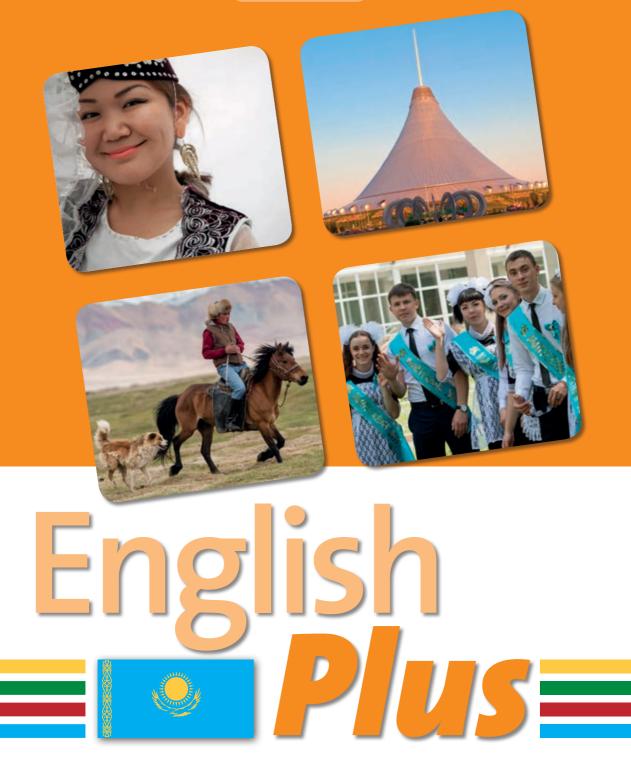
#### Kazakhstan Edition



### Grade 9 Student's Book



Ben Wetz Diana Pye

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### Ben Wetz

Diana Pye



Grade 9 Student's Book

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## Welcome

### VOCABULARY Verb collocations

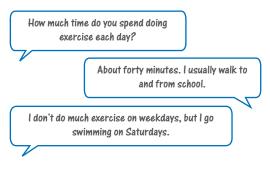
I can talk about my lifestyle.

## Complete phrases 1–10 with the verbs in the box. Then listen and check.

do go send download pass get get up <del>spend</del> earn stay watch

spend time

- 1 \_\_\_\_\_ text messages 6 \_\_\_\_\_ TV
- 2 \_\_\_\_\_ bored 7 \_\_\_\_\_ at home
- 3 \_\_\_\_\_exercise 8 \_\_\_\_\_exams
- 4 late 9 online
- 5 \_\_\_\_ music from the 10 \_\_\_\_ money internet
- **2** Complete the sentences with phrases from exercise 1.
  - 1 I like surfing the internet. I \_\_\_\_\_ every day.
  - 2 I often \_\_\_\_\_ and listen to it on my mp3 player.
  - **3** Sally always carries her mobile phone so that she can <u>to her friends</u>. She's sending one now!
  - 4 Tim doesn't \_\_\_\_\_ at the weekend. He plays football on Saturday mornings.
  - 5 Rob needs to \_\_\_\_\_ some \_\_\_\_\_. He isn't very fit!
  - 6 Do you \_\_\_\_\_ when you're on your own? Or do you have some interesting hobbies?
  - 7 I'm doing my homework at the moment. I want to \_\_\_\_ my \_\_\_\_.
- 3 1.03 Listen to Liza and Sam doing the Your lifestyle questionnaire. Who likes studying, Liza or Sam?
- 4 ACTIVATE Do the Your lifestyle questionnaire with a partner. How similar or different are your lifestyles? Who has got a more active lifestyle?





- 6 Do you ever make dinner for your family?
  - a No, never. I hate cooking.
  - **b** Yes, sometimes.
  - c I sometimes make a meal, but only for me.
- 7 Which of these things do you dislike most?
  - a Tidying my room. b Getting up early.
  - **c** Doing nothing.
- 8 Which of these things is most important in your life?
  - a Passing exams.
  - **b** Earning money.
  - c Having fun.



#### LANGUAGE FOCUS **D** Present tenses • Verbs + -*ing* / to



I can talk about my interests.

#### Present simple and continuous

- Complete the sentences from exercise 2 on page 4. Then answer questions a-c.
  - 1 She's \_\_\_\_ one now!
  - 2 Tim \_\_\_\_\_ get up late at the weekend.
  - 3 I \_\_\_\_ my homework at the moment.
  - 4 I \_\_\_\_ online every day.
  - **a** Which sentences are present simple and which are present continuous?
  - b Which sentences refer to actions happening now?
  - c Which sentences refer to repeated actions or routines?
  - More practice 🗢 Workbook page 3
- 2 Complete the email using the correct form of the verbs in brackets.



#### Hi Yerzhan

How are things? Are you enjoying (you / enjoy) your holiday? 1\_\_\_\_\_(you / like) Spain? I 2\_\_\_\_\_(have) a fantastic time here in Greece. We 3\_\_\_\_\_(not stay) in a flat; we decided to camp this year instead. It's much more fun. Every morning, I 4\_\_\_\_\_(go) swimming very early. I enjoy being on my own on the beach. Most people 5\_\_\_\_\_(not come) until later. Of course, my brother Nurzhan 6\_\_\_\_\_(not swim) with me. He never 7\_\_\_\_(get up) before lunchtime! I must go now. Dad 8\_\_\_\_\_(call) me. He 9\_\_\_\_\_(cook) dinner on the barbecue and I think it's ready. Ainur

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

Ainur / have a good holiday?

#### Is Ainur having a good holiday?

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

ls Ainur having a good holiday? Yes, she's having a fantastic time.

#### Verbs + -ing / to

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

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

- **5** Complete the sentences with your own ideas.
  - 1 I like ...
     5 I need ...

     2 I love ...
     6 I don't mind ...

     3 I hate ...
     7 I don't want ...
  - 4 I enjoy ... 8 I'm into ...
- 6 ACTIVATE Study the key phrases. Then interview people in your class and find someone with the same interests as you. Use the key phrases, the words in the box and your own ideas.



#### VOCABULARY AND LISTENING D Irregular verbs

I can ask and answer questions about things people remember

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

Infinitive	Past simple form
see	saw

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

## Memory quiz

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

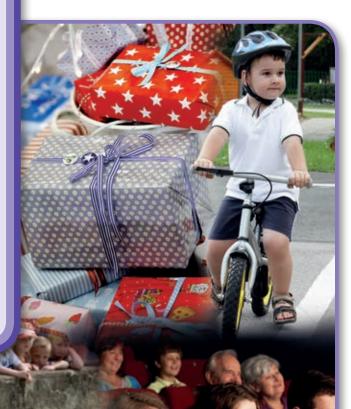
3 Study the key phrases. Then listen to four dialogues and answer the questions.

KEY PHRASES O Asking about the past

- 1 What was the last *exam* that you *took*?
- 2 When did you last go to London?
- 3 At what age did you first ride a horse?
- 4 What did you do on Saturday?
- **ACTIVATE** Test your partner's memory again. Write six new questions using the key phrases and your own ideas.

At what age did you first see a film?





Welcome

#### LANGUAGE FOCUS D Past simple • Object and subject questions



I can talk about things I did in the past

#### Past simple

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

bought wasn't didn't were did started

- I 1\_\_\_\_\_ scared, but I was nervous.
- I <sup>2</sup>\_\_\_\_\_ some new clothes.

You <sup>3</sup>\_\_\_\_ young!

She <sup>4</sup>\_\_\_\_\_ when she was only six.

- What 5\_\_\_\_\_ you do on Saturday?
- I 6\_\_\_\_\_ see you at the sports centre.
- **a** Which of the verbs are regular and *which are* irregular?
- **b** How do we form the past simple of regular verbs?
- c Which verb do we use to form negatives and questions?
- More practice 🗢 Workbook page 5

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

- 1 What did Jim give Tina?
- 2 When was the match?
- 3 How did they get to the match?
- 4 Did a lot of people watch the match?
- 5 Did Chelsea win the match?
- 6 How many goals did Drogba score?
- 7 Why was Jim sad?
- **3** Write true affirmative and negative sentences about you.

(go to a football match) last year

I went to a football match last year.

#### l didn't go to a football match last year.

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

#### **Object and subject questions**

- 4 Look at structures a and b. Find three more examples of structure b in the *Memory quiz* on page 6. When do we <u>not</u> use *did* in a question?
  - a question word + *did* + subject + main verb
    Who did you visit? I visited my aunt.
    Which did you get, the bus or the train? I got the bus.
    (The question word refers to the object.)
  - b question word + main verb
    Who visited you? My grandfather visited me.
    Which cost more? The train cost more.
    (The question word refers to the subject.)
    - More practice 🗢 Workbook page 5
- 5 Complete the past simple questions with object or subject question forms. Then ask and answer with a partner.
  - 1 Who \_\_\_\_\_ (sit) next to you on your first day at school?
  - 2 What \_\_\_\_ (you / talk) about?
  - 3 Who \_\_\_\_ (teach) you to read?
  - 4 What books \_\_\_\_ (you / read)?
  - 5 What toys \_\_\_\_ (you / have) when you were young?
  - 6 What \_\_\_\_ (happen) to those toys?
  - 7 Who \_\_\_\_ (cook) dinner last night at home?
  - 8 What \_\_\_\_ (they / cook)?
- 6 ACTIVATE Find out about things your partner did in the past. Use the ideas in exercise 3 and the question words in the box. Ask object and subject questions.

when	what w	ho where	e why		
	did you last ootball match	-	Las	t year.	
Write	inished? e a paragra nonth I went	•	t a great c	lay out.	
	A.				
				his	il et



## **Hobbies and** qualities

#### Start thinking

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

#### Aims

#### Communication: I can ...

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

#### Vocabulary

- Attributes and personality
- Hobbies

#### Language focus

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

#### Creativity and skills



My country Hobbies and qualities ່ 🔿 Page 17



CLIL Media studies: The British sense of humour

🗲 Page 17



Hobbies and qualities

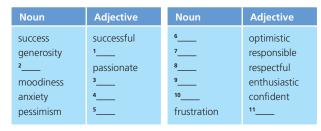
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Project An interview summary: teenage years 🗢 Page 19

#### **VOCABULARY AND LANGUAGE FOCUS** Attributes and personality

I can compare people and the things they do.

#### Complete the table. Which adjectives are negative?



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

- 1 I think I'm usually \_\_\_\_.
- 2 Happy people tend to be \_\_\_\_ and \_\_\_\_.
- 3 \_\_\_\_ and \_\_\_\_ can make you unhappy.
- 4 I don't get on with people who are \_\_\_\_ and \_\_\_\_.
- 5 I admire people who are \_\_\_\_ and \_\_\_\_.
- 6 \_\_\_\_\_ and \_\_\_\_\_ are gualities that I see in older people.
- 7 \_\_\_\_ and \_\_\_\_ are qualities which are typical of people from my country.
- **3** Complete the *Hobbies* guestionnaire. Then compare your answers with a partner. Do you have the same attitude to hobbies? How are you the same and different?



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

**b** It's easy to do.







#### **Comparing adjectives and adverbs**

4 Complete the examples and the rules in the table.

Forming adverbs from adjectives		
Rules	Examples	
Most adjectives: add 1	firm $\rightarrow$ <sup>2</sup>	
Adjective ends in - <i>y</i> : take off - <i>y</i> , add <sup>3</sup>	angry $\rightarrow$ <sup>4</sup>	
Adjective ends in <i>-ic</i> : add <sup>s</sup>	<sup>6</sup> $\rightarrow$ optimistically	
Irregular forms	fast $\rightarrow$ 7 hard $\rightarrow$ 8 good $\rightarrow$ well late $\rightarrow$ late early $\rightarrow$ early	

More practice 🗢 Workbook page 7

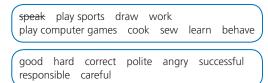


- 5 What attributes do you want in the people you do your hobby with?
  - I want them to be
  - a generous.
  - **b** competitive.
  - determined.
- 6 How do you behave towards others when you do your hobby?
  - a respectfully
  - **b** with a good team spirit
  - c competitively
- 7 What do you hope to do with your hobby in future?
  - win a prize
  - **b** develop a skill
  - c just to continue to enjoy doing it

#### **G** Finished?

Write a short description of a person you know.

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



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

Comparatives Adjectives Adverbs		Superlatives		
		Adjectives	Adverbs	
meaner		the most selfish		

- 1 My brother is meaner than anyone I know. He's also the most selfish person I know.
- 2 Painting helps me take life less seriously and more positively.
- **3** We're the least successful team, but we're the most optimistic.
- 4 I do my hobby more happily at home. It's more comfortable and less stressful.
- 5 The richest people gave the least generously and spoke to us the most rudely.
- 7 Complete the sentences with the comparative or superlative form of an adjective or adverb. Use more / less and the most / the least.
  - 1 The person who does the interview \_\_\_\_ will get the job. (successful)
  - 2 That isn't very positive. Try to think \_\_\_\_\_. (pessimistic)
  - **3** Watch out! You should drive \_\_\_\_\_. (careful)
  - 4 My village is \_\_\_\_\_ than the city. (noise)
  - 5 He always hurts people's feelings. He's \_\_\_\_\_ person I know. (sensitive)
- 8 ACTIVATE Work in pairs. Take turns describing and guessing people. Use adjectives and adverbs.

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



#### **READING** Comparing generations

I can understand a text comparing past and present generations.

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

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

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

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

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

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

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

of about for with from at

- 1 I'm not very fond \_\_\_\_ ...
- 2 I never get bored \_\_\_\_ ...
- 3 These days people are crazy \_\_\_\_ ...
- 4 I'm not very good \_\_\_\_ ...
- 5 Marilyn Monroe was famous \_\_\_\_ ...
- 6 ... today are different \_\_\_\_\_ those in the fifties.

10 D Hobbies and qualities

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

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

## My generation

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

#### Alice

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

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

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

\* Two shillings (1957) = ten pence



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

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

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



#### **O** RULES

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

#### 

#### Becky

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

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

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

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

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

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

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

Artur was happy because ....

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

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

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

> l had eaten breakfast before l arrived at school today.

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#### **Finished**?

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

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

#### VOCABULARY AND LISTENING D Uses of get

I can understand people talking about their memories.

#### Complete the diagram with the words in the box.





- 2 Choose the correct words to complete the questions. Then ask and answer in pairs.
  - 1 Do you **collect** / **do** stamps? Where is your favourite stamp from?
  - 2 Have you ever tried to write / make a blog? What was it about?
  - 3 Do you make / do model planes using a kit?
  - 4 Why do you make / collect clothes? Is it cheaper than buying them?
  - 5 Have you ever written / made a poem?
  - 6 Does anyone in your family make / do crossword puzzles? Do they find solving the clues easy?
  - 7 Do you prefer to do / make sports or do / make music?
- 3 1.07 Listen to the dialogues. Match two words with each of the people in the photos 1–4.

married upset uncle tickets party test uniform <del>money</del>

1 Michael - money, ...





12 **D** Hobbies and qualities

## 4 **1.07** Listen again and choose the correct answers.

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

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

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

What do you remember about your first day at school?

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



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#### LANGUAGE FOCUS **D** Past simple and continuous

I can talk about past events and memories.

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

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

More practice 🗢 Workbook page 9

#### STUDY STRATEGY D Highlighting examples of tenses

- Copy five sentences from exercise 4 on page 12. Then underline different verb tenses with different colours. This will help you to remember how the tenses are used and formed.
- 3 <a>I.08</a> Complete the questions in the *History quiz* with a past simple and a past continuous form. Then do the quiz with a partner. Listen and check your answers.

### **HISTORY QUIZ**

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

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

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

meet do eat think wear  $\frac{\text{grow up}}{\text{get}}$  use  $\frac{1}{2}$ 

What sports did you do when you were growing up?

- 1 When \_\_\_\_\_ you last \_\_\_\_\_ a puzzle?
- 2 Where \_\_\_\_ you \_\_\_\_ your best friend?
- 3 When \_\_\_\_\_ you first \_\_\_\_\_ a mobile phone?
- 4 What <u>you</u> about while you <u>ready</u> for bed last night?
- 5 What \_\_\_\_\_ you \_\_\_\_\_ at this time three days ago?
- 6 When \_\_\_\_ you last \_\_\_\_ your hobby?
- 5 Study the key phrases. Which phrases can you use for things you have forgotten?

#### **KEY PHRASES O** Memories

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

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

I remember playing football when I was six.

#### **Finished**?

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





#### SPEAKING 🗖 Talking about past events

I can talk about events in the past.

- 1 Look at the photo. What do you think the relationship between Colin and Dean is? What are they looking at?
- 2 **1.09** Listen to the dialogue. Which part of the festival did Colin enjoy most?

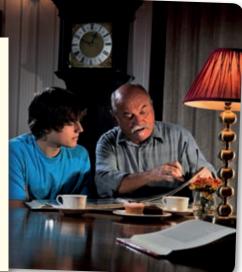
Colin	Did I ever tell you about the Isle of Wight Festival?
Dean	No, when was that?
Colin	Oh, it was around forty years ago now. I've got some photos.
Dean	Oh, can I see? Were there many people there?
Colin	Oh yes, there were over 600,000.
Dean	That sounds amazing! Did you have a good time?
Colin	Yes,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

- Colin Yes, and the girl is your gran. We got married two years later!
- 3 <a> 1.10</a> Complete the key phrases. Then listen and check your answers. Practise the dialogue with a partner.

#### KEY PHRASES O Talking about a past event

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

- 4 **1.11** Listen and choose the correct answers.
  - 1 a It was the best bit.
    - **b** It was brilliant!
    - c It was around two years ago.
  - 2 a I'm having a fantastic time!b What happened then?
    - c It was a bit boring actually.
  - 3 a No, when was that?
    - b What happened next?
    - c Yes, here it is.
  - 4 a Yes, it was. b Last summer. c By 5 p.m.



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

Rose	Did I ever 1 you about my birthday party?		
Hannah	No, <sup>2</sup> was that?		
Rose	It was <sup>3</sup> a year ago now.		
Hannah	<sup>4</sup> you have a good time?		
Rose	Yes, we did. The <sup>5</sup> bit was at the		
	end of the party.		
Hannah	<sup>6</sup> happened then?		
Rose	We hired a stretch limousine to		
	drive everyone home.		



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

#### WRITING Describing a decade

#### I can write an account of a decade.

#### 1 Read the model text and answer the questions.

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

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

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

short hair and modern look.



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

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

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

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

#### KEY PHRASES O Describing a past decade

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

#### Language point: Giving examples

- **3** Study the words in blue in the model text. Then complete sentences 1-4 with these words and your own ideas.
  - 1 There are some interesting video games \_\_\_\_\_.
  - 2 She watches reality shows \_\_\_\_ ...
  - 3 I like to cook some unusual food, \_\_\_\_\_.
  - **4** Some English verbs are irregular, \_\_\_\_\_.

#### **4 ACTIVATE** Follow the steps in the writing quide.

#### O WRITING GUIDE

#### A TASK

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

#### **B** THINK AND PLAN

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

#### C WRITE

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

#### **D** CHECK

• phrases for giving examples

• past tenses

#### MY COUNTRY D Comparing generations

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

## 1 Look at the photos. What are the people doing? What do you think their hobbies are?

### 2 <a>1.12</a> Read and listen to the text. Are the sentences true or false?

- 1 Grandpa Sansyizbay was a teenager in the 1960s.
- 2 He sometimes went to school by bus.
- 3 He thinks teenagers nowadays are lazy.
- 4 Dinara enjoys horse riding and skiing.
- 5 She doesn't have much free time this year.
- 6 She goes to see her grandfather every week.

## 3 Match the words to make compound adjectives.

1 easy-

a fashioned

- 2 hard-
- 3 kind-
- 4 old-
- 5 guick-
- 6 open-

c wittedd working

**b** going

- e minded
- **f** hearted
- 4 Choose two of the adjectives in exercise 3 to describe each of these people.
  - your grandfather
  - someone you admire
  - a Kazakh sportsperson
- your best friend
- a famous singer a classmate
- tsperson a

## Then and now

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

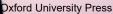
When I was a teenager, I used to have long hair. I didn't use to like skiing, but I enjoy it now. Did you use to live in Zyryan?

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

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

This year I have a lot of exams so I can't visit my grandfather very often. He says they didn't use to have so many tests and exams when he was at school! I call him every week and

sometimes I write to him. He's got a computer, but he hasn't got an email address – he's a bit old-fashioned and prefers to send letters. I'm trying to teach him how to use the computer to download and record music. He loves traditional Kazakh music and he can play the dombra really well!





#### CLIL D Media studies: The British sense of humour

I can perform a comedy sketch.

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

bizarre good sense of humour comedians laughter sarcasm make fun of





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

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

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

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

### **3** Read the text again and answer the questions.

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

- **4 YOUR CULTURE** Answer the questions.
  - 1 Is it important to have a good sense of humour in your country?
  - 2 Which are the most popular comedians and TV comedy shows from your country?
  - 3 Is live comedy popular in your country?
  - 4 Do people in your country laugh about the same things as British people?
  - 5 Do you know any British or American TV comedy programmes? Which ones?
- **5 TASK** Prepare and perform a comedy sketch.
  - 1 Work in groups. Plan a short comedy sketch or copy a sketch you have seen on TV. Decide on a role for each person in the group.
  - 2 Write and practise the sketch.
  - 3 Perform the sketch to the class.

#### Vocabulary

- 1 Write the adverbs for these adjectives.
  - 1 angry \_\_\_\_
- 4 polite \_\_\_\_

5 optimistic \_\_\_\_

2 good \_\_\_\_

3 careful \_\_\_\_

6 firm \_\_\_\_

#### 2 Choose the correct words.

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

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

collect do make write

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

#### Language focus

#### **4** Choose the correct words.

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

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

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

#### Communication

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

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

#### Listening

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

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

#### **PROJECT D** An interview summary: teenage years

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

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

## UncleSteveslifeas ateenagerinthe 70s

- A There was a lot less technology in those days. People didn't have mobile phones and they didn't text. They didn't have the internet either, so when he wanted to research something for school, he had to go to the library!
- <sup>B</sup> Steve was into bands like Led Zeppelin, Queen and Pink Floyd. He remembers that The Beatles were breaking up then. There weren't any CDs in those days. People played vinyl records on big record players.
- C Steve and his friends used to ride bikes and spend time at each other's homes. There were no video games, so he used to read a lot of books!



Fashion was fun and very colourful. Trousers with wide bottoms were trendy and skirts were all different lengths. It was fashionable for both girls and guys to have long hair.

His special memories were of lazy evenings outdoors with his friends during the long hot summer of '76. It was so dry that there wasn't enough water and some houses had their supply cut off!

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

#### **O PROJECT CHECKLIST**

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



## **Exercise and** sport

#### Start thinking

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

#### Aims

#### Communication: I can ...

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

#### Vocabulary

- Nouns and verbs
- Phrasal verbs
- Language focus
- could, can, will be able to
- may, might, could, must, can't
- Past modals
- should, must, have to

#### Creativity and skills



My country Exercise and sport <> Page 28



CLIL Bioloav: Healthy eating 🗢 Page 29

### Skills round-up



→ Page 31

#### 20 **Exercise and sport**

#### **VOCABULARY AND LANGUAGE FOCUS** Medical science

I can talk about ability and possibility.

- 1 Check the meaning of the nouns in blue in the Health and exercise guiz. Which words are about mental attitude, and which are about physical health?
  - 1 commitment 5 discipline
  - 2 self-esteem
  - 3 determination
  - **4** self-reliance
- 6 stamina
- 10 endorphins

9 mood

- 7 team work 8 concentration
  - 11 energy
    - 12 blood pressure
- 2 Read the text again and complete the table with nouns 1-12 from exercise 1 and the verbs used with them.

Noun	Verb
commitment	have commitment

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



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

3



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

> basketball tennis swimming yoga judo running boxing

#### Benefits of doing sport

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

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

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

#### could, can, will be able to

- 5 Look at the sentences from the quiz and the listening. Complete them with can / can't or will / won't be able to.
  - 1 Exercise increases your stamina. This means you \_\_\_\_\_ do things for a longer time.
  - 2 You \_\_\_\_ compete with your own team.
  - 3 You <u>run very far or play for very long the</u> first time you do a new sport.
  - 4 Soon you \_\_\_\_\_ exercise for much longer.
  - 5 People <u>keep fit without exercising</u>.

#### (More practice 🧲 Workbook page 15



When Jed Thomas decided to take up running, he was determined to run a marathon in less than three hours. One winter's morning he was running when he fell down a hole. He 1\_\_\_\_\_ remember much about the



accident but knows he was in a lot of pain and <sup>2</sup> \_\_\_\_\_ stand up. Luckily, he was able to phone an ambulance. When the paramedics arrived, he <sup>3</sup>\_\_\_\_ move his right leg, but not his left, so they took him to hospital. He'd broken bones in his foot and damaged his knee. He needed physiotherapy. At first, the treatment was really painful, but after six weeks he was walking again. Today, he <sup>4</sup>\_\_\_\_ run again and he hopes that he <sup>5</sup>\_\_\_\_ take part in fun runs next year. In the future, he hopes he <sup>6</sup>\_\_\_\_ run a marathon, but he <sup>7</sup>\_\_\_\_ do it in under three hours for a long time.

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

When I was younger, In the past, These days, Soon, I hope that one day, In the future,	l my best friend my parents people scientists	transplant brains use a computer explain the universe treat a lot of diseases live for 120 years speak English run 50 km/h			
l could speak English when I was younger. Could you? Use a computer.					
<b>Finished?</b> Write sentences about the past, present and					

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

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

#### READING 🗖 Alternative therapy

#### I can understand a text about exercise and health.

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

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

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

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

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

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

- 4 Complete the sentences with a noun formed from the words in brackets. Use the suffixes in the box.
  - -ion -ness -ist -ence -ment
  - 1 Is there a cure for \_\_\_\_? (sad)
  - 2 We can test people's \_\_\_\_\_. (intelligent)
  - **3** People get a lot of \_\_\_\_\_ from doing team sports. (enjoy)
  - 4 There's a strong <u>between diet and health</u>. (connect)
  - 5 The doctor's \_\_\_\_\_ asked me to wait in the waiting room. (reception)

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

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



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

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

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



I can talk about things that are possible or certain.

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

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

#### 

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

More practice 🔿 Workbook page 15



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

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

#### 2 Choose the correct words.

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

Sarah is crying. (in pain) **She may be in pain.** 

- 1 Your friend looks ill. (flu)
- 2 Denis is asleep. (tired)
- 3 They are speaking Spanish. (Mexican)
- 4 The teacher is laughing. (angry)
- 5 Larissa has gone to hospital. (ill)
- 6 Arslan works in a hospital. (surgeon)
- 4 ACTIVATE Exchange opinions about topics 1–6 using the phrases in the box and the modal verbs in exercise 1.

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

- 1 acupuncture
- 4 being with pets5 doing yoga
- 2 doing a triathlon3 smoking
- 6 research into the causes of arthritis

I think that acupuncture might be effective.



#### **Finished**?

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

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

#### VOCABULARY AND LISTENING D Phrasal verbs

I can talk about a healthy lifestyle.

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

e recover from

**b** visit

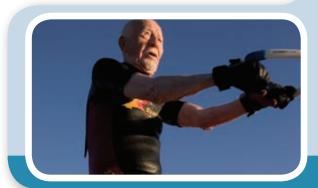
- f disconnect
- c reduce d exercise
- g not have
- h stop

#### The eight-point health plan

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

## STUDY STRATEGY **O** Previewing the questions

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



- 3 1.17 Read the introduction to the *Live longer, live better* article. Then listen. What is a *centenarian*?
- 4 **1.17** Listen again and write *true* or *false*.
  - 1 The Japanese lady hasn't stopped working.
  - 2 James has to take up waterskiing.
  - **3** Some of the people in the article smoke.
  - 4 We should all give up chocolate.
  - 5 Sharing your problems helps you to feel good.
  - 6 All of the people have a similar attitude to life.
- **5 ACTIVATE** Work in groups. Talk about how you could improve your lifestyles. Think about the topics in the box and use the phrasal verbs in exercise 1.

sport and exercise work social life family food bad habits

l don't do much exercise.

Why don't you take up basketball or swimming?

## Live longer, live better

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



#### LANGUAGE FOCUS D Past modals



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

- 1 She must have had a healthy lifestyle. She lived until she was a hundred.
- 2 He can't have done a lot of exercise. He isn't very fit.
- **3** She could have given up eating so much junk food. She's lost a lot of weight.
- 4 My grandad might have smoked when he was young. More people smoked in those days.
- a Which of the past modal verbs
  - expresses a strong probability that something is true?
  - expresses a strong probability that something is not true?
  - expresses a possibility that something is true?
- **b** When we speculate about the past, we make sentences with a modal verb + \_\_\_\_ + past participle of the main verb.

More practice 🥣 Workbook page 17 🕽

#### 2 Rewrite the sentences in the past form.

She must live in the USA.

#### She must have lived in the USA.

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

#### **3** Choose the correct words.

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

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



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



#### **Finished**?

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

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

2

#### SPEAKING D Exchanging opinions

#### I can exchange opinions with other people.

- 1 Look at the posters. What are they campaigning against?
- 2 **1**.19 Listen to the dialogue. Which poster has got the clearest message?

Marie Hi, Dean. Have you seen these?

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

#### 3 • 120 Listen to the key phrases. Which phrase expresses a strong opinion? Practise the dialogue.

#### **KEY PHRASES O** Exchanging opinions

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

#### Language point: should, must, have to

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

#### **O** RULES

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



## KEEP SPORT CLEAN!

- **5** Work in pairs. Talk about opinions 1–4. Use the key phrases in exercise 3.
  - 1 We have to encourage people to exercise more.
  - 2 We mustn't think using drugs in sport is normal.
  - **3** Sportspeople taking drugs should be banned for life.
  - 4 Sportspeople should be tested for drugs every month.

More practice 🗢 Workbook page 17

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



#### WRITING D A discussion essay

#### I can write a discussion essay.

### 1 Read the model text and answer the questions.

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

#### **KEY PHRASES O Presenting arguments**

There are arguments both 1\_\_\_\_ and 2\_\_\_\_ ... One of the 3\_\_\_\_ for ... is ... In addition, ... On the 4\_\_\_\_ hand, ... All 5\_\_\_\_ all, ... I am (not) in 6\_\_\_\_ of ...

#### Language point: Discourse markers

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

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

Adding	Contrasting	Summarizing
in addition	although	all in all

#### 4 Choose the correct words.

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

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

- 1 At the moment, many premier league footballers receive around 650,000 a week. That is more than most people earn in a year. Many people think that is too much, although there are arguments both for and against this.
- 2 One of the arguments for paying footballers high salaries is that clubs need to pay lots of money to get the best players. If Real Madrid have offered a player you want £45,000, you have to offer more. In addition, football has become big business. It attracts huge TV audiences and lots of advertising. It is a multi-million-pound business and it should pay the players their fair share.
- 3 On the other hand, people argue that footballers should not earn huge amounts of money when people doing important jobs, like doctors, get less. Furthermore, many of the footballers' fans are not well paid. Young people and families can't afford to go to football matches because the tickets are too expensive. If the footballers had lower salaries, critics argue, the ticket price would be more affordable.
- 4 All in all, I am not in favour of enormous salaries, but I think footballers should get paid well. Playing football is a way of life - not just a job. You have to train hard and look after your fitness level. However, if salaries were half the current level, they would still be well paid.

#### **O**WRITING GUIDE

#### A TASK

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

#### B THINK AND PLAN

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

#### C WRITE

Paragraph 1: Introduction At the moment, it is ... Paragraph 2: Arguments for One of the arguments for ... Paragraph 3: Arguments against On the other hand, ... Paragraph 4: Conclusion All in all, ...

#### D CHECK

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

MY COUNTRY D Exercise and sport I can understand a text about Kazakh sportspeople.



