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English

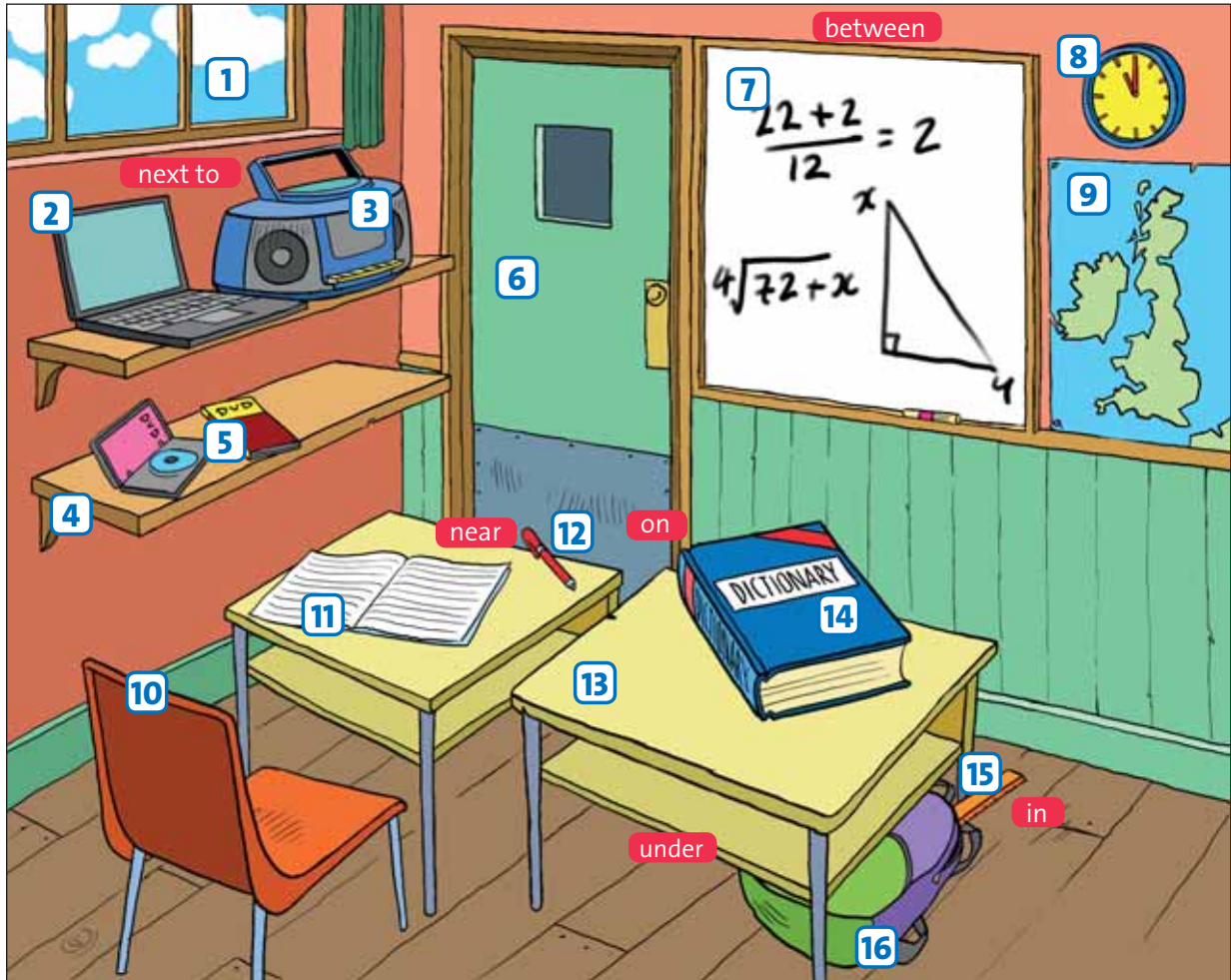
Plus



Grade 6 Student's Book

UNIT	VOCABULARY	LANGUAGE FOCUS		
Welcome	p4 A classroom <i>board, dictionary, shelf, laptop, etc.</i>	p5 Possessive 's and subject and object pronouns; Subject pronouns and possessive adjectives; Object pronouns		
UNIT	VOCABULARY	READING	LANGUAGE FOCUS	VOCABULARY AND LISTENING
1 Our class	p8–9 Free time <i>martial arts, computer games, watching TV, meeting friends, etc.</i> Key phrases: How to talk about interests	p10 What are you into? Build your vocabulary: Verbs expressing preference	p11 <i>have got</i> Prepositions: <i>about, of, by</i>	p12 Hobbies and interests <i>actor, guitar, laptop, group, etc.</i> Study strategy: Using a mind map
Review: Unit 1 p18				
2 Helping and heroes	p20–21 Countries, nationalities and languages <i>British, Polish, Kazakh, etc.</i> Key phrases: Guessing answers	p22 A description of a cosmopolitan city Build your vocabulary: Irregular plurals	p23 Present simple: affirmative and negative	p24 Daily lives Adverbs of frequency <i>never, sometimes, often, usually, always</i> Study strategy: Predicting Language point: Adverbs of frequency
Review: Unit 2 p30 Skills round-up p31				
3 Our countryside	p32–33 Animals <i>snake, frog, elephant, bear, etc.</i> Key phrases: Speculating about things you see and hear	p34 The red list Build your vocabulary: Recognizing verbs	p35 Present continuous: affirmative and negative	p36 Verbs: animal behaviour <i>feed, eat, dig, build, etc.</i>
Review: Unit 3 p42 Skills round-up p43				
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5 Our health	p56–57 Why school is good for your health <i>maths, science, basketball, music, etc.</i> Key phrases: Time expressions	p58 School life Build your vocabulary: Collocations	p59 <i>can</i> for ability and permission Key phrases: Requesting, giving and refusing permission	p60 Food and drink <i>salad, chips, soup, sweets, etc.</i> Study strategy: Extending vocabulary
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Review: Unit 6 p78 Skills round-up p79				
7 Reading for pleasure	p80–81 Talking about books Language point: <i>in, on</i>	P82 Young writers Build your vocabulary: Definitions	p83 Present perfect: affirmative and negative Study strategy: Using the Workbook to learn past participles	p84 Books and writers <i>fascinating, dull, appealing, exciting, etc.</i>
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8 Our neighbourhood	p92–93 Places in a town <i>park, shopping centre, community centre</i> Language point: <i>there is, there are + a, an, some and any</i>	p94 A description of a modern city Build your vocabulary: Adjectives	p95 <i>Is there ...? Are there ...?</i>	p96 Describing places <i>quiet, unfriendly, pretty, etc.</i> Study strategy: Nouns from adjectives
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9 Transport	p104–105 Jobs and travel <i>pilot, train driver, captain, etc.</i> Key phrases: Talking about jobs	p106 The history of the steam engine Build your vocabulary: Meaning of words	p107 <i>was, were, there was, there were</i>	p108 Strange Town USA Study strategy: Multiple-choice listening
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p6 Basic adjectives; days of the week and months <i>Monday, Tuesday, Wednesday, January, February, March, etc.</i>		p7 <i>be</i> : affirmative, negative and questions Key phrases: Adding emphasis	
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p13 Interrogative pronouns	p14 Meeting people Key phrases: Greeting and introducing people Language point: <i>this, that, these, those</i>	p15 An email Key phrases: Emails Language point: <i>and, or, but</i>	p16 My country: Daily routines p17 CLIL: Visual arts: Colour p116 Vocabulary puzzles: Free time
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p109 Past simple of regular verbs Past time expressions	p110 Making and responding to suggestions Key phrases: Making and responding to suggestions	p111 An article about a town Key phrases: City history Language point: Time expressions	p112 My country: Public transport p113 CLIL: History: Famous explorers p119 Vocabulary puzzles: Jobs



- 1 1.02 Write the name of objects 1–16 in the picture. Then listen and check.

1 window

board dictionary shelf laptop clock
poster door window DVD CD player
notebook desk bag pen chair ruler

- 2 Look at the picture again and read the sentences. Write *true* or *false*.

The poster is near the door. *false*

- 1 The DVD is on the shelf.
- 2 The laptop is next to the DVD.
- 3 The shelf is near the poster.
- 4 The poster is under the clock.
- 5 The notebook is in the bag.
- 6 The door is between the clock and the board.

- 3 Write sentences about the picture with the words in the box.

next to on on in under
between near

poster / board

The poster is next to the board.

- | | |
|---------------------|-------------------------|
| 1 pen / desk | 5 board / clock and the |
| 2 ruler / bag | door |
| 3 CD player / shelf | 6 bag / desk |
| 4 pen / notebook | |

- 4 **ACTIVATE** Work in pairs. Say true or false sentences about your classroom. Use the words in the box in exercise 3. Correct your partner's false sentences.

The window is next to the door.

True.

The desk is near the board.

False. The desk is near the windows.

Possessive adjectives

I can talk about people and their possessions.



Possessive 's and subject and object pronouns

1 Translate the phrases. Where's the apostrophe (') in each phrase? Why?



- 1 David's workbook
- 2 the teacher's DVDs
- 3 the boys' bags

2 Write phrases for 1–6. Add an apostrophe (') or 's.

Laura / desk the students / chairs
Laura's desk the students' chairs

- 1 David / laptop
- 2 the teacher / CD player
- 3 the girl / DVDs
- 4 Larissa / dictionary
- 5 Liam / notebook
- 6 the students / pens

More practice ⇌ Workbook page 5

Subject pronouns and possessive adjectives

3 Complete the table with the words in the box.

his their my your our

Singular		Plural	
Subject pronoun	Possessive adjective	Subject pronoun	Possessive adjective
I	my	we	1 ___
you	2 ___	you	your
he she it	3 ___ her its	they	4 ___

4 Choose the correct words.

I / **My** friend Veronika is from Russia. ¹ She / Her surname is Anosov. ² She's / Her twelve years old. ³ We're / Our in class 1B. ⁴ We / Our teacher is Denis Bodrov. ⁵ His / He's from Shymkent. ⁶ His / He English is good. Daniel and Maria are students in ⁷ my / you class. ⁸ They're / Their thirteen years old.

More practice ⇌ Workbook page 5

Object pronouns

5 Match the object pronouns in the box with the subject pronouns.

it ~~me~~ them us you him her you

I – ~~me~~ you – ¹ ___ it – ² ___ he – ³ ___
 she – ⁴ ___ we – ⁵ ___ you – ⁶ ___ they – ⁷ ___

6 Choose the correct words.

- 1 That's my desk. Your pen is on **you** / it.
- 2 Joe and I are here. Tom isn't with **us** / them.
- 3 Ruslan is with Irina. Anna is with **her** / us too.
- 4 That's Peter. The teacher is with **them** / him.
- 5 I am here. Amy is with **them** / me.
- 6 The students are in class. I am not with **you** / them.
- 7 You and Talgat are in class 1B. Joe is with **you** / him.

More practice ⇌ Workbook page 5

Checking meaning and spelling

7 1.03 Read and listen. Then practise the dialogue.

Adam **How do you say 'fenêtre' in English?**
 Anna I think it's 'window'.
 Adam **Sorry, can you say that again?**
 Anna Yes, it's 'window'.
 Adam **How do you spell that?**
 Anna W-I-N-D-O-W.
 Adam Thanks. And **what's this in English?**
 Anna **It's a** dictionary. Where's your dictionary?
 Adam **It's** in my bag.

8 **ACTIVATE** Study the key phrases in blue in exercise 7. Then ask and answer questions using the objects in the picture on page 4 or your own ideas.

VOCABULARY ■ Basic adjectives

I can describe people, places and things.

English Plus Quiz



Unit 1

This is Veronika's favourite team. Are they good?

1 Astana FC



Unit 4

He's a popular hero in video games.

4 M___

Unit 7

He wrote a book about a horse.

7 M___ M___

Unit 2

This is a very large city. People from many countries live here.

2 A___



Unit 5

This game is good for your brain.

5 C___

Unit 3

This is an interesting animal. It's an orca or a ...

3 k___ w___



Unit 6

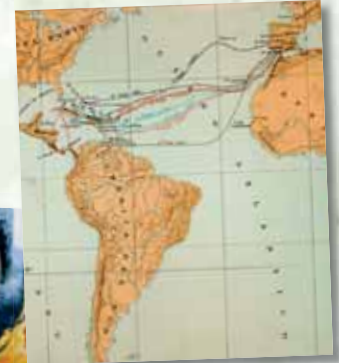
He's an explorer. His job is difficult, but interesting.

6 K___ F___

Unit 8

It's a big building in Dubai.

8 B___ K___



Unit 9

He sailed across the Atlantic in 1492.

9 C___ C___

1 1.04 Match adjectives 1–7 with their opposites in the box. Then listen and check.

difficult unpopular horrible small
bad boring expensive

- 1 good bad 5 big
- 2 popular 6 cheap
- 3 interesting 7 nice
- 4 easy

2 Do the *English Plus* quiz with a partner. Find the answers in the units of this book.

3 Write eight sentences. Use your ideas and the words in the table.

1 *Top Gear* is a popular TV programme.

TV programme	place	person	game or DVD
popular ✓	big	interesting	expensive
boring	horrible	nice	difficult
good	small	popular	interesting

Days of the week and months

4 1.05 Put the days of the week in the correct order. Listen and check.

Friday Monday Tuesday Saturday
Wednesday Sunday Thursday

1 Monday

5 Complete the names of the months.

- 1 J a n u a r y 7 _ _ u _ _ y
- 2 F _ _ b r u a _ _ _ 8 A u _ _ u s _ _
- 3 _ _ a _ _ c h 9 _ _ _ p t e m b _ _ r
- 4 A _ _ r _ _ l 10 O c _ _ b e r
- 5 M a _ _ 11 N _ _ e m b _ _ r
- 6 J _ _ n e 12 D _ _ c _ _ m _ _ e _ _

6 **ACTIVATE** Make true sentences. Then compare with a partner.

- 1 My birthday is in ___.
- 2 My friend's birthday is in ___.
- 3 My favourite month is ___.
- 4 My favourite day is ___.
- 5 Today is ___.
- 6 ___ and ___ are the weekend.

LANGUAGE FOCUS ■ *be*: affirmative, negative and questions

I can use *really* and *very* to express emphasis.



1 Complete the table with *am, is, isn't, are* and *aren't*.

Affirmative		Negative	
I 'm/am	in this class.	I 'm/am not	in this class.
He/She/It 's/' ¹ __		He/She/It is not/ ² __	
We/You/They 're/are		We/You/They are not/ ³ __	
Questions		Short answers	
⁴ __ I	in this class?	Yes, I am. / No, I'm not.	
Is he/she/it		Yes, he/she/it is. / No, he/she/it isn't.	
⁵ __ you/we/they		Yes, we/you/they are. / No, we/you/they aren't.	

More practice ⇌ Workbook page 7

2 Choose the correct words.

- Laptops *is / are* expensive.
- My dictionary *is / are* on the shelf.
- Your pen and ruler *is / are* in your bag.
- Madrid *isn't / am not* in Peru.
- The teacher *am / is* next to the board.
- We *isn't / aren't* boring students.

3 Write true sentences. Use affirmative and negative forms of *am, is* and *are*.

- I ___ in class now.
- We ___ in America.
- Our teacher ___ from Uralsk.
- My friends ___ nice.
- My notebook ___ on my desk.
- Books ___ expensive.
- I ___ fourteen years old.
- Harry Potter DVDs ___ boring.

4 Complete the questions and write your answers. Then ask and answer with a partner.

Is this book interesting? *Yes, it is.*

- ___ your friends nice?
- ___ English important?
- ___ CDs expensive?
- ___ your desk new?
- ___ video games boring?
- ___ Barcelona a good football club?
- ___ you twelve years old?
- ___ Kazak Khanate a popular programme?

5 Study the key phrases. Then make sentences using your own ideas.

KEY PHRASES ○ Adding emphasis

New York is a **very** big place.
Marta is a **really** nice teacher.
English isn't a **very** difficult language.



- ___ isn't a very interesting sport.
- ___ and ___ are very nice places.
- ___ is a really horrible DVD.
- ___ is a really good programme.
- ___ is a very popular CD.
- ___ aren't very cheap.

6 ACTIVATE Compare your sentences in exercise 5 with a partner.

Golf isn't a very interesting sport.

No, it isn't.

Our class

Start thinking

- 1 What are my class's favourite hobbies?
- 2 What possessions have we got?
- 3 Who is in my class's sports team?

Aims

Communication: I can ...

- talk about my class's hobbies and interests.
- understand a text about people's interests.
- talk about possessions.
- understand people talking about their hobbies and interests.
- ask and answer general knowledge questions.
- greet and introduce people.
- write an email about my class.

Vocabulary

- Free time
- Hobbies and interests

Language focus

- *have got*
- Prepositions: *about, of, by*
- Interrogative pronouns
- *this, that, these, those*

Creativity and Skills



My country

Daily routines

⇒ Page 16



CLIL

Visual arts: Colour

⇒ Page 17



Project

About our class

⇒ Page 19



Vocabulary puzzles

Free time

⇒ Page 116

- 1 1.06 Match the words in the box with photos 1–12 on page 9. Then listen and check.

1 photography

martial arts chatting on the internet sport art
computer games music photography watching TV
animals cycling meeting friends books

Pronunciation: Syllables ⇌ Workbook page 98

- 2 Work in pairs. Do the *Our interests, our future* questionnaire on page 9. Is the key correct for you?

Are you into meeting friends or chatting on the internet? I like ...

- 3 1.07 Study the key phrases. Then listen to six sentences. Which key phrases do you hear?

KEY PHRASES Talking about interests

I really like ... I like ... I don't like ...
I love ... I really hate ...
I'm into ... I'm not into ...
I'm interested in ... I'm not interested in ...

- 4 Look at the key phrases. Which phrases are positive and which are negative?

I really like ... – positive

- 5 Complete the table with the words in exercise 1. Add one more word to each list.

I really like	I like	I don't like	I really hate
photography		cycling	

- 6 **ACTIVATE** Talk about your interests in a small group. Use the key phrases and your answers to exercise 5. Then write six sentences.

I'm not into art.

Oh, I like art. I really like photography.

Finished?

Write five sentences about classmates. Then read them to the class. Can they guess who they are?

He / She really likes cycling.

He / She hates art.

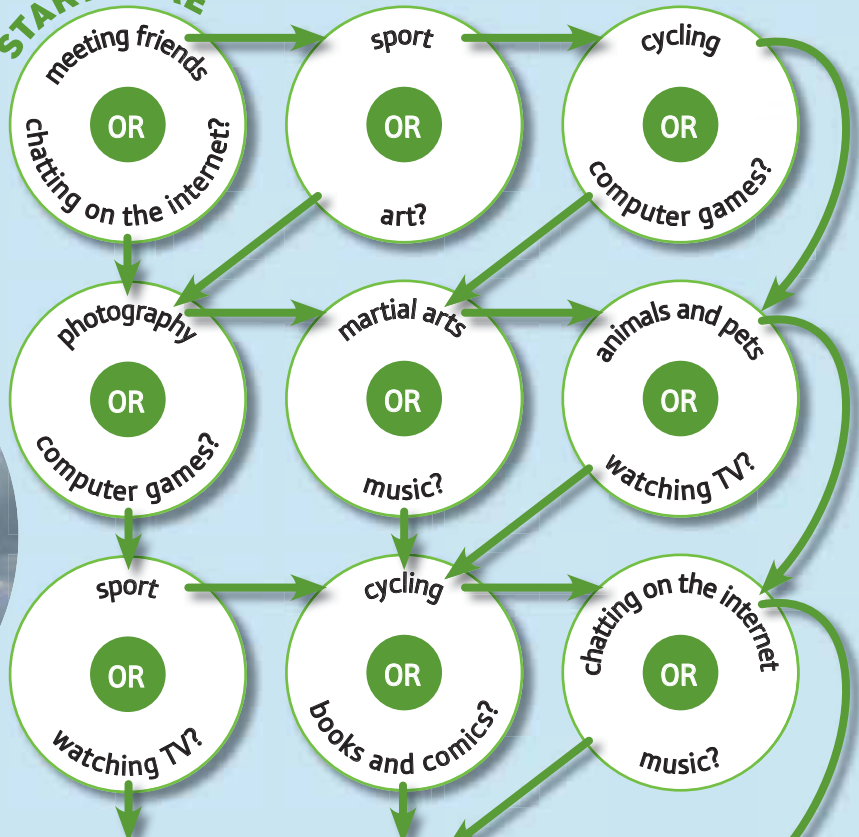
Questionnaire: Our interests, our future

1

What are your and your classmates' interests? And what's your future?
Choose the best answers and follow the arrows.

Are you into...

START HERE



You aren't a sporty person, but you like learning.

FUTURE:

computer expert
OR
TV critic

You're creative and clever.

FUTURE:

artist, writer
OR
pop star

You're active and friendly.

FUTURE:

sports star
OR
TV star

READING ■ What are you into?

I can understand a text about people's interests.

My interests



BAYAN

I love pop music and I've got a lot of downloads on my MP3 player. My friends are mad about Jah Khalib, but I'm **not into** hip hop. I really like sport, **especially** volleyball and tennis, but I **can't stand** cycling. One of my interests is art, but I'm not very good at it!

VERONIKA



I'm **interested in** sport, especially football. I'm **an** Astana FC **fan** and I've got photos and posters of the team. I'm **not mad about** books, but my friend Natalya and I love watching TV. Natalya has got a TV in her room. One of my interests is photography. I haven't got a very good camera, but my photos are really good.



YERASSYL

I'm into skateboarding and swimming. I'm **good at** martial arts, especially taekwondo. My friend Artur likes taekwondo too, but he hasn't got a green belt. We've got a computer at home, but I don't really like computer games. I **prefer** chatting on the internet. I like books, **especially** books about animals. I really like animals, but we haven't got a pet.

1 Look at the photos. What do you think Bayan, Veronika and Yerassyl are interested in?

2 1.08 Read and listen to the texts. Check your answers in exercise 1.

3 Read the texts again and choose the correct answers.

- 1 Veronika is not into ____
a football. b photography. c books.
- 2 Natalya has got a ____
a camera. b TV.
c photo of a football team.
- 3 Yerassyl is good at ____
a swimming. b taekwondo.
c computer games.
- 4 Yerassyl isn't interested in ____
a computer games. b books.
c swimming.
- 5 Bayan is into ____
a hip hop. b cycling. c pop music.
- 6 Bayan isn't good at ____
a art. b tennis. c volleyball.

4 **BUILD YOUR VOCABULARY** Find these sentences in the text. Then complete the sentences with the words in blue.

- 1 I'm ____ books.
- 2 I ____ chatting on the internet.
- 3 I really like sport, ____ volleyball and tennis.
- 4 I'm ____ Astana FC ____.
- 5 I'm ____ martial arts.
- 6 I ____ hip hop.

5 **ABOUT YOU** Complete the sentences for you. Then compare your answers with a partner.

- 1 I'm into / not into books, especially books about ____.
- 2 I'm mad / not mad about ____.
- 3 I'm good / not good at ____.
- 4 I'm a ____ fan.
- 5 I'm interested in ____, but I prefer ____.
- 6 I can't stand ____.

I'm into books about animals. What about you?

I prefer comics.

have got

1 Complete the sentences from the text on page 10. Then complete rules 1–5.

I 've got photos and posters.
 Natalya ¹ ___ a TV in her room.
 I ² ___ a very good camera.
 He ³ ___ a green belt.
 We ⁴ ___ a pet.
 We ⁵ ___ a computer.

○ RULES

- 1 We use *have got* with *you, they, ___* and *___*.
- 2 We use *has got* with *she, it* and *___*.
- 3 The negative of *have* is *___*.
- 4 The negative of *has* is *___*.
- 5 The short forms of *have* and *has* are *___* and *'s*.

2 Match the questions with the answers. Then complete the rules.

- 1 Has she got a TV?
 - 2 Has he got a green belt?
 - 3 Have you got a pet?
 - 4 Have your friends got pets?
- a Yes, she has.
 b No, they haven't.
 c No, he hasn't.
 d Yes, I have.

○ RULES

- 1 We make affirmative short answers with *Yes, + pronoun + have / ¹___*.
- 2 We make negative short answers with *No, + pronoun + ²___ / ³___*.

More practice ⇌ Workbook page 9

3 Complete the sentences. Use *'ve got, 's got, hasn't got* or *haven't got*.

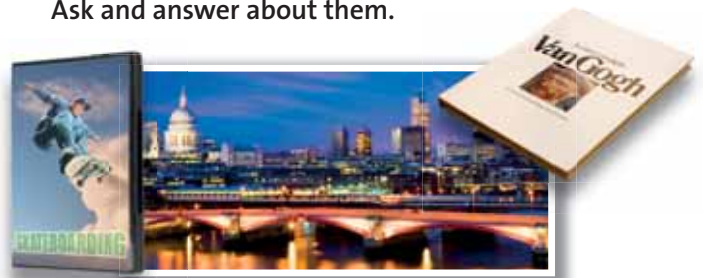
- Tony ___ a pet. ✗
 Tony *hasn't got* a pet.
 1 We ___ two dogs. ✓
 2 I ___ a poster of Ed Sheeran. ✗
 3 My mum ___ two cars. ✓
 4 She ___ a Ferrari. ✗
 5 I ___ a camera. ✓
 6 My parents ___ a computer. ✗

4 Write questions. Then ask and answer with a partner.

- your friend / laptop? Yes, he has.
 Has your friend got a laptop?
 1 your teacher / a mobile phone?
 2 your parents / video camera?
 3 you / a bicycle?
 4 your school / a football team?
 5 your friend / a black belt in taekwondo?
 6 you / a hobby?

Prepositions: *about, of, by*

5 Work in pairs. Look at Marta's possessions. Ask and answer about them.



Has she got a DVD about animals?

No, she hasn't.

- 1 a photo of London
- 2 a book about art
- 3 a book by J.K. Rowling
- 4 a DVD about skateboarding
- 5 a CD by Coldplay
- 6 a poster of a football team

More practice ⇌ Workbook page 9

6 **ACTIVATE** Ask people in the class about their possessions. Use *about, of* and *by* and your own ideas.

Have you got a DVD about martial arts?

No, I haven't. What about you?

○ Finished?

Write about your own possessions. Use ideas from exercise 5.

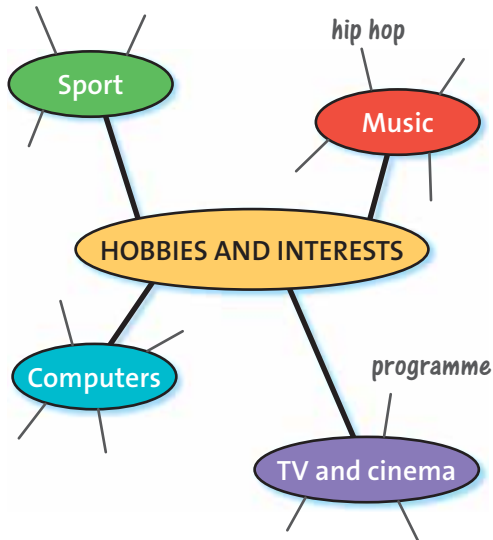
I've got a photo of New York.

VOCABULARY AND LISTENING ■ Hobbies and interests

I can understand people talking about their hobbies and interests.

- 1 Complete the mind map with the words in the box.

hip hop actor guitar laptop group
player team email mouse film
swimming website classical programme



STUDY STRATEGY ■ Using a mind map

- 2 Match clues 1–5 with the words in the box. Then add the words to the mind map in exercise 1.

match drummer science-fiction
director singer webcam skiing

a type of film *science fiction*

- 1 two words for people in a pop group
- 2 a popular sport in winter
- 3 Steven Spielberg is a famous one
- 4 a camera you use with a computer to show a video on the internet
- 5 a game for two people or a team

- 3 Think of people or things for 1–6.

a hip hop artist

Fergie from Black Eyed Peas is a hip hop artist.

- 1 an American actor
- 2 a popular TV programme
- 3 a bad film
- 4 a boring pop group
- 5 a good sports team
- 6 an interesting website



- 4 1.09 Read the questionnaire. Then listen to the dialogue. Which questions does Rob ask Naomi?

FIND-A-FRIEND QUESTIONNAIRE

ABOUT YOU

- 1 *Where* are you from?
- 2 *How old* are you?
- 3 *When's* your birthday?

YOUR INTERESTS

- 4 *Who* are your favourite actors?
- 5 *What's* your favourite film or TV programme?
- 6 Are you good at sport?
- 7 *How many* CDs have you got?
- 8 *Who's* your favourite sports star?
- 9 *What* computer games have you got?
- 10 Have you got a pet?



- 5 1.09 Listen again and write *true* or *false*. Correct the false sentences.

- 1 Naomi and Rob have got birthdays in October and November.
- 2 Rob is a Keira Knightley fan.
- 3 Naomi's favourite sports star is a tennis player.
- 4 Rob is interested in photography.
- 5 Naomi has got a cat.
- 6 In Naomi's opinion, rats are horrible.

- 6 **ACTIVATE** Translate the words in **blue** in the questionnaire. Then do the questionnaire with a partner.

- 1 Complete the questions with the words in the box. Then check your answers in the questionnaire on page 12.

How many Who What When
Where How old

What's your favourite film?

- 1 ___'s your favourite sports star?
- 2 ___ are you from?
- 3 ___'s your birthday?
- 4 ___ are you?
- 5 ___ CDs have you got?

More practice ⇌ Workbook page 11

- 2 Complete the questions to match the answers.


When's lunch? It's at 1.30.

- 1 ___ DVDs have you got? I've got two.
- 2 ___'s your favourite singer? Rihanna.
- 3 ___'s your favourite colour? Blue.
- 4 ___'s your dad from? He's from Semey.
- 5 ___'s your friend's birthday? It's in December.
- 6 ___ are your parents? They're 38 and 39 years old.

- 3 Write true answers to the questions in exercise 2. Then ask and answer in pairs.

How many DVDs have you got?

I've got six.

- 4  1.10 Work in pairs. Complete the quiz questions and then do the quiz. Listen and check.

- 5 **ACTIVATE** Write one more question about each topic in the quiz. Use the words in the box or your own ideas. Then test your partner.

Who / singer / in Coldplay?
How old / Roger Federer?
How many legs / a spider?
When / next football World Cup?
Where / Superman from?
What / Facebook?

INTERESTS QUIZ

Music

- 1 *Who* is this man and ___ does he come from?
- 2 ___ type of music does he make?



TV and cinema

- 3 What do the letters 'MTV' stand for?
- 4 ___'s this actor and ___'s the name of his character in this film?



Animals

- 5 How many eyes has a spider got?
- 6 ___'s this animal and ___'s it from?



Sport

- 7 ___ and ___ is the Wimbledon tennis championship?
- 8 ___'s this and ___'s his sport?



Books and comics

- 9 ___'s the name of the famous character in J.K. Rowling's books?
- 10 ___'s this and ___ city is he from?



Computers

- 11 ___ do the letters 'www' stand for?
- 12 ___'s the internet: 50 years or 100 years?



SPEAKING ■ Meeting people

I can greet and introduce people.



Jake Hi, **Laura**. How are things?
 Laura Not bad. How are you, **Jake**? This is **Tina**. She's **in my class this year**. She's from **the USA**.
 Jake Hello, **Tina**. Good to meet you.
 Tina And you. Hey, **that's a cool T-shirt**. Are you into **surfing**?
 Jake Yes, **but I'm not very good**. What part of **the USA** are you from?
 Tina I'm from **Florida**.
 Jake That's cool. See you later then.
 Tina Yeah. See you later.

- 1 Look at the photo. What hobby do you think the boy is interested in? Why?
- 2 1.11 Listen to the dialogue. Check your answer in exercise 1.
- 3 1.12 Listen and repeat the key phrases. What are the responses to the key phrases in the dialogue? Practise the dialogue.

KEY PHRASES ■ Greeting and introducing people

- 1 How are things?
- 2 This is (Tina).
- 3 Good to meet you.
- 4 Are you into (surfing)?
- 5 What part of (the USA) are you from?
- 6 See you later then.

Language point: *this, that, these, those*

- 4 Translate the sentences in the table. What's the difference between *this / that* and *these / those*?

singular	plural
This is my friend.	These are my friends.
That's a good photo.	Those are good photos.

- 5 1.13 Look at the picture and complete the dialogue with *this, that, these* or *those*. Listen and check. Then practise the dialogue in pairs.



Amy 1 ___'s a cool T-shirt.
 Ben Yes. 2 ___ is my Arsenal shirt. What's 3 ___?
 Amy 4 ___ is my class photo. Hey, are 5 ___ my CDs?
 Ben No, 6 ___ are my Coldplay CDs. 7 ___'s your CD on the table.

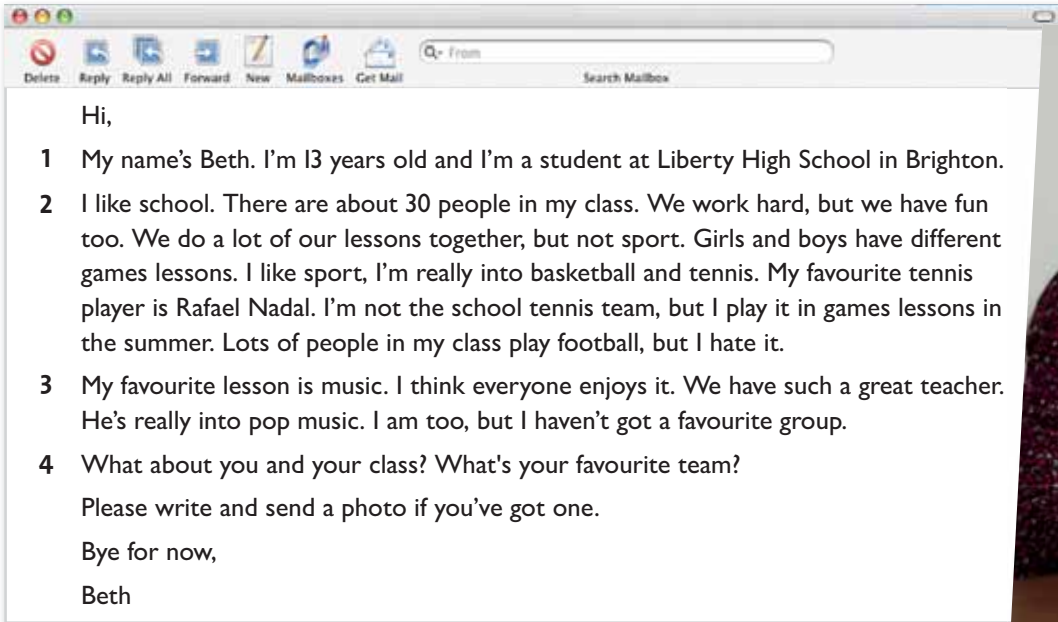
- 6 **ACTIVATE** Work in groups of three. Look at the dialogue in exercise 2. Change the words in **blue** using the ideas in the box or your own ideas. Practise the new dialogue.

friend pen pal guitar music photo
 photography Russia Australia
 St Petersburg Sydney

WRITING ■ An email

I can write an email about my class.

1



1 Read the model text and answer the questions.

- Who is the email to?
 - Beth
 - a student at a different school
 - Beth's sister
- What is the purpose of the email?
- Is this email formal or informal?
- Which paragraph asks the reader questions?
- Which paragraph is about Beth's class?
- Which paragraph is about the class's favourite lesson?
- Which paragraph introduces Beth?

2 Complete the key phrases. Then look at the model text and check.

KEY PHRASES ■ Emails

- My name's ...
- I'm a ___ at ...
- I'm ___ into ...
- What ___ you and your class?
- Send a photo if you've got ___.
- Bye for ___.

Language point: *and, or, but*

3 Look at the model text. When do we use *and*, *or* and *but*? Complete the sentences with *and*, *or* or *but*.

- I'm into tennis ___ basketball.
- I'm good at tennis, ___ I'm not good at basketball.
- Do you prefer dancing ___ photography?
- I've got a camera, ___ I haven't got a laptop.
- Is this your book ___ your brother's book?
- I really like judo ___ taekwondo.

4 ACTIVATE Follow the steps in the writing guide.

○ WRITING GUIDE

A TASK

Write an email to Beth about your interests.

B THINK AND PLAN

- What's your name and age?
- Where are you from and what's your school?
- How many people are in your class?
- Do you do sports as a class?
- What sports do you and the other people in your class like?
- What other lessons do you enjoy? Why?
- What questions have you got for Beth?

C WRITE

Write your email. Use *and*, *or* and *but* and the key phrases.

Paragraph 1: Introduction

My name's ...

Paragraph 2: Hobbies and interests

I'm really into ...

Paragraph 3: Questions

What about you?

D CHECK


- and, or* and *but*
- spelling

MY COUNTRY ■ Daily routines

I can understand a text and talk about daily routines.

- 1 Look at the words in the box. Put them in the order you do them every day.

get ready for school get up have brunch
have a shower go to school have breakfast
do your homework go home

- 2  1.14 Read and listen to the text about Adeliya's daily routine and answer the questions.

- How many children are in Adeliya's school?
- What time does Adeliya usually get up?
- How does she go to school?
- Which is her favourite lesson?
- What does Adeliya do in the afternoons?
- Who does she go for a walk with in the evenings?

- 3 **ACTIVATE** In pairs, ask and answer questions about your daily routine.

What time do you get up?

What is your favourite lesson?

- 4 Look at the words in **blue** in the text. Then choose the words to complete the rules.

- We use *if / when* before something that is certain to happen.
- We use *if / when* before something that isn't certain to happen.
- After *if* and *when* we use the *present simple / will*.

- 5 Complete the sentences with *if* or *when*. Sometimes you can use both.

- I usually sleep late, but ___ I wake up early, I go for a walk.
- ___ you are very good, we can go to the cinema on Saturday.
- Our dog doesn't like going out ___ it rains.
- ___ I don't like a food, I never eat it.
- Do you always eat something ___ you get home from school?

