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Laser

for Kazakhstan

Student's Book



B1
Grade 8

	Topic	Reading	Vocabulary	Grammar
TERM 1	Module 1: Our world page 4			
	Welcome back!	scanning for specific information	education patterns	<ul style="list-style-type: none"> • present simple and present continuous • stative verbs
	The Weird and the Unexplained	reading for gist	mysteries collocations	<ul style="list-style-type: none"> • past simple and past continuous • <i>used to</i> and <i>would</i>
	Module 2: Daily life and shopping page 20			
	Going Out and Staying In	recognising text type and function	entertainment phrasal verbs (with <i>up</i>)	<ul style="list-style-type: none"> • modal perfect • gerund or full infinitive?
	Buy, buy, buy!	implication	shopping and money word formation (verbs, nouns and noun phrases)	<ul style="list-style-type: none"> • question tags • <i>although, even though, despite, in spite of</i>
CLIL Maths: metric and imperial pages 36–37				
TERM 2	Module 3: Entertainment and media page 38			
	Meet the Stars	reading for specific information	the media word formation (prefixes)	<ul style="list-style-type: none"> • present perfect (simple and continuous) • comparative and superlatives
	Module 4: Sport, health and exercises page 46			
	It's the Way You Tell'em	reading for gist	humour patterns	<ul style="list-style-type: none"> • third conditional • relative clauses
	Fair Play	distinguishing main concepts	sport collocations	<ul style="list-style-type: none"> • revision of conditionals and <i>unless so, such, too, enough</i>
	CLIL Literature: types of fiction pages 62–63			
TERM 3	Module 5: Reading for pleasure page 64			
	It Takes All Sorts	grammatical referencing	people collocations	<ul style="list-style-type: none"> • modals 1 (ability, obligation, advice, permission) • modals 2 (possibility, probability, certainty)
	Module 6: Natural world page 72			
	The Space Race	summarising points	patterns technology	<ul style="list-style-type: none"> • <i>will</i> and <i>be going to</i> • present simple and present continuous for the future
	The Land of Plenty?	recognising discourse markers	the environment phrasal verbs (with <i>out</i>)	<ul style="list-style-type: none"> • the passive • the causative
	Module 7: Travel and transport page 88			
	Away from Home	lexical referencing	travel collocations	<ul style="list-style-type: none"> • future perfect simple and future continuous • <i>wish</i> and <i>if only</i>
	CLIL Science: Plant life pages 96–97			
TERM 4	Module 8: Food and drink page 98			
	A Matter of Taste	grammatical referencing	food and drink phrasal verbs with <i>out</i> , collocations (cooking)	<ul style="list-style-type: none"> • reported speech • indirect questions 1
	The Problem Page	distinguishing fact and opinion	relationships word formation (suffixes)	<ul style="list-style-type: none"> • zero, first and second conditionals • time clauses
	Module 9: The world of work page 114			
	Getting By	deducing meaning	patterns employment	<ul style="list-style-type: none"> • reported questions • indirect questions 2
	CLIL ICT: dot com companies pages 122–123			
Composition Planners 1–14 • pages 124–137 Role-play activities • pages 138–139			Pattern and collocation database • pages 140–141 Phrasal verb database • page 142	

Listening	Speaking	Writing	Culture Spot
listening for specific information	<ul style="list-style-type: none"> giving personal information <i>Soundstation</i>: /i:/ and /i/ recognition 	informal letter	Learn Kazakh
listening for location	<ul style="list-style-type: none"> describing photographs <i>Soundstation</i>: /i:/ and /i/ production 	short story	Mysterious Kazakhstan
listening for attitude and purpose	<ul style="list-style-type: none"> suggesting and recommending <i>Soundstation</i>: /nd/, /d/, /ŋg/ and /g/ recognition 	article	A Unique Voice from Kazakhstan
listening for specific information	<ul style="list-style-type: none"> expressing preference <i>Soundstation</i>: reception and production of question tag intonation 	report	Kazakh Carpets
listening for specific information	<ul style="list-style-type: none"> giving examples <i>Soundstation</i>: /ə/ recognition and production 	informal email	Guka Omarova
listening for specific information	<ul style="list-style-type: none"> comparing <i>Soundstation</i>: recognition of numbers 	short story	Laughter Yoga
main points	<ul style="list-style-type: none"> asking and answering <i>Soundstation</i>: production of numbers 	informal letter	Traditional Sports
listening for attitude, purpose and intention	<ul style="list-style-type: none"> comparing <i>Soundstation</i>: /æ/, /ɑ:/ and /ʌ/ production 	report	Khan Koryk
listening for specific information	<ul style="list-style-type: none"> expressing opinion, giving reasons 2 <i>Soundstation</i>: /æ/, /ɑ:/ and /ʌ/ recognition 	formal letter	Zhamanshin crater
main points	<ul style="list-style-type: none"> agreeing and disagreeing <i>Soundstation</i>: homophones 	essay	The Green Lungs of Kazakhstan
roles and relationships	<ul style="list-style-type: none"> speculation <i>Soundstation</i>: /s/ and /ʃ/ production 	review	Multilingual Kazakhstan
identifying roles	<ul style="list-style-type: none"> agreeing and disagreeing <i>Soundstation</i>: /k/, /g/ and /ŋ/ 	formal email	The Green Bazaar
listening for gist	<ul style="list-style-type: none"> formality <i>Soundstation</i>: /nd/, /d/, /ŋg/ and /g/ production 	letter of advice	Youth Problems in Kazakhstan
prediction	<ul style="list-style-type: none"> expressing future intention <i>Soundstation</i>: /s/ and /ʃ/ recognition 	letter of application	Teens' Jobs
Irregular verb database • page 143 Grammar database • pages 144–168		Vocabulary database • pages 169–174 Speaking database • page 175	

MODULE 1

Our world

Welcome Back!

Get warmed up!

Discuss the following. Work in pairs or in groups.

- What are your three most favourite subjects at school? Why?
- Are there any subjects you don't enjoy? What don't you like about them?

Reading 01

1 Look at the blog and choose the correct answers.

- Where can you read a blog like this?
 - in a newspaper
 - on the internet
- Whose blog is it?
 - Nicole's
 - Adem's
- Who wrote the comments on the blog?
 - people who have read the blog
 - the writer's English teachers


2 Read the blog and decide if the statements are true (T) or false (F).

- Nicole wants to blog about her summer holiday. T / F
- Nicole's first language is Spanish. T / F
- Adem doesn't think he is good at learning grammar. T / F
- Alessandra watches films while she does her homework. T / F
- Lupita has friends in another country. T / F

3 Match the ideas with the people who mention them. Some ideas match with more than one person.

- | | |
|--------------------------------------|--------------|
| 1 use an English dictionary ___ | a Nicole |
| 2 listen to music in English ___ | b Adem |
| 3 go to another country __, __ | c Alessandra |
| 4 watch films in English __, __ | d Lupita |
| 5 write a blog in English __, __ | |
| 6 read a lot in English __, __ | |
| 7 use new vocabulary ___ | |
| 8 read things on the internet __, __ | |
| 9 work in a quiet place ___ | |

www.kidblog.co.uk/nicole-blog



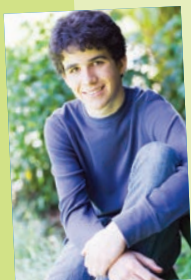
Hi, everyone! I'm Nicole, and I live in Paris, France. Next week is the start of the new year, and here's my new blog! I'm looking forward to telling you all about my life at school, at home and with my friends! I had a fantastic summer, but now it's time to get back to work. This is a big year for me, and I want to do very well.

I'm very fond of learning languages, and I speak French (of course!) German, a little Spanish and English. I need to practise my English, and that's why I'm writing this blog. My teacher says that reading and writing as much as you can in English is a great way to learn more. I try to read a book in English every week, and I use a dictionary to help me with any words I don't know. And I read articles on the internet in English about my favourite bands and film stars!

What about you? I love reading your comments, so tell us about learning English and share your tips for learning!

It's My Life!

About me | Photos | Other blogs I like



Hi, Nicole! Great blog!
I'm Adem from Ankara, the capital of Turkey! Like you, I'm studying English and I read as much as I can, especially blogs like yours! I'm good at learning vocabulary, but I need to work on my grammar – sorry if I make any mistakes! My tip for learning new words is to use them soon after learning them. When you use them yourself, they stick in your mind!

Welcome to my blog, Adem, and thanks for the tip. Don't worry about mistakes – we all make them and learn from them!



Hello from Rome! I'm Alessandra. Here in Italy, we work very hard at school and have to do a lot of homework. Personally, I think the secret to learning a language is hard work! When you do your homework, make sure you're in a quiet room and you can concentrate. Don't try to listen to music or watch TV at the same time! In your free time, why not watch films in English? Turn the subtitles on or off – both can help you learn!

Hi, Alessandra, and welcome to my blog! Great ideas! I agree that watching films is a good idea. I turn the subtitles off, then turn them on when I'm not able to understand a scene. And don't forget that songs in English also help!



Lupita from Mexico City here! I love your blog! I'm beginning to think that I should do the same thing. I learn English in a private language school, and our teachers organise a trip to an English-speaking country every year. It's a fantastic way to practise, and you make lots of new friends! After the trip, we stay in touch through email – another great chance to practise!

Thanks, Lupita! I'd love to go to an English-speaking country and I'm sure it helps a lot.



VOCABULARY

Complete each sentence using a word from the blog. Use the words in bold to help you.

- Murat is not very **g**_____ **at being quiet** in class.
- Can you **h**_____ **me with** this exercise, please?
- I'm not really **a**_____ **to write** a long letter in English yet.
- Andrea's** not very **f**_____ **of reading** books in English.
- Are you **looking f**_____ **to** learning lots of new things this year?
- I'm **b**_____ **to think** that English isn't that difficult, after all!



Have your say!

- Which ideas from the blog for learning English do you like?
- Do you have other ideas for learning and practising?



VALUES

It's important to learn foreign languages. Knowing foreign languages will allow you to:

- contact people from different countries,
- study abroad,
- work in international environment.

G Grammar 1

Present simple and present continuous

👁 Look at *Grammar database 1* pages 144–145 before you do the exercises.

1 Choose the correct form of the verb.

- Our English lessons **usually last** / **are usually lasting** about an hour.
- This week, **we revise** / **we're revising** what we did last year.
- They work out** / **They're working out** the school timetable at the moment.
- Good teachers **never shout** / **are never shouting** at their students.
- My dad **always tells** / **is always telling** me to work harder at school. It's so annoying!
- The end of term **gets** / **is getting** closer and closer!
- Alison **does work** / **work** hard, actually.

2 Put the verbs in brackets into the correct form, present simple or present continuous. Be careful with the position of the adverbs.

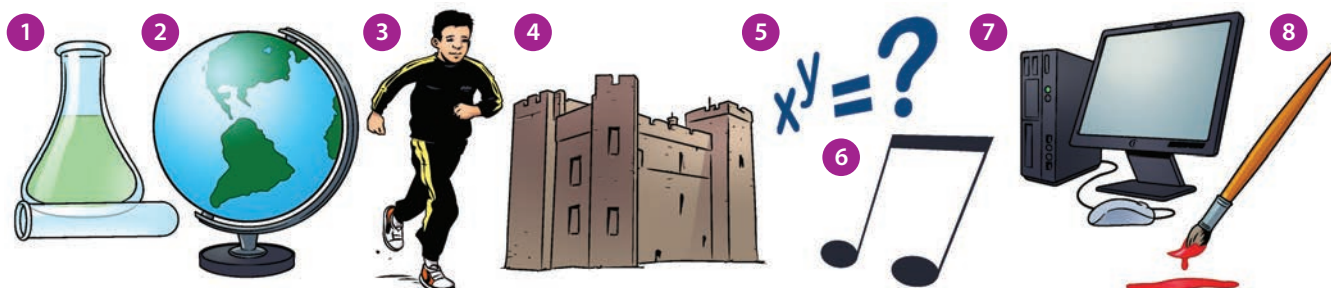
- Leyla _____ (**sometimes forget**) to do all her homework.
- I _____ (**try**) to do this exercise at the moment.
- The students _____ (**just start**) to get to know each other.
- Our teacher _____ (**always tell**) us a joke at the beginning of the lesson.
- Our English tests _____ (**get**) harder and harder!
- Learning new vocabulary _____ (**often take**) a lot of hard work.

3 Write questions using the notes. Look at the blog on pages 4–5 again and find the answers to the questions.


- | | |
|--|----------------------------------|
| 1 what / Nicole / read / every week | 3 where / Adem / study / English |
| Q: _____ | Q: _____ |
| A: _____ | A: _____ |
| 2 what / Nicole / write / practise English | 4 why / Adem / use new words |
| Q: _____ | Q: _____ |
| A: _____ | A: _____ |

🎧 Listening


1 Match the icons 1–8 to the subjects a–h.



- | | | | | | |
|-------------|---|---------------------------|---|---------|---|
| a art | — | d science | — | g music | — |
| b history | — | e computer studies | — | h maths | — |
| c geography | — | f PE (physical education) | — | | |

2  **02** Listen to part of a radio show. For each speaker, write the country they are from and the school subject they enjoy the most.

- 1 Ganika
From: _____
Favourite subject: _____
- 2 Eugen
From: _____
Favourite subject: _____
- 3 Valeriya
From: _____
Favourite subject: _____
- 4 Dirk
From: _____
Favourite subject: _____

3  **02** Listen again and complete each sentence with a word or short phrase.

- 1 What does Ganika say about maths?
It's _____.
- 2 What does Eugen say about history?
It's _____.
- 3 What does Valeriya say about French?
It's _____.
- 4 What does Dirk say about English?
It's _____.

VOCABULARY

1 Match the words 1–7 with their definitions a–g.

- | | | |
|-------------|----------|--|
| 1 subject | a | a series of lessons in a subject |
| 2 lesson | b | a period of rest between lessons at school |
| 3 course | c | the studying of something again, often before an exam, etc |
| 4 break | d | something you learn at school, such as maths |
| 5 timetable | e | a document written by a teacher about a student's progress |
| 6 report | f | a short period of time in which you study a subject |
| 7 revision | g | a schedule/programme of lessons, courses, etc |

2 Complete the advertisement with the correct form of the words from exercise 1.

Study German in Germany at The Munich School of German



- one- and two-week summer _____ for all ages
- _____ classes for students about to take exams
- fun, varied _____ : _____ every morning, trips and sports every afternoon
- 10-minute _____ every hour in the morning
- _____ on student's progress given at end

The Munich School of German – bringing the
_____ of German to life!

G Grammar 2

Stative verbs

👁️ Look at *Grammar database 2* page 145 before you do the exercises.

1 Tick (✓) the correct sentences. Put a cross (X) next to those that are incorrect.

- 1 I'm having a headache at the moment. _____
- 2 Fiona is really liking her new German teacher. _____
- 3 I want you to do exercise 3 on page 36 now. _____
- 4 Nina is not being here today. _____
- 5 Jim, you're being silly! _____
- 6 What are you thinking about? _____
- 7 It is seeming it's the end of the lesson. _____

2 Complete the school report. Put the verbs into the present simple or the present continuous.



Name: Temirlan Duman
 Year: 8
 Subject: Geography

I (1) _____ (be) very pleased that Dauren
 (2) _____ (seem) to be enjoying geography
 much more this term and I (3) _____ (think) that,
 on the whole, he has worked hard in class. He says that
 he (4) _____ (like) the book we
 (5) _____ (do) in class at the moment.
 This (6) _____ (be) positive. However,
 I (7) _____ (emphatic: want) him to
 spend a lot more time on his homework from now on.
 He (8) _____ (believe) he
 (9) _____ (not need) to spend very long
 working on his own at home and that is not true. Without
 serious study, I (10) _____ (doubt) he'll do very well
 in the exam at the end of the year. I (11) _____ (know)
 he (12) _____ (think) about becoming a musician
 when he's older, and I (13) _____ (wish) him every
 success, but he has to understand that, without any academic
 qualifications, he may have serious problems in later life.

🎧 Soundstation

1 🎧 03 Listen. Can you hear the difference between the words in each pair?

pill / peel
 ship / sheep
 grin / green
 lid / lead
 filling / feeling
 chick / cheek

2 🎧 04 Listen to these sentences and circle the words you hear.

- 1 Where's the **pill** / **peel**?
- 2 Look at that **ship** / **sheep**!
- 3 That's a nice **grin** / **green**.
- 4 Where did you put the **lid** / **lead**?
- 5 What a fantastic **filling** / **feeling**!
- 6 Look at her **chicks** / **cheeks**!



Speaking

1 **05** Listen to an interview with a teenage girl and answer the questions.

- 1 Does she give one-word answers? **yes / no**
- 2 Does she always speak in full sentences? **yes / no**
- 3 Does she use 'Well' and 'Oh' to start some of her answers? **yes / no**

2 Answer the questions about yourself. Make short notes.

- 1 What time do you get up on school days?
- 2 How do you usually get to school?
- 3 What's your favourite subject? Why?
- 4 What do you usually do at the weekends?
- 5 How often do you have English lessons?
- 6 Are you reading any books at the moment?
- 7 What do you want to do when you leave school?

3 In pairs, ask and answer the questions in exercise 2 and make notes of your partner's answers. Then report back to the class.

Phrase Bank!



- Well, I usually get up at ...
- My favourite subject's probably/ definitely ...
- We have English lessons three times/ twice/etc a week.
- I haven't really decided yet what I want to do when I leave school, but maybe I'll ...

	<i>you</i>	<i>your partner</i>
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____

Use your English!

Read the article and choose the correct answer A, B, C or D to complete it.

- 1 A reports B lessons C courses D breaks
- 2 A watching B looking C seeing D viewing
- 3 A subject B timetable C revision D course
- 4 A with B for C to D at
- 5 A for B of C on D with
- 6 A on B to C at D with
- 7 A report B timetable C revision D subject
- 8 A hate B hating C hates D are hating
- 9 A to do B to doing C do D doing
- 10 A report B break C revision D lesson



How to Survive School!

You know the feeling! You've already had four (1) ___ today and now it's two o'clock on a Wednesday afternoon, and you're really not (2) ___ forward to the next one. It's the (3) ___ you hate. Perhaps it's maths, which you've never been very good (4) ___. Or perhaps it's French, and you're really not fond (5) ___ languages. Whatever it is, here are a few simple tips that might make your life a little easier!

- Don't suffer in silence! Tell your teachers how you feel and they'll find ways to help you (6) ___ any problems.
- Look at your (7) ___ to see which days of the week might make you feel depressed. If the subject you (8) ___ is on Wednesday, plan a trip to the cinema on Wednesday evening to cheer yourself up!
- If you are beginning (9) ___ badly in a subject, think about doing some (10) ___. It'll be hard work, but you might like the subject a little more if you can understand the lessons!

Good luck!



Writing

Informal letter

1 Read the letter and answer the questions.

- 1 Who wrote the letter?
- 2 Who is he writing to?
- 3 Underline all the short forms (eg *haven't*, *doesn't*) in the letter.
- 4 Underline one example of an incomplete sentence.
- 5 Circle one example of informal punctuation.
- 6 Find informal words and phrases in the letter that mean the same as these more formal words and phrases:
a How are you? **b** Thank you very much
c we have **d** a lot of
- 7 What two expressions did the writer use before signing his name?
- 8 How many main paragraphs are there?

Dear Adam,

Hi! How's it going? Thanks a lot for your postcard.

Sounds like you had a great time in Switzerland. Well, we went back to school today for the first day of the winter term. Boring! I can't believe how quickly the summer holidays went. Actually, it wasn't that bad. There are a couple of new guys in my class this year and they both seem really nice. One of them is really good at football. I'm going to try to get him on the team!

Talking of football, we've got our first match next week. We're training hard at the moment, and I think we've got a good chance of winning. Wish us luck! Anyway, I'd better go now. I've got loads of homework to do tonight (unfortunately!).

Write soon!

All the best,

Gary

2 Read the writing task and make notes to answer the questions below.

Today was your first day back at school after the summer holidays. Write a letter to your pen friend about the day, mentioning any other news you have as well.

- 1 What's the name of your pen friend?
- 2 What will you mention about your pen friend's letter in the first main paragraph?
- 3 How was your first day back at school?
- 4 What news do you have about your first day?
- 5 What other news do you have?
- 6 Why do you have to stop writing?
- 7 What expression(s) will you write above your name?
- 8 What name will you write at the end?

3 Make a plan in *Composition Planner 1* on page 124.

4 You are now ready to write the first draft of your letter. Write between 120 and 150 words. When your teacher has commented on your letter, write the final version.

KZ

Culture Spot: Learn Kazakh!

1 What do you know about the Kazakh language? Discuss your ideas in pairs.

2 Read the text and check your ideas.

KAZAKH is a Turkic language. It **contains** words from other Turkic languages, but also some words of Russian origin.

First written form of the Kazakh language was using the Arabic **script**.

Kazakh is a language with rich history. Let's have a look at some interesting facts. Can you guess which words or phrases are missing?

- ✓ Stan is an ancient Persian word meaning (1) '...', and *Kazakh* means (2) '...'. .
- ✓ When the Kazakh *khanate* split into three groups in the mid-1400s, each group was **called** *zhuz*, which translates literally as (3) '...'. .
- ✓ The traditional **nomad** home of the Kazakhs is known as a *urta*. Its name comes from the Kazakh word meaning (4) '...'. .
- ✓ Kazakhstan's national dish is *bashbarmak*, which literally means (5) '...'. because of the way it is traditionally eaten.
- ✓ *Kyz kuu* is a Kazakh competition in which a young man on horseback **pursues** a young woman riding in front of him. The competition's name means (6) '...'. .



3 Read the text again and complete it with the words and expressions A–F.

A adventurer B hundred C land D family E five fingers F catch that girl



GLOSSARY

contain /kən'teɪn/ (v) to be a part of something, to include something

script /skɪpt/ (n) a system of written letters and symbols

nomad /'nəʊmæd/ (n) someone who belongs to a group of people who move from

place to place in order to find food and water for their animals or themselves

pursue /pə(r)'sjuː/ (v) to chase someone or something in order to catch them



Now you!

Work in groups.

Go online and try to find out more information about the Kazakh language.

Exchange the information in your group.

The Weird and the Unexplained

Get warmed up!

Discuss the following.

Work in pairs or in groups.

- Do you believe in ghosts?
- How would you feel if you saw a ghost?
(eg *I'd be scared, I'd be excited*, etc)
- What would you do if you saw a ghost?
(eg *I'd scream, I'd run out of the room*, etc)

Reading 06

1 Read the article quickly and match each of the stories 1–4 with a picture A–D.

2 Read the article again and choose the best heading for each of the stories 1–4.

- Was it the Moon?
 - A visitor from another planet?
 - A plane or a helicopter?
- A frightening experience
 - An enjoyable experience
 - An ordinary experience
- A plane full of ghosts
 - Unknown ghosts
 - Many witnesses
- Who decided to stay?
 - When did they return?
 - Where did they go?



VALUES

**Our world is a fascinating place!
It's important to have the courage
to discover its strongest aspects.
Remember to be brave, but do not risk
your life unnecessarily in unexpected
situations.**

IT'S A STRANGE WORLD!

This week in *It's a strange world!*
our fearless reporter Fiona Tyler investigates
four cases of weird and unexplained true stories
from North America.

1 Did former President of the USA Jimmy Carter see a UFO (Unidentified Flying Object)? He says he did. It all happened back in 1969, when Carter was Governor of Georgia. He was waiting outside with ten other people for an evening meeting to begin when suddenly a very bright object appeared in the sky above them. Carter says it was glowing red and green and was circular in shape. As the people were standing there amazed, it moved closer to them, then moved further away, came back again, and suddenly disappeared. Carter officially reported his UFO sighting to the US government. Some disbelievers say, however, that all he actually saw was the planet Venus. What do you think?

2 Talking of seeing strange things in America, you don't get much stranger than this! In 1988, seventeen-year-old Christopher Davis was changing a tyre on his car on a road in South Carolina when he saw something very large running towards him across a field. He jumped into his car and locked the door but the creature grabbed the door and tried to open it. Christopher later described the creature as being very tall, with red eyes and green skin. He said it was like a cross between a lizard and a man. Unable to open the door, the creature jumped onto the roof of the car. Christopher started the engine and drove off as quickly as he could. Thankfully, the Lizard Man soon fell off. Christopher was shaking with fear when he got home and there were deep scratches on the roof of the car. Bizarre!

3 Match each of the stories 1–4 with a sentence a–e. There is one extra sentence which you will not need.

- a They appeared to friends and colleagues.
- b His whole community vanished.
- c A famous person witnessed this incident.
- d They disappeared in front of hundreds of people.
- e What he saw terrified him.

3 Pilot Bob Loft was flying Eastern Airlines Flight 401 when it crashed in Florida in 1972. Loft, Flight Engineer Don Repo and ninety-nine others died in the crash. Not long after the accident, on more than 20 occasions, crew members and passengers on other Eastern Airlines flights claimed to have seen the ghosts of Loft and Repo. On one occasion, just before take-off, the captain and two flight attendants saw and spoke to Loft. They said he suddenly vanished before their eyes. The experience left them so scared they cancelled the flight. On another occasion, Repo appeared on board a plane in front of three crew members, one of whom had been a friend of Repo's. Repo warned them to 'Watch out for fire'. He then suddenly disappeared. Later during the flight, a fire did break out but luckily the crew managed to land the plane safely.

4 And while we're on the subject of people suddenly disappearing, how about this odd incident? In November 1930, a hunter from an Inuit village in northern Canada – the Inuit are also sometimes called Eskimos – said goodbye to his friends and family and went off for two weeks' hunting in the mountains. When he returned home, he discovered that the entire population of his village, over 2,000 people, had completely disappeared. Cooking pots were simmering gently on the stoves in the small huts they lived in, but there were no people left at all. And there were no tracks or footprints in the snow leading away from the village. A massive search found no trace of the tribe and no-one knows what happened to them. Now isn't that strange?

VOCABULARY

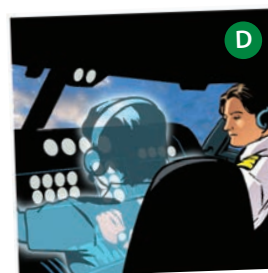
Complete each sentence using a word from the article.

- 1 That's o_____ .
I'm sure my pen was here a minute ago.
- 2 It was really w_____ . I was just about to phone Jill when she phoned me.
- 3 How b_____ ! I wonder what happened to all those people.
- 4 The UFO flew around for about five minutes and then suddenly v_____ .
- 5 The magician just a_____ out of nowhere. I don't know where he came from.
- 6 I wouldn't be s_____ if I saw a ghost. I'd be excited!
- 7 It was the most frightening e_____ I've ever had.
- 8 The i_____ occurred at half past three in the morning.

Have your say!

Do you think President Carter saw a UFO, the Moon, the planet Venus or something else? Why?

I think President Carter (probably) saw ... because ...



G Grammar 1

Past simple and past continuous

👁 Look at *Grammar database 3* pages 146–147 before you do the exercises.

1 Look at the article on pages 12 and 13 and underline all the sentences which have both a verb in the past simple and a verb in the past continuous. Then find one example of the emphatic past simple.

2 Write the question and negative form of these sentences.

- 1 Naomi saw a UFO last week.
- 2 Bob Loft was flying the plane.
- 3 The people were standing there amazed.
- 4 The ghosts suddenly disappeared.
- 5 It was the planet Venus.
- 6 He was driving his car when he saw the creature.

3 Put the verbs in brackets into the correct form, past simple or past continuous, to complete the story.

Last year, my grandmother (1) _____ (have) a very weird experience. One evening, she (2) _____ (sit) alone at home in Glasgow watching TV. Suddenly, she (3) _____ (hear) a strange noise outside, so she (4) _____ (go) to see what it (5) _____ (be). When she (6) _____ (open) the door, she (7) _____ (see) a lovely large grey cat. It (8) _____ (wear) a collar that (9) _____ (have) its name and a mobile phone number on it: 'Cassie – 6784547322'. The cat (10) _____ (run) into the living room and (11) _____ (sit down).

The cat (12) _____ (look) hungry, so Grandma (13) _____ (decide) to give it some food. While Cassie (14) _____ (eat), Grandma (15) _____ (call) the number.

'Hello,' she (16) _____ (say). 'I've got a cat here called Cassie. Is it yours?'

'Yes!' a man's voice (17) _____ (reply). 'Cassie (18) _____ (run away) three weeks ago. Where are you?'

My grandmother (19) _____ (tell) the man where she lived.

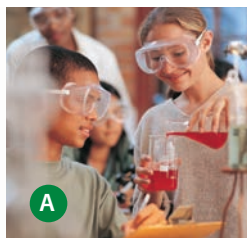
'I don't believe it!' said the man. 'We lived in that house eight years ago. Cassie (20) _____ (love) that house!'

'Where do you live now?' asked my grandmother.

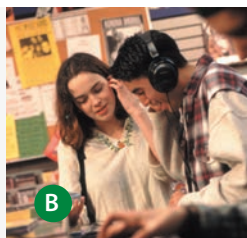
'About 600 kilometres away – in Plymouth!'

🎧 Listening

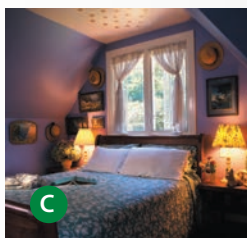
1 Look at the pictures. What are the different places?



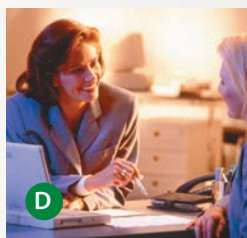
A



B



C



D



E



2 **07** You are going to listen to four friends talking about strange experiences they have had. As you listen, match each speaker with one of the pictures on page 14. There is one extra picture you will not need.

Speaker 1: _____

Speaker 2: _____

Speaker 3: _____

Speaker 4: _____

3 **07** Listen again and circle the correct answer to complete each sentence.

- 1 One explanation for Speaker 1's incident is that _____ .
 - a he went to the wrong place
 - b time completely stopped
 - c he went back in time
- 2 Speaker 2's uncle _____ when he described the fire.
 - a was out with his wife
 - b thought he was someone else
 - c was finding out about history
- 3 In Speaker 3's story, _____ .
 - a Nick Rice secretly pushed the clock
 - b no-one touched the clock
 - c the clock broke because they looked at it
- 4 Speaker 4's father was _____ .
 - a lucky
 - b careful
 - c clever

VOCABULARY

1 Choose the correct words.

- 1 be wide **asleep** / awake
- 2 be fast **asleep** / awake
- 3 have a high **fever** / temperature
- 4 a narrow **escape** / freedom
- 5 be far **away** / distant
- 6 for a long **hour** / time
- 7 take a short **way** / cut
- 8 in slow **movement** / motion
- 9 in a deep **noise** / voice
- 10 be in big **trouble** / problem

2 Complete the story using nine of the phrases above. You may need to change the verb forms.

School days

I wasn't feeling well yesterday and, because I (1) _____, my mum said I had to go to bed. After about five minutes, I (2) _____ and I had a really strange dream. In my dream, I was walking to school. I was really late, so I decided to (3) _____ through the woods. I walked through the woods (4) _____ but the school still seemed to (5) _____ in the distance. I decided to run but I realised I couldn't run very quickly. It was like I was running (6) _____ – like in a movie. I began to panic. Then I heard my teacher, Mr Hickson, say (7) _____, 'If you don't get to school in the next three minutes, you'll (8) _____.' I was terrified. Suddenly, I saw my school up ahead.

I ran as quickly as I could – through the doorway, up the stairs and into Mr Hickson's classroom. He was counting backwards from three minutes. 'Five seconds ... four ... three ... two,' he said. I made it to my seat just in time. It had been (9) _____, and all the other kids in the class clapped. I guess my dream means something, but I've got no idea what. Any ideas?



G Grammar 2

used to and would

👁️ Look at *Grammar database 4* page 147 before you do the exercises.

1 Tick (✓) the correct sentences. Put a cross (✗) next to those that are incorrect.

- Carl used to believe in ghosts but he doesn't anymore. _____
- I would love reading about mysteries when I was younger. _____
- Did you use to thought there were monsters under your bed? _____
- Would you go to sleep with the light on when you were very young? _____
- Miranda never used to buy books about UFOs. _____

2 Complete each second sentence using the word given so that it means the same as the sentence before it. Use no more than five words.

- My grandma always said there was an explanation for everything. **used**
My grandma always _____ there was an explanation for everything.
- I never believed in UFOs until I saw one. **believe**
I _____ in UFOs until I saw one.
- Uncle Bob did great card tricks whenever he came to visit. **would**
Uncle Bob _____ great card tricks whenever he came to visit.
- Kate's sure she saw ghosts regularly when she was a small child. **to**
Kate's sure she _____ ghosts regularly when she was a small child.

Speaking

1 🎧 08 Listen to two students describing pictures A and B below. Tick (✓) the phrases they use.

Phrase Bank!

P

Student 1

I can see ...
This is a picture of ...
I don't think ...
I think it isn't ...

Student 2

I'm not really sure ...
I don't really understand ...
It must be ...
It could be ...
It's difficult to tell
It seems to be ...
Perhaps it's a ...



2 Make notes about these pictures.

eg picture C. a UFO in the sky



3 Describe the pictures using your notes and the phrases you ticked.

4 Turn to page 138. In pairs, do the role-play activity 1.

Soundstation

1 Look back at Soundstation on page 8. Can you remember the difference in pronunciation within each pair?

2 Play the Soundstation Game. Your teacher will explain the rules to you.

What an incredible ...! _____

bin / bean	grin / green	ship / sheep	chick / cheek
hill / heel	sill / seal	din / dean	lid / lead
will / wheel	filling / feeling	lip / leap	fist / feast
mill / meal			



Use your English!

Read the report and rearrange the letters to complete each gap.

THE PHILADELPHIA EXPERIMENT

Case number: 2178
Case name: The Philadelphia Experiment
Date incident occurred: July–October 1943
Location: Philadelphia, USA

Incident report: US naval scientists (1) **ddi** _____ an experiment to make a ship, the *USS Eldridge*, invisible. While the scientists were (2) **taghnic** _____ what was happening from another ship, a green fog covered the *Eldridge*. As the fog (3) **sidprdpaaee** _____, it became clear that the *Eldridge* had disappeared too. The scientists (4) **erwe** _____ extremely pleased. After 15 minutes, they (5) **ptdosep** _____ the experiment, and the *Eldridge* reappeared. Unfortunately, the men on the *Eldridge* all (6) **letf** _____ ill, and didn't (7) **nwko** _____ what had happened to them. A few months later, they did the experiment again, but this time they only (8) **aewdtn** _____ the ship to become invisible to radar – not to the human eye. The experiment (9) **netw** _____ wrong, and the ship completely disappeared again. At the same time, people hundreds of kilometres away in Virginia saw the *Eldridge* appear in front of them for a few minutes. It then (10) **aihdsven** _____, and reappeared in Philadelphia. This time, the sailors on the *Eldridge* were extremely ill, and some of them died.

Denial: The US Navy denies the experiment (11) **otko** _____ place.

Conclusion: Did the *Eldridge* actually (12) **asdiprpea** _____, and was it teleported to Virginia? We'll probably never know for sure.

Weirdness rating: ★ ★ ★ ★ ★





Writing

Short story

1 Read the story and answer the questions.

THE DREAM

One night, 13-year-old Lisa Levington had a strange dream. In the dream, her brother Rob, who was travelling round the world at the time, came to see her. 'Hi Lisa,' he said. 'I've got a message for you to give to Mum and Dad.'

Rob explained that he had been in a serious accident in Brazil and was unconscious in hospital. He asked Lisa to tell their parents not to worry. 'I'll be all right,' he promised.

As Lisa was telling her parents about the dream, the phone rang. It was Rob's best friend, Colin. 'I'm afraid I've got some terrible news,' said Colin. 'Rob's been in an accident.'

For six days they waited for news. Mr and Mrs Levington were so upset, but Lisa kept reminding them about her dream. That evening, Colin called. 'Great news!' he said. 'Rob's awake. The doctor says he's going to be fine.' 'I knew it!' shouted Lisa with joy, and she always believed in her dreams from that day on.

- 1 What is the main tense used to tell the story?
- 2 Underline a verb in the past continuous.
- 3 Which verbs, apart from 'said', are used to show that someone spoke?
- 4 Which tense is used in the second paragraph to show that the accident happened before Rob spoke to Lisa?
- 5 Is the direct speech formal or informal?
- 6 Is the rest of the story formal or informal?
- 7 How many main paragraphs are there?
- 8 How many people use direct speech in the final paragraph?
- 9 Which word does Colin use to mean 'very good'?
- 10 Does Lisa's direct speech in the final paragraph start on a new line?

2 Read the writing task and make notes to answer the questions below.

You have decided to enter a short story competition. The rules of the competition state that your story must end with the words '*... and he always believed in his dreams from that day on.*'

Write your story for the competition.

- 1 Who is 'he'?
- 2 What happened in his dream?
- 3 Did he tell anyone about his dream? Who?
- 4 How did his dream come true?
- 5 How did he react?
- 6 How must your story end?

3 Make a plan in *Composition Planner 2* on page 125.

4 You are now ready to write the first draft of your story. Write between 120 and 150 words. When your teacher has commented on your story, write the final version.

KZ Culture Spot: Mysterious Kazakhstan

- 1 Do you know what is a geoglyphs? Have you ever seen any? Discuss your ideas in pairs.
- 2 Read the text and check your ideas.



Peru's Nazca Lines may be the world's most famous **geoglyphs**, but similar geoglyphs have been constructed in many other places in the world, including the UK, Brazil, the USA, Russia and Kazakhstan.

In 2007, Dmitriy Dey was **searching** Google Earth's satellite images for pyramids when he suddenly discovered earthworks in Torgai, northern Kazakhstan, that **displayed** a variety of geometric shapes –

squares, rings, crosses, ranging from 40 m in length to 400 m in **diameter**. In 2014 the Steppe geoglyphs were reported to the scientific community. Dey has suggested that they were built between seven and nine thousand years ago, but it's still a **mystery** by whom and for what **purpose** they were built.

- 3 Read the text again. Work in pairs and discuss who built the geoglyphs and why? Offer your own version.



GLOSSARY

geoglyph /'dʒi:əʊglɪf/ (**n**) is a large design or motif produced on the ground and typically formed by rocks or other elements of the landscape, such as stones, stone fragments etc.

search /sɜ:(r)tʃ/ (**v**) to try to find something or someone by looking carefully

display /di'spleɪ/ (**v**) to put something in a particular place so that people can see it easily

diameter /daɪ'æmɪtə(r)/ (**n**) a straight line that crosses a circle through the centre, or the length of this line

mystery /'mɪst(ə)rɪ/ (**n**) something you cannot explain

purpose /'pɜ:(r)pəs/ (**n**) the aim that someone wants to achieve, or that something is intended to achieve



Now you!

Work in groups.

Go online and try to find out more information about other famous geoglyphs.

Exchange the information in your group.

MODULE 2

Daily life and shopping

Going Out and Staying In

Get warmed up!

Discuss the following. Work in pairs or in groups.

- How many places can you think of that people go to in their spare time?
- What do you like doing in your free time?
- How often do you go out with friends?
- What kind of places do you usually go to?

Reading 09

1 Match each of the texts A–H with a description.

- | | |
|--------------------------------|-----------------------------|
| 1 a message about a phone call | 5 instructions in a theatre |
| 2 an email | 6 a notice in a school |
| 3 a poster in a cinema | 7 a warning on a box |
| 4 a note left for a parent | 8 a notice in a club |

2 Read the texts. What does each one say?

Extract A

- A Speak to Mr Jackson if you want to see the school play.
- B Mr Jackson will contact you if he wants you in the school play.
- C If you want to be in the school play, speak to Mr Jackson.

Extract B

- A Jacob should make sure he calls his mum before six o'clock.
- B Jacob's mum will call him later on her mobile phone.
- C Jacob can call her at the office if it's not yet six o'clock.

Extract C

- A This film has already been shown at this cinema.
- B This film hasn't been shown yet at this cinema.
- C This film won't be shown at this cinema for a long time.

Extract D

- A Members of the club are not allowed to use the games.
- B You can use the games but you should put them back afterwards.
- C Ask other club members if you want to find a game.

Extract E

- A Someone is coming to the house at four to fix the TV.
- B Lisa's mum has to go to the shop before four o'clock.
- C Lisa will call her mum at four o'clock to tell her what to do.

A **ACTORS WANTED**
The school play, directed by Mr Jackson, will take place on June 15th next year. Anyone interested in acting should contact him during the lunch break.


B Jacob – your mum rang. She can't meet you at the cinema after all because she has to work late. Call her before six at the office or after six on her mobile.

C **Coming soon!**
THE TOURISTS
is a romantic comedy set on a tropical island. You'll love the crazy plot and the even crazier jokes!
Showing Sat-Wed, 7pm, 9pm, 11pm.

D Please return all games to the place where you got them. This is so that other youth club members will know where to find them. Thank you.

E Mum – there's something wrong with the TV. I can't turn the set on with the remote control. I've called the shop and they're coming round at four. See you tonight. Lisa

F

From:	Charlie	
To:	Emma	
Subject:	your party	

I should have told you before. Can't come to the party because I've got tickets for a concert. See you at Jenny's on Friday, though!

G Copying this DVD is not allowed, apart from one personal copy, which must not be sold, lent or given to anybody else.

H Select **date**, the **show** you want to see, and **number of tickets**. When seating map appears, select **available seats** (shown in **green**). **Collect chosen tickets from ticket office.**

Extract F

- A Charlie expects to meet Emma at the concert.
- B Charlie expects to meet Emma at her party.
- C Charlie expects to meet Emma later in the week.

Extract G

- A You are not allowed to make any copies.
- B You can make one copy of the DVD for yourself.
- C You are allowed to make copies, but only for friends.

Extract H

- A Choose your seats before you choose the date of the performance.
- B Collect your tickets after deciding what seats you want.
- C Choose the show then speak to the ticket office about available seats.

3 Read the texts again and decide which text(s) ...

- 1 tell us when something is going to happen. _____
- 2 say someone has to change their plans. _____
- 3 give instructions for using something. _____
- 4 tells you not to do something. _____
- 5 describes a problem with equipment. _____
- 6 talk about contacting other people. _____

VOCABULARY

1 Complete each sentence using a word from the extracts.

- 1 Our school play was **d**_____ by our drama teacher.
- 2 The novel is **s**_____ in Japan during the Second World War.
- 3 *Fight Club* is such a complicated film that it's difficult to understand the **p**_____ at times.
- 4 Why don't you turn off your TV **s**_____ and do something more interesting instead?
- 5 Toys don't have winners and losers and rules but **g**_____ do.
- 6 I want to change channels but I can't find the **r**_____ **c**_____.
- 7 My friends and I usually go to the **y**_____ **c**_____ on Friday evenings.

2 Fill in the missing letters. Can you find the hidden word?

			O	P	E	R	A		
				U		F		I	
	I		H		C		U		
	A		L		T				
			I		C		S		
	H		A		R				
			C		F				
			D		S		O		
E		T		U		A		T	
	M		S		U				
		A		L		R		Y	
				I		E		A	
	O		C		R				

- 1 A play with classical music and singing.
- 2 You can go on a roller-coaster here.
- 3 People can dance and have a drink here.
- 4 A story told through classical dance.
- 5 I love the acrobats and clowns.
- 6 You see plays here.
- 7 Let's go for a coffee!
- 8 Let's go dancing!
- 9 Anyone hungry?
- 10 We look at exhibits from the past here.
- 11 You look at paintings here.
- 12 Shall we go and see a film tonight?
- 13 Classical or pop?



Have your say!

- Have you ever been to a concert, the theatre or the cinema?
- Describe what you saw and how you felt about it.



VALUES

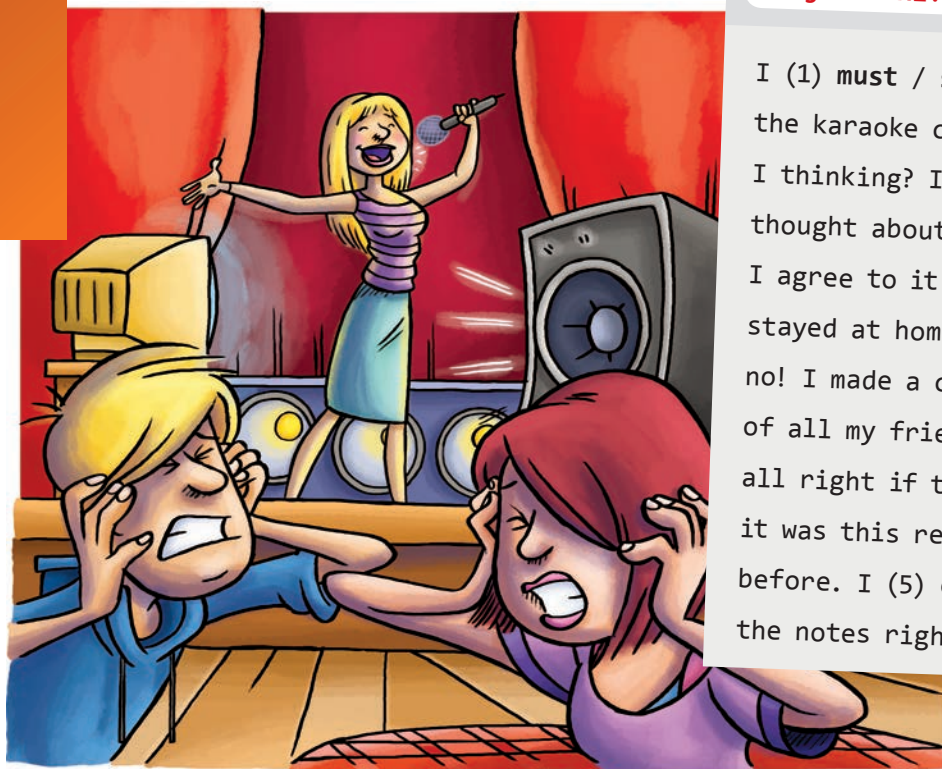
Effective communication with other people is essential for having good relations and being well understood. When communicating with people remember to be precise and express yourself clearly. Always respect the person you are talking or writing to.

