THiNK
for Kazakhstan

ENGLISH STUDENT'S BOOK

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Grade 9

High B1

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PRONUNCIATION	THINK	SKILLS
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WELCOME

Present perfect tenses

1 Read the article. Who is Chris Columbus?

2 Read the article again and mark the sentences T (true), F (false) or DS (doesn't say).

1 Chris Columbus's films are popular with 13–18-year-olds. ☐
2 Columbus started making films when he was 30. ☐
3 His films aren't popular with older people. ☐
4 Lots of people in Hollywood want Columbus to make films. ☐
5 He's never won an Oscar. ☐

3 Complete the sentences. Use the present perfect simple or continuous form of the verbs and circle the correct words.

1 They _____ (play) *for* / *since* 87 minutes and neither side has scored yet.
2 I *yet* / *still* _____ (not watch) the final, so please don't tell me which singer won.
3 _____ you _____ (see) last night's show *still* / *yet*? Brad Pitt and Lady Gaga were guests.
4 The children _____ (sit) in front of the TV watching *SpongeBob for* / *since* they got up.
5 It's the funniest programme on TV. I _____ (not miss) an episode *still* / *yet*.
6 Aset _____ (say) the same thing *for* / *since* weeks now. No one believes him.

Past perfect simple

1 Read the example sentence and answer the question. Then complete the rule.

*Aliya **had** just **finished** her homework when Madina **phoned**.*

1 Which of the two actions came first: Aliya finishing her homework or Madina phoning?

2 Complete the sentences. Use the past perfect form of the verbs.

1 When I tried to phone them, nobody answered. They _____ all _____ (go) swimming.
2 He _____ (change) so much that I almost didn't know who he was when I saw him last night.
3 She couldn't phone me because she _____ (lose) her mobile.

Behind the camera

Chris Columbus



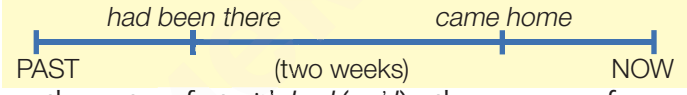
A 12-year-old who gets left behind when his family go on holiday, a teenage magician fighting to save his world and the troubled son of a Greek god living in modern-day America: these are just three of the characters brought to life on the big screen by director Chris Columbus. With films such as *Home Alone, Harry Potter and the Chamber of Secrets* and *Percy Jackson and the Sea of Monsters*, Columbus has certainly shown that he knows how to get teenagers into the cinema.

Columbus has been making films for more than 30 years and has become one of the most successful film directors of all time. Since he directed his first film, *Adventures in Babysitting*, in 1987, Columbus has been involved in some of the biggest films as both a director and a producer.

RULE: We often use the past perfect to talk about one event that happened before another event in the past.

*Abai **came** home from summer camp yesterday.*
*He **had been** there for two weeks.*

(Abai was at summer camp for two weeks before he came home.)



Form the past perfect with *had* (or *'d*) + the _____ of the verb.

4 Somebody _____ (steal) John's car, so he was very angry.
5 Claire had no idea I was coming to see her. Her mum _____ (forget) to tell her.
6 You arrived too late. They _____ already (leave).
7 Her mother _____ (not give) her any money, so she couldn't buy the tickets.
8 _____ they already _____ (return) from their holiday when you got to their house?

Comparisons

1 Read the blog entry. Mark the sentences T (true) or F (false).

1 The writer likes awards ceremonies.
2 *Gravity* won Best Film at the 2014 Oscars.
3 The writer thinks the visual effects in *Gravity* are the best he's ever seen.
4 Dave thinks the writer is very intelligent.

Why all these awards?

I'm really tired of awards ceremonies and prizes. Why do we have to compare things? Everywhere you look, there's something going on about who or what is 'the best' or 'the most comfortable' or 'the biggest', and so on. And sometimes the prize winners aren't the best anyway!

Here's an example: the Oscars in 2014. I saw the film *Gravity* and it was the most exciting film I'd ever seen. But did it win the Oscar for Best Film? No! They gave the award to *Twelve Years A Slave*! Can you believe it? It wasn't as good as *Gravity* at all.

OK, *Gravity* was the most successful film at the Oscars – it got seven awards – but I don't think that's enough. Sandra Bullock was fantastic as Dr Ryan. I think she's much better than Cate Blanchett, who won Best Actress. But the good thing is that *Gravity* won Best Visual Effects – I've never seen anything as fantastic. And was the music good? It was great! No other film had music as brilliant as that.

I said all these things to my friend Dave the day after the Oscars. I told him I thought the judges were the craziest people in the world. Dave asked me how many films I'd seen in 2013. I said, 'One – *Gravity*.' Dave says he doesn't know anyone as stupid as me.



2 SPEAKING **Work in pairs. Discuss these questions.**

1 What other awards ceremonies do you know of?
2 Do you like awards ceremonies? Why (not)?
3 Do you think it's fair to compare different movies, actors, music, etc. and choose one as the best?

3 Complete the sentences with the correct form of the adjectives and adverbs. Add any other necessary words.

1 The weather tomorrow won't be _____ (cold) as today.
2 This is the _____ (good) pizza I've ever eaten.
3 Do you think this is _____ (difficult) than the other test?
4 This book's OK, but it isn't the _____ (interesting) one I've ever read.
5 She learns things _____ (easy) than I do.
6 I'm not very good at tennis, but I'm _____ (bad) as Janice!
7 Hurry up! Can't you walk _____ (quick) than that?
8 Do you speak as _____ (loud) your sister?

4 SPEAKING **Work in pairs or small groups. Discuss these statements. Do you agree or disagree with them? Why?**

1 The best things in life are free.
2 If something is more expensive, it's always better.
3 It's more important to work hard than to play hard.
4 Exercise isn't as important as good sleep.

5 Choose two things or people from one of these categories. Write a paragraph comparing them.

sports that you like | actors that you like | towns or cities that you know
chool subjects | books that you have read

Extreme adjectives and modifiers

1 Look at these phrases. What do the adjectives in bold mean?

1 one of the world's most **thrilling** magicians
2 a **huge** crowd of amazed spectators
3 stepped onto the **freezing** water
4 newspapers were full of the **fascinating** story

LOOK! We use:
- *very* with gradable adjectives.
- *absolutely* with extreme adjectives.
- *really* with gradable and extreme adjectives.

2 Match the gradable adjectives 1–5 with the extreme adjectives a–e.

1	good	a	hilarious
2	funny	b	delighted
3	happy	c	huge / enormous
4	big	d	tiny / minute
5	small	e	great / fantastic / wonderful / brilliant / amazing

3 Look at these examples of adjectives with the modifiers *very*, *really* and *absolutely*. Which combinations are correct and which are incorrect? Mark them ✓ or ✗.

1 really good ☐
2 really amazing ☐
3 very funny ☐
4 very hilarious ☐
5 absolutely small ☐
6 absolutely tiny ☐

4 Complete the text with adjectives from Exercise 2. Sometimes more than one answer is possible, but don't use each adjective more than once.

Last night we went to a magic show. It was very good – in fact, it was absolutely [1]_____. The magician was really [2]_____ – we couldn't stop laughing. In one trick, he had two hats: a really small one and an [3]_____ one. But from the big hat he pulled out an absolutely [4]_____ rabbit and from the small hat he pulled out a huge one. It was great fun and I left feeling really [5]_____.



Giving advice

1 Complete the sentences with *better*, *should* or *ought*.

1 It's late – you'd _____ go.
2 If you aren't well, you _____ to see a doctor.
3 Jane's in hospital. We _____ go and visit her.
4 The doctor is very busy, so you _____ make an appointment. Don't just turn up.
5 Your knee hurts? Well, you'd _____ not play football today, then.
6 If you want to get better, you _____ to rest as much as possible.

2 Match the problems 1–3 with the pieces of advice a–c. Then write one more piece of advice for each problem. Use *had better*, *should* and *ought to*.

1 My hand really hurts. ☐
2 I think I'm going to be late for school. ☐
3 I can't do this homework. ☐

a You'd better hurry.
b Perhaps you should phone a friend.
c You ought to see a doctor.

3 SPEAKING Work in pairs. Write mini-dialogues including the problems and advice in Exercise 2. Add two or three lines to each. Then act them out.

We asked readers to tell us about a time when they tried to help someone. Here's one from Graham Smith.



I used to work in IT for a big company, but I was fired because I got angry with a manager. Here's what happened.

I answered the phone one day and said, 'Hi. Can I help you?' A voice said, 'Hi. I'm a manager in the Sales Department and I've got an IT problem. I need your help.' 'What's the problem?' I asked, and he told me his computer screen had suddenly gone black.

[1]_____ , I couldn't think why it had happened. I asked him to check that the screen was still connected. He said it was. [2] _____ I asked him if he'd pressed any buttons by mistake. He said, 'No, the computer was installing a program when, suddenly, it went "pooff".'

[3]_____ a few seconds, I said, 'OK, please check that your computer is still plugged in at the wall. Sometimes it gets disconnected accidentally.' The manager asked me to wait a bit. Then he came back and said, 'I can't see behind my desk where the plug is. It's very dark.' So I told him to switch the light on. Do you know what he said? 'Oh, I can't put the light on because the electricity went off five minutes ago.'

I tried to keep quiet. [4]_____ , I had to say something. I warned him never to phone me again, ever. He complained to my boss and I was fired. How fair is that, do you think?

Reported speech

1 Read the story and answer the questions.

1 What had happened to the caller's computer screen?
2 What three things did Graham ask the caller to do?
3 Why couldn't the caller switch on the lights?
4 What did Graham finally say to the caller?
5 What happened to Graham in the end?

2 Rewrite the sentences in reported speech.

0 'I need your help.'
He said that _____ *he needed my help.* _____

1 'What's the problem?'
I asked him _____

2 'I can't see here because it's very dark.'
He said that _____

3 'Please check that your computer is still plugged in.'
I asked him to _____

4 'I can't put the light on because the electricity went off five minutes ago.'
He said that _____

Sequencing words

Match these words with spaces 1–4 in the story.

a After ☐ b Then ☐ c Finally ☐ d At first ☐

Indefinite pronouns

1 SB2 Complete the conversation with suitable indefinite pronouns (*everyone*, *somewhere*, *nothing*, etc.). Then listen and check.

TOM Have you got [1]_____ ready for the party?
JADE No, [2]_____ is ready. We haven't found [3]_____ to have it, for a start. We've looked [4]_____ .
TOM Have you invited [5]_____ yet?
JADE Yes, we've invited 50 people and [6]_____ is coming!
TOM So you've got 50 people coming, but [7]_____ for them to come to?
JADE That's right.
TOM Well, we've got to do [8]_____ . How about using my house?
JADE What about your parents?
TOM They won't mind. They're going [9]_____ for the weekend. I'll make sure [10] _____ is clean and tidy when they get home.

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1 HOBBIES AND QUALITIES

OBJECTIVES

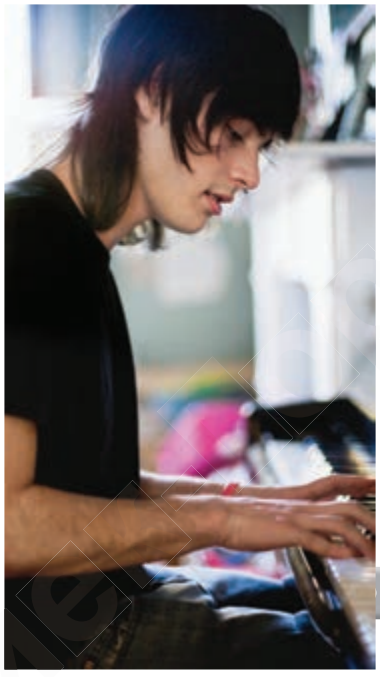
FUNCTIONS: encouraging someone

GRAMMAR: ways of referring to the future (review); future continuous; future perfect; past perfect continuous; past perfect simple vs. past perfect continuous

VOCABULARY: phrases to talk about the future; phrasal verbs









READING

1 SPEAKING **Look at the photos. With a partner, name the hobbies. What others can you think of?**

2 **Make a list of five hobbies you would like to try or get better at. Think of reasons why.**

3 SPEAKING **Compare your lists in pairs.**

I'd like to get better at cooking because I'm going to live on my own soon.

4 **Read through the blog quickly and answer the questions.**

1 Why is the blogger writing this post?
2 Does Jim's story have a happy ending?
3 Is Jim an optimist or a pessimist?

Me, Myself & My view of the World

View #17: It's all about the positivity

Today's view is all about attitude. So many of my friends are often pessimistic. They always think, 'There's a dark cloud up there. It's going to rain soon!' Well, I think we all need to focus more on solutions and less on the problem.

I read a story recently that I want to share with you, and if you're a pessimist, maybe it'll change your attitude a bit too. It's about this kid, Jim. He was a born optimist and a real problem-solver. He was also a very talented 15-year-old student.

Jim could paint, draw, play music – you name it. His biggest passion was photography. He knew all about famous photographers, spent hours looking at photography books, and helped start his school photography club. All he needed was a good camera. He couldn't afford one, of course. 'I'll get a summer job,' he decided. 'As soon as I save up enough, I'll get a digital camera.'

After working at a café all summer, Jim counted his savings. 'Still short, but that's OK,' he thought. 'I'll get a weekend job and I'll have the rest in three months from now.' And so he did. He worked at a supermarket and three months later, Jim announced to his friends: 'I'm picking up my new camera tomorrow. Who wants to come for a photo shoot at the park?'

Wherever Jim went, he carried his camera with him. He took great photos and learned how to use computer software. His Art teacher encouraged him to take part in a national photo contest. 'I'm sure you'll win a prize,' she told him. Jim decided to take a chance. 'Whatever happens, I'm going to choose to enjoy the experience and learn from it,' he said.

Then one day, something terrible happened. Jim was cycling home, when he nearly ran over a cat. He lost control and fell off his bike. Fortunately, Jim was fine, but his camera was damaged. 'The deadline for the contest is in a week. Can you fix it?' he asked the technician. 'I'm afraid it's going to be expensive, Jim, and I can't guarantee it'll work properly.' Jim was desperate. 'All this effort ... for nothing,' he thought. But his optimistic side didn't allow him to give up. With his smartphone, Jim took the photo that won him 3rd prize. The prize was £300 – the exact amount it cost Jim to get his camera fixed.

So listen up, dear readers. Let's try and think positively more often. Actually, I'm on the point of doing this right now. I'm about to play the piano in a concert. I hate playing in public, but I'll choose to learn from the experience. I'll keep an open mind and I won't worry about giving a perfect performance. Anyway, I'd better go. My bus leaves in five minutes. Oh, and I'm off to Spain on Tuesday for a family holiday so I guess I'll post my next update two weeks from now.

5 **Read the blog again. Mark the statements T (true) or F (false). Then work with a partner and correct the false statements.**

1 The blogger is concerned with her own attitudes and those of her friends.
2 By the end of the story, Jim's attitude to life changes because of an accident.
3 Jim had to work longer than planned to get the camera he wanted.
4 Through his passion for photography, Jim learned other skills.
5 Jim got his camera fixed in time for the contest.
6 The blogger still feels negative about her piano performance.

6 SPEAKING **Work in pairs. Discuss the questions.**

1 Did you like the story the blogger used? Do you agree that Jim's positive attitude helped him win a prize?
2 Do you think a story like this could change people's attitudes? Say why (not).

TRAIN TO THiNK

Learning to see things from a different perspective

How we see a situation influences how we feel about ***it and*** *how we behave in it. Learning to look at things from a more optimistic perspective can have a positive influence on the outcome of a situation.*

1 **Read what these people have experienced when trying to look at things from a different perspective. Say what and who helped them change their attitude.**

One day I went out with a group of friends, and we met this guy who seemed quite nice. But then I noticed that he started to make fun of the things I said. I became quiet and started to feel bad about myself. When I spoke to my best friend afterwards, she just said, 'So what? That guy's strange but that's him, not you.' So I decided to ignore the guy and he soon stopped making fun of me. More importantly, I felt better about myself.

For a long time, I used to worry about everything all the time. Then we had this discussion in class, and one of my teachers told us a saying I'll never forget. It may sound ridiculous, but it really helped me change my attitude. It basically says, 'For every problem under the sun, there is either a solution or there is none. If there is one, think till you find it. If there is none, then never mind it.'

2 SPEAKING **Think of any difficult situations where you could usefully apply either of the two perspectives above. Discuss with a partner.**

GRAMMAR

Ways of referring to the future (review)

1 Look at the sentences from the blog. Then complete the rule with *be going to*, *will*, the present continuous or the present simple.

1 There's a dark cloud up there. It's going to rain soon.
2 I'll get a summer job.
3 As soon as I save up enough, I'll get a digital camera.
4 I'll have the rest three months from now.
5 I'm picking up my new camera tomorrow.
6 I'm sure you'll win a prize.
7 Whatever happens, I'm going to choose to enjoy the experience.
8 My bus leaves in five minutes.

RULE: We use:
1 _____ to talk about future facts.
2 _____ to talk about events that are part of a timetable or schedule.
3 _____ to make evidence-based predictions.
4 _____ to make predictions based on thoughts and opinions.
5 _____ to talk about plans and intentions.
6 _____ to refer to definite arrangements.
7 _____ immediately after time expressions like *when*, *before*, *after*, *until*, and *as soon as* when referring to future events.
8 _____ to refer to spontaneous decisions and offers.

2 Complete the sentences using the most appropriate form of the verbs in brackets. Sometimes more than one form is possible.

1 My dad _____ on the eight o'clock flight from Almaty tomorrow. (arrive)
2 Careful! You've filled that glass too full. You _____ it. (spill)
3 I think it _____ probably _____ a lot this weekend. It's that time of year. (rain)
4 We _____ friends on Saturday afternoon. (see)
5 I'm sorry, I have to finish now. The film _____ in two minutes. (start)
6 We'll stop at the market before we _____ home. (go)
7 When I get paid, I _____ myself a new camera. (buy)
8 Today's lunch break _____ five minutes shorter than usual. (be)

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VOCABULARY

Phrases to talk about the future: *about to*, *off to*, *on the point of*

1 **All of these sentences refer to the future. Which sentence talks about:**

a future travel plans?
b the very immediate future (x2)

1 I'm **about** to play the piano in a concert.
2 I'**m off** to Spain on Tuesday.
3 I'**m on the point of** doing this right now.

LOOK!
- *be about to* + infinitive
- *be off to* + infinitive / noun
- *be on the point of* + verb + *-ing*

2 **Choose the correct options.**

1 Although this is a serious situation, Dinara looks as if she's *about to* / *off to* start laughing.
2 I'm *off to* / *about to* the supermarket in five minutes. Do you want anything?
3 Careful! You're *off to* / *about to* knock the glass over.
4 My friends are *off to* / *about to* get a big surprise!
5 They're *off to* / *on the point of* Lake Balkhash on holiday next month.
6 It's 2–0, there's only one minute left – wow, we're *on the point of* / *about to* winning the match!

LISTENING

1 SB3 **Listen to four teenagers talking about hobbies. Check the activities you hear.**

doing sports | music | writing | drawing or painting
photography | baking | modelling
collecting objects | fishing | computers

2 SB3 **Listen again and match. What does each speaker say about having a hobby? There's one answer you don't need to use.**

1 Zarina ☐ 2 Dan ☐ 3 Sara ☐ 4 Abai ☐

A You can learn useful skills for the future.
B Some hobbies are a waste of time.
C It can help you become more confident in yourself.
D Hobbies help you discover surprising things about yourself.
E A hobby can help you deal with a health problem.

3 SPEAKING **Work in pairs. Discuss the statements in Exercise 2. Say whether you agree or disagree with them and give reasons.**

GRAMMAR

Future continuous

1 Look at the examples from the recording. Then choose the correct option in the rule and complete with *be* and *-ing*.

1 My friends from school **will be playing** football on Tuesday afternoon.
2 My brother and I **will be making** a new model plane together this Saturday.

RULE: To talk about an action that will be in progress [1]*after* / *around* a specific future time, we use the future continuous: *will* + [2]_____ + the [3]_____ form of the verb.

My friends **will be playing** football.

2 Complete the conversation with the correct form of the verb in brackets – future simple or future continuous.

JESSIE This time tomorrow, my dad and I [1]_____ (sit) on a train.
PAULA Really? Where are you going? Anywhere nice?
JESSIE Yes. Dad's invited me to go to London with him on Saturday.
PAULA Wow!
JESSIE Tomorrow morning we [2]_____ (walk) around the city doing a bit of shopping.
PAULA Great! I [3]_____ (phone) you on Saturday afternoon.
JESSIE Well, that's not really a good time. On Saturday afternoon we [4]_____ (watch) the football match. Chelsea against Arsenal. I can't wait! You know how much I like football.
PAULA And you [5]_____ (come) home happy and relaxed. Lucky you.
JESSIE Well I hope so. It's an important game for Chelsea.
PAULA It all sounds wonderful. So what time's your train tomorrow?
JESSIE 6 o'clock.
PAULA Alright. At 6.30, I [6]_____ (think) of you.
JESSIE And I [7]_____ (put) some photos from our weekend on Facebook – if I remember.

Future perfect

3 Look at the example sentences and complete the rule with *have*, past participle and *will*.

1 By the time he's 60, he'**ll have collected** thousands of stamps from around the world.
2 By then, she'**ll have** probably **made** and sold more apps.

RULE: To talk about an action that will finish some time between now and a specified time in the future, we use the future perfect. We often use it with the preposition *by*:
[1]_____ + [2]_____ + [3]_____

By then, she'**ll have made** more apps.

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4 Choose the correct tense to complete the sentences.

1 By the time Mum comes back from work, I will *be finishing / have finished* my homework.
2 By 2030, psychologists will *be finding / have found* ways to help pessimists feel more optimistic.
3 Don't call after 10 pm. I will *be sleeping / have slept*.
4 This time tomorrow morning I will *be flying / have flown* to Singapore. We land in the afternoon.
5 When I leave this school, I will *be spending / have spent* six years there.
6 You can find Miss Green in classroom 3. She will *be teaching / have taught* there until midday.
7 We're going to watch films all day Saturday. By the end of the day, we will *be watching / have watched* more than five films!
8 The band will *be touring / have toured* for six months later this year to promote their new album.

SPEAKING

1 Imagine you close your eyes and when you open them again you are 65 years old. How will life be different for you? What will you have achieved? Discuss in pairs.

I'll be living in the south of France.

I'll have raised three children.

2 Now think about your classmates. Make notes.

Azat will be driving an expensive sports car.

Nurgul will have become a famous writer.

3 Share your ideas with your classmates. Were you right?

READING

1 Read the film summary that your teacher tells you to read (A or B). Answer the questions.



1 Who is the main character in the film?
2 What does the main character really like doing?
3 Who makes things difficult for the main character?
4 Who (if anyone) helps the main character?
5 What happens at the end?

2 SPEAKING Work in pairs. Using your answers to Exercise 3, tell your partner about your film.

A Billy Elliot



Billy Elliot is an 11-year-old boy who lives in the north of England. Billy's mother is dead, and he lives with his father and his brother, who are both coal miners.

Billy's father makes him take up boxing, but he hates it. One day, at the sports centre, Billy sees a group of girls doing ballet lessons and joins the class. But he doesn't tell his father, who believes that dancing is something that girls do, not boys. When Billy's father finds out about the ballet, he gets angry and he doesn't let his son take any more lessons. But Billy carries on in secret because he loves it.

Billy's ballet teacher, Georgia, encourages him to take a test to go to the Royal Ballet School in London. When she tells Billy's father, he says that Billy isn't allowed to dance any more. But then, one day, he sees Billy dancing. He realises that his son is talented, that it's his dream to go to the school in London and that he isn't going to give up dancing. After that, Billy's father does everything he can to help his son. He hasn't got any money, but other people in the town get the money together and then he takes Billy to London for the entrance test. Finally, Billy is accepted at the school and after years of study, he ends up as a top professional ballet dancer.



B Bend It Like Beckham

Jess Bhamra is the 18-year-old daughter of an Indian family in London. Jules Paxton is the same age and the daughter of an English family. Jess is crazy about football, but because she's a girl, she isn't allowed to play. Sometimes she plays in the park with some boys and one day, Jules, who also plays football, sees Jess playing. They get on really well and Jules invites Jess to try out for the local women's football team, coached by Joe. When he sees how good Jess is, Joe puts her in the team. When Jess's parents find out that she's been playing football without their knowing, they make her stop.

The team gets to an important final. Unfortunately, the final is on the same day as Jess's sister's wedding. Joe asks Mr Bhamra to let Jess play, but he refuses. Halfway through the wedding, Mr Bhamra lets Jess go. She rushes to the game.

When she shows up, there are only thirty minutes left and her team are losing 1–0. Soon, the score is 1–1, and when there's a free kick, Jess has to bend the ball around the other team's players to score. She makes it, and the team wins.

A university in California offers soccer scholarships to Jess and Jules. Jess finally convinces her parents to let her go, and Jess and Jules set off for America.

3 **Now read both summaries. Answer the questions.**

1 Why doesn't Billy's dad want him to do ballet?
2 When does Billy's dad change his mind?
3 Why don't Jess's parents let her play football?
4 When does Jess's dad change his mind?

4 **Work in pairs. Discuss the qualities you think ballet dancers or footballers need.**

VOCABULARY

Phrasal verbs (1)

1 **Look at the underlined phrasal verbs in the film summaries on page 19. Match them with the definitions.**

1 begin a journey or trip
2 finally be in a situation or place (after some time or effort)
3 continue, not stop
4 start doing (an activity)
5 get information or learn about (something new)
6 arrive or appear at a place (usually late or unexpectedly)
7 stop (doing something)
8 have a good relationship, be friendly (with someone)

LOOK! The verbs in Exercise 1 are examples of **phrasal verbs**. These are usually formed with an ordinary verb (for example, *take*) and a particle (for example, *up*): *take up*. Together, they have a particular meaning which is often quite different from the meaning of the verb alone.

2 **Underline the phrasal verbs in the sentences.**

1 I can't come tonight – I have to look after my little brother at home.
2 Do you know what time the plane takes off tomorrow?
3 I had fun last night – my friends came round and we watched a film.
4 She likes to hang out with her friends at the shopping centre.

3 **Complete the sentences with phrasal verbs from Exercises 1 and 2. Use the correct forms of the verbs.**

1 When we go on holiday, my friend _____ my pet rabbit.
2 I didn't like Nurlan when I met him, but now we're friends and we _____ really well.
3 She said she'd meet me at six o'clock, but she didn't _____ until seven.
4 Would you like to _____ to my house tonight?
5 I started learning Russian, but it was very difficult, so I _____ after six months.
6 I don't know what her name is, but I'm going to _____!
7 She hurt her foot, but she _____ playing until the end of the game.
8 I need to do more exercise, so I'm going to _____ running and cycling.

FUNCTIONS

Encouraging someone

1 SB4 **Complete the sentences with the words in the list. Then listen and check.**

down | cheer | light | hang | bright

1 _____ up! Things will seem better after a good night's sleep.
2 _____ in there. Your exams will be over soon.
3 Don't let it get you _____. It's not the end of the world.
4 I can see that losing the match is really bothering you, but try to look on the _____ side – it's early in the season.
5 I know this year of high school can be really difficult, but there is _____ at the end of the tunnel. We've got holidays next month.

2 **Work in pairs. What would you say to Billy or Jess on page 12? Use the phrases in Exercise 1.**

Pronunciation

Intonation: Encouraging someone

Go to page 180.

THiNK VALUES

Never give up

1 **Tick (✓) the sentences that show what you think you can learn from these films.**

- ☐ Being passionate about things you like is extremely important.
- ☐ A hobby you really like can have a positive effect on your health.
- ☐ It's important to have friends you can trust at all times.
- ☐ You should always think positively and never give up hope!
- ☐ It's very important to encourage people in whatever they enjoy doing.

2 SPEAKING **Talk to a partner. Compare which sentences you have ticked.**

3 SPEAKING **Which of the sentences you have ticked is the most important one for you? Give reasons.**

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Culture



1 What do you know about the hobby of birdwatching? Read and find out.

2 Read again. What impact did birdwatching have on Phoebe Snetsinger's life?

8,000 Birds to See Before You Die



Phoebe Snetsinger had just returned from a trip to Alaska when her doctors told her that she had cancer. She had less than a year to live. Phoebe was 50. As soon as she heard the news, she decided to spend the rest of her life doing what she loved most – watching birds.

She immediately went off to some of the world's most amazing natural paradises. Her trips were extremely hard. But Phoebe surprised her doctors and her family as she carried on travelling. A year came and went, and she was still alive. She was doing something that she loved and that helped her to be healthy for another ten years.

The cancer came back, but even then Phoebe Snetsinger decided not to stop. As she continued with her trips, the cancer went away again. By now she was becoming internationally famous in the birdwatching world. At the age of 61, when she had seen 7,530 species, she was named 'the world's leading bird spotter' by the Guinness Book of Records.

Four years later, during a trip to Mexico, she set a new record when she spotted species number 8,000: the very rare Rufous-necked Wood-Rail. Snetsinger had become a legend. Nobody had spotted so many different bird species before. In fact, at that time only 12 people around the world had seen more than 7,000 species of birds!

Phoebe's interest in birdwatching started in Minneapolis. Then she moved to Missouri with her family. There, she joined a group of people who were interested in birds, insects and plants around the Mississippi River. She became very worried about pollution and its impact on the environment. 'We have to protect nature,' she said. 'If we don't, future generations won't be able to enjoy watching these beautiful birds.'

Sadly, when Phoebe was 68, she died in a car accident on the island of Madagascar off the East African coast. She was there enjoying the hobby that had probably saved her life. She had been there for two weeks, and had added another five to her list of over 8,400 species. Four years after she died, the American Birding Association published her memoirs, Birding on Borrowed Time. Many people have enjoyed reading this moving book. It isn't just a story about a bird spotter's travels, but a touching human document of how her hobby helped her to live much longer than expected.

3 **Look at the statements below. Read the article again and decide if each statement is correct or incorrect. If it is correct, mark it A. If it's incorrect, mark it B.**

1 Phoebe Snetsinger learned about her illness after she came back from Alaska. ☐
2 When she got the bad news, she took some time to recover and then started travelling. ☐
3 After travelling for about ten years, she had won the fight against her illness forever. ☐
4 Only 12 other people were as successful with their bird spotting as Phoebe. ☐
5 Phoebe liked breaking records, but she didn't care a lot about the environment. ☐
6 When Phoebe finally died of cancer, she was on holiday doing what she loved most. ☐
7 Just before she went on her last trip, she published her famous book *Birding on Borrowed Time*. ☐
8 The book is both about birdwatching and the heroic way Phoebe got on with her life. ☐

4 SPEAKING **With a partner, correct the statements marked B.**

30 YEARS FROM NOW

Many of my friends have no idea where they want to be in 30 years from now, but I have most of my future planned out. First of all, I know I'll be working as a nurse. My grades at school are pretty good and my dream is to have a job with which I can help people. I think by the time I'm about 50, I'll have travelled in many countries around the world working as a nurse. I'm an optimist and I believe that if we all do something to help each other, we can solve the world's problems together.

As for my personal life, I think I'll be living on my own. I don't think I'm going to get married or start my own family. The way I see it, there are enough people on our planet at the moment, so I'll try to make it a better place for them. I'll certainly be enjoying myself with my friends and I'll have all the time in the world for my hobbies. As soon as I save up enough money, I'll buy my own house in a quiet town or village. It'll have a big garden and I'll have lots of dogs. When I wake up in the morning, I'll take them for a walk in the woods and then I'll sit in my garden to have breakfast. It's going to be great!

WRITING
My life in the future

1 **Read the text. How will your future be similar or different to the writer's?**

2 **Find examples in the text of:**

1 a sentence containing *be going to*
2 a sentence containing *will*
3 a sentence containing *as soon as*
4 the future continuous
5 the future perfect

3 **The text contains two paragraphs. What is the topic of each paragraph?**

4 **Think about your life 30 years from now.**

- What job will you be doing?
- What will your daily life be like?
- Will you be married with children?
- Where will you be living?
- What hobbies are you going to have?

5 **Write about your life 30 years from now (200 words) using your ideas from Exercise 4.**

EXTRA READING

1 PRE-READING **Do you like dogs? Why do you think Kazakh nomads needed big dogs?**

Loyal *tobets* of Kazakhstan



For thousands of years, *tobets* were very important to the nomads of Kazakhstan. These very big Kazakh dogs were as fast as horses and strong enough to kill wolves. But they were loyal, friendly and gentle with children. They protected sheep, goats and cattle at night, and wolves feared them. There are not so many *tobets* in the modern world, but there are many traditional stories about them. Have you heard the story about Tortkoz and Moinak?

One afternoon in summer, two *tobet* dogs, Tortkoz and Moinak, were lying near a house in their village. They had been looking after the goats all morning so they were very tired, but now they were enjoying the warm sun, feeling happy and talking to each other.

They had been talking for nearly an hour, about many things, when finally the conversation turned to friendship. Moinak said, 'Tortkoz. You know, you and I have never talked peacefully like this before. Usually we fight. We fall out for the smallest reasons, and every day there is a new reason and a new fight. Other dogs are friendlier than us – they get on well and they share their food in a friendly way. Are we going to grow old and not be friends? Friendship is a wonderful thing, Tortkoz. Let's be friends. What do you say?'

Tortkoz had often had the same thoughts and he nodded his head. As soon as Moinak finished, he replied, 'Moinak, you're right! I've always thought the same. Why are we so stupid? What's wrong with us? Life is good. We should be friends.'

The two new friends laughed happily. 'We will never again fight for food,' Tortkoz said.

2 Read the text, then underline the correct word or phrase.

1 *Children / Wolves / Sheep* were afraid of *tobets*.
2 Tortkoz and Moinak were resting because they had been *working / eating / talking*.
3 They usually *fought / got on / shared food.*
4 They both wanted to be *fighters / stupid / friends*.
5 They promised not to *fight / share / be friends* again.
6 They forgot their promise because of *other dogs / some meat / the noise*.
7 After that, they felt very stupid because they had *lost / found / eaten* the meat.

GRAMMAR

Past perfect continuous

1 Complete these examples from the text on page 24. Circle the correct words to complete the rules.

1 They _____ the goats all morning.
2 They _____ for nearly an hour when finally the conversation turned to friendship.
3 Because they _____ so much noise, a man came and threw cold water over Tortkoz and Moinak.

RULE: The past perfect continuous is used for actions happening over a period of time. We can use it

- to talk about things that started in the [1]*present / past* and continued until another time in the past.
- to talk about things that have stopped and had a result in the [2]*present / past*.
- to focus on [3]*how long / how often* an activity had been happening.

2 Choose the correct verb for each sentence and write it in the past perfect continuous.

walk | climb | wait | not pay | try

1 I arrived late. They _____ for two hours.
2 They _____ for half an hour before they realised they'd left the picnic at the hotel.
3 Our teacher got very impatient with Talgat because he _____ attention at all that day.
4 We _____ to get tickets all afternoon, but the match was sold out by noon.
5 They looked exhausted when I saw them at the top. How long _____ they _____ ?

Past perfect simple vs. past perfect continuous

3 Complete the sentences with the past perfect simple or continuous form of the verbs.

1 I got to my friend's house at three o'clock. They _____ already _____ football for hours. (play)
2 Before the match started, it _____ for a long time. (rain)
3 I looked at my laptop and saw that somebody _____ it. (break)
4 She _____ Spanish for years when she went to university. (study)
5 My dad got home late. He told me that there _____ an accident on the motorway. (be)

PROJECT

- **What other legends from Kazakhstan do you know about? Discuss in small groups.**

  How did you hear about these legends?
  Which one is your favourite? Why?

- **Do some research. Find out more information about a legend from Kazakhstan.**
  - Go online, read books or ask your family about a legend.
  - Who are the main characters?
  - What happens in the legend?
  - Is there a lesson at the end?

- **Write about your legend and read it in class.**
  - Write three short paragraphs.
  - Illustrate each paragraph with a photo or a drawing.
  - Practise reading your legend out loud.
  - Read your legend in class and listen to your classmates' legends.







2 EXERCISE AND SPORT

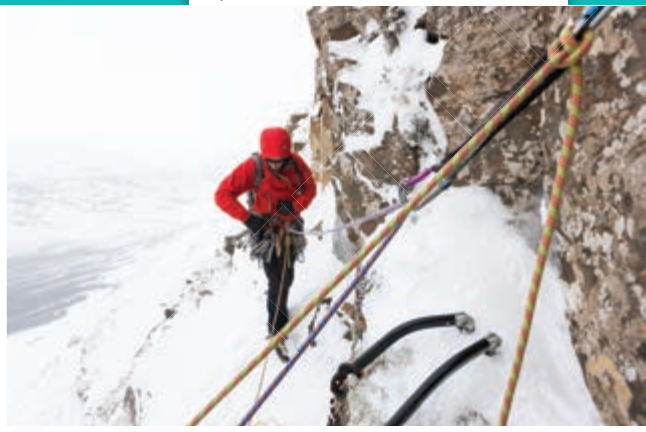
OBJECTIVES

FUNCTIONS: talking about fitness

GRAMMAR: verbs followed by infinitive or gerund; verbs which take gerund and infinitive with different meanings: *remember*, *try*, *stop*, *regret*, *forget; to / in order to / so as to*

VOCABULARY: verbs of movement; sport and exercise









READING

1 **Look at the photos. What do you know about these extreme sports?**

2 **Why do you think people enjoy doing extreme sports? Which would you like to try?**

3 **Read the article to find out what went wrong for two mountain climbers.**

4 **Read the article again. Seven sentences have been removed from the article. Choose from the sentences A–H the one which fits each gap (1–7). There is one extra sentence.**

A Then something dramatic happened.

B Simon couldn't talk to him or see him.

C Several teams had tried before, but they had all failed.
D Both men knew that it would be almost impossible to survive the situation.
E Despite his extreme injuries, he had managed to crawl out of the crevasse.
F And they had run out of fuel for their stove.
G When he finally arrived at base camp, he was absolutely exhausted.
H The weather conditions were dreadful.

5 SPEAKING **Read the article again. Then discuss the questions.**

1 What do you think of the decision that Simon made?
2 What decision do you think you would have made if you'd been in Simon's position?

TRAIN TO THiNK

Thinking rationally

Solving a problem requires decision-making. In a difficult situation we may need to look at the facts that are relevant for making the right decision.

1 Which of the following facts were relevant for Simon in making his decision to cut the rope?

1 Siula Grande is part of the Andes region of Peru. ☐
2 The two climbers had already reached the top. ☐
3 Joe had a broken leg. ☐
4 There was no way they could get help from anywhere. ☐
5 Their way back down was via the North Ridge. ☐
6 The rope got stuck and it was completely impossible to pull Joe out of the crevasse. ☐

2 SPEAKING **Work in pairs. Discuss how Simon felt when he made his decision.**

3 SPEAKING **Read the situations. For each one, think about what you might want to do and what you should do. Then compare ideas with a partner.**

1 You have an important test tomorrow and your friend wants you to go to a party tonight.
2 You haven't been feeling well for several days. A tells you to go to a doctor. B tells you to take some medicine. You like B better than A.
3 You borrowed a friend's bike and had a small accident – there's a scratch on the bike that isn't easy to see.

Pronunciation

Dipthongs: alternative spellings

Go to page 180.

A dangerous **sport**



This is the story of two ambitious mountain climbers, Joe Simpson and Simon Yates, whose story was later turned into a film, *Touching the Void*, which was extremely successful. Joe and Simon managed to climb the West Face of Siula Grande in the Peruvian Andes.



[1]_____ After reaching the top, Joe and Simon decided to go back down via the North Ridge, an extremely risky but faster route. Their climb had already taken much longer than they had intended because of bad weather.

[2]_____ So it wasn't possible for them to melt ice and snow for drinking water any more. It was getting dark too, and they knew they needed to descend quickly to the glacier, about 1,000 metres below.

[3]_____ Joe slipped and fell, breaking his leg. Both Simon and Joe were in shock. They were at a height of 6,000 metres. [4]_____ They were freezing. They had no communication with the base camp, and there was no chance of a rescue helicopter or any other form of outside help. The situation was really dangerous, not just for Joe, but for both of them. As an enormous snowstorm was beginning around them, Simon tied two ropes together, tied them around Joe, and started lowering his injured friend. Suddenly, the rope got stuck between two rocks and Joe was left hanging from a cliff, over a huge crevasse.