- 6 Look at the words in **red** in the text. Then match the first part of the sentences 1–5 with the endings a–e.

- Nurlan has a long walk to school,
 - Bayan doesn't drink coffee
 - We are always tired
 - I love to read
 - They ran home from school
- a because she doesn't like hot drinks.
b so I go to the library every week.
c so he leaves the house early.
d because they wanted to play a new computer game.
e because we go to bed late.

- 7 Choose the correct words in the rules.

- We use *so* to talk about a *result / reason*.
- We use *because* to talk about a *result / reason*.

Adeliya's daily routine

Meet Adeliya. She's a grade 6 student at Panfilov Kazakhstani-Russian Gymnasium, 54 in Almaty. It's a big school with about 1,500 students.

During term time, Adeliya usually follows the same routine. Her day starts early. She usually gets up at 7 o'clock. Then she has a shower. Then she gets dressed and goes downstairs for breakfast. After breakfast, she finds the things she needs for school. **When** she's ready, her grandma, Raissa, takes her to school on foot.

Adeliya usually has six lessons a day. Her favourite lesson is Kazakh, but she doesn't like P.E.

At 11 a.m. there is a break, and Adeliya has brunch with her classmates. They usually have buns with tea or apple juice.

When school finishes at 2 p.m., her grandma meets her and they go back home. They have lunch together and talk about their days. They usually have meatballs with mashed potatoes or chicken soup, **because** they are Adeliya's favourite foods.

Adeliya is a very hard-working student, **so** in the afternoon she always does her homework and gets ready for the next day.

Three days a week, Adeliya goes to a music school. She's in the choir and they practise singing and learn new songs. In the evening, she usually goes for a walk with her friends and her brother Dias. Adeliya is busy, but **if** she has time she helps her mother around the house.

At 10 p.m. Adeliya goes to bed.

ADELIYA

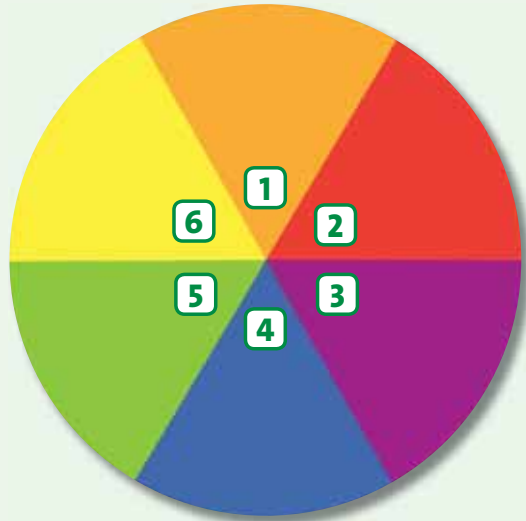


CLIL ■ Visual arts: Colour

I can describe the use of colour in a picture.

1 Match the words with colours 1–6 on the colour wheel.

blue orange green purple red yellow



2 1.15 Check the meaning of the words. Then listen and complete the sentences.

secondary warm complementary primary contrast cool

- 1 Red, yellow and blue are **primary** colours.
- 2 Orange, green and purple are ___ colours.
- 3 Red, orange and yellow are ___ colours.
- 4 Green, blue and purple are ___ colours.
- 5 Red and green, orange and blue, and yellow and purple are ___ colours.
- 6 Two complementary colours next to each other create a ___.

3 Look at pictures A and B and complete the texts with the words in the boxes.



cool contrast green

The colours in picture A are ¹___. There is a lot of blue, ²___ and purple. There is some yellow too. There is a ³___ between the yellow and the other colours.



complementary warm blue

There are ⁴___ and cool colours in this picture. There is a contrast between the ⁵___ sky and the orange wheat field. These colours are ⁶___ colours.

4 Look at picture C and answer the questions. Then write a description of the painting using the texts in exercise 3 to help you.

- 1 What colours are there in the painting?
- 2 Are the colours warm or cool?
- 3 Is there a contrast in the painting?
- 4 Are there complementary colours in the painting?



5 **ACTIVATE** Choose a picture you like and answer the questions in exercise 4. Write a description of the picture.

Vocabulary

1 Find the odd word out in each group.

- 1 hip hop classical skiing guitar
- 2 mouse science fiction webcam laptop
- 3 cycling director film actor
- 4 swimming website team player
- 5 drummer group programme singer
- 6 match email taekwondo tennis

2 Complete the sentences with the words in the box.

can't especially fan good
mad prefer

- 1 I'm not ___ about books.
- 2 My brother's an Astana Arlans ___.
- 3 I like art, but I'm not very ___ at it.
- 4 We're really into music, ___ hip hop and pop.
- 5 I like chatting on the internet, but I ___ meeting friends.
- 6 I've got a rat, but my mother ___ stand it.

Language focus

3 Write sentences with *have got*, *has got*, *haven't got* or *hasn't got*.

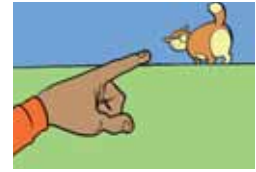
- Tania / a book about art ✗
- Tania *hasn't got a book about art.*
- 1 My friends / a good computer game ✓
- 2 Olivia / a poster of the Arsenal team ✓
- 3 Tim / a black belt in judo ✗
- 4 We / a CD by Coldplay ✗
- 5 I / a photo of my class ✓
- 6 You / a camera ✗
- 7 Peter / a horrible rat ✓
- 8 My friends / pets ✗

4 Complete questions 1–6 with the words in the box. Then match the questions with answers a–f.

When Who What How many
Where How

- 1 ___'s your mother from? a In June.
- 2 ___ old is your cat? b Sally Haines.
- 3 ___'s Assem's birthday? c Tennis.
- 4 ___'s your favourite sport? d Thirty.
- 5 ___'s your best friend? e Florida.
- 6 ___ DVDs have we got? f Six months old.

5 Look at the pictures and complete the sentences with *this*, *that*, *these* or *those*.



1 ___ is my favourite book.

2 Is ___ your cat, Tom?



3 ___ are your CDs over there.


4 ___ aren't my comics.

Communication

6 Match expressions 1–8 with responses a–h.

- 1 This is Tim.
- 2 What part of Kazakhstan are you from?
- 3 I'm really into music. What about you?
- 4 Are you into skateboarding?
- 5 See you later then.
- 6 How are things?
- 7 I hate rats. What about you?
- 8 Good to meet you.
- a Not bad.
- b Me too, especially hip hop.
- c I like them, but I prefer cats.
- d And you.
- e I'm from Aktobe.
- f Yes, but I'm not very good.
- g Hello, Tim.
- h Yeah. See you later.

Listening

7  1.16 Listen to four people talking about their interests. Match sentences a–e with speakers 1–4. There is one sentence that you do not need.

Speaker 1		Speaker 3	
Speaker 2		Speaker 4	

- a I've got a computer.
- b I love hip hop and I'm a JAY-Z fan.
- c I'm good at tennis.
- d I like playing football.
- e I really hate rats.

1 Read Class 6B's poster. Match the texts with a heading from the box.

Books Music Films Class and ages Sport Computers

1 _____

We're in Class 6B. We're 12 and 13 years old. Five of us have birthdays in May.



2 _____

Basketball is really popular with people in our class. We sometimes play together after school.



4 _____

We have IT classes at school but we don't surf the Internet. We turn our phones off in class.



5 _____

We have got a library at school and we take books home. Harry Potter books are always popular.



3 _____

We did a survey in class about music. Lots of people are really into hip hop. Some people in our class can play instruments. George and Izzie are really good guitar players.



Football
instruments
IT library
Class 6B
music
Books
phones
after-school film club

ABOUT OUR CLASS

2 Make a poster about your class. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Take a photo of your group or class.
- 2 Write a few sentences about each of these topics: names and ages, sport, music, computers, books, clubs.
- 3 Take a big sheet of paper and stick a photo of your group or class in the middle. Make a word cloud like the one in the poster. Write the things you like and have in large letters and the things you don't have or don't like in small letters.
- 4 Put your sentences around the photo and the word cloud. Then decorate your poster with more pictures or drawings.

6 _____

We have an after-school film club. We choose the films. People usually prefer comedies to action films.



3 Put the posters on the wall. Have other groups got the same words in their word cloud? What other differences are there?

Helping and heroes

Start thinking

- 1 Name one of Kazakhstan's sporting heroes.
- 2 What is the population of Almaty?
- 3 What is child labour? Where is it a problem?

Aims

Communication: I can ...

- talk about heroes from different countries and their nationalities.
- understand an article about Almaty
- use the present simple to talk about people's lives.
- ask people about helping with housework.
- write a report about a country.

Vocabulary

- Countries, nationalities and languages
- Housework

Language focus

- Present simple: affirmative and negative
- Adverbs of frequency
- Present simple: questions
- Punctuation

Creativity and Skills



My country

National heroes

⇒ Page 28



CLIL

Language and literature:
Non-verbal language

⇒ Page 29



Skills round-up

⇒ Page 31

Vocabulary puzzles

Routines and housework

⇒ Page 116

O	B	O
D		E
T		G

- 1 1.17 Do the *Go global!* quiz on page 21. Then listen and check your answers.

- 2 Look at the quiz and write countries for nationalities 1–12 below.

1 Canadian – Canada

- | | | | |
|-------------|-----------|-----------|-------------|
| 1 Canadian | 4 British | 7 Polish | 10 Kazakh |
| 2 American | 5 German | 8 Italian | 11 Chinese |
| 3 Brazilian | 6 Spanish | 9 Russian | 12 Japanese |

- 3 Study the key phrases. Which phrase is very certain?

KEY PHRASES Guessing answers

I think it's I'm not sure. I don't think it's
Maybe / Perhaps it's I'm sure it's

- 4 1.18 Listen to people from six different countries. Work in pairs. Say what the languages are. Use the key phrases in exercise 3.

German Spanish Italian French English Mandarin

I think it's Mandarin.

I'm not sure. Maybe it's Japanese.

- 5 Make questions about countries and languages. Then ask and answer using the key phrases in exercise 3.

- 1 What's the capital of ___?
- 2 What's the official language of ___?
- 3 What's the currency in ___?
- 4 What's the word for ___ in ___?
- 5 How many countries has ___ got borders with?

- 6 **ACTIVATE** Write five true and false sentences about countries and languages using the phrases below and your own ideas. Then listen to your partner's sentences. Say if they are true or false using the key phrases in exercise 3.

- 1 The capital of ___ is ___.
- 2 The official language of ___ is ___.
- 3 The currency in ___ is ___.
- 4 The word for ___ in ___ is ___.
- 5 ___ has got borders with ___.

The capital of Brazil is Rio de Janeiro.

I'm not sure. False, but I don't think it's Rio.

False. I think it's Brasilia.

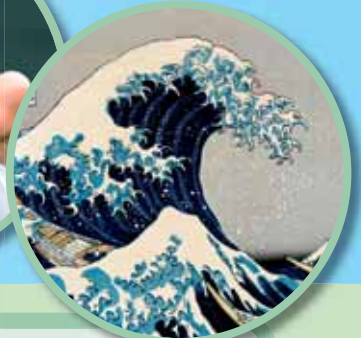
Finished?

Think of a person or thing from six countries.

city food / dish famous person word car product

A city in Canada – Toronto A Chinese dish – chop suey

Quiz: Go global!




- 1** Bonjour! The inventor of the telephone was born in Scotland but moved to Canada at the age of 23. What's his name?
- 2** Hi! Who lives in the White House in Washington, DC in the USA?
- 3** Bom dia! Brazil's sporting heroes play which sport?
- 4** Hello! A film legend was born in the UK. He's famous for silent films and his little black hat. What's his name?
- 5** Guten Tag! A scientist from Germany changed the way we think about time and space. What's his name?
- 6** Hola! A fantastic tennis hero lives in Spain. He comes from the small island of Manacor. Who is he?
- 7** Dzień dobry! The first woman to win a Nobel prize was born in Warsaw, Poland. What's her name?
- 8** Ciao! Italy is famous for its explorers. We use this man's name for America. Who is he?
- 9** Dobry Dehn! This player is one of Russia's sporting heroes. What's her name?
- 10** Kayırlı kun! Which of Kazakhstan's cosmonauts visited space three times?
- 11** Ni hao! China is the birth place of a very famous thinker. Who said *I hear and I forget. I see and I remember. I do and I understand?*
- 12** Kon'nichiwa! Which artist is famous for painting Mount Fuji, Japan? People all over the world know his painting the *Great Wave off Kanagawa*.

READING ■ A cosmopolitan city

I can understand an article about Almaty.

1 What do you know about Almaty?

2  1.19 Read and listen to the text. How many people in Almaty have family or ancestors from other countries?

3 Read the text again. Choose the correct answers.

- 1 Around ___ of Almaty's population are originally from Russia.
a 30% b 33% c 50%
- 2 Artur's grandmother tells stories about ____.
a Russia b Almaty c her family
- 3 ___ have got brothers and sisters in Russia.
a Artur b Artur's parents
c Artur's grandparents
- 4 ___ doesn't speak his / her parents' language fluently.
a Sofia b Sofia's parents
c Sofia's best friend
- 5 Sofia says 'it's great' going to Alexander's house because ___ there.
a she plays games b learns about German food c speaks German

4 **BUILD YOUR VOCABULARY** Find the plural forms of these words in the text. Which are irregular?

- | | |
|---------------|-----------|
| 1 person | 4 hero |
| 2 nationality | 5 family |
| 3 child | 6 culture |

5 **ABOUT YOU** Ask and answer the questions.

- 1 Are there people from different countries in your class / town?
- 2 What languages are popular at your school? Why?
- 3 What countries do you want to visit? Why? Use the ideas below.

music food films scenery places
culture sport

 **Glossary**
nation: country

Almaty – home to many nationalities

Almaty is the biggest city in Kazakhstan and 58% of the population lives there. Almaty has almost 2 million people. Around 50% of them are Kazakh, but the other 50% have parents, grandparents and more distant ancestors from lots of different nations. For example, around a third of people have families from Russia, but there are also a lot from China, Korea, Ukraine and other places. Artur and Sofia are two of those people.

Artur

My grandparents come from Russia. They speak Russian, Kazakh and German. They are my heroes. They help me a lot with my homework. My grandfather knows lots of things, so I always ask him when I want to know something. My grandmother tells me lots of stories about her family. I love to listen to them; they are full of really interesting people. All my grandparents' children live in Almaty, but they have brothers and sisters in Russia. Unfortunately, my parents and I don't see them very often.

Sofia

My parents come from Korea but this is our home now. My parents speak Korean, but for me it's a second language. I can understand it, but I don't speak it much. In our class, there are five different nationalities. My best friend Alexander's family are from Germany. They don't speak German at home, but Alexander likes studying it at school. We often go to each other's homes to watch films or play computer games. It's great because we also learn about each other's cultures and food!



LANGUAGE FOCUS ■ Present simple: affirmative and negative

I can use the present simple to talk about people's lives.

2

- 1 Complete the examples using information from the text on page 22. Then choose the correct answers in rules 1–3.

My grandparents *come* from Russia.
I ¹ ___ it (Korean) much.
My grandmother ² ___ me lots of stories.
We ³ ___ my grandparents' brothers and sisters very often.
Alexander ⁴ ___ it (German).
We ⁵ ___ learn about each other's cultures.

○ RULES

- 1 We use the present simple to talk about **facts and routines / things happening now**.
- 2 We add *-s* to the *he / she / it* forms in **negative / affirmative** sentences.
- 3 We use **doesn't / don't / isn't / aren't** to make negative sentences.

More practice ⇌ Workbook page 17

- 2 Check the meaning of the verbs below. Then study the spelling rules and put the verbs in groups 1–3. Which verb doesn't go in any group?

use go have write mix try
carry finish listen eat know sleep
watch buy come teach do make
walk think

○ SPELLING RULES

- 1 Most verbs → add *-s* e.g. *use + -s = uses*
- 2 Verbs ending in *o, x, ss, ch, sh* → add *-es*
e.g. *go + -es = goes*
- 3 Verbs ending in consonant + *-y* → minus *-y*
and add *-ies* e.g. *study - y + -ies = studies*

Pronunciation: Third person singular
⇌ Workbook page 98

- 3 Use the verbs in brackets and write true sentences in the present simple.

- 1 My father ___ to work every day. (go)
- 2 My mother ___ Russian. (teach)
- 3 At my school, they ___ Mandarin. (do)
- 4 My friend and I ___ TV every day. (watch)
- 5 I ___ to learn ten new words every day. (try)
- 6 The English teacher ___ difficult words on the board. (write)
- 7 I ___ Maths. (like)
- 8 My friends ___ computer games. (play)

- 4 Complete the text with the correct present simple form of the verbs in the box.

not speak do eat watch come
not understand make go live



I live in London, but my family *comes* from Italy. We ¹ ___ English at home because my grandmother ² ___ with us and she ³ ___ English. She often ⁴ ___ Italian films. My grandmother ⁵ ___ the cooking at home and she ⁶ ___ spaghetti every day! When she ⁷ ___ to Italy in the summer, we ⁸ ___ burgers and chips every day!

- 5 **ACTIVATE** Write true and false sentences about yourself. Use affirmative and negative forms of the verbs. Then listen to your partner's sentences. Say if they are true or false.

I read English comics.
My parents don't eat Korean food.

like	Italian	cars
watch	Kazakh	food
read	Korean	books / comics
go to	Spanish	films / TV programmes
eat	English	music
	Russian	classes

I read English comics.

I think that's false. I'm sure you don't read English comics.

○ Finished?

Write five true sentences about your partner.
He likes French films. He doesn't read English comics.

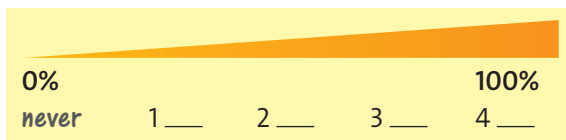
My day

My name's Darby. I'm a volunteer at a school in India. I **usually** teach English, but **sometimes** I teach geography as well. At school, we **always** start the day early with exercise. It helps everyone relax and focus. The school is old and it doesn't have new equipment, but the children want to learn. They come from poor families and they know education is important in life. The mothers of the children **often** come to school and sit in the class. They want to learn too. I only work till midday. Then I usually have lunch with friends. In the afternoon I prepare the lessons for the next day and meet my new friends in the village after they finish work.



Language point: Adverbs of frequency

- 1 Check the meaning of the words in **blue**. Use them to complete the chart. Then choose the correct words in the rules.



○ RULES

Adverbs of frequency come ...

- 1 **before** / **after** the verb *be*.
- 2 **before** / **after** other verbs.

- 2 Rewrite the sentences so they are true for you. Use adverbs of frequency.

My friends and I do our homework on the bus.
My friends and I never do our homework on the bus.

- 1 My friend goes swimming on Saturday.
- 2 I watch TV after dinner.
- 3 I'm late for school.
- 4 We start school at nine o'clock.
- 5 I make breakfast for my family.
- 6 We have lunch at school.
- 7 I go to bed after midnight.
- 8 We finish school at four o'clock.

- 3 **ACTIVATE** Work in pairs. Compare your sentences in exercise 2.

My friend **sometimes** goes swimming on Saturday.

My friend **never** goes swimming on Saturday.

STUDY STRATEGY ○ Predicting

- 4 1.20 Look at the information. What time do you think Sharif always gets up? Listen to a radio programme about child labour and check your answer.

Sharif's day

Approximately 158 million children aged from 5 to 14 work and don't go to school. Today's programme looks at the problem of child labour and the story of Sharif.

- 5 1.20 Listen again and complete the text.

In many parts of the world, children work in difficult conditions. They are sometimes only five or six years old. Sharif lives in Bangladesh. He is ¹___ years old and he works in a shoe ²___. He usually works ³___ days a week. He always gets up at ⁴___ because he starts work at 6 o'clock in the morning. He often has a lunch break for ⁵___ minutes and he always eats in the street. He is always very tired at the end of the day. He never goes home in the evening. He usually ⁶___ in the factory. His parents live in a different town.

- 6 **ACTIVATE** Write sentences saying how your life is different from Sharif's.

He starts work at 6 o'clock. I start school at ...

1 Match questions 1–5 with the answers a–e. Then choose the correct answers in rules 1–3.

- 1 Does Darby teach at a school?
- 2 Do the children do exercises every morning?
- 3 Does Sharif live with his parents?
- 4 Do you work in a factory?
- 5 Where does Sharif sleep?

- a Yes, they do. d No, I don't.
 b In the factory. e No, he doesn't.
 c Yes, she does.

○ RULES

- 1 We use **do/does / are/is** with a main verb to make questions.
- 2 We **add / don't add -s** to the *he/she/it* forms in questions.
- 3 We put the question word (*where, what, who, etc.*) at the **beginning / end** of the question.

More practice ⇌ Workbook page 19

2 Write questions and short answers. Then ask and answer with a partner.

you / get up at 5.30

Do you get up at 5.30?

No, I don't.

- 1 your parents / play tennis
- 2 your mother / speak Chinese
- 3 you / watch TV every evening
- 4 this book / teach vocabulary
- 5 your father / work in a factory
- 6 you and your friends / go to school on Saturdays
- 7 you and your family / live in a modern building
- 8 your friend / come to your home after school

3 Complete the questions. Then match questions 1–7 with answers a–h.

What time *do you get up* (you / get up) on Sunday? *d*

- 1 Where ___ (you and your family / go) in the summer?
- 2 Where ___ (your best friend / live)?
- 3 When ___ (you / do) sport?
- 4 How ___ (you / go) to school?
- 5 What films ___ (your friends / like)?
- 6 Who ___ (you / help) in your family?
- 7 What ___ (you / do) in the evening?

- a I walk.
- b Science fiction.
- c I help my parents with the housework.
- d At half past nine.
- e I watch TV and read.
- f I do it at the weekend.
- g In London.
- h We go to Spain.

4 Work in pairs. Ask and answer the questions in exercise 3. Give true answers.

What time do you get up on Sunday?

I get up at eleven o'clock.

5 Write eight questions to find out about people's daily lives. Use the words below and your own ideas.

What do you do on your birthday?

How do you go to school?

What	visit	in the summer
Who	go	at the weekend
When	have	lunch
Where	do	in the evening
How	watch	TV programmes
What time	get up	late
	read	on your birthday
	like	after school

6 **ACTIVATE** Find out about people's daily lives. Work in groups and ask and answer your questions in exercise 5.

What TV programmes do you like?

I like sports programmes.

Where do you go in the summer?

I go to Italy with my family.

○ Finished?

Imagine you can interview your favourite celebrity. Write six questions for your interview. Make up their answers.

Where do you go on holiday in the winter?

I go skiing in Shymbulak.

VOCABULARY AND SPEAKING ■ Talking about helping with housework

I can talk about helping with housework.



- Laura Do you want to come home for some home-made cake after band practice?
 Jake Yes, please. I love your cakes!
 Laura Thanks. ¹___
 Tina I hate it. I prefer doing the washing up!
 Laura You're crazy. Cooking is fun. My grandma teaches me. She has some great recipes.
 Jake I often do things with my grandma, but not cooking. I usually help her tidy up and clean.
 Tina I'm not keen on tidying up. My room's a mess. ²___
 Jake Actually, I don't mind doing housework when I'm with my grandma. The job I like is doing the ironing. ³___
 Laura I hate doing the ironing. It's so boring.
 Tina It's OK. You can watch TV at the same time.
 Laura I suppose so. Anyway, ⁴___ I've got to put the rubbish out when we get home.
 Jake Only if I get an extra piece of cake.

- 1 Check the meaning of the verbs in the box. Tick the ones you do.

clean cook dust do the shopping
 do the washing do the washing up
 do the ironing make my bed set the table
 take the rubbish out tidy my room

- 2 1.21 Complete the dialogue with a–d. Then listen and check.

- a I really enjoy cooking.
 b maybe you can help me.
 c Do you really like it?
 d What about you?

- 3 Complete the key phrases from the dialogue. Then practise the dialogue.

KEY PHRASES Likes and dislikes

- 1 I really enjoy ____.
 2 I hate ____.
 3 The job I like ____!
 4 I prefer ____.
 5 Do you like ____?
 6 ____ about you?
 7 I don't mind ____.
 8 I'm not keen on ____.

- 4 **ACTIVATE** Work in pairs. Talk about what housework you like and dislike doing. Use the key phrases in exercise 3.

- 5 Ask and answer questions with a partner using the activities in the box.

get up early / late eat chocolate / pizza
 watch TV / DVDs read comics / books
 play tennis / football sing / dance
 listen to classical / pop music

Do you like getting up early?

No, I don't.

What do you like doing?

I really enjoy playing tennis.

- 6 1.22 Listen and complete the dialogue.

- Girl What do you like doing in the evenings?
 Boy I love ¹___. What about you?
 Girl I really enjoy ²___.
 Boy I don't. I hate **reading comics**.
 Girl Do you enjoy ³___?
 Boy No, but I love **listening to pop music**.
 Girl What do you like doing at the weekend?
 Boy I really like ⁴___.
 Girl Oh, I don't. I love **playing football**.

- 7 Change the words in **blue** and the answers from the listening. Use the activities in exercise 5 or your own ideas. Practise the new dialogue.

WRITING ■ Country and language report

I can write a report about a country.

2

- 1 Read the model text and match the paragraphs 1–3 with these topics.

Languages Population Where it is

- 2 Answer the questions.

- 1 What nationality and languages are in the report?
- 2 What is the population of Canada?
- 3 What languages do people study in Canadian schools?
- 4 What is the capital city?
- 5 Which other parts of the world do a lot of people in Canada come from?

- 3 Look at the model text and complete the key phrases. Then write similar sentences for your country.

KEY PHRASES □ Country fact-file

- 1 It's ___ the (USA) in the (south).
- 2 The ___ is to the ___ of (Canada).
- 3 Most (Canadians) ___ (English).
- 4 (French) is the ___ language in ___.
- 5 A lot of ___ from other countries live ___.
- 6 In particular, there are ___ people from ___.

Language point: Punctuation


- 4 Read the rules and look at the example sentences. Then find more examples in the model text.

□ RULES

- 1 We use capital letters at the beginning of a sentence, with names, countries, nationalities and languages.
Canada is a large country in North America.
- 2 We use commas in lists and for pauses.
... but people also study Spanish, German and Mandarin.
- 3 We use a full stop at the end of a sentence.
... a lot of people from other countries live and work there.

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

Country and language report: Canada

- 
- 1 Canada is a large country in North America. It's got a border with the United States in the south. The Atlantic Ocean is to the east of Canada and the Pacific Ocean is to the west. The capital of Canada is Ottawa and the currency is the Canadian dollar.
 - 2 The official languages of Canada are English and French. Most Canadians speak English, but French is the main language in the Quebec area. All students study English and French in schools, but people also study Spanish, German and Mandarin.
 - 3 The population of Canada is about 34 million and a lot of people from other countries live and work there. In big cities, like Vancouver and Toronto, over thirty per cent of the population come from outside Canada. In particular, there are a lot of people from Europe, Asia and the USA, but there are also people from Africa and South America.

□ WRITING GUIDE

A TASK

Write a *Country and language report* about your country.

B THINK AND PLAN

- 1 Where is your country?
- 2 What other countries has it got borders with?
- 3 What is the capital city and the currency?
- 4 What are the official languages and where do people speak them?
- 5 What languages do people study at school?
- 6 What is the population of your country?
- 7 Do many people of other nationalities live in your country? Where are they from?

C WRITE

Paragraph 1: The country
... is a (large) country in ...
Paragraph 2: Languages
The official language(s) of ...
Paragraph 3: Population
The population of ...

D CHECK

- punctuation • key phrases • paragraphs

MY COUNTRY ■ National heroes

I can talk about famous people.

1 1.23 Look at the photos and answer the questions. Then listen and read the text and check your answers.

- Who are the people?
- What are they famous for?

2 Read the text again. Complete the sentences with the names of the people: Toktar Aubakirov, Roza Baglanova, Abilkhan Kasteev.

- _____ travelled to lots of countries.
- _____ has a lot of experience flying planes.
- _____ painted over two thousand pictures.
- Today, _____ trains young people.
- _____ worked in the countryside.
- _____ started work at 19 years old.

3 Read the text again. Write the names of jobs for each person.

farm worker ~~test pilot~~ singer painter
 trainer performer cosmonaut soloist
 railway worker

Toktar Aubakirov	Roza Baglanova	Abilkhan Kasteev
Test pilot	3 _____	6 _____
1 _____	4 _____	7 _____
2 _____	5 _____	8 _____

4 Look at the interview again. Complete the questions Mariya asks.

- The man in the photo looks very important, ___?
- That isn't Roza Baglanova the famous singer, ___?
- Abilkhan Kasteev's paintings are beautiful, ___?

5 Look at the questions again and complete the rules.

If the statement is positive, the question tag is **positive / negative**.

If the statement is negative, the question tag is **positive / negative**.

The verb in the tag is often the **same as / different from** the verb in the statement.

We use **do** in the tag when the verb in the statement is **be / another verb**.

Our heroes

Mariya and Azamat talk about people for their school project.



M: The man in the photo looks very important, doesn't he? What's his name?

A: His name is Toktar Aubakirov and he's Kazakhstan's first cosmonaut. In 1991, he was part of a team on a Soyuz space mission to do research in space. Toktar was also a test pilot for the Kazakh air force. He tested over 50 planes and he was the first person to fly non-stop over the North Pole. Today, he is retired, but he helps train young people at workshops and conferences and gives advice.

M: That is Roza Baglanova the famous singer, isn't it?

A: Yes, it is. She was born in Kazalinsk in 1922 and became one of the most famous singers in Kazakhstan. She sang in operas and performed popular songs.



She was only 19 years old when she started singing as a soloist with the Song and Dance Ensemble of the Uzbek Philharmonic Orchestra. During her career, she also worked for the Kazakh State Academic Opera and Ballet, and the Kazakh State Philharmonic Society. She toured the world singing and she liked to perform in the language of the country she was in. She died in 2011 at the age of 89.

M: Abilkhan Kasteev's paintings are beautiful, aren't they?

A: Yes, I really like them. He painted over 2,000 paintings, but his first job was a farm worker. Then he worked on the railway. He started studying art when he was 24. He was a great artist because he painted in oils and watercolours, and he was good at painting different types of pictures. Some of his pictures are of people and some are of the countryside. His paintings of the steppe are fantastic. He died in 1973. The art museum in Almaty is now the Kasteev State Museum of Arts.



6 Complete the question tag.

- Exploring space is exciting, ___?
- You want to be a singer, ___?
- You can fly a plane, ___?
- Our maths homework wasn't hard, ___?
- Their songs are cool, ___?
- You can't speak Japanese, ___?

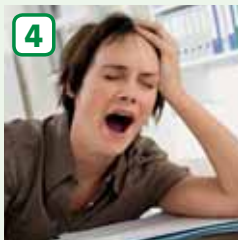
7 **ACTIVATE** Ask your partner questions. Ask questions using question tags with the verbs **be, can, do and have** in the correct form.

CLIL ■ Language and literature: Non-verbal language

I can understand a text about different ways to communicate.

1 Check the meaning of the words in the box and match them with faces 1–5.

happy tired confused angry surprised



2 1.24 Read and listen to the text. What is non-verbal language? Is it important?



Imagine you are in a café in China, but you don't speak Mandarin. A Chinese woman asks you a question and you say, 'Sorry, I don't understand.' She doesn't speak your language, but she understands you. That's because you look confused. The woman understands your non-verbal language.

In writing, we also use non-verbal language. Colours communicate important information. Everybody understands that red means 'stop' or 'dangerous'.

Green means 'go' or 'safe'. We also use pictures and symbols. In this book, a CD symbol means 'listen to the CD'.

People from different countries use different verbal languages to communicate, but everybody understands non-verbal language.

How do people communicate?

When we speak, we use words, but we also use non-verbal language. We communicate only 7% of the message with words or verbal language. Non-verbal language doesn't use words. In a conversation, we listen to people, but we also watch them. We understand when people are happy, sad, confused or angry. We use facial expressions and gestures.



3 Read the text again and write *true* or *false*. Correct the false sentences.

- 1 Most communication is non-verbal.
- 2 Verbal language is language with facial expressions.
- 3 People use gestures in conversation.
- 4 It's impossible to understand someone if we don't speak their language.
- 5 Red and green communicate the same information everywhere.

4 **ACTIVATE** Use non-verbal language to communicate these messages to your partner.

You are disappointed. You are scared.
 You haven't got a pen. You are cold.
 You don't understand a question.
 It's late.

Vocabulary

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

country child nationality person
city class population

- 1 There are about 500 million ___ in the European Union.
- 2 Seattle and Los Angeles are ___ in the west of the USA.
- 3 There are four ___ in the United Kingdom.
- 4 There are people of 179 different ___ living in London.
- 5 There are 20 ___ in our class.
- 6 There are ___ in French and Spanish in my school.
- 7 The ___ of London is more than 7.5 million.

2 Match the verbs in the box with words 1–8.

watch have do go start set work
speak cook tidy

- | | |
|---------------------|----------------------|
| 1 <i>have</i> lunch | 6 ___ in a factory |
| 2 ___ Spanish | 7 ___ dinner |
| 3 ___ TV | 8 ___ school |
| 4 ___ to bed | 9 ___ the washing up |
| 5 ___ my room | 10 ___ the table |

Language focus

3 Complete the sentences with the affirmative or negative forms of the verbs in exercise 2.

- 1 Colette ___ DVDs after dinner. ✗
- 2 I ___ to bed at about eleven o'clock every night. ✓
- 3 We ___ lunch at school. ✗
- 4 Billy ___ his homework before dinner. ✓
- 5 My parents ___ Polish fluently. ✓
- 6 My brother ___ in an office. ✗
- 7 Jim and I ___ school at nine o'clock. ✓
- 8 Dad ___ dinner at the weekend. ✗

4 Write questions and answers about the sentences in exercise 3.

Does Colette watch DVDs after dinner?

No, she doesn't.

5 Write questions for the answers 1–6 with the words in brackets.

I have Spanish classes on Monday afternoon.
(When)

When do you have Spanish classes?

- 1 Tania lives in London. (Where)
- 2 Tom and Jim have lunch at 12.30. (What time)
- 3 I usually get up at 7 a.m. (When)
- 4 I sit next to Sarah in class. (Who)
- 5 I read comics. (What)
- 6 I meet my friends after school. (Who)

Communication

6 Complete the mini-dialogues with the words in the box.

do enjoy mind doing

Boy What do you like ¹___ after school?

Girl I really ²___ playing video games.

Boy ³___ you like reading?

Girl I don't ⁴___ reading comics, but I hate books.

singing enjoy loves about

Girl Do you ⁵___ playing in the group?

Boy Yes, I do. I don't like ⁶___.

Girl What ⁷___ Julia?

Boy Oh, she ⁸___ dancing.

Listening

7  1.25 Listen and complete the text.

There are 600 ¹___ in Marc's school and they are from about ²___ different countries. There are classes in French, Spanish and ³___ at the school. Marc's parents come from ⁴___ and they often go to Paris at the weekend. Marc and his sister study ⁵___ because they speak French fluently. Marc ⁶___ meets his friends after school and they often play ⁷___ in the park. In the evening, he always ⁸___ football on TV.



Listening

1 Which sports and hobbies do you enjoy doing?

2 1.26 Listen to a conversation. What are Jon and Lucy interested in?

3 1.26 Listen again and complete the sentences.

- 1 ___ is from Australia.
- 2 ___ is mad about basketball.
- 3 Lucy is better than ___ at basketball.
- 4 ___ is into tennis.
- 5 Darwin is in the ___ of Australia.
- 6 It's ___ than Sydney.
- 7 There are a lot of new ___ in Darwin.
- 8 Jon hasn't got any ___ of Darwin.

Speaking

4 Work in groups of three and prepare a conversation. Imagine that one person is from a different country. Answer the questions.

- 1 What are your interests?
- 2 What are you good at?
- 3 Who is from a different country?
- 4 Where is he / she from in this country?
- 5 What is the place like?

5 Have a conversation. Use your ideas in exercise 4 and the chart below to help you. One of you is **A**, one of you is **B** and one of you is **C**. When you have finished, change roles.

A Hi! How are things?	B Reply.
A Introduce your friend. This is ... He / She's from ...	B Reply.
C Reply and ask about B's interests. Are you into ... ?	B Reply and ask about C's interests. What about you?
C Reply.	B Ask where C is from. What part of ... from?
C Reply.	B Where's that?
C It's north / south etc. of ...	B Is it a nice place?
C Reply.	

Writing

6 Write an email to a friend. Tell your friend about a person from a different country. You can write about Jon from the listening or another person. Use the sentences in exercise 3 to help you. Begin like this:

Hi ... ,
I've got a new friend! His / Her name's ...
He / She's from ...

Our countryside

Start thinking

- 1 What do polar bears eat?
- 2 Do sharks usually attack humans?
- 3 What type of animal is on the 'red list'?

Aims

Communication: I can ...

- describe animals.
- understand an article about animals in danger.
- talk about things happening now.
- understand an interview about animal behaviour.
- ask people about their routines and what they are doing now.
- talk about what I'm doing now.
- write an article about an animal.

Vocabulary

- Animals
- Verbs: animal behaviour

Language focus

- Present continuous: affirmative and negative
- Present continuous: questions
- Present continuous and present simple
- *because*

Creativity and Skills



My country

National parks

⇒ Page 40



CLIL

Natural science: Animals

⇒ Page 41



Skills round-up

⇒ Page 43



Vocabulary puzzles

Animal behaviour

⇒ Page 117

VOCABULARY ■ Animals

I can describe animals.

- 1 Match the animals in the box with photos 1–16 in the *Eye to Eye* quiz on page 33. Which photo is not an eye?

snake frog elephant bear parrot owl human
shark crocodile whale spider seal butterfly
falcon chameleon fly

- 2 Look at the key phrases. Which phrases do we use for things we see and which for things we hear? Which can be used for both?