G Grammar 1

Modal perfect

👁️ Look at *Grammar database 5* page 148 before you do the exercises.

1 Choose the correct word.



write reply send

To: Aigul <aigul123@freemail.kz>
From: Joanne <jps@uknet.uk>

Subject: Hi!!!

I (1) **must** / **should** have been mad to enter the karaoke competition last night. What was I thinking? I really (2) **can't** / **should** have thought about it a bit more carefully. Why did I agree to it when I (3) **could** / **would** have stayed at home and watched a DVD instead? But no! I made a complete fool of myself in front of all my friends. It might (4) **be** / **have been** all right if they'd given me a song I knew. But it was this really weird song I'd never heard before. I (5) **can't** / **mustn't** have got any of the notes right. It was so embarrassing!

2 Complete each second sentence so that it means the same as the sentence before it. Use no more than three words.

- Why didn't you buy the tickets today?
You should _____ the tickets today.
- It's possible that Ulzhan remembered to set the video. Ulzhan might _____ to set the video.
- They obviously forgot what time the concert starts.
They must _____ what time the concert starts.
- There's no way Dave was a stand-up comedian!
Dave can't _____ a stand-up comedian!
- There was a chance I'd win the talent contest but I didn't.
I could _____ the talent contest but I didn't.

3 For each situation, write what you say using the prompts.

- Your friend had a party and didn't tell you. (should/tell/your party)
'You _____!'
- You see a friend coming out of the cinema with a box of popcorn. (must/see/a film)
'He _____.'
- You see people coming out of a concert looking unhappy. (can't/be/a good concert)
'It _____.'
- Your friend has lost her voice after singing for a long time. (must/sing/for hours)
'She _____!'
- You want to see a show but there are no tickets left. (ought/buy/tickets/yesterday)
'We _____.'



Listening

1 You are going to listen to five people talking about what they like doing in their spare time. First, look at the pictures. What are the people doing?



VOCABULARY

Complete each sentence using the correct form of the phrasal verbs. Look at the *Phrasal verb database* on page 142 to help you.

do up • give up • make up • pick up
put up • set up • take up • turn up

- 1 Could you _____ me _____ outside the library at 6.30?
- 2 We're thinking of _____ a computer games club at school.
- 3 I couldn't believe it when Sheena _____ at the party with her new boyfriend.
- 4 They're planning to _____ the old cinema and turn it into a nightclub.
- 5 I'm going to _____ stamp-collecting and find a more interesting hobby.
- 6 You should have _____ a less expensive hobby, like photography.
- 7 Serik's always _____ unbelievable stories about his friends.
- 8 Would you mind _____ me _____ for the night when I come to town for the pop concert?

2 10 Listen to the speakers and match each speaker with one of the activities above.

- Speaker 1: _____ Speaker 4: _____
Speaker 2: _____ Speaker 5: _____
Speaker 3: _____

3 10 Listen again and match a statement with each speaker.

- A The speaker thinks this activity will help them with their job.
- B The speaker feels that they'll never be perfect at this activity.
- C The speaker likes this activity because it's a break from routine.
- D The speaker uses this activity to make other people happy.
- E The speaker says this activity is great, however you feel.

- Speaker 1: _____ Speaker 4: _____
Speaker 2: _____ Speaker 5: _____
Speaker 3: _____

G Grammar 2

Gerund or full infinitive?

Look at Grammar database 6 pages 148–149 before you do the exercises.

1 Some of the sentences below contain a mistake. Tick (✓) the correct sentences. If a sentence is incorrect, write the word or phrase correctly.

- 1 I'm really looking forward to go ice-skating tomorrow. _____
- 2 Sean's decided taking up skateboarding. _____
- 3 I love going to outdoor cinemas in the summer. _____
- 4 Did you remember buying the tickets for the concert? _____
- 5 I don't really feel like seeing a film tonight. _____
- 6 The music was great - we didn't stop to dance all night! _____

2 Complete the paragraph with the correct form of the verbs.



Spare Time

Although I enjoy (1) _____ (visit) art galleries, I've never been very good at (2) _____ (draw) and (3) _____ (paint) pictures myself. For a long time I've wanted (4) _____ (learn) some of the basic skills. At first, I considered (5) _____ (study) on my own at home, but then a friend of mine suggested (6) _____ (go) to evening classes and I realised that would be much more fun. So, I've decided (7) _____ (join) an evening art class at the local Technical College. I've met the instructor, Mr Philips, and he seems (8) _____ (be) really nice. First, we'll practise (9) _____ (draw) very simple objects, and then we're going to move on to more difficult things, like people and buildings. I know it's not going to be easy, but I intend (10) _____ (stick) at it. I'm not going to give up (11) _____ (try). And I hope by the end of the course I'll be able (12) _____ (see) a real improvement in my artistic ability.

Soundstation

1 Listen to these pairs of words. Can you hear the difference between them?

hand / had
send / said
finger / figure

2 Now listen and circle the words you hear.

- 1 Look at that **land** / **lad**!
- 2 That's **banned** / **bad**.
- 3 I'm going to go round the **bend** / **bed**.
- 4 That's a strange **trend** / **tread**.
- 5 It's a very big **finger** / **figure**.
- 6 Have you read 'The **Jungle** / **Juggle** Book'?

Speaking

1 Complete the table with one word from the box in each gap.

about • his/her • how • idea
if • suggest • that • to

Phrase Bank!



Phrases for recommending and making suggestions

- 1 She/He could/Ought _____ /should + bare infinitive
- 2 I (would) _____ + -ing form or noun
- 3 What _____ + -ing form or noun?
- 4 _____ about + -ing form or noun?
- 5 I'd say that + -ing form or noun is a good/bad _____ because ...
- 6 What _____ she/he + present simple or past simple?
- 7 I'd recommend (_____) she/he + present simple
- 8 I'd recommend (_____) + -ing form

2 Write the names of the hobbies.



photography
collecting
painting and drawing
rock climbing
horse-riding

3 Work in pairs. Read the information about Carla and discuss how suitable each hobby in exercise 2 is. Choose the best one to recommend.

A friend of yours, Carla, aged 14, wants to take up a new hobby. The hobby should:

- be something that gets her out of the house
- involve making new friends and
- not be too expensive.

4 Write a short note to Carla (35–45 words). In your note, you should:

- say that you and your friend have thought about possible hobbies for her
- mention one or two hobbies you don't recommend, and say why
- recommend one or two hobbies to Carla.

5 Turn to page 138. In pairs, do the role-play activity 2.



Use your English!

Complete each second sentence using the word given so that it means the same as the sentence before it. Use no more than five words.

- 1 Have you stopped learning a new card trick every day? **up**
Have you _____ learning a new card trick every day?
- 2 I don't really want to go out this evening. **feel**
I don't really _____ out this evening.
- 3 It's not possible that Sarah saw the film last week. **have**
Sarah _____ the film last week.
- 4 I didn't invite Hanif to the party and I regret that now. **should**
I _____ Hanif to the party.
- 5 I can't wait to see you at the circus tomorrow! **forward**
I'm really _____ you at the circus tomorrow!

 **Writing**
Article**1 Read the article and answer the questions.**

- 1 Why does the writer start with a question?
 - a She wants the reader to answer the question.
 - b She thinks it will make the reader interested.
- 2 Does the writer use any short forms (*won't*, *can't*, etc)?
- 3 Is the style very formal, fairly informal or very informal?



I went on a quiz show!




Have you ever been on a TV quiz show? I have.

I went on *Quizbusters*, and it was the most exciting experience I've ever had.

I arrived at the studio half an hour before the show was due to begin and met the four other contestants. We all admitted how nervous we were. Then Bob Harty, the presenter, came in and told us not to worry.

He said we should just have fun. We recorded the programme in the afternoon. I started off well and answered more questions correctly than the others. To my surprise, I was through to the next round! Things continued to go well and suddenly I was in the final: it was me against a girl called Joanne. We were both so nervous! In the end, Joanne got six questions right, and I only got five, so she was the winner.

Although I didn't win the big prize, I had a fantastic time and I'd love to go on another quiz show in the future.




Have you ever taken part in a talent contest?

If you have, we'd love to hear about your experience.

What kind of act did you do? What happened?

How did you feel? Did you win? We'll publish the best articles in next month's issue.

2 Read the writing task and make notes to answer the questions below.

You have just seen the following announcement in a young people's magazine. Write your article.

- 1 Where was the talent contest (*school, youth club, on TV*)?
- 2 When (*last year, last week*)?
- 3 What did you do (*sing, dance, tell jokes*)?
- 4 How did you feel (*before, during, after*)?
- 5 Was it a success? (*Did people laugh, clap, etc?*)
- 6 Did you win? (*If yes, what was the prize?*)

3 Make a plan in Composition Planner 3 on page 126.**4 You are now ready to write the first draft of your article. Write between 120 and 150 words. When your teacher has commented on your article, write the final version.**



Culture Spot: A Unique Voice from Kazakhstan!

1 What singing shows do you know? Have you got your favourite one? Discuss your ideas in pairs.

2 Read the text. Which singing contests has Dimash won?

A 22-year-old from the Kazakh city of Aktobe **conquered** the world with his **unique** vocal skills in the popular Chinese talent show 'I am a singer' in 2017.

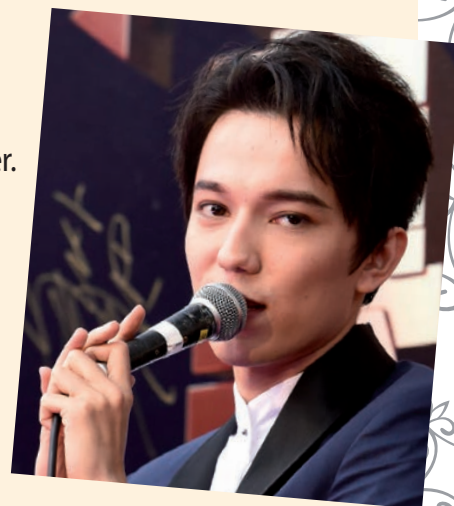
Dimash Kudaibergenov has always wanted to become a performer.

He was born into a family of artists and he revealed his unique abilities when he was a child. He appeared on stage for the first time at the age of two in a theatrical performance. When he was five, he **took up** singing and playing the piano seriously.

He received his first singing award when aged just 10. This was followed 8 years later with the Grand Prix at a Kazakh youth contest and first prize at the International TV Song Contest 'Eastern Bazaar'.

In 2014 he **graduated** from music college in Aktobe and **enrolled** in Kazakh National University of Arts. In 2015, The 'Slavyanskiy Bazaar' song festival held in Vitebsk and the ABU TV Song Festival held in Istanbul brought Dimash international **recognition**.

In 2016 he received an honorary **scholarship** from President Nazarbayev.



3 Read the text again and decide if the statements are true (T) or false (F)?

- 1 Dimash's first stage performance was when he was five. T / F
- 2 At the age of ten he won an award for singing. T / F
- 3 He hasn't finished the collage in Aktobe. T / F
- 4 He participated in The 'Slavyanskiy Bazaar'. T / F



GLOSSARY

conquer /'kɒŋkə(r)/ (**v**) to earn the love, admiration, or respect of someone

unique /ju:'ni:k/ (**adj**) very special, unusual, or good

take up /teɪk ʌp/ (**v**) to start doing something regularly as a habit, job, or interest

graduate /'grædʒʊət/ (**v**) to complete your studies at a university or college, usually by getting a degree

enrol /ɪn'reɪl/ (**v**) you put your name on the official list of its students of a school

recognition /,rekəg'nɪʃ(ə)n/ (**n**) praise, respect, or admiration

scholarship /'skɒlə(r)ʃɪp/ (**n**) an amount of money that an organization gives to someone so that they can study at a particular school or university



Now you!

Work in groups.

Go online and try to find out why Dimash's voice is so unusual.

Exchange the information in your group.



Buy, Buy, Buy!

Get warmed up!

Discuss the following. Work in pairs or in groups.

- What's the most expensive thing you've ever bought?
- Is there anything you would really like to buy if you had enough money?
- How important is money to you?

Reading 13

1 Do the questionnaire and find out what kind of shopper you are.

2 Now read the score on page 29 and choose the correct answer, A, B, C or D.

- 1 What would the writer of this questionnaire probably say to someone with a score of 47?
 - A You've got nothing to worry about.
 - B If you're not careful, you might be in trouble.
 - C You need to change your habits immediately.
 - D Make sure you've got enough money.
- 2 What do the comments at the end of the questionnaire imply?
 - A Boys and girls often have different shopping habits.
 - B Most people these days like shopping.
 - C The higher your score, the better.
 - D It is dangerous not to go shopping.
- 3 What is the tone of the comments at the end of the questionnaire?
 - A scientific and serious
 - B academic and professional
 - C light-hearted and humorous
 - D formal and persuasive

What kind of shopper are you?

We're all citizens of the consumer society these days, but what kind of shopper are YOU? Do our quick questionnaire to find out the truth about yourself and your shopping habits!

1 Do you have your own credit card?

- a yes
 b I use my parents' card.
 c no

2 Do you try on clothes before you buy them?

- a always
 b sometimes
 c never

3 Do you keep receipts in case you have to take back what you've bought?

- a always
 b sometimes
 c never

4 Do you look forward to the summer and winter sales?

- a always
 b sometimes
 c never

5 Do you shop around for the cheapest price?

- a always
 b sometimes
 c never

6 When was the last time you ordered something over the internet?

- a last week
 b about three months ago
 c can't remember/never

7 When was the last time you ordered something from a catalogue?

- a last week
 b about three months ago
 c can't remember/never

8 When was the last time you looked through a catalogue?

- a last week
 b about three months ago
 c can't remember/never

9 How important are brand names to you?

- a very
 b not very
 c not at all

10 Do you ever ask for money for your birthday and Christmas presents?

- a always
 b sometimes
 c never

11 How long would you usually spend in a clothes shop?

- a more than one hour
- b about 30 minutes
- c as little time as possible

12 How long would you usually spend in a music shop?

- a more than one hour
- b about 30 minutes
- c as little time as possible

13 How would you rather spend next Saturday?

- a at a new shopping centre
- b doing sport
- c hanging out at home

14 How often do you buy things that you don't really want just because they are a bargain?

- a all the time
- b sometimes
- c never

15 Do you look forward to Christmas shopping?

- a very much
- b a little
- c not at all

16 How much money would you take with you on a shopping trip?

- a more than €100
- b about €50
- c less than €50

17 Do you have different wallets/purses to match your clothes?

- a yes, lots
- b a few
- c no

18 How many hours a week do you spend shopping?

- a more than five
- b between two and five
- c less than two

19 Do you know the opening hours of your favourite shops?

- a absolutely!
- b some of them
- c no

20 Do you ever watch a TV shopping channel/programme and think 'That looks like a good product'?

- a all the time
- b occasionally
- c never

VOCABULARY

Complete each sentence using a word or phrase from the questionnaire.

- 1 If you _____ something _____, you put it on to see if it fits.
- 2 To _____ something _____ means to return something to the shop where you bought it.
- 3 If you use a _____, you don't pay cash and you pay for what you've bought at a later date.
- 4 A _____ is a piece of paper that shows you have paid for something.
- 5 When shops have _____, they reduce their prices for a certain period of time.
- 6 A _____ is a type of book or magazine which shows products and their prices.
- 7 If you _____ something, you say you want to buy it and you pick it up or receive it at a later date.
- 8 If you think something is a _____, you think its price is very low.
- 9 _____ are the names of companies that make products, eg Reebok.



Have your say!

- Did you enjoy answering the questionnaire?
- Do you think the scoring comments are accurate and sensible?
- Can you think of other questions to include in the questionnaire?

What kind of shopper are YOU?

Give yourself 3 points for every **a** you ticked, 2 points for every **b** and 1 point for every **c**.

20-34:	Have you ever heard of the consumer society? Maybe you should get out more! You're definitely not addicted to shopping. That's good, of course, but you might be in danger of being called old-fashioned and boring by many of the people round you.
35-50:	You're a sensible shopper at the moment, but if your score is above 45, you're in danger of becoming a shopaholic. Take care - there are other things in life too!
51-60:	You're clearly addicted to shopping! Are you sure it's healthy? Are you sure you've got enough money?? Try doing something else for a change.



VALUES

Doing the shopping might be a very pleasant and fun activity. Remember, however not to spend your money on things you do not really need or use.

G Grammar 1

Question tags

👁️ Look at *Grammar database 7* pages 149–150 before you do the exercises.

1 Match to make sentences.

- | | |
|---|---------------|
| 1 You're not going to buy those jeans, | a didn't she? |
| 2 Stacy used her credit card, | b aren't I? |
| 3 They will give you a refund, | c hasn't he? |
| 4 I'm allowed to try these on, | d are you? |
| 5 Dan's got the new <i>Sarks</i> catalogue, | e will you? |
| 6 Don't spend too much money, | f won't they? |

2 Underline the mistake in each sentence and write the word or phrase correctly.

- Let's go to that new shopping centre tomorrow, will we?

- That new department store hasn't opened yet, hasn't it?

- I'm going to regret buying this, amn't I?

- Alina never pays back the money she borrows, doesn't she?

- Shop assistants should never be rude to customers, shouldn't they?

3 Complete each sentence with a question tag.


- Your dad works in a bank, _____
- It isn't a bank holiday today, _____
- Sarah has her food delivered by the supermarket, _____
- We haven't been into town for ages, _____
- Nobody uses cheque books anymore, _____
- Let's see if we can order it online, _____
- I'm not a shopaholic, _____
- Don't forget to ask about the guarantee, _____
- We could always get the cheaper one, _____

Listening


1 Label the pictures with the words in the box.

cash • cash card • cash machine
cheque book



2  **14** You are going to listen to Adriana talking to her friends Buck and Claire about money. As you listen, decide if the statements are true (T) or false (F).

- 1 Adriana has already opened a bank account. T / F
- 2 Adriana sometimes writes cheques. T / F
- 3 Adriana will be given a credit card. T / F
- 4 Adriana is worried she'll lose her cash card. T / F
- 5 Adriana decides that a cash card is unnecessary. T / F

3  **14** Now listen again and write a short phrase in each gap.

- 1 If she wants one, Adriana can get a _____ from her bank.
- 2 Buck usually pays with his _____ when he doesn't want to use cash.
- 3 Cheques: useful for phone bills and _____.
- 4 Banks closed: at the weekend and _____.
- 5 Claire thinks Adriana should get a _____.

VOCABULARY

Complete the table with one word on each line.

Verb	Person	Other nouns	Phrases
_____	_____	shop	_____ centre go _____
produce	_____	_____	fresh _____
_____	_____	consumption	_____ rights _____ society
X	salesperson	_____	on _____ for _____ buy something in the _____
deliver	X	_____	pay cash on _____ free _____
manage	director	_____	X
_____	advertiser	_____	_____ agency

Grammar 2

although, even though, despite, in spite of

 Look at *Grammar database 8* page 150 before you do the exercises.

1 Choose the correct word or phrase to complete each sentence.

- In spite** / **Despite** of the convenience, we rarely order things online.
- Although** / **Despite** the price was reduced, I decided not to buy it.
- Even though** / **In spite of** it's only October, Emma's already done her Christmas shopping.
- Despite** / **Even though** complaining to the manager, I still couldn't get a refund.
- Despite the fact that** / **In spite of** it was Sunday, most of the shops were open.
- I bought the top **in spite of** / **although** the price.

2 If a word or phrase in **bold** is correct, put a tick (✓). If it's incorrect, rewrite it correctly.

- Although my dad **has** a credit card, he doesn't often use it.

- Even though the top **being** in the sale, Justine decided not to buy it.

- Despite **I looked** in several shops, I couldn't find any jeans I liked.


- Jen bought the shoes in spite of the fact they **being** a bit expensive.

- Even though I **ordered** it three weeks ago, my bike still hasn't arrived.

3 Complete each sentence so that it means the same as the sentence before it.


- The shop is a long way from the city centre but it is popular.
Although _____ .
- We've got a car but we prefer to take the bus into town.
Even _____ .
- The jeans were the right size but they didn't feel comfortable.
Despite being _____ .
Despite the fact that _____ .
- There was a big queue but I decided to wait.
In spite of there being _____ .
In spite of the fact _____ .

Soundstation

1  **15** Listen to this sentence. You will hear it twice.

You've got the receipt, haven't you?

- First time: The speaker wants the listener to agree. She expects the answer 'Yes, I have.' Her voice goes down at the end.
- Second time: The speaker wants to check that the listener has got the receipt. It's more like a real question. Her voice goes up at the end.

2  **16** Listen to these sentences. For each one, decide if the speaker wants the listener to agree or if the speaker wants to check that what she thinks is true.

- You haven't got a bank account, have you? **agree** / **check**
- Dave needs some new trainers, doesn't he? **agree** / **check**
- They're having it repaired, aren't they? **agree** / **check**
- You paid the bill, didn't you? **agree** / **check**
- You can come with me, can't you? **agree** / **check**

3 Now say each sentence both ways. Make sure you make your voice go up or down at the end of the sentence, depending on what you mean.

Speaking

1 Make notes to answer the questions and give reasons for your opinions.

- 1 Do you like going shopping on your own, with friends or with your family?

- 2 Do you ever buy second-hand clothes? Why?/Why not?

- 3 Would you rather pay for something in cash or with a credit card?

- 4 Would you prefer to get money rather than presents for Christmas?

- 5 Which do you think is better, ordering things from a catalogue or buying them from a shop?

- 6 Would you be happy to buy something over the internet?

- 7 Which do you prefer: saving money or spending money?

Phrase Bank!

P

- I really like going shopping with ... because ...
- No, I don't. I suppose it's because ...
- Yes, I do. It's a good idea because ...
- That's a good question. I think that ...
- I would prefer to get presents/money because ...
- I prefer to save/spend money because ...

2 In pairs, ask and answer the questions in exercise 1. Use your notes to help you, and remember to give reasons.

3 Turn to page 138. In pairs, do the role-play activity 3.



Use your English!

Use the word given in capitals to form a word that fits in the space in the same line.

KNOW YOUR RIGHTS!

If you're a regular (1) _____, you ought to make sure you know your (2) _____ rights. For example, did you know that TV and radio and newspaper (3) _____ have to tell the truth? If they say something about a (4) _____ that isn't true, they can be taken to court. Also, if you order something and you are promised (5) _____ before a certain date, you should get some money back if it doesn't come in time.

The general rule is: don't be afraid to make a (6) _____. And if a shop (7) _____ is unhelpful or rude, always insist on speaking to the (8) _____. The shop certainly doesn't want to lose one of its (9) _____. Now more and more people are buying things (10) _____, shops have to try even harder to keep us happy.

- SHOP
- CONSUME
- ADVERTISE
- PRODUCE
- DELIVER
- COMPLAIN
- ASSIST
- MANAGE
- CUSTOM
- LINE

Writing

Report

1 Read the report and answer the questions.

- 1 Who wrote the report?
- 2 Is the report formal or informal?
- 3 Find two words that introduce contrast.
- 4 What would be another possible heading for the final paragraph?
- 5 Find a word or phrase in the report that has a similar meaning to:
 - a perfect
 - b found out
 - c fair, not too high (for prices)
 - d the place we have at the moment

2 Read the writing task and make notes to answer the questions below.

You work part-time for a sports shop. Your manager has asked you to look at two or three other sports shops in the same area to see if they offer products and services that your sports shop doesn't. Write a report for your manager and recommend improvements to your shop based on what you have found.

- 1 What's the name of your boss?
- 2 What's the name of your sports shop?
- 3 How many other shops did you visit?
- 4 What are they called?
- 5 What was each shop like? What products or services did they offer that your shop doesn't offer?
- 6 What recommendations will you make?

3 Make a plan in *Composition Planner 4* on page 127.

4 You are now ready to write the first draft of your report. Write between 120 and 180 words. When your teacher has commented on your report, write the final version.

To: Mrs Peters

From: Amy Baxter

Subject: New location for 'Cards & Gifts'

Introduction

As requested, I have visited several possible new locations for 'Cards & Gifts'. My findings are outlined below.

24 High Street

Although this shop is in the town centre, it may not be an ideal new location for 'Cards & Gifts' as there is another gift shop next door. However, the shop is very large, and I discovered that the rent is only €500 per month. This is very reasonable for the centre.

18 Cartwright Avenue

This shop is not as large as 24 High Street, but it is larger than our current location. The building is in very good condition and is only five minutes' walk from the centre. The rent is €450 per month.

67 Fisher Lane

The shop is extremely small and in very poor condition.

Recommendation

Of the three shops I visited, I would recommend 18 Cartwright Avenue. It is large enough and near the centre. The rent is not expensive and there are no other gift shops nearby.

KZ

Culture Spot: Kazakh Carpets

- 1 What are the most typical motifs on Kazakh carpets? Discuss your ideas in pairs.
- 2 Read the texts. Check your ideas.



The **distinctive** red hue and geometric shapes of Kazakh carpets make them **desirable** as a big-ticket souvenir. Available throughout Almaty, the **purchase** of a rug may become a travel story on its own, as it is likely that you are going to need to bargain in order to get a reasonable price. The final cost will vary depending on size, thickness, and the merchant's **generosity** towards the tourist.

Kazakh carpet designs are similar to those of the Kirghiz and Karakalpak, and to some extent with the Uzbek. The most popular Kazakh motifs are the ram's horn (*koshkar muiz*), the reed screen (*shi*) and spider (*shayan*) patterns. A Kazakh carpet can be easily identified by its borders – they almost always consist of either amulets (*tumarsha*), yurt walls (*kerege*), yurt roofs (*shanyrak*), apple blossoms (*alma gul*) or dog tails (*it kuiryk*).

- 3 Read the text again and choose the correct words.
 - 1 Traditional Kazakh carpets could be a nice *souvenir* / *travel*.
 - 2 If you want to buy a carpet, you will probably need to *purchase* / *bargain*.
 - 3 The final price of the carpet may depend on the *seller's* / *buyer's* generosity.
 - 4 The design of the Kazakh carpet is *similar to* / *different from* the Kirghiz and Karakalpak carpets.



GLOSSARY

distinctive /di'stɪŋktɪv/ (**adj**) easy to recognize because of being different from other people or things of the same type

desirable /di'zairəb(ə)/ (**adj**) having qualities that make you want it

purchase /'pɜ:(r)tʃəs/ (**n**) the process of buying something

generosity /,dʒenə'rɒsəti/ (**n**) kindness, especially in giving things to people



Now you!

Work in groups.

Go online and try to find a picture of a Kazakh carpet. Describe the motifs you can see on it to your group.



35

→ CLIL Maths: metric and imperial

Try to do the following maths. Which is easier?

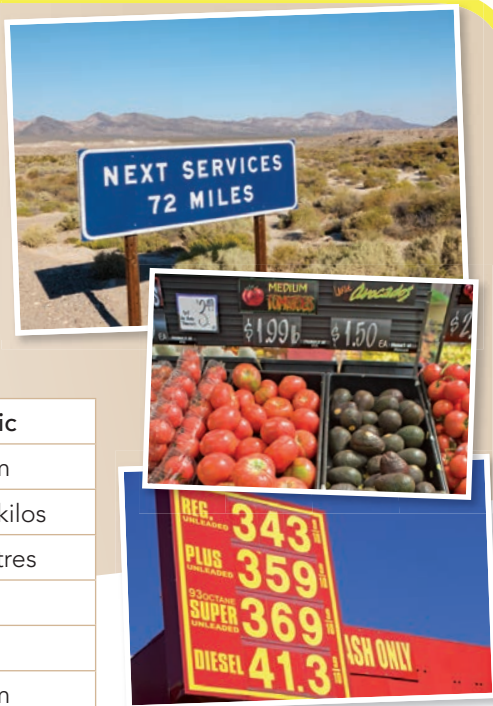
- a) $1\text{km} - 200\text{m} + 3\text{m} - 25\text{cm} = \underline{\hspace{2cm}}$
- b) $1\text{ mile} - 10\text{ yards} + 2\text{ feet} + 1\frac{1}{2}\text{ inches} = \underline{\hspace{2cm}}$

If you go to New York, you will see road signs with the distances in miles not kilometres, weights in pounds not kilos, and volumes in gallons not litres. This is known as the imperial system, and it is used as a system of measurement in the USA. In the USA, it is called the United States Customary System.

These days, most countries, including the UK since 2000, use the metric system. It was first proposed by the French astronomer and mathematician Gabriel Mouton in 1670. It is an international decimalised system of measurement, and a lot of people believe it is much easier to use than the imperial system. Do you agree?

If the distance between Almaty and Astana is 1282km (by car), what is the distance in miles?

	imperial	metric
distance	1 mile	1.6km
weight	1 pound	0.45 kilos
volume	1 gallon	3.7 litres
length	1 yard	0,9m
	1 foot	0,3m
	1 inch	2,5cm



1 Complete the table with the matching imperial systems.

	Distance	Weight	Volume	Lenght
Metric	kilometre	kilo	litre	metres and centimetres
Imperial				

feet and inches •
galon • mile • pound

2 Read the information and answer the questions.



There are 40,000 film shoots on the streets of New York every year, including TV, film, music videos and adverts. Approximately how many film shoots are there in three months?



The New York City subway is 772 miles long. It's 81 miles longer than New York State's 'thruway system' (road network). How long is the thru way system?



It takes 75,000 trees to print one Sunday edition of the New York Times. How many trees does it take to print one year's Sunday editions of the New York Times?

3 Read the facts about the Statue of Liberty. Convert the measurements to kilos and metres.



Statue of Liberty facts:

- (1) Weight: 450,000 pounds. _____ kilos.
- (2) Height including pedestal: 306 feet, 8 inches. _____ metres.
- (3) Length of a hand: 16 feet, 5 inches. _____ metres.
- (4) Length of nose: 4 feet, 6 inches. _____ metres.
- (5) Width of mouth: 3 feet. _____ metres.

4 Read about Film Location Tours. You want to go on a Film Location Tour with your parents and three friends. How much is the total cost?

Film Location Tours

Visit sites from TV shows and films made in New York.

- The Sopranos
- Friends
- The Cosby Show, and many more

PRICES
Tours up to five people: \$135
10% discount for parties of 6-8 people.

Total: _____

Webquest

Find out more about New York City. Ask your teacher.

'Can do' Progress Check

Tick (✓) the things you can do in English now.

Vocabulary

I know words and phrases related to:

- education
- mysteries
- entertainment
- shopping and money

Grammatical structures

I know and I can use the structures of:

- present simple and present continuous
- stative verbs
- past simple and past continuous
- used to and would
- modal perfect
- -ing form and full infinitive
- question tags
- although, even though, despite, in spite of

Reading

I can:

- scan a text for specific information

- read a text for general information
- recognize text type and function
- understand text implication

Listening

I can listen to a text for:

- specific information
- location

Speaking

I can:

- give personal information
- describe photographs
- suggest and recommend

Writing

I can write:

- an informal letter
- a short story
- an article
- a report

MODULE 3

Entertainment and media

Meet the Stars

Get warmed up!

Discuss the following. Work in pairs or in groups.

- Think of a famous person and explain what he/she is famous for.
- Would you like to be famous? Why?/Why not?
- Who's your favourite celebrity? Why?

Reading 17

- 1 Who are the people in the photos? Find their names in the blog post and comments.
- 2 Read the blog post and comments again and decide if the statements are true (T), false (F) or doesn't say (DS).

- 1 Laura has met a lot of famous people. _____
- 2 Mike's favourite picture is his photo of Ben Stiller. _____
- 3 Sholpan sent Assylkhan Tolepov a letter. _____
- 4 Madina got Taukel Muslim's autograph. _____
- 5 Sophie belongs to a fan club. _____

- 3 Write the name of a person (Laura, Mike, Sholpan, Madina or Sophie) to answer each question.

Who ...

- 1 sometimes sees famous actors outside a cinema?

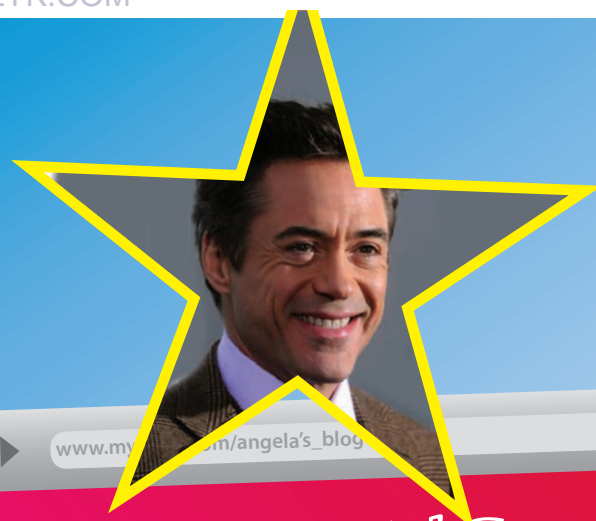
- 2 went to France on holiday last year?

- 3 has a parent who works in the media?

- 4 communicates with other fans of a celebrity?

- 5 is waiting to hear from a film star?

- 6 has seen a celebrity in real life?



ANGELA'S BLOG

Hi! I'm Angela. I'm 13 years old and I live in Taunton.
Welcome to my blog!

21st May

Have any of you ever met a famous person? Have you ever written to a celebrity? Have you maybe got a film star's or pop star's autograph? Tell me your celebrity stories!



Hi, Angela! I've been reading your blog for a year now and I always enjoy it! To answer your question, I've never met a celebrity, but my dad has. He's been working as a journalist for about 15 years and he's interviewed lots of famous people, including Leonardo DiCaprio, Penélope Cruz and Scarlett Johansson! That's cool, isn't it?

I want to work in the media too when I'm older – then I can meet some famous people too!

Laura P



I've been living in Los Angeles since I was 10 (I'm 14 now) so whenever a new movie comes out I stand outside the premiere and try to take photos of the celebrities! I've got some great photos of Megan Fox, Ben Stiller, Isla Fisher and Johnny Depp. I haven't ever asked a film star for their autograph though – I'm too shy!

Mike



Great blog, Angela! I've been a huge fan of Assylkhan Tolepov for about a year now. About a month ago, I found an email address of his manager, and sent him an email, asking for a signed photo. I haven't had a reply yet. I'll let you know if I get one!

Sholpan Komarova



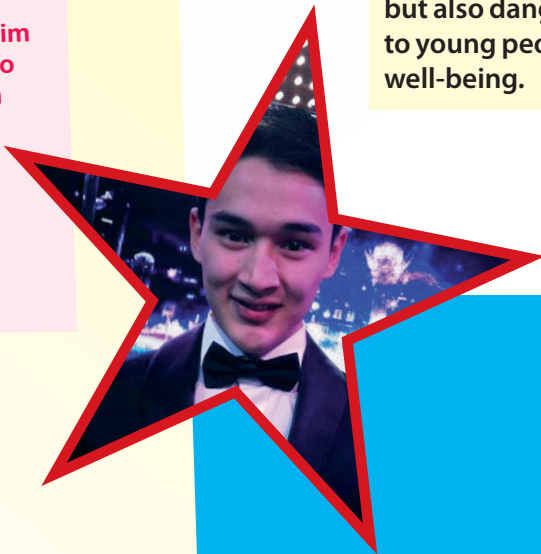
The only famous person I've ever seen in real life is Tauekel Muslim. Last year we went on holiday to Paris. While we were shopping in a big department store, my mum suddenly said, 'Look! That's Tauekel Muslim!' And it was! He was shopping with a group of friends. I went up to him and asked for his autograph. He smiled, said 'Sure!' and signed his name on a piece of paper. He seemed really nice!

Madina Dugalova



My favourite actor is Robert Downey Jr. I've always wanted to meet him but I've never had the chance. I get very excited if there's an interview with him in a newspaper or magazine! I'm also a member of an online unofficial fan club, so I get to chat to lots of other fans. Some of them have met him! Maybe I'll meet him too one day. I hope so!

Sophie



VOCABULARY

Complete each sentence using a word from the blog post and comments.

- If a famous person gives you their _____, they sign their name somewhere.
- A _____ is a person who writes for newspapers and magazines, etc.
- Newspapers, magazines, TV, radio and film are all examples of the _____.
- When a film _____ out, you can go and see it at the cinema.
- The first time they show a film at the cinema is known as the _____.
- Famous people, particularly pop stars, actors and TV presenters are sometimes known as _____.
- If you really like a musician/actor/etc, you're a _____.
- There's an interesting _____ with Katy Perry in this week's *Gossip!* magazine.



Have your say!

Did you enjoy reading the blog and comments? Why?/Why not?
What comment would you write on the blog?



VALUES

Many young people dream of becoming famous. Fame may be very tempting and attractive but also dangerous and threatening to young people's health and well-being.

G Grammar 1

Present perfect simple and present perfect continuous

👁️ Look at *Grammar database 9* pages 150–151 before you do the exercises.

1 Look at the blog post and comments on pages 38 and 39 and answer the questions.

- 1 Find one example of the present perfect simple starting with *I*.
- 2 Find one example of the present perfect simple starting with *He* or *She*.
- 3 Find one example of the present perfect simple in the question form.
- 4 Find one example of the present perfect simple in the negative form.
- 5 Find three examples of the present perfect continuous.

2 Choose the correct word or phrase.

- 1 Laura's dad **has interviewed** / **has been interviewing** / **interviewed** three celebrities so far this week.
- 2 **I'm writing** / **I've written** / **I've been writing** this short story for two hours now and I still can't get the ending right.
- 3 She's been a journalist **from** / **since** / **for** 2011.
- 4 I haven't read Jay Z's autobiography **yet** / **still** / **already**.
- 5 Have you ever **gone** / **been** / **going** to a TV studio?
- 6 Adam **just has downloaded** / **has just downloaded** / **has downloaded just** the new *Black Eyed Peas*' album.
- 7 I **still** / **yet** / **already** don't understand the difference between present perfect simple and present perfect continuous!

3 Put the verbs in brackets into the correct form, present perfect simple or past simple. Use short forms where possible.

4 Which actor is speaking in exercise 3: A, B or C?



Who Am I?

I was born in 1974 and (1) _____ (grow up) in Hollywood, California. Although (2) _____ (I/work) as an actor since the age of five, (3) _____ (I/only/be) a major Hollywood star since the late 1990s. My first movie, *Critters 3*, (4) _____ (come out) in 1991 and, since then, (5) _____ (I/star) in a large number of hit movies, including *Romeo + Juliet*, *The Beach*, *Gangs of New York*, *Catch Me If You Can*, *Blood Diamond*, *Inception*, and, of course, *Titanic*. (6) _____ (I/win) many awards throughout my career, although (7) _____ (they/not/give) me an Oscar® so far! My name begins with 'L'. (8) _____ (you/work out) who I am yet?

VOCABULARY

1 Write the negative form of these adjectives in the correct column.

able • certain • comfortable • employed
happy • helpful • honest • legal • patient
popular • possible • tidy

un-	dis-	il-	im-
<u>unable</u>	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2 Complete the sentences with five of the negative adjectives from exercise 1.

- 1 It was always almost _____ to get an interview with Michael Jackson.
- 2 I was _____ for six months before I finally got a part in a play.
- 3 Don't be so _____! The film will be out soon.
- 4 Pretending to be a journalist in order to meet famous people is a very _____ thing to do!
- 5 Is it _____ to take photos of celebrities without permission?



Listening

- 1 Look at the lyrics of the song opposite. Can you think of any words that fit in the gaps?
- 2 18 Listen to the song and complete the lyrics by writing one word in each gap.



I'm your number one fan

You've never had a hit record
 You've never been on (1) _____
 I've never seen your face in a (2) _____
 Or a Hollywood (3) _____
 You don't have any money
 And you don't dress like a (4) _____
 No-one's visited your web page
 You don't even have a (5) _____

But I'm your number one fan!
 And I'll do whatever I can
 To show you you're the (6) _____
 Much better than the rest
 To show you that I (7) _____
 And that I'll always be there
 Yes, I'm your number one fan!

No-one's ever asked your (8) _____
 About the issues of the day
 No-one (9) _____ has ever called
 To see if you're OK
 You've never signed an (10) _____
 And you probably never will
 And there'll never be a (11) _____
 To tell us that you're ill

G Grammar 2

Comparatives and superlatives

👁️ Look at *Grammar database 10* page 152 before you do the exercises.

Cost	€ 3.20	€3	€3.50
Size	100 pages	95 pages	75 pages
Popular	✓✓✓	✓✓✓✓✓	✓
Comes out	once a month	once a week	once a month

1 Look at the information above about three magazines and complete the sentences using the words given. You may need to change the form of the words.

- | | |
|--|-------------------|
| 1 <i>Now!</i> is _____ magazine. | expensive |
| 2 <i>Yes!</i> is _____ <i>Hi!</i> | cheap |
| 3 <i>Hi!</i> is _____ <i>Yes!</i> | cheap |
| 4 <i>Hi!</i> is _____ magazine. | big |
| 5 <i>Yes!</i> is _____ <i>Hi!</i> but _____ <i>Now!</i> | small, big |
| 6 <i>Yes!</i> is _____ magazine | popular |
| 7 <i>Now!</i> is _____ . | popular |
| 8 <i>Hi!</i> is _____ <i>Yes!</i> | popular |
| 9 <i>Yes!</i> comes out _____ <i>Hi!</i> and <i>Now!</i> | often |
| 10 <i>Hi!</i> comes out _____ <i>Now!</i> | often |

🔊 Soundstation

1 🎧 **19** Listen to these sentences. Do the parts highlighted have the same vowel sound?

He's **a** pop star.

It's **the** best magazine.

I love **these** books.

2 🎧 **20** Now listen to these sentences. Underline all the vowel sounds that are the same as those underlined in the example.

She's a journalist.

- Have you ever met a famous person?
- The magazine costs about a pound.
- I felt uncomfortable interviewing Madonna.
- He's a well-known writer.
- Could you pass me the newspaper?
- This video is better than that one.

3 Now say the sentences. Be careful with the unstressed vowels.

Speaking

1 **21** Listen to three students answering questions. What questions do you think they were asked? What words and phrases do they use to give examples?

	Question	Words and phrase(s) used to give examples
Student 1	What _____ do you like?	
Student 2	What kind of _____ do you like?	
Student 3	What kind of _____ do you like?	

2 Ask and answer these questions. Give examples.

What kind of ...

TV programmes
films
magazines
books
music
websites
celebrities

... do you like?

3 Interview a friend. Use the questions below.

Would you like to be famous?
Why? / Why not?

Have you ever seen or met
a famous person in real life?

Which famous person would
you like to meet most? Why?

What have you been reading
recently?

Is it important to
read a newspaper
regularly?
Why? / Why not?

Is TV just for
entertainment,
or does it educate
us too?

How often do you
use the internet?
What kind of things
do you use it for?

4 Turn to page 138. In pairs, do the role-play activity 4.

Use your English!

Use the words given in capitals to form a word that fits in the space in the same line.

Celebrities

Would you like to be (1) _____? Do you think you would enjoy being a rich and successful (2) _____? Although it sounds attractive, a lot of stars are more (3) _____ than you would think. Some feel (4) _____ being in the public eye all the time. They're often (5) _____ even to go to the supermarket without being followed by the press. Many of them complain it's (6) _____ to have a private life. Others are terrified of becoming (7) _____ They're (8) _____ about their future and worry that they'll lose their fame and career, and end up (9) _____. It may be hard work getting to the top, but it's even (10) _____ to stay there!

