

**Science Schools**

# Solutions



**Kazakhstan Edition**

**Grade 11 Student's Book**

Tim Falla   Paul A Davies  
Paul Kelly   Helen Wendholt   Sylvia Wheeldon

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# 1

## Making connections in biology

### Unit map

#### ● Vocabulary

Food and health  
Nutrition

Exercise: verbs and nouns

Exercise: collocations

Food

Illnesses, injuries and symptoms

Treatments and remedies

#### ● Word Skills

Compound adjectives

#### ● Grammar

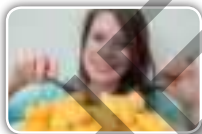
The passive

The passive: advanced structures

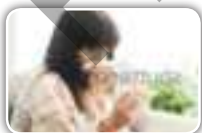
#### ● Listening Keeping fit



#### ● Reading Junk food



#### ● Speaking Role-play



#### ● Writing An article

## 1A

### Vocabulary

## Food science

*I can talk about nutrition and health.*

- 1 SPEAKING** Look at the 'eatwell' plate. What does it suggest we eat the most / least of?
- 2 VOCABULARY** Complete the information in the texts with the words below.

Food and health   dairy products   fizzy drinks   poultry   processed foods  
pulses   saturated fat   wholegrain

Carbohydrates **produce** energy. Choose <sup>1</sup> \_\_\_\_\_ varieties where possible. They **contain** more fibre and so help you to feel full.

Vegetables and fruits are full of nutrients. **Consuming** more of this food can **reduce** the risk of heart disease. Carbohydrates from fruits and vegetables are **digested** slowly and **boost** our energy levels for longer. You should eat five portions of fruit and vegetables a day.



Fish, <sup>2</sup> \_\_\_\_\_, <sup>3</sup> \_\_\_\_\_, nuts and eggs are important sources of protein.

<sup>4</sup> \_\_\_\_\_ high in <sup>5</sup> \_\_\_\_\_ and sugar, such as cakes, biscuits, crisps and chocolate should only be eaten very occasionally. Avoid sweets and <sup>6</sup> \_\_\_\_\_ as these are very high in sugar.

<sup>7</sup> \_\_\_\_\_ give our bones the vitamin D they need to stay strong.

If you **burn** as many calories as you take in, your weight remains the same, so regular exercise can help **control** your weight.

- 3 **VOCABULARY** Look at the list of nutrition words below. Find one food on the eatwell plate that contains each thing in the list.

**Nutrition** additives calcium calories  
carbohydrate cholesterol fat fibre mineral  
nutrient preservative protein vitamins

additives – sweets

- 4 **SPEAKING** Work in pairs. Think about your own diets. How do they compare to the advice on the plate?
- 5 Complete the quiz with the correct form of the highlighted verbs from the text in exercise 2. Do the quiz in pairs.

## The Kazakhstan Food Quiz

- 1 What is the name of the Kazakh dish that \_\_\_\_\_ boiled meat, pasta sheets and onions?  
A quyrdaq    B beshbarmak    C manti
- 2 What kind of meat do people in Kazakhstan \_\_\_\_\_ the most?  
A cow    B sheep    C camel
- 3 People can \_\_\_\_\_ their calorie intake by eating less of what type of food?  
A pasta    B fruit    C vegetables
- 4 What do farmers in Kazakhstan \_\_\_\_\_ a lot of?  
A rice    B sunflowers    C wheat
- 5 Which food takes less time for your stomach to \_\_\_\_\_?  
A pilaf    B boursaks    C mutton
- 6 Which food will \_\_\_\_\_ your energy levels and help you work better?  
A fizzy drinks    B kumys    C water



- 6 **1.02** Listen to four people talking about food. Match the speakers (1–4) with what they say (A–E). There is one extra sentence.

Speaker 1 \_\_\_\_\_

Speaker 3 \_\_\_\_\_

Speaker 2 \_\_\_\_\_

Speaker 4 \_\_\_\_\_

- A I've changed my lifestyle by making an effort to change.  
B We can't expect technology to help us lose weight; it depends on our own determination.  
C Technology is a positive tool, helping us to be healthy.  
D One substance in particular will help our bodies store the power they need for physical exercise.  
E I can easily find food products that help me avoid health problems.

### RECYCLE! Obligation and prohibition

#### *must* and *have to*

When we decide something is an obligation ourselves, we usually use *must*. When the obligation is decided for us by other people, we usually use *have to*.

*I must eat more fruit and vegetables.*

*To enter the marathon, you have to visit the website.*

#### *mustn't* and *don't have to*

We use *mustn't* to say something is prohibited, or to give very strong advice.

*You mustn't eat a lot of sugar.*

We use *don't have to* to say it isn't necessary to do something.

*We don't have to take the train next week.*

- 7 Read the **Recycle!** box. Then complete the sentences with the correct form of *must*, *mustn't*, *have to* and *don't have to*.

- 1 The trainer tells the marathon runners that they \_\_\_\_\_ eat lots of carbohydrates, but that they \_\_\_\_\_ eat fast food.
- 2 The speaker has coeliac disease, so he \_\_\_\_\_ buy gluten-free food. But he \_\_\_\_\_ go to special shops; he can find it at the supermarket.
- 3 The man's doctor warned him that he \_\_\_\_\_ start eating more healthily.
- 4 According to the speaker, people \_\_\_\_\_ count how many calories they eat. There are apps to do it for them.

- 8 **SPEAKING** Work in pairs. Make a list of the most popular types of food in Kazakhstan. Put the items in the list in order of most to least healthy. Suggest some ways the average Kazakh diet could be improved.

## The passive

I can identify and use different forms of the passive.

- 1 SPEAKING** Work in pairs. In what ways do you think infections are connected to hygiene?
- Read the text. Does it mention your ideas from exercise 1?
- Find passive examples of tenses a–g in the text.
 

|                   |                      |
|-------------------|----------------------|
| a present simple  | e present continuous |
| b present perfect | f past simple        |
| c past continuous | g past perfect       |
| d will future     |                      |
- Read the **Learn this!** box. Complete the rules.

### LEARN THIS! The passive

- We form the passive with the verb <sup>1</sup> \_\_\_\_\_ and the <sup>2</sup> \_\_\_\_\_ of the main verb. The object of an active verb can become the <sup>3</sup> \_\_\_\_\_ of a passive verb.  
*They haven't found a cure for colds yet.*  
 (a cure = object) *A cure for colds hasn't been found yet.* (a cure = subject)
- If we need to mention the agent, we use <sup>4</sup> \_\_\_\_\_.  
*Enormous public baths were built by the Romans.*
- We use the passive:
  - when we do not know (or do not want or need to say) who does something.
  - for more formal language, e.g. for processes.  
*First, the coffee beans are dried. Then they are roasted.*
  - when we want to focus on the person to whom the action is done, not the person doing the action.
- We use the <sup>5</sup> \_\_\_\_\_ and past continuous forms of the passive, but we do not use other continuous forms.  
*Hygiene is being improved. ✓*  
*Hygiene has been being improved. ✗*  
*They have been improving hygiene. ✓*

- Rewrite the sentences (1–5) in the passive. Match them with rules 2–4 in the **Learn this!** box. The sentences may match with more than one rule.
  - A doctor has examined me and told me to rest at home.
  - It was in the 19th century that they invented anaesthetics.
  - Scientists are making more advances in medicine every year.
  - They'll stitch the wound now and remove the stitches next week.
  - Kazimierz Funk, a Polish scientist, discovered the fact that vitamins could cure many diseases.

## Bacteria and disease

### Ancient ideas of hygiene

The ancient Greeks and Egyptians enjoyed relatively high standards of personal hygiene – they had been taught about the importance of cleanliness by their religious leaders. But it was the Romans who developed the first public toilets and enormous public baths.

### 19th century developments

Louis Pasteur and Joseph Lister's revolutionary ideas about using sterile instruments in clean hospitals were adopted in the 19th century. Before then, up to half of Lister's patients who had survived surgery were being killed by infections spread by germs. Infection and disease haven't been eliminated entirely in our hospitals yet, but they have been significantly reduced.

### Today and tomorrow

Although hygiene in developing countries is being improved all the time, 36% of the world's population is still affected by poor hygiene. Furthermore, medical organisations will be challenged in the future by new infections and diseases; the world's population is so closely connected that potentially catastrophic epidemics will be transmitted around the globe in days.

- Rewrite the underlined text (1–12) in the passive.

It was called 'The Great Mortality', but today <sup>1</sup>we know it as the Black Death. In 1348, <sup>2</sup>rats brought the plague from Asia to Europe. <sup>3</sup>The disease killed millions of people. <sup>4</sup>Bad weather had ruined crops for years and <sup>5</sup>this had left thousands hungry. <sup>6</sup>Frightened people were filling the cities and, living so close together, <sup>7</sup>coughs and sneezes quickly infected them. <sup>8</sup>This terrible event still fascinates us. <sup>9</sup>Journalists warn us about deadly diseases and <sup>10</sup>ever-increasing air travel isn't helping the situation. For now, <sup>11</sup>antibiotics give us some protection, but <sup>12</sup>can they save us from a future plague?



# Keeping fit

I can listen to and understand people talking about exercise.

- 1 **SPEAKING** Work in pairs. Answer the questions.

- 1 Describe the photo.  
What do you think is happening?



## Listening Strategy

Remember that the information in the task may be expressed in a different way in the text.

- 2 Read the **Listening Strategy** and the sentence below. Think of other ways to express the underlined information.

The speaker could not have worked harder on the exercise bike.

- 3 **1.03** Listen to the first part of a radio programme about fitness. Is the sentence in exercise 2 true or false? What words did the speaker actually use?

- 4 **1.04** Now listen to the rest of the programme. Are the sentences about High Intensity Training true or false? Write T or F.

- 1 Your heart rate and breathing quickly recover afterwards. \_\_\_\_
- 2 It's better than many other ways of exercising. \_\_\_\_
- 3 The benefits aren't yet known for serious sports training. \_\_\_\_
- 4 Increasing the mitochondria in your body makes you fitter. \_\_\_\_
- 5 Your body fat is reduced. \_\_\_\_
- 6 You feel hungry afterwards. \_\_\_\_
- 7 It takes much less time than other forms of exercise. \_\_\_\_

- 5 **1.05** **VOCABULARY** Complete the sentences (1–4) with the correct form of the words below. Then listen and check.

**Exercise verbs** ache burn convert pump

**Exercise nouns** adrenalin burst energy intensity

- 1 I was exercising so hard that my heart was \_\_\_\_\_, and my leg muscles were \_\_\_\_\_.
- 2 It's good to push yourself to the absolute limit with short \_\_\_\_\_ of high-\_\_\_\_\_ exercise.
- 3 Mitochondria \_\_\_\_\_ fat and sugar in the body into \_\_\_\_\_.
- 4 This type of exercise also releases \_\_\_\_\_ – a hormone which \_\_\_\_\_ fat.

- 6 **1.06** Listen to four speakers talking about their preferred form of exercising. Choose the correct answers (a–c). Remember the advice in the strategy.

- 1 Speaker 1 says that
  - a he usually plays twice a week in winter.
  - b his attitude makes up for his deficiencies as a player.
  - c it's more important to enjoy yourself than to win.
- 2 The intention of speaker 2 is to
  - a detail the exercise options available at her gym.
  - b explain how she chooses to exercise and why.
  - c advise on the best way to exercise.
- 3 Speaker 3 is being interviewed about
  - a her dedication to her sport.
  - b her reasons for choosing this particular sport.
  - c her latest fitness craze.
- 4 Speaker 4 says that
  - a he and his friends took up this activity quite recently.
  - b he and his friends improve by copying others.
  - c his friend is always injuring himself.

- 7 **1.06** How did you choose your answers? Listen again and write down the phrases that helped you. Then match them to words with a similar meaning in exercise 7.

- 8 **VOCABULARY** Complete the collocations that the speakers used in exercise 7 with the verbs below. Use each verb once, and choose the best verb for each noun.

## Exercise: collocations

attend be beat do go keep lift play  
push pedal

- |                             |                         |
|-----------------------------|-------------------------|
| 1 _____ a team sport        | 6 _____ competitive     |
| 2 _____ myself to the limit | 7 _____ weights         |
| 3 _____ aerobics            | 8 _____ a fitness class |
| 4 _____ running             | 9 _____ an opponent     |
| 5 _____ on an exercise bike | 10 _____ fit            |

- 9 **SPEAKING** Work in pairs. Give personal opinions about sports and fitness activities using the collocations in exercise 9. Include reasons and examples.

Well, I don't like lifting weights in the gym. I've tried, but I find it boring. What about you?

I agree. But I enjoy doing fitness classes.



# The passive: advanced structures

*I can use advanced passive structures*

## 1 SPEAKING Work in pairs. Read the statements below. Which do you think are true?

- 1 If you take vitamin supplements, you will be healthier.
- 2 You should drink at least eight glasses of water a day.
- 3 Being slightly fat is good for you.
- 4 Sleeping longer at weekends makes up for lost sleep.

## 2 Read the text and check your answers to exercise 1.

### MEDICAL MYTHS

#### Vitamin supplements make you healthier

Taking vitamin supplements was once widely believed to be a cure for many health problems. Some people like taking extra vitamins, but this can actually cause other problems including cancer.

#### Drink eight glasses of water a day

This myth is thought to have been started by the bottled water industry. In fact, some of us need as little as a litre of liquid a day, which doesn't have to be consumed as water. Food, soft drinks, milk, tea and coffee all count.

#### Being a bit overweight is unhealthy

It is often reported that serious health problems can be caused by obesity. However, people carrying an extra couple of kilos in weight might actually live longer.

#### You can catch up on lost sleep

During the week, your sleep might be disturbed by late-night study, noisy neighbours, or a night out. But forget about sleeping longer at the weekend – staying in bed too long is thought to make you feel more tired!

## 3 Read the **Learn this!** box. Then find examples of each rule in the text in exercise 2.

## 4 Write the sentences with the words in brackets and the correct passive form. Then match each sentence with a rule from the **Learn this!** box.

- 1 It (just / report) that too much exercise is bad for you.
- 2 I (not / remember / tell) about this diet before.
- 3 Mia (should / give) better advice by the doctor.
- 4 Nobody (want / criticise) for their appearance.
- 5 The actress (rumour / lose) more than five kilos last year.
- 6 Some medicines (must / only / take) with food.

## LEARN THIS! The passive: advanced structures

- 1 We can use passive structures with present and past forms of modal verbs.

*Everyone should be encouraged to eat healthily.  
My computer must have been hacked.*

- 2 Verbs that are followed by an infinitive or gerund can also be followed by a passive infinitive or gerund.

*She hopes to be accepted into medical school.  
I hate being told what to eat.*

- 3 We can introduce ideas and opinions by using *think, believe, say, know, report*, etc. and passive structures.

### a *it* + passive + *that*:

*It is estimated that we need eight hours' sleep each night.*

*It was thought that bathing was bad for you.*

### b subject + passive + present or perfect infinitive:

*Cigarettes are known to cause lung cancer.*

(to express a belief about the present)

*In the past, smoking wasn't thought to be bad for you.* (to express a past belief)

*Heart disease is known to have caused over*

*80,000 deaths in the UK last year.* (to express a present belief about a past event)

## 5 USE OF ENGLISH Complete the second sentence so that it has a similar meaning to the first.

- 1 People have known for years that too much salt is unhealthy.  
It \_\_\_\_\_.
- 2 Did they expect anyone to believe those health myths?  
Did they really expect those \_\_\_\_\_?
- 3 Someone ought to have checked the facts carefully.  
The facts \_\_\_\_\_.
- 4 I don't like anyone telling me how much exercise to do.  
I don't like \_\_\_\_\_.
- 5 Should we blame parents for overweight children?  
Should parents \_\_\_\_\_?

## 6 SPEAKING Work in pairs. Discuss the food myths and think of reasons why they are untrue. Try to use some of the passive structures from this lesson.

- Any type of brown bread is better for you than white bread.
- In a fast food restaurant, a burger contains more calories than a milkshake.

## Compound adjectives

*I can use compound adjectives.*

# 1 SPEAKING

Work in pairs. Discuss the questions.

- What was your last dream or nightmare about?
- Can our dreams help us in our waking lives?

The idea that we can control our dreams through a technique called 'lucid dreaming' is usually the stuff of sci-fi films. During lucid dreaming, the sleeper knows they are dreaming and can control what happens – even deciding to have **breathhtaking** experiences like flying. Now, **thought-provoking** research has received **broad-based** support from some **highly respected** scientists, who think it may not be as **far-fetched** as it sounds.

Lucid dreaming isn't just about **mind-blowing** experiences. It can be used to improve a variety of skills, from playing the piano to public speaking. It's been shown that people who dream about practising things, like playing the piano, do them better in 'real life' the next day. **Well-known** athletes also use lucid dreaming to help them deliver **record-breaking** performances.

You don't need to be highly trained to have lucid dreams, but **half-hearted** efforts won't work, so try the following steps regularly:

- Do difficult tasks during the day, such as studying a foreign language; it makes lucid dreaming more likely.
- Decide what you want to dream about before you sleep.
- As soon as you wake up and are still **bleary-eyed**, make notes about dreams while they are fresh in your memory.



## 2

Read the text. How could 'lucid dreaming' help students?

## 3

Put the highlighted compound adjectives in the text into the correct columns.

| adjective + noun + -ed | noun + -ing form | adverb + past participle |
|------------------------|------------------|--------------------------|
| 1 _____                | 4 _____          | 8 _____                  |
| 2 _____                | 5 _____          | 9 _____                  |
| 3 _____                | 6 _____          | 10 _____                 |
|                        | 7 _____          |                          |

## 4

Underline the compound adjectives in sentences 1–6 then match them with definitions a–f. Then answer the questions.

- Would you describe yourself as single-minded?
- Do you ever buy second-hand goods?
- When did you last watch a light-hearted film?
- Which school subjects do you find most straightforward?
- Do you think it's better to be good-looking or talented?
- What upcoming events are you looking forward to?
  - attractive \_\_\_\_\_
  - easy \_\_\_\_\_
  - imminent \_\_\_\_\_
  - not new \_\_\_\_\_
  - determined \_\_\_\_\_
  - not serious \_\_\_\_\_

### Dictionary Strategy

Compounds adjectives made up of a noun / adjective + -ed adjective or a noun + -ing form usually have their own dictionary entries. However, compound adjectives made up of an adverb + past participle do not have their own entries, as the meaning is similar to the meaning of the headword.

## 5

**DICTIONARY WORK** Read the **Dictionary Strategy**. Which of the compound adjectives below are likely to have their own entry? Check your answers in a dictionary.

**densely populated** **English-speaking**  
**light-hearted** **much-needed** **old-fashioned**  
**record-breaking** **well-respected**

## 6

Complete the compound adjectives with the words below. Use a dictionary to help you.

**minded** **populated** **reaching** **saving**  
**watering** **written**

- Sarah often forgets things because she's absent-\_\_\_\_\_.
- His novel was well-\_\_\_\_\_, but I didn't like the hero.
- The microwave is one of the best time-\_\_\_\_\_ devices ever invented.
- The cakes at the baker's were so mouth-\_\_\_\_\_ that I wanted to eat them all!
- That decision could have far-\_\_\_\_\_ consequences for us.
- Singapore is one of the most densely \_\_\_\_\_ places in the world.

## 7

**SPEAKING** Work in pairs. Discuss the questions. Give reasons and examples.

- Who is the most single-minded person you know?
- What's the most breathtaking experience you've ever had?
- What's the most useful time-saving device you own?
- What is the most thought-provoking book you have read?

## Junk food

*I can react to an article about food addictions.*

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

- 1 Why is fast food so attractive to some people?
- 2 What can be done to encourage people to eat less of it?

**2 Read the three texts about food addiction. What were the consequences of the three people's addictions?**

**Reading Strategy**

When you do a gapped sentence task, look for clues before and after each gap. For example, if a sentence starts with *And* or *Furthermore*, it probably introduces additional information.

Other words can be used for contrast (*But*, *However*) and consequences or conclusions (*So*, *Therefore*).

**3 Read the Reading Strategy. Match the sentences (A–E) with the gaps (1–4). There is one extra sentence.**

- A Not surprisingly, a diet that contained few nutrients and an excess of fat and carbohydrates could only have negative consequences.
- B Its aim was to encourage food addicts to beat their addictions with the help of a psychologist and nutritionist.
- C One of the first steps was to get rid of her collection of free gifts.
- D Parties, picnics and barbecues with friends and family used to be a nightmare.
- E The doctor who treated her said she had never seen such an extreme case of food addiction.

# FOOD addiction

## A Pizza boy

1.07



Few people would disagree that one of the world's most popular **dishes** is pizza. Twenty-two-year-old Zack certainly wouldn't. He would eat any type of pizza that he could find: 5 homemade pizza covered in fresh ingredients, precooked microwave pizza full of additives and preservatives, and even the pizza **leftovers** from the night before. He ate pizza for breakfast, lunch and dinner and was consuming 800 kg of it a year.

10 As a child, Zack had eaten a wide variety of food and it wasn't until he started secondary school that he became addicted to pizza. American school meals have often been criticised for the large **amount** of fast food present on the **menu**.

15 At Zack's school, pizza was the star dish and he couldn't get enough of it. Furthermore, Zack was receiving pocket money, and there was only one thing he wanted to spend it on: **slices** of pizza.

Naturally, Zack's family were worried about 20 their son's diet was high in calories and low in vitamins. So was Zack. In a desperate attempt to break his addiction, he agreed to appear on a TV programme. '\_\_\_\_\_ It wasn't easy, but Zack finally demonstrated that he had given up eating pizza in a dramatic end to the show. He had to eat a fish dish, while his brother sat in front of him enjoying ... a pizza! Zack met the challenge and, according to the programme makers, he has never eaten pizza again.

## B Chicken nugget girl





#### 4 Are the sentences true or false? Write T or F. Correct the false sentences.

- 1 Zack ate well until he was a teenager. \_\_\_\_
- 2 Zack ate his last pizza on *Freaky Eaters*. \_\_\_\_
- 3 Stacy became addicted after a member of her family introduced her to a certain type of food. \_\_\_\_
- 4 Stacy has recovered from her health problems. \_\_\_\_
- 5 Hanna's condition affected her work and social life. \_\_\_\_
- 6 Hanna was cured by an unusual treatment. \_\_\_\_

#### 5 VOCABULARY Complete the sentences with highlighted words from the texts in the correct form.

##### Food

- 1 What \_\_\_\_\_ of ice cream would you like? Strawberry or vanilla?
- 2 It's a simple \_\_\_\_\_ to prepare, consisting mainly of rice and vegetables.
- 3 I'm trying to reduce the \_\_\_\_\_ of food I eat. I want to eat the same food, but in smaller quantities.
- 4 I'll just have one \_\_\_\_\_ of bread, please.
- 5 Most Japanese people eat a \_\_\_\_\_ of rice, fish and vegetables.
- 6 We can eat the \_\_\_\_\_ from tonight's dinner for tomorrow's lunch.