KEY PHRASES □ Speculating about things you see and hear

It looks like a / an ... It doesn't look like a / an ...
It sounds like a / an ... It doesn't sound like a / an ...
Maybe it's a / an ... I'm sure it's a / an ...

- 3 1.27 Compare your answers to exercise 1 using the key phrases. Then listen and check.
- 4 1.28 Listen and identify the animals. Use the key phrases in exercise 2.

It sounds like a ...

Yes, maybe it's a ...

- 5 Check the meaning of the words in **blue**. Then choose an animal in exercise 1 and answer questions 1–8.

- | | |
|--|-----------------------------------|
| 1 Does it live in this country? | 6 Has it got more than four legs? |
| 2 Does it attack humans? | 7 Does it climb trees? |
| 3 Does it eat meat? | 8 Does it hunt fish? |
| 4 Does it swim ? | |
| 5 Does it fly ? | |

- 6 **ACTIVATE** Work in pairs. Each think of an animal that lives in your country. Then ask questions to guess your partner's animal. Use the questions in exercise 5 and your own ideas.

Does it swim?

No, it doesn't.

Does it hunt small animals?

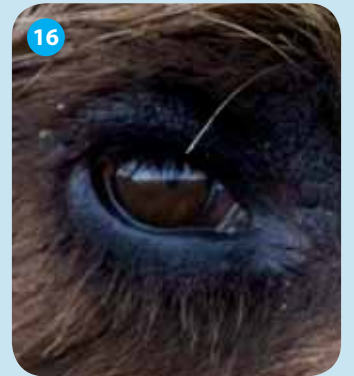
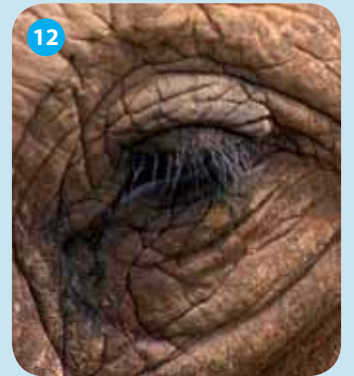
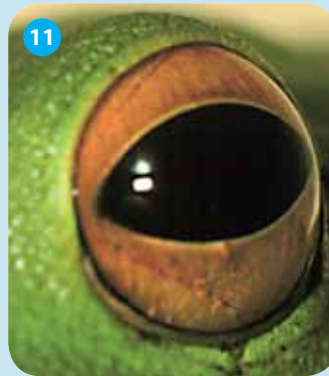
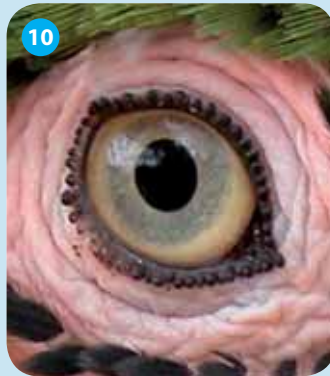
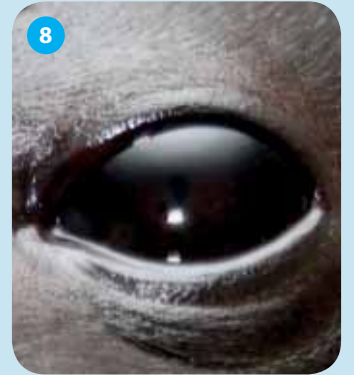
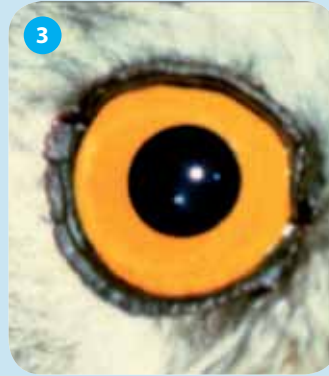
Yes, it does.

□ Finished?

Look at the animals in exercise 1. Which animals are: birds, insects, mammals, fish, reptiles? Make a mind map. Which two animals don't go in any of the categories?


Eye to Eye

How many animals can you identify?
Which photo is not an eye? Which animals live in Kazakhstan?



READING ■ The red list

I can understand an article about animals in danger.

1  1.29 Read the title of the article and the question. What do you think the answer is? Why? Read and listen to the text and check your answer.

2 Read the text again. Choose the correct answers.

- 1 Crocodiles are more dangerous than ___
a sharks. b chairs. c people.
- 2 Sharks attack ___ people every year.
a 100 b 7 or 8 c 3 or 4
- 3 People kill animals ___
a just for food.
b mainly for fur or fun.
c for meat, fun and fur.
- 4 The 'red list' is a list of ___
a red animals.
b dangerous animals.
c animals becoming extinct.
- 5 The writer wants readers to ___
a change what they do.
b make a list of important animals.
c stop eating meat.

3 **BUILD YOUR VOCABULARY** Look at the words in **blue** in the text. Which two words are verbs? Use the words to complete the sentences.

- 1 Sharks don't often ___ humans.
- 2 There are ___ 6,000 wild tigers in the world.
- 3 Some people are trying to ___ endangered animals.
- 4 There are more people who die in ___ with chairs than with animals.
- 5 Human ___ are changing the climate.
- 6 There is a lot of ___ in big cities.

4 **ABOUT YOU** Answer the questions. Then compare your answers with a partner.

- 1 Which animals do you like / dislike? Why?
- 2 In addition to the animals in the text, which animals are endangered in your country? Why?
- 3 What are people doing to save these animals?
- 4 Do people hunt animals in your country? Why?
- 5 Is pollution a problem where you live? Why?

Danger! Humans!

When an animal attacks a person, there are always stories about it on TV and in the newspapers. But people are usually more dangerous than animals. Every year, we kill **approximately** 100 million sharks, but sharks only **attack** three or four people, and crocodiles six or seven. More people die in **accidents** with chairs!

Animals aren't really a problem for people, but we are a problem for animals. We eat millions of tonnes of fish and meat every year. But people don't kill animals just for food. They also hunt them for fur or for fun. While you're reading this, people are hunting animals all over the world.

At the moment, animals are becoming extinct in every part of the world. The 'red list' of animals in danger in Kazakhstan includes species of horses, leopards, wild dogs, lynx, otter, bats and bears. We aren't killing all these animals directly, but they are dying and becoming extinct because of human behaviour. Our **pollution** and construction is changing the climate and animals' habitats, and time is running out for some animals. It's important to change our **actions** now and **save** the animals!



Which is more dangerous: a shark, a chair or a person?

Glossary

behaviour: the way a person acts, especially towards others

I can talk about things happening now.

- 1 Complete the sentences from the text on page 34. Then choose the correct words in rules a–c.

Animals ¹ ___ becoming extinct.
 We ² ___ killing all these animals directly.
 Our pollution ³ ___ changing the climate.

○ RULES

- a We use the present continuous to talk about **things happening now / habits and routines**.
- b We use the verb **do / be** to form the present continuous.
- c We add **-ing / -ed** to the main verb in the present continuous.


- 2 Find the present continuous form of verbs 1–6 in the text on page 34. Then read the spelling rules and match the verbs to spelling rules 1–3. Which verb doesn't match any rule?

- 1 become 3 hunt 5 run
 2 die 4 change 6 read

○ SPELLING RULES

- 1 Most verbs → +*-ing*:
 meet – meeting; play – playing
- 2 Verbs ending in *-e* → remove *-e* + *-ing*:
 have – having; write – writing
- 3 Verbs ending in a vowel + consonant → double final consonant + *-ing*:
 swim – swimming; stop – stopping

More practice ⇌ Workbook page 25

- 3  1.30 Listen to the sounds. Match the things in A with the actions in B. Then write sentences describing the actions using the present continuous.

- 1 Two dogs are running in the park.
- | | |
|---|--|
| <p>A</p> <p>1 Two dogs</p> <p>2 A parrot</p> <p>3 A man</p> <p>4 A whale</p> <p>5 Children</p> <p>6 A girl</p> <p>7 A lion</p> | <p>B</p> <p>(attack) a mosquito.</p> <p>(make) a cake.</p> <p>(practise) the piano.</p> <p>(speak) English.</p> <p>(sing) to its partner.</p> <p>(have) a meal.</p> <p>(run) in the park.</p> |
|---|--|

Pronunciation: *-ing* ⇌ Workbook pages 98 and 99

- 4 Work in pairs. Read the prompts and look at the picture. Make affirmative and negative sentences using the present continuous.

child / sit / by the river (stand)

*A child isn't sitting by the river.
 She is standing by the river.*

- 1 child / feed / bears (ducks)
- 2 falcon / sleep (hunt)
- 3 two people / watch / owl (falcon)
- 4 three people / swim (run)



- 5 Write sentences about what is happening now.

- I / think about the weekend
I'm not thinking about the weekend.
- 1 my parents / work
 - 2 the teacher / write on the board
 - 3 I / sit next to a girl
 - 4 we / work hard
 - 5 I / wear jeans
 - 6 the student by the door / listen

- 6 **ACTIVATE** Think of a person in your class and write one affirmative and one negative sentence using the present continuous. Swap your sentences with your partner and guess their person.

He's wearing a green T-shirt. He isn't listening to the teacher.

Is it Tom?

Yes, it is.

○ Finished?

Imagine a perfect day in a perfect place with your family or friends. Write sentences describing where you are and what is happening.

I'm walking in the mountains with my friends. We're ...

VOCABULARY AND LISTENING ■ Verbs: animal behaviour

I can understand an interview about animal behaviour.


- 1 Check the meaning of the verbs in bold. Then look at photos 1–6 and choose the correct verbs.


- 1 The blackbird is **feeding** / **eating** its chicks.
- 2 The beaver is **digging** / **building** a dam.
- 3 The chameleon is **catching** / **helping** an insect with its tongue.
- 4 The fish is **fighting** / **protecting** the other fish.
- 5 The bear is **hunting** / **hiding** the salmon.
- 6 A falcon is **playing with** / **chasing** a group of smaller birds.

- 2 Complete the sentences with names of animals. Compare your answers with a partner.

Owls hunt at night. They eat small animals.

- 1 ___ hide in trees. They haven't got legs.
- 2 ___ catch fish. They sleep in the winter.
- 3 ___ don't feed their young. They can change colour when they want to hide.
- 4 ___ hunt smaller fish. They sometimes attack humans.
- 5 ___ protect their babies from sharks. They sing to each other.

- 3  1.31 Listen to an interview with Mike. Which of the photos does Mike speak about?

- 4  1.31 Try to complete the text. Then listen again and check your answers.

Blackbirds feed their chicks every day for ¹___ weeks. In the second photo, the chameleon is catching a ²___. The chameleon sometimes catches insects from a distance of ³___ centimetres! The big fish is a goliath grouper and it is ⁴___ metres long. It isn't attacking the small ⁵___, it's protecting them. In the last photo, a falcon is hunting small birds. It's a very fast bird and it sometimes ⁶___ at 390 kilometres an hour.

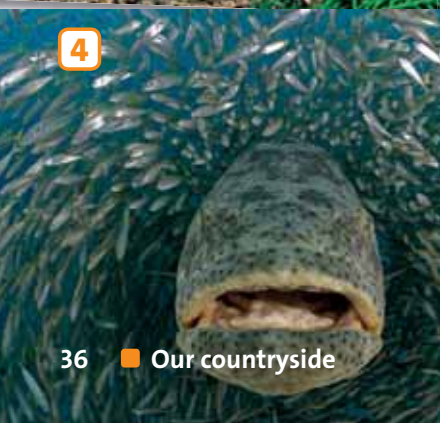
- 5 Choose an animal you know and answer the questions.

- 1 How big is the animal? (enormous, quite / not very big, quite / not very small, tiny)
- 2 Where does it live? (in trees, the sea, rivers, your house, holes, other)
- 3 What does it eat? (meat, other animals, grass, fruit, other)
- 4 How does it move? (swim, walk, run, fly)

- 6 **ACTIVATE** Interview your partner about their animal. Use your answers in exercise 5.

How big is your animal?

It isn't very big.



Present continuous: questions

1 Complete the questions from the listening on page 36. Can you remember the answers?

- 1 What ___ the chameleon catching?
- 2 ___ the big fish hunting the smaller fish?
- 3 ___ the bigger bird attacking the others?

2 Match the questions in exercise 1 with answers a–c. Then complete the rules.

- a No, it isn't.
- b Yes, it is.
- c A fly.

○ RULES

- 1 We make affirmative short answers with Yes, + pronoun + *am* / ¹___ / *are*.
- 2 We make negative short answers with No, + pronoun + *'m not* / *isn't* / ²___.

More practice ⇌ Workbook page 27

3 Write questions for the answers using the words in brackets.

- Ron *What are you watching?* (what / you / watch)
 Emi I'm watching those otters. Look!
 Ron ¹___? (where / those otters / swim to)
 Emi They're swimming to the river bank.
 Ron ²___? (why / do / that)
 Emi Because there are eagles in the sky.
 Ron ³___? (what / that otter / do)
 Emi She's protecting her baby.
 Ron ⁴___? (who / watch / the otters)
 Emi They're scientists.
 Ron ⁵___? (why / watch / the otters)
 Emi Because they're counting them.
 Ron ⁶___? (where / that scientist / go)
 Emi I don't know. Be quiet!

4 Ask and answer questions about the information in exercise 3.

Where / Ron and Emi / stand

Where are Ron and Emi standing?

On a boat.

- 1 what / Emi / watch
- 2 the otters / sit / on the rocks
- 3 why / the otters / swim / to the river bank
- 4 the otter / attack / the eagle
- 5 who / count / the otters
- 6 the scientist / go

Present continuous and present simple

5 Complete the table with sentences 1–6. Which time expressions in bold do we use with: (a) the present simple, (b) the present continuous?

- 1 She studies **every day**.
- 2 She's studying **today**.
- 3 I **always** walk to school.
- 4 I'm walking **at the moment**.
- 5 We don't **usually** eat meat.
- 6 We aren't eating meat **now**.

Present simple	Present continuous
Routine or repeated action	Action happening now
<i>She studies every day.</i>	<i>She's studying today.</i>

More practice ⇌ Workbook page 27

6 Complete the sentences. Use the present simple and present continuous forms of the verbs.

He usually *goes to school* (go to school) by car, but today he's *walking* (walk).

- 1 I ___ (listen) to pop music at the moment. I ___ (prefer) heavy metal.
- 2 They ___ (not usually go) to the cinema. They ___ (watch) a DVD at the moment.
- 3 They ___ (go) to bed late every day. They ___ (sleep) now.
- 4 He ___ (always play) football after school, but he ___ (play) tennis today.
- 5 She ___ (have) dinner now. She ___ (like) fish.

7 **ACTIVATE** Write six questions to ask your partner about now and at home. Use the present simple and present continuous forms of the verbs in the box. Then ask and answer questions with your partner.

listen to wear study read wear
talk about practise write watch

What do you wear at home?

I wear ...

What are you wearing now?

I'm wearing ...

○ Finished?

Write sentences with the time expressions in exercise 5. Use the present simple and the present continuous.

I play the guitar every day. I'm thinking about ...

SPEAKING ■ Phoning a friend

I can talk about what I'm doing now.



- Tina Hello.
Jake Hey, Tina. It's Jake.
Tina Hi, there. How are you?
Jake Fine, thanks. What are you doing at the moment?
Tina I'm sightseeing! I'm at the Brighton aquarium with Laura.
Jake Really? What are you looking at?
Tina Oh, there are some sharks here. They're really cool.
Jake Are you having a good time?
Tina Yeah, it's really interesting. We can meet later if you want.
Jake OK, great! Give me a call.
Tina Sure. Bye for now.

- 1 Look at the photo. Where's Tina?
- 2 1.32 Listen to the dialogue and check your answer in exercise 1. What is Tina doing?
- 3 1.32 Match the key phrases with the responses in blue in the dialogue. Then listen again and practise the dialogue.

KEY PHRASES ■ Talking on the phone

- 1 Are you having a good time?
- 2 Give me a call.
- 3 It's (Jake).
- 4 We can meet later if you want.
- 5 What are you doing at the moment?
- 6 How are you?

STUDY STRATEGY ■ Improving pronunciation

- 4 1.33 Listen and repeat. Practise linking the words.
 - 1 How _ are you?
 - 2 What _ are you doing?
 - 3 There _ are some sharks.
 - 4 Are you having _ a good time?
 - 5 It's really _ interesting.

- 5 1.34 Complete the mini-dialogue with the key phrases. Listen and check. Then practise the mini-dialogue.

- Sal Hello.
Ben Hi, Sal. ¹___ Ben.
Sal Hi, there! ²___ at the moment?
Ben I'm at the skateboard park with Tom.
We're practising.
Sal Really? ³___ a good time?
Ben Yeah. It's fun. We can meet later ⁴___.
Sal OK. ⁵___ a call.
Ben Sure. Bye for now.

- 6 **ACTIVATE** Work in pairs. Prepare a new dialogue using the dialogue in exercise 5 as a model. Change the words in blue. Use ideas from the box or your own ideas. Practise the new dialogue.

city centre / shopping
library / studying
park / playing football
sports centre / playing tennis
lake / swimming

Red list animals: The orca

- 1 The animals in this photo are orcas or 'killer whales'. In fact, an orca is not a whale, but a type of dolphin. Here they're swimming in a group near the shore. Maybe they're hunting for seals.
- 2 Orcas live in all of the world's oceans. They hunt and play in groups. They are aggressive and they usually eat fish, squid, seals and turtles. Females have one baby, called a calf, every two or three years.
- 3 Orcas are on the 'red list' because they are in danger of becoming extinct. Some orcas are in danger because there is pollution in the sea. They also die in fishing nets. I think that it is important to protect these animals.



- 1 Read the model text and answer the questions.
 - 1 Which paragraph describes the life and habitat of the orca? Which describes a problem?
 - 2 Do orcas live in groups?
 - 3 What do orcas eat?
 - 4 How often do females have calves?
 - 5 Why are they becoming extinct?

Language point: because

- 2 Match sentences 1–6 with a–f. Combine the sentences using *because*.
 - 1 Orcas are in danger.
 - 2 They're hunting.
 - 3 I don't swim.
 - 4 She's having a good time.
 - 5 He's running.
 - 6 They're hiding.
 - a I don't like being in water.
 - b He's late.
 - c There is pollution in the sea.
 - d They're scared.
 - e They're hungry.
 - f She's at the aquarium.

- 3 Match the key phrases a–e with paragraphs 1–3 in exercise 1.

KEY PHRASES ○ Describing wildlife

- a Females have (one baby), called a (calf), every ...
- b (Orcas) live in ...
- c Here they are ...
- d (Orcas) are on the red list because ...
- e The animals in this photo are ...

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

WRITING GUIDE

A TASK

Look at the photo below and write an article about polar bears.

B THINK AND PLAN

Read the notes below about polar bears and match a–e in exercise 3 with paragraph titles 1–3.

- Paragraph 1: Introduction: *e*
 Paragraph 2: Life and habitat:
 Paragraph 3: Problems:

C WRITE

Write your article and follow your paragraph plan. Use the model text and the key phrases.

D CHECK

- the use of *because*


Notes: The polar bear

- a females: two babies / cubs / every four or five years
- b red list: climate / change → ice / melt; pollution; hunting → fur
- c habitat: the Arctic / on ice
- d food: seals and fish
- e this photo: polar bears / on ice; hunt / seals
- f photo: a female with two cubs
- g behaviour: aggressive; hunt seals; can swim



MY COUNTRY ■ National parks

I can talk about Kazakhstan's plants and animals.

- Look at the photos. In pairs, describe what you can see.
-  1.35 Read and listen to the text and answer the questions.
 - What is the name of the national park?
 - Where is it?
 - What is the landscape like?
 - What animals and plants do you find there?
 - What unusual sights can you see in the park?
 - What are some of the unusual animals and plants in the park?
- Put the words in blue from the text in the correct column.

Animals	Plants
fish	6 ____
1 ____	7 ____
2 ____	____
3 ____	
4 ____	
5 ____	

above along behind between in on
opposite under

- The Altyn-Emel is ____ south-east Kazakhstan.
 - It lies ____ the River Ili and the Aktau Mountains.
 - There are paintings ____ some of the rocks.
 - Turanga trees grow ____ the River Ili and ____ springs in the park.
 - An eagle is flying ____ the sand dunes.
 - Rabbits sleep ____ the ground.
 - Is there a pony ____ those trees? I can't see it.
 - Two of the horses are standing ____ us. They are looking straight at us.
- Write about a national park. Use the questions in exercise 2 to help you.

Altyn-Emel National Park

The Altyn-Emel National Park is very big: it covers 4,600 km² in south-east Kazakhstan. It lies between the River Ili and the Aktau Mountains. This is a very dry part of the country where life is hard. But in this difficult environment there are around 1,800 species of plants, including **willows** and **honeysuckles**; 32 types of **fish**, and around 260 species of **vertebrates** (animals with backbones), with 11 on Kazakhstan's red list of endangered species. The rich wildlife makes the park a paradise for birdwatchers: along with other rare birds, you can see four types of eagle including **imperial** and **golden eagles**, as well as **eagle owls**.

Other attractions of the park are the singing sand dunes and the Aktau Mountains. They are both amazingly beautiful and interesting landscapes. The dunes are over 3 km long and 500 m high. As the wind moves the sand it makes a sound like an organ. The sound is really loud in dry weather and can be heard several kilometres away.

There are signs that people lived in this area many, many years ago. The paintings on some of the rocks of animals and everyday life are thousands of years old. There are archaeological sites from around 3,000 years ago.

Imperial eagle

These are very large birds. Their wingspan (the length of both wings together) is around two metres. They live in forests and in small groups of trees on the steppes. You can often see them when they are flying high above the park. They live to around 26 years in the wild but up to 45 years in zoos.



Przewalski's horse

This is one of the rarest species of wild horse. In fact, scientists don't know if it is related to domestic horses. In 1945, there were only 13 **Przewalski's horses** in the world, and they were in zoos. Now there are over a thousand in the wild, but they are still endangered.



Turanga forests

Turanga trees grow along the River Ili and next to springs in the park and are unique to Kazakhstan. The trees are home to reptiles, amphibians, mammals and insects, so are an important part of the park's environment.




CLIL ■ Natural science: Animals

I can talk about the different animal groups.

3

- 1 Check the meaning of the words in the box and complete the text with five of the words.

feathers scales legs hair wings
lungs fins ~~backbones~~ gills

- 2  1.36 Read and listen to the text. Check your answers in exercise 1. Then answer the questions.

- Which type of animal doesn't live on land?
- Which types of animal have got scales?
- Which type of animal has got hair?
- How are snakes different from other reptiles?
- Which type of animal is different when it's older?
- Which type of animal feeds its babies milk?

- 3 Which group are these animals from? Use the chart to classify them.

chameleon shark bear owl

- 1 Does it feed its babies milk?
Yes. It's a mammal. **No.** Go to number 2.

- 2 Has it got feathers and wings?
Yes. It's a bird. **No.** Go to number 3.

- 3 Has it got fins?
Yes. It's a fish. **No.** Go to number 4.

- 4 Has it got scales?
Yes. It's a reptile. **No.** It's an amphibian.

- 4 **ACTIVATE** Think of an animal. Ask and answer the questions in exercise 3 and your own questions with a partner. Guess the animal.

Vertebrates

Vertebrates are animals with **backbones**. The following groups are the different types of vertebrates.



Fish

Fish are cold-blooded animals and they live in water. They have got scales and ¹____. They haven't got lungs. They have got gills instead. Most fish lay eggs and they don't look after their babies.

Amphibians

When amphibians are young, they live in water and they haven't got lungs. When they are adult, they've got lungs and four ⁴____, for example, frogs and toads. They lay their eggs in water, but they don't live in water all the time.



Mammals

All mammals are warm-blooded and they feed their babies milk. Most mammals live on land, for example, humans and dogs. Some mammals, like whales, live in water, but they haven't got gills. They have all got ²____.

Most of them have got hair and four legs.



Reptiles

Most reptiles live on land. They have got lungs and scales, but not gills. They haven't got any wings or feathers, and they haven't got fins or ⁵____. All the animals in this group, for example, chameleons and lizards, have got four legs, except for snakes. They are cold-blooded animals and many of them live in warm places.



Birds

Birds live on land, but some of them look for food in water. They have got ³____, two legs and two wings. Some birds like ostriches and kiwis can't fly. All birds lay eggs and they feed their young.



Vocabulary

1 Choose the correct words.

- 1 Humans **kill** / **die** seals for their fur.
- 2 Crocodiles **feed** / **eat** meat.
- 3 Falcons **build** / **hide** in trees.
- 4 Rabbits **climb** / **dig** holes in the ground.
- 5 Female elephants **attack** / **protect** their babies.
- 6 Bears **catch** / **fight** fish in rivers.
- 7 Whales don't **fly** / **swim**.
- 8 Some snakes can **climb** / **chase** trees.

2 Complete the text with the words in the box.

habitat live swim climate extinct
pollution hunt

Polar bears are becoming ¹____. Why? Human ²____ is changing the ³____. Polar bears ⁴____ on the ice in the Arctic. But the ice is melting and their ⁵____ is getting smaller. Every year it gets more difficult for the bears to ⁶____ seals. Polar bears can ⁷____ but they can't live in the sea!

Language focus

3 Write sentences using the correct form of the present continuous.

- 1 he / catch fish for dinner
- 2 we / study the climate
- 3 those crocodiles / not sleep
- 4 I / watch a TV programme about polar bears
- 5 they / not do their homework
- 6 she / write a book about whales
- 7 you / not listen to me

4 Write questions and short answers. Use the present continuous.

you / write an email ✓

Are you writing an email? Yes, I am.

- 1 the climate / change ✓
- 2 tigers / become extinct ✓
- 3 you / talk to Billy ✗
- 4 that female bear / protect her baby ✓
- 5 we / learn new vocabulary ✓
- 6 your friends / run in the park now ✗
- 7 Jack / look for his book ✗

5 Complete the sentences with the present continuous or the present simple.

- 1 a We ____ (watch) TV every day.
b We ____ (watch) a good documentary now.
- 2 a I ____ (swim) in the sea every year.
b Oh no! That shark ____ (swim) towards us.
- 3 a He ____ (eat) in a restaurant at the moment.
b He usually ____ (eat) at home.
- 4 a Humans sometimes ____ (hunt) animals for sport.
b Look! Those men ____ (hunt) baby seals.


Communication

6 Complete the dialogue with the phrases in the box.

It sounds like I'm reading every day
It looks like a good time Maybe it's
What are you doing

- Paul ¹____ at the moment?
Anna ²____ an email from Emma. She's in Australia.
Paul Is she having ³____?
Anna Yes, she says it's fantastic. She goes swimming ⁴____.
Paul Listen! What's that?
Anna ⁵____ a mosquito.
Paul Well, it isn't a mosquito.
Anna Look. It's yellow and black. ⁶____ a wasp.
Paul I'm not sure it is.
Anna ⁷____ a bee.
Paul That's OK, then.

Listening

7  1.37 Listen to a conversation and choose the correct words.

- 1 Harry is with Lily / Mark.
- 2 They are at the park / a café.
- 3 There's a film / music festival there.
- 4 He's having a terrible / fantastic time.
- 5 The weather is very cold / hot.
- 6 They can meet at four / five o'clock.



Listening

- 1 Look at the animals in the photos. What are they? Where can you see these animals?
- 2 1.38 Listen to a dialogue. Which are Jon's two photos?
- 3 1.38 Listen again and complete the sentences.
 - 1 Jon enjoys taking ____.
 - 2 The dolphins are ____ in front of the boat.
 - 3 Jon and his dad often see ____ and ____.
 - 4 Sea crocodiles are ____ than sharks.
 - 5 Sea crocodiles live in Australia, ____ and ____.
 - 6 Sea crocodiles are becoming ____ in many countries.
 - 7 Where Pierre comes from, people speak ____.
 - 8 Tim is buying a ____ at the shopping centre.

Speaking

- 4 Work in pairs and prepare a dialogue. You are describing this photo to your partner. Imagine that the two people in the photo are from different countries. Answer the questions.



- Where is the place in the photo?
- Who are the people in the photo?
- What nationality are they?
- What country do they come from?
- What are the people doing in the photo?
- What is the animal?
- What is it doing?

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

A This is a good photo! Where is it?	B Reply.
A Who's that? He / She looks like he's / she's ...	B He's / She's ... He's / She's [nationality]. He / She comes from [country].
A Who's the other person?	B Reply.
A Is he / she ... too?	B No, he / she's [nationality]. He / She comes from [country].
A What are they doing?	B Reply.
A What is that animal?	B Reply.
A What is it doing?	B Reply.

Writing

- 6 Write an email to a friend. You are on holiday and you are sending a wildlife photo to your friend. Talk about your holiday and describe the photo in exercise 4 or another photo. Use the questions in exercise 4 to help you. Begin like this:

Hi ... ,
 I'm having a fantastic holiday here in
 I'm staying Here is a photo of
 Here they are

Drama and comedy

Start thinking

- 1 How many Oscars did the film *Titanic* win?
- 2 Which best-selling video game became a film?
- 3 When did Daniel Craig start acting?

Aims

Communication: I can ...

- talk about films and the theatre.
- understand an article about films and video games.
- talk about actions in the past.
- describe people's appearance.
- ask and answer questions about last weekend.
- talk about things I did last weekend.
- write a profile of a famous actor.

Vocabulary

- drama and comedy
- describing people

Language focus

- Past simple: regular and irregular verbs
- Past simple: questions
- *also*

Creativity and Skills



My country

Kazakh films

⇒ Page 52



CLIL

Technology: The internet

⇒ Page 53



Project

Trump card game: the cinema

⇒ Page 55



Vocabulary puzzles

Describing people

⇒ Page 117

- 1 Check the meaning of verbs 1–8. Match these verbs with their past forms in **blue** in the *The Acting Game* quiz on page 45.

- 1 direct ___ 4 go ___ 6 write ___ 8 play ___
 2 win ___ 5 make ___ 7 use ___ 9 say ___
 3 put on ___

- 2 139 Complete the key phrases with the words in the box. Then listen and check. Practise saying the phrases.

think answer right agree sure don't

KEY PHRASES ■ Comparing answers

- 1 I think the ___ is (b). 4 I ___ agree.
 2 I'm not ___. Maybe it's (c). 5 Yes, you're ___.
 3 Yes, I ___. 6 I don't ___ so. I think the answer is (a).

- 3 140 Read the rules on page 45. Then play the game in teams. Use the key phrases to compare your answers. Then listen and check.

I think the answer to the first question is c.

I don't agree. I think the answer is a.

- 4 Match the verbs in A with the phrases in B to make collocations. Check your answers in the *The Acting Game* quiz.

A		B	
act	direct	a play	to the cinema
win	watch	a part	someone laugh
put on	make	a film	an award
go		a film / play	

- 5 Match the words in the box to the pictures on page 45.

win an award write a play play a part

- 6 **ACTIVATE** Complete the sentences about performing so they are true for you. Then talk about your answers with a partner.

- 1 I'm / I'm not good at ___.
- 2 I don't play an instrument because ___.
- 3 I like / don't like watching ___ on TV.
- 4 I can / can't ___.
- 5 I like / don't like performing because ___.
- 6 I enjoy / don't enjoy having an audience.

I'm good at singing and dancing. What about you?

THE ACTING GAME

Rules

Talk about the questions and decide your answers. Then listen to the correct answers. Your team starts with three lives. Each time you get an answer wrong you lose a life. If you haven't got any lives, you are out of the game. The winner is the team with the most lives.

START



- 1 When Shakespeare **put on** his plays in London in the 16th century, he **used** ___ as actors.
- a men
 - b women
 - c men and women



- 2 Charlie Chaplin **made** people laugh in his silent films. He often acted the part and wore the same clothes: (a small hat, big baggy trousers), and he carried a walking stick. What was this character's name?
- a The boy
 - b The tramp
 - c The old man



- 3 People watch films on TV and computers today, but in the past they **went** to the cinema. Which film was the most popular at the cinema of all time?
- a *Star Wars*
 - b *Batman*
 - c *Gone with the Wind*



- 6 Which famous Kazakh director **directed** the film *Abraham Lincoln: Vampire Hunter* with Tim Burton?
- a Shaken Aimarov
 - b Timur Bekmambetov
 - c Asanali Ashimov



- 5 Which famous Russian playwright **wrote** *The Cherry Orchard* and *Three Sisters*?
- a Leo Tolstoy
 - b Anton Chekhov
 - c Nikolai Gogol



- 4 The film *Titanic* **won** over ten Oscars. It shares the number 1 position with *Ben Hur* and one of the *Lord of the Rings* films. How many did it win?
- a 11
 - b 13
 - c 14



- 7 In the Harry Potter films, which actor **played** Ron Weasley?
- a Daniel Radcliffe
 - b Rupert Grint
 - c Robbie Coltrane



- 8 What is the name of the type of play that has an unhappy ending?
- a drama
 - b tragedy
 - c comedy



- 9 Which character of Shakespeare's **said** 'to be or not to be, that is the question'?
- a Julius Caesar
 - b Romeo
 - c Hamlet

FINISH

Finished?

Write two more questions for *The Acting Game*.

Which actor won an award for ...

Game on!

Big numbers!

Video games and consoles are big business. ¹____ Some now appeal to girls and women as well as boys and men. People often prefer this form of entertainment to watching TV or going to the cinema. That's not bad news for those in the film and TV world. In fact, it's very positive, and ²____. As well as appearing in films, actors do 'voice work'. This means we hear their voices in radio plays, animated films and video games, but we don't see them act.

Video games started to become successful in the 1980s, when Nintendo created the Mario character. The game's creators made Mario an ordinary hard-working plumber, and this small man with a big nose and a cap appealed to many people's imagination. In fact, ³____.

When some film producers see how successful games are, they want to make films with the same characters or using similar ideas. For example, the film *Super Mario Bros.* came out of the Mario series, and in 2008 Hollywood producer John Davies said he wanted to create a Sims movie. It is easy to see why. In Sims, players designed and built towns. It was very creative and, it soon became very, very popular. But creating a movie from a game is not an easy thing to do. In the case of Mario, the film was a disappointment for a lot of fans. ⁴____ in the video games. As for the Sims movie, it is still in development.



1 Do you know the video games in the photos?

2 1.41 Read the text and complete gaps 1–4 with sentences a–e. There is one sentence that you do not need. Listen and check.

- a it's really good news for actors.
- b They preferred the animated character
- c they don't only watch video games.
- d Today, companies sell more than 100 million games a year.
- e he became one of the most popular computer games' characters of all time with both men and women.

3 **BUILD YOUR VOCABULARY** Find the nouns for these verbs in the article. Then complete the sentences.

create design play entertain
imagine choose disappoint

- 1 Video game ____s make all sorts of games.
- 2 Shigeru Miyamoto was the ____ of Mario.
- 3 My favourite form of ____ is TV.
- 4 There is a large ____ of books in the library.
- 5 My favourite football ____ is Lionel Messi.
- 6 You use your ____ when you write a story.
- 7 It was a ____ when the film didn't win an Oscar.

4 **ABOUT YOU** Ask and answer the questions.

- 1 Do you play games? Why / Why not?
- 2 What games do your friends play?
- 3 Why do you think games are popular?
- 4 What games do boys and girls like?
- 5 What can you learn from video games?

I can talk about actions in the past.

1 Look at the forms of *play* and *make* in the sentences. Which verb is regular? How do you know?

- 1 He **played** parts in comedies.
- 2 We **didn't play** parts in dramas.
- 3 He **made** action films.
- 4 You **didn't make** horror films.

More practice → Workbook page 33

2 Find the past simple forms of these verbs in the article on page 46. Complete the table.

appeal start ~~design~~ become want
prefer create build lead

Regular verbs	Irregular verbs
<i>design - designed</i>	<i>become - became</i>

STUDY STRATEGY □ Using the Workbook irregular verb list

3 Study the irregular verbs list on page 112 in your Workbook and test your partner.

What's the past of 'have'?

It's 'had'.

4 Make affirmative and negative sentences. Use the prompts and your own ideas. Then compare your answers with a partner.

I / buy / a game.

I didn't buy a game. I bought a CD.

What about you?

I bought a book.

- 1 I / have / a sandwich for lunch.
- 2 I / meet / my friend in town.
- 3 we / go / to a café.
- 4 I / read / a book in bed.
- 5 we / eat / at home on Friday.
- 6 I / write / a letter to a friend.

5 Complete the text with the correct past simple form of the verbs in the boxes.

Game master

not like win play not listen know

When Johnathan Wendel was 13, he often went to arcades and he ¹___ games against older teenagers. He was very good and he often ²___. His parents ³___ about this, but they ⁴___ it. Luckily, Johnathan ⁵___ to them.

not win become take be

When he was 18, he ⁶___ part in his first professional competition. He ⁷___ but he ⁸___ third. In his next competition, he ⁹___ champion of the game *Quake 3*.

start make not lose beat travel

After that, he ¹⁰___ around the world and he ¹¹___ very often. He ¹²___ all the best players. He ¹³___ his company Fatal1ty, Inc. and ¹⁴___ a lot of money selling things for computers.

6 **ACTIVATE** Play a true and false game. Order the time expressions in the box. Follow the instructions. Start with the most recent.

