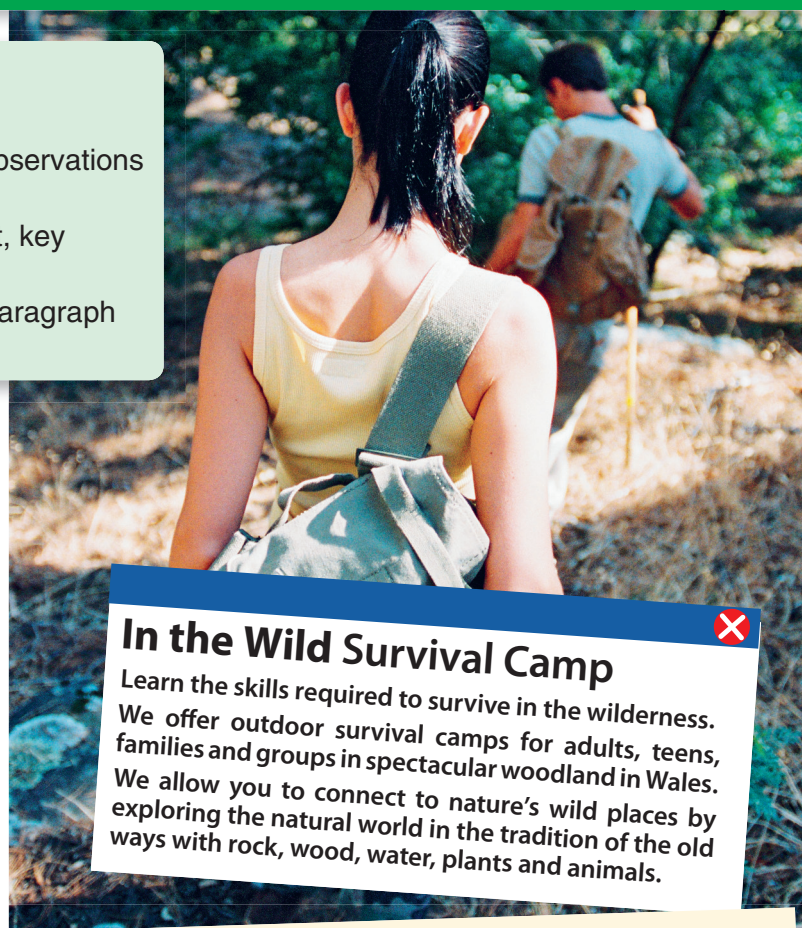
UNIFIED STATE EXAM

Reading A15–A21 → p196

D Read the text again and find the answers to the following questions.

- 1 Why did the writer decide to go to a wilderness survival camp?
- 2 What did she **not** learn to do on the camp?
- 3 What shocked the writer on the first day of the camp?
- 4 What was the rest of the week like?
- 5 At the end of the camp, what did the writer realize?
- 6 How does the writer feel about her experience at the camp?

18



In the Wild Survival Camp

Learn the skills required to survive in the wilderness. We offer outdoor survival camps for adults, teens, families and groups in spectacular woodland in Wales. We allow you to connect to nature's wild places by exploring the natural world in the tradition of the old ways with rock, wood, water, plants and animals.

Wilderness survival camp: a home away from home?

How long can you live without everyday luxuries? Not for very long, as I found out on my wilderness survival camp experience.

I had heard about **wilderness** survival camps from some classmates who went to one last summer. They were very excited about their experience and I was curious. So during last month's term break I decided to go to one. After everything I'd heard, I was really looking forward to it.

On the first day our instructor, James, **reassured** us that the woodland would provide us with everything we needed,

well almost. James was going to show us how to find water, food and how to light a fire. We were also shown how to build a **shelter** with only branches and leaves.

The water was easy to find because the camp is in one of the wettest parts of the country, but the food was not. To my horror, I discovered that we had to find our own. This meant **hunting**, but we couldn't face it on the first day. We went out




in groups and managed to find some berries and mushrooms. One of the boys in the group was able to light a fire (without matches!) and we proceeded to prepare a meal. However, as we were cooking the mushrooms, they caught fire. I was able to save most of them, but they tasted strange!

The woodlands are very green, but they are also damp, so you can imagine how cold it gets at night. But the cold is not the only problem. On the first night, we were kept awake by strange animal noises. Owls, squirrels and who knows what else! The next morning I woke to find Sheila, one of the girls in our group, looking at me in horror. 'There is something crawling on my stomach,' she said, pointing. And indeed, unbuttoning her pyjamas, I saw a small black spider making its way across her body. The

woodland is full of **creepy-crawlies!**

The rest of the week went by without any major dramas. We looked for food, lit fires, cooked and basically survived the week in the wild. We had to eat some unusual dishes, such as mushrooms with wild strawberries and barbecued fish! We also had the opportunity to take part in water sports and go rock climbing, both of which I have never done before.

But it definitely wasn't a home away from home. I realized by the second day in the camp that it is not easy to live without the things we have **grown accustomed to** in our everyday lives. It makes you **appreciate** even the smallest of **luxuries** – chocolate, for instance, or your own private bathroom. Would I recommend it? Yes, I probably would. It is a chance to get in touch with the natural world – even if it is only for a few days.

E  Now choose which option (A, B, C or D) best answers the questions in D.

