Eyes Open 2

STUDENT'S BOOK for Kazakhstan

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ENGLISH
АҒЫЛШЫН ТІЛІ
АНГЛИЙСКИЙ ЯЗЫК

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Grade 6

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Discovery EDUCATION

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1 Our class

Discovery EDUCATION

In this unit ...



A school at home **p7**



Playing with Maths **p10**



How important is your mobile to you? **p12**



CLIL Who's real? p14

Vocabulary

- Life at school
- School subjects
- *-ful* and *-less*
- Phrasal verbs

Language focus

- *will/won't, may/might*
- *be going to, will* vs. *be going to*

Unit aims

I can ...

- talk about behaviour and discipline at school.
- talk about school subjects.
- make predictions about the future.
- talk about future plans.
- understand an article about an online school in Australia.
- ask for and give instructions.
- write an opinion essay.

BE CURIOUS

What can you see in the photo?

Start thinking

- **What are the children doing?**
- **How important is your working environment at school?**
- **What are the best and worst parts of going to school?**



Vocabulary Life at school

1 1.02 **Match the words and phrases in the box with the photos (a–i). Then listen, check and repeat.**

bullying	hand in homework	get detention	~~cheat in a test~~	be on time
wear a uniform	write lines	scream or shout	get good marks	

a *cheat in a test*

2 **Look again at the phrases in Exercise 1. Which are bad or good behaviours and which are rules or punishments?**

3 1.03 **Listen to the conversation between David from the UK and Anita from Brazil about schools. Which things from Exercise 1 do they talk about?**

Your turn

4 **Work with a partner. Answer the questions.**

1 Do you wear a uniform in your school? Why/Why not?
2 What do you think of cheating in tests?
3 Do you think your school is strict? Why/Why not?

We don't have to wear a uniform because …
I think cheating is bad because …
Our school is very strict because we always have to …

Vocabulary bank • page 122

COMPUTERS

PAST, PRESENT AND FUTURE



Seventy years ago, scientists called the first computer 'Baby'. But it was huge. It needed a whole room to itself! A team of people wrote three Maths problems and then waited 52 minutes for Baby to find the answer to just one of them. At the time, this was amazing.



Computers are now much smaller and much more powerful. And you don't have to be a scientist to use them. Half the world's population now use the Internet and children are growing up with computers in their homes and in their schools. In the UK, students in about 75% of schools use tablet computers in the classroom, and one in ten schools provides a tablet for every student. It won't be long before this number gets higher.

How will computers change in the future? A computer's 'brain' is in its chip and in the future this will be able to hold more information. So computers will be even more powerful and they may even think like humans. In the future, we may not need to have teachers in the classroom – students might learn everything they need to know from 'intelligent' computer programs.

FACT! *Need a new hip, knee or face? Doctors can now use 3D printers to make some parts of the body.*

Reading A magazine article

1 **Look at the photos. How was the first computer different from modern computers?**

2 **Read the article and check your ideas for Exercise 1.**

3 **Read the text again. Choose the correct answers.**

1 The first computer was … .
a very small b very big c a baby

2 Baby found the answer to … in 52 minutes.
a three Maths problems b an exam question
c one Maths problem

3 … of schools in the UK use computers in their lessons.
a 10% b 50% c three quarters

4 Computers will … in the future.
a be in all schools b hold more information
c be more intelligent than people

Explore suffixes *-ful* and *-less*

4 **Look at the article again. What do we add to the noun *power* to make an adjective? What do you think we add to make the negative form?**

5 **Complete the sentences with the correct adjective form (*-ful* or *-less*) of the noun in brackets.**

1 Jennifer Lawrence is a very good actor and she's ….*beautiful*…. . (beauty)
2 We never use that old computer, it's slow and …. . (use)
3 I love my touchscreen laptop. It's …. . (wonder)
4 I fell over and hurt my knee yesterday. It's very …. now. (pain)
5 My brother makes a lot of mistakes. He's very …. . (care)
6 I think I'll pass the test. I'm …. . (hope)

Vocabulary bank • page 122

Your turn

6 **Write down three ways you use computers for your school work.**
I use the diary on my phone to record the homework we have to do.

7 **Work with a partner. Compare your lists from Exercise 6. How many more examples can you add?**

Language focus 1 *will/won't, may/might*

1 **Complete the examples from the text on page 6.**

+	The chip [1]…. **be** able to hold more information. Students [2]…. **learn** everything from computer programs.
–	It [3]…. **be** long before this number gets higher. We [4]…. **need** to have teachers in the classroom.
?	How [5]…. computers **change** in the future?

Grammar reference • page 114

2 **Which two words can you use when you are sure about the future?**

will won't may might

Get it right!

After ***will*** or ***won't***, we use the infinitive without *to*.
*I will **see** Andy* ✓
~~*I will to see Andy*~~ ✗

3 **In 1900, an American engineer made these predictions about the world. Complete the sentences with *will* or *won't* and the verbs in the box.**



~~send~~ call not wait live not cook be eat buy

1 People ……*will send*…… photos to their friends all over the world.
2 Americans …. 5 cm taller.
3 A husband at work in Chicago …. his wife at home in New York.
4 We …. our own meals. We …. them in shops.
5 Between 300 and 500 million people …. in the USA.
6 We …. until summer to eat tomatoes. We …. them in the winter too.

4 **Which of the predictions in Exercise 3 are true now?**

5 **Write sentences about the year 2040 with *will, won't, may, might*. Use your opinion.**

1 We / have Wi-Fi connections in our clothes
We won't have Wi-Fi connections in our clothes. We'll have them on our heads!
2 Students / need teachers
3 People / live to be 120 years old
4 Robots / cook our meals
5 There / be pens and pencils
6 We / use our mobiles to turn on everything
7 I / work in an office. I / work at home
8 There / be shops and town centres

Your turn

6 **Make predictions about your future with *will, won't, may* or *might*. Write sentences with the things in the box or use your own ideas.**

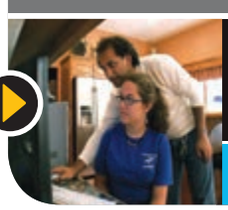
your friends your town your studies
your job your family your house

I'll go to university to study Medicine and then I might work as a doctor.

7 **Work with a partner. Compare your sentences from Exercise 6. Choose the three best predictions and tell the class.**

We'll have the same friends as now but we may also make some new friends.

Learn about studying at home.
- How old is Maggy?
- Why do Maggy's parents teach their children at home?
- What does Maggy want to be when she grows up?



Discovery EDUCATION

1.1 A school at home

Listening A conversation

1 **Look at the pictures. Which subject do you think the girl is going to study at university?**



2 1.04 **Listen to Laura and Danny talking about plans and predictions for the future. Check your answer to Exercise 1.**

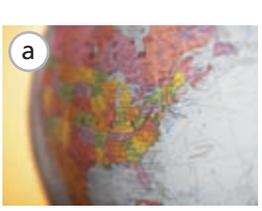
3 1.04 **Listen again. Complete each sentence with the correct name: Helen, Danny or Laura.**

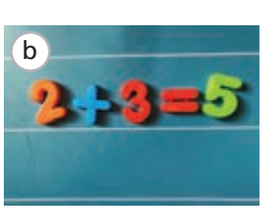
1 …. is excited about next week.
2 …. needs some special clothes.
3 …. isn't keen on Science.
4 …. might do a course at college.
5 …. probably won't earn a lot of money.
6 …. is planning to go abroad.

Vocabulary School subjects

4 1.05 **Match the pictures with the words in the box. Then listen, check and repeat.**

Art Biology Chemistry Economics
Engineering Geography History
Maths Science take an exam





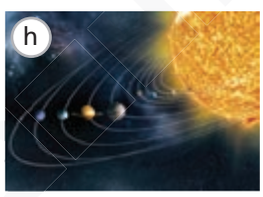
















Your turn

5 **Write sentences about some of your subjects from the list in Exercise 4. Use these sentence beginnings.**

1 My best subject is …. because ….
2 I enjoy …. classes because ….
3 …. will be useful for me in the future because ….
4 I sometimes have problems with …. because ….

6 **Work with a partner. Compare your answers and agree or disagree.**

My best subject is Biology because it's interesting to find out about plants and animals.

Yes, I agree, but my best subject is …

Vocabulary bank • page 122

Language focus 2 *be going to*

1 **Complete the examples from the listening on page 8.**

	I	we / you / they	he / she / it
+	I [1]…. get a job and save money.	They **are going to** do experiments.	She [2]…. start her course next week.
–	I [3]…. take a boring job.	We **aren't going to** travel next year.	He **isn't going to** go to university.
?	**Am** I **going to** pass my exams?	[4]…. you …. study Science?	**Is** he **going to** get a job?

Grammar reference • page 114

2 **Write sentences about you with the correct form of *be going to*.**

1 I / get married / before I go to university
I'm not going to get married before I go to university.
2 We / watch a film in class / tomorrow
3 My parents / go to the cinema / at the weekend
4 My friends and I / travel around the world / before we go to university
5 I / buy a sports car / when I grow up
6 My aunt / come to stay with us / next week

will vs. *be going to*

3 **Complete the examples from the listening on page 8. Then choose the correct headings (3–4).**

[3] Intentions / Predictions
I think I [1]…. do an Art course at college.
[4] Intentions / Predictions
Helen [2]…. buy a white coat.

Grammar reference • page 114

Get it right!

When we make a decision in the moment or we offer to help someone, we use ***will***:
A: I can't do my homework.
B: Don't worry, I'll help you. ✓
~~*I'm going to help you.*~~ ✗

4 1.06 **Complete the conversation with the correct form of *be going to* or *will* and the verb in brackets. Then listen and check.**



Dan: My brother [1]…. (go) to university next year.
Jane: I [2]…. (not/go) to university until I'm much older.
Dan: What [3]…. you …. (do) instead?
Jane: I [4]…. (take) a year out. I want to travel around the world.
Dan: That's a good idea! I'm sure you [5]…. (have) a great time.
Jane: I [6]…. (go) to the cinema later. Do you want to come?
Dan: I can't. I [7]…. (study) all afternoon. I've got an exam on Monday.
Jane: OK. Good luck! I'm sure you [8]…. (pass).
Dan: Thanks.

Say it right! • page 112

Your turn

5 **Complete the sentences so they are true for you with the correct form of *will* or *be going to*.**

1 After this class, my classmates and I …*are going to have lunch*….
2 When I finish school ….
3 At the weekend, I ….
4 Next summer, my family ….
5 When I go to university, I think I ….
6 I'm sure I …. before I get married or have children.

6 **Work with a partner. Ask and answer questions about your sentences in Exercise 5.**

A: What are you and your friends going to do after this class?
B: We're going to have lunch. What about you?

Discover Culture





1 **Work with a partner. Look at the photos and answer the questions.**

1 Which class looks more fun? Why?
2 Do you like Maths? Why/Why not? What kinds of things do you do in your Maths class?





Find out about learning Maths.



Discovery EDUCATION

1.2 Playing with Maths

2 1.2 **Watch the video without sound. Try to answer the questions.**

1 How do we use Maths in everyday life?
2 What is the first group of pupils learning about? (0.27–1.09)
3 What is the second group of pupils learning about? (1.10–2.30)

3 1.2 **Watch the video with sound and check your answers.**

4 1.2 **Watch the video with sound and complete the sentences.**

1 Students either love or .... Maths.
2 We use Maths to measure distance, design art work, go shopping and ....
3 Students get into groups to learn about ....
4 Students do .... to learn about shapes in Maths.
5 The students find geometric shapes in different ....
6 Learning Maths this way is interesting and ....

5 **Test your visual memory about what the students do. Are these statements true or false? If false, correct them.**

1 There is a student running in a race at the start.
2 The first groups of students do the fractions game in pairs.
3 The students in the Art/Maths class sit on chairs in front of the teacher.
4 The students have to discover geometry in art.
5 They write down a list of the different shapes on the board.

6 **What objects do you see in the video? How is each one used in the Maths class?**

marbles	~~a mouse (computer)~~	smartphone	
a quilt	a clock	small stones	a football

a mouse – we use Maths when we use a computer

Your turn

7 **Ask and answer with your partner.**

1 Which of the two Maths lessons in the video do you like the most? Why?
2 When do you use Maths outside class? Do your classes help with these things? Why/Why not?

I use Maths when I ...
We don't need Maths class for everyday life, we have calculators.

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Reading A blog

1 **Look at the map and the photos. Where does Riley Stanton live? Where do you think he goes to school?**

2 **Read Riley's blog about life on a farm and check your ideas to Exercise 1.**

3 **Read the blog again. Are the sentences 'Right' (*A*) or 'Wrong' (*B*)? If you cannot find the information choose 'Doesn't say' (*C*).**

1	Riley cleans the chicken house before breakfast.	A	B	C
2	Riley lives near his school.	A	B	C
3	Riley's teacher and classmates wait for him to come online.	A	B	C
4	Riley and his friends can look at the lesson again after class.	A	B	C
5	Riley understands the Science lesson.	A	B	C
6	Riley finishes his Maths homework before the class.	A	B	C

Explore phrasal verbs

4 **Find *get up* and *sit down* in the blog. What do they mean?**

5 **Match the sentence beginnings with the sentence endings.**

1	On a school day, I get	a	for my friends.
2	I go to my classroom and I sit	b	up at 7 am.
3	I put	c	off my coat.
4	When I arrive at school, I take	d	on my shoes and then my coat.
5	When I get to school, I look	e	down at my desk.

Vocabulary bank • page 122

Your turn

6 **Work with a partner. Write down the good and bad things about using technology for learning.**

7 **Work in small groups. Compare your ideas and decide on the top three good and bad things about using technology for learning.**

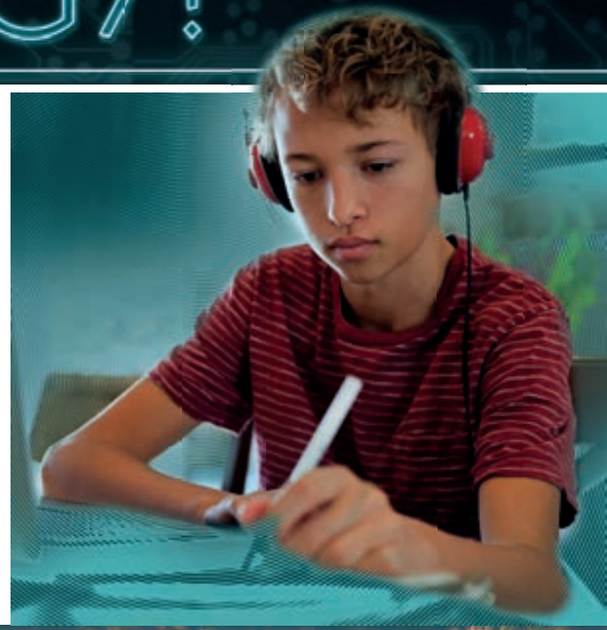


I CAN'T STUDY WITHOUT TECHNOLOGY!

It's 6 am. I'm tired but it's time to get up. After cleaning the chicken house, I have breakfast. School starts at 8 am but my school is in my house, in a room we call the 'study room'. I can't go to school because it's 300 km away so I go to the School of the Air.

How does it work? Well, I sit down at my desk, turn on my laptop and wait for my teacher and my classmates to come online. Today it's Science. Our teacher uses the interactive whiteboard to explain some new ideas. She saves her work on the computer and shares this with us on the website. She then asks us some questions and we listen to everyone's answers. At the end of the lesson, we have to do a quiz on the website so she can see who doesn't understand. This lesson is only half an hour but it's tiring.

I quite enjoy studying at home. It's great to be near my family but I would like to meet my classmates. When I finish school, I would like to go to Alice Springs and study at the college there, then go to university. I want to be a pilot. But first, I've got to finish my Maths homework before the lesson today!



FACT! *The School of the Air gives lessons to children in Australia who live in areas without schools. When it first started in 1951, the pupils listened to their lessons over the radio. Nowadays, they use the latest technology.*

Speaking Asking for and giving instructions



Real talk: How important is your mobile to you?

1 1.3 **Watch the teenagers in the video. How important is their mobile to them? Write ✗ (not important), ✓ (quite important) or ✓✓ (very/really important).**

a) Speaker 1 ✗
b) Speaker 2
c) Speaker 3
d) Speaker 4
e) Speaker 5
f) Speaker 6

2 **How important is *your* mobile to *you*? Ask and answer with your partner.**

3 1.10 **Listen to Keira talking to her grandmother. What does her grandmother want to do?**

4 1.10 **Complete the conversation with the useful language. Then listen and check your answers.**

Useful language

First, you need to …	How does it work?
You have to …	Ok, here it is.
How do I … ?	I see! Thanks!
Yes! That's it. Now …	and then …

Grandma: I'm going to read the newsletter on your school website when I get home.
Keira: You can do it now. Use my phone.
Grandma: Oh, but it's a smartphone! [1]….?
Keira: [2]…. press the round button at the bottom.
Grandma: What? Like this?
Keira: [3]…. swipe the screen to unlock the phone.
Grandma: Right! [4]…. find the school website?
Keira: [5]…. tap the Internet icon, [6]…. tap the 'Bookmarks' icon.
Grandma: Yes, I've got that.
Keira: Now scroll down to find the website.
Grandma: [7]….
Keira: Tap that and it will open the home page.
Grandma: [8]….

5 **Work with a partner. Practise the conversation in Exercise 4.**

6 **Work with a partner. Plan instructions for someone who can't use a smartphone. Choose one of the ideas below and the useful language from Exercise 4.**

send a text listen to music check emails
surf the Internet play a game



7 **Change partners. Give instructions to your new partner.**

Can I borrow your phone to send a text?

Yes, of course but it's a smartphone.

Oh! How does it work?





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Writing An opinion essay

1 **Read this competition advert and the *'Answer of the Month'*. What does Marcus think will happen to school in the future?**

THIS WEEK'S COMPETITION!

Write an essay about the following subject: 'The future of school'. If you're the winner, we'll give you a new tablet.



ANSWER OF THE MONTH!

THE FUTURE OF SCHOOL



a In the future, technology will change many areas of our lives, including how we study and learn at school.

b **Firstly,** technology will change how we work in class. Students won't use paper or pens, because we'll all have laptops or tablets to work on. We'll be able to find all our information on the Internet, so we won't need books.

c **Secondly,** technology will change the way we communicate with our teachers. Some people say we might not need to come to school very often, because our lessons will be online. **However**, others say that students will always need to spend time at school. For example, my parents believe it's important to have a personal relationship with the teachers and with other students.

d **In conclusion,** I'm sure that things will be different in the future but, in my opinion, we'll always need good teachers to help us learn and this will never change.



2 **Read Marcus' answer again. In which paragraph (a–d) does he …**

1 finish his essay by making a prediction about the future? ...d...
2 give some people's opinion about the topic? ....
3 give and explain his first opinion on the topic? ....
4 introduce the topic? ....

3 **Match the words in bold in the text with 1–4 in the useful language.**

Useful language

Sequencing language 1

Use sequencing language to …

- show a contrast [1]....
- introduce an opening point [2]....
- summarise an opinion [3]....
- introduce another point [4]....

Get Writing

PLAN

4 **Choose one of the essay titles below and make notes. Use the same order and information from Exercise 2.**

- The future of music
- The future of mobile phones
- The future of computer games
- The future of TV

WRITE

5 **Write your opinion essay. Use your notes from Exercise 4, and the language below.**

In the future, …
Some people think that…
Others say that…
I'm sure that …
In my opinion, …

CHECK

6 **Check your writing. Can you say YES to these questions?**

- Have you got the information from Exercise 2?
- Have you got the language from Exercise 5?
- Have you got sequencing language?

1 CLIL

ICT Supercomputers

1 **Work with a partner. Answer the questions.**

1 What do you think the difference is between a personal computer and a supercomputer?
2 What do you think people use supercomputers for?
3 What do the letters CPU mean?

2 1.11 **Read and listen to the text and check your ideas to Exercise 1.**



Supercomputers

Personal computers help us to communicate and organise our lives. They help us to work and also to have fun. But in science, the type of computer that we use every day isn't powerful enough. Scientists need more powerful computers to help them understand the world around us. They use these 'supercomputers' to do experiments that might be difficult or dangerous in the real world. Supercomputers are huge and are much faster than personal computers. Some of them can do more than one quadrillion (1,000,000,000,000,000) calculations in a second.

A supercomputer can work so quickly because it has many CPUs. The CPU, or Central Processing Unit is the brain of the computer. It can process information very fast and accurately. Scientists use this power to make virtual physical worlds that help them with research.

Every time you see the weather forecast on TV, you are seeing the work of very powerful supercomputers. Scientists use these computers to tell us if it's going to be sunny at the weekend, to show how aeroplanes can save fuel by flying with the wind, and also how the weather is going to change in the future.

As for the future, experts believe that one day computer scientists will build the ultimate supercomputer that can think and act just like human brains. Perhaps one day computers really will rule the world!

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

1 What do scientists test with supercomputers?
2 How many operations can a supercomputer do per second?
3 What makes a supercomputer powerful?
4 Why are virtual physical worlds useful to scientists?
5 How can supercomputers help aeroplane pilots?
6 What will the 'ultimate supercomputer' do?

Your turn

4 **Work with a partner. How do you think supercomputers can be useful in the following areas?**

health education the environment

Find out about two men who look the same.



Discovery EDUCATION

1.4 Who's real?

UNIT 1

Schools

What time do you start school in the morning? What's your favourite subject?

The UK
Children go to school from Monday to Friday. They start school at the age of four or five and they leave at 16 or 18. When they are 11, they go to a secondary school. Lessons start at about 9 am and finish at about 3.30 pm. Pupils eat lunch in the canteen or take their own 'packed lunch'. When school finishes, some children go to clubs, for example, music or computer clubs.

Kazakhstan
In Kazakhstan children start primary school at age six or seven. They usually go to morning lessons or afternoon lessons. When they are 11 or 12 years old, they move to lower secondary school, and later to general secondary school or special training schools. A secondary school day has five or six 45-minute lessons. There are breaks of 10 minutes between lessons, and one 20-minute break for a snack. There is often a lot of homework, and some students have extra lessons too.

The USA
Children start elementary school at six. When they are 12, they go to a Junior High School. At 15, pupils change to a Senior High School where they can choose what they want to study. They usually stay there for three years. At the end of their final year, they have a big party. It's called 'the senior prom'.







Extra reading

1 **Mark the sentences true (T) or false (F). Correct the false ones.**

1 Children in the UK can leave school at 16.
2 Pupils in the UK have their lunch at home.
3 Children in Kazakhstan leave primary school when they are 11 or 12.
4 Secondary school students in Kazakhstan don't study after school.
5 American children start school when they're four.
6 American students go to the senior prom when they're 15.

2 **Make notes comparing the school system in Kazakhstan with the other two countries. Use the text and do some extra research on the Internet. What aspects do you prefer about schools in Kazakhstan? Which do you like about the other countries?**

3 **Work with a partner. Talk about your opinions from Exercise 2.**

ABOUT SCHOOL
The Latin name for school is ludus. *It means 'play'!*

2 Helping and heroes

Discovery EDUCATION

In this unit ...



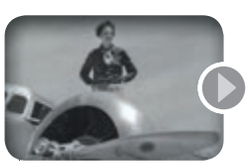
Wildlife hero **p19**



The Chilean mine rescue **p22**



Role models **p24**



CLIL Amelia Earhart, famous flyer **p26**

Vocabulary

- Jobs
- Adjectives of character
- Expressions with *make*
- The suffix *-ness*

Language focus

- *was/were*
- past simple: affirmative and negative
- past simple time expressions
- *was/were* and past simple questions

Unit aims

I can ...

- talk about different jobs.
- describe events in the past.
- understand information about present and past heroes.
- ask and answer questions about things in the past.
- give an opinion about something I'm not sure about.
- write a description of a person.

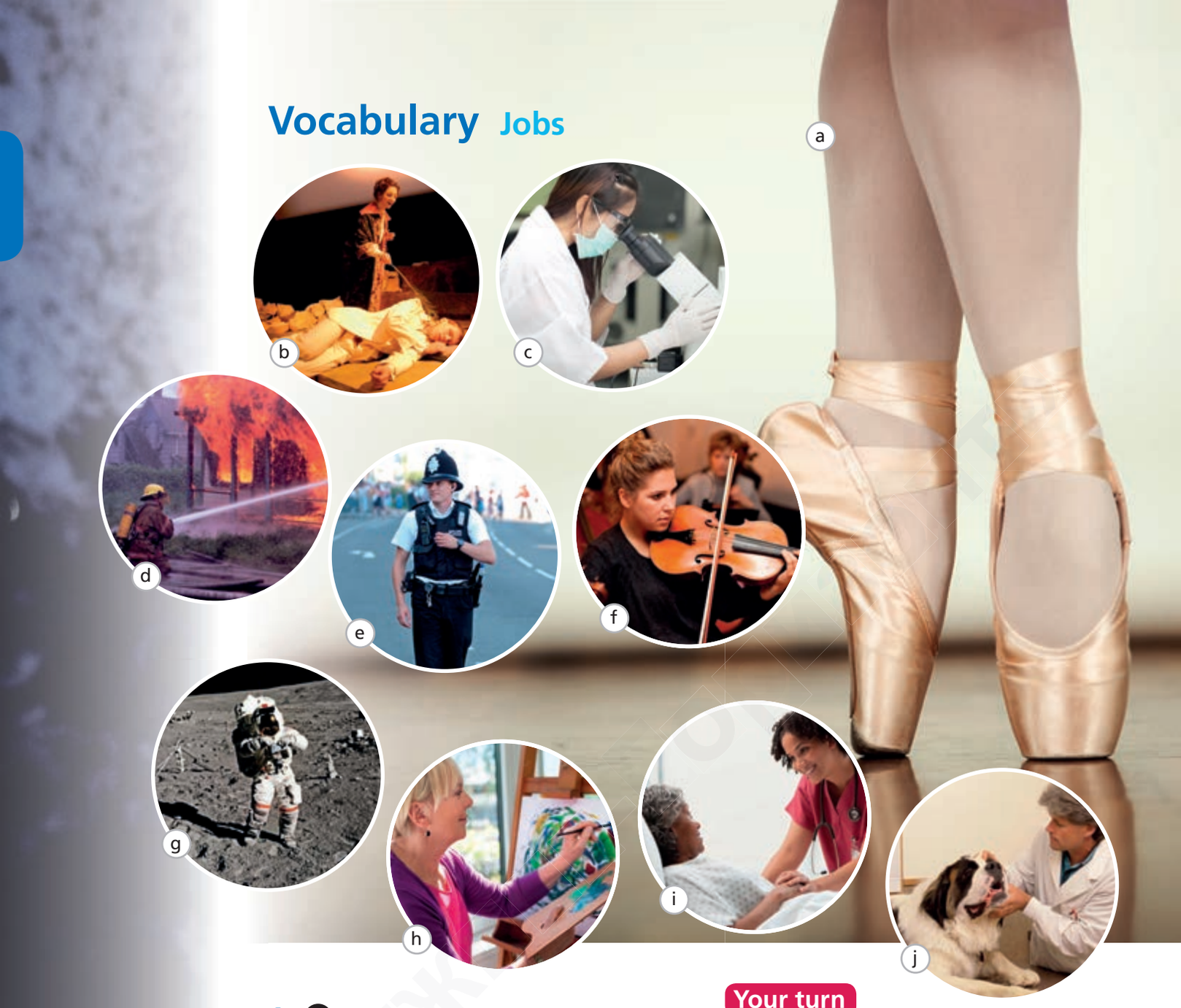
BE CURIOUS

What can you see in the photo?

Start thinking

- **What do you think happened before this photo?**
- **Who is the hero in the photo and why?**
- **Who are your heroes?**

Vocabulary Jobs



1 1.12 **Match the pictures with the words in the box. Then listen, check and repeat.**

dancer police officer musician actor nurse artist vet astronaut scientist firefighter

2 **Complete the table with the words in Exercise 1.**

Science	Artistic / Creative	Life savers
scientist		

Your turn

3 **Look at the jobs in Exercise 1 and write answers to the questions.**

1 Which two jobs would you like to do? Why?
2 Which two jobs would you not like to do? Why?

I'd like to be an artist because I love drawing and painting.

4 **Work with a partner. Ask and answer the questions in Exercise 3.**

Which job would you like to do?

I'd like to be an artist because I love drawing and painting. What about you?

Vocabulary bank • page 123

QUIZ OF THE MONTH

PEOPLE WHO MADE A DIFFERENCE

1 Christopher Columbus was born in Genoa over 500 years ago. He wanted to sail to Asia from Europe. He started his journey in 1492, but he didn't arrive in Asia because he made a mistake. Two months later he arrived in ....

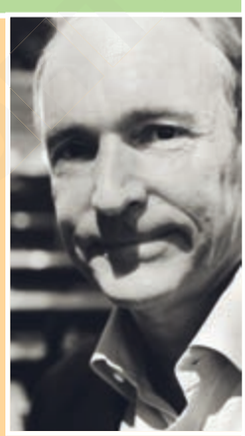


A The Caribbean Islands
B Brazil
C Canada

2 Anne Frank was a young Jewish girl living in Amsterdam over 80 years ago. During the Second World War, her family hid in a few small rooms in a house because the German army wanted to put Jewish people in prison. They were there for two years. Every day, Anne wrote about her life. In 1944, the Germans found Anne and her family and took them to Germany where she died in March 1945. What is the name of the book that she wrote?

A My Life at War
B A Girl's Life
C The Diary of a Young Girl

3 Tim Berners-Lee was an engineer but became interested in computers in the 1970s. He wrote a program that could connect computers across the world. He called it the World Wide Web and made history when he gave it to the world for free. He said, 'This is for everyone.' But when did the web go worldwide?



A in 1980
B in 1991
C in 2002

FACT! *Teachers can be heroes too. In 2012, Elaine Johnson, a primary school teacher from California, USA saved the lives of two students when she pulled them from a car that was on fire. Amazingly, the students weren't hurt.*

Reading A magazine quiz

1 **Look at the people in the pictures. Who are they? Why are they famous?**

2 **Read the quiz and check your answers to Exercise 1.**

3 **Read the quiz again and answer the questions.**

Explore expressions with *make*

4 **Find three expressions with *make* in the text.**

5 **Complete the sentences with *make* and one of the words in the box.**

a cake ~~mistakes~~ friends a suggestion history sure

1 Do the exam carefully. Try not to *make mistakes* .
2 When I go on holiday, I often .... with the new people I meet.
3 People who change something in our world .... .
4 It's John's birthday tomorrow. Let's .... .
5 Before you close the door, ... you've got your keys.
6 Can I .... ? Let's go to the cinema on Saturday afternoon.

Vocabulary bank • page 123

Your turn

6 **Think of a famous hero. Write your answers to the questions.**

1 What's his/her name?
2 Where is he/she from?
3 Where does he/she live?
4 What does he/she do?
5 Why is he/she a hero?

7 **Work with a partner. Ask and answer the questions about your hero in Exercise 6.**

What's your hero's name?

© Кроссворд.com



UNIT 2

Language focus 1 *was/were*

1 **Complete the examples from the text on page 18.**

	I / he / she / it	you / we / they
+	Anne Frank [1]…. a young Jewish girl.	They [2]…. there for two years.
–	America **wasn't** on Columbus' map.	Amazingly, the students [3]…. hurt.

Grammar reference • page 115

2 **Choose the correct answer.**

1 He **was / were / weren't** a famous tennis player 10 years ago.
2 You **were / wasn't / was** very good at sport at primary school.
3 I **were / weren't / was** at home at 8 o'clock last night.
4 My friends **were / was / wasn't** at football practice yesterday.
5 I **were / weren't / wasn't** at school last week. I **was / were / weren't** ill.
6 She **was / were / weren't** born in Ireland in 1991.

Past simple and time expressions

3 **Complete the examples from the text on page 20.**

+	He [1]…. his journey in 1492.
–	He [2]…. arrive in Asia.

Grammar reference • page 115

Say it right! • page 112

4 **Complete the sentences in the past simple with the words in brackets.**

1 I usually do my homework before dinner but yesterday, *I did my homework* (after dinner).
2 We normally have our lunch at school but on Monday …. (at home).
3 I often swim in the swimming pool but last summer, …. (in the lake).
4 I visit my grandparents on Sundays but last weekend …. (on Saturday).
5 My mum teaches at my brother's school but when I was little …. (at my school).
6 I study in the library every day now but three years ago I …. (once a week).

5 **Complete the text with the verbs in brackets.**

Marie Curie [1]…. (be) a scientist. She [2]…. (live) in Paris, France but she [3]…. (not be) French, she [4]…. (be) from Poland. She [5]…. (meet) her husband, Pierre, at university in Paris, and together they [6]…. (discover) radium. Many of the teachers at the university [7]…. (not want) Marie to teach there because she was a woman, but in 1906 she [8]…. (make) history and [9]…. (become) the first woman to teach at the university, three years after becoming the first woman to win a Nobel prize.



6 **Order the time expressions in the box. Start with the most recent.**

yesterday this morning when I was little
four days ago last weekend

Your turn

7 **Think of some people you know. Write sentences about what they did and when. Use the events below and the time expressions in Exercise 6. Then compare your sentences with your partner.**

went to school gave me a present
played a sport helped me went to a party
read a book went to a foreign country was ill

My best friend went to school this morning.

Learn about Yanna, a vet in South Africa.
- Why is Yanna's job special?
- Why did she become a vet?
- Why did she shoot the rhino in the video?



Discovery EDUCATION

2.1 Wildlife hero

© Оксфорд Онлайн

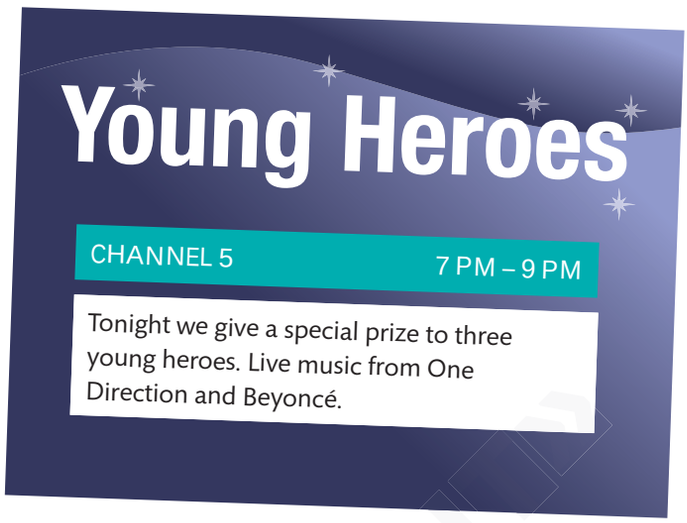
Listening A conversation

1 **Look at the advertisement. What is Young Heroes?**

2 1.15 **Listen to Laura talking to Harry and check your answer to Exercise 1.**

3 1.15 **Listen again and answer the questions.**

1 Who do they give prizes to?
2 How did the programme choose the winners?
3 What did Mike do last year?
4 What does Lisa do for other young people?
5 Is Alan still ill?
6 What does Alan do when he isn't studying?



Vocabulary Adjectives of character

4 1.16 **Look at the pictures and complete the sentences with the words in the box. Then listen and check.**

brave calm cheerful friendly funny kind quiet serious

1 Steven is very .... He didn't say anything in class today.



2 Becky's really .... She made us laugh a lot at the party.



3 Ben's very .... We went to see a funny film and he didn't laugh at all.



4 Anna's really .... She went on everything at the theme park!



5 Alice is so .... When we went on holiday together, she was happy every day and smiled at everyone.



6 Jack was .... when the accident happened. He wasn't afraid and he called the police.



7 Andy is really .... He made lots of new friends at summer camp.



8 Tania is very .... to animals. She gave a cat some food last week, and then she found it a home.



Your turn

5 **Use the adjectives in Exercise 4 to write sentences about five people you know.**

My little sister is brave. Last week, she caught three mice and six spiders.

6 **Work with a partner. Read your sentences from Exercise 5 but don't say the adjective. Can your partner guess the adjective?**

A: Last week, my sister caught three mice and six spiders.
B: She's brave!

Vocabulary bank • page 123

© Кенжебек-Пронсофт

Language focus 2 *was/were*: questions

1 **Complete the examples from the listening on page 20.**

	I / he / she / it	you / we / they
Wh-	Who [1]…. the third hero?	Who [2]…. the winners?
Y/N ?	**Was** the show good?	**Were** you at school?
Short answers	Yes, it **was**. No, it **wasn't**.	Yes, we **were**. No, we **weren't**.

Grammar reference • page 115

2 **Order the words to make questions with *was* and *were*.**

1 at this time yesterday / Where / you / were?
2 time / you / at / were / this / school / What / morning?
3 were / at / Who / friends / primary / your / school?
4 born / you / When / were?
5 teacher / was / first / Who / your / English?
6 your / was / five / ago / favourite / What / TV programme / years?

3 **Work with a partner. Ask and answer the questions in Exercise 2.**

Past simple: questions

4 **Complete the examples from the listening on page 20.**

	I / he / she / it	you / we / they
Wh- ?	What **did** she [1]….?	How **did** they [2]…. them?
Y/N ?	**Did** he **win**?	[3]…. you **watch** TV last night?
Short answers	Yes, he **did**. No, he **didn't**.	Yes, you **did**. No, you **didn't**.

Grammar reference • page 115

Get it right!

Use the infinitive without *to* with ***did*** in past simple questions and negatives:
*What **did** you **eat** yesterday?* ✓
~~*What did you ate yesterday?*~~ ✗
*I **didn't see** my cousin at the party.* ✓
~~*I didn't saw my cousin at the party.*~~ ✗

5 **Read the answers. Then complete the questions.**

1 What *did* you *have* for breakfast?
I had toast and hot chocolate.
2 Where …. you …. your shoes?
I bought them in the department store.
3 What time …. your mother …. home?
She came home at 8 o'clock.
4 Who …. you …. to school with?
I walked with my friends.
5 Where …. your parents …. before?
They lived in Paris.
6 What …. your teacher …. at university?
She studied Maths.

6 **Write questions in the past simple.**

1 When / you / start secondary school?
When did you start secondary school?
2 Who / you / meet at the weekend?
3 Where / you / go on holiday last summer?
4 What / your family / watch on TV last night?
5 How / you / get to school this morning?
6 What sports / you / play yesterday?

Your turn

7 **Write your answers to the questions in Exercise 6.**

1 *I started it three years ago.*

8 **Work with a partner. Ask and answer the questions in Exercise 6. Remember to ask for more information.**

When did you start secondary school?

I started three years ago.

Did you enjoy the first day?

Yes, I did because I made some new friends.

© Klett Kiadó

Discover Culture

1 **Look at the picture. What job do you think the men do? Can you guess why they are heroes?**



Find out about a mine rescue in Chile.



Discovery EDUCATION

2.2 The Chilean mine rescue

2 2.2 **Watch the video and check your answers to Exercise 1. Then choose the correct options in the text below.**

In [1]**2010 / 2012**, there was a terrible accident. A giant rock fell and closed the San José mine with [2]**33 / 43** miners inside. Luckily, the miners found a safe place [3]**70 / 700** metres underground. The rescue workers made lots of holes to try to find the miners. Finally, [4]**69 / 79** days after the accident, the first man came out alive. The rescue worked. These brave men were suddenly [5]**national / international** heroes.

