

Kazakhstan Edition



English *Plus*



Grade 8 Student's Book

OXFORD

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English

Plus



Grade 8 Student's Book

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- 1 1.02 Match adjectives 1–12 with their opposites in the box. Then listen and check.

easy cheap rare useless near quiet
unhealthy weak heavy clean exciting
dangerous

- | | | |
|-------------|-----------|-------------|
| 1 expensive | 5 safe | 9 difficult |
| 2 common | 6 healthy | 10 light |
| 3 powerful | 7 dirty | 11 useful |
| 4 noisy | 8 far | 12 boring |

- 2 1.03 Work in pairs. Choose the correct words in *The world around you* quiz. Then think of an answer for each description 1–6. Listen and check.

- 3 **ACTIVATE** Think of an example for 1–8. Then ask and answer with a partner.

It's an exciting sport.
It begins with the letter 'b'.

Is it basketball?

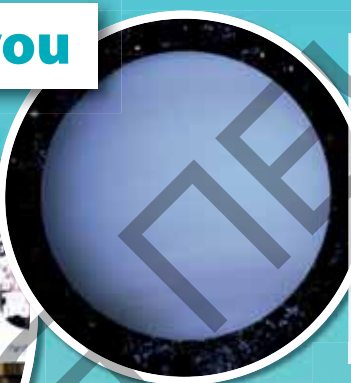
- | | |
|---------------------|-----------------------|
| 1 an exciting sport | 5 a dangerous animal |
| 2 a powerful person | 6 a common material |
| 3 a healthy food | 7 a difficult subject |
| 4 a useful machine | 8 a boring film |

Finished?

Write more quiz items with the adjectives in exercise 1.

You wear this when you want to be safe on your bike.

The world around you



- 1 This planet is the furthest from the Sun. It is further than Jupiter. It takes 165 Earth years to go around the Sun. Mercury is the nearest to the Sun, but it's also the hottest. Earth is also quite **safe / near** – a distance of about 149 million kilometres.



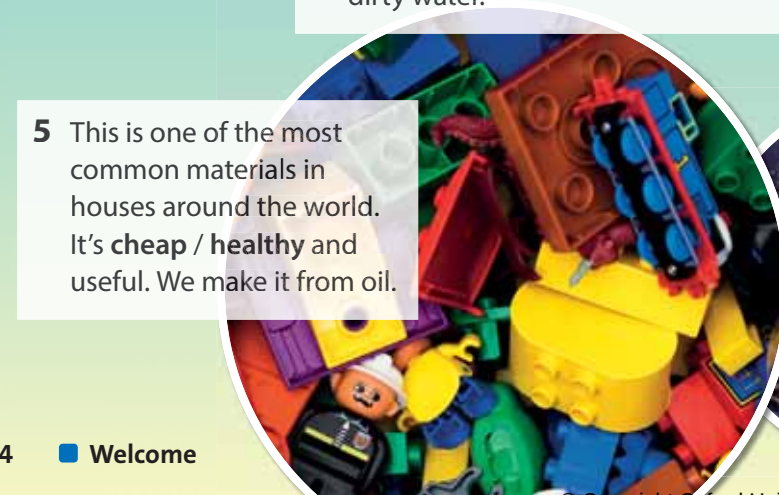
- 2 This city has a population of more than 13 million people. It's one of the biggest cities in the world and it's very **noisy / useful**. People don't speak English here.



- 3 This is a **rare / common** insect and it's also one of the most dangerous because it causes malaria. It doesn't live in cold countries and it loves dirty water.



- 4 These animals are **difficult / powerful** and intelligent. They've got the heaviest brains in the animal kingdom. They eat fish. A newborn baby is over 500 kg!



- 5 This is one of the most common materials in houses around the world. It's **cheap / healthy** and useful. We make it from oil.



- 6 This metal is heavier than gold and it's also rarer and more **clean / expensive**. It's got a silver-white colour and it costs about €25,000 per kilo. We make jewellery with it.

Comparative and superlative adjectives

- 1 Complete the tables with adjectives from the quiz on page 4. Then answer questions 1–3.

Comparative adjectives
Platinum is heavier and it's also ¹ _____.
Platinum is more ² _____.
Neptune is ³ _____ than Jupiter.

Superlative adjectives
Mercury is the ⁴ _____ to the Sun. It's also the ⁵ _____.
Plastic is one of the most ⁶ _____ materials.
Neptune is the ⁷ _____ from the Sun.

- What are the rules for forming comparatives and superlatives of short adjectives?
- What are the rules for forming comparatives and superlatives of long adjectives?
- Which adjective is irregular?

More practice ➡ Workbook page 5

- 2 Write a comparative and superlative sentence for each group of words.

a holiday, an exam, a DVD (exciting)

A DVD is *more exciting than an exam*. A holiday is the *most exciting*.

- a tortoise, a leopard, a horse (slow)
- cars, video games, magazines (expensive)
- burgers, chocolate, fizzy drinks (bad for you)
- train, plane, car (dangerous)
- discos, supermarkets, libraries (noisy)

- 3 Study the key phrases. Then talk about 1–4 with a partner.

KEY PHRASES ■ Comparing

much	better than
a bit / a lot	more interesting than
not	as interesting as
twice / three times	as good as

I think that FC Astana are as good as FC Kairat.

I disagree. FC Astana aren't as good as FC Kairat.

- team (good)
- book (interesting)
- school subject (easy)
- language (useful)

Present simple

- 4 Complete the sentences from the quiz on page 4. How does the verb change in the third person singular?

- We ___ jewellery with it.
- People ___ English here.
- It ___ dirty water.
- It ___ in cold countries.

More practice ➡ Workbook page 5

- 5 Complete the table using the third person singular of the verbs in the box.

finish do watch study relax
go tidy pass teach carry

Verbs ending in -o, -x, -ss, -ch, -sh → + -es	Verbs ending in consonant + -y → -ies
finish - finishes	

- 6 Write affirmative sentences (✓), negative sentences (✗) and questions (?).

- My parents (work) in town. ✓
- We (have lunch) at school. ✗
- You (go) to a swimming club. ?
- My brother (get) up early. ✓
- He (make) his bed. ✗
- Your friend (chat) to you. ?
- She (have breakfast) on school days. ✗
- Your mother (take) the bus to work. ?

- 7 **ACTIVATE** Write six questions about the things in the table. Then interview your partner.

How often		you	go to the cinema
When		your friends	do your homework
Where	do	your teacher	wash up
What time	does	your mum	work
		your dad	play football
			cook
			get up
			watch TV

When do you do your homework?

At the weekends. And you?

Finished?

Write five sentences about your partner using the ideas in exercise 7.

Galymzhan sometimes washes up at the weekend.

VOCABULARY ■ Routines

I can talk about routines and say when I do things.

- 1  1.04 Complete the text with the phrases in the box. Then listen and check your answers.

are you doing start do my homework go to sleep watch TV 's buying get home
get the bus wakes 're looking go to bed aren't playing relax go shopping
get up 'm interviewing have breakfast goes to work 'm waiting finishes



Katie Excuse me. I'm interviewing students about their typical day. Can I ask you some questions, please?

Lily Yes, I'm not doing much. I ¹___ for my brother. He ²___ trainers in that shop. Are you doing interviews for a magazine?

Katie That's right, a student magazine. What ³___ in the town centre this morning?

Lily We ⁴___ for a present for our mum.

Katie Do you always ⁵___ on Saturdays?

Lily No, I don't. I usually go to basketball on Saturday morning, but we ⁶___ today. My brother isn't playing rugby today, either.

Katie Now about your day. What time do you ⁷___ in the morning?

Lily That depends on the day. My mum ⁸___ me up at 7.00, before she ⁹___, but I don't get up immediately. I sometimes ¹⁰___ again.

Katie Do you ¹¹___?

Lily I have a quick piece of toast or some cereal. Then my brother and I ¹²___ to school. My brother finishes his homework on the bus. He isn't very organized.

Katie What time does school ¹³___?

Lily School starts at 8.30 and ¹⁴___ at 3.30.

Katie Do you usually go straight home after school?

Lily Usually, yes. And I like to ¹⁵___ when I ¹⁶___. After that, I can relax.

Katie How do you ¹⁷___?

Lily I go on the computer and chat, or ¹⁸___ if there's something good on.

Katie And what time do you ¹⁹___?

Lily At 10.00, in theory, but my parents aren't too strict. My brother goes earlier because he's younger.

- 2 Work in pairs. Look at the photos in this book and say true or false sentences about them. Use the present continuous.

On page eleven, a man is cycling with four children.

False.

- 3 Write one thing you do at each of these times. Compare your answers with a partner.

After I wake up, I check what time it is.

- | | |
|----------------------------|---------------------------|
| 1 After you wake up. | 5 When school finishes. |
| 2 After you get up. | 6 When you get home. |
| 3 Before you go to school. | 7 Before you go to bed. |
| 4 Before school starts. | 8 Before you go to sleep. |

- 4 **ACTIVATE** Study the key phrases. Then talk about your routines with a partner. Use the key phrases, the activities in exercise 1 or your own ideas.

KEY PHRASES ■ Time words

on Thursdays / Thursday evenings
at the weekend / at night / at (about) seven o'clock
in the morning / afternoon / evening
once or twice a day / week / month
every Friday

I go to bed at nine o'clock.

Oh? I go to bed at ten o'clock!

More practice ⇌ Workbook page 7

Present continuous

- 1 Complete the tables. Then look at the dialogue on page 6 and check.

Affirmative
I ¹ ___ waiting for my brother.
We ² ___ looking for a present for our mum.
Negative
We ³ ___ playing today.
My brother ⁴ ___ playing rugby today.
Questions
What ⁵ ___ you doing in the town centre?
⁶ ___ you doing interviews for a magazine?

More practice ⇨ Workbook page 7

- 2 Complete the sentences with the present continuous form of the verbs in the box.

have not play not wear not smile
study watch

- They're in the kitchen. They ___ breakfast.
- She ___ at the moment. She isn't happy.
- I ___ that because I don't like pink.
- Dave ___ football because he's got a bad leg.
- We ___ a great film.
- My sister ___ for an exam.

- 3 Write questions for the answers.

Who (call)? She's calling Zhibek.

Who's *she* calling?

- (study)? No, they aren't.
- Why (cry)? Because she's upset.
- Where (go)? I'm going to the cinema.
- (joke)? Yes, he is.
- What (do)? We're watching a DVD.
- Who (hug)? She's hugging her son.

Present simple and present continuous

- 4 Complete the table with sentences a–c. Which sentences are in the present simple and which are in the present continuous?

- They chat every day.
- I sometimes eat in a restaurant.
- I'm eating in a restaurant at the moment.

Action happening now	Routine or repeated action
They're chatting on the phone. ¹ ___	² ___ ³ ___

More practice ⇨ Workbook page 7

- 5 Complete the dialogue with the present simple or present continuous form of the verbs in brackets.



- Mark** Hey, Jenny. Why are you standing there? ¹ ___ (you / watch) someone?
- Jenny** Yes, look – Mandy and Shaun ² ___ (talk).
- Mark** Oh, yes, and Mandy ³ ___ (smile). What ⁴ ___ (they / say)?
- Jenny** I'm not sure. I can't hear.
- Mark** Shaun never ⁵ ___ (speak) to Mandy.
- Jenny** Yes, he does. He sometimes ⁶ ___ (joke) with her in class.
- Mark** He ⁷ ___ (leave) now, but she ⁸ ___ (not go) with him.
- Jenny** Mmm. Very interesting!

- 6 **ACTIVATE** Work in pairs. Ask and answer questions. Use the verbs, nouns and time expressions in the table or your own ideas.

Verbs	Nouns	Time expressions
do get up go speak walk listen play	you the teacher this exercise to school your homework music computer games	never at the moment after school in the morning now at the weekend every day

Our world

Start thinking

- 1 What items do you use every day?
- 2 How can people create less rubbish?
- 3 Do you think it is important to protect the environment? Why?

Aims

Communication: I can ...

- talk about quantities of things people use.
- understand a text about an alternative lifestyle.
- talk about places, people, reasons and things using relative pronouns.
- understand a programme about an environmental problem.
- talk about eating habits.
- offer and ask for help.
- write about an environmental problem.

Vocabulary

- Everyday objects
- Pollution and the environment

Language focus

- *much, many, a lot of, some, any*
- Relative pronouns
- *too, too much, many, enough, not enough*

Creativity and skills



My country

Saving the Aral Sea

➡ Page 16



CLIL

Geography: Sustainable development

➡ Page 17

- 1 1.05 Match the words in the boxes with photos 1–10. Then listen and check your answers.

bottle roll carton
can tube box jar
packet bag bar

juice toothpaste fizzy drink
toilet paper coffee chocolate
washing powder crisps
apples shampoo



1 a can of fizzy drink

- 2 Work in pairs. Think of more containers and contents.
a tin of tuna

The consumer quiz

How much chocolate do you eat in your life?

How many kilometres do you travel by car?

A team in the UK looked for the answers to these questions and others. Guess the answers. There's one answer that you do not need.

In Europe, an average person in an average lifetime ...

- 1 gets ____ birthday presents and meets ____ people. Have we really got that many friends? (1,700 / 103 / 628)
- 2 owns ____ TV sets and ____ DVD players. (4.8 / 9.8 / 20.4)
- 3 uses ____ bottles of shampoo and ____ bars of soap. We're very clean! (1,267 / 656 / 198)
- 4 eats ____ cows, ____ sheep and ____ chickens. That's a lot of meat! (1,201 / 21 / 5,024 / 4.5)

- 3  1.06 Study the key phrases and write the numbers. Listen and say the numbers. Then do *The consumer quiz*.

KEY PHRASES Saying numbers

- 1 One point three.
- 2 A hundred and one.
- 3 Fourteen thousand, five hundred and forty.
- 4 Thirty two thousand, nine hundred and eight.
- 5 A hundred and twenty-five thousand.
- 6 Two million.

- 4  1.07 Compare your answers to the quiz with a partner. Then listen and check.



- 5 eats ___ bars of chocolate and ___ tins of beans, if the person is British. That's a lot of chocolate and beans! (72 / 854 / 10,354)
- 6 uses ___ tons of fuel in ___ different cars. That's bad news for the planet! (8 / 120,000 / 64)
- 7 walks more than ___ kilometres and drives more than ___ kilometres. That's from here to the moon and back! (720,000 / 493 / 24,000)
- 8 uses ___ tubes of toothpaste and ___ rolls of toilet paper. That's over 185 kilometres of paper! (276 / 4,239 / 109)
- 9 drinks ___ cups of tea or coffee, ___ glasses of milk and ___ cans of fizzy drink. Not very healthy! (74,802 / 49,717 / 598,201 / 38,320)

much, many, a lot of, some, any

- 5 Read the sentences. Are the nouns countable or uncountable? Complete the table with the words in blue.

- 1 How **much** chocolate do you eat?
- 2 How **many** kilometres do you walk?
- 3 There aren't **many** books here.
- 4 There isn't **much** toothpaste.
- 5 Do you use **much** fuel?
- 6 I buy **a lot of** bread, but I don't buy **many** potatoes or **much** pasta.
- 7 I've got **some** apples and **some** milk.
- 8 There aren't **any** oranges and there isn't **any** sugar.

Uncountable nouns	Countable nouns
How much	How many
not much	1 ___
2 ___	many
3 ___	a lot of
a bit	a few / one or two
4 ___	some
not any	5 ___

More practice  Workbook page 9

- 6 Choose the correct words.

- 1 Do you eat **much** / **many** cheese?
- 2 How **many** / **any** kilometres do you travel every month?
- 3 I've got **any** / **some** chocolate in my bag.
- 4 How **much** / **many** water do you drink each day?
- 5 There isn't **some** / **any** shampoo.
- 6 Is there **many** / **any** tea left?

- 7 **ACTIVATE** Work in pairs. Ask and answer 1–6 with your own ideas. Use the phrases in the table in exercise 5 and numbers. Guess if you do not know the exact answer.

eat / eggs / each week

Do you eat many eggs each week?

Yes, a few.

How many?

I'm not sure. Six or seven.

- 1 eat / pasta / each week
- 2 walk / kilometres / every month
- 3 be / books / the school library
- 4 use / toothpaste / each year
- 5 drink / milk / every week
- 6 say / words / every day

Finished?

Write about the things that you use, eat and drink in a week.
I drink four cans of fizzy drink in a week.

STUDY STRATEGY □ Predicting

- 1** Look at the photos and the title of the text. Predict which of the sentences 1–6 are *true* or *false*. Then read the text and check your answers.

The 'no impact' family ...

- 1 live in a big city.
- 2 use a lot of electricity.
- 3 make their own soap.
- 4 are interested in the environment.
- 5 prefer shopping at big supermarkets.
- 6 prefer not to use plastic bags and packets.

- 2**  1.08 Complete the text with sentences a–e. There is one sentence that you do not need. Then listen and check your answers.

- a Colin always carries a glass jar.
- b They don't buy these things now.
- c They travel everywhere by bicycle.
- d Colin drinks a lot of coffee.
- e He says that it's interesting to try these things.

- 3 BUILD YOUR VOCABULARY** Read the information and complete the examples. Then find four more compound nouns in the text.

Some nouns consist of more than one word. They are called compound nouns. The first word in a compound noun often describes the second.

Examples

shopping bag – a bag which is for ¹___

bedroom – a room which has a ²___

washing machine – a machine which ³___ clothes

- 4** Complete the sentences with the words in the box.

ice shopping kitchen chicken
birthday washing

- 1 I'd like a strawberry ___ cream, please.
- 2 What can I buy Aru for a ___ present?
- 3 You can buy a camera at the ___ centre.
- 4 There isn't any ___ powder left.
- 5 You can wipe it with ___ paper.
- 6 Is that a ___ sandwich?

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

- 1 What do you think about the family's experiment?
- 2 What do you think the family finds most difficult to live without? Why?
- 3 Are there any things in your house that you do not need?
- 4 Do you and your family have a big impact on the environment?
- 5 What can you do to reduce your impact?

Pronunciation: Word stress in compound nouns

➞ Workbook page 98

THE 'NO IMPACT' FAMILY

Can you imagine life with no TV? What about no toilet paper?

In the Beavan family's New York apartment, there isn't a TV, a washing machine, a dishwasher or a fridge and they're only using one electric light bulb. In the bathroom, there aren't any shampoo bottles, rolls of toilet paper or tubes of toothpaste.

¹___ They make them or use alternatives.

Some people think that they're crazy, but Colin Beavan explains that it's just an experiment. ²___ The Beavans are living like this for a year because they want to reduce their impact on the environment. At the end of the year they'll decide what they really need and what they can live without.

They're trying to create less rubbish and use less electricity and fuel. That's the reason why they never travel by car. ³___ They buy second-hand things for the apartment and they buy food at a market, where they can avoid plastic bags, packets and boxes. They carry the food home in a basket, not a plastic shopping bag. They don't buy any food which comes from more than 400 kilometres away.



LANGUAGE FOCUS ■ Relative pronouns

I can talk about places, people, reasons and things using relative pronouns.

1

- 1 Complete the sentences from the text. Then complete the rules with *places*, *people*, *reasons* and *things*.

- 1 People ___ read his blog or book will think about how much they use.
- 2 In the places ___ Colin has coffee, they give it to him in his jar.
- 3 They don't buy food ___ comes from more than 400 kilometres away.
- 4 That's the reason ___ they never travel by car.

○ RULES

- 1 We use *who* when we talk about ____.
- 2 We use *where* when we talk about ____.
- 3 We use *which* when we talk about ____.
- 4 We use *why* when we talk about ____.

More practice ⇌ Workbook page 9

- 2 Complete the text with *who*, *why*, *where* and *which*.



Think globally – buy locally!

People who want to protect the environment are usually careful about the origin of their food. Food ¹ ___ comes from local producers is OK, but the countries ² ___ farmers grow exotic fruits are often thousands of kilometres from our shops. A good example is kiwi fruit ³ ___ comes by plane from New Zealand. The boxes of fruit arrive at our airports ⁴ ___ lorries are waiting to transport them to supermarkets. The supermarkets ⁵ ___ sell this product are often out of town, so people ⁶ ___ buy kiwi fruit must drive there. All in all, that's a lot of boxes and fuel – a lot of waste. That's ⁷ ___ imported food is bad for the environment.

- 3 Complete the sentences with your own ideas. Use *who*, *where*, or *which*. Compare with a partner.

A café is a place *where you can eat snacks*.

- 1 A farmer's market is a place ____.
- 2 Oranges and lemons are fruit ____.
- 3 A journalist is a person ____.
- 4 Work is something ____.
- 5 My friend is someone ____.
- 6 A whale is a mammal ____.

- 4 **ACTIVATE** Write six sentences with *who*, *where*, *why* and *which*. Then play a guessing game with a partner.

This is	a drink	who where why which	I admire.
	a place		I really like.
	something		makes me happy.
	a person		makes me angry.
	a programme		I can meet friends.
	a café		I can relax.
	the reason		I never buy.
			I don't eat kiwi.
			I can do martial arts.

This is a place where I can relax.

Is it your bedroom?

No, the beach is a place where I can relax.



The Beavans also avoid takeaway food which wastes a lot of containers. ⁴ ___ In the places where Colin has coffee, they give it to him in his jar instead of a disposable plastic cup. They make their own yoghurt, so they don't throw a lot of plastic pots away.

Colin says that the experiment is interesting, but it isn't always easy. He isn't trying to change other people's lifestyle, but he hopes that people who read his blog or book will think about how much they use and waste.

○ Finished?

Write four definitions using *who*, *where* and *which* and your own ideas.

Hot chocolate is a drink *which I really like*.

- 1  1.09 Check the meaning of the words in **blue**. Choose the correct words. Then listen and check.

A plastic problem

People use a lot of plastic bags and they often ¹throw away / bury the bags afterwards. They don't often ²pollute / reuse or ³waste / recycle them. When we ⁴destroy / reuse plastic, we pollute the land or air. It isn't a good idea to ⁵burn / poison plastic because it ⁶poisons / saves the atmosphere. The alternative is to ⁷bury / pollute it, but some plastic doesn't decompose for over a thousand years.

- 2 Work in pairs. Ask and answer the questions.

- 1 Do you throw away or reuse plastic bags?
- 2 What do you and your school do with rubbish?
- 3 How can you reduce waste in your home?
- 4 What happens to rubbish in your area?
- 5 What things are harmful to the environment in your area?

- 3  1.10 Read the information about Rebecca Hosking. Order sentences a–d, then listen and check.

- a Rebecca spoke to people in her town.
- b Rebecca was filming a wildlife documentary.
- c People use cloth bags in Rebecca's town now.
- d Rebecca saw that animals were dying.

- 4  1.10 Listen again and write *true* or *false*. Correct the false sentences.

- 1 The speaker is Rebecca Hosking.
- 2 Sea birds think the plastic is good and eat it.
- 3 She was shocked because plastic waste was killing the marine animals in her home town.
- 4 Most people don't know where their plastic waste goes.
- 5 A few shops in Rebecca's town still give people plastic bags.
- 6 The programme informs us about the dangers of plastic.

- 5  1.11 Listen to a reporter in Rebecca's town. What was different a year later? Tick the things she mentions.

polystyrene cups cardboard boxes
plastic bags waste food washing powder
used cooking oil plastic bottles
paper bags glass jars old newspapers
plastic sandwich boxes bottle tops

- 6 **ACTIVATE** Work in groups. Look at the list of waste products in exercise 5. Decide on the three things which pollute the environment the most. Then answer the questions.

- 1 Which are the most dangerous to destroy?
- 2 How can you get rid of them?
- 3 What can you use instead of these things?

Battle of the bags



Rebecca Hosking is a professional camerawoman who lives near the coast in the south of England. When she was filming in the Pacific and she saw how plastic was affecting marine life, she decided to do something in her home town.



- 1 Study these sentences from the listening on page 12. Then complete the rules with *adjectives*, *countable nouns* and *uncountable nouns*.

- 1 There's too much plastic.
- 2 There are too many plastic bags.
- 3 The council was too busy.

○ RULES

We use *too much* with ¹____, *too many* with ²____ and *too* with ³____.

More practice ⇌ Workbook page 11

- 2 Complete the sentences with *too*, *too much*, or *too many*.

- 1 These yoghurts are ____ old.
- 2 We waste ____ food.
- 3 People throw away ____ bottles.
- 4 I drink ____ coffee.
- 5 There are ____ sandwiches for two people.
- 6 My mum thinks that I'm ____ greedy!
- 7 She says that I eat ____ crisps and I drink ____ orange juice.

- 3 Study these sentences from the listening on page 12. Then complete the rules with *before* or *after*.

The problem was **serious** enough. (adjective)
We don't **recycle** enough. (verb)
There are enough **people** interested in a problem. (noun)

○ RULES

We use *enough*:

- ¹____ adjectives,
- ²____ verbs,
- ³____ nouns.

More practice ⇌ Workbook page 11

- 4  1.12 Order the words to make questions. Then listen to a conversation and answer the questions.

- 1 big / this pizza / enough / is
- 2 there / enough / are / apples
- 3 have / enough / drinks / got / we
- 4 enough / this soup / hot / is
- 5 we / sandwiches / enough / got / have
- 6 enough / this coffee / strong / is

- 5 Look at the shopping list and the shopping basket. Write sentences with *too much*, *too many*, *enough* and *not enough*.



We've got enough soap.

We've got too many packets of crisps.

- 6 **ACTIVATE** Find out about your partner's eating habits. Use 1–8 and your own ideas. Then tell the class about your partner's eating habits.

- 1 many crisps
- 2 How much fruit
- 3 How many sweets
- 4 too much sugar
- 5 too many chocolate bars
- 6 enough vegetables
- 7 much coffee
- 8 enough milk

Do you eat many crisps?

Yes, I eat too many.

How much fruit do you eat?

I don't eat enough. I don't like it.

My partner eats too many crisps. He / She doesn't eat enough fruit.

○ Finished?

Write sentences about problems in your town with *too*, *too much*, *too many*, *enough* and *not enough*.
There aren't enough shops.

SPEAKING ■ Offering and asking for help

I can offer and ask for help.

- 1 Look at the photo. What are Lucy and Adam preparing?

- 2  1.13 Listen to the dialogue. What does Adam need?

Lucy A barbecue was a great idea, Adam.
 Adam Yes, thanks. I'm looking forward to it.
 Lucy Do you want me to help you with anything?
 Adam I'd really appreciate it if you don't mind.
 Lucy Have we got everything?
 Adam Well, we've got enough food, but there isn't much to drink.
 Lucy Shall I get a few cartons of juice or something? There's a shop near here.
 Adam Do you mind?
 Lucy No, that's fine.
 Adam Thanks, Lucy. Have you got enough money?
 Lucy Yes. If you want, I can get a bag of ice, too. We haven't got any.
 Adam Good idea! Oh, and we need bags for the rubbish. Could you get some?
 Lucy OK, no problem. I'll see what they've got.



- 3  1.14 Cover the dialogue and complete the key phrases. Which phrases are for offering help and which are for asking for help? Listen and check. Then practise the dialogue with a partner.

KEY PHRASES ■ Offering and asking for help

Do you want me to ¹ ___?
 I'd really appreciate it if you don't mind.
 Shall I ² ___?
 Do you mind?
 If you want, I can ³ ___.
 Could you ⁴ ___?
 OK, no problem. I'll ⁵ ___.

- 4  1.15 Listen and repeat the sentences. Practise linking the words.

- 1 A bag of ice.
- 2 A box of matches.
- 3 A bottle of fizzy water.
- 4 A lot of bananas and apples.
- 5 We need a carton of juice.

- 5 Study the key phrases again. Then complete the sentences with your own ideas.

- 1 Your room is very dirty. Shall I ___?
- 2 This homework is too difficult.
OK, no problem. I'll ___.
- 3 I don't want to go alone.
Shall I ___?
- 4 You're very noisy. Could you ___?
- 5 There isn't any sugar left. Do you want me to ___?
- 6 We need to phone Alibek. Shall I ___?

- 6 **ACTIVATE** Prepare a new dialogue with a partner. Use the shopping lists or your own ideas. Practise your dialogue. Then change roles.

Camping trip - shopping list

water	✓
sleeping bags	×
map	×
box of matches	×
torch	✓

Boat trip - shopping list

suncream	✓
snack (fruit, sandwiches?)	×
water	×
life jackets	✓
sun hat	×

WRITING ■ An environmental problem

I can write about an environmental problem.

1

1 Read the model text and choose the correct answers.

- Why did the author write this email?
a To ask for an explanation. b To complain.
c To offer help.
- Who did he write the email to?
a a friend b a local newspaper c a tourist
- Which words in the text express certainty?
a perhaps b definitely c possibly
- Which paragraph gives causes and solutions?
a 1 b 2 c 3

2 Study the key phrases. Which phrases introduce new paragraphs? Complete the phrases with your own ideas.

KEY PHRASES ■ Writing an email

I'm writing because ...
This photo shows ...
I think there are possibly (two) reasons for this.
Firstly / Secondly, ...
We must do something about ...

Language point: *so* and *because*

3 Complete the examples from the text. Then match 1–5 with a–e. Use *so* or *because*.

I'm writing ____.

There aren't enough bins, ____.

- I went to the shops ...
- Cars pollute the environment, ...
- There isn't much water, ...
- I can't buy a present ...
- I threw away the letter ...

- bicycles are better.
- I didn't want to read it.
- I haven't got any money.
- we needed some shampoo.
- please don't drink too much.

4 ACTIVATE Follow the steps in the writing guide.

■ WRITING GUIDE

A TASK

Imagine that you took a photo of a traffic jam. Write an email to a newspaper about the traffic problem in a city that you know.

B THINK AND PLAN

Can you think of any causes and solutions for the problems 1–3?

- There's too much traffic.
- There aren't enough buses.
- Not many people use bicycles.

C WRITE

Paragraph 1: Describe the situation

I'm writing because I was ...

Paragraph 2: Causes and solutions

I think there are ... reasons for this.

Paragraph 3: Conclusion

We must do something about this situation.

D CHECK

- so* and *because*
- too, too much, too many, enough, not enough*
- possibly, perhaps, maybe, definitely*

Clean our mountain!

Dear Sir / Madam

- I'm writing because I went hiking with some friends last weekend and the amount of rubbish which we found on the mountain was unbelievable. This photo shows the bottles, cans and other rubbish which we found.
 - I think there are possibly two reasons for this. Firstly, people aren't responsible enough and they throw their rubbish away anywhere. Perhaps we need a few signs and people who patrol the area. Also, there aren't enough bins on or near the hiking trails, so I think we need more. Secondly, nobody cleans the mountain. I think this is terrible in a tourist area. We need people to clean the mountain and empty the bins every day.
 - We must definitely do something about this situation. Maybe there isn't much rubbish in other places. I don't know, but we must do something here if we want a cleaner, more attractive mountain.
- Yours faithfully
Nurlan Tengizbayev



MY COUNTRY ■ Our world

I can understand a text about an environmental problem in my country.

1

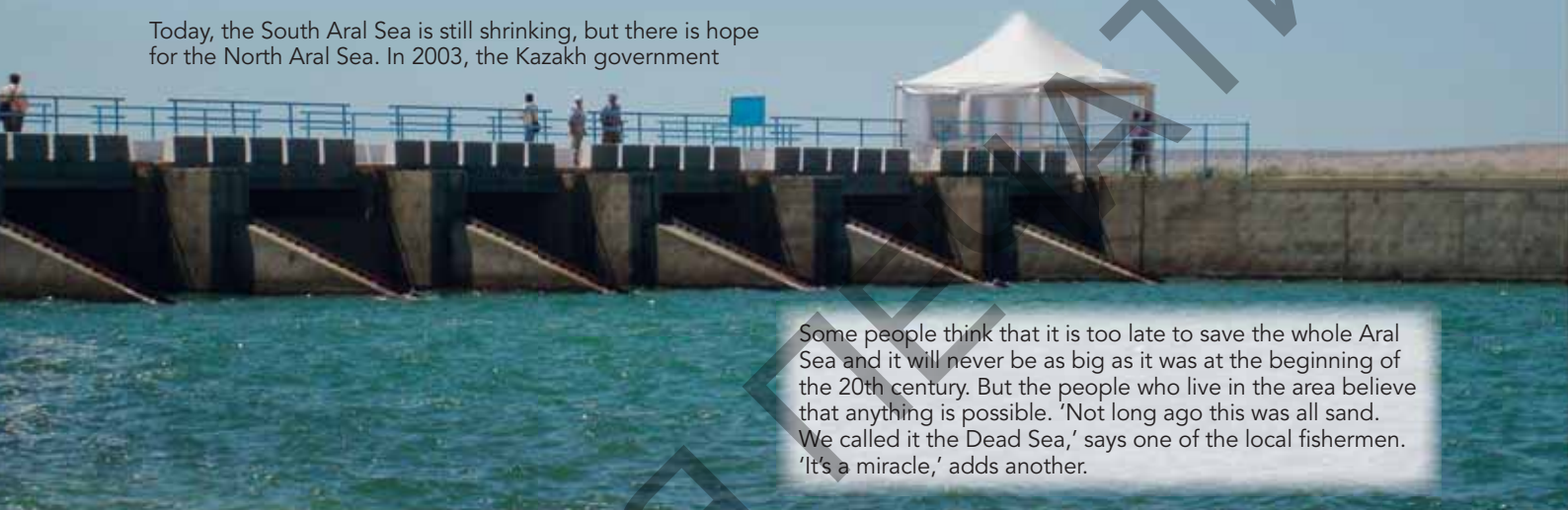
Saving the Aral Sea

Lakes and seas are disappearing around the world, partly as a result of climate change, but mainly because of human activity. Less than seventy years ago, the Aral Sea was one of the biggest lakes on Earth. It had an area of about 68,000 km². Then in the 1960s, people built canals to ¹_____ cotton fields in Uzbekistan and Turkmenistan. They used **a large amount of** water from the Syr Darya and the Amu Darya, the two big rivers which flow into the lake. As **both** rivers got smaller, the Aral Sea started to ²_____, too. By 1997, it was only 30,000 km² – less than **half** its original size. Some areas completely dried up and the lake ³_____ into **several** parts. The biggest are the North Aral Sea in Kazakhstan and the South Aral Sea which crosses both Kazakhstan and Uzbekistan.

Today, the South Aral Sea is still shrinking, but there is hope for the North Aral Sea. In 2003, the Kazakh government

and the World Bank started working on a project to ⁴_____ the northern part of the lake. The first step was to build the Kok-Aral Dam between the northern and southern parts of the lake. The dam was completed in 2005. Additional structures built on or around the Syr Darya allow more water from the river to ⁵_____ into the lake.

The project was very successful and the North Aral Sea is slowly coming back to life. Water levels have begun to ⁶_____ in recent years. When the lake shrank, it became very salty and **all** the 24 freshwater fish species disappeared, but now **a small number of** species are back. Fishermen are hoping that one day there will be **plenty of** fish in the water again.



Some people think that it is too late to save the whole Aral Sea and it will never be as big as it was at the beginning of the 20th century. But the people who live in the area believe that anything is possible. 'Not long ago this was all sand. We called it the Dead Sea,' says one of the local fishermen. 'It's a miracle,' adds another.

- 1 1.16 Check the meaning of these verbs in a dictionary. Complete the text with six of the verbs. Then listen and check your answers.

restore litter shrink increase
irrigate flow split harm

- 2 1.16 Read and listen to the text. Write *true* or *false*. Correct the false sentences.

- The Aral Sea was the largest lake in the world.
- The North Aral Sea is in Uzbekistan.
- The Kok-Aral Dam separates the North and South Aral Seas.
- Today, there are no fish in the North Aral Sea.
- Local people think it is possible to save the lake.

- 3 Study the words in **blue** in the text. Then choose the correct words to complete the rules and definitions.

- We use a (*small / large*) amount of with **countable / uncountable** nouns.
- We use **both** to talk about **two / three** things.
- Half** means 'one of **two / four** equal parts of something'.

- 4 We use a (*small / large*) number of and **several** with **countable / uncountable** nouns.

- 5 **All** means 50 / 100 percent of something.

- 6 **Plenty of** means **not enough / more than enough**. We use it with both countable and uncountable nouns.

- 4 Choose the correct words.

- There is a large **amount / number** of rubbish on this beach.
- It's only two o'clock. We've got **plenty / all** of time.
- Several / Both** my parents are scientists.
- There are **half / several** small lakes in this area.
- I haven't got any money. I spent **all / half** of it.

- 5 Work in pairs. Ask and answer the questions.

- Do you think it is important to save the Aral Sea? Give reasons for your answers.
- Are there any environmental problems in the area where you live? What are they? Can you think of any solutions?

CLIL ■ Geography: Sustainable development

I can write about an environmental problem.

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

save environment community facilities solutions recycles

- 2  1.17 Read and listen to the text. Check your answers in exercise 1.



In 1992, the leaders of more than 100 countries met at the Earth Summit, a United Nations conference in Rio de Janeiro. They discussed issues which affect the ¹____, such as pollution and climate change, and talked about possible ²____ to these problems. At this conference, they adopted a global strategy for 'sustainable development'.

This means economic and social development which doesn't destroy the environment. One of the most important parts of their strategy is now called 'Local Agenda 21'.

The idea behind Local Agenda 21 (21 refers to the 21st century) is that if a lot of people do small things locally, then they can have a big impact nationally and an even bigger impact globally. For example, if one person decides to take the bus to work rather than drive a car, or always ³____ their rubbish, it only makes a very small difference. However, if millions of people across the world do the same, the impact is huge. It's easy for every individual to do something small every day – at home, at school, or at work.

Local Agenda 21 encourages a collective responsibility towards the environment. For it to be effective, everyone in a ⁴____ needs to work together. Local councils need to provide good ⁵____, such as recycling and public transport, and people need to use them. If everyone plays their part in a small way, they can both improve their local area and help to ⁶____ the global environment.



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

- 1 21 people met at the Earth Summit.
- 2 Sustainable development means environmentally friendly development.
- 3 Using public transport is better for the environment than driving.
- 4 It's difficult to contribute to Local Agenda 21.
- 5 Local Agenda 21 can only be successful if a lot of people help.
- 6 People don't need the help of local councils.