1

- A to see if she could live without everyday luxuries
- B to satisfy her curiosity about such camps
- C to learn to survive in the natural world
- D to do some sightseeing

2

- A find food
- B light a fire
- C build a house
- D find water

3

- A that she had to look for water
- B that it was cold at night
- C that the woodland is full of spiders
- D that she had to find food to eat

4

- A It was full of dramas.
- B They didn't work at all.
- C It was not problematic.
- D She enjoyed trying various interesting dishes.

5

- A Living without everyday luxuries is difficult.
- B It is important to connect with nature.
- C She will take chocolate with her next time.
- D She wants her own bathroom.

6

- A She thinks it was worth it.
- B She did not enjoy it.
- C She thought it was dangerous.
- D She can't wait to do it again.

Words in context

F Match the words in bold in the text with a definition.

- 1 things that are nice, but not necessary
- 2 a wild place that is not inhabited by people
- 3 spiders, worms or other small scary animals
- 4 understand the importance of something
- 5 a place that gives protection from the weather, etc
- 6 be used to
- 7 looking to find
- 8 said something to make us feel better

Quick chat

Would you like to go to a wilderness survival camp? Why / Why not?

Grammar 1

✓ Check past simple and past continuous

See pages 165 and 166 for information about past simple and past continuous.

Match these extracts with the descriptions.

- 1 I **was** really **looking** forward to it.
- 2 ... I **was** curious.
- 3 ... some classmates who **went** to one last summer.
- 4 ... as we **were cooking** the mushrooms, they caught fire.
- 5 We **looked** for food, **lit** fires, **cooked** ...

Past simple is used to talk about:

- a repeated actions in the past
- b a completed action at a specific time in the past
- c a state in the past

Past continuous is used to talk about:

- d an action that was in progress when something else happened
- e a temporary situation in the past

A Complete with the past simple or past continuous.

- 1 Last year, while I ... (stay) with friends on their farm, I ... (ride) a horse for the first time.
- 2 When I was a child, we ... (move) house at least five times.
- 3 Ben ... (watch) TV when he ... (hear) a strange noise coming from the flat next door.
- 4 John lives in New York, but he ... (grow up) in Chicago.
- 5 Christine ... (know) she couldn't live in that place forever.
- 6 I ... (not live) there, I ... (only stay) there while my house was being renovated.
- 7 What ... (do) when I ... (call) you earlier?

B Choose the correct answer.

- 1 It **snowed** / **was snowing** a lot last year.
- 2 He **was talking** / **talked** on the phone for hours with his girlfriend.
- 3 **Did you go** / **Were you going** to the theatre last night?
- 4 I **was hearing** / **heard** a strange sound and went downstairs to see what it was.
- 5 As I **was jogging** / **jogged** in the park in the morning, I saw my friend Tim.
- 6 My father **cooked** / **was cooking** dinner when he realized that we had run out of salt.

✓ Check time expressions in the past

See page 166 for information about time expressions in the past.

C Complete with a time expression.

- 1 ... I was living in Paris, I ate croissants every day.
- 2 Sarah was able to relax ... her visit to the countryside.
- 3 I went horseback riding ... I was there.
- 4 ... Tom was a child, his family moved to London.
- 5 Twenty years ... there were more people living in the country than there are now.
- 6 I haven't been back to my village ... many years.



✓ Check used to and would

See page 166 for information about *used to* and *would*.

D Choose the correct option.

- 1 Did you **used to** / **use to** walk everywhere before you got a car?
- 2 We **used to** / **use to** enjoy walking in the countryside.
- 3 Jason **would** / **used to** prefer living in the city.
- 4 My friends didn't **used to** / **use to** go out a lot.
- 5 Mum **use to** / **would** take us on picnics when we were younger.

E Four of these sentences contain mistakes. Find them and correct them.

- 1 Jane **used to** living with her parents, but now she lives alone.
- 2 I **would** live in that house.
- 3 Paul **used to** came over a lot, but he doesn't anymore.
- 4 I **would** play with the children next door every day after school.
- 5 **Didn't you** used to live in my street?
- 6 Most big cities **used to** be less polluted than they are today.

F Work in pairs. List five ways life used to be different 100 years ago.

Vocabulary

Town and village

A Where would you find these places – in urban areas, in rural areas or both?

block of flats • multiplex cinema
multi-storey car park • shopping centre/mall
skyscraper • country house • farmhouse
public garden/park • garden • gym/sports centre
field • industrial area

B Decide if these adjectives are positive, negative or both. Then work with a partner to describe your area.

busy • dangerous • depressing • dull • exciting • green
historic • interesting • lively • lovely • modern • noisy
peaceful • pleasant • polluted • quiet • safe

My town is a very lively place. There are lots of shopping centres and multiplex cinemas. Unfortunately, it's polluted and noisy.

House and home

C Complete with *house* or *home*.

- Most people don't leave ... until they're at least 18.
- The ... with the red shutters is for sale.
- Our football team always wins when we play at ...
- Please deliver it on Friday. There'll be nobody ... tomorrow.

D Make compounds with *house* and *home*. Which word can take both?

- | | |
|------------|---------------|
| 1 ... hold | 5 ... town |
| 2 ... less | 6 ... warming |
| 3 ... made | 7 ... wife |
| 4 ... ick | 8 ... work |

E Complete with a compound from D.

