

# Aspect

for Kazakhstan



**Grammar Schools**

**GRADE 10**

Jenny Dooley - Bob Obee

**Student's Book**



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# Contents

	Vocabulary	Use of English	Reading
<b>Module 1</b> <b>Legend or Truth</b> (pp. 5-16)  <b>Progress Check 1</b> (pp. 17-18)	<ul style="list-style-type: none"> <li>survival</li> <li>weather</li> <li>feelings</li> <li>phrasal verbs: give up</li> <li>-ing/-ed adjectives</li> </ul>	<ul style="list-style-type: none"> <li>past tenses</li> <li>present perfect simple/continuous</li> <li>past modals of deduction</li> <li>adverbs</li> <li>conjunctions</li> <li>exclamations</li> </ul>	<ul style="list-style-type: none"> <li><i>The Wildest Dream</i> (multiple choice; answer questions)</li> <li>Home is where the joy is ... (missing sentences)</li> </ul>
<b>Module 2</b> <b>Controversial Issues</b> (pp. 19-30)  <b>Progress Check 2</b> (pp. 31-32)	<ul style="list-style-type: none"> <li>the environment</li> <li>immigration</li> <li>international organisations</li> <li>forming adjectives from nouns or verbs</li> <li>phrasal verbs: turn</li> </ul>	<ul style="list-style-type: none"> <li>infinitive/-ing forms</li> <li>comparison of adjectives</li> <li>conditionals</li> </ul>	<ul style="list-style-type: none"> <li><i>Gateway to America</i> (T/F statements; answer questions)</li> <li><i>Women in the Workplace</i> (matching sentences)</li> </ul>
<b>Module 3</b> <b>Virtual Reality</b> (pp. 33-44)  <b>Progress Check 3</b> (pp. 45-46)	<ul style="list-style-type: none"> <li>the future</li> <li>transport</li> <li>food/drinks</li> <li>housing</li> <li>phrasal verbs: get</li> <li>forming adjectives from nouns</li> <li>idioms (books &amp; reading)</li> </ul>	<ul style="list-style-type: none"> <li>future tenses</li> <li>future continuous/ future perfect</li> <li>time clauses</li> <li>future simple passive</li> <li>passive voice (present simple/past simple)</li> </ul>	<ul style="list-style-type: none"> <li><i>A Total Reality Experience</i> (T/F statements; multiple choice; answer questions)</li> <li><i>The Hobbit</i> (multiple choice; T/F/DS statements)</li> </ul>
<b>Module 4</b> <b>Out of This World</b> (pp. 47-58)  <b>Progress Check 4</b> (pp. 59-60)	<ul style="list-style-type: none"> <li>space &amp; space exploration</li> <li>the solar system</li> <li>phrasal verb: go</li> <li>forming nouns from verbs</li> </ul>	<ul style="list-style-type: none"> <li>reported speech (statements/questions/ commands/ verbs/modals)</li> <li>quantifiers</li> </ul>	<ul style="list-style-type: none"> <li><i>Houston, we've had a problem!</i> (multiple choice)</li> <li><i>Aiming for the Stars</i> (answer questions)</li> </ul>
<b>Module 5</b> <b>Stress &amp; Fear</b> (pp. 61-72)  <b>Progress Check 5</b> (pp. 73-74)	<ul style="list-style-type: none"> <li>fear and phobias</li> <li>idioms (fear)</li> <li>feelings</li> <li>forming negative adjectives</li> <li>phrasal verbs: keep</li> </ul>	<ul style="list-style-type: none"> <li>passive voice (relative/emphatic pronouns)</li> </ul>	<ul style="list-style-type: none"> <li><i>Arachnophobia</i> (answer questions; matching headings to paragraphs)</li> <li><i>Teen Problems</i> (multiple choice)</li> </ul>
<b>Module 6</b> <b>Imagination &amp; Creativity</b> (pp. 75-86)  <b>Progress Check 6</b> (pp. 87-88)	<ul style="list-style-type: none"> <li>the arts</li> <li>arts &amp; crafts</li> <li>TV shows, books, films</li> <li>theatre &amp; performances</li> <li>professions related to the arts</li> <li>compound nouns</li> <li>phrasal verbs: look</li> </ul>	<ul style="list-style-type: none"> <li>relative clauses</li> <li>determiners</li> <li>pronouns</li> <li>quantifiers</li> </ul>	<ul style="list-style-type: none"> <li><i>Hand-made Art</i> (missing sentences; answer questions)</li> <li><i>The Learning Curve Blog: Multiple Intelligences Theory</i> (missing sentences)</li> </ul>
<b>Module 7</b> <b>Reading for Pleasure</b> (pp. 89-94)	<ul style="list-style-type: none"> <li>types of fiction books</li> <li>figurative language</li> <li>character analysis</li> <li>elements of fiction</li> </ul>	<ul style="list-style-type: none"> <li>questions</li> <li>conjunctions</li> </ul>	<ul style="list-style-type: none"> <li><i>Daniel Defoe biography</i> (ask &amp; answer questions)</li> <li><i>Robinson Crusoe</i> summary (answer questions)</li> <li>excerpt from <i>Robinson Crusoe</i> (T/F statements)</li> </ul>
<b>Module 8</b> <b>Different Ways of Living</b> (pp. 95-106)  <b>Progress Check 8</b> (pp. 107-108)	<ul style="list-style-type: none"> <li>people around the world</li> <li>stages of life</li> <li>physical characteristics</li> <li>character</li> <li>families</li> <li>phrasal verbs: break</li> <li>-ing/-ed participles</li> </ul>	<ul style="list-style-type: none"> <li>wishes</li> <li>pre-determiners</li> <li>determiners/quantifiers (revision)</li> </ul>	<ul style="list-style-type: none"> <li><i>The Nazis: the last of the first</i> (multiple choice; answer questions)</li> <li><i>Less is More</i> (answer questions)</li> </ul>
<b>Module 9</b> <b>Amazing Places (Independent Project)</b> (pp. 109-120)  <b>Progress Check 9</b> (pp. 121-122)	<ul style="list-style-type: none"> <li>places</li> <li>holiday activities, situations &amp; accommodation</li> <li>getting around</li> <li>city life – country life</li> <li>phrasal verbs: check</li> <li>verbs from nouns &amp; adjectives</li> </ul>	<ul style="list-style-type: none"> <li>relative clauses</li> <li>clauses of purpose &amp; result</li> <li>subject/object questions</li> </ul>	<ul style="list-style-type: none"> <li><i>Simply Unforgettable</i> (multiple matching)</li> <li><i>Into the Future</i> (multiple choice)</li> </ul>

Grammar Reference (pp. GR1-GR21)

Word List (pp. WL1-WL28)

How to use a dictionary/thesaurus (p. DT1)

Listening	Speaking	Writing	CLIL/Culture
<ul style="list-style-type: none"> <li>an interview (multiple choice)</li> <li>pronunciation: intonation in exclamations</li> </ul>	<ul style="list-style-type: none"> <li>acting out an interview</li> <li>narrating an experience</li> <li>presenting a famous person</li> </ul>	<ul style="list-style-type: none"> <li>a diary entry about an expedition</li> <li>a poster about a famous person</li> <li>an article</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (Literature): <i>The Sea Wolf</i></li> <li>Culture Spot: <i>Robinson Crusoe</i></li> </ul>
<ul style="list-style-type: none"> <li>monologues (multiple matching)</li> <li>pronunciation: homophones</li> </ul>	<ul style="list-style-type: none"> <li>describing an experience</li> <li>describing an international organisation</li> <li>reacting to news/expressing surprise/ disbelief</li> </ul>	<ul style="list-style-type: none"> <li>a text about the immigration process</li> <li>a summary</li> <li>an opinion essay</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (PSHE): <i>Bullying</i></li> <li>Culture Spot: <i>Empowering the Homeless</i></li> </ul>
<ul style="list-style-type: none"> <li>a dialogue (T/F statements)</li> </ul>	<ul style="list-style-type: none"> <li>describing daily life in the future</li> <li>presenting a future country</li> <li>agreeing/disagreeing/making suggestions</li> </ul>	<ul style="list-style-type: none"> <li>predictions about the future</li> <li>a book review</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (History): <i>The Changing Face of Transportation</i></li> <li>Culture Spot: <i>The Tube</i></li> </ul>
<ul style="list-style-type: none"> <li>an interview (multiple choice)</li> </ul>	<ul style="list-style-type: none"> <li>narrating an event</li> <li>describing an experience</li> <li>reporting space facts</li> <li>presenting a biography</li> </ul>	<ul style="list-style-type: none"> <li>a biography</li> <li>a film review</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (Science): <i>The Phases of the Moon</i></li> <li>Culture Spot: <i>Stonehenge &amp; the Summer Solstice</i></li> </ul>
<ul style="list-style-type: none"> <li>monologues (multiple matching)</li> <li>an interview (T/F statements)</li> </ul>	<ul style="list-style-type: none"> <li>a presentation about arachnids</li> <li>expressing concern/showing sympathy/giving advice &amp; responding</li> </ul>	<ul style="list-style-type: none"> <li>a diary entry about a scary experience</li> <li>an email of advice</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (PSHE): <i>Dealing with Anxiety</i></li> <li>Culture Spot: <i>Keep a Soft Upper Lip!</i></li> </ul>
<ul style="list-style-type: none"> <li>monologues (multiple matching)</li> <li>a dialogue (multiple choice)</li> <li>pronunciation: /aɪ/, /ɔɪ/</li> </ul>	<ul style="list-style-type: none"> <li>presenting an interview</li> <li>presenting an artist</li> <li>describing a musician/actor</li> <li>giving opinions/agreeing/disagreeing</li> </ul>	<ul style="list-style-type: none"> <li>sentences about an artist's work</li> <li>a text about a TV show</li> <li>sentences about a musician/actor</li> <li>a mindmap about jobs</li> <li>an article</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (Art &amp; Design): <i>Sculpture</i></li> <li>Culture Spot: <i>The Tate Modern</i></li> </ul>
<ul style="list-style-type: none"> <li>lectures (complete a Venn diagram; complete a table)</li> </ul>	<ul style="list-style-type: none"> <li>expressing preference</li> </ul>	<ul style="list-style-type: none"> <li>a graphic organiser &amp; summary of an article</li> <li>a graphic organiser &amp; summary of a lecture</li> <li>a book review</li> </ul>	
<ul style="list-style-type: none"> <li>a dialogue (multiple matching)</li> <li>an interview (T/F statements)</li> </ul>	<ul style="list-style-type: none"> <li>describing people</li> <li>describing places</li> <li>expressing an argument/expressing disagreement (debate)</li> </ul>	<ul style="list-style-type: none"> <li>an article describing an experience</li> <li>a paragraph about pros and cons</li> <li>an opinion essay</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (Citizenship): <i>Globalisation</i></li> <li>Culture Spot: <i>British Ethnicity</i></li> </ul>
<ul style="list-style-type: none"> <li>a dialogue (taking notes)</li> <li>an interview (T/F statements)</li> </ul>	<ul style="list-style-type: none"> <li>presenting a holiday destination</li> <li>comparing tourist attractions</li> <li>acting out a dialogue</li> <li>describing friends</li> <li>presenting a future city</li> </ul>	<ul style="list-style-type: none"> <li>a paragraph about tourist attractions</li> <li>a for-and-against essay</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (Geography): <i>Dartmoor: a Granite Landscape</i></li> <li>Culture Spot: <i>London</i></li> </ul>

Pronunciation (p. PR1)

American English-British English Guide (p. AE-BEG1)

Irregular Verbs (p. IV1)

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# Legend or Truth

## Module 1

### MODULE OBJECTIVES

#### ► Vocabulary

- survival/weather
- feelings
- phrasal verbs: *GIVE/PUT*
- word formation: (-ing/-ed adjectives)
- prepositions

#### ► Reading

- an article (multiple choice; answer questions)
- a myth (missing sentences)

#### ► Use of English

- past tenses
- present perfect simple/continuous
- past modals of deduction
- adverbs (order / comparatives – superlatives)
- conjunctions
- exclamations

#### ► Listening

- an interview (multiple choice)
- intonation in exclamations

#### ► Speaking

- acting out an interview
- narrating an experience
- presenting a famous person

#### ► Writing

- a diary entry
- a poster
- an article

#### ► CLIL (Literature): The Sea-Wolf

Culture: *Robinson Crusoe*

#### ► Progress Check

#### Words of wisdom

"Be brave. Take risks. Nothing can substitute experience."  
(Paulo Coelho)

Discuss

### Survival

- 1 Complete the texts.  
Use: took, survived, bit, fell, attacked, lost, cut, learnt.



### AGAINST THE ODDS

During the Years of the Great Disaster in Kazakhstan, Aбылай Абылмансур became an orphan when enemies

- 3) ..... and killed his family. He amazingly  
4) ..... and grew up to be a great warrior, well-respected politician and military commander.



### A SHARK ATTACK SURVIVOR

In 2003, Bethany Hamilton was surfing in Hawaii when a shark 1) ..... her arm off. She was just 13 at the time, but since then she has 2) ..... to surf with one arm and has won many surfing titles. Her story inspired the film *Soul Surfer*.



### LOST IN THE DESERT

In 1994, Mauro Prosperi was taking part in a desert marathon in Morocco when he got 5) ..... in a sandstorm. He spent nine days in the desert with no food or water before a family of nomads found him and 6) ..... him to hospital.

### 127-hour ordeal

In 2003, Aron Ralston was hiking through a canyon in Utah when a huge rock 7) ..... on his arm. After being trapped for five days and seven hours, he bravely 8) ..... off his arm with a small pen knife to survive! Actor James Franco played the role of Ralston in the film *127 Hours*.

- 2 Compare the stories of the people in the texts.

- 3 Which story do you think is the most inspiring? Why?

## 1a

## Legend or Truth



**1** Who was Sir Edmund Hillary?  
How is he connected to Mount Everest?

**2** Complete the sentences. Use:  
*solved, returned, fought, discovered, set, failed, spotted, conquer.*

1 George Mallory and Andrew Irvine ..... out from their camp on 4th June 1924 to climb to the summit of Mount Everest.

2 A third climber ..... them just 240 metres from the summit of Everest.

3 Both Mallory and Irvine had ..... in World War I.

4 Mallory and Irvine were the first people to ..... Everest.

5 Conrad Anker ..... Mallory's frozen body in 2007.

6 Anker ..... to Everest as part of a documentary film.

7 Anker ..... to reach the summit of Everest using modern equipment.

8 Nobody has ..... the mystery of Mallory and Irvine yet.

**3** The sentences in Ex. 2 are about some people who tried to reach the summit of Mount Everest. Which of these sentences are false?

**10.2.2** Listen to and read the text to find out.

## STUDY SKILLS

## Identifying key information

Read the text quickly to get the general idea and the writer's purpose. Read the questions and underline the key words. Read the text carefully and answer the questions. Note that the first question focuses on the writer's purpose and the last on overall meaning. The other questions follow the order of information in the text and one of them focuses on attitude or opinion.

# The Wildest DREAM

**4** **10.4.1** **10.4.3** Read the text again. For each question, choose the best answer (A, B, C or D).

- What is the purpose of the text?
  - to review a documentary film
  - to describe the mystery surrounding an event
  - to encourage people to climb Mount Everest
  - to prove that Mallory didn't reach the summit of Everest
- What does the writer say about Mallory and Irvine?
  - They did not work well as a team.
  - Irvine did not get on with members of the expedition.
  - Mallory could have done the climb alone.
  - They had different levels of experience.
- What is Anker's attitude towards Mallory and Irvine's climb?
  - He doubts that they reached the summit.
  - He believes that Mallory wasn't a skillful climber.
  - He is certain that Mallory left a photo on the summit.
  - He thinks that Mallory died after reaching the summit.
- Which could be another suitable title for the text?
  - How to Climb a Mountain
  - The First Conquerors of Mount Everest
  - An Unsolved Mystery on Mount Everest
  - The Discovery that Solved a 75-year-old Mystery



On 4th June, 1924, two English mountaineers set out from their camp in the Himalayan mountain range. Their goal was to be the first people to reach the summit of Mount Everest – the **tallest** mountain on Earth! A wild wind was blowing all around them and their feet and hands were numb from the freezing cold, but they bravely moved upwards. Behind, a third climber spotted them just 240 metres from the summit. Then, a thick cloud surrounded the climbers, and nobody saw them alive again.

- 10 The names of these **brave** men were George Mallory and Andrew Irvine. Mallory, who had fought in World War I, was a 37-year-old mountaineer who had climbed close to the summit of Everest twice before. Irvine, on the other hand, had never climbed Everest and was just 22 – but he was still a **vital** and popular member of the expedition. But were Mallory and Irvine the first people to conquer Everest – 29 years before Edmund Hillary and Tenzing Norgay achieved the feat in 1953? Perhaps we'll never know – but we do have some clues.

On 1st May, 1999, the American mountaineer Conrad Anker set out on an **expedition** in the hope of **locating** Mallory and Irvine's bodies. Amazingly, in just a few hours, he discovered Mallory's frozen body around 500 metres from the summit. It seemed that Mallory probably died from a fall, but Anker couldn't say whether he had reached the summit first. Interestingly, though, Mallory had planned to leave a photo of his wife on the summit – and Anker didn't find it on his body.

In 2007, Anker returned to Everest as part of Anthony Geffen's documentary *The Wildest Dream*. This amazing film shows Anker climbing up Everest using equipment that mountaineers used at the time of Mallory's expedition. Anker failed to reach the summit using this **outdated** equipment, and suspects that Mallory and Irvine probably didn't either. But we still don't know for **certain**. Some people say that finding Irvine's body could solve the mystery since he had a camera and log book on the day of the climb. But even if they didn't make it, coming so close was a huge **accomplishment**. Today, Mallory and Irvine are mountaineering heroes – ordinary men who tried to achieve the wildest dream.

### Check these words

- mountaineer • set out • camp
- mountain range • goal • summit • wild
- numb • spot • thick • surround • vital
- conquer • feat • clue • expedition • frozen
- equipment • fail • log book • make it

### 5 10.4.2 Answer the questions.

- 1 What evidence **exists** to suggest that Mallory reached the summit?
- 2 Why did Conrad Anker fail to reach the summit?

### 6 10.3.3 Would you take part in such an expedition? Why?/Why not?

### 7 Match the words in bold to their synonyms. What part of speech are they?


- important • achievement • courageous
- highest • mission • old-fashioned
- finding • sure

### 8 10.1.6 How are these names connected to Mount Everest: George Mallory, Andrew Irvine, Edmund Hillary, Tenzing Norgay, Conrad Anker, Anthony Geffen? Make sentences based on the text. Tell the class.

### Speaking

10.4.2 Work in pairs. One person is Conrad Anker and the other is a news reporter. Act out an interview about the discovery of Mallory's body and your role in *The Wildest Dream*.

### Writing

10.5.1  10.5.2 Imagine you are Conrad Anker. You have just discovered Mallory's body. Write a diary entry about the experience.

## 1b

## Vocabulary

## Vocabulary from the text

## 1 Choose the correct word.

- Not many people believe that Mallory **made/reached** it to the top of Everest.
- They **achieved/managed** their aim of climbing the tallest mountain in Britain.
- The climber's hands felt **wild/numb** because of the freezing weather.
- After the heavy blizzard, thick snow **surrounded/ conquered** the village.
- His **clue/goal** was to reach the top of the mountain in one hour.

2 Complete the headlines. Use: *feat, summit, documentary, mystery, body.*

A CLIMBER DISCOVERS NEW CLUES TO 75-YEAR-OLD .....

B AMERICAN MOUNTAINEER FINDS ..... OF GEORGE MALLORY

C NEW ..... ABOUT GEORGE MALLORY COMES OUT

D ANKER FAILS TO REACH EVEREST .....

E HILLARY AND NORGAY ACHIEVE AMAZING .....

## 3 10.6.14 Choose the correct preposition.

- Mount Everest is the tallest mountain **to/on/of** Earth.
- We still don't know **with/for/from** certain who reached the summit first.
- Mallory and Irvine started climbing **by/on/in** the hope of reaching the summit.
- As/On/In** the time of Mallory's expedition, climbing equipment was very basic.
- They think the climber died **under/about/from** a bad fall.

Topic vocabulary  
Extreme weather4 a) Label the pictures. Use: *blizzard, drought, thunderstorm, heatwave, dust storm, tornado, hurricane, flood.*

1

2

3

4



5

6

7

8

b) Complete the sentences. Use: *overflowed, rained, fell, blew, reached, lit, travelled, formed.* Which of the extreme weather conditions in Ex. 4a is each sentence about?

- It's been months since it last ..... so the crops are falling.
- Bolts of lightning ..... up the sky throughout the night.
- Strong circling winds ..... over the land destroying everything in their path.
- Temperatures ..... over 40 degrees for days on end.
- As the snow ....., strong winds blew it around the town.
- Strong winds ..... loose sand and dirt across the area.
- The river ..... and water covered the town's streets.
- After winds ..... over the sea, they hit regions along the coast.

## Feelings

## 5 10.6.3 Read the sentences and choose the correct adjective.

- He couldn't believe that his friends had reached the port safely. (**lucky/relieved**)
- She still has no idea what happened that day. (**awful/confused**)
- He wished that he had someone to talk to. (**lonely/afraid**)
- She felt awful about the terrible mistake she had made. (**furious/ashamed**)
- He couldn't help thinking about what might go wrong. (**tired/worried**)
- She wasn't at all interested in the tour. (**bored/scared**)

## Verbs/Prepositions of movement

- 6 Complete the sentences with the verbs in the list in the correct form.

• circle • swim • pull • sail • fall • throw • run



- 1 Bill and Jim were ..... **over** a reef.



- 2 Fish were ..... **through** the water.



- 3 Bill ..... **into** the water.



- 4 Some sharks ..... **around** Bill.



- 5 Jim ..... **across** the deck to get a rope.



- 6 He ..... the rope **towards** Bill and ..... **him back** into the boat.

- 7 **19.6.1 COLLOCATIONS** Make or do? Complete the gaps. Choose five collocations and make sentences.

- 1) ..... your best; 2) ..... a choice;  
3) ..... a change; 4) ..... damage;  
5) ..... sb a favour; 6) ..... a decision;  
7) ..... a mistake; 8) ..... some work;  
9) ..... progress; 10) ..... an experiment

Benk did his best to reach the top of the mountain.

- 8 **WORDS OFTEN CONFUSED** Choose the correct word.

- 1 I **looked/saw** a notice about a new canoeing club at university today.  
2 The hikers couldn't **watch/see** in the dark.  
3 The rescue team were **looking/seeing** inside Gulim's tent when they heard someone shouting.  
4 Dana **saw/watched** her sister as she climbed up the steep mountain.

## Phrasal Verbs: GIVE

- 9 **19.6.15** Fill in the correct particle: in, up, out. Check in Appendix I.

- 1 Damir had to give ..... rock climbing after his accident.  
2 They gave ..... leaflets advertising the new climbing club.  
3 Have you given ..... your project about Mount Everest yet?  
4 Eventually, the climber gave ..... - it was too difficult to reach the summit.

## Word Formation (-ing/-ed adjectives)

- 10 **19.6.3** Read the theory box. Complete the gaps with the adjective derived from the words in brackets.

**-ing** adjectives describe what something is/was like. The ending was surprising. (What was the ending like? Surprising.)  
**-ed** adjectives describe how someone feels/felt. We were surprised. (How did we feel? Surprised.)

- 1 They were very ..... in the expedition. (INTEREST)  
2 It was a(n) ..... experience. (AMAZE)  
3 They didn't reach the summit, but they were ..... with their progress. (SATISFY)  
4 Were you ..... when the shark approached the boat? (FRIGHTEN)

## Prepositions

- 11 **19.6.14** Complete with: in, on, through, after, at, around, for. Check in Appendix II.

## Boy Survives Night in Forest

Ted Baker, a 4-year-old from Hereford, was 1) ..... a walk with his father, Alan, in Finchley Forest when he went missing. "I was deep 2) ..... thought about something," Alan said, "and when I looked 3) ..... , Ted was gone." After searching for half an hour 4) ..... luck, Alan called 5) ..... help. Eventually, a rescue team found Ted 6) ..... down, 10 hours after he went missing. "I was running 7) ..... a deer," Ted said apologetically.

- 12 **19.3.7 SPEAKING** Imagine you are Bill. Look at the pictures in Ex. 6 and tell the story.

# 1c Use of English

## Past tenses

### The Black Climber

Few stories strike fear into the hearts of the bravest mountaineers; one of them is the mysterious tale of the Black Climber of the Tien-Shan Mountains ...

One day, many years ago, a group of five climbers **1) decided** to go hiking in the Tien-Shan mountains. The brave men **2) were climbing** up the steep slopes, when a voice screamed out in pain. Immediately the leader **3) stopped** and **checked** on his friends to see if they were OK. "There are only four of us! Where is our friend?"

Sadly, the last climber **4) had twisted** his ankle and fallen before they could help. The man's body **5) was hanging** from the rocks while the climbers were **struggling** to reach him. Tired and exhausted the group **6) had been trying** for an hour to get to their friend before they agreed to give up. The spirit of the man was furious that the climbers **7) had abandoned** him. Now, the spirit of the Black Climber is still on the mountain ... watching and waiting. This terrifying legend has lived on ever since and people have been telling the tale for decades. So, when the winds howl in the cold night air, step on Tien-Shan mountain if you dare ...



- A** an action which was in progress before another action in the past
- B** an action that happened at a certain time in the past
- C** an action which happened before another action in the past
- D** an action which was in progress in the past and another action interrupted it
- E** an action which had recently finished and whose result was still visible
- F** actions which happened one after another in the past
- G** two or more actions happening at the same time in the past

► see pp. GR2-GR3

- 1** Read the text. Identify the tenses. Then match the verbs in bold (1-7) to their uses (A-G).

- 2** **10.6.9** **10.6.10** Put the verbs in brackets into the past simple or the past continuous.

1 A: What ..... (you/do) when the storm started?

B: I ..... (watch) TV while Ann ..... (read) a novel.

2 A: My sister ..... (look) out of the window this morning when she ..... (see) an accident.

B: Really? ..... (anyone/get) hurt?

3 A: How ..... (they/get) lost in the forest?

B: They ..... (lose) their map, and they ..... (start) walking in the wrong direction.

4 A: As the train ..... (leave) the station, it ..... (catch) fire.

B: That's awful. .... (the passengers/be) OK?

- 3** **10.6.9** Put the verbs in brackets into the past perfect or the past perfect continuous.

1 How long ..... (you/wait) before the rescue team arrived?

2 The hikers ..... (drink) all their water by the time they reached the village.

3 They ..... (walk) for two hours before the storm started.

4 Nagima felt relieved she ..... (survive) such a frightening experience.

5 Why ..... (you/not/check) the weather forecast before you left?

6 The rescue team ..... (search) for so many days that they began to lose hope.

- 4** **10.6.9** **10.6.10** Underline the correct item.