## Sport stars of Kazakhstan

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

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

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







- 1 Look at the photos. Who are these people? What do you know about them?
- 2 1.21 Read and listen to the text. Complete the sentences with the names of the people.
  - 1 \_\_\_\_\_ lived abroad when he/she was a child.
  - 2 \_\_\_\_ learned their sport from a family member.
  - 3 \_\_\_\_ had to train at an unusual location.
  - 4 \_\_\_\_\_ wasn't very successful at first.
  - 5 \_\_\_\_\_ won a bronze medal in 2014.
  - 6 \_\_\_\_ wasn't able to compete for some time because of an injury.
- 3 Complete the table with nouns from the text. What suffixes are used to form the nouns? What other noun suffixes do you know?

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

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

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

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

- 1 I \_\_\_\_\_ swim when I was seven.
- 2 He was tired, but he was \_\_\_\_\_ to finish the race.
- 3 We \_\_\_\_\_ to get to the top of the mountain.
- 4 I'm surprised they \_\_\_\_\_ able to win the game!
- 5 Did you \_\_\_\_\_ to find your tennis racket?
- 6 Work in pairs. Write five sentences about a famous sportsperson from Kazakhstan. Then read them to your partner. Can they guess the person's name?

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

Gennady	Golovkin!
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#### CLIL D Biology: Healthy eating I can talk about healthy eating.

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

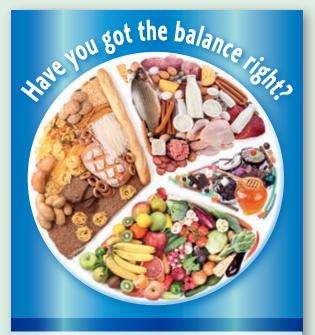
- 1 Made from milk.
- 2 Made in a factory.
- 3 Groups of cells of particular types.
- 4 Information which proves something.
- 5 The part of food we don't digest.
- 2 1.22 Read and listen to the text. How does healthy eating affect our lives?

### **3** Read the text again and choose the correct answers.

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

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

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



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

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

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

#### Vocabulary

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

build have involve raise boost increase improve

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

#### 2 Write the nouns for these words.

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

#### 3 Complete the sentences with the words in the box.

on without up (x2) off down

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

#### Language focus

- 4 Complete the sentences with the affirmative or negative form of *could*, *can* and *will be able to*.
  - 1 I hope one day doctors \_\_\_\_ cure all diseases.
  - 2 When I was young, I \_\_\_\_\_ speak English, but I \_\_\_\_\_ now.
  - 3 I \_\_\_\_\_ speak German because I've never had lessons.
  - 4 I \_\_\_\_\_ go to school yesterday because I was ill.
  - 5 My brother is very clever. He <u>read</u> when he was four years old.
  - 6 No, we \_\_\_\_\_ transplant brains by 2020.

#### 5 Choose the correct words.

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

#### Communication

### 6 Complete the dialogue with the words in the box.

suppose have sure might should think
Kate Look at these adverts for the new sports hall, Nick.
Nick Do we 1\_\_\_\_\_ to choose one for the school webpage?
Kate Yes. What do you 2\_\_\_\_ of this one?
Nick Hmm, I'm not 3\_\_\_\_ about the message.
Kate It 4\_\_\_\_ definitely be clearer.
Nick What about the other one?
Kate I can't really decide, but I 5\_\_\_\_ it's quite effective.

- Nick Yes, I agree. But the colours are quite dull.
- Kate You <sup>6</sup>\_\_\_\_ be right.

#### Listening

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

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

#### SKILLS ROUND-UP 🔲 Welcome–Unit 2



#### Listening

- Look at the photos and answer the questions.
  - 1 Which activities are dangerous? What risks are the people taking?
  - 2 Why do people do these activities?
  - 3 How do you think the people feel?
  - 4 Which activity would you like to try?
- 2 1.24 Listen to a conversation. What new sport has Max tried?
- 3 1.24 Listen again and complete the sentences.
  - 1 Annie was going too fast to see a lot of \_\_\_\_\_ when she was on the canopy zipwire.
  - 2 Max went climbing with \_\_\_\_ other people.
  - 3 Max met Dan when he went \_\_\_\_\_ last summer.
  - 4 \_\_\_\_ has already climbed Mont Blanc.
  - **5** They started the climb at \_\_\_\_\_ in the morning.
  - 6 The view from the top of the mountain was \_\_\_\_\_.
  - 7 Annie went sailing with her brother and his \_\_\_\_\_.
  - 8 \_\_\_\_ had never been sailing before.

#### Speaking

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

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

D



#### Writing

6 Write an email to a friend. Describe your extreme weekend. Include details of the weekend and describe one exciting or frightening incident. Begin like this:

I've done something really amazing. I've been  $\dots$  with  $\dots$ . We went  $\dots$  . It was the most exciting / terrifying / amazing thing I've ever done.

# 3,000000-

### **Our Planet**

#### **Start thinking**

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

#### Aims

#### Communication: I can ...

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

#### Vocabulary

- Geography
- The environment

#### Language focus

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

#### Creativity and skills



My country Our planet



CLIL Ecology: Solving an ecology problem



Project A community project Page 43

## VOCABULARY AND LANGUAGE FOCUS Geography and the environment

I can talk about trends and changes.

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

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





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

steppe natural resources renewable hemisphere population canyons agricultural

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



#### **Trends and the future**

- 4 Complete the sentences from exercise 3. Then choose the correct options in the rules.
  - 1 Renewable energy such as wind and solar power \_\_\_\_\_ cheaper.
  - 2 Countries in the northern hemisphere \_\_\_\_\_ warmer.
  - 3 Natural resources \_\_\_\_\_ too quickly.

#### 

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

More practice 🥽 Workbook page 24 🕽

- 5 Listen to people talking about changes in the environment. Are these statements true or false?
  - 1 Vegetables take less energy to produce than meat.
  - 2 In southern Spain the summers are getting cooler.
  - **3** More people are producing energy themselves in the speaker's country.
  - **4** The amount of water available for farms and homes is increasing.
- 6 ACTIVATE Complete the sentences with your own ideas. Work in pairs and find out if your partner agrees or disagrees with you.
  - 1 The world is ...
  - 2 The population is ...
  - 3 Our seas are ...
  - 4 The country is ...
  - 5 Wild animals are ...

#### **Finished**?

Write sentences about changes you've noticed where you live. Winters are getting shorter and it isn't raining as much as it used to.

#### **READING** Our responsibility to planet Earth

I can understand a text about sustainability.

1 Look at the title and the photo. What do you know about sustainability?

#### 2 1.26 Read and listen to the text. Write *true* or *false*. Correct the false statements.

- 1 It is impossible to find the right ecological balance.
- 2 Individuals can help create a more sustainable way of living.
- **3** The Indian government plans to produce most of its energy from non-fossil fuels by 2030.
- 4 After 2040, people in the UK won't be able to buy new petrol cars.
- 5 Petrol and diesel cars cause half the air pollution.
- 6 It is possible for our children to have a quality life.

#### **3** BUILD YOUR

**VOCABULARY** Find the words in blue in the text. What parts of speech are they? Look at the context of each word and match them with their synonyms 1–6.

- 1 helpful
- 2 strongest
- 3 sustainable
- 4 combination
- 5 environmental
- 6 energy producing stations

#### 4 YOUR OPINIONS Ask and answer the questions.

- 1 Do you think sustainability is possible?
- 2 What other things can individuals do to help create an ecological balance?
- 3 What do you think of the Tamil Nadu project? Should there be more projects like this?
- 4 What sort of car or form of transport do you think you will use?

## Sustainability

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

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

One example of this is solar power plants. The world's biggest plant is in Tamil Nadu in India. It covers an area of 10 km<sup>2</sup> and will produce enough energy to power about 150,000 homes. The government's goal is to produce forty per cent of its power from non-fossil fuels by 2030.



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

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

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

#### LANGUAGE FOCUS D First conditional

I can talk about a future situation and its consequences.

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

#### take is if stop it'll have improve can

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

#### More practice 🗢 Workbook page 23

#### **O** RULES

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



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

- 1 If I \_\_\_\_ your jacket, I \_\_\_\_ you. (find / ring)
- 2 \_\_\_\_ you \_\_\_\_ with me if I \_\_\_\_ the tickets? (come / buy)
- 3 I \_\_\_\_\_ to the party unless you \_\_\_\_\_ to go. (not go / decide)
- 4 I \_\_\_\_ this CD unless it \_\_\_\_ in the sale. (not buy / be)
- 5 If she \_\_\_\_\_ the election, she \_\_\_\_\_ the environmental laws. (win / change)
- 6 The minister <u>to you unless you</u> her your email address. (not reply / send)
- 3 Complete the sentences to make suggestions for your family about sustainability.
  - 1 If you are in the shower more than five minutes, ...
  - 2 You will be fined if you ...
  - 3 If you throw away more than ...
  - **4** You ... if you turn the heating off in your room.
  - 5 If you plant some vegetables in the garden, ...

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

What will you do at the weekend if ...

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

What will you do at the weekend if it rains?

lf it rains, l'll play video games.

#### **Finished**?

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

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

#### VOCABULARY AND LISTENING D Government policies

#### I can talk about government policies.

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

ban reduce allow recycle invest in promote introduce tax

### If I was president, I'd ...



1 promote <u>environmental</u> <u>studies</u> more in schools.



2 ban <u>diesel cars</u>.



5 invest in <u>education and</u> <u>schools</u>.



3 stop pollution of the oceans.



6 allow in <u>migrants from war-</u> torn countries.



4 tax people who don't recycle.

7 reduce plastic packaging.



8 develop <u>renewable energy</u> <u>sources</u>.



9 introduce a tax on <u>meat</u> products.

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

- 3 🕑 1.27 Listen again and complete the sentences.
  - 1 If Sophie was president, she would \_\_\_\_\_.
  - 2 If classrooms were more comfortable, people would \_\_\_\_\_.
  - 3 If Ross was president, he would \_\_\_\_\_.
  - 4 If petrol was more expensive, people wouldn't \_\_\_\_\_.
  - 5 If Ross was a politician, Sophie would \_\_\_\_\_.

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

#### LANGUAGE FOCUS D Second conditional • First and second conditionals

I can talk about what I would do in likely or unlikely situations.

#### Second conditional

1 Read the rules. Then complete the table with five of the words and phrases in the box. Do we use the second conditional to talk about possible or imaginary situations?

#### **O** RULES

- 1 We form the second conditional with *if* + past simple and *would* / *wouldn't* + infinitive.
- 2 We use *if* + past simple to describe the situation and *would* / *wouldn't* + infinitive to describe the result.
- **3** We form questions with *Would* + infinitive and *if* + past simple.

would taxed raise they'd throw use would use were they'll throw raised used

Situation	Result
If you <b>were</b> a politician, If you <sup>1</sup> people who don't recycle,	I'd vote for you. 2 away less.

Result	Situation
What <sup>3</sup> you do	if you were president?
People <sup>4</sup> public transport	if we <sup>5</sup> the price of petrol.

More practice 🗢 Workbook page 25 )

#### 2 Choose the correct words.

- 1 If we would ban / banned violent games, people do / would still play them.
- 2 If politicians played / play football, would people think / thought they were cool?
- 3 If people wouldn't / didn't have cars, they will / would be healthier.
- 4 We didn't / wouldn't vote for you if you stood / would stand for president.
- 5 I would / will buy a new computer if I had / would have more money.
- 6 Would you buy / bought a big car if you had / will have a lot of money?
- 3 Look again at the ideas in exercise 1 on page 36. Write about the results of each policy. Use the second conditional.

If we lowered the school-leaving age, many young people would stop studying.

#### First and second conditionals

- 4 Match examples 1–4 with descriptions a and b. Which conditional is used in each sentence?
  - 1 If I have time, I'll help you.
  - 2 If I had time, I'd help you.
  - 3 He'll win the election if he's honest.
  - 4 He'd win the election if he was honest.
  - **a** The speaker thinks that this situation is imaginary or unlikely.
  - **b** The speaker thinks that this situation is possible.

More practice  $\bigcirc$  Workbook page 25 )

5 Write two versions of each sentence, one for person a and one for person b. Use first and second conditionals.



If I see a lion, I'll take a photo. (tourist on safari)

If I saw a lion, I'd take a photo. (tourist in London)

- 1 If I \_\_\_\_ (earn) a million euros, I \_\_\_\_ (buy) a Ferrari. a you b famous footballer
- 2 It \_\_\_\_ (be) brilliant if we \_\_\_\_ (win) the league.a manager of good team
  - ${\bf b}\,$  manager of bad team
- 3 If I \_\_\_\_ (become) president, I \_\_\_\_ (cut) taxes. a your friend b politician
- 6 ACTIVATE Complete the sentences with your own ideas and the first or second conditional. Then ask and answer with a partner.
  - 1 If I was the mayor of this town, ...
  - 2 If I have time tonight, ...
  - 3 If I pass my exams, ...
  - 4 If I go on holiday next summer, ...
  - 5 If I visited the USA, ...
  - 6 If I won a million euros, ...

#### **Finished**?

Continue the chain of consequences.

If I won a million euros, I'd buy a beautiful island in the Pacific. If I had an island, I'd ...

#### SPEAKING D Apologizing

#### I can apologize and express regrets

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

a apologetic? b worried? c angry?

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

Marie What's up, Dean? You look upset. Is something wrong?Dean I'm afraid so. I've done something silly. It's the beach clean-up. I said it was on Saturday.

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

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

#### KEY PHRASES O Apologizing and expressing regrets

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

### Language point: Regrets about past and present

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

RULES 🔘

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

More practice 🗢 Workbook page 25



- **5** 1.29 Complete the mini-dialogues with the correct form of the verbs in brackets. Then listen and practise the mini-dialogues with your partner.
  - **1** Ann Is something wrong?
    - Ed Yes. I wish John 1\_\_\_\_ (be) here. We can't win the game without him.
    - Ann Oh dear! I forgot to tell him about today's match. I'm really sorry.
    - Ed I wish I<sup>2</sup>\_\_\_\_ (tell) him yesterday.
  - Jill I think it's going to snow!
     Alex Oh no! I wish I <sup>3</sup>\_\_\_\_ (not forget) my coat.
     Jill I wish we <sup>4</sup>\_\_\_\_ (catch) the bus.
- 6 ACTIVATE Work in pairs. Prepare a new dialogue with a partner. Use situation 1. Practise your dialogue. Then change roles and use situation 2.

#### Situation 1

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

#### Situation 2

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

#### WRITING **D** An opinion essay

I can write an opinion essay.

### 1 Read the model text and answer the questions.

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

#### **KEY PHRASES O** Opinions

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

#### Document

#### $\bullet 12 \bullet B I \underline{U} \equiv \Xi \equiv$

### **Changing laws**

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

that supermarkets use to wrap food and drink, it would reduce the amount of waste far more dramatically.

4 In conclusion, although I realize that we need to reduce the amount of plastic waste which goes into the sea, I feel strongly that this new law is not the answer.



### Language point: References and pronouns

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

#### **O**WRITING GUIDE

#### A TASK

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

#### **B** THINK AND PLAN

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

#### C WRITE

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

#### D CHECK

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

Creativity and skills

#### MY COUNTRY D Our planet

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

3

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

Betpak-Dala	
Location	
Area	
Highest point	
Climate	
Plants	
Animals	

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

#### From Lake Balkhash to the Sarysu River

**15 May:** Together with two British friends and our local guide Serik, I set off on a journey through Betpak-Dala, a desert region in the south of Kazakhstan. It covers an area of about 75,000 km<sup>2</sup> – almost the size of Scotland! I'd **always imagined** the desert as a dead place – dry, dusty, covered with the skulls and bones of dead animals. But **very soon** after leaving the city of Balkhash, I realized how wrong I'd been. In the springtime, Betpak-Dala is full of life. I saw all sorts of plants today, like saxaul trees, wild tulips and alhagi. Serik explained that alhagi grows well in deserts because it has deep roots – a one-metre tall plant's main root is more than fifteen metres long!

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

#### 4 Look at the phrases in blue again. Complete the rules with *before* and *after*.

- 1 When an adverb modifies an adjective, it always comes \_\_\_\_\_ the adjective.
- 2 Adverbs of frequency usually come \_\_\_\_\_ the verb. Adverbs of manner come \_\_\_\_\_ the verb.

#### **5** Put the words in the correct order.

- 1 well can very wolves swim
- 2 highly been the has successful project
- 3 extremely they tired are
- 4 deeply future are we about concerned the
- 5 never early up weekends at get I
- 6 Imagine you are travelling through the Kyzylkum Desert. Write a diary describing the journey.



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

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

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

#### CLIL CECOLOGY: Solving an ecology problem

I can understand an ecology problem and find a solution.

# 3

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

#### Item

- 1 jar of strawberry jam
- 2 can of cola
- 3 magazine
- 4 toilet roll
- 5 banana skin
- 6 shopping bag
- 7 shirt, socks
- 8 carton of juice
- 9 bottle of mineral water

Category food paper glass plastic cardboard metal Tetra Pak PET bottle

cotton, wool

# Rubbish

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

There are very few things we can't recycle. Glass, paper, food, cardboard and metal are all OK. Tetra Pak are trickier because they are made from various materials which are difficult to recycle. PET bottle recycling is complicated, too. It's expensive, but possible. Clothes are in a different category because they can be reused rather than recycled. They just need to be washed and given to somewhere like a charity. And lastly, shopping bags. These are mainly made of plastic and can't be recycled. The best thing is to reuse your own bag.

It's good to wash certain items as it makes it easier for them to be recycled and it also reduces the problem of smell. The two types of rubbish you can wash fairly easily at home are glass items, like bottles and jars, and PET bottles. It's a good idea to wash drink cans, too.

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





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

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

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

- 1 How is rubbish collected in your city?
- 2 Do you separate rubbish into categories, e.g. glass, paper, etc.?
- **3** What are the main problems for people who want to recycle rubbish?
- 4 TASK You work for the city council. There is no more space to throw away rubbish and the city needs to save money. Discuss the questions and find a solution to the city's rubbish problem.
  - 1 Decide how people should separate their rubbish. How many categories should there be? Will the council provide containers?
  - **2** Decide if there is a limit to how much can be thrown away. If there is, will you charge people for throwing away more rubbish?
  - **3** Decide what happens to the different types of rubbish, e.g. what happens to all the glass?

#### Vocabulary

1 Complete the text with the words in the box.

latitude islands border resources population renewable lakes hemisphere

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

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

promote allow develop ban tax reduce invest stop

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

#### Language focus

#### **3** Order the words and write sentences.

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

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

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

### **5** Write past or present regrets for the situations.

I didn't phone John earlier and now he's out. I wish I'd phoned him earlier.

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

#### Communication

6 Complete the dialogue with the words in the box.

so wrong were let wish not
Lucy Is something 1\_\_\_\_, Phil? You look upset.
Phil It's my science project. I 2\_\_\_\_ my little brother use my computer and he deleted the file.
Lucy You mean Adam deleted your science project?

- Phil I'm afraid 3\_\_\_\_. I 4\_\_\_\_ I hadn't let him use the computer.
- Lucy Didn't you make a copy?
- Phil I'm afraid 5\_\_\_\_. I've told Mr Butler. I've got until next Monday to redo it.
- Lucy If I 6\_\_\_\_ you, I'd make Adam do it!

#### Listening

### 7 Disten to people interviewing a politician. Write *true* or *false*.

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

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

#### Creating healthier, happier communities for everyone.



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

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

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

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

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

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

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

#### **O PROJECT CHECKLIST**

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



### Charities and conflict

#### Start thinking

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

#### Aims

#### Communication: I can ...

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

#### Vocabulary

- Charities
- Reporting verbs
- Language focus
- Indirect requests
- Reported speech: tense changes
- Reported and indirect questions

#### Creativity and skills



My country Charities and conflict Page 52



CLIL History: The Berlin Wall



Skills round-up



### VOCABULARY AND LANGUAGE FOCUS

I can request something and report someone's request.

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

do pretend break break get feel make (x2) tell

break a promise

- 1 \_\_\_\_\_ something wrong 5 \_\_\_\_\_ to do something
- 2 \_\_\_\_ the law
- 6 \_\_\_\_ something up
- 3 \_\_\_\_ guilty about something4 \_\_\_\_ a lie
- 7 \_\_\_\_\_ around a problem

RIGHT

- 8 \_\_\_\_ an excuse
- **2** Work in pairs. Ask and answer using the phrases in exercise 1.

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

Have you ever broken a promise? Yes, I have. Last week, I promised to visit my gran, but I didn't go.

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

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

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

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

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

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



#### **Indirect requests**

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

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

#### 

#### 5 Choose the correct words.

WRONG

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

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

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

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

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

#### My mum as STOP ANMAL ESTING Copyright Oxord University Press

### 6 Rewrite the sentences to make indirect requests.

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

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

- 1 'Don't break the law again,' the police officers told them.
- 2 'Don't feel guilty,' I told myself.
- 3 'Wash the dishes when you've finished,' Mum asked us.
- 4 He told his girlfriend, 'Stop laughing!'
- 5 'Walk a bit faster!' you asked me.
- 6 'Meet me later,' I asked my friend.
- 7 2.02 Listen to five dialogues and report what the people have requested. Then listen again and check.

Layla

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

1 a police officer

2 Stefan's mum

- 3 Cathy's mum4 Jess
- 8 ACTIVATE Work in pairs. Study the key phrases and situations 1–6. Take turns to make requests. Then report your partner's requests to the class.

#### **KEY PHRASES O Requests**

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

I'm cold. Can you close the window? Anna asked me to close the window.

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

#### **Finished**?

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

My mum asked me to do the washing-up.

#### **READING** Charities

#### I can understand a text about a charity.

- 2.03 Look at the title and the photos. Which of the topics 1–4 do you think the text mentions? Read and listen to the text to check your answer.
  - a injured soldiers
  - b the British royal family
  - c sports celebrities
  - d mental health

# 2.03 Read the text again and complete gaps 1–5 with sentences a–e. Then listen to the text and check your answers.

- a This sum was matched by the British government.
- **b** Events included swimming, volleyball, cycling and rowing.
- c In some cases, injured soldiers have to adapt to using wheelchairs or artificial limbs.
- d The games promotes a wider understanding and respect for wounded and injured people.
- e The word 'invictus' comes from Latin and means 'undefeated'.

# **3 BUILD YOUR VOCABULARY** Complete the phrases with *do* or *make*. Then check your answers in the text.

- 1 \_\_\_\_\_ a difference
- 2 \_\_\_\_ research
- 3 \_\_\_\_\_ a contribution
- 4 \_\_\_\_ your best
- 5 \_\_\_\_\_ a speech

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

- 1 A lot of damage was \_\_\_\_ during the war.
- 2 Everyone has to \_\_\_\_\_ a choice between either doing their best or giving up.
- **3** The organization <u>certain</u> that everyone had a chance to compete.
- 4 She <u>her duty with great bravery and rescued</u> many of the wounded soldiers.
- 5 Have you \_\_\_\_\_ a decision about which event you want to do?
- 6 It won't \_\_\_\_\_ any harm if you try.

#### 46 Charities and conflict

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

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

### **Invictus Games**

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

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

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

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

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

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

#### LANGUAGE FOCUS D Reported speech: tense changes



I can report things that people have said.

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

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

More practice 🥣 Workbook page 31



#### 

#### When you change direct to reported speech:

- 1 Verbs in the present simple change to the **future** / **past simple**.
- 2 Verbs in the past simple change to the present perfect / past perfect.
- **3** Verbs in the present perfect change to the **past perfect / past simple**.
- 4 We change *can* to *could*, *will* to *would* and must to *had to / have to*.
- **5** The pronouns and possessive adjectives usually change, e.g.

'I like your hair,' Mark said. Mark said that he liked my hair.

- 2 Read the dialogue and complete the summary with the correct pronouns.
  - Jane I want to meet your friend.
  - Pete I'll introduce you to him.
  - Jane I saw him at a party with Liz. We both liked him.

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

**3** Rewrite the sentences using reported speech.

Mary: 'I've never told a lie.'

Mary said that she'd never told a lie.

- 1 The man: 'I don't feel guilty.'
- 2 My brother: 'You're making a big mistake.'
- 3 Phil's father: 'Phil must stay at home.'
- 4 John: 'I'll keep quiet about the crime.'
- 5 The children: 'Our teacher can be quite strict.'
- 6 The teacher: 'Some students didn't do much revision.'
- 7 His friends: 'We've already seen that film.'

# **4 ACTIVATE** Work in pairs. Take turns making true and false reported statements. Guess the true statements.

Bill told me that he'd bought a new bike.

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

#### **Finished**?

Write five things people have said to you today. Tania said that she was going shopping after school.

#### **VOCABULARY AND LISTENING D** Reporting verbs

I can understand a radio programme about famous protests.

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

demonstrators police banner flag high-visibility jacket helmet

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

invite order refuse explain convince offer agree complain admit insist



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

She <sup>2</sup>offered / admitted to take me by car.

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

She asked me if I'd ever been on a march before and I had to **4convince / admit** I hadn't. She **5complained / explained** that she felt strongly about trying to stop the war as so many people would be killed or injured.

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

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

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

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

### STUDY STRATEGY C Learning verb patterns

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

Verb + object + infinitive			
order ask tell invite 1	someone to do something		
Verb + infinitive			
refuse 2 3	to do something		
Verb + that			
complain admit <sup>4</sup> <sup>5</sup>	that		

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

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

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

- 1 'Go to your room, Sandra!' (He ordered ...)
- 2 'No, I won't go!' (He refused ...)
- 3 'Shall I open the window?' (She offered ...)
- 4 'Will you all come to my party?' (He invited ...)
- 5 'We haven't got any money.' (They complained ...)
- 6 'I didn't do it!' (He insisted ...)
- 5 2.05 Listen to the radio programme. What was the result of the 2003 anti-war protests?
- 6 2.05 Listen again and write *true* or *false*.
  - 1 There is a direct connection between the number of protesters and the effect of the protest.
  - 2 It took seven years for the Women's March to have an effect.
  - **3** Only **twelve** people attended the first protest in Germany in 1982.
  - 4 The result of the March on Washington was a law against discrimination.
  - 5 In 2003, anti-war protests took place in about 600 countries.
  - **6** The biggest protest march in British history was in 2004.
- **7 ACTIVATE** Work in pairs. Find out about more famous protests and demonstrations. Present your information to the rest of the class.

#### LANGUAGE FOCUS D Reported and indirect questions



I can ask and respond to indirect questions.

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

#### **Direct questions**

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

#### **Reported questions**

- a I asked my friend what she had felt about the march.
- $b \quad \text{She asked me if I'd ever been on a march before.}$
- c Another officer asked us if we were members of any protest organizations.
- 1 The word order is the same in direct and reported questions.
- 2 Reported questions have question marks.
- 3 The tense changes in reported questions.
- 4 We can use *if* or *whether* in reported yes / no questions.

More practice 🗢 Workbook page 33 )

#### 2 Choose the correct words.

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

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

### **3** Rewrite the direct questions as reported questions.

We  $\rightarrow$  John: 'Have you ever broken the law?'

#### We asked John if he had ever broken the law.

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

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

What's the date?

You asked me what the date was.

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

 'Where is the church?'

#### Reported questions

She asked where the church was.

#### Indirect questions

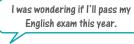
'I'd like to know where the church is.'

More practice 🗢 Workbook page 33

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

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

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



l'm sure you'll pass.

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

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

Can you tell me if Central Park is near here?

Yes, it's only about ten minutes away.

#### **Finished**?

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

#### SPEAKING D Explaining and clarifying situations

#### I can explain and clarify a situation.

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

Marie Hi, Dean. How was your weekend?

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

#### KEY PHRASES C Explaining and clarifying

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

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

1

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



#### 2

Sal Where were you on Saturday night?

Kev \_\_\_\_?

Sal You told me that you were staying in, but I heard that you were in town.

3

Ruth We went to see a great band at the Zenith on Saturday.

Andy \_\_\_\_ ?

Ruth Sorry. I didn't think you'd want to go.

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

#### **Situation 1**

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

#### Situation 2

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

#### I can write a narrative with dialogue.

### 1 Read the model text and answer the questions.

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

#### KEY PHRASES **O** Telling a story

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

Something happened a couple of weeks ago which was a real test of my honesty. I was with some friends and we were playing football in a park near town. We were having a great time when I did something rather stupid.

**NACCIDENT** 

There's a statue in the park and, to cut a long story short, I broke the statue's head with the football. We felt bad about the accident and we weren't sure what to do. Just then one of the gardeners suddenly appeared.

"Who broke the statue, lads?' he asked. 'Did you see anything?' At first nobody said anything. We just looked at each other guiltily, then my friend spoke. 'I'm not sure what happened,' he said.

He wasn't exactly telling the truth and I knew that I had to say something. 'The ball hit the statue,' I said. 'It was me who broke it.' Surprisingly, the gardener didn't look too upset. 'Well, I'm glad that you admitted it,' he said, 'because I knew it was you. I saw you.'

In the end, nothing happened about the statue. The gardener was very good about it, and it was an accident after all. It wasn't a pleasant experience, but at least I felt that I'd done the right thing.

4

### Language point: Punctuation in dialogues

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

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

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

#### **O**WRITING GUIDE

#### A TASK

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

#### **B** THINK AND PLAN

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

#### C WRITE

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

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

Paragraph 3: Action – what happened next and what people said

Just then, ...

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

#### D CHECK

- punctuation in dialogues
- time connectors

**Creativity and skills** 

MY COUNTRY Charities and conflict I can understand a blog post about charity work.

### Why I became a charity worker

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

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

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

- 1 Work in pairs. Make a list of charity organizations in Kazakhstan. What does each charity do?
- 2 2.08 Read and listen to the blog post. Answer the questions.
  - 1 Who helped the blogger's grandparents after the war?
  - 2 Why weren't there any orphanages in Kazakhstan in the past?
  - **3** How did the blogger come up with the idea of starting a charity?
  - 4 How did she help the parents of the ill children in the hospital?
  - 5 Why does she think people should not be indifferent to social problems?
- 3 Look at the words in blue in the blog post. Then add the verbs below to the correct category 1–3.

want enjoy inspire consider struggle imagine convince decide make

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

\_, \_\_\_, \_\_

project and one of the charity events was at a local children's hospital where I met families from

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

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

- 4 Some verbs can be followed by either infinitive or -ing form, but there is a difference in meaning. Look at the pairs of sentences below. What is the difference in meaning?
  - a I stopped to talk to him.
     b I stopped talking to him.
  - 2 a I remembered to post the letter.b I remember posting the letter.
  - 3 a I tried to open the window.b I tried opening the window.
- **5** Complete the sentences with the infinitive or *-ing* form of the verbs in brackets.
  - 1 Would you like \_\_\_\_\_ for a charity? (work)
  - 2 Remember \_\_\_\_ your grandfather today it's his birthday. (call)
  - 3 Imagine \_\_\_\_\_ in a world without wars, diseases and social problems! (live)
  - 4 Stop \_\_\_\_\_ and tell me what's wrong. (cry)
  - 5 I think the government should make all big companies \_\_\_\_\_ money to charities. (donate)
  - 6 Would you consider \_\_\_\_\_ an orphan one day? (adopt)
- 6 Work in pairs. Imagine you have a large amount of money to donate to a charity of your choice. What charity would you give it to? Why?

#### CLIL D History: The Berlin Wall

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



## A DIVIDEND CHEY

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

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

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

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

barbed wire fence border reunification guards standard of living concrete shortages

- 2 2.09 Read and listen to the text. Check your answers to exercise 1.
- **3** Read the text again and answer the questions.
  - 1 How was Berlin similar to Germany in 1949?
  - 2 Why did many people in East Germany want to move to the West?
  - **3** What did the East German Government do in 1961 to stop people leaving?
  - 4 Why did people in East Germany have less privacy than people in the West?
  - 5 How many people escaped from East to West Berlin?
  - 6 When did the Berlin Wall open?
  - 7 What did some people do when it opened?



this time, around 5,000 people escaped from East to West Berlin. However, <sup>6</sup>\_\_\_\_\_ killed around 100 people as they were trying to get over the wall.

