Eyes Open 4

STUDENT'S BOOK for Kazakhstan

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ENGLISH
АҒЫЛШЫН ТІЛІ
АНГЛИЙСКИЙ ЯЗЫК

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Grade 8

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1 Our world

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In this unit ...



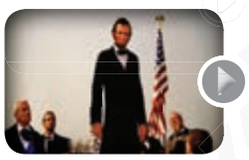
Let's celebrate **p7**



A very Indian wedding **p10**



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Vocabulary
- Celebrations
- Verbs and prepositions
- Descriptive adjectives
- Words in context

Language focus
- *-ing* forms
- Infinitives
- Infinitives vs. *-ing* forms

Unit aims
I can ...
- talk about a celebration.
- understand magazine articles about special celebrations in different countries.
- use *-ing* and infinitive forms correctly.
- understand a travel programme about festivals around the world.
- make offers and requests.
- write a description of a celebration.

BE CURIOUS

What can you see in the photo?

Start thinking
- **Where do you think the people are?**
- **What do you think the celebration is about? Why?**
- **Would you like to join in the celebration? Why/Why not?**

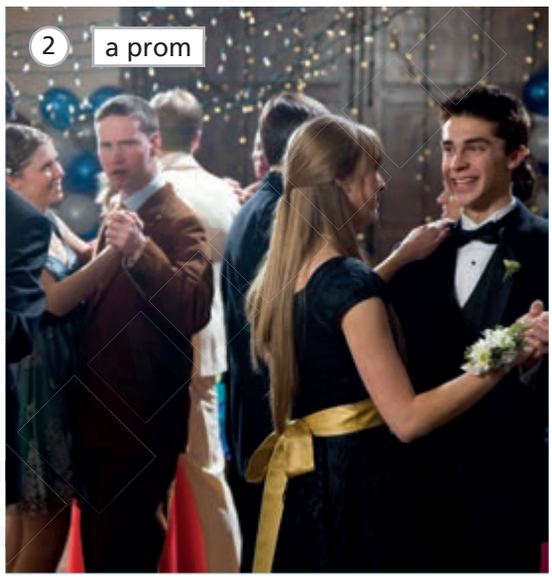
Vocabulary Celebrations

1 1.02 **Look at the activities (a–h) and the photos (1–2). Where would you expect each activity to happen? The carnival, the prom or both? Then listen and repeat.**

a set off fireworks
b put up decorations
c make special food
d dress up for the occasion
e play music
f give a present
g hold a contest
h have a good time

Photo 1: set off fireworks …





2 **Complete the description of the Carnival of Cultures in Berlin with the correct form of phrases from Exercise 1.**

A lot of people [1] *dress up* , usually in the clothes of a particular culture. Before the parade, people [2] …. and flags, so the streets are full of beautiful shapes and bright colours. After the parade, when it's dark, the adults [3] …. : everybody loves them, especially the kids, although they are very noisy. People also [4] …. , using ingredients from the culture they have chosen to celebrate. They also [5] …. from those countries – everybody likes a surprise. People dance and [6] …. with instruments typical from that culture. In general, everyone [7] …. and celebrates all the different cultures – it's hard not to love this party.

3 1.03 **Listen to two people talking about two different kinds of celebrations. Copy and complete the table.**

	Celebration	Activities
Juan		
Luana		

Your turn

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

1 Which festivals do you celebrate at home? What happens?
2 Which celebrations do you enjoy most? Why?
3 When did you last go to a street festival or formal party? Was it fun? Why/ Why not?

We celebrate New Year's Eve. We have a party and then we set off fireworks in the garden.

Vocabulary bank • page 122





Prom OR MORP?

A ....
For some teens, the most important night of their lives is prom night! Originally an American tradition, more and more teens in the UK now have prom parties to celebrate leaving school.

B ....
These events usually include making special food, having a DJ or live band, dancing and setting off fireworks. Some schools **work** with others to hold mega prom parties in hotels. Everybody dresses up for the occasion. The boys wear formal evening suits with brightly coloured ties and the girls wear traditional evening dresses and beautiful jewellery. Students can spend weeks **preparing** for the parties and the cost to the school can be enormous. Hiring DJs, organising food and reserving hotels can often cost a fortune.

C ....
Some teens rent limousines to take them to the party and enjoy acting like film stars **arriving** at the Oscars. In traditional prom parties there is usually a formal meal, speeches and ballroom dancing. It's a bit like a wedding – only everyone is younger.

D *Different themes*
Some parties can have different themes depending on tastes. Students might **agree** on organising a Roman theme, for example, or a 60s theme – students dress up in clothes from this period in time.

E ....
Then in the USA there are anti-proms called MORPs (that's PROM backwards!). The kids organise it themselves so the party is cheaper and more informal. These teens don't agree with the amount of money spent on the preparations and like to be seen as different. Without any adults to tell them when to stop, the kids party all night and carry on the next day. It can take a long time to **recover** from all the fun.

F ....
Not everyone **looks** forward to becoming an adult but at proms you can certainly celebrate it in style! Whether you enjoy going to a traditional prom or a morp, it doesn't matter – whatever you do, make sure you have a good time!

Reading A magazine article

1 **Work with a partner. Look at the photos. What kind of celebrations do you think they show?**

2 **Read the article. What is the difference between a prom and a morp?**

3 **Read the article again and match the headings (1–6) with the paragraphs (A–F).**

1 Different themes *D*
2 An alternative approach
3 A growing trend
4 The choice is yours
5 Acting like celebrities
6 Complex preparations

4 **Are these sentences true or false? Correct the false sentences.**

1 Prom night is still only celebrated in the USA.
2 You should dress up in special clothes to go to a conventional prom night.
3 Organising prom nights can be very expensive.
4 Some parties have special themes.
5 Morp parties often finish early.
6 The writer thinks that proms are better than morps.

Explore verbs and prepositions

5 **Look at the highlighted verbs in the article. What prepositions follow them?**

recover arrive work prepare agree look

6 **Complete the sentences with the correct form of the verbs and prepositions in Exercise 5.**

1 I'm *looking forward to* going on holiday this summer: it will be really fun!
2 I always try to .... my best friend when I have to do a school project.
3 My friends can't .... what film to see on Saturday night.
4 It takes me a long time to .... a party, they're so tiring.
5 Everyone was enjoying themselves when we .... the party.
6 Have you .... the exam next week?

Vocabulary bank • page 122

Your turn

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

1 Would you prefer to go to a prom or a morp? Why?
2 Does your school organise a prom night or a school-leaving party? What's it like?
3 What events take place? Are you looking forward to going? Why/ Why not?

I'd prefer to go to a morp, I don't like dressing up in formal clothes.

Yes. I prefer something more relaxing as well.

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FACT! *Ten years ago there weren't many proms in the UK. Now more than 85% of schools organise a prom-type school-leaving party.*

Language focus 1 *-ing* forms

1 **Complete the examples from the text. Then match the sentences (1–3) to the rules (a–c).**

1 Teens have prom parties to celebrate .... school.
2 .... DJs, organising food and reserving hotels can often cost a fortune.
3 Students might agree on .... a Roman theme.

We use *-ing* forms …
a as nouns.
b after prepositions.
c after certain verbs and expressions (e.g. *like*, *miss*, *enjoy*, *imagine*, *practise*, *can't stand*, *celebrate*, *be good/bad at*).

Grammar reference • page 114

2 **Complete the sentences using the *-ing* form of the verbs in the box.**

have spend meet think finish shop ~~go~~ be

1 I enjoy *going* to parties but not late-night ones!
2 I'm looking forward to .... my studies – I want to start work soon.
3 .... a teen is great fun – I don't want to become an adult yet!
4 I don't believe in .... lots of money on a party – you can have a good time in other ways.
5 I'm not a big fan of parties, just .... friends for a chat is great.
6 I like .... for new clothes – it's part of getting ready for a party.
7 .... birthday parties is great until you get really old!
8 .... about the future is something I do a lot.

3 **Are the sentences in Exercise 2 true for you? Change them so that they are true.**

I enjoy going to parties until late but my parents don't usually let …

Get it right!

Remember to use the correct preposition after certain verbs and before the *-ing* form.
*I **dream about** finish**ing** school.*
*I'm **thinking about** hav**ing** a party.*

4 **Complete the sentences so that they are true for you. Use the *-ing* form of the verb.**

1 I'm very good at *organising parties but I don't like tidying up the next morning!*
2 I can't stand …
3 I'm really bad at …
4 I really believe …
5 I really enjoy …
6 I can't imagine …
7 I don't mind …
8 I miss …

Your turn

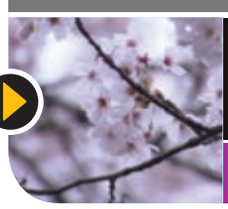
5 **Work in groups. Design your ideal school-leaving party. What type of party will it be? Formal or informal? Make a list of the activities.**

I can't imagine having a formal party … let's make it informal …

Setting off fireworks would be great!

I'm not sure, I think making special food is more important.

Learn about festivals around the world.
- Do you know any festivals which celebrate the seasons?
- What are they and where are they held?
- What takes place at the festivals?



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1.1 Let's celebrate

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Listening A travel programme

1 **Work with a partner. Look at the photos of the festivals. Where do you think they take place? What do you think happens in them?**

2 1.04 **Listen to a travel programme and check your answers.**

3 1.04 **Listen again and match the festivals with the statements (1–8).**

1 Warm clothes are recommended.
2 The place changes completely.
3 There's a lot of noise.
4 There's a lot of dressing up.
5 There's singing and dancing.
6 It's better at night.
7 It can get a little frightening.
8 You can do a sport as well.



Vocabulary Descriptive adjectives

4 1.05 **Choose an adjective from the box to replace the words in bold. Then listen and check.**

stunning	impressive	colourful	atmospheric
peaceful	traditional	crowded	scary

1 The street parties are great but they certainly aren't **quiet or calm**.
2 I love the festivities, but the streets get so **full of people**, I find it a bit stressful.
3 It's really **special with a great feeling** in the stadium with all the fans cheering.
4 The costumes are so **beautiful and bright** – all those greens, reds and oranges!
5 They look **very attractive** – their costumes and make-up are amazing.
6 The festival is very **old**. People follow customs and behaviour that haven't changed for a long time.
7 I was really shocked, I didn't think a children's festival would be so **frightening**.
8 The party was great. I thought the organisation was **very well done**.

Your turn

5 **Think of a festival or an event. Make notes about what happens. What adjectives describe it?**

People dress up for the occasion and the costumes are stunning.

6 **Work in groups. Persuade the group to go to the event you've chosen. Then agree on which festival or event to go to.**

Come to our Fiesta Mayor – there are human castles, dancing and live music … it's really impressive!

Vocabulary bank • page 122





Language focus 2
Infinitives

1 **Complete the examples from the listening on page 8. Then match the sentences (1–4) to the rules (a–b).**

to watch to see to feel to come

1 It's best .... it in the dark.
2 Go ice-swimming if you really want .... the cold.
3 If you decide .... and see the festival for yourself, bring warm clothes.
4 It's great .... them doing that.

We use infinitives …
a after adjectives.
b after certain verbs (e.g. *decide*, *want*, *expect*, *would like*, *offer*, *hope*, *choose*).

Grammar reference • page 114



2 **Complete the sentences using the infinitive form of the verbs in the box.**

to do to have to hold to speak ~~to dress up~~ to see to raise to go

1 I've decided *to dress up* for the occasion.
2 I'd like .... to Tony's party this weekend. Do you want to come?
3 This year, I want .... something different for my birthday, like going ice-swimming.
4 I hoped .... some fireworks on New Year's Eve, but there weren't any.
5 It's difficult .... a good time at a party if you don't know anyone.
6 It was easy .... money for our morp party, we washed people's cars for £5 each!
7 The organisers want .... a contest to find the best costume.
8 It was scary .... in front of all the people at the wedding.

Infinitives vs. *-ing* forms

3 1.06 **Choose the correct form of the verbs to complete the blog post. Then listen and check.**



Every year the Animé and Gaming Convention is held over two days in London. There are so many things to do there, it's easy [1]**to get / getting** confused by everything. So, [2]**to read / reading** the programme carefully is a good idea. First of all, if you just want [3]**to go / going** to the after-convention party, there's an option of [4]**to buy / buying** that ticket separately. Meanwhile, there are classes to help you draw Manga cartoons like a professional, and there's a cinema where you can expect [5]**to see / seeing** the latest Manga films. If you enjoy [6]**to game / gaming**, there are 200 games available. [7]**To dress up / Dressing up** on stage is also possible in the Cosplay part of the convention. You can prepare for this by [8]**to look / looking** at the convention's website, where you can see all that's on offer. Finally, you can choose [9]**to go / going** to concerts of different types of bands – alternative, metal, J-pop. There's something for everyone, but don't leave home without [10]**to book / booking** your place – tickets are limited!

Say it right! • page 112

Your turn

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

1 Which parts of the Animé and Gaming Convention would you like to go to? Why?
2 Which parts would you not be so interested in? Why not?

I'd like to go to the gaming part but not the Cosplay part because I don't like dressing up – it's embarrassing!

I disagree, I think dressing up is fun!

Discover Culture

1 **Work with a partner. Look at the photos and the words in the box. Describe a wedding you have been to or seen. How was it similar to the weddings in the photos?**

the clothes	the food	the music	the couple	the decorations
the ceremony	the guests	the other members of the family		







Find out about an Indian wedding.



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1.2 A very Indian wedding

2 1.2 **Watch the video. Which of the things in the box in Exercise 1 does it show? Was it similar to the wedding you described?**

3 1.2 **Work with a partner. Are the sentences true or false? Then watch the video again and check your answers.**

1 Weddings in India aren't very big.
2 The bride is wearing a red dress.
3 Women paint light-coloured patterns in henna on the bride's hands.
4 The husband dances for the bride.
5 The rice is a sign of her love.
6 The groom puts blue paint on the bride's hair.

4 **Test your memory. Work with a partner and answer the questions.**



1 Why do they paint the bride's hands?
2 What preparations do they make on the morning of the party?
3 How does the groom arrive?
4 Why does the bride give the groom rice?
5 Why does the couple walk around the fire?

5 1.2 **Watch the video again and check your answers.**

Your turn

6 **Think about another traditional ceremony in your country and answer the questions with a partner.**

1 What customs do you usually see at this ceremony?
2 What part do the various members of the family play in the ceremony?
3 Have you ever taken part in one of these ceremonies? Did you enjoy it?

Sample

Reading An article

1 **Work with a partner. Look at the photos. How old are the people? What are they doing? What do you think they are celebrating?**

2 **Read the article and check your answers.**

3 **Read the article again and choose the correct options.**

1 Coming-of-age day in Korea **has / doesn't have** a serious side.
2 Foreign people can **only watch / watch and take part in** the ceremony.
3 At one point in the ceremony, parents and children do **similar / different** actions.
4 The festival is **both serious and fun / basically serious**.
5 These days, young people **can / can't** choose between modern and traditional gifts.
6 The traditional festival is **losing popularity / as popular as ever**.

Explore words in context

4 **Look at the highlighted words in the article and match them with the definitions.**

1 popular
2 start to know
3 photos
4 lower your head in a greeting
5 worries
6 not like anything else
7 promise
8 represent

Your turn

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

1 What coming-of-age festivals or traditions exist in your country?
2 How many people take part in them?
3 Are they losing or gaining popularity?
4 At what age are young people considered adults where you live?
5 What can you do when you're an adult?





COMING OF AGE

KOREAN STYLE

DO YOU KNOW WHY THE THIRD MONDAY OF MAY IS SO SPECIAL IN KOREA?
It is because you can only celebrate this day once in your life. It is Korea's coming-of-age day: something traditionally celebrated by both young men and women in the same year that they turn twenty years old. After this serious and special day, these ex-teenagers will be adult members of society. In the ceremony, they **become aware of** the importance of being an adult and leading the future of Korea.

SO, WHAT DO YOU HAVE TO DO IF YOU WANT TO TAKE PART IN THIS FESTIVAL?
You have to wear traditional Korean clothes, known as hanbok. These are colourful and beautiful. The young people sit in special seats in large groups – it's so impressive that it's turned into a real tourist attraction in Korea, while some foreign students actually take part in the celebration themselves. During the ceremony, the children **bow** to their parents out of respect. In turn, the parents also bow to their children to recognise their children's **pledge** to be responsible adults. Sadly, many of these customs are now seen as quite old-fashioned and are often not passed on to the next generation.

IS THERE A FUN PART?
For sure! You can take lots of great **snaps** and, of course, there are the gifts you receive on your special day. For girls, the most popular presents these days include jewellery, bags, perfume or cosmetics, while for boys, watches, electric shavers or aftershave are all **well-liked**. However, some girls still prefer the three traditional presents – perfume, flowers and a kiss. The perfume **signifies** 'Please remember me', the flowers represent happiness and beauty, and the kiss, love.

AND WHAT ABOUT THE FUTURE?
Well, there are **fears** that the traditional coming-of-age day festival is being lost in Korea. Many young people now decide to organise more modern versions of the ceremony instead. To some young Koreans, twenty might seem a little old to become an adult! That's a shame because it's a totally **unique** festival.

FACT! *Coming-of-age celebrations don't exist in many countries. In most of the Western world you are considered an adult on your 18th birthday.*

Speaking Offers and requests



Real talk: What's the worst party you've ever been to?

1 1.3 **Watch or listen to the teenagers. Why was the party so bad? Choose each person's reason from the list (a–f).**

a The person wore the wrong kind of clothes.
b The party didn't happen because everything went wrong.
c There was a problem with the music.
d They got the day of the party wrong.
e There were unexpected visitors to the party.
f Something made a mess at a family occasion.

2 **What's the worst party *you've* ever been to? Ask and answer with your partner.**

3 1.09 **Listen to Helen and her friend Andy. What does she have to do?**

4 **Complete the conversation with the useful language.**

Useful language

Offers	Requests
I'll help you if you like.	Could you (ask your mum to) … ?
Shall I lend you … ?	Would you come to … ?
Can I help you … ?	Could I borrow your … ?

Helen: It's my birthday party next week and I haven't done anything yet!
Andy: Don't worry! [1] *I'll help you* if you like. What needs doing?
Helen: Well, I haven't organised the music yet.
Andy: [2] …. my MP3 player and speakers?
Helen: I'll use my MP3 player but [3] …. your speakers? They're bigger than mine.
Andy: No problem. What about food? [4] …. make a list for the supermarket?
Helen: Sure, but I need to decide what to get first!
Andy: What about snacks and pizza?
Helen: That's a good idea. [5] …. your mum to make that home-made pizza? It's so good!
Andy: OK.
Helen: Great! So, [6] …. to the supermarket and help me buy some things?
Andy: Sure. Everything's organised now. I told you not to worry!

5 1.09 **Listen again and check your answers.**

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

7 **Decide if each sentence is an offer or a request. Then work with a partner. Take turns to make offers and requests and respond.**

1 Shall I lend you my camera? *offer*
2 Could you make a birthday cake?
3 I'll chop the vegetables if you like.
4 Can I help you with the decorations?
5 Would you organise the music?

8 **Work with a partner. Plan your own conversation. Use the ideas below and Exercise 4 to help you.**

Situation 1

You are organising a picnic in the country with your friends. You need help! You need to think about: food; drinks; music; games; transport.



Situation 2

You are organising a five-a-side football tournament at your school. You need help! You need to think about: organising athletes/ teams; drinks; food at the end; prizes.



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Writing A description



1 **Read Isabella's description of a celebration. What was it celebrating and who was it for?**

A great family party!

My grandparents were born on exactly the same day, and last July they were 70, so we had a party with family, friends and neighbours. It was in their garden, because their house is too small, so we hired a big tent in case of rain. We did everything ourselves: my mum made the food, and my cousins and I put up the decorations. Getting everything ready took days!

The day of the party was sunny. First, we had lunch – the food was so delicious! After lunch, we watched a film with photos and video of my grandparents' lives. Then my little brother played Happy Birthday on his guitar. He was so nervous! But he played really well. My grandparents loved it, so he played it again, and we all sang.

Later everyone danced to 60s pop music. The party was amazing! I wanted to dance all night but I was too tired.

2 **Read the description again and answer the questions.**

1 Why was there a celebration?
2 Where was it?
3 How did they prepare for the party?
4 What happened at the party?
5 Did everyone have a good time?

Useful language

***so* or *too* + adjective**

To emphasise an adjective, use *so* + adjective.
*The party was **so** fantastic!*
To say there is more than needed or wanted, use *too* + adjective.
*The food was **too** expensive.*

3 **Look at the Useful language box. Find two examples of *so* + adjective and two of *too* + adjective in Isabella's description.**

4 **Complete the sentences using *so* or *too* and an adjective from the box.**

expensive ~~crowded~~ exciting slow incredible cheap

1 Timur had the party in his house, but a lot of people came so it was *too crowded*.
2 The prom was .... ! We hired a limousine and felt like film stars.
3 We couldn't dance because the music was ....
4 I had dinner there. The food was delicious and .... !
5 The festival was .... We're going again next year.
6 We think proms are .... We're going to organise a MORP instead.

Get writing

PLAN

5 **Plan a description of a celebration. Make notes on the questions in Exercise 2 and think about adjectives to describe the party.**

WRITE

6 **Write your description. Use your notes from Exercise 5 and the model text to help you.**

CHECK

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

- Have you included answers to all the questions in Exercise 2?
- Have you used adjectives with *so* or *too* in your description?

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1 CLIL

History 4th July celebration, USA

1 **Work with a partner. Look at the timeline for early US history. Which events have you heard of? What do you know about other events in early US history?**

2 1.10 **Read the travel guide. What event do Americans celebrate on 4th July? How do they celebrate it?**

1492 Christopher Columbus reached America but thought it was India.

1607 The first English settlers founded the first British colony, called Virginia.

1620 The Pilgrims left England on a ship called the Mayflower and arrived in Massachusetts.

On 4th July many Americans gather in parks across the country to listen to the Declaration of Independence read out by actors in typical 18th century clothes. These re-enactments take them back in time to 1776, when the Declaration of Independence was first read out loud.

Before 1776, there were 13 British colonies along the east coast of America. They were ruled by the British and paid taxes to the British king, George III. Although many of the people who lived in the colonies were originally from Great Britain, they did not like being controlled by the British. In 1773, when a new tax was introduced on tea, there was a protest in Boston, known as the Boston Tea Party. This important event led to a war between the Colonies and Great Britain, known as the American War of Independence, and eventually to the signing of the Declaration of Independence.

In July 1776, leaders from all 13 colonies met to agree on the Declaration of Independence and create the United States of America. Copies were made of the Declaration and sent to every colony where they were read out loud to the people. This is what is acted out on 4th July.

However, the British Parliament did not accept this. It was not until 1783, after more fighting, that the British accepted the independence of the colonies.

The re-enactments help Americans to remember that 4th July is about living in a country which believes, 'All men are created equal'. They remember why the Declaration states that everyone has the right to, 'life, liberty and the pursuit of happiness'. These words, written down in 1776, form some of the basic ideas that American society was built on.



3 **Read the travel guide again and answer the questions.**

1 In what year was the Declaration of Independence first read aloud?
2 Which country did the colonies want to claim independence from?
3 When did the American War of Independence end?
4 What rights should people still be able to enjoy today?

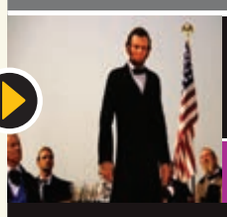
Your turn

4 **Work with a partner and answer the questions.**

1 Have you ever been to a re-enactment event in your country?
2 Do you think it is a good way of learning about a country's history? Why/Why not?
3 What events from your own country's history do you think could be re-enacted to help people learn about them?

Learn about remembering our history.

- As well as the American Revolution, what other events do American re-enactors act out?
- The clothes and weapons the re-enactors use are designed in a special way. Why?
- Do women re-enactors play the role of soldiers in re-enactment battles today?



Discovery EDUCATION

1.4 Reliving history

Extra reading

1 **What is your favourite celebration of the year? Why do you like it? How do you celebrate it?**



The festival *of Nauryz*

Nauryz is one of the oldest holidays in the world. It has been celebrated for thousands of years by the people of many central Asian countries, including the Kazakhs, Uzbeks and Uyghurs. The name Nauryz comes from a Persian word meaning 'new day'. The festival is on 22nd March and it celebrates the arrival of spring.

In the past people cleaned their homes the evening before Nauryz. If they owed someone money, they paid it back; and they made friends with old enemies. They filled cups and bowls with milk, yoghurt, grain and water because this meant that they would have plenty to eat and drink during the following year.

On the day of Nauryz, celebrations began when the sun rose. People used to clean the village spring (where they got their water) and they planted trees. There is a Kazakh saying: 'If you cut one tree, you should plant ten.' After that, everyone dressed in bright costumes. Then the singing, dancing and games began. In many places games were played on horseback. In some games, if a girl won a game against a boy, he had to do everything she told him to do. But if the boy won, the girl had to kiss him! The day often ended with two *akyns*, or poets, who took part in a song competition.

Nowadays everyone looks forward to Nauryz. People don't have to go to work or school, and they have a big meal with family and friends. They always eat *Nauryzkozhe*, which is made with seven ingredients. There are beautiful decorations in the town centres, and there are special events such as parades, concerts and dance performances. At school, too, each class has a Nauryz party. The pupils dress in traditional Kazakh clothes and perform songs and dances for their friends. Pupils from other ethnic groups also wear their national costumes and join in with the festival to celebrate friendship and unity in Kazakhstan.

2 **Read the text, then answer the questions. Use your own ideas too.**

1 What does Nauryz celebrate?
2 In the past, what did people do the evening before Nauryz?
3 What did they do on the day of Nauryz?
4 Nowadays, how do people celebrate Nauryz at home?
5 What celebrations are there in the towns and cities?
6 How do schools celebrate Nauryz?

3 **Make notes about the last time you celebrated Nauryz (or a similar festival). Think about what you did, who you saw, where you went and what you ate or drank.**

4 **Write 100–150 words about your last Nauryz (or similar) celebration. Use your notes from Exercise 3. Remember to use past tenses.**



ABOUT FESTIVALS IN KAZAKHSTAN

Nauryz is not the only important festival in Kazakhstan. On the third Sunday of September, Kazakhstan celebrates the Language Festival – the day of the Kazakhstani peoples' languages. This holiday was created by the first President of Kazakhstan in 1998 to teach young people to love and respect Kazakh, as well as learning about the languages and traditions of the different groups of people living in Kazakhstan.

2 Daily life and shopping

Discovery EDUCATION

In this unit ...



Milan fashion week **p19**



An invention that changed everything **p22**



Music and fashion **p24**



CLIL Trendsetters **p26**

Vocabulary

- Everyday objects
- Words in context
- Modifiers
- Compound nouns

Language focus

- *used to* and *would*
- Relative pronouns and clauses

Unit aims

I can ...

- talk about what objects are used for and why they are useful.
- understand short online texts about daily life and an article about style icons.
- talk about past habits and experiences.
- understand a radio report about shopping for unusual gadgets.
- buy clothes in a shop.
- write an online review of a product.

BE CURIOUS

What can you see in the photo?

Start thinking

- **Where are the girls? What are they doing?**
- **What do you like doing with your friends in your free time?**
- **How is this different from what your parents like doing?**

Vocabulary Everyday objects

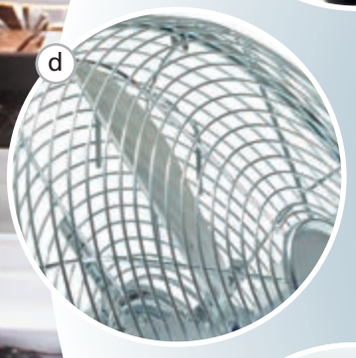
1 1.11 **Match the words in the box with the photos (a–j). Then listen, check and repeat.**

fan | light bulb | tap | switch | matches | remote control | plug | candle | heater | charger


a


b


c


d


e


f


g


h


i



j

2 **Work with a partner. Look at the objects again. Why is each object important in our everyday lives?**

> A light bulb is important because it gives us light so we can study when it's dark.

3 1.12 **Listen to three people, Jay, Kelly and Huw. Which objects are the most useful in their lives?**

Your turn

4 **Look at the examples from the recording. Which objects are they talking about?**

1 *Without them we can't* work or study when it's dark.
2 *It gives us* clean water.
3 *I don't think we can* live through the winter without one.
4 *It's much more important* than a heater!

5 **Use the phrases in italics in Exercise 4 to write about the three objects in Exercise 1 that are the most important for you.**

Vocabulary bank • page 123

Reading Short online texts

1 **Read the introduction to the quiz and look at the photos. Can you answer the questions?**

QUIZ 1970s

- **Do you know the names of any of the things in the photos?**
- **What do you think people used objects a–c for?**

a



b



2 **Read the text and check your answers.**

DAILY LIFE IN THE UK THROUGH TIME: THE 1970s

1 Susan, 49 years old: I was a child in the 1970s. I remember that our house was very cold in the winter. We didn't have central heating, so we used to have an electric heater. We had electrical appliances such as a refrigerator and a washing machine, but we didn't have a microwave. Our toys weren't as **elaborate** as today's toys. My brothers and I would play outside all afternoon after school. Our favorite toy was the space hopper. It was a large rubber ball with handles so we could sit on it and bounce without falling off.

2 David, 61 years old: I lived in London in the 1970s. My friends and I were punks. We didn't use to spend a lot of money on clothes. Our favourite colour was black. We wore tight trousers with holes and baggy T-shirts with offensive words and expressions on them. We had dyed hair – pink or green or blue – and we would wear dog collars as necklaces and safety-pins as earrings. We wanted to **shock** people and break the rules.

3 Paul, 65 years old: I was a teenager in the 1970s. We had one small television in the house and it didn't have a remote control. We didn't use to watch television very often. We used to listen to the radio and we bought **records** or audio cassettes. I loved my cassette player! My favorite musician was David Bowie. Contacting my friends wasn't as easy as it is today. We had a telephone at home but we had to a telephone box if we were out. We didn't have mobile phones, computers, or the Internet.

4 Diane, 54 years old: Shopping was different in the 1970s. There weren't as many supermarkets or shopping centres so we would usually buy things in small shops or at the market. We certainly couldn't do our shopping online! We didn't have credit cards. Some shops would **accept** cheques, but we paid in cash for almost everything.

FACT! *Colour television sets first became popular in the UK in the 1970s. Before that, almost everybody used to watch television in black and white.*

3 **Read the text again and choose the correct words to complete the sentences about the 1970s.**

1 Punks didn't like money / rules
2 People shopped in small shops / shopping centres.
3 Most homes had central heating / electric heaters.
4 Friends used mobile phones / telephone boxes to contact one another.
5 People used cash / credit cards to pay for things.
6 Punks usually wore black / pink clothes.

Explore words in context

4 **Match the words in bold from the text with the definitions.**

1 to surprise, offend, or upset someone
2 containing many complicated details
3 to agree to take something
4 a large, round plastic disc with music on

Your turn

5 **How were your grandparents' daily lives different from your life today? Ask and answer with your partner.**

I think my granny's life was far more difficult than my life. She had to get up at 5 o'clock every day to feed the animals.





Language focus 1

used to and *would*

1 **Complete the examples from the text. Then choose the correct words to complete the rules.**

	used to
+	We [1]…. to **have** an electric heater.
–	We [2]…. to **watch** television very often.
?	What **did** people **use to wear**? **Did** you **use to be** a punk? Yes, I **did**. No, I **didn't**.
	would
+	We [3]…. **play** outside all afternoon. We [4]…. usually **buy** things in small shops. **Would** you **listen** to the radio every day? Yes, I **would**. No, I **wouldn't**.

- We use *used to* and *would* to talk about **single events in the past / past habits**.
- We only use ***used to / would*** with actions. We use ***used to / would*** with actions, states and feelings (*be, have, live, love, want, care,* etc.).

Grammar reference • page 115

2 **Complete the text with the correct form of used to. Use the verbs in brackets.**

When Mr Brown was a student, he [1]…. (be) a punk. He and his friends [2]…. (go) to concerts together all the time. They [3]…. (like) wearing torn clothing. They [4]…. (dress) in black all the time. He [5]…. (have) a long, green mohawk hairstyle, but then he started working in a bank in the city and he [6]…. (not go out) so much. He forgot about all the things he [7]…. (love) doing with his friends. Now he looks completely different!

3 1.13 **Look at your answers in Exercise 2. Which verbs can you use with *would*? Then listen and check.**

Get it right!

To form questions, use ***did* + *use to* + infinitive**.
***Did** you **use to** have a mohawk?* ✓
~~*Did you used to have … ?*~~ ✗

4 **Write questions with *used to*. Add three more questions using your own ideas.**

1 you / walk to school on your own?
Did you use to walk to school on your own?
2 you / do any sports?
3 you / wear a uniform?
4 your teachers / give you a lot of homework?
5 Who / you / play with in the playground?

Your turn

5 **Think about when you were nine. Ask and answer the questions in Exercise 4 with your partner.**

Did you use to walk to school on your own?

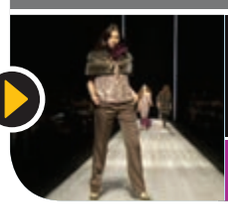
Well … I used to walk to school with my mum, but sometimes I would walk home alone.

6 **Is your life very different now? Use *used to* and *would* and write sentences to describe the differences between your life now and when you were nine.**

When I was nine, I used to spend a lot of time with my parents, now I spend more time with my friends.

Learn about fashion shows and being a top model.

- What do you know about Milan?
- Do you know the names of any famous Italian designers?
- Would you like to work as a catwalk model? Why/Why not?

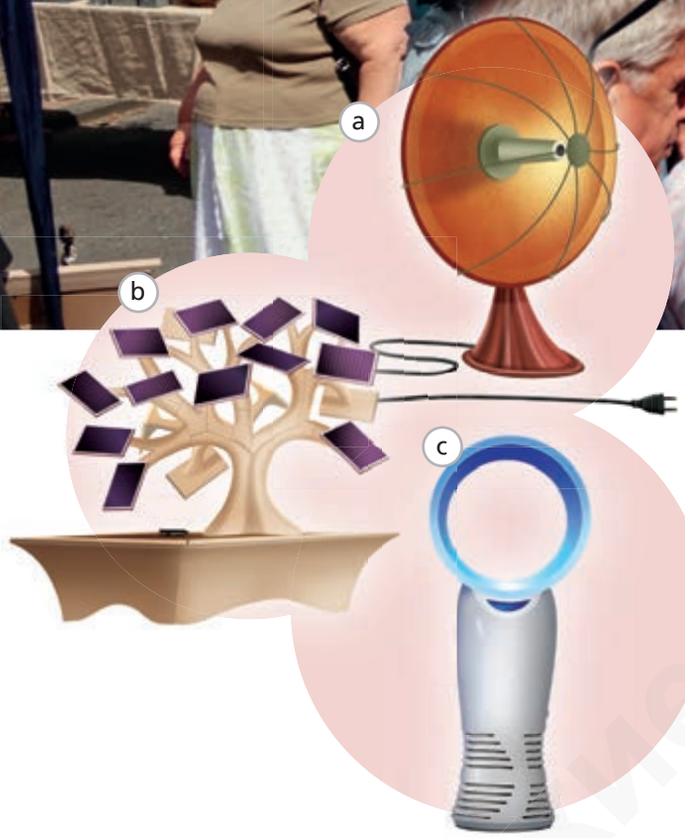


Discovery EDUCATION

2.1 Milan fashion week

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Listening A radio report

1 **Work with a partner. Look at the objects in the pictures and guess what they are used for. Which do you think is a) the most expensive and b) the cheapest?**

2 1.14 **Listen to a radio reporter talking about the three objects and check your answers.**

3 1.14 **Listen again and match the objects (a–c) with the sentences (1–6).**

1 These objects have two purposes. ...*a*..., ...
2 These objects are quite expensive. ..., ...
3 The reporter buys this object. ....
4 This object is unique. ....
5 This object comes in different colours. ....
6 This object is the oldest and the first one to be invented. ....

Vocabulary Modifiers

4 1.15 **Listen to the extracts from the recording and complete them with the modifiers in the box. Then listen, check and repeat.**

much too	~~quite~~	extremely	kind of
totally	ridiculously	a bit	really

1 The heater/light combination: That's ...*quite*... unusual.
2 The heater: That's .... hot!
3 The price of the heater: That was .... expensive!
4 The solar trees: They look .... stylish.
5 The solar trees: They are .... pretty.
6 The price of the chargers: They're .... expensive.
7 The third stall: This stall looks .... better.
8 The fan: It's .... safe.

5 **Look at the modifiers again. Do they make the adjectives a) a little stronger or b) a lot stronger?**

Your turn

6 **Think of an object you own and match it to three expressions from Exercise 4. Then work with a partner and explain your choice.**

I've got a solar travel charger. It's really useful. It's extremely small and …

Vocabulary bank • page 123



Language focus 2 Relative pronouns and clauses

1 **Choose the correct words to complete the examples from the listening on page 20. Then answer the questions in the box.**

1 It's a great market **where / who** you can find all kinds of unusual things.
2 The heat comes from the light bulb in the middle and it's reflected by this part **whose / which** you can see here.
3 I need something **that / where** I can put on my desk.
4 I wonder where the person **that / whose** stall it is can be?
5 The guy **where / who** you can see in the photo is a friend of mine.
6 I don't think the guy **that / which** I was talking to is going to sell a lot of battery chargers!

Which pronouns refer to …
a an object (two pronouns)?
b a place?
c a person (two pronouns)?
d a possession?

Grammar reference • page 115

2 **Rewrite the two sentences using one of the relative pronouns in brackets.**

1 This is the stall. I buy second-hand computer games here. (where/which)
This is the stall where I buy second-hand computer games.
2 This is the birthday present. My brother gave it to me. (that/who)
3 I really like the woman. We met her at the market. (who/which)
4 That's the man. I bought his bike last week. (who/whose)
5 Can you remember the name of the boy? We talked to him here last week. (that/whose)
6 I really don't think much of the restaurant. We ate there last night. (that/where)

Get it right!

When the relative pronoun is the subject of the verb that follows, we don't need a subject pronoun.
*A grey shirt **that** ~~it~~ cost £20.*
*The man **who** ~~he~~ works on this stall.*

3 **Write sentences using the prompts and the relative pronouns in brackets.**

1 This / be / person / I / tell / you about / yesterday (that)
2 I / not like / new teacher / just start / teaching Art (who)
3 My favourite market stall / be / one / you / can see / on the left (which)
4 My aunt / have / a friend / sell / handmade jewellery / in the market (that)
5 I / see / that girl / party / we / go / last night (whose)
6 Over there / be / shop / my brother / work / at weekends (where)

Say it right! • page 112

Your turn

4 **Choose a person, an object and a place. Write definitions of them using *who, which, where* or *whose*, but don't say what they are!**

5 **Work with a partner. Read each other your definitions and guess what they're defining.**

It's a place near Almaty where you can go skiing.

Shymbulak!

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Discover Culture

1 **Work with a partner. Write a definition of the Internet. Use the words in the box to help you.**

websites mobile phones social networks
communication WiFi connections

Find out about the invention of the Internet.



Discovery EDUCATION

2.2 An invention that changed everything

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

1 What kind of device do you usually use to go on the Internet? (phone, tablet, computer, console …)
2 Where do you usually go on the Internet? (at home, in your room, on the bus, at school …)
3 What do you usually use the Internet for? (searching for information, chatting with friends, watching videos …)

3 2.2 **Watch the video. Think of the devices, places and uses you discussed in Exercise 2. How many of these are shown or mentioned in the video?**

4 **Test your memory. Can you put the events in order?**

1 Computers become smaller and cheaper.
2 More and more computers connect with each other and the World Wide Web is formed.
3 Scientists begin to use computers for many things. *1*
4 We use the Internet for everything: work, study and play.
5 The computers are big, slow and expensive.
6 The first computer network, Arpanet, allows computers to communicate with each other.
7 The first email is sent.
8 The Internet becomes bigger, faster and more social.

5 2.2 **Watch the video again and check your answers to Exercise 4.**

Your turn

6 **In groups, think of another invention that has changed everything. Discuss the questions.**

1 Why is/was it so important?
2 When was it invented?
3 What exactly did it change / has it changed?
4 Over what period of time?
5 How does it affect your everyday life?



Учебник Онлайн

Retro BRITAIN

There are lots of icons which represent the UK but some only symbolise the Britain of the past …







THE BEATLES

The 'Fab Four', the most popular guitar band of all time, are known and loved all over the world! They released their first album more than 50 years ago but their songs are still as popular as ever. The band went through a number of style changes over the years from 1959 to 1970, but this image of the young band in their cool suits and short hairstyles is probably the most iconic.



THE RED TELEPHONE BOX

The first telephone box was designed in the 1920s, when very few people had telephones at home. People don't use them anymore, but they still decorate some street corners, especially in tourist areas. You used to put a penny into it to make a call. In the 1930s, domestic phones appeared but they didn't have a keypad like modern phones, in fact they looked something like this. People used to get tired of dialling the numbers!

THE MINI

In 1959, the most famous car in the British motor industry arrived: the Mini! It was a car popular with both the rich and the famous – everybody loved the Mini. Before production stopped in 2000, nearly six million people had bought one! Now there is a new Mini on the streets, but it's not British anymore – it's German! The first Mini cost just £500. The new German Mini can cost as much as £16,000!

THE BLACK CAB

The London cab is the icon that has survived the longest, but, of course, the design has changed a lot! Although traditionally black, they also come in other colours, including gold! Nowadays more and more cabs are covered all over in advertising. Today, you can also travel in them in other world cities but it will cost you a little more than the original taxi fare of sixpence!



FACT! *There used to be 80,000 red telephone boxes in the UK, but there aren't many of them left now.*

Reading A magazine article

1 **Work with a partner. Look at the photos. What do they show? Do you think all these things are still common or popular in the UK?**

2 **Read the magazine article and check your answers.**

3 **Read the article again. What do the four icons have in common?**

a Their appearance has changed a lot over time.
b They are all icons from the 20th century.
c They've all survived as icons for at least 50 years.

Explore compound nouns

4 **Match words from box A with words from box B to form compound nouns. Then find the compound nouns in the text and check your answers.**

guitar band

A ~~guitar~~ style telephone street motor taxi

B box corners ~~band~~ industry fare changes

5 **Which words from the list do not combine with the words in bold to form compound nouns?**

1 **guitar:** string, ~~bag~~, music
2 **style:** icon, consultant, model
3 **telephone:** call, number, name
4 **street:** house, art, fashion
5 **motor:** show, vehicle, driver
6 **taxi:** cab, driver, call

Vocabulary bank • page 123

Your turn

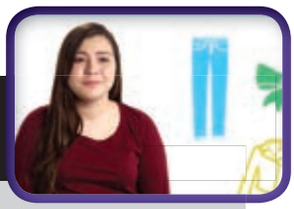
6 **Ask and answer with your partner.**

1 What people or objects are icons in your country?
2 When did they first become popular?
3 Are they still popular nowadays?
4 Do you think they are positive symbols of your country and culture? Why/Why not?

I think the most famous pop group is probably …

On the streets in my country, there are lots of …

Speaking Buying clothes



Real talk: What music and fashion were your parents into when they were growing up?

1 2.3 **Watch or listen to the teenagers. Match the sentences (1–6) with the music or people in the box.**

disco the Beatles punk Michael Jackson classical and pop no music

1 My parents liked really different things.
2 They were more into fashion, especially my mum.
3 There are no photos, so I don't really know.
4 My grandmother still remembers seeing a famous group.
5 They still listen to the music and do the dances!
6 They looked the same and wore the same clothes.

2 **What music and fashion are *you* into? Ask and answer with your partner.**

3 1.18 **Listen to Olivia and her friend Raquel. What does Olivia buy?**

4 **Complete the conversation with the useful language.**

Useful language

How about this top?
You look great!
Where are the changing rooms?
They're my size, too.
Do you think the top suits me?
They don't fit very well.

