

# УЧИМ АНГЛИЙСКОМУ или ГОТОВИМ К ЭКЗАМЕНУ?

**Мария Валерьевна  
Вербицкая,  
МГУ имени М.В. Ломоносова  
[verb@ffl.msu.ru](mailto:verb@ffl.msu.ru)**

# Мария Валерьевна Вербицкая

- д.ф.н., проф., зам. декана факультета иностранных языков и регионоведения МГУ им. М.В. Ломоносова, заслуженный работник высшей школы РФ

[verb@ffl.msu.ru](mailto:verb@ffl.msu.ru)

- Издательство Pearson

<http://www.pearsonELT.com>

- ФИЯиР МГУ им. М.В. Ломоносова

<http://ffl.msu.ru>

- Национальное объединение преподавателей англ. языка

<http://nate.vsu.ru>  
<http://www.eltrussia.ru>

# Choices

Вербицкая М., Шишова И., Солокова И.,  
Harris M., Sikorzynska A.

The image displays a collection of educational materials. On the left, a portrait of Mike Harris is shown above the text "Mike Harris". In the center, a large book cover for "CHOICES PRE-INTERMEDIATE STUDENTS' BOOK" is visible. To the right, a portrait of Anna Sikorzynska is shown above the text "Anna Sikorzynska". Below these are several smaller book covers: "Challenges" Student's Book 1, 2, 3, and 4; "New Challenges" Student's Book 2; and "Opportunities" Student's Book 1 through 5. The Pearson logo and the slogan "ALWAYS LEARNING" are at the bottom.

**Mike Harris**

**Anna Sikorzynska**

**CHOICES**  
PRE-INTERMEDIATE STUDENTS' BOOK

**Challenges**  
Student's Book 1

**Challenges**  
Student's Book 2

**Challenges**  
Student's Book 3

**Challenges**  
Student's Book 4

**NEW Challenges**  
Student's Book 2

**Opportunities**

**Opportunities**

**Opportunities**

**Opportunities**

**NEW Opportunities**

ALWAYS LEARNING

PEARSON

# Обучение языку: кто заказывает музыку?

- **ФГОС – совокупность требований, обязательных при реализации основной образовательной программы (ООП)**
- **ФГОС устанавливает требования к результатам освоения ООП**
  - **личностным**
  - **метапредметным**
  - **предметным**

# Предметные результаты освоения ООП: иностранный язык

**1. Формирование дружелюбного и толерантного отношения к ценностям иных культур, оптимизма и выраженной личностной позиции в восприятии мира, в развитии национального самосознания на основе знакомства с жизнью своих сверстников в других странах, с образцами зарубежной литературы разных жанров, с учетом достигнутого обучающимися уровня иноязычной компетентности**

# Предметные результаты освоения ООП: иностранный язык

**2. Формирование и совершенствование иноязычной коммуникативной компетенции; расширение и систематизация знаний о языке, расширение лингвистического кругозора и лексического запаса, дальнейшее овладение общей речевой культурой**

# Предметные результаты освоения ООП: иностранный язык

## 3. Достижение допорогового уровня иноязычной компетенции

**A2**

# Предметные результаты освоения ООП: иностранный язык

4. Создание основы для формирования интереса к совершенствованию достигнутого уровня владения изучаемым иностранным языком, в том числе на основе самонаблюдения и самооценки, к изучению второго/третьего иностранного языка, к использованию иностранного языка как средства получения информации, позволяющей расширять свои знания в других предметных областях



# Достижение допорогового уровня иноязычной компетенции (A2)

- Коммуникативные умения в основных видах речевой деятельности
- Языковые средства и навыки оперирования ими в коммуникативно-значимом контексте
- Социокультурные знания и умения