1 They went/had gone shopping and bought/had bought a tent for their hiking trip.

2 She read/had read the book a few years ago.

3 They drove/were driving to the house when the car broke/was breaking down.

4 When did you start/have you started rock climbing?

5 They realised/were realising that they were losing/had lost their way so they stopped/had stopped to get directions.

**Present perfect – present perfect continuous****Present perfect (have/has + past participle):**

- for actions that started in the past and continue up to the present or have recently happened. *Aizhan has left home.*
- for personal experiences. *I have been to Burabay Lake twice.*
- for past actions which have a visible result in the present. *He has lost a lot of weight recently.*

**Note:** *Kanat has gone to the market. (He's still there)**Kanat has been to the market. (He has come back)***Present perfect continuous (have/has been + -ing form):**

- to put emphasis on the duration of an action which started in the past and continues up to the present. *They have been trekking for six hours.*
- for actions that have just/recently finished and their results are visible in the present. *He's tired because he has been travelling a lot lately.*

➤ see p. GR4

**5** 10.6.7 Read the theory. Find examples of these tenses in the story of the Black Climber.

**6** 10.6.7 Read the sentences and choose the correct item.

- 1 Where have you been all day? I **have been looking/have looked** for you everywhere.
- 2 She's tired because she **has been hiking/has hiked** all morning.
- 3 We **have travelled/have been travelling** to Ile-Alatau National Park twice. We really love it!
- 4 Someone **has lit/has been lighting** a fire in the forest.
- 5 They **have been waiting/have waited** for two hours.

**7** 10.6.7 Read the story and put the verbs in brackets into the correct tense.

Ulan 1) ..... (work) very long hours lately and he 2) ..... (not/see) his friend Aidar for weeks. So one afternoon, he 3) ..... (suggest) they go fishing together off the coast. As the boat left the harbour, the sun 4) ..... (shine) and a warm breeze 5) ..... (blow). After they 6) ..... (fish) for a few hours, though, dark clouds 7) ..... (appear) above them. Then suddenly, lightning 8) ..... (light) up the sky. That morning, Ulan 9) ..... (forget) to check the forecast, and now they were caught in a thunderstorm! They 10) ..... (try) to row back to the shore, but the waves were too strong. Then, while Aidar 11) ..... (shout) for help, Ulan 12) ..... (notice) a lighthouse nearby. Luckily, the lighthouse keeper 13) ..... (see) them and he 14) ..... (throw) down a rope as they came near. Relieved, the men 15) ..... (climb) to safety. They 16) ..... (not/go) fishing ever since!

**8** In pairs, ask and answer questions based on the text in Ex. 7.

- A: Who did Ulan go fishing with?  
B: He went fishing with his friend, Aidar.

**Modals – deductions in the past**

- She **must have gone** for a walk in the forest.
- Nurybek **can't have** yet. He **may/might have forgotten** about his skiing lesson today.
- You **could have had** an accident. Be careful next time!
- Akketa **can't/couldn't have gone** hiking on that mountain. She's scared of heights.

➤ see p. GR6

**9** 10.6.13 Read the examples. Which modal verb do we use to express: a positive deduction? a negative deduction? uncertainty?

**10** 10.6.13 Sezim and his friends went to the mountains last Sunday. Look at the picture and make sentences using the phrases below and modals of deduction in the past.

- get stuck in a blizzard
- wake up/early
- carry/bests
- walk far



# 1d Skills

## Reading

- 1** a) What do you know about yurts? Tell the class.
- b) **10.2.2** Read the title and the first paragraph. What do you think the text will be about?

## Home is where the yurt is ...



Many years ago, nomads did not have a place to call home. But according to legend, this changed when one man, with the help of a group of clever insects, decided to build a yurt ...

One day, a man was walking on the steppe when he suddenly felt a gust of wind. He looked up to the sky: it was covered with grey rain clouds. **1** Luckily, he spotted a tree with leafy branches. He hurried over to it just before it started to pour down with rain. He watched as lightning lit up the sky, followed by a clap of thunder.

As he was sitting there, an ant with a high-pitched voice said, "You should be at home!" The man answered, "I'm a traveller. I have no home." The insect was surprised by his answer. Interested by the conversation, a beetle, a grasshopper and a dragonfly joined in. **2** The man however, sighed and said, "I'd like to have a home, but I don't know how to build one."

The beetle spoke, "I can help you build a home. It needs to be strong and spacious, round and warm." **3** "And easy to carry, too", screeched the grasshopper. The man shook his head; he didn't think such a home existed.

At that moment, the rain stopped and the sun came out. A beautiful rainbow appeared in the sky. The man said, "Look at all the beauty around us." But no one answered.

**4** The man was sad. But then, unexpectedly, the insects came back bringing things the man could use to build his home. The ant brought dried twigs, the beetle gave him wool, the grasshopper offered flexible plant stems and the dragonfly gave him petals.

So, the man began to build his home. He used the dried twigs to make a round frame, the flexible plant stems to keep the frame together, the wool as walls, and the petals for carpet. **5** Now he had a house he could easily

take apart and put up again wherever he wanted. He called his home a yurt.

Since then, the yurt has been an important part of Kazakh life.

- 2** **10.4.8** Check the meaning of these words in your digital dictionary.

- nomad • steppe • spacious • beetle
- grasshopper • dragonfly • sigh • screech
- petal

## STUDY SKILLS

### Missing sentences

Read the text to get to know what it is about. Read the missing sentences and identify the main point in each. Read the text again and pay attention to the words before and after each gap. Look for clues (e.g. he, it, etc) or linking words. Check that your choice fits grammatically. Read the whole text to check it makes sense.

- 3** **10A.7** Read the text and fill in the gaps (1-5) with a correct sentence (A-F). One sentence is extra.

### 1. Listen and check.

- A "And beautiful with light, day and night," added the dragonfly.
- B He left a hole at the top for light.
- C They each talked about how great their homes were.
- D The insects were gone.
- E He knew a huge storm was approaching and he needed to find shelter immediately.
- F Putting up the yurt was really difficult for the man.

- 4** **10.6.1** Fill in: clap, dried, find, flexible, gust, high-pitched, leafy, pour. Use the phrases to make sentences based on the text.

- |                        |                     |
|------------------------|---------------------|
| 1 ..... of wind        | 5 ..... voice       |
| 2 ..... down with rain | 6 ..... shelter     |
| 3 ..... branches       | 7 ..... twigs       |
| 4 ..... of thunder     | 8 ..... plant stems |

## Phrasal verbs

### STUDY SKILLS

#### Phrasal verbs

To learn phrasal verbs, try to make sentences using them. Alternatively, draw pictures of them. This helps you remember them.



- 5 **10.6.15** Fill in the correct particle to form the appropriate phrasal verb. Check in Appendix I.



- It took them hours to put ..... their yurt.
- Daniya, could you please put ..... your coat; it's cold outside!
- Nurzhan put ..... his camping trip because his brother was sick.
- How do you put ..... with this weather? It's freezing!

- 6 **10.1.1** **THINK!** What would staying in a yurt be like? Discuss with your partner.

### Listening

#### STUDY SKILLS

##### Predicting content

Read through the questions and underline the key words. They contain information about the situation and what to listen for. Remember that you will hear the answers in the same order the questions are in.

- 7 a) **10.2.1** You will hear part of an interview with historian Dr. Akhmetova who has written a **new book**. Before you listen, check these words/phrases in the Word List. What do you think the book is about?

• warrior • role • bravery • politician • hero • victory  
• peacemaker • battles

- b) **10.2.1** **10.2.2** **10.2.3** Listen to the interview. For questions 1-5, choose the correct answer A, B or C.

- Dr. Akhmetova wrote about Ablai Khan's  
A early adulthood. B later years. C childhood.
- Why did Dr. Akhmetova write about Ablai Khan?  
A to share his amazing story  
B to write a book about someone famous  
C to learn more about him
- Ablai Khan was most popular for  
A his peacekeeping skills.  
B his skills as a politician.  
C being a warrior.
- Dr. Akhmetova thinks the most interesting thing about Ablai Khan is that  
A he had many kids.  
B he had a lot of courage.  
C he enjoyed Kazakh folklore.
- Dr. Akhmetova recommends the book for those who want  
A to read about historical facts.  
B to learn about Ablai Khan's whole life.  
C to know about who Ablai Khan was as a person.

- 8 **10.3.7** Listen again and make notes. Tell the class three things you learnt about Ablai Khan.

#### Exclamations **See p. GR6**

**so** + adjective/adverb *It was so difficult! They ran so quickly!*

**such** a/an + (adjective) + countable noun/**such** + adjective + uncountable noun *It was such a difficult rescue! It was such bad news!*

**What** + adjective + uncountable noun/noun in the plural *What awful weather! What fierce warriors!*

**What** a/an + adjective + countable noun in the singular *What an amazing story! What a day!*

**How** + adjective/adverb *How courageous we were! How bravely he fought!*

- 9 Read the theory. Fill in: *how*, *so*, *such* (a/an), *what* (a/an).

- He was ..... great fighter!
- Ablai survived many battles. .... lucky he was!
- His fables were ..... great!
- ..... amazing book!

#### Speaking

- 10 **10.3.7** **10.4.8** **ICT** In groups, research online or in your encyclopaedia and collect information about another famous Kazakh hero. Find information about: name - year of birth/death - what he/she was famous for. Present the information you have collected to the class.

#### Writing

- 11 **10.5.1** Use the information you have collected about a famous Kazakh hero. Create a poster to present him/her to class. Include pictures of the person and display your poster to the class.

# 1e Writing An article

## Rubric analysis

- 1** Read the rubric. Use the underlined words to answer the questions.

Your teacher has asked you to write an article entitled: Amazing rescue. Write your article for the school magazine (120-180 words).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What is it going to be about?
- 4 How many words should you write?

## Model analysis

- 2** Read the model. Put the events (A-H) in the order they happened (1-8). Then give the class a summary of the article. Use: *first, then, next, after that, suddenly, finally*.

### Amazing rescue



#### Courageous rescue worker saves the lives of two local boys trapped by fire

Peter and Richard felt **very** excited as they set out on their forest hike last Thursday morning. It was a beautiful summer day. The sun was shining and there was a clear blue sky.

After walking for an hour, they decided to stop for a rest. They were **happily** chatting when Peter smelt something in the air. He looked around and saw bright flames in the trees. **Suddenly**, there was a wall of fire all around them. It seemed like there was no escape.

Richard spotted a small pond **nearby**. "We have to jump in," he shouted. The water wasn't deep, but it was difficult for them to breathe with the smoke from the fire. **Then**, they heard a loud noise above them. It was a helicopter.

**Soon**, a rescue worker threw down a long rope and the boys climbed to safety. They had **never** felt so relieved in all their lives.

- A They stopped for a break.
- B They climbed into the helicopter.
- C They saw flames.
- D Peter and Richard began their hike.
- E They were surrounded by fire.
- F A helicopter appeared above them.
- G Peter smelt something in the air.
- H They jumped into a small pond.

## Setting the scene

When we start an article, we need to set the scene. To do this, we describe the **place** (where), the **time** (when), the **weather**, the **people** (who) and their **feelings**.

- 3** How does the writer set the scene in the model in Ex. 2?

### STUDY SKILLS

#### Using descriptive language

Use a variety of adjectives and adverbs in your article to make it more interesting to the reader.

- 4** Find the adjectives the writer has used in the model in Ex. 2 to describe: day, sky, flames, pond, smoke, noise, rope.

### Adverbs/Order of adverbs/ Comparatives & Superlatives of adverbs

► see pp. GR5-GR6

Adverbs describe verbs, adjectives or other adverbs.

- Adverbs of **manner** (how – quickly) go before/after the main verb, after auxiliary verbs (**be, have**/modal verbs or at the beginning/end of a sentence).
- Adverbs of **frequency** (how often – never) go before the main verb and after auxiliary/modal verbs and the verb **to be**.
- Adverbs of **degree** (how much – really) go before adjectives, adverbs and the main verb.
- Adverbs of **time** (when – afterwards) and adverbs of **place** (where – there) can go at the beginning/end of a sentence.

When there are two or more adverbs or adverbial phrases at the end of a sentence, they usually go in the following order:

manner place time

Tom played **happily** in his room **all day**.

#### Comparatives & Superlatives of Adverbs

- adverbs having the same form as their adjectives add **-er/-est** (e.g. fast – faster – the fastest)
- adverbs ending in **-y** drop the **-y** and add **-ier/-iest** (e.g. early – earlier – the earliest)
- two-syllable adverbs and those formed by adding **-ly** to their adjectives take **more/most** (e.g. often – more often – most often / simply – more simply – most simply)

Note: well – better – the best / badly – worse – the worst / much/many/a lot of – more – the most / little – less – the least / far – farther/further – the farthest/the furthest

- 5** **10.6.12** Read the theory. Identify the types of adverbs in bold in the article.



- 6 **10.5.12** Put the words in the correct order to write sentences in your notebook.

- up the steep mountain/climbed/slowly/he/more/than the others
- quickly/happened/the accident/extremely
- began/the weather/stormy/after a short while/to grow
- were/in the woods/busily/all day/the rescue team/searching
- climbed fast/but John climbed/everyone/the fastest

### Conjunctions

Conjunctions are words, such as **and, but, or, because**, etc that connect words, phrases or sentences together.

e.g. *Snow started falling and the path became very slippery.*

*Sophie was exhausted, but she kept on walking.*

*We could go hiking or rock climbing.*

*They decided to stop because it was getting dark.*

- 7 Underline the conjunctions used in the article.

### Writing

- 8 Read the rubric, underline the key words and answer the questions.

Your teacher has asked you to write an article entitled *Fourists lost at sea*. Write your **article** (120-180 words).

- What are you going to write and who is going to read it?
- How must you begin your article?
- What tenses are you going to use?

### Listening for ideas

- 9 Listen to Steve talking to his friend, Cindy, about a scary experience he and his brother had on holiday. Put the pictures (A-D) in the correct order (1-4).



- 10 **10.5.1** **10.5.4** **10.5.5** **10.5.6** **10.5.7** **10.5.8** **10.5.9** Look at the plan. Use the ideas in Ex. 9 to make notes for each paragraph. Use your notes and phrases from the Useful Language box to write your article. Use appropriate punctuation.

### Useful Language

#### Setting the scene

- It was a ... (day/morning/evening) etc
- ... as/when ...
- The weather was ...
- He was with his ...
- He was feeling ... in a ... mood.

#### Describing the event

- After he and his brother had ...
- They were ... when suddenly ...
- After that/After a short while/Then/As soon as ...
- The next thing (he knew), ...

#### The main event (climax)

- Then suddenly/all of a sudden, they noticed/saw ...
- At that moment, they could see ...

#### Ending

- They had never felt so (relieved/scared etc) in their (whole/entire) life.
- They knew they would never ... again.
- It was the (most frightening/happiest etc) moment they had ever experienced.
- It was certainly/definitely a memorable experience.

### Plan

10.5.7

#### Introduction

(Para 1) set the scene (who, when, where, what doing, weather, feelings)

#### Main Body

(Para 2) events leading to the main event  
(Para 3) the main event (climax)

#### Conclusion

(Para 4) ending: feelings



### Checklist

10.5.3 10.5.4

10.5.6 10.5.9

When you finish your piece of writing, check it for the following:

- Does your article start with a title that summarises the event?
- Is the sequence of events clear?
- Are your paragraphs well-structured?
- Does your article contain past tenses?
- Is there a variety of adjectives, adverbs and conjunctions?
- Are there any spelling, grammar or punctuation mistakes?

## CLIL 1

## Literature



## THE SEA-WOLF

- 1 **10.2.1** **10.4.1** Look at the picture and read the introduction.

What do you think will happen?

🔊 Listen and read to find out.

- 2 **10.4.2** **10.4.4** Read the extract and decide if the statements are T (True) or F (False).

- 1 Wolf Larsen forced Humphrey to come on board his ship. ....
- 2 Humphrey wanted to be alone with Maud on the deck. ....
- 3 Humphrey didn't find any food to take on the journey. ....
- 4 Humphrey worried that the sailor could see them. ....

- 3 **10.4.5** Look at the underlined phrases. Explain what the body language means.

- 4 **10.1.9** **THINK** What do you think happens next? Discuss in pairs.

🔊 Listen and check.

- 5 **THINK** Give the extract a different ending.

Humphrey van Weyden was sailing off the California coast when his ferry sank. A ship saved him – but its cruel captain, Wolf Larsen, forces Humphrey to work for him. One night, Humphrey and Maud, another passenger, see a chance to escape ...

Larsen buried his head in his hands.

"What's the matter?" I asked, resting my hand on his shoulder.

"It's those headaches. Help me into my boat," he said.

Maud looked at me curiously as I came up on deck, but I walked past her. Louis was at the wheel. "You may go and rest," I said, taking it from him. At last, the deck was empty. I walked back to Maud and put my finger on my lips for silence.

"Ready for a journey of six hundred miles or so?" I asked.

"You mean ...?" she replied, and I knew she had guessed right.

"Yes," I said. "There is nothing left for us here."

Straightaway, I opened a trapdoor and began looking for supplies. Carrying a candle, I worked in silence – collecting canned goods, blankets and oilskins. Next, we lowered a small boat, but then, suddenly, a sailor appeared on deck – his back towards us. I could hear my heart beating as we both lay flat in the boat. But the man never turned. Instead, he stretched his arms, yawned and went back below deck.

I quickly put the supplies in the boat and helped Maud on board. I had never rowed in my life, but with great difficulty I soon got the boat moving. We turned our heads, happy to see the Ghost for the last time. Then, slowly, she faded away and we were alone on the dark sea.

adapted from *The Sea-Wolf* by Jack London (1904)

## Check these words

- sink • cruel • bury my head in my hands • deck • trapdoor
- supplies • canned goods • oilskins • lower • heart beating
- lie flat • yawn • row • fade away

## Culture Spot

- 1 **10.2.2** **10.4.2** 🎧 Listen, read and answer the questions:

- 1 Who was Daniel Defoe?
- 2 Who was Robinson Crusoe?
- 3 What dangers did Crusoe face on the island?
- 4 What happened to him in the end?

- 2 **10.1.5** **10.5.1** **ICT** **PRESENTATION SKILLS** Think of a famous character in literature from your country. Collect information under the following headings: *author details – title, character & publication date – plot*. Present the character to the class.

## Robinson Crusoe

Daniel Defoe was born in London in about 1660. Although he became a prosperous merchant, it is for his novels that we usually remember him. Defoe's most famous novel, *The Life and Adventures of Robinson Crusoe*, (1719), tells the story of one man's struggle to survive. The young Robinson Crusoe runs away to sea but gets shipwrecked on a desert island for thirty years! We follow his adventures as he builds a shelter, grows his own food, survives an earthquake and fights pirates. Crusoe also meets a native and saves him from cannibals. Friday, as Crusoe calls him, becomes a loyal servant and friend. Eventually, a ship rescues them and they sail back to England together.





## Reading

- 1 **18.4.3** Read the text. For each question, choose the best answer (A, B, C or D).

- 1 What is the main purpose of the text?  
 A to describe the dombra and its importance  
 B to narrate a story about two brothers  
 C to explain why the dombra broke  
 D to tell a traditional story about the dombra
- 2 According to the writer, why was the younger brother fascinated by dombra?  
 A He liked musical instruments.  
 B He could play it whenever he wanted to.  
 C He enjoyed the sounds it made.  
 D It was the only instrument he could play.
- 3 What was the older brother like, according to the legend?  
 A He was ambitious. C He was lazy.  
 B He was well-known. D He was unpopular.
- 4 What did the broken dombra leave on the rock?  
 A a hole  
 B a mark of its shape  
 C a dent in the rock  
 D parts of the instrument
- 5 Which could be another suitable title for the text?  
 A Making the Dombra  
 B Kazakhstan's Musical Instruments  
 C The Battle of Two Giants  
 D The Beginning of the Dombra

(5x5=25)

## Listening

- 2 **18.2.3** Listen to a conversation and decide if the statements are T (True) or F (False).

- 1 Wanda went on a sightseeing holiday. ....
- 2 Most of the people in the group weren't skilled canoeists. ....
- 3 The camp leader told everyone to stay close to each other. ....
- 4 David waited for all the canoeists before heading off. ....
- 5 Wanda tried to persuade David to join the rest of the group. ....
- 6 They both passed the finishing point. ....
- 7 David felt confident when he heard the waterfall. ....
- 8 They were both weak swimmers. ....

(8x2=16)

The Soul of  
Kazakhstan

For more than four thousand years, the dombra – a string instrument with a long neck – has been the Kazakh people's favourite musical instrument and one of the most important parts of their history and culture. But no one knows where the dombra came from and so there are many legends surrounding its origin. According to one of these, the dombra can be traced back to ancient times ....

A long time ago, in the Altai highlands, two giant brothers lived. The younger brother loved music so much that he spent all his time playing the dombra. He was mesmerised by the tunes that came from this instrument, so nothing else in the whole world mattered to him. His older brother, on the other hand, thought playing music was a waste of time. He was more interested in finding ways to become famous.

One day, when the older brother had an idea. There was a river right in the middle of his home town that no one could cross because the water was rapid and cold. He decided to build a bridge across this river. "This will make me famous," he thought and he went to work at once, gathering stones for the bridge. It was very difficult, so he asked his brother, "Can you please help me?" His brother did not even reply – he was too busy playing the dombra.

As the days went by, the older brother asked the younger one for help again and again. The younger brother always ignored him because he was so busy playing music with his dombra. Then, one morning, the older brother became very angry. He snatched the dombra right out of his brother's hands and smashed it against one of the rocks. His brother watched in horror as the instrument broke into pieces. The only thing that was left was its imprint on one of the rocks. After this, there was no more dombra music. The brothers went their separate ways, never to speak to each other again.

Many years later, people found the imprint and used it to make new domboras and music for all to enjoy. Whether you believe this story or not, one thing is for sure: the dombra still has a very special place in Kazakh life today. In fact, Murager Sauranbayev, one of Kazakhstan's youngest yet most accomplished dombra players, calls this instrument "the soul of Kazakhs" – and it's hard to disagree with him. This two-stringed instrument is certainly an important symbol of Kazakhstan's rich history and ancient culture.



# Progress Check 1

## Vocabulary

3 **10.3.7** Choose the correct word.

- 1 Strong winds **blew/hit/formed** the coast.
- 2 He **made/did/watched** his best.
- 3 They **conquered/reached/achieved** the summit.
- 4 Jane was **surprised/confused/depressed** by the map and had no idea where to go.
- 5 All of the members of the expedition **survived/set/suspected**.

(5x2=10)

4 **10.6.9A** Fill in: without, up, back, in, on.

- 1 He gave ..... hiking after he injured his arm.
- 2 He was deep ..... thought.
- 3 Ann gave ..... the skis Bob had lent her.
- 4 They searched for hours ..... luck.
- 5 Which is the highest mountain ..... Earth?

(5x2=10)

## Grammar

5 **10.6.9** **10.6.10** Put the verbs in brackets into the correct past tense.

- 1 How long ..... (they/hike) before they got lost?
- 2 Steve ..... (drive) when snow ..... (begin) to fall.
- 3 They ..... (not/finish) the hike yet.
- 4 At 5 o'clock yesterday, she ..... (sail) towards the island.
- 5 Jane looked exhausted when I saw her. .... (she/work) all morning?

(5x2=10)

6 **10.6.7** **10.6.13** Choose the correct item.

- 1 Look! He has just **reached/reached** the top of the mountain.
- 2 Her muscles are still because she **has been trekking/had been trekking** all day.
- 3 Have you ever **been/gone** to the Zelyony Bazaar?
- 4 She had been jogging for two hours so she **must/couldn't** have been exhausted when she got home.
- 5 He **can't/might** have finished work. It's still midday.

(5x2=10)

## Writing

7 **10.5.1** **10.5.2** **10.5.3** **10.5.6** **10.5.7** Your teacher has asked you to write an article entitled: *Fun day out turns into nightmare*. Write your article (120-180 words).

(19 marks)

(Total: 100)

## Grammar in Focus

**10.6.7** **10.6.9**  
**10.6.10**

Complete the correct form of the verbs in brackets or fill in the correct word.

Hi Assel! We 1) ..... (arrive) in London two days ago. We 2) ..... (travel) for seven hours, so we were exhausted when we landed at Heathrow Airport. London is a fascinating city with lots to see and do, so yesterday, we 3) ..... (go) to the West End to watch a theatre performance. While we 4) ..... (walk) there, it 5) ..... (start) to rain! 6) ..... typical!

How about you? 7) ..... (you/ever/be) to London?

Talk to you soon!

Tamara

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Lexical Competence

- talk about survival
- talk about extreme weather
- talk about feelings

#### Reading Competence

- answer multiple choice questions
- answer comprehension questions
- fill in missing sentences

#### Listening Competence

- listen for specific information (multiple choice questions)
- #### Speaking Competence
- narrate an experience
  - describe a famous person

#### Presentation Skills

- present a famous character in literature
- #### Writing Competence
- write an article

# Controversial Issues **Module 2**

## MODULE OBJECTIVES

### Vocabulary

- the environment
- immigration
- international organisations
- prepositions
- word formation: forming adjectives from nouns or verbs
- phrasal verbs: **TURN**

### Reading

- an article about immigration (T/F statements; answer questions)
- an article about gender equality (missing sentences)

### Use of English

- infinitive-ing forms
- comparison of adjectives
- conditionals

### Listening

- monologues (multiple matching)
- pronunciation: homophones
- understand speakers' viewpoints

### Speaking

- reacting to news

### Writing

- a text
- a summary
- an opinion essay

### CLIL (PSHE): *Bullying Culture: ACE*

### Progress Check

#### Words of wisdom

"When we heal the Earth, we heal ourselves."  
—David Orr

Discuss

## Controversial Issues

- 1** Listen and say. Which are: social problems? environmental problems?



- 2** Complete the newspaper extracts (A, B) with the words below. Which of the problems in Ex. 1 is each about?

- packaging
- household waste
- volunteers
- accommodation

- 3** Which of the problems in Ex. 1 is the most serious in your country?



**A** At a recent charity ball, the Mayor announced that the council would build more sheltered 1) ..... for people on the streets. He added that he was delighted to see a huge rise in the number of 2) ..... helping out at local shelters.

**B** The Prime Minister said that his government was producing a series of advertisements about recycling 3) ..... He also explained that everyone needed to choose supermarket products that had less 4) .....

# 2a Controversial Issues

- 1 **10.1.10** Look at the picture of Ellis Island in the USA. What do you know about it?

## STUDY SKILLS

### Predicting content

The key words/phrases in a text help you predict what it is about.

- 2 a) Check the meaning of the phrases in the Word List.