- 30 When seventeen-year-old Stacy Irvine's friends visit her, they know that they are going to have a struggle to find a place to sit in her bedroom. Why? Because
  - 35 Stacy shares her room with the thousands of free toys that she has received as a reward for her loyalty as a regular customer of fast food restaurants.
  - 40 If Stacy's mother could travel back in time and change one thing, it would be the moment that she decided to take two-year-old Stacy to a McDonald's restaurant
  - 45 and give her a **portion** of chicken nuggets. Since then, Stacy has refused to eat anything else except for pieces of fried chicken, and as a result, her diet has created serious
  - 50 health problems. In fact, so serious are her problems that she has been warned that if she doesn't soon change her **diet**, she will die.
- Stacy's body had so few vitamins and nutrients that she recently collapsed and had to be admitted to hospital. <sup>2</sup> \_\_\_\_ She insisted that

Stacy adopt a healthier lifestyle. Stacy's mother was obviously worried, but said that while Stacy was beginning to understand the seriousness of her situation, she couldn't eat anything else but chicken nuggets.

- 65 Twenty-year-old Hanna Little was keen on chips. In fact, she loved them. With the exception of a little toast for breakfast, the only thing that Hanna consumed for fifteen
- 70 years was one plate of chips after another. <sup>3</sup> \_\_\_\_ And it did, because not only did Hanna develop health problems, but she also had to leave her job after collapsing at work.
- 75 Hanna's love of chips had turned into an addiction at the age of five, and although her mother tried to encourage her to eat fruit and vegetables, she refused. Hanna says
- 80 that she was terrified of tasting the **flavour** of different types of food and she would feel anxious just at the idea of doing it. <sup>4</sup> \_\_\_\_ Furthermore, Hanna was soon seen as 'odd' by her
- 85 friends' parents.

It wasn't until she reached the age of sixteen that Hanna discovered that she had been suffering for years

- 7 The restaurant serves smaller \_\_\_\_\_ for children.
- 8 We can't order yet because we haven't seen the \_\_\_\_\_.

#### 6 SPEAKING Work in pairs. Read the statement and decide together whether you agree or disagree with it.

It is the fault of fast food restaurants if people are addicted to their food.

Discuss your ideas and make notes to support your opinion. Use the words below to help you.

**Adjectives** additive cheap convenient expensive fresh high-calorie low-calorie processed tasty value for money

**Nouns** fat fibre free choice ingredients salt sugar will power

Present your opinions to the class. Use the phrases below to help you.

##### Presenting opinions

There's no doubt in my mind that ...

As far as I'm concerned, ...

I believe very strongly that ...

I'm absolutely convinced that ...

Nobody can deny that ...

It's perfectly clear that ...

**C chip girl**

from a psychological disorder called SED, Selective Eating Disorder. Hanna discovered that SED was usually caused by a bad experience with food as a baby that the sufferer had no memory of.

Hanna decided to seek help and went to see psychologist Felix Economakis, who administered a treatment that none of the doctors that she had seen before had mentioned: hypnosis. It worked. After just one one-hour session, Hanna was ready to try fruit, and since then she has been willing to eat anything ... including chips!



## Role-play

*I can role-play a conversation at the doctor's.*

- 1 SPEAKING** Describe the photo. How do you think the person are feeling?
- 2 VOCABULARY** Put the words below in the correct groups. Can you add any more words to each group?

**Illnesses, injuries and symptoms** ache bruise  
chest infection be congested cough cut  
feel dizzy feel fatigued flu fracture heartburn  
insect sting feel nauseous nose bleed rash  
sore throat sprain feel stiff be swollen  
temperature virus wound

Illnesses: chest infection, ...

Injuries: bruise, ...

Symptoms: ache, ...

- 3 SPEAKING** Work in pairs. Look at the illnesses and symptoms in exercise 2 and discuss the questions.

- Are there any you have had repeatedly / more than once?
- Are there any you have never suffered from?

While on holiday in the UK, you are taken ill and go and see the doctor. Have a conversation with him/her and discuss the following points:

- what the illness is
- how long you have had it
- treatment

- 4 1.08** Read the task and listen to a student doing it. What does the doctor say is wrong with her? Which words from exercise 2 does the girl use?

- 5 VOCABULARY** Check the meaning of the treatments and remedies in a dictionary. Find possible treatments / remedies for the illnesses, symptoms or injuries in exercise 2.

**Treatments and remedies** antacid antibiotics  
antihistamine anti-inflammatories antiseptic  
cream bandage cough medicine lots of  
liquids painkillers rest tablets throat  
sweets X-ray

- 6 1.08** Listen again. What treatments are discussed? What does the doctor recommend?
- 7 1.09** Listen to a second student doing the task in exercise 4. Make notes on the topics in exercise 3.



### Speaking Strategy

Don't get nervous if you're unsure whether you've understood the question or what the other person has said. Simply ask the person for clarification.

- 8 KEY PHRASES** Read the **Speaking Strategy**. Complete the phrases with the words below.

didn't mean mind same as something think

### Asking for clarification

Sorry, do you <sup>1</sup> \_\_\_\_\_ you could repeat that?

I'm afraid I <sup>2</sup> \_\_\_\_\_ quite catch that.

Would you <sup>3</sup> \_\_\_\_\_ saying that again?

What do you <sup>4</sup> \_\_\_\_\_ by ... ?

Is that <sup>5</sup> \_\_\_\_\_ like ... ?

Is that the <sup>6</sup> \_\_\_\_\_ ... ?

- 9 1.09** Listen to the second dialogue again and answer the questions.

- What two things does the student ask the examiner to repeat or explain?
- How does she/he ask for clarification?

- 10** Read the task below. Make notes on each section.

While on holiday in the UK, you go and see the doctor because you have had an accident. Have a conversation with him/her and discuss the following points:

- the injury
- treatment
- how you did it
- a follow-up visit

- 11 SPEAKING** Work in pairs, taking turns to be the patient and the doctor. Remember to ask for clarification if you are unsure about something.

## An article

*I can write an article for a school website.*

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

- 1 Do you have a sweet tooth? What are your favourite sweet treats?
- 2 Why is too much added sugar bad for you? What problems can it cause?

**2** Read the task below. Identify the elements that need to be included in the article. How many paragraphs do you think it should have?

Write an article for your school website about the risks associated with a high sugar diet and propose ways of persuading young people to eat less of it.

**3** Read the article and compare it to your ideas in exercise 2. Are there any differences?

**Writing Strategy**

Organise your ideas or opinions into a coherent argument by using linking words or phrases, for example: *therefore, although, furthermore, as a result.*

**4** Read the **Writing Strategy**. Underline the words the writer uses in the article to link ideas together.

**5 KEY PHRASES** Look at the phrases. Which ones are included in the article?

**Comment adverbs**

|                           |                    |
|---------------------------|--------------------|
| Personally, (I think) ... | Unfortunately, ... |
| Surprisingly, ...         | Ideally, ...       |
| Obviously, ...            | Amazingly, ...     |
| Consequently, ...         | Interestingly, ... |

**6 SPEAKING** Work in groups. Discuss the opinions below. Decide which view you hold and use a comment adverb to introduce your view. Then add a reason.

- 1 Schools should/shouldn't stop serving fast food.
- 2 It is/isn't OK to have some fat in your diet.
- 3 Children should/shouldn't make their own food choices.

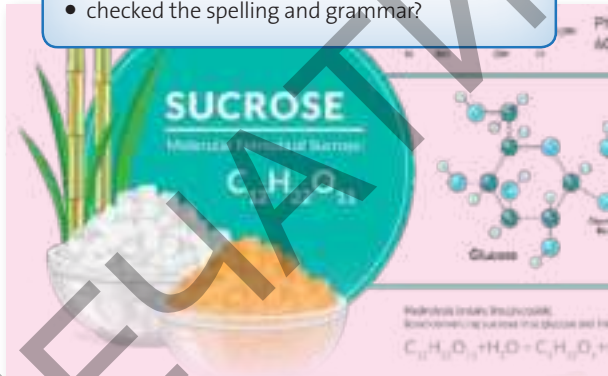
**7** Read the task below. Make notes on your opinions.

Write an article for your school website about the dangers of teenagers eating too much fast food, and how students can be persuaded to eat less of it.

**CHECK YOUR WORK**

Have you ...

- organised your ideas into paragraphs?
- used adverbs and linking words to connect your ideas in each paragraph?
- included one or two comment adverbs?
- checked the spelling and grammar?



I don't know anyone who doesn't love sugar.

Humans have a natural sweet tooth and it can be difficult to control our sugar-eating habits. But how can something so nice be so bad for us?

Obviously, naturally occurring sugar, for example in fruit, is considered healthy sugar. However, refined sugar is not healthy and is added to many processed foods to make them taste better. Surprisingly, this 'hidden' sugar can be found in many savoury foods like bread, tins of vegetables and sauces. Moreover, refined sugar has no nutritional value and therefore offers 'empty' calories. It also has no fibre, unlike the natural sugar in fruit, and therefore is easy to eat a lot of. Consequently, excess calories lead to weight gain. Too much sugar also encourages tooth decay in children and diabetes in later life.

So, what can we do about too much sugar, especially the hidden sugars in our diet? It seems to me that the government must take some responsibility for this situation. Ideally, it should regulate the amount of sugar that companies can add to processed foods. Furthermore, education must also be part of the answer and students should learn in school about the health issues associated with eating a lot of sugar. This approach has worked for smoking, after all.

Personally, I think it is extremely important that young people know about the dangers of sugar so that we can make informed choices. Although it is delicious, we must not put our future health at risk.

# 2

## Investigate and report on the animal world

### Unit map

#### ● Vocabulary

The animal world  
Verbal interaction  
Experiments

#### ● Word Skills

Phrasal verbs

#### ● Grammar

Negative structures  
Articles and quantifiers

#### ● Listening

Beekeeping in Kazakhstan



#### ● Reading

Endangered animals in Kazakhstan



#### ● Speaking

Photo description and comparison



#### ● Writing

An opinion essay

## 2A

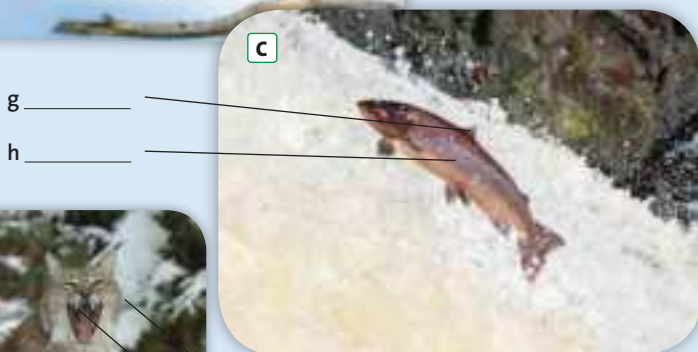
### Vocabulary

## The animal world

*I can describe parts of animals and their senses.*

- SPEAKING** Work in pairs. What animals and birds live in the wild in Kazakhstan? What do you know about them? Talk about where they live and what they eat.
- VOCABULARY** Look at the animal photos. Label the parts of the animals with the words below.

**Animal parts** antenna beak claws fangs feathers fin fur hooves horns paws scales shell tail whiskers wings





- 3 **1.10** Listen to part of an interview with Karen, a zoo keeper. Which animal is she talking about?

leopard    gorilla    bear    deer    wolf

- 4 **1.10** Listen again and complete the sentences with animal parts from exercise 2.

- Karen explains that the animal uses its \_\_\_\_\_ to help it climb trees.
- The animal's \_\_\_\_\_ protects them from the cold, mountain weather.
- These animals often use their \_\_\_\_\_ for digging.
- Karen explains that some animals use their \_\_\_\_\_ to help them know where something is.
- She says that these animals don't have \_\_\_\_\_, but have excellent noses.
- Unlike other animals, these animals don't use their \_\_\_\_\_ for balance.

- 5 Write a description of one of the animals you talked about in exercise 1. Use some of the animal parts above.

*It's got large wings, brown and white feathers and sharp claws.*

- 6 Work in pairs. Read your description to your partner and try and guess the animal they are talking about.

- 7 **VOCABULARY** In pairs, check the meaning of the verbs below.

**Verbs relating to animals' senses** detect emit hunt locate navigate sniff taste vibrate



- 8 **1.11** Listen to a scientist talking about animal senses. Choose verbs from exercise 7 and write a short sentence describing what each animal does.

1 seal *A seal's whiskers vibrate when it detects fish.*

2 catfish \_\_\_\_\_

3 elephant \_\_\_\_\_

4 eagle \_\_\_\_\_

5 bat \_\_\_\_\_

- 9 **1.11** Listen again. Match the animal to the sense that the scientist talks about.

1 sight \_\_\_\_\_

2 hearing \_\_\_\_\_

3 touch \_\_\_\_\_

4 taste \_\_\_\_\_

5 smell \_\_\_\_\_

### RECYCLE! The passive

- We use the passive when the doer is not important.  
*This information is sent to the brain.*
- The object of an active verb can become the subject of a passive verb.  
*Animals use their whiskers to locate objects.*  
*Whiskers are used to locate objects.*
- We use the impersonal passive in formal English to talk about information from unnamed sources.  
*People say that animals have the most extraordinary senses.*  
*It is said that animals have the most extraordinary senses.*
- We can use by to say who or what performed the action.  
*Vibrations are created in the water by fish.*

- 10 Complete the sentences with the passive form of the verbs below.

see    detect    feel    emit    taste

- Clicking noises \_\_\_\_\_ by bats to locate objects.
- Small animals can \_\_\_\_\_ by eagles from over two kilometres away.
- Water can \_\_\_\_\_ by elephants from twelve miles away.
- Objects \_\_\_\_\_ by catfish as they swim through the water.
- Vibrations created by fish \_\_\_\_\_ by a seal's whiskers.

- 11 **SPEAKING** Work in pairs. Find out how other animals use their senses to help them survive and prepare a short presentation.



## Negative structures

*I can use negative structures.*



- 1 Read the text. Do you disagree with any of the advice?

### How to look after pets – an owner's guide

- 1 Pets don't like mess. Isn't it better to keep your pet in a clean and safe environment?
  - 2 Not only do pets need fresh water, they also need healthy food at least once a day regular check-up at the vet
  - 3 Wouldn't it be better to take pets like dogs outside? Give them plenty of exercise.
  - 4 Rarely do pets need to go to the vet. Only go if they're really sick.
  - 5 Develop a relationship and treat your pet with respect. On no account should you treat them like a toy.
- 2 Read the **Learn this!** box. Which negative adverbials can you find in exercise 1?

#### LEARN THIS! Negative adverbials

We can use these negative adverbials to make emphatic negative statements:

*never, nowhere, rarely, hardly, in no way, at no time, on no account, only (if / when / once), not until, not only ... under no circumstances.*

If we use them at the beginning of a sentence, they are usually followed by an auxiliary verb.

*Rarely do friends get along all the time.*

- 3 Write the sentences with the correct form of the words in brackets.
- 1 No sooner (we / eat) dinner than he got up and left.
  - 2 Only once (I / break) a promise in my whole life.
  - 3 At no time (anyone / explain) what had happened.
  - 4 Never before (she / meet) a more disagreeable man.
  - 5 Rarely (anyone / be) so rude to me – I demand an apology!
  - 6 In no way (he / trust) you after all your lies.

#### LEARN THIS! Negative questions, infinitives and -ing forms

We can use negative questions to ask for confirmation of what is true or not true.

*Didn't you go out with Tom yesterday?*

We can also use negative questions to express our opinions politely.

*Wouldn't it be better to tell her the truth?*

We usually form negative infinitives and -ing forms by putting *not* or *never* before them.

*I was lucky not to miss the train.*

*She regrets never telling him the truth.*

- 4 Read the **Learn this!** box. Find examples of negative questions and negative infinitives and -ing forms in exercise 1.
- 5 Write the words in the correct order to make sentences.
- 1 to / not / I'll / late / tomorrow / be / try
  - 2 be / the / shouldn't / test / for / Aidan / studying / ?
  - 3 honest / not / with / I / being / him / resent / me
  - 4 not / upset / was / Kat / invited / be / to
  - 5 about / should / you / argue / try / to / not / it
  - 6 to / it / judge / not / people / difficult / isn't / ?
- 6 **USE OF ENGLISH** Rewrite the sentences beginning with the words in brackets. Do not change the meaning.
- 1 He doesn't often go out during the week. (Rarely)
  - 2 He wasn't to blame. (In no way)
  - 3 Don't worry about the future. (Try)
  - 4 Luckily she didn't hurt herself badly. (She was)
  - 5 They won't decide until they know the facts. (Only when)
  - 6 I'm sure we've been here before. (Haven't)
- 7 **SPEAKING** Work in pairs. Think of different ways to complete the sentences below. Compare your sentences with another pair.
- 1 Under no circumstances should ...
  - 2 At no time have I ever ...
  - 3 Rarely do people ...
  - 4 Only once have I ...
  - 5 Isn't it surprising that ...
  - 6 It's so important not to ...

# Beekeeping in Kazakhstan

I can understand an explanation about beekeeping.

## 1 SPEAKING Work in pairs. Look at the photos and answer the questions.

- 1 What are the bees doing in the two photos?
- 2 Do you know how honey is made?

## 2 1.12 Listen to the presentation about bees and compare your ideas from exercise 1.

### Listening Strategy

Remember that spoken English can sound quite different from written language. In fast speech, fluent speakers often shorten or omit certain elements. It is possible to train yourself to understand fast speech. You do not need to imitate fast speakers, but focus on trying to understand what they are talking about.

## 3 1.13 Read the Listening Strategy. Then listen and write down the sentences you hear.

## 4 1.13 Read the Learn this! box. Listen again and repeat the examples.

### LEARN THIS! Features of fast speech

- 1 Consonants are sometimes inserted between two vowel sounds:  
two eggs sounds like *two weggs*  
three eggs sounds like *three yeggs*  
four eggs sounds like *four reggs*
- 2 Consonants at the end of words (especially *n*, *d* and *t* sounds) change when the next word also begins with a consonant:  
*ten pounds* sounds like *tem pounds*  
*band practice* sounds like *bam practice*  
*Did you ... ?* sounds like *Dij je ... ?*
- 3 Sounds, usually consonants, sometimes disappear:  
*Let's go* sounds like *Les go*  
*What's your name?* sounds like *Wos your name?*

## 5 Match each sentence you wrote down in exercise 3 with a point in the Learn this! box.

## 6 Read the sentences (1–6) aloud. Each contains one feature of fast speech from the Learn this! box. Can you say where in the sentence it occurs?

- 1 I've got two or three dictionaries. (point 1)
- 2 Is this your address? (point 1)
- 3 I've got a bad cough. (point 2)
- 4 We went ten-pin bowling. (point 2)
- 5 She's my best friend. (point 3)
- 6 This coffee tastes bad. (point 3)



## 7 1.13 Listen, check and repeat.

## 8 1.14 Listen to an interview about beekeeping in Kazakhstan. Complete the sentences with the correct words.

- 1 People brought the first beehives into Kazakhstan from \_\_\_\_\_ in \_\_\_\_\_.
- 2 Soon every \_\_\_\_\_ kept bees and \_\_\_\_\_ of tonnes of honey were produced.
- 3 People used less honey when \_\_\_\_\_ became cheaper to buy.
- 4 In East Kazakhstan, farmers grow \_\_\_\_\_ on 400,000 hectares of land.
- 5 Rebecca met with agricultural \_\_\_\_\_ and had discussions about how to promote \_\_\_\_\_.
- 6 In \_\_\_\_\_, honey from Kazakhstan has a very good \_\_\_\_\_.

## 9 1.15 Look at these sentences from the interview. How were they spoken? Listen again and check. Practise saying them.

- 1 You've just returned from a trip to Kazakhstan
- 2 Let's talk about the situation today.
- 3 But recently, governments and industry have started to understand how important bees are ...
- 4 ... 400,000 hectares of land are used to grow sunflowers.

## 10 SPEAKING In pairs, discuss this famous quotation. What does it say about bees? Do you think it's true?

"If the bee disappeared off the face of the Earth, man would only have four years left to live."

## Articles and quantifiers

*I can use articles and quantifiers.*



# ANIMAL MOVIES

Animal movies are often about animals who can talk and have human personalities. Madagascar is a very funny film about a hippo, a lion, a giraffe and a zebra who are friends in a New York zoo. Marty the zebra escapes from the zoo and finally arrives by accident with his friends in Africa. The humour comes from the way the four friends' lives change from the boring but safe lives in the zoo to dangerous but exciting lives in the 'real' world.

- 1 Look at the photo. What do you think the movie is about? Read the text to check.
- 2 Read the **Learn this!** box. Complete the gaps with *a/an, the* or no article (–) and find examples in exercise 1.

## LEARN THIS! Articles

We often use <sup>1</sup> \_\_\_\_\_ at first but <sup>2</sup> \_\_\_\_\_ when we mention it again.

We use <sup>3</sup> \_\_\_\_\_ to refer to one of several similar things or people and we don't need to be more definite.

We use <sup>4</sup> \_\_\_\_\_ for cities, continents and most countries. We use <sup>5</sup> \_\_\_\_\_ with a few countries.

We use <sup>6</sup> \_\_\_\_\_ to talk about something in general.

We use <sup>7</sup> \_\_\_\_\_ with superlatives.

We use <sup>8</sup> \_\_\_\_\_ with an adjective to refer to everyone who has that characteristic.

## 3 Complete the sentences.

- 1 Mont Blanc is **an / the** tallest mountain in – / **the** France.
- 2 It's usually **the** / – poor who have **a / the** most problems.
- 3 He was in **a** / – film about **the** / – people with – / **the** superpowers.
- 4 Let's go for **the** / **a** pizza while we're in – / **the** town.
- 5 I've got – / **a** cat and **a** / **the** dog. – / **The** dog is eighteen years old!

## LEARN THIS! Quantifiers

Examples of quantifiers are: *a lot of, a little, all, another, both, each, every, few, many, some*, etc.

Most quantifiers can be followed by *of* + a determiner:

*Some of my favourite movies are about animals.*

*Just a few of these include humans.*

*No* and *every* can't be followed by *of*; instead we use *none of* and *every one / each of*:

*None of the main characters are human.*

After *both* and *all*, we often leave out *of* before determiners:

*All the actors have starred in other films.*

*Both my parents are film fans.*

We use *few / little* instead of *a few / a little* to emphasise the smallness of the number or quantity. Compare:

*There are a few westerns I really like. The ones with Clint Eastwood are brilliant.*

*There are few westerns I really like. I just don't find the characters interesting.*

## 4 USE OF ENGLISH Read the **Learn this!** box. Then choose the correct answers (a–d).

Only <sup>1</sup> \_\_\_\_\_ of my favourite films are sequels, but Madagascar 2 is an exception. <sup>2</sup> \_\_\_\_\_ the viewers who enjoyed the original Madagascar will be pleased to see the return of the four main characters. There's <sup>3</sup> \_\_\_\_\_ difference in the plot – it's <sup>4</sup> \_\_\_\_\_ attempt to escape, this time back to the USA with help from <sup>5</sup> \_\_\_\_\_ friendly penguins. As the action unfolds, <sup>6</sup> \_\_\_\_\_ of the animals start relationships with another animal. There's <sup>7</sup> \_\_\_\_\_ of good-natured humour and <sup>8</sup> \_\_\_\_\_ clever jokes.

- |             |           |           |           |
|-------------|-----------|-----------|-----------|
| 1 a much    | b a few   | c every   | d none    |
| 2 a Each of | b Every   | c All of  | d Most    |
| 3 a any     | b none    | c little  | d several |
| 4 a both    | b another | c other   | d each    |
| 5 a some    | b few of  | c either  | d little  |
| 6 a few     | b each    | c both    | d neither |
| 7 a all     | b most    | c some    | d a lot   |
| 8 a none    | b several | c much of | d every   |

## Phrasal verbs

*I can use phrasal verbs.*

- 1 Read the dialogue. Underline six phrasal verbs which match meanings a–f below. How many more phrasal verbs are there in the dialogue?