[5]_____ He tried desperately for more than an hour to pull his friend up, but without success. The situation was absolutely hopeless. Simon imagined both himself and his friend dying in the snow and ice. He didn't want to leave his friend alone, but he began to understand that there was no way he could save both his own life and that of his friend.

For a moment, Simon felt like giving up. But then he decided to cut the rope and save his own life. Joe fell away, right down to the bottom of the crevasse. The next day, when Simon continued down the mountain and passed the area where Joe had landed, he saw nothing, and assumed he was dead.

But he wasn't. Joe had survived the fall. [6]_____ For the next three and a half days, he continued to descend the mountain, crawling and hopping on one leg. He even managed to cross a glacier with no safety equipment or ropes. [7]_____ The others were amazed to see him. Joe's incredible determination and the fact that he hadn't given up under the most desperate conditions had helped him to save his own life.

GRAMMAR
Verbs followed by infinitive or gerund

RULE:

We follow the verbs:

- *imagine*, *feel like*, *suggest*, *practise*, *miss*, *can't stand*, *enjoy*, *detest*, and *don't mind* with [1]_____ .
- *manage*, *want*, *decide*, *refuse*, *hope*, *promise*, *ask*, *learn*, *expect*, *afford*, *offer* and *choose* with [2]_____ .
- *begin*, *start* and *continue* with [3]_____ , or [4]_____ with no difference in meaning.

1 **Read the sentences from the article on page 19 and choose the correct words – there are two sentences in which both options are possible. Then complete the rule with *a gerund* and *an infinitive*.**

1 Joe and Simon managed *to climb / climbing* the West Face of Siula Grande.
2 Simon tied two ropes around Joe, and started *to lower / lowering* his injured friend.
3 Simon imagined both himself and his friend *to die / dying* in the snow and ice.
4 For a moment, Simon Yates felt like *to give / giving* up.
5 But then he decided *to cut / cutting* the rope and save his own life.
6 He continued *to descend / descending* the mountain.

2 **Use the verbs in the list to complete the sentences. Use the gerund or infinitive.**

read | help | climb | be | go | walk | get | buy | show

1 The weather was great on Sunday, but I didn't feel like _____ a mountain.
2 My friend suggested _____ on a bike ride.
3 Nobody asked us _____ our tickets as we entered the cinema.
4 I gave Altynai a copy of Joe Simpson's book *Touching the Void*. She says she's really enjoying _____ it.
5 Can I borrow your umbrella? I can't stand _____ around in the rain.
6 I wanted _____ new skis, but I couldn't afford _____ them.
7 I don't mind _____ my brother with his homework.
8 Can you imagine _____ caught in a snowstorm for hours?

VOCABULARY

Verbs of movement

1 **Complete the sentences with the correct verbs in the list. Check in the article on page 29.**

crawling | climb | hopping | descend

1 They managed to _____ the West Face of Siula Grande.
2 They knew they needed to _____ quickly to the glacier.
3 For the next three and a half days, he continued to descend the mountain, _____ and _____ on one leg.

2 **Match the words with their definitions.**

1	climb	3	hop	5	stagger	7	leap	9	rush
2	crawl	4	wander	6	tiptoe	8	swing	10	descend

a ☐ to jump on one foot
b ☐ to walk around without any clear purpose or direction
c ☐ to move easily and without stopping in the air, backwards and forwards or from one side to the other

d ☐ to walk on your toes, especially in order not to make a noise
e ☐ to go or come down
f ☐ to go up, or to go towards the top of something
g ☐ to (cause to) go or do something very quickly
h ☐ to make a large jump from one place to another
i ☐ to move slowly on hands and knees
j ☐ to walk or move with difficulty as if you are going to fall

3 Complete the sentences with the correct forms of the verbs from Exercise 2.

1 They looked down and then slowly started _____ into the steep valley.
2 We spent the morning _____ around the harbour, looking at the boats.
3 At the zoo the monkeys were _____ from the trees.
4 The plane _____ quickly after take off until it reached 10,000 metres.
5 Their daughter was asleep, so they _____ around the house.
6 She was badly injured, but managed _____ next door and ask for help.
7 When I hurt my ankle, I had to _____ around the house on one leg.
8 As soon as I heard Akmaral was back, I _____ to her mum's house to see her.
9 There was a hole at the bottom of the fence, and we managed _____ through it.
10 He saw the snake and in no time he _____ onto the table.

LISTENING

1 SB9 Listen to 16-year-old Samantha talking about keeping fit. What are the four benefits of exercising that she gives?

2 SB9 Listen again. Mark the sentences *T* (true) or *F* (false). Correct the incorrect sentences.

1 According to science, exercising can have a positive effect on your mood.
2 Samantha felt better after joining the volleyball team.
3 For many people exercising means they never get a cold.
4 If you're ill, it's better not to do any exercise until you get well.
5 Exercising can help people of all ages have a stronger memory.
6 Samantha takes short breaks to exercise while she's studying.
7 Fit people can be 50% less likely to have problems with their heart.
8 Samantha believes that exercise and healthy eating are equally important.

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GRAMMAR

Verbs which take gerund and infinitive with different meanings: *remember, try, stop, regret, forget*

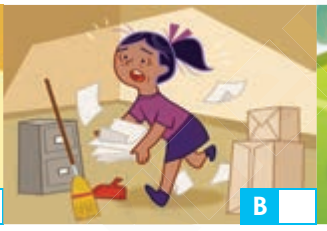
1 SB9 **Complete the sentences from the listening with the verb in brackets. Use the correct form. Listen and check.**

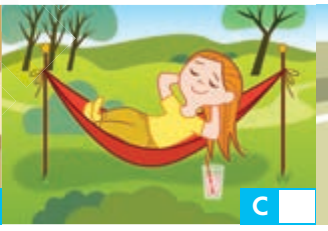
1 I remember _____ through a rough time last year. (go)
Just remember _____ appropriately for the weather. (dress)
2 Try _____ for a short jog after school and see how you feel. (go)
Try _____ it a part of your everyday life. (make)
3 And if you fall ill, you shouldn't stop _____ if you can carry on. (exercise)
I stop _____ a little bit of exercise and then I find it easier to concentrate again. (do)

2 **Match the sentences and pictures (A–D). Then complete the rule with *gerund* or *infinitive*.**

1 She should stop to rest, but she needs to finish her work today.
2 She should stop resting, but she just doesn't want to go back to work.
3 He forgot to meet Sandra.
4 He'll never forget meeting Sandra for the first time.


A


B


C



D

RULE: *Remember, forget, regret*

Remember + [1]_____ means *thinking of a past experience you've had.*

Remember + [2]_____ means *don't forget to do something.*

Forget + [3]_____ means *to no longer think of something that you did.*

Forget + [4]_____ means *to not think of doing something you should do or should have done.*

Regret + [5]_____ means *feeling sorry about something you said or did in the past.*

Regret + [6]_____ means *feeling sorry about something you are going to say or do next / in the future.*

Other verbs

Try + [7]_____ means *try hard to see if you can do something that is really not easy.*

Try + [8]_____ means *do it and see what the results are.*

Stop + [9]_____ means *to not continue doing a certain activity or action.*

Stop + [10]_____ means *make a pause in one activity in order to do a different activity.*

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3 **Complete each sentence with the verb in brackets in the correct form.**

1 On the way to work, Dad stopped _____ some magazines. (buy)
2 I really regret _____ Jim. He's going to tell Martha, I'm sure. (tell)
3 When you go into town, please remember _____ some paper for the printer. (get)
4 Don't forget _____ food for my packed lunch tomorrow, Mum. (buy)
5 Sarah stopped _____ the guitar a few years ago. (play)
6 I just can't solve this puzzle. I've been trying _____ the answer for hours. (find)
7 My ankle hurts. I tried _____ some cream on it, but it hasn't helped. (put)
8 I remember _____ strawberry ice cream when I was very small. (love)

VOCABULARY

Sport and exercise

1 **Match the words with the definitions.**

1 to train ☐
2 physical ☐
3 fitness ☐
4 to injure ☐
5 to keep fit ☐
6 to warm up ☐
7 personal trainer ☐
8 to stretch ☐
9 workout ☐
10 weight ☐

a being strong and healthy
b how heavy your body is
c prepare your body for exercise by starting to move
d to practise doing a sport or other form of exercise
e someone whose job is to help people get fit or get better at a sport
f to hurt part of your body
g the time you spend exercising, especially at a gym
h to make your body, arms and legs straight before or after exercise
i related to your body, not your mind
j to stay strong and healthy

2 **Complete the statements with words from Exercise 1. Do you agree with the statements? Discuss in pairs.**

1 I think professional athletes have to _____ all day, every day.
2 It's important to wear good shoes when you go for a _____.
3 The best way to control your _____ is eat healthily.
4 I like yoga because you _____ all your body.
5 I don't think it is so important to _____. You can start exercising without doing it.
6 It's easy to _____ if you play sports with friends.
7 I exercise a lot, but I never _____ myself.
8 I work hard to improve my _____ health because I want to be fit and strong.
9 In the future, I'd like to work as a _____ for celebrities.
10 I'd like to improve my _____ but I don't have enough time.

FUNCTIONS

Talking about fitness

1 Work in pairs. Ask and answer questions.

1 Do you believe that exercise is good for you personally? Give reasons.
2 What kinds of exercise do you enjoy most? Why?
3 Was there a time in your life when you didn't exercise at all? How did you feel during that time?
4 Do you know anyone who needs to improve their physical fitness? How can you encourage them to start exercising?
5 Do you think people who work in the world of fitness are generally healthy? Give reasons.

READING

1 Look at the photos and the headline of the article. Which of these things do you think you could learn from Bear Grylls?

- ☐ how to build a fire
- ☐ how to use GPS effectively
- ☐ how to build a shelter in the wild
- ☐ how to survive outdoors in bad weather
- ☐ how to set up your own survival website
- ☐ how to tie knots

2 Read the article and check your answers.

3 Answer these questions based on your own opinions. Use evidence from the text to support your ideas.

1 What do you think motivates Bear Grylls?
2 Why are his TV shows so popular?
3 Do you think Bear Grylls is successful? Why (not)?
4 What does Bear Grylls think of the way many young people grow up these days?

THINK SELF-ESTEEM

How adventurous are you?

1 SPEAKING Write a list of four or five adventurous activities. In pairs, discuss which of the activities from your lists you would like to try (or have tried). Give your reasons.

2 SPEAKING Which of the points below are relevant to each of the activities in your list? Discuss.

- ☐ helps you to improve your fitness
- ☐ gets you out of your daily routine
- ☐ teaches you how to assess and deal with risky situations

AN ACTIVE LIFE: **BEAR GRYLLS**



When he was 20, he broke his back in three places in a parachuting accident. He climbed Mount Everest at the age of 23. Soon afterwards, he led a trek across the frozen North Atlantic.

In 2007, he set another world record by flying over Mount Everest in a powered paraglider. This helped to raise one million dollars for the Global Angels Foundation, a charity that supports children in Africa.

His first book, *Facing the Frozen Ocean*, was shortlisted for the UK's 'Sports Book of the Year'. Since then he has written more than 15 books, including the No 1 Bestseller: *Mud, Sweat and Tears*.

His name is Bear Grylls, and he was the host of Discovery Channel's famous TV show, *Man vs Wild*. In the show, he was left in remote locations in order to demonstrate survival techniques. Millions of viewers watched, as he killed the most poisonous snakes and ate them, climbed extremely dangerous cliffs, parachuted from helicopters and balloons, ran through a forest fire, and ate all kinds of insects.

Grylls continues to impress with his amazing shows and incredible charity work. And he has set up his own company, Bear Grylls' Survival Academy, where everyone can learn survival skills from him and his team of highly trained experts.

Recently, Grylls founded Young Survivors – training courses for teenagers, a combination of survival skills and adventure tasks designed to teach the basic rules of outdoor survival and self-rescue. Those who complete the course are given a Young Survivors Award. Techniques taught include how to build and light a fire, how to navigate in both day and night, building a shelter, extreme weather survival, tracking and hunting and tying knots. An important aim of the course is getting young survivors back in touch with nature and away from technology.

In Grylls' own words: 'The thing I love about the Young Survivor Course is that it is designed to put young adults in just the sort of challenging, character-building and practical situations that help define and distinguish people as adults. So often, youngsters can feel almost over-protected and are stopped from experiencing some of the best things in life – but the Young Survivor Award will challenge and empower them in an incredibly dynamic and fun environment.'

- ☐ offers opportunities to learn something new
- ☐ offers you a challenge
- ☐ gives you a chance to feel free
- ☐ allows you to have fun with your friends
- ☐ helps you to be more confident
- ☐ teaches you to accept your personal limits

Culture

1 **Look at the pictures. Where do you think these sports events take place? Read and check your ideas.**

Keeping fit and healthy – stories from around the world

Ice swimming

Imagine it's minus 15 degrees Celsius outside on a sunny Saturday afternoon and you are somewhere in Russia, Kazakhstan or Finland. Would you rather see a film with a friend, go for a walk and enjoy the beautiful snow, or go for a swim in the nearby river? Not many of our readers would choose to go for a swim in such low temperatures, but in Russia, Kazakhstan, Finland and other countries, ice swimming has been popular for centuries. Some people say it's very healthy because it improves blood circulation and strengthens the body's immune system. Doctors say these things may be true, but you have to be very brave to try it – and it's only for people who are already fit and healthy!

Running for fun

Running regularly helps you keep fit. That's why millions of people run several days a week and regularly take part in races. Some runners combine the sport with doing something good for others. They collect money for their run and give it to a charity. Some charity runners run a full marathon dressed in a crazy costume to collect more money for their charity.

Travis Snyder from the US had been thinking for some time about an idea for a fun run where professionals and amateurs could run together. In 2012 he organised the first 'Color Run – The happiest 5K on the planet'. What started with 6,000 participants in Phoenix, Arizona, is now held annually
in many cities around the world, with millions of runners. The idea is simple: you start wearing something white, and at every kilometre people spray and paint you in different colours: 1K is yellow, 2K is blue, 3K is green, 4K is pink, ... a 'colour extravaganza!' Why do people go on a Color Run? Because 'it's healthy, fun and colourful' as one runner put it.

A beautiful morning in the park

The scene you can see in this photo is something you will see in many parks in China: big groups of people doing
tai chi – slow, controlled movements of the arms and legs. These movements are very good for your health. They help to overcome stress, and people doing tai chi say it helps them to concentrate better and to feel happy and relaxed. On weekdays you will often see elderly people doing tai chi, but at weekends the parks are full of families, including children. They are all practising these elegant movements together.







3 VOCABULARY **Read the article again. Find words or phrases with the following meaning.**

0 an organization that gives money, food or help to people who need it (part 1) *charity*

1 happening once every year (part 1) _____

2 to succeed in controlling a problem (part 2) _____

3 not far away (part 3) _____

4 liked by many people (part 3) _____

5 showing no fear of dangerous or difficult things (part 3) _____

4 SPEAKING **Discuss these questions with a partner.**

- Would any of the sports events in the article on page 24 attract your interest? Why (not)?
- What other fun sports events have you heard of?
- What do you do to stay fit and healthy?
- What do you think you should do more of?

WRITING

A story

1 **Read Lily's story below. Answer these questions.**

1 Why weren't Lily and her friends happy at lunchtime on the last day of their holiday?

2 Why do you think Pete said they couldn't go on the mountain?

3 What do you think Lily and her friends learned from the experience?

2 **Which of the words in bold in the story are used to:**

– talk about the time when things happened?
– talk about the order in which things happened?
– make the story more interesting?

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

1 Which past tenses does the writer use in the first paragraph and why?
2 The story has four paragraphs. Which of them …
- sets the scene? (who? where? when?)
- explains the group's plan for that day?
- talks about a dramatic situation?
- tells about the solution to the problem?

4 **Choose a sports event and think of a real or imagined story. Make a plan that helps you to tell the story in four paragraphs. Make notes about ideas for each of them.**

5 **Write your story (in about 200 words). Use Lily's story to help you.**

- Make sure your story is well structured.
- When you have finished, check the tenses you have used.
- Find a title that you think makes people want to read your story.

A big mistake



Last summer I was staying at a holiday camp with some friends. On the last day, we wanted to go up a mountain near the camp. But it was already lunchtime, and it had been raining all morning. So Pete, our guide, said, 'Sorry, guys, the weather is just too bad. We can't go.' We had all been looking forward to this mountain trip for days.

At first, we were really disappointed. Then one of my friends had an idea. 'Why don't we go anyway?' he said. 'Pete won't notice, and we'll be back before it gets dark'. Five minutes later we were ready to leave.

We made good progress. 'We'll be at the top of the mountain in an hour,' we thought. But then the weather changed. It became foggy, and the rain became much stronger. Suddenly, we realised that we had lost our way.

Luckily, I had my mobile phone on me. We phoned Pete at the camp. He told us to stay where we were. When he found us, it was already dark. We were really sorry. We had made a big mistake.

EXTRA READING

1 PRE-READING **Work in pairs. What do you think the writer says about the sports in the photos? Read the blog post and find out.**

A Stronger Sports Community

Exercise and sports have always played an important role in the everyday life of the Kazakhstani people. Take horseriding, for instance. It's been part of our culture for centuries and we are known around the world for our horseriding skills. We even have our own traditional sports on horseback, such as *baiga* and *tenge alu*. But I'm not writing this blog post so as to write about traditions. There are a number of sports that are becoming more and more popular thanks to our international sportspeople and their achievements.



Boxing has made the Kazakhstani people proud many times. Our boxers' performance is considered one of the best and they have won a lot of medals in international competitions. Serik Sapiev won a gold medal in the 2012 Olympic Games in London, Adilbek Niyazymbetov won a silver medal, Ivan Dychko and Marina Volnova won a bronze medal each – and that was just in one competition! In order to understand how important Kazakhstani women have become in boxing, I'll just say this: the Kazakhstan women's boxing team won six out of ten gold medals at the Nations Cup international tournament in 2018.



One of the most recent sports to become popular in Kazakhstan is speed skating. It's been around in Kazakhstan for more than three decades, but it was in the 2014 Sochi Games when Kazakhstani speed racers made this sport more popular. The national team came fifth in the finals of the 5,000-metre relay. Six speed skaters took part in the 2018 Winter Olympics that were held in South Korea. Although none of them won a medal, they worked hard to prove that Kazakhstan is a team to watch out for in the future – and they succeeded. Yekaterina Aydova took part in three races and her best result was ranking 18th in the 1,500-metre race.

Lastly, I must mention rugby. It may not be as popular as horse riding or boxing, but I think it will become so in the future. 'The Nomads', our national women's rugby team, have won the Asian Championship three times. The men's rugby team is also becoming stronger and so is the sports community in Kazakhstan thanks to all our amazing athletes.

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2 **Read the blog post again. Answer the questions.**

1 What's the writer's purpose with this blog post?
2 Why does the writer mention horseriding in the first paragraph?
3 How does the writer think sports gain popularity in Kazakhstan?
4 How many medals did the Kazakhstani boxers win in 2012 in London?
5 What does the writer say about Kazakhstani female boxers?
6 When did people start noticing Kazakhstan's talent in speed skating?
7 What's the writer's prediction about rugby?
8 Why is the writer grateful to professional Kazakhstani athletes?

GRAMMAR

to / in order to / so as to

1 **Look at the sentences from the blog post. Then complete the rule.**

1 I'm not writing this blog post **so as to** write about traditions.
2 **In order to** understand how important Kazakhstani women have become in boxing, I'll just say this.
3 They worked hard **to** prove that Kazakhstan is a team to watch out for in the future.



RULE: We can use ***to*** + **infinitive** to talk about purpose. In more formal language or in writing, we can also use _____ or _____ + **infinitive**.

2 Match 1–4 with a–d. Then rewrite each pair as one sentence using the words in brackets.

0 Why did she write the blog post? [e]

She wrote the blog post to talk about the sports community in Kazakhstan.

1 Why does Zarina want to become a personal trainer? [ ]

2 Why are all these people standing in a line? [ ]

3 Why do we have to warm up before the game? [ ]

4 Why is your brother thinking of doing yoga? [ ]

a feel more relaxed during the exams. (to)

b get tickets for the basketball game. (in order to)

c help people stay motivated and fit. (so as to)

d avoid getting injured. (in order to)

e ~~talk about the sports community in Kazakhstan.~~ (to)

PROJECT

- **Think of an unusual sport that you think should become popular in Kazakhstan. Discuss in small groups.**
  - How is the game played?
  - Why would people in Kazakhstan enjoy it?
- **Do some research. Find out more information about the sport.**
  - Go online, read magazines or talk to other people about the sport.
  - When was it invented and where in the world is it played?
  - What are the benefits and challenges of playing this sport?
- **Write about your suggested 'next best sport' for Kazakhstan and present it in class.**
  - Write three short paragraphs.
  - Illustrate each paragraph with a photo or a drawing.
  - Practise the class presentation with your group.

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3 EARTH AND OUR PLACE IN IT

OBJECTIVES

FUNCTIONS: expressing surprise

GRAMMAR: present and past passive (review); past continuous passive; future and present perfect passive

VOCABULARY: verb + noun collocations; geographical features



READING

1 **Look at the photo. What does it show?**

2 SPEAKING **Work in pairs. Discuss what you know about when the main roads, railways and telephone lines were built in your country. Think about …**

1 how and when the main roads (and/or railways) were built, and by whom.
2 how communications, such as telephone lines, started, and when.
3 any difficulties people had when building the roads, telephone lines, etc.

3 **Look at the title and pictures on page 43. What do you think Rondon achieved? Read the article and check your ideas.**

4 **Read the article again. Mark the sentences T (true), F (false) or DS (doesn't say).**

1 Cândido Rondon was half Portuguese and half Brazilian.
2 Rondon was considered a good engineer.
3 The Nambikwara were not friendly to Rondon.
4 Rondon was upset by the way strangers treated the tribes.
5 Rondon's motto came from one of the tribes.
6 Many people in Brazil still appreciate what Rondon did for their country.

TRAIN TO THINK

Exploring hidden messages

People don't always say what they mean. For example, imagine you show a short story you've written to a friend and ask for their opinion. What do you think when they tell you, 'I thought the beginning was great'? Was the beginning really good or are they trying to hide the fact that they didn't really like the rest of it? People do this for a number of reasons; they don't want to be rude, they're not brave enough to tell the truth or they don't really have an opinion.

1 Look at what these people have said. What do you think they might really be hiding?

1 *That's an interesting jumper you're wearing.*

2 *There's an earlier train you could catch, if you want.*

3 *Joe always has a lot to say for himself.*

4 *Your homework reminded me a lot of Simon's.*

EXPLORERS

Almost every country on our planet has been explored and mapped, and all of these have roads, and railways. Communication is being improved every day, with faster and better telephone and internet access around the world. So it can be hard for us to imagine the people who travelled without all of these things.

This series celebrates the men and women who opened the world up and risked their lives to protect the people and environments they discovered. This week, we learn about a man not well known outside his own country and continent – Cândido Rondon.

A friend to native people

Cândido Rondon



In 1865, in a small village in the state of Mato Grosso, Brazil, a boy was born. His father was Portuguese, and his mother was a native Brazilian. His origins later played a big part in helping to connect many cultures in very real ways.

When Rondon decided to join the army as an engineer, a road was being built to link Rio de Janeiro to Cuiba, a journey that previously could only be made by boat. At the young age of 25, Rondon helped to build this road. He later had the enormous task of placing telegraph lines from Brazil to Bolivia and Peru. This was a difficult job through rough and unexplored land, and so it required a skilled engineer. During this job, Rondon came into contact with the Bororo, a tribe he had family connections with, through his mother. Rondon had a friendly and respectful relationship with the Bororo people, and the telegraph lines were completed with their help.

Rondon's next job was to continue the telegraph system from



Mato Grosso to the Amazon. This time he met and made friends with the Nambikwara, who were thought of as a shy but unfriendly tribe. Rondon got to know many tribes during his expeditions, and he was a great friend to them. He was shocked and ashamed to learn about the terrible way that they were often treated by outsiders. He fought hard to protect them and their right to follow their own beliefs, traditions and customs.

However, some people still considered him an outsider. During his expeditions in Amazonia, Rondon was attacked several times, and once he was injured by an arrow. Other members of the expedition wanted to take revenge on the native people who had attacked them, but Rondon said: 'Die if necessary, but never kill.' Years later, Rondon set up Brazil's Indian Protection Service, an agency to protect the needs and support the cultures of native peoples. Rondon's famous words became its motto.

Rondon died in 1958 and is remembered as a hero in Brazil. A state in Brazil (Rondônia) was named after him, as well as the airport in Cuiabá and several roads.

2 Read the situations. What could you say without being too direct?

1 You're at your friend's house for dinner. His mum cooks you something you really don't like.
2 Your best friend asks you what you think about their new haircut. You think it's awful.
3 Your dad is wearing a really ugly jumper.
4 Your aunt's annoying dog keeps barking.

SPEAKING

Work in pairs. Discuss the questions.

1 What do you understand by Rondon's motto, 'Die if necessary, but never kill'?
2 What places in your country are named after famous people?
3 Who would you name an airport after in your country?

GRAMMAR

The passive (review)

1 Complete these sentences from the article. What tenses are the verbs in? Then complete the rules.

1 Communication _____ every day, with faster and better telephone and internet access around the world.
2 Rondon _____ several times, and once he _____ by an arrow.
3 Rondon died in 1958 and _____ as a hero in Brazil.

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RULE:

1 We form the passive with the verb *be* and the main verb in the _____ form.
2 We use _____ + noun to say who or what did the action, if it's important.
3 We use the passive to put emphasis on the _____. We often use it in a formal context.

2 Rewrite the sentences using passive structures.

1 Candido Rondon extended telegraph lines into the Amazonian jungles.

_____

2 The job required a skilled engineer.

_____

3 People are using Candido Rondon's maps to this day.

_____

4 They discovered many rivers along the way.

_____

Past continuous passive

3 Complete the sentence from the text. Then complete the rule.

1 When Rondon decided to join the army as an engineer, a road _____ to link Rio de Janeiro to Cuiba.

RULE: To make the **past continuous passive**, we use *was/were* + [1]_____ + the [2]_____ form.

4 Complete the sentences with the past continuous passive form of the verbs.

1 A film _____ while Candido Rondon and Theodore Roosevelt explored the Amazon Valley. (make)
2 During Rondon's lifetime, new roads _____ also _____ to connect parts of Brazil. (build)
3 By the time Rondon finished his work, the telegraph system _____ much. (not use)
4 Rondon was shocked to find out that the indigenous tribes _____ with respect by all explorers. (not treat)
5 Before Rondon's work, the rivers and the rainforests _____ only _____ by the tribes. (use)

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VOCABULARY

Verb + noun collocations

1 Complete the sentences about the article on page 29 with the correct verbs.

1 Rondon _____ friends with the Nambikwara tribe.
2 Before that, the journey could only be _____ by river transport.
3 They wanted to _____ revenge on the native people.
4 His origins later _____ a big part in helping to connect many cultures in very real ways.

2 Put these nouns into the correct verb columns to make collocations. Some nouns can go into more than one column.

a photo | exercise | friends | a deal | advice
a favour | a journey | a speech | an exam
a part | progress | a wish | an effort
a decision | research | money | revenge
the fool | good | an example | a joke
a complaint | advantage of | amends
a role | fun of someone | a test

make	take	play	do	give

3 Complete each space with the correct form of one of the verbs in Exercise 2.

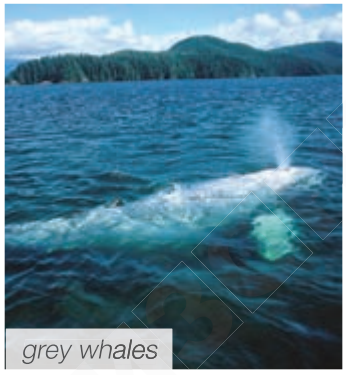
When I got to the small jungle town, I [0] *made* friends with some of the locals and told them that I wanted to [1]_____ a journey up the ssriver. They thought I was mad! One of them [2]_____ me some advice – he said: 'Don't go! It's dangerous.' At first I thought he was [3]_____ fun of me, but then he [4]_____ me some examples of the dangers I would face.
But I had [5]_____ my decision – I wanted to explore. I had [6]_____ some research about the diseases I might catch, and I had [7]_____ some medical tests to make sure I was in good health. I had worked for years and [8]_____ a lot of money, so I [9]_____ a deal with three of the men to come with me.
I needed to leave soon, to [10]_____ advantage of the good weather and to [11]_____ as much progress as I could before the rains began. So the next morning, we met at the port. I put my phone in my pocket (I could use it to [12]_____ photos) and got into the small boat. I looked at the river – would I make it?

4 WRITING Work in pairs. Write the next paragraph of the story. Try and include some more collocations from Exercise 2. Then compare with others in the class.

LISTENING
Migration in nature


wildebeest A


Arctic terns B


grey whales







1 SPEAKING **Look at the photos and the maps. Which animals in the photographs make which journeys in the maps? Discuss your ideas.**

2 SB10 **Listen to a radio interview. Check your ideas. Write 1, 2 and 3 in the boxes.**

3 SB10 **What do these numbers refer to? Listen again and check.**

1	18,000	3	2,000	5	70,000
2	more than a million	4	250,000	6	2,000,000

4 SB10 **Correct these sentences. Listen again to check.**

1 Grey whales swim to Alaska to have their babies there.
2 Grey whales can be found near Alaska in the winter.
3 The Mara River is at the beginning of the wildebeests' journey.
4 The Mara River is full of hippos.
5 Arctic terns do their journey only once in their lifetime.
6 People know how the terns always arrive at the same place.

5 SPEAKING **Work in small groups. Answer these questions.**

1 Which of the animal facts you heard do you think is the most interesting?
2 Do you know about any other animals or birds who undertake amazing journeys?

FUNCTIONS

Expressing surprise

1 SB10 **Listen again to the radio interview. What phrases are used to express surprise? Can you think of any other phrases?**

1 _____ (distance)!
2 _____ ! Good heavens.
3 It's _____ , isn't it?
4 Wow. That's _____ .
5 That's _____ .

2 **Work in AB pairs. A thinks of something surprising that he/she knows. (You can invent something if you want!) A gives the information to B. B uses one of the expressions in Exercise 1 to reply, and asks a follow-up question. Then A and B change roles.**

READING

1 **Look at the photos. In which parts of the world can they be found? Have you ever seen any of them in real life?**

2 **Read the website article quickly. Check your answers to Exercise 1.**

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

1 Why has the Voronya Cave not been completely explored?
2 Why is more known about the caves in Europe, the USA and Australia than those in other parts of the world?
3 For what two reasons is the deep ocean difficult for people to explore?
4 How much of the ocean floor remains unexplored?
5 Why is the Amazon rainforest so interesting for biologists?
6 What's special about the animals and plants that exist in deserts?

4 SPEAKING **Work in pairs. Discuss the questions.**

1 Why do you think the places in the article are more accessible now than they were before?
2 Can you think of any other relatively undiscovered places on Earth?
3 Which of the places in the article would you most / least like to visit? Why?

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Our undiscovered world

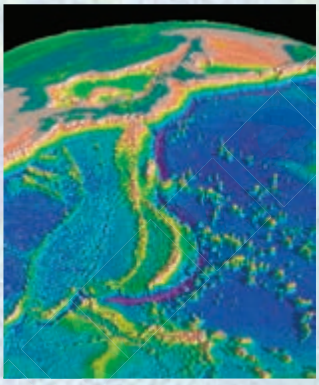
Over the centuries, we have discovered more and more about our world, and it's easy to think that we now know everything about it. But the world holds many more secrets, secrets that will probably be revealed in the future. Here are just some of them.

Caves

Deep, dark and cold; caves remain one of the least explored places on Earth. The deepest known cave in the world is Voronya Cave in the central Asian country of Georgia, which is so inaccessible and inhospitable that very little is known about it.

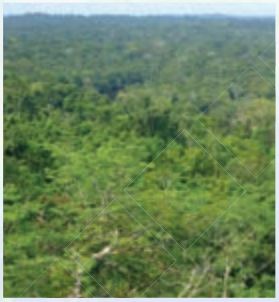
The exact number of caves on Earth is not yet known. Caving is a very popular activity in Europe, Australia, and the United States, so most of the caves that we know about are from those parts of the world. However, there are probably thousands of caves in China. Most of these have not been explored.

The Mariana Trench



The deepest and darkest place in the ocean is the 11,000-metre-deep Mariana Trench. Due to freezing temperatures and high water pressure, it is totally impossible for humans to survive in the deep ocean. Although technology has helped us to discover many new varieties of deep-sea creature on the ocean floor, there is a lot that we still do not know. In fact only 2% of the ocean floor has been explored. More is known about our solar system than about our oceans. But of course, as further studies are carried out, more will be understood about life in harsh ocean conditions.

The Amazon rainforest



The Amazon rainforest contains a huge number of species of plants, and over 2,000 known species of birds and mammals live there. However, some parts of the forest are so hard to get to that scientists have not yet explored them. So far, around 2.5 million insect species and 400,000 plant species have been recorded, but some people think that tens of thousands more will be found in the future.

Deserts

Although we know where all the Earth's deserts are, they are among the most unwelcoming environments for human beings, so very few explorations have been carried out. It is almost impossible to survive long periods of time in the desert, so desert explorations often have tragic results – many people have died on these expeditions. It's unclear whether anything interesting will be uncovered if we succeed in exploring the deserts, although there are animal and plant species there which are unusual because they have developed to survive in very high temperatures and with very little water.



GRAMMAR

Future and present perfect passive

1 **Complete the sentences from the text on page 49 with the words in the list. Then complete the rule with *past participle* (x2), *be* and *present perfect*.**

been recorded | been explored | be found | be understood

1 Most of these have not _____ .
2 So far, around 2.5 million insect species and 400,000 plant species have _____ .
3 But of course, as further studies are carried out, more will _____ about life in harsh ocean conditions.
4 … some people think that tens of thousands more will _____ in the future.

RULE:

- To make the **future passive**, we use *will* + [1]_____ + the [2]_____ .
- To make the **present perfect passive**, we use the [3]_____ form of *to be* and the [4]_____ .

2 **Rewrite the sentences using the passive voice.**

1 They will show the documentary about caves on TV tonight.
2 They will explore a new cave in China in April.
3 Scientists will learn new things about the ocean floor.
4 They have already discovered 2,000 different species in the Amazon.
5 They haven't recorded some species yet.
6 Not many people have studied the deserts because they're dangerous.

3 **Complete the text with the future passive form of the verbs.**

Good news for fans of the documentary series *Home Planet*. A new series [1]_____ (film) about unexplored caves and oceans. The new documentary [2]_____ (show) in two years' time. The documentary [3]_____ (present) by scientist Helen Griffin, but she [4]_____ (not join) by Liam Hill this time. A new presenter [5]_____ (choose) in the next week – watch this space! The presenters [6]_____ also _____ (join) by special guests on each episode, but we don't know exactly who they are yet. Regions that [7]_____ (cover) include Europe, China, and islands in the Pacific and the Atlantic. The series [8]_____ (not show) at the cinemas, but it [9]_____ (offer) to subscribers of an online TV channel. The producers are hoping it [10]_____ (watch) by a bigger audience in the future. I know one person who will be watching for sure – me!

VOCABULARY
Geographical features

1 **Match the words with the photos. Write 1–8 in the boxes.**

1 reef | 2 bay | 3 dune | 4 canyon | 5 waterfall | 6 mountain range | 7 volcano
8 glacier

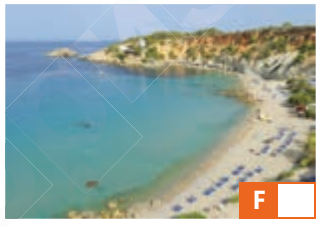

A ☐


B ☐

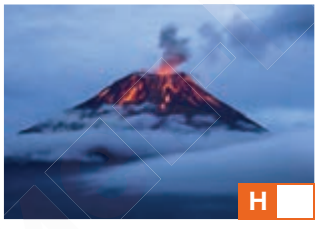

C ☐


D ☐


E ☐


F ☐


G ☐


H ☐

2 **Complete each sentence with a word from Exercise 1.**

1 There's often snow on the top of a very high _____.
2 It can be difficult to run up a _____ because it's all sand.
3 When water goes over the edge of a _____, it often looks white.
4 A _____ can be dangerous for ships, because it's just below the surface of the sea.
5 If a _____ is active, it sometimes erupts and can be very dangerous.
6 It can take a very long time for a _____ to move even as little as ten centimetres.
7 A _____ is sometimes a good place for ships to stop, because it's protected by land on three sides.
8 There's usually a river at the bottom of a _____.

3 SPEAKING **Work in pairs. You have three minutes to think of as many famous examples of these features as you can. Then compare your ideas with another pair.**

Culture



1 Look at the picture. Do you know what this is?

2 Read the article. What animals does it mention?

STOP! BEFORE IT'S TOO LATE

The Himalayas

Why should we care?

The Himalayan mountains in South Central Asia contain many of the world's tallest peaks, including Mount Everest. They also contain the biggest number of glaciers after the North and South poles. Three of the greatest rivers in the world start from these mountains: the Ganges, the Indus and the Yangtze. These rivers provide water to a billion people in Asia.

What's happening?

The biggest danger to the Himalayas is **global warming**, which is melting the glaciers fast. There is also a huge problem with **deforestation** in the mountains. Many species of animals such as the tiger, the rhino and the snow leopard are in danger.

The Amazon

Why should we care?

The Amazon in Brazil is the largest tropical rainforest in the world. It is home to 10% of the world's wildlife. The Amazon River is the largest in the world and contains the most freshwater fish on the planet. It is also home to 350 different **tribes**. But perhaps most importantly, it provides between 25 and 30% of the world's oxygen.

What's happening?

The biggest **threat** is deforestation. This happens to make space for farm land and to have wood. As a result, many animals are **endangered,** among them the golden lion tamarin and the jaguar. Since 1950 we have lost more than 17% of the Amazon rainforest. We can't afford to lose any more.

The Galapagos Islands

Why should we care?

The Galapagos Islands are one of the most amazing places on Earth. These **tiny** islands are 1,000 km from Ecuador in the Pacific, and contain many species of plants and animals that are found nowhere else in the world, among them the giant tortoise, the Galapagos penguin and the Galapagos sea lion. They are also famous because the scientist Charles Darwin spent time there studying the wildlife.

What's happening?

The Galapagos Islands are very **fragile**. The greatest dangers to them include overfishing, pollution and tourism. There is also a threat of animals from other parts of the world arriving on the islands and killing the local wildlife.

The Great Barrier Reef

Why should we care?

The Great Barrier Reef, off the eastern coast of Australia, is over 2,000 km long. It is the only living **organism** on the planet that you can see from space. It is home to 1,500 different types of fish, 400 different types of coral, 215 different types of birds and six different types of turtle.

What's happening?

We have already lost 10% of all the coral, but scientists **fear** that we will lose 70% more in the next 40 years. The greatest dangers to the reef are pollution and overfishing.

3 SPEAKING **Work in pairs. Say what these numbers in the article refer to.**

a	1,000,000,000	d	1,000
b	350	e	2,000
c	17	f	70

A billion – that's the number of people in Asia that get their water from the Ganges, the Indus and the Yangtze.

4 SPEAKING **Can you think of any other areas of the world that are in danger from environmental damage?**

5 VOCABULARY **Match the words in bold in the article with the definitions. Write the words.**

0 groups of people who live together, usually outside towns and cities, and have the same language, culture, and history *tribes*
1 the rise in temperature of the Earth's climate _____
2 a living thing _____
3 are afraid _____
4 weak / easy to damage _____
5 cutting down all the trees in a large area _____
6 which soon may not exist because there are not many left alive _____
7 very small _____
8 something that will probably harm or destroy something else _____

Pronunciation
/f/, /v/, /b/ consonant sounds
Go to page 180.

WRITING
An article for the school magazine

1 Read this article from a school magazine. Answer the questions.

1 What is its purpose?
2 How has the river changed?
3 What are the main reasons for the problems?
4 What should be done?

2 Put the words in the correct order to make sentences from the article. Then go through it and underline the evidence the writer uses to support each of these statements.

