



English Plus



Kazakhstan Edition



English



Grade 9 Student's Book

OXFORD

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English



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Welcome

VOCABULARY □ Verb collocations

I can talk about my lifestyle.

- 1 ● 1.02 Complete phrases 1–10 with the verbs in the box. Then listen and check.

do go send download pass get
get up spend earn stay watch

spend time

- | | |
|-------------------------------|---------------|
| 1 ___ text messages | 6 ___ TV |
| 2 ___ bored | 7 ___ at home |
| 3 ___ exercise | 8 ___ exams |
| 4 ___ late | 9 ___ online |
| 5 ___ music from the internet | 10 ___ money |

- 2 Complete the sentences with phrases from exercise 1.

- I like surfing the internet. I ___ every day.
- I often ___ and listen to it on my mp3 player.
- Sally always carries her mobile phone so that she can ___ to her friends. She's sending one now!
- Tim doesn't ___ at the weekend. He plays football on Saturday mornings.
- Rob needs to ___ some ___. He isn't very fit!
- Do you ___ when you're on your own? Or do you have some interesting hobbies?
- I'm doing my homework at the moment. I want to ___ my ___.

- 3 ● 1.03 Listen to Liza and Sam doing the *Your lifestyle* questionnaire. Who likes studying, Liza or Sam?

- 4 **ACTIVATE** Do the *Your lifestyle* questionnaire with a partner. How similar or different are your lifestyles? Who has got a more active lifestyle?

How much time do you spend doing exercise each day?

About forty minutes. I usually walk to and from school.

I don't do much exercise on weekdays, but I go swimming on Saturdays.

YOUR LIFESTYLE



- How much time do you spend doing these things each day?
 - Doing exercise.
 - Doing nothing.
 - Doing homework.
- Which of these activities do you enjoy most?
 - Going shopping.
 - Watching TV.
 - Doing sport.
- How do you spend your time on Saturdays? Choose the statement which is most true for you.
 - I usually stay at home with my family.
 - I get up late and then I watch TV.
 - I usually do sport.
- How often do you ...
 - send text messages?
 - read a book?
 - go swimming?
- When you get bored, what do you usually do?
 - I watch TV.
 - I have something to eat.
 - I go online.
- Do you ever make dinner for your family?
 - No, never. I hate cooking.
 - Yes, sometimes.
 - I sometimes make a meal, but only for me.
- Which of these things do you dislike most?
 - Tidying my room.
 - Getting up early.
 - Doing nothing.
- Which of these things is most important in your life?
 - Passing exams.
 - Earning money.
 - Having fun.



LANGUAGE FOCUS Present tenses • Verbs + -ing / to

I can talk about my interests.



Present simple and continuous

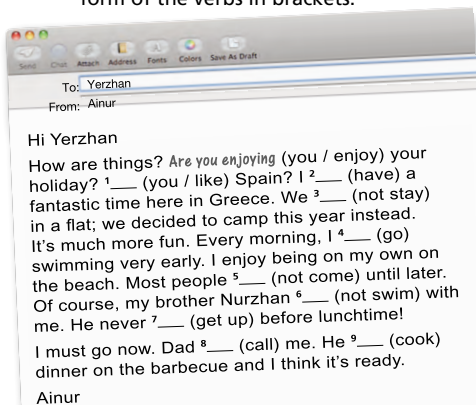
1 Complete the sentences from exercise 2 on page 4. Then answer questions a–c.

- 1 She's ___ one now!
- 2 Tim ___ get up late at the weekend.
- 3 I ___ my homework at the moment.
- 4 I ___ online every day.

- a Which sentences are present simple and which are present continuous?
- b Which sentences refer to actions happening now?
- c Which sentences refer to repeated actions or routines?

More practice ⇐ Workbook page 3

2 Complete the email using the correct form of the verbs in brackets.



3 Write questions for 1–6. Then look at the email and ask and answer the questions with a partner.

Ainur / have a good holiday?

Is Ainur having a good holiday?

- 1 Ainur's family / stay in a flat?
- 2 Ainur / like camping?
- 3 when / Ainur / go swimming?
- 4 what / Nurzhan / do in the morning?
- 5 Ainur's dad / cook lunch?
- 6 they / have a barbecue?

Is Ainur having a good holiday?

Yes, she's having a fantastic time.

Verbs + -ing / to

4 Match the sentence halves. Which verbs are followed by *to* and which are followed by *-ing*?

- 1 I'm really tired. I need ...
 - 2 I enjoy sport, but I hate ...
 - 3 I'm quite lazy. I can't stand ...
 - 4 I'm into maths. I don't mind ...
 - 5 I need to pass my exams. I want ...
 - 6 I like watching DVDs and I love ...
 - 7 I'm into cooking. I enjoy ...
 - 8 I'm having a great time. I don't want ...
- a going to the cinema.
 - b to be a lawyer when I'm older.
 - c doing algebra.
 - d tidying my room.
 - e to go home yet.
 - f playing basketball.
 - g to go to bed early.
 - h making dinner for my family.

More practice ⇐ Workbook page 3

5 Complete the sentences with your own ideas.

- | | |
|---------------|--------------------|
| 1 I like ... | 5 I need ... |
| 2 I love ... | 6 I don't mind ... |
| 3 I hate ... | 7 I don't want ... |
| 4 I enjoy ... | 8 I'm into ... |

6 **ACTIVATE** Study the key phrases. Then interview people in your class and find someone with the same interests as you. Use the key phrases, the words in the box and your own ideas.

KEY PHRASES Talking about your interests

Do you like / enjoy ... -ing? Yes, I (really) love it.
Are you into ... -ing? It's OK. / I don't mind it.
No, I (really) hate it.

read get up late play video games
go online watch TV do exercise

Are you into doing exercise?

No, I hate it.

Finished?

Write sentences about things your partner likes or doesn't like doing.
He likes playing video games.


VOCABULARY AND LISTENING □ Irregular verbs

I can ask and answer questions about things people remember

- 1 Look at the verbs in **blue** in the *Memory quiz*. Put them in the correct column below and then complete the table.

Infinitive	Past simple form
see	saw

- 2 Do the *Memory quiz* with a partner. Who has got the best memory?

- 3  1.04 Study the key phrases. Then listen to four dialogues and answer the questions.

KEY PHRASES □ Asking about the past

- 1 What was the last *exam* that you *took*?
- 2 When did you last *go to London*?
- 3 At what age did you first *ride a horse*?
- 4 What did you *do on Saturday*?

- 4 **ACTIVATE** Test your partner's memory again. Write six new questions using the key phrases and your own ideas.

At what age did you first see a film?

I was four.

Memory quiz

- 1 What was the last film that you **saw**?
- 2 When was the last time that you **ate** in a restaurant?
- 3 When did you last **go** to a theme park or a zoo?
- 4 Where and when did you first **ride** a bike?
- 5 Who **taught** you at primary school?
- 6 How old **were** your parents on their last birthdays?
- 7 What was the last song that you **heard**?
- 8 When did you last **make** your bed?
- 9 What mark did you **get** in your last English exam?
- 10 At what age did you first **have** a mobile phone?
- 11 Who **spoke** to you first at school today?
- 12 What did you **do** on your last birthday?
- 13 Who **gave** you a present for your last birthday? What was it?
- 14 Who did you last **buy** a present for? What was it?



LANGUAGE FOCUS □ Past simple • Object and subject questions

I can talk about things I did in the past



Past simple

- 1 Complete the sentences from the listening on page 6 with the words in the box. Then answer questions a, b and c.

bought wasn't didn't were did started

I ¹ ___ scared, but I was nervous.

I ² ___ some new clothes.

You ³ ___ young!

She ⁴ ___ when she was only six.

What ⁵ ___ you do on Saturday?

I ⁶ ___ see you at the sports centre.

- Which of the verbs are regular and which are irregular?
- How do we form the past simple of regular verbs?
- Which verb do we use to form negatives and questions?

More practice ⇌ Workbook page 5

- 2 1.05 Listen to Tina talking about a football match and answer the questions. Write complete sentences.

- What did Jim give Tina?
- When was the match?
- How did they get to the match?
- Did a lot of people watch the match?
- Did Chelsea win the match?
- How many goals did Drogba score?
- Why was Jim sad?

- 3 Write true affirmative and negative sentences about you.

(go to a football match) last year

I *went* to a football match last year.

I *didn't go* to a football match last year.

- (watch TV) last night
- (listen to music) yesterday
- (meet friends) on Sunday
- (do homework) yesterday
- (play video games) this morning
- (ride a bicycle) last week
- (buy a present) last weekend
- (be at home) on Saturday evening

Object and subject questions

- 4 Look at structures a and b. Find three more examples of structure b in the *Memory quiz* on page 6. When do we not use *did* in a question?

a question word + *did* + subject + main verb

Who did you visit? I visited **my aunt**.

Which did you get, the bus or the train? I got **the bus**.
(The question word refers to the **object**.)

b question word + main verb

Who visited you? **My grandfather** visited me.

Which cost more? **The train** cost more.
(The question word refers to the **subject**.)

More practice ⇌ Workbook page 5

- 5 Complete the past simple questions with object or subject question forms. Then ask and answer with a partner.

- Who ___ (sit) next to you on your first day at school?
- What ___ (you / talk) about?
- Who ___ (teach) you to read?
- What books ___ (you / read)?
- What toys ___ (you / have) when you were young?
- What ___ (happen) to those toys?
- Who ___ (cook) dinner last night at home?
- What ___ (they / cook)?

- 6 **ACTIVATE** Find out about things your partner did in the past. Use the ideas in exercise 3 and the question words in the box. Ask object and subject questions.

when what who where why

When did you last go to a football match?

Last year.

Finished?

Write a paragraph about a great day out.
Last month I went ...



1

Hobbies and qualities

Start thinking

- 1 What are you passionate about?
- 2 What are attributes?
- 3 Who was famous in the 1960s?

Aims

Communication: I can ...

- compare people and the things they do.
- understand a text comparing past and present generations.
- talk about events at different times in the past.
- understand people talking about their memories.
- talk about past events and memories.
- talk about events in the past.
- write an account of a decade.
- understand a text comparing the lifestyles and hobbies of different generations.

Vocabulary

- Attributes and personality
- Hobbies

Language focus

- Comparing adjectives and adverbs
- Comparative and superlative adjectives
- Past perfect and past simple
- Past simple and continuous

Creativity and skills



My country
Hobbies and qualities

↔ Page 17



CLIL
Media studies:
The British sense
of humour

↔ Page 17



Project
An interview
summary: teenage
years

↔ Page 19

8 Hobbies and qualities

VOCABULARY AND LANGUAGE FOCUS

Attributes and personality

I can compare people and the things they do.

- 1 Complete the table. Which adjectives are negative?

Noun	Adjective	Noun	Adjective
success	successful	6 ____	optimistic
generosity	1 ____	7 ____	responsible
2 ____	passionate	8 ____	respectful
moodiness	3 ____	9 ____	enthusiastic
anxiety	4 ____	10 ____	confident
pessimism	5 ____	frustration	11 ____

- 2 Complete the sentences with your own ideas using words in exercise 1.

- 1 I think I'm usually ____.
- 2 Happy people tend to be ____ and ____.
- 3 ____ and ____ can make you unhappy.
- 4 I don't get on with people who are ____ and ____.
- 5 I admire people who are ____ and ____.
- 6 ____ and ____ are qualities that I see in older people.
- 7 ____ and ____ are qualities which are typical of people from my country.

- 3 Complete the *Hobbies* questionnaire. Then compare your answers with a partner. Do you have the same attitude to hobbies? How are you the same and different?

Hobbies



- 1 What are the benefits of having a hobby?
 - a It gives you confidence.
 - b It stops you getting bored.
 - c You can spend time with friends.
- 2 How do you feel when you are concentrating on your hobby?
 - a moody
 - b confident
 - c passionate
- 3 What sort of hobby do you like most?
 - a an active one
 - b a creative one
 - c one that makes you think
- 4 Why did you choose your hobby?
 - a It's cheap.
 - b It's easy to do.
 - c I've always been interested in it.

Comparing adjectives and adverbs

4 Complete the examples and the rules in the table.

Forming adverbs from adjectives	
Rules	Examples
Most adjectives: add ¹ ____	firm → ² ____
Adjective ends in -y: take off -y, add ³ ____	angry → ⁴ ____
Adjective ends in -ic: add ⁵ ____	⁶ ____ → optimistically
Irregular forms	fast → ⁷ ____ hard → ⁸ ____ good → well late → late early → early

More practice ⇐ Workbook page 7



5 What attributes do you want in the people you do your hobby with?

I want them to be

- a generous.
- b competitive.
- c determined.

6 How do you behave towards others when you do your hobby?

- a respectfully
- b with a good team spirit
- c competitively

7 What do you hope to do with your hobby in future?

- a win a prize
- b develop a skill
- c just to continue to enjoy doing it

Finished?

Write a short description of a person you know.

5 Write six sentences describing how you do different things. Use the verbs in the first box and adverbs formed from the adjectives in the second box.

Speak play sports draw work
play computer games cook sew learn behave

good hard correct polite angry successful
responsible careful

6 Study sentences 1–5. How do we form the comparative and superlative forms of adverbs? Complete the table with the words in blue.

Comparatives		Superlatives	
Adjectives	Adverbs	Adjectives	Adverbs
meaner		the most selfish	

- My brother is **meaner** than anyone I know. He's also **the most selfish person** I know.
- Painting helps me take life **less seriously** and **more positively**.
- We're **the least successful** team, but we're **the most optimistic**.
- I do my hobby **more happily** at home. It's **more comfortable** and **less stressful**.
- The richest** people gave **the least generously** and spoke to us **the most rudely**.

7 Complete the sentences with the comparative or superlative form of an adjective or adverb. Use **more / less** and **the most / the least**.

- The person who does the interview ____ will get the job. (successful)
- That isn't very positive. Try to think ____ (pessimistic)
- Watch out! You should drive ____ (careful)
- My village is ____ than the city. (noise)
- He always hurts people's feelings. He's ____ person I know. (sensitive)

8 **ACTIVATE** Work in pairs. Take turns describing and guessing people. Use adjectives and adverbs.

He's very polite in class, and he's always responsible.

Marat?

READING Comparing generations

I can understand a text comparing past and present generations.

- 1** 1.06 Which of these things do you think were common in the 1950s? Which are common now? Read, listen and compare your answers with the text.

ballrooms big bands mobile phones computers
jobs for women discos black-and-white TV
bad language

- 2** Read the text again. Write *true* or *false*. Correct the false sentences.

- The cinema wasn't popular in the fifties.
- Alice's family bought a TV.
- Alice thinks that teenagers are more enthusiastic today.
- Becky thinks that the fifties style of clothes was awful.
- Alice doesn't like the violence on TV today.
- Alice thinks that life is better for women today.
- People get married earlier now than in the fifties.
- Becky is respectful to older people.

- 3** **BUILD YOUR VOCABULARY** Complete the sentences with prepositions. Then check your answers in the text.

- Most teenagers aren't keen ___ jazz.
- She's sometimes shocked ___ the bad language and violence on TV.
- She's cool ___ most things.
- She's really interested ___ that.
- I'm polite ___ older people.
- Adam has a real passion ___ music.
- Irina is enthusiastic ___ making clothes for the summer.

- 4** Complete the sentences with the prepositions in the box and your own ideas.

of about for with from at

- I'm not very fond ___ ...
- I never get bored ___ ...
- These days people are crazy ___ ...
- I'm not very good ___ ...
- Marilyn Monroe was famous ___ ...
- ... today are different ___ those in the fifties.

- 10** **Hobbies and qualities**

- 5** **YOUR OPINIONS** Ask and answer the questions.

- How was free time spent in the fifties in your country?
- Do people have more hobbies now than in the past in your country?
- Do you think different generations should do things together? Why?
- What do the older generation think about the younger generation's hobbies in your country?
- Do you think it's better to be a teenager now than in the fifties? Why?

My generation

How different was a teenager's life fifty years ago? Alice and her granddaughter, Becky, share their experiences and compare life today and in the fifties.



Alice



'I was a teenager in the fifties. They were exciting times. A lot of terrible things had happened in the Second World War, and when it ended in 1945 people needed to have some fun. Every Saturday, I used to go to a ballroom where a big band played live jazz. There was a craze called swing dancing, which we loved. We went to the cinema a lot, too. It used to cost two shillings then.*

Nowadays, there are so many machines and gadgets. My grandson prefers playing video games to dancing. I remember that a family in our street bought a black-and-white TV and we all went to their house to watch it. I'd only seen them in the shops before that. And of course, in those days we hadn't seen a computer or a mobile phone.

Life's different now, not necessarily better or worse. I think the most important thing is to have enthusiasm and a passion for life.'

* *Two shillings (1957) = ten pence*

LANGUAGE FOCUS □ Past perfect and past simple

1

I can talk about events at different times in the past.

1 Study the timeline and the sentence. Write the events in the correct place on the timeline. Then choose the correct words in the rules.

I visited my gran last weekend and she'd found some of her old photos.



0 RULES

- a We use the past perfect to talk about an action that happened **before** / **after** another action in the past.
- b We use the **past simple** / **past perfect** for the more recent action.
- c We form the past perfect with **have / had** and a past participle.

More practice ⇐ Workbook page 7

Becky



'I visited my gran last weekend and she'd found some of her old photos. They were interesting. I really liked the hairstyles and fashions, especially the big skirts and teenage guys in suits!

Things are different now. We go to discos, but we don't dance to live music there. Most teenagers aren't keen on jazz today and nobody watches black-and-white TV anymore. My gran is sometimes shocked by the bad language and violence on TV, but she's cool about most things. She thinks it's good that more women study and work now. She says women have more opportunities now. I want to do media studies, and she's really interested in that. My gran left school when she was sixteen and got married when she was twenty. I think people wait longer these days. By the time she was twenty-two, she and my grandad had bought a house.

My brother and I do different things in our free time. My brother likes to play computer games with his friends, while I like sports and I design and make my own clothes. Gran really takes an interest in what we do. She says she's happy to see us being enthusiastic about the things we do.'



2 Complete the sentences. Use the past perfect and the past simple in each sentence.

I'd ~~seen~~ (see) the film before, but I ~~watched~~ (watch) it again yesterday.

- 1 Alice ____ (tell) me that she ____ (not have) many hobbies when she was a child.
- 2 When her neighbours ____ (get) a TV, she ____ (go) round to watch it. She ____ (not see) one before.
- 3 They ____ (not invent) computers when Alice ____ (be) young.
- 4 By the time he ____ (be) eighteen, he ____ (leave) school and ____ (find) a job.
- 5 The band ____ (not start) playing when we ____ (arrive).
- 6 In the 1950s, people ____ (want) to enjoy themselves because they ____ (have) a hard time during the war.

3 Complete the sentences using the past perfect and your own ideas.

Artur was happy because ...

Artur was happy because he had found a new model car for his collection.

- 1 We were tired because ...
- 2 By the time we arrived, ...
- 3 We went home after ...
- 4 Before I came to this school, ...
- 5 When I got into town, I realized ...
- 6 My friend became crazy about ... after ...

4 ACTIVATE Work in pairs. Find out what your partner had or hadn't done before arriving at school today.

I had eaten breakfast before I arrived at school today.

0 Finished?

Look again at the sentences in exercise 3. Think of different ways to complete each sentence.

Artur was happy because he had just bought tickets for the music festival.

VOCABULARY AND LISTENING □ Uses of *get*

I can understand people talking about their memories.

1 Complete the diagram with the words in the box.

badges blogs puzzles stamps model planes
football cards clothes music poetry short
stories woodwork sports

Make	Do	Collect	Write
1 _____	4 _____	7 _____	10 _____
2 _____	5 _____	8 _____	11 _____
3 _____	6 _____	9 _____	12 _____

2 Choose the correct words to complete the questions. Then ask and answer in pairs.

- Do you **collect** / **do** stamps? Where is your favourite stamp from?
- Have you ever tried to **write** / **make** a blog? What was it about?
- Do you **make** / **do** model planes using a kit?
- Why do you **make** / **collect** clothes? Is it cheaper than buying them?
- Have you ever **written** / **made** a poem?
- Does anyone in your family **make** / **do** crossword puzzles? Do they find solving the clues easy?
- Do you prefer to **do** / **make** sports or **do** / **make** music?

3 ● 1.07 Listen to the dialogues. Match two words with each of the people in the photos 1–4.

married upset uncle tickets party test
uniform money

1 Michael – money, ...

4 ● 1.07 Listen again and choose the correct answers.

- What did Michael do when he got his driving licence?
 - He saved up to buy a car.
 - He drove his friends to school.
 - He went out and bought a car.
- What was Maxine doing before she got to school on her first day?
 - She was getting upset.
 - She was having breakfast and crying.
 - She was talking to her friends.
- What was Clare doing when she first heard the music?
 - She was going out with Dave.
 - She was dancing at a party.
 - She was talking about Bob Marley.
- How did Joey and his uncle get the tickets?
 - Joey's uncle got them.
 - They were a present.
 - They were a prize.
- Why did Joey miss the goals?
 - He wasn't paying attention.
 - He wasn't a fan of Manchester United.
 - He couldn't see the players very well.

5 **ACTIVATE** Find out what your partner remembers about the things in the box.

your first day at school
holidays when you were young parties
listening to a favourite song collecting things
making something

What do you remember about your first day at school?

I remember that I got up really early because I was so excited.

Looking back



1 Michael



2 Maxine



3 Clare



4 Joey

LANGUAGE FOCUS □ Past simple and continuous

I can talk about past events and memories.

1

1 Match sentences 1–3 from the listening on page 12 with descriptions a–c. Which tenses do we use in each sentence?

- 1 I was watching the clock and I was getting more and more upset.
 - 2 I was talking to my uncle when he scored.
 - 3 He gave me the money and I bought the car.
- a Two finished actions in the past.
b Two past actions happening at the same time.
c An action which was in progress when another action happened.

More practice ⇐ Workbook page 9

STUDY STRATEGY ○ Highlighting examples of tenses

2 Copy five sentences from exercise 4 on page 12. Then underline different verb tenses with different colours. This will help you to remember how the tenses are used and formed.

3 1.08 Complete the questions in the *History quiz* with a past simple and a past continuous form. Then do the quiz with a partner. Listen and check your answers.

4 Complete the questions using the correct form of the verbs in the box.

meet do eat think wear ~~grow up~~ use
do get

What sports *did you do* when you *were growing up*?

- 1 When ___ you last ___ a puzzle?
- 2 Where ___ you ___ your best friend?
- 3 When ___ you first ___ a mobile phone?
- 4 What ___ you ___ about while you ___ ready for bed last night?
- 5 What ___ you ___ at this time three days ago?
- 6 When ___ you last ___ your hobby?

5 Study the key phrases. Which phrases can you use for things you have forgotten?

KEY PHRASES ○ Memories

I (can't) remember it clearly.
I remember ... *-ing*.
As far as I remember, ...
It was about ... years ago.
That's all I can remember.
I can't remember anything about ...

6 **ACTIVATE** Work in pairs. Find out about your partner's memories using the questions in exercise 4, the key phrases and your own ideas.

I remember playing football when I was six.

Finished?

Write a paragraph describing your earliest memory. Use the key phrases in exercise 5 and the past simple and continuous.

HISTORY QUIZ

Where was Usain Bolt *competing* (Usain Bolt / compete) when he *won* (he / win) his first Olympic medal?


- 1 What new invention ___ (Alexander Bell / use) when ___ (he / say), 'Mr Watson, come here. I want to see you'?
- 2 When ___ (*Titanic* / hit) an iceberg in 1912, where ___ (it / travel) to?
- 3 When ___ (Neil Armstrong / say), 'That's one small step for man; one giant leap for mankind', where ___ (he / stand)?
- 4 Where ___ (Isaac Newton / sit) when he ___ (discover) gravity?
- 5 Where ___ (Mark Zuckerberg / study) when he ___ (invent) Facebook?
- 6 Where ___ (people / celebrate) the new millennium when they ___ (take) this picture?



SPEAKING Talking about past events


I can talk about events in the past.

- 1 Look at the photo. What do you think the relationship between Colin and Dean is? What are they looking at?

- 2  1.09 Listen to the dialogue. Which part of the festival did Colin enjoy most?


Colin Did I ever tell you about the Isle of Wight Festival?
 Dean No, when was that?
 Colin Oh, it was around forty years ago now. I've got some photos.
 Dean Oh, can I see? Were there many people there?
 Colin Oh yes, there were over 600,000.
 Dean That sounds amazing! Did you have a good time?
 Colin Yes, we did. Fantastic! All the famous bands were there – *The Doors*, *The Who*, everyone. It was brilliant. But the best bit was at the end of the last day.
 Dean What happened then?
 Colin My favourite band was playing and a girl started dancing with me. Look – a friend took this photo.
 Dean Is that you?
 Colin Yes, and the girl is your gran. We got married two years later!



- 3  1.10 Complete the key phrases. Then listen and check your answers. Practise the dialogue with a partner.

KEY PHRASES Talking about a past event

Did I ¹___ tell you about ... ?
 When ²___ that?
 It was around forty years ³___ now.
 Did you ⁴___ a good time?
 The best ⁵___ was ...
 What ⁶___ then?

- 4  1.11 Listen and choose the correct answers.

- 1 a It was the best bit.
 b It was brilliant!
 c It was around two years ago.
- 2 a I'm having a fantastic time!
 b What happened then?
 c It was a bit boring actually.
- 3 a No, when was that?
 b What happened next?
 c Yes, here it is.
- 4 a Yes, it was. b Last summer. c By 5 p.m.

- 5 Complete the mini-dialogue with the key phrases. Then change the words in blue and practise the new mini-dialogue.

Rose Did I ever ¹___ you about *my birthday party*?

Hannah No, ²___ was that?

Rose It was ³___ *a year* ago now.

Hannah ⁴___ you have a good time?

Rose Yes, we did. The ⁵___ bit was *at the end of the party*.

Hannah ⁶___ happened then?

Rose *We hired a stretch limousine to drive everyone home.*



- 6 **ACTIVATE** Prepare a new dialogue with a partner. Imagine that you were at a concert or a sports event. Practise your dialogue. Then change roles.

WRITING □ Describing a decade

I can write an account of a decade.

1

1 Read the model text and answer the questions.

- 1 What type of text is it?
 - a A historical account.
 - b A narrative.
 - c A news item.
- 2 Which paragraph describes fashions in the sixties?
- 3 Which paragraph describes what had changed by the end of the sixties?

1 The sixties was a decade which people remember for many reasons. There were good times and happy events **such as** the Woodstock music festival. There were also difficult times, **for instance**, during the Vietnam War.

2 In the world of fashion, many new clothes were bright and interesting – it was the era of miniskirts, long hair and hippy clothes. These new fashions symbolized the change in culture. Trendy new boutiques opened on London's King's Road and Carnaby Street. They sold very fashionable clothes to a new generation of stylish young people. This was also the era of the first supermodels **like** Twiggy, who at the age of sixteen became the fashion icon of the '60s with her short hair and modern look.

3 Popular music had started to change in the late 1950s with the birth of rock n' roll, and during the sixties it continued to develop and change. One of the most memorable developments was that musicians **like** The Beatles, Rolling Stones and Elvis Presley became internationally famous and listened to all around the world. Many people got their first transistor radios, and these allowed them to listen to music more often.

4 Teenagers enjoyed hobbies which were fun and creative, **for example**, stamp collecting, roller skating and building model aeroplanes. And with new inventions **such as** portable cameras, photography also became very popular.

5 By the end of the decade, the world was a different place. People were more aware of issues **such as** women's rights, and inventions **like** the calculator and the satellite had changed their lives.

2 Study the key phrases. Which phrases introduce the paragraphs in the text?

KEY PHRASES □ Describing a past decade

- The ... was a decade which ...
- There were good / bad / difficult times.
- One of the most memorable ...
- In the world of music / films / fashion, ...
- It was the era of ...
- By the end of the decade, ...
- People were more aware of issues such as ...

Language point: Giving examples

3 Study the words in **blue** in the model text. Then complete sentences 1–4 with these words and your own ideas.

- 1 There are some interesting video games ____ ...
- 2 She watches reality shows ____ ...
- 3 I like to cook some unusual food, ____ ...
- 4 Some English verbs are irregular, ____ ...

4 ACTIVATE Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write an account of the 'Noughties' (2000–2009).

B THINK AND PLAN

- 1 What positive events happened in the Noughties?
- 2 What were the fashions like?
- 3 What music and films were popular?
- 4 What issues did people become more aware of?
- 5 What new inventions changed the world?

C WRITE

- Paragraph 1: Introduction
- Paragraph 2: Music, film and fashion
- Paragraph 3: Events
- Paragraph 4: How the world changed

D CHECK

- phrases for giving examples
- past tenses

Creativity and skills

MY COUNTRY **Comparing generations**

1

I can understand a text comparing the lifestyles and hobbies of different generations.

- Look at the photos. What are the people doing? What do you think their hobbies are?
- 1.12 Read and listen to the text. Are the sentences true or false?

 - Grandpa Sansyzbay was a teenager in the 1960s.
 - He sometimes went to school by bus.
 - He thinks teenagers nowadays are lazy.
 - Dinara enjoys horse riding and skiing.
 - She doesn't have much free time this year.
 - She goes to see her grandfather every week.
- Match the words to make compound adjectives.

1 easy-	a fashioned
2 hard-	b going
3 kind-	c witty
4 old-	d working
5 quick-	e minded
6 open-	f hearted
- Choose two of the adjectives in exercise 3 to describe each of these people.

• your grandfather	• your best friend
• someone you admire	• a famous singer
• a Kazakh sportsperson	• a classmate
- Study the sentences below and find seven more examples of *used to* in the text. Choose the correct words to complete the rules.

When I was a teenager, I used to have long hair. I didn't use to like skiing, but I enjoy it now. Did you use to live in Zhyran?

 - used to* refers to the **present / the past**.
 - We use it for **habits and states / single actions**.
 - We use the auxiliary verb *did / had* to form the negative sentences and questions.
- Complete the sentences with the correct form of *used to* and the words in brackets.
 - We to Aktau every summer. (go)
 - Dias to jazz music, but he loves it now. (not listen)
 - People computer games in the sixties. (not play)
 - a tablet when you were ten? (you / have)
 - I to school, but I go by bus now. (cycle)
- Work in pairs. Ask and answer questions about your hobbies and interests. Compare the things you do now and the things you used to do when you were ten years old.

Then and now

GRANDPA SANSYZBAY: When I was a teenager, I lived in a small village in the Altai Mountains. There was no school in the village, so I had to go to Zhyran, the nearest town. I used to get up at five o'clock every morning. There were no buses, and few people had cars in those days, so I had to walk to school. It was a long journey – about nine kilometres! Life wasn't easy in the sixties, but it was more relaxed and I think teenagers had more fun then. My friends and I used to play *assyk* a lot – it's a traditional Kazakh game with small sheep bones painted in bright colours. We used to go fishing and hunting, too. There were no computers back then, so we used to spend a lot of time outdoors. I've got a computer now, but I don't really use it. My granddaughter Dinara studies Computer Science at school and she wants to teach me. She's a quick-witted, hard-working girl, and she's very open-minded, too – like most teenagers nowadays!

DINARA: I love my grandfather! He's so kind-hearted and easy-going, and he always tells me interesting stories about the past. I've learned a lot about the history of Kazakhstan from him. I used to visit him every weekend and we used to go skiing together. He also taught me to ride a horse, but I'm not really into sport. My hobbies are painting, photography and playing computer games.

This year I have a lot of exams so I can't visit my grandfather very often. He says they didn't use to have so many tests and exams when he was at school! I call him every week and sometimes I write to him. He's got a computer, but he hasn't got an email address – he's a bit old-fashioned and prefers to send letters. I'm trying to teach him how to use the computer to download and record music. He loves traditional Kazakh music and he can play the *dombra* really well!



Creativity and skills

CLIL □ Media studies: The British sense of humour

I can perform a comedy sketch.

1

- 1 Check the meaning of the words and phrases in the box. Then complete the text.

bizarre good sense of humour comedians laughter
sarcasm make fun of

IT'S GOOD TO LAUGH!



Humour is an important aspect of life in Britain. British people can laugh and make jokes in almost any everyday situation. A lot of people consider that a ¹___ is more important in a partner than good looks or money. Britain's comedy industry is huge, with a large number of TV comedy programmes and comedy festivals. The nation's top ²___ are superstars who perform live shows all over the country in front of thousands of fans. So why are humour and comedy particularly important in Britain? It's well known that ³___ is good for you. When you laugh, your body releases hormones which make you feel happier, healthier and more optimistic about life. Sunshine has a similar effect, so maybe the British need laughter because the weather is so bad.

Unlike film actors and musicians, Britain's comedians and TV comedy shows generally aren't very popular in other countries. Of course, every nation has its own sense of humour, but the British sense of humour seems to be particularly difficult to understand if you aren't British. The British often use ⁴___ – for example, they might say 'Well done!' when someone makes a mistake. British comedy characters are often very unkind and rude to each other and British people love to ⁵___ themselves, too. For people from other cultures, this can all seem negative, embarrassing or offensive.

However, not all British humour is incomprehensible to people outside the UK. The Mr Bean TV shows and films, for example, have been popular in over 200 countries over the last twenty years. Mr Bean is funny because he does simple, everyday things in an extremely ⁶___, absurd way. People laugh at Mr Bean, but they also appreciate his eccentric behaviour. Loving eccentricity is another important side to the British sense of humour and maybe one that they share with people around the world.

- 2 1.13 Read and listen to the text. Check your answers to exercise 1.

- 3 Read the text again and answer the questions.

- 1 According to the text, what three qualities might be important in choosing a partner?
- 2 How do people feel when they laugh? Why?
- 3 What may be the connection with the weather and laughter in Britain?
- 4 According to the text, what's the difference between British musicians and comedians?
- 5 Are people in British comedy shows always polite to each other? Explain your answer.
- 6 Is Mr Bean popular around the world? Explain your answer.
- 7 According to the text, why do people like Mr Bean?

- 4 **YOUR CULTURE** Answer the questions.

- 1 Is it important to have a good sense of humour in your country?
- 2 Which are the most popular comedians and TV comedy shows from your country?
- 3 Is live comedy popular in your country?
- 4 Do people in your country laugh about the same things as British people?
- 5 Do you know any British or American TV comedy programmes? Which ones?

- 5 **TASK** Prepare and perform a comedy sketch.

- 1 Work in groups. Plan a short comedy sketch or copy a sketch you have seen on TV. Decide on a role for each person in the group.
- 2 Write and practise the sketch.
- 3 Perform the sketch to the class.

REVIEW □ Unit 1

Vocabulary

1 Write the adverbs for these adjectives.

- | | |
|----------------|-------------------|
| 1 angry ____ | 4 polite ____ |
| 2 good ____ | 5 optimistic ____ |
| 3 careful ____ | 6 firm ____ |

2 Choose the correct words.

- She sang more **beautifully** / beautiful than ever.
- People who work **less hard** / the hardest are the most **successful** / successfully.
- The children played **noisy** / noisily while their parents were chatting **happy** / happily.
- I'm less **optimistic** / optimistically now.
- He did **good** / well in the exam. He got the **better** / best results.

3 Complete the sentences with correct tense of the words in the box.

collect do make write

- My grandfather ____ stamps when he was young. He sold them for a lot of money a few years ago.
- I really like ____ short stories. I tell them to my younger brother and sister.
- My friends and I often ____ music. We all play instruments and write songs.
- When we're on a long journey, my sister and I usually ____ puzzles.
- That dress is really unusual. Did you ____ it yourself?
- I'd like to learn how to ____ woodwork. I think it must be great to be creative.

Language focus

4 Choose the correct words.

- When I got home, I realized I 'd **forgotten** / forgot my jacket.
- By the time I 'd **got** / got there, everyone had gone home.
- We watched *Menin atim Kozha* last night. It's an old film, but I **saw** / hadn't seen it before.
- We **hadn't eaten** / didn't eat dinner by the time Dad got home.
- I didn't recognize Lyazzat because she 'd **cut** / cut her hair.

5 Complete the sentences. Use the past simple or the past continuous form of the verbs in brackets.


- Zhania ____ (go) into the shop and ____ (buy) a new mobile phone.
- I ____ (get) really bored while I ____ (wait) for my friend to arrive.
- My friend ____ (not give) me a present because he ____ (not have) much money.
- Marat ____ (not watch) TV when you ____ (phone) him.
- My favourite song ____ (play) on the radio and I ____ (start) to dance.
- Aray ____ (lose) her key while she ____ (walk) to school.

Communication

6 Match sentences 1–7 with responses a–g.

- What music did you use to listen to?
 - Did you get upset on your first day at school?
 - Did I ever tell you about my first holiday?
 - The best bit was when we got to Paris.
 - When was that?
 - We had a party after our last exam.
 - Did you have a good time?
- a What happened then?
b It was around fifty years ago.
c I don't think so. I can't remember anything about when I was younger.
d Yes, we really enjoyed it.
e Did you have a good time?
f We used to be crazy about jazz.
g No, when was that?

Listening

7  1.14 Listen to Jenny describing an early memory. Write **true** or **false**.

- Jenny used to live in the country.
- Her earliest memory is from when she was four.
- Her cat had caught a mouse in the house.
- The mouse escaped and hid under a chair.
- Jenny screamed and she and her mum jumped onto the sofa.
- Her dad thought that the incident was funny.



PROJECT An interview summary: teenage years

1

1 Read the interview summary. Match paragraphs A–E with interview questions 1–5.

- 1 What are your special memories?
- 2 What was different in the seventies?
- 3 What did teenagers wear then?
- 4 What music did you like?
- 5 What did you do in your free time?



Uncle Steve's life as a teenager in the '70s

- A** There was a lot less technology in those days. People didn't have mobile phones and they didn't text. They didn't have the internet either, so when he wanted to research something for school, he had to go to the library!
- B** Steve was into bands like Led Zeppelin, Queen and Pink Floyd. He remembers that The Beatles were breaking up then. There weren't any CDs in those days. People played vinyl records on big record players.
- C** Steve and his friends used to ride bikes and spend time at each other's homes. There were no video games, so he used to read a lot of books!
- D** Fashion was fun and very colourful. Trousers with wide bottoms were trendy and skirts were all different lengths. It was fashionable for both girls and guys to have long hair.
- E** His special memories were of lazy evenings outdoors with his friends during the long hot summer of '76. It was so dry that there wasn't enough water and some houses had their supply cut off!



2 Write about an older person's teenage years. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Work in pairs. Think of an older person who you can interview (a relative, a neighbour, etc.).
- 2 Prepare a short questionnaire. Include some of the questions above and your own ideas.
- 3 Interview the person and make notes of their answers.
- 4 Write a summary of the interview. Organize your writing into sections.
- 5 Find photos on the internet or in magazines to illustrate the person's memories.

3 Share your interview summary with the rest of the class. Did any other students find out similar information?

2

Exercise and sport

Start thinking

- 1 Why are team sports good for you?
- 2 What are the health benefits of sport and exercise?
- 3 What are the secrets of a long life?

Aims

Communication: I can ...

- talk about ability and possibility.
- understand a text about exercise and health.
- talk about things that are possible or certain.
- talk about a healthy lifestyle.
- speculate about the past.
- exchange opinions with other people.
- write a discussion essay.
- understand a text about Kazakh sportspeople.

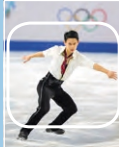
Vocabulary

- Nouns and verbs
- Phrasal verbs

Language focus

- *could, can, will be able to*
- *may, might, could, must, can't*
- Past modals
- *should, must, have to*

Creativity and skills



My country
Exercise and sport
↔ Page 28



CLIL
Biology:
Healthy eating
↔ Page 29



Skills round-up
↔ Page 31

20 □ Exercise and sport

VOCABULARY AND LANGUAGE FOCUS

□ Medical science

I can talk about ability and possibility.

- 1 Check the meaning of the nouns in **blue** in the *Health and exercise quiz*. Which words are about mental attitude, and which are about physical health?

- | | | |
|-----------------|-----------------|-------------------|
| 1 commitment | 5 discipline | 9 mood |
| 2 self-esteem | 6 stamina | 10 endorphins |
| 3 determination | 7 team work | 11 energy |
| 4 self-reliance | 8 concentration | 12 blood pressure |

- 2 Read the text again and complete the table with nouns 1–12 from exercise 1 and the verbs used with them.

Noun	Verb
commitment	have commitment

- 3 1.15 Do the *Health and exercise quiz*. Decide if the sentences are true or false. Then listen and check.

Health and exercise



- 1 Improving your **stamina** can help you improve your **concentration** when doing mental tasks.
- 2 Sports like basketball and football involve **team work**, and this helps you develop better relationships in other areas of your life.
- 3 It is easier to build **self-esteem** and develop **self-reliance** in team sports than in individual sports.
- 4 Yoga is good for flexibility, but it doesn't boost your **mood** or increase your **endorphin** level.
- 5 You need to have more **determination** and **commitment** to a new fitness routine in the first two months of starting it.
- 6 Exercise increases your **energy**, so when you are tired in the afternoon, it is better to do some exercise than have a short sleep.
- 7 Exercise raises your **blood pressure**, so it's bad for people with high blood pressure.
- 8 Not everyone has the **discipline** to do exercise. For some people, it's impossible to commit to a regular regime.
- 9 In the future, people will be able to keep fit without exercising.

4 Look at *Benefits of doing sport*. In pairs, match the benefits with the sports in the box. Discuss your reasons for choosing the sports. Which benefits do you think are the most and least important?

basketball tennis swimming yoga
judo running boxing

Benefits of doing sport

- 1 It increases endorphins. This change in your body's chemistry makes you happier.
- 2 It increases your stamina.
- 3 It helps you understand the importance of team work.
- 4 It makes you more self-reliant.
- 5 It improves your concentration.
- 6 It improves your self-esteem.
- 7 It reduces your blood pressure.

I think tennis can improve your concentration because you have to focus on hitting the ball.

I think increasing your stamina is really important. It means you can do more and concentrate better.

could, can, will be able to

5 Look at the sentences from the quiz and the listening. Complete them with *can / can't* or *will / won't be able to*.

- 1 Exercise increases your stamina. This means you ___ do things for a longer time.
- 2 You ___ compete with your own team.
- 3 You ___ run very far or play for very long the first time you do a new sport.
- 4 Soon you ___ exercise for much longer.
- 5 People ___ keep fit without exercising.

More practice ⇐ Workbook page 15



When Jed Thomas decided to take up running, he was determined to run a marathon in less than three hours. One winter's morning he was running when he fell down a hole. He ¹ ___ remember much about the accident but knows he was in a lot of pain and ² ___ stand up. Luckily, he was able to phone an ambulance. When the paramedics arrived, he ³ ___ move his right leg, but not his left, so they took him to hospital. He'd broken bones in his foot and damaged his knee. He needed physiotherapy. At first, the treatment was really painful, but after six weeks he was walking again. Today, he ⁴ ___ run again and he hopes that he ⁵ ___ take part in fun runs next year. In the future, he hopes he ⁶ ___ run a marathon, but he ⁷ ___ do it in under three hours for a long time.



6 Complete the text with the affirmative and negative forms of *can, could* and *will be able to*.

7 **ACTIVATE** Make sentences using the phrases in the table and affirmative and negative forms of *can, could* and *will be able to*. Then interview your partner about their ideas.

When I was younger, In the past, These days, Soon, I hope that one day, In the future,	I my best friend my parents people scientists	transplant brains use a computer explain the universe treat a lot of diseases live for 120 years speak English run 50 km/h
---	---	--

I could speak English when I was younger. Could you?

No, I couldn't, but I could use a computer.

Finished?

Write sentences about the past, present and future. Use *could(n't)*, *can('t)*, and *will / won't be able to*.


When I was younger, I couldn't swim, but now I can swim 2 km.

READING **Alternative therapy**

I can understand a text about exercise and health.

1 Look at the photos and the title of the text, and answer the questions. Then read the text and check your answers.

- 1 What are the people doing?
- 2 How do you think the activities in each picture are helping keep them healthy?

2  1.16 **Complete the text with sentences a–e. Listen and check your answers.**

- a With this disease joints, usually in people's hands, legs and hips, become worn and inflamed.
- b It can also help prevent new problems from developing.
- c In many countries, this happens because people move away from their home towns for work.
- d Hippocrates said, 'Walking is man's best medicine'.
- e So in future it might be possible to treat people with this condition without drugs.