- move from birth country • allowed into
- pass through immigration
- government officials • anxious newcomers
- full medical check • reading and writing test
- exchange money • exciting new lives

- b) **10.2.1** The words/phrases in Ex. 2a appear in the text. What do you think the text is about?

🔊 Listen and read to find out.

- 3 Complete the sentences with words from the Check these words box in the correct form.

- 1 The Statue of Liberty's ..... is Lady Liberty.
- 2 They have decided to move to the US and live there .....
- 3 The people with a(n) ....., like blindness, might not have been allowed into the US.
- 4 The ..... arriving at Ellis Island were divided into first, second and third classes.
- 5 All the ..... that came through Ellis Island were proud to become new Americans.
- 6 The immigration ..... from beginning to end, was usually around 3 to 5 hours.
- 7 He is American but his ..... were Italian.
- 8 The poorer immigrants had to go through a more ..... check than the rich.



## GATEWAY TO AMERICA

Ellis Island, or the 'Island of Tears', is located in New York Harbour just off of the New Jersey coast and north of Liberty Island. It used to be a place where the government decided if immigrants – the people who wanted to permanently move from their birth country to the US – would be allowed into the country. Between 1892 and 1954 over 12 million immigrants entered the United States through here, and 40% of all Americans have at least one ancestor whose first stop in the country was Ellis Island!

Immigrants from foreign countries arriving in New York Harbour would stop at Ellis Island to pass through immigration before entering the US. The government let **wealthy** first and **second** class passengers into the country after only a brief check on board the ship they **originally** arrived in. The poor third class passengers, though, were moved from the pier by ferry to Ellis Island where doctors and government officials gave them a thorough medical and legal check. They needed to make sure they were who they said they were and that they were healthy. The anxious newcomers entered the main building through the baggage room, left their luggage there and went into the **crowded** Great Hall.

The first test was the 'six second medical exam'. Doctors looked at the immigrants for obvious medical problems and disabilities. They put chalk marks on the clothes of the people they thought had something **wrong** with them and sent them for a **full** medical check. These checks weren't required for everyone until 1917. If someone had a problem that doctors could heal, they were sent to the island's hospital. If not, the steamship company they came with would have to pay to send them back.

The next step was an interview with a legal officer. Immigrants had to have proof of where they came from and where they expected to live and work. After 1921, people had to pass a reading and writing test and show a passport and visa.

## STUDY SKILLS

### True/False statements

First, read the statements and underline the key words/phrases that could appear in the text. Read the text carefully with these synonymous words/phrases in mind and mark the statements accordingly. Remember that the order of the statements is the same as the order in which the information is presented in the text.



When there were no problems, the **whole** process could take as little as 3 to 5 hours. However, some people would **stay** on the island longer if they had legal problems or if they had to wait for a family member that was in the hospital. The next step was going to the money exchange area where people could exchange their money for US dollars and **buy** train tickets.

At the exit from Ellis Island, so many family reunions took place that staff gave it the nickname 'the kissing post'. After that, the new Americans were free to start their **exciting** new lives.

#### Check these words

• gateway • immigrants • permanently • ancestor  
 • passengers • pier • thorough • medical • legal  
 • newcomers • obvious • disability • required  
 • proof • process • exchange • family reunion  
 • nickname

- After 1917, doctors performed the 'six second medical exam' on everyone. ....
- The legal officer decided whether immigrants were who they said they were. ....
- Immigrants never had to stay on Ellis Island for more than five hours. ....
- If immigrants needed to get to another city, they could take a train. ....
- Many immigrants met with their relatives at 'the kissing post' at Ellis Island. ....

#### 5 10.3.3 Answer the questions in your own words.

- Why is Ellis Island called the Gateway to America?
- How many different checks did immigrants have to go through to enter the US?

#### 6 10.4.5 Match the highlighted words to their meaning.

- entire • went into • thrilling • rich
- purchase • full of people • not leave
- not right • complete • firstly

#### 7 Match the opposites.

1	arriving	a	calm
2	brief	b	restricted
3	poor	c	leaving
4	healthy	d	wealthy
5	anxious	e	long-lasting
6	free	f	fail
7	pass	g	entrance
8	exit	h	sick
9	first	i	start
10	stop	j	last

#### 4 10.2.2 10.4.9 Read the text and decide if each sentence is T (true) or F (false). Give reasons.

- Liberty Island is also known as the 'Island of Tears'. ....
- Immigrants make up 40 percent of the people living in the United States. ....
- If immigrants to America were rich, they didn't have to go to Ellis Island. ....
- The poorer immigrants could not take their things into the Great Hall. ....
- The people who had chalk marks on their clothing were found to be healthy. ....

#### Listening & Speaking

10.1.9 10.3.5 Listen to and read the text again. Work with a partner. Imagine you are

a third class immigrant who has recently arrived in the US through Ellis Island. Use the information in the text to describe the experience. Include what happened and how you felt on Ellis Island, as well as how you felt afterwards when you first set foot in America.

#### Writing

ICT 10.5.1 10.1.6 10.1.10 Collect information about how immigrants can become residents in your country. Write about: any necessary tests/documents, what the process is and how long it usually takes. Present your information to the class.

# 2b Vocabulary

## Vocabulary from the text

- 1 **10.5.2** Choose the correct words. Check in the Word List in the back of the book.

- Full medical examinations weren't **required/allowed** until 1917.
- There are a lot more **immigrants/newcomers** in the USA than any other country.
- Doctors examined people carefully to see if they had a **disability/visa**.
- The immigrants were taken by ferry from the **gateway/pier** to Ellis Island.
- He is American but his **officials/ancestors** were Irish.
- Immigrants needed to show **proof/exchange** that they were who they said they were.
- The immigration **process/check** usually took a long time.
- The medical exam was to check everyone for **thorough/obvious** signs of illness.

- 2 a) **10.6.1** Fill in: next, medical, first, main, foreign, money, family, government, whole.

- ..... problem
- ..... reunion
- ..... official
- exchange .....
- the ..... process
- ..... building
- ..... ticket
- ..... class
- ..... country
- the ..... step

- b) **10.6.1** Use the phrases in sentences of your own.

## Topic vocabulary The environment

- 3 a) **10.5.2** Fill in the headlines with: fuels, smog, spill, gases, warming, layer, conservation. Check in the Word List at the back of the book.

**HOLE IN THE OZONE**  
1) .....  
**ABOVE ANTARCTICA**  
**SUDDENLY EXPANDS**



**ARCTIC SEA ICE COULD SOON DISAPPEAR AS GLOBAL**  
2) ..... **INCREASES**  
**SPEED OF MELTING**

**TIME RUNNING OUT FOR OIL & OTHER FOSSIL**

3) .....



**THICK 4) ..... HANGING**  
**OVER CITY**  
**CAUSES**  
**BREATHING**  
**PROBLEMS**



**OIL 5) ..... KILLS HUNDREDS**  
**OF SEA BIRDS**  
**AFTER TANKER**  
**CAPSIZES**



**GREENHOUSE 6) .....**  
**CONTINUING TO CAUSE EARTH'S**  
**TEMPERATURE TO RISE**

7) .....  
**PROJECTS SUCCESSFULLY**  
**STOP DECLINE IN PANDA**  
**NUMBERS**



- b) Complete the sentences. Use: prevent, save, raise, reduce, ban, fine, invest.

- The best way to stop the polar ice caps shrinking is to ..... energy.
- We should ..... factories that don't use alternative methods of disposing waste.
- To fight climate change, we can ..... the amount of electricity we use.
- We can ..... the hole from getting bigger by not buying aerosol sprays that use CFCs.
- The government should ..... cars from the city centre.
- Governments need to ..... in wind power and solar energy projects.
- We ought to ..... money for charities that run conservation projects.

- c) Match the sentences in Ex. 3b to the headlines in Ex. 3a.



- 4 **19.2.2 | 19.2.3** **LISTENING** Listen to four speakers talking about ways to help solve environmental problems. Match the solutions (A-F) to what they have done. There are two extra solutions.

- A using public transport  
B volunteering to help wildlife  
C taking advantage of technology  
D recycling paper and plastic  
E organising a campaign  
F reusing products

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

- 5 **19.4.2** Choose the correct words. Which tips can help immigrants with: finances? fitting in? paperwork?

#### Welcome to Canada!

Moving to Canada from a(n) 1) **abroad/foreign** country can be difficult. Here are some tips:

- A Make copies of travel 2) **documents/applications** and important 3) **notes/papers**.  
B Before changing money, check the exchange 4) **level/rate** at different locations to get the best 5) **cost/price**.  
C Get involved in the community to make new friends.  
D Explore the city 6) **centre/block** and 7) **guide/tourist** attractions to get to know your new home.  
E Check out local government 8) **programmes/positions**, like language 9) **courses/clubs** and 10) **business/office** loans.

Welcome to you all!

#### International organisations

- 6 a) Complete the sentences. Use these words: *peace, communities, destruction, healthcare, risk*.
- WWF fights against the ..... of the natural world.
  - Save the Children protects children at ..... around the world.
  - Oxfam works with local ..... worldwide to fight poverty and injustice.
  - The World Health Organisation works to give the poor affordable .....
  - The United Nations promotes ..... and security throughout the world.
- b) Which of these organisations work on social issues? *environmental issues?*

- c) **19.3.7** **SPEAKING** Which organisations exist in your country? What do they do?

*In my country, there's ...*

#### Prepositions

- 7 **19.6.14** Fill in: *at, in, (x2), on, from*. Check in Appendix II.

- Many people disagree **with** experimenting ..... animals to test new products.
- How does the Earth look ..... space?
- They were all ..... a panic.
- There are less than 100 Javan rhinos left ..... the wild.
- Many species are ..... risk of becoming extinct.

#### Word formation (forming adjectives from nouns or verbs)

- 8 Read the theory, then form adjectives from the words in bold to complete the gaps.

We use the suffixes **-al** (fiction - fictional), **-y** (fun - funny), **-ous** (continue - continuous), **-ful** (beauty - beautiful), & **-able** (afford - affordable) to form adjectives from nouns or verbs.

Bryce Canyon in Utah is one of the USA's most picturesque 1) ..... **NATION** parks. It might not be the nation's most 2) ..... park, but it's certainly one of its favourites. This is 3) ..... when you see its **UNDERSTAND** 4) ..... rock spires in all shapes and sizes called 'hoodoos'. The hoodoos are set in a series of 5) ..... amphitheatres. **NATURE** They shine brilliantly under 6) ..... skies. **SUN**

#### Phrasal verbs: TURN

- 9 **19.6.15** Choose the correct particles. Check in Appendix I.

- The pollution in the river turned **up/out** to be from a local factory. (**was discovered** to be)
- Our safari holiday turned **over/into** a nightmare. (**became**)
- Could you turn **down/up** your music, please? It's a little loud. (**decrease the volume of**)
- Katy turned **down/over** her invitation to the event. (**rejected**)
- Could you turn **on/off** the TV, please? No one's watching it. (**cut off the power to**)

# 2c Use of English

## Infinitive/-ing forms

### To immigrate or not to immigrate?

Do you want to immigrate to another country? Well, there are both pros and cons to making such a big change in life. Some people feel lucky to move to another country, while others regret the decision. So, would you like to immigrate? Weigh the pros and cons first.

#### Pros

- moving to a new country might mean earning more money
- it could also mean taking advantage of great education opportunities
- it gives you a chance to explore a new place
- it often means being fortunate enough to get excellent healthcare

#### Cons

- it takes a long time to prepare the paperwork necessary for the immigration process
- you may have to work for low wages at first
- getting used to living in a new country can be difficult
- leaving behind friends and family causes some people to feel lonely

➤ see pp. GR5-GR7

- 1** 10.6.15 Look at the Grammar Reference section and complete the rules with infinitive (with/without to) or -ing form. Find examples in the text above.

- 1 preposition + .....
- 2 too/enough + .....
- 3 modals (can/will/must etc.) + .....
- 4 used as a noun .....
- 5 want/hope/plan/expect etc. + .....
- 6 be used to/look forward to etc. + .....
- 7 would like/would love etc. + .....
- 8 adjective (glad, willing, lucky etc.) + .....

- 2** 10.6.15 Fill in the gaps with the verbs in brackets in the correct form.

- 1 A: What made the family ..... to move away? (**decide**)  
B: They immigrated to Canada ..... a better life for themselves. (**make**)
- 2 A: Lisa loves ..... to different countries, doesn't she? (**travel**)  
B: Yes, and she is really looking forward to ..... France next month. (**visit**)
- 3 A: Would you ..... my application to move to the US, Aunt Jane? (**sponsor**)  
B: Yes, I'd be happy ..... that for you. (**do**)
- 4 A: It was so interesting ..... that documentary about Ellis Island, wasn't it? (**watch**)  
B: Yes, we saw a group of immigrants ..... the country for the first time. (**enter**)
- 5 A: Would you like ..... in another country? (**live**)  
B: ..... you the truth, I don't. (**tell**)

- 3** 10.6.15 Put the verbs in brackets into the infinitive or the -ing form. Explain the difference in meaning.

- 1 The country stopped ..... (give) work permits for certain jobs.
- 2 They stopped ..... (buy) their tickets on the way home.
- 3 Remember ..... (submit) your visa application today.
- 4 Do you remember ..... (visit) Austria when you were a child?
- 5 Myra tried ..... (take) a selfie in Niagara Falls.
- 6 Murlan will try ..... (immigrate) to another country this year.

- 4** 10.6.15 Choose the correct item or put the verb in brackets into the correct form.

Dear Lee,

Do you remember when I said that I wanted 1) ..... (move) abroad? Well, 2) to achieve/achieving my goal, there were many things I needed 3) ..... (do). Mainly, I had 4) improving/to improve my English. I decided 5) ..... (take) evening classes, but now that I'm here, I still need 6) to practise/practising every day. I disliked 7) ..... (learn) English at first, but my friend Larry recommended 8) attending/to attend an English-speaking club near my house. Now I can 9) ..... (speak) very well and my reading and writing have improved!

How are you? Let me 10) know/to know soon!

Kim

### Comparison of adjectives

#### Types of comparisons

- Nur-Sultan is **as beautiful as** I had imagined.
- Travelling to Edinburgh is **(slightly) less expensive than** travelling to London.
- This is **the least crowded** area in the city.
- The aeroplane tickets were **very expensive**.
- Global warming is **by far the worst** problem the planet is facing.
- This queue is growing **longer and longer**.
- The more educated** the society, **the better** the economy will be.
- That species' population is **too low** to ever recover.
- The reading programme was **successful enough** to improve the immigrants' speaking skills.

➤ see pp. GR8-GR9

- 5** **19.6.3** Study the table. Then choose the correct item.

- Guinara is **as/too** worried about the changes in immigration laws as Assel.
- It seems people aren't concerned **enough/even** to do what's necessary to stop climate change.
- Saule thinks poverty is a **much/very** serious problem and wants to help.
- Buying recycled products is great, but it's **even/too** more helpful to reuse what you already have.
- Canada is one of **a bit/the least** difficult countries to immigrate to.
- The issue of school uniforms is **less important than/to** the quality of education.
- Social media is **by far/slightly** the most popular means of online communication.

- 6** **19.6.3** Compare these US points of entry for immigrants in as many ways as possible. Use these adjectives: *old, busy, high*.

	New York	Boston	San Francisco
Year established	1625	1729	1847
Approximate number of immigrants (2015)	6 million	1 million	2 million
Percentage of immigrants in population today	37%	27%	35%

In 2015, the San Francisco point of entry was busier than Boston.

### Conditionals

Types	Conditional Clause	Main Clause
0	<i>If/When ... + present simple</i>	present simple/ imperative
1	<i>If + present simple</i>	<i>will/won't (can/should/may/might) imperative</i> + bare infinitive
2	<i>If + past simple</i>	<i>Would/wouldn't (could/might) + bare infinitive</i>
3	<i>If + past perfect</i>	<i>Would/wouldn't + have + past participle</i>

➤ see p. GR9

- 7** **19.6.17** Work in pairs. How do these sentences differ in meaning? Check in the Grammar Reference section.

- If the economy improves, unemployment will decrease.
- Unless the economy improves, unemployment won't decrease.
- When the economy improves, unemployment will decrease.

- 8** **19.6.17** Complete the sentences. Which type of conditional is used in each one?

- If there had been less pollution, climate change ..... **(not/become)** such a big problem.
- If you only use social media, you ..... **(not/spend)** enough time talking with your friends face to face.
- If they had left home on time, they ..... **(not/miss)** their flight to Almaty.
- When you donate to the homeless shelter, you ..... **(make)** a difference.
- If we only ate organic food, we ..... **(stay)** strong and healthy.

- 9** **19.6.17** Complete the sentences.

- If everyone drove electric cars, .....
- If the government creates more jobs, .....
- If immigration wasn't a possibility, .....

# 2d Skills

## Reading

- 1 a) 10.4.3 What do you think the term 'gender equality' means? Read the text quickly to find out.
- b) 10.4.4 Look at the picture. How is it related to the text?

## Check these words

- workplace • depend • intend
- helpmate • duty • consider • suitable
- labour union • strikes • rights • vote
- progress • developments • freedom
- gender equality • workforce
- significantly • majors

Gender Equality



8 March

## Women in the Workplace

By: Margaret Simpson

Today is International Women's Day, and on this day, we celebrate our mothers, wives, sisters and daughters. 1 Not that long ago, women had to depend on men for many things. Before the 20th century, women had a very traditional role in British culture. According to Queen Victoria, "Let women be what God intended, a helpmate for man, but with totally different duties." 2 Married women stayed at home, cooked, cleaned and cared for their children. Single women usually worked, but there were only a handful of jobs considered suitable for them to take on, and they often had to work long hours for low pay.

Over a century ago, things started to change. Labour unions started allowing women workers to join. 3 Women in Britain took the right to vote in 1918 so they could make their voices heard by the government, but progress was very slow. If World War I hadn't broken out in 1939, certain developments wouldn't have happened. During the war, women were taking over many of the jobs that men traditionally had because most men had left to fight. This gave women a sense of freedom. For the first

time, many of them were earning a living wage. When the men returned, however, the women were expected to go back to more traditional jobs. 4 They fought to keep their jobs and for gender equality in the workforce. Over the decades following the war, more and more women became educated in types of jobs which were usually only available to men, including engineering, medicine and technology.

Nowadays, things have improved significantly for women around the world. They make up almost half of the workforce and earn nearly the same wages as men. Women own businesses, run companies as CEOs and there are women in positions of power – from mayors to presidents – in many countries. 5



## Did you Know?

International Women's Day is an official holiday and is celebrated in Kazakhstan every year on 8th March.

- 2 a) 10.4.3 Read the text again and fill in the gaps (1-5) with the correct sentences (A-F). One sentence is extra. Which words helped you decide?
- b) Listen and check.
- A As a result, there were many strikes in order to earn women more rights in the workplace.
- B Women's rights have certainly come a long way!
- C Gender equality is no longer something we need to worry about.
- D The people in society agreed with her opinion.
- E But it's also a day to look at the past and notice how much has changed for women.
- F A lot of women refused to accept this.
- 3 10.2.6 Find words/phrases in the text which mean: *businesses, point of view, a small amount, low-makers, being paid, improve.*
- 4 10.2.1 Complete the phrases with: *earn, traditional, pay, power, long.* Use them to make sentences based on the text.

- 1 ..... hours
- 2 ..... role
- 3 positions of .....
- 4 low .....
- 5 ..... rights

5 **10.6.14** Fill in the correct preposition: before, around, to, on, for, during, over.

- The first union strike took place ..... a century ago.
- According ..... 19th century beliefs, women had to stay at home.
- Women worked in the same jobs as men ..... the Second World War.
- ..... the beginning of the 20th century, women started to get more rights.
- Women were given the right to vote ..... World War II.
- Women formed their own labour union ..... the first time in 1903.
- In the past, women depended ..... men for financial support.

### Listening

6 a) **10.2.1** You will hear four people talking about gender equality. Before you listen, check these words/phrases in the Word List. How do you think they are related to the topic?

- prejudice • equal society
- same rights and opportunities
- gender roles • fight inequality

b) **10.2.6** Listen and choose from the list (A-E) what each speaker (1-4) says about gender equality. There is one letter that you do not need.

- A I believe I wasn't hired for a job because I'm not a man.
- B I am surprised that people have a very old-fashioned opinion.
- C I think people shouldn't worry about gender inequality any more.
- D I don't think I would be a very good candidate for a management position.
- E I am disappointed because people reacted differently than I expected them to.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

c) **10.2.7** Listen again. Which speakers agree that there's still a lot to be done to achieve gender equality in the workplace?

### Speaking: Reacting to News

7 **10.3.5** **10.3.7** **10.5.8** Work in pairs. Use the phrases in the language box and the headlines to act out exchanges as in the example.

Breaking News	Expressing Surprise
<ul style="list-style-type: none"> <li>• Guess what? ...</li> <li>• You'll never guess!</li> <li>• believe what/who ...</li> <li>• I've just heard/read the ... news!</li> <li>• Have you heard ...?</li> <li>• Listen to this!</li> <li>• Wait till you hear ...</li> <li>• Do you know ...?</li> </ul>	<p><b>Positive/Neutral:</b></p> <ul style="list-style-type: none"> <li>• No kidding!</li> <li>• No way!</li> <li>• Really?</li> <li>• Never!/Wow!</li> <li>• You're kidding/joking!</li> <li>• That's fantastic/great!</li> </ul> <p><b>Negative:</b></p> <ul style="list-style-type: none"> <li>• What a nightmare!</li> <li>• That's dreadful/terrible (news)!</li> <li>• Oh no!</li> </ul>
Expressing Disbelief	
<ul style="list-style-type: none"> <li>• Is that a fact? • That's unbelievable (news)!</li> <li>• I don't believe it! • You're not serious, are you?</li> <li>• You can't be serious!</li> </ul>	

#### 1 HOMELESS SHELTER IN CITY CENTRE CLOSED

A: The homeless shelter in the city centre was closed!

B: That's terrible news!

#### 2 NEW IMMIGRATION LAW PREVENTS PEOPLE FROM ENTERING COUNTRY

#### 3 WOMAN SETS NEW WORLD RECORD IN RACE

#### 4 GOVERNMENT BUYS LAND TO MAKE NEW NATURE RESERVE

### Pronunciation: Homophones

Homophones are words that are spelt differently but pronounced the same.

8 Match the homophones.

Listen and say.

1	for	3	right	A	bye	C	eight
2	buy	4	ate	B	four	D	write

### Writing

9 **10.5.3** **10.5.6** Read the text in Ex. 1b again. Make notes under the headings: *women's role in the workforce before WW II* – *women's right to vote* – *women's role in the workforce during/after WW II*. Write a short summary of the text. Read it to your class.

## 2e

Writing  
An opinion essay

## Rubric analysis

- 1** Read the rubric, look at the underlined words and answer the questions.

You have had a class discussion about working mothers. Now your teacher has asked you to write an essay expressing your opinion on the following: **Should mothers go to work?** Write your **essay** giving reasons to support your opinion (120–180 words).

- 1 What do you have to write?  
 2 a) **10.5.4** What style will you write in: *formal* or *informal*?  
 b) What characterises this style? Tick (✓)  
 colloquial language and idioms  
 short verb forms  
 longer sentences  
 formal linking words/phrases

## Model analysis

- 2** **10.5.7** Read the model essay. Which paragraph contains:

- 1  writer's first viewpoint with examples/reasons/results  
 2  introduction with the writer's opinion  
 3  writer's second viewpoint with examples/reasons/results  
 4  writer's closing remarks with a restatement of his/her opinion  
 5  opposing viewpoint with examples/reasons/results

## Topic/Supporting sentences

In essays the main body paragraphs should begin with topic sentences. A **topic sentence** introduces or summarises the main topic of the paragraph and gives the reader an idea of what the paragraph is about. A topic sentence should be followed by **supporting sentences** which provide examples, results, reasons and justifications to support the topic sentence.

**A** The number of mothers who work full time is increasing every year. Some people think that women should stay at home with their children, but I strongly feel that being a working mother is beneficial.

**B** To begin with, going to work means that mothers can provide more income for the family. For example, they can buy better food and clothing for their children. As a result, they can ensure the children have what they need.

**C** Secondly, working mothers are excellent role models for children. For instance, they demonstrate how to take care of children, the house and pursue a career. This sets a good example of how a modern person makes their own choices about their life.

**D** On the other hand, working long hours means that mothers spend a lot of time away from home. Therefore, they may miss out on quality time with their children.

**E** In conclusion, I believe that although it may be difficult to be a working mother, there are ways to balance work and family. Working mothers can help their family financially and become great role models for their children while getting recognition for their work.

- 3** a) **10.5.6** Find the topic sentences in the main body paragraphs. Does each introduce a new topic? Which sentences support the topic sentences by giving examples, results, reasons? Which linking words influence the supporting sentences?

- b) Replace the topic sentences with other appropriate ones.  
 c) Find examples of formal language.

## Linking words/phrases

- 4** Replace the underlined words/phrases in the model with alternatives from the Useful Language box. (see p. GR10)

- 5** **10.5.6** Read the paragraphs and choose the correct linking words/phrases.

1) **First of all/To sum up**, face-to-face communication is more effective than electronic communication. 2) **However/For example**, when we talk to someone in person, we see their facial expressions and read their body language. 3) **Since/As a result**, we can understand their thoughts and feelings better.

4) **Alternatively/However**, other ways of communicating can be more convenient than letters. Electronic communication 5) **such as/because** emails, tweets and text messages can be sent to anyone at any time. 6) **To my mind/In this way**, we can get in touch with people almost immediately.

## Expressing opinion

- 6 **10.5.5** Find the phrases the writer uses to express his opinion in the model in Ex. 2. Replace them with other appropriate ones from the Useful Language box.

- 7 **10.5.5** Use expressions from the Useful Language box to expand the prompts to express an opinion.

- parents/be/best friends with their children – *In my opinion, parents should be best friends with their children.*
- better/children/grow up/countryside
- eye contact/very important/in a conversation
- everyone/need/a close friend

## Writing

- 8 a) Read the rubric and underline the key words.

Your teacher has asked you to write an essay on the following statement: ***It is good to be part of an extended family.*** Write your **essay**, giving your opinion with reasons to support your point of view (120–180 words).



- b) **10.5.5** Match the viewpoints (1–3) to the supporting sentences (a–c).

- |                            |                               |   |   |
|----------------------------|-------------------------------|---|---|
| <input type="checkbox"/> 1 | You rarely feel lonely.       | a | You can help each other with your problems. |
| <input type="checkbox"/> 2 | Members can provide support.  | b | You may lack privacy.                       |
| <input type="checkbox"/> 3 | You may need to share a room. | c | You can spend your free time together.      |

- c) **10.5.5** Use appropriate words/phrases from the Useful Language box to introduce the viewpoints and join them to their supporting sentences.

- 9 **10.1.1** **10.5.1** Use the plan and your answers from Ex. 8b as well as your own ideas to write your essay.