- a fail to do what someone expects
- b make someone look stupid
- c mention in conversation
- d make someone lose enthusiasm for something
- e stop having a relationship with someone
- f accept something that is annoying

**Ayala** How was your date with Asil last night?

**Nurlan** I wish you hadn't brought that up. She didn't turn up – again – so I'm not going out with her any more.

**Ayala** But I thought you two got on really well!

**Nurlan** So did I. But she started putting me down in front of her friends, and when she let me down again last night ... Well, I couldn't put up with it any more. I decided she'd put me through enough, so I split up with her.

**Ayala** That's a shame. But you'll soon get over her. Don't let it put you off dating other girls!

**Nurlan** Oh, it won't. I've already asked her friend out!

- 2 Read the **Learn this!** box. Which verbs in the dialogue are transitive and which are intransitive?

### LEARN THIS! Phrasal verbs

- 1 Phrasal verbs can be transitive (they have an object) or intransitive (they don't have an object).

*Can you pick me up after school?*

*My brother and his girlfriend broke up yesterday.*

- 2 When a transitive phrasal verb is inseparable, the object comes after the particle.

*He's trying to get over their break-up.*

- 3 When a transitive phrasal verb is separable, the object can usually go before or after the particle.

*He's decided to call their date off / call off their date.*

However, when the object is a pronoun, it must come before the particle.

*Do you think Ella will turn him down?*

- 4 With some transitive phrasal verbs, the object must come before the particle.

*Donna messed Bill about, so he finished with her.*

NOT *Donna messed about Bill, so he finished with her.* X

- 5 Three-part phrasal verbs are always transitive and are usually inseparable, so the object comes after the particles.

*I've decided to split up with my boyfriend.*

- 3 **DICTIONARY WORK** Read the dictionary entries A–F and answer the questions.

- 1 Which phrasal verbs are separable? Which are inseparable? Which one must be separated by the object?
- 2 How is this information shown in the entries?

- A **talk sb into sth** to persuade sb to do sth: *I didn't really want to go out, but my friends talked me into it.*
- B **turn sb/sth ↔ down** to reject an offer or the person who makes it: *I'd invite Kim, but she may turn me down.*
- C **look after sb/sth** to be responsible for sb/sth: *Fred's old enough to look after himself.*
- D **run into sb** to meet sb by chance: *Guess who I ran into in town today?*
- E **make sth ↔ up** to invent a story, especially in order to trick or entertain sb: *She made up an excuse that she wasn't feeling well.*
- F **take after sb** to look or behave like an older member of your family: *Your daughter doesn't take after you at all.*

- 4 Are the transitive verbs in exercise 1 separable or inseparable? Which three must be separated by the object? Use a dictionary to check.

- 5 Complete the sentences with the words in brackets in the correct order.

- 1 Did she manage to talk \_\_\_\_\_ come? (letting / her / her / into / parents)
- 2 After \_\_\_\_\_ boyfriend, Laura went travelling \_\_\_\_\_. (splitting / her / with / up) (get / him / to / over)
- 3 Neither of my cousins \_\_\_\_\_ . (aunt / takes / my / after)
- 4 Nobody believes your stories because you \_\_\_\_\_. ! (making / them / keep / up)
- 5 That experience \_\_\_\_\_ another relationship. (me / off / put / having)
- 6 Their relationship is terrible. Will they \_\_\_\_\_ much longer? (for / it / put / with / up)
- 7 My dad went shopping this morning. I'm surprised \_\_\_\_\_ town. (into / you / him / in / run / didn't)
- 8 If \_\_\_\_\_ too much, she may leave you. (her / you / through / put)



## Endangered animals in Kazakhstan

*I can understand an article about Kazakhstan's endangered animals.*

- 1 **SPEAKING** Look at the photos of three animals you can find in Kazakhstan. What do you know about the animals? What do you think they all have in common?

- 2 Read the texts A–C. Match the titles below with the correct text. There are two extra titles.

The golden eagle   The saiga antelope   The snow leopard  
The brown bear   The argali sheep

# Animals facing extinction in Kazakhstan



1.16

Because of its vast size, Kazakhstan has some of the most extraordinary and important areas of wilderness on the planet that are home to some of the world's most remarkable animals. But with increasing demands for agricultural land and human development and illegal hunting still taking place, some of its most precious animals are facing extinction. Here we look at three of its most unique animals.

A

**Description:** Standing about 60–80 cm in height and around 100–140 cm in length, it has a yellow and reddish coloured coat. It has a very unusual head with a long and bulging nose with large nostrils which it uses to filter out dust and cool its blood. The males have ringed horns that grow between 28–38 cm long.

**Diet:** Grasses, plants and leaves make up the majority of this **herbivore's** diet. Like cows, they chew their cud, food that has already been eaten but not fully digested.

**Habitat:** They are found in areas where they can easily escape **predators**, such as semi-desert steppes and open grasslands in Kazakhstan, Kalmykia and Mongolia. During their twice-yearly **migrations**, they are known to cover huge distances in large groups.

**Status:** They are critically endangered with an estimated 50,000 surviving today. With a horn that is used in Chinese medicine they are under threat from illegal hunting and agricultural advancements, human settlements and national border fencing, which have been shrinking their habitat areas since the 20<sup>th</sup> century and limiting their movement and migrations. In 2015, a mysterious disease was responsible for the deaths of around 40% of the entire global population.

B

**Description:** The largest species of its family, it stands 85–135 cm high and measures 136–200 cm in length. They have a light yellowish to a darker brown coat, and two distinct curled horns that can grow over 2 metres in length on males, and much shorter in females.

**Diet:** These herbivores also eat mainly grasses, herbs, leaves and bushes and in season add flowers and fruit to their diet.

**Habitat:** Found across central Asia, from central Kazakhstan to the Shanxi Province in China, they live in mountainous areas up to 5,800 metres. In areas where they are hunted, they are often found in forested areas as well. Although they prefer to occupy the same areas for most of their lives, they do migrate when food is scarce, there is drought or fire, or large numbers of farmed animals arrive in their area.

**Status:** They are an endangered species throughout their range. This is due to habitat loss from too much **grazing** by domestic animals, and from hunting. Like saigas, their horns are used in traditional Chinese medicine. The worldwide population stands at around 80–90,000 animals, but numbers are decreasing.

C

**Description:** With a distinctive thick fur coat of white and grey with black spots, this cat reaches a height of 56 cm and up to 150 cm in length. Its head has small rounded ears and a short nose and its body is stocky with powerful legs and broad paws. Its long and thick furry tail is often used as a scarf to protect its face when asleep. All these things make it ideal for freezing climates.

**Diet:** As a **carnivore**, it is an active hunter, whose **prey** includes wild sheep, including argali, goats and also **livestock**. Depending on where it is, it is also known to hunt deer, red panda, and wild boar.

**Habitat:** Living across central Asia, from the Tian Shan mountains to the Hindu Kush and Himalayan ranges, it is most often found on mountain meadows and in rocky regions above the tree line, at altitudes up to 6,000 metres in the summer and 2,000 metres in winter.

**Status:** With a total worldwide population of between 4,000 and 9,000 animals, it is listed as vulnerable, which means it is likely to become endangered unless its situation improves. The major threat to populations comes from poaching and the illegal trade in its fur and body parts. Climate change also threatens to reduce the size of its habitat.

### Reading Strategy

When matching questions with texts, remember that the key words from these questions may not appear in the texts. The same information may be expressed in different words.

- 3 Read the **Reading Strategy**. Match texts A–C with questions 1–7. Each paragraph may be matched with more than one question.

Which text talks about

- 1 a peculiar-looking animal? \_\_\_\_\_
- 2 an animal adapted for the cold? \_\_\_\_\_
- 3 a terrible illness? \_\_\_\_\_
- 4 an animal that travels a long way two times a year? \_\_\_\_\_
- 5 an animal that only moves when necessary? \_\_\_\_\_
- 6 a meat-eating animal? \_\_\_\_\_
- 7 a shrinking population? \_\_\_\_\_

- 4 **SPEAKING** Work in pairs and discuss the questions about the article.

- 1 Why do saiga antelopes prefer to live in areas that are open?
- 2 What causes argali sheep to move?
- 3 How are snow leopards adapted for the cold?
- 4 What do you think we can all do to help protect these animals?

- 5 **VOCABULARY** Match the highlighted words in the text with the definitions below.

- 1 the eating of wild grass by farm animals
- 2 the movement of large numbers of people or animals from one area to another
- 3 an animal that only eats meat
- 4 the illegal hunting or capturing of an animal
- 5 an animal that kills and eats other animals
- 6 an animal that only eats plants
- 7 the animals kept on a farm
- 8 an animal that is hunted and killed by another animal

- 6 **VOCABULARY** Match the words (1–6) with the nouns (a–f) to make collocations from the text.

- |              |               |
|--------------|---------------|
| 1 human      | a animal      |
| 2 illegal    | b population  |
| 3 endangered | c development |
| 4 domestic   | d extinction  |
| 5 global     | e trade       |
| 6 facing     | f species     |

- 7 Complete the sentences with a collocation from exercise 6.

- 1 To protect animals like the snow leopard, the \_\_\_\_\_ in its body parts must be stopped and the criminals responsible brought to justice.
- 2 Because of poaching and loss of habitat, tigers are \_\_\_\_\_ in the wild across Asia and soon may only survive in zoos.
- 3 \_\_\_\_\_ such as cats and dogs often hunt and kill smaller animals like rabbits, mice and rats.
- 4 Across the world, \_\_\_\_\_ such as building new cities and using land to grow crops is a major threat to many species of animal.
- 5 With fewer than a hundred animals left, the amur leopard that lives in eastern Russia is one of the world's most \_\_\_\_\_.
- 6 The \_\_\_\_\_ of polar bears stands at around 26,000 animals.

- 8 **SPEAKING** Work in pairs and discuss the questions.

- 1 Why do you think there is such a big illegal trade in animals across the world?
- 2 Do you think it's important for endangered species to survive in the wild when they can live comfortably in zoos?
- 3 Which do you think is more important: human development or nature?
- 4 Do you think human beings will ever face extinction? Why? Why not?

# Photo description and comparison

I can describe and compare photos and give opinions about friendship.

- 1 **SPEAKING** Work in pairs. Think of three things that might cause friends to fall out.

## Speaking Strategy

When you talk about photos, say what you can guess or deduce as well as about what you can see. Use modal verbs of deduction and phrases such as *it appears to show ...*, *I can't be certain, but ...*, etc.

- 2 **KEY PHRASES** Read the **Speaking Strategy** and complete the phrases with the words below.

appears as be can't certain like must say seems to wrong

### Speculating and deducing

- 1 He's yawning, so he \_\_\_\_\_ be tired or bored.
  - 2 She's laughing, so she \_\_\_\_\_ be sad.
  - 3 He may / might / could \_\_\_\_\_ lonely.
  - 4 It looks \_\_\_\_\_ if ...
  - 5 The photo \_\_\_\_\_ to show (a living room).
  - 6 She looks \_\_\_\_\_ a (nice person).
  - 7 Judging by (their expressions), I'd \_\_\_\_\_ that ...
  - 8 I can't be \_\_\_\_\_ but ...
  - 9 I might be \_\_\_\_\_ but ...
  - 10 The boy \_\_\_\_\_ be (accusing him of something).
- 3 **SPEAKING** In pairs, describe one photo each (A and B). Use phrases from exercise 2 to speculate about the people.



Judging by her expression, I'd ...



## LEARN THIS! might / must / can't have

We use *might have* to speculate about past events. We use *must have* / *can't have* to make deductions about past events and say what is or is not possible.

*They might have been good friends once – I don't know.*

*I haven't got my phone. I must have left it at home.*

*She can't have gone home. Her coat is still on the chair.*

- 4 Read the **Learn this!** box. Make up two more sentences about your photo in exercise 3 beginning with *must have*, *might have* or *can't have*.

- 5 **1.17** Listen to a student doing the task below using the photos in exercise 3. Answer the questions below.

Compare the photos. Then give your own opinion about whether arguments always damage friendships or sometimes make them stronger.

- 1 Are his speculations about the photos similar to yours?
  - 2 What phrases from exercise 2 does he use?
  - 3 What is his overall opinion about friendships and arguments? Do you agree? Why / why not?
- 6 **1.17** Listen again. Complete the extracts below with *might have*, *must have* or *can't have*.
- 1 They \_\_\_\_\_ gone there together for a game.
  - 2 One boy \_\_\_\_\_ accused the other boy of cheating
  - 3 They \_\_\_\_\_ thought about the other girl's feelings at all.
- 7 **SPEAKING** Work in pairs. Compare the photos then say whether there are differences between girls and boys when it comes to friendships.



# An opinion essay

*I can write an opinion essay on the topic of friendship.*

## 1 **SPEAKING** Work in pairs. Discuss the questions below.

- 1 Who are the people you are closest to?
- 2 What qualities do you look for in a friend?

## 2 Read the task and the essay. In which paragraphs does the writer cover each element of the task?

It is sometimes claimed that 'opposites attract' when it comes to friendship. Write an essay in which you give your own opinion of this view taking into consideration personality and appearance.

It is sometimes claimed that opposites attract when it comes to friendship. On the whole, I don't agree with that opinion. I think that people pick friends with the same interests as them. That extends to physical appearance – if you have similar tastes, you're likely to appreciate similar clothes and hairstyles.

Personally, I think that you are more likely to be long-term friends with someone who is on the same wavelength as you. I think opposites do attract, but I don't think it lasts as those different qualities that attracted you at first can annoy you later!

My closest friend, Helen, is quite similar to me. Having said that, we do not have everything in common – in fact, the differences keep our friendship interesting. However, our broad interests and personalities do resemble each other's and so it is easy to spend a lot of time together. It's in the details that we differ. For example, we both love sport, but we don't support the same teams. And although we're both sociable, Helen is more outgoing than me. When it comes to appearance, a similar appearance can lead to attraction. Helen and I both have similar taste in clothes. We enjoy shopping together and swapping clothes. If we had different interests, we wouldn't be able to enjoy these activities together.

So, in my view, although you may be attracted to a friend who is completely opposite to you, the best kind of friend is one that you have enough in common with, so that your friendship lasts a long time.

## 3 Read the **Learn this!** box. Then find two examples of *do / did* for emphasis in the essay.

### **LEARN THIS!** *do / did* for emphasis

We can use *do / did* for emphasis:

- a after a concession: *Although we're very different, we do get on well.*
- b to clarify or correct: *'Why didn't you do your homework?' 'I did do my homework! But I've lost it.'*

### **LEARN THIS!** Structures and features to use in essays

- 1 Join clauses with linkers to make longer, more complex sentences.  
*I like him. But he can be a bit mean. → I like him, although he can be a bit mean.*
- 2 Passive structures. These can create a sense of objectivity and authority.  
*People often say that ... → It is often said that ...*

### **Writing Strategy**

Use a variety of grammatical structures and vocabulary instead of simple sentences. This will make your essay more interesting and more effective.

## 4 Read the **Learn this!** box and the **Writing Strategy**. Then underline an example of each of the structures below in the essay.

- 1 contrasting clauses with *but* and *although*
- 2 an example of another linker
- 3 a passive form

## 5 Rewrite the sentences using a structure from the **Learn this!** box. Start with the words in brackets.

- 1 Online conversations are quick and easy. They are often superficial. (Although ...)
- 2 A lot of people believe that you only need a few close friends. (It is ...)
- 3 People are busy. They can still keep in touch using social media. (Even if ...)
- 4 Sometimes people say that today, we live our lives through our phones. (It is ...)

## 6 Read the task. Then make notes under headings A–C below. Include ideas from exercise 5.

It is sometimes said that social media friends are not real friends. Give your own opinion of this view, commenting on the best and worst aspects of online friendships and how face-to-face interactions are different.

- A Online friendships: benefits
- B Online friendships: possible problems
- C Face-to-face relationships: unique features

## 7 Write your essay using your notes in exercise 6.



# 3

## The human brain

### Unit map

#### ● Vocabulary

The human brain  
Human emotions  
Crime: collocations

#### ● Word Skills

Preposition + noun phrases

#### ● Grammar

Comparison

Infinitives and *-ing* forms

#### ● Listening Keep calm!



#### ● Reading Mental arithmetic in Kazakhstan



#### ● Speaking Role-play



#### ● Writing A for and against essay

### 3A

#### Vocabulary

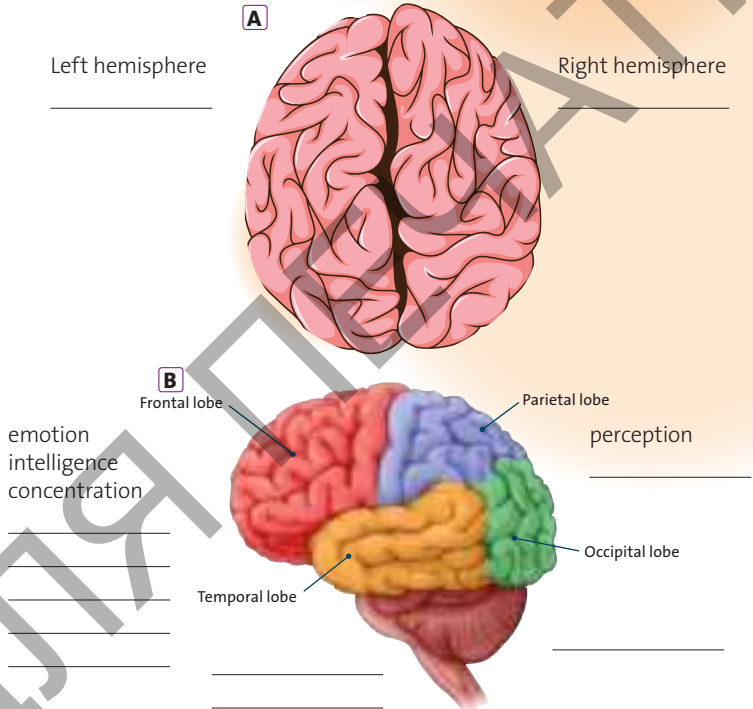
## The human brain

*I can describe the parts and functions of the brain.*

### 1 SPEAKING Work in pairs. Answer the questions.

- Do you think people in Kazakhstan are generally more logical or more creative? Give your reasons.
- What is the difference between the 'brain' and the 'mind'?

### 2 VOCABULARY Look at the brain diagrams and check the meaning of the functions of the brain below.



**Functions of the brain** creativity emotion memory vision decision making  
language logic planning problem solving speech movement intelligence  
concentration self-awareness sensation perception

### 3 1.18 Listen to part of a lecture about the human brain and complete the diagrams with the names of the functions.

### 4 SPEAKING Work in pairs. Look at the photos and describe the brain functions that we use in the different situations.



5 Complete the *Amazing Brain Facts* quiz.

# Amazing Brain Facts

Find out how much you really know about your brain with our quiz!

- The typical human brain uses \_\_\_\_\_ of the body's total energy and oxygen intake.  
a 5%      b 20%      c 35%
- The brain becomes fully developed at around the age of \_\_\_\_\_.  
a 16      b 21      c 25
- The average brain is thought to have \_\_\_\_\_ thoughts every day!  
a 5,000      b 15,000      c 50,000
- According to research carried out in 2019, the average human brain is able to recognize \_\_\_\_\_ faces.  
a 1,000      b 5,000      c 20,000
- The average attention span (the length of time someone can concentrate on one thing) is getting shorter. Recent research says it is now only \_\_\_\_\_ seconds.  
a 8 seconds      b 15 seconds      c 45 seconds
- It took the K supercomputer in Japan, one of the most powerful machines in the world, \_\_\_\_\_ to process all the data that our brains can process in one second!  
a 0.1 second      b 15 seconds      c 40 minutes

6  **1.19** Listen to the next part of the lecture about the human brain and check your answers.

7 **SPEAKING** Did any of the answers surprise you? Which ones? Give your reasons.



## RECYCLE! Present continuous

We use the present continuous:

- a to talk about something happening around now.  
*I'm watching a film.*
- b to describe annoying behaviour.  
*He's always checking his mobile phone!*
- c for future arrangements.  
*I'm visiting him this afternoon.*

8 Read the **Recycle!** box and the sentences below. Say whether the sentences from the lecture refer to what is happening now, a future arrangement, or an annoying habit.

- Only first year students are attending this lecture today, so I guess that you are all around 18 or 19 years old.
- Most of you are always using them when you should be listening!
- See you Tuesday when I'm planning to talk more about how the brain processes information.

9 **VOCABULARY** Check the meaning of the emotions below. Which are positive emotions and which are negative?

**Human emotions** anger amusement anxiety contentment envy frustration misery stress shame thrill

10 What emotions might you feel in these situations? Choose one or two from exercise 9 for each situation.

- You can't remember if you locked the front door before you went on holiday.
- You're waiting for a friend and she's late (for the third time this week).
- Two good friends of yours have told you they are going on a round-the-world trip while you have to study.
- You receive an email that says you've won a national writing competition.
- The head teacher tells your parents about some graffiti you wrote on a wall in school.
- Your application to study at the same university as all your friends is rejected.
- Your best friends arrange a wonderful birthday surprise for you.
- You can't concentrate on your revision because your neighbour is playing loud music all evening.

11 **SPEAKING** Work in pairs. Answer the questions.

- What causes you anxiety?
- When was the last time you experienced a thrill? What caused it?
- What's the best thing to do to beat stress?
- Which is worse: anger or shame?
- How often do you feel a sense of contentment?

# Comparison

I can make comparisons.

- 1 SPEAKING** Do you think you are luckier or unluckier than other people? What is the luckiest or unluckiest thing that has happened to you or someone you know?
- 2** What are the rules for forming a) short and long comparative adjectives and b) short and long superlative adjectives?

If you were Costis Mitsotakis, you might consider yourself the world's unluckiest man. Costis was the only person in his village not to buy a ticket in the Spanish Christmas lottery. When they won first prize, everyone except Costis received a share of the total prize of nearly £600 million, so he was the **'poorest / most poor** person in his village that Christmas. But there are other contenders. For example, US park ranger Roy Sullivan was even unluckier **'as / than** Costis. He was struck by lightning seven times in his lifetime – the world record! However, that's nothing like as bad as Britain's John Lyne, who is perhaps the **'most / more** unfortunate of all. At eighteen months old, he accidentally drank disinfectant and had to have his stomach pumped. And the older he got, the worse things became. He's been run over, nearly drowned and had a car crash. John's life has been more accident-filled than you would think possible. But he doesn't think he's unlucky. As far as he's concerned, most of his accidents could have ended a lot more seriously, so he may actually be the world's luckiest man!

- 3** Underline the correct words to complete the text.
- 4** Read the **Learn this!** box. Then find examples of rules 1–3 in the text in exercise 3.

## LEARN THIS! Comparative structures

- 1** We usually use *more / less* and *(the) most / (the) least* to form comparative and superlative adverbs. However, we add *-er* and *(the) -est* to some adverbs.