- 4 Think about things at your school which have a negative impact on the environment. What could you do to improve these things? Make a list of problems and solutions.

Problems

A lot of students come to school by car. The cars pollute the air outside the school.

Solutions

Find out which students live near each other. Encourage them to come to school together in the same car.

- 5 **ACTIVATE** Write a letter to your school magazine about one of the problems you listed in exercise 4. Include:

- what the problem is
- why it is a problem
- what people / the school can do
- why this will help

Vocabulary

- 1 Complete the phrases with the words in the box.

a jar a bar a roll a can a tin a packet
a bottle a tube

- | | |
|-----------------------|-----------------|
| 1 ___ of water | 5 ___ of tuna |
| 2 ___ of toilet paper | 6 ___ of coffee |
| 3 ___ of toothpaste | 7 ___ of crisps |
| 4 ___ of chocolate | 8 ___ of cola |

- 2 Complete the sentences with the verbs in the box.

pollute recycle burn poisons waste
bury save throw away

- We shouldn't ___ bottles. It's better to ___ them.
- You can ___ energy by using public transport.
- Nuclear power stations don't ___ the air, but they create dangerous waste.
- Waste plastic ___ marine animals.
- When you ___ plastic, dangerous gases go into the atmosphere.
- If you ___ plastic, it will stay in the ground for 1,000 years.
- You ___ energy when you leave the window open in winter.

Language focus

- 3 Choose the correct words.

- Does your family recycle **much** / **many** glass bottles?
- Do you eat **too much** / **too many** chocolate bars?
- How **much** / **many** hours do you study every day?
- We throw away **a lot of** / **many** rubbish.
- I haven't got **any** / **some** toothpaste left.
- There isn't **enough** / **many** fuel to heat the house.
- How **much** / **many** kilometres do you walk each day?
- I ate **too much** / **too many** sweets and now I feel sick.
- He isn't **fast enough** / **too fast** to win the race.
- Do we protect animals **too** / **enough**?

- 4 Match the two parts of the sentences. Then complete the sentences with *who*, *which*, *why* and *where*.

- | | |
|---------------------|---------------------------|
| 1 The farmers | a my brother works. |
| 2 I buy pineapples | b has a lot of packaging. |
| 3 That's the shop | c come from Africa. |
| 4 That's the reason | d discovered Australia. |
| 5 He's the person | e produce milk work hard. |
| 6 I don't like food | f I didn't call you. |

Communication

- 5 Complete the dialogue with the phrases in the box.

a lot If you want some How much that's fine

- Greg ¹___ food is there?
Jo There are ²___ of sandwiches and a packet of crisps.
Greg What about cakes? ³___, I can make a chocolate cake.
Jo Do you mind?
Greg No, ⁴___. I've got chocolate and I can buy ⁵___ eggs.

Listening

- 6  1.18 Listen to a conversation about a 'no impact' lifestyle. Write *true* or *false*.

- Zoe is interviewing Colin Beavan about his 'no impact' lifestyle.
- Joe started the 'no impact' lifestyle a month ago.
- Joe doesn't buy any fruit or vegetables which come from faraway countries.
- Joe gets a lot of fruit and vegetables from supermarkets.
- Joe doesn't throw away a lot of rubbish.
- Joe cycles and travels by bus.



- 1 Read Assel's blog. What did she do to protect the environment and make her city a better place?

Let's make our city a better place!

Hi! My name's Assel and I'm from Karagandy. This is my blog about everyday life in the city. Today is 22 April and people all over the world celebrate Earth Day. So, I decided to write about things we can do to protect the environment and make our city a better place. Each week, I'm going to write a new post about the things I've done.

My mum usually drives me to school, but this week I decided to walk instead. There are too many cars in the city and they pollute the environment!

By: **Assel** • 23 April • 16:22 PM

Yesterday, while I was tidying up my bedroom, I found a lot of old books, magazines, a broken MP3 player and some other gadgets that I no longer use. I wanted to take everything to the recycling centre, but my mum suggested we donate the books to the local library. We went to the library together, and my mum brought some of her old CDs and DVDs, too.

By: **Assel** • 29 April • 18:35 PM

Today, my father and I planted some tulips in front of our block of flats. Of course, we had to ask our neighbours first – they all thought it was a great idea! We also put a bird feeder on one of the trees nearby.

By: **Assel** • 7 May • 17:40 PM

It's time to clean the local park! People sometimes throw away plastic bottles and other rubbish in the park. There are enough bins, but some people are just lazy! I knew this was going to be a lot of work, so I asked my friends to help me. It took us two hours to clean the whole park, and we collected three big bags of rubbish!

By: **Assel** • 12 May • 19:15 PM



- 2 Plan and write a blog about making your town or city a better place. Follow the steps in the project checklist.
- 3 Exchange your blog with your classmates. Choose one of the other blogs and write a comment.

PROJECT CHECKLIST

- 1 Think about things in your home, neighbourhood and wider area which could be improved. What could you do to make these things better?
- 2 Choose four things you could do to make your town or city a better place and decide how you are going to do them: What will you need? Is anyone going to help you? How long is it going to take?
- 3 Write a blog entry about each of the things you did.
- 4 Find photos for your blog on the internet, or take some photos yourself.

Daily life and shopping

Start thinking

- 1 How much time do you spend on the internet every day?
- 2 Do you know any internet addicts?
- 3 What are the advantages and disadvantages of online shopping?

Aims

Communication: I can ...

- talk about my daily life online.
- understand a text about internet addiction.
- talk about internet use.
- talk about cybercrime.
- ask and answer about experiences.
- talk about online shopping.
- write an opinion comment on a website.

Vocabulary

- The internet
- Cybercrime

Language focus

- Present perfect: affirmative and negative
- Present perfect: regular and irregular verbs
- Present perfect: questions

Creativity and skills



My country

Let's go shopping!

⇒ Page 28



CLIL

Technology:

The internet – wikis

⇒ Page 29

- 1 1.20 Complete the table with words or phrases from the *Are you well-connected?* questionnaire. Then listen and check.

Nouns	Verbs
email	email
instant messaging (IM)	message people
download	¹ ___
file sharing	² ___ files
³ ___ board	post a message
⁴ ___	blog
personal webpage	⁵ ___ a personal webpage
⁶ ___ room	chat
online game	⁷ ___ games online
⁸ ___ engine	search
webcam	⁹ ___ a webcam
email ¹⁰ ___	send an email attachment

Are you well-connected?

- 1 I've emailed or messaged people in another country.
- 2 I've downloaded music or films from the internet.
- 3 I've shared music or film files with people on the internet.
- 4 I've joined a social networking site like *Facebook* or *Instagram*.
- 5 I've posted a message on a message board.
- 6 I've created a blog or a personal webpage.
- 7 I've logged onto a chat room recently.
- 8 I've bought or sold something online.
- 9 I've played games with people online.
- 10 I've used a search engine to help me research answers to my homework.
- 11 I've used a webcam to have a video chat session with a friend.
- 12 I've sent an email attachment.

Key

8 or more Yes answers

You're super-connected. Are you living online?
Remember there's a real world, too!

3 to 7 Yes answers

You know your way around the internet, but you still make time to disconnect.

1 or 2 Yes answers

You've decided to disconnect or live in the real world.
It isn't a bad place, is it?

- 2 Do the questionnaire. Answer *yes* or *no*. Then check the key. Compare your answers with a partner.
- 3 Work in pairs. Ask and answer questions using the nouns and verbs in exercise 1.

Do you email friends?

Yes, sometimes, but I prefer instant messaging.



Finished?

Write about how much time you spend doing different things online / on a computer.

Present perfect: affirmative and negative

- 4 Study the examples. What are the long forms of 've, 's, *hasn't* and *haven't*? Then choose the correct words in the rules.

I've created a webpage.

She's visited a chat room.

They've used a webcam.

We haven't downloaded music.

He hasn't posted a message.

RULES

- 1 We form the present perfect with *be* / *have* + past participle.
- 2 Regular past participles end with *-ed* / *-ing*.
- 3 We can use the present perfect to talk about **experiences** / **plans** which we've had.

More practice → Workbook page 17

- 5 Write sentences using the present perfect affirmative and negative.

Our teacher (use) the internet a lot today. ✗

Our teacher *hasn't used* the internet a lot today.

1 We (create) a webpage for our school. ✓

2 I (post) any messages this week. ✗

3 She (look) at my blog. ✗

4 My friend (change) his email address. ✓

5 I (chat) a lot today. ✗

6 We (download) that programme. ✗

7 The internet (change) the way we communicate. ✓

8 I (order) a book from an online shop. ✓

- 6 **ACTIVATE** Write sentences about you and people you know. Use the present perfect. Then compare your answers with other people in the class.

(visit) the USA

My dad *has visited* the USA.

1 (appear) on YouTube

2 (live) in another country

3 (download) films

4 (create) a blog

5 (travel) by plane

6 (buy) clothes online

My dad *has visited* the USA.

Batyr and Sofia *haven't lived* in another country, but our teacher *has lived* in England.

READING ■ Internet addiction

I can understand a text about internet addiction.

- 1 Read the title of the article. What do you think it means to be *trapped in the net*?

STUDY STRATEGY ■ Matching headings with paragraphs

- 2  1.21 Read the text and underline words and ideas that go with headings a–e. Then match the headings with paragraphs 1–4. There is one heading that you do not need. Then listen and check your answers.

- a Online gamer
- b Do something about it
- c Stolen identity
- d A new identity
- e Serious symptoms

- 3 Complete the summary of the text with six of the words in the box.

plays games messages online internet
chat rooms real virtual psychologists

This article describes two people's experience of the ¹____. Jenny spends time in a ²____ community, while Tom ³____ online. These days some people spend more time in ⁴____ and on game sites than with their ⁵____ friends. It's a problem which ⁶____ have now identified and which they can treat.

- 4 **BUILD YOUR VOCABULARY** Find the nouns in the text that go with these verbs.

fight make turn on play recognize
feel spend

turn on – laptop

- 5 Complete the sentences with the correct form of the verbs in exercise 4. What are the new collocations?

Can you *turn on* the TV, please?

- 1 I'm sure I ____ the man by the door.
- 2 I ____ angry when I lose a game.
- 3 I can't ____ any more money.
- 4 My sister ____ the piano very well.
- 5 They always ____ a lot of noise.
- 6 They ____ their enemies.

- 6 **YOUR OPINIONS** Ask and answer the questions.

- 1 Do you know anyone who has similar problems to those described in the text?
- 2 How do they behave?
- 3 How do you use the internet?
- 4 Do you think you spend too much time on the internet? Why / Why not?
- 5 What are the positive and negative sides of the internet?



1 Jenny Foxton is a secondary school student, but she's also got another life. She spends all night on the net. Every night she turns on her laptop and visits a virtual world called *Habbo*, where users have created avatars, rooms and communities. Jenny's avatar has bought clothes and also furniture for her room, using virtual money. When she isn't buying virtual possessions, her avatar moves from place to place, chatting to some of the millions of people who have joined *Habbo* in the UK.

2 Tom Dobson's life on the internet is different, but also very time-consuming and obsessive. At two or three o'clock in the morning, Tom is often fighting battles with ogres on his computer. Tom hasn't slept. His mother made him a sandwich seven hours ago, but he hasn't eaten it. He's one of eleven million people who play *World of Warcraft* online. His battle continues ...



3 It can be cool to blog, chat, or play games online, but when you've been on the internet for forty-eight hours non-stop, or more than a hundred hours a week, your idea of reality changes. This can happen to real addicts, who often feel tired, depressed and isolated. Most people use the internet sensibly, but between five and ten per cent of internet users are addicted to the web and psychologists now recognize this as a problem.

4 Internet addiction has ruined people's education, relationships and careers. It's now one of the main reasons why university students fail. If you've ever spent more time online than offline, maybe it's time to come back to real life and find some help. There are clinics, advice and cures if you've got a problem. And a lot of them are online, of course.

1 Complete the table with the past participle form of the verbs in the box. Then check your answers in the text.

create buy join sleep eat be
ruin spend

Regular (ends in -ed)	Irregular (doesn't end in -ed)
create - created	

More practice → Workbook page 17

2 Add the verbs in the box to the table in exercise 1.

have find sell write speak stay
design put play go make visit

Pronunciation: Vowels → Workbook page 98

3 122 Listen to a conversation. Tick things that the speakers have done and put a cross for things they haven't done.

	Mark	Mary	Paul
online war games	✓		
clothes online			
virtual world			
an avatar			
friends online			
DVDs and books			
all night			

4 122 Work in pairs and write sentences about Mark, Mary and Paul using verbs from exercises 1 and 2. Then listen again and check.

Mary has created an avatar.

Mark hasn't visited a virtual world.

5 **ACTIVATE** Compare your internet shopping activities with a partner. Then tell the class about your partner's internet shopping.

I always
buy music online.

Umit prefers to buy
books in a bookshop.

Finished?

Write five disadvantages of shopping online. Compare it with going to the shops.

I can't meet my friends for a coffee when I do my shopping online.

- 1** Check the meaning of the words in the box. Then complete the dialogue with six of the words.

hacker virus anti-virus software inbox
password firewall spam phishing
spam filter

- Arai Do you get a lot of spam? I've had thirty junk emails in my ¹ today!
- Liza I've got a ², so I don't get many. But I got a bad ³ last week. I couldn't open my files. My ⁴ didn't block it. I really need to change it.
- Arai I've received an email asking me to update my bank details. What do you think?
- Liza That's a typical ⁵ technique. Don't open it and put it in the bin. Oh, and change your ⁶, too!

- 2**  1.23 Read presentation texts 1–3. Listen to the radio programme and choose the correct text.

- 3**  1.23 Listen again and choose the correct answers.

- 1 When is the programme?
a 9.00 b 11.00 c 20.00

- 2 Which is Dr Smith?



- 3 What is Elena's problem?



- 4 What was Bridget's password?
a 12031998 b Mq43hIM00 c 03142014
- 5 Which problem do they not discuss on the programme?
a phishing b spam c hackers
- 6 Who is likely to find this radio programme most useful?
a IT scientists b cybercriminals c ordinary PC users

- 4** **ACTIVATE** Ask and answer the questions.

- Have you ever had problems with a virus? If so, what happened? If not, what can viruses do?
- Have you ever answered a spam email? What happened?
- What do you use passwords for? How many have you got?
- Do you receive a lot of spam? What do you do with it?
- Do you think it is safe to shop online?

Cybercrime



- The internet has created new opportunities for business people, but also for criminals. Today's programme is about the most serious cyber-criminals.
- Has your computer ever had a virus? Have you received spam? These are just two questions we discuss in today's programme.
- The internet is useful, but it's also a dangerous place. In today's programme, we interview an IT scientist about internet security.

LANGUAGE FOCUS ■ Present perfect: questions

I can ask and answer about experiences.

2

- 1 Complete the sentences from the listening on page 24 with the words in the box. How do you say *ever* in your language? What is the opposite of *ever*?

attacked 's Have have Has

Have you ever received spam?

- 1 Has a hacker ___ your computer?
- 2 ___ your computer had a virus?
- 3 What problems ___ you had?
- 4 What ___ happened to you?

More practice ⇌ Workbook page 19

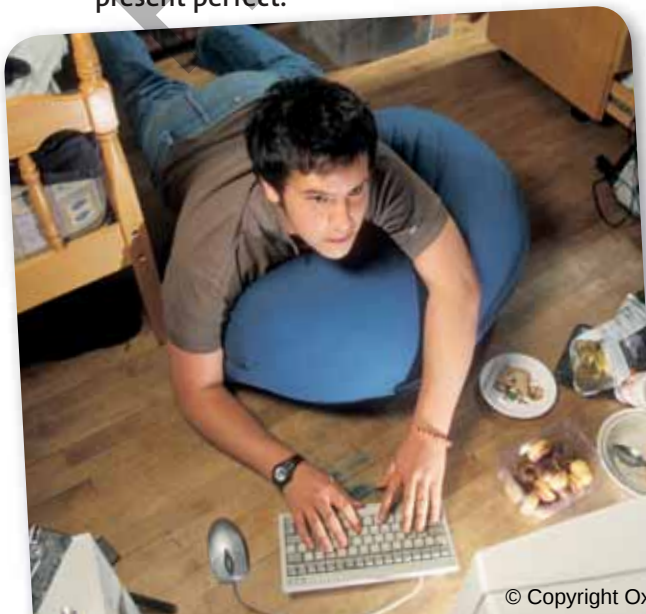
- 2 Order the words to make questions. Then write answers for the questions.

- 1 you / visited / what / websites / recently / have
- 2 any music / recently / downloaded / your friends / have
- 3 you / have / on the internet / put / that photo / why
- 4 lost / ever / a computer file / you / have
- 5 she / visited / a chat room / has / ever
- 6 have / written / what / they / on the message board

- 3 Complete the questions using the present perfect. Then ask and answer with a partner.

- 1 (you read) any good jokes on the internet?
- 2 (a virus attack) your computer recently?
- 3 (your friend make) money on the internet?
- 4 (your grandparents use) the internet?
- 5 (you email) someone recently?
- 6 (your teacher use) the internet in class?

- 4 Complete the dialogue with questions in the present perfect.



Jenna 1 ___ any money online?

Tony No, I haven't made any money, but I've won things in competitions.

Jenna What 2 ___?

Tony Oh, computer games, a webcam. Things like that.

Jenna 3 ___ your own blog?

Tony Yes, I've created a blog with photos.

Jenna How many people 4 ___ it?

Tony Nearly two hundred people have visited it. It's very good.

Jenna 5 ___ any interesting people online?

Tony Yes, I've met a lot of hackers.

Jenna Hackers! 6 ___ anything?

Tony No, I haven't stolen anything, but I've read some very secret files!

- 5 Study the key phrases. Number a–e in order of frequency: 1 = never, 5 = very frequent.

KEY PHRASES ○ Experiences

Have you ever ... ?

- a Yes, occasionally. ___
 - b Yes, a lot of times. ___
 - c No, never. 1
 - d Yes, a few times. ___
 - e Yes, once (or twice). ___
- What about you?

- 6 **ACTIVATE** Find someone who has done 1–8. Ask and answer questions using the key phrases.

Have you ever won an online competition?

Yes, once. What about you?

- 1 (win) an online competition
- 2 (send) jokes to friends by email
- 3 (have) a bad online experience
- 4 (have) problems with a virus
- 5 (buy) clothes on the internet
- 6 (write) a blog
- 7 (meet) people in a chat room
- 8 (copy) homework from a website

○ Finished?

Write true sentences about your friends' answers in exercise 6.

Altynay's won an online competition once.

SPEAKING ■ Online shopping

I can talk about shopping online.

- 1 Look at the photo. How long do you think Lucy has been on the computer?

- 2  1.24 Listen to the dialogue. What does Lucy want to buy?

- Mum** What are you doing on my computer, Lucy? Have you been up playing online games all night again?
- Lucy** No, Mum. I'm just browsing through an online catalogue of e-book readers.
- Mum** Well, could you ask me next time?
- Lucy** Yes, sorry, Mum. Look, this one has got really good customer reviews. I love the design, and it's so cheap. It's a real bargain! May I order it?
- Mum** The one in grey is even cheaper.
- Lucy** Yes, but unfortunately it's sold out.
- Mum** OK then, you can order it. But I haven't bought anything from this website before, so I'll have to create an account. Does the price include postage and packing? And do they accept payment by credit card?
- Lucy** I think so. And Mum, can you order it today so that they deliver it in time for my birthday?



- 3  1.25 Complete the key phrases from the dialogue. Who says them? Listen and check. Then practise the dialogue with a partner.

KEY PHRASES ■ Buying things online

I'm just ¹ through an online catalogue.
It's a real ²!
Unfortunately it's ³ out.
This one has got really good customer ⁴.
Does the price ⁵ postage and packing?
Do they accept ⁶ by credit card?

Language point: can, could, may

- 4 Read the rule and the examples. Then find three more examples in the dialogue.

■ RULES

We use *can*, *could* and *may* to ask permission or make a request. We use *can* and *may*, but not *could*, to give permission.
'Can I buy a new phone, Dad?' 'No, you can't.'
'Could I try this dress on?' 'Of course you can.'
'May I pay by credit card?' 'Yes, you may.'

- 5 Order the words to make sentences. There is one word that you do not need in each sentence.

- 1 I / ask / a / to / question / you / can?
- 2 you / could / of course / yes, / may
- 3 open / do / you / window, / could / please / the?
- 4 my / no, / borrow / can / headphones / can't / you /
- 5 phone / use / I / may / it / your / ?

- 6 **ACTIVATE** Choose one of the situations below and prepare a new dialogue with a partner. Practise your dialogue. Then change roles.

A Imagine you want to buy some books from an online bookstore, but you have never shopped online before. Ask your partner for help.

B Imagine you have seen a cheap tablet online and you want to buy it. However, you don't have an account or a credit card. Ask your mother or father for help.

More practice ⇌ Workbook page 23

WRITING ■ A comment on a website

I can write an opinion comment on a website.

2

E-zine

Nearly 70 per cent of young people in Kazakhstan use the internet every day. What do they do online? Is internet addiction really a problem? E-zine wants to know your opinions.

Post a comment

Report to moderator

I go on the internet every day, but I've never spent more than an hour at a time online. I've got a laptop and **also** a smartphone, so I can use the internet anywhere. Today, for instance, I've been online three times.

Mainly, I just email friends. I read online magazines and I look for information, **too**. I also compare prices of things, but I've never bought anything online because I don't think it's safe.

I'm not an internet addict, **but** some of my friends are. One friend always looks tired because he spends all night online. **Although** he's failed a lot of exams, he hasn't changed his habits. In my experience, the internet is not the only addictive activity. Another friend spends all her time watching TV!

In conclusion, from what I've seen people can be obsessive about anything. **However**, I think that the internet is definitely more addictive than some other things. The problem is that people can go online anywhere, at any time. For this reason, I think it is a more serious addiction. In my opinion, the real problem is with the person, not with the activity. These people need help.

Arystan (15)

1 Read the model text and answer the questions.

- Who is the writer of this text?
- Who are the readers?
- How often does the writer go online?
- Does he know any internet addicts?
- What is the real problem behind addictive habits?

2 Complete the key phrases. Then read the model text again and check.

KEY PHRASES ■ Expressing opinions

... in ¹ experience ... The ³ is that ...
 ... from what I've ² ... For this ⁴, I think ...
 I think ... In my opinion, ...

Language point: Addition and contrast linkers

3 Study the words in **blue** in the model text. Then put these words into two groups.

Adding ideas	Contrast
also	

4 Complete the sentences with the words in exercise 3.

- I watch a lot of TV, ___ I prefer watching DVDs.
- He plays computer games and he visits chat rooms, ___.
- I've got a blog and ___ a personal website.
- Computer games are fun. ___, I think they are addictive.
- ___ Facebook is popular, I prefer Twitter.
- I send emails, ___ I don't visit chat rooms.

5 ACTIVATE Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a comment with your opinion about the discussion topic in the model text.

B THINK AND PLAN

- How often do you use the internet and how long do you spend online at a time?
- How do you use the internet?
- Do you know anyone who uses the internet a lot? Has this had bad consequences?
- Do you know people who are obsessive about other activities? What activities?
- Do you think that the internet is more or less addictive than TV or other activities? Why / Why not?
- What can people do if they're using the internet too much?

C WRITE

Paragraph 1: Write about your internet use
I go on the internet ...

Paragraph 2: Describe your online habits
My main activity on the internet is ...

Paragraph 3: Describe other people's habits
Some of my friends are ...

Paragraph 4: Conclusion
In conclusion, ...

D CHECK

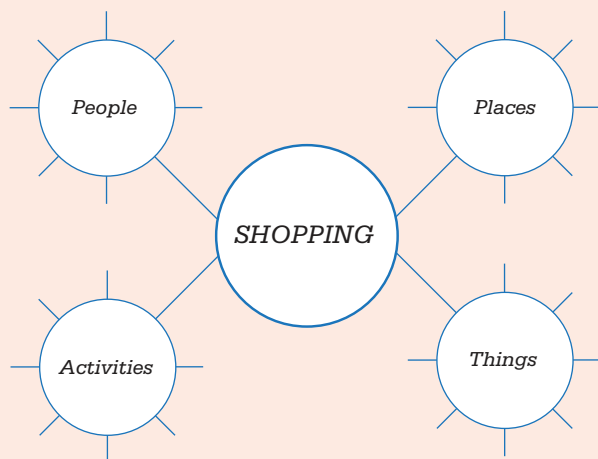
- phrases for expressing opinions
- addition and contrast linkers
- present perfect

MY COUNTRY ■ Daily life and shopping

I can understand a text about shopping in Kazakhstan.

- 1 Check the meaning of these words from the text in a dictionary. Then add the words to the correct category.

buy bazaar flea market seller
sample customer product haggle
stall pay mall offer bakery order



- 2 1.26 Read and listen to the text. What advantages of shopping malls does the author mention?
- 3 Read the rule and complete the table with indefinite pronouns from the text. What is the difference between indefinite pronouns with *some-* and *any-*?

Indefinite pronouns refer to people, things or places without saying exactly who, what or where they are.

Indefinite pronouns		
1 _____	everyone	everywhere
2 _____	someone	somewhere
anything	anyone	4 _____
nothing	3 _____	nowhere

- 4 Choose the correct indefinite pronouns.

- 1 Anyone / No one knows exactly how many bazaars are there in Kazakhstan.
- 2 Did you buy **something** / **anything** from the MEGA mall today?
- 3 I've looked **nowhere** / **everywhere**, but I can't find my wallet.
- 4 We've never been to Aktobe and we don't know **anyone** / **someone** who lives there.
- 5 I don't like this market. Let's go **somewhere** / **nowhere** else.

- 5 Work in pairs. Ask and answer the questions.

- 1 How often do you go shopping?
- 2 Do you go alone or with friends?
- 3 Where do you usually go shopping? Do you prefer bazaars and markets, or shopping malls? Why?
- 4 What is the last thing you bought?

LET'S GO SHOPPING!

When tourists visit the big cities of Kazakhstan, they always stop to **buy** some souvenirs at one of the lively **bazaars** and **flea markets**. You can find **everything** here – spices, food, household items, clothes, electronics, beautiful handmade carpets. Zelyony Bazaar in Almaty, for example, is a popular food market. It is the best place to try traditional Kazakh cuisine, such as horse sausage, 'Kazakh meat', manti and kumis. You won't find better kumis **anywhere** in the city! The **sellers** often give free **samples** to the **customers**. They know that their **products** are good and that once you have tried the sample, it will be difficult to walk away without buying **something**! Things might seem expensive at first, but you can **haggle** over the price with the **stall** owner and **pay** less. There are many other interesting markets all over the country, like Samal Bazaar in Shymkent and the Central Bazaar in Astana.



In recent years, some of the flea markets have been replaced with large shopping **malls**. These modern buildings **offer** a completely different shopping experience. **No one** haggles in the mall, but you can often get discounts in the sales. The shops are open until late, so you can do your shopping any time you want. If you need a break from shopping, there are a lot of cafés, **bakeries** and restaurants where you can **order** both local and international food. Another advantage of malls is that they have entertainment facilities, like cinemas and sports centres. At the Khan Shatyr mall in Astana, there is even an aqua park with a beach, while Keruency Aktobe has a skating rink. In other cities there are MEGA malls. All the shopping malls are very popular, especially with young people. For example, more than 30,000 people visit Keruency every day, and a lot of them are teenagers. They come here to buy cool new clothes and gadgets, meet friends, watch a film or just hang out.

CLIL ■ Technology: The internet – wikis

I can write and edit wikis.

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

content use go live
double-check update

- 2  1.27 Read and listen to the text. Check your answers to exercise 1. Then match the headings 1–4 with paragraphs A–C. There is one heading that you do not need.

- 1 What is *Wikipedia*?
- 2 Wiki – a free online encyclopedia
- 3 *Wikipedia* – advantages and disadvantages
- 4 What is a wiki?

- 3 Read the text again and answer the questions.

- 1 What's the origin of the word 'wiki'?
- 2 What's internet vandalism?
- 3 How was *Nupedia* different from *Wikipedia*?
- 4 What happened in 2001?
- 5 What advantages has *Wikipedia* got compared to a printed encyclopedia?
- 6 Why can the information on *Wikipedia* sometimes be inaccurate?

- 4 **ACTIVATE** Follow the instructions and create your own wiki.

- 1 Think of four interesting facts about one of the topics in the box. Then write a short text (wiki) about the topic.

your school an online game a celebrity
a social networking site the internet
a TV programme

- 2 Exchange your wiki with a partner.
- 3 Read the wiki and make two changes. Remember you can add, delete, or edit facts.
- 4 Exchange your wikis again. Read your wiki and check that the language is correct.



An ever-changing document

A ____

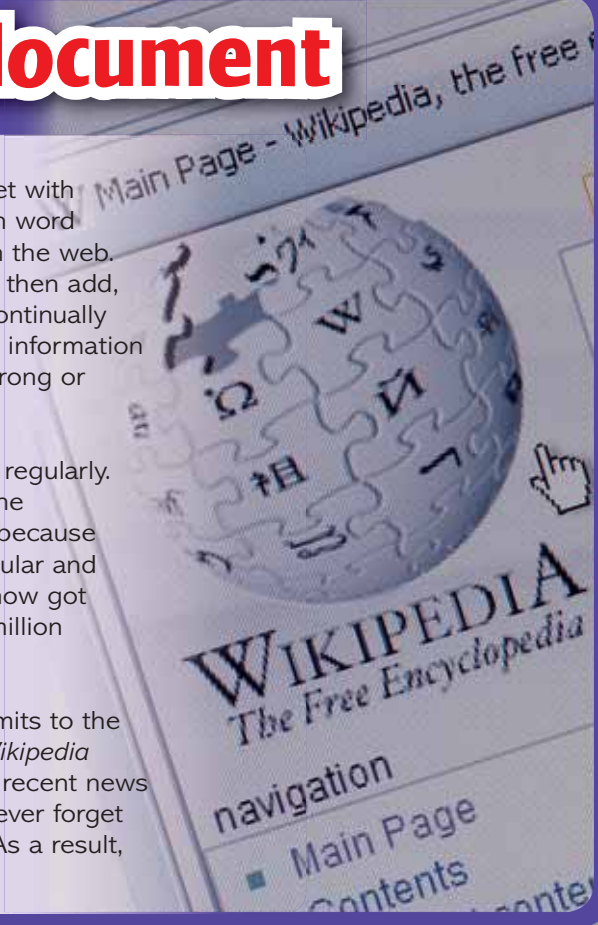
A wiki is a webpage that anyone can create on the internet with simple software. The word 'wiki' comes from the Hawaiian word for 'quick'. As soon as you've written a wiki, it can ¹ ____ on the web. Anyone who reads a wiki can click on 'Edit this page' and then add, delete, or edit any of its ² _____. This means that wikis are continually changing. Most of the changes are necessary to keep the information up to date, but internet vandalism – changes which are wrong or offensive – can be a problem.

B ____

Wikipedia is familiar to most people who ³ ____ the internet regularly. *Wikipedia* started in 2000 as part of *Nupedia*, a free, online encyclopedia written by experts. *Wikipedia* was different, because ordinary people wrote its content. It was immediately popular and became an independent website in 2001. *Wikipedia* has now got articles in over 250 languages, including more than 2.5 million articles in English alone.

C ____

Wikipedia is growing bigger every day and there are no limits to the topics it covers. Because people ⁴ ____ wikis all the time, *Wikipedia* contains information about the very latest things, such as recent news events or advances in technology. However, you should never forget that *Wikipedia* is a wiki and anyone can write and edit it. As a result, you should always ⁵ ____ facts before using them.



Vocabulary

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

download online games posted engines
email website blog message

- Have you received an ___ from your brother recently?
 - Can you help me ___ this music?
 - Do you ___ people or send emails?
 - I've created a ___ and friends can leave comments on it.
 - My sister plays ___ all the time.
 - A friend ___ a message on my blog.
 - What search ___ do you use?
 - I've posted photos of my dog on my personal ___.
- 2 Choose the correct words.
- A **hacker** / **virus** is a type of online criminal.
 - I use **spam** / **anti-virus software** to protect my computer.
 - You can stop a lot of **spam** / **hackers** with a filter.
 - It's a good idea to change your **software** / **password** quite often.
 - A **firewall** / **virus** is a dangerous computer program.
 - I've got a **firewall** / **an inbox** to protect against phishing.

Language focus

- 3 Write affirmative or negative sentences using the present perfect.

- My mum / create / a blog
- My friend / send / me / a lot of emails
- We / not download / videos
- I / play / an online game once
- My grandparents / not use / the internet
- My friends / make / money on the internet / a few times

- 4 Write questions and short answers for the sentences in exercise 3. Use *ever*.

Has your mum ever created a blog?
No, she hasn't.

Communication

- 5 Match sentences 1–6 with responses a–f.

- This tablet costs only ¥20,000.
 - Does the price include postage and packing?
 - Do you accept payment by credit card?
 - What are you doing on my computer?
 - Have you got the same phone in blue?
 - Which of these two products is better?
- No, you have to pay for the delivery.
 - I'm just browsing through an online catalogue.
 - This one has got really good customer reviews.
 - It's a real bargain!
 - Unfortunately the **blue model** is sold out.
 - No, I'm sorry. You have to pay cash.

Listening

- 6  128 Listen to an interview with a mystery shopper and complete the notes.

Mystery shopper

Miss X is from ¹___ and she goes to a state secondary school. She's ²___ years old now and she became a mystery shopper ³___ years ago.

Mystery shoppers are people who get paid to visit shops and pretend they are regular ⁴___. Their job is to **assess** the quality of service in shops, for example, how ⁵___ the shop is and if the shop assistants are ⁶___. Sometimes they also write ⁷___ of the products they have bought. Mystery shoppers don't usually earn very much, and not all shopping experiences are pleasant. Once Miss X had problems with a product which she bought ⁸___.

It's not difficult to become a mystery shopper, but you have to be ⁹___ because some companies are fake and might send you a lot of ¹⁰___ messages.



Listening

- 1 Look at the photo. What type of event is this? Have you ever been to events like this?

- 2 1.29 Listen to a conversation. Who went to the *FourE* festival last year?

- 3 1.29 Listen again and complete the sentences.

- 1 The *FourE* festival is going to take place near ____.
- 2 At the festival, there will be music, dancing and ____ classes.
- 3 You can buy tickets for the festival ____.
- 4 Dilnaz has borrowed a ____ from her mum.
- 5 Dilnaz thinks the food they sell at the festival is ____.
- 6 Ben is going to buy some ____, cans of tuna and some cheese.
- 7 They're getting to the festival site by ____.
- 8 They need ____ clothes for the Holi celebration.

Speaking

- 4 Work in groups of three and prepare a conversation. Imagine you are going to a music festival. One of you was there last year and is organizing the trip.

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

A Tell B and C your plans.

B Ask for more details about the festival.

A Reply.

C That sounds ...!

A Invite B and C.

B Accept.

C Ask where people stay.

A Reply.

C Offer to help.

A Ask C to find you a place to stay.

C Reply.

B Offer to find transport.

A Reply.

Writing

- 6 Write a comment on a festival website. Describe your festival experience. Mention one thing about the festival organization that you didn't like and suggest a way of improving this for next year. Begin like this:

I went to ... in ... It was fantastic and the music was ... The only problem was ...

Entertainment and media

Start thinking

- 1 What's a *reality show*?
- 2 How much TV do you watch?
- 3 What are the most popular TV programmes in your country?

Aims

Communication: I can ...

- exchange opinions about TV.
- understand a text about reality TV.
- talk about past events.
- understand and present news.
- talk about what people were doing.
- talk about my news.
- write a news item.

Vocabulary

- Television
- On TV

Language focus

- *was, were, there was, there were*
- Past simple
- Past continuous
- Past simple and past continuous

Creativity and skills



My country
What's on TV?

⇒ Page 40



CLIL
Technology: Television

⇒ Page 41

VOCABULARY AND LANGUAGE FOCUS

Television

I can exchange opinions about TV.

- 1 Study the words in **blue** in the *TV Quiz*. Then put them in the correct list.

Equipment	People	On TV
<i>screen</i> 1 ____ 2 ____	<i>audience</i> 3 ____ 4 ____ 5 ____ 6 ____	<i>episode</i> 7 ____ 8 ____ 9 ____ 10 ____ 11 ____ 12 ____

- 2 130 Do the *TV Quiz* with a partner. Then listen and check your answers.
- 3 130 Complete the key phrases with the words in the box. Then listen to the first part of the conversation again and check.

sure my so with don't think

KEY PHRASES Comparing opinions

In 1 ____ opinion, (there are a lot).
I think (the answer is a).
I agree 2 ____ you.
I 3 ____ agree.

I 4 ____ so, too.
I'm not 5 ____.
I don't think 6 ____.

TV QUIZ

- 1 The biggest TV **audiences** in Kazakhstan last year were for ...
 - a sports **programmes**.
 - b comedy **shows**.
 - c news programmes.
- 2 In 1958, there was only one TV **channel** in Kazakhstan. Now there are ...
 - a between 20 and 30.
 - b between 1,000 and 1,200.
 - c between 100 and 200.
- 3 For a long time, *Tom and Jerry* were the most popular comedy **characters** in the world. When was the first episode of *Tom and Jerry* on TV?
 - a 1930 b 1940
 - c 1960
- 4 There was a historic TV **broadcast** in 1969. Why was it special?
 - a It was the first TV broadcast.
 - b It was from the moon.
 - c It wasn't silent.



- 4 Work in pairs. Compare opinions about 1–8. Use the key phrases in exercise 3.

In my opinion, the best channel is Channel 31.

I don't agree with you. I think Kazakh TV is the best.

- 1 the best channel
- 2 the best show
- 3 the best presenter
- 4 the best advert
- 5 the worst presenter
- 6 the funniest character
- 7 the most boring programme
- 8 the channel with the most adverts



- 5 When was the first **advert** on TV and what was it for?

- a 1901 (a bicycle) b 1981 (a toy)
c 1941 (a watch)

- 6 Which invention was popular with TV viewers in 1950?