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

- 4 2.10 Listen to two people talking about their experiences. Who used to live in East Berlin? Listen again and complete the sentences with *L* (Liesel) or *H* (Hans).
  - 1 \_\_\_\_ lived in West Berlin.
  - 2 \_\_\_\_\_ used to have a job in West Berlin.
  - 3 \_\_\_\_ had relatives on the other side of the wall.
  - 4 \_\_\_\_ wanted to move.
  - 5 \_\_\_\_ has got a piece of the Berlin Wall.
  - 6 \_\_\_\_\_ knew someone who escaped over the wall.
  - 7 \_\_\_\_ had never crossed the border until the wall opened.
- **5 ACTIVATE** Imagine that your town, city or country is divided by a wall. Complete the sentences with your own ideas.
  - 1 When I saw them building the wall, I felt \_\_\_\_\_
  - 2 I tried to \_\_\_\_, but \_\_\_\_
  - 3 Before they built the wall, people used to \_\_\_\_\_.
  - 4 My family was affected because \_\_\_\_\_
  - 5 Things are different now because \_\_\_\_\_

#### Vocabulary

1 Complete the sentences with the verbs in the box.

tell hurt make feel keep pretend break do

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

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

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

#### 3 Choose the correct words.

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

#### Language focus

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

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

### **5** Rewrite the sentences in reported speech.

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

#### Communication

#### 6 Choose the correct answers.

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

#### Listening

### 7 2.11 Listen and choose the correct words.

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

#### SKILLS ROUND-UP 🗖 Welcome–Unit 4





#### Listening

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

### 2 212 Listen to a conversation. What are the students unhappy about?

### 3 2.12 Listen again and complete the sentences.

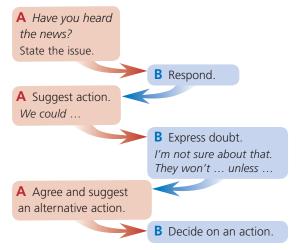
- 1 Max didn't see \_\_\_\_ last night.
- 2 The protests were held \_\_\_\_\_.
- **3** More than <u>people</u> participated in the London demonstration.
- 4 There wasn't a lot of \_\_\_\_ during the protest marches.
- 5 \_\_\_\_\_ would like to join the students.
- 6 Max admires the \_\_\_\_ protestors.

#### Speaking

- 4 Work in pairs and prepare a conversation about an issue that you feel strongly about. Discuss possible actions you could take. Answer the questions.
  - 1 What is the issue and why is it a problem?
  - 2 Who will it affect and what will happen?
  - 3 Why do you feel strongly about this issue?
  - 4 What do you want to achieve? Why?
  - 5 What actions are you going to take? Why?



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



#### Writing

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

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



# Reading for pleasure

#### Start thinking

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

#### Aims

#### Communication: I can ...

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

#### Vocabulary

- Literary genres
- Adjectives for describing books

#### Language focus

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

#### Creativity and skills



My country Reading for pleasure



CLIL Language and literature: The realist novel





Project A poem Page 67

### VOCABULARY AND LANGUAGE FOCUS Literary genres

I can talk about types of literature.

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

### What's the genre?

- I wandered lonely as a Cloud That floats on high o'er vales and Hills, When all at once I saw a crowd, A host, of golden Daffodils; Beside the Lake, beneath the trees, Fluttering and dancing in the breeze. Daffodils by William Wordsworth
- B Let us move on nine years. London was fifteen hundred years old, and a great city for that time. A hundred thousand people or more lived there. The streets were very narrow and dirty, and the houses were made of wood.

The Prince and the Pauper by Mark Twain

'It would be a good thing if Henrietta married the Captain,' said Mary. 'So much better than throwing herself away on Charles Hayter, who is nothing – just a nobody!'

'Don't be silly, Mary,' said her husband. 'Charles Hayter is an excellent young man. If he marries Henrietta, and Captain Wentworth marries Louisa, I shall be very well pleased.'

Persuasion by Jane Austen

The Prince and the Pauper

Daffodils

C

Persua



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

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

- 5 Read the information about genres 1–5, and describe them using words in the table.
  - 1 This book is set in the modern world. The story is told using the voice of the policeman who is trying to solve a crime.

a contemporary detective story told in the first person

- 2 This poem, written five hundred years ago, tells the story of King Arthur.
- **3** This play was written in 2010. The story is told using the voice of a young boy who tries to survive in London's criminal underworld.

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

*Call of the Wild* by Jack London

Suddenly I was woken by a gentle knocking on the window. It must be the branch of a tree, I thought, and tried to sleep again. Outside I could hear the wind driving the snow against the window.

But I could not sleep. The knocking annoyed me so much that I tried to open the window. When it did not open, I broke the glass angrily and stretched out my hand towards the branch. But instead my fingers closed around a small, ice-cold hand! It held my hand tightly and a voice cried sadly, 'Let me in! Let me in!' Wuthering Heights by Emily Brontë



The Call of the Wild

JACK LONDON

Wuthering Heights

- 4 This story is about American secret agents in Eastern Europe trying to stop plans for a new space rocket being stolen.
- 5 This is a very scary book about people who are chased by an evil monster. The action takes place in a French castle in the late 1800s.

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

#### More practice 📿 Workbook page 38

#### **Adjectives**

#### 6 Match the adjectives with their opposites.

convincing realistic fast-paced gripping imaginative thought-provoking humorous

dull mindless ordinary serious slow unbelievable fantastical

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

1 2 3 4 5

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

#### **Finished**?

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

#### READING D Fiction

I can understand a text about the benefits of reading.

#### Do you enjoy losing yourself in a good book? Well, if you do, did you know there are many more benefits to reading than entertainment, as Brendon Smith discovered?

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

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

- 1 Look at the list. What do you think are the benefits of reading? What other activities help you relax in a similar way to reading?
  - 1 learn new words
  - 2 become more knowledgeable
  - 3 improve your writing skills
  - 4 can remember more
  - 5 reduce stress
  - 6 improve your computer skills
  - 7 be better at finding solutions
- 2 💽 <sup>2.14</sup> Read and listen to the text and check your answers.
- **3** What would be a good title for the text?
  - Reasons to read
  - Just for fun
  - Ten ways to improve your grades

although he wasn't trying to memorize them.

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

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

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

- 1 turning
- 2 incidental
- **b** world

a knowledge

- 3 general
- **c** skills d point
- 4 brain
- e power
- 5 analytical 6 outside
- **f** information

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

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

#### LANGUAGE FOCUS D Past simple or past continuous



I can talk about past events and memories.

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

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

#### **O** RULES

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

More practice 🗢 Workbook page 39

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

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

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

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

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

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

#### **Finished**?

Write a concluding paragraph to your story in exercise 4.

#### VOCABULARY AND LISTENING D Writing

I can understand how to write a story.

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

- 1 develop
- a your own experience
- 2 sketch out
- b for inspirationc a first draft
- 3 follow
- d tension
- 4 get 5 write
- e feedback
- 6 edit
- 7 look
- 8 create
- 9 draw on
- f the plot g your ideas
- h interesting characters
- i your
- 10 create
- i your work j your dream
- 2 Read *Key to Successful Writing*. Choose the correct words in the text.
- 3 2.15 Listen to an author make arrangements to teach on a creative writing course. When will the author be giving lessons to the students?

### Key to Successful Writing

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

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

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

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

### 4 2.15 Listen again and write *true* or *false*. Correct the false sentences.

- 1 Someone from the school is going to meet the author at the airport.
- 2 Mel will be working at 3 p.m. on the Sunday.
- **3** The author is going to give his first class at 10.30.
- **4** The students are staying at a haunted house.
- 5 The students will have lunch before their lesson with Michael.
- 6 There aren't any lessons on Thursdays.
- **5** ACTIVATE In pairs, discuss what you would like to be really good at. Would you give up free time with friends and family to practise a skill (speed reading, writing, playing an instrument, drawing, etc.) to improve it?



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

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

#### LANGUAGE FOCUS D Future continuous

I can talk about future events.

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

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

I won't be going on the tour.

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

#### 

The future continuous is used to talk about:

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

To form the future continuous, we use

- <sup>2</sup>\_\_\_\_+ \_\_\_\_+ -ing.
- To form the negative, we use <sup>3</sup>\_\_\_\_

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

Will he be working on a new book this year?

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

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

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

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

### 4 Write sentences and questions using the future continuous.

1 Philip Pullman / sign his book in the hall after he finishes his talk.

Philip Pullman will be signing his book in the hall after he finishes his talk.

- 2 I / work on my new book this evening.
- **3** At 9 p.m. this evening, we / sit on a train to Lake Balgash.
- 4 you / play basketball on Saturday morning?
- 5 When / the choir / give its next concert?
- 6 Maria / not watch the football match this evening. She has to go to a piano lesson.

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

<del>do</del> draw use develop do write sketch meet

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

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

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

#### **Finished**?

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

#### SPEAKING D Planning a project

I can help plan an event.

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



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

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

#### KEY PHRASES O Making and responding to plans

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

### 4 • 2.17 Complete the sentences with the key phrases from exercise 3.

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

#### Language point: quantities

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

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

### 6 Complete the sentences with a suitable word or phrase from exercise 5.

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

#### WRITING D A book blurb

I can write a description of a book.



Arthur Conan Doyle has written another spinechilling adventure story. It keeps you gripped from start to finish. \* \* \* \* \*

Conan Doyle's imagination

is awe-inspiring.

A fantastic read.  $\star \star \star \star \star$ 

A nerve-wracking read. You

may never go into a forest <u>again</u> in case you meet a

meat-eating dinosaur.

\* \* \* \* \*

Another mind-boggling tale from a master storyteller.

\*\*\*\*

# THE LOST WORLD

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

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

#### Will they return alive?

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

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

### Language point: Compound adjectives

- 2 Study the words in blue in the model text. Which compound adjectives are made from a noun + the participle of a verb and which one is made from an adjective + the participle?
- **3** Find the adjectives in the text with the following meaning.
  - 1 It eats meat.
  - 2 It makes you very, very nervous.
  - 3 Amazing. \_\_\_\_
  - 4 It is difficult to imagine. \_\_\_\_
  - 5 It makes you frightened.
  - 6 It looks odd.

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

#### **O**WRITING GUIDE

The Lost World

#### A TASK

Write a blurb in English for a book you know.

#### **B** THINK AND PLAN

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

#### C WRITE

Paragraph 1: Some dialogue or a dramatic event from the book that starts the action Paragraph 2: A summary of the plot

Paragraph 3: A sentence to make readers interested

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

#### D CHECK

• compound adjectives in the review section

### MY COUNTRY **D** Reading for pleasure

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

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

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

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

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

#### 3 Read the text again and answer the questions.

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



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

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

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

1 religious \_\_\_\_ 4 head of \_\_\_\_

3 local \_\_\_\_

- 2 classical \_\_\_\_ 5 wise \_\_\_\_
  - 6 spiritual \_\_\_\_
- 5 Match the words in exercise 4 with the definitions.
  - 1 Literary works that people still think important after hundreds of years.
  - 2 The most important person in a family.
  - **3** Someone who guides people how to behave by making them think spiritually or philosophically.
  - 4 A group of people who live in the same place.
  - 5 A man who is very intelligent and uses his intelligence well.
  - 6 A school where religion is important.
- 6 Work in pairs. Write a paragraph about a Kazakh writer you like. Decide what you don't know about this person and write some questions. Read your paragraph to the class and ask your questions. Can anyone answer them?

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#### CLIL Language and literature: The realist novel

I can understand an extract from a novel.

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

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

#### 2 2.19 Read and listen to the text. What is Mrs Bennet's news?

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

- 1 Families with unmarried daughters consider men with a lot of money as good future husbands.
- 2 Mr Bennet doesn't know who is moving into Netherfield Park.
- 3 The Bennets' house is finer than Netherfield Park.
- 4 Bingley and his servants are arriving on Monday.
- 5 Mrs Bennet is pleased that the young man is going to live in Netherfield Park.
- 6 All the Bennet girls are married.

## 4 ACTIVATE Think about a famous novelist from your country. Answer questions 1–4.

- 1 What are his / her most famous novels?
- 2 What period of history are his / her novels set in?
- 3 What sort of people did he / she write about?
- 4 What sort of things happen in his / her novels?



Pride and Prejudice by Jane Austen

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

'My dear Mr Bennet,' said Mrs Bennet to her husband one day. 'Have you heard that someone is going to rent Netherfield Park at last?' 'No, Mrs Bennet, I haven't,' said her husband. 'Don't you want to know who is renting it?' cried Mrs Bennet impatiently.

'You want to tell me, and I don't mind listening.' Mrs Bennet needed no more encouragement. 'Well, my dear, I hear that he's a very rich young man from the north of England. It seems he came to see Netherfield on Monday and was so delighted with it that he arranged to rent it immediately. Of course, it is the finest house in the area with the largest gardens. His servants will be here by the end of the week, and he will be arriving soon afterwards!' 'What is his name?' asked Mr Bennet. 'Bingley.'

'Is he married or single?'

'Oh, single my dear, of course. A single man of large fortune – he has an income of four or five thousand pounds a year. How wonderful for our girls!' 'Why? How can it affect them?' Mr Bennet asked. 'My dear Mr Bennet, how can you be so annoying? You must realize that I'm thinking of his marrying one of our daughters!'

#### Vocabulary

- Put the words in the correct order to describe types of books.
  - 1 a child's / a contemporary / novel / point / romantic / from / of view
  - 2 story / a nineteenth century / spy
  - 3 set / story / a Victorian / Wales / horror / in
  - 4 about / romantic / poem / a modern / nature
  - 5 set in / a contemporary / novel / Almaty / detective

#### 2 Choose the correct words.

- 1 Losing the match was a turning **point / power**. I started training hard after that.
- 2 There's a school quiz next week. Anyone can enter. All the questions involve general / world knowledge.
- 3 I read about a man who stopped watching TV and knew nothing about the **world** / **information** outside.
- 4 You have to use a lot of brain knowledge / power to do this puzzle.
- 5 The Physics question for homework really tests your **analytical** / **incidental** skills.

### 3 Complete the sentences with the correct adjective.

fast-paced gripping imaginative thought-provoking mindless

1 This writer is very \_\_\_\_\_. She creates some great characters and monsters in her stories.



- 2 I read a very <u>article</u>. It really made me question the way I think about life.
- **3** I need some <u>entertainment</u>. I'm too tired to think.
- 4 I'm reading a \_\_\_\_\_ thriller at the moment. Something exciting happens on every page.
- 5 I'm reading a really <u>book</u>. I can't put it down.

#### Language focus

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

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

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

While she <sup>7</sup>\_\_\_\_ (talk) to the caller, she <sup>8</sup>\_\_\_\_ (become) aware of someone standing behind her ...

What was the call about and who is the stranger?

#### Communication

**5** Complete the dialogue with the words in the box.

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

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

#### Listening

6 • 2.20 Listen to a writer talking about her new book. Which points does she mention?

- 1 developing the plot
- 2 sketching out her ideas
- 3 following her dream
- 4 getting feedback
- 5 writing a first draft
- 6 editing her work
- 7 looking for inspiration
- 8 creating interesting characters
- 9 drawing on her own experiences

#### PROJECT 🗖 A poem

# 5

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

- 1 what they are about
- 2 words which rhyme (have the same sound)
- 3 the number of verses
- 2 What are the rhyming patterns in the poems?
- 3 What other repetitions are there in the poems?
- 4 2.21 Listen to the poems and mark the stressed words. How many are there in each line?
- **5** In pairs, write a poem. Follow the steps in the project checklist.

#### **O** PROJECT CHECKLIST

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

#### The cow

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

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

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

#### From a railway carriage

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





# Tradition and language

#### Start thinking

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

#### Aims

Communication: I can ...

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

#### Vocabulary

- Two-part verbs
- Extreme adjectives

#### Language focus

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

#### Creativity and skills



My country Tradition and language Page 76



CLIL Language and literature: Word building: adjectives

Skills round-up

### VOCABULARY AND LANGUAGE FOCUS Relationships

I can talk about traditional stories.

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

Keeping tradition alive

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

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



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

- 1 How do you \_\_\_\_\_ about life in other countries? Do you use the internet?
- 2 When you are stressed, how do you \_\_\_\_\_? Do you have any quick ways to relax?
- **3** Have you ever \_\_\_\_\_ a good idea for a new invention?
- 4 What \_\_\_\_\_ you \_\_\_\_? Do you often get angry?
- 6 What traditions do you want to \_\_\_\_\_ to your children?

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

I didn't want to do my homework.

### Present perfect + *just*, *still*, *already* and *yet*

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

My family has just moved to a new town.

- 1 I've \_\_\_\_\_ joined a sports club.
- 2 I \_\_\_\_ haven't made any new friends.
- 3 I haven't talked to him about it \_\_\_\_\_
- 4 I've \_\_\_\_ had an argument with my friend.
- a Which of the adverbs do we use with negative sentences?
- **b** Which of the adverbs always comes at the end of the phrase or sentence?

We think or hope that

these things will happen

#### We know that these things have happened

My family has just moved to a new town.

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

Has David phoned you? (still / yet)

#### Has David phoned you yet?

- 1 I've been to a traditional wedding. (just / yet)
- 2 I haven't watched a kokpar game. (still / already)
- 3 We've arrived. (just / still)
- 4 Have you seen that new adventure film? (still / yet)
- 5 Pat has seen it. (already / yet)
- 6 I haven't been to the sports club. (just / yet)
- 6 ACTIVATE Write about things you have or haven't done this week using *just*, *still*, *already* and *yet*. Then find someone in the class who has done the same thing.

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

#### Finished?

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

What have your grandparents passed on to you?

#### READING 🗖 Marriage

#### I can understand a text about marriage.

#### **STUDY STRATEGY O** Reading for gist

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

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

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

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

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

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

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

#### 70 **D** Tradition and language

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

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



### How would you feel if your parents chose your partner?

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





I can talk about how long I have done something.

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

- 1 I've known her \_\_\_\_\_ August.
- 2 They've been with their partners \_\_\_\_\_ years.

#### 

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

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

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

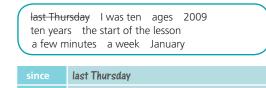
Imran, aged 16

#### 'All relationships require commitment.'

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

Samina, aged 17

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



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

### **Cultural** problems

I've known Imran 1 \_\_\_\_\_ six months. We've been good friends 2 \_\_\_\_\_ last summer. We haven't had many arguments 3 \_\_\_\_\_ we met, but we argued last week. He's been strange with all his friends 4 \_\_\_\_\_ a while now.

His parents have lived here <sup>5</sup>\_\_\_\_ a long time, but they think Imran should have a wife from their culture. He hasn't spoken to me <sup>6</sup>\_\_\_\_ we fell out. I don't know what I can do ...

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

#### (be) friends with

l've been friends with Viktor for six years.

- 1 (know) my teacher
- 4 (live) here
- 2 (be) in this class
- 5 (understand) English
- 3 (have) a mobile phone
  - one 6 (not have) an exam
- 5 ACTIVATE Interview your partner about how long they have done things. Use for and since, the ideas in exercise 4 and your own ideas.



#### Finished?

Write a short summary of your interview in exercise 5.

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

### VOCABULARY AND LISTENING D Extreme adjectives

I can use extreme adjectives to describe experiences.

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

> fascinating awful outstanding exhausting hilarious gorgeous unforgettable terrifying revolting furious

interesting fascinating

- 5 frightening
- 6 bad 1 tirina
- 2 funny 7 memorable
- 3 angry
- 8 good
- 9 unpleasant 4 good-looking
- 2 Work in pairs. Ask and answer 1–6 using extreme adjectives.

film / good? No





- 1 journey / tiring? Yes
- 2 lesson / boring? No
- 3 dad / angry? Yes
- 4 food / tasty? No
- 5 TV programme / funny? Yes
- 6 exam results / bad? No

### reat da T P

Some of our readers' ideas for great dates .. do a bungee jump go to a funfair walk in the moonlight

play beach volleyball

go to the theatre

learn to dance climb a mountain watch a horror film go to a basketball match eat in a restaurant

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

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

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

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

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

> film day out meal party night out holiday book

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

Nacho Libre.

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### LANGUAGE FOCUS D Present perfect and past simple

• Present perfect simple and continuous

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

### Present perfect and past simple

- Study the sentences. Complete the table with the time expressions in blue. Do we use the present perfect with finished or unfinished time expressions?
  - 1 I haven't been out much this week.
  - 2 I've been out with Beibit a few times this month.
  - **3** That guy you met a couple of months ago.
  - 4 We went to a play on Sunday.
  - 5 Have you seen Yermek today?
  - 6 I didn't see him yesterday either.

Unfinished period of time

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



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

this week

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



## Present perfect simple and continuous

- 4 Study sentences a–d and match them with descriptions 1–4. When do we use the present perfect simple and when do we use the continuous?
  - a I'm exhausted. I've been running.
  - **b** I've run three long-distance races.
  - $c\$  I've been running for thirty minutes.
  - d I've always liked running.
  - 1 An action that is finished and complete.
  - 2 A verb which describes a state.
  - **3** An action that started in the past and is still going on.
  - 4 An action that has recently stopped and which explains the present situation.

More practice 🥽 Workbook page 49

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

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

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

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



### Think of some imaginative excuses for arriving late to class.

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

### SPEAKING 🗖 Invitations

### I can make and respond to invitations.

- 1 Look at the photo. Why is the room decorated? What do you think Dean is going to invite Marie to do?
- 2 226 Listen to the dialogue. Does Marie accept Dean's invitation?
- Marie Hi, Dean. I haven't seen you for a while. How are things?
- Dean Not bad. How are you?
- Marie I'm OK. What are you doing in town today?
- Dean Oh, I've just returned some books to the library.
- Marie Hey, I'm going to Tate's for coffee. Have you got time for one?
- Dean I can't, I'm afraid. I've got to get home. Sorry!
- Marie No problem. I haven't got much time anyway.
- Dean Are you around at Christmas? My family are having a party on Boxing Day. Do you fancy coming?
- Marie I'd love to. What time? I usually go to my gran's house for lunch, but I'm free in the afternoon and evening.
- **3** 2.27 Complete the key phrases from the dialogue. Which phrase is used to refuse an invitation politely? Listen and check. Then practise the dialogue with a partner.

### KEY PHRASES O Making and responding to invitations

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

- 4 Order sentences a–d to make a different ending for the dialogue. Then practise the dialogue again.
  - Dean My family are having a party on Boxing Day. Do you fancy coming?
  - a Oh, I see. OK, then. Bye, Marie.
  - **b** Oh well, maybe we can go out that week.
  - c I can't, I'm afraid. I'm going to my aunt's house.
  - d I don't know. I'm quite busy between Christmas and New Year.



Dean I'm not sure. I'll ask Mum.

- Marie OK. Should I bring anything?
- Dean I don't think so, but I'll ask my parents and then I'll text you, OK?
- Marie That would be great. I'll hear from you later then, Dean.
- Dean OK, I've got to dash. Bye, Marie.
- **5** Work in pairs. Accept or refuse your partner's invitations to 1–5. Use phrases from exercises 3 and 4.
  - 1 a sushi restaurant
  - 2 a dance class
  - 3 a comedy film
  - 4 the new shopping centre
  - 5 a climbing wall

Do you fancy coming to a sushi restaurant with me?



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





I can write an email invitation to a friend.

### Read the model text and answer the questions.

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

### To: Alex From: Nurlan Subject: Holiday

#### Hi Alex

- 1 How are things? I hope the football training is going well. How's your team doing?
- 2 I haven't done much since I last saw you. I've been learning some new songs to play on the guitar and I've met up with Alan a few times. We went to the cinema last weekend. We saw an action film. It wasn't very good, but we went for a pizza afterwards and that was fun.
- 3 Have you got any plans for your next holidays? Do you fancy coming here to celebrate Nauryz? That's Kazakh New Year. It starts on 21st March and continues for three days. So our new year is at the beginning of spring, not in the middle of winter.

I've asked my parents, and they say you can stay here. It's a great time to visit the country because there are lots of interesting events. For example, we could go and see a game of kokpar (it's a bit like polo). There are always lots of live performances of music and people dress up in traditional clothes. It's a really colourful time. I've attached a link to a website for you to have a look.

4 Anyway, I think both of us have a school holiday then, and neither of us has anything planned. So, what do you reckon? I think it would be fun to show you my country. I really hope that you can come.

Let me know, then.

Nurlan

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

### KEY PHRASES O Inviting a friend

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

### Language point: both and neither

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

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

Bolat is happy. You're happy. (you) **Both of you are happy.** 

- 1 He can't dive. I can't dive. (us)
- 2 Danyar doesn't eat meat. Jo doesn't eat meat. (them)
- 3 Zhadyra is laughing. David is laughing. (them)
- 4 She isn't going. He isn't going. (them)
- 5 I've been on holiday. She's been on holiday. (us)

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

### **O**WRITING GUIDE

### A TASK

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

### **B** THINK AND PLAN

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

### C WRITE

Paragraph 1: Introduction

Paragraph 2: Your news l've / I haven't ... Paragraph 3: What you want to do Do you fancy going ... ? Paragraph 4: Conclusion What do you reckon?

### D CHECK

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

### **MY COUNTRY D** Tradition and language

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

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

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

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

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

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

- 1 We've been living in Kazakhstan for six months.
- 2 I've been to more than ten weddings.
- 3 The bride wore a hat which she'd made herself.
- **4** Read the pairs of sentences and explain the difference in meaning.
  - 1 a He's written a book.
    - **b** He's been writing a book.
  - 2 a Who's eaten my chocolates?
    - **b** Who's been eating my chocolates?
  - 3 a She's never been to a wedding before.b She'd never been to a wedding before.
  - 4 a I've tried to call her.
    - **b** I've been trying to call.
  - 5 a They'd been married for thirty-five years!b They've been married for thirty-five years!
- 5 Work in pairs. What other Kazakh wedding traditions do you know? Describe them to your partner.

### ☆ ۞ ⑦ ⊗

### 

Q



### Siobhan

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



### Kuanysh

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



#### Zukhra

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



### Aisulu

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

### CLIL **C** Language and literature: Word building: adjective

I can form adjectives using suffixes.

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

proudly army dishonesty neighbours customs murder judges laws

2 229 Read and listen to the text. Check your answers to exercise 1.

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

- 1 The King of Brobdingnag is interested in Gulliver's country.
- 2 The head of state in Gulliver's country is a king.
- 3 Gulliver's country has no agriculture.
- 4 Gulliver describes the political and legal systems in his country.
- 5 Gulliver's country is rarely at war.
- **6** The King of Brobdingnag admires Gulliver's country.

## Gulliver's Travels Jonathan Swift

Gulliver reaches Brobdingnag, a land of giants.

In the next few weeks, I began to have some very interesting conversations with the King. He was an intelligent, understanding person.

'Tell me more about your country,' he said to me one day. 'I would like to hear about your laws, your political life, and your <sup>1</sup>\_\_\_\_\_ and traditions. Tell me everything. There may be something that we can usefully copy here in Brobdingnag.'

<sup>1</sup> shall be delighted, sir,' I answered <sup>2</sup>\_\_\_\_\_. 'Our king controls our three great countries, Scotland, Ireland and England. We grow much of our own food, and our weather is neither too hot nor too cold. There are two groups of men who make our <sup>3</sup>\_\_\_\_\_. One is called the House of Lords – they are men from the oldest and greatest families in the country. The other is called the House of Commons – these are the most honest, intelligent, and sensible men in the country, and are freely chosen by the people. We have <sup>4</sup>\_\_\_\_\_ to decide punishments for criminals, and we have a large <sup>5</sup>\_\_\_\_\_, which cannot be defeated by any other in the world.'

While I was talking, the King was making notes. For several days I continued my explanation, and I also described British history over the last hundred years. Then the King asked me a large number of questions.

'Why,' he asked, 'are you so often at war? Either you find fighting enjoyable, or you have very difficult <sup>6</sup>\_\_\_\_! Why do you need an army at all? You would not be afraid of any other country if you were peaceful people. And in the last hundred years, you've done nothing but rob, fight and <sup>7</sup>\_\_\_\_! Your recent history shows the very worst effects of cruelty, jealousy, <sup>8</sup>\_\_\_ and madness!'

4 Complete the table with adjectives from the text. Then write the adjective suffixes.

Related word	Adjective	Suffix
interest	interesting	-ing
intelligence	1	2
understand	3	4
politics	5	6
delight	7	8
enjoy	9	10
peace	11	12

- **5** ACTIVATE Complete the sentences with an adjective. Use suffixes from exercise 4. Which suffixes do you use to form adjectives in your language? Give examples.
  - 1 *Gulliver's Travels* is an \_\_\_\_ work of fiction. (interest)
  - 2 The country was ruled by a \_\_\_\_\_ king. (power)
  - **3** The King ruled three countries, but they were small and <u>(manage)</u>
  - 4 The King is very \_\_\_\_\_ in the customs of Gulliver's country. (interest)
  - 5 He explained the \_\_\_\_ customs of his country to the King. (tradition)



### Vocabulary

1 Complete the sentences with the words in the box.

calm down passed down get mad find out looked into come up make up

- 1 I've got to \_\_\_\_\_ with some ideas for our school project.
- 2 My granddad used to \_\_\_\_\_ really funny stories to tell us when we were young.
- 3 Edige is really angry. I don't know when he'll \_\_\_\_\_
- 4 I've \_\_\_\_\_ some of the traditions around New Year. They're really interesting.
- 5 When did you \_\_\_\_\_ your exam results?
- 6 Don't \_\_\_\_\_ at me. I only said I thought your old hairstyle was better.
- 7 My grandma has \_\_\_\_\_ some really delicious recipes.

### Language focus

- 2 Complete the sentences with the present perfect simple or past simple form of the verbs in brackets.
  - 1 I \_\_\_\_ late to school twice this week. (be)
  - 2 I \_\_\_\_\_ Sam since last February. (know)
  - 3 We <u>a fantastic holiday in Spain last year</u>. (have)
  - 4 Sam \_\_\_\_\_ to the football match yesterday. (not go)
  - 5 When \_\_\_\_\_ your parents \_\_\_\_\_ married? (get)
  - 6 She \_\_\_\_ her lunch yet. (not eat)

### 3 Complete the sentences with the words in the box.

yet (x2) just (x2) for already since still

- 1 David hasn't told his parents \_\_\_\_\_
- 2 He's really happy. He's <u>heard</u> that he's passed the exam.
- 3 I've been here now \_\_\_\_ an hour and Jim \_\_\_\_ hasn't come.
- 4 Have you met Ella \_\_\_\_?
- 5 They've been friends \_\_\_\_\_ they were little.
- 6 No, I'm not coming. I've \_\_\_\_\_ seen that film.
- 7 I've <u>been introduced to Vic. I didn't know</u> her before.

### 4 Choose the correct words.

- 1 You look hot. Have you been running / run?
- 2 How many times has he been playing / played this CD?
- 3 I'm excited because I've never been visiting / visited the USA before.
- 4 Have you been waiting / waited for a very long time?
- 5 We've been seeing / seen three films today.
- 6 I haven't been listening / listened. What did you say?

### Communication

**5** Complete the dialogue with the phrases in the box.

Sue	Hi, Mark. I haven't seen you 1 Where have you been?
Mark	Nowhere. I've just been busy.
Sue	Have you got <sup>2</sup> for a coffee now?
Mark	Sorry. I've got to get back. Maybe another time.
Sue	No problem. <sup>3</sup> going to a concert tomorrow? I'm going with some friends and there's a spare ticket.
Mark	Who's playing?
Sue	It's a band called Spikes. 4 they're really good.
Mark	I'd ⁵ What time?
Sue	It starts at 8.30.
Mark	OK. I'll meet you there.

## 6 2.30 Match speakers 1–4 with sentences a–e. There is one extra sentence that you do not need.

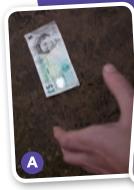
 Speaker 1 \_\_\_\_
 Speaker 3 \_\_\_\_

 Speaker 2 \_\_\_\_
 Speaker 4 \_\_\_\_

- a I don't want to follow the family tradition.
- **b** My family's tradition is passing on jewellery.
- c My family only follows traditions at Christmas.
- d Lots of my friend's family has passed on difficult behaviour.
- e I want to continue my family's traditions with my children.