3 BUILD YOUR VOCABULARY Complete the table with words from the text. What suffixes are used to form the nouns?

Verb / Adjective	Noun
medicate v	1. ____
treat v	2. ____
infect v	3. ____
ill a	4. ____
reduce v	5. ____
depress v	6. ____
lonely a	7. ____

4 Complete the sentences with a noun formed from the words in brackets. Use the suffixes in the box.

-ion -ness -ist -ence -ment

- 1 Is there a cure for ____? (sad)
- 2 We can test people's _____. (intelligent)
- 3 People get a lot of ____ from doing team sports. (enjoy)
- 4 There's a strong ____ between diet and health. (connect)
- 5 The doctor's ____ asked me to wait in the waiting room. (reception)

22 **Exercise and sport**

5 YOUR OPINIONS Ask and answer the questions.

- 1 Do you know anyone who has improved their health through exercise? What did they do?
- 2 Which do you think is better, alternative medicine or conventional medicine?
- 3 What other alternative treatments do you know? What's your opinion about them?
- 4 What alternative treatments are popular in your country?

WALKING IS MAN'S
BEST MEDICINE.

HIPPOCRATES

Modern medicine is expensive, and pills usually have side effects. Many people also argue that they treat the symptoms, not the cause of the problem. For all these reasons, some doctors believe taking more and more medication can't be a good solution to health problems. Some suggest exercise could be a more effective treatment for certain health conditions. ¹ ____ However, this relationship between health and exercise isn't new. ² ____ He lived around 2,500 years ago, when doctors in Greece believed that good health depended on the body being in balance. The theory, which some people still believe today, is that if you are ill your body must be out of balance. To keep the body in balance, you must have the right diet and do the right amount of exercise – not too little and not too much.

Doctors know that exercise reduces pain in people with illnesses such as arthritis. ³ ____ Exercise helps because strong muscles help support the bones and joints. Exercise might also lead to a reduction in painful inflammation, or swelling, in the body.

Exercise can also help people with mental health problems, like depression. For example, some scientists think swimming in cold water in lakes and in the sea may be a better, and more effective, treatment than antidepressants. They are not sure yet why it works exactly, but they see it does. ⁴ ____

LANGUAGE FOCUS **□** *may, might, could, must, can't*

2

I can talk about things that are possible or certain.

1 Study the modal forms in **blue** in sentences 1–5. Then choose the correct options in the rules.

- 1 Doctors believe taking more and more medication **can't** be good.
- 2 Some doctors suggest exercise **could** be a more effective treatment for certain health conditions.
- 3 Exercise **might** also lead to a reduction in painful inflammation.
- 4 If you're ill, your body **must** be out of balance.
- 5 Swimming in cold water in lakes and the sea **may** be a better treatment.

○ RULES

- a We can use **may, might** and **could** to express **possibility / ability**.
- b We use **must** and **can't** when we **are / aren't** certain about things.
- c We **do / don't** use **to** after a modal verb.

More practice **⇒** Workbook page 15



This would make treatment cheaper and probably safer for the individual. Furthermore, cold water swimmers also get fewer infections. In particular, they don't seem to catch as many colds and flu as others.

One of the reasons people get depressed is because they don't live near friends and family to talk to about problems.⁵ ___ In fact, some countries now recognize loneliness as a big problem and a cause of poor health. One solution may be to join a sports club. Taking part in group activities can help people feel they belong and take their minds off their own problems.

2 Choose the correct words.

- 1 You're improving. Perhaps you **might / can't** play in the school team one day.
- 2 Her leg **can't / might** be broken. She can still walk.
- 3 That experiment **must / may** work, but I'm not totally confident.
- 4 The treatment **could / must** be good. All the patients are better.
- 5 The weather is bad, but with luck it **can't / might** change.
- 6 Acupuncture **might / must** help you. I'm not sure – I've never tried it.

3 Make sentences using the modal verbs in exercise 1 and the words in brackets. Then compare your answers with a partner.

Sarah is crying. (in pain)

She may be in pain.

- 1 Your friend looks ill. (flu)
- 2 Denis is asleep. (tired)
- 3 They are speaking Spanish. (Mexican)
- 4 The teacher is laughing. (angry)
- 5 Larissa has gone to hospital. (ill)
- 6 Arslan works in a hospital. (surgeon)

4 **ACTIVATE** Exchange opinions about topics 1–6 using the phrases in the box and the modal verbs in exercise 1.

be fun be effective relax you be healthy
be good exercise be boring be difficult
be a good idea hurt

- | | |
|---------------------|---|
| 1 acupuncture | 4 being with pets |
| 2 doing a triathlon | 5 doing yoga |
| 3 smoking | 6 research into the causes of arthritis |

I think that acupuncture might be effective.

It must hurt.

○ Finished?

Choose five photos in your Student's Book and write sentences with the modal verbs in exercise 1. Then swap with a partner and guess which photos they have described.

I think the man might be eighty years old. He must be fit. (page 23)

VOCABULARY AND LISTENING □ Phrasal verbs

I can talk about a healthy lifestyle.

- 1 Match the phrasal verbs in blue in *The eight-point health plan* with synonyms a–h.

- | | |
|------------|----------------|
| a start | e recover from |
| b visit | f disconnect |
| c reduce | g not have |
| d exercise | h stop |

The eight-point health plan

- 1 Give up smoking.
- 2 Cut down on sugar.
- 3 Go without a dessert sometimes.
- 4 Take up a hobby or sport.
- 5 Work out in a gym once a week.
- 6 Turn off your TV and computer more often.
- 7 Call on family and friends frequently.
- 8 Talk to people. It can help you to get over problems.

STUDY STRATEGY □ Previewing the questions

- 2 Before you listen, read exercises 3 and 4 carefully and underline key words. This will help you to understand the dialogue more easily. It will also help you to focus on the answers while you are listening.



- 3 1.17 Read the introduction to the *Live longer, live better* article. Then listen. What is a *centenarian*?

- 4 1.17 Listen again and write *true* or *false*.

- 1 The Japanese lady hasn't stopped working.
- 2 James has to take up waterskiing.
- 3 Some of the people in the article smoke.
- 4 We should all give up chocolate.
- 5 Sharing your problems helps you to feel good.
- 6 All of the people have a similar attitude to life.

- 5 **ACTIVATE** Work in groups. Talk about how you could improve your lifestyles. Think about the topics in the box and use the phrasal verbs in exercise 1.

sport and exercise work social life
family food bad habits

I don't do much exercise.

Why don't you take up basketball or swimming?

Live longer, live better

How can you live longer? This week's special feature looks at super centenarians from around the world.



LANGUAGE FOCUS □ Past modals

I can speculate about the past.

2

1 Study the modal forms in **blue** in sentences 1–4. Then answer questions a and b.

- 1 She **must have had** a healthy lifestyle. She lived until she was a hundred.
- 2 He **can't have done** a lot of exercise. He isn't very fit.
- 3 She **could have given up** eating so much junk food. She's lost a lot of weight.
- 4 My grandad **might have smoked** when he was young. More people smoked in those days.

- a Which of the past modal verbs
- expresses a strong probability that something is true?
 - expresses a strong probability that something is not true?
 - expresses a possibility that something is true?

- b When we speculate about the past, we make sentences with a modal verb + + past participle of the main verb.

More practice ⇌ **Workbook page 17**

2 Rewrite the sentences in the past form.

She must live in the USA.

She must have lived in the USA.

- 1 They could be seventy years old.
- 2 He can't be a hundred years old. He's still working.
- 3 She might cut down on chocolate.
- 4 He must work out a lot.
- 5 She could go without dessert.
- 6 They might take up basketball.

3 Choose the correct words.

- 1 Adil couldn't finish the long-distance race. He **might / can't** have had an injury.
- 2 My grandma played tennis until she was **eighty**. She **can't / must** have been very fit.
- 3 I'm not sure who phoned. I missed the call. I suppose it **must / could** have been my sister.
- 4 Togzhan is early today. She **must / can't** have overslept.
- 5 Alikhan looks upset. He **must / can't** have done badly in the test.
- 6 Yelena is away on holiday at the moment. You **can't / could** have seen her yesterday.

4 Work in pairs. Take turns reading and responding to situations 1–6 using past modals and the words in brackets.

- 1 Alima wasn't at school yesterday. (be ill)
- 2 Batyr looks pleased. (receive some good news)
- 3 Fred was heading for the tennis court and he was carrying a sports bag. (take up tennis)
- 4 Kairat has been in hospital for a long time. (have an operation)
- 5 Medet put sugar into his tea. (cut down on sugar)
- 6 Assel has taken up sport and she looks much fitter. (give up smoking)

Sally wasn't at school yesterday.

She might have been ill.

5 **1.18** Listen to five dialogues and speculate about what has happened. Use past modals to give your reasons.

6 **ACTIVATE** Work in groups. Look at the photos and speculate about the situation. Think about what has happened and why. Use past modals to give your reasons. Then tell the rest of the class.




Finished?

Imagine life in ancient times. Write sentences about people's lives, diets and health using past modals.


The Romans must have been sociable because they had baths together.

SPEAKING □ Exchanging opinions

I can exchange opinions with other people.

- 1 Look at the posters. What are they campaigning against?
- 2  1.19 Listen to the dialogue. Which poster has got the clearest message?

Marie Hi, Dean. Have you seen these?
Dean No, what are they?
Marie They're posters for an anti-drugs campaign. A group of us is trying to raise awareness about drugs in sport. What do you think of them? We only want to use one.
Dean Oh, OK. Well, that one's only got text. To be really effective, it should definitely have a photo. What do you think?
Marie You might be right. I think the one we use should mention the benefits of drug-free sport. At least the one with the photo has got a clearer message. Do you agree?
Dean I'm not sure about that. The message must be clear but, as you said, it should be more positive. It shouldn't try to scare us.
Marie You're right. I reckon we need new posters.

- 3  1.20 Listen to the key phrases. Which phrase expresses a strong opinion? Practise the dialogue.

KEY PHRASES □ Exchanging opinions

It should definitely ...	Do you agree?
What do you think?	I'm not sure about that.
I can't really decide, ...	I reckon we need ...
I suppose ...	You might be right.

Language point: *should, must, have to*

- 4 Look at sentences 1–5 and read the rules. Then change the words in **blue** using your own ideas.
 - 1 You shouldn't **smoke**. It's **dangerous**.
 - 2 You mustn't **take drugs**. It's **illegal**.
 - 3 You don't have to **diet**. It isn't **healthy**.
 - 4 You have to **give your opinion**.
 - 5 The **message** should be **clearer**.

□ RULES

- a We can use **must / have to** to express obligation.
- b We use **should / must** to express advice.
- c We use **mustn't** to express prohibition.
- d We use **don't have to** to express a lack of obligation.

- 26 □ Exercise and sport



**KEEP SPORT
CLEAN!**

- 5 Work in pairs. Talk about opinions 1–4. Use the key phrases in exercise 3.

- 1 We have to encourage people to exercise more.
- 2 We mustn't think using drugs in sport is normal.
- 3 Sportspeople taking drugs should be banned for life.
- 4 Sportspeople should be tested for drugs every month.

[More practice](#) ⇐ [Workbook page 17](#)

- 6 **ACTIVATE** Look at the anti-drugs in sport posters. Prepare a new dialogue about the posters with a partner. Use the adjectives in the box and the key phrases in exercise 3. Practise your dialogue. Then change roles.

weak clear clever
direct strong subtle



WRITING □ A discussion essay

I can write a discussion essay.

- 1 Read the model text and answer the questions.
 - 1 Is the writer for or against footballers getting high salaries?
 - 2 Does the writer give both sides of the argument?
 - 3 How many arguments are there for high salaries?
 - 4 Which opinions in the text are the writer's own point of view?
- 2 Complete the key phrases. Then read the model text and check.

KEY PHRASES □ Presenting arguments

There are arguments both ¹ ___ and ² ___ ...

One of the ³ ___ for ... is ...

In addition, ...

On the ⁴ ___ hand, ...

All ⁵ ___ all, ...

I am (not) in ⁶ ___ of ...

Language point: Discourse markers

- 3 Which words or phrases in the box can you use to replace the phrases in blue in the text? Complete the table.

furthermore but also to sum up
what's more in conclusion however
on the other hand even though

Adding	Contrasting	Summarizing
in addition	although	all in all

- 4 Choose the correct words.
 - 1 Playing football at a high level is difficult.
In addition / To sum up, it's a short career.
 - 2 Although / Also she was tired, she helped us.
 - 3 You need to work out. On the other hand / What's more, you need to change your diet.
 - 4 The football club has a lot of expensive players.
In conclusion / However, it isn't doing well this season.
 - 5 We could buy one expensive player.
On the other hand / All in all, we could spend the money training juniors.
 - 6 I've got your test results, and all in all / although you have done quite well.
- 5 **ACTIVATE** Follow the steps in the writing guide.

Are you for or against footballers' extremely high salaries? Explain your answer.

- 1 At the moment, many premier league footballers receive around £80,000 a week. That is more than most people earn in a year. Many people think that is too much, although there are arguments both for and against this.
- 2 One of the arguments for paying footballers high salaries is that clubs need to pay lots of money to get the best players. If Real Madrid have offered a player you want €45,000, you have to offer more. In addition, football has become big business. It attracts huge TV audiences and lots of advertising. It is a multi-million-pound business and it should pay the players their fair share.
- 3 On the other hand, people argue that footballers should not earn huge amounts of money when people doing important jobs, like doctors, get less. Furthermore, many of the footballers' fans are not well paid. Young people and families can't afford to go to football matches because the tickets are too expensive. If the footballers had lower salaries, critics argue, the ticket price would be more affordable.
- 4 All in all, I am not in favour of enormous salaries, but I think footballers should get paid well. Playing football is a way of life - not just a job. You have to train hard and look after your fitness level. However, if salaries were half the current level, they would still be well paid.

□ WRITING GUIDE

A TASK

Write a discussion essay with this title:
Are you for or against young people boxing?
Explain your answer.

B THINK AND PLAN

- 1 What's the situation at the moment?
- 2 What arguments for and against young people boxing can you think of?
- 3 What's your personal opinion? Why?

C WRITE

Paragraph 1: Introduction

At the moment, it is ...

Paragraph 2: Arguments for

One of the arguments for ...

Paragraph 3: Arguments against

On the other hand, ...

Paragraph 4: Conclusion

All in all, ...

D CHECK

- paragraphs
- discourse markers
- **may, might, could, should**

Creativity and skills

MY COUNTRY Exercise and sport

I can understand a text about Kazakh sportspeople.

2

Kazhymukhan Munaitpasov was born in 1871 in a small village in Akmola Province. When he was a child, his grandfather, Ernak, taught him Kazaksha kures – the Kazakh national sport of wrestling. At the age of eighteen, Kazhymukhan got a job at the local circus where he looked after the horses and took part in performances. A few years later, he started his career as a wrestler. Kazhymukhan **could** fight really well, but he **didn't manage to** win his first professional match. This failure didn't discourage him, and he continued to train hard. In 1910, he became world champion. He competed in more than fifty countries and won forty-eight gold medals!

Denis Ten was born in 1993 in Almaty, Kazakhstan. He started skating when he was only five years old. In winter, he **could** skate at open-air rinks, but in summer he had to use an indoor rink in a shopping mall. Denis was very talented, so it wasn't long before a coach spotted his potential and offered to train him. By 2007, he had already won several international competitions. At the age of twenty-one, he **was able to** take part in the Winter Olympics in Sochi, Russia, and he came third. This was the first ever Olympic medal for Kazakhstan in figure skating. Denis believed he would win a gold Olympic medal one day. Unfortunately, he **wasn't able** to achieve his dream because he tragically lost his life in 2018.

Zarina Diyas was born in Almaty, Kazakhstan, but in 1999, when she was five years old, her family moved to live in the Czech Republic. She started playing tennis at the age of six. Today, she's one of the best Kazakh tennis players. She won her first title in 2008 in Nur-Sultan and has won many other competitions since then. In 2016, Zarina had a wrist injury and people thought this would be the end of her career in tennis. However, she **managed to** recover quickly, and only a year later she won the Japan Women's Open tournament in Tokyo.



1 Look at the photos. Who are these people? What do you know about them?

2 1.21 Read and listen to the text. Complete the sentences with the names of the people.

- 1 ___ lived abroad when he/she was a child.
- 2 ___ learned their sport from a family member.
- 3 ___ had to train at an unusual location.
- 4 ___ wasn't very successful at first.
- 5 ___ won a bronze medal in 2014.
- 6 ___ wasn't able to compete for some time because of an injury.

3 Complete the table with nouns from the text. What suffixes are used to form the nouns? What other noun suffixes do you know?

Verb	Noun
wrestle	1 ___
perform	2 ___
fail	3 ___
achieve	4 ___
compete	5 ___
injure	6 ___

4 Look at the words in blue in the text. Then complete the rule.

We use **could**, **was/were able** to talk about ability in the past. For a single event in the past, we only use ___ and ___ in positive statements.

5 Complete the sentences. Write one word in each gap.

- 1 I ___ swim when I was seven.
- 2 He was tired, but he was ___ to finish the race.
- 3 We ___ to get to the top of the mountain.
- 4 I'm surprised they ___ able to win the game!
- 5 Did you ___ to find your tennis racket?

6 Work in pairs. Write five sentences about a famous sportsperson from Kazakhstan. Then read them to your partner. Can they guess the person's name?

He was born in Karaganda in 1982. Today, he's one of the best boxers in the world. He's won many championships. He also has a silver medal from the 2004 Summer Olympics. His nickname's 'Triple G'.

Gennady Golovkin!

Creativity and skills

CLIL Biology: Healthy eating

I can talk about healthy eating.

2

1 Match definitions 1–5 with the words in blue in the text.

- 1 Made from milk.
- 2 Made in a factory.
- 3 Groups of cells of particular types.
- 4 Information which proves something.
- 5 The part of food we don't digest.

2 1.22 Read and listen to the text. How does healthy eating affect our lives?

3 Read the text again and choose the correct answers.

- 1 A healthy diet can ...
 - a help to prevent heart disease.
 - b increase the risk of depression.
 - c reduce the need for exercise.
- 2 What type of food is the main source of vitamins?
 - a Oily fish.
 - b Carbohydrates.
 - c Fruit and vegetables.
- 3 We need around ____ of our daily diet to be protein.
 - a one third
 - b 15%
 - c five portions
- 4 Why do we need oily fish or nuts in our diet?
 - a To provide calories.
 - b To absorb vitamins.
 - c To increase cholesterol levels.
- 5 Which fats are not good for us?
 - a Saturated fats.
 - b Unsaturated fats.
 - c Omega-3 fatty acids.
- 6 What has the most influence on the way we feel?
 - a The type of food we eat.
 - b Eating regular meals.
 - c Eating breakfast every day.

4 **ACTIVATE** Complete the sentences about your diet. Discuss how healthy or unhealthy your diet is. What should you change?

- 1 I eat a lot of ____ and ____.
- 2 I never eat ____ or ____.
- 3 My favourite foods are ____ and ____.
- 4 I have at least ____ snacks a day.
- 5 I ____ eat regular meals.

Have you got the balance right?



Healthy eating really does keep the doctor away and it may also help us feel better. A balanced diet along with regular exercise can reduce the risk of illnesses such as heart disease, diabetes and perhaps even depression. The human body needs three essential types of nutrient – protein, fat and carbohydrates – as well as fibre, vitamins and minerals. The key to healthy eating is getting the balance right between the different types of food. The perfect balance is to eat plenty of fruit, vegetables and carbohydrates, some dairy foods, meat and fish, but to go easy on the fats and sugars.

Nutritionists say we should eat at least five portions of fruit and vegetables a day to get all the vitamins and minerals we need. These also provide fibre which helps us digest our food and control our weight. Carbohydrates, such as bread, pasta and potatoes, provide calories and other nutrients and should make up at least a third of our diet. While protein is essential for building and repairing tissues, it only needs to make up about 15% of an adult diet. The body needs fat to absorb some vitamins, and some fats like omega-3 fatty acids are essential for the brain and may even help learning. Foods rich in unsaturated fats, such as oily fish and nuts, are better than saturated animal fats which increase harmful cholesterol levels in our blood. Processed foods are particularly unhealthy because they are full of fats, sugar and salt and are very high in calories.

So far, there is little evidence to show that the type of food we eat affects our mood. But studies show that eating three meals a day affects the way we feel. Scientists believe that eating breakfast regularly is even more important. Studies show that it improves our mood and memory, gives us more energy and helps us to feel more relaxed. So if you want to feel good throughout the day, don't miss your breakfast!

REVIEW □ Unit 2

Vocabulary

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

build have involve raise boost
increase improve

- When I want to ___ my mood, I go running.
- Did you know laughing can ___ your blood pressure?
- My dad doesn't ___ the discipline to run a marathon.
- She's very shy. I think she needs help to ___ her self-esteem.
- Coffee doesn't ___ your energy for very long. It gives a short boost.
- Our new project ___ a lot of team work.
- There are exercises you can do to ___ your concentration.

2 Write the nouns for these words.

- | | |
|----------------|-------------------|
| 1 lonely ___ | 5 ill ___ |
| 2 infect ___ | 6 reduce ___ |
| 3 medicate ___ | 7 commit ___ |
| 4 depress ___ | 8 intelligent ___ |

3 Complete the sentences with the words in the box.

on without up (x2) off down

- I should cut ___ on chocolate. I eat too much.
- I can't go ___ salt.
- My dad has got to give ___ smoking.
- I've taken ___ yoga.
- Please turn ___ the light when you leave.
- She's going to call ___ her parents after work.

Language focus

4 Complete the sentences with the affirmative or negative form of *could*, *can* and *will be able to*.

- I hope one day doctors ___ cure all diseases.
- When I was young, I ___ speak English, but I ___ now.
- I ___ speak German because I've never had lessons.
- I ___ go to school yesterday because I was ill.
- My brother is very clever. He ___ read when he was four years old.
- No, we ___ transplant brains by 2020.

5 Choose the correct words.

- Perhaps some light exercise **could** / **must** relieve the pain.
- He fell asleep at his desk! He **might** / **must** have been exhausted.
- Ann isn't here. She **must** / **can't** have forgotten.
- You **don't have to** / **shouldn't** exercise when you don't feel well.
- She's walking to school. She **might** / **can't** have missed the bus.
- He **can't** / **could** have gone home. He's left his bag on the chair.
- We **mustn't** / **don't have to** learn Chinese.
- Tania's in Spain. You **must** / **could** have seen someone else.


Communication

6 Complete the dialogue with the words in the box.

suppose have sure might should think

- Kate** Look at these adverts for the new sports hall, Nick.
- Nick** Do we ¹___ to choose one for the school webpage?
- Kate** Yes. What do you ²___ of this one?
- Nick** Hmm, I'm not ³___ about the message.
- Kate** It ⁴___ definitely be clearer.
- Nick** What about the other one?
- Kate** I can't really decide, but I ⁵___ it's quite effective.
- Nick** Yes, I agree. But the colours are quite dull.
- Kate** You ⁶___ be right.

Listening

7  1.23 Listen to a dialogue and write true or false.

- Emma and Dave are at a football match.
- The tickets aren't expensive.
- Dave thinks football players should get high salaries.
- Emma thinks teachers should be paid more than footballers.
- Emma thinks more people should become footballers.
- They prefer playing football to watching it.

SKILLS ROUND-UP Welcome–Unit 2

2



Listening

- Look at the photos and answer the questions.
 - Which activities are dangerous? What risks are the people taking?
 - Why do people do these activities?
 - How do you think the people feel?
 - Which activity would you like to try?
- 1.24 Listen to a conversation. What new sport has Max tried?
- 1.24 Listen again and complete the sentences.
 - Annie was going too fast to see a lot of ____ when she was on the canopy zipwire.
 - Max went climbing with ____ other people.
 - Max met Dan when he went ____ last summer.
 - ____ has already climbed Mont Blanc.
 - They started the climb at ____ in the morning.
 - The view from the top of the mountain was ____.
 - Annie went sailing with her brother and his ____.
 - ____ had never been sailing before.

Speaking

- Work in pairs and prepare a conversation. Imagine you are going on an 'extreme weekend'. One of you has been on a weekend like this before and is describing the experience. Answer the questions.
 - What extreme activity did you do last time?
 - When and where did you do it?
 - What was it like? How did you feel?
 - What did you enjoy most / least?
 - When are you planning to go on the trip?

- Have a conversation. Use your ideas in exercise 4 and the chart below to help you. One of you is **A** and one of you is **B**. Change roles.

A Did I ever tell you about ... ?

B No, when was that?

A Give details of the event.

B Ask what it was like.

A Describe your feelings.

B Comment on the experience.

A Invite B.
Do you fancy going ... ?

B Accept.

A Suggest a date.

B Suggest another date.

A Agree.

Writing

- Write an email to a friend. Describe your extreme weekend. Include details of the weekend and describe one exciting or frightening incident. Begin like this:
I've done something really amazing. I've been ... with ...
We went ... It was the most exciting / terrifying / amazing thing I've ever done.

3

Our Planet

Start thinking

- 1 How many wild animals can you think of in Kazakhstan?
- 2 What does your government do to protect the environment?
- 3 What can people do every day to help the environment?

Aims

Communication: I can ...

- talk about trends and changes.
- understand a text about sustainability.
- talk about a future situation and its consequences.
- talk about government policies.
- talk about what I would do in likely or unlikely situations.
- apologize and express regrets.
- write an opinion essay.
- understand a text about a journey through Betpak-Dala.

Vocabulary

- Geography
- The environment

Language focus

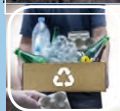
- Trends
- First conditional + *if or unless*
- Second conditional
- First and second conditionals
- Regrets about past and present

Creativity and skills



My country
Our planet

↔ Page 40



CLIL
Ecology: Solving an ecology problem

↔ Page 41



Project
A community project

↔ Page 43

VOCABULARY AND LANGUAGE FOCUS

□ Geography and the environment

I can talk about trends and changes.

1 Match definitions 1–9 with the words in blue in the *Our country* quiz.

- 1 A large area of grass with few trees.
- 2 All the people who live in a particular area, city or country.
- 3 The land, energy sources, minerals and forests that can be used by people.
- 4 Related to the science and practice of farming.
- 5 The distance of a place north or south of the equator.
- 6 Types of energy that can be replaced naturally.
- 7 An imaginary line around the middle of the earth.
- 8 A deep valley with steep rocky sides.
- 9 Lines which separate different countries or regions.
- 10 Half of the earth above or below the equator.

2 Do the *Our country* quiz. Then check your answers with a partner.

Our country quiz

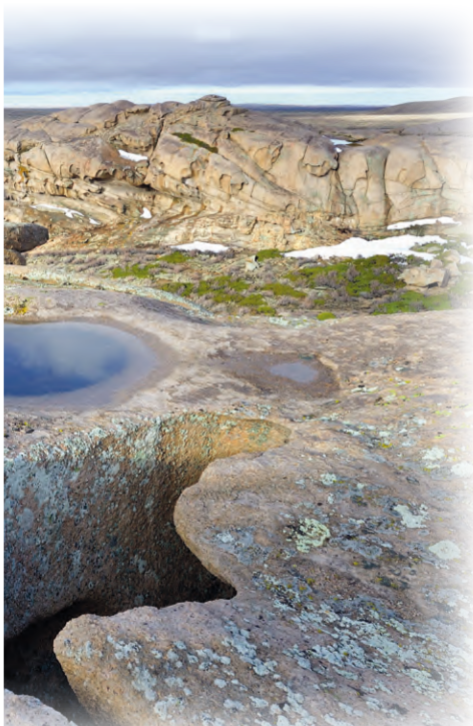
- 1 How many countries share a **border** with Kazakhstan?
- 2 What is the **population** of Kazakhstan?
- 3 Can you name three countries on the **equator**?
- 4 Which **hemisphere** is Kazakhstan in?
- 5 Which is the odd one out in Kazakhstan: the taiga, islands, deserts or the **steppe**?
- 6 The Charyn **Canyon** is 80 / 150 / 200 kilometres long.
- 7 What is Kazakhstan's most important **natural resource** – uranium, oil or copper?
- 8 Which **agricultural** product is thought to come originally from Kazakhstan – oranges, grapes or apples?
- 9 Which kind of **renewable energy** is produced in Kazakhstan? – wind, wave or hydro?
- 10 Almaty is on the same **latitude** as Florence in Italy – true or false?

3

3 Complete the sentences with the words in the box. Discuss the statements with your partner.

steppe natural resources renewable
hemisphere population canyons agricultural

- ___ are being consumed too quickly. There won't be any oil or gas left in twenty years' time.
- ___ energy such as wind and solar power is becoming cheaper and more common.
- ___ products like beef and lamb will become less popular in the future as people explore alternative food sources.
- Water will become more and more scarce if there isn't a reduction in the ___.
- All the country's special natural environments like ___ and the ___ will become national parks.
- Countries in the northern ___ are getting warmer every year.



Trends and the future

4 Complete the sentences from exercise 3. Then choose the correct options in the rules.

- Renewable energy such as wind and solar power ___ cheaper.
- Countries in the northern hemisphere ___ warmer.
- Natural resources ___ too quickly.

RULES

We use the present continuous to talk about a future event / the general direction something is changing or developing.

More practice ⇐ Workbook page 24

5 1.25 Listen to people talking about changes in the environment. Are these statements true or false?

- Vegetables take less energy to produce than meat.
- In southern Spain the summers are getting cooler.
- More people are producing energy themselves in the speaker's country.
- The amount of water available for farms and homes is increasing.

6 **ACTIVATE** Complete the sentences with your own ideas. Work in pairs and find out if your partner agrees or disagrees with you.

- The world is ...
- The population is ...
- Our seas are ...
- The country is ...
- Wild animals are ...


Finished?

Write sentences about changes you've noticed where you live.

Winters are getting shorter and it isn't raining as much as it used to.

READING Our responsibility to planet Earth

I can understand a text about sustainability.

- 1** Look at the title and the photo. What do you know about sustainability?
- 2**  1.26 **Read and listen to the text. Write true or false. Correct the false statements.**
 - 1 It is impossible to find the right ecological balance.
 - 2 Individuals can help create a more sustainable way of living.
 - 3 The Indian government plans to produce most of its energy from non-fossil fuels by 2030.
 - 4 After 2040, people in the UK won't be able to buy new petrol cars.
 - 5 Petrol and diesel cars cause half the air pollution.
 - 6 It is possible for our children to have a quality life.
- 3 BUILD YOUR VOCABULARY** Find the words in blue in the text. What parts of speech are they? Look at the context of each word and match them with their synonyms 1–6.
 - 1 helpful
 - 2 strongest
 - 3 sustainable
 - 4 combination
 - 5 environmental
 - 6 energy producing stations
- 4 YOUR OPINIONS** Ask and answer the questions.
 - 1 Do you think sustainability is possible?
 - 2 What other things can individuals do to help create an ecological balance?
 - 3 What do you think of the Tamil Nadu project? Should there be more projects like this?
 - 4 What sort of car or form of transport do you think you will use?

Sustainability

Unless we stop using up the world's resources faster than they can be replaced, these resources will disappear and the human race may not survive. However, if we find the right **ecological** balance, the planet will survive. This is called sustainability.

We are responsible for our actions on an individual basis and as wider groups of people – companies, governments and global organizations. There are small things we as individuals can do every day to use less energy – ride a bike rather than drive a car, or turn the heating down a few degrees and wear a sweater. On a bigger scale, governments can invest in power plants that produce **renewable** energy. Companies can research and develop more efficient forms of transport such as electric cars and lighter aeroplanes. These changes in the way we behave as individuals and as larger groups can all help to produce a more sustainable way of living.

One example of this is solar **power plants**. The world's biggest plant is in Tamil Nadu in India. It covers an area of 10 km² and will produce enough energy to power about 150,000 homes. The government's goal is to produce forty per cent of its power from non-fossil fuels by 2030.



If the Indian government is successful, it can dramatically reduce the amount of pollution which will be a big step towards creating a sustainable system for millions of people.

The same is true for car production. The UK government has decided to stop sales of all petrol and diesel cars by 2040, and Volvo, the Swedish car manufacturer, has decided that it will produce only electric or **hybrid** cars. If other governments and companies take the same steps, it'll have a very **beneficial** effect on the global environment. One third of air pollution is caused by petrol- and diesel-based vehicles. We will definitely improve the quality of air in our cities and limit the risks of climate change if we reduce the number of these types of vehicles.

Our future aim as the **dominant** species on the planet should be sustainability. If we want our children and their children to have a quality life in a healthy world, we need to take responsibility for our actions now.

LANGUAGE FOCUS □ **First conditional**

I can talk about a future situation and its consequences.

3

1 Complete sentences 1–4 from the text with the words in the box. Then choose the correct words in the rules.

take is if stop it'll have improve can

- Unless we ___ using up the world's resources faster than they can be replaced, these resources will disappear.
- If the Indian government ___ successful, it ___ dramatically reduce the amount of pollution.
- If other governments and companies ___ the same steps, ___ a beneficial effect on the global environment.
- We will definitely ___ the quality of air in our cities and limit the risks of climate change ___ we reduce the number of these types of vehicles.

More practice ⇨ Workbook page 23

0 RULES

- We use the first conditional to talk about the results of actions which are **likely or possible / unlikely or imaginary**.
- When *if* + present simple clause is first, there is / isn't a comma between the two clauses.
- We **never / always** use *will* in the *if* clause.
- We **can / can't** use modal verbs (like **should or might**) instead of *will*.
- Unless** + affirmative means the same as *if* + **negative / affirmative**.



2 Complete the sentences with the correct form of the verbs in brackets.

- If I ___ your jacket, I ___ you. (find / ring)
- ___ you ___ with me if I ___ the tickets? (come / buy)
- I ___ to the party unless you ___ to go. (not go / decide)
- I ___ this CD unless it ___ in the sale. (not buy / be)
- If she ___ the election, she ___ the environmental laws. (win / change)
- The minister ___ to you unless you ___ her your email address. (not reply / send)

3 Complete the sentences to make suggestions for your family about sustainability.

- If you are in the shower more than five minutes, ...
- You will be fined if you ...
- If you throw away more than ...
- You ... if you turn the heating off in your room.
- If you plant some vegetables in the garden, ...

4 ACTIVATE Work in pairs. Ask and answer the questions using the first conditional.

What will you do at the weekend if ...

- | | |
|-----------------|--------------------------|
| 1 it rains? | 4 you get some money? |
| 2 you're bored? | 5 you meet some friends? |
| 3 you're tired? | 6 you can't go out? |

What will you do at the weekend if it rains?

If it rains, I'll play video games.

0 Finished?

Rewrite your answers to the questions in exercise 4 using **unless**.

I'll play video games at the weekend **unless** it's sunny.

VOCABULARY AND LISTENING □ Government policies

I can talk about government policies.

- 1 Check the meaning of the verbs in the box. Then read policies 1–9 below. Which do you agree with? Which do you disagree with?

ban reduce allow recycle invest in promote
introduce tax

If I was president, I'd ...



1 promote environmental studies more in schools.



2 ban diesel cars.



3 stop pollution of the oceans.



4 tax people who don't recycle.



5 invest in education and schools.



6 allow in migrants from war-torn countries.



7 reduce plastic packaging.



8 develop renewable energy sources.



9 introduce a tax on meat products.

- 2 ● 1.27 Listen to Sophie and Ross talking about what they would do if they were president. Which ideas from exercise 1 do they mention?

- 3 ● 1.27 Listen again and complete the sentences.

- 1 If Sophie was president, she would ____.
- 2 If classrooms were more comfortable, people would ____.
- 3 If Ross was president, he would ____.
- 4 If petrol was more expensive, people wouldn't ____.
- 5 If Ross was a politician, Sophie would ____.


- 4 **ACTIVATE** Work in pairs. Read the policies in exercise 1 again. Replace the underlined words with your own ideas. Then present five of the most important ideas to the class and give your reasons.

SPEAKING □ Apologizing

I can apologize and express regrets

- 1 Look at the photo. Where are Dean, Marie and Grace? Do you think Dean looks ...

a apologetic? b worried? c angry?

- 2  1.28 Listen to the dialogue. Why is Dean apologizing?

Marie What's up, Dean? You look upset. Is something wrong?
 Dean I'm afraid so. I've done something silly. It's the beach clean-up. I said it was on Saturday.
 Grace But it isn't?
 Dean I'm afraid not. My grandparents are coming to stay.
 Grace But didn't you say that your parents were spending the weekend with them?
 Dean I got it wrong. I didn't realize they were coming here. I'm really sorry.
 Marie Oh no! I wish we hadn't sent out the invitations!
 Grace We'll have to do them all again.
 Marie First, we'll have to find another day when everyone is free.
 Grace How about the weekend after next?
 Marie That's a good idea. But we'll have to check with everyone first.
 Dean OK. I'll send out some new invitations.



- 3 Study the key phrases. Which phrases express regret? Practise the dialogue with a partner.

KEY PHRASES □ Apologizing and expressing regrets

Is something wrong?	I'm really sorry.
I'm afraid so / not.	I wish I hadn't ...
I got it wrong.	If I were you, I'd ...
I didn't realize ...	


Language point: Regrets about past and present

- 4 Read the rules. Then find examples in the dialogues.

RULES □

- 1 We use *I wish* + past perfect to talk about past regrets.
- 2 We use *I wish* + past simple to talk about present regrets.

[More practice](#) ⇐ [Workbook page 25](#)

- 5  1.29 Complete the mini-dialogues with the correct form of the verbs in brackets. Then listen and practise the mini-dialogues with your partner.

- 1 Ann Is something wrong?
 Ed Yes. I wish John ¹___ (be) here. We can't win the game without him.
 Ann Oh dear! I forgot to tell him about today's match. I'm really sorry.
 Ed I wish I ²___ (tell) him yesterday.
- 2 Jill I think it's going to snow!
 Alex Oh no! I wish I ³___ (not forget) my coat.
 Jill I wish we ⁴___ (catch) the bus.

- 6 **ACTIVATE** Work in pairs. Prepare a new dialogue with a partner. Use situation 1. Practise your dialogue. Then change roles and use situation 2.

Situation 1

You and your friend want to go to a concert. You forgot to buy the tickets and they've sold out.

Situation 2

Your friend gave you money to buy him / her something in town. You bought the wrong thing.

WRITING □ An opinion essay

3

I can write an opinion essay.

- 1 Read the model text and answer the questions.
 - 1 What policy does the writer disagree with?
 - 2 Who would be most affected by the new law? Why?
 - 3 Which paragraph describes the negative effects of the new law?
 - 4 Which paragraph suggests an alternative policy?
 - 5 How does the writer summarize his arguments?
- 2 Study the key phrases. Which key phrases do not introduce opinions?

KEY PHRASES □ Opinions

In my view, ...	It seems to me that ...
In the first place, ...	In conclusion, ...
I believe that ...	I feel strongly that ...
I've no doubt that ...	

Language point: References and pronouns

- 3 Look again at the text. Match the words in blue with a–d.
 - a the Government
 - b the new law
 - c people with disabilities
 - d young people
- 4 **ACTIVATE** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Imagine that the Government in your country plans to shorten the length of the school holidays in order to improve the level of education. Write an opinion essay.

B THINK AND PLAN

- 1 In general, do you think that this would have positive or negative consequences?
- 2 What will be the effects of this law if it is introduced?
- 3 Is it fair or unfair? Why?
- 4 Is there an alternative method to achieve the Government's aims?
- 5 What are the alternative methods and their results?

C WRITE

Paragraph 1: Introduction
The Government plans to ...
 Paragraph 2: Argument
In the first place, I believe that ...
 Paragraph 3: Alternative
If the aim of the Government is ...
 Paragraph 4: Conclusion
In conclusion, ...

D CHECK


- phrases to introduce opinions
- references and pronouns
- first and second conditionals

Document

12 B / U

Changing laws

- 1 The Government plans to introduce a new law which will mean that companies like Starbucks will not offer free plastic straws with their drinks. In my view, **this** would have some negative consequences.
- 2 In the first place, I believe that some people with disabilities need straws in order to drink. So if this law is introduced, I've no doubt that a lot of **them** will not be able to drink in cafés and restaurants. I also think that this would discriminate against young children **who** find drinking with a straw a lot easier and more fun than drinking from a cup or glass.
- 3 If the aim of the Government is to lower the amount of plastic being thrown away, it seems to me that there's a better alternative. If **they** banned plastic packaging that supermarkets use to wrap food and drink, it would reduce the amount of waste far more dramatically.
- 4 In conclusion, although I realize that we need to reduce the amount of plastic waste which goes into the sea, I feel strongly that this new law is not the answer.




Creativity and skills

MY COUNTRY Our planet

3

I can understand a text about a journey through Betpak-Dala.

- 1 Look at the photos. What are these animals and plants? In which parts of Kazakhstan can you see them?
- 2  1.30 Read and listen to the traveller's diary. Complete the factfile about Betpak-Dala.

Betpak-Dala	
Location	
Area	
Highest point	
Climate	
Plants	
Animals	

- 3 Look at the phrases in **blue** in the text and underline the adverb(s) in each phrase. Then decide which category 1–3 each phrase belongs to.
 - 1 adverb + verb
 - 2 adverb + adjective
 - 3 adverb + adverb

- 4 Look at the phrases in **blue** again. Complete the rules with *before* and *after*.
 - 1 When an adverb modifies an adjective, it always comes ____ the adjective.
 - 2 Adverbs of frequency usually come ____ the verb. Adverbs of manner come ____ the verb.

- 5 Put the words in the correct order.
 - 1 well can very wolves swim
 - 2 highly been the has successful project
 - 3 extremely they tired are
 - 4 deeply future are we about concerned the
 - 5 never early up weekends at get I

- 6 Imagine you are travelling through the Kyzylkum Desert. Write a diary describing your journey.



From Lake Balkhash to the Sarysu River

15 May: Together with two British friends and our local guide Serik, I set off on a journey through Betpak-Dala, a desert region in the south of Kazakhstan. It covers an area of about 75,000 km² – almost the size of Scotland! I'd **always imagined** the desert as a dead place – dry, dusty, covered with the skulls and bones of dead animals. But **very soon** after leaving the city of Balkhash, I realized how wrong I'd been. In the springtime, Betpak-Dala is full of life. I saw all sorts of plants today, like saxaul trees, wild tulips and alhagi. Serik explained that alhagi **grows well** in deserts because it has deep roots – a one-metre tall plant's main root is more than fifteen metres long!

18 May: We've been travelling for three days and we've seen lots of animals: camels, argali, steppe lemmings, jerboa, squirrels, wolves and foxes. We **step carefully** through the grass because Serik says there are snakes, too. Today, we finally saw saiga antelopes. These incredible animals are **critically endangered** because humans hunt them for their meat and horns. But this is not the only problem. In 2015, a deadly disease killed more than 200,000 of the saigas living in Betpak-Dala. That was 60% of the global saiga population!

22 May: We reached Mount Dzhambul around lunchtime and decided to stop for a short break. At 974 metres, it's the highest point in Betpak-Dala, and the views from the top are **breathtakingly beautiful!**

25 May: Tomorrow is the last day of our trip. I wish we could stay longer! It's been such an amazing experience. I'm writing this by the light of our small campfire. Nights are **surprisingly cold** in the desert. During the day, it's about 20°C, but at night it's **almost always** under 5°C! In summer, it's much hotter, with average temperatures of 26°C. In winter, the average temperature is around -14°C, and it **sometimes snows**.

The stars look bigger and brighter here in Betpak-Dala. If I had internet connection, I'd try to find out their names. The only one I know is Polaris, the North Star. I want to ask Serik, but he's **fast asleep**. It's so peaceful and quiet now. The only sounds I hear are the ones made by some insects hiding in the grass.

Creativity and skills

CLIL □ Ecology: Solving an ecology problem

3

I can understand an ecology problem and find a solution.

1 Look at the photo. What sort of rubbish do we generate? Sort the items below into the correct categories.

Item	Category
1 jar of strawberry jam	food
2 can of cola	paper
3 magazine	glass
4 toilet roll	plastic
5 banana skin	cardboard
6 shopping bag	metal
7 shirt, socks	Tetra Pak
8 carton of juice	PET bottle
9 bottle of mineral water	cotton, wool



Rubbish

It really is a good idea to put rubbish into different containers if there is a recycling service in your town or city. Recycling saves energy and natural resources, and it reduces the amount of rubbish that goes into landfill. For example, all your food waste should be separated and used to produce electricity or fertilizer. For glass, it can be recycled many times. This saves using natural resources to make new glass.