*You should drive more carefully.*

*He used to drive faster. Now I drive the fastest.*

- 2** We can use the following structure to show that two things change together because they are connected:

*The longer he lives, the crazier things get.*

*The harder I tried, the better my life became.*

- 3** Comparatives often have a clause after *than*:

*She's more upbeat than she used to be.*

*He's less unhappy than I imagined.*

*John swam further than he intended to.*

- 5** Complete the sentences with a comparative, using the words in brackets.

1 His journey was \_\_\_\_\_ than he'd expected. (dangerous)

2 The more you worry, \_\_\_\_\_ the test will seem. (scary)

3 The \_\_\_\_\_ it got, the \_\_\_\_\_ his parents grew. (late / concerned)

4 Lena's \_\_\_\_\_ that she used to be – nowadays she always looks on the dark side. (optimistic)

## LOOK OUT!

- 1** We can qualify comparatives using *a little*, *slightly*, *a lot*, *much*, *far*, *no*, *even*.  
*Flying is much safer than driving.*
- 2** We can qualify comparatives with *as ... as*, using *just* for similar things, *almost / nearly / not quite* for small differences or *nowhere near / nothing like* for big differences.  
*Flying's nowhere near as dangerous as driving.*

- 6** Read the **Look out!** box and find examples of points 1 and 2 in the text in exercise 3. Then underline the correct words to complete facts 1–5.

1 £100 million is **almost / nowhere near** as much as €300 million.

2 Gold is **a little / a lot** more expensive than steel.

3 The Pacific Ocean is **slightly / far** bigger than the Arctic Ocean.

4 Spain's population is **just / nothing like** as big as China's.

5 Venus is **much / a little** smaller than Earth.

- 7 USE OF ENGLISH** Complete the second sentence so that it has a similar meaning to the first. Use the words in brackets.

1 Maths is far more difficult than history. (nowhere near)  
History \_\_\_\_\_ maths.

2 Cars are nowhere near as safe as planes. (much)  
Planes \_\_\_\_\_ cars.

3 Health is a lot more important than money. (nothing like)  
Money is \_\_\_\_\_ health.

4 Facebook didn't use to be so popular. (than)  
Facebook is \_\_\_\_\_ used to be.

5 You don't need as much money when you're young. (older)  
The \_\_\_\_\_ money you need.

- 8 SPEAKING** Work in pairs. Discuss whether you agree or disagree with the statements in exercise 7. Give reasons.



## Keep calm!

*I can understand emphasis.*



**1 SPEAKING** Work in pairs. Discuss how you would feel and what you would do in these situations.

- 1 You have just ridden your bike into another cyclist who pulled out into the road in front of you without looking.
- 2 You have just said something negative about a friend without realising the friend was right behind you.
- 3 You have come home to find your house has been burgled.

**2** Read the text. Which pieces of advice could be useful to each situation in exercise 1? Why? Which do you think is the best piece of advice?

## WHAT TO DO IN A CRISIS

Whenever you face a stressful situation, your brain sends alarm signals to your body and causes your heart to beat faster and your muscles to tense in preparation for immediate action. However, this reaction can often prevent us from thinking clearly about the best thing to do.

A good skill you can develop is the ability to react calmly in a crisis. By being aware of your body's stress response and training yourself to ignore that initial flood of emotions, you can make decisions based on clear-headed analysis.

- 1 Remember to breathe** – this is easy to forget when you are alarmed or enraged. And breathe deeply! A calmer body helps create a calmer mind.
- 2 Focus on the moment** – don't think about what should have been done differently. Concentrate on solving the immediate problem.
- 3 Think positively** – positive self-talk in a crisis is often helpful. For example, telling yourself how brave you are can help you overcome your fear.

### Listening Strategy

When you listen, pay attention to the words that the speaker emphasises. Usually, a speaker uses emphasis:

- 1 to highlight new or important information, for example: *I've lost my bag. It's a cotton bag, with stripes.*
- 2 to put contrast two alternatives, for example: *Was it black or brown?*
- 3 to contradict what someone else has said, for example: *Well, that's not my bag.*

**3** **1.20** Read the **Listening Strategy**. Then listen to five dialogues. Which words are emphasised in each? Which reason (1–3) is it?

**4** Look at the lines of dialogue. Decide where the emphasis should go and why.

- 1 Do you want to call the police or the fire brigade?
- 2 **A** Do you live at number 7 Duncan Drive?  
**B** No, I live at number 11.
- 3 Are those the burglar's fingerprints or mine?
- 4 I can't find my ring. It's a diamond ring, and it's very expensive.
- 5 **A** You say you left the house at quarter to eight?  
**B** No, it was quarter past eight.
- 6 I saw a van outside. A blue van. A dark blue van.

**5** **1.21** Listen and check. Practise the sentences in pairs.

**6** **1.22** Listen to a dialogue between two friends. Choose the correct answers (a–d).

- 1 George doesn't believe that
  - a Gemma is telling the truth.
  - b Gemma saw Sarah stealing from Alex.
  - c Gemma didn't say anything.
  - d Sarah has done anything wrong.
- 2 Gemma believes that
  - a she saw Sarah take Sam's lunch money.
  - b she has enough evidence against Sarah.
  - c Sarah took something out of Gemma's schoolbag.
  - d something is troubling Sarah.
- 3 George agrees that
  - a Sarah isn't behaving as she normally does.
  - b they ought to mention their suspicions to an adult.
  - c Gemma should speak to Alex first.
  - d Gemma should speak to Sarah alone.

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

- 1 Are you good at keeping calm in a crisis? Give reasons for your answer.
- 2 What would you have done if you had been in Gemma's situation in the classroom?
- 3 Do you think that George and Gemma decided to do the right thing?



# Infinitives and -ing forms

I can use infinitive and -ing forms

- 1 Do the quiz below in your notebook. Do you agree with what your score says?

## Are you confrontational?

### Take the quiz to find out!

- 1 You see someone drop some litter in the street. Do you ...
  - a ask them to put it in a bin?
  - b stop to pick it up?
  - c keep walking?
- 2 A car driver nearly knocks you off your bike. Do you ...
  - a threaten to call the police?
  - b say nothing?
  - c apologise for getting in the way?
- 3 You hear a shop assistant being rude to a customer. Do you ...
  - a start shouting at the assistant?
  - b offer to call the manager?
  - c pretend not to notice?
- 4 The person behind you at the cinema keeps talking. Do you ...
  - a ask them to be quiet?
  - b keep turning round and staring?
  - c try to find another seat?
- 5 You regularly get unwanted sales calls. Do you ...
  - a complain to your phone provider?
  - b pretend to be interested, but then hang up?
  - c stop answering the phone?

- **Mostly a's:** Seeing bad behaviour exasperates you and you'd sooner face it head on. But be careful — in some situations, taking a risk could end up making things worse!
- **Mostly b's:** You do get irritated by bad behaviour, but you'd rather avoid starting an argument. Why not try being more assertive sometimes, though?
- **Mostly c's:** You usually feel you'd better not get involved. However ignoring bad behaviour can make life more difficult for you.

- 2 Read the **Learn this!** box. Then find examples for each rule (1–3) in the quiz in exercise 1.

## LEARN THIS! Infinitives and -ing forms

- 1 Some verbs can be followed by an infinitive with *to* or an *-ing* form, but with a change in meaning.  
*They stopped talking when the teacher came in.*  
*I saw my friend in town and stopped to talk to him.*
- 2 The verbs *feel*, *hear*, *see* and *watch* are followed by an object + infinitive without *to* for completed actions and object + *-ing* form for ongoing actions.  
*I watched him open the door.*  
*I watched him walking down the street.*
- 3 We can use *-ing* forms in the same way as normal nouns, as the subject or the object of a verb.  
*Driving in the town centre is banned during the day.*  
*I think they should ban driving in the town centre during the day.*

- 3 Choose the correct words to complete the sentences. If both are correct, explain the difference in meaning.

- 1 **Queue / Queuing** in shops really frustrates me.
- 2 Everyone saw me **argue / arguing** with the driver.
- 3 Please stop **talking / to talk** while I'm explaining the homework.
- 4 I'm sure she didn't really mean **to be / being** rude.
- 5 I could feel my face **turn / turning** redder and redder.
- 6 Have you tried **taking / take** painkillers for your headache?
- 7 You must remember **to choose / choosing** a password!
- 8 I heard her **to whisper / whispering** the answer.

## LOOK OUT!

We use an infinitive without *to* after *would rather* / *would sooner* / *had better (not)*, and after *Why (not)* for suggestions.

*I'd rather drink tea than coffee.*

*You'd better not risk making things worse!*

*Why argue about it? Why not take a break?*

- 4 **USE OF ENGLISH** Read the **Look out!** box. Then complete the second sentence so that it has the same meaning as the first. Use 1–5 words, including the word in brackets.

- 1 I'd prefer not to go out this evening. (rather)  
 I \_\_\_\_\_ go out this evening.
- 2 I suggest you ask him to keep his voice down. (why)  
 \_\_\_\_\_ him to keep his voice down?
- 3 It would be wise for you to check your change. (better)  
 \_\_\_\_\_ check your change.
- 4 Would you prefer to sit here or somewhere quieter? (sooner)  
 \_\_\_\_\_ sit here or somewhere quieter?

- 5 Complete the sentences with the correct form of the verbs below.

**clean up   enter   hang up   keep   spend   talk**

- 1 Using the website means \_\_\_\_\_ all my personal details again!
- 2 \_\_\_\_\_ in the library is strictly forbidden at all times.
- 3 I'd better \_\_\_\_\_ a note of all my passwords in a safe place.
- 4 Responsible owners should stop \_\_\_\_\_ after their dogs.
- 5 Why not just \_\_\_\_\_ if they keep calling your number?
- 6 I don't remember \_\_\_\_\_ all my money, but my wallet's empty!

## Preposition + noun phrases

I can use preposition + noun phrases.

My best friend's started hanging out with people who are two or three years older than we are. I didn't mind at first, but now he's going to a concert with them after he'd said he'd go with me. He can't have forgotten – in fact, I'm sure he's done it on purpose. He hasn't got anything in common with them and he's recently been going to places where he's under age. Of course I don't want him to get in trouble, but I just don't know what to do. **MARCO**

- SPEAKING** Read the forum post. In your own words, say what Marco is worried about.
- Read the **Learn this!** box. Find the nouns below in exercise 1. Which prepositions go before them?

age common course fact first purpose trouble

### LEARN THIS! Preposition + noun phrases

Some examples of preposition + noun phrases include:

**at:** not at all at last at fault at once at stake

**by:** by mistake by accident

**for:** for the time being for good for now for one thing

**in:** in control in doubt in the wrong in any case in that case

**on:** on the one hand ... on the other hand on second thoughts on the whole

**under:** under arrest under control under the impression under pressure

**of:** interest

- Complete the phrases with the correct prepositions.

- Your friend's clearly \_\_\_\_\_ the wrong; I'd be very angry!
- It sounds like he's \_\_\_\_\_ a lot of pressure and needs help.
- \_\_\_\_\_ the one hand, he's behaved badly, but \_\_\_\_\_ the other, he's still your best friend.
- If I were you, I wouldn't contact him \_\_\_\_\_ the time being.
- He says he's your friend; \_\_\_\_\_ that case he should act like one!
- Perhaps he didn't mean to, but he shouldn't have lied to you \_\_\_\_\_ any case.
- I'm sure he upset you \_\_\_\_\_ accident, so you should forgive him.

- Complete the responses to Marco's problem with nouns from exercise 2 and the **Learn this!** box.

It's definitely not you that's at <sup>1</sup> \_\_\_\_\_, but I think you should talk to him about it at <sup>2</sup> \_\_\_\_\_ and find out what's going on.

Don't do anything you might regret. There's a lot at <sup>3</sup> \_\_\_\_\_ and you risk losing his friendship for <sup>4</sup> \_\_\_\_\_.

He didn't change his plans about the concert by <sup>5</sup> \_\_\_\_\_. Of <sup>6</sup> \_\_\_\_\_ you should stop being friends with him!

- SPEAKING** Work in pairs. Which comments from exercises 3 and 4 do you agree with most? Why?

**in the end** 1 after a long period of time or series of events: *He tried various jobs and in the end became an accountant.* 2 after everything has been considered: *You can try your best to impress interviewers, but in the end it's often just a question of luck.*

**time** /taɪm/ [U, C] the time when sth happens or when sth should happen: *By the time you get there the meeting will be over.* • *The train arrived right on time* (= at exactly the correct time).

**IDM** **in time (for sth/to do sth)** not late; with enough time to be able to do sth: *The ambulance got there just in time* (= to save sb's life).

- DICTIONARY WORK** Read the dictionary entries. Then choose the correct words to complete the phrases with **end** and **time**.  
Last night, I waited for Matt, but he was late – again! So <sup>1</sup>**by the** / **in** time we got to the concert, it had already started. <sup>2</sup>**At the** / **In** time, I was so angry – I don't know why he can't be <sup>3</sup>**on** / **by the** time for once! I tried discussing it with him, but <sup>4</sup>**in** / **at** the end I gave up. <sup>5</sup>**In** / **By** the end of the evening, we weren't speaking. I don't know how things will turn out, but I hope that <sup>6</sup>**on** / **in** time we'll be friends again.

## Mental arithmetic in Kazakhstan

*I can understand an article about trends in teaching mental arithmetic.*

- 1 Look at the photo. What are the children doing? What is the best way to study mathematics?



- 2 Read the article and compare your answer to the second question in exercise 1.

## Trends in mathematical education

1.23

In the last decade, a new trend in mathematical education has gained popularity in Kazakhstan: the teaching of mental arithmetic, the **branch** of mathematics which includes addition, subtraction, multiplication and division. This involves teaching students the ability to calculate sums without using a calculator or computer or even pencil and paper. The **process** takes eighteen months and is taught to primary students aged 5–12. To begin with, children are taught how to use an abacus, one of the earliest calculating tools that has been in use for thousands of years. Then, over time the abacus is removed from the classroom and students learn to visualise it instead. With practice, students are able to **perform** calculations faster than someone using a computer. **Advocates** of the method say that it develops both the logical and creative sides of the brain and improves children's concentration, observation, listening and imagination.



This certainly makes sense when you think that arithmetic comes from the Greek words *arithmos* which means 'number' and *tiké* which means 'art'. Arithmetic then is the art of numbers.

It's difficult to put a date on exactly when humans first used arithmetic. The first records show that simple arithmetic was used in ancient Egypt around 4,000 years ago, although their symbols would be unrecognizable to us. The Arabic numerals, the symbols we use for numbers today, were based on symbols first recorded in India, but were developed in North Africa by Arabic mathematicians in around the ninth century. Then, in the early 13<sup>th</sup> century, the Italian mathematician Fibonacci learned about them on a trip to Algeria and popularized the numerals in Europe. Since the early 20<sup>th</sup> century, arithmetic has been a part of the **curriculum** in education systems across the world. While the basic rules haven't changed in all that time, the way it is taught has. In the first half of the 20<sup>th</sup> century, arithmetic was often taught by **rote learning**, a form of memorization. With this method, students learnt mathematical calculations by reciting them to the teacher, for example 'one times six is six, two times six is twelve, three times six is eighteen' and so on. The problem with this method was that students were not learning how to calculate sums for themselves. New methods appeared in the 1960s which encouraged students to try and understand how arithmetic worked instead of just memorizing sums.

When pocket calculators and then smartphones became widely available, lots of people began to wonder if there was any need for students to learn mental arithmetic skills. In many countries, it was feared that students would no longer be interested in learning how to do even basic calculations and would lose the skill altogether.

Fortunately, in Kazakhstan this hasn't happened and many parents whose children have learnt mental maths have been delighted with the results. They have reported children being more involved and motivated in class. One parent, whose daughter is a month into the course said she has become more **engaged** in her education and more confident in all aspects of her life.

Kazakh students of mental arithmetic have appeared on national and international TV shows including Russia's Tonight show with Andrey Malakhov. There are also national competitions that see children competing against each other. Despite this, not everyone is happy with the trend. Nailya Kasenova, a primary teacher from Astana, has questioned the method. She doesn't believe the method will help students who need to solve **equations** or **complex** maths problems that require logical reasoning. Other maths teachers have reported that their students have become obsessed with answering questions the fastest, but don't take the time to think about what they are doing. This is of great concern to teachers of all subjects, not just maths.

While there is a lot to celebrate in children who can perform mental arithmetic quickly and accurately, experts believe it is important that this method is taught as part of a balanced **approach** to education. After all, in the 21<sup>st</sup> century, young people don't just need to be able to perform mathematical calculations. They also need to develop communication skills, **critical** thinking, creativity, logic and emotional intelligence.

### Reading Strategy

When you come across an unfamiliar word in a text, ask yourself if you need to know its meaning to do the task. If you do, first decide what part of speech it is. Then try to work out from the context what it might mean.

**3** Read the **Reading Strategy**. Then find the words below in the text and decide what type of words they are, e.g. a verb, noun, etc.

process perform engaged complex critical

**4** Look again at the context of the words in exercise 3. Choose the correct definition (a or b) for each one.

- 1 a a series of actions you take to achieve a result  
b a series of changes that happen naturally
- 2 a to entertain people by acting, dancing or singing  
b to do a job, action or piece of work
- 3 a having agreed to get married  
b to be involved and interested
- 4 a difficult to understand  
b a group of buildings
- 5 a saying something is bad or wrong  
b giving careful opinions on something

**5** Read the article again. Choose the correct answers (a–d).

- 1 In mental maths, students are taught  
a how to work out maths problems on paper.  
b how to work out maths problems with an imaginary abacus.  
c how to work out maths problems quickly on a computer.  
d an entirely new way of calculating maths problems.
- 2 Modern numbers were first used  
a by ancient Egyptians.  
b by the Italian mathematician Fibonacci.  
c in India.  
d by Arabic mathematicians.
- 3 Rote learning involves  
a students remembering lots of different calculations.  
b students answering questions that the teacher asks out loud.  
c students trying to understand how arithmetic works.  
d teachers repeating calculations for students to memorize.

- 4 Which of the following opinions is not expressed in the article?  
a Children who do mental maths are more interested in school.  
b Children's who learn mental maths can have more confidence.  
c Mental maths helps children develop a number of different skills.  
d Mental maths can help children's reasoning skills.
- 5 The teaching of mental maths in Kazakhstan has been criticized for  
a making children become too competitive.  
b prioritizing speed over accuracy.  
c not teaching creative thinking.  
d focusing too much on accuracy.

**6 VOCABULARY** Match the underlined words in the sentences below with the highlighted words with similar meanings in the article.

- 1 The programme of studies in schools in Kazakhstan includes English, Russian and the Kazakh languages.
- 2 Supporters of single-sex education believe that it improves educational achievement.
- 3 This particular section of scientific study has received much attention in recent years.
- 4 In these mathematical statements, you need to calculate the value of X.
- 5 Most modern academics believe the method is outdated.
- 6 Teaching language through repetition and memorization is no longer considered the best way.

**7 SPEAKING** Work in pairs. Discuss your opinions of these statements.

- 1 In the age of smartphones, teaching mental arithmetic is pointless.
- 2 Education should not only teach students facts, but it must also teach them to think critically.
- 3 A little learning is a dangerous thing.





## Role-play

*I can use diplomatic language in a discussion.*



- 1 SPEAKING** Work in pairs. Read the task. Are you good at sharing a living space with other people? Why? / Why not? What problems can there be?

While studying in Britain, you are sharing a flat with another student. You are having problems with your flatmate because he/she sometimes leaves the flat untidy and dirty. Talk with your flatmate and agree on some rules for a cleaning rota.

### Speaking Strategy

It is important to interact appropriately with the person you are speaking to.

- Listen carefully to what the other person is saying and show interest. Use structures like *Oh dear ...*, *Oh, I'm sorry ...*, *I didn't realise ...*, etc. to empathise with the other person.
- Use tag questions like *... don't you?*, *... isn't it?*, *... are you?*, etc. to elicit agreement from the other person. Remember, we use affirmative tags after negative verbs, and vice versa.

- 2** Read the **Speaking Strategy** above. Add the question tags.

- 1 The flat's great, \_\_\_\_\_?
- 2 You don't really like cleaning, \_\_\_\_\_?
- 3 You leave a lot of clothes on the floor, \_\_\_\_\_?
- 4 The cooker can get quite dirty, \_\_\_\_\_?
- 5 We need to talk about who cleans the bathroom, \_\_\_\_\_?
- 6 I'm probably more organised than you, \_\_\_\_\_?

- 3** **1.24** Listen to a student doing the task in exercise 1. Answer the questions.

- 1 Which specific problems are mentioned?
- 2 Do the speakers react appropriately to each other?
- 3 What is the outcome of the conversation?

- 4** **1.24** **KEY PHRASES** Work in pairs.

Complete the phrases from the dialogue with the words below. Listen again and check.

bring feel just mind on perhaps resolve should word

### Being diplomatic

- 1 Can I have a \_\_\_\_\_ with you about ...?
- 2 Well, it's \_\_\_\_\_ that ...
- 3 What did you have in \_\_\_\_\_ ...?
- 4 I thought \_\_\_\_\_ we could ...
- 5 You must \_\_\_\_\_ that ...
- 6 I didn't want to \_\_\_\_\_ it up, but ...
- 7 You \_\_\_\_\_ have said something earlier.
- 8 Could we possibly agree \_\_\_\_\_ ...?

- 5 SPEAKING** Work in pairs. Introduce each topic using the phrases from exercise 4 and discuss diplomatically.

- 1 washing the dishes
- 2 cleaning the bath and toilet
- 3 vacuuming the carpets
- 4 taking out the rubbish
- 5 borrowing things without asking
- 6 playing music

Can I have a word with you about washing the dishes after dinner?

- 6** **1.25** Listen to another student doing the task in exercise 1 and answer the questions in exercise 3. In which dialogue is there less agreement, the first or the second?

### LEARN THIS! *be supposed to*

This structure expresses obligation. It shows something that you are expected to do. Don't forget the verb *be* in front of *supposed to*:

*We're supposed to pay the bills on time.*

*I'm not supposed to stay out late on weekdays.*

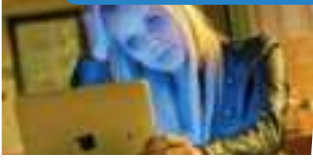
- 7** **1.25** Read the **Learn this!** box and listen again. What examples of *be supposed to* do you hear?

- 8 SPEAKING** Do the role-play in pairs, taking it in turns to be the difficult flatmate. Follow the advice in the **Speaking Strategy**. Try to be diplomatic and resolve the issues.

While studying in Britain, you are sharing a flat with another student. You are having problems with your flatmate because he/she has a lot of visitors and makes quite a lot of noise. Talk with your flatmate and agree on some rules for visitors and noise levels.

## A for and against essay

*I can discuss both sides of a topic.*



- 1 SPEAKING** Work in pairs. If you needed advice for a problem, what would you do? Discuss the options below.

go to an online forum   look on the internet  
read a problem page   speak to a family member  
speak to a friend   speak to a teacher / other adult  
write to a magazine

- 2 SPEAKING** Read the task. In pairs, decide on an argument for and an argument against the topic.

Young people are increasingly looking online for solutions to their personal problems. Write an essay in which you offer arguments for and against using the internet in this way.

- 3** Read the essay. Do you agree with the conclusion? Why? / Why not?  
**4** Read the **Writing Strategy**. Then read and compare the structure in the essay. Are either of your views from exercise 2 expressed by the writer?