- a The first flat **screen** televisions.
b The first TV **cameras**.
c The first **remote controls**.

- 7 The singing competition *The Voice* was on TV for the first time in 2010 in the Netherlands. Why was it popular?

- a The **participants** weren't famous singers.
b The **viewers** could choose the songs.
c The **presenter** was very famous.

- 8 *Kazakh Khanate* was the first historical TV **series** made in Kazakhstan. Who are the main characters?

- a Genghis Khan and Tamerlane
b Baraq and Abul-Khayr
c Zhanibek and Kerei

Finished?

Write a paragraph giving your opinion about TV in your country.

was, were, there was, there were

- 5 Complete the sentences from the quiz. How do we make negative and question forms?

- 1 It ___ from the moon.
- 2 It ___ silent.
- 3 The participants ___ famous.
- 4 ___ it in 1901?
- 5 When ___ the first advert on TV?
- 6 Tom and Jerry ___ the most popular comedy characters.
- 7 There ___ a historic TV broadcast in 1969.

More practice → Workbook page 25

- 6 Complete the dialogue with *was / wasn't* and *were / weren't*.

- Dan There ¹ ___ a new show on TV yesterday.
Kim Really? What ² ___ it?
Dan It ³ ___ a new reality show.
Kim ⁴ ___ it the one on an island?
Dan No, it ⁵ ___ that one. It ⁶ ___ called *Stars*.
Kim Oh, yes? ⁷ ___ there any interesting participants on it?
Dan No, there ⁸ ___, and the presenters ⁹ ___ terrible. They ¹⁰ ___ funny at all.
Kim Oh, dear! It's lucky I ¹¹ ___ at home then! I ¹² ___ at the cinema!

- 7 Complete the questions with the words in the box. Then ask and answer with a partner.

Were there Who were ~~Was there~~
What was How was What were

Was there anything good on TV yesterday? What?

- 1 ___ the best TV programme you watched last week? What was it about?
- 2 ___ your favourite TV programmes when you were a child? Why?
- 3 ___ the characters on these programmes?
- 4 ___ TV different in the past?
- 5 ___ other forms of entertainment before TV?

Was there anything good on TV yesterday?

Yes, there was a good episode of Misfits. It was very funny.

- 8 **ACTIVATE** Work in pairs and write a quiz about TV in your country. Then swap with another pair and do their quiz. Use the key phrases.

- 1**  1.31 Look at the photos and the title of the text. What do you think the text is about? Choose the correct answer. Then read, listen and check your answer.

- a Reality shows that teenagers like best.
- b How reality shows choose young participants.
- c Using young people in reality shows.

- 2** Read the text again and choose the correct answers.

- 1 The early reality TV shows were ...
 - a only for adults.
 - b entertaining.
 - c embarrassing for participants.
- 2 People take part in reality shows because ...
 - a they are funny.
 - b a lot of people watch them.
 - c they receive money.
- 3 In *Kid Nation*, the TV company gave money to ...
 - a the youngsters' parents.
 - b all the young people.
 - c the best participants.
- 4 *Kid Nation* shocked many people because ...
 - a it was cruel.
 - b the channel made a lot of money.
 - c the show used children to make money.
- 5 The writer thinks that the problem with reality TV is that ...
 - a it is shocking.
 - b it makes a lot of money.
 - c it attracts big audiences.

- 3 BUILD YOUR VOCABULARY** Write the past forms of the verbs in the box. Then read the text again and check. Which past forms are regular and which are irregular?

live make show choose leave love
win try broadcast become attract
solve receive follow do

lived – regular made – irregular

- 4** Make a list of ten verbs and write the past forms. Check in the irregular verbs list in the Workbook. Then test your partner.

What's the past of 'take'?

Took.

Pronunciation: Past tense -ed endings

→ Workbook page 98

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

- 1 Do you think reality shows are cruel or embarrassing for the participants?
- 2 Do you think there should be a minimum age for participants in reality shows? Why / Why not?
- 3 Why do people like reality shows?
- 4 Which reality shows are popular in your country? Are they good?
- 5 Would you like to be in a reality show? Why / Why not?

HARD REALITY

Teenagers in reality shows

Reality shows use ordinary people instead of actors and this is nothing new. The first reality show, called *Candid Camera*, was in 1948 and it showed ordinary people in funny situations. In 1950, the reality show *Beat the Clock* became a huge success. Participants did amusing, but fun, tasks within a time limit. These early shows were entertaining and participants and viewers loved them. But today's shows are different. Shows like *Big Brother* or *Survivor* are often cruel or embarrassing for the participants. So why do thousands of people want to take part in them? The answer is money. TV companies pay people to take part. Perhaps this is alright when the participants are adults, but it's different when they're children or teenagers.



- 1 Complete the sentences from the text. Which words do we use to form the negative and question forms? Find more past simple sentences in the text.

- 1 Cameras ___ them everywhere.
- 2 The show ___ big audiences.
- 3 The TV company ___ a second series.
- 4 ___ the young people ___ the experience?

More practice ⇌ Workbook page 25



In the reality show *Kid Nation*, forty young people between the ages of eight and fifteen lived together in an abandoned town for forty days. The young people tried to organize their life without adults, and cameras followed them everywhere. The youngsters all received \$5,000 for taking part in the show. In every episode, a participant who solved problems and made decisions won a prize of \$20,000. The group chose this person. Did the young people enjoy the experience? It seems that some participants left before the end of the series because they didn't like it. They were lonely and unhappy.

The TV company didn't make a second series of *Kid Nation*. Many people were shocked and said that it was wrong to use children for fun and profit. Nevertheless, the show attracted big audiences and the channel that broadcast it made a lot of money. Perhaps that's the problem with reality TV shows now – the more they shock, the more successful they are.

- 2 Complete the sentences with the past simple form of the verbs in brackets.

- 1 He ___ part in a reality show. (take)
- 2 They ___ the end of the programme. (not see)
- 3 She ___ a million tenge on a TV show. (win)
- 4 We ___ the new series on Perviy Kanal. (not like)
- 5 I ___ a film of my friends on holiday. (make)

- 3 Complete the text with the past simple form of the verbs in the box.

love broadcast compose sing not speak
become appear finish win

Singer 2017

In most reality shows, the participants are ordinary people, but the contestants in *Singer 2017* **were** famous even before they ¹ ___ on the programme. The Chinese Hunan TV ² ___ the first episode of the show on 10 January 2017. There were participants from Hong Kong, Taiwan, Chengdu, Guangzhou and other Chinese cities, but the singer who ³ ___ the first round was Dimash Kudaibergen from Aktobe, Kazakhstan. With his amazing voice, he quickly ⁴ ___ the viewers' favourite. Dimash ⁵ ___ songs in Russian, Mandarin, English, Italian, French and, of course, Kazakh. Everybody ⁶ ___ his performance of the folk song *Daididau* in episode 7, even though most people in the audience ⁷ ___ the Kazakh language. Dimash isn't just a singer – he can play the dombra and he also writes music. He ⁸ ___ the song for episode 10 himself. Although Dimash ⁹ ___ second in the competition, many people think he was the real star of the show.



- 4 **ACTIVATE** Think about the first reality show you ever saw. Write a short description of the programme. Read it to a partner. Can your partner guess the name of the show?

The first reality show I ever saw was a singing competition. I watched it on Perviy Kanal.

Was it the X Factor?

Finished?

Write sentences about five things that you did last week.

Last Monday, I went to the cinema.

- 1 Complete the table with the words in the box and your own answers. Then ask and answer with a partner.

drama series talent show reality show
chat show medical drama documentary
film cartoon weather forecast sitcom
quiz show game show sports programme
soap opera the news

Type of programme	Your favourite programme	When did you last watch it?
drama series documentary	CSI: Miami	last night

What's your favourite drama series?

I like CSI: Miami.

When did you last watch it?

I watched it last night.

- 2 1.32 Listen. What types of television programme do you hear?
- 3 1.33 Look at photos A–D. What do you think the news stories are about? Listen to the news and check.



A lion escaped from a zoo yesterday. It disappeared into a forest. A man saw ...

STUDY STRATEGY ■ Listening for specific information

- 4 Read the questions in exercise 5 and underline important words for meaning.
- 5 1.33 Listen again and choose the correct answers.
- Who was wearing a green hat?
a Peter Rabbit b Billy Evans
c the Queen
 - People ____ when it started snowing.
a slept in their cars b were driving home
c were making tea
 - Were the police doing anything?
a No, they weren't. b Yes, they were.
c They weren't there.
 - The robber was ____ when Mrs Banks stopped him.
a lying on the ground
b running to the door
c shouting at the assistant
 - What was the man doing in the park?
a He was sitting under a tree.
b He was looking for a friend.
c He was walking to work.
- 6 **ACTIVATE** Choose one of the photos A–D. Present the news item to your partner.

Past continuous

- 1 Complete the sentences from exercise 5 on page 36 with the words in the box. Then choose the correct words in the rule.

weren't doing were was Were

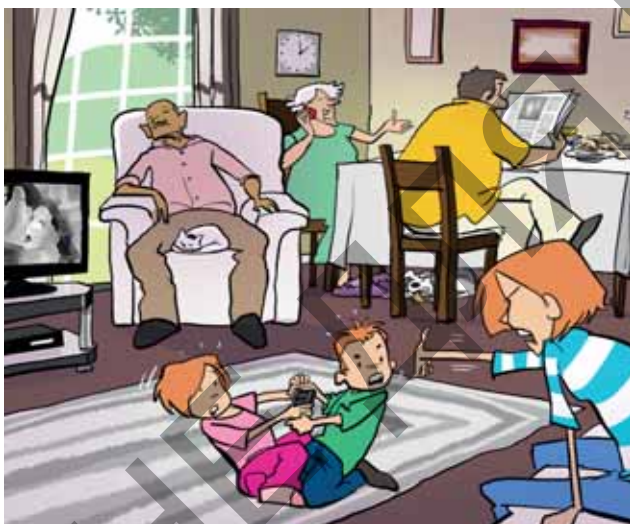
- 1 People ___ driving home.
- 2 The robber ___ running to the door.
- 3 ___ the police doing anything?
- 4 They ___ there.
- 5 What was the man ___ in the park?

○ RULE

We use the past continuous when we talk about **short actions / actions in progress** in the past.

More practice ⇌ Workbook page 27

- 2 Look at the picture. What were the people doing at 2 p.m. yesterday? Write sentences. Then ask and answer with a partner.



Dad / chat on the phone
Dad **wasn't chatting on the phone**. He **was reading the newspaper**.

- 1 Grandma / listen to music
- 2 Mary / watch a film on TV
- 3 The dog / eat under the table
- 4 Tom and Jen / fight for the remote control
- 5 Mum / read newspaper
- 6 Grandad and the cat / sleep

Was Dad chatting on the phone at 2 p.m. yesterday?

No, he wasn't. He was reading the newspaper.

- 3 Write questions using the past continuous. Then listen to part of a film and answer the questions.

- 1 Was / Dave (joke)?
- 2 Where / Jane (go)?
- 3 What / she (carry)?
- 4 How much money / she (carry) in it?
- 5 How many people / (work) in the gang?
- 6 Where / Pete (stand)?

Past simple and past continuous

- 4 Match examples 1–3 with descriptions a–c. Which tenses do we use in each sentence?

- 1 I was driving home when the traffic stopped.
 - 2 The Queen was wearing a funny green hat.
 - 3 A man with a gun walked into the bank at 9.30.
- a An action in progress in the past.
b A finished action in the past.
c A short, finished action and a longer, continuous action.

More practice ⇌ Workbook page 27

- 5 Write sentences with *when / while* and the prompts.

- Mum / sleep / I leave home
My mum was sleeping when I left home this morning.
- 1 friend / arrive / I do homework
 - 2 the teacher / talk to us / bell ring
 - 3 Dad turn off the TV / we / watch *House*
 - 4 friends / play chess / we arrive
 - 5 I / listen to music / brother / phone

- 6 **ACTIVATE** Work in pairs. Write a story about the family in the picture in exercise 2. Use the past simple and the past continuous tense and *when / while*. Tell your story to the rest of the class.

○ Finished?

Imagine you looked at five different TV channels. What was happening on each one?

There was a sports programme on KAZsport. Zarina Diyas was winning the match against Venus Williams.

SPEAKING ■ My news

I can talk about my news.

- 1 Look at the photo. Caitlin is telling Tom her news. Can you guess what it is about?

- 2  1.35 Listen to the dialogue.
Why is Caitlin happy?

Tom Hi, Caitlin. You look happy.
Caitlin Oh, yes. I've got some amazing news.
Tom Really? Tell me all about it.
Caitlin Well, I sent a CD with my songs to the talent show on Channel 9 a month ago.
Tom Yes. What happened?
Caitlin Well, I had an audition yesterday.
Tom You're kidding! How did it go?
Caitlin It was really good. Five other people were auditioning, too.
Tom That's good news.
Caitlin Yeah. What about you? What's your news?
Tom Oh, no news, really. So, maybe see you soon on TV?
Caitlin Yes, maybe! See you around.
Tom Bye, Caitlin. Good luck.



- 3 Complete the key phrases from the dialogue. Who says them? Then practise the dialogue with a partner.

KEY PHRASES ■ Talking about news

You ¹ ___ happy / fed up / pleased.
I ² ___ some amazing / good / bad / terrible news.
Really?
Tell me ³ ___ it.
What happened?
You're ⁴ ___!
How did it ⁵ ___?
That's good ⁶ ___.
What's ⁷ ___ news?

- 4  1.36 Listen and choose the correct answers.

- 1 a That's terrible! b Good luck.
c That's brilliant!
2 a Really? b Sorry to hear it.
c Good for you!
3 a How did it go? b Tell me all about it.
c That's good news.
4 a Tell me all about it. b We'll see.
c What about you?
5 a You're kidding! b That's bad news.
c What happened?

- 5  1.37 Read and listen to the dialogues. Then practise mini-dialogues for situations 1–5 with a partner.

Jane Hi, Nick. How are things?
Nick Fine, thanks. I've got some good news. We won the basketball final.
Jane That's brilliant! Congratulations!

Luke Hi, John. You don't look happy.
John No, someone stole my moped while I was shopping yesterday.
Luke Oh, that's bad news! Sorry to hear it.

- 1 (pass) my music exam
2 (win) a prize
3 (lose) £4,000
4 (break up) with my boyfriend / girlfriend
5 (record) a CD

- 6 **ACTIVATE** Prepare a new dialogue with a partner. Use one of the situations in exercise 5 or your own ideas. Practise your dialogue. Then change roles.

Tunnel chaos

This was the dramatic scene last night on a train in the Channel Tunnel between France and England. More than five hundred passengers were stuck for hours when a train broke down.

The incident happened late yesterday afternoon. The train suddenly stopped while it was travelling through the tunnel.

At first, passengers waited calmly, but after several hours the situation

became very difficult. There was no food or water and there weren't enough toilets on the train. Then the rescue services arrived and they transferred people onto another train as soon as they could.

After sixteen hours, all the passengers were finally off the train. Later, one of them said, 'People were sleeping on the floor and children were crying. It was terrible.'



1 Read the model text and answer the questions.

- 1 Where can you find a text like this?
 - a In a magazine.
 - b In a film guide.
 - c In a newspaper.
- 2 Where and when did the incident happen?
- 3 What were the conditions on the train?
- 4 What did the rescue services do?
- 5 How did the passengers react?

2 Study the key phrases. Put them in the order of the text. Then read the model text again and check.

KEY PHRASES ■ Writing a news item

- a The incident happened (late yesterday afternoon). ____
- b People were (sleeping) and ... ____
- c There was no ... and there weren't ... ____
- d This was the dramatic scene ... ____
- e Later, one of them said, ... ____

Language point: Time connectors

3 Find these words in the model text. When do we use them? Choose the correct answers in sentences 1–6.

when while as soon as later at first
after then finally

- 1 At first people were calm, but **later** / **after** they became angry.
- 2 The rescue services arrived at the scene **as soon as** / **while** they could.
- 3 The passengers **finally** / **then** arrived in London.
- 4 The train stopped, **then** / **at first** the lights went out.
- 5 **When** / **While** the train stopped, people weren't worried.
- 6 **After** / **Then** the incident, the train company apologized to the passengers.

4 ACTIVATE Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a news item about the incident in photo B or C on page 36 or use your own idea.

B THINK AND PLAN

- 1 Where, when and why did the incident happen?
- 2 What caused the incident?
- 3 What were conditions like?
- 4 How did people react? What were people doing?
- 5 What happened in the end?
- 6 What did people say?

C WRITE

Paragraph 1: Introduction

This was the dramatic scene ...

Paragraph 2: The incident

The incident began ...

Paragraph 3: Conditions

At first ...

Paragraph 4: Conclusion and reaction

After ... hours ...

D CHECK

- time connectors
- past simple and past continuous

MY COUNTRY ■ Entertainment and media

I can understand a text about TV programmes and films in Kazakhstan.

- 1  1.38 Choose the correct words to complete the text. Use a dictionary to help you. Then listen and check your answers.

- 2  1.38 Listen again. Match the people with the statements. Write G (Gulnara), K (Kuanysh) or D (Dinmukhamed).

- 1 ___ sometimes watches TV with other people.
- 2 ___ thinks reality shows are very interesting.
- 3 ___ sometimes watches a film more than once.
- 4 ___ watches different programmes on the same TV channel.
- 5 ___ sometimes watches programmes in which famous people answer questions about themselves and their work.

- 3 Study the sentences from the text. Then complete the rules.

I used to watch X Factor, but at the moment my favourite show is Dance, Kazakhstan! on Khabar.

I didn't use to like sport until I saw a documentary about boxer Yermakhan Ibraimov.

- 1 We use *used to* to talk about habits and states in the **present / past**.
- 2 We form negative sentences and questions with *didn't / wasn't*.

- 4 Complete the sentences with the correct form of *used to* and the verbs in brackets.

- 1 The first films were made in the 1890s and they _____ (have) sound.
- 2 _____ (you / watch) cartoons when you were a child?
- 3 We _____ (play) video games, but now we think they are boring.
- 4 I _____ (like) medical dramas, but now I do.
- 5 There _____ (be) a cinema in the town centre, but it closed down a year ago.

- 5 Work in pairs. Ask and answer the questions.

- 1 How often do you watch TV?
- 2 What programmes did you use to watch when you were younger?
- 3 What are your favourite programmes now?
- 4 Do you think young people spend too much time watching TV?

1 Gulnara, 17

I am a big fan of reality shows, chat shows and talent shows. I used to watch X Factor on Perviy Kanal, but at the moment my favourite show is *Dance, Kazakhstan!* on Khabar. There are some very talented people in Kazakhstan and these programmes give them an opportunity to show ¹up / off / in their skills. Dimash Kudaibergen, for example, has an amazing voice and has won several singing competitions, but he only became internationally famous after coming second in the Chinese talent show *Singer 2017*. After that, his career really took ²after / back / off and now he is one of the most popular young singers in Kazakhstan.



2 Kuanysh, 15

I sometimes turn ³off / down / on the TV to check the weather forecast or listen to the news, but I prefer to watch films on my computer. My parents used to buy a lot of DVDs and I've come ⁴across / back / in some interesting old films in their collection, like *Nomad* and *Ulzhan*. My favourite film is *Warriors of the Steppe: Myn Bala*. I think I've watched it more than ten times! It's about a young warrior called Sartay whose parents were killed by the Zhongars when he was a little boy. After his village was destroyed, Sartay grew ⁵out / up / back in the mountains together with a small group of other survivors. With the help of his friends Taimas and Korlan, he fights to free Kazakhstan from the Zhongars.



3 Dinmukhamed, 16

I've got a TV in my room, but the only channel I ever watch is KAZsport. My favourite football team is Tobol Kostanay and I watch all their matches. Sometimes my friends come ⁶from / over / back and we watch the game together. There are also live broadcasts of major international sporting events, and interesting documentaries about famous sportspeople. Actually, I didn't use to like sport until I saw a documentary about boxer Yermakhan Ibraimov when I was twelve – I wanted to be strong like him, so I took ⁷off / on / up boxing. I'm not into TV programmes like soap operas and sitcoms, but I sometimes go to the cinema to watch the latest films. I love the films of Timur Bekmambetov, especially *Night Watch* and *Wanted*.



CLIL ■ Technology: Television

I can talk about television technology in my country.

- 1 Check the meaning of the words in the box. Then match them with photos A–F.

radio waves aerial binary code
satellite dish decoder interference

- 2  1.39 Read and listen to the text. Are words and phrases 1–6 connected with analogue TV (A) or digital TV (D)?

- 1 not many channels
- 2 not much interference
- 3 decoder
- 4 worse picture quality
- 5 radio waves
- 6 clear images



Broadcasting for the future



When television first started, the system of broadcasting was analogue. This meant that a TV aerial received radio waves from the TV companies. These transformed into sound and images on the TV screen. At the time, the system was revolutionary, but it wasn't perfect. It couldn't transmit many channels and the quality of the pictures was sometimes poor because of interference. For a long time there was only analogue TV, but at the end of the 1990s, digital television arrived.

Digital TV doesn't use radio waves. Instead, it converts sound and images into binary code. This is a computer language which only consists of zeros and ones and broadcasters can use it to send a lot of information very quickly. This digital information arrives at a TV via an aerial, a cable, a satellite dish, or broadband. Then a decoder converts the information back to sound and images. Decoders are either inside a TV or computer, or in a separate box which is connected to it.

Digital broadcasting is much better than the analogue system. There are a lot more channels because the TV companies can transmit much more information. The quality of the images and sound is much higher because there is less interference. Picture quality is even better on a high definition TV (an HDTV) than on a standard TV, so viewers can enjoy cinema-quality pictures in their own home.

- 3 Read the text again and answer the questions.

- 1 What type of broadcasting uses radio waves?
- 2 What problems were there with this system?
- 3 What is binary code?
- 4 How can TVs receive digital information? Name four routes.
- 5 Does a decoder have to be inside a TV? Explain your answer.
- 6 What's the difference between an HDTV and a standard TV?

- 4 Read the activities in 1–3. Compare the technology that was available in the past with the technology that is available now.

watching films at home

In the past, people watched films at home on video cassettes. After that, people mainly used DVDs.

These days, people often watch films online.

- 1 listening to music
- 2 communicating with friends
- 3 photography

- 5 **ACTIVATE** Answer the questions.

- 1 What type of TV is most common in your country, digital or analogue?
- 2 Where can you receive cable TV? What are the advantages of it?
- 3 What technology has your home got for receiving TV?
- 4 Which are more common in your area, aerials or satellite dishes?

Vocabulary

1 Complete the dialogue with the words in the box.

participants remote control adverts show
episode programme channels

Ken Can I change ¹___? I hate watching ²___.
Kate But there's a good ³___ on in a few minutes.
Ken What is it?
Kate A reality ⁴___ called *The Farm*. The ⁵___ are famous people.
Ken But there's the next ⁶___ of my favourite series on Channel 6.
Kate Oh, all right. Here's the ⁷___!

2 Reorder the letters to make TV programmes.

1 cmaordunyet ___ 5 het wesn ___
2 naltet hsw o ___ 6 smitoc ___
3 otaorc n ___ 7 lfmi ___
4 mdara risees ___ 8 psrost gamroprme ___

Language focus

3 Complete the sentences using the past simple form of the verbs in brackets.

1 There ___ (be) a talent show on TV last night.
2 In the 1980s, TV programmes ___ (not be) in black and white.
3 We ___ (not watch) TV yesterday.
4 I ___ (meet) my friends after school.
5 My mother ___ (take) part in a reality show.
6 He ___ (not complain) when I ___ (change) channels.

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

Was there a talent show on TV last night?
Yes, there was.

5 Complete the sentences using the past simple or the past continuous form of the verbs in brackets.

1 Ilyas ___ (watch) the news when I ___ (arrive).
2 Aizere ___ (not wear) her hat when I ___ (meet) her.
3 I ___ (not go) to school because I was ill.
4 ___ (you see) the sports programme last night?
5 We ___ (break) the TV when we ___ (argue).
6 My mum ___ (change) the channel while I ___ (watch) a good film.

Communication

6 Choose the correct answers.

1 What happened?
a It was great! b I won a prize.
c No, I didn't.
2 You look pleased.
a I'm fed up. b It's fantastic.
c I've got some good news.
3 I think she's the best presenter on TV.
a He's awful! b I agree with you.
c Not really.
4 What's your news?
a Nothing much. b That's good.
c Really?
5 Was there anything good on TV yesterday?
a It wasn't. b Yes, it was.
c Yes, there was.
6 I've got some bad news.
a That's good news. b What happened?
c I'm not sure about that.

Listening

7 1.40 Listen to four people talking about television. Match speakers 1–4 with sentences a–e. There is one sentence that you do not need.



Speaker 1 ___ Speaker 3 ___
Speaker 2 ___ Speaker 4 ___

a I watched an episode of a drama series last night.
b I want to take part in a reality show.
c Young people today watch too much TV.
d I didn't see a friend on a talent show.
e TV is better today because there are more channels.

- 1  1.41 Read the scripts of three TV programmes and match them with the types of programme in the box. Then listen to the complete programmes.

soap opera weather forecast documentary
chat show comedy sport news film
reality show drama quiz show cooking show

A



- Presenter** Good evening and welcome to *Let's Cook!* Our celebrity chefs tonight are Tahir Nursultanov and Lena Aliyeva from *The Apple House* restaurant in Almaty. What are you cooking for us, Lena?
- Lena** Hello. Tonight, we're going to make an apple and walnut salad. Tomorrow, we're going to cook beef steaks with mashed potatoes and apple sauce. My grandmother gave me this recipe. It was her favourite meal.
- Tahir** And on Thursday night, we'll show you how to make apple pie.
- Presenter** Do you use apples in all your recipes? ...

B



- Presenter** Welcome to *The Front Seat*. I'm Sharon Stewart and my guest tonight is the writer Ryan Williams from Liverpool.
- Ryan** Good evening.
- Presenter** Ryan, you have published several books about famous people already. What are your working on at the moment?
- Ryan** I'm writing a biography of the Kazakh footballer Samat Smakov.
- Presenter** Why did you choose this topic? What is special about this football player?

- 2 Work in groups. Write the script for a TV programme. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Choose one of the programme types in exercise 1 or another type of programme.
- 2 Choose a name for your programme and decide on your roles.
- 3 Write a script for your programme. Include notes on where people are, what they are doing and any sound effects.
- 4 Practise your TV programme in pairs or in groups.

- 3 Present your TV programme to the rest of the class. Which TV programmes are the best?

C



Good evening. It's quite cold in Kazakhstan at the moment. Temperatures are between 2°C and 7°C in the daytime and colder than that at night. It's 3°C in Astana now, but last night, temperatures were around -2° Celsius. That's colder than usual for the season. Right now, it is snowing in ...

Adjectives: personality

I can describe people's personalities.

Sport, health and exercise

Start thinking

- 1 Who are the most famous sportspeople in Kazakhstan?
- 2 What is your favourite sport?
- 3 What personal qualities do you need to become a successful sports person?

Aims

Communication: I can...

- describe people's personalities.
- understand a text about sports fame.
- talk about things that people have done.
- understand an interview about a youth sports academy.
- talk about things I have read, heard or seen.
- identify and describe people.
- write a biography of a sports star.

Vocabulary

- Adjectives: personality
- Nouns and adjectives: personal qualities

Language focus

- Adverbs of degree
- Present perfect + *still, yet, just* and *already*
- *for* and *since*
- Present perfect and past simple

Creativity and skills



My country

National sports

Page 52



CLIL

Language and literature: Newspapers

Page 53

- 1 2.02 Check the meaning of the words in **blue** in the *Face Reading Guide*. Then complete the sentences with adjectives. Listen and check.

- 1 A person who likes investigating things is ____.
- 2 A person who likes being busy in their free time is ____.
- 3 A person who doesn't like meeting new people is ____.
- 4 A person who wants to be successful is ____.
- 5 A person who hasn't got much experience of the world is ____.
- 6 A person who doesn't like giving money to people is ____.
- 7 A person who doesn't accept other people's ideas is ____.
- 8 A person who understands how people feel is ____.

STUDY STRATEGY Identifying cognates and false friends

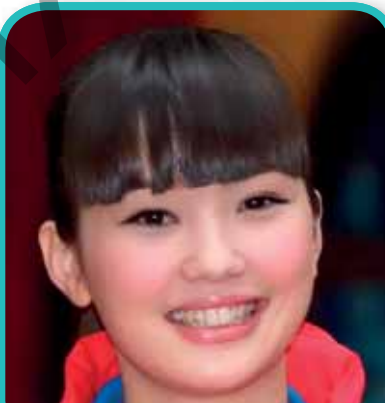
- 2 Study the words in the box and answer the questions.

practical brilliant tolerant curious active

- 1 Are there similar words in your language?
- 2 Are the meanings of the words in your language similar or different?

- 3 Look at the descriptions of the faces below. Use the *Face Reading Guide* and choose the best words in the texts. Then justify your answers.

I think Sabina Altynbekova is friendly because she's got a round face.



Sabina Altynbekova

Description:

Face: quite round

Eyebrows: curved

Eyes: oval, quite wide apart

Mouth: large, round

Analysis:

She's a very ¹friendly / ²serious woman who can be a bit ³sensitive / ⁴shy sometimes. She's cheerful and ⁵practical / ⁶intelligent. She's very ⁷generous / ⁸mean and ⁹tolerant.



Samat Smakov

Description:

Face: square

Nose: wide

Eyebrows: heavy, straight

Eyes: oval, close together

Analysis:

He's usually really ¹determined / ²innocent and ³shy / ⁴confident. He's quite ⁵serious / ⁶cheerful, ⁷active / ⁸not very active and he's also ⁹very curious / ¹⁰ambitious.

Adverbs of degree

- 4 Choose the correct adverbs. What is the position of the adverbs in these sentences?

- 1 It's **incredibly** / **a bit** difficult. Nobody can do it.
- 2 He's **not very** / **quite** tolerant. He doesn't like many of my friends.
- 3 Is that Inna singing? I thought she **wasn't very** / **was really** shy!
- 4 A million euros for me? You're **a bit** / **very** generous.
- 5 Yerassyl is **a bit** / **isn't very** sensitive. Don't say bad things about him.
- 6 Oraz is **incredibly** / **isn't very** tall – over two metres!

More practice ⇌ Workbook page 33

- 5 Rewrite the sentences with the correct adverbs.

I hated that sports programme. It was boring. (really / a bit)

I hated that sports programme. It was really boring.

- 1 One euro! That's mean! (a bit / not very)
- 2 It's a fantastic place. I'm happy that we're here. (a bit / really)
- 3 That new snowboard is expensive. (quite / not very)
- 4 They get up at 6 a.m. That's early. (incredibly / quite)
- 5 He's a big fan of FC Ordabasy. He thinks that they're good. (really / not very)

- 6 Study the key phrases. Then think of two people and complete the key phrases for each person. Use different adverbs of degree.

KEY PHRASES Describing people

She tends to be (quite) ...
 He can be (very) ...
 He's sometimes / always (a bit) ...
 He isn't (very) ...
 My (aunt) can be (incredibly) ...

- 7 **ACTIVATE** Work in pairs. Take turns to describe and guess famous people or someone you both know. Use the key phrases and adverbs of degree.

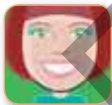
*This person tends to be a bit shy.
 He can be very generous and he's
 always very cheerful.*

I think it's Nursultan.

Finished?

Write a short description of one of the people you discussed in exercise 7.

FACE READING GUIDE

FACE	 Round: friendly sensitive	 Square: ambitious determined	 Triangular: intelligent	 Long: practical sensible
EYEBROWS	 Heavy: serious	 Thin: not very confident	 Curved: curious	 Straight: active
EYES	 Round: innocent	 Oval: intelligent	 Wide apart: tolerant	 Close together: intolerant
NOSE	 Wide: confident	 Small: shy	 Long: curious	 Short: cheerful
MOUTH	 Round: sensitive	 Large: generous	 Narrow: mean	

READING ■ Sports superstars

I can understand a text about sports fame.

- 1 Check the meaning of the words in **blue** in the text. Then read the title of the text. What do you think *in the public eye* means? What kind of people are usually in the public eye?

- 2  2.03 Read and listen to the text and check your answers in exercise 1.

- 3 Read the text again and choose the correct answers.

- 1 What type of text is this?
 - a a description of a celebrity
 - b a review of a sports event
 - c an article about sports fame
- 2 Who are the fans waiting for?
 - a two Kazakh boxers
 - b a Kazakh and an American
 - c a Mexican and a Kazakh
- 3 According to the writer, which celebrities are most popular?
 - a film stars
 - b successful athletes
 - c singers and musicians
- 4 Which event is likely to attract the most viewers?
 - a the FIFA World Cup
 - b the Olympic Games
 - c a boxing match
- 5 What does the writer say about celebrities' influence on teenagers?
 - a It's insignificant.
 - b It's harmful.
 - c It can be positive.

- 4 **BUILD YOUR VOCABULARY** Study the prefixes and suffixes in **blue**. Then complete definitions 1–5 with the words in the box.

can can't across the whole with without not

- 1 point**less** – ___ a point
- 2 **un**defeated – ___ defeated
- 3 world**wide** – ___ world
- 4 success**ful** – ___ success
- 5 dispos**able** – You ___ dispose of it.
- 6 **un**forget**table** – You ___ forget it.

- 5 Complete the sentences. Add the prefixes or suffixes in exercise 4 to the words in the box. There is one word that you do not need.

use power nation sleep predict expected

- 1 Thanks for the advice. I think it'll be very ____.
- 2 I'm very tired. I had a ____ night.
- 3 I know what he will do. He's usually quite ____.
- 4 His victory was completely ____.
- 5 We carried out a ____ survey of teenagers' favourite sports.

- 6 **YOUR OPINIONS** Ask and answer the questions.

- 1 Do you think sports stars are good role models?
- 2 Why are sports so popular?
- 3 What sports do you like to watch? Why?
- 4 Who is your favourite sports star? Why?
- 5 Have you ever met a sports star? Who? Where?

In the public eye

It's four p.m. and thousands of people are queuing up outside a building in the centre of Las Vegas, USA. Reporters and camera crews are standing by eagerly, hoping to capture the arrival of a celebrity. But they aren't waiting for a film star or a famous singer. Tonight, they have come to watch a boxing match between the undefeated Kazakh champion Gennady Golovkin and the Mexican Canelo Álvarez.

This is the age of sports superstars. Athletes like Golovkin and Álvarez are more famous than many actors and musicians. Attendance at sporting events is huge: 3.5 billion people worldwide watched the Olympic Games, and the FIFA World Cup is expected to attract even more viewers.

The crowd in Las Vegas starts cheering. One of the boxers has just arrived. Gennady Golovkin has already won many boxing matches and he is ready for the challenge. In fact, he still hasn't lost a match in the middleweight category. As a **world champion** and **record holder**, he is always in the public eye. In the weeks before an event, newspapers and magazines publish countless stories about his life, his achievements and his family.

While some psychologists think that this obsession with sports personalities is pointless and even harmful, others see the athletes as positive **role models** for young people. Golovkin, for example, has encouraged hundreds of teenagers to take up sport. He has also showed them that it requires a lot of determination and hard work to become successful in any field. Many **rising stars** who haven't had their **big break** yet look up to him for inspiration.

Golovkin's fans give out one last cheer as the boxer walks into the building. And who knows, maybe the next big boxing star will be one of the five million people who are going to watch him fight tonight.

1 Complete the sentences from the text. Then match sentences 1–4 with *a* or *b*.

- 1 One of the boxers has ___ arrived.
 - 2 Gennady Golovkin has ___ won many boxing matches.
 - 3 He ___ hasn't lost a match in the middleweight category.
 - 4 They haven't had their big break ___.
- A This describes an action which hasn't happened.
B This describes an action which has happened.

More practice ➡ Workbook page 33



2 Complete the rules with *still, yet, just* and *already*.

○ RULES

- 1 We use ___ with negative sentences. It goes before *hasn't* / *haven't*.
- 2 We use ___ and ___ with affirmative sentences. They go between *has* / *have* and the main verb.
- 3 We use ___ with questions and negative sentences. It goes at the end of the sentence.

3 Order the words to make sentences.

- 1 the match / hasn't / still / started
- 2 we / have / already / this game / played
- 3 just / Berik / the gym / to / gone / has
- 4 bought / Dana / yet / has / a new bike / ?
- 5 have / already / had / a break / they
- 6 learned / still / to swim / hasn't / Gani
- 7 yet / I / booked / for the match / haven't / tickets

4 Write answers for the questions with *still, yet, just* and *already*. Use your own ideas.

- Why are you happy? (just)
Because I've just won the competition.
- 1 Why isn't your friend here? (still)
 - 2 Why is your friend smiling? (just)
 - 3 Why aren't the students working? (yet)
 - 4 Why are you going to the gym? (yet)
 - 5 Why aren't you having lunch? (already)
 - 6 Why aren't they at school? (still)

5  2.04 **ACTIVATE** Listen to six dialogues and write sentences for 1–6 with the verbs in the box. Use *still, yet, just* and *already*. Then ask and answer with a partner.

finish __ see __ make __ find __ write __ arrive

- | | |
|---------------------|--------------------|
| 1 Tom / dinner | 4 Jonny / the test |
| 2 Simon / at school | 5 Jane / the film |
| 3 Polly / her essay | 6 Joe / a job |

Has Tom made dinner yet?

No, he hasn't. He hasn't decided what to make.

○ Finished?

Write sentences about your day using *still, yet, just* and *already*.

I've already had two lessons today.

- 1 Check the meaning of the words in **blue**. Then read the text and choose the correct words.

Youth Sports Academy

La Masia is a youth sports academy in Barcelona, Spain. The school mixes football training with academic lessons and ¹**creative** / **intelligent** subjects, like art and music. Footballers with a lot of ²**talent** / **good looks** have studied there, like Lionel Messi and Gerard Piqué, but people there say that it isn't a ³**fame** / **style** school'. The school wants to help its students to be ⁴**skilful** / **egotistical** and ⁵**lucky** / **independent**. Students there usually have their feet on the ground and don't have big ⁶**egos** / **strengths**. It isn't a large school and people feel ⁷**lucky** / **courageous** if they can study there.