3 **Test your memory. Complete the sentences.**

1 The San José Mine is in the Atacama ...
2 The rock fell in front of the mine's ...
3 The camp was called *Esperanza* which means …
4 The families knew the miners were OK because they wrote a …
5 Families could see the miners because they had a …
6 A million people all over the world watched the final ...

4 2.2 **Test your memory. Put the images in the order you see them in the video. Then watch again and check your answers.**

1 Rescue workers talk to the miners on the phone
2 The desert from the sky
3 A miner in hospital
4 The families' camp with posters and flags
5 The families hold flags and celebrate
6 A message on the drill

Your turn

5 **Work with a partner. Imagine you are journalists and you are going to interview the Chilean miners. Write questions in the past with the question words and verbs below or your own ideas.**

What Who When How Where

eat drink play sleep read
talk write walk feel

What did you eat? Did you play games?

6 **Work in small groups. Journalists ask your questions from Exercise 5 and miners answer. Then swap.**

What did you eat?

We had a little cold food with us. Then the rescue workers gave us some more food.

© Oxford University Press

Reading A blog

1 **Look at the map and the photos. Where is Jamaica? Who are the people in the photos?**

2 **Read Danielle's blog and check your answers to Exercise 1.**

3 **Read the article again and answer the questions.**

1 How many people live in Jamaica?
2 What sorts of heroes does Danielle write about?
3 When do Jamaican children start doing sport at school?
4 What or who is *Champs*?
5 What type of music started in Jamaica?
6 What do Jamaican musicians often sing about?

Explore the suffix *-ness*

4 **Look at the article again. Find the noun from the adjectives *happy* and *sad*. Then answer the questions.**

1 What do we add to the adjective to make the noun?
2 What happens to the 'y' in *happy* when we make the noun?

5 **Complete the sentences with the noun of the adjective in brackets.**

1 Many musicians write songs about love and ...*sadness*... . (sad)
2 Please put your books on the shelf. .... is very important. (tidy)
3 I think .... is more important than money. (happy)
4 Singing is my ..... I'm not very good at it. (weak)
5 The band didn't play because of .... . (ill)
6 I'll never forget my grandma's .... when she listened to my problems. (kind)

Vocabulary bank • page 123

Your turn

6 **Write your answers to the questions. Then ask and answer them with a partner.**

1 Who's your favourite sportsperson? Where's he/she from? What sports does he/she do?
2 Who's your favourite musician? Where's he/she from? What kind of music does he/she play?

DANIELLE SMITH'S BLOG OF ALL THINGS JAMAICAN

A SMALL ISLAND FULL OF BIG HEROES

14 OCTOBER

I live on the small Caribbean island of Jamaica. Like many of the 3 million people here, sport and music are very important to me. Perhaps that's why so many sports and music heroes come from our island.

We start playing sports seriously at a very young age. Even at primary school we follow an athletics programme. At secondary school, there's the school athletics championship, or 'Champs'. Every year, about 25,000 people watch some of the heroes of tomorrow. Usain Bolt, the Olympic Gold Medallist, is from Jamaica and he once entered this championship.

As for music, in the 1960s, my own hero Bob Marley introduced reggae to the world. He didn't only sing about happiness, love and sadness. He also sang about how people live and their problems. Today, even our youngest musicians write about our life here on the island. When you next listen to a song from Jamaica, don't forget it's probably about us, our life and our culture!



FACT! *The Jamaican bobsleigh team became heroes when they entered the Winter Olympics in 1988. Strange! Jamaica is famous for its sun but not for its snow!*

Speaking Speculating



Real talk: Who's your role model and why?

1 2.3 **Watch the teenagers in the video and match them with their role models.**

a) Speaker 1
b) Speaker 2
c) Speaker 3
d) Speaker 4
e) Speaker 5
f) Speaker 6

1 a friend because he saved his sister from a fire.
2 a famous actor because she's good at her job and helps children.
3 a teacher because her lessons are really interesting.
4 an athlete because he can run fast.
5 someone in his family because he's kind and hardworking.
6 someone in her family because she dances well.

2 **Who's *your* role model and why? Ask and answer with your partner.**



3 1.17 **Listen to Darren and Louise talking about the woman in the photo above. What job do they think she does?**

4 1.17 **Complete the conversation with the useful language. Then listen again and check your answers.**

Useful language

She looks (very kind).
… that's possible.
She may be (a vet).
She definitely (works with animals).
I reckon she's (a vet).

Darren: What do you think she does?
Louise: I'm not sure.
Darren: [1]…. very kind.
Louise: Yes, and friendly.
Darren: [2]…. an artist.
Louise: Yes, [3]…. Or she may be a vet because there's a gorilla in the photo.
Darren: Yes, that's true. [4]…. works with animals.
Louise: Yes, [5]…. a vet or a scientist.
Darren: Me too.
Louise: Let's ask the teacher.

5 **Work with a partner. Practise the conversation in Exercise 4.**

6 **Work with a partner. Prepare a conversation like the one in Exercise 4. Use the photos below and the useful language. Practise the conversation with your partner.**





© Макмиллан Эдьюкейшн

Writing A description of a person you admire

1 **Look at the photo and read Jennifer's description. Is Jennifer's hero famous?**



Although most people have got heroes like Nelson Mandela or Usain Bolt, my hero is my granddad. He was born 80 years ago so he's very old. When he was a young boy, his parents died so he lived with his aunt, uncle and cousins in Manchester. Life wasn't easy for them because they never had enough money.

When he was 13, my granddad left school and started working. He wanted to be a vet so he studied at night after work as well. He worked really hard and he became a vet when he was 25. It was his dream job.

I like him because he's funny, friendly and kind to everyone, and I admire him because he worked hard to achieve his dream.

I would like to be like him when I'm older.

By Jennifer Thompson

2 **Read Jennifer's description and answer the questions.**

1 Who is Jennifer's hero?
2 Where did he live?
3 What was his job?
4 Why is he a hero?
5 What's her hero like?

Useful language

Connectors

We often use connectors when we write descriptions:

- *Although most people have got heroes like Nelson Mandela or Usain Bolt, my hero is my granddad.*
- *I like him because he's funny, friendly and kind to everyone.*
- *He was born 80 years ago so he's very old.*
- *He wanted to be a vet so he studied at night after work as well.*

3 **Complete the sentences with *as well, although, because* or *so.***

1 My hero is my teacher .... I learn a lot in her class.
2 They help with the local football team and organise the youth club .... .
3 My best friend helped me when I was having problems .... I'm going to buy her a present.
4 My aunt gives a lot of money to charities .... she never talks about it.
5 I would like to be a vet .... I like helping animals.
6 David wants to go to university .... he doesn't know which one to go to.

Get Writing

PLAN

4 **Make notes about a person you admire. Use the questions in Exercise 2.**

WRITE

5 **Write your description. Use your notes from Exercise 4, and the language below.**

My hero is …
He/She was born …
When he/she was …
I like him/her because …
I admire him/her because …
I would like to be like him/her when I'm older.

CHECK

6 **Can you say YES to these questions?**

- Have you got connectors to add more information?
- Have you got the information from Exercise 4?
- Have you got the language from Exercise 5?

2 CLIL

History The feudal system

1 **Match the words in the box with the pictures.**

knight noble peasants king









2 1.18 **Read and listen to the text. Complete the article with the people in Exercise 1.**

3 **Choose the correct answers.**

1 The king gave his land to nobles **to sell / to look after**.
2 When a king died, **his son / the noble** inherited the fief.
3 Nobles helped the king **in battles / find more land**.
4 Knights were **never / sometimes** women.
5 Peasants were **at the bottom / in the middle** of the feudal system.
6 Peasants paid taxes to **knights / nobles**.

Your turn

4 **Work with a partner. Answer the questions.**

1 What do you think of the feudal system? Was it fair? Why?/Why not?
2 Can you think of any famous knights from history?
3 Would you like to live in the Middle Ages? Why?/Why not?

THE FEUDAL SYSTEM

In Europe in the Middle Ages – from the 5th to the 15th century – some people owned land and some people lived or worked on the land. This system was called the feudal system. It was a hierarchy because some people were at the top and some people were at the bottom.

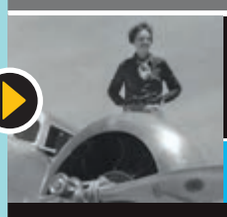
1 The [1]..... was at the top of the feudal system. He owned too much land to look after by himself so he divided it up, and gave some of it to people called 'nobles' to rule for him. These different areas of land were called fiefs. When a king died, his son became the owner of the fiefs.

2 The [2]..... looked after the king's land. They ruled large fiefs. They paid tax to the king and sometimes helped him in wars and battles. These people were less important than the king in the hierarchy but very important in the local community.

3 Nobles usually employed [3]..... to help protect their fiefs. They were often heroes because they were strong and brave, especially in battles. They always helped the king when he asked them and protected him. Most of them were men, but some were women.

4 About 90% of people in the Middle Ages were [4].....They were at the bottom of the hierarchy. They didn't have land or money like the other members of society. They worked on the land for the nobles, growing food and looking after animals. They paid taxes to the nobles and worked all day. Life was very hard for these people.

Find out about one of the first female pilots.



Discovery EDUCATION

2.4 Amelia Earhart, famous flyer

A Kazakh hero

Which historical Kazakh heroes do you know? Look at the picture of the man. Who was he?

Abulkhair Khan was born in 1693. When he was a boy he fought bravely in many battles, and in 1718, he became the leader of the Little Horde (Little Jüz) in western Kazakhstan.

In 1723 the Dzungars attacked Kazakhstan. Abulkhair united the Kazakh people and led the Kazakhs against the invaders. He was a very clever general and organised a people's army. He defeated the Dzungars at two important battles. The first was near the Bulanty river in 1726 and the second was at Anyrakai in 1729.

At this time, Russia and China also wanted to invade Kazakhstan. Abulkhair was a very wise man. He knew that Kazakhstan needed protection from one of its powerful neighbours. He chose Russia, and in 1731 he and the Russians signed an agreement. His people finally lived in peace. He died in 1748.



Extra reading

1 Read the text, then put the sentences in the correct order.

a Abulkhair Khan fought a battle near the Bulanty river. .....
b Abulkhair Khan was born. ...1...
c He died. .....
d He fought a battle at Anyrakai. .....
e He organised an army. .....
f He signed an agreement with Russia. .....
g The Dzungars attacked Kazakhstan. .....

2 Make a timeline of Abulkhair Khan's life. Add the events from the text at the correct point on your timeline.

3 Think of three adjectives to describe Abulkhair Khan that are not in the text. Write a sentence for each, explaining why you have chosen it. Use evidence from the text.

ABOUT THE DZUNGARS
The Dzungars were a group of tribes from China. They spoke Mongolian.

1–2 Review

Vocabulary

1 **Complete the text with the correct form of the words in the box.**

bullying hand in homework get detention
cheat in a test on time ~~wear a uniform~~
get good marks write lines

I like my school but there are a few rules that we have to follow. We have to [1] *wear a uniform* – it's a white shirt and a black skirt or trousers. In the morning, if you aren't [2] ...., you have to write your name in the late book. We have to [3] .... on Friday morning – we get it twice a week. If we forget we [4] .... – this means we have to stay after school and [5] ..... I study hard and I usually [6] ..... I've never [7] .... and anyone who tries to cheat gets into trouble. All the students in my school are kind and friendly – there's no [8] .... – it's a great school.

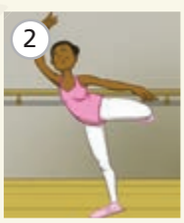
2 **Complete the sentences with the names of subjects.**

1 I'm going to paint a picture of my bedroom for my .... project.
2 We're learning about buying and selling things in our .... class.
3 I'm writing a .... essay on ancient Greece.
4 In .... we're learning a lot about the human body.
5 I like studying .... because I'm very interested in how machines work.
6 In ...., we learn about lots of different places around the world, like jungles, deserts and mountains.

3 **Look at the pictures and write the jobs.**



....



....



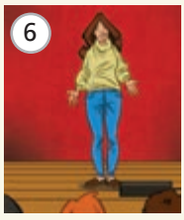
....



....



....



....

4 **Match the sentences with the adjectives.**

calm cheerful funny brave quiet serious

1 I'm not scared of spiders, big dogs or dentists. I'm .... .
2 My classmate Max never laughs. He's very .... .
3 I'm a nervous person and I worry about things. I'm not very .... .
4 My uncle is really good at telling jokes. He's very .... .
5 My sister talks a lot. It's difficult for her to be .... .
6 My little sister always smiles and laughs. She's very .... .

Explore vocabulary

5 **Complete the sentences with the correct adjective form (*-ful* or *-less*) of the nouns in the box.**

beauty wonder hope care pain use

1 I think my team will win the competition. I'm .... .
2 I fell over when I was playing football. Now my leg is very .... .
3 Someone who makes a lot of mistakes is often very .... .
4 My laptop is slow and .... . I can't even sign into my email account.
5 My best friend is tall and .... . She's also very kind and friendly.
6 Last summer, we went to California. I had a .... time there.

6 **Choose the correct answers.**

1 I'd like to live in Paris when I grow **up** / **off**.
2 Every morning, I get **on** / **up** at 7 am and I put **on** / **out** my school uniform.
3 To get to my school, I get **on** / **up** the bus outside my house and then I get **off** / **out** the bus opposite the park.
4 If I can't find my keys, I look **for** / **at** them under my bed.
5 When you find **out** / **in** the answer to this question, can you write it **up** / **down** here, please?
6 If you buy clothes on the Internet, you can't try them **on** / **out**.

7 **Complete the sentences with the correct form of *make* and one of these words.**

sure a cake friends history a suggestion mistakes

1 When you leave the house, ... you've got your keys.
2 I'd like to .... . Why don't you try on those shoes before you buy them?
3 My friends always do their homework quickly so they .... .
4 We haven't got any eggs. We can't .... .
5 I'm a friendly person so I .... very easily.
6 I'd love to do something important for the world and .... .

Photocopiable © OUP

Language focus

1 **Complete the predictions with *will/won't*, *may* or *might* and one of the verbs in the box.**

be eat have travel work

1 I'm sure everyone .... at home, not in offices.
2 I'm not certain but people .... robots in their homes.
3 I'm certain we .... to the moon for our holidays.
4 People .... food, they will drink special liquids.
5 There .... cities on Mars but I'm not sure.

2 **Complete the sentences with the correct form of *be going to* and the verbs in brackets.**

1 **A:** [1]..... Sharon .... Australia in the summer? (visit)
B: No, she [2]..... She [3].... Japan. (visit)
2 **A:** When [4].... Dave and Ann .... married? (get)
B: In September. They [5].... a big wedding. (not have)

3 **Choose the correct answers.**

Mark: What [1]**will you / are you going to** do this summer?
Jenny: My cousin [2]**will / is going to** visit us and we [3]**will / are going to** go to the mountains.
Mark: That sounds nice. I think it [4]**will / is going to** be fun.
Jenny: Yes. I'm sure we [5]**will / are going to** have a good time.

4 **Complete the questions with *was*, *were* or *did*.**

1 Where .... you born?
2 What languages .... Lisa study?
3 When .... you go to France?
4 .... you study Biology at school?
5 .... Mike good at Maths?
6 .... your parents at home last night?

5 **Complete the sentences with the time expressions in the box.**

last night an hour ago when I was little at the weekend yesterday

1 I had lunch at 1 pm, now it's 2 pm. I had lunch .... .
2 Jack started school on Monday. Today is Tuesday. He started school .... .
3 Helen was at home on Saturday and Sunday. She was at home .... .
4 I watched the film yesterday at 8 pm. I watched the film .... .
5 We moved here in 2006. I was 4 years old. We moved here .... .

Language builder

6 **Choose the correct answers.**

Nina: There you are, Debbie! I waited for you at the café after school but you [1].... come. Where [2]....?
Debbie: Oh, sorry, Nina. I [3].... in the library. I wanted to finish my Geography essay.
Nina: Did you [4].... it?
Debbie: No! I've still got a page to write.
Nina: Well, hurry up. Don't forget, [5].... practise our song for the school concert this evening.
Debbie: I don't know if I can do that. I'll try to get there but I [6].... have time. [7].... need to stay at home and work.
Nina: Oh, come on! You can hand in your essay a day late. It probably [8].... matter much.
Debbie: Yes, it will! [9].... late with my last essay and I'm not [10].... late again this time.

1	**a** don't	**b** didn't
2	**a** you were	**b** were you
3	**a** was	**b** were
4	**a** finish	**b** finished
5	**a** we'll	**b** we're going to
6	**a** won't	**b** may not
7	**a** I'll	**b** I might
8	**a** won't	**b** might not
9	**a** I was	**b** I'll be
10	**a** being	**b** going to be

Speaking

7 **Complete the phrases with the words in the box.**

looks possible think may reckon sure

1 What do you .... she does?
2 I'm not .... .
3 She .... be a nurse.
4 She .... very kind.
5 I .... she's a teacher.
6 That's .... .

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3 Our countryside

Discovery EDUCATION

In this unit …



Moving house **p33**



A cool life **p36**



Houses or flats? **p38**



CLIL Go green! **p40**

Vocabulary
- Wild animals
- The countryside
- Expressions with *do*
- Verbs with *up* or *down*

Language focus
- Comparatives and superlatives
- *must / mustn't* and *should / shouldn't*

Unit aims
I can …
- talk about different animals and things in the countryside.
- compare things.
- understand information about different places to stay or live.
- talk about things I need to do and things which are a good idea to do.
- ask for and offer help.
- write a description of a location.

BE CURIOUS

What can you see in the photo?

Start thinking
- **Who do you think lives here?**
- **Why do you think they live there?**
- **Would you like to live here? Why/Why not?**

Vocabulary Wild animals

1 1.19 **Match the photos with the words in the box. Then listen, check and repeat.**

bear camel deer duck gazelle insect mouse
rabbit seal snake snow leopard wolf



2 **Find these animals from the list in Exercise 1. Try not to name any animal more than once.**

1 two animals that spend a lot of time in the water
2 four animals that only eat plants
3 an animal with six legs
4 a small animal with a long tail
5 four animals that hunt other animals for food

Your turn

3 **Choose two animals from Exercise 1 and write notes about them. Think about these things:**

- size, shape and colour
- where they live
- what they eat
- any other important fact

4 **Work with a partner. Ask questions and try to guess your partner's animals.**

Is it a very big animal?

No, but it's got long legs.

Reading An online forum

1 **Work with a partner. What's unusual about the hotels in the photos?**

2 **Read the online forum and check your ideas for Exercise 1. Then match the photos to the posts (1–3).**

3 **Read the online forum again. Match the sentences with the hotels they describe.**

1 This hotel isn't in Europe. *Hotel 2*
2 The guests slept very well in this hotel.
3 A family stayed at this hotel.
4 You can't use a hairdryer at this hotel.
5 This hotel is nearest to the sea.
6 The temperature in the hotel is below zero.

Explore expressions with *do*

4 **Find two examples of *do* in the text. Which words follow them?**

5 **Make sentences about you and your family with *do* and the words in the box.**

housework the washing homework
Maths sports the shopping

I did some housework on Saturday.

Vocabulary bank • page 124

Your turn

6 **Think of an idea for an unusual hotel. Write a short paragraph for the online forum. Talk about the things in the box.**

the place the view activities

We stayed in an unusual hotel. It was an old ship under the sea. My bedroom…

7 **Compare your ideas in groups. Then choose your favourite.**

THE MOST Unusual Hotels FOR A BREAK IN THE COUNTRY

When people look for a hotel in the countryside, they often want to explore, do sports or just relax. But we'd like to hear about the strangest hotels you know.

1 My parents stayed in the Ice Hotel in Sweden – the world's largest hotel made of snow and ice. Their room was -5ºC, but they said that the ice bed was more comfortable than their bed at home and the pillows were softer! But their best experience was seeing the Northern Lights in the sky at night.

POSTED BY JACOB WILLIAMS 17:08 REPLY

2 When my cousin got married, she slept in the underwater room at a hotel on Pemba, one of the loveliest islands off the east coast of Africa. Every morning, they opened their curtains and saw the most beautiful fish in the world. They even swam with them!

POSTED BY LUCINDA THOMAS 15:59 REPLY

3 My family lives in the middle of Manchester. On holiday this year, we stayed at a treehouse hotel in a beautiful forest in Wales. It was much better than being in the city. Our bedrooms were high up in the trees. It was quieter and more relaxing and we did everything more slowly. But the worst thing? There wasn't any electricity so no TV!

POSTED BY NITA MEHTA 14:47 REPLY







FACT! *Capsule hotels began in Japan. The very small rooms or 'capsules' contain a bed and nothing else so guests share a bathroom in the hall. The good thing is that they are cheaper than many other hotels.*

Language focus 1 Comparatives

1 **Complete examples 1–4 from the text on page 32.**

		Comparatives		Superlatives
short adjectives	soft	The pillows were [1]	strange	Tell us about the [5] . . . . hotels you know.
long adjectives	comfortable	The ice bed was [2] . . . . than their bed at home!	beautiful	They saw the [6] . . . . fish in the world …
irregular adjectives	good	It was much [3] . . . . than being in the city.	bad	But the [7] . . . . thing?
adverbs	slowly	We did everything [4]	quietly	I spoke **the most quietly**.

Grammar reference • page 116

Say it right! • page 112

2 **Complete the sentences with the comparative form of the adjective or adverb in brackets.**

1 London is *smaller* (small) than New York.
2 A holiday in the Amazon rainforest is . . . . (exciting) than a holiday in Paris.
3 I sleep . . . . (good) in my house than in a hotel.
4 My grandparents' house is . . . . (big) than my house.
5 I can study . . . . (easily) at school than at home.
6 My school canteen . . . . (noisy) than my classroom.

Superlatives

3 **Complete examples 5–7 in the table above.**

4 **Write superlative sentences to complete the quiz. Then mark the sentences true (T) or false (F).**

1 Russia / large / country in the world
2 Kilimanjaro / high / mountain in the world
3 Death Valley in California / hot / place in the world
4 The Atlantic / large / ocean in the world
5 The Vatican / small / country in the world
6 The cheetah / fast / animal in the world
7 The elephant / heavy / animal in the world

1 *Russia is the largest country in the world.* T



5 **Choose the correct words.**

Thousands of people visit Matmata in Tunisia every year. It's one of the [1]**more** / **most** popular places in this country because it's got some of the [2]**stranger** / **strangest** and also some of the [3]**older** / **oldest** homes in the world. Visitors can stay in a small underground hotel or in a [4]**larger** / **largest** modern hotel, which is [5]**more** / **most** expensive but less interesting. Why do so many people come here? Well, look at the photo [6]**more** / **most** carefully. Do you know it? They made the film *Star Wars* here!



Your turn

6 **Think about your dream hotel room. Make some notes. Then draw a picture.**

7 **Work with a partner. Describe and compare the pictures of your hotel rooms. Which is best?**

My hotel room has got big windows. What about yours?

Learn about Joey and his Yukon log cabin.
- Why did Joey move out of his father's house?
- What was the problem with the log cabin?
- What did Joey decide to do with the cabin?



Discovery EDUCATION

3.1 Moving house

Listening A radio interview

1 **Look at the pictures. What do you think the man's job is and what do you think he has to do? Is the animal in the photo ever dangerous for people?**

2 1.22 **Listen to the interview. Check your answers to Exercise 1.**

3 1.22 **Listen again. Look at the two situations and mark the sentences ✓ (Do this) or ✗ (Don't do this).**

You're staying at a campsite in the national park.

1 Take photos of the bears at a distance. ....
2 Bring food for the bears. ....
3 Keep your food in your tent. ....
4 Put cooking equipment in your car. ....

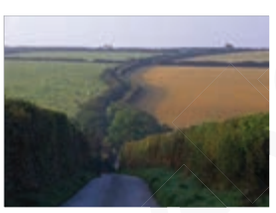
You meet a bear when you're walking in the park.

5 Shout for help. ....
6 Climb a tree. ....
7 Walk away slowly. ....
8 Run away quickly. ....

Vocabulary The countryside

4 1.23 **Complete the sentences with the words in the box. You may need to change the form of some words. Then listen, check and repeat.**

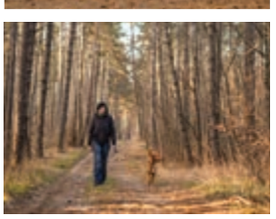
hedge keep to the path keep your dog on a lead ~~landscape~~ river bank shut the gate throw your litter in the bin valley wildlife wood



This is a [1] *landscape* in south-west England. The road is going down into a [2] .... and there's a [3] .... on each side of the road.



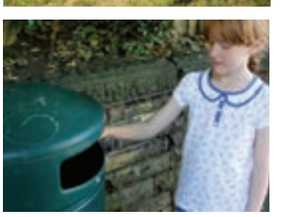
There are two types of African [4] .... in this photo. Most of the gazelles are on the [5] .... but the zebras are standing in the water.



This woman won't get lost while she's walking through the [6] .... because she's [7] .... She's [8] .... so he won't run away.



The farmer wants people to [9] .... after they go through, because there are sheep in the field.



Don't leave a mess behind you! [10] .... and keep our countryside clean!

Your turn

5 **You've got three minutes to draw a picture of a landscape. Include at least four things from the list in Exercise 4 and a person doing one of the actions.**

6 **Show your picture to your partner. Can he/she identify the things in your picture? Correct your partner's guesses if they're wrong.**

I think this is a valley and that's a river bank.

No, that's a path!

Vocabulary bank • page 124

Language focus 2 *must/mustn't, should/shouldn't*

1 **Complete the examples from the listening on page 34.**

+	You [1]…. put all your food inside your car.
–	You [2]…. run!

2 **Look at the sentences in Exercise 1. Then complete the rules with *must* or *mustn't*.**

We use [1]…. to say you need to do something.
We use [2]…. to say you can't do something.

Grammar reference • page 116

3 **Choose the correct words.**

1 You **must** / **mustn't** have a passport to go to the USA.
2 You **must** / **mustn't** go to school.
3 You **must** / **mustn't** throw litter on the floor.
4 You **must** / **mustn't** wear a seat belt in a car.
5 You **must** / **mustn't** leave a shop without paying.
6 You **must** / **mustn't** keep your dog on a lead in some parks.

4 **Complete the examples from the listening on page 34.**

+	People sometimes think they [1]…. climb a tree.
–	You [2]…. make a noise or wave your arms.

5 **Look at the sentences in Exercise 4. Then complete the rules with *should* or *shouldn't*.**

We use [1]…. to say something is a good idea.
We use [2]…. to say something isn't a good idea.

Grammar reference • page 116

6 **Complete the sentences with *should* or *shouldn't* and the verb in brackets.**

1 You *shouldn't forget* (forget) your parents' birthdays.
2 You …. (look after) the countryside.
3 You …. (visit) my city. It's fantastic!
4 You …. (swim) in the sea today. It's dangerous.
5 You …. (help) your parents with housework.
6 You …. (do) more exercise if you want to get fit.
7 You …. (keep) to the path – there are bears in the wood.

Get it right!

Use the infinitive without *to* after ***must(n't)*** and ***should(n't)***:
*You must **tidy** your room before dinner.* ✓
~~*You must to tidy …*~~ ✗
*You shouldn't **watch** TV so late if you're tired.* ✓
~~*You shouldn't to watch …*~~ ✗

7 **Complete the sentences about the UK with *must, mustn't, should* or *shouldn't*.**

In the UK …

you [1] *must* be over 17 to drive a car.
you [2]…. buy a licence for your television.
you [3]…. say 'please' and 'thank you' as much as you can.
you [4]…. walk or sit on the grass in some parks.
you [5]…. give your seat to old people on a crowded bus or train.
you [6]…. take a present if someone invites you to their house.
you [7]…. open an umbrella inside the house.
you [8]…. call your teacher by his or her first name.

Your turn

8 **Work with a partner. Write sentences with *must, mustn't, should* and *shouldn't* about the places in the box.**

my house | my school | my sports centre | my town | the cinema | my park

I must tidy my room before school. I must put my plate in the dishwasher. I should take off my shoes when I get home…

9 **Work in small groups. Read your sentences from Exercise 8. Can the others guess the place?**

I must tidy my room before school. I must put my plate in the dishwasher. I should take off my shoes when I get home …

Is it your house?

Yes, it is.

© Longman-Pearson

Discover Culture



1 **Work with a partner. Look at the pictures. Ask and answer the questions.**

1 Where do you think the people in Coober Pedy live?
2 What do you think the weather is like there?

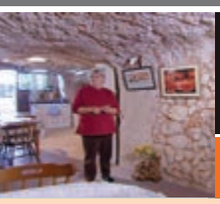
2 3.2 **Watch the video and check your answers to Exercise 1.**

3 **Test your memory. Which of the things below can you see in the video?**

golf football cave mines swimming pool beach trucks
diggers precious stones cactus bedroom factory



Find out about living in Coober Pedy.



Discovery EDUCATION

3.2 A cool life

4 3.2 **Watch the video again. Check your answers to Exercise 3 and complete the sentences with up to three words.**

1 In summer, the temperature is between 35 °C and *45 °C*.
2 Candice White and her husband live in an ....
3 Inside the house, the temperature can be ....
4 The population of Coober Pedy is only ....
5 Most people came to Coober Pedy to look for ....
6 So, everybody lives and works ....

5 **Test your memory. Mark the sentences true (*T*) or false (*F*). Correct the false ones.**

1 Opals are black.
2 People wear lights on their heads to play golf.
3 People wear lights on their heads in the mines.
4 The golf ball is blue.
5 The golf course is in the middle of the desert.

Your turn

6 **Compare living in your town in winter and in summer. Write sentences with the words in the box or your own ideas.**

my house clothes sports
food & drink free time

In winter, I've got more blankets on my bed.
In summer, I use a thinner blanket.

7 **Work with a partner. Compare your sentences. Then decide if you prefer living in your town in the winter or in the summer.**

In the winter, I've got more blankets on my bed. What about you?

Me too and I wear warmer clothes and gloves.

© Oxford

Reading A blog

1 **Look at the map and pictures. Where is Barrow? What do you think the weather is like there?**

2 **Read John's blog. Check your ideas to Exercise 1.**

3 **Read the blog again and choose the correct answer.**

1 Barrow is further north than Greenland / Russia / any other town in the USA.
2 In winter, the temperature's usually higher than 0 °C / lower than 0 °C / 0 °C.
3 In June, in Barrow it's light / dark / rainy.
4 John would like to move somewhere warmer / stay in Barrow / change school.
5 Nalukataq is John's school / the spring / a festival.

Explore verbs with *up* or *down*

4 **Look at the blog again. Find two verbs with *up* or *down*. What do they mean?**

5 **Complete the sentences with the verb in brackets and *up* or *down*.**

1 The sun didn't *come up* until 7.30 this morning. (come)
2 If you know the answer, you should .... your hand. (put)
3 I'm tired. I want to .... on my bed. (lie)
4 Visitors often .... that hill because they can see the whole city from the top. (go)
5 Why are you sitting on top of the wardrobe? .... now! It's dangerous. (come)

Vocabulary bank • page 124

Your turn

6 **What are the best and worst things about living in your town? Write sentences with the words in the box or your own ideas.**

weather people food and drink free-time activities noise

One of the best things is the weather. It's warm and sunny in the summer.

7 **Work in small groups. Would you prefer to live in your town or somewhere else? Use your ideas from Exercise 6.**

Living in Barrow, Alaska



I'm John, from Barrow in Alaska, which is the most northern town in the USA. So what's it like living here? Well, in November, the sun goes down and it doesn't come up again until January. That means it's dark for 65 days. Of course, these are the coldest months of the year, even the highest temperature is below zero! It's also the most boring time of the year, we can't go out without our parents because it's too dark. Summer is better. In May, the sun stays up so there's no night for 85 days.

Why don't we move somewhere warmer? We love living here. I know everyone in the town, I love the school and we've got some amazing traditions and festivals. The best is Nalukataq in the spring when the fishermen return to our town with whale meat. Then, we make a special blanket. It's huge. A dancer stands in the middle of the blanket and we throw him or her into the air. When the dancer is in the air, they throw sweets to the children. It's fantastic – you should come and join us next year!





FACT! *The coldest inhabited place on Earth is Oymyakon in North East Russia. On 6 February 1933, it was –67.7 °C. That's freezing!*

Speaking Asking for and offering help



Real talk: Which do you prefer – houses or flats?

1 3.3 **Watch the teenagers in the video. Do they prefer flats (*F*), houses (*H*) or both (*B*)? Why?**

a) Speaker 1 *H bigger, more space*
b) Speaker 2
c) Speaker 3
d) Speaker 4
e) Speaker 5
f) Speaker 6

2 **Work with your partner. Which do *you* prefer – houses or flats?**

3 1.24 **Listen to Josh and his dad talking about housework. Which jobs does Josh agree to do?**

4 1.24 **Complete the conversation with the useful language. Then listen and check your answers.**

Useful language

Can you give me a hand?	Yes, of course.
I'll do it.	Shall I …?
Can you do me a favour?	I'll give you a hand.

Dad: Josh, dinner's nearly ready! [1]….
Josh: Yes. [2]…. lay the table?
Dad: Thanks! [3]…. Could you take the dog for a walk after dinner as well?
Josh: Sorry, Dad, I can't! I've got a lot of homework to do.
Dad: You always say that!
Josh: It's true! Anyway, it's Hayley's turn. Shall I ask her?
Dad: That's OK. [4]….
Josh: OK. After dinner [5]…. to put the plates in the dishwasher, but then I need to finish an essay.
Dad: OK. And can you go and tell Hayley it's dinnertime, please?
Josh: [6]….



5 **Work with a partner. Practise the conversation in Exercise 4.**

6 **Work with a partner. Change the words in bold in the conversation in Exercise 4. Use the ideas below or your own. Then practise the conversation.**

do the washing clean the microwave
tidy your room wash up

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Writing A description of a favourite walk

1 **Look at the picture and read Kevin's description of his favourite walk. Would you like to go for a walk there?**



File | Outlook | People | Skydrive | Newsfeed | Admin | Home

Heading | Times New Roman | 14pt | B I U

I love walking in the wood by the river. It's got lots of beautiful big trees so it's always cool, even on hot days. I think spring is the best time to go there. The trees look great with their new green leaves and there's a carpet of blue flowers.

There are lots of little paths through the wood. My favourite path follows the river and you often see ducks and rabbits there. There are also deer in the wood, but they're shy and you don't often see them. The path comes out at the main road so it's easy to walk back to town.

2 **Read Kevin's description again and answer the questions.**

1 Where is the wood that Kevin is describing?
2 Why is it nice to walk there in the summer?
3 What types of wildlife live in the wood?
4 How can you get home from the wood?

3 **Look at the Useful language box. Find examples of adjectives in Kevin's description.**

Useful language

Order of adjectives

When we use two or more adjectives together, we use this order:

- *They live in an **amazing old** farmhouse.*
- *My mum bought me a **big red** towel for the beach.*
- *There's a **beautiful yellow** bird in that tree.*

4 **Complete the table with the words in the box.**

small old green and yellow beautiful

Opinion	Fact			Noun
	Size	Age	Colour	
fantastic	*large*	*new*	*blue*	blanket
1	2	3	4	towel

5 **Rewrite the sentences with the adjectives in brackets.**

1 I've got a wardrobe. (old, large) *I've got a large old wardrobe.*
2 Bears live in the mountains. (brown, dangerous)
3 My grandparents have got a sofa in their living room. (red, comfortable)
4 We've got a rabbit. (beautiful, white)
5 There was a lot of litter on the floor. (old, dirty)
6 I'd like to buy a laptop. (smaller, more modern)

Get Writing

PLAN

6 **Make notes about your favourite place. Use the questions in Exercise 2.**

WRITE

7 **Write a description of your favourite place. Use your notes from Exercise 6, and the language below.**

My favourite place is …
It's got … and ….
There are …
There's also a …
Next to it, there's a …

CHECK

8 **Can you say YES to these questions?**

- Have you used adjectives?
- Have you got the information from Exercise 6?
- Have you got the language from Exercise 7?

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3 CLIL

Science Lifecycle of a plastic bag

1 **Look at the photos. Which do you think people use to make plastic bags?**









2 1.25 **Listen to the first part of an interview with an expert on plastic and check your ideas to Exercise 1.**

3 1.25 **Listen to the interview again and complete the diagram about making plastic bags.**

use make polyethylene recycle
extract oil make plastic bag

1 _____

2 _____

3 _____

4 _____

5 _____

4 1.26 **Listen to the second part of the interview and choose the correct answers.**

1 Recycling is part of the **two / three** 'Rs'.
2 We usually use plastic bags **once / twice** before we throw them away.
3 Each year **100,000 / 1 million** marine animals die because of plastic bags.
4 Most plastic bags are **biodegradable / non-biodegradable**.
5 It can take up to **1,000 / 100** years for a plastic bag to decompose.

Your turn

5 **Work with a partner. Answer the questions.**

1 What alternatives are there to plastic bags?
2 Can you think of any interesting ways to reuse plastic bags?
3 What do you do to help the environment?

Find out about a green building.



Discovery EDUCATION

3.4 Go green!

UNIT 3

Protecting nature

Are there any endangered animals, birds and plants in Kazakhstan? Can you name some of them?

In Kazakhstan there are many different animals, birds and plants. But some species are in danger. The country has seven important nature reserves. These reserves are working hard to save the country's endangered species.

If you travel 25 km to the east of Almaty, you will find the beautiful Almaty Nature Reserve. This reserve covers an area of 73,300 hectares and it contains 137 different species of plants, 39 species of animals and 200 species of birds. Endangered species at Almaty include the golden eagle, the Turkestan lynx, the snow leopard, the ibex and the red bear.

A large part of the reserve is closed to the public. This helps to protect the wildlife. It is possible to get special permission to visit.

As well as the birds, animals and plants, the reserve has other attractions. More energetic visitors enjoy climbing Mount Talgar, which is 4,973 m high. Others visit the singing sand dunes. These dunes are 150 m high and they make a very strange noise when you walk over them!


Snow leopard


Red bear


Golden eagle


Lynx


Ibex

Extra reading

1 **Read the text, then match the numbers with the words.**

1	7	a	height of mountain
2	25	b	nature reserves
3	73,300	c	types of animals
4	137	d	height of sand dunes
5	39	e	types of birds
6	200	f	distance from Almaty
7	4,973	g	types of plants
8	150	h	size of Almaty Nature Reserve

2 **Read the text again. Write five true or false sentences using the information in the text.**

3 **Work in pairs. Read your sentences to your partner. Can they remember whether each is true or false without looking at the text? Can they correct the false sentences?**

A FINAL THOUGHT

'Think of all the beauty still left around you and be happy.'

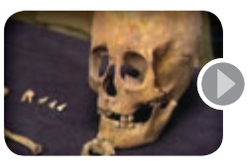
Anne Frank

© Oxford University Press

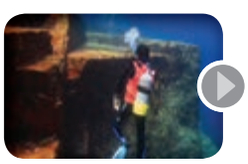
4 Drama and comedy

Discovery EDUCATION

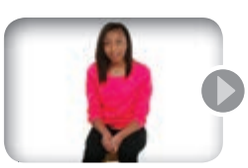
In this unit …



Mystery in the mountains **p45**



A story from under the sea **p48**



Strange events **p50**



CLIL Behind the scenes **p52**

Vocabulary
- Action verbs
- Adverbs of manner
- Expressions with *look*
- Nouns with *-er*

Language focus
- Past continuous
- Past simple vs. past continuous
- *could(n't)*

Unit aims
I can …
- tell a story using action verbs.
- understand different stories.
- talk about my activities in the past.
- describe how I do things.
- talk about the things I could and couldn't do when I was younger.
- tell someone my news.
- write a story.