### Writing Strategy

When you write an essay, you need to ensure that it has a clear structure.

**Paragraph 1:** introduction (stating the issue)

**Paragraph 2:** arguments for the statement

**Paragraph 3:** arguments against the statement

**Paragraph 4:** summary, your own opinion

- 5 KEY PHRASES** Look at the phrases below. Which ones are included in the essay?

#### Introducing one side of the argument

The first / second advantage ...

It can be argued that ...

No one can deny that ...

On the one hand, ...

It is also true that ...

Furthermore, ... / Moreover, ...

#### Introducing the other side of the argument

However, ...

On the other hand, ...

Although it is true that ..., we should also remember that ...

Having said that, ... / That said, ...

And yet, ...

There are many internet forums and chat rooms for young people where they can discuss their personal problems with their peers. There are both advantages and disadvantages to looking for solutions in this way.

The first advantage of the internet is the huge amount of information on it. You can find an answer to any question you have, provided that you search correctly. And no one can deny that chat rooms can be very supportive and can help you to feel better. Even if you feel you are the only person with your particular problem, you will soon realise that there is always someone else who feels the same way.

So are there any disadvantages to using the internet in this way? Although it is true that there is a lot of information online, we should also remember that it is not always accurate. Moreover, teenagers in chat rooms are not necessarily the best judges of a situation. Even if you get advice, it may not be the most helpful advice you could receive. Finally, the internet is impersonal. People who you chat to online don't know you well, so they won't understand your particular situation.

In conclusion, even though the internet can be helpful when you have a problem, I don't think it is a substitute for speaking to the people in your life who know and care about you. Young people shouldn't forget to talk to the people that they have a real relationship with.

- 6** Read the **Learn this!** box. Then find an example of 1–3 in the essay.

### LEARN THIS!

**provided that / providing / on condition that ...**

**1** *provided that / providing / on condition that ... = if*

*I'll help you now, provided that you help me later.*

**even though and even if**

**2** *Even though* expresses a fact, something real.

It means 'despite the fact that ...'

*Even though John's house is small, he loves it.*

**3** *Even if* refers to an imaginary situation. It means 'despite the possibility that ...'

*Even if John won the lottery, he wouldn't buy a bigger house.*

- 7** Read the task below. Make notes of some advantages and disadvantages.

Because of mobile phones, young people can usually contact a parent if they have a problem. Write an essay in which you present the advantages and disadvantages of always being in contact.

- 8** Write your essay using your notes from exercise 7.

### CHECK YOUR WORK

Have you ...

- presented both the advantages and disadvantages?
- followed the structure in the Writing Strategy?
- included phrases for introducing arguments?
- used linkers where possible?
- checked the spelling and grammar?

# 4

## Investigate and report on timekeeping devices

### Unit map

#### ● Vocabulary

Timekeeping devices  
Words related to time

#### ● Word Skills

American English

#### ● Grammar

Modals: present and future  
Modals in the past

#### ● Listening

When in Rome ...



#### ● Reading

The Longitude Prize



#### ● Speaking

Topic-based presentation



#### ● Writing

A blog post

## 4A

### Vocabulary

## Keeping time

I can talk about timekeeping devices.



- VOCABULARY** Match the timekeeping devices to the images (A–H). Which is the most famous timepiece in Kazakhstan?

**Timekeeping devices** atomic clock candle clock hourglass mechanical clock pendulum clock quartz wristwatch sundial water clock

- Read *The Timeline of Timekeeping* and complete the text with the timekeeping devices in exercise 1.

### The Timeline of Timekeeping

- Shadow clocks were used for thousands of years before the first <sup>1</sup> \_\_\_\_\_ appeared in ancient Egypt in around 1500 BC. They show the time by displaying the position of a shadow on a flat surface.
- Basic <sup>2</sup> \_\_\_\_\_ appeared around the same time as shadow clocks. A passage of time is measured by how long it takes water to fill or empty from a vessel.
- In a similar way to water clocks, <sup>3</sup> \_\_\_\_\_ mark passages of time by burning fat. They first appeared in around 500 AD. <sup>4</sup> \_\_\_\_\_ improved on these by using fine sand that was reusable.
- Early <sup>5</sup> \_\_\_\_\_ began to appear in Europe in the 13th century. Falling weights drove the cogs and gears. Initially, they didn't have a clock face but signalled the hour with a bell.
- As technology improved, clocks became more accurate and in 1656, the <sup>6</sup> \_\_\_\_\_ was invented. A long metal weighted line drove the clock by swinging from side to side.
- 1927 saw a major development in precision timekeeping when the first <sup>7</sup> \_\_\_\_\_ was built. When electricity is applied to the crystal it vibrates at a precise frequency which can be measure time with great accuracy.
- Since the 1950s, <sup>8</sup> \_\_\_\_\_ have become the world's most accurate clocks. They work by measuring the electromagnetic signals of electrons when they change energy levels.





E \_\_\_\_\_



F \_\_\_\_\_

G \_\_\_\_\_



H \_\_\_\_\_

3 **2.02** Listen to an interview with a historian and check your answers to exercise 2.

4 **2.02** Listen again. Are the sentences true or false? Correct the false sentences.

- Sundials are always accurate.
- Water clocks were often used with another clock to make sure they were accurate.
- Candle clocks appeared at around the same time as hourglasses.
- The first clock towers didn't display the time visually.
- The minute hand didn't appear on clock faces until pendulum clocks were invented.
- Mechanical clocks work on the same principle as quartz clocks.
- Quartz clocks require electrical power to work.
- Atomic watches are the most reliable and trusted clocks today.

5 **VOCABULARY** Complete the text with some of the words below.

Words related to time age calendar month century decade equinox eon leap year lunar month millennium millisecond season solstice week

## THE PASSING OF TIME

An <sup>1</sup> \_\_\_\_\_ refers to an indefinite and very long period of time, while an <sup>2</sup> \_\_\_\_\_ is a particular period of time in history.

A <sup>3</sup> \_\_\_\_\_ is a thousand years, a <sup>4</sup> \_\_\_\_\_ is a hundred years, and a <sup>5</sup> \_\_\_\_\_ is ten years.

A <sup>6</sup> \_\_\_\_\_ has 366 days and occurs every four years.

There are four <sup>7</sup> \_\_\_\_\_ in each year: spring, summer, autumn and winter. The astronomical spring and autumn start on the spring and autumn <sup>8</sup> \_\_\_\_\_, when the day and night is the same length. Summer begins on the longest day and winter on the shortest day of the year. These days are known as the summer and winter <sup>9</sup> \_\_\_\_\_.

A <sup>10</sup> \_\_\_\_\_ follows the cycle of the moon and is around 29.5 days or just over four <sup>11</sup> \_\_\_\_\_, while a <sup>12</sup> \_\_\_\_\_ is between 28 and 31 days long.

A second is 1/60th of a minute, which is 1/60th of an hour, but a <sup>13</sup> \_\_\_\_\_ is 1/1000th of second.

6 **2.03** Listen to four people talking about a special time of year in their country and answer the questions.

Which speaker (1–4) is talking about an event that ...

- takes place around the summer solstice? \_\_\_\_\_
- has only been going for a few decades? \_\_\_\_\_
- happens in the autumn? \_\_\_\_\_
- happens during the spring equinox? \_\_\_\_\_

### RECYCLE! The first conditional for predicting

We often use the first conditional to make predictions using *might*, *may*, *will* / *won't* or *could*.

*If you go to Sweden in the summer, you will experience the white nights.*

*If you visit a Swedish family, you might eat fresh strawberries.*

7 **2.04** Read the **Recycle!** box. Listen again. Complete the sentences using the words in brackets.

- If you visit an Iranian home at this time of year, \_\_\_\_\_ a haft-seen. (will)
- If you're in a Swedish village at this time, \_\_\_\_\_ during the celebrations. (might)
- If you're in a big city like Delhi for the celebrations, you \_\_\_\_\_ because there are fireworks and music all night. (won't)
- You \_\_\_\_\_ if you're in Brighton on the winter solstice. (could)

8 **SPEAKING** Work in pairs. Ask and answer the questions.

- What is your favourite season? What do you like about it?
- How do people in Kazakhstan celebrate the start of spring?
- What do you think the following phrase means?  
*Don't count the years, make the years count.*



# Modals: present and future

*I can use modals to talk about present and future possibility.*

- 1 SPEAKING** Work in pairs. What cultural problems do people face when they travel abroad?
- 2** Read the text. Which is the best piece of advice in your opinion? Why?



## Going travelling? Read our tips and you should fit right in.



Travelling can be lonely, so pack some favourite photos or music. You ought to plan to keep in touch with friends and family regularly too.



You can't learn everything about where you're visiting, but you may find it helps to read about the history and culture – especially in regards to local customs, so you understand what you're supposed to do (and what you're not supposed to do) in different circumstances.



Explore the shops and restaurants and try the local food – you might love it!



You don't have to be fluent but you must try to learn some key phrases or do a language course before you go. You'll be able to find a wide variety of online language courses so there must be one in the language you need.



You mustn't worry if you can't see or do everything in each place you visit. Be selective and enjoy what you do.



Don't just follow your guidebook. Try speaking to locals and getting recommendations from them.

- 3** Complete the **Learn this!** box with the verbs below. Then find examples of the rules in the text in exercise 2.

*be supposed to   don't have to, don't need to and needn't  
must and have to   mustn't   should and ought to*



## LEARN THIS! Advice, obligation and necessity

- We use \_\_\_\_\_ to give advice.
- We use \_\_\_\_\_ for obligation, strong advice or possibility.
- We use \_\_\_\_\_ to say that something isn't allowed or for strong negative advice.
- We use \_\_\_\_\_ to express lack of obligation or necessity.
- We use \_\_\_\_\_ to talk about rules and also about what people believe or expect.

- 4** Choose the correct verbs to complete the sentences.

- 1 Do you think we **should** / **must** take a gift for the hostess?
- 2 You **mustn't** / **needn't** eat noisily; it's rude.
- 3 We **must** / **are supposed to** arrive by 10 o'clock, but we can be a bit late.
- 4 Guests **don't have to** / **shouldn't** check out till 12.00.
- 5 You're **supposed to** / You **must** take off your shoes, but it doesn't matter if you forget.
- 6 You **ought to** / **don't need to** try the local dishes.

- 5** Read the **Learn this!** box. Then find examples of the rules in the text in exercise 2.



## LEARN THIS! Possibility, probability and certainty

- 1 We use *may* / *might* / *could* to talk about the possibility of something happening.
- 2 We use *should* to say that something will probably happen, in our opinion.
- 3 We use *must* to express certainty and *can't* to express impossibility.
- 4 We use *be able to* for future possibility.
- 5 We use *can* and *could* for general truths or strong possibilities.

- 6 USE OF ENGLISH** Rewrite the sentences using the words in brackets.

- 1 I'd recommend buying a phrase book. (should)  
*You should buy a phrase book.*
- 2 Should we leave a tip? (supposed)
- 3 They won't let you enter the temple in shorts. (mustn't)
- 4 It doesn't matter if you don't speak Spanish. (need)
- 5 He'll have no problem making friends, in my opinion. (shouldn't)
- 6 There's a chance it will rain while we're away. (could)
- 7 Look at the map; this is definitely the right road! (must)

- 7 SPEAKING** Work in pairs. Use modal verbs and agree on how a visitor to your country should behave in these situations.

- 1 going for dinner in a restaurant
- 2 being invited to a friend's parents' house
- 3 visiting a religious building
- 4 going to the beach
- 5 getting a taxi
- 6 making a complaint in a shop

You don't have to dress smartly to go to most restaurants, but you should leave a tip of about 10%.

## When in Rome ...

*I can identify different types of listening text.*

**1 SPEAKING** Work in pairs. Answer the questions.

- Have you visited a foreign country? If so, did you notice any differences in that country's customs?
- What customs or cultural differences do you think visitors to your country might notice?



**2 2.05** Listen to ten extracts from dialogues. Match each extract with a photo, A or B.

**3 2.05** Listen again. Rewrite the sentences making them formal. Use the words in brackets to help you.

- Hi there. (good)
- We don't know each other. (believe / met)
- Good to meet you. (a pleasure)
- Come and meet some of my friends. (allow me / introduce / colleagues)
- Fancy a coffee? (could / fetch / at all)
- Sure, why not? (kind / to offer)

**Listening Strategy**

As you listen, focus on features that tell you what type of text you are hearing (e.g. news, interview, advertisement, notice, story, review, joke, etc.) and what the topic is. Such clues include register (formal or informal), subject vocabulary, or the speaker's tone of voice.

**4 2.06** Read the **Listening Strategy**. Then listen and match each dialogue (1–6) with a text type (a–f). Give reasons for your answers.

- \_\_\_ a an advert
- \_\_\_ b a conversation between friends
- \_\_\_ c a news item
- \_\_\_ d an announcement
- \_\_\_ e a conversation between strangers
- \_\_\_ f a professional conversation between colleagues

**5 2.07** Listen to four texts. Match the situations (1–4) with the speakers (a–d).

- |                              |                        |
|------------------------------|------------------------|
| 1 informal conversation      | 3 radio advert         |
| 2 dialogue between strangers | 4 TV travel show       |
| ___ a actor in a voiceover   | ___ c friends          |
| ___ b media presenter        | ___ d airport employee |

**6 2.07** Listen again. Choose the correct answers.

- In text 1, why was Anna embarrassed during the meal?
  - Her colleague did something which shocked the other diners.
  - She accidentally did something that was culturally unacceptable.
  - She ignored somebody who was being introduced to her.
- In text 2, what mistake did a speaker make?
  - He put his laptop in the wrong place.
  - He failed to empty his pockets.
  - He walked through the wrong archway.
- In text 3, what is the speaker trying to persuade the listeners to do?
  - Book a water sports holiday in a particular destination.
  - Use the internet to find the best holidays abroad.
  - Book a holiday with a particular holiday company.
- In text 4, what is the speaker's main intention?
  - To describe a particular travel experience.
  - To persuade people to book a holiday.
  - To recommend the best places to eat.

**7 SPEAKING** Work in pairs. Prepare two short role-plays where you meet someone for the first time – the first is at a formal event and the second is at a friend's party. Include the following:

- Greet and introduce yourself.
- Explain why you're there / how you know the host.
- Exchange some personal information.
- Offer to get your new friend / colleague a drink.
- Bring the conversation to an end.

## Modals in the past

I can use modal verbs to talk about past actions.

### 1 Look at the photo. Where do you think this is?

### 2 2.08 Listen and complete the dialogue.

- Jo Hi, Tom. How was your trip to Japan?  
 Tom It was a disaster! I <sup>1</sup> \_\_\_\_\_ have gone without reading about their customs. I really <sup>2</sup> \_\_\_\_\_ to have been better prepared – then I <sup>3</sup> \_\_\_\_\_ not have embarrassed myself so badly.  
 Jo Why? What happened?  
 Tom Well, Aki's parents took us to dinner one night. I had a really bad cold. Aki <sup>4</sup> \_\_\_\_\_ have told me not to blow my nose in public! Everyone kept staring. Then I forgot to take off my shoes when we went to our table – you're not supposed to wear shoes on tatami. The people in the restaurant <sup>5</sup> \_\_\_\_\_ have thought I was so rude! When Aki told me later, I felt terrible about it.  
 Jo I'm sure you needn't have done. How could you have known?  
 Tom Anyway, I bought a gift for Aki's parents. I sent it on Monday, so it <sup>6</sup> \_\_\_\_\_ have arrived by now. I probably didn't need to send them anything, but I really wanted to apologise.

### 3 Read the **Learn this!** box. Match the modal verbs from exercise 2 with the rules.

#### **LEARN THIS!** Modals in the past

-  a We use *may (not) / might (not) / could have* to speculate about the past. We don't use *couldn't have* in this way.  
*She might have been worried about something.*
- b We use *should / shouldn't have* or *ought (not) to have* to say what the right or wrong way to behave was.  
*He shouldn't have left early. He ought to have stayed.*
- c We sometimes use an exclamation with *might have* or *could have* (but not *may have* or negative forms) to tell somebody how we think they should have behaved.  
*You might have offered me a biscuit! I was starving!*
- d We use *must have* and *can't / couldn't have* to make logical deductions about the past.  
*They can't have known about the meeting.*  
*They must have misunderstood your email.*
- e We use *should have* and *was supposed to* to talk about things we expect to have happened.  
*She left an hour ago, so she should have reached the airport by now.*  
*She was supposed to take the tickets with her.*

### 4 Underline the incorrect modal verb and replace it with a more suitable one. Sometimes more than one answer is possible.

- They mustn't have seen Max – he's away on holiday.
- Joe knew about the strike. He must have warned me!
- I couldn't have yawned when Tim told that story. It was a bit rude of me.
- It was so noisy. It's possible he ought not to have heard us.
- I emailed Erin a week ago, so she can't have read it by now.
- I don't know if Jake is coming. I left a note for him but he should not have seen it.

### 5 Read the **Look out!** box. Then find examples of *needn't have* and *didn't need to* in exercise 2.

#### **LOOK OUT!** *needn't have / didn't need to*

-  1 We use *needn't have* + past participle to say an action that was done was unnecessary.  
*The café isn't open yet. I needn't have got here so early!*
- 2 We use *didn't need to* + infinitive to say an action was unnecessary, whether or not it was done.  
*The bus stopped nearby, so I didn't need to walk far.*  
*The bus stopped nearby, so I needn't have walked far. X*

### 6 Look at the sentences. Are both verbs correct, or only one?

- He needn't have cooked / didn't need to cook all that food. Most of the guests didn't turn up.
- We had a full tank of petrol, so we didn't need to stop / needn't have stopped to get any.
- The hotel provided towels, so I didn't need to take / needn't have taken any.
- They needn't have waited / didn't need to wait long as the queue was very short.
- She didn't need to pay / needn't have paid for the meal as it was free.

### 7 Complete the sentences with a suitable modal verb and the correct form of the verbs in brackets.

- Dan looks tired. He \_\_\_\_\_ (sleep) badly last night.
- Luckily, Ela gave me her spare ticket, so I \_\_\_\_\_ (buy) one.
- Tom only sat the test last week so he \_\_\_\_\_ (get) the result yet.
- I'm not sure, but I \_\_\_\_\_ (leave) my passport at home.
- The restaurant's empty. We \_\_\_\_\_ (book) a table after all.
- He \_\_\_\_\_ (bring) so much luggage. It won't all fit in the car.



## American English

*I can recognise differences between American and British English.*

- 1 2.09 Look at the British English words below. What are the American English equivalents? Listen to the three voicemails and check.

film (n) flat lift (n) petrol tap toilet

### LEARN THIS! American English

- American English uses completely different words for some British words.
- Some American English words have a completely different meaning in British English.



To: sam@email.com

Hey Sam! Can't wait for you to arrive! I've organized your accommodation – you'll be staying with a neighbor of mine. He's from Mexico, so you'll be able to practice your Spanish while you're on vacation. Public transportation's pretty good here, and I live near the subway, but bring your driver's license anyhow. Maybe we could take a trip out to the theater one evening? Anyway, I'll meet you at the airport on Saturday. New York's beautiful in the fall, so I know we'll have a great time, even if we just play soccer in the yard!

- Read the email and the **Learn this!** box. Find examples of American English in the email.
- Read the **Dictionary Strategy** and the dictionary entry. What is the American word for 'head teacher'? How are the two equivalents labelled?

### Dictionary Strategy

Many British English dictionaries include information on other varieties of English, for example on differences in spelling or pronunciation, as well as equivalents in American English. If you are unsure about the correct way to spell or use a word, remember to check it in the dictionary.

**head teacher** noun (BrE) (NAme **principal**) a teacher who is in charge of a school

- 4 Match the words in A with the words in B with the same meaning. Which word in each pair is American English? Use a dictionary to help you.

A biscuit candy cell phone check motorway  
queue sidewalk sneakers torch

B bill cookie flashlight highway line mobile  
pavement sweets trainers

- 5 What is the British English equivalent for the words in **bold**? Use a dictionary to help you.

- She thought the brochure was in her **purse**, but she must have left it at home. \_\_\_\_\_
- What a busy town! It took an hour to get out of the **parking lot**. \_\_\_\_\_
- You shouldn't eat **chips** too often as they're full of salt. \_\_\_\_\_
- Don't throw that wrapper on the floor! Put it in the **garbage can**! \_\_\_\_\_
- I need to clear out my **closet** – I've got too many clothes! \_\_\_\_\_
- We need to buy the baby a **pacifier**. \_\_\_\_\_

### LOOK OUT!

- Some words are spelled differently in American English. Common differences are: *-our* / *-or*, *-tre* / *-ter*, *-ence* / *-ense*, vowel + *ll* / vowel + *l*.
- American English uses *-ize* instead of *-ise*, though both may be acceptable in British English.
- There are some differences in stress and pronunciation between the way British and American speakers pronounce words.

- Read rules 1 and 2 in the **Look out!** box. Find examples in exercise 2 and make a note of the British English spelling.
- 2.10 Read rule 3 in the **Look out!** box. Listen to the words below being said by an American and a British speaker. Which one do you hear first? Write Am or Br.

- |                       |                  |
|-----------------------|------------------|
| 1 address <b>Br</b>   | 6 tomato _____   |
| 2 advertisement _____ | 7 vase _____     |
| 3 brochure _____      | 8 vitamins _____ |
| 4 garage _____        | 9 yoghurt _____  |
| 5 leisure _____       | 10 zebra _____   |

- 8 2.11 Listen to six speakers. Is each speaker American or British?

- 9 **INTERNET RESEARCH** Work in pairs. How many more common American English words and phrases can you find online? What are their British English equivalents? Share the most useful ones with the class.

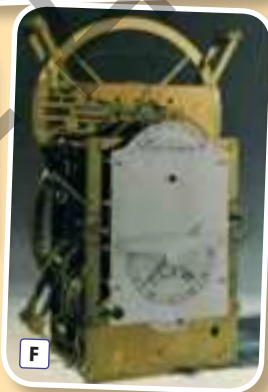
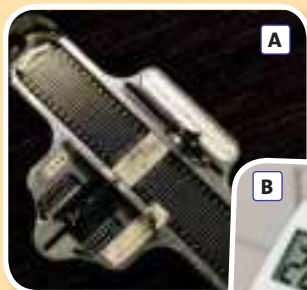


# The Longitude Prize

*I can understand an article about science.*

- 1 **VOCABULARY** Match the pictures of measuring devices to the words below. What does each device do?

stopwatch foot measure pressure gauge  
thermostat marine chronometer theodolite



- 2 Read the text. What solution did the British government suggest for a problem in the 18th century? Was it successful?

- 3 Read the text again. Answer the questions.

- 1 What was the situation that the British government decided to deal with?
- 2 Why did the government think it was necessary to interest the best scientists in Britain?
- 3 What surprised people about the winner of the Longitude Prize?
- 4 Why didn't sailors use mechanical clocks to calculate their positions?
- 5 Why do you think the successful sea clock was called H4?
- 6 How was the challenge for the new Longitude Prize decided on?

## Reading Strategy

In a multiple-choice task:

- When you do a gapped sentences task, first read the text quickly to find out what it is about.
- Then read the text more carefully and think about what information is missing in each gap.
- Look at the parts of the text before and after each gap to find words or information that link it to one of the missing sentences.
- Pay attention to vocabulary and grammar structures which may also provide ideas.
- After you have matched a sentence to each gap, check that the remaining sentence doesn't match any of the gaps.