# Готовим к экзамену: что проверяет ГИА и ЕГЭ?

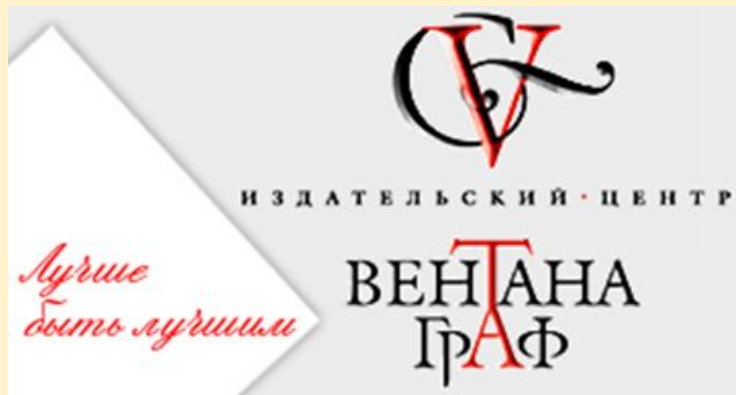
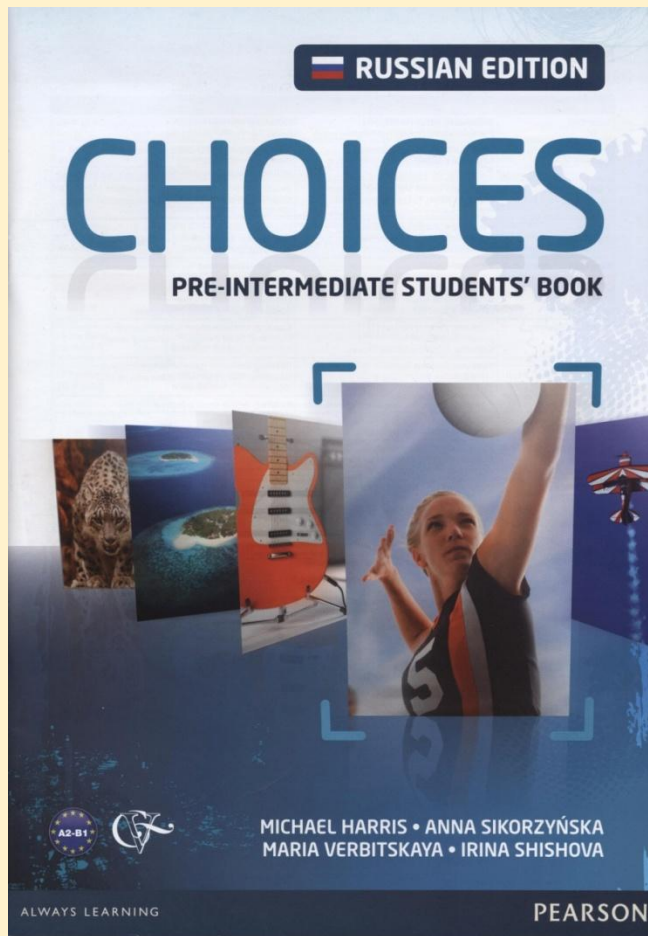
- **Коммуникативные умения в основных видах речевой деятельности**
- **Языковые средства и навыки оперирования ими**
- **Социокультурные знания и умения**

# Экзамен: кто заказывает музыку?

- **ФГОС является основой для разработки системы объективной оценки уровня образования обучающихся на ступени основного общего образования**

**[www.fipi.ru](http://www.fipi.ru)**

**[www.ege.edu.ru](http://www.ege.edu.ru)**



PEARSON

- 4 уровня (Elementary –Upper Intermediate), CEF A1 – C1;
- Тематически организованный материал;
- 7 – 11 классы;
- 2-3 часа в неделю, 90 – 100 часов за учебный год.