BE CURIOUS

What can you see in the photo?

Start thinking
- **Why are the teenagers laughing?**
- **What makes you laugh?**
- **Do you prefer funny stories or scary stories? Why?**

Vocabulary Action verbs



1 **Look at the story about a thief. What did the thief steal?**

2 1.27 **Match the pictures with the words in the box. Then listen, check and repeat.**

catch chase climb hide fall over
jump run away throw

3 **Complete the sentences with the past simple form of the verbs in Exercise 2.**

1 The thief ...*ran*... away from our car.
2 I .... the thief.
3 The thief .... into a garden.
4 The thief .... his bag over a wall.
5 The thief .... over a wall.
6 The thief .... the bag.
7 The thief ....
8 I .... the thief.

Your turn

4 **Work with a partner. Cover the sentences in Exercise 3. Then ask and answer questions about the story.**

What happened in picture 1?

The thief ran away from the car.

5 **Cover the pictures and write down the 8 sentences about the story.**

Vocabulary bank • page 125

Reading A story

1 **Work with a partner. Look at the pictures. What do you think happened in the story?**






2 **Read the story and check your ideas for Exercise 1.**

HOME WORLD UK BUSINESS EDUCATION

A MYSTERY IN THE PARK

On a sunny afternoon last June, Lucy Wilson and her friends were in the park but they weren't playing games. All the students in their class were cleaning the park and their teacher was looking after their bags.

Lucy was picking up litter near the lake when she saw something unusual. It was a big brown bag. 'Hey, look!' she called to her friends.

Jane, Harry and Ben stopped working and came over. The bag was old and dirty but it didn't look like rubbish. 'We should tell the teacher about this,' said Ben.

When Mrs Gibson saw the bag, she phoned the police and ten minutes later Detective Stuart Bolan arrived. He looked in the bag. It was full of expensive objects like watches and clocks, and even some gold. There was also a Hungarian passport, two train tickets to Berlin and a newspaper from 1998.

Where did these things come from? Who did they belong to? What were they doing there?

At the police station, Detective Bolan phoned the police in Hungary and Germany to ask for their help. But four weeks later, the police were still looking for the owner of the passport. Was he living somewhere in England? And who was the other traveller on the Berlin train in 1998?

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

1 When were the students in the park?
2 Where was Lucy when she saw the bag?
3 Who was Mrs Gibson?
4 How long did the police take to get to the park?
5 What was inside the bag?
6 Who did Detective Bolan speak to about the objects? Why?

Explore expressions with *look*

4 **Find four examples of *look* + preposition in the story. Then complete the sentences with the correct preposition.**

1 I was looking ...*for*... my keys, when I found my mobile phone.
2 Can you look .... the kitchen for my bag?
3 My aunt is working so I'm looking .... my little cousin.
4 I'm not sure what it is but it looks .... an old boot.

Vocabulary bank • page 125

Your turn

5 **Look at the text. Write your own answers to the three questions in green in the fifth paragraph.**

6 **Work in small groups. Compare your answers to the questions in Exercise 5 and decide which is your favourite.**

I think thieves stole these objects.

I agree. But where did they come from?

FACT! *Four months before the 1966 World Cup in England, a thief stole the World Cup trophy and hid it inside some newspaper at the bottom of a garden. A dog called Pickles found it seven days later while he was walking with his owner. Both Pickles and his owner received a reward!*



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Language focus 1 Past continuous: affirmative and negative

1 **Complete the examples from the text on page 44.**

	I / he / she / it	you / we / they
+	The teacher [1]…. **looking** after their bags.	They [2]…. **cleaning** the park.
–	She **wasn't teaching** in the classroom.	They [3]…. **playing** games.

Grammar reference • page 117

2 **Complete the police report with the past continuous form of the verbs in brackets.**

POLICE REPORT

Case No: 76543
Date and Time: 21 May 11 am

Police officer: Alfred Baker
Name of witness: Jim Hanson

Information:
What were you doing at the time?
When my friends found the bag, I [1]*was climbing* (climb) a tree and Danny [2]…. (hide) behind that wall because Max [3]…. (chase) us. Our teacher [4]…. (stand) over there. She wasn't happy with us because we [5]…. (not help) the others. Our classmates [6]…. (not play), they [7]…. (look) for rubbish and they [8]…. (throw) empty cans and bottles into a bag.

Past continuous: questions

3 **Complete the examples from the text on page 44.**

	I / he / she / it	you / we / they
Wh- ?	What **was** Lucy **doing**?	What **were** they [1]…. there?
Y/N ?	[2]…. he **living** somewhere in England?	Were the men travelling to Berlin?
Short answers	Yes, he **was**. No, he **wasn't.**	Yes, they **were**. No, they **weren't**.

Grammar reference • page 117

4 1.28 **Complete the conversation with the past continuous form of the verbs in brackets. Then listen and check your answers.**

Detective: What [1]…*were*… you …*doing*… (do) between 8 and 8.30 last night?
Schoolboy: I [2]…. (look) at my Maths book.
Detective: Why [3]…. you …. (study) Maths?
Schoolboy: Because I've got an exam tomorrow.
Detective: Where [4]…. you …. (sit)?
Schoolboy: In my bedroom.
Detective: [5]…. you …. (talk) to anyone at the same time?
Schoolboy: No, I [6]…. (do) it alone.

Say it right! • page 112

Your turn

5 **Write questions for your partner with the past continuous. Use these times or your own ideas.**

5 pm last Wednesday 2 pm on Saturday
yesterday 11 am last night 7 pm
8 am this morning

What were you doing at 2 pm on Saturday?
Were you having lunch?

6 **Work with a partner. Ask and answer your questions from Exercise 5.**

What were you doing at 2 pm on Saturday?

I was finishing my homework.

Learn about an archaeologist's discovery.
- What did the archaeologist and his team find?
- What did he discover about the woman?
- Why do you think she travelled so far?



Discovery EDUCATION

4.1 Mystery in the mountains

Skyeknight-Promsoft

Listening A funny story



Liz Matthews posted 45 minutes ago
Don't say "Goodbye Granny" to the old lady in the cake shop!!

1 **In the picture, the girl at the back of the line is called Liz. Do you think she knows the lady in front of her? What do you think the lady is asking her to do?**

2 1.29 **Listen to Liz's story. Check your ideas for Exercise 1.**

3 1.29 **Listen again. Are the sentences true (*T*) or false (*F*)? Correct the false sentences.**

1 Liz went shopping to buy a cake for her birthday.
2 After Liz arrived at the shop, four other people came in.
3 The lady said that Liz looked like her granddaughter.
4 Cathy said goodbye to her grandmother.
5 Liz paid for the old lady's cakes.



Vocabulary Adverbs of manner

4 **Look at the examples from the listening and answer the questions.**

- An old lady was standing **quietly** next to me …
- The others were talking **loudly**.

1 Are the words in bold adjectives or adverbs?
2 What do we usually add to adjectives to make adverbs?

Get it right!

Remember these adverbs are irregular:
good → *well, fast* → *fast, hard* → *hard*

5 1.30 **Complete the sentences with the correct form of the adjectives in brackets. Then listen, check and repeat.**

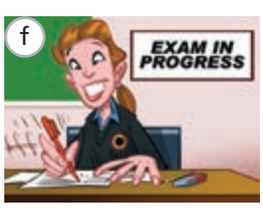
a 
He cooks very *badly* (bad).

b 
The insect moved …. (slow) across the leaf.

c 
I carried the expensive glasses very …. (careful).

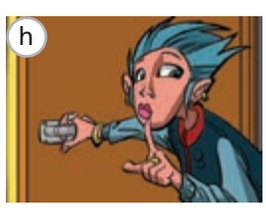
d 
The children were playing very …. (happy).

e 
I got dressed …. (quick) and went out.

f 

She answered all of the questions …. (easy).

g 
He paints very …. (good).

h 
She opened the door …. (quiet).

Your turn

6 **Write your answers to the questions.**

1 Do you always do your homework carefully?
2 Can you speak English well?
3 Do you get dressed for school quickly?
4 Is there anything you do badly?
5 Do you always speak in class quietly?
6 What can you do easily?

7 **Work with a partner. Ask and answer the questions from Exercise 6.**

Vocabulary bank • page 125

Репетитор-Голосов

Language focus 2 Past simple vs. continuous

1 **Look at the examples from the listening on page 46. Then complete rules 1 and 2 with *past simple* or *past continuous*.**

- When I got to the cake shop, four people **were waiting**.
- We **were getting** closer to the front when the lady **turned** round.

We use:
the [1]…. to talk about activities in progress at a moment in the past.
the [2]…. to talk about a short, finished action which happens in the middle of another activity.

Grammar reference • page 117

Get it right!

Use ***when***, not ***while***, to talk about something that happens at a point in time.
~~***While*** *the phone rang.*~~ ✗
When *the phone rang.* ✓

2 **Write sentences in past simple and continuous with *when* or *while* and the words below.**

1 I / watch / TV / best friend / call
2 My dad / drive / home from work / car / suddenly / stop
3 I / walk / home from school / start / rain
4 I / see / you / you / wait / at the bus stop
5 My mum / read / a book / my brother / come home

3 **Write questions with the past continuous or past simple form of the verb in brackets.**

1 ***Was*** it ***raining*** (rain) when you woke up this morning?
2 …. your phone …. (ring) while you were having breakfast?
3 …. anything strange …. (happen) while you were going to school?
4 When you got to school, …. your friends …. (play) football?
5 When you went into the classroom, …. your teacher …. (write) on the board?
6 While you were listening to the teacher, …. you …. (look) out of the window?

Your turn

4 **Work with a partner. Ask and answer the questions in Exercise 3. Did you have the same kind of morning?**

Was it raining when you woke up this morning?

No, it wasn't but I woke up very early. Was it raining when you woke up?

could(n't)

5 **Complete the examples from the listening on page 46 with *could* or *couldn't* and the verb in brackets.**

+	I [1]…. (play) a bit when I was younger.
–	I [2]…. (understand) her at first.

Grammar reference • page 117

6 **Which of the things in the box could you do when you were at primary school? Write sentences with *could* or *couldn't* and an adverb from page 46.**

ride a bike swim 25 metres
play a musical instrument use a computer
speak two languages sing
play your favourite sport

I could swim 25 metres quickly but I couldn't speak English well.

Your turn

7 **Work with a partner. Ask and answer questions about the things in Exercise 6.**

Could you swim 25 metres when you were in primary school?

Yes, I could swim 25 metres quickly.

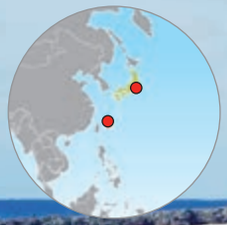
Discover Culture



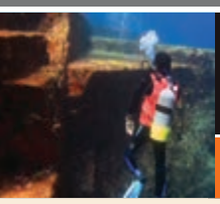
1 **Look at the pictures and answer the questions.**

1 What is different about the two pictures?
2 How do you think life in the two places is different?

2 4.2 **Watch the first part of the video (0.00–1.17) and check your answers to Exercise 1. What are the names of the two places?**



Find out about a lost city under the water.



Discovery EDUCATION

4.2 A story from under the sea

3 4.2 **Watch the second part and complete Kihachiro Aratake's story.**

This is Kihachiro Aratake – he's a [1]…. He was diving near the [2]…. of Yonaguni when he found something amazing. It looked like a small [3]…. under the water. It had [4]…., steps and tall towers. One stone had strange marks – was it ancient writing? Some [5]…. think this structure is over 10,000 years old. They say it was once above the water.

4 **Test your memory. Mark the sentences true (*T*) or false (*F*). Correct the false sentences.**

1 Yonaguni is very close to Japan.
2 An old man is telling stories to some children.
3 Some people are dancing.
4 Kihachiro is with some friends on the boat.
5 He swims down the 'streets' of the underwater city.
6 There are lots of fish swimming around the ancient stones.

5 4.2 **Watch the video again. Check your answers to Exercise 4 and choose the best summary for the video.**

1 Yonaguni is a secret place where people go on holiday.
2 Yonaguni is a calm place where people have a lot of time to do what they like.
3 Yonaguni is mysterious and we don't know much about its ancient stories.

Your turn

6 **Work with a partner. Ask and answer the questions.**

1 What are the good things about living in a big capital city?
2 What are the good things about living on a small island?
3 Are there any mysterious places in your country like the underwater city? Where are they? What is their story?

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Reading An article

1 **What do you know about the writer William Shakespeare? When was he alive? What did he write?**

2 **Read the article. Then match these words with the parts of the theatre (1–4) in the photo.**

pit roof seats stage

3 **Read the article again and answer the questions.**

1 When was Shakespeare born?
2 What shape was the Globe Theatre?
3 Could poor people go to the theatre in Shakespeare's time? Why / Why not?
4 Why did the Globe stop showing plays?
5 Where is the new Globe Theatre?

Explore nouns with *-er*

4 **Complete the table with *-er* nouns. The first three are in the article.**

	noun with *-er*		noun with *-er*
write	1 *writer*	shop	5 ……
perform	2 ……	paint	6 ……
build	3 ……	design	7 ……
dance	4 ……	swim	8 ……

Vocabulary bank • page 125

Your turn

5 **Work in small groups and discuss the questions.**

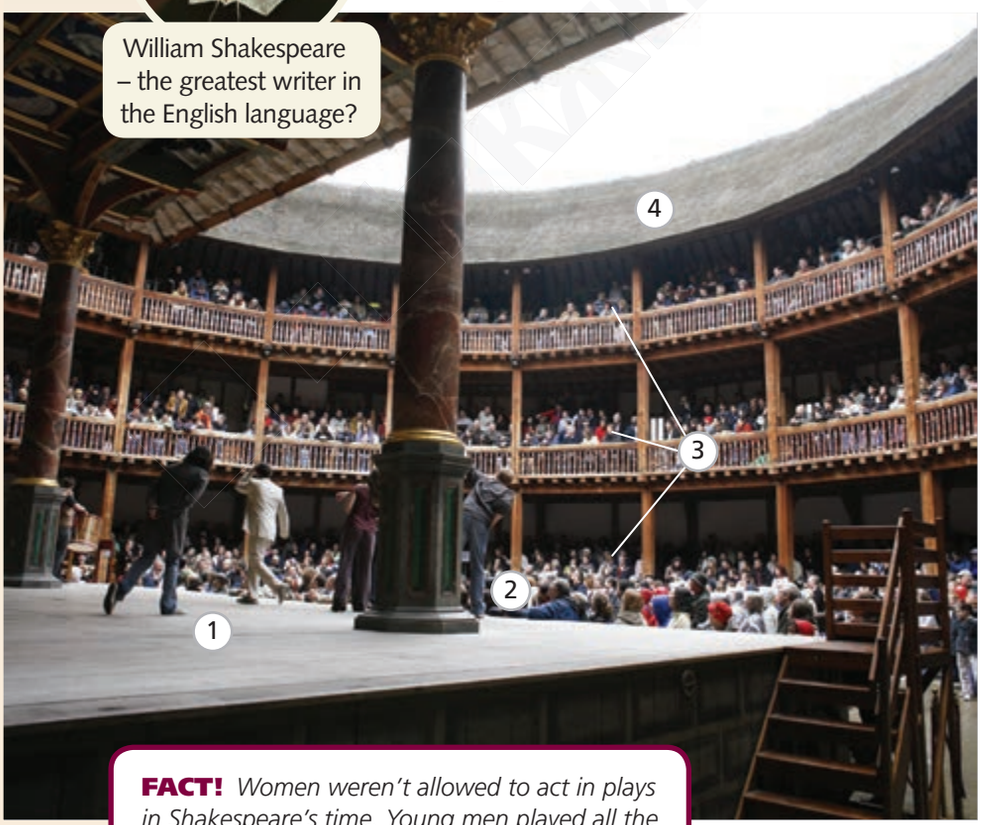
1 Imagine you are going to see a play at the Globe in Shakespeare's time. Which part of the theatre would you like to be in? Why?
2 Now think about watching a play in a normal modern theatre. What differences are there? Is it better or worse?

The story of SHAKESPEARE'S GLOBE



William Shakespeare – the greatest writer in the English language?

Many of Shakespeare's plays first appeared in the Globe Theatre in London. It was on the south bank of the River Thames and it opened in 1599, when Shakespeare was 35.



Theatres in those days were very different from today. The Globe was a round building and the area in the middle, called the 'pit', was open to the sky. The performers acted on a stage that came out into the pit.

If you didn't have much money, you could pay one penny (the price of a loaf of bread) to stand in the pit to watch the play. Richer people could pay more to sit on seats around the sides of the building under a roof. Audiences were noisy – they shouted, clapped and booed, and they often brought food to eat during the play.

The government closed all London theatres in 1642. But that wasn't the end of the story for the Globe. In 1997, a new theatre opened nearby – and it looked almost the same as the old one. The builders followed the same design and used the same materials. Now people can watch Shakespeare's plays in a new Globe Theatre – but with modern lights and toilets!

FACT! *Women weren't allowed to act in plays in Shakespeare's time. Young men played all the women's parts, wearing dresses and make-up.*

Speaking Telling someone your news



Real talk: What's an interesting or unusual thing that happened to you recently?

1 4.3 **Watch the teenagers in the video and put the sentences in the correct order.**

a) I lost my cat.
b) I scored the winning goal.
c) There was some chocolate on everybody's desk.
d) My lunch wasn't there. *1*
e) We were wearing the same shirt.
f) The lock on my bike wasn't there.

2 **What's an interesting or unusual thing that happened to *you* recently? Ask and answer with your partner.**



3 1.31 **Listen to Alice telling Lisa an interesting story. What did Alice win?**

4 1.31 **Complete the conversation with the useful language. Then, listen and check your answers.**

Useful language

Really? What?	How/That's weird!
What did you say?	What happened next?
Something strange happened	What did you do?

Alice: [1]…. this morning!
Lisa: [2]….
Alice: Well, I was walking into class when my phone rang.
Lisa: [3]….
Alice: Well, I answered it and a woman I didn't know started speaking.
Lisa: [4]….
Alice: She asked 'Is that Alice Bradman?' I said, 'yes'. And then she said, 'Alice, you're the winner in our photography competition.'
Lisa: Wow! [5]….
Alice: I said 'Great! Thank you very much!'
Lisa: Cool! But Alice, you never take photos.
Alice: I know and I never enter competitions!
Lisa: Oh! [6]…. ! What did you win?
Alice: A new digital camera!

5 **Work with a partner. Practise the conversation in Exercise 4.**

6 **Think of an interesting story. Use the useful language to ask and answer questions about your story with your partner.**

7 **Change partners. Take turns to tell each other your interesting story.**

Something strange happened this morning

Really? What?

Well, I was…

What did you do?

© Оксфорд

Writing A story

1 **Look at the picture and read the story. Who is the man in the picture and what is he doing?**

STORY OF THE WEEK

SHARE LIKE COMMENTS 2

In last week's competition, you wrote stories about something strange or unusual that happened to you. Here is the best!

One day last summer, Mickey was driving slowly along a quiet road in the USA when he saw a car next to the road. A man was trying to change a wheel. Mickey stopped his car and helped the man. While they were changing the wheel, they talked about their families. Then, the man asked Mickey for his address. At first, Mickey said no, but the man asked him again and again, so finally, Mickey gave him his address.

One week later, Mickey got a letter:

Dear Mickey,
Thanks for your help. I know a lot about computers but nothing about cars!
Bill Gates.

In the letter was a cheque for $10,000.

Stacey, 14.



2 **Answer the questions about the story.**

1 When did the story happen?
2 Where did the story happen?
3 Who were the people in the story?
4 What happened in the beginning, in the middle and at the end of the story?

Useful language

Sequencing language 2

We use sequencing language to …

- start a story (***One day*** *last summer, …*)
- order events (***At first,*** *Mickey said no.*)
- finish a story (***Finally,*** *Mickey gave him his address.*)

3 **Find more examples of sequencing language in the text in Exercise 1.**

4 **Complete the paragraph with the words in the box.**

Finally first ~~one~~ then when While

[1] *One* afternoon I was doing my homework quietly in my bedroom [2]…. I heard a strange noise outside. At [3]…., I didn't want to go outside, but [4]…. I opened the door and went into the garden. There was a very small dog. [5]…. I was playing with the dog, my mum came home. She was laughing. Five minutes later, my dad and sister arrived. They were laughing too. [6]…., I understood. The dog was my birthday present!

Get Writing

PLAN

5 **Make notes about something strange or unusual that happened to you. It can be true or invented. Use the questions in Exercise 2.**

WRITE

6 **Write your story. Use your notes from Exercise 5, and the language below.**

One day/night last week/month/year…
He/she was …ing when …
Then, …
While he/she was …ing …
At first, … but …
So finally, …
Two days/weeks/months later …

CHECK

7 **Can you say YES to these questions?**

- Have you got sequencing language to show the order the events happened?
- Have you got the information from Exercise 5?
- Have you got the language from Exercise 6?

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4 CLIL

Art Making a comic

1 Match the comic words with the definitions.

1 plot
2 panel
3 pencilling
4 a sketch
5 layout
6 inking
7 speech bubble
8 lettering

a the position of artwork on a page
b shape containing a character's words
c writing text in a speech bubble
d drawing something in pencil
e drawing something in pen
f a square or rectangular section of a comic
g the story of a comic
h a simple, basic drawing

2 1.32 Read and listen to the text and check your ideas to Exercise 1.

3 Read the text again. Mark the sentences true (*T*) or false (*F*). Correct the false sentences.

1 A comic usually begins with the artwork.
2 The writer sometimes draws parts of the comic.
3 The artist inks the artwork before pencilling it.
4 Computers usually do lettering.
5 The artist decides the position of speech bubbles.
6 The colourist colours the comic by hand.

Your turn

4 Work with a partner. Design your own comic. Follow the steps in the text.

The Art of Comics

Before an artist starts to draw, a comic generally begins with a 'plot'. The plot is the story of the comic. The comic writer sometimes plans the plot on the page and includes notes, basic sketches and instructions on what happens in each panel or section for the artist to interpret.



When the writer finishes the plot, the artist pencils the story. This is when the artist does a sketch, or a simple basic drawing, of each panel in pencil. During pencilling, the artist decides the layout, position and style of the artwork. After this, the artist then 'inks' the sketches. In this process the artist creates clear, 'line art' in pen. It is still common for the artist to do the pencilling and inking by hand, not on computer.



Next, the artist inserts the dialogue into the speech bubbles. This is called 'lettering'. To do this, the artist usually uses a computer, but they must still plan by hand where the text goes on the page.



Finally, the artist adds colour to the final line art drawings. In the past, the artist did this by hand, but these days they use computers. The artist usually scans hand-drawn inked pages, and sends them to a colourist. The colourist then uses a special computer program to colour the images.



Find out about making a documentary.



Discovery EDUCATION

4.4 Behind the scenes

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UNIT 4

MAKING MOVIES

Do you often go to the cinema?
What kind of films do you like?

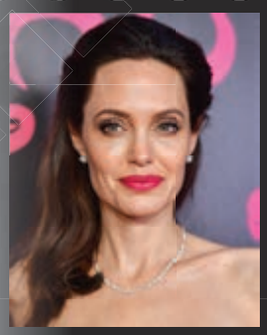
On 25 June 1961, a baby boy was born in the Kazakh city of Guryev. His parents called him Timur. Timur Bekmambetov became one of the most famous Kazakhs in the fi lm industry.

When Timur was young, he was always interested in art and the cinema. He moved to Tashkent in Uzbekistan in 1982 and studied art, theatre and fi lm. He started his career directing TV commercials. Then he wrote and directed his first fi lm in 1994. This was *Pesharvarskiy Vals*, a fi lm about the Soviet war in Afghanistan.

The Russian Film Academy named him best young director in 1997.

He moved to Hollywood to make films in 2005.

Timur still lives in the USA and he makes films in Russian and English.







Extra reading

1 **Read the text. Are these sentences true (T) or false (F)? Correct the false sentences.**

1 Timur's parents were very famous.
2 He studied art, theatre and film in Tashkent.
3 He made commercials before he directed a film.
4 His first film was *Night Watch*.
5 His first film made him internationally famous.
6 He made *Wanted* in 2008.
7 He lives in Russia.

2 **Work in pairs. Using the Internet, find at least three more facts about Timur Bekmambetov. Think about other films he has made, awards he has won and people he has worked with, for example.**

3 **On your own, rewrite the text, adding your new facts in the appropriate places. Try to add a full sentence for each fact.**

ABOUT TIMUR'S FAMILY
Timur's father, Nuruakhit, was a manager at the Guryev Energy Company. His mother, Mira, was a journalist.

3–4 Review

Vocabulary

1 **Complete the sentences with the words in the box.**

deer duck rabbit seal snow leopard wolf

1 A … is small and sleeps under the ground.
2 A … is a type of water bird.
3 A dog is like a … , but it isn't wild.
4 A … uses its long legs to escape from other animals.
5 A … swims underwater to catch fish.
6 The … is a big cat and lives in very cold places.

2 **Match the sentence halves.**

1 In the park, you should keep your dog on …	a the gate.
2 They climbed down from the mountain to camp in …	b the bin.
3 When I'm walking in the wood, I always keep to …	c the path.
4 When you cross the field, please shut …	d the river bank.
5 We saw a man fishing on …	e a lead.
6 Don't make a mess! Throw your litter in …	f the valley.

3 **Match the sentence halves.**

1 The thief climbed …	a behind a tree.
2 He jumped …	b a tree.
3 The police officer chased …	c his bag into the river.
4 The police officer didn't …	d into the garden.
5 The thief hid …	e the thief for 2 km.
6 The thief threw …	f catch the thief.

4 **Complete the sentences with the adverbial form of the words in the box.**

happy careful easy quick quiet slow

1 It's getting late. Please finish your work ….
2 Please talk … in the library.
3 The exam wasn't difficult. I passed it ….
4 We're really late! You're walking very ….
5 Your little brother isn't sad. He's … eating an ice cream over there.
6 Those books are very old! Please look at them ….

Explore vocabulary

5 **Complete the sentences with *do* and the words in the box.**

homework the shopping Maths housework sports the washing

1 Can you buy some biscuits when you …, please?
2 I sometimes … at home. I tidy my bedroom and I empty the bins.
3 I have no clean clothes. I need to ….
4 On Monday morning at school, we …, and then Geography and English.
5 At school, we … a lot of …. My favourite one is tennis.
6 I often … my … in the library because it's very quiet there.

6 **Choose the correct answers.**

1 I wanted to ask a question so I put **up** / **off** my hand.
2 My sister couldn't find her keys so I helped her look **for** / **at** them.
3 I was feeling ill so I went to lie **on** / **down**.
4 Your brother looks **for** / **like** a rock star with his long hair.
5 Could you look **after** / **up** my dog while I buy some milk?

7 **Complete the sentences with the name of the person. Look at the words in bold to help you.**

1 My brother **paints** a lot of pictures. He's an amazing ……*painter*…… .
2 My friend Julia **swims** very quickly. She's a champion ….
3 I love **writing** stories. I'm hoping to be a famous … some day.
4 My dad **builds** houses all week. He works as a ….
5 We went to see Mia **performing** at the theatre. She's a very good ….
6 Our neighbour **designed** that building. He's a top ….

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Language focus

1 **Write sentences with *be* and the comparative form of the adjectives.**

1 Our new house / big / our old house
2 This small hotel / comfortable / a large hotel
3 These laptops / good / desktop computers
4 My class / noisy / your class
5 Your friends / interesting / my friends

2 **Complete the sentences with the superlative form of the adjectives in brackets.**

1 Burj Khalifa in Dubai is .... (tall) building in the world.
2 Mawsynram in India is .... (wet) place in the world.
3 Kilauea in Hawaii is .... (active) volcano in the world.
4 The cheetah is .... (fast) animal in the world.
5 Commonwealth Bay in Antarctica is .... (windy) place in the world.

3 **Look at the sign. Then choose the correct answers.**

Computer room rules

No food! Please talk quietly.
No computer games! Please ask for help.
Don't use printers!

1 You **mustn't / should** bring food into the room.
2 You **mustn't / shouldn't** play computer games.
3 You **should / shouldn't** talk loudly to your friends.
4 You **must / should** ask for help.
5 You **mustn't / shouldn't** use the printers.

4 **Complete the questions and answers with the past continuous. Use the information in the table.**

yesterday	Maria	Robert
10 am	play tennis	swim
12 noon	study with Robert	study with Maria

1 A: What [1].... Maria .... at 10 am yesterday?
B: She [2].... tennis.
2 A: [3].... Robert .... tennis at 10 am yesterday?
B: [4]...., he .... . He [5].... .
3 A: What [6].... Maria and Robert .... at 12 noon?
B: They [7].... .

5 **Write sentences using the past simple and past continuous.**

1 He / answer / the phone / while / he / eat
He answered the phone while he was eating.
2 We / have / a picnic / when / it / start to rain
3 Tara / break / her glasses / while / she / play tennis
4 I / read / a magazine / when / the window / break
5 The film / start / while / they / buy / tickets

6 **Write sentences with *could/couldn't*.**

	six years old	seven years old	ten years old
Marta	(1) count in English (✗)	(3) ride a skateboard (✓)	(5) play the violin (✓)
Sam	(2) swim ten metres (✓)	(4) use a computer (✗)	(6) make a cake (✗)

1 *Marta couldn't count in English when she was six.*

Language builder

7 **Choose the correct answers.**

Kara: I [1].... at my new school [2].... week.
Jenny: How is it? Is it the [3].... school in the city?
Kara: I'm not sure about that but it's [4].... my house so now I've got time for breakfast.
Jenny: Cool! [5].... you make friends on the first day?
Kara: Yes, I thought I [6].... be scared, but it was fine. I also learned the rules. We mustn't [7].... inside and we [8].... switch off our mobile phones.

1 **a** start **b** started
2 **a** past **b** last
3 **a** better **b** best
4 **a** near **b** nearer
5 **a** Was **b** Did
6 **a** might **b** will
7 **a** run **b** to run
8 **a** mustn't **b** must

Speaking

8 **Complete the conversations with the words in the box.**

How Can you give me Yes, of course Shall I
Something strange happened What?

Liz: [1].... this morning.
Pete: Really? [2].... ?
Liz: A family of mice fell down our chimney and got into the living room!
Pete: [3].... weird!

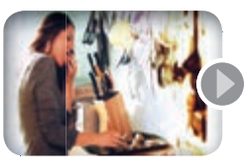
Luke: These bags are heavy. [4].... a hand?
Jenny: [5].... . [6].... take the green bag?
Luke: Thanks.

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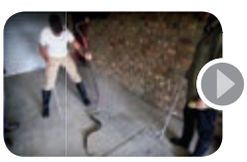
5 Our health

Discovery EDUCATION

In this unit ...



Danger in our food **p59**



A deadly job **p62**



Accidents **p64**



CLIL Medical myths **p66**

Vocabulary

- Accidents and injuries
- The body
- Expressions with *get*
- Compound nouns

Language focus

- Present perfect
- Present perfect vs. past simple

Unit aims

I can ...

- talk about accidents and injuries.
- talk about the things I have and haven't done in my life.
- understand information about accidents and danger.
- ask and answer questions about the things I have done and say how it happened.
- react to both good and bad news.
- write an email to refuse an invitation.

BE CURIOUS

What can you see in the photo?

Start thinking

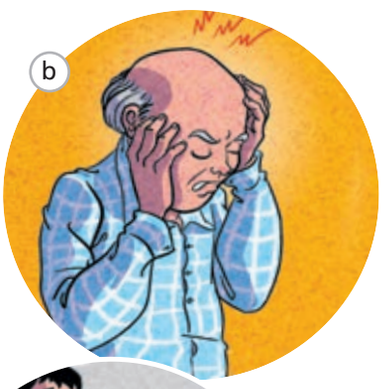
- **What do you think happened to the girl's arm?**
- **What do you think the other girl is writing?**
- **Has anything like this ever happened to you?**

Vocabulary Accidents and injuries

1 2.02 **Match the pictures with the words in the box. Then listen, check and repeat.**

hurt your back bang your head cut your finger
slip on ice break your leg trip over the dog crash your car
fall off your bike burn your hand trap your finger





















2 **Complete the sentences with the correct form of the words in Exercise 1.**

1 She ...*crashed*... her ...*car*... into a tree. It was a new Lamborghini!
2 I .... my .... with a knife this morning and now it really hurts!
3 Don't touch the plates. They're really hot. You might .... your ....
4 While Dad was moving the wardrobe, he .... his .... . He can't stand up.
5 Tom was jumping over a wall when he fell badly. He .... his .... and he couldn't walk for 6 weeks.
6 Ouch! I always .... my .... on that cupboard on the kitchen wall.

Your turn

3 **Write sentences about the last time the accidents and injuries in Exercise 1 happened to you or someone you know.**

My mum burnt her hand last week. She was cooking when she touched something hot.

4 **Compare your answers with your partner. Can you think of a person for each accident or injury?**

Vocabulary bank • page 126

AN ACCIDENT WAITING TO HAPPEN

Mick Wilary is a very unlucky man. Over the last 30 years he has had more accidents than anyone else in Britain. He has broken fifteen different bones, and has had more than 30 injuries.



Mick works on a farm and often works with dangerous machines and animals, so some of his accidents have been very serious. In 2010 a machine trapped him and he broke both his legs. He had three operations and spent six months in hospital.

When he was a boy, he fell off a horse. He also got hurt badly when he got home one day, tripped over a cat, fell down the stairs and banged his head.

While working on the farm, he broke his fingers with a hammer and crashed a tractor. But he hasn't only had accidents with machines and animals. 'I'll never forget when Mick stepped on a potato, slipped and broke both his ankles.' his wife Evelyn says.

But Mick has never complained or got angry about his injuries. 'It's important to keep going and get better when these things happen.' he says with a smile. And his wife agrees. 'It's a bit of a joke.'

FACT! *In the UK, 33% of all serious injuries happen when someone slips on or trips over something. The government believes it costs hospitals over £100 million to help these people.*

Reading A magazine article

1 **Work with a partner. Look at the photo of Mick Wilary. How do you think the things below are connected to Mick?**



2 **Read the article and check your ideas to Exercise 1.**

3 **Mark the sentences true (*T*) or false (*F*).**

1 Mick has broken 30 bones this year.
2 In 2010, he broke his legs in an accident in a machine.
3 When he was a boy, he had two accidents with animals.
4 Mick broke his ankles when he slipped on a vegetable.
5 Mick gets angry when something bad happens.

Explore expressions with *get*

4 **Look at the article again. Find three examples of *get* + adjective. What does *get* mean in each expression?**

5 **Complete the sentences with *get* and the words in the box.**

~~home~~	injured	married	better	sick	worried

1 I always have a sandwich when I ...*get home*... from school.
2 When I'm older, I'm going to .... and have lots of children.
3 Don't climb that tree. You won't be able to play football next week if you .... .
4 When I travel in cars, I usually .... .
5 My parents will .... if I'm home late.
6 My dad has hurt his back. I hope he'll .... soon.

Vocabulary bank • page 126

Your turn

6 **Write three true or false sentences about you with *get* and the words in the box.**

worried	tired	sick	hurt	old
home	injured	married	better	

I get worried when my dog runs away.

7 **Work with a partner. Listen to his/her sentences. Can you guess which are false?**

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Language focus 1 Present perfect: affirmative and negative

1 **Complete the examples from the text on page 58.**

	I / we / you / they	he / she / it
+	I**'ve had** more than 30 serious injuries.	He [1]…. **broken** fifteen different bones.
–	I **haven't stopped** working on the farm.	He [2]…. only **had** accidents with machines.

Grammar reference • page 126

2 **Choose the correct words.**

1 I **have eaten / has eaten** fried insects.
2 My grandmother **have seen / has seen** all the James Bond films.
3 My friends and I **haven't swum / hasn't swum** in the sea this year.
4 I **haven't broken / hasn't broken** an arm or a leg.
5 My cousins **have flown / has flown** in a hot air balloon.
6 My little brother **haven't hurt / hasn't hurt** himself today!

Get it right!

The past participles of *go* are ***been*** and ***gone***.
We use ***been*** when someone goes and returns:
*I'm sorry I'm late. I've **been** to the dentist.*
We use ***gone*** when someone hasn't returned:
*Jack isn't here today. He's **gone** to the hospital to visit his grandmother.*

3 2.03 **Complete the conversations with the present perfect form of the verbs in brackets and where necessary, *never*. Then listen and check.**

1 A: I [1] *'ve never sung* (✗ sing) in a concert. What about you?
B: I [2]…. (✓ sing) in a concert and I [3]…. (✓ play) the piano too.
2 A: My cousin [4]…. (✓ have) a lot of accidents, but she [5]…. (✗ break) her arm or leg.
B: That's lucky! My brother [6]…. (✓ break) his leg twice.
3 A: I [7]…. (✗ meet) anybody famous, have you?
B: Well, I [8]…. (✓ play) football with Cristiano Ronaldo.
A: Really? Where?
B: On a computer game!
4 A: I [9]…. (✗ go) to New York, have you?
B: Yes, I [10]…. (✓ go) there twice!

4 **Write sentences with the correct form of the present perfect and the words below.**

1 I / not go / to hospital
2 My parents / visit / 20 countries
3 London / have / the Olympic Games three times
4 Patrick / not read / many books
5 Anna / live / in the USA
6 You / not meet / my cousin Sam

Your turn

5 **Write sentences about what you have and haven't done in your life. Use the words in the box or your own ideas.**

eat a snake swim in a cold lake be on TV
go to another country write a blog
speak English outside class go scuba diving

I have never eaten a snake.

6 **Work with a partner. Compare your sentences from Exercise 5. Have you done the same things?**

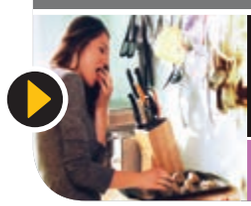
I have never eaten a snake. What about you?

No, I have never eaten a snake but I've swum in a cold lake. How about you?

7 **Write five sentences about your partner.**

Anna has never eaten a snake but she has …

Learn about how 71 people in the USA got E. coli 0157.
- What is E. coli O157?
- How do people get it?
- What did the 71 people with E. coli O157 all eat?



Discovery EDUCATION

5.1 Danger in our food

© Пособие-ГДЗ.ЗОНТ

Listening A radio interview

1 **Work with a partner. Look at the photos. What do you think the most common accidents are to happen in these rooms?**







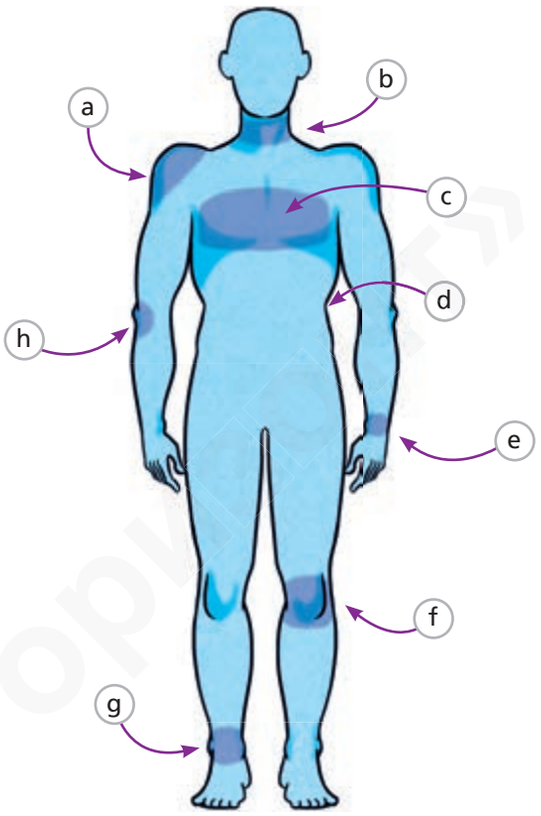
2 2.04 **Listen to the radio interview and check your ideas to Exercise 1.**

3 2.04 **Listen again. Mark the sentences true (*T*) or false (*F*). Correct the false sentences.**

1 Over 2 million people have injured themselves at home this year.
2 Angela thinks the living room is the most dangerous room in the house.
3 The presenter has never had an accident in the kitchen.
4 The bathroom can be dangerous for older people and young children.
5 The most common accident at home is cutting your finger.
6 Angela's husband fell out of the window last week.