- FAME
- CELEBRATE
- HAPPY
- COMFORT
- ABLE
- POSSIBLE
- POPULAR
- CERTAIN
- EMPLOY
- HARD

Writing

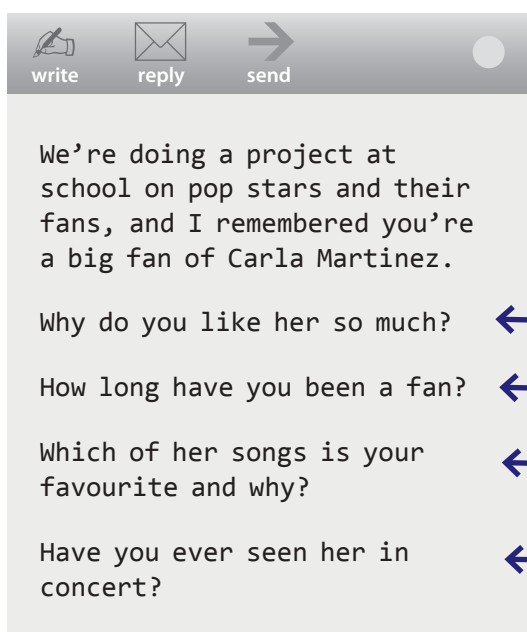
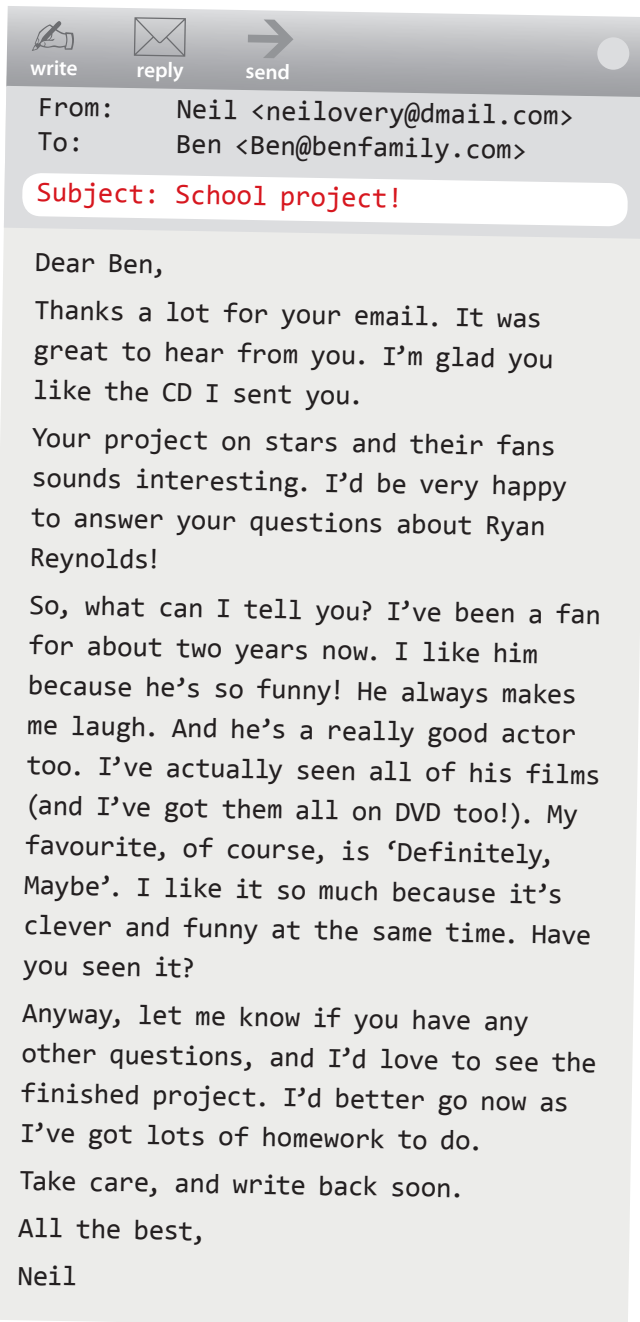
Informal email

1 Read the email and answer the questions.

- 1 Is the email formal or informal?
- 2 Does Neil include all the points from the notes?
- 3 Does he add some information that is not in the notes?
- 4 How many paragraphs are there in the email?

2 Read the writing task and make a plan in *Composition Planner 5* on page 128.

A friend of yours has sent you an email asking for help with a school project. Read the extract from your friend's email and the notes you have made. Then write an email to your friend answering the questions.



- ← *voice, songs, video*
- ← *over a year*
- ← *'Life is love' - great to dance to!*
- ← *no - next year, I hope!*

3 You are now ready to write the first draft of your email. Write between 120 and 150 words. When your teacher has commented on your email, write the final version.

KZ Culture Spot: Guka Omarova

- 1 Have you got your favourite film director? Why do you like his or her films? Discuss your ideas in pairs.
- 2 Read the fact file about Guka Omarova. Have you seen any of her films mentioned in the text?

Who	Gulshat Omarova
Date of birth	8 October, 1968
Place of birth	Almaty
Education	Faculty of journalism at Al-Farabi University, State Institute of Theatre and Cinema in Almaty
Occupation	film director, actress, screenwriter
Works	<i>Shiza, Mongol, Baksy</i> and several others
Awards	<i>Shiza</i> – Alice Award for Best Female Director <i>Mongol</i> – Oscar nomination for Best Foreign Film
Current status	lives and works in the Netherlands



- 3 Work in pairs. Ask and answer about Guka Omarova using the information in the fact file.

What's her name?

Her name's Gulshat Omarova

When was she born?

She ...



GLOSSARY

faculty /'fæk(ə)lti/

(n) a department or group of departments in a university

screenwriter /'skri:n,raɪtə(r)/

(n) someone whose job is to write stories for films

female /'fi:meɪl/ (n) adjective for woman, girl



Now you!

Work in groups. Go online and try to find out more information about "Khabar" channel and other mass media in Kazakhstan. What is your favourite channel? Exchange the information in your group.



MODULE 4

Sport, health and exercises

It's the Way You Tell'em!

Get warmed up!

Discuss the following. Work in pairs or in groups.

- Are you good at telling jokes?
- What's your favourite comedy programme on TV?

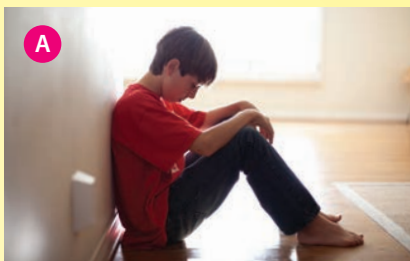
Reading 22


1 Quickly read the article. What is the article about?

- how funny the life of a doctor can be
- how laughing can make you healthier
- how to be happy about getting more exercise
- why people find certain jokes funny


2 Match each paragraph with a picture A–E.


Laughter is the Best Medicine!




 We all enjoy a good laugh, but did you know it is actually good for you? Amy Cameron tells us more!



 **1** We see or hear something funny and we laugh. It seems simple, doesn't it? Well, if I hadn't written this article, I wouldn't have learned just how interesting laughter is! When was the last time you laughed? The answer probably depends on how old you are! Some people say that young children smile 300 times a day and laugh 150 times. As we get older, our brains change and we start to think more before we laugh out loud. By the time we're adults, the number of times we laugh has fallen to about 20 a day. For many of us, something has to be absolutely hilarious before we start laughing.

 **2** It might be time to laugh more because guess what? Laughter can be good for you! When we feel unhappy, it affects our bodies. We don't seem

to have any energy, and we notice any pain we have more. Being down even affects the way we sit – our head and shoulders drop and we don't feel like doing anything. Researchers have found that having a sense of humour doesn't just make you feel better. It also has a positive effect on your body! So how does it work?

 **3** We laugh much more when we are with other people. It brings us together and makes our relationships stronger. We tell each other jokes and then we can't keep a straight face when we hear the punch line. We feel good because we are sharing something with friends and it means they understand us. Scientists think laughter developed to bring groups of people closer together. If we hadn't developed laughter, we wouldn't have had an easy way of showing how close we are.

3 Read the article again and decide if the statements are true (T) or false (F).

- 1 The writer always knew how interesting laughter was. T / F
- 2 Adults laugh less because they're less healthy than children. T / F
- 3 Your body works better when you are unhappy. T / F
- 4 Laughter is a sign that we have good relationships. T / F
- 5 Laughing can help to stop you getting ill. T / F
- 6 Laughing is bad for your heart and makes it work too hard. T / F

Have your say!

Do you know any good jokes that you can tell in English? Tell your classmates a joke and see if they laugh!

VOCABULARY

Complete each sentence using a word or phrase from the box.

comedian • comedy • hilarious • humour
laughter • loud • punch line • sitcom
straight face

- 1 I think Jim Carrey is _____ .
He always makes me laugh.
- 2 Although the film is a _____ ,
there are some very sad scenes too.
- 3 Being a professional _____ is
actually very hard work.
- 4 The _____ of a joke is the final,
funny line.
- 5 You have to have a sense of _____
to work here. Things are always going wrong!
- 6 A _____ is a TV comedy series,
like *Friends*, where a particular group
of characters deal with situations in
a humorous way.
- 7 I don't know how he can keep such a
_____ when he's telling jokes.
- 8 The book was so funny that I couldn't stop
laughing out _____ .
- 9 The audience's _____ was so loud,
you could hear it outside the theatre!

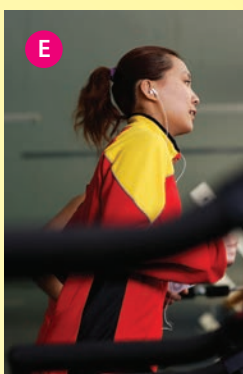


4

But we also feel good because our bodies produce chemicals that relax us and help us fight illness. And it's a form of exercise! As you laugh, you take in more oxygen, which makes you feel better. Your heart works harder and pumps blood around your body. In fact, one minute of laughing can get your heart working as hard as 10 minutes in the gym! Doctors are beginning to see that laughter brings many benefits.

5

So how can you bring more laughter into your life? Go to the cinema and watch a comedy, or get a DVD starring your favourite comedian. Or perhaps you prefer to watch a sitcom, with funny characters and situations. Find something funny and let yourself laugh! You'll feel better, and you'll be doing something healthy at the same time!



VALUES

Remember to take care of your health and general well-being. Exercise regularly, eat healthy food, spend time with your family and friends. And most importantly – laugh a lot!

G Grammar 1

Third conditional

Look at *Grammar database 11* page 153 before you do the exercises.

1 Read the joke and choose the correct answers to complete the sentences.



Yesterday, Bill went up in an aeroplane for the first time. Unfortunately, he fell out. Fortunately, he had a parachute. Unfortunately, it didn't open. Fortunately, there was a haystack below. Unfortunately, there was a pitchfork in the haystack. Fortunately, Bill missed the pitchfork. Unfortunately, he also missed the haystack.

- If Bill **had** / **hadn't** opened the door, he **would** / **wouldn't** have fallen out of the plane.
- If he **had** / **hadn't** fallen out of the plane, he **would** / **wouldn't** have been fine.
- If he **didn't have** / **hadn't had** a parachute, he would **face** / **have faced** certain death.



2 Put the verbs in brackets into the correct form.

- If his parachute _____ (**open**), he would have landed quite safely.
- If there hadn't been a haystack below, he _____ (**be**) very worried.
- If someone _____ (**not put**) the pitchfork in the haystack, it _____ (**be**) a great place to land.
- If he _____ (**not miss**) the pitchfork, he _____ (**hurt**) himself really badly.
- If he _____ (**land**) on the haystack, he _____ (**not break**) his leg.

3 Write sentences about these situations using the third conditional.

- You didn't laugh at your friend's joke because he forgot the punch line.
If my friend _____ the punch line, I _____.
- You didn't know your favourite sitcom was on so you didn't watch it.
If I _____ my favourite sitcom was on, I _____ it.
- We knew the film was funny because we had seen it.
If we _____ the film, we _____ it was funny.
- You got into trouble at school because you laughed in class.
If I _____ in class, I _____ into trouble at school.

Listening

1 **23** You are going to listen to part of a radio programme. As you listen, circle the correct option to complete this notepad.

1 Who probably listens to this programme?
young people / adults

2 Richard Wiseman's occupation:
journalist / scientist

3 Number of jokes received:
over 14,000 / 40,000

4 Gurpal Gosall's occupation:
psychiatrist / comedian

5 Number of people mentioned in joke:
2 / 3

2 Complete each sentence with one word in each gap. Try to remember what you heard.

- Name of radio programme: _____
Newsround
- Discovery: *world's* _____ *joke*
- LaughLab: *a scientific* _____
- Purpose of LaughLab: *investigate our sense of* _____
- We laugh at: *people doing* _____ *things*
- Joke involves: *two* _____
- People in the joke speak on: *a* _____

3 **23** Listen again and check your answers.

VOCABULARY

1 Complete the phrases with the words from the box.

allow • be capable • depend • let
manage • prevent • succeed

- _____ to do something
- _____ in (doing) something
- _____ of (doing) something
- _____ someone from doing something
- _____ on someone/(doing) something
- _____ someone do something
- _____ someone to do something

2 Match to make sentences.

- | | |
|------------------------------|-------|
| 1 The comedian didn't manage | _____ |
| 2 The audience prevented | _____ |
| 3 They didn't let | _____ |
| 4 They didn't allow | _____ |
| 5 They succeeded | _____ |
| 6 I'm not sure he's capable | _____ |
| 7 Being funny often depends | _____ |
- a on getting your timing right.
b him tell any more bad jokes.
c to make the audience laugh.
d of performing to such large audiences.
e him from finishing his act.
f in booing him off the stage.
g him to stay on stage.

Soundstation

24 Listen to these sentences and circle the numbers you hear.

- | | |
|-----------|-----------|
| 1 13 / 30 | 5 17 / 70 |
| 2 14 / 40 | 6 18 / 80 |
| 3 15 / 50 | 8 19 / 90 |
| 4 16 / 60 | |



G Grammar 2

Relative clauses

👁️ Look at *Grammar database 12* pages 153–154 before you do the exercises.

1 Choose the correct relative pronoun to complete these jokes.

- 1 Did you hear the one about the guy **which** / **who** walked into a bar? He had to go to hospital. It was an iron bar.
- 2 Did you hear the one about the book **which** / **where** was called *How to Make a Million Euros*? It was written by Ivor Lottov Cash!
- 3 – That's the place **which** / **where** they have lots of old cows.
– What is it?
– A moo-seum!
- 4 Did you hear the one about the guy **who** / **whose** parents came from Iceland and Cuba? He was an Ice Cube!

2 Complete the jokes with a relative pronoun. Don't use *that*.

- 1 Did you hear about the big hole _____ suddenly appeared in our street? The police are looking into it!
- 2 Do you know the reason _____ Nino threw his clock out of the window? Because he wanted to see time fly!
- 3 Do you know what the person _____ invented the door knocker got? A Nobel Prize!
- 4 What do you call a person _____ toes are growing out of his knee? Tony!

3 Which of the gaps in exercise 2 could also be completed with *that*?



Speaking

1 Look at these two pictures and answer the questions.

Picture A:

- 1 What might the comedian they are watching be doing?
- 2 What is the audience doing?
- 3 How do you think the people in the audience feel?

Picture B:

- 4 What is this a picture of?
- 5 What are the people in the picture doing?
- 6 What do you think might be on TV?
- 7 How do you think the people in the picture feel?
- 8 What are the main similarities between the two pictures?
- 9 What are the main differences between the two pictures?
- 10 Which situation would you prefer to be in? Why?

2 Work in pairs. Student A, read these instructions to your partner and then listen to your partner's answer. Student B, follow these instructions. Then, swap over.

I'd like you to compare and contrast these two pictures and tell me which situation you would prefer to be in and why.

Phrase Bank!



- I'd prefer to be ... because ...
- I'd rather be ... because ...
- I really like ..., so I'd prefer/rather ...
- I'm not very keen on ..., so I'd prefer/rather ...

3 Look at these two pictures. Make brief notes about them and then do exercise 2 with these pictures.



Use your English!

Read the text and choose the correct answer A, B, C or D to complete it.

the pirate

I don't really have a very good sense of (1) — but I do love this (2) —. It made me laugh so much, I've never forgotten it: Jake and Ben, (3) — were two old pirates, met for the first time. Jake had a wooden leg, a metal hook on the end of his arm and a black patch over one eye. They started talking about the days (4) — they had been at sea. Ben asked Jake how he'd got his wooden leg. 'I fell overboard,' said Jake. 'The other pirates (5) — to rescue me, but as they were pulling me out, a shark (6) — was rather (7) — on eating me for dinner bit my leg off.'

'And how did you get the hook?' asked Ben. 'I was having a sword fight with someone,' said Jake. 'I was trying to prevent him (8) — stealing all my money – well, I couldn't (9) — him to do that, could I? – but he cut my hand off with his sword in the fight.' 'And how did you lose your eye?' asked Ben. 'I'd (10) — not say. It's embarrassing.'

'Go on, tell me.'

'Well, I got a bit of sand in it,' said Jake.

'But you can't lose your eye because you get a bit of sand in it!' said Ben. 'Usually that's true, but it was my first day with the hook!'

- 1 A punch line B laughter C comedy D humour
- 2 A laugh B joke C fun D comedian
- 3 A which B whose C that D who
- 4 A which B when C where D why
- 5 A managed B succeeded C allowed D failed
- 6 A which B whose C where D when
- 7 A happy B interested C fond D keen
- 8 A to B with C from D by
- 9 A accept B let C allow D agree
- 10 A prefer B like C rather D want

4 Turn to page 138. In pairs, do the role-play activity 5.



Writing

Short story

1 Read the story and answer the questions.

The Practical Joke

It was April 1st, so I decided to play a practical joke on my brother Dan. He is always playing jokes on me, so I thought it was a great opportunity to get my own back.

Early in the morning, while Dan was asleep, I crept into his room and put his watch and clock forward two hours. Then I changed the clocks in the living room and kitchen. I changed my own watch too.

When Dan woke up, he ran downstairs. 'What time is it?' he asked in a panic. 'It's quarter past 10,' I said. 'Why?' I found it difficult not to laugh, because I knew he had arranged to meet his girlfriend at 10 o'clock.

'I can't believe it. I've overslept! Debbie will kill me!' He immediately called Debbie on her mobile phone. 'Debbie, I'm really sorry,' he said. 'You've just woken me up,' said Debbie. 'It's quarter past eight!'

I started laughing, and Dan realised what I had done. He seemed rather annoyed, but I thought it was a great joke.



- 1 What is the main tense used to tell the story?
- 2 Is the language in direct speech formal or informal?
- 3 What happens when you have direct speech from two people in the same paragraph?
 - a the second person's follows straight on from the first person's
 - b the second person's is on a new line
- 4 Is the story definitely true?

2 Read the writing task and make notes. Use your imagination!

You have decided to enter a short story competition.

The rules of the competition state that your story must **begin** with the words:

It was April 1st, so I decided to play a practical joke.

Write your **story** for the competition.

- 1 Write a brief summary of the plot in one or two sentences.
- 2 Now divide your story into three parts. Write what happens at the beginning, in the middle, at the end.

3 Make a plan in *Composition Planner 6* on page 129.

4 You are now ready to write the first draft of your story. Write between 120 and 180 words. When your teacher has commented on your story, write the final version.

KZ Culture Spot: Laughter Yoga

1 How often do you laugh? What makes you laugh? Discuss your ideas in pairs.

2 Read the text about laughter yoga. How did it help Aiman?

Have you ever heard of laughter teachers and laughter yoga?

Aiman is from Almaty. One day she was diagnosed with **rheumatoid arthritis**, a disease that causes **shooting pains** in the whole body. When she was on the **brink** of desperation, Aiman chanced upon laughter yoga, which taught her the amazing power of laughter. Laughter drastically changed her life – in two months of laughing on a regular basis her rheumatoid factor dropped **significantly!** Aiman was so inspired by the result that she completed a training course as a laughter teacher. She's sure that laughter has the ability to **heal** us physically, mentally and emotionally. So, here's the latest recipe for good health: laughter, 10–15 minutes per day! Ha-ha-ha...



3 Read the text again. Then work in pairs and answer the questions.

- 1 Why did Aiman decide to take up laughter yoga?
- 2 How long did it take to improve Aiman's condition?
- 3 What kind of course did Aiman finish?
- 4 What is her new method for being healthy?



GLOSSARY

rheumatoid arthritis /ˌruːmə'tɔɪd aɪˈθraɪtɪs/ (n) a serious illness that permanently damages your joints (=where bones are joined) by making them swell and become stiff and painful

shooting pains /'ʃuːtɪŋ peɪnz/ (n) sudden severe pains that move through the body

brink/brɪŋk/ (n) the point in time when something very bad or very good is about to happen

significantly/sɪg'nɪfɪkəntli/ (adv) by a large amount, or in a way that is easily noticeable

heal/hi:l/ (v) if an injury heals, the skin or bone grows back together and becomes healthy again



Now you!

Work in groups.

Go online and try to more information about alternative therapies.

Describe the therapies you have found in groups.

Fair Play

Get warmed up!

Discuss the following. Work in pairs or in groups.

- Think of as many sports as you can in half a minute.
- Which ones have you done?
- Which sports that you've never done before would you like to try? Why?
- Should sport be more about winning or having fun?

Reading 25

1 Read this information about courses at a sports centre. Match each course A–F with one of the photos 1–6.

- A _____ B _____ C _____
D _____ E _____ F _____

SPORTS CENTRE COURSES

A Diving for Beginners

There's a whole new world under the sea. Time passes very quickly as you explore rocks and watch fish. This course is perfect for people trying diving for the first time. You will learn the basic skills and go to different parts of the country every weekend to dive. Please note that you must be over 18 and in good physical health for this course.

B Volleyball

If you like to spend your time having fun playing sports with other people, then volleyball is for you. You'll join one of our teams of six players and practise at the sports centre twice a week in the afternoon. We provide all the equipment, so it doesn't cost you a penny!

C Basic Hang-gliding

It takes a long time to master hang-gliding, but you can learn the basics very quickly. It might be expensive, but the experiences will stay with you for the rest of your life. With classes on Thursdays and Sundays, you need to have some time available, and you need to be fit, but it's worth it! Hang-gliding will give you a whole new view of the world!

D Running for Fitness

If you wish you could find the time to get more exercise, look no further. Running is the perfect way to get yourself in shape. And it's so convenient – you can do it any time, anywhere! All you need is a big open space. Too many people, though, run incorrectly and risk their health. We'll teach you everything you need to know about this fun activity. Unfortunately, for the time being this course is adults only.

E Tennis for Beginners

Unlike many other sports, tennis can be fun for all the family to play together. You buy your own equipment and we provide the court and the lessons, which take place on Saturdays. If you have the time, why not take part in our Sunday Family Tournaments? Fun and prizes for old and young.

F Learn to Play Pool

Pool is a very popular game, and you don't need to be fit to play it! In fact, pool is perfect for anyone who is disabled, or who has difficulty with physical sports. Our classes take place in Hall 5 on Wednesday evenings, and we teach you everything you need to know. It's a great way to make friends, so what are you waiting for?



1



2



3



4



5



6

2 Read the information again. For each course (A–F), decide which is a main point and which is a minor point and write *main* or *minor*.

- A 1 You can learn the basics of diving, which is an enjoyable hobby. _____
- 2 You can see fish when you go diving. _____
- B 1 There are six people in a volleyball team. _____
- 2 Volleyball is a fun team sport. _____
- C 1 Hang-gliding costs quite a lot of money. _____
- 2 Hang-gliding gives you memorable experiences. _____
- D 1 You can go running where and when you choose. _____
- 2 Children can't take this course. _____
- E 1 You can win prizes in the tournaments. _____
- 2 This is a good sport for people of all ages. _____
- F 1 People with physical problems can do this sport. _____
- 2 You go to Hall 5 for the pool classes. _____



VALUES

Whichever sport you do, remember to play fair and not to cheat. Be helpful and supportive to the members of your team.

3 The people below are looking for a course to do. Decide which course would be the most suitable for each person.

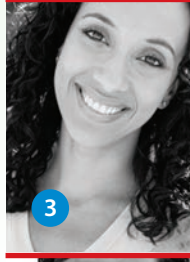
- 1 Zukhra should do _____.
- 2 Hiro should do _____.
- 3 Crystal should do _____.
- 4 Mahesh should do _____.



Zukhra works in an office and would like to get more exercise. Work takes up a lot of her time so she doesn't have much spare time during the week. She'd like to do something where she can take her two young daughters along.



Hiro loves team sports, and is looking for a new hobby. He likes learning new skills and has plenty of time, although he doesn't have much money to spend. He isn't able to travel far.



Crystal is interested in sport, but being in a wheelchair means that she isn't able to take part in some activities. She works part-time, so she is free in the evenings, but not at the weekend.



Mahesh is looking for a sport that he can do whenever he has a little free time. He works near a park, and he would like to be able to get some exercise there during his lunch break.

VOCABULARY

Complete the paragraph using a word from the list of courses or the descriptions of the people. Use the words in bold to help you.

I love skateboarding in my (1) s_____ **time**. I wish I **could** (2) f_____ **the time** to do it every day but unfortunately, homework (3) t_____ u_____ most of my **time** at the moment, so I don't usually (4) h_____ **the time** to go skateboarding after school. In fact, **for the time** (5) b_____, until I've taken all my exams, I can only do it at the weekend. But I (6) s_____ hours every Saturday and Sunday practising new tricks. I find that **time** (7) p_____ so **quickly** when you're having fun. **It** usually (8) t_____ quite a long **time** to become a really good skateboarder. I kept falling off when I tried it **for the** (9) f_____ **time!**



Have your say!

Which courses would/wouldn't you like to do? Why?

G Grammar 1

Revision of conditionals and *unless*

Look at *Grammar database 13* pages 154–155 before you do the exercises.

1 Match to make sentences.

- | | |
|--|--|
| 1 The match would have been a draw | a unless I'm busy. |
| 2 It'll be too dangerous to go cycling | b if I had enough money. |
| 3 I'd buy some Rollerblades | c if the roads are still icy. |
| 4 Why don't you try fishing | d if the goalie hadn't scored an own goal. |
| 5 People often join a gym | e if you don't like team sports? |
| 6 I'll come swimming with you tomorrow | f if they want to get fit. |

2 Match each sentence you made in exercise 1 with a description.

- a a general truth _____
 b a suggestion _____
 c a hypothetical present situation _____
 d real, possible future situations _____
 e a hypothetical past _____

3 Rewrite each sentence beginning with *If*.

- 1 We won't go skiing tomorrow unless there's a lot of snow.

- 2 I don't go horse-riding more often because I don't have a horse.

- 3 I didn't play cricket with them because I didn't know the rules.

- 4 Golfers who win a professional tournament usually win a lot of money.



VOCABULARY

1 Complete each sentence using a verb from the box.

beat • draw • lose • play • score • win (× 2)

- 1 You _____ / _____ / _____ a game or a match.
 2 You _____ another team if you win.
 3 You _____ a prize or a trophy.
 4 You _____ a goal.
 5 If two teams get the same score, they _____.

2 Complete the sentences using the information below and the words in the box. Put the verbs in the past simple.

FOOTBALL RESULTS Premier League

Chelsea **2** – Arsenal **4**
 Manchester United **3** – Liverpool **3**

beat • draw • lose • play • score • win

- 1 Arsenal and Chelsea _____ a very exciting game.
 2 Arsenal _____ Chelsea by four goals to two.
 3 Arsenal _____ the match and Chelsea _____.
 4 Both Manchester United and Liverpool _____ three goals.
 5 Manchester United and Liverpool _____ three all.

 **Listening**

1 Label the pictures with a word from the box.

commentator • jockey • player • referee • spectator




2  **26** Listen to five people talking about sport.

As you listen, match each person with a picture.

Speaker 1: _____ Speaker 2: _____ Speaker 3: _____

Speaker 4: _____ Speaker 5: _____

3  **27** Now listen again. Circle the correct word or phrase to complete each statement. The extracts are in a different order this time.

- | | |
|--|---|
| <p>1 Speaker 1 believes his role is to _____ the team.
 A criticise
 B lead
 C support</p> <p>2 Speaker 2 talks about having to _____ different things.
 A say
 B watch
 C learn</p> <p>3 Speaker 3 mentions the different _____.
 A people he works with
 B horses he rides
 C sounds he hears</p> | <p>4 Speaker 4 is _____ the team's record.
 A pleased with
 B disappointed with
 C surprised by</p> <p>5 Speaker 5 describes players _____ him.
 A cheating
 B respecting
 C disagreeing with</p> |
|--|---|

G Grammar 2

so, such, too, enough

👁️ Look at **Grammar database 14** pages 155–156 before you do the exercises.

1 Choose the correct word or phrase to complete the paragraph.

They've just opened a huge sports shop near the town centre. It's (1) **such / so / too** big that you need at least two hours to look round it properly. In fact, it's probably (2) **enough big / big enough** to put an athletics track inside! And it's got (3) **such / so / too** a wide range of sporting equipment. It's not (4) **enough / too / such** expensive either. I went there with my dad. He loves fishing and he bought (5) **such / so / too** much stuff we had to have two trolleys!

They had a great table tennis table but I didn't have (6) **enough money / money enough** for that. I'll have to save up!

2 Write a word or phrase from the box in each gap to complete the sentences.

enough • many • much • so • so many
such • too • too much

- There are _____ bikes that I don't know which one to choose!
- This one's _____ expensive for me, unfortunately.
- There's so _____ choice! I don't know where to start!
- There are just too _____ bikes to choose from! It's impossible!
- I haven't got _____ money to buy that bike.
- That one costs _____ money.
- This bike's _____ heavy that it's difficult to pick up.
- This is _____ a nice bike!



3 Complete each sentence using the word given so that it means the same as the sentence before it.

- These trainers aren't big enough for me. **too**
These ...
- It was such an expensive tracksuit that I didn't buy it. **so**
The ...
- That wetsuit is so cool! **such**
That ...
- I've got so many baseball caps I never know which one to wear! **such**
I've got ...
- It's too cold to wear a bikini! **enough**
It's ...
- There were too few ice skates for all of us. **enough**
There ...
- They were such cheap swimming costumes that I bought two. **so**
The ...

📻 Soundstation

1 Play the Soundstation Game. Your teacher will explain the rules to you.

13 / 30 15 / 50 17 / 70 19 / 90
14 / 40 16 / 60 18 / 80

I scored _____ goals this season!

2 Can you say these numbers in English?

- 113 ● 11615 ● 6552370
- 2440 ● 819918

3 🎧 **28** Listen and check if you were right.

Speaking

1 Imagine you are a journalist. You are going to interview a professional sportsperson. Try to think of at least three questions to add to the list below.

Questions

- 1 What was your greatest professional moment?
- 2 And what was your worst moment?
- 3 How do you feel when you are running/racing, etc?
- 4 What are your hopes and ambitions for the future?
- 5 Do you do any other sports?
- 6 _____
- 7 _____
- 8 _____

3 In pairs, interview each other. One of you is the journalist and the other is the sportsperson. When you have finished, swap roles.

Phrase Bank!



That was when I won/lost ...
 I really like the feeling of excitement from ...
 I'd love to ...
 Well, I do ... as well.

2 Imagine you are a professional sportsperson and fill in this information card.

INFORMATION CARD

Name: _____
 Sport: _____
 Current team (if applicable): _____
 Greatest professional moment: _____
 Worst professional moment: _____
 Feelings when doing sport: _____
 Future ambitions/hopes: _____
 Other sports/hobbies: _____

Use your English!

Complete each sentence using the word given, so that it means the same as the sentence before it. Use no more than five words.

- 1 I didn't see the match because my TV was broken. **if**
 I would _____ my TV hadn't been broken.
- 2 If you don't obey the rules, I'm not going to play. **unless**
 I'm not going to play _____ the rules.
- 3 The weights were so heavy that Sam couldn't lift them. **too**
 The weights were _____ lift.
- 4 You're too young to take up free diving! **enough**
 You're _____ up free diving!
- 5 We've got too few people to make a team. **enough**
 We _____ to make a team.
- 6 The race was so exciting that I forgot to call you. **such**
 It was _____ that I forgot to call you.
- 7 They're such talented gymnasts that I think they'll be in the Olympics®. **so**
 Those gymnasts _____ that I think they'll be in the Olympics®.
- 8 Mario trains for three hours every evening. **spends**
 Mario _____ every evening.

Writing

Informal letter

1 Read the letter and answer the questions.

- 1 What sporting event is Alina talking about?
- 2 Which races is she in?
- 3 How does she feel about them?
- 4 Why does she feel this way?
- 5 Does she only talk about these events in her letter?
- 6 What reason does she give for ending the letter?

2 Read the writing task and make notes to answer the questions below.

You're getting ready to take part in an important sporting event. Write a letter to an English-speaking friend about the event. Say how you are preparing for it and how you feel about it. Mention any other news you have as well.

- 1 What's the sporting event?
- 2 When is it?
- 3 What exactly are you doing in the event?
- 4 How are you preparing for it?
- 5 How do you feel about it?
- 6 Why?
- 7 What other news do you have?

3 Make a plan in *Composition Planner 7* on page 130.

4 You are now ready to write the first draft of your letter. Write between 120 and 180 words. When your teacher has commented on your letter, write the final version.



60

Dear Zukhra,

Hi! How's it going? Thanks for your last letter. I'm really glad you did well in your guitar exam. Who knows? One day, you might be in a pop group!

I'm fine, but I've got a very busy week ahead. Next Saturday, we've got our school Sports Day and I'm in the 100m and 200m races. I REALLY want to win - you know I won both of them last year - so I'm training really hard all week. I'm actually a bit worried about it, as there's a new girl at school this year, Amina Ospan, and she's a really good runner. I think it's going to be a tough race.

I've got some other very important news too. My mum and dad say you can definitely come and stay this summer if it's OK with your parents. I really hope they say yes!

Well, I'd better go now. I've got to do some more training - I don't want to lose on Saturday!!! I'll let you know how it goes. Wish me luck!

Take care, and write back soon!

Lots of love,
Alina

KZ

Culture Spot: Traditional Sports

- 1 What traditional Kazakh sport do you know? Do you do any of them? Discuss your ideas in pairs.
- 2 Read the text. What are the differences between Kokpar and Kyz kuu?

Endless Eurasian steppes and a challenging climate had a **tremendous** influence on the building of Kazakh national culture. Their nomadic lifestyle required Kazakh men and women to be physically tough, excellent horse riders and skilful hunters. This fact is reflected in the nature of Kazakh national sports and games.

KOKPAR

The name of the sport comes from Kazakh and means "a grey wolf." Kokpar is a little like polo. It is a very popular masculine sport where two teams (ranging from five to ten players) of horse riders **grapple** over a **decapitated** goat, which they try to deposit in their opponent's goal. The distance between the two goalposts is 300–400 metres. The game lasts only 15 minutes. In the event of a draw, a second round is played. A third round between two individuals players only occurs if the result is still a draw after this second round.



KYZ KUU

Unlike Kokpar, this national game is **regarded** more as a bit of fun than a serious competition. In Kazakh language kyz kuu literally means "catch the girl". Two horse riders (a man and a girl) take part. To start the competition, the girl sits on her horse at a set distance behind the male rider. She starts galloping towards him and, only when she reaches him, is the male rider allowed to move. They then race each other to the finishing line. If the man wins he has the right to kiss the girl; if the girl wins, she may beat her opponent with a **whip**.

- 3 Read the text again and decide if the statements are true (T) or false (F)?

- | | |
|--|-------|
| 1 Kokpar may be seen as similar to polo. | T / F |
| 2 To play Kokpar you need only a quarter. | T / F |
| 3 A typical Kokpar game always has three rounds. | T / F |
| 4 Kokpar is more serious than Kyz kuu. | T / F |
| 5 In Kyz kuu the man can kiss the girl if she finishes the race first. | T / F |



GLOSSARY

tremendous /trə'mendəs/ (**adj**) extremely great, important, or strong

masculine /'mæskjʊlɪn/ (**adj**) with qualities thought to be typical of men

grapple /'græp(ə)/ (**v**) fight with someone

decapitated /di'kæpɪteɪtɪd/ (**adj**) without head

regard /n'gɑ:(r)d/ (**v**) to think of someone or something in a particular way

whip /wɪp/ (**n**) a long thin piece of leather with a handle on one end, used for making horses move faster or for hitting someone



Now you!

Work in groups.

Go online and try to find out more information about other sports that are popular in Kazakhstan.

Describe them to the other groups.

→ CLIL Literature: type of fiction

Dylan Thomas was a Welsh poet and writer. He wrote plays and short stories as well as poetry. He was born in Swansea in 1914 and he died in New York in 1953. His work was in English, not in Welsh, and he sometimes wrote radio plays, including *Under Milk Wood*, which is one of his most famous works. He often read his poetry on the radio and in theatres himself, and his voice was as famous as his writing while he was alive.

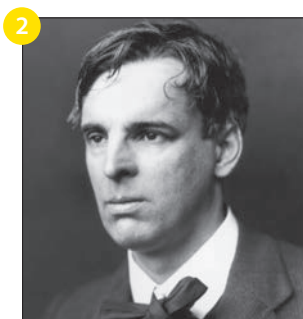
Under Milk Wood is in prose, which is written language in its ordinary form and usually used for plays or novels. Dylan Thomas is mainly known as a poet. Poems sometimes use rhyme and rhythm and they are shorter than prose. Plays are performed in the theatre and they are written as a script. Sections are often divided into acts and there are stage directions.

How are poems different from prose?



1 Do you know other English poets or writers? Look at the photos of Dylan Thomas, William Butler Yeats, James Joyce. Write the correct names under the pictures.







Dylan Thomas

QUIZ

Try to guess who is the author of the works (A–F) and then check your answers on page 63.

A Dubliners

B A Child's Christmas In Wales

C A Portrait of the Artist as a Young Man

D Dialogue Of Self And Soul

E When You are Old

F Do Not Go Gentle Into That Good Night

2 Read the text about Dylan Thomas again and decide if the statements are true (T) or false (F).

- | | |
|--|-------|
| 1 Dylan Thomas was a Scottish poet and writer. | T / F |
| 2 He also wrote songs and films. | T / F |
| 3 He was born in 1914. | T / F |
| 4 He didn't write in English. | T / F |
| 5 He sometimes read his poetry on the radio. | T / F |
| 6 Under Milk Wood is a poem. | T / F |

3 Look at the poem and complete the words.

rhyme • sentence • title • verse

3 Dylan Thomas: B & F
2 William Butler Yeats: D & E
1 James Joyce: A & C

1 t _ _ _ e ————— **The hand that signed the paper**

2 r _ _ _ e —————

3 s _ _ _ _ _ e

4 v _ _ _ e

The hand that signed the paper felled a city;
Five sovereign fingers taxed the breath.
Doubled the globe of dead and halved a country.
These five kings did a king to death.

4 Match the words from exercise 2 with the definitions.

- | | |
|------------|--------------------------------------|
| 1 title | a a single line of words |
| 2 rhyme | b the name of a poem |
| 3 sentence | c a group of sentences in a poem |
| 4 verse | d when two words have the same sound |



Webquest

Find out more about Dylan Thomas. Ask your teacher.

'Can do' Progress Check

Tick (✓) the things you can do in English now.

Vocabulary

- I know words and phrases related to:
- the media
 - humour
 - sport

Grammatical structures

- I know and I can use the structures of:
- present perfect (simple and continuous)
 - comparatives and superlatives
 - third conditional
 - relative clauses
 - revision of conditionals and unless so, such, too, enough

Reading

- I can:
- read a text for specific information
 - read a text for general information
 - distinguish main concept of the text

Listening

- I can listen to a text for:
- specific information
 - main points

Speaking

- I can:
- give examples
 - compare
 - ask and answer

Writing

- I can write:
- an informal email
 - a short story
 - an informal letter

MODULE 5

Reading for pleasure

It Takes All Sorts



Get warmed up!

Describe someone in the class without saying who they are. Mention one physical detail and something about their personality. The rest of the class must guess who you are describing. Work as a class.



Reading 29

1 Read the story and tick (✓) the adjectives which describe Zarena.

bright • rude • hard-working • selfish • jealous
shy • lonely • sociable • popular • strict

ZARENA AND VANTURA

EVERY evening in Tarrigon, the younger gefods met inside the dragon's old cave. There, they chatted and gossiped and had a little fun for an hour or two before nightfall.

Zarena rarely joined them. She didn't like to go to the cave. No, that's not quite true. After a long day collecting food, sometimes all she wanted was to have some company. But Zarena was shy and couldn't make friends easily. When she did go to the cave, she usually stood alone, away from the other gefods, and didn't feel secure enough to join in their conversations.

Zarena found being sociable very difficult. The other gefods mistook her quietness for arrogance. They thought that because she was more intelligent than them, she was looking down on them. They were also jealous because she worked so hard and kept her burrow so clean and tidy. So they teased her or ignored her and made her feel sad. Because of **that**, she didn't like going to the cave.

'Perhaps I am a bit lonely,' she said to herself sometimes, 'but at least I work hard. I wouldn't want to be like Vantura even though she's much more popular than me.' (Vantura bullied Zarena more than the other gefods.) 'She's nasty and selfish and rude and unkind. 1 _____ And I bet most of her friends only pretend to like her. They're just scared of her. I'm sure none of them trust her.' Zarena was strict with herself: 'Never change who you are just to become more popular,' she told herself.

One day, Zarena was out searching for food. 2 _____ She stopped. 'What was that?' she whispered to herself. Then she heard it again. Very carefully and quietly, Zarena went to investigate.

Zarena soon discovered what was making the noise. It was Vantura, who was in serious trouble. There was an old rusty tin can stuck on her head. 3 _____ The noise Zarena had heard was a combination of Vantura shouting 'Help!' and her banging the can against the ground in an attempt to remove **it** from her head.

Zarena didn't know what to do. 'Vantura doesn't know I'm here, so I could just leave quietly,' she thought to herself. 'No, maybe I don't like Vantura, but I still have to help her.'

Zarena went over to Vantura. 'Vantura, it's me – Zarena. Don't worry. I'll help you. Just keep still.' 4 _____ 'Oh dear,' said Zarena. 'It's on very tight. I can't pull it off. But don't worry, Vantura, I won't leave you. There must be a way to help you.'

Zarena thought carefully. 'What should I do?' she said to herself. Then she had an idea. 'Vantura,' said Zarena, 'I'm going to try to cut the can with my teeth.' 5 _____ Zarena managed to get a piece of the top end of the can between her teeth. It tasted horrible, but she started to chew. Fifteen minutes later, Vantura was free.

They both lay breathless on the grass. Vantura was bleeding from where the can had cut her face. Zarena was bleeding from where the can had cut her mouth. 'Thank you,' said Vantura eventually. 'I'll never forget **this**.'

What do you think happened next? Did Vantura tell all the gefods about how Zarena saved her, and they all loved Zarena from that day on? Not quite. Vantura didn't tell anyone because she didn't want to look ridiculous. Zarena didn't tell anyone because she didn't want to show off. 6 _____ Dorgo Quando witnessed the whole thing, and quickly told **everyone**. But no-one ever mentioned it to Vantura.

Vantura never bullied Zarena again. And when Zarena did go to the cave – and perhaps she went a little more often than before – the other gefods started to treat her with respect (although they never mentioned the incident to her either) and she slowly started to gain the confidence she needed to talk to them. **It** was a start.

2 Look at the words in bold in the story. What do they refer to?

- 1 that (*paragraph 3*)
 - a Zarena keeping her burrow clean
 - b the situation at the cave
- 2 it (*paragraph 6*)
 - a the tin can
 - b the ground
- 3 this (*paragraph 10*)
 - a Zarena helping her
 - b her cut face
- 4 everyone (*paragraph 11*)
 - a Vantura, Zarena and the other gefods
 - b all the gefods except Vantura and Zarena
- 5 It (*paragraph 12*)
 - a the change in the situation
 - b the fact that Zarena helped Vantura

ZARENA



VANTURA



Have your say!

Did you enjoy reading the story? Why?/ Why not?
Can you think of other possible endings to the story?

3 Complete the gaps 1–6 in the story with the correct sentence A–F. Write the letter of the correct sentence in the gap.

- A Zarena tried to pull the can off Vantura's head, but it wouldn't move.
- B It's the only way to get you out.
- C I'm glad I'm not like that, even if she has got more friends than me.
- D She was running through some high grass when she heard a noise.
- E The gefods all soon knew, however.
- F She couldn't get it off, and was starting to panic.

VOCABULARY

Complete each sentence using a word or phrase from the story. You may need to change the word.

Positive characteristics

- 1 If someone is **k** _____, they are caring, gentle and helpful.
- 2 If you **t** _____ someone, you believe they won't lie to you or hurt you.
- 3 If someone has the **c** _____ to do something, they believe in their ability to do it well.
- 4 If you feel **s** _____ about something, you feel safe and happy about it.
- 5 If you **r** _____ someone, you have a good opinion of them.

Negative characteristics

- 1 If you **g** _____ about people, you talk about them when they are not there.
- 2 If you are **a** _____, you feel you are better and more important than other people.
- 3 If you **t** _____ someone, you say things to hurt, embarrass or annoy them.
- 4 If you **b** _____ someone, you use your power to hurt or frighten them.
- 5 If someone **s** _____ **o** _____, they try too hard to impress other people.
- 6 If someone is being **r** _____, they are behaving in a silly and stupid way.



VALUES

You have got the right not to socialise and be alone from time to time.

Remember however, that having positive and friendly relations with people are good for you. Take care of your friends and they will take care of you!

G Grammar 1

Modals 1 (ability, obligation, advice, permission)

👁 Look at *Grammar database 15* pages 156–157 before you do the exercises.

1 Read the text below and choose the correct words or phrases.



My best friend Andy (1) **may / can** dance really well. In fact, his mum says he started dancing before he (2) **could / can** even walk! He's so good, I think he (3) **should / ought** become a professional when he's older. I wish I (4) **could / can** dance as well as Andy, but unfortunately I (5) **can't / mustn't**.