- 2 2.05 Complete the table with words in exercise 1. Then listen and check.

Nouns	Adjectives
1 ____	talented
2 ____	stylish
creativity	3 ____
4 ____	good-looking
intelligence	5 ____
6 ____	famous
luck	7 ____
ego	8 ____
skill	9 ____
independence	10 ____
11 ____	strong
courage	12 ____

- 3 2.06 Listen to an interview with Luis and Emma. Who are they?

- a Teachers at a sports academy.
- b Big football stars in Spain.
- c Students at a sports academy.

- 4 2.06 Listen again and write **true** or **false**.

- 1 Luis has been at the sports academy since he was 14.
- 2 Luis has met some famous sports stars.
- 3 The school teaches students how to become famous.
- 4 Emma started at the school two years ago.
- 5 It is very difficult to get a place at the school.
- 6 Emma's family live in the Netherlands.

- 5 Which of the key phrases can you complete with a noun and which with an adjective? Look at the photos. What qualities are important for the different sports?

You need a lot of skill to be a gymnast.

KEY PHRASES ■ Talking about qualities

He's / She's quite / very / not exactly ¹ ____.
 He / She has / hasn't got (a lot of) ² ____.
 You need (a lot of) ³ ____.
 You don't need (much) ⁴ ____ to be a (skier).
 It's important for a (tennis player) to be ⁵ ____.
 A (sports) star needs / doesn't need to be ⁶ ____.

- 6 **ACTIVATE** Play a guessing game. Write sentences about the sports in the box using key phrases. Then work in pairs and guess the sports.

skiing cycling boxing tennis hockey
climbing sailing

*You need a lot of courage to do this.
It is also important to be strong.*

I know! Boxing.

Dmitriy Balandin

Olga Rypakova

Zhazira Zhapparkul

for and since

- 1 Choose the correct words in sentences 1–3 from the listening on page 48. Then match the sentences with descriptions a and b in the rules.

- 1 I've been here **since** / **for** 2016.
- 2 He's been here **since** / **for** he was 14.
- 3 I've been here **since** / **for** a year.

○ RULES

- a This tells us the point when a state or action begins.
- b This tells us the duration of a state or action.

More practice ⇨ Workbook page 35

- 2 Work in pairs. Decide which time expressions go with *for* and which go with *since*. Then add two more time expressions to each group.

two years last Saturday an hour March
a long time Christmas I met him 2015
a month two days

- 3 Complete the sentences using the present perfect form of the verbs in brackets and *for* or *since*.

- 1 We ___ Didar ___ three weeks. (not see)
- 2 Our school ___ here ___ 1995. (be)
- 3 That skier ___ a big ego ___ he appeared on TV. (have)
- 4 I ___ tennis ___ a long time. (not play)
- 5 They ___ a match ___ two years. (not win)
- 6 This is my lucky pen. I ___ it ___ months. (have)

- 4 Complete the sentences with *for* or *since* and your own ideas. Then work in pairs and ask and answer questions with *How long ...?*

- 1 I've studied English ___.
- 2 We've been at this school ___.
- 3 My family has lived in this town ___.
- 4 This school has been here ___.
- 5 My friend has had a computer ___.
- 6 I've liked sport ___.

How long have you studied English?

I've studied English since I was 11.

Present perfect and past simple

- 5 Study the examples and answer the questions.

- a I've learnt a lot this year.
- b I studied here three years ago.
- c He's studied at the school since 2017.
- d He started the school last year.
- e How long have you lived here?
- f When did you see the film *Bend It Like Beckham*?

- 1 Which sentences are in the present perfect tense and which are in the past simple?
- 2 Which sentences describe an action that started and finished in the past?
- 3 Which sentences describe an action that still continues in the present?

More practice ⇨ Workbook page 35

- 6 Complete the text with the correct form of the verbs in brackets. Use the present perfect or the past simple.



Victoria and David Beckham ¹ ___ (have) very successful, but very different, careers. They first ² ___ (meet) in 1997, when David ³ ___ (play) football for Manchester United. At that time, Victoria ⁴ ___ (be) a singer in the *Spice Girls*. David and Victoria ⁵ ___ (get) married in 1999.

Victoria and David ⁶ ___ (have) four children. They ⁷ ___ (be) in the public eye since they ⁸ ___ (meet).

- 7 **ACTIVATE** Write things that you have read, heard, or seen this month. Then work in pairs and ask and answer questions.

Have you seen *The Fighter*?

No, I haven't, but I've read the biography of boxer Micky Ward.

What did you think of it?

It was really exciting, but a bit long!

○ Finished?

Write four sentences about things you have done and places you have visited. Write when you did the activities.

I've visited Moscow. I went there last summer.

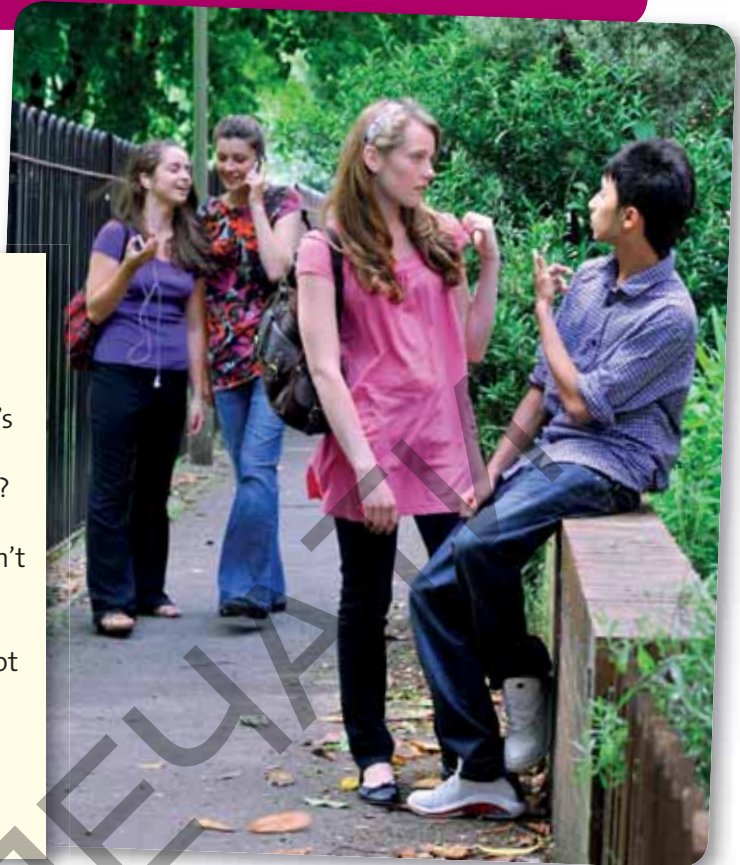
SPEAKING ■ Identifying and describing people

I can identify and describe people.

- 1 Describe the people in the photo. What are they wearing? What are they doing?

- 2  2.07 Listen to the dialogue.
Who's Adam looking at?

Lucy Who are you looking at, Adam?
Adam Oh, hi, Lucy. Who's that girl over there?
 I think I've seen her before.
Lucy Which one? The girl with long hair?
Adam No, the tall girl with the blue jeans. She's
 talking on the phone.
Lucy Oh, that's Joanna Mills. What about her?
Adam Do you know her, then?
Lucy Yes, she goes to our school, but she hasn't
 been there long. She started in
 September. Why?
Adam She looks like someone famous. She's got
 an interesting face. Is she a model or a
 singer or something?
Lucy No she isn't, Adam. She's just a normal
 student.
Adam Oh, that's a pity. Never mind.



- 3  2.08 Complete the key phrases from the dialogue. Who says them? Listen and check. Then practise the dialogue with a partner.

KEY PHRASES ■ Identifying people

Who's that guy / girl ¹ ___ there?
 I think I've seen him / her ² ___
 The guy / girl with ³ ___?
 What ⁴ ___ him / her?
 Do you ⁵ ___ him / her?
 He / She looks ⁶ ___ someone famous.
 He / She's got ⁷ ___.

Pronunciation: Diphthongs ⇌ Workbook page 99

- 4 Imagine that you and a friend are looking at the people in the photo in exercise 6. Complete the sentences with the words in the box.

shy seen fair smiling interesting
 blue T-shirt hair

- 1 The guy with the ___?
- 2 No, the guy with ___ hair and a green T-shirt.
- 3 She's ___ at the guy.
- 4 He's got an ___ face.
- 5 Have you ___ her before?
- 6 Who's the girl with long curly ___?
- 7 The blonde girl looks a bit ___.

- 5 Ask about people in your class. Describe hair, clothes and location.

Who's the guy with the long
 hair sitting near Togzhan?

That's Kaisar.

Who's the girl with the
 red skirt behind Asian?

I think it's Nastya.

- 6 **ACTIVATE** Look at the photo below and practise a new dialogue with a partner.





Elizabet Tursynbayeva

1 Read the text and answer the questions.

- 1 Which paragraph describes Elizabet's family?
- 2 Where did she study?
- 3 What was her big break?
- 4 What problems did she have in 2014?
- 5 What happened in 2017?

2 Study the key phrases. Put the phrases in the order of the text. Then check your answers.

KEY PHRASES ■ A biography

She's got ... and ...
In the years that followed, ...
She's been involved in ... since ...
... was born in ...
Since then, she has ...
Her big break came in ...

Language point: Order of adjectives

3 Complete the table with adjectives from the model text. Then order the words in 1–6.

Opinion	Size / length	Age	Colour	Noun
	1 ____		2 ____	hair
	big	new		car
3 ____	4 ____		5 ____	eyes

- 1 She's a (shy / child / little).
- 2 She lives in a (flat / new / big).
- 3 She's got (long / hair / blonde).
- 4 Her sister has got (beautiful / eyes / big / blue).
- 5 She's a very (young / warm-hearted / girl).
- 6 She's wearing a (red / dress / lovely / long).

4 ACTIVATE Follow the steps in the writing guide.

- 1** Elizabet Tursynbayeva was born in Russia on 14 February 2000, but her parents were originally from Kazakhstan. Her older brother, Timur Tursynbayev, is a two-time figure skating champion of Kazakhstan. Elizabet's got a pretty face with long dark hair and lovely big brown eyes. She isn't very tall, but she's got a strong personality. She's a very sensible and determined person.
- 2** She studied music at a school in Moscow where she learned to play the violin and the piano. She's been interested in sport since she was five years old, when she took up ice skating. In 2015, she moved to Canada so that she can attend a special school for skaters.
- 3** Her big break came in 2013, when she won a silver medal in the Junior Grand Prix in Belarus. In the years that followed, she had to work really hard. In 2014, she didn't have a coach and she had to train at a shopping mall ice rink. Despite the difficulties, she won the junior ladies' titles at the International Cup of Nice, Merano Cup and NRW Trophy that year.
- 4** Since then, Elizabet's had a very successful career in sport. She's won several championships and she's even competed in the Olympics. In 2017, she came third in the Asian Winter Games. She plans to get involved in charity in the future and wants to help develop figure skating in Kazakhstan.

WRITING GUIDE

A TASK

Write a biography of a famous sports star.

B THINK AND PLAN

Find information about the person and make notes.

- 1 When and where was he / she born?
- 2 What does he / she look like?
- 3 When and how did he / she get involved in sport?
- 4 When and how did he / she get a big break?
- 5 What happened after that?
- 6 What has happened since then?
- 7 How successful has the person been?
- 8 What are his / her plans for the future?

C WRITE

Paragraph 1: Personal information

... was born in ...

Paragraph 2: Studies

He / She studied ...

Paragraph 3: Success

His / Her big break came in ...

Paragraph 4: Recent career

Since then, he / she ...

D CHECK

- order of adjectives
- present perfect and past simple

MY COUNTRY ■ Sport, health and exercise

I can understand a text about national sports.

- 1 Work in pairs. Write the name of a famous Kazakh sportsperson for each of the sports below. What other sports are popular in your country?

wrestling boxing gymnastics
horse riding cycling swimming skiing
athletics basketball football ice hockey

- 2  2.09 Read and listen to the text. Answer the questions.

- Who were the first people to domesticate horses?
- Why were horse games and competitions so important in Kazakhstan in the past?
- How old do you have to be to play baiga?
- Which competition is for both men and women?
- When and where was the first World Kokpar Championship?

- 3 Read the rule and the examples. Then add the words in blue in the text to the correct categories.

A compound adjective is usually made of two words. They are often written as one word or linked together with a hyphen (-) to show they are part of the same adjective.

- adjective / adverb / noun + past participle:
old-fashioned, well-behaved, man-made,
—, —, —

- adjective / adverb / noun + present participle: *hard-working, never-ending, record-breaking,* —
- adjective / adverb / number + noun:
lightweight, last-minute, ten-minute, —, —
- noun + adjective: *lifelong, sugar-free,* —

- 4 Complete the sentences with compound adjectives from exercise 3.

- Daniyar Yeleussinov is a — heavyweight boxer. He won a gold medal at the Olympics in 2016.
- The Saryarka Velodrome is just a — walk from the Astana Arena.
- The horse games polo, polocrosse and horseball are similar to kokpar, but the players use — objects instead of animals.
- The Tengri Ultra Trail is a — race for experienced runners. The track is 70 km long and it takes about 12 hours to finish.
- I'm on a diet so I only eat low-calorie, — food.

- 5 Write a description of a sport you like. Include information about:

- the history of the sport
- rules and equipment
- famous players and / or championships

National sports

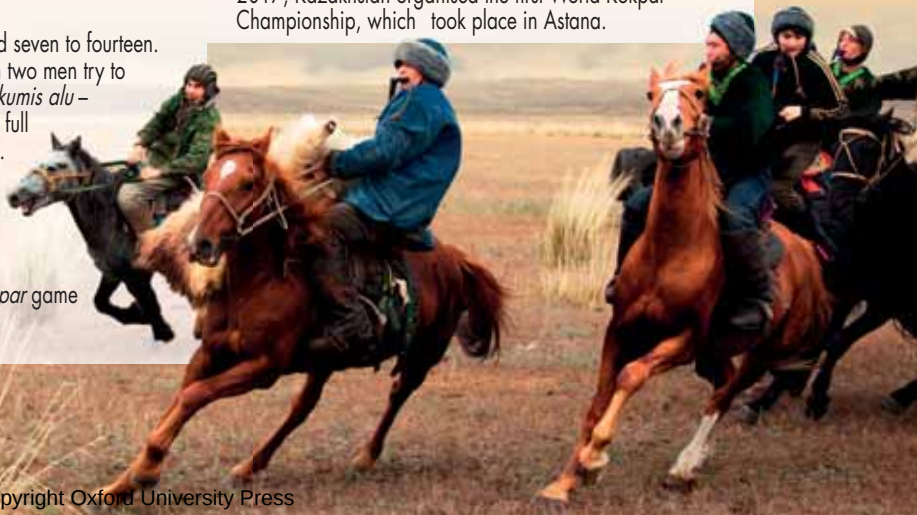
Different countries are identified with their flag, national anthem, language, traditional costumes and, of course, with their national sports. Horse games, for example, are emblematic of Kazakh culture.

The people from the Botai settlements in the Akmola Province of Kazakhstan were probably the first in the world to domesticate horses, about 5,500 years ago. They used them for food, transportation, agricultural work and warfare. The early equestrian sports developed as a way to train people for war and hunting. The nomads in the Eurasian steppes had to be fit enough to travel long distances on horseback, carrying all their belongings with them. Nowadays, horses have been replaced by cars and high-speed trains, but horse riding competitions remain a deep-rooted tradition in Kazakhstan.

Baiga, for example, is a long-distance horse race for boys aged seven to fourteen. Audaryspak is a traditional horseback wrestling game in which two men try to throw each other off their horses. Another well-known game is kumis alu – horsemen pick up golden coins from the ground while riding at full speed, and the winner is the player who collects the most coins. Many of these games are for men only, but kyz kuv (also known as 'girl chasing' or 'the kissing game') is a competition for young couples.

Kokpar, which means 'grey wolf' in the Kazakh language, is probably the most famous traditional equestrian sport. A kokpar game usually lasts fifteen minutes, and the rules are simple.

There are two teams of four to ten players. You don't need any special equipment, but you need to have to be a skilful rider and you need to have a fast-running, well-trained horse. The aim is to carry an animal carcass into a goal. In the past, players used the carcass of a wolf, but nowadays it's a goat or a calf. There have been kokpar championships for adults since 2001 and youth kokpar championships since 2005. All fourteen regions of Kazakhstan have professional kokpar teams. This world-famous game is also popular in other countries in Central Asia and in 2017, Kazakhstan organised the first World Kokpar Championship, which took place in Astana.



CLIL ■ Language and literature: Newspapers

I can talk about newspapers in my country.

- 1 Check the meaning of the words in **blue**. Then look at the newspapers in the photos. What do you think is in each newspaper? Match phrases 1–10 with photos A and B.

- 1 an **interview** with a sports star
- 2 **articles** about the economy
- 3 funny **headlines**
- 4 **horoscopes**
- 5 **complex** vocabulary
- 6 a **review** of an opera
- 7 an **obituary**
- 8 **colloquial** language
- 9 a **crossword**
- 10 celebrity **gossip**

- 4 Answer the questions.

- 1 Do you read newspapers?
- 2 Which papers do you or people you know read?
- 3 How often do you or members of your family buy a newspaper?
- 4 Why do / don't you read a newspaper?

Read all about it!

These days, it's very easy to find out what's happening in the world. You can read or listen to the latest national and international news stories on your digital TV, laptop, tablet or smartphone. However, a lot of people still prefer to get the news in a more traditional way, by reading a newspaper. In some countries, there are two distinct types of daily national newspaper – 'quality' papers and 'sensationalist' papers. Both types inform and entertain, but they use different techniques to do this.

Quality newspapers

These are more serious than sensationalist papers, both in their design and their content. They concentrate on more serious news topics, such as politics, economics and international news. They use a formal style of language with longer sentences and technical vocabulary. As well as news, they often contain arts and culture reviews.

Sensationalist newspapers

These concentrate on human interest stories and celebrity gossip. They often show large or controversial photos of celebrities. They use shorter words and sentences, with colloquial words and expressions. Their headlines are large and sometimes funny. They usually contain features such as interviews, horoscopes and problem pages.

Both types of newspaper share some characteristics. For example, most newspapers – quality or sensationalist – contain articles about sport, weather forecasts, crosswords and TV guides. When there's an important event such as an election or a natural disaster, it's usually on the front page of all newspapers.

- 2  2.10 Read and listen to the text. Check your answers in exercise 1.

- 3 Read the text again and write *true*, *false*, or *don't know*.

- 1 Newspapers aren't popular any more.
- 2 People buy more sensationalist papers than quality papers.
- 3 It's more common to find articles about sports stars' lives in sensationalist papers.
- 4 The language is very similar in both types of newspaper.
- 5 The same story can appear in both types of newspaper.
- 6 Quality newspapers don't contain articles about sport.

- 5 **ACTIVATE** Write a list of newspapers in your country and answer the questions.

- 1 What type are they: quality, sensationalist, or neither?
- 2 Which of the features in exercise 1 can you find in these newspapers?
- 3 Which newspaper do you like / dislike? Explain your answers.



Vocabulary

1 Match the words in the box with sentences 1–8.

ambitious sensitive cheerful tolerant
serious generous mean curious

- 1 She always gives things to her friends.
- 2 He wants to play football for his country.
- 3 She doesn't laugh very much.
- 4 My parents never give me any pocket money.
- 5 Be careful what you say to her.
- 6 He smiles and laughs all the time.
- 7 My parents never stop me doing things.
- 8 She always wants to know everything about everyone.

2 Make adjectives from these nouns.

- | | | | |
|----------|---|----------------|---|
| 1 style | — | 5 fame | — |
| 2 skill | — | 6 creativity | — |
| 3 luck | — | 7 independence | — |
| 4 talent | — | 8 strength | — |

Language focus

3 Complete the dialogue with the words in the box.

just yet (x2) already still (x2) for since

- Serik Have you done all your homework ¹___?
- Alua No, there's too much! I've worked on it ²___ 8 p.m., but I ³___ haven't finished it.
- Serik Have you finished the maths exercises ⁴___?
- Alua Yes, I've ⁵___ done them, but I ⁶___ haven't finished my English essay.
- Serik Well, I've ⁷___ written the essay, but I haven't done the maths exercises. I've worked on them ⁸___ an hour, but I can't do them.
- Alua I know! I'll help you with the maths exercises and you can help me with the essay.
- Serik Good idea!

4 Order the words to make sentences.

- 1 studied / long / you / how / have / English / ?
- 2 visited / yet / I / the USA / haven't
- 3 an interview / he / just / has / given
- 4 they / 2015 / lived / in Canada / have / since
- 5 brother / I / met / still / your / haven't
- 6 lived / for / they / twenty / here / have / years

5 Complete the text with the present perfect or the past simple form of the verbs in brackets.

Britney Spears and Justin Timberlake ¹___ (be) friends for a long time. They first ²___ (meet) on a TV show when Britney was eleven. When they were younger, they both ³___ (sing) on a talent show. They ⁴___ (not win), but since then they ⁵___ (become) celebrities. In their careers, they ⁶___ (have) a lot of hits. Justin ⁷___ (have) his first hit in 1998 and Britney's first number one ⁸___ (be) in 1999. They are good friends today and they ⁹___ (appear) together recently on TV and at concerts.

Communication

6 Complete the dialogue with the words in the box.

incredibly good-looking pity a bit
tends short looks guy

- Nurai What's your brother like?
- Saule He can be ¹___ shy.
- Nurai Who's the ²___ with him? The tall guy with the ³___ hair.
- Saule Oh, that's Yerbol. What about him?
- Nurai He ⁴___ really nice.
- Saule He is ⁵___ nice, but he ⁶___ to be a bit serious.
- Nurai He doesn't look serious. And he's very ⁷___.
- Saule Yes, and the girl with the long fair hair is his girlfriend.
- Nurai That's a ⁸___! Never mind.

Listening

7 2.11 Listen and choose the correct words.

- 1 In 1948, Ludwig Guttman organised a sports event for his **friends** / **patients**.
- 2 The first official Paralympic Games took place in 1960 in **Rome** / **London**.
- 3 Since 1960, athletes from about **50** / **160** countries have taken part in the Paraympics.
- 4 Zulfia Gabidullina is a Paralympic **powerlifter** / **swimmer**.
- 5 Raushan Koishibayeva has won a **silver** / **gold** Paralympic medal.



Listening

1 Look at the photos and answer the questions.

- What sports are these?
- What equipment do you need for these sports?
- Have you tried any of these sports? Which one do you think is most exciting? Why?

2 Listen to the conversation. Which sports are Leila good at? Which sport is Ruslan good at?

3 Listen again and complete the sentences.

- Leila thinks the bike in the shop is too ____.
- Ruslan wants to buy new ____.
- He's going to take part in a ____ in April.
- He keeps fit by ____ to school every day.
- Valeriya Tsoy competed in the Olympics in ____.
- ____'s favourite sports star is Denis Ten.

Speaking

4 Work in pairs and prepare a conversation about a sports star you like. Imagine you have seen an interview with the sports star on TV. Answer the questions.

- What is the person's name?
- What sport does he / she do?
- What does he / she look like?
- What has he / she achieved?
- What other athletes do you like? Why?
- Who is your all-time favourite athlete? Why?

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

A Did you see (name of sports star) on ... ?

B Reply.

A Comment on appearance.
He / She's looks

B Comment on personality.
I think he / she is a ... person because

A Mention another celebrity.
Another person I admire is

B Disagree.

A Ask about B's favourite athlete.
Who is ... ?

B Reply.

A Disagree.

B Reply.

Writing

6 Write a description of a sports star who you think is a good role model. Describe the person's appearance and character. Say what the person has done and why you admire him / her. Begin like this:

I've chosen ... as my role model. He / She is ... person. I really admire this person because

Reading for pleasure

Start thinking

- 1 What is the title of the last book you read?
- 2 Who is your favourite book character?
- 3 Why is reading a book better than watching a movie?

Aims

Communication: I can ...

- talk about likes and dislikes.
- understand a text about the history of cinema.
- talk about ability and possibility.
- understand a programme about books and films.
- talk about imaginary situations.
- talk about books and films that I prefer.
- write a review of a book.

Vocabulary

- Books and films: genres
- Books and films: features

Language focus

- Verbs + -ing / to
- *could, can, will be able to*
- Second conditional

Creativity and skills



My country

The legend of Alpamys Batyr

➡ Page 64



CLIL

Language and literature:
Word building – nouns

➡ Page 65

- 1 Match the words in the boxes with the books and films 1–8 in the pictures. There are more words than you need.

Nouns

a comedy
a thriller
a drama
a fantasy
a mystery
a musical
a western
a romance
a cartoon

Compound nouns

an adventure
a science fiction
a detective
a war
a horror
a spy

story
film

Which book and film genres suit you best?

- 1 You've had a long day. What do you enjoy doing most?
 - a Reading my favourite book.
 - b Going for a run.
 - c Watching a DVD with friends.
- 2 Which best describes your bedroom?
 - a Messy. There are posters, photos of friends and a lot of things everywhere.
 - b There's a bed, a desk, ... It looks like any other bedroom.
 - c Quite tidy. Only my desk is a mess.
- 3 Which quality do you value most?
 - a imagination
 - b intelligence
 - c humour
- 4 Which school subject do you prefer?
 - a history
 - b maths
 - c languages
- 5 What job would you like to do?
 - a I want to do something creative.
 - b I wouldn't like to do the same job all my life.
 - c I'd like to work with people.
- 6 Which statement best describes you?
 - a I'm a 'day dreamer'. I enjoy doing unusual things.
 - b I'm a 'get up and go' person. I like being busy.
 - c I'm a 'people person'. I hate being alone.

KEY

Mostly a: Mystery and fantasy are your favourite genres. You like reading horror stories and watching science fiction films. You don't mind watching westerns.

Mostly b: Adventure and drama are your favourite genres. You enjoy reading thrillers and you love watching war films.

Mostly c: Comedy and romance are your favourite genres. You like reading cartoon stories, but you prefer watching musicals.

- 2 Invent titles for books and films using the words and phrases in the boxes. Guess the genre of other people's titles.

The title of the book is *Life without Laura*.

Is it a romance?

The man A woman City Two kids
Songs Battle Voices Life The story

in of and from with without

three brains the future the crazy dogs
Laura the million-dollar deal space
the darkness the dead a wedding

- 3 Do the *Which book and film genres suit you best?* questionnaire. Then compare your answers with a partner. Do you agree with the key?



☐ **Finished?**

Write about a book you have read recently. Say why you liked / did not like it.

I've just read ... It was ...

Verbs + -ing / to

- 4 Complete the sentences from the questionnaire. What are the negative and short forms of *would*?

Verb	+ -ing
I like	<i>being</i> busy.
I hate	¹ ___ alone.
You enjoy	² ___ thrillers.
You ³ ___ mind	watching westerns.
Verb	+ to
I ⁴ ___	to do something creative.
I'd like	⁵ ___ with people.
I ⁶ ___ like	to do the same job all my life.

More practice [Workbook page 41](#)

- 5 2.13 Listen. Do these verbs go with *to* or *-ing*?

prefer decide 'd prefer love finish need

- 6 Complete the sentences about you and people who you know using verbs in exercises 4 and 5 and the phrases in the box.

I like watching DVDs with friends.

My friend would like to be in a musical.

watch DVDs with friends be in a musical
read in English live in another country
go to Hollywood sing in the shower
meet a famous actor or actress

- 7 **ACTIVATE** Study the key phrases. Then find out about your partner's likes and dislikes. Ask and answer questions using the key phrases, the ideas in exercise 6 and your own ideas.

KEY PHRASES ☐ Expressing likes and dislikes

Would you like to ... ?

Yes, I would.

No, I wouldn't.

I'd love / hate it.

I wouldn't mind.

Do you like ... ?

Yes, I do.

No, I don't.

I love / hate it.

I don't mind.

Do you like watching DVDs with friends?

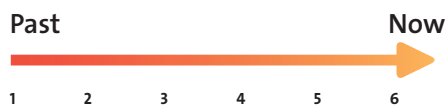
Yes, I love it.

READING ■ Movie technology

I can understand a text about the history of cinema.

- 1  2.14 Look at the words in the box and guess the correct order on the timeline. Read and listen to the text and check your answers.

computer-generated images 3D
colour digital projectors sound
surround-sound



STUDY STRATEGY ■ Finding specific information

To find specific information, don't read the text in detail. Follow these steps:

- 1 Identify the key words in the question.
- 2 Read the text quickly. Look for the key words. Don't stop at difficult words.
- 3 Read the text around the key words again and check.

2 Find the answers to these questions.

- 1 When did the first cinema open?
- 2 How many cinemas were there by 1907?
- 3 What did audiences listen to while they were watching silent films?
- 4 Why did some actors lose their jobs after 1926?
- 5 What happened in the 1970s?
- 6 How will we be able to feel a character's emotions?

3 BUILD YOUR VOCABULARY Look at verbs 1–4 and find corresponding nouns in the text ending with the suffix *-er* or *-or*.

- 1 view 2 produce 3 act 4 project

4 Write a noun ending with the suffix *-er* or *-or* for each definition. Check your answers in a dictionary.

- 1 A person who directs films is a film ____.
- 2 A person who speaks well is a good ____.
- 3 A person who conducts an orchestra is a ____.
- 4 A person who invents things is an ____.
- 5 A person who paints is a ____.
- 6 A person who translates is a ____.

5 YOUR OPINIONS Ask and answer the questions.

- 1 Would you enjoy 'Smell-O-Vision'? Why do you think that it wasn't successful?
- 2 Do you prefer going to the cinema or watching DVDs? Why?
- 3 What are the advantages and disadvantages of going to the cinema?
- 4 Which films are popular in your country at the moment? Why?
- 5 What do you think about films from your country? Who are the most popular directors?



Moving pictures: technology and the movies

From the early days of silent, black and white films to our modern digital productions, the film industry has changed a lot over the last century.

At the beginning of the 20th century, there weren't any cinemas. When a travelling 'picture show' came to a town, people usually watched the short films in a tent. The first permanent cinema was Thomas Tally's Electric Theater, which opened in Los Angeles in 1902. By 1907, there were more

than 4,000 cinemas in the USA, where audiences watched silent comedies, dramas and news stories, with a pianist providing music.

Colour films delighted viewers when they started to replace black and white films in the early 1920s, but it was the introduction of sound between 1926 and 1930 which really revolutionized the cinema. Genres, like musicals and horror, became popular as film producers could include songs, dialogues and sound effects in their 'talking pictures'. But some actors lost their jobs because they didn't have good voices or simply couldn't act and speak at the same time.



- 1** Complete the sentences from the text.
Then answer the questions.

Past

1 Film producers ___ include songs.

Present

2 They ___ create very realistic special effects.

Future

3 We'll ___ feel the character's emotions.

- 1 Does *can* express ability or possibility?
- 2 What are the negative forms of sentences 1–3?
- 3 Do *can*, *could* and *will be able to* stay the same with all persons?

More practice ⇐ Workbook page 41

- 2** Complete the sentences with *could*, *couldn't*, *can*, *can't*, *'ll be able to* and *won't be able to*.

- 1 Excuse me, I ___ see.
- 2 I ___ watch films at home on DVDs.
- 3 If the cinema closes next month, we ___ see any new films.
- 4 Before 1926, audiences ___ hear actors' voices at cinemas.
- 5 She had a lot of talent. She ___ sing, dance and act.
- 6 When I'm a rich and famous star, I ___ choose the characters I want to play.

- 3** Complete the text with the verbs in the box and the correct forms of *could*, *can* and *will be able to*.

smell enjoy wear connect feel
hear

Cinema and the senses

In 1960, a system called 'Smell-O-Vision' introduced smells into cinemas for the film *Scent of Mystery*. Audiences ¹ thirty different scents during the film, but unfortunately the machines were noisy, so some people ² the film. There were also problems with the first 3D films because people ³ the special glasses for long – they felt sick.

These days we ⁴ 3D films without any problems and it's possible that in the cinemas of the future we ⁵ the same sensations as the characters. Scientists say that they ⁶ the audience to computers and stimulate emotions in their brains.

There were various experiments with 3D and with films with smells ('Smell-O-Vision') in the 1950s and 1960s, but they weren't very successful. Film technology didn't change much until the 1970s, when surround-sound became popular. This made the movie experience more realistic because sound seemed to come from all directions. After that, the next real revolution came with computers. Film-makers can now create very realistic special effects and computer-generated images have had a big impact, particularly on science fiction films and animation.

These days, digital projectors produce clearer images, and as 3D technology improves, films will seem more realistic. It's also possible that with future technology, we'll be able to connect our bodies to special cinema seats and feel the same emotions and sensations as the characters on the screen. But ... will we really want to do that?



- 4 ACTIVATE** Complete the questions with *can*, *could* or *will be able to*. Then ask and answer with a partner.

- 1 What type of films ___ people watch before 1926?
- 2 What type of films ___ we ___ watch in ten years from now?
- 3 When ___ we ___ to watch 3D films on mobile phones?
- 4 ___ you go to the cinema every week?
- 5 ___ you go to the cinema alone when you were ten?

Finished?

Write sentences about your past, present and future abilities.

I couldn't ride a bicycle until I was seven.

VOCABULARY AND LISTENING ■ Books and films: features

I can understand a programme about books and films.

- 1 Check the meaning of the words in the box. Then complete the table.

beginning ending special effects
novelist film director theme subtitles
blockbuster best-seller plot scene
character biography cast setting
script publisher

Books only	Films only	Both books and films
		beginning

- 2 Match the definitions with words in exercise 1.

- All the actors in a film.
- A very successful film.
- A writer of fiction.
- A very successful book.
- The story of a person's life.
- The written text of a film.
- A written translation on the screen.
- When and where a story takes place.

- 3 Listen to a radio programme. Match the topics in the box with the speakers. There are more topics than you need.

romance wars biography crime plot
characters special effects ending setting

- 1 Emma ___ 2 Joe ___ 3 Amy ___ 4 Luke ___

- 4 Listen again and complete the notes.

Emma doesn't usually enjoy reading ¹ ___ books, but she liked *The Catcher in the Rye*. She thought that the ² ___ was realistic.

Joe read *The Time Machine*. This is a classic ³ ___ story by the ⁴ ___ H. G. Wells. Joe didn't like the ⁵ ___ or the ending.

Amy read *The Black Magician*, a modern ⁶ ___ trilogy by an ⁷ ___ writer called Trudi Canavan.

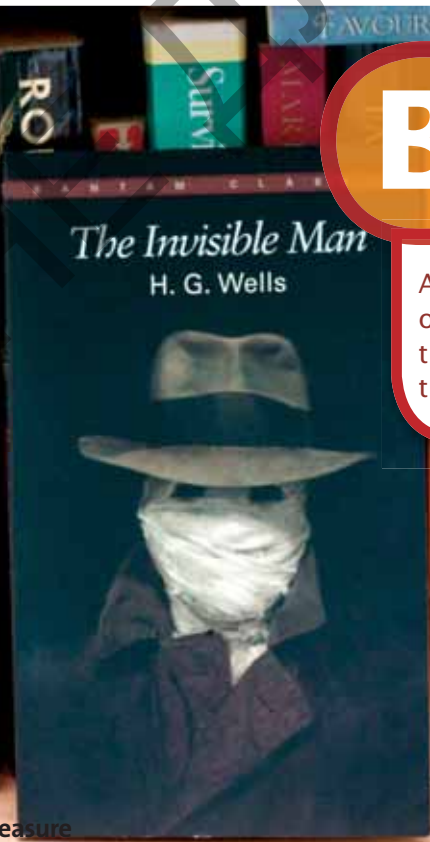
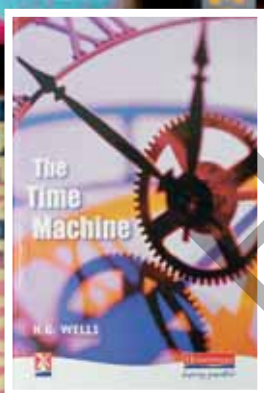
Luke likes crime fiction and he enjoyed *The Hound of the Baskervilles* by Arthur Conan Doyle. The main ⁸ ___ is the famous detective Sherlock Holmes.

- 5 **ACTIVATE** Ask and answer the questions.

- Which of the books mentioned in *Bookworld* would you (not) like to read? Why?
- Do the best books and films have happy endings? Why / Why not?
- What is more important for a good film, the special effects or the plot? Why?
- What do you think about books and films with historical themes and settings? Why?
- What do you do if you don't like the beginning of a book or film?

Bookworld

A weekly podcast which includes reviews of new books and readers' views on books they've read. Here are some of the titles that our readers have read this week.



- 1 Complete the second conditional sentences from the listening on page 60 with the words in the box. Then complete the rules with *would*, *wouldn't* and *past simple*.

'd wouldn't would had did

Situation	Result
If I ¹ ___ that,	I would make things worse.
If he ² ___ a time machine,	he'd go to the past.
If the school expelled you,	³ ___ you leave home?
Result	Situation
I ⁴ ___ go to the past	if I had a time machine.
I ⁵ ___ leave home	if the school expelled me.
Where would you go	if you had a time machine?

○ RULES

- We use the second conditional to talk about an imaginary or unlikely situation and to describe its result.
- We talk about the unlikely or imaginary situation with *if* + ____.
- We describe the result with ____ or ____ + infinitive without *to*.

More practice ⇌ Workbook page 43

- 2 Complete the sentences with the second conditional form of the verbs in brackets.
- If you *travelled* (travel) to the past, you'd *learn* (learn) about history.
- I ____ (enjoy) the book more if I ____ (like) the characters.
 - If it ____ (have) a happy ending, we ____ (not believe) the story.
 - I ____ (not watch) the film if I ____ (hate) the book.
 - The story ____ (be) more interesting if they ____ (change) the setting.
 - She ____ (not be) happy if you ____ (not go) to the party.
 - If you ____ (buy) him a ticket, he ____ (come) to the cinema.

- 3 Write questions using the second conditional. Then ask and answer.

The Invisible Man

- 1 What (you / do) if (you / become) invisible?