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### SKILLS ROUND-UP 🗖 Welcome – Unit 6





### Listening

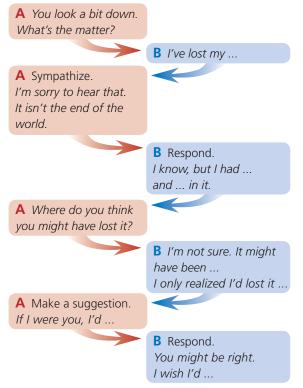
- 1 Look at the photos and answer the questions.
  - 1 What is each person doing wrong?
  - 2 Which of these actions is the most / least serious?
  - **3** Have you ever done or seen someone do any of these things?
  - 4 What would you do if you saw someone do these things?
- 2 2.31 Listen to a conversation. What has happened to Tessa?
- 3 2.31 Listen again and complete the sentences.
  - 1 Tessa was \_\_\_\_\_ when she realized she had lost her bag.
  - 2 There was \_\_\_\_\_ in the bag.
  - 3 \_\_\_\_ wouldn't have kept the bag.
  - 4 Tessa decides to phone the \_\_\_\_\_.
  - 5 Tessa is happy because she's had some good \_\_\_\_\_
  - 6 Tessa lost her bag on the way to the \_\_\_\_\_.
  - 7 A woman found her bag when she was \_\_\_\_\_.

### Speaking

- 4 Work in pairs and prepare a conversation. Imagine you have lost your bag or wallet and you are telling a friend. Answer the questions.
  - 1 What have you lost and what important things were in it?
  - 2 Where do you think you might have lost it?
  - 3 How do you feel?
  - 4 What have you done about it?
  - 5 What else can you do?

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

D



### Writing

6 Write a letter to a friend telling him / her about something you lost and found again. Explain how it happened, what you did and what happened in the end. Begin like this:

Hi,

How are you? I've had an unpleasant experience. I was .... When I got ... I realized that ....



# Music and film

### Start thinking

- 1 Which musicians do you like?
- 2 What sort of image do they have?
- 3 How important is your appearance?

### Aims

#### Communication: I can ...

- use reflexive pronouns.
- understand a text about alternative subcultures.
- use the passive to talk about clothes and fashion.
- understand and talk about how music is recorded.
- use the passive to talk about products.
- change something in a shop.
- give feedback on a product.
- read and understand an interview with a famous Kazakh actor.

#### Vocabulary

- Music and film images
- Subcultures
- Digital music recording
- British culture

#### Language focus

- Reflexive pronouns; each other
- Active or passive: introduction
- Passive: past, present and future
- Passive: questions

### Creativity and skills



My country Music and film



CLIL History: Britain in the 1960s

Project A webpage: a film director

## VOCABULARY AND LANGUAGE FOCUS Music and film images

I can use reflexive pronouns.

 Complete the table with the words in the box. Which of the things can you see in the photos? Add more words that you know.

dreadlocks sideburns moustache earring bowler hat tattoo piercing braids suit dyed hair lipstick necklace

Make-up and skin	Jewellery	Hair	Clothes

2 Do the Music and Film Images quiz.

Music and Film Images

- 1 In the Pirates of the Caribbean films, Johnny Depp's character has
  - **a** a beard and moustache.
  - **b** dyed hair.
- 2 What is Charlie Chaplin famous for?
  - **a** a bowler hat
  - **b** sideburns
- 3 Bob Marley was a famous reggae singer with
  - **a** dyed hair.
  - **b** dreadlocks.
- 4 Punks often wear leather jackets and have
  - **a** braids.
  - **b** tattoos.
- 5 Men in 1940s films usually wore
  - **a** T-shirts and jeans.
  - **b** suits and hats.
- 6 Lady Gaga is famous for her
  - a lipstick.
  - **b** braids.



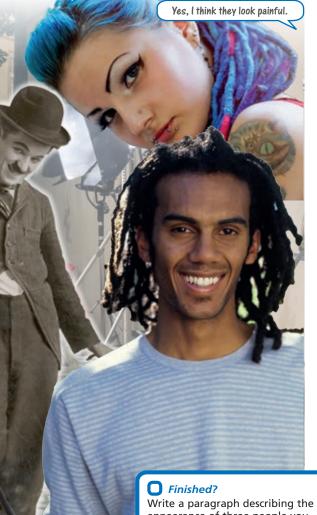


 Study the key phrases. Work in pairs. Talk about the body decoration words in exercise 1. Use the key phrases.

### **KEY PHRASES O** Appearance

... look(s) cool / painful / colourful.
I'd never have / wear ...
I (quite / really) like ...
I'm not mad about ...
I don't like ... (much / at all).
I (don't) think ... would suit me.

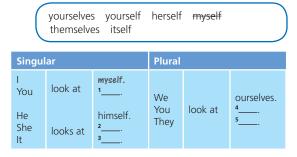
I'd never have a piercing because they hurt.



appearance of three people you know. Use words in exercise 1.

### Reflexive pronouns; each other

4 Complete the table with the reflexive pronouns in the box.



5 Look at the pictures and complete the sentences with ourselves and each other.

We looked at \_\_\_\_

We looked at \_\_\_\_\_



More practice 🗢 Workbook page 55

- 6 Complete the sentences with reflexive pronouns or *each other*.
  - 1 They'd both grown beards and they didn't recognize \_\_\_\_\_.
  - 2 Emily has bought \_\_\_\_\_ some nail varnish.
  - 3 I talk to \_\_\_\_\_ a lot. People think I'm crazy.
  - 4 My flatmates don't like \_\_\_\_. They never talk.
  - 5 He's taught \_\_\_\_ how to play the guitar.
  - 6 My brothers cut their hair \_\_\_\_\_. That's why they look terrible!

7 ACTIVATE Complete the sentences with your own ideas. Include a reflexive pronoun or *each other* in each sentence. Then compare your answers with a partner.

- 1 My best friend and I have known \_\_\_\_\_ ... .
- 2 I hurt \_\_\_\_ once when ... .
- 3 My friend has taught \_\_\_\_\_ to ... .
- 4 ... and ... get on really well with \_\_\_\_.
- 5 We really enjoyed \_\_\_\_\_ when we ... .
- 6 We should look after <u>because</u> ... .

### READING 🗖 Galymzhan Moldanazar

I can understand a text about a Kazakh musician.



## Reaching your dreams

Today, Galymzhan Moldanazar is a well-known musician in Kazakhstan, but it wasn't easy for him to reach his dreams. So, how did Galymzhan become the talented singer-songwriter he is today?

At school, Galymzhan liked to write songs, but he was shy so he didn't tell people about them, or sing them for anyone. When he left school, he went on to study acting, but he quickly left the course because he realized that he didn't want to be an actor.

A big moment for Galymzhan was meeting the Kazakh musician Aisa. Together, they made music in a recording studio and this was the first time that Galymzhan thought about becoming a musician. But he wasn't able to study music at college because he hadn't studied it before. Galymzhan had to teach himself everything about music. This took time, and it was very challenging for Galymzhan to find enough money to live on.

Galymzhan wanted his music to be sung in Kazakh, and he had to find a band that could play the right style of music for his songs. This wasn't easy as many musicians didn't believe that his music would be successful. But finally he found the right group of people and the band was formed in 2015.

Galymzhan's music quickly became popular in Kazakshstan, and has had lots of hits. His music has also been used in films, and the videos for his songs are watched by thousands of people in Kazakhstan and neighbouring countries.

Galymzhan also had the opportunity to go to New York to sing with the American band Break of Reality. This was an amazing moment for Galymzhan, especially as one of his songs was performed in Kazakh.

Today, Galymzhan is married with two sons and is very happy. It just shows that when you work hard and you are determined, you can reach your dreams.

- 3.01 What do you know about Galymzhan Moldanazar? Make some notes. Read and listen to the text. Compare your notes with the information.
- 2 Read the text again. Are the sentences true or false?
  - 1 Galymzhan Moldanazar is famous all over the world.
  - 2 When Galymzhan was at school, he wasn't very confident.
  - **3** Galymzhan became a professional actor before he started writing music.
  - 4 Galymzhan had studied music at school.
  - 5 Lots of musicians wanted to form a band with Galymzhan.
  - 6 Galymzhan's music videos are only shown in Kazakhstan.
  - **7** Galymzhan performed his music with an American band in New York.

## **3 BUILD YOUR VOCABULARY** Find adjectives in the text for 1–7.

- 1 known by many people (paragraph 1)
- 2 very good at something (paragraph 1)
- 3 not confident (paragraph 2)
- 4 not very easy (paragraph 3)
- **5** liked by many people (paragraph 5)
- 6 exciting and wonderful (paragraph 6)
- 7 motivated to do something (paragraph 7)
- 4 Use some of the adjectives you found in exercise 3 to describe another musician you know.

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

- 1 Why do you think it was important for Galymzhan Moldanazar to sing in Kazakh?
- 2 Do you think it is important for musicians to use their own language, or to sing in English?
- 3 Would you like to be well known when you are older? Why / Why not?
- 4 What do you think the best and worst things about being a musician are?
- 5 Galymzhan worked hard and was determined to reach his dream. What dream would you like to reach when you are older?



I can talk about how long I have done something.

 Compare the active and passive sentences in the tables. Then write *true* or *false* for 1–3. Find more examples of passive sentences in the text.

•	•					
Active						
Subject			Verb		Object	Other words
Galymzhan and some musicians			formed		the band	in 2015
Thousands of people			watch		the videos	in Kazakhstan
Passive						
Subject	be		Past participle		- agent	Other words
The band	was	formed		and	Galymzhan some icians)	in 2015
The	are	watched		by th	nousands	in Kazakhstan

1 We often use the passive when the action is more important than the person who does it.

of people

- 2 The subject in active sentences becomes the agent in the passive.
- 3 The agent is always needed in passive sentences.

More practice 🗢 Workbook page 55 )

### **Clothes Crimes**

videos

You may think that people are more open-minded now. But that isn't always true. Recent clothes 'criminals' were teenagers wearing fairly standard clothes. In Britain, young people wearing hooded sweatshirts were banned from some shopping centres because 'hoodies' are sometimes worn by criminals who want to hide their faces. But does that mean that all people who wear hoodies are criminals? It seems unfair and irresponsible to persecute people if they simply want to wear practical, comfortable clothes.

And in the United States, it was baggy jeans that shocked the public. A popular fashion with hip hop fans is to wear very baggy jeans and show their underwear – an 'outrage' which was banned and became illegal in some American towns. This probably wasn't because the clothes were indecent or immoral, but because some people thought that this style was typical of the disrespectful or criminal nature of some hip hop fans. Maybe the day will come when people will be judged on who they are and not on the clothes that they wear.



- 2 Complete the sentences using the correct active or passive form of the verbs in brackets.
  - 1 These days, people \_\_\_\_\_ a lot of clothes on the internet. (buy)
  - 2 Chains and padlocks \_\_\_\_ by punks in the 1970s. (wear)
  - 3 In the eighteenth century, new machinery \_\_\_\_\_ which revolutionized the textile industry. (invent)
  - 4 A lot of cheap clothing \_\_\_\_\_ in Thailand these days. (make)
  - 5 Very thin models \_\_\_\_\_ in some fashion shows. (ban)
  - 6 Torn jeans \_\_\_\_\_ a popular fashion in the 1970s. (become)
- 3 Make the active sentences passive. Include the agent if necessary.

## Did you know?

- 1 Someone named the bikini after an island in the Pacific Ocean.
- 2 Sarah Burton designed Kate Middleton's wedding dress.
- Charles Worth established the first fashion house in Paris in 1858.
- 4 Nike sponsors the top US tennis player, Serena Williams.
- 5 People made the first jeans in Genoa, Italy.
- 6 Scottish men often wear a traditional skirt, or kilt.

4 ACTIVATE Write three true passive sentences and three false passive sentences about the *Clothes Crimes* text. Then read your sentences to a partner. Guess if your partner's sentences are true or false.



### **Finished**?

Write example sentences for the vocabulary in exercise 1 on page 8%. Use the passive.

Baggy jeans are worn by teenagers.

### VOCABULARY AND LISTENING Discussing music

I can understand and talk about how music is recorded.



### 1 Which of these are not types of music?

pop stone classical hip hop rap punk blues heavy metal dirt rock jazz

### 2 Match the words with their definitions.

track mix producer iTunes record engineer Spotify

- 1 Storing sounds using electronic equipment.
- 2 A digital space on which sound can be recorded.
- 3 Combining two or more tracks to make a song.
- 4 The person who helps to produce a recording or a performance by editing and adjusting sound tracks.
- 5 The person who manages the overall sound recording and production of a band or performer's music.
- 6 An online media player and library developed by Apple Inc.
- 7 A Swedish music streaming service.
- 3 3.02 Listen to someone talking about digital music production.
   Where can digital music be recorded?

## 4 • 3.02 Listen again. Are the sentences true or false? Correct the false sentences.

- 1 The only equipment needed to record music is a computer.
- 2 'DAW' is short for 'digital amateur workstation'.

- **3** The maximum number of tracks available for recording in the 1960s was four.
- **4** Bands don't need a record company to promote their record.
- 5 There are two ways of promoting videos online.
- 6 Studio albums are usually produced by the band.
- 5 3.03 Listen. Then practise the dialogue.

Guy	What are you listening to?		
Shona	A rapper that I'm really into at the moment – Dizzee Rascal. He's had quite a few number one hits. I love his music.		
Guy	I've never heard of him. Where's he from?		
Shona	I think he's from London.		
Guy	What sort of music is it?		
Shona	It's a mixture of rap and hip hop. The lyrics are really clever. He writes them himself.		
Guy	Have you got any of his albums?		
Shona	Yes, the latest one. It was only released last month. I saw him on TV – then I bought his album.		
Guy	Have you ever been to one of his gigs?		
Shona	No, I've never been to a live performance, but I'd like to. He's due to go on tour later this year, so I'll make sure I get tickets.		
<b>ACTIVATE</b> Prepare answers to the questions in blue in exercise 5. Use			

information about your favourite music. Then practise your new dialogue with a partner.

6

### LANGUAGE FOCUS D Passive: past, present and future

### • Passive: questions

I can use the passive to talk about products.

### Passive: past, present and future

Study the sentences from the listening on page 84. Which of these sentences refers to the past, present and future? Which part of the sentence changes?

These days, music is often recorded at home in someone's bedroom.

If the band is lucky, they'll be offered a contract. This is in contrast to recording in the 1960s when music was recorded on only four tracks.

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

- 1 190 million items of clothing <u>each year</u>. (throw away)
- 2 More clothes \_\_\_\_\_ from the Far East in the next five years. (import)
- 3 Most of the cotton which \_\_\_\_ in the fashion industry \_\_\_\_ organically. (use / not grow)
- 4 The first platform boots \_\_\_\_\_ in the sixteenth century are \_\_\_\_\_ 'chopines'. (wear, call)
- 5 Roman clothing \_\_\_\_ in different sizes; it \_\_\_\_ together. (not make / tie)
- 6 In a few years' time, new fabric <u>which can</u> generate power for your mp3 player using thermal energy. (develop)
- Complete the text with past, present and future passive forms. Then listen and check.

### Famous clothes

Special clothes **are** often **made** (make) for films. These clothes <sup>1</sup>\_\_\_\_ (create) by costume designers, who find out what clothes <sup>2</sup>\_\_\_\_ (wear) in different periods of history.

After the clothes <sup>3</sup>\_\_\_\_ (wear) by the actors, they <sup>4</sup>\_\_\_\_ (usually / keep) by the studios. Occasionally, however, they <sup>5</sup>\_\_\_\_ (sell) at auctions. This jacket, for example, <sup>6</sup>\_\_\_\_ (wear) by actor Johnny Depp in *Pirates of the Caribbean*. It <sup>7</sup>\_\_\_\_ (sell) for £12,367.

If you want to wear your favourite star's clothes, then search the internet, as more clothes <sup>8</sup>\_\_\_\_ (auction) in charity sales. These sales <sup>9</sup>\_\_\_ (often / advertise) online.

### **Passive:** questions

- 4 Study the sentences and answer questions 1 and 2.
  - a How much are workers in the clothes industry paid?
  - **b** Why was Stella invited to the interview?
  - c Will more clothes be recycled in the future?
  - 1 Which of these questions refers to the ... a past? b present? c future?
  - 2 Where do we put *be* in questions in the future form?

More practice 🗢 Workbook page 57

- 5 Order the words to make passive questions. Then ask and answer with a partner.
  - 1 manufactured / in your region / are / what products / ?
  - 2 when / built / was / your house / ?
  - 3 students / will / taught / be / in the future / by robots / ?
  - 4 was / who / this book / by / written / ?
  - 5 when / miniskirts / worn / first / were / ?
  - 6 what / be / new gadgets / invented / 2030 / will / in / ?
- 6 ACTIVATE Work in pairs. Imagine that you own a company that makes one of the products in the box. Complete questions 1–7 using the passive, and prepare answers about your company and your product. Then find another pair and interview them to find out about their company.

clothes electronic gadgets cars

- 1 What \_\_\_\_ (your product) \_\_\_\_ ? (call)
- 2 Who \_\_\_\_ (your product) \_\_\_\_ by? (design)
- 3 Where \_\_\_\_\_ it \_\_\_\_ ? (sell)
- 4 Where \_\_\_\_\_ it \_\_\_\_? (advertise)
- 5 Which famous people \_\_\_\_ (*your product*) \_\_\_\_ by? (wear / use / drive)
- 6 Where \_\_\_\_\_ it \_\_\_\_ ? (produce)
- 7 Where <u>(your product</u>) to in the future? (export)

### **Finished**?

Design a leaflet to advertise your company in exercise 6. Write a paragraph describing your product. Include passive sentences.

### SPEAKING D Changing something in a shop

I can change something in a shop.

### 1 Look at the photo. What is the woman doing?

2 3.05 Listen to the dialogue. What does the customer want to change? What does she get instead?

	Hi. Can I help you? Yes, please. I love this record – I bought it here last week. But when I got home, I found it was damaged.
Assistant	I'm sorry about that. What's wrong with it?
Customer	The record has a scratch.
Assistant	l see.
Customer	Can I get a refund?
Assistant	I'm afraid we can't give refunds on records.
Customer	Oh. Is it OK if I exchange it for another record?

**3** Study the key phrases. Who says the phrases? Practise the dialogue.

## KEY PHRASES C Exchanges and refunds

I'm afraid we can't give refunds. Is it OK if I exchange it for something else? What's wrong with it? Can I get a refund? Do you have the receipt? When I got home, I found it was damaged. We can give you a new copy. Would you like a bag for it?

## 4 3.06 Listen and choose the correct answers.

- 1 a I'd like a refund, please.
  - **b** The cover has a stain on the back.
  - c I don't like the music.
- 2 a Yes, we can refund the money.
  - b It's broken, I'm afraid.
  - c We can't exchange it for a different one, I'm afraid.
- 3 a Yes, here you are.
  - **b** I'd like another record.
  - c No, thanks.
- 4 a I don't need one, thanks.
  - **b** Thanks very much.
  - c It's a pleasure.
- 5 a l'd like a receipt, please.
  - b Yes, I'd like a refund.
  - ${\bf c}~$  No, I'm good, thanks.

Assistant	We can give you a new copy of the same record, but you can't exchange it for a different one, I'm afraid.
Customer	Oh, OK.
Assistant	Have you got the receipt?
Customer	Yes, here you are.
Assistant	Great. I'll just find another copy for you.
Customer	Thanks very much.
Assistant	Here you are. Would you like a bag for it?
Customer	No, I'm good, thanks.

- 5 3.07 Look again at the key phrases and complete the mini-dialogues. Then listen and check. Practise the minidialogues for situations 1–4 with a partner.
  - Customer This book was a birthday present. Is it OK if I 1\_\_\_\_\_ it for something else?
     Assistant That should be OK. Have you got the 2\_\_\_\_?
    - Customer Yes, here you are.
  - 2 Customer This DVD is 3\_\_\_\_. Assistant I'm sorry about that. What's 4\_\_\_\_ with it?
    - **Customer** The disc has a scratch.
    - Assistant | see.
    - Customer Can I get a <sup>5</sup>\_\_\_\_?
    - Assistant I'm afraid we can't 6\_\_\_\_\_ refunds on DVDs.
  - 1 magazine / pages are torn
  - 2 record / no sound
  - 3 DVD / picture is fuzzy
  - 4 CD / track missing
- 6 ACTIVATE Read the situation below. Prepare a dialogue with a partner. Practise your dialogue. Then change roles.

### Situation

Imagine that you were given something for your birthday, but you want to change it.

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### WRITING Giving feedback on a product



I can give feedback on a product I have bought.

### Read texts A–E and match them with the types of problem 1–5.

- 1 late delivery
- 2 poor quality
- 3 wrong item

В

- 4 overpriced
- 5 inaccurate description of product

### 

I ordered a portable speaker from you on 12 Jan. On your website the product details said that the speaker works with the iPhone 7. I was really surprised when I tried to connect them and found the software only works with Android phones. I would like to return the speaker and exchange it for an Android version.

The delivery details on your website said the CD I ordered on 21st October would be delivered within three days, but it still hasn't arrived after a week. I paid an extra fee for this service and am rather annoyed about wasting my money. Please refund the delivery fee and find out what's happened to the CD.

C I bought two tickets to the Manchester Music Festival for £150 on your website on 07.07. After buying the tickets, I discovered that the same tickets are for sale at half the price on the MMF site. I am extremely unhappy about the situation and would like a refund.

- I ordered a guitar from your online store on 05.11.19. Unfortunately, the guitar that was delivered this morning is not the guitar I ordered. I would be very grateful if you could arrange for the guitars to be exchanged.
- E I received a request for feedback regarding the headphones I bought from your company. I'm afraid I was quite disappointed with the quality of the headphones. They are a bit heavy and the sound is a little unclear. They are better than my old set, but to be honest I was expecting something better.
  - 2 Study the key phrases. Which phrases are used to state the problem and which are used to make a request?

### **KEY PHRASES O** Giving feedback

I bought (product) on your website on (date). I would like ... / I would like to ... Please ... On your website the product details said ... I would be grateful if ... I'm afraid I was quite disappointed with the ...

### Language point: Adverbs of degree

**3** Study the words in blue in the model texts. Do they come before nouns or adjectives? Rewrite the sentences with the correct adverbs.

The assistant was rude to me. She walked away when I spoke to her. (quite / extremely)

### The assistant was extremely rude to me.

- 1 This old record cost 100 euros. It's expensive! (very / a bit)
- 2 Wow! This new album is fantastic. (really / a bit)
- **3** The headphones are big, but they still fit on my head. (a bit / really)
- 4 The assistant wasn't helpful. (very / rather)
- 5 This DVD is nice, but I prefer the other one. (extremely / quite)

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

### **O** WRITING GUIDE

### A TASK

Give feedback about something you have bought.

### **B** THINK AND PLAN

- 1 What is the product?
- 2 Where and when did you buy it?
- 3 How much did it cost?
- 4 What is the problem?
- 5 What action are you requesting?

### C WRITE

- 1 What is the product?
- 2 Where and when did you buy it?
- 3 How much did it cost?

### D CHECK

- adverbs of degree
- the passive
- polite language

### MY COUNTRY D Music and film

I can read and understand an interview with a famous Kazakh actor.

### **BEHIND THE SCENES:**

As a child, I was always interested in music, theatre and cinematography. My parents encouraged me, and I eventually went to a choreography college. The turning point in my life was when, by pure chance, I was noticed by a casting agent and was invited to audition for a role in the TV series *Sarancha (Locust)*.

### 2

1

I was only fourteen at the time. Many older actors had auditioned for the same role and I was very happy when I found out that despite the competition and the fact that I was too young, the director chose me for the role.

### 3

It's a challenging but very rewarding job. Being an actor enables you to experience such a variety of emotions and feelings. But the best part is meeting fans!

### 4

Yes, like every job, it has some disadvantages. We often start filming very early in the morning, and sometimes we film scenes late at night, too. It can be really tiring.

 Which of these words are similar in your language? Can you guess their meanings? Use a dictionary to check your answers.

> cinematography choreography casting agent audition series director role fan scene crew character

- 2 3.08 Read the interview and match questions A–J to the actor's answers. There are three extra questions that you do not need. Then listen and check.
  - A What do you really like about your job?
  - B Are you good at dancing and singing?
  - C How old were you then?
  - D You've been in a lot of films, haven't you?
  - E Have you been in a film or play which is based on a real story?
  - F Can you remember any dangerous or difficult scenes?
  - G You didn't really do that, did you?
  - H Is there anything you don't like?
  - I What projects are you working on at the moment?
  - J When and why did you decide to become an actor?

### An interview with Chingiz Kapin

### 5\_

Yes, once I was left in a remote place near the mountains where I was buried in snow and I had to lie under the snow for twenty minutes. It was so cold, and I remember I felt like I was dying while the crew were filming the scene from a helicopter. In another scene, I had to catch a fly and swallow it!

### 6

I did, actually (laughing). I wanted the scene to look realistic.

### 7 -

Yes, I have. Recently I played the American singer Frank Sinatra. When a performance or a film is based on a real story, you have to do a lot of research so you are confident that you know your character really well.



- **3** Look at the questions in exercise 2 again. Which questions:
  - 1 ask about specific information, for example time, place, age, reason, etc.?
  - 2 require a 'yes' or 'no' answer?
  - **3** ask the other person to confirm or agree with something?

## 4 Choose the correct words to complete the questions. Then read the interview again and answer the questions.

- 1 You went to a choreography college, weren't / don't / didn't you?
- 2 Did / Had / Would any other actors auditioned for the role in *Locust*?
- 3 What / Why / Where is the best thing about being an actor?
- 4 Acting has some disadvantages, don't they / doesn't it / aren't there?
- 5 Will / Did / Have you ever filmed scenes in remote locations?
- 5 Imagine you are going to interview your favourite film star. Write eight questions for the interview.

## CLIL D History: Britain in the 1960s

I can plan and give a presentation about a famous decade in my country.



1 Look at photos A and B and answer the questions.



 Who are these people?
 Who or what do you think they are looking at?



- 1 What do you think this person's job is?
- 2 Why do you think people chose her for the job?
- 2 3.09 Read and listen to the text. Check your answers to exercise 1.

## **The Swinging Sixties**

Life in Britain after the Second World War wasn't easy. During the 1940s, food was rationed, which meant that people could only buy small amounts of food such as butter, meat and sugar. Clothes were also rationed until 1949 because there wasn't enough material to produce new ones. However, at the start of the 1960s things started to change. Rationing had ended in 1954 and by the end of the decade the economy was recovering. There were plenty of jobs and more goods in the shops than ever before. There was a general mood of hope and optimism in the country and this increased when England won the football World Cup for the first time in 1966.

Britain had become a vibrant and exciting place and the centre of a new film culture. Julie Christie won an Oscar for her performance in *Darling* and British film makers had huge success with films like *Lawrence of Arabia* and *2001: A Space Odyssey*. The 60s was also the decade when film became more realistic and showed certain aspects of British life for the first time – people who had hard lives and struggled to survive. At the same time, in 1962 the first James Bond film showed a less realistic view of life that helped audiences fantasize about heroes and villains and escape their everyday lives.

There was also a revolution in British music in the 1960s. American rock and roll had dominated the music scene in the 1950s, but suddenly The Beatles, a band from Liverpool, became the latest craze. Wherever they went there was hysteria, which people called 'Beatlemania'. People screamed so loudly at their concerts that they could hardly hear the music! Beatlemania reached the USA, too. When The Beatles sang live on TV there in 1964, around 74 million viewers watched – that was about half of the population. The 1960s became known in Britain as 'the swinging sixties' – a time when the country was at the centre of the world for fashion, pop music and culture.

## **3** Read the text again and answer the questions.

- 1 What did rationing mean for people?
- 2 How many times had England won the football World Cup before 1966?
- 3 What was Julie Christie famous for?
- 4 How did British films change in 1960?
- 5 Which famous spy film series started in the 1960s?
- 6 What did some people do at The Beatles concerts?
- 7 Did people in the USA like The Beatles? How do you know?

### 4 YOUR CULTURE Answer the questions.

- 1 Which people in your country were famous in the 1960s?
- 2 Has the football World Cup ever taken place in your country? When?
- **3** What fashions were popular in your country in the 1960s?
- 4 What music was popular in your country in the 1960s?
- 5 Are The Beatles popular in your country?

## **5 TASK** Give a presentation about a famous decade in your country.

- 1 Work in groups of three or four and list a few important events which took place during a famous decade in your country.
- 2 Make notes about the following:
  - popular music: types of music, bands, singers
  - fashion trends
  - new technology
  - TV programmes
  - famous people
  - political and social changes
- **3** Give your presentation to the rest of the class.
- **4** Vote for the best presentation.

### Vocabulary

- 1 Choose the correct words.
  - 1 I like your hooded / baggy jeans.
  - 2 My sister used to have blue dyed hair / suit.
  - 3 He's growing a tattoo / beard.
  - 4 She never wears lipstick / piercings.
  - 5 I make my own necklaces / bowler hat.
  - 6 He always wears **baggy trousers** / a suit because he works in an office.
  - 7 It takes ages for hair to develop sideburns / dreadlocks.
- 2 Add prefixes to make the negative of the adjectives in the box. Then complete the sentences with the adjectives.

organized legal fair respectful possible responsible common

- 1 It was \_\_\_\_\_ to punish him. It was an accident.
- 2 You shouldn't wear shorts in church. It's \_\_\_\_\_.
- 3 You can't find anything. You're so \_\_\_\_\_.
- 4 His writing is \_\_\_\_\_ to read.
- 5 It's \_\_\_\_\_ to drive a car without a licence.
- 6 It's \_\_\_\_\_ to see people in top hats these days.
- 7 It was \_\_\_\_\_ of you to leave your bag in the car.

### Language focus

- **3** Complete the sentences with the correct form of the passive.
  - 1 Our school \_\_\_\_\_ ten years ago. (build)
  - 2 Cars \_\_\_\_\_ in twenty years' time. (not use)
  - 3 \_\_\_\_\_ better next year? (workers / pay)
  - 4 Their products \_\_\_\_\_ all over the world in the next ten years. (sell)
  - 5 Hamlet \_\_\_\_\_ by Shakespeare. (write)
  - 6 Pesticides \_\_\_\_\_ by organic cotton growers. (not use)
  - 7 \_\_\_\_\_ in Britain these days? (grapes / grow)
  - 8 Trousers \_\_\_\_\_ by women in the 1920s. (not wear)

### 4 Make the active sentences passive. Include the agent if necessary.

- 1 Designer shops sell these shoes.
- 2 We will recycle more rubbish.
- **3** Someone stole my mobile phone.
- 4 They make clothes in India.
- 5 The author didn't sign the novel.
- 6 People don't speak English here.
- 7 A lot of fans watched the match.
- 90 D Review Unit 7

5 Write questions and answers for the sentences in exercise 4. Use the passive. Are these shoes sold in designer shops? Yes, they are.

### Communication

### 6 Choose the correct answers.

- 1 Do you like his hairstyle?
  - a No, it doesn't suit him.
  - c It looks like it, yes.
- 2 She's dyed her hair green!
  - a It really suits you.
  - **b** I think it looks cool.
  - c It doesn't fit her.
- **3** Those shoes really suit you.
  - a I'll take them then.
  - c That sounds great.
- 4 Can I try this on, please? a Yes, here it is.
  - c Yes, sure.
  - C res, sure.
- 5 It isn't too short, is it?
  - a l'm sure.
  - c I don't like it.
- 6 Those piercings look really cool, don't they?
  - a Yes, they are. b No, they look awful!
  - c They don't fit him.

### Listening

### **7 •** 3.10 Listen and complete the text.

London is an important fashion capital. The London Fashion Week is held <sup>1</sup>\_\_\_\_\_ a vear. At this show, there will be a lot of <sup>2</sup>\_\_\_\_\_ of new fashion. This week, nearly <sup>3</sup>\_\_\_\_ ethical designers will present their clothes in the EstEthica section of the show. Ethical clothes are made of organic or recycled materials to reduce their impact on the <sup>4</sup>\_\_\_\_. The popularity of ethical fashion is <sup>5</sup>\_\_\_\_ and many big labels are now interested. The Fashion Show is only open to journalists and <sup>6</sup>\_\_\_\_ because it is a business event. The general public can visit the London Fashion Weekend and the tickets for this event are sold <sup>7</sup>\_\_\_\_\_



- **b** Maybe.