Olivia: Right, I'm looking for a top for your party, and maybe a pair of jeans.
Raquel: OK. [1] *How about this top* ? You look good in purple.
Olivia: Yes, it's really pretty. Oh, *these* are nice jeans and [2] ...., too. This style is in at the moment. What do you think?
Raquel: Mmm. I'm not so sure. Why don't you try them on?
Olivia: OK. Where [3] .... ?
Raquel: Over there on the right. Come on!

Olivia: So, do you think [4] .... ?
Raquel: Yes, you [5] .... !
Olivia: Yes, I like it too, and it's half price. I think I'll get it.
Raquel: What about the jeans?
Olivia: They don't suit me, and they don't [6] .... . They're a bit tight.
Raquel: Yeah, I see what you mean. What a shame!
Olivia: Never mind, maybe we'll see some in the next shop.
Raquel: You're joking! I think I've had enough!



5 1.18 **Listen again and check your answers.**

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

7 **Work with a partner. Plan your own conversation. Use the ideas below and Exercise 4 to help you.**



You want to buy a new shirt, blouse or top for an end-of-school party. You look good in blue.



You want to buy a new pair of jeans or trousers for the school disco next weekend. You prefer black.

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Writing An online review

1 **Read Kris's review of headphones. Does she think they are good?**

[1] *Product* **: Magicmusic G42 in-ear headphones.**

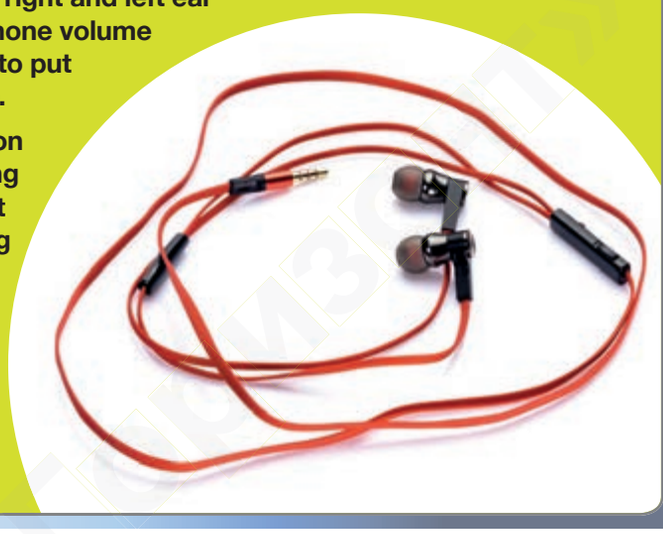
[2] ....**: They are available in black and red with long red cables and look really cool!**

[3] ....**: In general, the sound quality is good, although not always with high notes, and the sound is well-balanced between right and left ear pieces. Another good feature is that the headphone volume is quite loud, which means that you don't need to put your phone or MP3 player on maximum volume.**

[4] ....**: They have an easy-to-use volume control on the cable, which you can use to change the song too. The headphones are comfortable and don't fall out like others I've used. The cables are long enough to put behind your ears, which I prefer.**

[5] ....**: The ear pieces are made of metal, not plastic, so should last longer. The headphones come with a travel case and a cable clip.**

[6] ....**: At £30 these headphones are great value for money, and perfect for me!**



2 **Read the review again. Match the headings in the box to the text. Is the order of the headings important?**

Design Ease of use Overall opinion Performance ~~Product~~ Extra features

Useful language

Describing a product

When we write a product review, we include phrases for describing a product.

- *They **are made of** metal.*
- *It **comes in** black or red.*
- *You **can use it to** change songs.*

3 **Look at the Useful language box. Find other phrases in the review that describe the headphones.**

4 **Complete the sentences with the phrases in the box.**

come with available in made of comes in look

1 This e-reader .... two sizes, 7 inch and 8.9 inch.
2 The new smartphone models are .... metallic green, pink or blue, but they .... quite cheap.
3 The outside of this games console is .... aluminium, and it looks amazing!
4 These tablets .... a colourful travel case.

Get writing

PLAN

5 **Choose a product to write an online review of. Use the headings in Exercise 2 and make notes.**

WRITE

6 **Write your review. Use your notes from Exercise 5 and the model text to help you.**

CHECK

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

- Have you included all six headings to organise your review?
- Have you used phrases to describe the product?

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2 CLIL

Social Science The history of jeans



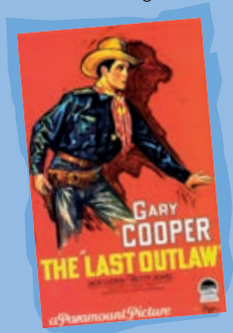
1 **Work with a partner. Look at the photo and the fact. Answer the questions.**

1 Why do you think jeans are so popular?
2 How many pairs of jeans do you own?
3 In your family, who wears jeans and who doesn't? When do they wear them?

2 1.19 **Read the study notes about jeans in the 20th century. Which fact(s) do you find most surprising?**

1900 Jeans were the ideal clothes for low-paid cowboys and miners in the American West, where conditions were hard. Jeans were cheaper and lasted longer than other trousers. This was important for poor, hard-working men.





1920s Hollywood films turned cowboys into heroes. Hollywood gave life in the American West a more attractive image. Middle-class Americans wanted to copy what they saw in the films.

1950s Film stars such as Marlon Brando and James Dean wore jeans on screen and set the fashion for teenagers. Teenagers wanted to show they were different from their parents and they used jeans to do this. Jeans turned into such a strong symbol of rebellion that some schools, cinemas and restaurants banned them.





1960s Hippies wore jeans to show they were the same as the working classes and also to break racial barriers. Hippies wanted all people to be equal.

1970s Better transport routes between countries meant that jeans were manufactured cheaply and prices fell. More people could afford to buy them and jeans became an everyday item of clothing all around the world.



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

1 Why were jeans the perfect clothes for difficult working conditions?
2 How did Hollywood first help to make jeans popular?
3 Why did teenagers copy the style of film stars?
4 What did hippies hope to achieve by wearing jeans?
5 What happened to the price of jeans when international transport became easier?

4 1.20 **Listen to a teacher and a group of students. What factors influenced who wore jeans?**

5 1.20 **Work with a partner. Do you remember what they said about each of the following areas? Listen again and check your answers.**

- The economy
- The film industry
- The roles of men and women
- Class
- The environment

Your turn

6 **Work with a partner. Choose an item which you think reflects the 20th century and use it to help you talk about social changes. Use the areas in Exercise 5 to help you.**

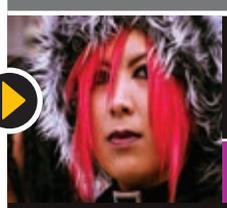






Learn about young trendsetters.

- What do companies want to know about the two trendsetters, Saeko and Yuko?
- What new product are the girls trying out?
- What do they like about the new product?



Discovery EDUCATION

2.4 Trendsetters

Extra reading

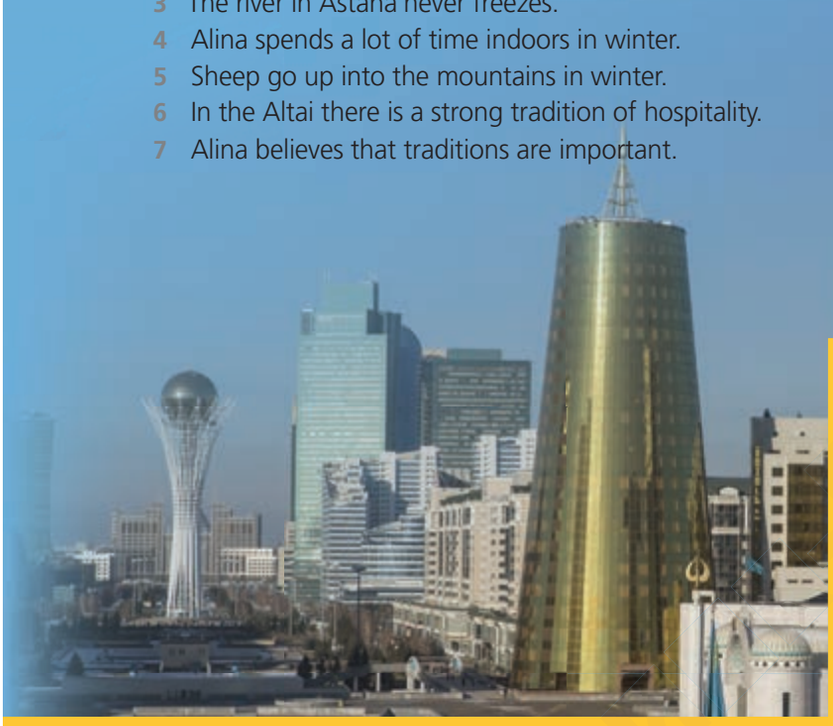
1 **Do you live in a city, a town or a village? What's your favourite place in Kazakhstan?**

2 **Read the text, then read these sentences. For each sentence write *T* (true) or *F* (false). Correct the false sentences.**

1 Alina used to live in Astana.
2 At first she missed her old life in Aktau.
3 The river in Astana never freezes.
4 Alina spends a lot of time indoors in winter.
5 Sheep go up into the mountains in winter.
6 In the Altai there is a strong tradition of hospitality.
7 Alina believes that traditions are important.

3 **Read the text again. Make two lists, giving the positive and negative aspects of moving to Astana according to Alina. Can you think of any other possible positives or negatives? Do you think Alina is glad that she moved?**

ABOUT KAZAKH FAMILIES *Kazakh people traditionally know who their ancestors were, going back seven generations. In the past the Kazakh language wasn't written down, so people had to remember!*





City life, *country life*



Hi! I'm Alina. I used to live in Aktau, but then my mum got a job in Astana, so we moved here. We've been here for about two years now. It wasn't easy at first – I really missed my friends. It took me about a year to settle in. But I've got some good friends here now. Astana is growing and changing fast, so it's an exciting place to live. The climate in Astana is quite extreme. It's very cold in winter. The temperature is below zero and it's so cold that the river freezes! We often have to stay indoors, but there are some great things to do outside, like skating. Another great thing is the shopping centres, which are much more than just shops. The Mega Mall has a amusement park, great and the Khan Shatyr even has an indoor beach! There's another place I really like in Kazakhstan, but it's completely different from Astana. My dad is from the Altai Mountains. I've got uncles and aunts and cousins who live there, and I love going to visit them. They all live in a village in a valley. My uncle has got a lot of sheep and every summer he takes them up into the mountains. Last summer we went to a Kazakh festival in the mountains. I'd never seen eagle hunting before – it was really impressive. Golden eagles are enormous! There were lots of horse sports too – the riders are amazingly skilful! They start riding at a really young age there. Everyone's very hospitable in the Altai. Guests are welcomed warmly, and children are taught from a young age to respect other people. I hope we'll be able to keep our traditions alive, because they're an important part of our national identity.



1–2 Review

Vocabulary

1 **Match the photos (1–8) with the activities (a–h).**

1 

2 

3 

4 

5 

6 

7 

8 

a dress up for the occasion
b give a present
c have a good time
d hold a contest
e make special food
f play music
g put up decorations
h set off fireworks

2 **Choose the correct words.**

1 We've had these customs for a really long time – they're very traditional / atmospheric.
2 There are so many people in the street – it's really traditional / crowded.
3 The Halloween masks were horrible – they were really impressive / scary.
4 The costumes were so colourful / peaceful – purple, green, red and bright yellow.
5 The meal was really crowded / impressive – there were dozens of different dishes on the table.
6 They were setting off fireworks for 30 minutes – they were really scary / stunning.
7 At midnight, we lit candles and everyone was silent for three minutes – it was very colourful / peaceful.

3 **Match the objects with their functions. There are three words you don't need to use.**

remote control tap ~~charger~~ switch fan
heater light bulb plug matches

We use this to …

1 recharge our phones. *charger*
2 make a room brighter.
3 switch on the TV.
4 turn on the water.
5 turn on a light.
6 make a room hotter.

4 **Complete the sentences with modifiers.**

1 This solar heater turns itself on and off automatically – it's q u i t e unusual.
2 This mouse costs €200 – that's r _ _ _ _ _ _ _ _ _ _ y expensive!
3 My mum has a new travel DVD player for the car – it's e _ _ _ _ _ _ _ useful.
4 That fan doesn't work very well – it's k _ _ _ o _ old-fashioned.
5 The heater isn't working – the classroom is m _ _ _ t _ _ cold.
6 I can't do this exercise – it's t _ _ _ _ _ impossible!

Explore vocabulary

5 **Choose the correct words to complete the text.**

I always look forward [1]to / of Thanksgiving. It's my favourite holiday celebration. We usually spend several days preparing [2]for / to it. I usually work [3]with / for my mum in the kitchen, making lots of cakes and bread. Our relatives join us for the meal. We agree [4]on / with who is going to prepare which dishes several days in advance. There's always plenty of food! Our guests arrive [5]on / at our house bringing pies and roast meat and all kind of vegetables. It takes several days to recover [6]from / of all the excitement and the food!



6 **Choose the correct words.**

1 I want to cut my hair really short and have a complete style change / icon!
2 My brother works as a taxi cab / driver.
3 Have you seen the graffiti on the street corner / art over there?
4 Can I call you tonight? What's your telephone call / number?
5 I couldn't practise because one of my guitar strings / bands had broken.
6 My brother and I went to a motor show / industry last weekend.

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Language focus

1 Complete the text using the *-ing* form of the verbs in the box.

become play do have put sing ~~make~~ study

I'm in a rock band with three of my friends. We enjoy [1] *making* music together. I'm not good at [2]…., but I really love [3]…. the guitar. We're looking forward to [4]…. our music online quite soon and we dream about [5]…. famous one day! Of course, [6]…. and [7]…. homework are important. But I believe in [8]…. fun, too!

2 Choose the correct words to complete the text.

Themed birthday parties

Would you like [1]**to have / having** a themed birthday party? Are you worried about [2]**to organise / organising** your birthday or New Year's Eve party? If you really want [3]**to make / making** your party a success, why not visit our website and choose from our wide selection of costumes and masks? It's easy [4]**to find / finding** a theme that everyone can enjoy. There's something for everybody. [5]**To dress up / Dressing up** is fun for people of all ages. Many people choose [6]**to design / designing** their own costumes by using our unique app design tool. Don't plan your party without [7]**to visit / visiting** our website first!

3 Choose the correct words to complete the conversation.

Joe: Granddad, where did you [1]**use / used** to live when you were little?

Granddad: We [2]**wouldn't / didn't use to** live in a large town. We [3]**used to / would** live in the country. I [4]**used / would** go to school by bike.

Joe: Did you [5]**use / used** to wear a uniform?

Granddad: Yes, we [6]**would / did** but I [7]**didn't use to / wouldn't** like it very much!

Joe: [8]**Did they use to / Would they** be very strict at your school in those days?

Granddad: Oh yes! They [9]**used / would** get very angry if we didn't obey the rules, and we [10]**would / use to** have to stay late at school or do extra homework.

4 Join the sentences using a relative pronoun and a relative clause.

1 That is the woman. She sold us her old car.
That is the woman who sold us her old car.
2 This is the shop. I bought my clock here.
3 My dad has a friend. He collects old radios.
4 Is this the machine? It is used to play old records.
5 That is the film. I told you about it.
6 Where is the boy? I borrowed his book.

Language builder

5 Choose the correct words to complete the conversation.

Claire: Hi, Amy. Are you going to the dance party this weekend?

Amy: No, I'm not. I hate [1] *b* !

Claire: What? You do? I thought you [2]…. dancing lessons.

Amy: I did. But I [3]…. enjoy them! It was very difficult, and the other students weren't very nice.

Claire: Oh! Well, I'm sure it will be more fun at the party. You always enjoy [4]…. time with your friends. The people [5]…. were mean to you won't be there.

Amy: I suppose the party will be more [6]…. than my dance classes. And I won't have to wear the special shoes [7]…. hurt my feet, either! When I took dance lessons, I [8]…. for hours. My feet always hurt.

Claire: If you [9]…. to the party, you can take a break whenever you like.

Amy: Thanks, Claire. I [10]…. see you there then.

1	a dance	b dancing	c I dance
2	a taken	b use to take	c used to take
3	a didn't use to	b didn't used to	c not use to
4	a spend	b spending	c to spend
5	a which	b who	c whose
6	a relax	b relaxing	c to relax
7	a that	b where	c who
8	a dance	b dancing	c would dance
9	a to come	b coming	c come
10	a did	b might	c do

Speaking

6 Match the sentences.

1 Do you think this T-shirt suits me?
2 Could you come with me to the supermarket?
3 Are those jeans your size?
4 I need to organise the music.
5 Where are the changing rooms?

a No, they don't fit very well.
b Over there, on the left.
c Yes, you look great!
d Sure! We'll buy some snacks and drinks.
e Shall I lend you my speakers?

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3 Entertainment and media

Discovery EDUCATION

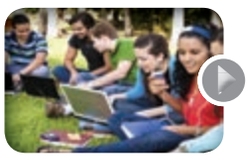
In this unit ...



Inside the guitar **p36**



Favourite gadgets **p38**



CLIL True or false? **p40**

Vocabulary

- Entertainment and media
- Compound adjectives
- Adjectives and dependent prepositions
- Communication phrases and phrasal verbs

Language focus

- Present perfect simple and present perfect continuous
- Past perfect

Unit aims

I can ...

- talk about entertainment preferences.
- understand a news article about an educational project.
- talk about things I've done and things happening in my life.
- understand a radio interview with an actor.
- buy a gadget.
- write a short biography of a famous person.

BE CURIOUS

What can you see in the photo?

Start thinking

- **What is the man doing in this photo?**
- **Can you think of some similar types of entertainment?**
- **Do you see this type of entertainment where you live?**

Vocabulary Entertainment and media

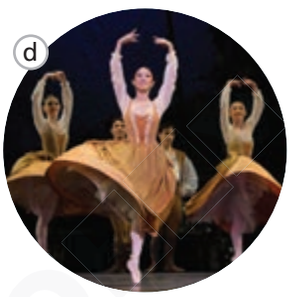
1 1.21 **Match the photos below with the words in the box. Then listen, check and repeat.**

blog documentary ballet video clip chat show play circus soap opera

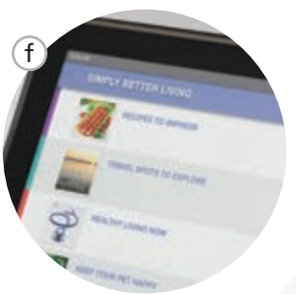

a


b


c


d


e


f


g


h

2 **Which of the forms of entertainment might you find**

a on TV?
b on the Internet?
c at the theatre or in a public place?

3 **Match the beginnings and the ends of the sentences.**

1 I don't want to go to the circus with you
2 My brother loves documentaries,
3 Chloe is taking part in a play this term
4 My friend writes a blog
5 My grandmother has two favourite soap operas
6 My friends and I share video clips
7 This is my favourite chat show
8 We went to a ballet performance in the city

a about all the food that she likes to cook.
b because it always has the best guests.
c of funny things on social media.
d and the dancers were amazing.
e because she loves acting.
f because I'm afraid of clowns.
g and she watches them on TV every day.
h especially ones about nature.

4 1.22 **Listen to a conversation. Which three events are mentioned? Where will they take place?**

Your turn

5 **Look again at the entertainment and media vocabulary. Which types of entertainment a) do you think are popular with young people and b) do you enjoy?**

6 **Discuss the questions in groups.**

1 Do you have the same opinions about the forms of entertainment and media? Compare your notes.
2 What are some examples of popular entertainment and media in your area?

Many people watch the television show *Sherlock*. My friends and I all follow a blog called *F1 Fanatic* …

Vocabulary bank • page 124

Reading A news article

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

1 Who are the people in the photo?
2 What are they doing?
3 Who is helping who? How are they helping each other?

2 **Read the article and check your answers.**

Community Partners

A great new project started at a Nottingham secondary school at the beginning of September. Once a week, older people from the community come to the school to learn how to use the Internet and their mobile phones. More and more people come every time. So far, they've all learned to share photos on their phones and set up a Facebook account. Ian Richardson, 73, said, 'I've been checking my Facebook page every day to stay in touch with my grandchildren. I love it!' **68-year-old** Linda Barnes agrees. 'My daughter has sent me six text messages already today! I enjoy the photos she sends me, too.' The students are great teachers, and they're really enjoying the chance to help people in their community.

The students and older participants have been learning a lot from one another. 'Mrs. Miller introduced me to Hitchcock films and I enjoy them. They're **slow-moving** but very interesting,' said 16-year-old Charlotte Gardner. Ben Clark, 17, said, 'I taught Mr. Cunningham how to stream history documentaries online, and now I watch them, too!' Many of the older participants now enjoy watching amusing video clips online and two women are working together to write a blog about travel opportunities for the elderly. 'They showed me how to find interesting video clips and I learned about a new musician – he's very talented, and **good-looking**!' said 79-year-old Patricia Saunders, who has become Ed Sheeran's newest fan. She recently purchased and downloaded all of his **world-famous** albums. Nigel Young, 64, prefers playing **action-packed** computer games with the students, and his wife, Kathleen, now reads books on her tablet. 'I enjoy reading mystery books. Now I can download them on my tablet instead of carrying around heavy books,' said Mrs. Young. Whatever their interests, the participants are finding new ways to access their entertainment choices. Everyone involved in the project is enjoying the opportunity to teach and learn from a different generation.

FACT! *Internet use among people aged 65 and older grew 150% between 2009 and 2011.*



3 **Read the article again. Complete the sentences with the correct words.**

1 The project takes place at the Nottingham *secondary* school.
2 Two women are writing a travel ….
3 Ian Richardson uses … to stay in touch with his grandchildren.
4 Mrs. Young downloads books on her ….
5 Ben Clark and Mr. Cunningham enjoy watching …. about history.
6 …. likes Ed Sheeran's music.

Explore compound adjectives

4 **Look at the two examples of compound adjectives. Can you find four more in the text? What do they mean?**

computer-generated = made using a computer
well-known = famous

5 **Write two examples for each category.**

world-famous actress	good-looking actor
Angelina Jolie	….
….	….
action-packed video game	slow-moving film
….	….
….	….

Vocabulary bank • page 124

Your turn

6 **Do you ever create or take part in entertainment for other people, e.g. a blog or a play? Make notes.**

7 **Work with a partner and discuss your ideas. Do they do any of the same things?**



Language focus 2

Present perfect simple

1 **Look at the examples from the reading on page 32 and answer the questions.**

- So far, **they've** all **learned** to share photos on their phones.
- My daughter **has sent** me six text messages already today.

1 Do they refer to a time period that has finished?
2 Do they describe a single action or a series of actions?
3 Can we use the present perfect simple to say how many?

Grammar reference • page 116

2 **Write questions using the prompts.**

1 How many times / log on to the Internet today?
2 How many text messages / send on your phone since this morning?
3 How many films / seen in the last month?
4 How many text messages / receive today?
5 How many English classes / have this week?

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

I've only logged on to the Internet twice today. What about you?

Present perfect continuous

4 **Complete the examples from the listening on page 32 then choose the correct words to complete the rules.**

+	I' [1]…. my Facebook page every day. The students and older participants [2]…. a lot from one another.
?	**Have** you **been checking** your Facebook page every day? Yes, I **have**. No, I **haven't**.

The examples above, …
1 refer to a time period that **has / hasn't** finished.
2 talk about **a single action / a series of actions**.
3 **say / don't say** how long or how regularly an action has been happening.
4 refer to actions we **expect / don't expect** to continue in the future.

Grammar reference • page 116

5 **Put the sentences in order to make a short text. How many examples of the present perfect continuous can you find?**

Recently, I've been teaching myself …

a at least an hour every night. I've really been enjoying it
b on my phone and I've been practising for
c to play the guitar. I haven't been doing it for
d tutorials on YouTube! I've been watching them
e very long, just a few weeks. I've been using

… and I'm learning pretty fast!

Present perfect simple vs. present perfect continuous

6 **Write sentences with the present perfect simple and the present perfect continuous.**

1 I / study / English / for five years
2 I / have / two mobile phones / since I was 12
3 She / study / every evening / for the exam next week
4 He / have / three different teachers this year
5 We / take / four exams in the last month
6 I / read / a lot since September

Your turn

7 **Make notes about something you've been learning to do recently. Then ask and answer the questions in groups.**

- How long have you been learning it?
- Why did you start?
- Who has been teaching you?
- How many times have you practised this week?
- What has been the most difficult thing to learn? Why?

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Listening An interview

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

1 Do you know anything about the film?
2 What do you think is the connection between the film and the two photos?
3 How has the world changed in the last 30 years?

2 1.23 **Listen to an interview with a young actor, David, who is taking part in a theatre production of the film. Check your answers.**

3 1.23 **Listen again and choose the correct options.**

1 The film first came out in **1980 / 1985**.
2 In the film, Marty travels from the **1950s to the 1980s / 1980s to the 1950s**.
3 In the theatre production, Marty travels from 2015 to the **1980s / 1950s**.
4 The theatre production focuses on life **now / in the past**.
5 David's parents were teenagers in the **1950s / 1980s**.
6 Teenagers **were / weren't** interested in the same things in the 1980s as they are now.
7 There **were / weren't any** touchscreens in the 1980s.
8 The presenter **has / hasn't** seen the show.

Your turn

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

1 Would you like to see the film or the show? Why/Why not?
2 Would you like to travel back in time to see your parents when they were teenagers?
3 Do you think their lives were very different from yours? If yes, in what way?







Vocabulary Adjectives and dependent prepositions

5 1.24 **Choose the correct prepositions to complete the sentences from the interview. Then listen and check.**

1 I was really excited **about / in** working on the show.
2 I'm fascinated **about / by** that side of the show …
3 … what teenagers were interested **of / in** then …
4 … teenagers were keen **by / on** the same things, like …
5 … some people have been a little disappointed **by / of** the show.
6 … we're really happy **in / with** it …
7 … and proud **of / on** all our hard work.
8 We aren't afraid **in / of** criticism you know!

Your turn

6 **Write five sentences that you think are true for your partner. Use some of the adjectives and prepositions from Exercise 5.**

I think you were disappointed by the result of the football match last night.

7 **Work with a partner. Ask and answer questions to find out if the sentences you wrote in Exercise 6 are correct.**

Were you disappointed by the result of the football match last night?

No, I wasn't! My team won 3–0!

Vocabulary bank • page 124

Language focus 2 Past perfect

1 **Complete the examples from the listening on page 34. Then answer the questions in the box.**

had hadn't (x2) seen thought

+	I **had** always **wanted** to be in a big show.
–	I [1]…. really …. about it before.
?	[2]…. you …. it before you started on the production? Yes, I **had seen** it twice. No, I [3]…. **seen** it.

1 What do you use the past perfect to talk about?
   a an action that happened before another action
   b an action that happened after another action
2 Which tense do you use to talk about the most recent of two past actions?
   a the past simple b the past perfect

Grammar reference • page 116

2 **Choose the correct form of the verbs in the sentences below.**

1 My brother told / had told me about a new band yesterday. I **didn't hear / hadn't heard** of them before.
2 When I got to the party last night, Jo **went / had gone** home, so I **didn't see / hadn't seen** her.
3 We went to a great burger bar last weekend. I **wasn't / hadn't been** there before. The food **was / had been** really good.
4 I **arrived / 'd arrived** late for football last week, the match **started / had started** when I got there and the coach didn't let me play!

3 **Work with a partner. Look at the pictures and tell the story using the verbs in the box. Can you use all the verbs?**

get on not let wait have want sell out ask say put up their tents see arrive be

The concert last night was absolutely fantastic …

4 1.25 **Complete the text with the correct form of the past simple or past perfect. Use the verbs in Exercise 3. Then listen and check.**

The concert last night [1]…. absolutely fantastic. We [2]…. to see the band for a very long time, so when we [3]…. a poster of the concert two months ago at a bus stop, we were very excited. We [4]…. our parents if we could go and they [5]…. yes! They [6]…. us go to a concert on our own before and we were really excited.

A month later, we [7]…. a train to go and buy the tickets. We [8]…. at the ticket office the night before with a tent. A lot of other people [9]…. on the street before us. The next day we [10]…. for five hours until at last we [11]…. the tickets in our hands. Five minutes later, all the tickets [12]…. ! We were so lucky! And the concert was brilliant.

Say it right! • page 112

Your turn

5 **Make notes about the first time you did or saw something special.**

first Ninety One concert – never been to a live concert before – totally amazing!

6 **Work with a partner. Ask and answer these questions about your experience. Add more questions using your own ideas. Were your experiences similar?**

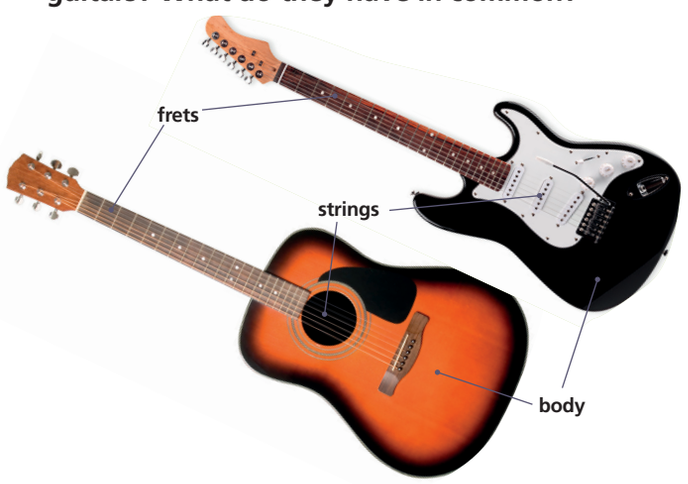
1 What was your experience and when did you do it?
2 Did you know anyone who had had a similar experience before?
3 How long had you waited for it to happen?
4 Was it as good as you'd expected?
5 How did you feel?

I went to a Ninety One concert last summer. My sister had been but I had never …



Discover Culture

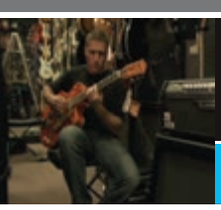
1 **Work with a partner. Look at the photos. What's the main difference between the two guitars? What do they have in common?**



2 **Work with a partner. Discuss these questions.**

1 In what kind of places can you see the two different types of guitar?
2 What kind of people do you associate with each type of guitar?
Traditional guitar: classical musician …
Electric guitar: pop star …

Find out about how guitars are made.



Discovery EDUCATION

3.1 Inside the guitar

3 3.1 **Watch the video. What is the main focus?**

a The history of both types of guitars
b How an electric guitar works
c How an electric guitar is made

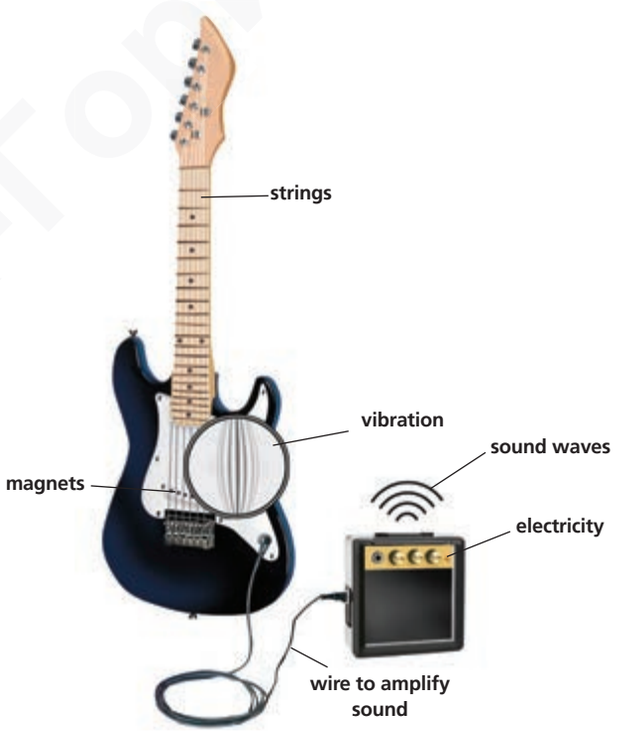
4 **Test your memory. Can you answer the questions?**

1 Which type of guitar is shown first?
2 Where do we first see traditional guitars?
3 Which kind of guitar is produced in the factory?
4 What part of the guitar is made by machines?
5 Which parts are added by hand?
6 What do we see in the last shot?

5 3.1 **Watch the video again and check your answers.**



6 **Look at the diagram. Can you explain how an electric guitar works?**
They put magnets under the strings. The magnets …



7 3.1 **Watch the video from 02.10 to 02.37 and check your answers.**

Your turn

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

1 Do you play the guitar or know anyone who plays the guitar? What type of guitar do they play?
2 Do you often see people playing the guitar, or other musical instruments, on the street in your town?
3 Have you ever learned to play an instrument? If yes, what and why? Do you still play it? If no, which instrument would you like to learn to play? Why?

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IS **FACEBOOK** UNCOOL?

UNIT 3

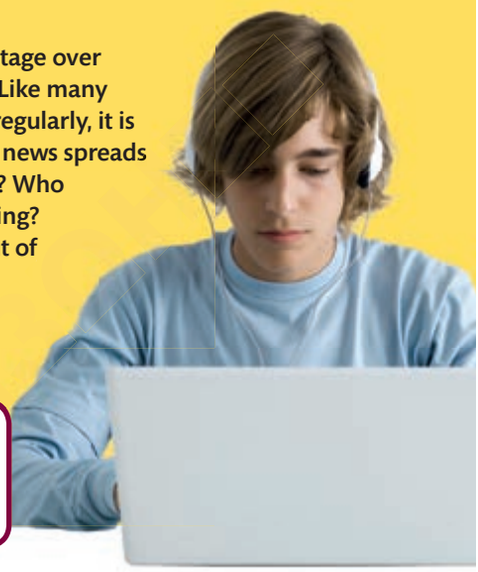
Can you imagine life without Facebook, Twitter or Instagram? You know, those places where you find out all the stuff that your friends do every day?

Amazingly, if you'd been a teen pre-2004, when Facebook started, you wouldn't have known the meaning of 'social networks'. Twenty-five years ago people **kept in touch** by phone. **Texting**, **Tweeting with Twitter**, **making a Skype™ video call** and **emailing** didn't exist or weren't widely used. But today things are different and Facebook has become the world's favourite way to keep in touch with colleagues, **catch up** with friends and family or **track down** people you have **lost touch** with. But is its popularity making it uncool?

Facebook began life at Harvard University and was initially only open to students. Mark Zuckerberg, who started the platform, wanted Facebook to make the world more open and connected. He hadn't planned on it being a successful company. Interestingly, it is now more popular with older and professional users than students. So, does that mean it's uncool for teens?

Well, it's true some of the same students who loved it so much at the beginning have now turned to other social networks. And what is the reason why teens are using Facebook less? Parents! Parents see Facebook as a way to keep the family together and to keep an eye on their kids! And of course, they also use it to **chat** with friends and check out what they are doing. But many teens think, 'The day your mum sends you a friend request, you know it's time to leave!' and want a social network that will keep them separate from their family.

Currently, Twitter may have an advantage over Facebook, at least for younger users. Like many social networks, it updates its image regularly, it is more dynamic, posts are shorter and news spreads more quickly there. But for how long? Who knows what the next platform will bring? All the ones we know now may be out of date by the time you read this!



FACT! *The number of Facebook users will soon be bigger than the population of China.*

Reading An article

1 **Work with a partner. Look at the photo and the title of the article. What do you think the article will be about?**

1 The success of social networks
2 How social networks have changed the world
3 The changing popularity and identity of social networks

2 **Read the article and check your answer.**

3 **Read the article again. Are these sentences true or false? Correct the false sentences.**

According to the article …

1 the first social network appeared 25 years ago.
2 people all around the world use Facebook.
3 Facebook was originally for students.
4 a lot of teens are happy to have their parents as Facebook friends.
5 Twitter is better than Facebook for finding out about news.
6 the blogger is sure about what will be the social network of the future.

Explore communication phrases and phrasal verbs

4 **Match the highlighted words and phrases in the article with the definitions.**

1 four verbs describing different forms of communication/ expressions using technology
2 two expressions meaning to a) maintain contact and b) not maintain contact with people
3 two phrasal verbs meaning to a) find a person you have not seen in a long time and b) find out some news about them
4 one verb meaning to talk casually or talk on a social network

Vocabulary bank • page 124

Your turn

5 **How do you prefer to keep in touch with friends and family? Put these in order of preference. Compare your answers.**

- Telephone call
- Social network (e.g. Facebook)
- Skype™, FaceTime or similar
- Texting
- Instant messaging

I don't like making telephone calls anymore, it's like you're always interrupting somebody when you call.

I agree! And Facebook is more fun too!

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Speaking Buying a gadget



Real talk: What's your favourite gadget?

1 3.2 Watch or listen to the teenagers. What is each person's favourite gadget and why?

2 What's *your* favourite gadget? Ask and answer with your partner.

3 1.28 Listen to Casey talking to a sales assistant. What does he want to buy?

4 Complete the conversation with the useful language.

Useful language

How much memory … ?
Can you tell me about this … ?
How long does the battery last?
Has it got a(n) … ?
Could you show me … ?
What's (the sound) like?
Is it (easy to use)?

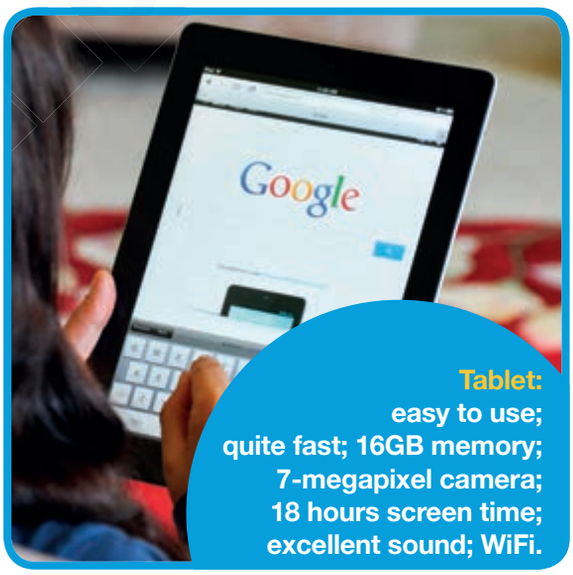
Casey:	Excuse me. [1] *Can you tell me about* this smartphone?
Assistant:	Yes, of course. What would you like to know?
Casey:	Well, [2] ….. does it have?
Assistant:	It's only got 4GB of memory, but you can get up to 64GB with a memory card.
Casey:	OK. And is it [3] ….. ?
Assistant:	Yes, very easy. And it's fast, too.
Casey:	Oh, right! [4] ….. front-facing camera?
Assistant:	Yes. The camera is 5 megapixels, with an LED flash. Fantastic for selfies!
Casey:	[5] ….. ? For music, I mean.
Assistant:	Very good, I think.
Casey:	Right. How long [6] ….. ?
Assistant:	About eight hours of talk time.
Casey:	Only eight hours? That's not very long!
Assistant:	No, perhaps not. But in general it's a good phone for the price.
Casey:	Mmm. Could [7] ….. that one, please?



5 1.28 Listen again and check your answers.

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

7 Work with a partner. Plan your own conversation. Use the ideas below and Exercise 4 to help you.



Tablet:
easy to use;
quite fast; 16GB memory;
7-megapixel camera;
18 hours screen time;
excellent sound; WiFi.



Digital camera:
18 megapixels; optical zoom up to 20 times bigger;
video with great sound;
easy to use; high speed;
automatic WiFi connection;
comes with 8GB memory card;
buy batteries separately.

Writing A biography

1 **Look at the photo and read the biography. Who are they and when were they popular?**



1 The Swedish group ABBA formed in 1972. Björn and Benny had been in another band, but started their own group and asked their girlfriends, Agnetha and Anni-Frid, to join. The name ABBA came from the initials of their first names. Later on both couples got married.

2 ABBA became internationally famous when they won the Eurovision Song Contest in 1974 with *Waterloo*. Over the next eight years they became one of the most successful pop groups ever. They had many hits, including *Dancing Queen* and *SOS*. They had 22 number 1 records around the world. During that time they played pop and disco, and were famous for their glam-rock stage costumes. Although they used to sing in English, they also released two albums in Spanish. After selling millions of records, ABBA finally split up in 1982.

3 In the last few years their music has become popular again with the musical (and film) *Mamma Mia!* As a result, ABBA have now sold 380 million records!

2 **Read the biography again and complete the fact file.**

FACT FILE

The name of the group/artist: [1] ....
Where they were from: [2] ....
When they formed / split up: [3] .... / ....
When and where they were successful: [4] ....
Famous songs/albums: [5] ....
Type of music: [6] ....
Style of clothes/hair: [7] ....
Record sales: [8] ....
Personal facts about them: [9] ....
Unusual facts: [10] ....

3 **Read the biography again and identify which paragraph the information in Exercise 2 is in.**

Useful language

Sequencers and connectors
Use different phrases to show the sequence of events and the connection between pieces of information.

- *Although they … , they also …*
- *Over the next eight years …*
- *After selling millions of records …*
- *As a result, ABBA have now sold …*

4 **Look at the Useful language box. Find three other similar phrases in the biography in Exercise 1.**

5 **Complete the sentences with the phrases in the box.**

as a result over the next after the last few years although

1 .... ABBA were a pop group, they also had disco hits.
2 ABBA donated the song *Chiquitita* to UNICEF. It reached number 1 in ten countries and, ... , made a lot of money for the charity.
3 .... making records in Spanish, ABBA became popular in South America.
4 .... few years, they recorded lots of singles in Spanish.
5 In .... the musical *Mamma Mia!* has been on in the West End of London.

Get writing

PLAN

6 **Plan a biography about a band or artist from the past.**

- Use the headings in Exercise 2 and make notes.
- Think about what to put in each paragraph. Use Exercise 3 to help you.
- Find any information you need on the Internet or speak to older family members.

WRITE

7 **Write your biography. Use your notes from Exercise 6 and the model text to help you.**

CHECK

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

- Have you included all the information from Exercise 2 and at least one unusual fact?
- Have you used phrases to sequence events and show the connection between pieces of information?

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3 CLIL



ICT Copyright

1 **Work with a partner and answer the questions.**

1 How often do you listen to music or watch films online?
2 Do you think CDs, DVDs, books and video games are expensive? Why/Why not?

2 1.29 **Read the facts about copyright. Does copyright mean that a piece of work can never be copied?**

- Copyright is the right of creators and owners of a piece of work to control how that work is used and shared. Music, photos, films, novels, artwork and software are all examples of material that is protected by copyright. It is against the law to copy or distribute anything that is protected under copyright law without the permission of the creator or owner.
- Copyright is automatic in most countries. In countries such as Spain, the UK and the USA work does not have to be registered to be protected by copyright. © is the international symbol for copyright, but a piece of work without this symbol may still be protected under the copyright law.
- Copyright does not last forever. But laws are different in different countries and for different types of material. For example, in the UK the copyright on a book ends 70 years after the author dies, but for radio broadcasts copyright ends 50 years after the programme was first broadcast. In Australia the copyright on films and recordings runs out after 70 years. Copyright law prevents people from making, giving or selling copies.
- If a piece of work is created by an employee, the copyright normally belongs to the company not the employee. People caught breaking copyright law often have to pay a large amount of money to the owner of the work. They may also lose any equipment they used to make the copies. In very serious cases people who break copyright law can even spend time in prison. In a famous case in the USA, artist Shepard Fairey was fined $25,000 after he designed a poster using an image from a photo that was not his.
- 'Fair use' allows small sections of a piece of work to be used without the permission of the owner. People who want to give a professional opinion on a piece of work often use the fair use rule.