The Book of Words (Қара сөздері)

- 2 If (you / travel) back in time and meet Abai Kunanbaiuly, what (you / ask) him?

The Dark Knight

- 3 If (you / have) a special power, what (it / be)?
- 4 If (you / be) a superhero, (you / tell) your friends?

Twilight

- 5 (you / love) a person if (you / discover) he or she was a vampire?

- 4 **ACTIVATE** Interview your partner about situations 1–6.

What would you do if you were ...

- | | |
|------------------|-----------------|
| 1 famous? | 4 your parents? |
| 2 the president? | 5 an insect? |
| 3 a teacher? | 6 a writer? |

What would you do if you were famous?

If I was famous, I'd live in Hollywood.

○ Finished?

Write second conditional sentences with the adjectives in the box.

angry happy excited worried scared
embarrassed unhappy tired

I'd be angry if I lost my keys.

SPEAKING ■ Expressing preferences and recommending

I can talk about books and films that I prefer.

- 1 Look at the photo. Where are Tom and Caitlin? What are they doing?

- 2  2.16 Listen to the dialogue. What type of film does Tom choose?

Tom Hey, Caitlin, have you seen any good films recently?
Caitlin Yes, one or two. Have you?
Tom No. What about this one? Is it any good?
Caitlin I'd only recommend that if you like really bad musicals.
Tom No, I don't fancy that.
Caitlin If they had *Avatar*, I'd recommend that, but I can't see it anywhere.
Tom Yeah, well there's no point in watching it if it isn't in 3D and I can't do that at home.
Caitlin No, you're right. It's a great film to see at the cinema. Oh, here you are. You might like this. It's got great special effects.
Tom What's that? *Mission to Planet Q*? No, I'm not a big fan of science fiction. I'd prefer a comedy.
Caitlin A comedy ... er ... OK, well, try this one. It's a really funny story. I think you'll like it.
Tom OK. I'll trust you. Thanks, Caitlin.
Caitlin No problem. Enjoy it!



- 3  2.17 Study the key phrases. Which phrases respond to recommendations? Who says these phrases in the dialogue? Listen and check. Practise the dialogue with a partner.

KEY PHRASES ■ Recommending and responding

What about this one?
 I'd only recommend that if ...
 I don't fancy that.
 If they had (*Avatar*), I'd recommend that.
 You might like ...
 I'm not a big fan of ...
 Try this one.

- 4  2.18 Listen to three sentences and choose the correct responses.

- 1 a What about comedies? b OK. Thanks.
 c You might like musicals.
 2 a I don't fancy that. b Oh, here you are.
 c I'd recommend that.
 3 a What's that? b OK. I'll trust you.
 c No problem.

- 5 Think of good and bad films and books that you know. Complete the table. Then ask and answer with a partner.

Good films and books	Bad films and books

Have you seen / read ... ?

What did you think of it?

I thought it was ...

- 6 **ACTIVATE** Prepare a new dialogue with a partner. Talk about films that you know. Practise your dialogue. Then change roles.

Pronunciation: Silent letters ➡ Workbook page 99

1 Read the model text and answer the questions.

- 1 Which paragraph gives background information about the book and its author?
- 2 In which paragraphs does the writer of the review express her opinions?
- 3 Which paragraph describes the setting?
- 4 Which paragraph mentions the theme?
- 5 Who would enjoy this novel?

2 Study the key phrases. Which phrases introduce an opinion? Which introduce a fact?

KEY PHRASES □ Facts and opinions

I have recently read ...
 I'd like to recommend ...
 The main character is ...
 The setting is ...
 I particularly enjoyed ...
 All in all, I (really enjoyed) ...
 I'd / I wouldn't change it.

Ulpan Is Her Name

- 1 I have recently read a novel called *Ulpan Is Her Name*. It is a best-seller by a Kazakh author called Gabit Musrepov.
- 2 I'd like to recommend this book to people who enjoy historical fiction, drama and realism. It's set in Central Asia during the 19th century. The most memorable scenes are the vivid descriptions of life in the steppe.
- 3 I particularly enjoyed the characters and the theme of the role of women in society. The main character in the novel is a woman called Ulpan. She is clever, generous, courageous and fair. Together with her husband, she tries to improve the life of the nomadic people. But when her husband dies, Ulpan's life becomes very difficult.
- 4 All in all, I really enjoyed the novel and I wouldn't change the plot or characters. This is a great book to read, with a strong ending and a clear message.

Language point: Paragraphs and topic sentences

3 Find the topic sentences in each paragraph in the model text. Then replace the topic sentences with a–e. There is one sentence that you do not need.

- a The things I liked most about the book were the characters and the theme.
- b The book will appeal to people who like history, drama and realism.
- c In conclusion, I really liked the novel.
- d The setting is Central Asia in the 19th century and the characters are very realistic.
- e I'd like to recommend a book which I read recently, called *Ulpan Is Her Name*.

4 ACTIVATE Follow the steps in the writing guide.

□ WRITING GUIDE

A TASK

Write a review of a book which you have read recently.

B THINK AND PLAN

- 1 What's the title of the book and what type of book is it?
- 2 Who wrote it?
- 3 What's the setting and who are the main characters?
- 4 What did you like most about it?
- 5 Has it got a good plot or any very memorable scenes?
- 6 What did you think of it overall?
- 7 Would you change any part of it?

C WRITE

Paragraph 1: Introduction

I'd like to recommend ...

Paragraph 2: Details

The book is ...

Paragraph 3: Opinions

The things I liked most ...

Paragraph 4: Conclusion

All in all, ...

D CHECK

- order and content of paragraphs
- phrases for facts and opinions

MY COUNTRY ■ Reading for pleasure

I can understand a Kazakh legend.

The legend of Alpamys Batyr

Part 1

Once upon a time, in the land of Zhideli Baisyn, there was a noble man called Baibory. He was from the Konyrat tribe of the Orta zhuz and he was fabulously wealthy. He had vast lands, a lot of gold and silver, horses and herds of cattle. But he was sad because he was old and he didn't have any children. He prayed and a miracle happened: his wife gave birth to a boy. They called him Alpamys. Baibory invited all his friends for a feast, which lasted forty days. One of the most important guests was Baisary. He recently had a daughter, Gulbarshyn, and he offered his friend Baibory to marry the children when they grow up. Baibory gladly agreed.

After several years, there was another big feast, with many horse games and competitions. The two friends competed in a kokpar game and Baisary played well, but he

lost. He was very angry with Baibory because he thought his friend played **worse** and won the game unfairly. Soon after that, Baisary and his family moved to live far away, in the Kalmak country.

Time passed and Baibory's son Alpamys grew up a strong, brave young man. People compared him with the snow leopard: they said he fought **more fearlessly than** the other warriors. He could jump **higher than** anyone else and he ran **the fastest**, too. No one could ride a horse **as well as** Alpamys could.

When he was 14, Alpamys went to his father's stable to choose a horse. He mounted the biggest horse, Baishubar, and rode for many days and nights. The horse took him **further** and further into the steppe until they reached the Kalmak country. Finally, the horse stopped on top of a hill. In the distance, Alpamys could see a large army. Then he looked



down and saw some words written on a rock on the ground. The first word was his name, but he could see the rest **less clearly** because the letters were smaller. He got off the horse to read the inscription. It was a message for him from Gulbarshyn, Baisary's daughter.

- 1 Work in pairs. Do you know any legends about these people?

Queen Tomiris Alpamys Batyr Koblandy Batyr Kozy and Bayan Aisha Bibi

- 2 Read Part 1 of the story and put the events in the correct order. What do you think the message at the end of Part 1 says?

- ☐ Baisary went to live in the Kalmak country.
- ☐ Alpamys found a message from Gulbarshyn.
- ☐ Baibory's wife gave birth to a boy, Alpamys.
- ☐ Baisary and Baibory played a game of kokpar.
- ☐ Baibory invited Baisary to a big feast.
- ☐ Alpamys rode the horse Baishubar.

- 3 Complete the table with adverbs from the story. How do we form most adverbs? Which ones are irregular?

Adjective	Adverb
recent	
glad	
good	
unfair	
far	
fearless	
fast	
final	
clear	

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

- We form the comparative of adverbs ending in **-ly** with **more** and the superlative with **most**.
- We form the comparative of other adverbs with **-er** and the superlative with **-est**.
- The adverbs **well**, **badly** and **far** have irregular comparative and superlative forms.
- We can use **(not) as + adverb + as** to compare two actions or situations.
- We can also make negative comparisons with **less** and **least**.

- 5 2:19 Listen to Part 2 of the story. Choose the correct words to complete the sentences.

- Alpamys read the message **more** / **less** carefully the second time.
- The Kalmaks arrived in Gulbarshyn's village **earlier** / **later** than Alpamys.
- The Kalmaks' horses didn't run **less** / **as** quickly as Baishubar.
- Gulbarshyn will marry the man who rides the **furthest** / **fastest**.
- Kokaldash wrestled **better** / **worse** than Alpamys.

- 6 Work in pairs. Write sentences to compare the people in exercise 1.

I think Aisha Bibi could sing **more beautifully** than Queen Tomiris.

In my opinion, Bayan could sing the **most beautifully**.

CLIL ■ Language and literature: Word building – nouns

I can form nouns using suffixes.

- 1 Check the meaning of the words in the box. Then look at the picture and complete the text.

thunder softly wavy fools
pointed chins

- 2  2.20 Read and listen to the text. Check your answers in exercise 1.

- 3 Read the text again and choose the correct words to complete the summary.

The Time Traveller has built a Time Machine and travelled ¹back / forward in time. He's met some people who all look ²the same / different. He thinks they are ³attractive / ugly. They seem ⁴friendly and cheerful / unfriendly and serious, but the Time Traveller is surprised. He thought that people from the ⁵future / past would be very ⁶stupid / intelligent, but they aren't.

- 4 Make nouns using the suffixes in the box. Then read the text again and check your answers.

-ation -ness -ence -ing -ment

Verbs

- 1 mean
2 move
3 converse
4 feel

Adjectives

- 5 pretty
6 intelligent
7 sad
8 different

- 5 Look at the texts on pages 17, 29, 41, 53 and 77 and find verbs and adjectives. Then make nouns from these words using suffixes. Use a dictionary to help you. What other noun suffixes are there?

wet – wetness

The Time Machine

H. G. Wells



Looking closer at their faces, I saw some strange difference in their sweet prettiness. They all had the same ¹ hair and this came to a sharp end at the neck and below the ears. There was none growing on their faces and their ears were very small. Their little ² came to a point and their eyes were large and gentle.

Because they didn't try to speak to me, but simply stood smiling and speaking ³ to each other, I began the conversation. I pointed to the Time Machine and to myself. Then, after thinking for a moment how to describe time, I ⁴ to the sun. At once, a pretty little figure dressed in purple and white did the same and then made the sound of ⁵.

For a moment I was very surprised, though the meaning of his movement was clear enough. The question had come into my mind suddenly: were these people ⁶? I had always expected that people living about 800,000 years in the future would have much greater knowledge than us in science, art – everything.

But one of them had asked me a very simple question, which showed him to be on the level of intelligence of one of our five-year-old children. He had asked me, in fact, if I had come from the sun in a thunderstorm!

A feeling of sadness came into my mind. For a moment, I felt that I had built the Time Machine for no reason at all.

- 6 **ACTIVATE** Complete the sentences with a noun. Use suffixes from exercise 4. Which suffixes do you use to form nouns in your language? Give examples.

- The ending spoiled my ___ of the book. (enjoy)
- She felt a strange ___ as she walked into the empty house. (sense)
- People had a difficult ___ during the war. (exist)
- I could sense her ___. (happy)
- I'd like to see a horror film. Have you got any ___? (recommend)

Vocabulary

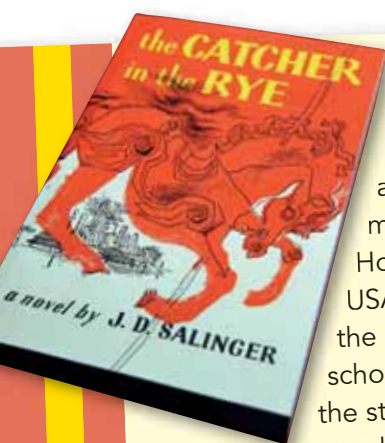
1 Match the sentences with the words in the box.

fantasy comedy science fiction horror
musical adventure

- I nearly fell off my seat it was so funny! ____
- I'm not into magicians and strange talking animals. ____
- It was really scary. I couldn't sleep. ____
- It love exciting stories and that one was fantastic. ____
- The setting was on a strange planet in the year 3010. ____
- The music was good, but the story was terrible! ____

2 Complete the text with the words in the box.

reader character ending beginning
novelist themes setting best-seller



The American ¹ ____ J.D. Salinger wrote *The Catcher in the Rye* in 1951. It became a ² ____ all over the world. The main ³ ____ is a teenager called Holden Caulfield. The ⁴ ____ is the USA in the 1950s. At the ⁵ ____ of the story, Holden is at boarding school. The school expels him and the story is about three days he spends alone in New York. The ⁶ ____ of the book are growing up and how false adults can be. The ⁷ ____ is a bit mysterious because the ⁸ ____ isn't sure what will happen to Holden.

Language focus

3 Complete the sentences with *could*, *couldn't*, *can*, *can't*, *will be able to* and *won't be able to*.

- It's a terrible film because the hero ____ act!
- When I was younger, I ____ dance at all.
- Now I ____ dance and sing very well.
- I'm afraid we ____ see the film next week. We're going away.
- I ____ run very fast when I was young, but I'm too old now.
- Film directors ____ do amazing things in the future.

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

I'd **watch** (watch) *Ulzhan* if I **had** (have) the DVD.

- I ____ (not go) to see a film if it ____ (have) bad reviews.
- If I ____ (be) a film director, I ____ (make) war films.
- If the director ____ (have) more money, he ____ (choose) better actors.
- You ____ (not like) the story if it ____ (have) a happy ending.
- If I ____ (meet) Liam Hemsworth, I ____ (not know) what to say to him.

5 Write questions for the sentences in exercise 4.

If you **had** the DVD, would you **watch** *Ulzhan*?

Communication

6 Match questions 1–7 with the responses a–g.

- Do you prefer comedies or westerns?
 - Do you enjoy reading thrillers?
 - What would you prefer to see?
 - Is this book any good?
 - Would you recommend this film?
 - Have you read any good books recently?
 - What about this film?
- a I don't fancy it.
b No, I don't.
c No, I wouldn't. It isn't very good.
d I'd prefer to see a comedy.
e I don't know. I haven't read it.
f I like them both.
g Yes, I have, *Twilight*.

Listening

7 2.21 Listen and choose the correct words.

- Sally has got a **detective** / **spy** novel to read for school.
- She **hates** / **loves** reading.
- Dan **has** / **hasn't** seen the film *Sherlock Holmes*.
- Conan Doyle **didn't write** / **wrote** the plot of the film.
- Dan preferred the **film** / **book**.
- Sally **would** / **wouldn't** read it if it wasn't for school.

- 1 Look at the film poster. Find out who directed the film and who wrote the music for it.

NOMAD THE WARRIOR

Directed by: Sergei Bodrov, Ivan Passer, Talgat Temenov
Produced by: Ram Bergman, Pavel Douvidzon, Rustam Ibragimbekov, Miloš Forman
Music by: Carlo Siliotto
Starring: Kuno Becker, Jay Hernandez, Ayanat Ksenbai, Dilnaz Akhmadieva

Plot summary

Nomad: The Warrior is a historical epic film based on one of the novels in the trilogy *Nomads* by the Kazakh writer Iliyas Yessenberlin. It is set in the steppes of Central Asia in the 18th century. The Zhongars have invaded the Kazakh land, but there is a prophecy that a great warrior will be born who will unite the Kazakh tribes and lead them to freedom. When the cruel Zhongar ruler hears the prophecy, he orders his soldiers to find and kill the child. A mysterious man called Oraz is also looking for the child who will fulfil this prophecy. When he finds the boy, he takes him to a remote village where he raises him along with a group of other Kazakh boys and trains him to become a mighty warrior.

Characters and themes

The film producers explore the themes of love, loyalty and friendship through the characters and the relationships between them. The main characters are the young warrior Mansur, his friend Yerali, and Gaukhar, the girl they both love.

Kuno Becker

The Mexican actor Kuno Becker plays the role of Mansur, the great warrior who unites the Kazakh tribes against the Zhongars. Before he became an actor, Kuno studied at a music school in Salzburg, Austria. His big break was in 1996 when he got a role in the telenovela *Para toda la vida*. He has also acted in the TV series *CSI: Miami* and *Dallas*.

Ayanat (Ksenbai) Yesmagambetova

Ayanat Ksenbai is a Kazakh actress who plays the role of Gaukhar, the beautiful young girl Mansur and Yerali fall in love with. Ayana has starred in several films, including *Wind-Man* (2007) and *Ulzhan* (2007). She is also interested in art and fashion. In 2007, she moved to New York and started a new career as a fashion designer.

- 2 Make a poster for a film. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Choose a film you have seen or would like to see.
- 2 Find information about it on the internet.
- 3 Make a poster for the film. Include information about: the director, the special effects, the music, the plot and the main characters.
- 4 Write a short plot summary and descriptions of the stars.
- 5 Write about the themes, the setting, the special effects or another important feature of the film.
- 6 Find some photos of the film on the internet or in magazines.

- 3 Display your posters in the classroom. Did any other students choose the same film as you?

The natural world

Start thinking

- 1 Do you know any artists or paintings?
- 2 Are there any endangered species in your country?
- 3 What are the most important museums in your town or country?

Aims

Communication: I can ...

- talk about nature in works of art.
- understand a text about extinct and endangered species.
- use the past passive to talk about nature.
- describe art and nature.
- ask and answer quiz questions using the passive.
- express opinions and doubts.
- write about a piece of art.

Vocabulary

- Nouns: art
- Adjectives: describing art

Language focus

- Present passive: affirmative and negative
- Past passive: affirmative and negative
- Present and past passive: affirmative, negative and questions

Creativity and skills



My country

Rock art

Page 76



CLIL

Geography: Natural environments

Page 77

- 1 Complete the table with the words in the box. Which word doesn't go in any list? Then do the *Art Quiz* with a partner.

painting sculpture gallery landscape auction
critic art movement masterpiece museum
exhibition collector portrait

Places	People	Works of art	Events
		painting	

Pronunciation: Word stress Workbook page 99

- 2 3.01 Listen and check your answers to the quiz. How many did you answer correctly?
- 3 Write definitions of six of the words from exercise 1. Then work in pairs. Guess the words from your partner's definitions.

It's a person who collects things.

A collector.

Art Quiz

- 1 Many Impressionist paintings are exhibited in a museum in Paris.
The Impressionists were ...
a part of an art movement.
b a group of critics.
c galleries for special paintings.



The Mulberry Tree



The Drachenfels

- 2 This painting by J.M.W. Turner shows his skill as a ...
a critic.
b landscape artist.
c portrait artist.



The Nymphs

- 3 A collector bought this painting at an auction for ...
a over £3,000,000.
b over £13,000,000.
c over £30,000,000.

Present passive: affirmative and negative

4 Complete the sentences. Use the quiz to help you.

Passive affirmative

It is **carved** or painted on cave walls and rocks.

Many Impressionist paintings ¹ ___ in a museum in Paris.

Passive negative

Sculptures ² ___ from ice.

Rock art ³ ___ in museums.

Active affirmative

This painting ⁴ ___ Turner's skill as a landscape artist.

Active negative

People ⁵ ___ rock art.



Horse

- 4 This is an exhibition of unusual **sculptures** on Lake Baikal in Siberia. Sculptures aren't usually made from ...
- ice.
 - marble.
 - bronze.

- 5 The Flemish artist Pieter Bruegel painted this masterpiece. It is called ...
- Children's Games.
 - The Hunters in the Snow.
 - Landscape with the Fall of Icarus.



- 6 Kazakh archaeologists discovered the Tamgaly petroglyphs in 1957. Rock art isn't found in museums because ...
- it isn't art.
 - it is carved or painted on cave walls and rocks.
 - people don't like it.



5 Study the passive sentences in exercise 4 and complete the rules with the words in the box.

past participle is am not aren't

RULES

- We form the present passive affirmative with *am* / ___ / *are* + past participle.
- We form the present passive negative with ___ / *isn't* / ___ + ___.

More practice ➞ Workbook page 49

6 Make sentences using the present passive.

- This Scythian sculpture of an eagle ___ (exhibit) in the Natural History Museum. It ___ (make) from gold.
- Albrecht Dürer's greatest masterpiece, *Young Hare*, ___ (not show) in this exhibition. It ___ (keep) in the Albertina museum in Vienna.
- Many famous paintings ___ (not own) by museums. They ___ (sell) to private collectors for a lot of money.
- This beautiful picture of a snow leopard ___ (paint) in watercolour. Snow leopards ___ (include) in the Red Book of endangered species.
- The Museum of Nature in Almaty ___ (visit) by hundreds of people every day. It ___ (locate) close to the Museum of Archaeology.

7 Complete the quiz sentences with passive forms of the verbs in the box. Then write your answers to the quiz.

sell buy speak make use mix sing

- This language ___ in Peru.
- Chocolate ___ from this.
- When these colours ___ they make purple.
- This song ___ by Taylor Swift.
- Paintings ___ and ___ in these places.
- These glass objects ___ when we drink.

8 **ACTIVATE** Work in pairs. Make more quiz sentences using the verbs in exercise 7. Then exchange your sentences with another pair.

These things are sold in a music shop.

Finished?

Write sentences about the works of art on this page. Write why you like or dislike them.

READING ■ The lost world

I can understand a text about extinct and endangered species.

- 1 Check the meaning of the words in **blue** in the text. Then look at the photos. What kind of animals are these? What do you think happened to them?

- 2  3.02 Read and listen to the text and check your answers in exercise 1.

- 3 Read the text again. Write *true* or *false*. Correct the false sentences.

- 1 The Caspian tiger and the aurochs are endangered animals.
- 2 Thousands of years ago, there were mammoths in Central Asia.
- 3 Palaeontologists are artists who draw pictures of extinct species.
- 4 Prehistoric people sometimes made tools from the bones of the animals they hunted.
- 5 About 15,000 years ago, many large mammals died because of the cold weather.
- 6 Scientists might clone a mammoth one day.

- 4 **BUILD YOUR VOCABULARY** Find synonyms in the text for 1–8.

- 1 travelled (paragraph 1)
- 2 proof (paragraph 2)
- 3 huge (paragraph 2)
- 4 approximately (paragraph 2)
- 5 images (paragraph 2)
- 6 began (paragraph 3)
- 7 found (paragraph 3)
- 8 many (paragraph 3)

- 5 Write synonyms for the words in the box.

create global danger exist
weapon paint intelligent

create = make

- 6 **YOUR OPINIONS** Ask and answer the questions.

- 1 Why is it important to protect endangered species?
- 2 Which species would you least like to see disappear?
- 3 What can we do to help save endangered animals?
- 4 What traits have made humans a successful species?
- 5 Do you think it's a good idea to clone a mammoth? Why / Why not?

What happened to the mammoths?

- 1 Every day, **species** around the planet are becoming endangered because of climate change and human activities. Some animals, like the snow leopard, the saiga antelope, the steppe eagle and the Caspian seal, are so critical that they are threatened with **extinction**. Others have already become extinct, like the Caspian tiger, the cave lion, the aurochs and the Siberian unicorn. During the Ice Age, **herds** of mammoths, steppe bison and Hipparion horses wandered the steppes of Central Asia, but they all disappeared thousands of years ago. So, what exactly happened to these animals? And how do we even know they existed or what they looked like?

- 2 Palaeontologists are scientists who study the **fossils** of plants and animals that lived long ago. They have found evidence that there was a global extinction of very large **mammals** at roughly the same time when humans expanded around the world, and many scientists believe that the two events are connected. Mammoths and steppe bison were hunted by prehistoric humans for food, for their **fur** and their **bones**. The fur was used for making clothes and the bones were used for making tools, weapons, decorations and even houses. Fossils aren't the only evidence in support of this theory. Prehistoric people painted pictures of hunting scenes with mammoths, bison and other animals on cave walls and rocks around the world.

LANGUAGE FOCUS ■ Past passive: affirmative and negative

I can use the past passive to talk about nature.

6

- 1 Study the sentences in the tables. How do we form past passive sentences? Complete the rules.

Active	Subject	Active verb	Object
	People	used	the fur.
	Humans	hunted	mammoths.
	Hunters	didn't cause	the mass extinction.
Passive	Subject	be + past participle	by + agent
	The fur	was used	by people.
	Mammoths	were hunted	by humans.
	The mass extinction	wasn't caused	by hunters.

○ RULES

When we change a sentence from active to passive:

- 1 The object of the active sentence becomes the ___ in the passive.
- 2 The subject in the active sentence becomes the ___ in the passive.
- 3 The tense of the verb *be* in the passive is the same as the tense of the ___ verb.
- 4 If we include the agent in the passive, we need the word ___.

More practice ➞ Workbook page 49

- 2 Complete the passive sentences with the verbs in brackets.

- 1 In 2016, the skull of a Siberian unicorn ___ (find) in the Pavlodar region of Kazakhstan.
- 2 In the same year, mammoth bones ___ (discover) by a local shepherd in a village near Taiynsha.
- 3 The Museum of Nature in Almaty ___ (build) in the late 1950s.
- 4 Horses ___ (domesticate) about 5,500 years ago.
- 5 The images in the Chauvet cave in France ___ (not paint) by the Neanderthals.
- 6 The walls of the cave ___ (decorate) with beautiful paintings of aurochs and lions.

- 3 **ACTIVATE** Think of a famous painting or sculpture. Make passive sentences using the verbs in the box. Take turns to guess the painting or sculpture with a partner.

paint sell make find exhibit buy

It was painted by a Kazakh artist in 1932.

Is it *Turksib* by Abilkhan Kasteev?

- 3 Another theory is that this mass extinction wasn't caused by hunters but by changes in the environment. Towards the end of the last Ice Age, about 15,000 years ago, the weather started to change and the larger mammals couldn't adapt to the higher temperatures. Many of them lost their **habitats** and migrated north, where they died because they couldn't find enough food. Scientists have discovered numerous fossils of mammoths and other prehistoric animals in Siberia and the Arctic. They are hoping that by using DNA from these fossils, we could one day clone a mammoth.

○ Finished?

Write five passive sentences about other famous things. Think of books, films, buildings and inventions.

The trilogy Golden Horde was written by Ilyas Yessenberlin.

STUDY STRATEGY ■ Marking word stress

- 1  3.03 Check the meaning of the words in the box. Then listen and underline the stressed syllable in each word. Remember to do this when you learn new vocabulary.

beautiful

beautiful controversial amusing
shocking imaginative ridiculous
traditional dull colourful original
strange provocative

- 2 Choose six adjectives. Write sentences about things they can describe.

The Harry Potter books are very imaginative.

- 3  3.04 Look at the photos A–D. Then listen to the podcast. In what order are the photos mentioned? Which is Tamsin's favourite photo?

- 4  3.04 Listen again and choose the correct answers.

- The exhibition includes photos of wildlife and ...
a people. b landscapes.
c buildings.
- The photographer who took the photo *Sunrise, Sunset* is from ...
a Germany. b Malta.
c Kazakhstan.
- The Azure Window was destroyed by ...
a the wind. b a storm.
c an earthquake.
- Christina Rossetti was a famous English ...
a poet. b singer.
c photographer.
- Both Tamsin and Leo think that *Game Over* ...
a is beautiful but shocking.
b has got an interesting title.
c has a very strong message.

- 5 **ACTIVATE** Look at the pictures in this unit. Choose one or more adjectives from exercise 1 to describe each picture. Then compare your ideas with a partner.

The Drachenfels is traditional and beautiful.

NATURE IS THE GREATEST ARTIST

Photography exhibition

February 25th – April 19th
Warehouse Art Gallery, London

Underwater Forest



Game Over



Who Has Seen
the Wind?

Sunrise, Sunset



LANGUAGE FOCUS ■ Present and past passive: affirmative, negative and questions

I can ask and answer quiz questions using the passive.

6

- 1 Complete the passive sentences a–f from the listening on page 72 with the words in the box. Then answer questions 1–4.

is are was were created what

- The photos ___ exhibited in an art gallery.
- Lake Kaindy was ___ in 1911.
- ___ the photo named after a song?
- ___ kind of photos are included in the exhibition?
- ___ all the photos taken by professional photographers?
- Where ___ the photo taken?

- Which sentences are in the past?
- Which sentences are in the present?
- Which form of the verb do we use to form the passive?
- How are questions formed?

More practice ⇌ Workbook page 51

- 2 Complete the dialogue with the verbs in brackets. Use the present and past passive.

Bulat What is Claude Monet famous for?

Aisha He was one of the first Impressionist artists. The Impressionism art movement ¹___ after one of his paintings: *Impression, Sunrise*. It ²___ at an exhibition in Paris in 1874. (name, show)

Bulat Did people like it?

Aisha No, it ³___ by most people. (criticise)

Bulat What are Monet's most famous paintings?

Ausha His most famous paintings ⁴___ *The Nymphs*. That's a series of about 250 paintings of water lilies. (call)

Bulat When did he create them?

Aisha They ⁵___ in the 20th century. (paint)

Bulat What happened to these paintings?

Aisha For many years, they ⁶___ in the artist's studio. When he became famous, they ⁷___ by museums and private collectors. In 1958, two paintings ⁸___ in a fire. In 2008, one of the water lily paintings ⁹___ at an auction for more than 80 million dollars! (keep, buy, damage, sell)

Bulat Where are the paintings now?

Aisha Several ¹⁰___ by the Museum of Modern Art in New York. They ¹¹___ by three million people each year! (own, see)

- 3 Write questions in the passive about the information in blue in the text below. Then ask and answer with a partner.

When ... ?

When was the Tate Modern opened?

- | | |
|-----------------|-------------|
| 1 What ___? | 4 Who ___? |
| 2 Where ___? | 5 When ___? |
| 3 How much ___? | 6 What ___? |

- 4 Write six quiz questions using the words in the box.

make play speak write paint

What is pizza made from?

- 5 **ACTIVATE** Study the key phrases. Which phrase is for answering a question? Work in pairs and ask and answer your quiz questions in exercise 4.

KEY PHRASES ○ Doing a quiz

What's your next question?

OK. You start.

I think the answer's ...

That's right. Well done.

No, sorry. Bad luck.

OK. It's your turn.

○ Finished?

Look through this book and write a revision quiz. Use the present and past passive.

How are marine animals affected by plastic?

Great Galleries

The Tate Modern in London was opened as an art gallery in 2000. In the past, the building was used ¹as a power station. Bigger works of art are now exhibited ²in a massive hall. Visitors ³aren't charged any money to go into the gallery.

The Guggenheim museum in Bilbao was designed by ⁴architect Frank Gehry and it was built ⁵between 1994 and 1997. It's used for ⁶exhibitions and conferences. It's also great to look at and it's a nice place to meet.



Guggenheim, Bilbao



Tate Modern, London

SPEAKING ■ Expressing doubt

I can express opinions and doubts.

- 1 Look at the photo. What kind of art is the painting? Do you like it?

- 2  3.05 Listen to the dialogue. Why does Lucy dislike the painting?

Mum **Look**, Lucy. I got this picture this morning.
 Lucy It reminds me of an abstract art painting.
 Mum It was painted by Franz Marc, a German Expressionist artist. It's called *Little Blue Horse*. What do you think?
 Lucy It doesn't **look like** a real horse. And what on earth is that? It looks like a giant flower.
 Mum It's a tree. Don't you like the picture?
 Lucy Mmm. I'm not convinced.
 Mum Don't you think it's interesting?
 Lucy Er, sort of, but I'm not sure about the horse – it **looks** a bit strange. In fact, it **looks as if** a child painted it!
 Mum Oh, come on! It isn't that bad. It's really colourful. It's good to have a new picture, anyway.
 Lucy I suppose so.
 Mum I'm sure it'll grow on you.
 Lucy OK. We'll see.



- 3  3.06 Study the key phrases. Who says them? Listen and check. Practise the dialogue with a partner.

KEY PHRASES ■ Describing art

It reminds me of ...
 It doesn't look like a ...
 What on earth is that?
 I'm not sure about ...
 It looks (a bit strange).
 It looks as if (a child painted it).

- 4  3.07 Look at the words in **blue** in the dialogue in exercise 2. What do they mean? Then complete the mini-dialogue with *look*, *looks* and *looks like*. Listen and check.

Altai ¹___, Saule. What do you think of this painting?
 Saule I'm not sure. It ²___ a bit dull. It ³___ a strange animal with big blue eyes. There are also two birds with yellow wings.
 Altai No, it ⁴___ a landscape painting. ⁵___, the title is *Flower Garden*.
 Saule Who was it painted by?
 Altai It was painted by the Swiss artist Paul Klee.

- 5 Choose the correct words.

- The sculptures **look** / **look as if** they were made of gold.
- It **looks like** / **as if** an abstract art painting.
- The horse in the picture **looks** / **looks like** very old.
- It **looks** / **looks like** a storm destroyed it.
- This doesn't **look like** / **as if** a mountain.

- 6 **ACTIVATE** Look at *The Scream* by Edvard Munch and prepare a new dialogue with a partner. Use the key phrases and ideas from exercise 4 or your own ideas. Practise your dialogue.



Flower Garden (Paul Klee)



The Scream (Edvard Munch)

WRITING ■ A description of a piece of art

I can write about a piece of art.

6

- 1 Read the model text and match the paragraphs 1–3 with the topics a–d. There is one topic that you do not need.

- a an art movement c the painter
b historical details d a description

- 2 Answer the questions.

- When was this picture painted?
- What adjectives describe Primitivist art?
- Where can you see the painting today?

SURPRISED!

1 *Surprised!* was painted by Henri Rousseau in 1891. It is an oil painting and it shows a landscape with a tropical storm. The composition



includes a fierce tiger in the foreground and in the background there are flashes of lightning. It is said that a visit to the botanical gardens in Paris inspired Rousseau to paint this picture. He never travelled to distant lands and never saw a real jungle.

2 This type of work is typical of Primitivism, an art movement which started in Europe in the 19th century. Most Primitivist painters didn't have a formal education in art. They used unconventional techniques, simple forms and vivid colours. Their work often shows childlike images and exotic landscapes.

3 *Surprised!* was first exhibited in 1891. It was bought by a French art dealer for less than 190 francs. It was later sold to the National Gallery in London, where it is now kept.

- 3 Study the key phrases. Which phrases describe the painting?

KEY PHRASES ■ Describing a painting

The scenery / composition includes ...
... in the foreground / background ...
(*Surprised!*) was first exhibited ...
It is said that ...
This type of work is typical of ...
Their work often shows ...

Language point: Using synonyms

- 4 Look at the model text again and find synonyms for the adjectives in blue in a–d. Then choose synonyms for the words in blue in the text below.

- a ferocious tiger c unusual techniques
b faraway lands d bright colours

The artist showed the world in a ¹new (original / controversial) way and some of his pictures are very ²funny (amusing / provocative). But in this picture, the colours are really ³dark (elegant / sombre) and the ants ⁴represent (describe / symbolize) death.

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

WRITING GUIDE

A TASK

Find information about a famous piece of art, or look at the painting in the photo with Mum and Lucy on page 74 and the notes about it below. Write a text about the piece of art.

Notes on *Little Blue Horse* (Franz Marc)

Painted 1912

Expressionism, Germany, early 20th century. Artists were interested in emotional experiences rather than physical reality. They used unusual shapes and vivid colours to express emotions. Sold to museum director Rudolf Bornschein in 1956; now exhibited in the Modern Gallery of the Saarland Museum in Saarbrücken, Germany.

B THINK AND PLAN

- Who was the work created by and when?
- What does the work of art show?
- What art movement is this typical of?
- What is typical of this art movement?
- When was the work first exhibited?
- When was it last sold and where is it kept?

C WRITE

Paragraph 1: The work of art

... was painted / made by ...

Paragraph 2: The art movement

This type of work is typical of ...

Paragraph 3: History of the work

... was first exhibited in ...

D CHECK

- synonyms
- the passive

MY COUNTRY ■ Tamgaly petroglyphs

I can understand a text about rock art.

- 1 Check the meaning of these words in a dictionary. Which of the things can you see in the photo?

cave petroglyph gorge slope tool
bull tribe shepherd settlement
speculation

- 2  3.08 Read and listen to the text. Answer the questions.

- Where is the Tamgaly Gorge?
- When were the Tamgaly petroglyphs discovered?
- How many petroglyphs are there in Tamgaly?
- What tools did the prehistoric people use?
- Why are there bulls in the earliest carvings?

- 3 Study the words in **blue** in the text and complete the table. Then choose the correct words to complete the rules.

	Comparative	Superlative
much / many	—	(the) —
(a) —	—	(the) least
(a) —	—	(the) fewest

- 1 We use these words to talk about **quality** / **quantity**.

- We normally use them **before** / **after** a noun or an adjective, but we can also use them **before** / **after** a verb.
- We use *much* and *little* with **countable** / **uncountable** nouns, while *many* and *few* are used with **countable** / **uncountable** nouns.
- In comparisons, we often use *the* / *than* after *more*, *less* and *fewer*.
- None* means 'not one' or 'not any' / 'not many.'

- 4 Rewrite the sentences using the words in brackets.

- The train ticket to Almaty is cheaper. (cost / less)
- I've got three cameras, and not one of them works. (none)
- There aren't as many tourists as in Ulytau. (fewer)
- The majority of scientists support the idea. (most)
- There is little traffic on a Sunday. (not / much)

- 5 Find information on the internet about one of these places. Write a short description of the prehistoric art found there.

Arpa-Uzen petroglyphs Torgai Trough
geoglyphs Ak-Baur cave paintings
Ulytau steppe balbals

Rock art

Prehistoric people represented their world and beliefs with visual images which they carved or painted on cave walls and rocks. Some of these carvings, like the Tamgaly petroglyphs in the south-east of Kazakhstan, are incredibly beautiful.