- We had a ... party when we moved into our new flat.
- New York is not my I moved here when I was 18.
- ... ice cream is delicious.
- I always get ... when I'm away from home for more than a week.
- Does every ... have a computer?

F Complete the collocations. Then answer the questionnaire. Compare your answers with a partner.

do (x 5) • clear / lay • load • make
take • tidy • walk • water

Do you ever ...

- ... your bed?
- ... the cooking?
- ... the dishwasher?
- ... the household shopping?
- ... the rubbish out?
- ... the ironing?
- ... your room?
- ... the washing-up?
- ... the table?
- ... the plants/garden?
- ... the laundry?
- ... the dog?

Phrasal verbs

G Choose the correct option. In one sentence both options are correct. Then match the phrasal verbs with their definitions.

- | | |
|--|---------------------------------------|
| 1 Our house was run down so we did it up / down . | a to remain at home |
| 2 I don't want to go out. I'll just stay in / on and watch TV. | b fixed |
| 3 I need to throw out / up some of the old clothes in my wardrobe. | c visit without an appointment |
| 4 Come over / on to my house tonight! | d visit |
| 5 If you're in the neighbourhood, drop by / in and see us. | e get rid of |

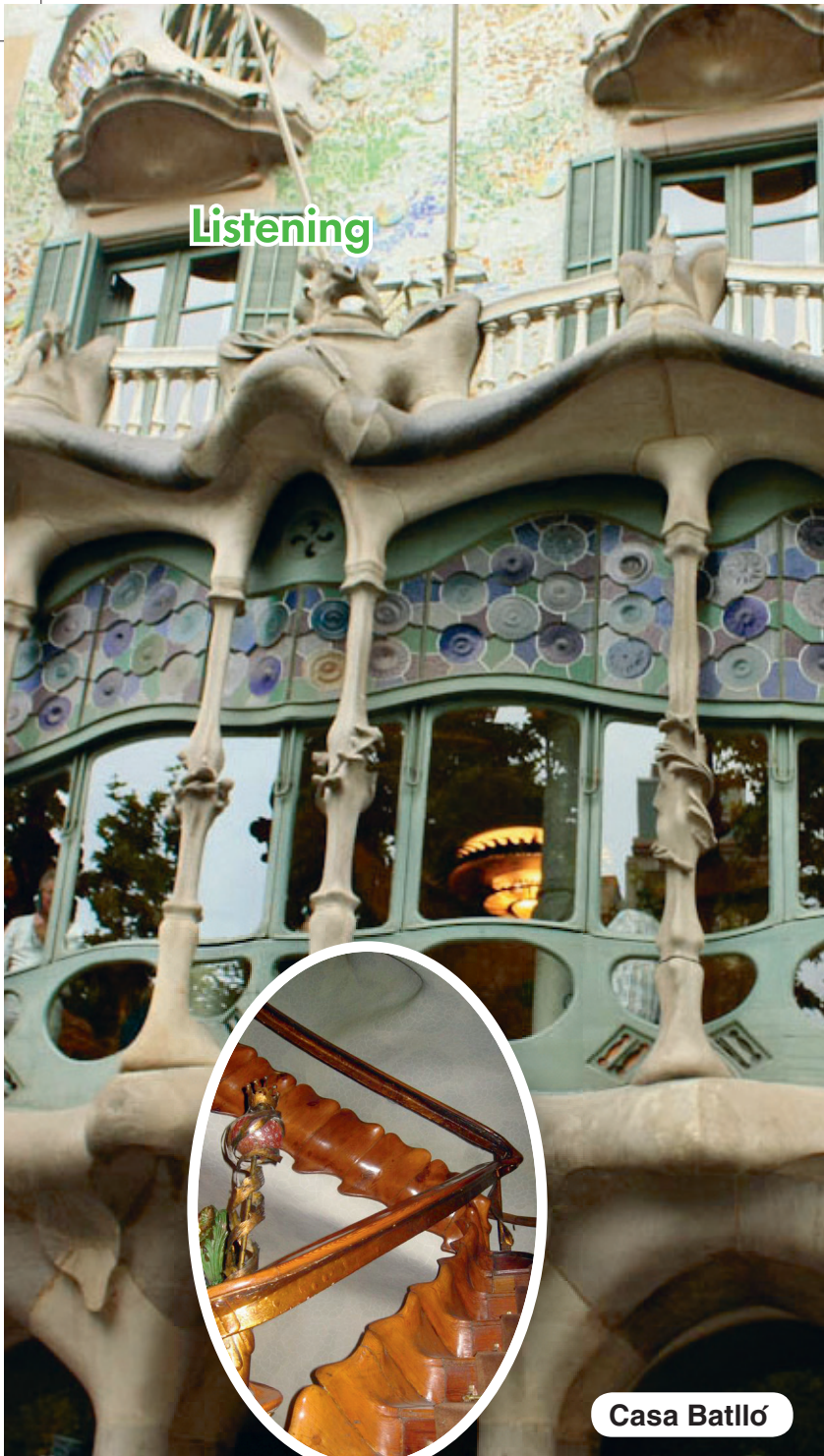
Your voice

Give a 2-minute talk on **where you live**.