- 4 Read the **Reading Strategy**. Match the missing sentences (A–D) with the gaps (1–3). There is one extra sentence.

- A The Longitude Prize was no ordinary competition.
- B One thousand, four hundred sailors were drowned.
- C The competition was relatively easy.
- D The movement of the sea and the changes in temperature destroyed the delicate parts.

- 5 **SPEAKING** Work in pairs. The Longitude Prize is a prize for anyone that can solve one of the problems in the list. Which one would you choose to be the challenge for the new Longitude Prize? Why?

## THE LONGITUDE PRIZE CHALLENGES

**Flight** – How can we fly without damaging the environment?

**Food** – How can we make sure everyone has nutritious, sustainable food?

**Antibiotics** – How can we prevent the rise of resistance to antibiotics?

**Paralysis** – How can we restore movement to disabled people?

**Water** – How can we provide access to safe and clean water for everyone?

**Dementia** – How can we help people who are losing their memories and other mental abilities?

# The World's First GPS

4F



2.12

On a stormy night in 1707, four ships struck rocks off the south coast of England and sank. <sup>1</sup> \_\_\_\_\_.

The ships had crashed because they had no way of knowing how far they had travelled in a particular direction; they could not calculate their longitude, which required accurate time measurement. It was the most serious in a series of accidents at sea, and a stunned British government decided to act. In such difficult circumstances, they believed that the best response to the disaster was a competition: the Longitude Prize.

<sup>2</sup> \_\_\_\_\_. To win it, someone had to find a way of calculating how far a ship had travelled east or west from its point of departure. Geniuses such as Sir Isaac Newton had failed to find a solution, so to ensure the interest of Britain's greatest scientific minds, the government offered a prize of £20,000 – the equivalent of £2.6 million in today's money. But to everyone's surprise, it wasn't a famous academic who solved the problem, but an unknown carpenter.

20 When John Harrison wasn't working with wood, he was making clocks. An accurate clock would allow sailors to calculate their position, but at the time it was thought impossible to create a mechanical clock that could work on a ship. <sup>3</sup> \_\_\_\_\_. However, after three frustrated attempts, Harrison's fourth sea clock, H4, finally triumphed. Its mechanics were so good that the H4 worked better than most clocks on land.

The Longitude Prize and Harrison's success generated a lot of interest in the 18th century, but it was soon forgotten. However, in 2013, the British government created a new Longitude Prize, offering £10 million to the person who could solve a great challenge to humanity. An enthralled public then took part in a TV programme where viewers chose one challenge from a list of six for scientists to focus on. The question now is, will someone be able to solve it just as well as Harrison solved the challenge presented to him?

6 **2.13** Listen to a podcast. Which problem from exercise 4 was chosen as the challenge for the Longitude Prize?

7 **2.13** Listen again. Choose the correct answers (a–c).

- 1 On the podcast, they begin by talking about what happened
  - a on a TV programme.
  - b on a podcast.
  - c in a government debate.
- 2 The prize is being offered to
  - a any scientist.
  - b government scientists.
  - c famous scientists.
- 3 Dr Kenny uses the example of the warplane to demonstrate that the prize money
  - a is a lot.
  - b is reasonable.
  - c isn't so much.

4 World health organisations are worried that antibiotics

- a endanger people's lives.
- b are less successful.
- c have become unnecessary.

5 If nobody wins the challenge, in the future, doctors may not be able to

- a carry out some types of surgery.
- b treat patients for certain illnesses.
- c work in hospitals.

8 **SPEAKING** Work in pairs. What important problem in the world would you add to the list in exercise 4?



## Topic-based presentation

*I can talk about a cultural event or festival.*1 **SPEAKING** Discuss these question in pairs.

- Which do people in your country usually celebrate more: birthdays or name days?
- How do they usually celebrate these occasions? Think about food, parties, gifts / cards and other customs.

## 2 Look at the photos. What special events do you think the people are celebrating? Why do you think that?

3 **2.14** Read the task below, including the three question prompts. Then listen to a student doing the task. Does she agree with your ideas from exercise 2?

Look at the photos. Then talk for about one minute about how people in your country celebrate special occasions which involve the family. Use the prompts below to help you.

- Does food play a part in the celebration?
- Do people usually give or receive gifts and/or cards?
- Are there any interesting or unusual traditions linked to these celebrations?

**Speaking Strategy 1**

Make sure that you mention all of the prompts in the task. Learn some useful phrases for changing the subject or moving on to the next point.

4 **KEY PHRASES** Read **Speaking Strategy 1**. Then complete phrases 1–5 with the words below.

concerned else now subject turn

**Moving onto another topic**

- As far as ... is / are \_\_\_\_\_, ...
- Turning \_\_\_\_\_ to the topic of ...
- There's something \_\_\_\_\_ I'd like to talk about: ...
- That brings me to the \_\_\_\_\_ of ...
- So now, let's \_\_\_\_\_ our attention to ...

5 **2.14** Listen again. Which phrases from exercise 4 did you hear? Which prompt from the task in exercise 3 does the student not mention?**Speaking Strategy 2**

When you don't know or can't remember the words you need, use phrases for paraphrasing so that you can explain what you mean in other words.

**Paraphrasing**

In my language, we'd call it ...

It's something you wear / eat / drink / use as a decoration, etc.

It's like ..., but smaller / bigger / more expensive, etc.

It's a kind of / sort of ...

6 **SPEAKING** Read **Speaking Strategy 2**. Then work in pairs to find the things below in the pictures in exercise 2. How could you describe them if you didn't know or couldn't remember the words?

- |               |           |               |
|---------------|-----------|---------------|
| 1 a party hat | 3 tea cup | 5 icing       |
| 2 a bow tie   | 4 candles | 6 a waistcoat |

It's something you wear on your head at a party.

## 7 Choose an important national festival in your country and answer the questions below. Take turns to talk about your festivals.

- Does food or music play a part in the celebration?
- How popular is the celebration with people of different ages? Why?
- Are there any interesting or unusual traditions linked to these celebrations?





## A blog post

*I can write a blog post.*



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

- 1 Which local festivals happen in your area?
- 2 What happens there? Do you go to any?

# 2 Read the task and find the two elements that you are required to include in your blog post.

Your local newspaper published an article suggesting that a local festival should no longer take place. Write a blog post outlining the advantages of the festival and describing a personal experience of it.

## Writing Strategy

Make a plan for your blog post so you allow enough space to include every element from the task instructions. Remember to include a good introduction and a summary.

# 3 Read the **Writing Strategy** and the blog post. In which paragraphs (1–4) does the writer cover the two elements from the task? How well does the writer follow the advice in the strategy?

# 4 Read the **Learn this!** box. Then find an example of each of the structures in the blog post.

## LEARN THIS! Sequencing clauses for describing past events

- 1 For an action which comes before another action: *having* + past participle

*Having played football, they went home.*

*after* + -ing

*After playing football, they went home.*

- 2 For two actions which happen at the same time: a present participle

*Travelling home, they met Mary.*

*as* + past simple

*As they travelled home, they met Mary.*

Note: the subject of the participle clause must be the same as the subject of the main clause.

NOT *After leaving the cinema, it started to rain.*

X

## SAVE OUR FESTIVAL!

- 1 I was very surprised to read an article in my local newspaper suggesting that the Kingsbridge Festival should no longer take place. The article suggested that the festival costs the council too much money and causes too much disruption to traffic in the town centre. I'd like to outline some arguments against this view.
- 2 I strongly disagree with the suggestion that there is no value in continuing the festival. Firstly, it has become a local tradition. Kingsbridge has held an annual food and music festival for more than ten years. Secondly, it provides a wonderful opportunity for local producers and caterers to sell their food and drink to the public. And thirdly, after eating and drinking, visitors can stay to watch a variety of local musicians, so the festival is also a great showcase for local talent.
- 3 Last year's festival was a memorable experience. As families crowded around the food stalls, the music played non-stop. There was a lovely, friendly atmosphere, and as night fell, that didn't change. Having arrived later to hear the bands play, the local teenagers just mixed in with everybody else. Looking around, I could see young people, old people and parents with children on their shoulders, all dancing to the music.
- 4 In my view, rather than being inconvenient, festivals like this are good for local trade and advertising. They are also invaluable for bringing and keeping communities together. How can you put a price on that?

# 5 In your notebook, join the sentences, beginning with the words in brackets.

- 1 I arrived at the airport. I checked in.  
(After ... / Having ...)  
*After arriving at the airport, I checked in.*  
*Having arrived at the airport, I checked in.*
- 2 We lay in the sun. We read magazines.  
(As ... / Lying ...)
- 3 The band played. The sun came out. (As ...)
- 4 They swam. They wrote postcards.  
(After ... / Having ...)
- 5 You watched the film. You fell asleep.  
(As ... / Watching ...)

# 6 Read the task below. Then make some notes for a) the advantages and b) your description.

The local newspaper published an article suggesting that schools should no longer have a long holiday over the summer. Write a blog post outlining the benefits of summer holidays and describing a long summer holiday you have enjoyed.

# 7 **SPEAKING** Work in pairs. Discuss ideas for each paragraph and compare the notes you made in exercise 6.

# 8 In your notebook, write your blog post.



# 5

## Work and inventions

### Unit map

#### ● Vocabulary

Job titles  
Work verbs  
Phrasal verbs

#### ● Word Skills

Nouns and dependent prepositions

#### ● Grammar

Reported speech  
Reporting verbs

#### ● Listening

Urban legends

#### ● Reading

Media wars



#### ● Speaking

Presentation



#### ● Writing

A story



## 5A

### Vocabulary

## The world of work

*I can talk about jobs in a company.*

- SPEAKING** Work in pairs. What are the most popular types of jobs in Kazakhstan?
- VOCABULARY** Check the meaning of the job titles below. Then read and complete the infographic of a company with the job titles.

**Job titles** digital marketing manager content manager community manager blogger sales executive web developer CEO communications executive finance director HR manager video producer company lawyer

## 21st Century Working

**A** The <sup>1</sup> \_\_\_\_\_ is responsible for the recruiting, training and support of employees. He's just interviewed a candidate for the position of <sup>2</sup> \_\_\_\_\_, a job that involves building relationships with the company's customers online, answering questions and monitoring their feedback.

**B** <sup>3</sup> \_\_\_\_\_ use their programming skills to build the company's website and apps, and ensure that all upgrades to the site are functioning before they go live.

**C** The <sup>4</sup> \_\_\_\_\_ is the head of the company. Today he is meeting with the <sup>5</sup> \_\_\_\_\_, who decides how much money to allocate to each department, and the <sup>6</sup> \_\_\_\_\_, who ensures that the company is doing business legally and not breaking any laws.



**D** In the kitchen, one of the company's <sup>7</sup> \_\_\_\_\_ is writing an article about a new product the company is launching. He will tweet about the article to his thousands of followers and post it on social media. The two <sup>8</sup> \_\_\_\_\_ produce all the external communication with customers and the media. Today they are having a meeting with a freelance <sup>9</sup> \_\_\_\_\_. He is going to make a short promotional video about the company.

### 3 SPEAKING Work in pairs and answer the questions.

- Which of the jobs in exercise 2 would you find most and least interesting? Why?
- Which of the jobs do you think would be best and least suited to your skills and abilities? Why?
- Which jobs do you think would be the best and worst paid? Why?

### 4 2.15 Listen to four people talking about their jobs. Match each speaker to a job in exercise 2.

Speaker 1: \_\_\_\_\_ Speaker 2: \_\_\_\_\_  
Speaker 3: \_\_\_\_\_ Speaker 4: \_\_\_\_\_

### 5 2.15 VOCABULARY Listen again and match the verbs below to the nouns to make work collocations.

**Work verbs** advise develop implement increase  
launch negotiate organize produce recruit  
supervise

- |                    |                    |
|--------------------|--------------------|
| 1 _____ a team     | 6 _____ customers  |
| 2 _____ a strategy | 7 _____ sales      |
| 3 _____ staff      | 8 _____ a decision |
| 4 _____ content    | 9 _____ a campaign |
| 5 _____ terms      | 10 _____ a company |



**E** In this meeting, the <sup>10</sup> \_\_\_\_\_ is presenting the best ways to engage with customers for their latest marketing campaign. The <sup>11</sup> \_\_\_\_\_ is also the meeting. She is responsible for everything that is published on the company's website, and tweeted and posted on social media. It's an important position for a company that engages with their customers online. They have invited a <sup>12</sup> \_\_\_\_\_ to join them. His job is to sell the company's products to customers both online and face-to-face.

### 6 SPEAKING Work in pairs. Summarise what each speaker said about their jobs using the phrases in exercise 5.

### 7 Complete the text about a successful online business with the correct form of the verbs from exercise 5.

#### Building a successful brand

Back in 1999, when she was just ten years old, Juliette Brindak came up with the idea of Miss O, a cartoon character which was based on her little sister, Olivia. With the help of her mum, a graphic designer, she created a group of characters who she called the Cool Girls. She <sup>1</sup> \_\_\_\_\_ her dad to help <sup>2</sup> \_\_\_\_\_ a business strategy and then in 2005 <sup>3</sup> \_\_\_\_\_ the website Miss O and Friends. Her aim was to create a website where girls would find a supportive community to engage with and play games.

To begin with, Juliette and her family <sup>4</sup> \_\_\_\_\_ most of the content themselves. As the number of teenagers who were using their site <sup>5</sup> \_\_\_\_\_, they were able to attract more investment and in 2008 Juliette <sup>6</sup> \_\_\_\_\_ a deal with the multinational company Procter and Gamble. Since then, books based on the Miss O characters have sold over 100,000 copies and the website is one of the most popular girls-only sites in the world. Juliette is still the CEO of the company and <sup>7</sup> \_\_\_\_\_ her team of staff to make sure they stay true to their aims of creating a website that is for girls, by girls.

#### RECYCLE! Defining relative clauses

We use defining relative clauses after a noun to make it clear which person, thing, place, etc. we are talking about. We don't use a comma before a defining relative clause.

### 8 Read the **Recycle!** box. Then complete the sentences about the text with a defining relative clause.

- Juliette Brindak is a young businesswoman ...
- In 2005, she started a website ...
- The website was for girls ...
- 2008 was the year ...
- Over 100,000 copies of books ...

### 9 SPEAKING Work in pairs. Take turns to define the words below that relate to the world of work. Your partner has to guess what you are defining.

a marketing campaign a blogger a customer  
an HR manager a website upgrade a CEO  
social media a business strategy a business deal  
a graphic designer

# Reported speech

*I can report what people have said and asked.*

- 1 Read the email. Look at the phrases in bold. What were the actual words used by the speakers?

To: daisy@email.com

Hi Daisy,

So last week, **'John said that he'd take me out for my birthday to the new pizza place in town.'** Then he phoned the next day and **'told me that his sister had had an accident the night before'** and **'he wouldn't be able to see me'** after all. **'I said I didn't believe him'** and that **'he'd been avoiding me for ages.'** **'My dad said that I shouldn't call John any more.'** **'My mum says he's a liar and he's let me down too many times.'** What do you think? Eva

- 2 Read the **Learn this!** box. Then find examples of the rules in exercise 1.

## LEARN THIS! Changes in reported speech

- After reporting verbs in the past, the verbs of the original speech move back in time.  
*'I'll call later.'* *She said she'd call later.*
- After reporting verbs in the present, future or present perfect, the tense is usually the same as the original because the time reference is the same.  
*Jo's passed her exams.'*  
*He says Jo's passed her exams.*
- Modal verbs are usually unchanged after past reporting verbs.  
*'I might get a new bike.'*  
*He said he might get a new bike.*
- We make changes to personal and possessive pronouns, determiners like *this / that*, and expressions when the time reference has changed.  
*'I'll lend you this DVD tomorrow.'*  
*She said she'd lend me the DVD the next day.*

- 3 Read what Daisy said to Eva. Rewrite the paragraph, changing the direct speech to reported speech.

I saw John yesterday. I don't think he noticed me. He was talking to that girl from the pizza café. I heard them arrange to meet tomorrow. They've been chatting on Facebook too. You must speak to him about it tonight. Everyone knows he's deceiving you!

Daisy told Eva that she'd seen John the day before.  
She said that ...

- 4 Rewrite the sentences, changing the direct speech to reported speech. Use the reporting verb in brackets. (Each speaker is/was talking to you.)

- Lee: 'I'm scared of heights.' (tells)
- Simon: 'You should always tell the truth.' (said)
- Alison: 'I've never believed in ghosts.' (says)
- Pete: 'I'll be watching TV this evening.' (has said)
- May: 'You might see me at the concert.' (told)
- Jim: 'I won't be late tomorrow.' (says)

## LEARN THIS! Reported questions

- Tense changes for reported questions are the same as for reported speech. The word order is the same as for statements. We don't use auxiliary verbs.  
*'Do you like reggae?'*  
*She asked me if I liked reggae.*  
*'What time does the concert start?'*  
*She asked me what time the concert started.*
- We use *if* or *whether* to report *yes/no* questions.  
*'Was the bus late?'* *He asked me if the bus had been late.*
- We don't include question tags in reported questions.  
*'Pat's coming, isn't he?'* *He asked me if Pat was coming.*
- To report short answers, we use the auxiliary or modal from the short answer.  
*'Do you speak French?'* *'I don't.'*  
*She asked me if I spoke French and I said I didn't.*

- 5 Read the **Learn this!** box. Then write the words in the brackets in the correct order to complete the sentences.

- The shop assistant (me / was / asked / for / I / what / looking).
- Our teacher asked (who / understand / us / didn't / exercise / the).
- I asked Sam (he / and / brother / whether / knew / you / your).
- A tourist asked (where / if / him / he / knew / the / was / station).
- Fiona asked (if / to / Italy / had / Don / he / been).
- He asked me (bus / needed / for / which / he / the / centre / town).

- 6 Rewrite each sentence using the word in brackets.

- 'What time will the café open tomorrow?' he asked us. (next day)
- 'Shall I call you a taxi?' Pam asked me. (whether)
- 'Don't believe anything Jim says,' Fran told us. (not)
- 'We must get to the airport on time,' I told her. (that)
- 'Who did you see at the club last night?' Tony asked me. (before)



## Urban legends

*I can understand how intonation affects meaning.*

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

- Do you enjoy scary films, stories or fairground rides?
- Do you find any of these things scary?  
dogs heights large crowds snakes spiders water

**2 2.16** Read the definition of an urban legend, then listen to the story. What happened? Did you like it?

**urban legend** *noun* a modern story that spreads spontaneously and has elements of humour or horror

**Listening Strategy**

Speakers often use intonation to express their opinion or attitude about the statements they make. Pay attention to the speaker's tone of voice and the intonation they use to find out how they feel about their subject.

**3 2.17** Read the **Listening Strategy**. Listen again to the first part of the story. Pay attention to the extracts (1–4) and match each extract with one of the adjectives below. There are two extra adjectives.

angry enthusiastic nervous patient sarcastic surprised

- Max** A horror story. Great, Ian. They're so interesting.
- Jill** Oh shush, Max. Fantastic! How scary is it?
- Ian** Well, whatever. I'm not saying it isn't true. It could easily be true.
- Caro** Oh, dear. I don't like this story already.

**LEARN THIS!** Intonation and meaning

**1 Agreeing or disagreeing**

As in question tags, our voice goes down at the end when we are making a statement or up when we aren't sure.

Her name's Sarah. (You don't expect people to disagree.)

Her name's Sarah. (You aren't sure.)

**2 Qualifying an opinion**

Rising intonation can give the spoken words a slightly modified opinion:

The film's quite good ... (there's an implied *but* at the end)

**3 Flat voice for sarcasm or irony**

If we use a flat tone, we mean the opposite to the words we use:

Brilliant! (You mean it.)

Brilliant. --- (You don't mean it.)

**4 2.18** Read the **Learn this!** box. Then listen carefully to the examples. Repeat them, copying the intonation.

**5 2.19** Listen to the examples from the story. Match them with rules 1–3 in the **Learn this!** box.

- Ian** You all like horror stories. \_\_\_\_
- Caro** Well, I think I like horror stories. \_\_\_\_
- Max** Oh, yeah. It's so scary. \_\_\_\_
- Jill** I quite like this kind of story. \_\_\_\_
- Caro** She shouldn't get out of the car. \_\_\_\_

**6 2.20** Listen to the sentences (1–6). Choose the correct meaning (a or b).

- I enjoyed the story.  
a qualifying b a statement
- Brilliant. It's snowing.  
a enthusiastic b sarcastic
- You'll love it.  
a sarcastic b expecting agreement
- This is the road home.  
a expecting disagreement b expecting agreement
- This is nice.  
a qualifying b statement
- Oh, great. Just what we need.  
a enthusiastic b sarcastic

**7 2.21** Listen to the interview. Choose the correct answers (a–d).

- Dr Miriam Webster  
a is a professor of urban myths and legends.  
b studies urban legends with her students.  
c writes down urban legends in her spare time.
- The presenter thinks that urban legends  
a generally seem unpleasant.  
b are very charming.  
c put you in a good mood.
- Dr Webster says that an urban legend  
a is nearly always written down.  
b generally has a single source.  
c has many different versions.
- Urban legends are popular because  
a most ordinary people like to be shocked or scared.  
b they are better than Hollywood blockbuster films.  
c humans have a need for turning life events into stories.
- The aim of the programme is to  
a convince us that urban legends are generally true.  
b show us exactly where urban legends came from.  
c explain why we are wrong about urban legends.



# Reporting verbs

*I can report what people have said in a variety of ways.*

## 1 Read the news report and answer the questions.

- 1 What has the man been accused of doing?
- 2 Can you give examples of similar telephone or internet scams?

Last night, police arrested a man on suspicion of using social media to obtain people's phone numbers. Martin Wheeler, 41, had phoned a number of people and apparently convinced them that they had won a free gift. In order to claim it, they were asked to provide their financial details. Wheeler has admitted that the free gifts didn't exist, but has denied that he actually stole any money. He claimed that he'd been trying to raise awareness of the dangers of giving away their details. Police have warned the public never to make personal or financial information available to others unless absolutely certain that they are genuine.



## LEARN THIS! Other reporting structures

We can use other structures to report commands, promises, requests, suggestions, etc.

- 1 verb + infinitive with *to*  
*agree, offer, promise, refuse, threaten*
- 2 verb + object + infinitive with *to*  
*advise, ask, beg, encourage, forbid, invite, order, remind, tell, warn*
- 3 verb + *-ing*  
*deny, recommend, suggest*
- 4 verb + preposition + *-ing*  
*admit to, apologise for, boast about, confess to, insist on*
- 5 verb + object + preposition + *-ing*  
*accuse of, blame for, congratulate on, criticise for*
- 6 verb + *that* + *should* clause / verb + *that* + subjunctive clause  
*demand, insist, propose, recommend, request, suggest*

## 2 2.22 Listen to what the people in exercise 1 actually said. In each case, identify:

- 1 the part of the report where the direct speech is reported.
- 2 the reporting verb that is used (e.g. *warn, admit*, etc.).

## LEARN THIS! Reporting verbs

We can report statements with *say* and *tell* or other verbs, e.g. *admit, announce, argue, complain, deny, explain, insist, promise*, etc. and *that*.