Few rock art sites anywhere in the world can match the beauty and variety of Tamgaly. The rock carvings were discovered in 1957 during an archaeological expedition in the Chu-Ili mountains organised by the Kazakhstan Academy of Sciences. When archaeologists explored the area around the Tamgaly Gorge, they found **more** than 5,000 petroglyphs. **Most** of the rock art is located on the eastern slopes of the gorge – there is **less** on the western side. The earliest petroglyphs date back to the 14th century BC. They are **more** than 3,000 years old!

Many of the carvings are quite large (25 to 75 cm) and can be seen from far away. The artists used stone and metal tools to create these unique works of art. There are **a few** images of people, but **most** of the oldest carvings show animals. For the people who lived in the Bronze Age, the bull was a symbol of power. During the Iron Age, equestrian tribes settled in the area and some of the bull carvings were replaced with images of horses. There are also petroglyphs showing deer, camels, wolves, wild asses, mountain goats, wild boar, and **a few** birds.

The Tamgaly petroglyphs are very special because they are from different historical periods: from the Bronze Age and the Iron Age through to the Middle Ages. There are also some carvings of



horses and goats made by Kazakh shepherds in the 19th century. **Little** is known about the people who created the older petroglyphs, but archaeologists hope to learn **more** about them by studying the ancient settlements found in the area.

But why did prehistoric people create these petroglyphs? There has been much speculation about the reasons and there are many theories, but none of them provides a good explanation. We will never really know why these images were carved in the rocks. Perhaps prehistoric people used art as a way to record stories and communicate ideas, but it is quite possible that they just wanted to create something beautiful.

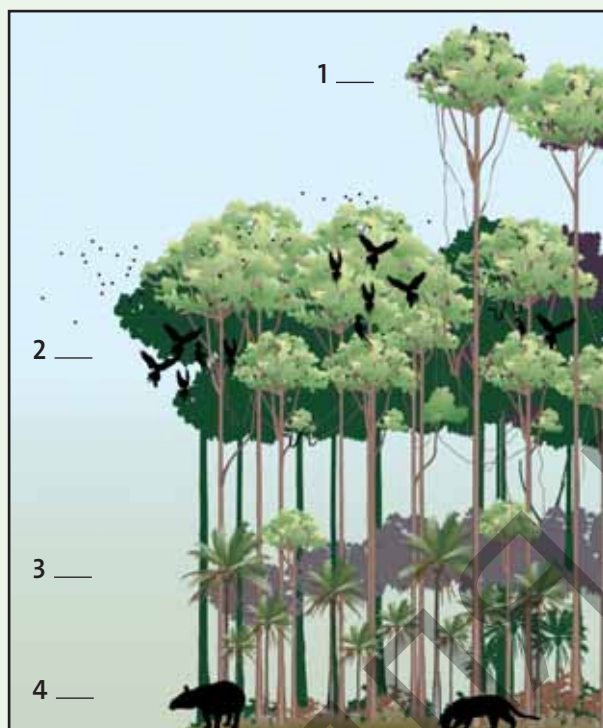
CLIL ■ Geography: Natural environments

I can write about a coral reef.

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

wildlife mammals layers natural vegetation shrubs

- 2  3.09 Read and listen to the text. Check your answers in exercise 1.
- 3 Read paragraph 2 again. Label the diagram 1–4.



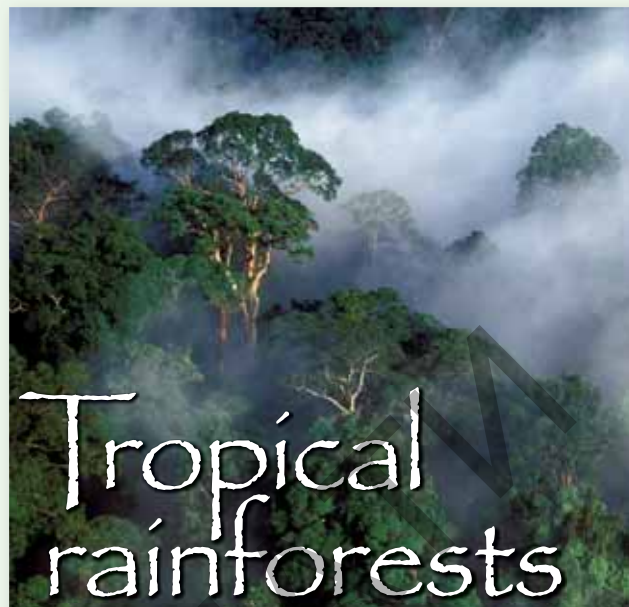
- 4 **ACTIVATE** Write two paragraphs about coral reefs. Use the notes below.

Paragraph 1 – Facts

What they are – underwater structures, tiny living animals
 Distribution – cover 0.2% world's oceans
 Location – warm shallow tropical oceans
 Importance – habitat for over 1 million animal species

Paragraph 2 – Endangered

Already disappeared – nearly one third of coral reefs
 Causes – pollution, climate change, scuba-diving, fishing, tourist souvenirs
 Solutions – protection, not touching them



Tropical rainforests are amazing places. You find them in Asia, Central and South America and parts of Africa. The temperatures there are between 25 and 30°C all year round and it rains heavily almost every day. These hot, wet conditions are ideal for plants, so the ¹___ is dense and rich, and the ²___ is incredibly diverse. More than half of the world's plant and animal species live in these forests.

There are four ³___ in a tropical rainforest. The top part is called the emergent layer. It consists of the tallest trees in the forest, which receive the most sunlight. The next section is called the canopy and a huge number of birds, insects, reptiles and ⁴___ live there. There is so much food at this level that some animals never go down to the lower parts. The third section is called the understory. It's dark and cool and consists of smaller trees and ⁵___. The lowest part is called the forest floor. It's home to larger animals, like tapirs and jaguars. Only 1% of sunlight reaches the forest floor.

We've already destroyed more than half of the world's tropical rainforests, either for wood or through farming. If we carry on like this, we might wipe them out completely in less than forty years from now. One solution is to use the forests in a sustainable way, by using their ⁶___ resources, such as fruit, nuts and medicinal plants, without destroying the trees.

Vocabulary

1 Choose the correct words.

- 1 She sold the painting at an **auction** / a **portrait**.
- 2 Most of the **masterpieces** / **critics** liked his new exhibition.
- 3 He painted a good **landscape** / **portrait** of his father.
- 4 Impressionism was a **masterpiece** / an **art movement**.
- 5 She is showing her paintings in a **gallery** / an **auction**.
- 6 A lot of his **sculptures** / **paintings** are made from bronze.

2 Match the adjectives with the sentences.

strange traditional shocking dull
ridiculous amusing colourful original
provocative

- 1 I've never seen anything like it before.
- 2 It isn't very exciting.
- 3 What do you think it is? I've no idea.
- 4 Wow! Look at those bright blues and reds.
- 5 It looks like any other landscape painting.
- 6 How horrible! That isn't art!
- 7 The painter definitely has a good sense of humour.
- 8 I don't understand why that is in the exhibition. It's just stupid.
- 9 He was an artist who made people think.

Language focus

3 Complete the sentences with the present or past forms of the passive.

- 1 The masterpiece by the artist in the 19th century. (paint)
- 2 Today, some artists by society. (not accept)
- 3 The museum by the president last weekend. (open)
- 4 The painting by a gallery. (not buy)
- 5 During the war, paintings by some collectors. (hide)
- 6 The artist by the critics for many years. (not mention)
- 7 Today most of his sculptures by a New York gallery. (own)
- 8 Abstract art by many people. (appreciate)

4 Make the active sentences passive.

Bakhtiyar Tabiyev painted *Village at the Caspian Sea*.

Village at the Caspian Sea was painted by Bakhtiyar Tabiyev.

- 1 A collector bought Franz Marc's painting *The Waterfall* for five million dollars.
- 2 The artist created some unusual sculptures.
- 3 The art critic Louis Leroy invented the term 'Impressionism.'
- 4 Many people don't understand modern art.
- 5 Lots of people visit the museum every year.
- 6 They didn't show the portrait in the exhibition.

5 Write questions and answers for the sentences in exercise 4. Use the past passive.

Was Village at the Caspian Sea painted by Bakhtiyar Tabiyev? Yes, it was.

Communication

6 Complete the dialogue with the phrases in the box.

like I'm not sure that bad looks as if
Look at grow looks reminds me

Alen This is interesting. What do you think?

Bota It's original, but I ¹ like it.

Alen It looks ² an animal.

Bota It ³ of a Franz Marc painting.

Alen Yes, it ⁴ a bit strange.

Bota ⁵ this one over here. It's very unusual.

Alen I don't like that at all. It ⁶ a child painted it.

Bota Oh, come on! It isn't ⁷. Don't you think it's colourful?

Alen Yes, but the colours are all over the place!

Bota Well, I love it. And I'm sure it'll ⁸ on you!

Listening

7 Listen to a conversation and complete the text.

The Scream was painted by Edvard Munch in ¹ _____. There are ² _____ versions of *The Scream* and three of them are in ³ _____ museums. One of the paintings was ⁴ _____ from the Munch Museum in Oslo in ⁵ _____, but the thieves couldn't sell it. Police found the painting in ⁶ _____. Munch belonged to the Expressionist art ⁷ _____. Expressionist ⁸ _____ are interested in feelings and their paintings don't look like real life.





Listening

1 Look at the photos and answer the questions.

- What do the photos show?
- Which of these places would you most / least like to go to? Why?
- Is there a zoo or a nature reserve in or near your town or city? What can you see there?
- When is the last time you went to an exhibition in a museum or an art gallery? What kind of exhibition was it?
- Which of the places in the photos is the most / least popular with young people? Why?

2 3.11 Listen to a conversation. Where are Jenny and Joe?

3 3.11 Listen again and complete the sentences.

- The Shrimp Girl* was painted by an ____ artist.
- ____ prefers modern art.
- The Tate Modern gallery has a lot of ____ art.
- The painting of the horse looks like a ____.
- It was painted by George Stubbs in ____.
- Jenny thinks that *Whistlejacket* was Stubbs's ____.
- They decide to visit a temporary ____.
- Joe likes Van Gogh's paintings because they are very ____.
- Liza thinks the National Gallery is ____.
- Liza has got a ____ of *Whistlejacket* in her room.

Speaking

4 Work in pairs and prepare a conversation. Imagine you went to a nature reserve, a zoo, a museum or a gallery in your country. Answer the questions.

- Where did you go? Why?
- What did you see there?
- What did you do?
- What was it like?
- Would you recommend it to a friend? Why / Why not?

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

A We went to ...

B Ask what they did.

A Reply and mention a particular thing.

B Ask more questions.

A Reply.

B Ask if it is worth seeing.

A Reply.

Writing

6 Write about a visit to a nature reserve, a zoo, a museum or a gallery in your country. Include background information about the place. Use the questions in exercise 4 to help you. Say whether you would recommend this event to someone. Begin like this:

Last week, I visited ... I saw ... there. It was ...

Travel and transport

Start thinking

- 1 Who is the most famous explorer from your country?
- 2 Do you like to travel? Why / Why not?
- 3 How do you usually get to school?

Aims

Communication: I can ...

- talk about events at different times in the past.
- understand a text about trends in youth travel.
- report what other people have said.
- use reported questions and commands.
- apologize for something and explain how it happened.
- write a story about a journey.

Vocabulary

- Transport: nouns
- Travel: phrasal verbs

Language focus

- Past perfect
- Reported speech: tense changes
- Reported questions and commands

Creativity and skills



My country

Almaty Metro

Page 88



CLIL

Language and literature: Adventure stories

Page 89

VOCABULARY AND LANGUAGE FOCUS

Transport: nouns

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

- 1 Complete the table with the words in the box. Which of these things can you see in photos A–E?

bicycle boat bus camel car helicopter horse lorry plane ship spacecraft submarine train tram airship

Land transport	Air transport	Water transport
bicycle		

- 2 3.12 Do the *Explorers quiz*. Then listen and check your answers.
- 3 Match the texts 1–5 with photos A–E. Which explorer's journey do you think was the most difficult? Why?

Explorers quiz

- 1 Marco Polo was only 16 when he joined his father and uncle on an expedition through Asia. During his 24-year journey along the Silk Road, he visited places like Constantinople, Baghdad and Beijing. By the time he returned to Venice in 1295, he had travelled almost _____.
a 4,000 km b 14,000 km
c 24,000 km



- 2 Shoqan Ualikhanov is famous for his scientific expeditions to Issyk-Kul (1856), Kulzha (1857) and Kashgaria (1858). He wrote several books about the geography, history and culture of Central Asia, including *A Description of Kashgaria* and _____.
a *The Tatars* b *Ablai Khan*
c *Sketches of Zhongar*



- 3 In 1911, Roald Amundsen led the first successful expedition to the South Pole. In 1926, he flew over the North Pole in a / an _____. Four years earlier, he had tried to reach the North Pole by ship but hadn't been successful.
a airship b hot air balloon
c helicopter



More practice Workbook page 56

Past perfect

4 Study the sentences from the quiz. Then choose the correct words in the rules.

- By the time he returned to Venice in 1295, Marco Polo had travelled almost 24,000 km.
- Gagarin had flown in a plane hundreds of times, but he had never flown in a spacecraft.

○ RULES

- We form the past perfect with **have / had** and a past participle.
- We form negative sentences with **not** or **ever / never**.
- We use the past perfect to talk about an action that happened **before / after** another action in the past.

More practice ⇌ Workbook page 57

- 4 Amelia Earhart was the first woman to fly across the Atlantic Ocean. This was just one of her many records. During a round-the-world flight in 1937, Amelia's plane disappeared somewhere over the ____ Ocean.
a Atlantic b Pacific c Indian



- 5 When he boarded Vostok 1 on 12 April 1961 at the Baikonur Cosmodrome, Yuri Gagarin had flown in a plane hundreds of times, but he had never flown in a spacecraft. In fact, no one had done that before – Gagarin was the first human to go into outer space. About eight years later, Neil Armstrong became the first person to walk on ____.
a Mars b the moon c the sun



5 Write sentences using the past perfect affirmative (✓) and negative (X).

By the age of 30, Captain James Cook had visited many exotic places, but he (be) to Australia. X

By the age of 30, Captain James Cook had visited many exotic places, but he hadn't been to Australia.

- The Portuguese explorer Vasco da Gama (see) penguins before he travelled to South Africa in 1497. X
- After he (make) a pilgrimage to the city of Mecca in 1325, Ibn Battuta decided to become an explorer. ✓
- Many explorers (try) to climb Mount Everest before Tenzing Norgay and Edmund Hillary reached the peak in 1953. ✓
- People in Europe (not eat) potatoes until Christopher Columbus brought some from America. X
- More than 400 years after Magellan (sail) around the world, the US submarine *Triton* made a similar journey underwater. ✓

6 Choose the correct words.

- I didn't want to watch the film about Marco Polo because I **saw / had seen** it before.
- When she **got / had got** to the airport, she realized she had forgotten her passport at home.
- The train had already left when we **arrived / had arrived** at the station.
- I was nervous because I **didn't fly / hadn't flown** in a plane before.
- Gulnaz showed me the photos she **took / had taken** during her holidays.
- We had lived in Temirtau for five years before we **moved / had moved** to Aktobe.

7 **ACTIVATE** Complete the sentences using the past perfect and your own ideas.

I was tired because ...

I was tired because I hadn't slept well.

- By the time I was ten, ...
- They were late because ...
- Before I went out, ...
- I couldn't call you because ...
- When I read the email, I realized ...

○ Finished?

What other famous explorers do you know of?
What did they explore or discover?

- 1** Look at the photos and the title of the text. Which of the topics 1–6 do you think the text mentions? Read the text and check your answers.

- 1 Unusual journeys
- 2 Reasons why people travel
- 3 Holiday activities
- 4 Places tourists want to visit
- 5 Advice for young travellers
- 6 Means of transport

- 2** Read the text. Who said these things?

- 1 'I have travelled for educational purposes.'
- 2 'I'm studying French at school.'
- 3 'I also want to learn Spanish.'
- 4 'I have travelled to Mexico and Canada.'
- 5 'I have visited all regions of Kazakhstan.'
- 6 'I will visit China in the near future.'
- 7 'I chose to visit a destination because I found a cheap flight.'

- 3** BUILD YOUR VOCABULARY Complete the phrases with *by*, *off*, *in* or *on*. Then check your answers in the text.

- 1 ___ holiday
- 2 ___ the rise
- 3 ___ recent years
- 4 ___ search of
- 5 ___ the beaten track
- 6 ___ the age of

- 4** Choose the correct words.

- 1 Do you prefer to travel **in** / **on** your own or with a group?
- 2 **Off** / **By** the way, I saw Arystan and Gani at the train station today.
- 3 I'm so tired – I've been **on** / **off** the move all day.
- 4 You need to know what to do **by** / **in** case of a travel emergency.
- 5 He's **off** / **on** to Madrid to study Spanish for a month.
- 6 If you aren't **in** / **by** a hurry, we can walk to the city centre.

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

- 1 Do you like to travel? Why / Why not?
- 2 If you could travel anywhere in the world, where would you go?
- 3 What do you think people can learn from travelling to other countries?
- 4 What is your favourite type of holiday (beach holiday, adventure holiday, sightseeing, etc.)?
- 5 What kind of transport do you prefer on holidays? Why?

Modern nomads

International tourism is one of the world's fastest-growing industries. In 2016, over 1.2 billion people chose to go on holiday abroad. Youth travel is also on the rise – more than 22% of these travellers were between 15 and 29 years old. A recent survey about young people's travel preferences has shown that this trend is likely to continue.

REASONS FOR TRAVELLING

While beach holidays and skiing trips are still popular with young travellers, more than 50% of the participants in the survey said that they had travelled for educational purposes. For 16-year-old Peter Jones from the USA, travelling abroad is a way to practise his language skills. He told researchers that he was studying French at school, but he also wanted to learn Spanish, so he had visited Mexico and Canada several times. Other common reasons why young people travel are to experience new cultures and exploring exotic destinations.



- 1 Compare the direct speech in exercise 2 on page 82 and the reported speech in the text. How does the tense change? Complete the table and the rules.

Direct speech	Reported speech
present simple	
present continuous	
present perfect	
past simple	
will	

POPULAR DESTINATIONS

Europe remains the top destination, but in recent years travellers have started looking for something new. In search of new experiences, many tourists prefer to go off the beaten track and explore places like Africa and Asia. Others choose a holiday in their home country over foreign travel. Maral Akhmadieva, a 15-year-old student from Kazakhstan, believes that travellers should get to know their own country before going abroad. She said that she had visited all the regions of Kazakhstan by the age of 14 and she would visit China in the near future.

TRANSPORT

Low-cost airlines now offer flights to all parts of the world and 25% of all participants in the survey said that they had chosen to visit a destination because they had found a cheap flight. Another trend in youth travel is booking transport and accommodation online. In the last few decades, new technologies have made travelling cheaper, easier and safer. According to researchers, this is the main reason why the young people of today travel more than previous generations.

RULES

When we change direct speech to reported speech:

- 1 The tense of the verb usually changes to a **future / past** tense.
- 2 The **prepositions / pronouns** and possessive adjectives usually change, e.g. 'I want to learn Spanish,' said Peter. Peter said that he wanted to learn Spanish.
- 3 We often introduce reported speech with **talk / say + that** or **tell + pronoun / noun + that**.

More practice ➞ Workbook page 57

- 2 Complete the sentences with **said** or **told**.

- 1 Olga — the police officer that someone had stolen her backpack.
- 2 They — they would book the tickets online.
- 3 Mukhtar — me that he didn't want to go on a backpacking holiday.
- 4 Elmira — that she'd visited ten different countries by the age of 16.
- 5 The famous explorer Roald Amundsen once — that adventure was just bad planning.

- 3 Rewrite the sentences using reported speech.

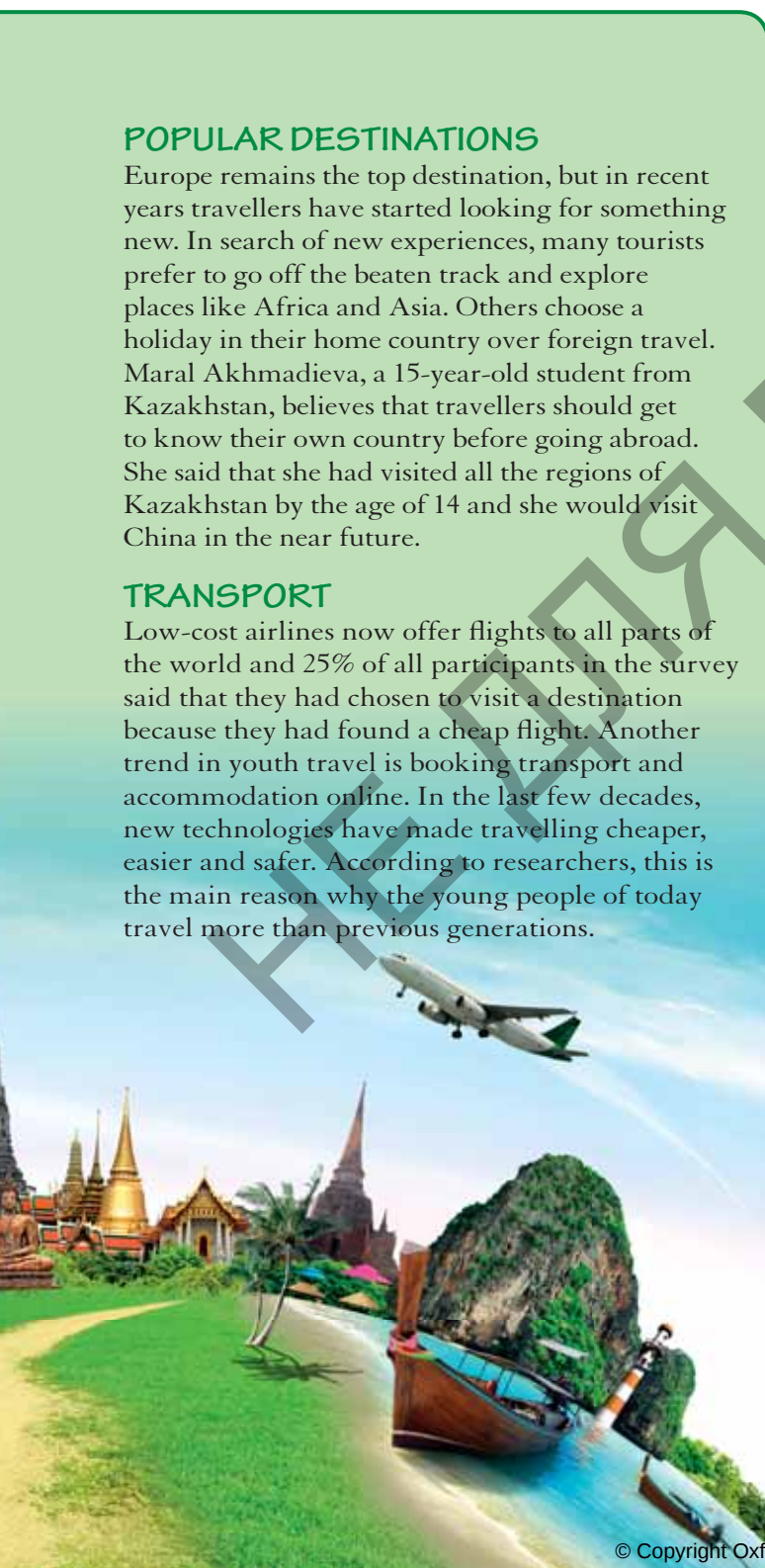
- 'We can't download the travel app,' they said.
They said that they couldn't download the travel app.
- 1 'I'm writing a book about the travels of the Moroccan explorer Ibn Battuta,' Assel told us.
 - 2 'We always read online reviews before we book a holiday,' said Ilyas and Maxim.
 - 3 'I've never tried koumiss before,' said Jake.
 - 4 'In 2017, about five million people travelled to Kazakhstan,' the reporter said.
 - 5 'We will buy some souvenirs from the bazaar,' said the tourists.
 - 6 'I've lost the guidebook that you had given to me,' Yerzhan told his sister.

- 4 **ACTIVATE** Work in pairs. Interview your partner about their travel preferences. Then write a short summary of their answers.

Inkar told me that she'd never been abroad. She said that she preferred ...

Finished?

Rewrite the sentences in exercise 2 in direct speech.
'Someone has stolen my backpack,' said Olga.



VOCABULARY AND LISTENING ■ The future of transport

I can understand a radio programme about the future of transport.

- 1 Check the meaning of the verbs in the box. Then complete the sentences with the correct form of six of the verbs.

set off break down go up
go down take off turn back
stop off pull off

- On our way to Turkestan, we ___ in Sauran and explored the ruins of the ancient city.
- Hurry up! The plane ___ in fifteen minutes!
- The road was blocked so we had to ___.
- What time do we ___ tomorrow? I think we should start before 8 o'clock.
- If you're tired, ___ the road and rest for a while.
- We ___ the mountain and didn't stop until we reached the peak.

- 2  3.13 Look at the photos and listen to the radio programme. Which forms of transport do the people mention?

- 3  3.13 Listen again and choose the correct answers.
- The reporter asked Samat whether ...
a the red car was his. b he was an engineer.
 - She asked him what the main ...
between electric and petrol cars were.
a similarities b differences
 - She asked him to show her how to ...
a drive the car. b stop the car.
 - Samat told the reporter not to ...
a put on her seat belt. b press that button.
 - She asked him if he had been in a ... car.
a solar-powered b driverless
 - He told her to turn ... after the traffic lights.
a back b left

More practice ⇌ Workbook page 58



- 4 **ACTIVATE** Ask and answer the questions.

- What is the most unusual method of transport you have ever used?
- What are the advantages of electric cars? Are there any disadvantages?
- Would you travel in a driverless car? Why / Why not?

- 1 Study the sentences in exercise 3 on page 84. Which sentences are reported questions and which ones are reported commands or requests? Complete the table.

Reported questions	Reported commands and requests

- 2  3.13 Study the sentences in exercise 3 on page 84 again. What did the people actually say? Listen to the radio programme again and check. Then complete the rules with the words in the box.

if not do to ask

○ RULES

When we report a question:

- 1 We use the verb to report a question.
- 2 The word order in reported questions is the same as in statements: the subject comes before the verb and we don't use or *did*.
- 3 When we report *yes / no* questions, we use or *whether*.

When we report a command or a request:

- 4 We use a reporting verb + object + infinitive with . We usually use the reporting verb *tell* for reported commands and *ask* for requests.
- 5 For negative commands, we add after the object.

More practice  Workbook page 59

- 3 Read the dialogue and choose the correct words in the summary.

Helen Excuse me. I think I'm lost. Can you help me?
 Batyr Yes, of course. Where do you want to go?
 Helen The Nur Alem building. Is it in that direction?
 Batyr No, it isn't. Go down Qarlyghash Street. Don't stop until you reach Mangilik El Avenue. Then turn left and walk for about six minutes. You'll see the building on the right.
 Helen Thank you very much!

A tourist who was lost in Astana asked Batyr ¹to / **whether** he could help her. He asked her where ²does she want / she wanted to go. She said she was going to the Nur Alem building. Batyr ³told / **asked** her to go down Qarlyghash street and ⁴not to / **don't stop** until she reached Mangilik El Avenue. Then he told her ⁵if she turned / **to turn** left and walk for about six minutes. He said that she would see the building on the right.

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

What is a space elevator?

You asked me what a space elevator was.

- 5 **ACTIVATE** Imagine you are going on a school trip to the Museum of the Future in Astana with your teacher. Report the teacher's questions, commands and requests.

'Could you walk a bit faster, please?'

The teacher asked us to walk a bit faster.

- 1 'Have you seen a solar-powered car before?'
- 2 'Don't touch the cars!'
- 3 'Go to the Moon Hall on the seventh floor.'
- 4 'What is hydroelectric power?'
- 5 'Look at the model of a submarine.'
- 6 'Could you close the door, please?'
- 7 'Which of the cars do you like the most?'
- 8 'Don't make so much noise. Be quiet!'



○ Finished?

Write five things people have asked you today and five things they have told you to do.
Nurzhamal asked me what time it was.

SPEAKING ■ Apologizing and explaining

I can apologize for something and explain how it happened.

1 Look at the photo. How do you think Jane is feeling?

2  3.14 Listen to the dialogue. Why didn't Mark call Jane?

Jane Look at the time. You said you'd be here by 4 o'clock. Where have you been?
 Mark Sorry I'm late. I know I've upset you. I didn't mean to.
 Jane So, what happened?
 Mark You see, my skateboard broke so I had to walk instead. And I'm afraid I lost my helmet.
 Jane You mean the one I bought for your birthday last month?
 Mark Yes. I don't know how it happened. I thought I'd left it at school so I went back looking for it, but it wasn't there.
 Jane Well, you know I don't like it when you're late. Why didn't you call me?
 Mark I couldn't call you because I hadn't charged my phone. I'm really sorry.
 Jane Well, please don't be late next time.
 Mark Don't worry. It won't happen again. I promise.



3  3.15 Complete the key phrases with the words in the box. Who says them? Listen and check. Then practise the dialogue with a partner.

don't mean worry sorry matter happen

KEY PHRASES ■ Apologizing and explaining

I didn't ¹___ to. I couldn't ... because ...
 You see, ... I'm really ³___.
 I'm afraid ... Don't ⁴___.
 I ²___ know how It won't ⁵___ again.
 it happened.

4 Match sentences 1–8 with pictures A–D.

- 1 Have you broken my camera?
- 2 Please ask next time you want to use my bike.
- 3 I didn't know your camera was there.
- 4 It's the second time that you've crashed it!
- 5 This is the second DVD you've lost.
- 6 Have you crashed it again?
- 7 Have you used all my free minutes?
- 8 You know I don't like it when you use my mobile.

5 Work in pairs. Reply to the sentences in exercise 4.

Have you broken my camera?

I'm really sorry. I didn't mean to.

6 **ACTIVATE** Prepare a new dialogue with a partner. Use one of the pictures A–D. Practise your dialogue. Then choose another picture and change roles.



WRITING ■ A memorable journey

I can write a story about a journey.

7

1 Do you enjoy going on school trips? What trips have you been on recently?

2 Read the story. Did the writer enjoy the trip?



A trip to Bayanaul

Last month, I went on a school trip to Bayanaul National Park. First, we took a train from Pavlodar to Ekibastuz. Then we travelled by bus and then on foot until we reached Lake Toraigyr.

I had never been to Bayanaul before and I was very excited. We saw amazing rock formations, beautiful plants and a lot of animals. At noon, we stopped for a picnic near Lake Zhasybay. I wanted to take some photos of argali so I decided to explore the area. Near the Kempirtas Rock, I met some tourists from Australia. They told me they had never seen argali until that day. They said they had been to Sharyn two years before and they were planning to visit Sayram-Ugam the following year.

I was walking back to the picnic site when it started to rain. By the time I got there, everyone had left. Just then, my phone rang. It was Mrs Mametova, our teacher. She said they were at a hut nearby and they would wait for me there.

At last, after an hour in the rain, I found the hut. I was tired, but really happy because I had learnt a lot about nature and made some new friends.

3 Complete the key phrases with the correct prepositions. Then read the model text again and check.

KEY PHRASES ■ Telling a story

We took a train ¹ ___ Pavlodar ² ___ Ekibastuz.
Then we travelled ³ ___ bus / ⁴ ___ foot ...
I was (walking back to the picnic site) when ...
⁵ ___ the time ...
Just then ...
⁶ ___ last, ...

Language point: Adverbs of time and place in reported speech

4 We often change adverbs of time and place in reported speech. Study the words in blue in the model text and add them to the table.

Direct speech	Reported speech
today	¹ ___
yesterday	the day before / the previous day
tomorrow	the next / following day
² ___ month	the month before / the previous month
next year	³ ___
two years ago	⁴ ___
here	⁵ ___

5 Rewrite the sentences as reported speech.

- 'We visited Lake Tengiz five years ago,' said the tourists.
- 'I cycled more than 50 km yesterday,' said Sanzhar.
- 'You'll go to Kok-Tobe tomorrow,' the teacher told the students.
- 'We can't stop here,' the bus driver told us.
- 'I'll call you later today,' said Meruyert.

6 **ACTIVATE** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Think about your last school trip or another interesting journey. Write a story for the school newsletter describing the trip.

B THINK AND PLAN

- Where did you go and who was with you?
- How did you travel (by train, bus, etc.)?
- What happened during the journey? What did you see and do?
- Did you meet anyone?
- What happened in the end? How did you feel? Did you learn anything from the journey?

C WRITE

Paragraph 1: Introduction

Last week / month / year, ...

Paragraphs 2 and 3: Description of the journey and the events

I was ... when ...

By the time ...

Paragraph 4: Conclusion

At last, ...

D CHECK

- past tenses
- reported speech
- time connectors

MY COUNTRY ■ Almaty Metro

I can understand a text about a metropolitan railway.

- 1 Match the adjectives in the box with their opposites 1–8. Which adjectives would you use to describe the transport system in your town or city?

cheap clean comfortable convenient
fast modern reliable safe

- | | |
|-----------------|-----------------|
| 1 inconvenient | 5 slow |
| 2 dangerous | 6 unreliable |
| 3 uncomfortable | 7 dirty |
| 4 expensive | 8 old-fashioned |

- 2  3.16 Read and listen to the text. Write **true** or **false**. Correct the false sentences.

- The Sayran station was opened in 2015.
- The Almaty Metro has 45 kilometres of track.
- Yeldos said the trains were sometimes late.
- The Auezov Theatre station isn't as busy as the Zhibek Zholy station.
- Tolkyn said she didn't like some of the stations.

- 3 Study the sentence below. Then choose the correct words to complete the rules.

The train **leaves** Almaty at 17:21 and **reaches** Astana at 06:48.

- We use the **present / future** simple tense when we talk about timetables (for buses, trains or planes) or schedules (for concerts, films or sports events).
- We often use it with a **place / time** adverb (at 5 o'clock, tomorrow, on Sunday morning).

- 4 Complete the sentences with the correct form of the verbs below.

set off start be take off finish close

- Our plane ___ at 2 p.m. on Sunday afternoon.
- The museum is open until late. It ___ at 9 p.m.
- The film ___ at 9 o'clock tonight. Don't be late!
- The lesson just started. It ___ in 40 minutes.
- We ___ for London at 8.00 tomorrow morning.
- The next bus to Aktobe ___ at 10 o'clock.

- 5 Work in pairs. Ask and answer the questions.

- What is the easiest way to get around your city?
- Do you often use public transport?
- What are the advantages of a metro system? Are there any disadvantages?

GOING UNDERGROUND

Almaty Metro was the first underground train system in Kazakhstan. It was officially opened on 1 December 2011 and it quickly became the most popular form of transport in the city.

At first, there were only seven stations: Raiymbek Batyr, Zhibek Zholy, Almaly, Abay, Baikonur, Auezov Theatre and Alatau. 'It may be short, but it is comfortable,' says the school teacher Marzhan Rakhimova, who was one of the first passengers on the metro. Just four years later, two more stations were added (Sayran and Moskva) and today the metro covers a route of over 11 kilometres. There are plans to build more stations in the future. When the entire network is complete, there will be three lines and about 45 kilometres of track.

Thousands of people use the metro every day. It is the safest, fastest and most convenient way to get around the city. 'I prefer the metro because it's very reliable. The trains are always on time,' says 14-year-old Yeldos Bazayev. 'The metro is open every day from 6 a.m. until midnight. The best thing is you don't have to wait. Whenever you arrive at the station, you know the next train leaves in ten minutes.'

Some of the metro stations have a very modern design, others look more traditional. The terminal station Raiymbek Batyr is a combination of both. There are marble floors and beautiful artwork on the walls, including a picture of the Kazakh warrior Raiymbek Batyr. The next station, Zhibek Zholy (the Silk Road), is the

busiest in the city. It is famous for the ceramic reliefs created by the artist Gaziz Yeshkenov. You can learn a lot about the culture, history and geography of Kazakhstan by looking at the reliefs. The Auezov Theatre station is also stunning with its spacious halls, bright lights and colourful mosaics. Some of the walls are decorated with plaques showing traditional scenes from the life of the Kazakh people.

'I like all the stations, but my favourite is Baikonur,' says 18-year-old student Tolkyn Sapiyeva. 'It's named after the cosmodrome in southern Kazakhstan and it looks a bit like a spaceship. For me, a journey on the Almaty Metro is like a journey through history into the future.'

CLIL ■ Language and literature: Adventure stories

I can read and understand an extract from a classic work of literature.

7

- 1 Look at the photo from a film adaptation of an American novel, then read the summary below. Why do Huckleberry Finn and Jim decide to go on a journey?

The Adventures of Huckleberry Finn is a novel by the American writer Mark Twain. It is set in the American Midwest in the 1830s. The story is told in the first person by Huckleberry Finn, a fourteen-year-old boy from a small town in Missouri in the USA. Huckleberry runs away from home because his father drinks a lot and treats him badly. He goes to hide on Jackson Island on the Mississippi River, where he meets the runaway slave Jim and they become friends. However, there are people looking for Jim, so the two decide to travel down the river and find a place where they will be safe.

- 2  3.17 Complete the text with the prepositions in the box. Use each preposition twice. Then read and listen to the text and check.

to on at in of off out

- 3 Read the text again and write *true*, *false* or *don't know*.

- Huckleberry Finn and Jim travelled by steamboat.
- They only travelled at night.
- It took them a week to reach St Louis.
- They had never been to Cairo before.
- Jim couldn't swim very well.
- Huckleberry thought that Jim had died.
- Some dogs attacked Huckleberry while he was trying to get out of the river.
- Huckleberry didn't like the people who lived in the wooden house.

- 4 **ACTIVATE** Think about an adventure story that you have read. Answer the questions.

- Who is the author of the story?
- Is it written in the first person or the third person?
- When and where is the story set?
- Who are the main characters?
- What happens in the story?



The Adventures of Huckleberry Finn

by Mark Twain

We got out the raft as fast as we could, put all our things ¹___ it, tied the canoe on behind, and moved off down the river. When it began to get light, we hid. When it was dark again, we travelled on. ²___ the fifth night we passed St Louis, and we decided to go on down to Cairo in Illinois, sell the raft there and get a boat ³___ Ohio. There are no slaves ⁴___ Ohio.