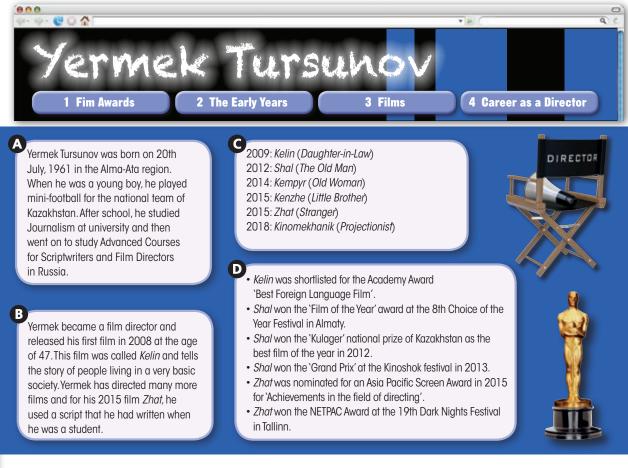
b That's OK.

**b** No. I don't think so.

b Yes, it suits me.



1 Look at the webpage about Kazakh film director Yermek Tursunov. Match links 1–4 with sections A–D.



### 2 Write a webpage about another film director. Follow the steps in the project checklist.

### **O** PROJECT CHECKLIST

1 Choose a film director. Use one of the ideas below or your own ideas.

Ardak Amirkulov Rashid Nugmanov Damir Manabayev

- **2** Use the internet to find information on the director you have chosen. Try to find information on both their life and their films.
- 3 Use headings 1–4 or your own headings to plan the contents of your webpage.
- 4 Find photos on the internet or in magazines to illustrate your webpage.
- **3** Share your webpage with the rest of the class. Look at other students' webpages, and read about the film directors. Who is the most interesting film director? Which is the best webpage?



# Travel and tourism

### Start thinking

- 1 What is your favourite kind of holiday?
- 2 What kind of space tourism exists today?
- 3 Where can you get tourist information about your area?

### Aims

#### Communication: I can ...

- talk about holiday plans.
- understand a text about travel.
- talk about future plans and predictions.
- understand a travel announcement.
- talk about travel arrangements.
- ask for and give information.
- write about plans for a visit.
- understand a travel brochure about Kazakhstan.

#### Vocabulary

Travel: nouns and verbs

#### Language focus

- be going to
- will and be going to
- Present simple and continuous for future
- *will* for spontaneous decisions

### Creativity and skills



My country Travel and tourism



CLIL Community service: Volunteer holidays



rm s

92 **D** Travel and tourism

## VOCABULARY AND LANGUAGE FOCUS Travel: nouns I can talk about holiday plans.

1 Match the words in the boxes. How many compound nouns can you make? Then look at the *My Dream Holiday* quiz and compare the compound nouns with your list. How many more did you make?

#### luxury hotel, luxury accommodation



equipment flight book break ticket trip net accommodation cream hotel

2 Write definitions for six of the compound nouns in exercise 1. Work in pairs and test your partner.

You use this to find information about a place.

Guidebook?

3 Do the *My Dream Holiday* quiz. Do you agree with the results? Why / Why not?

## STUDY STRATEGY C Extending your vocabulary

4 Add two nouns from the quiz to each list. Can you think of any other words which could go with these nouns? Compare your answers with a partner.



## My Dream Holiday

## Do the quiz and find out what your dream holiday is.

- 1 What is the first thing that you are going to do before you go on holiday?
  - a Book everything with a travel agent.
  - b Read lots of guidebooks and help my parents make all the bookings online.
  - Buy a return ticket and decide where to stay and what to do when I get there.
- 2 You're going to visit Brazil. What are you going to put in your suitcase?
  - a Suncream and a swimsuit.
  - b Diving equipment.
  - c A mosquito net and binoculars.



### be going to

- 5 Complete the sentences from the quiz. Then choose two correct words to complete the rule.
  - 1 I \_\_\_\_\_ stay in a five-star hotel.
  - 2 I \_\_\_\_ camp or go on a cycling tour.
  - 3 How \_\_\_\_\_ you \_\_\_\_ spend the time?
  - 4 \_\_\_\_\_ you \_\_\_\_\_ take a bus trip?

### 

We use be going to when we talk about  $1_{\_}$  and  $2_{2}$ 

### A intentions B instant decisions C plans

### 



### Your dream holiday is ...

Mostly a answers: package holidays and city breaks Mostly b answers: activity and sightseeing holidays Mostly c answers: budget adventure holidays and round-the-world trips

### 6 3.11 Listen to Dave talking about his plans and answer the questions with full sentences. Where is Dave going to have his holiday?

Where is Dave going to have his holiday? He's going to have his holiday in Greece.

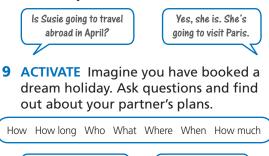
- 1 How long is he going to spend there?
- 2 Who is he going to travel with?
- 3 Where are they going to stay?
- 4 Where is he going to swim?
- 5 What sport is he going to try?
- 6 How are they going to travel there?
- 7 Read Susie's email. Then write affirmative and negative sentences using be going to.

	2						
Send	C M	Attach	Address	Fonts	Colors	Save As Draft	-
	Тс	o: Dav	e				
	From	n: Sus	ie				

I got our plane tickets today. I can't wait! Paris in April is so nice and my brother Mark is great fun. He's into art and I don't mind going to some galleries with him. (No museums though!) He doesn't mind shopping – so we're OK.

Susie / travel / abroad in April Susie is going to travel abroad in April.

- 1 Susie / have / a skiing holiday
- 2 she / fly / to Rome
- 3 her brother / travel / with her
- 4 they / visit / some galleries
- 5 they/go/to any museums
- 6 Susie / take / Mark to the shops
- 8 Work in pairs. Ask and answer questions to check your answers to exercise 7.



l'm going to travel by plane.

### **Finished**?

How are you going to

aet there?

Write sentences about plans for a weekend trip in your area.

### READING D Holiday advice

I can understand a text about travel.

- 1 3.12 Look at the title and the headings in the text. What advice would you give someone about these things? Read, listen and compare your answers with the text.
- 2 Read the text again and choose the correct answers.
  - 1 What should you remember when you pack?
    - a A torch.
    - **b** Your sports equipment.
    - c Not to take too much.
  - 2 What do local people appreciate?
    - a Chatting with strangers.
    - **b** Foreigners who speak their language.
    - c People who tell them their life story.
  - 3 How can you avoid getting sunburnt?
    - **a** By keeping away from the beach.
    - **b** By using suncream.
    - c By getting a tan before you go.
  - 4 What should you consider when you buy souvenirs?
    - a Whether they are useful.
    - **b** Whether they are typical of the country.
    - c Whether they'll fit in your suitcase.
  - 5 When's the best time to listen to music?
    - a When you're travelling.
    - b When you're alone.
    - c When you're with strangers.
  - 6 Why did the author write this text?
    - a To warn about the dangers of travelling.
    - **b** To give advice to travellers.
    - c To suggest things to do on holiday.

## **3 BUILD YOUR VOCABULARY** Check the meaning of the words in the box. Then choose the correct words in 1–5.

trip travel journey voyage

- 1 That was an interesting travel / journey.
- 2 The ship passed Neptune on its amazing trip / voyage through the solar system.
- 3 Space travel / trip will be cheaper in the future.
- 4 Did you enjoy your fishing trip / journey?
- 5 How did you **travel** / **journey** when you went to India?

4 Check the meaning of the words below and write an example sentence with each.

I forgot my wallet, so my friend lent me  $\ge 10$ .

- 1 borrow / lend 3 spend / waste
- 2 look / see / watch 4 wear / carry
- **5 YOUR OPINIONS** Ask and answer the questions.
  - 1 Which is the most / least useful piece of advice in the text?
  - 2 What do you think makes a good souvenir?
  - 3 What items do you always pack when you go on holiday?
  - 4 What are your favourite holiday destinations? Why?
  - 5 What problems have you had on holiday?

## What *not* to do on holiday

### • Luggage

You probably won't use half the things which you pack, so think carefully about what you'll need. You won't need a torch in a luxury hotel, but it might be useful if you're going to be camping in a field full of cows.

• Sports gear

There's loads of stuff which you can hire when you're on holiday, like tennis rackets, a snorkel, skiing gear and so on. So you probably won't need to take all your sporting equipment.

### **Chat**

Some people like chatting to strangers and others don't. So don't tell everyone your life story. Remember — the person next to you on your journey can't escape and didn't sit there to become your friend. On the other hand, if you're going to travel abroad, it's a good idea to learn a few phrases in the local language. People will appreciate it.

Italia

### LANGUAGE FOCUS D will and be going to

I can talk about future plans and predictions.

### Complete the sentences. Then complete the rules with the correct form of *will* and *be going to*. Find more examples in the text.

- 1 I'm sure you \_\_\_\_\_ have a great holiday!
- 2 You \_\_\_\_\_ need skiing gear at the beach.
- 3 We \_\_\_\_\_ stay at the hotel for one week.
- 4 What \_\_\_\_\_ you \_\_\_\_ do on the first day?
- 5 Look! The train is leaving. You \_\_\_\_\_ to miss it.

### • Health

Think of your health as well as your image. It's nice to have a tan, but don't forget your suncream! You'll look silly with a face like a tomato! And you won't enjoy the beach if you get sunburnt on the first day.

## • Souvenirs

Memories of your trip are precious, but will you really wear that Hawaiian shirt in a month's time? And where are you going to keep that giant fluffy penguin when you get home? Maybe it's kinder to leave it with its friends in the souvenir shop. So avoid things you'll never wear or use again.

Customs

Different places have different customs. You won't be popular in a mosque or a monastery in shorts or a miniskirt. If you're going to visit a different country, find out about the customs before you go.

### Music

Loud music will probably annoy your travel companions. It's great to have music with you, but for other people, your mp3 player sounds like you've got a gang of mad flies in your ears. So watch the volume or save your music for moments when you're on your own. And remember that a guitar is OK if you're with friends, but strangers might not agree that you're the next big pop star.

### 

We use 1\_\_\_\_ when we talk about predictions about the future, especially after *I'm sure* ... and *I don't think*.

We use <sup>2</sup>\_\_\_\_ when we talk about plans and intentions.

We use <sup>3</sup>\_\_\_\_ when we make predictions based on something we can see now.

### More practice 🖚 Workbook page 63

- 2 Complete the sentences with affirmative and negative forms of *will* and *be going to*. Which sentences are plans and which are predictions?
  - 1 She's very sensible. I know \_\_\_\_\_ her train ticket. (she / forget)
  - 2 We haven't got much money, so we've decided that \_\_\_\_\_ a holiday this year. (we / have)
  - 3 \_\_\_\_ in a luxury hotel? (you / stay)
  - 4 Be careful! \_\_\_\_ your drink. (you / spill)
  - 5 It isn't a luxury hotel, so I don't think \_\_\_\_\_ a big swimming pool. (it / have)
  - 6 The holiday was terrible. I've complained to the travel agent and \_\_\_\_\_ our money back. (we / get)
  - 7 I think \_\_\_\_\_ hotels in space one day. (they / build)
- 3 Complete the questions with will or be going to. Then ask and answer with a partner.
  - 1 people / have space holidays / in my lifetime?
  - 2 your family / go camping / in the holidays?
  - 3 our class / go on a day trip / soon?
  - 4 you / visit the USA / next year?
  - 5 you / travel around the world / in a few years' time?
  - 6 you / buy a private jet / one day?
  - 7 people / travel to other planets / soon?

Will people have holidays in space in my lifetime?



4 ACTIVATE Write down three things you plan to do after school today and three things you think you will do in the future. Then work in pairs and interview your partner. Find out about their plans and predictions.

### Finished?

Write a summary of your interview in exercise 4.

### VOCABULARY AND LISTENING D Travel: verbs

I can understand a travel announcement.

## 1 Check the meaning of the words in the box. Then complete the sentences.

book board check in stop off fasten turn back set off come across

- 1 Please sit down and \_\_\_\_\_ your seat belts.
- 2 We \_\_\_\_ on our journey at 9 a.m.
- 3 We'll \_\_\_\_ in Moscow on the way to China.
- **4** People with children can \_\_\_\_\_ the plane now.
- 5 The boat will \_\_\_\_\_ if the weather's really bad.
- 6 Tell me if you \_\_\_\_\_ anything interesting.
- 7 If you \_\_\_\_\_ flights early, they cost less.
- 8 How much luggage did you \_\_\_\_?

### 2 🕑 3.13 Read the spaceship

announcement below and choose the correct words. Then listen and check your answers.

'Welcome aboard from Captain 'Mitch' Mitchell and the crew. The flight **1stops off / takes off** at 7 p.m. and the last passengers are now **2boarding / checking in** the ship. Our safety film starts in five minutes. Before this, can we please ask you to **3book / fasten** your seat belts?

This flight is the *Tourist Special* and will <sup>4</sup>stop off / set off at the moon on the way to Jupiter, where we will arrive in about six months. We don't expect to <sup>5</sup>land / come across any meteor showers on this trip, but if we have to <sup>6</sup>turn back / take off or change course, we will inform you.'

### 3 • 3.14 Listen to another announcement on board the *Tourist Special* to Jupiter. Who is making the announcement?

a A flight attendant.

**b** The captain.

- c A tourist guide.
- 4 3.14 Read the text and decide what type of information is missing. Then listen again and complete the text.

*Cosmos 9* visits three places on its way to Jupiter. The voyage takes 1\_\_\_\_\_ months to reach Jupiter and arrives in 2\_\_\_\_\_. On the moon, passengers can visit the 3\_\_\_\_\_ and the 4\_\_\_\_\_. The ship reaches Mars in 5 \_\_\_\_\_\_. The passengers spend 6\_\_\_\_\_ days on Mars. Before it arrives at Jupiter, the ship stops off at Ganymede. The passengers stay 7\_\_\_\_\_ nights there in a hotel. The trip from Ganymede to Jupiter takes ten 8\_\_\_\_\_. The passengers won't meet any 9\_\_\_\_\_ during the voyage.

5 ACTIVATE Work in pairs. Prepare a travel announcement for a sightseeing trip to the moon. Use the words in exercise 1 and the ideas in the box. Then present your announcement to the class.

departure date accommodation length of journey / trip activities and sights stop offs

### LANGUAGE FOCUS D Present simple and continuous for future



I can talk about travel arrangements.

- 1 Study the sentences from the listening on page 96. Then complete the rules with *present simple* or *present continuous*.
  - 1 The first night on Mars you're staying in the luxury Inter Stellar Hotel.
  - 2 The tour starts at 2.30.

### **O** RULES

We can use the 1\_\_\_\_\_ to talk about schedules and timetables. We can use the 2\_\_\_\_\_ to talk about arrangements

in the future.

More practice 🥣 Workbook page 65

2 • 3.15 Study the key phrases. Look at the timetable. Imagine that you are in Birmingham station and complete the dialogue. Then listen and check. Practise the dialogue with a partner.

### **KEY PHRASES** Asking about times and timetables

When's the next ... to ... ? What time does it get in? Is that direct? The next one leaves at ... You have to change at ...

		Ľ	
Birmingham	07.19*	10.36	16.20*
Wolverhampton	07.36	10.53	16.37
Stockport	08.09	11.31	17.09
Liverpool	09.09	12.09	18.15
	*	Change at	Stockport

Passenger	When's the next train to Liverpool?
Assistant	The next one leaves at seven 1
Passenger	And what time does it <sup>2</sup> ?
Assistant	It gets in at <sup>3</sup>
Passenger	And is that 4?
Assistant	No, you have to <sup>5</sup> at <sup>6</sup>

- **3** Work in pairs. Prepare new dialogues for the situations below.
  - 1 You live in Wolverhampton. It's 4 p.m. You want to go to a music festival in Liverpool which starts at 7 p.m. this evening.

- **2** You live in Birmingham. It's 9 a.m. You have a ticket for a football match in Liverpool which starts at 2 p.m.
- 4 3.16 Complete the dialogue with the present simple or continuous form of the verbs in brackets. Then listen and check.

Mum What time 1\_\_\_\_ (you / meet) John tomorrow?

- Frank 8.00.
- Mum 8.00? That's a bit late. The bus <sup>2</sup>\_\_\_\_\_ (leave) at 8.10.
- Frank When <sup>3</sup>\_\_\_\_ (the next one / go)?
- Mum Let's see. There's one which 4\_\_\_\_ (set off) at 9.00 and 5\_\_\_\_ (arrive) in London at 9.45.
- Frank Oh, that's OK. There's no hurry. The match 6\_\_\_\_ (not / start) until 3 p.m. tomorrow.

Mum <sup>7</sup>\_\_\_\_ (you / do) anything after the match?

Frank Yes, I<sup>8</sup>\_\_\_\_ (go) for a pizza with the team.

### 5 Complete the questions about a weekend trip using the present simple or continuous form of the verbs in the box.





### **Finished**?

You are a tour guide in London. Write a paragraph explaining the day's itinerary for your tour group.

### SPEAKING D Asking for and giving information

### I can ask for and give information.

- 1 Look at the photo. Where is Marie? What do you think she is asking?
- 2 3.17 Listen to the dialogue. How much does Marie have to pay the assistant?

Assistant	Good morning. Is there anything I can do for you?
Marie	I'm staying in Somerset and I was wondering if there's anything to see around here. Could you give me some information about places to visit?
Assistant	What sort of things do you like? There are some beautiful natural sites in Somerset.
Marie	That sounds good. Are there any day trips?
Assistant	Yes, there are day trips to the Cheddar Caves, if you're interested.
Marie	OK, great. Can you tell me if there are trips every day?
Assistant	I'll get you a leaflet Yes, here we are. They go every day except Monday at nine and eleven.
Marie	OK. And how much is the trip? I've got a student card.
Assistant	Let's see. Well, in that case it's £8. The full price is £12.
Marie	That's fine. I'll go on Thursday, then. Do I need to book it?
Assistant	I'll book it for you if you like. Can I take your name?



3 • 3.18 Complete the key phrases from the dialogue. Who says them? Listen and check. Then practise the dialogue with a partner.

## KEY PHRASES O Asking for and giving information

Is there anything I can 1\_\_\_\_ for you? I was 2\_\_\_\_ if ... Could 3\_\_\_\_ give me ... ? Can you 4\_\_\_\_ me if ... ? Yes, 5\_\_\_\_ we are. Do I need to 6\_\_\_\_ it?

## Language point: *will* for spontaneous decisions

**4** Read the rule. Find three examples in the dialogue.

### 

We can use *will* when we make a spontaneous decision or when we offer to do something for somebody.

### More practice $\bigcirc$ Workbook page 65

5 Write responses using *will* and the verbs in brackets for situations 1–5. Then practise the dialogues in pairs.

- 1 'My suitcase is very heavy.' (carry)
- 2 'I haven't got a timetable.' (give)
- 3 'I don't know how to put on my skis.' (show)
- 4 'Have you invited Ben?' (phone)
- 5 'Have you decided what you want to eat?' (have)
- 6 ACTIVATE Look again at the dialogue in exercise 2. Prepare a new dialogue with a partner. Use the information below. Practise the new dialogue. Then change roles.

## **Balloon Flights**

See Kent from the air!

Morning flight 08.00 Afternoon flight 13.00 Every day except Tuesday

£80 adults 250 students and senior citizens

Over 12s only, please



### WRITING 🗖 An email about a visit

### I can write about plans for a visit.

### Read the model text and answer the questions.

- 1 Why did Dean write this email?
  - **a** To invite his friend to visit.
  - **b** To ask for advice. **c** To talk about plans.
- 2 What are they definitely doing on Saturday?
- **3** What are the possibilities for the afternoon?
- 4 What is Dean's suggestion for Sunday?
- 5 What does he ask Jacinta to tell him?



```
From: Dean
Subject: Your visit
```

Hi Jacinta

- 1 I'm just writing to check that everything's OK for your visit.
- 2 I think you'll like Oxford. On Saturday morning, we're doing a bus tour with my parents because they really want to show you the city. We'll be free in the afternoon, so we'll probably meet some of my friends, and we could either walk around the town or go to a museum. It's up to you. I expect we'll end up in one of the cafés in the shopping centre.
- 3 On Sunday, maybe we could catch a bus or train somewhere. There are some typical English villages around here, like Swinbrook and Burford. There isn't much to do there, but they're nice places. I'll get some photos and you can have a look.
- 4 We're going to meet you at the railway station tomorrow, so can you remind me what time your train gets in? Looking forward to seeing you. Dean
- **2** Complete the key phrases. Then look at the model text and check.

### **KEY PHRASES OPresenting plans**

 I'm 1\_\_\_\_ writing to ...1 4\_\_\_\_ we'll end up ...

 We'll 2\_\_\_\_ free ...

 It's 3\_\_\_\_ to you.

 Can you 6\_\_\_\_ me ...

### Language point: Linkers

Find the words in the box in the model text. Then complete sentences 1–5. Which words express a choice?

### so either ... or but and because

- 1 We can have \_\_\_\_\_ a salad \_\_\_\_\_ a sandwich.
- 2 It's a pretty village, \_\_\_\_\_ it's a bit boring.
- 3 I'm writing \_\_\_\_ I need some information.
- 4 It's cold, \_\_\_\_ let's stay indoors.
- 5 Trains leave at 6.00 \_\_\_\_ 7.20.
- **4 ACTIVATE** Follow the steps in the writing guide.

### **O** WRITING GUIDE

### A TASK

A friend from Britain is coming to stay with you for a weekend. Write an email about your plans for the visit.

### **B** THINK AND PLAN

- 1 What are you doing on Saturday morning?
- 2 Do your parents want to do something with your friend? What?
- **3** What are the possibilities for Saturday afternoon?
- 4 Where can you go on Sunday? How can you get there?
- 5 What are the places like and what can you do there?
- 6 Where are you going to meet your friend?

### C WRITE

Paragraph 1: Introduction I'm just writing to ... Paragraph 2: Plans for Saturday I think you'll like ... Paragraph 3: Ideas for Sunday On Sunday, maybe we could ... Paragraph 4: Reminder

We're going to ...

### D CHECK

- starting and finishing your email
- linkers
- future forms

MY COUNTRY D Travel and tourism I can understand a travel brochure about Kazakhstan.

### 1 Check the meaning of these words in a dictionary. Match them with definitions 1-6.

major ancient quirky hospitable vast rare

- 1 very old
- 4 friendly and welcoming
- 2 eccentric
- 5 large
- 3 very important
- 6 not common
- 2 🕑 3.19 Read and listen to the travel brochure. Match headings A-J with paragraphs 1–10.
  - A History
- F Wildlife
- **B** Shopping C Culture

**F** Education

G People

I Special days

- H Adventure
- **D** Vast landscapes
  - J Food
- 3 Look at the adverbs in blue in the travel brochure. Which adverbs do we use to say we are sure about something? Which ones do we use to say we are not sure?

### 4 Complete the rules with the adverbs in exercise 3.

- 1 The adverbs \_\_\_\_\_ and \_\_\_\_\_ usually go at the beginning of the sentence.
- 2 The adverbs \_ \_, \_\_\_\_ and \_\_\_\_ come after will but before won't.
- **5** Put the words in the correct order to make sentences.
  - 1 will / camping / weekend / we / maybe / go / this
  - 2 definitely / flights / book / will / I / the
  - 3 will / next / weather / be / perhaps / the / better / week
  - 4 certainly / will / he / match / the / win
  - 5 won't / year / on / probably / holiday / go / I / this
- 6 Work in groups of four. Think of ten reasons why tourists should visit your hometown or city and prepare a travel brochure.

## TEN REASONS TO VISIT KAZAKHSTAN

7 \_\_\_\_

The Great Dala, which has an area of 800 km<sup>2</sup>, is the largest dry steppe region in the world. If you want to escape the crowds and noise of big cities, you will definitely enjoy camping in the steppe.

Traditional Kazakh dishes

are based on meat and dairy

products. The drink kumis,

for example, is made from

fermented mare's milk. Try

the horse sausages, Kazakh

won't be disappointed!

meat and manti - you certainly

Perhaps you have tried mountaineering, kayaking, skiing and horse riding before, so how about something more unusual? You can go eagle hunting in Nura, explore the ghost town of Shagan, visit the underground mosques in Mangystau region or watch a rocket launch in Baikonur.

5 \_

The Silk Road was a major trade route connecting China with the Middle East and Europe. The Kazakh towns Turkestan and Taraz are located along this ancient route. Maybe you would like to see something even older? Visit Torysh (the Valley of Balls), and check out the mysterious 80-million-year-old spherical rocks!

Have you considered studying abroad? There are a lot of excellent universities in Kazakhstan, and some of them have exchange programmes. Click here to find out more!

Are you interested in literature, music and art? Kazakhstan has a lot to offer. Visit the house of Fyodor Dostoevsky in Semey, the quirky Museum of Folk Musical Instruments in Almaty or one of the numerous art galleries.

> All big cities have got malls, but the biggest of all is Khan Shatyr in Nur-Sultan. You can find everything here, from clothes and shoes to electronic devices and souvenirs. If you don't like malls, try one of the many bazaars.

People in Kazakhstan celebrate the new year twice - in January (New Year's Day) and then again in March (Nauryz). The Nauryz celebrations last for three days. There is music, dancing, competitions and of course everyone has to drink Nauryz kozhe. It is an old tradition.

Snow leopards are very rare and

will definitely come across saiga

antelopes, argali sheep and a lot of

different types of birds. The country

is a paradise for bird lovers!

you probably won't see one, but you

### 10

Last but not least, the locals are incredibly friendly and hospitable. The country is so multicultural, with more than 120 ethnic groups living peacefully together. You will certainly feel welcome wherever you go, regardless of your ethnicity or religion!

### **Creativity and skills**

MOPPINOI

### **CLIL Community service: Volunteer holidays**

I can plan and present a volunteer holiday for a family.

## Volunteer family holidays

A new type of adventure travel is becoming popular with people who want a different kind of holiday. Volunteer tourism or 'voluntourism' involves doing volunteer work while you are on holiday. In the past, volunteer projects lasted several weeks or months and were mainly for students or skilled people like nurses. Nowadays, however, there are plenty of short-term volunteer holidays for just about every interest or age group, including family-friendly holidays. Instead of swimming in the hotel pool or sunbathing on the beach, you can go to South Africa and study rhinos, work in an elephant sanctuary in Thailand, or help on a construction project in Latin America. Even children can take part by doing simple tasks like cleaning beaches, planting trees or simply spending time working with local children.

A volunteer holiday can be a very rewarding experience for a family. Volunteering as a family is a good way for young people to learn important values like kindness, responsibility and cooperation. By meeting people from around the world and experiencing different cultures, they learn to put their own problems into perspective, especially if they are used to an easy consumer lifestyle. They learn that annoying things in their daily lives, like housework or homework, are nothing compared to the problems that people from poorer countries face every day.

However, not everyone is happy with voluntourism. Some people feel that it may do more harm than good. Voluntourists believe that they make a positive difference by bringing money to local communities and by helping with development projects, but critics argue that voluntourists lack the skills and the time to really understand the problems and make a difference. In some cases they may even replace local workers and cause further poverty. What's more, if people are working all the time, they aren't spending money on tourist activities and this is bad for local economies. That's why it's important that voluntourists research their holiday carefully and choose a project that will really benefit the local community.

- 1 Look at the photos. Where are the people and what are they doing?
- 2 3.20 Read and listen to the text. What is voluntourism? Why is it becoming popular?

### 3 Read the text again and answer the questions.

- 1 Who used to do volunteer work abroad?
- 2 How have volunteer projects changed these days?
- 3 What can child volunteers do?
- 4 Why is voluntourism good for young people?
- 5 How do volunteers hope to help communities?
- 6 Why do some people criticize voluntourism?

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

- 1 Is volunteer work popular in your country?
- 2 What sort of things do volunteers do?
- 3 Do you know anyone who has been on a volunteer holiday?
- 4 Would you like to go on a volunteer holiday? Why / Why not?
- 5 What kind of holidays do people in your country go on?

## **5 TASK** Plan a volunteer holiday for a family.

- 1 Work in pairs and plan a volunteer holiday suitable for a family. Choose a suitable destination and type of volunteer work.
- 2 Write notes about the following features of the holiday and your own ideas:
  - what adults / children can do
  - positive impact of the work
  - accommodation and other facilities
  - length of stay, transport
  - cost of the holiday
- **3** Present your volunteer holiday to the rest of the class. Which is the most popular holiday?



### Vocabulary

1 Complete the compound nouns with the words in the box.

ocean guide mosquito five-star travel long-haul climbing coach

- 1 \_\_\_\_\_\_agent
   5 \_\_\_\_\_\_equipment

   2 \_\_\_\_\_\_book
   6 \_\_\_\_\_\_hotel
- 3 \_\_\_\_\_ flight
   7 \_\_\_\_\_ cruise

   4 \_\_\_\_\_ net
   8 \_\_\_\_\_ tour

### 2 Choose the correct words.

- 1 Could you lend / borrow me some money?
- 2 The train journey / travel takes an hour.
- 3 Do you always carry / wear a watch?
- 4 NASA is planning a travel / voyage to Mars.
- 5 We looked / saw a snake in the road.
- 6 I only wasted / spent twenty euros on souvenirs, but I got some amazing things.

## **3** Complete the sentences with the verbs in the box.

board check in stop off fasten turn back come across

- 1 You must <u>your luggage an hour before</u> departure.
- 2 We \_\_\_\_ for three hours in Madrid.
- 3 Please \_\_\_\_ your seat belts.
- 4 The plane had to \_\_\_\_\_ because of storms.
- 5 Come on! It's time to \_\_\_\_\_ the plane.
- 6 Did you \_\_\_\_\_ anyone you knew?

### Language focus

## 4 Complete the sentences with the correct form of *will* or *be going to*.

- 1 It's easy to find. You \_\_\_\_\_ a map. (not need)
- 2 Look at that black cloud. It \_\_\_\_\_. (rain)
- 3 We <u>u</u> our grandparents in the holidays. (see)
- 4 How long \_\_\_\_\_ in the USA? (she / stay)
- 5 I'm sure he \_\_\_\_\_ you to the airport. (drive)
- 6 I \_\_\_\_\_ very hard next term. (work)
- 7 Scientists predict that temperatures \_\_\_\_\_ all over the world in the next few years. (increase)

### 5 Complete the dialogue with the correct form of the present simple or continuous.

Joe What 1\_\_\_\_ (you / do) this weekend? Have you got any plans? IIII

- Lucy Yes. I<sup>2</sup>\_\_\_\_\_ (stay) with my cousin in London. She <sup>3</sup>\_\_\_\_\_ (take) me on a sightseeing tour of the city. I've never been before.
- Joe That sounds fun! 4\_\_\_\_ (you / travel) up by train?
- Lucy No. 1<sup>5</sup> (take) the coach because it's cheaper. It <sup>6</sup> (leave) at 8.10 and <sup>7</sup> (arrive) at Victoria Station at 10.15. What about you?
- Joe Not much, but I <sup>a</sup>\_\_\_\_ (play) basketball at 2 p.m. on Saturday.

### Communication

### 6 Match sentences 1–6 with responses a–f.

- 1 Is there anything I can do for you?
- 2 What time does the train leave?
- 3 What sort of things do you like?
- 4 I don't know how to get to the station.
- 5 I'll book it for you if you like.
- 6 How much is the trip?
- a My sister will take you.
- **b** OK, thanks.
- c I'll get you a timetable.
- d It's five euros if you've got student cards.
- e I was wondering if I can book theatre tickets here.
- f We enjoy visiting art galleries.

### Listening

## 7 • 3.21 Listen to a dialogue and choose the correct words.

- 1 Tamzin is going to stay in France / Spain in July.
- 2 Billy's course begins on 15th / 13th July.
- 3 Billy is staying with a Spanish family / at a language school.
- 4 Billy is going to spend two / three weeks in Spain.
- 5 Tamzin is going to camp in the mountains / by the sea.
- 6 Tamzin is having the party in her house / in the garden if it rains.