There are very many things that can't be recycled. Glass, paper, food, cardboard and metal are all OK. Tetra Pak are trickier because they are made from various materials which are difficult to recycle. PET bottle recycling is complicated, too. It's expensive and not always possible. Clothes are in a different category because they are often reused rather than recycled. They just need to be washed and given to somewhere like a charity. And lastly, shopping bags are mainly made of plastic and can't be recycled. The best way to reuse your old shopping bags is to use them as a bag for your next shopping trip.

It's good to wash your glass items as well as your plastic ones. They can be recycled. The problem is that there are two types of rubbish you can wash fairly easily and reuse. One is glass items, like bottles and jars, and PET bottles. It's a good idea to wash drink cans, too.

One way to reduce the amount of rubbish we produce is to be careful what you buy. For example, we waste a lot of food because we don't plan our meals properly or just buy something because it looks tasty. We should cut back on the amount we buy and eat everything we do buy! It's simple, really.



2 YOUR CULTURE 1.31 Discuss the questions in pairs. Then read and listen to an expert from a Kazakhstani technological solutions company talk about recycling. Check your answers.

- 1 Why should we separate rubbish when we throw it away?
- 2 Which of the items in exercise 1 are easy to recycle?
- 3 Which items should we wash before we throw them away?
- 4 How can we reduce the amount of rubbish we throw away?

3 Discuss the questions about the situation in your town or city.

- 1 How is rubbish collected in your city?
- 2 Do you separate rubbish into categories, e.g. glass, paper, etc.?
- 3 What are the main problems for people who want to recycle rubbish?

4 TASK You work for the city council. There is no more space to throw away rubbish and the city needs to save money. Discuss the questions and find a solution to the city's rubbish problem.

- 1 Decide how people should separate their rubbish. How many categories should there be? Will the council provide containers?
- 2 Decide if there is a limit to how much can be thrown away. If there is, will you charge people for throwing away more rubbish?
- 3 Decide what happens to the different types of rubbish, e.g. what happens to all the glass?

REVIEW  Unit 3

Vocabulary

1 Complete the text with the words in the box.

latitude islands border resources
population renewable lakes hemisphere



Sweden shares a ¹___ with three countries: Norway, Finland and Denmark. The ²___ of Sweden is 9.9 million. It is in the northern ³___, and the capital, Stockholm, is on about the same ⁴___ as Nur-Sultan. The country has thousands of coastal ⁵___ and inland ⁶___, along with huge forests and mountains. It has a long, severe winter and a short summer. Its natural ⁷___ include copper, gold and uranium. Sweden's ⁸___ energy comes from hydropower.

2 Complete phrases 1–8 with the words in the box.

promote allow develop ban
tax reduce invest stop

- 1 ___ diesel cars
- 2 ___ pollution
- 3 ___ environmental studies
- 4 ___ people who don't recycle
- 5 ___ in education
- 6 ___ renewable resources
- 7 ___ in migrants from war-torn countries
- 8 ___ plastic packaging

Language focus

3 Order the words and write sentences.

- 1 lets / John's sister / drive / him / her car
- 2 on weekdays / won't / me / my parents / go out / let
- 3 citizen / should / they / every / vote / make / ?
- 4 stay / the teacher / us / after school / made
- 5 take / make / us / didn't / our teacher / a test

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

- 1 If you leave early, you ___ on time. (arrive)
- 2 I ___ unless Dad pays for my ticket. (not go)
- 3 If someone stole my scooter, I ___ the police. (call)
- 4 What would you do if you ___ your passport? (lose)
- 5 If you make dinner, what ___? (you / cook)
- 6 If I ___ a vote, I'd be more interested in politics. (have)

5 Write past or present regrets for the situations.

I didn't phone John earlier and now he's out.

I wish I'd phoned him earlier.

- 1 I bought a concert ticket and now I can't go.
- 2 You've got a mobile phone, but you'd like to have a smartphone.
- 3 We cycled to school and now it's raining.
- 4 I'm no good at basketball because I'm not tall.
- 5 I did badly in the History test because I went out last night.
- 6 I live in the country, but I'd prefer to live in a big city.


Communication

6 Complete the dialogue with the words in the box.

so wrong were let wish not

- Lucy** Is something ¹___, Phil? You look upset.
- Phil** It's my science project. I ²___ my little brother use my computer and he deleted the file.
- Lucy** You mean Adam deleted your science project?
- Phil** I'm afraid ³___. I ⁴___ I hadn't let him use the computer.
- Lucy** Didn't you make a copy?
- Phil** I'm afraid ⁵___. I've told Mr Butler. I've got until next Monday to redo it.
- Lucy** If I ⁶___ you, I'd make Adam do it!

Listening

7  1.32 Listen to people interviewing a politician. Write true or false.

- 1 The woman in the interview is the Prime Minister.
- 2 Her government will cut taxes for everyone.
- 3 She thinks all citizens should vote by law.
- 4 Her government would reduce the number of students in classes.
- 5 A lot of students find jobs in other countries.
- 6 Her government would consider introducing longer school terms.



PROJECT □ A community project

3

1 Read the slogan and look at the pictures. What do you think the charity does?

Creating healthier, happier communities for everyone.



2 Read the webpage. Match headings 1–4 with sections A–D.

1 Learning and skills » 2 Environment » 3 Community » 4 Health and well-being »

A A wide range of outdoor activities provide opportunities to improve physical and mental health through physical activity and social interaction. Volunteers are led through a warm-up in preparation for a range of light to vigorous activities to suit all abilities, and a cool-down before heading off for the rest of their day.

B The organization delivers practical volunteering programmes, providing people with everything they need to play an active role in creating, protecting and improving green spaces. Volunteers work on a wide range of wildlife habitats including woodlands, hedgerows, grassland, waterways and wetlands.

C The organization brings residents and experts together and provides the practical expertise, resources and training they need to take part in a wide range of activities and projects. They take a local approach, working with people and communities to co-design solutions that meet local needs.

D The organization trains volunteers, community groups and other organizations, delivering a wide range of opportunities to learn and develop skills through non-accredited and accredited training courses. There is a range of programmes that offer people a chance to learn more about their natural environment and take part in scientific research and surveying.

3 Write a webpage about your own organization. Follow the steps in the project checklist.

□ **PROJECT CHECKLIST**

- 1 Write an introduction to your organization. Give details of the following:
 - Who and what will your organization help?
 - What is your mission statement?
 - How do people join in?
- 2 Design a poster inviting people to come and see your organization.

4

Charities and conflict

Start thinking

- 1 What do charities do?
- 2 What is a protest? Think of some examples.
- 3 Who is Prince Harry?

Aims

Communication: I can ...

- request something and report someone's request.
- understand a text about a charity.
- report things that people have said.
- understand a radio programme about famous protests.
- ask and respond to indirect questions.
- explain and clarify a situation.
- write a narrative with dialogue.
- understand a blog post about charity work.

Vocabulary

- Charities
- Reporting verbs

Language focus

- Indirect requests
- Reported speech: tense changes
- Reported and indirect questions

Creativity and skills



My country
Charities and conflict

↔ Page 52



CLIL
History:
The Berlin Wall

↔ Page 53



Skills round-up

↔ Page 55

VOCABULARY AND LANGUAGE FOCUS

□ Morals

I can request something and report someone's request.

- 1 Complete phrases 1–8 with the verbs in the box. Then check your answers in the *Right or Wrong?* survey.

do pretend break break get feel make (x2) tell

break a promise

- | | |
|------------------------------|------------------------|
| 1 ___ something wrong | 5 ___ to do something |
| 2 ___ the law | 6 ___ something up |
| 3 ___ guilty about something | 7 ___ around a problem |
| 4 ___ a lie | 8 ___ an excuse |

- 2 Work in pairs. Ask and answer using the phrases in exercise 1.

Do you usually ... ? Would you ... ? Have you ever ... ?

Have you ever broken a promise?

Yes, I have. Last week, I promised to visit my gran, but I didn't go.

- 3 2.01 Read and listen to the *Right or Wrong?* survey. Then work in pairs and exchange opinions about the situations.

I think Mike was wrong in number 1. I would have told the assistant.

RIGHT

Were the people right or wrong in each of these situations? What would you have done?

- 1 Mike was buying a computer game in a supermarket. The assistant made a mistake and gave Mike too much change. Mike didn't say anything, but later he felt that he had done something wrong and he gave the money to charity.

- 2 The council wanted to cut some trees down to build houses. Layla sat down in the road so that the diggers couldn't get through.

- 3 John was riding his motorbike at sixty-five kilometres an hour in a fifty kilometres-an-hour zone. He knew that he was breaking the law, but he didn't feel guilty about it. In his opinion, the speed limit was too low and there was no danger. Unfortunately, a police officer stopped him.

Indirect requests

4 Complete the sentences. Do we use *tell* or *ask* for reporting an order? How do we report negative requests?

Subject + ask / tell	Object	(not) to + infinitive	Other words
She <i>told</i>	her brother	¹ ___ to say	anything.
She ² ___	him	³ ___	his room.
She ⁴ ___	⁵ ___	to stop	chatting online.

More practice ⇨ Workbook page 31

5 Choose the correct words.

- They told *she / her* not to leave.
- I asked her *don't / not* to tell anyone.
- The teacher *said / asked* us to be quiet.
- We asked her *give us / not to give us* any homework.
- My dad asked *we / us* to clean the car.
- The police officer told the cyclist *wear / to wear* a helmet.

6 Rewrite the sentences to make indirect requests.

The criminal told his friend, 'Keep quiet about the robbery.'

The criminal told his friend to keep quiet about the robbery.

- 'Don't break the law again,' the police officers told them.
- 'Don't feel guilty,' I told myself.
- 'Wash the dishes when you've finished,' Mum asked us.
- He told his girlfriend, 'Stop laughing!'
- 'Walk a bit faster!' you asked me.
- 'Meet me later,' I asked my friend.

7 2.02 Listen to five dialogues and report what the people have requested. Then listen again and check.

Layla

Layla asked her brother not to tell her friends about her birthday.

- | | |
|--------------------|---------------|
| 1 a police officer | 3 Cathy's mum |
| 2 Stefan's mum | 4 Jess |

8 **ACTIVATE** Work in pairs. Study the key phrases and situations 1–6. Take turns to make requests. Then report your partner's requests to the class.

KEY PHRASES Requests

- Could you ...
- Can you ...
- It would be great if you could ...
- Would you mind (not) -ing?

I'm cold. Can you close the window?

Anna asked me to close the window.

- I'm cold.
- I don't understand my homework.
- I've missed the bus into town.
- I haven't got any money and I want to go out.
- The phone's ringing.
- I can't reach something on the shelf.

Finished?

Write requests that your parents and friends have made this week.

My mum asked me to do the washing-up.

WRONG

4 Stefan's mum asked him to tidy his room, but he didn't do it. When she asked him later, he told a lie and said that he'd done it, because he didn't want an argument. He then decided to tidy his room later in the day.

5 Cathy was on the internet. She pretended to be a different person in a chat room and made up a new identity. She 'became' a nineteen-year-old American girl called Amber. Her mother was concerned and she told her to stop chatting online.



6 Callum bought his sister a scarf for her birthday. She didn't like the colours or the style of the scarf, but she pretended to be very happy with the present. When her brother asked her why she wasn't wearing it, she got around the problem by making an excuse.

7 Alan sprayed the wall of the science centre because they were doing tests on animals.



READING Charities

I can understand a text about a charity.

- 1**  2.03 Look at the title and the photos. Which of the topics 1–4 do you think the text mentions? Read and listen to the text to check your answer.
- injured soldiers
 - the British royal family
 - sports celebrities
 - mental health
- 2**  2.03 Read the text again and complete gaps 1–5 with sentences a–e. Then listen to the text and check your answers.
- This sum was matched by the British government.
 - Events included swimming, volleyball, cycling and rowing.
 - In some cases, injured soldiers have to adapt to using wheelchairs or artificial limbs.
 - The games promotes a wider understanding and respect for wounded and injured people.
 - The word ‘invictus’ comes from Latin and means ‘undefeated’.
- 3 BUILD YOUR VOCABULARY** Complete the phrases with *do* or *make*. Then check your answers in the text.
- ___ a difference
 - ___ research
 - ___ a contribution
 - ___ your best
 - ___ a speech
- 4** Complete the sentences with the correct form of *make* or *do*.
- A lot of damage was ___ during the war.
 - Everyone has to ___ a choice between either doing their best or giving up.
 - The organization ___ certain that everyone had a chance to compete.
 - She ___ her duty with great bravery and rescued many of the wounded soldiers.
 - Have you ___ a decision about which event you want to do?
 - It won't ___ any harm if you try.

5 YOUR OPINIONS Ask and answer the questions.

- What do you think of charities? Do they have a positive effect on people's lives?
- Would you like to support a charity? If so, which one would you choose?
- How do you feel about people who take part in the Invictus Games?
- What do you do when you face a big challenge?
- What more can charities do to help people who are suffering or in need of help?

Invictus Games

Many soldiers are injured as a result of taking part in combat. The injuries, both mental and physical, are sometimes very serious and mean that the person will have to adapt to a new way of life. ¹___ The shock of taking part in violent conflict and being injured often causes damage to people's self-esteem, and many soldiers have said they couldn't find the motivation to take part in even everyday activities.

The Duke of Sussex, usually known as Prince Harry started the Invictus Games after he saw a similar type of games in the USA. ²___ The idea is that war veterans from around the world with serious injuries and illness regain their mobility, mental health and motivation by taking part in an international sports competition.

The Royal Foundation, a charity established by Prince Harry and his brother Prince William, made a contribution of £1 million to fund the first games in 2014. ³___ The games were also sponsored by the car company Jaguar Land Rover.

The first games were held in London in September 2014 and around 400 competitors took part from thirteen nations around the world. ⁴___ Michelle Obama made a speech at the opening ceremony.

The games are held every year in a different country and the organizers do their best to ensure that as many people as possible can benefit from taking part. In interviews, many soldiers said they were keen to take part given the opportunity. So far the games have been held in Canada, the USA, Australia and Europe.

The Invictus Games have made a big difference to many people's lives through the power of sport. ⁵___ The mother of a young soldier said her son had benefited hugely from the support he had received. It also does research into the long-term effect that competing in the Games has on the competitors and families and friends. Invictus Games is on Twitter and has around 80,000 followers. After the last games, many sports men and women tweeted that they felt so much more positive about themselves and their future.

LANGUAGE FOCUS □ Reported speech: tense changes

4

I can report things that people have said.

1 Study sentences 1–4. Find these sentences in reported speech in the text. How do the verbs change? Choose the correct words in the rules.

- 1 I can't find the motivation to take part in everyday activities.
- 2 I am keen to take part given the opportunity.
- 3 My son has benefited hugely from the support he has received.
- 4 I feel so much more positive about myself and the future.

More practice ⇨ Workbook page 31

0 RULES

When you change direct to reported speech:

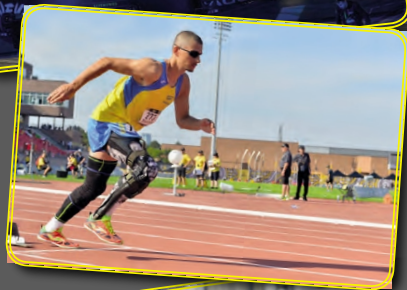
- 1 Verbs in the present simple change to the **future / past simple**.
- 2 Verbs in the past simple change to the **present perfect / past perfect**.
- 3 Verbs in the present perfect change to the **past perfect / past simple**.
- 4 We change *can to could*, *will to would* and *must to had to / have to*.
- 5 The pronouns and possessive adjectives usually change, e.g.
'I like **your** hair,' Mark said.
Mark said that **he** liked **my** hair.

2 Read the dialogue and complete the summary with the correct pronouns.

Jane I want to meet your friend.
Pete I'll introduce you to him.
Jane I saw him at a party with Liz. We both liked him.

Jane told Pete that she wanted to meet ¹ friend.
Pete said that ² would introduce ³ to ⁴.
Jane said that ⁵ had seen ⁶ at a party with Liz and that ⁷ had both liked ⁸.

3 Rewrite the sentences using reported speech.



'...
d a lie.
guilty.'
aking a big mistake.'
stay at home.'
out the crime.'
ner can be quite strict.'
dents didn't do much

ady seen that film.'

pairs. Take turns
se reported
ne true statements.

I don't think that's true.
Bill hasn't got a bike.

ve said to you today.
pping after school.

VOCABULARY AND LISTENING □ Reporting verbs

I can understand a radio programme about famous protests.

- 1 Look at the photo. Which of the items in the box can you see?

demonstrators police banner flag
high-visibility jacket helmet

- 2 Check the meaning of the verbs in the box. Then choose the correct words in the text.

invite order refuse explain convince
offer agree complain admit insist



A friend ¹**invited / refused** me to join an anti-war demonstration in London in 2003.

She ²**offered / admitted** to take me by car.

At first I ³**insisted / refused**, saying that I was too busy and couldn't afford the time.

She asked me if I'd ever been on a march before and I had to ⁴**convince / admit** I hadn't.

She ⁵**complained / explained** that she felt strongly about trying to stop the war as so many people would be killed or injured.

In the end, she ⁶**convinced / ordered** me that it was for a good cause and so I ⁷**agreed / admitted** to go.

When we got to London, it was wet and cold and there were a lot of policemen on horses and thousands of protesters. I was determined not to ⁸**refuse / complain** about marching in the middle of this huge crowd.

But when the crowd moved forward, a police officer ⁹**ordered / convinced** us to move back. The officer asked us if we were members of any protest organizations, and we said 'No'.

When we got back home, I asked my friend what she had felt about the march. She said that she had been quite frightened, but she ¹⁰**insisted / admitted** it had been worth going.

STUDY STRATEGY □ Learning verb patterns

- 3 Study the verb patterns in the table. Add five more verbs from the text in exercise 1 to the table.

Verb + object + infinitive	
order ask tell invite ¹ ___	someone to do something
Verb + infinitive	
refuse ² ___ ³ ___	to do something
Verb + that	
complain admit ⁴ ___ ⁵ ___	that ...

- 4 ● 2.04 Rewrite sentences 1–6. Then listen and check your answers.

'Yes, I lied.' (He admitted ...)

He **admitted that he'd lied**.

- 'Go to your room, Sandra!' (He ordered ...)
- 'No, I won't go!' (He refused ...)
- 'Shall I open the window?' (She offered ...)
- 'Will you all come to my party?' (He invited ...)
- 'We haven't got any money.' (They complained ...)
- 'I didn't do it!' (He insisted ...)

- 5 ● 2.05 Listen to the radio programme. What was the result of the 2003 anti-war protests?

- 6 ● 2.05 Listen again and write *true* or *false*.

- There is a direct connection between the number of protesters and the effect of the protest.
- It took seven years for the Women's March to have an effect.
- Only **twelve** people attended the first protest in Germany in 1982.
- The result of the March on Washington was a law against discrimination.
- In 2003, anti-war protests took place in about 600 countries.
- The biggest protest march in British history was in 2004.

- 7 **ACTIVATE** Work in pairs. Find out about more famous protests and demonstrations. Present your information to the rest of the class.

LANGUAGE FOCUS □ Reported and indirect questions

4

I can ask and respond to indirect questions.

- 1 Study the direct and reported questions from the text on page 48. Then write *true* or *false* for sentences 1–4.

Direct questions

- a What did you feel about the march?
- b Have you ever been on a march before?
- c Are you members of any protest organizations?

Reported questions

- a I asked my friend what she had felt about the march.
- b She asked me if I'd ever been on a march before.
- c Another officer asked us if we were members of any protest organizations.

- 1 The word order is the same in direct and reported questions.
- 2 Reported questions have question marks.
- 3 The tense changes in reported questions.
- 4 We can use *if* or *whether* in reported yes / no questions.

More practice ⇨ **Workbook page 33**

- 2 Choose the correct words.

I met a man in London who asked me ...

- 1 whether I **knew** / **know** where Big Ben was.
- 2 if I **have** / **had** been there before.
- 3 what did I **think** / I **thought** of the city.
- 4 where did I **come** / I **came** from.
- 5 how much money I **have got** / **had**.
- 6 whether I **want** / **wanted** to buy a souvenir.

- 3 Rewrite the direct questions as reported questions.

We → John: 'Have you ever broken the law?'

We asked John if he had ever broken the law.

- 1 Piers → Maya: 'When did you lose your bag?'
- 2 A man → us: 'Is the bank near the station?'
- 3 The police officer → me: 'Did you see the thief?'
- 4 I → my friend: 'Can I borrow €2?'
- 5 Sarah → Chris: 'Who's the police officer talking to?'
- 6 The teacher → the students: 'Have you heard about the robbery?'

- 4 Write six questions. Then work in pairs and report your partner's questions.

What's the date?

You asked me what the date was.

- 5 Study the examples. Does the tense of the verb change in indirect questions? Is it more polite to ask a direct or an indirect question?

Direct questions

'Where **is** the church?'

Reported questions

She asked where the church **was**.

Indirect questions

'I'd like to know where the church **is**.'

More practice ⇨ **Workbook page 33**

- 6 Write indirect questions using the phrases in the box. Then ask and answer with your own ideas.

Can you tell me ... ? I'd like to know ...
I was wondering ...

- 1 Will I pass my English exam this year?
- 2 When does the summer holiday start?
- 3 Are you staying at this school next year?
- 4 What's the best place to go on holiday?
- 5 Is there anything good on TV tonight?
- 6 What interesting films are on at the cinema?

I was wondering if I'll pass my English exam this year.

I'm sure you'll pass.

- 7 **ACTIVATE** Work in pairs. Imagine that you are a tourist in New York asking for information. Take turns asking and answering using indirect questions. Use the phrases in exercise 6, and the ideas below or your own ideas.

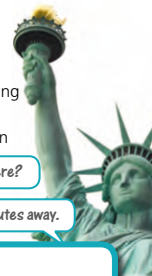
Central Park / near here
change money / any bank
how / get to Brooklyn
Chinatown / a good place for shopping
how far / Central Station
when / Metropolitan Museum / open

Can you tell me if Central Park is near here?

Yes, it's only about ten minutes away.


Finished?

Write your partner's responses in exercise 7. Use different reporting verbs.



SPEAKING Explaining and clarifying situations

I can explain and clarify a situation.


- 1 Look at the photo. Do you think Marie is pleased to see Dean?
- 2  2.06 Listen to the dialogue. Why is Marie upset? Does Marie believe Dean in the end?

Marie Hi, Dean. How was your weekend?
 Dean Not bad, thanks. Why do you ask?
 Marie Because you told me that you were staying at home on Saturday, but I heard that you were on some sort of demonstration.
 Dean Who told you that?
 Marie Grace said that she'd seen you. How come you didn't tell me about it?
 Dean 'Cause I didn't plan to go.
 Marie But why did you go at all?
 Dean My sister asked me to go because my dad was busy and she had no one to go with. She's really serious about the anti-war movement.
 Marie Are you telling me the truth, Dean?
 Dean Honestly, it's true! I wouldn't tell you a lie. If you don't believe me, you can ask my sister.
 Marie OK, OK. I believe you. Sorry, Dean.
 Dean That's OK.

- 3 Study the key phrases. Which sentence is in reported speech? Practise the dialogue with a partner.

KEY PHRASES Explaining and clarifying

Why do you ask?
 You told me that ... , but I heard that ...
 How come you didn't tell me about it?
 I was only (taking) ...
 Are you telling me the truth?
 Honestly, it's true!
 If you don't believe me, you can ...

- 4  2.07 Complete the mini-dialogues with the key phrases in exercise 3. Listen and check. Then practise with a partner.

1
 Dan I hear that you were at Callum's after school.
 Viv I went to get my Maths book. I was only there five minutes. ___ ask my sister.
 Dan OK, OK. I believe you. Sorry.



- 2
 Sal Where were you on Saturday night?
 Kev ___ ?
 Sal You told me that you were staying in, but I heard that you were in town.
- 3
 Ruth We went to see a great band at the Zenith on Saturday.
 Andy ___ ?
 Ruth Sorry. I didn't think you'd want to go.

- 5 **ACTIVATE** Prepare a new dialogue with a partner. Use situation 1. Practise your dialogue. Then change roles and use situation 2.

Situation 1

You told your parents that you were going to a friend's house for the afternoon to study, but a neighbour saw you in town. The reason you were in town was that you needed a book from the library.

Situation 2

You told your friend that you were going to see a film on Saturday. He / She went to the cinema and you didn't turn up. The reason you didn't go was that you were ill in bed.

WRITING □ A narrative

I can write a narrative with dialogue.

4

- 1 Read the model text and answer the questions.
 - 1 What did the writer do?
 - 2 Who didn't tell the truth?
 - 3 What did the gardener do about the accident? Why?
 - 4 How many people speak in the story?
 - 5 How do you know which parts of the story are dialogue?
- 2 Study the key phrases. Put them in the order of the text. Then read the model text again and check your answers.

KEY PHRASES □ Telling a story

We were (having a great time) when ...
 To cut a long story short, ...
 In the end, ...
 At first ...
 Just then, ...
 Something happened ...

AN ACCIDENT

- 1 Something happened a couple of weeks ago which was a real test of my honesty. I was with some friends and we were playing football in a park near town. We were having a great time when I did something rather stupid.
- 2 There's a statue in the park and, to cut a long story short, I broke the statue's head with the football. We felt bad about the accident and we weren't sure what to do. Just then one of the gardeners suddenly appeared.
 'Who broke the statue, lads?' he asked. 'Did you see anything?' At first nobody said anything. We just looked at each other guiltily, then my friend spoke. 'I'm not sure what happened,' he said.
- 3 He wasn't exactly telling the truth and I knew that I had to say something. 'The ball hit the statue,' I said. 'It was me who broke it.' Surprisingly, the gardener didn't look too upset. 'Well, I'm glad that you admitted it,' he said, 'because I knew it was you. I saw you.'
- 4 In the end, nothing happened about the statue. The gardener was very good about it, and it was an accident after all. It wasn't a pleasant experience, but at least I felt that I'd done the right thing.

Language point: Punctuation in dialogues

- 3 Study the sentences from the text. Then rewrite sentences 1–6 including commas, question marks, full stops and speech marks.

'Who broke the statue, lads?' he asked.
 'I'm not sure what happened,' he said.
 'The ball hit the statue,' I said.

- 1 I'm going home now I said
- 2 Why did you say that my friend asked
- 3 I didn't see what happened I told him
- 4 Are you feeling guilty she asked
- 5 Who found it the police officer asked
- 6 You weren't breaking the law he told us

- 4 **ACTIVATE** Follow the steps in the writing guide.

□ **WRITING GUIDE**

A TASK

Imagine that you were with a friend when you found a wallet with €1,000 inside it. Write a narrative to explain what happened. Include the conversation which you had with your friend.

B THINK AND PLAN

- 1 Who were you with and what were you doing when you found the wallet?
- 2 How did you feel and what did you say to each other?
- 3 What happened after that?
- 4 Did you tell anybody about your actions? What did they say?
- 5 How did you feel about the experience in the end?

C WRITE

Paragraph 1: Introduction – the situation
Something happened ...

Paragraph 2: Action – what happened?
We were ... when ...

Paragraph 3: Action – what happened next and what people said
Just then, ...

Paragraph 4: Conclusion – what happened in the end and how people felt
In the end, ...

D CHECK

- punctuation in dialogues
- past tenses
- time connectors

Creativity and skills

MY COUNTRY Charities and conflict

I can understand a blog post about charity work.



4

Why I became a charity worker

Aruzhan Sain: People often ask me why I do charity work, and I always find it difficult to explain. The short answer is that I **want to help** others, and I **enjoy working** with children. But there is more to it than that.

I remember my grandmother and grandfather telling me stories about the war – stories about death, danger and human suffering, but also stories about kindness and compassion. My grandparents were both very young at the time and they only survived the hard times after the war because of the generosity of strangers. My grandfather told me that in the past there were no orphanages in Kazakhstan. This was not because people didn't care, but simply because there was no need for orphanages. If for any reason children were left without parents, there were always kind people who would adopt them and become their new family. These stories **inspired me to try** and make a difference in the world, but I wasn't sure how to go about it.

I hadn't really considered starting a charity until I became a TV presenter, and I started communicating on a forum with people who wanted to help others. We founded a charity

project and one of the charity events was at a local children's hospital where I met families from different parts of Kazakhstan. The sick children often needed blood transfusions and the families were **struggling to find** people who could donate blood. **Imagine being** in a situation like that – you are in a city where you don't know anyone, trying to **convince complete strangers to help** you. My friends and I **decided to record** a video about the problem, which then helped to find donors throughout Kazakhstan. Then we started raising money for children in orphanages, and this was the beginning of a big charity project.

Our organization has changed my life completely. I had always been aware of social problems in Kazakhstan, but I didn't think there was much I could do about them. Then I realized that this is the main problem – if everyone thinks like this, if we don't at least try to do something, things are never going to improve. I also realized that helping others **makes me feel** happy. In a way, when we do charity, we help ourselves, not just others.

1 Work in pairs. Make a list of charity organizations in Kazakhstan. What does each charity do?

2 2.08 Read and listen to the blog post. Answer the questions.

- 1 Who helped the blogger's grandparents after the war?
- 2 Why weren't there any orphanages in Kazakhstan in the past?
- 3 How did the blogger come up with the idea of starting a charity?
- 4 How did she help the parents of the ill children in the hospital?
- 5 Why does she think people should not be indifferent to social problems?

3 Look at the words in **blue** in the blog post. Then add the verbs below to the correct category 1–3.

want enjoy inspire consider struggle
imagine convince decide make

- 1 verb + (object) + infinitive with *to*: *would like*,
____, _____, _____, _____
- 2 verb + object + infinitive without *to*: *let*, _____
- 3 verb + *-ing* form: *suggest*, _____, _____, _____

4 Some verbs can be followed by either infinitive or *-ing* form, but there is a difference in meaning. Look at the pairs of sentences below. What is the difference in meaning?

- 1 a I stopped to talk to him.
b I stopped talking to him.
- 2 a I remembered to post the letter.
b I remember posting the letter.
- 3 a I tried to open the window.
b I tried opening the window.

5 Complete the sentences with the infinitive or *-ing* form of the verbs in brackets.

- 1 Would you like _____ for a charity? (work)
- 2 Remember _____ your grandfather today – it's his birthday. (call)
- 3 Imagine _____ in a world without wars, diseases and social problems! (live)
- 4 Stop _____ and tell me what's wrong. (cry)
- 5 I think the government should make all big companies _____ money to charities. (donate)
- 6 Would you consider _____ an orphan one day? (adopt)

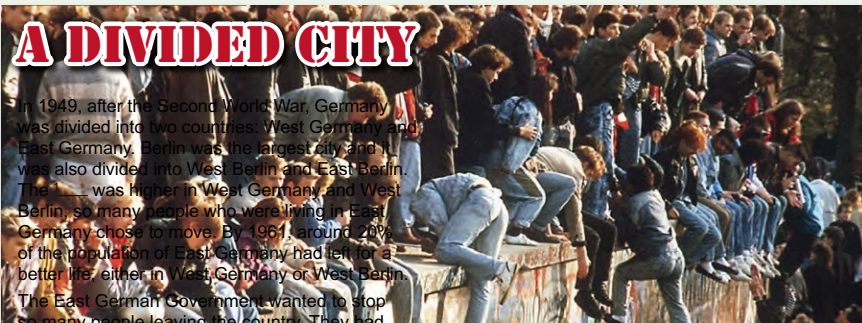
6 Work in pairs. Imagine you have a large amount of money to donate to a charity of your choice. What charity would you give it to? Why?

Creativity and skills

CLIL History: The Berlin Wall

I can understand people talking about their personal experiences of the Berlin Wall.

4



A DIVIDED CITY

In 1949, after the Second World War, Germany was divided into two countries: West Germany and East Germany. Berlin was the largest city and it was also divided into West Berlin and East Berlin. The ¹ ___ was higher in West Germany and West Berlin, so many people who were living in East Germany chose to move. By 1961, around 20% of the population of East Germany had left for a better life, either in West Germany or West Berlin.

The East German Government wanted to stop so many people leaving the country. They had already closed the main ² ___ with West Germany, but on 13th August 1961, they installed a temporary ³ ___ between West Berlin and East Berlin. Days later, the East German army built a permanent ⁴ ___ wall there – the Berlin Wall. People who were living in East Berlin weren't allowed to travel to the West, or to have any contact with people living there.

For twenty-eight years, people living in the East and West had completely separate lives. Life in East Germany was hard. There were food ⁵ ___ and the secret police monitored people's lives. During

this time, around 5,000 people escaped from East to West Berlin. However, ⁶ ___ killed around 100 people as they were trying to get over the wall.

By 1989, other countries had begun to open their borders between Eastern and Western Europe. On 9th November 1989, the East German Government allowed people to cross the wall into West Berlin. Thousands of people heard the news and came to the wall, where they met friends and family who they hadn't seen for years. Many people started to pull down the wall in a celebration of the ⁷ ___ of their city.

1 Check the meaning of the words in the box. Then complete the text.

barbed wire fence border reunification guards
standard of living concrete shortages

2 2.09 Read and listen to the text. Check your answers to exercise 1.

3 Read the text again and answer the questions.

- How was Berlin similar to Germany in 1949?
- Why did many people in East Germany want to move to the West?
- What did the East German Government do in 1961 to stop people leaving?
- Why did people in East Germany have less privacy than people in the West?
- How many people escaped from East to West Berlin?
- When did the Berlin Wall open?
- What did some people do when it opened?

4 2.10 Listen to two people talking about their experiences. Who used to live in East Berlin? Listen again and complete the sentences with L (Liesel) or H (Hans).

- ___ lived in West Berlin.
- ___ used to have a job in West Berlin.
- ___ had relatives on the other side of the wall.
- ___ wanted to move.
- ___ has got a piece of the Berlin Wall.
- ___ knew someone who escaped over the wall.
- ___ had never crossed the border until the wall opened.

5 **ACTIVATE** Imagine that your town, city or country is divided by a wall. Complete the sentences with your own ideas.

- When I saw them building the wall, I felt ___.
- I tried to ___, but ___.
- Before they built the wall, people used to ___.
- My family was affected because ___.
- Things are different now because ___.

REVIEW □ Unit 4

Vocabulary

1 Complete the sentences with the verbs in the box.

tell hurt make feel keep pretend break do

- 1 Why did you ___ your promise?
- 2 She really ___ my feelings.
- 3 You should always ___ the truth.
- 4 You shouldn't ___ guilty. It wasn't your fault.
- 5 I wish they'd ___ quiet.
- 6 My mum is very strict – if I ___ something wrong, she stops my pocket money.
- 7 Giles doesn't ___ a good excuse when he forgets his homework.
- 8 Don't ___ to be happy if you aren't.

2 Complete the sentences with the correct form of *make* or *do*.

- 1 She asked me to ___ her a favour.
- 2 I'm going to ___ sandwiches for lunch.
- 3 Are you sure you are ___ the right thing?
- 4 He always ___ the washing-up.
- 5 I haven't ___ any plans for the weekend yet.
- 6 Please don't ___ a habit of being late.

3 Choose the correct words.

- 1 The police officer **ordered** / **refused** the driver to get out of his car.
- 2 He **complained** / **admitted** that he had taken the wallet.
- 3 I **invited** / **ordered** her to join us for a coffee.
- 4 He **insisted** / **convinced** me that he wasn't lying.
- 5 They **refused** / **agreed** to help me, so I did it myself.
- 6 She **explained** / **convinced** that she had missed the bus.

Language focus

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

- 1 He asked her ___ with him. (go out)
- 2 Tom told me that he ___ Amy recently. (not see)
- 3 She asked us if we ___ on holiday next week. (go)
- 4 After the race, I asked her if she ___ tired. (be)
- 5 Yerlan told me that his brother ___ his feelings last night. (hurt)
- 6 Dad told us that he ___ a new car yesterday. (buy)

5 Rewrite the sentences in reported speech.


- 1 'I like chocolate.' She said that ____.
- 2 'Can you ride a scooter?' He asked me if ____.
- 3 'Have you done the exercise yet?' The teacher asked us if we ____.
- 4 'Clare isn't lying.' Mum said that Clare ____.
- 5 'I can't swim.' He told me that ____.
- 6 'Why are you late?' My friend asked me ____.
- 7 'You must arrive on time.' The coach told us that we ____.

Communication

6 Choose the correct answers.

- 1 It would be great if you could clear the table.
 - a I don't agree.
 - b Why do you ask?
 - c OK, I'll do it right away.
- 2 Would you mind not saying anything?
 - a No, I wouldn't.
 - b OK. I'll keep quiet.
 - c I don't mind.
- 3 I was wondering if you've seen Phil.
 - a No, I haven't.
 - b Yes, OK.
 - c I'm meeting him in town.
- 4 I heard you went to a party last night.
 - a Honestly, it's true.
 - b Who told you that?
 - c Are you telling the truth?
- 5 Could you tell me where the post office is?
 - a Why do you ask?
 - b That's OK.
 - c Yes, it's in West Street.
- 6 How come you didn't tell me about the party?
 - a But I heard that you were at a party.
 - b If you don't believe me, ask Ted.
 - c Because I was only there for an hour.

Listening

7  2:11 **Listen and choose the correct words.**

- 1 Luke thinks Suzy's hair looks **cool** / **terrible**.
- 2 A woman damaged another car and **didn't admit** / **admitted** it.
- 3 **Luke** / **Suzy** doesn't think it's dishonest to pick apples in the countryside.
- 4 Luke has had the phone for **a week** / **a fortnight**.
- 5 Luke doesn't feel **guilty** / **dishonest** because he kept the mobile phone.
- 6 Suzy doesn't think it's **right** / **wrong** to download music for free.

SKILLS ROUND-UP □ Welcome–Unit 4

4



1 Look at the photos and answer the questions.

- 1 What do the photos show?
- 2 Why do people do these things?
- 3 What is the best way for citizens to change things?
- 4 What protest actions have there been in your country? What were the results?

2 2.12 Listen to a conversation. What are the students unhappy about?

3 2.12 Listen again and complete the sentences.

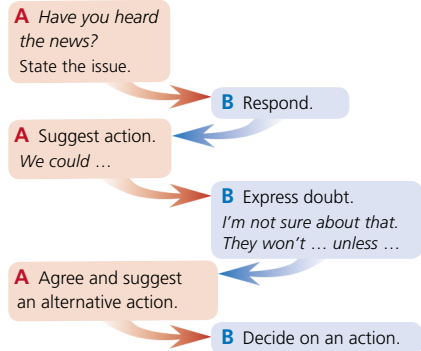
- 1 Max didn't see ____ last night.
- 2 The protests were held ____.
- 3 More than ____ people participated in the London demonstration.
- 4 There wasn't a lot of ____ during the protest marches.
- 5 ____ would like to join the students.
- 6 Max admires the ____ protestors.

Speaking

4 Work in pairs and prepare a conversation about an issue that you feel strongly about. Discuss possible actions you could take. Answer the questions.

- 1 What is the issue and why is it a problem?
- 2 Who will it affect and what will happen?
- 3 Why do you feel strongly about this issue?
- 4 What do you want to achieve? Why?
- 5 What actions are you going to take? Why?

5 Have a conversation. Use your ideas in exercise 4 and the chart below to help you. One of you is **A** and one of you is **B**. Change roles.



Writing

6 Write a short article about an issue you feel strongly about. Describe the consequences if people don't take action. Include information about actions that people are planning and how to support them. Begin like this:

Our town council has decided to ... We oppose this project because ... In our view, the environmental / social / economic impact will be ...

5

Reading for pleasure

Start thinking

- 1 Do you read for pleasure?
- 2 How do you choose a book?
- 3 What genres of books do you like?

Aims

Communication: I can ...

- talk about types of literature.
- understand a text about the benefits of reading.
- talk about past events and memories.
- understand how to write a story.
- talk about future events.
- help plan an event.
- write a description of a book.
- talk about a famous Kazakh writer.

Vocabulary

- Literary genres
- Adjectives for describing books

Language focus

- Compound nouns
- Past simple
- Past continuous
- Future continuous

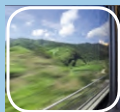
Creativity and skills



My country
Reading for pleasure
→ Page 64



CLIL
Language and literature: The realist novel
↔ Page 65



Project
A poem
↔ Page 67

56 □ Reading for pleasure

VOCABULARY AND LANGUAGE FOCUS

□ Literary genres

I can talk about types of literature.

- 1 In pairs, make a list of all the genres of books you know.
- 2 Put the words in order to make complex noun phrases to describe books.
 - 1 romantic / nineteenth century / poetry
nineteenth century romantic poetry
 - 2 drama / historical / about / injustice / social
 - 3 novel / romantic / told / person / in the third
 - 4 adventure story / from an animal's point of view / twentieth century
 - 5 nineteenth century / told in the first person / gothic novel
- 3 Read the literary extracts A–E. Then match them with the descriptions in exercise 2.

What's the genre?

A I wandered lonely as a Cloud
That floats on high o'er vales and Hills,
When all at once I saw a crowd,
A host, of golden Daffodils;
Beside the Lake, beneath the trees,
Fluttering and dancing in the breeze.
Daffodils by William Wordsworth

B Let us move on nine years. London was fifteen hundred years old, and a great city – for that time. A hundred thousand people or more lived there. The streets were very narrow and dirty, and the houses were made of wood.
The Prince and the Pauper by Mark Twain

C 'It would be a good thing if Henrietta married the Captain,' said Mary. 'So much better than throwing herself away on Charles Hayter, who is nothing – just a nobody!'
'Don't be silly, Mary,' said her husband. 'Charles Hayter is an excellent young man. If he marries Henrietta, and Captain Wentworth marries Louisa, I shall be very well pleased.'
Persuasion by Jane Austen



4 2.13 Listen to two people talking about the books in exercise 3. Which of the books A–E are they talking about?

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

5 Read the information about genres 1–5, and describe them using words in the table.

- This book is set in the modern world. The story is told using the voice of the policeman who is trying to solve a crime.
a contemporary detective story told in the first person
- This poem, written five hundred years ago, tells the story of King Arthur.
- This play was written in 2010. The story is told using the voice of a young boy who tries to survive in London's criminal underworld.

4 This story is about American secret agents in Eastern Europe trying to stop plans for a new space rocket being stolen.

5 This is a very scary book about people who are chased by an evil monster. The action takes place in a French castle in the late 1800s.

Period	Genre	Form	Story / Voice
	fiction non-fiction		
	horror		
	detective		set in (Russia)
Victorian	adventure	story	about (a young boy ...)
contemporary	spy		told in the third / first person
(nineteenth) century	romantic	novel	from a (child's) point of view
		poem	
	historical	play	

More practice Workbook page 38

Adjectives

6 Match the adjectives with their opposites.

convincing realistic fast-paced gripping
humorous imaginative thought-provoking

dull mindless ordinary serious slow
unbelievable fantastical

7 2.13 Listen again to the people talking about books. Match the adjectives in exercise 6 with each speaker.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___


8 **ACTIVATE** Think about some of the books you have read recently. In pairs, tell your partner about them. Use complex noun phrases and adjectives.

Finished?


Write a paragraph about one of the books you told your partner about.

D Buck learnt to eat quickly; if he was too slow, the other dogs stole his food. He saw Pike, one of the new dogs, steal some meat from the sledge when Perrault wasn't looking. The next day Buck stole some and got away unseen. Perrault was very angry, but he thought another dog, Dub, had taken it and so punished him instead of Buck.
Call of the Wild by Jack London


E Suddenly I was woken by a gentle knocking on the window. It must be the branch of a tree, I thought, and tried to sleep again. Outside I could hear the wind driving the snow against the window. But I could not sleep. The knocking annoyed me so much that I tried to open the window. When it did not open, I broke the glass angrily and stretched out my hand towards the branch. But instead my fingers closed around a small, ice-cold hand! It held my hand tightly and a voice cried sadly, 'Let me in! Let me in!'
Wuthering Heights by Emily Brontë



Persuasion
JANE AUSTEN



The Call of the Wild
JACK LONDON



Wuthering Heights
EMILY BRONTË

READING □ Fiction

I can understand a text about the benefits of reading.