# Компоненты УМК

- **Student's Book (+ Language Choice)**
- **Workbook & Audio CD Pack**
- **Teacher's Book and DVD Multi-ROM**
- **Class CDs 1-4**
- **Active Teach (интерактивная доска)**
- **MyEnglishLab (online поддержка WB, код доступа, учитель получает анализ проверенных работ)**

# Основные принципы УМК *Choices*

- Развитие общеучебных умений
- Развитие навыков аналитического мышления и работы с информацией
- Образовательные и обучающие материалы
- Знакомство с культурой англоязычных стран
- Разносторонние подходы к обучению языку
- Интегрированное развитие коммуникативных умений и языковых навыков
- Нацеленность на результат

# Choices

- 12 тематических модулей
- 8 страниц на модуль
- Регулярное повторение и закрепление материала
- Раздел Culture Choice
- Раздел Skillsbuilders
- Списки лексики по модулям Wordlist
- Language Choice Booklet
- ЕГЭ training material in SB and WB



# CONTENTS

	Language	Skills
<b>9 FLIGHT</b>		
Topic Talk (p. 69)	Vocabulary network: Journeys Pronunciation: Stress in groups	Listening: Everyday Journeys Speaking: Talking about journeys
25 Pleasers (pp. 70-71)	Word Builder: Opposites (adjectives) Text Builder: Reference words	Reading: Website about famous women (Capped text) Writing: Reference words
26 Space (pp. 72-73)	Grammar: The Passive Sentence Builder: by phrases Grammar Alive: The news	Reading: Article about space junk Listening: News report
27 Airport (pp. 74-75)	Vocabulary: Airports Talk Builder: Airport situations Pronunciation: Polite requests	Listening: Documentary about airports (TV) DVD choice: BBC documentary about Heathrow Watching/Speaking: Airport dialogue (Matching, Roleplay)
Language Review (p.76)	Revision: Gap fill	Self-assessment
<b>10 ISLANDS</b>		
Topic Talk (p. 77)	Vocabulary network: Holidays Pronunciation: -ing endings	Listening: Holiday experiences Speaking: Talking about holidays and dreams
28 Desert Island (pp. 78-79)	Grammar: Unreal Conditional Grammar Alive: Dreaming	Reading: Advertisement/dialogue Listening: Conversation on a desert island
29 Paradise? (pp. 80-81)	Sentence Builder: -ing forms Word Builder: Multi-part verbs (4)	Reading: Holiday brochure (Matching) Listening: News item about the Maldives (Matching)
30 Holidays (p. 82)	Grammar: the in geographical names	Reading: Brochure about New Zealand
Writing Workshop 5 (p. 83)	Text Builder: Informal expressions/collocations	Reading/Writing: A postcard
Speaking Workshop 5 (p. 84)	Pronunciation: Natural speech Talk Builder: Asking for information, question tags	Listening: Dialogue at a travel agents' Speaking: Asking for information (Roleplay)
Culture Choice 5 (pp. 110-111)	Story: Robinson Crusoe by Daniel Defoe	Project: Things you would miss
<b>11 FRIENDS</b>		
Topic Talk (p. 85)	Vocabulary network: People Pronunciation: Word stress	Listening: Descriptions of people Speaking: Talking about friends
31 Groups (pp. 86-87)	Word Builder: get Sentence Builder: as for comparisons	Reading: Film synopsis (Multiple choice) Writing: Descriptions of people
32 Goodbye (pp. 88-89)	Grammar: Intentions and arrangements Grammar Alive: Arrangements	Reading: Instant messages Listening: Arranging to meet
33 Networking (pp. 90-91)	Talk Builder: Telephoning (formal/informal) Pronunciation: Elision	Listening: Interview about internet safety (TV) DVD choice: BBC news report Watching/Speaking: Leaving phone messages (Roleplay)
Language Review (p. 92)	Revision: Gap fill, Sentence transformation	Self-assessment
<b>12 EMOTIONS</b>		
Topic Talk (p. 93)	Vocabulary network: Feelings Pronunciation: -ed endings	Listening: Film descriptions, monologue Speaking: Talking about your feelings
34 Crying (pp. 94-95)	Grammar: Defining relative clauses Grammar Alive: Descriptions	Reading: Newspaper article Listening: Conversation describing people
35 Happiness (pp. 96-97)	Word Builder: make and do Sentence Builder: not enough/too	Reading: Article about happiness classes (Matching) Listening: Everyday situations
36 Exam Stress (p. 98)	Grammar: Reporting advice, orders and requests	Reading: Exam tips: email about exams
Writing Workshop 6 (p. 99)	Text Builder: Organisation, Informal expressions Sentence Builder: Purpose linkers: so/so that	Reading/Writing: Short notes
Speaking Workshop 6 (p. 100)	Talk Builder: Active listening: Reduced questions Pronunciation: Intonation (clarification/surprise)	Listening: Conversation about a concert
Language Review (p. 101)	Revision: Gap fill, Sentence transformation	Self-assessment
Culture Choice 5 (pp. 112-113)	Song: Show Some Emotion by Joan Armatrading	Project: Advice for people coming to your country