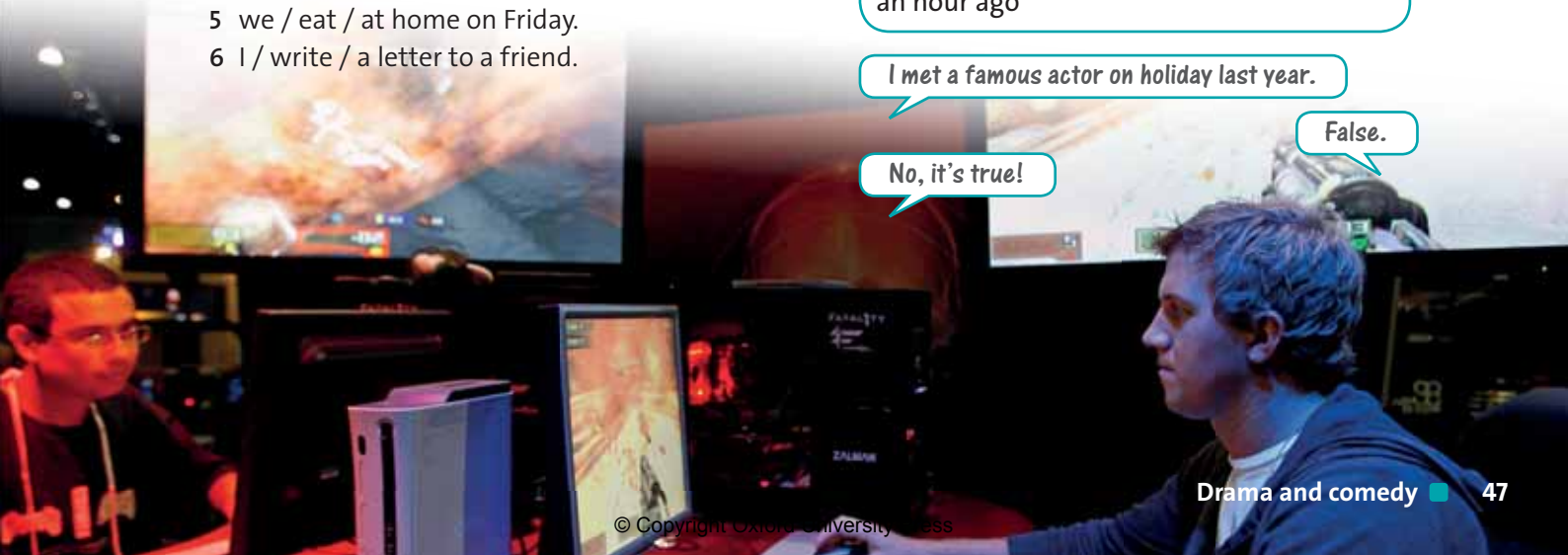
- Write true and false sentences about your past activities using the time expressions and verbs from the lesson.
- Read them out to your partner.
- Can your partner guess which are true and which are false?

this morning yesterday last night
on Saturday at the weekend last year
when I was young two weeks ago
an hour ago

I met a famous actor on holiday last year.

False.

No, it's true!



I can describe people's appearance.

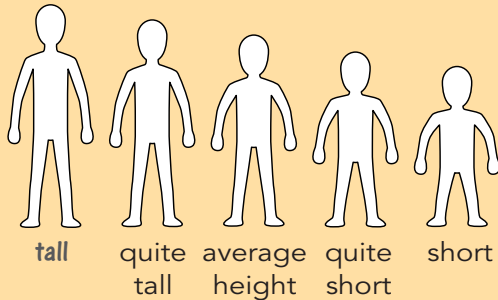
- 1 Complete 1–5 in the character guide with the words in the box.

moustache dark curly tall blue slim

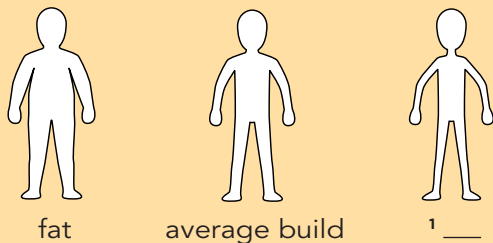
- 2 Complete the descriptions with words in exercise 1.

Create a character for a TV detective

Height



Build



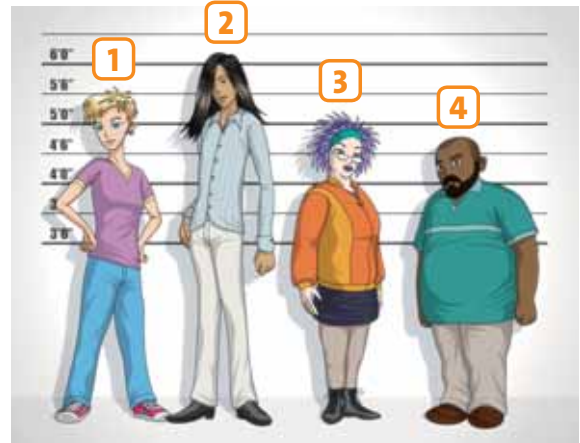
Hair



Eye colour



Other features



- 1 She's average height and average build. She's got ____ eyes and ____ blonde hair.
- 2 He's ____ and slim. He's got ____ dark hair.
- 3 She's quite ____ and fat. She's got purple hair and she's wearing ____.
- 4 He's very short and _____. He's got a beard and a _____.

- 3 1.42 Read the text about the TV programme *Last Coffee at the Corner Café*. Then listen to the interview.

Last Coffee at the Corner Café

Notes: Agent Koji went for breakfast at the Corner Café at 8.00 yesterday morning. At 9.10 he died, after drinking a coffee with poison in it. Detective Lambert talked to the waitress, Larna Scott.



- 4 1.42 Listen again and answer the questions. Who was the murderer?
- 1 Did the woman with blonde hair speak to Koji?
 - 2 Where did this woman sit?
 - 3 Did she leave at eight o'clock?
 - 4 Who did the man with a beard talk to?
 - 5 Was the short woman with a friend?
 - 6 What did the woman buy?
 - 7 Did a man with long black hair speak to Koji?
 - 8 Did the detective have a coffee?

- 5 **ACTIVATE** Invent a new character using the words in exercise 1. Listen to your partner's description and draw their character.
My character is a woman. She's tall and ...

LANGUAGE FOCUS ■ Past simple: questions

I can ask and answer questions about last weekend.

4



- Complete the questions from exercise 4 on page 48.
 - Did the woman with blonde hair ___ to Koji?
 - Where ___ this woman sit?
 - ___ a man with a strange beard speak to Koji?
 - Did the detective ___ a coffee?

- Can you remember the answers to the questions in exercise 1? Match them with the answers a–d. Then complete the rules.

- No, she didn't.
- No, he didn't.
- Yes, he did.
- By the window.

○ RULES

- We make past simple questions with ¹___ + noun / pronoun + verb.
- We make short answers with Yes, / ²___, + pronoun + did / ³___.

More practice ⇌ Workbook page 35

- Write questions in the past simple. Then ask and answer with your partner.

drink a coffee for breakfast

Did you drink a coffee for breakfast?

Yes, I did. / No, I didn't.

- read a book in bed
- buy clothes last weekend
- come to school on the bus this morning
- go to bed early
- have a lot of homework last night
- eat chocolate yesterday
- use a computer at school
- phone a friend

Pronunciation: Diphthongs: /eɪ/, /aɪ/, /əʊ/ and /aʊ/
⇌ Workbook page 99

- Complete the questions and answers in the dialogue. Use the question words in the box and the past tense of the verbs in brackets.

How What What time Who Where

- A ¹___ did Koji come into the café?
 B He ²___ into the café at 8.00. (come)
 A ³___ did he sit?
 B He ⁴___ near the door. (sit)
 A ⁵___ did he talk to?
 B He ⁶___ to a man with a beard. (talk)
 A ⁷___ did Koji drink?
 B He ⁸___ coffee. (drink)
 A ⁹___ did he die?
 B He ¹⁰___ after drinking the coffee. (die)

- Complete the questions about last weekend with the past simple form of the verbs.

- Where ___ (you / go) on Saturday?
- ___ (you / meet) any friends in town?
- What ___ (you / watch) on TV?
- ___ (you / phone) anyone?
- When ___ (you / do) your homework?
- ___ (you / play) any video games?
- Who ___ (you / see) on Sunday?
- What time ___ (you / go) to bed?

- ACTIVATE** Talk about last weekend with your partner. Ask and answer the questions in exercise 5. How many things did you both do?

Where did you go on Saturday?

I went to the cinema.

Me too!

○ Finished?

Write sentences about your memories of when you were young.

I remember that we went to France on holiday when I was three.

SPEAKING ■ Talking about past events

I can talk about things I did last weekend.

- Jake Hi, Laura. Did you have a good weekend?
 Laura It was OK. I bought a new game. I played it all weekend.
 Jake You played a video game all weekend?
 Laura 1 ____
 Jake We went to the theatre on Saturday.
 Laura 2 ____
 Jake It was great. My parents love the theatre. Why don't you come with us next time?
 Laura 3 ____
 Jake We had a barbecue on Sunday.
 Laura How was it?
 Jake 4 ____



1 Think about last weekend. What did you do? Did you have a good weekend?

2 1.43 Complete the dialogue with sentences a–d. Then listen and check.

- a OK. Why not? Did you do anything else?
- b That's cool. Was it good?
- c It was terrible. It rained!
- d Yeah. What about you? What did you do?

3 1.44 Listen to the intonation. Is the speaker interested or bored? Listen and repeat the sentences.

- 1 It was OK.
- 2 I played a video game.
- 3 We watched TV all weekend.
- 4 It was brilliant.
- 5 I went shopping with my mum and dad.
- 6 We had a party.

4 Complete the table with the activities in the box. Then add your own ideas.

have a party go to the cinema
 watch TV go shopping with friends
~~go shopping with Mum and Dad~~
 visit a museum have a barbecue
 do homework watch a comedy DVD
 read a book go to a theme park

Interesting activities	Boring activities
have a party	go shopping with Mum and Dad

5 Study the key phrases. Which responses are positive?

KEY PHRASES ■ Asking about the weekend

Questions	Responses
Did you have a good weekend?	It was brilliant.
What about you?	It was OK.
What did you do?	It was boring.
How was it?	Yeah. Fantastic!
Was it good?	It was terrible.
	Not really.

6 **ACTIVATE** Work in pairs. Prepare a new dialogue using the dialogue in exercise 2 as a model. Use the key phrases in exercise 5 and activities in exercise 4 or your own ideas. Practise the new dialogue.

Did you have a good weekend?

Not really. I went shopping with my mum and dad on Saturday.

What did you do on Sunday?

Nothing. What about you?

I went to a theme park on Saturday.

Famous person: Daniel Craig

Daniel Craig's full name is Daniel Wroughton Craig. He was born on 2nd March 1968 in Chester, England. He's average height (178cm) and slim, and he's got short blond hair and blue eyes.

He first started acting when he was six years old and he started professional training at the age of 16, when he joined the National Youth Theatre. He also trained at the Guildhall School of Music and Drama and he completed his training there in 1991.



His first film was *The Power of One* in 1992. One of his first big roles was in *Lara Croft: Tomb Raider* with Angelina Jolie. He got the part of James Bond in 2005. The first film, *Casino Royale*, was a huge hit and he won three British acting awards for it. He's also the voice of James Bond in video games.

1 Read the text and answer the questions.

- 1 Which paragraph is about Daniel Craig's career in general, which is about the awards he won and which is about personal details?
- 2 Where was he born?
- 3 How tall is he?
- 4 Where did he train?
- 5 When did he start playing James Bond?

2 Study the key phrases. Match the phrases with the three paragraphs in the model text. Then look at the text again and check.

KEY PHRASES □ Biography

- 1 His / Her full name is ____.
- 2 He / She trained at ____.
- 3 He / She won ____ in ____.
- 4 He's / She's got ____ hair and ____ eyes.
- 5 He / She was born on ____.
- 6 He / She first ____ when he / she was three years old.
- 7 He / She also won ____.

Language point: also

3 Read the rule and the examples. Then choose the correct position for *also* in sentences 1–4.

○ RULE

Also comes after the verb *be* and before other verbs:

He's **also** the voice of James Bond in video games.

He **also** trained at the Guildhall School of Music.

- 1 He played the part of Hamlet. He **played also** / **also played** Julius Caesar.
- 2 He is good at singing. **He's also** / **He also is** good at dancing.
- 3 We visited London. We **also went** / **went also** to Oxford.
- 4 His old video game was boring. It **also was** / **was also** very easy.

4 ACTIVATE Follow the steps in the writing guide.

Notes: Jim Carrey

Name: James Eugene Carrey

Height: tall

Started performing: in his teens as a comedian

First big film: 1994 (*Dumb and Dumber*)

Awards: *Dumb and Dumber* (for comic performance); over 20 awards for acting



○ WRITING GUIDE

A TASK

Write a profile of Jim Carrey or a performer of your choice.

B THINK AND PLAN

Read the notes about Jim Carrey. What information do you want to put in each paragraph?

Paragraph 1: *name*,

Paragraph 2: ____

Paragraph 3: ____

C WRITE

Write your profile and follow your paragraph plan. Use the model text and the key phrases.

D CHECK

- past simple verbs
- description vocabulary
- spelling and punctuation

MY COUNTRY ■ Kazakh films

I can talk about people in Kazakh films and plays.

Asanaly Ashimov

Asanaly Ashimov is one of the best-known names in theatre and cinema in Kazakhstan, and he has received many awards for his work.

He grew up in a village, but he **loved to** act and **wanted to** study drama, so he enrolled at the Kazakh State Conservatory in Almaty.

He showed talent as a student and appeared in his first film in 1958, while he was still a student.

After he graduated, he joined the M. Auezov theatre troupe in Almaty and **started acting** on stage. Some of the Kazakh roles he is famous for are Kodar in *Kozy Korpesh*, Kebek in *Yenlik Kebek* and Yelamen in *Blood and Sweat*.

He has also played some famous roles in international plays. For example, he played Julius Caesar in Shakespeare's play, the lead part in *Don Juan*, and Dr Clausen in *Before Sunset* by G. Hauptmann – a role he performed over 100 times.

Some actors only work in one medium (cinema or theatre), but Ashimov worked in both. The early films that made him famous are *Kyz-Zhibek*, in 1970, and *The End of Ataman*, in 1972. This is a historic thriller and an extremely successful Kazakh film. The director was Ashimov's father-in-law, but unfortunately he died soon after making it.

Like many successful actors, Ashimov **decided to** try directing. His first film was *The Year of the Dragon* in 1984 and after that he spent more time directing films than appearing in them – but he also found time to work in the theatre.



1 Work in pairs. Ask and answer the questions.

- 1 Do you like going to the cinema and the theatre?
- 2 What was the last film / play you saw?
- 3 Who were the actors?
- 4 Did you like it? Why? / Why not?

2 1.45 Read and listen to the text and write true or false. Correct the false sentences.

- 1 Asanaly Ashimov grew up in Almaty.
- 2 He made his first film after he finished studying.
- 3 He was in one play for more than one hundred performances.
- 4 Not many people went to see *Kyz-Zhibek*.
- 5 Ashimov worked with his wife's father on a film.
- 6 He directed his first film over 30 years ago.

3 Look at the words in blue in the text. Choose the correct word to complete the sentences. Sometimes both are possible.

- 1 Asanaly Ashimov liked **acting** / **to act**.
- 2 She was tired so she **decided to go** / **going** home.
- 3 We **wanted to watch** / **watching** a film
- 4 He **started working** / **to work** in the theatre.
- 5 They can't stand **waiting** / **to wait** for a bus.
- 6 I enjoy **acting** / **to act** in comedy roles.
- 7 You **hoped to see** / **seeing** Mariya at the weekend, didn't you?
- 8 They needed **to buy** / **buying** to music.
- 9 I fancy **to eat** / **eating** an ice cream.

4 Complete the rules with to + infinitive or -ing.

We use ___ with verbs such as *decide, hope, need, want*.


We use ___ with verbs such as *enjoy, fancy*

We use *to* – infinitive and *-ing* with verbs such as ___, ___ and ___.

5 **ACTIVATE** In groups. Think of a story you know well. Write a dialogue of a scene from the story. Then divide the parts between your group, practise saying your lines and act them out for the class.

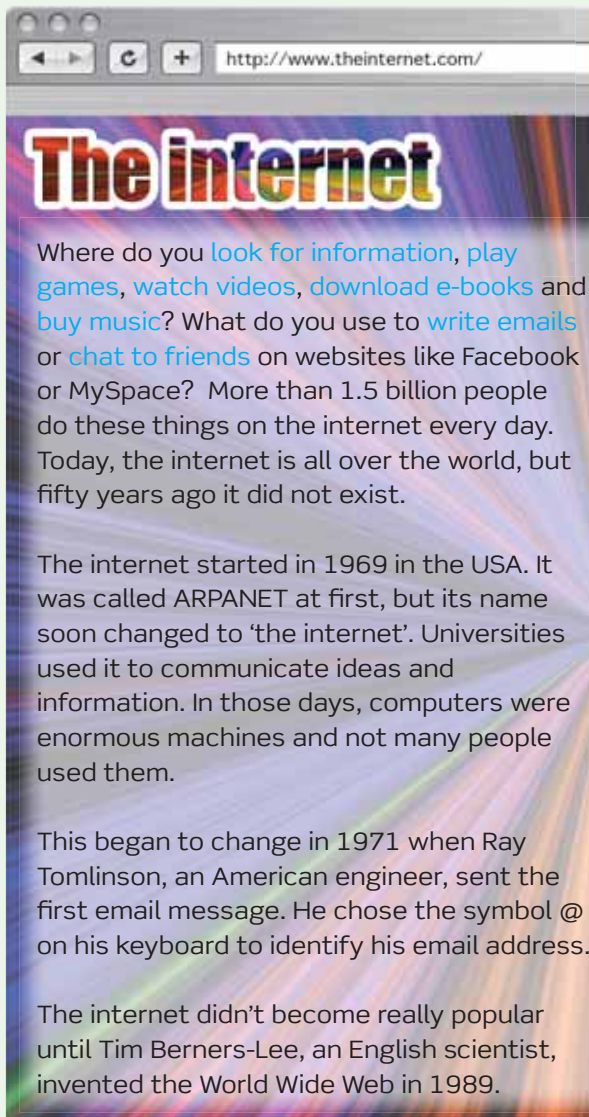
CLIL ■ Technology: The internet

I can understand a text about the history of the internet.

- 1 Read the introduction of the text. Which of the things in **blue** do you do on the internet?
- 2  1.46 Read and listen to the text. What invention was very important for the development of the internet?
- 3 Read the text again and answer the questions.
 - 1 What was the first name for the internet?
 - 2 Who used the internet in the early days?
 - 3 What did Ray Tomlinson do?
 - 4 Why did Tim Berners-Lee use the symbol 'ch' in his website address?
 - 5 Why did universities create search engines?
- 4 **ACTIVATE** Do a survey about how people use the internet. Ask four students about the things in **blue** in the text. Then write four sentences using the phrases in the box.

All four people ... Two / Three people ...
One person ... Nobody ...

*All four people write emails. Two people buy music.
Nobody downloads e-books.*



The internet

Where do you **look for information**, **play games**, **watch videos**, **download e-books** and **buy music**? What do you use to **write emails** or **chat to friends** on websites like Facebook or MySpace? More than 1.5 billion people do these things on the internet every day. Today, the internet is all over the world, but fifty years ago it did not exist.

The internet started in 1969 in the USA. It was called ARPANET at first, but its name soon changed to 'the internet'. Universities used it to communicate ideas and information. In those days, computers were enormous machines and not many people used them.

This began to change in 1971 when Ray Tomlinson, an American engineer, sent the first email message. He chose the symbol @ on his keyboard to identify his email address.

The internet didn't become really popular until Tim Berners-Lee, an English scientist, invented the World Wide Web in 1989.



His invention was very important because it became possible to do a lot more things on the internet like listening to music and watching videos. He created the first website and named it info.cern.ch. He used the symbol 'ch' for Switzerland because he worked in Geneva.

After that, people created millions of websites on every topic. At first, it wasn't easy to find information, so in the early 1990s many universities developed search engines. Lycos was one of the first of these and later, Yahoo! and Google became very popular.

Today you don't need a big computer to go on the internet. You can use a smartphone or a laptop with a Wi-Fi connection. Internet technology is changing all the time and it is changing our lives.

Vocabulary

1 Complete the lists with the words in the box.

tall bought performance blonde
brown write

- 1 short medium height ___
- 2 blue green ___
- 3 red fair ___
- 4 made sold ___
- 5 play film ___
- 6 win beat put on direct ___

2 Complete the dialogue with the words in the box.

put on actor tragedies dark tall
played comedy theatre plays

- A Who is that ¹___ boy with the ²___ hair?
 B That's Tim. He's a very good ³___. He is in a lot of ⁴___ at our school. He ⁵___ Hamlet last month.
 A What about you? Are you into the ⁶___?
 B Yes, I am. I ⁷___ a play last term. It was a ⁸___. It made people laugh.
 A Do you prefer comedies to ⁹___?
 B Yes, but it's more difficult to perform!

Language focus

3 Complete the sentences with the past form of the verbs in brackets.

- 1 Tom ___ breakfast early this morning. (eat)
- 2 He ___ the bus into town. (take)
- 3 He ___ Jim in a café. (meet)
- 4 They ___ a coffee. (have)
- 5 Jon ___ to the shopping centre. (go)
- 6 He ___ tickets for the theatre. (buy)

4 Write questions and short answers about you in the past simple.

have a big breakfast

Did you have a big breakfast?

No, I didn't

- 1 meet a friend last night
- 2 go to town on Saturday
- 3 make a pizza last night
- 4 write an email yesterday
- 5 have coffee at breakfast
- 6 see a film on TV

5 Write questions in the past simple. Then match the questions with answers a–f.

he / meet / his friends / last weekend

Did he meet his friends last weekend? a

- 1 where / they / go / last night
- 2 when / she / buy / a computer
- 3 what / you / have / for dinner
- 4 they / win / the match / last week
- 5 you / go / home / early / last night

- a No, he didn't. d Pizza.
- b Yes, we did. e No, they didn't. They lost.
- c On Saturday. f To the cinema.

Communication

6 Choose the correct responses to the sentences.

- 1 Did you have a good weekend?
a Fine, thanks. b Why not? c Not really.
- 2 I went to the theatre.
a Oh dear. b Was it good? c OK.
- 3 I think this is the correct answer.
a Yes, you're right. b Yes, I don't agree.
c It looks like.
- 4 What did you do on Saturday?
a I play tennis. b I go shopping.
c I watched a film.
- 5 I think the party is good.
a I don't think so. b I don't think. c OK.

Listening

7  1.47 Listen to a conversation and complete the sentences.

Harry played ¹___ on Saturday afternoon. His team ²___ the match. In the evening, he went to a ³___.

Kate went ⁴___ on Saturday morning. In the afternoon she met Tina at the ⁵___ in town. They ⁶___ a DVD in the evening. The film was very ⁷___. On Sunday Kate played ⁸___ with her brother.

Rules

- 1 Choose a trump card and read the first clue to your partner.
- 2 If your partner guesses the answer, he/she scores 50 points.
- 3 If your partner doesn't guess the answer, read the second clue. Your partner scores 40 points if he/she guesses the answer.
- 4 Continue until your partner guesses the answer. Then listen to your partner's clues.
- 5 The winner is the person with the highest score.



- Clue 1** He's an actor.
50 points
- Clue 2** He was born in California, USA.
40 points
- Clue 3** He sometimes wears these clothes.
30 points
- Clue 4** His surname starts with M.
20 points
- Clue 5** His first name is Tobias, but his nickname is Tobey.
10 points



- Clue 1** He was a film director.
50 points
- Clue 2** He was born in Canada.
40 points
- Clue 3** He made a film about a famous boat.
30 points
- Clue 4** His surname starts with C.
20 points
- Clue 5** His first name is James.
10 points

- 1 Read the rules and play the trump card game with a partner.
- 2 Make a trump card. Follow the steps in the project checklist.
- 3 Play the trump card game with five people in your class. Make a note of your score. Who is the winner?

PROJECT CHECKLIST

- 1 Think of a famous person from the cinema or theatre, such as a writer, a director, an actor, or a producer.
- 2 Find information about the person on the internet or in a book and write five clues about:
 - Clue 1: his or her job
 - Clue 2: his or her place of birth
 - Clue 3: a famous object or interesting fact about the person
 - Clue 4: the first letter of his or her surname
 - Clue 5: his or her first name or nickname
- 3 Find a photo on the internet or in a magazine, and stick it on a card. Write the clues and points on the card.
- 4 Write the name of the person on the back of the card.

Our health

Start thinking

- 1 Why is playing chess good for you?
- 2 Do you do sport after school?
- 3 Do you eat healthy food?

Aims

Communication: I can ...

- talk about my school timetable and after-school activities.
- understand an interview about a school.
- talk about things we can and can't do.
- talk about my eating habits.
- talk about food and meals.
- make, accept and refuse invitations.
- write an email about my school.

Vocabulary

- Activities in and out of school
- Food and drink

Language focus

- *can* for ability and permission
- Countable and uncountable nouns: *a/an, the, some, any, much, many* and *a lot of*
- Giving examples

Creativity and Skills



My country

Almaty Marathon

⇒ Page 64



CLIL

Physical education:
Rules of a game

⇒ Page 65



Project

My healthy school

⇒ Page 67



Vocabulary puzzles

⇒ Page 118

- 1 1.48 Match eight of the words in the box with photos 1–8 on page 57. Then listen and check.

1 PE

Maths Science basketball Music History
chess football Dance Geography Drama
PE¹ ICT² French Art

¹Physical Education ²Information and Communication Technology

- 2 Do the *Test your knowledge* quiz on page 57. Who got the most answers right?

- 3 Check the meaning of phrases 1–6. Match other words in exercise 1 with the words in **blue**.

- | | |
|-------------------------|-------------------------|
| 1 Dance practice | 4 ICT class |
| 2 History test | 5 Geography exam |
| 3 Maths homework | 6 football match |

- 4 1.49 Listen to Alan and Jessica talk about activities. Complete the sentences. What is their favourite day?

- 1 Today's a good day for Jessica because she's got ___ this afternoon.
- 2 Mr Parnell gives Alan's class a history ___ every Monday.
- 3 Tuesday isn't a good day for Alan because he's got two ___ classes in the morning.
- 4 On Wednesday afternoons, Alan's got ___ at two o'clock.
- 5 Alan's got rugby ___ after school on Wednesday.
- 6 Alan plays rugby ___ three times a month.
- 7 Alan ___ four times a week.

- 5 Study the key phrases. Find similar phrases in the sentences in exercise 4. Which words are different in these phrases?

KEY PHRASES □ Time expressions

once a day today every Tuesday
twice a month this morning on Friday morning(s)
three times a week at five o'clock in the afternoon

- 6 **ACTIVATE** Write sentences about your routines and activities using the key phrases. Then interview your partner. What's his / her favourite day?

I've got swimming practice once a week.

We've got an English test on Friday.

How often have you got handball practice?

I've got handball practice once a week.

When have we got a Maths test?

We've got a Maths test on Monday afternoon.

Test your knowledge



1

Team sports are a good way of getting exercise. Which sport is the most popular in British schools?

- a football
- b basketball
- c rugby



4

Playing chess is a very good way to exercise the brain. How many does each player have in this game?

- a sixteen
- b twenty-four
- c thirty-two

Finished?

Write sentences about your week. Why are the activities on that day good or bad for you?
I like Mondays because we have drama. Acting helps give you self-confidence.



2

The recommended maximum time you should spend on a computer before taking a break is

- a 30 minutes.
- b 60 minutes.
- c 120 minutes.



5

Doing art improves your memory and reduces stress. Which colour is the most relaxing?

- a red
- b blue
- c green



7

Geographers map where healthy and unhealthy places are. Which countries have the best diet?

- a The UK and Germany
- b The Netherlands and Belgium
- c Italy and Spain



3

Exercising your brain is good for you. Four people can make eight chairs in two days. How many chairs can two people make in one day?

- a two
- b four
- c six



6

We all need fresh air to breathe. What are the main elements in the air we breathe?

- a oxygen and nitrogen
- b oxygen and carbon
- c oxygen and hydrogen




8

Acting gives you self-confidence. These students are in a Drama class. What are they studying?

- a a painting by Picasso
- b a play by Shakespeare
- c a book by Darwin

1 What do you know about Bilim Innovation Lyceums? How are they different to other schools?

2  1.50 Read about Beibit's school. Match questions a–h with paragraphs 1–7. There is one extra question. Then listen and check.

- a What can you do at school?
- b Where do you go to school and what's it like?
- c Do you have any meals at school?
- d When did you start going to the school?
- e Do you like your school?
- f What languages do you learn?
- g What's your favourite place in the school?
- h What days do you go to school?

3 Read the text again and answer the questions.

- 1 How many buildings are there at Beibit's school?
- 2 What days of the week does he go to school?
- 3 How many languages does he mention?
- 4 What time does he arrive at school?
- 5 How many times a week does he do karate?
- 6 Where does he sometimes go after lunch?

4 **BUILD YOUR VOCABULARY** Find words in the text that go with the words in 1–6.

- 1 *up-to-date* equipment 4 ___ halls
- 2 ___ facilities 5 ___ sports clubs
- 3 ___ lessons 6 ___ room

5 **ABOUT YOU** Ask and answer the questions.

- 1 What do you think is good or bad about Beibit's school?
- 2 What do you like about your school?
- 3 What extra activities can you do?
- 4 What do you do at break time at school?
- 5 What differences are there between Beibit's school day and your day?



My school by Beibit Abdullin

1 ___
I go to a Bilim Innovation Lyceum. It was opened in 2007, so the buildings are modern. The school has two buildings. One is for students in Grades 1–6 and another is for students in Grades 7–11. I'm in Grade 6 so this is my last year in this building. All the classrooms in both buildings have got whiteboards and we use up-to-date equipment in the computer lab.

2 ___
We can study lots of languages. Our lessons are in Kazakh and English, but we also learn Russian and Turkish. I study Mandarin, so I also come to school on Saturday. I don't mind because I enjoy the lessons.

3 ___
The lessons on Saturday are for optional subjects. Our main lessons are on Monday to Friday, but lots of people choose to do something extra. We like to keep busy.

4 ___
You can do lots of things. There are also lots of sports facilities, for example, there's a

swimming pool and sports and dance halls. We can use these in after-school sports clubs as well as in lessons. I go to clubs twice a week. I learn karate on Tuesday – I got my first brown belt last term – and on Thursday I learn to play the dombra. I can also play the guitar, so it's easy for me and it's fun.

5 ___
Yes, I do. I go to school early – I arrive at 8 a.m. I have breakfast in the canteen. I also eat lunch there. It's a big, bright room. We can eat three meals a day at school and the food's always hot and healthy. I really like the sausages.

6 ___
It's the library. I sometimes go there after lunch. There are lots of books and I love discovering new authors or looking for information.

7 ___
Yes, I do I like it, because it's very friendly. I've got lots of friends here. We often go to each other's homes after school and help each other with homework.

I can talk about things we can and can't do.

- 1 Look at the sentences and answer the questions.
- a You can go to the swimming pool.
 - b I can play the piano. Listen!
 - c Arrgh! Tom can't sing!
 - d We can't go into town.
 - e Can they speak Spanish?
- 1 Which two sentences are about permission?
 - 2 Which three sentences are about ability?
 - 3 What is the negative form of *can*?
 - 4 Do we use *do* and *does* to make questions with *can*?

- 2 Look at the sentences and write P (permission) or A (ability).
- 1 I can swim. ____
 - 2 You can't use your mobile phone in class. ____
 - 3 My father can speak German and French. ____
 - 4 You can wear jeans if you want. ____
 - 5 You can go to the cinema this evening. ____
 - 6 Yuck! You can't cook. ____

More practice ⇌ Workbook page 41

- 3 Write sentences about your abilities. Use the ideas in the box. Then ask and answer with a partner.

I can't play chess.

play chess speak three languages
run one kilometre play an instrument
swim twenty-five metres
name six countries in English
dance the tango stand on my head


Can you play chess?

No, I can't.

- 4 Write about things you can or can't do at your school. Use the phrases below and your own ideas.

use mobile phones talk in an exam
wear jeans go home for lunch
eat at school listen to music

We can't use mobile phones in class.

- 5  2.02 Look at the key phrases. Complete the dialogue. Then listen and check.

KEY PHRASES Requesting, giving and refusing permission

Is it OK if I ... ? No, sorry, you can't.
Why not? Yes, you can.
Can I / we ... ?



Jake Mum, is it OK if I go to Shaun's house?

Mum No, sorry, ¹____.

Jake I can't? ²____?

Mum Because your grandparents are here this afternoon.

Jake Oh, right. ³____ if I go this evening, then?

Mum No, not this evening, Jake. You've got a lot of homework.

Jake Well, ⁴____ go tomorrow?

Mum Yes, ⁵____.

Jake Great. Thanks.

- 6 **ACTIVATE** Work in pairs. Practise the dialogue in exercise 5. Then change the words in blue and practise a new dialogue.

Finished?

Write about things you can and can't do at home.

I can watch TV until 10.30 p.m.

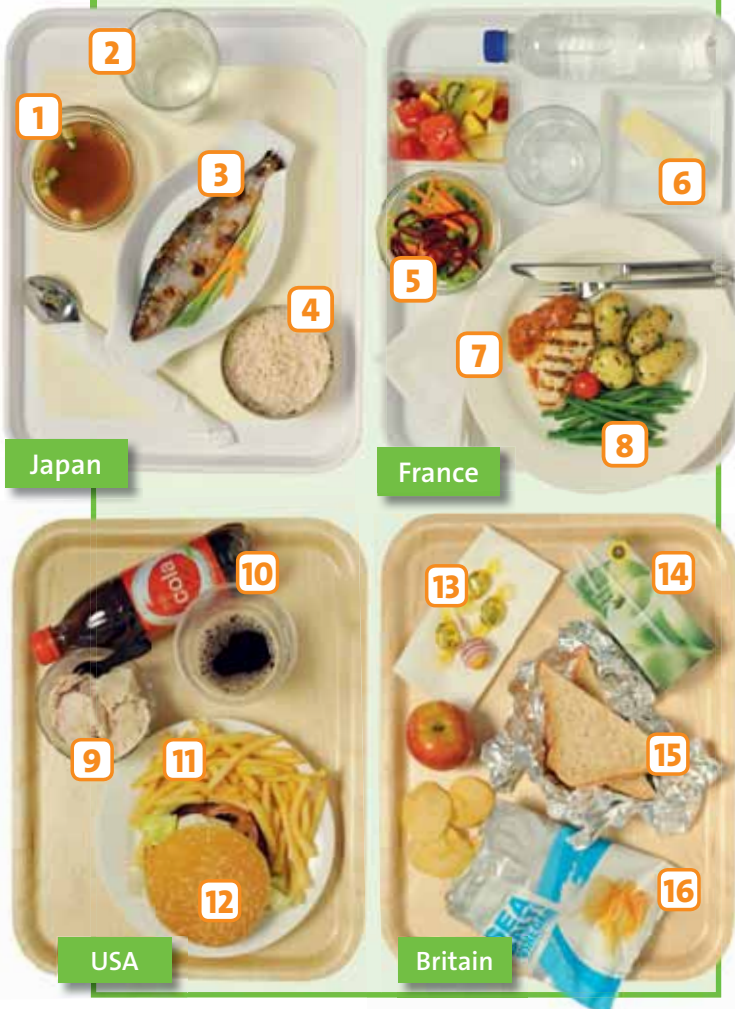
I can't stay out late on school days.

I can talk about my eating habits.

School lunch

What are modern British children eating? At lunchtime Becky Jackson goes to a shop and buys a sandwich, some crisps, some chocolate and a fizzy drink. Some of her friends buy food at the shop, too. School meals are healthier, but Becky and her friends don't like them and they never eat at the school cafeteria.

Who's having a healthy lunch at school? The Monday documentary reports from three other countries ...



1 2.03 Match 1–16 in the photos with words in the box. Then listen and check.

salad chips soup sweets fish apple
 bread rice pasta nuts egg crisps
 sandwich beans water burger cheese
 fizzy drink juice ice cream meat

Pronunciation: /i/ and /i:/ ⇨ Workbook page 99

STUDY STRATEGY ○ Extending vocabulary

2 Think of two more words to add to each group.

- 1 meat: chicken, ____, __
- 2 vegetables: potato, ____, __
- 3 fruit: pear, ____, __
- 4 drinks: juice, ____, __

3 Ask and answer the questions with a partner. Then read the key.

Healthy eating

Do you eat more ...

- 1 chips or vegetables?
- 2 ice cream or cheese?
- 3 fizzy drinks or juice?
- 4 sweets or sandwiches?
- 5 crisps or nuts?
- 6 meat or fish?
- 7 burgers or rice?

Key

Green answers mean your diet is probably OK. Orange answers mean you can probably improve your diet.

4 2.04 Look at the school lunches in the photos and read the text. Which lunch is very healthy and which is very unhealthy? Listen and check.

5 2.04 Listen to the programme again and choose the correct answers.

- 1 A lot of / Some British teenagers eat school lunches.
- 2 There aren't many / any vegetables on the menu in the USA.
- 3 There aren't many / There are a lot of vending machines in American schools.
- 4 Japanese students eat / don't eat soup for lunch.
- 5 There isn't much / is a lot of junk food in French schools.

6 **ACTIVATE** Ask and answer the questions.

- 1 What do you eat for lunch at school?
- 2 Which lunch in the photos do you like / not like?
- 3 What healthy / unhealthy food do you eat?
- 4 What fruit and vegetables do you like / not like?
- 5 What's your favourite meal?

1 Study the rules. Match the words in blue in the text below with rules 1–4.

○ RULES

- 1 We use *a/an* to talk about something for the first time.
- 2 We use *a/an* with singular countable nouns.
- 3 We use *the* when there is only one.
- 4 We use *the* to talk about something again.

At lunchtime Becky Jackson buys a sandwich and some chocolate. She goes to a shop near her school. Her friend Annie goes to the shop too. But Becky's other friends have lunch at the school cafeteria.

More practice ⇨ Workbook page 43

2 Complete the text with *a/an* and *the*.

There's ¹ ___ good café near my school. I often go to ² ___ café and I buy ³ ___ sandwich and ⁴ ___ fizzy drink for lunch. There's ⁵ ___ vending machine near my classroom. I sometimes buy ⁶ ___ chocolate bar from ⁷ ___ machine. I never eat at ⁸ ___ school canteen because I don't like the food.