Remember to say:

- where your home is (in the urban area, rural area, etc)
- what the neighbourhood is like
- what your home is like
- what chores you like and dislike doing and why

Listening



Casa Batlló

A Look at these pictures of two buildings. What makes them unusual? Use these words and phrases to help you describe them.

Parts of a building

the outside
the roof
the walls
the ceiling
the staircase
a room

Talking about a building

colourful
impressive design
a lot of detail
rich design
decorative features
amazing

The roof of the first building has got a lot of detail.

B **05** Listen to a radio programme about the two buildings. Which parts of the buildings are mentioned?



Casa Vicens

UNIFIED STATE EXAM

Steps to success

In Listening A1–A7 the questions are in the same order as you hear them in the recording.

Listening A1–A7 → p194


C **05** Listen again. Decide if each statement is true, false or if the information is not stated.

- All Gaudí's buildings can be found in Barcelona.
A True B False C Not stated
- The rich design makes Gaudí's buildings special.
A True B False C Not stated
- Gaudí was happy to design and built the Casa Vicens.
A True B False C Not stated
- The ceilings in the Casa Vicens aren't flat like in most buildings.
A True B False C Not stated
- It took Gaudí five years to design the Casa Vicens.
A True B False C Not stated
- The Casa Batlló is Gaudí's only building that reminds us of animals.
A True B False C Not stated
- The roof of the Casa Batlló looks like an elephant.
A True B False C Not stated
- A one-day Gaudí walking tour starts at eight in the morning every Friday.
A True B False C Not stated
- Visiting the Casa Milá is free of charge.
A True B False C Not stated

Quick chat


Do you like Gaudí's buildings? Why/Why not?
Do you know of an extraordinary building in your town or area? What makes it special?

Speaking

A  **06** Listen to someone comparing two pictures and answer these questions.

- 1 What do the pictures show?
- 2 What similarities are there between the pictures?
- 3 Which of the places would the speaker prefer to visit?

B Look at the pictures described on page 193. Did the speaker do well?

C  **06** Listen again and match the comments in the Language chunks box.

Language chunks

Impressions

It looks like ...	that the first place is in a wet country ...
It's a very ...	it could be a farm ...
I get the impression ...	a dangerous place to visit.
It makes me think of ...	peaceful place.
I think it's probably ...	the Amazon rainforest.

HELPFUL HINTS

When describing pictures, use phrases that make it clear you're talking about your opinions and impressions.

D Work in pairs. Copy the checklist in your notebook. Speak for one minute each. Listen to your partner and complete the checklist. Then give feedback.

Student A: Compare pictures A and B. Which place would you like to live in?

Student B: Compare pictures C and D. Which place would you like to live in?

Checklist:	Yes	No
1 Talks about the similarities.		
2 Talks about the differences.		
3 Answers the question about their preference.		




E Work in pairs. Which of these things are important when choosing where to live?

- a garden
- space for parking
- parks or public gardens nearby
- a good school nearby
- shops within walking distance
- good public transport
- a variety of entertainment facilities

Say it right!

Sounds [t], [d] and [ɪd]

F  **07** Copy the table into your notebooks. Listen and put the verbs in the correct column.

[t] wished	[d] discovered	[ɪd] decided

Grammar 2

✓ Check *a/an, the, the zero article*

See page 166 for information about articles.

Find and correct the mistakes in these sentences.

- 1 Nile is the longest river in the world.
- 2 A lot of the European cities are built on a major river.
- 3 What is capital of Austria?
- 4 I live in beautiful village.
- 5 I've lived in a same house my whole life.
- 6 The George is my next-door neighbour.

A Complete the text with *a, an, the* or *–*.



Tatami rooms

A Tatami room is ¹ ... room in ² ... Japanese house which has one or more tatami mats. These mats, which are ³ ... traditional type of Japanese flooring, are associated with ⁴ ... Japanese tea ceremony. Made of straw, they measure 90 cm by 180 cm. In Japan, ⁵ ... size of a room is typically measured by the number of tatami mats it can fit. There are certain rules that must be followed with regard to ⁶ ... number and layout of ⁷ ... tatami mats. ⁸ ... mats must not be laid where ⁹ ... corners of three or four mats touch. If you do not follow these rules, it is believed you will have ¹⁰ ... bad luck.

B Read this sequence and answer the questions.

There's a boy sitting on a chair. The chair is in a room. The room is in a house. The house is in a street. The street is in a city. The city is in Ireland.

- 1 Where's the boy?
- 2 Where's the room?
- 3 Where's the city?

C Work in pairs. Write similar sequences beginning with these sentences. When you've finished, compare your sequences with another pair.

There's a bee on a flower.
There's a fly on the wall.

✓ Check possessive pronouns and possessive adjectives

See page 166 for information about possessive adjectives and pronouns.

Choose the correct option and then complete the rules.

- 1 This is **my** / **mine** house.
- 2 This house is **my** / **mine**.

Possessive pronouns or possessive adjectives?

- a ... (*my, your, his, her, its, our, their*) are followed by nouns.
- b ... (*mine, yours, his, hers, ours, theirs*) are not followed by nouns.

D Choose the correct answer.