3 **Read the facts again. Are these sentences true or false? Correct the false sentences.**

1 The aim of copyright law is to stop people copying work without the correct permission.
2 Only work with the copyright symbol © is protected by the copyright law.
3 It is legal to make a copy of a CD or video game and give it to a friend as long as they do not give you any money.
4 Someone who makes copies of CDs on their computer may have their computer taken away if they get caught.
5 A person who wants to make a comment about a film or a book is allowed to copy a small piece of the film or the book.

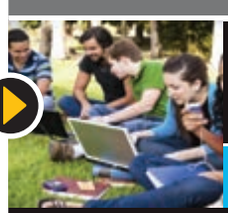
Your turn

4 **Work with a partner and answer the questions.**

1 Have you ever seen someone recording a film in the cinema? What would you do if you did?
2 How do you think copying and selling CDs affects a band/group?
3 What would happen if you copied information from the Internet for your homework? Would you get into trouble with your teacher?

Learn about how we get information.

- Who can be an expert today according to the video presenter?
- Who does the presenter say are experts in manipulating images?
- How can we, the people who receive the information, control the messages we receive?



Discovery EDUCATION

3.3 True or false?



Kurmangazy Sagyrbayuly

Everyone knows the name Kurmangazy Sagyrbayuly. His face was on the 5-tenge note. Perhaps there is a Kurmangazy Street in your town or city. A national orchestra is named after him, and thousands of young musicians have studied at the Kurmangazy National Conservatory. Kazakhstanis have been listening to his famous and beautiful *kuis* (music for the dombra) for over 180 years. But what do we know about his life? We don't know exactly when he was born, but it was probably in 1823. His family lived in a yurt in the Atyrau region of Kazakhstan and they were poor. His mother loved music, and her young son learned to play the dombra. He played so beautifully that he became well-known while still a child. Travelling musicians (*kuishi*) often visited his village. One of these *kuishi*, called Uzak, realised that the young Kurmangazy would be a great musician. At the age of 18, Kurmangazy left his home village with Uzak and began his life as a travelling *kuishi*. At that time, Kazakhstan was not an independent country. It was ruled by Russia. Life was very hard for ordinary people, and in 1836 a Kazakh leader, Isatai Taimanov, led 2,000 Kazakh horsemen against the rulers. Kurmangazy believed in freedom, and his music put fire into the hearts of the Kazakh fighters. His *kui Kishkentay* is a famous example. The fighting went on for two years, but the rulers were too strong, and Kurmangazy was put in prison. But after that, he continued to speak against the country's rulers. He often had to run from them and find a new home. But he never stopped composing wonderful music. His most famous composition is *Sary-Arka* (The Wide Steppe), which expresses love for freedom and the beautiful land of Kazakhstan. Kurmangazy felt this love strongly when he had to say goodbye to the land where he grew up. He spent his last years in the region of Astrakhan, where the Kurmangazy Museum is now.

Extra reading

1 **Why do you think Kurmangazy is called 'the Kazakh national musician'? What do you know about his life?**

2 **Read the text. Mark the statements T (true) or F (false). Correct the false statements.**

1 Some towns and cities have a street that is named after Kurmangazy.
2 Kurmangazy was born into a rich family in Almaty.
3 He became a travelling musician when he was 18.
4 Kazakhstan ruled Russia at that time.
5 After the fighting, Kurmangazy was a free man.
6 After his time in prison, he stopped composing music.
7 He had to leave the land that he loved.

3 **Read the text again. What do the numbers in the box refer to?**

5	180	1823	18	1836	2,000	2



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4 Sport, health and exercise

Discovery EDUCATION

In this unit ...



Born to dive **p45**



The young and the brave **p48**



Helping a friend **p50**



CLIL The house of the future **p52**

Vocabulary
- Sports qualities
- Word building
- Sport and exercise
- Phrasal verbs

Language focus
- Reflexive pronouns and *each other*
- *much / far / a lot / a bit / a little*
- Comparative adverbs

Unit aims
I can ...
- talk about sports qualities.
- understand a magazine article about a sportsperson.
- talk about sport and exercise.
- understand a talk about training and fitness.
- show concern.
- write a personal email.

BE CURIOUS

What can you see in the photo?

Start thinking
- **What is this game called?**
- **What do you think the rules are?**
- **In which countries is the game played?**

Vocabulary Sports qualities



1 1.30 **Match the captions with the photos (a–e). Then listen and repeat the adjectives in bold.**

1 She's very **talented**. She is naturally comfortable on a horse. And she's **determined** too. She tries again and again until she gets it just right.
2 She's very **confident**. She's always calm under pressure. She's **athletic**, too. She handles the ball well and moves quickly to avoid being tackled.
3 He's **strict** and he makes everyone in his class work hard, but they love him and are very **motivated**.
4 She's **passionate** about dancing. She loves it! And she's very **hard-working** too. She spends all her free time at the dance studio.
5 He's an **active** person who rarely sits down. He trains every day because he's so **competitive**. He hates to lose a race.

2 **Match the sentences below to adjectives in Exercise 1.**

1 'I can't stand just sitting around. I always have to be up doing something!'
2 'I absolutely love tennis. I think it's the best sport in the world!'
3 'I never let my students speak during the lesson. They have to listen and do what I say!'
4 'I really want to win this competition and I won't let anyone else beat me!'
5 'I get up at five o'clock every morning and go swimming for three hours before school.'
6 'I know I can help my teammates today. We have a great chance of winning the match.'

3 1.31 **Listen to three people talking about their friends. What adjectives are used to describe them?**

1 Megan: *strict, …*
2 Adam:
3 Ryan:

Your turn

4 **Think your favorite athlete. Write three sentences about him/her using adjectives from Exercise 1.**

Serena Williams is very passionate about tennis.
She …

5 **Work with a partner. Discuss your descriptions in Exercise 4. Try to find three similarities between them**

Serena Williams and Ander Herrera are similar. They are both …
And they both like …

Vocabulary bank • page 125

A NATURAL BORN CLIMBER

Brooke Raboutou has just turned 12 and, with seven world records, is one of the best rock climbers in the world. One of her coaches explains that she's so good because she has really strong fingers and the incredible flexibility of a child. That helps her a lot and means she can do things older climbers have never dreamed of doing.

Brooke comes from a climbing family. Both her parents are past climbing champions. Her father stopped climbing some years ago, but her mother, Robyn, who won four world cup titles four years in a row, is still climbing. She runs a club for young climbers in Colorado, USA and coaches Brooke and her teammates. Sometimes it's difficult for mother and daughter to work together so closely, but they really respect and trust each other and Brooke says her mum is a great coach. Brooke says that her mother gives her a lot of good advice and is a very important part of her climbing life. Robyn can be strict, but she is also passionate about climbing, and she passes this passion on to her students.

Robyn says Brooke is very determined and is very good at motivating herself. This helps her when she's facing the challenges of this difficult sport. She is also very hard-working. Success in rock climbing is something you have to work at. To be a world-class athlete of any kind, you have to push yourself and train hard and that's what Brooke does, every day, at the club and at home. Brooke says that climbing is always there in their lives. They even have a climbing wall in their house!

But climbing isn't only hard work. It's fun too. Brooke loves climbing and when she's on a high rock, she feels happy. Strangely, she says that when she looks down, she isn't scared. All she does is think how cool it is to be so small compared to the rock.



FACT! *The most difficult climb in the world is a 55-metre climb in a cave in Norway, created in 2013 by 20-year-old Czech climber Adam Ondra.*

Reading A magazine article

1 **Work with a partner. Look at the headline for the article and the photo of Brooke and her mum. Choose two personal qualities to describe each of them.**

2 **Read the article and check your answers. How does Brooke feel about rock climbing? Why?**

3 **Read the article again and find information about:**

1 what makes Brooke a good climber
2 Brooke's family and their connection to climbing
3 Brooke's relationship with her mum
4 what Brooke's mum does
5 why Brooke thinks her mum's good at her job
6 Brooke's thoughts when she's high up on a rock

Explore word building

4 **Copy and complete the table with words from the article.**

noun	adjective
1 *flexibility*	flexible
2	passionate
determination	3
4	challenging
5	successful
happiness	6

5 **Write three sentences about world-class sportspeople using words from Exercise 4.**

You need to be very determined if you want to be a successful sportsperson.

Vocabulary bank • page 125

Your turn

6 **Make notes about the questions.**

1 What do you think are your best qualities?
2 Are there any qualities you don't have, but you'd really like to have? Why?

7 **Ask and answer the questions in Exercise 6 with your partner. Are you similar?**

Well … I think I'm motivated and hard-working. What about you?

That's difficult, I think …

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Language focus 1 Reflexive pronouns and *each other*

1 Complete the examples from the text.

1 They really respect and trust .... .
2 Brooke is very determined and is very good at motivating .... .
3 To be a world-class athlete of any kind, you have to push .... and train hard.

2 Look again at the examples in Exercise 1. Copy and complete the table and answer the questions.

subject pronoun	object pronoun	reflexive pronoun
I	me	myself
you	you	[1]..../yourselves
he	him	himself
she	her	[2]....
it	it	itself
we	us	ourselves
they	them	themselves

1 In sentence 1, who does Brooke trust? And who does her mother trust?
2 In sentence 2, who motivates Brooke?
3 In sentence 3, who pushes a world-class climber to work harder?

Grammar reference • page 117

3 Match the beginnings and the ends of the sentences.

1 She looked at herself *c*
2 They looked at each other
3 She's very independent and
4 The two sisters are great friends and
5 My best friend moved away last year and I really miss her but
6 He walked quickly down the street,
7 We work really well together and
8 Before an important climb, I always sit quietly on my own

a she always looks after herself.
b talking quietly to himself.
c in the mirror as she practised her moves.
d we talk to each other online every day.
e and try to focus myself on the challenge.
f help each other to focus on our strengths.
g across the busy room and smiled.
h they always look after each other.

Get it right!

We write reflexive pronouns as one word.
yourself, themselves ✓
~~*your self, them selves*~~ ✗
But we write *each other* as two words.
each other ✓ ~~*eachother*~~ ✗

4 1.32 Complete the conversations with reflexive pronouns or *each other*. Then listen and check.

1 **A:** How's Matías? Did you see *each other* over the weekend?
B: No, he's really busy preparing .... for the world championship. I never see him!
2 **A:** Did you ever ask .... why you love climbing so much?
B: No, never, it's just part of me. But I do sometimes ask .... why I have to get out of bed so early to train every morning!
3 **A:** Did you and your family enjoy .... at the competition last week?
B: Yes, it was great. My mum and my uncle hadn't seen .... for ages. It was really nice for them to be able to spend some time together.
4 **A:** Is Philly in school today? We were supposed to be seeing .... at lunchtime.
B: She isn't here today. She hurt .... climbing.

Your turn

5 When was the last time you did these things? Make notes.

- hurt yourself
- taught yourself to do something new
- enjoyed yourself so much you didn't notice time passing
- found yourself in a difficult situation

6 Work with a partner. Discuss your ideas from Exercise 5.

I hurt myself quite badly last weekend when I fell off my bike.

Learn about free diving.

- What do you know about free diving? What does it involve?
- What are the challenges?
- What qualities are important for a free diver?



Discovery EDUCATION

4.1 Born to dive

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Vocabulary Sport and exercise

1 1.33 **Match the words in bold with the definitions (a–j). Then listen, check and repeat.**

1 Our team **beat** the Tigers, 2-0.
2 I'm going **to compete** in a weight-lifting tournament on Saturday.
3 Jacob is a huge Chelsea **supporter**. He goes to almost every match.
4 She's a great player! She doesn't **lose** tennis matches very often.
5 Laura Trott is my favorite **athlete**. She won two gold medals in cycling at the 2016 Olympics.
6 We only scored one **point** in today's game.
7 I came second in the karate **tournament**.
8 Mr. Summers is a fantastic rugby **coach**. He is patient and he's a great teacher.
9 We all **train** together every day after school.
10 Zoe is a true **champion**! She won every match this season.

a to be defeated; the team or person that you are competing with wins
b someone who is very good at a sport and who competes with others in organized events
c to take part in a race or competition
d someone whose job is to teach people to improve at a sport, skill, or school subject
e to defeat someone in a competition
f to practise a sport or exercise, or to help someone do this
g someone who likes a particular sports team and wants them to win
h a competition with a series of games between many teams or players, with one winner at the end
i a person or team that wins a competition
j a unit used for showing who is winning in a game or competition

2 **Which words in exercise 1 are a) people 2) things and 3) actions?**

people – supporter …

Listening A team talk





3 **Work with a partner. Who are the people in the photos? Use words from Exercise 1 to discuss who they are and what they are doing.**

4 1.34 **Listen to the rugby coach giving a talk. Check your answers.**

5 1.34 **Listen again and choose the correct words to complete the sentences.**

1 There will be **16 / 60** teams at the tournament.
2 The team will **rest / run** a lot during their extra practise sessions.
3 The team will do **swimming / yoga**.
4 The coach wants his team to sleep **less /more** than usual.
5 The coach tells the team to turn off their TVs and phones **one hour / half an hour** before bedtime.

Your turn

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

1 Do you like to play sports? Why or why not?
2 What is your favourite sport to play? Why?
3 Do you play in a sports team? Does your team usually win or lose?
4 Have you ever won a tournament? Which sport were you playing?

I like to play sports because it's a fun way to exercise. My favourite sport to play is tennis …

© Greenwerk

Language focus 2

Comparative adverbs

1 **Complete the examples from the listening on page 46. Then match the sentences (1–5) to the rules (a–e).**

as quickly as worse less accurately than
more powerfully than faster than

1 We can't run .... the other teams.
2 Out training plan will help us to play .... we do now.
3 We will train until you can move .... the other teams!
4 We won't win if we pass .... the other teams.
5 If we train a bit less often than the other teams, we'll perform .... on the court.

a To make comparative adverbs, use *more* + adverb (*than*).
b To make negative comparisons, use *less* + adverb (*than*).
c Some comparatives of adverbs end in *-er*.
d Some comparatives are irregular.
e Use the base form of the adverb with (*not*) *as* … *as*.

2 **Owen is writing about his teammates. Complete the text with the comparative adverbs of the adjectives in brackets.**

My teammates are all really different. Bradley is the best on the team. He runs [1] *more quickly* (quick) than anyone else on the team. Christine is our goalkeeper. She doesn't run [2] .... (quick) as the other players, but she defends the goal [3] .... (good) than all of us. Amber trains [4] .... (hard) than most of us. She's very strong! My brother, Robert, is also on our team. We're very competitive with each other! I can kick [5] .... (powerful) than he can, but he can kick [6] .... (accurate) than I can. I still say he doesn't play [7] .... (brilliant) as I do!



much / far / a lot / a bit / a little

3 **Complete the examples from the listening on page 46. Then choose the correct words to complete the rules.**

much better far more quickly a lot less boldly than

1 If the other teams run quickly, we must run .... !
2 Without a great training plan, we will play .... the other teams.
3 You will sleep .... if you turn off your TV and phone one hour before bedtime.

a To make comparisons **stronger / weaker**, use *much / far / a lot* after the adverb.

a bit longer than a little harder

4 When you think you're tired, that's when you must work .... !
5 Sleep .... you usually do.

b To make comparisons **stronger / weaker**, use *a bit / a little*... after the adverb.

Say it right! • page 112

4 **Do you have any friends who...**

work much harder than you do?
eat a bit less often than you do?
learn a little more quickly than you do?
dance far better than you do?
exercise a lot more often than you do?
cook as well as you do?

5 **Work with a partner. Compare answers and tell your partner about your friends.**

My friend Harry works much harder than me. He has a part-time job and he takes extra classes …

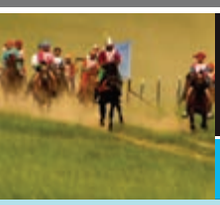
© Oxford Photocopiable

Discover Culture

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

1 What's the difference between the two horse races?
2 Where do you think the two photos were taken? Why?
3 What is special about the race at the bottom do you think?

Find out about the Naadam festival horse race.



Discovery EDUCATION

4.2 The young and the brave

2 4.2 **Watch the video without sound. Put the images you see in order.**

a horse riders doing tricks
b children with horses in a field
c horse riders with flags
d children racing on horses
e skyscrapers

3 4.2 **Watch the video with sound. Are the sentences about conventional horse races or the Naadam festival horse race?**

1 horse riders are usually adults
2 horse riders can be as young as five years old
3 races last about 2 kilometres
4 races last 30 kilometres
5 they ride with saddles
6 they ride without saddles

4 4.2 **Complete the text with the words in the box. One word is repeated. Then watch the video from 02.02 to 02.28 and check your answers.**

courage balance strength

They'll need incredible [1]…. and [2]…. to stay on their horses. When their horses get tired, the children sing to them. Who is the winner of this year's race going to be? We don't know yet. But it is the children's [3]…. and [4]…. that make them all winners.

Your turn

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

1 What most surprised you about the video?
2 What images have stayed in your mind?
3 What else would you like to know about the Naadam festival?

It surprised me that the winner was not important …

6 **Have you or has someone you know competed in a race? What was the sport? What skills/ qualities did they need to do the sport?**





Reading An article

1 **Work with a partner. Look at the photo of Singapore and make a list of at least three adjectives to describe the city.**

2 **Read the article about Singapore. What's the main focus of the article?**

a The location and geography of the country
b Learning languages in Singapore
c A new way of teaching an old subject

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

1 Where is Singapore?
2 What is special about the country?
3 Is the Singapore approach to teaching Maths a traditional Asian approach?
4 At what age do children start school in Singapore?
5 How do children learn basic ideas in Maths in Singapore?
6 Which countries have adopted the Singapore approach?

Explore phrasal verbs

4 **Look at the highlighted words in the text. Match the phrasal verbs in the box with the definitions (1–5).**

pick up find out write out work out try out

1 write something again more completely
2 do the calculation to find an answer to Maths problem
3 learn something new
4 test something to see if it works
5 get information about something or learn about it

Vocabulary Bank • page 125

Your turn

5 **Compare the primary school with yours. Write sentences. Compare your sentences with your partner.**

	classroom atmosphere	learning things
Singapore		
My school		

Singapore

A SUCCESS STORY

Singapore is a fascinating place. It's a giant floating city 130 kilometres north of the Equator. The city has four official languages – Chinese, Malay, Tamil and English. English is the language everyone uses for official business and all the schools teach English.



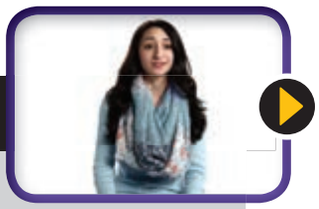
Singapore is one of the smallest countries in the world, but it is also one of the richest. For years, it has been famous for its high level of education – and it's the number one country in the world for teaching Maths. Most people think that Asian schools in general are very strict. Is this the secret of Singapore's great success too? Not at all! If you walked into a Maths class in a primary school in Singapore, you'd be surprised by how active and noisy it was. You wouldn't see children sitting quietly in their chairs watching their teacher at the board and **writing out** sums in their notebooks. You would see a lot of activity and hear a lot of noise.

School starts at the age of seven in Singapore. The Maths programme starts very slowly and the younger children spend a lot of time on the first steps. They use everyday objects, like beans and fruit, to feel and see the basic ideas. They don't copy from the board or do exercises in their books – they **pick** Maths **up** through playing. By sharing objects with friends, they **find out** about division. By building towers with blocks, they learn addition. It looks like the children are simply playing, but they're not – they're **working out** the answers to complex problems in a fun and interesting way.

Would this system work if it was taught in your country? A lot of schools around the world have **tried** it **out** – the UK for example, and the USA. And it's been a great success.

FACT! *The largest Maths class was given in Nigeria in July 2013 with 2,381 people in the class.*

Speaking Showing concern



Real talk: How have you helped a friend through a difficult situation?

1 4.3 **Watch or listen to the teenagers. What did each person do to help? Choose from the items in the box.**

listened lent money made notes doesn't say gave advice
said nice things talked made them laugh has never had to help

2 **How have *you* helped a friend through a difficult situation? Ask and answer with your partner.**

3 1.37 **Listen to Joe and his friend Micky. What is Micky's problem?**



4 **Complete the conversation with the useful language.**

Useful language

How can I make you feel better?
I'm sure he'll calm down soon.
You poor thing.
I'm sure it will be fine.
You don't need to worry.
What's up?
I know what you mean.

Joe: Hi Micky. [1] *What's up?* .
Micky: Oh, I've just had another argument with my brother.
Joe: Oh! You [2] .... thing. What was it about this time?
Micky: Nothing, really! He's lost a video game and he thinks I took it. But I didn't. I don't know where it is.
Joe: Well, I'm sure he'll [3] .... soon. You don't need [4] .... .
Micky: No, it's not that. It's just that I don't like having arguments with him.
Joe: Yes, I know [5] .... . I hate arguments too. But you used to be good friends.
Micky: Yes, I know. But now he gets angry all the time. I don't know what's wrong with him.
Joe: Maybe there's something worrying him. You could ask him.
Micky: Well, he has got a lot of schoolwork at the moment, before his final exams.
Joe: There you are, you see! Just be patient and I'm sure it [6] .... .
Micky: Yes, I suppose you're right.
Joe: Anyway, how can [7] .... ?
Micky: Invite me round to your house after school! That will cheer me up!

5 1.37 **Listen again and check your answers.**

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

7 **Work with a partner. Take turns to say the sentences below and respond showing concern.**

1 I've lost my new video game.
2 I'm feeling depressed.
3 I hate losing things.
4 I'm worried about the exam.
5 I've got a problem.
6 My dad is angry with me.

8 **Work with a partner. Plan your own conversation. Use the ideas below and Exercise 4 to help you.**

Situation 1

Your sister took your headphones without asking and won't give them back. You think she's lost them. You've just had an argument.

Situation 2

Your parents think you are lazy. They want you to do more homework and help around the house and stop going out with your friends. You've just had an argument.

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Writing A personal email



1 **Read Phoebe's email. What did her grandfather give her advice about?**

New mail +1

Dear Granddad,

I'm writing to thank you for your advice about my new school. I felt really lost at first! The work here is harder and the teachers seemed really strict. I found some subjects very confusing, but you were right, I just needed to explain that to the teachers. They realised I was determined to get better and since then they've been helping me a lot. Luckily, I'm hard-working!

Making friends wasn't easy. You know how shy I am, and as it's Year 3 they all knew each other already. I found it difficult to join in. Your suggestion about playing sports was really good advice! I joined the volleyball team and I'm making friends a lot more quickly now. My team mates have been showing me the town, and I'm feeling really happy now!

So thanks again. I don't know what I'd do without you!

Lots of love,

Phoebe xx

2 **Read the email again and answer the questions.**

1 In the first paragraph, what was Phoebe's problem and why?
2 How did she feel about it?
3 What advice did she get, and what happened?
4 In the second paragraph, why did she have a problem and what was it?
5 What advice did she get, and what happened?

Useful language

Expressing how we feel

We can use the verbs *feel* and *find* to describe our feelings.

- *I **felt** really lost at first.*
- *I **found** some subjects very confusing.*

3 **Look at the Useful language box. Find two other examples of *feel* and *find* in the email.**

4 **Use the prompts to make sentences with *feel* or *find* which are true for you.**

1 meeting new people *I find meeting new people fun.*
2 my (last) birthday
3 Maths
4 have an argument with my friends
5 a new phone
6 today

Get writing

PLAN

5 **Plan an email to a friend explaining a problem. Use the questions in Exercise 2. Make notes about one of the problems below or use your own idea.**

You had a silly argument with your best friend and he/she stopped speaking to you. You don't know how to say sorry.

You missed basketball practice because your granny was ill and then the coach didn't pick you for the team.

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?**

- Have you explained the problem you had, the advice you got, and what happened?
- Have you included more than one paragraph?
- Have you used *feel* and *find* to describe your feelings?

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4 CLIL

Technology The changing classroom

1 **Work with a partner. Make a list of all the technology you use during a school day, from when you wake up to when you go to bed.**

2 1.38 **Read the information about flipped classrooms. How many of the things on your list from Exercise 1 are mentioned? Can you add anything to your list?**

WHAT IS A
FLIPPED CLASSROOM?

In flipped classrooms the students learn on their own at home by watching videos online. These may be videos made by the teacher or the teacher may recommend videos which already exist online and are available to anyone, such as those on online learning websites, like the famous Khan Academy. Later, students do their homework in the classroom, where other students and the teacher can help with any problems. In class, teachers are available to lead classroom debates or explain anything the students did not understand.

Positive things teachers and students say about flipped classrooms:

- Students study at their own speed.
- Teachers have more time to help students one-to-one and give feedback.
- Teachers can use podcasts, chat rooms and apps to make the online lessons more interesting.
- As many teenagers now have their own mobile devices, students can watch the videos anywhere. This has given teenagers the freedom to organise their time in a new way.



3 **Read the information again and discuss the questions with a partner.**

1 Do you think you would learn more easily in a flipped classroom?
2 Can you think of any disadvantages about learning in a flipped classroom?

4 1.39 **Listen to a student's presentation about online learning videos. Why does she use the videos?**

5 1.39 **Listen again and complete the fact file.**

THE Khan Academy



Started by: Sal Khan

Who it helps: students from [1] .... with their studies

Languages it's available in: translated into [2] ....

Subjects available: wide range of school subjects, including Maths, History of Art, Physics

Users: school students, home-schooled students, teachers and [3] ....

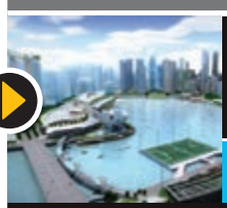
What it offers: free online [4] .... videos and it's a [5] .... virtual classroom

Your turn

6 **Work with a partner. Describe your ideal classroom. What kind of technology would you use? When would you use it and what for?**

Learn about a modern house of the future.

- Cleopatra can do the work of several different people. Which people?
- What does Cleopatra tell the boy to do at bedtime?
- How much does Cleopatra cost?



Discovery EDUCATION

4.4 The house of the future

Extra reading

1 **What do you know about Team Astana? Can you name some famous international cycling races?**

2 **Read the text and match the headings (1–3) to the paragraphs (A–C).**

1 What about the future?
2 The first big success
3 The team today



TEAM ASTANA



Team Astana is younger than most international cycling teams. It started in 2006 with the help of Kazakhstan's most influential sports enthusiast – President Nursultan Nazarbayev. But it quickly became one of the world's top teams. In 2006, the name 'Astana' was unknown to most people outside Kazakhstan, but the team has helped to make it world-famous.

A

Their success began in their first year. Team members Alexander Vinokourov and Andrey Kashechkin won first and third places in the *Vuelta a España* (Tour of Spain). *The Vuelta a España* is a long race of about 3,200 kilometres through Spain, and one of the most important races in the cycling world. In the following years, the team had many wins in the *Tour de France* (Tour of France), the *Giro d'Italia* (Tour of Italy) and other international races.

B

As well as its Kazakhstani members, Team Astana attracts some of the world's best cyclists from other countries. This combination makes the team stronger. For example, in 2017, the Italian cyclist, Fabio Aru, won several races for the team and his Kazakhstani team members Zhandos Bizhigitov and Artyom Zakharov both had important victories. Zhandos Bizhigitov came first in the Kazakhstan National Time Trial Championships and Artyom Zakharov came third. However, he came first in the Kazakhstan National Road Race Championships.

C

Great cyclists start young, so the Kazakhstan Cycling Federation encourages and trains young Kazakhstani cyclists. Ambitious young cyclists can enter the national cycling championship. In this way, the Federation can find the best young riders in Kazakhstan and offer them training with Team Astana. This will ensure that Team Astana keeps its high position in the cycling world. The aim, of course, is to be Number One.

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

1 How has Team Astana been good for Kazakhstan?
2 When did Alexander Vinokourov win the Tour of Spain?
3 How do the foreign team members help the team?
4 Who won the Kazakhstan National Road Race Championships in 2017?
5 What does the Federation do for the best young riders?

3–4 Review

Vocabulary

1 Match the photos (1–8) with the words (a–h).

1 

2 

3 

4 

5 

6 

7 

8 

a ballet
b play
c soap opera
d circus
e chat show
f blog
g documentary
h video clip

2 Complete the text with the words in the box. You can use some of the words more than once.

of by on about with

We were really excited [1] *about* entering the online fashion competition. I'm fascinated [2] .... fashion design and I'm really keen [3] .... the latest British designers. A group of us at school created some designs especially for teenagers. We were really happy [4] .... our work and proud [5] .... our creative designs! So we were a bit disappointed [6] .... the winning entry – it wasn't original at all. Still, we aren't afraid [7] .... hard work and we're ready to try again next year.

3 Match the people (1–6) with the adjectives (a–f).

1 She's good at art, music and dance. *f*
2 He makes everyone follow the rules.
3 She never gives up.
4 He trains daily with a lot of effort.
5 He is healthy and good at sports.
6 She feels very strongly about it.

a determined
b strict
c athletic
d passionate
e hard-working
f talented

4 Choose the correct words.

1 I'm sure our team will **beat /compete** their team at the **tournament / champion**.
2 Matthew is a true **athlete / supporter**. He's always playing sports.
3 Our **coach / champion** teaches us about the game and helps us become better players.
4 We **train / beat** during the week. Our games are on Saturdays

Explore vocabulary

5 Complete the text with the words in the box.

email texting Skype™ tweeting
track keep ~~lose~~

I use social media a lot because I don't want to [1] *lose* touch with my friends. It's great that I can [2] .... in touch with people who live far away and we can see each other when we make a [3] .... video call. I like [4] .... with Twitter because it's easy and fast to send short messages to a lot of people at once. Our teachers get angry if they see us [5] .... with our phones in class, so we always keep our phones in our bags, of course! If I want to send a longer message about something more serious, I generally [6] .... Some people use Facebook to [7] .... down their old friends, but I've never done that.

6 Look at the underlined words in the sentences below. Are they correct? Change the form of the words when necessary.

1 You need to have a lot of <u>determined</u> to be an athlete. *determination*
2 It's not always easy to be a <u>successful</u>.
3 A gymnast needs to be very <u>flexibility</u>.
4 It's important to be <u>happy</u> in your job.
5 I'm motivated by big <u>challenging</u>.
6 We are all <u>passion</u> about sports.

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Language focus

1 **Complete the conversations with the correct form of the present perfect simple or present perfect continuous. Use the verbs in brackets.**

A: How many emails [1] *have you sent* (you/send) today?
B: I [2] .... (not send) many – just ten or twelve!

C: How long [3] .... (you/go) German classes?
D: About a month, but I [4] .... (learn) a lot already!

E: I [5] .... (listen) to a new band quite a lot recently – the 4tunes.
F: Really? I [6] .... (not hear) of them before.

2 **Complete the text with the correct form of the past simple or past perfect. Use the verbs in brackets.**

I had a terrible day yesterday! I [1] *got* (get) home at 5 pm and I [2] .... (not finish) my dinner when the phone [3] .... (ring). It was Annabel. I [4] .... (forget) that we [5] .... (arrange) to go to the cinema together! So I [6] .... (run) out of the house and [7] .... (take) a taxi to the cinema. Five minutes too late! The film [8] .... (start) and they [9] .... (not let) me in!

3 **Complete the sentences with reflexive pronouns or *each other*.**

1 How often do you look at *yourself* in the mirror?
2 Can we help .... to some more cake?
3 Martin taught .... to play the guitar.
4 Dastan and Asem talk to .... on Skype™.
5 Gabriella's parents have bought .... a new car.
6 I hurt .... when I fell over yesterday.
7 This light turns .... on when it gets dark.
8 Gabriella hurt .... when she was playing tennis.

4 **Choose the correct words to complete the sentences.**

1 I can't run as **fast / faster** as he can.
2 We must work **more / less** carefully to avoid errors.
3 She is working **late / later** than usual.
4 He played **bad / worse** than his brother did.
5 You must speak **more / less** quietly in the library.
6 He finished as **quick / quickly** as I did.

Language builder

5 **Choose the correct words to complete the text.**

New mail +1



Hi Rob!

Guess what? I'm learning to play the piano! We [1] *c* an old piano in our house for ages because my dad [2] .... play in a rock band when he was younger. In those days, they [3] .... to have any electronic equipment like they do nowadays. Anyway, he [4] .... the piano for years, and I [5] .... about learning to play until last week when I saw a TV programme about teenage musicians who have recorded [6] .... and put their video clips on YouTube. Some of them [7] .... really famous! So I've been trying to teach [8] .... My mum thinks I would learn more [8] .... with a teacher, but I think it's a great way to learn! My dad says I [10] .... some progress, but I know [11] .... more often - some days I don't have enough time to play.

What's going on with you? Tell me your news! We should write to [12] .... more often!

Cheers!

Lisa

1	a 've been having	b 'd been having	c 've had
2	a use to	b used to	c used
3	a didn't use	b hadn't used	c didn't used
4	a hadn't been touching	b hadn't touch	c hasn't touched
5	a hadn't thought	b haven't thought	c don't think
6	a myself	b yourself	c themselves
7	a have become	b is becoming	c are become
8	a each other	b myself	c themselves
9	a 's been making	b 've made	c was making
10	a quickly	b quicker	c quick
11	a lots	b a lot	c lot
12	a themselves	b ourselves	c each other

Speaking

6 **Match the sentences.**

1 You look sad. What's up?
2 How much memory does it have?
3 I'm really upset about it.
4 How long does the battery last?
5 Is it easy to use?

a It's got 32 GB of memory.
b Yes, very easy. And it's fast, too.
c I've lost my new headphones.
d You poor thing.
e About nine hours of talk time.

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5 Reading for pleasure



BE CURIOUS

What can you see in the photo?

Start thinking

- **What kind of story does this picture come from?**
- **Why is the knight wearing armour?**
- **Do you enjoy stories about characters like these?**

Unit aims

I can ...

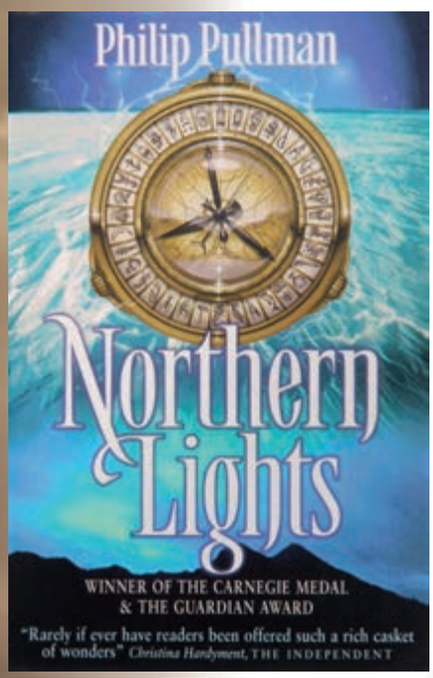
- talk about a story I've enjoyed.
- understand a plot summary.
- write a plot summary.

Story elements

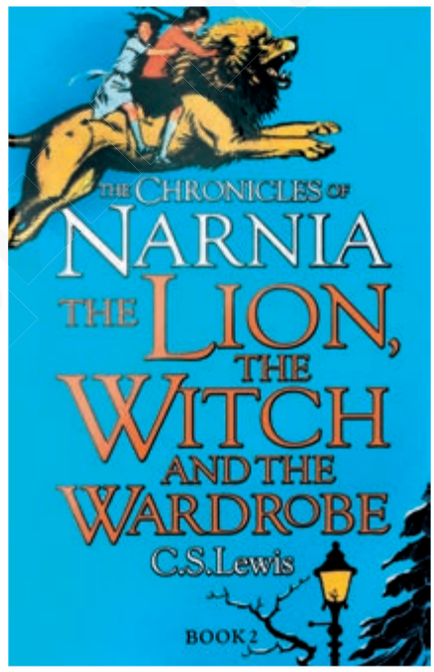
1 1.40 **Match the story elements in the box with the definitions (1–8). Then listen, check and repeat.**

action main character(s) suspense villain mystery ~~plot~~ setting hero

1 the things that happen in a story *plot*
2 the most important person or people in a story
3 a person who is brave and good
4 a feeling of excitement when you are waiting for something to happen
5 a bad person
6 something strange or unknown that you can't explain
7 exciting things that happen in a story, e.g. a battle, escaping from an enemy
8 the place where the story happens







2 **Identify the story elements in the description below.**
action – fighting against the White Witch's army

The Lion, the Witch and the Wardrobe

Most of the story takes place in a fantasy world which four children enter by climbing through the back of a wardrobe. This enchanted land is ruled by the evil White Witch. She keeps the land in permanent winter. But the real king, Aslan, an enormous lion, is trying to win back his kingdom. The four children fight bravely alongside Aslan and his army to defeat the White Witch. But it isn't an easy task. The White Witch tries to trick Aslan and almost kills him, but he is strong, and by some incredible magic, he comes back to life.

3 1.41 **Listen to two people talking about a book they've read. Which four story elements do they talk about?**

Your turn

4 **Think of a book you've read recently. Make notes on some of the story elements from Exercise 1.**

5 **Work with a partner. Discuss your book. Tell your partner why you enjoyed it.**

A Sound of Thunder

BY RAY BRADBURY



A Sound of Thunder is a classic science-fiction story. Written in the 1950s, it's set in an imagined future world where people can travel in time. A tour company specialises in taking hunters back in time for an incredible hunting experience: finding and killing a Tyrannosaurus Rex. The main character, Eckels, is one of the hunters who signs up for the trip.

Before they set off, the guide explains the rules. They must not touch anything, and they must not step off the special path that floats above the ground because any damage to anything in the past could have a terrible effect on the future.

The guides plan to see a Tyrannosaurus Rex at a particular point in time, just minutes before a tree falls on it and kills it. When the hunters first see the incredible creature approaching them through the ancient forest, they are amazed. Eckels panics, turns around and steps off the path. The main guide is extremely angry and sends Eckels back to the time machine. The dinosaur hears the noise and turns towards the hunters. They are terrified, but they manage to shoot at, and kill, the monster. They run back to the time machine, but, when they get back to their own time, things are not quite as they were.

FACT! *Ray Bradbury's stories and novels have sold more than eight million copies all around the world. His most famous novel is* Fahrenheit 451*, which tells the story of a future world where books are not allowed.*

Reading A plot summary

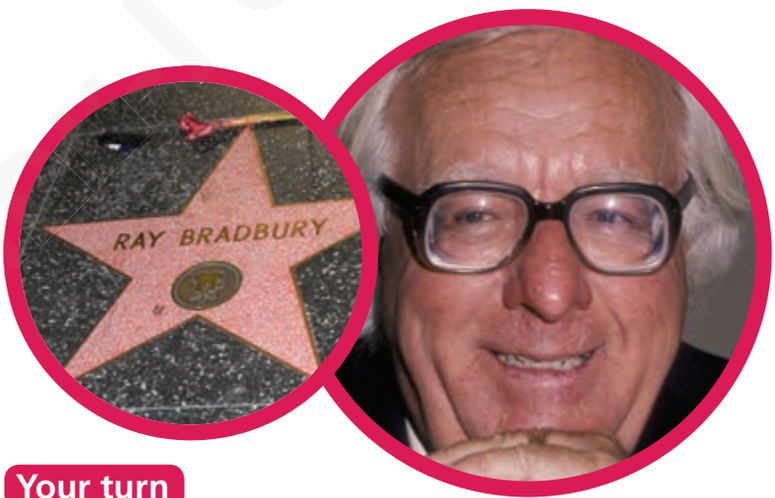
1 **Work with a partner. Look at the picture and answer the questions.**

1 What do you think happens in the story?
2 Who are the main characters?
3 Do you think it has a happy ending?

2 **Read the plot summary and check your answers. What do you think happens at the end of the story? Why?**

3 **Read the summary again. Put the events in the order they happened.**

a The dinosaur appeared.
b The hunters killed the dinosaur.
c The dinosaur noticed the hunters.
d Eckels stepped off the path.
e Eckels saw the dinosaur.
f The hunters escaped in the time machine.
g Eckels killed the butterfly.



Your turn

4 **Work with a partner. Imagine that the story is being made into a film. Think about the questions below.**

1 Who would you choose to play the parts of the main characters (Eckels and the guide)?
2 What locations could be used for the setting in the past?
3 What would the poster look like?

I think Robert Pattinson would be perfect as Eckels.

Oh no! I think …

© Oxford University Press

When Eckels stepped off the path, he killed a butterfly, and the butterfly's death had a small effect on time. The present they return to is no longer the same safe world they left behind. It has become a cold and cruel place. Eckels wants to go back in time again to save the butterfly that he killed, but he isn't allowed to. He watches in amazement as the guide takes out his gun and points it at him.

Writing A story summary

1 **Look at the summary on pages 58–59 and then read Amber's summary below. Answer the questions about each text.**

1 Who wrote the story?
2 What type of story is it?
3 When and where does it take place?
4 Who are the main characters?
5 How does the story begin?
6 What are the main events in the story?
7 How does it end?

War Horse

by Michael Morpurgo

My favourite book is a historical novel about a horse who goes to war. It was written by Michael Morpurgo, an award-winning British children's novelist, and is set in Europe in the early 20th century. The main characters are two horses from England called Joey and Topthorn, and Joey's owner, a teenage boy called Albert.

At the beginning of the story, Albert's father buys Joey. Albert loves Joey and looks after him well, but then his father sells the horse to the army. Joey has to go to France to carry soldiers in the war, and that's where he meets Topthorn. The two horses work for the British army until one day they are taken by some soldiers from the other side. They do several different jobs during their time there, first carrying soldiers to hospital, then working on a farm and then pulling machines. But then Topthorn dies and Joey is injured and runs away. Some British soldiers find Joey and take him to an animal hospital, where Albert is working. Albert recognises him and takes care of him like he used to.

Eventually, the war ends, and the hospital decides to sell all of the horses there. Luckily, an old man who met Joey during the war buys him and gives him to Albert. The story ends with Joey and Albert returning home to England.

Useful language

Books and stories
When we write a plot summary, we include phrases for describe the setting, plot, and characters.
a science fiction/fantasy/horror/love story/historical novel/ story about…
it was written by
it's set in (time/place)
the main characters are
the story begins/ends…

2 **Look at the Useful language box. Find similar phrases in the text on this page and on page 58.**

3 **Complete the sentences with information about your favourite book. Then read your sentences to your partner. Can your partner guess which book is your favourite?**
My favourite book is a … story about … . It was written by … .

My favourite book is a love story about two teenagers, who …

Get writing

PLAN

4 **Plan a story summary about your favourite book. Use the questions in Exercise 2 and make notes.**

WRITE

5 **Write your story summary. Use your notes from Exercise 4 and the model text to help you.**

CHECK

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

- Have you included answers to all the questions from Exercise 1?
- Have you mentioned some of the story elements from page 57?
- Have you used phrases to describe different aspects of the story?

Oxford Book-Tower

6 The natural world

Discovery EDUCATION

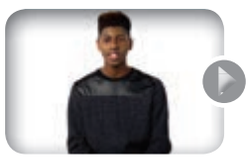
In this unit ...



Creepy creatures **p63**



A lost civilisation **p66**



The biggest lie you've been told **p68**



CLIL Lions in danger **p70**

Vocabulary
- The natural world
- Complex noun phrases
- Linking phrases
- Words in context

Language Focus
- Reported statements
- Reported questions, requests and commands

Unit aims
I can ...
- talk about landscape.
- understand a blog about a trip around Kazakhstan.
- understand a radio interview about a natural wonder.
- ask questions to clarify and use appropriate phrases to confirm or deny information.
- write an online article about environmental issues.

BE CURIOUS

What can you see in the photo?

Start thinking
- **Where do you think this is? Have you been there?**
- **What do the rocks in the photo look like?**
- **How do you think they were formed?**

Vocabulary The natural world

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

canyon cave cliff coast glacier peak rock(s) stream earth valley waterfall



2 **Look at the words again and sort them into groups.**

The shape of the land	Forms of water	What the land is made from
canyon		

3 2.03 **Listen to five short conversations and complete the sentences. Use words from Exercise 1.**

1: They're looking at a ..... *waterfall* .....
2: The path is at the top of a .... It follows the .... line.
3: They'll take photos when they reach the ....
4: They're talking about a ....
5: Amy steps on some .... to cross a ....