### SKILLS ROUND-UP Welcome–Unit 8



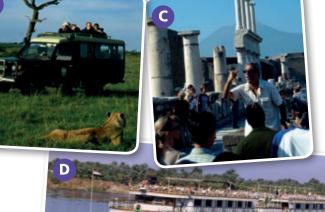


### Listening

- Look at the photos and answer the questions.
  - 1 What types of holiday are the people in the photos having?
  - 2 Which holiday would you most / least like to go on? Why?
  - 3 Where did you last go on holiday?
  - **4** What type of holiday is most / least popular with young people? Why?
- 2 3.22 Listen to a conversation. Where has Annie been? Where is Jack planning to go in August?
- 3 322 Listen again and complete the sentences.
  - 1 Annie got back from her holiday on \_\_\_\_\_.
  - 2 Tessa couldn't go on a \_\_\_\_\_ trip because she was ill.
  - 3 Tessa got ill because of the \_\_\_\_\_ she ate.
  - 4 They used \_\_\_\_\_ at night to prevent mosquitoes from biting them.
  - 5 Jack is going to have \_\_\_\_ weeks' holiday in the summer.
  - 6 He's going to go with \_\_\_\_\_ and his parents.
  - 7 They are flying home from \_\_\_\_\_.
  - 8 Jack doesn't usually like \_\_\_\_\_.

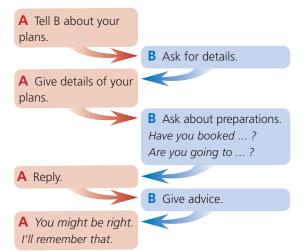
### Speaking

- 4 Work in pairs and prepare a conversation. Imagine you are planning a 'once-in-a-lifetime holiday' in a foreign country. Answer the questions.
  - 1 Where are you going to?
  - 2 How are you getting there and how long are you planning to stay?
  - 3 Where are you going to stay?
  - 4 What preparations do you need to make and what will you take with you?
  - 5 What are you planning to do there: sightseeing, day trips, cultural tours?





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



### Writing

6 Write a tourist leaflet for a holiday destination. Mention things you can do and see there and how you can get around. Begin like this:

... is a great holiday destination. There are plenty of things to see and do here.

A popular tourist attraction is the ....

# 9,0000000-

## Science and technology

### **Start thinking**

- 1 How often do you use Instagram, Snapchat or other social media?
- 2 What technological advances have there been in the last ten years?
- 3 How can psychology help people lead happier lives?

### Aims

### Communication: I can ...

- talk about using social media.
- understand a text about psychology.
- react to news and sympathize.
- talk about imaginary situations in the past.
- understand a discussion about phobias.
- describe people, things and places using relative clauses.
- sympathize with someone.
- write about a personal experience.
  understand an article about the future of cities.

### Vocabulary

- Social media sites
- Phobias
- Language focus
- Third conditional
- Object and demonstrative pronouns
- Defining and non-defining relative clauses

### Creativity and skills



My country Science and technology



CLIL Physics and chemistry: Satellites and spacecraft

←> Page 113

Project Robots

## VOCABULARY AND LANGUAGE FOCUS A day in cyberspace

I can talk about using social media.

- 1 Read *My morning online*. How similar is Leona's morning to yours? Match the words in blue with definitions 1–10.
  - 1 a sequence of pictures you send and receive every day
  - 2 celebrities you add on Snapchat
  - **3** a private / direct message that can be sent to an individual person
  - 4 to move text and pictures up and down a screen
  - 5 the process of voting for something
  - 6 to close an app
  - 7 a searchable and shareable archive of snaps that you can access
  - 8 a usually funny image, video or piece of text that is copied and spread rapidly by internet users
  - 9 a photo that you take of yourself
  - 10 to be identified by someone in a post that you share



Hi, I'm Leona, and here's what I do every morning online. So when I wake up, I turn on my phone, go on Instagram, scroll through my feed, comment on some posts, and see what I'm tagged in. This can take quite a long time if there are lots of new posts.

I post a morning selfie on my story and add a poll. This morning I want to ask if I should eat cereal or toast for breakfast.

Then I open some memes on my DMs that my friends sent me the night before – the video I saw this morning was really funny.

Then I go on Snapchat and open my streaks and answer some snaps.

I post a picture on my private story from my memories. Then I look at my subscriptions and turn my snap location on so I can see where everyone is.

Then I add some new friends and answer group chats. I really enjoy sharing ideas with other people. It gives me inspiration for the rest of the day. Finally, I log out. It's time to get going.



### **Verbs and prepositions**

2 Match the verbs and prepositions from *My morning online*.

-	5	
1	wake	in
2	go	at
3	scroll	on
4	comment	in / out
5	tag	up
6	post (something)	on / off
7	look	on
8	turn (something)	on
9	open (something)	through
10	log	up

- **3** Study the sentences. Then complete the rules.
  - 1 John woke me up at 8.00. / John woke up me at 8.00.
  - 2 I looked at my texts. / Hooked my texts at.
  - **3** She turned her phone off. / She turned off her phone.

### **O** RULES

- 1 With some verbs, we put the object <sup>1</sup> \_\_\_\_\_ the verb and the preposition.
- 2 With some verbs, we put the object <sup>2</sup>\_\_\_\_\_ the preposition.

With some verbs, we can put the object <sup>3</sup>\_\_\_\_\_ the verb and the preposition or <sup>4</sup>\_\_\_\_\_ the preposition.

## 4 Complete the sentences with the verbs and prepositions in the box.

verbs:	turnec	d p	osteo	d c	omm	ented	opened	
	wake							
prepos	itions:	in	on	at	on	throu	gh	

- 1 My sister \_\_\_\_\_ a funny photo \_\_\_\_\_ Snapchat.
- 2 He scrolled \_\_\_\_\_ his feed to see if she'd posted a comment.
- 3 I'm tagged \_\_\_\_\_ a celebrity post.
- 4 I \_\_\_\_\_ a video link on one of my direct messages.
- 5 No one \_\_\_\_ on my amazing video.
- 6 She's been looking <u>Ariana Grande's</u> Facebook page for hours.
- 7 When I \_\_\_\_\_ my phone on, I had 120 messages.
- 8 Can you \_\_\_\_ me up before you go?
- **9** I usually go \_\_\_\_\_ Snapchat after I get home.

## **5 ACTIVATE** Complete the sentences with your own ideas. Work in pairs and compare your answers with a partner.

- 1 I'm on (social media site/s) for about ... (minutes / hours) a day.
- 2 I usually post ...
- 3 I love ...
- 4 I really don't like it when ...
- 5 I've got / haven't got a ... account.
- 6 Group chats are ...

### Finished?

Write sentences about the benefits and problems with using social media

One of the good things about social media is feeling part of a group.

### **READING** The psychology of 'Yes'

### I can understand a text about psychology.

1 3.23 Look at the title of the text and the photos. What do you think the text is about? Read and listen to the text and check your answer.

### 2 Read the text again and answer the questions.

- 1 When you have a positive approach to life, what do you spend less time doing?
- 2 Where did Danny spend his free time after his girlfriend left him?
- **3** How did he use to communicate with his friends?
- 4 According to the stranger, what kind of people say 'no'?
- 5 Why did Danny start his experiment?
- 6 Why did Danny buy a newspaper?
- 7 Why did Danny's life change when he bought the newspaper?
- 8 How long did Danny's experiment last?

## **3** Complete the summary with six of the words in the box.

money pessimistic interesting generous advice a beggar positive a stranger polite

Danny Wallace became 1\_\_\_\_ and depressed after his girlfriend left him. Then one day, he met 2\_\_\_\_ who gave him some 3\_\_\_\_. Danny's new philosophy was to be 4\_\_\_\_ about everything and more 5\_\_\_\_ towards other people. As a result, his life became much more 6\_\_\_\_.

### **4 BUILD YOUR VOCABULARY** Find antonyms in the text for 1–6.

- 1 accepted (paragraph 2)
- 2 complicated (paragraph 3)
- 3 poorer (paragraph 5)
- 4 meanness (paragraph 5)
- 5 luckily (paragraph 5)
- 6 exciting (paragraph 6)
- 5 Match the words in the box with their antonyms in exercise 3. Then write sentences with the words.

mean rude boring negative optimistic

### 6 YOUR OPINIONS Ask and answer the questions.

- 1 How often have you said 'no' to something this week? Why?
- 2 Has anyone ever given you any good advice? Who? What was it?
- 3 What makes people happiest, in your opinion?
- 4 How can you help a friend who is unhappy?
- 5 Do you agree with the writer? What would happen if you always said 'yes'?



The psychology of 'Yes' starts with the difference between an active and passive approach to life. An active approach means that you spend less time dwelling on what's wrong with your life and more time making improvements to aspects of your life and achieving your potential to be happy and successful.

Here's an example. When his girlfriend left him, Danny Wallace stopped going out and developed a strong relationship with his sofa and remote control. His attitude to everything was negative and his passion for life had gone. He politely refused his friends' invitations and sent 'happy birthday' emails instead of going to parties. He texte



birthday' emails instead of going to parties. He texted people instead of phoning, and phoned people instead of visiting. Danny became the man who always had an excuse.

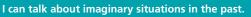
It was only when a mystery man said three magic words that Danny's whole world started to change and he became more positive and passionate. The stranger, who Danny met on a bus, had a simple philosophy. In his opinion, people without passion always said 'no', so they missed a lot of opportunities in life. His advice to Danny was simple: 'say "yes" more'. The man's philosophy interested Danny and he decided to try an experiment. From that moment, he would always say 'yes'.

So the next time that a friend invited him to play football, Danny said 'yes'. Near his flat, on the way to football, someone was begging for money. The beggar asked for a pound. Danny said 'yes', but he didn't

n n

have any change, so he went to the newsagent's, bought a newspaper and then gave the man a pound coin. When a scratch card fell out of the paper, Danny decided to play and he won!

### LANGUAGE FOCUS D Third conditional



1 Complete the sentences from the text. Then choose the correct words in the rules.

Situation	Result		
If he'd said 'no' to his friend,	he 1 stayed at home.		
If he'd stayed in,	he <sup>2</sup> met the beggar.		
If he <sup>3</sup> done the scratch card,	he <sup>4</sup> won the prize.		
Result	Situation		
Would he have done these things	if he <sup>s</sup> stayed on his sofa?		

### 

- 1 The third conditional describes the imaginary results of **past / future** events which never happened.
- 2 We form the third conditional with If ... + had / have + past participle (situation) + would have + past participle / past simple (result).

### More practice 🥣 Workbook page 71

The prize was £25,000. 'Yes' had suddenly made Danny a wealthier man. If he'd said 'no' to his friend, he'd have stayed at home. If he'd stayed in, he wouldn't have met the beggar, and if he'd said 'no' to the beggar, he wouldn't have bought the newspaper or done the scratch card. And if he hadn't done the scratch card, he wouldn't have won the prize. His optimism and generosity had made a difference. Unfortunately, he lost the £25,000 five minutes later, but that's another story.

It was the beginning of Danny's adventures. In the next six months, he continued to say 'yes' and his life got better and more exciting. As a result, he became a politician and an inventor, met Buddhist monks, travelled to some unusual places, got into some embarrassing situations and met the woman of his dreams! Would he have done these things if he'd stayed on his sofa? So remember ... if life is getting dull, just say the magic word.



### 2 Complete the third conditional sentences.

If you'd gone (go) out more, you'd have made (make) more friends.

- 1 Danny \_\_\_\_ (not meet) the man if he \_\_\_\_ (stay) in his flat.
- 2 Paul \_\_\_\_ (be) happy if he \_\_\_\_ (get) the job.
- 3 If you \_\_\_\_ (not say) anything, I \_\_\_\_ (not know).
- 4 \_\_\_\_\_ we \_\_\_\_\_ (be) successful if we \_\_\_\_\_ (work) harder?
- 5 If you \_\_\_\_ (ask) me politely, I \_\_\_\_ (help) you.
- 6 \_\_\_\_ Sue \_\_\_\_ (go) to the party if she \_\_\_\_ (know) about it?
- 3 3.24 Rewrite the sentences using the third conditional. Include the words in brackets. Then listen and check.

Hayley didn't go because she was tired.

If Hayley hadn't been tired, she would have gone. (gone)

- John didn't go to the party because he felt moody. If \_\_\_\_\_. (hadn't)
- 2 The fans respected the captain because he played well. They \_\_\_\_\_. (wouldn't)
- 3 I wasn't there, so I didn't see you. I \_\_\_\_\_. (seen)
- 4 The team were pessimistic because they lost last week. The team \_\_\_\_\_. (wouldn't)
- 5 He gave up smoking when he met his girlfriend. If \_\_\_\_\_. (hadn't)
- 6 Sam wasn't optimistic about passing his exams because he hadn't revised much. He \_\_\_\_\_. (would)
- 7 She was very successful because she had a positive attitude. If \_\_\_\_\_. (hadn't)

### 4 ACTIVATE Ask and answer with a partner.

### What would you have done if you ...

- 1 had lived a thousand years ago?
- 2 hadn't come to school today?
- **3** had met the US President this morning?
- 4 had met a film star on the way to school?
- 5 had found a twenty-euro note in the street?
- 6 hadn't studied at this school?

### Finished?

Continue the chain of consequences into the past with your own ideas.

Tom wouldn't have broken his leg if he hadn't fallen out of the tree. He wouldn't have fallen out of the tree if ...

## VOCABULARY AND LISTENING D Phobias

I can understand a discussion about phobias.

## **STUDY STRATEGY O**Dictionary skills

1 Look at the dictionary entry and find the abbreviations for the words in the box. Which phrases in the entry are definitions?

verb somebody adjective noun

**fright** /frait/ *n* a sudden feeling of fear: *That spider gave me a fright.* 

**frighten** /'fraɪtn/ v to make sb afraid: *Spiders frighten me*.

- **frightened** /'fra1tnd/ *adj* afraid: 2 *I feel frightened when I see a spider.*
- **frightening** /'frattnin/ *adj* causing fear:
- 3 Spiders are frightening.

# 2 Study example sentences 1–3 in the dictionary entry and match them with a–c. What are two adjective suffixes?

- a The adjective refers to the reason for the feeling.
- **b** This is a verb and not an adjective.
- c The adjective refers to how you feel.
- 3 Complete the table. Make adjectives using the verbs in the box. Then use a dictionary to find the nouns.

	elax astonish æ interest	embarrass shoc	k
Verb	-ed adjective	-ing adjective	Noun
bore	bored	boring	boredom

- 4 3.25 Listen to a radio programme about phobias. Which of the things in the photos do the speakers mention?
- **5** 3.25 Listen again and match the speakers, Ben, Jackie and Mary, with descriptions a–d. There is one extra description that you do not need.
  - **a** This is a person who used to be terrified of open spaces and crowds.
  - **b** This is a person who is scared of heights.
  - c This is a person who's got a phobia of snakes.
  - **d** This is a person who used to be frightened of heights.
- 108 **C** Science and technology

- 6 Choose the correct words in the *All* about me profile. Then write your own answers for 1–10.
- **7 ACTIVATE** Work in pairs. Compare your answers to the *All about me* profile.

Is there something which terrifies you?

# All about me ...

Yes. I'm terrified of rats.



- 1 Something which **terrifies** / **terrifying** me.
- 2 Something which I'm **worried** / **worry** about.
- 3 The most **horrifying** / **horrified** thing that I've seen or heard this year.
- 4 A piece of news which **astonished** / **astonishing** me.
- 5 A TV programme which I saw recently which I found fascinated / fascinating.
- 6 A celebrity who often **shocking** / **shocks** people.
- 7 A singer whose voice is so bad that it's embarrassed / embarrassing.
- 8 Somewhere **interesting** / **interested** that I've always wanted to visit.
- 9 The place where I feel most relaxed / relaxing.
- **10** Something people do which I find **annoying** / **annoyed**.

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## LANGUAGE FOCUS Defining and non-defining relative clauses

I can describe people, things and places using relative clauses.

## **Defining relative clauses**

 Read the rules and find examples for each rule in the *All about me* profile on page 108.

## 

- 1 We can use the relative pronouns *who*, *which* and *where* when we refer to people, things and places.
- 2 We can use *that* instead of *who* and *which*.
- 3 We can use *whose* for possession.
- 4 We put prepositions at the end of a relative clause.

#### More practice 🗢 Workbook page 73

2 Join the sentence halves with where, who, whose and which.

#### 1 I know a man ...

- l know a man who suffers from technophobia.
- 2 Silicon Valley is the place ...
- **3** Do you know the app ...
- 4 Is there an online store ...
- 5 This is the guy ...
- 6 Online surfing is something ...
- 7 They are the developers ...
- a helps you generate and remember passwords?
- ${\bf b}\;$  fixed my hard drive problem.
- c suffers from technophobia.
- d I can buy smartphone screens?
- e software I often use.
- f I do far too much of.
- g many high-tech companies are located.
- 3 Make sentences using the phrases in the chart. Then explain your ideas to a partner.



## Non-defining relative clauses

- 4 Study the sentences from the listening on page 108. Which is the relative clause in each sentence? Match sentences 1–5 with rules a and b.
  - 1 Wendy Nichols, who is from London University, is a phobia psychologist.
  - 2 You meet people who've had similar problems.
  - **3** I just keep away from places where there are a lot of people.
  - 4 I was supposed to go to Barcelona, where I had a meeting, but I couldn't board the plane.
  - 5 Ben, whose job includes travelling, has a phobia of flying.

## 

- a A defining relative clause gives important information about the noun. The sentence doesn't make sense without this clause.
- **b** A non-defining relative clause gives extra information about a noun. The sentence makes sense without this clause. We don't use *that* with these clauses.
- 5 Combine the two sentences to make one sentence. Use a non-defining relative clause with who, which, where and whose.

Tom plays basketball brilliantly. He's very tall. Tom, who's very tall, plays basketball brilliantly.

- 1 Marc speaks French. His dad comes from Paris.
- 2 My sister sings in a band. She lives in Dublin.
- **3** Last summer, I visited Ireland. My father was born there.
- 4 I can't find my new coat. I bought it last week.
- 5 My uncle has got a yacht. He's very rich.
- 6 Jan works for a big company. It makes toys.

# **6 ACTIVATE** Write five sentences about famous people. Then read them to your partner for them to add extra information.

The Queen of England lives in Buckingham Palace.

The Queen of England, who has met Lady Gaga, lives in Buckingham Palace.

## **Finished**?

Write definitions for words in this unit. Then ask questions to guess your partner's word. Is it a person who ... / a place where ... / something which ...?

## SPEAKING D Reacting to news and sympathizing

#### I can sympathize with someone.

## Look at the photo. How do you think Marie is feeling? Choose the correct answer.

a terrified b fed up c excited

2 • 3.26 Listen to the dialogue. Is Dean optimistic or pessimistic about Marie's situation?

Dean Hey, Marie, you look a bit down. What's the matter?

- Marie Oh, someone's posted a photo of me on Snapchat with a funny face.
- Dean Oh, right. Sorry to hear that. It isn't the end of the world, though.
- Marie I know, but other people will see it and I look so silly.
- Dean Don't take it too badly. At least you can ask the other person to take it down.
- Marie That's true, I suppose. But it makes me feel really sad someone would do that.
- Dean It happens all the time. It's not worth worrying about.
- Marie Yeah, maybe you're right.
- Dean Look at it this way: you could always post another photo of yourself looking really cool.
- Marie That's a good idea. I mustn't worry over a little photo.
- Dean Cheer up! Come on. Let's go to a café or something.
- Marie OK. Thanks, Dean. I feel a bit better now.
- **3** 3.27 Complete the key phrases from the dialogue. Listen and check. Then practise the dialogue with a partner.

## KEY PHRASES O Sympathizing

You 1\_\_\_\_\_ a bit down. Sorry to 2\_\_\_\_\_ that. It isn't the 3\_\_\_\_\_ of the world. Don't take it too 4\_\_\_\_\_. At least ... Look at it 5\_\_\_\_\_ way. Cheer 6\_\_\_\_!

Listen. Which words do you hear?

- 1 At least you were / weren't in the same class.
- 2 She won't / wouldn't move to another city.
- 3 I think he'd be / have been happier here.
- 4 If you stayed / 'd stayed, it would be great.
- 5 I would / wouldn't have been happy with her.

- 5 3.29 Read and listen to the minidialogue. What positive aspect does Liz mention? Practise minidialogues for situations 1–4 with a partner. Use the key
  - Liz You look a bit down. What's the matter?
  - Shaun I auditioned for a band and they chose another guitar player.
  - Liz Don't take it too badly. At least you had a new experience.
  - 1 I lost my favourite sweatshirt yesterday.
  - 2 I failed two of my exams.

phrases in exercise 3.

- 3 My pet has just died.
- 4 We aren't going away for a holiday. We're staying here all summer.
- 6 ACTIVATE Work in pairs. Prepare a new dialogue with a partner. Use the situation below. Practise your dialogue. Then change roles.

My best friend is moving to the USA.

I can write about a personal experience.



# A happy ending

- This time last year, things weren't going too well for me. I'd failed my science exam and I had to take it again. I was feeling fed up and I wasn't interested in anything. Friends invited me out, but I didn't really want to see them. I spent a lot of time watching DVDs in my room.
- 2 Everything changed for me the day someone posted a comment about a robotics competition on Instagram. I was really interested in robotics and had even started designing my own robot, so I entered the competition and won! The prize was a chance to work with designers who were developing a new kind of wheelchair that drives itself and helps injured and blind people get around more easily. All the designers were really optimistic and enthusiastic. They made me realize that my problems weren't at all serious and that I should be a bit more positive.
- 3 These days, I feel much happier. Working for a month as a designer has made me feel more useful and sociable. They've promised me a full-time position and the new wheelchairs are almost ready for testing. If someone hadn't posted on Instagram, I'd never have had the opportunity. I realize now I was making a big fuss about something really trivial.

#### Read the model text and answer the questions.

- 1 What caused the writer's unhappiness?
- 2 Which paragraph describes the turning point in his life?
- 3 What event changed the writer's life?
- 4 How did working in the robotics company change the writer's attitude to life?
- 5 Which paragraph describes how the writer feels now?
- 2 Study the key phrases. Put the key phrases in the order of the text. Then check your answers.

## KEY PHRASES O Describing a personal experience

Things weren't going too well for me. If I hadn't ..., I'd never have ... Everything changed for me ... These days, I feel ... ... made me realize that ...

# Language point: Modifying comparatives

**3** Study the examples. Then order the words in 1–5.

l should be a bit more positive.

#### l feel much happier.

- 1 Peter / a lot / more / was / optimistic
- 2 you / slightly / harder / can / work / ?
- 3 feeling / I'm / happier / a bit
- 4 respectfully / please / a little / more / behave
- 5 life / should / less / stressful / much / be

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

## **O**WRITING GUIDE

#### A TASK

Imagine that you were feeling depressed. Write a story with the title *A happy ending*.

#### **B** THINK AND PLAN

- 1 Things weren't going well for you. Why?
- 2 Things changed suddenly for you. Where were you and what were you doing?
- **3** What did you start to do and why did you like it?
- 4 How did you become happier?
- 5 How do you feel now? Why?

#### C WRITE

Paragraph 1: In the beginning This time last year, ... Paragraph 2: How things changed Everything changed for me the day I ... Paragraph 3: My life now These days, I feel ...

#### D CHECK

- modifiers
- relative clauses
- conditionals

MY COUNTRY D Science and technology I can understand an article about the future of cities.

## CITIES OF THE FUTURE

In the 1950s, only 750 million people lived in cities. In 2018, the world's cities were home to 4.2 billion people, which was about 55% of the population at the time. 1\_\_\_\_\_ But what will the cities of the future look like?

'If we don't do anything to prepare for this expansion, the cities of the future will be noisy, polluted and overcrowded,' says Dr Stuart Smith, a scientist who specializes in urban geography. 'But it doesn't have to be like that. Governments around the world are already trying to come up with innovative solutions. There have been some success stories and, in my opinion, the most striking is that of Nur-Sultan in Kazakhstan.'

Nur-Sultan is one of the fastest growing cities in Central Asia. <sup>2</sup>\_\_\_\_\_ Over the next two decades, it was completely rebuilt, becoming the new capital of Kazakhstan. Today, more than a million people live in the city. Such rapid growth is usually associated with a sharp decline in the quality of life, but this hasn't been the case in Nur-Sultan. 'I didn't think

1 Check the meaning of these words in a dictionary. What part of speech is each word? Which three words can be both verbs and nouns?

> innovative solution rapid decline futuristic construction impact infrastructure citizen launch

#### 2 3.30 Read the article and complete it with the missing sentences A–F. Then listen and check your answers.

- A In 2012, the authorities created an innovation organization called Astana Innovations.
- **B** In the early 1990s, it was a small city with a population of about 280,000 people.
- C If I hadn't seen it with my own eyes, I wouldn't have believed it.
- D If I lived in Nur-Sultan, I'd use it every day.
- E Scientists have estimated that by 2050, about 70% of the population will live in urban areas.
- F The answer is smart urban planning, according to Dr Smith.



this was possible,' says Dr Smith. '3\_\_\_\_ There are amazing futuristic buildings designed by world famous architects, a lot of green spaces, a free Wi-Fi network and a very efficient public transport system.'

So, what makes Nur-Sultan different, and why has it been so successful? <sup>4</sup>\_\_\_\_\_ Before construction began in the late 1990s, the government of Kazakhstan asked urban planners from all over the world to submit proposals for the new capital, and then chose the best one. Technology has played a major role, too. <sup>5</sup>\_\_\_\_\_ It has helped to develop urban planning tools which predict the impact of new infrastructure on citizens' lives. In 2016, the Smart Astana app was launched. The app offers more than 100 services – for example, you can use it to order a taxi, buy tickets for a concert, make a doctor's appointment, receive notifications from school, write recommendations about public services and much more. 'It's brilliant,' says Dr Smith. '6\_\_\_\_ I think European and American cities have a lot to learn from Nur-Sultan. It truly is a city of the future.'

**3** Find three conditional sentences in the article and exercise 2. Then complete the table with *past*, *present* and *future*.

Form	Time	Situation
First conditional: <i>if</i> + 1 simple, <i>will</i> + infinitive	2 Or 3	real, possible
Second conditional: <i>if</i> + <sup>4</sup> simple, <i>would</i> + infinitive	5 Or 6	unreal or unlikely
Third conditional: <i>if</i> + <sup>7</sup> perfect, <i>would</i> <i>have</i> + past participle	8	unreal

## 4 Complete the sentences with your own ideas.

- 1 If I were the mayor of my town / city, ...
- 2 If I could live anywhere in the world, ...
- 3 If it rains tomorrow, ...
- 4 If I had a lot of money, ...
- 5 If they build a new airport in my town, ...
- 6 If people hadn't invented computers, ...
- **5** Work in pairs. What do you think your town or city will be like in 2050? Think about:

buildings transport public services infrastructure

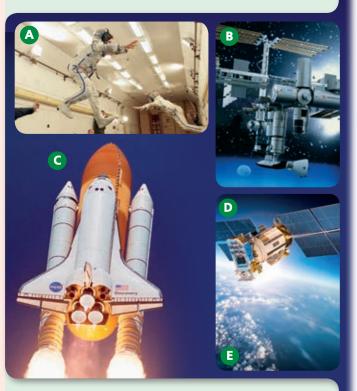
Creativity and skills

## CLIL D Physics and chemistry: Satellites and spacecraft I can talk about the future of space travel and exploration.



 Check the meaning of the words in the box. Then match them with A–E in the photos.

space stationweightlessnessspace shuttleEarthEarthsatellite



- 2 3.31 Complete the text with the words in exercise 1. Then read and listen to the text and check.
- **3** Read the text again and write *true* or *false*. Correct the false sentences.
  - 1 The Soviet Union put the first artificial satellite in orbit.
  - 2 Sputnik 1 was the first natural satellite.
  - **3** Astronauts constructed the ISS in space.
  - 4 Teams of researchers have been living in space since 1990.
  - 5 Charles Simonyi has been on one trip into space.
  - **6** Sub-orbital spacecraft are spaceships which travel into space.
  - 7 People can experience weightlessness on suborbital spacecraft.

# Out of this world

A 1\_\_\_\_\_ is an object that orbits another object in space. There are natural satellites like the moon, which orbits 2\_\_\_\_, and there are also artificial satellites. Artificial satellites are man-made objects which are sent into space. In 1957, the Soviet Union launched the first artificial satellite, Sputnik 1, and today there are about three thousand artificial satellites in orbit around Earth. We use them to transmit phone calls and TV signals across the world, to navigate journeys, to forecast the weather and to study the universe.

The largest artificial satellite in orbit is the International <sup>3</sup>\_\_\_\_\_ or ISS. The American <sup>4</sup>\_\_\_\_\_ started taking material into space to build the ISS there in the late 1990s, and different teams of researchers have lived there continuously since November 2000. The ISS was also the destination of the world's first space tourists. One of them, the Hungarian-American billionaire Charles Simonyi, enjoyed the visit so much that he paid \$35 million for a second trip. During his visits to space, he helped with research projects and chatted to schoolchildren in the USA via a video link.

Space tourism will be more popular in the future, thanks to the development of sub-orbital spacecraft. Travelling to altitudes of over one hundred kilometres, these craft reach the boundaries of space, at the edge of the Earth's atmosphere. From there, passengers get a breathtaking view of Earth, and can also experience <sup>5</sup>\_\_\_\_. Prices started at \$200,000 for a three-hour trip, but flights will certainly become cheaper in the future. Scientists hope that the increase in space tourism will help to raise money to fund further space projects.

4 ACTIVATE Read sentences 1–6. Work in pairs and discuss whether you think these things are already possible, will be possible in the future or will never be possible.

- 1 Hotels will open in space.
- 2 Tourists will be able to visit other planets.
- 3 People will have their own personal space shuttle.
- 4 People will be able to experience weightlessness in their own home.
- 5 People will grow plants in space.
- 6 There will be budget flights to the moon costing about €100.

## Vocabulary

- 1 Write the nouns for these adjectives.
  - 1 frustrated \_\_\_\_\_
- 4 generous \_\_\_\_
- 2 confident \_\_\_\_\_
- 5 pessimistic \_\_\_\_
- 3 polite \_\_\_\_
- 6 moody \_\_\_\_
- 2 Complete the sentences using a word formed from the word in brackets.
  - 1 Snakes and spiders \_\_\_\_ me. (fright)
  - 2 I feel really \_\_\_\_\_ at the moment. (bore)
  - **3** Speaking to the class makes me feel \_\_\_\_. (embarrass)
  - 4 I find my younger brother really \_\_\_\_\_. (annoy)
  - 5 I was \_\_\_\_ when I saw how tall he'd grown. (astonish)
  - 6 My friend was \_\_\_\_ when I told her the story. (shock)
  - 7 Watching TV after school is quite \_\_\_\_\_. (relax)
  - 8 That TV documentary on Channel 4 was \_\_\_\_\_. (fascinate)

## Language focus

#### 3 Choose the correct words.

- 1 I don't like the actor in that film. He's really annoy / annoying.
- 2 I fell over in class. It was so embarrassed / embarrassing.
- 3 Documentaries about sharks fascinating / fascinate me. They're so interested / interesting.
- 4 I feel more **pessimistic / pessimistically** these days.
- 5 I'm terrifying / terrified of spiders.

# 4 Complete the third conditional sentences with the correct form of the verbs.

- 1 He \_\_\_\_ (train) harder if he \_\_\_\_ (know) how good the other team was.
- 2 If I \_\_\_\_ (not / tidy) my room, I \_\_\_\_ (not / find) the library book.
- 3 If I \_\_\_\_ (not be) so tired, I \_\_\_\_ (go) out.
- 4 \_\_\_\_ (you / work) harder if your parents \_\_\_\_ (send) you to private school?
- 5 If he \_\_\_\_ (tell) the truth, his mum \_\_\_\_ (not be) so angry.
- 6 What language \_\_\_\_ (you / chose) if you \_\_\_\_ (not take) English?

## **5** Complete the sentences with *who*, *which*, *where* or *whose*.

- 1 I'm not sure \_\_\_\_ pen this is.
- 2 Is that the shop \_\_\_\_\_ Tom works?
- **3** The police officer, <u>loved animals</u>, returned the lost dog to its owner.
- 4 Football is a sport \_\_\_\_ I find really boring.
- 5 That's the boy \_\_\_\_\_ skateboard was stolen.
- 6 Do you know the guy \_\_\_\_\_ is singing?
- 7 I visited Bratislava, \_\_\_\_ I was born.
- 8 That's a machine \_\_\_\_ makes ice cream.