1 so / the / beautiful / once / Quiller River / was
2 situation / alarming / is / the
3 the / river / and / look at / banks / just

3 The article has four paragraphs. Which of them …

a expresses the writer's hope that the situation will be better in the future?
b introduces the topic?
c describes problems and says what should be done?
d describes problems, says what will happen if nothing is done and what should be done?

4 **Choose one of these environmental problems and make notes about what the situation is now, possible consequences and what should be done.**

a one of the problems mentioned in this unit, for example, deforestation in the Amazon

b an environmental issue in your town or country

5 **Write an article for your school magazine raising awareness about the environmental issue you have chosen.**

- Find a good title.
- Write an introduction that catches the reader's interest.
- Describe what the problems are, what you think the consequences might be and what should be done.



The sad story of a once beautiful river

The Quiller River was once so beautiful that there is even a song about it. And now?

The situation is alarming. There are lots of factories along the river. Newspapers have recently reported that the water in the river is totally polluted. There are hardly any fish left, and the water itself smells terrible. The situation will be even worse in a few years unless factories stop polluting the water. So I really think we should do something about it. We need stricter laws to protect our river.

And just look at the river banks. They are covered in litter. It seems that there are lots of people who throw their waste into the river. This must stop! We should all get together and help clean up the river banks.

If we wake up and we all do something, we might once again be able to enjoy the beauty of the river. Let's hope it's not too late.

EXTRA READING

1 **PRE-READING** **Where do wild tigers live? Why do you think they are in danger?**

Tigers return to Kazakstan



Tigers can be dangerous, of course. But do we want to live in a world without these beautiful wild animals?

A hundred years ago, there were 100,000 wild tigers living all over Asia. But since then, tigers have disappeared almost everywhere. Only about 3,000 wild tigers remain now in a few parts of Russia, India, China and Southeast Asia. If nothing is done, they will be lost for ever.

This has happened for two reasons. There are more and more people in the world every year. Roads, villages, farms, towns and cities have been built almost everywhere. So there are fewer wild places and large forests where tigers can live and find food. The other reason is hunting. Tigers have always been killed by hunters and farmers, but in the last 100 years guns have become common. So tigers have been killed more easily.

In Kazakhstan, the last wild tigers were seen in the late 1970s. But now there are plans to bring tigers back. An important international meeting was held in Astana in 2011. It was the meeting of The World Wide Fund for Nature (WWF). Everyone agreed that we must not allow wild tigers to disappear from the world and governments must work together.

The government of Kazakhstan plans to reintroduce tigers in part of the country where they used to live. A protected area for tigers will be created south of Lake Balkhash. The government plans to have tigers flown in from Eastern Russia because Russian Siberian tigers are almost the same as the tigers that used to live in Kazakhstan. The Russian government has promised to help.



The Ili River area south of Lake Balkhash is a large area that is good for tigers. It also has some of the animals that tigers eat – deer, gazelles and wild pigs. So the plan makes good sense.

Other countries in Asia have agreed to protect wild tigers too. All these plans will make a big difference because they will allow tiger numbers to grow naturally. But this won't happen unless everyone helps. If they can all keep their promises, these beautiful animals will not disappear.

2 **Read the text. Then mark the sentences T (true), F (false) or DS (doesn't say).**

1 In the last 100 years, 97% of the world's tiger population has gone.
2 Hunters with guns are the biggest problem for tigers.
3 There used to be wild tigers in Kazakhstan.
4 The government plans to bring tigers to the north of Kazakhstan.
5 It will be a few years before the protected area is ready.
6 Some other countries have similar plans.

GRAMMAR

First conditional (review); *unless* in first conditional sentences

1 **Complete the sentences with the correct form of the verbs. Look at the text on page 36 and check your answers. Then choose the right answers to make the rules.**

1 If nothing is done, they _____ (be) lost forever.
2 But this _____ (happen) unless everyone helps.
3 If they can keep their promises, these beautiful animals _____ (disappear).

RULE: We use the first conditional to talk about the consequences of a [1]*possible / impossible* future action.

- Condition clause: *if* + present simple
- Result clause: *will / won't* + main verb

The condition clause can come before or after the result clause.
Unless means [2]*only if / if not*.

2 **Write first conditional sentences. Then decide in which of them you could use *unless*.**

0 environment / suffer / if / we not recycle more
The environment will suffer if we don't recycle more. The environment will suffer unless we recycle more.
1 if / I give this phone / charity / they find someone who needs it
2 if / this tap not stop dripping / how much water / we waste in a day?
3 situation / become worse / if they not change behaviour
4 Look – battery full! / if you not disconnect charger / you waste energy
5 if she read this book / she understand situation better

3 **Complete the questions. Use the correct form of the verbs.**

0 What *will* you *do* if they *don't help* you? (do / not help)
1 If you _____ , _____ you _____ good marks in your test? (not study / get)
2 Unless the weather _____ really bad on Sunday, we _____ to the beach. (be / go)
3 If she _____ you to her birthday party, _____ you _____ her a present? (invite / buy)
4 She _____ him unless he _____ her very nicely. (not help / ask)

PROJECT

- **Think of an endangered animal in Kazakhstan. Discuss in small groups.**
  - What's special about this animal?
  - What's being done to help it survive?
- **Do some research. Find out more information about the animal.**
  - What are the dangers this animal is facing?
  - How can it be helped?
  - What can people your age do to help?
- **Create a poster to raise awareness of your endangered animal and present it in class.**
  - Write three short paragraphs.
  - Illustrate each paragraph with a photo or a drawing.
  - Practise the class presentation with your group.







4 CHARITIES AND CONFLICT

OBJECTIVES

FUNCTIONS: issuing and accepting a challenge

GRAMMAR: relative clauses; *which* to refer to a whole clause; linkers of contrast

VOCABULARY: groups of people; charity; reporting verbs

READING

1 SPEAKING **Why do people leave their country to go to another one? Discuss the reasons in pairs and add two of your own. Then put the six reasons in order of importance (1 = most important).**

to work	☐	for studies	☐	_____	☐
for holidays	☐	to start a family	☐	_____	☐

2 SPEAKING **Look at the photos. Where were the photos taken? Why are these people here and what are they doing?**





3 SPEAKING **Work in pairs or small groups. Look at the photos and these phrases from the article. Discuss what you think the article is about.**

- a shortage of jobs
- the creation of workshops
- began to welcome refugees
- the renovation of houses

4 **Read the article and check your ideas.**

5 **All of these statements are incorrect. Read the article again and find the lines which show they are incorrect. Then correct the sentences.**

1 Many people in the 1990s left Riace because they didn't like it any more.
2 The refugees didn't have to do anything to get food and accommodation.
3 The refugees already spoke Italian.
4 New houses were built for the refugees.

5 About a hundred immigrants live in Riace now.
6 More local people are leaving Riace.
7 Many politicians have criticised Lucano's ideas.
8 Lucano won the 2010 'World Mayor' award.

6 SPEAKING **Work with a partner and discuss the following questions.**

1 What two questions would you like to ask:
   a a resident born in Riace?
   b an immigrant living and working in Riace?
2 Do you think things will continue to go well in Riace in the future? Why (not)?

Refugees Bring New Life to a Village

Riace is a small village in Calabria, which is a very pretty region of Italy, but also quite a poor one. Riace once had a population of 3,000, but in the 1990s a shortage of jobs meant that many of the inhabitants, especially young people, left the village to find work in other places. The only school closed. There were no restaurants and very few shops. Many houses were empty. Riace was becoming a ghost town. But these days it's a different story, because of one man whose dreams have turned Riace into a village with a future.

One day in 1998, Domenico Lucano, a teacher from Riace, was driving near the sea when he saw a large group of people on the beach. They were refugees who had arrived by boat to escape problems in their countries. Lucano had an idea of how to help these people and how they, in turn, might possibly help him save his village. He decided to welcome them into the village and to give them food and accommodation in return for work. The refugees also had to learn Italian.



It was the beginning of a plan. Lucano created an organisation called Città Futura, or City of the Future. The idea was simple: Riace desperately needed more inhabitants and there were plenty of people in the world looking for a home. The village began to welcome refugees from Somalia, Afghanistan, Iraq, Lebanon and other places. Lucano used buildings which had been empty for years to house the new arrivals, and he created workshops for them to work in.

Riace is now home to between two and three hundred immigrants, who live happily alongside the locals. Most of the women make handicrafts to sell in local shops, while the men renovate empty houses to rent to tourists. But it is not only the refugees who have gained from Lucano's plans: Città Futura also has 13 local employees, which makes it the biggest employer in the village. And because of the arrival of more children, the school is open again. Lucano, who became mayor of Riace in 2004, has managed to create jobs and to stop the villagers moving away, while at the same time helping some of the poorest and most desperate people in the world.

Many politicians have visited Riace hoping that they can use Lucano's ideas in their own towns and cities. The German film director Wim Wenders also went there and was inspired to make a short documentary about the village called *Il Volo* (*The Flight*). Lucano himself was voted third in the 2010 'World Mayor' competition, and was praised for his courage and compassion.





TRAIN TO THiNK

Distinguishing fact from opinion

People often have disagreements because they confuse opinions with facts. A fact is something true for which there is usually proof. An opinion is a thought or belief and may not be true. When you want to know if what someone is saying is really true, it's important to ask the right questions to help you separate opinions from facts.

1 Read the two statements (A). What is the purpose of the question (B) that follows each of them?

1 A *Teenagers never want to travel anywhere with their parents.*
B Does that mean that there has never been a young person who liked travelling with their parents?

2 A *I'm convinced listening to music keeps you healthy.*
B What evidence is there that proves you are right?

2 Here are things people said to Domenico Lucano when he was about to start his project. Work in pairs and find good questions that he could ask to separate opinions from facts.

1 *All the young people are moving away. Our town has no future.*

2 *I'm sure these refugees are trouble makers.*

3 *Don't invite these people to our village. They're poor and will only create problems.*

4 *It's a bad idea to put people from different countries together. They might not get on.*

5 *These people can't survive in our village. There's just no work for them.*

GRAMMAR

Relative clauses (review)

1 Read the sentences from the article about Riace. Look at the underlined parts. Then complete the rule by writing A, B, C or D.

A Riace is in Calabria, <u>which is a very pretty region of Italy</u>.
B Lucano used buildings <u>which had been empty for years</u> to house the new arrivals.
C They were refugees <u>who had arrived by boat</u>.
D Lucano, <u>who became mayor of Riace in 2004</u>, has managed to create jobs.

RULE: We use a defining relative clause to identify an object (*which* / *that*), a person (*who* / *that*), a place (*where*) or a possession (*whose*). Without this information, it's hard to know who or what we're talking about. (e.g. Sentences [1] _____ and [2] _____)

We use a non-defining relative clause to add extra information. We don't need this information to understand the sentence. We put commas around it. (e.g. Sentences [3] _____ and [4] _____)

2 SPEAKING **Complete each sentence with *who*, *which* or *that*. Are they defining or non-defining relative clauses? Then discuss the statements with a partner.**

1 I don't understand people _____ decide to go and live in another country.
2 Sometimes people don't like strangers _____ come and live in their town.
3 A stranger is just someone _____ isn't your friend yet.
4 Sometimes it's just a person's appearance _____ makes us like them or not.

3 Join the sentences to make one sentence by including a non-defining relative clause. Put commas in the correct places.

0 The people were tired. They had come a long way.
The people, who had come a long way, were tired.
1 The locals gave them food. The locals were kind.
2 Rome is an exciting place. It is my favourite city.
3 I've been reading a book by William Boyd. Boyd is one of my favourite writers.
4 My neighbour Roman has been living here for ten years. Roman is from Russia.

which to refer to a whole clause

4 Read the two sentences from the article. What does *which* refer to in each sentence?

1 Riace is a small village in Calabria, **which** is a very pretty region of Italy.
2 *Città Futura* has 13 local employees, **which** makes it the biggest employer in the village.

5 What does *this* refer to in each of the second sentences below? Rewrite the pairs of sentences as one sentence.

0 A lot of tourists visit. This is good for the town.
A lot of tourists visit, which is good for the town.
1 Some people go and live in another country. This is not always easy.
2 You have to learn new customs. This can be challenging.
3 Some people are nervous about strangers. This makes life difficult for new arrivals.
4 Sometimes there are differences in culture. This often results in misunderstandings.

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VOCABULARY
Groups of people

Complete each sentence with a word from the list.

the audience | motorists | pedestrians | residents | the crew | the staff | employees
employers | immigrants | politicians | refugees | inhabitants

0 People who watch a play / film / concert are *the audience* .
1 People who walk on a street are called _____ .
2 A group of people who work for an organisation are _____ .
3 People who drive cars are called _____ .
4 A group of people who work on a plane or ship are _____ .
5 _____ are people or animals that live in a specific place.
6 People who are paid to work for other people are called _____ .
7 People who work in politics are called _____ .
8 _____ are people who leave their own country because it's too difficult or dangerous to live there.
9 _____ pay others to work for them.
10 People who live in a certain place are the _____ .
11 _____ are people who come to a different country to live there permanently.

LISTENING

1 You are going to listen to an interview with John Gordon, an aid worker. Where do you think he works and how does he help?

2 SB13 John is being interviewed by a group of students for a school radio. Listen to the interview and mark the sentences T (true) or F (false).

1 John works with people from different countries.
2 He doesn't spend more than a year in one place.
3 He says the foreign workers are in a bigger danger than locals.
4 He believes that we can all do more to help.
5 Sometimes the charity workers upset local governments.
6 He says most people understand why he works as an aid worker.

3 SB13 Listen again and answer the questions.

1 What's the goal of charities working in war zones?
2 How long does John like to spend on one project?
3 What does he think about when he gets home?
4 He mentions two ways we can help others. What are they?
5 Why did he once have to leave a country?

4 SPEAKING **Work in pairs. Discuss the questions.**

1 Would you like to be a foreign aid worker? Why (not)?
2 Which place(s) do you think would be the most dangerous for John to go to right now? Why?

GRAMMAR

Reported questions and requests

1 **Here are three sentences from the interview with John. Which are questions and which are requests? Write the direct questions a–c and match them to sentences 1–3. Complete the rule with *requests*, *yes / no questions* or *wh- questions*.**

1 My boss usually asks me to work on a project for at least six months.
2 You asked me if my job was dangerous.
3 Just now, you asked me why I do it.

a 'Is _____?'
b 'Can _____?'
c 'Why _____?'

RULE: In reported [1]_____ we use *if* or *whether* and the same word order as in a statement.
In reported [2]_____ we use the question word and the same word order as in a statement. We do not use auxiliary verbs.
In reported [3]_____ we use *asked/ask(s)* + person + infinitive.

2 **Here are more questions the students asked John Gordon after the interview. Put them into reported speech. Be careful with word order.**

0 'When did you start this job?'
One of the students asked him when he had started that job.
1 'Have you ever been injured in your job?'
2 'Which charity do you work for?'
3 'Is your job well-paid?'
4 'Where are you going next?'
5 'What's your favourite country to work in?'

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VOCABULARY
Charity

1 Complete the text with the words and phrases in the list. You may have to change some of the words.

celebrity | challenge | charity | donation | raise money | social media | sponsor
support | take part | volunteer

The town that was hit by a strong earthquake two months ago is a little over 100 kilometres from where we live. We thought we had to do something to [1]_____ them and help them build their town again. And this is what we did. We organised a sports day to [2]_____. People who [3]_____ in the games had to pay two pounds and their friends and family could [4]_____ them too. My mum's company even made a [5]_____ of £1,000! There were about 20 [6]_____ , students and teachers, who gave people information and helped set up the competitions. It was a [7]_____ , but we did it! In total, we collected £6,500 and we're going to send it to a [8]_____ that's helping the town. We even had a special guest: the film [9]_____ Charles Brown. He announced the winners and gave the prizes. We posted photos of the day on [10]_____ , so check those out.

2 SPEAKING Think about your answers to these questions. Then work in small groups and compare your ideas.

1 How many charities do you know of? What do they do?
2 Why do you think celebrities spend time and money on charity work?
3 How would you raise money for a good cause? What would that cause be?
4 In what other situations do people work as volunteers? Why do you think they do so?

READING

1 Look at the photo and answer the questions.

1 What are the people doing?
2 Why do you think they are doing it?

2 Read the article and check your ideas. Explain the play on words in the last sentence.

3 Read the article again and mark the sentences T (true), F (false) or DS (doesn't say).

1 Pete Frates wanted to play professional baseball. ☐
2 He was diagnosed with an illness called ALS in 2014. ☐
3 If you did the Ice Bucket Challenge you didn't have to pay any money. ☐
4 Barack Obama refused to give any money to the charity. ☐
5 Some people felt the Ice Bucket Challenge was a bit dangerous. ☐
6 Nearly 10% of the UK population donated money through the Ice Bucket Challenge. ☐





An Ice Cold Summer

In the summer of 2014, a weird and wonderful craze swept across the world. Everywhere you looked people were pouring buckets of freezing water over their heads. The craze soon had a name – 'The Ice Bucket Challenge' and the idea behind it was to raise money for charity. Despite the popularity of the challenge, not many people knew where it had come from. In fact it was the idea of an American called Pete Frates. He had been a promising college baseball player who seemed to have a bright future with the Boston Red Sox. However, his career was cut short when he fell ill with a disease called amyotrophic lateral sclerosis (or ALS for short). ALS attacks the nervous system and can cause speech problems and paralysis. Frates wanted to do something to help sufferers of ALS. He had a simple but brilliant idea.

The idea was that you chose a couple of friends and challenged them to pour a bucket of freezing water over their heads. If they did this then they paid $10 to the charity. If they refused, they paid $100. To prove they had done it, they had 24 hours to post a video of their challenge online. Then it was their turn to choose two more people and challenge them.

Soon it had gone viral with plenty of celebrities worldwide joining in, including Usain Bolt, Lady Gaga, Oprah Winfrey, Taylor Swift, and Cristiano Ronaldo. The US President Barack Obama and UK Prime Minister David Cameron were also challenged, although they both refused to do it and donated the $100 instead. More than 2,500,000 videos were posted on Facebook from around 150 different countries. Many millions of pounds were donated to the charity.

However, not everyone viewed the Ice Bucket Challenge positively. Many people felt that it put too much pressure on people who did not want (or maybe could not afford) to support the charity. It was also later found that many people who did the challenge didn't actually make any donation at all. One study found that even though over 15% of the British population had done the challenge, only 10% of participants had actually given any money to charity. Other people pointed out that water is a valuable human resource that is in short supply for millions of people around the world. They criticised the challenge for wasting water.

So was the Ice Bucket Challenge a good thing or not? That will always depend on who you talk to. Nevertheless, for a few hot months of summer back in 2014 the Ice Bucket Challenge brought millions of people from all over the planet together for a 'cool' cause.

FUNCTIONS

Issuing and accepting a challenge

1 **Read the phrases. Which ones are used to issue a challenge? Which ones are used to accept or turn down a challenge?**

1 I bet you can't …
2 I think you're (probably) right.
3 I bet (you) I can …
4 That's too easy.
5 I challenge you to …
6 No problem.
7 You'll never manage to …
8 Of course I can.

2 WRITING **Work in pairs. Write short dialogues between two people, where one challenges the other. Use these ideas and one of your own.**

- eat a doughnut without licking your lips
- walk twenty kilometres in four hours
- finish this exercise before me

GRAMMAR

Linkers of contrast

1 **Read the example sentences about the article and use them to complete the rule.**

1 Most people thought the Ice Bucket Challenge was brilliant. **However**, there were people who disagreed.
2 **Despite** its popularity, many people didn't know where the idea had come from.
3 Pete Frates found the time to raise money for charity **in spite of** being quite ill.
4 **Although** he was challenged, Barack Obama decided not to pour water over his head.
5 I didn't do the challenge **even though** four of my friends nominated me.
6 Many people did the challenge without donating. **Nevertheless**, the charity still made a lot of money.

RULE: To contrast ideas and facts, we use these linking words: *although*, *even though*, *however*, *despite*, *in spite of* and *nevertheless*.

1 *Despite* and _____ are followed by a noun phrase or a gerund. They can be used at the beginning or in the middle of a sentence.
2 *Although* and _____ are followed by a full clause. They can be used at the beginning or in the middle of a sentence.
3 *However* and _____ introduce the contrasting idea and come at the beginning of a new sentence. They are followed by a comma.

2 **Rewrite the sentences using the word in brackets.**

0 I didn't know anyone at the party but I still had a good time. (in spite of)
In spite of not knowing anyone at the party, I still had a good time.

1 I studied hard for the test. I failed it. (despite)
2 He doesn't earn a lot of money. He gives a lot of it to charity. (However)
3 I'd seen the film before. I still really enjoyed it. (although)
4 I started to eat less. I didn't lose any weight. (in spite of)
5 It wasn't very warm. We had a good time at the beach. (Nevertheless)
6 I don't speak a word of Chinese. I understood what he said. (even though)

3 Rewrite this idea using each of the linkers from the rule box.

I felt really tired. I stayed up till midnight to celebrate the new year.

THINK VALUES

Doing good

1 Work in groups of four. You are going to run an internet fundraising challenge for a charity. Use the points below to help you organise your ideas.

1 Decide on a charity.
- Why are you choosing this charity?
- What will the charity use this money for?

2 Decide on a challenge
- What is the challenge?
- How are people chosen for the challenge?
- What do you have to do if you refuse to do it?

3 Think of a famous person to get involved.
- Why this person?
- What do you want them to do?

4 Extras
- What other things can you do to help your campaign? (T-shirts, write a song, etc.)

2 SPEAKING Present your ideas to the class. Each student in your group should talk about one of the points above.



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Culture



1 SPEAKING Work in pairs. You find a valuable ring in the street. Think of four things you could do with it.

2 Read the story. What did Billy do with the ring?

The day Billy Ray's life changed forever

Billy Ray Harris was homeless. He spent each day on the streets of Kansas City, begging for money for food and maybe a bed for the night. Every day, as he sat thinking about his life, he occasionally heard the sound of a coin or two dropping into his cup. One day, the noise was louder than usual. Billy didn't look up, so he didn't see the young lady on her way to work. A little later, when he looked into the cup, he could hardly believe what he saw. At the bottom was a shining diamond ring.

Billy's first thought was to go straight to a jeweller's and that's exactly what he did. To his complete amazement, he was offered $4,000. Billy thought long and hard. Was this a mistake? It was more money than he'd seen in a long time. But then he thought about his grandfather, who had brought him up always to do the right thing, and knew he had to reconsider. His mind was made up. He'd keep the ring and maybe one day its owner would return.

In fact, he didn't have to wait long. Two days later, a young woman approached him while he was begging. She introduced herself as Sarah Darling and asked if he'd found anything unusual in his cup. Billy reached into his pocket and pulled out the ring. When he saw the smile on Sarah's face he knew he'd made the right decision. She explained that when she dropped the coins into his cup, she'd forgotten putting her ring in her purse.

But the story doesn't end there. Sarah told her husband the story and how she wanted to post it on the Internet. He thought it was a good idea. They also set up an online appeal to raise money for Billy. They soon had more than $185,000.

Billy Ray Harris no longer spends his days begging. He has a home and a job. The story also made the local news and he was reunited with his two sisters, who he hadn't seen for over 16 years. And all this happened because he did the right thing!



3 **Read the story again. Who do you think said these things?**

1 'If only a little good luck would come my way.'
2 'What's that in my cup?'
3 'I'd like to buy it.'
4 'It's a lot of money, but I can't.'
5 'I was here a few days ago.'
6 'I can't believe he didn't sell my ring!'
7 'I think that's a great idea.'
8 'We never thought we'd see you again.'

4 SPEAKING **Work in pairs. Imagine this story is going to be made into a Hollywood film. Discuss these questions.**

1 Which actors are you going to choose to play the main characters?
2 How are you going to give the film a big 'Hollywood ending'?
3 What's the title of your film?

5 **Share your ideas with the class.**

WRITING

An essay

1 **Read the essay quickly. Does the author agree or disagree with the essay title? Why?**

2 **Read the paragraph functions and write A–D in the boxes below.**

1 introduction ☐
2 argument supporting the idea ☐
3 argument against the idea ☐
4 the writer's final opinion ☐

3 **Complete with the missing linkers, then check in the essay.**

1 _____, because it has become much easier, more and more people are trying to collect money for charity.
2 _____, people are getting tired of constantly being asked to donate each time they check their email accounts.
3 _____, these requests often come from people we don't really know. They lack the personal touch.
4 _____, people are starting to ignore these charity emails.
5 _____, I still believe that social media can be a really useful way of raising money for charity.
6 _____ it's no surprise that more and more people are using social media to raise money for charity.



4 **Look at the following essay title and make notes.**

Social media brings people together.

Introduction: _____
For: _____
Against: _____
My conclusion: _____

5 **Write your essay in 140–190 words.**

Social media is the best way of raising money for charity.

A *Nevertheless, I still believe that social media can be a really useful way of raising money for charity. We just need to be careful how we use it and make sure we don't use it too often.*

B *When my mother was a child she used to take part in sponsored challenges to raise money. She would knock on people's doors asking them to promise money. Then, when she had completed the task, she had to return to collect the money. These days people use sites such as JustGiving to ask for sponsorship. With one click people can donate immediately. There's no dispute that social media is probably the most efficient way of reaching a lot of people very quickly.*

C *However, because it has become much easier, more and more people are trying to collect money for charity. As a consequence, people are getting tired of constantly being asked to donate each time they check their email accounts. Furthermore, these requests often come from people we don't really know. They lack the personal touch. As a result, people are starting to ignore these charity emails.*

D *These days social media is a huge part of almost everyone's life. It's often the quickest and easiest way of keeping in touch with friends or sending your message to a wide audience. Therefore it's no surprise that more and more people are using social media to raise money for charity. But is it always a good idea?*

EXTRA READING

1 PRE-READING **Work in pairs. What experience do you think the writer writes about? Read the article and find out.**



The Best Experience Ever

by Andy Baker

When my mum explained that we were going to spend two months in southern Kazakhstan, I wasn't very pleased. I didn't want to go to a small town in a faraway country, away from all my friends. I refused to go with her, but I had no option. The plan was for my mum to volunteer as an English teacher at the local school in Kulan. What was I going to do? I'd help her, play with the children and take part in after-school activities. I could also explore the area and the vast Kazakh steppe in my free time.

My friends encouraged me to take the trip as an opportunity and to learn from the experience. Of course, they were right. As soon as my mum and I arrived in Kulan, people invited us to spend time in their houses, taste their food, and learn about their traditions. They were so friendly and kind to us that I'm glad I agreed to help my mum. The children at the school were very sweet and they demanded that I play games with them every afternoon. It was so much fun and I was too busy to miss home.

For the whole time we were there, my mum and I stayed with a local family. The mother, Assel, really made us feel at home. She claimed that she was the best cook in town and I would definitely give her my vote. Every day, she prepared wonderful meals for us and she was generous with her recipes. I've got a whole notebook full of them. Her husband, Serik, persuaded me to go horseriding, which I'd never done before. Their older son, Abai, took me to the local boxing gym and I got to learn some moves. That was cool! I even learned some basic Kazakh phrases.

On our last day in Kulan, I was really sad to say goodbye to the little students and all the friends I had made. I told my mum I felt bad for the way I reacted when I first heard about the trip. Now I know that you have to be open for good things to happen in your life. If you get the chance to go on a volunteer program, I recommend that you take the chance without giving it a second thought. No matter where you go, you'll learn a lot about yourself and the world. If it's Kazakhstan, even better because people there are so nice and there's so much to explore. If it's Kulan, drop me a line because I've got lots of tips to give!



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

1 What was Andy's first reaction to volunteering in Kazakhstan?
2 What tasks did Andy have as a volunteer?
3 Who tried to cheer up Andy and how?
4 How does Andy describe the locals in Kulan?
5 Why didn't Andy feel homesick in Kulan?
6 What skills did Andy learn while he was in Kulan?
7 How did Andy feel towards his mum after the experience?
8 What lesson did Andy learn about life after this experience?

VOCABULARY

Reporting verbs

1 **Complete the sentences with the correct forms of the verbs. Then check your answers in the article on page 71.**

explain | encourage | demand | persuade
invite | recommend | claim | refuse | agree

1 My mum _____ that we were going to spend two months in southern Kazakhstan.
2 I _____ to go with her, but I had no option.
3 My friends _____ me to take the trip as an opportunity.
4 People _____ us to spend time in their houses.
5 In the end, I'm glad I _____ to help my mum.
6 They _____ that I play games with them every afternoon.
7 Her husband, Serik, _____ me to go horseriding.
8 I _____ that you take the chance without giving it a second thought.

2 **Match the verbs with the definitions.**

1 agree ☐
2 claim ☐
3 explain ☐
4 demand ☐
5 persuade ☐
6 refuse ☐

a make something clear
b try to get someone to do or believe something
c accept an idea or a suggestion
d say no
e insist something is done
f say that something is true

3 **Complete the rule with reporting verbs from Exercises 1 and 2.**

RULE: We use different structures with different reporting verbs.

1 verb + infinitive with *(not) to* *agree, offer,* _____
2 verb + object + infinitive with *(not) to* *ask, tell,* _____ , _____ , _____
3 verb + *that* + clause *say, claim,* _____ , _____ , _____
4 verb + gerund *apologise for, suggest*

PROJECT

- **What volunteering programs are there in Kazakhstan? Discuss in small groups.**
- **Do some research. Find out about a volunteering program in Kazakhstan you would like to take part in. Find the answers to the questions.**

  Where is the program?
  What do volunteers do?
  Who do they help?
  Why would this be a good program for people your age?

- **Present the volunteering program to your class and try to convince your classmates to participate.**



5 READING FOR PLEASURE

OBJECTIVES

FUNCTIONS: telling a story
GRAMMAR: narrative tenses (review)
VOCABULARY: elements of a story; types of story









READING

1 **Think of an example of each of these things.**

- a story or a favourite fairy tale from your childhood
- a favourite film
- a thriller (either a book or a film) that really grabbed you
- an anecdote or a joke you've heard recently

2 SPEAKING **Work in pairs. Share one or two of your ideas from Exercise 1.**

3 SPEAKING **Why do you think people like stories so much? With a partner, discuss as many reasons as you can think of. Then compare your ideas with the rest of the class.**

4 **Read the article. Were your ideas the same as the writer's?**

5 **Read the article again. Answer the questions using evidence from the text.**

1 What examples does the writer give to show that storytelling is popular in the modern world?
2 What point is the writer making in paragraph 2?
3 What did the Neanderthal man *not* want to do when telling the story?
4 How have storytellers contributed to society in different cultures?
5 How did storytellers manage to keep people interested in their stories over the years?
6 Why can stories be very important for a country and its culture?

VOCABULARY
Elements of a story



1 Match the words with their definitions.

plot | setting | hero
character | opening
ending | villain | dialogue

1 the story of a film, play, etc.
2 a person in a story
3 the last part of a story
4 the main (usually good) character in a story
5 a character who harms other people
6 the words that the characters say to each other
7 the beginning of a story
8 the time and place in which the action happens

2 Think about these things. Make notes.

- a film or book with a great plot
- the setting of the last film you saw
- a film with a great opening
- a good film with a disappointing ending
- an actor who's best at playing villains

3 SPEAKING **Work in small groups. Share your ideas.**

SPEAKING

Work in pairs. Discuss these questions.

1 What kind of stories do you enjoy most? Give an example.
2 Have you ever told someone a story that your parents or grandparents told you? Where did they hear the story?

VOCABULARY
Types of story

1 SB14 **Match the types of story with the book covers. Write numbers 1–9 in the boxes. Then listen and check.**



1 crime novel
2 science fiction novel
3 historical novel
4 horror story
5 (auto)biography
6 short stories
7 romantic novel
8 travel literature
9 poetry

2 Which are non-fiction?

3 SPEAKING **Which types of story do you like reading most?**

Everybody loves stories – but why?

What's the first image that comes to mind when you hear the word 'storytelling'? A parent who's reading a fairy tale to their little child – that's what most of us think of immediately. But there's more to stories, of course. What about our favourite movies, the thriller we're reading right now, and that friend who's so brilliant at telling jokes and anecdotes that everyone loves listening to? The movies, the thrillers, the anecdotes and the jokes: they all have something in common with fairy tales. They're all based on the same activity, which is one of the most exciting things humans can do: telling stories!

But why do we tell stories? Just for fun? Well, here's a story for you. Imagine the world hundreds of thousands of years ago. A group of Neanderthals are sitting around the fire in a cave, where they've just finished eating a big meal together. One of them has an idea. He wants to get some berries, which he wants to share with everybody. His friend decides to join him. Off they go, out of the cave, down to the place where the best berries grow. Well, they don't come back for a long while, and finally, the only one of them to return is the friend, who's covered in blood and has a sad story to share. He tells the others that as soon as they went round the bend, not far from the cave, a sabre-toothed tiger attacked them and killed his friend. The others are shocked, of course, but they're also warned.

Are you getting the idea? Stories aren't just about entertainment. Good stories engage us emotionally, and they do that by giving us something to think about. They contain messages which might be useful for us in the future, like the Neanderthal man's story, which certainly wasn't intended to entertain his friends!

We admire people whose magical storytelling skills capture our attention and our imagination. Everybody has always respected storytellers, who have been important members of many societies. In the past, storytellers often travelled a lot. When they went to places far away, their stories travelled with them. When they returned home, they had new stories to share. People were eager to listen, which was fun but also gave them a chance to learn about those remote places.

In cultures all over the world, important stories have been passed down from generation to generation. These stories come from previous generations, whose wisdom and knowledge they contain. They're often about disasters, dramatic events such as fires, storms, thunder, lightning and floods. Every country and culture has its own stories. Our stories have become part of our tradition. Our stories reflect who we are.



SPEAKING

1 **Work in pairs. If you had to choose one of the books in the previous exercise, which would it be and why?**

I'd choose ... because the cover looks / the title sounds (exciting / funny / interesting / ...).

2 **Prepare a one-minute talk about reading. Think about the following points and take notes.**

- if you prefer articles, short stories, novels, etc.
- where and when you like reading

3 **Take turns giving your talks in small groups.**

LISTENING

1 **Find out how much your class knows about the writer Stephen King. Then read the biographical data.**

Stephen King: fact file

- King was born in 1947 in Portland, Maine.
- He wanted to be a teacher, but couldn't get a job. He worked in a laundry and did various other jobs while continuing to write stories.
- He published his first book, Carrie, in 1974. It became a huge success.
- He's written about 50 novels and over 200 horror, fantasy and science fiction short stories. Many of them have become successful films.

2 SB15 **Listen to two teenagers talking about a short story by Stephen King called *Word Processor of the Gods*. What's the last word displayed on the computer screen?**

3 SB15 **Listen again and make notes to answer the questions.**

1 What has the man always wanted to have? Why?
2 What kind of relationship does he have with his son and his nephew?
3 What event makes the man very unhappy?
4 What happens when he goes to his garden shed the next day?
5 Why does he get angry? What does he do next?
6 What happens at the end?

4 SPEAKING **Compare your answers in pairs.**

THINK SELF-ESTEEM

A better world

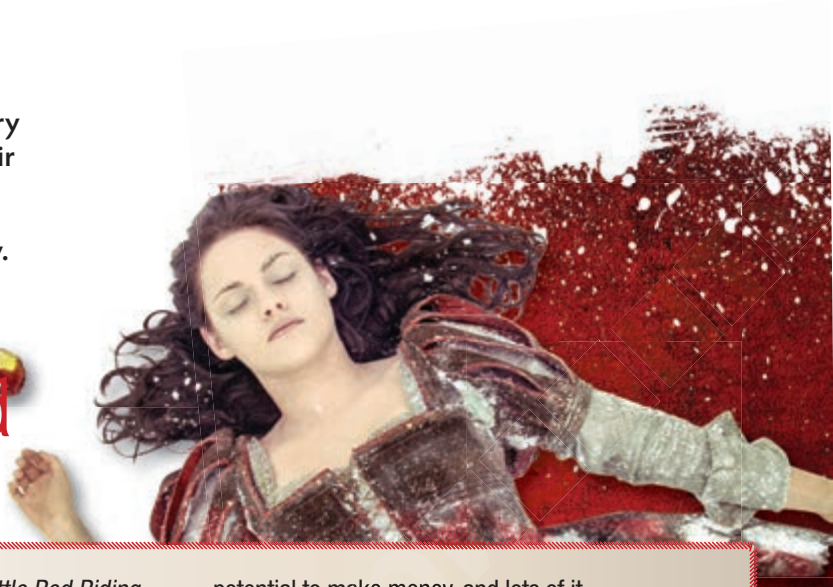
SPEAKING **Think about these questions. Make notes. Then compare your ideas in class.**

1 Imagine you had a machine like the one in the story. If you could eliminate one problem in the world, what would it be? Why?
2 If you could use the machine to create something to make the world a better place, what sentence would you type in?

READING

1 Look at the photos. Do you recognise these fairy tales? Do you know their names in English?

2 Read the article quickly. Who are the Brothers Grimm?



Hollywood fairy tales



Little Red Riding Hood used to be just a story that parents would read to their children at bedtime, but not any more. In 2011, *Red Riding Hood* became a Hollywood blockbuster directed by Catherine Hardwicke. Hardwicke directed *Twilight*, which made her the obvious choice for another film so clearly aimed at the teenage market.

Red Riding Hood isn't the only film to have gone back to the classic fairy tales and updated them for today's teenagers. *Hansel and Gretel: Witch Hunters*, *Jack the Giant Slayer* and *Snow White and the Huntsman* have also persuaded many young people to revisit the stories of their childhood. And let's not forget *Brothers Grimm*, starring Matt Damon and Heath Ledger, in which the original authors of many of these fairy tales come face to face with some of their characters. Hollywood, it seems, has realised that fairy tales have the potential to make money, and lots of it.

Teenagers are one of Hollywood's most important markets and after the success of series like *Harry Potter*, *Twilight* and more recently *The Hunger Games*, film studios are looking for more inspiration for stories to keep young people returning to the cinema. Fairy tales might just be the answer. Many are already quite dark, which makes them ideal for adolescents, who are often fascinated by that side of life. Of course, you might not recognise much of the original story, as extra horror, and romance for the heroes and heroines, have been added to the plots. But with modern-day special effects to bring it all to life, does it really matter?



3 Read the article again and connect the sentences.

1	Catherine Hardwicke has made	famous writers meet the heroes	stories they enjoyed as children.
2	Several films have been produced	turned out to be extremely	you will notice big differences.
3	*Brothers Grimm* shows how the	the stories they are based on,	of films for a teen audience.
4	Films based on fairy tales have	in characters that are evil,	successful commercially.
5	Teenagers are often interested	a name for herself as a director	and villains of their stories.
6	When you compare the films to	that remind young people of the	angry or unhappy.

4 SPEAKING Work in pairs. Discuss these questions.

1 What fairy tales are popular in your country?
2 Do you agree that many teenagers are interested in the 'dark' side of life? Why? / Why not?

WRITING
A fairy tale

Think of a fairy tale and write the story (200 words). Think about:

- the ordering of the story.
- how to use a good selection of past tenses.
- how to bring the story alive with adjectives and adverbs.

Don't forget: fairy tales start with *Once upon a time*, … .

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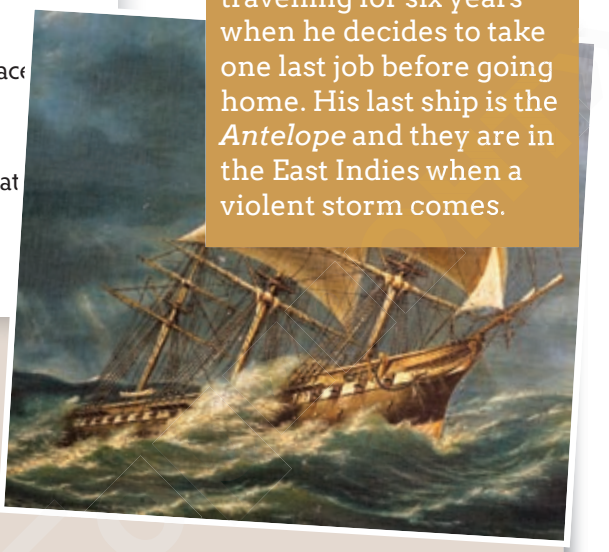
Literature

1 **Work in pairs. Discuss the questions.**

1 How do you feel when you visit a new place country for the first time?
2 What can you do to 'fit in'?
3 What can people learn from travelling that can't learn from books or the internet?