Your turn

4 **Make notes about three examples of the features above that you have seen or heard about and what they are like.**

Charyn Canyon: huge, amazing

5 **Work with a partner. Discuss the features from Exercise 4. Did you know about any of your partner's places? Would you like to see them?**

I've been to Charyn Canyon. It's huge, and it's really amazing.

I went to the coast last summer. I was by the Caspian Sea and it was beautiful.

Vocabulary bank • page 126

Reading A blog





1 **Describe what you can see in the photos. Use some of the words in Exercise 1 on page 61 and your own ideas. Do you know, or can you guess where these places are?**

2 **Read Tom's travel blog and check your answers.**

Tuesday 5th



I knew about Kaindy Lake because a friend of mine has been there and he told me it was the most extraordinary thing he'd ever seen. Strangely, the guide seemed surprised (but pleased) when we told him we wanted to go there – apparently it isn't particularly popular with tourists. I can't think why because it's incredible! The old, dead fir trees in the mountain lake look like strange, underwater ships in a bright blue-green sea. There used to be a valley where the lake is now – but an earthquake in 1911 caused a lot of earth to fall and block the river. The trees 'drowned' – but they still stand there. Awesome!

Friday 8th

The guide told us he'd take us to Kshy-Kaindy, and I thought we'd go by jeep. Oh no! He was talking about horseback! I nearly changed my mind but in the end I said I'd do it. I'm telling you, it was well worth it. The route took us past rows and rows of fruit trees (we stopped to pick apples, and so did the horses!), then up a canyon to the top. It wasn't as scary as it sounds! I'll never forget standing there, with snow-covered mountain peaks all around, staring down at the beautiful waterfalls. I took loads of photos – and videos too, to record the noise - but really you have to see it for yourself.

Wednesday 13th

The best part of our trip was also the most tiring. We hiked along the Malaya Almatinka river, through the Alatau mountains to the Manshuk Mametova glacier. To be honest, there were a few times when I thought I couldn't do it – but we all helped each other and it actually got easier as we went along. The glacier itself is spectacular, and so are the mountains around it. You can climb some of these peaks if you want to, but it can be very difficult. I'm glad I did some training before this trip – but even so I have some very sore feet as a souvenir. Would I do it again? Oh yes!

FACT! *The largest glacier in the world is the Lambert glacier in Antarctica. It is 100 km wide and over 400 km long!*

3 **Answer the questions in pairs.**

1 Why was the guide surprised?
2 What does Tom compare the trees to?
3 What happened just before the flood?
4 How did Tom hope to travel to the waterfalls?
5 How had he prepared for the trip to the glacier?
6 What did he return with, to remind him of the trip?

Explore Complex noun phrases

4 **Look at the noun phrases from the text. Underline the main noun in eachone.**

1 the old, dead trees in the mountain lake
2 strange, underwater ships in a bright blue sea

5 **Look at the example, then complete the sentences with noun phrases using the words below.**

1 man: friendly, young, long hair, blue jacket
We saw *a friendly young man with long hair and a blue jacket*.
2 journey: exhausting, enjoyable, horseback
They went on ....
3 canyon: steep, rocky, river at the bottom
There's a ....
4 valley: beautiful, green, filled, colourful flowers
We saw a ....
6 woman: middle-aged, blue top, black jeans
The guide was a ....

Vocabulary bank • page 126

Your turn

6 **Take turns to choose EITHER one of the photos on this page OR a place you and your partner know. Describe the place, using complex noun phrases. Can your partner guess the place?**

Language focus 1 Reported statements

1 **Complete the examples of reported speech from the text.**

Direct speech	Reported speech
'We want to go there.'	We said [1] … .
'I'll do it.'	I said [2] … .
'I can't do it.'	I thought [3] … .
'It's the most extraordinary thing I've ever seen.'	He said [4] … .

2 **Look at the sentences in Exercise 1 and the examples of reported speech in the text again. Then complete the rules.**

When we report a conversation, …
1 the present simple changes to the **future / past simple**.
2 the past simple changes to the **present perfect / past perfect**.
3 the present perfect changes to the **past perfect / past simple**.
4 *will* changes to *would* and *can* changes to ***can't / could***.

Grammar reference • page 118

3 **Tom went back to his old school to tell them about his trip. Look at these extracts, then read the report and choose the correct form of the verbs.**

'I've always wanted to travel as much as possible.'
'I already have plans for my next trip because I didn't have enough time.'
'We're interested in glaciers.'
'It was the best part of my trip.'
'Next time, I'll take more comfortable boots.'
'Nothing is impossible.'
'You can do anything you really want to do.'

'Old boy' Tom Chambers returned to school last week to talk about his amazing trip to Kazhakstan. He told us he [1]**always wanted / had always wanted** to travel as much as possible, and he said that he already [2]**had / has** plans for his next trip because he [3]**hadn't had / hasn't had** enough time to do everything the first time! We told him we [4]**had been / were** interested in glaciers, so he showed us some photos of his trip to the Manshuk Mametova glacier. He said it [5]**has been / had been** the best part of his trip – but he also said that next time he [6]**had taken / would take** more comfortable boots! Before the talk, I'd never really thought about going on a trip like that. It sounded too adventurous and a bit scary too – but at the end of his talk Tom said that nothing [7]**was / had been** impossible and that we [8]**would / could** do anything we really [9]**want / wanted** to do– so maybe I'll start planning too!

Get it right!

Tell must be followed by a direct object but *say* isn't.
'I'm sorry.' → *She **told me** she was sorry.*
'I'm sorry.' → *She **said** she was sorry.*

4 **Complete the reported statements**

1 'I had the most fantastic time.'
Tom said ….
2 'I travelled with a group of friends.'
He told us ….
3 'Geography has always been my favourite subject.'
He said ….
4 'I worked in a supermarket to pay for the trip.'
Tom told us ….
5 'I'll need to save hard for the next trip.'
He said ….
6 'I can't afford another trip yet!'
He told us ….

Your turn

5 **Write true and false reported statements. Use the sentence prompts to help you. Add three more sentences using your own ideas.**

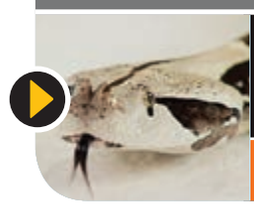
I said that *I would do all my English homework this week.*
My best friend told me that …
My teacher told us that …
Yesterday, my mum/dad said that …

6 **Work with a partner. Can they guess which of your sentences are true and which are false?**

The first one's false – you'd never say that!

You're right!

Learn about a scary animal.
- What do you think is the scariest animal?
- What animal is the man trying to catch?
- How does the man catch it?



Discovery EDUCATION

6.1 Creepy Creatures

Samek-I ONLY



Listening A radio interview

1 **Work with a partner. Look at the photo. What can you see? Do you think this was made by a giant, by humans or by nature? Why?**

2 2.04 **Listen to the radio interview. Are these sentences true or false?**

1 The causeway is artificial.
2 The interview gives three different explanations for the causeway.
3 The presenter prefers the second theory.

3 2.04 **Listen again and choose the correct options.**

1 The Giant's Causeway is in Northern **Ireland / Scotland**.
2 Local legends say there was once an Irish giant called **Finn McCool / Benandonner**.
3 This giant wanted to **walk / swim** 70 miles across the sea to Scotland.
4 The Scottish giant **was bigger / smaller** than the Irish giant.
5 Finn **had a baby son / dressed up like a baby boy**.
6 Benandonner thought that **the baby was dangerous / Finn was enormous**.
7 Scientists say the columns were formed **16 / 60** million years ago.
8 The tallest columns are over **12 / 20** metres high.

Vocabulary Linking phrases

4 2.05 **Complete the sentences from the radio interview with the phrases in the box. Then listen and check.**

rather than ~~in fact~~ as a result of of course
then again according to in order to so that

1 If you look at the map you'll see that it is *in fact* quite close to the west coast of Scotland.
2 Long, long ago, ... the legend, there were giants in both Ireland and Scotland.
3 He built an enormous bridge, a causeway, ... he could walk across the sea.
4 .... fight him, he ran back across the bridge, as fast as he could.
5 .... trick Benandonner, she told Finn to dress up as a baby.
6 ...., when the Scottish giant came across the bridge to fight Finn, he saw an enormous baby!
7 It's a nice story but .... it isn't true.
8 .... I can't imagine what the real story is.

Vocabulary bank • page 126

Your turn

5 **Make a list of all the legends you know. They could be from your country or anywhere in the world.**
the kraken – a giant sea creature



6 **Choose one of the legends from Exercise 5 and write a short text. Use linking phrases from Exercise 4.**
According to legend, the kraken lived off the coast of Norway. It attacked ships in order to take them to the bottom of the sea.



Language focus 2

Reported questions

1 **Complete the examples from the listening on page 64.**

Direct questions	Reported questions
Is it natural or man-made?	He asked if it was natural or man-made.
Where is the Giant's Causeway?	He asked where the Giant's Causeway was.
What did she do?	He asked what she had done.

1 In reported Yes/No questions, we use ***if / when***.
2 The word order is the **same / different** in direct and reported questions.
3 The tense **changes / doesn't change** in reported questions.
4 Reported questions **have / don't have** question marks.

Grammar reference • page 118

2 **Put the words in order to complete the reported questions.**

1 'Were there ever giants in Ireland?'
(there / been / giants / ever / had / if / in / Ireland)
He asked me *if there had ever been giants in Ireland*.

2 'Do you think legends are interesting?'
(interesting / she / if / legends were / thought)
I asked her....

3 'How old are the rocks?'
(old / the / were / rocks / how)
They asked him ....

4 What did you learn from the radio show?'
(learned /from / what / I / had / the / radio show)
She asked me ....

5 'Which explanation do you prefer?'
(she / which / preferred / explanation)
I asked her ....

UNIT 6

Reported requests and commands

3 **Look at the examples from the listening on page 64, then complete the rules.**

	Direct request/ command	Reported request/com-mand
request	Please hide me!	He asked his wife to hide him.
command	Don't worry!	She told him not to worry.
	Dress as a baby!	She told him to dress as a baby.

1 In reported requests and commands, we use ***ask*** or ***tell*** + ***to*** infinitive / ***-ing*** form of the verb.
2 If the request or command is negative, we use ***don't / not***.
3 We use ***ask / tell*** for requests and ***ask / tell*** for commands.
4 Requests are ***more / less*** polite than commands.

Grammar reference • page 118

4 **Read the direct speech and complete the reported requests and commands.**

1 'Could you help me with my homework, please?' (she – me)
She asked me to help her with her homework.
2 'Stop shouting!' (he – the children)
3 'Don't talk in the library.' (the teacher – us)
4 'Don't put your shoes on the chair.' he – her
5 'Could you wait ten minutes, please?' (she – them)

Say it right! • page 113

Your turn

5 **Follow the instructions.**

1 Think of an interesting geographical area you know about (perhaps you haven't been there – it doesn't matter). For example, a coastal area, a mountain, a desert, a valley…
2 Note down a few key facts.
Mount Snowden: highest mountain in Wales, I went there a few years ago
3 Take turns to ask and answer questions. It doesn't matter if you don't know the answers!

How high is Mount Snowden?

I don't know, but it's the highest mountain in Wales

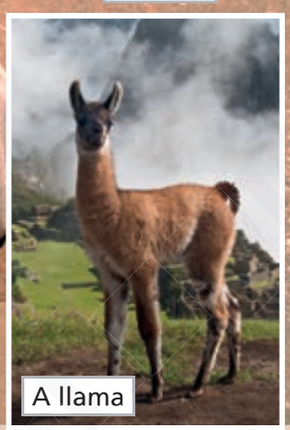
4 Report your questions and answers to the class. Perhaps they know some of the answers that you couldn't answer!

Danny told me about Mount Snowden. I asked him how high it was. He said he didn't know.

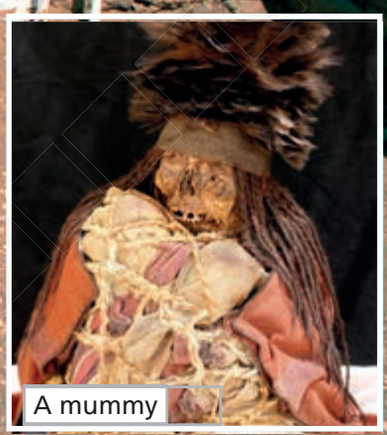
Discover Culture

1 **Work with a partner. Look at the photos. How do you think they are linked?**


Archaeologists


A grave

A llama


A mummy



Find out about the Chiribaya of Peru.



Discovery EDUCATION

6.2 A lost civilisation

2 6.2 **Watch the video and check your answers to Exercise 1. What do the objects they found tell us about the Chiribaya? How were llamas important?**

3 6.2 **Before you watch the video again, put these sections in the correct order. Then watch and check your answers.**

a archaeologists take objects out of graves
b objects in an exhibition
c the importance of llamas
d what the archaeologists found
e what the valley looked like when the Chiribaya lived there
f where the discoveries were made

4 6.2 **Watch the video again and complete the sentences.**

1 The Atacama Desert in South America is one of the .... and .... places on Earth.
2 About .... years ago, workers from a nearby town were digging in the sand here when they found bones. Human bones.
3 When they lived here, in the Ilo Valley, between 900 and .... AD, everything would have looked very different.
4 At that time, there may have been as many as .... people living here.
5 Archaeologists have found gold artefacts in some of the graves, suggesting that their owners were very .... and .... people.
6 Some of the hats that archaeologists have found have beautiful feathers. The feathers of ....

Your turn

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

1 Have you ever visited an archaeological site or an exhibition of ancient artefacts? If yes, where was it? What do you remember about it?
2 If you could travel back in time to visit an ancient civilisation, which civilisation would you like to visit? Why?

Reading A magazine article

1 **Work with a partner. Look at the photos. Who do you think lived in these houses? How long ago did they live there? Why did they build their houses in this way?**

2 **Read the magazine article and check your answers.**

3 **Read the article again. Find a factual mistake in each sentence below.**

1 The Mesa Verde National Park is in Mexico.
2 The Pueblo people lived there for nearly 700 years.
3 The word pueblo means build.
4 The Balcony House is made up of 10 rooms.
5 The only door is at the end of a tunnel.
6 The Pueblo people used ladders and ropes because they enjoyed climbing.

Explore words in context

4 **Match the highlighted words in the article with the definitions.**

1 a complicated system of paths where you can easily get lost
2 deep valleys with very steep rock sides
3 places where people live – homes
4 people who move to live in a new country or continent
5 the lines that separate two countries or states

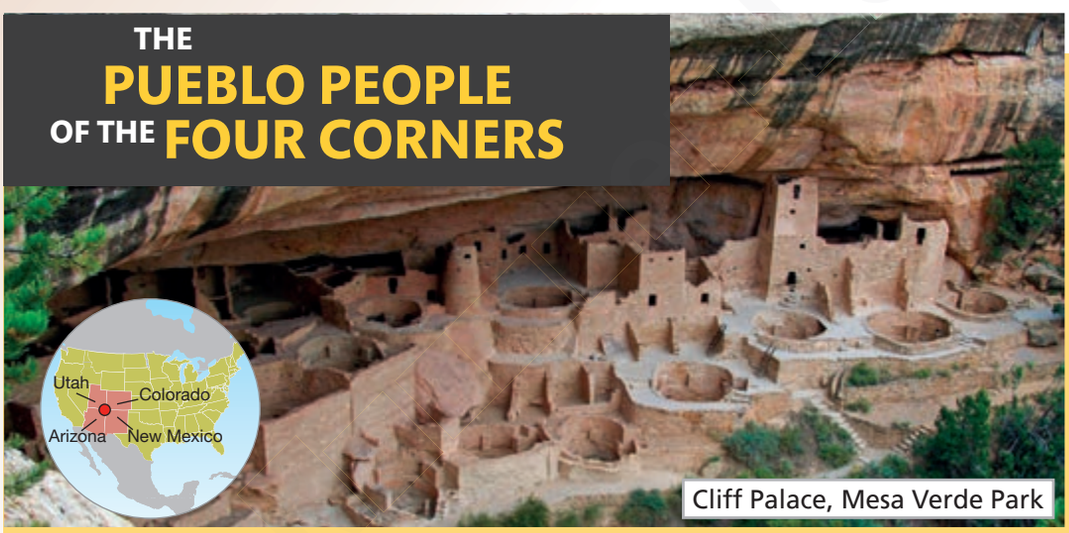
Your turn

5 **What was life like in Kazakhstan in 1000 AD?**

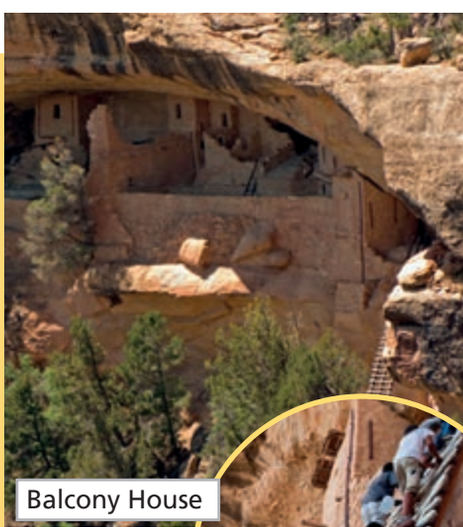
- their homes
- their food
- their clothes
- the work they did

Do you think there were any advantages to life in 1000 AD?

THE PUEBLO PEOPLE OF THE FOUR CORNERS



Cliff Palace, Mesa Verde Park


Balcony House



Mesa Verde National Park covers more than 80 square miles of the Four Corners region of the United States, where the **borders** of Utah, Colorado, Arizona and New Mexico meet. It was once the home of the Pueblo people, a Native American civilisation famous for its amazing cliff **dwellings**. The best examples of these incredible homes can be seen in the walls of the park's spectacular **canyons**.

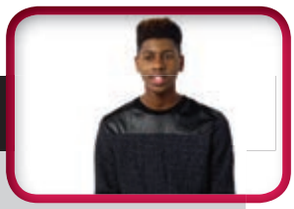
The Four Corners is a landscape of extremes – hot and dry in summer, covered in snow in winter. It isn't an easy place to live, but the Pueblo people made their home here and farmed the land for over 700 years, from 600 to 1300 AD. They built complicated 'villages' (their name comes from the Spanish word for village, *pueblo*) where hundreds of people shared the protection of their strong stone walls. Early European **settlers** in North America were amazed by their building ability.

The Cliff Palace is the largest Pueblo cliff dwelling in the park. It's best seen from above, where the building will leave you thinking about how these people could have built such complex houses. The most interesting of all the houses is the Balcony House. It is made up of 40 rooms, connected by long, narrow tunnels and built around a series of shared spaces and can only be visited with a guide. You have to be ready to climb – the only door into the house is at the top of a ten-metre high wooden ladder! When the Pueblo people lived here, they would have entered their homes by climbing ladders and ropes up the steep cliff wall. Once inside, they would have pulled the ladder into the house in order to protect themselves from enemies.

Exploring the **maze** of tunnels and rooms, you really start to understand what life must have been like for the Pueblo people so long ago. As you stand at the edge of the cliff, looking down into the canyon below and listening to the silence of nature, it's easy to imagine that you have travelled back in time.

FACT! *The Pueblo people's houses in Charco Canyon were the tallest buildings in the USA until the 19th century.*

Speaking Clarifying



Real talk: What's the biggest lie you've ever been told?

1 6.3 **Watch or listen to the teenagers. Match the person or people to the lie.**

everyone | big brother | classmate (x2) | ex-best friend | granny

a Tomorrow's a holiday.
b My granny is ill.
c This is a delicious fruit.
d The theme is the ocean.
e Vegetables do amazing things.
f My cousin is a famous actor.

2 **What's the biggest lie *you've* ever been told? Ask and answer with your partner.**

3 2.08 **Listen to a journalist interviewing a footballer. Which thing that she asks about is true?**



4 **Complete the conversation with the useful language.**

Useful language

Questions
Is that right?
Is it true that … ?
Would you like to comment on … ?

Answers
These rumours are completely false.
They're totally untrue.
You must be joking!
Yes, absolutely!

Journalist: Thanks for this interview, Luke. I've got lots of questions. Now, you're only 19, you have a 5-year contract, and people say you earn over £75,000 a week.
Footballer: You [1] *must be joking* ! My salary is a lot less because I'm still very young.
Journalist: OK, but [2] …. you've bought a Ferrari?
Footballer: Yes, [3] …. ! That *is* true! It was my dream to buy a Ferrari.
Journalist: I've also heard you don't have a good relationship with your manager. [4] …. ?
Footballer: Look, these rumours [5] …. I respect the boss, honest!
Journalist: OK! Would you [6] …. all the stories about you moving to Spain?
Footballer: Yes. They're [7] …. I'm happy here and enjoying my football. But one day I'd love to play in Spain or Italy. Why not?

5 2.08 **Listen again and check your answers.**

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

7 **Work with a partner. Take turns to ask and answer questions about the rumours below.**

1 You're leaving this school.
2 Your parents have won the lottery.
3 Your sister is a film actress.
4 You get a lot of pocket money.
5 Your brother drives a sports car.

8 **Work with a partner. Plan your own conversation. Use the ideas below and Exercise 4 to help you.**

Actor
- You earned $1m for your last film.
- You had a good relationship with the actor in the film. You always wanted to work with him/her.
- You really liked the director and you would work with him/her again.
- You live in New York and you are happy. You'd like to live in England in the future.

Journalist
- You have heard stories that he/she earned $6m for his/her last film.
- You watched the film and you think that he/she had a good relationship with his/her co-star.
- You have heard rumours that he/she didn't like the director of the film.
- You read that he/she has bought a new house in Los Angeles with 10 bedrooms and 12 bathrooms.

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Writing An online article

1 **Look at the title and read the article. In general, is the situation with falling numbers of animals getting better or worse?**

WILDLIFE CRISIS

We all know that the things we do can damage the environment. However, it might be worse than we thought. In a 2016 report, Scientists said that since 1970, the number of wild animals on Earth had fallen by about 60%. According to the report, this number could be as high as 67% by 2020. They also said that humans were the biggest cause.

The report said that nearly half of these species had fewer places to live because of farming, building projects and people cutting down trees. Other major causes, the report said, were hunting and fishing (more than 300 species could disappear completely because humans kill them for food, sport or protection) as well as climate change and pollution.

There are a few positive signs though. In 2010, there were just over 3000 wild tigers left in the world, but experts think their numbers are increasing. There are now an estimated 4,000 tigers in the wild. However, there are still far fewer tigers than there were in 1900, when there were approximately 100,000.



2 **Read the article again and make notes under these headings:**

1 worrying statistics
2 the main threats to animals
3 hopeful signs

Useful language

Describing amounts

We can use different phrases to show more or less of a number.

- *well under a billion dollars*
- *just over 3000 wild tigers*

We also use different words to guess numbers.

- *an estimated 4,000 tigers*
- *about 60%*
- *approximately 100,000*

3 **Look at the Useful language box. Can you find any similar words and phrases in the article?**

4 **Complete the sentences with the phrases in the box.**

just over approximately well over just under
more than estimated

1 There are .... 7000 cheetahs left in the world. (6,900–7,100)
2 In 1975 there were an .... 14,000 cheetahs in the wild. (14,000?)
3 Cheetahs have lost .... 90% of the land they live on. (91%)
4 There are now .... 2,000 giant pandas in the world. (2,060)
5 5 According to a report in 2016, ... 1500 of them live in China, (1,864)
6 There were .... 1,600 in 2003. (1,596)

Get writing

PLAN

5 **Plan an online article about animals in danger.**

- Organise your notes using the questions in Exercise 2. Use the facts and figures in Exercise 4 to help you.
- Find additional information on the Internet.

WRITE

6 **Write your article. Use your notes from Exercise 5 and the model text to help you.**

CHECK

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

- Have you included statistics to show how big the problem is?
- Have you used phrases to give approximate numbers and percentages?

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6 CLIL

Biology Extinction

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

1 What is the bee doing?
2 How is the bee helping the plant reproduce?



2 2.09 **Read the article about the honeybee. Why are they dying?**

Honeybees are essential to life on the planet. **Pollination** occurs when pollen is carried from one plant to another, and honeybees are the world's most important **pollinators**. If bees die out, many plants will not get pollinated and that would mean many changes for humans too. Honeybees are in danger of **extinction**, so scientists are trying to find out what is causing so many to die.

One of the main problems for bees is that they do not have enough food. As more land is used for farming, roads and houses, there are fewer natural spaces for flowers to grow. Also, bees sleep all through the winter, and because of global warming many plants have already finished flowering by the time the bees come out of **hibernation**. The bees die because they have less food but the plants also die as they depend on bees to pollinate them.

Disease is another killer for bees. Over the last 20 years, bee populations have been attacked by tiny eight-legged animals called Varroa **mites**. Bees often live in wooden boxes called hives; one **hive** can contain thousands of bees. If Varroa mites get into a hive, all the bees may die.

Chemicals used to stop insects damaging farmers' crops are killing bees too. Farms today are often very big, so these chemicals are used over very large areas and the bees cannot escape. In some parts of the world where farmers use lots of chemicals, there are no bees left and the farmers have to pollinate their plants by hand. The future for the honeybee really doesn't look bright.



3 **Match the highlighted words in the article with the definitions.**

1 very small spider-like animals
2 the process of a specific animal species stopping existing because they have all died
3 a special box where bees live
4 the process of moving pollen from one plant to another so that the plants can make seeds
5 a period of time when animals sleep in winter
6 an insect which moves pollen between plants

4 2.10 **Listen to Lisa telling her father about bees. What does Lisa want her father to do?**

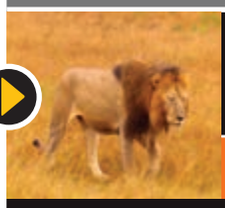
5 2.10 **Listen again to the conversation. Copy and complete the bee fact file.**



Your turn

6 **Work with a partner. Design a poster to inform people about the risk of extinction to bees. Include suggestions about what we might be able to do to help protect them.**

Learn about looking after lions in Kenya.
- How many African lions are there today?
- What are the two reasons the lions are in danger?
- How many cows do the locals receive if a lion kills one of their cows?



Discovery EDUCATION

6.4 Lions in danger

Extra reading

1 **What is your favourite type of flower? Why do you like it? Do you use different flowers for different occasions?**

3 **Read paragraph 2 again. What does 'tulip mania' mean? Explain to a partner.**



Tulips through time

People often think that tulips come from the Netherlands because they grow many beautiful varieties of tulip there and sell them all around the world. However, many types of tulip actually come from Kazakhstan, where you can still find 36 different types of tulips growing in the wild today.

Tulips were brought to the Netherlands in the 17th century, probably from Central Asia. There, people created tulips with interesting patterns and colours using tulips such as the Greig and Kauffman tulips, which grow in Kazakhstan. These new types of tulip became almost like a currency in Holland as people started buying rare tulips for very high prices, hoping to sell them later for even more money. This was known as 'tulip mania' because people were crazy about the flowers. Even though this didn't last for long and many people lost all their money, tulips are still a very popular flower in the Netherlands.

In Kazakhstan, tulips have always been very important. The flowers come out in the spring around the time of the Nauryz festival, which celebrates new life and the arrival of spring. Since tulips only last for a couple of weeks, people say that these flowers remind us of how short life is.

Many of the tulips growing in the wild in Kazakhstan can be found in the Karatau mountains, particularly in Red Hill. However, unfortunately people often pick these flowers to use them as decoration and of the 36 types of tulips growing in Kazakhstan today, around half of them are in the Red Book, which lists all the types of rare plants and flowers that need to be protected.



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

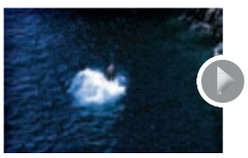
1 Tulips come from the Netherlands.
2 There are 36 types of tulip that currently grow in the wild in Kazakhstan.
3 People paid high prices for tulips in the Netherlands in the 16th century.
4 Tulips come out in the summer.
5 People say that tulips show how quickly life passes.
6 When people pick tulips, it helps them to grow.

ABOUT FLOWERS IN KAZAKHSTAN *Kazakhstan does not have a national flower yet and although tulips are very popular there, people say that the nations' favourite flower is the lily.*

7 Travel and transport

Discovery EDUCATION

In this unit ...



Like father, like daughter p78



Describing mistakes p80



CLIL What a waste! p82

Vocabulary

- Travel and transport
- Words in context
- *-ed* and *-ing* adjectives
- Verb expressions

Language Focus

- The passive: present simple, past simple and *will*
- The passive: present perfect and present continuous

Unit aims

I can ...

- talk about travel and transport
- understand an online article about transport in London.
- describe feelings.
- understand a radio interview about holiday trends.
- use appropriate phrases to get more information.
- write a story about something that happened to me.

BE CURIOUS

What can you see in the photo?

Start thinking

- **Where do you think they are?**
- **Why are camels a good form of transport in this kind of place?**
- **Would you like to ride a camel?**

Vocabulary Travel and transport

1 2.11 **Match the photos a–h with the words and phrases in the box. Then listen, check and repeat.**

arrive at your destination go abroad go backpacking hire a car
reserve a seat see the sights take a cab travel by rail



2 **Complete the sentences with phrases from Exercise 1.**

1 You need a passport when you ..*go abroad*...
2 It's been a long journey but soon you'll .... and then you can relax.
3 The train is always very busy so you should .... before you travel.
4 I love trains, so I .... when ever I can.
5 If you ....you carry everything on your back as you travel.
6 If you want to ....you have to stand by the side of the road and wave to a driver.
7 My mum and dad don't like public transport so they always .... when we go on holiday.
8 Tourists are people who visit places and ....

3 2.12 **Listen to four conversations, and say what the people are doing. Use phrases from Exercise 1.**

1 She's .....
2 He's ....
3 They're .....
4 They're .....

Your turn

4 **Choose two of the situations from Exercise 3, and write similar conversations. Use expressions you remember and/or your own ideas.**

5 **Work with a partner. Choose any two conversations from Exercise 4 and 'perform' them for the class. Can they guess what you are doing?**

This is my first time out of the country.

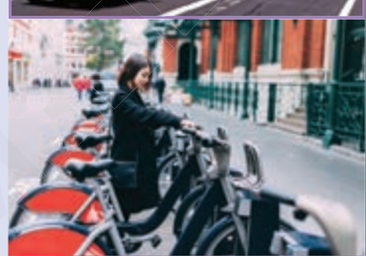
Oh really? Can I see your passport please?

Reading An online article

1 **Look at the photos of London. Name the different types of transport. Which one would you choose? Why?**

YOUR GUIDE TO …
GETTING AROUND LONDON







London is one of the biggest cities in the world – but it's very easy to get around. The quickest way is the London Underground, which is also known as 'the Tube'. It's the oldest subway in the world; the first tunnel was completed in 1843, although the railway line, which connected six stations, wasn't opened until twenty years later. Since then it has grown into a **network** of 11 lines and 270 stations. Every day, over 4.5 million people are transported across the city in this way. The trains are often packed, especially at **rush hour,** so it's not always very comfortable – but it is certainly fast and efficient. It's also easy to understand, thanks to the coloured maps which are clearly displayed in every underground station.

Another option is to catch a bus. Buses are also frequent and easy to use. Arrival and departure times are displayed at bus stops, so you know how long you'll have to wait (it isn't usually very long). London's red, double-decker buses are famous, of course, and it's fun to sit upstairs and see the sights. However, you'll probably be held up by **traffic jams** – a ten-minute Tube journey could take half an hour by bus!

Of course taxis (cabs) are an alternative to public transport – in fact, London is famous for its black cabs and their drivers, who are thoroughly tested on their knowledge of London before they are licensed. However, be careful if you take a cab. It's the easiest and laziest way to get about, but they're expensive, and even though the black cab drivers know the **shortcuts**, they are often delayed by traffic, and you will be charged for the journey time, not the distance.

Perhaps in the future cars will be banned from the city centre, and the roads won't be blocked and the air will be cleaner. For now, however, traffic is a major problem. One possible, and 'green', solution is cycling, and the London bike hire scheme is very popular. You can pick up a bike from one of 750 'stations', and leave it at another one when you arrive at your destination. However, cyclists should take great care (and always wear a helmet). They are not always seen by motorists, especially those driving large **vehicles**, and as a result, it can be dangerous.

FACT! *On average, it takes four and a half years to learn enough to pass the London taxi drivers' test, which is known as 'The Knowledge'. Drivers have to learn the location of 25,000 streets, and how they are connected!*

2 **Read the text and answer the questions in pairs**

What's the best form of transport for these people?

1 I want to use public transport. I'm not in a hurry.
2 I need to get across London as fast as possible.
3 I want to travel in an environmentally friendly way.
4 I'm travelling with my grandmother. We need the simplest, most comfortable option.

3 **True or False? Correct the false statements.**

1 The Tube is over 150 years old.
2 4.5 million people travel across London every day.
3 The Tube is always very crowded.
4 You often have to wait a long time for a bus.
5 Traffic often delays buses and taxis.
6 There are 750 bikes at each 'station'.

Explore Words in context

4 **Match the words from the text with the definitions.**

1 network	a a general word for car, lorry, motorbike etc
2 rush hour	b a line of cars waiting to move
3 traffic jam	c a route that is quicker than the usual one
4 shortcut	d a system of connected lines
5 vehicle	e the time of day when there is a lot of traffic

Vocabulary bank • page 127

Your turn

5 **Work in pairs. Look back at the different forms of transport mentioned on this page. What are the 'pros and cons' of each one? Which do you think is the best one for a big city? Why?**

Language focus 1 The passive: present simple, past simple and *will*

1 **Complete the examples from the text on page 74. Then match the beginnings and the ends of the sentences to complete the rules.**

Present simple	
+	The trains [1]…. often ….
–	They **are not** always **seen** by motorists.
?	**Is** traffic often **delayed**?
Past simple	
+	The first line **was opened** in 1863.
–	The railway line, which connected six stations, [2]…. until twenty years later.
?	When **was** the bike hire scheme **introduced**?
will	
+	You **will** [3]…. for the journey time.
–	The roads **won't be blocked**.
?	**Will** cars **be banned?**

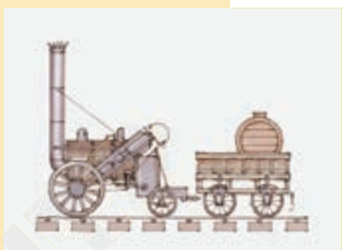
1 We use the passive when it	a the verb *be* + past participle.
2 To form the passive, use	b we use the preposition *by*.
3 When we want to say who is responsible for an action in the passive,	c isn't important to know who's responsible for the action.

Grammar reference • page 119

2 **Complete the second sentence in each pair using a passive form of the verb in bold.**

1 a Evelyn Ellis made the first car journey in England in 1895
  b The first car journey in England *was invented* in 1895 by Evelyn Ellis.
2 a They didn't introduce a compulsory driving test in the UK until 1935.
  b A compulsory driving test …. in the UK until 1935.
3 a When did they build the first motorways?
  b When …. the first motorways …. ?.
4 a The man's seat belt saved his life
  b The man's life …. by his seat belt.
5 a Speed cameras often catch drivers who drive too fast on British roads.
  b Motorists who drive too fast on British roads …. often …. by speed cameras.
6 a In the future, driverless cars will transport us.
  b In the future, we …. by driverless cars.

3 2.13 **Choose the correct form of the verbs in the texts below. Then listen and check.**





George Stephenson [1]**designed and built / was designed and built** the Rocket steam train in 1829. There was a race between the Rocket and another engine to be chosen for a new railway line. The race [2]**watched / was watched** by 15,000 people – and the Rocket won. The UK's first electric railway [3]**completed / was completed** in 1883, and steam trains [4]**gradually replaced / were gradually replaced**. These days, over 400 million train journeys [5]**take / are taken** every year across the UK, and those journeys [6]**cover / are covered** more than 16 billion kilometres. Journeys are getting faster and faster. In the future, more high-speed railways [7]**will build / will be built** (and robots [8]**will probably drive / will probably be driven** the trains!).

Your turn

4 **Think of three objects for each of the categories below.**

- Things that were invented in the last 100 years.
- Things that are used every day in schools and homes.
- Things that will be invented in the next 20 years.

5 **Work with a partner. Compare your lists and answer the questions.**

1 Do you know when they were invented and by whom? (The first two categories only.)
2 Which object in each category do you think is the most important? Why?

I think the Internet was invented in the 1980s.

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Listening A radio interview

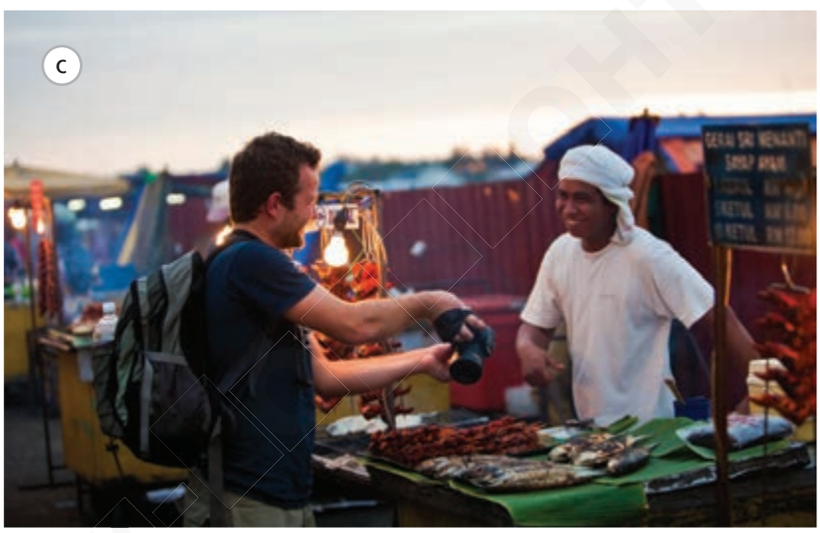
1 **Look at the photos of three different kinds of holiday. Describe what the people are doing and where they are. Which holiday would you choose? Why?**

2 2.14 **Listen to the interview. Look at the photos again and match them with the following terms:**

1 activity holiday
2 responsible holiday
3 staycation

3 2.14 **Listen again. Choose a, b or c.**

1 Staycations are more popular among
a young people.
b young families.
c older people.
2 Going abroad is
a increasingly popular with everyone.
b a growing trend among young people.
c less popular than it used to be.
3 Older people
a like beach holidays best.
b prefer to stay at home.
c are looking for adventure.
4 According to Lisa, we can get a good deal with the help of
a the internet.
b our friends.
c travel agents.
5 Lisa says
a the environment is always damaged by tourism.
b responsible tourism is a growing trend.
c responsible tourists don't travel abroad.



Vocabulary *-ed* and *-ing* adjectives

4 2.15 **Circle the correct form of the adjectives. Then listen and check.**

1 I love learning about other cultures. I find it **fascinated / fascinating**.
2 It can be **confused / confusing** trying to organise a holiday.
3 When we first went to the UK we were **shocked / shocking** at the weather!
4 I was **surprised / surprising** at the size of London – it's huge!
5 People are often **disappointed / disappointing** when they see a famous sight in person.
6 I found our tour guide quite **uninterested / uninteresting**.
7 I hope you have a great holiday and come back **relaxed / relaxing**.
8 We were absolutely **exhausted / exhausting** after our adventure holiday!

Your turn

5 **Work in pairs. Read the conversation together. Then read it again, replacing the words in bold with your own ideas, and continue the conversation.**

A I wish I could **go to Africa**. I've always wanted to!
B Why would you like to **go there**?
A I'd like to **go on safari and see wild animals**. It would be **fascinating** to see a lion! What about you?
B Oh, I wish I could ....



Language focus 2 The passive: present perfect

1 **Look at the examples from the listening on page 76. Choose the correct words to complete the rule.**

The report **has just been published**.
Too many beautiful places **have been damaged** by tourism.
There are still some places that **haven't been affected** by tourism.
Has the new hotel **been built** yet?

We form the present perfect passive like this:
subject + present perfect of *be* + **past participle / past simple**

Grammar reference • page 119

2 **Rewrite the sentences in the passive.**

1 Something has delayed the train.
The train has been delayed.
2 They've built a lot of new hotels along the coast.
3 Someone has just booked the last seat on the plane.
4 Have they cleaned the swimming pool yet?
5 A lot of people have recommended that activity holiday.
6 They haven't encouraged tourism in this part of the country.

The passive: present continuous

3 **Look at the examples from the listening on page 76. Choose the correct words to complete the rule.**

Holidays **are being researched** and **booked** online.
The idea **is being taken up** by an increasing number of people.

We form the present continuous passive like this:
subject + present [1]…of *be* + [2]….

Grammar reference • page 119

4 **Complete the sentences with the present continuous passive. Use the verbs in brackets.**

1 Hurry up! Lunch *is being served* right now! (serve)
2 People …. not to swim at the moment. (advise)
3 Look! Those trees …. to make room for new holiday homes. (cut down)
4 You can't get on the plane yet. It …. (clean)
5 Listen! An announcement …. about our train. (make)
6 A film …. on the beach! Let's go and watch it! (show)

Say it right! • page 113

Your turn

5 **Imagine a holiday destination that has been damaged by tourism. Write three sentences using the present perfect passive or present continuous passive, about how the destination has been improved or is being improved.**
Cars have been banned from the town centre.
The beach is being cleaned to help the environment.

6 **Work with a partner. Ask and answer about your holiday destinations.**

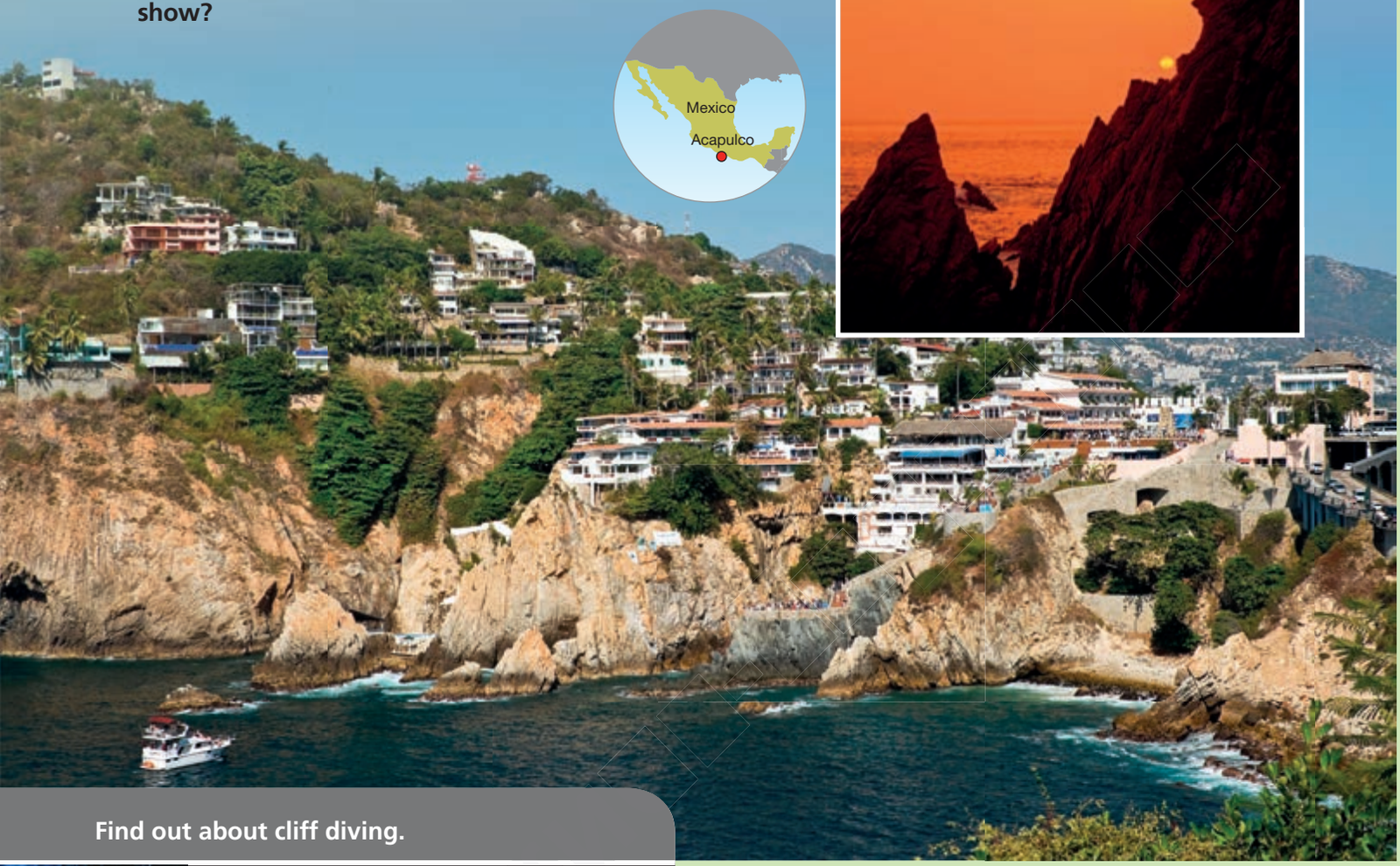
What has happened in your holiday destination?