Vocabulary The body

4 2.05 **Match the words in the box with the parts of the body in the picture. Then listen, check and repeat.**



elbow ankle shoulder neck
knee wrist back chest

Your turn

5 **Write sentences about the parts of your body you have injured. Use the verbs below or your own ideas.**

hurt break cut burn

I've broken my wrist, I've burnt my arm, …

6 **Work with a partner. Point to a part of your body. Can your partner guess what happened?**

You've broken your wrist.

Yes, I have. I fell over when I was skiing.

Vocabulary bank • page 126

© Oxford University Press

Language focus 2 Present perfect: questions

1 **Complete the examples from the listening on page 60.**

	I / we / you / they	he / she / it
Wh- ?	Where **have** most accidents **happened**?	What **has** he **injured**?
Y/N ?	[1]…. you ever …. an accident in the kitchen?	[4]…. he …. any accidents this year?
Short answers	Yes, I [2]…. . No, I [3]…. .	Yes, he [5]…. . No, he **hasn't**.

Grammar reference • page 118

2 **Write questions with the correct form of the present perfect and *ever*.**

1 you / lose your keys? *Have you ever lost your keys?*
2 your parents / live in another city?
3 your best friend / go to another country?
4 you / slip on anything?
5 your dad / win a competition?
6 you / watch an important sports match in a stadium?

Your turn

3 **Work with a partner. Ask and answer the questions in Exercise 2.**

Have you ever lost your keys?

Past simple vs. present perfect

4 **Look at the examples from the listening on page 60 and the rules below. Then complete the table and the rules with past simple or present perfect.**

[1]….	I'**ve cut** my fingers a few times, and I'**ve burnt** my hand with boiling water.
[2]….	He **fell off** a chair last week.

We use the [1]…. to say when something happened. We use words like *last week*, *yesterday*, *two weeks ago*. We use the [2]…. if we don't know when something happened or it's not important when something happened. We use words like *ever*, *never*, *in the last ten years*, *in my life,* etc.

Grammar reference • page 118

Say it right! • page 113

5 **Choose the correct words.**

1 It's **stopped / stopped** raining. Let's ride our bikes.
2 I **haven't tried / didn't try** snowboarding. I'd love to do that.
3 My mum**'s read / read** six books when we were on holiday.
4 When **have you started / did you start** to learn English?
5 **Have you ever had / Did you ever have** an accident?
6 My brother**'s finished / finished** primary school a few years ago.

6 2.07 **Complete the text with the present perfect or past simple form of the verbs in brackets. Then listen and check.**



My dad and I [1]…. (climb) a lot of mountains and of course it can be dangerous. I [2]…. (start) when I was 14 but I [3]…. (never have) a serious accident. My dad and I [4]…. (travel) all over the world and we [5]…. (see) some wonderful things. Last year, we [6]…. (go) to Argentina. So, where next? We'd love to go to the Himalayas because we [7]…. (never climb) Everest.

Your turn

7 **Work with a partner. Write questions with the present perfect and *ever*. Use these words or your own ideas.**

have a pet try Mexican food climb a mountain
sing Karaoke skate down a hill

Have you ever had a pet?

8 **Change partners. Ask and answer your questions from Exercise 7.**

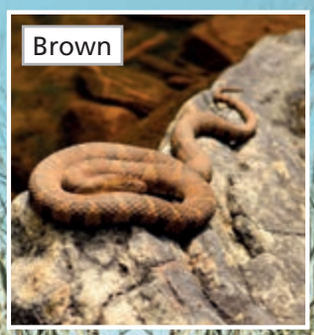
Have you ever had a pet?

Yes, I have. My family had a dog a few years ago.

Discover Culture

1 **Work with a partner. Look at the pictures and guess the answers to the questions.**

1 Which do you think is the most dangerous snake in the world?
2 How quickly do you think you can you die from a bite from this snake?
3 Which of the snakes do you think lives in Australia?

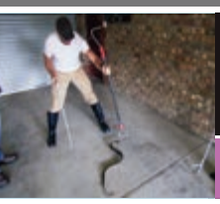

Brown


Taipan





Find out about snake catchers in Australia.



Discovery EDUCATION

5.2 A deadly job

Cobra

2 5.2 **Watch the video and check your answers. Which other animals appear in the video? Which of them are dangerous?**

3 **Test your memory. Match the animals with the actions.**

1 kangaroos	a yawning
2 koala	b lying in a box
3 crocodile	c jumping out of the river
4 taipan snake	d moving on a rock
5 brown snake	e eating

4 5.2 **Watch the video again. Check your answers to Exercise 3 and choose the best option to complete the sentences.**

1 Snakes are a big problem in **Melbourne / Adelaide**.
2 The snakes go into people's homes **for food / to sleep**.
3 The *Snake-Away* company take snakes away in a **box / bag**.
4 They catch the snake by its **tail / head**.
5 They don't kill the snakes because it's **against the law / unkind**.

Your turn

5 **Look at the dangerous jobs. Write a sentence saying if you would or wouldn't like to do each one and why/why not.**

snake catcher firefighter pilot racing car driver
zookeeper deep sea diver police officer

I wouldn't like to be a snake catcher because I'm frightened of snakes.

6 **Work in small groups. Compare your sentences. Do you agree with each other?**

I wouldn't like to be a snake catcher because I'm frightened of snakes.

I disagree. That's a really exciting job and you can help people.

Cookrek

Reading An article

1 **Look at the photo and answer the questions.**

1 Where do tigers live?
2 Which country do you think the photograph shows?
3 Why do you think tigers are dangerous?

2 **Read the article. Check your ideas to Exercise 1.**

3 **Read the article again. Answer the questions.**

1 What do people do in the forests in the Sundarbans every day?
2 Why is it dangerous for the people to go into the forests?
3 What did the tigers do in the Sundarbans last year?
4 How is the tiger charity helping the people?
5 What should you do if you see a tiger?
6 How is the tiger a part of the culture in the region?

Explore compound nouns

4 **Look at the words in bold in the article. What do they mean?**

5 **Match the words in the box to the definitions.**

forest floor	firewood	wildlife
charity worker	fishing boat	

1 Wood that you use to make a fire.
2 A boat that you use when you go fishing.
3 People who work for a charity.
4 The ground in the forest.
5 The animals, birds and plants that live in an area.

Vocabulary bank • page 126

Your turn

6 **Write your answers to the questions.**

1 What dangerous animals, plants or birds are there in your country?
2 Have you or anyone you know ever had a bad experience with an animal? What happened?

7 **Work in small groups. Compare your answers from Exercise 6.**

LIVING WITH TIGERS



In the Sundarbans region in Bangladesh, thousands of people go into the forests every day to fish, hunt and look for honey and **firewood.** The work is difficult and it can also be very dangerous because the forests are home to lots of **wildlife,** including about 400 tigers.

In the last year, tigers have killed about 50 people in the Sundarbans area. The local people feel scared and they worry that the tigers will come into their villages and attack them. They sometimes go into the forests and kill the tigers.

With the help of a tiger charity, local people are learning how to live and work close to tigers, how to look for tiger marks on the **forest floor** and listen for the sounds from other animals when there is a tiger nearby. **Charity workers** also tell people where the attacks have happened. If they see a tiger, they learn not to run away, but to look at it and make lots of noise.

The tiger is a big part of the culture here. The people sing songs about tigers and tell stories about tiger gods. The charity hopes that the people will learn to understand the tigers better, and will be able to live safely with these beautiful animals.

FACT! *There are only about 3,000 wild tigers left in the whole world.*

Speaking Reacting to news



Real talk: Have you ever had an accident?

1 5.3 Watch the teenagers in the video and complete the table.

	Speaker 1	Speaker 2	Speaker 3	Speaker 4	Speaker 5	Speaker 6
Have you ever had an accident?	*Yes*	....	....	....	....	....
What did you hurt?	*my ankle*	....	....	....	....	....

2 Have *you* ever had an accident? Ask and answer with your partner.

3 2.08 Listen to Holly talking to Theo. Who has the best news?

4 2.08 Complete the conversation with the useful language. Then listen and check your answers.



Useful language

What have you been up to?	I've (*passed all my exams*).
How's it going?	Oh no!
How (*amazing*)!	What a shame!
That's (*fantastic*)!	I'm sorry to hear that.

Theo: Hi Holly. [1]....?
Holly: Fine, thanks. How about you?
Theo: Yeah, not bad. [2].... passed all my exams.
Holly: Well done! [3]....!
Theo: Thanks! The exams weren't easy. [4]....?
Holly: Well, my brother's had an accident. He's broken his leg.
Theo: [5].... Is it serious?
Holly: No, not really. He's at home now. His football team's in the final but he can't play.
Theo: [6]....! [7]....
Holly: Yes. But my other news is that we're going to Thailand for our holidays.
Theo: Wow! [8]....! I think I'm going to summer school.
Holly: Really? Lucky you!

5 Work with a partner. Practise the conversation in Exercise 4.

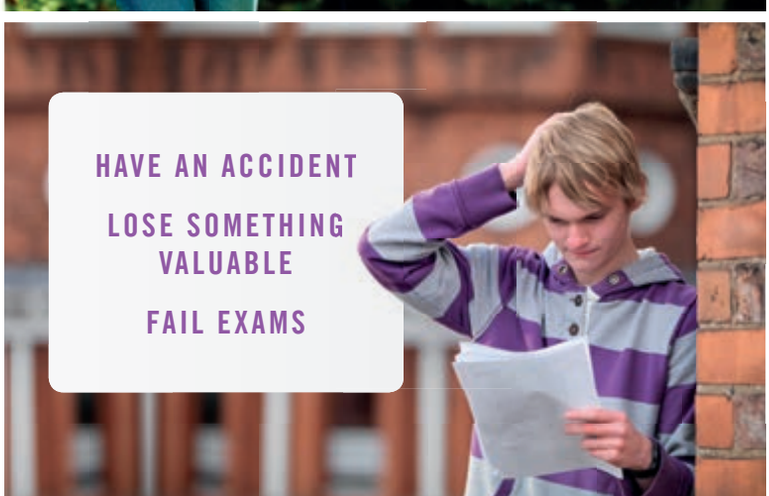
6 Work with a partner. Tell each other some good news and bad news. Use the ideas below or you own. Use the useful language to react to the news.

What have you been up to?

I won a writing competition last week.

Well done! That's fantastic.





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Writing An email refusing an invitation



1 **Look at the photo and read the email. Why is Gemma writing to Ted?**

New mail +1

Hi Ted,

I'm really sorry but I'm afraid I can't come on the trip to the amusement park this Saturday because I've had an accident.

I fell off my bicycle and broke my leg when I was cycling to school on Monday. It was really painful. I went to the hospital and they put a plaster on it. Now I can't walk and will have to rest for the next eight weeks! It's terrible.

Could we meet another day? Would you like to come round for lunch on Sunday? It would be great to see you.

I hope you have a fantastic time on Saturday!

Sorry again.

Gemma

2 **Read Gemma's email again and answer the questions.**

1 Where can't Gemma go?
2 Why can't she go?
3 What does she need to do now?
4 What new plan does she suggest?

Useful language

Polite language for refusing

When you refuse an invitation, use polite language …

- to apologise *I'm really sorry but … ,* [1]….
- to refuse an invitation *I'm afraid I can't … ,* [2]….
- to suggest another time *Could we meet another day?,* [3]….
- to finish the email *I hope you have a fantastic time,* [4]….

3 **Add the examples below to the useful language.**

Enjoy yourselves!
Sorry for not telling you before.
How about another day?
I would love to go but I can't.

Get Writing

PLAN

4 **Read the email from your friend Lisa and make notes about why you can't go. Use the questions in Exercise 2.**

New mail +1

Hi,

It's my birthday next week and I'm having a party at the ice rink. Would you like to come? Please let me know!

Lisa.

WRITE

5 **Write your email. Use your notes from Exercise 4, and the language below.**

Hi … ,
I'm really sorry but I'm afraid I can't … because …
Could we meet another day?
Shall we …?
I hope you have a fantastic time!
Sorry again.

CHECK

6 **Can you say YES to these questions?**

- Have you got polite language?
- Have you got the information from Exercise 4?
- Have you got the language from Exercise 5?

5 CLIL

Science Foodborne illness

1 **Look at the pictures. What do you know about food poisoning? Have you ever had it?**

2 2.09 **Complete the text with the words in the box. Then listen and check.**

bacteria symptoms surface raw intestines spread headaches illness

FOODBORNE ILLNESS

Have you ever felt ill after you've eaten something? Yes? Then you've probably had food poisoning. Food poisoning is an [1]…. which you can get when you eat food that contains [2]…., viruses or parasites, which enter the stomach and [3]…. This is called a foodborne illness. Common [4]…. of foodborne illnesses are diarrhoea, vomiting, [5]…. and fever.



The two most common foodborne illnesses are campylobacter and salmonella. Both of these are bacterial foodborne illnesses and we sometimes find them in [6]…. (uncooked) meat (especially chicken and turkey), milk, eggs and unclean water.

You can get food poisoning from food which has not been cooked properly or because of 'cross contamination'. This is when bacteria [7]…. between different foods, surfaces or kitchen equipment. For example, when you prepare raw chicken on a surface and don't clean it before using the same [8]…. for other food like salad or cooked meat. Another danger is when you keep raw meat above other food in a fridge and liquid from the raw meat falls on to the food below.





3 **Read the text again. Mark the sentences true (*T*) or false (*F*). Correct the false sentences.**

1 Bacteria is the only cause of foodborne illness.
2 Campylobacter and salmonella are viruses.
3 Uncooked meat can contain campylobacter and salmonella.
4 Cross contamination is when bacteria pass from one food to another.

4 2.10 **Listen to a Food Technology teacher and put the four Cs of food safety in the order he talks about them.**

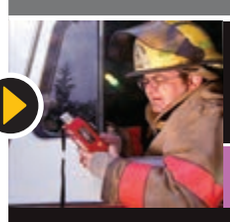
cross-contamination chilling
cleaning cooking

5 2.10 **Listen again and make notes on the four Cs in Exercise 4.**

Your turn

6 **Work with a partner. What other ways can you think of for bacteria and infections to spread from person to person?**

Find out about loud music.



Discovery EDUCATION

5.4 Medical myths

UNIT 5

FAVOURITE FOOD

What is your favourite Kazakh food?

Kazakhs like their food but they especially enjoy the traditional dish 'Kazakh meat'. Kazakh meat is a national dish. To make it you need 1.5 kg of meat – sheep, beef or horse – and five or six large potatoes. You will also need 250 g of flour, an egg, salt and water to make the dough.

First, boil the meat slowly for one and a half to two hours. Thirty minutes before the meat is cooked, add the potatoes.

At the same time, mix the flour, egg, salt and water together to make the dough. Roll the dough out until it's about 1 mm thick. Then cut it into 10 cm squares.

Next, when the meat and potatoes are cooked, take them out of the water (broth) and cut them into small pieces.

Drop the dough squares into the broth and boil them for a few minutes. Then cover a dish with the pieces of dough. Put the pieces of meat and potato on the dough squares. Add black pepper and sliced onions to 200 ml of the broth. Pour this broth over the meat, dough and potatoes.

When it is ready, everyone can sit down at the dastarkhan (the Kazakh low table) and enjoy their meal!



Extra reading

1 **Read the text, then find the abbreviations of the words below.**

a grams ..*g*...
b kilograms .....
c millimetres .....
d centimetres .....

2 **Read the text again, then find words in the text with the same meaning as the words below.**

a a mixture used to make bread or pasta
b cook in water
c a liquid like soup
d a big plate

3 **Work in pairs. Discuss the questions below.**

1 Why do you think this dish is called 'Besbarmak' ('five fingers')?
2 Do you ever eat this dish? When?
3 What other traditional Kazakh dishes do you know? When do you eat them?

ABOUT HORSE MEAT

Horse meat contains a lot of vitamins and water, which are both good for you. It contains more protein and less fat than many other meats, and so is a healthier option.

6 Travel and holidays

Discovery EDUCATION

In this unit ...



Time for an adventure! **p74**



Future plans **p76**



CLIL The seventh wonder of the world **p78**

Vocabulary
- Holiday essentials
- On holiday
- Verbs with the prefix *re-*
- Verbs with prepositions

Language focus
- First conditional
- Defining relative clauses

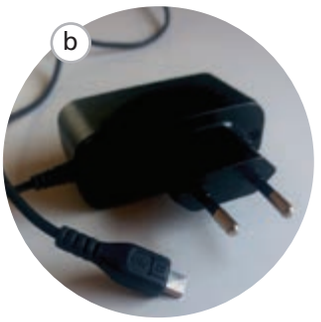
Unit objectives
I can ...
- talk about essential items to take on holiday.
- talk about possible events in the future.
- talk about people and activities connected with holidays.
- give information using *who*, *whose*, *which* and *where*.
- agree or disagree with someone's opinion
- write a thank you email.

BE CURIOUS

What can you see in the photo?

Start thinking
- **Where do you think the girl is?**
- **Do you think it is good for young people to travel? Why?**
- **Where would you like to travel to? Why?**





















Vocabulary Holiday essentials

1 2.11 **Match the photos above with the words in the box. Then listen, check and repeat.**

backpack first aid kit headphones passport phone charger shampoo sun cream swimming costume suitcase toothbrush

2 **What do you need in these situations? Choose from the list in Exercise 1.**

1 You want to wash your hair.
2 You're going on a long holiday so you've got lots of things to carry.
3 You're hiking and you've cut your leg.
4 You need something to wear at the beach.
5 Your smartphone will stop working soon.
6 You're going to travel to another country and you're at the airport.

Your turn

3 **You're planning to stay in the mountains in Switzerland for a week in July. What do you think are the most important things to take? Number the things in Exercise 1 in order (1–10).**

4 **Work with a partner and compare your lists. Do you agree or disagree? Give reasons for your choices.**

I think number one is a passport. We must have a passport at the airport.

Yes, that's right. And I think number 2 is …

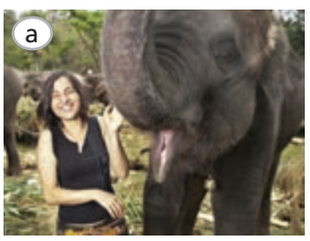
Vocabulary bank • page 127

Reading An online forum

1 **Look at the pictures. What do you know about Thailand? What kinds of places do you think people might suggest to Leo?**

LeoDavis 2 days ago	Hi everyone I'm thinking of taking a holiday in Thailand. Have you got any tips about special places to go? What will I find if I go there?

2 **Read the online forum and match the photos (a–c) with the replies (1–3).**


a


b


c

3 **Read the text again and mark the sentences true *(T)* or false *(F)*.**

1 You can't get to the Marine Park by car.
2 Scott thinks everyone should go up the hill to see the view.
3 Kate organised a lot of different activities in Thailand.
4 She says that Leo shouldn't stay in hotels.
5 Angela didn't earn any money when she was working in Thailand.
6 She reminds Leo to put some shampoo in his backpack.

Explore the prefix *re-*

4 **Find two verbs with *re-* in the text. What does the prefix *re-* mean?**

5 **Add *re-* to the verbs in the box. Then complete the sentences.**

appear build organise paint play write

1 I don't like the colour of this wall. I'm going to … it.
2 The fire destroyed their house. It took six months to … it.
3 There aren't any leaves on the tree now, but they'll … in the spring.

Scott0308 1 day ago	1 Don't miss the Ang Thong Marine Park. (When are you visiting? The park closes at the beginning of November but reopens at the end of December.) There are 42 little islands with white beaches and clear green water. You can get there in a boat or a kayak. On the main island there are fantastic views from the top of the hill – but it's a long, steep climb and you'll find it very difficult if you aren't fit.
kateG 9 hours ago	2 I travelled for three weeks with Thailand Tours. The activities they organised for us were amazing – from caving and rock climbing to nature walks and Thai cooking lessons. Every day was different. If you choose this programme, you won't need to worry about transport or hotels and you'll have a great time.
angelapitt 6 hours ago	3 If you take a two-hour bus ride from Bangkok, you'll get to the elephant park at Kanchanaburi. I worked there for a week as a volunteer and it was the best part of my trip. The elephants come there because they're sick or hurt and you'll help to look after them. You won't need to take much in your backpack, but make sure you bring soap and shampoo, because you'll get pretty dirty! I really loved this experience and I felt like a different person when I rejoined my friends in Bangkok.

FACT! *More international visitors come to Bangkok than any other city in the world. The next most common destinations are London, Paris, Dubai and New York.*

4 I really liked that song. Will you … it for me?
5 She wasn't happy with her essay so she decided to … it.
6 I need to … everything in my backpack. It's too untidy.

Vocabulary bank • page 127

Your turn

6 **Imagine these people want ideas about places to go in your country.**

1 a group of friends who love outdoor activities
2 an 18-year-old boy who wants to meet people and have fun
3 an older woman who is interested in art and history

Which places do you suggest, and why?

7 **Work in small groups. Compare your answers from Exercise 6 and try to agree on the best three ideas.**

Language focus 1 First conditional

1 **Complete the examples from the text on page 70. Then answer the question below.**

Action/situation	Possible result
If you [1]…. a two-hour a bus ride, If you [2]…. this programme,	you **will get** to the elephant park. you **won't need** to worry about transport.
Possible result	**Action/situation**
You [3]…. it very difficult	if you **aren't** fit.
Questions	
What [4]…. I ….	If I **go** there?

5 Do *if* and *will* go in the same part of the sentence?

Grammar reference • page 119

Say it right! • page 113

2 **Choose the correct words.**

1 If the taxi **doesn't** / **won't** come soon, we **miss** / **'ll miss** our train.
2 My uncle **arrives** / **will arrive** at 9.30 if his plane **is** / **will be** on time.
3 If you **travel** / **'ll travel** to India, **do** / **will** you send us a postcard?
4 If I **go** / **'ll go** to London, I **visit** / **'ll visit** the British Museum.
5 They **don't** / **won't** find their hotel if they **don't** / **won't** take a map.
6 If she **leaves** / **will leave** her boots at home, her backpack **isn't** / **won't be** so heavy.
7 Where **do** / **will** Tony stay if he **comes** / **'ll come** to Almaty next month?

3 **Look at the picture and read the text quickly. How will the boy become famous?**

4 2.14 **Complete the text in Exercise 3 with the correct form of the verbs in brackets. Then listen and check.**

Your turn

5 **Complete the first conditional sentences below so they are true for you.**

1 If I go away on holiday this year, ….
2 If I take a suitcase, ….
3 If I carry a backpack, ….
4 If I forget to pack my phone charger, ….
5 If I arrive late at the airport ….
6 If I lose my passport, ….

6 **Work with a partner. Ask and answer questions about your sentences in Exercise 5.**

If you go away on holiday this year, where will you go?

I might go to Lake Kaindy.



SO MANY IFS!

If I [1]…. (pass) my exams this term, my parents [2]…. (take) me for a surfing holiday in our caravan. My dog [3]…. (be) able to come too, if we [4]…. (go) in the caravan. If she [5]…. (come) with us, I [6]…. 'post' videos of her playing football on the beach. A million people [7]…. (watch) my videos if I [8]…. (put) them online, and then I'll be famous!

But – if my exam results [9]…. (not be) good, we [10]…. (not go) anywhere.

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Vocabulary On holiday

1 2.15 **Complete the conversations with the words in the box. Then listen and check.**

~~camping~~	go abroad	guidebook	stay
sightseeing	journey	trip	tourist
tour guide	souvenir	sunbathe	

1 **A:** Do you like ...*camping*...?
B: Yes, we often .... at a camp site in the mountains. It isn't near the beach, but it's got a pool where we can swim and ....
2 **A:** Do you sometimes .... for your holidays?
B: No, I haven't travelled to any other countries.
3 **A:** What's the longest .... you've taken?
B: Two years ago my family went to Moscow – that's more than 2,000 km! But usually we take short ...s to places near our home.
4 **A:** Do many ...s come to your town?
B: Yes, lots of people visit in the summer. They like ....so the famous castle and the old palace are popular. And they buy lots of ...s to take home.
5 **A:** Have you ever travelled on a tour bus?
B: Yes, we went round Berlin with a ....She was very helpful and gave us lots of information. It was easier than using a .... to find our way around the city.

Your turn

2 **Think about your answers to the questions in Exercise 1 and write notes.**

3 **Work with a partner. Ask and answer the questions in Exercise 1.**

Do you like camping?

Not really. I don't like sleeping in a tent.

Vocabulary bank • page 127

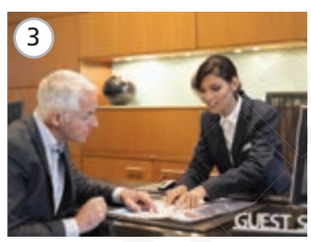
Listening Four conversations

4 **You are going to listen to four conversations. Look at the photos. Which of the words in the box do you think you will hear?**

camping	guidebook	journey	souvenirs
sunbathe	tour guide	trip	









5 2.16 **Listen to the conversations. Check your answers to Exercise 1.**

Your turn

6 2.16 **Listen again. Choose the correct answers.**

1 The people in conversation 1 want to go to ....
a the station
b the museum
c a souvenir shop
2 The people in conversation 2 ....
a sometimes stay at a hotel
b often go camping
c are worried about the weather
3 The man in conversation 3 is going to have dinner ....
a on a boat
b at the hotel
c at half past seven
4 The people in conversation 4 don't want to ....
a have a drink
b have lunch
c finish the tour
5 All four conversations are about people who are ....
a unhappy
b on holiday
c abroad

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Language focus 2

Defining relative clauses

1 **Look at the examples from the listening on page 72. Then complete the rules with *who*, *whose*, *where* and *which***

- There's the man whose shop we passed.
- I'd like to stay in a hotel which has comfortable beds.
- The statues are members of the family who lived here.
- Let's go to the café where we had lunch yesterday.

1 We use ... for things and animals.
2 We use ... for people.
3 We use ... for places.
4 We use ... for possessions.

Grammar reference • page 119

2 **Choose the correct words.**

1 They're the tourists **who** / **whose** were on our train.
2 That's the hotel **which** / **where** we stayed last year.
3 Did you read the text **who** / **which** I sent this morning?
4 We met a boy **who** / **whose** parents own a restaurant.
5 Bangkok is a city **where** / **who** lots of people come for holidays.
6 This is a photo of the ducks **which** / **who** live on the lake.

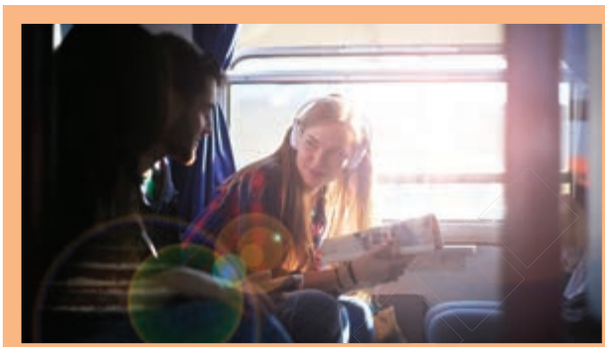
3 **Join the sentences. Use *who*, *whose*, *where* or *which*.**

1 These are the souvenirs. I bought them in Paris.
2 I was talking to a girl. Her family comes from Romania.
3 I can see the tour guide. He travelled in the bus with us.
4 We went into a shop. They sell cakes there.
5 I can show you the guidebook. We used it in Rome.
6 I think that's the man. His passport fell into the river.

Get it right!

We can also use *that* instead of *who* or *which*.
They're members of the family ***who/that*** *lived here.*
I'm interested in these trips ***which/that*** *go up the river.*

4 **Complete the text with *who*, *whose*, *where* or *which*. Underline the answers if you can also use *that*.**



When you're travelling, you sometimes discover connections with people [1]... are total strangers. Last summer I was in the train [2]... goes from Barcelona to Madrid. It's a journey [3]... takes three hours and I started talking to the girl [4]... seat was next to mine. I was quite surprised to find that she knew the little village [5]... I live. But not only that. As we kept talking, I found out that her grandparents live in the building [6]... my mother works and her father was the man [7]... sold us our car!

Your turn

5 **Write definitions for a person, a place and a thing. Use *who*, *where*, *which* or *that*.**

A teacher is a person who works in a school.

6 **Work with a partner. Read out your definitions but don't name the person, place or thing. Can your partner guess?**

It's a thing which you use to clean your teeth.

A toothbrush?

Yes, that's right.

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Discover Culture



1 Work with a partner. Look at the pictures. Which of the places in the pictures would you most like to visit? Why?

2 Work with a partner. Write down three things you think you will see in Italy, South Africa and Madagascar in the video.





Find out about places around the world.



Discovery EDUCATION

6.1 Time for an adventure!

3 6.1 Watch the video without sound and check your answers to Exercise 2.

4 Which activities can you do in Italy, South Africa and Madagascar? Complete the table with the words in the box.

~~help hurt or sick animals~~ learn to cook
help look for dinosaur bones
visit a village and meet people my age
help to repair old buildings go hiking

Italy	South Africa	Madagascar
....	*help hurt or sick animals, ...*	....

5 6.1 Watch the video again with sound and check your answers to Exercise 4.

6 Test your memory. Choose the best summary of the video.

1 The girl knows exactly where she is going to go on her gap year.
2 She has no idea what she is going to do.
3 She has a few options but she is not sure what will happen.

Your turn

7 What activities can young people on a gap year do in your country? Write down three ideas.

They can visit the museum, they can learn some words in our language, ...

8 Work in small groups. Compare your ideas from Exercise 7. Then choose the best three.

They can visit the museum.

That's true. They can also learn some words in our language.

Reading An article

1 **Look at the map and photos. Laura's taking a year out to spend three months in Goa. Where is Goa?**

2 **Read the magazine article. Check your ideas to Exercise 1.**

3 **Read the article again and answer the questions.**

1 Where is Laura working in Goa?
2 When did Laura arrive in India?
3 What did Laura learn when she first got there?
4 What does Laura do in the morning?
5 What do the children have for lunch?
6 What are Laura's plans for the afternoon?

Explore verbs with prepositions

4 **Look at the article again. Which prepositions do we use after *wait* and *learn*?**

5 **Choose the correct prepositions to complete the sentences.**

1 I'd like to take a year out and learn about / on life in a different country.
2 I'll wait of / for you, if you like.
3 You should spend money in / on a good bag for your year out.
4 When I went to India, my parents paid in / for my ticket.
5 I was listening at / to the radio when he arrived.
6 Last night I dreamt with / about travelling around the world.

Vocabulary bank • page 127

Your turn

6 **Work with a partner. You're going to take a year out to work on a project in India. Write a list of the things you'll need to do. Use the words in the box and your own ideas.**

get a passport and visa
visit the doctor buy a plane ticket
find out about the country go shopping

We'll need to get a passport and a visa first. Then we'll visit the doctor.

7 **Work in small groups. Compare your lists from Exercise 6.**

First we're going to get a passport and visa. What about you?

Yes, but before that we're going to buy some cool clothes.

TWELVE WEEKS

IN THE LIFE OF A VOLUNTEER IN GOA

This week, eighteen year old Laura Byrne tells us about her year out.

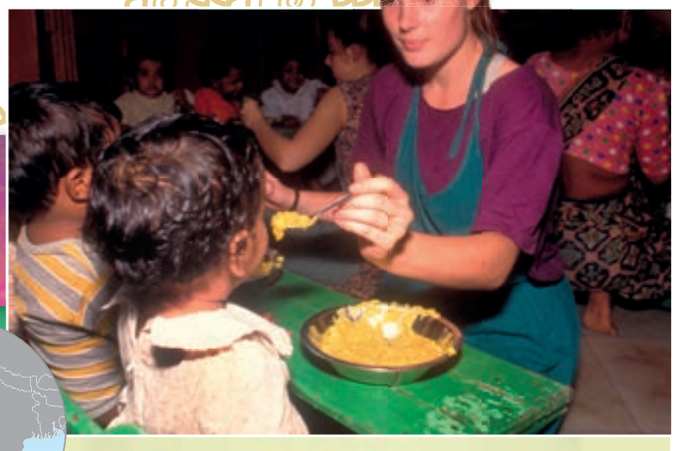


Four per cent of the children in India are orphans which means they don't have any parents. And for the next twelve weeks, I'm helping in an orphanage, a home for orphans, in Goa, India.

When I arrived two weeks ago, the project manager was waiting for me at the airport. For the first week, we had Hindi classes. We also learned about Indian culture and our project.

I'm working with the younger children. A lot of them had difficult lives before they came here so we have to make sure that they feel safe and happy with us. In the morning, I help with English classes, reading and Maths. We also play games and sing songs. Then I help them with their lunch which is usually chicken or vegetable curry with rice and chapatti, a flatbread from India.

It's very hot here so people wear loose clothes. Women often wear colourful saris made of silk or cotton and men wear dhotis, a kind of long white skirt. This afternoon the older girls are going to show me how to put on a sari.







FACT! *Curry is a dish of meat, fish or vegetables cooked in a spicy sauce. Curry comes from the Tamil word 'Kari' so this dish probably comes from India. However, curry is also one of the national dishes in the UK. There are more curry restaurants in London than in Mumbai.*

Speaking Agreeing and disagreeing



Real talk: What are you going to do when you leave school?

1 6.2 **Watch the teenagers in the video. Match them with what they're going to do when they leave school.**

a) buy something
b) be a scientist *Speaker 1*
c) study a language
d) learn to drive
e) work for a charity
f) play a sport
g) work
h) move to another country
i) be the leader of a country
j) visit someone

2 **What are *you* going to do when *you* leave school? Ask and answer with your partner.**

3 2.17 **Listen to the conversation. Why does the reporter want to talk to Katie?**



4 2.17 **Complete the conversation with the useful language. Then listen and check your answers.**

Useful language

Do you think … ?	Absolutely!	I disagree.
Do you agree?	Maybe, but I (also) think	
What's your opinion?	I suppose you're right.	

Reporter: Excuse me! We're looking for young people to tell us their ideas about some different topics.
Katie: OK. I'll help you. What are the topics?
Reporter: Well, here's the first one. All young people should take a year out. [1]….?
Katie: [2]….! You can learn a lot about life in other countries and also about yourself.
Reporter: Now, [3]…. everybody should learn to drive?
Katie [4]…. we should use bikes, buses and trains more.
Reporter: But what about people who live in the countryside? There aren't any buses there.
Katie: [5]…. What's the next one?
Reporter: University students should get a job in the holidays. [6]….?
Katie: [7]….! Students should travel and enjoy themselves. Any more questions?
Reporter: No, that's it. Thank you very much for your time.

5 **Work with a partner. Practise the conversation in Exercise 4.**

6 **Look at the ideas below and use the useful language to write your opinions.**

1 Children shouldn't start school until they're six.
2 Young people should leave home when they're eighteen.
3 It's better to study at a university in another town than one in your town.
4 You should always look for a job where you'll earn a lot of money.

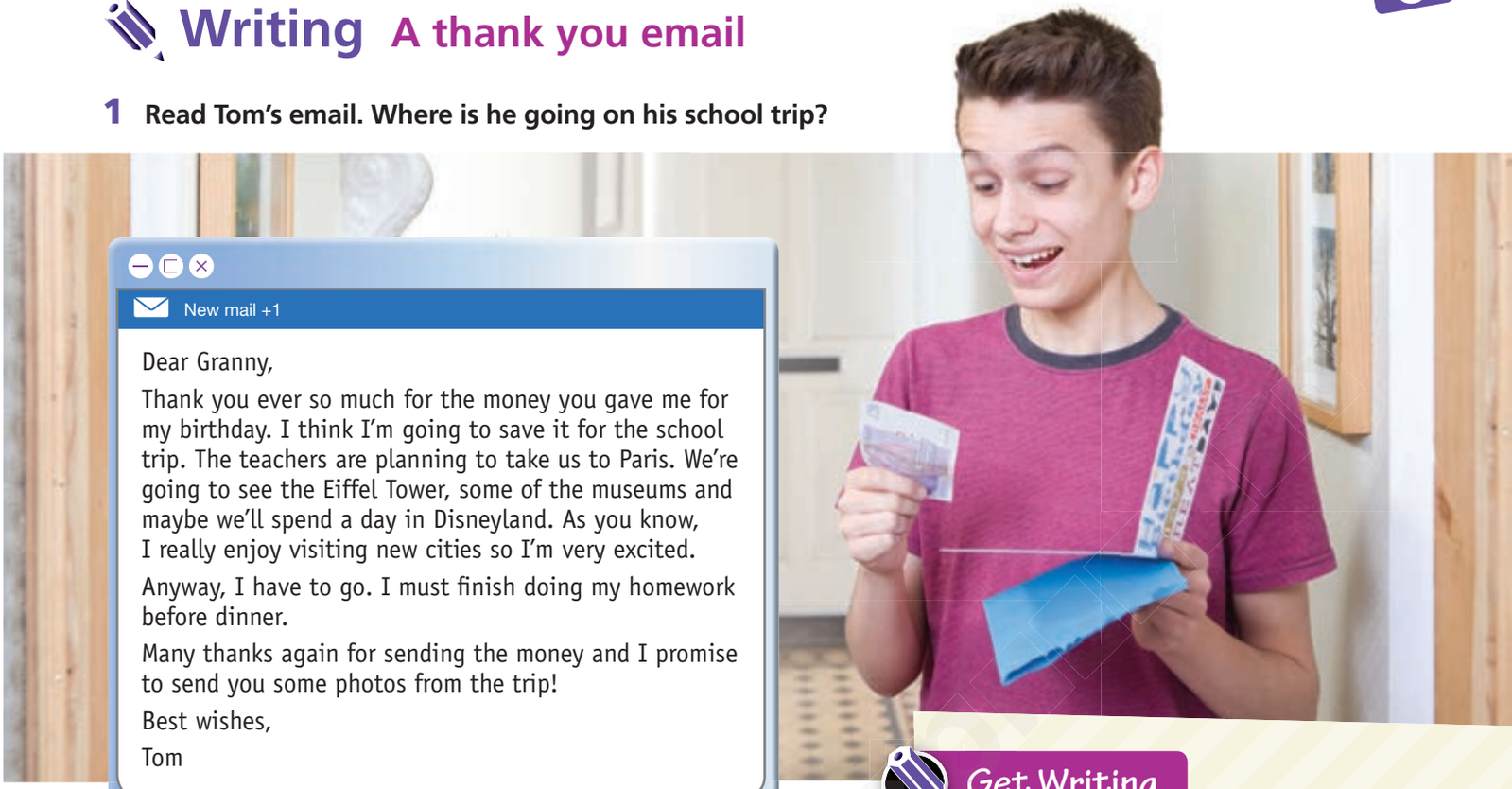
7 **Choose three of the ideas from Exercise 6. Change the words in bold in the conversation in Exercise 4. Practise the conversation with your partner.**

1 *I'm not sure I agree. I think younger children enjoy playing with their friends.*

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Writing A thank you email

1 **Read Tom's email. Where is he going on his school trip?**



New mail +1

Dear Granny,

Thank you ever so much for the money you gave me for my birthday. I think I'm going to save it for the school trip. The teachers are planning to take us to Paris. We're going to see the Eiffel Tower, some of the museums and maybe we'll spend a day in Disneyland. As you know, I really enjoy visiting new cities so I'm very excited.