2 **Read the text.**

Lemuel Gulliver is a surgeon who works on ships. He has been travelling for six years when he decides to take one last job before going home. His last ship is the *Antelope* and they are in the East Indies when a violent storm comes.



GULLIVER'S TRAVELS

(1726) Jonathan Swift

On the fifth of November, which was the beginning of summer in those parts, the sailors **spied** a rock very close to the ship; but the wind was so strong, that we were driven directly upon it, and the ship immediately split. Six of us let down the boat into the sea and then made a shift to get clear of the ship and the rock. I think we rowed about three leagues but then we weren't able to work any longer. We were already very tired. We were, therefore, at the mercy of the waves; and, in about half an hour, the boat was overset by a sudden wind from the north. What became of my companions in the boat, as well as those who escaped on the rock, or were left in the **vessel**, I cannot tell, but I believe they were all lost.



As for me, I swam as fortune directed me, and was pushed forward by the wind and the sea. I often let my legs drop, and could feel no bottom; but, when I was almost gone, and unable to **struggle** any longer, I found myself within my depth; and, by this time, the storm was a lot weaker.

It was so shallow that I walked about a mile before I got to the shore, which I guess was about eight o'clock in the evening. I then moved forward about half a mile, but could not discover any sign of houses or people; or I was so weak that I did not notice them. I was extremely tired and with the heat of the weather, I found myself much **inclined** to sleep. I lay down on the grass, where I slept more deeply and peacefully than ever before. I **reckoned** I slept about nine hours, because when I woke up it was just daylight. I tried to get up but I

couldn't move: because as I **happened to** lie on my back, I found my legs and arms were strongly fastened to the ground; and my thick, long hair was tied down in the same **manner**. I could only look upwards, the sun began to grow hot, and the light offended my eyes.

Suddenly I heard a strange noise; but, in the **posture** I was in, I could see nothing except the sky. A little later, I felt something alive moving on my left leg, which, moving gently forward over my breast, came almost up to my chin; I looked down and I **perceived** it to be a human creature, not six inches high, with a bow and arrow in his hands. In the meantime I felt at least forty more of these creatures were following the first.

I was in great **astonishment**, and shouted so loud that they all ran back with fear; and some of them were hurt with falls they got by jumping from my sides upon the ground. However, they soon returned, and one of them, who was brave enough to get a full sight of my face, lifting up his hands and eyes in admiration, cried out in a shrill, but distinct voice – *Hekinah degul!* The other repeated the same words several times, but I didn't know then what they meant.

3 **Match the words in bold to the definitions to form a glossary.**

Glossary

1	*(be) inclined*	wanting to do something
2	_____	very great surprise
3	_____	to see someone or something, often from a distance
4	_____	a position in which someone stands, sits, etc.
5	_____	a large boat or ship
6	_____	to do something or be somewhere by chance
7	_____	to notice something about someone
8	_____	to think or believe
9	_____	to move somewhere with great effort
10	_____	the way in which something is done

4 **Read the text again. Circle the correct answer.**

1 The accident on the ship was caused by hitting *a rock* / *another boat*.
2 A league is a unit of *time* / *distance*.
3 The other men on the boat probably *lost their way* / *died*.
4 Gulliver slept *well* / *badly* once on land.
5 Gulliver *felt something move* / *heard a noise* first.
6 The creature *looked* / *didn't look* human.

5 READ BETWEEN THE LINES **Underline the sentence that cannot be true. Explain your reason.**

1 The *Antelope* was in the Northern Hemisphere.
2 Gulliver fell into deep water.
3 Gulliver might have thought insects were moving on his leg.
4 The creature that spoke to Gulliver seemed impressed by him.

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6 VOCABULARY **Complete the sentences with the correct form of the words from the glossary.**

1 James and Camilla _____ both be in the library at the same time.
2 It's important to teach children to speak to people in a polite _____.
3 The Titanic is the most famous _____ I know.
4 She screamed in _____ when the magician disappeared.
5 If you practise yoga, you'll improve your _____.
6 The man had been walking for hours when he _____ a small house at the bottom of a valley.

7 ROLE PLAY **Work in pairs. When Gulliver returns home, he tells his wife what happened after the creature shouted *Hekinah degul*! Student A is Gulliver, Student B is Gulliver's wife. Read the beginning of the conversation and then continue it with your own ideas. Describe what happens on Gulliver's first night there.**

GULLIVER The creature turned out to be the chief. He couldn't speak English, but he understood when I mimed that I was hungry.
GULLIVER'S WIFE What did he do?
GULLIVER He brought me some meat. Then I mimed that I was thirsty …

WRITING
A letter

Imagine you are Gulliver writing from Lilliput, the land he reached after the shipwreck. The owner of the *Antelope* wants to know what happened to you and his ship. Write a letter describing the events. Remember to start and end the letter appropriately.

- Paragraph 1: Describe the scene. Say where you are, what the weather is like, and what caused the accident.
- Paragraph 2: Say what you and the crew did. Describe your swim to the shore and say what happened to the rest of the crew.
- Paragraph 3: Describe Lilliput, the people and what has happened to you since you arrived.

Culture



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

1 What can you see in the photos?
2 What do you think the person is doing?
3 Would you like to visit this place? Why (not)?

2 **Read the article. Check your answers.**

Ireland

A nation of storytellers

Hardly any country can claim to have a richer storytelling tradition than Ireland. This is the result of a mixture of many people – the Celts, the Vikings, the Normans and the English – who came to the island at various times and all left a bit of their culture behind.

In the Celtic tradition of spoken storytelling, singers and poets called bards were extremely important people. There was no written language tradition in those days, so bards had to memorise the stories, poems and songs to be able to perform them live. Good storytellers knew hundreds of stories by heart. The stories were the only record of important events, and people appreciated them: they were the best entertainment available.

This tradition has been influential for more than 2,000 years and, in many ways, it's still alive today. Stories have been handed down from generation to generation, with very little change. Storytellers used to move from village to village. Wherever they appeared, they were warmly welcomed, and people gave them food and shelter for the night.

The Irish love of stories can be felt all over the country. In many places, older people still remember the *céilí* (pronounced 'kaylee' and meaning 'get-together'), in which people would meet in a house, sit near the fire, tell stories, sing songs, dance and play music. Interestingly, in recent years, there have been successful attempts to revive this tradition, and some of the most popular contemporary storytellers are very young.

The elegant way talented storytellers use language is called 'the gift of the gab'. If you want to get the gift of the gab, you have to go to Blarney Castle in Cork, in the south of the island. You have to climb to the top of the castle, lie down and bend over backwards to kiss the Stone of Eloquence. And, of course, there's a story to explain this. It tells of an Irish King who rescued a woman when she fell into a river. The woman was so grateful that she cast a spell over him. She gave him the ability to speak so well that he could persuade people to do whatever he wanted. But, for the spell to work, he had to kiss a particular stone on top of Blarney Castle. This is what he did, and it worked. So whoever kisses the Blarney Stone will get the same gift.

You don't believe in such stories? Well, it's true, and you can easily prove it. Just climb to the top of Blarney Castle and kiss that stone …

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

1 Irish culture has several different influences. ☐
2 Bards used to write down their stories and poems. ☐
3 Irish storytellers were often given hospitality in return for telling stories. ☐
4 It's no longer possible to go to a *céilí*. ☐
5 If people have 'the gift of the gab', they're good at telling stories. ☐

4 SPEAKING **Work in pairs. Discuss these questions.**

1 How does the Irish storytelling tradition compare with storytelling in your country?
2 What stories are there about places near where you live?

5 VOCABULARY **There are eight highlighted words or phrases in the text. Match them with these definitions.**

1 passed (from older people to younger people)
2 change the position of your body so your head is nearer the floor
3 were able to say from memory
4 bring back to life
5 document
6 said words that had magical powers
7 gave value or importance to
8 a safe place to stay

SPEAKING

1 **Look at the pictures. Put them in order and use them to tell a story.**

2 SB16 **Listen and compare your story to the one you hear.**







Pronunciation

The schwa /ə/ in word endings

Go to page 181.

FUNCTIONS

Telling a story

1 SB16 **Annie uses these expressions to bring her story to life. Match them with the correct places in the conversation. Then listen again and check.**

- ☐ you'll never believe what
- ☐ The strangest thing happened to me the other day.
- ☐ Well, let me finish …
- ☐ That was the annoying thing.
- ☐ What are the chances?

ANNIE [1]_____

MAC What?

ANNIE I woke up with this song in my head and I couldn't stop singing it all day long. It was really annoying.

MAC What was it?

ANNIE [2]_____ It was a song I knew, but I couldn't remember what it was. I even sang it to a few of my friends, but they didn't know what it was either.

MAC So what was so strange about that?

ANNIE [3]_____ I got home from school (with the song still in my head) and I went upstairs to do my homework. I decided to put on the radio to try and forget the song, and [4]_____ they were playing!

MAC Go on.

ANNIE They were playing the song that I'd been singing all day!

MAC So you'd just been singing a pop song that you'd forgotten the name of.

ANNIE Yes, but the strange thing is that it wasn't a pop song from now. It was some obscure song from the 1980s that you never hear any more. It was a song that my dad used to play when I was really small. I hadn't heard it for years. And they were playing it on the radio! [5]_____

MAC Yes, that is pretty weird.

2 **Think of a strange story that happened to you or to someone else.**

- Write down the main events in note form.
- Think how you can use some of the expressions.
- In groups, tell your stories.

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EXTRA READING

1 PRE-READING **What and where is Burabay? What and where is Zheke Batyr?**



Zheke Batyr's **search for happiness**

In the north of Kazakhstan, between the cities of Astana and Kokshetau, there is a national park which is called Burabay or Borovoye. It is a beautiful area of lakes and mountains. The highest mountain is Kokshetau (Blue Mountain, 970 metres). To the south is a mountain called Zheke Batyr (The Lonely Warrior, 820 metres).

In the past, people made up stories about the lakes and mountains here. Older people used to pass the stories to young people by word of mouth. The famous Kazakh traveller and scholar, Shokan Ualikhanov (1835–65), was afraid these stories would be forgotten in the modern world. So he collected them and wrote them down.

One story is about how the mountain Zheke Batyr was made. The story tells of a lonely warrior (*batyr*) and his search for happiness. This young man was very strong and he protected his village from enemies. Although his village was poor, he was happy and loved singing songs. But as he grew older, he saw that everyone around him was poor and unhappy. There was too much fighting. Kazakhs were fighting against enemies, but they were also fighting against each other. They had fought about women, about land and about many small and unimportant things.

The warrior decided to leave his village to find happiness and wealth. He planned to return with gifts for his family and friends. He hoped his gifts would make them calmer, stronger and happier. So he took his sword and rode away on his horse to look for happiness.

On the way, he met some other men from distant places. They had been all searching for happiness too. One of the men said they should all search together. He said, 'The road is difficult and you need friends who will help you.' But each man thought only about himself and his own happiness. So they all went different ways alone.

After that, the strong young Kazakh warrior met enemies and faced difficulties. After many fights and many difficulties, he was exhausted. Finally, he understood that nobody can find happiness alone.

In the end, his enemies were too many. He was fighting in a long battle, when suddenly he fell. And in the place where he fell, there is a mountain now. It looks like a sleeping soldier – the mountain of Zheke Batyr, the lonely warrior.



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2 Read the text and answer the questions.

1 Do we know who made up the story of Zheke Batyr?
2 Why did Ualikhanov write it down?
3 Who were the people in the village fighting against?
4 What did the warrior look for?
5 Why didn't he agree to the man's suggestion?
6 What did he learn before he died?

GRAMMAR

Narrative tenses (review)

1 Match the sentences from the story on page 87 with the tenses. Then complete the rule.

1 Kazakhs **were fighting** against enemies, but they **were** also **fighting** against each other.
2 They **had fought** about women, about land and about many small and unimportant things.
3 So he **took** his sword and **rode away** on his horse to look for happiness.
4 They **had been** all **searching** for happiness too.
5 He **was fighting** in a long battle, when, suddenly, he **fell**.

a past perfect
b past simple
c past continuous
d past perfect continuous

RULE:

We use …

1 _____ to talk about finished actions in the past.
2 _____ to talk about longer actions in the past interrupted by shorter actions.
3 _____ to set the scene.
4 _____ to talk about actions before a certain time in the past.
5 _____ to talk about uninterrupted actions before a certain time in the past.

2 Complete the sentences with the past simple or past continuous form of the verbs.

0 While an old man *was telling* a story about the lakes and mountains, Shokan Ualikhanov *wrote* it down in his book. (tell / write)
1 When the lonely warrior _____ that everyone around him was poor and unhappy, he _____ his sword and _____ his village to look for happiness. (realise / take / leave)
2 The lonely warrior _____his horse when he _____some other men from distant places. (ride / meet)
3 While the men _____ for happiness, it _____clear that each man was thinking only about himself. (search / become)
4 While the lonely warrior _____, he _____ and a mountain _____ in that place. (fight / fall / appear)

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3 **Complete the conversation with the correct form of the verbs. Use the tenses from Exercise 1.**

burn | do | see | run | sit | walk | go | open

IAN I had a real scare yesterday. As I [1]_____ up to our house, I [2]_____ smoke coming from the window.

OLI [3]_____ something _____?

IAN Fortunately not. I [4]_____ into the house, [5]_____ the kitchen door and there was my brother. He [6]_____ on the floor in shock. He [7]_____ science experiments! One of them [8]_____ wrong and exploded.

PROJECT

- **Think about important authors from Kazakhstan. Discuss in small groups.**

  What books did they write?
  Why are these authors important in Kazakhstani literature?

- **Do some research. Find out more information about your favourite Kazakhstani author.**

  When did he/she live?
  What inspired him/her to write books?
  Why should people read his/her work?

- **Write a short biography of your favourite Kazakhstani author.**

  Write three short paragraphs.
  Illustrate your text with a photo or a drawing.
  Talk to your classmates about their favourite author. Ask and answer the questions above.
  Collect all biographies and make a book of great Kazakhstani authors.



6 TRADITIONS AND LANGUAGE

OBJECTIVES

FUNCTIONS: emphasising

GRAMMAR: quantifiers; *so* and *such* (review); *do* and *did* for emphasis; embedded and indirect questions

VOCABULARY: costumes; bringing up children


A


B


C

READING

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

1 Where are these festivals? If you don't know, guess.
2 Describe what the people are wearing and doing.
3 Do you take part in any festivals? Do you wear a costume or your national dress?

2 SPEAKING **Work in pairs. Look at the title and photo of the blog on page 90. What do you think the blog is about?**

3 **Read and check your answers.**

A new family tradition



If you think you have the world's most embarrassing dad, then think again.

American teenager Rain Price has just spent the last half year with his dad waving him off to school from the bus stop outside his house. OK, so that doesn't sound too bad, but this was no ordinary goodbye because each day Rain's dad said goodbye wearing a different fancy-dress costume!

It all started on 16-year-old Rain's first day at high school. Like many proud parents, Rochelle and Dale, Rain's mum and dad, sent him off to school with a big wave from the doorstep. That evening Rain made the mistake of complaining about how embarrassing they were, which gave Dale a great idea.

The next morning as Rain stepped onto the bus outside his house, he could hear all of his school friends laughing at something. He turned around and to his horror, there was his dad waving him off, dressed as an American football player, complete with football top and helmet. But that was just the beginning. For the next 180 school days, Dale waved goodbye to his son dressed in a different costume. One day he was a king waving his sword and shield, the next a chef in his hat and apron. Dale even got other members of the family involved, using Rain's younger brother to play Batman alongside his Robin.

Amazingly Dale only spent $50 on all of his costumes. He got loads of costumes from the family fancy-dress collection and then there were several friends and neighbours happy to help.

Some of Rain's friends didn't find it funny but most of them looked forward to seeing what Dale would be wearing. And Dale also found an international audience for his dressing up too, as each day Rochelle took a photo of her husband in fancy dress and put it on their blog, waveatthebus.blogspot.com, which became a hit on the Internet. Even Rain was eventually able to see the funny side and realised that his dad was pretty cool after all.

But all good things must come to an end and for the final farewell on the last day of school, Dale dressed up as a pirate and stood next to a sign reading 'It's been fun waving at the bus. Have a great summer'. He has no plans to make it a permanent tradition. Instead, he's looking forward to getting a little more sleep each morning.

TRAIN TO THINK

Changing your opinions

It can be a mistake to believe something just because it's based on an opinion you've formed. Becoming a critical thinker means continually reflecting on our opinions, and keeping them only if they are based on evidence that is true.

1 Which people from the story may have had the following opinions at some point? Write their names.

1 'My dad is the most embarrassing person in the world.' _____
2 'Rain's dad is really silly.' _____
3 'I don't think Dale should do this; it's going to cost a lot of money.' _____

2 SPEAKING **Discuss how the people's opinions in Exercise 1 have changed and why.**

Initially, Rain thought that his dad was the most embarrassing dad in the world. But with time, he realised that maybe that wasn't true. He learnt to appreciate his dad's sense of humour.

3 SPEAKING **Think of opinions that you or family members have had and that have changed. Think about music, school, fashion, friends, etc. Discuss in groups.**

GRAMMAR

Quantifiers

1 Look back at the blog and complete the sentences. Then read the rule and complete the table with *loads of*, *a little*, *all*, *several* and *none*.

1 Like _____ proud parents …
2 He could hear _____ of his school friends laughing at something.
3 He got _____ of costumes from the family fancy-dress collection.
4 There were _____ friends and neighbours happy to help.
5 _____ of his friends didn't find it funny but _____ of them looked forward to it.
6 He's looking forward to getting a _____ more sleep each morning.

RULE: Quantifiers are words and expressions that we use to talk about amount.

0%	[1]_____ hardly any a few / [2]_____, not many / much, a small number of some / [3]_____
100%	[4]_____ / a lot of, lots of, plenty, much / many, a good deal of most, almost all, the vast majority of [5]_____

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2 **Choose the correct options.**

1 I've got *a few* / *loads of* followers on my blog – more than 200.
2 I spend *a lot of* / *hardly any* time with my friends – we meet up every day after school and most weekends too.
3 I spend *most* / *hardly any* of my time on my tablet. It's the most important thing I've got.
4 *A small number* / *Most* of my teachers are really nice. I really like this school.
5 *Most* / *All* of my family live near me, but I've got an uncle who lives in Australia.
6 I spend *almost all* / *hardly any* of my money on downloads. I don't really care about music.

3 SPEAKING **Discuss the sentences in Exercise 2 in pairs. Which of them are true for you?**

VOCABULARY

Costumes

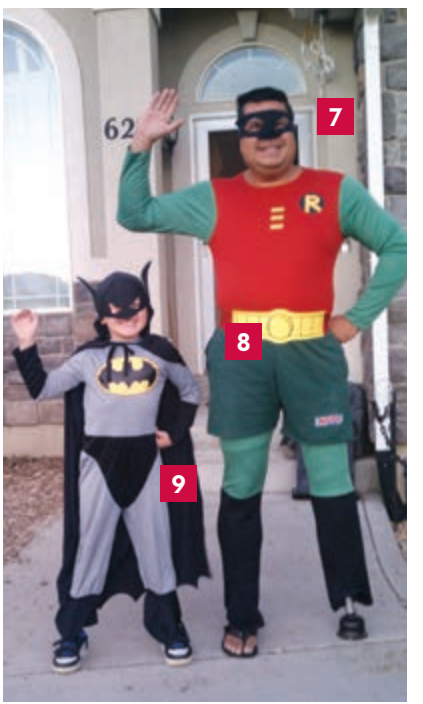
1 **Look at the photos of Dale below and on page 90. Which of these things can you see? Write the number next to the words. There are two things which aren't in the photos. Check their meaning.**

☐ sword	☐ belt	☐ mask
☐ shield	☐ sunglasses	☐ apron
☐ leather jacket	☐ helmet	☐ football top
☐ wig	☐ cape	

2 SPEAKING **Discuss in pairs. Do you ever wear fancy dress? Describe your perfect costume to wear to a fancy dress party.**







LISTENING

1 SB19 **Listen and match the names of the places with the pictures.**

France | Poland | Britain | Samoa
Mexico | Argentina













2 SB19 **Listen again and choose the correct answers.**

1 Why do many parents feel guilty about the way they bring up their children?
- A They don't give their children enough attention.
- B They feel they are too strict.
- C They don't always do what they think they should do.

2 What did Miriam notice about Argentinian children?
- A They are often more tired, especially in the morning.
- B They often sleep too much and so are unable to get to sleep early.
- C They begin developing social skills when they are very young.

3 Why does Miriam feel French children are better eaters?
- A Their parents encourage them to try all sorts of food.
- B They are expected to like all foods from an early age.
- C French cooking is better than British cooking.

4 What did Miriam find out about parents in Samoa?
- A They speak in a simple way when communicating with babies.
- B They don't speak more slowly to help small babies improve their speaking skills.
- C They use invented words to speak to babies.

5 What does the speaker feel is the most important thing we can learn from *Bringing up Babies*?
- A British people aren't bringing up their children as well as parents in other places.
- B Bringing up children isn't easy.
- C We can learn a lot about parenting from people in other countries.

THiNK VALUES

Speaking different languages

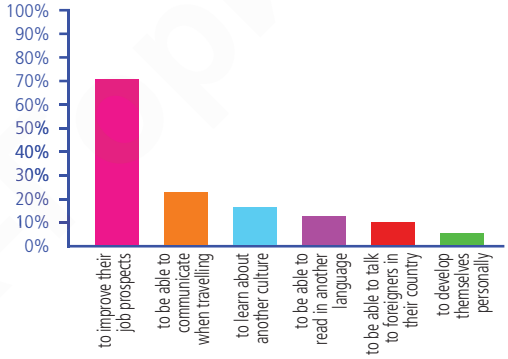
1 **Tick the statements that reflect how you feel. You can tick as many as you like.**

A good reason to teach children more than one language is to help them to …

- be able to communicate when travelling; ☐
- learn about another culture; ☐
- improve their job prospects; ☐
- be able to talk to foreigners in their country; ☐
- be able to read books, magazines and newspapers in another language; ☐
- develop themselves personally. ☐

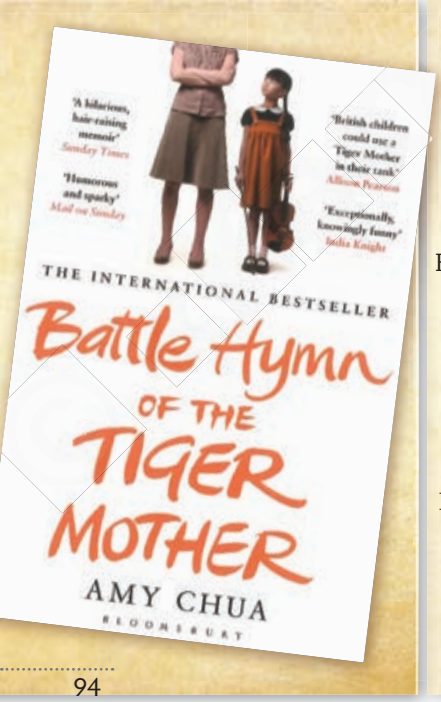
2 SPEAKING **Work in a group of six to eight. Find out from the other students which statements they ticked. Did anyone tick the same statements as you?**

3 **Make a graph or chart to show how your group feels.**



READING

1 **Look at the book cover. What kind of book do you think it is? Read the introduction to find out.**



Many people wonder how Chinese parents bring up such successful children. They wonder what Chinese parents do to produce so many mathematical and musical geniuses, what it's like inside the family, and if they could do it too. Well, Amy Chua can tell them, because she's done it.

* * *

Her daughters, Sophia and Louisa were polite, intelligent and helpful. They were two years ahead of their classmates in Maths and had amazing musical abilities. But Sophia and Louisa weren't allowed to spend a night at a friend's house, be in a school play, choose what they wanted to do after school, or get any grade lower than an A.

* * *

In *Battle Hymn of the Tiger Mother*, Amy Chua tells of her experiences bringing up her children the 'Chinese way'. It is a story about a mother and two daughters and two very different cultures. Funny, entertaining and provocative, this is an important book that will change your ideas about parenting forever.

2 **Read these two opinions from readers of Amy Chua's book. Which one is 'for' and which one is 'against' the Tiger mum style of parenting? What reasons do they give?**

For and against – Tiger Mums

This is an interesting book but Amy Chua's parenting ideas are too strict for me. For example, Tiger mums don't let their children watch any TV or play any computer games. How can any child in the 21st century grow up without playing on a computer? What is she trying to do? Take away their childhoods?

I do understand that she feels she was only doing the best for her children and trying to help them get ahead in life. But there are loads of children who spend hours in front of the TV and still do well.

Stephanie, 15

I think Amy Chua's ideas are fantastic. Yes, she was hard on her children at times but she did bring up two amazing children. Her daughters are so confident, they'll do really well in life.

Too many parents are soft on their children these days. They use the TV as a way of keeping them quiet. They don't have enough time for their children. My mum and dad are strict and they don't let me do a lot of things my friends do. It is hard at times, but they are always there when I need help with my school work or have a problem with other students at school. They are just trying to do their best for me.

Tim, 16

3 **Read the texts again. Who might say these things? Write Amy, Stephanie or Tim.**

1 I talk about my problems with my parents.
2 No, you can't sleep at Chloe's house.
3 Children need to be free to make some of their own decisions.
4 My parents don't let me watch much TV, but that's OK.
5 You'll thank me one day.
6 You can't make children be what you want them to be.

SPEAKING

Work in pairs and answer the questions.

1 Who do you agree with most, Tim or Stephanie? Why?
2 Can you think of any other examples of rules that strict parents have?

GRAMMAR

so and *such* (review)

1 **Write the correct words to complete the sentences. Check in the texts, then complete the rule with *so* and *such*.**

1 Her daughters are _____ confident, they'll do really well in life.
2 Many people wonder how Chinese parents bring up _____ successful children.

RULE: We use *so* and *such* to emphasise.

[1] _____ (*a*/*an*) + (adjective) + noun

[2] _____ + adjective

We often follow *so* and *such* with a *that* clause to talk about consequences.

*It was **such a** difficult question **that** I didn't know what to say.*

*It was **so** hot **that** I couldn't sunbathe.*

2 Complete with *so* or *such* and then complete the sentences with your own ideas.

0 It was ___*such*___ a hot day that *we stopped working and went to the beach*.

1 The homework was _____ difficult that …

2 He's _____ a good friend that …

3 The train was _____ late that …

4 It was _____ an exciting book that …

do and *did* for emphasis

3 Complete the sentences from the texts with the missing word, then read the rule.

1 I _____ understand that she feels she was only doing the best for her children.

2 She was hard on her children at times but she _____ bring up two amazing children.

RULE: We can use the auxiliaries *do*, *does*, *did* to add emphasis to what we want to say, often when we're contradicting someone.

*You didn't like the film, did you? I **did** like the film!*

*She doesn't want to go to the party. She **does** want to go – she's just shy.*

4 Complete the second sentence so it has a similar meaning to the first sentence, using the word given and *do/did* for emphasis.

1 You're wrong. I thought the book was good.
I _____ the book. (like)

2 I really think we should leave now.
I _____ stay. (shouldn't)

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FUNCTIONS

Emphasising

1 **Add *so*, *such*, *do* or *did* to the sentences to make them more emphatic and make any other necessary changes.**

1 He's a good father.
2 She gets on well with children.
3 She's patient.
4 My dad tried his best.
5 My parents made some mistakes.
6 She's soft on her children.
7 He's a strict father.
8 Parents get it wrong sometimes.

2 **Work in pairs. Talk about the person. Give examples and use emphasis when you can.**

Pronunciation
Adding emphasis
Go to page 181.

VOCABULARY

Bringing up children

1 **Complete the text with the words in the list.**

bring | strict | do | soft | childhood | do | get | grow

The toughest job in the world
Most parents want to [1]_____ *their best* for their children and help them [2]_____ *ahead in life*. They try to [3]_____ their children up well and give them a happy [4]_____. But it's not always so easy. Children [5]_____ *up* so fast these days and it can be difficult to get it right all the time. Of course, parents know the importance of school and they want their children to [6]_____ *well* but what happens when the child doesn't want to try? If they are too [7]_____, their children might rebel. If they are too [8]_____ then the children might only do the things they want to do. It's a difficult balancing act and, of course, parents get it wrong sometimes. After all, they're only human too.

2 **Match the expressions a–h in the text with their meanings.**

a make advances in life
b raise
c get older
d be a success
e to describe a parent who has very few (or no) rules
f be as good as you can
g to describe a parent who has lots of rules
h the time of being a child

Culture

1 Look at the photos. What do they all have in common?

2 Read the article and check your answers.



Nomadic People:
Traditions and languages

Most of us are used to living in the same place – every day, all year round, we go 'home'. But for some people around the world, home is a place that moves. Here are three groups of people who have a nomadic way of life.

1 The Tuareg

In the central part of northern Africa, which is mostly desert, you can find the Tuareg people, who call themselves 'Imohag', meaning 'free people'. Most of the Tuareg people are found in Mali, Niger and Algeria, although some can also be found in Libya and Burkina Faso. However, being nomadic people, they regularly cross national borders.

They have their own language (Tuareg), which is spoken by around 1.2 million people, but many Tuareg people also speak Arabic and/or French. The Tuareg people are mostly Muslim, although some traditional beliefs remain from before the arrival of Islam.

In the past, the Tuareg people moved around the desert areas with their cattle, mainly between places where water could be found. Due to the formation of new countries and stricter borders, severe droughts and urbanisation, nomadic life became more difficult in the 20th century. This led many Tuareg people to settle in towns and cities.



Sometimes the Tuareg people are called 'the blue people of the Sahara', because of the blue turbans that the men wear, which often gives their skin a blue colour.

2 The Shahsavan

This tribe lives in an area of northwest Iran and eastern Azerbaijan. There are approximately 100,000 of them. In the spring, the Shahsavan move from their winter home in Azerbaijan to their camps near Mount Sabalan, about 200 kilometres south, for the summer. Their journey usually takes around three or four weeks. Each day, they travel from midnight to midday, when the heat begins to prevent further travel. Traditionally, the women and children travelled on camels, and the men rode horses or walked, but increasingly the Shahsavan are using lorries and tractors.

When they reach their destination, everyone (including children) helps to set up the main camp, consisting of various types of tent. They stay there until September, when the return journey begins.

Many of the Shahsavan believe that their way of life is dying out, that their grandchildren will not do the annual migration any more.

3 Aborigines

The Aboriginal people of Australia have been living there for 40,000 years, since long before Europeans arrived. But they are not one single group – for example, there are over 200 different languages spoken by the Aborigines.

The Aborigines are hunters and gatherers, almost always on the move. Principally it is the women who gather food and care for children, while the men are the hunters. They have very few possessions, and the ones they have are mostly light, since they need to keep moving in search of food and to maintain a balanced diet (they eat seeds, fruit and vegetables, as well as small animals, snakes and insects).



However, they occasionally decide to settle somewhere and form villages.

3 **According to the article, which group (or groups):**

1 only travels twice a year?
2 doesn't own many things?
3 speaks more than one language?
4 sometimes lives together in villages?
5 moves from one country to another?
6 has seen their lifestyle change?

4 VOCABULARY **Match the highlighted words in the article to the definitions.**

1 the places where one country ends and another begins
2 on a journey or trip, the place you want to get to
3 all the things that you eat
4 times when it doesn't rain and there is little or no water
5 mainly
6 things that people have and keep
7 that happens once every year
8 stay, continue

SPEAKING

Work with a partner. Discuss the following questions.

1 Do you know of any other groups of people who are nomadic? What do you know about theirculture and language?
2 What do you think might be the advantages and disadvantages of a nomadic lifestyle?
3 The article says that many of the Shahsavan believe that their grandchildren won't live in the same way. Why do you think that might be?

WRITING

An informal email

1 Read Karen's email and answer the questions.

1 How long has she been with the Inuit people?
2 When did she try to catch a seal?
3 What does she say strikes her most about the Inuit?

2 Which word or phrase in the email means:

1 a great deal
2 I have finally arrived
3 agreed that I could accompany them
4 I am extremely happy
5 my experiences here
6 one or two days ago

3 Why does Karen not use the expressions in Exercise 2 in her email?

Hi James,

How are you doing? Hope you're OK!

Well, here I am at last – living in northeastern Canada with the nomadic Inuit people. You know that I've been wanting to do this for years, and my dream has finally come true. I'm over the moon to be here.

I got here ten days ago and met a family who said I could go along with them to hunt. I've already done some amazing things – sleeping in an igloo, for example, and watching the Inuit people go hunting for fish and for small animals. I'm also trying to learn a few basic phrases in the local language, Inuktitut. This is one of several languages spoken by the Inuit.

The most difficult thing to deal with, of course, is the cold. There's also the fact that you have to keep moving every few days to find food. The way they hunt is interesting. The Inuit make a hole in the ice and hope that a seal will appear so that they can catch it. I went hunting with my host dad a couple of days ago – he showed me how to make a hole and then we stood for six hours in the freezing cold, waiting for a seal to appear. It never came. I got so fed up. But then I thought: 'Hey, the Inuit people do this every day, sometimes waiting for ten hours. And sometimes they catch a seal, and sometimes they don't. What's my problem?' What amazes me most about them is their patience, and my own is getting loads better!

Well, I'll write and tell you more about how I'm getting on with things when I can. Hope you're well!

All the best,

Karen

4 **Imagine you are spending two weeks living with one of the nomadic tribes mentioned in the article.**

- Choose which of the three groups you are living with.
- Decide what things in general have been good / not so good about your experiences so far.
- Decide on one specific thing about their life that has really impressed you.

5 **You're going to write an email to an English-speaking friend.**

- Make sure to start and end your email appropriately.
- Talk generally about your experiences first. Then move on to more specific details.
- Write 150–200 words.
- Check your writing to make sure that your language is not formal.

EXTRA READING

1 PRE-READING **Is it useful to be able to speak various languages? Why?**



From: Assel
Sent: 22nd September
To: Jenny
About: Celebrating languages

Hi Jenny,

Today we're celebrating the Day of Languages in Kazakhstan. It's a day to celebrate all the languages that different groups of people speak in our country. Do you know how many national languages we have? Well, our official language is Kazakh, but people also speak Uzbek, Kyrgyz, Ukrainian, Uygur, Korean, etc. Depending where you go to school, you learn Kazakh, Russian and probably another language. I love languages, because they allow me to make friends anywhere. Like you! ☺ But I'm sure they will also help me in my studies and professional life. I wonder what you think about this. How many languages do you learn at school?

So would you like to know what we did today at school to celebrate the Day of Languages? First of all, we had a special lesson for our last session. Two students talked to us about the origin of some languages in our country and also taught us a few words and phrases. That was fun! We also had a group discussion about why it's important to try and keep these languages alive. Korean, for example, has fewer speakers today than some years ago. So,

we worked in groups and came up with ideas on how we could 'save' this language. Then we had a language contest about Russian writers, history and culture. At the end of the day, when we usually go home, we all went to the school playground for an hour to watch a play. Our language teachers and a group of students put on a show in Kazakh, which was really good. Every student represented a different language. I think they practised a lot for this play.

But the Day of Languages isn't over yet. Our language teacher told us we had to write a short essay by Friday. She asked us if there are similar celebrations in other countries. So I thought I could ask you. You're from the USA so can you tell me what languages people speak in your country? Do children speak English only or are there other languages they learn at school and at home? Our teacher asked us what other people do to celebrate languages. So, do you have a special day when you celebrate languages like we do? If you can send me your answers by Wednesday, that'd be great! I need a day or two to write the essay! ☺ Thank you.

Bye for now!

Assel

2 Read the text. Then mark the sentences T (true), F (false) or ? (the text doesn't say).

1 Assel is writing to Jenny about a day that's celebrated in Kazakhstan and other parts of the world.
2 Assel doesn't know how many languages Jenny speaks.
3 On the Day of Languages, Assel left school an hour early.
4 Assel and her classmates talked about helping languages survive.
5 Assel won the competition they had in class.
6 The students who acted in the play spoke in different languages.

GRAMMAR

Indirect questions and embedded questions

1 Look at the sentences and questions from the email. Write I (indirect) or E (embedded).

1 She asked us if there are similar celebrations in other countries. ☐
2 Our teacher asked us what other people do to celebrate languages. ☐
3 Do you know how many national languages we have? ☐
4 I wonder what you think about this. ☐
5 Can you tell me what languages people speak in your country? ☐

2 Look at the sentences and questions in 1 again. Complete the rule.

RULE: We use indirect questions to report what someone asked us. We use *if/whether* when the direct question is a *yes/no* question. To report *wh-* questions, we use the same *wh-* question word.

We use embedded questions to sound [1] ***less*** / ***more*** polite with phrases like *Do you know ... Can you tell me ... I wonder ... I'd like to know ...*, etc.

In indirect and embedded questions, we [2] ***use*** / ***don't use*** auxiliary verbs like *do* or *did*. The verb comes [3] ***before*** / ***after*** the subject like in affirmative sentences.

3 **Read the indirect and embedded questions and cross out the extra word.**

1 The tourists asked me if where the bus station was in English.
2 Can you tell me when does the show starts?
3 I wonder whether do you speak two languages in this region.
4 My brother would like to know how easy is it is to learn Mandarin.
5 Do you know what traditions do people have in Kazakhstan?

4 SPEAKING **Think about the topics below and what you would like to ask. Complete the indirect and embedded questions. Then ask and answer your questions in pairs.**

Languages | Parents & Babies | Traditions | Costumes

1 I wonder why ...
2 Can you tell me how ...
3 I'd like to know if ...
4 Do you know who ...
5 May I ask you whether ...
6 I will ask my teacher if …

PROJECT

- **Think about a language that people speak in Kazakhstan. Discuss in small groups.**
  How many people speak it today and where?
  What interesting words or phrases should people know in this language?
- **Do some research. Find out more information about the language you chose.**
  What do you know about its history?
  When did people start writing it and has the writing system changed?
  Is the language 'endangered' today? What can be done to 'save' the language?
- **Create a poster to raise awareness of the language and present it in class.**
  Write an introduction using the information that you collected from your research.
  Include a list of interesting words and phrases in that language and their meanings in English.
  Write two basic dialogues in that language to help English-speaking visitors communicate. For example, at the train station, asking for directions, etc. Include a translation in English.
  Illustrate your poster with photos or drawings.
  Practise presenting the poster to your class.

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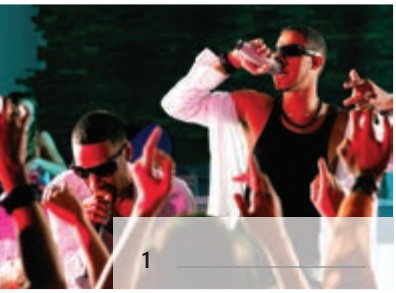
7 MUSIC AND FILM

OBJECTIVES

FUNCTIONS: discussing favourite films

GRAMMAR: time adverbials with present perfect simple and continuous; cause and effect linkers; Second conditional (review); *I wish* and *If only*

VOCABULARY: making music; adjectives to describe films


1 _____


2 _____


5 _____


3 _____


4 _____


6 _____

READING

1 SB22 **Listen. What type of music do you hear? Write the words in the pictures.**

rap | jazz | opera | dance
music | rock | pop

2 **What other types of music can you think of?**

3 SPEAKING **Work in pairs. What kind of music do you like? Ask and answer questions.**

Do you like ... ?

Yes, she's such an amazing singer!

I love/like/can't stand ...

I've never listened to ...

4 **Look at the photos in the online forum on the next page and answer the questions.**

1 Which picture shows a busker?
2 Which picture shows a talent show?
3 Which of these people do you recognise?
4 Do you know how they became famous?

5 **Read the online forum quickly and check your ideas.**

6 **Read the online forum and answer the questions.**

1 What kind of shows are *The X Factor* and *The Voice*?
2 Who won the first series of *The X Factor*?
3 Where did One Direction finish in 2010's *The X Factor*?
4 What was the first video Justin Bieber's mum put on the Internet?
5 How old was Justin Bieber when Scooter Braun discovered him?
6 How did Lily Allen get tens of thousands of fans?
7 Why is busking good for a new musician?
8 Where did Eric Clapton busk when he was starting out?

Singer songwriter: Any advice?



Hello. I'm a singer songwriter. I'm *good* and I'm going to make it big! Any advice????