Cars have been banned from the town centre.

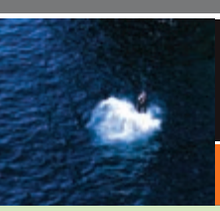
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Culture

1 **Work with a partner. Look at the photos. Where were they taken? What sport do they show?**



Find out about cliff diving.



Discovery EDUCATION

7.1 Like father, like daughter

2 7.1 **Watch the video and check your answers to Exercise 1. What is the video about?**

a The history of cliff diving
b The dangers of cliff diving
c A changing family tradition

3 7.1 **Are these sentences true or false? Correct the false sentences. Then watch the video again and check your answers.**

We see …

1 a man climbing up steps to the top of a cliff.
2 José Luis giving instructions to his daughter.
3 Iris's parents visiting her school.
4 Iris embracing her mother before a dive.
5 lots of tourists watching Iris dive.

4 7.1 **Watch the video again and complete the sentences.**

1 Acapulco is famous for its *beaches and boating.*
2 The divers now dive from heights of up to …
3 Cliff diving has been a men-only sport for …
4 Iris's mother says that the most important thing is her …
5 When she stands on the cliff before a dive, Iris feels …
6 Iris's record-breaking dive was from …

Your turn

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

1 Would you like to try cliff diving? Why/Why not?
2 In what ways are you like your mother or father?

I definitely wouldn't want to try cliff diving, I think it looks too dangerous.

I'm more like my father than my mother because …

Reading An article

1 **Work with a partner. Look at the photos. Can you do these things freely in your country? Where do you think these actions could be illegal? Why?**

2 **Read the travel article and check your answers.**



The law of the land

If you're going on holiday, you need to **take care** that you don't break local laws. An action which is okay in one country could be illegal in another – like **running out of** petrol in Germany or not wearing underwear in Thailand!

For example, Singapore has a ban on chewing gum. The reason is that it ruins the city's clean pavements. Some people support the ban but others don't **see the point**. I asked local resident Daniel Xerri how the law started. He explained that one of the main problems was people putting gum on subway train doors so they didn't open, but he admitted this probably wouldn't be a problem these days. However, a tourist from Hong Kong thought the ban was a very good thing because it kept the environment clean.



There are many other surprising laws. A popular tourist destination is, of course, Venice. Did you know you can't feed the pigeons in St Mark's Square because of the damage done to the ancient monuments? A recent law stated that you can be fined over €500 for this or for selling birdseed. It is typical of a law that has **come into existence** because of the world's increasingly dirty cities. London also **went ahead** with a similar law to protect Trafalgar Square from pigeons.

A law which **dates back to** the 2000s was introduced banning women from wearing high heels to ancient Greek sites, such as the Odeon of Herodes Atticus on the Acropolis in Athens. This monument has survived for 2,000 years and is still used today for special events. It also holds an important arts festival each summer. People dress up to attend these events and women's high heels can do terrible damage to the ancient stones.

Whether you're travelling near or far, respect local laws and be prepared for the weirder ones!



FACT! *In Sarpourenx in southwest France, it is illegal for residents to die in the town because there is no space left in the cemetery.*

3 **Read the article again and match the information (1–6) with the places, Singapore, Venice or Athens.**

1 There is a difference of opinion about the law.
2 This law exists in another famous place.
3 The law fits with the city's clean image.
4 The law is necessary because an ancient building is still being used today.
5 You have to pay money if you break this law.
6 This law was introduced not long ago.

Explore verb expressions

4 **Match the highlighted words in the article with the definitions.**

1 be present now
2 understand your opinion
3 have started from a certain time
4 start to do something
5 be careful
6 be without

5 **Complete the sentences with the correct form of verb expressions from Exercise 4.**

1 Illegal downloading didn't .... until the digital age.
2 Did you know that .... petrol is a crime in some countries?
3 The ban .... a time when graffiti was very popular.
4 The judge didn't .... of the defendant's argument.
5 .... that you don't drop rubbish – it's illegal here.

Vocabulary bank • page 127

Your turn

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

1 What do you think of the laws in the text?
2 Which do you think would be difficult/easy to introduce in your country? Why?

Speaking Getting more information



Real talk: What's the biggest mistake you've ever made?

1 7.2 **Watch or listen to the teenagers. Order the mistakes they talk about.**

a not getting a place
b not going on a holiday
c not sleeping
d lots that I've learned from
e losing football matches
f not saying sorry

2 **What's the biggest mistake *you've* ever made? Ask and answer with your partner.**

3 2.18 **Listen to Dana and her friend Nicola. What mistake did Dana make?**

4 **Complete the conversation with the useful language.**

Useful language

Did your mum know?
Did she say anything?
That was lucky!
Oh no! So then what happened?
Really – why was that?

Nicola: That's a nice watch. Is it new?
Dana: No, it used to be my mum's. In fact, it nearly got me into trouble once.
Nicola: Really – [1] *why was that* ?
Dana: Well, when I was about six, I borrowed it from her room. Then I went in the garden to play, with the watch in my pocket.
Nicola: Did your [2] ....?
Dana: No. Anyway, I was playing in the garden when I lost it. I looked everywhere but I couldn't find it.
Nicola: Oh no! So [3] ....?
Dana: Nothing! I just hoped Mum wouldn't notice.
Nicola: Did she [4] ....?
Dana: No, but a few weeks later the dog was digging up some flowers and he found the watch!
Nicola: [5] ....! Was the watch okay?
Dana: Yes. I just cleaned it and put it back. She still doesn't know what happened.



5 2.18 **Listen again and check your answers.**

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

7 **Work with a partner. Take turns to say the sentences below and respond with a phrase from Exercise 4.**

1 Last year, I took my sister's MP3 player without asking.
2 I fell out of the boat into the river.
3 My dad got really angry with me.
4 Anyway, I found it under the sofa a week later.
5 I looked everywhere, but I didn't find them.
6 Then I realised that it wasn't in my bag.

8 **Work with a partner. Plan your own conversation. Use the ideas below and Exercise 4 to help you.**

Situation 1
You borrowed someone's MP3 player. It fell out of your bag and you lost it. You are saving money to buy them another one.

Situation 2
You went on a school trip. You were playing around and dropped your phone in a pond. It doesn't work now and your parents are angry.

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Writing Telling a story

1 **Read Theo's email. What happened to Nick?**

New mail +1

Hi Joel,

How are things? You'll never guess what happened to me and my brothers yesterday! We went for a bike ride in the country and we were chatting and laughing when, suddenly, a dog ran across the road right in front of us. Obviously, we tried to stop, and Robbie and I crashed into each other. Fortunately, we were okay, but Nick wasn't so lucky. He stopped so quickly that he fell off his bike and hit a wall at the side of the road. He hurt his arm and his back.

Luckily, we had our mobiles, so we called our parents. We had to wait a long time, and Nick looked awful. He was in a lot of pain. Eventually, my parents arrived and took Nick to hospital. Amazingly, he only had a broken wrist. It was a shock, but he's home now and he's OK. He's been told that he can't play rugby though - he's really disappointed about that!

What's your news?

Theo



2 **Read the email again and answer the questions.**

1 Where were they?
2 Who was there?
3 What happened to them?
4 What did they do?
5 What happened in the end?

Useful language

Adverbs

We use adverbs in stories to link ideas together and to make a story more dramatic and interesting.

- *… when,* ***suddenly****, a dog ran across the road.*
- *We called my parents* ***immediately****.*
- ***Eventually****, they arrived.*

3 **Look at the Useful language box. Find four other adverbs like this in the email.**

4 **Match the beginnings and the ends of the sentences and join them with an adverb from the box.**

fortunately eventually obviously luckily amazingly

1 They walked for a long time but
2 We saw the wild cats but
3 James crashed his quad bike into a tree but
4 She was crying and
5 We'd never bought a lottery ticket before but

a upset.
b he didn't hurt himself.
c they arrived at the campsite.
d we won £1,000!
e they didn't see us.

Get writing

PLAN

5 **Plan a story about an event in your life (or invent one). Make notes on the questions in Exercise 2.**

WRITE

6 **Write your story. Use your notes from Exercise 5 and the model text to help you.**

CHECK

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

- Have you explained what happened clearly using the questions in Exercise 2?
- Have you used adverbs to make the story more interesting?

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Technology Passive houses

1 **Work with a partner and answer the questions.**

1 How do you keep your house warm in the winter?
2 Do you use air conditioning in the summer?
3 Is your house south or north facing? What difference does this make?

2 2.19 **Read the article about passive houses. Are they designed for hot climates, cold climates or both?**

Passive homes are special houses which use the sun's heat to heat the building and fresh air to cool it.

Passive houses usually have very large windows. In fact, in cooler climates whole walls can be made of glass so that lots of sunlight shines into the house and warms it. The windows must be very good quality so that cold air does not enter the house through the windows and warm air does not escape.

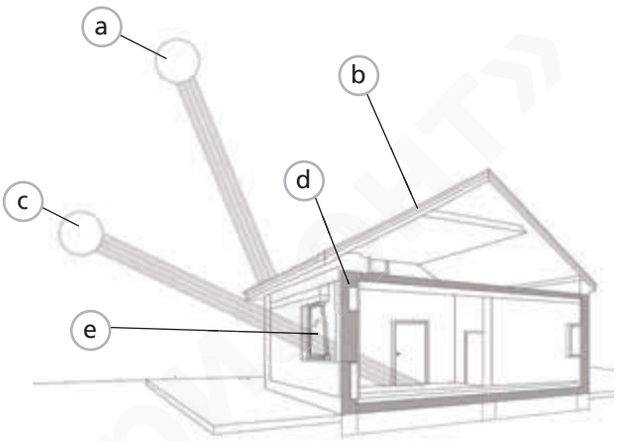
Architects have to design the houses so the air heated by the sun during the day stays inside the house and keeps it warm at night. They are built with thick walls to stop the heat escaping. The direction the building faces is also important. The large windows are usually south facing so that the sunlight can enter all the way into the house and make the house warm.

Houses in climates with hot summers normally have low roofs to stop the strong, summer sun shining directly into the house and making it too hot. This is possible because in the summer the sun is much higher in the sky than in the winter. In the winter the sun is low in the sky, so the low roofs and porches do not prevent the sun from shining into the house. Thick walls work in the opposite way in hot climates and stop the outside heat from entering into the house.



3 **Complete the diagram of a passive house with the words in the box.**

winter sun	summer sun	low roof
thick walls	good quality windows	



4 2.20 **Listen to two friends talking about their holidays. Which house sounds more comfortable to stay in?**

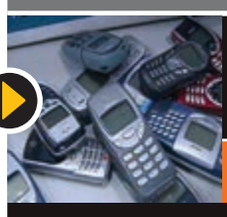
5 2.20 **Listen again and copy and complete the table.**

	Passive house	Grandmother's house
Heating	[1]	central heating
Temperature	always warm	[2] ....
Windows	[3]	small
Light	[4] .... and	dark
Furniture	little	[5] ....

Your turn

6 **Work with a partner. What changes could you make in your own home or school to make it more environmentally friendly?**

Learn about what we throw away.
- What is e-waste?
- Where does e-waste normally get dumped?
- Name some good ways to reduce e-waste.



Discovery EDUCATION

7.3 What a waste!

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Extra reading

1 **Have you ever visited one of Kazakhstan's national parks? What did you do there?**

Destination Kazakhstan



Kazakhstan is the perfect holiday destination if you're looking for an adventure. Near Almaty, in particular, there are several places to go for people who like spending time outside. For example, Altyn Emel National Park is only three hours' drive from Almaty and provides an escape from the busy city. It is ideal for backpackers wishing to spend time relaxing outdoors, as it is possible to both camp and stay in guesthouses within the park. Altyn Emel is around 4600 km^2 and is home to many amazing landmarks, including the Aktau mountains, famous for their white, brown, and orange stripes, and the 'singing dune'. Visitors who want to challenge themselves sometimes cycle to the dune. However, it is also possible to hike. People mostly travel here for the beautiful views of the Ili river and to listen to the sound of the singing sand. Stories of strange creatures singing in the desert were created to explain this sound.

During the winter months, the ski resort, Shymbulak, is another popular holiday destination. It is only 25 km from Almaty, but people come from all over the world to ski at this resort. In 2011, Almaty hosted the Asian Winter Games and 843 athletes from 26 different countries competed on the mountains. Then in 2014, Prince Harry went skiing at Shymbulak with his girlfriend. However, it is not just athletes and celebrities that go there. People who don't know how to ski can also stay at the resort. It is often visited by beginners who want to attend the ski school and climbers going to the Tien Shan peaks.

About the Aktau mountains *The Aktau mountains are not only famous for their coloured stripes, but also because a number of plant and animal fossils have been found there.*



2 **Read the text, then answer the questions.**

1 How long does it take to drive to Altyn Emel National Park from Almaty?
2 What does the number 4600 refer to?
3 Why are the Aktau mountains famous?
4 How far is Shymbulak from Almaty?
5 How many countries competed in the 2011 Asian Winter Games?
6 What does the date 2014 refer to?

3 **Would you prefer to go to Altyn Emel or Shymbulak on holiday? Tell a partner and explain why.**

6–7 Review

Vocabulary

1 Join the beginnings (1–8) with the endings (a–h) to make sentences.

1 Glaciers are *d*
2 Canyons lie between
3 People used to live in
4 There is often snow on
5 A stream is like a
6 You'll probably get wet if you stand near
7 There was a big pile of
8 There are high cliffs along

a steep walls of rock.
b river but smaller and faster.
c a waterfall.
d made from frozen water.
e the coast line.
f mountain peaks.
g caves in the sides of mountains.
h earth in the garden.

2 Choose the correct words to complete the sentences.

1 According to / As a result of legend, there was a princess who lived in a tower long ago.
2 In order to / Rather than save her, the prince had to climb to the top of the tower, but it was very high.
3 The princess tried to make a rope from her hair so that / in fact he could climb up.
4 Of course, / Then again, her hair never grew long enough to reach the ground.
5 Rather than / In order to wait any longer, the prince sent a large bird to fly to the princess and carry her away.
6 It can't have been easy to fly on a bird, but, then again, / in order to love can make anything possible.

3 Write the words and phrases in the box by the correct definition.

arrive at your destination
go abroad go backpacking hire a car
reserve a seat see the sights
~~take a cab~~ travel by rail

1 go by taxi *take a cab*
2 catch a train
3 travel to another country
4 visit the famous places
5 get to the end of your journey
6 arrange to have a specific place to sit on a train, coach, etc.
7 travel cheaply with your bag on your back
8 pay to drive a car for a short time

4 Complete the adjective with the correct ending (*-ed* or *-ing*).

1 Wow! I've just heard some very surpris*ing* news.
2 Jack was exhaust.... after his long trip.
3 I don't really like Geography. I find it really uninterest.... .
4 I want to learn more about computer programming. It's fascinat.... .
5 I was really shock.... after my bike accident.
6 I'm tired. I think I'll listen to some relax.... music.

Explore vocabulary

5 Complete the missing text with the words in the box.

and by in x 2 ~~selling~~ that with x 2

Our tour guide was a friendly young man [1].... dark curly hair [2].... a big smile.
He took us to a little village [3].... a beautiful green valley [4].... was surrounded [5].... snow-capped mountains. There were some women [6].... traditional costumes [7].... hand-made crafts. I bought a lovely black bag [8].... little blue flowers on it.

6 Complete the text with the verb expressions in the box.

take care came into existence
see the point date back go ahead

Visitors to art museums around the world should remember that many galleries don't let visitors take photos. These rules [1].... to a time when people used flash photography, which could damage the art. The rules [2].... to protect the art as well as to prevent images being sold illegally. But nowadays, with digital cameras and phones everywhere, museums are taking a more relaxed approach. 'I don't really [3].... anymore – everyone has a camera, so you can't do much about it,' said one visitor. 'As long as people [4].... not to touch the paintings, I think it's OK,' said another visitor. 'I don't mind if people [5].... and take pictures of the art, but I can't stand it when they just take pictures of themselves in front of the art – it's so annoying!'



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Language focus

1 Complete the reported statements.

1 'I'll show you the glacier.'
He told *them he'd show them the glacier.*.
2 'I've never seen one before.'
She said ....
3 'I can see the top of the mountain!'
He told them ....
4 'We really enjoyed the trip.'
They told him ....
5 'We'll tell all our friends about it!'
They said ....

2 Put the words in order to make reported questions, requests or commands.

1 'Where are you from?'
from / asked / She / where / him / was / he.
2 'When did you arrive?'
us / had / He / arrived / asked / when / we.
3 'Are you on holiday?'
if / were / on / them / asked / holiday / He / they.
4 'Please don't take photographs here.'
not / you / asked / take / here / photographs / to / I.
5 'Be careful!'
her / to / told / careful / be / He.

3 Complete the text using the correct passive form of the verbs in brackets.

Record recycling competition

Vinyl records [1] *were developed* (develop) in the early 19th century, but in the 1960s they [2]....(replace) by audio cassette tapes, later by CDs and most recently by digital services. Now, there are millions of old vinyl records that [3]....(not use) anymore. Thousands of them [4]....(throw) away every year. There are many ways that plastic [5]....(recycle), but what about vinyl records? A prize of £1,000 [6]....(award) to the most creative and original concept for reusing old records and the winner [7]....(give) the opportunity to put his or her recycling plan into action.

4 Rewrite the sentences in the passive.

1 They're building a new hotel.
A new hotel ....
2 Someone's stolen my bike!
My bike ....
3 They're showing a great film at the cinema this week.
A great ....
4 They've told us to bring a picnic.
We ....
5 Someone is teaching the children to swim.
The children ....

Language builder

5 Choose the correct words to complete the text.

New mail +1

Hi Julian,

How are you? I've been [1] *c* to write to you for ages. I know I said I [2]....write every week, I'm sorry, I've [3]....really busy. We [4]....so much homework these days!

You asked me [5]....you about my summer. Well, my friend Tom asked me [6]....to go on holiday with him and his family. My parents said I [7]....go, so I did! It was great. The place [8]....we stayed was right on the coast. I [9]....there before. It's a very small village, and very quiet, although unfortunately a new motorway [10]....nearby. I don't know when it [11]....finished, but the locals are not happy! Anyway, we had a great time and I've been [12]....to join them next year too!

Write back soon!

Teresa

1	a plan	b planned	c planning
2	a had	b would	c will
3	a was	b been	c be
4	a are given	b given	c gave
5	a tell	b telling	c to tell
6	a if I wanted	b do I want	c did I want
7	a can	b could	c will
8	a which	b that	c where
9	a had never been	b was never	c never go
10	a builds	b is being built	c is building
11	a will be	b has been	c would be
12	a invite	b inviting	c invited

Speaking

6 Choose the correct words to complete the conversations.

A: This isn't my bracelet actually. It's my mum's.
B: Does she [1]**know / happen** you've got it?

C: Is it [2]**true / real** that you're moving to Italy?
D: Those rumours are completely [3]**joking / false**.

E: I lost my smartphone but someone found it.
F: That was [4]**fortune / lucky**!

G: I borrowed my sister's bike without telling her.
H: Oh no! Did she say [5]**tell / anything**?

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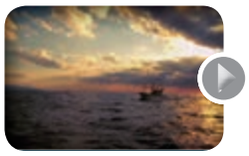
8 Food and drink

Discovery EDUCATION

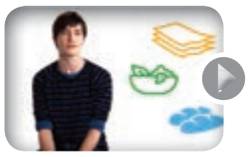
In this unit ...



Oil from goats? **p89**



Fruits of the sea **p92**



Cooking for your family **p94**



CLIL You are what you eat **p96**

Vocabulary

- Cooking verbs
- Words in context
- Adjectives describing food and drink
- Prepositional phrases

Language focus

- First conditional with *if*, *when* and *unless*
- Second conditional with *could* and *might*

Unit aims

I can ...

- talk about how to prepare simple dishes.
- understand short online texts and an online article about different foods.
- discuss possible and imaginary situations in the present and future.
- understand a game show where people describe food.
- give instructions on how to make a dish.
- describe a local dish.

BE CURIOUS

What can you see in the photo?

Start thinking

- **What does the picture show and what is it made of?**
- **Would you like to eat it? Why/Why not?**
- **Have you ever made any food art?**

Vocabulary Cooking verbs

1 2.21 **Match the verbs in the box with the photos (a–j). Then listen, check and repeat.**

roast mix chop slice bake boil grill fry grate spread



2 **Match the foods in the box with the verbs in Exercise 1 to make instructions.**

eggs bread cake cheese pasta
chicken steak onion garlic
tomatoes sauce butter

fry eggs, boil eggs, fry chicken …

3 2.22 **Listen to someone explaining how to make a dish. Copy and complete the table below. Would you like to try it? Why/Why not?**

ingredients	cooking verbs

Your turn

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

1 Do you ever do any cooking?
2 What can you cook?
3 What was the last thing you cooked?

5 **Choose a simple recipe you know. Explain how to cook it to your partner.**

I can make cheese on toast! First, you grate some cheese …

Vocabulary bank • page 128

DANGEROUS FOODS?

Everyone knows that chopping onions can make you cry. It's because onions release a **toxic** gas when you cut them or fry them. When the gas gets into your eyes, your body produces tears to wash it out. So, next time you chop an onion, do it under a running tap. If you cut the onion under running water, the gas won't get into your eyes!



Did you know that peanuts are poisonous for dogs and can be very dangerous for humans too if you are allergic to them? Even the smallest piece of peanut can cause a very bad reaction. If one day you have an **allergic** reaction to a peanut, you will need to get to a hospital as quickly as you can!



The 'fugu' is the world's most poisonous fish – and it's also one of the most expensive! It's a **delicacy** in Japan, but eating the tiniest drop of the toxins in its **intestines** can kill you! Specially trained fugu chefs learn how to slice the fish very carefully to avoid any contamination. If you are ever in Japan and want to try fugu fish for yourself, you'll have to be very careful! You'll need to make sure you go to a restaurant that has a 'fugu certified' chef unless you want it to be your last supper!



FACT! *In the Second World War, doctors used the water in green coconuts to replace blood plasma.*

Reading Short online texts

1 **Work with a partner. Look at the photos. What kind of food can you see in each image? How dangerous do you think they could be? Why?**

2 **Read the webpage. Order the food from the least dangerous to the most dangerous.**

3 **Read the webpage again. Copy and complete the table.**

Food	Possible dangers	Advice
onions	They can make you [1]…. when you chop them.	Chop them under [2]….
peanuts	They are poisonous for [3]…. and they can cause a bad [4]…. in some humans.	Get to a(n) [5]…. as soon as you can.
fugu fish	They are extremely [6]….	Only eat fugu fish that has been prepared by a(n) [7]….
garlic	It can give you a serious [8]….	Don't let it get in contact with your [9]….

Explore words in context

4 **Match the highlighted words in the webpage with the definitions.**

1 long tubes that take food from your stomach
2 a food which people think is very special
3 having an extreme reaction to specific types of food
4 poisonous
5 serious

Your turn

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

1 Are you going to change any of your eating habits after reading the article?
2 Would you try fugu fish? Why/Why not?
3 Do you know about any other foods that can be dangerous?

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Garlic has a lot of positive qualities. Throughout history people have believed that it has powerful medicinal uses. It can also protect you from mosquito bites. I always get mosquito bites in summer, so when I go on holiday this year, I'll make sure I eat lots of garlic! But don't put fresh garlic on the bites! Fresh garlic is very strong and a slice of garlic can give you a **severe** burn if it is in contact with your skin!



Language focus 1 First conditional with *if*, *when* and *unless*

1 **Complete the examples from the text. Then match the missing words with the meanings (a–c).**

1 …. you are ever in Japan and want to try fugu fish for yourself, you'll have to be very careful!
2 You'll need to make sure you go to a restaurant that has a 'fugu certified' chef …. you want it to be your last supper!
3 …. I go on holiday this year, I'll make sure I eat lots of garlic!

a This introduces a situation in the future that you are sure is going to happen.
b This introduces a situation that is possible in the future, but you're not sure it's going to happen.
c This introduces a situation in the future that means the consequence won't happen.

Grammar reference • page 120

2 **Match the beginnings and the ends of the sentences.**

1 When she finishes her exams,	a he may be really disappointed.
2 If he fails the exam,	b when I get home.
3 My mum won't let me go out	c she'll be so happy!
4 Unless you hurry up,	d I might call you.
5 I'll call you this evening	e unless I finish my homework.
6 If I get home before 10 pm,	f we'll miss the bus!

Get it right!

Don't use ***will*** after ***if***, ***when*** or ***unless***.
If *you* ~~*will*~~ *eat too many carrots, your skin will turn a light orange colour!* ✗

3 2.23 **Complete the conversation using *if*, *when* and *unless* or the correct form of the verbs in brackets. Then listen and check.**

Julia: Hi Marie! How's the food going? Do you need any help?
Marie: Yes, please! [1]…. you [2]…. (finish) preparing these sandwiches, I [3]…. (put) the drinks on the table.
Julia: Anything else?
Marie: Yes, [4]…. the guests arrive, they'll need to put their coats somewhere. Do you think you can do that for me?
Julia: Yes, sure. We [5]…. (put) them in your room, on the bed, [6]…. you want me to put them somewhere else?
Marie: No, on the bed is great! Oh … and [7]…. I get my CD player, [8]…. (you/choose) some CDs and put some music on in the living room?
Julia: Of course! A great party needs great music!

Your turn

4 **Organise a special dinner for your friends. Use sentences with *if, when* and *unless*. Decide who will …**

- do the shopping.
- prepare the food.
- prepare the decorations.

If you make the starters, I'll prepare the main course.

When the starters are ready, I'll …

I'll … , unless you want to do it!

Learn about Argan oil.
- What can you see in the tree?
- Why do you think it is there?
- What kind of food can you get from a goat?



Discovery EDUCATION

8.1 Oil from goats?

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Vocabulary Adjectives describing food and drink

1 2.24 **Match the adjectives in bold with the definitions (a–j). Then listen, check and repeat.**

1 I can't eat this soup, it's too **salty**!
2 Mmm, these strawberries are **delicious**! I love them!
3 Quick, give me some water, this sauce is really **spicy**! My tongue's on fire!
4 I'm sorry, but I can't eat this. It's totally **disgusting**!
5 Mmm … did you forget to put salt on the pasta? It tastes very **bland**.
6 Wow, this lemonade is very **sweet**!
7 I don't like fried mushrooms, they're too **slimy**.
8 Yuk, this coffee hasn't got any sugar in it! It's really **bitter**!
9 Have you tried these apples? They're great, so **crunchy**!
10 I don't really like chocolate or cakes, I prefer **savoury** snacks like nuts and crisps.

a It has a lot of sugar in it. *sweet*
b It has a lot of salt in it.
c It tastes hot in your mouth.
d It doesn't taste good.
e It tastes very good.
f It doesn't taste of anything in particular.
g It's hard and makes a noise when you eat it.
h It's soft and oily and not very nice!
i It's salty and not made with sugar.
j It's unpleasant and not sweet.

Vocabulary bank • page 128

2 **Which adjectives in Exercise 1 describe a) taste, b) texture (how they feel in your mouth) and c) a good or bad opinion?**

taste – salty …

Listening A game show

3 **Work with a partner. Look at the photos. Use adjectives from Exercise 1 to describe each dish.**

4 2.25 **Listen to a competition where people taste the three mystery dishes in the photos. Which dish is the most popular?**







5 2.25 **Listen again and copy and complete the notes for each dish.**

Main ingredients	Country of origin	Adjectives used to describe the dish
1 [a] jellyfish / onions	[b] China / Japan / Vietnam	[c] ….
2 [d] ears / cockscombs	[e] France / Italy / Spain	[f] ….
3 [g] chilli peppers / grasshoppers	[h] Colombia / Korea / Mexico	[i] ….

Your turn

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

1 Would you like to try these dishes? Why/Why not?
2 Have you ever eaten an unusual dish or seen someone else eating something strange? What was it? Did it taste good?
3 Do you like trying new foods? Why/Why not?
4 What's your favourite dish? What does it taste like?



Language focus 2 Second conditional with *could* and *might*

1 **Match the beginnings and the ends of the sentences from the listening on page 90.**

1	If I saw it on a menu,	a	if you had the chance?
2	I wouldn't eat it again	b	I might eat it again.
3	Would you eat it again	c	if you offered it to me.
4	I could eat that again	d	if you paid me!

2 **Look at the examples in Exercise 1 and complete the rules with the words and phrases in the box. There are three that you don't need to use.**

could present simple at the end *might*
in the middle *would* past simple *will*

1 To form the second conditional, use *if* + ... for the situation, and *would,* .... or .... for a possible consequence.
2 To form questions, use (question word) + ... + subject + verb, e.g.
What would you do if someone offered you a slice of fried snake?
3 *If* can come at the beginning or .... of the sentence/question, e.g.
If I paid you, would you try it?
Would you try it if I paid you?

Use the second conditional to talk about situations that are **real / imaginary**.

Grammar reference • page 120

3 **Choose the correct form of the verbs in the sentences below.**

1 I **never ate / could never eat** snake unless I **was / 'd be** very hungry!
2 **You would like / Would you like** to taste jellyfish salad if you **got / 'd get** the chance?
3 If I **had / 'd have** to choose between giving up chocolate or pizza, I **gave up / 'd give up** chocolate!
4 If I **was / 'd be** a fugu chef, I **was / might be** a little worried about poisoning my customers!
5 Unless I **picked / 'd pick** them myself, I **never ate / 'd never eat** wild mushrooms. They could be poisonous!
6 If someone **offered / would offer** you food you **didn't like / wouldn't like**, what **you would say / would you say**?

4 **Write second conditional questions using the prompts.**

1 What / do / if / forget / your mum's birthday?
What would you do if you forgot your mum's birthday?
2 What / say / if / a friend ask / you to lend her some money?
3 If / you can live / anywhere in the world / where / like / to live?
4 If / you win / the lottery / what / do / with the money?
5 What advice / you give / your friend / if he / be worried about his exams?
6 If / you not need / to study this evening / what / do instead?

Say it right! • page 113

5 **Work with a partner. Ask and answer the questions in Exercise 4. Add two more questions using your own ideas.**

Your turn

6 **Work with a partner. Write two lists of food.**

- Food I would never eat no matter what!
- Food I would eat in order to survive on a desert island.

7 **Work with another pair. Compare your answers then choose the five most disgusting foods you know of and the five most delicious.**

I could never eat jellyfish. It sounds disgusting!

Me neither – yuk! And what about grasshoppers?

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Discover Culture



1 **Work with a partner. What do you know about Japan? Think about the topics in the box.**

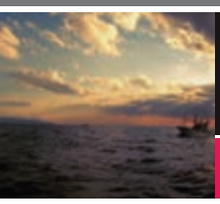
geography food people work entertainment cities sport







Find out about fishing in Japan.



Discovery EDUCATION

8.2 Fruits of the sea

2 8.2 **Watch the video. Which of the topics in Exercise 1 does it talk about?**

3 8.2 **Watch the video again and choose the best summary.**

1 People in Japan live a long time because they eat so much fish.
2 The sea plays a very important role in the lives and diet of the Japanese people.
3 The Japanese eat more fish than any other nation in the world.

4 **Test your memory. Which images below did you see in the video? Think of three more images you remember from the video.**

- the islands and seas surrounding Japan
- modern skyscrapers and cities
- traffic in the busy cities
- young people having fun
- old people being active
- fishing boats
- tuna, squid and shellfish
- fresh fish in a restaurant

5 8.2 **Watch the video again. What are the numbers, times and places in the box referring to?**

10% over 80 at night
deep water of northern Japan over 40,000
restaurants and supermarkets

6 8.2 **Work with a partner. Match the fish to the facts. Then watch the video from 01.12 to 02.02 and check your answers.**



a It's one of the most popular fish in Japan.
b It's full of protein and vitamins.
c They live close to the shore.
d They live further out in deeper water.
e They like the lights on the boats.

Your turn

7 **Think about the video. Did you learn anything new about Japan?**

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

1 Is fish or seafood an important part of your diet? Why/Why not?
2 What is the most popular food in your country? Do you like it? Why/Why not?

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Reading An online article

1 **Work with a partner. Look at the photos. What kind of food can you see? Where do you think the foods come from?**

2 **Read the online article about food from different countries and check your answers.**

3 **Read the article again and identify the countries.**

1 The most common food in this country is meat. *Mongolia*
2 This country has no coast.
3 They eat rice cooked in a special way in this country.
4 They cook food on hot rocks in this country.
5 This country has a lot of volcanoes.

Explore prepositional phrases

4 **Choose the correct words. Then check your answers in the article.**

1 A country surrounded **by / for** land, like Mongolia, depends on meat.
2 It is eaten **in / on** a large number of different ways.
3 With our busy modern lifestyles where everyone is always **in / on** the go, street food is the obvious answer.
4 From Turkish sımıt bread sellers **in / on** the streets of Istanbul to Thai noodle carts in Bangkok.

5 **Complete the questions with the prepositions and underlined phrases in Exercise 4.**

1 What do busy people in cities eat when they are .... ?
2 Is your country surrounded by sea or .... ?
3 What is the most important ingredient in your country's food? Can you prepare it .... ?
4 In your town, is there food for sale .... ?

Vocabulary bank • page 128

Your turn

6 **Work with a partner. Ask and answer the questions in Exercise 5.**

7 **Discuss the questions.**

1 What are the main influences on food in your country?
2 Is traditional food popular in your country or do people prefer food from other countries?
3 Where and when do you usually eat street food? What kind do you prefer? Why?

WHAT INFLUENCES THE FOOD ON YOUR PLATE?

The food we eat is influenced by so many things: our geography, our history, our climate and our lifestyle. So just as a country surrounded by open sea, like Japan, is a nation of fish-eaters, a country surrounded by dry land, like Mongolia (where the nearest coast is 700 kilometres away), depends on meat. Mutton, the meat from sheep, is the most important ingredient in Mongolian food. It is eaten in a great number of different ways: roasted, in soup or the most popular of all, in dumplings called buuz.





But we can't always wait five hours for our food. With our busy modern lifestyles where everyone is always on the go, street food is the obvious answer and each country has its traditional street food, from Turkish sımıt bread sellers on the busy streets of Istanbul to Thai noodle carts in lively Bangkok. In Sicily, in southern Italy, traditional street food is a ball of fried rice called an arancino. The centre of the ball is filled with a rich tomato and meat sauce. It is just as delicious as a bowl of pasta or a slice of pizza, but so much easier to eat as you walk down the street. If I had to choose my favourite fast food, this would be it!



But it isn't only the ingredients that change, ways of preparing food can depend on geography too. In New Zealand, a land with more than 60 volcanoes, the Maori use a method called hangi to prepare food. They use volcanic rock to cook the food underground. They dig a large hole where they make a fire to heat the rocks. The food goes on the rocks, they close the hole and wait for four or five long hours for the food to cook. If you walked by a cooking hangi, you wouldn't even know it was there! You can't even smell the food cooking.

WHAT ABOUT YOUR COUNTRY?

What influences the kind of food people eat where you live?

FACT! *2.5 billion people around the world eat street food every day.*

Speaking Giving instructions



Real talk: What would you make if you had to cook for your family for a day?

1 8.3 Watch or listen to the teenagers. What food items does each person talk about?

omelette sandwiches salad vegetables eggs rice dish soup cake chicken steak pizzas berry pie potato salad lasagne pancakes meat pasta

2 What would *you* make if you had to cook for your family for a day? Ask and answer with your partner.

3 2.28 Listen to Josh talking to his mum on the phone. What is he going to make?


a spaghetti bolognese


b soup


c an omelette

4 Complete the conversation with the useful language.

Useful language

You need to stir it …
Finally, when …
First of all, chop …
Next, you …
The first thing to do is …
Then, add …

Mum: Right, Josh. [1] *The first thing to do is* get out the ingredients. You'll need an onion, two cloves of garlic, a tin of chopped tomatoes, the packet of mince from the fridge and some tomato puree.
Josh: OK, I'll write down what I have to do.
Mum: Ready? [2] …. the onion and the garlic and fry them gently with some oil until they're soft. [3] …. add the mince to the pan. [4] …. for a few minutes until it's brown.
Josh: OK. It sounds simple enough. What else?
Mum: [5] …. the tin of tomatoes, a tablespoon of tomato puree, some water to cover the meat, and salt and pepper.
Josh: OK. Then what?
Mum: [6] …. it boils, turn the heat down low. And that's it! If you put a lid on it and let it cook gently, it will be ready when I get home.

5 2.28 Listen again and check your answers.

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

7 Work with a partner. Plan your own conversation. Use the ideas below and Exercise 4 to help you.

Dish: Cheesy pasta bake



Ingredients: 140g pasta, 2 onions, 2 carrots, 4 cloves of garlic, tomatoes, grated cheese

Cooking instructions: slice onion and garlic, fry gently; add chopped vegetables; boil pasta for 12 minutes; mix everything in a dish; bake for 20 minutes; serve with cheese on top.

Dish: Vegetable and cheese omelette



Ingredients: 4 eggs, 1 onion, mushrooms, red pepper, grated cheese, 20g butter

Cooking instructions: chop vegetables, fry in butter until soft; mix vegetables and eggs together; put in pan and fry for 2 minutes; add grated cheese on top and cook for 2–3 minutes more.

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Writing Describing a local dish

1 **Look at the photo and read the description on an Internet forum. What is the dish Lamorna describes and what is it made from?**

I live in Cornwall, in south-west England, and we have lots of delicious local food, but our most famous dish is the Cornish pasty! A traditional pasty consists of thick pastry in a D-shape, filled with small pieces of steak, potato, onion and an orange vegetable called swede. Then it's baked in the oven.

Pasties are usually served hot, on their own, and are easy to eat without a knife and fork. Many years ago, Cornish workers used to eat pasties for lunch. Nowadays, tourists eat them on the beach!

You can eat pasties all over Britain, but unless they are made in Cornwall, they can't be called Cornish pasties. Local pasty shops sell pasties with many different fillings, like curried chicken or cheese and onion. So if you want to try a real Cornish pasty, get down to Cornwall!

Lamorna



2 **Read the description again. In which paragraph does Lamorna talk about these things? Which two things in the list doesn't she mention?**

The ingredients.
Where the food is from.
Who eats it.
Why people like it.
Where you can buy it.
The history of the dish.
How it's cooked.
When you eat it.
How easy or difficult it is to cook.

Useful language

Cooking and eating

When we write about food, we use phrases to describe the ingredients and how it's cooked and eaten.

- *A traditional pasty* ***consists of*** *…*
- *It* ***contains*** *vegetables and meat.*
- *It's* ***served with*** *salad.*
- *They're* ***fried in*** *olive oil.*

3 **Look at the Useful language box. Find similar phrases in the text.**

4 **Complete the sentences with the phrases in the box.**

bake in | filled with | consists of | made in | contain | served with

1 A traditional Sunday lunch is .... vegetables and roast potatoes.
2 Mix all the ingredients together and then .... the cake .... the oven for half an hour.
3 Ravioli are pasta squares .... meat or cheese.
4 It's a simple dish which .... rice and vegetables.
5 Only cheese that is actually .... Cheddar can be called Cheddar cheese.
6 I don't eat many sweets – they .... too much sugar.

Get writing

PLAN

5 **Choose a local or traditional dish to write about. Use the list in Exercise 2 and make notes.**

WRITE

6 **Write your description for the Internet forum. Use your notes from Exercise 5 and the model text to help you.**

CHECK

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

- Have you included all the important information from Exercise 2?
- Have you used phrases to describe different aspects of the dish?

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8 CLIL

Technology Vertical farming

1 **Work with a partner. Look at the problems connected with a growing global population and discuss possible solutions.**

more houses means fewer green spaces
more people need more food
a bigger population produces more pollution

2 2.29 **Read the information about vertical farming. What is the main difference between vertical farming and traditional farming?**

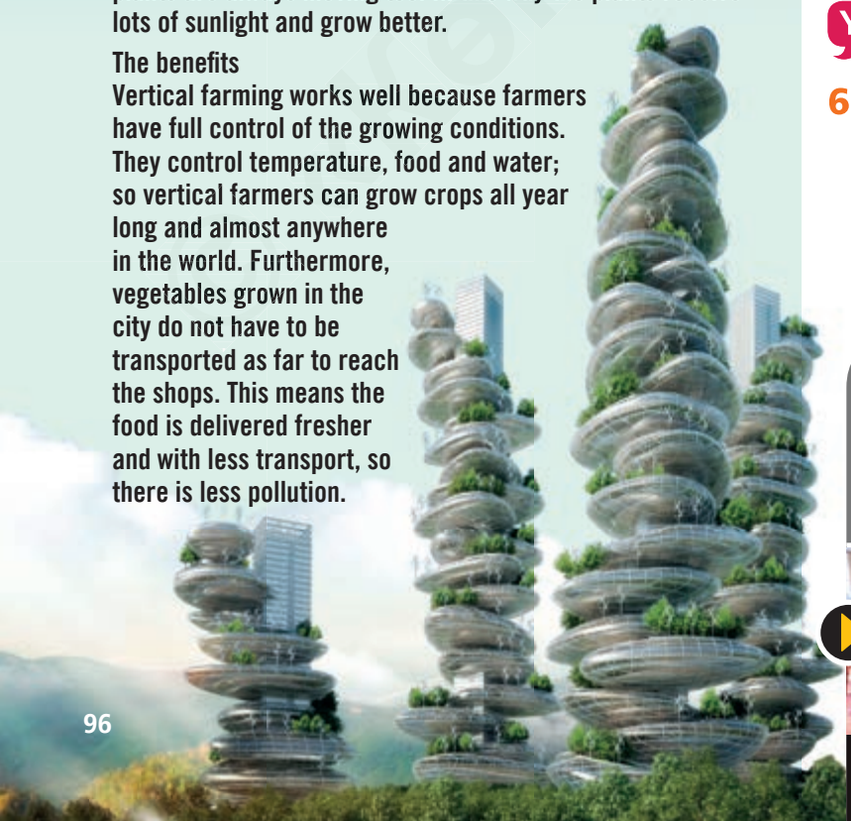
VERTICAL FARMING: the up-and-coming solution

When it is difficult to find space to build more houses and offices, we automatically build upwards; we build skyscrapers. Now, some farmers are farming upwards too.