## Useful Language

## Listing &amp; adding points

- Firstly/First of all ... • To start/begin with, ... • Secondly, ... • Moreover, ...
- In addition/Also, ... • Furthermore, ...

## Introducing examples/reasons/results

- ... such as/like ... • For example/For instance, ... • Therefore, ...
- because/as/since ... • As a result, ...
- By doing this, in this way, ...

## Giving opposing viewpoints

- On the other hand, ... • Alternatively, ...
- However, (it can be argued that) ...
- In contrast, ... • In spite of

## Expressing opinion

- I strongly feel/believe that ...
- In my opinion, ... • To my mind, ...
- The way I see it, ... • It seems to me that ...

- I agree/I don't agree that ...
- As far as I am concerned, ...

## Concluding

- In conclusion, ... • All in all, ...
- To sum up, ... • In summary, ...

## Plan

10.5.7

## Introduction

(Para 1) state topic & give your opinion

## Main Body

(Para 2) present first viewpoint with examples/reasons/results

(Para 3) present second viewpoint with examples/reasons/results

(Para 4) present opposing viewpoint with examples/reasons/results

## Conclusion

(Para 5) restate your opinion using different words



## Checklist

10.5.4

10.5.6

10.5.9

When you finish your piece of writing check it for the following:

- Have you used correct grammar, punctuation & spelling?
- Have you used formal style?
- Have you stated your opinion in the introduction & conclusion?
- Does each main body paragraph start with a topic sentence?
- Have you used appropriate linking words?
- Is your essay the correct length?

## CLIL 2

## PSHE



- 1 **10.1.9** How do you think it would feel to be bullied? How can we prevent and deal with bullying in schools? Read the text to find out.

- 2 **10.4.2 10.4.4** Read again and complete the sentences.

- Bullied children can feel .....
- Everyone can work together to develop .....
- Proactive strategies are used to prevent bullying .....
- Videos, lectures and written material can be used to .....
- Children can be empowered to .....
- The goal of reactive strategies is to .....
- The situation could be made worse if .....

- 3 **10.1.1 10.1.9 10.1.10 10.3.5 10.3.7**

Imagine your friend is being bullied. Think of advice to give him/her. In pairs, take turns to act out a dialogue giving advice.

#### Preventing and Tackling Bullying in Schools

Children who are bullied can often feel rejected and isolated, and this can affect their emotional well-being as adults, too. Three types of people are typically involved in bullying episodes: the person doing the bullying, the victim of the bullying, and the bystanders who don't intervene or actively encourage the bullying. Several approaches should be considered to prevent and deal with bullying.

#### Whole school approach

One of the most effective ways to reduce bullying in schools is to involve the whole school. Teachers, parents, support groups, student groups and individual students can work together to change children's attitudes and behaviours. By working together, everyone can be responsible for developing an anti-bullying school environment.

#### Proactive strategies in the school

The goal of proactive strategies is to prevent bullying from occurring in the first place. Material can be included in the curriculum, especially in the PSHE classroom, by using videos, lectures and written material to engage students in discussions about bullying. They can encourage healthier attitudes towards others, change students' beliefs about what is and isn't acceptable, and teach students to make better decisions. This will help children control their own behaviour and environment.

#### Reactive strategies to bullying

Reactive strategies are prepared reactions for when bullying occurs. They aim to defuse the situation quickly and easily to keep children safe. Children shouldn't be encouraged to fight back, as the situation could be aggravated or a child could be seriously hurt. When children have a plan that they can utilise at these times, they are more capable of reacting in a controlled way.

#### Check these words

- rejected
- isolated
- emotional well-being
- bystander
- intervene
- approach
- proactive
- strategy
- reactive
- defuse
- aggravate

### Culture Spot



ACE

- 1 **10.4.1** Who does the ACE organisation help? How? Read to find out.

- 2 **10.1.6 10.1.8 10.1.10** Are there similar organisations in your country? How do they help people? Collect information and present it to the class.

### Empowering the Homeless

Twenty years ago in New York City, Henry Buhl was on his way to work when a homeless man stopped him and asked for \$20. Henry thought that it wasn't enough to just give the man the money; he needed a daily source of income. So, Henry gave the man some work sweeping the pavement outside his apartment building. Then, Henry went around other local businesses and asked them to hire the homeless man to sweep outside their premises. That's how it all began.

The ACE (Association of Community Employment) programme gives homeless people an opportunity to get off the streets by organising paid work for them. Thanks to the programme, many homeless people have earned enough to be able to afford to rent their own apartments. Today, ACE gives job training and employment opportunities to people from over forty homeless shelters across the city.



# Saving the Sea Turtles

## 2 Progress Check



I wasn't my usual holiday experience: standing on the beach, getting ready to release a baby sea turtle no bigger than my hand. But that was how I spent my final night in Puerto Vallarta, Mexico. During my week there, I had seen other tourists releasing the turtles in the early evening, and as my stay came to an end, I decided to join in. I asked the hotel receptionist who the organiser was and she told me that his name was Oscar Aranda.

Oscar runs Sociedad Ecológica de Occidente – a conservation project that brings tourists and residents together to save the sea turtles of Puerto Vallarta. These turtles are under threat from poachers who want their meat and eggs. But Oscar and his volunteers collect the eggs and

take them to protected areas where they are allowed to hatch in safety. Then, within 24 hours, they are taken back to the beach where tourists like me join in the conservation effort.

We listened to Oscar's instructions. He told us that the turtles were released as the sun goes down so the bright lights of the hotels and nightclubs don't stop them finding their way back to the sea. We stood a few metres from the sea's edge holding our one-day-old turtles carefully in both hands. At a signal from Oscar, we gently placed them on the sand, stepped back and watched as they crawled slowly into the sea. I watched until my baby turtle vanished beneath the waves.

Back home, I still think of the tiny baby turtle and wonder where it is now. Did it make it to the open sea? Is it safe? Oscar Aranda has dedicated his life to saving the sea turtles; I only gave a few minutes of my time, but those minutes will stay with me for a lifetime.



### Reading

1 **10.4.3** Read the text and decide which answer A, B, C or D is correct.

- What does the writer say about his holiday in the first paragraph?
  - He went there to help sea turtles.
  - He stayed there for a week.
  - He went there with a group of tourists.
  - He stayed at a seafront hotel.
- What does the writer say about the residents of Puerto Vallarta?
  - They do not want the sea turtles on the beach.
  - They see the sea turtles as a tourist attraction.
  - They join in and help Oscar.
  - They are a threat to the sea turtles.
- The turtles are released at a particular time in order to
  - make their journey shorter.
  - stop them getting lost.
  - keep them away from careless tourists.
  - protect them from rough seas.

4 What does the writer conclude about his experience?

- He will never forget it.
- He would like to repeat it.
- It changed his opinion about sea turtles.
- He is more interested in wildlife now.

5 What is the writer doing in the text?

- trying to raise awareness about an issue
- explaining why he did something
- describing a memorable experience
- persuading others to do something

(5x2=10)

2 **10.4.4** **10.4.5** Answer the questions in your own words.

- Why did the writer decide to help with the project?
- Why are the sea turtles in danger?
- How does the project help the baby turtles?

(3x2=6)

# Progress Check 2

## Speaking

### 3 10.3.7 Choose the correct response.

- 1 A: Guess who was on TV last night? ... Me!  
B: a Really? That's fantastic!  
b If you think so.
- 2 A: An earthquake hit Mexico yesterday!  
B: a Is it? b Really?
- 3 A: Have you heard about the cruise liner that sank last week?  
B: a Listen to this! b What a nightmare!
- 4 A: Ten people died in the tsunami.  
B: a That's terrible news!  
b They did, didn't they?

(4x1=4)

## Vocabulary

### 4 10.3.7 Fill in: species, power, campaign, fossil, habitats, packaging, smog, solar, energy, volunteers.

- 1 A lot of natural ..... are at risk from deforestation.
- 2 We lit candles during the ..... cup.
- 3 A lot of cars still use ..... fuels that are harmful to the environment.
- 4 The local animal shelter needs more ..... to help out.
- 5 I'll try to recycle as much ..... as possible.
- 6 There's a documentary about endangered ..... on TV tonight.
- 7 We've changed to low-..... bulbs that use less electricity.
- 8 Tom's ..... panels provide enough electricity for his entire house.
- 9 Ann had trouble breathing because of the .....
- 10 My youth club has started a(n) ..... to get people cycling more.

(10x2=20)

## Grammar

### 5 10.6.15 Put the verbs in brackets into the correct form.

1) ..... (follow) a healthy diet and lifestyle is actually easy 2) ..... (do) Many people find it hard 3) ..... (change), but it's not that difficult, once you make the decision. You can start by 4) ..... (make) small changes. For instance, if you 5) ..... (walk) or ride your bike to school every morning, instead of 6) ..... (take) the bus, you 7) ..... (get) plenty of exercise. All you really need is 8) ..... (choose) wisely.

(8x2=16)

## Listening

### 6 10.2.3 Listen to the dialogue. Which speaker Diaz (D) or Sara (S):

- 1  is going to a different school this year?
- 2  believes that teachers sometimes have a problem controlling some students' behaviour?
- 3  thinks the new system creates fewer distractions in the classroom?
- 4  comes from a big family?

(4x5=20)

## Writing

### 7 10.5.1 10.5.2 10.5.3 10.5.6 10.5.7 Read the rubric, then write your essay.

You have had a class discussion about whether boys and girls should be taught in separate classes. Write an **essay** explaining your views (120-180 words). Think about:

- students' attention
- social interaction

(24 marks)

(Total=100)

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Lexical Competence

- talk about the environment
- talk about immigration
- talk about international organisations

#### Reading Competence

- identify T/F statements
- answer questions
- fill in missing sentences

#### Listening Competence

- deduce meaning from context (multiple matching)
- understand speakers' viewpoints

#### Speaking Competence

- describe an experience
- react to news

#### Writing Competence

- write a text
- write a summary
- write an opinion essay

## Virtual Reality

## Module 3

## MODULE OBJECTIVES

- ▶ **Vocabulary**
  - the future
  - transport
  - food/drinks
  - housing
  - phrasal verbs: GET
  - word formation: (forming adjectives from nouns)
  - prepositions
  - idioms (books & reading)
- ▶ **Reading**
  - articles (T/F/DS statements; multiple choice; answer questions)
- ▶ **Use of English**
  - future tenses
  - time clauses
  - passive voice (present simple/past simple/future simple)
- ▶ **Listening**
  - a dialogue (T/F statements)
- ▶ **Speaking**
  - describing daily life in the future
  - presenting a future country
  - making suggestions – agreeing/disagreeing
- ▶ **Writing**
  - predictions
  - a book review
- ▶ **CLIL (History): The Changing Face of Transportation Culture: The Tube**
- ▶ **Progress Check**

## Words of wisdom

"The best way to predict the future is to create it."  
(Peter Drucker)

Discuss

## Predictions

## FOOD



▶ Video



1 eat 3D-..... meals

2 eat a three-course meal in a .....

## TRANSPORT



3 commute on .....

4 use ..... cars

## HOUSING



5 live in ..... houses

6 live in ..... space

## EDUCATION



7 learn ..... from home

8 use virtual ..... devices in classrooms

1 Use the words in the list to complete the gaps.

- electric • online • printed
- outer • pill • drones
- solar-powered • reality

2 **THINK!** Which of the ideas in Ex. 1 do you think will/won't happen in the next 20 years?

*I don't think we will eat 3D-printed meals. I think we will eat a three-course meal in a pill.*

## 3a

## Virtual Reality

- 1** **10.2.1** Read the definition.  
How can virtual reality change our lives?

👂 Listen and read through to find out.

**virtual reality** /vɜːtʃʊəl rɪˈælɪti/ (n) a digital environment people can experience through sights and sounds a computer provides, which allows people to participate in an experience and not just watch it

- 2** **10.2.1** 👂 Listen and read the text and answer the questions in complete sentences.

- How long have VR headsets been available?
- Where will total VR first be used?
- Why will shoppers benefit from VR?

- 3** **10.4.2** Mark the statements as T (true) or F (false).

- Virtual Reality 3D headsets were invented 50 years ago. ....
- VR equipment is too expensive for some people at the moment. ....

- 4** **10.4.2** Choose the correct option (A, B or C).

- What does VR allow users to do at the moment?
  - see other places in 3D
  - fully experience environments
  - explore all their senses
- What will educational VR mean?
  - No one will ever read books.
  - Learning dangerous things can be safe.
  - Students will never leave their classrooms.
- What will businesses use VR for?
  - to make their products
  - to advertise their products
  - to check their products

## A total reality EXPERIENCE

Drawing, sculpting, storytelling and even films are some of the different ways that people have tried to recreate reality. But it's only in the past fifty years that technology has advanced enough to allow people to experience other environments using virtual reality (VR) 3D headsets. The next step in VR development will be that users get a complete interactive experience of the environment they are exploring. They will be able to see, touch and hear everything in their VR environment.

The first use for total experience VR is in the gaming industry. Imagine how gamers could actually play golf on a VR golf course or really drive a Formula 1 racing car! The possibilities are endless. But VR won't just be for fun and games. It will also be a massive leap forward for education. It will transform how people learn different skills and subjects. Learning to drive a car, fly a plane or even perform brain surgery will be absolutely risk-free.

Also, students won't need a textbook to learn about life in the Middle Ages as they will be able to visit a medieval village and spend the day living the life of a 14th century peasant or as a nobleman in his castle. Already, there are educational apps which allow students to use VR headsets and go on exciting virtual school trips to museums, coral reefs, rainforests and many more! Imagine seeing space through the eyes of an

### Check these words

• recreate • experience • endless • leap forward  
• brain surgery • peasant • nobleman • affordable



astronaut – what a lesson that would be! Or going to places like the Amazon Rainforest – without even leaving the classroom.

Also, it won't be long before we use VR for online shopping. Nowadays, when we buy things online, we can only see photos of products, but with VR devices we will be able to tour virtual shops and even touch the products we are interested in! But that's not all. Have you ever been disappointed by a holiday you booked online? Well, in the future you will be able to take a virtual tour of your accommodation before you make any decisions! There is simply no limit to the ways we will be able to use Virtual Reality.

As advanced VR equipment becomes more affordable, it's going to reach more and more people. It looks set to be a digital revolution that will change the way we live, learn, work and play forever! Virtual Reality is going to completely change the way we see our world and we will even be able to control reality for our own benefit. It's an exciting future. Aren't you looking forward to it?

- 5 **10.4.5** Find the word in the text that means the opposite of *old-fashioned* in paragraph 5.
- 6 **10.4.5** Find the word in the text that means the same as *change* in paragraph 2.
- 7 **10.1.1** How will virtual reality affect the gaming industry? education? shopping? Use your own words to discuss the question.
- 8 **10.6.1** Look at the text about a modern school. Complete the gaps. Use: *classroom, digital, educational, interactive, lessons, participation, students, subjects, textbooks, trips.*



## Hawthorn School

There are no schoolbags full of 1) \_\_\_\_\_ at Hawthorn School. In this school, teachers and 2) \_\_\_\_\_ all use laptops or tablets. Inside the 3) \_\_\_\_\_, this emphasis on technology continues. All 4) \_\_\_\_\_ take place using 5) \_\_\_\_\_ whiteboards. The 6) \_\_\_\_\_ at the school are the same as at any other secondary school, but teaching staff try to take advantage of the 7) \_\_\_\_\_ revolution in the curriculum as much as possible. This can mean anything from 8) \_\_\_\_\_ apps and multimedia presentations to online projects, and homework and marks via email! There's still room for traditional activities like school 9) \_\_\_\_\_ to museums, but the philosophy at Hawthorn is that technology encourages student 10) \_\_\_\_\_ and prepares them for the world they will graduate into.



- 9 **10.3.5 10.3.7** **THINK!** Work in pairs. How could virtual reality be applied to the school in Ex. 8?



### Speaking



**10.1.1 10.1.5 10.1.9 10.3.7** Work in groups. Imagine you live in 2080.

Describe how you use virtual reality in your daily life. Tell the class.



### Writing

**10.5.4** Write five predictions about other technological developments in the future. Read them to the class.

# 3b Vocabulary

## Vocabulary from the text

### 1 Choose the correct word.

- There will be a massive **trip/leap** forward in education with virtual reality apps.
- Virtual reality will completely change the gaming **industry/environment**.
- Imagine **transforming/spending** a day in a castle back in the 14th century.
- It seems there's no **limit/space** to what we will be able to do with virtual reality.
- When we shop online, we'll be able to **touch/book** the products we want to buy!
- How easy can it be to **explore/recreate** reality?

### 2 10.6.1 Complete the collocations. Use: educational, golf, online, brain, virtual, digital.

- ..... surgery
- ..... revolution
- ..... course
- ..... apps
- ..... shopping
- ..... tour

### 3 10.6.14 Choose the correct preposition.

- The app allows users to get a complete experience **in/of** the environment.
- Virtual reality is not only **with/for** fun.
- How about seeing space **from/through** the eyes of an astronaut?
- He is interested **in/on** the new app.
- Will it be easy to control reality **to/for** our own benefit?

## Topic vocabulary Transport

### 4 a) 10.4.8 Choose the odd word out. Check in your dictionary.

- bike/motorbike/scooter:** tyre – handlebars – brakes – **mast**
- bus/coach:** mirror – wheel – windscreen – nose
- car/taxi:** boot – bonnet – bell – aerial
- lorry:** window – headlights – exhaust pipe – saddle
- plane:** licence plate – wing – cockpit – cabin
- ship/ferry:** harbour – cabin – deck – pedal
- train:** platform – carriage – engine – steering wheel
- tram:** rear light – rails – dashboard – anchor

b) **Work in pairs.** Use the words to describe one of the means of transport above. Your partner guesses which means of transport you are talking about.

A: It has got tyres, handlebars and brakes.

B: It's a bike.

### 5 a) 10.6.1 Complete the announcements. Use: baggage, port, deck, belongings, stop, passengers, rail, seatbelt, crew, compartments, flight, carriage.

A Ladies and gentlemen, welcome on board 1) ..... BT331 from London to Paris. Before we take off, we ask that you fasten your 2) ..... and secure your 3) ..... in the overhead 4) .....

B This is the 7:30 5) ..... service from Cardiff to Oxford. Please take care of your 6) ..... throughout the journey. There is a restaurant in the front 7) ..... which will open shortly. Next 8) ..... is Newport.

C Good afternoon, 9) ..... We are now approaching Piraeus 10) ..... Those with vehicles should go below 11) ..... and await instructions from the 12) ..... Thank you for travelling with us.

b) **On which of the means of transport in Ex. 4a can you hear each announcement?**

### 6 10.6.14 Which of the means of transport do you: usually, often, sometimes, never use? Tell your partner.

#### NOTE

BY + bike/motorcycle/car/van/lorry/truck/train/plane/rail/bus/ship/tram/boat/helicopter

IN + a car/van/lorry/truck/helicopter etc. (when you must sit in a vehicle)

ON + a bus/ship/plane/train/tram etc. (when you can walk or stand in a vehicle)

ON foot

## Food/Drinks

- 7** **19.3.7** In a minute, write as many words as possible under the headings. Describe your daily eating habits. Use words from the list.

Vegetables	Fruit	Fish	Poultry	Meat	Dairy products	Drinks	Snacks	Other
spinach	peach	salmon	turkey	beef	butter	apple juice	biscuit	jam

In the morning, I usually have a glass of milk, an apple and two slices of bread with butter and jam. At noon, ....

- 8** **19.3.7** Choose the correct word.

### Tomorrow's Food Trends

Eating in virtual reality is the latest in technology, and it will make 1) following/attending/eating a diet a piece of cake! It is coming on the market soon and when you try it, you'll feel like you've had a 2) light/small/full meal after eating only a small fraction of the calories! But how does it work? It's really simple: you use virtual reality goggles and other devices to make you feel like you're eating whatever your heart desires! For instance, there is a machine that creates food scents, so you might feel as if you're eating a 3) sweet/bitter/salty cake or a 4) creamy/spicy/sour curry. The food you put in your mouth is actually printed from a 3D printer and made of plants, so it's healthy. Even 5) heavy/waste/junk food is guilt-free in virtual reality!

## Housing

- 9** **19.3.7** Complete with: balcony, shore, flat, spacious, rent, noisy, heating, shower. Then answer the questions.

- Do you live in a(n) ..... or in a house?
- Do you ..... or own it?
- Is it ..... and modern?
- Is it in a quiet or ..... area?
- Is there central ..... ?
- Is there a bath or a ..... in the bathroom?
- Has it got a garden and/or a ..... ?
- Do you ..... your room with your siblings?

- 10** **WORDS OFTEN CONFUSED** Complete the gaps with the correct word. Use four phrases in sentences of your own.

pass – spend

- ... the evening; 2 ... the sugar; 3 ... all his life;
- ... a test; 5 ... a law; 6 years ...

## Phrasal Verbs: GET

- 11** **10.6.95** Choose the correct particle. Check in Appendix I.

- The flight from London gets **in/around** at 7:00 exactly.
- Matt gets **on/over** well with the other waiters in the restaurant.
- Ned got **in/off** the bus **at** the wrong stop, so he had to walk the rest of the way.
- It took Phil a long time to get **off/over** the car accident.

## Word Formation (forming adjectives from nouns)

- 12** Read the theory. Then complete the gaps with the correct adjective derived from the words in bold.

We use these suffixes to form adjectives from nouns: **-ful** (beauty – beautiful), **-al** (industry – industrial), **-able** (fashion – fashionable), **-less** (rest – restless), **-ous** (danger – dangerous), **-y** (noise – noisy)

- Helen was ..... when she read her exam results. (**SPEECH**)
- The dishes at the Mexican restaurant are really ..... (**TASTE**)
- Ted prefers to watch ..... documentaries instead of comedy films. (**EDUCATION**)
- Jack always cooks ..... meals for his children. (**NUTRITION**)
- The chairs in the restaurant weren't very ..... (**COMFORT**)
- Andy is a very ..... chef who has won many awards. (**SUCCESS**)

## Prepositions

- 13** **10.6.94** Complete with: from, on (x2), with (x2). Check in Appendix II.

- Will technology be able to deal ..... our environmental problems?
- In just 50 years, life will be very different ..... now.
- Tomorrow's school-leavers will have to be familiar ..... information technology.
- Our ability to feed a growing population depends ..... scientific advances.
- If we insist ..... good public transport, the air quality in this city will improve.

# 3c Use of English

## Future tenses

### Countries of the Future

Welcome to The Stargazer Union, a new country of the future on an off-world colony. In the year 2117, you **1** will probably **find** lots of futuristic countries like this in space. By just looking at conditions on Earth right now, it's easy to see that homes on the moon **2** are going to **get** much more popular. In fact, the Stargazer government **3** is going to **build** even larger cities inside the giant glass bio dome to welcome new visitors. That's not all! By 2117, the metal and paper money of the past **4** will **have ended**, upgraded to an entirely new digital currency. Here, in The Stargazer Union, society is very advanced. In the years ahead, its industry **5** will **be using** renewable energy to make a green economy that keeps everyone happy and healthy. More and more governments **6** are **developing** new laws and eco-friendly schemes to help towards this. So, take a good look around, traveller, and remember what you see, because one hundred years from now countries **7** will **not be** the same again!



- A** a prediction based on evidence we have/see  
**B** an action which will be in progress at a stated time in the future  
**C** a prediction based on what we think/believe  
**D** an action that will have finished before a stated time in the future  
**E** a promise  
**F** a future plan or intention  
**G** a changing or gradually developing situation

▶ see pp. GR11-GR12

- 1** Read the text. Match the verbs in bold (1-7) to their uses (A-G).

- 2** **10.6.8** In pairs, ask and answer questions about what life will be like in 100 years. Use **will** or **won't**, as in the example.

- 1 people/use driverless cars  
 A: Will people use driverless cars in 100 years?  
 B: Yes, they will./No, they won't.  
 2 universities/only teach online courses  
 3 everyone/speak the same language  
 4 robots/teach lessons in classrooms  
 5 all houses/run on green energy  
 6 we/eat lab-grown meat

- 3** **10.6.8** Use the prompts to form complete sentences using **will** or **be going to**.

- 1 A: The traffic is terrible.  
 B: Oh no! we/miss/our flight  
*Oh no! We're going to miss our flight.*  
 2 A: It's very hot inside the car.  
 B: I/open/the windows  
 3 A: Do they have any plans this weekend?  
 B: they/probably/stay/at home  
 4 A: That bike is going too fast.  
 B: it/have/an/accident  
 5 A: There's a problem with Nural's car.  
 B: I/go to work/by bus/then  
 6 A: Sveta's a talented cook.  
 B: I'm sure/she/have/her own restaurant/  
 one day

- 4** **10.6.8** What are you/aren't you going to do this weekend? Write sentences using the phrases in the list. Tell your partner.

• surf the Net • read a book • hang out with your friends  
 • visit a museum • eat out at a fast food restaurant  
 • do homework • order takeaway food • travel somewhere by train  
*I'm going to surf the Net this weekend.*

- 5** **10.6.8** Read the example. Which tense is used for: timetables? future arrangements? Use the notes to act out short exchanges, as in the example.

**1** **MEAL STARTS 8:00**  
**MEET OUTSIDE RESTAURANT 7:45**

**2** **FLIGHT DEPARTS 12:45**  
**LEAVE HOTEL 11:00**

**3** **LECTURE BEGINS 1:30**  
**GET BUS TO UNIVERSITY 1:00**

**4** **JOHN arrives home 8:00**  
**have video chat 8:30**

- A: What time does the meal start?  
 B: It starts at 8:00, so we are meeting outside the restaurant at 7:45.



- 6 **10.6.8** Read the theory. How is each tense formed? Are there similar structures in your language?

#### Future continuous/Future perfect

**Future continuous:** will + be + main verb + -ing

**Use:** an action which will be in progress at a stated time in the future. *This time tomorrow, we will be visiting the science museum.*

**Future perfect:** will + have + past participle of main verb

**Use:** a future action completed before a stated time in the future. *We will have returned from the museum by 8 pm.*

➤ see pp. GR11-GR12

- 7 **10.6.8** Put the verbs in brackets into the future continuous or the future perfect.

- 1 This time tomorrow, they ..... (take) their English exam.
- 2 Kumis ..... (move) into his new flat by next week.
- 3 By next June, Malika ..... (work) at the restaurant for 5 years.
- 4 ..... (the bus/leave) by the time we reach the station?

- 8 **10.6.8** What will you be doing: *this time next week?* at 1 pm next Friday? at 8 am tomorrow? What will/won't you have done: *by 9 pm tomorrow?* *by the end of this year?*

*I will be having a tennis lesson this time next week.  
I won't have finished my essay by 9 pm tomorrow.*

- 9 **10.6.8** Put the verbs in brackets into the correct future tense. Give reasons.