We slept for most ⁵___ that day and we began our journey again when it was dark. After some time, we saw lights on the Illinois side of the river and Jim got very excited. He thought it was Cairo. Jim got the canoe ready and I went off in it to take a look ⁶___ those lights. But it wasn't Cairo.

After that, we went on down the river. It was very dark that night and it wasn't easy to see where we were going. Suddenly, a big steamboat came at us very fast, and the next minute it was right over us. Jim and I jumped ⁷___ the raft into the water. The boat hit the raft and went on up the river.

When I came ⁸___ of the water, I couldn't see Jim anywhere. I called out his name again and again, but there was no answer. 'He's dead!' I thought. Slowly, I swam ⁹___ the side of the river and got ¹⁰___ . I saw that I was near a big old wooden house. Suddenly a lot ¹¹___ very angry dogs jumped out ¹²___ me. They made a terrible noise and someone called from the house, 'Who's there?'

'George Jackson,' I answered quickly. 'I've fallen ¹³___ a river boat.'

Well, the people who lived ¹⁴___ that house were very kind, and they took me in and gave me some new clothes and a good meal. I told them that my family were all dead, so they said I could stay with them as long as I wanted. It was a beautiful house and the food was good there, so I stayed.

Vocabulary

- 1 Match the words in the box with the definitions. There are two extra words.

airship horse bicycle camel bus
submarine lorry boat

- 1 a ship that can travel underwater
- 2 a large vehicle that transports goods
- 3 a vehicle with two wheels
- 4 a vehicle for travelling on water.
- 5 an animal with one or two humps on its back
- 6 a large road vehicle that carries passengers

- 2 Complete the sentences with *off*, *back*, *down* or *up*.

- 1 Oh no! Our car has broken ___ again.
- 2 What time does the plane take ___?
- 3 She went ___ to the top floor of the building.
- 4 We've come so far already – we can't turn ___ now.
- 5 You can't pull ___ here. Didn't you see the sign?
- 6 They set ___ for Uralsk about an hour ago.

Language focus

- 3 Complete the sentences. Use the past simple and the past perfect in each sentence.

- 1 Sarah ___ (never / try) 'Kazakh meat' before she ___ (travel) to Kazakhstan.
- 2 I ___ (not / remember) his name, but I was sure I ___ (meet) him before.
- 3 Galymzhan ___ (be) hungry because he ___ (not have) breakfast.
- 4 After we ___ (pack) our suitcases, we ___ (go) to the airport.
- 5 Before they ___ (travel) to Japan, Inzhu and Bibugul, they ___ (visit) Mongolia and Kyrgyzstan.
- 6 Kamilla ___ (know) Petropavl so well because she ___ (grow) up there.

- 4 Complete the sentence with *said*, *told* or *asked*.

- 1 Dinmukhamed ___ that he'd lost his keys.
- 2 They ___ Dana where the bus stop was.
- 3 The police officer ___ the cyclist to stop.
- 4 Aliya and Tolkyn ___ us to help them.
- 5 Ivan ___ that he wanted to go camping on Sunday.
- 6 My brother ___ me not to worry.

- 5 Rewrite the sentences using reported speech.

- 1 'I'm writing a book about space travel,' he said.
- 2 'What time does the programme start?' Irina asked Nurgaly.
- 3 'Call me tomorrow,' Daulet told them.
- 4 'Don't be late!' the teacher told the students.
- 5 'I learnt to drive two years ago,' said Akbota.
- 6 'Where did you buy this skateboard?' Kuanysh asked us.

Communication

- 6 Complete the dialogue with the phrases in the box.

it happened won't happen You see
Don't I couldn't really sorry

- Paul** Have you seen my travel card for the underground? I can't find it anywhere.
Eva Yes, I took it this morning.
Paul Why didn't you ask me first?
Eva Well, ¹___ ask you because you had already gone out. ²___, I was in a hurry.
Paul So can I have it back then?
Eva I'm afraid I lost it. I'm ³___, Paul. I don't know how ⁴___.
Paul Well, I can buy a new card, but please ask me before you borrow something next time. And try and be more careful.
Eva ⁵___ worry. It ⁶___ again.

Listening

- 7  3.18 Listen to the dialogue and choose the correct words to complete the text.

In ¹1429 / 1492, Christopher Columbus' voyage across the ²Indian / Atlantic Ocean started the colonization of America. However, he wasn't the first European explorer to visit the continent. ³Vikings / Pirates from northern Europe had been there about ⁴10 / 500 years before him. Columbus didn't even know he had reached America – he thought he had landed in ⁵East Asia / the Bahamas! When he returned to ⁶Italy / Spain, he brought many new plants that he had found on his journeys. Before Columbus, there were no ⁷tomatoes / carrots in Italy and there was no chocolate in Switzerland!

- 1 Look at the photos and read the travel brochure. Have you been to any of these places?

Exploring South Kazakhstan

TURKESTAN

About: Turkestan is more than 1,500 years old. It was one of the trade posts on the Silk Road and the capital of the Kazakh Khanate.



Kozha Ahmet Yassaui lived here in the 11th century and is buried in the city. His mausoleum, which was built by Temirlan in the 14th century, is much more than just a beautiful building. Today, it is a pilgrimage site for Muslims.

How to get there: There is no airport in the city, but you can fly to Shymkent from Astana or Almaty, then take a bus or train to Turkestan.

What to see: The most famous sights are the mausoleum of Kozha Ahmet Yassaui and the tomb of Rabia Sultan Begim.

What to do: Visit the mosques and admire the exhibits in the history museum.

SHYMKENT

About: Shymkent is the capital city of South Kazakhstan Region, and the third largest city in the country. It is an important industrial and cultural centre.



There are art galleries, museums and many theatres. Folk festivals are often organized in the parks of the city.

How to get there: The train journey from Turkestan to Shymkent takes about three and a half hours.

What to see: The parks – especially Independence Park, Abai Park and Ken-baba – are worth a visit. Don't miss the Tulip fountain (on the corner of Tauke Khan Street and Momyshtuly) and the Shymkent zoo!

What to do: Go shopping at the Mega mall or the Aina Bazaar, watch a horse game at the Hippodrome or a football match at the Kazhymukan Munaitpasov Stadium.

AKSU CANYON

About: The canyon is in the Aksu-Zhabagly Nature Reserve in the western Tien Shan mountains, near the border between Kazakhstan and Kyrgyzstan. It is 15 km long and 500 m deep. The reserve is the oldest protected area in Central Asia and today it is a UNESCO site.

How to get there: Take a minibus from Shymkent to Turarkent or Vannovka, then a taxi to Aksu-Zhabagly village.

What to see: There are snow leopards and brown bears in Aksu-Zhabagly, but they are rarely seen. There are also more than 300 species of birds. The area is famous for its beautiful juniper forests and wild tulips.

What to do: Popular activities include hiking, horse riding and birdwatching.



- 2 Make a travel brochure about another region in your country. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Choose a region in Kazakhstan that you have visited or would like to visit.
- 2 Find information about the region on the internet or in a book.
- 3 Choose three places in the region that would be interesting for tourists to visit and research the route for the journey.
- 4 Write a short text for each of the places. Include information about: transport, famous sights (historic buildings, museums, monuments, etc.), landscape features (lakes, mountains, caves, etc.) and activities.
- 5 Find some photos of the places on the internet or in magazines.

- 3 Share your travel brochure with the rest of the class. Which of the holidays would you most like to go on?

Food and drink

Start thinking

- 1 Is there a problem with food waste in your country?
- 2 What is a food bank?
- 3 What problems does farming cause?

Aims

Communication: I can ...

- express certainty and possibility.
- understand a text about food waste.
- speculate about the future.
- understand an interview about farming and rainforests.
- talk about the future.
- make plans and arrangements.
- write a formal letter.

Vocabulary

- Action and protest
- Phrasal verbs: a campaign

Language focus

- *will* and *might*
- First conditional
- *be going to* and *will*
- Present continuous for future arrangements

Creativity and skills



My country

Record-breaking food

➡ Page 100



CLIL

Science: The future of food

➡ Page 101

- 1 Complete the table with the words in **blue** in the *Plan of action* questionnaire. Then do the questionnaire.

Verb	Noun	Verb	Noun
publicize	publicity	7 ____	volunteer
meet	1 ____	support	8 ____
2 ____	organization	sponsor	9 ____
march	3 ____	petition	10 ____
4 ____	donation	11 ____	ban
collect	5 ____	12 ____	boycott
protest	6 ____	campaign	13 ____

- 2 3.19 Listen to two people discussing the questionnaire. Match opinions a–e with dialogues 1–5. Which sentences express certainty?

- a 'It might help a bit.' ____
- b 'That definitely won't help.' ____
- c 'It might not have much effect.' ____
- d 'That will definitely work better.' ____
- e 'It will be more effective.' ____

Plan of action

You can change the world, but what's the best way to do it? Choose the best plan of action for each situation.

- 1 An international fast-food chain is planning to close the local market and build a new restaurant on the land.
 - a You need publicity. Invite journalists to a **meeting** and show them the site.
 - b **Organize** a **march** in the streets.
- 2 A charity says that 50% of the world's children are poor and hungry. Many of them will die young if they don't get help.
 - a **Donate** some money and organize a **collection** of clothes for the charity.
 - b Organize a small **protest**. World governments aren't helping enough.



- 3 Complete the key phrases with the words in the box. Which phrases make suggestions? Which phrases comment on suggestions?

help about thing could don't idea
think work

KEY PHRASES Making suggestions

Let's (organize a meeting).
That's not a bad ¹ ____.
That should / could / might ² ____ a bit.
How ³ ____ (starting an email campaign)?
I ⁴ ____ we should try ...
Why ⁵ ____ we (boycott the shops)?
That will definitely ⁶ ____ better.
I think the best ⁷ ____ to do is ...
We ⁸ ____ write to the council.

- 4 Write suggestions for problems 1–4.

Let's write a letter to the council and ask for more litter bins.

- 1 There's a lot of litter in your town.
- 2 A new advertisement on TV says that junk food is healthy.
- 3 Cows and sheep on a local farm are treated cruelly.
- 4 Your school canteen is closing.

will and might

- 5 Study examples a–d and complete rules 1–4. Then find more examples of *will* and *might* in the questionnaire.

- a I might volunteer if I've got time.
- b This might not work. I'm not sure.
- c She's agreed. She'll support us.
- d Your plan won't work. It's impossible.

RULES

- 1 Examples ____ and ____ express certainty about the future.
- 2 Examples ____ and ____ express possibility about the future.
- 3 Short forms of *will* / *will not* are ____ and ____.
- 4 *Will* and *might* ____ change in the third person singular forms.

More practice  Workbook page 65

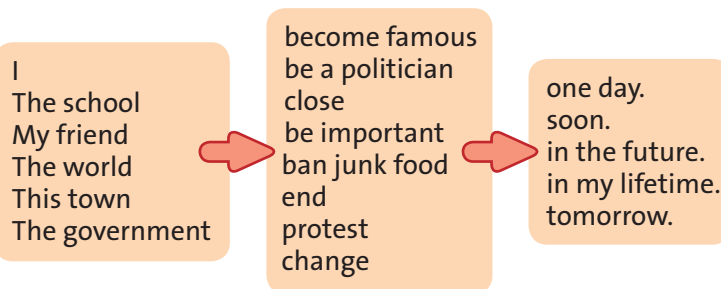
- 6 Write the sentences using *will*, *won't*, *might* and *might not*.

you / see / me tomorrow. (maybe not)

You might not see me tomorrow.

- 1 Ilyas / donate / some money (definitely)
- 2 Nastya / become / a vegetarian (maybe)
- 3 people / listen / to us (maybe not)
- 4 I / live / here in 2030 (definitely not)
- 5 the government / help farmers (definitely)
- 6 the world / be / a better place one day (maybe)

- 7 **ACTIVATE** Work in groups. Talk about the future using the ideas in the boxes.



I might become famous one day.

Finished?

Think of more ideas about your future. Write sentences with *will*, *won't*, *might* and *might not*.
I might not get married.

- 3 Your community needs a new sports centre, but there isn't enough money for it.

- a Volunteer to help to build the sports centre.
- b Organize a sports event. Look for supporters and sponsors.

- 4 Parents are unhappy because a shop near the school is selling low-quality junk food and fizzy drinks to children.

- a Start a petition to ban low quality junk food. If a lot of people sign, the council might do something about the problem.
- b Have a meeting with people from the shops. Shops must be stricter about the quality of the products they sell.

- 5 A chain of big supermarkets isn't paying enough to South African farmers who produce fruit for the shops.

- a Boycott those supermarkets and start an email campaign. The supermarkets won't like the bad publicity. It will affect their sales.
- b Collect money for a trip to South Africa. Visit the farmers and show your support for them.

READING ■ The food waste scandal

I can understand a text about food waste.

- 1  3.20 Look at the title of the text and the photos and answer the questions. Then read and listen to the text and check your answers.
- What is happening in the photos?
 - Why do supermarkets throw away so much food?
 - Who are freegans?
- 2 Read the text again and choose the correct answers.
- What type of text is it?
a a supermarket website
b an educational leaflet
c a protest group handout
 - The author wrote the text to ...
a invite. b advertise. c complain.
 - Why do freegans eat food from bins?
a Because they're hungry.
b To show that it's safe to eat it.
c To protest against food waste.
 - How much food never gets to the shops?
a Forty per cent of all food in the world.
b Six million tonnes of food.
c One third of food supplies.
 - Which protest action does the text not suggest?
a A supermarket boycott. b A petition.
c A public protest.
 - The text encourages people to ...
a support freegans.
b stop buying yoghurt.
c give food to the poor.
- 3 **BUILD YOUR VOCABULARY** Which quantifiers are used with these food items?
- 1 a ____ of yoghurt 2 a ____ of bread
- 4 Match these quantifiers with the correct food item.
- bunch fillet pinch pot slice
- cake
 - cream
 - bananas
 - fish
 - cheese
 - salt
 - grapes
 - steak

5 YOUR OPINIONS Ask and answer the questions.

- What actions against supermarkets does the text suggest? Do you think they are likely to be effective?
- Which piece of information in the text shocks you most?
- Could you be a freegan? Why / Why not?
- How much food do your family and friends throw away? Why?
- How do you feel about eating fruit and vegetables that are not perfect? Why?

Freegans against supermarket waste

It is World Food Day on 16th October, so the local freegan group is organizing protest actions against food waste.

Who are we?

We, freegans, believe that it is wrong to throw food away when millions of people are hungry. We get most of our food from supermarket waste bins because we want to draw attention to this unacceptable food waste scandal.

The facts

Over one third of all food supplies end up as waste and much of this waste occurs before food reaches the shops. Supermarkets can force farmers to throw away up to 40% of their crops if they are imperfect – not all the same size or not looking nice. A UK survey has shown that each year our shops waste over six million tonnes of food and a lot of it is perfectly safe to eat, including:

- 48 million pots of yoghurt
- 1.6 billion apples
- 2.6 billion slices of bread



- 1 Complete the first conditional sentences from the text. When do we use a comma in these sentences?

Situation	Result
If we all ¹ the supermarkets,	they ² to us.
If everyone signs the petition,	will it make a difference?
Result	Situation
Supermarkets ³	if only a few people ⁴
What will the supermarkets do	if we organize a huge protest march?

More practice ⇌ Workbook page 65

What we want

We aren't against supermarkets, we just want them to change their insensitive attitude and reduce all this unnecessary waste. They should:

- Say exactly how much food they throw away and try to reduce it.
- Give the food to charities which distribute it to poor people.
- Sell fruit and vegetables that don't look perfect.

What you can do

Supermarkets won't change if only a few people protest. If we all boycott the supermarkets, they'll listen to us. You'll find more information and an online petition if you look on our website.

We need support for our campaign. Become a volunteer or just spread the word. Come to the public meeting and share your ideas!



- 2 Study the sentences in exercise 1 and complete the rules. Use *will*, *won't* and *the present simple*.

○ RULES

- 1 We use the first conditional to talk about a likely or possible future situation and to describe its result.
- 2 We talk about the likely or possible future situation with *if* + ____.
- 3 We describe the result with ____ or ____ + infinitive without *to*.

- 3 Complete the sentences with the first conditional form of the verbs in brackets.

- 1 If he (support) us, we (win).
- 2 If we (ask) people, a lot of them (volunteer).
- 3 She (boycott) the shop if it (sell) violent video games.
- 4 People (not know) about it if we (not organize) a meeting.
- 5 If you (ban) cars from the town centre, the shopkeepers (not be) happy.
- 6 I (not sponsor) you if you (not finish) the race.

- 4 Complete the sentences with your own ideas.

- If I don't pass my exam, I'll *have to do it again*.
- 1 If I don't finish my homework, ____.
 - 2 If I stay in this evening, ____.
 - 3 If it snows tomorrow, ____.
 - 4 If my favourite actor comes to town, ____.
 - 5 If I don't go on holiday, ____.
 - 6 If you help me with my maths, ____.
 - 7 If my friend isn't at school, ____.
 - 8 If my mother doesn't feel well, ____.

- 5 **ACTIVATE** Work in pairs. Ask and answer questions about the future. Use the sentences in exercise 4 or your own ideas.

What will you do if you stay in this evening?

I'll have to help my mum with dinner.

Pronunciation: Linking ⇌ Workbook page 100

○ Finished?

Continue the chain of consequences.

If I go camping this weekend, I won't revise for my exams. If I don't revise for my exams, I ...



VOCABULARY AND LISTENING ■ Phrasal verbs: a campaign

I can understand an interview about rainforests.

- 1  3.21 Read and listen to the text and check the meaning of the verbs in **blue**. Then match the verbs with synonyms 1–8.

- | | |
|------------|------------------|
| 1 finish | 5 discover |
| 2 start | 6 destroy |
| 3 continue | 7 participate in |
| 4 care for | 8 subscribe to |



The world's forests are in danger and we must **look after** them. Every year,

more than 80,000 km² of forests are lost because of agriculture and industry. Farmers cut or burn forests so that they can use the land for planting crops or raising cattle. The world population is growing and we need to produce more food. But when we destroy forests, we **wipe out** plant and animal species. If we **carry on** the destruction, we'll **end up** in a sadder, greyer world. The future won't be bright. Our children and grandchildren will blame us for doing nothing. I'm going to **set up** a campaign so people can **find out** how they can help. To publicize my campaign, I'm going to visit the Amazon rainforest next July, where I'm going to swim a hundred kilometres in the River Amazon in ten days. You can **sign up** for my newsletter and **join in** the activities on my website, or watch the documentary on TV.

Molly Osborne

STUDY STRATEGY ■ Making your own examples

- 2 Complete the sentences with your own examples. Then compare with a partner and try to memorize the best sentences.

- I want to set up a club for ____.
- If you carry on shouting, I'll ____.
- We're _____. Do you want to join in?
- Before I'm old, I want to find out ____.
- I think that ____ might wipe out humans.
- If you smoke, you're going to end up ____.
- I think we should look after ____.
- Sign up for my newsletter and you'll get a free ____.

- 3  3.22 A journalist is interviewing Molly Osborne. Which two questions do you think are not in the interview? Listen and check your answers.

- What's your campaign about?
- How much money will you make from sponsors?
- Are you going to steal some of the money?
- What problems do you think you'll have?
- Will you carry on if there are piranhas in the river?
- Is someone going to look after you while you're there?
- How many cattle farms are you going to visit?
- When's the documentary going to be on TV?

- 4  3.22 Listen again. What are Molly's answers to the questions in exercise 3?

- 5 **ACTIVATE** Work in groups. Look at the information. You are organizing a campaign to help save the whales. Make suggestions about the ideas in the box using the key phrases on page 93. Think about where, when and how to organize these things. Then exchange opinions with another group.

campaign set up a petition protest march
sponsored sports event create a website
write a newsletter prepare leaflets

Many species of whales are disappearing from our oceans. Humans are killing them for meat and some of it is used to make pet food! If we don't do something now, we will wipe out these magnificent animals forever.



Plans and predictions

- 1 Complete the sentences from the text and exercise 3 on page 97. Then match a–f with rules 1 and 2.

- a Our children ___ blame us for doing nothing.
- b The future ___ be bright.
- c I ___ swim a hundred kilometres.
- d ___ someone ___ look after you?
- e What problems do you think you ___ have?
- f How much money ___ you make from sponsors?

☐ RULES

- 1 We use *be going to* to talk about plans.
- 2 We use *will / won't* to make predictions.

More practice ⇌ Workbook page 67

- 2 Complete the text with *be going to* or *will / won't*.

Askar and I ¹___ (run) a marathon for charity next month. We hope that all our friends ²___ (sponsor) us, so we ³___ (make) a lot of money.

I think that the biggest problem ⁴___ (be) getting fit. That's why we ⁵___ (start) training soon. Askar says he ⁶___ (run) 10 kilometres before school every day. But I don't think he ⁷___ (train) every day because he hates getting up early.

- 3 Read the situation. Then complete the questions and invent answers with *be going to* or *will*.

Situation:

A big company has bought a plot of land near your town. They plan to cut the trees and build factories for processed food on the land. You want to organize a protest and a free concert for publicity.

- 1 Why ___ they ___ cut the trees?
- 2 What kind of factory ___ they ___ build?
- 3 How many people do you think ___ come to the concert?
- 4 Which groups ___ you ___ invite?
- 5 What problems do you think you ___ have?
- 6 How much money do you think the concert ___ raise?

Intentions and instant decisions

- 4 Read the dialogue. Then choose the correct words in the rules.

Inzhu Hi, Askar. I'm going to run this morning.
Are you going to come with me?

Askar I'll join you later.

Inzhu I'm not going to wait all morning.

Askar Oh, alright, I'll come.

☐ RULES

- 1 We use **will / be going to** for intentions.
- 2 We use **will / be going to** for instant decisions.

More practice ⇌ Workbook page 67

- 5  3.23 Choose the correct words.

Then listen and check.

Sam I'm going to / I'll get tickets for the concert today. Have you got one?

Amy No, not yet. ²Are you going to / Will you get one for me?

Sam OK, ³I'm going to / I'll give it to you at school tomorrow.

Amy Brilliant! Here, ⁴I'm going to / I'll give you the money. How ⁵are you going to / will you get to the concert?

Sam I don't know.

Amy I know. ⁶I'm going to / I'll ask my dad to drive us.

Sam That's a good idea. Thanks, Amy.

- 6 **ACTIVATE** Work in pairs and make dialogues using 1–6. Then continue the dialogues with your own ideas.

visit Aruzhan in hospital / come with you

I'm going to visit Aruzhan in hospital.

I'll come with you. I'll bring her some magazines.

- 1 see a film in town / come with you
- 2 do some shopping / give you a list
- 3 have a picnic / make sandwiches
- 4 do a walk for charity / support you
- 5 take the dog for a walk / get lunch ready
- 6 organize a party / help you

☐ Finished?

Invent more situations similar to those in exercise 6.

SPEAKING ■ Plans and arrangements

I can make plans and arrangements.

- 1 Look at the photo. Adam is going to run for charity. What is he asking the man? Why?

- 2  3.24 Listen to the dialogue. How much money does Adam think he'll raise?

Adam Hi, Mr Johnson. Have you got a minute?
 Mr Johnson Hello, Adam. What can I do for you?
 Adam I'm doing a ten-kilometre run for charity next month and I'm looking for sponsors.
 Mr Johnson That's very good, Adam. What's it for?
 Adam It's for the local food bank. It's a charity where poor people can go to get free food.
 Mr Johnson Ten kilometres is quite a distance! How are you going to prepare?
 Adam I'm going to run every morning before school. I'll try to run a bit further every day.
 Mr Johnson And when are you running? What date?
 Adam I'm running on Sunday 14th May. I hope to raise about £150. Will you sponsor me?
 Mr Johnson Yes, OK. It sounds like a good cause. I hope you finish it!
 Adam I'm going to try! I hope I'll be fit by then. Some friends are going to do it, too.
 Mr Johnson Good luck, Adam.
 Adam Thanks.



- 3  3.25 Complete the key phrases from the dialogue. Who says them? Listen and check your answers. Then practise the dialogue with a partner.

KEY PHRASES □ Donating money

Have you got a ¹___?
 What can I ²___ for you?
 What's it ³___?
 It's ⁴___ (the local food bank).
 I hope ⁵___ about (£150).
 It sounds ⁶___ a good cause.

- 5 Complete the diary with your own entries for next weekend. Then ask and answer with a partner.

	Saturday	Sunday
Morning	go into town	
Afternoon	play basketball	
Evening		

What are you doing on Saturday morning?

I'm going into town.

Language point: Present continuous for future arrangements

- 4 Read the rule. Which structures are in sentences a and b?

□ RULE

We can use *be going to* to express plans, but we can also use the present continuous when we talk about arrangements with a fixed date or time in the future.

- a I'm running next Sunday.
 b Some friends are going to do it, too.

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

Situation 1

- five-hour basketball marathon
- Meals on Wheels (free food delivery for elderly people)
- playing next weekend
- target: €100

Situation 2

- three-legged football match
- Action Against Hunger
- playing next Saturday
- target: €200

More practice ⇌ Workbook page 67

WRITING ■ A formal letter

I can write a formal letter.

8

- 1 Read the model text. What is the purpose of the letter? Match paragraphs 1–3 with topics a–d. There is one topic that you do not need.

- a explanation c intentions
b invitation d reason for writing

- 2 Answer the questions.

- What is the name and address of the person who wrote the letter?
- What is the address of the organization receiving it?
- How does the main part of the letter start and finish?
- What is the group going to protest about?

Students Against Fast Food
8 Dene Gardens
Halford
HA3 8HB
30th April 2010

Morrissey's Supermarket
High Street
Halford
HA3 7RD

Dear Sir or Madam

- I represent a group called *Students Against Fast Food*. I am writing to you because we are concerned about plans to open a new fast food restaurant in our area.
- In our opinion, fast food is dangerous for people's health because it contains a lot of fat and sugar. If we have too many fast food restaurants selling cheap, low quality food, it will have a negative effect on the whole community. Organic, locally produced food, on the other hand, is a better alternative as it is healthier and environmentally friendly.
- We have therefore decided to take action and we are going to organize a protest. For this reason, we are sending you a poster and we hope that you will support us and help to publicize this event.

Yours faithfully,

James West

Group Coordinator

Students Against Fast Food

- 3 Match the key phrases with the three correct paragraph topics in exercise 1.

KEY PHRASES □ Formal letters

- In our opinion, ...
- I represent ...
- For this reason, ...
- On the other hand, ...
- We have therefore decided to ...

Language point: Explaining

- 4 Find these words in the model text. Then complete sentences 1–4 with your own ideas.

because as therefore for this reason

- We are protesting because ____.
- I am against food waste as ____.
- The rainforests are in danger. We have therefore decided to ____.
- I think that circuses are cruel. For this reason, ____.

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

□ WRITING GUIDE

A TASK

Your local council is going to close the food bank in your town to build a big supermarket. You want to stop this. Write a letter to the local newspaper.

B THINK AND PLAN

- What's the name of your organization?
- Why are you concerned?
- What problems might a big supermarket cause?
- Why is the food bank necessary?
- How are you going to protest?

C WRITE

Paragraph 1: Introduction

I represent a group called ...

Paragraph 2: The problem

In our opinion, ...

Paragraph 3: Action

We have therefore decided to ...

D CHECK

- layout of the letter
- explanation words
- *will* and *be going to*

MY COUNTRY ■ Food and drink

I can understand a text about Kazakh food records.

- 1  3.25 Check the meaning of the words in **blue** in the sentences. Then read and listen to the text. Write *true* or *false*. Correct the false sentences.

- The world's largest **serving** of 'Kazakh meat' weighed over 1,000 kilograms.
- In the past, the nomads used special **cutlery** to eat 'Kazakh meat'.
- You can make 'Kazakh meat' with horse meat, **beef** or **lamb**.
- To make lagman soup, you boil **noodles** together with some meat, vegetables and **spices**.
- Boursaks, which are made by frying **flour dough** into small square shapes, are only popular in Kazakhstan.
- The women who took part in the boursak competition in 2014 weren't professional **chefs**.

- 2 Find these words and phrases in the text. Then complete the rules.

as (x2) so like because since such a

- We use ___ + noun to talk about the role or purpose of a person or thing.

- We use ___ + noun to say that two people or things are similar.
- We use ___ + adjective + *that* and ___ + noun phrase + *that* to talk about a result.
- We can use ___, ___ and ___ to give a reason or an explanation.

3 Choose the correct words.

- Bakhtiyar got a job **as** / **like** a chef in a restaurant in Karagandy.
- We can't make airan **because** / **such** we haven't got any yoghurt.
- I was **such** / **so** hungry that I ate six boursaks!
- This sausage looks **like** / **as** shuzhuk, but it tastes different.
- Like** / **Since** I've never tried it, I don't know if shek-shek is sweet or sour.
- Kumis is **so** / **such** a delicious drink that I'd recommend it to anyone!

4 Write a description of a traditional Kazakh dish. Include information about:

- the name and origin of the dish
- the ingredients that you need and how to prepare it
- what it looks and tastes like.

Record-breaking food

On 6th July 2015, to celebrate Astana Day and the city's 17th anniversary as the capital of Kazakhstan, a group of chefs from Astana made a special 'Kazakh meat' dish weighing 736.5 kilograms. The event was organised by the Kazakh Geographic Society and set the record for the world's largest 'Kazakh meat' serving: it was so big that it was enough to feed more than 1,000 people! 'Kazakh meat' is a traditional dish with meat and pasta which is often prepared for special occasions. The nomads called it 'beshbarmak' (which means 'five fingers') because in the past they ate the food with their hands – they didn't have knives, forks or other cutlery. The nomads used horse meat to make 'Kazakh meat', but as it isn't always possible to buy this type of meat today, people often replace it with beef or lamb.

The largest 'Kazakh meat' dish wasn't the first Guinness World Record set by the Kazakh Geographic Society. Only a month before that, on 1st May 2015, they celebrated the Day of Unity by preparing the world's largest serving of lagman soup. It was cooked by 30 chefs from Almaty and it weighed 687 kilograms. Just like 'Kazakh meat', lagman soup is made with meat and pasta, but they are cooked in a different way. First, the meat is boiled in a soup pot together with some vegetables and spices. The noodles are cooked separately. They take longer to prepare, since they have to be handmade.

Another food record set in Almaty was the largest serving of traditional Kazakh sweets called 'boursaks'. Boursaks are very popular in Central Asia and in the Middle East. Since they are made of fried flour dough, they are sometimes compared to doughnuts, but they look and taste different. On 7th September 2014, Channel 7 organised a competition to celebrate Mother's Day. Seven teams of women (mothers-in-law and daughters-in-law) participated in the event, which took place in Gorky Park. They made thousands of boursaks, with a total weight of 856 kilograms. It was such a long and difficult competition that everyone was completely exhausted at the end!

So, what happens to all this delicious food after it wins the world record? One of the Guinness rules is that the food has to be eaten – it can be sold or given for free, but it cannot be wasted.



- 1 Check the meaning of the words in the box. Then look at the pictures and complete the text.

seeds greenhouses agriculture
protein pastures soil crops fertiliser

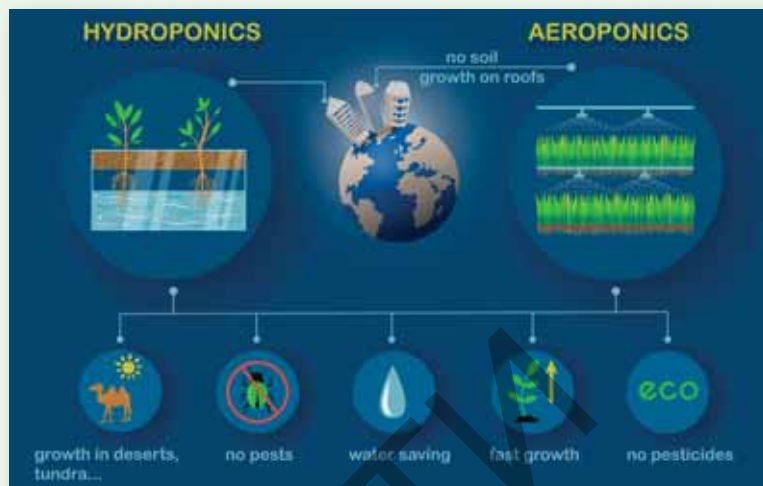
- 2  3.26 Read and listen to the text. Check your answers in exercise 1.

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

- In 2050, there will be ____ billion more people living on Earth.
a ten b three c seven
- Agriculture has destroyed a lot of ____.
a prairies, forests and steppes
b grasslands in South America
c forests in Central Asia
- Most vertical farms will be in ____.
a buildings in towns and cities
b forests around the world
c underground laboratories
- Some of the advantages of genetically modified plants are that they ____.
a have bigger seeds and can grow faster.
b don't need much fertiliser or pesticides.
c can grow on land and in water.
- Some scientists think that genetically modified food might ____.
a cost less than food produced on a farm
b taste better than the food we eat now
c be dangerous for people's health

4 **ACTIVATE** Answer the questions.

- Do you think vertical farming is a good idea? Why?
- Would you eat genetically modified fruit and vegetables? Why / Why not? What about lab-grown meat?
- In some cultures things are eaten which other cultures think are very strange. What do you think about the following as food:
 - dog meat with lychees (China)
 - bat soup (Indonesia)
 - frog legs (France)
 - Haggis – sheep's stomach filled with sheep's liver, lungs and heart (Scotland)
 - spiders and insects (Africa and South America)
 - seaweed spaghetti (Japan)



What will we eat in the future?

By 2050, the Earth's population will be about ten billion. This means we will need to increase food production to feed almost three billion more people. But how can we do that without destroying the planet?

In the past, whenever we needed to produce more food, we simply cut down forests or ploughed grasslands to make more farms and ¹ _____. ² _____ has caused the loss of whole ecosystems around the globe, including the prairies of North America, the Atlantic forest of South America and some of the steppes of Central Asia. We can no longer do this.

Scientists believe one solution to the problem is vertical farming. This is a method for growing ³ _____ indoors in a highly controlled environment. The vertical farms, which will be in ⁴ _____ in urban areas, will use new techniques, such as hydroponics and aeroponics, allowing farmers to grow plants without any ⁵ _____.

Another solution is genetically modified food. Scientists are trying to create 'super plants' which will grow faster and require less water, ⁶ _____ or pesticides. To do this, they change the genes of the plants' ⁷ _____. They can do the same with animals, too, and they have even managed to grow meat in labs. In the near future, a single cell from a turkey or a cow will be enough to make a trillion burgers and one day, lab-grown meat might taste just like meat from real farm animals. But will people eat it?

Some scientists are worried about the possible effects of genetically modified food on people's health, so they are trying to find ways to make better use of the resources we already have. Insects, for example, are a great source of ⁸ _____ and they don't need as much space or water as farm animals. Aquaculture, or ocean farms, could also provide a solution to the future food crisis.



Vocabulary

1 Write nouns from these verbs.

- | | |
|-----------------|------------------|
| 1 meet ____ | 5 collect ____ |
| 2 donate ____ | 6 ban ____ |
| 3 campaign ____ | 7 publicize ____ |
| 4 organize ____ | 8 support ____ |

2 Complete the text with the verbs in the box.

join in wipe out sign up carry on
look after find out

The world's oceans are in danger and we must ¹ ____ them. If we ² ____ polluting our oceans, we'll ³ ____ thousands of species of marine life. If you want to support our campaign, you can ⁴ ____ for our newsletter. We hope that a lot of people will ⁵ ____ the protest march next month. You can ⁶ ____ more about the organization on our website.

3 Write the opposites of these adjectives with *un-*, *im-*, or *in-*.

- | | |
|-----------------|------------------|
| 1 ____happy | 5 ____necessary |
| 2 ____sensitive | 6 ____acceptable |
| 3 ____healthy | 7 ____possible |
| 4 ____practical | 8 ____natural |

Language focus

4 Complete the sentences with *might*, *be going to*, or *will*.

- If you don't come now, we ____ definitely be late for dinner
- I ____ join you later. I'm not sure yet.
- We ____ the new Japanese restaurant tonight. You should come!
- She ____ sign the petition, but I'm not certain.
- Do you think a lot of things ____ be better in the future?
- Akhmet ____ fail his exam if he doesn't revise.
- What ____ you ____ do on Saturday?
- Do you think it ____ rain this afternoon?

5 Complete the dialogue with *be going to* or *will*.

- Kuat What ¹ ____ you ____ do this evening?
Have you decided?
- Inna I ² ____ see a football match at the sports centre.
- Kuat Brilliant. I ³ ____ come with you.
- Inna You haven't got a ticket.
- Kuat No problem! I ⁴ ____ buy one at the gate.
How ⁵ ____ you ____ get there?
- Inna My dad ⁶ ____ drive me there.
- Kuat Do you think he ⁷ ____ take me, too?
- Inna No, I'm sorry. There are five of us already.
- Kuat Never mind. I ⁸ ____ get the bus.

Communication

6 Complete the dialogue with the phrases in the box.

might help much effect Let's could
will have to how about Why don't
won't help

- Claire What are we going to do? The council wants to close the sports centre.
- Stuart ¹ ____ we organize a protest march?
- Claire That's not a bad idea. We ² ____ also start a petition.
- Stuart That ³ ____, but we'll need a lot of signatures.
- Claire ⁴ ____ have a meeting on Saturday.
- Stuart OK. I'll send invitations by email.
- Claire If a lot of people come, the council ⁵ ____ listen to us.
- Stuart I don't know. It might not have ⁶ ____.
- Claire Well, ⁷ ____ boycotting all the football matches?
- Stuart That definitely ⁸ ____!

Listening

7 3.27 Listen to the dialogue and write *true* or *false*.

- Ted is putting up posters for a public meeting.
- They are planning a protest march against a nuclear power station.
- Ann thinks that renewable energy is better than nuclear power.
- A lot of elderly people are against the power station.
- Ann doesn't want to join the campaign committee.
- Ann will get people in her area to sign the petition.