Anyway, I have to go. I must finish doing my homework before dinner.

Many thanks again for sending the money and I promise to send you some photos from the trip!

Best wishes,

Tom

2 **Read Tom's email again and answer the questions.**

1 Who is Tom writing to? Why?
2 What present did she give him?
3 What is he going to do with this present?
4 What does he promise to do?

3 **Find examples of verb + infinitive and verb + *-ing* in Tom's email and add the examples to the useful language.**

Useful language

Verb patterns

When we use two verbs together, we use:

- an *infinitive with to* after some verbs:
  *I **need to buy** some new shoes,* [1]…., [2]….,
- *-ing* after other verbs:
  *I **don't mind travelling** by bus,* [3]…., [4]….,

4 **Complete the sentences with the verbs in brackets. Use the infinitive with *to* or *-ing*.**

1 You need ….*to take*…. an umbrella. It's raining. (take)
2 I don't mind …. early at the weekend. (get up)
3 My brother's planning …. to drive next summer. (learn)
4 I promise …. home before 11 o'clock. (be)
5 I really enjoy …. I'd like to work in a restaurant. (cook)
6 When I finish …. my room, I'll go out with my friends. (tidy)

Get Writing

PLAN

5 **You received some money for your birthday from someone in your family. Make notes about what you want to say in a thank you email. Use the questions in Exercise 2.**

WRITE

6 **Write your thank you email. Use your notes from Exercise 5, and the language below.**

Thank you ever so much for …
I think I'm going to …
As you know, I really enjoy …
Anyway, I have to go. I must …
Many thanks again for …
Best wishes,

CHECK

7 **Can you say YES to these questions?**

- Have you got verb patterns?
- Have you got the information from Exercise 5?
- Have you got the language from Exercise 6?

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6 CLIL

Art The Bauhaus movement

1 **Look at the photos. Which words in the box can you use to describe each building?**

modern	old-fashioned	practical	
comfortable	functional	attractive	simple





2 2.18 **Read and listen to the text. Which building in Exercise 1 do you think is Bauhaus?**

Bauhaus was an art school in Weimar, Germany. German architect Walter Gropius started the school in 1919. The Bauhaus school tried to combine form (the shape of something) and function (how we use something) in architecture so that buildings were practical but also simple. Bauhaus architects didn't like lots of decoration on buildings; they preferred flat roofs, straight lines and geometric shapes. Before Bauhaus, architects used lots of different shapes and colours, and materials like marble, hardwoods and even gold for the decorations in their buildings. Bauhaus used metal, glass, steel or plastic to make their buildings. Typical colours are white, grey and black. The designs for the furniture inside Bauhaus buildings are also simple, and functional.



3 **Read the text again. Mark the sentences true *(T)* or false *(F)*. Correct the false sentences.**

1 The Bauhaus style began in a school in Germany.
2 Bauhaus buildings are traditional and attractive.
3 The buildings used more basic materials than in the past.
4 You can only see the Bauhaus style in buildings and architecture.

4 2.19 **Listen to the second part of the text about the Bauhaus school and choose the correct answers.**

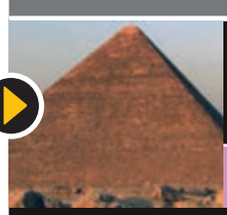
1 The Bauhaus school moved location **twice / three times** before it closed.
2 Former students of the school took their ideas to different parts of **the world / Germany**.
3 A building in an airport in **Chicago / Houston** is an example of Bauhaus architecture.
4 **Josep Lluis Sert / Joan Miró** designed the *Casa Bloc* in Barcelona.

Your turn

5 **Work with a partner. Answer the questions.**

1 Can you think of any buildings with a similar style to Bauhaus in your town or city?
2 Which buildings do you like in your town or city? What are they made of? What do you like about them?

Find out about the pyramids in Egypt.



Discovery EDUCATION

6.3 The seventh wonder of the world

UNIT 6

The pearl of Kazakhstan

What do you think is the most beautiful place in Kazakhstan? Have you been to Burabai?

Some people say that the Burabai National Nature Park, in the north of the Akmola region, is the most beautiful area of Kazakhstan. You should go there and find out! But go in the summer – the average temperature in January is - 16ºC!

In the park you will find amazing lakes, mountains and forests of pine and birch trees. It is a great place for people who like the outdoor life. In Burabai you can walk, cycle, camp, swim, lie on beaches and go sailing.

While you are in Burabai, you must visit the most beautiful lake of them all, Lake Burabai. From this lake you can easily walk to Bolshoe Chebach Lake. You shouldn't miss the amazing view of the lakes from the top of Mount Sinyukha. In fact, there are fourteen large lakes in the park as well as many smaller ones.

You will be surprised by the shapes that you see around you in the park. There are cliffs that look like walls of bricks, and there are mountains that look like Egyptian pyramids.

Burabai Park really is the 'pearl of Kazakhstan'.





Extra reading

1 Read the text, then answer the questions.

1 Why shouldn't you go to Burabai in the winter?
2 What trees grow in the forests of Burabai?
3 What can you see from Mount Sinyukha?
4 A pearl is a beautiful, expensive piece of jewellery. Why do you think people call Burabai the 'pearl of Kazakhstan'?

ABOUT LAKES AND MOUNTAINS

England has a national park that is very similar to Burabai. It is called the Lake District. The highest mountain in the Lake District is Scafell Pike and the largest lake is Windermere.

2 Find the following adjectives in the text. Can you find a different adjective to replace each with? Try to avoid repetition. Use a dictionary to help.

beautiful (x3) amazing (x2) great surprised

3 Make a class list of adjectives. As a class, choose the best adjective for each part of the text.

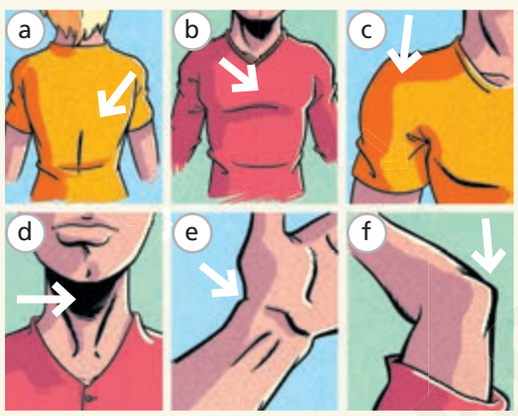
5–6 Review

Vocabulary

1 Match the sentences halves.

1	There's a lot of ice outside …	a	don't fall off your bike.
2	That box is heavy …	b	don't cut your finger.
3	The iron is hot …	c	don't hurt your back.
4	This knife is very sharp …	d	don't burn your hand.
5	The cupboard is very low …	e	don't slip on it.
6	Ride carefully …	f	don't bang your head.

2 Write the name of each part of the body in the picture.



3 Complete the sentences with the words in the box.

first aid kit headphones shampoo
suitcase swimming costume toothbrush

1 Don't forget to bring your .... so you can clean your teeth.
2 Other people won't hear your music if you wear .... .
3 There's a pool at the hotel, so bring your .... .
4 Our .... will be useful if someone is hurt or ill.
5 I must buy some .... . My hair looks awful!
6 People at the airport will put your .... on the plane for you.

4 Match the sentence halves.

1	You'll need to spend the night on the train	a	if you're going abroad.
2	Tourists usually take lots of photos	b	if you're going round with a tour guide.
3	You won't need a guidebook	c	when they're sightseeing.
4	You should always use sun cream	d	and I'm sure they'll have a great trip.
5	They're going to travel in Africa	e	because it's a long journey.
6	You'll need a passport.	f	when you're sunbathing.

Explore vocabulary

5 Complete the sentences with *get* or *have* and one of these words.

a rest a shower sick injured
a good time worried

1 Snowboarding is quite dangerous. A lot of people .... .
2 If I don't get home soon, my parents will .... .
3 I'm tired. I'm going to lie down and .... .
4 I meet my friends on Friday afternoon. We always .... .
5 If you don't sleep or eat well, you'll .... .
6 Before breakfast, I always .... and put on my clothes.

6 Read the descriptions of some compound nouns. What is the word for each one?

1 The people who work for a charity.
c _ _ _ _ _ _ w _ _ _ _ _ _
2 The animals, birds, plants that live in an area.
w _ _ _ _ _ _ _
3 Fishermen use this boat to go fishing.
f _ _ _ _ _ _ b _ _ _
4 This is the ground in a forest.
f _ _ _ _ _ f _ _ _ _
5 This is the wood that we use to make fires.
f _ _ _ _ _ _ _

7 Complete the sentences with the correct preposition.

1 If you haven't got enough money, I can pay .... your ticket.
2 My sister always spends her money .... sweets and snacks.
3 Last night, I dreamt .... a large dog. It was chasing me.
4 Please listen .... these instructions carefully.
5 In History, we're learning .... famous explorers.
6 Don't worry if you're late. We can wait .... you.

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Language focus

1 **Complete the sentences with the present perfect simple form of the verbs in brackets.**

1 I .... (not fall off) a bike, but I .... (fall off) a horse.
I haven't fallen off a bike, but I've fallen off a horse.
2 He .... (break) his arm, but he .... (not break) his leg.
3 She .... (be) skiing, but she .... (not be) surfing.
4 We .... (read) a lot of magazines, but we .... (not read) many books.

2 **Write questions with the present perfect and the words below.**

1 you / ever / play / an instrument in a concert?
2 your parents / visit / a lot of countries?
3 your brother / ever / climb / a mountain?
4 your sister / ever / win / a competition?
5 you / ever / find / money on the floor?

3 **Choose the correct answers.**

Jim: [1] **Have you ever burnt / Did you ever burn** your hand?
Sophie: Yes, I [2] **have / did**. I [3] **'ve burnt / burnt** it last week.
Jim: How [4] **have you done / did you do** it?
Sophie: When I was making breakfast, I [5] **'ve put / put** my hand on the cooker.

4 **Complete the first conditional sentences with the correct form of the words in brackets.**

1 If the weather .... (be) nice tomorrow, we .... (go) swimming.
2 You .... (lose) your passport if you .... (not look) after it.
3 If your brother .... (drive) to the camp site, the trip .... (not take) long.
4 Anna .... (not get) a seat on the bus if she .... (not come) soon.
5 What .... (we/do) if the restaurant .... (not be) open?

5 **Complete the sentences with *who*, *whose*, *where*, *which* or *that*. Use each pronoun once only.**

1 I'll send you the photos .... I took in Berlin.
2 This is the street .... my cousins live.
3 We met some people .... are travelling across Asia.
4 Do you know the people .... house is on the corner?
5 I don't like dogs .... make a lot of noise.

Language builder

6 **Choose the correct answers.**

Jill: What [1] .... in the holidays?
Jack: I'm going away with a school friend [2] .... uncle lives on a farm. We're staying there for two weeks.
Jill: [3] .... there before?
Jack: No, never. But [4] .... Mike's uncle and he's really nice.
Jill: How will you get to the farm?
Jack: I'm not sure. Mike's mother might drive us there but she [5] .... have time. If [6] .... too busy, that [7] .... be a problem. There's a bus [8] .... stops a few kilometres from the farm. If Mike [9] .... from the bus stop, his uncle [10] .... and pick us up.

1	**a** you do	**b** are you doing	**c** have you done
2	**a** where	**b** who	**c** whose
3	**a** Do you stay	**b** Did you stay	**c** Have you stayed
4	**a** I've met	**b** I'll meet	**c** I'm meeting
5	**a** doesn't	**b** may not	**c** won't
6	**a** she's	**b** she was	**c** she'll be
7	**a** won't	**b** can't	**c** mustn't
8	**a** who	**b** which	**c** where
9	**a** ring	**b** rings	**c** will ring
10	**a** comes	**b** will come	**c** has come

Speaking

7 **Complete the conversations with the words in the box.**

That's a great idea What a shame!
How's it going? Where shall we I'd rather
That's amazing! Why don't we

Kate: Hi Ian! [1] ....
Ian: Great! We've just won the football league!
Kate: Well done! [2] .... My team lost their match.
Ian: [3] ....!

Matt: [4] .... go tomorrow?
Fiona: [5] .... go swimming? The new pool's just opened.
Matt: [6] .... go ice skating.
Fiona: [7] ....

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7 Reading for pleasure



BE CURIOUS

What can you see in the photo?

Start thinking

- When do you think this photo was taken?
- How does the girl look different from girls today?
- Was life different for a boy in those days?

Unit aims

I can ...

- understand a biography of a famous writer.
- follow the events in an extract from a novel.
- understand the feelings of a central character.
- compare different characters by looking at what they say.
- use dialogue to write about a relationship.

Reading A short biography

1 **You are going to read part of a novel by a famous English writer. Read about her life and complete the fact sheet.**

George Eliot (1819–1880) was the pen name of the English writer Mary Ann Evans. She grew up in the countryside and was very close to her older brother Isaac. When she was 16, her mother died and Mary left school to look after her family for the next 14 years. When her father died in 1849, she moved to London, where she organised a magazine and wrote articles for it. Ten years later, the first of her seven novels appeared. A lot of the ideas in *The Mill on the Floss* (1860) came from her own life.



George Eliot
Real name: [1]…
Born in [2]… (year)
Brother's name: [3]…
Moved to London at the age of [4]…
Published her first novel in [5]…
Total number of novels: [6]…
Died in [7]…

2 **Why do you think this writer used a different name when she wrote her books?**

Reading A long extract from a novel

1 **The main character in *The Mill on the Floss* is a girl called Maggie. Read the first part of the text and answer the questions.**

1 What is the relationship between Maggie and Tom?
2 Who is Mrs Tulliver?
3 What was Maggie's 'big idea'?

"Well, how are you? I hope you're good children, are you?" said Aunt Glegg. "Put your hair behind your ears, Maggie, and keep your dress on your shoulder."

"I think the girl has too much hair," Aunt Pullet said. "It should be thinner and cut shorter. It isn't good for her health.'

"Maggie," said Mrs Tulliver, "go and brush your hair."

A big idea was taking shape in Maggie's mind. "Tom, come out with me," she whispered. "There's something I want to do before dinner."

Tom followed Maggie upstairs into their mother's room. She opened a drawer and took out a large pair of scissors.

"What are they for?" said Tom.

Maggie answered by taking the front part of her hair and cutting it straight across the middle of her forehead.

"Oh, Maggie, you'll be *in trouble!" exclaimed Tom.

Snip! went the scissors again, and Tom couldn't help feeling it was rather good fun. Maggie would look so weird.

"Here, Tom, cut it behind for me," said Maggie, excited by her own bravery.

"You'll be in trouble, you know," said Tom, as he took the scissors.

"Never mind, hurry!" said Maggie, giving a little *stamp with her foot. Her cheeks were red.

One delicious snip, and then another and another. The hair fell heavily on the floor, and Maggie stood there, badly *cropped but with a new sense of freedom.

in trouble: сәтсіздікке ұшырау; иметь непрятности
stamp: тепкілеу; топнуть
cropped: қысқыртылған; укороченные

2 **What do you think happens next? How will Tom react to Maggie's appearance? How will the adults react?**

3 Read the next part of the text and check your answers to Exercise 2

"Oh, Maggie," said Tom, jumping round her and slapping his knees as he laughed. "Oh, you look so weird! Look in the mirror."

Maggie felt an unexpected *pang. She had only wanted to get free from her annoying hair and people's annoying comments about it. She didn't want her hair to look pretty. But now, when Tom began to laugh at her, everything seemed different. She looked in the mirror. Tom was still laughing and clapping his hands. Maggie's cheeks lost their colour and her mouth started to tremble a little.

"You'll have to go down to dinner now," said Tom. "Oh, Maggie!"

"Don't laugh at me, Tom," said Maggie, stamping, and giving him a push.

"Now then, spitfire!" said Tom. "Why did you cut it off, then? I'm going down. I can smell the dinner going in." He hurried downstairs and left poor Maggie alone.

After some time, she stood up, slowly made her way downstairs to the dining room and went towards the empty chair.

Mrs Tulliver gave a little scream and dropped her spoon. All eyes turned towards Maggie, whose cheeks and ears began to burn, while Uncle Glegg said:

"Hey! What little girl's this? I don't know her. Is it some little girl you've picked up in the road?"

"For shame!" said Aunt Glegg, in her loudest voice. "Little girls who cut their own hair should be *whipped and fed on bread and water, not come and sit down with their aunts and uncles."

"Yes," said Uncle Glegg, meaning to be playful. "She must go to prison, where they'll cut off the rest of her hair."

"She's a naughty child who will break her mother's heart," said Mrs Tulliver, with tears in her eyes.

Tom whispered, "I told you you'd be in trouble!" and it seemed to Maggie that he was enjoying the scene. Her heart *swelled, and getting up from her chair, she ran to her father, hid her face on his shoulder and burst into tears.

pang: *жан ауруы; боль*
whipped: *жазаланушы; наказанный*
swelled: *көбею, өсу; увеличиваться*

4 Read the text again and choose the correct answers.

1 Tom laughed and clapped because …
   a he wanted Maggie to get into trouble.
   b he thought Maggie looked strange and funny.
2 He left her alone because …
   a it was dinner time and he was hungry.
   b he wanted to punish her.
3 Maggie's mother screamed because she was …
   a shocked.
   b frightened.
4 When Maggie came into the dining room, Uncle Glegg …
   a didn't know who she was.
   b made jokes about her.
5 Aunt Glegg …
   a thought Maggie's behaviour was terrible.
   b didn't like little girls.
6 The person Maggie turned to was …
   a her brother.
   b her father.

Get Reading

In Exercise 4 you need to look at specific parts of the text to find the answers. First, scan quickly to find the right part of the text. Then read this section carefully to decide on your answer.

5 Now look at the whole text. Find the underlined words and match them with their meanings.

1 whispered
2 forehead
3 slapping
4 tremble
5 spitfire
6 naughty
7 tears

a bad, behaving badly
b a person who often gets angry
c drops of salty water that come from your eyes
d said very quietly
e to shake with small, quick movements
f hitting something lightly with your hand
g the top part of someone's face, above their eyes

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6 **What do these sentences tell us about how Maggie was feeling? Match them with the descriptions (a–f).**

1 Her cheeks were red. (line 18)
2 She felt an unexpected pang. (line 23)
3 Her cheeks lost their colour and her mouth started to tremble a little. (line 26)
4 She stamped and gave Tom a push. (line 28)
5 Her cheeks and ears began to burn. (lines 33–34)
6 Her heart swelled and she burst into tears. (lines 42–43)

a angry
b extremely upset
c surprised by a sudden feeling of pain
d excited and enjoying herself
e very embarrassed
f worried and losing confidence

7 **Work with a partner. Look at these modern photos. Do any of the children look similar to Maggie and Tom? Explain why you think some photos fit better with the text than others.**



Your turn

8 **Work in a group. Each take the part of one of the seven characters who speak in the text. Read their words aloud and help each other to say them as expressively as possible.**

9 **Now practise acting out the whole scene. Think about the characters' movements and the expressions on their faces, as well as the words they say.**

Get Writing

PLAN

10 **Think of a situation with two people who are very different or who have very different feelings. They could be:**

- having an argument
- trying to agree on a plan
- reacting to some news
- discussing music / sport / a film / a TV programme
- talking about a person or place they both know

Make notes in a table, like this:

Situation: *at a football match*	
Person A	**Person B**
my first football match *cold!* *uncomfortable!* *I want to go home*	*big football fan* *amazing atmosphere* *brilliant – best match I've seen*

WRITE

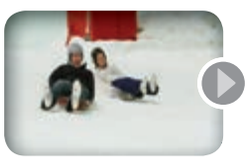
11 **Write a dialogue between the two people, showing the differences between them.**

'I'm so excited! I love football.'
'You're joking! I'm freezing. I want to go home.'

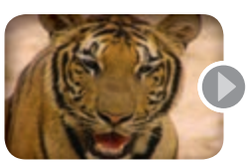
8 Our neighbourhood

Discovery EDUCATION

In this unit ...



Unusual fun **p89**



Tiger sanctuary **p92**



Shopping **p94**



CLIL What does Zero mean? **p96**

Vocabulary
- Shops
- Our neighbourhood
- Extreme adjectives
- Adjective prefixes

Language focus
- Indefinite pronouns
- *would prefer to, would(n't) like to, don't want to*
- *enough*

Unit aims
I can ...
- talk about shops and places in my town/city.
- talk about unidentified people, things and places.
- understand a radio programme about a new shopping centre
- describe things I want to, would like to or would prefer to do.
- understand information about charities.
- ask for things in shops.
- write an email asking for advice.

BE CURIOUS

What can you see in the photo?

Start thinking
- **What can you buy at this market?**
- **Where do you think it is?**
- **Where do you buy things in your town?**

Vocabulary Shops



1 2.20 **Match the pictures with the words in the box. Then listen, check and repeat.**

bookshop chemist clothes shop
department store electronics shop
music shop newsagent shoe shop
sports shop supermarket

2 **Look at Exercise 1.**

Which places sell …
1 food and drink?
2 things to read?
3 things to wear?

Where can you …
4 buy a new computer?
5 listen to music?
6 go when you feel ill?

Your turn

3 **Write your answers to the questions.**

1 What kind of shops do you like?
2 When do you go there?
3 Who do you go with?
4 What do you buy there?

My favourite shop is a music shop. I go there on Saturday with my friends.

4 **Work with a partner. Ask and answer the questions in Exercise 3.**

Vocabulary bank • page 128

Reading A blog

1 **Look at the photos of a shopping centre in Dubai. What can you do there?**

2 **Read Liam's blog and check your ideas to Exercise 1. Then match the photos to the places in bold.**

a *Sega Republic*

3 **Read Liam's blog again. What are the numbers about?**

1200	22	120	50 million	150

Explore extreme adjectives

4 **Look at the adjectives from Liam's blog. Do they mean very good or very bad?**

amazing	awful	
wonderful	great	brilliant

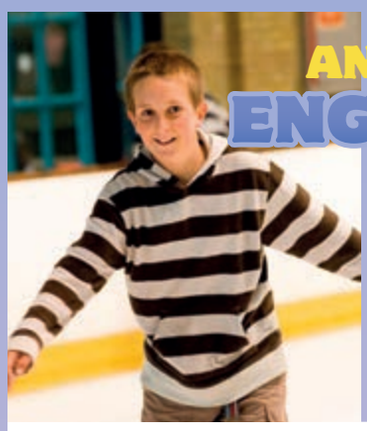
5 **Find three adjectives in the text that mean *very hot*, *very cold* and *very big*. Do we use *very* or *absolutely* before these adjectives?**

Vocabulary bank • page 128

Your turn

6 **Work with a partner. Ask and answer the questions.**

1 Would you like to visit the Dubai Mall?
2 What would you like to do there?
3 Are there many shopping centres in your town?
4 How often do you go there?
5 What other things can you do there?





AN ENGLISH BOY IN DUBAI

I'm Liam. I'm 15 years old and I'm from Cambridge. My parents are working in Dubai this year so I'm writing all my news about life here on this blog. Hope you like it!

A DAY AT THE MALL

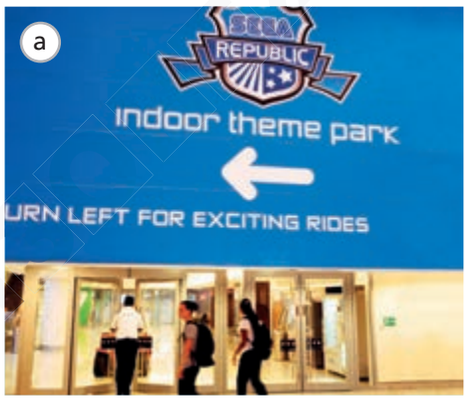
POSTED BY ENGLISHBOYINDUBAI
SATURDAY 20 APRIL

If you want to go somewhere amazing, try the Dubai Mall. We went there today and I've never seen anything like it. More than 50 million people visit the mall every year and it's got about 1,200 shops, 22 cinema screens and 120 cafés and restaurants. I wasn't interested in the shops (I think shopping is awful – so boring!) but there's something for everyone at the Dubai Mall!

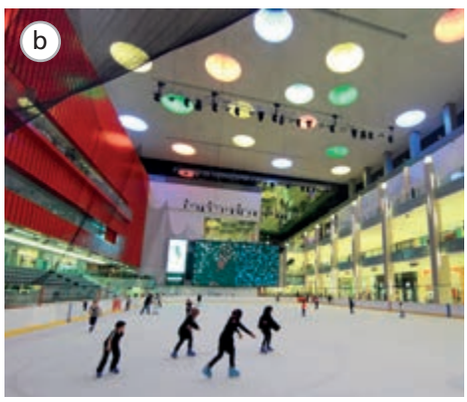
We spent a long time watching the fish in the wonderful **Underwater Zoo**. There are more than 33,000 fish there – even sharks! And I also loved skating on the **Olympic-size ice rink**. Outside in the sun it was boiling, but inside on the rink I wore a sweater because it's absolutely freezing. The temperature of the ice is below zero! After the ice rink, we had a great time at the mall's theme park, the **Sega Republic**. It's brilliant – it's got 150 games and rides.

In the evening we stayed to watch the **Dancing Fountain** and no one should miss this. It's a really amazing light show outside on the lake. That's something I'll never forget.

a



b

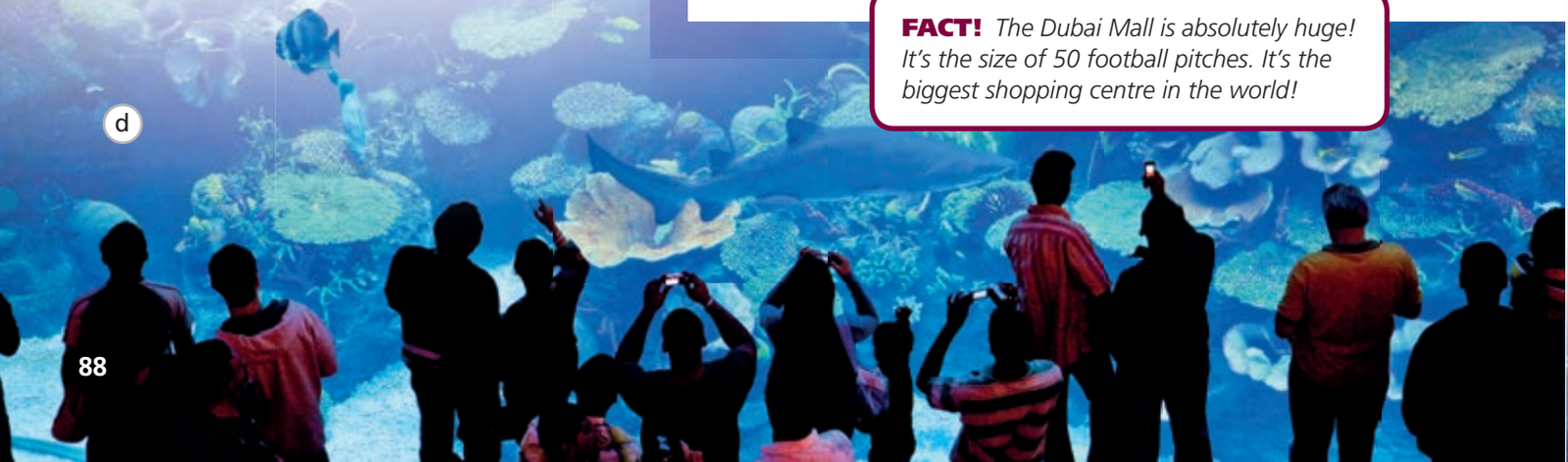


c



FACT! *The Dubai Mall is absolutely huge! It's the size of 50 football pitches. It's the biggest shopping centre in the world!*

d



Language focus 1

Indefinite pronouns

1 **Complete the examples from the text on page 88. Then complete the rules with *some-*, *no-* and *any-*.**

1 If you want to go ….. amazing, try the Dubai Mall.
2 I've never seen ….. like it.
3 There's something for ….. at the Dubai Mall.
4 ….. should miss this.

We use [1]….. and [2]….. in affirmative sentences and we use [3]….. in negative sentences.
We use [4]….. with affirmative verbs when the meaning is negative.

Grammar reference • page 120

2 **Choose the correct word.**

1 I don't want **anything** / **anybody** to eat, thanks.
2 Suzie lives **something** / **somewhere** near the park, I think.
3 We went to David's place but there was **no one** / **nowhere** at home.
4 Can you meet me? I've got **something** / **nothing** important to tell you.
5 I'm on my own today. **Everyone** / **Anyone** has gone out.
6 I can't find my keys **nowhere** / **anywhere**.

Get it right!

We can also use pronouns with *any-* in affirmative sentences when we mean 'it doesn't matter who, what or where'.
*Ask **anyone** in the neighbourhood and they'll do it.*

3 2.21 **Complete the conversation with the indefinite pronouns in the box. Then listen and check.**

anybody anywhere everyone nobody
nothing nowhere someone something

A: I've joined a group who want to start a community garden in our neighbourhood.
B: What's that?
A: Well, [1]… thought of the idea in New York over 40 years ago. Most New Yorkers live in flats, and in many parts of the city there was [2]… for people to grow plants or enjoy the natural environment. So local groups started working to create gardens that people could share. We think that's [3]… we can do here in our city.
B: But I can't think of [4]… round here to put a garden. There are just streets full of buildings.
A: No, think about it. There are actually lots of little pieces of empty land that [5]… uses. They look awful because [6]… grows there and they're often full of rubbish. But if we work together, we can change them into gardens for [7]… to enjoy.
B: Do you really think it'll work?
A: It works in New York. There are more than 600 community gardens in New York now. They're open to [8]… who wants to grow flowers or vegetables or just to come and relax with their neighbours.



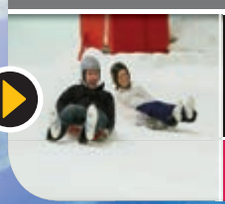
Your turn

4 **Think about your neighbourhood and write down examples.**

1 somebody interesting who lives near you
2 somewhere you go regularly
3 something that's happened recently in your neighbourhood
4 a place where anyone can go to meet other people
5 a fun place where no one needs to pay any money

5 **Work with a partner and compare your answers to Exercise 4. Follow up with questions for your partner.**
Why …? When …? What …? How often …?

Learn about having fun in Dubai.
- Where are the young people snowboarding outdoors?
- Where are they snowboarding indoors?
- What shop do the young people like visiting?



Discovery EDUCATION

8.1 Unusual fun

Listening A radio programme

1 **There are plans to build a large shopping centre in a town in the UK. Do you think this idea is popular with the people who live there? Why / Why not?**



2 2.22 **Listen to the radio programme. Check your ideas for Exercise 1.**

3 2.22 **Listen again and complete each sentence with the correct name: Angela, Ben or Lucy.**

1 .... thinks there may be problems with the new shopping centre.
2 .... doesn't want more shops in the town.
3 .... really enjoys shopping.
4 .... thinks there are better ways of using the land.
5 .... hopes that the old shops will stay open.
6 .... loves the plan for the new shopping centre.

Vocabulary Our neighbourhood

4 2.23 **Match the pictures with the words in the box. Then listen, check and repeat.**

block bus station capital castle
cathedral neighbour library
monument post office theatre





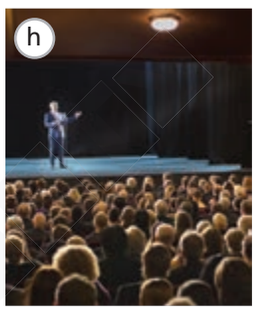
















Your turn

5 **Choose three things from the list in Exercise 4 and write sentences to describe them. You may want to use these sentence openings:**

It's a place where ...
It's a building which ...
It's a person who ...

6 **Work with a partner and read out your sentences. Can your partner guess the place or person?**

It's an old building which has got big strong walls. It's usually on top of a hill.

It's a castle!

Vocabulary bank • page 128

Language focus 2 *(don't) want to, would(n't) like to, would prefer to*

1 **Complete the examples from the listening on page 90.**

Question	Answer
Do we [1]…. **to** have a new shopping centre?	There are lots of people who **want to** / [3]…. go shopping all the time.
What **would** you **like** to do?	**I'd** [4]…. be able to buy better sports equipment.
[2]…. you **prefer to** go shopping in a shopping centre?	**I'd prefer to** use the land for something else.

Grammar reference • page 120

2 2.24 **Complete the conversations with *do(n't)* or *would(n't)*. Then listen and check.**

1 A: [1]…. you like to go shopping?
B: No, I [2]…. prefer to stay at home.
2 A: What [3]…. you want to do this afternoon?
B: I [4]…. like to go to the library.
3 A: [5]…. you like to look round the cathedral?
B: I [6]…. prefer to see the castle.
4 A: When you're older, [7]…. you like to work in a post office?
B: No, I [8]…..

Get it right!

Remember we use the infinitive after ***would like***, NOT *-ing*.
*I would like **to go** to the cinema.* ✓
~~*I would like going …*~~ ✗

(not) enough + noun

3 **Look at the examples from the listening on page 90. Write *enough* in the correct place.**

1 That might happen if there isn't business.
2 I think we've got shops here.

Grammar reference • page 120

Say it right! • page 113

4 **Rewrite the sentences with *enough*.**

1 My cousin wants to buy some new sunglasses but she hasn't got money.
My *cousin wants to buy some new sunglasses but she hasn't got enough money.*
2 I'd like to go to the theatre but I haven't got time.
3 We'd like to make hot chocolate but there isn't milk.
4 My dad thinks I don't do homework.
5 My brother is unhealthy because he doesn't do sport.
6 We want to start a football team but we haven't got players.

5 2.27 **Complete the conversations with the words in the box. Then listen and check.**

enough like prefer want



1 A: Would you [1]…. to go to the new shopping centre?
B: I'm sorry I can't. I haven't got [2]…. money.
2 A: Do you [3]…. to play football after school?
B: I'd [4]…. to ride my bike. I don't like ball sports.

Your turn

6 **Work with a partner. Rewrite the conversations in Exercise 5 by changing the words in bold. Use these words or your own ideas.**

go to my house the cinema the theatre
a restaurant the capital watch a film
help your neighbour have a pizza visit the castle

Would you like to go to my house after school?

I'm sorry I can't. I haven't got enough time.

© Macmillan-Longman

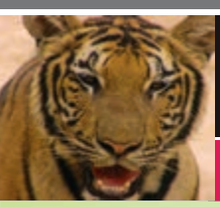
Discover Culture

1 You are going to watch a video about a tiger charity. How do you think it helps tigers? Why is it important to help them?





Find out about a tiger sanctuary in Thailand.



Discovery EDUCATION

8.2 Tiger sanctuary

2 8.2 **Watch the video and answer the questions.**

1 What is special about the people who work at the sanctuary?
2 How do they get money to buy food for the tigers?
3 How many tigers do they have at the moment?

3 **Test your memory. Which animals do you see in the video?**

monkey bear elephant owl dog duck
snake bat horse deer buffalo

4 8.2 **Watch the video again. Check your answers to Exercise 3 and choose the correct words.**

1 Tigers go to the sanctuary when they are **ill / old** or in danger.
2 Unfortunately, some people like **hunting / hurting** tigers.
3 These tigers **can / can't** live in the wild.
4 The tigers **are / are not** like pets.
5 Everyday they **run / eat** a lot!

Your turn

5 **Write answers to the questions.**

1 Are there any animal sanctuaries in your country?
2 What animals do they help?
3 Do people give money to help animals?
4 What wild animals have you got in your country?

6 **Work in small groups. Ask and answer the questions in Exercise 5.**

What wild animals have you got in your country?

Reading An article

1 **Look at the title of the article and the photos. What happens on *Red Nose Day*?**

2 **Read the article and check your ideas to Exercise 1.**

3 **Read the article again. Mark the sentences true (*T*) or false (*F*).**

1 Red Nose Day is every year. *False.*
2 Everybody gives the same money.
3 Some people wear red noses on this day.
4 Pupils sometimes wear unusual clothes to school.
5 In the UK, Red Nose Day helps people who need somewhere to live.
6 Red Nose Day is a very new charity day.

Explore adjective prefixes

4 **Find the opposite of *usual* in the text. How do we make it?**

5 **Add *un-* to the adjectives in the box. Then complete the sentences.**

~~usual~~ friendly fair tidy helpful happy

1 I like your dress. It's very different and *unusual*.
2 You look sad. Are you ....?
3 There are things on the floor. My brother's room is ....
4 Don't ask that man to show you. He's so ....
5 They never smile or say hello. They're very ....
6 My brother gets more pocket money than me. It's ....

Vocabulary bank • page 128

Your turn

6 **Write your answers to the questions. Then ask and answer them with a partner.**

1 Would you like to work for a charity? Would you prefer to help animals or people?
2 Do you do charity events in your school? What?
3 What would you like to do on Red Nose Day?

RED NOSE DAY!



Do something funny for money!



Red Nose Day is a charity day which happens every two years in the UK. On this day, lots of people wear red noses and do something funny. It's a way of collecting money to make life better for people who really need our help.

Think of something unusual you can do in your neighbourhood. How about everybody having red hair for the day? Before the big day, your friends and family say how much they would like to give you to do this and later you give this money to charity.

You can do all kinds of cool things at school too. Talk to your teachers and decide together! Perhaps wear something red to school instead of your school uniform. Or play 'red nose day' games instead of having normal lessons?

The money that people give helps communities in many parts of the world. In the UK, it can help to find homes for people who are living on the street. In Africa, it can buy important medicine or give fresh water to villages.





FACT! *Red Nose Day is over 25 years old. In 25 years people have given more than £100,000,000!*

Speaking Shopping



Real talk: How do you spend your money?

1 8.3 **Watch the teenagers in the video. How do they spend their money? Use these words.**

phone ~~food~~ music going out with friends clothes comic books concert tickets video games

a) Speaker 1 ...*food*... c) Speaker 3 .... e) Speaker 5 .... and ....
b) Speaker 2 .... d) Speaker 4 .... f) Speaker 6 .... and ....

2 **How do *you* spend your money? Ask and answer with your partner.**

3 2.28 **Listen to Matt talking to a shop assistant. What colour trainers would he like?**

4 2.28 **Complete the conversation with the useful language. Then listen and check your answers.**

Useful language

Can I try them on? What size are you?
How much are they? I'd prefer …
I'd like to buy … I'll take them!

Matt: Excuse me, [1]…. some trainers.
Shop assistant: What about these?
Matt: [2]…. a different colour. Have you got anything in blue?
Shop assistant: Yes, do you like these?
Matt: Yes! [3]…..
Shop assistant: They're £59.99.
Matt: [4]…..
Shop assistant: Of course. [5]…..
Matt: I'm a size 40, I think.
Shop assistant: Here you are.
Shop assistant: How are they?
Matt: They're great. [6]…..

5 **Practise the conversation in Exercise 4 with a partner.**



6 **Change the words in bold in the conversation in Exercise 4. Use the pictures below or your own ideas. Then, practise the conversation.**



Excuse me, I'd like to buy some jeans.