Andy's in a ballroom dancing team and takes part in amateur competitions, so he (6) **has to / should** practise a lot. Next year, when he and his dancing partner Michelle are 16, he'll (7) **be able to / can** enter the British Adult Ballroom Dancing Championships. They're going to be held in London. My mum says that if Andy gets into the final, I (8) **will / can** go and support him. I (9) **mustn't / can't** wait! She also says, though, that I (10) **don't have to / mustn't** be disappointed if he doesn't get into the final, as it's very difficult. She's right, of course. I'm just going to (11) **must / have to** hope for the best, I suppose.



2 Write a word or phrase from the box in each gap to complete the sentences.

can • could • doesn't have to • had to • must • should

- 1 Andy _____ miss two competitions when he sprained his ankle last year.
- 2 I think he _____ buy a new costume if he gets into the final.
- 3 He _____ pay for the ticket to London as his dancing club will pay.
- 4 Andy _____ also dance really well to pop music.
- 5 You _____ be very dedicated if you have a hobby like ballroom dancing.
- 6 Michelle _____ dance really well when she was a baby too.

3 Each of the words or phrases in bold is incorrect. Rewrite them correctly.

Andy: Sorry I'm late, Michelle. I (1) **must** to talk to my history teacher about my homework. _____

Michelle: No problem! But we (2) **got** to practise three dance routines! _____

Andy: I think we should (3) **to start** with the easiest one, don't you? _____

Michelle: The waltz? OK. (4) **You can** put the CD on? _____

Andy: Sure! ... Oh, I can't (5) **finding** it. Do you know where it is? _____

Michelle: I ought (6) **charge** you every time I help you find a CD! _____
It's in your bag. You took it home yesterday.

Andy: Ah, you're right! Let's get dancing!



Listening

1 When we speak, we say things differently depending on our mood. Choose one of the moods below and say this sentence: ***I can't believe it!*** in that mood. Everyone else must guess which mood you chose.

annoyed • furious • depressed • surprised
upset • excited • scared • shocked • nervous

2 You are going to hear people talking in five different situations. Before you listen, look at the questions and make sure you understand all the words.

3 **30** Listen and choose the correct answer A, B or C.

- You hear someone talking about their exam results. How do they feel?
A annoyed
B furious
C depressed
- You hear two people talking about going on a roller-coaster at a funfair. How does the boy feel?
A surprised
B upset
C excited
- You hear a mother talking to her son. How does she feel?
A scared
B shocked
C nervous
- You hear someone talking about their holiday plans. Where are they going to go?
A Australia
B America
C Germany
- You hear two friends talking. What is one friend trying to persuade the other to do?
A make a phone call
B choose a present
C pick up a friend from a party

VOCABULARY

Write the phrases in the correct row. Some of them can go in more than one row.

a bath • care of someone • ~~a decision~~
a dream • an effort • fun of someone
a fuss • a good/nice time • a holiday
an idea • a mistake • part in something
pity on someone • someone a favour
someone good • the housework
time to do something • our best
up your mind • your homework

make ...

a decision

do ...

have ...

take ...

a decision



G Grammar 2

Modals 2 (possibility, probability, certainty)

Look at *Grammar database 16* pages 157–158 before you do the exercises.

1 Read the sentences. For each sentence decide what the speaker is saying.

You must be really strong!

1 I'm sure / It's likely / It's possible that you're really strong.

Tammy might enter the competition.

2 I'm sure / It's likely / It's possible that Tammy will enter the competition.

We should win on Saturday.

3 I'm sure / It's likely / It's possible that we'll win on Saturday.

2 Look at the picture and write five sentences using the modals below.

- must She must be very fit.
- must _____
- may _____
- might _____
- could _____
- can't _____



3 Think of three people you know. Where do you think they are or what do you think they are doing right now? Write short sentences using *should* or *ought to*.

My dad should be at home right now.

- 1 _____
- 2 _____
- 3 _____

Speaking

1 Listen to a student comparing the first two pictures. Circle the words or phrases they use.



Phrase Bank!



- 1 ... **at first / to begin with** ...
- 2 ... they're both pictures **of / with** ...
- 3 The first picture **is a / is a photo of a man**
- 4 ... **much older than / as old as** the man in the first picture ...
- 5 **They're both / Each of them is** outside ...
- 6 ... **they are different because / one main difference is** ...
- 7 ... very active to go rock climbing, **whereas / however** fishing is a much more relaxing hobby.

2 Make notes about pictures 3 & 4 and 5 & 6.

pictures	main similarities	main differences
1 & 2	people doing sports	young/old
3 & 4		
5 & 6		

3 Compare pictures 3 & 4 and 5 & 6 using your notes and the phrases you circled in exercise 1.

4 Turn to page 139. In pairs, do the role-play activity 6.



Use your English!

Complete the advertisement with one word in each gap.



Soundstation

1 **32** Listen to these words. Can you hear the difference between them?

hat • heart • hut

2 **33** Now listen to these words. For each pair, circle the word you hear.

- | | |
|--------------|-------------------|
| 1 cat / cut | 5 fan / fun |
| 2 cart / cut | 6 ladder / larder |
| 3 had / hard | 7 bat / but |
| 4 pan / pun | 8 dark / duck |

VOLUNTEER FOR THE OVERTON YOUTH THEATRE FESTIVAL!

If you can't (1) _____ up your mind what to do this summer, why not try something different? You don't (2) _____ to spend your holidays lying on the beach for two weeks doing nothing. Holidays (3) _____ be challenging and fun, shouldn't they?

Come and work as a volunteer at the Overton Youth Theatre Festival. You'll meet loads of interesting people, (4) _____ a great time and do something creative. You'll enjoy taking (5) _____ in this important cultural event, and you'll feel a great sense of achievement at the end of it.

You do the work (eight hours a day, Saturday to Friday) and we'll take care (6) _____ the rest: accommodation, all meals and leisure time activities. So (7) _____ yourself a favour and (8) _____ a different kind of holiday at the Overton Youth Theatre Festival. It'll (9) _____ you good!

No experience of theatre necessary, but you should be hard-working, willing to learn and able to work in a team. Please note: you (10) _____ be over 16 years old to apply.





Writing

Report

1 Read the report and answer the questions.

- 1 Who wrote the report?
- 2 Who is going to read the report?
- 3 Find words or phrases in the report that have a similar meaning to these words and phrases:
 - a find out
 - b if
 - c generally
 - d at the moment
 - e make smaller
 - f think about

2 Read the writing task and make notes to answer the questions below.

You work for Tapperton Council. Your manager has asked you to interview members of the Tapperton Sports Club to find out what they think about the facilities the club offers. Write your report for your manager.

- 1 What facilities does the club offer? (choose two or three main ones)
- 2 Are the members happy with them? How could they be improved?
- 3 What recommendations are you going to make?

3 Make a plan in *Composition Planner 8* on page 131.

4 You are now ready to write the first draft of your report. Write between 120 and 150 words. When your teacher has commented on your report, write the final version.

To: Jane Peters
From: Alison Webster

Subject: Merdington Youth Club

Introduction

As requested, I have interviewed members of the Merdington Youth Club to discover whether they are satisfied with the facilities. My findings are presented below.

The building

All twenty-eight members of the club felt that the building should be redecorated. Several of the older members said that they would be willing to help with the redecoration if the local council provided paint and brushes.

Club activities

On the whole, members were pleased with the range of club activities. However, many of the older teenagers would prefer the club to stay open later on Friday evenings. It currently closes at 9pm. They suggest that there is a disco from 9pm to 11pm for club members aged 16–18.

Conclusion

Merdington Youth Club is a popular and well-run club. I would recommend, however, that the building is redecorated. This could be done by the members to reduce the cost. We should also consider providing a Friday evening disco for older teenagers.

KZ Culture Spot: Khan Koryk



- 1 How important do you think is it to hold youth festivals? Do you know anything about festivals for young people organised in Kazakhstan? Discuss your ideas in pairs.
- 2 Read the text about Khan Koryk. Have you ever been to this festival? Would you like to go next year?

Khan Koryk is a youth festival held every year in Kazakhstan. Students, historians, geographers, local history experts, ecologists, and tourists attend the festival for a few days in summer to **participate** in competitions, conferences, workshops, and **excursions** to sites of historical interest in the area. The aim of the festival is to show the natural beauty of the landscape, the historical and cultural **heritage** of the steppe and some of the country's nature reserves. The Ministry of Science and Education and Kazakhstan National Geographic Society founded the festival in 2013 to **commemorate** Kazakh Khanate's 550th anniversary.

The festival is held in a different location every few years. For the first four years it was in Ulytau, but in 2017 it was held near Pavlodar.

- 3 Read the text again and complete the sentences with one or two words so that they are true about the text.

Khan Koryk is a festival for ¹ _____ people. The festival is organised every ² _____ in the ³ _____. If you come to the festival you can take part in many competitions, ⁴ _____, ⁵ _____, or even excursions. The festival promotes ⁶ _____ beauty of Kazakhstan. It was held for the first time in ⁷ _____ as a commemoration of the ⁸ _____ anniversary of Kazakh Khanate. In 2017 the festival was organised close to ⁹ _____.



GLOSSARY

participate /pɑ:(r)'tɪsɪpeɪt/ (v) to take part in something

excursion /ɪk'skɜ:(r)ʃ(ə)n/ (n) a short journey that you take for pleasure

heritage /'herɪtɪdʒ/ (n) the art, buildings, traditions, and beliefs that a society considers important to its history and culture

commemorate /kə'meməreɪt/ (v) to show that you remember an important person or event by having a special ceremony, or by creating a special object



Now you!

Work in groups.

Go online and try to find out more information about other youth festivals organised in Kazakhstan. Describe them to the other groups.

MODULE 6

Natural World

The Space Race

Get warmed up!

Discuss the following. Work in pairs or in groups.

- How many words connected with space do you know in English?
- Would you like to travel to another planet? Why?/Why not?
- Do you think people will have holidays on other planets in the future?

Reading 34

1 Read the article quickly and match the information on the left with what it refers to on the right.

- | | |
|-----------------|--|
| 1 2002 NT7 | a how often the asteroid goes round the Sun |
| 2 July 2002 | b the name of an asteroid |
| 3 February 2019 | c the asteroid was discovered |
| 4 February 2060 | d the asteroid will come very close again |
| 5 2.2 years | e the asteroid will probably just miss the Earth |

2 Read the article again and circle the correct word or phrase to show what each paragraph is about.

Paragraph 1

Scientists **think** / **don't think** it will happen.

Paragraph 2

We'll **never** / **probably** be in danger.

Paragraph 3

We'll / We **won't** be able to find a solution.

Paragraph 4

We're going to be **like the dinosaurs** / **prepared**.



VALUES

Technology enables us to explore space and maybe one day we will visit other planets. For the time being, the Earth is the only planet we have – remember to protect it and take care of it.



Invaders from Outer Space

1

Is a huge asteroid going to hit the Earth in February 2019? Probably not, according to scientists, but it's going to be close. The asteroid, called 2002 NT7, was discovered in July 2002. Since then, astronomers have been working hard to calculate its exact path. They are now fairly confident that it will just miss the Earth in 2019.

2

But will it ever collide with Earth in the future? Scientists are not sure. The next possible collision date is February 2060 and, as the asteroid orbits the Sun every 2.2 years, it's quite likely that it will hit us at some point in the future. If it does, it will almost certainly destroy an area the size of Europe and cause global climate changes.



3

But before you start panicking, we'll have plenty of time to prepare for the collision and prevent it from happening. Unlike in the movies, though, this probably won't be done by destroying it with nuclear weapons. There will be two simpler options. The first will involve landing a small rocket on the asteroid and 'driving' it slightly off course so it misses the Earth. The second option will be to use a 'solar sail', which is a bit like the sail on a ship, to change the asteroid's course.

4

Meteors (asteroids which enter the Earth's atmosphere) have hit the Earth before and caused huge damage. Indeed it's possible that a meteor was responsible for the dinosaurs becoming extinct. These days, however, we have the technology to detect them in time and to take appropriate action. Next time it happens, we'll be ready for it.

3 Read the article again and decide if the statements are true (T) or false (F).

- 1 Scientists are certain that 2002 NT7 will not hit the Earth in 2019. T / F
- 2 The Earth will next be in danger 2.2 years after February 2019. T / F
- 3 Scientists will use nuclear weapons to destroy dangerous asteroids. T / F
- 4 We will probably try to change the position of a dangerous asteroid. T / F
- 5 We know for sure that a meteor killed all the dinosaurs. T / F

VOCABULARY

Complete each sentence using a word from the article. Use the words in bold to help you.

- 1 We have to **p**_____ asteroids **from** entering the Earth's atmosphere.
- 2 Do we **have t**_____ **to** find a way to save the planet?
- 3 Protecting the Earth will **i**_____ **building** more powerful telescopes.
- 4 Technology **is r**_____ **for** major changes in the way we live our lives.
- 5 How do astronauts **p**_____ **for** space travel?
- 6 **Is it l**_____ **that** we'll discover life on other planets in the future?
- 7 NASA isn't **r**_____ **for** a manned mission to Mars yet.



Have your say!

Which of these statements do you agree with? Say why.

- I'm not worried about an asteroid hitting the Earth. It's never going to happen!
- I'm worried about an asteroid hitting the Earth. It could happen any day!

G Grammar 1

will and be going to

👁 Look at *Grammar database 17* pages 158–159 before you do the exercises.

1 Write the question and negative form of these sentences. Use short forms where possible.

- The solar sail will destroy the asteroid.
- We'll be able to have holidays in space soon.
- They're going to send a manned spaceship to Mars.
- Mark is going to be an astronomer.
- You'll have to wear a spacesuit.

2 Choose the correct form to complete each sentence.

- We'll / We're going to look round the Science Museum on Saturday. I can't wait!
- Look! The Space Shuttle **will** / **is going to** take off in a minute.
- Oh, do you need a hand with your science project?
I'll / I'm going to help you!
- I'll / I'm going to be a famous astronomer when I grow up.
- Shall / Will we watch *Mars Attacks!* on DVD tonight?

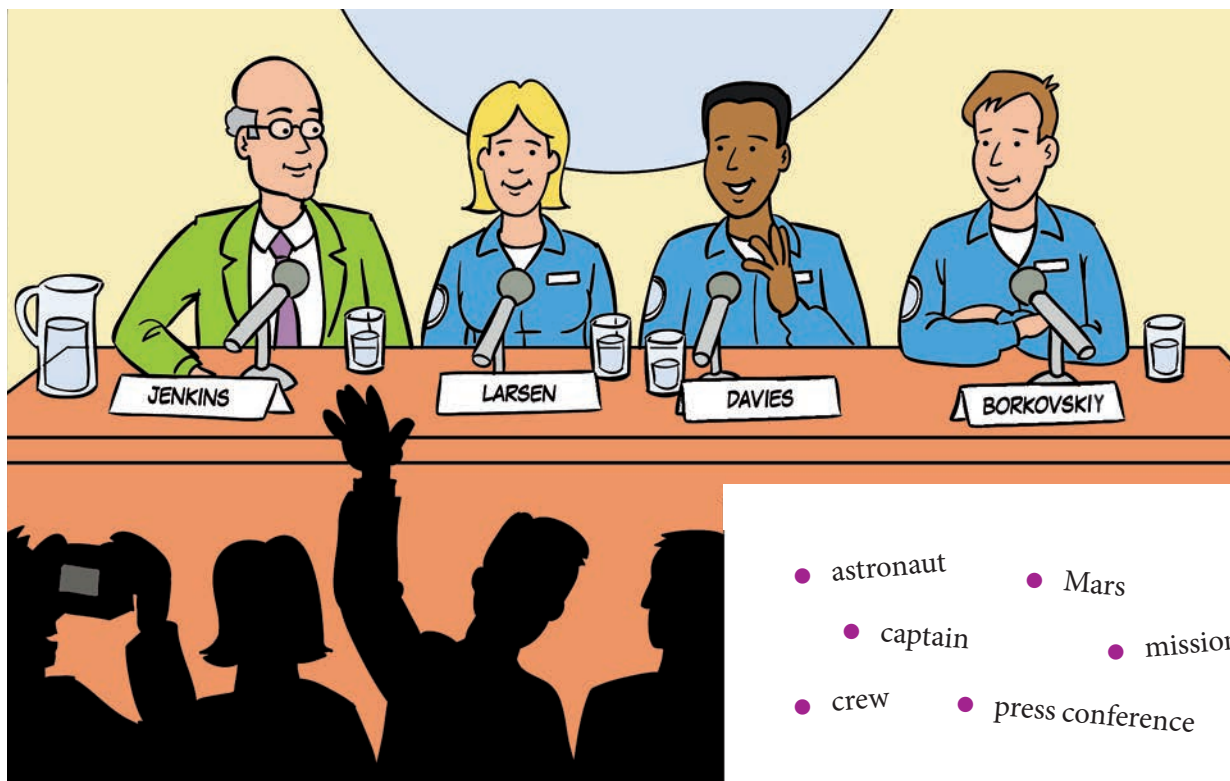
3 Choose the correct reason for your answers to exercise 2.

- The plan was made **at** / **before** the moment of speaking.
- This is a prediction **with no** / **based on** evidence.
- This is **an offer** / **a prediction based on evidence**.
- The speaker first had the intention **at** / **before** the moment of speaking.
- This is a **question about a future fact** / **suggestion**.




Listening

1 Describe what you think this picture shows. Use the words given to help you. Use a dictionary if necessary.



- astronaut
- Mars
- captain
- mission
- crew
- press conference
- reporters

2  **35** Listen to this press conference. Match the people to the ideas they mention. You won't use all the ideas.

- | | | |
|------------------------|---|---------------------------|
| 1 Professor Jenkins | — | a boredom on the trip |
| 2 Captain Larsen | — | b the dangers of the trip |
| 3 Astronaut Davies | — | c the cost of the mission |
| 4 Astronaut Borkovskiy | — | d missing people at home |
| | | e the aims of the mission |
| | | f finding life on Mars |

3  **35** Listen again and write a word or short phrase in each gap.

- Professor Jenkins says that living things need _____.
- Captain Larsen says their daily _____ will help to keep them busy.
- Astronaut Davies thinks that they will get useful _____ from this trip.
- Astronaut Davies is looking forward to seeing _____ from Mars.
- Astronaut Borkovskiy says the trip will take _____.
- Astronaut Borkovskiy says getting _____ could be dangerous.



VOCABULARY

Write a word from the box in each gap to complete the sentences.

- Do you think we'll ever _____ life on other planets?
- They're going to _____ the software further so it's much faster.
- I wish they'd _____ a machine that does your homework for you!
- TVs, videos and DVDs are all examples of electrical _____.
- There's a problem with the _____, so Dad's going to take the car to the garage.
- I'll put the washing _____ on this evening.
- There's a tiny _____ in this calculator.
- If you don't pay the bill, they'll cut off your _____.
- Who's going to carry out the _____ into why the satellite crashed?
- We'll have to do a lot more _____ before we're sure that the asteroid won't hit us.

develop
discover
invent

engine
equipment
machine

battery
electricity

investigation
research

G Grammar 2

Present simple and present continuous to talk about the future

👁 Look at *Grammar database 18* page 159 before you do the exercises.

1 Choose the correct tense to complete each sentence.

- 1 Tonight, the planet Jupiter **appears / is appearing** in the sky at midnight.
- 2 I **meet / am meeting** Noah later to see his new telescope.
- 3 When you **see / are seeing** the rings of Saturn, you'll be amazed.
- 4 My favourite astronomy show, *Tonight's Sky*, **starts / is starting** at nine o'clock.
- 5 **Do you go / Are you going** to the astronomy club meeting this week?
- 6 The International Space Station **passes / is passing** overhead at 10 tonight.

2 Put the verbs in brackets into the correct form, present simple or present continuous.

'Hello, and welcome to *Tonight's Sky*, the astronomy show. This is going to be a fantastic month! First of all, the full moon (1) _____ (**appear**) on the third. It's a great chance to take photos of the Moon, and I (2) _____ (**travel**) to Chesterton Astronomy Club to meet the members there and share some tips on photographing the Moon. Then, on the 12th, the National Astronomy Festival (3) _____ (**begin**). That's the start of a week of events, and we at *Tonight's Sky* (4) _____ (**organise**) our own celebration of this fantastic hobby. We (5) _____ (**have**) a star party on the 14th, when you can come and look through some amazing telescopes. Saturn (6) _____ (**rise**) early that evening, so you might get the chance to see the wonderful rings! Also, on the 16th, I (7) _____ (**speak**) at the festival about some amazing discoveries. That (8) _____ (**start**) at seven, so get there in plenty of time. And now, let's get on with tonight's programme.'

📻 Soundstation

1 Look back at Soundstation on page 69. Can you remember the difference in pronunciation between *hat*, *heart* and *hut*?

2 Play the Soundstation Game. Your teacher will explain the rules to you.

hat / hut	shack / shark	garter / gutter
cat / cart	calf / cuff	batter / butter
bark / buck	rag / rug	ladder / larder
pan / pun	chat / chart	starter / stutter

That _____ was very nice/ interesting/big/strange, etc.

The man with the hat like a heart lives in a hut.



Speaking

1 Imagine you are going on a trip to the Moon for two weeks. Here are some things you can take with you. Discuss which things will be useful on the trip and which won't. Use the words and phrases opposite.



Phrase Bank!

P

Expressing an opinion

- I (don't) think we'll need ...
- Maybe we should take ...
- A(n) ... is(n't) going to be very useful ...
- A(n) ... will/won't be very useful ...
- I'm/We're definitely taking ...
- We'll/We won't be able to use ...

Giving reasons and results

- ... because ...
- ... as ...
- ... since ...
- ... seeing as ...
- Because of this, ...
- ... so ...
- ... 'cause ...
- One/The main reason is (that) ...

2 You can take three other things with you. What are you going to take, and why?

3 Turn to page 139. In pairs, do the role-play activity 7.

Use your English!

Complete the text with one word in each gap.



One day, millions of years (1) _____ the future, the Sun (2) _____ going to explode. Unfortunately, we can't prevent this (3) _____ happening and it means that humans won't (4) _____ able to live on Earth anymore. Luckily, we (5) _____ lots of time to prepare (6) _____ it. It's likely (7) _____ this preparation will involve working out how to travel very long distances through space, and (8) _____ another suitable planet to live on. We (9) _____ need a planet that doesn't go round the Sun but orbits another star instead. The nearest one is a very (10) _____ way away. With the technology we have today, the journey will (11) _____ 50,000 years! If we can discover a way to travel much faster – at just below the speed of light – then the journey will (12) _____ very quick: only six years!

Writing

Formal letter

1 Read the letter and answer the questions.

- 1 Is the letter formal or informal?
- 2 Find words in the letter which have a similar meaning to these words and phrases:
 - a a place to stay
 - b more
 - c rooms and equipment which people can use
 - d able to be used
 - e say that something is definitely true
 - f need
- 3 Which of these do not take a question mark (?) at the end of the sentence?
 - a I would be grateful if ...
 - b I wonder if you could ...
 - c Could you ...

2 Read the writing task and make a plan in *Composition Planner* 9 on page 132.

Dear Sir/Madam,

I am writing with regard to your advertisement for holidays on Mars, which I saw in 'The Daily Gazette' on 24th July. I am very interested in a weekend break to Mars. However, I would like some more information first.

I would be grateful if you could let me know the exact cost of a three-day trip during the summer, including transportation and accommodation, for two adults and two children (aged 12 and 14).

Secondly, I wonder if you could send me further information about the facilities which are available at the Martian Hotel. My daughter would particularly like to know whether there is a nightclub.

Could you also confirm that we will not require either injections or passports?

I look forward to hearing from you.

Yours faithfully,

Steve Knight

You have seen this advertisement and would like further information. Carefully read the advertisement and the notes you have made. Then write a **letter** to the company.

The Space Bus

Would you like to see the Earth from space?
Now you can!!!

- 6-hour and 12-hour trips round the world on the new Space Bus
- reasonable prices
- trips every Saturday and Sunday in summer

The Space Bus the most exciting trip you'll ever take!

For further information, please contact:
The Space Bus Corporation



- 6-hour trip sounds enough how much - 1 adult, 2 kids?
- seats available Sat. 24th July?
- ad in 'The Daily News', 2nd Feb

3 You are now ready to write the first draft of your letter. Write between 120 and 150 words. When your teacher has commented on your letter, write the final version.

KZ Culture Spot: Zhamanshin crater

- 1 What do you know about meteorite impacts? Discuss your ideas in pairs.
- 2 Read the text about Zhamanshin crater. Why, in your opinion, tektites are also called irgizites?



The Earth's surface has numerous **testimonies** to **extraterrestrial** bodies hitting its surface. They are called impact craters. The Earth Impact Database **contains** a list of 190 impact craters. One of them is the Zhamanshin crater in Irgiz, Kazakhstan.

About one million years ago, a gigantic meteorite exploded here and formed a crater 700 m deep and 14 km wide.

The energy **released** by the explosion was equivalent to tens of thousands of megaton bombs, and temperatures in the region reached several thousand degrees centigrade.

Zhamanshin meteor crater is a unique **phenomenon** among impact craters because of the tektites, or irgizites, which have been found here.

- 3 Read the text again and correct the mistakes in the sentences below, so that the sentences are true about the text.

- 1 There is very little evidence that extraterrestrial bodies hit the Earth.
- 2 The number of impact craters in the special Database is two hundred.
- 3 Zhamanshin is a crater created by small meteorite.
- 4 The crater has the depth of 14 km.
- 5 The temperature created by the explosion was around several hundred degrees centigrade.



GLOSSARY

testimony /'testiməni/ (**n**) evidence that something exists or is true

extraterrestrial /,ekstrə'tɛstriəl/ (**adj**) relating to things that exist on planets other than Earth

contain /kən'tein/ (**v**) to be a part of something

release /rɪ'li:s/ (**v**) to let a substance or energy spread into the area or atmosphere around it, especially as part of a chemical reaction

phenomenon /fə'nɒmɪnən/ (**n**) an event or situation that can be seen to happen or exist



Now you!

Work in groups.

Go online and try find more information about other creates created by meteorite impacts.

Describe your findings to the other groups.

The Land of Plenty?

Get warmed up!

Discuss the following. Work in pairs or in groups.

- Think of as many geographical features as you can, eg *mountain, lake*, etc.
- Is it important to care about protecting the environment? Why?
- In what ways can people damage the environment?
- Is there anything we can do to stop this happening?

Reading 36

1 Read the leaflet quickly and answer the questions. Ignore the gaps in the text for now.

- 1 When was the world's first landfill site opened?
- 2 How much European rubbish will be put in the ground next year?
- 3 How much European rubbish will be recycled next year?
- 4 How long does it take for plastic to degrade?
- 5 What are the 3 Rs?
- 6 What number can you call for more information?

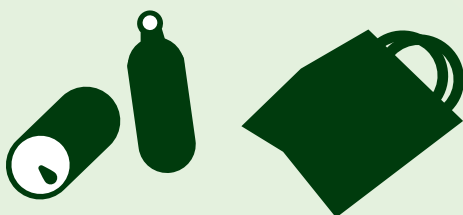
WE'RE TALKING RUBBISH!



You're hungry, so you buy a packet of crisps. You eat the crisps and throw away the packet. No problem, right? Wrong!

The disposal of rubbish has been a social and environmental problem for thousands of years. The first landfill site in history was opened by the Ancient Greeks in about 2500BC. They realised they had a problem with rubbish in Athens, so they dug a big hole several kilometres outside town, where all the rubbish was thrown. **1** Next year, over 80% of Europe's rubbish will be dumped in landfill sites and less than 20% will be recycled. So what's the problem with that?

80



Landfill Sites

The main problem is that we're producing a huge amount of rubbish each year – millions and millions of tons of it – and the existing landfill sites are nearly full. Where are we going to put all our rubbish in the future? Finding new sites isn't easy. Farmland and the countryside have to be destroyed – and that's bad for the environment and for the farming industry. And remember that crisp packet that was thrown away? That's made of plastic. Plastic takes about 450 years to degrade. **2** That's also bad for the environment. We can't burn a lot of it, because the gases that are given off pollute the air. So what can we do?

Remember the 3Rs

We can all do our bit to help solve the problem by remembering the 3Rs: reduce, reuse and recycle.

Reduce! Reuse! Recycle!

Reduce: We've all got to try to reduce the amount of rubbish we throw away. We can do that by buying unpackaged goods, like fruit and vegetables, rather than goods which are wrapped and packaged in plastic. **3** The less that's thrown away, the more we help the environment.



2 Five sentences have been removed from the leaflet. Write the letter of the missing sentence in each gap. There is one sentence you don't need to use.

- A In other words, a crisp packet takes hundreds of years to disappear.
- B Because of this, millions of tons of rubbish are thrown into the sea.
- C Try to use things as many times as possible before you throw them away.
- D That means there's less pollution going into the atmosphere from the factories.
- E And we still generally use the same solution today.
- F Also, try not to buy disposable products like single-use cameras and non-rechargeable batteries.

3 Look at these sentences from exercise 2 again and say what the words in bold refer to.

- 1 **That** means there's less pollution going into the atmosphere from the factories.

- 2 And we still generally use **the same solution** today.

Reuse: **4** _____ For example, you're given some plastic bags at the supermarket to carry your food home in. Do you use them again? Most people don't. It would be much better for the environment if they did. Your kids have grown out of their old clothes. Don't just put them in the bin – think about giving them to charity. Somebody probably wants them.

Recycle: Glass, paper, plastic – they can all be recycled. Recycling cuts down the waste going to landfill sites and also means factories need to produce fewer new bottles and packets and paper.

5 _____ It also leads to fewer trees being cut down to make paper.

Protecting the environment is not a load of old rubbish!

For further information on your nearest Recycling Centre and Bottle Bank, phone 08081234567 free of charge NOW!



VOCABULARY

Match the words 1–9 with their definitions a–i.

- 1 disposal _____
- 2 countryside _____
- 3 environment _____
- 4 factory _____
- 5 pollution _____
- 6 bin _____
- 7 recycling _____
- 8 waste _____
- 9 bottle bank _____

- a the area outside towns and cities with fields, etc
- b a building where large quantities of things are made with machines
- c chemicals, etc that damage air, water and land
- d a container to put bottles in for recycling
- e the process of getting rid of something
- f a more formal and scientific word for *rubbish*
- g a container for putting rubbish in
- h the world around us, especially the natural world
- i the process of turning rubbish into new products



Have your say!

- Do you agree that the problem of rubbish disposal is very serious?
- What do you think of the 3 Rs? Are they a good idea?
- What other solutions can you think of?



VALUES

To protect the environment you can do these simple but very important things:

- walk or cycle,
- recycle old objects,
- save water and electricity,
- do not drop litter.

G Grammar 1

The passive

👁️ Look at Grammar database 19 page 160 before you do the exercises.

1 Find the mistake in each sentence and write the word correctly.

- 1 The recycling scheme has introduced last year. _____
- 2 The scheme is running by the local council. _____
- 3 It is supported from the government. _____
- 4 Millions of trees in the world's rainforests have being cut down. _____
- 5 Less than 20% of rubbish will have recycled this year. _____

2 Put the verbs in brackets into the passive.

Every spring, before the summer season starts, our local beach (1) _____ (clean) by volunteers. All the rubbish (2) _____ (pick up) and (3) _____ (put) into big bags. Later, it (4) _____ (separate) into things that can (5) _____ (recycle), like glass and paper, and things that have to (6) _____ (throw) away. Last year, 10 large bin bags (7) _____ (take) to the local recycling centre. I always help with the cleaning. The beach (8) _____ (make) safer and cleaner for all of us and it's good for the environment if some of the rubbish (9) _____ (recycle) too.



3 Rewrite each sentence in the passive. If there's a star (*) at the end of the sentence, don't use by.

- 1 They dumped a lot of rubbish into the sea last year.*
- 2 Exhaust fumes from cars pollute the atmosphere.
- 3 Loud motorbikes annoy many people.
- 4 They have introduced a new recycling scheme.*
- 5 Factories are pumping a lot of waste into rivers.*
- 6 They're going to build a new airport here next year.*

4 Read the text and find eight mistakes. Underline them and rewrite them correctly.

RECYCLING



What happens to the stuff you recycle? First of all, it has taken to a special place called a Materials Recovery Facility (MRF). At the MRF, the material is sort into different types, such as plastic, paper, card and glass. Let's look at what happens to the plastic. The plastic must is sorted again because there are many different kinds of plastic and you can't mix them together for recycling. You might be surprised to learn that plastic bottles not used to make more plastic bottles! Drinks bottles, for example, is made of PET. The PET melted at high heat and is turned into a thread, which is use in new clothes. The plastic in milk bottles is different. They be made out of HDPE. HDPE is used to make a kind of 'plastic wood' and becomes plastic fences and garden furniture.


- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____



 **Listening**
1 Write a word from the box in each gap to complete the sentences.

CFCs • environmentally • green • rural • surroundings • urban

- If you are _____, you care about the environment.
- If you live in beautiful _____, you live in a beautiful place.
- If you live in a(n) _____ environment, you live in the countryside.
- If you live in a(n) _____ environment, you live in a town or a city.
- If a product is _____ friendly, it is designed not to damage the environment.
- _____ are a type of gas which can damage the ozone layer.

2  37 You are going to listen to a programme about the environment. For each person, choose the main point they make. Be careful! They might mention both ideas.

- Tom
 - CFCs weren't very dangerous.
 - We will find a way to solve our problems.
- Jackie
 - It's hard to be green because it's expensive.
 - People in the countryside blame people in the town.
- Oliver
 - We should think more carefully about how we live.
 - We should eat more fruit and vegetables.

3  37 Now listen again and decide if the statements are true (T) or false (F).

- Tom believes that recycling is a waste of time. T / F
- Tom says that scientists will solve environmental problems. T / F
- Jackie says it's difficult for people in the country to protect the environment. T / F
- Jackie says that we don't need to worry about recycling paper. T / F
- Oliver thinks fruit is more environmentally friendly than meat. T / F
- Oliver says that we would waste less food if we planned better. T / F

VOCABULARY

Complete each sentence using the correct form of the phrasal verbs.
Look at the *Phrasal verb database* on page 142 to help you.

break out • bring out • fall out • hand out • look out • make out • put out • turn out

- I can't _____ what that sign says. Can you read it from here?
- The forest fire _____ by local firemen.
- An elephant _____ of the zoo last night.
- _____! Don't stand on that broken glass!
- Have you two _____ again? You're always arguing!
- The new road _____ to be a disaster for the local environment.
- Why don't they _____ a cheap, solar-powered car?
- I'm going to _____ some leaflets in the town centre.

G Grammar 2

The causative

👁️ Look at *Grammar database 20* page 161 before you do the exercises.

1 Match to make sentences.

- | | |
|-------------------------|---|
| 1 We've had | a that wasps' nest removed? |
| 2 Our neighbours get | b her car repaired at the moment. |
| 3 Kathy's having | c their food delivered by the local supermarket. |
| 4 Are you going to have | d a solar-powered water heater installed on our roof. |

2 Choose the correct answer A, B or C.

- We ___ once a week and our rubbish collected once a fortnight.
 A collect our recycling
 B have our recycling collected
 C have collected our recycling
- My mum ___ so they're more environmentally friendly.
 A is having changed the lights
 B has the lights changed
 C is having the lights changed
- We are going ___ and it's made of plastic wood!
 A to have new garden furniture delivered
 B to deliver new garden furniture
 C to have delivered new garden furniture
- Our neighbours ___ on their roof to provide all their electricity.
 A install solar panels
 B get installed solar panels
 C have had solar panels installed
- I didn't ___ last year and now it's producing a lot of smoke.
 A get serviced my car
 B get my car serviced
 C get my car to service

3 Rewrite each sentence in the causative form. If there's a star (*) at the end of the sentence, don't use *by*.

- An expert tested their drinking water.

- An electrician checks her smoke alarms once a year.

- Someone is redecorating our flat at the moment.*

- A vet has examined Megan's pet tarantula.

- Someone's going to cut down the tree in my grandparents' garden.*

🗣️ Speaking

1 A new airport has just been built in your area. The local council aren't sure yet what to do with the old airport. Look at the suggestions they have made and, for each one, think of one benefit and one drawback.



A create a landfill site
 one benefit: _____
 one drawback: _____



B create a park
 one benefit: _____
 one drawback: _____



C build new houses
 one benefit: _____
 one drawback: _____

2 Work in pairs or in groups. Discuss what should be done with the site. Use your ideas from exercise 1 and the phrases below to help you.

3 Turn to page 139. In pairs, do the role-play activity 8.

Phrase Bank!



Agreeing

I (completely) agree (with you, Tony) because/as ...
 I (completely) agree that ...
 Exactly!
 Absolutely!
 That's a very good point.

Disagreeing

I'm afraid I disagree/don't agree (with you, Tony) because/as ...
 I have to disagree because/as ...
 But what about ...?
 Surely, though, ...

Soundstation

38 You are going to listen to nine sentences. As you listen, circle the words you hear.

- | | | |
|----------------|-----------------|----------------|
| 1 sight / site | 4 where / wear | 7 sure / shore |
| 2 sun / son | 5 not / knot | 8 one / won |
| 3 meet / meat | 6 write / right | 9 ate / eight |

Use your English!

Read the quiz and choose the correct answer A, B, C or D to complete it.

How (1) _____ are you?



Do this quick quiz to find out how much **you** help to protect the environment!

- Do you (2) _____ all your used bottles, packets, boxes and paper?
- Do you just throw your rubbish in the (3) _____ (or on the floor!) and not worry about it?
- Do you buy environmentally (4) _____ products, even if they're a bit more expensive?
- Do you frequently buy (5) _____ razors, cameras, etc?
- Do you care about the rainforests being cut (6) _____?
- Do you think that an urban (7) _____ is always better than a (8) _____ one?
- Do you think that cars (9) _____ the atmosphere with their exhaust (10) _____?
- Do you think that the car is the best invention ever?

If you answer 'yes' to most of the green questions, you're a real friend of the Earth.
 If you answer 'yes' to the red ones, you've got a lot to learn!

- | | | | |
|-----------------|----------------|---------------|--------------|
| 1 A blue | B green | C red | D yellow |
| 2 A recycle | B reduce | C repeat | D recharge |
| 3 A box | B container | C basket | D bin |
| 4 A friendly | B kind | C caring | D nice |
| 5 A disposing | B disposal | C disposed | D disposable |
| 6 A off | B up | C down | D out |
| 7 A environment | B surroundings | C countryside | D farmland |
| 8 A real | B royal | C regal | D rural |
| 9 A annoy | B injure | C pollute | D hurt |
| 10 A fumes | B gas | C air | D clouds |

Writing

Essay

1 Read the essay and answer the questions.

- 1 Which word(s) or phrase(s) in the essay:
 - a introduces two contrasting ideas?

 - b links a cause and an effect?

 - c introduce an example?

- 2 Is the essay formal or informal?
- 3 Does the writer use short forms (don't, won't, etc)?

2 Read the writing task and make notes to answer the questions below.

Your class has been doing a project on the environment. Your teacher has asked you to write an essay on the following statement: *Although most people would like to be green, it is not possible in today's modern world. Do you agree or disagree? You should state whether you agree or disagree with the statement.*

- 1 What does 'being green' mean to you? Give an example.
- 2 Do you think most people are already green enough?
- 3 Do you think most people would like to be green but are not?
- 4 Do you think it is possible to be green in today's modern world? Why?/Why not? Give an example.
- 5 What is the result of this situation?
- 6 What do you think about most people's attitudes to protecting the environment?

3 Make a plan in *Composition Planner 10* on page 133.

4 You are now ready to write the first draft of your essay. Write between 120 and 180 words. When your teacher has commented on your essay, write the final version.

Although we live on the Earth and have control over much of our environment, the Earth does not belong to us. It is also home for plants, animals, insects, birds and fish, and it will be home for future generations of humans. Because of this, we have a responsibility to protect the environment.

Most of the Earth's major environmental problems, such as the holes in the ozone layer, have been caused by humans and we are the only ones able to solve the problems. We have to start recognising that our actions can lead to environmental damage.

Education is extremely important. For example, if people learn to recycle their waste, instead of just throwing it away, we will not have to destroy the countryside. Landfill sites will not have to be constructed, and factories, which pollute the atmosphere, will not have to produce so many new products.

In conclusion, I believe that all of us must do our best to be as green and as environmentally friendly as possible. The whole future of the planet is in our hands.





Culture Spot: The Green Lungs of Kazakhstan

1 What do you do to protect the environment? Discuss your ideas in pairs.

2 Read the text. What is the aim of the Tree Day campaign?

Tree Day was a nationwide campaign held in cities and towns of Kazakhstan in April and May 2017. During this period people planted about 1 million trees – Canadian maple, white willow, oak, spruce, ash, birch, pine and many others.

The organisers hoped that this **initiative** would eventually become a real holiday for all citizens of our country, and each **resident** would plant a tree or, even better, a few trees! "Together we have the opportunity to both **preserve** and increase the green lungs of Kazakhstan. After all, the role of forests in our lives is impossible to **overestimate**. They not only have an impact on the life of the individual but also act as a guarantee for the wellbeing of the environment", the Foundation noted.

In West Kazakhstan there is a large-scale campaign called "Guldene ber, tugan el!". The main aims of the campaign are to raise awareness of the country's heritage and ecological education and to improve conditions in the city. In total, 36 thousand inhabitants of the region took part in the campaign, about 8 thousand of whom were young people.



3 Read the text again and answer the questions.

- 1 How many trees have been planted during the campaign?
- 2 What types of trees were planted?
- 3 What is the role of the trees in our life?
- 4 How many people participated in "Guldene ber, tugan el!"?



GLOSSARY

initiative /i'niʃiətiv/ (**n**) the ability to decide in an independent way what to do and when to do it

resident /'rezid(ə)nt/ (**n**) someone who lives in a particular place

preserve /prɪ'zɜ:(r)v/ (**v**) to take care of a place or building in order to prevent it from being harmed or destroyed

overestimate /,əʊvər'esti'meɪt/ (**v**) to consider something to be better or bigger than it really is



Now you!

Work in groups.

Go online and try find more information about campaigns or actions organized to protect the environment. Describe your findings to the other groups.

MODULE 7

Travel and transport

Away from Home

Get warmed up!

Discuss the following. Work in pairs or in groups.

- How many means of transport can you think of?
- Do you like travelling? Why?/Why not?
- Which types of transport have you travelled in or on?
- Which countries would you like to visit? Why?



MEDITERRANEAN TEENAGE *Summer Cruise*

You're aged 16–19. You believe that travel broadens the mind. You want to do something interesting and different with people your own age this summer. You don't want to go on another boring package holiday with Mum and Dad. Is that you? If it is, then we've got the perfect solution to your problem. And your mum and dad will let you go, because they'll know you're in safe hands. And having fun. And learning a lot. And it's not costing them too much!

88

Reading 39

- 1 Read the advertisement for a holiday. Choose what the underlined words and phrases are talking about.
 - 1 your problem what to do this summer / how to see different countries
 - 2 go on this cruise / wherever you like
 - 3 back again returning to the city you came from / Bristol Airport
 - 4 in the best possible way by plane, bus, coach and ship / on a luxury cruise ship

PACKAGE INCLUDES:

- Coach from any major UK city to Bristol Airport, and back again at the end of the cruise
- Flights to and from Majorca (meals included)
- Short bus rides between Palma Airport and port
- 14 nights aboard our luxury cruise ship (4 teenagers in each cabin)
- Visits to and guided tours around (in alphabetical order): Ajaccio, Corsica (France), Athens (Greece), Barcelona (Spain), Cadiz (Spain), Casablanca (Morocco), Gibraltar (UK), Lisbon (Portugal), Nice (France), Rome (Italy)

Join us on our two-week Mediterranean Teenage Summer Cruise. All you need is a current passport (and some money from your parents!). Think about it! In a few weeks, you'll be travelling around the Mediterranean in the best possible way with people your own age. And by the end of the summer, you'll have had an experience you'll never forget.

Call 07000700 or visit our website for details.



2 Read the advertisement again and decide if the statements are true (T) or false (F).

- 1 This holiday is designed for all teenagers. T / F
- 2 The advertisement says the holiday is educational. T / F
- 3 The cost of the holiday includes transport to the airport. T / F
- 4 From the advert, we can understand that Palma Airport is in Majorca. T / F
- 5 On the ship, you can choose not to share a room with other people. T / F
- 6 The places are listed in the order in which you visit them. T / F

3 Read these notices from the cruise ship. For each one, choose the statement that means the same as the notice.

1 Please note: As the ship departs at 5pm, there will not be time for those leaving the ship to cross the border from Gibraltar into Spain.

- A Make sure you're back from Spain by 5pm.
- B You cannot take a trip to Spain today.
- C Only those people staying on the ship can go to Spain.

2 Digital camera found!

If you've lost yours, come and describe it to me and tell me about the photos you've taken. If it's your camera, I'll give it back!
Helen - Cabin 307
(come between 6 and 7pm)

- A You have to show me that it's yours.
- B You have to show me where you lost it.
- C You have to show me when you lost it.

3 FUN QUIZ!

Tonight - 8.30 pm - Topsiders Lounge
Free entrance!
(Latecomers will not be admitted, so be on time!)

- A You mustn't get there before 8.30pm.
- B You must be there by 8.30pm.
- C The doors open at 8.30pm.

4 Always give your name and cabin number to a member of staff before leaving the ship

- A Tell us if a member of staff leaves the ship.
- B Remember your name and cabin number when you are not on the ship.
- C Don't get off the ship without telling us.