Listening

1 Look at the photos and answer the questions.

- What aspects of school life do the photos show?
- What problems do you think these students have?
- What rules do you think the students might disagree with?
- What could the school do?
- What are the differences and similarities between these schools and your school?

2 Listen to a conversation. Which problem in the photos do Jenny, Steve and Joe talk about?

3 Listen again and complete the sentences.

- Jenny and Steve are eating at the school ____.
- They don't serve ____ food at the canteen.
- Jenny wants to start a ____ against the food.
- Steve says that they must first organize a ____.
- Joe has got ____ for lunch.
- ____ doesn't have to eat at the canteen.
- ____ thinks they should boycott the canteen for a day.
- They decide to organize a meeting at ____.

Speaking

4 Work in pairs and prepare a conversation about a problem at your school. Imagine you are planning a protest. Answer the questions.

- What is the problem?
- What are the consequences?
- How do the students and teachers feel about this problem?
- What do you want to achieve?
- What actions could you take?

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

A I'm fed up with ...

B Make a suggestion.

A Comment on the suggestion.

B We could also ...

A That might work.
How about ... ?
I think we must ...

B Agree.
Let's ... When ... ?

A Reply.

B Agree.

Writing

6 Write a letter to your head teacher about a problem. Use the questions in exercise 4 to help you. Explain what the school should do to change things. Say what action the students are going to take. Begin like this:

Dear Mr / Mrs ...,

I represent a group of students ...

The world of work

Start thinking

- 1 What job do you want to do when you grow up?
- 2 What qualifications do you need to have in order to find a good job?
- 3 At what age do people usually begin to work in your country?

Aims

Communication: I can ...

- talk about rules.
- give my opinions about cheating at school.
- talk about obligations.
- understand people talking about schools.
- compare my school to other schools.
- ask for and give advice.
- write an opinion essay.

Vocabulary

- School life: verbs
- School life: nouns

Language focus

- *should* and *must*
- *have to* and *don't have to*
- *should*, *must* and *have to*

Creativity and skills



My country

What is your dream job?

Page 112



CLIL

History: Child labour in Victorian Britain

Page 113

- 1 Check the meaning of the words and phrases in **blue** in the *What's your attitude to school?* questionnaire. Then complete the table with the infinitive form of the verbs.

Positive	Neutral	Negative
<i>get good marks</i>		

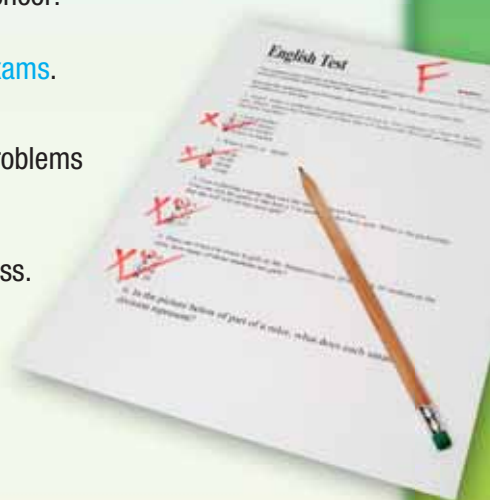
- 2 Work in pairs and do the questionnaire. Then check the key.

What's your attitude to school?



Are you a good student, or have you got an attitude problem?

- 1 What's the best way to enjoy school?
 - a **Make friends.**
 - b **Get good marks** and **pass exams.**
 - c Both a and b.
- 2 What's the best way to avoid problems at school?
 - a You should **play truant.**
 - b You shouldn't be noisy in class.
 - c You should study and help people.
- 3 When do you **revise for a test**?
 - a Never.
 - b The day of the test.
 - c A day or two before.
- 4 What do you think about people who **cheat in exams**?
 - a It's normal.
 - b People shouldn't do it, but it sometimes happens.
 - c People mustn't cheat. It isn't allowed.



3 Ask and answer the questions with a partner. Then compare your answers with the class.

- 1 Did you do any homework last night? What was it?
- 2 How do you feel before you take an exam?
- 3 Do you usually get good marks for English?
- 4 Which subjects are you really good at?
- 5 What qualifications can people get in secondary schools in your country?
- 6 When are you going to leave school?
- 7 Are you planning to go to university or get a job after you leave school?
- 8 What job do you want to do in future? What qualifications do you need for it?



should and must

4 Complete the sentences from the questionnaire. Then answer questions a–e.

- 1 You ___ tell an adult about it.
 - 2 You ___ study and help people.
 - 3 People ___ cheat.
 - 4 You ___ be noisy in class.
- a Which verb do we use for rules and strong obligations?
b Which verb do we use for advice?
c Which verb means you are not allowed to?
d Do we use *to* after *must* and *should*?
e Do we add an -s in the third person singular forms of *must* and *should*?

More practice → Workbook page 75

5 Choose the correct words.

- 1 Children **must** / **should** go to primary school.
- 2 If you want to become a doctor, you **must** / **should** study harder.
- 3 Students **mustn't** / **shouldn't** eat in class.
- 4 We **mustn't** / **shouldn't** go out. It's raining.
- 5 You **must** / **should** be over eighteen to vote.
- 6 You're cold. You **must** / **should** wear a coat.

6 ACTIVATE Work in groups. Write rules and advice for the places in the box using *must* / *mustn't* and *should* / *shouldn't*. Then compare your ideas with another group.

canteen library classroom
corridors school yard gym

Students **mustn't** shout in the canteen.

You **shouldn't** run in the corridors.

☐ **Finished?**

Write sentences about life with your family using *should* and *must*.

- 5** If you **fail an exam**, what should you do?
a Copy a friend's work next time.
b Do your homework in future.
c Find out why you **got a bad mark** and **take the exam** again.
- 6** What must you do if someone **bullies** you?
a You can't do anything.
b You must confront the bully.
c You must tell an adult about it.
- 7** What should schools do with bullies?
a Nothing.
b **Suspend** them or **expel** them.
c Write a polite letter to their parents.
- 8** What do you want to do before you **leave school**?
a Become more popular.
b Improve your English.
c **Get a qualification**.

Key

Mostly a: You've got a bad attitude. You must try to be more positive.

Mostly b: Not bad. You haven't got a bad attitude.

Mostly c: Well done! You've got a good attitude to school and friends.

READING ■ Cheating

I can give my opinions about cheating at school.

- 1** Which of these things are cheating?
Read the text and tick the things that are mentioned.
- 1 Copying someone's answers in a test.
 - 2 Copying someone's homework.
 - 3 Doing homework with a friend.
 - 4 Emailing test questions to a friend.
 - 5 Copying an essay on the internet.
 - 6 Getting information on the internet.
 - 7 Writing an essay for someone.
 - 8 Using a calculator in a test.

- 2**  3.29 Read the text again and complete gaps 1–5 with sentences a–f. There is one sentence that you do not need. Then listen to the text and check your answers.
- a There is more competition today.
 - b Many students don't even realize that what they're doing is wrong.
 - c School principals can suspend or expel students who cheat.
 - d That's a lot of cheats!
 - e But it isn't only at school that people are cheating.
 - f You can pay people online to write an essay for you.

- 3 BUILD YOUR VOCABULARY** Find the American English words in the text.

British English	American English
secondary school	high school
marks	1 _____
mobile phones	2 _____
head teachers	3 _____

- 4** Match the British English words in the box with the American English words in 1–10.

shop biscuit trousers sweet lorry motorway petrol film rubbish pavement

- | | | | |
|------------|---|------------|---|
| 1 gasoline | — | 6 pants | — |
| 2 movie | — | 7 cookie | — |
| 3 trash | — | 8 sidewalk | — |
| 4 freeway | — | 9 truck | — |
| 5 store | — | 10 candy | — |

- 5** Study the key phrases. Which phrases can you use to disagree with an opinion?

KEY PHRASES ■ Agreeing and disagreeing

I (don't) think that ...
I agree / disagree with that / you.
That's right.

I (don't) think so.
I'm not sure about that.
Yes, I think you're right.
That's true, but ...

- 6 YOUR OPINIONS** Ask and answer the questions. Use the key phrases and your own ideas.

- 1 Do you have to cheat sometimes if you want to succeed?
- 2 Is it easy to cheat nowadays?
- 3 What should schools do with cheats?
- 4 Are you really cheating if you copy someone's homework?
- 5 Should schools ask students to report people who cheat?

CHEAT!

What's the problem?

Recently, a study in the USA showed that 75% of high school students have cheated in tests and exams. If we include copying homework, the number is 90%. ¹____ They think that cheating is OK now, because it's common. That's a problem.

Who's cheating?

In the past, weaker students cheated, but now cheats are often clever kids who need higher grades. ²____ One high school student says, 'There's big pressure to get into a good university. You have to get good grades, and to get good grades some people think they have to cheat.'

- 1 Complete the sentences from the text. Then choose the correct words in the rules. How do we form questions with *have to*?

- 1 You ___ get good grades.
- 2 People sometimes ___ lie and cheat to succeed.
- 3 ... they ___ cheat to be successful.

○ RULES

- 1 We use **have to** / **don't have to** to express an obligation.
- 2 We use **have to** / **don't have to** when there is no obligation.

More practice ⇌ Workbook page 75

- 2 Order the words to make questions.

- 1 we / walk / to / school / have to / do
- 2 prepare / lessons / the teacher / does / have to
- 3 they / uniform / wear / have to / don't / a
- 4 doesn't / Zhomart / study / have to
- 5 see / have to / he / the / head teacher / does
- 6 have to / you / go / home / do

- 3  3.30 Listen to an interview with Laura. Tick the things she has to do. Then write sentences with *have to* and *don't have to*.

get up early on school days
Laura *doesn't have to* get up early on school days.

- 1 walk to school
- 2 wear a uniform
- 3 eat at the canteen
- 4 do her homework before she goes out
- 5 help make dinner every evening
- 6 stay at home on school days

- 4 **ACTIVATE** Write six questions with *have to*, the words in the boxes and your own ideas. Then interview your partner.

parents teacher you friends

cook at home get up at six o'clock
do homework at the weekend
study English do exams

Do your parents have
to get up at six o'clock?

My mum has to get up at six
because she starts work early,
but my dad doesn't. He doesn't
have to get up until seven thirty.

The culture of cheating

In the American study, 50% of students agreed with the opinion 'People sometimes have to lie and cheat to succeed.' It seems that cheating has become normal for some people. ³ ___ We see more and more cheats in sport and in business. Unfortunately, adults don't always set a good example.

How are they cheating?

Cheating is easier with new technology. There are websites where you can download exams and essays. ⁴ ___ Students are instant messaging homework answers and they can send text messages to friends in exams or put answers into their mp3 players. Some students take photographs of tests and then email them to friends. So what's the solution?

Beating the cheats

Teachers can ban cell phones and cameras, and use special software to detect copying in homework. ⁵ ___ But really it's more important for people to know that they don't have to cheat to be successful – cheats never win and winners never cheat.



- 1 Complete the table with the words in **blue**. Then answer the questions with a partner.

Types of school	Other collocations
<i>mixed schools</i>	<i>school-leaving age</i>

- Which are better: **mixed schools** or **single-sex schools**, **state schools** or **private schools**?
 - What's the best **school-leaving age**? Why?
 - Are **school uniforms** and **school rules** a good idea?
 - Are **school holidays** too long or too short?
 - Which are the most useful **school subjects**?
 - Should **primary schools** and **secondary schools** be combined?
 - Why are **boarding schools** necessary?
 - What is the **school-leaving age** and what **school-leaving exams** do students take?
- 2 3.31 Listen to four people. Which type of school from exercise 1 does each person go to?

- 3 3.32 Look at the photos. Are sentences 1–3 true or false? Listen and check.
- Juliet's parents don't have to teach her.
 - Larry thinks that single-sex schools are better.
 - Boys at Wayne's school mustn't have their hair too long.

- 4 3.32 Listen again and choose the correct answers.

- Juliet studies at home because her parents ...
a are both tutors. b prefer home-schooling.
c didn't want her to go to the local school.
- What does Larry dislike about his school?
a There are no girls. b There are strict rules.
c He has to wear a uniform.
- Larry thinks that classes should be mixed because ...
a students are happier in mixed classes.
b girls and boys are together in real life.
c exam results are better in mixed schools.
- Wayne must study in a different room from the other students because ...
a he isn't 16 yet. b he hasn't cut his hair.
c the school suspended him.
- Which student is very happy with his / her type of education?
a Larry b Wayne c Juliet

- 5 **ACTIVATE** Work in groups. Write one good thing and one bad thing about 1–6. Then exchange opinions with another group.

The bad thing about private schools is that you have to pay.

- | | |
|----------------------|-------------------|
| 1 private schools | 4 school holidays |
| 2 boarding schools | 5 school uniforms |
| 3 single-sex schools | 6 home-schooling |

SCHOOLS: WHAT'S BEST?

Home-schooling: Juliet studies at home with a tutor.



Single-sex schools: Larry is at an all-boys' school.



School uniforms and appearance: At Wayne's school, the rules about hair are very clear.



- 1 Complete the sentences from the listening on page 108 with the words in the box.

has to should don't have to mustn't
shouldn't must study have to

Recommendation

Schools **shouldn't** have rules about it.
Boys and girls ¹ be in the same class.

Obligation

The school ² take Wayne back because he isn't sixteen.
We ³ wear the same uniform.
He ⁴ in a different room from other students.
Boys ⁵ have hair to their shoulders.

No obligation

They ⁶ teach me.

More practice ⇌ Workbook page 73

- 2 Read the text and choose the correct words.

A school for rocket scientists

The International Space School V.N. Chelomey was established in 1990 in Baikonur. Students at the school **1 mustn't / have to** study the same subjects as everyone else, but they have additional classes in maths, physics, biology and chemistry.

You **2 must / should** be between 11 and 18 to attend the school, and you **3 have to / shouldn't** pass an exam. However, if you have won an Olympiad or an international competition, you **4 must / don't have to** sit for an exam.

The rules are strict. You **5 should / mustn't** be late for class. The lessons start at 8.30 a.m. and you **6 have to / shouldn't** be in the classroom at least ten minutes before that.

Students **7 should / don't have to** wear uniforms, but they **8 mustn't / have to** study very hard. They **9 don't have to / must** go to school six days a week, including Saturdays.

There are a lot of interesting extra-curricular activities and clubs, like the rocket modelling club. You can choose as many as you want, but you **10 have to / shouldn't** sign up for more than two because you won't have time to prepare.

- 3 Write true sentences using *have to*, *don't have to* and *mustn't*.

I / wear / school uniform
I **don't have to** wear a school uniform.
1 I / walk to school
2 parents / get up at 6 a.m.
3 best friend / leave home early
4 students / eat in the classroom
5 I / learn Spanish
6 friends and I / help at home
7 mum / drive to work
8 we / run in the corridors

- 4 Complete the sentences with your own ideas about school. Then compare with a partner.

1 The school-leaving age should ____.
2 In an ideal school, students don't have to ____.
3 We have to study ____.
4 Our rules say that people mustn't ____.
5 Teachers shouldn't ____.
6 At lunchtime, students must ____.

STUDY STRATEGY ■ Improving your English

- 5 Work in pairs. Think of ways to improve your English, both in and out of school. Write sentences.

I **shouldn't** talk in class.
I **must** try to read some books in English.

- 6 **ACTIVATE** Work in pairs. Write sentences about your school with *should(n't)*, *must(n't)* or *(don't) have to*. Use the ideas in the box and your own ideas. Then compare your school with the school in exercise 2.

stand up when the teacher enters the class
chew gum leave school at sixteen
wear a uniform clean the classroom
eat at school go to school on Saturdays

We **mustn't** chew gum in lessons.
We **don't have to** leave school at sixteen.

Pronunciation: Weak forms ⇌ Workbook page 100

○ Finished?

Write about your school and school life. What is good and bad about it?

I go to the local school. It's a mixed school like all state schools. A good thing about my school is that it ...

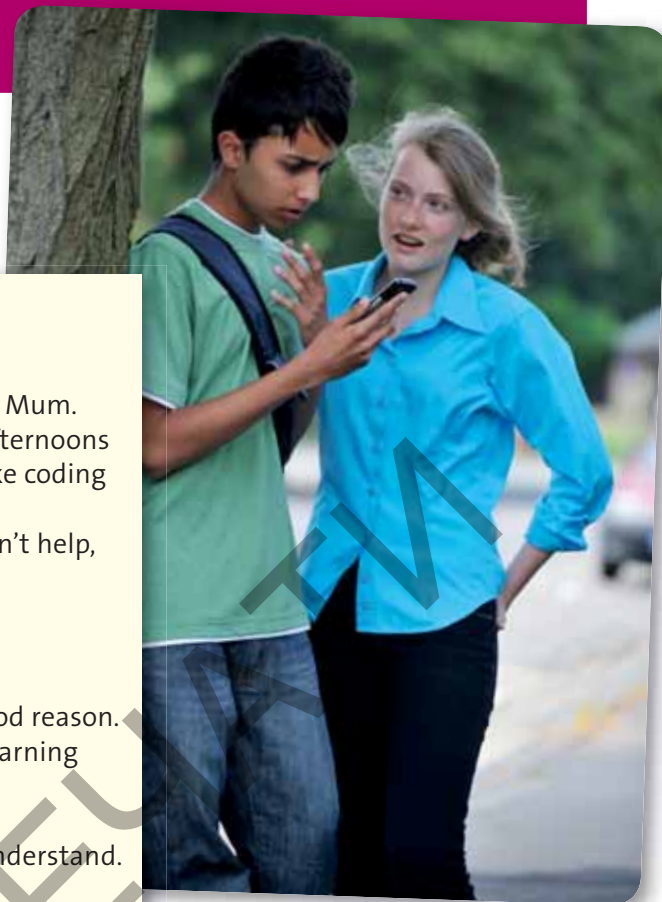
SPEAKING ■ Asking for and giving advice

I can ask for and give advice.

1 Look at the photo. What is Adam doing?

2  3.33 Listen to the dialogue. What three things does Lucy advise?

Lucy You look upset, Adam. What's the matter?
 Adam Nothing. I don't want to talk about it.
 Lucy Come on. What's up?
 Adam Well, I've just got this text message from my Mum. She wants me to take piano lessons in the afternoons and I hate it. I prefer to learn a useful skill, like coding or photography. What should I do, Lucy?
 Lucy Well, whatever you do, don't get angry. It won't help, that's for sure.
 Adam Right.
 Lucy I think you should talk to your parents.
 Adam What? No, they never listen.
 Lucy Well, they might listen if you give them a good reason. You should explain to them why you think learning coding would be more useful.
 Adam Are you sure?
 Lucy Yes, definitely. Don't worry. I'm sure they'll understand.
 Adam Yes, you're right. Thanks, Lucy.



3  3.34 Complete the key phrases from the dialogue. Then listen and check. Practise the dialogue with a partner.

KEY PHRASES ■ Asking for and giving advice

What's the ¹___?
 What ²___ I do?
 Whatever you ³___, don't ...
 That's ⁴___ sure.
 I think ⁵___ should ...
 Are you ⁶___?

4 Match sentences 1–6 with responses a–g. There is one response that you do not need.

- 1 What's the matter?
- 2 What should I do?
- 3 Are you sure?
- 4 I think you should tell your parents.
- 5 Whatever you do, don't get angry.
- 6 Can I copy your homework, Mirgul?

- a No, that's cheating.
- b You should tell someone.
- c What? I can't do that!
- d I don't want to talk about it.
- e OK, I won't.
- f Don't worry.
- g Yes, definitely.

5  3.35 Listen to the sentences. Which word or words are stressed in each sentence?

- 1 What's the matter?
- 2 I don't want to talk about it.
- 3 What should I do?
- 4 Whatever you do, don't answer it.
- 5 I think you should show it to your teacher.

6 Work in pairs. Give advice for each situation.
 I've just failed my English exam.

I think you should revise more next time.

- 1 My brother always plays truant.
- 2 My friend isn't talking to me.
- 3 The head teacher has suspended me because of my clothes.
- 4 I don't understand this homework.
- 5 A girl in my class has sent me a nasty email.
- 6 A friend has sent me a photo of tomorrow's exam paper.

7 **ACTIVATE** Prepare a new dialogue with a partner. Use one of the situations in exercise 6 or your own ideas. Practise your dialogue. Then change roles.

WRITING ■ An opinion essay

I can write an opinion essay.

9



1 Read the model text and answer the questions.

- 1 How many arguments does the writer give in favour of school uniforms?
- 2 Which paragraph summarizes the writer's opinion?
- 3 How is the writer's school different from most schools in the same area?
- 4 Why are students against school uniforms?
- 5 Which opinions do you agree with?

2 Study the key phrases. Which two phrases can you use in the conclusion of an opinion essay?

KEY PHRASES ■ Expressing opinions

I'm (not) in favour of ...

I'm against ...

In my opinion / view, ... for two / several / various reasons.

All in all, ... / In conclusion, ...

I think that it's a good / bad thing to ...

Language point: Ordering information

3 Look at sentences a–f and choose the four best reasons for learning English. Then write a paragraph using the linkers in the box.

Learning English is important for several reasons.

Firstly, ...

Firstly Secondly Also Finally

- a It's an interesting language.
- b I want to travel.
- c I want to understand pop songs in English.
- d It's useful if you want to get a job in Britain.
- e I want to talk to people from other countries.
- f It's useful when you use the internet.

4 ACTIVATE Follow the steps in the writing guide.

Are you in favour of school uniforms or against them? Should your school change its policy?

- 1 At most schools in our area people don't have to wear a school uniform, but at our school it's compulsory. There is a debate at the moment about changing this policy. A lot of students are against school uniforms because they like to choose their own clothes. Our uniform isn't great, but I'm in favour of the policy.
- 2 In my opinion, school uniforms are good for several reasons. Firstly, there isn't any clothes 'competition' at school. We all wear the same thing and you don't feel good or bad about your clothes. Secondly, I don't have to think about what to wear every morning. It's very convenient. Also, it is cheaper for families if students wear uniforms because they don't have to buy so many different clothes. Finally, I like to look different when I'm out of school.
- 3 All in all, I think that it's a good thing to have a school uniform and for that reason I don't think that the school's policy should change.

■ WRITING GUIDE

A TASK

Write an opinion essay on this topic: *Students should have compulsory art and music classes at school every day. Do you agree?*

B THINK AND PLAN

- 1 Do you have to study art and music at school? How many classes do you have per week?
- 2 Are some subjects more important than others?
- 3 How useful will these subjects be in your future?
- 4 Write either three / four points in favour of music and art classes or three / four points against them.
- 5 Are all students interested in art and music?

C WRITE

Paragraph 1: Introduction

In our area ...

Paragraph 2: Your opinion

In my opinion, ...

Paragraph 3: Conclusion

All in all, ...

D CHECK

- paragraphs
- ordering information
- *should, must, have to*

MY COUNTRY ■ The world of work

I can talk about the advantages of different jobs.

- 1  3.36 Look at the photos and match the people with three of the jobs below. Then listen and check your answers.

actor artist blogger doctor farmer
engineer journalist lawyer nurse pilot
police officer scientist taxi driver
teacher vet waiter / waitress writer

- 2  3.36 Listen again. Match the people with the statements. Write A (Arslan), Z (Zhibek) or N (Nursultan).

- 1 ___ has had more than one job.
- 2 ___ hasn't decided what job he / she wants to do.
- 3 ___ thinks that his / her job isn't well paid.
- 4 ___ is planning to get a job in another town.
- 5 ___ graduated from university several years ago.

- 3 Study the phrases in **blue** in the text. Then choose the correct words to complete the rules.

- 1 We use *I wish* and *If only* + past simple to talk about wishes and regrets in the **past / present**. We sometimes use *is / were* instead of *was* after *I wish* and *If only*.

- 2 We use *unless* + present simple to say that something can only happen or be true in a particular situation in the **past or present / present or future**. It means *if so / if not* or *except if*.

- 4 Complete the sentences with the words in the box.

were if could unless had didn't

- 1 I wish I _____ speak German and French!
- 2 This camera is very expensive. If only I _____ more money!
- 3 I wish I _____ have to go to work tomorrow!
- 4 You won't pass the exam _____ you study hard.
- 5 I'm too short to become a professional basketball player. I wish I _____ taller!
- 6 We love water sports. _____ only we lived near the Caspian Sea!

- 5 Work in pairs. Ask and answer the questions.

- 1 Have you ever had a part-time job? What kind of job was it? Did you enjoy it? Why / Why not?
- 2 In your opinion, which of the jobs in exercise 1 is the most interesting? Why?
- 3 If you had to choose between an interesting job and a well-paid one, which would you choose? Why?

What is your dream job?

Arslan:

'When I was a child, I wanted to become a pilot, a vet or a journalist. After I finished school, I still wasn't sure what I wanted to do, so I decided to have a gap year before I go to university. I got a job as a waiter on a cruise ship. It's hard work and I don't earn very much. I have to get up at six o'clock every morning and I often work until late in the evening. *I wish I had more free time*, but I like the job because it allows me to travel, meet new people and visit interesting places. I even started a blog to share my travel stories. Maybe I'll become a famous writer one day.'



Zhibek:

'In the past, people had a job for life. My grandfather worked as an engineer for the same company from the age of 22 until he retired. Nowadays, things are different. I finished university four years ago and I've already had three different jobs! My first job was as an art teacher. It was interesting, but very stressful. After that, I got a job in an art gallery. I was organising exhibitions and events, and also doing some office work. At the moment, I'm working for an animation film studio. I love my job! Unfortunately, it's only part-time. *If only I could get a full-time job as an artist!*'



Nursultan:

'I studied medicine at the Karaganda State Medical University and now I'm a trainee doctor. When I finish my training, I'll try to get a job in the hospital in my hometown, Zhezkazgan, or in the children's hospital in Almaty. You can't work in a hospital *unless you have the right qualifications and experience*. It can be challenging, but it's a very rewarding job. If you want to become a doctor, you have to study really hard, especially in the biology and chemistry classes. You have to be a caring, kind and confident person, and you must be able to remain calm in difficult situations. I'm confident enough, but *I wish I were more patient!* That's very important, especially when you work with young children.'



CLIL ■ History: Child labour in Victorian Britain

I can talk about child labour laws.

- 1 Check the meaning of the words in the table. Then write the missing words.

Verb	Noun
restrict	1 _____
exploit	2 _____
3 _____	prohibition
4 _____	requirement
5 _____	treatment
employ	6 _____

- 2  3.37 Listen to the text and check your answers in exercise 1.



When children had to work

While it is common for teenagers in many countries to have part-time jobs, there are restrictions about the number of hours they can work and the types of jobs they can do. The aim of these rules is to protect young people from exploitation. National and international laws prohibit younger children from working at all. But it hasn't always been like that.

Life wasn't easy in 18th-century Britain, especially for children. They often had to work on farms to help their families. Things got even worse at the end of the century when machines were invented and the first factories opened. Operating the machines did not require physical strength, and children could be hired more cheaply than adults. By the mid-1800s, child labour was a major problem.

The factory owners wanted big profits and didn't care about the health of the workers. The children who worked in the factories were often treated badly. They had to be in the factory for more than 12 hours every day. Sometimes, they had to work at night. They couldn't go to school, so they never learned new skills and couldn't find better jobs when they grew up. Many of them couldn't even read and write.

Many people, like the English writer Charles Dickens, protested against child labour. He worked in one of the factories himself and described his experience in the novel *Oliver Twist*. Unfortunately, the employment of children in British factories continued until the late 19th century, when child labour was finally banned.

- 3 Read the text again and write *true*, *false* or *don't know*.

- There are international laws against child labour.
- Children in the early 1700s often worked in factories.
- In the past, factory owners employed children because child labour was cheaper.
- Some children had to work on Saturdays and Sundays.
- They learned useful skills in the factories and found well-paid jobs when they grew up.
- The English writer Charles Dickens believed that children shouldn't have to work.

- 4 **ACTIVATE** Find information about child labour laws in your country. Answer the questions.

- How old to you have to be before you can get a job?
- What types of jobs are children and teenagers allowed to do? What types of jobs are they not allowed to do?
- How many hours per day or per week can a teenager work?
- What is the number of breaks a teenage worker must have? How long do they have to be?
- What other rights do young workers have in your country?

Vocabulary

1 Complete the phrases with the verbs in the box.

suspend make cheat copy bully
get pass leave

- 1 ___ young students
- 2 ___ in an exam
- 3 ___ an exam
- 4 ___ a friend's work
- 5 ___ school at eighteen
- 6 ___ new friends
- 7 ___ bad marks
- 8 ___ a student for playing truant

2 Match the words in the box with the definitions.

secondary school boarding school
primary school state school school rules
school uniform mixed school
single-sex school

- 1 Special clothes you must wear to school.
- 2 School for children from 6 or 7 years old.
- 3 School for children over 10 years old.
- 4 Students sleep in this school.
- 5 Boys and girls go to this school.
- 6 Only girls go to this school.
- 7 Students must follow these.
- 8 You don't pay for this school.

Language focus

3 Write true sentences with *have to*.

- 1 I / make dinner
- 2 parents / get up at 7 a.m.
- 3 best friend / leave home early
- 4 dad / drive to work
- 5 I / learn Russian
- 6 friends and I / help at home
- 7 I / wear a school uniform
- 8 our teacher / correct our tests

4 Write questions for the sentences in exercise 3. Then write true short answers.

Do you have to wear a school uniform?
No, I don't.

5 Choose the correct words.

- 1 You **mustn't** / **shouldn't** leave your motorbike there. It isn't safe.
- 2 He's lucky because he **mustn't** / **doesn't have to** wear a school uniform.
- 3 We **mustn't** / **don't have to** use mobile phones. It's against the rules.
- 4 I **have to** / **should** walk to school because there isn't a bus.
- 5 Young people **must** / **should** go to school until the age of fifteen. It's the law.
- 6 You **mustn't** / **don't have to** cheat in exams.

Communication

6 Choose the correct answers.

- 1 What should I do?
a That's for sure. b Yes, definitely.
c Whatever you do, don't worry.
- 2 I got a bad mark in my maths test.
a Right. b Oh, come on!
c You should work harder.
- 3 What's the matter?
a That's right. b Nothing.
c Are you OK?
- 4 You should tell your parents.
a Are you sure? b What's up?
c What should I do?
- 5 Children should start school when they are 3.
a I'm OK. b I agree with you.
c Are you sure?
- 6 Do you think that school uniforms are good?
a Yes, you're right. b I don't agree.
c They're OK.

Listening

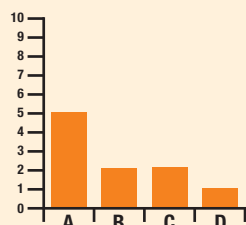
7 3.38 Listen to four people talking about school. Match speakers 1–4 with sentences a–e. There is one sentence that you do not need.

Speaker 1 ___ Speaker 3 ___
Speaker 2 ___ Speaker 4 ___

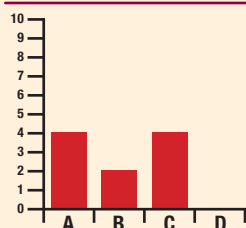
- a The school-leaving age should be sixteen all over the USA.
- b Our secondary school isn't very good.
- c Schools shouldn't expel students who cheat in exams.
- d It's important to tell a teacher about bullying.
- e I study at home.

- 1 Read the survey and questions 1–4. Are your answers the same as the most popular ones?

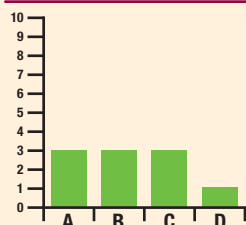
A survey about career choices by Aidana Sagatova



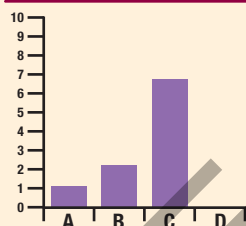
- 1 Have you decided what you want to do after you leave school?
- a I haven't decided yet.
 - b I'm going to study at university.
 - c I'm going to get a job as soon as I can.
 - d I'm going to have a gap year.



- 2 What do you think is the best way to choose a future career?
- a Looking for information online.
 - b Asking friends for advice.
 - c Talking to parents and teachers.
 - d Going to events like job fairs.



- 3 What is most important for you in a job?
- a Opportunities to travel.
 - b Doing something interesting.
 - c Earning a lot of money.
 - d Having long holidays.



- 4 Have you ever had a part-time job?
- a I had a summer job once.
 - b I've had several part-time jobs.
 - c I've never had a part-time job.
 - d I always work at weekends.

Summary

Here are a few of my conclusions about the career plans and work experience of the people that I interviewed:

- Not many students have decided what they are going to do after they finish school. Only one student is planning to have a gap year.
- When choosing a career, the same number of people would look for information online or talk to an adult. Nobody would go to job fairs.
- There isn't one thing that everyone believes is most important. Most people don't expect to have long holidays.
- Not many people have had a part-time job – just three people. Only one student has had more than two different part-time jobs.

- 2 Write a survey about school life. Follow the steps in the project checklist.

PROJECT CHECKLIST

- | | |
|--|---|
| <p>1 Read questions 1–4 below. Think of four possible answers for each one.</p> <ol style="list-style-type: none"> 1 What career field do you find most interesting (science and technology, arts and entertainment, health care, etc.)? 2 Where would you prefer to work (in an office, outdoors, online, etc.)? 3 How many hours a day do you want to work? 4 Have you thought about starting your own business? What sort of business would you consider? | <p>2 Write each question with the four possible answers.</p> <p>3 Ask ten people the questions and note their answers.</p> <p>4 Draw charts to represent the results.</p> <p>5 Write a summary with some conclusions about the results.</p> |
|--|---|

- 3 Exchange your survey with the rest of the class. Who has got the most interesting answers and results?

Build your vocabulary: compound nouns

1 Make seven more compound nouns with words from A and B.

A

art
shopping
water chocolate
pencil tennis
video
paper

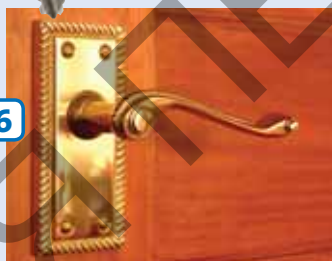
B

cake
clip bottle
case basket
camera
racket
gallery

1 art gallery

2 Label the photos. Use compound nouns.

1 bus stop



Extend your vocabulary: waste

3 Label the photos with the words in the box.

litter bin waste-paper basket bottle bank landfill tip
dustbins skip recycling centre refuse sack



bottle bank



1



2



3



4



5



6



7

Build your vocabulary: prefixes and suffixes

1 Choose the correct suffix or prefix.

- healthy *unhealthy*
- 1 peace _____
- 2 friendly _____
- 3 understand _____
- 4 home _____

un- -ful
-less -able un- -less
-able -ful un-

- 5 wonder _____
- 6 happy _____
- 7 child _____
- 8 notice _____

2 Add prefixes and suffixes to the words in the box. Then use the words to complete the sentences.

sense break usual life lucky end spite play drink

Why did the interviewer ask all those stupid questions? It was really *senseless*.

- That new Hollywood film was five hours long. It was ____!
- Our dog loves running for his ball. He's very ____.
- Be careful with this box. There are a lot of ____ things in it.
- I like that band's new album. It's really ____ and very different to other pop music.
- 'Do you think the tap water in this hotel is OK?' 'Yes, it's ____'
- After the cat fell off the roof it was completely ____, but then it started moving again.
- That singer has been number two in the charts for weeks. He's never been to number one – he's very ____.
- The journalists wrote some horrible and ____ things about my favourite actor's new haircut.

Extend your vocabulary: music

3 Match the words in the box with the photos.

keyboard recording studio amplifier bass guitar
drums microphone speakers trumpet

1 keyboard



Build your vocabulary: negative prefixes: *un-*, *im-* and *in-*

- 1 Look at the words in bold. Write new words with *un-*, *im-* or *in-*.

That woman is horrible. She's really **friendly**.
unfriendly

- 1 This map of my hometown isn't correct.
It's very **accurate**. ____
- 2 They're **dependent**. They always work well on their own. ____
- 3 It isn't a good idea to have elephants in the circus. It's **moral**. ____
- 4 You don't see many white tigers in the wild. They're quite **usual**. ____
- 5 He's very **polite**. He never says thank you to people. ____
- 6 I've got a lot of things in my bedroom and it's often **tidy**. ____

- 2 Match the prefixes to the words. Then use the words to complete the sentences.

un- in- im- un- in- im-
un- in- im-

___mature ___expensive ___safe
___modest ___visible ___common
___patient ___tolerant ___friendly

Don't climb the walls of that old building!
They're **unsafe**.

- 1 Jake is ___ in class. He always behaves like a small child.
- 2 Those mp3 players don't cost very much. They're quite ____.
- 3 I'm a very ___ person. I hate waiting a long time for the bus.
- 4 You don't see many of those birds here. They're quite ____.
- 5 Rebecca always says that she's really good at tennis. She's very ____.
- 6 We can't see those very small creatures. They're ___ to the human eye.
- 7 He's very _____. He never listens to or accepts other people's ideas.
- 8 They're incredibly _____. Why don't they smile and say hello?

Extend your vocabulary: the environment

- 3 Match the words in the box with the photos.

deforestation global warming
flood drought ice caps
endangered species

1 deforestation



Build your vocabulary: synonyms**1 Match words 1–8 with synonyms a–h.**

- | | |
|---------------|------------|
| 1 rich | a assist |
| 2 buy | b huge |
| 3 students | c wealthy |
| 4 try | d pupils |
| 5 living room | e attempt |
| 6 help | f glad |
| 7 enormous | g purchase |
| 8 happy | h lounge |

2 Use words a–h from exercise 1 to complete the sentences.

That artist earns a lot of money and she's very **wealthy**.

- Did you see that big tiger at the zoo? It was ____!
- There are at least thirty ____ in every class.
- I know the last question is difficult, but please ____ to answer it.
- They were very ____ when they bought the beautiful painting at the auction.
- We often ____ tickets for exhibitions on the internet. It's much easier.
- My glasses aren't in the kitchen. Perhaps they're in the ____.
- I sometimes ____ my father with his work.

Extend your vocabulary: works of art**3 Match the words in the box with the photos.**

statue vase mosaic mural still life
stained-glass window frame tapestry

1 mosaic



2



3



4



5



8



7



6



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