3 Look at the pictures and complete the table with the words in the box.

water oranges pasta rice flowers
cheese apples



Uncountable	Countable
There's a lot of pasta.	There are a lot of ⁴ ___.
There's some ¹ ___.	There are some ⁵ ___.
There isn't much ² ___.	There aren't many vegetables.
There isn't any ³ ___.	There aren't any ⁶ ___.

More practice ⇨ Workbook page 43

4 Look at the sentences in exercise 3 and choose the correct words in the rules.

○ RULES

- 1 We always use a singular / plural verb with uncountable nouns.
- 2 We use *much / many* with uncountable nouns.
- 3 We use *much / many* with countable nouns.
- 4 We often use *any, much* and *many* in negative / affirmative sentences.
- 5 We use *some, any* and *a lot of* with countable and uncountable nouns.

5 Choose the correct words and then answer the quiz with your partner.

- 1 They don't serve many / much ___ in American schools.
a junk food b healthy food
- 2 In China they eat any / a lot of ___
a rice. b burgers.
- 3 Vegetarians don't eat any / much ___
a vegetables. b meat.
- 4 There aren't much / many ___ in a healthy diet.
a crisps b apples
- 5 It's healthy to eat some / any ___ each day.
a fruit b sweets

6 **ACTIVATE** What do you usually eat and drink each week? Complete the sentences. Then compare with other people in the class.

- 1 I eat some ___.
- 2 I never eat any ___.
- 3 I don't eat many ___.
- 4 I drink a lot of ___.
- 5 I don't drink much ___.
- 6 I never drink any ___.

I eat some fruit and vegetables every day.
What about you?

I don't eat many vegetables,
but I eat a lot of fruit.

○ Finished?

What is a really horrible meal? Describe it.

SPEAKING ■ Making, accepting and refusing invitations

I can make, accept and refuse invitations.



- Jake** Hey, Tina! Do you want to go into town after school?
Tina No. Sorry, Jake, I can't. I've got a maths exam tomorrow.
Jake Oh, right. That's a pity.
Tina Yes, I know.
Jake What about Saturday then? Are you busy?
Tina No. Why? What are you doing?
Jake Some of us are meeting in the park for a run. We're going to enter a marathon.
Tina Sounds good. I must go now. Text me later, OK?
Jake OK. Bye, Tina.

1 Answer the questions with a partner.

- 1 Where do you go after school?
- 2 When and where do you meet your friends?
- 3 What do you do with your friends?

2 2.05 Listen to the dialogue. Can Tina go to the shopping centre on Saturday?

3 2.06 Complete the dialogue with key phrases. Then listen and check.

KEY PHRASES ■ Invitations

Do you want to go (into town after school)?
Are you busy (on Saturday)?
That's a pity.
Sounds good.
What about (Saturday) then?
No, sorry, (Kate), I can't.

- Girl** 1___ this afternoon?
Boy Yes, I've got basketball practice.
Girl 2___ to the cinema after school tomorrow?
Boy 3___, Kate, ____. I've got a match.
Girl 4___ What about Saturday afternoon then?
Boy 5___ Text me later, OK?
Girl OK. Bye.

4 2.07 Listen to three dialogues. Which questions and answers do you hear?

- 1 Are you busy **this evening**?
 - 2 Do you want to go to **for a run tomorrow**?
 - 3 What about **Friday evening**, then?
 - 4 What are you doing **at the weekend**?
- a I'm going to **town with Nelly**.
b Yes, I've got a lot of homework.
c No, sorry, **Ben**, I can't.
d Sounds good. Text me later, OK?

5 Work in pairs. Change the words in blue in exercise 4 and make new mini-dialogues. Use the words below or your own ideas. Practise with a partner.

tomorrow evening / a party
on Saturday / dance class tonight /
the sports centre later / swimming

Are you busy tomorrow evening?

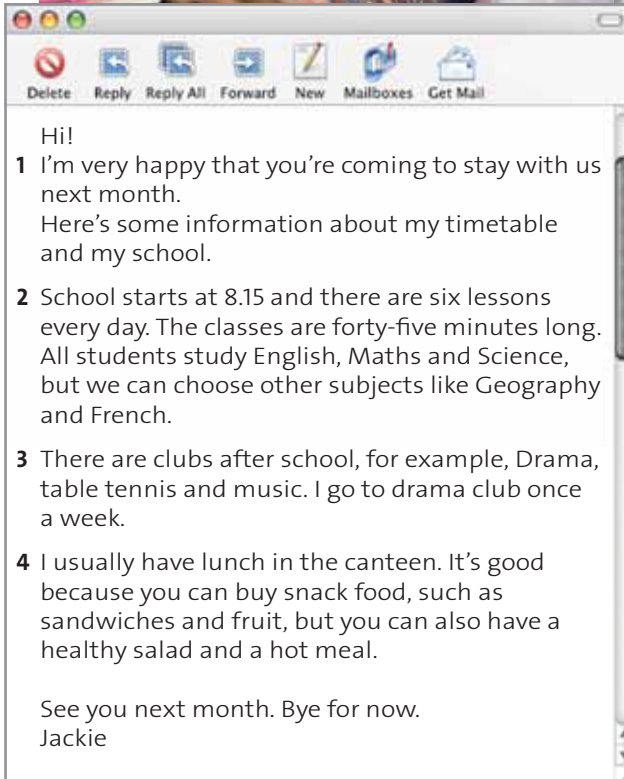
Yes, I'm going to a party.

6 **ACTIVATE** Work in pairs. Prepare a new dialogue using the dialogue in exercise 3 as a model. Use the words in exercise 5 or your own ideas. Practise the new dialogue.

WRITING ■ An email about school

I can write an email about my school.

5



1 Read the model text and answer the questions.

- 1 Why is she writing the email?
- 2 Is the email formal or informal?
- 3 Which paragraph is about after-school activities?
- 4 Which paragraph is about food?
- 5 How many school subjects does she mention?

2 Complete the key phrases for giving information. Then look at the model text and check.

KEY PHRASES ■ Giving information about school

- 1 Here's ___ information ___ ...
- 2 School ___ at (8.15) and ___ (six) lessons.
- 3 The ___ are (forty-five minutes) ___.
- 4 ___ students study (English, Maths and Science), but we ___ choose ...
- 5 There are clubs ___ school.

Language point: Giving examples

3 We use *like*, *for example* and *such as* to give examples. Find examples of these in the text. Then complete the sentences with your own ideas.

I'm interested in martial arts like *judo and karate*.

- 1 She eats a lot of junk food, for example, ___.
- 2 I prefer subjects like ___.
- 3 There are people here from different countries, such as ___.
- 4 I eat a lot of fruit and vegetables, for example, ___.
- 5 Some people do indoor sports like ___.
- 6 In the canteen you can buy healthy food, such as ___.

4 ACTIVATE Follow the steps in the writing guide.

WRITING GUIDE

A TASK

A student is visiting your school soon. Write an email and give some information.

B THINK AND PLAN

- 1 When is the person visiting you?
- 2 What time do classes start?
- 3 How many classes are there every day?
- 4 How long are the classes?
- 5 What subjects do all students do? Which subjects can they choose?
- 6 What extra activities are there after school?
- 7 What do you have for lunch on school days?

C WRITE

Paragraph 1: Introduction

Here's some information ...

Paragraph 2: Timetable, subjects and extra activities

School starts at ...

Paragraph 3: Food


I have lunch ...

D CHECK

- the greeting and the ending of the email
- expressions for giving examples
- spelling

MY COUNTRY ■ Almaty Marathon

I can talk about exercise.

1  2.08 Listen and read the text quickly. Which nationalities run in the Almaty Marathon? Use your dictionary to help.

2 Read the text again and choose the correct answers.

- How long is a marathon?
a 42 km b 45 km c 50 km
- How many people ran in the first Almaty Marathon?
a 1,000 b 2,500 c 5,000

Almaty Marathon



Every April, the city of Almaty holds a marathon. It started as a small event in 2012, with around 2,500 runners, but in 2015 the number increased to 19,000. People come from many countries to take part. There are runners from Russia, Kyrgyzstan, the UK, the USA, Italy, Spain, Denmark and

Norway, but most people come from Almaty and other parts of Kazakhstan.

The organizers started the marathon to promote healthier lifestyles. Everyone knows exercise is good for you, but sometimes it is difficult to find the time to do sport. But people like challenges, and a marathon gives them something to aim for. It's impossible to do **nothing** all year then run 42 km. You have to train and increase the distance you run over a number of months. Apart from the marathon, there are other shorter events in the year to keep people interested in running.

Anyone living in Almaty can enter the marathon, so families and friends can enter together and this helps people feel part of the city. The event also raises money for disabled children to do sport and gives them a better life.

Over 20,000 people enter and watch the marathon, so the organizers need lots of volunteers to give **each** runner food and drink and show them where to go. Anyone can volunteer; you don't need to be from Almaty or good at running to do this, but you do need a lot of energy, and it is better to do **something** for your community than not do **anything**.

- The city holds the marathon ...
a to attract tourists.
b so families can run together.
c to help people get healthy.
- The money the city gets from the marathon goes towards ...
a helping disabled children.
b different types of sport.
c buying food and drink.
- The volunteers
a have to be good at running.
b have to have lots of energy.
c have to live in Almaty.

3 Look at the words in **blue** in the text. Complete the rules.

- We use ___ to talk about a thing or action without saying what it is.
I need ___ to eat.
- We use ___ and ___ to talk about things in negative sentences.
I didn't do ____.
I've got ___ to do.
We use *anything* in questions.
- We use ___ to talk about all the the things / people in a group or category.
___ Monday evening I go to music school.
- We use ___ to talk all the members of a group or category as individuals..
We give food to ___ of the runners

4 Complete the sentences with *something*, *anything*, *nothing*, *each* and *every*.

- What did you do yesterday? ___! I stayed in bed all day.
- Have you got ___ to read?
- 'Can you see that cat over there?' 'No, I can't see ___.'
- The teacher asked ___ of the students a question.
- ___ year we have a big party in July.
- There's ___ on the floor by the door. Is it your coat?

5 Work in groups. Imagine you take part in the marathon each year. Make a video about your training programme to help other people. Think about your exercise routine, your diet. and how they help. Write a script, then make the video. Show it to the class.

CLIL ■ Physical education: Rules of a game

I can explain the rules of a team sport.

1 Match the verbs in the box with actions 1–7.

catch pass bounce kick shoot score throw



2 2.09 Read and listen to the text. How many players are there on the court in a basketball game?

A basketball game

Basketball is from North America and all schools in the USA have got a basketball team. It's also popular in Britain today and many schools have basketball teams for both girls and boys.

Aims of the game

In a basketball game, two teams play on a court. There are two baskets, one at each end of the court. There are five players in a team and there are six extra players called substitutes. These players change with the others during the match. The aim of the game is for the players to shoot the ball into the basket. The team scores points when the ball goes in the basket. At the end of the game, the team with more points is the winner.

Rules

Basketball is a very fast game and there are a lot of rules to learn. A professional game in North America lasts 48 minutes with a 15-minute break in the middle. You can run and bounce the ball or pass the ball to a player on your team. You can only use one hand to bounce the ball and you can't bounce the ball, catch it and then bounce it again. It's forbidden to kick the ball or to throw it out of the court. You can jump when you shoot the ball into the basket. If you break any of these rules, the other team gets the ball.



3 Read the text again and answer the questions.

- 1 Where is basketball from?
- 2 What do the substitutes do?
- 3 How long is a basketball game?
- 4 How many hands can you use to bounce a ball?
- 5 Can you kick the ball?
- 6 What happens when a player breaks a rule?

4 **ACTIVATE** Choose a different sport from the box and write three rules. Use the verbs in exercise 1. Your partner guesses the sport.

football volleyball handball rugby

Vocabulary

- 1 Match the words in the box with the sentences.

history PE music chess maths
ICT exam break

- 1 Tom's playing with the white pieces and Karen with the black.
- 2 We're studying the 15th century this year.
- 3 We go to the computer room for this class.
- 4 Do girls play football in your school?
- 5 We have twenty minutes in the morning.
- 6 What's 13 x 95?
- 7 The questions are always very difficult.
- 8 I play the guitar and the piano.

- 2 Complete the lists with the words in the box.

chips pears basketball class
juice French

- 1 football swimming —
- 2 science geography —
- 3 homework lesson —
- 4 fizzy drink water —
- 5 burgers crisps —
- 6 apples grapes —

Language focus

- 3 Write true sentences with *can* or *can't*.

play tennis

I can't play tennis.

- 1 swim one kilometre
- 2 speak Mandarin
- 3 stand on my hands
- 4 make pizzas
- 5 dance the samba
- 6 eat six burgers

- 4 Write questions and short answers for your sentences in exercise 3.

Can you play tennis?

No, I can't.

- 5 Choose the correct words.


- 1 I never eat **any** / **some** crisps.
- 2 I haven't got **much** / **many** rice.
- 3 There's **much** / **a lot of** salad in this sandwich.
- 4 There's **any** / **some** water on the table.
- 5 Can I have **a** / **some** sandwich, please?
- 6 I always have lunch at **the** / **a** school canteen.
- 7 I don't eat **much** / **many** pears.
- 8 I never eat **a lot of** / **some** snacks at school.

Communication

- 6 Choose the correct responses to the sentences.

- 1 Can I go out later?
 - a Yes, you can.
 - b Why not?
 - c Yes, you are.
- 2 Sorry, John, I can't come.
 - a Sounds good.
 - b That's a pity.
 - c Text me later.
- 3 How often have you got ICT?
 - a At five o'clock.
 - b Once a week.
 - c This afternoon.
- 4 When have you got History?
 - a Twice a week.
 - b Three hours a week.
 - c On Friday mornings.
- 5 Can I wear jeans to the restaurant?
 - a No, you don't.
 - b No, sorry, you can't.
 - c Sounds good.
- 6 I've got a History exam this afternoon.
 - a Oh dear!
 - b Cool!
 - c Why not?

Listening

- 7  2.10 Listen to Sally talking about her school lunches. Complete the text.

We have a self-service cafeteria at my school and the food isn't ¹____. Some students buy ²____ and fizzy drinks because they don't like the food. But I ³____ eat at school. I think the food is ⁴____ and we can choose the main dish. There is always ⁵____ with pasta or rice and some vegetables. Some of my friends are not very happy because they don't serve many ⁶____. I like chips but I don't want to eat them every day! My favourite day is Friday because they always serve ⁷____. I also eat a lot of ⁸____ and there are always pears and apples.

- 1 Work in groups. Answer the questions.
 - 1 What do you like about school?
 - 2 What do you not like?
 - 3 What would your dream school be like?
- 2 Read the text. How many of the ideas are the same as yours?
- 3 Make a poster about your dream school. Follow the steps in the project checklist.
- 4 Put all of the posters on the wall to make a dream school art gallery. Look at the other posters. Choose the school you like best.
- 5 Discuss: What could you change in your school to turn it into a dream school?

PROJECT CHECKLIST

- 1 Think about your dream school. Write short texts about each of these things:
 - the building
 - sports facilities
 - the classrooms
 - the canteen
 - the people
 - the timetable
- 2 Find some photos for your poster.
- 3 Make a poster with your texts and photos.



Building
The school is in a big and modern building and it's very colourful. It has got big windows. It isn't dirty or ugly.

Classrooms
Every classroom has the latest technology, such as laptops and interactive whiteboards. The students usually speak to students in other countries by webcam.

Canteen
The canteen is fantastic. You can eat what you want and the food is very healthy. You can eat salads, healthy burgers and organic chips.

Timetable
Each day starts at 10.00. The classes are always interesting and students can study any subject they like, for example, music, art, dance or sport. It isn't a problem if you get bad marks.

People
The teachers and students are really friendly and like going to school. The teachers aren't boring.

Sports facilities
There is a really good gym with lots of equipment and a very large swimming pool. Outside the school there is a park where people can walk in the lunch break.

My dream school

Travel and holidays

Start thinking

- 1 Where in the world are there jungles?
- 2 What is the average temperature in Antarctica?
- 3 What are the mountains between Spain and France called?

Aims

Communication: I can ...

- talk about what to do on an expedition.
- understand an adventure story.
- talk about plans and intentions.
- talk about the weather.
- make predictions about the future.
- make and respond to suggestions.
- write a blog about an expedition.

Vocabulary

- Travel equipment
- Weather conditions

Language focus

- Imperatives
- *be going to*: affirmative and negative questions
- *will* and *won't*
- *so*

Creativity and Skills



My country

White-water rafting in Kazakhstan

⇒ Page 76



CLIL

Natural science: Weather and climate

⇒ Page 77



Skills round-up

⇒ Page 79



Vocabulary puzzles

Travel equipment

⇒ Page 118

- 1 2.11 Match the equipment with photos 1–12 on page 69. Then listen and check. Which four things are not in the photos?

I tent

map compass rope rucksack satellite phone
 sleeping bag sunglasses sunscreen gloves
 torch stove tent insect repellent helmet
 first aid kit waterproof clothes

- 2 Do the *Rainforest Survival* quiz on page 69. Then check your answers with the key. Do you agree with your result?

Language point: Imperatives

- 3 Complete the table with imperatives from the quiz. Do we use imperatives for instructions or descriptions?

Affirmative	Negative
Go back.	Don't worry.

More practice

⇒ Workbook page 49

- 4 Complete the sentences with the affirmative or negative imperative form of the verbs in the box.

swim use forget attack make wear look

Don't attack snakes or other animals.

- 1 ___ in the river. There are crocodiles.
 - 2 ___ sunscreen every day in summer.
 - 3 ___ your torch in the day. You need it to see at night.
 - 4 ___ at the compass and find north.
 - 5 ___ dinner on the stove.
 - 6 ___ waterproof clothes. It's going to rain.
- 5 2.12 Listen. Which activity in the box are Amy and Jim going to do? What equipment from exercise 1 are they taking?

kayaking rock climbing caving trekking
 mountain biking snowboarding paragliding

- 6 **ACTIVATE** Imagine that you are camping in a remote area. Invent dialogues using these words and phrases.

Quickly! Hey! Watch out! Please	pass move touch use help look in etc.	the first aid kit! me with this. the tent! that stove! my torch! your sleeping bag! etc.
--	---	--

Quickly! Pass me my torch!

Why? What's the matter?

I think there's a snake in my sleeping bag!

Rainforest Survival



Imagine you're going to go on an expedition to the Amazon. Can you survive in the rainforest? Read the situations and decide what to do.

1 You can't find your map.

- a Go back and look for it.
- b Don't worry. It isn't important in the rainforest.

2 Your compass isn't working.

- a Look at the moon. It's always in the west.
- b Watch the sun. It's always in the west at the end of the day.

3 You haven't got any insect repellent.

- a Stay near the river. Mosquitoes don't like water.
- b Wear your waterproof clothes.

4 You see a dangerous snake.

- a Be quiet. Snakes don't usually attack humans.
- b Shine your torch at it. Snakes hate bright lights.

5 You're cold in your tent.

- a Light the stove inside your tent to keep warm.
- b Get in your sleeping bag.

6 You're hungry and you see some fruit.

- a Don't eat it. Maybe it's dangerous for humans.
- b Eat a little bit, then wait an hour. Eat more if you're OK.

7 A person in your group can't walk.

- a Use your satellite phone and call for help.
- b Give the person your first aid kit. Then, go and get help.

Points

1	a: 2	b: 0
2	a: 0	b: 2
3	a: 0	b: 2
4	a: 2	b: 0
5	a: 0	b: 2
6	a: 2	b: 0
7	a: 2	b: 0

Key

More than 10 points: Well done!
Between 6 and 8 points: Not bad!
 But only go to the rainforest with a group.
Fewer than 4 points: Stay at home.
 You're going to be safer there.

Finished?

You are taking a group on a desert survival expedition.

Write instructions using imperatives.

Bring a tent and a sleeping bag.

Don't forget ...

READING ■ An adventure story

I can understand an adventure story.



My brother Peter and I were on a jungle wildlife holiday with six other people and Juan our guide. It was an amazing experience and we saw lots of monkeys, crocodiles and huge snakes. But one morning Peter and I did a very stupid thing.



We wanted to take photos of monkeys. We got up early and walked into the jungle. We didn't have to go far before we heard some monkeys. We were excited and we followed the monkeys


for about ten minutes. Suddenly, Peter stopped. He was worried. 'I'm not going to walk further,' he said. 'We'll get lost. I'm going back.'

We looked around us. There were trees everywhere. The campsite wasn't far, but we had no idea which direction to take. 'I think we are already lost,' Peter said. 'How are we going to get back? Nobody knows where we are. They'll never find us.'

Then it started to rain. Luckily, I had a waterproof coat. We sat on our rucksacks with the coat over our heads. There were loads of mosquitoes and we had no insect repellent. We were scared and miserable.

After two hours, we heard a noise. It was Juan and he was angry. 'You're very lucky,' he said. But we were very happy. 'We're never going to follow monkeys again,' we promised. Juan laughed, 'Come on. Let's go back to camp.'

1 Look at the photos. Where are the people? What are they doing?

2  2.13 Read and listen to Carol's story and choose the best title a–c. What stupid thing did Carol and Peter do?

- a Camping in the jungle
- b Lost in the jungle
- c A jungle adventure

3 Read the text again and write *true* or *false*. Correct the false sentences.

- 1 Carol was with six other people in the jungle.
- 2 Carol and Peter went into the jungle early in the morning.
- 3 They wanted to explore the jungle.
- 4 Everywhere looked the same in the jungle.
- 5 They were far from the campsite when they got lost.
- 6 They waited for two hours in the rain.

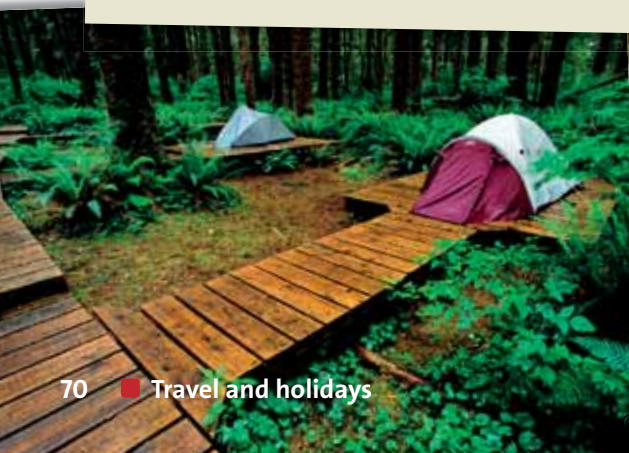
4 **BUILD YOUR VOCABULARY** Find these adjectives in the text. Which adjectives express positive feelings? When did you last feel like this? Write sentences about your experiences using the adjectives. Then compare with a partner.

scared miserable excited lucky
angry worried

I was lucky when I found my house keys in the snow.

5 **ABOUT YOU** Ask and answer the questions.

- 1 How often do you sleep in a tent?
- 2 Do you like camping? Why / Why not?
- 3 When was the last time you were lucky or did something stupid?
- 4 Can you remember a time when you were lost? What happened? How did you feel?



1 Complete the sentences with the words in the box and look at the examples. Then complete the rules.

's aren't going 'm to take

I'm going to visit the USA next year.

You're going ¹___ a tent.

She ²___ going to meet a friend.

We ³___ going to camp.

They're ⁴___ to explore the jungle.

Is she going to stay? Yes, she is. / No, she isn't.

Are you going to stay? Yes, I am. / No, I'm not.

Are we / they going to stay? Yes, we / they are. /

No, we / they aren't.

○ RULES

- 1 We use *going to* to talk about **present / future** plans and intentions.
- 2 We make questions with: **do / be + pronoun / noun + going to + verb**

More practice ⇨ **Workbook pages 49 and 51**

2 Choose the correct words.

- 1 My friend is / **are** going to walk into town.
- 2 They **aren't / isn't** going to buy anything.
- 3 You **isn't / aren't** going to make dinner.
- 4 They are going to **having / have** a holiday.
- 5 I **aren't / 'm not** going to use the computer.
- 6 We're going to **wearing / wear** waterproof clothes.

3 Complete the text with the verbs in the box and the correct form of *be going to*.

eat learn write see not see read
walk not travel not take meet phone

Explorer Ray Fines is travelling to the USA on Saturday and he is *going to walk* 5,000 kilometres from New York to Los Angeles. He ¹___ on buses or in cars. He ²___ his family for ten months, but he ³___ his wife every week. 'I'm very excited about this expedition,' says Ray. 'I ⁴___ a lot of things about the USA. I ⁵___ some fantastic countryside and I ⁶___ a lot of different people. Ray ⁷___ and sleep in cheap hotels. He ⁸___ any camping equipment in his rucksack. Ray's friends ⁹___ about his expedition on the internet because he ¹⁰___ a blog on his laptop every night.'

4 Write questions about Ray Fines. Then ask and answer with a partner.

how / travel How is Ray going to travel?

How is Ray going to travel? He's going to walk.

- 1 how many kilometres / walk
- 2 where / start his journey
- 3 where / finish
- 4 sleep / in cheap hotels
- 5 what / see
- 6 who / meet
- 7 take / camping equipment
- 8 what / write every night

Pronunciation: Sentence stress and rhythm
⇨ **Workbook pages 99 and 100**

5 **ACTIVATE** Find out about your partner's future plans. Use the time expressions in A and the phrases in B or your own ideas.

A this evening tomorrow on Saturday
on Sunday next Monday
in the summer holidays

B watch TV go shopping meet friends
do sport go on holiday have a party

What are you going to do this evening?

I'm going to watch TV.

Are you going to meet friends tomorrow?

No, I'm not. I'm going to stay at home.

○ Finished?
Imagine the perfect holiday. Write about your plans.
I'm going to have a holiday in Hawaii.
I'm going to stay in a luxury hotel.

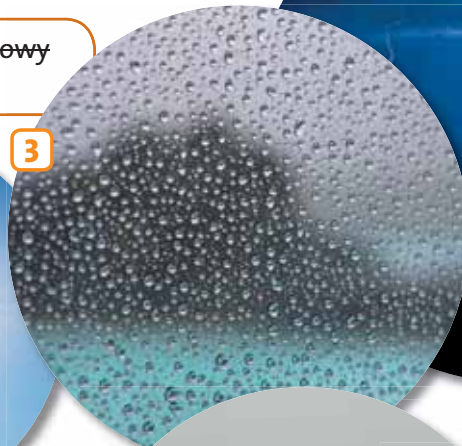


VOCABULARY AND LISTENING ■ Weather conditions

I can talk about the weather.

- 1 2.14 Match six of the words in the box with the photos. Then listen and check.

sunny cold foggy windy icy snowy
hot rainy cloudy stormy



- 2 Work in pairs. Mime and guess weather words in exercise 1.

Is it snowy?

No, it isn't.

Is it windy?

Yes, it is!

STUDY STRATEGY ■ Nouns from adjectives

- 3 Match the nouns with adjectives in exercise 1. Which word doesn't change?

wind storm rain sun snow
cold heat cloud fog ice

- 4 2.15 Look at the photo and listen to an interview with Ken Ford. Choose the correct answer.

Ken Ford is going to study ...

- a penguins in the Antarctic in the summer.
- b polar bears at the South Pole in November.
- c ice in the Antarctic in the summer.

- 5 2.15 Listen again and write *true* or *false*. Correct the false sentences.

- 1 Ken is going to walk to the South Pole.
- 2 He won't see polar bears.
- 3 He thinks he will see penguins.
- 4 It won't be very cold in November.
- 5 It will be very windy there.
- 6 He's going to take his mobile phone.

- 6 **ACTIVATE** Work in pairs. Ask and answer questions about the weather. Use the phrases in the box and words in exercises 1 and 3.

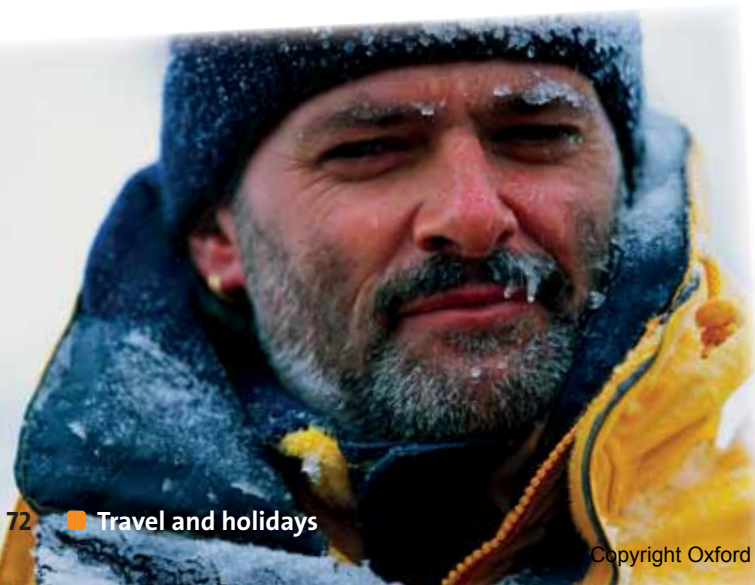
today yesterday last weekend
tomorrow in winter / summer / autumn /
spring / November

What's the weather like today?

It's hot and sunny today.

What's the weather usually like in November?

It's usually cold and there's sometimes fog.



1 Complete the sentences from exercise 5 on page 72. Then answer the questions.

Ken ¹ ___ walk to the South Pole.
 He ² ___ see polar bears.
 He thinks he ³ ___ see penguins.
 It ⁴ ___ be very windy there.
 He ⁵ ___ take his mobile phone.

- 1 Which two sentences are plans?
- 2 Which three sentences are predictions?
- 3 What is the negative form of *will*?

2 Match the questions with the answers. Then complete the rules.

- 1 Will he see penguins?
 - 2 Will it be windy?
 - 3 Will polar bears attack him?
- a No, they won't.
 b Yes, he will.
 c Yes, it will.

○ RULES

- 1 In questions with *will*, the word order is:
¹ ___ + noun / pronoun + verb.
- 2 In short answers, the word order is *Yes, /*
² ___, + pronoun + *will /* ³ ___

More practice ⇌ Workbook page 51

3 Write sentences with *will* and *won't* and the verbs in brackets.

We ___ warm clothes. (take)
We'll take warm clothes.

- 1 I ___ my mobile phone. (not use)
- 2 It ___ cold in the Antarctic. (be)
- 3 I think she ___ me tonight. (phone)
- 4 You ___ lost because you've got a map. (not get)
- 5 I hope we ___ penguins. (see)
- 6 It ___ tomorrow, so you won't need waterproof clothes. (not rain)

4 Read situations 1–6 and make sentences with the phrases in brackets. Use *will* and *won't*.

We've got a compass. (get lost)
We won't get lost.

- 1 He hasn't got a stove. (eat hot food)
- 2 We've got a torch. (see in the dark)
- 3 She's got a new sleeping bag. (be cold)
- 4 They've got a satellite phone. (talk to friends)
- 5 You've got sunscreen. (burn in the sun)
- 6 I haven't got waterproof clothes. (get wet)

5 Write questions about the future using the verbs in the box. Then ask and answer with a partner.

be change melt kill study
 become live

the weather / cold tonight ✗
Will the weather be cold tonight? No, it won't.

- 1 the weather / in the future ✓
- 2 polar bears / extinct ✓
- 3 people / in the Arctic ✗
- 4 scientists / the weather ✓
- 5 all the Arctic ice / in the next ten years ✗
- 6 people / all the mosquitoes ✗

6 **ACTIVATE** Write predictions about your future. Use the phrases below and your own ideas. Then ask and answer with people in your class.

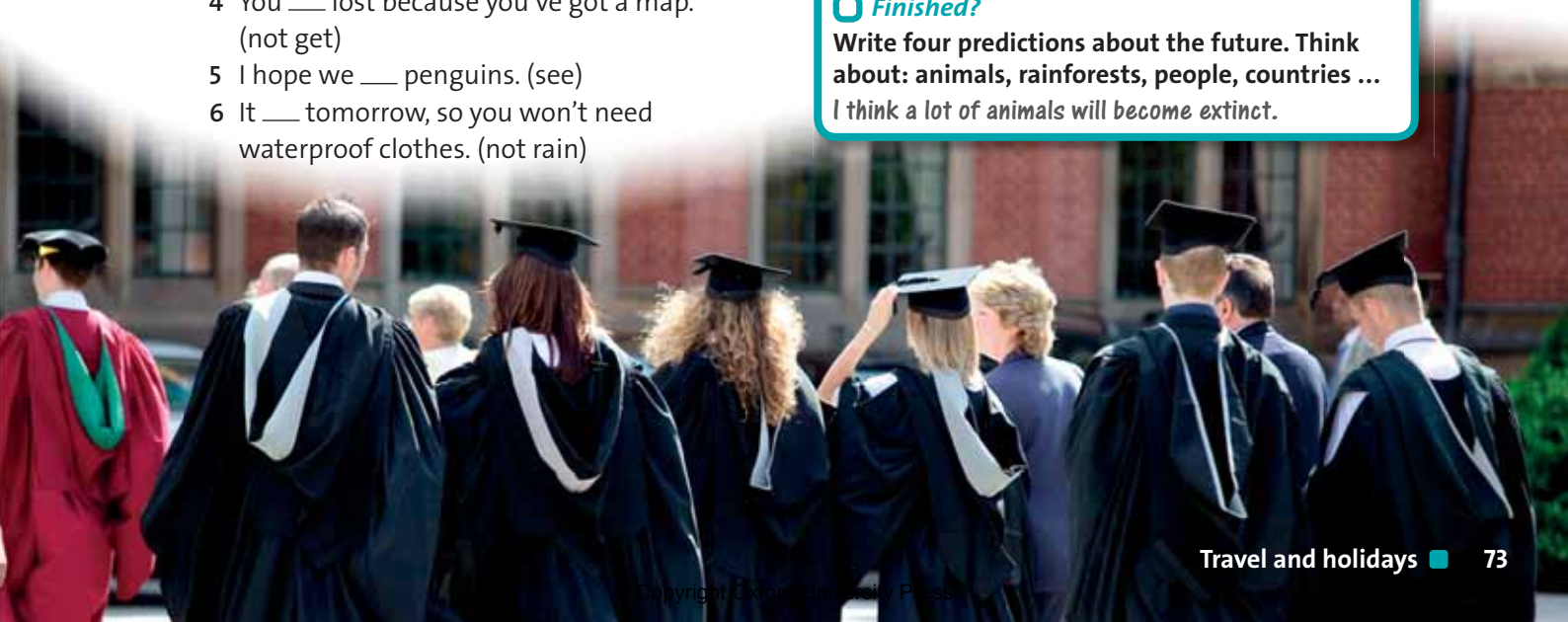
live in a different country	get a job
climb a mountain	have children
be rich / famous	get married
go to university	be a scientist

Will you go to university?

Yes, I will.
 I'll study History.

○ Finished?

Write four predictions about the future. Think about: animals, rainforests, people, countries ...
I think a lot of animals will become extinct.



SPEAKING ■ How was your weekend?

I can talk about a short break.



Jake Hi, Tina. How was your weekend?
 Tina Great, thanks. I ¹___ **my uncle** and then I ²___ to **London**.
 Jake Really? Were you on your own?
 Tina No. I was with **Laura**. She knows the city very well.
 Jake What was **London** like?
 Tina It was cool. The **shops** ³___ amazing.
 Jake Only the **shops**?
 Tina No, ⁴___ were a lot of things to do. My favourite place ⁵___ **Covent Garden**.
 Jake What about the tourist sites?
 Tina I wanted to visit the **Tate Modern Gallery**, but there ⁶___ time. And how about you? Was your weekend good?
 Jake Yeah, it was brilliant. There was a party at Jon's house on Saturday evening.
 Tina Sounds good.

1 Look at the photo. Who is returning from a trip? How do you know?

2 2.16 Complete the dialogue. Then listen and check. Was your answer in exercise 1 correct?

there was were travelled visited
wasn't

3 2.17 Listen to the key phrases 1–4 and reply with the correct responses a–d. Then practise the dialogue.

KEY PHRASES Talking about the weekend

- 1 How was your weekend?
 - 2 Were you on your own?
 - 3 What was (London) like?
 - 4 Was your weekend good?
- a No. I was with (my cousin).
 b Yeah, it was brilliant.
 c Great, thanks.
 d It was cool.

4 2.18 Look at the tables and listen to three short conversations. Which questions and answers do you hear?

Questions		
How was	your weekend? the trip? the match?	
What was	the holiday the film the party	like?

Answers		
It was	great! cool. OK. terrible!	
The special effects The story The food Manchester United The people The places The weather	was were wasn't weren't	brilliant. really interesting. very nice. really good. really bad. rubbish.

5 Work with a partner. Practise different questions and answers.

How was the party?

It was terrible!
The food was rubbish.

6 **ACTIVATE** Work in pairs. Prepare a new dialogue using the dialogue in exercise 2 as a model. Change the words in **blue**. Use the phrases in exercise 4 and your own ideas. Practise the new dialogue.

WRITING ■ A blog

I can write a blog about an expedition.

6

1 Read the model text and answer the questions.

- 1 Is the writer at the campsite on 15th August?
- 2 What's the weather like on the first day of the expedition?
- 3 What day did the writer go kayaking?
- 4 What happened when he went kayaking?
- 5 When is the writer going to go walking in the mountains?

2 Study the key phrases. Decide whether each phrase is about the past, the present or the future.

KEY PHRASES □ Writing a blog

Here I am in my ...

We're going to stay ...

We had a ... time.

I'm going to go on an ... next ...

This is me in my ...