Paulie asked 2 days ago **Answers (3)**

Answer #1 **answered 4 hours ago**



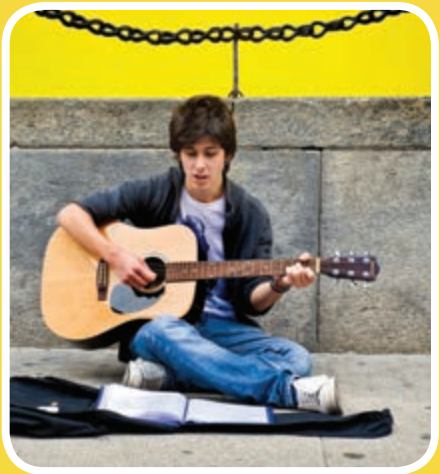
You could try going onto a show like *The X Factor* or *The Voice*. If you're as good as you say, then these TV talent shows will give you a chance. Of course, the competition will be really strong, and there can only be one winner. If you win it, you should have at least one hit album, but it's no guarantee that you will be successful for a long time. *The X Factor's* 2007 winner, Leona Lewis, has certainly become a big star, but who remembers the winner of the first series, Steve Brookstein? Maybe it's better not to win at all. In 2009 Olly Murs came second to Joe McElderry and is now much more famous. In 2010 One Direction came third, and the radio hasn't stopped playing them ever since.

Answer #2 **answered 10 hours ago**

Bands have been using the Internet for publicity for years now. And it has paid off so far because it's cheap, quick and easy. Look at Justin Bieber. In 2007, when he was just 12, he entered

a local singing competition and came second. His mum filmed him and put it on YouTube. Then she put on some more videos of him singing. In 2008 a talent scout called Scooter Braun accidentally clicked on one of Justin's videos. He really liked what he saw and went to meet the young Bieber. The rest is history. And then there's Lily Allen. She had a contract with a music label, but they were too busy with bigger artists to give her any attention. So she posted some of her music on MySpace. Soon, she had tens of thousands of fans, and lots of attention from her label. Thanks to the Internet, she became a star overnight.





Answer #3 answered 2 days ago

I've been writing songs all my life. I never really thought about making a record, but when I was a teenager and I started my band I also started to get more serious about my music. We haven't been playing together very long, but people say we're really good. Now I'm really keen on making a career in music. I think the best advice is to start small and grow big. We've been doing a lot of busking in the streets lately and that's helped us get a good local following. We're now getting invitations from clubs in the area to come and play shows. Loads of famous people started out busking. Eric Clapton, one of the greatest guitarists in the world, busked on the streets of London when he was young.

THiNK VALUES

Following your dreams

1 **Match these people with their dreams.**

1 Dina is a really talented artist. ☐
2 Timur loves acting. ☐
3 Marat is great at football. ☐
4 Ameli has written a book. ☐

a 'I want to get it published.'
b 'I want to be in a play.'
c 'I want to play professionally.'
d 'I'd love to have an exhibition of my work.'

2 **What should these people do to realise their dreams? Give advice. Make notes for each one.**

Marat / join club

3 SPEAKING **Work in pairs. Compare your ideas.**

If he wants to play professionally, Marat should join a football club. He should practise for at least three hours every day.

4 SPEAKING **Discuss these questions in small groups.**

1 What is your dream?
2 What can you do to make it come true?

GRAMMAR

Time adverbials with present perfect simple and continuous

1 **Underline the time adverbials in the sentences from the online forum on page 69. Then complete the rule.**

1 And it has paid off so far because it's cheap, quick and easy.
2 I've been writing songs all my life.
3 We've being doing a lot of busking in the streets lately.

RULE: We use the present perfect simple and the present perfect continuous with time adverbials. Some of them refer to the recent past, e.g. *just*, *recently*, [1] _____, *for* (*a long time*). Others refer to the present too, e.g. [2] _____, [3] _____, *until now*, *up to now*, *ever* (in questions), *yet* (questions and negatives).

2 **Choose the correct words and phrases.**

1 The girls are really excited because they've *just / lately / ever* come back from a Dimash Kudaibergen's concert.
2 I've been trying to sell my dad's old music records but *recently / so far / lately* nobody has contacted me.
3 Damir has been practising a lot *lately / yet / all his life* because he's going to play the piano in a show next month.
4 You've been wanting to learn the violin *until now / recently / all your life*. Why don't you sign up for lessons?
5 We didn't know Zhuldyz could play the dombra so well, which is strange because we've known her *recently / for a long time / up to now*.
6 Askhat, you've been listening to that song *all day / lately / so far*! It's getting really annoying.

3 **Read the statements and tick the ones that are true for you. Discuss the statements in small groups. Give extra information.**

1 All my life I've wanted to learn to play the drums.
2 I've been listening to a really cool band lately.
3 I'd like to go to a really big concert, but so far I haven't had the chance.
4 Up to now I haven't met a famous singer, but I'd really like to one day.
5 My friends and I have been talking about starting a band for ages and we're finally going to do it.

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Pronunciation

been: strong /biːn/ and weak /bɪn/

Go to page 181.

VOCABULARY

Making music

1 Complete the story of Dymonde with the correct form of the words in the list.

a band | compose | download | enter | live | lyrics | on tour | record release | the charts

Alan Bolan is a musician. He [1]_____ *his own music* and *writes* [2]_____. One day he decided to [3] *start* _____, so he put an advert in the paper. He soon found the band mates he was looking for. They practised hard and started [4] *performing* _____. A few months ago they decided to [5]_____ *a talent show*. They won the competition and their prize was a day in a recording studio. They used it to [6]_____ *a single* called *Love Me Never*. They [7]_____ *the single* on their website two weeks ago, and loads of people have been [8]_____ *it*. It's already [9] *entered* _____. Radio stations have been playing it loads, too. Next month they are *going* [10]_____ all over the country. Rock critics are predicting a big future for Dymonde.



2 SPEAKING Work in pairs. Ask your partner about their favourite band. Use the expressions in Exercise 1.

Who writes the songs?

Have you downloaded any of their songs?

LISTENING



1 SB25 Listen to an interview with Dinara Scott. How did she become famous?

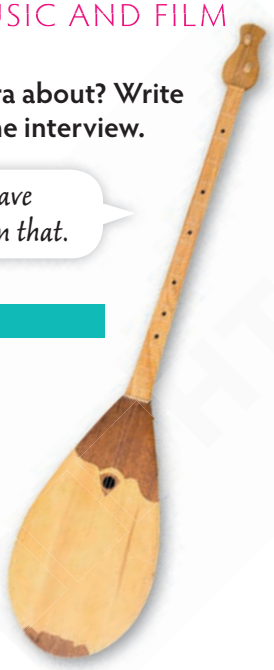
2 SB25 Listen again and mark the sentences true or false. Correct the false sentences.

1 Dinara has a big collection of traditional Kazakh instruments.
2 Her grandfather was a famous performer in Kazakhstan.
3 She loves listening to her grandfather's music.
4 She has been playing the guitar longer than the dombra.
5 People watched Dinara's video 400,000 times in a few days.
6 Dinara's plans for the future are to start a band and enter a talent show.

3 SPEAKING **Discuss in pairs. What would you like to talk to Dinara about? Write three questions and imagine Dinara's answers. Then role-play the interview.**

Have you ever composed an original song?

Not yet, but I have been working on that.



THINK SELF-ESTEEM

Music and me

1 **Do the quiz.**

2 SPEAKING **Work in pairs. Discuss the quiz.**

- Do you agree or disagree with your score? Why?
- What music do you listen to when you are sad?
- What songs have special memories for you?
- What are your favourite song lyrics?
- How do you choose what clothes to buy?
- What music do your friends like?

Does music rock your world? Could you live without it?

Take our quiz and find out just how important music is in your life.

For each question, choose the sentence that describes you best. Then work out your score and find out just how music mad you are.



1
- ☐ **A** I only listen to music when I'm happy.
- ☐ **B** Music makes me feel better when I'm feeling down.
- ☐ **C** I listen to different music depending on how I feel.

2
- ☐ **A** I have loads of memories connected to different songs.
- ☐ **B** I never listen to music from when I was younger.
- ☐ **C** I get bored with songs quickly.

3
- ☐ **A** My musical taste influences the clothes I wear.
- ☐ **B** Music has nothing to do with fashion.
- ☐ **C** I don't really think about what I wear.

4
- ☐ **A** I have the same musical tastes as my best friends.
- ☐ **B** I like different music from most of my friends.
- ☐ **C** I always know if I'm going to be friends with someone when they tell me their taste in music.

Key

Q1	A – 1	B – 2	C – 3
Q2	A – 3	B – 2	C – 1
Q3	A – 3	B – 1	C – 2
Q4	A – 1	B – 3	C – 2
Q5	A – 1	B – 2	C – 3

5 ☐ **A** I always listen to the lyrics in songs.
☐ **B** Melody is more important than lyrics.
☐ **C** Melody and lyrics are both really important in a song.

5–8: Music doesn't rule your world. You like it and you probably listen to it, but it's not so important.

9–11: Music plays an important part in your life, but it isn't the only thing that matters.

12–15: Music is your world and you would find it difficult to live without it. You live, sleep and breathe music.

READING

1 **Read the blog. Which film does the writer consider the greatest space film of all time?**

2 **Read the blog again. Which film …**

1 is a love story set on a ruined planet?
2 involves a fight between two races?
3 does the writer suggest might make you cry?
4 involves a character left on his own in space?
5 does the writer suggest contains an important lesson for us?
6 does the writer suggest is for all ages?
7 does the writer suggest is best seen at the cinema?
8 is about something that actually happened?

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

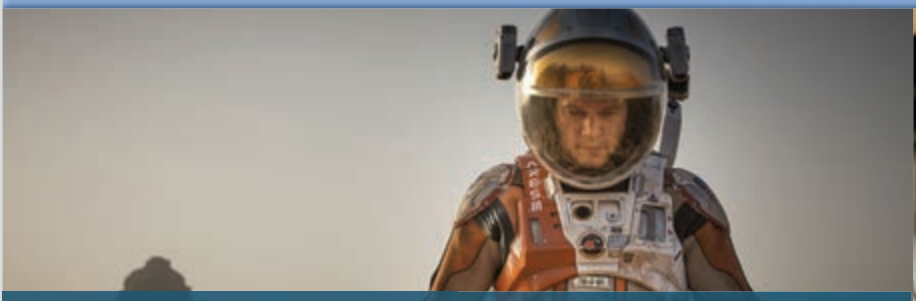
1 Which of these films have you seen or would you like to see?
2 Which films do you think are missing from the list?
3 Why does the writer refer to these films as space films rather than sci-fi films?
4 What do you think is the best sci-fi film of all time?

GRAMMAR

Cause and effect linkers

1 **Complete the sentences with the missing words. Then look back at the blog to check your answers and complete the rule.**

1 _____ an accident that occurs while she is working outside the space station, an astronaut […] finds herself stranded in outer space.
2 The Earth is a mess _____ mankind's greed.
3 Mankind has invaded the planet Pandora _____ its natural resources.
4 One of the rocket's oxygen tanks explodes and _____ the three-man crew have to fight against all the odds to bring their spaceship home.





My all-time favourite films about space

Well it's not every day you get a full lunar eclipse. So, to get you in the mood for tomorrow's astrological event, I'm suggesting a few of my all-time favourite films about space. Believe me, they don't get any better than this.

Apollo 13 (1995)

When Tom Hanks announces 'Houston, we have a problem' you know you're in for a ***thrilling*** journey. This film is based on the true story of the Apollo 13 mission to the moon which very nearly ended in disaster. One of the rocket's oxygen tanks explodes and consequently the three-man crew have to fight to bring their spaceship home. Of course we know they make it but that doesn't make it any less exciting to watch. It gets a little ***sentimental*** at the end, but after what they've been through, they deserve a few tears of joy.

WALL-E (2008)

Only Disney could produce a film about environmental destruction that manages to be light-hearted and fun. When the film starts, the Earth is a mess as a result of mankind's greed and the last humans have escaped in a giant spaceship into outer space. They've left behind an army of robots to clean away the rubbish in the hope that one day humans can return. WALL-E is one of these robots but his daily routine is interrupted by the arrival of EVE, a robot sent to see what progress has been made. WALL-E falls in love, but will EVE return his love and between them, can they offer hope for the human race? Of course, this ***delightful*** and entertaining animated film is aimed at kids but it can be equally enjoyed by adults.

Avatar (2009)

When it comes to ***action-packed*** blockbusters, James Cameron's films are masterpieces, and the sci-fi thriller ***Avatar*** is no exception. Forget little green aliens, Cameron's aliens are blue and super cool. Mankind has invaded the planet Pandora because of its natural resources, and Pandora's (alien) inhabitants are fighting back. It gets a little ***far-fetched*** at times, but Cameron's Pandora is ***breathtaking*** and the eco-message is a reminder to all of us of how important it is that we take care of our own planet.

The Martian (2015)

I've saved the best till last. Matt Damon plays astronaut Mark Watney, who is part of a space mission to explore Mars. He gets caught up in a huge storm and the rest of his crew, deciding that he must be dead, return home without him. Watney must now somehow survive and try to find a way of making contact with his base back on Earth. Two things make this a brilliant film: its ***stunning*** special effects and Damon's ***memorable*** performance.

RULE: We use linkers such as *due to*, *as a result of*, *because of* and *consequently* to link actions and their consequences.

Due to, *as a result of* and [1]_____ can come at the beginning of a sentence or in the middle between the two clauses. They are followed by the reason for an action or event.

These linkers are usually followed by a noun phrase. *Due to* and *as a result of* are more formal than *because of*.

[2]_____ generally comes at the beginning of a new sentence or clause. It introduces the effect of the cause mentioned in the previous sentence. It is followed by a clause (subject and verb).

2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word in brackets. You must use between two and five words including the word given.

0 Olivia didn't have time to study for the test. Consequently, she didn't do very well. (because)
Because of a lack of time to study, Olivia didn't do well in the test.

1 Paul ate too much. He felt ill. (result)
As a _____ too much, Paul felt ill.

2 The weather was bad so the race was cancelled. (due)
The race was cancelled _____ .

3 Jack had a bad cold. He didn't go to school. (of)
Jack didn't go to school _____ cold.

4 The police got some information and arrested the man. (result)
The man was arrested _____ information given to the police.

5 No one was interested so the concert was cancelled. (due)
The concert was cancelled _____ lack of interest.

VOCABULARY

Adjectives commonly used to describe films

1 Match the words in italics from the blog with the definitions below.

1 really lovely _____
2 really beautiful _____
3 really exciting _____
4 overemotional _____
5 difficult to believe _____
6 really exciting and really beautiful _____
7 something you won't forget _____
8 full of action _____

2 Choose the correct word to complete each sentence.

1 The ending of the film was really *thrilling* / *sentimental*. I was on the edge of my seat.

2 I was surprised that the ending of the film was so *stunning* / *sentimental*. It was a horror film after all.
3 It's a *delightful* / *far-fetched* film. I loved every minute of it.
4 It's full of explosions and fights and car chases. It's a really *action-packed* / *delightful* film.
5 I know it was a fantasy film, but for me the story was so *far-fetched* / *memorable* that it just seemed ridiculous.
6 The characters were a bit dull but the costumes were *thrilling* / *stunning*.
7 It's a really *sentimental* / *memorable* film. I'm sure I'll be thinking about it for days.
8 The opening scenes of the film are *action-packed* / *breathtaking*. They're absolutely beautiful.

3 Work in pairs. Think of a film as an example for each of the sentences in Exercise 2.

SPEAKING

Work in pairs. Choose one of the categories below and think of four films for it. As you discuss your choices, use the adjectives in Exercise 2 to help you describe your films and agree on your final list.

The four greatest comedies
The four greatest love films
The four greatest action films

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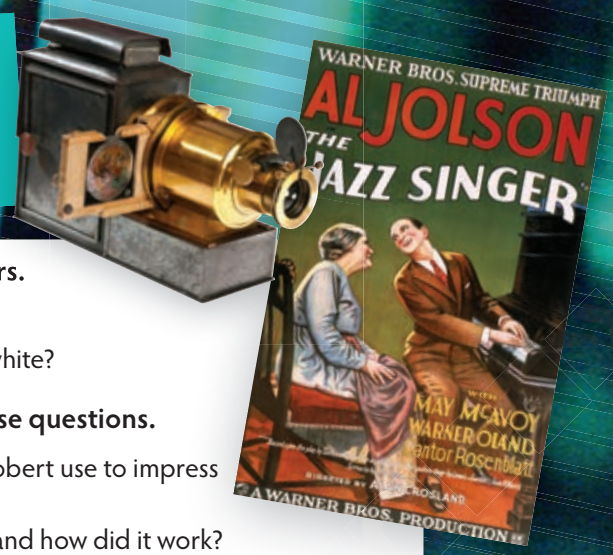
Culture



1 SPEAKING **Discuss the questions in pairs.**

1 Have you ever seen a silent film?
2 Have you ever seen a film in black and white?

2 **Scan the text to find the answers to these questions.**

1 What technology did Etienne Gaspar Robert use to impress his audiences?
2 What did Edison and Dickenson invent and how did it work?
3 What years are referred to as the 'Golden Era of Hollywood'?

3 **Read and check your answers to Exercise 2.**

When Pictures Learnt to Walk and Talk: The History of Film

Early days: the magic lantern



Since its early days, the evolution of film has been influenced by the development of science.

Several scientists in the 18th century developed devices that used hand-drawn pictures on a reflecting surface, a candle and a simple lens to project images onto a wall. These devices are known as 'magic lanterns'.

More than a hundred years later, in 1798, Etienne Gaspar Robert gave lantern presentations in Paris. His audience sat on one side of a transparent screen while he sat on the other with his magic lantern. He scared his enthusiastic audiences with images of witches, ghosts and other spooky creatures. In many ways, his shows were the forerunner of modern horror films.

The invention of film

The late 19th century saw the development of reel film. At first it was made of paper and then, later, of a scientific invention called celluloid. In the USA, Thomas Edison and William Dickenson invented a camera that took a picture of a moving object every half second. The pictures were then transferred onto film and were watched through a machine called the kinetoscope. The film could only be watched by one person at a time, looking through a small window to see the moving images.

The next step in the evolution of film was when brothers Auguste and Louis Lumière developed the cinematographe, which made it possible to take moving pictures and project large images. This used the same lens technology as the magic lantern. They started producing short films that were all around 50 seconds long. The most famous one was *The*

Arrival of a Train at La Ciotat Station. When the film was shown for the first time, the audience was so startled by the huge image of the train coming towards them that they started to scream and run away.

Hollywood

The 1920s were the most important years for the development of modern film. In that period, film studios came into existence and 'stars' were born. The film industry began to flourish, and Hollywood became the world's number one place for film production: over 800 films were made there each year.

The 1930s are often called the Golden Era of Hollywood, with the development of the first talking pictures or 'talkies' (up to then all films had been silent). The film studios also began to produce documentaries and Western films.

These days, of course, modern cinema audiences are used to computer generated imagery (CGI), which brings fantastical worlds and creatures onto the screen in stunning 3D. It's sometimes difficult to see how it can be improved on. But as science and technology continue to develop, we can assume that our cinematic experience will continue to get better and better.

4 **Answer the questions.**

1 What did the first magic lanterns consist of?
2 How did Etienne Gaspar Robert scare his audiences?
3 What was the limitation of the kinetoscope?
4 How did the Lumière brothers impress their spectators?
5 Why did Hollywood become so famous?

5 VOCABULARY **Match the highlighted words in the article with the definitions.**

1 very surprised
2 a round, wheel-shaped object on which film, etc. can be rolled
3 scary
4 a curved piece of glass in a camera or projector that makes objects seem closer, larger, smaller, etc.
5 something that acted as an early less advanced model of another thing that will appear in the future
6 that you can see through
7 grow rapidly

SPEAKING

Work with a partner. Discuss the questions.

1 Why don't some people like films with special effects?
2 Make a list of films with great special effects.
3 What's your favourite 3D film? Why?
4 What do you think will be the next stage in the development of film?

Home
(2015)

This animated alien blockbuster features the vocal talents of *Big Bang Theory*'s Jim Parsons (aka Sheldon), singer Rihanna and comedian Steve Martin.



When the Boov race of aliens from outer space discover Planet Earth they think they've found the perfect home. Having relocated all humans to Australia, the Boov settle on Earth, safe from their enemies the Gorg. That is until one of them, the delightful but unfortunate Oh, accidentally sends out a house-warming party invitation, including the location, across the universe. It won't be long until the Gorg are with them, making Oh the most unpopular Boov on the planet. Can Oh, with the help of Tip, the last free human on Earth, save the planet?

Although clearly aimed at the younger end of the market, *Home* has plenty in it to appeal to parents and older brothers and sisters, making it an enjoyable 90 minutes for all the family. The story, while not the most memorable, is good enough to keep you watching and there are plenty of hilarious moments. Parsons and Rihanna will help the film appeal to teenagers, while Martin will keep parents happy. The perfect film for a rainy day this holiday.

WRITING
A film review

1 **Read the review. Who are these characters?**

1 The Boov 2 The Gorg 3 Oh 4 Tip

2 **The film review has three paragraphs. Which of them:**

1 says what the writer liked or didn't like?
2 gives some background details on the film?
3 contains a brief summary of the action?

3 **Look back at the review and answer the questions:**

1 What background information does the writer give in the first paragraph?
2 Write a summary of the story in two sentences.
3 What did the writer like (or not like) about the film?
4 What recommendation does the writer make?

4 **Write a review of a film, book or play in around 200 words.**



EXTRA READING

1 **PRE-READING** **Do you like action movies? What was the last action movie you saw?**

Posted on 5th May by **Arman B**

My dream job – Kazakh movie action hero!

Kazakhstan's film industry is going from strength to strength, with our directors working on Hollywood blockbusters as well as films set here in Kazakhstan. But what does it take to land a job in films?

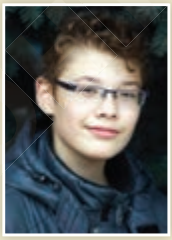
I've always loved films, and recently I've been thinking that I'd like to work in films when I leave school. Not as an actor, though. I've always enjoyed sport, and I'm a bit of a daredevil, so my ideal job would be … a stuntman! But how do you prepare for this? If only I knew where to start.

I've been doing some research and found out that there are people working as stuntmen and stuntwomen in Kazakhstan. The stunt troupe Nomad was founded in 2003 by Zhaidarbek Kunguzhinov. Originally a circus troupe, the group has evolved into an internationally recognised stunt troupe with a great reputation for horse riding and traditional fighting skills.

They've worked with Hollywood stars such as Bruce Willis and Chuck Norris. They also played a key role in the 2011 Kazakhstan epic film Zhauzhurek Myn Bala. However, it's demanding work: 'To be part of our team, you have to be mentally strong, as working on film sets is tougher than being in the army! There's a lot of pressure. This is why we only take kids over 18 years old … who constantly work on themselves and perfect their skills,' says Kunguzhinov. The men and women of the troupe train full time, five days a week. An important part of their work is training horses for stunts or horseback fighting scenes. I like horses, but I wish I could ride better. I think if I started training now, I would have a chance by the time I'm 18.



My parents aren't sure this is a great career choice and I wish they would show a bit more support. But I think in time they will understand that I'm determined to make my dream come true. So I've asked my parents if I could spend the holidays with my relatives in the mountains and they said yes. My cousin's a brilliant horsewoman and she often enters local competitions. I'm sure I will learn a lot from her. If I could take part in some horse games, it'd be a lot of fun! I also ought to carry on learning tae kwon do – if I had a black belt, I'd be able to do martial arts stunts. And of course I'll also work hard on my English – I might find myself on a film set with a Hollywood A-list star one day!



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Arman

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Kazakhstan 2030

2 **Read the text. Then mark the sentences T (true) or F (false). Correct the false sentences.**

1 Kazakhstan has a thriving film industry.
2 Arman doesn't like taking risks.
3 The Nomads stunt troupe is only known in Kazakhstan.
4 To work in a stunt troupe, you just need physical strength.
5 Arman will teach his cousin to ride better.
6 Arman will definitely get a black belt in tae kwon do.
7 Arman may find English useful in his career as a stuntman.

GRAMMAR

Second conditional (review)

1 **Look at the sentence from the text and complete the rule.**

If I started training now, I would have a chance by the time I'm 18.

RULE: We use the second conditional to talk about the consequences of an unreal present action or [1] *a probable / an improbable* future action.

- Condition clause: *if* + [2]_____ simple.
- Result clause: [3]_____ / *wouldn't* (*would not*) + verb.

The condition clause can come before or after the result clause.

2 **Circle the correct words.**

0 If I *had* / *would have* a bit more time, I *went* / *would go* and see my friends tonight.
1 They *would learn* / *learned* more if they *would listen* / *listened* more carefully.
2 If my school *would be* / *was* a long way from home, I *would have* / *had* to take a bus.
3 He *lent* / *would lend* you his tablet if you *asked* / *would ask* him nicely.
4 If he *was* / *would be* really ill, he *stay* / *would stay* in bed.
5 I *gave* / *would give* you her address if I *knew* / *would know* it myself.

I wish and *if only*

3 **Read the sentences from the text. Complete the rule. Use the sentences to help you.**

1 If only I **knew** where to start.
2 I wish I **could** ride better.
3 **I wish they would show a bit more support.**

RULE:

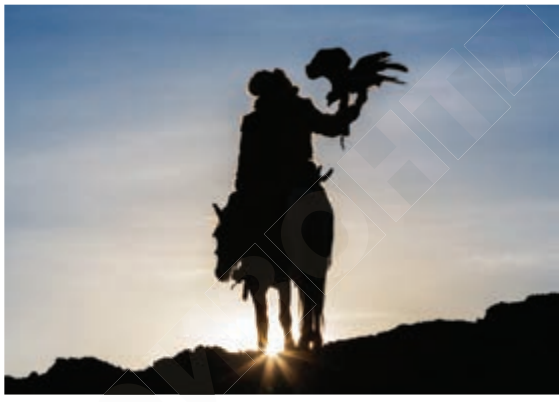
- We use *wish* / *if only* + the [1]_____ tense to express how we would like our current situation to be different.
- We use *wish* / *if only* + [2]_____ to say that we'd like the ability or permission to do something.
- We use *wish* / *if only* + [3]_____ to complain about a situation that we don't like.

LOOK! We can use *was* or *were* after a singular subject (*I*, *he*, *she* or *it*) when we express wishes.
I wish I ***was*** *older. / I wish I* ***were*** *older.*

4 **Complete the sentences with the correct forms of the verbs.**

see | stop | not get | not be | not fight | have

1 I wish this train journey _____ so long.
2 I wish Liam _____ talking for a while.
3 If only I _____ an interesting book with me.
4 I wish Maddy _____ with me all the time.
5 If only Maddy _____ so angry with me.
6 I wish you _____ your face when we all shouted 'Suprise'!



PROJECT

- **Think about a Kazakhstani film you have enjoyed watching. Discuss in small groups.**
  What was the plot about?
  Why did you enjoy the film?
  What is your favourite scene and/or dialogue? Why?

- **Do some research. Find out more information about the Kazakhstani film you chose.**
  When and where was it shot?
  Who was the director?
  What interesting facts can you find about the filming, script, shooting, etc.?
  Who are the characters?

- **Recreate your favourite scene and/or dialogue from your chosen film in English.**
  As a group, write the script for the scene as they remember it.
  Include details such as:
  - where and when it happens
  - the names of the characters
  - the characters' dialogue
  - additional information to explain what is happening, for example, (*the phone rings*), (*Amir sings quietly*), etc.

  Distribute the roles for the dialogue, sound effects, etc.
  Practise the scene with your group.
  Recreate the scene in class.

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8 TRAVEL AND TOURISM

OBJECTIVES

FUNCTIONS: using intensifying comparatives; expressing regret

GRAMMAR: comparatives (review); third conditional; *I wish / if only* + past perfect

VOCABULARY: ways of speaking; phrasal verbs (2)





READING

1 SPEAKING **Work in pairs. Look at the photos. Describe the situations and how the people might be feeling, using these adjectives.**

packed | stuffy | impatient
dull | polite | excited

The train is packed and some people haven't got anywhere to sit.

2 SPEAKING **Choose one of the people and imagine their thoughts. Make notes. Tell your partner the person's thoughts for your partner to guess who it is.**

3 **Look at the title. What do you think happened? Why did people start talking and why might the writer have thought this was a good thing? Read the blog to check your ideas.**

4 **Read the blog again. Answer the questions.**

1 How long, usually, is the writer's train journey?
2 After the second announcement, what was the first thing people started to talk about?
3 What did the writer find out about other people?
4 In what way(s) did people help each other?
5 Why was the nurse 'welcomed as a hero'?
6 What did people do when the train started moving?
7 What was the train journey like the next day?

5 SPEAKING **Work in pairs and discuss the questions.**

1 Would this be different if it happened in your country, do you think? If so, how?
2 What other situations can you think of in which strangers might start talking to each other?

3 Can you remember a time when you started a conversation with someone you didn't know and realised that your first impressions were wrong?

Stuck in a lift

ROLE PLAY **Work in groups of four. Students A and C: Go to page 195. Students B and D: go to page 196.**

Imagine you are four strangers travelling together in a lift. Suddenly the lift breaks down. An engineer has been called but won't be there for half an hour. Agree together on what you should do.

The day people started TALKING



My journey home from school is nothing special. The train's always busy but I usually find a seat and start reading or texting my friends, making sure, like everyone else, not to look at other people. Then, twenty minutes later, I get off.

But last Tuesday was different. I was happily looking out of the window listening to some new music I'd downloaded that morning when the train suddenly stopped. This wasn't unusual and I didn't think anything of it. Then after about five minutes, I noticed people were starting to get a bit annoyed. They were looking around, wondering what the problem was. Fifteen minutes later, people started getting more and more annoyed – the train still hadn't moved. The longer the train stood still, the more annoyed people became until finally the announcement came: 'We are sorry to announce that this train is delayed.'

That seemed to calm people down and so we all went back to what we were doing before, but soon there was another announcement: we were going to be there for a long time – a train had broken down in front of us. There was a loud groan throughout the carriage but then something unexpected happened: complete strangers started talking to each other. At first, everyone just complained about the trains, but then people started talking about real things. I started chatting to a couple of young tourists sitting opposite me. They were from Spain and they were travelling around the UK so I suggested some places they could visit. They said they were having an amazing time here. Next, I really surprised myself by starting a conversation with a businesswoman. It turned out that there was so much more to her than a suit. She spends her weekends mountain-climbing and is going to take three months off work to climb Everest. It was fascinating talking to her. I've been wrong all my life, business people are a lot cooler than I thought. Then I decided to get up and go for a walk down the train. I met a woman who had been a student at my school seven years before and knew lots of my teachers. It seems my teachers were just as strict then as they are now.

People offered each other food and drink. A young woman took out her guitar and soon we were singing along. It was so much fun. While we were singing, we heard there was a diabetic man in another part of the train who was feeling unwell, and the woman from my school

went to help. It turned out she was a nurse, and when she came back she was welcomed as a hero.

Then, after two and a half hours, we started moving again. Everyone clapped and cheered and some people, complete strangers three hours before, even hugged.

Of course, this journey didn't change anything. I took the train again on Wednesday but none of my new 'friends' were there. All the faces were new. Although people were polite, they weren't nearly as friendly as the people the day before had been. So I sat down and started texting. But I'll never forget the day the train stopped and people started talking.

TRAIN TO THiNK

Exaggeration

When we feel emotional about something, we tend to exaggerate – we call something 'a brilliant idea', 'the best (film) ever', 'an amazing journey', etc. But we often don't mean that literally. As a listener you need to be aware of exaggeration and understand what the speaker is really saying.

1 Read the example and answer the questions.

Last night's train journey was terrible. It was the worst journey of my life. The train was two hours late and then it stopped for ages in the middle of nowhere. I was so bored I thought I was going to go mad. I hope today's journey won't be so bad.

1 How many exaggerations does the speaker make?
2 What are they?
3 What does he really mean in each case?

2 SPEAKING **Work with a partner. Tell them about something really good or bad that happened to you recently. Use exaggeration.**

Pronunciation
Linking words with /dʒ/ and/tʃ/
Go to page 182.

GRAMMAR

Comparatives (review)

1 Match the sentence halves from the blog. Then read the rule and complete it with 1–5.

1 The longer the train stood still, ☐
2 Business people are a lot ☐
3 It seems my teachers were just as ☐
4 Although people were polite, they weren't nearly as ☐
5 People started getting more ☐

a friendly as the people the day before had been.
b and more annoyed.
c the more annoyed people became.
d cooler than I'd thought.
e strict then as they are now.

RULE:

A Use *a lot / far / much* + comparative to make a comparative stronger. **Sentence** _____

B Use *just as*, *not nearly as* and *nowhere near as* + adjective + *as* to intensify a comparison. **Sentences** _____ **and** _____

C Use comparative *and* comparative + short adjectives e. g. *hotter and hotter* to talk about how something or someone is changing or increasing. Use *more and more* + longer adjectives e.g. *more and more interesting*. **Sentence** _____

D Use *the* + comparative, *the* + comparative with short adjectives or *the more* + adjective, *the more* + adjective + clause with long adjectives to show how two events affect each other. **Sentence** _____

2 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. You must use between two and five words, including the word given.

1 Today's test was much easier than yesterday's test. (nowhere)
Today's test was _____ as yesterday's test.

2 I'm practising the piano a lot and I'm getting much better. (practise)
The more I _____ I get at playing the piano.

3 I'm sure the price of food is going up each month. (and)
Food is getting _____ each month.

4 I've been seeing a lot of John recently and I'm beginning not to like him so much. (less)
The more I see John, _____ I like him.

FUNCTIONS

Using intensifying comparatives

1 Look at what the writer recommended to the tourists. Match the three parts.

1 You should visit Bath.	**a** *It's easily the best* time to visit.	**i** And *it's a whole lot* cheaper than the train.
2 You should travel around by bus.	**b** *It's far and away* the most beautiful city in the UK.	**ii** And *it's miles less* crowded than London.
3 You should come back in August.	**c** It's the easiest way to travel *by far.*	**iii** And *it's even* warmer than it is now.

2 Make recommendations to visitors to your country using the sentences in Exercise 1 to help you. Then compare with a partner.

You should fly to Astana. It's easily the best way to travel and it's a lot quicker than taking the train.

VOCABULARY
Ways of speaking

1 **Which one of these sentences was probably *not* said on the train in the blog on page 121?**

1 'Do you know what's wrong with the train?'
2 'You could maybe visit Manchester.'
3 'There's never anywhere to sit on these trains.'
4 'Hi, my name is Raffa and this is Clara.'
5 'We're sorry to say the train has a problem.'
6 'It was me. I had the last piece of chocolate cake.'

2 **Match the sentences in Exercise 1 with the speaker's communicative aim in each one.**

☐ to suggest
☐ to introduce
☐ to announce
☐ to confess
☐ to enquire
☐ to complain

3 **Use suffixes from the list to complete the table.**

-ion | -ion | -tion | -y | -ment | -t

1	to suggest	to make a *suggestion*
2	to confess	to make a _____
3	to introduce	to make an _____
4	to enquire	to make an _____
5	to announce	to make an _____
6	to complain	to make a _____

4 **Write an example for three of the functions above. Read them to your partner to guess.**

This is Jo.

You're making an introduction.

LISTENING

1 **Write the words under the photos. Which country do you associate with these things?**

bowing | sushi | underground | kimono | chopsticks

2 SPEAKING **What other things do you associate with this country? Compare your ideas.**

3 SB28 **Listen to a speaker describing her trip to Japan to some students. Which of the things in the photos does she mention?**

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4 SB28 **Listen again. Mark the sentences T (true) or F (false).**

According to the speaker, …

1 many European people think the Japanese are unfriendly. ☐
2 Japanese people are too polite. ☐
3 buses in England usually arrive on time. ☐
4 she usually eats with a knife and fork at home. ☐
5 she still doesn't know how to use chopsticks. ☐
6 you need an open mind when you go abroad. ☐
7 everyone in a country is the same. ☐

5 **Think of two more questions about Japan. What do you think the speaker might say?**

THINK VALUES

Stereotypes

1 SPEAKING **Work in small groups. Discuss these questions.**

stereotype: a fixed idea about what groups of people are like

1 Think about your own country, or a region of your country. Do people from other places have fixed ideas about the people who live there?

Some people think the British aren't very friendly but that they're very polite.

2 Why do you think people have these ideas?
3 Do you think there is any truth in the stereotypes of your country or region?

2 **Some stereotypes are about nationalities. What other groups of people are there stereotypes about? Write a list. Then compare your ideas.**

people who live in small towns

3 **In your groups, discuss stereotypes that you think people have about teenagers.**

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Becca's Blog:

From London to Lyon

Five not so good things about living abroad

Regular readers of my blog already know that I'm a student living and studying in France for a year. Overall it's turning out to be a great experience. But today I've decided to write about some of the challenges that living abroad can bring. Here we go.



A It isn't a holiday

You know those Hollywood films where the foreigner is living a nice, easy, comfortable life in another country? Well, forget it – that's not how it is. You have to do all kinds of things like open a bank account, find somewhere to live, pay bills, and so on. These things aren't easy and they take time.

B Language problems

Before I came, I thought my French was pretty good. But being here isn't like French at school was. People talk to me like they talk to each other – fast! There's new vocabulary which you have to pick up and the first time I went to a hairdresser, she couldn't understand a word of what I was saying! If I had practised more at school, perhaps my pronunciation would have been better. Speaking French all day wears me out though. Often, at night, I'll watch anything on TV in English! Anything!

C You might not like it

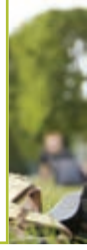
It's possible that after all the excitement of moving to another country, you become one of those foreigners who is unhappy abroad. I ran into some people who couldn't wait to leave France after just a few weeks. Well, there's no country in the world that suits everybody, right? It's always a risk.

D Homesickness

After a few weeks you'll start to miss all kinds of things (and people) from back home. That special food, that TV programme, the friends who you used to hang out with. Well, it's a phase you have to go through. If you're really homesick, call your family and friends and catch up on all the latest news. Otherwise, keep going, the homesickness won't last forever.

E Not everyone is happy that you're there

Mostly people are kind to me and happy to see me. But there are exceptions. Sometimes I go somewhere and someone says something like: 'Oh, no, another English person!' It's not nice to hear, but you have to put up with it. I find it's best to try and ignore that stuff and concentrate on the nice people I meet. If I had taken all the negative remarks seriously, I'd have been really unhappy! Still, overall, I'm very glad to be here and I have no regrets at all about coming. Sure there are problems but you can run into problems wherever you are. The experience gained by living abroad is invaluable. Living abroad is fun and a huge learning opportunity too. It's made me more aware of the world.



READING

1 **Look at the photo and the title of the blog, and make notes on the following.**

1 Where do you think the woman is?
2 Where do you think she's from?
3 What is this blog entry about?

2 **Read the blog and check your ideas.**

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

1 What is Becca doing in France?
2 Why does she say that it 'isn't a holiday'?
3 Why is she sometimes tired at the end of the day?
4 How were some other foreigners different from her?
5 How does she suggest dealing with homesickness?
6 How does she deal with comments about her that she doesn't like?

VOCABULARY

Phrasal verbs (2)

1 Complete these sentences from the blog. Use the correct form of the phrasal verbs from the list, then go back to the blog to check your answers.

put up with | bring about | run into | turn out | catch up on | pick up | go through
wear out

1 You have to _____ a lot of new vocabulary.
2 Being homesick is a phase that you have to _____.
3 It's not nice to hear people criticise you, but you have to _____ it.
4 I called my sister back home and I _____ all my friends' news.
5 Speaking another language all day _____ me _____.
6 Living abroad is _____ to be a great experience for me.
7 I _____ some people who wanted to leave France.
8 Living abroad can _____ some challenges and difficulties.

2 Which of the phrasal verbs means:

0 make (someone) very tired — *wear out*
1 meet (without having arranged to) — _____
2 learn (informally) — _____
3 tolerate — _____
4 experience (a difficult situation) — _____
5 have a particular result — _____
6 learn or discuss the latest news — _____
7 make happen — _____

3 Answer the questions.

1 When was the last time you caught up on the latest news? What interesting things did you find out and from whom?
2 What wears you out?
3 Have you ever run into a teacher outside school?
4 Can you think of any habits someone you know has that you have to put up with?
5 What difficulties does someone have to go through when they leave school and start university?
6 Do you think it's possible to pick up new words from listening to English-language songs?