- 1 A friend of ... spent a week in a wilderness survival camp.
a my b mine
- 2 ... grandmother lived in five different countries before settling here.
a My b Mine
- 3 Is that ... car over there?
a your b yours
- 4 No, that's Frank's. This is
a my b mine
- 5 This is ... and this is Sam's.
a your b yours
- 6 ... chemistry teacher moved here from Saratov.
a Our b Ours

Practise your English

A Choose the best answer.

- I was doing my homework when the phone ...
A was ringing **C** ringed
B rang **D** did ring
- What ... between the time you got home and the time you went to bed?
A you did **C** you doing
B did you **D** were you doing
- I ... live in a very small house by the sea.
A did **C** used to
B used **D** would
- Every night my father ... home from work and sit in that chair.
A used come **C** was coming
B would come **D** comes
- I ... her many times.
A visited **C** was visiting
B visit **D** am visiting
- The only ... I don't mind doing is the ironing.
A homework **C** household
B housework **D** home life
- Who ... your bed every morning?
A made **C** did
B makes **D** does
- Which is the tallest ... in the world?
A field **C** house
B apartment **D** skyscraper
- Can you please tell John to ... the rubbish out?
A get **C** take
B do **D** make
- This place is so There's nothing to do in the evenings.
A polluted **C** modern
B exciting **D** dull

B Discuss these questions in pairs.

Can the colours in your bedroom affect your sleep?

Can the position of your bed in your bedroom affect your sleep?

C Read the text quickly to find answers to the questions in B.

The power of Feng shui

Is there a room in your home that everyone likes to spend a lot of time in? What about a space that no one seems to use very much? Are you finding it ¹... to sleep at night? These questions can easily be answered using the art and science of ancient Chinese Feng shui (pronounced fung shway). Feng shui, which literally means the wind and the water, teaches us how to create harmony and balance around us by making changes in our work and ²... spaces. By arranging our furniture and décor in a way that aligns with nature, we draw harmony and good health into our lives. According to this ancient philosophy, the placement of everything from the front door to the toilet can affect our overall well-being. The Chinese believe in this philosophy so ³... that they employ a Feng shui master before building or buying a home.

Here is a story to illustrate its power. A few years ⁴... Ken Taylor bought a luxurious apartment that had a large light-filled bedroom. After living in the apartment for a few months, he noticed that ⁵... its beauty he was not comfortable in the bedroom and as a result he was not sleeping well. A few weeks later, after learning about Feng shui, he understood why. He needed to rearrange the ⁶..., including his bed. In Feng shui, it is believed that in order to get a restful sleep, you need to place your bed where you can see the entrance. That's what Ken did. He also changed the colour of the walls and curtains from dark to light ⁷... . After making these necessary changes, he began sleeping soundly, started feeling happy and comfortable at home, and began to experience more happiness in his life.

- | | | | |
|--------------------|--------------------|-------------------|----------------------|
| 1 A easy | B difficult | C easily | D depressing |
| 2 A living | B open | C existing | D personal |
| 3 A hardly | B widely | C strongly | D lively |
| 4 A ago | B before | C earlier | D later |
| 5 A despite | B although | C however | D in spite of |
| 6 A room | B house | C items | D furniture |
| 7 A colours | B shades | C shadows | D paints |

D Read the text again and choose the correct answer.

Steps to success

In Grammar and Vocabulary A22–A28:

- Read the text without thinking about the gaps to get a general idea of the overall meaning.
- Before you look at the answers, think about the *type* of word you need (noun, verb, etc) and the general *meaning*.

Grammar and Vocabulary A22–A28 → p197

Quick chat

Would you follow a Feng shui master's advice and rearrange the furniture where you live? Why/Why not?

Writing: Article

A Match the pictures with the descriptions. Which words helped you decide?

- 1 This building is known for its odd, pickle shape. Designed by Norman Foster and completed in 2003, it is located in London's busy financial centre and has become an iconic symbol of the city.
- 2 This structure, located in central Italy, is famous for the curious way it stands. Completed in 1372, the building leans because the ground on one side is too soft to support it properly.
- 3 These tall, deep terra cotta red-painted structures stand in front of the Neva River. The ship bows and anchors that decorate the structures represent Russia's influence on the seas.



The Sydney Opera House



Quick chat

Have you visited any of the places above?
Which of the places would you like to visit?
Why/Why not?

B Read this article about the Sydney Opera House. Why is it the writer's favourite building?

- A** The Sydney Opera House is considered the most important landmark in Sydney. As soon as people see it, they think of the city. It is on Bennelong Point on the harbour close to another important landmark, the Sydney Harbour bridge.
- B** It was designed to look like the sails of a boat, which is appropriate **(1) as / because of** it is situated right on the water's edge. It's covered in white, shiny tiles that glimmer in the sunlight. **(2) Whether / Either** you are looking at it close-up or from a distance, it's very impressive.
- C** **(3) Since / For** it was completed, in 1973, it has been used mainly as an opera house. **(4) But / However**, it's also used for other shows, like theatre productions and concerts.
- D** What I like most about the building is its original design and the fact that it can be seen from many parts of the city. **(5) And / Moreover**, its history is also fascinating. **(6) Because of / Because** an argument between the architect, Jørn Utzon, and the government, Utzon, who lived in Denmark, never saw it completed!

Skills development

Organization

- C** Each paragraph in the article focuses on one topic. Match the topics to the paragraphs.