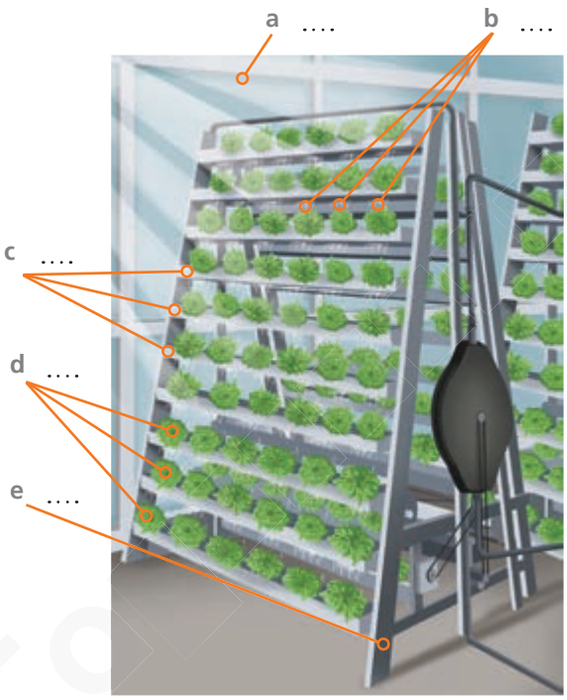
What is vertical farming?
Vertical farms save space by growing plants inside buildings on specially designed racks. Each rack can hold many plants and this increases the amount of food produced.

The technology that makes it possible
Hydroponics is a system where special water is given to the plants; water which contains everything the plant needs to grow. In traditional farming, plants grow in the ground but in vertical farms plants grow in pots and are only fed with special water. Some farmers have racks attached to elevators. Because the elevators are always moving, the plants are always moving too. In this way the plants receive lots of sunlight and grow better.

The benefits
Vertical farming works well because farmers have full control of the growing conditions. They control temperature, food and water; so vertical farmers can grow crops all year long and almost anywhere in the world. Furthermore, vegetables grown in the city do not have to be transported as far to reach the shops. This means the food is delivered fresher and with less transport, so there is less pollution.



3 **Complete the diagram of a vertical farm with the words in bold from the text.**



4 2.30 **Listen to a radio interview with a vertical farmer. His farm helps in two important ways – what are they?**

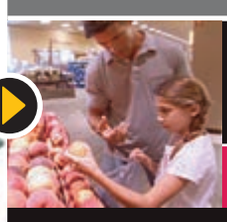
5 2.30 **Listen again and answer the questions.**

1 What would have happened to the factory if Dan hadn't started his vertical farm?
2 What is important about where his factory is?
3 Where does he sell his fruit and vegetables?

Your turn

6 **Work with a partner. Many people in the world don't have enough food. Discuss with a partner how vertical farming could help to solve this problem.**

Learn about how we can eat healthily.
- Why do factories change food?
- What should we check when we buy food?
- What makes fruit tasty?

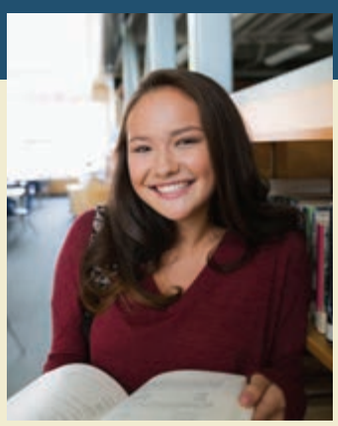


Discovery EDUCATION

8.4 You are what you eat

Extra reading

Visiting a home in **Kazakhstan**



Jenny Watson
from London,
living in Kazakhstan

Jenny's Blog

Yesterday, I was invited, with my parents, to the home of their Kazakhstani friends. We haven't lived in Kazakhstan for very long, so this was my first visit to a family home here. A lot of things are the same as in England, but some things are different. The first thing is that you should take off your shoes when you go in – or offer to take them off. Most people in England don't do that, but here people usually do. People shake hands like in England, but here they often use both hands, not just one hand. After we arrived, we were given tea and bread. The tea cups were only half filled. That surprised me at first, but now I understand it. People like to refill your cup, so they don't give you too much tea first time. There's another reason too: if they fill the cup to the top, it means you are only welcome for a short visit.





Later, we had a meal with all the family. The food was delicious, but there was too much food! I felt completely full. But they kept giving me more food! In England, it's polite to finish everything on your plate, but here the custom is different. Here, if you finish everything on your plate, it means you haven't had enough food and you want more. I didn't know that! I think meals here are bigger and longer than in England. Kazakhstanis really enjoy them, and they go on for a long time.

Tomorrow my new friend, Dania, is going to show me round the city. She wants to show me a traditional market called the Zelyony Bazaar, and then the Mega Alma-Aty shopping centre, which apparently has a skating rink and a climbing centre! I'll write about it in my next blog.

1 **What do you and your family do when guests visit your home?**

2 **Read Jenny's blog and answer the questions.**

1 Where is Jenny from?
2 What happened yesterday?
3 Do people in England usually take off their shoes when they arrive?
4 What surprised Jenny about the tea?
5 Why was Jenny given too much food?
6 How many differences does she describe in this blog?
7 Is her information all correct? Give your opinion.

3 **Imagine you are Jenny and it is the next evening. Write the next blog entry.**

9 The world of work

Discovery EDUCATION

In this unit ...



Insectmobile **p101**



Future directions **p104**



Saving up for something special **p106**



CLIL A cool experiment **p108**

Vocabulary

- Training and qualifications
- Expressions with *take*
- Achievements
- Words in context

Language focus

- *be going to* and present tenses for the future
- Predictions with *be going to, will* and *may/might*
- Future continuous

Unit aims

I can ...

- talk about careers and training.
- understand a personal profile and a newspaper article about special young people.
- talk about future plans and make predictions about the future.
- understand a discussion on a radio news programme.
- use appropriate phrases to discuss options and make decisions.
- write an opinion essay.

BE CURIOUS

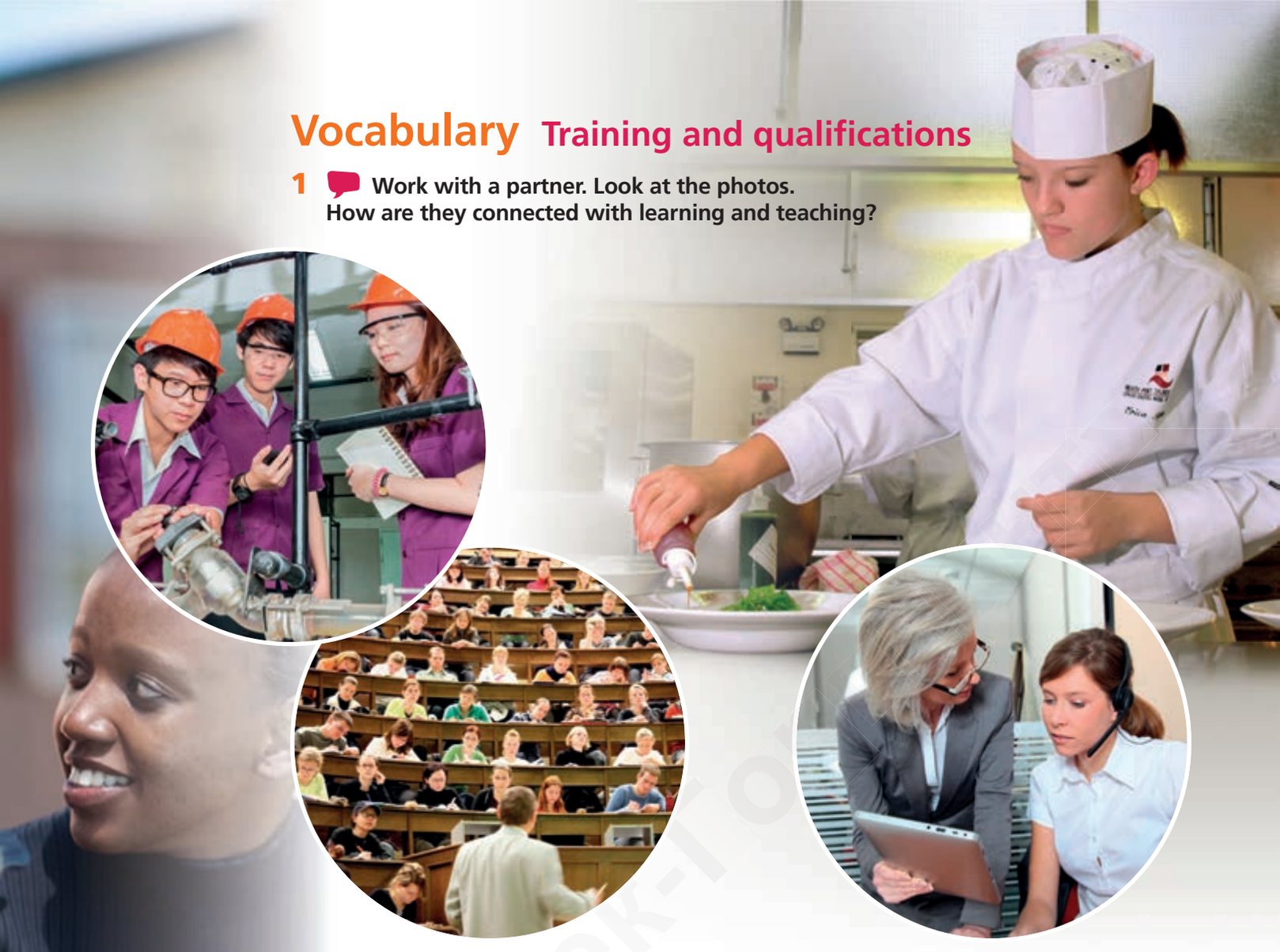
What can you see in the photo?

Start thinking

- **What kind of work do you think the young man is doing?**
- **What kind of training or qualifications do you think you need to do this job?**
- **What do you think are the good and bad things about this job?**

Vocabulary Training and qualifications

1 **Work with a partner. Look at the photos. How are they connected with learning and teaching?**



2 2.31 **Match words from each box to make new phrases. Then listen, check and repeat.**

university	work	application	
part-time	entrance	training	career

experience	form	degree	path
course	fees	exam	

university degree, entrance exam, university exam …

3 **Which expressions do you associate with …**

a qualifications?
b practical training?
c both?

4 2.32 **Listen to two people talking about their plans after they leave school. Answer the questions.**

1 What job do they want to do?
2 Which words or expressions from Exercise 2 do they use?

Get it right!

Job refers to a specific position or profession.
*My uncle's offered me a part-time ~~work~~ **job** in his café.*
Work refers to the action in general.
*It's ~~a~~ really interesting ~~job~~ **work**.*

Your turn

5 **Make notes about two people you know.**

- Someone who has already finished his/her education and started work. What kind of studies did he/she do?
- Someone who has finished school but is still studying. What kind of studies is he/she doing?

6 **Work with a partner. Discuss the people you know in Exercise 5. Whose studies sound most interesting? Why? What would you like to do after finishing school?**

Vocabulary bank • page 129

Reading A profile

1 **Work with a partner. Look at the photo of Claudette. What is she doing? How do you think she is different from other teens?**

2 **Read Claudette's profile and check your answers.**

3 **Read the profile again. Are these sentences true or false? Correct the false sentences.**

1 Claudette's plan to restore the car is very recent.
2 She earned money working as a dog walker.
3 Her first trip in the car will be to go home.
4 She has done all the work alone.
5 Claudette plans to continue studying engineering when she leaves school.
6 Claudette hopes her story can encourage other girls to be engineers.

Explore expressions with *take*

4 **Match the expressions from the profile with the synonyms below.**

take advice take up take place
take time take exams

1 have a test
2 happen
3 begin
4 do what somebody suggests
5 not to hurry

5 **Complete the sentences with the correct form of the expressions in Exercise 4.**

1 I always *take advice* from my teachers, they know more than me.
2 Sometimes you have to .... to make a decision so you are sure it's the right one.
3 I want to .... a job in engineering or architecture when I leave school.
4 Every year, a job fair .... in my school. You can learn a lot about different professions.
5 Everybody has to ...., that's the problem with going to school!

Vocabulary bank • page 129

Your turn

6 **Work with a partner. What do you think of Claudette's career choice? What would be your ideal career? Why?**

I don't like Claudette's choice, because I don't like working with my hands.

MEET 13-YEAR-OLD CLAUDETTE MUÑOZ FROM ALASKA!

Claudette is a typical hard-working teenager – she studies and takes lots of exams. But there's something that makes her different. She's getting a sports car for her next birthday, but, unlike most kids her age, she's building it herself!

We spoke to Claudette about her dream car. 'Back when I was 12, I decided to restore an old car so that I could drive it on my 14th birthday. Well, I'm 13½ now, so I have six months to go … I'm going to start driving lessons as soon as I can!'

Her mum explained how she did it. 'She used the money she made working as a dog walker and bought an old Chevrolet Corvette. It's not the kind of car a teenager usually chooses but then, she isn't a typical teenager! She's worked really hard to restore it and on her 14th birthday she's going to drive that dream car to school.'

So far, Claudette has done everything herself and has fallen in love with the idea of being a mechanic. After taking advice from her teachers, her plans to train to be a mechanical engineer are now starting to come together. We asked her about the part-time training course that she's taking soon. 'My course starts next week. It takes place at a local college and lasts for three months.' But she's taking her time – it's only the first step. She wants to study for an engineering degree at the Alaska Institute for Technology. 'I know it's a strange ambition for a 13-year-old girl, but I want to be an engineer and design cars.'

Car design is a male-dominated world and few women choose to become mechanical engineers. Claudette is the only woman interested in her town, but she hopes her story will encourage more girls to take up what she thinks is an ideal career.



FACT! *You can start to learn to drive at the age of 14 in six US states: Alaska, Arkansas, Iowa, Kansas, North Dakota and South Dakota.*

Language focus 1 *be going to* and present tenses for the future

1 **Complete the examples from the text. Then complete the rules with *be going to*, present simple and present continuous.**

- I**'m going to start** driving lessons as soon as I can.
- She [1]…. that dream car to school.
- I**'m starting** my holidays next week.
- She [2]…. a sports car for her next birthday.
- The degree course **lasts** for three years.
- My course [3]…. next week.

We use [4]…. for future plans and intentions.
We use [5]…. for arrangements at a specific time in the future.
We use [6]…. for scheduled future events.

Grammar reference • page 121

2 **Match the beginnings and the ends of the sentences.**

1 I'm very nervous because *d*
2 I'm not feeling well, so
3 Oh, no … my exams
4 It's Sunday afternoon, so
5 The academic year
6 In the summer holidays

a starts next week.
b begin on Monday.
c I'm going to have Chinese lessons.
d I'm taking my driving test tomorrow.
e I'm not going to the party.
f I'm meeting some friends for a coffee.



3 **Choose the correct form of the verbs in the text below.**

Aaron Lucas is 21 and he's always dreamed of being a train driver. Today is his first day at work and Sheffield is his first destination.
The train [1]**leaves / is leaving** London St Pancras at 2.30 and [2]**is arriving / arrives** two hours later. Next week, he [3]**'s going to drive / drives** trains further – to Newcastle, Edinburgh and Aberdeen.
And the good news is that he [4]**doesn't travel / isn't travelling** alone, the whole family [5]**take / are taking** the train with him on his first day. He [6]**'s going to work / works** all week, but for them it's a holiday!

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

1 My holidays …. (start) soon, hooray!
2 My class …. (finish) at 6 pm, but I have to stay late.
3 I …. (not study) anymore when I'm 18, I want to start work.
4 I …. (see) the dentist tomorrow at 4 pm, I'm scared!
5 I …. (not meet) anybody after school this week, I have to study ☹!
6 I …. (learn) Chinese, it's the language of the future.

5 **Which of the sentences in Exercise 4 are plans? Are any of the plans true for you? Change them so that they are true.**

I'm meeting my friend Antonio after school on Thursday. We're …

Your turn

6 **Make notes about five plans you have for the next week.**

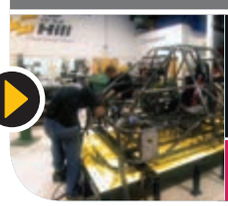
7 **Swap your plans with a partner. Then ask for more information about each plan.**

What are your plans for next week?

On Saturday, I'm meeting my friends …

Learn about the insectmobile.

- Can you imagine a vehicle that has legs not wheels?
- What would it look like?
- What insect would it look like?



Discovery EDUCATION

9.1 Insectmobile



Listening A discussion

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

1 What can you see in the photos?
2 What do you think is the connection between the girl and the flip-flops?
3 What's special about her flip-flops?

2 2.33 **Listen to a discussion on a radio news programme and check your answers.**

3 2.33 **Read this short profile of Madison Nicole Robinson, better known as Madison Nicole. Then listen again and find five more mistakes.**

FishFlops® are an amazing new fashion. Teenager Madison Nicole had the idea for FishFlops® at the age of ~~13~~ 8 and started her business immediately. She developed the whole project herself and sold 70,000 pairs in her first year. The FishFlops® sold for £25 a pair. This is how she became a millionaire. But she's not greedy, she also helps charities. For example, she gave away 15,000 pairs of FishFlops® to people in need. She also does other voluntary work to support the community. Sometimes, she signs them and donates them as well.

Vocabulary Achievements

4 2.34 **Look at the expressions from the radio programme. Which ones are about a) money, b) fame, c) work and d) helping others? Then listen, check and repeat.**

1 She **started a business** when she was 13.
2 She's **made a fortune**, 60,000 pairs at $25 a pair!
3 She's **become a millionaire**.
4 She'll be **winning awards** for her business idea.
5 She's **developed the project** herself.
6 She **does voluntary work** in the community.
7 I bet she's going to **break records**, too …
8 It's great to **support the community**.

5 **Complete the sentences with the correct form of expressions from Exercise 4.**

1 I don't want to ... *become a millionaire* ..., I'm not interested in money.
2 I'd like to .... locally, you don't need to travel to help others in need.
3 It's hard to .... if you don't have any original ideas.
4 My neighbour .... selling T-shirts she made in her garage – £20,000!
5 She .... for that design, it was a well-deserved prize.
6 I don't want to .... myself, it's too much responsibility.

Your turn

6 **Look at the achievements in Exercise 4 and put them in order of importance for you. Discuss your ideas with a partner.**

I think that winning awards is the most important thing for me.

Really? I don't agree. I think …

Vocabulary bank • page 129

Language focus 2 Predictions with *be going to*, *will* and *may/might*

1 **Complete the examples from the listening on page 104. Then match the beginnings and the ends of the sentences to complete the rules.**

'll win 's going to be will be might become

1 It's on the front page of all the local papers, it .... today's top story.
2 She .... the richest teenager in the States, I don't know.
3 Yes, she should, I'm sure she .... !
4 Meanwhile, her FishFlops® .... the latest fashion.

1	We use *be going to*	a	to show that we are not sure about a prediction.
2	We use *will*	b	to make a general prediction, or to give an opinion about the future.
3	We use *may* or *might*	c	to make a prediction based on evidence.

Grammar reference • page 121

2 **Look at the pictures. What is going to happen? Use the verbs in the box to make predictions.**

rain fall over slip score



1 *I think the bricks are going to …*

3 **Choose the correct form of the verbs in the sentences below.**

1 I hope I **'ll make / might make** a fortune when I'm older.
2 **A:** Look! She **'ll win / 's going to win** the race.
B: Well … She **might win / won't win**, but I'm not sure.
3 He doesn't look very well, it looks like he **'ll faint / 's going to faint**.
4 **A:** Look at the blue sky! It **'ll be / 's going to be** a lovely day.
B: You never know, the weather **is going to change / may change** quickly.
5 All my friends **will / may** be at the party tonight I expect. Only Ben can't come.

Future continuous

4 **Complete the examples from the listening on page 34. Then choose the correct words to complete the rules.**

+	Everybody [1]…. them on the beach this summer. She [2]…. awards for her business idea.
–	He **won't be doing** much voluntary work this year, he's too busy.
?	So, **will** you **be buying** a pair of FishFlops®, Glenda? Yes I **will**. No, I **won't.**

- We use the future continuous to **make predictions about the future / give opinions.**
- We **use / don't use** the future continuous with state verbs.

Grammar reference • page 121

5 2.35 **Put the underlined words in order to complete the text. Then listen and check.**

By 2050,
… experts think that [1]doing / be / will / we everything via our smartphones. They say that [2]speaking / we / be / will with operating systems all the time, so [3]alone / won't / we / be!
… [4]learning / be / won't / we English anymore, because [5]know / everybody / it / will.
… [6]have / won't / we cars that use petrol, [7]be / will / driving / we greener vehicles.
… [8]longer / we / living / be / will, because [9]discovering / doctors / be / will new medicines all the time.
… [10]won't / life / be / better but it will be very different!

Say it right! • page 113

Your turn

6 **Work with a partner. Look at the predictions in Exercise 5. Which are positive and which negative? Which do you agree with?**

7 **Think about your own life in the next 30 years. What will you be doing? Compare your ideas with a partner.**

I think I'll be working in a bank …

eBook-Lounge.com

Discover Culture

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

1 Are there many women police officers in your country? Why/Why not?
2 Why do you think more men do this kind of work?

Find out about a Chinese police officer.



Discovery EDUCATION

9.2 Future directions

2 9.2 **What kinds of problems do you think a female police officer in China might face? Watch the video and check your ideas.**

3 **Test your memory. Which activities did you see Jolene, the police officer, doing in the video?**

a shopping in a supermarket
b practising martial arts
c interviewing a suspect
d washing clothes by hand
e walking in the hills
f putting a suspect into a car
g holding down a fellow police officer
h running after a suspect

4 9.2 **Watch the video again and check your answers.**

5 9.2 **Choose the correct words. Then watch the video from 00.48 to 01.05 and check your answers.**

'I may be a woman on the outside, I may appear to be very [1]**careful / gentle**, but I'm a lot [2]**tougher / harder** than I look. I'm just as capable as my male [3]**colleagues / companions**, and I've got the [4]**strength / guts** to face down hardened [5]**suspects / criminals**.'

6 **Change the underlined words so the sentences are true about Jolene's life.**

1 All of the other officers Jolene works with are women.
2 Her department made thousands of arrests last year.
3 Jolene's mum is very angry with her.
4 She never worries about the future.

Your turn

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

1 Why do you think the video is called Future directions?
2 Would you like to try Jolene's job? Why/Why not?
3 Which jobs do you think women do better than men? Why?

I think it's called Future directions because …

I definitely wouldn't want to try Jolene's job because …



YOUNG AUSTRALIAN OF THE YEAR AWARD

UNIT 9



Do you know somebody who has done something special? Should they win a prize for it? Well, if you're Australian, every year you can recommend a **fellow** Australian for an award. The Young Australian of the Year Award is for young people between the ages of 16 and 30, and for personal, academic or professional achievements. There are so many recommendations, it's **virtually** impossible to know who will win, so the vote is very exciting. Each of the 8 states selects 4 people, so the winner is chosen from a **shortlist** of 32.



One winner, Akram Azimi, worked with Aboriginal communities in **remote** Western Australia. This is amazing because he arrived in Australia as a **refugee** from Afghanistan when he was just 13, so English is not his first language. Akram used his natural skills as a leader to help young people work and study in rural communities.



Other winners include the swimmer Ian Thorpe. Like many sportspeople, Thorpe started very young. At the age of 14, he became the youngest male ever to represent Australia and his victory in the 1998 Perth World Championships made him the youngest ever individual male World Champion. Thorpe won the Young Australian of the Year award after breaking records and winning gold medals at the Sydney Olympics.

Meanwhile, other prizes have gone to people of great bravery. Trisha Broadbridge became famous in Australia for surviving the 2004 tsunami in Thailand. Her husband sadly died in the tragedy. She set up the Broadbridge Fund, a charity which helped to build the Broadbridge Education Centre on Thailand's Phi Phi island.



The award is announced on the eve of Australia Day (26th January) and is very popular with Australian people. On the night of the 25th, the nation will be watching to find out this year's winner!

FACT! *The 2014 award was given to swimmer Jacqueline Freney, who was born with cerebral palsy. She won eight gold medals at the London Paralympic Games.*

Reading A newspaper article

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

1 What do you think these people have in common?
2 What do you think they have achieved?
3 Which person do you think is famous for doing sport? Why? What sport do you think he/she is famous for?

2 **Read the newspaper article and check your answers.**

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

1 Why is it difficult to predict the winner of the award?
2 How many finalists are there each year?
3 Why is Akram Azimi's achievement so great?
4 What did Ian Thorpe achieve at 14?
5 Who was able to do something good after a bad experience?
6 Why is the date of the awards ceremony so special?

Explore words in context

4 **Match the highlighted words in the article with the definitions.**

1 a small number of candidates for something
2 almost
3 far away
4 someone who has been forced to leave their country
5 someone who is in the same situation as you

Your turn

5 **Think of somebody in your country who deserves a prize. Who is it? What have they achieved? Make notes.**

6 **Work with a partner and discuss your ideas. Whose is the biggest achievement? Why?**

My cousin won a national athletics competition when he was fifteen!

Speaking Making decisions



Real talk: Are you saving up for something special? What?

1 9.3 **Watch or listen to the teenagers. Complete the sentences with what each person is saving up for.**

1 Concert .... for her ....
2 A(n) .... guitar.
3 A second-hand .... if his parents agree.
4 Saving up for .... in two years, and travel.
5 A(n) .... with his friend's family.

2 **Are *you* saving up for something special? What? Ask and answer with your partner.**

3 2.38 **Listen to Bella and Joseph discussing giving money to a charity. What do they decide to do?**

4 **Complete the conversation with the useful language.**

Useful language

How shall we decide, then?
I was thinking of …
We need to decide …
Personally, I'd rather …
I think the best way is …
That's a good idea, too.
What kind of thing do you suggest?

Bella: Joseph! We have to make a decision about the class cake sale next month.
Joseph: Mmm. [1] *We need to decide* … who to give the money to, right?
Bella: Yes! I was [2] .... Oxfam or UNICEF. What do you think?
Joseph: I think a local charity would be better.
Bella: Right. How about the animal sanctuary? I know someone who works there.
Joseph: Personally, [3] .... support an organisation that helps young people.
Bella: OK! [4] .... do you suggest?
Joseph: Well, my sister is a volunteer at a disabled teenagers club. They organise social activities and weekend trips.
Bella: Yes, that's [5] ...., too.
Joseph: My sister says they're always looking for donations.
Bella: So is the animal sanctuary. They help animals whose owners didn't look after them.
Joseph: Mmm. That's a good cause, too. How [6] ...., then?
Bella: I think [7] .... to vote in class.
Joseph: Yes, I agree. Let's do it tomorrow.

5 2.38 **Listen again and check your answers.**

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



7 **Which of the phrases in Exercise 4 is …**

a giving an opinion?
b suggesting something?
c asking for the other person's opinion?

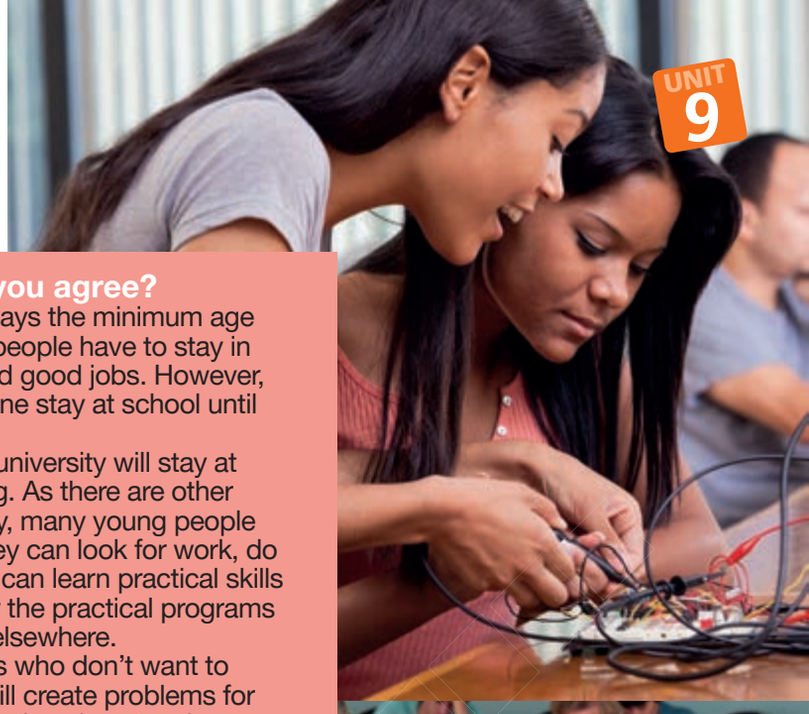
8 **Which two sentences use modal verbs to make suggestions?**

Shall we have a cake sale?
May we have a cake sale?
We could have a cake sale.

9 **Work with a partner. Plan your own conversation. Use the ideas below and Exercise 4 to help you.**

Decision to be made: How to raise money for the class end-of-year trip.
Possibilities: a sponsored cycle ride; selling lottery/raffle tickets with a prize; selling food at school break time; a collection in the town square.

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UNIT 9

Writing An opinion essay

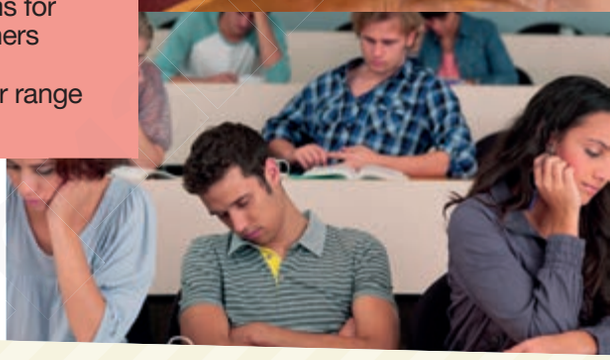
The school leaving age should be 18. Do you agree?

Whereas my grandparents left school at 14, nowadays the minimum age in many countries is 16, and increasingly, 18. Young people have to stay in school because people believe it will help them to find good jobs. However, I believe it might not be the best idea to make everyone stay at school until they are 18.

Firstly, although those students who want to go to university will stay at school until they are 18, not everyone enjoys studying. As there are other options for people that aren't going to go to university, many young people would rather leave school to start on other paths. They can look for work, do a training course or get work experience, where they can learn practical skills which will help them to find a job. Schools don't offer the practical programs that these young people need, so they need to look elsewhere.

In addition, there is the problem that some over-16s who don't want to stay on at school will behave badly, and as a result will create problems for everyone else in their class. We should avoid this situation since teachers already have very difficult jobs.

In conclusion I'm against it, at least until schools can provide a wider range of training courses and work experience.



2 **Read the essay again and identify which paragraph each of these points is in.**

a an argument in favour of your opinion
b the situation now and in the past
c a personal opinion (two paragraphs)
d a summary of the arguments
e another argument to support your opinion

Useful language

Using conjunctions to explain reasons

Use the conjunctions as, *because*, *since*, and *so* to connect causes/reasons and results.

As there are other options for people that aren't going to go to university, many young people would rather leave school to start on other paths.

Schools don't offer the practical programs that these young people need, so they need to look elsewhere.

3 **Look at the Useful language box. Find two other conjunctions in the text that are used to explain reasons.**

4 **Complete the sentences with the phrases in the box.**

1 We can visit the museums every weekend
2 Since it's raining today,
3 I want to get fitter
4 I'll be late for school today
5 As you've tidied your room,

a so I have been jogging every day.
b as the traffic is awful this morning.
c because we live in the city now.
d they're not going to the beach party.
e you can go out with your friends.

Get writing

PLAN

5 **Plan an essay for one of the titles below. Use Exercise 2 to help you decide what to put in each paragraph.**

All pupils should be taught practical skills at school, like cooking or driving.

All school leavers should do three months work experience.

WRITE

6 **Write your essay. Use your notes from Exercise 5 and the model text to help you.**

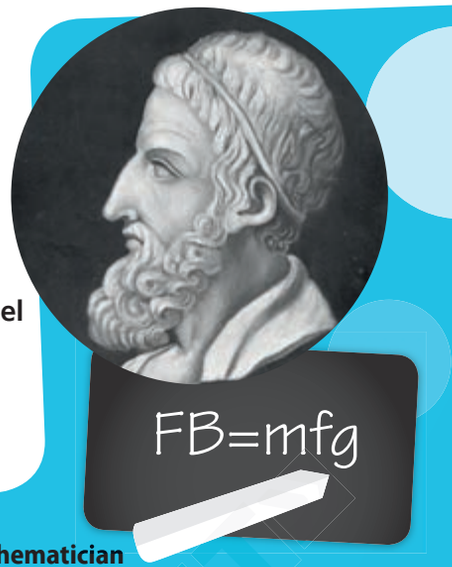
CHECK

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

- Have you included all the essential information from Exercise 2?
- Have you used linking words and phrases to show contrast and show the order of arguments?

9 CLIL

Natural Science The Archimedes' Principle



1 **Work with a partner. When you are swimming in a pool, do you feel lighter, heavier or the same as when you are walking on the ground? Can you explain why?**

2 2.39 **Read about Archimedes. What was he trying to find out?**

ARCHIMEDES

Archimedes was a Greek mathematician and inventor from the 3rd century BC. He lived in Syracuse and was both friend and relative of King Hiero II, the ruler of Syracuse.

KING HIERO'S PROBLEM

The king thought that his new crown was not made out of solid gold. He thought it had probably been made out of silver then covered in gold. The king asked Archimedes to find out but told him he couldn't damage the crown.



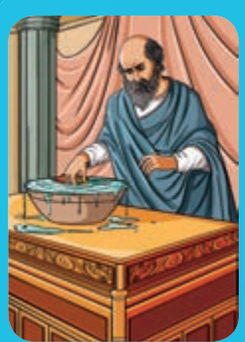
ARCHIMEDES' PROBLEM

Archimedes knew that to see if the crown was pure gold he could not just weigh the crown. He had to know both the volume and the weight of the crown. A crown made of solid gold would have the same volume as pure gold of the same weight. His problem was how to calculate the volume of an irregularly shaped object.



ARCHIMEDES' SOLUTION

He realised that if he could measure the amount of water the crown displaced, he'd be able to calculate its volume. He put the crown in water. Then he put pure gold of the same weight in water and measured the amount of water that was spilled by each object.



THE RESULTS

The crown and the pure gold displaced different amounts of water. Archimedes now knew the weight of both objects and the volume of both objects.

THE CONCLUSION

Although the crown and the quantity of pure gold weighed the same they did not have the same volume and therefore could not be the same material. The king's crown was not made of solid gold.

Archimedes was in fact investigating the density of the material the crown was made of and comparing it to the density of solid gold. Density is calculated by dividing the weight of an object by its volume.

3 **Read the article again. Are these sentences true or false? Correct the false sentences.**

1 The king was not sure exactly what his crown was made out of.
2 Archimedes calculated the crown's volume by measuring the amount of water it displaced.
3 The crown and the pure gold displaced equal amounts of water.
4 The crown was made of pure gold.
5 Density is calculated by adding the object's weight and volume.

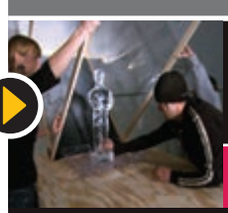
Your turn

4 **Work in pairs. What do you know about what these scientists studied and their achievements?**

Charles Darwin Marie Curie Galileo Galilei
Albert Einstein Isaac Newton

Learn about global warming.

- How old is Eric Gustavsson?
- What will be different about each box?
- What does Eric think his experiment shows?



Discovery EDUCATION

9.4 A cool experiment

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Extra reading

1 **Have you got any plans for the future? What's your dream job?**

Plans for a career



Zhanar

"I live in the west of Kazakhstan, in Atyrau. When I leave school, I'd like to work in a hotel. There are lots of hotels in Atyrau – people from many different countries come here to work in the oil industry. I'll need English to speak to these businesspeople. I'm learning it at school, but I'll probably go to England when I'm 18. I might even go to university there. I'd like to get some experience of working in a hotel too – maybe a big hotel in London – that would be fun! When my English is good enough, I'll probably come back to Atyrau.'



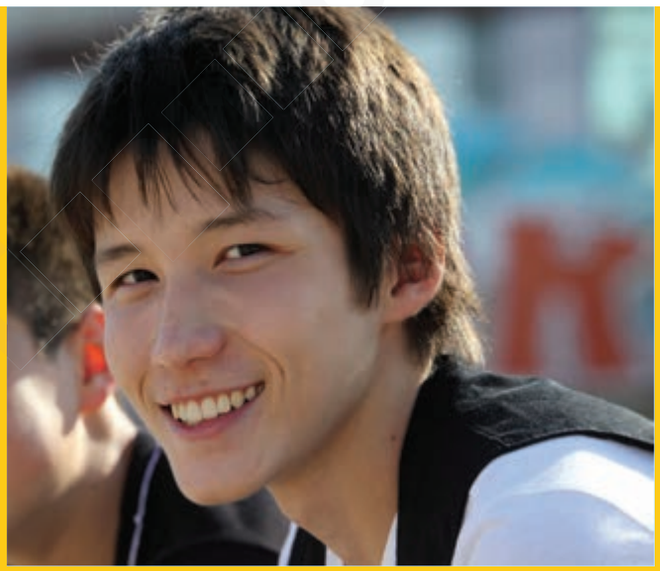
Damir

'We live on a farm near Almaty. Both my parents work on the farm. I like living here because I spend a lot of time riding our horses. I'm really interested in animals. If I study hard at school and pass my exams, I might become a vet. I'd really like to look after horses. Or I might become an architect. I went to Astana last year. I think the modern architecture is amazing! It would be great to design buildings like that.'

2 **Read about Zhanar, Baglan and Damir, then answer the questions. There may be more than one correct answer.**

Who …

1 … lives in the country?
2 … wants to study abroad?
3 … would like a career in sport?
4 … wants to work with animals?
5 … has two very different ideas about his/her career?
6 … wants to live in his/her home town in the future?



Baglan

'My family and I live in Aralsk. My father used to be a fisherman. But then the water level in the Aral Sea went down and the water became very salty. The fish died. So now my dad has a shop – he sells mobile phones. I may work there when I grow up. But I'm really interested in sport. I love football. I'm not sure if I'm good enough to be a professional footballer. But maybe I could be a sports presenter on TV – that would be a great job. My dream is to go to the World Cup finals one day.'

ABOUT THE ARAL SEA *The Aral Sea is actually one of the largest lakes in the world. It used to be much bigger, but large parts of it have now dried up. However, in 2005, a dam was built as part of a huge project to increase the water level again.*

3 **Work in pairs. Discuss the importance of learning English for work. How important is it? Is it more important in some jobs than others? Which?**

8–9 Review

Vocabulary

1 Complete the sentences with the words in the box. There are two words you don't need to use.

mix	fry	slice	grate	grill	roast	boil
~~bake~~	chop	spread				

1 *Bake* the cake in the oven for 30 minutes.
2 .... the tomatoes into very small pieces.
3 .... the potatoes in half a litre of water.
4 .... the meat in the oven.
5 .... the eggs and the milk in a bowl.
6 .... the mushrooms in some hot oil.
7 .... the tomato sauce over the pizza.
8 .... the mushrooms quite thick.

2 Which adjective in each group can not be used to describe the food?



1 ~~crunchy~~ / salty / disgusting



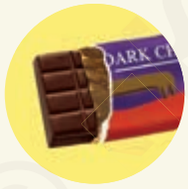
2 sweet / bland / delicious



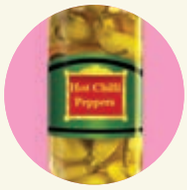
3 savoury / slimy / crunchy



4 bitter / bland / salty



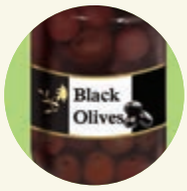
5 delicious / bitter / slimy



6 crunchy / spicy / sweet



7 slimy / sweet / disgusting



8 salty / bitter / sweet

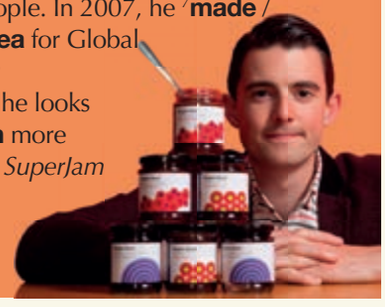
3 Complete the sentences with the words in the box.

fees	course	experience				
~~degree~~	form	exam	job			

1 I have a university *degree* in engineering.
2 Could you complete this application ...., please?
3 I'd like to apply for a training .... in computers.
4 She's taking the entrance .... next week.
5 Have you had any work .... in this type of job?
6 I'm going to get a part-time .... two days a week.
7 Excuse me, how much are the course ....?

4 Choose the correct words to complete the text.

Fraser Doherty [1]**started** / **made** his business at the age of 14. He made jam and sold it to his friends and neighbours and then to supermarkets. As time went on, he [2]**developed** / **started** his jams into a widely recognised brand. He has [3]**made** / **become** a [4]**millions** / **millionaire** and his jams have [5]**made** / **become** a fortune for his company *SuperJam*. Fraser also [6]**does** / **supports** the community through his charity *The SuperJam Tea Parties*, which organises tea parties for elderly people. In 2007, he [7]**made** / **won** the [8]**award** / **idea** for Global Student Entrepreneur of the Year. And now he looks likely to [9]**break** / **win** more records with his new *SuperJam Cookbook*.



Explore vocabulary

5 Choose the correct words to complete the text.

Street food is popular in many countries and it is eaten [1]**by / in** a number of different ways. Fishballs are popular [2]**on / to** the streets of Bangkok. In La Paz, a city surrounded [3]**in / by** mountains, a popular snack is grilled meat with peanut sauce. Everyone has time for street food, even when they are [4]**in / on** the go.

6 Complete the sentences with the correct form of *take* and the words in the box.

advice	time	up	~~exam~~	place

1 When are you going to *take* your *exam*?
2 I'm not in a hurry – I'm going to .... my ....
3 Listen to me! You should .... my ....
4 I'm .... a new hobby – cookery!
5 When are the job interviews going to ....?

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Language focus

1 **Choose the correct words to complete the text.**

When you [1] visit / **'ll visit** Australia, you [2] **want / 'll want** to try some of our delicious local dishes. Are you a meat eater? If you [3] **like / 'll like** burgers, you [4] **love / 'll love** our kangaroo meat burgers. If you [5] **'re / 'll be** a vegetarian, you [6] **prefer / 'll prefer** our barbecued corn burgers. We're also famous for our beach barbecues. But remember, you [7] **get / 'll get** sunburn if you [8] **don't / won't** wear sun cream and a hat. And you [9] **need / 'll need** lots of insect spray unless you [10] **want / 'll want** to end up as dinner for the mosquitoes!

2 **Match the beginnings and the endings of the sentences.**

1 What would you say *b*
2 If you had to give up one kind of food,
3 If I lived in Japan,
4 I might be healthier
5 Would you eat kangaroo meat
6 I wouldn't eat crocodile meat

a I could eat sushi every day.
b if a friend offered you some burned fish for dinner?
c if I were a vegetarian.
d if someone cooked it for you?
e unless I was really, really hungry.
f what would it be?

3 **Complete the conversation with the correct future form of the verbs in brackets.**

Abby: What [1] *are you doing* (you/do) this evening?
Clare: I [2]…. (see) a play at the theatre. It [3]…. (start) at 7.30 pm but I [4]…. (meet) Julie for dinner at 6 pm. Why don't you come?
Abby: I'd love to, but I [5]…. (catch) a plane early tomorrow, so I [6]…. (have) an early night.
Clare: A plane? [7]…. (you/go) somewhere nice?
Abby: Yes! I [8]…. (do) a tour of Italy. It [9]…. (start) in Venice and [10]…. (end) up in Naples.
Clare: Sounds wonderful! Have a good time!

4 **Put the words in order to make predictions.**

1 they / in a few weeks / going / the award winners / announce / to / are *They are going to announce the award winners in a few weeks.*
2 watching / the ceremony / everyone / be / on TV / will
3 first prize / I'm / Emma / sure / win / will
4 going / winning £10,000 / make / to her life / is / to / a huge difference
5 anymore / won't / have / she / worry / to / money / about
6 might / school / leave / her own restaurant / she / start / and

Language builder

5 **Choose the correct words to complete the text.**

Chef Luisa's Food Blog



When I [1] *a*…. younger, I [2]…. like cooking at all. I [3]…. cheese on toast all the time! But after I had taught [4]…. to make a few easy dishes, I decided to go to cookery school. I [5]…. a chef for ten years now and I love it! I [6]…. to Tokyo next week to open our new restaurant there. We [7]…. another one in Osaka, too, in a couple of years. If I [8]…. time, I [9]…. in some of my favourite restaurants there and I [10]…. learn some new ideas. My new cookbook [11]…. out next spring, so I guess I [12]…. publicity tours for that. What's my favourite dish? Well, if I [13]…. choose just one dish, it [14]…. lobster risotto.