Do you enjoy losing yourself in a good book?

Well, if you do, did you know there are many more benefits to reading than entertainment, as Brendon Smith discovered?

Until he was 14, Brendon hated reading. He thought it was boring and preferred to spend time watching programmes on his computer and playing video games. But one holiday, he and his family stayed in a cottage with no internet connection. There was little to do in the evening once it went dark, so he picked up a copy of *The Hobbit* from the cottage's bookshelf and started to read. Two days later, he was still reading. He read during car journeys, while the rest of the family swam in the sea, and as soon as he finished meals. For Brendon it was a turning point. After *The Hobbit* he read *The Lord of the Rings*, and then he searched for new authors.

After reading a few books, he started to notice how his favourite authors used language and realized he was learning a lot of new words, slowly but surely. That had a huge effect on how Brendon wrote himself, and as a result his marks improved at school. But what he really liked was the incidental information in books that helped him improve his general knowledge. It was fun to discover facts from fiction, and he easily picked up and remembered snippets of information

although he wasn't trying to memorize them.

Brendon's experience is not surprising. Unlike watching TV programmes which can be a passive activity, reading fiction provides us with significant mental stimulation as it requires us to use our imaginations. The result is that reading increases the connections in the brain. Two benefits of this additional brain power are that we develop better memories and stronger analytical skills, which means our problem solving improves.

Video games also require us to solve problems and can demand we concentrate, but a lot of activities using computers and phones reduce our ability to concentrate. On the other hand, reading helps us increase our concentration as we need to focus in order to follow the story properly. To concentrate like this, we have to ignore the outside world and we find this relaxing. Why? Because our brains don't have lots of different competing thoughts. So next time you feel stressed, don't switch on your computer – pick up a book.

1 Look at the list. What do you think are the benefits of reading? What other activities help you relax in a similar way to reading?

- 1 learn new words
- 2 become more knowledgeable
- 3 improve your writing skills
- 4 can remember more
- 5 reduce stress
- 6 improve your computer skills
- 7 be better at finding solutions

2 2.14 Read and listen to the text and check your answers.

3 What would be a good title for the text?

- Reasons to read
- Just for fun
- Ten ways to improve your grades

4 BUILD YOUR VOCABULARY Match words 1–6 with words a–f to make compound nouns.

- | | |
|--------------|---------------|
| 1 turning | a knowledge |
| 2 incidental | b world |
| 3 general | c skills |
| 4 brain | d point |
| 5 analytical | e power |
| 6 outside | f information |

5 YOUR OPINIONS Ask and answer the questions.

- 1 Do you think all books are equally beneficial?
- 2 Have you learned things from reading fiction? Which books have you learned from most? What have you learned?
- 3 Which do you think is better to read: a printed book or an e-book? Why?
- 4 Do you think you can benefit from reading non-fiction in similar ways to those mentioned in the article?
- 5 What do you think is the best way to relax?

LANGUAGE FOCUS Past simple or past continuous

5

I can talk about past events and memories.

1 Complete the sentences from the text and extracts on pages 56–58. Then choose the correct words in the rules.

- 1 He ____ Pike, one of the new dogs, steal some meat from the sledge when Perrault ____.
- 2 I ____ the glass angrily and ____ out my hand towards the branch. But instead my fingers ____ around a small, ice-cold hand!
- 3 He ____ he ____ a lot of new words.
- 4 He easily ____ and remembered snippets of information although he ____ to memorize them.

 RULES

- 1 We use the **past simple** / **past continuous** to talk about the main actions in a story or report.
- 2 We use the **past simple** / **past continuous** to talk about something that started (or didn't start) before and continues after a more important action in the past.
- 3 We use the **past simple** / **past continuous** to talk about actions that happen one after the other.
- 4 We use the **past simple** / **past continuous** for setting a scene or giving background activity, e.g. describing the weather.

More practice  Workbook page 39

2 Complete the sentences with the correct past form of the verbs in brackets.

- 1 The wind ____ hard when I heard someone ____ three times on the window. (blow / knock)
- 2 James ____ the door behind him, and then he ____ to the floor exhausted. (close / fall)
- 3 It was a moonlit night. The men ____ into the boat in silence. As the last man ____ down, they noticed three figures on the edge of the beach ____ them. (climb / sit / watch)
- 4 Nancy Morgan ____ watching films, so she was delighted when she ____ of plans for a new cinema. (love / hear)
- 5 'Come in', ____ Mr Philips. 'We ____ just ____ about you. (say / talk)
- 6 Sacha and Ben often ____ arguments and they ____ at all when Alex ____ them to go on holiday with his family. (have / not speak / invite)

3 Use the sentences in exercise 2 to correct the questions.

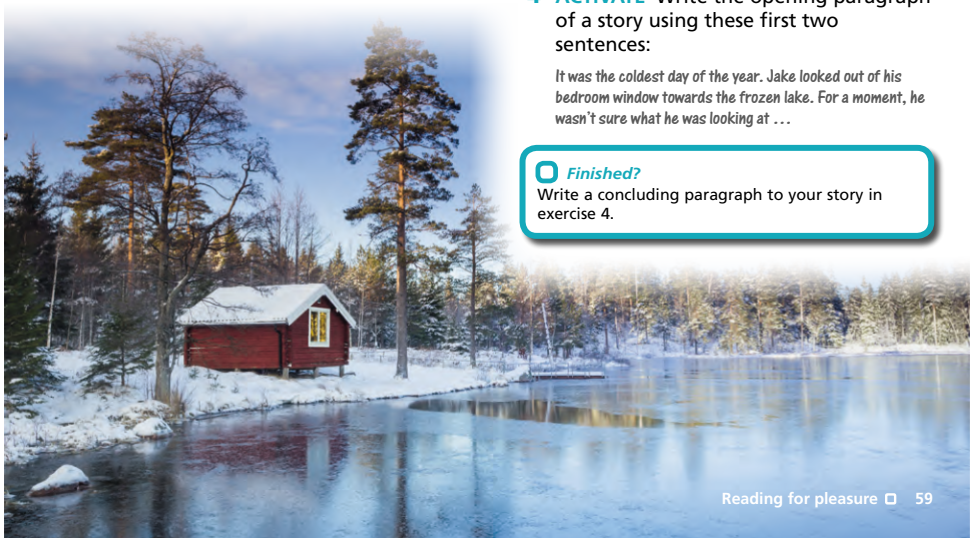
- 1 Who did the men watch on the beach?
- 2 What was Nancy loving to watch?
- 3 Who were often having arguments?
- 4 Why was James falling?
- 5 What was someone knocking three times?
- 6 Who was Alex inviting to go on holiday?

4 **ACTIVATE** Write the opening paragraph of a story using these first two sentences:

It was the coldest day of the year. Jake looked out of his bedroom window towards the frozen lake. For a moment, he wasn't sure what he was looking at ...

 Finished?



Write a concluding paragraph to your story in exercise 4.



VOCABULARY AND LISTENING □ Writing

I can understand how to write a story.

- Match verbs 1–10 with noun phrases a–j to create collocations about writing.

1 develop	a your own experience
2 sketch out	b for inspiration
3 follow	c a first draft
4 get	d tension
5 write	e feedback
6 edit	f the plot
7 look	g your ideas
8 create	h interesting characters
9 draw on	i your work
10 create	j your dream
- Read *Key to Successful Writing*. Choose the correct words in the text.
-  2.15 Listen to an author make arrangements to teach on a creative writing course. When will the author be giving lessons to the students?
-  2.15 Listen again and write *true* or *false*. Correct the false sentences.
 - Someone from the school is going to meet the author at the airport.
 - Mel will be working at 3 p.m. on the Sunday.
 - The author is going to give his first class at 10.30.
 - The students are staying at a haunted house.
 - The students will have lunch before their lesson with Michael.
 - There aren't any lessons on Thursdays.
- ACTIVATE** In pairs, discuss what you would like to be really good at. Would you give up free time with friends and family to practise a skill (speed reading, writing, playing an instrument, drawing, etc.) to improve it?

KEY TO SUCCESSFUL WRITING

So you want to ¹**follow / draw on** your dream and become a writer. But do you really have a passion for writing? To test this, think about this situation: your friends are going on holiday next week, but you have decided to stay at home and write. Are you happy that they'll be swimming in the sea and enjoying a break, while you're writing indoors? You are? Great, you have a chance of success.

A desire to become a writer is a start, but it doesn't take you very far. You need to be able to ²**create / look for** interesting characters to make people want to read your story. Think about the character's history, their interests and their likes and dislikes.

However, good characters won't hold a reader's attention if the plot is boring. To keep your reader interested, ³**sketch / create** tension in the story. That makes people want to read on and find out what happens next.

Remember you can ⁴**follow / look** for inspiration everywhere. A lot of writers ⁵**draw on / write** their own experiences and those of their friends and family to ⁶**edit / develop** their plots.



Before you start to write, ⁷**sketch out / edit** your ideas, then discuss them with a friend or a member of your family and ⁸**get feedback / look for inspiration**.

Once you have an idea for a plot and characters, you can ⁹**draw on / write** your first draft. But remember you will have to ¹⁰**follow / edit** your work and it may take many drafts. You will probably still be writing this book in six months' time.

LANGUAGE FOCUS □ Future continuous

5

I can talk about future events.

1 Look at the sentences from the text on page 60 and the listening and complete the rules.

They'll be swimming in the sea and enjoying a break, while you're writing indoors.

I won't be going on the tour.

The students will be having lunch at the school at 12.30.

□ RULES

The future continuous is used to talk about:

- a situation that ¹ is in progress / will be finished at a specific point in the future.
- a situation that happens over a period of time in the future.

To form the future continuous, we use ² ___ + ___ + -ing.

To form the negative, we use ³ _____.

To make questions, we put *will* before the subject pronoun.

Will he be working on a new book this year?

More practice ⇌ Workbook page 41

2 Complete the sentences with *will / won't* or *be*.

- 1 By the time you read this, I *will* be living in Berlin.
- 2 The boys will ___ sleeping in tents while they are on holiday in the mountains.
- 3 This time next week, we ___ be skiing in the mountains. We'll be back at school.
- 4 Don't phone at 7 p.m. We'll ___ having dinner.
- 5 The author will ___ giving a talk between 3 and 4 p.m. on Friday afternoon.
- 6 What ___ you be doing during your stay in Russia?

3 Put the words in order to make sentences and questions.

- 1 will / what / be / you / at 6 p.m. / tomorrow / doing / ?
What will you be doing at 6 p.m. tomorrow?
- 2 to / the author / will / sign / books / be / the / visiting / Friday / bookshop / on
- 3 leaving / morning / we / early / be / won't / tomorrow / . It's the weekend.
- 4 you're / where / London / will / staying / you / while / in / be / ?
- 5 this / house / I / be / grandparents' / staying / won't / at / summer / my

4 Write sentences and questions using the future continuous.

- 1 Philip Pullman / sign his book in the hall after he finishes his talk.
Philip Pullman will be signing his book in the hall after he finishes his talk.
- 2 I / work on my new book this evening.
- 3 At 9 p.m. this evening, we / sit on a train to Lake Balqash.
- 4 you / play basketball on Saturday morning?
- 5 When / the choir / give its next concert?
- 6 Maria / not watch the football match this evening. She has to go to a piano lesson.

5 Complete the dialogue with the future continuous and the words in the box.

draw use develop do write
sketch meet

- Ainur** I'm going on a writing course next week. I've just got the timetable.
- Batyr** Really? That sounds interesting. Do you know what you ¹ *will be doing* every day?
- Ainur** Not exactly, but I think we ² ___ out ideas for our books on the first day.
- Batyr** Have you got any ideas?
- Ainur** I have a few. I ³ ___ them while I'm there.
- Batyr** Who is going to teach on the course?
- Ainur** I think the teachers are all authors.
- Batyr** So you ⁴ ___ people who know a lot about writing and publishing.
- Ainur** That's the idea.
- Batyr** Fantastic. ⁵ ___ you ___ on your experiences or ⁶ ___ from your imagination.
- Ainur** I ⁷ ___ both. I ⁸ ___ other people's, too, so be careful what you tell me!

6 ACTIVATE Tell your partner what you will be doing at these times over the next weekend.

Saturday: 10 a.m. 2.30 p.m. 5.15 p.m.
7.30 p.m. 11.30 p.m.
Sunday: 7 a.m. 11.30 a.m. 2 p.m.
6 p.m. 8 p.m.

□ Finished?

Write five sentences about your next week using the future continuous.

SPEAKING □ Planning a project

I can help plan an event.

- 1 Look at the picture. What do you think the people are discussing?



- 2 2.16 Listen to the dialogue. How will book club members decide which books to read?
- A I've had a few ideas about the book club. First, we need to decide where to have the meetings. When we know how much space we have, we can decide how many people can be in the group.
- B Sure. I thought we could meet in a different member's home each meeting.
- A There are two problems with that. One, parents aren't always happy to have lots of people around, and two, most people live in relatively small homes.
- B That's true, but there'll be several people who can't come to every meeting.
- A But we still need somewhere big enough for everyone. Maybe we could ask the school if we can use a room there.
- B Brilliant idea. I like that. I'll ask Mr Jones – he can help us get a room.
- A So moving on, the second question is how are we going to decide which books to read.
- B My mum's in a book club and in that one they all suggest books and then vote on which looks the most interesting.
- A OK. That sounds good, but we'll have to tell people not to pick enormous books. Hardly any students have time to read a huge number of pages every day.
- B Mm, but if we meet once a month, people will have plenty of time to read a book of say 300–400 pages.
- A I'd say that's an average-sized book. So, I think we agree. Now the final point we have to discuss is where we should advertise the club.
- B I think that's easy. On the school website.

- 3 Study the key phrases. Which expressions are used to introduce plans and which are used to respond to them?

KEY PHRASES □ Making and responding to plans

I've had a few ideas about ...
 When we know ..., we can ...
 There are (two) problems with that ...
 That's true, but ...
 But we still need ...
 So moving on, the (second) question is ...

- 4 2.17 Complete the sentences with the key phrases from exercise 3.
- 1 ___ the next school magazine. Why don't we focus on books by Kazakh writers?
- 2 The article is finished, ___ more photos to go with it.
- 3 A It's difficult to know what is true on the internet.
 B ___ some sites check facts.
- 4 I think we have agreed on that point. ___ who is going to write each article?
- 5 ___ which printer is working, ___ print out the list of books people have suggested.

Language point: quantities

- 5 Look at the words in the box and find them in the dialogue. Decide if they are used for size or quantity.

average-sized big enough hardly any
 relatively small plenty of most

- 6 Complete the sentences with a suitable word or phrase from exercise 5.
- 1 There are ___ biscuits. I think there are five each.
- 2 ___ of my classmates are interested in this book. It's really not very popular.
- 3 Is the hall ___ for 200 people?
- 4 Our school is ___. It only has 500 students.
- 5 The ___ class has about thirty students.
- 6 ___ of my friends have read *The Lord of the Rings*.
- 7 **ACTIVATE** Prepare a new dialogue with a partner about planning a literary magazine at school.

WRITING □ A book blurb

I can write a description of a book.

5

THE LOST WORLD

'You said that you wanted danger, didn't you?' says McArdle, the editor of the *Daily Gazette*. And he sends his young reporter, Malone, on a strange journey into South America with the famous Professor Challenger.

Challenger believes that he can find a lost world full of **strange-looking** dinosaurs in the middle of the Amazon Forest. But this world is dangerous to reach, and, once the Professor and his small group of explorers arrive, things get even more dangerous for them.

Will they return alive?



Arthur Conan Doyle has written another **spine-chilling** adventure story. It keeps you gripped from start to finish.

★★★★★

Conan Doyle's imagination is **awe-inspiring**. A fantastic read.

★★★★★

A **nerve-wracking** read. You may never go into a forest again in case you meet a **meat-eating** dinosaur.

★★★★★

Another **mind-boggling** tale from a master storyteller.

★★★★★

1 Read the blurb of *The Lost World* and answer the questions.

- 1 Where do you find this type of text?
- 2 Which paragraph describes an event in the book?
- 3 Which paragraph gives a brief summary of the plot?
- 4 Why are the characters in danger?
- 5 What question does the blurb writer ask to make readers interested?
- 6 Do we know what happens at the end of the book?
- 7 Where do you think the last four comments come from?

Language point: Compound adjectives

- 2** Study the words in **blue** in the model text. Which compound adjectives are made from a noun + the participle of a verb and which one is made from an adjective + the participle?
- 3** Find the adjectives in the text with the following meaning.

- 1 It eats meat. ____
- 2 It makes you very, very nervous. ____
- 3 Amazing. ____
- 4 It is difficult to imagine. ____
- 5 It makes you frightened. ____
- 6 It looks odd. ____

4 ACTIVATE Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a blurb in English for a book you know.

B THINK AND PLAN

- 1 What is an interesting paragraph or dialogue which starts the main action of the story?
- 2 What is the situation at the beginning of the book?
- 3 What problems or challenges do the main characters face?
- 4 What is the question the reader wants answering that makes them keep reading?
- 5 What do the reviewers tell you about the book and the author?

C WRITE

Paragraph 1: Some dialogue or a dramatic event from the book that starts the action

Paragraph 2: A summary of the plot

Paragraph 3: A sentence to make readers interested

Review section: Two or three reviews saying why the book is good.

D CHECK

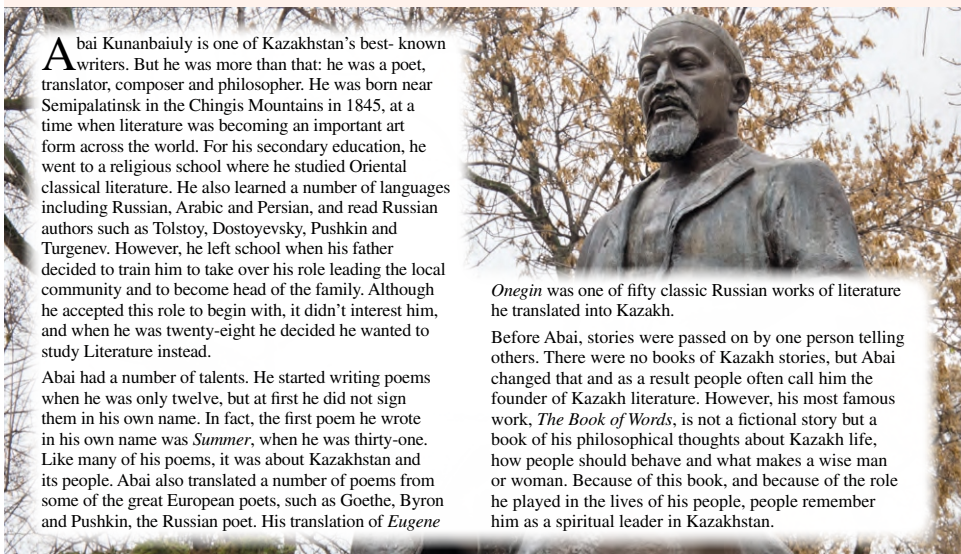
- compound adjectives in the review section

Creativity and skills

MY COUNTRY □ Reading for pleasure

I can talk about a famous Kazakh writer.

5



Abai Kunanbaiuly is one of Kazakhstan's best-known writers. But he was more than that: he was a poet, translator, composer and philosopher. He was born near Semipalatinsk in the Chingis Mountains in 1845, at a time when literature was becoming an important art form across the world. For his secondary education, he went to a religious school where he studied Oriental classical literature. He also learned a number of languages including Russian, Arabic and Persian, and read Russian authors such as Tolstoy, Dostoyevsky, Pushkin and Turgenev. However, he left school when his father decided to train him to take over his role leading the local community and to become head of the family. Although he accepted this role to begin with, it didn't interest him, and when he was twenty-eight he decided he wanted to study Literature instead.

Abai had a number of talents. He started writing poems when he was only twelve, but at first he did not sign them in his own name. In fact, the first poem he wrote in his own name was *Summer*, when he was thirty-one. Like many of his poems, it was about Kazakhstan and its people. Abai also translated a number of poems from some of the great European poets, such as Goethe, Byron and Pushkin, the Russian poet. His translation of *Eugene*

Onegin was one of fifty classic Russian works of literature he translated into Kazakh.

Before Abai, stories were passed on by one person telling others. There were no books of Kazakh stories, but Abai changed that and as a result people often call him the founder of Kazakh literature. However, his most famous work, *The Book of Words*, is not a fictional story but a book of his philosophical thoughts about Kazakh life, how people should behave and what makes a wise man or woman. Because of this book, and because of the role he played in the lives of his people, people remember him as a spiritual leader in Kazakhstan.

1 What do you know about Abai Kunanbaiuly? What is his most famous book called?

2 2.18 Read and listen to the text. Are the sentences true or false?

- 1 Abai Kunanbaiuly studied Russian authors at primary school.
- 2 His father was important in the local town.
- 3 When he was twenty-eight, he changed career.
- 4 He wrote the poem *Summer* when he was twelve.
- 5 He wrote fifty books in Russian.
- 6 He changed how people learned and enjoyed stories in Kazakhstan.

3 Read the text again and answer the questions.

- 1 What sort of literature did Abai study at school?
- 2 Why did he stop working with his father?
- 3 When did he start writing poetry?
- 4 Which authors did he translate?
- 5 What genre of book is *The Book of Words*?

4 Look at the text to find the other half of the compound nouns.

- | | |
|------------------|------------------|
| 1 religious ____ | 4 head of ____ |
| 2 classical ____ | 5 wise ____ |
| 3 local ____ | 6 spiritual ____ |

5 Match the words in exercise 4 with the definitions.

- 1 Literary works that people still think important after hundreds of years.
- 2 The most important person in a family.
- 3 Someone who guides people how to behave by making them think spiritually or philosophically.
- 4 A group of people who live in the same place.
- 5 A man who is very intelligent and uses his intelligence well.
- 6 A school where religion is important.

6 Work in pairs. Write a paragraph about a Kazakh writer you like. Decide what you don't know about this person and write some questions. Read your paragraph to the class and ask your questions. Can anyone answer them?

Creativity and skills

CLIL Language and literature: The realist novel

5

I can understand an extract from a novel.

- 1 Look at the photo from a film adaptation of an English novel. In which period of history do you think the novel is set? Why? Then read the paragraph below and check.



Realist novels describe fictional people and events in real places during particular periods of history. They give the reader a realistic picture of society at that time. *Pride and Prejudice* is a realist novel set in the south of England in the early nineteenth century. It describes the relationships of the Bennet sisters. Its author, Jane Austen, was one of the most famous English realist novelists.

- 2 2.19 Read and listen to the text. What is Mrs Bennet's news?
- 3 Read the text again and write *true* or *false*. Correct the false sentences.
 - 1 Families with unmarried daughters consider men with a lot of money as good future husbands.
 - 2 Mr Bennet doesn't know who is moving into Netherfield Park.
 - 3 The Bennets' house is finer than Netherfield Park.
 - 4 Bingley and his servants are arriving on Monday.
 - 5 Mrs Bennet is pleased that the young man is going to live in Netherfield Park.
 - 6 All the Bennet girls are married.
- 4 **ACTIVATE** Think about a famous novelist from your country. Answer questions 1–4.
 - 1 What are his / her most famous novels?
 - 2 What period of history are his / her novels set in?
 - 3 What sort of people did he / she write about?
 - 4 What sort of things happen in his / her novels?

Pride and Prejudice by Jane Austen

It is a truth well known to all the world that an unmarried man in possession of a large fortune must be in need of a wife. And when such a man comes to a neighbourhood, even if nothing is known about his feelings or opinions, this truth is so clear to the surrounding families, that they think of him immediately as the future husband of one of their daughters.

'My dear Mr Bennet,' said Mrs Bennet to her husband one day. 'Have you heard that someone is going to rent Netherfield Park at last?'
 'No, Mrs Bennet, I haven't,' said her husband. 'Don't you want to know who is renting it?' cried Mrs Bennet impatiently.
 'You want to tell me, and I don't mind listening.'
 Mrs Bennet needed no more encouragement. 'Well, my dear, I hear that he's a very rich young man from the north of England. It seems he came to see Netherfield on Monday and was so delighted with it that he arranged to rent it immediately. Of course, it is the finest house in the area with the largest gardens. His servants will be here by the end of the week, and he will be arriving soon afterwards!' 'What is his name?' asked Mr Bennet.
 'Bingley.'
 'Is he married or single?'
 'Oh, single my dear, of course. A single man of large fortune – he has an income of four or five thousand pounds a year. How wonderful for our girls!' 'Why? How can it affect them?' Mr Bennet asked.
 'My dear Mr Bennet, how can you be so annoying? You must realize that I'm thinking of his marrying one of our daughters!'

REVIEW Unit 5

Vocabulary

- Put the words in the correct order to describe types of books.
 - a child's / a contemporary / novel / point / romantic / from / of view
 - story / a nineteenth century / spy
 - set / story / a Victorian / Wales / horror / in
 - about / romantic / poem / a modern / nature
 - set in / a contemporary / novel / Almaty / detective
- Choose the correct words.
 - Losing the match was a turning **point** / **power**. I started training hard after that.
 - There's a school quiz next week. Anyone can enter. All the questions involve **general** / **world** knowledge.
 - I read about a man who stopped watching TV and knew nothing about the **world** / **information** outside.
 - You have to use a lot of brain **knowledge** / **power** to do this puzzle.
 - The Physics question for homework really tests your **analytical** / **incidental** skills.
- Complete the sentences with the correct adjective.

fast-paced gripping imaginative
thought-provoking mindless

- This writer is very _____. She creates some great characters and monsters in her stories.



- I read a very ____ article. It really made me question the way I think about life.
- I need some ____ entertainment. I'm too tired to think.
- I'm reading a ____ thriller at the moment. Something exciting happens on every page.
- I'm reading a really ____ book. I can't put it down.

Language focus

- Complete the text with the correct form of the past simple and the past continuous. Use the verbs in brackets.

The morning ¹____ (start) well. The sun ²____ (shine) and everyone was in a good mood.

But things were about to change. When Tania ³____ (close) the door, she ⁴____ (hear) the phone ringing in the living room. She ⁵____ (not know) what to do – leave it to ring or answer it. She ⁶____ (decide) to answer it and went back inside the house.

While she ⁷____ (talk) to the caller, she ⁸____ (become) aware of someone standing behind her ... What was the call about and who is the stranger?

Communication

- Complete the dialogue with the words in the box.

but we still that's true few ideas
when we know moving on with that

- Miras I've had a ¹____ about the book club website. I think we should have a book of the week.
- Alima There's a problem ²____: someone has to review a book a week and everyone's too busy.
- Miras ³____, but we can ask the whole school to write reviews.
- Alima ⁴____ need to upload the reviews and design them on the page.
- Miras Well, ⁵____ if people are interested in writing reviews, we can decide how to solve the problem. So ⁶____, who is going to design a competition page ...

Listening

- 2:20 Listen to a writer talking about her new book. Which points does she mention?

- developing the plot
- sketching out her ideas
- following her dream
- getting feedback
- writing a first draft
- editing her work
- looking for inspiration
- creating interesting characters
- drawing on her own experiences

PROJECT □ A poem


5

1 Look at the two poems by Robert Louis Stevenson, and for each one, find the following:

- 1 what they are about
- 2 words which rhyme (have the same sound)
- 3 the number of verses

2 What are the rhyming patterns in the poems?

3 What other repetitions are there in the poems?

4  2.21 Listen to the poems and mark the stressed words. How many are there in each line?

5 In pairs, write a poem. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Choose a subject. A good way to find one is by looking at photos or reading a literary text or an interesting article and finding descriptive phrases or interesting words.
 - 2 Brainstorm words connected to your subject. Then think of words that have the same sound.
 - 3 Write your poem. Think of the rhythm. Use the poems on this page as models.
 - 4 When you have finished your poem, read it aloud and make any changes. Then write it out on a new piece of paper and decorate it.
- 6 Display your poem in the classroom. Did any other students choose the same subject and / or rhyming words as you?

The cow

The friendly cow all red and white,
I love with all my heart:
She gives me cream with all her might,
To eat with apple-tart.

She wanders lowing here and there,
And yet she cannot stray,
All in the pleasant open air,
The pleasant light of day;

And blown by all the winds that pass
And wet with all the showers,
She walks among the meadow grass
And eats the meadow flowers.

From a railway carriage

Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;
And charging along like troops in a battle,
All through the meadows the horses and cattle:
All of the sights of the hill and the plain
Fly as thick as driving rain;
And ever again, in the wink of an eye,
Painted stations whistle by.



6

Tradition and language

Start thinking

- 1 What traditional stories have your parents passed on to you?
- 2 What is the usual age people get married?
- 3 What is a first date?

Aims

Communication: I can ...

- talk about traditional stories.
- understand a text about marriage.
- talk about how long I have done something.
- use extreme adjectives to describe experiences.
- talk about things that happened or started in the past.
- make and respond to invitations.
- write an email invitation to a friend.
- understand a post and comments about wedding traditions in Kazakhstan.

Vocabulary

- Two-part verbs
- Extreme adjectives

Language focus

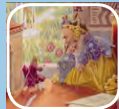
- Present perfect + *just, still, already* and *yet*
- Present perfect + *for* and *since*
- Present perfect and past simple
- Present perfect simple and continuous

Creativity and skills



My country
Tradition and language

↔ Page 76



CLIL
Language and literature: Word building: adjectives

↔ Page 77



Skills round-up

↔ Page 79

VOCABULARY AND LANGUAGE FOCUS

□ Relationships

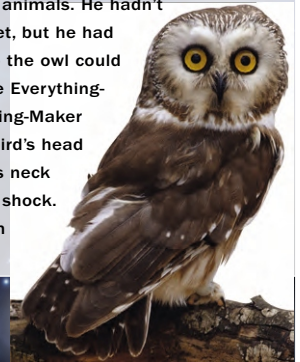
I can talk about traditional stories.

- 1 Read the three texts about traditional stories and rhymes. Which countries do you think the people come from?
- 2 Look at the words in **blue** in the text. Check the meaning of the words in a dictionary.

Keeping tradition alive

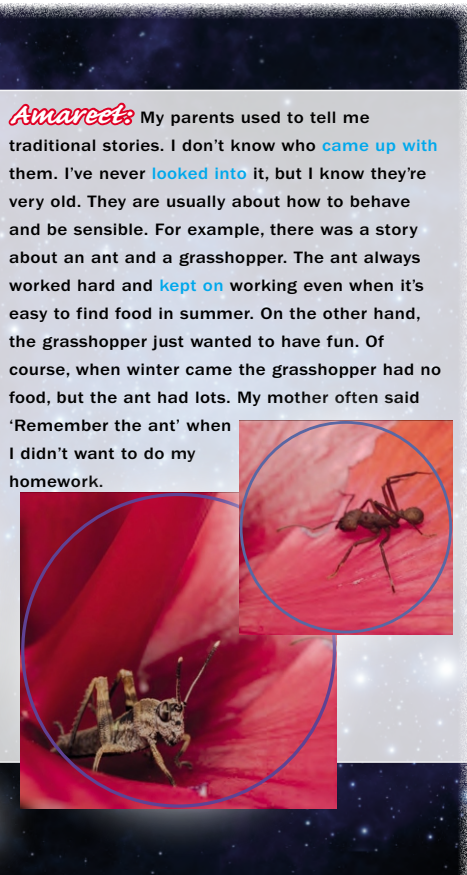
Estelles: My grandparents often told me nursery rhymes, you know rhymes for children, like 'Twinkle, twinkle little star. How I wonder what you are ...' I used to think my grandma **made** them **up**. I didn't know they were traditional. They seem a little old-fashioned now, but I imagine people still say them to their children, because they're fun. I sometimes say them to myself when I'm stressed. They really help me **calm down**.

Johns: In my culture, people **passed down** traditional beliefs by telling stories. I'd love to **find out** more about their history. Some of these stories explain why animals look the way they do, for example, why the owl has a short neck and big eyes. In that story, the Everything-Maker was making all the animals. He hadn't finished making the owl yet, but he had already given it a voice, so the owl could speak. It started giving the Everything-Maker orders. The Everything-Maker **got mad** and pushed the bird's head into its body until it lost its neck and its eyes grew big with shock. I always think of that when I see an owl.



3 Complete the questions with the correct form of the phrases in **blue** in the text. Then ask and answer with a partner.

- How do you ___ ___ about life in other countries? Do you use the internet?
- When you are stressed, how do you ___ ___? Do you have any quick ways to relax?
- Have you ever ___ ___ a good idea for a new invention?
- What ___ you ___? Do you often get angry?
- Have you ever ___ ___ what earlier generations in your family did? Did they have traditional jobs?
- What traditions do you want to ___ ___ to your children?



Amarecta My parents used to tell me traditional stories. I don't know who **came up with** them. I've never **looked into** it, but I know they're very old. They are usually about how to behave and be sensible. For example, there was a story about an ant and a grasshopper. The ant always worked hard and **kept on working even** when it's easy to find food in summer. On the other hand, the grasshopper just wanted to have fun. Of course, when winter came the grasshopper had no food, but the ant had lots. My mother often said 'Remember the ant' when I didn't want to do my homework.

Present perfect + just, still, already and yet

4 Complete the sentences and answer questions a and b. Then complete the table with sentences 1–4.

My family has **just** moved to a new town.

- I've ___ joined a sports club.
- I ___ haven't made any new friends.
- I haven't talked to him about it ___.
- I've ___ had an argument with my friend.

- Which of the adverbs do we use with negative sentences?
- Which of the adverbs always comes at the end of the phrase or sentence?

We know that these things have happened	We think or hope that these things will happen
My family has just moved to a new town.	

More practice ⇐ Workbook page 47

5 Rewrite the sentences with the correct adverbs in brackets. Then add them to the table in exercise 4.

Has David phoned you? (still / yet)

Has David **phoned you yet**?

- I've been to a traditional wedding. (just / yet)
- I haven't watched a kokpar game. (still / already)
- We've arrived. (just / still)
- Have you seen that new adventure film? (still / yet)
- Pat has seen it. (already / yet)
- I haven't been to the sports club. (just / yet)

6 **ACTIVATE** Write about things you have or haven't done this week using **just, still, already** and **yet**. Then find someone in the class who has done the same thing.

I've **already been to the gym twice this week**.

Finished?

Write four questions using the vocabulary in exercise 3 to ask your classmates.


What have your grandparents passed on to you?

READING Marriage

I can understand a text about marriage.

STUDY STRATEGY Reading for gist

1 When you read a text for the first time, try to understand the general sense of it. Look at the title and the photo. Then read the text quickly. Work in pairs. Tell your partner about the text using your own words. Summarize each paragraph in one or two sentences.

2  2.22 Read and listen to the text. Write *true* or *false*. Correct the false sentences.

- 1 In an arranged marriage, the parents of the future couple organize the wedding.
- 2 Imran hasn't told his parents about the girl he met on holiday.
- 3 Imran got on well with the girl his parents introduced him to.
- 4 Imran wants to marry the girl he met on holiday when the time is right.
- 5 Samina thinks that arranged marriages don't work as well as love marriages.
- 6 Samina thinks that a relationship needs more than love for it to last.
- 7 Samina says that perfect relationships only exist in films.

3 BUILD YOUR VOCABULARY Complete each sentence with a preposition. Then check your answers in the text.

- 1 He sometimes doesn't agree ___ me.
- 2 I'm thinking ___ going to the party.
- 3 She comes ___ Shymkent.
- 4 My cousin got married ___ a chef.
- 5 The match ended ___ victory for FC Kairat.
- 6 My brother has fallen ___ love with my best friend.

4 Choose the correct prepositions. Then complete the sentences with your own ideas.

- 1 We sometimes argue *about / to* ___ ...
- 2 It's difficult to concentrate *in / on* ___ ...
- 3 It isn't necessary to pay *of / for* ___ ...
- 4 I once dreamed *about / with* ___ ...
- 5 I don't believe *of / in* ___ ...
- 6 I try *to / for* ___ ...

70 Tradition and language

5 YOUR OPINIONS Ask and answer the questions.

- 1 What do you think of arranged marriages?
- 2 At what age would you like to get married? Why?
- 3 What wedding traditions are there in your country?
- 4 Are there any wedding traditions which you like or dislike?
- 5 What's the secret of a happy relationship?

How would you feel if your parents chose your partner?

In some cultures, parents choose a future husband or wife for their children and then organize a wedding. The reasons for these arranged marriages are complicated, but they're usually connected with status, traditions and money. This affects some young people in Britain, but they don't all agree with the practice.



LANGUAGE FOCUS □ Present perfect + *for* and *since*

6

I can talk about how long I have done something.

1 Complete the sentences from the text. Then complete the rules with *for* or *since*.

- I've known her ___ August.
- They've been with their partners ___ years.

□ RULES

We use ¹ ___ with the present perfect when we talk about the duration of a state or action.
We use ² ___ with the present perfect when we talk about the point when a state or action begins.

More practice ⇌ Workbook page 47

'I want to wait until the time is right.'

'There's a girl I like. I've known her since August, when we met on holiday. I'm not thinking of telling my parents yet because it's nothing serious, but I'm not sure that they will understand if I bring a girlfriend home. I think that may be a problem in the future. My parents come from a country where families choose a partner for their sons and daughters. They introduced me to a girl "from a good family" recently. I hadn't met her before, so she came to our house with her mother and father. It was a very formal occasion because they all think that this girl will be my future wife, but we didn't have anything in common. I'm sixteen and I don't want to get married to anyone at the moment. I want to wait until the time is right and choose my future partner myself. It's difficult because I respect my parents and I don't want to upset them.'

Imran, aged 16

'All relationships require commitment.'

'I used to think that "love" marriages were better than arranged marriages, but I've changed my mind recently. I've met people who are happy in arranged marriages. Maybe they weren't in love when they got married, but with time they've learned to love and respect their partners. On the other hand, some people who are in "love" marriages split up. They've been with their partners for years, but they fall out and their marriages end in failure. I think a relationship needs commitment. Love isn't enough on its own. The couple must be understanding and patient and build up their relationship over time. People can't just fall in love, get married and hope that everything will be perfect forever. That only happens in films.'

Samina, aged 17

2 Complete the table with the time expressions in the box. Then think of more examples and add them to the table.

last Thursday I was ten years old in 2009
ten years the start of the lesson
a few minutes a week January

since	last Thursday
for	

3 Complete the text with *for* or *since*. Add the time expressions to the table in exercise 2.

Cultural problems

I've known Imran ¹ ___ six months. We've been good friends ² ___ last summer. We haven't had many arguments ³ ___ we met, but we argued last week. He's been strange with all his friends ⁴ ___ a while now. His parents have lived here ⁵ ___ a long time, but they think Imran should have a wife from their culture. He hasn't spoken to me ⁶ ___ we fell out. I don't know what I can do ...



4 Complete the sentences with information about you. Use *for* and *since*.

(be) friends with

I've been friends with Viktor for six years.

- | | |
|-------------------------|------------------------|
| 1 (know) my teacher | 4 (live) here |
| 2 (be) in this class | 5 (understand) English |
| 3 (have) a mobile phone | 6 (not have) an exam |

5 ACTIVATE Interview your partner about how long they have done things. Use *for* and *since*, the ideas in exercise 4 and your own ideas.

How long have you known your teacher?

I've known him since the beginning of the year.

□ Finished?

Write a short summary of your interview in exercise 5.

Ruslan has been friends with Viktor for six years ...

VOCABULARY AND LISTENING □ Extreme adjectives

I can use extreme adjectives to describe experiences.

- 1 ● 2.23 Match adjectives 1–9 with the extreme adjectives in the box. Then listen and check your answers.

fascinating awful outstanding exhausting
hilarious gorgeous unforgettable terrifying
revolting furious

- | | |
|-------------------------|---------------|
| interesting fascinating | 5 frightening |
| 1 tiring | 6 bad |
| 2 funny | 7 memorable |
| 3 angry | 8 good |
| 4 good-looking | 9 unpleasant |

- 2 Work in pairs. Ask and answer 1–6 using extreme adjectives.

film / good? No

Was the film good?

No, it was awful.

- journey / tiring? Yes
- lesson / boring? No
- dad / angry? Yes
- food / tasty? No
- TV programme / funny? Yes
- exam results / bad? No

- 3 Read the ideas for great dates. Tell your partner which things you have and have not done. Use adjectives in exercise 1.

I've never done a bungee jump. It looks terrifying.

- 4 ● 2.24 Listen. Which three activities in exercise 3 do the people mention?

- 5 ● 2.24 Listen again. Complete the table.

Person	Activity	When?	Who with?	His / her opinions of the date
Lauren	1 ____	yesterday	2 ____	terrifying, 3 ____
Matt	4 ____	5 ____	Kelly	boring, 6 ____
Lucinda	7 ____	8 ____	9 ____	10 ____, bad

- 6 **ACTIVATE** Find out about your partner's experiences. Ask about the things in the box or use your own ideas. Use extreme adjectives.

film day out meal party night out
holiday book

What's the most hilarious film you've ever seen?

Nacho Libre.

Great dates

Some of our readers' ideas for great dates ...

- | | |
|-----------------------|--------------------------|
| do a bungee jump | learn to dance |
| go to a funfair | climb a mountain |
| walk in the moonlight | watch a horror film |
| play beach volleyball | go to a basketball match |
| go to the theatre | eat in a restaurant |



LANGUAGE FOCUS □ Present perfect and past simple

• Present perfect simple and continuous

I can talk about things that happened or started in the past.

6

Present perfect and past simple

1 Study the sentences. Complete the table with the time expressions in blue. Do we use the present perfect with finished or unfinished time expressions?

- 1 I haven't been out much **this week**.
- 2 I've been out with Beibit a few times **this month**.
- 3 That guy you met **a couple of months ago**.
- 4 We went to a play **on Sunday**.
- 5 Have you seen Yermek **today**?
- 6 I didn't see him **yesterday** either.

Unfinished period of time	this week
Finished period of time	

More practice ⇨ Workbook page 49

2 2.25 Complete the text with the present perfect or the past simple form of the verbs in brackets. Listen and check. Then add the time expressions in blue to the table in exercise 1.



I ¹ ___ (meet) Andy on a diving course **when I was seventeen**. We ² ___ (be) together **since then** and **in the last six years** we ³ ___ (visit) some awesome places on our holidays. **Last month**, we ⁴ ___ (decide) to get married. The wedding ⁵ ___ (be) great, but exhausting because we were underwater and I ⁶ ___ (have) a big wedding dress on. **Since we got married**, we ⁷ ___ (not have) time to think or relax. **These last few weeks** ⁸ ___ (go) very fast. Time flies when you're in love.

3 Work in pairs. Ask and answer questions about what you have done this year. Use the time expressions in exercise 1, the phrases in the box and your own ideas.

ride a horse lose some money
swim in the sea do any sport eat foreign food

Have you ridden a horse this year?

Yes, I rode one when I was on holiday.

When was that?

It was in July.

Present perfect simple and continuous

4 Study sentences a–d and match them with descriptions 1–4. When do we use the present perfect simple and when do we use the continuous?

- a I'm exhausted. I've been running.
- b I've run three long-distance races.
- c I've been running for thirty minutes.
- d I've always liked running.

- 1 An action that is finished and complete.
- 2 A verb which describes a state.
- 3 An action that started in the past and is still going on.
- 4 An action that has recently stopped and which explains the present situation.

More practice ⇨ Workbook page 49

5 Complete the sentences with the present perfect simple or continuous form of the verbs in brackets.

- 1 I ___ (read) one of his books, but I didn't like it.
- 2 I ___ (try) to phone Aida all day. Is she there?
- 3 We ___ (drive) for hours and we still haven't arrived.
- 4 Hurray! We ___ (finish) at last!
- 5 We ___ (already / see) this film twice. It's brilliant.
- 6 I ___ (look) for my keys for ages, but I can't find them!
- 7 How long ___ you ___ (learn) English?
- 8 They're terrified. They ___ (watch) a horror film.

6 **ACTIVATE** Work in pairs. Give explanations for 1–6. Use the present perfect continuous.

- 1 You look cold.
- 2 Her English is good.
- 3 You're wet.
- 4 The room's a mess.
- 5 The teacher's angry.
- 6 He's tired.

You look cold.

I've been waiting for the bus.


□ **Finished?**

Think of some imaginative excuses for arriving late to class.

I'm sorry I'm late. I've been having dinner with Brad Pitt.

SPEAKING □ Invitations


I can make and respond to invitations.