What it looks like
 Why it's my favourite
 Where it is
 What it is/was used for

Linking ideas

- D** Read the article again and choose the correct linking word or phrase.
- E** Complete the sentences with a linking word or phrase from the box. Do not use a word or phrase more than once.

as • because • because of • however
 moreover • since • whether

- 1 ... you like modern buildings or not, you will find this one impressive.
- 2 I like this building ... the fact that it's so old.
- 3 ... it is so unusual, most people know about the Sydney Opera House.
- 4 The Parthenon has been standing ... the fifth century BC.
- 5 I find it impressive, ... it is one of the tallest buildings in the world.
- 6 It is not considered to be a beautiful building. ... , most people find it interesting to look at.
- 7 The Winter Palace is probably the most famous palace in the world. ... , it is one of the biggest palaces ever built.

Language chunks

Talking about a building

It is situated in ...
 It was built by ...
 It was completed in ...
 It was designed by ...

Planning and writing

- F** Read this writing task. Choose a building from A or one that you know something about and complete the planner.

Do you have a favourite building either in your country or anywhere else in the world? We want to hear about it!
 Write an article of between 120 and 180 words.

Planner

Title

Paragraph 1: Where is it?

Paragraph 2: What does it look like?

Paragraph 3: What is/was it used for?

Paragraph 4: Why is it your favourite building?

- G** Write your article. Use the Language chunks and the Planner to help organize your article.

HELPFUL HINTS

To make your piece of writing look more like an article, give it a title.

Quick check!

Be sure to:

- ✓ write four paragraphs
- ✓ talk about one topic only in each paragraph
- ✓ use linking words or phrases to link your ideas
- ✓ use an informal or neutral style
- ✓ make it interesting
- ✓ give your article a title



The Arctic desert

We associate deserts with hot, dry climates, so it's surprising to learn that they exist in the Arctic, where snow and ice are abundant. Looks can be deceiving, though; in Russia's Arctic desert, for instance, precipitation per year is less than 20 centimetres and plant life is almost nonexistent. In addition to that, darkness rules the land for around nine months out of the year. This peculiar desert resides on Russia's northernmost islands, which are anywhere from 100 to 800 kilometres from the mainland. Not much goes on up there, aside from a few polar bears trying to subsist in the harsh climate. Most of what little plant life that does exist only grows a few centimetres tall.

Temperatures remain below 10 degrees Celsius during even the warmest months, and naturally, no human beings make their home in this region.

A Read the introduction below. Which of these regions have you visited? Do you live in one of these regions? Which one?

Russia has nine main ecoregions spanning its borders. In southwestern Russia lies the Caucasus mixed forest ecoregion, which extends through the Caucasus mountains. Also in this part of Russia is the Crimean Submediterranean forests complex, a relatively small ecoregion located along the shores of the Black Sea. A large grassy region, the Pontic-Caspian steppe stretches north of the Black and Caspian seas. The Kazakh steppe, less grassy than its neighbour, is a flat, semi-arid region that stretches into Kazakhstan. Mostly located in Mongolia and China, the Mongolian-Manchurian grassland just barely crosses over into southeastern Russia. The East Siberian taiga ecoregion is found deep in the heart of Siberia. In the northwest part of Russia near Poland lies the Romincka Forest. The Sarmatic mixed forests stretch through central parts of European Russia, and the Scandinavian and Russian taiga extends through northern parts of European Russia.

The taiga

The taiga isn't a very well-known ecoregion, despite being the world's largest. The region encompasses most of northern Russia, Canada, the US and parts of Scandinavia and Japan. It is characterised by dense pine forests and freshwater lakes, cold, blustery winters and short summers with moderate rainfall. Along Arctic and tundra regions, which are farther north and typically have harsher, longer winter seasons, the taiga region generally experiences even lower temperatures, going below -50 degrees Celsius, with the lowest recording being in Russia. With such a punishing climate, it's hard to believe that the world's largest congregation of forests resides in this ecoregion. Because of its dense vegetation, a wide variety of flora and fauna exist, including fruit-bearing trees and



shrubs, several species of deer and thousands of species of insects. Hundreds of thousands of people reside in this region, with the largest cities being Arkhangelsk, Tobolsk, Yakutsk and the port city of Murmansk.

The subtropics

Subtropical climates are those regions of the world between temperate climates with typical seasonal changes and tropical climates characterised by constant warmth and humidity. A subtropical ecoregion, while generally warm and humid, will experience winter temperatures of almost freezing cold, if only for a very brief period. The city of Sochi happens to be in a region that falls in this category. Situated on the shores of the Black Sea with the Caucasus Mountains as a backdrop, Sochi receives a great deal of moisture from the sea and is protected from harsh, northerly weather by steep mountain ranges. The region is lush in vegetation, even dotted with palm trees, and Sochi is regarded as a winter getaway destination. Other notable subtropical regions in the world are the Deep South in the US, the Po river valley of Italy, southern China and the region of Buenos Aires.



B Now read about different ecoregions of Russia and answer the questions.

- 1 Which region do you imagine covers the smallest area in Russia?
- 2 Which region is likely the most difficult to access? Why?
- 3 What flora exists in the region of Sochi that is more likely found on a tropical island?
- 4 Why is it surprising that the lowest of temperatures occur in the taiga?
- 5 In which region would you likely find yourself all alone?
- 6 Why doesn't Sochi ever experience blizzard-like weather?
- 7 Which region covers the greatest amount of land?
- 8 In which region would you have difficulty finding something eat?