- 1 a By Friday evening, Saule will have driven (drive) all the way to Taraz.  
b On Friday afternoon, Saule ..... (drive) to Taraz.
- 2 a I hope they ..... (visit) us soon.  
b They ..... (visit) us this weekend.
- 3 a Karima believes that the mechanic ..... (not/fix) her car on time.  
b Karima believes that the mechanic ..... (not/fix) her car by Tuesday evening.
- 4 a I just spoke to Luiza. We ..... (meet) at the café at 4:45.  
b I promised Luiza I ..... (meet) her at the café at 4:45.

- 10 **10.6.8** Read the theory. Put the verbs in brackets into the correct tense.

#### Time clauses

Time clauses are introduced with: *when, as, as soon as, while, before, after, etc.* When a time clause comes before a main clause, we separate the two clauses with a comma. We do not use will/won't in time clauses.

*When he arrives, he'll give us a call. He'll give us a call when he arrives.* **COMPARE:** *When will he arrive? (when = question word)*

➤ see pp. GR11-GR12

- 1 A: When ..... (Bayan/take) the car to the mechanic?  
B: I'm not sure - I ..... (ask) him what he ..... (come) home.
- 2 A: Is it too late to go to the cinema?  
B: Yes, the film ..... (start) by the time we ..... (get) there.
- 3 A: Has Leyla called you?  
B: Not yet. As soon as I ..... (have) any news, I ..... (let) you know.

#### Future simple passive

**Use:** we use the future form of the passive when the action itself is more important than the person/people doing it.

**Active:** Future simple: *The council will open a new library.* **Passive:** *A new library will be opened.*

➤ see p. GR12

#### Sentence Transformations

- 11 **10.6.8** Turn the active sentences of the future simple into the passive form.

- 1 The government will build a new hospital.  
*A new hospital will be built.*
- 2 The company will release a new VR headset.  
.....
- 3 The university will award students their degrees.  
.....
- 4 Mr Jones will promote Max.  
.....

- 12 **10.1.6 10.1.9 10.6.8** **SPEAKING** Look at the text in Ex. 1. Create your own fantasy country. Think about: *its name - its flag - where it is - its laws - its economy* etc. Draw a map and present it to class.

# 3d Skills

## Reading

- 1** **10.4.1** The picture is from *The Hobbit*, a book by British author J.R.R. Tolkien. What do you think it is about?

🔊 Listen and read to find out.

# THE HOBBIT



The best-selling novel, *The Hobbit*, was completed by the British author J.R.R. Tolkien in 1932 and was later published in 1937. It is a fascinating adventure-fantasy novel and the prequel to the popular *The Lord of the Rings* series. The story is set in the fictional land of Middle Earth and follows the adventures of a hobbit named Bilbo Baggins.

At the beginning of the story, readers are introduced to Bilbo, a hobbit who likes the comforts of his home. Gandalf, the wizard, asks him to go on an adventure with him, but Bilbo declines. However, the wizard tricks him into it. Even though Bilbo is terrified by the idea of leaving his quiet life behind, he reluctantly joins a group of thirteen dwarves who want to claim back their treasure from an evil dragon, Smaug. And so, Bilbo finally embarks on a life-changing adventure. Will they make it in the end?

J.R.R. Tolkien's plot is cleverly written with many unexpected twists that will capture the readers' imagination. The characters are well-developed and very likeable. But what really adds to their appeal is that readers can relate to them, Bilbo in particular. J.R.R. Tolkien uses Bilbo's character to show why one should never judge a book by its cover and that ordinary people can, in fact, achieve extraordinary things. He also skilfully guides readers into thinking about the value of wealth over happiness and good over evil.

*The Hobbit* is a real page-turner and highly recommended to those who enjoy exciting adventures in a fantasy world.

Because of the novel's popularity, it hit the big screen in 2012 under the direction of Peter Jackson and is now a cinema classic. So, for anyone looking for their next adventure-fantasy novel, look no further. *The Hobbit* is the book for you!

### Check these words

- prequel • fictional • hobbit
- decline • trick • reluctantly
- claim back • embark on
- capture • appeal • skilfully

- 2** **10.4.2** **10.4.4** Read the text and decide which answer (A, B or C) is correct.

- 1 *The Hobbit* narrates what happens
  - A before *The Lords of the Rings*.
  - B after *The Lord of the Rings*.
  - C during *The Lord of the Rings*.
- 2 The author believed readers will like Bilbo because
  - A he is the main character.
  - B he is friendly.
  - C they can connect with him.
- 3 What did J.R.R. Tolkien aim to achieve in his book?
  - A to show the amazing things hobbits can do
  - B to teach important lessons
  - C to show how exciting a hobbit's life is

- 3** **10.4.3** Read the text again and mark the sentences T (True), F (False) or DS (Doesn't Say). Write the sentences that are false.

- 1 *The Hobbit* is a popular book. ....
- 2 It took the author 5 years to write the book. ....
- 3 It is a book for both children and adults. ....
- 4 The author of the book directed the film. ....
- 5 The film based on the book was a blockbuster. ....

## STUDY SKILLS

### Compound nouns

Compound nouns are formed of two or more words. The two parts can be joined together (book + worm = bookworm), joined with a hyphen (make + up = make-up), or be two separate words (box + office = box office). Compound nouns can be: noun + noun (science + fiction = science fiction) or adjective + noun (red + head = redhead).

- 4** **10.6.1** Read the theory box. Find examples of compound nouns in the text. Then, form compound nouns using the words below.

• full • story • back • master • sun • book

• mark • moon • line • light • ground • piece

## ? Did you Know?

One of the most popular series of books in Kazakhstan is Genghis Khan by Mukhtar Magauin. It tells the story of the famous conqueror in a unique and entertaining way.



## Idioms (books &amp; reading)

- 5 a) **10.6.7** Use the words below to complete the sentences.
- lips • leaf • lines • book
- If you try to read **between the** ..... you'll understand the author's opinion.
  - The main characters used **every trick in the** ..... to beat the evil dragon.
  - "Read my .....! I'm not going into that cave," said the dwarf loudly.
  - The hobbit showed a lot of courage. We should all try to **take a** ..... **out of his book** and be more courageous.
- b) **10.4.8** Underline another expression used in the text. Then try to explain what these phrases mean. You can use your digital dictionary if you want.

## Passive voice

- 6 a) **10.6.9** Read the theory. Find examples of passive voice in the text. (see p. GR12)

	Active voice	Passive voice
Present simple passive	The author <b>uses</b> poetry in his book.	Poetry <b>is used</b> in the author's book.
Past simple passive	They <b>published</b> this book in 1937.	The book <b>was published</b> in 1937.

- b) Rewrite the sentences in your notebook using passive voice.

- He gave the book an amazing review.
- A famous actor plays the part of the hobbit.
- Hundreds of fans filled the bookshop.
- J.R.R. Tolkien wrote *The Hobbit*.
- The author recommends his book to all ages.

## Listening

- 7 a) **10.2.1, 10.2.7, 10.2.8** You will hear a conversation between a girl, Aiman and a boy, Serik. Before you listen, check these words/phrases in the Word List. What do you think the conversation is about?
- book report • bookworm • sequel  
• protagonist • highly entertaining • life-saver

- b) **10.2.1** Listen to the conversation. Decide if each statement is T (True) or F (False).

- They both think book reports are easy to write. ....
- Serik liked *The Lost World* novel. ....
- Serik finds the plot of the novel slow. ....
- They agree that the characters were not developed in the novel. ....
- Serik thinks Aiman helped him a lot. ....

## Speaking

- 8 **10.4.1** Read the short dialogue. What are the girls trying to buy? Read and find out.

Daniya: Hey, Sara. What are you doing online?  
Sara: Hi. I'm checking sci-fi books for Umir's birthday. This one, *The Hunger Games*, has got very good reviews. What do you think?  
Daniya: No, I don't think this is a good idea. I'm pretty sure he already has this one. I remember him talking about it. Is there anything else?  
Sara: Let's see. Oh, how about *Starflight*? It's about two teens who take off on a spaceship and leave Earth behind. Sounds interesting?  
Daniya: Sure, why not? How much is it?  
Sara: The paperback is £7 and the hardback is £14. Shall we buy the hardback and split the cost?  
Daniya: Yes, let's do that.

- 9 Replace the underlined sentences in the dialogue with sentences/phrases from the Useful Language box. Act out the dialogue in pairs.

Agreeing	Disagreeing
<ul style="list-style-type: none"> <li>That sounds great.</li> <li>Sure. Why not?</li> <li>Yes, you're right.</li> <li>(What a) brilliant etc. ideal</li> </ul>	<ul style="list-style-type: none"> <li>Let's not buy this one.</li> <li>I'd prefer to buy something different/another one.</li> <li>That doesn't seem very ...</li> <li>Let's look at something else.</li> </ul>
Making suggestions	
<ul style="list-style-type: none"> <li>Why don't we ...?</li> <li>Shall we buy ...?</li> <li>Let's buy ...</li> </ul>	
<ul style="list-style-type: none"> <li>What would you say about ...?</li> <li>How/What about ...?</li> <li>I think we should ...</li> </ul>	

- 10 **10.1.1, 10.3.4, 10.3.7** Think of two sci-fi books. Work in pairs to decide which book to buy for your friend's birthday. Use the phrases in the Useful Language box to act out a similar dialogue to the one in Ex. 8.

## Writing A book review



## Rubric analysis

- 1** Read the rubric, underline the key words and answer the questions.

An English learners' website is asking for reviews of people's favourite books. Write your **review** saying what the book is about, making general comments about the plot, characters, etc and saying why you recommend it (120-180 words).

- 1 What are you going to write about? Who for?
- 2 What tenses will you mainly use?
- 3 Which of the following should you include? Tick (✓)
  - a who wrote it & what type of book it is
  - b how the book ends
  - c which of your friends have read the book
  - d main points of the plot
  - e reason(s) for recommending the book
  - f your opinion about the plot, characters, etc
  - g the name of the book
  - h what other books you've read recently

## Model analysis

- 2** a) Read the model review. What type of book is it: crime? mystery? fantasy? adventure? science fiction? horror? spy novel? biography? historical drama? romance? non-fiction? thriller?
- b) **10.5.7** Match the paragraphs (A-D) to the headings (1-4).

- 1  main points of the plot
- 2  closing comments & recommendation
- 3  comments about plot, characters, etc
- 4  background information about the book

**▶** *A Wrinkle in Time* is a novel written by Madeleine L'Engle. It follows the exciting adventures of Meg Murray, her brother Charles Wallace and their friend Calvin O'Keefe.

**▶** At the beginning of the story, readers discover that Meg and Charles's dad, Mr. Murray, was working on a tesseract - a tool used for travelling through time and space - when he mysteriously disappeared. With the help of three celestial creatures, Mrs. Whatsit, Mrs. Who and Mr. Which, the three kids are transported to planet Camazotz to rescue Mr. Murray. But there they will have to face an evil shadow-like creature, the Dark Thing.

**▶** The adventure-filled plot will definitely keep readers intrigued and interested throughout. The book is brilliantly written to emphasise the battle between good and evil and to celebrate the power of courage and friendship. The characters are well-developed and teenagers can easily relate to them.

**▶** *A Wrinkle in Time* is a great read. If you are a fan of science fiction, this book will not disappoint you. I would definitely recommend it.

- 3** **10.5.7** Fill in: bestseller, set, written, plot, well-developed, tells, best, put, based, main, gripping.

- 1 *The Hunger Games* novel was on the ..... list for many weeks.
- 2 This book was so ..... that I couldn't ..... it down.
- 3 The biography ..... the story of one of the greatest inventors of all time.
- 4 This exciting adventure is ..... on a true story of a man shipwrecked on an island.
- 5 The ..... characters are likeable and .....
- 6 There was a ..... at the end that I really didn't expect.
- 7 The ..... of the book was really complicated, so it was difficult to understand.
- 8 *The Chronicles of Narnia* series is ..... in a fictional land called Narnia.
- 9 *The Golden Compass* was ..... by Philip Pullman.

## Adjectives

- 4** a) **10.5.2** Fill in: plot/storyline, ending, characters.
- 1 interesting, well-developed, main, boring .....
  - 2 tragic, predictable, unexpected, thrilling .....
  - 3 gripping, clever, fast-paced, dull .....

- b) Which adjectives are used in the model in Ex. 2 to describe the adventures? the *Dark Thing*? the three Ws?

### Recommending

- 5 a) 10.1.7 Complete the gaps with the phrases in the list.

- well worth reading
- thoroughly recommend
- make sure
- won't disappoint
- you are looking for
- this book's for you
- couldn't put it down
- In my opinion

A If 1) ..... a fast-paced and gripping read, I 2) ..... this novel. It 3) ..... you!

B If you read one book this year, 4) ..... it's this one! It's cleverly written and I 5) ..... from the very first page.

C 6) ..... this novel is the author's best so far and 7) ..... If you enjoy fantasy novels, 8) .....

- b) 10.5.2 10.5.3 Use phrases from Ex. 5a and phrases from the Useful Language box to write your recommendation for a book you have read.

### Writing

- 6 Read the rubric and underline the key words. Then answer the questions.

Your school English magazine is asking for book reviews. Write your **review**, describing the plot, giving general comments about the book and saying why you recommend it (120-180 words).

- What do you have to write? Who will read it?
- What tense(s) will you use?
- What book will you write about? What will you write in each paragraph?
- BRAINSTORMING** Make notes on the book to complete the mindmap.



- 7 10.5.1 10.5.2 10.5.3 10.5.4 10.5.5 10.5.6 Write your review. Use your notes in Ex. 6, the Useful Language and the plan. Use the review in Ex. 2 as a model.

# 3<sup>e</sup>

### Useful Language

#### Background information

- ..., by... is the ... (first, second, etc) novel in the ... series.
- It's a(n) gripping/exciting/funny, etc ... (adventure/fantasy/romance, etc) novel about/which tells the story of ...
- The story is set in/based on ...

#### Main points of the plot

- The story begins/about ...
- It is based on a true/story/real events that happened.
- Soon after/After that/Before long ...

#### General comments

- The story/the plot is dull/exciting/thrilling/slow-moving, etc.
- The (main) characters are well-developed/interesting/boring, etc.
- It has a(n) unexpected/predictable/tragic, etc ending.
- The book is full of thrilling/funny, etc moments.

#### Recommendation

- I would thoroughly recommend this book (to anyone who enjoys ...)
- This book is well worth/not worth reading because ...
- This is a book that can be read over and over again.
- If you like ... (thrillers/adventure/fantasy, etc) stories, this book will not disappoint you.

### Plan

10.5.7

#### Introduction

(Para 1) background info about book (title, author, type, what it's about, etc)

#### Main Body

(Para 2) main points of the plot

(Para 3) comments about plot/storyline, characters, ending, etc

#### Conclusion

(Para 4) recommendation with reasons



### Checklist

10.5.3 10.5.7  
10.5.6 10.5.9

When you have finished your piece of writing, check that you have included:

- correct grammar, spelling, punctuation
- the correct tense(s) & style
- structured paragraphs
- a variety of adjectives
- all the points mentioned in the rubric
- the correct number of words

## CLIL 3

- 1 What important events in the history of transportation happened in the years in the list?

• 1769 • 1783 • 1804 • 1903  
• 1961 • 1969

10.2.2  Listen and read to find out.

- 2 10.4.2 10.4.4 Read again and complete the sentences.

- The first means of transport people built were .....
- The invention of the wheel allowed us to make .....
- The Industrial Revolution relied on the invention of .....
- Throughout the 20th century, travel by car and plane .....
- In the future, people will be able to travel .....

- 3 10.1.8 ICT In groups, collect more information on the history of space travel. Prepare and give a presentation.

Check these words

- log • domesticated
- breakthrough • construct
- the Industrial Revolution

## History




## The Changing Face of Transportation

Humans have always been searching for quicker and easier ways to get around. About 10,000 years ago, we built canoes made from logs of wood, while on land we domesticated and started riding horses around 4,000 BC. Roughly 500 years later, we invented the wheel, which led to carts and wagons, and at almost the same time, the Egyptians invented the sailing boat.

Up until the 18th century most people travelled by sailing boat, horse or stagecoach, but in 1769, there was a major breakthrough when the Scottish inventor James Watt invented the steam engine. In 1783, the French inventor Claude de Jouffroy used this technology to build the first steamboat, and in 1804 the Englishman Richard Trevithick constructed the first steam-powered train. Railways helped carry coal around Britain and were an important part of the Industrial Revolution. Another major breakthrough came when Karl Benz built the first working car in 1885. Then, in 1903, Orville and Wilbur Wright built the first aeroplane. These two inventions shaped the 20th century. Over time, cars and plane travel became cheaper so that by the 70s a lot of families owned a car and many were holidaying abroad. Also, the 20th century saw the first man in space – Yuri Gagarin in 1961 – and the world was watching when Neil Armstrong walked on the moon in 1969. Nowadays, companies are developing self-driving cars and we will soon be able to take trips into space. The fascinating story of transportation continues and who knows how we'll be getting around in the future.

### Culture Spot

- 1 10.2.2 How many people commute daily on the London Underground?

 Listen and read to find out.

- 2 10.1.6 ICT Which is the most popular means of transport in the capital city in your country? Collect information about it. Think about: **name** – **type** – **when started** – **where it runs** – **number of commuters**. Compare it to the London Underground.

### UNDERGROUND

## The Tube

The London Underground, or the Tube, is the underground railway system for London and its surroundings. It opened in 1863 and was the world's first underground railway system. Back then, steam engines powered the trains but by the early 1900s they became electric. Today, the Tube has 11 lines, 270 stations and carries an amazing 4.8

million passengers a day! Interestingly, despite its name, 55% of the Underground is actually on the surface, especially outside London city centre. This means you can get great views of London while you travel. There might sometimes be overcrowding but the Tube is still the best way to get around London, and since 2016, it's even open overnight.



# 3 Progress Check



## Reading

**1** 10.4.2 10.4.4 Read the text and mark the statements **T** (true) or **F** (false).

- The sun controls the temperature in vertical farms. ....
- Bad weather is not a problem for vertical farming. ....

(2x4=8)

**2** 10.4.5 Read the text again and, for questions 1-3, choose the correct answer (**A**, **B** or **C**).

- What do the LED lights in vertical farms do?
  - They make plants warmer.
  - They make plants grow faster.
  - They make sure plants get enough light.
- How did Despommier get the idea for vertical farms?
  - It came to him suddenly.
  - He got it from one of his students.
  - Someone in a skyscraper suggested it.
- What benefit could vertical farming have?
  - It could create jobs.
  - It could save a lot of trees.
  - It could make food cheaper.

(3x4=12)

## Everyday English

**3** Complete the dialogue with: let's do that, I don't feel like that, do you fancy, why don't we.

A: Hi, Dave. Are you free this evening?

1) ..... watching that new sci-fi film at the cinema later?

B: No, 2) ..... I don't really like sci-fi films.

A: OK, 3) ..... try the new Italian restaurant in town, then?

B: Yes, 4) ..... I've wanted to eat there for a while!

A: Great! I'll pass by your house around 7, then.

(4x3=12)



7th floor – Strawberries, 5th floor – Lettuce. It sounds like you're in the lift of an enormous supermarket – but actually this describes a vertical farm! Vertical farming involves growing plants on different levels in tall buildings. There is running water, and sunlight enters through glass windows with LED lights for plants that don't receive direct sunlight at some points of the day. Also, workers in vertical farms have control over the temperature and humidity. So it doesn't matter what the weather's like outside – the plants can continue growing!

Vertical farming began as an idea at Columbia University in New York City in 1999. Dickson Despommier, an Ecology professor, challenged his students to come up with ways to feed the population of Manhattan by growing food in the city. One idea was to use rooftop gardens, but that could only feed 2 percent of the population. Then, out of nowhere, Despommier casually suggested that people could grow plants in skyscrapers in the city. Vertical farming was born!

Today, vertical farming is a reality and it's growing in popularity. By 2050, the population of the world will have risen by 3 billion, so we will need lots of extra food. Cutting down forests to grow crops would destroy the environment, so vertical farms could be a solution. Also, because farmers can control the conditions in vertical farms, it's possible to grow crops all year round. For example, strawberries are usually ready in summer, but in vertical farms we can grow them all the time! And let's not forget that vertical farms are never affected by extreme weather like floods and droughts.

Most vertical farms use renewable technology such as solar power for their heating and lighting costs so they can be both profitable and eco-friendly. Despommier says that a 30-storey 2-hectare vertical farm can grow the same amount of crops in a year as a normal 1,000-hectare farm! Today, there are a small number of vertical farms around the world. In 2012, the world's first commercial vertical farm opened in Singapore. Right now, it has over 100 nine-metre-tall towers – and they plan to make 2,000. These could feed 50% of the city! All in all, it's clear that the sky's the limit for vertical farming!

# Progress Check 3

## Vocabulary

### 4 10.3.7 Choose the correct item.

- 1 There's no **limit/lesson** to what we can do with VR headsets.
- 2 You can put your suitcases in the **boot/ carriage** of the car.
- 3 Maxim **passed/spent** four years as a waiter before he became a chef.
- 4 Virtual reality can give players a thrilling gaming **effect/experience**.
- 5 They ate a **heavy/light** lunch, so they were still hungry in the evening. (5x1=5)

### 5 10.6.34 Choose the correct item.

- 1 Talgat goes to school **in/on/by** bus.
- 2 We need to use technology **up/on/for** the benefit of humanity.
- 3 Amir gets **on/around/off** well with most of his workmates.
- 4 The flight gets **over/in/by** at midnight, so you need to get a taxi to your hotel.
- 5 Are you familiar **with/from/on** virtual reality devices? (5x1=5)

## Grammar

### 6 10.6.8 Choose the correct item.

- 1 I hope Artyom **will pass/is going to pass** his driving test.
- 2 It's clear that Jane **will be/is going to be** a talented chef!
- 3 The train **is leaving/leaves** at 7 am tomorrow.
- 4 By the time you arrive home, Almur **won't cook/won't have cooked** the meal.
- 5 **What will you be doing/are you doing** this time tomorrow?
- 6 Arman **is meeting/will meet** her friend for a coffee later. They arranged it yesterday. (6x2=12)

## Listening

### 7 10.2.2 Listen to the recording and decide if the sentences are T (true) or F (false).

- 1 The novel *The Lost Hero* takes place on Mount Olympus. ....
- 2 The main character is a demigod named Jason Grace. ....
- 3 Piper and Leo are friends of the main character. ....
- 4 The characters must stop monsters from carrying out an evil plan. ....
- 5 The speaker says that the characters are not portrayed very realistically. ....
- 6 The speaker believes that those who like action will enjoy the book. .... (6x4=24)

## Writing

- 8 10.5.1 10.5.2 10.5.3 10.5.4 10.5.7 A newspaper is asking its readers to submit reviews of their favourite adventure-fantasy books. Write your review (120-180 words).

(22 marks)  
(Total: 100)

## Grammar in Focus

10.6.8

Complete the correct form of the words in brackets or choose the correct word.

Most people have printers which can print images or texts, but 1) **in/on** the future, experts believe we 2) ..... (**have**) 3D printers! They already exist, but they 3) ..... (**not become**) a popular consumer product yet. Basically, they allow people 4) ..... (**print**) solid objects. Companies are also interested 5) **in/with** 3D printing, so it's clear they 6) ..... (**grow**) in popularity. Soon, we will print products at home instead of 7) ..... (**shop**) for them. Who knows – we might even 8) ..... (**print**) our dinners!

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Lexical Competence

- talk about the future
- talk about transport
- talk about food and drinks
- describe housing

#### Reading Competence

- answer comprehension questions
- identify T/F statements
- answer multiple choice questions

#### Listening Competence

- listen for specific information (True/False statements)

#### Speaking Competence

- making suggestions – agreeing/disagreeing
- comparing pictures

#### Presentation Skills

- present the history of space travel

#### Writing Competence

- write a book review



# Out of This World Module 4

## MODULE OBJECTIVES

### Vocabulary

- space & space exploration
- the solar system
- phrasal verbs: GO
- prepositions
- word formation: forming nouns from verbs

### Reading

- an article about space (multiple choice)
- an article about a famous cosmonaut (answer questions)

### Use of English

- reported speech (statements/questions/commands/verbs/modals)
- quantifiers

### Listening

- an interview (multiple choice)

### Speaking

- narrating an event
- describing an experience
- reporting space facts
- presenting a biography

### Writing

- a biography
- a film review

- ▶ CLIL (Science): *The Phases of the Moon*  
Culture: *Stonehenge & the Summer Solstice*

### Progress Check

#### Words of wisdom

"Two possibilities exist: either we are alone in the Universe or we are not."

(Arthur C. Clarke)

Discuss

## Space

- 1** Use the words/phrases in the list to fill in the gaps:

- dwarf planet • Moon
- atmosphere
- light-years
- waves • orbit

Pluto became known as a

1) ..... in 2006.



One day on planet Venus is longer than a whole year on Earth! This is because it takes longer for the planet to rotate in a full circle than it takes to 2) ..... around the Sun.

Scientists believe that there may be a planet entirely made of diamonds 40 million 3) ..... away!



The 4) ..... used to be part of the Earth! It broke off when a large object hit the Earth billions of years ago.

### ? Did you Know?

The world's first orbiting satellite, Sputnik, was launched from Kazakhstan in 1957.

- 2** Which of these amazing facts did you already know?

- 3** **ICT** Research online and find another amazing fact about space or the planets.

There is no sound in space because it has no 5) ..... However, astronauts can still communicate because radio 6) ..... can travel through space.

# 4a Out of this world

- 1 **10.1.0** Look at the pictures and the title of the text. What do you think the text is about?

## Houston, we've had a problem here!



**lunar module (LM):** a separate spaceship designed to land on the Moon



**command module (CM):** control centre & living quarters for crew

200,000 miles from Earth, the crew of the third manned mission to the Moon faced an astronaut's worst nightmare: an explosion on the spacecraft. It's the plot of the Oscar-winning film *Apollo 13*, but it's also a true story of survival against the odds.

▶ Was it doomed from the beginning? The scientists at Houston were in charge of getting the spacecraft to the Moon and back. They had **scheduled** the April 1970 lift-off for thirteen minutes after the thirteenth hour. They had also planned the moon landing itself for the thirteenth day of the month. For those who believe in bad luck, perhaps the only thing missing was a Friday. Scientists aren't supposed to be **superstitious**, though, and **despite** minor problems on lift-off, Apollo 13 started its journey.

▶ Two days into the mission, the three-man crew faced **calamity**. They had been **carrying out** routine checks when there was a loud bang. Warning lights were starting to flash furiously. Looking out into space, they could see a trail of gas – the spacecraft was leaking oxygen. They sent out a short message to the scientists back on Earth: "Houston, we've had a problem here." At first, they thought that a meteor had hit them, but they later found out that a short circuit had caused an oxygen tank to **explode**. Whatever the cause, they knew there was no time to lose. Their electricity supply in the command module **depended** on that oxygen and pretty soon they would run out of both.