THiNK VALUES

Learning from other cultures

1 Imagine you live in another country. Put the things in Becca's blog (A, B, C, D, E) in order (1 = the most difficult, 5 = the least difficult).

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

2 **Choose the options that are true for you in these statements. Make notes about your reasons.**

1 *I'd like / I wouldn't like* to visit other countries.
2 *I'd like / I wouldn't like* to live in another country.
3 *I'm interested / I'm not interested* in other cultures.
4 Knowing about other cultures *helps / doesn't help* me understand my own culture.
5 *I think / I don't think* it's good to have people from other countries living in my country.

3 SPEAKING **Compare your ideas about Exercises 1 and 2 with the class. How similar or different are you?**

GRAMMAR
Third conditional

1 **Read the example sentences and answer the questions. Then complete the rules.**

If I ***had practised*** *more at school, perhaps my pronunciation* ***would have been*** *better.*

1 Did she practise enough at school? Could her pronunciation be better?

If I ***had taken*** *all the negative remarks seriously, I'****d have been*** *really unhappy!*

2 Did she take all the negative remarks seriously? Was she unhappy?

RULE: To talk about unreal situations in the past and their imagined results, we use the third conditional.

- Condition clause: *If* + [1]_____ .
- Result clause: *would* (*not*) *have* + [2]_____ participle.

The condition clause can come before or after the result clause.

2 **Match the parts of the sentences.**

1 If I had studied harder, ___
2 If I hadn't studied so much, ___
3 Would she have been late for school ___
4 If she hadn't got up when her alarm rang, ___
5 If we hadn't spent all our money, ___
6 We wouldn't have had enough money to go to the cinema ___

a I wouldn't have passed the test.
b if she had got up when her alarm rang?
c we would have bought him a present.
d the test would have been a lot easier for me.
e if we had spent it all on food.
f she wouldn't have had time for breakfast.

3 **Put the verbs into the correct form to make third conditional sentences.**

0 If she *hadn't been* (not be) so rude, I *would have helped* (help) her.
1 If Paul _____ (not invite) me to his party, I _____ (be) really upset.

2 If she _____ (enter) the competition, I'm sure she _____ (win) it.
3 They _____ (go) in the sea if they _____ (not forget) their swimsuits.
4 We _____ (not win) the game if he _____ (not score) that goal.

4 Read the statement. Imagine a different past and write as many third conditional sentences as you can. Compare your ideas with a partner.

My grandparents met each other.

Culture



1 Centuries ago, there was a list of the 'Seven Wonders of the Ancient World'. Do you know any of the things or places that were on that list?

2 Read the article about the New Seven Wonders of the World. Which one is:

the oldest? the newest?

The New Seven Wonders of the World

Recently, an online poll was held to choose the New Seven Wonders of the World. Over 100 million people voted. Here are the seven winners.

Chichén Itzá, Yucatan Peninsula, Mexico

This was an important city for the Mayans between about 800 and 1200 CE. It was a centre for trade in things like cloth, honey and salt. Most photographs of Chichén Itzá show a 24-metre high pyramid called El Castillo. There is also a ruin known as El Caracol which the Mayans used as an observatory – the view of the night sky from the top is beautiful.

Christ the Redeemer, Rio de Janeiro, Brazil

Built between 1922 and 1931, the 'Cristo Redentor' statue on Mount Corcovado has become a worldwide icon of Brazil. The statue is about thirty metres high and the outstretched arms measure 28 metres end to end. Designed by a Frenchman and built by Heitor da Silva Costa, it attracts thousands of visitors every year.

The Colosseum, Rome, Italy

This famous amphitheatre, built between 70 CE and 80 CE, was used by the Romans for about 500 years for all kinds of public spectacles. Now it is almost a complete ruin, as a result of earthquakes and the passage of time, but some parts can be visited. The Colosseum has become one of the most famous images of Italy.

Great Wall of China, China

This amazing structure was built over a period of more than two thousand years, ending in the 16th century. It was built in order to keep out the hostile tribes of Mongolia on the other side. The Great Wall is not actually just one long wall, but a succession of many different ones. At around 6,500 kilometres, it's the longest man-made structure on the planet.

Machu Picchu, Peru

High in the Andes mountains, the Inca city of Machu Picchu is believed to have been a sacred place for the inhabitants of nearby Cusco. The Incas built it in the mid-1400s, though we don't really know how. The Incas abandoned the city and for many

years, only local people knew about it, until it was rediscovered in 1911. Many tourists go there, mostly by train from Cusco.

Petra, Jordan

The city of Petra flourished from nine BCE to 40 CE. It was the capital of the Nabataea Empire. The city was built in a desert area by the people of this civilisation, who were very skilled at finding and storing water. There are many buildings carved out of stone, an amphitheatre that held 4,000 people and a monastery.

Taj Mahal, Agra, India

Built of white marble between 1632 and 1648, the world-famous Taj Mahal is one of the most beautiful buildings in the world. It's a mixture of Persian, Islamic, Turkish and Indian styles. It was built by Emperor Shah Jahan as the place to bury his wife Mumtaz Mahal when she died. Inside, there are flower gardens and pools.

3 **Which place or thing:**

1 is in a desert?
2 has architecture from different places mixed together?
3 has been damaged by natural events?
4 was designed to protect the people who built it?
5 was built in ways we don't really understand?
6 took nine years to construct?
7 was used to look at the stars?

4 VOCABULARY **Match the highlighted words in the article to the definitions.**

1 left the place for ever and never went back
2 put something into a hole in the ground
3 grew, developed very successfully
4 unfriendly and aggressive, wanting to attack
5 a famous thing or person that represents a group or country
6 exciting public shows or events
7 one thing coming after another
8 made by cutting

SPEAKING

Discuss in pairs or small groups.

1 Imagine you could choose one of the seven wonders to go and see. Which one would it be and why?
2 Think of two things from your country that you could campaign to be included in a list of seven wonders of the world. Give reasons to support your choice.

WRITING

Essay

1 **Read Javed's essay. Why does he think the Simplon Tunnel is a modern wonder of the world?**

2 **Read the essay again. Ten things are underlined. Five of the things are mistakes, the other five are correct. Find an example of:**

- a spelling mistake ☐
- a mistake with the verb tense ☐
- a mistake with the wrong choice of connecting word ☐
- a preposition mistake ☐
- a mistake which is a missing word ☐

3 **Correct the mistakes in Javed's writing.**

4 **Look again at the list of kinds of mistakes in Exercise 2.**

1 Are there other kinds of mistakes that people make in writing? What are they? (e.g. punctuation, …)
2 Does the list in Exercise 2 show the kinds of mistakes that you have sometimes made in your writing so far using this book? If you've made other kinds of mistake, what were they?
3 Make a checklist for yourself of 'Mistakes I should try not to make when I write in English'.

5 **You're going to write an essay entitled: 'A Modern Wonder of the World'.**

1 Look at question 2 in the Speaking exercise above. Choose one of the things that you discussed there.
2 Make notes about why you think this thing is a good choice for a modern wonder of the world.

6 **Write your essay in 150–200 words.**

- Make sure you state clearly what your choice is, and say where and what it is.
- Give reasons for your choice being a 'wonder of the world'.
- When you have written your text, read it through again and use your checklist of personal mistakes (Exercise 4.3) to make as sure as possible that there are no mistakes in your writing.

A Modern Wonder of the World: The Simplon Tunnel

My choice for a modern wonder of the world is the Simplon Tunnel [1] at Switzerland. It's actually two tunnels – railway tracks run through both of them. They're each almost twenty kilometres long, so they're not [2] ... longest tunnels in the world now, but they were when they were built, back in the beginning [3] of the twentieth century. The first one was started in 1898 and opened in 1906. The other one was started in 1912 and was opened in 1921, so each one [4] has taken about eight years to construct.

The first tunnel was built by drilling in both directions – when the two drill-holes met in 1905, they were only two centimetres out of alignment. In those days, that was a fantastic achievement.

While it [5] was being built, about 3,000 people worked on the construction every day. The working conditions weren't very good – for example, it was often very hot inside – and more than sixty people died [6] while the building of the tunnel.

The tunnel joins Switzerland and Italy, [7] and it has helped to make [8] ... travel between the two countries a lot easier [9] then it was before. Now, people can put their car on the train and take it through the tunnel, and so they don't have to drive over the Simplon Pass.

I think this was a great thing to build all those years ago and it has made a big difference to the [10] whole of that part of Europe.



EXTRA READING

1 PRE-READING **Where is Bektau-Ata? What kind of place is it?**

Beautiful Bektau-Ata

A secret worth keeping



When I first met Timur I thought he was a really cool guy. He did extreme sports and he took amazing videos of the places in Kazakhstan that he explored. I met him through my cousin Oleg when he invited me to join them on their trip to Bektau-Ata. It turned out to be one of the best experiences I've had.

I guess Bektau-Ata isn't very well-known abroad or even in Kazakhstan, but I wish I'd heard of it earlier. It's a mountainous area in the Kazakh steppe, about 70 kilometres north of Balkhash. Timur's dad drove us there in his jeep. We tied our bikes on top of the car with all our camping gear. It was a three-hour drive, but what we saw when we got there was certainly worth it.

I'd never seen such a strange, yet beautiful place. The ground was made of rock and there were holes in the rock that were filled with rain water. We rode our bikes on this hard surface and Timur made videos with his small camera on his helmet. I'd never felt so free in all my life.

We then found a place to camp the night and Timur's dad lit a fire. We had something to eat and looked at the stars. There were so many, I felt dizzy. Back home, there's too much light pollution to see the stars. If only I'd brought my camera with me. I could've taken some great photos to show my parents and my sister. But, unfortunately, I'd forgotten to pack it.

Although all the cycling had worn us out, we sat around the campfire till late. We all took turns to tell a joke or a story. Timur's dad used to be a sailor and he had some amazing stories to tell from around the world. And Timur is really funny. I wish I'd met him before and gone on more trips with him.

Sleeping in the tent wasn't as comfortable as I'd hoped. I shared the tent with Oleg and I had to put up with his snoring. If only I'd packed my earplugs! But other than that, it was really peaceful. We only heard animals in the distance, but I didn't feel scared. We got up before sunrise and hiked up Mount Pik, one of the Bektau-Ata peaks, which took us a couple of hours. The views were spectacular!

After that, we biked around a bit more before packing everything and heading home. On the way back, Timur and Oleg talked about planning a trip to Kiin-Kerish. They asked me if I wanted to go along and I'm sure you know what my answer was.

2 **Read the blog entry. Then mark the sentences T (true), F (false) or DS (doesn't say).**

1 Oleg introduced Timur to Arman.
2 Bektau-Ata is a popular place with locals and tourists.
3 Timur's dad had driven to Bektau-Ata a few times in the past.
4 It was dangerous to cycle in Bektau-Ata.
5 Arman didn't bring his camera with him.
6 Some of the noises during the night annoyed Arman.

GRAMMAR

I wish / If only + past perfect

1 **Complete the sentences from the text on page 86. Use the correct form of the verbs. Then complete the rule.**

bring | hear | meet | pack

1 I wish _____ of it earlier.
2 I wish _____ him before.
3 If only _____ my camera with me.
4 If only _____ my earplugs!

2 **Write sentences with *I wish* … or *If only* … .**

0 I didn't eat breakfast. Now I'm hungry.
I wish I'd eaten breakfast.
1 I didn't go to bed early. Now I'm tired.
2 I didn't ask her for her phone number.
3 Only 12 per cent?! I didn't study last weekend.
4 Mum's so angry – Dad forgot her birthday!
5 My friends missed the end of the film. They fell asleep!

RULE: To express regret about the past, we can use *I wish* or *If* [1]_____ + the [2]_____ tense.

3 **Think of three things you've done recently that you now regret. Write sentences with *I wish* … and *If only* … .**

school | friends | money | family | holidays | shopping

FUNCTIONS

Expressing regret

1 **Put the lines in order to make a conversation.**

☐ OLIVER I'm sorry to hear that.
☐ OLIVER What's the matter, Amelia?
☐ OLIVER Maybe you should lie down for a few minutes.
☐ AMELIA It was that third piece of cake. I wish I hadn't eaten it.
☐ AMELIA That isn't a bad idea. I think I will.
☐ AMELIA I've eaten too much. I'm feeling ill.

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2 **Work in small groups. Discuss your regrets from Exercise 3 above. Make suggestions using expressions from the conversation in Exercise 1.**

I wish I'd bought a present for my brother's birthday.

Well, buy one now – it isn't too late!

PROJECT

- **Think about seven amazing places in Kazakhstan. Discuss in small groups.**
  What natural places in Kazakhstan are worth visiting?
  What town or cities are worth visiting? What ancient and modern monuments are there?







- **Do some research. Find out more information about the seven places you chose.**
  What can a visitor see and do there?
  When is the best time to visit?
  What other information should the visitor have?

- **Write a leaflet presenting your 'Seven Wonders of Kazakhstan'.**
  Write a short text for each place.
  Illustrate each place with a photo or a drawing.
  Organize a school exhibition with your class leaflets.
  Set up a school vote for the 'Seven Wonders of Kazakhstan'.

9 SCIENCE AND TECHNOLOGY

OBJECTIVES

FUNCTIONS: advice and obligation

GRAMMAR: obligation, permission and prohibition (review); necessity: *didn't need to / needn't have*; ability in the past (*could*, *was / were able to*, *managed to*, *succeeded in*); *should / shouldn't have*

VOCABULARY: technology (nouns); technology (verbs)









READING

1 How many different types of screen can you see in the photos? Can you think of other types of screen that you see or use in a typical day? Make a list.

2 Thinking of the list you made in Exercise 1, what are the advantages and disadvantages of having so many different screens in your daily life?

3 Read the texts and find out which of your ideas listed in Exercise 2 are mentioned.

4 Read the texts again. Match the paragraphs with the titles. There is one extra title.

A The consequences of 24-hour availability
B It's a rich person's world
C Parents need to establish limits
D Fewer screens, better lives

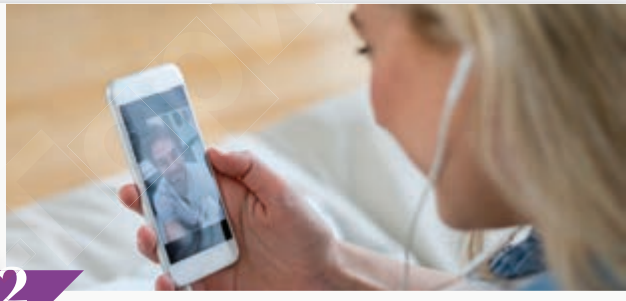
5 **Which text talks about ...**

a the harm screens can do even when we're not watching them?
b why none of us are really out of contact any more?
c the effect of screen time on the family?
d how it's almost impossible to live without modern technology?
e the financial implications of trying to limit the use of technology?
f the effects of spending too much time in front of a screen?

6 SPEAKING **Work in pairs. Discuss the questions.**

1 Think of a screen that your parents complain about you using too much. Why do they complain?
2 Think of one type of screen that you couldn't live without and one you could live without. Tell your partner and give reasons.

SMART SCREENS?



1

How much screen time do you allow your children? This has become one of the most challenging issues for parents today. Most experts agree that screen time should be limited and warn against allowing children to spend too long in front of a screen. However, it's not always so easy to follow their advice. Clearly children can't see how harmful spending too much time in front of a screen can be. Furthermore, peer pressure means that children think their parents are being unfair when they say they must switch their electronic devices off. This often leads to stressful family situations. It's easy to see why so many parents give in and let their children look at screens for far too long. Unfortunately, this creates greater problems in the future, such as the negative effects on their ability to concentrate, their fitness levels and mood. The more screen time children have, the more irritable they become. Of course, this situation isn't new. It started when the TV became popular in the 1960s, but modern screens have made it a lot more serious.

2

Most modern cities, rather than being dark at night, are filled with artificial lighting. Huge TV screens and neon signs are making it difficult for many residents to get a good night's sleep. One city has decided to take action against this night time pollution.

With a population of over 11 million, São Paulo is the biggest city in Brazil and one of the ten biggest cities in the world. Not so long ago, the local government decided to pass the 'Clean City Law' which said that large outdoor advertising was not allowed any more. So, all existing signs had to be taken down despite the financial losses it meant for the city. The advertising companies were not happy but the people living in the city were, with more than 70% agreeing that the new law had improved their quality of life.

3

Mobile phones have become such an important part of our lives that it's difficult to imagine how we could live without them. Of course, making and receiving calls is only one of their functions. We use them to take photos, record videos, check our email and social media accounts, surf the Internet, give us directions, play games, shop, check in for a flight, the list seems almost endless. But it wasn't all that long ago that people didn't need mobile phones and managed to live without them quite easily and maybe we were all just a little bit happier. In the old days, if you wanted to call someone, you phoned their house. If they weren't home, it was just bad luck. However, because the mobile phone is mobile, we now phone the person directly and if they don't pick up immediately then we get annoyed. We expect people to be reachable all day every day. As a result, no one is allowed to relax any more. We're supposed to answer our phones whether we're at work, at home, on holiday or even asleep. We have lost the ability to be unavailable and to truly switch off.

TRAIN TO THINK

The PMI strategy

A good brainstorming strategy you can use when making decisions is the PMI strategy. On a piece of paper, draw three columns and head them 'plus', 'minus' and 'interesting'. Write down the positive consequences (plus) and negative consequences (minus) of taking the decision, and also what would be 'interesting' about carrying it out.

1 Look at the example below. Can you add any more ideas to the columns?

Books should be banned from schools

plus	minus	interesting
Lessons would be more interactive. Students wouldn't have to carry heavy books to and from school.	Students would spend even more time looking at screens.	How would this change teachers' lives?

2 SPEAKING **Work in groups. Choose one of the situations. Use the PMI strategy to come to a decision.**

- Your school has been asked to put on a play but you and your friends are not sure if you should take part as it will mean staying after school for the next six weeks.
- Your group has been asked to take part in a reality TV show. It involves living without any technology for a month. You are not sure whether you should take part.
- Your group has been invited to make a recommendation to the public transport service of your town as to whether mobile phones should be forbidden on buses, trains and trams.

GRAMMAR

Obligation, permission and prohibition (review)

1 **Complete the sentences from the texts on pages 136-137. Then complete the rule with *let*, *must*, *should*, *need to* and *not be allowed to*.**

1 Most experts agree that screen time _____ be limited.
2 Children think their parents are being unfair when they say they _____ switch their electronic devices off.
3 Many parents give in and _____ their children look at screens all the time.

RULE: To express obligation or necessity, we can use *have to* or [1]_____ (as in sentence 2).
To say something is (or isn't) a good idea, we can use [2]_____ (as in sentence 1).
To express no obligation or necessity, we can use *don't have to* or *don't* [3]_____.
To express permission, we can use [4]_____ (as in sentence 3) and to say that something is not permitted we use [5]_____.

LOOK!

1. *had better* = something is a good idea and is often used as a warning. The form is always *had better* + base form of verb, even when talking about the present.
2. *be supposed to* = there's an obligation to do something but in reality people don't always do it. It is always used in the passive form (like *be allowed to*)

2 **Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given. You must use between two and five words including the word given.**

1 Their daughter can't go out after 8 pm. (allowed)
Their daughter _____ go out after 8 pm.
2 Our teacher expects us to put up our hand if we want to ask a question. (supposed)
We _____ put up our hand if we want to ask a question.
3 Their young son isn't allowed to watch TV all day. (let)
They _____ their young son watch TV all day.
4 You should really turn off the TV if you don't want to get a headache. (better)
You _____ off the TV if you don't want to get a headache.

FUNCTIONS

Advice and obligation

1 **Imagine an exchange student is coming to your school for a few weeks. Write down three rules and three pieces of advice to help them.**

You have to arrive at school by 9 am.

2 SPEAKING **Compare your sentences in pairs.**

VOCABULARY
Technology (nouns)

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

1 USB port | 2 headset | 3 adaptor | 4 webcam | 5 plug | 6 charger
7 'at' symbol | 8 power lead | 9 protective case | 10 wireless router


A ☐


B ☐


C ☐


D ☐


E ☐


F ☐


G ☐


H ☐


I ☐


J ☐

2 **Complete the sentences using the words in Exercise 1.**

1 There's something wrong with that email address. There's no _____ in it.
2 I forgot to bring a UK _____ so I couldn't plug in my laptop.
3 I left the _____ for my phone at home and I'm almost out of battery. Can I borrow yours?
4 You can't get a wifi signal? Have you checked if the _____ is switched on?
5 My laptop's only got one _____ so I can't plug in my mouse and my phone at the same time.
6 I couldn't use my laptop. I left the _____ at home and it was out of battery.
7 I'm going to plug in my _____. I don't want everyone to hear what you're saying.
8 It's the wrong _____. You need an adaptor.

LISTENING

1 SPEAKING **Mark the statements with 1 (agree), 2 (depends) or 3 (disagree). Then compare your findings in class.**

Watching TV …

1 can damage your brain. ☐
2 is bad for your education. ☐
3 is addictive. ☐
4 is expensive. ☐
5 is not as satisfying as spending time with friends. ☐

2 SB29 **Listen to the conversation. Which of the statements in Exercise 1 does Sheena mention?**

3 SB29 **Listen again. Complete the sentences.**

1 Sheena wants to know why Aaron missed _____ on Saturday.
2 Aaron's been spending a lot of time _____ on his tablet recently.
3 Aaron asks Sheena if she thinks he's becoming a _____ .
4 Aaron's been staying up until _____ recently.
5 Sheena warns Aaron about hidden advertising or _____ placement in films.
6 Aaron wants to invite Sheena to an outdoor _____ on Sunday.

GRAMMAR

Necessity: *didn't need to / needn't have*

1 **Look at the examples from the listening and answer the questions. Then complete the rule with *didn't need to do / needn't have done*.**

I didn't need to go [to the stadium] because I was able to watch it live online.
You needn't have [bought two tickets] because I did …

1 Did Aaron go to the stadium?
2 Did Aaron buy two tickets?

RULE: When we use [1]_____, it means that someone did something but in fact it wasn't necessary.

When we use [2]_____, it often means that someone didn't do something because it wasn't necessary.

2 **Choose a or b to follow each of the sentences 1–6. You must use all of the sentences.**

1 Mum cooked a big meal for us but we'd already eaten.
2 Mum came and ate with us at the restaurant.
   a She needn't have cooked. *1* b She didn't need to cook. ☐
3 I spent ages doing my homework last night and now Mr Peters isn't here to take it in.
4 Mr Peters told us we had a choice to do the homework or not.
   a I didn't need to do it. ☐ b I needn't have done it. ☐
5 She took her umbrella but it was a really sunny day.
6 The forecast said that it was going to be a lovely sunny day. So she left her umbrella at home.
   a She didn't need to take it. ☐ b She needn't have taken it. ☐

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VOCABULARY

Technology (verbs)

Rewrite the sentences below, replacing the words in italics with the phrases in the list in the correct form.

to upgrade (your system) | to save (a document) | to browse the Internet
to plug (a laptop) in | to sync devices | to post an update | to stream (a video)
to connect to wifi

1 Jack's *watching* yesterday's match *on the Internet without downloading* it.
2 I can't *access the Internet without using a cable.* There's no signal here.
3 I'm a bit bored so I'm *looking at various websites on the Internet.*
4 I think you should spend some money *on improving* your operating system; it's very old.
5 You should always *make sure different devices (laptop, tablet, etc.) contain the same information* so you've always got a backup.
6 The printer's not working. Oh! It's not *connected to the electricity supply.*
7 Mia hasn't *added new content to her blog* on Facebook for a week. I hope she's OK.
8 Sam is always losing files because he often forgets to *store information on an electronic device.*

SPEAKING

Discuss in pairs.

1 How often do you post updates on social media?
2 Which devices do you sync?
3 What was the last TV programme you streamed?

Pronunciation
The schwa sound
Go to page 182.

READING

1 Look at the photo on p. 142 and answer the questions.

1 What do you think the relationship between the people is?
2 What do you think they are doing?

2 Read through the article quickly and check your answers.

3 Read again. Find examples in the article of how elderly people used technology.

4 Read again and answer the questions.

1 What is *Silver Surfers*?
2 What does it show?
3 Who started the project?
4 What inspired them to start the project?
5 Who did they get to join them?
6 Where did they start giving lessons?
7 What were some of the elderly people's interests?
8 What were some of their achievements?

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Great success for teenage teachers:
When silver surfers get connected

A new documentary called *Silver Surfers* shows the inspiring story of a group of teens helping elderly people to improve the quality of their lives by teaching them how to make use of the Internet. The people were aged between 76 and 93.



Rosemary Raynes, the director of the documentary, got the idea for the film when talking to her sisters Poppy and Amy about a project they had started several years before in Kingston, Canada. The two teenagers and a group of friends had a clear goal: they wanted to help elderly people to feel more connected to other people, through the use of the Internet.

They started the project after seeing how the Internet had changed their own grandparents' lives. Their grandparents could use the Internet at a basic level but wanted to become more proficient. After the two girls had given them a few basic IT lessons, they were able to use the computer confidently, and became enthusiastic users of Skype, Facebook and email.

The two students were so motivated by that success that they got several of their friends to join them. Together, they started to visit a local home for elderly people. Many of the people there couldn't even switch on a computer without help. But the young people were amazed how much they had learned after only a few lessons.

It's fascinating to see how the silver surfers featured in the film all had very different interests. Some of them wanted to use Facebook to stay in touch with family members who had emigrated to countries as far away as Australia. Others were keen to get ideas for travelling, learning how to play an instrument or cooking.

The outcomes of the project were amazing: 89-year-old Sheila, together with a friend, managed to create a YouTube cooking tutorial; 93-year-old Marilyn succeeded in making a rap video. Albert, 89, wanted to learn how to use the web to reconnect online with people he hadn't seen in decades. He managed to use his new skills to reunite with his daughter, who he had lost touch with.

The documentary has been met with great enthusiasm in several countries, and a number of follow-up projects have been launched. They are all aimed at helping elderly people to explore the benefits of technology, have fun, and stay in touch with others – thanks to a wonderful initiative by two teenage girls.

5 SPEAKING **Discuss with a partner.**

1 What do you think of the Silver Surfer project?
2 Would you be prepared to join such a project? Why (not)?
3 Which example of the seniors' achievements impresses you the most?
4 Have you ever tried to help someone you know with technology? Did you manage to teach them successfully?

GRAMMAR

Ability in the past: *could, was / were able to, managed to, succeeded in*

1 **Read the examples from the article and then complete the rule with *managed, succeeded, could, couldn't*.**

1 Many of the people there **couldn't** even switch on a computer without help.
2 After […] a few basic IT lessons, they **were able to** use the computer confidently.
3 The outcomes of the project were amazing: 89-year-old Sheila […] **managed to** create a YouTube cooking tutorial.
4 93-year-old Marilyn **succeeded in** making a rap video.

RULE: To talk about ability generally in the past we use [1]_____ / *couldn't*.

To talk about ability at specific moments in the past, we use *was / were able to* ([2]_____ *to* + infinitive, or [3]_____ *in* + gerund).

To talk about a lack of ability at specific moments in the past, we use [4]_____ / *wasn't* (*weren't*) *able to*.

2 **Choose the correct answer to complete the sentences.**

1 She broke her mobile phone a week ago. She _____ to access any social networks since then.
A couldn't B hasn't been able C hasn't succeeded
2 He was so moved by the award he received that he _____ continue with his speech.
A wasn't able to B succeeded in C could
3 He played football again for the first time after his injury, but he only _____ play for 20 minutes.
A could B managed to C succeeded in
4 She had to ask several people until she finally _____ in finding some help.
A managed B succeeded C could
5 My little brother _____ to walk just before his first birthday.
A could B was able C succeeded
6 I tried to climb that mountain once, but I _____ to get to the top because of the bad weather.
A couldn't B didn't succeed C didn't manage

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THiNK SELF-ESTEEM

Learning from elderly people



1 You're going to talk about an elderly person who has qualities that you admire. Make notes on why you admire this person.

2 Which of the qualities you have noted do you think you would like to have in your own life?

3 What could you do to develop those qualities?

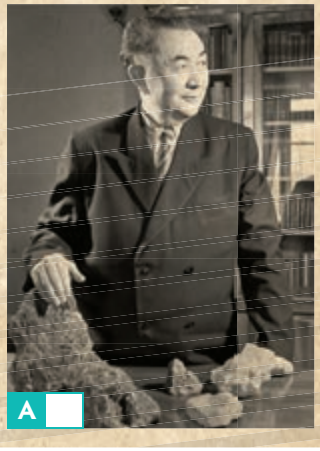
4 SPEAKING Discuss your ideas with your partner.

5 WRITING Write a paragraph that summarises what it is you have learnt by thinking about the person.

One of our neighbours is a man called Mr Carter. He is over 80 years old, but in many ways he seems to be very young. He's got an excellent sense of humour, and I've had great conversations with him. He's a very good listener, and asks very interesting questions. If there is one thing I would like to learn from him for my own life then it is the way he seems to set goals for himself. For example, Mr Carter has a little swimming pool in his garden, and he goes for a swim every day, no matter what the weather is. And the weather can be quite cold at times where we live!

Culture

Great scientists





1 Look at the photos. What things can you see in each one?

2 Read the article about six scientists. Number the photos 1–5.


C

1 Galileo (Italy, 1564–1642)

Galileo – his full name was Galileo Galilei – is sometimes called 'the father of modern science'. He was a scientist, mathematician and astronomer. In Galileo's lifetime, telescopes were new and were still quite **basic**. Galileo made improvements to the design, including more powerful lenses, and was the first person to see the four large moons of the planet Jupiter.

His best-known **achievement** was to show that the Earth moves around the sun, and not the sun around the Earth (although he was not the first person to have the idea).


D

2 Kanysh Satbayev (Kazakhstan, 1899–1964)

Kanysh Satbayev was one of the founders of metallogeny in Kazakhstan. In other words, he studied how minerals (like gold, copper or iron) found in rocks **affect** the Earth's crust and make it different from one region to another. He was the first Kazakh geologist who studied metals in central Kazakhstan, in the copper field of Ulutau-Zhezkazgan. Satbayev became interested in geology when he was young, thanks to the geologist Mikhail Usov. He went on to found the Institute of Geology, and was the first president of the Kazakhstan Academy of Sciences in Almaty.


E

3 Karl Landsteiner (Austria, 1868–1943)

Based in Vienna, Austria, Landsteiner was involved in many research projects and made several key discoveries. Together with a man called Erwin Popper, he helped to **identify** the virus that causes the disease polio.

But even more importantly, in 1901, he discovered the three main blood groups – A, B and O – and showed that it is possible to transfer blood from one person to another person. This led to the first ever blood transfusion in 1907, in New York.

4 Francis Crick (Britain, 1916–2004) and James Watson (USA, born 1928)

In 1953, in Cambridge, UK, Crick and Watson announced to the world that they had found 'the secret of life'. The secret is the **structure** of DNA, the material that makes genes, the things we get from our parents that control how we grow. Their discovery meant that we now know much, much more about the human body. And with that knowledge, there have been **enormous** improvements in medicine and medical research, as well as in historical research and solving crimes.

3 **Read the article again and write the names of the scientists.**

Which scientist (or scientists) …

1 … studied what's under the surface of our planet?
2 … demonstrated the Earth's movement in space?
3 … worked with animals?
4 … did work that helped medicine?
5 … started a new science?
6 … invented something to stop diseases?
7 … improved a piece of equipment?
8 … did work that helped historians and detectives?

4 SPEAKING **Discuss the questions.**

a Which of the scientists do you think is the most important? Why? Share your ideas with the class.
b There is only one woman here. Why do you think this is?

5 SPEAKING **Match the words in bold in the article with their meanings. Write the words.**

0 the way that the parts of something are organized *structure*
1 say who or what someone or something is _____
2 large or very important _____
3 simple, not complicated _____
4 something very good and difficult that you do _____
5 to cause a change in someone or something _____
6 to behave towards people or things in a certain way _____
7 things you use with your hands to do jobs _____

WRITING

Instructions

1 **Read the instructions on how to save a Word file. Who do you think it has been written for and why?**

2 **Complete with the missing words. Then check in the instructions.**

1 _____ your file is a written document, _____ you will be using a word processing program.
2 The _____ _____ you need to do is to create a new file.
3 _____ _____ this, open up the program.
4 _____ save the file, click on 'file' again.
5 _____ _____ you will be able to find your file easily.
6 _____, when you close your document, a dialogue box will appear.

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One of the most important things you need to learn to do when using a computer to write documents is to learn how to save a file.

1. If your file is a written document, then you will be using a word processing program such as Microsoft Word. The first thing you need to do is to create a new file. To do this, open up the program by clicking on the icon.
2. When the program has opened, click on the icon 'file' in the top left hand corner of the screen and choose 'new' from the drop down menu. This will create a new document for you.
3. I recommend saving this document before you write anything. This means that if your computer shuts down unexpectedly, you won't lose the file. To save the file, click on 'file' again. From the drop down menu choose 'save'.
4. A dialogue box or window will open asking you to type in the name of your document. You will also need to choose a location for the file. Select 'desktop' from the list on the left hand side of the box. This means you will be able to find your file easily when you start your computer.
5. Finally, when you close your document, a dialogue box will appear asking if you want to save any changes. Click 'yes'.

3 SPEAKING **Discuss why the following tips are important when writing instructions.**

Tips for writing instructions.

- Think carefully about who you are writing for.
- Use clear language that is easy to understand.
- Give the instructions in a logical order.
- Use a friendly, informal style.

4 Choose one of the computing processes below and write down short notes for each stage.

- how to create a folder
- how to change the font
- how to cut and paste
- how to rename a file

5 Write a text (120–180 words) describing the process you chose in Exercise 5. Remember to:

- decide who you are writing these instructions for (a child? a beginner? a fairly experienced user?).
- give your instructions in a logical order.
- think about the tips in Exercise 4.

EXTRA READING

1 PRE-READING **What problems related to water will we face in the future? What can we do about them?**

Water
A treasure in **Kazakhstan**

Kazakhstan is a country with a lot of natural resources, such as reserves of coal, oil, gas and uranium. However, with the annual rainfall decreasing by 0.5mm every decade, it doesn't have large water reserves. Water is necessary not only for people to live healthy lives, but also for the country's economy. Kazakhstan is currently one of the largest producers of wheat in the world, but industries such as agriculture and mining require a lot of water.

Unfortunately, water shortage is already a serious problem faced by millions of people on a global scale, and a UN report estimates that by 2050 this number could be as high as 5 billion. We are all responsible for future generations' access to clean water and some say we should have started protecting the world's water reserves a long time ago. But there's still time and there are interesting things happening around Kazakhstan today to ensure everyone has access to safe drinking water in the future.

New water-saving technologies are being applied to use water more wisely in agriculture. These technologies are hydrogel, agro textiles and drip irrigation. Hydrogel is a type of material that looks like gel, which scientists inject into a plant's roots. This material helps the plant to absorb water even when there is very little of it in the soil. So, the plant grows faster than plants that don't have hydrogel. Agro textiles are fabrics which farmers use to cover the crops to shelter them from extreme weather, as well as from birds, insects and weeds. This material still allows enough sun and rain to reach the plants so that they can grow. The other water-saving technology used in Kazakhstan is drip irrigation. Long pipes bring small amounts of water to the roots of the plants. This is a more efficient way of watering crops because the water goes directly to the roots and is not wasted through evaporation.

These technologies are now used in more than 150 farms in the northern parts of Kazakhstan, like the Kostanay and Akmola regions. The results are already promising. The farms are producing a good number of strawberries in summer even though there's not much water available there during that time of year because of droughts. Perhaps we shouldn't have doubted that scientists would find a way to fight the problem. But there is still a long way to go before the world is free from the problem of water shortage.



2 Read the text. Answer the questions.

1 Why is rain a problem in Kazakhstan?
2 How does Kazakhstan's economy depend on water?
3 What three water-saving technologies are used by Kazakhstani farmers today?
4 What part of a plant is injected with hydrogel? How does this help it?
5 How do agro textiles help to protect crops?
6 Why is drip irrigation more efficient?
7 What do the farms in the Kostanay and Akmola regions prove?

GRAMMAR
should(n't) have

1 Look at these sentences from the text. Answer the questions. Then complete the rule.

1 *We should have started protecting the world's water reserves a long time ago.*
   a Did we start protecting the world's water reserves before?
   b Would it have been a good idea to?
2 *Perhaps we shouldn't have doubted that scientists would find a way to fight the problem.*
   a Did we doubt that scientists would find a way to fight the problem?
   b Was it a good idea to?

RULE: To criticise actions in the past, we use *should / shouldn't* + [1]_____ + the [2]_____ form of the verb.

2 Choose should have or shouldn't have to complete the sentences.

1 I *should have / shouldn't have* watered the plants this morning because it's going to rain now.
2 The farmers *should have / shouldn't have* started using drip irrigation decades ago. They would have saved lots of water.
3 Indira *should have / shouldn't have* bought those strawberries. They looked really fresh, but she didn't have enough money.
4 You *should have / shouldn't have* taken a bath. Now there's no hot water for me to shower.
5 A: Damir and Kanat *should have / shouldn't have* come on the trip to the lake with us. They would have enjoyed it.
   B: I know, but they were both busy at the weekend.
6 We *should have / shouldn't have* drunk water from the river, but we didn't know it wasn't clean.

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3 **Write replies to the statements. Use *should have* or *shouldn't have* and suitable verbs. Then practise reading them out in pairs.**

0 'I had five slices of pizza! Now I feel sick.'
'You shouldn't have eaten so much pizza!'

1 'We've broken the TV. Quick! Put the ball away!'

2 'I bought these jeans yesterday, but now I haven't got enough money to buy Dad a birthday present.'

3 'I failed the test!'

4 'Joey didn't invite me to his party.'

5 'You only paid 100 for those tickets? I paid 250!'

4 SPEAKING **Work in pairs. Write three sentences about famous people using *should have* or *shouldn't have*. Then read them out without saying the names. Your partner tries to guess who the people are.**

PROJECT

- **Think about important scientists and inventors from Kazakhstan. Discuss in pairs.**
  What did they study/invent?
  Why was their work important for Kazakhstan and the rest of the world?

- **Do some research. Find out more information about one of the scientists or inventors.**
  Where is/was he/she from? When was he/she born?
  How did he/she become interested in science or technology?
  What is important to remember about his/her contribution?

- **Imagine you have the opportunity to interview your chosen Kazakhstani scientist or inventor about his/her life and work.**
  Write your questions and the scientist's answers based on your research.
  Practise the interview with your partner.
  Role play your interview in class and watch your classmates' interviews.
  Have a class vote for the best interview.



TEST YOURSELF

UNITS 1 & 2

VOCABULARY

1 Complete the sentences with the words in the list. There are four extra words.

about | take up | train | crawl | point | find out | warm up
swinging | off | give up | workout | set off | wandering | personal trainer

1 Zarina is excited. She's _____ to go paragliding for the first time.
2 Don't _____ now. You're a great player. I'm sure you'll get on the team next time.
3 It's important to _____ properly before you go for a run, or you might hurt yourself.
4 Aidana was _____ slowly round the shop looking for a present for her mum's birthday.
5 Daniyar was on the _____ of leaving the house when Mr Ivanov phoned to cancel.
6 I'm going for a _____ at the gym this afternoon. Do you want to join me?
7 We _____ very early in the morning because we wanted to arrive before it got dark.
8 I hope we _____ who won the competition soon.
9 I haven't got time to tidy up now. I'm _____ to school in a minute.
10 My sister can't walk yet but she can _____ really fast!

/10

GRAMMAR

2 Complete the sentences with the correct form of the words in brackets.

1 By the end of the festival tomorrow, I _____ about fifteen films. (see)
2 Yesterday, my friends decided _____ to the beach to play volleyball. (go)
3 Watch out! You _____ that cyclist! (hit)
4 My brother says he remembers _____ out of bed when he was two years old. (fall)
5 Don't stay on the computer all night or you _____ exhausted the next day. (feel)
6 I don't mind _____ the washing up at home. (do)

3 Find and correct the mistake in each sentence

1 It's Gaukhar's birthday next Friday and she will have a party on Saturday.
2 He jumped into the lake in order rescue the boy.
3 When we got to London, we had being travelling for a long time.
4 This time tomorrow, I'm lying on a beach in the sun.
5 We must finish cleaning the kitchen before our parents are arriving.
6 They're going to cover the hole so to prevent future accidents.