VOCABULARY

Complete each sentence using a word from the advertisement and notices.

- 1 You often need to show your _____ when you enter another country.
- 2 A _____ is a journey on a plane.
- 3 A _____ is a holiday on a ship.
- 4 The _____ is the line between two countries.
- 5 A _____ is a bedroom on a ship.
- 6 A bus _____ is a journey on a bus.
- 7 A _____ is a comfortable bus.
- 8 A _____ holiday is a holiday where transportation, accommodation and sometimes food are arranged for you by a travel company.
- 9 ' _____ ' is an uncountable noun that means 'going on journeys'.
- 10 If you go on a _____ tour, someone shows you round a place and gives you information about it.



Have your say!

- Would you like to go on the Mediterranean Teenage Summer Cruise? Why? / Why not?
- Which aspects of the cruise would you enjoy most/ least? Why?



VALUES

Travelling is a wonderful adventure. Remember to travel wise and obey general safety rules visiting new places. Avoid areas which are generally considered dangerous. And always respect different culture and customs.

G Grammar 1

Future perfect simple and future continuous

👁 Look at *Grammar database 21* page 162 before you do the exercises.

1 Match to make sentences.

- | | |
|---|---|
| 1 At eight o'clock tomorrow night, I'll | a arrived back home and will feel a lot better! |
| 2 By this time next week, you'll | b have travelled over 10,000 kilometres. |
| 3 This time next week, we'll be | c be flying across the Atlantic on an Airbus. |
| 4 In a couple of days, they'll have | d climbing Mount Everest. |

2 Tick (✓) the correct sentences. Rewrite those that are incorrect.

- The travel agent will have sent us the tickets by the end of next week.

- I'm afraid we'll have leaving by then.

- You'll be sunbathe on a golden beach in a few days.

- They will are arriving at around six o'clock.

3 Put the verbs in brackets into the correct form, future perfect simple or the future continuous.

- By the end of this century, they _____ (introduce) three-hour flights from Europe to Australia.
- Do you think that, by the time we're adults, someone _____ (invent) a time travel machine?
- In a few hundred years, we _____ (all/go) on holiday to other planets every year.
- I hope that we _____ (not/still/use) petrol in cars in 50 years' time.
- I hope they _____ (find) a more environmentally friendly fuel by then.

VOCABULARY

Choose the correct word to complete each sentence. Use the circled words to help you.

- Dad's away on a **business** trip / journey at the moment.
- We're going on a **school** excursion / trip next week.
- I've always wanted to go on a **luxury** voyage / cruise round the Caribbean.
- We were given a **guided** tour / trip of the palace.
- If you don't hurry up, we'll miss / lose **the plane!**
- Go **straight** forward / ahead and turn left at the traffic lights.
- We **made** our journey / way to the departure lounge.
- If you're backpacking through France, you **should plan** your route / direction carefully before you set off.
- Irene **gave** us very good directions / ways so we didn't get lost.
- Our neighbours are **on** holiday / holidays in South America at the moment.



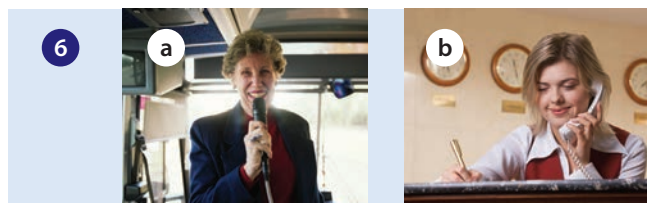
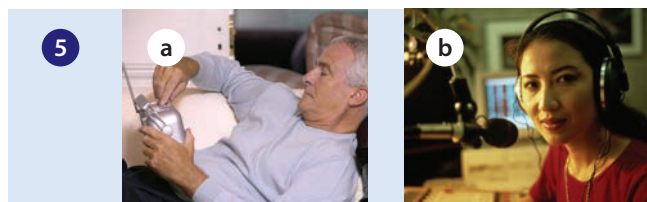
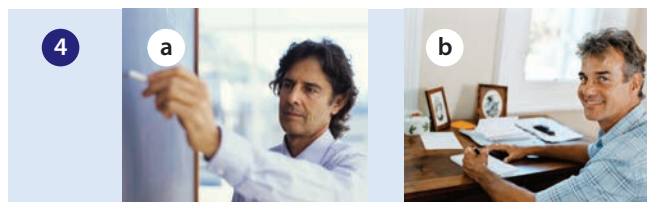
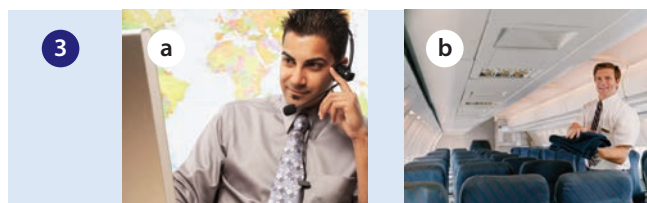
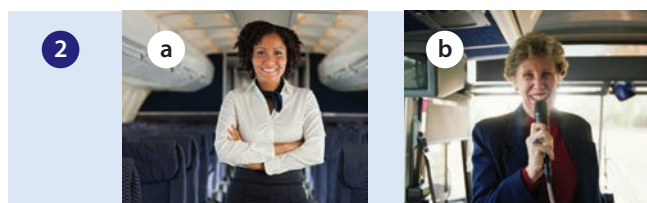
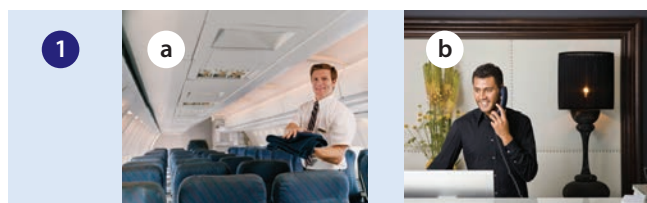
Listening

1 Match the people on the left with the people who they usually deal with. You will only use six of the letters.

- | | | |
|-----------------------|---|--------------|
| 1 travel agents | — | a visitors |
| 2 flight attendants | — | b passengers |
| 3 hotel receptionists | — | c children |
| 4 tour guides | — | d viewers |
| 5 parents | — | e customers |
| 6 radio presenters | — | f listeners |
| | | g guests |



2 **40** Listen to extracts from six situations. For each situation, choose the correct picture to show who is speaking.



3 **41** Listen to the complete situations and choose the correct answer A, B or C.

- One of the people mentions the number 7. What does it refer to?
 A a room number
 B a phone number
 C a time
- What will they collect soon?
 A food trays
 B rubbish
 C bags
- What does the customer and his family NOT need?
 A special food
 B plane tickets
 C meals on the plane
- What do we NOT learn from the conversation?
 A how long the trip lasts
 B how much the trip costs
 C how many teachers are involved
- Who will hear this message?
 A Todd and his family
 B Just Todd
 C Todd's neighbours
- Which of these does NOT exist right now?
 A the castle gift shop
 B the castle hotel
 C the castle café

G Grammar 2

wish and if only

👁️ Look at Grammar database 22 pages 162–163 before you do the exercises.

1 What do the words in bold refer to?

- If only **we'd booked** the tickets in advance!
A the past B the present
- I wish **you'd come** and visit us more often.
A a general situation B the present
- If only **we had** a map with us.
A the past B the present
- I wish **we were leaving** on Tuesday and not Thursday.
A the past B the future
- If only **you could join** us in Paris. We'd have a great time.
A the past B the future
- I wish **you hadn't invited** them to come with us next week.
A the past B the future

2 Each of the words in bold is incorrect. Rewrite them correctly.

- I wish I **haven't** bought such an expensive ticket. _____
- If only you **are** coming with us. _____
- Do you sometimes wish you **can** travel back in time? _____
- If only they **will** tell us why there's a delay. _____
- Sarah wishes **she's** invited Tony to come on the trip too. _____
- I **wish** you can come with us on Saturday. _____

3 Complete the second sentence so that it means the same as the first. Use no more than three words.

- Why didn't you remember to pack our swimming costumes?
I wish _____ to pack our swimming costumes.
- 'I shouldn't have eaten the seafood,' said Joanne.
Joanne wished she _____ the seafood.
- It really annoys me when Dan videos everything we do on holiday.
I wish Dan _____ everything we do on holiday.
- It's a shame we can't stay another week.
If only _____ another week.
- The problem is that I don't have my phrase book with me.
If only _____ my phrase book with me.

Speaking

- 1 Look at the photos and make notes to answer the questions for two of them.



- What is in this picture?
- What things can you say for sure about the situation?
- What things are probably true about the situation?
- What things can't you tell about the situation from the photo?
- Would you like to go on a holiday like this? Why?/Why not?



Soundstation

Play the Soundstation Game. Your teacher will explain the rules to you.

ship / sip
shine / sign
shack / sack
shock / sock
sheet / seat

What an amazing/incredible _____ !

2 In pairs, make points about the photos using these phrases.

Phrase Bank!



Expressing certainty

It/They must be ...
It/They can't be ...
I'm sure it is/
they are ...
It's/They're definitely

Expressing possibility

It/They might/could be ...
I would imagine that ...
I'm not really sure,
but perhaps ...
It's/They're probably ...

3 Now do the task below.

Look again at the two pictures of different types of holiday and the notes that you made. Compare the pictures. Then say which holiday you would prefer to go on and why. Try to keep talking for at least one minute.

4 Turn to page 139. In pairs, do the role-play activity 9.

5 Imagine you are on a camping holiday like the one shown in the photo on page 92. Write a postcard to a friend at home. In your postcard, you should:

- describe what you have done on your holiday
- describe how you feel about your holiday
- say what plans you have for tomorrow
- write 35–45 words.



Use your English!

Complete the text with one word in each gap.

Our Day Out

When our teacher told us we were going (1) _____ a school trip, I was really excited. Well, a whole day away (2) _____ boring lessons sounds exciting. Now, I wish I (3) _____ stayed at home. We set (4) _____ from school at 9am and the drive to Warwick Castle took about two hours. When we arrived, I was really hungry, so I (5) _____ my way to the café to buy a sandwich. When I got back, all my classmates had disappeared. I thought they were probably on a guided (6) _____ of the castle, so I went to try and find them. I got completely lost. I couldn't even find the way out. Someone (7) _____ me directions but I think I turned left instead of going straight (8) _____ and I ended up at the top of the castle. I looked down and saw everyone (9) _____ into the coach. I shouted: 'Wait for me!' but they didn't hear me and drove off. I (10) _____ missed the coach! 'Don't panic,' I thought. 'They'll (11) _____ coming back for you very soon. In a few minutes they'll (12) _____ realised you're not on the coach.' But they didn't (13) _____ back. I had to call my dad, who came to pick me (14) _____. He was so angry! If (15) _____ I hadn't gone to buy a sandwich!

Writing

Review

1 Read the review and answer the questions.

- 1 Where is the Tower of London?
- 2 What can people do there?
- 3 According to the writer, who should visit the Tower?
- 4 In what ways is the review similar/different to:
 - a a report?
 - b an article?
 - c an essay?

2 Read the writing task and answer the questions below.

Reviews needed!

Have you been to a local tourist attraction recently? If so, could you write us a **review** of the place? Include information on where it is and what there is to do there, and say whether you would recommend the place to other people.

The best reviews will be published next month.

- 1 Which local tourist attraction will you write about?
- 2 Where is it?
- 3 What can people do there?
- 4 Would you recommend it to everyone? Why? / Why not?

3 Make a plan in *Composition Planner 11* on page 134.

4 You are now ready to write the first draft of your review. Write between 120 and 180 words. When your teacher has commented on your review, write the final version.

THE TOWER OF LONDON

The Tower of London is almost a 1,000 years old and is one of the most famous attractions in London. The Tower is on the River Thames, next to the famous Tower Bridge.

There are guards at the Tower called 'Beefeaters', who wear red and black costumes and strange hats! They look after the Tower, and the ravens (black birds) that live there. The Beefeaters give guided tours, and they tell you about all the exciting things that happened there, and several ghost stories too!

One of the main attractions at the Tower is the 'Crown Jewels'. This is the jewellery of the Kings and Queens of England, including the world's most famous diamonds. Visitors can look at the jewels but they can't touch them. They're too valuable for that!

If you go to London, you must visit the Tower of London. It's extremely interesting and educational. There's plenty to see and do, and it's perfect for families with children.



KZ

Culture Spot: Multi-Lingual Kazakhstan

- 1 How many languages can you speak? Which languages can you learn at school? Compare your answers in pairs.
- 2 Read the text. Why do you think it is important to maintain and develop the national language traditions in a country?

A Presidential **Decree** from the 20th of January 1998 made September 22nd Kazakhstan National Language Day.

The special day marks the **anniversary** of the law "On languages" approved by the Kazakh SSR 25 years ago. It was the first legal document that stressed the importance of knowledge of the country's languages. Since then, language teaching in the country has experienced many changes, and it is now possible to buy dictionaries or attend **tutorials** for beginners.

Currently along with the Kazakh language in Kazakhstan's schools children are taught more than 10 languages. All these languages are officially **recognized** languages of the country.



- 3 Read the text again and decide if the statements are true (T) or false (F)?

- | | |
|--|-------|
| 1 National Language Day is celebrated in winter. | T / F |
| 2 The law on languages was approved more than a decade ago. | T / F |
| 3 You can easily buy dictionaries nowadays. | T / F |
| 4 There is only one officially recognized language of the country. | T / F |



GLOSSARY

decree /di'kri:/ (**n**) an official decision or order made by a leader or government

anniversary /æni'vɜ:(r)s(ə)ri/ (**n**) a date when you celebrate something that happened in a previous year that is important to you

recognize /'rekənaɪz/ (**v**) to accept the authority or status of someone or something

tutorial /tju:'tɔ:riəl/ (**n**) a lesson in which a student or a small group of students discusses a subject with a tutor, especially at a university or college



Now you!

Work in groups.

Go online and try find information about languages of the world. Which languages are spoken by the biggest number of people? Describe your findings to the other groups.

→ CLIL Science: Plant life

Glasgow's Botanic Gardens are nearly 200 years old, and they are famous for their large glasshouses full of exotic plants, such as orchids, begonias and 120-year-old tree ferns. They are also famous for their rose gardens and herb gardens.

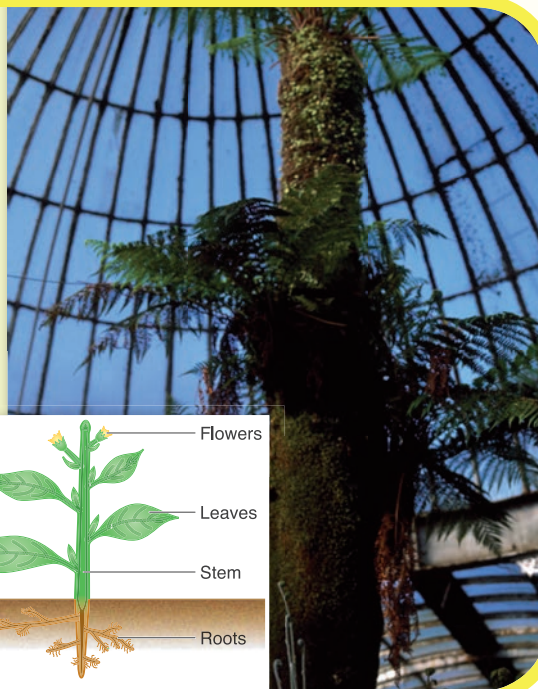
Most plants have got three parts: roots, stems and leaves.

Roots have three main functions: firstly, they provide support for the plant and hold it in the ground. Secondly, they absorb water and minerals from the soil, and thirdly, they allow the transportation of water and minerals from the soil to the plant.

The stem supports the plant and carries the water and minerals to the leaves.

Leaves grow on the stem of the plant and provide food for the plant. Their main role is photosynthesis. They use the sunlight energy to make sugars from carbon dioxide and water, which helps them grow. Some plants have flowers too. These grow on the stem of the plant.

What is the main food of the Venus flytrap plant?



1 Look at the plant and complete the words.

4 f _ _ _ r _____

3 l _ _ f _____

2 s _ _ m _____

1 r _ _ t _____



2 Rearrange the letters and write the words



1 s r o e _____



2 c h i r o d _____



3 rebh _____



4 reet enrf _____

3 Read the text again and decide if the statements are true (T) or false (F)?

- | | |
|--|-------|
| 1 Plants have roots. | T / F |
| 2 Roots bring water to the plant. | T / F |
| 3 The stem absorbs minerals from the soil. | T / F |
| 4 The stem supports the plant. | T / F |
| 5 Leaves grow on the root of the plant and provide food. | T / F |
| 6 Leaves don't need energy from sunlight to make sugars. | T / F |

Webquest

Find out about tulips in Kazakhstan. The motherland of tulips is Kazakhstan.

'Can do' Progress Check

Tick (✓) the things you can do in English now.

Vocabulary

I know words and phrases related to:

- people
- technology
- the environment

Grammatical structures

I know and I can use the structures of:

- will and be going to
- present simple and present continuous for the future
- the passive
- the causative

Reading

I can:

- understand grammatical referencing in a text
- summarize main points of the text
- recognize discourse markers in a text
- understand lexical references in a text

Listening

I can listen to a text for:

- attitude, purpose and intention
- specific information
- main points
- roles and relations

Speaking

I can:

- compare
- express an opinion
- give reasons
- agree and disagree

Writing

I can write:

- a report
- a formal letter
- an essay

MODULE 8

Food and drink

A Matter of Taste

Get warmed up!

Discuss the following. Work in pairs or in groups.

- Where do you think potatoes came from?
- Who do you think invented chips?
- When do you think crisps were invented?



Imagine a tasty plate of chips, fried in hot oil until golden-brown, topped with a little salt and served with ketchup. Think of a hot jacket potato, filled with butter and cheese. Imagine a packet of delicious crisps that leave the flavour on your fingers to be licked off when you've finished.

Wherever you go, you can't get away from them. They are everywhere, eaten by everyone with practically every meal. 1 ____ But have you ever asked yourself where they came from? (And I don't mean the supermarket!)

It all started in Peru. There, they grew potatoes over 2,000 years ago. They weren't like the ones we know today.

Reading 42

1 Read this magazine article to check your answers.

2 What do the words and phrases refer to? Circle the correct option.

- 1 the ones (paragraph 3) *people in Peru / potatoes*
- 2 those (paragraph 4) *attractive potatoes / other vegetables*
- 3 he (paragraph 7) *the customer / George Crum*
- 4 them (paragraph 8) *your friends / the chips*

2 ____ The first Europeans to try the potato were the Spanish. In 1537, Spanish explorers discovered people eating what they called papas. They brought this strange vegetable back to Spain in the 1550s.

People generally didn't like the potato. Lots of other vegetables were introduced into Europe at the same time, like tomatoes and sweet potatoes, and people preferred those to the unattractive potatoes. 3 ____ Very slowly, they spread through Europe, although many people still thought potatoes were poisonous for quite a long time.

There is a story that King Louis XVI (that's 'the sixteenth' to me and you) of France liked the potato and wanted to encourage people to eat them. He planted them in the royal gardens, since he knew this would make them seem valuable and desirable. 4 ____ Once they got used to this strange plant, it became a popular part of the French diet.

So, what about chips? Well, the Belgians claim that they invented fried potatoes, although nobody really knows for sure.

3 Read the article again. Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap 1–6. There is one extra sentence which you do not need to use.

- A He mentions ‘chips of potato’ fried in oil in one of his books.
- B He kept sending them back to be sliced again.
- C Ordinary people stole them and planted them in their own gardens.
- D The original potatoes were smaller and tasted bitter.
- E They are a good source of vitamins, surprisingly.
- F They were given to slaves and prisoners because they were so cheap.
- G We seem to love potatoes however they are cooked.

The first mention of ‘chips’ in England is by the writer Charles Dickens in 1859. 5 _____ The Americans call them ‘French fries’ because soldiers from America went to France during the

First World War and loved the dish. Now, the Americans eat over 20 million tons of chips a year. (That’s altogether, not each!) Crisps are an American invention, although they call them ‘chips’ (don’t get confused!). Everybody agrees that a Native-American chef, George Crum, made the first crisps in 1853. One day, a difficult customer wanted fried potatoes, sliced thinly. When they arrived, he said they weren’t thin enough. 6 _____ In the end, Crum got annoyed and sliced the potato as thinly as he could and fried it, then added lots of salt. The dish was an immediate success.

So now you know. Next time you’re in your favourite fast-food place with your friends eating chips, amaze them with your potato knowledge! Who knows? They might even share their chips with you.

VOCABULARY

Use words or phrases from the text to complete the sentences. You’ve been given the first letter to help you.

- 1 Doctors say that eating too much food f_____ in oil isn’t very healthy.
- 2 They sell lots of different ice cream and my favourite f_____ is banana!
- 3 In fast-food places in Britain, they ask for c_____, but in America they ask for F_____ f_____.
- 4 When I went to New York, I asked for a packet of c_____ as a snack, but they said they
- 5 were called c_____.
- 6 Try to s_____ the bread more thinly next time, so it fits in the toaster!
- 7 A j_____ p_____ is one that has been baked in the oven with its skin on.
- 8 I don’t like b_____ tastes like coffee and dark chocolate. I prefer something sweet.



Have your say!

- Which of the facts in the article do you think is most surprising? Why?



VALUES

Healthy food is your best fuel.

Remember that tasty things might be very unhealthy. Avoid eating things which are harmful for your brain and body like sugar, salt or junk food.

G Grammar 1

Reported speech

👁 Look at *Grammar database 23* pages 163–165 before you do the exercises.

1 Read this sentence and answer the question..

When they arrived, he said they weren't thin enough.

What did he actually say?

- a 'They weren't thin enough.'
- b 'They aren't thin enough.'

2 Choose the correct reported version of each sentence.

- 1 'I'm making chips for lunch,' said Linda.
 - a Linda said she will make chips for lunch.
 - b Linda said she was making chips for lunch.
 - 2 'What have you been doing all day?' my father asked me.
 - a My father asked me what had I been doing all day.
 - b My father asked me what I had been doing all day.
 - 3 'You must be more careful in the kitchen,' Mum said.
 - a Mum said I had to be more careful in the kitchen.
 - b Mum said me to be more careful in the kitchen.
 - 4 'We'll be happy to keep a table for you,' the waiter said.
 - a The waiter said we should be happy if they kept a table for us.
 - b The waiter said they would be happy to keep a table for us.
- ### 3 Rewrite the statements using reported speech.
- 1 'We ate in a great restaurant last night,' George said.
 - 2 'I'll have chicken and another glass of this wine,' Mr Brown said.
 - 3 'Don't put your knife in your mouth, Tom,' his father said.
 - 4 'Are you having chips?' asked my friend.
 - 5 'What have you cooked for dinner?' she asked her husband.

4 Match the reporting verbs with the correct meanings.

- | | |
|----------------|---|
| refuse | a say that something is true without proof |
| deny | b say that you won't do something |
| suggest | c say that you did something wrong |
| admit | d say that you didn't do something you are accused of |
| claim | e offer a plan or idea to be considered |

5 Complete the sentences using the verbs in the box.

refused • suggested • denied admitted • claimed

- 1 'We serve the best food in town,' the owner said.
The owner _____ the best food in town.
- 2 'Yes, I ate the cake in the fridge,' she said.
She _____ the cake in the fridge.
- 3 'No, I won't cook your dinner while you watch TV,' Sally said to her husband.
Sally _____ her husband's dinner while he watched TV.
- 4 'Don't look at me! I didn't drink all of the orange juice!' shouted Oliver.
Oliver _____ all of the orange juice.
- 5 'How about all of us meeting outside BurgerBar at nine?' said Ron.
Ron _____ outside BurgerBar at nine.



VOCABULARY

Food and cooking

1 Match the ways of cooking with the definitions.

- | | | |
|---------|---|---------------------------------------|
| 1 fry | a | cook in the oven with oil (meat, etc) |
| 2 boil | b | cook in hot water |
| 3 bake | c | cook under direct heat |
| 4 grill | d | cook in hot oil |
| 5 roast | e | cook in the oven (bread, a cake, etc) |

2 Complete the paragraph using the words in the box.

snack • recipes • meal • ingredients •
cooker • chefs • saucepans • raw • dishes • dairy

Cookery books are usually written by famous (1) _____. These books are full of (2) _____, telling you how to cook different (3) _____. They usually tell you what (4) _____ you need first. These might be (5) _____ meat, vegetables or (6) _____ products like milk and butter. Then, they tell you what equipment you need, such as (7) _____ or bowls. When you've got everything, and you've turned the (8) _____ on, you just follow the instructions in the book. Anybody can cook! Whether it's a complete (9) _____ or just a(n) (10) _____, all you have to do is follow the advice of an expert. It's easy with the right book.

3 Circle the correct word to describe each taste.

- | | |
|---------------------------------|-----------------------|
| 1 strong coffee, dark chocolate | <i>spicy / bitter</i> |
| 2 a lemon | <i>sour / salty</i> |
| 3 crisps, peanuts, sea water | <i>sweet / salty</i> |
| 4 sugar, strawberries, cake | <i>sweet / spicy</i> |
| 5 chilli, Mexican food, curry | <i>spicy / salty</i> |

Phrasal verbs with out

4 Phrasal verbs with out often have meanings connected to something stopping or disappearing. Read the sentences and match the correct phrasal verb to each definition.

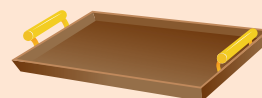
- | | |
|--|---|
| 1 Firemen have finally put out the fire. | a not have any left |
| 2 It was so hot that I passed out! | b faint, lose consciousness |
| 3 You can't back out of helping me now! | c argue |
| 4 We've run out of eggs so we can't bake a cake. | d not include, remove |
| 5 My brother dropped out of his course at college. | e leave a course before the end |
| 6 Let's not fall out over who is cooking dinner! | f extinguish, stop something burning |
| 7 Just cut out the sugar and it'll be fine. | g decide not to do something you had agreed to do |

Collocations: cooking

5 Match to make phrases.

- | | |
|-----------|---------|
| 1 frying | a tray |
| 2 mixing | b spoon |
| 3 serving | c bowl |
| 4 carving | d pan |
| 5 baking | e knife |

6 Write a phrase from exercise 5 under each picture.



1 _____



2 _____



3 _____



4 _____



5 _____



Listening

1 **43** You are going to listen to four short conversations. Decide who the man is in each conversation.

- In Conversation 1, the man is _____.
 A a waiter
 B a customer
 C a restaurant manager
- In Conversation 2, the man is _____.
 A a chef
 B a student
 C a waiter
- In Conversation 3, the man is _____.
 A a customer
 B a waiter
 C a student
- In Conversation 4, the man is _____.
 A a chef
 B a waiter
 C a restaurant manager

2 **43** Listen again. For questions 1–4, choose the best answer (A, B or C).

- Why are they having this conversation?
 A to plan for the coming month
 B to decide what to have for dinner
 C to appoint a new chef

- Why does the woman want the man to try the food?
 A to show him that she's a good cook
 B to help him carry out his job better
 C to show him what he's doing wrong
- What does the man think of the woman's suggestions?
 A He follows them.
 B He ignores them.
 C He questions them.
- What does the man suggest to go with the lamb?
 A a spicy dish
 B something cheesy
 C some simple food



Soundstation

44 Listen to these words. Pay attention to the ends of the words.

bag • bang • back • bank

Now listen to these sets of words. Decide in what order you hear the words by writing the letters a to c next to the words.

- | | | | |
|---|-------------|-------------|-------------|
| 1 | thing _____ | think _____ | thick _____ |
| 2 | sang _____ | sank _____ | sag _____ |
| 3 | sick _____ | sink _____ | sing _____ |
| 4 | bring _____ | brick _____ | brink _____ |



Speaking

1 Match to make useful phrases for agreeing and disagreeing.

- | | |
|------------------------|---------------------|
| 1 Yes, I totally | a a good point. |
| 2 You're absolutely | b disagree. |
| 3 Yes, I think that's | c I agree with you. |
| 4 I'm not sure | d agree with you. |
| 5 I'm afraid I have to | e right. |

2 Work in pairs. Use the phrases from exercise 1 to help you agree and disagree.

- Plan a special meal out for both your families.
- Talk about how much you think they would like to eat these meals.
- Decide which two choices you would like to suggest to your families.



G Grammar 2

Indirect questions 1

👁️ Look at *Grammar database 24 pages 165–166* before you do the exercises.

1 Read the questions. Decide if the statements are true (T) or false (F).

direct questions

- What is a fortune cookie?
- What do they have inside?
- Where was the fortune cookie invented?

indirect questions

- Could you tell me what a fortune cookie is?
- I wonder if you could tell me what they have inside.
- Do you know where the fortune cookie was invented?

- a The word order in indirect questions is the same as in direct questions.
- b All indirect questions need a question mark at the end.

2 Rewrite the questions as indirect questions starting with the words given.

- Do you like Chinese food? I wonder _____
- Have you ever been to China? Could _____
- What is the capital of China? Do you know _____
- How much does a fortune cookie cost? I would like _____
- Where is the nearest Chinese restaurant? Could _____

3 Read this passage about fortune cookies and answer the questions in exercise 1.

The Fortune Cookie

Are you interested (0) IN world cuisine? Do you know anything (1) _____ Chinese food? I wonder (2) _____ you have ever heard of fortune cookies. Fortune cookies are small biscuits that are traditionally served (3) _____ the end of a meal in a Chinese restaurant. They are sweet and have a piece of paper inside them. Written (4) _____ the piece of paper is your fortune. They often say things like 'You will write a book one day' or 'You will be lucky (5) _____ love'. Do you know how far (6) _____ the tradition goes? The Chinese have always given each other sweet Moon Cakes (7) _____ special occasions. When the Mongols occupied China in the 13th century, the Chinese needed a way to send secret messages to each other. They put the messages inside Moon Cakes. When gold was discovered in California in 1849, many Chinese people went (8) _____ America to work (9) _____ the railway. Life was hard, but (10) _____ celebrations they put messages of hope inside biscuits. When they settled in California and opened restaurants, they continued the tradition.



Use your English!

Complete the sentences using the prepositions in the box. Use some prepositions more than once.

about • on • during • back • to • at • in

- 1 Some traditions, like eating lamb at Easter, go quite a long way _____ .
- 2 I'd like to welcome you here _____ this very special occasion.
- 3 _____ the end of the recipe, the chef says that it should be served cold.
- 4 I wrote the number of the restaurant _____ a bit of paper, but I've lost it.
- 5 How much do you know _____ the history of your country's food?
- 6 I've always been interested _____ food from different countries.
- 7 We often eat special food _____ traditional celebrations.
- 8 My parents went _____ an expensive restaurant for their wedding anniversary.

4 Read the passage again. For questions 1–10, think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.



Writing

Formal email

1 Read the email and underline the sentences in the where Maria:

- 1 tells Denise what she'd like to ask her about.
- 2 suggests possible days for the interview.
- 3 asks her to bring examples of easy food.
- 4 asks if they can take photographs.

Which of these are indirect questions?



From: Maria
To: Denise Jordan

Subject: Your interview

Dear Mrs Jordan,

I work for my school magazine, 'Talking in Class'. Our editor has asked me to give you more information about the interview you have agreed to do.

We are very interested in your new series. Would you mind if we asked you a few questions about it? We would also like to ask you about your experiences working in a hotel.

I wonder if you would be available on either the 12th or the 13th of March. The interview would take place at about 10 o'clock in the morning, because of the school timetable.

Your new series is about learning to cook easy dishes. I wonder if you could bring some examples to show us what you mean. Would you mind if we took photographs during the interview?

Please contact me if you need more information.

Yours sincerely,
Maria Zerva

2 Read the writing task and make notes. Use your imagination!

You are now ready to write your email to Peter Murphy. Include all the information in the notes. Suggest you interview him at his restaurant. Ask him to prepare one or two easy recipes for students. Ask about taking photographs during the interview.

Cooking in the Classroom

Should we all learn how to cook at school? Yes, says Peter Murphy, a local chef, whose new book, Fit for a King, is published this week. He believes that schools should provide lessons in healthy cooking and healthy eating for all pupils. Peter thinks that fast food is great, but young people can also make other delicious dishes. Customers at his restaurant in the centre of town certainly agree that he knows what he's doing! Peter Murphy has agreed to do an interview with your school magazine and you have been asked to give him more information. Here are the notes you have made:

- 1 What's your school magazine called?
- 2 What would you like to interview him about? (at least TWO things)
- 3 Write a formal sentence to suggest an interview at his restaurant.
- 4 Write an indirect question to ask him to prepare recipes for students.
- 5 Write an indirect question to ask if you can take photographs.

3 Make a plan in *Composition Planner 12* on page 135.

4 You are now ready to write the first draft of your email. Write between 120 and 180 words. When your teacher has commented on your email, write the final version.

KZ

Culture Spot: The Green Bazaar

1 Where do you and your family usually buy food? How often do you go shopping for food? Compare your answers in pairs.

2 Read the text about The Green Bazaar. Have to ever been to a similar place?

The Green Bazaar, or Zelionyj Bazar, is a place you really should visit when visiting Almaty. This market is central to the every day life of the local people and is so called because in the past it was the traditional place to buy and sell local products such as fruit and vegetables. It is by no means the only market in Almaty but it is the most well-known and it probably sells the widest range of goods. This is a great place to feel the real atmosphere of central Asia and to practise your **haggling** skills or sample some local products.



Actually, the market is **worth** putting on your **itinerary** even if you're not into shopping. **Numerous** stalls are piled high with nuts, fruit (both fresh and dried), smoked fish, spices, ready-made Korean salads, vegetables, medicinal herbs, cheeses, sausages and **enormous** pieces of fresh meat.

You can get *kymyz* (fermented horse milk), *shubat* (fermented camel milk) and freshly squeezed pomegranate juice here too – and the cafés **dotted** around the place will serve a bowl of *laghman* (thick long noodles) or *plov* (fried rice with vegetables or occasionally with meat) with tea and bread.

3 Read the text again and choose the correct word in each sentence.

- Zelionyj Bazar is *important* / *useless* place to the local people living in Almaty.
- The market offers a *narrow* / *wide* range of products.
- There are stands with *huge* / *little* pieces of meat.
- The cafés there offer some nice dishes with *tea* / *water* and bread.



GLOSSARY

haggle /'hæg(ə)l/ (**v**) to argue in order to agree on the price of something

worth /wɜ:(r)θ/ (**adj**) used for saying that there is a good enough reason for doing something, because it is important, enjoyable, useful etc

itinerary /aɪ'tinəri/ (**n**) a plan of a journey that you are going to make, including

information about when and where you will travel

numerous /'nju:mərəs/ (**adj**) existing in large numbers

enormous /i'nɔ:(r)məs/ (**adj**) very large in size or quantity

dot /dɒt/ (**v**) to be in many parts of a place



Now you!

Work in groups.

Go online and try find pictures of other Bazaars. Describe your pictures to the other groups.

The Problem Page

Get warmed up!

Discuss the following. Work in pairs or in groups. Your teacher will read out some definitions of family relationships.

- What's the English word for each one? For example, your **mother's sister** is your **aunt**.
- Are there any agony aunts in magazines in your country?
- What problems do young people ask for advice about?

Reading 45

1 Read three letters to a problem page in a magazine for teenagers and the responses. Match each letter 1–3 to one of the responses A–C.

Letter 1 _____ Letter 2 _____ Letter 3 _____

2 Decide whether these sentences from the problem page are opinion (O) or fact (F).

- 1 He's so gorgeous!
- 2 My elder brother has been going out with his girlfriend for about two years ...
- 3 If we move, I'll lose all my friends from school ...
- 4 Don't say you're worried about his fiancée ...
- 5 These situations often arise ...
- 6 ... you have to think very carefully before you do anything.



Ask Miranda!

If you have a problem, our agony aunt **Miranda Miracle** can help you find a solution. Write to Miranda Miracle now. Here are this week's letters and Miranda's advice.

Dear Miranda,

1 I think I'm in love with my best friend's boyfriend! I can't stop thinking about him. He's so gorgeous! I don't know how he feels about me and I don't know what to do. I haven't told anyone about this and it's driving me crazy. If I tell my best friend, she'll hate me forever. Should I tell her boyfriend how I feel?

Please help me!

Alison (aged 15), Manchester

Dear Miranda,

2 My elder brother has been going out with his girlfriend for about two years and in fact they're now engaged. But recently he's started treating her badly. He's rude to her in front of other people and I know he sometimes lies to her. I love my brother but I don't want to see his girlfriend get hurt. She's a really nice person. If I get involved, it'll affect my relationship with my brother, but I can't just stand back and do nothing. What do you think I should do?

Carl (aged 16), London

Dear Miranda,

3 My mum and dad got divorced a few months ago. I live with my mum, but my dad lives nearby and my little brother and I still see him regularly (usually two or three times a week). The problem is that my mum wants us to move to Glasgow to be nearer her family. If we move, I'll lose all my friends from school and my brother and I won't be so near our dad. I'll be so upset if we have to leave Edinburgh. What do you suggest I do?

Stephanie (aged 14), Edinburgh

A

If you said something to your brother, it wouldn't necessarily affect your relationship with him. It depends what you say and how you say it. Don't say you're worried about his fiancée and that he's treating her badly. Say you're worried about him. Ask him if he's happy being engaged. Tell him that sometimes it seems like he doesn't like his girlfriend very much. Try to find out what the cause of his behaviour is. If he says everything's fine, then maybe you'll have to talk to his fiancée and find out how she feels. But talk to your brother first.

B

These situations often arise when parents split up and I want you to remember a few things. First, if you do move house, you won't be very far away from your father and your friends. It's not like you're moving to another country! Maybe you'll be able to stay with your dad every weekend, and then you'll also be able to see your friends. Secondly, don't forget you'll make lots of new friends at your new school, and you'll be nearer your mum's family. Most importantly, I think you should talk to your mum and dad about this. If you discuss it with them, I'm sure they'll understand how you feel and maybe they'll be able to come up with a solution that you're happy with. Good luck!

C

You're in a very difficult situation and I know you must be feeling very confused, but you have to think very carefully before you do anything. What do you want to achieve? If you manage to 'steal' your best friend's boyfriend, you'll end up losing your best friend. And if you tell her boyfriend how you feel and he doesn't feel the same way, you'll still probably lose your best friend. Do you really want that? If I were you, I'd try to forget him. Find a boyfriend of your own. Do you really have to destroy your best friend's happiness and your relationship with her to get a boyfriend? No. There are lots of gorgeous boys out there. Go out and meet one!

3 Read the letters and responses again and choose the correct answer A, B, C or D.

- Alison thinks that her best friend's boyfriend
 - doesn't feel the same way about her.
 - is extremely good looking.
 - has put her in a difficult situation.
 - isn't really in love with her best friend.
- Miranda believes that
 - Carl's brother will admit he's treating his fiancée badly.
 - Carl has to do something to solve his brother's problems.
 - if Carl discusses the situation with his brother, there will not necessarily be problems.
 - Carl will have to have a talk with his brother's fiancée.
- Miranda thinks that Stephanie should
 - not see moving as a disaster.
 - argue with her parents.
 - stay in Edinburgh.
 - move to another country.

VOCABULARY

Complete each sentence using a word or phrase from the problem page.

- Maybe I should write to a(n) _____ for some advice.
- Daniel and Gloria have just got _____. They're planning to get married sometime next year.
- My parents got _____ last year. I live with my mum now but I see my dad every weekend.
- I fell in _____ with her the first time I spoke to her.
- Joe and Jo have just _____ up. It's really sad.
- We've been going _____ with each other for almost a year.
- I actually have a very good _____ with my mother-in-law.



Have your say!

Do you agree with Miranda's advice to Alison, Carl and Stephanie? What other advice would you give them?



VALUES

If you have any problems or worries, talk to the people whom you can trust. Remember that even the biggest problem can be solved with a bit of help and support!

G Grammar 1

Zero, first and second conditionals

👁 Look at *Grammar database 25* pages 166–167 before you do the exercises.

1 Match to make sentences.

- | | |
|--------------------------------------|---|
| 1 If you have no-one to talk to, | a it would break my heart. |
| 2 If Baz asks me to go out with him, | b I'd talk to your teacher about this. |
| 3 If Liz ever left me, | c it's difficult to solve your personal problems. |
| 4 If I were you, | d I'll say yes! |

2 Match each of the sentences in exercise 1 with a description.

- | | |
|--|-------|
| a This is an unlikely future situation. | _____ |
| b This is a piece of advice. | _____ |
| c This is a general truth. | _____ |
| d This is a possible or likely future situation. | _____ |

3 Read the letter and choose the correct answer.

4 Write one word in each gap to complete Miranda's reply to Jane. Be careful! Short forms (eg *won't*) count as one word.

Dear Miranda,

I want to get my ears pierced but my parents won't let me. I'd look really cool if I (1) **have / had** pierced ears but if I (2) **do / will do** it without permission, my parents (3) **will / would** be really angry. I don't want to hurt or disobey them, but if they (4) **understand / understood** how old-fashioned their views are, they'd let me do it. If I (5) **don't / didn't** get my ears pierced, all my friends at school will laugh at me.

If you were me, what (6) **will / would** you say to them to make them agree?


Please help!

Jane (aged 13), Basildon

I understand how you feel, Jane, but if I were you, (1) _____ listen to Mum and Dad and do what they say – for now. You're only 13. That's quite young to get your ears pierced. If you wait a year or so before you ask them again, maybe they (2) _____ say yes! You say that everyone at school will laugh at you if you (3) _____ get your ears pierced now, but is that really true? I think your friends will understand (4) _____ you say to them, 'I really want to get my ears pierced when I'm a bit older.' And – let's be honest – if your friends laugh at you and say you're not cool, they (5) _____ very good friends, are they?



Listening


1  **46** You are going to listen to part of a radio programme in which an agony aunt gives advice to callers. As you listen, decide whether these statements are true (T) or false (F).



- | | |
|---|-------|
| 1 Jenny's problem is with a member of her family. | T / F |
| 2 Jenny and Adrian fight all the time. | T / F |
| 3 Miranda says that Jenny is wrong about something. | T / F |
| 4 Miranda's advice will solve Jenny's problem but not Adrian's. | T / F |
| 5 Jenny is going to make a suggestion to Adrian. | T / F |

2 Look at these statements. Was the idea expressed by either Miranda or Jenny? Write Y for Yes and N for No.

- Jenny and Adrian are in love with each other.
- Jenny and Adrian have always had serious disagreements.
- It would be best if Jenny and Adrian split up.
- Jenny and Adrian should always make decisions together.
- Miranda's advice will definitely not work.

3  **46** Now listen again and check your answers.

VOCABULARY

Form nouns from the verbs and adjectives below. Write the nouns in the correct column.

Verbs

agree • appear • argue • arrange • enjoy
entertain • excite • involve • perform
prefer • pretend • relate

Adjectives

confident • different • friendly • important
innocent • intelligent • patient • possible
responsible • violent

Nouns

- | | | |
|--------------|---------------------|-------|
| -ship | <i>relationship</i> | _____ |
| | | _____ |
| | | _____ |
| -ment | <i>agreement</i> | _____ |
| | | _____ |
| | | _____ |
| -ance | <i>appearance</i> | _____ |
| | | _____ |
| | | _____ |
| -ence | <i>confidence</i> | _____ |
| | | _____ |
| | | _____ |
| -ity | <i>possibility</i> | _____ |
| | | _____ |
| | | _____ |



G Grammar 2

Time clauses

👁️ Look at *Grammar database 26* page 167 before you do the exercises.

1 Write the verbs in the correct form to complete the dialogue.



Kelly: Hey Alana! I want to ask you something before the teacher (1) _____ (come) in. How are you and Adam?

Alana: Well, actually I think I'm going to tell Adam that I don't want to go out with him anymore.

Kelly: What? Wow! He's going to be really upset when you (2) _____ (tell) him.

Alana: I know, but I have to do it. And he'll be fine after he (3) _____ (realise) it's for the best.

2 Choose the correct word or phrase to complete the dialogue.

Kelly: So, why do you want to break up with Adam anyway?

Alana: Because I've fallen in love with Darren!

Kelly: Really?

Alana: Yes, so I've got to tell Adam (1) **until** / **as soon as** / **before** I can. It's not fair to wait (2) **when** / **as soon as** / **until** he finds out from someone else.

Kelly: So, when are you going to tell him? This evening?

Alana: No, he's coming to my house at eight in the morning, so I'll tell him (3) **while** / **until** / **as soon as** we walk to school together. And then (4) **while** / **until** / **as soon as** Darren gets to school, I'm going to tell him I can go out with him!

Kelly: You're going to have an interesting day tomorrow. Good luck!

3 Write a word from the box in each gap to complete the dialogue.

after • until • while

Kelly: Tell me all your news (1) _____ we walk to class! How did it go? Did you tell Adam? Are you going out with Darren now?

Alana: No. I couldn't do it. I've decided to stay with Adam, after all.

Kelly: What? Why?

Alana: Because he's so sweet! I can't wait (2) _____ I see him at lunchtime!

Kelly: And what about Darren?

Alana: I'll see him (3) _____ I have lunch with Adam. He'll be fine! He'll understand!



Soundstation

Play the Soundstation Game. Your teacher will explain the rules to you.