- 2 a) Check these words/phrases in the Word List at the back of the book. Use them to complete the sentences.

• meteor • lift-off • re-enter • manned • leaking • landing  
• carbon dioxide

- Apollo 13, with a crew of three people, was the third ..... mission to the Moon.
- There were some problems during the ..... even before the spacecraft got into space.
- They noticed the spacecraft was ..... gas into space.
- They thought a ..... had hit the spacecraft.
- The air in the lunar module contained .....
- The lunar module managed to ..... Earth's atmosphere without ..... on the Moon.

- b) **10.2.1** **10.4.1** What do you know about Apollo 13? What do the sentences in Ex. 2a tell us about it?

🔊 Listen, read and check.

### Check these words

• crew • **manned** mission • explosion  
• plot • **survival** • **doomed** • landing  
• lift-off • **bang** • flash • trail  
• leaking • oxygen tank • meteor  
• no time to lose • command module  
• lunar module • lifeboat • enclosed  
• cope with • adapter • carbon dioxide  
• re-enter • splash down  
• go down in history



▶ The only solution was to **conserve** oxygen by moving from the command module into the lunar module – the section of the spacecraft that would have landed on the Moon. Now though, they were using it as a kind of lifeboat. With its own power supply, oxygen and water, the three men could survive in the lunar module and return to Earth. There was another problem though. In an enclosed space like a lunar module, the carbon dioxide the crew was breathing out was dangerous. The equipment to clear the air of carbon dioxide was only **built** for two people. Now it had to cope with three. Amazingly, the crew managed to put together an adapter that **reduced** the carbon dioxide to a safe level.

▶ There was one final **obstacle**. The lunar module wasn't strong enough to re-enter Earth's atmosphere so the crew had to transfer back into the damaged command module. To everyone's relief, the crew of Apollo 13 splashed down safely in the South Pacific Ocean on April 17th. It was a space flight that would **go down in history**. Although the crew didn't land on the Moon, NASA\* still considers the mission a success. The Apollo 13 disaster was proof that their highly-trained astronauts could **deal with anything that could go wrong**.

\* National Aeronautics and Space Administration – the organisation responsible for the US space programme

- 3 10.4.2 10.4.3 10.4.4 Read the text and the questions below. For each question, choose the correct letter A, B, C or D.

- What is the writer's purpose?
  - to give advice to astronauts
  - to describe a mission to the Moon
  - to persuade people to travel in space
  - to explain how to travel to the Moon
- What does the writer say about the mission?
  - There were some problems at the start.
  - They had planned the lift-off for a Friday.
  - The scientists believed they had bad luck.
  - The lift-off had been delayed.
- What was the astronauts' attitude towards the explosion?
  - They didn't think it was a problem.
  - They thought they would die.
  - They realised they had to do something.
  - They believed there was nothing they could do.
- How did the astronauts survive?
  - They used the lunar module as a lifeboat.
  - They created a new oxygen supply.
  - They repaired the command module.
  - They adapted to less oxygen.
- Which would be the most appropriate headline?
  - APOLLO 13 CREW LOST IN SPACE
  - LIFE AND DEATH DRAMA IN SPACE
  - METEOR STOPS MOON LANDING
  - ASTRONAUTS WALK ON MOON

- 4 10.3.2 In pairs, ask and answer questions based on the text, as in the example.

A: What happened during the Apollo 13 mission?

B: There was an explosion and the crew had to survive in the lunar module.

- 5 10.4.3 Match the words/phrases in bold in the text to their synonyms:

- **Para A:** responsible for, believing in good/bad luck, although, arranged
- **Para B:** disaster, relied, doing, blow up
- **Para C:** save, lowered, made
- **Para D:** difficulty, manage, regards, be remembered in the future

### Speaking

10.1.0 10.1.0 10.3.6 10.3.7 Imagine you were one of the scientists at Houston. Narrate the event from your point of view. Think about: the superstition, the problem, the success story.

### Writing & Speaking

10.3.1 10.1.0 10.5.1 Imagine you are one of the crew of Apollo 13 safely back on Earth. Describe how you felt when the accident happened. What did you think and how did you react? In three minutes write a few sentences. Tell the class.

# 4b Vocabulary

## Vocabulary from the text

- 1 Fill in: minor, face, oxygen, manned, power, relief, odds, routine, carbon, highly-trained.
- ..... mission
  - against the .....
  - ..... problems
  - to ..... catastrophe
  - ..... checks
  - ..... tank
  - ..... supply
  - ..... dioxide
  - to everyone's .....
  - ..... astronauts

2 Choose the correct word.

- The film is based on a **real/true** story.
- Jim Lovell was in **charge/section** of the mission.
- They tried to deal with the catastrophe they **faced/hit**.
- He noticed a problem during his **safe/routine** checks.
- The oxygen tank **exploded/leaked** because of a short circuit.
- There was no time to **depend/lose**.

3 **10.6.1** Replace the phrases in bold with the phrases in the list.

- against the odds
- has gone down in history
- go wrong
- much to everyone's relief

- No one thought they could survive but, **despite all the problems**, they managed to land safely on Earth.
- Everyone was pleased that the plane took off without any problems.
- The Apollo 13 mission is **remembered by everyone**.
- No one expected that it would be **unsuccessful**.

## Topic vocabulary Space Exploration

4 Complete the mindmap using the words/phrases below. Check in the Word List at the back of the book.

- constellations • colonise • life forms • rockets • Milky Way
- inhabitable • space stations • uninhabitable • meteorites
- satellites

### EQUIPMENT/TRANSPORT

- 1) .....
- space suits
- 2) .....
- 3) .....

### CELESTIAL OBJECTS

- comets
- 4) ..... &
- 5) ..... planets
- meteors & 6) .....
- asteroids

### SIGHTS

- the 7) .....
- different 8) .....
- meteor showers

### FUTURE PLANS/PROJECTS

- 9) ..... other planets
- unmanned missions
- find alien 10) .....

- 5 **10.9.9** **10.1.10** **10.3.7** Imagine you are an astronaut travelling in space. Describe what you are wearing, what you can see around you and what the purpose of your space mission is. Tell the class.

6 Choose the correct words. Check in the Word List at the back of the book.

- There is already a plan to build a **black hole/colony** on Mars in the near future.
- Halley's **comet/planet** is the most famous of all.
- The Moon has less **astronomy/gravity** than Earth because it is smaller.
- A total solar **eclipse/meteor** is a rare but wonderful phenomenon.
- Our solar system is a tiny part of a huge **galaxy/universe**, the Milky Way.
- The **full moon/shooting star** looks bigger than usual tonight because it is very close to Earth.

- 7 a) Complete the table with the following words/phrases: *knowledge of universe, expensive, predict weather, dangerous, new technology, creates jobs, space pollution, inspire people, health risks.*

Space Exploration Advantages    Space Exploration Disadvantages

Space Exploration Advantages	Space Exploration Disadvantages

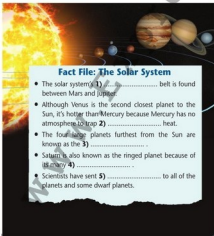
- b) **10.3.7** Use the completed table to present the advantages and disadvantages of space exploration to the class.

- 8 **10.4.8** Complete the sentences using the correct form of the verbs: launch, orbit, blast, re-enter, land, explore, float, rotate. Check in the Word List at the back of the book or your digital dictionary.

- We have a day and a night because the Earth ..... once every 24 hours.
- The USA ..... its first astronaut into space in 1961.
- The rocket will ..... off after the countdown.
- Astronauts ..... when they are in the space station because there is no gravity in space.
- When the spacecraft ..... the atmosphere, it has to slow down enough to land safely.
- One of the goals of NASA is ..... space and find inhabitable planets.
- Earth ..... the Sun once every 365 days.
- Unfortunately, the astronauts of the Apollo 13 mission never ..... on the Moon.

### The Solar System

- 9 a) **10.2.2** Listen to someone speak about the solar system and complete the fact file with the following words/phrases: rings, spacecraft, solar, gas giants, asteroid.



#### Fact File: The Solar System

- The solar system's **1)** ..... belt is found between Mars and Jupiter.
- Although Venus is the second closest planet to the Sun, it's hotter than Mercury because Mercury has no atmosphere to trap **2)** ..... heat.
- The four large planets furthest from the Sun are known as the **3)** .....
- Saturn is also known as the ringed planet because of its **4)** .....
- Scientists have sent **5)** ..... to all of the planets and some dwarf planets.

- b) **10.1.6** **10.1.10** **ICT** Collect information about one of the planets in the solar system. Present it to the class.

#### Phrasal verbs: GO

- 10 **10.6.15** Fill in: over, far, down, off, on. Check in Appendix I.
- Suddenly, the lights went ..... and the astronauts knew something was wrong. (**stop working**)
  - Apollo 13 was a mission that went ..... in history. (**was remembered**)
  - The Voyager probes were launched in 1977 from Earth and they will go ..... travelling through space for ever. (**continue**)
  - The astronauts went ..... the procedures again and again. (**repeat**)
  - He's going ..... the position of mission commander even though he's only 25. (**try to achieve sth**)

#### Prepositions

- 11 **10.6.14** Choose the correct item. Check in Appendix II.
- Astronauts might suffer **off/from** insomnia during a mission.
  - They were very lucky to escape **from/of** the burning space shuttle.
  - He was shaking **off/with** cold after the splashdown.
  - Have you heard **off/from** Patrick Moore and his novel *Mission to Mars*?
  - Astronauts depend **in/on** the mission control centre for information.

#### Word formation (forming nouns from verbs)

- 12 Read the theory, then form nouns from the verbs in brackets to complete the sentences.

We use **-ion** (discuss - discussion), **-ment** (agree - agreement), **-ation** (organise - organisation), **-y** (deliver - delivery) to form abstract nouns from verbs.

- Scientists are very excited about the ..... of an ancient stream on Mars. (**DISCOVER**)
- The members of the mission needed hospital ..... after the accident. (**TREAT**)
- If you want ..... about space exploration, visit this website. (**INFORM**)
- The revised ..... of this book contains a lot of information about space. (**EDIT**)

# 4c Use of English



## Reported speech

### End of the Line for Incredible Cassini Spacecraft

by Science reporter Willis Stevenson

Excitement reached all new levels yesterday, as NASA's Cassini-Huygens spacecraft started its final approach towards Saturn. "We've done incredible work and there's a lot to celebrate," the project's chief scientist

1) ..... happily. During our fascinating conversation, she 2) ..... me how Cassini's final descent into Saturn's atmosphere at the end of its mission gives us a rare chance to get some remarkable data. For a spacecraft that has already achieved so

much it's amazing to think that it will continue its work right until its final moments. "I feel very proud of the project because Cassini has truly revolutionised our understanding of Saturn," one scientist 3) ..... "Don't you agree?" he 4) ..... me with a laugh as he pointed to all the computer screens behind us!

▶ see pp. GR13-GR16

- 1 **10.6.11** Read the news article and fill in: said, asked or told. Which verb introduces: a direct speech statement? a reported speech statement? a direct question?

### Reported statements

Direct speech is the exact words someone said. We put the words in quotation marks.

Reported speech is the exact meaning of what someone said but not the exact words. We do not put the words in quotation marks.

Direct Speech	Reported Speech
"I watch sci-fi shows every week," said Jupar.	Jupar told me (that) she watched sci-fi shows every week.
"I'm studying Biology," said Nazim.	Nazim said (that) she was studying Biology.
"I've joined a Science club," said Il'yas.	Il'yas said (that) he had joined a Science club.
"Zaure bought a book about planets yesterday," Alihan said to me.	Alihan told me (that) Zaure had bought a book about planets the day before.
"We were looking at the stars," said Umit.	Umit said (that) they had been looking at the stars.
"I'll go to the planetarium this evening," said Miras.	Miras said (that) he would go to the planetarium that evening.
"I can lend you a DVD about aliens," he said to me.	He told me (that) he could lend me a DVD about aliens.

**NOTE:** Tenses do not change in reported speech if the verb that introduces the speech is in the present simple.

Uliyan says, "I can't afford that tablet computer."

Uliyan says (that) he can't afford that tablet computer.

▶ see p. GR13

- 2 **10.6.11** Read the table, then answer the questions.

- Which verbs do we use to introduce: direct statements? reported statements?
- How do the tenses change from direct to reported speech?
- How do pronouns and time words change from direct to reported speech?
- When do tenses not change in reported speech?

- 3 **10.6.11** Complete the gaps. Use: said or told.

- "We'll see you at the space museum," they ..... to us.
- Aida ..... us she was going to start a new Physics course.
- "You should revise more," the professor .....
- "You can follow the spacecraft online," ..... Sanjar.
- Artyom ..... me he had stopped playing sci-fi computer games.

- 4 **10.6.11** Choose the correct item.

- "I don't have time to help with your Science project today," my brother said to me. My brother told me/him that he/ll didn't have time to help with his/my Science project the following/that day.
- Askar told us, "I read your space blog yesterday." Askar told us that he/ll had read our/their space blog the next/previous day.
- "I'm watching a documentary film on my smartphone now," Venera said. Venera said she/ll was watching a documentary film on her/my smartphone then/before.

**5** 10.6.11 Rewrite the sentences as reported speech.

- "She's taken the day off school today," said Aikhan.
- "I want to the space centre last week," Tamerlan said.
- "They will buy a new laptop," Tursin said to me.
- "I'm trying to find a film about the Apollo missions," Nazgul said.
- "We were building model spaceships at 5 pm yesterday," they said.

**6** 10.6.11 Read the table, then report the questions/commands.

**Reported questions/commands**

Direct Speech	Reported Speech
"Where's the Science Exhibit?" he asked.	He asked where the Science Exhibit was.
"Do you visit space camp often?" he asked me.	He asked me if/whether I visited space camp often.
"Try your best," our teacher said to us.	Our teacher told us to try our best.
"Don't miss the rocket launch," he said to me.	He told me not to miss the rocket launch.

➤ see pp. GR14

- "Pass me the calculator," Meirzjan said to me.
- "Are you getting a satellite dish?" asked Beybarys.
- "Don't forget your ticket for the Science Exhibition," Tatti said to me.
- "Why is the robot toy so expensive?" she asked me.
- "Can I borrow your drone?" he asked me.
- "How did they manage to survive?" they asked their teacher.
- "What's the weather like down there?" the astronauts asked.
- "Don't touch that button!" the commander said to them.

**Reporting verbs**

We can use a variety of reporting verbs instead of *said/told* in reported speech.

**Direct speech:** "OK, I'll do it," he said.

**Reported speech:** He agreed to do it.

➤ see pp. GR15-GR16

**7** 10.6.11 Report the sentences. Use the verbs in brackets.

- "Be careful when working with chemicals," Jibek said to me. (**warn**)
- "I'm sorry I damaged your model flying saucer," said Kumis. (**apologise**)
- "You can hand in your Science project tomorrow," said our teacher. (**allow**)
- "I'll fix your robot for you," my sister said. (**promise**)
- "Let's see that new science fiction film," Diaz said to me. (**suggested**)

**8** 10.6.11 Read the table and report the sentences.

**Reporting modal verbs**

will/would → would, may → might, must → must/had to, can → could (present/would be able to) (future)

Should, could, used to, mustn't, should, might and ought to do not change.

➤ see p. GR13

- "You must check everything carefully," he said.
- "Everyone should watch this documentary about space," the teacher said.
- "I may take a Science class next year," Maxim said.
- "Who shall I go to for help?" she asked.

**Quantifiers**

**9** 10.6.2 Read the sentences and choose the correct word. Check in the Grammar Reference section. (See GR. 16)

- I haven't got **few/enough/little** materials to finish my model of the solar system.
- A **great deal of/Several/Many** information on space is available in encyclopaedias.
- I'm having **each/a lack of/a bit of** difficulty with my project; it's quite hard.
- He doesn't have **much/many/all** spaceships in his toy collection.
- Whole/A few/A little** cousins of mine became scientists.

**Speaking**

**10** 10.3.6 10.6.11 Work in pairs. Student A says an amazing fact about space. Student B reports what Student A said to the class.

## 4d Skills

## Reading

- 1 10.1.9 Look at the pictures. What do you think the text is about?

- 2 10.2.1 10.4.1 10.4.4 Who is Aidyn Aimbetov?

🔊 Listen and read to find out.

- 3 10.4.2 10.4.3 10.4.4 Read the text again and answer the questions.

- 1 What is special about the Baikonur Cosmodrome?
- 2 Why did Aidyn's dream seem 'impossible'?
- 3 What problems did Aidyn face on his journey to achieving his dream?
- 4 What was Aidyn's favourite part about his trip on Soyuz TMA-18M?
- 5 What is Aidyn's dream for the future?

- 4 Complete the phrases with: space, cosmonaut, fighter, achieve, make. Use them to make sentences based on the text.

- |                     |                     |
|---------------------|---------------------|
| 1 ..... pilot       | 4 ..... your dreams |
| 2 ..... history     | 5 ..... training    |
| 3 ..... exploration |                     |

## Prepositions

- 5 10.6.14 10.6.15 Fill in: in, for, off, on, of.

- 1 Zhibek works hard ..... Maths and Science because she wants to be a cosmonaut.
- 2 The first man-made satellite blasted ..... from Baikonur in 1957.
- 3 I'm very interested in the history ..... space travel.
- 4 We want to take part ..... the Science competition.
- 5 He applied ..... a place at the Physics summer camp.

- 6 a) 10.6.15 Find examples of the (to) infinitive/-ing form in the text.

## Check these words

- man-made • cosmodrome • blast off • cosmonaut
- physical training • sign up for sth • withdraw
- at the last minute • porthole • settlement

## Aiming for the Stars



Kazakhstan is a country with a rich history of space exploration. The very first man-made object to orbit Earth, launched from the Baikonur Cosmodrome in 1957. The first human in space also blasted off from there. In fact, Baikonur is the oldest and busiest cosmodrome in the world, but it's not all. Kazakhstan is also very proud of its cosmonauts.

When Aidyn Aimbetov was a child, he loved looking up at the stars. He imagined travelling into space one day ... but it was only a dream. He was just an ordinary boy from a Kazakh village and, at the time, no Kazakh had ever been to space. It seemed like an impossible thing to wish for, but that didn't stop Aidyn!

He studied hard at school and played sport to keep fit. In 1993, he became a fighter pilot and applied for cosmonaut training the same year. He didn't get a place on the course but he didn't give up. He applied a second time, got a place and started training.

It took years, but Aidyn worked hard at both his physical training and his studies. In 2009, he became a real cosmonaut and signed up for a mission on a Soyuz spacecraft. Unfortunately, Aidyn had to withdraw from the mission at the last minute. He got a job as a teacher at the Young Cosmonauts School, but he kept training and studying. Finally, Aidyn's dream came true: in 2015, a space tourist cancelled her trip on board Soyuz TMA-18M and Aidyn took her place. In September 2015, he spent 10 days in space. He completed 160 orbits of Earth, took part in experiments and delivered a spacecraft to the International Space Station. The most amazing part for Aidyn was gazing back at Earth through Soyuz TMA-18M's portholes.

Aidyn has already made history in Kazakhstan. After his space flight, the President awarded him the title of People's Hero – but he doesn't want to stop yet. He hopes that one day, he will help to build a settlement on the Moon. Do you believe that is possible? Aidyn says, 'I think anything is possible'. His journey from village life to professional cosmonaut certainly proves that is true! His story shows that, if you work hard and never give up, you can achieve your dreams.



b) **10.6.15** Complete the summary of the text by putting the words in bold in the correct (to) infinitive/-ing form.

Ever since he was a child, Aidyn Aimbetov wanted **1)** ..... (**travel**) into space. At school he played sport because he knew he had to **2)** ..... (**stay**) fit and healthy. Aidyn became a fighter pilot in 1993, and he decided **3)** ..... (**apply**) for cosmonaut training. In 2009, he became a professional cosmonaut, but he couldn't **4)** ..... (**go**) on his first mission. He became a teacher, but he was never too busy **5)** ..... (**work**) on his dream. He trained and studied in his spare time. In the end, his determination paid off and he got a place on board a spacecraft. He spent 10 days **6)** ..... (**orbit**) Earth. While Aidyn was up there, he enjoyed **7)** ..... (**look**) back at our planet. Aidyn would like **8)** ..... (**go back**) into space. In fact, he is looking forward to **9)** ..... (**help**) build a settlement on the Moon one day! Aidyn's story is inspirational because he never stopped **10)** ..... (**try**) and in the end his dreams came true.

### Intonation: Word stress & Weak vowels

**7** a) **10.6.16** Listen and say.

• comet • planet • observe • eclipse

b) **10.6.17** Listen and identify the stressed syllable (•) and the weak vowel (◌) in each word, then repeat.

• orbit • explore • solar • extreme • lunar

### Listening

**8** a) **10.2.2** You will hear part of an interview with someone who works at the Baikonur Cosmodrome. Before you listen, check these words/phrases in the Word List. What do you think the person does at the cosmodrome?

• aerospace • materials science • flight tests  
• telescope • astronomers club  
• behind the scenes • public figure  
• launch complex  
• the International Space Station  
• satellite launches

b) **10.2.5** **10.2.6** **10.2.7** Listen to the interview. For questions 1-5, choose the correct answer A, B or C.

- According to Askar, working at the Baikonur Cosmodrome is ...  
A an honour.  
B a thrill.  
C stressful.
- What is Askar working on right now?  
A rocket engines  
B materials science  
C flight tests
- Why did Askar decide to become an aerospace engineer?  
A he wasn't able to become an astronaut  
B he didn't want to become an astronomer  
C he found aerospace engineering interesting
- When Askar says he liked to work "behind the scenes", he means that ...  
A he chose to learn more about the universe.  
B he wanted to get a lot of attention for his work.  
C he preferred not to become a public figure.
- The Baiterek Launch Complex ...  
A will be completed in the future.  
B was built to send rockets to the space station.  
C is the only place where satellites are launched.

**9** **10.3.7** Listen again and make notes. Tell the class three things you learnt about aerospace engineering.

### Speaking & Writing

**10** **10.1.4** **10.1.9** **10.3.1** **10.3.2** **10.3.6** **ICT** Collect information about a famous astronaut under the headings.

name
where from
early life & studies
important achievements

Write a short biography and present it to class.



# 4e Writing A film review

- ▶ **Rogue One** is the latest Star Wars film directed by Gareth Edwards. This exciting sci-fi fantasy film is the prequel to another Star Wars film: *A New Hope*.
- ▶ At the beginning, Star Wars fans will be happy to see the famous phrase “a long, long time ago in a galaxy far, far away” before the action starts. The main characters, a group of rebels, go on a mission, against all odds, to steal the plans of the Death Star, a weapon strong enough to destroy the whole planet. They decide to disobey orders and destroy this dangerous weapon at all costs.
- ▶ What viewers will like best about this film is its amazing special effects. In fact, it was nominated for an Oscar in the Visual Effects category. The plot is fast-paced but can be rather dull at times. The film features an excellent cast with Felicity Jones giving a great performance.
- ▶ **Rogue One** is a film worth watching, especially if you're a sci-fi fan. You will definitely enjoy it!



## Rubric analysis

- 1 **10.5.1** Read the rubric, underline the key words and answer the questions.

### Film Reviews for Teen Magazine

We are looking for reviews of your favourite films for our new English-language magazine for young people. Your review should include the type of film, what it is about, your opinion on the plot, characters, etc and your recommendation. (120-180 words)

- 1 What are you going to write? Who is going to read it?
- 2 What is it going to be about?
- 3 How many words should you write?

- 2 **10.5.7** Which of the following should be included in your review?

- the name of the director  
 the title of the film  
 the date it was released  
 the film genre  
 the names of the actors  
 information about the director  
 details of the plot  
 your opinion  
 how the film ends

## Model analysis

- 3 a) **10.5.7** Read the model. Were your answers in Ex. 2 correct?

- b) **10.5.7** Which paragraph (A, B, C or D):

- 1 includes the writer's opinion
- 2 gives information about the title, name of director and genre?
- 3 describes the main points of the plot?
- 4 comments on the special effects, plot and cast?

- 4 **10.3.7 10.5.2 10.6.1** Match the adjectives to the nouns in the list.

• film • plot • characters • special effects

- 1 slow-paced/gripping/complicated .....
- 2 heroic/strong/weak/complex .....
- 3 unimaginative/spectacular .....
- 4 blockbuster/award-winning/classic .....

- 5 **10.3.7 10.5.2** Choose the correct word.

- 1 The film had an impressive **cast/plot** with lots of famous actors.
- 2 I especially liked the ending because it had an interesting **twist/hit**.
- 3 The **main/star** character is played by Eddie Redmayne.
- 4 The film is filled with **suspense/mystery** as the characters race against time to save the planet.
- 5 The aliens were so **frightening/realistic** that I almost believed they were real.

## Prepositional Phrases

- 6 a) 10.5.3 10.6.14 Underline the prepositional phrases in the model film review.

- b) 10.5.3 10.6.14 Fill in the gaps with the appropriate preposition (in, for, by, on).

- |                  |                    |
|------------------|--------------------|
| 1 ..... accident | 6 ..... mistake    |
| 2 ..... a change | 7 ..... my opinion |
| 3 ..... ages     | 8 ..... surprise   |
| 4 ..... a trip   | 9 ..... time       |
| 5 ..... fun      | 10 ..... the past  |

## Recommending

- 7 a) 10.5.2 Fill in the appropriate phrase to complete the recommendations.

- a blockbuster • worth watching • on the edge of your seat  
• highly recommend it • miss it

- This film is so exciting it will keep you ..... until the end. It's a must-see!
- It's a really entertaining film. Don't .....
- I'm certain the whole family will enjoy this brilliant 3D film! It's definitely .....
- This is George Lucas' best film so far. I .....
- Sci-fi fans are eagerly expecting *Blade Runner 2049*. It will certainly be .....

- b) 10.5.2 Use the phrases from Ex. 7a to recommend a film you've watched recently to your partner.

## Writing

- 8 10.5.1 Read the rubric in Ex. 1. Make notes under the headings.

title – director – genre

plot summary

comments (on characters, plot, special effects, etc)

recommendations

- 9 10.7.10 10.5.1 Write your film review. Use your notes in Ex. 8, the Useful Language box and the plan. Use the film review in Ex. 3a as a model.

## Useful Language

## Background information

- The film is set/takes place ...
- It is based on ... • It is directed by ...
- It is a science fiction (sci-fi)/fantasy film etc.

## Main points of the plot

- The film tells the story of ...
- It begins with ...
- It is based on a book/by real events.
- Later/Soon after/And then/After that ...

## General comments

- It is a(n) fast-moving/action-packed/slow/etc film • The plot/script is (rather) exciting/ever-dull • The ending is (un)real/catchable has an unexpected twist.
- The characters are realistic/well-developed/weak • The special effects are spectacular/amazing/of poor quality.