Skills Builders: Listening (pp. 116-117) Reading (pp. 118-119) Writing (pp. 120-123) Speaking (pp. 124-127)  
Student A Activities (p. 114) Irregular Verb List (p. 115) Student B Activities (p. 128) Wordlist (pp. 129-136)

## MODULE

# 4

# STORIES

**Objectives:** Read, listen to and tell stories; write an email and describe an experience; learn about the Past Simple, Past Continuous and Present Perfect.  
**03 Task Focus:** Listening Task 2



## TOPIC TALK

- Look at the pictures (a-c). Which of the stories looks the most interesting? Why?
  - 2.8 2.10 Listen to three descriptions (1-3). Match them with pictures (a-c).
  - 2.11 2.12 Listen again to one of the descriptions. Complete the information in the network.
  - 2.13 Pronunciation Listen and repeat the sentences. Notice the expression with *it's*.
- LANGUAGE CHOICE 1B: VOCABULARY PRACTICE
- Work in groups. Use the network to talk about your favourite book or film.

## Stories

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

It's <sup>2</sup> \_\_\_\_\_.

It takes place in <sup>3</sup> France/Spain.

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

It's really <sup>6</sup> \_\_\_\_\_.

### Types

a/an adventure, cowboy, crime, detective, fantasy, folk, ghost, historical, horror, love, science fiction, short story  
a bestseller, classic, comedy, fairy tale, romantic comedy, romance, thriller

### Opinions

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



## Warm Up

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

## The Glencoe Massacre

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

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

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

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

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

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

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

## Past Simple and Continuous

- 1 Complete the lists with regular and irregular verbs in the Past Simple from the text.  
regular verbs: loved ...  
irregular verbs: went ...

- 2 Find the verbs in red and in blue in the text. Match the two groups with the uses of the Past Simple.

- a events in the past  
b states, situations and habits in the past

- 3 Read the sentences in the table. Find more examples of the Past Continuous in the text.

Affirmative	
He was wearing a kilt.	
We were wearing kilts.	
Negative	
He wasn't wearing a kilt.	
We weren't wearing kilts.	
Questions	Short answers
Was he wearing a kilt?	Yes, he was.
	No, he wasn't.
Were they wearing kilts?	Yes, they were.
	No, they weren't.
What was he wearing?	

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

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

- a a background activity/situation (Past \_\_\_\_\_ tense)



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



## Practice

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

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

They were walking in Glencoe.

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

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

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

## E20 LANGUAGE CHOICE 19

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

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

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

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

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

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

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

- 6 visit a church - hear a horrible scream

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

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

B: I was watching a DVD.

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

## Grammar Alive Telling an anecdote

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

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

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

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



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

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



- 3 walk in mountains - talk to friends - see E20 on the ground - buy lunch for everyone

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

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

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

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

A: What were you doing?

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

C: What happened?

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



Warm Up

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



Reading

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



Part One

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

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

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

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

When Faria died a few years later, the guards

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

Two guards carried Edmond outside and tied a heavy stone around his feet. It was cold and he could hear big waves around the prison. Luckily, Edmond was a sailor and was not afraid of the sea.