- 1 Look at the photo. Why is the room decorated? What do you think Dean is going to invite Marie to do?
- 2  2.26 Listen to the dialogue. Does Marie accept Dean's invitation?



Marie Hi, Dean. I haven't seen you for a while. How are things?
Dean Not bad. How are you?
Marie I'm OK. What are you doing in town today?
Dean Oh, I've just returned some books to the library.
Marie Hey, I'm going to Tate's for coffee. Have you got time for one?
Dean I can't, I'm afraid. I've got to get home. Sorry!
Marie No problem. I haven't got much time anyway.
Dean Are you around at Christmas? My family are having a party on Boxing Day. Do you fancy coming?
Marie I'd love to. What time? I usually go to my gran's house for lunch, but I'm free in the afternoon and evening.

Dean I'm not sure. I'll ask Mum.
Marie OK. Should I bring anything?
Dean I don't think so, but I'll ask my parents and then I'll text you, OK?
Marie That would be great. I'll hear from you later then, Dean.
Dean OK, I've got to dash. Bye, Marie.

- 3  2.27 Complete the key phrases from the dialogue. Which phrase is used to refuse an invitation politely? Listen and check. Then practise the dialogue with a partner.

KEY PHRASES □ Making and responding to invitations

Have you got ¹ ___ for one?
 I can't, I'm ² _____.
 Do you ³ ___ coming?
 I'd ⁴ ___ to.
 I'll ⁵ ___ you, OK?
 That ⁶ ___ be great.

- 4 Order sentences a–d to make a different ending for the dialogue. Then practise the dialogue again.

Dean My family are having a party on Boxing Day. Do you fancy coming?
 a Oh, I see. OK, then. Bye, Marie.
 b Oh well, maybe we can go out that week.
 c I can't, I'm afraid. I'm going to my aunt's house.
 d I don't know. I'm quite busy between Christmas and New Year.

- 5 Work in pairs. Accept or refuse your partner's invitations to 1–5. Use phrases from exercises 3 and 4.

- 1 a sushi restaurant
- 2 a dance class
- 3 a comedy film
- 4 the new shopping centre
- 5 a climbing wall

Do you fancy coming to a sushi restaurant with me?

I can't, I'm afraid.

- 6 **ACTIVATE** Prepare and practise a new dialogue with a partner. Use the information below or your own ideas. Decide if you want to accept or refuse the invitation. Then change roles.

The Twin Monkeys
 at the Central Auditorium
 Saturday 14th November
 8.00 p.m.



**VOTED
NEW BAND
OF THE
YEAR!**

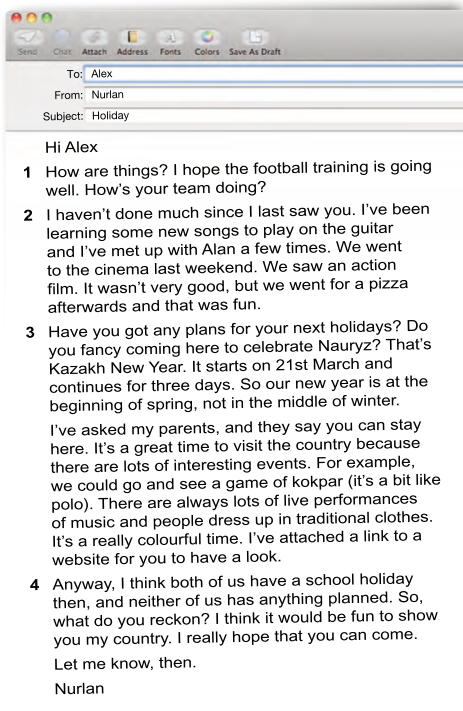
WRITING An email to a friend

6

I can write an email invitation to a friend.

1 Read the model text and answer the questions.

- Who is Nurlan writing to? Why is he writing?
- Which paragraph gives Nurlan's news?
- Where did Nurlan go last weekend?
- Which paragraph gives details of Nauryz?
- Why does Nurlan want Alex to come?



2 Study the key phrases. Which phrase is used to make an invitation?

KEY PHRASES Inviting a friend

Have you made any plans for ... ?
Let me know, then.
I really hope that you ...
What do you reckon?
Do you fancy ... ?

Language point: *both* and *neither*

3 Study the examples. Then write sentences with *both* or *neither*. Include the pronouns in brackets.

Both of us *have* a school holiday then. = plural verb
Neither of us *has* anything planned. = singular verb

Bolat is happy. You're happy. (you)

Both of you are happy.

1 He can't dive. I can't dive. (us)

2 Danyar doesn't eat meat. Jo doesn't eat meat. (them)

3 Zhadyra is laughing. David is laughing. (them)

4 She isn't going. He isn't going. (them)

5 I've been on holiday. She's been on holiday. (us)

4 ACTIVATE Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write an email to a friend. Give your news and invite him / her to a music festival or another event.

B THINK AND PLAN

- Where are you? What have you been doing lately?
- What did you do last weekend? What happened?
- What do you want to do with your friend?
- When do you want to do it?
- Where could (you and) your friend stay?
- What happens there?

C WRITE

Paragraph 1: Introduction

I hope you ...

Paragraph 2: Your news

I've / I haven't ...

Paragraph 3: What you want to do

Do you fancy going ... ?

Paragraph 4: Conclusion

What do you reckon?

D CHECK

- both* and *neither*
- past simple
- present perfect simple and continuous

Creativity and skills

MY COUNTRY Tradition and language

6

I can understand a post and comments about wedding traditions in Kazakhstan.

- 1 2.28 Check the meaning of these words in a dictionary. Complete the text with the correct form of the words. Then listen and check your answers.

newly-wed veil guest invite bride
ceremony envelope reception
invitation relative contest present

- 2 2.28 Read and listen to the text. Complete the sentences with the names of the people.

- 1 ___ went to a wedding about a month ago.
- 2 ___ gives advice about what to do and what not to do at a wedding.
- 3 ___ gives information about the order of events at the main wedding.
- 4 ___ has been to a lot of weddings.
- 5 ___ is going to a wedding at the weekend.
- 6 ___ describes the clothes the bride wears.

- 3 Look at the verbs in **blue** in sentences 1–3. What tenses are these? When do we use them?

- 1 We've **been living** in Kazakhstan for six months.
- 2 I've **been** to more than ten weddings.
- 3 The bride wore a hat which she'd **made** herself.

- 4 Read the pairs of sentences and explain the difference in meaning.

- 1 a He's written a book.
b He's been writing a book.
- 2 a Who's eaten my chocolates?
b Who's been eating my chocolates?
- 3 a She's never been to a wedding before.
b She'd never been to a wedding before.
- 4 a I've tried to call her.
b I've been trying to call.
- 5 a They'd been married for thirty-five years!
b They've been married for thirty-five years!

- 5 Work in pairs. What other Kazakh wedding traditions do you know? Describe them to your partner.



Siobhan

Hi everyone! My name's Siobhan and I'm from Dublin, Ireland. My family and I have been living in Kazakhstan for six months now – my dad works for an international company in Aktobe. We've made a lot of friends here already, and one of them ¹___ us to her wedding, which is going to be this Sunday. I'm really excited, but I'm also a bit confused. I've been reading about Kazakh wedding traditions and I've found out the ²___ is very different from the one in Ireland. And it seems there are several parties! Can you tell me more about the traditions and the different parties?



Zukhra

The wedding usually starts around noon, when the bride arrives in the groom's house and meets his ⁶___. There's a song ⁷___, in which the guests sing the folk song *Zhar-zhar*. The most important ceremony is called 'Neke qiyu' and it only takes about half an hour. It's a religious ceremony for Muslim couples. Later, they go to the registry office for another ceremony. After that, the ⁸___ often go on a tour of the city's sites and pose for photos. This is followed by a wedding ⁹___ for family and friends.



Kuanysh

When my eldest sister got married last month, we had a big party. I'd never been to a wedding before, and I was really looking forward to it. I wasn't disappointed! It was a traditional wedding, so the ³___ wore a white dress, a ⁴___ and a special hat called saukele, which she'd made herself. My favourite part of the wedding was 'Kyz uzatu' – the goodbye party for the bride. Have you got an ⁵___ for the bride's party, or are you only going to the main wedding?



Aisulu

I've got a big family and I've been to more than ten weddings – the first one was when I was only five. There are always a lot of ¹⁰___ (sometimes more than 600!), and one thing I find strange is that no one ever arrives on time. If the wedding invitation says five o'clock, you shouldn't go before six, because you'll be the only person there! All guests must bring ¹¹___ – if you aren't sure what to buy, you can just put some money in an ¹²___.

Creativity and skills

CLIL Language and literature: Word building: adjective

I can form adjectives using suffixes.

6

1 Check the meaning of the words in the box. Then complete the text.

proudly army dishonesty neighbours
customs murder judges laws

2 2.29 Read and listen to the text. Check your answers to exercise 1.

3 Read the text again and write *true* or *false*. Correct the false sentences.

- The King of Brobdingnag is interested in Gulliver's country.
- The head of state in Gulliver's country is a king.
- Gulliver's country has no agriculture.
- Gulliver describes the political and legal systems in his country.
- Gulliver's country is rarely at war.
- The King of Brobdingnag admires Gulliver's country.

4 Complete the table with adjectives from the text. Then write the adjective suffixes.

Related word	Adjective	Suffix
interest	<i>interesting</i>	-ing
intelligence	1 _____	2 _____
understand	3 _____	4 _____
politics	5 _____	6 _____
delight	7 _____	8 _____
enjoy	9 _____	10 _____
peace	11 _____	12 _____

5 **ACTIVATE** Complete the sentences with an adjective. Use suffixes from exercise 4. Which suffixes do you use to form adjectives in your language? Give examples.

- Gulliver's Travels* is an _____ work of fiction. (interest)
- The country was ruled by a _____ king. (power)
- The King ruled three countries, but they were small and _____. (manage)
- The King is very _____ in the customs of Gulliver's country. (interest)
- He explained the _____ customs of his country to the King. (tradition)

Gulliver's Travels Jonathan Swift

Gulliver reaches Brobdingnag, a land of giants.

In the next few weeks, I began to have some very interesting conversations with the King. He was an intelligent, understanding person.

'Tell me more about your country,' he said to me one day. 'I would like to hear about your laws, your political life, and your ¹_____ and traditions. Tell me everything. There may be something that we can usefully copy here in Brobdingnag.'

'I shall be delighted, sir,' I answered ²_____. 'Our king controls our three great countries, Scotland, Ireland and England. We grow much of our own food, and our weather is neither too hot nor too cold. There are two groups of men who make our ³_____. One is called the House of Lords – they are men from the oldest and greatest families in the country. The other is called the House of Commons – these are the most honest, intelligent, and sensible men in the country, and are freely chosen by the people. We have ⁴_____ to decide punishments for criminals, and we have a large ⁵_____, which cannot be defeated by any other in the world.'

While I was talking, the King was making notes. For several days I continued my explanation, and I also described British history over the last hundred years. Then the King asked me a large number of questions.

'Why,' he asked, 'are you so often at war? Either you find fighting enjoyable, or you have very difficult ⁶____! Why do you need an army at all? You would not be afraid of any other country if you were peaceful people. And in the last hundred years, you've done nothing but rob, fight and ⁷____! Your recent history shows the very worst effects of cruelty, jealousy, ⁸_____ and madness!'



SKILLS ROUND-UP Welcome – Unit 6

6



Listening

- Look at the photos and answer the questions.
 - What is each person doing wrong?
 - Which of these actions is the most / least serious?
 - Have you ever done or seen someone do any of these things?
 - What would you do if you saw someone do these things?
- 2.31 Listen to a conversation. What has happened to Tessa?
- 2.31 Listen again and complete the sentences.
 - Tessa was ____ when she realized she had lost her bag.
 - There was ____ in the bag.
 - ____ wouldn't have kept the bag.
 - Tessa decides to phone the ____.
 - Tessa is happy because she's had some good ____.
 - Tessa lost her bag on the way to the ____.
 - A woman found her bag when she was ____.

Speaking

- Work in pairs and prepare a conversation. Imagine you have lost your bag or wallet and you are telling a friend. Answer the questions.
 - What have you lost and what important things were in it?
 - Where do you think you might have lost it?
 - How do you feel?
 - What have you done about it?
 - What else can you do?

5 Have a conversation. Use your ideas in exercise 4 and the chart below to help you. One of you is **A** and one of you is **B**. Change roles.

A You look a bit down. What's the matter?

B I've lost my ...

A Sympathize. I'm sorry to hear that. It isn't the end of the world.

B Respond. I know, but I had ... and ... in it.

A Where do you think you might have lost it?

B I'm not sure. It might have been ... I only realized I'd lost it ...

A Make a suggestion. If I were you, I'd ...

B Respond. You might be right. I wish I'd ...

Writing

6 Write a letter to a friend telling him / her about something you lost and found again. Explain how it happened, what you did and what happened in the end. Begin like this:

Hi,

How are you? I've had an unpleasant experience. I was

When I got ... I realized that ...

7

Music and film

Start thinking

- 1 Which musicians do you like?
- 2 What sort of image do they have?
- 3 How important is your appearance?

Aims

Communication: I can ...

- use reflexive pronouns.
- understand a text about alternative subcultures.
- use the passive to talk about clothes and fashion.
- understand and talk about how music is recorded.
- use the passive to talk about products.
- change something in a shop.
- give feedback on a product.
- read and understand an interview with a famous Kazakh actor.

Vocabulary

- Music and film images
- Subcultures
- Digital music recording
- British culture

Language focus

- Reflexive pronouns; each other
- Active or passive: introduction
- Passive: past, present and future
- Passive: questions

Creativity and skills



My country
Music and film

↔ Page 88



CLIL
History: Britain in the 1960s

↔ Page 89



Project
A webpage:
a film director

↔ Page 91

VOCABULARY AND LANGUAGE FOCUS

□ Music and film images

I can use reflexive pronouns.

- 1 Complete the table with the words in the box. Which of the things can you see in the photos? Add more words that you know.

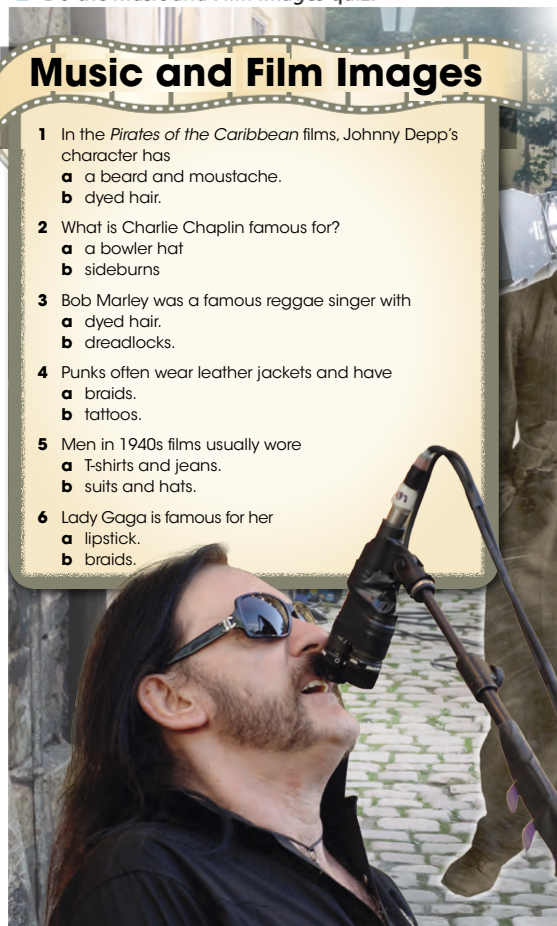
dreadlocks sideburns moustache earring
bowler hat tattoo piercing braids suit dyed hair
lipstick necklace

Make-up and skin	Jewellery	Hair	Clothes

- 2 Do the *Music and Film Images* quiz.

Music and Film Images

- 1 In the *Pirates of the Caribbean* films, Johnny Depp's character has
 - a a beard and moustache.
 - b dyed hair.
- 2 What is Charlie Chaplin famous for?
 - a a bowler hat
 - b sideburns
- 3 Bob Marley was a famous reggae singer with
 - a dyed hair.
 - b dreadlocks.
- 4 Punks often wear leather jackets and have
 - a braids.
 - b tattoos.
- 5 Men in 1940s films usually wore
 - a T-shirts and jeans.
 - b suits and hats.
- 6 Lady Gaga is famous for her
 - a lipstick.
 - b braids.



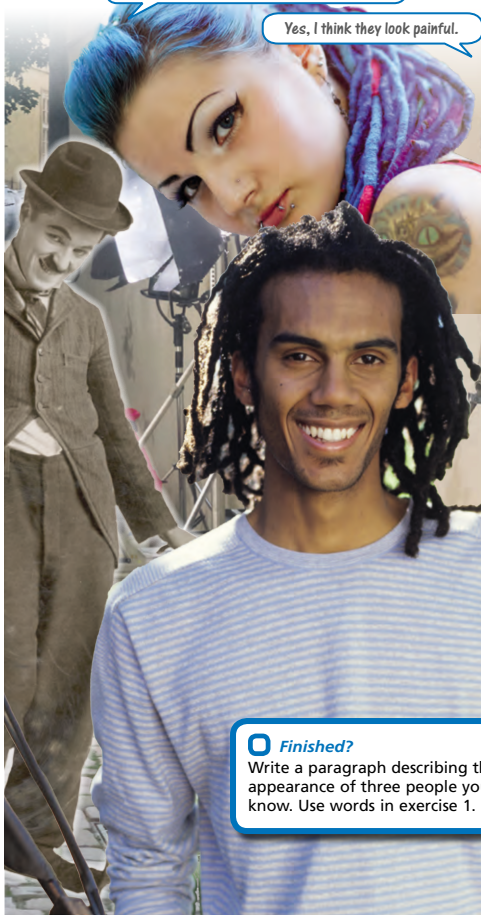
3 Study the key phrases. Work in pairs. Talk about the body decoration words in exercise 1. Use the key phrases.

KEY PHRASES **Appearance**

... look(s) cool / painful / colourful.
I'd never have / wear ...
I (quite / really) like ...
I'm not mad about ...
I don't like ... (much / at all).
I (don't) think ... would suit me.

I'd never have a piercing because they hurt.

Yes, I think they look painful.



Finished?

Write a paragraph describing the appearance of three people you know. Use words in exercise 1.

Reflexive pronouns; each other

4 Complete the table with the reflexive pronouns in the box.

yourselves yourself herself myself
themselves itself

Singular			Plural		
I	look at	myself. 1 _____	We	look at	ourselves. 4 _____
You			You		5 _____
He	looks at	himself. 2 _____	They		
She					
It		3 _____			

5 Look at the pictures and complete the sentences with *ourselves* and *each other*.

We looked at _____. We looked at _____.



More practice ⇐ Workbook page 55

6 Complete the sentences with reflexive pronouns or *each other*.

- They'd both grown beards and they didn't recognize _____.
- Emily has bought _____ some nail varnish.
- I talk to _____ a lot. People think I'm crazy.
- My flatmates don't like _____. They never talk.
- He's taught _____ how to play the guitar.
- My brothers cut their hair _____. That's why they look terrible!

7 ACTIVATE Complete the sentences with your own ideas. Include a reflexive pronoun or *each other* in each sentence. Then compare your answers with a partner.

- My best friend and I have known _____ ...
- I hurt _____ once when ...
- My friend has taught _____ to ...
- ... and ... get on really well with _____.
- We really enjoyed _____ when we ...
- We should look after _____ because ...

READING □ Galymzhan Moldanazar

I can understand a text about a Kazakh musician.



Reaching your dreams

Today, Galymzhan Moldanazar is a well-known musician in Kazakhstan, but it wasn't easy for him to reach his dreams. So, how did Galymzhan become the talented singer-songwriter he is today?

At school, Galymzhan liked to write songs, but he was shy so he didn't tell people about them, or sing them for anyone. When he left school, he went on to study acting, but he quickly left the course because he realized that he didn't want to be an actor.

A big moment for Galymzhan was meeting the Kazakh musician Aisa. Together, they made music in a recording studio and this was the first time that Galymzhan thought about becoming a musician. But he wasn't able to study music at college because he hadn't studied it before. Galymzhan had to teach himself everything about music. This took time, and it was very challenging for Galymzhan to find enough money to live on.

Galymzhan wanted his music to be sung in Kazakh, and he had to find a band that could play the right style of music for his songs. This wasn't easy as many musicians didn't believe that his music would be successful. But finally he found the right group of people and the band was formed in 2015.

Galymzhan's music quickly became popular in Kazakhstan, and has had lots of hits. His music has also been used in films, and the videos for his songs are watched by thousands of people in Kazakhstan and neighbouring countries.

Galymzhan also had the opportunity to go to New York to sing with the American band Break of Reality. This was an amazing moment for Galymzhan, especially as one of his songs was performed in Kazakh.

Today, Galymzhan is married with two sons and is very happy. It just shows that when you work hard and you are determined, you can reach your dreams.

1 3.01 What do you know about Galymzhan Moldanazar? Make some notes. Read and listen to the text. Compare your notes with the information.

2 Read the text again. Are the sentences true or false?

- 1 Galymzhan Moldanazar is famous all over the world.
- 2 When Galymzhan was at school, he wasn't very confident.
- 3 Galymzhan became a professional actor before he started writing music.
- 4 Galymzhan had studied music at school.
- 5 Lots of musicians wanted to form a band with Galymzhan.
- 6 Galymzhan's music videos are only shown in Kazakhstan.
- 7 Galymzhan performed his music with an American band in New York.

3 BUILD YOUR VOCABULARY Find adjectives in the text for 1–7.

- 1 known by many people (paragraph 1)
- 2 very good at something (paragraph 1)
- 3 not confident (paragraph 2)
- 4 not very easy (paragraph 3)
- 5 liked by many people (paragraph 5)
- 6 exciting and wonderful (paragraph 6)
- 7 motivated to do something (paragraph 7)

4 Use some of the adjectives you found in exercise 3 to describe another musician you know.

5 YOUR OPINIONS Ask and answer the questions.

- 1 Why do you think it was important for Galymzhan Moldanazar to sing in Kazakh?
- 2 Do you think it is important for musicians to use their own language, or to sing in English?
- 3 Would you like to be well known when you are older? Why / Why not?
- 4 What do you think the best and worst things about being a musician are?
- 5 Galymzhan worked hard and was determined to reach his dream. What dream would you like to reach when you are older?

LANGUAGE FOCUS Present perfect + *for* and *since*

7

I can talk about how long I have done something.

- 1 Compare the active and passive sentences in the tables. Then write *true* or *false* for 1–3. Find more examples of passive sentences in the text.

Active				
Subject	Verb	Object	Other words	
Galymzhan and some musicians	formed	the band	in 2015	
Thousands of people	watch	the videos	in Kazakhstan	

Passive				
Subject	be	Past participle	by + agent	Other words
The band	was	formed	(by Galymzhan and some musicians)	in 2015
The videos	are	watched	by thousands of people	in Kazakhstan

- 1 We often use the passive when the action is more important than the person who does it.
- 2 The subject in active sentences becomes the agent in the passive.
- 3 The agent is always needed in passive sentences.

[More practice](#) → [Workbook page 55](#)

Clothes Crimes

You may think that people are more open-minded now. But that isn't always true. Recent clothes 'criminals' were teenagers wearing fairly standard clothes. In Britain, young people wearing hooded sweatshirts were banned from some shopping centres because 'hoodies' are sometimes worn by criminals who want to hide their faces. But does that mean that all people who wear hoodies are criminals? It seems unfair and irresponsible to persecute people if they simply want to wear practical, comfortable clothes.

And in the United States, it was baggy jeans that shocked the public. A popular fashion with hip hop fans is to wear very baggy jeans and show their underwear – an 'outrage' which was banned and became illegal in some American towns. This probably wasn't because the clothes were indecent or immoral, but because some people thought that this style was typical of the disrespectful or criminal nature of some hip hop fans. Maybe the day will come when people will be judged on who they are and not on the clothes that they wear.



- 2 Complete the sentences using the correct active or passive form of the verbs in brackets.

- 1 These days, people ____ a lot of clothes on the internet. (buy)
- 2 Chains and padlocks ____ by punks in the 1970s. (wear)
- 3 In the eighteenth century, new machinery ____ which revolutionized the textile industry. (invent)
- 4 A lot of cheap clothing ____ in Thailand these days. (make)
- 5 Very thin models ____ in some fashion shows. (ban)
- 6 Torn jeans ____ a popular fashion in the 1970s. (become)

- 3 Make the active sentences passive. Include the agent if necessary.

Did you know?

- 1 Someone named the bikini after an island in the Pacific Ocean.
- 2 Sarah Burton designed Kate Middleton's wedding dress.
- 3 Charles Worth established the first fashion house in Paris in 1858.
- 4 Nike sponsors the top US tennis player, Serena Williams.
- 5 People made the first jeans in Genoa, Italy.
- 6 Scottish men often wear a traditional skirt, or kilt.

- 4 **ACTIVATE** Write three true passive sentences and three false passive sentences about the *Clothes Crimes* text. Then read your sentences to a partner. Guess if your partner's sentences are true or false.

Miniskirts were invented in 1797.

False!

Finished?

Write example sentences for the vocabulary in exercise 1 on page 8%. Use the passive.

Baggy jeans are worn by teenagers.

VOCABULARY AND LISTENING □ Discussing music

I can understand and talk about how music is recorded.



1 Which of these are not types of music?

pop stone classical hip hop rap punk
blues heavy metal dirt rock jazz

2 Match the words with their definitions.

track mix producer iTunes record
engineer Spotify

- Storing sounds using electronic equipment.
- A digital space on which sound can be recorded.
- Combining two or more tracks to make a song.
- The person who helps to produce a recording or a performance by editing and adjusting sound tracks.
- The person who manages the overall sound recording and production of a band or performer's music.
- An online media player and library developed by Apple Inc.
- A Swedish music streaming service.

3 3.02 Listen to someone talking about digital music production. Where can digital music be recorded?

4 3.02 Listen again. Are the sentences true or false? Correct the false sentences.

- The only equipment needed to record music is a computer.
- 'DAW' is short for 'digital amateur workstation'.

- The maximum number of tracks available for recording in the 1960s was four.
- Bands don't need a record company to promote their record.
- There are two ways of promoting videos online.
- Studio albums are usually produced by the band.

5 3.03 Listen. Then practise the dialogue.

- Guy** What are you listening to?
Shona A rapper that I'm really into at the moment – Dizzee Rascal. He's had quite a few number one hits. I love his music.
- Guy** I've never heard of him. Where's he from?
Shona I think he's from London.
- Guy** What sort of music is it?
Shona It's a mixture of rap and hip hop. The lyrics are really clever. He writes them himself.
- Guy** Have you got any of his albums?
Shona Yes, the latest one. It was only released last month. I saw him on TV – then I bought his album.
- Guy** Have you ever been to one of his gigs?
Shona No, I've never been to a live performance, but I'd like to. He's due to go on tour later this year, so I'll make sure I get tickets.

6 **ACTIVATE** Prepare answers to the questions in blue in exercise 5. Use information about your favourite music. Then practise your new dialogue with a partner.

LANGUAGE FOCUS □ Passive: past, present and future

• Passive: questions

I can use the passive to talk about products.

7

Passive: past, present and future

- 1 Study the sentences from the listening on page 84. Which of these sentences refers to the past, present and future? Which part of the sentence changes?


These days, music is often recorded at home in someone's bedroom.

If the band is lucky, they'll be offered a contract.

This is in contrast to recording in the 1960s when music was recorded on only four tracks.

- 2 Complete the sentences with the correct passive form of the verbs in brackets.

- 190 million items of clothing ___ each year. (throw away)
- More clothes ___ from the Far East in the next five years. (import)
- Most of the cotton which ___ in the fashion industry ___ organically. (use / not grow)
- The first platform boots ___ in the sixteenth century are ___ 'chopines'. (wear, call)
- Roman clothing ___ in different sizes; it ___ together. (not make / tie)
- In a few years' time, new fabric ___ which can generate power for your mp3 player using thermal energy. (develop)

- 3  3.04 Complete the text with past, present and future passive forms. Then listen and check.

Famous clothes

Special clothes are often *made* (make) for films. These clothes ¹ ___ (create) by costume designers, who find out what clothes ² ___ (wear) in different periods of history.

After the clothes ³ ___ (wear) by the actors, they ⁴ ___ (usually / keep) by the studios. Occasionally, however, they ⁵ ___ (sell) at auctions. This jacket, for example, ⁶ ___ (wear) by actor Johnny Depp in *Pirates of the Caribbean*. It ⁷ ___ (sell) for £12,367.

If you want to wear your favourite star's clothes, then search the internet, as more clothes ⁸ ___ (auction) in charity sales. These sales ⁹ ___ (often / advertise) online.



Passive: questions

- 4 Study the sentences and answer questions 1 and 2.

- How much are workers in the clothes industry paid?
- Why was Stella invited to the interview?
- Will more clothes be recycled in the future?

- Which of these questions refers to the ...
a past? b present? c future?
- Where do we put *be* in questions in the future form?

More practice ⇐ **Workbook page 57**

- 5 Order the words to make passive questions. Then ask and answer with a partner.

- manufactured / in your region / are / what products / ?
- when / built / was / your house / ?
- students / will / taught / be / in the future / by robots / ?
- was / who / this book / by / written / ?
- when / miniskirts / worn / first / were / ?
- what / be / new gadgets / invented / 2030 / will / in / ?

- 6 **ACTIVATE** Work in pairs. Imagine that you own a company that makes one of the products in the box. Complete questions 1–7 using the passive, and prepare answers about your company and your product. Then find another pair and interview them to find out about their company.

clothes electronic gadgets cars

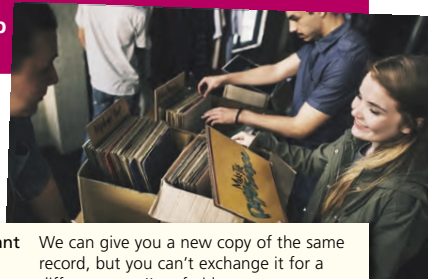
- What ___ (*your product*) ___ ? (call)
- Who ___ (*your product*) ___ by? (design)
- Where ___ it ___ ? (sell)
- Where ___ it ___ ? (advertise)
- Which famous people ___ (*your product*) ___ by? (wear / use / drive)
- Where ___ it ___ ? (produce)
- Where ___ (*your product*) ___ to in the future? (export)

 **Finished?**

Design a leaflet to advertise your company in exercise 6. Write a paragraph describing your product. Include passive sentences.

SPEAKING Changing something in a shop

I can change something in a shop.



1 Look at the photo. What is the woman doing?

2 3.05 Listen to the dialogue. What does the customer want to change? What does she get instead?

Assistant	Hi. Can I help you?	Assistant	We can give you a new copy of the same record, but you can't exchange it for a different one, I'm afraid.
Customer	Yes, please. I love this record – I bought it here last week. But when I got home, I found it was damaged.	Customer	Oh, OK.
Assistant	I'm sorry about that. What's wrong with it?	Assistant	Have you got the receipt?
Customer	The record has a scratch.	Customer	Yes, here you are.
Assistant	I see.	Assistant	Great. I'll just find another copy for you.
Customer	Can I get a refund?	Customer	Thanks very much.
Assistant	I'm afraid we can't give refunds on records.	...	
Customer	Oh. Is it OK if I exchange it for another record?	Assistant	Here you are. Would you like a bag for it?
		Customer	No, I'm good, thanks.

3 Study the key phrases. Who says the phrases? Practise the dialogue.

KEY PHRASES Exchanges and refunds

I'm afraid we can't give refunds.
Is it OK if I exchange it for something else?
What's wrong with it?
Can I get a refund?
Do you have the receipt?
When I got home, I found it was damaged.
We can give you a new copy.
Would you like a bag for it?

4 3.06 Listen and choose the correct answers.

- 1 a I'd like a refund, please.
b The cover has a stain on the back.
c I don't like the music.
- 2 a Yes, we can refund the money.
b It's broken, I'm afraid.
c We can't exchange it for a different one, I'm afraid.
- 3 a Yes, here you are.
b I'd like another record.
c No, thanks.
- 4 a I don't need one, thanks.
b Thanks very much.
c It's a pleasure.
- 5 a I'd like a receipt, please.
b Yes, I'd like a refund.
c No, I'm good, thanks.

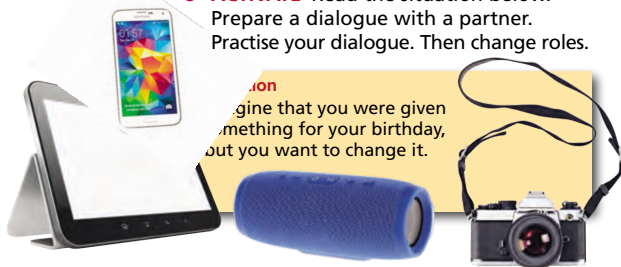
5 3.07 Look again at the key phrases and complete the mini-dialogues. Then listen and check. Practise the mini-dialogues for situations 1–4 with a partner.

- 1 **Customer** This book was a birthday present. Is it OK if I ¹___ it for something else?
Assistant That should be OK. Have you got the ²___?
- 2 **Customer** This DVD is ³___.
Assistant I'm sorry about that. What's ⁴___ with it?
Customer The disc has a scratch.
Assistant I see.
Customer Can I get a ⁵___?
Assistant I'm afraid we can't ⁶___ refunds on DVDs.

- 1 magazine / pages are torn
- 2 record / no sound
- 3 DVD / picture is fuzzy
- 4 CD / track missing

6 **ACTIVATE** Read the situation below. Prepare a dialogue with a partner. Practise your dialogue. Then change roles.

Imagine that you were given something for your birthday, but you want to change it.



WRITING Giving feedback on a product

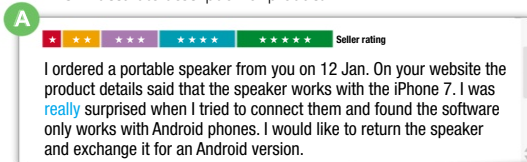
7

I can give feedback on a product I have bought.

1 Read texts A–E and match them with the types of problem 1–5.

- 1 late delivery
- 2 poor quality
- 3 wrong item
- 4 overpriced
- 5 inaccurate description of product

A



I ordered a portable speaker from you on 12 Jan. On your website the product details said that the speaker works with the iPhone 7. I was **really** surprised when I tried to connect them and found the software only works with Android phones. I would like to return the speaker and exchange it for an Android version.

B

The delivery details on your website said the CD I ordered on 21st October would be delivered within three days, but it still hasn't arrived after a week. I paid an extra fee for this service and am **rather** annoyed about wasting my money. Please refund the delivery fee and find out what's happened to the CD.

C

I bought two tickets to the Manchester Music Festival for £150 on your website on 07.07. After buying the tickets, I discovered that the same tickets are for sale at half the price on the MMF site. I am **extremely** unhappy about the situation and would like a refund.

D

I ordered a guitar from your online store on 05.11.19. Unfortunately, the guitar that was delivered this morning is not the guitar I ordered. I would be **very** grateful if you could arrange for the guitars to be exchanged.

E

I received a request for feedback regarding the headphones I bought from your company. I'm afraid I was **quite** disappointed with the quality of the headphones. They are **a bit** heavy and the sound is a little unclear. They are better than my old set, but to be honest I was expecting something better.

2 Study the key phrases. Which phrases are used to state the problem and which are used to make a request?

KEY PHRASES Giving feedback

- I bought (product) on your website on (date).
- I would like ... / I would like to ...
- Please ...
- On your website the product details said ...
- I would be grateful if ...
- I'm afraid I was quite disappointed with the ...

Language point: Adverbs of degree

3 Study the words in **blue** in the model texts. Do they come before nouns or adjectives? Rewrite the sentences with the correct adverbs.

The assistant was **rude** to me. She walked away when I spoke to her. (quite / extremely)

The assistant was **extremely rude** to me.

- 1 This old record cost 100 euros. It's **expensive!** (very / a bit)
- 2 Wow! This new album is **fantastic**. (really / a bit)
- 3 The headphones are big, but they still fit on my head. (a bit / really)
- 4 The assistant wasn't **helpful**. (very / rather)
- 5 This DVD is nice, but I prefer the other one. (extremely / quite)

4 **ACTIVATE** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Give feedback about something you have bought.

B THINK AND PLAN

- 1 What is the product?
- 2 Where and when did you buy it?
- 3 How much did it cost?
- 4 What is the problem?
- 5 What action are you requesting?

C WRITE

- 1 What is the product?
- 2 Where and when did you buy it?
- 3 How much did it cost?

D CHECK

- adverbs of degree
- the passive
- polite language

Creativity and skills

MY COUNTRY Music and film

I can read and understand an interview with a famous Kazakh actor.

7

BEHIND THE SCENES:

An interview with Chingiz Kapin

1 —

As a child, I was always interested in music, theatre and cinematography. My parents encouraged me, and I eventually went to a choreography college. The turning point in my life was when, by pure chance, I was noticed by a casting agent and was invited to audition for a role in the TV series *Sarancha (Locust)*.

2 —

I was only fourteen at the time. Many older actors had auditioned for the same role and I was very happy when I found out that despite the competition and the fact that I was too young, the director chose me for the role.

3 —

It's a challenging but very rewarding job. Being an actor enables you to experience such a variety of emotions and feelings. But the best part is meeting fans!

4 —

Yes, like every job, it has some disadvantages. We often start filming very early in the morning, and sometimes we film scenes late at night, too. It can be really tiring.

5 —

Yes, once I was left in a remote place near the mountains where I was buried in snow and I had to lie under the snow for twenty minutes. It was so cold, and I remember I felt like I was dying while the crew were filming the scene from a helicopter. In another scene, I had to catch a fly and swallow it!

6 —

I did, actually (laughing). I wanted the scene to look realistic.

7 —

Yes, I have. Recently I played the American singer Frank Sinatra. When a performance or a film is based on a real story, you have to do a lot of research so you are confident that you know your character really well.



- 1 Which of these words are similar in your language? Can you guess their meanings? Use a dictionary to check your answers.

cinematography choreography
casting agent audition series director
role fan scene crew character

- 2 3.08 Read the interview and match questions A–J to the actor's answers. There are three extra questions that you do not need. Then listen and check.

- A What do you really like about your job?
- B Are you good at dancing and singing?
- C How old were you then?
- D You've been in a lot of films, haven't you?
- E Have you been in a film or play which is based on a real story?
- F Can you remember any dangerous or difficult scenes?
- G You didn't really do that, did you?
- H Is there anything you don't like?
- I What projects are you working on at the moment?
- J When and why did you decide to become an actor?

- 3 Look at the questions in exercise 2 again. Which questions:

- 1 ask about specific information, for example time, place, age, reason, etc.?
- 2 require a 'yes' or 'no' answer?
- 3 ask the other person to confirm or agree with something?

- 4 Choose the correct words to complete the questions. Then read the interview again and answer the questions.

- 1 You went to a choreography college, weren't / don't / didn't you?
- 2 Did / Had / Would any other actors auditioned for the role in *Locust*?
- 3 What / Why / Where is the best thing about being an actor?
- 4 Acting has some disadvantages, don't they / doesn't it / aren't there?
- 5 Will / Did / Have you ever filmed scenes in remote locations?

- 5 Imagine you are going to interview your favourite film star. Write eight questions for the interview.

Creativity and skills

CLIL History: Britain in the 1960s

I can plan and give a presentation about a famous decade in my country.

7

1 Look at photos A and B and answer the questions.



- 1 Who are these people?
- 2 Who or what do you think they are looking at?



- 1 What do you think this person's job is?
- 2 Why do you think people chose her for the job?

2 3.09 Read and listen to the text. Check your answers to exercise 1.

3 Read the text again and answer the questions.

- 1 What did rationing mean for people?
- 2 How many times had England won the football World Cup before 1966?
- 3 What was Julie Christie famous for?
- 4 How did British films change in 1960?
- 5 Which famous spy film series started in the 1960s?
- 6 What did some people do at The Beatles concerts?
- 7 Did people in the USA like The Beatles? How do you know?

4 YOUR CULTURE Answer the questions.

- 1 Which people in your country were famous in the 1960s?
- 2 Has the football World Cup ever taken place in your country? When?
- 3 What fashions were popular in your country in the 1960s?
- 4 What music was popular in your country in the 1960s?
- 5 Are The Beatles popular in your country?

5 TASK Give a presentation about a famous decade in your country.

- 1 Work in groups of three or four and list a few important events which took place during a famous decade in your country.
- 2 Make notes about the following:
 - popular music: types of music, bands, singers
 - fashion trends
 - new technology
 - TV programmes
 - famous people
 - political and social changes
- 3 Give your presentation to the rest of the class.
- 4 Vote for the best presentation.

The Swinging Sixties

Life in Britain after the Second World War wasn't easy. During the 1940s, food was rationed, which meant that people could only buy small amounts of food such as butter, meat and sugar. Clothes were also rationed until 1949 because there wasn't enough material to produce new ones. However, at the start of the 1960s things started to change. Rationing had ended in 1954 and by the end of the decade the economy was recovering. There were plenty of jobs and more goods in the shops than ever before. There was a general mood of hope and optimism in the country and this increased when England won the football World Cup for the first time in 1966.

Britain had become a vibrant and exciting place and the centre of a new film culture. Julie Christie won an Oscar for her performance in *Darling* and British film makers had huge success with films like *Lawrence of Arabia* and *2001: A Space Odyssey*. The 60s was also the decade when film became more realistic and showed certain aspects of British life for the first time – people who had hard lives and struggled to survive. At the same time, in 1962 the first James Bond film showed a less realistic view of life that helped audiences fantasize about heroes and villains and escape their everyday lives.

There was also a revolution in British music in the 1960s. American rock and roll had dominated the music scene in the 1950s, but suddenly The Beatles, a band from Liverpool, became the latest craze. Wherever they went there was hysteria, which people called 'Beatlemania'. People screamed so loudly at their concerts that they could hardly hear the music! Beatlemania reached the USA, too. When The Beatles sang live on TV there in 1964, around 74 million viewers watched – that was about half of the population. The 1960s became known in Britain as 'the swinging sixties' – a time when the country was at the centre of the world for fashion, pop music and culture.

REVIEW □ Unit 7

Vocabulary

1 Choose the correct words.

- 1 I like your **hooded** / **baggy** jeans.
- 2 My sister used to have blue dyed hair / suit.
- 3 He's growing a **tattoo** / **beard**.
- 4 She never wears **lipstick** / **piercings**.
- 5 I make my own necklaces / **bowler** hat.
- 6 He always wears **baggy trousers** / a suit because he works in an office.
- 7 It takes ages for hair to develop **sideburns** / **dreadlocks**.

2 Add prefixes to make the negative of the adjectives in the box. Then complete the sentences with the adjectives.

organized legal fair respectful possible
responsible common

- 1 It was ___ to punish him. It was an accident.
- 2 You shouldn't wear shorts in church. It's ___.
- 3 You can't find anything. You're so ___.
- 4 His writing is ___ to read.
- 5 It's ___ to drive a car without a licence.
- 6 It's ___ to see people in top hats these days.
- 7 It was ___ of you to leave your bag in the car.

Language focus

3 Complete the sentences with the correct form of the passive.

- 1 Our school ___ ten years ago. (build)
- 2 Cars ___ in twenty years' time. (not use)
- 3 ___ better next year? (workers / pay)
- 4 Their products ___ all over the world in the next ten years. (sell)
- 5 *Hamlet* ___ by Shakespeare. (write)
- 6 Pesticides ___ by organic cotton growers. (not use)
- 7 ___ in Britain these days? (grapes / grow)
- 8 Trousers ___ by women in the 1920s. (not wear)

4 Make the active sentences passive. Include the agent if necessary.

- 1 Designer shops sell these shoes.
- 2 We will recycle more rubbish.
- 3 Someone stole my mobile phone.
- 4 They make clothes in India.
- 5 The author didn't sign the novel.
- 6 People don't speak English here.
- 7 A lot of fans watched the match.

5 Write questions and answers for the sentences in exercise 4. Use the passive.


Are these shoes sold in designer shops? Yes, they are.