## Recommendation

- Don't miss it. It's (definitely) worth seeing.
- I would(n't) recommend it because ...
- I highly recommend it because ...
- It will certainly be a box-office hit!
- Wait until it comes out on DVD.
- If you are a(n) action/sci-fi/etc fan, you won't be disappointed!

## Plan

10.5.7

## Introduction

- (Para 1) background info about film (title, director, genre, what it's about, etc)

## Main Body

- (Para 2) main points of the plot  
(Para 3) comments about plot/factors/special effects, etc

## Conclusion

- (Para 4) recommendation with reasons



## Checklist

10.5.3 10.5.4  
10.5.6 10.5.9

When you finish your piece of writing, check that you have included:

- correct grammar, spelling, punctuation
- the correct tense(s) and style
- structured paragraphs
- a variety of adjectives, adverbs and linking words
- all the points mentioned in the rubric
- the correct number of words

CLIL 4

Video

Science

# The Phases of the Moon



In space there are sources of light, such as the stars, and objects that reflect that light, such as the planets. The Sun is a light source because it is a star. The Earth is a planet that reflects light.

The Moon is the only satellite of Earth. It revolves on its axis as it orbits the Earth, so that the same side of the Moon always faces the Earth. The Moon takes approximately 28 days to orbit the Earth. It changes its appearance over this period. This is because we can see different amounts of reflected light from the Sun on the surface of the Moon.

The phases of the Moon change in a progressive sequence (new moon, crescent moon, half moon, gibbous moon, full moon, gibbous moon, half moon, crescent moon.) The new moon is the phase when the Moon is closest to the Sun. During this phase we cannot see the Moon from Earth. This happens because the Sun does not light up the side that is facing us. The full moon is the phase when the Earth is between the Sun and the Moon on the opposite side of the Earth. During this phase we can see the whole of the side that is facing us because the Sun lights it up.

A waxing moon is moving towards a full moon and getting bigger. A waning moon is moving towards a new moon and getting smaller.

## Check these words

- source of light • star • planet
- reflect • satellite • revolve • axis
- orbit • face • approximately
- amount • surface • phase
- progressive sequence • new moon
- crescent moon • half moon
- gibbous moon • full moon
- light up • waxing moon
- waning moon

- 1 **10.2.1** How are these words related to the Moon: crescent moon, full moon, gibbous moon, waxing moon, waning moon?  
 Listen and read to find out.

- 2 **10.4.2 10.4.4** Read again and complete the sentences.

- 1 A star is a bright .....
- 2 A planet is an object in the sky that .....
- 3 The Moon goes round both .....
- 4 While the Moon orbits the Earth, it .....
- 5 When the Moon is nearest to the Sun we cannot .....
- 6 When we can see the whole side of the Moon from Earth, we have a .....

- 3 **10.3.2** In pairs ask and answer questions based on the text.

- A: How many days does it take for the Moon to orbit the Earth?  
 B: 28 days. What is the Sun? etc

- 4 **10.1.6 10.1.10 ICT** In groups collect information and prepare a presentation on how the Earth orbits the Sun. Tell the class.

## Culture Spot

- 1 **10.2.1** What is the summer solstice?

How is it related to Stonehenge?

Listen and read to find out.

- 2 **10.1.6 10.1.8 ICT** Are there any celebrations in your country connected to the summer/winter solstice? Collect information. Tell the class.



## Stonehenge & the Summer Solstice

Video

Stonehenge is one of Great Britain's most famous landmarks. It consists of 100 huge stones placed in a circular layout. It is 5,000 years old and has been a UNESCO World Heritage Site since 1986. People believe it was built to celebrate the summer solstice.

The summer solstice, around 21st June, is the day of the year with the most daylight. It is also the first day of summer. When the sun rises on the summer solstice, it lines up with one of the stones in Stonehenge, called the Heel Stone, and its first rays shine through a stone archway in the centre circle. Today, as in the past, lots of British people celebrate the summer solstice at Stonehenge every year.

# MY STORM-CHASING ADVENTURE!



When I first agreed to go on a tornado-chasing tour in Tornado Alley\* with my friend Jonas, I wasn't sure what to expect. I wondered if it would be like the thrilling film I had seen, *Twister*, and, in a way, it was!

After we got on board the tour leaders' state-of-the-art storm-chasing van, they showed us the radar, radios, satellite images and GPS systems they had to help them find the best storms. Eric and Larry told us that the weather was looking good for some storms that day, so we set out excitedly, each of us with a screen in front of our seat so that we could see the radar and maps. A couple of hours into our drive, on the horizon we saw a column of rain in the centre of thick swirling clouds. Larry explained that it was a super-cell storm, a type of storm that often produces tornadoes. On that occasion, we were disappointed, but as dusk fell, we witnessed the most incredible lightning storm! Late into the evening, bolt after bolt of lightning lit up the sky over the landscape. It was magical.

The real excitement, however, began on the second afternoon of the tour. After analysing forecast models and other data and driving for hours, Larry and Eric caught up with a huge storm. As

we got closer, the sky darkened, wind whipped around the van and hail the size of golf balls pounded on the top. Then, at the base of the clouds, the funnel of a tornado began to form. That day we saw three tornadoes!

As we travelled to our hotel that evening, Eric explained how a tornado forms when two different kinds of air meet, such as dry and moist or cold and warm. Winds come from different directions and rotate to form a funnel. As it spins faster and faster, the funnel often stretches towards the ground to become a tornado. I'd never been particularly interested in the weather before, but Eric's face lit up when he talked about tornadoes and he just made it all so fascinating and easy to understand.

It's obvious that Larry and Eric love what they do and really want others to enjoy their tours. Despite the fact that we got incredibly close to the storms, I never felt in danger. Nothing beat the thrill of the chase and I can't wait to do another tour next year!

\*Tornado Alley: The states in central US that have the most violent tornadoes e.g. Kansas, Oklahoma, Texas

## Reading

1 **10.4.3 10.4.6** Read the text and choose the correct answer A, B, C or D for questions 1-5.

- In the first paragraph, the writer tells us that
  - his friend expected it to be thrilling.
  - he hadn't been on such a tour before.
  - Tornado Alley was featured in a film.
  - the tour was nothing like the film, *Twister*.
- The writer says that in the storm-chasing van, he could
  - follow the route it was taking.
  - help to forecast the weather.
  - watch a film about tornadoes.
  - listen to stories about storms.
- On the first day, what sight seemed to impress the writer the most?
  - a super-cell storm
  - the scenery
  - a tornado
  - a lightning storm

- The writer enjoyed Eric's description of how tornadoes form because
  - they had just seen some tornadoes.
  - he had always been interested in tornadoes.
  - Eric explained it all so well.
  - he liked Eric's sense of humour.
- Overall, what was the writer's impression of the tour leaders?
  - They were fantastic entertainers.
  - They were highly energetic risk-takers.
  - They were enthusiastic and skilled.
  - They were great businessmen.

(5x2=10)

2 **10.4.5** Answer the questions in your own words.

- What different kinds of weather did the writer see on the tour and how did he feel about them?
- What special conditions are needed for a tornado to form? (2x4=8)

# Progress Check 4

## Vocabulary

- 3 **10.3.4** Fill in: rings, contact, survived, colony, asteroid, gravity, manned, level, history, command.
- Thankfully the crew ..... the Apollo 13 disaster.
  - Earth is bigger than the Moon so the ..... is stronger here.
  - Both Saturn and Neptune have ..... around them.
  - In the film Armageddon, a huge ..... is heading towards the Earth.
  - The first ..... space flight was on 12th April 1961.
  - The pilot controls the spacecraft from the ..... module.
  - Do you think there will ever be a human ..... on another planet?
  - The space shuttle lost ..... with mission control for a few minutes.
  - The astronauts managed to bring the carbon dioxide down to a safe .....
  - Apollo 13 was a mission that went down in .....

(10.2=20)

## Grammar

- 4 **10.6.11** For each question, complete the second sentence so that it means the same as the first. Use no more than three words.
- My father said, "Did you watch the rocket take off?"  
My father ..... I had watched the rocket take off.
  - "There are probably canals on Mars," the scientist said.  
The scientist ..... probably canals on Mars.
  - "You won't have power for the next hour," the engineer told the crew.  
The engineer told the crew that ..... have power for the following hour.
  - "There hasn't been a manned spacecraft launch in years," she said.  
She said that there ..... a manned spacecraft launch in years.

(4x3=12)

## Listening

- 5 **10.2.2** Listen to part of a radio show and fill in the missing information.

Thor: The Dark World is the latest film based on a Marvel **1** ..... It is an action **2** ..... film. The **3** ..... are amazing. Its **4** ..... plot and funny moments make it interesting. Starring Chris Hemsworth, Tom Hiddleston and Natalie Portman. In cinemas from 21st **5** ..... The running time is **6** ..... minutes and tickets at Odeon **7** ..... are only £ **8** ..... Don't miss it!



(8x3=24)

## Writing

- 6 **10.5.1** **10.5.2** **10.5.3** **10.5.6** **10.5.7**  
Write a review of your favourite film for an English magazine (120-180 words).

(26 marks)

(Total=100)

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Logical Competence

- talk about space & space exploration
- talk about the solar system

#### Reading Competence

- answer multiple choice questions
- answer comprehension questions

#### Listening Competence

- listen for specific information (multiple choice)

#### Speaking Competence

- talk about a famous astronaut

- talk about the advantages and disadvantages of space exploration
- talk about a planet
- Writing Competence**
- write a film review

## Stress &amp; Fear

## Module 5

## MODULE OBJECTIVES

- ▶ **Vocabulary**
  - fears and phobias
  - fear idioms
  - feelings
  - prepositions
  - word formation: forming negative adjectives
  - phrasal verbs: KEEP
- ▶ **Reading**
  - an article about arachnophobia (matching headings to paragraphs, answer questions)
  - a blog entry about agoraphobia (multiple choice)
- ▶ **Use of English**
  - passive voice
  - reflexive/emphatic pronouns
- ▶ **Listening**
  - monologues (multiple matching)
  - a radio interview (T/F statements)
- ▶ **Speaking**
  - a presentation about arachnids
  - expressing concern – showing sympathy – giving advice
- ▶ **Writing**
  - a diary entry
  - an informal email of advice
- ▶ **CLIL (PSHE): Dealing with Anxiety Culture: Keep a Stiff Upper Lip!**
- ▶ **Progress Check**

## Words of wisdom

"Nothing in life is to be feared.  
It is only to be understood."  
(Marie Curie)

Discuss

## Fears



- 1 Look at the bar graph. Which of these fears can you see in the pictures A-E?



- 2 a) Choose the correct word. Check in the Word List at the back of the book.
- 1 When I'm in a lift, I feel dizzy and **unhealthy/sick** and I start to **shake/move**.
  - 2 I know they rarely **sting/bite** people, but I just **stop/freeze** every time I see one around.
  - 3 Whenever I go on a plane my hands **sweat/wet** and I feel terrified.
  - 4 Some people love to watch it, but not me. I always **hide/disappear** under the covers or go to the basement.
  - 5 I have panic **attacks/blows** when I'm near it. I just sit and watch the others swim.
- b) Match the sentences (1-5) to the pictures (A-E).
- 3 Which two of the situations make you feel the most uncomfortable? Tell your partner.

# 5a Stress & Fear

- 1 Read the dictionary entry and look at the title of the text.

**phobia** /fəʊbiə/ (n) = an unreasonable fear of something

What is arachnophobia?  
fear of insects? fear of spiders?

- 2 a) **10.37** Check the words/phrases below in the Word List at the back of the book. Use them to fill in the sentences.

• creepy • arachnid • venom • harm • treatment • nutritious • suffer • sweat

- A spider is a(n) \_\_\_\_\_, not an insect.
- A lot of people \_\_\_\_\_ from arachnophobia. They \_\_\_\_\_ each time they see a spider.
- Most spiders produce \_\_\_\_\_ but only 1% can \_\_\_\_\_ people.
- Some people eat spiders because they consider them a \_\_\_\_\_ meal.
- Spiders are useful; they trap and eat \_\_\_\_\_, -crawlies.
- Sufferers of arachnophobia can follow a specific \_\_\_\_\_, called exposure therapy.

▶ Video

## ARACHNOPHOBIA



1

What happens when you see a spider? Does your hair stand on end? Do you **scream** and run away? If so, you're not alone. Fear of spiders, or arachnophobia (from the Greek words arachne – spider – and phobos – fear), is one of the most common **phobias** that people suffer from, with about 50% of females and up to 25% of males feeling **afraid** of our 'eight-legged friends'. About 3% of people **avoid** spiders **at all costs**, refusing to enter a room until it has been checked for arachnids and **blocking** plugholes so that they can't crawl up them!

2

Spiders have been **hated** for thousands of years, but like most phobias, arachnophobia is **irrational**. Although most spiders produce venom, fewer than 1% can harm humans. That's only 200 species out of about 42,000. Maybe it's a spider's ugly appearance that causes the fear, or because they often appear suddenly and **startle** people. Culture plays a part, too. The Pianoa Indians in the Amazon Rainforest aren't afraid of spiders at all. For them, grilled tarantula is a tasty and nutritious treat! Also, in Cambodia, deep-fried spider is a popular street snack.

### Check these words

• scream • run away • fear • common  
• suffer from • eight-legged • at all costs • block  
• plughole • crawl • irrational • venom • harm  
• startle • play a part • rainforest • tarantula  
• nutritious treat • deep-fried • reduce  
• pest controller • mosquito • cockroach • fly  
• moth • exposure therapy • confident  
• treatment • shake • sweat • scuttle

### ? Did you Know?

- Spiders have been on Earth for 300 million years.
- They 'taste' with the hairs on their legs.
- Scientists want to use spider silk to make building materials and even armour.



b) **10.4.6** What do you think the author's purpose in writing the text is: a) to describe spiders? b) to explain how to deal with a phobia? c) to narrate a person's experience? **10.2.2** Listen and read to find out. Is the text formal or informal? Give reasons.

**3** **10.4.1** **10.4.4** Read again and match the headings (A-E) to the paragraphs (1-4). There is one extra heading. Give reasons.

- A Hope for Some
- B Why so Afraid?
- C Extreme Solution
- D A Very Common Fear
- E Great Around the House

**3**

Trying to see spiders like **snacks** such as chocolate bars or doughnuts (whatever they enjoy the most!) might help a person with arachnophobia. Remembering how helpful spiders are could **reduce** their fear, too. They are perfect pest controllers, **trapping** and eating many creepy-crawlies that we don't want in our homes and gardens – creatures like mosquitoes, cockroaches, flies and moths.

**4**

If fear of spiders badly affects someone's life, they should try 'exposure therapy'. Sufferers might start by looking at photographs of spiders. As they get more **confident**, they watch a video of a spider, and then meet the real thing. By the end of **the treatment**, they should even be able to hold a large tarantula in their hand! The aim is for people to get used to spiders and see that there is nothing to **fear**. So you see, there is hope if you are **terrified** of spiders. You don't **have** to shake and sweat the next time something scuttles under the sofa!

**4** **10.4.2** Based on information in the text answer the questions in your own words.

- How do some people react when they see spiders?
- Why is this phobia unreasonable?
- What do people in different cultures think of spiders?
- Why might someone try 'exposure therapy'?

**5** **10.4.5** Match the words in bold in the text to their synonyms.

- **Para 1:** fears, under any circumstances, closing, shout
- **Para 2:** unreasonable, scare, disliked
- **Para 3:** lower, treats, catching
- **Para 4:** carry, fearless, very scared, be afraid of

**6** **10.5.2** **10.6.1** **10.6.9** Fill in: pest, common, therapy, snack, treat, creepy, ugly, bar, Rainforest, deep-fried. Use the phrases to make sentences in the active or the passive form based on the text.

- ..... phobia
- ..... appearance
- Amazon .....
- ..... spider
- ..... - crawlies
- street .....
- ..... controllers
- nutritious .....
- chocolate .....
- exposure .....

### STUDY SKILLS

#### Finding the main idea

The main idea of a paragraph or a text is the point of it. Usually the main idea is the first sentence in a paragraph. The rest of the sentences support the main idea.

**7** **THINK** **10.4.1** Find the main idea in each paragraph. Compare with your partner.

### Speaking

- 10.1.6** **10.3.7** Tell the class three things you've learnt about arachnophobia from the text.
- 10.1.6** **ICT** Collect more information about arachnids. Give the class a presentation.

### Writing

- THINK** **10.5.2** **10.5.3** How can the text help someone who suffers from this phobia? In a few minutes write a few sentences, then read them to the class.

## 5b

## Vocabulary

## Vocabulary from the text

- 1 Fill in: *scuttle, runs away, suffers, crawling, startle, fear, lessen, produce.*

- Some spiders ..... venom.
- Paul ..... from a terrible fear of heights.
- If you see a spider moving fast, don't let that ..... you.
- Look, there's a little spider ..... up the side of the sink.
- You should learn more about spiders; this will ..... your fear of these creatures.
- I just saw something ..... under the kitchen cupboard!
- Jackie always screams and ..... when she sees a spider.
- The more you learn about spiders, the more you'll realise there's nothing to .....

- 2 Choose the correct word.

- He was so scared, his hair **stood/kept/held** on end.
- She will avoid cockroaches and spiders at all **price/costs/charges**.
- Arachnophobia is the **panic/horror/fear** of spiders.
- There are some effective **healings/treatments/medicines** for arachnophobia.
- Each time he sees a spider, he runs away **shaking/moving/scuttling**.
- Sweat/Worry/Panic breaks out on her face and she starts screaming!

- 3 10.6.3 Real or True? Complete the phrases.

- too good to be .....
- ..... story; 3 ..... diamond; 4 the ..... thing.
- ..... feelings; 6 dream comes .....; 7 ..... reason;
- ..... to life; 9 ..... name;
- ..... problem

Topic vocabulary  
Fears & Phobias

- 4 10.5.2 Look at the mind map. Can you add one more?

**animals**

snakes  
dogs  
1) s.....

**natural environment**

heights  
storms  
2) d.....

**situational**

closed spaces  
tunnels  
3) f.....

**blood/injury**

germs  
blood  
4) n.....

- 5 10.3.7 Fill in the correct word: *face, beat, shakes, faints, control, froze, dry, avoids.*

- My heart starts to ..... very fast when I hear the sound of thunder and see flashes of lightning.
- It's very difficult to ..... your reactions when presented with your worst fear.
- When she sees a snake, she ..... like a leaf.
- On seeing the nurse approaching with the injection, she ..... with fear.
- His mouth was completely ..... as the plane prepared to take off.
- He ..... crowded places such as malls and cinemas.
- When she sees blood, she .....
- You should ..... your fear instead of avoiding it.

- 6 10.2.1 LISTENING Listen to four people talking about their fears. Match them to the fears. One is extra. Which words helped you decide?

People	Fears
1 Kate	a insects
2 Laura	b blood
3 Mark	c crowds
4 Bob	d heights
	e storms

## Feelings

- 7 **19.3.7** Choose the correct word. Check in the Word List at the back of the book.

• anxious • nervous • embarrassed • dizzy  
• scared

1 I thought I saw an old friend in the supermarket last week and I waved madly and shouted her name. Only when I got closer, I realised it wasn't her at all. My cheeks went bright red.

2 Yesterday morning, I got to the bus stop a few minutes later than usual and no one was waiting. I didn't know if I had missed my bus or not. I was worried that I would be late for work until the bus showed up.

3 Last weekend I watched a horror film with some friends, but I covered my eyes for most of it because I couldn't watch it. I didn't sleep well that night.

4 At the end of last term, I walked onto the stage in front of the whole school to give a speech. My palms were sweating and I felt like I had a tight knot in my stomach.

5 I went up to the top of Blackpool Tower when I was 15, but I couldn't enjoy the view at all. I felt like everything was spinning and I had to go back down and wait for my friends at the bottom.

- 8 **18.1.1** **10.3.7** **SPEAKING** When did you last feel anxious, nervous, embarrassed, dizzy, scared? Tell your partner.

I last felt anxious when I ...

## Idioms (fear)

- 9 a) **16.6.1** Fill in: stood, skin, stiff, butterflies, sheet. Which idiom can you see in the picture? Have you got similar idioms in your language?



- Mark went as white as a ..... when the wasp landed on his hand.
- I'm so nervous about the exam; I've got ..... in my stomach!
- Janet is scared ..... of spiders.
- Brian nearly jumped out of his ..... when he saw the mouse.
- Harry's hair ..... on end when he saw the bear standing in front of him.

- b) Make your own sentences using these idioms. Tell your partner.

## Prepositions

- 10 **10.6.14** Choose the correct preposition. Check in Appendix II.

- He's afraid **at/of** moths.
- Xenophobia is the word for the fear **of/for** strangers.
- An effective psychologist must be sensitive **to/in** the needs of the patient.
- It's natural to worry **about/at** dangers that are realistic, but a phobia goes far beyond this.
- Treatment of a phobia can often lead **to/** **about** a permanent cure.

## Word formation (forming negative adjectives)

- 11 Read the theory, then form negative adjectives from the words in brackets.

We use the prefixes **un-** (happy - unhappy), **in-** (correct - incorrect), **dis-** (honest - dishonest), **il-** (logical - illogical), **im-** (patient - impatient), **in-** (active - inactive) & **ir-** (responsible - irresponsible) to form negative adjectives.

- I found the people I spoke to at the phobia clinic rather ..... (FRIENDLY)
- It is ..... to collect moths in a national park without a permit. (LEGAL)
- Mike was rather ..... with the treatment. (SATISFIED)
- It's almost ..... to imagine how scared I used to be of germs! (POSSIBLE)
- Spiders are relatively ..... pets, compared to dogs and cats. (POPULAR)
- There's no point in continuing these sessions if you are going to be so ..... in your attendance. (REGULAR)
- Her therapy is .....; she still needs to have a light on in the bedroom all the time. (COMPLETE)

## Phrasal verbs: KEEP

- 12 **10.6.15** Fill in: on, away, out, up with. Check in Appendix I.

- Keep the dog ..... of the garden; he keeps digging up the flowers!
- Keep ..... from the tall grass; there might be venomous snakes there.
- Mrs Jones told the boys to be quiet, but Simon kept ..... talking.
- Alan couldn't keep ..... the others in the group.

# 5c Use of English

## Passive voice

### Stress: Causes-Symptoms-Advice

Stress is something that affects us all. It is the body's natural reaction to difficult or harmful situations and is **caused** by being exposed to danger or threats. During these moments chemicals **are being released** into your body that cause you to act in a way that helps prevent injury. This **has to be done** in order to trigger the "fight-or-flight" response. When you experience this, your heart rate **will be increased** and your blood pressure will rise. You're now ready to protect yourself. As well as these physical changes stress **can be felt** emotionally by upsetting things. The psychological impacts of stress **have been identified** as feeling

overwhelmed, frustrated, lonely, agitated and having low self-esteem. It can also **lead** to a loss of appetite and nervous behaviour.

Stress is a part of life and **was even felt by** people in prehistoric times! The **best** way to avoid stress is to share your problems. In fact, people **were being helped** in this way **by** their friends and family long before medicines **had been developed** by doctors!

➤ see pp. GR16-GR17



**1** Read the text about stress. What tense is each of the passive forms in bold?

**2** **10.6.9** Read the sentences below. How does a passive sentence differ from an active sentence?

### Changing from the active into the passive

ACTIVE	Subject The snake	Verb bit	Object Assef.
PASSIVE	Subject Assef	Verb was bitten	Agent by the snake

We use the passive when the action itself is more important than the person who does it.

➤ see p. GR17

**3** **10.6.7 10.6.8 10.6.9 10.6.10** Fill in: was, being, be (x2), are.

	Active	Passive
Present Simple	They hold seminars on beating your fears every year.	The seminars on beating your fears 1) ..... held every year.
Past Simple	The psychologist invented the new counselling technique.	The new counselling technique 2) ..... invented by the psychologist.
Present Continuous	My therapist is organising an event to discuss phobias.	An event to discuss phobias is 3) ..... organised by my therapist.
Future	The doctor will advise me on how to handle my stress tonight.	I will 4) ..... advised on how to handle my stress tonight.
Modals	You can overcome your phobias easily.	Your phobias can 5) ..... overcome easily.

➤ see p. GR16

**4** Use with or by to complete the following sentences.

### with/by

**with + instrument/material/ingredient** – The patient was cured **with** medication.

**by + agent** – Dana was helped **by** a specialist.

➤ see p. GR17

- The child's fear of the dark was overcome ..... a nightlight.
- The tarantula was caught ..... experts from the zoo.
- Usually, a shark cage is made ..... steel.
- The zookeepers' office is decorated ..... paintings of snakes.
- Exposure therapy was first used ..... Joseph Wolpe.
- The doctor's desk was crammed ..... books.
- Nurlan was frightened ..... the man in the mask.
- My stress was healed ..... a good night's rest.

- 5** 10.6.8 10.6.9 10.6.10 Rewrite the sentences in the passive, as in the example.

- Psychiatrists in South Africa used exposure therapy in the 1950s.  
*Exposure therapy was used by psychiatrists in South Africa in the 1950s.*
- My school is holding a seminar about stress and phobias.
- Guinara's friends offered help with her problems.
- The pharmacy was advertising new tablets for insomnia.
- Dr Williams diagnoses lots of cases of arachnophobia every year.
- Brave visitors can see venomous snakes in the zoo's poisonous creatures' enclosure.
- People will always remember frightening experiences from their childhood.
- Two to five percent of the world's population have experienced a fear of heights.

- 6** 10.6.8 10.6.9 10.6.10 Rewrite the headlines as complete sentences. Use the passive.

**1** SELF-HELP BOOKS TO BE SIGNED BY AUTHOR TOMORROW

**2** SHARK EXHIBITION CALLED OFF YESTERDAY DUE TO HEAVY SNOW

**3** RARE SPIDER THIEVES STILL NOT CAUGHT

**4** BOY STUNG BY GIANT WASP

**5** PHOBIA LECTURE REMOVED FROM PSYCHOLOGY CONFERENCE PROGRAMME YESTERDAY

- 1 Self-help books will be signed by the author tomorrow.

### Reflexive/Emphatic pronouns

Are you talking to yourself?

Why are you groaning then?

Because I don't like this joke.

No, I'm telling myself jokes to pass the time.

<i>myself</i>	<i>yourself</i>	<i>himself</i>	<i>herself</i>	<i>itself</i>
<i>ourselves</i>	<i>yourselves</i>	<i>themselves</i>		

We use reflexive/emphatic pronouns:

- to talk about actions where the subject and the object are the same. *I burnt myself (reflexive)*
- with verbs such as **behave, burn, cut**, etc, when the subject and the object of the verb are the same. *He cut himself on the page of a book.*
- to emphasise the nouns/pronouns of a sentence. *They wrote the play themselves.* (on their own – emphatic)

→ see p. GR17

- 7** 10.6.8 Read the joke and the theory. What are the pronouns in the joke: reflexive? emphatic? Give reasons.