What about these?

© Klett Kiadó

Writing An email

1 **Read the emails. What is Joey organising?**

New mail +1 Friday 17 October 17:57

Hi Annie,

Great to hear from you! We'd love to have your help.

We're going to open the centre on Saturday mornings from 10.00 to 11.30 and anyone in the village can come. There'll be tea and coffee for the adults and fruit juice for the kids.

Would you like to bring some food – maybe a cake or some biscuits? If you spend any money for this, we'll repay you. Also you might like to help organise the furniture before people arrive. Or perhaps you could stay after 11.30 to wash up and to make sure there isn't any rubbish left in the room.

I hope you'll join us. Can you let me know? I'll need an answer early next week.

See you soon,

Joey

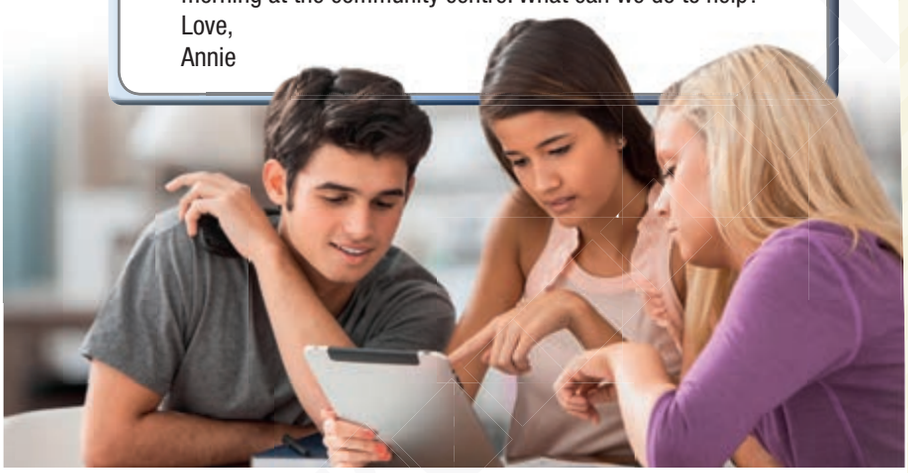
From: Annie **Date:** Thursday 16 October 14:17

Hi Joey,

Karen, Steve and I want to help with your plan for a coffee morning at the community centre. What can we do to help?

Love,

Annie



2 **Order the things Joey does in his email.**

a make a suggestion
b begin the email *1*
c give some information
d end the email
e respond to Annie's email
f ask for a reply

3 **Find the words Joey uses to do the things in Exercise 2.**

1 *begin the email – Hi Annie,*

Useful language

Countable and uncountable nouns

Most nouns are countable. They have singular and plural forms.
mornings – mornings village – villages
Some nouns are uncountable. They don't have a plural form.
coffee, money, furniture
We use *a* with singular countable nouns, or *an* when the noun starts with a vowel.
a cake a coffee morning an answer

4 **Find five more examples of countable and uncountable nouns in Joey's email.**

5 **Rewrite the sentences. Add *some*, *any*, *a* or *an* in the right place.**

1 I'll need money to pay for the biscuits.
2 Are there plates in that cupboard?
3 We haven't got fruit juice in the fridge.
4 There's insect in my coffee!
5 Can you find plate for the sandwiches?

Get Writing

PLAN

6 **Read the email from Danny and make notes about what you want to say. Use the ideas in Exercise 2.**

New mail +1

Hi,

My friends and I would like to collect money to give to charity, but we aren't sure what to do. Can you suggest some ideas?

All the best

Danny

WRITE

7 **Write your email. Use your notes and the language below.**

Hi
Good to hear from you!
Would you like to … ?
You might like to …
Perhaps you could …
I hope …
Let me know.
See you soon,

CHECK

8 **Can you say YES to these questions?**

- Have you used *some*, *any*, *a* and *an* correctly?
- Have you got the information from Exercise 2?
- Have you got the language from Exercise 7?

© KRONOS HOUSE

8 CLIL

Maths Percentages

1 **Work with a partner. Match the symbols in the table with the words in the box.**

minus divide plus per cent
equals multiply (by) / times

symbol	+	–	×	÷	%	=
name	1 …	2 …	3 …	4 …	5 …	6 …

2 2.29 **Read and listen to the text. Which symbols from Exercise 1 do you use to calculate a percentage?**

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

1 Where does the word 'per cent' come from?
2 Who first used the numbers 0-9?
3 Why do we use percentages?
4 What percentage is 'the whole' equal to?
5 What is the whole in the example with cakes?
6 What do we multiply the fraction by to get the final percentage?

Your turn

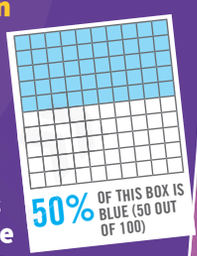
4 **Work with a partner. Calculate the percentage of chocolates that each person eats. Use the text to help you. The box has 60 chocolates.**

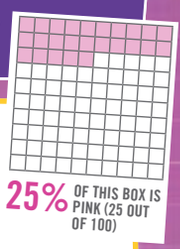
	Chocolates	Percentage of whole box
James	12	1 ….
Susan	6	2 ….
Ahmed	15	3 ….
Susie	20	4 ….



PERCENTAGES

The word 'per cent' comes from Roman times. It comes from the Latin words per centum or 'out of 100'. Before the Romans, the ancient Egyptians used a similar system of numbers in tens. But the numbers from 0 to 9 that we use today come from the ancient Arab world, over 2,000 years ago. The Arabs also used fractions, for example, ¼ . We use percentages to calculate how much a part of a whole is. And when we say 'per cent', we're really saying 'out of 100'.





When we calculate a percentage of something, first we need to know the total number of things, or 'the whole'. The whole is 100%. For example, there are 12 cakes on a table. In this calculation, 12 is the whole and is 100%.



Next, we need to know the number we want to change to a percentage. For example, Tanya eats three of the cakes on the table so three is the number we want to change to a percentage.

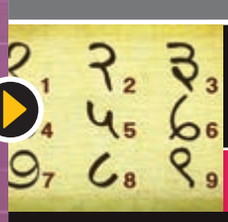


We put these two numbers into a fraction. In our example, we need to calculate what per cent three (number of cakes Tanya ate) is of twelve (total number of cakes). The fraction is 3/12. 3 ÷ 12 = 0.25.

Finally, we multiply this number by 100 to make a percentage. 0.25 x 100 = 25.

So Tanya ate 25% of the cakes.

Find out about our number system.



Discovery EDUCATION

8.4 What does Zero mean?

© Oxford University Press

A NEW CAPITAL

Can you name any modern buildings in Astana?
What other interesting buildings are there in Kazakhstan?

The capital of Kazakhstan, Astana, was called Akmola until 1998. It is the second largest city in the country. Almaty, which was the capital until 1997, is the largest.

Astana has a population of about 1 million.

Visitors to Astana love the modern buildings in the city.

The Palace of Peace and Reconciliation includes a religious centre, an opera house with 1,500 seats and a library. It is a perfect pyramid, 62 metres high with a 62 x 62-metre square base.

Bayterek, Astana's most famous landmark, is a tower. It's 105 metres tall and looks like a very big tree. It has a glass 'egg' on top of it. Tourists can go up to the egg and get a fantastic view of the 'youngest capital in the world'.

The Central Concert Hall looks like a flower. Inside the 'flower' you can find a very large concert hall (3,500 seats), other music halls, a cinema and restaurants.

Astana is certainly an exciting and attractive city for tourists. That's why more and more people visit the city every year!





Extra reading

1 **Read the text, then match the questions and answers.**

Where can a visitor ..... .

1 read a book?	a Bayterek
2 have a meal?	b The Palace of Peace and Reconciliation
3 get a good view of the city?	c The Central Concert Hall

2 **Read the text again to find the numbers below. What does each number refer to?**

1 1 million	5 1998
2 105	6 3,500
3 62	7 1997
4 1,500	

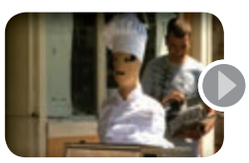
ABOUT THE WEATHER

Astana is the second coldest capital in the world. In winter, the temperature is sometimes -40 °C! The coldest capital is Ulan Bator in Mongolia.

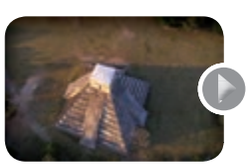
9 Transport

Discovery EDUCATION

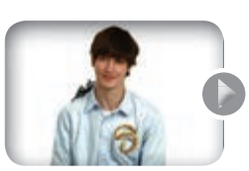
In this unit ...



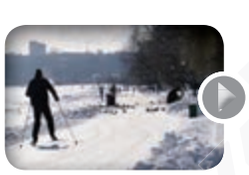
Pizza problems **p101**



Calendars of the ancient Maya **p104**



What are you afraid of? **p106**



CLIL City or country **p108**

Vocabulary

- Transport
- The suffix *-ist*
- Prepositional and phrasal verbs
- Opposite adjectives

Language focus

- Present simple passive
- Present continuous for future

Unit aims

I can ...

- talk about using different types of transport.
- understand a text about cycling in a big city.
- understand about superstitions.
- agree or disagree with someone's opinion.
- write a thank you email.

BE CURIOUS

What can you see?
Start thinking

- **Where do you think the people are?**
- **Do you think they know each other?**
- **Why do you think people choose this form of transport?**



Vocabulary Transport

1 2.30 **Match the photos above with the words in the box. Then listen, check and repeat.**

airport coach cruise cyclist ferry
helicopter motorway petrol station
roundabout traffic lights

Say it right! • page 113

2 **Complete the sentences with words from Exercise 1.**

1 The cheapest way to travel between cities is by … . You can buy your ticket at the bus station.
2 We took our car on the … when we crossed the sea from England to France.
3 You can drive at 110 km per hour on the … , but not on other roads.
4 My aunt is going on a … around the Mediterranean. The ship holds 5,000 people!
5 Drivers mustn't enter a … if other cars are coming round it.
6 The car will stop if we don't get to a … soon.

Your turn

3 **Write two true sentences and two false sentences with words from Exercise 1. The sentences can be about you or someone you know.**

My uncle can fly a helicopter.

4 **Work with a partner. Listen to your partner's sentences. Can you guess which are true and which are false?**

Vocabulary bank • page 129

Reading An article

1 **Look at the photos. What city do you think this is? Why is it unusual?**





2 **Read the article and check your answers to Exercise 1.**

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

1 In Amsterdam there are about … cars.
a 250,000 b 1,000,000
c 4,000,000

2 People can't drive … .
a into the city centre b on the cycle paths
c round the roundabouts

3 It's … to park your bicycle in Amsterdam.
a easy b cheap
c difficult

4 Cyclists may need to use … to cross the river.
a the motorway b a ferry
c a special bridge

5 At the age of twelve, children must … .
a learn to ride a bike b wear a helmet
c take a safety test

Explore *-ist*

4 **Look at the example. Then find two other nouns in the text with the suffix *-ist*.**

cycle – cyclist

5 **Use words with the suffix *-ist* to complete the sentences. Use the underlined words to help you. Check the spelling in your dictionary!**

1 My cousin is a .... She plays the guitar in a band.
2 Picasso's art is famous all over the world. He was a great .... .

A CITY FOR CYCLISTS

Amsterdam – what an amazing city! Everywhere you look there are people on bicycles! They're all kinds of people: business people, students, tourists, parents riding with seats for young children, workers and shoppers carrying things in bags and baskets. With a population of 1.3 million, Amsterdam has around a million bicycles – that's four times the number of cars – and 60% of all journeys in the city are made on a bike.

Amsterdam has flat roads – but that isn't the only reason why cycling works so well there. It's also because the city is organised to suit cyclists as well as motorists. There are lots of cycle paths where cars aren't allowed. Other streets and roundabouts have bike lanes and there are special traffic lights for cyclists. Parking a car in the city centre is difficult – but there are thousands of parking places for bikes. And if you don't want to ride your own bike, it's easy and cheap to hire one.

There are a few places where cyclists can't go. For example, they can't ride on a motorway. Also there are tunnels under the river which they can't use – they cross the water on ferries instead. But for many trips, it's easier to get somewhere on a bike than in a car.

So it's normal to cycle here – and it's usually safe. Helmets aren't worn in Amsterdam because there isn't much danger from other traffic. Every child has road safety lessons at primary school and children are taught by their parents to ride on the roads from an early age. When they are 12, they take a test to show they can cycle safely.

Amsterdam is designed to be bike-friendly. Other cities should have a look and follow its example.

FACT! *In the Netherlands 75% of secondary school students ride bikes to school – and the number is even higher (84%) for students who live less than 5 km from their school.*

3 Those people are on a tour of the city. They're .... .
4 My friend Greg wants to be a .... . Biology is his favourite subject.
5 I'm learning the piano. Maybe I'll be a famous .... one day!

Your turn

6 **Think about these questions.**

1 Do you agree with the last sentence in the Reading text?
2 Are there things in your town/city that are the same as in Amsterdam? What differences are there?
3 Would you like to live in a city that's more like Amsterdam? Why / Why not?

7 **Work in small groups and discuss your answers to Exercise 6.**

Vocabulary bank • page 129

Language focus 1 Present simple passive

1 **Complete the examples from the text on page 100. Then complete the rules.**

+	The city [1]…. to suit cyclists.
	Children [2]…. by their parents.
–	A cyclist **isn't allowed** to ride on the motorway.
	Helmets [3]…. in Amsterdam.

1 To form the passive, use …. + past participle.
2 If we want to say who performed the action, we use ….

Grammar reference • page 121

2 **Choose the correct words.**

1 This airport **are / is** used by millions of people every year.
2 You **aren't / don't** allowed to take your bike on the coach.
3 Motorways **is / are** designed to carry lots of traffic.
4 This type of car is **make / made** in Germany.
5 Petrol stations aren't **build / built** near cycle paths.
6 Flying lessons are given **by / from** teachers at flying schools.

3 2.32 **Complete the text with the passive form of the verbs. Then listen and check.**



For our holiday we went round the Greek islands by ferry, and it's a nice way to travel. Cars [1]…. (drive) onto the ferry through a big door at the back. Then the door [2]…. (close) and you're ready to sail. Meals, snacks and drinks [3]…. (serve) on board. Films [4]…. (not show) but there may be video games or live entertainment.

You can take pets with you on the ferry but they usually [5]…. (not allow) inside cabins or public areas. Food for animals [6]…., (not provide) so don't forget to bring food and water for your pet. Also, remember that a 'pet passport' [7]…. (need) when you go abroad with a pet.

It's easy to arrange your ferry trip as tickets [8]…. (sell) on the Internet.

Present simple passive questions

4 **Look at the questions about the reading on page 100 and complete the rules.**

- **Is** Amsterdam **organised** well for cyclists?
- **Are** bicycles **used** by teenagers in Amsterdam?
- When **is** a safety test **given** to children?
- Why **are** so many bikes **ridden** in Amsterdam?

To form questions we use …. + subject + ….

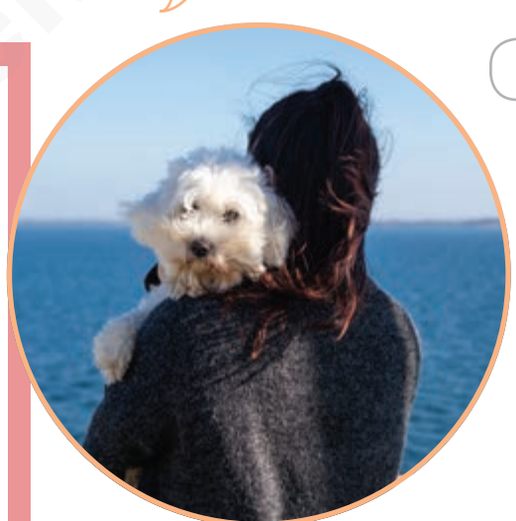
5 **Make questions with the passive form of the verbs.**

1 films / show / on the Greek ferry?
2 food / serve / on the ferry?
3 dogs / allow / to travel on the ferry?
4 When / a pet passport / need?
5 Where / ferry tickets / sell?

Your turn

6 **Ask and answer the questions in Exercise 5. Use the information in Exercise 3.**

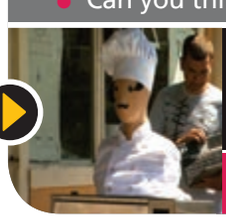
Are movies shown on a Greek ferry?



No, they aren't.

Learn about how to use technology to get a takeaway pizza.

- How do they do it?
- What's good and bad about their idea?
- Can you think of a better idea?



Discovery EDUCATION

9.1 Pizza Problems

Listening A conversation

1 **Olivia is showing Lisa a photo of her brother Matt. What do you think he's doing?**

2 2.33 **Listen to Lisa and Olivia talking about the photo. Check your ideas to Exercise 1.**

3 2.33 **Listen again. Complete the sentences.**

1 Olivia's brother Matt is in *Kenya*.
2 He's going to Nairobi by bus and ….
3 Then he's taking a plane to South Africa to stay with ….
4 In South Africa he wants to get a job in a ….
5 In her year out, Olivia wants to go to ….
6 Lisa would also like to … in the future.



Vocabulary Prepositional and phrasal verbs

4 2.34 **Match the verbs in bold with their meanings (a–f). Then listen, check and repeat.**

1 Let's **get in** the car and wait for Mum there.
2 Take the 322 bus from the station and **get off** at the post office.
3 It's a very busy airport. Planes **take off** from here every five minutes.
4 We're hoping to **go away** somewhere for the weekend – maybe to the mountains.
5 My parents are at the market now but they'll **get back** soon.
6 We should **get on** the coach. It's nearly ready to leave.

a leave your home to spend time somewhere else
b return home after spending time somewhere else
c leave a bus, a train, an aircraft or a boat
d leave the ground and begin to fly
e go onto a bus, a train, an aircraft, a boat or a ride
f to go inside a car or a taxi

Get it right!

All the verbs in Exercise 4 are *inseparable*. That means we can't put any other word between the two parts of the verb.
We got off the bus at the station. ✓
We got the bus off at the station. ✗

5 **Replace the underlined words with verbs from Exercise 4.**

1 Quick! Climb into the taxi – it's raining.
2 Our plane is leaving the airport at 10.30 tomorrow.
3 We left the ferry at Cherbourg.
4 My brother is leaving to make a trip to Poland next month.
5 Maria was in Italy for a week. She came home last Sunday.

Your turn

6 **Plan a trip with at least two types of transport. Look at the questions and make notes. Try to use the prepositional and phrasal verbs.**

1 Where are you going?
2 How are you getting there?
3 When are you getting back?

7 **Work with a partner. Ask and answer the questions in Exercise 6.**

Vocabulary bank • page 129

© Klett Sprachen GmbH

Language focus 2 Present continuous for future

1 **Complete the examples from the listening on page 102. Then answer the question below.**

1 He .... to South Africa.
2 We've got family there, he .... with our cousins.

1 Do these sentences talk about the present or the future?

Grammar reference • page 121

2 2.35 **Complete the conversations with the present continuous. Then listen and check.**

1 **A:** Who *are you talking* (you / talk) to?
B: Francesca, ... (she / ask) about the party tomorrow.
2 **A:** .... (you / go) to the cinema this evening?
B: No, I'm not. .... (I / stay) at home to watch the football.
3 **A:** .... (Jonathan / work) at the moment?
B: No, ... (he / not work). .... (he / study) for his final exams.
4 **A:** When .... (Mel / start) her new job?
B: Next week.
5 **A:** When .... (they / leave) for Thailand?
B: .... (they / fly) to Bangkok next week.
6 **A:** Why .... (you / save) money?
B: .... (I / go) on a trip to Brazil.

3 **Which sentences in Exercise 2 talk about the present? Which talk about the future?**

4 **Look at the photo. What do you think the young woman's job is?**



5 **Read the text and check your ideas to Exercise 4.**

Charlotte Beck [1].... (work) in London at the moment. She [2].... (ask) a politician some questions for the news on TV tonight. Tomorrow she [3].... (fly) to Washington DC in the USA. The President [4].... (speak) at an important press conference and she wants to ask him some questions. Lots of journalists and reporters [5].... (go). Afterwards, she [6].... (meet) some friends in Washington. Together they [7].... (fly) to Florida for a short holiday. But she [8].... (not stay) in Florida for very long. On Sunday she [9].... (come) back to London because it's her mum's birthday.

6 **Complete the text in Exercise 5 with the present continuous form of the verbs in brackets.**

Your turn

7 **Complete the diary for next week with five activities. Use the words in the box or your own ideas.**

go skiing ~~play tennis~~ see a concert
fly to Paris do an exam clean the house
visit a museum

	MORNING	AFTERNOON
MONDAY	*play tennis*	
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		

8 **Work with a partner. Ask and answer questions about your plans for next week. Can you find a time to meet?**

What are you doing on Monday morning?

I'm playing tennis. Do you want to come?

Rokkriver-Room.com

Discover Culture





1 **Work with a partner. Look at the photos and answer the questions.**

1 In which country is this ancient city?
2 Who lived there?
3 What is the chart do you think?
4 What is the connection with the sun and the moon?



Find out about the ancient Mayan calendar.

Discovery EDUCATION

9.2 Calendars of the ancient Maya

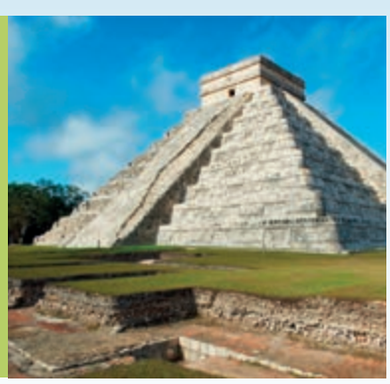
2 9.2 **Watch the first part of the video (to 1.14) and check your answers.**

3 9.2 **Watch the first part of the video again and answer the questions.**

1 What question did the Maya think they could answer?
2 Why do scientists study the Mayan calendar?

4 9.2 **Watch the next part of the video and complete the text.**

The calendar had 18 [1] .... of 20 days each, a total of [2] .... days.
Then there were five [3] .... days, a total of [4] .... days.
The calendar was very important. There are 365 [5] .... in the Kukulcan Temple: one for each day of the solar [6] ....



5 **Test your visual memory. Put these images in the correct order.**

a The Imix and Cimi symbols.
b The sun setting over a river.
c The moon passing above a palace.
d A view of a Mayan temple and beach.

6 **What do you remember about the calendar? Choose the correct word.**

Imix was a [1] good / bad day. They planned to do [2] enjoyable / important things, like planting on these days. Cimi was a [3] good / bad day. Its symbol was the [4] closed / open eye of a dead person. [5] Everything / Nothing important happened on these days.

7 9.2 **Watch the whole video again and check your answers to Exercises 5 and 6.**

Your turn

8 **Work with a partner. Answer the questions.**

1 Do you think it's possible to predict good days and bad days? Why?/ Why not?
2 What's a good day for you? What's a bad day? Why? What kinds of things happen?

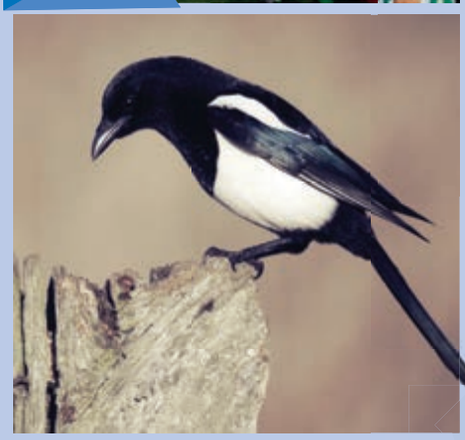
A: I think it's impossible, you never know what's going to happen.
B: I think the weather's important – if it's sunny, it could be a good day.

UNIT 9

Superstitions? Who needs them!

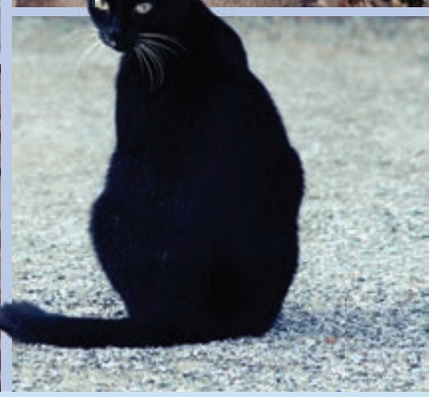


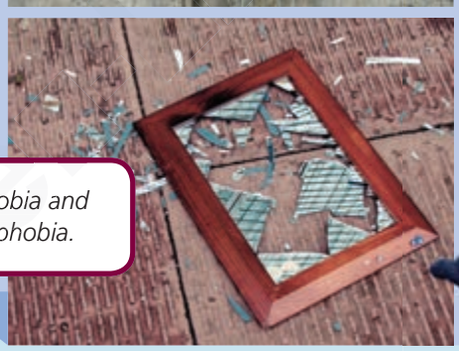












Superstitions have been around for thousands of years. A lot of people never walk under ladders or they believe that black cats bring **good** (or bad) luck. Some people think one magpie is bad luck but two together is good luck. Other superstitions are more modern, like football players who don't change their socks or who always enter the pitch with their right foot.

Lots of people, however, believe strongly that superstitions are **silly**. They say that superstitions are based on **old** habits, customs or beliefs. How could you have bad luck by opening an umbrella inside? Why is the number thirteen more **dangerous** than other numbers?

To prove their point, they have 'Anti-Superstition Parties', usually on Friday the thirteenth, a date that many people think brings bad luck. At these parties, people break mirrors and dance with open umbrellas. And nothing bad happens!

Peter Moore, a dentist, has been to several anti-superstition parties. He says, 'People must be crazy to believe that the number seven is **lucky** or that they could be more **successful** by putting a horseshoe outside their house.' Chelsea Evans, a chef, agrees. 'I love the parties. I've broken lots of mirrors and my life is going well!'

FACT! *Fear of the number 13 is called Triskaidekaphobia and fear of Friday the Thirteenth is called Friggatriskaidekaphobia.*

Reading An article

1 **Work with a partner. Look at the photos showing superstitions. What do you think the superstitions are?**

2 **Read the article and check your answers. Have you got the same superstitions in your country?**

3 **Read the article again. Are the sentences true or false? Correct the false ones.**

1 All superstitions have a modern origin. *F*
2 Some superstitions come from modern beliefs.
3 Some football players wear two socks on one foot.
4 Anti-superstition parties are for people who believe in superstitions.
5 At anti-superstition parties, people don't follow any superstitions.
6 Peter and Chelsea are scared to go to anti-superstition parties.

Explore opposite adjectives

4 **Look at the highlighted adjectives in the text. Match them to the opposite adjectives below.**

1 safe
2 unsuccessful
3 modern
4 unlucky
5 bad
6 sensible

Vocabulary bank • page 129

Your turn

5 **Write about three superstitions in your country.**

There are a lot of / a few / not many superstitions in my country. Some people believe/think/say that … are lucky.

6 **Work with partner. Talk about the superstitions. Do you believe that people can create their own luck?**

© Longman

Speaking Expressing surprise



Real talk: What are you afraid of?

1 9.3 **Watch the teenagers in the videos. How many teenagers …**

a) are afraid of animals?
b) say they are not afraid of anything?
c) are afraid of other things (not animals)?

2 **What are *you* afraid of?**

3 2.36 **Jack and Rosa are talking about a friend called Mike. What is he afraid of?**



4 **Complete the conversation with the useful language.**

Useful language

What?
That can't be true!
You're joking!
That's impossible!
I don't believe you/it!
Are you serious?
No way!

Rosa: Is Mike going to come sailing with us?
Jack: No [1] *way* ! He's terrified of deep water.
Rosa: [2] ? That's [3] ! He's a really good swimmer!
Jack: No, it's true. He's got a phobia.
Rosa: That [4] true! He's competing in the 50 metre freestyle at the swimming club next week.
Jack: I know, but he's scared of swimming in open water. I think it's because you can't see the bottom.
Rosa: [5] serious? I didn't think Mike was scared of anything.
Jack: Well, he's afraid of deep water. It's quite a common phobia, actually.
Rosa: You're [6] ! I've never heard of it.
Jack: Mike told me himself.
Rosa: I don't [7] you! I'm going to call Mike and ask him.

5 2.36 **Listen again and check your answers.**

6 **Work with a partner. Practise the conversation in Exercise 4.**

7 **Work with a partner. Prepare a conversation like the one in Exercise 4. Use the photos below and the useful language. Practise the conversation with your partner.**

Situation 1

You are going camping with some friends. Your friend Kevin has a phobia of spiders. He goes walking a lot, and loves sport.



Situation 2

You are going to go on a school trip to Rome. Your friend Donna is terrified of the dark. She is usually a confident person and speaks Italian!



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Writing An email to a friend

1 **Look at the photo and read Stefani's email. What is she worried about?**

New mail +1

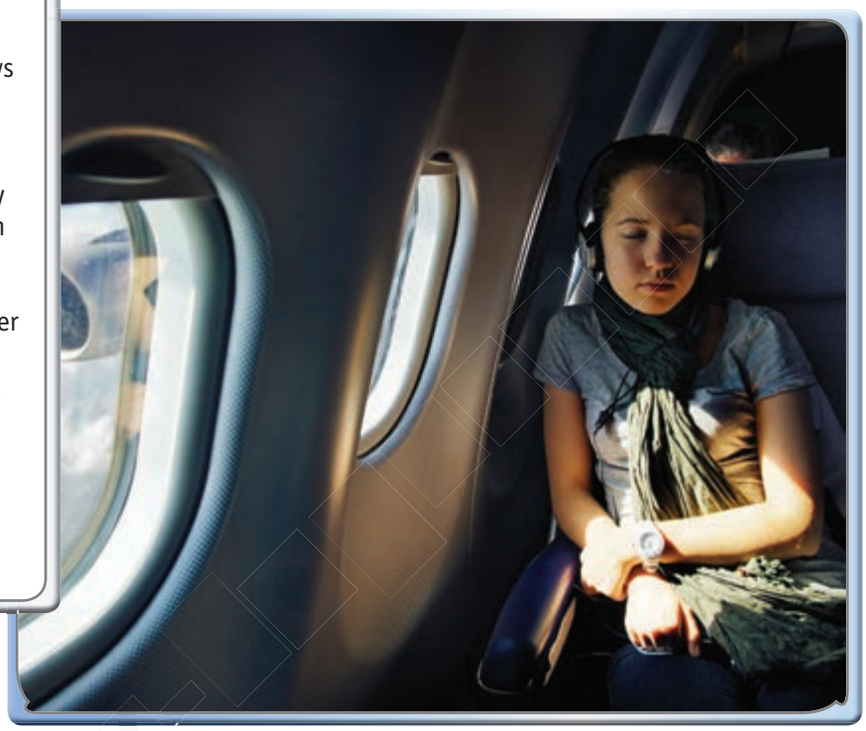
Hi Pete,

Thanks for the email with your news. My news is that I'm going to stay with my cousins in Norway this summer! I'm going with my parents and the idea is that we all go camping together. It's really exciting, but my problem is we're flying there! I've never been on a plane before and the truth is I'm really worried about flying. I don't know what to do! The fact is, when I think about flying over the sea, I feel tense and start sweating. It was embarrassing, but I had to tell my mum. She said it's just like going on a coach and told me not to worry. Not very helpful!

What do you think?

Regards,

Stefani



2 **Read Stefani's email again. Put the information she writes about in order.**

- explain the problem
- open email and say thanks for Pete's news *1*
- write about who she has spoken to about it
- describe how she feels and why
- ask for advice and close email
- give news and explain her plans

Useful language

Introducing news and explaining things

We can use different phrases to introduce what we want to say.

- *My news is (that) …*
- *… the idea is (that) …*

3 **Look at the Useful language box. Find two other examples of introducing something in the email.**

4 **Complete the sentences using the words in brackets.**

1 We're moving to Germany. (our news) *Our news is that we're moving to Germany.*
2 We stay there for two years. (the idea)
3 She doesn't want to go. (the truth)
4 A lot of people have this phobia. (the fact)
5 They visit me next year. (the idea)
6 I've got a dog. (my big news)

Get Writing

PLAN

5 **Plan an email to a friend with your news and explaining a problem you have. Make notes on the things in Exercise 2.**

WRITE

6 **Write your email. Use your notes from Exercise 5 and the model text to help you.**

CHECK

7 **Can you say YES to these questions?**

- Is the information from Exercise 2 in your email?
- Have you used expressions like *My news is that …* in your email?

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9 CLIL

Geography Living in a global city

1 **Work with a partner. Look at the photos. Which cities are they? Make a list of the advantages of living in a city.**

2 2.37 **Read the information about cities. Are any of your ideas from Exercise 1 mentioned?**





A city is a large, densely populated area with a high concentration of buildings and an infrastructure of services and facilities. Unlike rural areas, the majority of economic activities in cities is in manufacturing or services, like public administration, transport, health care and entertainment.

Cities can be classified in different ways. We can call them global, governmental, industrial or tourist, according to their main activity. Global cities usually combine aspects of all types, but their main importance is in the global economy.

As well as being important world economic centres, most global cities share various features. They usually have large cosmopolitan populations; they have the headquarters of multinational companies and they have cultural centres with important museums, art galleries and universities. Global cities usually have advanced public transport systems and a major airport. In general, global cities have an active influence on world events.

3 **Read the information again and complete the following summary.**

The economies of most cities are based on [1] ***manufacturing*** and [2] .... Services include public administration, health care, [3] ..... and [4] ..... Global cities are important world [5] ..... centres. They have large [6] ..... populations. [7] ..... have their headquarters there. They are cultural centres with [8] ....., art galleries and [9] .....

4 2.38 **Listen and check.**

Your turn

5 **Work with a partner. One of you look at Photo 1, the other at Photo 2. Make a list of the advantages of living in this place.**

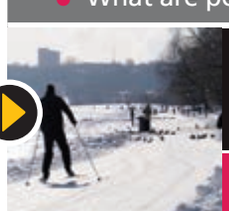




6 **Discuss the advantages and disadvantages of living in the place in your photo.**

Learn about Russian cities.

- What advantages are there for living in the countryside?
- How many people live in Moscow?
- What are people proud of in St Petersburg?



Discovery EDUCATION

9.4 City or country?

Check-Room

UNIT 9

Public transport in Kazakhstan

Do you ever take public transport around Kazakhstan? What is your favourite way to travel and why?

Kazakhstan is the ninth biggest country in the world – around 2.7 million km^2. Towns and cities can be very far apart, so it can take a long time to travel from one place to another. This means transport is very important in Kazakhstan. So how do people get around?

In the cities, you can travel by bus, tram or taxi. Taxis are very popular in cities like Almaty and Astana – most cars are 'taxis' here as drivers will usually stop if you wave your hand, but it is safest to take an official taxi.

The most popular way to travel across the country is by train. There is around 14,000 km of railway in Kazakhstan and most large towns have a train station. Rail travel is fairly cheap, and you can enjoy the beautiful views of Kazakhstan's countryside. Many trains also have beds, so you can sleep comfortably if the journey is very long.

The fastest way to travel is by air. There are around 20 commercial airports in Kazakhstan and flying is the best way to get to another city if you are in a hurry, although it is also the most expensive. The biggest airport is in Astana. Be careful if you want to fly from Astana to Almaty at the weekend, as tickets sell very quickly!







Extra reading

1 **Read the text, then answer the questions.**

1 Why is transport important in Kazakhstan?
2 Why are most cars 'taxis' in some cities?
3 What does the number 14,000 refer to?
4 What are three reasons to travel by train?
5 What problem might you have if you want to fly from Astana to Almaty at the weekend?

2 **Work with a partner. Ask and answer questions about when you use each form of transport.**

When do you travel by bus?

I take the bus to school every day.

ABOUT PUBLIC BICYCLES IN KAZAKHSTAN

In Astana, Almaty and Shymkent, there are now public bicycles. You can rent the bicycles from stations around the city and use them to get around. By 2018, there will be over 2,000 public bicycles in Almaty!

© Oxford University Press

8–9 Review

Vocabulary

1 **Match the pictures with the shops in the box.**

sports shop chemist electronics shop
clothes shop newsagent music shop

a 

b 

c 

d 

e 

f 

2 **Match the words with the definitions.**

block capital cathedral neighbour
post office theatre

1 a country's most important city
2 a place where actors perform on stage
3 a person who lives near you
4 part of a street between two corners
5 a place where you go to send letters and postcards
6 a very large church

3 **Match the sentences.**

1 Can you see the helicopter?
2 You should go down the motorway.
3 We're coming to a roundabout.
4 I've booked a seat on the coach.
5 I can probably meet you at the airport.
6 I'd love to go on this cruise.

a It's cheaper than the train, but the journey takes longer.
b It takes you to six different islands in nine days.
c It's going to land on top of that building.
d When does your plane arrive?
e You can drive faster there.
f Three roads join there, but there aren't any traffic lights.

4 **Complete the sentences. Use one word from box A and one from box B.**

A got took get went

B away back in off on

1 We looked after our neighbour's cats when she … last month.
2 I … the coach and found a seat next to the window.
3 The plane … at 11.15 and the flight took three hours.
4 I took the bus into town and … at the shopping centre.
5 Dad has been in Romania but he's home now. He … last night.
6 … the car, it's time to go!

Explore vocabulary

5 **Choose the correct answers.**

1 I'm wearing two sweaters, a coat and gloves because it's **freezing** / **awful**.
2 That new shopping centre has got more than 1,000 shops. It's **huge** / **boiling**.
3 I didn't like that new restaurant. The food was **brilliant** / **awful**.
4 We can't play football because it's 36°C outside. It's **brilliant** / **boiling**.
5 I loved the concert. I thought the singer was **brilliant** / **freezing**.

6 **Complete the sentences. Use the words in the box with the prefix *un-*.**

fair friendly happy helpful tidy usual

1 It's useless to ask those shop assistants for anything. They're very ….
2 Why has Jack got a bigger piece of cake than me? That's ….!
3 I'm feeling … because my best friend is moving to a different town.
4 Our neighbours never talk to us. They're … people.
5 It's May and it's snowing! That's ….
6 I can't find anything in my room because it's so ….

7 **Complete the sentences. Use the words in the box with the suffix *-ist*.**

art Biology cycle guitar motor tour

1 A person who often rides a bike is a … .
2 Someone who paints very well is an … .
3 A musician who plays the guitar is a … .
4 When you're driving a car you're a … .
5 A … is away from home on holiday.
6 A … knows a lot about animals and plants.

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Language focus

1 Complete the indefinite pronouns with the words in the box.

body every no some thing any

1 I need some…. to eat. I'm really hungry.
2 I'm sure I wrote down Lee's address, but I can't find it …. where.
3 Monday's an awful night for TV. There's ….thing I want to watch.
4 My glasses must be ….where in this room. Can you see them?
5 This puzzle is impossible! No…. can work out the answers.
6 I can't see a single person on the beach. I think ….one has gone home.

2 Choose the correct answers.

A: Would you [1]**want / like** to have a pizza before we go home?
B: I'm sorry I can't. I haven't got [2]**enough time / time enough**.
A: I [3]**wouldn't / don't** want to go to the ice rink.
B: I agree. I'd [4]**prefer / want** to go to the cinema.
A: I haven't got [5]**enough money / money enough** to go to the underwater zoo.
B: Don't worry. I don't [6]**like / want** to go there today.