Communication

6 Choose the correct answers.

- 1 Do you like his hairstyle?
 - a No, it doesn't suit him.
 - b Maybe.
 - c It looks like it, yes.
- 2 She's dyed her hair green!
 - a It really suits you.
 - b I think it looks cool.
 - c It doesn't fit her.
- 3 Those shoes really suit you.
 - a I'll take them then.
 - b Yes, it suits me.
 - c That sounds great.
- 4 Can I try this on, please?
 - a Yes, here it is.
 - b That's OK.
 - c Yes, sure.
- 5 It isn't too short, is it?
 - a I'm sure.
 - b No, I don't think so.
 - c I don't like it.
- 6 Those piercings look really cool, don't they?
 - a Yes, they are.
 - b No, they look awful!
 - c They don't fit him.

Listening

7  3.10 Listen and complete the text.

London is an important fashion capital. The London Fashion Week is held ¹ ___ a year. At this show, there will be a lot of ² ___ of new fashion. This week, nearly ³ ___ ethical designers will present their clothes in the EstEthica section of the show. Ethical clothes are made of organic or recycled materials to reduce their impact on the ⁴ ___. The popularity of ethical fashion is ⁵ ___ and many big labels are now interested. The Fashion Show is only open to journalists and ⁶ ___ because it is a business event. The general public can visit the London Fashion Weekend and the tickets for this event are sold ⁷ ___.



PROJECT □ A webpage: a film director

7

- 1 Look at the webpage about Kazakh film director Yermek Tursunov. Match links 1–4 with sections A–D.



A Yermek Tursunov was born on 20th July, 1961 in the Alma-Ata region. When he was a young boy, he played mini-football for the national team of Kazakhstan. After school, he studied Journalism at university and then went on to study Advanced Courses for Scriptwriters and Film Directors in Russia.

B Yermek became a film director and released his first film in 2008 at the age of 47. This film was called *Kelin* and tells the story of people living in a very basic society. Yermek has directed many more films and for his 2015 film *Zhat*, he used a script that he had written when he was a student.

C 2009: *Kelin (Daughter-in-Law)*
2012: *Shal (The Old Man)*
2014: *Kempyr (Old Woman)*
2015: *Kenzhe (Little Brother)*
2015: *Zhat (Stranger)*
2018: *Kinomekhanik (Projectionist)*

D • *Kelin* was shortlisted for the Academy Award 'Best Foreign Language Film'.
• *Shal* won the 'Film of the Year' award at the 8th Choice of the Year Festival in Almaty.
• *Shal* won the 'Kulager' national prize of Kazakhstan as the best film of the year in 2012.
• *Shal* won the 'Grand Prix' at the Kinoshok festival in 2013.
• *Zhat* was nominated for an Asia Pacific Screen Award in 2015 for 'Achievements in the field of directing'.
• *Zhat* won the NETPAC Award at the 19th Dark Nights Festival in Tallinn.



- 2 Write a webpage about another film director. Follow the steps in the project checklist.

□ PROJECT CHECKLIST

- 1 Choose a film director. Use one of the ideas below or your own ideas.

Ardak Amirkulov Rashid Nugmanov Damir Manabayev

- 2 Use the internet to find information on the director you have chosen. Try to find information on both their life and their films.
3 Use headings 1–4 or your own headings to plan the contents of your webpage.
4 Find photos on the internet or in magazines to illustrate your webpage.

- 3 Share your webpage with the rest of the class. Look at other students' webpages, and read about the film directors. Who is the most interesting film director? Which is the best webpage?

8

Travel and tourism

Start thinking

- 1 What is your favourite kind of holiday?
- 2 What kind of space tourism exists today?
- 3 Where can you get tourist information about your area?

Aims

Communication: I can ...

- talk about holiday plans.
- understand a text about travel.
- talk about future plans and predictions.
- understand a travel announcement.
- talk about travel arrangements.
- ask for and give information.
- write about plans for a visit.
- understand a travel brochure about Kazakhstan.

Vocabulary

- Travel: nouns and verbs

Language focus

- *be going to*
- *will and be going to*
- Present simple and continuous for future
- *will* for spontaneous decisions

Creativity and skills



My country
Travel and tourism
Page 100



CLIL
Community service:
Volunteer holidays
Page 101



Skills round-up
Page 103

92 □ Travel and tourism

VOCABULARY AND LANGUAGE FOCUS

□ Travel: nouns

I can talk about holiday plans.

- 1 Match the words in the boxes. How many compound nouns can you make? Then look at the *My Dream Holiday* quiz and compare the compound nouns with your list. How many more did you make?

luxury hotel, luxury accommodation

luxury guide return
sun diving mosquito
long-haul five-star
day city

equipment flight book
break ticket trip
net accommodation
cream hotel

- 2 Write definitions for six of the compound nouns in exercise 1. Work in pairs and test your partner.

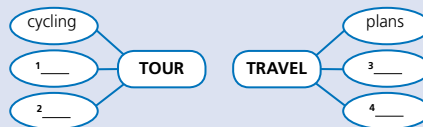
You use this to find information about a place.

Guidebook?

- 3 Do the *My Dream Holiday* quiz. Do you agree with the results? Why / Why not?

STUDY STRATEGY □ Extending your vocabulary

- 4 Add two nouns from the quiz to each list. Can you think of any other words which could go with these nouns? Compare your answers with a partner.



My Dream Holiday

Do the quiz and find out what your dream holiday is.

- 1 What is the first thing that you are going to do before you go on holiday?
 - a Book everything with a travel agent.
 - b Read lots of guidebooks and help my parents make all the bookings online.
 - c Buy a return ticket and decide where to stay and what to do when I get there.
- 2 You're going to visit Brazil. What are you going to put in your suitcase?
 - a Suncream and a swimsuit.
 - b Diving equipment.
 - c A mosquito net and binoculars.

be going to

5 Complete the sentences from the quiz. Then choose two correct words to complete the rule.

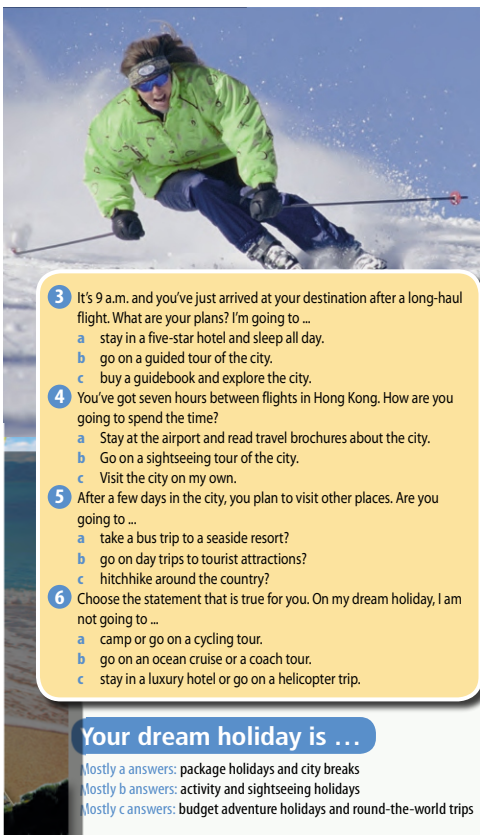
- 1 I ____ stay in a five-star hotel.
- 2 I ____ camp or go on a cycling tour.
- 3 How ____ you ____ spend the time?
- 4 ____ you ____ take a bus trip?

○ RULE

We use *be going to* when we talk about ¹ ____ and ² ____.

- A intentions B instant decisions C plans

More practice ⇨ Workbook page 63



- 3** It's 9 a.m. and you've just arrived at your destination after a long-haul flight. What are your plans? I'm going to ...
 - a stay in a five-star hotel and sleep all day.
 - b go on a guided tour of the city.
 - c buy a guidebook and explore the city.
- 4** You've got seven hours between flights in Hong Kong. How are you going to spend the time?
 - a Stay at the airport and read travel brochures about the city.
 - b Go on a sightseeing tour of the city.
 - c Visit the city on my own.
- 5** After a few days in the city, you plan to visit other places. Are you going to ...
 - a take a bus trip to a seaside resort?
 - b go on day trips to tourist attractions?
 - c hitchhike around the country?
- 6** Choose the statement that is true for you. On my dream holiday, I am not going to ...
 - a camp or go on a cycling tour.
 - b go on an ocean cruise or a coach tour.
 - c stay in a luxury hotel or go on a helicopter trip.

Your dream holiday is ...

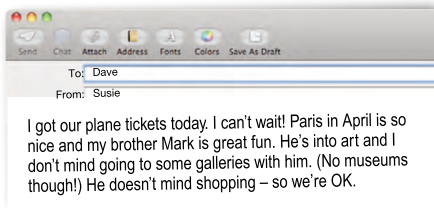
- Mostly a answers: package holidays and city breaks
 Mostly b answers: activity and sightseeing holidays
 Mostly c answers: budget adventure holidays and round-the-world trips

6 3.11 Listen to Dave talking about his plans and answer the questions with full sentences.

Where is Dave going to have his holiday?
He's going to have his holiday in Greece.

- 1 How long is he going to spend there?
- 2 Who is he going to travel with?
- 3 Where are they going to stay?
- 4 Where is he going to swim?
- 5 What sport is he going to try?
- 6 How are they going to travel there?

7 Read Susie's email. Then write affirmative and negative sentences using *be going to*.



- Susie / travel / abroad in April
Susie is going to travel abroad in April.
- 1 Susie / have / a skiing holiday
 - 2 she / fly / to Rome
 - 3 her brother / travel / with her
 - 4 they / visit / some galleries
 - 5 they / go / to any museums
 - 6 Susie / take / Mark to the shops

8 Work in pairs. Ask and answer questions to check your answers to exercise 7.

Is Susie going to travel abroad in April?

Yes, she is. She's going to visit Paris.

9 **ACTIVATE** Imagine you have booked a dream holiday. Ask questions and find out about your partner's plans.

How How long Who What Where When How much

How are you going to get there?

I'm going to travel by plane.

○ Finished?

Write sentences about plans for a weekend trip in your area.

READING □ **Holiday advice**

I can understand a text about travel.

1 ● 3.12 Look at the title and the headings in the text. What advice would you give someone about these things? Read, listen and compare your answers with the text.

2 Read the text again and choose the correct answers.

- 1 What should you remember when you pack?
 - a A torch.
 - b Your sports equipment.
 - c Not to take too much.
- 2 What do local people appreciate?
 - a Chatting with strangers.
 - b Foreigners who speak their language.
 - c People who tell them their life story.
- 3 How can you avoid getting sunburnt?
 - a By keeping away from the beach.
 - b By using sunscreen.
 - c By getting a tan before you go.
- 4 What should you consider when you buy souvenirs?
 - a Whether they are useful.
 - b Whether they are typical of the country.
 - c Whether they'll fit in your suitcase.
- 5 When's the best time to listen to music?
 - a When you're travelling.
 - b When you're alone.
 - c When you're with strangers.
- 6 Why did the author write this text?
 - a To warn about the dangers of travelling.
 - b To give advice to travellers.
 - c To suggest things to do on holiday.

3 BUILD YOUR VOCABULARY Check the meaning of the words in the box. Then choose the correct words in 1–5.

trip travel journey voyage

- 1 That was an interesting **travel** / **journey**.
- 2 The ship passed Neptune on its amazing **trip** / **voyage** through the solar system.
- 3 Space **travel** / **trip** will be cheaper in the future.
- 4 Did you enjoy your fishing **trip** / **journey**?
- 5 How did you **travel** / **journey** when you went to India?

4 Check the meaning of the words below and write an example sentence with each.

I forgot my wallet, so my friend lent me €10.

- | | |
|----------------------|-----------------|
| 1 borrow / lend | 3 spend / waste |
| 2 look / see / watch | 4 wear / carry |

5 YOUR OPINIONS Ask and answer the questions.

- 1 Which is the most / least useful piece of advice in the text?
- 2 What do you think makes a good souvenir?
- 3 What items do you always pack when you go on holiday?
- 4 What are your favourite holiday destinations? Why?
- 5 What problems have you had on holiday?

What not to do on holiday

Luggage

You probably won't use half the things which you pack, so think carefully about what you'll need. You won't need a torch in a luxury hotel, but it might be useful if you're going to be camping in a field full of cows.

Sports gear

There's loads of stuff which you can hire when you're on holiday, like tennis rackets, a snorkel, skiing gear and so on. So you probably won't need to take all your sporting equipment.

Chat

Some people like chatting to strangers and others don't. So don't tell everyone your life story. Remember – the person next to you on your journey can't escape and didn't sit there to become your friend. On the other hand, if you're going to travel abroad, it's a good idea to learn a few phrases in the local language. People will appreciate it.



LANGUAGE FOCUS **will and be going to**

I can talk about future plans and predictions.

8

1 Complete the sentences. Then complete the rules with the correct form of **will** and **be going to**. Find more examples in the text.

- 1 I'm sure you ____ have a great holiday!
- 2 You ____ need skiing gear at the beach.
- 3 We ____ stay at the hotel for one week.
- 4 What ____ you ____ do on the first day?
- 5 Look! The train is leaving. You ____ to miss it.

RULES

We use ¹ ____ when we talk about predictions about the future, especially after *I'm sure ...* and *I don't think*.

We use ² ____ when we talk about plans and intentions.

We use ³ ____ when we make predictions based on something we can see now.

More practice ⇌ Workbook page 63

2 Complete the sentences with affirmative and negative forms of **will** and **be going to**. Which sentences are plans and which are predictions?

- 1 She's very sensible. I know ____ her train ticket. (she / forget)
- 2 We haven't got much money, so we've decided that ____ a holiday this year. (we / have)
- 3 ____ in a luxury hotel? (you / stay)
- 4 Be careful! ____ your drink. (you / spill)
- 5 It isn't a luxury hotel, so I don't think ____ a big swimming pool. (it / have)
- 6 The holiday was terrible. I've complained to the travel agent and ____ our money back. (we / get)
- 7 I think ____ hotels in space one day. (they / build)

3 Complete the questions with **will** or **be going to**. Then ask and answer with a partner.

- 1 people / have space holidays / in my lifetime?
- 2 your family / go camping / in the holidays?
- 3 our class / go on a day trip / soon?
- 4 you / visit the USA / next year?
- 5 you / travel around the world / in a few years' time?
- 6 you / buy a private jet / one day?
- 7 people / travel to other planets / soon?

Will people have holidays in space in my lifetime?

Yes, they will.

4 **ACTIVATE** Write down three things you plan to do after school today and three things you think you will do in the future. Then work in pairs and interview your partner. Find out about their plans and predictions.

Finished?

Write a summary of your interview in exercise 4.

Health
Think of your health as well as your image. It's nice to have a tan, but don't forget your sunscreen! You'll look silly with a face like a tomato! And you won't enjoy the beach if you get sunburnt on the first day.

Souvenirs
Memories of your trip are precious, but will you really wear that Hawaiian shirt in a month's time? And where are you going to keep that giant fluffy penguin when you get home? Maybe it's kinder to leave it with its friends in the souvenir shop. So avoid things you'll never wear or use again.

Customs
Different places have different customs. You won't be popular in a mosque or a monastery in shorts or a miniskirt. If you're going to visit a different country, find out about the customs before you go.

Music
Loud music will probably annoy your travel companions. It's great to have music with you, but for other people, your mp3 player sounds like you've got a gang of mad flies in your ears. So watch the volume or save your music for moments when you're on your own. And remember that a guitar is OK if you're with friends, but strangers might not agree that you're the next big pop star.

VOCABULARY AND LISTENING □ Travel: verbs

I can understand a travel announcement.

- 1 Check the meaning of the words in the box. Then complete the sentences.

book board check in stop off fasten
turn back set off come across

- 1 Please sit down and ___ your seat belts.
- 2 We ___ on our journey at 9 a.m.
- 3 We'll ___ in Moscow on the way to China.
- 4 People with children can ___ the plane now.
- 5 The boat will ___ if the weather's really bad.
- 6 Tell me if you ___ anything interesting.
- 7 If you ___ flights early, they cost less.
- 8 How much luggage did you ___?

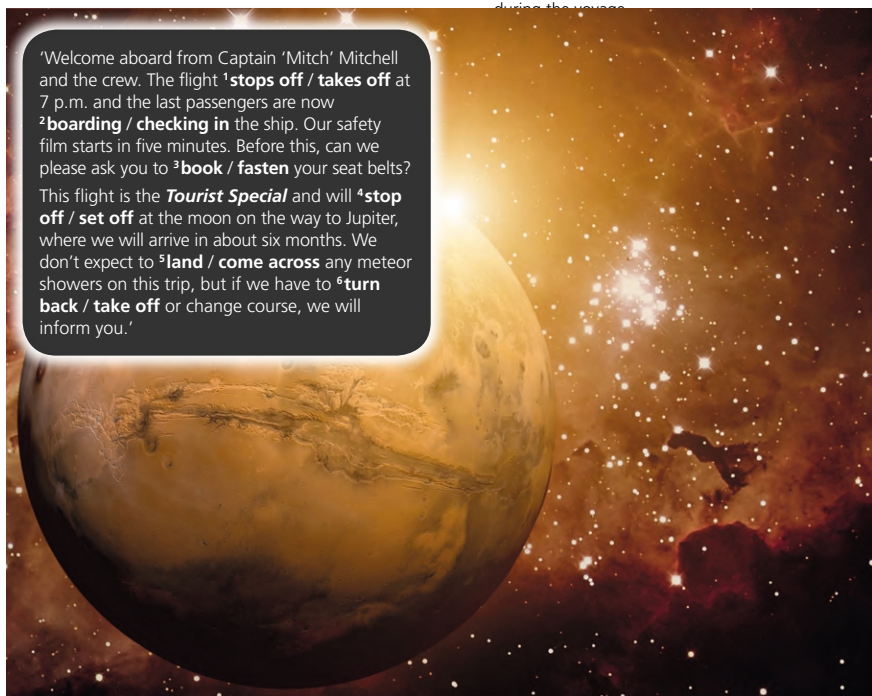
- 2 ● 3.13 Read the spaceship announcement below and choose the correct words. Then listen and check your answers.

- 3 ● 3.14 Listen to another announcement on board the *Tourist Special* to Jupiter. Who is making the announcement?

- a A flight attendant. b The captain.
c A tourist guide.

- 4 ● 3.14 Read the text and decide what type of information is missing. Then listen again and complete the text.

Cosmos 9 visits three places on its way to Jupiter. The voyage takes ¹___ months to reach Jupiter and arrives in ²___. On the moon, passengers can visit the ³___ and the ⁴___. The ship reaches Mars in ⁵___. The passengers spend ⁶___ days on Mars. Before it arrives at Jupiter, the ship stops off at Ganymede. The passengers stay ⁷___ nights there in a hotel. The trip from Ganymede to Jupiter takes ten ⁸___. The passengers won't meet any ⁹___ during the voyage.



LANGUAGE FOCUS □ Present simple and continuous for future

8

I can talk about travel arrangements.

1 Study the sentences from the listening on page 96. Then complete the rules with *present simple* or *present continuous*.

- 1 The first night on Mars you're staying in the luxury Inter Stellar Hotel.
- 2 The tour starts at 2.30.

RULES

We can use the ¹___ to talk about schedules and timetables.
We can use the ²___ to talk about arrangements in the future.

[More practice](#) ⇨ [Workbook page 65](#)

2 ● 3.15 Study the key phrases. Look at the timetable. Imagine that you are in Birmingham station and complete the dialogue. Then listen and check. Practise the dialogue with a partner.

KEY PHRASES □ Asking about times and timetables

When's the next ... to ... ?
What time does it get in?
Is that direct?
The next one leaves at ...
You have to change at ...

Birmingham	07.19*	10.36	16.20*
Wolverhampton	07.36	10.53	16.37
Stockport	08.09	11.31	17.09
Liverpool	09.09	12.09	18.15

* Change at Stockport

Passenger When's the next train to Liverpool?
Assistant The next one leaves at seven ¹___.
Passenger And what time does it ²___?
Assistant It gets in at ³___.
Passenger And is that ⁴___?
Assistant No, you have to ⁵___ at ⁶___.

3 Work in pairs. Prepare new dialogues for the situations below.

- 1 You live in Wolverhampton. It's 4 p.m. You want to go to a music festival in Liverpool which starts at 7 p.m. this evening.

- 2 You live in Birmingham. It's 9 a.m. You have a ticket for a football match in Liverpool which starts at 2 p.m.

4 ● 3.16 Complete the dialogue with the present simple or continuous form of the verbs in brackets. Then listen and check.

Mum What time ¹___ (you / meet) John tomorrow?

Frank 8.00.

Mum 8.00? That's a bit late. The bus ²___ (leave) at 8.10.

Frank When ³___ (the next one / go)?

Mum Let's see. There's one which ⁴___ (set off) at 9.00 and ⁵___ (arrive) in London at 9.45.

Frank Oh, that's OK. There's no hurry. The match ⁶___ (not / start) until 3 p.m. tomorrow.

Mum ⁷___ (you / do) anything after the match?

Frank Yes, I ⁸___ (go) for a pizza with the team.

5 Complete the questions about a weekend trip using the present simple or continuous form of the verbs in the box.

stay visit get leave arrive take eat see

- 1 What city ___ you ___?
- 2 How ___ you ___ there?
- 3 What time ___ you ___?
- 4 How long ___ the journey ___?
- 5 What time ___ you ___ at your destination?
- 6 ___ you ___ in a hotel?
- 7 What sights ___ you ___ on the first day?
- 8 Where ___ you ___ on the first evening?

6 **ACTIVATE** Plan a weekend trip to a city. Answer the questions in exercise 5 using your own ideas. Then interview your partner to find out about their plans.

What city are you visiting?

I'm visiting Paris.

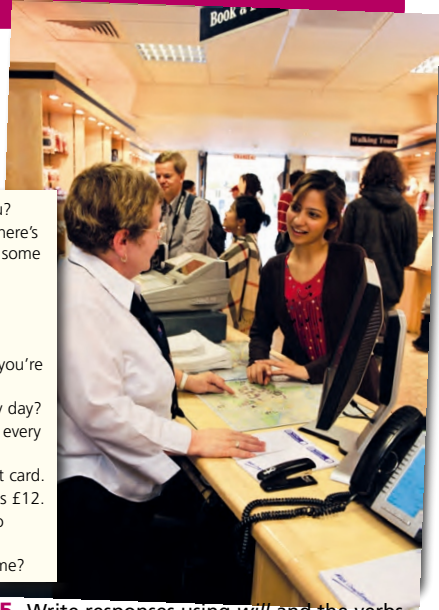
Finished?

You are a tour guide in London. Write a paragraph explaining the day's itinerary for your tour group.

SPEAKING □ Asking for and giving information

I can ask for and give information.

- 1 Look at the photo. Where is Marie? What do you think she is asking?
- 2 3.17 Listen to the dialogue. How much does Marie have to pay the assistant?



Assistant Good morning. Is there anything I can do for you?
 Marie I'm staying in Somerset and I was wondering if there's anything to see around here. Could you give me some information about places to visit?
 Assistant What sort of things do you like? There are some beautiful natural sites in Somerset.
 Marie That sounds good. Are there any day trips?
 Assistant Yes, there are day trips to the Cheddar Caves, if you're interested.
 Marie OK, great. Can you tell me if there are trips every day?
 Assistant I'll get you a leaflet ... Yes, here we are. They go every day except Monday at nine and eleven.
 Marie OK. And how much is the trip? I've got a student card.
 Assistant Let's see. Well, in that case it's £8. The full price is £12.
 Marie That's fine. I'll go on Thursday, then. Do I need to book it?
 Assistant I'll book it for you if you like. Can I take your name?

- 3 3.18 Complete the key phrases from the dialogue. Who says them? Listen and check. Then practise the dialogue with a partner.

KEY PHRASES □ Asking for and giving information

Is there anything I can ¹ ___ for you?
 I was ² ___ if ...
 Could ³ ___ give me ... ?
 Can you ⁴ ___ me if ... ?
 Yes, ⁵ ___ we are.
 Do I need to ⁶ ___ it?

Language point: will for spontaneous decisions

- 4 Read the rule. Find three examples in the dialogue.

RULE □

We can use *will* when we make a spontaneous decision or when we offer to do something for somebody.

[More practice](#) ⇐ [Workbook page 65](#)

- 5 Write responses using *will* and the verbs in brackets for situations 1–5. Then practise the dialogues in pairs.

- 1 'My suitcase is very heavy.' (carry)
- 2 'I haven't got a timetable.' (give)
- 3 'I don't know how to put on my skis.' (show)
- 4 'Have you invited Ben?' (phone)
- 5 'Have you decided what you want to eat?' (have)

- 6 **ACTIVATE** Look again at the dialogue in exercise 2. Prepare a new dialogue with a partner. Use the information below. Practise the new dialogue. Then change roles.

Balloon Flights
 See Kent from the air!

Morning flight 08.00
 Afternoon flight 13.00
 Every day except Tuesday

£80 adults
 £50 students and senior citizens

Over 12s only, please



WRITING □ An email about a visit

I can write about plans for a visit.

8

1 Read the model text and answer the questions.

- 1 Why did Dean write this email?
 - a To invite his friend to visit.
 - b To ask for advice. c To talk about plans.
- 2 What are they definitely doing on Saturday?
- 3 What are the possibilities for the afternoon?
- 4 What is Dean's suggestion for Sunday?
- 5 What does he ask Jacinta to tell him?



To: Jacinta
From: Dean
Subject: Your visit

Hi Jacinta

- 1 I'm just writing to check that everything's OK for your visit.
- 2 I think you'll like Oxford. On Saturday morning, we're doing a bus tour with my parents because they really want to show you the city. We'll be free in the afternoon, so we'll probably meet some of my friends, and we could either walk around the town or go to a museum. It's up to you. I expect we'll end up in one of the cafés in the shopping centre.
- 3 On Sunday, maybe we could catch a bus or train somewhere. There are some typical English villages around here, like Swinbrook and Burford. There isn't much to do there, but they're nice places. I'll get some photos and you can have a look.
- 4 We're going to meet you at the railway station tomorrow, so can you remind me what time your train gets in?
Looking forward to seeing you.
Dean

2 Complete the key phrases. Then look at the model text and check.

KEY PHRASES □ Presenting plans

I'm ¹ writing to ... I ⁴ we'll end up ...
We'll ² free ... Maybe we ⁵ ...
It's ³ to you. Can you ⁶ me ...

Language point: Linkers

3 Find the words in the box in the model text. Then complete sentences 1–5. Which words express a choice?

so either ... or but and because

- 1 We can have ___ a salad ___ a sandwich.
- 2 It's a pretty village, ___ it's a bit boring.
- 3 I'm writing ___. I need some information.
- 4 It's cold, ___ let's stay indoors.
- 5 Trains leave at 6.00 ___ 7.20.

4 ACTIVATE Follow the steps in the writing guide.

WRITING GUIDE

A TASK

A friend from Britain is coming to stay with you for a weekend. Write an email about your plans for the visit.

B THINK AND PLAN

- 1 What are you doing on Saturday morning?
- 2 Do your parents want to do something with your friend? What?
- 3 What are the possibilities for Saturday afternoon?
- 4 Where can you go on Sunday? How can you get there?
- 5 What are the places like and what can you do there?
- 6 Where are you going to meet your friend?

C WRITE

Paragraph 1: Introduction

I'm just writing to ...

Paragraph 2: Plans for Saturday

I think you'll like ...

Paragraph 3: Ideas for Sunday

On Sunday, maybe we could ...

Paragraph 4: Reminder

We're going to ...

D CHECK

- starting and finishing your email
- linkers
- future forms

Creativity and skills

MY COUNTRY Travel and tourism

8

I can understand a travel brochure about Kazakhstan.

1 Check the meaning of these words in a dictionary. Match them with definitions 1–6.

vast rare major ancient quirky hospitable

- | | |
|------------------|--------------------------|
| 1 very old | 4 friendly and welcoming |
| 2 eccentric | 5 large |
| 3 very important | 6 not common |

2 3.19 Read and listen to the travel brochure. Match headings A–J with paragraphs 1–10.

- | | |
|-------------------|----------------|
| A History | F Wildlife |
| B Shopping | G People |
| C Culture | H Adventure |
| D Vast landscapes | I Special days |
| E Education | J Food |

3 Look at the adverbs in blue in the travel brochure. Which adverbs do we use to say we are sure about something? Which ones do we use to say we are not sure?

4 Complete the rules with the adverbs in exercise 3.

- The adverbs ___ and ___ usually go at the beginning of the sentence.
- The adverbs ___, ___ and ___ come after *will* but before *won't*.

5 Put the words in the correct order to make sentences.

- will* / camping / weekend / we / maybe / go / this
- definitely / flights / book / will / I / the
- will* / next / weather / be / perhaps / the / better / week
- certainly / will / he / match / the / win
- won't / year / on / probably / holiday / go / I / this

6 Work in groups of four. Think of ten reasons why tourists should visit your hometown or city and prepare a travel brochure.

TEN REASONS TO VISIT KAZAKHSTAN

1 ___
The Great Dala, which has an area of 800 km², is the largest dry steppe region in the world. If you want to escape the crowds and noise of big cities, you will **definitely** enjoy camping in the steppe.

2 ___
Perhaps you have tried mountaineering, kayaking, skiing and horse riding before, so how about something more unusual? You can go eagle hunting in Nura, explore the ghost town of Shagan, visit the underground mosques in Mangystau region or watch a rocket launch in Baikonur.

3 ___
Snow leopards are very rare and you **probably** won't see one, but you will **definitely** come across saiga antelopes, argali sheep and a lot of different types of birds. The country is a paradise for bird lovers!

4 ___
The Silk Road was a major trade route connecting China with the Middle East and Europe. The Kazakh towns Turkestan and Taraz are located along this ancient route. **Maybe** you would like to see something even older? Visit Torysh (the Valley of Balls), and check out the mysterious 80-million-year-old spherical rocks!

5 ___
Are you interested in literature, music and art? Kazakhstan has a lot to offer. Visit the house of Fyodor Dostoevsky in Semey, the quirky Museum of Folk Musical Instruments in Almaty or one of the numerous art galleries.

6 ___
People in Kazakhstan celebrate the new year twice – in January (New Year's Day) and then again in March (Nauryz). The Nauryz celebrations last for three days. There is music, dancing, competitions and of course everyone has to drink Nauryz kozhe. It is an old tradition.

7 ___
Have you considered studying abroad? There are a lot of excellent universities in Kazakhstan, and some of them have exchange programmes. Click **here** to find out more!

8 ___
Traditional Kazakh dishes are based on meat and dairy products. The drink kumis, for example, is made from fermented mare's milk. Try the horse sausages, Kazakh meat and manti – you **certainly** won't be disappointed!

9 ___
All big cities have got malls, but the biggest of all is Khan Shatyr in Nur-Sultan. You can find everything here, from clothes and shoes to electronic devices and souvenirs. If you don't like malls, try one of the many bazaars.

10 ___
Last but not least, the locals are incredibly friendly and hospitable. The country is so multicultural, with more than 120 ethnic groups living peacefully together. You will **certainly** feel welcome wherever you go, regardless of your ethnicity or religion!

Creativity and skills

CLIL □ Community service: Volunteer holidays

I can plan and present a volunteer holiday for a family.

8



- 1 Look at the photos. Where are the people and what are they doing?
- 2 3.20 Read and listen to the text. What is voluntourism? Why is it becoming popular?

3 Read the text again and answer the questions.

- 1 Who used to do volunteer work abroad?
- 2 How have volunteer projects changed these days?
- 3 What can child volunteers do?
- 4 Why is voluntourism good for young people?
- 5 How do volunteers hope to help communities?
- 6 Why do some people criticize voluntourism?

4 YOUR CULTURE Answer the questions.

- 1 Is volunteer work popular in your country?
- 2 What sort of things do volunteers do?
- 3 Do you know anyone who has been on a volunteer holiday?
- 4 Would you like to go on a volunteer holiday? Why / Why not?
- 5 What kind of holidays do people in your country go on?

5 TASK Plan a volunteer holiday for a family.

- 1 Work in pairs and plan a volunteer holiday suitable for a family. Choose a suitable destination and type of volunteer work.
- 2 Write notes about the following features of the holiday and your own ideas:
 - what adults / children can do
 - positive impact of the work
 - accommodation and other facilities
 - length of stay, transport
 - cost of the holiday
- 3 Present your volunteer holiday to the rest of the class. Which is the most popular holiday?

Volunteer family holidays

A new type of adventure travel is becoming popular with people who want a different kind of holiday. Volunteer tourism or 'voluntourism' involves doing volunteer work while you are on holiday. In the past, volunteer projects lasted several weeks or months and were mainly for students or skilled people like nurses. Nowadays, however, there are plenty of short-term volunteer holidays for just about every interest or age group, including family-friendly holidays. Instead of swimming in the hotel pool or sunbathing on the beach, you can go to South Africa and study rhinos, work in an elephant sanctuary in Thailand, or help on a construction project in Latin America. Even children can take part by doing simple tasks like cleaning beaches, planting trees or simply spending time working with local children.

A volunteer holiday can be a very rewarding experience for a family. Volunteering as a family is a good way for young people to learn important values like kindness, responsibility and cooperation. By meeting people from around the world and experiencing different cultures, they learn to put their own problems into perspective, especially if they are used to an easy consumer lifestyle. They learn that annoying things in their daily lives, like housework or homework, are nothing compared to the problems that people from poorer countries face every day.

However, not everyone is happy with voluntourism. Some people feel that it may do more harm than good. Voluntourists believe that they make a positive difference by bringing money to local communities and by helping with development projects, but critics argue that voluntourists lack the skills and the time to really understand the problems and make a difference. In some cases they may even replace local workers and cause further poverty. What's more, if people are working all the time, they aren't spending money on tourist activities and this is bad for local economies. That's why it's important that voluntourists research their holiday carefully and choose a project that will really benefit the local community.

REVIEW □ Unit 8

Vocabulary

1 Complete the compound nouns with the words in the box.

ocean guide mosquito five-star
travel long-haul climbing coach

- | | |
|--------------|-----------------|
| 1 ___ agent | 5 ___ equipment |
| 2 ___ book | 6 ___ hotel |
| 3 ___ flight | 7 ___ cruise |
| 4 ___ net | 8 ___ tour |

2 Choose the correct words.

- Could you **lend** / **borrow** me some money?
- The train **journey** / **travel** takes an hour.
- Do you always **carry** / **wear** a watch?
- NASA is planning a **travel** / **voyage** to Mars.
- We **looked** / **saw** a snake in the road.
- I only **wasted** / **spent** twenty euros on souvenirs, but I got some amazing things.

3 Complete the sentences with the verbs in the box.

board check in stop off fasten
turn back come across

- You must ___ your luggage an hour before departure.
- We ___ for three hours in Madrid.
- Please ___ your seat belts.
- The plane had to ___ because of storms.
- Come on! It's time to ___ the plane.
- Did you ___ anyone you knew?

Language focus

4 Complete the sentences with the correct form of **will** or **be going to**.

- It's easy to find. You ___ a map. (not need)
- Look at that black cloud. It ___. (rain)
- We ___ our grandparents in the holidays. (see)
- How long ___ in the USA? (she / stay)
- I'm sure he ___ you to the airport. (drive)
- I ___ very hard next term. (work)
- Scientists predict that temperatures ___ all over the world in the next few years. (increase)

5 Complete the dialogue with the correct form of the present simple or continuous.

- Joe What ¹___ (you / do) this weekend?
Have you got any plans?
- Lucy Yes. I ²___ (stay) with my cousin in London.
She ³___ (take) me on a sightseeing tour of the city. I've never been before.
- Joe That sounds fun! ⁴___ (you / travel) up by train?
- Lucy No. I ⁵___ (take) the coach because it's cheaper. It ⁶___ (leave) at 8.10 and ⁷___ (arrive) at Victoria Station at 10.15. What about you?
- Joe Not much, but I ⁸___ (play) basketball at 2 p.m. on Saturday.



Communication

6 Match sentences 1–6 with responses a–f.

- Is there anything I can do for you?
 - What time does the train leave?
 - What sort of things do you like?
 - I don't know how to get to the station.
 - I'll book it for you if you like.
 - How much is the trip?
- a My sister will take you.
b OK, thanks.
c I'll get you a timetable.
d It's five euros if you've got student cards.
e I was wondering if I can book theatre tickets here.
f We enjoy visiting art galleries.

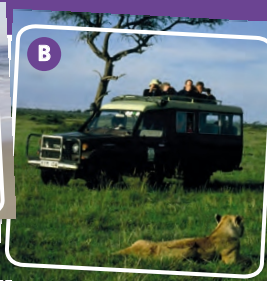
Listening

7 3.21 Listen to a dialogue and choose the correct words.

- Tamzin is going to stay in **France** / **Spain** in July.
- Billy's course begins on **15th** / **13th** July.
- Billy is staying **with a Spanish family** / **at a language school**.
- Billy is going to spend **two** / **three** weeks in Spain.
- Tamzin is going to camp in **the mountains** / **by the sea**.
- Tamzin is having the party **in her house** / **in the garden** if it rains.

SKILLS ROUND-UP □ Welcome–Unit 8

8

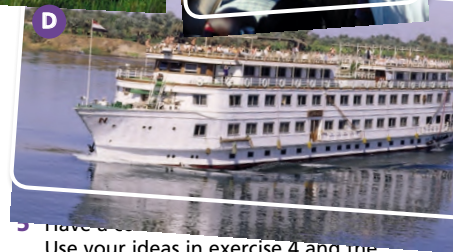


Listening

- Look at the photos and answer the questions.
 - What types of holiday are the people in the photos having?
 - Which holiday would you most / least like to go on? Why?
 - Where did you last go on holiday?
 - What type of holiday is most / least popular with young people? Why?
- 3.22 Listen to a conversation. Where has Annie been? Where is Jack planning to go in August?
- 3.22 Listen again and complete the sentences.
 - Annie got back from her holiday on ____.
 - Tessa couldn't go on a ____ trip because she was ill.
 - Tessa got ill because of the ____ she ate.
 - They used ____ at night to prevent mosquitoes from biting them.
 - Jack is going to have ____ weeks' holiday in the summer.
 - He's going to go with ____ and his parents.
 - They are flying home from ____.
 - Jack doesn't usually like ____.

Speaking

- Work in pairs and prepare a conversation. Imagine you are planning a 'once-in-a-lifetime holiday' in a foreign country. Answer the questions.
 - Where are you going to?
 - How are you getting there and how long are you planning to stay?
 - Where are you going to stay?
 - What preparations do you need to make and what will you take with you?
 - What are you planning to do there: sightseeing, day trips, cultural tours?



Use your ideas in exercise 4 and the chart below to help you. One of you is **A** and one of you is **B**. Change roles.

A Tell B about your plans.	➔	B Ask for details.
A Give details of your plans.	➔	B Ask about preparations. <i>Have you booked ... ? Are you going to ... ?</i>
A Reply.	➔	B Give advice.
A <i>You might be right. I'll remember that.</i>	➔	

Writing

- Write a tourist leaflet for a holiday destination. Mention things you can do and see there and how you can get around. Begin like this:
 ... is a great holiday destination. There are plenty of things to see and do here.
 A popular tourist attraction is the ...

9

Science and technology

Start thinking

- 1 How often do you use Instagram, Snapchat or other social media?
- 2 What technological advances have there been in the last ten years?
- 3 How can psychology help people lead happier lives?

Aims

Communication: I can ...

- talk about using social media.
- understand a text about psychology.
- react to news and sympathize.
- talk about imaginary situations in the past.
- understand a discussion about phobias.
- describe people, things and places using relative clauses.
- sympathize with someone.
- write about a personal experience.
- understand an article about the future of cities.

Vocabulary

- Social media sites
- Phobias

Language focus

- Third conditional
- Object and demonstrative pronouns
- Defining and non-defining relative clauses

Creativity and skills



My country
Science and technology

↔ Page 112



CLIL
Physics and chemistry:
Satellites and spacecraft

↔ Page 113



Project
Robots

↔ Page 115

VOCABULARY AND LANGUAGE FOCUS

□ A day in cyberspace

I can talk about using social media.

1 Read *My morning online*. How similar is Leona's morning to yours? Match the words in **blue** with definitions 1–10.

- 1 a sequence of pictures you send and receive every day
- 2 celebrities you add on Snapchat
- 3 a private / direct message that can be sent to an individual person
- 4 to move text and pictures up and down a screen
- 5 the process of voting for something
- 6 to close an app
- 7 a searchable and shareable archive of snaps that you can access
- 8 a usually funny image, video or piece of text that is copied and spread rapidly by internet users
- 9 a photo that you take of yourself
- 10 to be identified by someone in a post that you share



Hi, I'm Leona, and here's what I do every morning online. So when I wake up, I turn on my phone, go on Instagram, **scroll** through my feed, comment on some posts, and see what I'm **tagged** in. This can take quite a long time if there are lots of new posts.

I post a morning **selfie** on my story and add a **poll**. This morning I want to ask if I should eat cereal or toast for breakfast.

Then I open some **memes** on my **DMs** that my friends sent me the night before – the video I saw this morning was really funny.

Then I go on Snapchat and open my **streaks** and answer some snaps.

I post a picture on my private story from my **memories**. Then I look at my **subscriptions** and turn my snap location on so I can see where everyone is.

Then I add some new friends and answer group chats. I really enjoy sharing ideas with other people. It gives me inspiration for the rest of the day. Finally, I **log out**. It's time to get going.

Verbs and prepositions

2 Match the verbs and prepositions from *My morning online*.

1 wake	in
2 go	at
3 scroll	on
4 comment	in / out
5 tag	up
6 post (something)	on / off
7 look	on
8 turn (something)	on
9 open (something)	through
10 log	up

3 Study the sentences. Then complete the rules.

- John woke me up at 8.00. / John woke up me at 8.00.
- I looked at my texts. / I looked my texts at.
- She turned her phone off. / She turned off her phone.

RULES

- With some verbs, we put the object ¹ ___ the verb and the preposition.
- With some verbs, we put the object ² ___ the preposition.
- With some verbs, we can put the object ³ ___ the verb and the preposition or ⁴ ___ the preposition.

More practice ⇌ Workbook page 70



Science and technology □ 105

4 Complete the sentences with the verbs and prepositions in the box.

verbs: turned posted commented opened wake
prepositions: in on at on through

- My sister ___ a funny photo ___ Snapchat.
- He scrolled ___ his feed to see if she'd posted a comment.
- I'm tagged ___ a celebrity post.
- I ___ a video link on one of my direct messages.
- No one ___ on my amazing video.
- She's been looking ___ Ariana Grande's Facebook page for hours.
- When I ___ my phone on, I had 120 messages.
- Can you ___ me up before you go?
- I usually go ___ Snapchat after I get home.

5 ACTIVATE Complete the sentences with your own ideas. Work in pairs and compare your answers with a partner.

- I'm on (social media site/s) for about ... (minutes / hours) a day.
- I usually post ...
- I love ...
- I really don't like it when ...
- I've got / haven't got a ... account.
- Group chats are ...


Finished?

Write sentences about the benefits and problems with using social media

One of the good things about social media is feeling part of a group.

READING The psychology of 'Yes'

I can understand a text about psychology.

1  3.23 Look at the title of the text and the photos. What do you think the text is about? Read and listen to the text and check your answer.

2 Read the text again and answer the questions.

- 1 When you have a positive approach to life, what do you spend less time doing?
- 2 Where did Danny spend his free time after his girlfriend left him?
- 3 How did he use to communicate with his friends?
- 4 According to the stranger, what kind of people say 'no'?
- 5 Why did Danny start his experiment?
- 6 Why did Danny buy a newspaper?
- 7 Why did Danny's life change when he bought the newspaper?
- 8 How long did Danny's experiment last?

3 Complete the summary with six of the words in the box.

money pessimistic interesting generous
advice a beggar positive a stranger polite

Danny Wallace became ¹_____ and depressed after his girlfriend left him. Then one day, he met ²_____ who gave him some ³_____. Danny's new philosophy was to be ⁴_____ about everything and more ⁵_____ towards other people. As a result, his life became much more ⁶_____.

4 BUILD YOUR VOCABULARY Find antonyms in the text for 1–6.

- 1 accepted (paragraph 2)
- 2 complicated (paragraph 3)
- 3 poorer (paragraph 5)
- 4 meanness (paragraph 5)
- 5 luckily (paragraph 5)
- 6 exciting (paragraph 6)

5 Match the words in the box with their antonyms in exercise 3. Then write sentences with the words.

mean rude boring negative optimistic

6 YOUR OPINIONS Ask and answer the questions.

- 1 How often have you said 'no' to something this week? Why?
- 2 Has anyone ever given you any good advice? Who? What was it?
- 3 What makes people happiest, in your opinion?
- 4 How can you help a friend who is unhappy?
- 5 Do you agree with the writer? What would happen if you always said 'yes'?