/12

TEST YOURSELF

FUNCTIONAL LANGUAGE

4 Circle the correct words.

1 A I'll never save enough money to go to Mexico. It's really getting me *down / light*.
B Come on, look on the *better / bright* side. If you don't go, you can buy that new phone you want.

2 A Mum won't let me watch the match until I tidy my room.
B Oh, *cheer / hang* up. Tidying your room won't take long – I'll help you!
A Thanks. Maybe there is a *light / cheer* at the end of the tunnel after all!

3 A Why are you doing so much exercise these days? Are you trying to *lose weight / train*?
B No, but it's good to *warm up / keep fit*, and running three times a week is a great way of doing so.

4 A I do lots of sport and exercise so my body is strong, but I eat a lot of junk food so I don't think I'm very *healthy / fit*.
B Don't forget that it's not just your *physical / mental* health that's important either. You need to look after your mind too!

/8

MY SCORE /30

22 – 30
10 – 21
0 – 9

UNITS 3 & 4

VOCABULARY

1 Complete the sentences with the words in the list. There are four extra words

staff | took | sponsor | reef | make | encouraged | residents | refugees
donation | do | motorists | recommended | volcano | raise

1 Many flights were cancelled when a _____ erupted and filled the sky with ash.
2 I saw a documentary about _____ leaving their countries to escape war.
3 My mum _____ me to work hard at school.
4 I asked my friends to _____ me to run five kilometres for charity.
5 The water in the bay is always calm because it's protected by a _____ .
6 Kanat's dad gave him some good advice but I don't think he _____ it.
7 They are all local _____ . Most of them live in the streets near us.
8 Dina's presentation is next week, so she needs to _____ some research on the Internet.
9 Mr Akhmetov runs a small business. He has a _____ of four people.
10 It's a lot easier to _____ money for a good cause these days than it was before social media.

/10

TEST YOURSELF

GRAMMAR

2 Choose the correct options.

1 A lot of money *was* / *being* raised when the children completed their challenge.
2 You'll never be his friend *unless* / *if* you go and talk to him!
3 Timur asked Shyngyz if he *will* / *would* be at the football match that afternoon.
4 Many charity events *have* / *are* organised every year in this country.
5 The teacher asked Nargiz why she *is* / *was* standing outside the classroom.
6 *Despite* / *Although* he works very hard, Marat finds maths quite difficult.

3 Find and correct the mistake in each sentence.

1 The marathon will have shown live on TV.
2 I really like that man which plays Tamerlan on the TV.
3 Botagoz always does well in tests, although never studying.
4 She's the runner what won the gold medal.
5 Nevertheless Amir's French isn't great, he understood a lot of the film.
6 My brother broke my phone, what means he has to buy me a new one.

/12

FUNCTIONAL LANGUAGE

4 Circle the correct words.

1 A Next week, Akbota's going to run a 15-kilometre race. That's *quite a* / *really* distance.
B Yes, it is. And she only started running a month ago, too. That's *amazing* / *daring*.
2 A I heard that you got 95%. That's *OK* / *phenomenal*. Well done!
B Thanks, I couldn't believe it. And my parents thought it was *incredible* / *quite*.
3 A I *'m betting* / *bet* you can't say 'Good morning' in five different languages.
B Well, you're right – of course I *can* / *can't*.
4 A You *can* / *will* never manage to stay off the Internet for two days.
B I think you're right, but I *dare* / *can dare* you to stop using email for a week!

/8

MY SCORE /30

22 – 30
10 – 21
0 – 9

UNITS 5–7

VOCABULARY 1 Complete the sentences with the words in the list. There are four extra words.

setting | download | action-packed | bring | helmets | breathtaking | ending
release | get | tour | hero | far-fetched | masks | grow

1 After the band released their new single, they went on _____ for three months.
2 The _____ of the film is an amazing doctor who can travel through time and save people.
3 The effect of the fireworks and the music was really _____.
4 We were very lucky to _____ up in such a family.
5 I've just read the last page of the book and I don't like the _____.
6 His excuse for being late was so _____ that I didn't believe a word of it!
7 Our WiFi connection is really slow. It takes a long time to _____ songs.
8 I think it can be very difficult to _____ up children these days.
9 Dad always has our school things ready for us, even our cycling _____.
10 They've recorded a new CD and they're going to _____ it next week. /10

GRAMMAR

2 Complete the sentences with the words from the list. There are two extra words.

little | went | all afternoon | consequently | so far | few | go | due to

1 I've been studying Spanish for a month now, but _____ I've only learnt a few phrases.
2 I wish we _____ out to eat more often.
3 Samya wanted to spend a _____ more time on the project.
4 Alan is always eating rubbish food, and _____ he's put on a lot of weight.
5 Kyle has seen loads of films, but he's only read a _____ books.
6 I've been trying to translate these lyrics _____. I'm fed up!

3 Find and correct the mistake in each sentencee.

1 If they wouldn't be so expensive, I'd buy some of those chocolates.
2 I wish you don't live so far away.
3 Do you know how do they make this sweet?
4 If only we can see you more often.
5 The test was such difficult that nobody got everything right.
6 Ed asked me I have been to Spain. /12

TEST YOURSELF

FUNCTIONAL LANGUAGE

4 Circle the correct words.

1 A Oh dear! This project is *so* / *such* difficult.
B What's the problem? You're usually *so* / *such* an imaginative person.

2 A You're *so* / *such* a good writer. Can't you do my homework for me?
B Don't be *so* / *such* silly. You can do it yourself.

3 A You'll never *know* / *believe* what happened just now. /8
B *What* / *Really*?
A I guessed all the answers in the TV quiz show correctly. What are the *chances* / *fates* of that?

4 A The *strangest* / *annoying* thing happened to me yesterday. I won a competition.
B What's so strange about that?
A Well, *go on* / *let me finish*. The thing was I hadn't even entered it!

MY SCORE /30

22 – 30
10 – 21
0 – 9

UNITS 8&9

1 Complete the sentences with the words in the list. There are four extra words.

complained | upgrade | introduced | backup | ran into | headset | confessed
sync | access | suggested | stream | zip | go through | turned out

1 I asked him four times to give me my watch back, and then he _____ that he'd lost it.
2 I'm so happy that I passed my driving test. I wouldn't want to _____ that again!
3 My file was so big that I had to _____ it to send it by email.
4 My computer runs my new graphics very slowly. I need to _____ it.
5 I know who Paul is, but I've never been _____ to him.
6 I lost almost everything when my new computer crashed, but luckily I had a _____ of most of it.
7 I can see you but I can't hear you because my _____ is broken.
8 The neighbours _____ about the noise at our party.
9 I need that cable to _____ my MP3 player with my laptop.
10 I hadn't seen Marie for ages, but yesterday I _____ her at the cinema.

/10

TEST YOURSELF

GRAMMAR

2 Complete the sentences with the words and phrases from the list. There are two extra words or phrases.

by far | wish | hadn't | didn't | needn't have | nowhere near as | been able | wasn't allowed

1 The sequel is _____ good as the first film.
2 Everyone laughs at my hair. If only I _____ dyed it green.
3 My mum _____ to go out with friends until she was 16.
4 My aunt hurt her hand last month. She hasn't _____ to play the piano since then.
5 I _____ you'd waited for me. Then this wouldn't have happened.
6 Dave had already asked Mum about the trip, so I _____ asked her.

3 Find and correct the mistake in each sentence

1 Nicole's parents weren't as strict with her brother than they were with her.
2 If it hadn't rained, we had gone to the beach yesterday.
3 It is very kind of you, but you don't need pick me up at my house. I can walk to the restaurant.
4 He shouldn't has left his laptop on all night. Now it needs charging.
5 If I would have known, I wouldn't have told anyone.
6 She hurt her head when she fell off her scooter. She should wore a helmet.

/12

FUNCTIONAL LANGUAGE

4 Circle the correct words.

1 A I think Paolo Nutini's latest album is *far and away / miles* the best album he's ever released.
  B I agree. It's *lot / even* better than his second album.
2 A I *must / need* go home now, I still have homework to finish for tomorrow.
  B No, don't be silly! You *mustn't / don't need to* do it for tomorrow – it's a holiday.
3 A Do your parents *let / allow* you stay out as late as you want?
  B Yes, but only at the weekends and I *have / must* to tell them what time I'll be home.
4 A I love this game – it's *easily / even* the best game I've ever played.
  B No way! 'Prince of Shadows' is a *whole / good* lot better than this.

/8

MY SCORE /30

22 – 30
10 – 21
0 – 9

What's up with Mia?

1 **Look at the photos and answer the questions.**
What do you think the problem is?
What does Mia want to give up?

2 SB32 **Now read and listen to the photostory. Check your answers.**





FLORA Hi, Leo. Hi, Jeff.
LEO Hi, Flora.
FLORA Hey, has either of you seen Mia lately?
JEFF No. I haven't seen her for ages, actually.
LEO Now you mention it, neither have I.
FLORA It's strange, isn't it? She hasn't been to the café for a long time. I wonder what she's up to.
LEO Hey, look who it is. Hi, Mia! We were just talking about you. Where have you been hiding?

MIA Don't even joke about it. I never have time to do anything any more.
FLORA Come and sit down. I'll get you something to drink.
MIA You're a star. That's just what I need.
JEFF So what's up, Mia? Why are you so busy?
MIA Where shall I start? Mondays, I have extra French lessons. Tuesdays, it's tennis lessons. Wednesdays, violin lessons. Thursdays, it's orchestra. Then every night I'm up late doing my homework.
LEO It's Thursday today.
MIA I know. I'm only here because orchestra was cancelled this week. Thank goodness.
LEO Don't you like playing the violin?

THE FOLLOWING WEEK …



3

CHLOE Hi, Mia.
MIA Hi, Chloë.
CHLOE What's up with you? You don't sound very happy.
MIA It's nothing.
CHLOE Really?
MIA Well, to be honest, I don't really feel like orchestra today.
CHLOE Why not?
MIA I haven't had any time to practise. And I'm tired. I don't know if I'm up to it.
CHLOE Don't be silly. I'm sure it'll be fine. Look, Mr Wales wants to start. Come on, Mia.
MIA Here we go. I am *not* looking forward to this.

MIA Not really. I mean, I like playing an instrument. I just don't think I want to continue with the violin. Do you know I spend up to an hour every day practising?
FLORA So why do you do it?
MIA To keep my mum happy, I suppose.
JEFF You should talk to her, tell her you want to give it up.
MIA Yeah, maybe. But it's not always so easy to talk to her.
FLORA Well, you need to do something. You don't have any time for yourself. I mean, we never get to see you any more.
MIA Yeah, I guess you're right. It's up to me to do something about it.

DEVELOPING SPEAKING

3 **Work in pairs. Discuss what you think Mia decides to do. Write down your ideas.**

We think that Mia decides to carry on with the violin and continues playing in the orchestra.

4 EP1a **Watch and find out how the story continues.**

5 **Answer the questions.**

1 What happens at orchestra practice?
2 What reasons does Mia give to her mum for giving up the violin?
3 Why does Mia think her mum changed her mind?
4 How is Mia learning the guitar?
5 Why does Mia enjoy playing the guitar?

PHRASES FOR FLUENCY

1 **Find these expressions in the photostory. Who says them? How do you say them in your language?**

1 Now you mention it, …
2 Where have you been hiding?
3 You're a star.
4 Where shall I start?
5 Don't be silly.
6 Here we go.

2 **Use the expressions in Exercise 1 to complete the conversations.**

1 A You look tired. Has it been a busy day?
B Busy? _____ First, I had a Maths test. Then I had Drama club at lunchtime. Then it was a five-kilometre run in PE …
A Well, you just sit down and I'll get you something to eat.
B Thanks, Mum. _____
2 A _____, Annie? I haven't seen you for days.
B I haven't been anywhere. You're the one who disappeared.
A _____, I have been quite busy.
3 A It's ten o'clock. Time for the test.
B _____ I'm really not ready for this.
A Me neither. I've got a feeling I'm not going to pass.
B _____ You always pass.

Pronunciation
Linking words with *up*
Go to page 182.

FUNCTIONS
Complaining

1 **Match the parts of the sentences.**

1 I'm not happy with	a it takes up so much time.
2 The problem is that	b picking on me.
3 He's always	c really like the violin.
4 If I'm honest, I don't	d the way he talks to me.

2 ROLE PLAY **Work in pairs. Student A: turn to page 195. Student B: turn to page 196.**

WordWise
Phrases with *up*

1 **Match the phrases in bold with the definitions.**

1 So **what's up**, Mia?
2 Do you know I spend **up to** an hour every day practising?
3 I wonder what she's **up to**.
4 Then every night I'm **up** late doing my homework.
5 It's **up to me** to do something about it.
6 I don't know if I'm **up to** it.

a not in bed	d capable of
b doing	e as long as / to a maximum of
c what's the matter?	f my responsibility

2 **Use words and phrases from Exercise 1 to complete the sentences.**

1 What have you been _____ recently?
2 I was _____ late watching TV last night.
3 Oh, no! You look really unhappy. _____?
4 It isn't my decision. It's _____ you to decide.
5 He's 75 now, so he isn't _____ long walks.
6 This car can carry _____ six people.

And the hole gets deeper!

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

What is Jeff holding?
Who seems very interested in Mia's friend?

2 SB35 **Now read and listen to the photostory. Check your answers.**


1


2

FLORA What's with the helmet, Jeff?
JEFF It's my dad's. He does go-karting.
MIA Oh yeah, I remember now. You told us about that. He's pretty good, isn't he?
JEFF Oh yeah, he's really into it. He goes all the time now that he's got his own go-kart. Anyway, there's a problem with his helmet, so he asked me to take it to the shop.
MIA Oh, look! There's Chloë.
LEO Who's that?
MIA She's a friend of mine, from when I used to be in the orchestra.
JEFF Wow, she's pretty! If I'd known she was in the orchestra, I would have come to more concerts!

CHLOE Hi, Mia. What a nice surprise! How are you?
MIA Good, thanks, Chloë. These are my friends, Leo, Jeff and Flora.
CHLOE Hi, nice to meet you all. Hey, is that a motorbike helmet?
JEFF Well, actually, it's a go-kart helmet. It's …
CHLOE So, you're a go-karter? Cool! I've always wanted to try go-karting!
JEFF Well, um, yes. It's just a hobby. But I race too, you know, now and again. Believe it or not, I've even won a few times.
CHLOE Wow! You actually race. That's so cool. I'd really like to try go-karting, but I've never had the chance.
JEFF Oh, that's a shame. It's good fun.
CHLOE I'm sure it is. Do you think I could … ?
JEFF What?
CHLOE Well, I was wondering if I could come along with you sometime, maybe watch you race. Any chance?



3

JEFF Oh, um, well, maybe. I mean, yes, of course. That would be great.
CHLOE Cool! So, when's your next race?
JEFF Um … Let me think. I'm not sure, to be honest.
CHLOE Well, look, when you know, call me, OK? Mia's got my number.

CHLOE Talk to you soon, I hope, Jeff. Bye, everyone!
JEFF Yeah, see you, Chloë.
FLORA Are you out of your mind? You aren't a go-karter, and just now you said you were. Why did you do that?
MIA Do you need to ask?
JEFF Well, she seemed really nice, you know, and she likes go-karting.
LEO Between you and me, I think Jeff has just dug himself into a big hole.
MIA Yes, I think you might be right. What are you going to do now, Jeff?

DEVELOPING SPEAKING

3 **Work in pairs. Discuss what happens next in the story. Write down your ideas.**

We think Jeff asks his dad to help him.

4 EP1b **Watch and find out how the story continues.**

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

1 Jeff phones Chloë. ☐
2 Chloë asks Jeff if he's really a go-karter. ☐
3 Jeff goes to the go-kart track with his father. ☐
4 Jeff makes a film of himself driving a go-kart. t ☐
5 Jeff and Chloë arrange to meet on Sunday. ☐
6 Jeff pretends that he's hurt his knee. ☐
7 His trick is discovered when he uses his phone. ☐
8 Chloë never wants to see Jeff again. ☐

PHRASES FOR FLUENCY

1 Find these expressions in the photostory. Who says them? How do you say them in your language?

1 What's with (the helmet)?
2 Believe it or not, …
3 I was wondering if …
4 Any chance?
5 Are you out of your mind?
6 Between you and me, …

2 Use the expressions in Exercise 1 to complete the conversations.

1 A Andy, _____ you could take Billy for a walk.
B Sorry, I can't. _____ , I'm really scared of dogs.
2 A Hi, Steve. Wow! _____ those really old football boots?
B They're ancient, aren't they? _____ , my dad used to wear them when he was at school. I need new ones.
3 A Hi, Jane. My phone's broken. I need to use yours. _____?
B _____? It's brand new! I wouldn't lend it to anyone!

FUNCTIONS

Apologising and accepting apologies

1 Write the expressions in the correct columns.

No problem. | I'm so sorry. | I feel awful about this. | That's / It's OK.
I don't know what to say. | Don't worry about it. | No worries | I'm so ashamed.

Apologising	Accepting apologies

2 Work in pairs. Imagine you're in these situations and act out conversations. Use expressions from Exercise 1.

- A has spilled a drink on B's trousers.
- A has arrived very late for a meeting with B.
- A has bumped into B and B has fallen over.
- A has completely forgotten B's name.

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WordWise

now

1 **Look at the words and phrases in bold in these sentences from the photostory. Match them with the definitions.**

1 Oh yeah, I remember **now**.
2 He goes all the time **now that** he's got his own go-kart.
3 But I race too, you know, **now and again**.
4 You aren't a go-karter, and **just now** you said you were.
5 What are you going to do **now**, Jeff?

a in the near future
b at this moment
c a moment or two ago
d because finally
e sometimes

2 **Use words and phrases from Exercise 1 to complete the sentences.**

1 I've finished my work, so _____ I'm going to hang out with my friends.
2 I don't listen to this music all the time, but _____ I like to play it.
3 Sally was here _____ , but she's gone out.
4 I'll eat later. I'm not hungry _____ .
5 I don't walk to school _____ I've got a bike.

Pronunciation

Linking words with *up*

Go to page 182.

FUNCTIONS

Complaining

1 **Match the parts of the sentences.**

1 I'm not happy with
2 The problem is that
3 He's always
4 If I'm honest, I don't

a it takes up so much time.
b picking on me.
c really like the violin.
d the way he talks to me.

2 ROLE PLAY **Work in pairs. Student A: turn to page 126. Student B: turn to page 127.**

PHOTOSTORY: episode 1c

The nerd

1 **Look at the photos and answer the questions.**
Who are they all talking about?
What do you think Flora's problem is?

2 SB38 **Now read and listen to the photostory. Check your answers.**



JEFF Don't look now, but Richie Ford's sitting behind you.
LEO Let me guess: he's doing something on his computer.
JEFF Got it in one.
LEO He spends all day on that thing.
JEFF I know. Hasn't he got a life?
FLORA Pack it in, you two. You're being mean.
MIA Yeah, and he can probably hear what you're saying.
JEFF No, it's all right. He's got his earphones in. He's such a nerd.
FLORA Oh, come on, Jeff. That isn't nice.
JEFF I didn't say there's anything wrong with being a nerd.
MIA No, but that's what you meant.
JEFF No, it isn't.
FLORA Then why use that word?
MIA Just because he's into computers and he wears glasses, it doesn't mean he's a nerd.
LEO I'm with you on this one, Jeff.
MIA What does that mean exactly?
LEO Don't get me wrong. I've got nothing against nerds. After all, my brother's one! But Richie Ford is most definitely a nerd.
JEFF Yeah, all we're saying is that he should get off the computer now and then and actually meet some people.
FLORA And how do you know he hasn't got lots of friends?
JEFF Well, yes, OK – for all I know he's got loads of friends somewhere. But he's always on his own at school.
LEO That isn't true at all. He's got his best friend: his computer.
FLORA Sometimes I just don't know why I'm friends with you two.
MIA Boys. They're all the same.



LEO Sorry, Flora, I can't help you with this one. Error code 324, you say? I've never even heard of that one before.

FLORA Oh, no, Leo. You were my only hope. Ugh, this computer!

LEO Now, if you were friends with Richie Ford, of course …

FLORA Stop that. It isn't funny. And anyway, if you knew as much as him, then maybe you *would* be able to help.

LEO Yeah, good point. I'll shut up.

FLORA So what am I going to do about my computer?

LEO Take it in and have it fixed, I suppose. There's that new computer shop down Brook Street. I hear they're really good.

FLORA Yeah, I'll have to take it in tomorrow. I'm so tired of all the problems I keep having with this computer. I want to get it fixed once and for all. Thanks for trying, anyway.

LEO Don't mention it. Hope they can fix it.

DEVELOPING SPEAKING

3 **Work in pairs. Discuss what happens next in the story. Write down your ideas.**

We think Flora asks Richie to fix her computer.

4 EP1c **Watch and find out how the story continues.**

5 **Answer the questions.**

Who …

1 fixes Flora's computer?
2 invites Flora to go climbing?
3 decides not to go climbing?
4 is late for the first lesson?
5 is climbing the wall when they arrive at the sports centre?

PHRASES FOR FLUENCY

1 **Find these expressions in the photostory. Who says them? How do you say them in your language?**

1 Got it in one.
2 Pack it in.
3 I'm with you on this one.
4 Don't get me wrong.
5 Good point.
6 Don't mention it.

2 **Use the expressions in Exercise 1 to complete the conversation.**

TOM Did you use my laptop without asking me?
MIKE No, I didn't.
TOM Well, I think you did. Dad, can you please tell Mike to ask first?
DAD [1]_____. I want everyone in the car in five minutes.
TOM Where are we going? Shopping?
DAD [2]_____!
TOM Again?! Do we have to?
MIKE [3]_____, Tom. Can't we stay at home? We'll only moan and make life difficult for you and Mum if we come.
DAD Actually, that's a [4]_____.
MIKE I mean, [5]_____. It isn't that we don't like being with you and Mum …
DAD No, you two can stay behind and tidy upthe house.
TOM Oh, great. Thanks, Dad!
DAD [6]_____. And no fighting!

FUNCTIONS

Invitations

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

about | would | count
don't | fancy | love | course

1 Why _____ you come along?
2 How _____ bringing some friends along with you?
3 Do you _____ coming along?
4 That _____ be fantastic. I'd _____ to.
5 Yes, of _____. It's a great idea.
6 You'll have to _____ me out.

2 ROLE PLAY **Work in pairs.**
Student A: turn to page 126.
Student B: turn to page 127.

WordWise

Phrases with *all*

1 **Complete these sentences from the photostory with the expressions.**

after all | all day | once and for all
for all I know | all we're saying | all the same

1 He spends _____ on that thing.
2 I've got nothing against nerds. _____, my brother's one!
3 Yeah, _____ is that he should get off the computer now and then.
4 Well, yes, OK – _____ he's got loads of friends somewhere.
5 Boys. They're _____.
6 I want to get it fixed _____.

2 **Replace the underlined phrases with expressions from Exercise 1.**

1 He's here from the morning to the evening.
2 I suppose it's possible that he's really nice.
3 Of course I like Italian food – as an example to prove my point, I eat pizza, don't I?
4 The point we're making is that he's a bit lazy.
5 Girls are always like this.
6 I've solved the problem so it never happens again.

Strapped for cash

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

What is Jeff holding?
Who seems very interested in Mia's friend?

2 SB35 **Now read and listen to the photostory. Check your answers.**





LEO I'd really like one of these fancy desserts. Like this one, with nuts and everything, and the banana …

FLORA A banana split! Mmm, they're amazing. Let's see. Oh, they're £6.99. I don't have that kind of money.

MIA Tell me about it. I'd really like one of those hot chocolate drinks with all the extras. But I just can't afford it.

LEO Well, don't look at me. I'm broke too. No banana splits for me either, I'm afraid. *(Jeff arrives)*

JEFF Hi, you lot. Wow, you don't look very happy.

MIA Just feeling sorry for ourselves. We're all strapped for cash, same as usual.

JEFF Ah, well, in that case, you should be *really* happy to see me!

LEO And why's that, Jeff?

JEFF Look what I found! Outside here, on the street, by the shoe shop. My lucky day, eh? And your lucky day, too! Let's go crazy – desserts are on me!

MIA But, Jeff, the money isn't ours. We can't just spend it on ourselves like that.

JEFF Why not? There's no way to find the person who lost it, is there?

MIA I'm just saying it doesn't feel right, that's all.

JEFF Don't be silly. Come on, order whatever you want.

LEO OK. If you say so, Jeff!

WAITRESS The usual, Mrs Brady? A large coffee?
MRS BRADY I'd better have a small coffee today. You know, this morning I lost £20.
WAITRESS Oh no! That's a shame. I'm really sorry to hear that.
MRS BRADY Yes. I must have lost it around here somewhere. That's a lot of money for me.
WAITRESS Oh dear! What a pity! Never mind – maybe you just misplaced it and you'll find it again.
MIA Did you hear that? We ate the old lady's money!
FLORA I know. How awful!
LEO Look what you did, Jeff!
JEFF Don't look at me! It's not my fault. I didn't eat all of this by myself, you know!



DEVELOPING SPEAKING

3 **Work in pairs. Discuss what happens next in the story. Write down your ideas.**

We think they go and speak to the old lady and give her some money.

4 EP1d **Watch and find out how the story continues.**

5 **Match 1–7 with a–g.**

1 The four friends decide ☐
2 Jeff ☐
3 Flora ☐
4 Leo ☐
5 Mia ☐
6 In the café, Flora ☐
7 The old lady ☐

a gets some money in advance for a job.
b gets money from a jar at home.
c gives some money to the old lady.
d to get money to give to the old lady.
e finds some more money in her pocket.
f sells some old books.
g finds money in all kinds of different places.

PHRASES FOR FLUENCY

1 **Find these expressions in the photostory. Who says them? How do you say them in your language?**

1 same as usual
2 Don't look at me!
3 Hi, you lot.
4 … is / are on me.
5 … , that's all.
6 It's not my fault!

2 **Use the expressions in Exercise 1 to complete the conversations.**

1 A I haven't got enough money for lunch.
B Well, _____! I can't pay.
C It's OK. I'll pay for the food. Lunch _____!

2 A _____. How are you all?
B Oh, _____, really. Nothing changes a lot, does it?

3 A Wow, this room is really untidy!
B Hey! _____! Julie made the mess, not me.
C OK, calm down. I didn't say it was you. I just said it was untidy, _____.

FUNCTIONS
Sympathising

1 **Look back at the photostory. Complete the extracts with the phrases in the list.**

That's a shame | Never mind | How awful | What a pity | I'm really sorry

MRS BRADY This morning I lost £20.
WAITRESS Oh no! [1]_____! [2]_____ to hear that.
MRS BRADY […] That's a lot of money for me.
WAITRESS Oh dear! [3]_____! [4]_____ – maybe you just misplaced it and you'll find it again.
MIA We ate the old lady's money!
FLORA I know. [5]_____!

2 **Work in pairs. Write four-line conversations like the one in Exercise 1 about each of these situations. Then act them out.**

You tell your friend that …

- your exam results are very bad.
- you lost some money.
- you broke your mobile phone.

WordWise
by

1 **What do the phrases in bold refer to? Match 1–4 with a–d.**

1 It's called 'the gold of the Internet age' **by some people**.
2 He got the Bitcoins **by solving** complicated Maths problems.
3 I found it in the street, **by the shoe shop**.
4 Dad, I need £20 **by tomorrow**.

a a location
b a time in the future
c a way to do something
d the person / people who do something

2 **Complete the sentences with the phrases.**

by the entrance | by the end of class
by the football club | by selling

1 Please finish Exercise 2 _____.
2 He's paid a lot _____ that he plays for.
3 Meet me tomorrow _____ to the cinema.
4 Jeff got money _____ old books.

The challenge

1 Look at the photos. The four friends have issued each other a challenge involving their phones. What could it be?

2 SB42 Now read and listen to the photostory. Check your ideas.



EMMA It's been such a busy week.
LIAM Too right. So many things to do.
NICOLE Same here. And all of these projects for school. It's been fun, though. Hasn't it, Justin?
JUSTIN Sorry?
EMMA Oh, come on, Justin. You're not listening to us at all.
NICOLE Always on your phone doing something or other.
JUSTIN Sorry. I know it's a bad habit, but whenever someone texts me I've just got to reply right away.
NICOLE Seems like we're not important to you any more. You're constantly on the phone. Oh, sorry. Oh, hi, Julia. Yeah … sure I'm going … yes, we're all going … No idea … Hang on a sec. Let me ask … Guys? When's the Chilly Balloons concert? Is it next week?
JUSTIN On the 7th, nine o'clock.
NICOLE Julia? On the 7th at nine o'clock … I'll be at home, I guess. Sure … OK. Well, I have to be off now, but give me a shout over the weekend when you have time. OK, bye! … Right. Where were we?
JUSTIN Seems like we're not important to you any more. You're constantly on the phone.
NICOLE Hang on – it was Julia and it was important. I was only helping her.
EMMA Did you hear that the cheapest tickets to the concert are £42?
LIAM What? That can't be right. Let me check. Here we are. Chilly Balloons … Saturday 7th … tickets from £25.00 to £100.00.
EMMA Oh, that doesn't sound too bad.

Thanks, Liam.
NICOLE You know what? We're telling Justin off for being on his phone too much, but we're all just as bad.
JUSTIN Ha! True! Hey, I challenge us all *not* to use our phones for the whole weekend. Not once. I bet you can't.
NICOLE Ridiculous. Of course we can. Why wouldn't we be able to?
EMMA Oh, come on. Three days without a phone? No problem!
JUSTIN OK. Let's try it, shall we? You'll never survive the weekend without your phones. You'll see. Anyone who uses their phone has to treat the others to coffee or whatever they want at the café. OK?
EMMA OK. I'm in.
JUSTIN No phones, right up to Monday morning, starting now. Deal?
OTHERS Deal!

DEVELOPING SPEAKING

3 **Work in pairs. Discuss what happens next in the story. Write down your ideas.**

We think that two of them succeed and two of them don't.

4 EP2a **Watch to find out how the story continues.**

5 **Answer the questions.**

1 Why does Nicole's dad think she doesn't answer her phone?
2 What did Emma do that meant she lost the challenge?
3 What did Liam do or not do about the challenge?
4 How long did Justin manage to not use his phone for?
5 What did Nicole do that meant she didn't win the challenge?

PHRASES FOR FLUENCY

1 **Find these expressions in the story. Who says them? How do you say them in your language?**

1 Same here.
2 something or other
3 Give me a shout
4 Where (were we)?
5 You know what?
6 (It's a) deal!

2 **Use the expressions in Exercise 1 to complete the dialogues.**

1 A I was really busy over the weekend. No time to relax! I always had _____ to do.
B _____! I didn't stop for a moment.
2 A Listen, if you find the homework difficult, _____ and I can try to help you. Then maybe you can make us a snack later.
B _____! Thanks a lot, Georgia.
3 A This exercise is exhausting.
B You're right. _____? We should have a break.
4 A So, I think we should do that.
B Hang on, let me answer this phone call. … Sorry about that. Right, _____?

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WordWise

Expressions with *right*

1 Look at these sentences from the unit so far. Complete them with phrases from the list.

right? | right away | Too right | right up to | All right! | Right …

1 I just feel like I've got to reply _____.
2 A It's been such a busy week.
  B _____. So many things to do.
3 No mobiles, _____ Monday morning. Deal?
4 You know my friends Emma, Justin and Liam, _____
5 OK, bye! _____, where were we?
6 A I told you. No technology all weekend.
  B _____

2 Complete the sentences with a phrase using *right*.

1 You're the new girl at school, _____?
2 The party was great. I stayed _____ the end.
3 There's a problem at home. I need to leave _____.
4 _____, everyone. I want you all to listen …
5 A That film was terrible.
  B _____. I hated it as well.
6 A Can you give me a hand with my homework?
  B _____. I'll be with you in a minute.

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PHOTOSTORY: episode 2b

Writer's block

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

1 Look at what the teacher has written on the board. What do you think the homework is?
2 How does Emma feel about the homework?
3 Do you think Justin is being helpful?

2 SB43 **Now read and listen to the photostory. Check your ideas.**



1


2

TEACHER OK, everyone, so this is what I want you to do by Friday, OK? A short story, of five hundred words.

EMMA Five hundred words!? She can't be serious!

TEACHER … and the story has to end with the words, 'Thanks, you saved my life!'

EMMA What? This is awful. I can't do that. I'm hopeless at writing stories.

TEACHER It has to be original, though. No using old stories and changing them a bit here and there. I want something that's yours and yours alone. Be creative! OK, end of lesson. Bye!

EMMA And she wants it by Friday! That's the day after tomorrow. I'll never come up with anything by then. An original story? Me? No chance.

LIAM Sounds like you've given up without even trying.

NICOLE Liam's right, Emma. I mean, come on, it can't be that hard, can it?

EMMA An original story, five hundred words long? I think that's pretty hard.

JUSTIN What's the ending again?

EMMA Someone says, 'Thanks, you saved my life!'

JUSTIN OK, that's five words. So far, so good. All you need is another four hundred and ninety-five.

EMMA You know, Justin, I may not be very good at creative writing but I can think of a few words for you right now!

NICOLE OK, calm down.

JUSTIN Well, I'm sorry, Emma. But you know, all you've got to do is think of a story you've read or a film you've seen …

EMMA No, no, that's just it – it has to be original.



EMMA OK, well this isn't getting me anywhere. And I've got to go home. I'm off – I'll see you lot later. And thanks for all the help, Justin! You're a real pal – not.
JUSTIN Hey, what did I do?
LIAM Well, you were a bit out of order, Justin. You can see that Emma's stressed out already, and you didn't exactly help, did you?
LIAM Well, there must be some stories she's never read.
EMMA You don't know Miss Jenkins. She's read every book, seen every film …
JUSTIN Why don't you write a story about a girl who's got to write a story, and her friends give her a great idea and then she says 'Thanks, you saved my life!' The hero could be a really cool guy called Justin.
NICOLE Give it a rest, Justin!

DEVELOPING SPEAKING

3 **Work in pairs. Discuss what happens next in the story. Write down your ideas.**
We think Emma watches a film and gets an idea.

4 EP2b **Watch to find out how the story continues.**

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

1	Emma sees a woman who		a but she can't get the keys out.
2	The woman works for		b the last thing the woman says.
3	The woman is desperate because		c is looking for something.
4	Emma tries to help		d using something she got at a shop.
5	When Emma gets an idea		e the owner of an art gallery.
6	Emma gets the keys out		f she goes to a shop nearby.
7	Emma's really happy about		g she hasn't got a spare set of keys.

PHRASES FOR FLUENCY

1 **Find these expressions in the photostory. Who says them? How do you say them in your language?**

1 (She) can't be serious.
2 (What's the ending) again?
3 Calm down.
4 That's just it.
5 Give it a rest.
6 (You were a bit) out of order.

2 Use the expressions in Exercise 1 to complete the sentences.

1 I know you told me before, but what's your name _____ ?

2 A Let's go for a walk in the park.
B A walk in the park? You _____ ! It's raining!

3 A Come on, we're late!
B _____, we're not late at all, we've got another fifteen minutes.

4 A Your hair looks really stupid!
B Oh, _____, Michelle. I'm tired of how you criticise me all the time. You're really _____, you know?

5 A I don't feel like going out. Let's stay here and watch TV.
B _____. You never want to go out.

FUNCTIONS

Expressing frustration

1 Read the photostory again. Which of these things does Emma not say? What do all the sentences have in common?

1 I can't (do that).
2 I'm hopeless (at …)
3 This is hopeless!
4 No chance.
5 I give up.
6 I'll never (come up with anything).
7 This is pointless.

2 Think about the woman who loses her keys. Write three things she might have thought using the expressions in Exercise 1.

I'll never get the keys out.

WordWise

Expressions with *good*

1 Use the phrases in the list to complete these sentences from the unit so far.

~~for good~~ | So far, so good | not very good at
It's no good | It's a good thing | it's all good

0 The lights have stopped animals coming to the farm *for good* .
1 I'm _____ creative thinking.
2 That's five words. _____.
3 She gave me an A minus, best I've ever got! So _____.
4 _____. I just can't get the keys out.
5 _____ Emma's such a nice person.

2 Which phrase means:

1 for ever
2 It's not successful.
3 Everything is all right.
4 We have started but not finished, but everything has been OK until now.
5 not talented at
6 I'm/We're/You're lucky that …

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The competition

1 **Look at the photos and answer the questions.**
1 What do you think Liam wants to do?
2 What does Emma think of his idea?

2 SB44 **Now read and listen to the photostory. Check your ideas.**



EMMA Then he tells me he's thinking of entering the school photo competition. I don't want to be negative but there's no way he's good enough.
JUSTIN Yeah, he showed me some of his photos the other day too – pictures of some trees that he thought looked cool, but I wasn't that impressed. They were out of focus for a start!
NICOLE He hasn't shown me any of his photos yet. Are they really that bad?
JUSTIN I'm afraid so. They're the sort of thing you might post online and get a few 'likes' but they're certainly not going to win any competitions.
EMMA But that's just it. He thinks he's got a good chance. I don't want him to get his hopes up.
JUSTIN He's got no chance at all.
NICOLE So, what are we going to do? We can't let him make a fool of himself.
EMMA I don't know. I tried to tell him they weren't that good, gently of course, but you know Liam.
JUSTIN Yes, it can be difficult to tell him things sometimes. He's always so enthusiastic.
NICOLE Well, we have to do something.
EMMA I've got an idea.
NICOLE What?

LIAM So, what about this one, Emma? This was the sunset outside our house yesterday. What do you think? Pretty amazing, isn't it?
EMMA Um. Yes, it's pretty … um. It's pretty! It's the best one you've shown me so far.
LIAM I'm really getting into photography. And I've only been doing it for two months or so. It's amazing what great photos you can get just using your phone.
EMMA Yes. Yes, I guess so.
LIAM Anyway, there's a photo competition next month at school that I'm thinking of entering. First prize is a tablet. I think I've got a really good shot.
EMMA That's great. Go for it.



EMMA Well, you said he hadn't shown you his photos yet. Why don't you ask to see them and then tell him the truth?
NICOLE Oh thanks. So I get to be the bad guy? And I haven't even seen them! Maybe I won't think they're bad.
EMMA Fair enough. But if you do agree with us, then you've got to stop him! It's too late for us to say anything.
JUSTIN Yeah, we can't tell him now. You have to try at least.

DEVELOPING SPEAKING

3 **Work in pairs. Discuss what happens next in the story. Write down your ideas.**

We think Emma helps Liam by giving him some of her photos for the competition.

4 EP2c **Watch to find out how the story continues.**

5 **Mark the statements T (true) or F (false).**

1 Nicole talks to Liam but doesn't tell him what she really thinks. ☐
2 Liam thinks Emma really likes his photos. ☐
3 Nicole thinks Justin didn't try very hard. ☐
4 Emma, Justin and Nicole decide to go to the photography exhibition separately. ☐
5 Justin claims that he had previously said that Liam was a great photographer. ☐
6 Liam took the winning photos with his phone. ☐

PHRASES FOR FLUENCY

1 **Find these expressions in the photostory. Who says them? How do you say them in your language?**

1 Anyway, …
2 Fair enough.
3 … for a start, …
4 get (his) hopes up
5 Go for it.
6 make a fool of (himself)

2 **Match the expressions in Exercise 1 to these meanings.**

a try it ☐
b have high expectations ☐
c the first reason is … ☐
d appear ridiculous to others ☐
e I understand why you said / did that ☐
f So, let me change the subject ☐

3 **Use the expressions in Exercise 1, in the correct form, to complete the mini-dialogues.**

1 A Well, there are lots of reasons I don't want to go there. It's very expensive, _____.
B _____. We'll have to think of another place to go, then.
2 A There's a singing competition at school next month. I thought I might _____.
B Well don't _____; Susan Kenny's bound to win it.
3 A So have you decided to go for the school football team trials?
B No, I decided not to. I'm not good enough and I'd only _____.
A That's a shame and I'm sure that wouldn't happen.
B _____, even if I did get in, they play on Saturday mornings and I like to lie in on Saturdays.