Project:

Ecoregions of Russia

Choose one of the main ecoregions of Russia and write a short profile. Include a picture of the ecoregion.

- Caucasus mixed forests region
- Crimean Submediterranean forest complex
- Pontic-Caspian steppe
- Kazakh steppe
- Mongolian-Manchurian grassland
- East Siberian taiga
- Romincka Forest
- Sarmatic mixed forests
- Scandinavian and Russian taiga



TRADITIONAL DWELLINGS AROUND THE WORLD

A Read the introduction below. Then take a moment to think about where you live. What kind of home is it? What is it made of, both externally and internally?

The houses in urban or rural areas around the world have many differences. In some areas there are lots of blocks of flats, in others there are actual houses. Some constructions are grey or painted concrete, whereas in others, they are made of brick, logs, mud or a wooden frame covered with canvas. There are reasons to explain these differences – weather or environmental conditions, space constraints or even family economics, local traditions.



B Now read about different types of houses around the world. For each different type, explain why this kind of house is used.

The Russian izba

Log houses (izby) dotted the Russian countryside for centuries. Even now, many peasants' houses in Russia retain the spirit of izby and remain part of the cultural landscape.

The izby were primarily made of interlocking pine tree logs. The type of izba varied depending on the region, eg, in Central Russia, a fence enclosed the peasant's house, the cattle-shed, haylofts and stables. In the North, however, because of its harsh climate, agricultural buildings were often joined under a single roof with the family's living space.

The size of an izba depended on the wealth and size of the household. But however big or small it was, its most important part, the hearth, was the stove. It played the key role in peasants' everyday life: it was used for heating as well as cooking; in

winter peasants used to sleep on top of it to keep warm. The 'red corner', another important part of the izba, where the table and benches were placed and the icons were hung, was located diagonally across from the stove. At the long wooden family table, the head of the household took seat nearest the icons. The stove corner, in contrast, was for women – they cooked, spun and did other work there.

The decoration of the izba reflected the artistic taste and skill of the Russian peasants. The roof of the izba was often crowned with a beam (konyok) that was carved in the shape of a horse's head. This signified that the animal was giving its life to the home so that the home could live. The most striking feature of an izba is the wood carvings that surrounded the windows and hung from the roof overhangs and transformed izby into remarkable works of folk art.

Fortunately, many original izby have been preserved and restored and are now regional open-air museums, one of the richest ensembles gracing the island of Kizhi on Lake Onega.



The mud hut

The Masai of Kenya are a semi-nomadic tribe. They live in an area of wild beauty. Their life involves caring for their cattle and looking after their family or tribe members. Although the Masai move around less now than they used to, they still build their houses in the old traditional way. They only use materials that they can find around them and their dwellings are not really permanent.

The small houses, which are only built by women, are circular buildings. They have a frame of wooden poles which are stuck together and made waterproof with mud, dung from their cattle, ash, sticks and urine. The houses are never more than three metres by five, and one and a half metres high. Everything happens in these small houses – the masai cook, eat, sleep and sometimes keep their animals in there. The houses are easy to build and provide a shelter. These houses are usually built as part of a group of other houses. A fence of thorny acacia trees protects the small Masai village and their cattle from the wild animals that roam around at night outside the enclosure.

The Mongolian ger

The Mongolian ger has been used for thousands of years by the nomads of Central Asia. Very similar to a yurt, the first written description of this dwelling was recorded by Herodotus, the 'father of history', who lived in Greece between 484 and 424 BC.

The traditional ger is a tent-like structure made from a wooden frame and felt walls. An outer layer covering the ger is made from waterproof canvas. The whole construction is easy to assemble, dismantle and carry. This feature is of essential importance, as nomadic herders move at least three or four times a year in the search for good grazing lands.

The ger is a comfortable place to live in both during severe winters and hot summers. Due to the opening in the centre of the roof, called the crown, fresh air circulates through the ger. The central wood-burning stove provides even distribution of heat in cold months. When it's hot, the lower end of the soft covering is slightly raised.

The constructive principle of the ger has changed little since Genghis Khan's times. Only a few elements were adapted to newly developed technology, such as carpentry. This made it possible to craft a wooden crown similar to a wheel in place of a simple piece of wood bent into a circle. Even more obvious are the use of a wooden door instead of a felt curtain, and of course the iron stove with a chimney in place of an open fire.

The unique design, structure and practical features make the ger the most common type of habitation in Mongolia. Surprisingly as it might seem, almost half of the population of Ulan Bator still lives in gers.

C Answer the questions.

- 1 In your opinion, which house would cost almost nothing to build? Why?
- 2 What is remarkable about the interior of the Russian izba?
- 3 What crowned the roof of the izba and why?
- 4 What is the construction of the mud hut like?
- 5 Why is it necessary to have a fence around the Masai homes?
- 6 Which feature of the ger construction is the most important and why?
- 7 Why does the ger remain the most popular dwelling in Mongolia?