The psychology of 'Yes' starts with the difference between an active and passive approach to life. An active approach means that you spend less time dwelling on what's wrong with your life and more time making improvements to aspects of your life and achieving your potential to be happy and successful.

Here's an example. When his girlfriend left him, Danny Wallace stopped going out and developed a strong relationship with his sofa and remote control. His attitude to everything was negative and his passion for life had gone. He politely refused his friends' invitations and sent 'happy birthday' emails instead of going to parties. He texted people instead of phoning, and phoned people instead of visiting. Danny became the man who always had an excuse.

It was only when a mystery man said three magic words that Danny's whole world started to change and he became more positive and passionate. The stranger, who Danny met on a bus, had a simple philosophy. In his opinion, people without passion always said 'no', so they missed a lot of opportunities in life. His advice to Danny was simple: 'say "yes" more'. The man's philosophy interested Danny and he decided to try an experiment. From that moment, he would always say 'yes'.

So the next time that a friend invited him to play football, Danny said 'yes'. Near his flat, on the way to football, someone was begging for money. The man asked Danny for a pound. Danny said 'yes', but he didn't have any change, so he went to the newsagent's, bought a newspaper and then gave the man a coin. When a scratch card fell out of the newspaper, Danny decided to play and he won!

LANGUAGE FOCUS □ **Third conditional**

I can talk about imaginary situations in the past.

9

- 1** Complete the sentences from the text. Then choose the correct words in the rules.

Situation	Result
If he'd said 'no' to his friend,	he ¹ ___ stayed at home.
If he'd stayed in,	he ² ___ met the beggar.
If he ³ ___ done the scratch card,	he ⁴ ___ won the prize.
Result	Situation
Would he have done these things	if he ⁵ ___ stayed on his sofa?

RULES

- The third conditional describes the imaginary results of **past / future** events which never happened.
- We form the third conditional with
If ... + **had / have** + past participle (situation) + would have + **past participle / past simple** (result).

[More practice](#) ⇌ [Workbook page 71](#)

The prize was £25,000. 'Yes' had suddenly made Danny a wealthier man. If he'd said 'no' to his friend, he'd have stayed at home. If he'd stayed in, he wouldn't have met the beggar, and if he'd said 'no' to the beggar, he wouldn't have bought the newspaper or done the scratch card. And if he hadn't done the scratch card, he wouldn't have won the prize. His optimism and generosity had made a difference. Unfortunately, he lost the £25,000 five minutes later, but that's another story.

It was the beginning of Danny's adventures. In the next six months, he continued to say 'yes' and his life got better and more exciting. As a result, he became a politician and an inventor, met Buddhist monks, travelled to some unusual places, got into some embarrassing situations and met the woman of his dreams! Would he have done these things if he'd stayed on his sofa? So remember ... if life is getting dull, just say the magic word.



- 2** Complete the third conditional sentences.

If you'd *gone* (go) out more, you'd *have made* (make) more friends.

- Danny ___ (not meet) the man if he ___ (stay) in his flat.
- Paul ___ (be) happy if he ___ (get) the job.
- If you ___ (not say) anything, I ___ (not know).
- ___ we ___ (be) successful if we ___ (work) harder?
- If you ___ (ask) me politely, I ___ (help) you.
- ___ Sue ___ (go) to the party if she ___ (know) about it?

- 3** **3.24** Rewrite the sentences using the third conditional. Include the words in brackets. Then listen and check.

Hayley didn't go because she was tired.

If Hayley *hadn't been tired*, she *would have gone*. (gone)

- John didn't go to the party because he felt moody. If ___ (hadn't)
- The fans respected the captain because he played well. They ___ (wouldn't)
- I wasn't there, so I didn't see you. I ___ (seen)
- The team were pessimistic because they lost last week. The team ___ (wouldn't)
- He gave up smoking when he met his girlfriend. If ___ (hadn't)
- Sam wasn't optimistic about passing his exams because he hadn't revised much. He ___ (would)
- She was very successful because she had a positive attitude. If ___ (hadn't)

- 4** **ACTIVATE** Ask and answer with a partner.

What would you have done if you ...

- had lived a thousand years ago?
- hadn't come to school today?
- had met the US President this morning?
- had met a film star on the way to school?
- had found a twenty-euro note in the street?
- hadn't studied at this school?

Finished?

Continue the chain of consequences into the past with your own ideas.

Tom *wouldn't have broken his leg* if he *hadn't fallen out of the tree*. He *wouldn't have fallen out of the tree* if ...

VOCABULARY AND LISTENING □ Phobias

I can understand a discussion about phobias.

STUDY STRATEGY □ Dictionary skills

- 1 Look at the dictionary entry and find the abbreviations for the words in the box. Which phrases in the entry are definitions?

verb somebody adjective noun

fright /fraɪt/ *n* a sudden feeling of fear:
That spider gave me a fright.

frighten /fraɪtən/ *v* to make sb afraid

- 1 *Spiders frighten me.*

frightened /fraɪtnd/ *adj* afraid:

- 2 *I feel frightened when I see a spider.*

frightening /fraɪtɪŋ/ *adj* causing fear:

- 3 *Spiders are frightening.*

- 2 Study example sentences 1–3 in the dictionary entry and match them with a–c. What are two adjective suffixes?
- The adjective refers to the reason for the feeling.
 - This is a verb and not an adjective.
 - The adjective refers to how you feel.

- 3 Complete the table. Make adjectives using the verbs in the box. Then use a dictionary to find the nouns.

bore relax astonish embarrass shock
fascinate interest

Verb	-ed adjective	-ing adjective	Noun
bore	bored	boring	boredom

- 4 3.25 Listen to a radio programme about phobias. Which of the things in the photos do the speakers mention?
- 5 3.25 Listen again and match the speakers, Ben, Jackie and Mary, with descriptions a–d. There is one extra description that you do not need.
- This is a person who used to be terrified of open spaces and crowds.
 - This is a person who is scared of heights.
 - This is a person who's got a phobia of snakes.
 - This is a person who used to be frightened of heights.

- 6 Choose the correct words in the *All about me* profile. Then write your own answers for 1–10.

- 7 **ACTIVATE** Work in pairs. Compare your answers to the *All about me* profile.

Is there something which terrifies you?

Yes, I'm terrified of rats.



All about me ...

- Something which **terrifies** / **terrifying** me.
- Something which I'm **worried** / **worry** about.
- The most **horrifying** / **horrified** thing that I've seen or heard this year.
- A piece of news which **astonished** / **astonishing** me.
- A TV programme which I saw recently which I found **fascinated** / **fascinating**.
- A celebrity who often **shocking** / **shocks** people.
- A singer whose voice is so bad that it's **embarrassed** / **embarrassing**.
- Somewhere **interesting** / **interested** that I've always wanted to visit.
- The place where I feel most **relaxed** / **relaxing**.
- Something people do which I find **annoying** / **annoyed**.



LANGUAGE FOCUS □ Defining and non-defining relative clauses

9

I can describe people, things and places using relative clauses.

Defining relative clauses

- 1 Read the rules and find examples for each rule in the *All about me* profile on page 108.

○ RULES

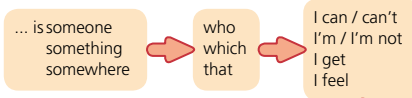
- 1 We can use the relative pronouns *who*, *which* and *where* when we refer to people, things and places.
- 2 We can use *that* instead of *who* and *which*.
- 3 We can use *whose* for possession.
- 4 We put prepositions at the end of a relative clause.

More practice ⇨ Workbook page 73

- 2 Join the sentence halves with *where*, *who*, *whose* and *which*.

- 1 I know a man ...
I know a man who suffers from technophobia.
 - 2 Silicon Valley is the place ...
 - 3 Do you know the app ...
 - 4 Is there an online store ...
 - 5 This is the guy ...
 - 6 Online surfing is something ...
 - 7 They are the developers ...
- a helps you generate and remember passwords?
b fixed my hard drive problem.
c suffers from technophobia.
d I can buy smartphone screens?
e software I often use.
f I do far too much of.
g many high-tech companies are located.

- 3 Make sentences using the phrases in the chart. Then explain your ideas to a partner.



talk to	relax with	interested in
frightened of	bored with	annoyed with
shocked by	embarrassed by	fascinated by

My brother is someone who I get annoyed with because he spends hours in the bathroom!

Non-defining relative clauses

- 4 Study the sentences from the listening on page 108. Which is the relative clause in each sentence? Match sentences 1–5 with rules a and b.

- 1 Wendy Nichols, who is from London University, is a phobia psychologist.
- 2 You meet people who've had similar problems.
- 3 I just keep away from places where there are a lot of people.
- 4 I was supposed to go to Barcelona, where I had a meeting, but I couldn't board the plane.
- 5 Ben, whose job includes travelling, has a phobia of flying.

○ RULES

- a A defining relative clause gives important information about the noun. The sentence doesn't make sense without this clause.
- b A non-defining relative clause gives extra information about a noun. The sentence makes sense without this clause. We don't use *that* with these clauses.

- 5 Combine the two sentences to make one sentence. Use a non-defining relative clause with *who*, *which*, *where* and *whose*.

- Tom plays basketball brilliantly. He's very tall.
Tom, who's very tall, plays basketball brilliantly.
- 1 Marc speaks French. His dad comes from Paris.
 - 2 My sister sings in a band. She lives in Dublin.
 - 3 Last summer, I visited Ireland. My father was born there.
 - 4 I can't find my new coat. I bought it last week.
 - 5 My uncle has got a yacht. He's very rich.
 - 6 Jan works for a big company. It makes toys.

- 6 **ACTIVATE** Write five sentences about famous people. Then read them to your partner for them to add extra information.

The Queen of England lives in Buckingham Palace.

The Queen of England, who has met Lady Gaga, lives in Buckingham Palace.

○ Finished?

Write definitions for words in this unit. Then ask questions to guess your partner's word.

Is it a person who ... / a place where ... / something which ... ?

SPEAKING □ **Reacting to news and sympathizing**

I can sympathize with someone.

1 Look at the photo. How do you think Marie is feeling? Choose the correct answer.

- a terrified b fed up c excited

2 3.26 Listen to the dialogue. Is Dean optimistic or pessimistic about Marie's situation?

Dean Hey, Marie, you look a bit down. What's the matter?
Marie Oh, someone's posted a photo of me on Snapchat with a funny face.
Dean Oh, right. Sorry to hear that. It isn't the end of the world, though.
Marie I know, but other people will see it and I look so silly.
Dean Don't take it too badly. At least you can ask the other person to take it down.
Marie That's true, I suppose. But it makes me feel really sad someone would do that.
Dean It happens all the time. It's not worth worrying about.
Marie Yeah, maybe you're right.
Dean Look at it this way: you could always post another photo of yourself looking really cool.
Marie That's a good idea. I mustn't worry over a little photo.
Dean Cheer up! Come on. Let's go to a café or something.
Marie OK. Thanks, Dean. I feel a bit better now.



3 3.27 Complete the key phrases from the dialogue. Listen and check. Then practise the dialogue with a partner.

KEY PHRASES □ **Sympathizing**

You ¹___ a bit down.
 Sorry to ²___ that.
 It isn't the ³___ of the world.
 Don't take it too ⁴___.
 At least ...
 Look at it ⁵___ way.
 Cheer ⁶___!

4 3.28 Listen. Which words do you hear?

- 1 At least you were / weren't in the same class.
- 2 She won't / wouldn't move to another city.
- 3 I think he'd be / have been happier here.
- 4 If you stayed / 'd stayed, it would be great.
- 5 I would / wouldn't have been happy with her.

5 3.29 Read and listen to the mini-dialogue. What positive aspect does Liz mention? Practise mini-dialogues for situations 1–4 with a partner. Use the key phrases in exercise 3.

Liz You look a bit down. What's the matter?

Shaun I auditioned for a band and they chose another guitar player.

Liz Don't take it too badly. At least you had a new experience.

- 1 I lost my favourite sweatshirt yesterday.
- 2 I failed two of my exams.
- 3 My pet has just died.
- 4 We aren't going away for a holiday. We're staying here all summer.

6 **ACTIVATE** Work in pairs. Prepare a new dialogue with a partner. Use the situation below. Practise your dialogue. Then change roles.

My best friend is moving to the USA.

WRITING □ An experience

I can write about a personal experience.

9

A happy ending



- 1 This time last year, things weren't going too well for me. I'd failed my science exam and I had to take it again. I was feeling fed up and I wasn't interested in anything. Friends invited me out, but I didn't really want to see them. I spent a lot of time watching DVDs in my room.
- 2 Everything changed for me the day someone posted a comment about a robotics competition on Instagram. I was really interested in robotics and had even started designing my own robot, so I entered the competition and won! The prize was a chance to work with designers who were developing a new kind of wheelchair that drives itself and helps injured and blind people get around more easily. All the designers were really optimistic and enthusiastic. They made me realize that my problems weren't at all serious and that I should be a bit more positive.
- 3 These days, I feel much happier. Working for a month as a designer has made me feel more useful and sociable. They've promised me a full-time position and the new wheelchairs are almost ready for testing. If someone hadn't posted on Instagram, I'd never have had the opportunity. I realize now I was making a big fuss about something really trivial.

1 Read the model text and answer the questions.

- 1 What caused the writer's unhappiness?
- 2 Which paragraph describes the turning point in his life?
- 3 What event changed the writer's life?
- 4 How did working in the robotics company change the writer's attitude to life?
- 5 Which paragraph describes how the writer feels now?

2 Study the key phrases. Put the key phrases in the order of the text. Then check your answers.

KEY PHRASES □ Describing a personal experience

Things weren't going too well for me.
 If I hadn't ..., I'd never have ...
 Everything changed for me ...
 These days, I feel ...
 ... made me realize that ...

Language point: Modifying comparatives

3 Study the examples. Then order the words in 1–5.

- I should be a bit more positive.*
I feel much happier.
- 1 Peter / a lot / more / was / optimistic
 - 2 you / slightly / harder / can / work / ?
 - 3 feeling / I'm / happier / a bit
 - 4 respectfully / please / a little / more / behave
 - 5 life / should / less / stressful / much / be

4 ACTIVATE Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Imagine that you were feeling depressed. Write a story with the title *A happy ending*.

B THINK AND PLAN

- 1 Things weren't going well for you. Why?
- 2 Things changed suddenly for you. Where were you and what were you doing?
- 3 What did you start to do and why did you like it?
- 4 How did you become happier?
- 5 How do you feel now? Why?

C WRITE

Paragraph 1: In the beginning

This time last year, ...

Paragraph 2: How things changed

Everything changed for me the day I ...

Paragraph 3: My life now

These days, I feel ...

D CHECK

- modifiers
- relative clauses
- conditionals

Creativity and skills

MY COUNTRY Science and technology

I can understand an article about the future of cities.

9



CITIES OF THE FUTURE

In the 1950s, only 750 million people lived in cities. In 2018, the world's cities were home to 4.2 billion people, which was about 55% of the population at the time. ¹ But what will the cities of the future look like?

'If we don't do anything to prepare for this expansion, the cities of the future will be noisy, polluted and overcrowded,' says Dr Stuart Smith, a scientist who specializes in urban geography. 'But it doesn't have to be like that. Governments around the world are already trying to come up with innovative solutions. There have been some success stories and, in my opinion, the most striking is that of Nur-Sultan in Kazakhstan.'

Nur-Sultan is one of the fastest growing cities in Central Asia. ² Over the next two decades, it was completely rebuilt, becoming the new capital of Kazakhstan. Today, more than a million people live in the city. Such rapid growth is usually associated with a sharp decline in the quality of life, but this hasn't been the case in Nur-Sultan. 'I didn't think

this was possible,' says Dr Smith. ³ There are amazing futuristic buildings designed by world famous architects, a lot of green spaces, a free Wi-Fi network and a very efficient public transport system.'

So, what makes Nur-Sultan different, and why has it been so successful? ⁴ Before construction began in the late 1990s, the government of Kazakhstan asked urban planners from all over the world to submit proposals for the new capital, and then chose the best one. Technology has played a major role, too. ⁵ It has helped to develop urban planning tools which predict the impact of new infrastructure on citizens' lives. In 2016, the Smart Astana app was launched. The app offers more than 100 services – for example, you can use it to order a taxi, buy tickets for a concert, make a doctor's appointment, receive notifications from school, write recommendations about public services and much more. 'It's brilliant,' says Dr Smith. ⁶ I think European and American cities have a lot to learn from Nur-Sultan. It truly is a city of the future.'

- 1 Check the meaning of these words in a dictionary. What part of speech is each word? Which three words can be both verbs and nouns?

innovative solution rapid decline
futuristic construction impact
infrastructure citizen launch

- 2 3.30 Read the article and complete it with the missing sentences A–F. Then listen and check your answers.

- A In 2012, the authorities created an innovation organization called Astana Innovations.
- B In the early 1990s, it was a small city with a population of about 280,000 people.
- C If I hadn't seen it with my own eyes, I wouldn't have believed it.
- D If I lived in Nur-Sultan, I'd use it every day.
- E Scientists have estimated that by 2050, about 70% of the population will live in urban areas.
- F The answer is smart urban planning, according to Dr Smith.

- 3 Find three conditional sentences in the article and exercise 2. Then complete the table with *past*, *present* and *future*.

Form	Time	Situation
First conditional: <i>if + 1___ simple, will + infinitive</i>	² ___ or ³ ___	real, possible
Second conditional: <i>if + 4___ simple, would + infinitive</i>	⁵ ___ or ⁶ ___	unreal or unlikely
Third conditional: <i>if + 7___ perfect, would have + past participle</i>	⁸ ___	unreal

- 4 Complete the sentences with your own ideas.

- 1 If I were the mayor of my town / city, ...
- 2 If I could live anywhere in the world, ...
- 3 If it rains tomorrow, ...
- 4 If I had a lot of money, ...
- 5 If they build a new airport in my town, ...
- 6 If people hadn't invented computers, ...

- 5 Work in pairs. What do you think your town or city will be like in 2050? Think about:

buildings transport public services
infrastructure

Creativity and skills

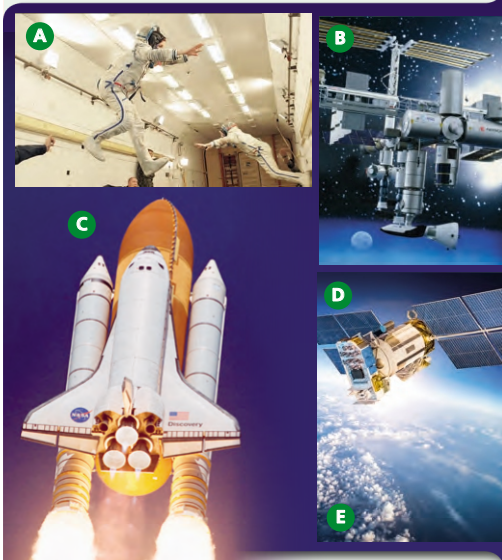
CLIL □ Physics and chemistry: Satellites and spacecraft

I can talk about the future of space travel and exploration.

9

- 1 Check the meaning of the words in the box. Then match them with A–E in the photos.

space station weightlessness
space shuttle Earth satellite



- 2 3.31 Complete the text with the words in exercise 1. Then read and listen to the text and check.

- 3 Read the text again and write *true* or *false*. Correct the false sentences.

- 1 The Soviet Union put the first artificial satellite in orbit.
- 2 *Sputnik 1* was the first natural satellite.
- 3 Astronauts constructed the ISS in space.
- 4 Teams of researchers have been living in space since 1990.
- 5 Charles Simonyi has been on one trip into space.
- 6 Sub-orbital spacecraft are spaceships which travel into space.
- 7 People can experience weightlessness on sub-orbital spacecraft.

Out of this world

A ¹___ is an object that orbits another object in space. There are natural satellites like the moon, which orbits ²___, and there are also artificial satellites. Artificial satellites are man-made objects which are sent into space. In 1957, the Soviet Union launched the first artificial satellite, *Sputnik 1*, and today there are about three thousand artificial satellites in orbit around Earth. We use them to transmit phone calls and TV signals across the world, to navigate journeys, to forecast the weather and to study the universe.

The largest artificial satellite in orbit is the International ³___ or ISS. The American ⁴___ started taking material into space to build the ISS there in the late 1990s, and different teams of researchers have lived there continuously since November 2000. The ISS was also the destination of the world's first space tourists. One of them, the Hungarian-American billionaire Charles Simonyi, enjoyed the visit so much that he paid \$35 million for a second trip. During his visits to space, he helped with research projects and chatted to schoolchildren in the USA via a video link.

Space tourism will be more popular in the future, thanks to the development of sub-orbital spacecraft. Travelling to altitudes of over one hundred kilometres, these craft reach the boundaries of space, at the edge of the Earth's atmosphere. From there, passengers get a breathtaking view of Earth, and can also experience ⁵___. Prices started at \$200,000 for a three-hour trip, but flights will certainly become cheaper in the future. Scientists hope that the increase in space tourism will help to raise money to fund further space projects.

- 4 **ACTIVATE** Read sentences 1–6. Work in pairs and discuss whether you think these things are already possible, will be possible in the future or will never be possible.

- 1 Hotels will open in space.
- 2 Tourists will be able to visit other planets.
- 3 People will have their own personal space shuttle.
- 4 People will be able to experience weightlessness in their own home.
- 5 People will grow plants in space.
- 6 There will be budget flights to the moon costing about €100.

REVIEW □ Unit 9

Vocabulary

1 Write the nouns for these adjectives.

- | | |
|-------------------|--------------------|
| 1 frustrated ____ | 4 generous ____ |
| 2 confident ____ | 5 pessimistic ____ |
| 3 polite ____ | 6 moody ____ |

2 Complete the sentences using a word formed from the word in brackets.

- Snakes and spiders ____ me. (fright)
- I feel really ____ at the moment. (bore)
- Speaking to the class makes me feel _____. (embarrass)
- I find my younger brother really _____. (annoy)
- I was ____ when I saw how tall he'd grown. (astonish)
- My friend was ____ when I told her the story. (shock)
- Watching TV after school is quite _____. (relax)
- That TV documentary on Channel 4 was _____. (fascinate)

Language focus

3 Choose the correct words.

- I don't like the actor in that film. He's really **annoy** / **annoying**.
- I fell over in class. It was so **embarrassed** / **embarrassing**.
- Documentaries about sharks **fascinating** / **fascinate** me. They're so **interested** / **interesting**.
- I feel more **pessimistic** / **pessimistically** these days.
- I'm **terrifying** / **terrified** of spiders.

4 Complete the third conditional sentences with the correct form of the verbs.

- He ____ (train) harder if he ____ (know) how good the other team was.
- If I ____ (not / tidy) my room, I ____ (not / find) the library book.
- If I ____ (not be) so tired, I ____ (go) out.
- ____ (you / work) harder if your parents ____ (send) you to private school?
- If he ____ (tell) the truth, his mum ____ (not be) so angry.
- What language ____ (you / chose) if you ____ (not take) English?

5 Complete the sentences with *who*, *which*, *where* or *whose*.

- I'm not sure ____ pen this is.
- Is that the shop ____ Tom works?
- The police officer, ____ loved animals, returned the lost dog to its owner.
- Football is a sport ____ I find really boring.
- That's the boy ____ skateboard was stolen.
- Do you know the guy ____ is singing?
- I visited Bratislava, ____ I was born.
- That's a machine ____ makes ice cream.

Communication

6 Complete the mini-dialogue with the phrases in the box.

I suppose fed up I know the end of the world too badly What's the matter?

- Sally You look ¹ ____, Josh.
² ____
- Josh I failed my driving test.
- Sally Oh, sorry to hear that. It isn't ³ ____, though.
- Josh ⁴ ____, but life would be much easier if I could drive.
- Sally Don't take it ⁵ ____.
At least you can take the test again.
- Josh Yeah, that's true, ⁶ ____.



Listening

7 3.32 Listen to four people talking about happiness. Match speakers 1–4 with sentences a–e. There is one extra sentence that you do not need.

Speaker 1 ____ Speaker 3 ____
Speaker 2 ____ Speaker 4 ____

- I think that sort of behaviour is irresponsible.
- Some people are incredibly generous.
- Money doesn't always make people happy.
- Optimistic people tend to be happy.
- People who are moody are no fun to be with.

PROJECT Robots

9

1 Read *Robots*. Match questions 1–4 with paragraphs A–D.

- | | |
|--|---------------------------|
| 1 What are modern robots used for? | 3 What is a robot? |
| 2 What are the benefits and dangers of robots? | 4 How did robots develop? |

Robots

A A robot is a machine that can carry out a series of functions. Originally, the functions were very basic. For example, in 1930 a robot called Elektro could walk by voice command, speak about 700 words, smoke cigarettes and move his head and arms. Elektro was a humanoid – that is he looked like a human with arms and legs. However, his movements were very slow and mechanical.

B Robots became more sophisticated with the development of micro-processors. They became smarter and faster and could be programmed to perform a wide range of functions. The first digitally operated and programmable robot called Unimate was invented in 1954. Unimate was used to assemble car components in the USA. This was the first big step towards the automation of car manufacturing.



C Today, robots are a part of many aspects of industry, medicine, science, space exploration, construction, food packaging and are even used to perform surgery. The most recent robots can move, talk, walk, run or fly, and work independently of humans. They have 'intelligence' which allows them to make independent decisions and interact with humans. As they become more adaptable, they can be used for everything from military purposes to looking after elderly people.

D Some people think robots have many benefits over humans. They don't get sick or bored. They do their jobs very precisely and consistently. They don't need food or sleep and they never argue or complain, and they can also do many things that humans can't. However, some people are worried that robots will become too intelligent and may one day take over the world.



2 Write an article about a robot that you think will be useful in the future. Follow the steps in the project checklist.

PROJECT CHECKLIST

- | | |
|---|---|
| 1 Answer the questions 1–4 in exercise 1. | 3 Write a paragraph about the robot and how it could be used in the future. |
| 2 Use the internet to find out about the robot – what it looks like, what it does and its benefits. | 4 Find some photos of the robot on the internet and put them with the paragraph to make an article. |

3 Exchange your report with the rest of the class. Who has the best ideas for using a robot?

get together (v) /ˌget təˈɡedə(r)/ жиналу собираться
get up (v) /ˌget ʻʌp/ тұру вставать
get upset (v) /ˌget ʻʌpˈset/ қапа болу, ренжу расстраиваться
gravity (n) /ˈɡrævəti/ тарту притяжение
hairstyle (n) /ˈheəstɑɪl/ шаш үлгісі прическа
hippy (adj) /ˈhɪpi/ хиппи хиппи
hobby (n) /ˈhɒbi/ хобби хобби
iceberg (n) /ˈaɪsbɜːɡ/ мұзтау айсберг
icon (n) /ˈaɪkɒn/ икон икона
invent (v) /ɪnˈvent/ ойлап табу изобретать
invention (n) /ɪnˈvenʃn/ Жаңалық изобретение
issue (n) /ˈɪʃuː/ проблема проблема
jazz (n) /dʒæz/ джаз джаз
job (n) /dʒɒb/ жұмыс работа
keen (adj) /kiːn/ өте ұнайды очень нравиться
leap (n) /liːp/ секіру прыжок
length (n) /leŋθ/ ұзындық длина
library (n) /ˈlaɪbrəri/ кітапхана библиотека
live (adj) /laɪv/ жанды дауыс жвиуыу
mankind (n) /ˈmænˈkaɪnd/ адамзат человечество
media studies (n) /ˈmiːdiə ,stʌdiz/ бұқаралық ақпарат құралдарын зерттеу изучение средств массовой информации
memorable (adj) /ˈmemərəbl/ есте сақталатын запоминающийся
millennium (n) /mɪˈleniəm/ мыңжылдық тысячелетие
miniskirt (n) /ˈmɪnɪskɜːt/ қысқа белдемше мини-юбка
mobile phone (n) /ˈməʊbaɪl ˈfəʊn/ ұялы телефон мобильный телефон
the Noughties (n) /də ˈnɔːtiz/ гасыр басы нулевые
outdoors (adv) /ˈaʊtˈdɔːz/ таза ауада на свежем воздухе
party (n) /ˈpaːti/ сауық кеші вечеринка
pay attention (v) /ˌpeɪ əˈtenʃn/ назар аудару обратить внимание
polite (adj) /pəˈlaɪt/ сыпайы вежливый
poverty (n) /ˈpɒvəti/ кедейшілік бедность

prefer (v) /prɪˈfɜː(r)/ таңдау предпочитать
protest (n) /ˈprəʊtest/ наразылық протест
protest (v) /prəˈtest/ наразылық білдіру протестовать
record player (n) /ˈrekɔːd ,pleɪə(r)/ күйтабақ ойнатқыш проигрыватель
research (v) /rɪˈsɜːtʃ/ зерттеу жүргізу проводить исследование
respectful (adj) /rɪˈspektfʊl/ құрметті уважасмый
ride (v) /raɪd/ атпен салт жүру ездить верхом
run out (v) /ˌrʌn ˈaʊt/ аяқталу закончиться
satellite (n) /ˈsætələɪt/ серік спутник
save up (v) /ˌseɪv ˈʌp/ ақша жинау копить деньги
selfish (adj) /ˈselfɪʃ/ өзімшіл эгоистичный
sensitive (adj) /ˈsensətɪv/ сезімтал чувствительный
shilling (n) /ˈʃɪlɪŋ/ шиллинг (ақша бірлігі) шиллинг(денежная единица)
shock (v) /ʃɒk/ таң қалдыру шокировать
skirt (n) /skɜːt/ белдемше юбка
spoilt (adj) /spɔɪlt/ ерке избалованный
stamp (n) /stæmp/ марка марка
step (n) /step/ кадам шаг
suit (n) /suːt/ костюм костюм
technology (n) /tekˈnɒlədʒi/ технология
toy (n) /tɔɪ/ ойыншық игрушка
trendy (adj) /ˈtrendi/ аса сәнді супермодный
trousers (n) /ˈtraʊzəz/ шалбар брюки
uniform (n) /ˈjuːnɪfɔːm/ бірыңғай форма униформа
upset (adj) /ʌpˈset/ ренішті расстроенный
vinyl (n) /ˈvaɪnɪl/ винилді виниловый
violence (n) /ˈvaɪələns/ зорлық насиліе
war (n) /wɔː(r)/ соғыс война
wear (v) /weə(r)/ кино, киіп жүру одевать
wide (adj) /waɪd/ кең широкий

Unit 2

acupuncture (n) /ˈækjʊpʌŋktʃə(r)/ инемен емдеу акупунктура
affect (v) /əˈfekt/ әсер ету влиять
agree (v) /əˈɡriː/ келісу соглашаться
alternative medicine (n) /ɔːl.tɜːnətɪv ˈmedsn/ балама медицина альтернативная медицина
arthritis (n) /ɑːˈθraɪtɪs/ артрит артрит
ban (v) /bæn/ тыйым салу запрещать
bath (n) /bɑːθ/ ванна ванна
benefit (v) /ˈbenɪfɪt/ пайда алу получать пользу
blood pressure (n) /ˈblʌd ,preʃə(r)/ артериялық қысым артериальное давление
brain (n) /breɪn/ бас миы головной мозг
broken (adj) /ˈbrəʊkən/ сынған сломанный
call on (v) /kɔːl ɒn/ қонаққа келу навещать
cancer (n) /ˈkænsə(r)/ қатерлі ісік рак
care (v) /keə(r)/ қамқор болу заботиться
carry (v) /ˈkæri/ апару, алып жүру нести
cause (n) /kɔːz/ себеп причина
cause (v) /kɔːz/ шақыру вызывать
centenarian (n) /ˌsentɪˈneəriən/ ұзақ жасаған кісі долгожитель
clear (adj) /kliə(r)/ анық ясный
clever (adj) /ˈklevə(r)/ ақылды умный
clone (n) /kləʊn/ клон клон
clone (v) /kləʊn/ клондау клонировать
cold (n) /kəʊld/ салқын тию простуда
connection (n) /kəˈnekʃn/ байланыс связь
control (n) /kənˈtrəʊl/ бақылау контроль
cosmetic (n) /kɒzˈmetɪk/ косметика косметика
cost (v) /kɒst/ бағалау стоить
cream (n) /kriːm/ крем крем
cruel (adj) /kruːəl/ қатал жестокий
cure (n) /kjʊə(r)/ дәрі-дәрмек лекарство
cure (v) /kjʊə(r)/ емдеу лечить

WORDLIST

cut down on (v) /ˌkʌt ˈdaʊn ɒn/ қысқарту соқрашатыр
defective (adj) /dɪˈfektɪv/ бұзылған нарушенний
depend (v) /dɪˈpend/ тәуелді болу зависеть
depression (n) /dɪˈpreʃn/ жабығу, торығу депрессия
develop (v) /dɪˈveləp/ әзірлеу разработать
development (n) /dɪˈveləpmənt/ әзірлеме разработка
dilute (v) /dɪˈluːt/ сұйытту разбавлять
direct (adj) /dɪˈrekt, dɪ- daɪ-/ тікелей прямой
discover (v) /dɪˈskʌvə(r)/ ашу, анықтау открывать, обнаруживать
discovery (n) /dɪˈskʌvəri/ жаңалық, ашылым открытие
disease (n) /dɪˈziːz/ ауру заболевание
drug (n) /drʌɡ/ дәрі лекарство
effect (n) /ɪˈfekt/ әсер действие
efficient (adj) /ɪˈfɪʃnt/ тиімді эффективный
enjoyment (n) /ɪnˈdʒɔɪmənt/ рахаттану удовольствие
epidemic (n) /ɪˈpɪˈdemɪk/ індет эпидемия
essential oil (n) /ɪˌsenʃl ˈɔɪl/ эфир майы эфирное масло
evidence (n) /ˈeɪdɪns/ куәлік свидетельство
experiment (n) /ɪkˈspɛrɪmənt/ эксперимент, тәжірибе эксперимент
experiment (v) /ɪkˈspɛrɪmənt/ тәжірибе жүргізу проводить эксперимент
fight (v) /faɪt/ күресу бороться
flu (n) /fluː/ тұмау грипп
gene therapy (n) /ˌdʒiːn ˈθerəpi/ гендік терапия генная терапия
get over (v) /ˌɡet ˈəʊvə(r)/ еңсеру, жеңу, шыдау преодолеть
give up (v) /ˌɡɪv ˈʌp/ берілу, қою, тастау сдаваться
go without (v) /ˌɡəʊ wɪˈdaʊt/ қажетсінеу обходиться без
herbalism (n) /ˈhɜːbəlɪzəm/ шөппен емдеу траволечение
homeopathy (n) /ˌhəʊmi ˈpəʊθi, ˌhɒmi-/ гомеопатия гомеопатия
hydrotherapy (n) /ˌhaɪdrəʊ ˈθerəpi/ гидротерапия гидротерапия

illness (n) /ˈɪlnəs/ ауру болезнь
imaginary (adj) /ɪˈmædʒɪnəri/ қиялдағы воображаемый
infect (v) /ɪnˈfekt/ жұқтыру заражать
infection (n) /ɪnˈfekʃn/ жұқпа инфекция
injury (n) /ˈɪndʒəri/ жарақат травма
intelligence (n) /ɪnˈtelɪdʒəns/ ақыл ум
legal (adj) /ˈliːɡl/ заңды законный
loneliness (n) /ˈlɒnlnəs/ жалғыздық одиночество
mood (n) /muːd/ көңіл-күй настроение
non-essential (adj) /ˌnɒn ɪˈsenʃl/ екінші дәрежелі второстепенный
obesity (n) /əʊˈbiːsəti/ семіздік ожирение
operate (v) /ˈɒpəreɪt/ ота жасау оперировать
operation (n) /ˌɒpəˈreɪʃn/ ота, операция операция
pain (n) /peɪn/ ауыру боль
practitioner (n) /ˈpræktɪtʃənə(r)/ практикалаушы дәрігер практикующий врач
prevent (v) /prɪˈvent/ алдын алу, болдырмау предотвращать
prevention (n) /prɪˈvenʃn/ алдын ала емдеу профилактика
replace (v) /rɪˈpleɪs/ ауыстыру заменять
research (n) /rɪˈsɜːtʃ, ˈriːsɜːtʃ/ зерттеу исследование
sadness (n) /ˈsædnəs/ мұң печаль
specialist (n) /ˈspeʃəlɪst/ маман специалист
strong (adj) /strɒŋ/ күшті сильный
subtle (adj) /ˈsʌtl/ баяу әсердегі замедленного действия
suffer (v) /ˈsʌfə(r)/ зардап шегу страдать
suffering (n) /ˈsʌfərɪŋ/ зардап шегуші страдающий
suggest (v) /səˈdʒest/ ұсыну предлагать
survive (v) /səˈvaɪv/ аман қалу выживать
take up (v) /ˌteɪk ˈʌp/ шұғылдану заниматься
tiny (adj) /ˈtaɪni/ кішкентай крохотный
tragic (adj) /ˈtrædʒɪk/ қайғылы трагический

transplant (n) /ˈtrænsplɑːnt, træn-z-/ трансплантат трансплантат
transplant (v) /ˈtrænsˈplɑːnt, træn-z-/ трансплантация жасау трансплантировать
treat (v) /tri:t/ емдеу лечить
treatment (n) /ˈtri:tmənt/ ем лечение
turn off (v) /ˌtɜːn ˈɒf/ сөндіру выключать
unusual (adj) /ʌnˈjuːʒuəl/ ерекше необычный
weak (adj) /wiːk/ әлсіз слабый
weapon (n) /ˈwepən/ қару оружие
work out (v) /ˌwɜːk ˈaʊt/ айналысу (дене шынықтыру жаттығуларымен) заниматься (физическими упражнениями)
X-ray (n) /ˈeks reɪ/ рентген рентген
zootherapy (n) /zuːˈθerəpi/ зоотерапия зоотерапия

Unit 3

aim (n) /eɪm/ мақсат цель
alternative (n) /ɔːlˈtɜːnətɪv/ балама альтернатива
area (n) /ˈeəriə/ өңір регион
ban (v) /bæn/ тыйым салу запрещать
border (n) /ˈbɔːdə(r)/ шекара граница
China (n) /ˈtʃaɪnə/ Қытай Китай
citizen (n) /ˈsɪtɪzn/ азамат гражданин
conclusion (n) /kənˈkluːʒn/ қорытынды заключение
consequence (n) /ˈkɒnsɪkwəns/ салдар последствие
create (v) /kriˈeɪt/ құру создавать
currency (n) /ˈkʌrənsi/ валюта валюта
cut (v) /kʌt/ кесу резать
democracy (n) /dɪˈmɒkrəsi/ демократия демократия
demonstrator (n) /ˈdɛmənstreɪtə(r)/ демонстрацияға қатысушы участник демонстрации
disappointed (adj) /ˌdɪsəˈpɔɪntɪd/ түңілген разочарованный
discriminate (v) /dɪˈskrɪmɪneɪt/ дискриминациялау дискриминировать
elect (v) /ɪˈlekt/ таңдау выбирать
election (n) /ɪˈleʃn/ сайлау выборы

European Union (n) /ˌjʊərəˈpiːən ˈjuːniən/ Еуропалық одақ
 Европейский союз
flag (n) /flæg/ жалау, ту, байрақ
 флаг
frequently (adv) /ˈfriːkwəntli/ жиі
 часто
government (n) /ˈɡʌvənmənt/
 үкімет правительството
head of state (n) /ˌhed əv
 ˈsteɪt/ мемлекет басшысы глава
 государства
ideal (adj) /aɪˈdiːəl/ мінсіз
 идеальный
idiot (n) /ɪˈdɪət/ жарымес идиот
in advance (adv) /ɪn ədˈvɑːns/
 алдын ала заранее
introduce (v) /ɪnˈtrɒdʒuːs/ ұсыну
 представлять
invest (v) /ɪnˈvest/ инвестициялау
 инвестировать
law (n) /lɔː/ заң закон
lower (v) /ˈləʊə(r)/ төмендету
 снижать
map (n) /mæp/ карта карта
micronation (n) /ˈmaɪkrəneɪʃn/
 микроұлт микронация
national (adj) /ˈnæʃnəl(r)/ министр
 министр
motorist (n) /ˈməʊtərɪst/
 автомобильші автомобилист
nation (n) /ˈneɪʃn/ ұлт нация
national (adj) /ˈnæʃnəl/ ұлттық
 национальный
negative (adj) /ˈnegətɪv/ жағымсыз
 негативный
obey (v) /əˈbeɪ/ тыңдау, айтқанды
 орындау слушаться
opportunity (n) /ˌɒpəˈtjuːnəti/
 мүмкіндік возможность
own (v) /əʊn/ иелік ету владеть
permit (v) /pəˈmɪt/ рұқсат беру
 разрешать
placard (n) /ˈplakɑːd/ плакат
 плакат
policy (n) /ˈpɒləsi/ саясат политика
politician (n) /ˌpɒləˈtɪʃn/ саясаткер
 политик
raise (v) /reɪz/ көтеру поднимать
reduce (v) /rɪˈdʒuːs/ қысқарту
 сокращать
representative (n) /ˌreprɪˈzentətɪv/
 өкіл представитель
scooter (n) /ˈskuːtə(r)/ мопед
 мопед
simply (adv) /ˈsɪmpli/ жәй просто

stand for (v) /ˈstænd ˌfɔː(r)/ білдіру
 означать
tax (v) /tæks/ салық салу облагать
 налогом
territory (n) /ˈterətəri/ аумақ
 территория
violent (adj) /ˈvaɪələnt/ қатігез
 жестокий
vote (v) /vəʊt/ дауыс беру
 голосовать

Unit 4

admit (v) /ədˈmɪt/ мойындау
 признавать
agree (v) /əˈɡriː/ келісу
 соглашаться
appear (v) /əˈpɪə(r)/ пайда болу
 появляться
attend (v) /ətend/ қатысу
 посещать
banner (n) /ˈbænə(r)/ баннер
 баннер
break a promise (v) /ˌbreɪk ə
 ˈprɒmɪs/ уәдені бұзу нарушить
 обещание
break the law (v) /ˌbreɪk ðə ˈlɔː/
 заңды бұзу нарушить закон
complain (v) /kəmˈpleɪn/ шағым
 жасау жаловаться
conman (n) /ˈkɒnmən/ алаяқ
 мошенник
considerate (adj) /kənˈsɪdərət/
 әдепті тактичный
convince (v) /kənˈvɪns/ сендіру
 убеждать
dishonest (adj) /dɪsˈɒnɪst/ әділетсіз
 нечестный
explain (v) /ɪkˈspleɪn/ түсіндіру
 объяснять
fault (n) /fɔːlt/ кінә вина
favour (n) /ˈfeɪvə(r)/ қызмет
 услуга
feelings (n) /ˈfiːlɪŋz/ сезім чувства
gardener (n) /ˈɡɑːdnə(r)/ бағбан
 садовник
guiltily (adv) /ˈɡɪltɪli/ кінәлі
 виновато
guilty (adj) /ˈɡɪlti/ кінәлі
 виноватый
harm (v) /hɑːm/ зиян келтіру
 вредить
helmet (n) /ˈhelmt/ шлем шлем
high-visibility jacket (n) /ˌhaɪ
 vɪzəˌbɪləti ˈdʒækɪt/ жарық
 шағылыстыратын күрте
 светоотражающая куртка

honestly (adv) /ˈɒnɪstli/ адал
 честно
honesty (n) /ˈɒnəsti/ адалдық
 честность
hurt (v) /hɜːt/ ауырту причинять
 боль
illegal (adj) /ɪˈlɪɡl/ заңсыз
 незаконный
illegally (adv) /ɪˈlɪɡəli/ заңсыз
 незаконно
innocent (adj) /ɪˈnɒsnt/ кінәсіз
 невинный
insist (v) /ɪnˈsɪst/ қолқалау,
 дегеніне жету настаивать
invite (v) /ɪnˈvaɪt/ шақыру
 приглашать
keep quiet (v) /ˌkiːp ˈkwaɪət/
 үндемеу промолчать
make an excuse (v) /ˌmeɪk ən
 ɪkˈskjuːs/ ақталу оправдываться
offer (v) /ˈɒfə(r)/ ұсыну предлагать
order (n) /ˈɔːdə(r)/ тапсырыс беру
 заказывать
persuade (v) /pəˈsweɪd/ сендіру
 убеждать
pleasant (adj) /ˈpleznt/ жағымды
 приятный
pretend (v) /prɪˈtend/ көлгірсу
 притворяться
promise (n) /ˈprɒmɪs/ уәде
 обещание
provoke (v) /prəˈvəʊk/ арандату
 провоцировать
refuse (v) /rɪˈfjuːz/ бас тарту
 отказать
robbery (n) /ˈrɒbəri/ тонау
 ограбление
scarf (n) /skɑːf/ шарф шарф
similar (adj) /ˈsɪmələ(r)/ ұқсас
 похожий
statue (n) /ˈstætʃuː/ мүсін статуя
strict (adj) /strɪkt/ қатаң қатаң
supermarket (n) /ˈsjuːpəməʊkɪt/
 супермаркет супермаркет
survey (n) /ˈsʊːveɪ/ сауалнама
 опрос
tell a lie (v) /ˌtel ə ˈlaɪ/ өтірік айту
 говорить неправду
tell the truth (v) /ˌtel ðə ˈtruːθ/
 шындықты айту говорить правду
tidy (v) /ˈtaɪdi/ жинау убирать
truth (n) /truːθ/ шындық правда
yoga (n) /ˈjəʊgə/ йога йога
zone (n) /zəʊn/ аймақ зона