Language point: so

3 Match 1–6 with a–f and write sentences using so.

*I'm going to take my laptop, so I can continue this blog.
I fell in the water five times, so I know!*

- 1 It's rainy.
 - 2 We haven't got a tent.
 - 3 It's interesting.
 - 4 It's hot.
 - 5 We're lost.
 - 6 It's cold.
- a I'm going to swim in the river.
 - b We're going to wear waterproof clothes.
 - c We're going to get into our sleeping bags.
 - d We aren't going to go camping.
 - e I'm going to write a blog about it.
 - f I'm going to look at the map.

4 ACTIVATE Follow the steps in the writing guide.

□ WRITING GUIDE

A TASK

Write a blog about an expedition.

B THINK AND PLAN

Day 1

Think of the details of your expedition:
Where? (e.g. hiking in the Bayanaul National Park, cycling in the Tatras) When?
What equipment are you going to take?

Day 2

Describe the weather and the place.
What activities are you going to do later?
(e.g. caving, rock climbing, trekking, mountain biking, etc.)

Day 3

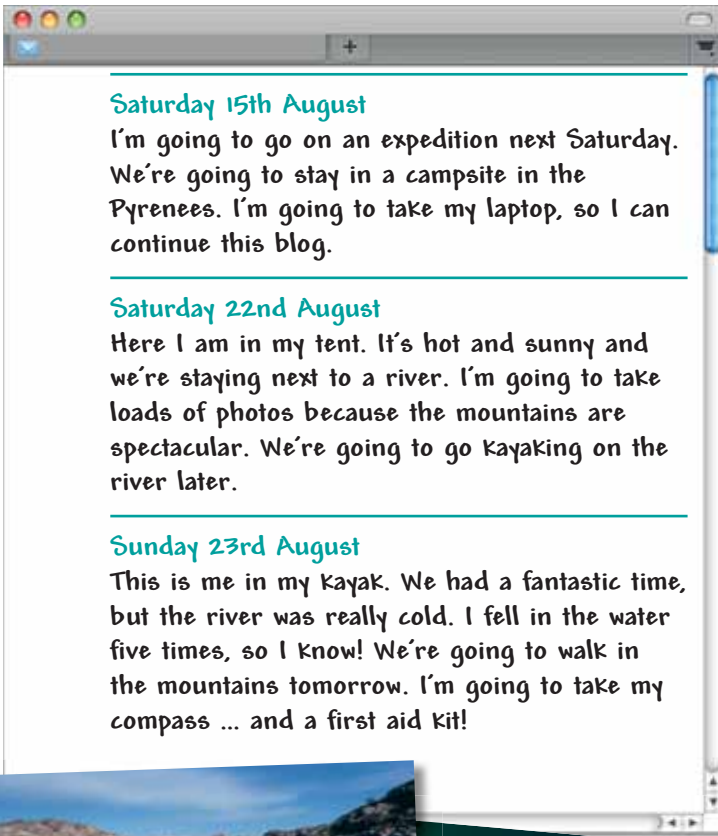
What were the activities like?
What are you going to do tomorrow?

C WRITE

Write your blog. Follow the model text and use the key phrases.

D CHECK

- sentences with so
- spelling and punctuation



Saturday 15th August
I'm going to go on an expedition next Saturday. We're going to stay in a campsite in the Pyrenees. I'm going to take my laptop, so I can continue this blog.

Saturday 22nd August
Here I am in my tent. It's hot and sunny and we're staying next to a river. I'm going to take loads of photos because the mountains are spectacular. We're going to go kayaking on the river later.

Sunday 23rd August
This is me in my kayak. We had a fantastic time, but the river was really cold. I fell in the water five times, so I know! We're going to walk in the mountains tomorrow. I'm going to take my compass ... and a first aid kit!



MY COUNTRY ■ An adventure holiday

I can talk about holidays in Kazakhstan.

6

A WHITE-WATER ADVENTURE

If you like adventure and doing something different, a holiday white-water rafting might be for you. Kazakhstan is a great place to try it. White-water rafting sounds like it's dangerous, but there are lots of rivers for every level of experience – from beginners to advanced. Even children can try it, if they are with adults.

For beginners, the River Ili is a good place to start. The river is wide and flows at about 5 km per hour. Rafts carry up to ten people and white-water rafting organizations, like the Kazakh Rafting Federation, offer training and make sure your trip is as safe as possible. Of course, you will get wet, so you should wear a swimming costume under your clothes (shorts and a T-shirt or tracksuit bottoms and a sweatshirt are good) and you need a life jacket and helmet, because you could fall out of the boat, but getting wet is part of the fun.

Rafting is a great sport. It increases your energy and it helps exercise your upper body. The other advantages are that you often see parts of the countryside you can't visit any other way and see wildlife along the river.



Once you have some experience, you might want to try more difficult rivers, such as the River Charyn in the Tien Shan range of mountains. And you may want to go on a white-water rafting expedition and sleep overnight in tents next to the river.

- 1 Look at the types of holiday in the box and answer the questions.

activity holiday adventure holiday
beach holiday camping holiday
city break sightseeing holiday
skiing holiday self-catering

- 1 What do you do on each type of holiday?
- 2 Which is your favourite type of holiday? Why?
- 3 Who do you go on holiday with?
- 4 Look at the photo in the text. Would you like to go on this type of holiday?

- 2 2.19 Read and listen to the text and write *true* or *false*. Correct the false sentences.

- 1 White-water rafting on rivers is too difficult for children.
- 2 A group of nine people can go on a raft.
- 3 You don't always get wet white-water rafting.
- 4 You should only wear a swimming costume and a life jacket.
- 5 It's a good sport for your arms and shoulders.
- 6 The River Charyn is not very difficult to white-water raft on.

- 3 Look at the speech bubbles. Complete the rules.

You could fall in the water.

You might like white-water rafting as a hobby.

You may want to go on an adventure holiday.

We use *could*, ___ and ___ to talk about possibility in the future.

We use ___, ___ and *might* in positive sentences.

We use *could* in suggestions and to talk about real choices.

We could go to the park.

I could go to my aunt's. (She's invited me.)

We use ___, ___ and *might* to talk about possibility generally.

We use *may not* and *might not* in negative sentences.

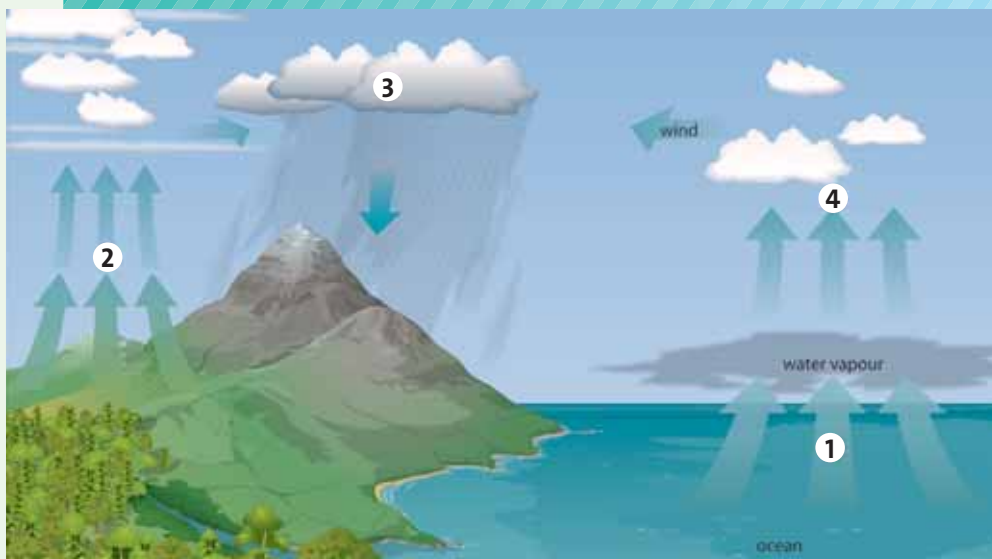
- 4 In pairs. Ask and answer the questions using *could*, *may* and *might* and the words in brackets.

- 1 Where are you going on holiday? (We / Tabagon)
- 2 What are you doing on Wednesday? (We / see a film)
- 3 Do you want to come kayaking? (I / fall in the water)
- 4 Why don't we go climbing tomorrow? (The rocks / be dangerous if it rains)
- 5 What's the weather going to be like tomorrow. (It / rain)
- 6 We've got a maths test tomorrow. I hate tests. (It / not be too bad)

- 5 **ACTIVATE** Write about what you could, might and may do on your next holiday.

We might go camping, but we may visit my grandmother.

The water cycle



When it's ¹**cloudy/sunny**, the water in rivers and oceans becomes warmer. Some of the water becomes ²**water vapour/rain**, and it goes into the air. This process is called evaporation.

Water from plants and trees also goes into the ³**ocean/air**. This process is called transpiration.

When the water vapour travels higher, it becomes ⁴**colder/warmer**. The water vapour becomes water again, and this makes ⁵**clouds/ice**. This process is called condensation.

⁶**Fog/Wind** moves the clouds over the land and it starts to rain. When it's very cold, it snows. The rain or snow is called precipitation. This water goes into rivers and oceans, and then the water cycle starts again.

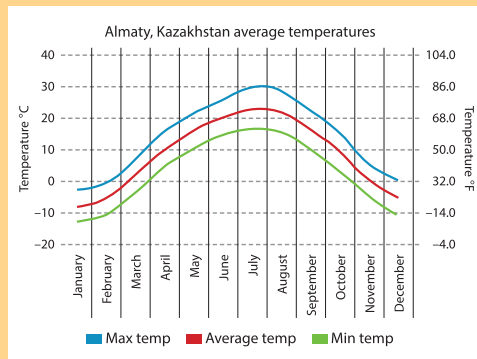
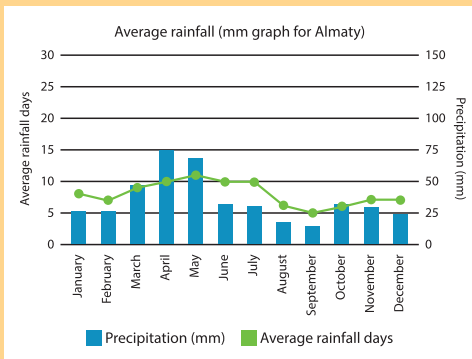
1 2.20 Read the text and choose the correct words. Then listen and check your answers.

2 Read the text again and match the words in the box with labels 1–4 in the picture.

evaporation transpiration precipitation condensation

3 Look at the weather charts for the average precipitation and temperature in Almaty and read the text. Find three mistakes in the text.

Almaty is in the south-east of Kazakhstan. There are mountains to the south and east of the city. It isn't a rainy city, but there is more rain in May than in other months. The city is very cold in winter and hot in summer. March is the coldest month and August and September are the hottest months.



4 **ACTIVATE** Look at the information about the average precipitation and temperature in Oxford. Draw two weather charts like the ones in exercise 3 to show the information.

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec
precipitation (mm)	52.3	41.0	41.7	43.3	51.5	54.5	61.1	59.3	60.9	65.5	62.0	55.4
temperature °C	3.7	4.2	5.8	8.4	11.7	14.9	16.6	16.2	13.8	10.1	6.4	4.4

Vocabulary

- 1 Match the words in the box with the definitions.

gloves stove insect repellent compass
sunscreen sunglasses rucksack torch

- 1 You carry it on your back.
- 2 You use it to see in the dark.
- 3 You need it in hot and sunny weather.
- 4 You wear them on your hands.
- 5 You wear them when it's sunny.
- 6 It keeps mosquitoes away from you.
- 7 You cook food on it.
- 8 It shows you the direction.

- 2 Write the adjective form of these nouns.

wind sun fog snow cloud storm
ice rain heat cold

wind - windy

Language focus

- 3 Write affirmative and negative sentences using the correct form of *be going to*.

(not hunt animals / take photos)

I'm not going to hunt animals. I'm going to take photos.

- 1 Emma (not take a tent / sleep outside)
- 2 the students (not study / explore the rainforest)
- 3 he (not travel by boat / fly)
- 4 we (not ask someone / look at the map)
- 5 you (not catch the frogs / count them)
- 6 they (not have any hot water / wash in the river)

- 4 Write questions using *be going to*. Then match the questions with the answers a–h.

How are they going to travel? g

- 1 what equipment / Lucy / take
- 2 be hot / there
- 3 you / take photos
- 4 what / you / do there
- 5 what / they / see
- 6 what / Tim / wear
- 7 they / go by train

- a Yes, I am.
- b Waterproof clothes.
- c A map and a camera.
- d Yes, it is.
- e I'm going to take photos of animals.
- f No, they aren't.
- g In a canoe.
- h Polar bears.

- 5 Order the words to make questions with *will*. Then write short answers.

be / the weather / tomorrow / will / cold ✗

Will the weather be cold tomorrow? No, it won't.

- 1 a / scientists / will / new species / find ✓
- 2 see / monkeys / you / in the jungle / will ✓
- 3 it / next winter / a lot / will / snow ✗
- 4 arrive / we / early / will ✓
- 5 need / waterproof clothes / you / will ✗
- 6 win / will / the match / they ✗

Communication

- 6 Complete the mini-dialogues with the words in the box.

don't about Let's matter like

- 1 A What's the weather ___ today?
B It's hot and sunny.
- 2 A I'm really tired.
B Why ___ you go to bed early tonight?
- 3 A What's the ___?
B I'm bored.
- 4 A It's raining.
B ___ watch a DVD.
- 5 A How ___ going to a restaurant?
B We can't do that.

Listening

- 7  2.21 Listen and choose the correct words.

Anna is going to travel to the ¹Arctic / Antarctic. Anna is ²an explorer / a scientist. She's going to study the ³weather / ice there. She's going to go in ⁴June / July because it'll be summer then. It will be sunny, but it will also be quite ⁵cold / windy. The North Pole is ⁶warmer / colder than the South Pole. The average temperature in summer is about ⁷0° / 10°Celsius. She's going to take a ⁸mobile / satellite phone, so she can talk to her family.



1



2



3

Listening

- 1 Look at the photos. Where are the people? What are they doing?
- 2 2.22 Listen to a conversation. Where are the friends going to camp?
- 3 2.22 Listen again and complete the sentences.
 - 1 The weather will be ___ at the weekend.
 - 2 Tim went camping in the mountains last ___.
 - 3 Lucy is going ___ in the sea.
 - 4 They are going to cook some ___.
 - 5 Lucy has got a tent and a small ___.
 - 6 Lucy is going to make some ___.
 - 7 They are going to travel by ___.
 - 8 Jon is going to take a ___, a ___ and a ___.

Speaking

- 4 Work in groups of three and prepare a conversation. Imagine you are planning a camping weekend. Answer these questions.
 - 1 Where are you going to go?
 - 2 What are you going to do there?
 - 3 What is the weather forecast?
 - 4 How are you going to travel?
 - 5 What will you take?

5 Have a conversation. Use your ideas in exercise 4 and the chart below to help you. One of you is A, one of you is B and one of you is C. When you have finished, change roles.

A Why don't we [activity]?	B Reply and ask where.
A Suggest a place.	B I'm not sure about that. Give a reason.
A Suggest another place.	B Agree and ask about transport.
A Reply.	B What are we going to take?
A We'll need ... I've got ...	B I can bring ... What's the weather forecast?
A Reply.	B Let's phone ...
A Hi. It's ... Give details of your plans. Do you want to come?	C Reply and ask about equipment.
A Reply.	C I've got ...

Writing

6 Write a description of a terrible weekend. Imagine you went camping last weekend and a lot of things went wrong. You can use the situation in the listening or in exercise 4. Think about the following ideas and say what happened and how you felt.

transport the weather activities
food equipment

Begin like this:
*Last weekend, I went camping with ... and
 It was terrible! We met on Saturday morning at ...
 We travelled to ...*

Reading for pleasure

Start thinking

- 1 Which do you prefer reading: paperbacks or hardbacks?
- 2 Who wrote *My name is Kozha*?
- 3 When was the story of Kyz-Zhibek created?

Aims

Communication: I can ...

- talk about books.
- understand an article about young writers.
- talk about experiences.
- talk about writers and their books.
- ask and give answers about experiences.
- tell a traditional story.
- talk about myths and legends.

Vocabulary

- Books
- Writers

Language focus

- Present perfect: affirmative and negative
- Present perfect: questions
- Prepositions

Creativity and Skills



My country

A folktale

⇒ Page 88



CLIL

Myths and legends

⇒ Page 89



Project

My novel

⇒ Page 91

- 1 Check the meaning of the words in **blue** in the *Book Quiz* on page 81. Match the words with the definitions.

- 1 the story in a book
- 2 a book that uses pictures to tell a story
- 3 a book with a soft cover
- 4 a book with a hard cover
- 5 a story that is not real
- 6 a story book that continues the story of an earlier book
- 7 a text on the back of the book about the story or the subject it covers
- 8 facts, or about things that are true

- 2 2.23 Work in pairs. Do the *Book Quiz*. Listen and check your answers. Who got the most answers right?

- 3 2.24 Listen. What are the people 1–5 talking about? There is one word you don't need.

the blurb comic book fiction hardback books
non-fiction a sequel

Language point: prepositions: *in, on*

- 4 Look at the information about *in* and *on*. Then choose the correct prepositions in the sentences from the quiz.

	In	On
Place	a book, a magazine, a country, the world	a page, the front/back cover, a list
Time	1856, January / February, etc, summer / winter, etc	5 December, Tuesday/ Wednesday, etc.

- 1 How many books are there **in / on** the world?
- 2 The first paperback books appeared **in / on** the 1900s.
- 3 Which of these superheroes first appeared **in / on** a comic book?
- 4 The longest sentence **in / on** a work of fiction is 823 words.
- 5 Someone bought the *Codex Leicester* **in / on** 11 November, 1994.

- 5 **ACTIVATE** Write answers to the questions. Then interview a partner and make notes. Tell the class about your partner.

- 1 Do you prefer to read books or watch films? Why?
- 2 What was the last novel that you read? Who is it by?
- 3 Do you usually read the blurb before you buy a book?
- 4 What comic books are there in your country?
- 5 What kinds of non-fiction books do you read?
- 6 Can you name three books or films that have a sequel?

Finished?

Write three sentences about a book you like. Then read them to the class. Can they guess the book?

It's by Zira Naurzbayeva and Lilya Klaus.
It's about a teenage boy. It's a fantasy novel.


Book Quiz

- 1 How many books are there in the world?
 - a 80 million
 - b 130 million
 - c 200 million
- 2 The first books were all **hardbacks**. When did the first **paperback** books appear?
 - a in the 1700s
 - b in the 1800s
 - c in the 1900s
- 3 Superman, Batman and Spider-Man are all superheroes. Which ones appeared in a **comic book** before they appeared in films?
 - a only Batman
 - b only Superman
 - c all three
- 4 The **blurb** on the back cover of a book often outlines the plot. Which book and film has a **plot** about dinosaurs that come to life?
 - a Jurassic World
 - b The Secret Garden
 - c Treasure Island
- 5 The longest sentence in a work of **fiction** is by the French author Victor Hugo, in his book *Les Misérables*. How many words does the sentence have?
 - a 623 words
 - b 723 words
 - c 823 words
- 6 The most expensive book is a work of **non-fiction**, the *Codex Leicester* by Leonardo da Vinci. How much did someone pay for it on 11 November, 1994?
 - a \$30,825
 - b \$308,250
 - c \$30,802,500
- 7 The American Mark Twain was the first writer to use a typewriter for his **novel** *Tom Sawyer*. When was this?
 - a 1876
 - b 1926
 - c 1946
- 8 What do the books *Lord of the Rings* and *Harry Potter and the Prisoner of Azkaban* have in common?
 - a they are both by the same author
 - b they are both **sequels** to other books
 - c they are both true stories



Reading ■ Young writers

I can understand an article about young writers.

- 1 Look at the photos of two young authors. What kind of books do you think they write?
- 2  2.25 Read and listen to the text. Check your answers to exercise 1.
- 3 Read the text again. Decide if each sentence is true for Helena (H), Christopher (C) or both (B).
 - 1 His / Her books are very popular in the USA. ___
 - 2 He / She likes reading books. ___
 - 3 The main character in his / her books is a teenager. ___
 - 4 He / She is continuing to study. ___
 - 5 You can enjoy his / her stories in different ways. ___
 - 6 He / She is grateful for the support of family members. ___
- 4 **BUILD YOUR VOCABULARY** Find the words in blue in the text. Match them with the definitions.
 - 1 a book that a very large number of people buy ___
 - 2 a business that produces and sells books ___
 - 3 the place and time where a story takes place ___
 - 4 a set of novels that go together ___
 - 5 a person in a novel ___
- 5 **ABOUT YOU** Ask and answer the questions.
 - 1 Do you enjoy fantasy novels? Why?
 - 2 Do you know any video games or films that were books first? Which ones?
 - 3 What would you like to write a book about?

Young writers

Have you ever wanted to write a book? It isn't easy to write a good novel. It's also difficult to find a publisher for it. But some teenagers have done it.

Helena Coggan has always loved reading all kinds of books and enjoys writing. She has written two novels so far. She started her first novel, *The Catalyst*, when she was only 13. Her second book, *Reaction*, is the sequel. The setting for both stories is a future fantasy world. It's a dangerous place where people fight and use magic against each other. The main character is Rose, a 15-year-old girl. Rose has special powers, and she uses her powers to keep herself safe.

Helena has become a successful writer, but she hasn't stopped working hard at school. She knows it's important to get a good education. Helena also knows that she has been lucky. Her parents have helped her a lot.



Christopher Paolini is a young American author. He started writing when he was 15. He has written a series of four novels, called *The Inheritance*. The books have become bestsellers in the USA. Over 35 million people have bought them. Like Helena, Christopher has always enjoyed reading, especially fantasy and science fiction. Christopher's novels take place in a fantasy world. There are dragons, monsters and strange animals, and lots of magic! The main character is a 15-year-old boy called Eragon. He grows up on a farm, but he leaves home to become a Dragon Rider, and he has a lot of adventures. Christopher's first book, *Eragon*, has now become a film. There is also a video game with the same name, so fans can enjoy the fantasy even more.



- 1 Complete the sentences about the text on page 82. Then choose the correct words in rules a–c.

Helena Coggan ¹___ written two novels.
She ²___ stopped working hard at school.
The books ³___ become bestsellers.

○ RULES

- a We use the present perfect to talk about **present / past** experiences.
- b We **say / don't say** exactly when something happened.
- c We use the correct form of **have / be** and the past participle of the verb.
- d With regular verbs, the past participle is **the same as / different from** the past simple form.

- 2 Look at the irregular verbs list on Workbook page 112. Complete the table with the irregular past participles.

Verb	Past simple	Past participle
be	was / were	1 ___
become	became	2 ___
buy	bought	3 ___
have	had	4 ___
make	made	5 ___
read	read	6 ___
see	saw	7 ___
write	wrote	8 ___

○ STUDY STRATEGY

Use the irregular verbs list on page Workbook p112 to learn all the forms of irregular verbs. When you learn a new verb, make sure you learn its irregular forms.

More practice ⇌ Workbook page 57

- 3 Complete the sentences with affirmative and negative forms of the present perfect.

- 1 I ___ (read) all the Harry Potter books.
- 2 Elena Klepikova ___ (write) some interesting books.
- 3 My favourite book ___ (not become) a film yet.
- 4 They ___ (make) a video game of that story.
- 5 I ___ (not see) that film.
- 6 We ___ (not play) that new video game yet.

- 4 Complete the text with the correct present perfect form of the verbs in the box.

become not find draw give
help start not stop not decide



I would love to be a writer, so I ¹___ writing my first book. It's a crime story about a teenage detective. I ²___ how it's going to end yet, but I've got plenty of time to work it out. I ³___ a member of young writers' group online, and lots of people ⁴___ me great advice about how to become a successful writer. My mum ⁵___ me a lot, too, and my brother ⁶___ some pictures for my book. It's hard work writing, especially after a day at school. But that ⁷___ me. I ⁸___ a publisher for my book yet. I need to finish the story first!

- 5 **ACTIVATE** Write true and false sentences about yourself. Use affirmative and negative forms of the verbs. Then listen to your partner's sentences. Say if they are true or false.

I haven't bought a book for a friend.

My brother has watched lots of science fiction films.

- read a non-fiction book
- read a sports magazine
- watch a science fiction film
- buy a book for a friend
- write a fantasy story
- play a video game online

I've read a sports magazine.

I think that's true. I know you love sport!

○ Finished?

Write three true sentences about your partner.
She's read a non-fiction book. She hasn't written a fantasy story. She's read The Hobbit twice.



- 1 Read the two book reviews and check the meaning of the words in **blue**. Which book would you like to read?



My Name Is Kozha by Berdibek Sokpakbaev

I love this book! It's so **funny**, it makes you laugh out loud! It tells the story of a boy called Kozha. He behaves badly at school, and the teachers don't know what to do with him. It's quite **moving** sometimes, because Kozha's life isn't easy. There's something new on every page, so it's never **dull**. The book first came out in 1957, but it's still very **appealing** to young people – because it's still a great read!

The Hunger Games by Suzanne Collins

I've read this science fiction book three times! The story is so **exciting**, you can't put it down! The story has some **fascinating** ideas about the future, too. People take part in a TV show, and they have real fights to win food for their part of the city. Some parts are quite **scary**, so don't read it if you get frightened easily. I love **imaginative** books like this one. I would definitely recommend it.

- 2 Choose the correct words to complete the sentences.

- 1 You can learn a lot from this book. It's really **fascinating** / **dull**.
- 2 Some people enjoy being frightened, so they love **moving** / **scary** books.
- 3 Fairy tales are **imaginative** / **appealing** to young children.
- 4 The **funny** / **moving** jokes in this book will really make you laugh!
- 5 I hate **exciting** / **dull** stories where nothing happens!
- 6 Some parts are very **moving** / **fascinating** and will probably make you cry.
- 7 My sister is very **imaginative** / **scary** – she writes some amazing stories!
- 8 James Bond movies often have **exciting** / **funny** car chases.

- 3 2.26 Listen to an interview about Berdibek Sokpakbaev. Which questions does the interviewer ask?

- 1 Where was he born?
- 2 Did he have a happy childhood?
- 3 Where did he live when he grew up?
- 4 What jobs did he do?
- 5 How many books did he write?
- 6 Have you read all his books?
- 7 What was his favourite book?
- 8 What was his big success?

- 4 2.26 Listen again. Choose the correct answers to the questions.

- 1 What do we learn about Berdibek's childhood?
 - a His parents didn't have any work.
 - b His parents were poor, but there was always enough food.
 - c It was especially difficult when his mother died.
- 2 What do we learn about the jobs that Berdibek did?
 - a He was a teacher all his life.
 - b He had a lot of different jobs.
 - c He stopped teaching to join the army.
- 3 The book *My Name is Kozha* was ...
 - a Berdibek's very successful book.
 - b the first book that Berdibek wrote.
 - c the last book that Berdibek wrote.
- 4 Berdibek's big success was when ...
 - a his book appeared in many different languages.
 - b the film from his book won a prize.
 - c he wrote a book about a film.

- 5 **ACTIVATE** Think about a writer you know. Write some sentences about their life and their books. Then read your sentences to a partner. Can they guess who your writer is?

1 Match the questions with the answers. Then choose the correct answers in the rules.

- 1 Have you read all his books?
- 2 Has the book *My Name is Kozha* become a film?
 - a Yes, it has.
 - b No, I haven't.

○ RULES

- 1 We make questions in the present perfect with *have / has* + subject + infinitive / past participle.
- 2 We use **have / has** with *I/you/we/they* and we use **have / has** with *he/she/it*.
- 3 We make short answers with *have/haven't* and *has/hasn't*. We **repeat / don't repeat** the main verb.

More practice ⇌ Workbook page 59

2 Choose the correct words in the questions and short answers.

- 1 **Have / Has** you seen the new James Bond film?
Yes, I **have / has**.
- 2 **Have / Has** his novel become successful?
No, it **haven't / hasn't**.
- 3 **Have / Has** you bought a comic book for your brother?
No, I **haven't / hasn't**.
- 4 **Have / Has** the sequel to the book come out now?
Yes, it **have / has**.
- 5 **Have / Has** all her books become popular.
Yes, they **have / has**.

3 Look at the information about J.K. Rowling, the author of the Harry Potter books. Write questions and answers about her.

J.K. ROWLING

- 1 *she / write / lots of books* ✓
- 2 *she / become / very rich* ✓
- 3 *her books / become films* ✓
- 4 *she / act / in one of the films* ✗
- 5 *she / have children* ✓
- 6 *her children / become famous* ✗

Has she written lots of books? Yes, she has.

4 Complete the questions and short answers in the dialogue.



Alan Hi, Roman. ¹___ (you / finish) your homework?

Roman Yes, I ²___. Why?

Alan Because I want to show you something. Look.

Roman What's that? ³___ (you / buy) a new video game?

Alan Yes, I ⁴___. It's a fantasy game, called *Hero*. ⁵___ (you / hear) of it?

Roman No, I ⁶___. But it looks really good.

Alan My brother told me about it. He loves it.

Roman ⁷___ (he / play) it a lot?

Alan Yes, he ⁸___. And he says it's amazing.

Roman OK, so let's play it now!

5 Write five questions to ask a classmate. Use the ideas in the box or your own ideas.

read a book about Sherlock Holmes
see a Spider-Man film write a poem
meet a famous author or actor
buy a hardback book try to write a novel

6 **ACTIVATE** Talk about your experiences. Ask and answer the questions in exercise 5 and add more information. How many things have you both done?

Have you seen a Batman film?

Yes, I have. It was really good!

○ Finished?

Write three questions to ask your favourite author or film actor. Use the present perfect. Then write their answers.

Have you written any fantasy novels?

Yes, I have. I've written a lot.

SPEAKING ■ Asking for and giving opinions

I can ask for someone's opinion and give my opinion.



Ben What do you think of this book?
Jess Which one is it?
Ben It's called *In search of the golden bowl. The adventures of Batu and his friends*. Have you read it?
Jess Yes, I have. I loved it. I think it's brilliant! What about you?
Ben Yes, I agree with you. I would say it's my favourite book. It's really funny.
Ali Really? I want to read it. Is it a fantasy story? They're really interesting. I think authors of fantasy novels have great ideas. After you've read one, you don't want to go back to novels about everyday life. Do you agree?
Ben Yes, I agree with you. I'd say real-life stories are a bit boring. What do you think, Jess?
Jess I'm not sure I agree. I read a lot of fantasy books, but I also enjoy stories about things that happen to real people, like me.
Ali That's a good point. But I still want to read this book. I think it looks amazing!

1 Look at the photo. Where are Ben, Jess and Ali?

2 2.27 Listen to the dialogue and check your answers in exercise 1. Do Jess and Ali like this book?

3 2.28 Listen to the key phrases. Which are for asking for someone's opinion, and which are for giving an opinion? Then practise the dialogue.

KEY PHRASES ■ Asking for and giving opinions

- 1 What do you think of (this book)?
- 2 I think (it's really good).
- 3 I'd say (it's quite funny).
- 4 What/How about you?
- 5 Do you agree?
- 6 I agree with you.
- 7 I'm not sure I agree.

4 2.29 Order the mini-dialogues. Listen and check.

- 1 a I think it's a bit boring. I don't really like action films. ____
b I'm not sure I agree with you. I think it's really exciting. ____
c What do you think of the film *Spectre*? ____
d How about you? ____
- 2 a What about you? ____
b I agree with you. I think it's fantastic! ____
c I love it. I'd say it's one of the best films I've seen. ____
d What do you think of the new *Spider-Man* film? ____

5 **ACTIVATE** Work in pairs. Choose three books or films to discuss. Ask for your partner's opinion and give your opinion. Use the mini-dialogues in exercise 4 as a model. Tell the class which books or films you agree about.

War Horse by Michael Morpurgo



- 1 I've just read *War Horse* by Michael Morpurgo. It's a fantastic book! I read it in one weekend. It was impossible to put it down.
- 2 The main character is a horse called Joey. Joey works on a farm when he is young. Albert, a teenager, looks after him. Albert treats Joey kindly and feeds him well. But when the First World War starts, the farmer sells Joey to the army. Joey pulls an ambulance cart and rides bravely into battles. But he suffers badly. After a while Albert decides to join the army to find Joey again.
- 3 I loved this book because it's a very exciting story and Joey is a great character. I would recommend it, especially if you love stories about animals.

1 Read the model text and answer the questions.

- 1 Which paragraph gives the name of the main characters and tells some of the story?
- 2 Which paragraph gives the title of the book and an opinion about it?
- 3 Which paragraph gives a recommendation?
- 4 Which tense does the writer use to describe the story?
- 5 Would you like to read this book? Why?

2 Complete the key phrases with the words in the box. Then look at the model text and check.

because just main recommend

KEY PHRASES ■ A book or film review

I've ___ read/seen ...
 The ___ character is ...
 I loved this book/film ___ ...
 I would ___ it, (especially if) ...

Language point: Adverbs

3 Read the rules and look at the example sentences. Then find one more adverb in the model text.

○ RULES

- 1 We use adverbs to say how someone does something.
Albert treats Joey kindly.
- 2 We form most adverbs from adjectives, by adding *-ly*.
He rides bravely into battles.
- 3 Some adverbs are irregular, e.g. *good – well*.
He feeds him well.

4 Complete the sentences with the adverb formed from the adjective in brackets.

- 1 She opens the door ____. (slow)
- 2 Mariya can dance ____. (beautiful)
- 3 They look after the puppy very ____. (good)
- 4 He calls for help ____. (loud)
- 5 Talgat runs home ____. (quick)

5 ACTIVATE Follow the steps in the writing guide.

○ WRITING GUIDE

A TASK

Write a review of a book or film that you have seen.

B THINK AND PLAN

- 1 What is the book or film? What is the title?
- 2 Who are the main characters?
- 3 What happens?
- 4 Did you like this book or film? Why?
- 5 Who would you recommend it for? Why?

C WRITE

Paragraph 1: Introduction and your opinion.

I've just read / seen ...

Paragraph 2: The characters and story.

The main character is ...

Paragraph 3: Recommendation.

I loved this book / film because ...

I would recommend it, (especially if) ...

D CHECK

- the use of adverbs
- spelling and punctuation

MY COUNTRY ■ A folktale

I can tell traditional stories.

7

Kyz-Zhibek

The story of Kyz-Zhibek is one of the most famous in Kazakhstan. It comes from the 16th century. The story's themes of conflict and tragic love are similar to Shakespeare's *Romeo and Juliet*.

The story tells of Bazarbai, a rich, but unhappy man. He had nine sons, but sadly they all died and Bazarbai felt lost. Then, when he was already old, Bazarbai's wife had a son. The couple called him Tulegen and a year or so later they had another son, Sansyzbai.

Tulegen was handsome – he **looked like** a prince. He was also determined to do things his way. He heard of a girl called Kyz-Zhibek. People said she **looked** beautiful and she **sounded** nice. In fact, Tulegen thought she **sounded like** the girl he wanted to marry. Very quickly, he started thinking of ways to find her.


The girl lived with her family, on the banks of the River Ak Zhaiyk. It was a long way from Tulegen's home, so his mother was worried about his safety on the journey. She begged him not to go, but Tulegen didn't listen to her and set off.

Tulegen met Kyz-Zhibek and she fell in love with him. For a while their lives were good, but their happiness didn't last. Tulegen had competition. Another man, Bekezhan, was also in love with Kyz-Zhibek and he challenged Tulegen to a fight. When the two met, Bekezhan killed Tulegen, but Bekezhan didn't win Kyz-Zhibek's hand in marriage. She was heartbroken after Tulegen's death and tragically killed herself.



1 Which folktales do you know. In pairs, make a list of the folktale names and the main characters. Then answer the questions.

- 1 Which is your favourite story?
- 2 Who is your favourite character? Why?

2  2.30 **Read and listen to the story. Answer the questions.**

- 1 When was the story first told?
- 2 How many children did Bazarbai have?
- 3 Why did Tulegen go on a long journey?
- 4 What happened when he met Kyz-Zhibek?
- 5 Why did Bekezhan kill Tulegen?
- 6 What happened to Kyz-Zhibek at the end of the story?

3 Find the phrases in blue the story and complete the sentences. Then complete the rules.

- 1 Tulegen ___ like a prince.
- 2 Kyz-Zhibek ___ beautiful.
- 3 She ___ the girl Tulegen wanted to marry.
- 4 She ___ nice.

To say what something or someone is like, we use *feel*, ___, *smell*, ___, and *taste* + adjective.

We use *feel*, *look*, *smell*, *sound* and *taste* + ___ + noun to compare someone/thing to something else

4 Complete the sentences with *look*, *smell*, *sound*, *taste* and *like* where necessary. Sometimes more than one answer is possible.

- 1 These flowers ___ wonderful.
- 2 This chicken ___ delicious. How did you cook it?
- 3 What's that noise? It ___ a horse.
- 4 I've heard about a new film. It ___ great.
- 5 What's that animal? It ___ a bear.
- 6 What flavour is this ice cream. It ___ strawberry.
- 7 Ardak ___ very happy after he won the race.

5 Complete the sentences with the words in the box.

old socks beautiful rain coffee
horrible sad

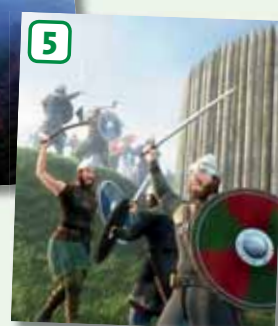
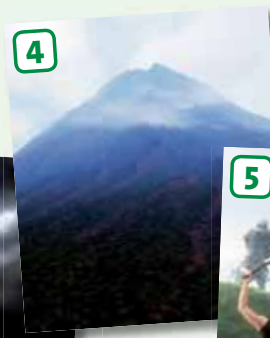
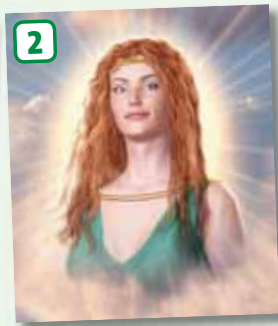
- 1 This room smells like ___. Open the window.
- 2 Can you hear that? It sounds like ___.
- 3 Did you put salt in this cake? It tastes ___!
- 4 The park looks ___ in summer.
- 5 Tomiris looks ___. I think she had bad news.
- 6 'This tea tastes like ___.' 'It is ___.'