- I think it's **banned** / **bad**.
- The **land's** / **lad's** a long way away!
- What does '**trend**' / '**tread**' mean?
- Can you see the **bend** / **bed** from here?
- It's a very strange **finger** / **figure**.
- Did you buy '**The Jungle** / **Juggle Book**'?



Be careful! The roads got a lot of bends in it!

Speaking

- 1 Read the answers A–G that some students gave in an English exam interview and match them to the examiner's questions 1–9 below. There may be more than one answer for each question.
- 2 Tick (✓) the answers in exercise 1 you think are successful. Put a cross (✗) next to those that are not so successful. Then explain why.
- 3 In pairs, ask and answer the following questions.

1 Have you got any brothers and sisters? Do you get on well with them/him/her?

2 Do you come from a large family?

3 What's your best friend like?

4 What do your parents do?

5 How important is friendship to you? Why?

6 How would you describe your personality?

7 Are you closer to your friends or your family?

8 What job do you want to do when you're older?

9 Who would you go to if you had a serious personal problem?

A Well, my dad's a civil servant and my mum's a doctor.

B My family consists of four members.

C Indeed I do. My siblings are named Daz and Sharon.

D My father is currently employed by the state and my mother practises medicine.

E Yes.

F Yes, I've got a brother and a sister. My brother's called Simon – he's a year older than me – and my sister's called Fiona. She's only seven.

G There are four of us. Me, my sister and my mum and dad.

Phrase Bank! P

- 4 Turn to page 139. In pairs, do the role-play activity 10.

Use your English!

Use the word given in capitals to form a word that fits in the space in the same line.

Dear Miranda,
 I'm really lonely. I've been having lots of (1) _____ and (2) _____ with my parents recently and I don't have anyone to talk to. I don't have any close (3) _____ with anyone my own age as I don't have the (4) _____ to make friends easily. You see, I'm really shy. I know how important (5) _____ is, but what can you do when you don't have any friends? Do you have any (6) _____ as to what I could do? I thought that one (7) _____ might be to start wearing trendier clothes. Do you think if I change my (8) _____ it will make a big (9) _____? Please help! Everyone thinks I'm happy but I'm not. And I can't keep up the (10) _____ much longer.

Ask Miranda!

DISAGREE
 ARGUE
 RELATE
 CONFIDENT
 FRIEND
 SUGGEST
 POSSIBLE
 APPEAR
 DIFFER
 PRETEND





Writing

Letter of advice

1 Read Jessica's letter and answer the questions.

- 1 Is the letter formal or informal?
- 2 Is Linda's problem the first thing Jessica mentions?
- 3 In which paragraph does Jessica express her opinion about the argument?
- 4 In which paragraph does Jessica make her suggestions?
- 5 How many suggestions does she make?
- 6 Underline her suggestions.

2 Read the writing task and answer the questions.

Below is part of a letter you have received from your pen friend. Write a **letter** to your pen friend giving your advice.

I really want to go on holiday with my friends this summer but my parents won't let me. They say I'm too young and that I have to stay with them. But I'm 14 years old and it's so boring at home in the summer! What do you think I should do? Any suggestions???

- 1 Do you think your pen friend's parents are right or wrong? Why?
- 2 What should your pen friend do? Write down two or three suggestions.

3 Make a plan in *Composition Planner 13* on page 136.

4 You are now ready to write the first draft of your letter. Write between 120 and 150 words. When your teacher has commented on your letter, write the final version.

Dear Linda,

Thanks for your letter. I'm glad you passed your history test!

I was sorry to hear about the argument you had with your parents about your pocket money. I know you get less than most of your friends but if your parents can't afford to give you any more, I guess there's not much you can do about it (unfortunately!).

If I were you, I'd try not to argue about this. Why don't you get a part-time job, maybe on Saturdays or after school and earn a bit of extra money that way? It can be quite fun delivering newspapers. That's what I do! Or perhaps you should tell everyone that you don't want presents for Christmas or your birthday, but that you'd rather have money. And if you're careful how you spend it, you'll have more during the year for CDs and clothes and all the other things you want to buy.

Anyway, keep smiling whatever happens! I'd better go now as I've got loads of homework to do (as always!).

Write back soon!

Love,

Jessica

KZ Culture Spot: Youth Problems in Kazakhstan

1 Who do you usually share your problems with? How important is it to ask for help? Discuss your ideas in pairs.

2 Read the text about young people's problems. What is the purpose of the 'TEENS' project?

The online project 'TEENS', recently **launched** in Kazakhstan, is aimed to help teenagers **cope with** their problems.

The time between 13 and 16 is a period full of changes as we start to become more grown-up. However, the majority of teens often **encounter** problems such as **misunderstandings** with parents, teachers or peers, family quarrels or depression. The reasons for these problems are often very different – from being bullied at school to questioning one's place in life.

The founders of the 'TEENS' project believe that any problem can be worked out successfully. It becomes easier to do so when a teenager and their family know where to find help. On the project's website you can find contact details for experienced psychologists and a teenage helpline, do a psychological test, and read useful resources in order to learn more about dealing with problems.



3 Read the text again and answer the questions *Yes* or *No*.

- 1 Is the 'TEENS' project an Internet one?
- 2 Do many teenagers have problems when they are growing up?
- 3 Do teens have only one reason for having problems?
- 4 In the opinion of the creators of the project, are there problems which cannot be solved?
- 5 Can you contact a psychologist thanks to the project?



GLOSSARY

launch /lɔːntʃ/ (v) to start a major activity such as, a public investigation or a project

cope with /kəʊp wɪð/ (v) to deal successfully with a difficult situation or job

encounter /ɪnˈkaʊntə(r)/ (v) to experience or deal with something, especially a problem

misunderstanding /ˌmɪsʌndə(r)ˈstændɪŋ/ (n) a failure to understand someone or something correctly



Now you!

Work in groups.

Go online and try to find more problem page sections for teenagers. Exchange your ideas with the other groups.

MODULE 9

The world of work

Getting By

Get warmed up!

Discuss the following. Work in pairs or in groups.

- Think of a member of your family. What is their job? Where do they work?
- Have you ever worked during your summer holidays? Which job would you like to do this summer? Why?

Reading 47

1 Quickly read the information about the four jobs A, B, C and D. Which job would you most like to do, and why?

A

Name **Craig McFarland**

Age **42**

Position **Sales representative**

'As a sales rep, a lot of my working day is spent on the road or in the air. I work in telecommunications, so I mainly sell telecoms equipment to other companies. The salary's excellent – I get around €100,000 a year, plus commission – but I usually end up working about 60–70 hours per week, so I don't get to see my family very much. To do this job well, you have to be outgoing, patient, persuasive and polite and you also have to be prepared to do a lot of travelling.'



B

Name **Daniel Thompson**

Age **21**

Position **Waiter**

'I've just finished my second year at university. I didn't have any studying to do over the summer holidays and I didn't have any money, so I decided to get a temporary job. So, for the next two months I'm working in a café not far from the university. It's not bad. I work every lunchtime and evening, except weekends – that comes to 40 hours per week – and the customers are generally university professors or graduate students, so they're quite interesting people. The wages aren't great, of course. I get €7.50 an hour, but it's enough for me to get by, and the job's not difficult. I wouldn't want to be a waiter for the rest of my life, though!'



C

Name **Jessica Murray**

Age **34**

Position **Civil servant**

'I've been working in local government since I left university and I find it very rewarding. I started working part-time after I had my first child. I love it! I have enough time to do things like go to the kids' Sports Day at school. I earn about €20,000 a year – that's for 20 hours a week. My husband works full-time, so together we bring in quite a good income. At the moment, I'm working in the City Council Planning Department, so I spend a lot of my time dealing with building regulations and planning applications. It might sound boring but actually it's not. I think to be a successful civil servant, you have to like working with people, you probably need a sense of social responsibility and you shouldn't have dreams of becoming rich!'



2 Which of the people might make these statements? Write A, B, C or D. Give reasons for your answers. You will need to use one of the letters twice.

- 1 I've got big plans for the company. _____
- 2 I couldn't do my job without a driving licence. _____
- 3 This is definitely not my chosen career. _____
- 4 I'm glad I don't have a full-time job. _____
- 5 I like being in control. _____

3 Which of the positions ...

- 1 does not involve selling a product? _____
- 2 is not permanent? _____
- 3 does not require at least eight hours work a day, five days a week? _____
- 4 involves a long break during the working day? _____
- 5 involves paying the salaries of employees? _____
- 6 brings in more money if you are successful? _____
- 7 involves working with politicians? _____
- 8 is it not possible to be sacked from? _____

D

Name **Devi Sohanta**

Age **29**

Position **Magazine publisher**



'I used to work in the advertising department of a women's magazine and gained a lot of experience there, so, about two years ago, I decided to start my own business. It's extremely hard work being self-employed, but at least there's no-one telling you what to do! I only have two people working for me, which means I have to do lots of different things: writing articles, getting advertisers, dealing with the printers, getting the magazine distributed. You name it, I do it! We're only a small local magazine at the moment but I'm hoping to expand soon. How much do I earn? It depends on how many copies we sell! How many hours a week do I work? A lot! And every day, including weekends, usually.'

VOCABULARY

Complete each sentence using a word or phrase from the article.

- 1 If you have a _____ job, you don't work a full working week.
- 2 If you have a _____ job, you work a full working week – usually at least 40 hours per week.
- 3 If you have a _____ job, you only do that job for a few days, weeks or months.
- 4 If you are _____, you work for yourself rather than for someone else.
- 5 If you earn a _____, you get a certain amount of money per year and you are usually paid at the end of every month.
- 6 If you earn _____, you get a certain amount of money per hour and you are usually paid at the end of every week.
- 7 If you are on _____, how much you earn depends on how much you sell.
- 8 If you don't earn enough to _____, you don't earn enough money to buy food, pay the bills, etc.
- 9 If you work _____ advertising, your job is something to do with the advertising industry.

Have your say!

What do you want from a job? Put these factors in order (1: most important – 4: least important) and explain why.

- a good salary _____
- working with other people _____
- lots of time off _____
- being my own boss _____

VALUES

Most people work to earn their living. Remember that the money you will get for your job is not the most important – doing your job well with love and passion and being honest are fundamental.

G Grammar 1

Reported questions

👁️ Look at *Grammar database 27* pages 167–168 before you do the exercises.

1 Choose the correct word or phrase to complete the text.



It was a disaster! When I went in, they asked me if I (1) **want / wanted** some coffee and I stupidly said yes. When it came, I spilt it all over the desk. Then one of the interviewers asked me why (2) **had I applied / I had applied** for the job. I was so nervous that I started talking about the job I've got at the moment. I soon realised my mistake and started sweating. So then they asked me (3) **if / when** I was feeling all right and (4) **whether / weather** I wanted to carry on with the interview. I asked if (5) **we could / could we** start again but they just laughed and asked me what (6) **did I know / I knew** about the (7) **company? / company**.

2 Complete each sentence using reported questions so that it means the same as the sentence before it.

- 1 'Why did you apply for the job, Claire?' asked the interviewer.
The interviewer asked Claire _____.
- 2 'And what skills do you have?'
She was also asked _____.
- 3 'Will you be able to work on Saturday mornings, Claire?'
They wanted to know _____.
- 4 'Do you have any questions?'
Claire was asked _____.
- 5 'Can you start tomorrow?'
The interviewer asked her _____.

3 Read this dialogue between Claire and her husband and choose the correct answer A, B or C.

Ben: So how was your first day at work, Claire?

Claire: When I got to the entrance, the security guard asked me who (1) _____. I told him my name and he asked if (2) _____ an ID card.

Ben: And did you?

Claire: No, it was my first day! I asked him whether (3) _____ a list of new employees and he said he did. He looked on the list and I wasn't there! He asked me who (4) _____ the job. I couldn't remember the interviewer's name!

Ben: Oh, no! What did he do?

Claire: He rang upstairs and asked if they (5) _____ me. They said yes and he let me in. I asked him where (6) _____ an ID card and he said: 'From me!' And he gave me one straight away! The rest of the day was fine after that.

- | | | | |
|---|---------------|----------------|------------------|
| 1 | A I am | B was I | C I was |
| 2 | A I did have | B I had | C had I |
| 3 | A he had | B had he | C did he have |
| 4 | A did give me | B had given me | C am I giving |
| 5 | A expect | B did expect | C were expecting |
| 6 | A could I get | B I can get | C I could get |



Listening

1 You are going to listen to a woman talking to someone about her new job. Before you listen, look at the sentences in exercise 2. Can you think of any words or phrases that might fit in the gaps?

2 **48** Listen to the conversation and complete the sentences with a word or short phrase.

- Amy is supposed to be at work by (1) _____ in the morning.
- Amy's (2) _____ is called Mrs Collins.
- The (3) _____ is on the fifth floor.
- Amy wasn't given an (4) _____.
- The employees there are allowed to work at any (5) _____ they like.
- Most of Amy's colleagues are also graphic (6) _____.
- Amy's company is doing an (7) _____ campaign for a computer company.
- Amy spent her first day working on one of the newspaper (8) _____.



3 How many of your guesses in exercise 1 were right?

VOCABULARY

1 Choose the correct word(s) to complete the word patterns.

- 1 apply **to** / **for** a job
- 2 make someone **do** / **to do** something
- 3 cause someone **do** / **to do** something
- 4 approve **for** / **of** (doing) something
- 5 complain **for** / **about** something
- 6 be interested **in** / **on** (doing) something
- 7 be made **do** / **to do** something
- 8 be involved **in** / **at** (doing) something
- 9 apologise **for** / **of** (doing) something
- 10 insist **on** / **for** (doing) something

2 Write one word from exercise 1 in each gap to complete the sentences. You may need to change the form of the word.

- 1 I don't _____ of people wearing casual clothes to work.
- 2 Pedro is _____ in applying for the job of Hotel Manager he saw advertised in the local paper.
- 3 Melissa's going to _____ about being _____ to work three weekends in a row.
- 4 I don't think they should _____ you go on the training course if you don't want to.
- 5 They _____ for making me do so much overtime but they didn't offer to pay me any more money!
- 6 We _____ on your having a clean driving licence.
- 7 At the moment Jo's heavily _____ in a project to redesign the town centre.

G Grammar 2

Indirect questions 2

👁️ Look at *Grammar database 28* page 168 before you do the exercises.

1 Match to make indirect questions.

- | | |
|-------------------------|--------------------------------------|
| 1 Would you mind | a tell me what experience you have. |
| 2 Could I ask | b much the pay is per hour? |
| 3 Do you know where | c when I would be expected to start? |
| 4 I wonder if you could | d what qualifications you have. |
| 5 I'd like to know | e telling me what the salary is? |
| 6 Could you tell me how | f the job interview is? |

2 Choose the correct word or phrase to complete each indirect question.

- Could you **tell / say** me what **do you want / you want** to do when you leave **school. / school?**
- Can I ask if **you are planning / are you planning** to go to **university? / university.**
- I'd like to **tell me / know** whether **you would / would you** be happy to work **abroad. / abroad?**

3 Complete each sentence so that it means the same as the sentence before it.

- Where are you working at the moment?
Can you tell me _____
- What are your plans for the future?
Do you know _____
- When did you decide to be a teacher?
I wonder if you could _____
- Is a large salary important to you?
Would you mind _____
- Why have you quit your job?
Do you think you could explain _____

🎧 Soundstation

1 🎧 49 Listen to these pairs of words. Can you hear the difference between them?

shake / sake
shoe / Sue
ship / sip
show / so
short / sort

2 🎧 50 Now listen to these sentences. For each one circle the word you hear.

- shack / sack
- shine / sign
- shaving / saving
- sheet / seat
- shell / sell
- shock / sock
- shed / said





Speaking

- 1** Read the question and the answers different students gave during an English exam interview. Tick (✓) the answers you think are successful, cross (✗) next to the ones you think are not so successful.

Phrase Bank!

P

Have you decided yet what job you'd like to do when you're older?

No, I haven't really decided yet but I think I'd like to work in the media – maybe writing for a magazine or for TV.

1

No, I haven't.

2

Well, I definitely want to study English at university. After that? I'm not really sure yet, to be honest.

3

Yes, I really want to be an actor. I've been in several school plays and everyone said I was very good. I just love being on the stage. I can't imagine doing anything else.

4

Yes, I want to be a lawyer.

5

- 2** Make notes about yourself to answer these questions. Give reasons for your opinions.

Have you decided yet what job you'd like to do when you're older?

Would you like to do the same job that someone in your family does now?

Would you like to go to university? If so, what do you think you would study?

Can you imagine yourself running your own business one day?

Do you think you'll ever go abroad to work?



Use your English!

Complete each sentence using the word given so that it means the same as the sentence before it. Use no more than five words.

- 'What do you do for a living, Dauren?' asked Yussuf. **know**
Yussuf wanted _____ for a living.
- 'Can I take the day off tomorrow?' asked Emma. **if**
Emma _____ the next day off.
- Where are you working at the moment? **ask**
Could I _____ working at the moment?
- What did you say to the boss? **know**
I'd like _____ to the boss.
- They made Costas apologise when he was late. **made**
Costas _____ being late.
- I don't like it when shop assistants are rude to customers. **approve**
I don't _____ rude to customers.
- Nariman was late for the meeting because of a traffic jam. **caused**
A traffic jam _____ for the meeting.
- I would like to find out more about the position. **interested**
I _____ more about the position.

- 3** In pairs, ask and answer the questions in exercise 2.

- 4** Turn to page 139. In pairs, do the role-play activity 11.



Writing

Letter of application

1 Read the letter and answer the questions.

- 1 Is the job full-time?
- 2 Where was it advertised?
- 3 When?
- 4 How old is Harvey?
- 5 Where is he studying at the moment?
- 6 What word does he use to mean 'at the moment'?
- 7 What is he studying?
- 8 Has he got any previous experience?
- 9 How many questions does he ask?
- 10 Are his questions direct or indirect?
- 11 Is the letter formal or informal?

Dear Mrs Singh,

I am writing to apply for the position of part-time kitchen assistant, as advertised in 'The Evening Gazette' last Tuesday.

I am an eighteen-year-old student currently studying French at Tyfold College. I have experience in food preparation, as I worked in a restaurant last summer.

I wonder if you could let me know how many hours a week I would be expected to work. I would also be grateful if you could tell me what the pay per hour is.

Please do not hesitate to contact me if you require any further information. I would be more than happy to attend an interview.

I look forward to hearing from you soon.

Yours sincerely,

Harvey Goldman

2 Read the writing task and make notes to answer the questions below.

You have seen this advertisement for a job in a local sports shop and are interested in applying. Write your **letter of application**.

Part-time shop assistant
required for local sports shop

- Job involves serving customers and helping Manager
- Previous experience an advantage
- Good rate of pay

Please apply in writing to:
Dave Parker, Southam Sports



- 1 What's the name of the person who's going to apply for this job?
- 2 How old is he/she?
- 3 What is he/she doing at the moment? (unemployed? at university?)
- 4 What experience does he/she have?
- 5 Where did he/she see the advert?
- 6 When?
- 7 What two questions does this person need to ask?

3 Make a plan in *Composition Planner 14* on page 137.

4 You are now ready to write the first draft of your letter. Write between 120 and 180 words. When your teacher has commented on your letter, write the final version.

KZ Culture Spot: Teens' Jobs

- 1 What types of jobs can teenagers do? Which job would you like to do if you could choose? Discuss your ideas in pairs.
- 2 Read the text about teens' jobs. Which job opportunities for teenagers are mentioned in the text?



Teenagers have different job opportunities according to the **legislation** of the country they're living in and the current situation in the job market.

According to current legislation in Kazakhstan, a job contract may be signed only with a teenager aged 16+. If the parents or legal **guardian** give their written **consent**, the contract can be signed with 15-year-olds.

14-year-olds may also do part-time jobs, but only if it's in their free time. It must not **affect** their health or study time. Teens under 14 may do part-time jobs in cinemas, theatres, concert halls or circuses if it involves part of a performance.

Such work cannot damage the physical or psychological wellbeing of the child. In **exceptional** cases the employment contract can be signed by one of the parents or legal guardians.

- 3 Read the text again and answer the questions.
 - 1 At which age can a teenager legally sign a job contract in Kazakhstan?
 - 2 Can 14-year-olds work?
 - 3 What types of jobs cannot be done by teenagers?



GLOSSARY

legislation /ˌledʒɪ'sleɪʃ(ə)n/ (**n**) a law, or a set of laws

guardian /'gɑ:(r)dɪən/ (**n**) a person or organization that guards or protects something

consent /kən'sent/ (**n**) permission to do something

affect /ə'fekt/ (**v**) to change or influence something. If something affects something else, it has an effect on it

exceptional /ɪk'sepʃ(ə)nəl/ (**adj**) extremely good or impressive in a way that is unusual



Now you!

Work in groups.

Go online and try to find other job opportunities for teenagers. Describe the results of your findings to the other groups.

→ CLIL ICT: dot com companies



Silicon Valley is south of San Francisco. It's home to many large technology companies such as Apple and Hewlett-Packard and also many dot-com companies. These are companies like Google, Facebook and eBay which operate mainly over the Internet.

But where did the dot-com company come from?

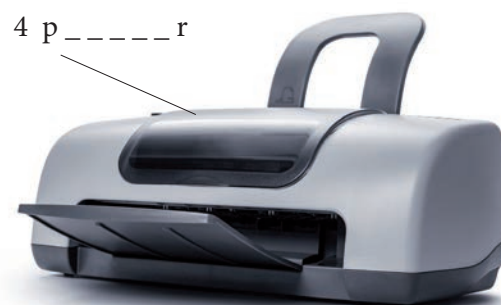
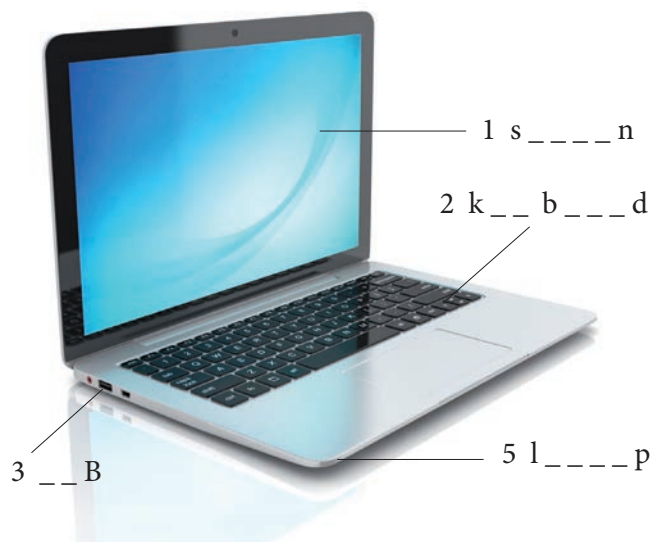
In 1985, the World Wide Web was first introduced to the world. A company called Symbolics became the first company to register its address, or URL, on the web. Today, there are 200 million websites in existence, and one domain is registered every three minutes in the UK alone. But it took a long time for the Internet to become the phenomenon it is today. It was when Sir Tim Berners-Lee put up the first website in 1990 (info.cern.ch), that the Internet took off.

During the 1990s, there was a dot-com boom. Many people became rich because of the World Wide Web. In 1998, PhD students Larry Page and Sergey Brin invented Google. These days, this search engine is the world's most recognisable brand and, in 2011, it was valued at \$192 billion.

How do you say the following in Kazakh?

- 1 @ 2 www. 3 .com 4 .co.uk

1 Write the missing letters.



2 Find four ICT companies in the wordsearch.

B	Y	G	O	E	R	O	G
O	E	O	G	D	G	L	A
Y	W	W	L	O	O	F	P
F	A	C	E	B	O	O	K
A	P	S	U	M	G	F	L
C	P	G	A	P	L	L	F
E	L	O	O	G	E	B	A
R	E	R	E	B	A	Y	C
U	B	U	K	A	O	G	E

3 Circle the correct answers.

- 1 Many technology companies have offices in ...
 a the Silicon Valley b the Union Square c Pacific Heights
- 2 Symbolics registered its URL address in ...
 a 1980 b 1985 c 1990
- 3 The first website was put up in ...
 a 2000 b 1998 c 1990
- 4 Larry Page and Sergey Brin invented ...
 a Google b the World Wide Web c Facebook

Webquest
 Find out more about Silicon Valley. Ask your teacher.

'Can do' Progress Check

Tick (✓) the things you can do in English now.

Vocabulary

I know words and phrases related to:

- food and drink
- relationships
- employment

Grammatical structures

I know and I can use the structures of:

- reported speech
- indirect questions
- zero, first and second conditionals
- time clauses
- reported questions

Reading

I can:

- understand grammatical referencing in a text
- distinguish fact and opinion
- deduce meaning

Listening

I can listen to a text for:

- identifying roles
- general information
- prediction

Speaking

I can:

- agree and disagree
- use formality
- express future intention

Writing

I can write:

- a formal email
- a letter of advice
- a letter of application



Laser Composition Planner 1

Informal letter

1 Complete the chart.

Be careful! Do NOT write your letter until your teacher has seen your notes here.

Part	Purpose	Your notes	Useful expressions
First line	greet your pen friend	Dear _____ ,	
Paragraph 1	thank pen friend for letter; mention something in their letter		Hi! How are you? / How's it going? / Thanks (a lot) for your (last) letter/postcard, etc / It was great to hear ... / I'm glad ...
Paragraph 2	give your main news (first day back at school) + how you feel about it		Today was ... / I felt/feel ... / think ...
Paragraph 3	continue your news		By the way, ... / Oh, yes, I forgot to tell you ...
Paragraph 4	give a reason for ending the letter		(Well,) I'd better go now as ... / I have to go now as ...
Closing expressions (1)	final remarks		Write soon, / Take care, and I hope to hear from you soon. / See you soon!
Closing expressions (2)	express love		Love, / Lots of love, / All the best,
Final line	say who you are (first name only)		

2 When you have finished the first draft of your letter, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking (✓) the checklist on the right.

- I have started with *Dear*.
- I have written four main paragraphs.
- I have used some short forms (*haven't, can't*, etc).
- I have used some informal vocabulary and punctuation.
- I have mentioned my pen friend's letter in the first main paragraph.
- I have given my news about the first day of school.
- I have said why I have to finish the letter.
- I have used some closing expressions.
- I have not written my surname at the bottom of the letter.



Laser Composition Planner 2

Short story

- 1** Complete the chart.
Be careful! Do NOT write your story until your teacher has seen your notes here.

Part	Purpose	Your notes	Useful expressions
Title	briefly tell us what the story is about		
Paragraphs 1 and 2	introduce main character(s), say when the story happened describe the dream		One night / A few months ago / strange / weird/bizarre/odd / While he was asleep / In the dream / He dreamed that ...
Paragraphs 3 and 4	say what happened the next day / shortly afterwards, describe how the dream came true		The next morning, ... / The next day, ... / Later that week, ...
Final paragraph	bring the story to a close, say how he felt and reacted, finish with the correct ending		His dream had come true! / It was just like in his dream. / ... and he always believed in his dreams from that day on.

- 2** When you have finished the first draft of your story, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking (✓) the checklist on the right.

- I have written at least four paragraphs.
- I have used some direct and some indirect speech.
- My direct speech is informal.
- The rest of the story is formal.
- The main tense is the past simple.
- I have tried to use descriptive language.
- The story finishes with the correct ending.



Laser Composition Planner 3

Article

- 1** Complete the chart.
Be careful! Do NOT write your article until your teacher has seen your notes here.

Part	Purpose	Your notes	Useful expressions
Title	briefly tell us what the article is about		
Paragraph 1	introduce the topic, get the reader's interest		Have you ever ...? I have. / It all started ...
Paragraph 2	say what you did and how you felt before the contest		On the day of the contest, / Before it started, / I felt really ...
Paragraph 3	describe the contest and how you felt during it		When I went out on stage, ... / Everyone clapped and cheered / I've never felt so ...
Paragraph 4	conclude and look to the future		It was the best / worst / most exciting, etc experience I've ever had. / I can't wait to enter ... / I'll never enter another ...

- 2** When you have finished the first draft of your article, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking (✓) the checklist on the right.

- I have written at least four paragraphs.
- I have used a fairly informal style.
- I have used some short forms (*won't, can't*, etc).
- I have described what I did in the contest.
- I have said how I felt.
- I have said if I won or not.



Laser Composition Planner 4

Report

- 1** Complete the chart.
Be careful! Do NOT write your report until your teacher has seen your notes here.

Part	Purpose	Your notes	Useful expressions
First line	say who the report is for (first name or Mr/Mrs/Ms + surname)	To: _____	
Second line	say who wrote the report (first name + surname)	From: _____	
Third line	say what the report is about	Subject: _____	
Paragraph 1	introduction	(heading) _____	The aim of this report is to ... / As requested, I have looked at ... / My findings are presented below.
Paragraph 2	present the information you found out about each shop	(heading) _____ (heading) _____ (heading) _____	One service which X offers ... / X sells ... / X is very popular because ...
Paragraph 3	conclusion and recommendations	(heading) _____	I would recommend/ suggest that ... / We should/could also consider ...

- 2** When you have finished the first draft of your report, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking (✓) the checklist on the right.

- I have started with *To:*, *From:* and *Subject:*.
- All my paragraphs have headings.
- I have used formal vocabulary and grammar.
- I have used some set report phrases.
- I have made some recommendations in my final paragraph.



Laser Composition Planner 5

Informal email

1 Complete the chart.

Be careful! Do NOT write your email until your teacher has seen your notes here.

Part	Purpose	Your notes	Useful expressions
First line	greet your friend	Dear _____,	
Paragraph 1	Thank friend for email; mention something in their email		Hi! How are you? / How's it going? / Thanks (a lot) for your email. It was great to hear ... / I'm glad ...
Paragraph 2	mention the project; say you'll be happy to answer their questions		Your project sounds interesting / I'd be happy to ...
Paragraph 3	answer the questions and give a little more information		I like her because ... / I've been a fan for ... / My favourite song of hers is ...
Paragraph 4	finish main part of email; give a reason for ending the email		Anyway, let me know ... / I'd better go now as ... / I have to go now as ...
Closing expressions (1)	final remarks		Write soon! / Take care, and hope to hear from you soon. / See you soon!
Closing expressions (2)	express love		Love, / Lots of love, / All the best,
Final line	say who you are (first name only)	_____	

2 When you have finished the first draft of your email, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking (✓) the checklist on the right.

- I have started with *Dear*.
- I have written four main paragraphs.
- My email is informal.
- I have mentioned my friend's email in the first main paragraph.
- I have answered ALL my friend's questions.
- I haven't just copied the notes.
- I have added some information that is not in the notes.
- I have used some closing expressions.
- I have not written my surname at the bottom of the email.



Laser Composition Planner 6

Short story

1 Complete the chart.

Be careful! Do NOT write your story until your teacher has seen your notes here.

Part	Purpose	Your notes	Useful expressions
Title	briefly tell us what the story is about		
Paragraph 1	say who you played the joke on; give a reason why		It was April 1st, so I decided to play a practical joke on ... / X was a great person to choose because ...
Paragraph 2	describe how you prepared the joke		I planned it carefully, / First, I ... / Then, ... / After that, ...
Paragraph 3	describe how they reacted		When X came in, etc ... /upset/annoyed /shocked/surprised
Final paragraph	bring the story to a close, say how you felt and they felt afterwards		Afterwards, ... / X saw the funny side

2 When you have finished the first draft of your story, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking (✓) the checklist on the right.

- I have started with the correct words.
- I have written at least four paragraphs.
- My story has a beginning, a middle and an end.
- I have used some direct speech.
- The direct speech is informal.
- The main tense is past simple.



Laser Composition Planner 7

Informal letter

1 Complete the chart.

Be careful! Do NOT write your letter until your teacher has seen your notes here.

Part	Purpose	Your notes	Useful expressions
First line	greet your friend	Dear _____,	
Paragraph 1	thank friend for letter; mention something in their letter		Hi! How are you? / How's it going? / Thanks (a lot) for your (last) letter/postcard, etc / It was great to hear ... / I'm glad ...
Paragraph 2	give your main news (preparation for sporting event, + how you feel about it)		I'm really busy at the moment because ... / Actually, I feel (a bit) nervous/ worried, etc
Paragraph 3	continue your news		By the way, ... / Oh yes, I forgot to tell you ...
Paragraph 4	give a reason for ending the letter		(Well,) I'd better go now as ... / I have to go now as ...
Closing expressions (1)	final remarks		Write soon! / Take care, and hope to hear from you soon. / See you soon!
Closing expressions (2)	express love		Love, / Lots of love, / All the best,
Final line	say who you are (first name only)		

2 When you have finished the first draft of your letter, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking (✓) the checklist on the right.

- I have used informal grammar, vocabulary and punctuation.
- I have mentioned my friend's letter in the first paragraph.
- I have described my preparations and feelings in the second paragraph.
- I have said why I feel the way I do.
- I have mentioned some other news in the third paragraph.
- I've given a reason for ending the letter in the fourth paragraph.



Laser Composition Planner 8

Report

1 Complete the chart.

Be careful! Do NOT write your report until your teacher has seen your notes here.

Part	Purpose	Your notes	Useful expressions
First line	say who the report is for (first name or Mr/ Mrs/ Ms + surname)	To: _____	
Second line	say who wrote the report (first name + surname)	From: _____	
Third line	say what the report is about	Subject: _____	
Paragraph 1	introduction	(heading) _____	The aim of the report is to ... / As requested, I interviewed ... / My findings are presented below.
Paragraphs 2 and 3	main findings	(heading) _____ (heading) _____ (heading) _____	Firstly, / However, / For example, / Furthermore,
Final paragraphs	conclusion and recommendations	(heading) _____	I would recommend / suggest that ... / We should/ could also consider ...

2 When you have finished the first draft of your report, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking (✓) the checklist on the right.

- I have started with *To:*, *From:* and *Subject:*.
- All my paragraphs have headings.
- I have used formal vocabulary and grammar.
- I have used some set report phrases.
- I have made some recommendations in my final paragraph.



Laser Composition Planner 9

Formal letter

- 1** Complete the chart.
Be careful! Do NOT write your letter until your teacher has seen your notes here.

Part	Purpose	Your notes	Useful expressions
First line	greeting	Dear Sir / Madam,	
Paragraph 1	reason for writing letter; where you saw advertisement		I am writing with regard to ..., which I saw in ..., / I am interested in ..., / However, ...
Paragraph 2	first question		I would be grateful if you could ..., / I wonder if you could / would ...,
Paragraph 3	second question		Could you ...?, / Secondly, / further information,
Paragraph 4	third question		regarding, / let me know, / send me
Closing expressions (1)	final remarks		I look forward to hearing from you.
Closing expressions (2)	express respect		Yours faithfully,
Final line	say who you are (first name and surname)		

- 2** When you have finished the first draft of your letter, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking (✓) the checklist on the right.

- I have started with *Dear Sir/Madam,*.
- My letter is formal.
- I have not used any short forms (*I'm, can't,* etc).
- I have used formal letter words, phrases and expressions.
- I have mentioned all the information in the notes.
- I have used the correct closing expressions.
- I have written my first name and my surname at the end.



Laser Composition Planner 10

Essay

- 1** Complete the chart.
Be careful! Do NOT write your essay until your teacher has seen your notes here.

Part	Purpose	Your notes	Useful expressions
Paragraph 1	introduce the subject		Being green means ... / For example, ...
Paragraph 2	agree or disagree with the statement; give reasons		Although it is true that ... / This is because ...
Paragraph 3	explain the result(s) /effect(s) of the points you made in the second paragraph		Because of this, ... / For this reason, ... / As a result, ...
Paragraph 4	come to a conclusion		In conclusion, / I believe that ...

- 2** When you have finished the first draft of your essay, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking (✓) the checklist on the right.

- I have written at least four paragraphs.
- I have used formal English.
- I have used essay words and phrases.
- I have given some examples.
- I have given some reasons.
- I have expressed my opinion.



Laser Composition Planner 11

Review

1 Complete the chart.

Be careful! Do NOT write your review until your teacher has seen your notes here.

Part	Purpose	Your notes	Useful expressions
Title	the name of the tourist attraction		
Paragraph 1	give basic information about the place, including where it is		... is very near ... / ... is not far from ... / ... is one of the most popular attractions in the area ... / is famous for ...
Paragraph 2	describe one or two of the main things you can do/see there		Most people who go there ... / One of the best things to do is ... / One of the main attractions is ... / You can also ... / You also have the chance to ... / Visitors can ...
Paragraph 3	mention one or two more things you can do/see there		
Final paragraph	say if you recommend or don't recommend the place and briefly explain why		I would definitely recommend ... / If you go to ..., you must visit ... / It's perfect for ... / I wouldn't recommend it to ...

2 When you have finished the first draft of your review, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking (✓) the checklist on the right.

- I have given my review a title.
- I have said where the attraction is.
- I have mentioned several things to do or see there.
- I have recommended visiting or not visiting the place.
- I have said why I recommend or don't recommend the place.
- I have written four main paragraphs.
- I have tried to interest the reader.



Laser Composition Planner 12

Formal email

1 Complete the chart.

Be careful! Do NOT write your email until your teacher has seen your notes here.

	Purpose	Your notes	Useful expressions
First line	greeting	Dear _____ ,	To whom it may concern
Paragraph 1	reason for writing		Thank you for agreeing to ... / I am writing to ...
Paragraph 2	tell him about the interview		I am glad to inform you that ... / We would like the interview to take place ... / We would like to interview to take place ... / We would like to interview you about ... / We would appreciate if you could ...
Paragraph 3	ask him to prepare recipes and ask about photos		I wonder if you could ... / I'm sure our readers ... / Could you please let me know if you can ... / Do you think we could ... ?
Ending the email	end the email in a formal way		I look forward to hearing from you. / Best regards, / Yours faithfully, (when you start with Dear Sir/ Madam,) / Yours sincerely, (when you start with the name e.g. Dear Ms Brown)
Final line	give your full name		Write soon! / Take care, and hope to hear from you soon. / See you soon!

2 When you have finished the first draft of your email, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking (✓) the checklist on the right.

- I have started with the correct greeting.
- My email is formal.
- I have not used any short forms (I'm, don't, We'd etc)
- I have used formal letter words, phrases and expressions.
- I have written three main paragraphs.
- I have used the correct closing expressions.
- I have written my first name and my surname at the end.



Laser Composition Planner 13

Letter of advice

- 1** Complete the chart.
Be careful! Do NOT write your letter until your teacher has seen your notes here.

Part	Purpose	Your notes	Useful expressions
First line	greet your pen friend	Dear _____ ,	
Paragraph 1	thank pen friend for letter; mention something in their letter (but not their problem)		Hi! How are you? / How's it going? / Thanks (a lot) for your (last) letter. / It was great to hear ... / I'm glad ...
Paragraph 2	mention their problem; say whether you agree or disagree with their parents' view		I was sorry to hear about / that ... / To be honest, ... / If you ask me ... / I tend to think that ...
Paragraph 3	make your suggestions		If I were you, ... / How about ...? / I'd suggest ... / My advice would be to ... / Perhaps you should/could ... / Why don't you ...?
Paragraph 4	give a reason for ending the letter		(Well,) I'd better go now as ... / I have to go now as ...
Closing expressions (1)	final remarks		Write soon! / Take care, and hope to hear from you soon / See you soon!
Closing expressions (2)	express love		Love, / Lots of love, / All the best,
Final line	say who you are (first name only)	_____	

- 2** When you have finished the first draft of your letter, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking (✓) the checklist on the right.

- My letter is informal.
- I have started with *Dear* + first name.
- I have mentioned my pen friend's letter in the first paragraph.
- I have said whether or not I agree with my pen friend's parents.
- I have made some suggestions.
- I have written at least four main paragraphs.
- I have used some closing expressions.
- I have put my first name at the bottom of the letter.



Laser Composition Planner 14

Letter of application

1 Complete the chart.

Be careful! Do NOT write your letter until your teacher has seen your notes here.

Part	Purpose	Your notes	Useful expressions
First line	greet the person you are writing to	Dear Mr _____ ,	
Paragraph 1	say why you are writing; where and when you saw the advert		I am writing to apply for the position of ... as advertised in ...
Paragraph 2	give some information about yourself and your experience		I am ... / currently / experienced at ... as ...
Paragraph 3	ask questions		I wonder if you could ... / I would also be grateful if you could ...
Paragraph 4	say you are happy to attend an interview; say you are happy to give more information if they need it		I would be more than happy ... / Please do not hesitate ...
Closing expressions (1)	ask them to reply		I look forward ...
Closing expressions (2)	express respect		Yours sincerely,
Final line	first name + surname		

2 When you have finished the first draft of your letter, and before you give it to your teacher, check that you haven't made any serious mistakes by ticking (✓) the checklist on the right.

- I have started with *Dear Mr* + surname.
- I have written four main paragraphs.
- I have not used any short forms (*haven't, can't, etc.*).
- My letter is formal.
- I have used all the information from my notes.
- I have asked some indirect questions.
- I have used the letter of application phrases.
- I have written a first name and surname at the bottom of the letter.

Role-play activities

Activity 1

- Friend A:** You think you've just seen a UFO. Tell your friend what you saw and try to persuade him/her that you're telling the truth.
- Friend B:** You don't believe your friend. He/She is lying, playing a joke on you or maybe it was just the Moon, a planet or a plane. Try to find out exactly what happened.

Activity 2

- Flatmate A:** You want to go out tonight. You're bored with staying in. Try to persuade your flatmate to go out somewhere with you.
- Flatmate B:** You would prefer to stay in tonight. Try to persuade your flatmate to stay in with you. You could maybe watch some DVDs and get a pizza.

Activity 3

- Customer:** You recently bought an item of clothing from a clothes shop. When you got it home, you discovered it had a hole in it. You want a replacement or your money back, but you can't find the receipt. You think the shop assistant will remember you buying the item.
- Shop assistant:** You remember the customer buying the item of clothing, but the shop policy is clear: No refund or replacement without a receipt. Be polite and explain the situation clearly.

Activity 4

- Journalist:** You've just found the phone number of a famous person, so you decide to call him/her to ask for an interview. Be polite, but be persuasive. You want that interview!
- Celebrity:** (Before you start, decide which famous person you're going to be. Tell your partner.) You're at home when the phone rings. You don't like journalists calling you at home.

Activity 5

- Friend A:** You and your friend want to enter the school talent contest. You think you should do a comedy act.
- Friend B:** You think that a comedy act is not a good idea. Being funny is difficult! Try to persuade your friend that it would be a better idea to sing a song.

Activity 6

- Neighbour A:** Your neighbour is always playing music really loud late at night. You knock on your neighbour's door to complain. Be polite but try to get them to promise to turn the music down. If they don't, threaten to call the police!
- Neighbour B:** You don't think the music you play is too loud. You don't like neighbours telling you what to do and you feel like having an argument!

Activity 7

- Teenager:** It's the year 2050. You're 16 years old. You want to go on a trip to the Moon with your friends.
- Parent:** You're worried your son/daughter is too young to go to the Moon. It might be dangerous! Try to persuade him/her not to go.

Activity 8

- Teenager:** You don't recycle anything at home. You think it's time to start. Explain the benefits of recycling to your parent and try to persuade him/her to start recycling.
- Parent:** You understand that recycling is a good idea, but it's easier just to put rubbish in the bin. You haven't got time to go to the bottle bank and the recycling centre. Explain the situation to your child.

Activity 9

- Parent:** You're planning the family summer holiday. You really want to go on a camping holiday. You think it will be fun, and your family has never been camping together before.
- Teenager:** You don't want to go camping. You'd rather have a beach holiday in a resort with some nightlife. Try to persuade your parent that everyone will be happier in a hotel.

Activity 10

- Brother/Sister A:** You are annoyed because your brother/sister is always borrowing your things without asking first. Explain how you feel.
- Brother/Sister B:** You can't see what the problem is. Brothers and sisters don't have to ask each other first if they want to borrow something!

Activity 11

- Interviewer:** (Before you start, decide with your partner what job this is an interview for.) You are holding a job interview. You want to make sure you get the best person for the job. Ask appropriate questions.
- Interviewee:** Use your imagination to answer the questions. You've got the right experience and qualifications for the job.