- 8** 10.6.8 Fill in the correct reflexive/emphatic pronouns.

- A: This photograph of a grizzly bear is lovely.  
B: Thank you. I took it .....
- A: Did you catch the spider .....
- B: No, Sanzhar did it by .....
- A: What happened to your hand, Akbota?  
B: I burnt ..... while cooking dinner.
- A: Did you and your brother enjoy ..... on the glass bridge, Sultan?  
B: Yes, it was a bit scary but very exciting!
- A: Alua finally flew in a plane after all these years!  
B: She must be very pleased with ..... now that she conquered her fear of flying!
- A: I heard you're setting up a group for people with depression.  
B: Yes, it's helpful for them to talk about ..... and their problems.

- 9** 10.1.10 10.6.8 10.6.9 10.6.10 ICT Find some more ways to fight stress or overcome your fears. Use the passive. Tell your partner.

# 5d Skills

## Reading

- 1** **10.1.9** **10.1.10** Read the definition of agoraphobia. How do you think people who suffer from agoraphobia feel? How does it affect their lives? What can't they do?

**Agoraphobia:** the fear of open spaces and public places

- 2** **10.1.9** Look at these words. How do they relate to agoraphobia?

**10.2.1** Listen and read to find out.

• panic • safety • fear

- 3** **10.4.2** Read the text and for questions 1-5 choose the correct answer A, B, C or D.

**1** Why did Amy become agoraphobic?

- A** She thought it would stop her panic attacks.  
**B** She believed nothing bad would happen to her at home.  
**C** She didn't want to see other people.  
**D** She was too ill to leave her house.

**2** According to Amy, why did her friends stop calling her?

- A** because she kept telling them lies  
**B** because they thought she was boring  
**C** because she didn't explain why she stopped hanging out with them  
**D** because she was too miserable

**3** Why did Amy decide to go outside?

- A** She needed a magazine.  
**B** She missed her friend Tracey.  
**C** She wanted to scare herself.  
**D** She wanted to get better.

**4** What do we learn about agoraphobia from the text?

- A** it can be linked to panic attacks  
**B** it mainly affects women  
**C** it is very common  
**D** people who suffer from it always get better

**5** What is the writer's purpose?

- A** to give advice about how to overcome agoraphobia  
**B** to narrate a personal experience  
**C** to inform people about the causes of panic attacks  
**D** to encourage other agoraphobics to share their stories

## ▶ Video



**H**ello! My name is Angela and I'm 24 years old. I enjoy hanging out with my friends, watching Netflix and eating pizza. I'm studying Graphic Design at university. I also suffer from agoraphobia.

It all started two years ago when I was on the bus. It was during the rush hour and the bus was packed. Suddenly, I started feeling queasy. My palms were sweating, my heart was racing and I was finding it difficult to breathe. I felt so frightened, I didn't know what the time, but I was having a panic attack.

Over the next few weeks, I had more. I worried about when the next one would start, and so I began making excuses about why I couldn't go out. I stayed at home because I felt safe there, and it wasn't long before I was too afraid to go outside at all.

I stopped attending classes at university, and I didn't take my exams, so I failed the year. I stopped going out with my friends, but I didn't tell them why, so they thought I didn't like them anymore and they stopped calling me. I was at home all day, alone and miserable.

I lived in this way for more than three months. Most days I stayed in my pyjamas, and some days I didn't even get out of bed. Then one day, I saw a documentary on TV about a woman who had overcome her agoraphobia. She didn't wait for her fear to go away before she went outside: she faced it.

I decided it was time to face my own fear. I called my friend Tracey, and I told her the whole story. To my surprise, she didn't judge me. She came straight over to my house and, together, we walked to the shop on the corner of my street to buy a magazine. It was terrifying! The outside world felt so big, so bright, so loud. My heart started beating faster. "I can't do this," I told Tracey. She looked me in the eyes. "Yes, you can," she reassured me.

That was what I needed: someone who believed in me. I made it to the shop and back, and the next day Tracey came with me to the doctor's.

I still suffer from agoraphobia, and I still get panic attacks occasionally, but I'm getting better every day. I see a therapist every two weeks, but the most helpful people are my friends – they are always there to support me in everything I do. Thank you, guys!

## Check these words

- make excuses • attend • miserable • overcome  
 • face your fear • judge • reassure sb • therapist

- 4 a) Fill in: *sweat, difficult, panic, races, face.*

1 ..... attack  
 2 heart .....  
 3 palms .....  
 4 ..... my fear  
 5 ..... to breathe

- b) 10.3.7 Use the phrases from Ex. 4a in sentences of your own.

- 5 10.3.7 Make notes about Amy's problem under the headings: *Where it started - How it started - What she stopped doing - How she faced her fear.* Use your notes to prepare a summary of Amy's story.

### Listening

- 6 10.2.2 10.2.4 You will hear a radio interview about a phobia. Listen and decide if each sentence is T (true) or F (false).

- 1 According to Abby most people get social anxiety sometimes. ....  
 2 People with social phobia don't want to draw attention. ....  
 3 Abby avoided social situations throughout her university days. ....  
 4 Abby overcame her phobia while at university. ....

- 7 10.1.30 What did you learn about social anxiety? How can someone beat this phobia? Tell your partner.

### Speaking

- 8 10.2.5 Complete the dialogue. Listen, read and check.

Bob: What's up, Tom? You look miserable.  
 Tom: I have to go for a filling later today, but I've got a phobia 1) ..... dentists.  
 Bob: Oh no, I'm sorry to 2) ..... that. You must be really nervous.  
 Tom: I am. I feel terrified just thinking 3) ..... sitting in the waiting room. My heart starts beating fast, my hands sweat 4) ..... I can't breathe.  
 Bob: That's awful. Why don't you try deep breathing exercises? That might 5) ..... you to relax.  
 Tom: I've tried that before. It didn't really help.  
 Bob: What about hypnotherapy? My brother had a phobia of dogs and this worked well 6) ..... him.  
 Tom: That's not a bad idea. But I won't have time before this afternoon.  
 Bob: That's true. Well, I've heard that squeezing a small rubber ball in 7) ..... hand is very good for relieving stress. You could take one to the dentist's and try that.  
 Tom: Great suggestion. I'll 8) ..... it a try.  
 Bob: Call me later and tell me how it went.

Expressing concern	Showing sympathy
<ul style="list-style-type: none"> <li>• What's up? • What's wrong? • You don't look very happy. Are you OK?</li> <li>• Is something the matter?</li> </ul>	<ul style="list-style-type: none"> <li>• That's awful/terrible etc. • That must be (really) difficult/ horrible etc.</li> <li>• That can't be easy. • Oh no, I'm sorry to hear that. • You must be ...</li> </ul>
Giving advice	Responding
<ul style="list-style-type: none"> <li>• Why don't you ...?</li> <li>• What about ...?</li> <li>• I can recommend ...</li> <li>• (Perhaps/Maybe/I think) you could/ should (try) ...</li> </ul>	<ul style="list-style-type: none"> <li>• That's not a bad idea.</li> <li>• I've tried that before. It didn't really help.</li> <li>• Great suggestion. I'll give it a try.</li> <li>• Good/Great idea!</li> </ul>

- 9 10.3.5 Work in pairs. Imagine you have to give a presentation tomorrow in class and you're terrified. Use the phrases in the language box and the suggestions below to act out a dialogue similar to the one in Ex. 8.

- imagine yourself giving a great speech • take deep breaths
- don't worry about getting it perfect – just relax and be yourself • go over your notes, then get an early night

### Writing

- 10 10.5.1 10.5.6 10.5.7 Think of a scary experience you've had: when/where it took place, who else was with you, what exactly happened, how you felt. Write a diary entry about your experience.

# 5e Writing An email of advice

## Rubric analysis

- 1** Read the rubric below and underline the key words, then answer the questions.

This is an extract from an email you received from your English-speaking friend Jake:

I'm so afraid of dogs! I can't go to friends' homes that have dogs, and I feel terrified every time I see one in the street. What can I do?

Write Jake an email giving him advice about what to do (120-180 words).

- What do you have to write and who to?
- What style will you write in? Why?
- Which of the following greetings/endings could you use?
  - Dear Jake, / Yours sincerely, Dan
  - Hi Jake, / Best wishes, Dan
  - Jake, / Regards, Dan
- Which of the following pieces of advice could you give to Jake? Can you think of any more advice?
  - watching dogs from a distance
  - take a friend's dog for a walk
  - stay away from dogs
  - talk to a professional

## Model analysis

- 2** 10.5.7 Read the model and match the descriptions (A-C) with the paragraphs (1-3).

- A**  advice with possible results  
**B**  expression of hope that things will get better  
**C**  expression of sympathy and reason for writing

- 3** 10.4.2 What is Dan's advice? What possible results does he mention for each piece of advice?

- 4** a) 10.3.1 Which of the phrases/sentences in bold in the email: expresses a result? gives advice?  
 b) 10.3.1 Replace each with an alternative from the Useful Language box.

## Opening/Closing remarks

- 5** 10.3.1 Find and replace the opening and closing remarks in Dan's email with other appropriate ones from the Useful Language box.



From: Dan  
 To: Jake  
 Subject: RE: Please help!



Hi Jake,

▶ It must be awful to be afraid of dogs, but I think I can help you get over it. Just remember that it's a very common phobia, so you're not alone!

▶ The best thing to do is to try to conquer your fear by going to sit in a park, for instance, and watching dogs with their owners from a distance. This way you will gradually get used to dogs. If I were you, I'd find somebody you know with a very friendly dog and ask them if you can take it for a walk. Then, once you are holding the dog's leash and are leading the way, you'll gain confidence and see that there's nothing to fear. If this doesn't work, you could go and talk to a counsellor. A professional will know exactly how to help you.

▶ I really hope these ideas are useful. Let me know how you get on.

Best wishes,  
 Dan

## Giving advice

- 6** a) 10.5.5 Match the problems (1-4) to the advice (a-d).

- 1**  I'm so afraid of spiders. I can't stay in a room if I know one is there.  
**2**  I have a difficult exam next week. I'm afraid I'll fail.  
**3**  I'm terrified of travelling by plane. I can't go on holiday with my friends.  
**4**  I have to give a presentation in class soon. I'm worried I'll make a fool of myself.

- a** Do some Internet research about flying. You will discover how safe it is.  
**b** Try meditating or doing yoga. This will help you to study and relax.  
**c** Speak to a psychologist. They will help you get over your fear of these creatures.  
**d** Try to breathe deeply and look your audience in the eye. Their approving nods will give you the encouragement you need from them.

- b) 10.5.5 Make sentences using language from the Useful Language box, as in the example.

Why don't you do some Internet research about flying? If you do this, you will see how safe flying is.



## Error correction

- 7 **10.5.3** Read the extracts. Find four grammar mistakes and five spelling mistakes.

- 1 I'm sorry to hear your problem. I think I can give you an advice and things will to get better soon.
- 2 If I am you, I'd buy my litle brother a bug for a pet. This way, he can see they are harmies. It would also be a good idea to buying him a book about bugs. Then he could sea how usefull they are.

## Writing

- 8 **10.5.1** Read the rubric, underline the key words and answer the questions in pairs.

This is part of an email your English-speaking friend, Angie, has written to you:

I'm going to my cousin's barbecue next week, but I don't know any of his friends. I get very nervous and afraid when I have to meet new people. Please help!

Write an **email** to Angie giving her some advice (120–180 words).

- 1 What do you have to write? Who to?
- 2 What is your reason for writing?
- 3 How many words should you write?
- 4 How many paragraphs will you write and what will you include in each?
- 5 What opening and closing remarks could you include?

- 9 a) **10.5.5** Match the advice in column A to the results in column B.

A	B
1 Imagine yourself at the barbecue feeling relaxed and confident.	a You won't have to face your fear alone.
2 Ask a friend to go with you.	b You'll enjoy the barbecue as you're already expecting to.
3 Focus on other people instead of your feelings.	c You will hopefully forget your anxiety and start enjoying yourself.

- b) **10.5.9** Use expressions from the Useful Language box to make sentences, as in the example.

*If I were you, I'd imagine myself at the barbecue ... This way, you'll enjoy ...*

- 10 **10.5.1** **10.5.6** **10.5.3** **10.5.7** Use your answers in Ex. 9 to write your email. Follow the plan and use phrases from the Useful Language box.

## Useful Language

## Expressing sympathy/opening remarks

- I'm so sorry to hear that ... but I think I can help.
- It must be awful to ... I'm only too glad to help.

## Giving advice

- Why don't you ... ? • If I were you, I'd ...
- You should ...
- It would be a good idea to ...
- One/Another/The best thing you can do is ...

## Expressing results

- By doing this, ... • If you do this, ...
- Then, ... • This way, ...
- If you follow this advice, ...

## Closing remarks

- I hope I've helped./I hope I've been of some help.
- Let me know what happens.
- Write and tell me how you get on.

## Plan

10.5.7

Hi Angie,

## Introduction

(Para 1) express sympathy; state reason for writing

## Main Body

(Para 2) give your advice and the possible results

## Conclusion

(Para 3) express hope that things will get better; closing comments  
Best wishes, (your first name)



## Checklist

10.5.1 10.5.4  
10.5.6 10.5.9

When you finish your piece of writing, check for the following:

- appropriate style
- correct grammar, spelling & punctuation
- appropriate greeting/ending & opening/closing comments
- well-structured paragraphs
- correct number of words

## CLIL 5

## PSHE

## Dealing with

## ANXIETY



- 1 **10.1.9** Look at the picture. How do you think the person feels? Why? How can they deal with it?  
 Listen and read to find out.

- 2 **10.4.1** **10.4.2** Read again and match the paragraphs to the headings.

- A Start Laughing.  
 B Stop Thinking.  
 C Get Moving.  
 D Start Eating Better.

- 3 **10.3.5** **10.3.7** In pairs discuss what you can do to reduce anxiety. Use your answers to write a few sentences. Read them to the class.

- 4 **10.5.1** Use the information in the text to write your English friend an email giving him/her advice how to deal with anxiety.

## Check these words

- deal with • anxiety • worry
- nervousness • unease • tip • cope
- with • distract • puzzle • troubles
- light • lift • mood • longer-lasting
- chemical • brain • serotonin
- dopamine • pumping • energised
- caffeine • processed • affect
- whole grains • relieve • fight
- virus • heal • wound • lose its hold

Anxiety is a feeling of worry, nervousness and unease. It can make you feel very unhappy and stop you from enjoying your life. People have a lot of things in their lives that can make them feel anxious. Here are some helpful tips to help you cope with anxiety and feel better.

1

The best way to stop worrying about something is to distract yourself by doing something else, so you don't have time to think about your worries for a while. You could do a puzzle, watch a film, or just hang out with your friends so that you can forget your troubles for a short while.

2

Even light exercise can lift your mood, but the harder you work the better and longer-lasting the effect will be. Exercise increases the production of 'feel-good' chemicals in the brain like serotonin and dopamine, and getting the heart pumping can make you feel energised.

3

Caffeine, processed flour and sweets can affect your mood in a negative way – so avoid them. Instead, eat foods that can improve your mood, such as nuts, broccoli, yogurt, oranges, whole grains and berries.

4

Laughter not only relieves anxiety, it also reduces pain, fights viruses and heals wounds. If you can find something that makes you laugh out loud, then anxiety will lose its hold over you.



## Culture Spot



- 1 **10.1.9** What do you think the title means?  
 Listen and read to find out.

- 2 **10.5.1** Is there a typical character trait of people in your country? Write a few sentences. Think about: appearance – clothes – behaviour. Tell the class. Compare and contrast people's traits in your country to an English person's.

## Keep a Stiff Upper Lip!

A typical character trait of the English is the way they do not show they are upset in bad situations. Add to this a cool disregard for danger and you have what is known as 'the stiff upper lip' of the English. The typical Englishman copes well with difficult, stressful and dangerous situations, and no matter what the problem is, he always stays calm. The expression dates back to the 1800s when most men of the time had a moustache, and so if the top lip was trembling with fear, it would have been quite noticeable. The expression is still used today along with 'keep your chin up'. This has a similar meaning as a chin held high shows confidence and happiness.



## Cage Diving with

## Sharks



5

Progress  
Check

I stared into the cloudy water from the side of the boat. I couldn't see anything, but I knew there were great white sharks somewhere down there. I also knew that in a few minutes, our guide would pour shark bait – a mixture of liver and tuna – into the water. Sharks can pick up the scent of blood and meat from a mile away. In the meantime, my friends and I climbed into a steel cage, got into the water and waited for the sharks to come and feed. I just hoped we wouldn't be on the menu!

We were in Mexico, and my friends had convinced me that seeing these endangered creatures would be the experience of a lifetime. I realised I was shaking just before the dive, but the guide tried to calm me down by promising that there was no way the sharks could reach us through the bars.

As the cage began its slow journey

down, I couldn't see clearly through the water, but after a few minutes I made out the shape of a great white shark moving slowly towards us. This species can be very aggressive, but instead of fear, I felt the thrill of seeing this marvellous creature face to face. Suddenly, it glided by, right next to the cage, and I glimpsed rows of razor-sharp teeth in its blood-red mouth. Our guide said that human beings aren't usually part of a shark's diet, but I kept away from the bars just in case!

The Great White soon vanished and there were no more sharks that day, but I was glad I went cage diving – it was an experience like no other. I've been told that cage diving could lead to more shark attacks because they associate humans with feeding time. It would be a great shame if our own curiosity was the reason more of us end up as the main course on a starving Great White's menu!



## Reading

1 10.4.1 10.4.2 10.4.3 10.4.4 Read the text and for questions 1–5 decide which answer (A, B, C or D) is correct.

- Which of the following does the writer say in the first paragraph?
  - Sharks mostly ignore human beings.
  - Sharks prefer shark bait to fish.
  - Shark bait is sent down in a steel cage.
  - Sharks have a very good sense of smell.
- How did the writer feel before the experience?
  - lucky
  - confused
  - excited
  - afraid
- How did the writer react when he saw the shark?
  - He was more excited than he expected.
  - The sight of it made him feel calm.
  - He moved closer for a better look.
  - His fear rose again.
- Cage diving could...
  - put humans in danger.
  - encourage sharks to hunt less.
  - make sharks less aggressive.
  - make sharks friendlier towards humans.
- What is the writer doing in the text?
  - explaining why he wants to be a diver
  - describing an unusual experience
  - warning readers about an adventure sport
  - giving information about an endangered species

(5x3=15)

2 10.4.5 Answer the questions in your own words.

- What attracts the sharks?
- How did the writer's feelings change throughout his experience? (2x3=6)

## Speaking

3 10.3.1 10.3.4 Choose the correct responses.

- Is something the matter, Aldiyar?
  - I have to give a presentation and I'm terrified.
    - My heart starts beating and my hands sweat.
- What about trying breathing exercises?
  - That's not a bad idea.
    - I'm sorry to hear that.
- I've got a phobia of crowds.
  - I hope I've helped.
    - That must be horrible.
- Why don't you squeeze a rubber ball?
  - I think you're right.
    - I've tried that before and it didn't really help.

(4x3=12)

# Progress Check 5

## Vocabulary

- 4 **10.3.4** Fill in: beating, shake, sheet, stood, sweating.
- All's hair ..... on end when he saw the mouse.
  - As he got nearer the dentist's, Maxim started to ..... like a leaf.
  - Aylin went as white as a(n) ..... when she heard the strange noise.
  - Erasyl was ..... as if he had run a marathon!
  - His heart started ..... fast when he saw the plane.  
(5x2=10)

## Grammar

- 5 **10.6.7 10.6.8 10.6.9** Put the verbs in brackets into the correct passive form.
- Agoraphobia ..... (link) to panic attacks.
  - Relaxation techniques ..... (can/use) to deal with specific phobias.
  - Your phobia of germs ..... (monitor) by another therapist next week.
  - This book about phobias ..... (write) by Dr Beck.
  - Fear of heights ..... (know) as acrophobia.  
(5x2=10)

- 6 **10.6.6 10.6.7 10.6.8 10.6.9** Complete the second sentence so that it means the same as the first. Use no more than three words.

- They asked the visitors to stay calm.  
Visitors ..... to stay calm.
  - Therapists sometimes use this approach to deal with phobias.  
This approach ..... by therapists to deal with phobias.
  - Your doctor will ask you several questions about your phobia.  
You ..... several questions about your phobia by your doctor.
  - She is too scared to go out on her own.  
She is too scared to go out .....
  - I couldn't deal with my fears alone.  
I couldn't deal with my fears .....
- (5x2=10)

## Listening

- 7 **10.2.2 10.2.6** Listen to someone talking about how to overcome a fear of flying and mark the sentences 1-6 as T (true), F (false) or DS (doesn't say).
- Fear of flying is the most common phobia in the world. ....
  - You can't overcome a fear unless you face it. ....
  - It is safer to fly than to drive. ....
  - It is reasonable to be afraid of flying. ....
  - People are afraid of things they don't understand. ....
  - Meditation doesn't help to reduce fear. ....  
(6x2=12)

## Writing

- 8 **10.5.1 10.5.2 10.5.3 10.5.4 10.5.6 10.5.7**  
This is part of an email you received from your English friend, Jane. Write her an email giving your advice (120-180 words).

From: Jane

Thanks for the invitation. I'd really love to visit you in your country, but I have a problem - I'm terrified of flying! Have you got any advice about how to overcome my fear?

(20 marks)

(Total=100)

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Lexical Competence

- talk about the fears and phobias
- talk about feelings
- talk about uncomfortable situations

#### Reading Competence

- match headings to paragraphs
- answer questions
- answer multiple choice questions

#### Listening Competence

- understand specific information & details (multiple choice)

#### Speaking Competence

- express concern/show sympathy/give advice

#### Writing Competence

- write a summary
- write a diary entry
- write an email of advice

## Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wəz/	been /bi:n/	leave /li:v/	left /left/	left /left/
bear /beə/	bore /bɔ:/	borne /bɔ:n/	lend /lend/	lent /lent/	lent /lent/
beat /bi:t/	beat /bi:t/	beaten /bi:tən/	let /let/	let /let/	let /let/
become /bi:kəm/	became /bi:kəm/	become /bi:kəm/	lie /li:/	lay /leɪ/	lain /leɪn/
begin /bi:ɡɪn/	began /bi:ɡən/	begun /bi:ɡən/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bitten /bɪtən/	bitten /bɪtən/	lose /ləʊz/	lost /lɒst/	lost /lɒst/
blow /bləʊ/	blew /blew/	blown /bləʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /brəʊkn/	mean /mi:n/	meant /meɪnt/	meant /meɪnt/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burn /bɜ:n/	burnt (burned) /bɜ:n (brɔ:nd)/	burnt (burned) /bɜ:n (brɔ:nd)/	put /pʊt/	put /pʊt/	put /pʊt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	ride /raɪd/	rode /rəʊd/	ridden /rɪdn/
can /kæn/	could /kʊd/	(been able to /beɪn ə'bleɪt əz/)	ring /rɪŋ/	rang /rɪŋ/	rung /rʌŋ/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	rise /raɪz/	rose /rəʊz/	risen /rɪzn/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzn/	run /rʌn/	ran /rʌn/	run /rʌn/
come /kʌm/	came /kæm/	come /kʌm/	say /seɪ/	said /seɪd/	said /seɪd/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔ:/	seen /si:n/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /sɒld/	sold /sɒld/
deal /di:l/	dealt /deɪlt/	dealt /deɪlt/	send /send/	sent /sent/	sent /sent/
dig /dɪɡ/	dug /dʌɡ/	dug /dʌɡ/	set /set/	set /set/	set /set/
do /dəʊ/	did /dɪd/	done /dʌn/	sew /sew/	sewed /səʊd/	sewn /səʊn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /dri:m (dri:md)/	dreamt (dreamed) /dri:m (dri:md)/	shoot /ʃu:t/	shone /ʃəʊn/	shone /ʃəʊn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
drive /draɪv/	drove /drəʊv/	driven /draɪvn/	shut /ʃʊt/	shut /ʃʊt/	shut /ʃʊt/
eat /i:t/	ate /eɪt/	eaten /i:tən/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
fall /fɔ:l/	fell /fel/	fallen /fɔ:lən/	sit /sɪt/	sat /sæt/	sat /sæt/
feed /fi:d/	fed /fed/	fed /fed/	sleep /sli:p/	sleep /slept/	sleep /slept/
feel /fi:l/	felt /felt/	felt /felt/	smell /smel/	smelt (smelled) /smelt (smelled)/	smelt (smelled) /smelt (smelled)/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	speak /spi:k/	spoke /spəʊk/	spoken /spəʊkn/
find /faɪnd/	found /faʊnd/	found /faʊnd/	spell /spel/	spelt (spelled) /spelt (spelled)/	spelt (spelled) /spelt (spelled)/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	spend /spend/	spent /spent/	spent /spent/
forbid /fə'brɪd/	forbade /fə'brəʊd/	forbidden /fə'brɪdn/	stand /stænd/	stood /stʊd/	stood /stʊd/
forget /fə'ɡet/	forgot /fə'ɡɒt/	forgotten /fə'ɡɒtn/	steal /sti:l/	stole /stəʊl/	stolen /stəʊln/
forgive /fə'ɡɪv/	forgave /fə'ɡəʊv/	forgiven /fə'ɡɪvn/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
freeze /fri:z/	froze /frəʊz/	frozen /frəʊzn/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
get /ɡet/	got /ɡɒt/	got /ɡɒt/	sweat /swet/	sweat /swet/	sworn /swɔ:n/
give /ɡɪv/	gave /ɡeɪv/	given /ɡɪvn/	sweep /swi:p/	swept /swept/	swept /swept/
go /ɡəʊ/	went /went/	gone /ɡɒn/	swim /swɪm/	swam /swəm/	swam /swəm/
grow /ɡrəʊ/	grew /ɡrəʊ/	grown /ɡrəʊn/	take /teɪk/	took /tʊk/	taken /teɪkən/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
have /hæv/	had /hæd/	had /hæd/	tear /tiə/	tore /tɔ:/	torn /tɔ:n/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	tell /tel/	told /tɔld/	told /tɔld/
hide /haɪd/	hid /hɪd/	hidden /hɪdn/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hit /hɪt/	hit /hɪt/	hit /hɪt/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
hold /həʊld/	held /held/	held /held/	understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	wake /weɪk/	woke /weɪk/	woken /weɪkən/
keep /ki:p/	kept /kept/	kept /kept/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
know /nəʊ/	knew /nju:/	known /nəʊn/	win /wɪn/	won /wɒn/	won /wɒn/
lay /leɪ/	laid /leɪd/	laid /leɪd/	write /raɪt/	wrote /rəʊt/	written /rɪtn/
lead /li:d/	led /led/	led /led/			
learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/			

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