6 ACTIVATE In pairs. Write five sentences using *feel*, *look*, *smell*, *sound*, *taste*. Tell the class your descriptions.

7 Work in pairs. Write another folktale. Include the setting, the main characters and the main plot points.

- 1 Match the words in the box with pictures 1–5.

god mountain goddess thunder war



- 2 2.31 Read and listen to the text. Which days of the week are missing?
- 3 Read the text again. Choose the correct words.
- 1 Norse people lived in the north / south of Europe.
 - 2 Tyr is the god of war / love.
 - 3 Thor was Woden's father / son.
 - 4 Thor was the god of thunder / war.
 - 5 Frigg was a god / goddess.
- 4 Look at the pictures below. We use them for the other days of the week. Write the correct days.



1 ___day

2 ___day

3 ___day

- 5 **ACTIVATE** Work in pairs. Write about a character from a popular myth or legend in your country. Use the questions below to help you. Then ask and answer questions with another pair and guess the character.
- 1 Where and when did the character live?
 - 2 Who was he / she (a god / goddess, a king / queen, etc.)?
 - 3 Was the character a good or a bad person?
 - 4 What was he / she like?
 - 5 Do people use the name of the character for a thing or a place?

Norse Gods & Goddesses

The Norse people lived in the north of Europe a long time ago. They had many stories about gods and goddesses. We use the names of some of these gods and goddesses for the days of the week in English.

Tyr

The Norse god Tyr was the god of war and he lived on a high mountain. His name became Tuesday.

Woden

Wednesday is Woden's Day. Woden was the father and ruler of all the gods. Woden was more important than all the other gods.

Thor

Thor was the god of thunder and he was very big and strong. The Norse people used his name for Thursday. It means Thor's day. Thor lived with his wife and children. There are many stories about Thor's life.

Frigg

Friday comes from Frigg's Day. Frigg wasn't a god; she was an important goddess and she was very pretty. Everyone loved her. In some languages, her name means 'wife' or 'love'.

Vocabulary

1 Complete the sentences with the words in the box.

bestseller blurb character hardback
novel publisher sequel setting

- 1 The main ___ in the story is called Gaukhar.
- 2 I read the ___ on the back cover, and I immediately wanted to read the book.
- 3 This is an amazing story! I definitely want to read the ___ when it comes out.
- 4 *A Christmas Carol* is a short ___ by Charles Dickens.
- 5 The ___ for the story is a fantasy world.
- 6 Her first book became a ___ all over the world.
- 7 I don't often buy ___ books because they are expensive.
- 8 First you need to write your book, then you need to find a ___.

2 Read the clues and complete the adjectives.

- 1 It makes you laugh. f _____
- 2 It has lots of new ideas that someone has thought of. i _____ g _____ t _____ e _____
- 3 You don't know what will happen next. e _____ t _____ g _____
- 4 It makes you feel frightened. s _____ y _____
- 5 It's really boring! Nothing happens! d _____ l _____
- 6 You learn a lot of interesting facts. f _____ n _____ g _____
- 7 It makes you cry or feel sad. m _____ g _____
- 8 Attractive or inviting. a _____ l _____ g _____

Language focus

3 Write sentences using the correct form of the present perfect.

- 1 I / buy / a book / for my brother
- 2 they / decide / to make a film
- 3 my aunt / write / a novel
- 4 I / not see / that film
- 5 we / not have / dinner
- 6 my friends / not play / this video game
- 7 Adelya / think / of an idea for a story
- 8 her book / not become / a bestseller

4 Complete the present perfect questions and short answers.

- 1 ___ your grandparents visited you recently?
No, they ___.
- 2 ___ the film finished?
Yes, it ___.
- 3 ___ you chosen a new book?
Yes, I ___.
- 4 ___ the new bookshop opened?
No, it ___.
- 5 ___ you read any books by Charles Dickens?
Yes, I ___. I've read *A Christmas Carol*.

5 Choose the correct words to complete the questions and short answers.

- 1 ___ raining?
a It's stopped b Have it stopped
c Has it stopped
- 2 Have you played this computer game? No, ___.
a I haven't played b I haven't c I hasn't
- 3 ___ your dictionary?
a You lost b Have you lost c Have you lose
- 4 Has that book become very popular? Yes, ___.
a it have b it has c it has become
- 5 I love that book. ___ a film of it now?
a Have they made b Has they made
c Have they make
- 6 I think I saw your sister in a film. ___ acting?
a She started b Has started
c Has she started

Listening

6  2.32 Listen to part of a radio show. Complete the sentences.

- 1 The reviewer thinks this collection of fairy tales will definitely be ¹___ to teenagers.
- 2 She thinks the stories are all very ²___.
- 3 There are lots of fascinating ³___.
- 4 She ⁴___ all of the stories.
- 5 She thinks it's the ⁵___ collection of fairy tales she's found.
- 6 She especially likes the ⁶___.

1 Work in groups. What kinds of novel do you enjoy reading?

adventure comedy detective
fantasy romantic

2 Read the mind map poster with ideas for a novel. Would you like to read this novel?

3 Make a poster about your novel. Follow the steps in the project checklist.

 PROJECT CHECKLIST

- 1 Think about what type of novel you want to write. Choose from the ideas in exercise 1, or use your own ideas.
- 2 Write a short text about each of these things:
 - the type of novel
 - other characters
 - the setting
 - the main events
 - the main characters
 - the ending
- 3 Find some photos for your poster, or draw pictures.
- 4 Make a poster with your texts and photos or drawings.
Put the posters on the wall. Look at the other ideas for novels. Choose the one you would like to read.



Our neighbourhood

Start thinking

- 1 Can you compare Astana and Almaty?
- 2 How many people live in Talgar?
- 3 What is the population of your town?

Aims

Communication: I can ...

- describe a place I know.
- understand an article about a city.
- ask and answer questions about my ideal place to live.
- understand descriptions and describe where I live.
- compare places in Kazakhstan.
- ask for travel information.
- write about a town or city I like.

Vocabulary

- Places in a town
- Describing places

Language focus

- *there is, there are + a, an, some* and *any*
- *Is there ... ?*, *Are there ... ?*
- Comparative adjectives
- Prepositions: *by* and *on*
- Position of adjectives

Creativity and Skills



My country

A city park

➔ Page 100



CLIL

Geography: Reading a map

➔ Page 101



Project

City profile

➔ Page 103



Vocabulary puzzles

Places in a town

➔ Page 119

- 1 2.33 Match twelve of the words in the box with places 1–12 in the *City Simulation* game on page 93. Then listen and check.

1 train station

train station offices library shops café flats
art gallery shopping centre hospital park river
cinema sports centre school restaurant car park
factory bus station supermarket gardens
community centre

- 2 2.34 Listen. Where are the people in situations 1–8?

- 3 2.35 Work in pairs. Read information A–D in the *City Simulation* game and choose *a* or *b*. Then listen and check.

I think that 'A' is a good place for the ...

Language point: *there is, there are + a, an, some and any*

- 4 Look at the *City Simulation* game and write *true* or *false* for sentences 1–4. Then complete rules a–c with *a, an* or *some and any*.

- 1 There aren't any factories in the town centre.
- 2 There are some shops in South Newville.
- 3 There's a river.
- 4 There isn't an art gallery.

- a We use ___ with plural nouns in affirmative sentences.
- b We use ___ with plural nouns in negative sentences.
- c We use ___ or ___ with singular nouns in affirmative and negative sentences.

More practice ⇌ Workbook page 64

- 5 Complete the sentences about Newville using *There is / isn't, There are / aren't* and *a / an, some* and *any*.

There aren't any shops near the school.

- 1 ___ flats next to the park.
- 2 ___ flats next to the factory.
- 3 ___ school near the factory.
- 4 ___ factory near the sports centre.
- 5 ___ offices in the park.
- 6 ___ restaurant opposite the shopping centre.

- 6 **ACTIVATE** Write three true and three false sentences about Newville for your partner. Use the words in exercise 1 and *There's / There are / There isn't / There aren't*. Then correct your partner's false sentences.

There's a library in the park.

False. There isn't a library in the park.

City Simulation



A North Newville. There are some factories in this part of the city. We're next to the railway station and near the city centre. This is a good place for ...

- a the bus station.
- b the library.

B It's opposite the sports centre. It's also near Newville shopping centre. There aren't any factories here. There are 10,000 visitors every day. This is a good place for ...

- a the cinema.
- b the hospital.

C This is the city centre, with its fantastic shops and restaurants. The city centre is a good place for ...

- a the library.
- b a new train station.

D South Newville. There are two or three offices here, but it's a nice area. It's near a park and there's a river. This is a good place for ...

- a some factories.
- b the hospital.


Finished?

What are the good and bad things about your town? Write sentences.

There are two parks. There isn't a cinema.

READING ■ A description of a modern city

I can understand an article about a city.

- 1  2.36 Look at the photos and choose six words that you can use to describe the building. Then read, listen and check your answers.

lift museum stairs lake desert skyscraper mountains modern

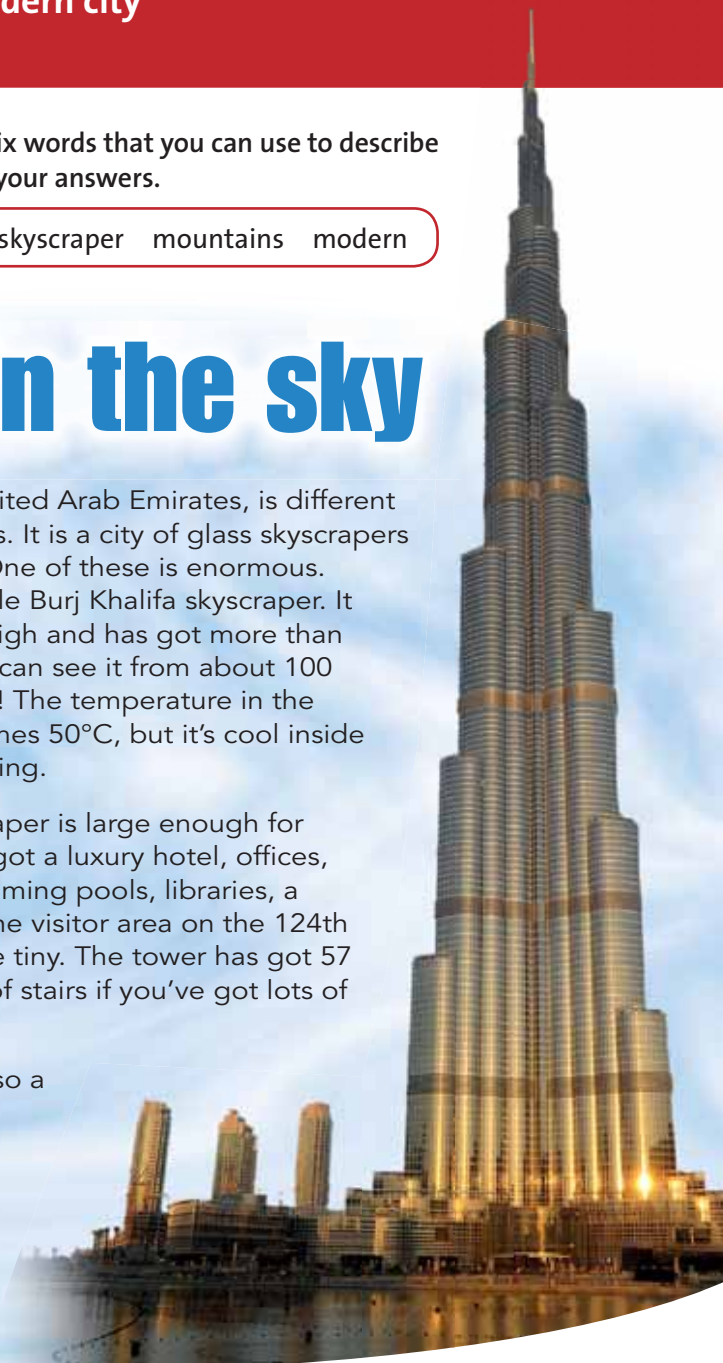


City in the sky

Dubai, in the United Arab Emirates, is different from other cities. It is a city of glass skyscrapers in the desert. One of these is enormous. It's the incredible Burj Khalifa skyscraper. It is 828 metres high and has got more than 160 floors. You can see it from about 100 kilometres away! The temperature in the desert is sometimes 50°C, but it's cool inside this modern building.

This amazing skyscraper is large enough for 25,000 people. It has got a luxury hotel, offices, restaurants, fantastic swimming pools, libraries, a gym and 900 expensive flats. From the visitor area on the 124th floor, the cars in the streets below are tiny. The tower has got 57 very fast lifts, but there are also lots of stairs if you've got lots of energy!

The Burj Khalifa neighbourhood is also a good place to live. There are parks and a large lake near the skyscraper. In addition, there's a big shopping centre next to it, so you have everything you need nearby.



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

- 1 The Burj Khalifa skyscraper is 100 km away from Dubai.
- 2 The skyscraper is a very old building.
- 3 There are 800 flats in the skyscraper.
- 4 There is a place for visitors on floor 124.
- 5 The lifts in the tower are quite slow.

STUDY STRATEGY ■ Finding spelling rules

- 3 Find the plural forms of these words in the text. When do we form a plural with *-ies*?

office city flat park street library

- 4 **BUILD YOUR VOCABULARY** What do these adjectives describe? Find them in the text and check.

amazing luxury enormous incredible
fantastic tiny fast

- 5 **ABOUT YOU** Ask and answer the questions.

- 1 Is the Burj Khalifa a good place to live?
- 2 Would you like to live in it? Why? Why not?
- 3 Are there any interesting buildings in your town?
- 4 Is there a shopping centre in your neighbourhood?
- 5 How many parks are there?
- 6 What are your favourite places?

1 Complete the questions from exercise 5 on page 94. Then match the questions with answers a–c.

Are there ¹___ interesting buildings?

How many parks ²___ there?

³___ there a shopping centre?

- a Three.
- b Yes, there are.
- c No, there isn't.

2 Choose the correct answers.

○ RULES

- 1 We use **some / any** in questions.
- 2 We use *Yes, there is* and *No, there isn't* with **singular nouns / plural nouns**.
- 3 We use *Yes, there are* and *No, there aren't* with **singular nouns / plural nouns**.

More practice ⇌ Workbook page 65

3 Complete the questions with *Is there / Are there*. Then ask and answer with a partner. Give short answers.

- 1 ___ a park or garden in your town?
- 2 ___ any old buildings in your town?
- 3 ___ any mountains near your town?
- 4 ___ a river in your town?
- 5 ___ any places for young people where you live?
- 6 ___ any shops near your school?
- 7 How many restaurants ___ in your town?
- 8 How many houses ___ in your street?

Is there a park or garden in your town?

Yes, there is.

4 Put the key phrases in order.

no     loads (of)

KEY PHRASES ○ Expressing quantity

only one loads (of) one or two
a lot of no

5 Think about your ideal place to live. Is it a town or a village? Write six sentences with *There is ... / There are ...* and the key phrases in exercise 4. Use the phrases in the box and your own ideas.

In my ideal place to live there are no factories.

a big shopping centre a skateboard park
schools factories old buildings
tall buildings a river a park
big forests hospitals

6 **ACTIVATE** Ask your partner about their ideal place to live. How many of your ideas are the same? Use *Is there ... ? , Are there ... ?* and *How many ... ?* and your own ideas in exercise 5. Give short answers.

My ideal place to live is a small town.

Is there a skateboard park in your ideal town?

Yes, there is.

○ Finished?

Write a description of your ideal place to live. Use your ideas in exercise 5 and adjectives from page 94.

There are loads of tiny shops.

There are one or two fantastic restaurants.



VOCABULARY AND LISTENING ■ Describing places

I can understand descriptions and describe where I live.

- 1 2.37 Match adjectives 1–6 with their opposites. Then listen and check.

quiet dirty safe unfriendly pretty modern



1 dangerous ____



2 friendly ____



3 noisy ____



4 clean ____



5 ugly ____



6 old ____

- 2 Complete the sentences about where you live. Use the adjectives in exercise 1. Then compare your sentences with a partner.

My town is quite *modern*.

- The streets are quite ____.
- The buildings are really ____.
- The people are really ____.
- The houses are ____.
- The town centre is ____.
- The countryside around the town is ____.

- 3 2.38 Tina is from Miami and Jake is from Brighton. Listen to their conversation. Which city does Tina prefer? Why?



- 4 2.38 Listen again and write *true* or *false*.

- Miami is bigger than Brighton.
- Miami is safer than Brighton.
- Brighton is a prettier place.
- Brighton is more exciting than Miami.
- The people in Miami are friendlier.
- The weather is better in Brighton.

- 5 **ACTIVATE** Think of a town or city in your country. Don't tell your partner. Then ask your partner questions using adjectives in exercise 1 and guess their town or city.

Is it a noisy town?

No, it's a very quiet town.

Are there a lot of modern buildings?

No, there aren't. The buildings are quite old.

1 Complete the table with adjectives in exercise 4 on page 96. How do you make comparatives in your language?

	Adjective	Comparative
Short adjectives and adjectives ending in -y	old	older
	safe	1 _____
	big	2 _____
	pretty	3 _____
	friendly	4 _____
Long adjectives	dangerous exciting	more dangerous 5 _____
Irregular adjectives	bad	worse
	good	6 _____
	far	further

More practice ⇨ Workbook page 67

2 2.39 Complete the sentences. Do the quiz with a partner. Then listen and check. Is the word *than* before or after the adjective in comparative sentences?

All around the world

- Tokyo is _____ (expensive) than Rome. True / False
- New York is _____ (new) than Athens. True / False
- The Atlantic is _____ (wide) than the Pacific. True / False
- Everest is _____ (high) than Mont Blanc. True / False
- The Rhine is _____ (long) than the Amazon. True / False
- Cape Town is _____ (dangerous) than Zurich. True / False
- Mexico City is _____ (old) than Venice. True / False
- Paris is _____ (far) than Madrid from London. True / False

3 Write six more sentences for the quiz using these words or your own ideas. Then test your partner.

The weather in Italy is worse than here.

No. The weather in Italy is better than here.

- weather in Italy / weather here (bad / good)
- Brazil / Canada (cold / hot)
- the Danube / the Nile (short / long)
- Australia / Poland (big / small)
- the Andes / the Alps (high / low)
- Prague / Los Angeles (new / old)

4 Look at the table. Write questions with comparative adjectives and *than*. Then ask and answer with a partner.

Is Oldington older than Newville?

Yes, it is.

	Newville	Oldington
old	10 years	600 years
friendly	☺☺☺	☺☺
safe	☺☺	☺☺☺☺
quiet	✓✓	✓✓✓
interesting	✓✓	✓✓✓✓
ugly	✓✓	✓

Pronunciation: /ə/ ⇨ Workbook page 100

5 Look at the photos of Astana and Almaty. Write your opinions about the cities.

I think that the architecture is better in Astana.

- the architecture / good
- the air / clean
- life / exciting
- the streets / wide
- countryside / beautiful
- the people / friendly

Almaty

Astana

6 **ACTIVATE** Compare two cities with a partner using words in exercise 5 and your own ideas.

The architecture in Astana is more modern than in Almaty.

Finished?

Compare your town to another town in Kazakhstan. Write five sentences.


My town is smaller than Almaty.

SPEAKING ■ Asking for travel information

I can ask for travel information.

- Man Hello. Can I help you?
Tina Yes, I want to visit London.
How far is it from here?
Man London's about ¹___ minutes
from here on the train.
Tina OK. How much is a return
ticket?
Man A return ticket is ²___ pounds.
Tina And is there a bus or coach to
London?
Man Yes, there are coaches from the
³___. They're cheaper than the
train. The timetables are here.
Tina Great. Thanks very much.



- 1 Look at the photo. Where are the people? What information does Tina want?
- 2  2.40 Listen and complete the dialogue. How far is London? Which is more expensive, the train or the coach?
- 3 Cover the dialogue and complete these key phrases. Practise the dialogue.

KEY PHRASES ■ Asking for travel information

- 1 I ___ to visit (London).
- 2 How ___ is it from here?
- 3 (London's) about (fifty) minutes ___ here.
- 4 How ___ is a single / return ticket?

Language point: Prepositions: *by* and *on*

- 4 Translate the phrases. Do you use the same prepositions in your own language?

by bus / coach / car / train / plane

on the bus / coach / train / plane

on foot

More practice ⇌ Workbook page 67

- 5 Study the examples with *by* and *on* in exercise 4. Ask and answer questions about how far places 1–8 are from here.

How far is your house from here?

It's about ten minutes on foot.

- 1 your house
- 2 Tashkent
- 3 the library
- 4 the city centre
- 5 the next town
- 6 the coast
- 7 China
- 8 the bus station

- 6 **ACTIVATE** Work in pairs. Prepare a new dialogue using the dialogue in exercise 1 as a model. Change the words in **blue** using information about your area. Practise the new dialogue.

WRITING ■ A description of a town

I can write about a town or city I like.

8

MY HOME TOWN: TALGAR

- 1 Talgar is in the Almaty region in the south of Kazakhstan. It's not a **big town**. It's got a population of about 50,000.
- 2 I like Talgar because it's a **friendly place** and it is in a very pretty area. There are some really old buildings like the old **wooden churches**. It hasn't got many shops and cafés, but it is in **beautiful countryside**. Talgar mountain is nearby and it's in the Almaty Nature Reserve. My favourite place is by the river outside town. The mountains around the town are important for tourists too. There are lots of walks you can go on with **wonderful views**.
- 3 Talgar is about 25 km from Almaty. You can take the bus or the train there. It takes about an hour.



1 Read the model text and answer the questions.

- 1 Does the writer like Talgar?
- 2 Which paragraph says how to get to Talgar?
- 3 Which paragraph describes the writer's favourite places?
- 4 Which paragraph says how many people live in Talgar?
- 5 How is Talgar different from your town?

2 Complete the key phrases with the words in the box. Look at the model text and check.

50,000 Kazakhstan friendly 25
Almaty by the river

KEY PHRASES ■ Describing a town/city

- 1 It's in the north / south / east / west of ____.
- 2 It's got a population of about ____.
- 3 It's a ____ place.
- 4 My favourite place is ____.
- 5 It's ____ kilometres from ____.

3 Use the key phrases to write sentences about your town.

Language point: Position of adjectives

- 4 Look at the words in **blue** in the model text. Then choose the correct words in the rules.

■ RULES

- 1 The adjectives are **before** / **after** the nouns.
- 2 *Really* and *very* are **before** / **after** the adjectives.

5 Order the words to make sentences.

is / a / very / St Petersburg / city / beautiful
St Petersburg is a very beautiful city.

- 1 is / big / Manchester / city / a
- 2 exciting / I / places / like
- 3 safe / are / streets / very / the
- 4 quiet / is / library / the / building / very / a
- 5 really / there / some / interesting / are / shops
- 6 the / has / town / a / park / got / big

6 ACTIVATE Follow the steps in the writing guide.

■ WRITING GUIDE

A TASK

Write about a town or city you like.

B THINK AND PLAN

- 1 Where is the town / city? How big is it?
- 2 Is there a lot of tourism?
- 3 Why do you like the town / city?
- 4 What are your favourite places?
- 5 Are there any buses, trains or coaches from other places?

C WRITE

Paragraph 1: Location

... is a town / city in ...

Paragraph 2: Good things

... is a great place. I like it because ...

Paragraph 3: Transport and other places

... is about ... kilometres from ...

D CHECK

- position of adjectives
- position of *very* and *really*
- *there is, there are*

MY COUNTRY ■ A city park
I can talk about places I like.



The First President's Park, Almaty

Parks are the lungs of cities. They are places to relax and get some exercise. They are usually away from traffic and pollution, so the air is cleaner in them. They are also good places to enjoy time with the family, so new parks are always welcome. One of **the newest**, and **the best**, is the First President's Park. However, this park is **more impressive** than most neighbourhood parks. Some people think it will become **the most beautiful** park in the country. It's a large park (1.5 km from end to end) and the city created it in honour of Kazakhstan's first president, Nursultan Nazarbayev.

You enter it through a grand colonnade at the north end of the park – the side closest to the city centre. It's **the biggest** building in the park and part of a formal area, with fountains, seats, paths and flower beds. Not all the park is formal. It has lots of trees, particularly spruce, and these woody areas provide natural habitats for animals and plants. The beautiful Trans-Ili Alatau mountains, to the south of the park, give the park a spectacular setting.

The park only opened in 2011, so the trees are still small. As the trees grow, the park will provide a cool area to escape to, away from the heat of summer and a place to enjoy special events, such as the annual Alma-Ata First Love Music Festival, one of **the liveliest** festivals of the summer.

- 1** Look at the words. Draw a table in your notebooks and write the words in the correct column. Use a dictionary to help you. Some words can go in both.

trees seats paths band stands
flower beds fountains statues plants
animals grass lawns

Countryside	Parks

- 2** 2.41 Read and listen to the text. Write true or false. Correct the false sentences.

- The air in parks is better than in city centres.
- The First President's Park isn't the same as many other city parks.
- The colonnade is at the south end of the park.
- There are no informal areas in the park.
- The trees in the park are not fully grown at the moment.
- You can sometimes listen to music in the park.

- 3** Look at the words in **blue** in the text and complete the table.

Adjective	Comparative	Superlative
big	bigger	5 ___
new	1 ___	6 ___
lively	livelier	7 ___
beautiful	2 ___	8 ___
good	3 ___	9 ___
bad	worse	the worst
far	further	the furthest
impressive	4 ___	10 ___

- 4** Complete the sentences with the comparative or the superlative of the word in brackets.

- Khan Tengri is ___ mountain in Kazakhstan. (high)
- It was the ___ ice cream I've ever had. (good)
- The park is ___ than the shopping centre. (popular)
- London is ___ from Almaty than Berlin. (far)
- I think novels are ___ than non-fiction books. (interesting)

- 5** Answer the questions. Write full sentences.

- Where is the most popular place for relaxing / entertainment in your town?
- Which is the biggest park you've been to in your town?
- Who is the friendliest person you know in your town?
- What is the best film you've seen?
- Where is the furthest place you've travelled to?
- What is the best / worst month of the year?

- 6** **ACTIVATE** In pairs, decide what makes a good park. Draw the park. Then show it to the class and explain what is in it.

This is our park. It's got lots of trees and a lake.

CLIL ■ Geography: Reading a map

I can ask and answer questions about a map.

- 1 2.42 Check the meaning of the words and match them with symbols 1–6. Read and listen to the text and check your answers.

path hill railway forest river road



- 2 Read the text again. What other symbols are on a map?

MAPS

A map is a representation of a place. It's got a scale and a legend. A scale of 1:100,000 means that one centimetre on the map equals 100,000 centimetres, or one kilometre, in the place.

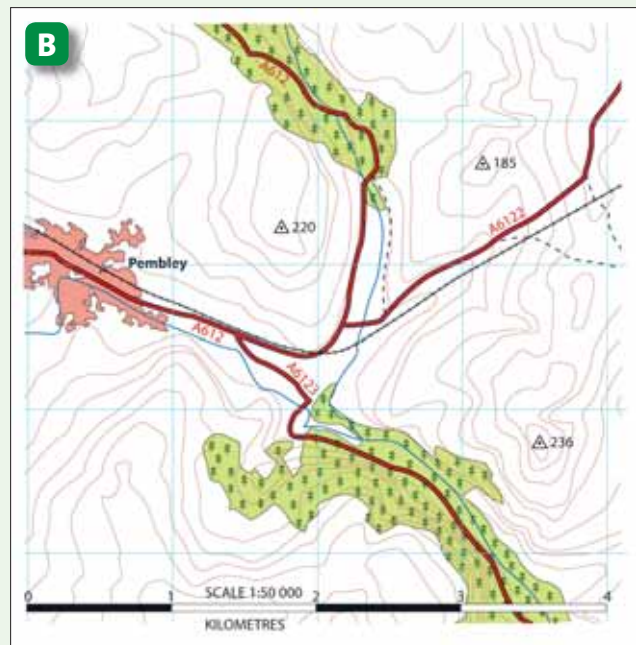
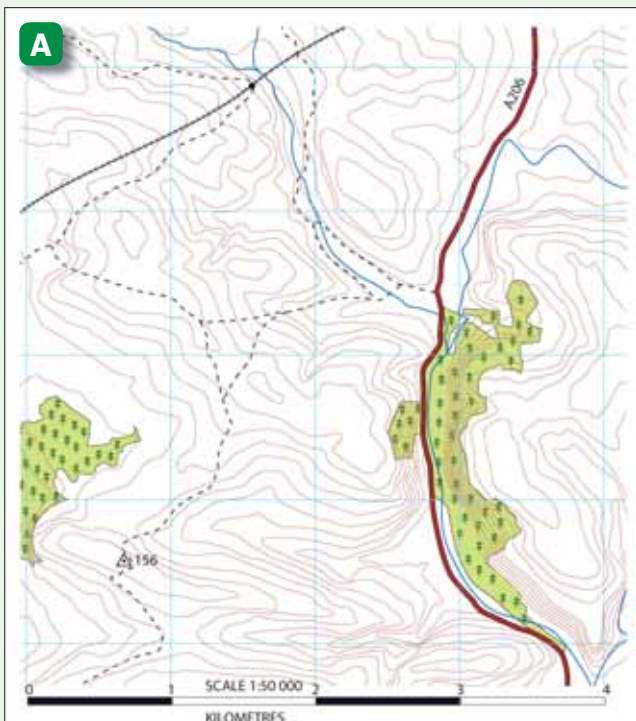
There are some symbols in the legend. An area with green trees is a forest and a blue line is a river. A black dotted line is a path.

There is a small black triangle and a number for a hill. The number, for example, 279, means that the hill is 279 metres high. Red lines are roads, and a railway is a black line with smaller lines on it. A black circle on a railway is a train station. A red area is a city or town. Next to the red area is the name of the city.

- 3 Look at map A and choose the correct words. The scale is ¹ 1:100,000 / 1:50,000. There are a lot of ² paths / railways on this map, and there's one ³ hill / forest. It is ⁴ 246 / 156 metres high. There's also a big ⁵ town / road and a ⁶ train station / city on the map.

- 4 Look at map B and answer the questions.
- 1 What is the scale of the map?
 - 2 How many hills are there on this map?
 - 3 How high are they?
 - 4 How many forests are there?
 - 5 Are there any roads on the map?
 - 6 Is there a railway?
 - 7 Are there any paths on the map?
 - 8 Is there a city on the map? What's it called?

- 5 **ACTIVATE** Work in pairs and draw a map of a place you know or an imaginary place. Then work with another pair and ask and answer the questions in exercise 4 about your maps.



Vocabulary

1 Match the words in the box with the sentences.

library train station shop park
sports centre restaurant cinema
hospital

- 1 How much is a return ticket to London?
- 2 There are some books about art.
- 3 There's a good film on, on Saturday.
- 4 This is a good place for basketball.
- 5 The food here is very expensive.
- 6 There are lots of doctors and nurses.
- 7 It's very nice near the lake.
- 8 These T-shirts are very cheap.

2 Write the opposites. There are two adjectives that you do not need.

dangerous small unfriendly ugly
far enormous dirty exciting
quiet old

- | | | | |
|----------|---|------------|---|
| 1 pretty | — | 5 friendly | — |
| 2 safe | — | 6 modern | — |
| 3 noisy | — | 7 clean | — |
| 4 tiny | — | 8 near | — |

Language focus

3 Write affirmative and negative sentences. Use *There's*, *There isn't*, *There are* or *There aren't*.

a big hospital ✓

There's a big hospital.

- 1 some factories ✓
- 2 any offices ✗
- 3 one or two cheap shops ✓
- 4 a sports centre ✗
- 5 any good restaurants ✗
- 6 a train station ✓
- 7 a nice library ✓
- 8 two cinemas ✓

4 Write questions for the answers in exercise 3. Use *Is there ...?*, *Are there ...?* and *How many ...?*. Then write short answers.

Is there a big hospital?

Yes, there is.

5 Complete the sentences with comparative adjectives.

- 1 This town is ___ (big) than my town.
- 2 The city centre is ___ (safe) in the daytime.
- 3 The city is ___ (exciting) than my town.
- 4 The weather is ___ (good) in the south of the country.
- 5 The people here are ___ (unfriendly) than at home.
- 6 The modern buildings are ___ (tall) than the old ones.

6 Write sentences using the superlative form of the adjectives.

- 1 Everest is / big / mountain in the world
- 2 The Pacific is the / wide / ocean
- 3 Jed is / intelligent / person I know.
- 4 My brother is / old / boy in his class.
- 5 This is the / beautiful / view of our town.


Communication

7 Complete the dialogue with the phrases in the box.

a lot of return ticket How far
expensive about to visit there's
on the train

- Tom I want ¹___ Manchester.
 Lisa Good idea. I think there are ²___ interesting things to see there.
 Tom Yes, ³___ Old Trafford, the famous football stadium.
 Lisa ⁴___ is it from here?
 Tom It's ⁵___ two hours by coach.
 Lisa How much is a ⁶___?
 Tom A return ticket is forty pounds.
 Lisa That's very ⁷___. Is it cheaper ⁸___?
 Tom No, it's more expensive.

Listening

8  2.43 Listen to a description of the city of Bath and write *true* or *false*.

- 1 Bath is in the south-east of England.
- 2 There are about 84,000 people in Bath.
- 3 It's got a lot of tall houses.
- 4 It's got an interesting museum.
- 5 It's an hour from London on the train.
- 6 A return ticket on the coach is thirty pounds.

1 What do you know about Sydney? Cover the text and answer the questions.

- 1 Which country is it in?
- 2 Which part of the country is it in?
- 3 Is it the capital city?
- 4 How many people live there?
- 5 What is the main language?
- 6 Do you know any tourist sights in Sydney?

**2** Now read the text and check your answers.**SYDNEY**

Sydney is the largest city in Australia with a population of 4.4 million. It is on the east coast of Australia, on the Pacific Ocean. Sydney is not the capital of Australia. The capital city is Canberra, a small city 280 km south-west of Sydney.

Most people speak English, but you can hear many other languages in Sydney. Thirty per cent of the population are from other countries and there are always a lot of tourists.

Popular tourist sights include the famous Harbour Bridge. Tourists like to walk along the bridge to get an amazing view of the city. Some even do the bridge climb, a fantastic walk to the top, 134 metres above the harbour!

Sydney Opera House is one of the most famous buildings in the world. It looks like a group of giant seashells and houses a lot of concert halls and theatres.

There are 70 beaches in Sydney. Bondi Beach is the most famous of them. People come here from all over the world to surf the big waves. Tourists love to spend Christmas Day here and eat Christmas dinner on the beach!

**3** Make a poster about a famous city. Follow the steps in the project checklist.**PROJECT CHECKLIST**

- 1** Work in small groups. Choose a famous city to write about.
- 2** Find information on the internet about:
 - where the city is
 - what the population is
 - what the main language is
 - some popular tourist sights
 If you can, add more information.
- 3** Write a short text about your city using the information you found.
- 4** Find some photos of the popular tourist sights.
- 5** Find a map of the country to show the location of the city.
- 6** Make a poster with your text, map and photos.
- 7** Present your city to the rest of the class.

Transport

Start thinking

- 1 What type of vehicle does Lyubov Andreeva drive?
- 2 Who built the first steam locomotive?
- 3 What do you know about Liverpool?

Aims

Communication: I can ...

- talk about jobs and people connected to transport.
- understand an article about the history of the steam engine.
- talk about the past with *was* and *were*.
- understand an interview about how people named some American towns.
- talk about my past experiences.
- make and respond to suggestions.
- write about a place and its history.

Vocabulary

- Jobs
- Regular verbs
- Transport jobs

Language focus

- *was* and *were*
- *there was* and *there were*
- Past simple of regular verbs
- Past time expressions

Creativity and Skills



My country

Public transport in Almaty

⇒ Page 112



CLIL

Famous explorers

⇒ Page 113



Skills round-up

⇒ Page 115



Vocabulary puzzles

Jobs

⇒ Page 119

- 1 Do the *People and Transport Quiz* on page 105. Complete the descriptions of the people with words in the box.

inventor racing driver firefighter explorer cyclist
actor farmer pilot scientist taxi driver artist
doctor sailor nurse mechanic train driver
cosmonaut king businessman / woman bus driver
captain

- 2 2.44 Listen and check your answers. Do we use *a* and *an* with words for people in English?

- 3 Look at the adjectives in the box. Which words can you use to describe the jobs and activities in exercise 1?

boring interesting easy difficult stressful
dangerous hard well-paid tiring exciting

- 4 2.45 Look at the key phrases. Which phrases can you complete with a job? Which phrases can you complete with a word in exercise 3? Listen and check.

KEY PHRASES Talking about jobs

- 1 I want to be a / an ____.
- 2 He / She is a / an ____.
- 3 I think being a / an ____ is ____.
- 4 It's a / an ____ job.
- 5 A / An ____ works: in a / an airport / garage / office / train station / theatre.
on a plane, ship, train

- 5 2.46 Read the descriptions and guess the jobs. Then listen and check. Do you agree with the descriptions?

- 1 She works on a bus. It's a hard job. She's a ____.
- 2 He works in a garage. It's an interesting job. He's a ____.
- 3 She flies a plane. It's a well-paid job. She's a ____.
- 4 She works in a café. It's a tiring job. She's a ____.
- 5 He is in charge of a ship. It's a stressful job. He's a ____.
- 6 He works in many places. It's a dangerous job. He's a ____.

- 6 **ACTIVATE** Work in pairs. Ask and answer questions about jobs. Use the key phrases and the words in exercise 3.