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

- 3 Read the story. Answer the questions.

- Why did the soldiers arrest Edmond?  
*because he took Napoleon's letter to France*
- Where did the judge send him?
- Where did they keep him?
- Who was Faria and how did he help Edmond?
- Why did Faria tell Edmond about the treasure?
- How did Edmond plan to escape?
- What did the guards do with the bag?
- How did Edmond get out of the bag?

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

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

Sentence Builder Adjectives and prepositions

Edmond was not afraid of the sea.  
He was afraid of going mad.

LANGUAGE CHOICE 20

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

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

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

Listening

EF3 SKILLS BUILDER 3

- 7 **2.27** **2.30** Listen to part two of the story. Use the strategies in the Skills Builder to decide if the sentences are true (T), false (F) or there is no information.

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

- 8 **2.31** **Vocabulary** Listen to the sentences from the story. Match the verbs (1-7) in the Word Builder with the meanings (a-e).

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

Word Builder Multi-part verbs (1)

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

LANGUAGE CHOICE 21: VOCABULARY PRACTICE

- 9 Correct these sentences about your life.

- 1 My dad always picks me up from school at four o'clock.

*My mum sometimes picks me up from school at three o'clock.*

- I usually get to school at ten o'clock.
- When I got to school in the morning I go straight to the cafeteria.
- In September, I go back to school after the holidays.
- I feel sad when my sister goes away to university.
- I went back to my old primary school last week.

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

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

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

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

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

No Comment

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

*Woody Allen, American film director*

Your Choice



## 12 GRAMMAR A LOVE STORY

## Warm Up

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

1 - meet somebody

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

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

## Love is in the air (20)

A man fell in love with a passenger on a flight from Belfast to Newcastle and the airline helped him find her.



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

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

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

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

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

## Present Perfect and Past Simple

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

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

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

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

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



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

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

## LANGUAGE CHOICE 22

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

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

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

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

Have you (ever)

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

## SKILLS

## EFL Writing Workshop 2



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

- a his friend b his cousin c his brother

Subject: The weekend  
To: Andy andrews@btinternet.com  
From: Jack's jack.k@ak39.com

Hi Andy,

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

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

- 1 Where were you? 5 Why was it scary?  
I was at Sam's farm. 6 What did you do?  
2 Who was with you? 7 What happened in the end?  
3 What were you doing? 8 How did you feel?  
4 What happened?

## Text Builder

- 1 Analyse the email.

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

## EFL SKILLS BUILDER 25

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

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

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

## EFL SKILLS BUILDER 26

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

# EF3 Speaking Workshop 2



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

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

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

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

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

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

### Talk Builder Telling stories

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

### EF3 SKILLS BUILDER 41

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

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

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

A: Mm/Really?

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

A: Wow/Really?

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

A: Mm/Really?

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

A: Mm/Oh no!

6 Tell a story about a frightening experience.

### EF3 SKILLS BUILDER 41

1 Reread your story from Writing Workshop 2.

### EF3 SKILLS BUILDER 42

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

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

7 Tell the class about your partner's story.

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

LEARNING LINKS: 1 Read and listen to a story by Charles Dickens in Culture Checker 2 on page 104. Then do a project about a famous writer from your country.

2 Do Language Review 4 on page 34 of the Workbook.

3 Do Exam Zone 2 on pages 35 to 37 of the Workbook. Then complete Learner Diary 4.

# Материалы для России

- **Russian focus** в различных упражнениях,
- **Skillsbuilder notes** на русском языке в низких уровнях,
- **Language Choice** на русском языке (EI – Pre-Int),
- **Списки лексики с переводом** (EI – Pre-Int),
- **Материалы по культуре России** в **Culture Choice**,
- **Материалы по подготовке к ЕГЭ**



# Russian focus в различных упражнениях,

## 2. NASHEstvie: the big show one

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

**When:** 9-11 July

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

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

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



GRAMMAR

LESSON 6 A FESTIVAL

### Kazan welcomes the Sabantuy!

Over 1,000,000 tourists have come to Kazan, the capital of the Tatarstan Republic, for the Sabantuy festival this weekend. They will spend a lot of money in Kazan's cafés, markets and souvenir shops over the next few days!