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The news clip

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

1 Where do you think the four friends are going?
2 Why do you think Nicole's late for the bus?

2 SB45 **Now read and listen to the photostory. Check your ideas.**



JUSTIN So where's Nicole? We're going to miss the bus.
EMMA We've still got a few minutes. She'll be here. She's not going to miss a trip to the skate park.
JUSTIN Well, text her. It'll be here any minute.
LIAM No, don't bother. Here she is. Come on, Nicole. Hurry up!
NICOLE Sorry I'm late. You'll never believe what happened.
EMMA What?
NICOLE I'll tell you on the bus when I've got my breath back. Oh, I'm so excited!!

EMMA So come on then. Tell us. What happened?
NICOLE Guess!
LIAM Guess?
NICOLE Yes, we've got twenty minutes to kill. Come on, bet you can't guess.
JUSTIN You were abducted by aliens, but then they realised they'd got the wrong person and brought you back.
NICOLE Ha, ha. Very funny. But surprisingly enough, you're wrong.
EMMA OK, you were halfway here when you realised you'd forgotten your phone so you had to go back and get it.
NICOLE No, but that's a pretty good guess. Have another go.
LIAM I know. You stopped at the supermarket to buy us crisps or chocolate or something. Please say I'm right. I'm starving!
NICOLE No, sorry.
EMMA This is way too difficult. I hate guessing. Give us a hint at least.



JUSTIN Wait! I've got it! You met Ben Anderson and stopped for a chat.
LIAM Who on earth is Ben Anderson?
JUSTIN That new guy in Mrs Brooks' class. Tall, dark hair, sporty. Nicole really likes him.
LIAM Oh really? Tell us more!
NICOLE It's none of your business, Liam. And in any case, Justin's wrong. Well, about why I'm late, at least. More guesses!
EMMA No, Nicole, we give up. You're going to tell us eventually anyway.
NICOLE Fair enough. Are you ready? I am going to be on television tonight! On the news.
JUSTIN You're what?
LIAM Yeah, right.
NICOLE No, honestly. I'm going to be on the news. I was stopped by an interviewer on the street and asked what I thought about the plans to close down the cinema. I'm going to be on the news!

DEVELOPING SPEAKING

3 **Work in pairs. Discuss what happens next in the story. Write down your ideas.**
We think they go to watch the news but the TV stops working.

4 EP2d **Watch to find out how the story continues.**

5 **Answer the questions.**

1 Why does Emma ask Justin: 'Don't you ever watch the news?'
2 What time do they meet at Nicole's house?
3 What does Nicole tell the reporter?
4 Who sends Emma a text and a video?
5 Why is Nicole embarrassed by the video?

PHRASES FOR FLUENCY

1 **Find these expressions in the photostory. Who says them? How do you say them in your language?**

1 …, at least
2 don't bother
3 … on earth …
4 … or something
5 It's none of (your) business.
6 … in any case, …

2 **Use the expressions in Exercise 1 to complete the sentences.**

1 Why _____ did you dye your hair green?
2 Can you lend me £20? Or £5, _____ ?
3 There's no wifi in the camp where we're going, so _____ to write me any emails.
4 I'm bored. Let's go swimming _____ .
5 I don't really want to go to the party, and _____ I haven't been invited.
6 Stop asking me questions! _____ !

PRONUNCIATION

UNIT 1

Intonation: encouraging someone

1 SB5 **Read and listen to the dialogue.**

BECKY Hi, Harry! You don't look very happy. What's up?
HARRY Well… I just failed my driving test.
BECKY Oh! That's too bad… but **don't let it get you down**. Plenty of people fail the first time!
HARRY Actually, it's not the first time.
BECKY Oh well, **look on the bright side** – you can only get better!
HARRY I suppose so… I just feel kind of stupid.
BECKY **It'll be all right!** You just need a bit more practice, that's all. **I know you can do it!**

2 SB5 **Draw arrows above the blue phrases to show how Becky's voice goes up and down.**

3 SB6 **Listen, repeat and practise.**

UNIT 2

Diphthongs: alternative spellings

1 SB7 **Read and listen to the five tongue twisters. Notice the different spellings of the same sounds.**

1 **S**imon **might**'ve **died** when he **climbed** on the **ice**.
2 **Joe** tip**toed** **alone** through the **snow**.
3 We **stayed** until **late**; when it **rained** we went **straight** a**way**.
4 When they got **down** from the **mountain** they **found** it was just **out** of **town**.
5 The **boys** en**joyed** the **noise** as the water **boiled**.

2 SB8 **Listen, repeat and practise.**

UNIT 3

/f/, /v/ and /b/ consonant sounds

1 SB11 **Read and listen to the advertisement.**

Visit the beautiful village of Victoria!
The village is surrounded by forests and farms.
There's a fantastic river for fishing.

You can **b**uy sou**v**enirs and see **v**ery old **b**uildings.
There are **b**uses to the **b**each **f**rom Monday to **F**riday.
You'll ne**v**er **f**orget your **v**isit to **V**ictoria!

2 **Say the words with the /f/, /v/ and /b/ sounds.**

3 SB12 **Listen and repeat the sentences.**

UNIT 5

The schwa /ə/ in word endings

1 SB17 **Read and listen to the tongue twisters.**

Irel**and's** a nat**ion** with fam**ous** trad**itions**.
My neighb**our's** a brill**iant** classic**al** music**ian**.
The monst**er's** a vill**ain** who fright**ens** the child**ren**.

2 SB17 **Listen again and focus on the syllables in blue. Are they stressed or unstressed? They all have the same short vowel sound. What is it?**

3 SB18 **Listen, repeat and practise.**

UNIT 6

Adding emphasis

1 SB20 **Read and listen to the dialogue.**

MILLIE Hannah's **such** a good tennis player! Did you see the match yesterday?
ROB Yes! It was **so** exciting!
MILLIE She didn't win, but she **did** play really well.
ROB It was **such** a pity she lost! She tried **so** hard.
MILLIE Yes, it was **such** a difficult match.
ROB I know. Anyway, I **do** think she's amazing!

2 SB20 **Listen again. What is the effect of the words in bold?**

3 SB21 **Listen, repeat and practise.**

UNIT 7

been: strong /biːn/ and weak /bɪn/

1 SB23 **Read and listen to the dialogue.**

JILL Where have you **been**? The party's already started.
PETE Shh! I've **been** hiding in the kitchen.
JILL We've **been** looking for you everywhere. We want to play a game.
PETE Well, I've **been** trying to find a bin to put this sandwich in. It's horrible!

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2 **Say the strong and weak forms of *been*, /biːn/ and /bɪn/. What other word sounds like /bɪn/?**

3 SB24 **Listen and repeat the dialogue.**

UNIT 8

Linking words with /dʒ/ and /tʃ/

1 SB26 **Read and listen to the dialogue.**

JACK Would you like a cup of tea?
SALLY Do you know what? I'd really prefer coffee.
JACK Oh! Did you buy some when you went out?
SALLY No. Didn't you?
JACK Don't you remember? I told you we didn't have any coffee!
SALLY Do you know what? Tea sounds great!

2 SB27 **Listen, repeat and practise.**

UNIT 9

The schwa sound

1 SB30 **Read and listen to a voicemail message, paying attention to the words in blue. Which sound do they all share?**

Thank you for calling **the** Computer Now Helpline. **To** find out how **to** zip **a** file, upgrade **a** system **or** stream **a** video, press 1. **To** learn how **to** connect **to** wifi, browse **the** Internet or post **an** update, press 2. For all other enquiries, press 3.

2 SB31 **Listen, repeat and practise.**

PHOTOSTORY 1A

Linking words with *up*

1 SB33 **Read and listen to the dialogue.**

STEVE What'**s up**, Jenny?
JENNY I'm tired! I'**m up** late every night studying.
STEVE You need your sleep! Can't you ge**t up** later?
JENNY Not really. I've take**n up** the flute this year. I practise in the mornings.
STEVE Well, it'**s up** to you, but I'd give tha**t up**!
JENNY Hmmm … I wish I hadn't signe**d up** for the school orchestra now!

2 **What happens to the words in blue? Circle the correct word to complete the rule:**

A word ending in a *consonant* / *vowel* sound links with the following word when it begins with a *consonant* / *vowel* sound.

3 SB34 **Listen, repeat and practise.**

PHOTOSTORY 1B

Consonant–vowel word linking

1 SB36 **Read and listen to the dialogue.**

LISA I was only joking, but I wish I hadn't said it. I think she hates me.

HENRY Well, it was unkind of you to say you didn't like her new haircut.

LISA I know! I can't believe I said that she looked like a boy! It just came out. What should I do?

HENRY First, I'd apologise. Then I'd admit that I prefer it long. Actually, I think she looks amazing!

2 SB36 **Underline examples of linking in the dialogue. Then listen and check.**

3 SB37 **Listen, repeat and practise.**

PHOTOSTORY 1C

Intonation – inviting, accepting and refusing invitations

1 SB39 **Read and listen to the dialogue.**

MAX Hi, Gina! I'm organising a hiking trip. Why don't you come along?

GINA Thank you, Max. I'd love to. When are you going?

MAX Next Saturday. We're going to climb Mount Sunrise. How about bringing some friends?

GINA That's a great idea! Oh … I'm already going out on Saturday. What a shame. I'm sorry, Max.

2 SB39 **Underline the two invitations and the sentences where Gina accepts and refuses the invitation. What happens to Max and Gina's voice in each case? Listen again and check.**

3 SB40 **Listen, repeat and practise.**

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GET IT RIGHT!

UNIT 1

Future continuous vs. future simple

Learners often confuse the future continuous with the future simple.

We use the future continuous to talk about events which will be in the process of happening at some time in the future.

✓ *This time next week* ***I'll be sitting*** *on the beach in Aktau.*
✗ *This time next week* ~~*I'll sit*~~ *on the beach in Aktau.*

Decide if the sentences can be written in the future continuous. If so, rewrite them using this tense. What's the difference in meaning between the future simple and future continuous form in these cases?

0 When you get to the station, I'll wait for you at the main entrance.
When you get to the station, I'll be waiting for you at the main entrance.

1 This time next year we'll be at university and we'll live away from home.

2 I'll have a look in my diary and see if I'm free on the 5th.

3 This time next week I'll do my final exams. Scary!

4 Some people think that tablets will soon replace laptops.

5 I'll play hockey when you arrive at the station tomorrow but Chloe can meet you.

6 I think you'll have a good time when you go to Spain.

UNIT 2

Verb patterns

Learners often use the wrong verb form after certain verbs, using the gerund instead of *to* + infinitive and vice versa.

✓ *I'm looking forward to* ***going*** *to the festival.*
✗ *I'm looking forward* ~~*to go*~~ *to the festival.*

Which of these sentences are correct and which are incorrect? Rewrite the incorrect ones.

0 Arman was looking forward to climb the cliff.
Arman was looking forward to climbing the cliff.

1 They wanted going sailing but the weather conditions were too extreme.

2 I enjoy to wander around outdoor markets when I'm on holiday.

3 Jo refused to swim across the river.

4 Do you think you'll manage completing the race?

5 Tim doesn't mind helping out on the football course at weekends.

6 Kate had hoped reaching the glacier by early afternoon but slipped on the ice and broke her leg.

7 The children learnt building a shelter during the survival course.

8 Megan was happy when she got her exam results as she'd expected failing.

remember, *try*, *stop*, *regret* and *forget*

Learners often use the wrong verb form after the verbs *remember*, *try*, *stop*, *regret* and *forget*, which can all be followed by both the gerund and infinitive but with different meanings.

✓ *I really think you should stop* ***smoking****.*
✗ *I really think you should* ~~*stop to smoke*~~*.*

Choose the correct verb form.

1 Did you remember *buying / to buy* some milk?

2 Nurzhan stopped *getting a drink / to get a drink* at a café on the way to the beach.
3 I will never forget *climbing / to climb* Everest. It was the ultimate experience.
4 Kathryn tried *climbing / to climb* Everest three times but never succeeded.
5 Madina stopped *studying / to study* after the exam.
6 They regretted *going / to go* to the party as they didn't know anyone and they felt awkward.
7 Dad tried *completing / to complete* the crossword but it was impossible.
8 I regret *informing / to inform* you that there are no places left on the course.

UNIT 3

Present simple passive vs. past simple passive

Learners sometimes confuse the present simple passive with the past simple passive.

We use the past simple passive to refer to events which took place in the past.

✓ *I **was** really surprised when I first read the email.*
✗ *I ~~am~~ really surprised when I first read the email.*

We use the present simple passive for events which have started and are still going on now.

✓ *We'll go to Astana in two weeks – the tickets **are** booked.*
✗ *We'll go to Astana in two weeks – the tickets ~~were~~ booked.*

Correct the following sentences.

1 I always keep shopping until the mall was closed.

_____

2 I am born in Britain and have lived here since then.

_____

3 I'm proud that my town is chosen as City of Culture.

_____

4 The hotel was located in front of the beach, so that will be very convenient.

_____

5 Ten minutes later my tent is flooded and I had to leave it because everything was wet.

_____

6 I am given a puppy for my last birthday.

_____

UNIT 4

which vs. *who* in relative clauses

Learners sometimes confuse *who* and *which*.

We use *who* to refer to people and *which* to refer to things.

✓ *Next week I'm going to visit my Uncle Zhenis, **who** lives in Karagandy.*
✗ *Next week I'm going to visit my Uncle Zhenis, ~~which~~ lives in Karagandy.*

Complete the sentences with *who* or *which*.

0 There are several problems *which* can't wait any longer.
1 My friend Anuar, _____ I've known since primary school, is coming.
2 Animals _____ can protect themselves shouldn't be kept in a zoo.
3 My dad works for a company _____ sells dental products.
4 It's a great film but it's really sad. It's about a soldier _____ goes to war.
5 She was the only one _____ talked to me.
6 He's currently working for a charity _____ helps elderly people.

that and *which* in relative clauses

Learners often use *that* instead of *which* in non-defining relative clauses.

✓ *Working leads to self-esteem, **which** is vital for most people.*
✗ *Working leads to self-esteem, ~~that~~ is vital for most people.*

Match the two parts of the sentences and rewrite them as one sentence using either *that* or *which*. Use *that* where possible.

0 The students raised over £10,000 for charity [b]
1 ALS is a disease [ ]
2 Domenico Lucano had an idea [ ]
3 Our teacher always praises us when we've done well in a test, [ ]
4 I spoke to him using Italian, [ ]
5 Elana has decided to run a marathon for charity [ ]

a helps give us confidence.
b is an amazing amount.
c can cause speech problems.
d I think is very brave of her.
e saved his village.
f I had learnt while working there.

0 *The students raised over £10,000 for charity, which is an amazing amount.*

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Reported speech

Learners often omit *if* when reporting *yes/no* questions, or use the auxiliary *do* when it isn't needed. Learners also need to be careful with word order in reported speech.

✓ *He asked me **if** I wanted to go.*
✗ *He asked me ~~did I want~~ to go.*

✓ *The teacher asked me how old **I was**.*
✗ *The teacher asked me how old ~~was I~~.*

Tick the correct sentences and rewrite the incorrect ones correctly.

1 Simon asked me did I remember to pass on the message to the class. ☐
2 He asked if he was in their way. ☐
3 Sandra asked how well worked the machine. ☐
4 She asked could everybody hear her. ☐
5 The students asked the speaker what had been the causes of the war. ☐
6 The students asked the charity worker if she did think her job was difficult. ☐

UNIT 6

much vs. *many*

Learners often confuse *much* and *many*.

✓ *There are **many** more advantages than disadvantages.*
✗ *There are ~~much~~ more advantages than disadvantages.*

✓ *There was **much** more information on the website.*
✗ *There was ~~many~~ more information on the website.*

Complete the sentences with *much* or *many*.

1 There wouldn't be so _____ naughty children if parents were stricter.
2 I can spend as _____ time as necessary making the costume.
3 She should ask Mrs Aliyeva for advice. She knows so _____ about parenting.
4 The book contains _____ useful ideas about bringing up children.
5 You should come inside now. You've already spent too _____ time in the sun.
6 There is _____ more to be said about this but we don't have time now.

much and *most*

A common error for learners is mistakes with *most* by preceding it with *the* or following it by *of* when this isn't necessary.

✓ ***Most** drivers are careless.*
✗ ~~*The*~~ *most drivers are careless.*

✓ ***Most** parents find bringing up children a challenge.*
✗ *Most* ~~*of*~~ *parents find bringing up children a challenge.*

Tick the correct sentences and cross the incorrect ones. Then rewrite the incorrect sentences correctly.

1 The most of my teachers at school were quite strict. ☐
2 Most of my friends use their phones a lot. ☐
3 Aslan spent most of the time I was there getting ready for the fancy-dress party. ☐
4 Sally tried on a few outfits but the most of them were too big for her. ☐
5 It would be interesting to know if most of people agreed with Amy Chua's parenting ideas. ☐
6 Were the most of your old school friends at the reunion? ☐

UNIT 7

Cause and effect linkers

Learners often make mistakes with cause and effect linkers: *so*, *consequently*, *because of*, *due to*, *as a result of*.

✓ *It's easier to go by train **because** you have no parking problems.*
✗ *It's easier to go by train* ~~*for*~~ *you have no parking problems.*

Choose the correct linker.

1 *Consequently* / *Due to* / *Because* the film's success, the director became extremely well-known.
2 Many people watched the solar eclipse. *So* / *Because of* / *As a result*, a number of people were admitted to hospital with eye damage.
3 It's a very popular tourist destination *because of* / *as a result* / *due* its breathtaking views.
4 Emily spent most of her money in the first week of her holiday and *because* / *consequently* / *as a result* had very little to spend in the second week.
5 I really hate being interrupted *because* / *so* / *consequently* please wait for me to finish speaking!
6 Aigerim's dad was cross *as a result* / *for* / *because of* her disappointing exam results.

Second conditional tenses

Learners sometimes use the wrong tenses in the clauses of the second conditional.

We form the second conditional by using the past simple tense in the *if* clause, and the *would* form in the main clause.

✓ *If I **knew** what to do, I would do it.*
✗ *If I ~~would know~~ what to do, I would do it.*

Correct the following sentences.

1 If you answered my email I will be very pleased.

_____

2 It would be fantastic if you would come to visit me.

_____

3 If I find your mobile, I would bring it on Monday

_____

4 I am very grateful if you could meet me at 11 on Sunday.

_____

5 If I broke this vase, my parents will be angry.

_____

6 I will love it if you could visit me in the holidays.

_____

if vs. *when*

Learners often confuse *if* with *when*.

We use *if* to indicate possible actions or events.

✓ *It'll be best for us **if** everyone goes by bicycle. Car parking facilities are limited.*
✗ *It'll be best for us ~~when~~ everyone goes by bicycle. Car parking facilities are limited.*

We use *when* to indicate events which have happened in the past or are going to happen in the future.

✓ *I can pass on your message. I'll tell him **when** I see him tomorrow.*
✗ *I can pass on your message. I'll tell him ~~if~~ I see him tomorrow.*

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Complete these sentences with *if* or *when*.

0 I was very pleased _____*when*_____ I read your letter.
1 I had a great time _____ I went to Shymbulak.
2 Would it be OK _____ I invited my friend?
3 I'll call you _____ I get home tonight.
4 Do you mind _____ we meet at 5.00 instead of 4.00?
5 _____ you're free on Saturday, come to the cinema with us!
6 He went to Africa _____ he was 21 because of his job.
7 How much would it cost _____ we were a group of ten?

UNIT 8

Comparatives

Learners often use the comparative instead of the superlative and vice versa.

✓ *That was the **worst** evening of my holiday.*
✗ *That was the ~~worse~~ evening of my holiday.*

✓ *Their behaviour seems to getting **worse**.*
✗ *Their behaviour seems to getting ~~worst~~.*

Complete the sentences with the correct superlative or comparative in the list.

happier | happiest | harder | hardest | higher | highest | better | best

1 The _____ the questions, the more money can be won by the participants.
2 What's the _____ way to ask someone out?
3 When Dina got married it was the _____ day of her life.
4 The _____ the salary, the more extra money to spend you have.
5 The exam I sat yesterday was the _____ one I've ever done.
6 Luke and Sally's engagement party would have been _____ if they'd invited more people.
7 Askhat decided to climb the _____ mountain in Kazakhstan.
8 Some people think that the richer you are the _____ you are.

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would

Learners often use *would* in the *if* clause of conditional sentences instead of using a present, past simple or past perfect form.

✓ *Don't hesitate to contact me if you **need** any more information.*
✗ *Don't hesitate to contact me if you ~~would~~ need any more information.*

✓ *If you **had come** to the park, you would have enjoyed yourself.*
✗ *If you ~~would have~~ come to the park, you would have enjoyed yourself.*

Put the words in order to make sentences. In each sentence there is an extra word that you don't need.

1 If / would / run through / the / mistake / calculations / they / they / would / have / realised / had / their /.

2 cook book / The / wouldn't / meal / wouldn't / turned out / lent / so well / if / you / hadn't / me / have / your /.

3 would / 'll / that / She / do / her / provided / we / help / it /.

4 get / infection / you / hands, / might / don't / would / wash / If / your / you / an /.

5 The / wouldn't / been / have / ripped / would / it / had / cloth / if / stronger /.

6 as / time / won't / It / problem / long / a / as / would / arrive / on / be / you /.

wish / if only

Learners often use the past simple instead of the past perfect after *wish / if only* when talking about the past.

✓ *I wish I **had gone** to the party.*
✗ *I wish I ~~went~~ to the party.*

Match the two parts of the sentences.

1 I wish we won ☐
2 I wish we had won ☐
3 Ruslan's mum wishes he had studied harder ☐
4 Ruslan's mum wishes he studied harder ☐
5 If only I had slept until later ☐
6 If only I didn't sleep so late ☐

7 If only Pete hadn't let you down
8 If only Pete didn't let you down

a at school so he could get into university.
b all the time, you'd be friends.
c a match occasionally. It would be nice!
d I wouldn't be so tired now.
e you'd still be friends.
f the match. Everyone was so disappointed.
g at school and got into university.
h I'd have more time in the mornings.

UNIT 9

don't have to vs. *mustn't*

Learners sometimes make errors with *don't have to* and *mustn't*.

Although *have to* and *must* both mean something is necessary, *don't have to* means that something is <u>not necessary</u>, whereas *mustn't* means that something is <u>prohibited</u>.

✓ *I **don't have to** work tonight, as I've already finished everything.*
✗ *I ~~mustn't~~ work tonight, as I've already finished everything.*
✓ *I **mustn't** fail my exam, or I'll have to retake it.*

Write the sentences with *mustn't* or *don't have to*.

0 You / stay out late or you'll be really tired tomorrow.
You mustn't stay out late or you'll be really tired tomorrow.
1 You / finish your essay now. Mr Jenkins said that we can hand it in next Friday.
2 You / bring anything to the party – just bring yourself!
3 You / eat food in class – it's against the rules.
4 You / talk during exams.
5 You / revise every unit. The exam only includes Units 1 to 3.
6 You / use your phone in class. It'll be confiscated.

should

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Learners often use *would* and *must* instead of *should*.

✓ *Lots of people think that animals **should** be free.*
✗ *Lots of people think that animals ~~must~~ be free.*

For each pair of sentences tick the correct one.

1 a ☐ Your computer is very slow. I think you should upgrade your system.
b ☐ Your computer is very slow. I think you must upgrade your system.

2 a ☐ Assel wouldn't have moved abroad if she hadn't been unhappy here.
b ☐ Assel shouldn't have moved abroad if she hadn't been unhappy here.

3 a ☐ Our teachers should motivate us to study more so we do better in exams.
b ☐ Our teachers would motivate us to study more so we do better in exams.

4 a ☐ We should do something to save the planet now or it will be too late. We've no option.
b ☐ We must do something to save the planet now or it will be too late. We've no option.

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STUDENTS A & C

UNIT 8, PAGE 121

Student A

You are an 18-year-old student who suffers from claustrophobia (which means you really don't like enclosed spaces). You can be in a lift for three or four minutes, but after that you panic and need to get out as soon as possible. When you are stressed, you usually sing to help you relax.

Student C

You are a middle-aged lawyer. You have work to do in your office and you think it's very important that you get to your office soon. You are not a very patient person. You do not like students or unemployed people very much, and you absolutely hate music.

PHOTOSTORY 1A

Student A

You aren't very happy with your brother or sister.
He/She plays loud music that you don't like when you're trying to work. He/She doesn't even keep the door closed. What else upsets you about this? You have decided to talk to him/her about it. Try and use the expressions in Exercise 1.

Excuse me, [name], I need a word ...

PHOTOSTORY 3A

Student A

1 Invite your partner to do these things with you. Then add one more idea of your own.

- Watch a football match at the local sports ground.
- Meet some of your friends and go to the shopping centre.

2 Accept or refuse your partner's invitations.

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STUDENTS B & D

UNIT 8, PAGE 78

Student B

You are an elderly person, about 65 years old. You have been in situations like this before and it doesn't worry you very much. However, you have an important appointment with your doctor in an hour's time so you really need to get out as soon as possible. You would like the other people to do something practical to fix the situation.

Student D

You are an unemployed person in your 20s. You are in the lift because you are going to a job interview which starts in 30 minutes. But it's not a job you really want so you are not very worried and you're relieved to have the excuse not to go. Also you are a very calm person and you enjoy helping other people. You also enjoy singing.

PHOTOSTORY 1A

Student B

You aren't very happy with your brother or sister. He/She keeps taking your clothes without asking you. He/She makes a real mess when he/she takes them from your wardrobe. What else upsets you about this? You have decided to talk to him/her about it. Try and use the expressions in Exercise 1.

Excuse me, [name], I need a word ...

PHOTOSTORY 3A

Student B

1 Accept or refuse your partner's invitations.

2 Invite your partner to do these things with you. Then add one more idea of your own.

- Watch a horror DVD at your place.
- Go for a long walk in the mountains.

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WORD LIST

		Kazakh	Russian
UNIT 1			
about to	/ə'baʊt tə/	даярлану	собираться что-либо сделать
on the point of	/ɒn ðə pɔɪnt əv/	жиналу	собираться что-либо сделать
off to	/ɒf tə/	жол жүру	уезжать
carry on	/'kæri ɒn/	жалғастыру	продолжать что-либо делать
come round	/kʌm raʊnd/	келу	подойти
find out	/faɪnd aʊt/	біліп қою	узнать
get on	/get ɒn/	тату тұру	ладить
give up	/gɪv ʌp/	тоқтату	бросить заниматься чем-либо
hang out	/hæŋ aʊt/	қыдыру	гулять
look after	/lʊk 'ɑːftə/	бағу	присматривать
set off	/set ɒf/	жолға шығу	отправиться
show up	/ʃəʊ ʌp/	көріну	явиться
take off	/teɪk ɒf/	жерден көтерілу	взлетать
take up	/teɪk ʌp/	әуес істі бастау	начать заниматься чем-либо
UNIT 2			
climb	/klaɪm/	өрмелеп шығу	залезать
crawl	/krɔːl/	еңбектеу	ползти
descend	/dɪ'send/	төмен түсу	спускаться с
stagger	/'stægə/	сүрініп жүру	идти, спотыкаясь
hop	/hɒp/	секіру	подпрыгивать
rush	/rʌʃ/	асыға жүгіру	мчаться
swing	/swɪŋ/	тербелу	качаться
tiptoe	/'tɪptəʊ/	аяғының ұшымен жүру	идти на цыпочках
leap	/liːp/	секіріп аттау	перепрыгнуть
wander	/'wɒndə/	аралау	бродить
fitness	/'fɪtnəs/	фитнесс	фитнесс
injure	/'ɪndʒə/	жаралау	повредить

		Kazakh	Russian
keep fit	/kiːp fɪt/	бапта болу	быть в хорошей физической форме
physical	/ˈfɪzɪkəl/	физикалық	физический
personal trainer	/ˌpɜːsənəl ˈtreɪnə/	жеке жаттықтырушы	личный тренер
stretch	/stretʃ/	созу	растягивать, тянуть
train	/treɪn/	шұғылдану, жаттығу	заниматься, тренироваться
warm up	/wɔːm ʌp/	ширату, жаттығу	разминаться
weight	/weɪt/	салмақ	вес
workout	/ˈwɜːkaʊt/	жаттығу	тренировка

UNIT 3

do research	/duː rɪˈsɜːtʃ/	зерттеу	изучить
give advice	/gɪv ədˈvaɪs/	кеңес беру	дать совет
give an example	/gɪv ən ɪgˈzɑːmpl/	мысал келтіру	привести пример
give a speech	/gɪv ə spiːtʃ/	сөз сөйлеу	выступить с речью
make a complaint	/meɪk ə kəmˈpleɪnt/	шағымдану	пожаловаться
make a deal	/meɪk ə diːl/	келісім жасау	договориться
make a decision	/meɪk ə dɪˈsɪʒən/	шешімге келу	придти к решению
make an effort	/meɪk ən ˈefət/	күш салу	постараться
make amends	/meɪk əˈmendz/	өтеу	искупить
make friends	/meɪk frendz/	дос болу	подружиться
make fun of	/meɪk fʌn əv/	мазақтау	насмехаться
make a joke	/meɪk ə dʒəʊk/	қалжыңдау	шутить
make a journey	/meɪk ə ˈdʒɜːni/	саяхатқа шығу	совершить путешествие
make a wish	/meɪk ə wɪʃ/	армандау	загадать желание
make money	/meɪk ˈmʌni/	табыс табу, ақша жасау	зарабатывать
make progress	/meɪk ˈprəʊgres/	табысқа жету	делать успехи
make a speech	/meɪk ə spiːtʃ/	сөз сөйлеу	произнести речь
play the fool	/pleɪ ðə fuːl/	ақымақтану	дурачиться
play a joke	/pleɪ ə dʒəʊk/	қалжыңдау	подшутить над
play a part	/pleɪ ə pɑːt/	рөл атқару	играть роль
take advantage of	/teɪk ədˈvɑːntɪdʒ əv/	мүмкіндікті қолдану	воспользоваться

		Kazakh	Russian
take advice	/teɪk əd'vaɪs/	кеңеске құлақ асу	воспользоваться советом
take a decision	/teɪk ə dɪ'sɪʒən/	шешім қабылдау	принять решение
take a joke	/teɪk ə dʒəʊk/	қалжыңдау	шутить
take a journey	/teɪk ə 'dʒɜːni/	саяхаттау	путешествовать
take a photo	/teɪk ə 'fəʊtəʊ/	суретке түсіру	сфотографировать
take revenge	/teɪk rɪ'vendʒ/	өш алу	отыграться
bay	/beɪ/	шығанақ	бухта
canyon	/'kænjən/	шатқал	каньон
dune	/djuːn/	құм төбе	бархан
glacier	/'glæsiər/	мұздық	ледник
mountain range	/'maʊntɪn reɪndʒ/	тау тізбектері	горный хребет
reef	/riːf/	риф	риф
volcano	/vɒl'keɪnəʊ/	жанартау	вулкан
waterfall	/'wɔːtəfɔːl/	сарқырама	водопад

UNIT 4

audience	/'ɔːdiəns/	аудитория	аудитория
crew	/kruː/	команда	команда
employee	/ɪm'plɔɪiːz/	жұмысшы	работник
employer	/ɪm'plɔɪər/	жұмыс беруші	работодатель
immigrant	/'ɪmɪgrənts/	қоныс аударушы	иммигрант
inhabitant	/ɪn'hæbɪtənts/	тұрғын	жители
motorist	/'məʊtərɪsts/	жүргізуші	автомобилист
pedestrian	/pɪ'destriənz/	жаяу жүргінші	пешеход
politician	/ˌpɒlɪ'tɪʃənz/	саясаткер	политик
refugee	/ˌrefjʊ'dʒiːz/	босқын	беженец
resident	/'rezɪdənts/	тұрғын	житель
staff	/stɑːf/	ұжым	коллектив
celebrity	/sə'lebrəti/	атақты адам	знаменитость
charity	/'tʃærɪti/	қайырымдылық	благотворительность
donation	/dəʊ'neɪʃən/	қайыр, садақа	пожертвование
raise money	/reɪz 'mʌni/	қаражат жинау	собирать деньги
social media	/ˌsəʊʃəl 'miːdiə/	әлеуметтік желілер	социальные сети
sponsor	/'spɒnsə/	демеушілік ету	спонсировать

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		Kazakh	Russian
support	/sə'pɔːt/	қолдау	поддержать
take part in	/teɪk pɑːt ɪn/	қатысу	участвовать
volunteer	/ˌvɒl.ən'tɪə/	ерікті	волонтёр
agree	/ə'griː/	келісу	соглашаться
claim	/kleɪm/	мәлімдеу	заявить
demand	/dɪ'mɑːnd/	талап ету	требовать
encourage	/ɪn'kʌrɪdʒ/	ынталандыру	поощрять
explain	/ɪk'spleɪn/	түсіндіру	объяснить
invite	/ɪn'vaɪt/	шақыру	пригласить
persuade	/pə'sweɪd/	қолқалау, көндіру	уговорить
recommend	/ˌrekə'mend/	ұсыну	рекомендовать
refuse	/rɪ'fjuːz/	бас тарту	отказаться

UNIT 5

character	/'kærəktə/	кейіпкер	персонаж
dialogue	/'daɪəlɒg/	сұхбат	разговор
ending	/'endɪŋ/	соңы	конец
hero	/'hɪərəʊ/	батыр	герой
opening	/'əʊpənɪŋ/	кіріспе	вступление
plot	/plɒt/	сюжет	сюжет
setting	/'setɪŋ/	қойылым	место действия
villain	/'vɪlən/	қаскүнем	злодей
(auto)biography	/ˌɔːtəbaɪ'ɒgrəfi/	автобиография	автобиография
crime novel	/'kraɪm ˌnɒvəl/	қылмыстық роман	криминальный роман
historical novel	/hɪ'stɒrɪkəl ˌnɒvəl/	тарихи роман	исторический роман
horror story	/'hɒrər ˌstɔːri/	қорқыныш жанрындағы роман	произведение в жанре ужасов
poetry	/'pəʊɪtri/	поэзия	поэзия
romantic novel	/rəʊ'mæntɪk ˌnɒvəl/	романтикалық шығарма	любовный роман
science fiction novel	/ˌsaɪəns 'fɪkʃən ˌnɒvəl/	ғылыми-фантастикалық әдебиет	научно-фантастическая литература
short stories	/ʃɔːt 'stɔːriz/	қысқа әңгіме	короткие рассказы
travel literature	/'trævəl ˌlɪt.rə.tʃər/	туристік әдебиет	туристическая литература

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		Kazakh	Russian
UNIT 6			
apron	/'eɪprən/	алжапқыш	фартук
belt	/belt/	белдік	ремень
cape	/keɪp/	жамылғы	плащ
football top	/'fʊtbɔːl tɒp/	майка	футбольная майка
helmet	/'helmət/	дулыға	шлем
leather jacket	/ˌleðə 'dʒækɪt/	былғары күрте	кожаная куртка
mask	/mɑːsk/	бетперде	маска
sunglasses	/'sʌŋˌglɑːsɪz/	күннен қорғайтын көзәйнек	солнцезащитные очки
sword and shield	/sɔːd ənd ʃiːld/	семсер және қалқан	щит и меч
wig	/wɪg/	парик	парик
bring up	/brɪŋ ʌp/	тәрбиелеу	воспитывать
childhood	/'tʃaɪldhʊd/	балалық шақ	детство
do (your) best	/duː jɔːr best/	қолдан келгенше тырысу	стараться изо всех сил
do well	/duː wel/	жақсы қатысу	хорошо выступить
get ahead in life	/get ə'hed ɪn laɪf/	табысқа жету	преуспеть в жизни
grow up	/grəʊ ʌp/	есею	взрослеть
soft	/sɒft/	жұмсақ	мягкий
strict	/strɪkt/	қатал	строгий
UNIT 7			
compose music	/kəmˌpəʊz 'mjuːzɪk	музыка жазу	сочинять музыку
download a song	/ˌdaʊn'ləʊd ə sɒŋ/	ән жүктеу	скачать
enter a talent show	/ˌentə ə 'tælənt ʃəʊ/	таланттар байқауына қатысу	участвовать в конкурсе талантов
enter the charts	/'entə ðə tʃɑːts/	үздіктер шеруіне ену	войти в список лучших
go on tour	/gəʊ ɒn tʊə/	гастрольге шығу	гастролировать
perform live	/pə'fɔːm lɪv/	жанды дауыста ән айту	петь вживую
record (a single)	/rɪˌkɔːd ə 'sɪŋgəl/	ән жазу	записать сольную песню

		Kazakh	Russian
release (a single)	/rɪˌliːs ə ˈsɪŋgəl/	әнді жарыққа шығару	выпустить песню
start a band	/stɑːt ə bænd/	топты құру	создать группу
write lyrics	/raɪt ˈlɪrɪks/	лирика жазу	писать лирику
action-packed	/ˈækʃənˌpækt/	атыс-шабыс (экшн) жанрында	в жанре экшн
breathtaking	/ˈbreθˌteɪkɪŋ/	әсерлі	захватывающий
delightful	/dɪˈlaɪtfəl/	ғажайып	восхитительный
far-fetched	/ˌfɑːˈfetʃt/	жалған	неестественный
memorable	/ˈmemərəbəl/	есте қаларлық	незабываемый
sentimental	/ˌsentɪˈmentəl/	сентименталдық	сентиментальный
stunning	/ˈstʌnɪŋ/	таңғалдыру	ошеломляющий
thrilling	/ˈθrɪl.ɪŋ/	қызықты	захватывающий

UNIT 8

announce	/əˈnaʊns/	хабарлау	объявить
announcement	/əˈnaʊnsmənt/	хабарландыру	сделать объявление
complain	/kəmpleɪn/	шағымдану	жаловаться
complaint	/kəmˈpleɪnt/	наразылық	жалоба
confess	/kənˈfes/	мойындау	признаться
confession	/kənˈfeʃən/	мойындаушылық	признание
enquire	/ɪnˈkwaɪə/	анықтау	выяснять
enquiry	/ɪnˈkwaɪəri/	сауал	вопрос, запрос
suggest	/səˈdʒest/	ұсыну	предложить
suggestion	/səˈdʒestʃən/	ұсыныс	рекомендация
catch up on	/kætʃ ʌp ɒn/	соңғы жаңалықтардан хабардар болу	наверстать упущенное
bring about	/brɪŋ əˈbaʊt/	тудыру	приводить к
go through	/gəʊ θruː/	төзу	испытать, преодолеть
put up with	/pʊt ʌp wɪð/	көну	смириться, терпеть
run into	/rʌn ˈɪntuː/	кездесіп қалу	случайно встретить
turn out	/tɜːn aʊt/	болып қалу	оказываться, стать
wear out	/weər aʊt/	жүйкесін жұқарту	утомлять

UNIT 9

		Kazakh	Russian
adaptor	/ə'dæptə/	адаптер	переходник
'at' symbol	/'ət ˌsɪmbəl/	«айқұлақ» таңбасы	знак «собачка»
charger	/'tʃɑːdʒə/	зарядтау құрылғысы	зарядное устройство
headset	/'hedset/	құлаққап	наушники
plug	/plʌg/	электр желісі	электросеть
power lead	/'paʊə liːd/	кабель	кабель
protective case	/prəˌtektɪv 'keɪs/	қорғаныс қабықшасы	защитный чехол
USB port	/ˌjuːes'biː pɔːt/	USB-порт	USB-порт
webcam	/'webkæm/	уеб-камера	веб-камера
wireless router	/ˌwaɪələs 'ruːtə/	сымсыз коммутатор	беспроводной маршрутизатор, коммутатор
browse the Internet	/braʊz ðiː 'ɪntənet/	ғаламторды шолу	просматривать интернет
connect to wifi	/kəˌnekt tə 'waɪfaɪ/	wifi желісіне қосылу	подключиться к wifi
plug (a laptop) in	/plʌg ə 'læptɒp ɪn/	электр желісіне қосу	подключить к электросети
post an update	/pəʊst ən 'ʌpdeɪt/	соңғы мәліметті жазу	разместить новое сообщение
save (a document)	/seɪv ə 'dɒkjəmənt/	(құжатты) сақтау	сохранить (документ)
stream (a video)	/striːm ə 'vɪdiəʊ/	видеоны онлайн көру	смотреть видео онлайн
sync devices	/sɪŋk dɪ'vaɪsɪz/	құрылғыларды үйлестіру	синхронизировать
upgrade (your system)	/ʌpˌgreɪd jɔː 'sɪstəm/	(системаны) жаңарту	обновить (систему)

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