*'Excuse me, but my soup is cold,' the customer said.*

*'It's meant to be served that way, sir,' said the waiter.*

*The customer complained that his soup was cold.*

*The waiter explained that it was meant to be served that way.*

## 3 Read the Learn this! box. Then report the sentences with the reporting verbs below and *that*.

*admit announce deny explain insist promise*

- 1 Luke said, 'Actually, I did eat the last chocolate in the box.'  
*Luke admitted that he had eaten the last chocolate in the box.*
- 2 Dan said to Mia, 'I'm late because I missed the bus.'
- 3 Pete said to me, 'Seriously, you are definitely wrong.'
- 4 Jen said, 'Guess what! I've passed all my exams!'
- 5 Pablo said, 'Of course I'll be there on time.'
- 6 Jack said, 'I haven't taken your keys, honestly.'

## 4 2.23 Read the Learn this! box. Then listen and complete the sentences, using one of the verbs from rules 1–6 in the past simple.

- 1 She \_\_\_\_\_ to make a decision.
- 2 He \_\_\_\_\_ her not to see the film.
- 3 She \_\_\_\_\_ ordering some more food.
- 4 He \_\_\_\_\_ about having lots of friends.
- 5 She \_\_\_\_\_ him for missing the bus.
- 6 He \_\_\_\_\_ that they make less noise.

## 5 2.24 Listen and report the direct speech. Use the verbs given, followed by the appropriate structure.

- 1 *She invited him to go to the park.*

- |                |              |
|----------------|--------------|
| 1 invite       | 7 agree      |
| 2 congratulate | 8 threaten   |
| 3 remind       | 9 encourage  |
| 4 deny         | 10 confess   |
| 5 propose      | 11 accuse    |
| 6 apologise    | 12 recommend |

## 6 SPEAKING Work in pairs. Using reporting verbs, tell each other about:

- 1 a useful thing that someone recommend that you do.
- 2 something your parents warned you not to do as a child.
- 3 a time when a friend refused to do something.
- 4 something that you had to apologise for doing.
- 5 a time when someone accused you of something you didn't do.
- 6 something you did that you later denied doing.

# Nouns and dependent prepositions

I can use nouns and dependent prepositions.

- 1 Look the photos. How do you think these images were made?
- 2 Read the article. What's the most amusing or unusual hoax image you've seen? Do you think hoaxes are a problem? Why? / Why not?



Although technology has created an increase in hoax images, the first fake photo dates back to the 1830s. Some years later, a book claimed to show the surface of the moon – even though this wasn't actually photographed for another 100 years. An obsession with the spirit world led to a series of photos claiming to show ghosts and fairies, and 1960s interest in space travel produced numerous images apparently proving the existence of alien life. Nowadays, there is plenty of online evidence of our addiction to this visual trickery – there seems to be an endless demand for amusing images of monster cats, mutant squids, and friends posing with Hollywood stars. But there is a need for caution; with modern technology it can be almost impossible to tell the difference between what's real and what's fake.

## LEARN THIS! Nouns + dependent prepositions

Some nouns are followed by certain prepositions, called dependent prepositions. The choice of preposition depends on the noun and its specific use and meaning.

When a verb follows a preposition, we use the *-ing* form.

*The trouble with putting images online is that anyone can see them.*

- 3 Read the **Learn this!** box. Then find the nouns below in the text in exercise 2. Which prepositions are they followed by?

addiction demand difference evidence  
existence increase interest need obsession

## Dictionary Strategy

Some nouns can be followed by more than one dependent preposition. To decide which preposition is needed, consider the sense in which the noun is used. If you're not sure what preposition to use, always check in a dictionary.

- 4 **DICTIONARY WORK** Read the **Dictionary Strategy** and the dictionary entry below. Answer the questions.

- 1 Which two prepositions can follow 'evidence'?
- 2 In what two ways is the information about dependent prepositions given?

**evidence** *noun* 1 [U, C] the facts, signs or objects that make you believe that something is true **evidence (of sth)** *There is convincing evidence of a link between exposure to sun and skin cancer. The room bore evidence of a struggle.* **evidence (for sth)** *We found further scientific evidence for this theory.*

- 5 Add the nouns to the table. Use a dictionary to help you.

belief dependence effect objection  
preference reason rise solution

|       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| + on  | + in  | + for | + to  |

- 6 Choose the correct prepositions to complete the sentences. Check your ideas in a dictionary.

- 1 a There's been a recent rise **with** / **in** cases of online fraud.  
b Her rise **to** / **for** fame came with the release of her film.
- 2 a What's the matter **with** / **of** Tom? He looks terrible!  
b This is a serious crime which is a matter **for** / **on** the police.
- 3 a His taste **for** / **of** travel led him to become an explorer.  
b I really can't stand my parents' taste **with** / **in** music.
- 4 a We had a difference **on** / **of** opinion about where to go.  
b Have you noticed a difference **for** / **in** Liv's behaviour?

## Media wars

*I can understand an article that discusses different types of media.*

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

- 1 What is the difference between the mass media and social media?
- 2 What types of media do you frequently use?

**2 Read the article. What are the two lies that it mentions?**



**Reading Strategy**

In a multiple-choice task:

- 1 Questions always appear in the same order as the information about them in the text.
- 2 The correct answer will match the meaning of what you find in the text, but it isn't usually expressed in the same words.
- 3 When there's a question about the main idea of the text or the author's opinion, it usually appears last.

**3 Read the Reading Strategy and the first multiple-choice question in exercise 4. Then answer questions 1 and 2 below.**

- 1 In which paragraph do you expect to find the answer to question 1 in exercise 4?
- 2 Having answered question 1 in exercise 4, say how the ideas in the correct answer are expressed in the text.

**4 Choose the correct answers (a–d).**

- 1 The traditional media find ways to attack social media because it
  - a is untrustworthy and unsafe.
  - b can't defend itself.
  - c sees it as a threat.
  - d isn't a dangerous rival.
- 2 Zilla van den Born's project
  - a shows how social media can be used to lie.
  - b was done to deceive her family.
  - c was done to fool the traditional media.
  - d shows how universities can distort the truth.
- 3 To deceive her family and friends, Zilla
  - a just created a virtual holiday world on her computer.
  - b went on holiday to a local beach.
  - c used both real objects and computer programs.
  - d stayed in a hotel room.
- 4 Zilla's experiment was used by the traditional press to
  - a highlight the difference between social and traditional media.
  - b discuss how the mainstream media manipulates reality.
  - c show how young people deceive their families.
  - d promote the use of social media.

- 5 A lot of readers of sports journalism think that
  - a talented foreign players are often lazy.
  - b it's more difficult to write about football when games aren't being played.
  - c stories about players are usually invented.
  - d Masal Bugdudv really exists.
- 6 The writer includes the story about Masal Bugdudv to
  - a show sports journalism is not very serious.
  - b provide a balanced approach to the topic.
  - c demonstrate how untrustworthy traditional media is.
  - d show how lazy journalists are.

**5 SPEAKING** The text describes two examples of deception. Do you think that Zilla's and the Irish football fan's acts of deception were justified? Why? / Why not?

**6 VOCABULARY** Match the highlighted phrasal verbs in the text with the definitions. Write the base forms.

**Phrasal verbs**

- 1 to tell people about a secret \_\_\_\_\_
- 2 to notice and give special attention to something \_\_\_\_\_
- 3 to deceive someone \_\_\_\_\_
- 4 to state that something false is true \_\_\_\_\_
- 5 to create something \_\_\_\_\_
- 6 to hide somewhere \_\_\_\_\_
- 7 to discover something \_\_\_\_\_
- 8 to take advantage of someone's feelings \_\_\_\_\_

**7 SPEAKING** Work in pairs. Discuss the question. Give reasons for your opinions. Use the phrases below to help you.

What is more important to the media:  
the truth, money, or a good story?

I honestly (don't) believe that ...  
On the one hand, you can argue that ...  
On the other hand, it's also true that ...  
People often say that ... However, ...  
You're right to say that ...  
I can't agree with you on that point.  
One example of the media (doing ...) is ...  
Overall, I think that ...



# WHO can you TRUST?

2.25

Despite predictions that the traditional media were going to disappear in the internet age, newspapers, the radio and television have managed to survive. However, their survival has come at a price. Digital technology has given birth to social media, tools that allow ordinary people to create, share and exchange information without the need for the usual news channels. Moreover, social media is also attracting a large share of advertisers' money away from the traditional media. As a result, newspapers, the radio and television are always looking for ways to hurt their new rival and they are more than happy to publish stories that play on people's fears about how untrustworthy and unsafe social media is.

When Zilla van den Born left home for a five-week trip around South-East Asia, she promised her family in Amsterdam that she would keep in touch and she did. Zilla regularly uploaded photos to her Facebook page of herself on the beach, on sightseeing trips and dining out. She also made Skype calls to her family to tell them that everything was going just as she had planned. And it was, but not as she had led her family to believe, because Zilla hadn't gone abroad; she was holed up in her flat in Amsterdam.

The reason for Zilla's devious behaviour was her university project, which aimed to demonstrate how social media can distort the truth. Zilla certainly succeeded. In her flat she made out she was on holiday – photoshopping pictures by inserting images of herself into photos of South-East Asian beaches and temples. For the Skype calls, she used old Christmas decorations and a Chinese paper umbrella to disguise her bedroom and create an Asian hotel room. When Zilla finally let on that her holiday had been a hoax, her family admitted that they had been completely taken in. Zilla explained that the experiment demonstrated how today we can manipulate reality

and the press loved the story. Here was a perfect example of why people should only trust the traditional media. However, while the mainstream media takes every opportunity to expose the dangers of social media, social media has become good at demonstrating that the traditional press is also far from perfect.

As all football fans know, the sports media has to work harder between matches to fill their pages and sites. The most popular method of doing this is by speculating about the players that clubs might buy or sell, especially talented foreigners. However, many readers often suspect that these stories are the products of lazy journalism and, if not completely false, contain very little truth and a lot of exaggeration. One Irish football fan decided to find out by using social media to invent Masal Bugdov, a sixteen-year-old football superstar from the small Eastern European country of Moldova. The fan set up a Wikipedia page for the player that explained that Bugdov had already played for his national team and that his nickname was 'Massi'. He then wrote false press agency stories that claimed Bugdov would soon join Arsenal and sent them to sports blogs. The blogs accepted the stories as true, but the big surprise came when The Times newspaper included an article entitled Football's Top 50 Rising Stars. At number thirty on the list was 'Moldova's finest', sixteen-year-old Masal Bugdov, who had been linked with Arsenal and 'plenty of other top clubs as well.'

While most people would agree that the traditional press should warn people about the dangers of new technology, it is also good to know that social media can expose the unprofessional practices of some journalists. The more they zoom in on each other's unacceptable practices, the better for the readers.

Zilla's fake holiday





## Presentation

*I can discuss the link between technology and crime.*

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

- 1 Have social media, and modern technology in general, created any new kinds of crime? If so, what are they?
- 2 Have they created any new ways to fight crime? If so, what are they?

**2** Read the news reports. In what two different ways did Facebook help to catch criminals? Which story does the photo belong with?

**1 BURGLAR LEAVES HIS FACEBOOK PAGE ON VICTIM'S COMPUTER**

**MARTINSBURG** – The popular online social networking site Facebook helped lead to an alleged burglar's arrest after he stopped to check his account on the victim's computer, but forgot to log out before leaving her home with two diamond rings.



**2 Fugitive caught after updating his status on Facebook**

Maxi Sopo was living the dream of a fugitive abroad, kicking back on the beaches of Cancun by day, partying in the clubs by night. Then he did two things that are never a good idea when you're on the run from the authorities: he started posting Facebook updates about how much fun he was having – and he added a former Justice Department official to his list of Facebook friends.

**3 2.26** Listen to a student doing the task below. Do you agree or disagree with his opinions? Does he mention any of your ideas from exercise 1?

Look at the news reports. Then talk for about one minute about how social media can lead to crime and/or be used to fight crime. Think about:

- people posting untrue and/or threatening messages.
- people sharing information about crimes.
- criminals boasting online.

**Speaking Strategy**

Avoid speaking in short, single sentences. Try to develop your statements with extra information, details and examples. Use the phrases below to introduce them.

**Introducing examples and extra information**

- One example of that would be ...
- So, for instance, ...
- What I mean by that is ...
- The kind of thing I'm talking about is ...
- In other words, ...
- Or to put it another way, ...

**4 2.26** Read the **Speaking Strategy**. Then listen again. What example does the student give for each of the points (1–3) below? What phrase does he use to introduce it?

|                                         | Example | Phrase |
|-----------------------------------------|---------|--------|
| 1 Problems caused by social media       |         |        |
| 2 Sharing information to fight crimes   |         |        |
| 3 Criminals using social media unwisely |         |        |

**5 SPEAKING** Read the task below. Take turns to talk about your ideas.

Talk for about one minute about how mobile phones can lead to crime and/or be used to fight crime. Think about:

- victims of smartphone theft and/or mugging
- phone-related fraud, scams, identity theft, etc.
- crimes and criminals captured on camera
- using phones to report crime / call for help

**Caught on camera**

A security firm has developed an app that will email victims of smartphone theft a photo of the person who has stolen their phone. The photo, known as a 'theftie', is taken when an incorrect passcode is entered, and is emailed to the phone's owner together with a map of the smartphone's location.

**7 SPEAKING** Take turns to do the task in exercise 6. Use your notes to talk about your two prompts.

## A story

*I can write a story on a given topic.*

- 1 SPEAKING** Work in pairs. Discuss whether you agree or disagree with the statement below. Explain what *white lie* means and give examples.

It is not always appropriate to be completely truthful; sometimes it is better to tell a 'white lie'.

- 2 Read the task and the story. Do you think the narrator told a white lie? Give your reasons.**

Write a story about an occasion when telling a lie caused a problem.

It all began after work one day when some friends and I were talking about theme parks. A girl called Rosie said she loved big, scary rides, and for some reason, I said that I loved them too. What I should have said is that I'm terrified of them.

Two days later, Rosie told me that she had booked tickets for a group of us to go to a nearby theme park the following weekend. She insisted that I go and promised that I would love the roller-coaster because it was the highest and fastest in Europe!

When we arrived at the theme park, Rosie and her friends headed straight for the roller-coaster. As we stood in the queue, I became more and more nervous. By the time we reached the front of queue, I was panicking. I refused to go on the ride. I was so embarrassed, I went home on my own.

The next day, I spoke to Rosie and apologised for spoiling the trip. She was very sympathetic and didn't blame me at all for being afraid. What she couldn't understand was why I had lied in the first place – and neither can I!

### Writing Strategy

When you write a story:

- you can choose to narrate the events in the first person (using *I*) or the third person (using *he, she, it, they*, etc.).
- use paragraphs to show that events happened at different times.
- include time expressions (*a week later, soon afterwards*, etc.) to move the story forwards.
- describe how people felt and reacted to the events.

- 3 Read the Writing Strategy. Then answer the questions below with reference to the story in exercise 2.**

- 1 Is the story written in the first or third person?
- 2 On how many different days do the events take place? Does each day have its own paragraph?
- 3 What time expressions does the writer use to move the story forwards?
- 4 Find three adjectives in paragraphs 3 and 4 which describe feelings or reactions.



### LEARN THIS! Nominal clauses with *what*



Nominal clauses with *what* can make your writing more expressive by emphasising the important part of a sentence. Notice you have to add a verb (often *is* or *was*) after the clause. Study the examples below.

*I loved her voice.* → *What I loved was her voice.*

*I really wanted to go home.* → *What I really wanted to do was go home.*

*She was annoyed that we were late.* → *What annoyed her was the fact that we were late.*

- 4 Read the Learn this! box and find two examples of nominal clauses with *what* in the story.**

- 5 Rewrite the sentences to begin with *What*. You may need to include *the fact that*.**

I needed to hear the truth.

*What I needed to hear was the truth.*

- 1 His arrogance made me angry.
- 2 Harry lied to me and I found that really upsetting.
- 3 I've always admired her honesty.
- 4 I was very surprised that he posted the photo online.
- 5 She was trying to make us feel better.

- 6 Read the task below and write down the events in your story. Plan your paragraphs according to when the events took place.**

Write a story about an occasion when telling the truth caused a problem.

- 7 SPEAKING** Work in pairs, taking turns to be A and B.

**Student A:** Tell your partner the events in your story.

**Student B:** Ask questions about how the people in A's story felt and reacted.

**Student A:** Answer B's questions and add the information to your paragraph plan.

- 8 Write your story using your plan from exercises 6 and 7. Use time expressions to move your narrative forwards. If possible, include at least one nominal clause with *what* to make your writing more expressive.**

# STEM

## Unit map

## ● Vocabulary

## Types of energy

### Energy production and distribution

## Energy storage

## Word Skills

## Verb patterns

## ● Grammar

## Second and third conditional

## Mixed conditionals

● **Listening** Hashtag activism



**Reading** Making a difference



**Speaking** Collaborative task

**Writing** A blog post

## 6A

## Vocabulary

## Intelligent energy storage

*I can talk about types of energy and intelligent storage systems.*

**1 SPEAKING** Work in pairs and discuss the questions.

- 1 How is energy generated in Kazakhstan?
- 2 How do governments decide which type of energy to use?
- 3 Which types of energy produce the most and least pollution?

**2 VOCABULARY** Match the types of energy below with the photos (A–H).

**Types of energy** biofuel fossil fuels geothermal  
hydroelectricity nuclear solar tidal wind



|   |   |
|---|---|
| A | E |
| B | F |
| C | G |
| D | H |

3 **SPEAKING** Which types of energy do you think are the most and least efficient? Complete the list with the energy types from exercise 2.

Most efficient \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*biofuel*

Most inefficient \_\_\_\_\_



- 4 **2.26** Listen to an expert talking about energy efficiency and check your answers to exercise 3.
- 5 **SPEAKING** In groups, discuss the questions.
- 1 Were you surprised by any of the statistics?
  - 2 How do you think energy production will change in the future?
- 6 **VOCABULARY** Read and complete the text with the words below.
- Energy production and distribution demand  
excess energy generated grid megawatts  
renewable sources supply

## Intelligent energy storage

Governments, companies and citizens across the world are beginning to recognise the importance of using intelligent energy storage systems. Let's look at the details.

### How does an energy storage system work?

Energy storage works by capturing electricity that is produced and then storing it for when it is required. <sup>1</sup> \_\_\_\_\_ for energy is sometimes low when supply is high. In this case, energy needs to be stored otherwise it will be lost. When demand is high but the <sup>2</sup> \_\_\_\_\_ of energy is low, energy can be released from the storage system.

### What are its uses?

Storing electricity is particularly useful when electricity is coming from <sup>3</sup> \_\_\_\_\_ such as wind or solar. For example, solar power can be <sup>4</sup> \_\_\_\_\_ throughout the day and any <sup>5</sup> \_\_\_\_\_ stored for use at night when solar panels can't work.

### How are they 'intelligent'?

Using weather data and other information, intelligent systems are able to predict how many <sup>6</sup> \_\_\_\_\_ of energy will be generated, and then by monitoring the usage, can ensure that supply and demand are balanced. The pressure is taken off the national <sup>7</sup> \_\_\_\_\_ and very little power is wasted.

### How is electricity stored?

Listen to our podcast to find out more.

- 7 **2.27** Listen to the podcast about how electricity is stored and complete the sentences with the words below.

Energy storage pumped-storage seasonal thermal storage rechargeable batteries gravitational energy storage

- 1 \_\_\_\_\_ are examples of chemical energy storage systems.
- 2 \_\_\_\_\_ systems use large reservoirs of water at different levels to generate and pump water between them.
- 3 \_\_\_\_\_ systems are an efficient way of storing and releasing energy that use weights which are moved up and down.
- 4 \_\_\_\_\_ systems take excess heat or cold and store it underground for use later.

### RECYCLE! Non-defining relative clauses

A non-defining relative clause gives us extra information about a person, thing, place, etc. The sentence still makes sense without the clause.

*Rechargeable batteries, which use a chemical reaction, can be used to store electricity for short periods of time.*

*Rechargeable batteries can be used to store electricity for short periods of time.*

- 8 **2.27** Read the **Recycle!** box. Then listen again and write down extra information from the recording about the underlined words in 1–4 using non-defining relative clauses.
- 1 The rechargeable battery uses a chemical reaction to absorb and release electrical energy.
  - 2 Photosynthesis is another good example.
  - 3 Pumped-storage systems work by having two reservoirs of water, one higher than the other.
  - 4 Gravitational energy storage systems use sold weights that are moved up and down to store and release energy.
  - 5 The last system mentioned was seasonal thermal storage.
- 9 **SPEAKING** Work in pairs. Think about ways you could reduce energy consumption, store excess energy and use it effectively at your school. Make notes under the following headings. Add extra information to your ideas to explain your ideas.
- Transporting students to school
  - Heating and lighting in the school
  - Catering and the school kitchens
  - Sports and recreation
- 10 **SPEAKING** With your partner, present the ideas you developed in exercise 9 to the class.

# Second and third conditional

*I can use second and third conditionals.*

- 1 Match the views (A–D) in the forum with the global issues below.

global warming disease nuclear weapons famine

## GLOBAL FORUM



**A** If we hadn't invented antibiotics, it's possible that we might have died out by now. And if we don't develop new ones soon, it won't be long before the existing ones become ineffective.

**B** I wouldn't give money to charity unless I thought it really made a difference. There's enough to go round – we could feed everyone if we organised national spending better.

**C** The signs have been there for a long time; even if we'd done something about it sooner, it would still be a threat – not just to our climate and landscapes, but to the future of the entire planet.

**D** I'm worried about how many countries have got them now; we might have destroyed the whole world if there'd been a war in the '80s. And supposing they got into the wrong hands, it could still happen.

- 2 Read the **Learn this!** box. Then find examples of the second and third conditional with *if* in exercise 1.

### LEARN THIS! Second and third conditional

- 1 We use the second conditional to talk about imaginary situations or events and their results. We use a past tense in the *if* clause and we use *would / could / might* + infinitive without *to* in the main clause.

*If we lived in Africa, we might see more poverty.*

We often use *were* instead of *was* in the *if* clause. We can use *could* instead of *would be able to* in the main clause.

*If I were taller, I could reach that shelf.*

- 2 We use the third conditional to talk about imaginary situations in the past and to say how things could have been different. We use *if* + past perfect and *would / could / might have* + past participle. It is not important which clause comes first.

*If they hadn't protested, nothing would have changed.*

- 3 Rewrite the sentences using the second or third conditional. Do not change the meaning.

- We got a taxi so we weren't late.  
*If we hadn't got a taxi, we would have been late.*
- I bought new glasses because I broke my old ones.
- Jane's exhausted so she won't go to the party.
- The dog got out because Harry had left the door open.
- I can't find his number so I can't call him.
- They fell off their bikes because the road was icy.
- We didn't realise you were coming so we didn't wait.
- You feel tired because you don't get enough sleep.

### LEARN THIS! Alternatives to *if*



We can use *even if* instead of *if* in conditional sentences.

*Even if I had enough money, I wouldn't buy that T-shirt.*

We can use *unless* and the past simple to mean *if ... not*.

*She wouldn't have signed the petition unless she thought it was important.*

We can use *supposing (that)* to mean *what if*.

*Supposing I'd missed the bus, we might never have met!*

- 4 Read the **Learn this!** box and find examples of alternatives to *if* in exercise 1. Then complete the sentences with *unless*, *even if*, or *supposing*.