1	a was	b 'd been	c 've been
2	a didn't used to	b didn't use to	c wouldn't
3	a 'd eat	b use to eat	c 'd eaten
4	a ourselves	b yourself	c myself
5	a 'd been	b 've been	c 'm
6	a flew	b 'll fly	c 'm flying
7	a 're going to open	b open	c 'll open
8	a 'll have	b have	c 'm having
9	a 'll eat	b 've eaten	c eat
10	a can	b might	c would
11	a has come	b is coming	c came
12	a 'll be doing	b 'll be do	c did
13	a had	b could	c would
14	a 's	b 'll be	c 'd be

Speaking

6 **Choose the correct options to complete the conversations.**

A: I was [1] thinking / **suggesting** of raising money for the cat hospital.
B: [2] **This is / That's** a good idea.

C: [3] **Finally / Next**, you chop the onion.
D: OK, and then?
C: [4] **Then / Firstly**, you need to fry it a little.

E: [5] **When / Then** it boils, you need to let it cook gently for ten minutes.
F: Right, this is great. Cooking is easy!

G: How [6] **might / shall** we decide then?
H: I think the [7] **best / first** way is to ask our class.

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Say it right!

Unit 1 *to* and *too*

1 1.07 **Listen and repeat.**

If you decide **to** come and see the festival for yourself, remember **to** bring warm clothes, its just **too** cold otherwise!

2 1.08 **Listen to the sentences. How are *to* and *too* pronounced?**

1 You need to drink more water.
2 It's easy to walk from here.
3 I love the beach but sometimes it's too hot.
4 I'm too tired to go out now.
5 The best time to visit is in the summer.
6 Proms are too traditional for me, I'd prefer a morp.

3 1.08 **Listen, check and repeat.**

4 **Practise saying the sentences in Exercise 2 with the correct pronunciation of *to* and *too*.**

Unit 2 Intonation in relative clauses

1 1.16 **Listen and repeat.**

1 This is the person that I was telling you about.
2 My aunt has a friend who sells jewellery in the market.

2 1.17 **Listen and mark the rising (↗) and falling (↘) intonation on the stressed words.**

1 Who's the person that you were talking to?
2 Here are the tickets which I got for you.
3 That's the man who gave me a lift.
4 That's the hotel where we stayed last year.
5 Here is the charger that you lent me the other day.
6 That's the guy whose stall I work on at weekends.

3 1.17 **Listen, check and repeat.**

4 **Practise saying the sentences in Exercise 2 with the correct intonation.**

Unit 3 Sentence stress in the past perfect

1 1.26 **Listen and repeat.**

1 We hadn't been to a concert before.
2 I'd forgotten about his birthday.

2 1.27 **Listen and mark the stresses in the sentences.**

1 The show had sold out really quickly.
2 We'd wanted to go to that restaurant for ages.
3 What? He hadn't seen that film? Ever?
4 Lots of other people had arrived before us.
5 I hadn't expected to see him there. What a surprise!

3 1.27 **Listen, check and repeat.**

4 **Practise saying the sentences in Exercise 2 with the correct stress.**

Unit 4 Weak forms of *as* and *than* with comparative adverbs

1 1.35 **Listen and repeat.**

1 I run as quickly as she does.
2 He plays much better than me.

2 1.36 **Listen to the sentences. How are *as* and *than* pronounced?**

1 James throws far more powerfully than Mark.
2 I don't sleep as well as I used to.
3 May works a lot harder than Alice.
4 I can swim as fast as my brother.
5 Adam goes to bed earlier than Sarah.

3 1.36 **Listen, check and repeat.**

4 **Practise saying the sentences in Exercise 2 with the correct pronunciation of *as* and *than*.**

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Say it right!

Unit 6 Sentence stress in reported commands and requests

1 2.06 **Listen and repeat.**

1 He told us not to walk on the grass.
2 She asked me to take some photos.

2 2.07 **Listen to the sentences and mark the stresses.**

1 She told me to pack some warm clothes.
2 I asked him not to swim in the river.
3 We told them to follow the path.
4 He asked me to lend him some walking boots.
5 The best time to visit is in the summer.
6 They told us not to go near the cliff.

3 2.07 **Listen, check and repeat.**

4 **Practise saying the sentences in pairs.**

Unit 7 Sentence stress in passive forms

1 2.16 **Listen and repeat.**

1 The flights have been booked for next Monday.
2 The pool is being cleaned at the moment.

2 2.17 **Listen to the sentences and mark the stresses.**

1 A car park has been built where the trees used to be.
2 Cars won't be allowed in the city centre.
3 We've been told which sights to go and see.
4 My bike has been stolen!
5 The town is being ruined by tourism.

3 2.17 **Listen, check and repeat.**

4 **Practise saying the sentences in pairs.**

Unit 8 Stress and intonation in second conditional questions

1 2.26 **Listen and repeat.**

1 What would you do if you were miles away from home and had no money to get a bus?
2 If someone gave you jellyfish at a dinner party, what would you say?

2 2.27 **Listen to the questions. Where are the main stresses (↘)?**

1 What would you do if you forgot your mum's birthday?
2 What would you say if a friend asked you to lend her some money?
3 If you could live anywhere in the world, where would you like to live?
4 If you won the lottery, what would you do with the money?
5 What advice would you give to your friend if he was worried about his exams?
6 If you didn't need to study this evening, what would you do instead?

3 2.27 **Listen, check and repeat.**

4 **Practise saying the questions in Exercise 2 with the correct stress and intonation.**

Unit 9 Contracted forms in the future continuous

1 2.36 **Listen and repeat.**

1 In 20 years' time, we'll be doing everything via our smartphones.
2 By the end of the next century, we won't be driving cars that use petrol.

2 2.37 **Listen and identify the contracted forms in the sentences.**

1 I will still be studying in 10 years' time.
2 She will be making a lot of money by the time she's 21.
3 There will be people living on the moon in 100 years' time.
4 Very soon, we will be talking to our computers and we will not be using keyboards.
5 He will not be doing voluntary work because he will not have time.
6 You will not be learning English anymore, you will be learning Chinese.

3 2.37 **Listen, check and repeat.**

4 **Practise saying the sentences in Exercise 2 with the contracted forms.**

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Grammar reference

Unit 1

-ing forms

- For most *-ing* forms, we simply add *-ing* to the infinitive.
  finish – finishing *try – trying*
  consider – considering
- We need to make spelling changes to some verbs.
  live – living *write – writing*
  lie – lying *die – dying*
  chat – chatting *plan – planning*
- We use the *-ing* form as a noun, and to make noun phrases.
  Swimming is great exercise.
  My favourite hobby is dancing.
  Being the oldest child can be difficult sometimes.
  She thinks having a school prom is a terrible idea.
- We use the *-ing* form after certain verbs and certain expressions.
  She suggested buying the phone with the 13 megapixel camera.
  I don't mind helping you put up the decorations.
- Some common verbs and expressions which need an *-ing* form include *be good/bad at*, *can't stand*, *celebrate*, *don't mind*, *enjoy*, *hate*, *imagine*, *like*, *love*, *miss*, *practise*, *recommend* and *suggest*.
- Some verbs can have an object before the *-ing* form.
  We miss you telling us jokes in class.
  They don't like him singing in the shower.
- We also use the *-ing* form after prepositions.
  My dad's not very good at cooking, but he tries very hard.
  She spends a lot of money on going to concerts.

1 **Complete the sentences with the *-ing* form of the verbs in the box.**

shop worry ~~be~~ see wait

1 *Being* the youngest child is great.
2 .... isn't much fun when you don't have any money.
3 .... my sister win the race was amazing.
4 It's difficult sometimes, but .... doesn't help.
5 .... to get the results is terrible.

2 **Complete the sentences with the *-ing* form of the verbs in brackets.**

1 When I was younger, I loved *riding* (ride) my bike.
2 My dad suggested .... (get) the train, not the bus.
3 I can imagine our band .... (play) in a stadium one day.
4 Our teacher recommended .... (watch) the film after we finished the book.
5 She can't stand .... (dress up).

3 **Complete the sentences with the verbs in the box in the *-ing* form after the preposition.**

see remember sell ~~go~~ buy

1 I thought we'd agreed on *going* to the concert.
2 Your grandma is really looking forward to .... you at Christmas.
3 Conner's really bad at .... to set the alarm clock.
4 My brother spends a lot of money on .... vinyl records.
5 Duman was talking about .... his guitar last week.

Infinitives

- We usually use the infinitive with *to* after adjectives.
  You were lucky to get tickets for the match.
  I'm very pleased to meet you!
- We use the infinitive with *to* after certain verbs.
  Kaitlyn offered to lend me her camera.
  We've decided to watch a film this evening.
- Some common verbs which need an infinitive with *to* include *agree*, *ask*, *choose*, *decide*, *expect*, *hope*, *learn*, *offer*, *promise*, *seem*, *teach*, *wait*, *want* and *would like*.
- Some verbs usually need an object before the infinitive with *to*.
  My dad taught me to ride a bike.
  I didn't invite Nathan to come with us.
- Some verbs can have an object before the infinitive with *to*.
  They asked us to turn the music down.
  She'd like everyone to get here for 8 o'clock.

4 **Complete the sentences with the infinitive form of the verbs in brackets.**

1 It's great *to see* (see) you again.
2 I was really surprised .... (win) first prize!
3 We're sorry .... (hear) you're not feeling well.
4 I'll be ready .... (go) out in 10 minutes.
5 It's going to be difficult .... (finish) the project this weekend.

5 **Complete the sentences with the infinitive form of the verbs in the box.**

study go make spend ~~get~~

1 My parents have promised *to get* me a new laptop for my birthday.
2 She's been learning .... jewellery.
3 My brother's chosen .... to university in Almaty.
4 I'm planning .... a year travelling the world when I leave school.
5 We agreed .... together, so when are you free?

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Unit 2

used to and *would*

+	I/You/He/She/It/We/You/They		used to / would	wear jeans.
–	I/You/He/She/It/We/You/They		didn't use to / wouldn't	wear jeans.
?	Did	I/you/he/she/it/we/you/they	use to	wear jeans?
+	Yes,	I/you/he/she/it/we/you/they		did.
–	No,	I/you/he/she/it/we/you/they		didn't.

- *used to* emphasises that past habits and states are now finished.
  They used to go swimming on Tuesdays.
- We use *would* to describe past habits, but not states.
  When I was a baby, my parents would take me for a walk every afternoon.
  You used to have a dog. ~~You would have a dog.~~
- We do not use *used to* or *would* to talk about things that only happened once, or to say how many times something happened.
  Last year, I went to France. ~~Last year, I used to go to France.~~
  Yesterday, I called him three times. ~~Yesterday, I would call him three times.~~
- We put question words at the beginning of the question.
  What games would you play when you were younger?

1 **Write sentences about Chloe's grandmother using *used to* and *didn't use to*.**

Chloe's grandmother was a punk, but her life is different now. In the 1970s, she …

~~wore tight trousers.~~ had pink hair.
shocked people. broke the rules.

Now, she…

~~wears long dresses.~~ likes gardening.
bakes cakes. follows the rules.

She used to wear tight trousers.
She didn't use to wear long dresses.

2 **Rewrite the sentences in Exercise 1 with *would*. If *would* is not possible, write ✗.**

She would wear tight trousers.

Relative pronouns and clauses

- We use relative clauses to make clear the person, place or thing we are talking about.
  My aunt has a friend that makes lovely candles.
- We use relative pronouns at the beginning of relative clauses. We do not repeat the subject pronoun.
  We know a lot of people who live in the village.
  ~~We know a lot of people who they live in the village.~~
- We use *who* or *that* to talk about people.
  The man who/that lives next door to us spends every day in the garden.
- We use *where* to talk about places.
  That's the office where my mum works.
- We use *which* or *that* to talk about things.
  I really don't like films which/that have sad endings.
- We use *whose* to talk about possessions.
  Do you remember the name of the guy whose phone charger I borrowed last week?

3 **Complete the sentences with relative pronouns.**

1 That's the guy *who* works in the café in King Street.
2 I know a girl …. dad sells old books.
3 She wants something …. she can use to keep her photos in.
4 William really liked the present …. we gave him.
5 They went to the park …. the tennis courts are.
6 The man and woman …. are eating ice creams know my parents.

4 **Correct the error in each sentence.**

1 This is the place ~~which~~ I bought my blue shirt.
   where
2 The woman whose wearing a blue top is my aunt.
3 I first saw it on a blog what I follow.
4 The invention that it changed the world was the wheel.
5 I called the brother of the guy who mobile I found.
6 One thing which she told me it was very interesting.

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Grammar reference

Unit 3

Present perfect simple

- We can use the present perfect simple to say how many times we've done something or how much we have completed of something before, and including, now.
  You've looked at those jeans twice. Why don't you buy them?
  Ashley's read all the books in the series.
- We often use time expressions such as *since*, *recently*, *this week/month*, *in the last year* and *today* as these include past and present time.
  I haven't watched TV much recently.
- We often use the present perfect simple to say how many times we have done something.
  I've been to New York three times.

1 Complete the sentences with the present perfect simple form of the verbs in brackets.

1 You *'ve forgotten* (forget) your password twice this week.
2 Rustem .... (be) late for school a few times recently.
3 We .... (not study) any algebra this year.
4 How many of the biscuits .... (you/have)?
5 Sorry, I .... (not see) her today.
6 We .... (watch) the first and second series, but not the new one yet.

Present perfect continuous

+	I/We/You/They	have	been having lessons for two years.	
	He/She/It	has		
–	I/We/You/They	haven't	been having lessons for two years.	
	He/She/It	hasn't		
?	Have	I/we/you/they	been having lessons?	
	Has	he/she/it		
+	Yes, I/we/you/they	have.	Yes, he/she/it	has.
–	No, I/we/you/they	haven't.	No, he/she/it	hasn't.

- We use the present perfect continuous to talk about a series of actions that started in the past, is still in progress and we expect to continue.
  Daniel and Jake have been emailing me about it.
- We often use the present perfect continuous to say how long we have been doing something.
  I've been going to piano lessons for nine years.
- We don't use continuous tenses like the present perfect continuous with state verbs.
  Emily's liked him since she met him. ~~Emily's been liking him since she met him.~~
- We put question words at the beginning of the question.
  Where have you been downloading the music from?

2 Write present perfect continuous questions and answers with the prompts.

1 How long / you / be / sing in the choir?
I / sing in the choir / couple of months.
How long have you been singing in the choir?
I've been singing in the choir for a couple of months.
2 Where / you / go / for French lessons?
I / go / a language school near the library.
3 you / watch / his video blogs?
Yes / I / watch / them / since the beginning.
4 Who / teach / her?
A family friend / teach / her.
5 How long / they / see / each other?
They / see / each other / about two months.

Past perfect

+	I/You/He/She/It/We/You/They	had	expected it.
–	I/You/He/She/It/We/You/They	hadn't	
?	Had	I/you/he/she/it/we/you/they	expected it?
+	Yes,	I/you/he/she/it/we/you/they	had.
–	No,	I/you/he/she/it/we/you/they	hadn't.

- We form the past perfect with *had* + past participle.
  I'd seen the film before, so I was bored.
- We use the past perfect when we are talking about the past, but want to go back to an earlier time.
  Jack didn't want to come with us because he'd been there last year.
- We do <u>not</u> use the past perfect simply because something happened a long time ago. We use it with other past tenses to make the order things happened clear.
  Ashley didn't get the email because I had typed Ash_55, not Ash-55.
- We put question words at the beginning of the question.
  How far had you walked before you realised you were lost?

3 Complete the sentences with the past perfect form of the verbs in the box.

go ~~not tell~~ not win not meet miss not remember

1 I didn't know. You *hadn't told* me.
2 My aunt wasn't at home. She .... out.
3 He didn't have a present for me. He .... my birthday.
4 I met Ann for the first time last week. I .... her before.
5 It was the first game we won. We .... a game before.
6 Samal arrived late. She .... the 7 o'clock train.

Grammar reference

Unit 4

Reflexive pronouns and *each other*

Subject pronoun	Object pronoun	Reflexive pronoun
I	me	myself
you	you	yourself/yourselves
he	him	himself
she	her	herself
it	it	itself
we	us	ourselves
they	them	themselves

- We use reflexive pronouns when the subject and the object of a verb are the same.
  I sing to myself when I'm alone. ~~*I sing to me when I'm alone.*~~
- Some of the most common verbs we use with reflexive pronouns are *enjoy*, *hurt*, *teach* and *introduce*.
  They didn't really enjoy themselves at the concert.
- When we use some verbs with reflexive pronouns, they have a different meaning.
  Help yourself to sandwiches! (Take what you want or need.)
  He found himself in a difficult situation. (He didn't intend to be in a difficult situation, but he was.)
- We use *each other* when each of the two (or more) subjects do the verb to the other subject(s).
  José and Rosa sent each other Valentine's cards. (José sent Rosa a Valentine's card, and Rosa sent José a Valentine's card.)

1 **Complete the sentences with reflexive pronouns or *each other*.**

1 Thank you. I really enjoyed *myself* yesterday.
2 They email .... every day.
3 Our cat hurt .... when it jumped off the roof.
4 Emily and Ryan said goodbye to ....
5 She introduced ...., and asked me for my name.
6 Sometimes you talk to ...., but don't realise.

Comparative adverbs

- In general, comparative adverbs are formed in a similar way to comparative adjectives. With adverbs ending in *-ly*, we use *more* for the comparative.

Adverb	Comparative
quietly	more quietly
slowly	more slowly
seriously	more seriously

Could you talk more quietly? ~~*Could you talk quietlier?*~~
The teacher spoke more slowly.

- Some comparative adverbs end in *-er*.

Adverb	Comparative
fast	faster
hard	harder
late	later

He arrived later than I did.
Paige usually works faster than her sister.

- Some adverbs have irregular comparative forms.

Adverb	Comparative
badly	worse
far	farther/further
little	less
well	better

You're driving worse today than yesterday.
The girl ran further than the boy.

- Use the base form of the adverb with *(not) as … as*.
  You're not working as hard as you usually do.
  Samuel runs as fast as Jake.
- To make comparisons stronger, use *much* / *far* / *a lot* before the adverb.
  She is singing far more loudly than necessary.
- To make comparisons weaker, use *a bit* / *a little* before the adverb.
  He writes a bit more carefully than she does.

2 **Complete the sentences with the past perfect form of the verbs in the box.**

far more efficiently as well as a bit less confidently
as fast as much more carefully higher

1 Daisy drives .... now that she has children.
2 We watched the bird fly .... into the air.
3 Shannon cooks .... Nathan.
4 Our new dishwasher cleans .... than our old one.
5 The team plays .... since they lost the tournament.
6 Oliver swims very fast, and Thomas swims .... Oliver.

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Unit 6

Reported statements

- When we report somebody's words, we often have to change the verb forms.

Direct speech	Reported speech
Present simple 'I **want** a new bike.'	Past simple She said (that) she **wanted** a new bike.
Present perfect 'They**'ve** never **told** anyone.'	Past perfect He said (that) they **had** never **told** anyone.
Past simple 'They **saw** an eagle.'	Past perfect You told me (that) they **had seen** an eagle.
will 'They**'ll** give us a book to read.'	*would* You told us (that) they **would** give us a book to read.
can 'I **can** help him.'	*could* She said (that) she **could** help him.

- We often have to change other words too, such as pronouns and time references.
*'I'll show **you** the cave **tomorrow**.'*
*He said **he**'d show **me** the cave **the next day**.*
*'**You** didn't see **me last weekend**.'*
*She told **us** that we hadn't seen **her the weekend before**.'*
- We don't need to change the verb forms if the situation is still true at the time of reporting, or is imaginary.
'My name is Sophia.'
She said that her name is Sophia.
'If I saw a waterfall, I wouldn't try to swim in it.'
He said that if he saw a waterfall, he wouldn't try to swim in it.

1 Rewrite the reported statements as direct speech.

1 He told us that he was very sorry. 'I *'m very sorry* .'
2 The boys said they had caught a fish.
'We ….'
3 Evan and Abby told me they could help me look after my cousin. 'We ….'
4 I said that I would call him after 5 o'clock. 'I ….'
5 We told her that he loved listening to music.
'He ….'

Reported questions

- When we report questions, we usually make the same changes to the verb forms, pronouns and time references as when we report statements.
- When we report questions with a question word, we don't add an auxiliary verb and the word order is the same as in affirmative sentences.
He asked me what I'd done at the weekend. ~~He asked me what had I done at the weekend.~~
- When we report *Yes/No* questions, we use *if*.
'Did you see any animals?'
They asked him if he'd seen any animals?.
- We don't use a question mark in reported questions.
'Where did you go after school?'
My parents asked me where I'd been after school.

2 Rewrite the questions as reported questions.

1 'Do you know anybody at this party?' They *asked me if I knew anybody at the party* .
2 'How long will you be in Italy for, Simon?' She ….
3 'Joe, how many butterflies did they find?' He ….
4 'Can you tell me your password?' Dad ….
5 'What do you want for your birthday?' They ….

Reported requests and commands

	Direct request/ command	Reported request/command
+	Please wait a minute. Stop running!	(He) **asked** (me) **to wait** a minute. (He) **told** (me) **to stop** running.
-	Please don't laugh. Don't be rude.	(He) **asked** (me) **not to laugh**. (He) **told** (me) **not to be** rude.

- We use *asked* to report requests and *told* to report commands.
- When we report requests and commands, we use *asked/told* + object + infinitive with *to*.
She asked us to show her our work.
- To report a negative request or command, we add 'not' before the infinitive.
He told me not to tell anyone.
~~He told me to not tell anyone.~~
- Remember to change pronouns.
'Tell me your name, please.'
He asked me to tell him my name

3 Complete the reported requests and commands.

1 'Please lend me £5.' He asked me *to lend him £5.*
2 'Switch off your phones!' She told us ….
3 'Don't eat your lunch in the classroom!' They told them ….
4 'Please help me with my Maths.' He asked her ….
5 'Don't worry about it.' I told him ….

Grammar reference

Unit 7

The passive: present simple, past simple and *will*

- We use the passive when we don't know or are not interested in who does an action.
- To form the passive, we use the appropriate form of *be* + past participle.
  Millions of emails are sent every day.
  (present simple – am/is/are)
  Ethan wasn't invited to the party.
  (past simple – was/were)
  The car will be repaired tomorrow.
  (will + be)
- We use the present simple passive to talk about facts in the present.
  The underground is used by millions of Londoners every day.
- We use the past simple passive to talk about facts in the past.
  The first buses were pulled by horses.
- We use *will* with the passive to talk about future facts and actions we believe will happen in the future.
  Exam results will be emailed to students next week.
- We use *by* with the passive to show who was responsible for an action.
  The book was written by an expert on trains.
- To form questions, we use the appropriate form of *be* + past participle. We put *Wh-* question words before *be*.
  Was the light bulb really invented by Edison?
  Where is the most coffee drunk in the world?
- To form short answers to *Yes/No* passive questions, we use the appropriate form of *be*:
  Is much electricity saved with these light bulbs?
  Yes, it is. / No, it isn't.
  Was it invented by a famous scientist?
  Yes, it was. / No, it wasn't.
- To form short answers to *Yes/No* future passive questions, we use *will/won't*:
  Will the hotel rooms be booked for us?
  Yes, they will. / No, they won't.

1 **Complete the text. Use the present simple or past simple passive form of the verbs in brackets.**

The first crisps [1] *were created* (create) in 1853 by a restaurant chef in New York state. However, crisps [2]…. (not sold) in bags for over 50 years, until the crisp bag [3]…. (develop) by businesswoman Laura Scudder. Flavoured crisps [4]…. (not invented) until the 1950s. While a plain crisp contains only potatoes, oil and salt, a flavoured crisp [5]…. (make) with over 30 ingredients! In the UK, six billion bags of crisps [6]…. (eat) each year. In the USA, crisps [7]…. (not call) crisps, in fact, but 'potato chips' are also very popular there. 680 million kilograms [8]…. (enjoy) each year around the world!

2 **Complete the future predictions with the passive. Use the verbs in the box and *will* (*not*).**

~~do~~ elect not wear build not fly

1 In 2025, all farm work *will be done* by robots.
2 In 2030, glasses …. because people will have high resolution bionic eyes.
3 In 2035, the first 10km high skyscraper ….
4 In 2040, aeroplanes …. by pilots, computers will fly them.
5 In 2045, the first world government ….

The passive: present perfect and present continuous

	Active	Passive
Present perfect	Someone **has broken** the window.	The window **has been broken**.
	They **haven't mended** it yet.	It **hasn't been mended** yet.
	Have they **caught** the person who did it?	**Has** the person who did it **been caught**?
Present continuous	They'**re painting** the house.	The house **is being painted**.
	What colour **are** they **painting** it?	What colour **is** it **being painted**?
	Why **are** they **painting** it?	Why **is** it **being painted**?

- We form the present perfect passive like this:
  subject : present perfect form of *be* + past participle
- We form the present continuous passive like this:
  subject : present continuous form of *be* + past participle

3 **Make sentences in the present perfect passive.**

1 an announcement / just / make
An announcement has just been made.
2 the new bridge / build / yet?
3 the exam results / not / announce / yet
4 that house / not occupy / for years
5 new evidence / just / discover

4 **Rewrite the sentences in the passive.**

1 They're planning a new sports stadium.
A new sports stadium is being planned.
2 Some people are selling ice cream outside the school.
3 They're encouraging children to take more exercise.
4 Someone's teaching the children how to dive.
5 They're interviewing people in the street.

Grammar reference

Unit 8

First conditional with *if*, *when* and *unless*

	Situation	Consequence
	(*if* + present simple)	(*will/won't/may/might* + infinitive)
+	If you make lunch,	I'll cook dinner.
–	If you don't make lunch,	I won't cook dinner.
	Consequence	**Situation**
	(*will/won't/may/might* + infinitive)	(*if* + present simple)
+	I'll cook dinner	if you make lunch.
–	I won't cook dinner	if you don't make lunch.

- We use the first conditional to talk about possible situations in the present or future and say what we think the consequences will be.
- We use *if* + present simple (affirmative or negative) to describe the possible action or event.
  If I eat cheese, I won't be able to sleep.
- When we are certain the future event will happen, we use *when*, not *if*.
  When we get home, I'll look for information on the website.
- We can use *unless* to say *except if*. We usually use a positive verb after *unless*.
  If Dad isn't busy at work, he'll be home at 6.30.
  Unless Dad is busy at work, he'll be home at 6.30.
- We use *will* (*not*) when we are sure of the consequence.
  You'll learn lots of good English expressions if you watch films and TV series.
- We use *may/might* (*not*) to show we are less sure about the consequence.
  If we go out for dinner, I may have steak or I might have fish. I don't know!
- When we use *if*, *when* or *unless* to start the sentence, we use a comma between the two parts.
  When I finish my homework, I'll help Olivia with hers.

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

1 I might cook pasta tonight if you *want* (want).
2 He's not sure, but he ..... (ask) Hannah if she wants to go.
3 I won't enter the competition unless you ..... (promise) to help me.
4 When I go on the website, I ..... (check) the time of the concert.
5 Unless we start work now, we ..... (not finish) before 6 o'clock.

Second conditional with *could* and *might*

	Imaginary situation	Possible consequence
	(*if* + past simple)	(*would/might/could* + infinitive)
+	If I knew him,	I would/might/could ask him.
–	If I didn't know him,	I wouldn't / might not / couldn't ask him.
	Possible consequence	**Imaginary situation**
	(*would/might/could* + infinitive)	(*if* + past simple)
+	I would/might/could ask him	if I knew him.
–	I wouldn't / might not / couldn't ask him	if I didn't know him.

- We use the second conditional to talk about imaginary situations and the possible consequences.
- We use *if* + past simple (affirmative or negative) to describe the imaginary situation.
  I wouldn't say no if you wanted to borrow my blue shoes.
- We can use *was* or *were* in the *if* part of the sentence with *I*, *he/she* and *it*.
  If it wasn't/weren't so spicy, I'd be able to finish it.
- We can use *unless* to say *except if*. We usually use a positive verb after *unless*.
  I wouldn't eat jellyfish unless you tried it first.
- We use *would* (*not*) when we are sure of the imaginary consequence.
  Michael would get better grades if he didn't spend all his time playing computer games.
- We use *might* (*not*) to show we are less sure about the imaginary consequence.
  If I had more free time, I might take up the guitar.
- We use *could* (*not*) to express a possible imaginary consequence.
  If it was Saturday, we could go out for pizza.
- We can form questions about the imaginary results of imaginary situations with *if* + past simple, (question word) + *would/could* (*not*) + subject + infinitive.
  We don't usually form questions with *might*.
  If I broke your mobile, would you be angry with me?
  How long would they need to get here if we called them now?

2 Correct the error in each sentence.

1 If we ~~wouldn't~~ go to the party, Laura would be disappointed. *didn't*
2 If she asked me to be a volunteer, I might to say yes.
3 He'll make a fortune if he started selling his paintings.
4 If you cook steak, I wouldn't eat it.
5 Could you walk to school if you would move house?

Grammar reference

Unit 9

be going to and present tenses for the future

+	I	'm	going to	help him.
	He/She/It	's		
	We/You/They	're		
–	I	'm not		
	He/She/It	isn't		
	We/You/They	aren't		
?	Am	I		help him?
	Is	he/she/it		
	Are	we/you/they		

- We use *be going to* to talk about future actions we intend to do.
  I'm not going to go out this weekend.
- We use the present continuous to talk about future arrangements when they have a fixed date.
  My cousin and his girlfriend are getting married in July.
- We use the present simple to talk about scheduled future events including timetables and calendars.
  The train leaves at 7 o'clock on Saturday. Don't be late!

1 **Choose the correct options to complete the conversation.**

Kayla: It's your birthday next week. [1]Are you doing / Do you do anything special?

James: Yes, a few of us [2]**go / are going** to the cinema.

Kayla: What [3]**you are going / are you going** to see?

James: Probably *A Good Day* – it [4]**'s starting / starts** at 9 o'clock, but we [5]**'re meeting / meet** at 7.30. We still haven't decided what [6]**we're going to / are we going to** do until the film starts. Would you like to come with us?

Predictions with *be going to*, *will* and *may/might*

- We make predictions with *be going to* when we feel we have evidence for our prediction.
  I saw the weather forecast this morning. It's going to rain this weekend.
- We make predictions with *will/won't* when we feel sure about a future action or event. We often use *will/won't* with expressions like *I think*, *I'm sure* and *I expect*.
  I don't think I'll win, but I expect I'll finish in the top ten.
- We use *may* (*not*) or *might* (*not*) to show that we feel less sure, but think a future action or event is probable.
  I might not go to university, so I may get a job with my dad.
- We use the infinitive without *to* with *will* and *may/might*.
  He might come. ~~He might to come.~~

2 **Match the sentences.**

1 I'm sure your parents *c*
2 I feel really ill after that burger.
3 They might need some volunteers at the Christmas market.
4 It's only my opinion, but
5 We may go to visit my uncle this weekend.
6 The doctor said that the problem

a I can ask my dad. He knows the organiser.
b My mum was talking about it last night.
c will understand it was an accident.
d is going to get worse before it gets better.
e Quick! I'm going to be sick.
f I think it'll be great fun.

Future continuous

+	I/You/He/She/It/ We/You/They	will	be celebrating.
–	I/You/He/She/It/ We/You/They	won't	be celebrating.

?	Will	I/you/he/she/it/we/you/they	be celebrating?
+	Yes,	I/you/he/she/it/we/you/they	will.
–	No,	I/you/he/she/it/we/you/they	won't.

- We use the future continuous to talk about actions we believe will be in progress at a future time.
  In five years, I'll be living in London and working as an engineer.
  By 2025, everyone will be wearing smart watches.
- We put question words at the beginning of the question.
  What will you be doing in ten years' time?
  When will computers be cooking dinner for us?

3 **Complete the predictions with the future continuous form of the verbs in brackets.**

1 We *'ll be using* (use) digital money on our smartphones, not real money.
2 We .... (not use) passwords to go on websites.
3 Cars .... (drive) themselves automatically.
4 Nobody .... (eat) fast food.
5 People .... (not watch) reality TV shows.
6 .... (we/upload) information directly from our brains to computers?

Vocabulary Bank





Jog your memory!

1 **Cover the words. How many words under each heading can you remember?**
Celebrations
Descriptive adjectives

Celebrations (page 5)

dress up for the occasion
give a present
have a good time
hold a contest
make special food
play music
put up decorations
set off fireworks

1 **Look at the words in the box. Work with a partner and talk about the celebrations below. Do you celebrate these events? Which activities in the box do you usually do at each celebration?**

birthday New Year end-of-school party
Harvest festival

2 **Can you add two other activities to the list?**

Descriptive adjectives (page 8)

atmospheric	peaceful
colourful	scary
crowded	stunning
impressive	traditional

1 **Look at the words in the box. Choose a word. Don't tell your partner. Describe the word. Can your partner guess what it is?**
This means old or can be used to talk about old customs.

Explore verbs and prepositions (page 6)

agree	at
arrive	for
look	forward to
prepare	from
recover	on
work	with

1 **Look at the words in the boxes. Match them to make verb phrases.**

2 **Look back at page 6 and check your answers.**

3 **Which verbs can be used with a different preposition? Write example sentences.**
My dad works for a big company.



Study tip

Write sentences with the same verb and different prepositions to help you remember the different uses.

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Vocabulary Bank









Jog your memory!

1 **Cover the words. How many words under each heading can you remember?**
Everyday objects
Modifiers

Everyday objects (page 17)

candle	matches
charger	plug
fan	remote control
heater	switch
light bulb	tap

1 **Look at the words in the box. Which objects …**

- need electricity?
- need batteries?
- give light?
- do you have in your house?
- do you use every day?

Modifiers (page 20)

a bit	much too	ridiculously
extremely	quite	totally
kind of	really	

better	safe
expensive / cheap	stylish
hot / cold	unusual
kind / unkind	wrong

1 **Look at the words in the boxes. Write sentences about you. Use a modifier and an adjective in each sentence.**
It's always ridiculously hot in our classroom.

2 **Work with a partner. Do you agree or disagree?**
I don't agree. I think it's quite cold in our classroom in the winter.

Explore compound nouns (page 23)

guitar	style
motor	taxi
street	telephone

band	corners
box	fare
changes	industry

1 **Look at the words in the boxes. Match them to make compound nouns.**

2 **How many other compound nouns can you remember with the words in the first box? Look back at page 23 and check your answers.**

3 **Use a dictionary to find other compound nouns with the words in the first box.**

telephone book (n)
a big book with a list of telephone numbers for …

Study tip

Use a dictionary to expand your vocabulary and check your spelling.

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Vocabulary Bank

UNIT 3





Jog your memory!

1 **Cover the words. How many words under each heading can you remember?**
Entertainment and media
Adjectives and dependent prepositions

Entertainment and media (page 31)

blog	documentary
ballet	video clip
chat show	play
circus	soap opera

1 **Look at the forms of entertainment in the box. How many of these have you seen/watched/read? Think of an example for each of these.**

2 **Compare your list with a partner. Do you have the same examples? Are there any you and your partner haven't experienced?**

Compound adjectives (page 32)

16-year-old	good-looking
action-packed	well-known
computer-generated	slow-moving
	world-famous

1 **Look at the compound adjectives in the box. Write sentences with five of the adjectives.**

2 **Work with your partner and compare your sentences. Can you think of two more compound adjectives?**

Explore communication phrases and phrasal verbs (page 37)

catch up
chat
keep in touch
lose touch
track down

emailing
making a Skype™ video call
texting
Tweeting with Twitter

1 **Look at the words in the boxes. Write sentences about how you communicate with your friends and family.**
I keep in touch with my grandparents by texting them.

2 **Look at the text on page 37. Can you find the verb that completes both collocations below?**
…. the family together
…. an eye on someone

3 **Use a dictionary to check the meanings of these phrasal verbs with *keep*.**
keep up with keep in with



Study tip

Write sentences that relate to your own life to help you remember words and phrases.

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Vocabulary Bank





Jog your memory!

1 **Cover the words. How many words under each heading can you remember?**
Sports qualities
Sport and exercise

Sports qualities (page 43)

active	hardworking
athletic	motivated
competitive	passionate
confident	strict
determined	talented

1 **Look at the words in the box. Write sentences about your friends and family.**
My sister is a very determined person and she's passionate about dancing.

2 **Work with a partner. Talk about people you know.**

Sport and exercise (page 46)

athlete	beat
champion	coach
compete	lose
point	supporter
tournament	train

1 **Look at the words in the box. Choose a word. Don't tell your partner. Describe the word. Can your partner guess what it is?**
This is a person who plays sports …

Explore word building (page 44)

challenge	challenging
determination	determined
flexibility	flexible
happiness	happy
passion	passionate
success	successful

1 **Look at the words in the box. Which column is nouns and which column is adjectives? Check the meaning of any words you can't remember in a dictionary.**

2 **Look at the words below. Use a dictionary to find the noun or adjective form for each word.**
1 respect (n) 2 trust (n) 3 difficult (adj)

3 **Write sentences that are true for you using nouns and adjectives from Exercise 1.**
My Maths homework is usually very challenging.

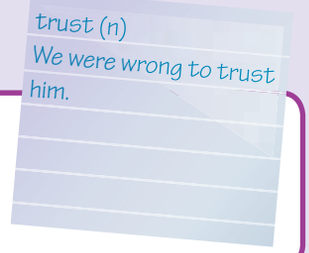
Explore phrasal verbs (page 49)

find out	work out	try out
pick up	write out	

1 **Look at the definitions on page 81 again. Write a sentence with each phrasal verb that is personal to you and shows its meaning.**
I like finding out about other countries. It's interesting.

2 **Look at these phrasal verbs with *out* and *up*. Discuss their meaning with a partner. Use a dictionary to help you.**

log out	go out	look up
drop out	grow up	hang up



Study tip

Use a dictionary to check the different forms a word has. It will help you to use them correctly.

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Vocabulary Bank





Jog your memory!

1 **Cover the words. How many words under each heading can you remember?**
The natural world
Linking phrases

The natural world (page 61)

canyon	peak
cave	rock(s)
coast	stream
earth	waterfall
glacier	

1 **Look at the words in the box. Take turns to choose a word and describe it to your partner. Give an example of where you can find each one.**

Linking phrases (page 64)

according	a result of
as	order to
in	than
in	to
of	that
rather	fact
so	again
then	course

1 **Look at the words in the columns. Match them to make linking phrases.**

2 **Look back at page 64 and check your answers. Choose three and write sentences containing them.**
Some glaciers are melting as a result of climate change.

3 **Compare sentences with your partner.**

Complex noun phrases (page 62)

1 **Rearrange the words to create complex noun phrases.**
1 fair / and / blue / girl / with / long / a / hair / eyes / young
2 river / a / wide / the / sea / deep / flowing / towards
3 man / in / smart / suit / a / good-looking / a
4 trees / lake / surrounded / fir / a / deep / by
5 path / cliffs / a / the / top / to / of / the / steep /

2 **Use complex noun phrases to describe a person or place you know well. Can your partner guess who or where it is?**



Study tip

When you write new vocabulary in your notebook, always mark the stressed syllabels clearly.

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Vocabulary Bank



Jog your memory!

1 **Cover the words. How many words under each heading can you remember?**
Travel and transport
-ed and *-ing* adjectives



Travel and transport (page 73)

1 **Look at the words in the columns. Match them to make travel expressions.**

arrive	abroad
go	a seat
go	a car
hire	the sights
reserve	by rail
see	at your destination
take	a cab
travel	backpacking

2 **Look back at page 73 and check your answers.**

-ed and *-ing* adjectives (page 76)

confused/confusing	relaxed/relaxing
disappointed/disappointing	shocked/shocking
exhausted/exhausting	surprised/surprising
fascinated/fascinating	uninterested/uninteresting

1 **Look at the words in the box. Choose four of them, and write sentences that contain them. eg *I was shocked when...***

2 **Compare sentences with your partner.**

Explore verb expressions (page 79)

come into existence	run out of
date back to	see the point
go ahead	take care

1 **Look at the verb expressions in the box. Check the meaning of any that you don't remember on page 79.**

2 **Write a sentence to show the meaning of each expression in your notebook.**

3 **Work with a partner. Say your sentence but don't say the expression. Can you partner guess what it is?**



Study tip

When you learn a new word or expression, write one or two sentences that contain it, using your own ideas.

Vocabulary Bank









Jog your memory!

1 **Cover the words. How many words under each heading can you remember?**
Cooking verbs
Adjectives describing food

Cooking verbs (page 87)

bake	mix
boil	roast
chop	slice
fry	spread
grate	
grill	

bread	garlic
butter	onion
cake	pasta
cheese	sauce
chicken	steak
eggs	tomatoes

1 **Look at the words in the boxes. Write sentences about food you like or don't like to eat and cook using words from each box.**
My mum bakes wonderful cakes – I love them!
I don't like chopping onions – they make me cry!

2 **Compare your list with your partner. Talk about your favourite food.**

Adjectives describing food (page 90)

bitter	salty
bland	savoury
crunchy	slimy
delicious	spicy
disgusting	sweet

1 **Look at the words in the box. Write sentences that are true for you using the words.**
I love spicy Indian food – it's delicious.

2 **Turn to page 90 and check that the meaning of your sentences is correct.**

3 **Compare your sentences with a partner.**

Explore prepositional phrases (page 93)

different ways	the go	the streets	surrounded

1 **Look at the words in the box. Write the words in the correct column.**

by	in	on

2 **Add these words to the correct column.**

10 minutes	danger	fire	New Zealand	walk
5 o'clock	depends	influenced	the menu	your country

3 **Look at the text on page 93. How many of the prepositional phrases can you find there? Check the others in a dictionary.**



Study tip

Write prepositional phrases in your notebook with the preposition in a different colour. It will help you to remember them.

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Vocabulary Bank





Jog your memory!

1 **Cover the words. How many words under each heading can you remember?**
Training and qualifications
Achievements

Training and qualifications (page 99)

application form
career path
entrance exam / fees
part-time course
training course
university course / degree / exam / fees
work experience

1 **Look at the words in the box. Choose a word. Don't tell your partner. Describe the word. Can your partner guess what it is?**
You need to complete one of these to get a job.

Achievements (page 102)

become	a business
break	a fortune
develop	a millionaire
do	a project
make	awards
start	records
support	the community
win	voluntary work

1 **Look at the words in the boxes. Match them to make collocations.**

2 **Look back at page 102 and check your answers.**

Explore expressions with *take*

(page 100)

take advice	take time
take exams	take up
take place	

1 **Look at the words in the box. Write an example sentence for three of the expressions.**
You should take your time when you do your homework or you'll make a mistake.

2 **Look at the words below. Choose the correct word to make three more expressions with *take*.**

pleasure in to seriously

1 I take my homework very .... – I spend two hours each night doing it.
2 I don't like James – I think he takes .... hurting people.
3 Alice has taken .... high school really well – she absolutely loves it.

take something seriously.
Harry takes his job very seriously.

Study tip

Use your dictionary to find examples of other common collocations and expressions.

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Project 1

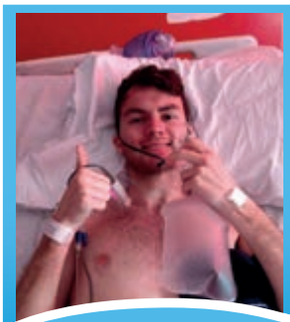
A presentation



Stephen Sutton

'An inspiration'

Stephen believed that living a long time was less important than doing something exceptional with the time you have.