Pattern and collocation database

able	be able to do something
ahead	(go/be) straight ahead
allow	allow someone to do something
apologise	apologise for (doing) something
apply	apply for a job
approve	approve of (doing) something
arrest	arrest someone for (doing) something; be under arrest
asleep	be fast asleep
awake	be wide awake
away	far away (from something)
bath	take/have a bath; be in the bath
beat	beat a person/team, etc
begin	begin (to do)
best	do your best; make the best of something
big	(be in) big trouble
business	(go/be on a) business trip
capable	be capable of doing
care	take care of someone
cause	cause someone to do something
commit	commit a crime; commit suicide
complain	complain about (doing) something
cruise	(go/be on a) luxury cruise
cut	(take/be a) short cut
decision	make a decision
deep	(in a) deep voice
depend	depend on (doing) something
directions	give someone directions
dream	have a dream
effort	make an effort
escape	(have/be a) narrow escape
far	far away (from something)
fast	be fast asleep
favour	do someone a favour
fond	be fond of (doing) something
forward	look forward to (doing) something
fun	have/be fun; make fun of someone
fuss	make a fuss
game	win/play a game/match, etc
goal	score a goal
good	be good at (doing)
good	do (someone) good
guided	(go/be on a) guided tour
help	help someone with something; help someone to do something
high	(have a) high temperature

holiday	be on holiday; have/take a holiday; school holidays; bank holiday
homework	do (your) homework
housework	do (the) housework
idea	have an idea
include	include (doing) something
insist	insist on (doing) something
interested	be interested in (doing) something
involve	be involved in (doing) something
job	apply for a job; have a job
law	be against the law; break the law
let	let someone do
likely	be likely to do; be likely that + clause
long	for a long time
look	look forward to (doing) something
luxury	(go/be on a) luxury cruise
make	make someone do; be made to do
manage	manage to do
mind	make up your mind (to do)
miss	miss a plane/ferry, etc
mistake	make a mistake
motion	(in) slow motion
narrow	(have/be a) narrow escape
part	take part in something
pass	time passes (quickly/slowly, etc)
pity	take pity on someone
plan	plan your route
prepare	prepare for something
prevent	prevent someone from doing
ready	be ready for something; be ready to do
responsible	be responsible for (doing) something
route	plan your route
school	(go/be on a) school trip
score	score a goal
short	(take/be a) short cut
slow	(in) slow motion
spare	spare time
spend	spend time doing; spend money on something
straight	(go/be) straight ahead
succeed	succeed in (doing) something
temperature	(have a) high temperature
time	for a long time; spare time; find/have (the) time to do; take up time; for the time being; spend time doing; time passes (quickly/slowly, etc); it takes time to do; for the first/last, etc time; have a good/nice, etc time (doing)
tour	(go/be on a) guided tour
trip	(go/be on a) business/school trip
trouble	(be in) big trouble
voice	(in a) deep voice
way	make your way
wide	be wide awake
win	win a game/match/competition, etc; win a prize/trophy, etc

Phrasal verb database

break out	escape	<i>Three prisoners broke out of the prison last night.</i>
bring out	start selling a new product	<i>We're bringing out a new CD next month.</i>
carry on	continue	<i>I'm just going out for a minute. Carry on working while I'm away.</i>
do up	renovate, redecorate	<i>We're going to do up the living room this weekend.</i>
fall out	stop being friends (usually because of a disagreement)	<i>Karen and Mike have fallen out again.</i>
get off	leave a plane, bus, train, etc	<i>We got off the plane and went into the airport.</i>
get on (well, badly, etc)	have a (good, bad) relationship	<i>I get on well with all my teachers.</i>
give up	stop, quit	<i>My dad gave up smoking last year.</i>
go off	explode	<i>The bomb went off at 3am.</i>
hand out	distribute	<i>The teacher handed out the tests and we started writing.</i>
let off	not punish	<i>The teacher decided to let us off.</i>
look after	take care of	<i>Can you look after my cat for me while I'm away?</i>
look out	be careful	<i>Look out! There's a car coming.</i>
make off	escape	<i>The thieves made off on a motorbike.</i>
make out	see clearly	<i>I can't make out if that's Tracy or not over there.</i>
make up	invent (a story)	<i>He said he'd met Madonna but I think he made it up.</i>
pick up	meet someone in order to take them somewhere in your car, etc	<i>Will you pick me up outside the supermarket?</i>
put on	gain (usually for weight)	<i>I put on a few kilos while I was on holiday.</i>
put out	extinguish (a fire, cigarette, etc)	<i>Dad managed to put out the fire before the firemen got there.</i>
put up	provide accommodation	<i>Could you put me up for the night?</i>
set up	start (a club, organisation, etc)	<i>I'm thinking of setting up a youth club.</i>
take off	leave the ground (for planes, space rockets, etc)	<i>We watched the planes taking off and landing.</i>
take up	start (a new hobby, sport, etc)	<i>I'm thinking of taking up golf.</i>
turn down	not accept	<i>I was offered the job but I turned it down.</i>
turn into	become	<i>The holiday started well, but it turned into a nightmare when I lost my passport.</i>
turn off	stop a piece of equipment from working by pressing a button or turning a switch (switch off)	<i>I turned off the computer and left the room.</i>
turn out	be in the end, have as a result	<i>I thought the party was going to be a disaster, but it turned out to be a great success.</i>
turn up	arrive (often unexpectedly)	<i>I couldn't believe it when John turned up at my door last night.</i>

Irregular verb database

Bare infinitive	Past simple	Past participle	Bare infinitive	Past simple	Past participle
be	was/were	been	mean	meant	meant
beat	beat	beaten	meet	met	met
become	became	become	mistake	mistook	mistaken
begin	began	begun	pay	paid	paid
bet	bet	bet	put	put	put
bite	bit	bitten	read	read	read
bleed	bled	bled	ride	rode	ridden
blow	blew	blown	ring	rang	rung
break	broke	broken	run	ran	run
bring	brought	brought	say	said	said
build	built	built	see	saw	seen
buy	bought	bought	sell	sold	sold
catch	caught	caught	send	sent	sent
choose	chose	chosen	set	set	set
come	came	come	shake	shook	shaken
cut	cut	cut	shine	shone	shone
dig	dug	dug	shoot	shot	shot
do	did	done	show	showed	shown
drink	drank	drunk	shut	shut	shut
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sink	sank	sunk
fall	fell	fallen	sit	sat	sat
feel	felt	felt	sleep	slept	slept
find	found	found	speak	spoke	spoken
fly	flew	flown	spend	spent	spent
forecast	forecast	forecast	split	split	split
forget	forgot	forgotten	spring	sprang	sprung
get	got	got	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	stick	stuck	stuck
grow	grew	grown	sting	stung	stung
have	had	had	strike	struck	struck
hear	heard	heard	swim	swam	swum
hide	hid	hidden	take	took	taken
hit	hit	hit	teach	taught	taught
hold	held	held	tear	tore	torn
keep	kept	kept	tell	told	told
know	knew	known	think	thought	thought
leave	left	left	throw	threw	thrown
lend	lent	lent	understand	understood	understood
let	let	let	wake	woke	woken
lie	lay	lain	wear	wore	worn
lose	lost	lost	win	won	won
make	made	made	write	wrote	written

Grammar database

1 Present simple and present continuous

We use present simple for:

- actions that happen always, usually, often, regularly, every day/week/month/year, etc, sometimes, rarely, never

She usually goes to bed at 10 o'clock.

- states

His hair is quite long at the moment.

- general truths and facts

Water freezes at 0°C.

Present simple: the verb to be

Positive	Negative	Question
I am tall. (I'm)	I am not tall. (I'm not)	Am I tall?
You are tall. (You're)	You are not tall. (You aren't, You're not)	Are you tall?
He is tall. (He's)	He is not tall. (He isn't, He's not)	Is he tall?
She is tall. (She's)	She is not tall. (She isn't, She's not)	Is she tall?
It is tall. (It's)	It is not tall. (It isn't, It's not)	Is it tall?
We are tall. (We're)	We are not tall. (We aren't, We're not)	Are we tall?
You are tall. (You're)	You are not tall. (You aren't, You're not)	Are you tall?
They are tall. (They're)	They are not tall. (They aren't, They're not)	Are they tall?

NOTE See *Grammar database 10* for information on use of present simple to talk about the future.

Present simple: regular verbs

Positive	Negative	Question
I like pizza.	I do not like pizza. (don't)	Do I like pizza?
You like pizza.	You do not like pizza. (don't)	Do you like pizza?
He likes pizza.	He does not like pizza. (doesn't)	Does he like pizza?
She likes pizza.	She does not like pizza. (doesn't)	Does she like pizza?
It likes pizza.	It does not like pizza. (doesn't)	Does it like pizza?
We like pizza.	We do not like pizza. (don't)	Do we like pizza?
You like pizza.	You do not like pizza. (don't)	Do you like pizza?
They like pizza.	They do not like pizza. (don't)	Do they like pizza?

! BE CAREFUL!

I have – he/she has
I go – he/she goes
I do – he/she does

Emphatic present simple

We can use the emphatic present simple to emphasise an action or state, particularly to emphasise that it is true, or that it's different from what someone else thinks.

Emphatic present simple = subject + do/does + bare infinitive

present simple: *Pete knows the answer.*

emphatic present simple: *Pete **does know** the answer.*

NOTE We CANNOT use the emphatic present simple with the verb *be*.

We use present continuous for:

- actions happening at the moment of speaking

Tracy is having a bath at the moment.

- temporary situations and actions in the present

*This week, we **are learning** about the present continuous.*

! BE CAREFUL!

We can also use present continuous for repeated actions (with *always*) to emphasise that the action is annoying or unexpected.

*You are **always complaining!***
*He is **always giving** me little surprise presents.*

We can also use present continuous for changing situations (usually with *more and more, better and better*, etc).

*The weather **is getting** worse and worse every day.*

NOTE See *Grammar database 10* for information on use of present continuous to talk about the future.

Present continuous

Positive	Negative	Question
I am doing it now. (I'm)	I am not doing it now. (I'm not)	Am I doing it now?
You are doing it now. (You're)	You are not doing it now. (You aren't, You're not)	Are you doing it now?
He is doing it now. (He's)	He is not doing it now. (He isn't, He's not)	Is he doing it now?
She is doing it now. (She's)	She is not doing it now. (She isn't, She's not)	Is she doing it now?
It is doing it now. (It's)	It is not doing it now. (It isn't, It's not)	Is it doing it now?
We are doing it now. (We're)	We are not doing it now. (We aren't, We're not)	Are we doing it now?
You are doing it now. (You're)	You are not doing it now. (You aren't, You're not)	Are you doing it now?
They are doing it now. (They're)	They are not doing it now. (They aren't, They're not)	Are they doing it now?

2 Stative verbs

Some verbs are not usually used in their continuous form, ie in present continuous, past continuous, etc. These are called stative verbs.

- ✓ *I understand now.*
- ✗ *I am understanding now.*

The most common stative verbs are:

appear	doubt	imagine	love	own	remember	want
believe	forget	know	mean	possess	seem	wish
belong to	hate	like	need	prefer	understand	

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Some verbs are stative with one meaning and not stative with another meaning. See below:

Verb	Stative meaning/use	Non-stative meaning/use
be	used for states rather than actions <i>It is three o'clock.</i>	used for temporary behaviour and action at the present time <i>You're being lazy.</i>
have	possess, own; experience an emotion, sensation, state, etc <i>I have pink hair at the moment.</i>	used for actions <i>I'm having a bath at the moment.</i>
feel	have an opinion, believe <i>I feel that we get too much homework.</i>	tough; experience an emotion, sensation, etc <i>I'm feeling a bit ill at the moment.</i>
think	have an opinion, believe <i>What do you think about our new teacher?</i>	consider; use your brain <i>What are you thinking about at the moment?</i>

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We do NOT use past continuous for regular or repeated actions in the past. So, we do NOT say:

- ✓ *I played football every Saturday.*
- ✗ *I was playing football every Saturday.*

NOTE See *Grammar database 4* for more information on this.

Past continuous

Positive	Negative	Question
I was eating.	I was not eating. (wasn't)	Was I eating?
You were eating.	You were not eating. (weren't)	Were you eating?
He was eating.	He was not eating. (wasn't)	Was he eating?
She was eating.	She was not eating. (wasn't)	Was she eating?
It was eating.	It was not eating. (wasn't)	Was it eating?
We were eating.	We were not eating. (weren't)	Were we eating?
You were eating.	You were not eating. (weren't)	Were you eating?
They were eating.	They were not eating. (weren't)	Were they eating?

4 used to and would

- We saw in *Grammar database 3* that we can use past simple (and NOT past continuous) for repeated actions in the past.
I played basketball every Saturday when I was a teenager.
- We can also use *used to* + bare infinitive or *would* + bare infinitive.
I used to play basketball every Saturday when I was a teenager.
I would play basketball every Saturday when I was a teenager.
- These forms are also possible, but they are less common:
I didn't used to like chocolate, but I do now.
I didn't use to like chocolate, but I do now.
I used not to like chocolate, but I do now.

! BE CAREFUL!

For continuing states and situations (rather than actions), we CAN use past simple or *used to*, but we CANNOT use *would*.

- ✓ *I loved toy shops when I was a kid.*
- ✓ *I used to love toy shops when I was a kid.*
- ✗ *I would love toy shops when I was a kid.*

- There are several ways of expressing the negative with *used to*. The most common is with *never*.
I never used to like chocolate, but I do now.

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There are two main ways of asking questions with *used to*:

- Did you used to live in Germany?* (more common)*
- Did you use to live in Germany?* (less common)

***NOTE** Some people think this form is grammatically incorrect.

5 Modal perfect

We can use the modal perfect to talk about the past.

modal perfect = modal + *have* + past participle

You **should have seen** what Emma wore to the party.

Possibility	<i>Simon may/might/could have been at the party. I can't really remember.</i> (= It's possible he was at the party.)
Certainty	<i>Francis must have been 11 when he moved to France. (= I'm sure he was 11.)</i> <i>Francis can't/couldn't have been 10 when he moved to France. (= I'm sure he wasn't 10.)</i>
Hypothetical situations	<i>I could/would have passed the exam if I'd studied harder.</i> (= I didn't pass because I didn't study hard enough.) note: here <i>could</i> = <i>would have been able to</i>
Opinion	<i>You ought to/should have called me.</i> (= You didn't call me but I wish you had called me.) <i>He oughtn't to/shouldn't have spoken to her like that.</i> (= He did speak to her like that but I think what he did was wrong.)

NOTE modal perfect continuous = modal + *have* + *been* + *-ing* form
*We **must have been dancing** for hours.*

We use the modal perfect continuous:

- for actions in progress or interrupted when another action happens
*He **can't have been driving** carefully when he crashed the car.*
- to emphasise that an action continued for a long time
*Jan **must have been talking** on the phone for at least three hours!*

6 Gerund or full infinitive?

Verbs and verb phrases followed by the gerund

admit	finish
appreciate	give up
avoid	imagine
be capable of	involve
be good/bad, etc at	look forward to
be interested in	mention
can't help	mind
can't stand	miss
consider	practise
delay	succeed in
deny	suggest
dislike	talk about
enjoy	think of
feel like	

Verbs and verb phrases followed by the full infinitive

afford	intend
agree	learn
appear	manage
arrange	offer
ask	plan
attempt	prepare
be pleased/able/surprised, etc	pretend
choose	promise
decide	refuse
expect	seem
fail	want
happen	wish
help	would like
hope	

Verbs and verb phrases followed by both the gerund and the full infinitive with little or no difference in meaning

begin continue love hate prefer start

Verbs and verb phrases followed by both the gerund and the full infinitive with a difference in meaning

	+ gerund	+ full infinitive
remember	remember a previous experience <i>Do you remember going to that great restaurant in Paris last summer?</i>	carry out an intention <i>I must remember to go to the post office on my way home.</i>
forget	forget a previous experience <i>I'll never forget going to that great restaurant in Paris last summer.</i>	not carry out an intention <i>I forgot to go to the post office on my way home.</i>
stop	stop an action or situation <i>Stop talking and listen to me!</i>	stop something in order to do something else <i>We stopped to buy some sweets on the way home.</i>
go on	continue <i>Are you going to go on collecting pencils all your life?</i>	start something new <i>I started by collecting pencils, but then I went on to collect ink pens and biros.</i>
regret	be sorry for what has happened <i>I regret giving up stamp collecting. It was a great hobby.</i>	be sorry for what you are about to say <i>I regret to inform you that your application was not successful.</i>
like	enjoy <i>Do you like collecting postcards?</i>	choose to/be in the habit of/think it right to do <i>I like to have a healthy diet.</i>
try	do something to see what will happen <i>Try asking Bob. He should know what to do.</i>	make an effort/see if you can do something difficult <i>I tried to jump up and touch the ceiling but it was too high.</i>

7 Question tags

We can use question tags to:

- ask someone to agree with us
*It's a lovely day, **isn't it?***
- check that something is true
*You **didn't buy** those really expensive shoes, **did you?***

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When we are asking someone to agree with us, our voice goes down at the end of the sentence.

When we are checking that something is true, our voice goes up at the end.

- With most question tags, if the verb is negative we use a positive question tag. If the verb is positive we use a negative question tag.

be + have (as auxiliary verb) + modals

In sentences where the verb is *be* (either as a main verb or as an auxiliary verb), *have* (only as an auxiliary verb) or a modal, we make question tags using the same verb or modal in the same person and tense.

*You're 16 years old, **aren't you?***
*She **hasn't been** to France, **has she?***
*Tracy **can** come with us, **can't she?***
*They **won't** be there, **will they?***

Other verbs

With all other verb forms, we use the verb *do* in the question tag in the same person and tense as the first verb.

*You **buy** lots of shoes, **don't you?***
*She **had** a good idea, **didn't she?***
*She **doesn't** drink coffee, **does she?***
*They **love** each other, **don't they?***
*John **didn't** go abroad, **did he?***
*The Browns **bought** a dog, **didn't they?***

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- If the verb *have* is being used as an auxiliary verb, we use *have* in the question tag.
If the verb *have* is a main verb and there's no other auxiliary verb, we use *do* in the question tag.
eg *You've got a pen, **haven't you?***
*I **had** a pen somewhere, **didn't I?***

Verb form	Question tag
Let's <i>Let's go shopping tomorrow, shall we?</i>	shall we?
I'm (NOT followed by not) <i>I'm coming shopping too, aren't I?</i> <i>(I'm not going shopping, am I?)</i>	aren't I?
Don't (negative imperative) <i>Don't be late, will you?</i>	will you?

- In sentences with a negative word like *never*, *no*, *nobody*, etc, we use a positive question tag.
You're never on time, are you?
Nobody ever helps me, do they?
- If the subject of the main verb is *someone*, *nobody*, etc, we use *they* in the question tag.
Someone will want to buy it, won't they?

8 *although, even though, despite, in spite of*

Look at this sentence:

*The supermarket is cheaper **but** it's further away.*
We can use *but* to contrast two ideas. However, *but* is not very formal. If we want to be more formal, particularly when writing, we can use *although*, *even though*, *despite* or *in spite of*.

although/even though

Although and *even though* basically mean the same thing but *even though* is more emphatic than *although*. They both follow the same grammatical structure.

***even though/although* + subject + verb, subject + verb**

Although the supermarket is cheaper, it's further away.

Even though the supermarket is cheaper, it's further away.

NOTE We can also put *although* and *even though* in the middle of the sentence.
*The supermarket's further away, **although** it is cheaper.*
*The supermarket's further away, **even though** it is cheaper.*

in spite of/despite

In spite of and *despite* mean exactly the same thing. They also take the same grammatical structures.

***in spite of/despite* + -ing form, subject + verb**

Despite being cheaper, the supermarket is further away.

In spite of being cheaper, the supermarket is further away.

***in spite of/despite* + the fact (that) + subject + verb, subject + verb**

Despite the fact (that) it's cheaper, the supermarket is further away.

In spite of the fact (that) it's cheaper, the supermarket is further away.

***in spite of/despite* + noun, subject + verb**

Despite its cheapness, the supermarket is further away.

In spite of its cheapness, the supermarket is further away.

NOTE For all of these structures, we can also put *in spite of/despite* in the middle of the sentence.
*The supermarket is further away **despite** being cheaper.*

9 Present perfect simple and present perfect continuous

We use present perfect simple for:

- actions and situations that happened at an unspecified time before the moment of speaking
*I **have seen** that film loads of times.* (before now)
*I've never **heard** of that pop group before.*
*She's just **turned off** the TV.* (not long before now)
- actions and situations that started in the past and still happen, or are still true, at the moment of speaking
*She **has written** short stories since she was a child.* (She still writes short stories.)
*I **have believed** in ghosts ever since that night.* (I still believe in ghosts.)

Present perfect simple (positive):

I/You/We/They + *have* + past participle
He/She/It + *has* + past participle

Present perfect simple (negative):

I/You/We/They + *haven't/have not* + past participle
He/She/It + *hasn't/has not* + past participle

Present perfect simple (question):

Have + I/you/we/they + past participle ...?
Has + he/she/it + past participle ...?

Time expressions often used with present perfect simple

for (+ period of time)	<i>I have lived in Austria for three years.</i>
since (+ time when it started)	<i>I have lived in Austria since 2003.</i>
just	<i>He has just woken up.</i>
already	<i>I've got that CD already. I have already got that CD.</i>
yet (with negatives and questions)	<i>I haven't seen that film yet. Have you seen the new Brad Pitt film yet?</i>
still (with negatives)	<i>I still haven't found my sunglasses.</i>
recently/lately	<i>I've bought a lot of magazines recently.</i>
so far	<i>I've read 100 pages of this book so far.</i>
before	<i>Have you eaten Chinese food before?</i>
ever/never	<i>Have you ever been to Germany? I've never been to China.</i>

! BE CAREFUL!

We often use present perfect simple with the superlative and with ordinal numbers (first, second, third, etc).

*It's **the best** film I've ever seen.*

*It's **the first** time I've been to South America.*

*Carl **has been** to Mexico.*

(= Carl is not in Mexico now.)

*Carl **has gone** to Mexico.*

(= Carl is in Mexico or on his way to Mexico now.)

We use present perfect continuous for:

- actions and situations that started in the past and still continue at the moment of speaking
*She **has been working** as a journalist for three years.*

- temporary actions and situations in the recent past
*I've just **been reading** an interesting article about celebrities.*

Present perfect continuous (positive):

I/You/We/They + *have + been + -ing* form

He/She/It + *has + been + -ing* form

Present perfect continuous (negative):

I/You/We/They + *haven't/have not + been + -ing* form

He/She/It + *hasn't/has not + been + -ing* form

Present perfect continuous (question form):

Have + I/you/we/they + been + -ing form ...?

Has + he/she/it + been + -ing form ...?

Time expressions often used with present perfect continuous

for (+ period of time)	<i>I have been living in Belgium for three years.</i>
since (+ time when it started)	<i>I have been living in Belgium since 2003.</i>
just	<i>He has just been playing football.</i>
recently/lately	<i>I've been seeing a lot of Karen recently.</i>
all day, all morning, etc	<i>I've been doing my homework all evening. I need a break now.</i>

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Sometimes, there is very little difference in meaning between present perfect simple and present perfect continuous.

*I **have lived** here for two years now.*

(= I moved here two years ago.)

*I **have been living** here for two years now.*

(= I moved here two years ago.)

Sometimes, there is a big difference in meaning.

*I've **lived** in Paris, London and Rome.*

(= I don't live in Paris now.)

*I've **been living** in Paris for two years now.*

(= I live in Paris.)

10 Comparatives and superlatives

We use comparative adjectives and adverbs to compare things or people that are different and separate from each other.

*Justine is **taller than** Melissa and Eliot.
Adam reads **more slowly than** his brother.*

We use superlative adjectives and adverbs to compare one member of a group with the whole group.

*Justine is **the tallest** person in the family.
Of all the students in the class, Pete did **the best** in the test.*

NOTE Superlative adverbs are not used very often in English.

! BE CAREFUL!

- To compare two or more things that are the same, we use *as* + adjective/adverb + *as*.

*Dave is **as clever as** Barbara.
Dave ran **as quickly as** Barbara and Alan.*

- We can also use the negative form of this.
eg *Tim **isn't as tall as** Jan.*
(= Tim is shorter than Jan.)

Adjectives

Type of adjective	Adjective	Comparative	Superlative
Regular adjectives with one syllable	<i>old</i>	+ <i>-er</i> <i>older</i>	+ <i>-est</i> <i>oldest</i>
Regular adjectives with one syllable (ending in vowel + consonant)	<i>big</i>	double final letter + <i>-er</i> <i>bigger</i>	double final letter + <i>-est</i> <i>biggest</i>
Regular adjectives with two syllables ending -y	<i>happy</i>	replace -y with -ier <i>happier</i>	replace -y with -iest <i>happiest</i>
Other regular adjectives with two or more syllables	<i>comfortable</i>	<i>more/less</i> + adjective <i>more comfortable</i>	<i>most/least</i> + adjective <i>most comfortable</i>
Irregular adjective, quantifiers	<i>good</i>	<i>better</i>	<i>best</i>
	<i>bad</i>	<i>worse</i>	<i>worst</i>
	<i>far</i>	<i>further</i>	<i>furthest</i>
	<i>little</i>	<i>less</i>	<i>least</i>
	<i>much</i> <i>many</i>	<i>more</i> <i>more</i>	<i>most</i> <i>most</i>

Adverbs

Type of adverb	Adverb	Comparative	Superlative
Regular adverbs	<i>slowly</i>	<i>more/less</i> + adverb <i>more slowly</i>	<i>most/least</i> + adverb <i>most slowly</i>
Irregular adverbs	<i>badly</i>	<i>worse</i>	<i>worst</i>
	<i>early</i>	<i>earlier</i>	<i>earliest</i>
	<i>far</i>	<i>further</i>	<i>farther</i>
	<i>fast (drive fast)</i>	<i>faster</i>	<i>fastest</i>
	<i>hard (work hard)</i>	<i>harder</i>	<i>hardest</i>
	<i>late</i>	<i>later</i>	<i>latest</i>
	<i>often</i> <i>well (do well)</i>	<i>more often</i> <i>better</i>	<i>most often</i> <i>best</i>

! BE CAREFUL!

- usually
comparative adjective/adverb + *than*
(*bigger **than***, *more quickly **than***, etc)
***the* + superlative adjective/adverb**
(***the** best*, ***the** most dangerously*, etc)
- we often use *even* with comparatives:
*Your computer is cool, but mine is **even** cooler!*

11 Third conditional

Use: to talk about hypothetical situations in the past

Structure: *If* + past perfect, *would/wouldn't* + *have* + past participle

*If you **had studied**, you **would have passed** the test.*

(= You didn't study. You didn't pass the test.)

- It is possible to use other modals instead of *would*, depending on meaning:

*If you had studied, you **might** have passed the test.*

*If you had studied, you **could** have passed the test.*

See *Grammar database 23* for more information on the past perfect.

NOTE We can also swap the two halves of the sentence round.

*You **would have passed** the test **if** you **had studied**.*

! BE CAREFUL!

The third conditional is only used for hypothetical situations in the past (ie to talk about situations that didn't actually happen).

12 Relative clauses

There are two types of relative clauses: defining and non-defining. With both types, we use different relative pronouns depending on what we are referring to.

- who* for people

*The woman **who** won the prize was called Mrs Taylor.*

- which* for things

*The prize **which** she won was very valuable.*

- when* for times

*That was the day **when** I decided to become a comedian.*

- where* for places

*London is the city **where** he grew up.*

- why* for reasons

*That's the reason **why** the sitcom is so popular.*

- whose* – the possessive of *who*

*She's the girl **whose** father is a famous comedian.*

! BE CAREFUL!

We can also use *in which*, *to which*, *at which*, etc instead of *where* and *when*.

*London is the city **in which** he grew up.*

or *London is the city **which** he grew up **in**.*

The choice of *in*, *at* or *to*, etc depends on the preposition the verb or noun usually takes. So, you grow up *in* a place – we can use *in which*; you go to a place – we can use *to which*; you arrive at a building – we can use *at which*, etc.

Defining relative clauses

Defining relative clauses give us essential information. We cannot remove the relative clause and still understand the sentence. For example, imagine there are two boxes of different colour. The grey box is empty. The blue box is full.



We can say: *The box **which is blue** is full.*

But if we just say '*The box is full.*' then the sentence makes no sense because there are two boxes and it's not clear which one we are talking about.

The colour of the box is not extra information. It is essential information.

With defining relative clauses, we:

- CANNOT use commas

✓ *The box **which is blue** is full.*

✗ *The box, ~~which is blue~~, is full.*

- CAN replace *who*, *which*, *when* and *why* with *that*

✓ *The box **that is blue** is full.*

NOTE When the subject of the defining relative clause is different to the subject of the rest of the sentence, we can sometimes leave out the relative pronoun completely.

✓ *The prize **which she won** was very valuable.*

✓ *The prize **that she won** was very valuable.*

✓ *The prize **she won** was very valuable.*

Non-defining relative clauses

Non-defining relative clauses give us extra information. We can remove the relative clause and still understand the sentence. For example, imagine there is a blue box on its own. It is full.



We can say: *The box, which is blue, is full.*
If we just say ‘*The box is full.*’ the sentence still makes sense. The fact that it is blue is just extra information.

With non-defining relative clauses, we:

- MUST use commas
 - ✓ *The box, which is blue, is full.*
 - ✗ *The box which is blue is full.*
- CANNOT replace the relative pronoun with *that*
 - ✓ *The box, which is blue, is full.*
 - ✗ *The box, that is blue, is full.*
- CANNOT ever leave out the relative pronoun
 - ✓ *The box, which/that is blue, is full.*
 - ✗ *The box, is blue, is full.*

13 Revision of conditionals and *unless*

In *Grammar database 15*, we looked at zero, first and second conditionals. In *Grammar database 17*, we looked at the third conditional. Another way of thinking about conditionals is to see each conditional sentence in two parts: the condition and the result.

If we score another goal, we'll win the match.

CONDITION **RESULT**

If they had more money, they would buy some better players.

CONDITION **RESULT**

If we hadn't gone to the party, we would have watched the match on TV.

CONDITION **RESULT**

Conditions

For the conditions, you have to learn which tense to use, because the tenses are used in a strange way.

	Now/Future/Generally	Past
real/likely/possible situations	PRESENT SIMPLE <i>If we score another goal ...</i> (first conditional)	✗
hypothetical/unlikely/impossible situations	PAST SIMPLE <i>If we scored another goal ...</i> <i>If we had scored</i> (second conditional)	PAST PERFECT <i>If we had scored another goal ...</i> (third conditional)

Results

For the results, the grammatical rules are the same as with non-conditional sentences:

- **modals for real situations:**
will, can, may, might, should
- **modals for hypothetical situations:**
would, could, might, should
now/future/generally:
modal + bare infinitive (eg *will go*)
- **past:** modal + present perfect bare infinitive
(eg *would have gone*)
- **commands, instructions and advice:**
imperative (eg ... *go to bed.*)

- **questions:** question form
(eg ... *can we have a party?*)
- **general truths:** present simple
(eg ... *water boils at 100°C*)

unless

We can also sometimes use *unless* in conditional sentences. *Unless* can replace *if not* and means ‘except if’.

If we don't score another goal, we'll lose. or
Unless we score another goal, we'll lose.

I couldn't watch the match **if I didn't have** a TV.

I couldn't watch the match **unless I had** a TV.

She wouldn't have won **if she hadn't been** such a good player.

She wouldn't have won **unless she'd been** such a good player.

! BE CAREFUL!

We CANNOT use *unless* to replace *if not* when *if not* doesn't mean 'except if'. So, we can say:

✓ *If I wasn't ill, I'd play tomorrow.*

But *if not* here doesn't mean 'except if' because you are actually ill so we CANNOT say:

✗ *Unless I was ill, I'd play tomorrow.*

14 so, such, too, enough

We use *so*, *such*, *too* and *enough* to talk about amounts. **too**

so

- *so* + adjective/adverb + *that* clause
*She's **so good (that)** she could be a professional.*
*She plays **so well (that)** she could be a professional.*
- *so* + *many/much* + noun + *that* clause
*There were **so many footballs (that)** I didn't know which one to choose.*
*There was **so much noise (that)** I couldn't hear.*

NOTE We can also use *so* without a *that* clause. This means the same as *very* or *really*, but it's more emphatic.
*He's **so rich!** = He's **very rich!** or He's **really rich!***

such

- *such* + *a/an* + adjective + singular noun + *that* clause
*She's **such a good player (that)** she could be a professional.*
- *such* + adjective + plural noun + *that* clause
*They are both **such good players (that)** they could be professionals.*

NOTE

- We can also use *such* without a *that* clause. This means the same as 'very' or 'really', but it's more emphatic.
*He's **such a good player!***
= He's a very/really good player.
*They're **such good players!***
= They're very/really good players.
- We can put *such* before *a lot of* to emphasise the amount.
*He's got **such a lot of tennis rackets.***
(= so many)
*They made **such a lot of noise.*** (= so much)

- We usually use *too* to criticise, or to say that something is negative or bad.
*He drives **too fast.***
= He drives so fast (that) it's bad.
- *too* + adjective/adverb
*He's **too slow.***
*He runs **too slowly.***
- *too* + adjective/adverb + full infinitive
*He's **too slow to be** in the athletics team.*
*He runs **too slowly to be** in the athletics team.*
- *too* + adjective/adverb + *for*
*He's **too slow for** this athletics team.*
*He runs **too slowly for** this athletics team.*

NOTE

- We can also combine *for* and the full infinitive in one sentence.
*It was **too cold for me to go** swimming.*
- We can also say *too many* or *too much*. This means 'so many/much that it's bad'.
*There are **too many** slow runners in our athletics team.*
*Our teacher gives us **too much** homework.*

! BE CAREFUL!

Too is never followed by a *that* clause.

enough

- *enough* means 'the right amount/number of'
- *not enough* means 'less than the right amount/number of'
- (*not*) *enough* + noun + full infinitive
I've got enough money to buy the ticket.
I haven't got enough money to buy the ticket.
- (*not*) *enough* + noun + *for*
I've got enough money for the ticket.
I haven't got enough money for the ticket.
- (*not* +) adjective/adverb + *enough* + full infinitive
I'm good enough to be in the team.
I'm not good enough to be in the team.
She ran fast enough to win the race.
She didn't run fast enough to win the race.

- (*not* +) adjective/adverb + *enough* + *for*
I'm good enough for the team.
I'm not good enough for the team.
She trained hard enough for the race.
She didn't train hard enough for the race.

NOTE We can also combine *for* and the full infinitive in one sentence.

It wasn't warm enough for me to go swimming.
= *It was too cold for me to go swimming.*
He's not tall enough to be a basketball player.
= *He's too short to be a basketball player.*

! BE CAREFUL!

Enough is never followed by a *that* clause.

15 Modals 1 (ability, obligation, advice, permission)**Modals**

can	(can't/cannot)
could	(couldn't/could not)
may	(may not)
might	(mightn't/might not)
will	(won't/will not)
would	(wouldn't/would not)
shall	(shan't/shall not)
should	(shouldn't/should not)
must	(mustn't/must not)

! BE CAREFUL!

Modals have only one form. They do NOT take an '-s' in the third person singular.

✗ *He coulds swim.*

Semi models**have to**

It has a similar meaning to *must*, but it does change its form depending on person and tense.

have/has (got) to

(*don't/doesn't have to/do/does not have to, haven't/hasn't got to/have/has not got to + didn't have to, etc*)

ought to (oughtn't to/ought not to)

It has a similar meaning to *should*. It doesn't change its form depending on person and tense.

! BE CAREFUL!

Modals are never followed by the full infinitive (with *to*). Use the bare infinitive.

✓ *I can't go to the party.*

✗ *I can't to go to the party.*

Ability**can**

now: *I can help you now, if you like.*

generally: *Paul can play the guitar really well.*

! BE CAREFUL!

For future ability we usually use *will be able to*.
She'll be able to swim after a few more lessons.

But we use *can* when we make decisions now about future ability.

I can help you tomorrow, if you like.

Can CANNOT be used as an infinitive.

Use *to be able to*:

✓ *I'd love to be able to swim.*

✗ *I'd love to can swim.*

could

past: *He could swim when he was three years old.*

hypothetical (now/future/generally):

I wish I could swim.

! BE CAREFUL!

To talk about the hypothetical past with *could*, we have to use the modal perfect (*could + have + past participle*). See *Grammar database 13* for further information.

Obligation

must

(personal obligation)

now: *I **must** call Pete now.*
 future: *I **must** call Pete tonight.*
 generally: *I **must** try harder at school.*

have to (external obligation)

now: *He **has to** go now.*
 future: *I **have to** go in five minutes, or I'll **have to** go in five minutes.*
 generally: *She **has to** go to bed at 10pm on school nights.*

! BE CAREFUL!

When talking about the past for personal or external obligation, use *had to*.

*I **had to** call the doctor last night.*
*You **mustn't** do Exercise C. (= Don't do Exercise C.)*
*You **don't have to** do Exercise C.*
 (= You can if you want to but it isn't necessary.)

It is very unusual to use *must* for questions.
 Use *have to*.

*Do we **have to** have a test next Tuesday?*

Must CANNOT be used as an infinitive. Use *have to*.

✓ *I'd **hate to have to** move house.*
 ✗ *I'd ~~hate to~~ **must** move house.*

Advice

We can use *should* and *ought to* to ask for and give advice. There is very little difference in meaning between *should* and *ought to*. However, *should* is more common in spoken and written English (both formal and informal) than *ought to*.

now: *You **should/ought to** go to bed if you're tired.*
 future: *You **should/ought to** have a party next week.*
 generally: *You **should/ought to** exercise more.*

! BE CAREFUL!

To talk about the past with *ought to* or *should*, we have to use the modal perfect (*ought to/should + have + past participle*). See *Grammar database 13*.

Permission

We can use *can*, *could* and *may* to ask for and give permission. They mean the same thing, but *could* is more polite than *can*, and *may* is more polite than *could*.

now: ***Can/Could/May** I have some more ice cream?*
 future: ***Can/Could/May** I go to a party on Tuesday night?*
 generally: ***Can/Could/May** I invite my friends round whenever I like?*

! BE CAREFUL!

To talk about past permission in reported speech*, use *could*.

*You said I **could** go to a party last week so why can't I this week?*

* see *Grammar database 23*.

To talk about past permission (but not in reported speech), we don't use a modal.

✓ *I **was allowed to go** to the party last week.*
 ✓ *They/You **let me go** to the party last week.*
 ✗ *I **could go** to the party last week.*

16 Modals 2 (possibility, probability, certainty)

Possibility

We can use *may*, *might* and *could* to say that something is possible. They have a similar meaning, but sometimes we use *might* to show something is less likely to happen.

*That **may/might/could** be the postman. (now)*

! BE CAREFUL!

For non-stative verbs, we often use the continuous infinitive after *may*, *might* or *could* when talking about actions happening now.

*Anne **may/might/could be driving** home from work now.*

- now: *That **may/might/could** be the postman.*
- future: *I think it **may/might/could** snow later today.*
- generally: *There **may/might/could** be penguins in Antarctica, but I'm not sure.*

! BE CAREFUL!

To talk about past possibility with *may*, *might* or *could*, we have to use the modal perfect: *may/might/could + have + past participle*. See *Grammar database 13*.

Probability

We can use *should* and *ought to* to say that something is quite likely. There is little difference in meaning between *should* and *ought to*. However, *should* is more common in spoken and written English (both formal and informal) than *ought to*.

- now: *Anne **should/ought to** be on the way home now.*

! BE CAREFUL!

For non-stative verbs, we often use the continuous infinitive after *should* or *ought to* when talking about actions happening now.

*Anne **should/ought to** be driving home from work now.*

- future: *I **should/ought to** finish the project tomorrow, if all goes well.*

generally: *Most people **should/ought to** be able to understand this.*

! BE CAREFUL!

For non-stative verbs, we often use the continuous infinitive after *should* or *ought to* when talking about actions happening now. To talk about past probability with *ought to* or *should*, we have to use the modal perfect: *ought to/should + have + past participle*. See *Grammar database 13*.

17 will and be going to

We use both *will* and *be going to* to talk about the future. Sometimes, there is very little difference in meaning. It is often just a matter of formality. *Will* is generally more formal than *be going to*.

We can use either *will* or *be going to* for:

- facts about the future
*There **will** be an eclipse of the sun tomorrow.* (formal)
*There's **going to** be an eclipse tomorrow.* (informal)
- predictions (opinions about the future) not based on present evidence
*One day, people **will** have holidays on Mars.* (formal)
*One day, people **are going to** have holidays on Mars.* (informal)
- decisions made at the moment of speaking
I know! I'll get Dad a DVD for Christmas.
*I know! I'm **going to** get Dad a DVD for Christmas.*

Certainty**must**

- now: *You **must** be tired.*
(= I'm sure you're tired.)

! BE CAREFUL!

For non-stative verbs, we often use the continuous infinitive after *must* when talking about actions happening now.

*Bill **must be** walking the dog.*
(= I'm sure he's walking the dog.)

- future: *The film **must** be on tomorrow.*
(= I'm sure it's on tomorrow.)

generally: *You **must** get lonely living on your own.*
(= I'm sure you get lonely.)

can't

- now: *He **can't** be tired.*
(= I'm sure he's not tired.)

! BE CAREFUL!

For non-stative verbs, we often use the continuous infinitive after *can't* when talking about actions happening now.

*Bill **can't be** walking the dog.*
(= I'm sure he's not walking the dog.)

- future: *The film **can't** be on tomorrow.*
(= I'm sure it's not on tomorrow.)

generally: *She **can't** be American.*
(= I'm sure she's not American.)

! BE CAREFUL!

To talk about past certainty with *must* or *can't*, we have to use the modal perfect: *must/can't + have + past participle*. See *Grammar database 13*.

NOTE *Will* emphasises the **decision**, whereas *be going to* emphasises the **intention**. The meaning, however, is basically the same in both sentences.

We can use *will* for:

- most first conditional sentences
If we leave now, we'll be there by six o'clock.
- offers, suggestions and requests
I'll help you. Will you help me?

! BE CAREFUL!

With offers and suggestions in the question form, we do not use *will* with *I* and *we*. We use *shall*:

- ✓ *Shall I help you with the washing-up?*
- ✗ ~~*Will I help you with the washing-up?*~~

We can use *be going to* for:

- plans and intentions (which you already have when you speak)
I'm going to be an astronaut when I grow up.
- predictions based on present evidence
Look out! You're going to fall!

Will

Positive	Negative	Question
I/You/He/She/It/We/ You/They will study	I/You/He/She/It/We/You/ They won't/will not study	Will I/you/he/she/it/we/ you/they study?

Be going to

Positive	Negative	Question
I am going to study (I'm)	I am not going to study (I'm)	Am I going to study?
You are going to study (You're)	You are not going to study (You're not, You aren't)	Are you going to study?
He is going to study (He's)	He is not going to study (He's not, He isn't)	Is he going to study?
She is going to study (She's)	She is not going to study (She's not, She isn't)	Is she going to study?
It is going to study (It's)	It is not going to study (It's not, It isn't)	Is it going to study?
We are going to study (We're)	We are not going to study (We're not, We aren't)	Are we going to study?
You are going to study (You're)	You are not going to study (You're not, You aren't)	Are you going to study?
They are going to study (They're)	They are not going to study (They're not, They aren't)	Are they going to study?

18 Present simple and present continuous to talk about the future

We can also use present simple or present continuous to talk about the future.

We can use present simple:

- for timetables, arrangements and fixed events, which the speaker cannot change
The flight leaves at 3pm tomorrow.
- after *if* in first conditional and zero conditional sentences (see *Grammar database 15*)
If it rains tomorrow morning, we'll cancel the match.

- after certain time expressions, such as *when* and *while* (see *Grammar database 16*)
I'll see you when I get home next week.

We can use present continuous for:

- arrangements made before the moment of speaking
We're leaving at 3pm next Thursday.

! BE CAREFUL!

- ✗ *I'm working as a doctor when I'm older.*
It is NOT an arrangement.

19 The passive

Look at this sentence:

Sandy broke the window yesterday.



subject **verb** **object**

A sentence like this with *subject + verb + object* is called an active sentence or a sentence in the active voice. But we can turn it round, so *the window* comes at the beginning of the sentence. To do this, we have to make it a passive sentence or put it into the passive voice.

Turning an active sentence into a passive

There are five main steps:

- 1 take the object of the first sentence and make it the subject of our new sentence:

The window ...

- 2 add the verb *to be* in the same tense as in the active sentence (*broke* = past simple):

The window was ...

- 3 add the past participle of the verb in the active sentence (*broke* → *broken*):

The window was broken ...

- 4 add *by* + the subject of the first sentence (*Sandy*):

The window was broken by Sandy ...

- 5 finish off the sentence in the appropriate way:

The window was broken by Sandy yesterday.

The passive is: noun/pronoun + *be* + past participle (+ *by/with/of* + noun).

NOTE

- We often don't use *by* + the subject of the first sentence if:
 - we don't know who did/does it
Active: *Someone has stolen my watch!*
Passive: *My watch has been stolen!*
 - it's obvious who did/does it
Active: *The police arrested her last week.*
Passive: *She was arrested last week.*
 - it's not important who did/does it
Active: *They are going to knock down the building.*
Passive: *The building's going to be knocked down.*
- We usually use *with* when we talk about the things we use to do the action (such as tools and equipment).
The wall was painted with a special paint.
- When we talk about materials, we usually use *of*.
That table is made of wood.

Passive forms

Tense	Active	Passive
Present simple	Volunteers clean the beach.	The beach is cleaned by volunteers.
Present continuous	Volunteers are cleaning the beach.	The beach is being cleaned by volunteers.
Present perfect simple	Volunteers have cleaned the beach.	The beach has been cleaned by volunteers.
Past simple	Volunteers cleaned the beach.	The beach was cleaned by volunteers.
Past continuous	Volunteers were cleaning the beach.	The beach was being cleaned by volunteers.
Past perfect simple	Volunteers had cleaned the beach.	The beach had been cleaned by volunteers.
Future simple	Volunteers will clean the beach.	The beach will be cleaned by volunteers.
<i>be going to</i>	Volunteers are going to clean the beach.	The beach is going to be cleaned by volunteers.
Bare infinitive	Volunteers must clean the beach.	The beach must be cleaned by volunteers.

20 The causative

Look at this sentence:

Someone paints Carl's house every two years.