WORDLIST

Unit 5

adventure novel (n) /əd'ventʃə(r)
,nɒvl/ шығырман роман
приключенческий роман

analytical skills (n) /,ænə'lɪtɪkl
skɪlz/ аналитикалық дағдылар
аналитические навыки

average-sized (adj) /'ævərɪdʒ saɪzd/
орташа өлшемді среднего размера

awe-inspiring /'ɔ: ɪnspəɪrɪŋ/
әсерлі впечатляющий

big enough (adj) /'bɪɡ ɪ,nʌf/
Жеткілікті үлкен достаточно
большой

brain power (n) /'breɪn
,paʊə(r)/ интеллектуалды күш
интеллектуальная сила

breeze (n) /bri:z/ самал жел
легкий ветерок

but we still need ... /bʌt wi 'sti:l ni:d/
бірақ бізге сонда да ... керек но нам
все же нужно...

century (n) /'sentʃəri/ ғасыр век

classic (adj) /'klæsɪk/ классикалық
классический

classical literature /,klæsɪkl
'lɪtʃə(r)/ классикалық әдебиет
классическая литература

contemporary (adj) /kən'tempərəi/
заманауи современный

convincing (adj) /kən'vɪnsɪŋ/
дәлелді убедительный

cow (n) /kaʊ/ сиыр корова

create interesting /kri,eɪt
'ɪntrəstɪŋ/ қызықты ... жасау
создать интересный

create tension /kri,eɪt 'tenʃn/
қарбаластық тудыру создать
напряжённость

crime (n) /kraɪm/ қылмыс
преступление

detective fiction (n) /dɪ'tektɪv
,fɪkʃn/ детективті әдебиет
детективная литература

develop the plot /dɪ'veləp ðə 'plɒt/
сюжетті өңдеу разработать сюжет

ditch (n) /dɪtʃ/ ор ров

draw on your own experiences
,drou ɒn jə(r) əʊn ɪk'spɪəriənsɪz/
өз тәжірибесіне сүйену опираться
на собственный опыт

driving rain (n) /'draɪvɪŋ reɪn/
нөсер жауын проливной дождь

dull /dʌl/ күңгірт тусқалы

edit your work /'edɪt jə(r)
,wɜ:k/ жұмысты редакциялау
редактировать работу

enormous (adj) /ɪ'nɔ:məs/ үлкен
огромный

epic poem (n) /epɪk 'pəʊɪm/
эпостық дастан эпическая поэма

fairy (n) /'feəri/ перизат,пері фея

fast-paced (adj) /'fɑ:st,peɪst/ тез
дамушы быстро развивающийся

fiction (adj) /'fɪkʃn/ көркем
әдебиет художественная
литература

first person (n) /fɜ:st 'pɜ:sn/
бірінші тұлға первое лицо

fluttering /'flʌtərɪŋ/ діріл
дрожание

follow your dream /,fɒləʊ jə(r)
'dri:m/ арманға еріңіз следуй за
мечтой

general knowledge (n) /,dʒenrəl
'nɒlɪdʒ/ жалпы білім общие знания

get feedback /get 'fi:dbæk/ nɪkɪp
алу получить отзыв

gothic novel (n) /,gəʊθɪk 'nɒvl/
готтық роман готический роман

gripping /'grɪpɪŋ/ өте қызықты
захватывающий дух

hardly any /'hɑ:dlɪ ,eni/ білінер-
білінбес едва ли

haunted (adj) /'hɔ:ntɪd/
елестермен с привидениями

head of the family /,hed əv ðə
'fæməli/ отбасы глава семьи

hedge (n) /hedʒ/ шарбақ дуал
изгородь

historical drama (n) /hɪ'stɔ:rɪkl
'drɑ:mə/ тарихи драма
историческая драма

humorous /'hju:mərəs/ әзіл-оспақ
юмористический

I've had a few ideas about ... /aɪv
həd ə ,fɜ: aɪ'diəz ə ,baʊt/ менде ...
қатысты бірнеше идея бар у меня
есть несколько идей по поводу...

imagination (n) /ɪ,mædʒɪ'neɪʃn/
қиял воображение

imaginative /ɪ'mædʒɪnə'tɪv/ қиялы
шексіз с богатым воображением

incidental information (n)
,ɪnɪsɪ,dentl ɪnfə'meɪʃn/ ілеспе
ақпарат сопутствующая
информация

literary novel (n) /'lɪtərəri ,nɒvl/
әдеби роман литературный роман

local community /,ləʊkl
kə'mju:nəti/ жергілікті
қауымдастық местное сообщество

look for inspiration /,lək fə(r)
ɪnspə'reɪʃn/ шабыт іздеу искать
вдохновение

meadow (n) /'medəʊ/ шалғын луг

mind-boggling /'maɪnd,bɒɡlɪŋ/ таң
қалдырарлық умопомрачительный

mindless /'maɪndləs/ ұшқалақ
легкомысленный

narrator (n) /nə'reɪtə(r)/ әңгімеші
рассказчик

narrow (adj) /'nærəʊ/ тар узкий

nerve-racking /'nɜ:v ,rækɪŋ/
жүйкені қытықтайтын шекочущий
нервы

ordinary /'ɔ:dnəri/ әдеттегі
обычный

outside world (n) /,aʊtsaɪd 'wɜ:ld/
сыртқы әлем внешний мир

plenty of /'plenti əv/ көп много

poem (n) /'pəʊm/ өлең стих

point of view (n) /pɔɪnt əv 'vju:
kəʒkɑ:ras/ точка зрения

railway carriage (n) /,reɪlweɪ
'kæərɪdʒ/ темір жол вагоны
железнодорожный вагон

realist (n) /'ri:əlɪst/ реалист
реалист

relatively small (adj) /,relatɪvli
'smɔ:l/ салыстырмалы түрде аз
сравнительно маленький

religious school /rɪ'lɪdʒəs ,sku:l/
діни ағым религиозное течение

romantic novel (n) /rəʊ,mæntɪk
'nɒvl/ махаббат романы любовный
роман

secret agents (n) /,si:kret
'eɪdʒənts/ құпия агенттер тайные
агенты

serious /'sɪəriəs/ байыпты,
байсалды серьезный

shower (rain) /'ʃaʊə(r)/ нөсер
ливень

sketch out your ideas /,sketʃ aʊt
jə(r) aɪ'diəz/ өз идеяларын айту
набросать свои идеи

slow /sləʊ/ баяу медленный

so moving on, the (second) question
is ... /,səʊ 'mu:vɪŋ ɒn, ðə ...
'kwɛstʃən ɪz/ сондықтан, ары
қарай қозғала отырып, (екінші)
сауал... поэтому, двигаясь дальше,
(второй) вопрос ...

social injustice (n) /,səʊʃl
 ɪn'dʒʌstɪs/ әлеуметтік әділетсіздік
 социальная несправедливость
spine-chilling /'spaɪn,tʃɪlɪŋ/
 сұмдық жуткий
spiritual leader /,spɪrɪtʃuəl
 'li:də(r)/ рухани жетекші
 духовный лидер
spy novel (n) /'spaɪ,nɒvl/
 шпиондық роман
 шпионский роман
steal (v) /sti:l/ ұрлау
 воровать
strange-looking /'streɪndʒ,
 ˌlʊkɪŋ/ түрі әдеттен тыс
 странного вида
stray (v) /streɪ/ адасу
 блуждать
That's true, but... /ðætɪz
 'tru: ,bʌt/ Бұл шындық,
 бірақ... это правда,
 но...

**There are (two) problems with
 that...** /ðeəz ə...
 'prɒbləmz wɪð ðæt/
 онымен (екі) мәселе бар... с
 этим есть (две) проблемы...

third person (n) /θɜ:ð
 'pɜ:sn/ үшінші тұлға
 третье лицо
thought-provoking /θɔ:t
 prə'vʊkɪŋ/ ойландыратын
 наводящий на размышления

troops (n) /tru:ps/ аскерлер
 войска
turning point (n) /'tɜ:ɪnɪŋ
 pɔɪnt/ өзгерісті кезең
 переломный момент
unbelievable /,ʌnbɪ'li:vəbl/
 ақылға сыймайтын
 невероятный

Victorian (adj) /vɪk'tɔ:riən/
 викториандық
 викторианский
wander (v) /'wɒndə(r)/
 адасу
 бродить

When we know ... we can ...
 /wen wɪ nəʊ ... wɪ kən/
 біз... білген кезде,
 біз... когда мы знаем... мы
 можем...

whistle (v) /'wɪsl/ ысқыру
 свистеть

wink of an eye (n) /wɪŋk
 əv ən aɪ/ қас қағым сәтте
 мгновение ока

wise man /'waɪz mæn/
 дана, данышпан
 мудрец

write a first draft /'raɪt ə
 fɜ:st 'drɑ:ft/ шимай
 дәптерге жазу
 писать черновик

Unit 6

apologize (v) /ə'pɒlədʒaɪz/
 кешірім сұрау
 извиняться

argue (v) /ɑ:ɡju: / дауласу
 спорить

arranged marriage (n) /ə'reɪndʒd
 'mɑ:ɪdʒ/ келісіммен
 некелесу

attach (v) /ə'tætʃ/ тіркеу
 прикреплять

awesome (adj) /'ɔ:səm/
 тамаша классный

awful (adj) /'ɔ:fl/ сұмдық
 ужасный
beach volleyball (n) /'bi:tʃ
 ˌvɒlibɔ:l/ жағажайлық
 волейбол пляжный
 волейбол

build up (v) /ˌbɪld 'ʌp/
 салу, құрылыс
 выстраивать

bungee jump (n) /'bʌndʒɪ
 ˌdʒʌmp/ арқанмен
 секиру прыгать с
 веревкой

change your mind (v) /tʃeɪndʒ
 jɔ: 'maɪnd/ бастапқы
 ойдан қайту
 передумать

choose (v) /tʃu:z/ таңдау
 выбрать
commitment (n) /kə'mɪtmənt/
 міндеттеме
 обязательство

complicated (adj) /'kɒmplɪkeɪtɪd/
 күрделі
 сложный

concentrate (v) /'kɒnsntreɪt/
 зейін қою
 концентрироваться

course (n) /kɔ:s/ бағам
 курс

crash (v) /kræʃ/ апатқа
 ұшырау
 попасть в аварию

delicious (adj) /dɪ'lɪʃəs/
 өте дәмді
 очень вкусный

diving (n) /'daɪvɪŋ/
 дайвинг дайвинг

exhausting (adj) /ɪɡ'zɔ:stɪŋ/
 Шаршататын
 утомительный

failure (n) /'feɪljə(r)/
 сәтсіздік провал

fall out with (v) /ˌfɔ:l ə
 'aʊt wɪð/ араздасу
 ссориться

fascinating (adj) /'fæsɪneɪtɪŋ/
 ғажайып
 замечательный

filthy (adj) /'fɪlθi/ лас
 грязный

formal (adj) /'fɔ:ml/
 ресми
 официальный

funfair (n) /'fʌnfɛə(r)/
 ойын-сауық бағы
 парк развлечений

furious (adj) /'fjʊəriəs/
 ашыңған
 взбешенный

get engaged (v) /ˌɡet
 ɪn'geɪdʒd/ некелесу
 обручиться

get married (v) /ˌɡet
 'mɑ:ɪd/
 үйлену
 пожениться

get on with (v) /ˌɡet
 'ɒn wɪð/ тіл табысу
 ладить с

get to know (v) /ˌɡet
 tə 'nəʊ/
 танысу
 знакомиться

go out with (v) /ˌɡəʊ
 'aʊt wɪð/ кездесу
 встречаться

gorgeous (adj) /'ɡɔ:ɪʒəs/
 сәулетті
 шикарный

have an argument (v) /ˌhæv
 ən 'ɑ:ɡjumənt/
 дауласу,
 айтысу спорить

have got a lot in common (v) /ˌhæv
 ɡɒt ə
 'lɒt ɪn 'kɒmən/
 ұқсастығы көп
 иметь много общего

hilarious (adj) /hɪ'leəriəs/
 қызықты
 забавный

horror film (n) /'hɒrə(r)
 ˌfɪlm/ қорқынышты
 фильм
 фильм ужасов

introduce to (v) /ˌɪntrə
 'dju:s tə/ таныстыру
 представить

link (n) /lɪŋk/ сілтеме
 ссылка

lonely (adj) /'ləʊnli/
 жалғыз
 одинокий

make friends (v) /ˌmeɪk
 'frendz/ Достасу
 заводит
 друзей

make up with (v) /ˌmeɪk
 'ʌp wɪð/ татуласу
 мириться с

meet (v) /mi:t/ кездесу
 встречаться

memorable (adj) /'memərəbl/
 еске сақталатын
 запоминающийся

moonlight (n) /'mu:nlaɪt/
 ай жарығы
 лунный свет

occasion (n) /ə'keɪʒn/
 іс-шара
 мероприятие

outstanding (adj) /aʊt
 'stændɪŋ/ көрсекті,
 біртуар
 выдающийся

partner (n) /'pɑ:tnə(r)/
 серіктес
 партнер

practice (n) /'praktɪs/
 тәжірибе
 практика

rarely (adv) /'reəli/
 сирек
 редко

relationship (n) /rɪ'leɪʃnʃɪp/
 қарым-қатынас
 отношения

require (v) /rɪ'kwaɪə(r)/
 талап ету
 требовать

respect (v) /rɪ'spekt/
 қадірлеу,
 құрметтеу,
 сыйлау
 уважать

revolting (adj) /rɪ'vəʊlɪŋ/
 жиреншіті
 отвратительный

shout (v) /ʃaʊt/
 айқайлау
 кричать

WORDLIST

status (n) /'steɪtəs/ мәртебе
статус
suffer (v) /'sʌfə(r)/ қиналу
страдать
sushi (n) /'su:ʃi/ суши суши
terrifying (adj) /'terɪfaɪɪŋ/ жан
түршігерлік ужасануы
tradition (n) /trə'dɪʃn/ салт-дәстүр
традиция
understanding (adj) /,ʌndə'stændɪŋ/
андағыш, түсінігі бар понимающий
underwater (adv) /,ʌndə'wɔ:tə(r)/
су астында под водой
unforgettable (adj) /,ʌnfə'getəbl/
ұмытылмайтын незабываемый
unpleasant (adj) /ʌn'pleznt/
жағымсыз несприятный
wedding (n) /'wedɪŋ/ үйлену тойы
свадьба

Unit 7

arrest (v) /ə'rest/ тұтқындау
арестовать
atmosphere (n) /'atməsfɪə(r)/
атмосфера атмосфера
attitude (n) /'ætɪtju:d/ қарым-
қатынас отношение
auction (n) /'ɔ:kʃn/ аукцион
аукцион
baggy (adj) /'bæɡi/ Қолпылдақ, кең
мешковатые
beard (n) /bɪəd/ сақал борода
bikini (n) /bɪ'ki:ni/ бикини бикини
chain (n) /tʃeɪn/ шынжыр, тізбек
цепочка
changing room (n) /'tʃeɪndʒɪŋ
,ru:m/ киім өлшейтін орын
примерочная
charity (n) /'tʃarəti/ қайырымдылық
благотворительность
combat (n) /'kɒmbət/ армиялық
армейский
common (adj) /'kɒmən/ дағдылы
привычный
compensation (n) /,kɒmpen'seɪʃn/
өтемақы компенсация
complain (v) /kəm'pleɪn/
шағымдану жаловаться
consider (v) /kən'sɪdə(r)/
қарастыру рассматривать
cotton (n) /'kɒtn/ мақта хлопок
criminal (n) /'krɪmɪnəl/ қылмыскер
преступник
daring (adj) /'deərɪŋ/ адуынды
дерзкий

death (n) /deθ/ өлім смерть
decent (adj) /'di:snt/ өнегелі,
сыпайы приличный
define (v) /dɪ'faɪn/ анықтау
определить
design (v) /dɪ'zaɪn/ жобалау
проектировать
designer (n) /dɪ'zaɪnə(r)/ дизайнер
дизайнер
disorganized (adj) /dɪs'ɔ:gənəɪzd/
ұйымдастырылмаған
неорганизованный
disrespectful (adj) /,dɪsrɪ'spektfl/
себелсіз, әлелсіз неуважительный
dreadlocks (n) /'dredləks/ дредлер
дреды
dye (v) /daɪ/ бояу красить
elder (n) /'eldə(r)/ үлкен старший
enclose (v) /ɪn'kləʊz/ тіркеу, қоса
беру прилагать
establish (v) /ɪ'stæblɪʃ/ құру
создавать
ethical (adj) /'eθɪkl/ әдеггі
этичный
export (v) /ɪk'spɔ:t/ экспорттау
экспортировать
exporter (n) /ek'spɔ:tə(r)/
экспорттаушы экспортер
extremely (adv) /ɪk'stri:mli/
төтенше чрезвычайно
eyeliner (n) /'aɪlaɪnə(r)/ көзге
арналған сүрме подводка для глаз
fair (adj) /feə(r)/ әділ
справедливый
flatmate (n) /'flætmeɪt/ бөлмедегі
көршілес сосед по комнате
goth (n) /gɒθ/ гот гот
grateful (adj) /'ɡreɪtfl/ игілікті
благодарный
grow (v) /grəʊ/ өсіру выращивать
grower (n) /'grəʊə(r)/ фермер
фермер
grunger (n) /'grʌŋdʒə(r)/ гранжер
гранжер
hair dye (n) /'heə ,daɪ/ шаш бояуы
краска для волос
hooded (adj) /'hʊdɪd/ капюшонмен
с капюшоном
hoody (n) /'hʊdi/ қалың күрдек
толстовка
huge (adj) /hju:dʒ/ үлкен, зор
огромный
illegal (adj) /ɪ'li:gl/ заңсыз
незаконный
illegible (adj) /ɪ'ledʒəbl/ түсініксіз
неразборчивый

illiterate (adj) /ɪ'lɪtərat/ сауатсыз
безграмотный
illogical (adj) /ɪ'lɒdʒɪkl/ қисынсыз
нелогичный
immoral (adj) /ɪ'mɒrəl/ көргенсіз
безнравственный
impatient (adj) /ɪm'peɪʃnt/
шыдамсыз нетерпеливый
import (v) /ɪm'pɔ:t/ импорттау
импортировать
importer (n) /ɪm'pɔ:tə(r)/
импорттаушы импортер
impossible (adj) /ɪm'pɒsəbl/
мүмкін емес невозможный
impractical (adj) /ɪm'præktɪkl/
тәжірибесіз непрактичный
inconsistent (adj) /,ɪnkən'sɪstənt/
тынақсыз непоследовательный
indecent (adj) /ɪn'di:snt/ ерсі
неприличный
insensitive (adj) /ɪn'sensətɪv/
немқұрайлы равнодушный
intolerant (adj) /ɪn'tɒlərənt/
сабырсыз, қыңыр нетерпимый
irregular (adj) /ɪ'reɡjələ(r)/ дұрыс
емес неправильный
irresponsible (adj) /,ɪrɪ'spɒnsəbl/
жауапсыз безответственный
label (n) /'leɪbl/ заттаңба этикетка
legible (adj) /'ledʒəbl/ оқылатын
читасмый
lipstick (n) /'lɪpstɪk/ далап помада
logical (adj) /'lɒdʒɪkl/ қисынды
логичный
lyrics (n) /'lɪrɪks/ өлеңнің сөздері
слова песни
magic (n) /'mædʒɪk/ сиқырлық
волшебство
make-up (n) /'meɪk ,ʌp/ макияж
макияж
manufacture (v) /,mænju'fæktʃə(r)/
өндіру производить
manufacturer (n)
,mænju'fæktʃərə(r)/ өндіруші
производитель
moral (adj) /'mɒrəl/ моралды
моральный
moustache (n) /mə'sta:ʃ/ мұрт
усы
movement (n) /'mu:vmənt/
қозғалыс движение
mysterious (adj) /mɪ'stɪəriəs/
тылсым таинственный
nail varnish (n) /'neɪl ,vɑ:nɪʃ/
тырнақ лагы лак для ногтей

necklace (n) /'nekləs/ алқа
ожерелье
open-minded (adj) /əʊpən
'maɪndɪd/ көзқарасы кең
широких
взглядов
organized (adj) /'ɔ:ɡənəɪzɪd/
ұйымдастырылған
организованный
painful (adj) /'peɪnfl/ қатты
ауыртатын
болезненный
pesticide (n) /'pestɪsaɪd/ пестицид
пестицид
piercing (n) /'pɪəsɪŋ/ пирсинг
пирсинг
possible (adj) /'pɒsəbl/ ықтимал
возможный
practical (adj) /'præktɪkl/ ұқыпты
практичный
produce (v) /prə'dju:s/ өндіру
производить
producer (n) /prə'dju:sə(r)/
өндіруші
производитель
punk (n) /pʌŋk/ панк
панк
quite (adv) /kwaɪt/ әжептәуір,
біраз
довольно
really (adv) /'ri:əli/ расымен
действительно
rebel (n) /'rebl/ бұлікші
бунтарь
receipt (n) /rɪ'si:t/ чек
чек
refund (n) /rɪ:'fʌnd/ ақшаның
қайтарылуы
возврат денег
refund (v) /rɪ:'fʌnd/ ақшаны
қайтару
возвращать деньги
regular (adj) /'regjələ(r)/ тұрақты
регулярный
respectful (adj) /rɪ'spektfl/
құрметті,
инабатты
уважительный
responsible (adj) /rɪ'spɒnsəbl/
жауапты
ответственный
ring (n) /rɪŋ/ қоңырау
звонок
scream (v) /skri:m/ айқайлау
кричать
sell out (v) /sel 'aʊt/ сатып
жіберу
распродать
shop (v) /ʃɒp/ дүкен
аралау
ходить по
магазинам
shopper (n) /'ʃɒpə(r)/ сатып
алушы
покупатель
sideburns (n) /'saɪdbɜ:ns/ самая
баки
skater (n) /'skeɪtə(r)/ скейтер
скейтер
smart (adj) /smɑ:t/ сәнді
нарядный
suit (v) /su:t/ жару,
дәл келу
подходить
supplier (n) /sə'plaɪə(r)/ жеткізуші
поставщик

supply (v) /sə'plai/ жеткізу
поставлять
sweatshirt (n) /'swetʃɜ:t/ кофта
кофта
tattoo (n) /tə'tu:/ татуировка
татуировка
tattoo (v) /tə'tu:/ татуировка
жасау
делать татуировку
tie (n) /taɪ/ галстук
галстук
tolerant (adj) /'tɒlərənt/
шыдамды,
төзімді
терпеливый
top hat (n) /tɒp 'hat/ цилиндр
цилиндр
torn (adj) /tɔ:n/ жырымдалған
рваный
uncommon (adj) /ʌn'kɒmən/
ерекше
необычный
underwear (n) /'ʌndəweə(r)/ ішкі
киім
нижнее белье
unfair (adj) /ʌn'feə(r)/ әділетсіз
несправедливый
worker (n) /'wɜ:kə(r)/ жұмысшы
рабочий

Unit 8

aboard (adv) /ə'bɔ:d/ бортта
на борт
accommodation (n) /ə,kɒmə'deɪʃn/
тұру
проживание
activity holiday (n) /æk'tɪvətɪ
'hɒlədeɪ/ белсенді
демалыс
активный отпуск
adventure holiday (n) /əd'ventʃə(r)
'hɒlədeɪ/ қызықты
демалыс
отпуск с приключениями
advice (n) /əd'vaɪs/ кеңес
совет
advise (v) /əd'vaɪz/ кеңес
беру
советовать
appreciate (v) /ə'pri:ʃieɪt/ бағалау
ценить
binoculars (n) /bɪ'nɒkjələz/
бинокль
бинокль
board (v) /bɔ:d/ бортқа
көтерілу
подниматься на борт
book (v) /bʊk/ броньдау
бронировать
brochure (n) /'brɔ:ʃə(r)/ брошюра
брошюра
budget (adj) /'bʌdʒɪt/ бюджеттік
бюджетный
camp (v) /kæmp/ палаткада
тұру
жить в палатке
cave (n) /keɪv/ үңгір
пещера
change course (v) /tʃeɪndʒ
'kɔ:s/ бағытты
өзгерту
изменить курс

check in (v) /tʃek ɪn/ тіркелу
регистрация
city break (n) /'sɪti
'breɪk/ қала
бойынша
экскурсия
экскурсия по
городу
coach tour (n) /'kəʊtʃ
'tɔ:(r)/ автобуспен
экскурсия
экскурсия по
автобусе
come across (v) /kʌm
ə,kroʊs/ кездейсоқ
кездестіру
случайно
встретить
crew (n) /kru:/ команда
команда
cruise (n) /kru:z/ круиз
круиз
custom (n) /'kʌstəm/ әдет,
салт,
жоралғы
обычай
cycling tour (n) /'saɪklɪŋ
'tɔ:(r)/ велосипедпен
экскурсия
велосипедная
экскурсия
day trip (n) /deɪ
trɪp/ бір күндік
сапар
однодневная поездка
departure date (n) /dɪ'pɑ:tʃə(r)
'deɪt/ жөнелту күні
дата
отправления
diving (n) /'daɪvɪŋ/ дайвинг
дайвинг
equipment (n) /'kwɪpmənt/
жабдық
оборудование
fasten (v) /'fɑ:sn/ белдікті
тағу
присоединить
five-star (adj) /'faɪv
'stɑ:(r)/ бес
жұлдызды
пятизвездочный
flight (n) /flaɪt/ сапар,
ұшу
рейс,
полет
flight attendant (n) /'flaɪt
ə'tendənt/ борт
жолсерігі
бортпроводник
fluffy (adj) /'flʌfi/ ұлла
пушистый
fly (n) /flaɪ/ ұшу
летать
gang (n) /gæŋ/ тобыр
толпа
Ganymede (n) /'ɡanɪmi:d/
ганимед
Ганимед
gear (n) /ɡɪə(r)/ жабдықтау
экипировка
guidebook (n) /'ɡaɪdbʊk/
жол
көрсеткіш
путеводитель
helicopter (n) /'helɪkɒptə(r)/
тікұшақ
вертолет
hitchhike (v) /'hɪtʃaɪk/
автостоппен
жету
добираться
автостопом
journey (n) /'dʒɜ:ni/
жол
жүру
поездка
Jupiter (n) /'dʒu:pɪtə(r)/ юпитер
Юпитер
land (v) /lænd/ жерге
қону
приземляться

WORDLIST

leaflet (n) /'li:flət/ үйпарақ
листовка
lend (v) /lend/ қарыз беру дaтb
взаимы
long-haul (adj) /'lɒŋ hɔ:l/ алыс
(сапар) дальний (рейс)
luxury (adj) /'lʌkʃəri/ салтанатты
роскошный
Mars (n) /mɑ:z/ марс Марс
meteor shower (n) /'mi:tiəʊ(r)
,ʃaʊə(r)/ жұлдыздардың ағуы
звездапад
monastery (n) /'mɒnəstri/
монастырь монастырь
mosque (n) /mɒsk/ мешит мечеть
mosquito net (n) /mɒs'ki:təʊ net/
масахана москитная сетка
ocean (n) /'əʊʃn/ мұхит океан
package holiday (n) /'pækɪdʒ
,hɒlədeɪ/ жолдамамен демалу
отдых по путевке
passenger (n) /'pasɪndʒə(r)/
жолаушы пассажир
penguin (n) /'peŋɡwɪn/ пингвин
пингвин
platform (n) /'plætfɔ:m/
платформа платформа
precious (adj) /'preʃəs/ бағалы
ценный
remind (v) /rɪ'maɪnd/ еске салу
напоминать
resort (n) /rɪ'zɔ:t/ курорт курорт
return (adj) /rɪ'tɜ:n/ қайтарылатын
возвратный
round-the-world trip (n) /,raʊnd
də ,wɜ:ld 'trɪp/ жер шарын айнала
саяхат кругосветное путешествие
safety film (n) /'seɪftɪ ,fɪlm/
қауіпсіздік техникасы бойынша
ролик ролик по технике
безопасности
seaside (n) /'si:saɪd/ теңіз
жағалауы морское побережье
set off (v) /,set 'ɒf/ жөнелтілу
отправляться
sightseeing (n) /'saɪtsi:ɪŋ/ көрікті
жерлер достопримечательности
snorkel (n) /'snɔ:kəl/ суастында
жүзуге арналған түтікті бетперде
маска с трубкой для подводного
плавания
spill (v) /spɪl/ төгу проливать
stop off (v) /'stɒp ,ɒf/ тоқтау
сделатe остановку
suitcase (n) /'su:tkeɪs/ шабадан
чемодан

sunburnt (adj) /'sʌnbɜ:nt/ күнге
күйген сгоревший на солнце
suncream (n) /'sʌn ,kri:m/ күннен
қорғайтын крем солнцезащитный
крем
swimsuit (n) /'swɪmsu:t/ шомылу
киімі купальник
take off (v) /,teɪk 'ɒf/ ұшу взлетать
timetable (n) /'taɪmteɪbl/ кесте
расписание
torch (n) /tɔ:tʃ/ қалта шам
фонарик
tourist attraction (n) /'tɔ:rist
ə ,trækʃn/ туристік көрікті
жерлер туристическая
достопримечательность
tourist guide (n) /'tɔ:rist ,ɡaɪd/ гид
гид
travel agent (n) /'trʌvl ,eɪdʒənt/
турагент турагент
trip (n) /trɪp/ сапар поездка
turn back (v) /,tɜ:n 'bʌk/ оралу
возвращаться
volunteer (n) /,vɒlənt'ɪə(r)/ ерікті
доброволец
voyage (n) /'vɔɪdʒ/ саяхат
путешествие
waste (v) /weɪst/ жұмсау трaтитb

Unit 9

accept (v) /ək'sept/ қабылдау
принимать
annoy (v) /ə'noɪ/ ашуын келтіру
раздражать
annoyed (adj) /ə'noɪd/ ашулы
раздраженный
annoying (adj) /ə'noɪɪŋ/
ашуландырушы раздражающий
anxiety (n) /æŋ'zaɪəti/ үрейлену
тревога
anxious (adj) /'æŋkʃəs/ мазасыз
встревоженный
argument (n) /'ɑ:gjʌmənt/ дау,
талас спор
associate (v) /ə'səʊʃieɪt/
байланыстырылу ассоциироваться
astonish (v) /ə'stɒnɪʃ/ таңғалдыру
изумлять
astonished (adj) /ə'stɒnɪʃt/ қайран
қалған изумленный
astounding (adj) /ə'stɒnɪʃɪŋ/
ғажайып изумительный
attribute (n) /'atrɪbjʊ:t/ сапа
качество
beggar (n) /'begə(r)/ қайыршы
попрошайка

bore (v) /bɔ:(r)/ зеріктіру вводить
в скуку
bored (adj) /bɔ:d/ зеріккен
заскучавший
boring (adj) /'bɔ:ɪŋ/ зеріктіретін
скучный
Buddhist (n) /'bʊdɪst/ буддист
буддист
burn (n) /bɜ:n/ күйік ожог
confidence (n) /'kɒnfɪdəns/
сенімділік уверенность
confident (adj) /'kɒnfɪdənt/ сенімді
уверенный
down (adj) /daʊn/ қапаланған,
ренжіген расстроенный
dull (adj) /dʌl/ көмескі тускый
embarrass (v) /ɪm'bærəs/ ұялту
смущать
embarrassed (adj) /ɪm'bærəst/
ұялған смущенный
embarrassing (adj) /ɪm'bærəsɪŋ/
ебедейсіз, ұялту неловкий,
вводящий в смущение
enthusiastic (adj) /ɪn,θju:zi'astɪk/
толық ынғалы полный энтузиазма
fascinate (v) /'fæsɪneɪt/ тәнті ету
приводит в восхищение
fascinated (adj) /'fæsɪneɪtɪd/ тәнті
болған восхищенный
fascinating (adj) /'fæsɪneɪtɪŋ/
тамаша восхижительный
fed up (adj) /,fed 'ʌp/ әбден тою
сыт по горло
fright (n) /fraɪt/ қорқыныш страх
frighten (v) /'fraɪtn/ қорқыту
пугать
frightened (adj) /'fraɪntɪd/ қорқын
қалған испуганный
frightening (adj) /'fraɪtɪŋ/
қорқытатын пугающий
frustrating (adj) /'frʌ'streɪtɪŋ/
түңілдіруші разочаровывающий
frustration (n) /'frʌ'streɪʃn/ түңілу
разочарование
generosity (n) /,dʒenə'rɒsəti/
жомарттық щедрость
generous (adj) /'dʒenərəs/ жомарт
щедрый
guess (v) /ges/ аңғару
догадываться
honest (adj) /'ɒnɪst/ адал честный
honesty (adj) /'ɒnəsti/ адал честно
horrify (v) /'hɒrɪfaɪ/ зәресін алу
приводит в ужас
horrified (adj) /'hɒrɪfaɪd/ зәресі
кеткен перепуганный

EXPRESSION BANK

horrifying (adj) /'hɒrɪfaɪŋ/ құтын қашыру, приводящий в ужас
inhale (v) /ɪn'heɪl/ дем алу, вдыхать
interest (v) /'ɪntərəst/ қызықтыру, интересоваться
interesting (adj) /'ɪntrestɪŋ/ қызықты, интересный
interested (adj) /'ɪntərəstɪd/ мүдделі, құштар, заинтересованный
majority (n) /mə'dʒɔrətɪ/ көпшілік, большинство
mean (adj) /mi:n/ сараң, скупой
miss (v) /mɪs/ сағыну, айырылып қалу, скучать, упустить
moodiness (n) /'mu:di:nəs/ көңіл-күйдің құбылуы, переменчивость, настроения
moody (adj) /'mu:di/ үнемі өзгеріп отыратын көңіл-күймен, с постоянно меняющимся настроением
naughty (adj) /'nɔ:ti/ тілазар, қияңқы, ерке, непослушный
newsagent's (n) /'nju:zeɪdʒənts/ газет дүңгіршегі, газетный киоск
optimism (n) /'ɒptɪmɪzəm/ оптимизм, оптимизм
optimistic (adj) /,ɒptɪ'mɪstɪk/ оптимистік, оптимистичный
passion (n) /'pæʃn/ құштарлық, страсть
passionate (adj) /'pæʃənət/ әуестенген, увлеченный
peace (n) /pi:s/ бейбітшілік, мир
pessimism (n) /'pesɪmɪzəm/ пессимизм, пессимизм
pessimistic (adj) /,pesɪ'mɪstɪk/ пессимистік, пессимистичный
philosophy (n) /fə'lɒsəfi/ философия, философия
polite (adj) /pə'laɪt/ сыпайы, вежливый
politeness (n) /pə'laɪtnəs/ сыпайылық, вежливость
refuse (v) /rɪ'fju:z/ бас тарту, отказать
relax (v) /rɪ'læks/ босаңсу, расслабляться
relaxed (adj) /rɪ'læksɪd/ босаңсыған, расслабленный
relaxing (adj) /rɪ'læksɪŋ/ босаңсытушы, әлсіретуші, расслабляющий
respect (n) /rɪ'spekt/ құрмет, уважение

respectful (adj) /rɪ'spektfʊl/ Құрметті, уважаемый
responsible (adj) /rɪ'spɒnsəbl/ жауапты, ответственный
responsibility (n) /rɪ'spɒnsə'bɪləti/ жауапкершілік, ответственность
robot (n) /'rəʊbɒt/ робот, робот
rude (adj) /ru:d/ дөрекі, грубый
scratch card (n) /'skrætʃkɑ:d/ лездік, лотерея, моментальная лотерея
shock (v) /ʃɒk/ таң қалдыру, шокировать
shocked (adj) /ʃɒkt/ таң қалған, шокированный
shocking (adj) /'ʃɒkɪŋ/ таң қалдырарлық, шокирующий
simple (adj) /'sɪmpl/ қарапайым, простой
sociable (adj) /'səʊjəbl/ көпшіл, общительный
stranger (n) /'streɪndʒə(r)/ бейтаныс, незнакомец
stress (n) /stres/ күйзеліс, стресс
stressful (adj) /'stresfʊl/ қызу, шнеленіскен, напряженный
success (n) /sək'ses/ жетістік, табыс, успех
successful (adj) /sək'sesfʊl/ табысты, успешный
unfortunately (adv) /ʌn'fɔ:tʃənətli/ өкінішке орай, к сожалению
useful (adj) /'ju:sfʊl/ пайдалы, полезный
wealth (n) /welθ/ байлық, богатство
wealthy (adj) /'welθi/ бай, богатый
worry (v) /'wʌri/ мазасыздану, алаң болу, беспокоиться
worried (adj) /'wʌrɪd/ мазасызданған, обеспокоенный
worrying (adj) /'wʌrɪŋ/ мазасыздық тудырушы, вызывающий беспокойство

Starter unit

Talking about your interests
 Do you like / enjoy ... -ing?
 Are you into ... -ing?
 Yes, I (really) love it.
 It's OK. / I don't mind it.
 No, I (really) hate it.

Asking about the past
 What was the last exam that you took?
 When did you last go to London?
 At what age did you first ride a horse?
 What did you do on Saturday?

Unit 1

Memories
 I (can't) remember it clearly.
 I remember ... -ing.
 As far as I remember, ...
 It was about ... years ago.
 That's all I can remember.
 I can't remember anything about ...

Talking about a past event
 Did I ever tell you about ... ?
 When was that?
 It was around forty years ago now.
 Did you have a good time?
 The best bit was ...
 What happened then?

Describing a past decade
 The ... was a decade which ...
 There were good / bad / difficult times.
 One of the most memorable ...
 In the world of music / films / fashion, ...
 It was the era of ...
 By the end of the decade, ...
 People were more aware of issues such as ...

Unit 2

Exchanging opinions
 It should definitely ...
 What do you think?
 I can't really decide, ...
 I suppose ...
 Do you agree?
 I'm not sure about that.
 I reckon it should be more ...
 You might be right.

EXPRESSION BANK

Presenting arguments

There are arguments both for and against ...

One of the arguments for ... is ...

In addition, ...

On the other hand, ...

All in all, ...

I am (not) in favour of ...

Unit 3

Apologizing and expressing regrets

Is something wrong?

I'm afraid so / not.

I got it wrong.

I didn't realize ...

I'm really sorry.

I wish we hadn't ...

If I were you, I'd ...

Opinions

In my view, ...

In the first place, ...

I believe that ...

I've no doubt that ...

It seems to me that ...

In conclusion, ...

I feel strongly that ...

Unit 4

Requests

Could you ... ?

Can you ... ?

It would be great if you could ...

Would you mind (not) ... -ing?

Explaining and clarifying

Why do you ask?

You told me that ..., but I heard that ...

How come you didn't tell me about it?

I was only (taking) ...

Are you telling me the truth?

Honestly, it's true!

If you don't believe me, you can ...

Telling a story

We were (having a great time) when ...

To cut a long story short, ...

In the end, ...

At first ...

Just then, ...

Something happened ...

Unit 5

Making and responding to plans

I've had a few ideas about ...

When we know ..., we can ...

There are (two) problems with that ...

That's true, but ...

But we still need ...

So moving on, the (second) question is ...

Unit 6

Making and responding to invitations

Have you got time for one?

I can't, I'm afraid.

Do you fancy coming?

I'd love to.

I'll text you, OK?

That would be great.

Inviting a friend

Have you made any plans for ... ?

Let me know then.

I really hope that you ...

What do you reckon?

Do you fancy ... ?

Unit 7

Appearance

... look(s) ... cool / painful / colourful.

I'd never have / wear ...

I (quite / really) like ...

I'm not mad about ...

I don't like ... (much / at all).

I (don't) think ... would suit me.

Changing clothes

They don't fit.

Is it OK if I change them?

Have you got the receipt?

We've sold out of those, I'm afraid.

Can I try these things on?

It really suits you.

I'll take it then.

Formal letters

I am writing to complain about ...

I enclose the receipt.

Yours faithfully,

I would be grateful if you would ...

I look forward to hearing from you.

Unit 8

Asking about times and timetables

When's the next ... to ... ?

What time does it get in?

Is that direct?

The next one leaves at ...

You have to change at ...

Asking for and giving information

Is there anything I can do for you?

I was wondering if ...

Could you give me ... ?

Can you tell me if ... ?

Yes, here we are.

Do I need to book it?

Presenting plans

I'm just writing to ...

We'll be free ...

It's up to you.

I expect we'll end up ...

Maybe we could ...

Can you remind me ... ?

Unit 9

Sympathizing

You look a bit down.

Sorry to hear that.

It isn't the end of the world.

Don't take it too badly.

At least ...

Look at it this way.

Cheer up!

Describing a personal experience

Things weren't going too well for me.

If I hadn't ..., I'd never have ...

Everything changed for me ...

These days, I feel ...

... made me realize that ...

IRREGULAR VERBS

Infinitive	Past simple	Past participle
be /bi:/, bɪ/	was /wɒz, wəz/, were /wɜ:(r), wə(r)/	been /bi:n/
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
bite /baɪt/	bit /bɪt/	bitten /'bɪtn/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
burn /bɜ:n/	burnt / burned /bɜ:nt, bɜ:nd/	burnt / burned /bɜ:nt, bɜ:nd/
buy /baɪ/	bought /bo:t/	bought /bo:t/
can /kæn/	could /kʊd/	
catch /kæʃ/	caught /kɔ:t/	caught /kɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊzn/
come /kʌm/	came /keɪm/	come /kʌm/
cut /kʌt/	cut /kʌt/	cut /kʌt/
do /du:/	did /dɪd/	done /dʌn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvn/
eat /i:t/	ate /eɪt, et/	eaten /'i:tn/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /flu:/	flown /fləʊn/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/
get /get/	got /gɒt/	got /gɒt/
get up /,get 'ʌp/	got up /,gɒt 'ʌp/	got up /,gɒt 'ʌp/
give /gɪv/	gave /geɪv/	given /'gɪvn/
go /gəʊ/	went /went/	gone /gɒn/
have /hæv/	had /hæd/	had /hæd/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/

Infinitive	Past simple	Past participle
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/
keep /ki:p/	kept /kept/	kept /kept/
know /nəʊ/	knew /nju:/	known /nəʊn/
learn /lɜ:n/	learnt / learned /lɜ:nt, lɜ:nd/	learnt / learned /lɜ:nt, lɜ:nd/
leave /li:v/	left /left/	left /left/
lose /lu:z/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
meet /mi:t/	met /met/	met /met/
put /pʊt/	put /pʊt/	put /pʊt/
read /ri:d/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /si:/	saw /sɔ:/	seen /si:n/
send /send/	sent /sent/	sent /sent/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sli:p/	slept /slept/	slept /slept/
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
spend /spend/	spent /spent/	spent /spent/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
understand /,ʌndə'stænd/	understood /,ʌndə'stʊd/	understood /,ʌndə'stʊd/
wear /weə(r)/	wore /wɔ:(r)/	worn /wɔ:n/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /rɪtn/

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