Life

Born in 1994 in the UK

Excellent student and sportsman

Diagnosed with cancer aged 15

Died aged 19



Achievements

Started blog and #thumbsupforstephen fundraising campaign for Teenage Cancer Trust

Raised almost £5 million for charity

Awarded MBE by Queen Elizabeth II

My young achiever is Stephen Sutton. He was called an inspiration by many people who knew him. Here you can see the way he thought about life. He suffered from cancer for four years but never felt sorry for himself. He dedicated his life to raising money for teenage cancer sufferers. He was born in England in 1994. He was a healthy, active schoolboy … He …

Look

1 **Look at the presentation about Stephen Sutton. Answer the questions.**

1 Did Stephen have a normal life?
2 Why was he called an inspiration?

2 **Work with a partner. Based on the presentation in Exercise 1, tick the sentences which describe how to give a good presentation.**

1 You should put everything you are going to say on the presentation slides or cards.
2 You need about 20 slides for a good presentation.
3 An image on each slide makes the presentation interesting.
4 The slides should only contain key words or short notes.
5 Three to five slides are enough for this topic.
6 You need to write the details about the key words or notes on paper, ready to say them to your audience.
7 You can do a presentation using PowerPoint or cards that you print or write on.
8 You should read everything from the slides.
9 Give the audience a general idea about the person, then give some biographical details, then talk about their achievements.
10 The slides should be attractive, without much text but with images to interest and educate the audience.

Prepare

3 **Work in pairs. Choose a famous young person who you admire. It could be a sportsperson, entertainer, writer, etc. or someone brave like Stephen. Use the Internet to research this person. Find out about their background and their main achievements and make notes on these points. You should also include pictures of and, if possible, quotations by this person.**

4 **Prepare your presentation using a software programme like Microsoft PowerPoint or big pieces of card to hold up or stick to the board. Use your notes and pictures from Exercise 3 and the advice from Exercise 2.**

Present

5 **Give your presentation to the class. Remember, you should say most of the information. You only need pictures and main points on the slides. When every pair has finished, have a class vote on which of the young achievers is the most impressive.**

Project 2

An advertisement



Look

1 **Look at the advertisement above and answer the questions.**

1 What is the product name?
2 What does the product do?
3 Do you think this is a real product? Why/Why not?

2 **Read the advertisement again and answer the questions.**

1 How are the benefits of the product described?
2 How many features are there?
3 How are the features described?
4 What other information is included?

Prepare

3 **Work with a partner. Advertise an invention.**

- Search online for an invention that never became popular.
- Find a picture or photo, or draw your own picture.
- Think of a name for the invention.
- Write two sentences describing its benefits.
- Write 6–8 features in notes, in a list.
- Invent the name of a shop where it can be bought, and a logo for your product.

Present

4 **Display your advertisements around the classroom. Read your classmates' advertisements. Make a list of the top three inventions you would like to have.**

Project 3

A comic strip



Look

1 **Read the comic strip above. Choose the correct words.**

1 The comic strip shows somebody trying to **buy / sell** things online.
2 The warning is **simple / difficult** to understand.
3 This comic strip **will / won't** teach young people about staying safe online.

2 **Choose *do* or *don't* to complete the sentences about writing a comic strip. Compare your answers with a partner.**

1 **Do / Don't** include more than six boxes.
2 **Do / Don't** keep the pictures simple.
3 **Do / Don't** try to make some of the pictures funny.
4 **Do / Don't** include lots of text.

Prepare

3 **Work with a partner. Think of a problem that might affect you when using technology or the Internet.**

- Plan a comic strip to warn young people about this problem.
- Draw six boxes and a rough sketch of the pictures.
- Add the dialogue.
- Make it funny if you can!
- Show it to another pair to see if they understand the warning.
- Draw it again neatly on A3 paper.

Present

4 **Display your comic strip in your classroom. Ask your class to read it. Ask them if they understand the warning. Then discuss with the class how to prevent the problems happening to you.**

Extra reading

Biking through Kazakhstan

What's the longest journey you have ever made?

Why did you go?

Ewan McGregor and Charley Boorman are famous British actors, but they are also life-long friends. One day, when they were on a motorbike ride together, they had an idea. They decided to try to ride across 12 countries in just 115 days, and to film their journey for a TV programme called *Long Way Round*. They also wanted to raise money for UNICEF projects in the countries that they visited.

Riding their BMW GS R1200s, they crossed Europe, the Ukraine, Russia, Kazakhstan, Mongolia and Siberia.Then they flew to Alaska and travelled through Canada and the US, finally finishing in New York. The journey not only tested their physical strength, it also challenged their view of the world.

Ewan and Charley's journey through Kazakhstan was not easy. The roads were sometimes difficult and the two men were very tired because they had travelled such a long way. Their cameraman, Claudio, fell off his bike and hurt himself badly. Their bikes got stuck in the desert sand a few times. And the average temperature was 40°C!

However, the bikers didn't give up, and the Kazakhstani people helped them to stay in good spirits. At the border of Kazakhstan, a big group of people were waiting to welcome them. The police showed them the way and made sure that they were safe. Many people offered the men food and drink and a bed for the night. Ewan and Charley had the opportunity to see some of the sights of Kazakhstan. They enjoyed watching traditional Kazakh horseback games and they visited a gold mine. In his 'camera diary', Ewan talked about the kindness of the people of Kazakhstan and said that he and Charley had had a wonderful time there.







ABOUT UNICEF

UNICEF (the United Nations Children's Fund) helps children all over the world in a variety of health and education projects.

Task

Read about Ewan and Charley's journey, then copy and complete the table. Describe two or three good experiences in Kazakhstan and two or three of their difficulties.

Good experiences	Difficulties

Chokan Valikhanov, explorer

Do you know how people lived in the 19th century in Kazakhstan?





In his short life Chokan Valikhanov became famous for his studies of the cultural history of the Kazakhs. He travelled around Kazakhstan writing about the nomadic way of life, the people's religious beliefs, their poetry and the stories they told. He also led important expeditions to other parts of central Asia.

Valikhanov was born in 1835. He came from a traditional Kazakh family and at home he learned about the Kazakh way of life and culture. At school he was good at art and languages. In 1847, aged 11, he went to study at a Russian military academy in Omsk.

In 1855, Valikhanov travelled to the Kyrgyz frontier. There he researched the traditions, legends and songs of the Kyrgyz people. The following year Valikhanov was sent to Kulya in Chinese Turkestan. He learned about the language and traditions of the Uyghurs, Muslim Turks who lived on the edge of the Taklamakan desert.

In June 1858, Valikhanov went on his most famous expedition. This was a secret mission, and a dangerous one. Disguised as a merchant, he travelled with a caravan of 43 men, 101 camels and 65 horses to Kashgar in China. The aim of the expedition was to gather political and economic information about the area. Valikhanov also drew a large number of pictures of people and buildings, and made detailed maps.

Valikhanov wrote many books and articles about the Kazakhs and about his travels in central Asia. Some of these were translated into English. But in 1861, he became seriously ill with tuberculosis. In 1865, at the age of just 29, he died. The Kazakhs lost a brilliant scholar. But his books and drawings still exist and they give us important information about life in Kazakhstan in the 19th century.

ABOUT THE UYGHURS

Many people from Kazakhstan have Uyghur parents, grandparents or greatgrandparents. The Uyghurs came to live in Kazakhstan in the late 19th and 20th centuries. They are the seventh largest ethnic group in Kazakhstan today.

Task

Copy and complete the timeline of Chokan Valikhanov's life.



Life in the past

What do you know about life in Kazakhstan?

Do you think the way you live is traditional or modern? Why?





Task

Read the text and these sentences. For each sentence write *T* (true) or *F* (false). Correct the false sentences.

1 People moved north during the Ice Age.
2 The Bronze Age was before the Ice Age.
3 Archaeologists can learn a lot from the tools and other objects they find.
4 At the time of the Saks, the tribes lived peacefully together.
5 Life for the nomads was comfortable all year round.
6 When the winters were very cold, a lot of animals died.
7 People didn't help each other in the past.
8 In Kazakhstan today, people look after guests and travellers.

Archaeologists think that people lived in Kazakhstan over 200,000 years ago; they have discovered stone tools from that time between the Aral and the Caspian Seas. During the Ice Age, these people probably travelled south in search of warmer weather. Much later, about 15,000 years ago, people lived in Kazakhstan again. Many objects have been found that tell us about their way of life.

Copper objects from the Bronze Age tell archaeologists that the people were skilled craftsmen. Pictures carved into rocks tell us that they lived with animals: bulls, goats, horses, dogs and later, camels.

In the past, many different tribes lived in Kazakhstan. There was often fighting between the tribes. The Sak tribe fought on horseback and lived in yurts. They kept sheep and horses. Traditionally, the eldest son stayed in his father's family group, but the younger sons left to make new family groups. These nomadic tribes moved regularly to find new grass for their animals. In the 1960s, a warrior from the Sak tribe was found under the ground at Issyk. Archaeologists think he lived in the 4th or 3rd century BC. Kazakhs call him the 'Golden Man'.

The word 'Kazakh' in Old Turkic meant 'free, independent', and this is a good description of the nomadic people. But life wasn't always easy for these people. Winter months were difficult, because there wasn't much food for the animals. This difficult time was called *jut*. Every few years there was a terrible *jut* and many animals died.

When life was hard, people helped each other. This was especially important for the nomads, as they moved from place to place. Nowadays hospitality is still very important in Kazakhstan, and a traveller is always welcome. One Kazakh saying is: 'As long as there are Kazakhs on your journey, you may travel for a year without a cent or a grain in your bag.'



ABOUT THE 'GOLDEN MAN'

The Golden Man is one of the symbols of Kazakhstan. There is a statue of the Golden Man on the top of the Independence Monument in Republic Square, Almaty.

Lucky *tumar*? Unlucky 13?

What are *tumars* usually made of? Do you have one?

Why do some very tall buildings have no 13th floor?



Traditional *tumars* are still popular in modern Kazakhstan. *Tumars* are usually triangular in shape. They are usually made of valuable cloth, leather or silver, and they often have some words inside. Many people believe a *tumar* can bring good luck and protect them. Do you believe it? What about the number 13? People all over the world think 13 is an unlucky number. Do you? Here are two newspaper stories to make you think.



Child survives fall from 6th floor

A 4-year-old boy is alive after falling from the sixth floor of an apartment block in Bishek. His mother said the boy had climbed up to the window while she was in the kitchen. The boy opened the window and started waving to people in the street below. Then he slipped and fell to the ground.

A doctor at the hospital said the boy had broken two bones, but he would soon be well again. The man who found the boy said, 'He was holding a *tumar* in his hand. I'm sure the *tumar* protected him.' His mother said her son had been playing with the *tumar* before he fell. Did the *tumar* help to save the child? Nobody knows the answer to that.

Lightning strikes at 13:13 on 13th

A teenage boy was struck by lightning during last week's storms. The date was the 13th and the time was 13:13. The boy, whose name is Sasha, was with friends, celebrating his 13th birthday. The boy luckily suffered only shock and a minor burn. Later, a doctor at the local hospital said the boy had received treatment and would recover completely. The doctor explained that the lightning had probably not hit Sasha directly: 'When lightning hits a person directly, their injuries are usually much worse.'

So is 13 really an unlucky number? We asked a scientist. The scientist told us, 'Lightning does not strike more often on the 13th. So it seems that 13 is not really unlucky. But when it strikes on the 13th, everyone talks about it.'

Task

Read the text and complete the statements.

1 A lot of people think *tumars* ...
2 A little boy fell from a window on ...
3 He only broke ...
4 He was ... when he was found.
5 A 13-year-old boy was hurt by ... at ... on ...
6 The scientist thinks 13 ...

Extra reading

Telemedicine in Kazakhstan

The word telemedicine has two parts, *tele-* and *medicine*. What do you think it means?

Do you know what these words mean?

patient health heart chest
pills screen network connect (verb)



A doctor on the screen

The patient is very worried. He has a problem with his heart. A doctor in Astana is listening to his heart – the doctor is a heart specialist. But the patient and the doctor are not in the same room or even in the same building. The doctor is in a big hospital, and the patient is 200 kilometres away in a telemedicine centre. The patient can see the doctor on a screen and talk to him. The doctor can see and talk to the patient and the health worker who is with the patient.

The health worker is pressing something against the patient's chest. It is a telestethoscope. This instrument allows the doctor to hear the patient's heart 200 kilometres away. The doctor tells the health worker what to do, and he gives the correct pills. The patient will be OK. The telemedicine centre is not far from the patient's home. If there wasn't a telemedicine centre, he would have a long and difficult journey to see a heart specialist.

Task

Read the text, then put parts a–g in the same order as they are in the text.

a The beginning of telemedicine in Kazakhstan
b An example of a patient and a doctor using a telemedicine network
c Two special healthcare problems in Kazakhstan
d How the network is connected
e Kazakhstan's international position with telemedicine
f Telemedicine in Kazakhstan since 2003
g An example of telemedicine technology



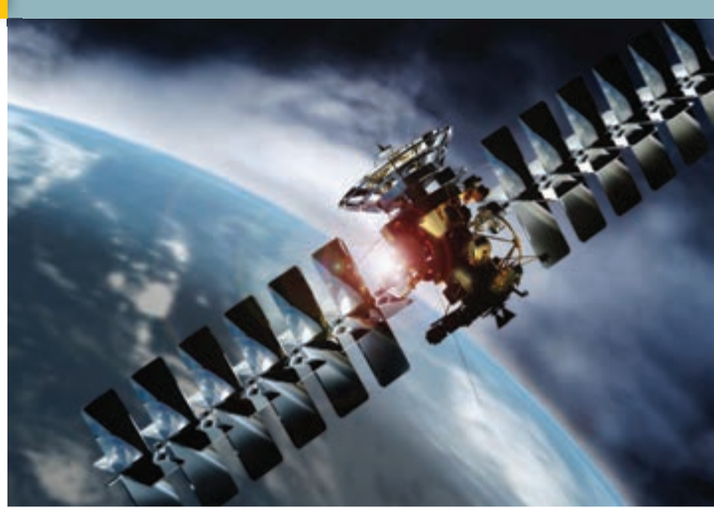
The answer to a problem

Telemedicine is a modern technology that is especially important for Kazakhstan. If Kazakhstan was a smaller country, nobody would be very far from a hospital. But Kazakhstan is the ninth largest country in the world, and about 40% of the people live a long way from cities, hospitals and specialist doctors. Another problem is transport. In winter people can't always travel easily.

Telemedicine helps to answer these problems. The government began setting up a telemedicine network in 2003. By 2011, there were 150 telemedicine centres. They helped more than 10,000 patients each year. There were also mobile centres on three trains which travelled around the country and helped many more people. These centres and mobile trains are connected with the country's central hospitals. They can also get advice from experts in foreign hospitals.

Networks need a way to connect all the users. Kazakhstan's telephone network cannot cover the whole country, so the telemedicine network uses a satellite nearly 36,000 kilometres above the ground.

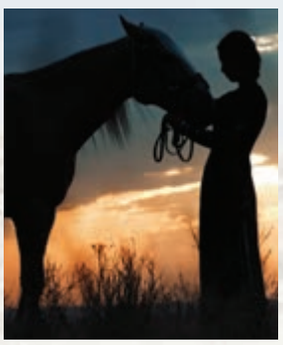
Telemedicine is improving healthcare all over the world. In the use of telemedicine far from cities, Kazakhstan is the leader in Asia.



Extra reading

The legend of Aisha-Bibi

Do you know any traditional Kazakh legends?



Aisha-Bibi lived in the 11th century in the city of Otrar. One day she joined a crowd of people who were watching Karakhan, the governor of Taraz, ride into the city on horseback. She was 16 and she was very beautiful. As Karakhan rode past, he looked down into the crowd and saw Aisha-Bibi. She was looking at him. It was love at first sight.

After that, Karakhan and Aisha-Bibi started to see each other as often as possible. They used to meet secretly. However, one day Karakhan had to go back to Taraz. Before he went he asked Aisha-Bibi's father if he could marry his daughter. Aisha-Bibi's father refused. He wanted his daughter to marry a man who was related to the Sufi prophet, like Aisha-Bibi. Karakhan and Aisha-Bibi were very disappointed, but they promised each other that one day they would be husband and wife.

Karakhan returned to Taraz. Again, Aisha-Bibi asked her father if she could marry Karakhan, and again he refused. Aisha-Bibi was heartbroken. She was so unhappy that her mother decided to help her. She dressed Aisha-Bibi in men's clothes and asked a servant, Babdzha Khatun, to travel with her daughter to Taraz.

On the journey to Taraz something terrible happened: Aisha-Bibi was bitten by a snake. She quickly became very ill. Babdzha Khatun rode to Taraz to find Karakhan, but when they got back, Aisha-Bibi was dead. In the place where she died, Karakhan built a beautiful mausoleum for Aisha-Bibi. He built another mausoleum for her faithful servant, who died many years later.

The mausoleum has been carefully restored and now visitors can see its original beauty. It is in the village of Aisha-Bibi, 20 kilometres west of Taraz.

ABOUT OTRAR

Otrar was a famous city on the Silk Road, the trade route linking Europe in the west and China in the east. It is now an important archaeological site.





Task

Read the text, then read these sentences. For each sentence write *T* (true), *F* (false) or *?* (the text doesn't say). Correct the false sentences.

1 Aisha-Bibi met Karakhan when she visited Taraz.
2 Aisha-Bibi's father was happy that his daughter was in love.
3 Her mother helped her to see Karakhan again.
4 Aisha-Bibi travelled alone to Taraz.
5 She died because a spider bit her.
6 Karakhan built a beautiful building for Aisha-Bibi.
7 Karakhan later married someone else.

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 symbols

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	agree with (v.)	/əˈgriː wɪð /	келісу, келісімге келу	соглашаться, быть согласным с кем-либо
1	arrive at (v.)	/əˈraɪv ət /	келу, жету	прибыть куда-либо
1	atmospheric (adj.)	/ætməsˈferɪk/	ерекше атмосфера	с особой атмосферой
1	become aware (of)	/bɪˈkʌm əˈweər/	түсіну	отдавать себе отчёт в
1	bow (v.)	/baʊ/	иілу	кланяться
1	colourful (adj.)	/ˈkʌləfəl/	көп бояулы	красочный
1	couple (n.)	/ˈkʌpl/	жұп	пара
1	crowded (adj.)	/ˈkraʊdɪd/	лық толған	заполненный людьми
1	dress up for the occasion	/dres ʌp fɔː ðiː əˈkeɪʒən/	сәндену, жасану	наряжаться для особого случая
1	end-of-school party (n.)	/end əv skuːl ˈpɑːti/	бітіру кеші, түлектер кеші	выпускной бал; праздник по случаю окончания школы
1	enormous (adj.)	/ɪˈnɔːməs/	өте үлкен	огромный
1	fear (n.)	/fɪər/	қорқыныш	страх
1	fortune (n.)	/ˈfɔːtʃuːn/	қазына-мүлік	состояние
1	give a present	/gɪv ə ˈprezənt/	сыйлық жасау	дарить подарок
1	Harvest festival (n.)	/hɑːvɪst ˈfestɪvəl/	егін мерекесі	праздник урожая
1	have a good time	/hæv ə gʊd ˈtaɪm/	уақытты жақсы өткізу	хорошо проводить время
1	hire (v.)	/ˌhaɪər/	жалдау	арендовать, нанимать
1	hold a contest	/həʊld ə ˈkɒntest/	жарыс өткізу	проводить конкурс, соревнование
1	impressive (adj.)	/ɪmˈpresɪv/	әсерлі	впечатляющий
1	look forward to (v.)	/lʊk ˈfɔːwəd tuː /	тағатсыздана күту	ждать с нетерпением
1	make special food	/meɪk speʃəl ˈfuːd/	ерекше тағам әзірлеу	готовить особую еду
1	peaceful (adj.)	/ˈpiːsfəl/	тыныш, байсалды	спокойный, мирный
1	pledge (n.)	/pledʒ/	уәде	обещание, обет
1	prepare for (v.)	/prɪˈpeə fɔː /	... дайындалу	готовиться к чему-либо
1	put up decorations	/pʊt ʌp dekəˈreɪʃənz/	безендіру	украшать, развешивать украшения
1	recover from (v.)	/rɪˈkʌvə frɒm /	жазылу, сауығу	выздороветь, отойти от чего-либо
1	scary (adj.)	/ˈskeəri/	қорқынышты, үрейлі	страшный, пугающий
1	set off fireworks	/set ɒf ˈfaɪəwɜːks/	отшашу, фейерверк	запускать фейерверки
1	snap (n.)	/snæp/	сурет	фотография
1	stunning (adj.)	/ˈstʌnɪŋ/	таңғалдыратын; таңырқарлық	ошеломляющий
1	work on (v.)	/ˈwɜːk ɒn/	... жұмыс істеу	работать на ...
2	a bit (quant.)	/ə ˈbɪt/	азырақ, болар-болмас	чуть-чуть
2	accept (v.)	/əkˈsept/	қабылдау	принимать
2	better (adj./adv.)	/ˈbetər/	дұрысырақ, жақсырақ	лучше
2	candle (n.)	/ˈkændəl/	майшам	свеча
2	charger (n.)	/ˈtʃɑːdʒə/	зарядтау құрылғысы	зарядное устройство
2	cheap (adj.)	/ˈtʃiːp/	арзан	дешёвый
2	elaborate (adj.)	/ɪˈlæbərət/	жете, айқын	детально разработанный; продуманный;
2	expensive (adj.)	/ɪkˈspensɪv/	қымбат	дорогой
2	extremely (adv.)	/ɪkˈstriːmli/	төтенше, өте, аса	чрезвычайно
2	fan (n.)	/fæn/	желдеткіш	вентилятор
2	guitar band (n.)	/gɪˈtɑː bænd/	гитарашылар тобы	группа гитаристов
2	heater (n.)	/ˈhiːtə/	жылытқыш	обогреватель
2	kind of (quant.)	/ˈkaɪnd əv/	ұқсас, іспетті	типа, вроде
2	light bulb (n.)	/ˈlaɪt bʌlb/	электр шамы	лампочка

2	matches (n.)	/mætʃiz/	сіріңке	спички
2	motor industry (n.)	/ˈməʊtər ɪndəstri/	автомобиль өнеркәсібі	автомобильная промышленность
2	much too (quant.)	/ˈmʌtʃ tuː/	аса, орасан, өте, тым	слишком
2	plug (n.)	/plʌg/	айыртығын	вилка (электрическая)
2	quite (quant.)	/kwaɪt/	әбден	вполне
2	remote control (n.)	/rɪməʊt kənˈtrəʊl/	қашықтан басқару пульті	пульт дистанционного управления
2	ridiculously (adv.)	/rɪˈdɪkjələsli/	күлкілі	смешно, до смешного
2	safe (adj.)	/ˈseɪf/	қауіпсіз	безопасный
2	shock (v.)	/ʃɒk/	таңғалдыру	поражать, потрясать, шокировать
2	street corners (n.)	/ˈstriːt kɔːnəz/	көше бұрыштары	углы улиц
2	style changes (n.)	/ˈstaɪl tʃeɪndʒɪz/	стильдегі өзгертер	изменения стиля
2	stylish (adj.)	/ˈstaɪlɪʃ/	стильді	стильный
2	switch (n.)	/swɪtʃ/	сөндіргіш	выключатель
2	tap (n.)	/tæp/	шүмек	кран
2	taxi fare (n.)	/ˈtæksi feə/	такси ақысын төлеу	плата за такси
2	telephone box (n.)	/ˈtelɪfəʊn bɒks/	телефон кабинасы	телефонная будка
2	totally (quant.)	/ˈtəʊtəli/	толығымен, түгелімен, тұтасымен	полностью
2	unkind (adj.)	/ʌnˈkaɪnd/	мейірімсіз	недобрый, злой
2	unusual (adj.)	/ʌnˈjuːʒuəl/	ерекше, өзгеше	необычный
2	wrong (adj.)	/ˈrɒŋ/	қате, дұрыс емес	ошибочный, неправильный
3	16-year-old (adj.)	/ˌsɪkˈstiːn jɪər əʊld/	16 жасар	16-летний
3	action-packed (adj.)	/ˈækʃən pækt/	шытырман оқиғалы	остросюжетный
3	ballet (n.)	/bælˈeɪ/	балет	балет
3	catch up (v.)	/ˈkætʃ ˈʌp/	өткеннің есесін толтыру	наверстать упущенное, узнать чьи-либо новости
3	chat (v.)	/tʃæt/	әңгімелесу	болтать, беседовать
3	chat show (n.)	/ˈtʃæt ʃəʊ/	ток-шоу	ток-шоу, разговорное шоу
3	computer-generated (adj.)	/kəmˌpjuːtə ˈdʒenəreɪtɪd/	компьютерлік	компьютерный, создаваемый компьютером;
3	copyright (n.)	/ˈkɒpiraɪt/	авторлық құқық	авторское право
3	documentary (n.)	/ˌdɒkjəˈmentri/	деректі фильм	документальный фильм
3	emailing (n.)	/ˈiːmeɪlɪŋ/	электрондық поштамен хат алысу	переписка по электронной почте
3	employee (n.)	/ɪmˈplɔɪiː/	жұмысшы, қызметкер	служащий, работник
3	fair (adj.)	/feə/	ақшыл шаш	светлые
3	good-looking (adj.)	/gʊd ˈlʊkɪŋ/	әдемі, сүйкімді, тартымды	миловидный; привлекательный
3	keep in touch	/kiːp ɪn ˈtʌtʃ/	қарым-қатынасты сақтау	поддерживать контакт
3	lose (v.)	/luːz/	жеңілу	проиграть
3	lose touch	/luːz ˈtʌtʃ/	қарым-қатынасты үзу	потерять контакт/связь
3	making a Skype video call	/meɪkɪŋ ə skaɪp ˈvɪdiəʊ kɔːl/	Skype арқылы бейнеқоңырау жасау	видеозвонки по скайпу
3	middle-aged (adj.)	/ˌmɪdlˈeɪdʒd/	орта жастағы	среднего возраста
3	network (n.)	/ˈnetwɜːk/	желі	сеть
3	record (n.)	/ˈrekɔːd/	таспадағы жазба	запись
3	slow-moving (adj.)	/sləʊ ˈmuːvɪŋ/	аз, баяу қозғалатын	малоподвижный, медленно движущийся
3	soap opera (n.)	/ˈsəʊp ˌɒprə/	хикая, сериал	"мыльная опера", сериал

3	texting (n.)	/ˈtekstɪŋ/	СМС арқылы қатынасу	СМС-переписка
3	track down (v.)	/træk ˈdaʊn/	іздеп табу	отыскать
3	Tweeting with Twitter (n.)	/twiːtɪŋ wɪð ˈtwɪtə/	твиттер арқылы қатынасу	переписка по твиттеру
3	well-known (adj.)	/ˌwel nəʊn/	әйгілі	известный
3	world-famous (adj.)	/ˈwɜːld ˌfeɪməs	бүкіл әлемге әйгілі	всемирно известный
4	active (adj.)	/ˈæktɪv/	белсенді	активный
4	athletic (adj.)	/æθˈletɪk/	атлетикалық	атлетический
4	beat (v.)	/biːt/	жеңу	победить
4	challenge (n./v.)	/ˈtʃæləndʒ/	қиын, бірақ қызықты міндет	вызов; трудное, но интересное задание
4	challenging (adj.)	/ˈtʃæləndʒɪŋ/	қиын, бірақ қызықты	трудный, но интересный
4	coach (n.)	/kəʊtʃ/	жаттықтырушы	тренер
4	compete (v.)	/kəmˈpiːt/	жарысу	соревноваться
4	competitive (adj.)	/kəmˈpetɪtɪv/	бәсекелесуге қабілетті	конкурентоспособный
4	confident (adj.)	/ˈkɒnfɪdənt/	сенімді	уверенный
4	determination (n.)	/dɪtɜːmɪˈneɪʃən/	табандылық	решительность
4	determined (adj.)	/dɪˈtɜːmɪnd/	табанды	решительный
4	easy-going (adj.)	/iːziˈgəʊɪŋ/	аққөңіл, бейқам	с лёгким характером, добродушный, беззаботный
4	enjoyable (adj.)	/ɪnˈdʒɔɪəbl/	ұнамды	доставляющий удовольствие
4	excited (about) (adj.)	/ɪkˈsaɪtɪd əbaʊt/	бір нәрсеге қуана толғанған	радостно взволнованный чем-либо
4	exciting (adj.)	/ɪkˈsaɪtɪŋ/	толқытатын	волнующий
4	find out (v.)	/faɪnd aʊt/	білу	узнать, обнаружить
4	flexibility (n.)	/fleksəˈbɪlɪti/	икемділік	гибкость
4	flexible (adj.)	/ˈfleksəbəl/	икемді	гибкий
4	happiness (n.)	/ˈhæpinəs/	бақыт	счастье
4	happy with (adj.)	/ˈhæpi wɪð/	бір нәрсеге шаттану	довольный чем-либо, радующийся чем-либо
4	hard-working (adj.)	/hɑːdˈwɜːkɪŋ/	еңбексүйгіш, орнықты	работящий, усидчивый
4	keen on (v.)	/ˈkiːn ɒn/	бір нәрсеге әуестенген	страстно увлеченный чем-либо
4	motivated (adj.)	/ˈməʊtɪveɪtɪd/	ынталы, мақсатшыл	мотивированный, целеустремлённый
4	passion (n.)	/ˈpæʃən/	бір нәрсеге құштарлық	страсть, любовь к чему-либо
4	passionate (adj.)	/ˈpæʃənət/	бір нәрсеге құштар болу	страстно увлечённый чем-либо
4	passionate (about) (adj.)	/ˈpæʃənət əbaʊt/	бір нәрсеге әуестенген	страстно увлечённый чем-либо
4	pick up (v.)	/pɪk ʌp/	1. жеткізіп салу; 2. теріп алу	1. подвозить; 2. забрать
4	point (v.)	/pɔɪnt/	ұпай	очко; балл
4	proud (of) (adj.)	/ˈpraʊd əv/	бір нәрсені мақтан тұтқан	гордый, гордящийся чем-либо
4	strict (adj.)	/strɪkt/	қатал	строгий
4	success (n.)	/səkˈses/	сәттілік	успех
4	successful (adj.)	/səkˈsesfəl/	сәтті	успешный
4	supporter (n.)	/səˈpɔːtə/	жанкүйер, қолдаушы	сторонник, болельщик
4	tournament (n.)	/ˈtʊənəmənt/	турнир	турнир
4	train (v.)	/treɪn/	пойыз	поезд
4	try out (v.)	/traɪ aʊt/	тексеру	проверять, испытывать
4	work out (v.)	/wɜːk aʊt/	ойластыру	продумать
4	write out (v.)	/raɪt aʊt/	жазып алу	выписывать
5	action (n.)	/ˈækʃən/	әрекет	действие; экшн
5	afraid (of) (adj.)	/əˈfreɪd əv/	қорқу	бояться чего-либо

5	incredible (adj.)	/ɪnˈkredəbəl/	ғажап	невероятный
5	main character (n.)	/meɪn ˈkærɪktə/	бас кейіпкер	главный герой, главный персонаж
5	mystery (n.)	/ˈmɪstəri/	құпия, жұмбақ	загадка, тайна
5	permanent (adj.)	/ˈpɜːmənənt/	тұрақты	постоянный
5	plot (n.)	/plɒt/	сюжет	сюжет
5	suspense (n.)	/səˈspens/	белгісіздік себебінен қобалжу	неопределенность, беспокойство
5	villain (n.)	/ˈvɪlən/	зұлым, қаскүнем	злодей
6	according to (prep.)	/əˈkɔːdɪŋ tuː/	(бір нәрсеге, пікірге) сәйкес	согласно (чему-либо, чьему-либо мнению и т.п.)
6	as a result of (prep.)	/æz ə rɪˈzʌlt əv/	... нәтижесінде	в результате чего-либо
6	canyon (n.)	/ˈkænjən/	шатқал	каньон
6	cave (n.)	/keɪv/	үңгір	пещера
6	cliff (n.)	/klɪf/	құз	скала
6	coast (n.)	/kəʊst/	жағалау	побережье
6	earth (n.)	/ɜːθ/	жер	земля
6	flow (v)	/fləʊ/	ағу	протекать
6	glacier (n.)	/ˈgleɪʃər/	мұздық	ледник
6	horseback (n.)	/ˈhɔːsbæk/	ат үстінде	верхом
6	in danger (adj.)	/ɪn ˈdeɪndʒə/	қауіп төніп тұрған	в опасности
6	in fact (adv.)	/ɪn ˈfækt/	шынында	на самом деле, фактически
6	in order to (conj.)	/ɪn ˈɔːdə tuː/	... үшін	для того, чтобы
6	ladder (n.)	/ˈlædər/	баспалдақ	лестница
6	peak (n.)	/piːk/	шың	пик
6	rather than (conj.)	/ˈrɑːðə ðæn/	... қарағанда ...	скорее… , чем…
	request	/rɪˈkwest/	сұраныс	запрос
6	rock (n.)	/rɒk/	жартас	утес
6	rocky (adj.)	/ˈrɒki/	жартасты, құзды	скалистый
6	so that (conj.)	/ˈsəʊ ðæt/	...үшін	для того, чтобы; так что
6	steep (adj.)	/stiːp/	тік жар	обрыв
6	stream (n.)	/striːm/	бұлақ, ағыс, ағын	ручей, струя, течение
6	then again (conj.)	/ðen əˈgen/	екінші жағынан, бір себептен	с другой стороны; но в то же время
6	waterfall (n.)	/ˈwɔːtəfɔːl/	сарқырама	водопад
6	announcement (n.)	/əˈnaʊnsmənt/	жарнама	объявление
7	arrive at your destination	/əˌraɪv ət jɔː destɪˈneɪʃən/	көздеген жерге жету	прибывать в место назначения
7	come into existence	/kʌm ɪntuː ɪgˈzɪstəns/	пайда болу	появиться
7	date back to (v.)	/deɪt ˈbæk tuː/	бастау алу	восходить к (какой-либо дате или периоду)
7	disappointed (by) (adj.)	/dɪsəˈpɔɪntɪd baɪ/	бір нәрседен көңілі қалған	разочарованный чем-либо
7	exhausting (adj.)	/ɪgˈzɔːstɪŋ/	шаршататын	утомительный
7	fascinated (by) (adj.)	/ˈfæsɪneɪtɪd baɪ/	бір нәрсеге таңданған, қызыққан	очарованный чем-либо, увлеченный чем-либо
7	filled (adj.)	/fɪld/	...толы	заполненный ...
7	go ahead (v.)	/gəʊ əˈhed/	жалғастыру	взять и сделать что-либо; продолжать делать что-либо
7	go backpacking	/gəʊ ˈbækpækɪŋ/	туристік сапарға шығу	ходить в турпоход
7	gradually (adv.)	/ˈgrædʒuəli/	бірте бірте	постепенно

7	hire a car	/ˌhaɪər ə ˈkɑː/	көлік жалдау	взять напрокат автомобиль
7	interested (in) (adj.)	/ˈɪntrəstɪd ɪn/	бір нәрсеге	интересующийся чем-либо, заинтересованный чем-либо
7	relaxed (adj.)	/rɪˈlækst/	жайбарақат; сабырлы	раскованный; спокойный
7	relaxing (adj.)	/rɪˈlæksɪŋ/	жайландыратын	расслабляющий, успокаивающий
7	reserve a seat	/rɪˌzɜːv ə ˈsiːt/	орын алу	занять место
7	run out of (v.)	/rʌn ˈaʊt əv/	аяқталу	закончиться, иссякнуть
7	rush hour (n.)	/ˈrʌʃ aʊə/	қарбалас сәт	час пик
7	see the point	/siː ðə ˈpɔɪnt/	мән-мағынасын білу	видеть смысл в чем-либо
7	see the sights	/ˌsiː ðə ˈsaɪts/	көрікті жерлерді аралау	осматривать достопримечательности
7	shock (v.)	/ʃɒk/	таңғалдыру	поражать, потрясать, шокировать
7	shocked (adj.)	/ʃɒkt/	қатты таңданған	потрясенный
7	shocking (adj.)	/ˈʃɒkɪŋ/	таңдандыратын	шокирующий, поражающий
7	shortcut (n.)	/ˈʃɔːtkʌt/	қысқа жол	короткий путь
7	surprised (adj.)	/səˈpraɪzd/	таңданған	удивленный
7	surprising (adj.)	/səˈpraɪzɪŋ/	таңдандыратын	удивительный
7	take a cab	/ˌteɪk ə ˈkæb/	таксимен жол жүру	ездить на такси
7	take care (v.)	/teɪk ˈkeə/	қамын ойлау	заботиться о том, чтобы…
7	travel by rail	/ˌtrævəl baɪ ˈreɪl/	теміржол көлігімен жол жүру	ездить железнодорожным транспортом
7	vehicle (n.)	/ˈviːɪkl/	көлік	транспортное средство
7	walk by (v.)	/ˈwɔːk baɪ/	өтіп кету	проходить мимо
7	worried (adj.)	/ˈwʌrid/	мазасызданған	обеспокоенный
7	worrying (adj.)	/ˈwʌriɪŋ/	уайымдататын	вызывающий беспокойство
8	bake (v.)	/beɪk/	пісіру	печь
8	bland (adj.)	/blænd/	тұщы	пресный
8	boil (v.)	/bɔɪl/	қайнату, пісіру	варить, кипятить
8	by five o'clock	/ baɪ faɪv əˈklɒk/	сағат беске таман	к пяти часам
8	chop (v.)	/tʃɒp/	кесу, турау	рубить, крошить, (на)резать
8	crunchy (adj.)	/ˈkrʌnʃi/	қытырлақ	хрустящий
8	delicious (adj.)	/dɪˈlɪʃəs/	өте дәмді	очень вкусный
8	depends on (v.)	/dɪˈpendz ɒn/	бір нәрсеге байланысты	зависит от...
8	disgusting (adj.)	/dɪsˈgʌstɪŋ/	жиіркенішті	отвратительный
8	fry (v.)	/fraɪ/	қуыру	жарить
8	garlic (n.)	/ˈgɑːlɪk/	сарымсақ	чеснок
8	grate (v.)	/greɪt/	үккіштен өткізу	тереть (на тёрке)
8	grill (v.)	/grɪl/	қақтап пісіру	готовить на гриле
8	in different ways (adv.)	/ɪn dɪfərənt ˈweɪz/	әртүрлі жолдармен	по-разному, разными способами
8	in ten minutes	/ɪn ten ˈmɪnɪts/	он минут ішінде	за десять минут
8	in your country	/ɪn ˈjɔː kʌntri/	сенің еліңде	в твоей стране
8	influenced (by) (adj.)	/ˈɪnfluəntst baɪ/	бір нәрсенің ықпалымен	под влиянием чего-либо
8	mix (v.)	/mɪks/	араластыру	смешивать
8	on fire	/ɒn ˈfaɪə/	өртеніп жатқан	в огне, горит

8	on the go	/ɒn ðə ˈgəʊ/	жүгіріп жүріп, жүріп жүріп	в движении, на бегу, на ходу
8	on the menu	/ɒn ðə ˈmenjuː/	ас мәзірінде	в меню
8	on the streets	/ɒn ðə ˈstriːts/	көшелерде	на улицах
8	pasta (n.)	/ˈpæstə/	макарон тағамы	макароны, паста
8	roast (v.)	/rəʊst/	отқа қақтап пісіру, қуыру	жарить, запекать
8	salty (adj.)	/ˈsɒlti/	тұзды	солёный
8	sauce (n.)	/sɔːs/	тұздық	соус
8	savoury (adj.)	/ˈseɪvəri/	ащы, татымды	пикантный, острый
8	slice (v.)	/slaɪs/	тілімдеп кесу	нарезать ломтиками
8	slimy (adj.)	/ˈslaɪmi/	шырышты, жабысқақ	скользкий, слизистый, вязкий
8	spicy (adj.)	/ˈspaɪsi/	ащы	острый
8	spread (v.)	/spred/	жағу, жаю	намазать, распределить
8	steak (n.)	/steɪk/	бифштекс	бифштекс
8	surrounded (by) (adj.)	/səˈraʊndɪd baɪ/	қоршалған	окружённый чем-либо
8	sweet (adj.)	/swiːt/	тәтті	сладкий
9	application form (n.)	/æplɪˈkeɪʃən fɔːm/	өтінім (тапсырыс) бланкісі	бланк заявления, заявка
9	become a millionaire	/bɪkʌm ə mɪljəˈneə/	миллионер болу	стать миллионером
9	break records	/breɪk ˈrekɔːdz/	бұрынғы рекордты жаңарту	бить рекорды
9	career path (n.)	/kəˈrɪə pɑːθ/	мансап	карьерный путь
9	develop a project	/dɪveləp ə ˈprɒdʒekt/	жоба құрастыру	разрабатывать проект
9	do voluntary work	/duːˈvɒləntəri wɜːk/	ерiктiлiкпен айналысу	заниматься волонтёрством
9	elaborate (adj.)	/ɪˈlæbərət/	жете, айқын	детально разработанный; продуманный;
9	entrance exam (n.)	/ˈentrəns ɪgzæm/	қабылдау емтиханы	вступительный экзамен
9	make a fortune	/meɪk ə ˈfɔːtʃuːn/	мол қазына-мүлік жинау	сколотить состояние
9	part-time course (n.)	/ˈpɑːt taɪm kɔːs/	қысқартылған бағдарлама бойынша оқыту (мысалы, кешкі сыныптар)	обучение по сокращенной программе (например, вечерние курсы)
9	prediction (n.)	/prɪˈdɪkʃən/	болжам	прогнозирование
9	setting (n.)	/ˈsetɪŋ/	көрініс уақыты мен орны	время и место действия
9	start a business	/stɑːt ə ˈbɪznɪs/	өз кәсіпорнын ашу	открыть дело, начать бизнес
9	support the community	/səpɔːt ðə kəˈmjuːnəti/	қоғамды қолдау	поддерживать (со)общество
9	take advice	/teɪk ədˈvaɪs/	кеңес алу	принимать чьи-либо советы, получать консультацию у кого-либо
9	take exams	/teɪk ən ɪgˈzæm/	емтихан тапсыру	сдавать экзамены
9	take place (v.)	/teɪk ˈpleɪs/	орын алу	происходить, случаться
9	take pleasure in (v.)	/teɪk ˈpleʒər ɪn /	ләззат алу; рақаттану	получать удовольствие от чего-либо
9	take seriously (v.)	/teɪk ˈsɪəriəsli/	мәселеге терең қарау	относиться серьёзно
9	take time	/teɪk ˈtaɪm/	1) асықпау 2) уақыт алу	1) не торопиться;) занимать время
9	take to (v.)	/ˈteɪk tuː /	бір нәрсеге әдеттену	полюбить что-либо; завести привычку делать что-либо

9	take up (v.)	/teɪk ˈʌp /	әуес іспен айналысу	заняться чем-либо (в качестве хобби)
9	training course (n.)	/ˈtreɪnɪŋ kɔːs/	оқу курсы	учебный курс, курс обучения или (пере) подготовки
9	university course (n.)	/juːnɪˈvɜːsəti kɔːs/	университет курсы	университетский курс, обучение в университете
9	university degree (n.)	/juːnɪvɜːsəti dɪˈgriː/	университеттік дәрежесі	университетская степень
9	university exam (n.)	/juːnɪvɜːsəti ɪgˈzæm/	университет емтиханы	экзамен в университете
9	university fees (n.)	/juːnɪvɜːsəti ˈfiːz/	университеттегі оқу ақысы	плата за обучение в университете
9	win awards	/wɪn əˈwɔːdz/	марапаттарға ие болу	завоёвывать награды
9	work experience (n.)	/ˈwɜːk ɪkspɪəriəns/	жұмыс тәжірибесі	опыт работы

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