The traditional sporting competitions are the highlight of the festival. These include a 5,000 metre horse race. In the past, riders had to carry baskets full of eggs, but now they don't have to carry any objects. Other popular events are the pole climbing and the traditional wrestling. For the first, young men have to climb a 15-metre pole to claim the prize at the top. Tatar wrestling, however, is the main event at Sabantuy. Wrestlers use towels to hold on to and try to knock down their opponent. The winner of the last match becomes the hero of Sabantuy. I spoke to Pavel Egorov, who has come to Kazan from St Petersburg with some friends. "We just want to have some fun," he says. "Do we have any experience in wrestling? No, we have no knowledge of the sport at all, but we're quite fit. After a few matches and with a little luck, it won't be any trouble!"

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

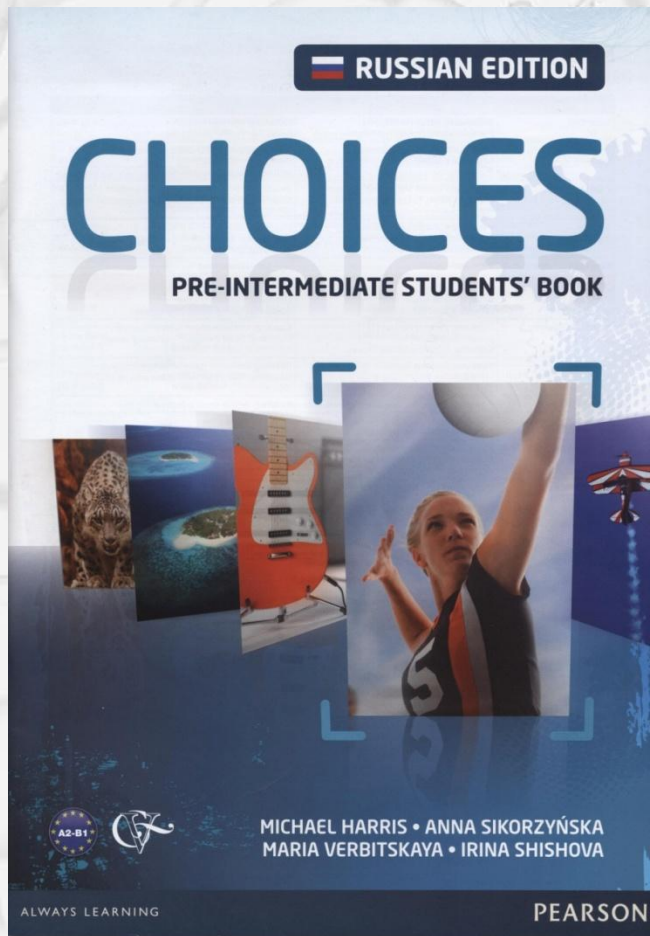
# Материалы по подготовке к ЕГЭ

- **ЕГЭ practice task types included**
- **ЕГЭ exam skills building included**
- **Clear flagging of exam tasks and skills throughout the modules**
- **ЕГЭ exam zones in the WB**

# Учим английскому и готовим к экзамену с УМК *Choices!!!*

- развиваем коммуникативную компетенцию учащихся (владение ин. языком)
- овладеваем стратегиями разного рода аудирования и чтения
- знакомимся с форматом экзамена
- тренируемся (вып.инструкций, контроль за временем, магн.запись и т.д.)





## УМК CHOICES

Совместное издание ИЦ  
«Вентана-Граф»  
и издательства «ПИРСОН»

Допущен к использованию  
в учебном процессе  
на территории РФ  
в соответствии с приказом  
Минобрнауки РФ  
№729 от 14 декабря  
2009 г.