## Communication

# 6 Complete the mini-dialogue with the phrases in the box.

I suppose fed up I know the end of the world too badly What's the matter?

Sally	You look 1, Josh. 2
Josh	I failed my driving test.
Sally	Oh, sorry to hear that. It isn't <sup>3</sup> , though.
Josh	4, but life would be much easier if I could drive.
Sally	Don't take it <sup>5</sup> At least you can take the test again.

Josh Yeah, that's true, 6\_\_\_\_



## Listening

7 • 3.32 Listen to four people talking about happiness. Match speakers 1–4 with sentences a–e. There is one extra sentence that you do not need.

Speaker 1 \_\_\_\_ Speaker 3 \_\_\_\_

- Speaker 2 \_\_\_\_ Speaker 4 \_\_\_\_
- **a** I think that sort of behaviour is irresponsible.
- **b** Some people are incredibly generous.
- c Money doesn't always make people happy.
- d Optimistic people tend to be happy.
- e People who are moody are no fun to be with.



## **1** Read *Robots*. Match questions 1–4 with paragraphs A–D.

- 1 What are modern robots used for?
- 2 What are the benefits and dangers of robots?
- 3 What is a robot?
- 4 How did robots develop?

# Robots

A robot is a machine that can carry out a series of functions. Originally, these functions were very basic. For example, in 1930 a robot called Elektro could walk by voice command, speak about 700 words, smoke cigarettes and move his head and arms. Elektro was a humanoid – that is he looked like a human with arms and legs. However, his movements were very slow and mechanical.

B Robots became more sophisticated with the development of microprocessors. They became smarter and faster and could be programmed to perform a wide range of functions. The first digitally operated and programmable robot called Unimate was invented in 1954. Unimate was used to assemble car components in the USA. This was the first big step towards the automation of car manufacturing.





Today, robots are a part of many aspects of industry, medicine, science, space exploration, construction, food packaging and are even used to perform surgery. The most recent robots can move talk, walk, run or fly, and work independently of humans. They have 'intelligence' which allows them to make independent decisions and interact with

independent decisions and interact with humans. As they become more adaptable, they can be used for everything from military purposes to looking after elderly people.

Some people think robots have many benefits over humans. They don't get sick or bored. They do their jobs very precisely and consistently. They don't need food or sleep and they never argue or complain, and they can also do many things that humans can't. However, some people are worried that robots will become too intelligent and may one day take over the world.



2 Write an article about a robot that you think will be useful in the future. Follow the steps in the project checklist.

## **O** PROJECT CHECKLIST

- 1 Answer the questions 1–4 in exercise 1.
- 2 Use the internet to find out about the robot – what it looks like, what it does and its benefits.
- **3** Write a paragraph about the robot and how it could be used in the future.
- **4** Find some photos of the robot on the internet and put them with the paragraph to make an article.
- 3 Exchange your report with the rest of the class. Who has the best ideas for using a robot?

## **Phonetic symbols**

Vowels	
/i/	happy
/1/	it
/iː/	he
/æ/	flag
/aː/	art
/e/	egg
/31/	her
/ɒ/	not
/วเ/	four
/ʊ/	look
/uː/	you
/ə/	sugar
/_/	mum
/eɪ/	day
/aɪ/	why
/31/	noisy
/au/	how
/ວບ/	go
/19/	here
/eə/ /ʊə/	wear
/0.9/	tourist
Conson	ants
/p/	pen
/p/ /b/	pen big
/p/ /b/ /t/	pen big two
/p/ /b/ /t/ /d/	pen big two dog
/p/ /b/ /t/ /d/ /k/	pen big two dog can
/p/ /b/ /t/ /d/ /k/ /g/	pen big two dog can good
/p/ /b/ /t/ /d/ /k/ /g/ /tʃ/	pen big two dog can good beach
/p/ /b/ /t/ /d/ /k/ /g/ /tʃ/ /dʒ/	pen big two dog can good beach job
/p/ /b/ /t/ /d/ /k/ /g/ /tʃ/ /dʒ/ /f/	pen big two dog can good beach job food
/p/ /b/ /t/ /d/ /k/ /g/ /t∫/ /dʒ/ /f/ /v/	pen big two dog can good beach job food very
/p/ /b/ /t/ /d/ /k/ /g/ /t∫/ /dʒ/ /f/ /v/ /θ/	pen big two dog can good beach job food very think
/p/ /b/ /t/ /d/ /k/ /g/ /t∫/ /dʒ/ /f/ /v/ /θ/ /ð/	pen big two dog can good beach job food very think then
/p/ /b/ /t/ /d/ /k/ /g/ /t∫/ /dʒ/ /f/ /v/ /θ/ /ð/ /s/	pen big two dog can good beach job food very think then speak
/p/ /b/ /t/ /d/ /k/ /g/ /t∫/ /dʒ/ /f/ /v/ /θ/ /ð/ /s/ /z/	pen big two dog can good beach job food very think then speak zoo
/p/ /b/ /t/ /d/ /k/ /g/ /t∫/ /dʒ/ /f/ /v/ /θ/ /ð/ /s/ /z/ /ʃ/	pen big two dog can good beach job food very think then speak zoo she
/p/ /b/ /t/ /d/ /k/ /g/ /t∫/ /dʒ/ /f/ /v/ /θ/ /ð/ /s/ /z/ /ʃ/ /ʒ/	pen big two dog can good beach job food very think then speak zoo she television
/p/ /b/ /t/ /d/ /k/ /g/ /t∫/ /dʒ/ /f/ /v/ /θ/ /δ/ /s/ /j/ /ʒ/ /h/	pen big two dog can good beach job food very think then speak zoo she television house
/p/ /b/ /t/ /d/ /k/ /g/ /t∫/ /dʒ/ /f/ /v/ /θ/ /δ/ /s/ /j/ /j/ /j/ /h/ /m/	pen big two dog can good beach job food very think then speak zoo she television house meat
/p/ /b/ /t/ /d/ /k/ /g/ /t∫/ /dʒ/ /f/ /v/ /dʒ/ /f/ /v/ /θ/ /δ/ /s/ /z/ /J/ /j/ /j/ /h/ /n/	pen big two dog can good beach job food very think then speak zoo she television house meat now
/p/ /b/ /t/ /d/ /k/ /g/ /t∫/ /dʒ/ /f/ /v/ /θ/ /δ/ /s/ /s/ /j/ /j/ /h/ /n/ /ŋ/	pen big two dog can good beach job food very think then speak zoo she television house meat now sing
/p/ /b/ /t/ /d/ /k/ /g/ /t∫/ /dʒ/ /f/ /v/ /θ/ /ð/ /s/ /s/ /j/ /j/ /h/ /m/ /n/ /ŋ/ /l/	pen big two dog can good beach job food very think then speak zoo she television house meat now sing late
/p/ /b/ /t/ /d/ /k/ /g/ /t∫/ /dʒ/ /f/ /v/ /dʒ/ /f/ /v/ /ð/ /s/ /j/ /j/ /j/ /h/ /m/ /n/ /ŋ/ /l/ /r/	pen big two dog can good beach job food very think then speak zoo she television house meat now sing late radio
/p/ /b/ /t/ /d/ /k/ /g/ /t∫/ /dʒ/ /f/ /v/ /θ/ /ð/ /s/ /s/ /j/ /j/ /h/ /m/ /n/ /ŋ/ /l/	pen big two dog can good beach job food very think then speak zoo she television house meat now sing late

## **Welcome Unit**

do exercise (v) / du: 'eksəsaız/ жаттығу жасау делать зарядку download music (v) /ˌdaʊn'ləʊd'mjuːzɪk/ музыка жүктеу загружать музыку earn money (v) / зти 'mʌni/ ақша табу зарабатывать деньги get bored (v) / get 'bord/ sepiry заскучать get up (v) / get 'Ap/ тұру вставать go online (v) / gəʊ ɒn'laın/ интернетке шығу выходить в интернет have a lie-in (v) / hav ə laı 'ın/ төсекте жата тұру полежать в постели pass exams (v) / pars ig'zamz/ емтихан тапсыру сдать экзамены present (n) /'preznt/ қазіргі, осы күнгі настоящее send text messages (v) / send 'tekst mesid<u>3</u>1z/ xafap жifepy отправить сообщение spend money (v) / spend 'mʌni/ ақша жұмсау тратить деньги spend time (v) / spend 'taim/ уақыт өткізу проводить время stay at home (v) / ster at 'haum/ уйде қалу оставаться дома text message (n) /'tekst ,mesida/ хабар, хабарлама сообщение theme park (n) /'0irm park/ аттракциондар бағы парк аттракционов watch TV (v) / wpt f tir 'vir/ теледидар қарау смотреть телевизор

## Unit 1

account (n) /ə'kaunt/ есеп, шот счет admire (v) /əd'maiə(r)/ сүйсіну, сұқтану восхищаться aware (adj) /ə'weə(r)/ хабардар осведомленный bad language (n) /,bæd 'laŋgwidʒ/ балағаттаушылық ругательства ballroom (n) /'bɔːlruːm/ салтанат залы зал торжеств big band (n) /'big band/ биг-бенд, үлкен джаз-оркестр биг-бенд, большой джаз-оркестр black-and-white TV (n) / blak ənd 'wait tir 'vir/ ақ-қара түсті теледидар черно-белый телевизор bottom (n) /'bptəm/ төмен, асты низ break up (v) / breik 'Ap/ айырылысу расставаться calculator (n) /'kalkjuleitə(r)/ калькулятор калькулятор celebrate (v) /'selibreit/ мерекелеу, тойлау праздновать clothes (n pl) /kləudz/ киім одежда colourful (adj) /'kʌləfl/ түрлітуісті цветной compete (v) /kəm'pirt/ бәсекелесу соревноваться craze (n) /kreiz/ жан-тәнімен эуестену повальное увлечение crisis (n) /'kraisis/ дағдарыс кризис cut off (v) / kAt 'pf/ kecy otpesate decade (n) /'dekeid/ онжылдық десятилетие disco (n) /'diskəu/ дискотека лискотека discover (v) /dɪ'skʌvə(r)/ анықтау обнаружить economy (n) /I'kpnəmi/ экономика экономика eccentric (adi) /ik'sentrik/ эксцентрлі, оғаш эксцентричный event (n) /I'vent/ оқиға событие exist (v) /ıg'zıst/ өмір сүру, бар болу существовать fashion (n) /'fæ∫n/ сән мода fashionable (adj) /'fæʃnəbl/ сәнді, сәнқой модный festival (n) /'festivl/ фестиваль фестиваль fond of (adj) /'fpnd əv/ жақсы көру, ұнату любить gadget (n) /'gædʒit/ құрылғы устройство get (v) /get/ алу получить get better (v) / get 'betə(r)/ жақсарту улучшаться get home (v) / get 'həʊm/ үйге жету добраться домой get married (v) / get 'marid/ үйлену (күйеуге шығу) жениться (выходить замуж) get on with (v) / get 'pn wid/ тіл табысу ладить с get the flu (v) / get də 'fluː/ суық тию простудиться

get together (v) / get ta'geda(r)жиналу собираться get up (v) / get 'Ap/ тұру вставаты get upset (v) / get лр'set/ қапа болу, ренжу расстраиваться gravity (n) /'grævəti/ тарту притяжение hairstyle (n) /'heəstaɪl/ шаш үлгісі прическа hippy (adj) /'hipi/ хиппи хиппи hobby (n) /'hɒbi/ хобби хобби iceberg (n) /'aɪsbзɪg/ мұзтау айсберг icon (n) /'aikon/ икон икона invent (v) /In'vent/ ойлап табу изобретать invention (n) /ın'ven∫n/ Жаңалық изобретение issue (n) /'ıʃuː/ проблема проблема jazz (n) /dʒæz/ джаз джаз job (n) /dʒpb/ жұмыс работа keen (adj) /kiːn/ өте ұнайды очень нравиться leap (n) /liɪp/ секiру прыжок length (n) /len $\theta$ / ұзындық длина library (n) /'laɪbrəri/ кітапхана библиотека live (adj) /laɪv/ жанды дауыс вживую mankind (n) /mæn'kaınd/ адамзат человечество media studies (n) /'miːdiə .stʌdiz/ бұқаралық ақпарат құралдарын зерттеу изучение средств массовой информации memorable (adj) /'memərəbl/ ecre сақталатын запоминающийся millennium (n) /mɪ'leniəm/ мыңжылдық тысячелетие miniskirt (n) /'minisk3:t/ қысқа беллемше мини-юбка mobile phone (n) / məʊbaɪl 'fəʊn/ ұялы телефон мобильный телефон the Noughties (n) /də 'nortiz/ ғасыр басы нулевые outdoors (adv) / aut'dorz/ таза ауада на свежем воздухе party (n) /'pɑɪti/ сауық кеші вечеринка pay attention (v) / per  $a'ten \int n/a$ назар аудару обратить внимание polite (adj) /pə'laɪt/ сыпайы вежливый poverty (n) /'povəti/ кедейшілік бедность

prefer (v) /pri'fз:(r)/ таңдау предпочитать protest (n) /'prəutest/ наразылық протест protest (v) /prə'test/ наразылық білдіру протестовать record player (n) /'rekord .pleio(r)/ күйтабақ ойнатқыш проигрыватель research (v) /rɪ'sɜɪt∫/ зерттеу жургізу проводить исследование respectful (adj) /rɪ'spektfl/ құрметті уважаемый ride (v) /raid/ атпен салт жүру ездить верхом run out (v) / rʌn 'aʊt/ аяқталу закончиться satellite (n) /'satəlaıt/ cepik спутник save up (v) /ˌseɪv 'ʌp/ ақша жинау копить деньги selfish (adj) /'self1ʃ/ өзімшіл эгоистичный sensitive (adj) /'sensətıv/ сезімтал чувствительный shilling (n) /ˈʃɪlɪŋ/ шиллинг (ақша бірлігі) шиллинг(денежная единица) shock (v) /∫ok/ таң қалдыру шокировать skirt (n) /sk3rt/ белдемше юбка spoilt (adj) /spэilt/ ерке избалованный stamp (n) /stæmp/ марка марка step (n) /step/ қадам шаг suit (n) /suit/ костюм костюм technology (n) /tek'nɒlədʒi/ технология технология toy (n) /tэі/ ойыншық игрушка trendy (adj) /'trendi/ аса сәнді супермодный trousers (n) /'traʊzəz/ шалбар брюки uniform (n) /'juːnɪfɔːm/ бірыңғай форма униформа upset (adj) /лр'set/ ренішті расстроенный vinyl (n) /'vaınl/ винильді виниловый violence (n) /'vaiələns/ зорлық насилие war (n) /wэ:(r)/ соғыс война wear (v) /weə(r)/ кию, киіп жүру одевать wide (adj) /waɪd/ кең широкий

## Unit 2

acupuncture (n) /'akjupʌŋktʃə(r)/ инемен емдеу акупунктура affect (v) /ə'fekt/ әсер ету влиять agree (v) /ə'griɪ/ келісу соглашаться alternative medicine (n) /ɔːl,tɜːnətīv 'medsn/ балама медицина альтернативная медицина arthritis (n) /aː'θraɪtɪs/ артрит артрит ban (v) /bæn/ тыйым салу запрещать bath (n) /bαxθ/ ванна ванна benefit (v) /'benɪfɪt/ пайда алу получать пользу blood pressure (n) /'blad prefa(r)/ артериялық қысым артериальное давление brain (n) /brein/ бас миы головной мозг broken (adj) /'brəʊkən/ сынған сломанный call on (v) /'kɔːl ,pn/ қонаққа келу навещать cancer (n) /'kansə(r)/ қатерлі ісік рак care (v) /keə(r)/ қамқор болу заботиться carry (v) /'kari/ anapy, алып жүру нести cause (n) /kɔːz/ себеп причина cause (v) /kɔːz/ шақыру вызывать centenarian (n) / sent1 nearian/ ұзақ жасаған кісі долгожитель clear (adj) /kliə(r)/ анық ясный clever (adj) /'klevə(r)/ ақылды VМНЫЙ clone (n) /kləun/ клон клон clone (v) /kləʊn/ клондау клонировать cold (n) /kəʊld/ салқын тию простуда connection (n) /kə'nek [n/ байланыс связь control (n) /kən'trəul/ бақылау контроль cosmetic (n) /kpz'metik/ косметика косметика cost (v) /kpst/ бағалау стоить cream (n) /kriːm/ крем крем cruel (adj) /kruːəl/ қатал жестокий **cure (n)** /kjʊə(r)/ дәрі-дәрмек лекарство cure (v) /kjuə(r)/ емдеу лечить

cut down on (v) / kAt 'daun pn/ қысқарту сокращать defective (adj) /dɪ'fektɪv/ бұзылған нарушенный depend (v) /dɪ'pend/ тәуелді болу зависеть depression (n) /dɪ'preſn/ жабығу, торығу депрессия develop (v) /dɪ'veləp/ әзірлеу разработать development (n) /dɪ'veləpmənt/ эзірлеме разработка dilute (v) /daɪ'ljuɪt/ сұйылту разбавлять direct (adj) /də'rekt, dı- daı-/ тікелей прямой discover (v)  $/di'sk_{A}v_{\theta}(r)/amy$ , анықтау открывать, обнаруживать discovery (n) /dɪ'skʌvəri/ жаңалық, ашылым открытие disease (n) /dɪ'ziːz/ aypy заболевание drug (n) /drлq/ дәрі лекарство effect (n) /I'fekt/ әсер действие efficient (adj) /I'f1 nt/ тиімді эффективный enjoyment (n) /In'dʒɔImənt/ рахаттану удовольствие epidemic (n) / epi'demik/ iндет эпилемия essential oil (n) /I,sen [l 'эɪl/ эфир майы эфирное масло evidence (n) /'evidəns/ куәлік свидетельство experiment (n) /Ik'sperImant/ эксперимент, тәжірибе эксперимент experiment (v) /Ik'sperImant/ тәжірибе жүргізу проводить эксперимент fight (v) /fait/ күресу бороться flu(n) /fluː/ тұмау грипп gene therapy (n) / dʒiɪn 'θerəpi/ гендік терапия генная терапия get over (v) / get 'əʊvə(r)/ еңсеру, жеңу, шыдау преодолеть give up (v) / giv 'лp/ берілу, қою, тастау сдаваться go without (v) / gəʊ wɪ'daʊt/ кажетсінбеу обходиться без herbalism (n) /'hstbalizam/ шөппен емдеу траволечение homeopathy (n) / həumi'ppə $\theta$ i, hpmi-/ гомеопатия гомеопатия hydrotherapy (n) / haidrəu'θerəpi/ гидротерапия гидротерапия

illness (n) /'ılnəs/ ауру болезнь imaginary (adj) /1'mæd31nəri/ қиялдағы воображаемый infect (v) /in'fekt/ жұқтыру заражать infection (n) /ın'fek∫n/ жұқпа инфекция injury (n) /'ındʒəri/ жарақат травма intelligence (n) /ın'telıdʒəns/ ақыл VM legal (adj) /'lirgl/ занды законный loneliness (n) /'ləunlinəs/ жалғыздық одиночество mood (n) /muːd/ көңіл-күй настроение non-essential (adj) / non I'senfl/ екінші дәрежелі второстепенный obesity (n) /əʊ'biːsəti/ семіздік ожирение operate (v) /'ppəreit/ ота жасау оперировать operation (n) / ppə'reifn/ ota. операция операция pain (n) /pein/ ayыpy боль practitioner (n) /prak't1[ənə(r)/ практикалаушы дәрігер практикующий врач prevent (v) /pri'vent/ алдын алу, болдырмау предотвращать prevention (n) /prɪ'ven∫n/ алдын ала емдеу профилактика replace (v) /ri'pleis/ ауыстыру заменять research (n) /rɪ'sɜɪtʃ, 'riɪsɜɪtʃ/ зерттеу исследование sadness (n) /'sædnəs/ мұң печаль specialist (n) /'speʃəlɪst/ маман специалист strong (adj) /stroŋ/ күшті сильный subtle (adj) /'sʌtl/ баяу әсердегі замедленного действия suffer (v)  $/ s_{\Lambda} f_{\vartheta}(r) / s_{\Omega} g_{\Omega} mery$ стралать suffering (n) /'sʌfərɪŋ/ зардал шегуші страдающий suggest (v) /sə'dʒest/ ұсыну предлагать survive (v) /sə'vaiv/ аман қалу выживать take up (v) / teik 'лр/ шұғылдану заниматься tiny (adj) /'taɪni/ кішкентай крохотный tragic (adj) /'trædʒɪk/ қайғылы трагический

transplant (n) /'trænsplant, tranz-/ трансплантат трансплантат transplant (v) /træns'plaint, tranz-/ трансплантация жасау трансплантировать treat (v) /trixt/ емдеу лечить treatment (n) /'trixtmənt/ ем лечение turn off (v) / tзin 'bf/ сөндiру выключать unusual (adj) /An'jurguəl/ epekme необычный weak (adj) /wirk/ әлсіз слабый weapon (n) /'wepən/ қару оружие work out (v) / wark 'aut/ айналысу (дене шынықтыру жаттығуларымен) заниматься (физическими упражнениями) X-ray (n) /'eks rei/ рентген рентген zootherapy (n) /zuː'θerəpi/ зоотерапия зоотерапия

## Unit 3

aim (n) /еіт/ мақсат цель alternative (n) /эл'tэлэtлv/ балама альтернатива area (n) /'eəriə/ өңір регион ban (v) /bæn/ тыйым салу запрещать border (n) /'bэɪdə(r)/ шекара граница China (n) /'t ſалпə/ Қытай Китай citizen (n) /'sıtızn/ азамат гражданин conclusion (n) /kən'klur3n/ қорытынды заключение consequence (n) /'kpnsikwans/ салдар последствие create (v) /kri'eɪt/ құру создавать currency (n) /'kʌrənsi/ валюта валюта cut (v) /kAt/ Kecv резать democracy (n) /dɪ'mɒkrəsi/ демократия демократия demonstrator (n) /'demonstreito(r)/ демонстрацияға қатысушы участник демонстрации disappointed (adj) / disə'pointid/ тунілген разочарованный discriminate (v) /dɪ'skrɪmɪneɪt/ дискриминациялау дискриминировать elect (v) /I'lekt/ таңдау выбирать election (n) /ɪ'lek ſn/ сайлау выборы

European Union (n) / juara piran 'ju:niən/ Еуропалық одақ Европейский союз flag (n) /flæg/ жалау, ту, байрақ флаг frequently (adv) /'friːkwəntli/ жиі часто government (n) /'gʌvənmənt/ укімет правительство head of state (n) / hed av 'steit/ мемлекет басшысы глава государства ideal (adj) /ai'dirəl/ мінсіз идеальный idiot (n) /'ıdiət/ жарымес идиот in advance (adv) / In ad'voins/ алдын ала заранее introduce (v) / Intrə'djuis/ ұсыну представлять invest (v) /in'vest/ инвестициялау инвестировать law (n) /lэː/ заң закон lower (v) /'lə $\upsilon$ ə(r)/ төмендету снижать map (n) /mæp/ карта карта micronation (n) /'maikrəunei [n/ микроұлт микронация minister (n) /'ministə(r)/ министр министр motorist (n) /'məutərist/ автомобильші автомобилист nation (n) /'neiſn/ ұлт нация national (adj) /'naʃnəl/ ұлттық национальный negative (adj) /'negətiv/ жағымсыз негативный obey (v) /ә'bei/ тыңдау, айтқанды орындау слушаться opportunity (n) / ppə't jurnəti/ мумкіндік возможность own (v) /oun/ иелік ету владеть permit (v) /pə'mɪt/ pұқсат беру разрешать placard (n) /'plakard/ плакат плакат policy (n) /'ppləsi/ саясат политика politician (n) / pplə'tɪʃn/ саясаткер политик raise (v) /reiz/ көтеру поднимать reduce (v) /rɪ'djuːs/ қысқарту сокращать representative (n) / repri'zentativ/ өкіл представитель scooter (n) /'skurtə(r)/ мопед мопел simply (adv) /'simpli/ жәй просто

stand for (v) /'stænd ,fɔ:(r)/ білдіру означать tax (v) /tæks/ салық салу облагать налогом territory (n) /'terətri/ аумақ территория violent (adj) /'vaɪələnt/ қатігез жестокий vote (v) /vəut/ дауыс беру голосовать

## Unit 4

admit (v) /əd'mit/ мойындау признавать agree (v) /ə'griɪ/ келісу соглашаться арреаг (v) /ә'ріә(r)/ пайда болу появляться attend (v) /ə'tend/ қатысу посешать banner (n) /'bænə(r)/ баннер баннер break a promise (v) / breik a promis/ уәдені бұзу нарушить обещание break the law (v) / breik də 'ləi/ заңды бұзу нарушить закон complain (v) /kəm'plein/ шағым жасау жаловаться conman (n) /'kpnman/ алаяқ мошенник considerate (adj) /kən'sıdərət/ әдепті тактичный convince (v) /kən'vıns/ сендіру убеждать dishonest (adj) /dis'onist/ әділетсіз нечестный explain (v) /ik'splein/ түсіндіру объяснять fault (n) /fɔːlt/ кінә вина favour (n) /'feivə(r)/ қызмет услуга feelings (n) /'fiːliŋz/ сезім чувства gardener (n) /'gɑɪdnə(r)/ бағбан садовник guiltily (adv) /'gɪltɪli/ кінәлі виновато guilty (adj) /'gɪlti/ кінәлі виноватый harm (v) /hɑːm/ зиян келтіру вредить helmet (n) /'helmit/ шлем шлем high-visibility jacket (n) / har vızə,biləti 'dʒakıt/ жарық шағылыстыратын күрте светоотражающая куртка

honestly (adv) /'pnistli/ алал честно honesty (n) /'ɒnəsti/ адалдық честность hurt (v) /h3t/ ауырту причиняты боль illegal (adj) /ɪ'liːgl/ заңсыз незаконный illegally (adv) /ɪ'liɪgəli/ заңсыз незаконно innocent (adj) /'Inəsnt/ кінәсіз невинный insist (v) /ın'sıst/ қолқалау, дегеніне жету настаивать invite (v) /ın'vaıt/ шақыру приглашать keep quiet (v) / kirp 'kwarət/ ундемеу промолчать make an excuse (v) / meik ən ik'skjuis/ ақталу оправдываться offer (v) /'bfə(r)/ ұсыну предлагать order (v) /' $\operatorname{srd}(r)$ / тапсырыс беру заказывать persuade (v) /pə'sweid/ сендіру убеждать pleasant (adj) /'pleznt/ жағымды приятный pretend (v) /pri'tend/ көлгipcy притворяться promise (n) /'promis/ yage обешание provoke (v) /prə'vəuk/ арандату провошировать refuse (v) /rɪ'fjuɪz/ бас тарту отказать robbery (n) /'rpbəri/ тонау ограбление scarf(n) /skɑːf/ шарф шарф similar (adj) /'sɪmələ(r)/ ұқсас похожий statue (n) /'stæt∫uː/ мүсін статуя strict (adj) /strikt/ қатаң қатаң supermarket (n) /'sjurpəmarkıt/ супермаркет супермаркет survey (n) /'sзivei/ сауалнама опрос tell a lie (v) / tel ə 'laɪ/ өтірік айту говорить неправду tell the truth (v) / tel də 'trux $\theta$ / шындықты айту говорить правду tidy (v) /'taɪdi/ жинау убирать truth (n) /tru:0/ шындық правда yoga(n) /'jəʊgə/ йога йога zone (n) /zəun/ аймақ зона

## Unit 5

adventure novel (n) /ad'vent[a(r)]npvl/ шытырман роман приключенческий роман analytical skills (n) / ænə'lıtıkl skilz/ аналитикалык пағпылар аналитические навыки average-sized (adj) /'ævərıd3 saizd/ орташа өлшемлі среднего размера awe-inspiring /'or insparerin/ эсерлі впечатляющий big enough (adj) /'big I,nAf/ Жеткілікті улкен достаточно большой brain power (n) /'brein раиэ(r)/ интеллектуалды күш интеллектуальная сила breeze (n) /britz/ самал жел легкий ветерок but we still need ... /bʌt wi 'stɪl ˌnid/ бірақ бізге сонда да ... керек но нам все же нужно... century (n) /'sent∫əri/ ғасыр век classic (adj) /'klasik/ классикалық классический classical literature / klæsikl 'lıtrət∫ә(r)/ классикалық әдебиет классическая литература contemporary (adj) /kən'temprəri/ заманауи современный convincing (adj) /kən'vınsıŋ/ дәлелді убедительный cow (n) /kau/ сиыр корова create interesting /kri,eit 'intrəstin/ қызықты ... жасау создать интересный create tension /kri,eit 'tenfn/ қарбаластық тудыру создать напряжённость crime (n) /kraim/ қылмыс преступление detective fiction (n) /dI'tektIV .f1k∫n/ детективті әдебиет летективная литература develop the plot /di,velap ða 'plpt/ сюжетті өңдеу разработать сюжет ditch (n) /dit [/ op pob draw on your own experiences /dro: pn jə(r) əun ik'spiəriənsiz/ өз тәжірибесіне сүйену опираться на собственный опыт driving rain (n) /'draivin rein/ нөсер жауын проливной дожды dull /dal/ кунгірт тусклый

edit vour work /'edit ja(r) w3!k/ жұмысты редакциялау редактировать работу enormous (adj) /I'nɔːməs/ улкен огромный epic poem (n) / epik 'pəum/ эпостық дастан эпическая поэма fairy (n) /'feəri/ перизат,пері фея fast-paced (adj) /'forst\_perst/ Te3 дамушы быстро развивающийся fiction (adj) /'fik[n/ көркем эдебиет художественная литература first person (n) /f31st 'p31sn/ бірінші тұлға первое лицо fluttering /ˈflʌtərɪŋ/ діріл дрожание follow your dream  $/_{fplau}$  ja(r) 'drixm/ арманға еріңіз следуй за мечтой general knowledge (n) / dʒenrəl nplid<sub>3</sub>/ жалпы білім общие знания get feedback /get 'firdbæk/ пікір алу получить отзыв gothic novel (n) / gpθik 'npvl/ готтық роман готический роман gripping /'gripin/ өте қызықты захватывающий дух hardly any /'hardli \_eni/ білінербілінбес елва ли haunted (adj) /'hointid/ елестермен с привидениями head of the family /.hed av ða 'fæməli/ отбасы глава семьи hedge (n) /hedʒ/ шарбақ дуал изгородь historical drama (n) /hɪ'stprɪkl 'draːmə/ тарихи драма историческая драма humorous /'hiuːmərəs/ əзiл-оспак юмористический I've had a few ideas about ... /aIV həd ə ,fju: aı'dıəz ə,baut/ менде ... қатысты бірнеше идея бар у меня есть несколько идей по поводу... imagination (n) /I,mæd3I'neI[n/ қиял воображение imaginative /ı'mædʒınətıv/ қиялы шексіз с богатым воображением incidental information (n) /Insi'dentl'intə, meilu/inecue акпарат сопутствующая информация literary novel (n) /'lɪtərəri .novl/ эдеби роман литературный роман

local community / laukl kə'mju:nəti/ жергілікті қауымдастық местное сообщество look for inspiration / luk fa(r)Inspə'rei∫n/ шабыт іздеу искать влохновение meadow (n) /'medəʊ/ шалғын луг mind-boggling /'maind\_boglin/ таң қалдырарлық умопомрачительный mindless /ˈmaɪndləs/ ұшқалақ легкомысленный narrator (n) /nə'reitə(r)/ әңгімеші рассказчик narrow (adj) /'nærəʊ/ тар узкий nerve-racking /'nsiv rækin/ жүйкені қытықтайтын шекочущий нервы ordinary /'ɔːdnri/ əдеттегі обычный outside world (n) / autsaid 'warld/ сыртқы әлем внешний мир plenty of /'plenti əv/ көп много роет (n) /'рэот/ өлең стих point of view (n) /point av 'vjur/ көзқарас точка зрения railway carriage (n) / reilwei 'kærıdʒ/ темір жол вагоны железнодорожный вагон realist (n) /'riːəlɪst/ реалист реалист relatively small (adj) / relativli 'smoil/ салыстырмалы түрде аз сравнительно маленький religious school /rɪ'lɪdʒəs ˌskuːl/ діни ағым религиозное течение romantic novel (n) /rəʊ.mæntik 'npvl/ махаббат романы любовный роман secret agents (n) / sixkrət 'eidʒənts/ құпия агенттер тайные агенты serious /'siəriəs/ байыпты. байсалпы серьезный shower (rain) /'ʃaʊə(r)/ нөсер ливень sketch out your ideas / sket f aut jə(r) аї'dіәz/ өз идеяларын айту набросать свои идеи slow /sləu/ баяу медленный so moving on, the (second) question is ... /ˌsəʊ 'muːvɪŋ ɒn, ðə ... 'kwest [ən iz/ сондықтан, ары қарай қозғала отырып, (екінші) сауал... поэтому, двигаясь дальше, (второй) вопрос ...

social injustice (n) / səu[l ın'dʒʌstıs/ әлеуметтік әділетсіздік социальная несправедливость spine-chilling /'spain tfilin/ сұмдық жуткий spiritual leader / spirit jual 'lizda(r)/ рухани жетекші духовный лидер spy novel (n) /'spai \_npvl/ шпиондық роман шпионский роман steal (v) /stirl/ ұрлау воровать strange-looking /'streind3 lokin/ турі әдеттен тыс странного вида stray (v) /strei/ адасу блуждать That's true, but ... /ðæts 'trux, bʌt/ Бұл шындық, бірақ... это правда, НО...