3 Make sentences with the present passive form of the verbs.

1 Football / play / all over the world
2 The lakes / visit / by thousands of tourists
3 Curry / eat / with rice
4 Big prizes / win / every week
5 That old building / not use / now
6 Coats and gloves / not wear / in the summer

4 Complete the sentences with the present passive form of the verbs.

1 …. these bicycles …. for races? (use)
2 …. English …. here? (speak)
3 …. helmets …. by hockey players? (wear)
4 When …. lunch …. on the plane? (serve)
5 Where …. toothbrushes ….? (sell)
6 How …. this machine ….? (make)

5 Complete the sentences with the present continuous form of the verbs in the box. Are they talking about the present or the future?

do go go watch

A: We [1]…. out this evening.
B: Really? Where [2]…. you …. ?

A: [3]…. Lauren …. her homework at the moment?
B: No, she isn't. She [4]…. TV.

Language builder

6 Choose the correct answers.

Jenny: Hi, Jack. [1]…. anything next weekend? If not, [2]…. you like to come and stay with us? There's a festival in our village and I think [3]…. it.
Jack: Fantastic! Thanks! [4]…. to come.
Jenny: [5]…. to Melton before?
Jack: No, never.
Jenny: Well, there's a bus [6]…. leaves the station at 9.30 every morning. The trip [7]…. about an hour.
Jack: OK, that sounds easy.
Jenny: But don't forget to buy your ticket before you get [8]…. Tickets [9]…. on the bus.
Jack: Right. I'll go and ask my parents now. If [10]…., I'll see you in Melton on Saturday morning!

1	a Will you do	b Are you doing	c Have you done
2	a do	b will	c would
3	a you'll enjoy	b you enjoyed	c you're enjoying
4	a I love	b I'd love	c I'll love
5	a Do you go	b Did you go	c Have you been
6	a which	b who	c where
7	a takes	b is taking	c is taken
8	a in	b on	c off
9	a don't sell	b aren't selling	c aren't sold
10	a they agree	b they'll agree	c they've agreed

Speaking

7 Match the sentences.

1 Do you like these? *d*
2 That can't be true!
3 Can I try them on?
4 Are you serious?
5 How are they?
6 I don't believe you!

a Well, why don't you ask him?
b They're great. I'll take them!
c Yes, she's afraid of spiders.
d Yes! How much are they?
e Of course. What size are you?
f I know, but it is.

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Say it right!

Unit 1 Contractions: *will*

1 1.07 **Listen and repeat.**

1 I will → I'll
2 You will → You'll
3 He will → He'll
4 She will → She'll
5 We will → We'll
6 They will → They'll

2 1.08 **Listen and choose the option you hear.**

1 I pass / I'll pass my driving test.
2 You like / You'll like this film.
3 They play / They'll play football for their country.
4 We study / We'll study together.
5 I go / I'll go to university.
6 We see / We'll see them at school.

3 **Read the conversation and add in contractions of *will* in the correct place.**

Kate: Did you see Stuart this morning? He doesn't look very happy.
Paul: He*'ll* be OK. He's upset because he didn't pass his driving test.
Kate: Oh well, he pass it next year. What about you? Do you think you take your test one day?
Paul: I probably take it next year. If I pass, I buy a car.
Kate: Lucky you! I think I be an old woman before I pass!
Paul: We probably both be retired!

4 1.09 **Listen and check.**

Unit 2 Irregular verbs

1 1.13 **Listen and repeat the irregular past simple verbs.**

read thought came had drank left
ate saw sat gave taught said

2 **Put the verbs in the correct column.**

/e/ **red**	/ɔ:/ **four**	/æ/ **cat**	/ei/ **train**
read, …			

3 1.14 **Listen and check your answers.**

4 **Work with a partner. Talk about what you did yesterday. Use the irregular verbs in Exercise 1.**

Yesterday morning, I saw my friends at school. In the evening, I ate dinner with my parents, and then I read my book.

Unit 3 *schwa*

1 1.20 **Listen to the sentences. How do we pronounce the letters in bold?**

1 France is small**er** th**an** Brazil.
2 I'm bett**er** **a**t Maths th**an** **a**t History.
3 This classroom is bigg**er** th**an** our classroom last year.

2 1.20 **Listen again and repeat the sentences.**

3 **Underline the *schwa* sounds in the following sentences.**

1 Mark is older than Julia, but Peter is the oldest in the class.
2 The River Nile is longer than the River Danube.
3 The weather is warmer in Spain than in England.

4 1.21 **Listen and check your answers.**

Unit 4 *was/were*

1 1.28 **Listen to the questions and answers. How do we say *was* and *were*?**

Detective: What were you doing between 8 and 8.30 last night?
Schoolboy: I was looking at my Maths book.
Detective: Why were you studying Maths?
Schoolboy: Because I've got an exam tomorrow.
Detective: Where were you sitting?
Schoolboy: In my bedroom.
Detective: Were you talking to anyone at the same time?
Schoolboy: No, I was doing it alone.

2 1.28 **Listen and repeat the dialogue.**

3 **Work with a partner. Practise the dialogue.**

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Say it right!

Unit 5 *have/has*

1 2.06 **Listen. Which sentence do you hear?**

1 a It's stopped raining.
  b It stopped raining.
2 a My mum's read six books.
  b My mum read six books.
3 a I've started to learn English.
  b I started to learn English.

2 2.06 **Listen and repeat.**

Unit 6 Stress in conditional sentences

1 2.12 **Listen and repeat.**

If it rains, we'll stay at home.
If the weather gets better, we'll go to the park.

2 2.13 **Listen and underline the stressed syllables.**

1 If you call me, I'll meet you at the station.
2 If my brother comes to the party, he'll bring his guitar.
3 If they don't get here soon, we'll be late for the film.
4 If Julie sends you a text, will you answer it?

3 2.13 **Listen, check and repeat.**

Unit 8 */f/*

The final sound in *enough* is pronounced /*f*/.

1 2.25 **Listen and repeat.**

/f/ enough

2 **Which of the following words also have this sound?**

of laugh elephant through
coffee phone off

3 2.26 **Listen and check.**

4 **Write down ten more words that have the sound /*f*/.**

5 **How many ways can you spell the sound /*f*/?**

Unit 9 Word stress

1 **Complete the table with the words in the box.**

airport bike coach cyclist ferry
helicopter motorway roundabout

O	*bike,* …
Oo	…. …. ….
Ooo	…. ….
Oooo	….

2 2.31 **Listen, check and repeat.**

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Grammar reference

Unit 1

will/won't

+	I / You / He / She / It / We / They	will	work.
–		won't	
?	Will	I / you / he / she / it / we / they	go?
+	Yes,	I / you / he / she / it / we / they	will.
–	No,		won't.

- We use *will* and *won't* to make predictions.
  Computers will control our lives in the future.
- In informal English we can use the contraction *'ll*.
  A: I'll go to university.
  B: Will you go to university in the UK?
  A: Yes, I will.
- We use an infinitive without *to* after *will* and *won't*.
  They will do their homework on a tablet.

1 Complete the sentences with *will* or *won't* and the verb in brackets.

1 Where .... you .... (live) in the future?
2 Computers .... (be) faster in five years.
3 We .... (not buy) big phones in the future.

may/might

+	I / You / He / She / It / We / They	may / might	work.
–		may not / might not	
?	May / Might	I / you / he / she / it / we / they	go?
+	Yes,	I / you / he / she / it / we / they	may /might.
–	No,		may not / might not.

- We use *may* and *might* to say that it is possible (but not certain) that something will happen in the future:
  It may / might rain later. (It's possible)
- Like *will* / *won't* (see above), *may* and *might* don't change and we use an infinitive without *to* after them:
  My brother may / might study in Paris.

2 Choose the correct words.

1 I'm sure I **will / may** watch the film.
2 I **will / may** become a famous scientist. It's possible!

be going to: affirmative, negative, questions and short answers

+	I	am	going to	work.
	He / She / It	is		
	You / We / They	are		
–	I	am not		
	He / She / It	isn't		
	You / We / They	aren't		
?	Am	I	going to	work?
	Is	he / she / it		
	Are	you / we / they		
+	Yes,	I	am.	
		he / she / it	is.	
		you / we / they	are.	
–	No,	I	'm not.	
		he / she / it	isn't.	
		you / we / they	aren't.	

- We use *be going to* to talk about future plans and intentions.
  I'm going to work in another country in the future.
- We form the affirmative with *be* + *going to* + infinitive.
  They're going to leave school this year.
- We form the negative with *be* + *not* + *going to* + infinitive.
  He isn't going to take a year out.
- We form questions with *be* before the subject.
  Are they going to get married this year?
- We form information questions with *Wh-* question word before *be*.
  What is she going to study at university?

3 Complete the sentences with the correct form of *be going to* and the verbs in brackets.

1 We .... (not play) tennis after school today.
2 .... you .... (get married) when you're older?
3 My friends .... (have) a party next week.

will vs. *be going to*

- We use *will* for predictions:
  You'll pass all your exams, I'm sure.
- We can also use *will* when we make a decision just before we speak:
  A: Let's have a party!
  B: That's a good idea! I'll send everyone a message.
  or when we offer to help someone:
  A: It's mum's birthday. I don't know what to buy her.
  B: Don't worry. I'll go shopping with you later.
- We use *going to* for plans or intentions:
  This summer, we're going to visit Moscow.

4 Choose the correct words.

1 Those books are heavy. I **'ll / 'm going to** carry them.
2 My mum **will / 's going to** start working in my school next week.
3 My teacher thinks we **won't / aren't going to** need pens or pencils in the future.

Grammar reference

Unit 2

was/were: affirmative and negative

+	I / He / She / It	was	calm.
	You / We / They	were	
–	I/ He / She / It	wasn't	
	You / We / They	weren't	

Was and *were* are the past simple forms of *be*.
He was a tennis player. They weren't actors.

1 Complete the sentences with *was*, *were*, *wasn't* or *weren't*.

1 My friends .... tired after the match.
2 You .... late for school yesterday.
3 We .... (not) in class at 7 o'clock.
4 I .... born in 2002.
5 Nelson Mandela .... (not) from England.
6 It .... (not) cold last night.

Past simple: affirmative, negative and time expressions

+	I / You / He / She / It / We / They	watched TV last night.
–		didn't play tennis on Thursday.

- We use the past simple to talk about completed events and actions in the past.
  We played basketball yesterday.
- We often use time expressions such as *yesterday, last week, at 6 o'clock, in 2007, on Monday,* etc. with the past simple to say when the action happened.
  My parents weren't at work at 6 o'clock.

Past Simple: spelling

- For verbs ending in *-e*, we add *-d*.
  like – liked live – lived
- For verbs ending in consonant + *-y*, we remove the *-y* and add *-ied*.
  copy – copied study – studied bully – bullied
- For verbs ending in consonant + vowel + consonant, we double the last consonant and add *-ed*.
  shop – shopped stop – stopped
  travel – travelled
- Some verbs are irregular in the past simple. They don't follow any pattern.
- See the irregular verb list on p127.

2 Write sentences in the past simple.

1 Marie Curie / live / in Paris.
2 My dad / fly / to New York five days ago.
3 My friends / not play / football in the morning.
4 I / win / a race at school yesterday.
5 We / not buy / anything at the shopping centre on Saturday.
6 My sister / find / some money on the floor.

was/were: questions and short answers

?	Was	I / he / she / it	friendly?
	Were	you / we / they	
+	Yes,	I / he / she / it	was.
		you / we / they	were.
–	No,	I / he / she / it	wasn't.
		you / we / they	weren't.

3 Write questions with the past simple of the verb *be*.

1 Where / she / born?
2 What / her first film?
3 What / her favourite subjects at school?
4 you / interested in acting / at school?
5 your father / a film director?
6 your parents / interested in films?

Past simple: questions and short answers

?	Did	I / you / he / she / it / we / they	sleep?
+	Yes,	I / you / he / she / it / we / they	did.
–	No,		didn't.

4 Read the answers and write questions in the past simple.

1 A: Where .... last night?
  B: I went to the cinema.
2 A: Who .... at the restaurant?
  B: I saw a famous actor.
3 A: When .... on holiday?
  B: My parents went on holiday a week ago.
4 A: .... at the concert last night?
  B: No, I wasn't at the concert. I was at home.
5 A: .... for the exam after school?
  B: Yes, I did. I studied for two hours.
6 A: Why .... about your grandmother?
  B: I wrote about her because I admire her.

Grammar reference

Unit 3

Comparatives and superlatives

	Adjective	Comparative	Superlative
Short adjectives	high	add *-er*: *higher*	add *-est*: *the highest*
Short adjectives ending vowel + consonant	big	double the final consonant and add *-er*: *bigger*	double the final consonant and add *-est*: *the biggest*
Adjectives ending *-y*	tidy	remove the *-y* and add *-ier*: *tidier*	remove the *-y* and add *-iest*: *the tidiest*
Long adjectives	comfortable	*more comfortable*	*the most comfortable*
Irregular adjectives	good	*better*	*the best*

- We use comparative adjectives to compare one thing with another. Use the verb + a comparative adjective + *than*.
  My room is tidier than my sister's room.
- We use superlative adjectives to say that one thing or person has got the most of a particular quality. Use *the* with a superlative adjective.
  My parents have got the biggest bedroom.

1 **Complete the sentences with the comparative or superlative form of the adjective or adverb.**

1 My bedroom is .... my sister's room. (small)
2 We stayed at .... hotel in the city. (bad)
3 I run .... my brother. (fast)
4 We all eat fast in my family, but my older brother eats .... (quickly)
5 Scott is .... player on the team. (good)
6 I think doing housework is .... doing homework. (boring)

must and *mustn't*

+	I / You / He / She / It / We / They	must	speak.
–		mustn't	

- We use *must* to talk about obligation or strong recommendations.
  We must do our homework.
- We use *mustn't* to talk about prohibition and strong advice against something.
  They mustn't talk in the cinema.

2 **Complete the sentences with *must* or *mustn't* and the verb in brackets.**

1 Children .... (go) to school.
2 You .... (wear) a helmet when you ride a motorbike.
3 You .... (swim) on a beach when the flag is red.
4 You .... (talk) in a library.
5 When the traffic lights are red, you .... (stop).
6 You .... (forget) your passport when you travel to another country.

should and *shouldn't*

+	I / You / He / She / It / We / They	should	be quiet.
–		shouldn't	

?	Should	I / you / he / she / it / we / they	go out?

+	Yes,	I / you / he / she / it / we / they	should.
–	No,		shouldn't.

- We use *should* and *shouldn't* when we give advice or recommendations.
  You should study for the exam.

3 **Complete the questions with *should* and the words in brackets. Then answer the questions.**

1 A: I'm bored. Who ....*should I phone*.... ? (I / phone)
  B: *You should phone a friend. You shouldn't phone your teacher.*
2 A: We're hungry but lunch is in 30 minutes. What .... ? (we / eat)
  B: ....
3 A: My brother's got an exam tomorrow. What time .... ? (he / go to bed)
  B: ....
4 A: I would like to visit your town. When .... ? (I / visit)
  B: ....
5 A: My friends want to try a new sport. What .... ? (they / try)
  B: ....
6 A: My sister wants to learn French. Where .... ? (she / go)
  B: ....

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Grammar reference

Unit 4

Past continuous: affirmative and negative

+	I / He / She / It	was	eating.
	You / We / They	were	
–	I / He / She / It	wasn't	
	You / We / They	weren't	

- We use the past continuous to talk about a long action in progress at a certain time in the past.
At midday, I was having lunch with my friend.

1 Write sentences in the past continuous.

At 5 o'clock yesterday afternoon ...

1 My teacher (✗ read / ✓ talk to a friend).
My teacher wasn't reading. She was talking to a friend.
2 The dog (✗ sleep / ✓ run in the garden).
3 I (✗ write a letter / ✓ read an email).
4 The children (✗ watch TV / ✓ do homework).
5 You (✗ study / ✓ play computer games).
6 It (✗ rain / ✓ snow).

Past continuous: questions and short answers

?	Were	you / they / we	walking?
	Was	he / she / it / I	

+	Yes,	you / they / we	were.
		he / she / it / I	was.
–	No,	you / they / we	weren't
		he / she / it / I	wasn't.

2 Complete the questions and answers with the past continuous.

1 A: What .... you .... (do) last night?
B: I .... (listen) to music, but I .... (not listen) to it loudly.
2 A: .... Rachel .... (watch) a film this afternoon?
B: No, she .... . She .... (tidy) her bedroom.
3 A: Where .... they .... (chase) the dog?
B: They .... (chase) it in the park, but they .... (not run) very fast.
4 A: .... you .... (study) for the Science test yesterday?
B: Yes, I .... . I .... (work) with Ben.

Past simple vs. continuous

- We use the past continuous to talk about a long action that was in progress in the past. We use the past simple to talk about a short action that interrupts another long action. We usually use *when* before the past simple and *while* before the past continuous.
I was talking to my mum when I heard the news.

3 Complete the sentences with the past simple or past continuous form of the verb in brackets.

1 I .... (break) my arm while I .... (climb) a tree.
2 Dan .... (do) a Maths test, when his phone .... (ring).
3 The police .... (catch) the thief while he .... (jump) over the wall.
4 When my mum .... (get) home, we .... (not do) our homework.
5 While I .... (take) photos in the town centre, I .... (see) my best friend.
6 My friends .... (swim) in the sea when it .... (start) to rain.

could/couldn't: affirmative, negative, questions and short answers

+	I / You / He / She / It / We / They	could	swim very well.
–		couldn't	

?	Could	I / you / he / she / it / we / they	swim very well?

+	Yes,	I / you / he / she / it / we / they	could.
–	No,		couldn't.

- We use *could/couldn't* to talk about ability and possibility in the past.
When I was five, I could swim 20 metres.

4 Complete the sentences with *could(n't)* and the verb in brackets.

1 I .... when I was five. (read)
2 She .... very fast because she was tired. (not run)
3 Sam .... the board because he wasn't wearing his glasses. (not see)
4 .... the piano when he was small? (Tony, play)
5 We .... him because he spoke slowly. (understand)
6 .... a bike when you were a child? (you, ride)

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Grammar reference

Unit 5

Present perfect: affirmative and negative

+	I / We / You / They	have	been.
	He / She / It	has	
–	I / We / You / They	haven't	
	He / She / It	hasn't	

- We use the present perfect to talk about events and experiences that happened at any time in the past.
  I've visited a lot of countries.

Spelling: past participles

- With regular verbs, we add *-ed* to the infinitive.
  crash – crashed ask – asked
- With verbs ending in *-e* we add *-d.*
  like – liked love – loved
- With verbs ending in consonant + *-y,* we remove the *-y* and add *-ied.*
  tidy – tidied carry – carried
- With verbs ending in consonant + vowel + consonant, we double the final consonant and add *-ed.*
  slip – slipped drop – dropped
- Some verbs have irregular past participle forms. They don't follow any pattern.
  cut – cut fall – fallen
- See the irregular verb list on page 133.

1 **Complete the sentences with the present perfect form of the verb in brackets.**

1 Max .... (cut) his finger again.
2 They .... (crash) their car twice.
3 I .... (not see) a large snake before.
4 We .... (meet) lots of interesting people.
5 Frances .... (have) a very exciting holiday.
6 She .... (not burn) her hand.

Present perfect: questions

?	Have	I / we / you / they	eaten?
	Has	he / she / it	

+	Yes,	I / we / you / they	have.
		he / she / it	has.
–	No,	I / we / you / they	haven't.
		he / she / it	hasn't.

- We use questions in the present perfect to ask about past experiences. We can use *ever* to ask about your whole life.
  Has she ever won a competition?

2 **Write questions and short answers with the present perfect and *ever*.**

1 you / have an accident ?
  Have you ever had an accident?
  No, ...
2 Louisa / fall off her bike ?
  Yes, ...
3 Tim / hurt his wrist ?
  No, ...
4 your parents / live in Africa ?
  No, ...
5 your best friend / lose something important ?
  Yes, ...
6 your friends / win a sports competition ?
  No, ...

Past simple vs. present perfect

- We use the past simple to say when something happened. We use words like *last week*, *yesterday*, *two weeks ago* with the past simple.
  I broke my foot last weekend.
- We use the present perfect when it's not important or we don't know when something happened. We use words like *ever*, *never*, *in the last ten years*, *in my life,* etc. with the present perfect.
  Have you ever broken something?
  No, I've never broken anything.

3 **Choose the correct words.**

1 Have you ever .... a snake?
  a eat b ate c eaten
2 Elsa .... some interesting things at the museum yesterday.
  a saw b has seen c see
3 .... you snowboard in the mountains when you went on holiday?
  a Do b Did c Have
4 What bones .... you broken?
  a did b has c have
5 I .... forgotten my mum's birthday.
  a did never b have never c do never
6 .... that new adventure film last week?
  a Did you see b Have you seen c Do you see

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Grammar reference

Unit 6

First conditional

action/situation (*if*-)	result
If we **buy** this laptop,	we'**ll get** a free printer.
result	**action/situation (*if*-)**
He'**ll use** your email	if you **tell** him the password.

- We use the first conditional to talk about the future result of an action or situation.
  If the tablet breaks, I will take it to the shop.
- There are two clauses/parts in conditional sentences; an if clause and a result clause. We use *if* + subject + present simple to talk about the action or situation. We use subject + *will* + infinitive without *to* to talk about the result. We put a comma after the if-clause.
  If we pass all our exams, we'll have a party.

1 **Write sentences in the first conditional with the phrases in the box.**

main clause	result
1 I / walk / to school	I / be / late
2 John / buy / a computer	he / read / many books
3 you / scroll down	you / see / an amazing photo
4 Mia and Sara / watch / TV all evening	they / finish / their homework
5 we / turn down / the music	we / hear the singer
6 my parents / get / a new laptop	they / give me / their old one

1 *If I walk to school, I will be late.*

Defining relative clauses

- We use relative clauses to make clear the person, place or thing we are talking about.
  My aunt has a friend that goes abroad every year.
- We use relative pronouns at the beginning of relative clauses. We do not repeat the subject pronoun.
  There are a lot of tourists who visit the village in the summer.
  ~~*There are a lot of tourists who they visit the village in the summer.*~~
- We use *who* or *that* to talk about people.
  The tour guide who/that showed us around was excellent.
- We use *where* to talk about places.
  That's the hotel where we stayed.
- We use *which* or *that* to talk about things.
  I really don't like headphones which/that go in your ears.
- We use *whose* to talk about possession.
  I have a friend whose mum teaches at my school.

2 **Complete the sentences with relative pronouns.**

1 The hotel has got a pool .... people swim and sunbathe.
2 Have you seen the souvenirs .... I bought in Prague?
3 That's the girl .... brother is a tour guide.
4 I went camping with some friends .... are in my class at school.
5 Is there a shop near here .... I can buy some shampoo?
6 The bus .... you should take leaves here at 4 o'clock.

3 **Correct the error in each sentence.**

1 We met some other travellers which were on a trip to Moscow.
2 This is the sun cream that I think you should use it.
3 I like guidebooks which they have lots of photos.
4 Jane went to the village that her grandfather was born.
5 I was talking to a friend who his parents work in that restaurant.
6 We're staying at a camp site where is near the beach.

РАБОЧАЯ ПРОГРАММА

Grammar reference

Unit 8

Indefinite pronouns

somebody	someone	something	somewhere
anybody	anyone	anything	anywhere
nobody	no one	nothing	nowhere
everybody	everyone	everything	everywhere

- We use indefinite pronouns to refer to people, things or places without saying exactly who, what or where they are.
- We use words ending in *-body* or *-one* for people.
- We use words ending in *-thing* for things and words ending in *-where* for places.
  Everyone who lives in my block is nice.
  I couldn't find anything I liked in the library.
  I lost my wallet and somebody in the supermarket found it.
- We use a singular verb after an indefinite pronoun.
  Everyone was happy. *No one likes her.*
- We usually use a plural noun to refer back to the indefinite pronoun.
  Everyone who lives in my block is nice. They all try to help each other.

1 **Match the sentences.**

1 The bookshop is empty.
2 The sports shop is incredibly popular.
3 Where's the theatre?
4 I need to sit down for a minute.
5 I'm so bored!
6 This place is too crowded.

a There isn't anything to do.
b I can't see it anywhere.
c There are tourists everywhere!
d There's nobody inside.
e I've got something in my shoe.
f Everyone loves it.

2 **Choose the correct words.**

1 I can't see **anything** / **nothing** I want to buy in this shop.
2 The theatre is closing now. **Everyone** / **Anyone** has gone home.
3 I'm looking for the post office. It must be **everywhere** / **somewhere** near here.
4 I think there's **something** / **somebody** in my hair! Can you look?
5 This nice big backpack will hold **everything** / **anywhere** I need.
6 **Someone** / **No one** can park near the cathedral. Use the car park at the bottom of the hill.

(don't) want to, would(n't) like to, would prefer to

- *Would like* is more polite than *want*.
  I want to have pizza for dinner, please. (= child to parent)
  I'd like to have some chips with my fish, please. (= customer to waiter).
- We use *would prefer* to say what we want to do in a situation (not in general).
  I would prefer to buy my new trainers in the sports shop.
- We use the infinitive with *to* after *want*, *would like* and *would prefer*.
  She'd like to see the new shopping centre.

3 **Write sentences or questions.**

1 I / would like / visit / the zoo
2 My brother / not want / go / to the theme park
3 We / would prefer / watch / a funny film
4 your cousin / want / sell / his old games console?
5 My friends / not would like / live / in another town
6 Would like / you / have / dinner with us?

(not) enough + noun

- We use *enough* + noun to say we've got what we need or want.
  I can buy a new mobile phone. I've got enough money.
- We use *not enough* + noun to say we've got less than we need or want.
  I can't buy a new phone. I haven't got enough money.
- *Enough* goes before the noun.
  We can't make a cake. There isn't enough milk.

4 **Order the words to make sentences.**

1 money / tablet / enough / haven't / for / a / I / got
2 you / got / time / help / enough / Have / me / to / ?
3 are / enough / for / There / oranges / orange juice
4 enough / We / got / haven't / for / chairs / everyone
5 car / Our / enough / isn't / six / people / for / big

Cambridge University Press

Grammar reference

Unit 9

Present simple passive

- To form the present simple passive we use *is/are (not)* + past participle.
  Cheese is made from milk.
  The coaches are cleaned every day.
- We use the passive to describe a process. We are usually not interested in, or don't know, who does this process.
  English is spoken at the airport.
  Bus passes are needed on each journey.
  * See page 133 for a list of irregular past participles.
- We form questions with *is/are* + subject + past participle. We put *Wh-* question words before *is/are*.
  Is the airport closed in the winter?
  Are the windows cleaned every month?
  How many cyclists are injured a year?

1 **Choose the correct words**

1 Cars **isn't / aren't** allowed in the city centre.
2 **Are / Is** tickets sold on the ferry?
3 Lots of motorbikes are **make / made** in Japan.
4 What time **is / are** dinner served in the restaurant?
5 The doors to the hotel are **locked / locking** at midnight!
6 The stops aren't **announce / announced** on this train.

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

1 Most cycle paths _____ in small towns and cities. (find ✓)
2 Helmets _____ in Amsterdam. (wear ✗)
3 ____ credit cards _____ at the ticket office? (accept)
4 These trams_____ by people. (drive ✗)
5 ____ the plane _____ after every trip? (clean)
6 More train stations _____ every year. (build ✓)

Present continuous for the future

- We can use the present continuous to talk about definite plans and arrangements in the future.
  She's meeting her friends after school.
- We often use future time expressions such as *tonight, tomorrow, this weekend, this summer, next week, next month,* and *after class/school*.
  We're having dinner in a restaurant tonight.

3 **Look at the diary. Then write sentences in the present continuous.**

	Morning	Afternoon
Today		have a guitar lesson
Friday	do an exam	go to Harry's party
Saturday	play basketball	eat at Mario's Pizza
Sunday	visit our grandparents	

1 Tomorrow morning, I*'m doing an exam*.
2 This afternoon, I ....
3 On Sunday morning, we ....
4 I .... on Saturday morning.
5 On Friday afternoon, Harry ....
6 My friends and I .... on Saturday afternoon.

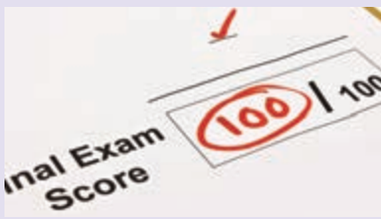
Учебник-Горизонтал

Vocabulary bank









Jog your memory!

1 **Cover the rest of the page. How many school words can you remember?**

Life at school

be hand wear bullying get
scream write cheat get

a uniform in a test on time detention
in homework or shout good marks lines

1 **Look at the words in the boxes. Match them to make phrases about life at school. There is one word which doesn't match anything. Which word is it?**

2 **Look back at page 5 and check your answers.**

3 **Talk to your partner. What happens in your school? Use the words in the box to discuss.**

School subjects

Art Biology Chemistry Economics Engineering
Geography History Maths Science

1 **Look at the words in the box and think about your answers to the questions.**

- Which of these subjects do you study?
- Which is your favourite?
- Which is the most difficult?
- What other subjects do you study?

2 **Guess your partner's answers to the questions. Correct your partner's guesses about you if they are wrong.**

Explore suffixes *-ful* and *-less*

beauty	colour	power	use
care	pain	success	wonder

1 **We can use *-ful* with all of the words in the box to make adjectives but we can only add *-less* to five of these words. Which ones?**

2 **Read the sentences. What's the difference between *hopeful* and *hopeless*?**

I studied really hard for the exam and it wasn't very difficult. I'm **hopeful** that I'll do well.
I'm really bad at throwing and catching balls. I'm **hopeless** at basketball.

Explore phrasal verbs

get up	look for	take off	wake up
go back	put on	turn on	

1 **Think about what you usually do on a school day. Write some sentences with the phrasal verbs from the box in the same order as you do them.**

I wake up at 7 am and then I get up.

2 **Work with a partner. Compare your sentences. Do you do the same things every day? Do you do them in the same order?**

Do you put on your clothes before you turn on the TV?

Study tip

If you can't think of a definition, write an example sentence next to your new words. Try to write an interesting sentence. Remember, if this example sentence is about you or people you know, you will remember the word more easily.

turn on (v) I always turn on my laptop when I get home.

Vocabulary bank





Jog your memory!

1 **Cover the rest of the page. How many jobs and adjectives of character can you remember?**

Jobs

actor	firefighter	scientist
artist	police officer	vet
astronaut	musician	
dancer	nurse	

1 **Look at the words in the box. What do the people do?**
An actor acts in films or plays.

2 **Work with a partner. Say what one of the people does. Your partner says the job. Then swap.**

Adjectives of character

brave	friendly	quiet
calm	funny	serious
cheerful	kind	

1 **Match the words in the box with some of the jobs on this page and write a sentence. Compare your sentences with a partner.**
An actor needs to be brave and funny.

Explore expressions with *make*

a bed	history	a suggestion
a cake	mistakes	sure
friends	a phone call	

1 **Look at the words in the box for one minute. Cover them. How many can you remember?**

2 **Work with a partner. Write true/false sentences about you with the phrases.**
Yesterday, I made a cake.

3 **Tell your partner your sentences. He/She must guess if they are true or false.**

Explore the suffix *-ness*

friendly	kind	tidy
happy	quiet	weak
ill	sad	

1 **Look at the words in the box. What do we add to these adjectives to make nouns? Write down the nouns but check your spelling!**

2 **Work with a partner. Say the noun. Your partner makes a sentence with the adjective. Then swap.**

Study tip

Write a short definition of the words in your vocabulary notebook or on the cards. This will help you to remember the meaning. When you study these words later, cover the word, read your definition and try to remember the word.

Actor – an actor acts in films and plays.

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Vocabulary bank






UNIT 3

Jog your memory!

1 **Cover the rest of the page. How many wild animals and rules of the countryside can you remember?**

Wild animals

bear camel deer duck insect
gazelle mouse rabbit seal
snake snow leopard wolf

1 **Look at the words in the box. Decide which of these animals match the descriptions.**

- the heaviest
- the smallest
- the fastest
- the most dangerous
- the most beautiful

2 **Work with a partner and compare your answers. Do you agree? Give reasons for your answers.**

The countryside

hedge keep to the path keep your dog on the lead
landscape shut the gate throw your litter in the bin
river bank valley a wood wildlife

1 **Write three sentences. Each sentence must contain two of the words/phrases in the box. You can change the form of some words if you want to.**

After our picnic on the river bank, we threw our litter in the bin.

2 **Choose two of the nouns from your sentences and say them to your partner. Can he/she think of a sentence for both words?**

river bank, litter

Don't throw your litter on the river bank!

Explore expressions with *do*

the washing the ironing sports homework
housework the washing Maths

1 **Look at the words in the box. Which of the things do you enjoy/not enjoy doing? Think of some more words to add to the list.**

2 **Write five sentences about you and the people you know. Use *do* and five of the words in the box.**

3 **Work with a partner. Don't show him/her your sentences. Read your sentence without the word(s) after *do*. Can your partner guess the word(s)?**

Explore verbs with *up* or *down*

go up / down put up / down
get / come up sit down / stand up

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

1 I usually .... in the morning when the sun .... .
2 We always .... when the teacher comes in the classroom. We can .... when she tells us.
3 I'm going to .... some pictures on my wall.
4 It takes a lot longer to .... the hill on a bicycle than it does to .... it.
5 .... your pens and listen.

2 **Work with a partner. Think of more verbs with *up* or *down*. (think of verbs of movement e.g. walk, climb, etc.). Write sentences with the verbs.**

Study tip

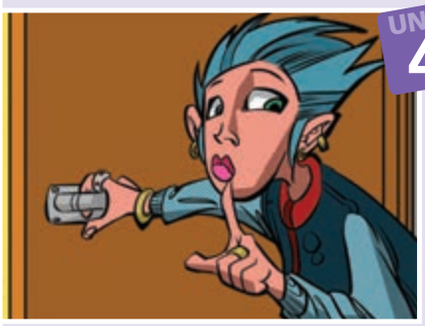
When you write down a word, make sure you spell it correctly. Then, when you learn the word, remember to learn the correct spelling too!



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Vocabulary bank





UNIT 4

Jog your memory!

1 **Cover the rest of the page. How many action verbs and adverbs of manner can you remember?**

Action verbs

catch	fall over	run
chase	hide	throw
climb	jump	

1 **Work with a partner. Look at the words in the box. Choose a verb. Don't tell your partner. Draw a picture. Can your partner guess which verb it is?**

Adverbs of manner

badly	easily	quietly	quickly
carefully	happily	slowly	well

1 **Look at the words in the box for one minute. Close your books and write down the eight adverbs. Then open your books and check your spelling.**

2 **Work with a partner. Think of some things you do every day, e.g. *get up, have breakfast, walk to school,* etc. Then write sentences with these things and the adverbs.**

We have breakfast quickly and we walk to school slowly.

Explore expressions with *look*

1 **Complete the questions with *look* and the prepositions in the box.**

up	through	after	like	out	for

1 Do you ever have to …. …. younger brothers, sisters or cousins? When?
2 How often do you …. …. your homework carefully before you give it to your teacher?
3 If you can't find your mobile phone, where do you …. …. it?
4 Who do you …. …. in your family?
5 When was the last time you shouted '…. ….!' at someone? What happened?
6 If you don't know the meaning of a word, do you …. it …. in a dictionary?

2 **Work with a partner. Ask and answer the questions in Exercise 1.**

Explore nouns with *-er*

build	farm	photograph	swim
explore	island	shop	paint

1 **Write nouns with *-er* using the words in the box above.**

2 **Add more nouns with *-er* to your list.**

3 **Draw a picture of one of your words. Your partner must guess the word. Then swap.**

Study tip

If it's difficult to think of a definition for the new words in your vocabulary notebook or on your cards, then draw a picture to help you remember the meaning.



Vocabulary bank

UNIT 5



Jog your memory!

1 **Cover the rest of the page. How many accidents and injuries and parts of the body can you remember?**

Accidents and injuries

bang	fall off	on ice	your finger
break	hurt	the dog	your hand
burn	slip	your back	your head
crash	trap	your bike	your leg
cut	trip over	your car	

1 **Match one word from each box to make accident and injury expressions.**

2 **Check your answers on page 57. Close your books. Say a verb. Your partner says the noun.**

The body

ankle	elbow	shoulder	chest
back	knee	wrist	neck

1 **Which parts of the body do people most often …?**

cut? hurt? burn?
break? bang?

2 **Can you add some more parts of the body to the list?**

Explore expressions with *get*

get better	get home	get sick
get dressed	get injured	get worried
get dark	get married	
get fit	get older	

1 **Write sentences with five of the expressions.**

2 **Read a sentence to your partner without the expression. Can your partner guess the expression?**

Every morning, I have a shower and then I …

Is it 'get dressed'?

Explore compound nouns

charity workers	forest floor
fishing boat	wildlife
firewood	

1 **Look at the words in the box. Which of the words means …?**

- wood that you use to make a fire.
- a boat that you use when you go fishing.
- people who work for a charity.
- the ground in the forest.
- the animals, birds and plants that live in an area.

Study tip

Remember to look at the words in this Vocabulary bank again and to try to learn them. If possible, work with a friend and test each other. Student A reads a definition or an example sentence without the word and Student B says the word.



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Vocabulary bank

UNIT 6

Jog your memory!



1 **Cover the rest of the page. How many holiday essentials and holiday activities can you remember?**

Holiday essentials

backpack first aid kit headphones
phone charger sun cream suitcase passport
shampoo swimming costume toothbrush

1 **Choose six things from the box. How or when do we use them? Make notes.**

2 **Work with a partner. Describe the things you chose without naming them. Can your partner guess what they are?**

We use them to listen to music on the bus.

Headphones!

On holiday

camping go abroad guidebook
stay (at a hotel) sightseeing journey trip
tourist tour guide souvenir sunbathe

1 **Write three true sentences and two false sentences with the words/phrases in the box. You can change the form of some words if you want to.**

2 **Work with a partner. Read out your sentences. Can your partner guess which are true and which are false?**

Explore the prefix *re-*

appear build join organise paint play turn write

1 **What does *re-* mean when we add it to the verbs in the box?**

2 **Think of an example for each of these things:**

- a song that you often replay
- things that reappear every year
- a place you often return to
- something that you needed to rewrite
- something that people rebuilt in the past

3 **In which of these words does *re-* have the meaning in question 1?**

read recently redesign remake
rescue restart result revisit

Explore verbs with prepositions

agree	dream	spend (money)	wait
ask	learn	pay	
belong	listen	talk	

1 **Which of the prepositions below do we use with each of the verbs in the box above?**

on for (x2) with to (x4) about (x2)

agree with

2 **Work with a partner. When did you last do the things in the box?**

Study tip

We need to use a preposition after some verbs. When you write down these verbs, always write down the preposition next to it. Don't forget to write an example sentence with the preposition too!

listen (v) to : We need to listen to the teacher in class.

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Vocabulary bank



UNIT 8

Jog your memory!

1 **Cover the rest of the page. How many shops and neighbourhood words can you remember?**

Shops

bookshop	electronics shop	shoe shop
chemist	music shop	sports shop
clothes shop	newsagent	supermarket
department store		

1 **Think of two things you can buy from each shop in the box.**
bookshop – magazine, dictionary

2 **Work with a partner. Say two things you can buy in one of the shops. Your partner says the shop. Then swap.**

Our neighbourhood

block bus station capital castle cathedral
library monument neighbour post office theatre

1 **Work with your partner. Can you name all the things in this quiz? You've got three minutes!**

In your town/country
- a street where there's a post office
- the name of a theatre
- a beautiful cathedral

In other countries
- the capitals of four countries next to yours
- a famous monument
- a famous castle

2 **Compare your answers with another pair. Are their answers correct? Who got the most correct answers?**

Explore extreme adjectives

~~amazing~~	brilliant	huge	terrible
awful	freezing	horrible	wonderful
boiling	great		

1 **Complete the table with the words in the box.**

very good	very bad	other
amazing		

2 **Work with a partner. Decide together on things which are *amazing*, *awful*, *brilliant*, etc.**
The Dubai shopping mall is amazing.