D Match the words in the box to the type(s) of houses they describe. Then use the context to explain the meaning of each word.

carvings • felt • crown • konyok • nomadic
semi-nomadic • cattle • waterproof • stove
fence • bench • red corner

E Your voice Hold a group discussion of an ideal house. Consider the following: climate, risk of natural disaster, location, number of inhabitants, building materials, special features.

Progress check 1

A Choose the correct option.

- 1 I get really **tired** / **annoyed** when people are late!
- 2 My sister is so **selfish** / **aggressive**. She only thinks of herself.
- 3 We had a **housewarming** / **homewarming** party to celebrate moving in to our new place.
- 4 After the fire, they were left **houseless** / **homeless**.
- 5 Our **house** / **home** is bigger than yours.
- 6 Heather is really **bossy** / **moody**. She has to control everybody.
- 7 When I fell over I was so **embarrassed** / **anxious** that my face went bright red!
- 8 **Come over** / **Come on** to my house at about six o'clock.
- 9 Let's **stay in** / **stay on** tonight. There's a good film on TV.
- 10 Is there anyone **house** / **home**? I've been knocking for ages.

B Complete with the correct form of the verb in brackets.

- 1 ... this hot chocolate ... (contain) any sugar?
I can't have sugar.
- 2 You ... (look) tired. What have you been doing?
- 3 My grandparents ... (come) from Slovenia.
- 4 At the moment, I ... (learn) a new language.
- 5 Hurry! The bus ... (leave) at five o'clock.
- 6 This weekend the whole family ... (get) together.
- 7 I ... (do) the washing-up when she called.
- 8 At ten o'clock, I ... (hear) a strange noise coming from next door.
- 9 We ... (have) dinner, then we ... (go) to the cinema and then we ... (come) home.
- 10 When I ... (be) a child, we ... (live) in the country.

C Read and complete the text using the correct form of the words in capitals.

Louise: a case study

Louise Little is a clever girl. However, she is ¹ When she left school she didn't go to university, she got a full-time job as a sales ² ... at a clothes store. Her parents aren't happy about her choice. They think she is ³ Neither do they want her to move out and live on her own. They say that if she is too ⁴ ... to tidy her room, how can she look after a place of her own. Louise is popular, though. She is a very ⁵ ... girl and she is always ⁶ ... with others. Her family don't understand that she is just a simple girl who wants a simple life. 'I do my job well and I'm very ⁷ Honestly, I can't see what all the fuss is about.'

AMBITION
ASSIST
RESPONSIBLE
ORGANIZE
ATTRACT
CONSIDER
RELY

D Complete with *a/an, the* or *–*.

Guggenheim – Bilbao

One of ¹ ... most interesting buildings in ² ... world is undoubtedly ³ ... Guggenheim Museum in Bilbao. It has ⁴ ... very characteristic design, which is easily recognizable. ⁵ ... building itself is made of ⁶ ... glass, limestone and ⁷ ... metal known as titanium. ⁸ ... titanium panels reflect ⁹ ... light and make ¹⁰ ... building look as if it is covered in fish scales, which is fitting as it is situated right on ¹¹ ... waterfront. If you are ever in ¹² ... Spain, ¹³ ... Guggenheim Bilbao is well worth ¹⁴ ... visit.

E Choose the best answer.

1 Kelly and I were best friends ... years.

- A** during **C** while
B for **D** as

2 Louis and I sat next to each other ... we were in primary school.

- A** during **C** while
B for **D** as

3 My dad ... staying up so late. He gets really sleepy.

- A** isn't used to **C** used to
B is used to **D** didn't used to

4 My family ... live in that house.

- A** would **C** use to
B am used to **D** used to

5 A cousin of ... is getting married this weekend.

- A** my **C** me
B mine **D** I

6 ... sister is taller than my brother.

- A** You're **C** You
B Yours **D** Your

7 Denise has got the most fabulous ... red curly hair.

- A** thin **C** fair
B thick **D** straight

8 Tom is such a(n) ... person. He's never without a smile on his face.

- A** energetic **C** cheerful
B creative **D** efficient

F Complete each gap with one word.

Should children help out around the home? Of course they should. ¹ ... I was growing up, I ² ... to have to help with ³ ... housework. I would have to ⁴ ... the supermarket shopping, ⁵ ... my bed and ⁶ ... my room. I must admit I hated doing these things, but I had no choice in ⁷ ... matter. Now that I am ⁸ ... grown-up, I understand that this was a good way to teach responsibility. Now I'm used ⁹ ... doing my fair share of household chores. I'm even thinking of doing ¹⁰ ... the house.

G Complete the second sentence so that it has the same meaning as the first sentence. Use the word given.

1 Sally doesn't usually get up so early.

USED
Sally ... up so early.

2 I never thought she would get so upset.

OCCURRED
It had ... that she would get so upset.

3 Jasmine came round every day after school.

COME
Jasmine ... every day after school.

4 Didn't you live in Smith Street?

TO
Didn't you ... in Smith Street?

5 Sam usually forgets his mobile phone. It's annoying.

ALWAYS
Sam ... mobile phone.

6 What is your occupation?

JOB
What ... do?

7 You keep mixing up their names!

ALWAYS
You ... mixing up their names!

8 The flight is at four o'clock.

LEAVES
The ... at four o'clock.

9 Do you have any plans for this weekend?

YOU
What ... this weekend?