There are (two) problems with that ... /ðeər ə ... 'probləmz wið ðæt/ онымен (екі) мәселе бар... с этим есть (две) проблемы... third person (n) /031d 'p318n/ ушінші тұлға третье лицо thought-provoking /0ort prə'vəukin/ ойландыратын наводящий на размышления troops (n) /tru:ps/ эскерлер войска turning point (n) /'ts:nin point/ өзгерісті кезең переломный момент unbelievable /ˌʌnbɪ'liːvəbl/ ақылға сыймайтын невероятный Victorian (adj) /vik'torrian/ викториандық викторианский wander (v) /'wondə(r)/ agacy бродить

When we know ... we can ... /wen wi nəʊ ... wi kən/ біз ... білген кезде, біз... когда мы знаем..., мы можем...

whistle (v) /'wɪsl/ ысқыру свистеть

wink of an eye (n) /wiŋk əv ən аi/ қас қағым сәтте мгновение ока wise man /'waiz mæn/ дана, данышпан мудрец write a first draft /,rait ə f3:st 'drɑ:ft/ шимай дәптерге жазу писать черновик

## Unit 6

apologize (v) /ə'pplədʒaiz/ кешірім сұрау извиняться argue (v) /'digjui/ дауласу спорить arranged marriage (n) /areind3d 'marid<sub>3</sub>/ келісіммен некелесу брак по договоренности attach (v) /ә'tæt∫/ тіркеу прикреплять awesome (adj) /'этвэт/ тамаша классный awful (adj) /'эːfl/ сұмдық ужасный beach volleyball (n) /'birtf voliborl/ жағажайлық волейбол пляжный волейбол build up (v) / bild 'лр/ салу, құрылыс выстраивать bungee jump (n) /'bʌndʒi ˌdʒʌmp/ арқанмен секіру прыгать с веревкой change your mind (v)  $/_1$  (eind3) jo: 'maind/ бастапқы ойдан қайту передумать choose (v) /t ſuːz/ тандау выбрать commitment (n) /kə'mitmənt/ міндеттеме обязательство complicated (adj) /'kpmplikeitid/ курделі сложный concentrate (v) /'kpnsntreit/ зейін кою концентрироваться course (n) /kɔːs/ бағам курс crash (v) /kræ∫/ апатқа ұшырау попасть в аварию delicious (adj) /dɪ'lɪʃəs/ өте дәмді очень вкусный diving (n) /'daivin/ дайвинг дайвинг exhausting (adj) /Ig'zoIstIn/ Шаршататын утомительный failure (n) /'feɪljə(r)/ сәтсіздік провал fall out with (v) / forl 'aut wid/ араздасу ссориться fascinating (adj) /'fæsineitiŋ/ ғажайып замечательный filthy (adj) /'fɪlθi/ лас грязный formal (adj) /'fэːml/ ресми официальный funfair (n) /'fʌnfeə(r)/ ойын-сауық бағы парк развлечений furious (adj) /'fjʊəriəs/ ашынған взбешенный get engaged (v) / get in geidzd/ некелесу обручиться

get married (v) /.get 'marid/ үйлену пожениться get on with (v) / get 'pn wid/ тіл табысу ладить с get to know (v) / get tə 'nəu/ танысу знакомиться go out with (v) / gou 'aut wid/ кездесу встречаться gorgeous (adj) /'gordʒəs/ cəynerri шикарный have an argument (v) / hæv ən 'argjumant/ дауласу, айтысу спорить have got a lot in common (v)  $/_{hav}$ gpt ə 'lpt in 'kpmən/ ұқсастығы көп иметь много общего hilarious (adj) /hɪ'leəriəs/ қызықты забавный horror film (n) /'hprə(r) ,film/ қорқынышты фильм фильм ужасов introduce to (v) / Intrə'djuis tə/ таныстыру представить link (n) /liŋk/ сілтеме ссылка lonely (adj) /'ləʊnli/ жалғыз одинокий make friends (v) / meik 'frendz/ Достасу заводить друзей make up with (v) / meik 'Ap wid/ татуласу мириться с meet (v) /mixt/ кездесу встречаться memorable (adj) /'memərəbl/ еске сақталатын запоминающийся moonlight (n) /'muxnlast/ aŭ жарығы лунный свет occasion (n) /ə'kei3n/ ic-mapa мероприятие outstanding (adj) /aut'standin/ көрнекті, біртуар выдающийся partner (n) /'partnə(r)/ серіктес партнер practice (n) /'praktis/ тәжірибе практика rarely (adv) /'reəli/ сирек редко relationship (n) /rɪ'leɪʃnʃɪp/ қарым-қатынас отношения require (v) /rɪ'kwaiə(r)/ талап ету требовать respect (v) /rɪ'spekt/ қадірлеу,құрметтеу, сыйлау уважать revolting (adj) /rɪ'vəultıŋ/ жиренішті отвратительный shout (v) /∫аʊt/ айқайлау кричать

status (n) /'steitəs/ мәртебе статус suffer (v) /'sʌfə(r)/ қиналу страдать sushi (n) /'suːʃi/ суши суши terrifying (adj) /'terifaiiŋ/ жан түршігерлік ужасающий tradition (n) /trə'dıſn/ салт-дәстүр традиция understanding (adj) / Andə'standın/ аңдағыш, түсінігі бар понимающий underwater (adv) / Andə'wərtə(r)/ су астында под водой unforgettable (adj) /, Anfə'getəbl/ ұмытылмайтын незабываемый unpleasant (adj) /An'pleznt/ жағымсыз неприятный wedding (n) /'wediŋ/ үйлену тойы свадьба

## Unit 7

arrest (v) /ə'rest/ тұтқындау арестовать atmosphere (n) /'atmasfia(r)/ атмосфера атмосфера attitude (n) /'atītjuːd/ қарымкатынас отношение auction (n) /'ɔːkʃn/ аукцион аукцион baggy (adj) /'bægi/ Қолпылдақ, кең мениковатые beard (n) /biəd/ сакал борода bikini (n) /bɪ'kiːni/ бикини бикини chain (n) /t ſeɪn/ шынжыр, тізбек цепочка changing room (n) /'t∫eɪndʒɪŋ rurm/ киім өлшейтін орын примерочная charity(n) /'t ſarəti/ қайырымдылық благотворительность combat (n) /'kpmbat/ армиялық армейский common (adj) /'kɒmən/ дағдылы привычный compensation (n) / kpmpen'sei [n/ өтемақы компенсация complain (v) /kəm'plein/ шағымдану жаловаться consider (v) /kən'sıdə(r)/ қарастыру рассматривать cotton (n) /'kptn/ мақта хлопок criminal (n) /'kriminl/ қылмыскер преступник daring (adj) /'deəriŋ/ адуынды дерзкий

death (n) /deθ/ өлім смерть decent (adj) /'dirsnt/ өнегелі, сыпайы приличный define (v) /dɪ'faɪn/ анықтау определить design (v) /dɪ'zaɪn/ жобалау проектировать designer (n) /dɪ'zaɪnə(r)/ дизайнер дизайнер disorganized (adj) /dis'organaizd/ ұйымдастырылмаған неорганизованный disrespectful (adj) / disri'spektfl/ себепсіз, әдепсіз неуважительный dreadlocks (n) /'dredlpks/ дредтер дреды dye (v) /dai/ бояу красить elder (n) /'eldə(r)/ үлкен старший enclose (v) /in'kləuz/ tipkey, koca беру прилагать establish (v) /ɪˈstæblɪʃ/ құру создавать ethical (adj) /'e01kl/ эдепті этичный export (v) /ik'sport/ экспорттау экспортировать exporter (n) /ek'sporta(r)/ экспорттаушы экспортер extremely (adv) /ik'strixmli/ төтенше чрезвычайно eyeliner (n) /'aɪlaɪnə(r)/ көзге арналған сурме подводка для глаз fair (adi) /feə(r)/ эліл справедливый flatmate (n) /'flætmeit/ бөлмедегі көршілес сосед по комнате goth (n) /gp0/ rot rot grateful (adj) /'greitfl/ игілікті благодарный grow (v) /grəʊ/ өсіру выращивать grower (n) /'grəʊə(r)/ фермер фермер grunger (n) /'grʌndʒə(r)/ гранжер гранжер hair dye (n) /'heə dai/ шаш бояуы краска для волос hooded (adj) /'hudid/ капюшонмен с капюшоном hoody (n) /'hudi/ қалың күрдек толстовка huge (adj) /hjurdʒ/ үлкен, зор огромный illegal (adj) /1'lixql/ заңсыз незаконный illegible (adj) /I'ledʒəbl/ түсініксіз неразборчивый

illiterate (adj) /ı'lıtərət/ сауатсыз безграмотный illogical (adj) /ɪ'lɒdʒɪkl/ қисынсыз нелогичный immoral (adj) /I'mprəl/ көргенсіз безнравственный impatient (adj) /Im'peI[nt/ шыдамсыз нетерпеливый import (v) /im'port/ импорттау импортировать importer (n) /Im'porta(r)/ импорттаушы импортер impossible (adj) /im'posabl/ мүмкін емес невозможный impractical (adj) /Im'præktikl/ тәжірибесіз непрактичный inconsistent (adj) / Inkan'sIstant/ тиянақсыз непоследовательный indecent (adj) /In'diIsnt/ epci неприличный insensitive (adj) /In'sensətIV/ немқұрайлы равнодушный intolerant (adj) /In'tplərənt/ сабырсыз, қыңыр нетерпимый irregular (adj) /I'regjələ(r)/ дұрыс емес неправильный irresponsible (adj) / IrI'sponsabl/ жауапсыз безответственный label (n) /'leibl/ заттаңба этикетка legible (adj) /'ledʒəbl/ оқылатын читаемый lipstick (n) /'lipstik/ далап помада logical (adj) /'lpdʒikl/ қисынды логичный lyrics (n) /'liriks/ өлеңнің сөздері слова песни magic (n) /'mædʒɪk/ сиқырлық волшебство make-up (n) /'meik ,лр/ макияж макияж manufacture (v)  $/_m \approx nju' fakt \int \mathfrak{g}(r) /$ өндіру производить manufacturer (n) /,mænju'fakt ʃərə(r)/ өндіруші произволитель moral (adj) /'mprəl/ моралды моральный moustache (n) /məˈstɑːʃ/ мұрт усы movement (n) /'muxvmənt/ қозғалыс движение mysterious (adj) /m1'st1əriəs/ тылсым таинственный nail varnish (n) /'neɪl ˌvaɪnɪʃ/ тырнақ лагы лак для ногтей

check in (v) / t ſek In/ тiркелу

city break (n) /'sīti ,breīk/ қала

регистрироваться

necklace (n) /'nekləs/ алқа ожерелье open-minded (adj) /,aupan 'maindid/ көзқарасы кең широких взглядов organized (adj) /'sigənaizd/ ұйымдастырылған организованный painful (adj) /'peinfl/ қатты ауыртатын болезненный pesticide (n) /'pestisaid/ пестицид пестицид piercing (n) /'piəsiŋ/ пирсинг пирсинг possible (adj) /'ppsəbl/ ықтимал возможный practical (adj) /'præktikl/ ұқыпты практичный produce (v) /prə'djuis/ өндіру производить producer (n) /prə'djuisə(r)/ өндіруші производитель punk (n) /pʌŋk/ панк панк quite (adv) /kwait/ эжептәуір, біраз довольно really (adv) /'rɪəli/ расымен действительно rebel (n) /'rebl/ бүлікші бунтарь receipt (n) /ri'sirt/ чек чек refund (n) /'ri:fʌnd/ ақшаның қайтарылуы возврат денег refund (v) /rɪ'fʌnd/ ақшаны қайтару возвращать деньги regular (adj) /'regjələ(r)/ тұрақты регулярный respectful (adj) /rɪ'spektfl/ құрметті, инабатты уважительный responsible (adj) /rɪ'spɒnsəbl/ жауапты ответственный ring (n) /rin/ қоңырау звонок scream (v) /skri1m/ айқайлау кричать sell out (v) / sel 'aut/ сатып жіберу распродать shop (v) /∫ор/ дүкен аралау ходить по магазинам shopper (n) /'ʃɒpə(r)/ сатып алушы покупатель sideburns (n) /'saɪdbɜɪnz/ самай баки skater (n) /'skeitə(r)/ скейтер скейтер smart (adj) /smart/ сәнді нарядный suit (v) /suːt/ жарау, дәл келу подходить supplier (n) /sə'plaıə(r)/ жеткізуші поставшик

supply (v) /sə'plai/ жеткізу поставлять sweatshirt (n) /'swet∫зɪt/ кофта кофта tattoo (n) /tə'tuː/ татуировка татуировка tattoo (v) /tə'tuː/ татуировка жасау делать татуировку tie (n) /tai/ галстук галстук tolerant (adj) /'tplərənt/ шыдамды, төзімді терпеливый top hat (n) / top 'hat/ цилиндр цилиндр torn (adj) /tэːn/ жырымдалған рваный uncommon (adj) /An'kpmən/ ерекше необычный underwear (n) /'Andəweə(r)/ iшкi киім нижнее белье unfair (adj) /, лп'feə(r)/ эділетсіз несправедливый worker (n) /'wɜːkə(r)/ жұмысшы рабочий

## Unit 8

aboard (adv) /ə'bɔɪd/ бортта на борт accommodation (n) /ə,kpmə'dei [n/ тұру проживание activity holiday (n) /æk'tıvəti hplədei/ белсенді демалыс активный отпуск adventure holiday (n)  $/ \exists d'vent [\exists (r)]$ hplədei/ қызықты демалыс отпуск с приключениями advice (n) /ad'vais/ кенес совет advise (v) /əd'vaiz/ кеңес беру советовать appreciate (v) /ə'priɪſieɪt/ бағалау ценить binoculars (n) /bi'npkjələz/ бинокль бинокль board (v) /bord/ бортқа көтерілу подниматься на борт book (v) /buk/ броньдау бронировать brochure (n) /'brəʊʃə(r)/ брошюра брошюра budget (adj) /'bʌdʒɪt/ бюджеттік бюджетный camp (v) /kæmp/ палаткада тұру жить в палатке cave (n) /keiv/ үңгір пещера change course (v) / t feindz 'kois/ бағытты өзгерту изменить курс

бойынша экскурсия экскурсия по городу coach tour (n) /'kə $ut \int t \sigma r(r)/r$ автобуспен экскурсия экскурсия на автобусе come across (v) /'kAm ə,krps/ кездейсок кездестіру случайно встретить crew (n) /kruː/ команда команда cruise (n) /kruːz/ круиз круиз custom (n) /'kʌstəm/ әдет, салт, жоралғы обычай cycling tour (n) /'saikliŋ tor(r)/ велосипедпен экскурсия велосипедная экскурсия day trip (n) /'dei trip/ біркүндік сапар однодневная поездка departure date (n)  $/dI'part \int \vartheta(r)$ deit/ жөнелту күні дата отправления diving (n) /'daiviŋ/ дайвинг дайвинг equipment (n) /I'kwIpmənt/ жабдық оборудование fasten (v) /'fɑːsn/ белдікті тағу пристегнуться five-star (adj) /'faiv star(r)/ 6ec жұлдызды пятизвездочный flight (n) /flaɪt/ сапар, ұшу рейс, полет flight attendant (n) /'flait ə,tendənt/ борт жолсерігі бортпроводник fluffy (adj) /'flʌfi/ ұлпа пушистый fly (n) /flai/ ұшу летать gang (n) /gæŋ/ тобыр толпа Ganymede (n) /'ganimi:d/ ганимед Ганимед gear (n) /giə(r)/ жабдықтау экипировка guidebook (n) /'gaɪdbʊk/ жол көрсеткіш путеводитель helicopter (n) /'helikoptə(r)/ тікұшақ вертолет hitchhike (v) /'hit [haik/ автостоппен жету добираться автостопом journey (n) /'dʒзɪni/ жол жүру поездка Jupiter (n) /'dʒuːpɪtə(r)/ юпитер Юпитер land (v) /lænd/ жерге қону

приземляться

leaflet (n) /'lixflət/ унпарақ листовка lend (v) /lend/ қарыз беру дать взаймы long-haul (adj) /'loŋ hoːl/ алыс (сапар) дальний (рейс) luxury (adj) /'lʌk ʃəri/ салтанатты роскошный Mars (n) /mɑːz/ марс Марс meteor shower (n) /'mixtiox(r), ∫а∪ә(r)/ жұлдыздардың ағуы звездопад monastery (n) /'mpnəstri/ монастырь монастырь mosque (n) /mɒsk/ мешіт мечеть mosquito net (n) /məs'kirtəv net/ масахана москитная сетка ocean (n) /'əʊʃn/ мұхит океан package holiday (n) /'pakidʒ hplədei/ жолдамамен демалу отдых по путевке passenger (n) /'pasindʒə(r)/ жолаушы пассажир penguin (n) /'pengwin/ пингвин пингвин platform (n) /'plætform/ платформа платформа precious (adj) /'pre∫əs/ бағалы ценный remind (v) /rɪ'maɪnd/ еске салу напоминать resort (n) /ri'zort/ курорт курорт return (adi) /rɪ'tɜːn/ кайтарылатын возвратный round-the-world trip (n) / raund də ws:ld 'trip/ жер шарын айнала саяхат кругосветное путешествие safety film (n) /'seifti ,film/ қауіпсіздік техникасы бойынша ролик ролик по технике безопасности seaside (n) /'sizsaid/ теңіз жағалауы морское побережье set off (v) / set 'bf/ жөнелтілу отправляться sightseeing (n) /'saɪtsiɪɪŋ/ көрікті жерлер достопримечательности snorkel (n) /'snɔːkl/ суастында жүзуге арналған түтікті бетперде маска с трубкой для подводного плавания spill (v) /spil/ төгу проливать stop off (v) /'stpp pf/ тоқтау сделать остановку suitcase (n) /'suːtkeɪs/ шабадан чемодан

sunburnt (adj) /'sʌnbɜːnt/ күнге күйген сгоревший на солнце suncream (n) /'sʌn ˌkriːm/ күннен қорғайтын крем солнцезащитный крем swimsuit (n) /'swimsuit/ шомылу киімі купальник take off (v) / teik 'bf/ yшу взлетать timetable (n) /'taɪmteɪbl/ кесте расписание torch (n) /tэхt [/ қалта шам фонарик tourist attraction (n) /'torrist ə,trak (n/ туристік көрікті жерлер туристическая достопримечательность tourist guide (n) /'təːrɪst ˌgaɪd/ гид гил travel agent (n) /'travl\_eid\_ant/ турагент турагент trip (n) /trip/ сапар поездка turn back (v) /,tзin 'bak/ оралу возвращаться volunteer (n) / vplən'tıə(r)/ ерікті доброволец voyage (n) /'vэнdʒ/ саяхат путешествие waste (v) /weist/ жұмсау тратить

## Unit 9

accept (v) /ək'sept/ қабылдау принимать annoy (v) /ə'nэі/ ашуын келтіру раздражать annoyed (adj) /ə'nэɪd/ ашулы раздраженный annoying (adj) /ə'nɔɪɪŋ/ ашуландырушы раздражающий anxiety (n) /æŋ'zaɪəti/ үрейлену тревога anxious (adj) /'æŋkʃəs/ мазасыз встревоженный argument (n) /'argjumənt/ gay, талас спор associate (v) /ə'səʊʃieɪt/ байланыстырылу ассоциироваться astonish (v) /əˈstɒnı∫/ таңғалдыру изумлять astonished (adj) /əˈstɒnɪʃt/ қайран қалған изумленный astonishing (adj) /əˈstɒnɪʃɪŋ/ ғажайып изумительный attribute (n) /'atribjuit/ сапа качество beggar (n) /'beqə(r)/ қайыршы попрошайка

bore (v)  $/b\mathfrak{I}(r)/\mathfrak{I}(r)$  вводить в скуку bored (adj) /bord/ зеріккен заскучавший boring (adj) /'bɔɪrɪŋ/ зеріктіретін скучный Buddhist (n) /'budist/ буддист буллист burn (n) /bзɪn/ күйік ожог confidence (n) /'kpnfidəns/ сенімділік уверенность confident (adj) /'kpnfidənt/ сенімді уверенный down (adj) /daun/ қапаланған, ренжіген расстроенный dull (adj) /dʌl/ көмескі тусклый embarrass (v) /Im'bærəs/ ұялту смущать embarrassed (adj) /Im'bærəst/ ұялған смущенный embarrassing (adj) /Im'bærəsiŋ/ ебедейсіз, ұялту неловкий, вводящий в смущение enthusiastic (adj) /ın,θjuːzi'astık/ толық ынталы полный энтузиазма fascinate (v) /'fæsineit/ тәнті ету приволить в восхишение fascinated (adj) /'fæsineitid/ тәнті болған восхищенный fascinating (adj) /'fæsineitin/ тамаша восхитительный fed up (adj) / fed 'лр/ эбден тою сыт по горло fright (n) /frait/ қорқыныш страх frighten (v) /'fraitn/ қорқыту пугать frightened (adj) /'fraitnd/ қорқып қалған испуганный frightening (adj) /'fraitnin/ қорқытатын пугающий frustrating (adj) /fra'streitin/ түңілдіруші разочаровывающий frustration (n) /fra'strei (n/ түңілу разочарование generosity (n) / dzena'rosati/ жомарттық щедрость generous (adj) /'dʒenərəs/ жомарт щедрый guess (v) /ges/ aңғару догадываться honest (adj) /'pnist/ адал честный honesty (adj) /'pnəsti/ адал честно horrify (v) / hprifai/ зәресін алу приводить в ужас horrified (adj) /'hprifaid/ 3ppeci кеткен перепуганный

horrifying (adj) /ˈhɒrɪfaɪɪŋ/ құтын кашыру приводящий в ужас inhale (v) /In'heIl/ дем алу вдыхать interest (v) /'Intrəst/ қызықтыру интересовать interesting (adj) /'intrestin/ қызықты интересный interested (adj) /'intrəstid/ мүдделі,құштар заинтересованный majority (n) /məˈdʒɒrəti/ көпшілік большинство лотерея mean (adj) /miːn/ сараң скупой miss (v) /mis/ сағыну, айырылып қалу скучать, упустить moodiness (n) /'murdinəs/ көңілкүйдің құбылуы переменчивость настроения moody (adj) /'muɪdi/ үнемі өзгеріп отыратын көңіл-күймен простой с постоянно меняющимся настроением naughty (adj) /'nэtti/ тілазар, киянкы, ерке непослушный newsagent's (n) /'njurzerd3ants/ газет дүңгіршегі газетный киоск optimism (n) /'pptimizəm/ оптимизм оптимизм optimistic (adj) / ppti'mistik/ оптимистік оптимистичный passion (n) /'pæ∫n/ құштарлық страсть passionate (adj) /'pæʃənət/ әуестенген увлеченный peace (n) /pirs/ бейбітшілік мир полезный pessimism (n) /'pesimizəm/ пессимизм пессимизм богатство pessimistic (adj) / pesi'mistik/ пессимистік пессимистичный philosophy (n) /fə'losəfi/ философия философия polite (adj) /pə'laɪt/ сыпайы вежливый politeness (n) /pə'laitnəs/ сыпайылық вежливость refuse (v) /rɪ'fjuːz/ бас тарту

отказаться

расслабляться

расслабленный

расслабляющий

уважение

relax (v) /ri'læks/ босаңсу

relaxing (adj) /rɪ'læksɪŋ/

босаңсытушы, әлсіретуші

respect (n) /rɪ'spekt/ құрмет

relaxed (adj) /rɪ'lækst/ босаңсыған

respectful (adi) /r1'spektfl/ Құрметті уважаемый responsible (adj) /rɪ'spɒnsəbl/ жауапты ответственный responsibility (n) /r1,sppnsə'b1ləti/ жауапкершілік ответственность robot (n) /'rəʊbɒt/ робот робот rude (adj) /ruːd/ дөрекі грубый scratch card (n) /'skrætskard/ лездік лотерея моментальная shock (v) /ʃɒk/ таң қалдыру шокировать shocked (adj) /ʃɒkt/ таң қалған шокированный shocking (adj) /'∫ркҧ/ таң калдырарлык шокирующий simple (adj) /'sımpl/ қарапайым sociable (adj) /'səʊʃəbl/ көпшіл общительный stranger (n) /'streind3ə(r)/ бейтаныс незнакомец stress (n) /stres/ күйзеліс стресс stressful (adj) /'stresfl/ қызу, шиеленіскен напряженный success (n) /sək'ses/ жетістік, табыс успех successful (adj) /səkˈsesfl/ табысты успешный unfortunately (adv) /An'fort Janatli/ өкінішке орай к сожалению useful (adj) /'juːsfl/ пайдалы wealth (n) /wel0/ байлық

wealthy (adj) /'welθi/ бай богатый worry (v) /'wAri/ мазасыздану, алаң болу беспокоиться worried (adj) /'wArid/ мазасызданған обеспокоенный worrying (adj) /'wAriiŋ/ мазасыздық тудырушы вызывающий беспокойство

## **EXPRESSION BANK**

#### **Starter unit**

#### Talking about your interests

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

#### Asking about the past

What was the last exam that you took? When did you last go to London? At what age did you first ride a horse?

What did you do on Saturday?

#### Unit 1

#### Memories

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

Talking about a past event Did I ever tell you about ... ? When was that? It was around forty years ago now. Did you have a good time? The best bit was ... . What happened then?

#### Describing a past decade

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

## Unit 2

## Exchanging opinions

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

## **EXPRESSION BANK**

#### **Presenting arguments**

There are arguments both for and against ... . One of the arguments for ... is ... . In addition, ... . On the other hand, ... . All in all, ... . I am (not) in favour of ... .

#### Unit 3

#### Apologizing and expressing regrets

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

#### Opinions

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

#### Unit 4

#### Requests

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

#### Explaining and clarifying

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

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

## Unit 5

#### Making and responding to plans

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

## Unit 6

## Making and responding to invitations

Have you got time for one? I can't, I'm afraid. Do you fancy coming? I'd love to. I'll text you, OK? That would be great.

#### Inviting a friend

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

## Unit 7

#### Appearance ... look(s) ... cool / painful / colourful. I'd never have / wear ... . I (quite / really) like ... . I'm not mad about ... . I don't like ... (much / at all). I (don't) think ... would suit me.

#### **Changing clothes**

They don't fit. Is it OK if I change them? Have you got the receipt? We've sold out of those, I'm afraid. Can I try these things on? It really suits you. I'll take it then.

#### **Formal letters**

I am writing to complain about ... . I enclose the receipt. Yours faithfully, I would be grateful if you would ... . I look forward to hearing from you.

### Unit 8

#### Asking about times and timetables

When's the next ... to ... ? What time does it get in? Is that direct? The next one leaves at ... . You have to change at ... .

#### Asking for and giving information

Is there anything I can do for you? I was wondering if ... . Could you give me ... ? Can you tell me if ... ? Yes, here we are. Do I need to book it?

#### **Presenting plans**

I'm just writing to ... . We'll be free ... . It's up to you. I expect we'll end up ... . Maybe we could ... . Can you remind me ... ?

## Unit 9

#### Sympathizing

You look a bit down. Sorry to hear that. It isn't the end of the world. Don't take it too badly. At least ... . Look at it this way. Cheer up!

#### Describing a personal experience

Things weren't going too well for me. If I hadn't ... , I'd never have ... . Everything changed for me ... . These days, I feel ... . ... made me realize that ... .

IRF	REG	UL	AR	VE	RBS

Infinitive	Dest simula	Dest menti simle
minitive	Past simple	Past participle
be /bix, bı/	was /wdz, wəz/, were /w31(r), wə(r)/	been /birn/
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
bite /baɪt/	bit /bɪt/	bitten /'bɪtn/
break /breik/	broke /brəuk/	broken /'brəʊkən/
bring /briŋ/	brought /broit/	brought /brost/
build /bɪld/	built /bɪlt/	built /bɪlt/
burn /bɜɪn/	burnt / burned /b3Int, b3Ind/	burnt / burned /b3int, b3ind/
buy /baɪ/	bought /boxt/	bought /bəɪt/
can /kæn/	could /kʊd/	
catch /kætʃ/	caught /kort/	caught /kort/
choose /tjurz/	chose /t∫əʊz/	chosen /'t∫əʊzn/
come /kʌm/	came /keim/	come /kʌm/
cut /kʌt/	cut /kʌt/	cut /kʌt/
do /duː/	did /dɪd/	done /dʌn/
drink /driŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draiv/	drove /drəuv/	driven /'drɪvn/
eat /irt/	ate /eɪt, et/	eaten /'irtn/
fall /fɔːl/	fell /fel/	fallen /'fɔːlən/
find /faind/	found /faund/	found /faund/
fly /flaɪ/	flew /flu:/	flown /fləʊn/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/
get /get/	got /gɒt/	got /gpt/
get up /,get '^p/	got up /ˌgɒt 'ʌp/	got up /,gpt 'ʌp/
give /giv/	gave /geIV/	given /'gɪvn/
go /gəʊ/	went /went/	gone /gpn/
have /hæv/	had /hæd/	had /hæd/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/

Infinitive	Past simple	Past participle
hurt /hɜːt/	hurt /hɜːt/	hurt /h3ɪt/
keep /kirp/	kept /kept/	kept /kept/
know /nəʊ/	knew /njuː/	known /nəʊn/
learn /lɜɪn/	learnt / learned /lɜɪnt, lɜɪnd/	learnt / learned /lɜɪnt, lɜɪnd/
leave /lizv/	left /left/	left /left/
lose /luːz/	lost /lɒst/	lost /lɒst/
make /meik/	made /meid/	made /meid/
meet /mixt/	met /met/	met /met/
put /put/	put /pot/	put /put/
read /riid/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
run /rʌn/	ran /ræn/	run /rʌn/
say /sei/	said /sed/	said /sed/
see /sii/	saw /sɔɪ/	seen /sim/
send /send/	sent /sent/	sent /sent/
sing /siŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /slip/	slept /slept/	slept /slept/
speak /spirk/	spoke /spəuk/	spoken /ˈspəʊkən/
spend /spend/	spent /spent/	spent /spent/
swim /swim/	swam /swæm/	swum /swam/
take /teik/	took /tuk/	taken /'teɪkən/
teach /tittʃ/	taught /tort/	taught /tort/
tell /tel/	told /təʊld/	told /təʊld/
think /01ŋk/	thought /0prt/	thought /0prt/
throw /θrəʊ/	threw /0ru1/	thrown /θrəʊn/
understand /,Andə'stænd/	understood /ˌʌndəˈstʊd/	understood /ˌʌndə'stʊd/
wear /weə(r)/	wore /woi(r)/	worn /wɔɪn/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəut/	written /rɪtn/

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