This sentence is in the active. Carl doesn't do the painting himself. He pays/gets/asks someone else to do it for him.

As we saw in *Grammar database 21*, we can make that sentence passive:

Carl's house is painted every two years.

Or we can put it into the causative form. We do that to emphasise that someone else does something for us.

Carl gets/has his house painted every two years.

Turning a subject-verb-object sentence

There are five main steps:

- 1 take the person who owns or has the object of the first sentence and make it the subject of our new sentence. Here, Carl owns the house:

Carl ...

- 2 add the verb *to have* or the verb *to get* (*get* is less formal than *have*) in the same tense as the verb in the active sentence (*paints* = present simple)

Carl has ... or Carl gets ...

- 3 add the object of the first sentence plus an appropriate pronoun or article.

Carl has his house ... or Carl gets his house ...

- 4 add the past participle of the verb in the first sentence (*paints* → *painted*).

Carl has his house painted ... or Carl gets his house painted ...

- 5 finish off the sentence in an appropriate way.

Carl has his house painted every two years. or

Carl gets his house painted every two years.

So, the causative is: noun + *have/get* + noun + past participle (+ *by/with* + noun)

NOTE

- If we want to state exactly who does the action, we can use *by* (like with the passive).

Carl has his house painted by a professional painter every two years.

- If we want to mention the tools and equipment or the things they use, we can use *with* (like with the passive).

Carl has his house painted with a special paint every two years.

Causative forms

Tense	subject + verb + object sentence	The causative
Present simple	A professional painter paints Carl's house.	Carl has/gets his house painted by a professional painter.
Present continuous	A professional painter is painting Carl's house.	Carl is having/getting his house painted by a professional painter.
Present perfect simple	A professional painter has painted Carl's house.	Carl has had/got his house painted by a professional painter.
Past simple	A professional painter painted Carl's house.	Carl had/got his house painted by a professional painter.
Past continuous	A professional painter was painting Carl's house.	Carl was having/getting his house painted by a professional painter.
Past perfect simple	A professional painter had painted Carl's house.	Carl had had/got his house painted by a professional painter.
Future simple	A professional painter will paint Carl's house.	Carl will have/get his house painted by a professional painter.
<i>be going to</i>	A professional painter is going to paint Carl's house.	Carl is going to have/get his house painted by a professional painter.
Bare infinitive	A professional painter must paint Carl's house.	Carl must have/get his house painted by a professional painter.

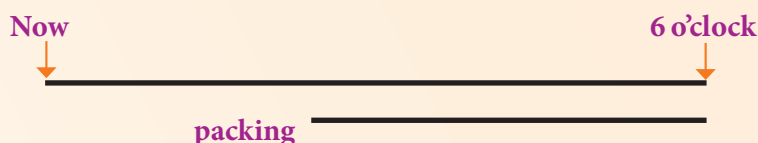
21 Future perfect simple and future continuous

Future perfect simple

The future perfect simple is: *will + have + past participle*

We use the future perfect simple to show that a situation will finish at or before a certain time in the future.

I will have packed all the suitcases by six o'clock.



Future continuous

The future continuous is: *will + be + -ing form*

We often use the future continuous to show that an action is in progress (ie still continuing) at a certain time in the future

I will still be packing at five o'clock.



NOTE

We can also use the future continuous to express repeated actions and habits in the future:

- ✓ *I think humans will travel to Mars frequently in 1000 years.*
- ✓ *I think humans will be travelling to Mars frequently in 1000 years.*

Time words and phrases

We often use *by* with the future perfect simple and *at* with the future continuous, but it is also possible sometimes to use other time words and phrases.

- | | |
|-------------|--|
| before | <i>I'll be swimming in the Mediterranean before next Tuesday.</i>
<i>I'll definitely have arrived before 8pm.</i> |
| in | <i>We'll be swimming in the Med in a couple of days.</i>
<i>I think we'll have heard from him in a couple of days.</i> |
| next | <i>We'll be swimming in the Med next week.</i>
<i>She'll have lived there for three years next January.</i> |
| this time | <i>This time tomorrow, we'll be swimming in the Med.</i>
<i>This time tomorrow, I'll have packed all the suitcases.</i> |
| by the time | <i>By the time he arrives, we'll have finished dinner.</i>
<i>By the time he arrives, we'll be flying to America.</i> |

22 wish and if only

We can use *wish* and *if only* to talk about hypothetical situations in the past, present, future or generally. *Wish* and *if only* have very similar meanings, but *if only* is more emphatic than *wish*. Like with conditionals, you have to learn which tenses we use with *wish* and *if only*, because they're different to normal English.

We can use ...	For ...	Examples
<i>wish/if only</i> + simple	hypothetical situations now, in the future or generally	<i>I wish/If only I had enough money</i> (= I don't have enough money but I would like to have enough.)
<i>wish/if only</i> + continuous	hypothetical situations now, in the future or generally	<i>I wish/If only they weren't staying so far away.</i> (= They are staying far away but I'd like them to stay closer.)
<i>wish/if only</i> + <i>could</i> + bare infinitive	hypothetical ability or permission now, in the future or generally	<i>I wish/If only you could come with us.</i> (= You can't come with us but I'd like you to.)
<i>wish/if only</i> + <i>would</i> + bare infinitive	expressing criticism or complaint about situations now, in the future or generally	<i>I wish/If only you'd be quiet!</i> (= You aren't quiet but I want you to be.)
<i>wish/if only</i> + past perfect simple	hypothetical situations in the past (regrets)	<i>I wish/If only I hadn't told Bill I hated him.</i> (= I told Bill I hated him and now I regret it.)

! BE CAREFUL!

We only use *wish* and *if only* for hypothetical situations. Don't use them if the situation isn't hypothetical, and don't use *hope* if the situation is hypothetical.

I wish you could come.

(= I'd like you to come but I know you can't.)

I hope you can come.

(= I'd like you to come and maybe you'll be able to.)

23 Reported speech

We use reported speech when we want to say what someone else said.

Jan said that she was going to bring a pizza.

There are some things you have to remember when reporting what someone else said.

Tense changes 1

If the reporting verb is in the past (eg *said*), we usually have to change the tense of what the person actually said.

Direct speech	Reported speech	Examples
Present simple	Past simple	<i>'I am 16,' said Angela.</i> → <i>Angela said (that) she was 16.</i>
Present continuous	Past continuous	<i>'I am learning English,' said Ben.</i> → <i>Ben said (that) he was learning English.</i>
Present perfect simple	Past perfect simple	<i>'I have had a bath,' said Simon.</i> → <i>Simon said (that) he had had a bath.</i>
Present perfect continuous	Past perfect continuous	<i>'I've been working all morning,' said Anne.</i> → <i>Anne said (that) she had been working all morning.</i>
Past simple	Past perfect simple	<i>'I sent Dave a text message,' said Liam.</i> → <i>Liam said (that) he had sent Dave a text message.</i>
Past continuous	Past perfect continuous	<i>'We were playing basketball,' said Joanne.</i> → <i>Joanne said (that) they had been playing basketball.</i>
<i>am/is/are going to</i>	<i>was/were going to</i>	<i>'We're going to play basketball,' said Joanne.</i> → <i>Joanne said that they were going to play basketball.</i>

NOTE

- Past perfect simple and continuous do not change tense.
'I'd been waiting for an hour,' said Fiona.
*Fiona said (that) she **had been waiting** for an hour.*
- We often don't make any changes to the verb tense when we are reporting a scientific fact or when something is still true.
*'Water **boils** at 100° C,' said the scientist. →*
*The scientist said that water **boils** at 100°C.*

Tense changes 2

If the reporting verb is in the past (eg *said*), we also have to change some modals.

Direct speech	Reported speech	Examples
<i>will</i>	<i>would</i>	<i>'I'll help you,' said Sean. →</i> <i>Sean said (that) he would help me.</i>
<i>can</i>	<i>could</i>	<i>'I can help you,' said Sean. →</i> <i>Sean said (that) he could help Alison.</i>
<i>must/have to</i>	<i>had to</i>	<i>'I must help Alison,' said Sean. →</i> <i>Sean said (that) he had to help me.</i>
<i>may</i>	<i>might</i>	<i>'I may be there,' said Sean. →</i> <i>Sean said (that) he might be there.</i>

Other word changes

- We also usually have to change some pronouns and other similar words.
*'I'll do **my** homework later,' said Carol. Carol said she would do **her** homework later.*

Direct speech	Indirect speech	Examples
<i>this/that</i> + noun	<i>the or that</i>	<i>'I love this pizza,' said Hazel. →</i> <i>Hazel said (that) she loved the/that pizza.</i>
<i>this/that</i> + verb	<i>it</i>	<i>'That is the coolest watch I've ever seen,' said Steve. →</i> <i>Steve said (that) it was the coolest watch he'd ever seen.</i>
<i>these/those</i> + noun	<i>the or those</i>	<i>'I'm going to buy these trainers,' said Paul. →</i> <i>Paul said (that) he was going to buy the/those trainers.</i>
<i>these/those</i> + verb	<i>they</i>	<i>'Those are the coolest trainers I've ever seen,' said Steve. →</i> <i>Steve said (that) they were the coolest trainers he'd ever seen.</i>
verb + <i>these/those</i> (without an object)	<i>them</i>	<i>'I'm going to buy these,' said Paul. →</i> <i>Paul said (that) he was going to buy them.</i>

- Words connected to time and place also often change.

Direct speech	Reported speech	Examples
here	there	'I love it here ,' said Megan. → Megan said (that) she loved it there .
now/at the moment	then or at that moment	'I'm doing it now ,' said Fred. → Fred said (that) he was doing it at that moment .
today	that day	'I'll do it today ,' said Fred. → Fred said (that) he would do it that day .
tomorrow	the following day or the next day	'I'll do it tomorrow ,' said Fred. → Fred said (that) he would do it the following day .
tonight	that night	'I'll do it tonight ,' said Fred. → Fred said (that) he would do it that night .
next week/month/year	the following week/month/year	'I'll do it next week ,' said Fred. → Fred said (that) he would do it the following week .
yesterday	the day before or the previous day	'I did it yesterday ,' said Fred. → Fred said (that) he had done it the day before .
last week/month/year	the previous week/month/year	'I did it last year ,' said Fred. → Fred said (that) he had done it the previous year .
ago	before	'I did it two hours ago ,' said Fred. → Fred said (that) he had done it two hours before .

! BE CAREFUL!

We don't always have to use the verb *say* with reported speech.

We can also use other verbs such as *tell*, *suggest*, *promise*, etc.

Say and *tell* take different grammatical structures. Compare:

say	tell
He said (that) it had been cold. He said to us (that) it had been cold.	He told us (that) it had been cold.
She said that I had to go away.	She told me to go away.
I didn't say anything to Paul .	I didn't tell Paul anything . + <i>tell</i> (someone) a joke/a story/a secret/the time

24 Indirect questions 1

Indirect questions are similar in some ways to reported questions, but they're not exactly the same. Look at this direct question:

Where's the bank? (grammatically correct but not very polite)

We often use indirect questions to be polite.

Can you tell me where the bank is? (polite)

I wonder if you could tell me where the bank is. (very polite)

There are some important things to remember:

1 Question marks

Some indirect questions need question marks, and some don't. It depends on the phrase at the beginning:

With a question mark	Without a question mark
Can/Could you tell me ...?	I wonder if you can/could tell me ...
Can/Could you let me know ...?	I wonder if you could let me know ...
Do you know ...?	I wonder if you know ...
Do you think you can/could tell me ...?	I would like to know ...
Would you mind telling me ...?	
Can/Could I ask ...?	

2 Word order

Like with reported questions, we do NOT use the question form in indirect questions.

direct question: *What time is it?*

indirect question: ✓ *Do you know what time it is?*
 ✗ *Do you know what time is it?*

3 have, do or be and modal questions

Like with reported questions, direct questions that start with the verbs *have*, *do* or *be* or a modal use *if* or *whether* in indirect questions.

direct question: *Will you be there tomorrow?*

indirect question: *I'd like to know **if/whether** you'll be there tomorrow.*

4 Wh- questions

Like with reported questions, direct questions that start with a *wh-* question (*when*, *where*, etc) use the same word in the indirect question.

direct question: *What time is it?*

indirect question: *Do you know **what** time it is?*

5 Tense changes, etc

With reported speech and reported questions, we often have to change tenses, modals and time phrases, etc. We do NOT do that with indirect questions.

direct question: *Are you going to come on Friday?*

indirect question: ✓ *Do you know if you **are** going to come on Friday?*
 ✗ *Do you know if you **were** going to come on Friday?*

25 Zero, first and second conditionals

There are four main types of conditional sentences. These are often called the zero conditional, the first conditional, the second conditional and the third conditional. See *Grammar database 17* for information about the third conditional.

Zero conditional

Use: to talk about general truths

Structure: *If + present simple, present simple*
*If you **have** a brother or sister, you **are** not an only child.*

NOTE We can also swap the two halves of the sentence round.
*You **are** not an only child **if** you **have** a brother or sister.*

First conditional

Use: to talk about possible or likely situations now, in the future, or generally

Structure: *If + present simple, will/won't + bare infinitive*

*If it **rains** tomorrow, we'll **stay** at home.*
*If it **rains** tomorrow, we **won't** go to the beach.*

NOTE We can also swap the two halves of the sentence round.
*We **won't** go to the beach **if** it **rains** tomorrow.*

! BE CAREFUL!

✗ *If it **will** rain tomorrow...*

NOTE It is possible to use other modals instead of *will*, depending on meaning.

*If you finish the test early, you **can** go home.*
*If you work hard, you **should** pass the exam.*
*If I'm tired, I **may/might** decide not to go to the party.*

We can also use the imperative for commands, instructions and advice.

*If you have any problems, **tell** me.*

Second conditional

Use: to talk about impossible, unlikely or hypothetical situations now, in the future or generally

Structure: *If + past simple, would/wouldn't + bare infinitive*

If I had lots of money, I would buy a new CD player.
If I won the lottery, I wouldn't quit my job.

NOTE

- We can also swap the two halves of the sentence round.
I would buy a new CD player if I had lots of money.
- There are two forms of the verb *to be* with the second conditional.

1 *I/he/she was ...* (informal, often used in speech)

If I was rich, I'd buy a big house.

2 *If I/he/she were ...* (formal, often used in writing)

If I were rich, I would buy a big house.

- It is possible to use other modals instead of *would*, depending on meaning.

If I lived on my own, I could do exactly what I wanted! (= would be able to)

If I lived on my own, I might decide to get a cat.

26 Time clauses

We saw in *Grammar database 15* that the *if* clause of the first conditional is *If* + present simple. We do not use *will*, even when we are talking about the future.

If it rains tomorrow, ...

The same thing is true with these time words and phrases. We use the present simple and NOT *will* to talk about the future.

when *I'll call you when I get home.*

as soon as *I'll call you as soon as I get home.*

before *I'll call you before I leave.*

after *I'll call you after I speak to Susan.*

until/till *I'll stay here until Dave arrives.*

while *I'll stay here while you do the shopping.*

NOTE It is also sometimes possible to use the present continuous and present perfect with these time phrases.

I'll call you after I've spoken to Susan.

I'll think of you while I'm swimming in the Aegean.

27 Reported questions

In *Grammar database 24* we looked at reported speech. We saw that you often have to change tenses, modals and other words when you go from direct to reported speech. We use the same rules when we report questions that people have asked.

have, do or be and modal questions

If a direct question begins with the verbs *have*, *do* or *be* (usually as auxiliary verbs), or a modal (*will*, *can*, etc), we use *if* or *whether* in the reported question. This is the kind of direct question which requires the answer *yes* or *no*.

'Do you want some more tea?' asked Mr Peters. →

Mr Peters asked **if/whether** I wanted some more tea.

'Have you seen the new Bruce Willis movie?' asked Rolf. →

Rolf asked **if/whether** I had seen the new Bruce Willis movie.

'Are you going to the match tomorrow, Megan?' asked Sally. →

Sally asked Megan **if/whether** she was going to the match the next day.

'Will you help me next week, George?' asked Alan. →

Alan asked George **if/whether** he would help him the following week.

Look at the examples on the previous page. You'll see that the tenses, modals and time phrases, etc have changed in the same way as with reported speech. For example, in the first sentence *Do you want* is present simple.

It becomes past simple (*wanted*) in reported speech. In the last example, *will* becomes *would*.

In direct questions we use the question form (*Do you want ...?, Have you seen ...?, Are you going ...?, Will you help ...?*). In reported questions we do not use the question form (*asked if I wanted, asked if I had seen, asked if she was going, asked if he would help*).

Wh- questions

With questions beginning with *what, who, which, when, where, why* and *how* we do NOT use *if* or *whether*. We use the same question word as we used in the direct question, but we do NOT use the question form and we do change tenses, modals, etc.

'*What do you want for breakfast?*' →

My mum asked me **what I wanted** for breakfast.

'*Where can we play football?*' asked Dave. →

Dave asked us **where we could play** football.

! BE CAREFUL!

We do NOT use question marks (?) with reported questions.

✓ *Dave asked us where we could play football.*

✗ *Dave asked us where we could play football?*

28 Indirect questions 2

We use indirect questions when we want to ask questions politely. We use an introductory phrase (*Could you tell me where ...*) followed by the normal word order (*... the bank is?*). We don't use question word order in the second part. Some indirect questions need a question mark at the end and some don't. Look at the list below.

Some introductory phrases ...

with a final question mark

Can/Could you tell me ...?

Could you let me know ...?

Do you know ...?

Do you think you could tell me ...?

without a final question mark

I wonder if you can/could tell me ...

I wonder if you could let me know ...

I wonder if you know ...

I would like to know ...

Here are some example sentences. Notice the word order ...

Do you know **who that man is?**

(**Not:** Do you know who is that man?)

Could you let me know **where the meeting is?**

I wonder if you know where **I can find** a chemist's.

I would like to know when **I will receive** my refund.

Do you think you could tell me how **this works?**

When the direct question is a 'yes/no' question, we use *if* or *whether*.

Direct question:

Are you going to John's dinner party?

Indirect question:

Could you let me know *if/whether* you are going to John's dinner party?

If the relative pronoun (*who, which, etc*) is the subject of the relative clause and there is no other noun or pronoun, we just add an introductory phrase:

Direct question:

Who is responsible?

Which is better?

Indirect question:

I wonder if you could tell me **who is responsible.**

Do you know **which is better?**

Vocabulary database

Module 1: Our world

Welcome Back

abroad	/ə'brɔ:d/	шетел	заграница
advertisement	/əd'vɜ:(r)tismənt/	жарнама	реклама, объявление
band	/bænd/	музыкалық топ	музыкальная группа
blog	/blɒg/	блог	блог
both	/bəʊθ/	екеуі де	оба, обе
concentrate	/'kɒns(ə)n'treɪt/	назар салу	концентрироваться
especially	/'speʃ(ə)li/	әсіресе	особенно
foreign	/'fɔ:rn/	шетелдік	иностранный
get back	/'get bæk/	қайта оралу	вернуться
language	/'læŋgwɪdʒ/	тіл	язык
organise	/'ɔ:(r)gənaɪz/	ұйымдастыру	организовать
practise	/'præktɪs/	жаттығу	практиковать
share	/'ʃeə(r)/	бөлік, бөлісу	доля, делиться
soon	/'su:n/	жуырда	скоро
stay in touch	/'steɪ ɪn tʌtʃ/	байланысты үзбеу	оставаться на связи
tip	/'tɪp/	ақыл, кеңес	совет, подсказка
turn on	/'tɜ:(r)n ɒn/	қосу	включить
turn off	/'tɜ:(r)n ɒf/	өшіру, сөндіру	выключить
worry	/'wʌrɪ/	алаңдау, мазасыздану	беспокоиться

The Weird and Unexplained

appear	/ə'pɪə(r)/	пайда болу	появиться
bizarre	/'bi:zɑ:(r)/	әдеттен тыс, оғаш	странный, причудливый
experience	/'ɪk'spɪəriəns/	тәжірибе	опыт
incident	/'ɪnsɪd(ə)nt/	оқиға	инцидент
odd	/'ɒd/	ерекше, оғаш	странный, необычный
scare	/'skeə(r)/	қорқыту	пугать
vanish	/'vænɪʃ/	жоғалып кету	пропадать
weird	/'wiə(r)d/	оғаш, тылсым	странный, таинственный

Module 2: Daily life and shopping

Going Out and Staying In

club	/'klʌb/	клуб	клуб
direct	/'di:rekt/	тіке, тікелей, тура	непосредственный
game	/'geɪm/	ойын	игра
remote control	/'ri:məʊt kən'trəʊl/	қашықтықтан басқару	дистанционное управление
plot	/'plɒt/	сюжет, желі	сюжет
TV set	/'ti:vi: set/	теледидар	телевизор
youth	/'ju:θ/	жастар	молодежь

Buy, Buy, Buy

bargain	/'bɑ:(r)ɡɪn/	сәтті келісім, сатып алу	удачная покупка, сделка
brand name	/'brænd neɪm/	сауда таңбасының атауы	название торговой марки
catalogue	/'kætələɡ/	каталог	каталог
credit card	/'kredit kɑ:(r)d/	кредиттік карта	кредитная карта
order	/'ɔ:(r)də(r)/	тапсырыс	заказ
receipt	/'ri:si:t/	түбіртек	квитанция, товарный чек
sales	/'seɪlz/	сатылым	продажа, распродажа
tack back	/'tæk bæk/	артқа созу	оттянуть назад, вернуть
try on	/'traɪ ɒn/	киіп көру, өлшеу	примерять

Module 3: Entertainment and media

Meet the Stars

autograph	/ˈɔːtəˌgrɑːf/	қолтаңба	автограф
celebrity	/səˈlebrəti/	танымал адам	знаменитость
come out	/kʌm aʊt/	жұртшылыққа жария ету	публично заявить
fan	/fæn/	табынушы	поклонник
interview	/ˈɪntə(r)ˌvjʊː/	сұхбат	интервью
journalist	/ˈdʒɜː(r)nəlist/	журналист	журналист
media	/ˈmiːdiə/	бұқаралық ақпарат құралдары	средства массовой информации
premiere	/ˈpremiə(r)/	премьерa	премьерa

Module 4: Sport, health and exercise

It's the Way You Tell'em

allow	/əˈlaʊ/	рұқсат ету	позволять
be capable	/biː ˈkeɪpəb(ə)/	қолынан келу, жасай алу	быть в состоянии
depend	/diːˈpend/	тәуелді болу	зависеть
comedian	/kəˈmiːdiən/	күлдіргі	комик
comedy	/ˈkɒmədi/	комедия	комедия
hilarious	/hiˈleəriəs/	көңілді	веселый
humor	/ˈhjuːmə(r)/	өзіл-сықақ	юмор
laughter	/ˈlɑːftə(r)/	күлкі	смех
let	/let/	рұқсат ету	позволять
loud	/laʊd/	дауыстап, қатты	громкий
manage	/ˈmænidʒ/	басқару	управлять
prevent	/priˈvent/	алдын алу	предотвращать
punch line	/pʌntʃˈlaɪn/	шарықтау шегі	кульминация
sitcom	/ˈsɪtkɒm/	күлкілі шоу	комедийное шоу
straight face	/streɪtˈfeɪs/	салқын өң	бесстрастное лицо
succeed	/səkˈsiːd/	жетістікке жету	добиться успеха

Fair Play

adult	/ˈædʌlt/ or /əˈdʌlt/	ересек	взрослый
available	/əˈveɪləb(ə)/	қолжетімді	доступный
basics	/ˈbeɪsɪks/	негіз	основы
beat	/biːt/	ұру	бить
be over 18	/biː ˈəʊvə(r)ˌeɪˈtiːn/	18-жастан асу	быть старше 18
cost	/kɒst/	бағасы, баға	стоимость, стоить
court	/kɔː(r)t/	аланы	корт
disabled	/dɪsˈeɪb(ə)d/	мүмкіндігі шектелген жан	человек с ограниченными возможностями
dive	/daɪv/	сүңгу	нырять, погружаться
diving	/ˈdaɪvɪŋ/	дайвинг	дайвинг
draw	/drɔː/	қызықтыру, аулау	привлечь
equipment	/iˈkwɪpmənt/	құрылғы	оборудование
fitness	/ˈfɪtnəs/	фитнес	фитнес
hang-gliding	/hæŋ ˈɡlaɪdɪŋ/	дельтапланеризм	дельтапланеризм
loose	/luːs/	бос, еркін	свободный
master	/ˈmɑːstə(r)/	меңгеру	овладевать
pool	/puːl/	бассейн	бассейн
skill	/skɪl/	дағды	умение
score	/skɔː(r)/	ұпай	счет
tennis	/ˈtenɪs/	теннис	теннис
tournament	/ˈtʊə(r)nəmənt/	турнир	турнир
volleyball	/ˈvɒliˌbɔːl/	волейбол	волейбол
wheelchair	/ˈwiːlˌtʃeə(r)/	мүгедектер арбасы	инвалидная коляска
win	/wɪn/	жеңу, ұту	выиграть

Module 5: Reading for pleasure

It Takes All Sorts

arrogant	/ˈærəɡənt/	төкаппар	высокомерный
bright	/braɪt/	ашық, ақылды	яркий, умный
bully	/ˈbʊli/	бұзақы, содыр	задира
confidence	/ˈkɒnfɪd(ə)ns/	сенімділік	уверенность
gossip	/ˈɡɒsɪp/	өсек	сплетня
hard-working	/hɑː(r)d ˈwɜː(r)kɪŋ/	еңбекқор	трудолюбивый

jealous	/ˈdʒeələs/	қызғаншақ	ревнивый
kind	/kaɪnd/	мейірімді	добрый
lonely	/'ləʊnli/	жалғыз	одинокий
popular	/'pɒpjələ(r)/	танымал	популярный
respect	/'nɪspekt/	сыйластық	уважение
ridiculous	/'nɪdɪkjʊləs/	күлкілі, ебедейсіз	смешной, нелепый
rude	/'ruːd/	дәрекі	грубый
secure	/'siːkjʊə(r)/	қауіпсіз	безопасный
selfish	/'selfɪʃ/	өзімшіл	эгоистичный
show off	/'ʃəʊɒf/	қақандау	выпендриваться
shy	/'ʃaɪ/	ұялшақ	застенчивый
sociable	/'səʊʃəb(ə)/	көпшіл	общительный
strict	/'strikt/	қатал	строгий
tease	/'tiːz/	тиісу, ызаландыру	дразнить
trust	/'trʌst/	сену	доверять

Module 6: Natural world

The Space Race

appropriate	/əˈprəʊpɪət/	сәйкес	соответствующий
asteroid	/'æstəˌrɔɪd/	астероид	астероид
atmosphere	/'ætməʃfiə(r)/	атмосфера	атмосфера
battery	/'bæt(ə)ri/	батарея, аккумулятор	батарея, аккумулятор
cause	/'kɔːz/	себебі болу	являться причиной
course	/'kɔː(r)s/	курс	курс
collide	/'kəʊlaɪd/	тап болу, соқтығысу	сталкиваться
collision	/'kəʊlɪʒ(ə)n/	соғысу	столкновение
damage	/'dæmɪdʒ/	зиян келтіру	наносить ущерб
destroy	/'diːstrɔɪ/	бұзу, құрту	уничтожить
detect	/'diːtekt/	табу	обнаружить
develop	/'diːveləp/	дамыту	развивать
dinosaur	/'daɪnəˌsɔː(r)/	динозавр	динозавр
discover	/'diːskʌvə(r)/	ашу, табу	обнаружить
engine	/'endʒɪn/	қозғалтқыш	двигатель
electricity	/'lekˌtrɪsəti/	электр көзі	электричество
extinct	/'ɪkˌstɪŋkt/	сөніп қалған	потухший
happen	/'hæpən/	болу, орын алу	случаться
hit	/'hɪt/	ұру, соққы	удар, ударять
huge	/'hjuːdʒ/	зор	огромный
invent	/'ɪnˌvent/	ойлап табу	выдумывать, изобретать
investigation	/'ɪnˌvestɪˌgeɪʃ(ə)n/	тексеру, тергеу	расследование
involve	/'ɪnˌvɒlv/	қосу	включать
likely	/'laɪkli/	мүмкін, ықтимал	вероятно
machine	/'mæʃiːn/	машина	машина
meteor	/'miːtiə(r)/	метеор	метеор
option	/'ɒpʃ(ə)n/	амал	вариант
outer space	/'aʊtə(r)speɪs/	ғарыштық кеңістік	космическое пространство
panic	/'pænik/	байбалам	паника, паниковать
path	/'pɑːθ/	жол	путь
prepare	/'priːpeə(r)/	даярлау, әзірлеу	подготовить
ready	/'redi/	дайын	готовый
research	/'riːsɜː(r)tʃ/	зерттеу	исследование
responsible	/'rɪˌsponsəb(ə)/	жауапты	ответственный

The Land of Plenty?

bin	/'bɪn/	қоқыс тастайтын жәшік	мусорное ведро
burn	/'bɜː(r)n/	өрттеу	жечь
carry in	/'kæriɪn/	алып жүру	носить
degrade	/'diːgreɪd/	бұзылу	разрушаться
disposal	/'diːspəʊz(ə)/	жою, кетіру	удаление
dump	/'dʌmp/	үйінді	свалка
chemical	/'kemɪk(ə)/	химиялық, химикат	химикат, химический
countryside	/'kʌntriˌsaɪd/	аудан, ауыл	сельская местность
environment	/'ɪnˌvaɪənmənt/	қоршаған орта	окружающая среда
exist	/'ɪgˌzɪst/	бар болу	существовать

exhaust fume	/ɪg'zɔ:st fju:m/	пайдаланылған газ	выхлопной газ
factory	/'fæktri/	завод	завод
feature	/'fi:tʃə(r)/	ерекшелік	особенность
get rid of smth	/get rɪd əv/	бір нәрседен құтылу	избавиться от чего-либо
landfill site	/'lænd(ɪ) faɪl saɪt/	қоқыс үйіндісі	место свалки мусора
litter	/'lɪtə(r)/	қоқыс	мусор
package	/'pækɪdʒ/	қаптама	упаковка
plenty	/'plenti/	көп	много
pollute	/'pɒlu:t/	ластау	загрязнять
pollution	/'pɒlu:ʃ(ə)n/	ластану	загрязнение
realise	/'ri:əlaɪz/	түсіну, ұғыну	понимать
recycle	/'ri:saɪk(ə)l/	қайта өңдеу	перерабатывать
recycling	/'ri:saɪklɪŋ/	қайта өндіру	переработка
reduce	/'nɪdju:s/	азайту	уменьшить
reuse	/'ri:ju:z/	қайта қолдану	повторное использование
rubbish	/'rʌbɪʃ/	қоқыс	мусор
rural	/'rʊərəl/	ауылды аймақ	сельская местность
solution	/'səlu:ʃ(ə)n/	шешім	решение
surroundings	/'səraʊndɪŋz/	айнала	окрестности
throw away	/'θrəʊ ə'weɪ/	лақтыру, шығару	выбросить
urban	/'z:(r)bən/	қалалық	городской
waste	/'weɪst/	қалдық	отходы
wrap	/'ræp/	орау	заворачивать

Module 7: Travel and transport

Away from Home

arrange	/ə'reɪndʒ/	ұйымдастыру	организовать
accommodation	/ə'kɒmə'deɪʃ(ə)n/	тұрғын үй	жилье
avoid	/ə'vɔɪd/	қашу, құтылу	избежать
broaden	/'brɔ:d(ə)n/	кеңейту	расширять
border	/'bɔ:(r)də(r)/	шекара	граница
boring	/'bɔ:rɪŋ/	зеріктіретін	скучный
cabin	/'kæbɪn/	каюта, кабина	каюта, кабина
cruise	/'kru:z/	круиз	круиз
coach	/'kəʊtʃ/	автобус, вагон	автобус, вагон
consider	/'kɒn'sɪdə(r)/	қарастыру	рассматривать
enter	/'entə(r)/	кіру, ену	войти
experience	/'ɪk'spɪəriəns/	тәжірибе	опыт
flight	/'flaɪt/	рейс	рейс
guide	/'gaɪd/	алып жүру, бастау	вести, быть проводником
journey	/'dʒɜ:(r)nɪ/	саяхат, сапар	поездка
Mediterranean	/'medɪtə'reɪniən/	жерорта теңіздік	средиземноморский
obey	/ə'beɪ/	бағыну, көну	подчиниться
passport	/'pɑ:spɔ:(r)t/	төлқұжат	паспорт
respect	/'nɪ'spekt/	сыйлау	уважать
ride	/'raɪd/	жүріс	поездка
safety	/'seɪftɪ/	қауіпсіздік	безопасность
travel	/'træv(ə)l/	саяхаттау	путешествовать
wise	/'waɪz/	дана	мудрый

Module 8: Food and drink

A Matter of Taste

bake	/beɪk/	пісіру	выпекать
bitter	/'bɪtə(r)/	ашты	горький
boil	/'bɔɪl/	қайнату	кипятить
brain	/'breɪn/	ми	головной мозг
chef	/'ʃef/	бас аспазшы	шеф-повар
chips	/'tʃɪps/	қытырлақ картоп	чипсы
cooker	/'kʊkə(r)/	плита	плита
crisps	/'krɪsp/	қытырлақ картоп	чипсы
dairy	/'deəri/	сүт өнімдері	молочные продукты
delicious	/'dɪ'lɪʃəs/	дәмді	вкусный
desirable	/'dɪ'zɑɪəb(ə)l/	қажетті	желательный
dish	/'dɪʃ/	ас	блюдо

encourage	/ɪnˈkʌrɪdʒ/	ынталандыру	поощрять
fill with	/fɪl wɪð/	толтыру	наполнить, заполнить
flavour	/'fleɪvə(r)/	хош иіс	аромат
food	/fu:d/	тағам	еда, питание
fast food	/fɑ:st fu:d/	тез дайындалатын тағам	еда быстрого приготовления
grill	/grɪl/	гриль	гриль
harmful	/'hɑ:(r)m(ə)l/	зиянды	вредный
heat	/hi:t/	ыстық, ысыту	жара, нагревать
ingredient	/ɪnˈɡri:diənt/	ингредиент	ингредиент
junk (food)	/dʒʌŋk/	зиянды (тағам)	вредная (еда)
fry	/'fraɪ/	қуыру	жарить
fuel	/'fju:əl/	отын	топливо
leak off	/'li:k ɒf/	ету, құйылу	просачиваться
meal	/'mi:l/	тамақтану, ас	прием пищи, еда
oil	/'ɔɪl/	күнбағыс майы	растительное масло
oven	/'ʌv(ə)n/	духовка	духовой шкаф
prefer	/'priːfə:(r)/	ұнату	предпочитать
potato	/'pəːteɪtəʊ/	картоп	картофель
recipe	/'resəpi/	рецепт	рецепт
roast	/'rəʊst/	қуыру	жарить
raw	/'rɔ:/	шикі	сырой
salty	/'sɔ:lti/	тұзды	солёный
saucepan	/'sɔ:spən/	кәстрөл	кастрюля
slice	/'slais/	тілім	кусочек
snack	/'snæk/	тіске басар	закуска
sour	/'saʊə(r)/	қышқыл	кислый
spicy	/'spaisi/	ащы	острый
sweet	/'swi:t/	тәтті	сладкий
sweet potato	/'swi:t pəːteɪtəʊ/	батат, тәтті картоп	батат, сладкий картофель
try	/'traɪ/	дәмін көру	пробовать
vegetable	/'vedʒtəb(ə)l/	көкөніс	овощ
vitamin	/'vɪtəmin/	дәрумен	витамин

The Problem Page

admit	/ədˈmɪt/	мойындау, тану	признавать
agree	/əˈɡri:/	келісу	соглашаться
agreement	/əˈɡri:mənt/	келісім	соглашение
appear	/əˈpiə(r)/	пайда болу	появиться
appearance	/əˈpiərəns/	сырт келбет, пайда болу	появление
argue	/'ɑ:(r)ɡju/	дауласу, келіспеу	спорить
arrange	/əˈreɪndʒ/	ұйымдастыру	организовать
behaviour	/'biːheɪvjə(r)/	жүріс-тұрыс	поведение
care	/'keə(r)/	қамқорлық	забота
confidence	/'kɒnfɪd(ə)ns/	сенімділік	уверенность
confused	/'kɒnˈfju:zd/	абыржу	смущенный
depend	/'diːpend/	тәуелді болу	зависеть
different	/'dɪfrənt/	өзгеше	другой
disaster	/'diːzɑ:stə(r)/	апат	катастрофа
divorce	/'diːvɔ:(r)s/	ажырасу	развод
drive crazy	/'draɪv 'kreɪzi/	есінен тандыру	сводить с ума
enjoy	/'ɪnˈdʒɔɪ/	ләззаттану	наслаждаться
entertain	/'entə(r)'teɪn/	көңіл көтеру	развлекать
fall in love	/'fɔ:l ɪn lʌv/	ғашық болып қалу	влюбиться
fiancée	/'fiːnseɪ/	қалыңдық	невеста
fully	/'fʊli/	толықтай	в полной мере
get hurt	/'get hɜ:(r)t/	жаралау, ренжіту	ранить
get married	/'get 'mærid/	үйлену	жениться
good looking	/'gʊd 'lʊkɪŋ/	әдемі	красивый
gorgeous	/'gɔ:(r)dʒəs/	керемет, сұлу	прекрасный, великолепный
hate	/'heit/	жек көру	ненавидеть
innocent	/'ɪnəs(ə)nt/	кінәсіз	невинный
intelligent	/'ɪnˈtelɪdʒ(ə)nt/	ақылды	умный
patient	/'peɪj(ə)nt/	шыдамды	терпеливый
perform	/'pə(r)'fɔ:(r)m/	орындау	исполнять

possibility	/ˌpɒsəˈbɪləti/	мүмкіндік	возможность
possible	/ˈpɒsəb(ə)/	мүмкін	возможный
pretend	/prɪˈtend/	қылымсу, түр көрсету	делать вид, притворяться
relate	/rɪˈleɪt/	байланысты болу	быть связанным, относиться
relationship	/rɪˈleɪf(ə)nʃɪp/	қарым-қатынас	отношения
responsible	/rɪˈspɒnsəb(ə)/	жауапкершілік	ответственность
solve	/sɒlv/	шешу	решать
treat	/tri:t/	қарай білу, қарау	обращаться, обходиться
trust	/trʌst/	сену	доверять
violent	/ˈvaɪələnt/	қатыгез	жестокий

Module 9: The world of work

Getting By

application	/ˌæplɪˈkeɪʃ(ə)n/	өтініш	заявление
city council	/ˈsɪti ˈkaʊns(ə)/	қалалық кеңес	городской совет
civil	/ˈsɪv(ə)/	азаматтық	гражданский
civil servant	/ˈsɪv(ə)l ˈsɜː(r)v(ə)nt/	мемлекеттік қызметкер	госслужащий
commission	/kəˈmɪʃ(ə)n/	комиссия, пайыз	комиссия, проценты
customer	/ˈkʌstəmə(r)/	клиент	клиент
deal with	/di:l wɪð/	ісі болу	иметь дело с
department	/diˈpɑː(r)tment/	бөлім	отдел
earn	/ɜː(r)n/	табыс табу	зарабатывать
except	/ɪkˈsept/	басқа, бөлек	кроме
expand	/ɪkˈspænd/	кеңейту	расширять
full-time	/fʊl taɪm/	толық жұмыс күні	на постоянной основе
gain	/geɪn/	алу	получать
get by	/get baɪ/	табысты әрең жеткізу	сводить концы с концами
graduate student	/ˈgrædʒuət ˈstjuːd(ə)nt/	магистрант	магистрант
income	/ˈɪnkʌm/	кіріс, табыс	доход
job	/dʒɒb/	жұмыс	работа
living	/ˈlɪvɪŋ/	өмір сүру	жизнь
magazine	/ˌmæɡəˈziːn/	журнал	журнал
outgoing	/ˈaʊtɡəʊɪŋ/	шығыс, жаратқан қаржы	расходы
part-time	/pɑː(r)t taɪm/	жарты күндік жұмыс	неполная занятость
permanent	/ˈpɜː(r)mənənt/	тұрақты	постоянный
persuasive	/pəˈsweɪsɪv/	сенерлік	убедительный
polite	/pəˈlaɪt/	сыпайы	вежливый
professor	/prəˈfesə(r)/	профессор	профессор
publish	/ˈpʌblɪʃ/	басып шығару	публиковать
publisher	/ˈpʌblɪʃə(r)/	баспа	издатель
responsibility	/rɪˈspɒnsəˈbɪləti/	міндет	обязанность
rewarding	/rɪˈwɔː(r)dɪŋ/	тұрарлық	стоящий
salary	/ˈsæləri/	жалақы	зарплата
sales representative	/seɪlz ˌreprɪˈzentətɪv/	сауда өкілі	торговый представитель
self-employed	/ˌself ɪmˈplɔɪd/	жеке кәсіпкер	частный предприниматель
temporary	/ˈtemp(ə)rəri/	уақытша	временный
time off	/taɪm ɒf/	демалыс	отгул, внеурочное время
waiter	/ˈweɪtə(r)/	даяшы	официант
wages	/ˈweɪdʒɪz/	айлық	заработная плата

Speaking database



Giving personal information

- My name is ...
- I'm ... years old.
- I'm still at school and I go to ...
- There are ... of us in my family.
- I've got ... brothers and sisters.
- My dad's a ... and my mum's a ...
- I enjoy ...-ing and ...
- When I have free time, I like ...-ing and ...



Comparing

- A is (much) better/etc than B.
- A is good/etc but B isn't.
- A is not as good as B.
- A is almost as good as B.
- Although A is ..., B is ...
- On the one hand, ...
- On the other hand, ...



Expressing preferences

- I like/love ...-ing ... because ...
- I prefer ...-ing to ...-ing because ...
- I'd rather ... than ...
- I think ... is more interesting than ...
- because ...



Agreeing/Disagreeing

- I completely agree.
- Yes, you're right.
- Yes, that's right.
- I agree with you.
- That's true, but ...
- I'm not sure I agree with you.
- I don't agree because ...
- I completely disagree.



Giving/Asking for opinion

- I think (that) ...
- In my opinion, ...
- As far as I'm concerned, ...
- If you ask me, ...
- I (believe) that ...
- My view is that ...
- What do you think?
- Do you agree?
- We should ..., shouldn't we?
- What do you think of ...?
- How/What about ...?



Asking for clarification

- Could you say that again, please?
- Could you explain it again, please?
- Could you say that again more slowly, please?
- I'm sorry. Would you mind repeating that?
- Do you mean ...?
- What do you mean?
- What does ... mean?

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Corbis/Stephen Frink p88(3), Corbis/Rick Gayle p144(tcr),
Corbis/Patrik Giardino pp56(6), 144(tr), Corbis/Image
Source p91(e), Corbis/Jed Share and Kaoru p144(bcr),
Corbis/Sharie Kennedy/LWA p84(bl), Corbis/Serge Kozak
p91(d), Corbis/James Marshall p32, Corbis/Mika p91(a),
Corbis/Kevin R Morris p91(b), Corbis/Ocean p138(tcr),
Corbis/Fabrice Lerouge/Onoky p87(br), Corbis/Jose Luis
Pelaez Inc p56(1), Corbis/Phototravel p18(E), Corbis/
PictureNet pp88(2, 6), 144(br), Corbis/Anthony Redpath
p54, Corbis/Chuck Savage p18(B); **Eyewire** p139;
Getty Images p107, Getty Images/AFP p38(tmr), Getty
Images/opus/a.collectionRF p74, Getty Images/Daniel Allan
p127(5a), Getty Images/Jennifer Boggs p116(tr), Getty
Images/Francesco Carta photographo p9(cl), Getty Images/
China Tourism Press p127(5b), Getty Images/Jenna Citrus
p81(cml), Getty Images/Danita Delimont p130, Getty
Images/Digital Vision p127(1a, 3b), Getty Images/George
Doyle p127(4a), Getty Images/FilmMagic pp34(tr), 35(tl),
36(bcl), 40, Getty Images/Flying Colours Ltd p18(A), Getty
Images/Gamma-Rapho p100(bl), Getty Images/Jamie Grill
p81(bl), Getty Images/Kauko Helavuo pp44-45(c), 50, Getty
Images/Hill Street Studios p57, Getty Images/Image Source
pp24, 89(1), 127(2a), Getty Images/Ray Kachatorian p80(cr),
Getty Images/Plush Studios/DH Kong p127(3a), Getty
Images/Ron Levine p9(bl), Getty Images/Chris Lowe p85(bl),
Getty Images/Joos Mind p117, Getty Images/Sean Murphy
p127(2b, 6a), Getty Images/NBC Newswire p36(bc), Getty
Images/PT Images p9(tl), Getty Images/Andersen Ross
p127(1b), Getty Images/Andy Sacks p13, Getty Images/
Stockbyte pp88(4), 128(tr), Getty Images/Susanne Walstrom
pp8, 9(tcml, cml, bcml), Getty Images/WireImage pp35bc,
35(br), 36(br), 38(tm), 38(tr), 39; **Rex Features** p34(tc), Rex
Features/Geoff Wilkinson p134; **Sony Computer
Entertainment Europe Ltd** p138(tcmr); **Stockbyte** p88(1).

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