What do you want to be?

I want to be ... I think it's ...

Yes, but it's ...

What is your ... ?

He's a / an ... He works in ...

Finished?

What do you want to be? Why? Write sentences about your dream job.

People and Transport Quiz

- 1 Amelia Earhart was one of the first female _____. She paid for her flying lessons by working as a photographer and a truck driver.



- 2 Shoqan Ualikhanov was a Kazakh _____. In 1858, he travelled to China with 43 men. Their means of transport was 65 horses and 101 camels.



- 3 Talgat Mussabayev was a _____. He travelled into space on three missions. He is now head of Kazakhstan's National Space Agency.



- 4 Lyubov Andreeva wants to become a Formula 1 _____. She has been Karting Champion of Kazakhstan four times but hopes to drive racing cars in the future.



- 5 Christopher Columbus was a _____ and explorer. In the 15th century the journey between India and Europe was very long. He wanted to find a quicker route.



- 6 Elon Musk is a _____. One of his companies builds electric cars and another one builds space rockets.



- 7 David Shepherd is a British _____. He is famous for painting trains and elephants. He loves trains so much he bought a few.



READING ■ The history of the steam engine

I can understand an article about the history of steam trains.

THE EARLY DAYS OF STEAM

1 _____
Today people all over the world travel by train. It is usually a fast and comfortable way to travel, but two hundred years ago there weren't any railways. There were only coaches and horses and they weren't very comfortable. No trains meant horse-drawn vehicles also had to carry heavy loads. This was difficult for the horses and very slow. In 1804, the British Government ordered railway tracks to be laid in South Wales to carry coal and minerals from the mines. The tracks helped the horses pull the coal more quickly.


2 _____
Matthew Murray built the first steam locomotive train that worked for more than a few months. He called it the *Salamanca* and it ran on the Middleton Railway in the north of England. This also carried coal, but it wasn't very successful. It only worked for six years. In 1818, the engine exploded.

3 _____
Two years later, George Stephenson also designed an engine to take loads of coal from mines. His was the *Blucher*. Before this, trains ran on wooden tracks, but this engine was too heavy for them, so Stephenson helped design metal tracks.

4 _____
Stephenson designed a 40-km railway track between coal mines in the Stockton and Darlington area. He also started a company to produce engines. It opened in 1827 and the engines reached a speed of 30 km per hour. For the opening ceremony, Stephenson's company produced a passenger car to go on the back of the engine. He called it 'The experiment'. This was the first time passengers travelled by train.

5 _____
Early steam engines were heavy, so they used a lot of power going up hills. When Stephenson designed the Liverpool to Manchester Railway, he decided to make the route trains travelled on as flat as possible. This meant a lot of engineering work making tunnels and cuttings through hills. There was a competition to find a designer for the engines on this railway. The winning train had to be able to travel 97 km without a problem. Stephenson entered, won the competition and became one of the most famous engineers in the world.

1 How often do you use the train? Where do you go on it?

2  2.47 Read the text and match headings a–f with paragraphs 1–5.

- A All the way to Manchester
- B Faster and faster
- C The first passenger train
- D The first successful locomotive train
- E Horse-drawn trains
- F George Stephenson's first train

3 Read the text again and write *true* and *false*. Correct the false sentences.

- 1 The first railway tracks were in the south of England.
- 2 Trains became too heavy for wooden tracks.
- 3 Matthew Murray's steam engine blew up.
- 4 George Stephenson called his passenger carriage the 'Experience'.
- 5 It was easy to go up hills with steam engines.

4 **BUILD YOUR VOCABULARY** Translate the words in **blue** and write sentences using them.

- 1 When were horse-drawn **vehicles** a popular means of transport?
- 2 What **minerals** does Kazakhstan produce?
- 3 Which means of transport is the most comfortable for **passengers**?
- 4 Which is the longest **tunnel** in the world?
- 5 What do people use **coal** for?

5 **ACTIVATE** In pairs, ask and answer the questions in exercise 4.

When were horse-drawn vehicles a popular means of transport?



was, were

1 Complete the sentences from the text on page 106. Then read rules 1–3.

The engine ¹ ___ too heavy for wooden tracks.
They ² ___ very comfortable.
It ³ ___ very successful.
Steam engines ⁴ ___ heavy.

○ RULES

- 1 We use *was / were* to talk about the past.
- 2 *Was / were* are the past forms of *be*.
- 3 We form the negative with *was / were + not*.

2 Complete the questions and answers with *was, were, wasn't* and *weren't*. Then answer questions 1–2.

Was I late yesterday? Yes, you ¹ ____.
² ___ Viktor here yesterday? No, he ³ ____.
⁴ ___ you tired last night? Yes, I ⁵ ____.
Were they at school yesterday? No, they ⁶ ____.

- 1 In questions, is *was / were* before or after the pronoun / noun?
- 2 In short answers, is *was / were* before or after the pronoun?

More practice ⇌ Workbook page 73

3 Write affirmative and negative sentences. Then ask and answer with a partner using short answers.

James Cook (captain / businessman)
James Cook wasn't a businessman. He was a captain.

- 1 William Boeing (plane / engineer)
- 2 The Beatles (insects / musicians)
- 3 Henry Ford (car / inventor)
- 4 Bach and Mozart (writers / musicians)
- 5 Queen Margherita (pizza / person)
- 6 *Titanic* (village / ship)
- 7 Picasso and Van Gogh (actors / artists)

Were the Beatles insects?

No, they weren't



there was, there were

4 Complete the table.

	Affirmative	Negative
Singular	There was a wooden track.	¹ ___ a metal track.
Plural	² ___ only coaches and horses.	There weren't any railways.

More practice ⇌ Workbook page 73

5 Complete the sentences with *there was / wasn't, there were / weren't*.

In the 19th century ...

- 1 ___ any planes.
- 2 ___ any cars.
- 3 ___ any shopping centres in England.
- 4 ___ a transport revolution.
- 5 ___ a computer in every house.
- 6 ___ a lot of small villages.

6 **ACTIVATE** Complete questions 1–8 using the words in the box and *was* or *were*. Then ask and answer the questions with a partner.

What Where Who When

- 1 ___ your favourite primary school teachers?
- 2 ___ the last time you were at a party?
- 3 ___ your favourite TV programmes last year?
- 4 ___ the last place you were on holiday?
- 5 ___ your last meal?
- 6 ___ the last shop you were in?
- 7 ___ your favourite day last week?
- 8 ___ popular singers last year?

○ Finished?

Write five sentences about things that are different today and a hundred years ago.

Today there are a lot of mobile phones.

There weren't any mobile phones a hundred years ago.



Strange Town USA

Radio 6, Friday, 8.00 p.m.

Chicken, Why, Experiment, Yellow, Santa Claus, Jupiter, Gas, Frankenstein, Sandwich, Pray, Tarzan, Moon, Disco, Paradise, War.

A strange collection of words, but they've all got one thing in common. They are the names of places in the USA. Find out more about strange place names in Friday's programme.



- 1 Complete the sentences with the verbs in the box. Do the sentences refer to the past or the present?

invaded named invented crossed
changed discovered established
travelled

- Graham Bell ___ the telephone.
- Thomas Mapother IV ___ his name to Tom Cruise.
- The Romans ___ France in 58 BC.
- Americans first ___ gold in the USA in 1799.
- Marco Polo ___ to China in the 13th century.
- Columbus ___ the Atlantic Ocean in 1492.
- They ___ their baby after a pop star.
- Spanish people first ___ the city of Los Angeles.

- 2 Study the spelling rules. Then complete the table with the verbs in exercise 1.

Spelling rules: Past simple		
→ + -ed	→ e + -d	double final consonant + -ed
listen → listened	name → named	prefer → preferred

Pronunciation: past tense -ed endings
↔ Workbook page 100

STUDY STRATEGY ■ Multiple-choice listening

- 3 Prepare to listen. Read the questions in exercise 4 carefully. Which towns are you going to hear about? Are there any answers which you can guess now?

- 4 2.48 Read the information about Strange Town and listen to the programme. Choose the correct answers. Then listen again and check.

- New Amsterdam changed to New York because ___
 - people travelled there from York.
 - the British invaded it and named it after the Duke of York.
 - people didn't like the original name.
- Why is Why called Why?
 - Because people there ask a lot of questions.
 - Because it is on the River Why.
 - Because the road is in the shape of a Y.
- People named their town Happy because ___
 - they discovered gold there.
 - they discovered water there.
 - happy people established it.
- Is Hell a nice place?
 - Yes, but in the past the river there was dangerous to cross.
 - No, a lot of criminals lived there in the past.
 - It's a nice town, but it is very hot there.

- 5 **ACTIVATE** Work in groups. Think of six towns in your country. Where do their names come from? Which names are strange? Compare your ideas.

Past simple of regular verbs

1 Study the sentences and the words in blue. Which sentences refer to the present and which refer to the past? How do you know?

- a I live in New York **now**.
- b We lived in London **in 2009**.
- c Wayne plays football **every Friday**.
- d Wayne didn't play football **last week**.

2 Read and complete the rules.

○ RULES

- 1 To form the past simple of regular verbs we add ¹___ / *-ed* to the verb.
- 2 We use *didn't* + verb in the ²___ form.

More practice ⇨ Workbook page 75

3 Write affirmative sentences using the past simple. Are they true or false? Correct the false sentences with your partner.

Neil Armstrong (discover) America.

Neil Armstrong discovered America. False.

- 1 Europeans ___ (explore) Africa in the 18th century.
- 2 Tutankhamen ___ (live) in Egypt a long time ago.
- 3 The first astronauts ___ (visit) space in 1981.
- 4 Columbus ___ (arrive) in South America about 500 years ago.
- 5 People ___ (stop) using horses for transport in the 19th century.
- 6 In 1700 people ___ (travel) by plane.
- 7 Graham Bell ___ (invent) the telephone.

4 Complete the text with affirmative and negative forms of the verbs in brackets.

CHRISTOPHER COLUMBUS

Columbus **wanted** (want) to find a new way to India. In 1492, he ¹___ (travel) across the Atlantic Ocean. He ²___ (arrive) in San Salvador in the Bahamas two months later. He ³___ (visit) a lot of islands and he ⁴___ (name) them the Indies. He ⁵___ (call) the native people Indians. It was a very beautiful place, but he ⁶___ (not discover) any gold there. Columbus ⁷___ (not stay) a long time and he ⁸___ (arrive) back in Spain in March 1493. The King and Queen of Spain weren't happy because he ⁹___ (not discover) any gold or a new way to India. Columbus ¹⁰___ (not visit) North America, but he was the first European to explore Central America.

Past time expressions

5 Study the key phrases. How many similar phrases can you find in the sentences in exercises 3 and 4? What is the position of *ago* in a time expression?

KEY PHRASES ○ Past time expressions

last week / month / year / weekend / Saturday
two days / three weeks / 500 years ago
in the 18th century
in 1961 / March 1493
yesterday

More practice ⇨ Workbook page 75

6 **ACTIVATE** Talk about your experiences with a partner. Use the time expressions in the box and your own ideas.

about ten minutes ago yesterday
last weekend in 2009 a month ago
in the 20th century last month
an hour ago last summer

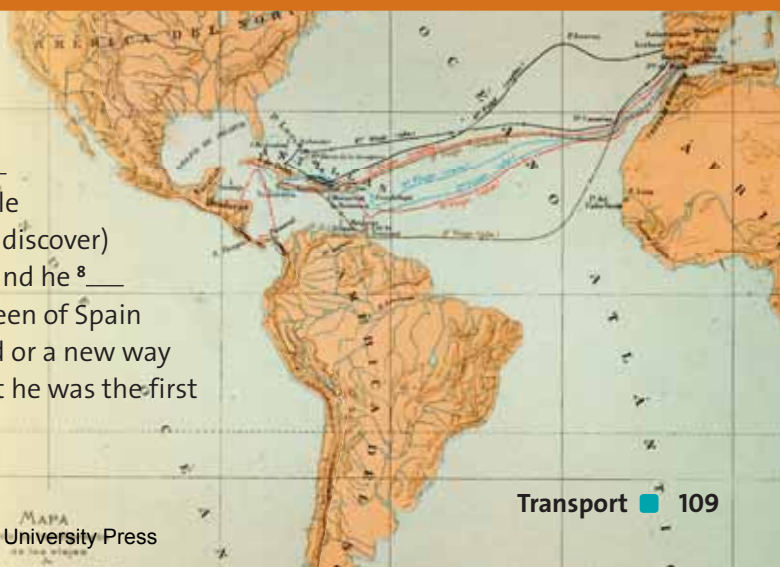
I visited my grandparents last weekend.
What about you?

I visited my grandparents
a month ago.

○ Finished?

Write the past forms of the verbs in the box. Then write sentences using the key phrases in exercise 5.

watch jump climb attack finish dance



SPEAKING ■ Making and responding to suggestions

I can make and respond to suggestions.



Jake What's the matter, Tina?
Tina I think we're lost. I can't find the museum on the map.
Jake Oh, great! ¹___
Tina Why don't we find a taxi?
Jake ²___
Tina Well, what do you suggest?
Jake ³___
Tina We can't do that. We don't know which bus to get.
Jake All right, then. ⁴___
Tina ⁵___ Excuse me!

1 Look at the photo. What are Tina and Jake looking at? Why?

2 2.49 Complete the dialogue with sentences a–e. Then listen and check.

- a That's a good idea!
- b I'm not sure about that.
- c Let's ask someone.
- d How about getting the bus?
- e What are we going to do?

3 2.50 Listen to the key phrases. Which phrases are for making suggestions and which are for responding? Then practise the dialogue in exercise 1.

KEY PHRASES ■ Making and responding to suggestions

Why don't we (find a taxi)?
I'm not sure about that.
How about (getting the bus)?
We can't do that.
Let's (ask someone).
That's a good idea!

4 2.51 Read the dialogue. Which do you think are the correct suggestions? Listen and complete the dialogue. Then practise with a partner.

- 1 carry Laura / stay here
- 2 go to a doctor / find a taxi
- 3 phone her mum / phone the school

Jake What's the matter?
Tina Laura fell and hurt her leg. She can't walk.
Jake What are we going to do?
Tina Let's ¹___.
Jake We can't do that. It's getting late.
Tina How ²___?
Jake I'm not sure about that.
Tina Why ³___?
Jake OK. That's a good idea.

5 **ACTIVATE** Look at the situations. Make new mini-dialogues with a partner. Use the dialogue in exercise 4 to help you.

- 1 I'm bored.
study English / watch a DVD / go to bed early
- 2 It's raining.
stay at home / go to a café / visit a museum
- 3 I'm hungry.
go to a restaurant / buy a sandwich / make a pizza

I'm bored!

Why don't we watch a DVD?

History in the streets – Liverpool

- 1 Liverpool is a city in the north of England. It is on the River Mersey and near the Irish Sea and it has a big port.
- 2 People first lived in Liverpool about 800 years ago. In the 16th century, only about 500 people lived there. Today, the population is about 450,000 and the city is more famous as the home of the Beatles than as a port.
- 3 By the 17th century, ships regularly sailed from Liverpool to North America and the West Indies. It became an important port for transatlantic trade and some people in the city became very rich. In 1818, passenger boats also started going to North America. This made Liverpool a hub for people emigrating to America from all over Europe. Between 1830 and 1930, 9 million people left Europe via Liverpool for North America and Australia.
- 4 In the 19th century, the boats were much slower than they are today and it took 35 days to reach America. Today a ship can cross the Atlantic in five days.



- 1 Read the model text. Match paragraphs 1–4 with topics a–d.
 - a Comparing past and present
 - b Later History
 - c Early history
 - d Location

- 2 Read the model text again and answer the questions.
 - 1 What river is Liverpool on?
 - 2 When did people start living in Liverpool?
 - 3 What was its population in the 16th century?
 - 4 Where did ships sail to from Liverpool?

- 3 Study the key phrases. Match the key phrases with paragraphs 1–4.

KEY PHRASES □ City history

- ... is a city in the (north) of ...
- Today the population is ...
- It's on ... It's near ...
- By the ... century, ...
- Between ... and ...
- People first lived in ...
- In the ... century, ...

- 4 Work in pairs. Use the key phrases to make sentences about a city you know.

Language point: Time expressions

- 5 Match phrases 1–5 with time expressions a–e.
 - 1 The Beatles were first popular
 - 2 Liverpool wasn't a big town
 - 3 Liverpool is a big city
 - 4 Passenger boats started going to the USA
 - 5 Compared with today, boats were much slower
 - a in the 19th century.
 - b in 1818.
 - c in the 1960s.
 - d 800 years ago.
 - e today.

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

Notes – London

- a Location: south of England, on the River Thames
- b Population: 45,000 two thousand years ago, about 7.5 million now
- c Historical events: Fire destroyed the city in the 1600s. Christopher Wren designed new areas and the city grew to the west.
- d London was a major port. Now finance and technology are more important.

WRITING GUIDE

A TASK

Write an article about a town of your choice or use the notes about London.

B THINK AND PLAN

Read the model text again. How many paragraphs are there?

Read the notes a–f about London. What information do you want to put in each paragraph of your article?

Paragraph 1: a, ...

C WRITE

Write your article and follow your paragraph plan. Look at the model text to help you. Use the key phrases and time expressions.

D CHECK

- position and spelling of the time expressions

MY COUNTRY ■ Public transport

I can talk about using transport in a city.

9

Getting around Almaty

How can you get around a city? Here are some options.

Metro



If you want to get around a city, fast underground trains are great. In Almaty, this is a new form of transport. The first metro line under the city only opened in 2011 and, so far, is about 11km long with nine stops. Almaty is only the second city in central Asia to have a metro system. It runs from Raiymbek Batyr, in the north, to Moskva, in the south-west of the city. In future, there will be three lines, covering 45 km. The system is popular and busy – 45,000 people use it every weekday.

Buses



Buses are the most popular form of public transport in Almaty. There are 160 bus routes and if you want to go to a village outside the city, they are very useful. Buses are often a source of pollution, but 800 of Almaty's buses now use gas for fuel. The city also introduced real-time information on where buses are, so it is now easier to plan journeys. The city is looking at buying electric buses in the future to reduce pollution and CO₂ emissions.

Trolley buses



There are eight trolley bus routes in Almaty, with 195 new buses. Recently, the city bought new trolley buses. These are comfortable and an environmentally friendly way to travel in the city, as they use electricity not petrol or diesel.

Bikes



Like many big cities around the world, Almaty has got bikes you can rent. There are around 50 bike stations and over 250 bikes, but this is just the start of a bigger project. The bike stations are near metro stations and on main streets. You can hire the bikes for 30 minutes or up to a year. If you return the bike before 30 minutes, you don't have to pay anything.

- 1 Look at the words in the box and circle the types of transport you can use in your town.

buses hire bikes taxis trains trams
trolley buses underground trains

- 2 2.52 Read and listen to the text. Match the information to the type of transport.

- There are eight routes for this means of transport. ____
- People can use these without paying for up to 29 minutes. ____
- There are about fifty places you can find these. ____
- The first line opened in 2011. ____
- Some of these take people to places outside Almaty. ____
- Over forty thousand people use this type of transport every day. ____

- 3 Look at the sentences in blue and complete the rules for the zero conditional.

We make the zero conditional with *if* + ____ in the first part of the sentence and the present simple in the second part of the sentence. We use the zero conditional to talk about something that is **always** / **sometimes** true.

- 4 Complete the sentences with words in the box in the correct form.

attack be have to open press put
stop use want take

- If you ____ to go to the town hall, you can ____ the number 10 bus.
- If you ____ that button, the doors ____.
- If you ____ public transport, you ____ buy a ticket first.
- Taxis ____ if you ____ your hand up.
- If dogs ____ frightened, they are often ____.

- 5 **ACTIVATE** In groups, write a questionnaire about how people travel to school. Ask everyone in your class the questions and produce a bar graph of the results. Include questions on:

- what means of transport they use and why
- how far they travel
- how long their journey usually takes

Write some sentences about the results.

Most people in our class take the bus to school, but some people ...

CLIL ■ History: Famous explorers

I can understand a text about a famous explorer

9

On top of the world

Mount Everest in the Himalayas is every climber's dream. The 8,850-metre mountain is the highest place in the world and a very dangerous mountain. The weather changes all the time and it is often very windy and cold.

In the early 20th century, other expeditions tried to climb Everest but failed, and many people died there. Finally, on 29th May 1953, Edmund Hillary from New Zealand and Tenzing Norgay from Nepal became the first people to stand on the summit of Mount Everest.

Edmund Hillary was born in Auckland in New Zealand. He wasn't a very sporty young person, but he liked climbing and he had a dream. 'Someday I'm going to climb Everest,' he told a friend. He was serious, but nobody believed him! In those days, people didn't know if it was possible to climb higher than 8,000 metres because there isn't a lot of oxygen.



When he was 33, Hillary joined a British expedition to climb Everest. At 6.30 a.m. on 29th May, Hillary and Norgay left their camp at 8,503 metres and started climbing. They both carried heavy oxygen bottles. They were lucky because the weather was good. Five hours later, at 11.30 a.m., they were on top of the world! They spent fifteen minutes on the summit of Everest and Hillary took a photo of Norgay, but he didn't take a photo of himself! The news of their climb was in all the newspapers and the two men were heroes before they arrived home.

1 2.53 Look at the photos and answer the questions. Then read and listen to the text and check your answers.

- 1 What mountain are the people climbing?
- 2 Do you know who these climbers are?

2 Read the text again and answer the questions.

- 1 What is the weather like on Mount Everest?
- 2 What was Edmund Hillary's dream when he was young?
- 3 Why is it dangerous to go higher than 8,000 metres?
- 4 What did Hillary and Norgay take with them on the climb?
- 5 Why were Hillary and Norgay lucky?
- 6 Who is in the photo on the summit of Everest?

3 YOUR CULTURE Answer the questions.

- 1 What famous explorers or adventurers are / were from your country?
- 2 Where did they go and how did they travel?
- 3 What did they do? Why was their adventure special?
- 4 What explorer(s) in the world do you admire? Why?
- 5 Would you like to be an explorer or an adventurer?



4 TASK Planning and asking about an expedition.

- Work in pairs and imagine you are going on an expedition to an extreme place (North / South Pole, Sahara Desert, Matterhorn Mountain, Congo River, Mars, etc.).
- Make notes about dates, route, transport, weather, languages, dangers, etc. Make a list of things to take with you.
- Ask and answer Yes / No questions with another pair. Guess where they are going.

Are you going to wear... ?

Are you going to travel by ... ?

Are you going to speak ... ?

Vocabulary

1 Reorder the letters and write the jobs.

- | | | | |
|------------|----------|---------------|---|
| 1 rswiatse | waitress | 6 rensu | — |
| 2 marfer | — | 7 cotdro | — |
| 3 rbilude | — | 8 gfeferihirt | — |
| 4 hefc | — | 9 hemcncia | — |
| 5 ortac | — | 10 iesncitst | — |

2 Choose the correct words.

- Columbus **discovered** / **invented** America.
- My grandmother changed her **surname** / **first name** when she married.
- We went to London two weeks **before** / **ago**.
- Tom is a **chef** / **mechanic** and he works in a restaurant.
- William I was **King** / **Queen** of England 1,000 years ago.
- Being a firefighter is a **boring** / **dangerous** job.
- Victoria was a popular first name in the 19th **century** / **ago**.
- Jaguar is a famous **brand name** / **nickname** for a car.

Language focus

3 Complete the dialogue with the affirmative or negative form of *was* and *were*.

- Jen **Were** you at the party on Saturday?
 Paul Yes, I ¹ ____.
- Jen ² ____ any of our friends there?
 Paul Yes, I ³ ____ with Wayne and Cristiano, but Keira and Kylie ⁴ ____ at the party.
- Jen ⁵ ____ it good?
 Paul No, it ⁶ _____. I was very hungry because there ⁷ ____ any food. And there ⁸ ____ some very strange people. There ⁹ ____ one girl called Jaguar and another called Porsche.
- Jen Ooh! ¹⁰ ____ they rich?
 Paul No, they ¹¹ _____. And there ¹² ____ two brothers called Xerox. It was incredible – they ¹³ ____ identical.

4 Write affirmative and negative sentences using the past simple.

- I / visit / Trafalgar Square
I visited Trafalgar Square.
- Columbus / not discover / North America
Columbus didn't discover North America.

- we / move / to Brighton last year
- my mum / not change / her name / when she got married
- we / stay / in London last Saturday evening
- John Logie Baird / invent / the TV
- my dad / stop / smoking / last month
- my birthday present / not arrive / in the post this morning

5 Write questions and short answers for the sentences in exercise 4.

- Did you visit Trafalgar Square?
 Yes, I did.
- Did Columbus discover North America?
 No, he didn't.

Communication

6 Match questions 1–8 with answers a–h.

- What was Paris like?
 - I want to be a teacher.
 - When did Europeans first visit America?
 - How was the match?
 - Was the weather good?
 - Who was Picasso?
 - Were you on your own?
 - Were there a lot of people?
- a No, I was with Jenny.
 b A Spanish artist.
 c Yes, there were.
 d It was cool. There were a lot of shops.
 e Really? I think it's a stressful job.
 f Terrible. We lost.
 g In the 15th century.
 h No, it rained all day.

Listening

7 2.54 Listen to a conversation about a trip to Brighton. Write *true* or *false*.

- Tom visited Brighton with his friend Lyn.
- The Brighton Pavilion is about 200 years old.
- King George IV stayed in the Pavilion in the 19th century.
- Brighton was a village in the 5th century.
- The French invaded Brighton in 1660.
- They named the town Brighton in the 19th century.
- Tom didn't visit the beach when he was in Brighton.



Listening

- 1 Look at the photos. Which of the places in the box are not in the photos?

river café library school town centre
supermarket university

- 2 2.55 Listen to a conversation. Which place in the photos is not in Cambridge?

- 3 2.55 Listen again and complete the sentences.

- Cambridge University is more than ___ years old.
- The famous ___ Isaac Newton was a student there.
- There are more than ___ books in the library.
- Jon's favourite subject is ___.
- Lucy likes ___ and ___.
- Lucy played ___ on Sunday.
- Lucy can't go out because she's got a lot of ___ homework.
- They serve good ___ and ___ at the new café in Broad Street.

Speaking

- 4 Work in pairs and prepare a conversation. Imagine one person (A) visited an interesting place in your country last weekend. The other person (B) stayed at home. Make notes about:

- the name of the place and how old it is
- what the place is like and other information (buildings, history, famous people)
- what you liked about it
- who you were with
- Student B's weekend

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

A How was your weekend?

B Reply.

A What was it like?

B Reply. I visited ...
I liked ...

A Was it interesting / fun ... ?

B Reply.

A How old is [the place]?

B Reply.

A Were you on your own?

B Reply. Was your weekend good?

A Reply. I ... on Saturday. On Sunday, I ...

Writing

- 6 Write a postcard to a friend. Tell your friend about a place you visited last weekend. You can write about Cambridge or the place you talked about in exercise 5. Begin like this:

Dear ...,

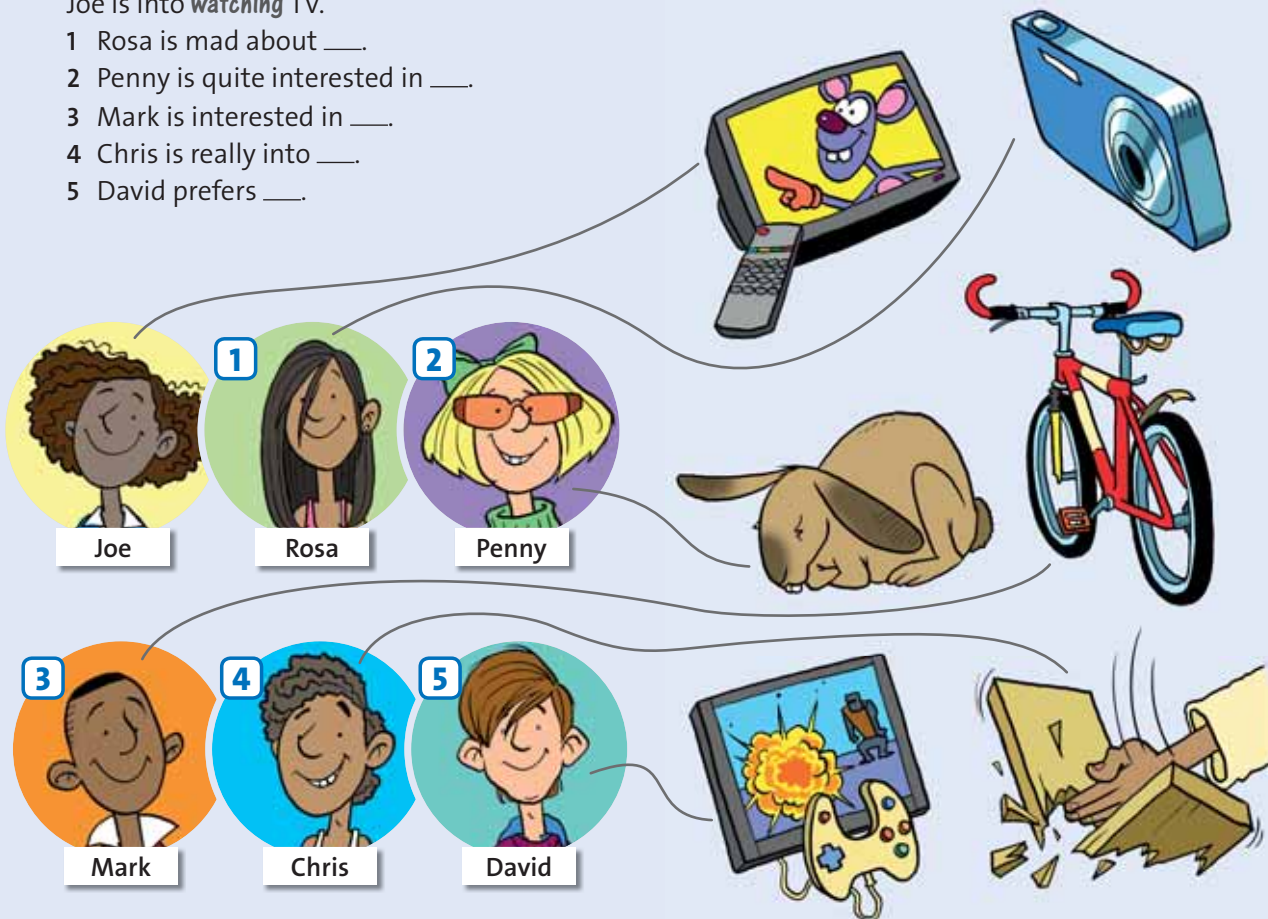
Last weekend, I visited ... It's a ... in the north / south / east / west of ... It's a really interesting ... I visited ...

VOCABULARY PUZZLES ■ Free time ■ Routines and housework

1 Follow the lines and complete the sentences.

Joe is into *watching* TV.

- 1 Rosa is mad about ____.
- 2 Penny is quite interested in ____.
- 3 Mark is interested in ____.
- 4 Chris is really into ____.
- 5 David prefers ____.



2 Find twelve routines and housework expressions in the puzzles. Write the words below.

F	I	K
S		I
O		H
N	W	R

1

A	T	W
H		V
C		T

2

O	B	O
D		E
T		G

3

U	H	N
C		L
V		H
A		E

4

S	A	T
W		O
R		T
K		R

5

G	E
P	U
T	

finish work

6

R	I	E
T		O
H		I
O		N
G	D	N

7

M	A	B
H		E
E		D
K	S	I

8

T	D
U	S

9

E	T	H
D		H
P	G	S
I		O
O	P	G

10

	C
L	N
A	E

11

S	A	T
L	T	E
E	H	H
T	B	E

12

Y	R	T
Y	O	M
M	D	I
		O

VOCABULARY PUZZLES ■ Animal behaviour ■ Describing people

1 Which one is different? Why?



The frog is different because it doesn't fly.

2 Complete the table. Look at the pictures and use the letters in the box. Use each letter only once.

G	R	F	D	M	O
R	H	T	N		
C	A	S	U	C	
H	K	E	R	A	
U	E	O	T	Y	L
R	S	E	T	A	

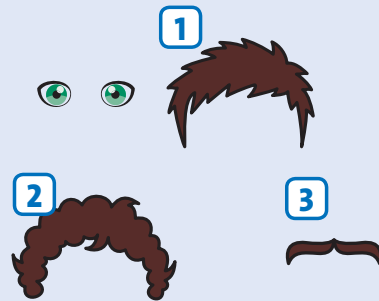


1 _____

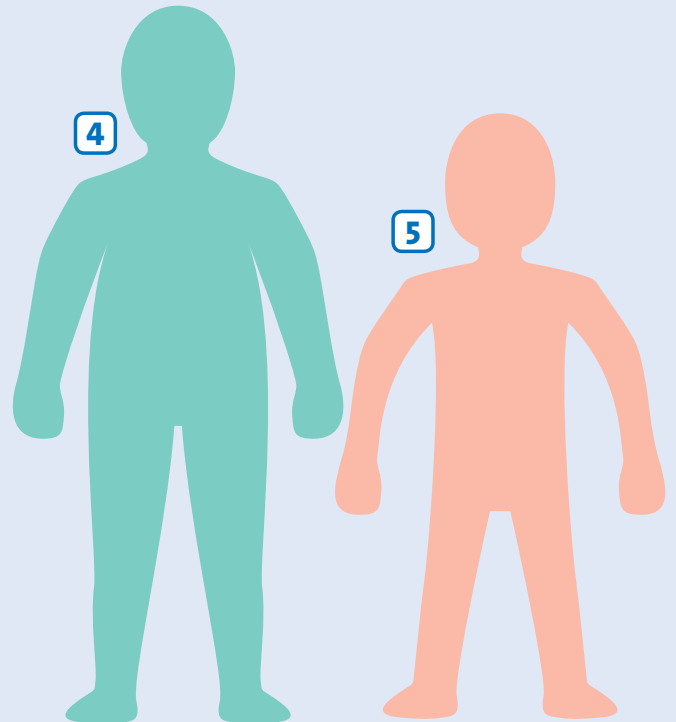
	eye colour	G	R	E	E	N
1	hair colour					
2	hair					
3	other features					
4	build					
5	height					



2 _____



3 _____



4 _____



5 _____

VOCABULARY PUZZLES ■ Food and drink ■ Travel equipment

1 Use the code to write the activities.

A	B	C	D	E	F	G	H	I	J	K	L	M
◆	⊗	☆	*	♥	♣	⊖	⊕	♠	✎	✈	☎	⊕
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
➤	♣	♠	*	+	✉	▲	◐	★	●	➡	➤	↕

⊕ ◆ ▲ ⊗ ⊗ ⊗ maths

1 ✉ ☆ ♠ ♥ ➤ ☆ ♥

2 * ◆ ➤ ☆ ♥

3 ⊗ ♠ ✉ ▲ ♣ + ➤

4 ☆ ⊗ ♥ ✉ ✉

5 ♣ ♣ ♣ ▲ ⊗ ◆ ☎ ☎

6 ⊖ ♥ ♣ ⊖ + ◆ ♠ ⊗ ➤

7 * + ◆ ⊕ ◆

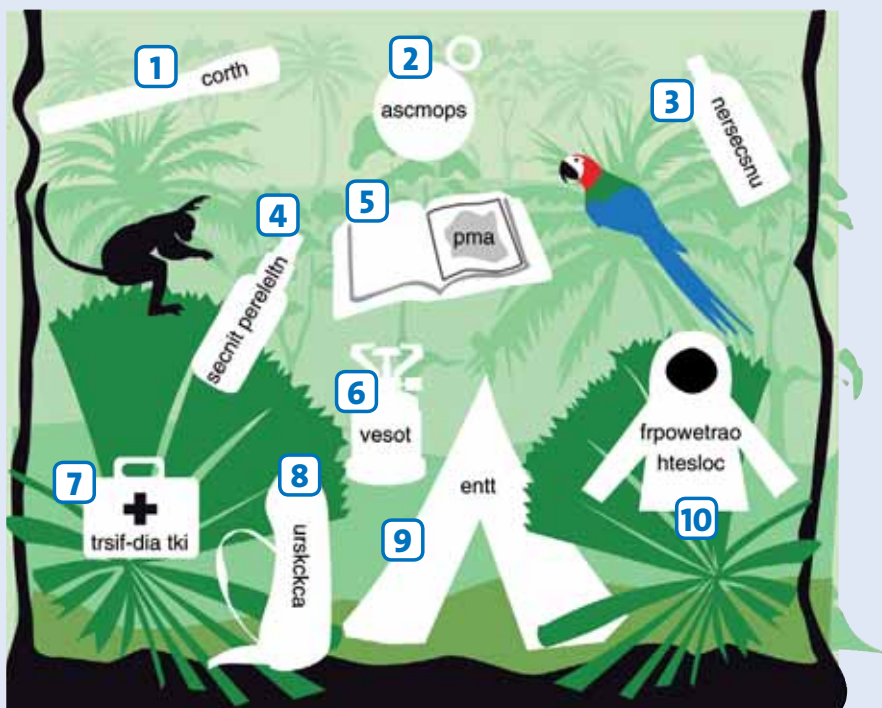
2 Spot the difference. Write affirmative or negative sentences about picture 2 with food and drink words and *some* or *any*.



In picture 2 ...
 There aren't any vegetables.
 There are some apples.
 There isn't any fruit juice.

3 Which pieces of expedition equipment can you find in the rainforest?

1 torch



VOCABULARY PUZZLES ■ Places in town ■ Jobs

1 P A R K

2

3

4

5

6

7

8

9

10

Mystery word: _____

2 Follow the lines and match the people with the things they used for their job. Write the jobs.

Picasso was an artist.

1 Marie Curie

2 Shakespeare

3 Columbus

4 Mozart

5 Thomas Edison

Microscope

Quill pen

Palette and brushes

Piano

Map and compass

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