Explore prefixes

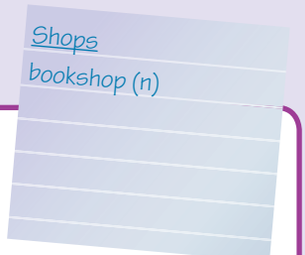
afraid	happy	lucky	usual
clear	important	tidy	well
friendly	interesting		

1 **What do we add to the adjectives in the box to make the negative?**

2 **Work with a partner. Think of a situation for six of the negative adjectives.**
When you are ill, you feel unwell.

Study tip

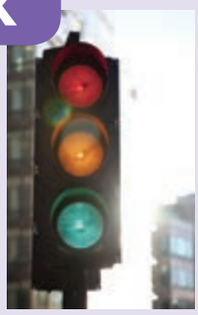
Start a vocabulary notebook or make some vocabulary cards. Keep a record of all your new words. Write the heading '*Shops*' and write the words on this page under this heading. Don't forget to write the part of speech next to the new word, e.g. *noun*, *verb* or *adjective*.



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Vocabulary bank

UNIT 9






Jog your memory!

1 **Cover the rest of the page. How many words can you remember to describe transport and how to travel on it?**

Transport

airport coach cruise cyclist ferry helicopter motorway petrol station roundabout traffic lights

1 **Find these things from the words in the box. What's the missing word?**

- three types of transport
- four things connected with driving
- a person who uses a type of transport
- a type of holiday

2 **Work with a partner. How many other words can you add to the lists?**

Prepositional and phrasal verbs

get in get off go away get back get on

1 **Look at the verbs in the box. Which verbs go with these types of transport?**

a bus	a plane	a ferry	a car

2 **Make a question to ask your partner for each verb in the box.**

Where …? *How often …?* *When …?* *What time …?*

3 **Work with your partner. Ask and answer your questions.**

What time do you get back from school?

I usually get back at about five o'clock.

Explore the suffix *-ist*

art build cycle dance guitar motor paint piano tour write

1 **Make six new nouns by adding *-ist* to six words in the box. Be careful of the spelling.**

2 **Are the new nouns people, places or things?**

3 **What suffix can we add to the other four words in the box?**

Explore opposite adjectives

bad
modern
safe
sensible
unlucky
unsuccessful

dangerous
good
lucky
old
silly
successful

1 **Look at the words in boxes. Match the opposite adjectives.**

bad/good

2 **You can add *un-* to one more adjective to make it opposite. Which adjective is it? Can you think of any other adjectives that you can add the prefix *un-* to?**

3 **Choose four of the words. Write four sentences using the words.**

Study tip

Write prefixes in a different colour.



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Project 1

A sponsored event



Look

1 **Look at the poster about the charity day and answer the questions.**

1 What is the charity?
2 Where is the charity day?
3 What day is it?
4 What time does it start?
5 What sponsored events are there?
6 What entertainment is there?
7 How much money do they want to raise?

Prepare

2 **Work in groups of three. Plan a charity day in your town and make a poster. Use the questions in Exercise 1 to help you and find photos to put on your poster.**

Present

3 **Present your poster to the rest of the class. Give extra details about the charity, how friends and family can sponsor you, and the amount of money you want to raise. Which charity day is the class's favourite?**

Project 2

A plan of my ideal house



Look

1 **Look at the picture of an ideal house and complete the description with the words from the box.**

wardrobe armchairs bathrooms
fridge kitchen shelf

My house has got a lot of rooms. Upstairs there are two bedrooms, a games room and two [1]…. Downstairs there's a living room, a big [2]…., a swimming pool, a gym and a garden. My bedroom has got a massive [3]…. for all my clothes, mirrors on all of the walls, a king-sized bed, and two big chests of drawers. In the games room, there's a pool table, a big games centre, with games consoles and a big TV. There's also a [4]…. full of books, manga comics and computer games. Downstairs the living room is very comfortable with two sofas and four [5]…., a coffee table and a cinema-sized TV on the wall. The kitchen's got two microwaves, three dishwashers and a big [6]…. and freezer for all my food.

Prepare

2 **Work in groups of three. Imagine you live together. Design your ideal house and draw a simple plan of it. Think about …**

- rooms and what you do in them.
- furniture and what you use it for.
- any other unusual or luxury items.

Present

3 **Present your poster to the rest of the class. Which house is the class's favourite?**

Project 3

Information leaflet about a festival



WHERE AND WHEN

May Day is a traditional festival. People celebrate it across Europe and the USA every year on the first day of May. In the UK, it's a public holiday so not many people work on this day.

HISTORY

Most people think that May Day started as a Roman festival to celebrate the end of winter and the start of summer. The first of May used to be the first day of summer in Europe.

ACTIVITIES

In the UK, there are celebrations all around the country to celebrate May Day, with traditional events and activities. One traditional activity is 'May pole dancing'. In this activity, people dance around a tall pole with colourful ribbons. The ribbons create a decorative pattern at the top of the pole as the people dance around it. A lot of schools in rural areas organise maypole dances for their pupils.



Another traditional dance during May Day celebrations is 'morris dancing'. Dancers dress in white clothes with bells attached to them and carry scarves and long wooden sticks. The participants hit their sticks together in the air as they perform a special dance. The bells on their clothes make sounds as they dance to traditional accordion music.



Other traditions include making displays with flowers, decorating houses with flowers and leaves, and special processions through the streets with people dressed in special costumes or fancy dress.

Food

There isn't much traditional May Day food, but at May Day events you can typically find traditional British cakes, biscuits and desserts. Fast food like hot dogs and hamburgers are also common.

Look

1 **Look at the poster about the festival and complete the information.**

name	
location	
date	
history	
activities	
traditional food	

Prepare

2 **Work in groups of three. Make a poster about a festival in your country. Use the categories in Exercise 1 to help you, and find photos of the festival to decorate your poster.**

Present

3 **Present your poster to the rest of the class. Which festival is the class's favourite?**

Extra reading

A language with a rich history

How many languages do you speak?

What do you know about the history of the Kazakh language?





A thousand years ago, the Kazakh language didn't exist. The main language of communication in central Asia was Old Turkic. The Old Turkic alphabet was different from languages today. Many historians think that people began to communicate in Kazakh in the 17th century, but it didn't have a written form. Storytellers, or *akyns*, travelled from one village to another, telling stories from Kazakh history. Kazakh wasn't written down until the second half of the 19th century, when educated people such as Abay Kunanbayev wrote about their country in Kazakh.

At first, Kazakh was written in the Arabic script, and this continued until the 1920s. Then, for a time, many people wrote the language in the Roman alphabet. After 1940, Kazakh was written in the Russian Cyrillic alphabet. These changes to the written form explain why, in some countries (for example, China) Kazakh is written in the Arabic script, and in other places, it is written in Cyrillic.

Over 18 million people speak Kazakh in the world today: about 16 million in Kazakhstan, 1.2 million in China, 500,000 in Russia, and 100,000 in Mongolia. Smaller numbers of people speak the language in Iran and Afghanistan, Turkey and Germany. In Kazakhstan itself, about half the people speak Kazakh as their first language and about half speak Russian. Many people can speak both. Many Kazakh words describe a traditional way of life in Kazakhstan. For example, *balykshi* (fisher) and *eginshi* (grain-grower) describe traditional jobs. So if people can understand Kazakh, it helps them understand the history and culture of Kazakhstan.

Kazakhstan is home to many different people who have different traditions and languages. On 22nd September every year there is a 'Day of Languages' which celebrates all the languages people speak in the country.



Task

Read the text and these sentences. For each sentence write *T* (true), *F* (false) or *?* (the text doesn't say). Correct the false sentences.

1 Old Turkic had the same alphabet as Kazakh today.
2 People wrote Kazakh first and then spoke it years later.
3 Abay Kunanbayev's stories were translated into different languages.
4 The written form of the Kazakh language changed over time.
5 Today, most people write Kazakh using the Arabic script.
6 The Kazakh language has many words which show how people lived in the past.
7 The 'Day of Languages' celebrates the English language.

ABOUT KAZAKH

'The Kazakh language' was written like this in the Arabic script:
لوت قازاق
It was written like this in the Roman alphabet:
Qazak tili

Extra reading

A tradition of poetry

Do you like poetry? Who are your favourite poets?

Do you ever write poetry yourself?

The people of Kazakhstan have always enjoyed poems and stories. However, in the past the Kazakh language wasn't written down – there weren't any books. So people didn't read poems, they listened to them. They were often performed with music. Poets sang their poems while musicians played traditional Kazakh instruments, such as the *dombra*. These poems were sometimes thousands of lines long, and the poets had to remember everything by heart! The poems were passed from generation to generation. If that didn't happen, the poems were sometimes lost forever.

Many of these poems were about nature or about love. Others were about fierce battles and heroic warriors. A lot of the poems were composed in the 15th and 16th centuries, when the Kazakhs had to fight other tribes and invaders. One of the poems was more than 6,500 lines long! It was about the famous warrior Koblandy (often called 'The Lion'). The poem tells us that he defended his people from 40,000 warriors with just one hand! Although a lot of the stories in the poems aren't true, they give us important information about historical events and the way of life of the Kazakh people in the past.

In the 19th century, people like Chokan Valikhanov wrote down many of the traditional Kazakh poems and stories, so now we have a record of them. Other people began to write their own poems. One of the most famous poets was Abay Kunanbaev, who was born in 1845. He wrote about the seasons and nature as well as about horses. He's most famous, however, for his poetry about love.

Today, it's common to hear Kazakh poetry at weddings, funerals and national celebrations. There are traditional poems and songs for particular events. For example, *Toi Bastar* is sung at the beginning of a wedding, and *Synsu* is sung when the bride leaves the place where she grew up.





Task

Read the text, then answer these questions.

1. Why didn't people read poetry in the 15th and 16th centuries?
2. What happened at poetry performances?
3. What were the old poems about?
4. Why are the old poems important?
5. What happened in the 19th century?
6. What did Abay Kunanbaev write about?
7. Where is Kazakh poetry heard nowadays?

ABOUT CHOKAN VALIKHANOV

Chokan Valikhanov was born in 1835. In the 1850s, he travelled to many places in Kazakhstan, and wrote down the poetry and stories he heard. He also travelled to Kyrgyzstan and other parts of central Asia.



Extra reading

Portable homes

What do you know about yurts?

Who lives in yurts now?





In the past, the people of Kazakhstan and other Central Asian countries were nomadic. This means that they moved from place to place with their animals. They didn't have time to build houses when they stopped. They carried their 'houses' with them.

We call these portable houses 'yurts'. Yurt is an English word from the Russian *yurta* (юрта). A yurt is a large round tent usually made of wood and felt (sheep's wool). It is light, and one animal – a camel or a yak – can carry it on its back. It is also easy to put up and take down, and very comfortable to live in.

The steppes of Central Asia can be very cold and very hot at different times of the year. Yurts protect the people inside them from the winter cold and the summer heat, from wind and from snow.

Kazakh shepherds still use yurts when they are on the steppes with their sheep and goats. They are also popular with visitors to Kazakhstan.



Task

Read the text, then answer the questions.

1 Why did Kazakhs live in yurts?
2 What is a yurt made of?
3 How many animals usually carry a yurt from place to place?
4 Are yurts cold in the winter?
5 Who uses yurts now?

ABOUT YURTS IN THE WEST

Yurts are becoming very popular in Europe and North America. They are made with modern materials and are not as portable as Central Asian yurts. Yurt holidays are very popular. Some modern yurts are like expensive hotels inside!

Extra reading

The first Kazakhs

What do you know about the early history of Kazakhstan?

Who were the first Kazakhs?

The area now called Kazakhstan has a very long history. People lived here during the Stone Age, thousands of years ago. A Mongolian tribe, the A-Shono, created the first state in the area in the 6th century. In 766 the Qarluqs, a group of Turkic tribes, created a state in eastern Kazakhstan.



After this, many different people – Arabs, Turks and Mongols – lived in the area. But by the middle of the 15th century, the people of the area were called Kazakhs. The first known Kazakh leader was Kasym Khan. He ruled from 1511 to 1523 and united the Kazakh tribes into one people.



The Kazakhs then separated into three new tribes, or hordes – the Great Horde in the south, the Middle Horde in the north and the Little Horde in the west. But this was not a peaceful time. For many years, the hordes fought against the Dzungars and the Russians.

The Middle Horde and the Little Horde signed agreements with Russia in the 18th century, but the Great Horde was independent until the 1820s.

Task

Read the text, then put the sentences in the correct order.

a A Mongolian tribe created the first state.
b Arabs, Turks and Mongols lived in the area.
c Kasym Khan united the Kazakh people.
d People lived in the area in the Stone Age.
e The hordes fought against the Dzungars and Russians.
f The Kazakhs separated into three hordes.

ABOUT KAZAKH HISTORY

Between 1219 and 1221 a very famous Mongol leader attacked the area now known as Kazakhstan. His name was Genghis Khan.



Extra reading

The largest lake in the world

Which countries surround the Caspian Sea?

How many cities round the Caspian Sea can you think of?







The Caspian Sea is the world's largest lake. It is a very deep lake. In some places it is more than 1,000 metres deep. It contains over 40% of all the water in all the lakes in the world! The Caspian Sea is famous for its sturgeon. The eggs of this large fish make caviar.

The water of the Caspian Sea is salty. This is one reason why it is called a 'sea'. Kazakhstan, Russia, Iran, Turkmenistan and Azerbaijan are all next to the Caspian Sea. A hundred and thirty rivers flow into it. The Volga river is the largest.

Archaeologists explored the Huto Cave near the sea in Iran and made a discovery. Stone Age people lived near the Caspian Sea as early as 75,000 years ago. Modern cities on its shores include Atyrau and Aktau.

On 15 June 2007, The First President of Kazakhstan Nursultan Nazarbayev decided to build a canal between the Caspian Sea and the Black Sea. The Eurasia Canal will be four times as long as the Suez Canal. It will allow Kazakh ships to sail all over the world.



ABOUT LAKES

The three largest lakes in the world are the Caspian Sea (371,000 km^2), Lake Superior in North America (82,100 km^2) and Lake Victoria in Africa (68,000 km^2).

Task

Read the text and find the following things.

1. A big fish.
2. Something to eat.
3. A lake with salty water.
4. A sea.
5. A river.
6. Two cities on the Caspian Sea.
7. A canal.

Extra reading

Kazakhstan

What do people from other countries think about Kazakhstan and the Kazakhstani people?



'I think people sometimes imagine that we all live in yurts. Well, that's not true any more, of course. Many people live in cities now. I live in Astana, which is the amazing modern capital of our country, and I live in a new apartment block. However, we still have a lot of traditions from the time when we were a nomadic people: for example, the tradition of welcoming guests into our homes is particularly important in Kazakhstan.'

Indira, Astana



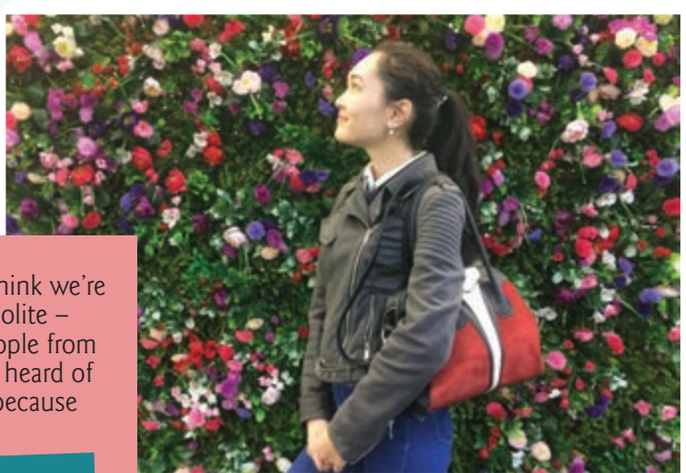
Svetlana, Almaty

'I've got a penfriend in England. When I started writing to her, she didn't know anything about Kazakhstan. She didn't even know where it was! I think I've taught her a lot about our country, and next summer she's going to come and visit me. We're going to take her to Charyn Canyon and Tien Shan National Park. She wants to go into the mountains and see people hunting with eagles – she recently saw a programme about it on TV in England. She said it was really cool!'



Nurtas, Karagandy

'People outside our country probably know about Kazakhstan because we're really good at sport. They see our sportspeople on TV, because they compete in a lot of international competitions. And, of course, the Asian Games took place in Kazakhstan in 2011. We're very successful at cycling, boxing and ice hockey.'



Most people have heard of Genghis Khan, so maybe they think we're a very fierce people! But most of us are friendly and quite polite – just like young people in other countries. I'm not sure if people from other countries know much about our food. Maybe they've heard of our national drink *kymyz* – but they might find it strange, because people in England and the US don't drink horse milk!'

Akerke, Aktau

Task

Read the texts, then copy and complete the table. Add your own ideas.

Places to visit	*Astana, Charyn Canyon ...*
Food	
People	
Homes	
Sports	

ABOUT THE KAZAKHS

From DNA research, scientists believe that a large number of people in Kazakhstan are descendants of the famous warrior Genghis Khan

Irregular verbs

infinitive	past simple	past participle
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
get	got	got
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
keep	kept	kept
know	knew	known
learn	learnt/learned	learnt/learned
leave	left	left
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
run	ran	run
say	said	said
see	saw	seen
send	sent	sent
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
wear	wore	worn
win	won	won
write	wrote	written

Phonemic script

consonants

/p/	pencil
/b/	bag
/t/	town
/d/	day
/ʧ/	cheese
/ʤ/	juice
/k/	cake
/g/	get
/f/	food
/v/	very
/θ/	Thursday
/ð/	that
/s/	speak
/z/	zebra
/ʃ/	shoe
/ʒ/	usually
/m/	mum
/n/	name
/ŋ/	sing
/h/	house
/l/	like
/r/	red
/w/	water
/j/	you

vowels

/i:/	see
/ɪ/	sit
/ʊ /	book
/u:/	zoo
/e /	pen
/ə/	teacher
/ɜ:/	bird
/ɔ:/	boring
/æ/	that
/ʌ/	run
/ɑ:/	car
/ɒ/	lost

diphthongs

/eɪ/	say
/ɪə/	hear
/ʊə/	pure
/ɔɪ/	enjoy
/əʊ/	know
/eə/	chair
/aɪ/	buy
/aʊ/	now

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Wordlist

Unit	English	Transcription	Kazakh	Russian
1	amazing (adj.)	/əˈmeɪzɪŋ/	ғажайып	удивительный, поразительный
1	ask about	/ˈɑːsk əˌbaʊt/	сұрастыру	спрашивать *о чем-либо*
1	ask for	/ɑːsk fɔːr/	өтіну, сұрау	попросить о чем-либо
1	bad (adj.)	/bæd/	жаман	плохой
1	badly (adv.)	/ˈbædli/	жаман	плохо
1	be on time	/biː ɒn ˈtaɪm/	уақытында болу	быть вовремя
1	block (n.)	/blɒk/	блок	блок
1	brain (n.)	/breɪn/	ми	мозг
1	bullying (n.)	/ˈbʊliŋ/	басқыншылық	запугивание
1	cheat in a test (v.)	/ˌtʃiːt ɪn ə ˈtest/	емтихан кезінде көшіру	списывать на экзамене
1	Chemistry (n.)	/ˈkemɪstri/	химия	химия
1	Economics (n.)	/ˌiːkəˈnɒmɪks/	экономика	экономика
1	Engineering (n.)	/ˌendʒɪˈnɪərɪŋ/	инженерия	инженерия
1	dangerous (adj.)	/ˈdeɪndʒərəs/	қатерлі	опасный
1	do homework (v.)	/duː ˈhəʊmwɜːk/	үй жұмысын жасау	делать домашнее задание
1	do Maths (v.)	/duː mæθs/	математикамен айналысу	заниматься математикой
1	do sports (v.)	/duː spɔːts/	спортпен шұғылдану	заниматься спортом
1	Geography (n.)	/dʒiˈɒgrəfi/	география	география
1	get back (home)	/get bæk/	үйге қайту	вернуться домой
1	get detention	/get dɪˈtenʃən/	кідіру	задержаться
1	get dressed	/get drest/	киіну	одеваться
1	get good marks	/get gʊd mɑːks/	жақсы баға алу	получать хоршие оценки
1	get older	/get ˈəʊldə/	есею	становиться старше
1	get married	/get ˈmærid/	үйлену, тұрмысқа шығу	жениться, выйти замуж
1	get up	/get ʌp/	тұру	вставать
1	get worried	/get ˈwʌrid/	абыржу	разволноваться
1	great (adj.)	/greɪt/	керемет	прекрасный
1	guidebook (n.)	/ˈgaɪdbʊk/	нұсқаулық	руководство
1	hand in homework	/hænd ɪn ˈhəʊmwɜːk/	үй жұмысын тапсыру	сдать домашнюю работу
1	History (n.)	/ˈhɪstəri/	тарих	история
1	huge (adj.)	/hjuːdʒ/	өте үлкен	огромный
1	kindness (n.)	/ˈkaɪndnəs/	мейірім	доброта
1	learn about (v.)	/ˈlɜːn əˌbaʊt/	(туралы) оқу	узнавать *(что-либо)*
1	learn to (v.)	/lɜːn tə/	үйрену	учиться
1	library (n.)	/ˈlaɪbrəri/	кітапхана	библиотека
1	lie down	/laɪ daʊn/	жату	ложиться
1	listen to (v.)	/ˈlɪsən tə/	тыңдау	слушать *кого-либо*
1	look in (v.)	/lʊk ɪn/	ішіне қарау	заглянуть к

1	look through	/lʊk θruː/	қарау	просмотреть, пробежать глазами
1	look up	/lʊk ʌp/	іздеп табу	отыскать, посмотреть *(информацию, слово в словаре)*
1	make a bed	/meɪk ə bed/	төсек салу	застилать постель
1	make a suggestion	/meɪk ə səˈdʒestʃən/	ұсыныс жасау	внести предложение
1	make friends	/meɪk frendz/	жақындасу	подружиться
1	make history	/meɪk ˈhɪstəri/	тарихқа ену	войти в историю
1	make mistakes	/meɪk mɪˈsteɪks/	қателесу	делать ошибки
1	Maths (n.)	/mæθs/	математика	математика
1	quietly (adv.)	/ˈkwaɪətli/	ақырын	тихо, негромко
1	rejoin (v.)	/rɪˈdʒɔɪn/	қайта қосылу	соединиться снова
1	reorganise (v.)	/ˌriːˈɔːgənaɪz/	қайта ұйымдастыру	реорганизовать
1	relationship (n.)	/rɪˈleɪʃənʃɪp/	қарым-қатынас	отношения
1	rewrite (v.)	/riːˈraɪt/	қайта жазу	переписать
1	scream or shout (v.)	/ˌskriːm ɔːr ˈʃaʊt/	шырылдау немесе айғайлау	визжать или кричать
1	share (v.)	/ʃeər/	бөлісу	делиться
1	silly (adj.)	/ˈsɪli/	ақымақ	глупый
1	sit down (v.)	/sɪt daʊn/	отыру	садиться
1	stand up (v.)	/stænd ʌp/	тұру	стоять, вставать
1	take an exam	/teɪk ən ɪgˈzæm/	емтихан қабылдау	принимать экзамен
1	talk to (v.)	/tɔːk tə/	сөйлесу	разговаривать, говорить с *кем-либо*
1	tidiness (n.)	/ˈtaɪdinəs/	ұқыптылық	опрятность
1	tiring (adj.)	/ˈtaɪərɪŋ/	шаршататын	утомительный
1	unclear (adj.)	/ʌnˈklɪər/	түсініксіз	неясный
1	unfair (adj.)	/ʌnˈfeər/	әділетсіз	несправедливый
1	unimportant (adj.)	/ˌʌnɪmˈpɔːtənt/	болмашы	несущественный
1	uninteresting (adj.)	/ʌnˈɪn.tr.es.tɪŋ/	қызықсыз	неинтересный
1	untidy (adj.)	/ʌnˈtaɪdi/	олпы-солпы	неопрятный
1	useful (adj.)	/ˈjuːsfəl/	пайдалы	полезный
1	useless (adj.)	/ˈjuːsləs/	пайдасыз	бесполезный
1	wake up (v.)	/weɪk ʌp/	ояну	просыпаться
1	wear a uniform	/weər ə ˈjuːnɪfɔːm/	униформа кию	одевать униформу
1	write lines	/raɪt laɪnz/	жаза ретінде жолды қайта жазу	переписывать строчки в качестве наказания
2	actor (n.)	/ˈæktə/	әртіс, актер	актёр
2	agree with (v.)	/əˈgriː wɪð/	келісу	соглашаться
2	artist (n.)	/ˈɑːtɪst/	суретші	художник
2	astronaut (n.)	/ˈæstrənɔːt/	ғарышкер	космонавт
2	biologist (n.)	/baɪˈɒlədʒɪst/	биолог	биолог

2	Biology (n.)	/baɪˈɒlədʒi/	биология	биология
2	brave (adj.)	/breɪv/	ержүрек	смелый
2	builder (n.)	/ˈbɪldə/	құрылысшы	строитель
2	calm (adj.)	/kɑːm/	байсалды	спокойный
2	charity worker (n.)	/ˈtʃærɪti ˌwɜːkə/	қайырымдылық ұйымының жұмысшысы	работник благотворительной организации
2	cheerful (adj.)	/ˈtʃɪəfəl/	көңілді	радостный, весёлый
2	dancer (n.)	/ˈdɑːnsə/	биші	танцовщик
2	designer (n.)	/dɪˈzaɪnə/	дизайнер	дизайнер
2	explorer (n.)	/ɪkˈsplɔːrə/	зерттеуші	исследователь, первооткрыватель
2	firefighter (n.)	/ˈfaɪəfaɪtə/	өрт сөндіруші	пожарный
2	firewood (n.)	/ˈfaɪəwʊd/	отын	дрова
2	friendly (adj.)	/ˈfrendli/	жылы шырайлы	дружелюбный
2	funny (adj.)	/ˈfʌni/	күлкілі	смешной, забавный
2	giant (adj.)	/ˈdʒaɪənt/	өте үлкен	громадный
2	happiness (n.)	/ˈhæpinəs/	бақыт	счастье
2	Jewish (adj.)	/ˈdʒuːɪʃ/	еврей	еврейский
2	kind (adj.)	/kaɪnd/	мейірімді	добрый
2	miner (n.)	/ˈmaɪnər/	кенші	шахтер
2	musician (n.)	/mjuːˈzɪʃən/	музыкант	музыкант
2	nurse (n.)	/nɜːs/	мейірбике	медицинская сестра
2	painter (n.)	/ˈpeɪntə/	1) суретші 2) бояушы, сырлаушы	1) художник; 2) маляр
2	police officer (n.)	/pəˈliːsˌɒfɪsə/	полиция қызметкері	полицейский
2	powerful (adj.)	/ˈpaʊəfəl/	күшті, қуатты	мощный, сильный
2	quiet (adj.)	/kwaɪət/	тұйық	тихий, молчаливый
2	rescue (n.)	/ˈreskjuː/	құтқару	спасение
2	serious (adj.)	/ˈsɪəriəs/	байыпты	серьёзный
2	suddenly (adv.)	/ˈsʌdənli/	күтпеген жерден	вдруг
2	swimmer (n.)	/ˈswɪmə/	жүзуші	пловец
2	unafraid (adj.)	/ˌʌn.əˈfreɪd/	батыл	бесстрашный
2	vet (n.)	/vet/	мал дәрігері	ветеринар
2	writer (n.)	/raɪtə/	жазушы	писатель
3	bear (n.)	/beə/	аю	медведь
3	biodegradable (adj.)	/ˌbaɪəʊdɪˈgreɪdəbl/	шіритін	разлагаемый
3	boiling (adj.)	/ˈbɔɪlɪŋ/	ыстық	жаркий; горячий, как кипяток
3	break (v.)	/breɪk/	сындыру	сломать
3	castle (n.)	/ˈkɑːsl/	қамал	замок
3	deer (n.)	/dɪər/	бұғы	олень
3	do the ironing (v.)	/duː ðiː ˈaɪənɪŋ/	үтіктеу	гладить
3	do the shopping (v.)	/duː ðə ˈʃɒpɪŋ/	сауда жасау (сатып алу)	делать покупки
3	do the washing (v.)	/duː ðə ˈwɒʃɪŋ/	кір жуу	стирать
3	do housework (v.)	/duː ˈhaʊswɜːk/	үйдің жұмысын жасау	делать работу по дому

3	duck (n)	/dʌk/	үйрек	утка
3	endangered (adj.)	/ɪnˈdeɪndʒəd/	қауіп төнген	находящийся в опасности
3	farmer (n.)	/ˈfɑːmə/	ферма иесі	фермер
3	gazelle (n.)	/gəˈzel/	қарақұйрық	газель
3	hedge (n.)	/hedʒ/	дуал	забор
3	insect (n.)	/ˈɪnsekt/	жәндік	насекомое
3	keep to the path	/ˌkiːp tə ðə ˈpɑːθ/	сүрлеумен жүру	идти по тропинке
3	keep your dog on a lead	/kiːp jər ˌdɒg ɒn ə ˈliːd/	итті қарғыбауда ұстау	держать собаку на поводке
3	make a cake	/meɪk ə keɪk/	торт пісіру	испечь торт
3	mouse (n.)	/maʊs/	тышқан	мышь
3	quietness (n.)	/ˈkwɑɪ·ɪt·nəs/	тыныштық	тишина, бесшумность
3	rabbit (n.)	/ˈræbɪt/	қоян	кролик
3	reserve (n.)	/rɪˈzɜːv/	қорық	заповедник
3	river bank (n.)	/ˈrɪvər ˌbæŋk/	өзеннің жағасы	берег реки
3	seal (animal) (v.)	/siːl/	итбалық	тюлень
3	shut the gate (v.)	/ˌʃʌt ðə ˈgeɪt/	қақпаны жабу	закрыть ворота
3	snake (n.)	/sneɪk/	жылан	змея
3	snow leopard (n.)	/ˈsnəʊ ˌlepəd/	ақ барыс	снежный леопард
3	species (n.)	/ˈspiːʃiːz/	түр, тұқым	вид, порода
3	throw your litter in the bin	/θrəʊ jər ˌlɪtər ɪn ðə ˈbɪn/	қоқысты қоқыс салатын жәшікке сал	выбрасывай мусор в урну
3	valley (n.)	/ˈvæli/	алқап	долина
3	wildlife (n.)	/ˈwaɪldlaɪf/	жабайы табиғат	живая природа
3	wolf (n.)	/wʊlf/	қасқыр	волк
3	wonderful (adj.)	/ˈwʌndəfəl/	таңғаларлық	чудесный, изумительный
3	wood (n.)	/wʊd/	ағаш	дерево
4	art (n.)	/ɑːt/	өнер	искусство
4	awful (adj.)	/ˈɔːfəl/	сұмдық	ужасный
4	brilliant (adj.)	/ˈbrɪliənt/	жайнаған, жалтыраған	блестящий
4	catch (v.)	/kætʃ/	ұстау	поймать
4	chase (v.)	/tʃeɪs/	қуалау	гнаться
4	climb (v.)	/klaɪm/	өрмелеп шығу	взбираться
4	commercial (n.)	/kəˈmɜːʃəl/	жарнама	реклама и объявления
4	director (n.)	/dɪˈrektər/	режиссер	режиссер
4	dream (v.)	/ˈdriːm əˌbaʊt/	түс көру	видеть сны
4	expensive (adj)	/ɪkˈspensɪv/	қымбат	дорогой
4	fall over	/fɔːl ˈəʊvə/	жығылу	упасть
4	fast (adj.)	/fɑːst/	жылдам	быстрый
4	friendliness (n.)	/ˈfrendlinəs/	досшыл	дружелюбие
4	hard (difficult) (adj.)	/hɑːd/	қиын	трудный
4	hide (v.)	/haɪd/	жасырыну	прятаться
4	hopeful (adj.)	/ˈhəʊpfəl/	үміттендірген	обнадёживающий
4	look like	/lʊk laɪk/	ұқсау	быть похожим
4	loudly (adv.)	/ˈlaʊdli/	қатты	громко

4	lucky (adj.)	/ˈlʌki/	бақытты	счастливый
4	performer (n.)	/pəˈfɔːmə/	атқарушы	исполнитель
4	pianist (n.)	/ˈpiːənɪst/	пианиношы	пианист
4	reappear (v.)	/ˌriːəˈpɪə/	қайта шығу	появляться снова
4	replay (v.)	/ˌriːˈpleɪ/	қайта ойнату	переиграть
4	run away	/ˌrʌn əˈweɪ/	қашып кету	убегать
4	successful (adj.)	/səkˈsesfəl/	сәтті	успешный
4	throw (v.)	/θrəʊ/	лақтыру	бросать
4	wheel (n.)	/wiːl/	дөңгелек	колесо
5	accident (n.)	/ˈæk.sɪ.dənt/	апат	авария
5	ankle (n.)	/ˈæŋkl/	жіліншік	лодыжка
5	back (n.)	/bæk/	арқа	спина
5	burn (v.)	/bɜːn/	күю, күйдіру	обжечь, получить ожог
5	careful (adj.)	/ˈkeəfəl/	абай, сақ	осторожный
5	carefully (adv.)	/ˈkeəfəli/	ынтамен, абайлап	осторожно, старательно
5	careless (adj.)	/ˈkeələs/	бейқам	неосмотрительный, беспечный
5	charity (n.)	/ˈʧær.ə.ti/	қайырымдылық	благотворительность
5	chest (n.)	/ʧest/	кеуде	грудь, грудная клетка
5	complain (v.)	/kəmˈpleɪn/	наразылық білдіру	жаловаться
5	cut (v.)	/kʌt/	кесу	порезать(ся)
5	elbow (n.)	/ˈelbəʊ/	шынтақ	локоть
5	fall off (v.)	/fɔːl ɒf/	құлау	упасть *с чего-либо*
5	finger (n.)	/ˈfɪŋgə/	саусақ	палец
5	get better	/get ˈbetə/	сауығу, жазылу	поправляться, выздоравливать
5	get fit (v.)	/get fɪt/	дене қалпын сақтау	прийти в форму
5	get injured	/get ˈɪndʒəd/	жарақат алу	получить травму
5	get old	/get əʊld/	қартаю	состариться
5	get sick	/get sɪk/	ауырып қалу	заболеть
5	government (n.)	/ˈgʌv.ən.mənt/	үкімет	правительство
5	hand (n.)	/hænd/	қол	рука
5	head (n.)	/hed/	бас	голова
5	hurt (v.)	/hɜːt/	ауыру	болеть
5	illness (n.)	/ˈɪlnəs/	ауру	болезнь
5	jump (v.)	/dʒʌmp/	секіру	прыгать
5	knee (n.)	/niː/	тізе	колено
5	look after	/lʊk ˈɑːftə/	біреуге қарау	присматривать, ухаживать *за кем-либо*
5	Look out!	/lʊk ˈaʊt/	Абайла!	Осторожно!
5	neck (n.)	/nek/	мойын	шея
5	painful (adj.)	/ˈpeɪnfəl/	ауыртатын	болезненный
5	painless (adj.)	/ˈpeɪnləs/	ауыртпайтын	безболезненный
5	powerless (adj.)	/ˈpaʊələs/	әлсіз, күшсіз, қуатсыз	бессильный
5	put on (v.)	/pʊt ɒn/	кию	надевать
5	put up (v.)	/pʊt ʌp/	көтеру	поднимать *(руку)*
5	run (v.)	/rʌn/	жүгіру	бежать
5	shoulder (n.)	/ˈʃəʊldə/	иық	плечо

5	slip (v.)	/slɪp/	сырғанау, тайғанау	поскользнуться
5	slowly (adv.)	/ˈsləʊli/	баяу	медленно
5	take off (n.)	/teɪk ɒf/	шешу	снимать
5	terrible (adj.)	/ˈterəbl/	жиіркенішті	ужасный
5	trap; be trapped	/træp/; /biː ˈtræpt/	қақпанға түсу	защемить; (заставить) оказаться в ловушке
5	trip over	/trɪp ˈəʊvər/	шалыну	споткнуться *о что-либо*
5	weakness (n.)	/ˈwiːknəs/	әлсіздік	слабость
5	wrist (n.)	/rɪst/	білек	запястье
5	unwell (adj.)	/ʌnˈwel/	науқас	нездоровый
5	appear (v.)	/əˈpɪər/	шығу	появиться
6	backpack (n.)	/ˈbækpæk/	арқа қоржын	рюкзак
6	camel (n.)	/ˈkæməl/	түйе	верблюд
6	colourful (adj.)	/ˈkʌləfəl/	көп бояулы	красочный
6	colourless (adj.)	/ˈkʌlələs/	өңсіз, түссіз	бесцветный
6	come down	/kʌm daʊn/	түсу	спуститься
6	come up (v.)	/kʌm ʌp/	көтерілу	подняться
6	experience	/ɪkˈspɪə.ri.əns/	тәжірибе	опыт
6	destination (n.)	/destɪˈneɪʃən/	адресат	адресат
6	fishing boat	/ˈfɪʃɪŋ ˌbəʊt/	балық аулайтын кеме	рыболовное судно
6	first aid kit	/ˌfɜːst ˈeɪd kɪt	дәрі қорабы	аптечка
6	forest floor	/ˌfɒrɪst ˈflɔː/	ормандағы топырақтың беті	лесная подстилка; поверхность почвы в лесу
6	get dark	/get dɑːk/	қараңғы бату	темнеть
6	get detention	/get dɪˈtenʃən/	кідірү	задержаться
6	get home	/get həʊm/	үйге жету	добраться домой
6	get tired	/get taɪəd/	шаршап қалу	уставать
6	go abroad	/gəʊ əˈbrɔːd/	шетелге бару	ехать за границу
6	go away (somewhere)	/gəʊ əˈweɪ/	(бір жерге) кетіп қалу	уйти (куда-нибудь)
6	go back	/gəʊ bæk/	қайта келу, оралу	возвращаться
6	headphones (n.)	/ˈhedfəʊnz/	құлаққап	наушники
6	islander (n.)	/ˈaɪləndə/	арал тұрғыны	островитянин
6	journey (n.)	/ˈdʒɜːni/	саяхат	путешествие
6	landscape (n.)	/ˈlændskeɪp/	ландшафт	ландшафт
6	make a phone call	/meɪk ə ˈfəʊn kɔːl/	телефон шалу	сделать телефонный звонок
6	make sure	/meɪk ʃɔː/	анықтау	убедиться, удостовериться, позаботиться о чём-либо
6	on ice	/ɒn aɪs/	мұздың үстінде	на льду
6	passport (n.)	/ˈpɑːspɔːt/	паспорт	паспорт
6	pay for	/peɪ fɔːr/	төлеу	платить за *что-либо*
6	phone charger	/ˈfəʊn ˌtʃɑːdʒə/	зарядтау құрылғысы	зарядное устройство
6	photographer (n.)	/fəˈtɒgrəfə/	суретке түсіруші	фотограф

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