- Aren't you taking an umbrella? \_\_\_\_\_ it rains?
- She wouldn't have lent us the money, \_\_\_\_\_ she'd wanted to.
- He wouldn't have called you so late \_\_\_\_\_ it was urgent.
- \_\_\_\_\_ you'd lost your keys, it would have been a disaster!
- Sam wouldn't have invited you \_\_\_\_\_ he was sure you were going to come.
- \_\_\_\_\_ they won this game, they still couldn't win the championship.

- 5 **USE OF ENGLISH** Write the sentences with the correct form of the words in brackets. Do not change their order. Use a maximum of six words.

- It would have been cheaper if (he / buy / the boots) online.
- Supposing you (win / cash), what would you buy first?
- If (you / forget / bring) an umbrella, we'd have stayed dry!
- I couldn't work for that company (unless / know how to speak) French.
- If she'd listened carefully, (she / know / the answer).
- We wouldn't protest if (the government / make cuts) to education so often.

- 6 **SPEAKING** Work in pairs. Complete the sentences with your own ideas, using second or third conditionals. Then discuss them with another pair.

- If I could change one thing in the world, ...
- Supposing that world governments worked together, ...
- We wouldn't have endangered the planet ...

# Hashtag activism

I can use discourse markers to help predict what will be said next.

- 1 **SPEAKING** Work in pairs. Look at the slogans. 3 What are they about?

#occupywallstreet

#blacklivesmatter

#anti-war

#climatesummit

- 2 Read the text. Is it generally in favour of or against online campaigns?



## Hashtag activism - worth clicking on?

Platforms like Facebook and Twitter are being used more and more to raise awareness of injustices and to campaign for good causes. There have been several examples of successful campaigns in recent years. For instance, the #IceBucketChallenge proved a viral success in raising awareness and funds for ALS, a disease that progressively paralyses the body. Not only did people all over the world post videos of themselves tipping a bucket of iced water over their heads, but they also nominated other people to do the challenge, as well as donating to the Association.

It is not always clear how effective many of these social media campaigns actually are. Critics claim that 'hashtagging' a cause is more about copying the crowd than showing true commitment. They say that clicking on a hashtag trend is easy and doesn't initiate a real desire for change. Though there may be some truth in this, raising awareness is surely the first step to a successful campaign.

### Listening Strategy

As you listen, pay special attention to discourse markers (linking phrases), which connect pieces of information to each other. For example, *however* introduces a contrast, *whereas* for *instance* introduces an example.

- 3 **KEY PHRASES** Read the **Listening Strategy**. Then, add the phrases below to complete the examples.  
as I was saying even so for instance incidentally nevertheless still

#### Discourse markers

An example / more detail: you know ... / <sup>1</sup> \_\_\_\_\_

A contrast or contradiction: however ... / <sup>2</sup> \_\_\_\_\_

... / mind you ... / <sup>3</sup> \_\_\_\_\_ ... / all the same ... / <sup>4</sup> \_\_\_\_\_

... / <sup>5</sup> \_\_\_\_\_

An afterthought: by the way ... / <sup>5</sup> \_\_\_\_\_

A continuation of the topic / going back to an earlier topic: talking of which, ... <sup>6</sup> \_\_\_\_\_

- 4 **2.28** Listen to speakers 1–6. What do you predict you will hear next? Choose one of the following lines.

A ... it hasn't been very well publicised.

B ... they often work very long hours.

C ... we should not stop trying.

D ... unemployment is down this year.

E ... he handled the public's questions well.

F ... how much did you pay for your TV?

- 5 **2.29** Now listen and check your answers.

- 6 **2.30** Choose the correct linker to complete the sentences. Then listen and check your answers.

1 I get fed up with listening to politicians and I'm not sure who to vote for. **Even so** / **As I was saying**, I think we're lucky to have a democracy, and we should vote.

2 Social media sites are a powerful force. **For instance** / **Nevertheless**, information on Facebook travels fast.

3 Have you seen that film with David Oyelowo? **You know** / **Mind you**, the one about the march from Selma to Montgomery?

4 I was discussing climate change with Tom the other day. **Even so** / **Incidentally**, he's joined the Green Party.

5 It was really nice meeting and talking to you. **All the same** / **By the way**, here's the address of the café I mentioned.

- 7 **2.31** Listen to four people. Match speakers 1–4 with sentences A–E. Write the correct number. There is one extra sentence.

The speaker ...

A is enthusiastic about learning about global issues through social media. \_\_\_\_

B has found that donations made to online campaigns are not as high as those achieved by other methods. \_\_\_\_

C thinks that young people get involved with an online cause without really understanding it. \_\_\_\_

D proves that social media campaigning is the most effective form of raising awareness of an issue. \_\_\_\_

E feels strongly that fighting for a cause online is largely ineffective. \_\_\_\_



## Mixed conditionals

*I can use mixed conditionals*

- 1 Read the text. Are there any similar charities or events in your country?

# RED NOSE DAY



In 2015, the charity Comic Relief celebrated its 30th anniversary. Based in the UK, it was set up by a group of comedians in response to the 1985 Ethiopian famine. They started 'Red Nose Day,' a day when people across the UK get together for fundraising activities. People buy red noses and all of the money from this goes towards Comic Relief. The money raised by Comic Relief helps people living in difficult conditions in the UK and around the world, and it's estimated that over 50 million people would be worse off today if the charity hadn't been set up. If it weren't for Comic Relief, literacy rates in Uganda would probably not have reached 73%. And the number of children attending primary school in Africa might not have increased by 60 million if the charity didn't exist. In 2015, the British public donated a staggering £78.1 million, bringing the total raised by Comic Relief in its thirty-year history to over £1 billion. But it couldn't have achieved all this if it didn't have the support of the comedians who take part and inspire the public to give so generously.

- 2 Read the **Learn this!** box. Then find examples of mixed conditionals in exercise 1.

### LEARN THIS! Mixed conditionals

Mixed conditionals are a mixture of second and third conditional sentences. They occur when the *if* clause and main clause refer to different times (past and present).

(past) *If he'd read the map,* (present) *we wouldn't be lost.*

(present) *If he could drive,* (past) *he'd have got the job.*

- 3 Match the two halves of the mixed conditional sentences.

- 1 If he'd gone to bed earlier,
  - 2 If it wasn't so cold,
  - 3 If I were him,
  - 4 If you hadn't already eaten it all,
  - 5 If you hadn't been so rude,
  - 6 If they'd remembered the address,
- \_\_\_ a we could have some cake now.
  - \_\_\_ b she wouldn't be angry.
  - \_\_\_ c he wouldn't be so tired.
  - \_\_\_ d they'd be here by now.
  - \_\_\_ e we might have gone for a run.
  - \_\_\_ f I wouldn't have made that decision.

- 4 **USE OF ENGLISH** Write mixed conditional sentences that mean the same as the first sentence. Use the words in brackets.

- 1 I didn't reply because I can't hear you properly. (could)  
*I would have replied if I could hear you properly.*
- 2 Our car broke down this morning, so we have to walk to school now. (wouldn't)
- 3 He didn't vote because he's not interested in politics. (if)
- 4 Beth failed her exams so she isn't at college this year. (hadn't)
- 5 Because Max didn't go to university, he doesn't have a degree. (had)
- 6 I didn't help with the cooking because I'm a terrible cook. (weren't)
- 7 The forecast isn't good so they didn't go out. (have)
- 8 She's afraid of flying so she took a boat. (taken)
- 9 He didn't help the tourist because he can't speak Greek. (would)
- 10 Because I didn't eat breakfast, I'm hungry. (be)

- 5 **SPEAKING** Work in pairs. Take turns to ask and answer questions with *What if...?* about these imaginary situations. Use mixed conditionals in your answers.

What if ...

- 1 you were the leader of your country?
- 2 the internet hadn't been invented?
- 3 time travel were possible?
- 4 you had to live abroad for a year?
- 5 you were asked to give a speech to your school?

## Verb patterns

I am aware of and can use different verb patterns.

- 1 Read the text. How many casualties were there during the protest?



In the 1960s and '70s, there were many demonstrations against the Vietnam War. One particular demonstration in 1970 ended badly. Most people who sympathised with the students' protests would have preferred them to continue their previous peaceful demonstrations against the Vietnam War, but this one became violent. Protestors threw rocks and bottles at police officers and left a building burning. The Mayor declared a state of emergency and got the Governor of Ohio to send in soldiers. They used tear gas to try to make the students disperse, before opening fire, killing four students. As a result of the nationwide protest that followed, Governor Reagan had California University close its entire college system, affecting over a quarter of a million students. Nearly 5 million students then joined a national strike, which remains the biggest in American history. Museums and art galleries closed in solidarity, and many US soldiers refused to continue fighting in Vietnam. There's no doubt that, because of the students' actions, thousands of Americans were made to reconsider their attitude to the Vietnam War.

- 2 Read the **Learn this!** box. Then find examples of rules 1–3 in the text.

**LEARN THIS!** Verb + object + infinitive

- We can use these verb patterns to talk about making things happen:  
*get + object + infinitive with to*  
*I shouted, but couldn't get her to hear me.*  
*have + object + infinitive without to*  
*We'll have someone fix the computer.*  
*make + object + infinitive without to*  
*My parents make me clean my room every week.*
- In a passive structure we use *sb was made to do sth* (infinitive with *to*).  
*He was made to pay back the stolen money.*
- We can use *I'd prefer + object + infinitive* to talk about preferences.  
*I'd prefer the government to spend less money on arms.*

- 3 Complete the sentences with the correct form of the verbs below.

arrest decide keep not tell resign sign

A local MP has been made <sup>1</sup> \_\_\_\_\_ after a radio interview during which he made racist and sexist remarks. Angry listeners got over two thousand people <sup>2</sup> \_\_\_\_\_ a petition demanding his resignation and threatened to have the police <sup>3</sup> \_\_\_\_\_ him. The strength of opinion made the disgraced politician <sup>4</sup> \_\_\_\_\_ that he could no longer keep his job. One protestor commented that while she would prefer politicians <sup>5</sup> \_\_\_\_\_ lies, in this case she would have preferred him <sup>6</sup> \_\_\_\_\_ his opinions to himself!

**LEARN THIS!** Verb + object + present or past participle

- We can use these verbs + object + present participle with an active meaning: *find, get, have, keep, leave*  
*I can't get the TV working!*  
*The doctors will soon have you walking again.*
- We can use these verbs + object + past participle with a passive meaning: *get, have, leave, prefer, want*  
*Some people want him arrested for his actions.*  
*I'm getting my hair cut tomorrow.*

- 4 Complete the sentences with the correct form of the verbs below.

ban do hide investigate throw wait wonder

- Police have just found their suspect \_\_\_\_\_ in a derelict building.
- He kept the crowd \_\_\_\_\_ for an hour to hear his speech.
- The club will have him \_\_\_\_\_ out for being under age.
- This debate has left voters \_\_\_\_\_ who will win the election.
- I managed to get the homework \_\_\_\_\_ by working all night.
- The president has someone \_\_\_\_\_ the claims at the moment.
- There are some countries that want the internet \_\_\_\_\_.

- 6 **SPEAKING** Work in pairs. Take turns to tell each other about something that:

- you haven't managed to get done this week.
- has had you laughing recently.

## Making a difference

*I can understand an article about young people who are making a difference.*

- 1 **SPEAKING** In pairs, discuss the image of young people in the media and society in general.



- 2 Read the articles. Whose idea was not connected to their school lives?

2.31

A



### A-tech compliments



Wilson To was beginning his final year at school when he decided to get a school Facebook page started. Nothing unusual about that, you might think, but Wilson's motivation for **setting up** the page wasn't generated by a wish to discover the latest school gossip. He believed that Facebook could help him take on a problem that was making life difficult for a few schoolmates: bullying.

Without mentioning his plans to his friends, Wilson launched 'A-tech compliments', a Facebook page which invited students to send in anonymous compliments about each other, their teachers and their school. At first, Wilson wasn't expecting much of a response and although he didn't want to limit anyone's right to freedom of speech, he monitored messages closely in case unpleasant comments or racism appeared. However, Wilson needn't have worried. 'A-tech compliments' was an instant success and quickly had five hundred regular followers, all of them being positive. It seems that the students were just waiting for the opportunity to say nice things about each other and their school!

Although everybody wanted to know who had **thought up** this great idea, Wilson kept his identity secret until the end of the school year, when the school intercom asked the creator of the Facebook page to reveal themselves. Wilson stepped forward to receive the applause and thanks of the whole school. He was also given one last job to do: train a new administrator so the page could continue after Wilson **stepped down**. Today, not only does the compliments page continue to be a success, but the idea has also spread to high schools across the country.

### Reading Strategy

Read all the texts once and then read the questions. Match any questions that are immediately obvious, and identify and note the parts of the text that contain the evidence for your answer. Then carefully read each section of the text again and look for the answers to the remaining questions.

- 3 Read the **Reading Strategy**. Then look at the question below. Which text(s) match with it? What is the information in the text(s) that helps you answer it?

Who started their project because they had already identified a need?

B

### YOUTH MATTERS!

Morgan Baskin was a very busy eighteen-year-old. She **put in** ten hours a week doing voluntary work and she was in her final year at school preparing for exams. However, she felt she still had enough free time to **squeeze in** another activity: politics. But Morgan felt that unless she did more than join a political party and **help out**, her voice wouldn't be heard. So she decided to be a candidate.

Morgan decided to stand for election to the post of mayor of the city of Toronto, the biggest city in Canada, and used money that she had earned from babysitting to register. Naturally, elections for such an important job receive a lot of media coverage and Morgan soon found herself the centre of attention. Morgan realised that if she had been male and older, she probably wouldn't have interested journalists so much, but she used her new-found fame to get the media to talk about what had made her want to become mayor: politicians didn't care about young people.

Morgan explained that while many politicians claimed that young people were the 'leaders of tomorrow', young people couldn't make politicians address any of the problems that they face today. Morgan's criticism of the political situation made an impact as she received emails from young people who said that they were going to vote for the first time because of her.



**4 Match the texts (A–C) with questions 1–6 below. Each of the texts can match more than one question.**

Who ...

- 1 used their own money to start a new activity? \_\_\_\_
- 2 took advantage of their situation to attract the media? \_\_\_\_
- 3 was given an idea by someone else? \_\_\_\_
- 4 published something? \_\_\_\_
- 5 worked in the most dangerous conditions? \_\_\_\_
- 6 worked anonymously? \_\_\_\_

**5 Decide if the statements 1–8 are true (T), false (F), or the information is not given (NG).**

- 1 Wilson To was worried that his Facebook page would attract the wrong type of comments. \_\_\_\_
- 2 Wilson has left the school, but continues with his job as administrator of the school page. \_\_\_\_
- 3 Wilson didn't let anyone know he was the creator of the page because he was too modest. \_\_\_\_
- 4 Morgan Baskin studied politics at school. \_\_\_\_
- 5 Morgan thinks she received a lot of press attention because of the importance of the post she stood for. \_\_\_\_
- 6 Morgan inspired people to do something that they wouldn't normally have done. \_\_\_\_
- 7 Rene Silva got the funding for his newspaper from local residents. \_\_\_\_
- 8 Rene's reporting has had a big impact outside the favela. \_\_\_\_

**6 VOCABULARY Match the underlined words with the appropriate form of the highlighted phrasal verbs in the article.**

**Phrasal verbs**

- 1 Amy spends a lot of time raising funds for the election campaign.
- 2 I can't do all the work for the school Facebook page, but I can do part of it.
- 3 Jack always invents great ideas for our politics blog.
- 4 Mark accepted too much work and responsibility in the organisation and suffered from stress.
- 5 The governor is very busy this week, but she could find the time to see you on Friday morning.
- 6 Alice left the job so that Andy could take her place.
- 7 Sara has been successful in her political career.
- 8 My grandad established the party in 1958.

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

Which of the three young people do you think has made the biggest difference? Why?

**C**

## VOICE OF THE COMMUNITY

- 70 A teacher spotted Rene Silva's talent for writing when he was just eleven and encouraged him to set up a community newspaper. Rene accepted the challenge and took on publishing *Voz da Comunidade* (Voice of the Community) and he soon realised that the monthly newspaper could help his neighbourhood. However, Rene's neighbourhood isn't just any
- 75 neighbourhood. Rene lives on the edge of Rio de Janeiro in a *favela*, a poor town that used to be controlled by armed drug gangs. Rene's newspaper quickly became a vehicle for protest about the poor conditions in the *favela* and gave a voice to local residents who were campaigning to make the community a safer and better place to live.
- 80 But one Saturday morning, *Voz da Comunidade* was transformed from a small local newspaper into Brazil's most popular source of information. The government had decided to force the drug dealers out of the *favela* and had sent soldiers onto the streets. Journalists from the mainstream media waited outside the *favela* for news, but Rene and his team of teenage reporters
- 85 were in the middle of the action. Using their mobile phones to film and take photos, the *Voz da Comunidade* Twitter account suddenly had thousands more followers than usual and the quality of Rene's reporting soon attracted praise from the mainstream media. More importantly, it started a debate about how the government should help the inhabitants of Brazil's hundreds
- 90 of *favelas*. Rene and the *Voz da Comunidade* had taken a big step towards bringing positive change to the community.

After an intense period of campaigning,  
65 election day finally arrived. When all the votes had been counted, it was announced that Morgan had finished in eighth position out of a list of over sixty candidates. It was a great performance for a teenager who many young  
70 Canadians hope will get ahead and continue to put issues that affect young people on the political agenda.



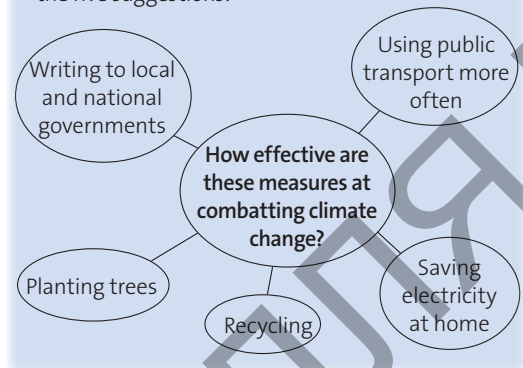
## Collaborative task

I can use written prompts to discuss a question with a partner and work towards an agreement.



- 1 SPEAKING** Work in pairs. Discuss these questions. What do organisations such as Greenpeace and WWF (the World Wide Fund for Nature) aim to do? How do they do it?
- 2** Look at the task below. Which of the five ways of combating climate change do you personally employ? Give examples.

Discuss practical ways in which people can help to combat climate change. How effective are each of the five suggestions?



- 3 KEY PHRASES** Complete the phrases with the words below.

another agree by chief feel how let's mind not opinion point right some start sure take would you

#### Starting a discussion

- 1 Shall we \_\_\_\_\_ with ... ?
- 2 \_\_\_\_\_ begin with ... , shall we?
- 3 We could start \_\_\_\_\_ talking about ...

#### Expressing an opinion

- 4 To my \_\_\_\_\_ ...
- 5 In my \_\_\_\_\_ ...
- 6 For me, the \_\_\_\_\_ consideration is ...
- 7 Personally, I \_\_\_\_\_ say that ...
- 8 I \_\_\_\_\_ quite strongly that ...

#### Adding an opinion

- 9 \_\_\_\_\_ only that, ...
- 10 Yes, and \_\_\_\_\_ thing: ...
- 11 Good \_\_\_\_\_. And I also believe that ...

#### Agreeing and disagreeing

- 12 Absolutely. I couldn't \_\_\_\_\_ more.
- 13 I'm with \_\_\_\_\_ on that.
- 14 Yes, I think you're \_\_\_\_\_.
- 15 That's true to \_\_\_\_\_ extent.  
However, ...
- 16 I'm not \_\_\_\_\_ I agree.
- 17 I \_\_\_\_\_ a rather different view on that.
- 18 That's not quite \_\_\_\_\_ I see it.

- 4 SPEAKING** Work in pairs. Take turns to do the task. Use the phrases from exercise 3 to help you.

- 5 2.32** Listen to two students doing the task. Answer the questions below. Compare your ideas in exercise 2.

- 1 Which measures do the students think will be most effective?
- 2 What were their reasons?
- 3 Do you agree with any of their opinions?

- 6 2.33** Listen to the students doing the second part of the task. Which two measures do they choose?

#### Speaking Strategy

In a discussion, listen carefully and respond to what your partner says. Learn phrases for interacting with your partner so that you take turns and both contribute to the discussion.

- 7 2.33 KEY PHRASES** Read the **Speaking Strategy** and check the meaning of the phrases below. Then listen again. Tick ✓ the phrases that the students use.

#### Involving your partner

Would you agree with that? ☐

..., don't you think? ☐

Can we agree that ... ? ☐

What do you think about ... ? ☐

#### Interrupting

Sorry to interrupt, but ... ☐

Hang on a moment, I think ... ☐

#### Reaching an agreement

So, shall we make a decision? ☐

We need to decide what / which ... ☐

That's settled, then. ☐

- 8 SPEAKING** Do you agree with the choices the students made? Why? / Why not?
- 9 SPEAKING** Work in pairs. Turn to page 143 and do the speaking task. Use words and phrases from this lesson.

## A report

*I can write a report about a local issue.*

- 1 **SPEAKING** Work in pairs. Think of two advantages and two disadvantages of banning traffic from town centres.

Your town council is proposing to create a traffic-free zone in the town centre. The local newspaper wants to hear the views of local people. Write a report for the paper outlining the advantages and disadvantages of the scheme, taking into account the views of local people and visitors. Make a recommendation.

- 2 Read the task above and the report. Answer the questions.

- Which points in the report did you also mention in exercise 1?
- Are there any other points in the report that you think are good?

### Writing Strategy

When writing a report:

- think carefully about the target reader and write in an appropriate style and tone.
- state the purpose of the report in the first paragraph and any recommendations and suggestions in the final paragraph.
- consider using headings to give the report a clear structure.

- 3 Read the **Writing Strategy**. Did the writer follow all of the advice? Find and underline evidence for your opinions.

- 4 **KEY PHRASES** Look at the phrases below. Which are in the report?

#### Introducing the subject

The aim of this report is to ...

This report is intended to ...

The report is based on / draws on ...

#### Reporting views

It would seem that ...

It was thought that ...

According to ...

It was reported that ...

(People) were of the opinion that ...

#### Summing up

To conclude, ...

To sum up, ...

On balance ...

In conclusion ...

Taking all the points into consideration, ...

#### Recommending / Suggesting

It is recommended that ...

I would suggest ...

In my opinion, it would be worth ...

### Introduction

The aim of this report is to assess the plan to ban traffic from the town centre. I have interviewed a number of local people and visitors, and my conclusion and recommendation take their views into account.

### Advantages

Most visitors were of the opinion that the town centre would be a quieter and more pleasant place to spend time if there were no traffic. An added benefit mentioned was a reduction in air pollution. Finally, it was thought that the roads would be safer for cyclists.

### Disadvantages

According to some local shopkeepers, banning cars from the centre would damage trade as shoppers would have to park some distance away and carry heavy shopping to their cars. What is more, visitors would also have to park outside the town and this might discourage them from paying a visit.

### Conclusion

Although opinion seems to be divided on the desirability of the scheme, people expressing opposition to the proposal were in a minority. I would suggest that the council press ahead with its plan as it will improve the quality of life of both residents and visitors.

- 5 Rewrite the sentences with the correct word to link them.

- Few people use buses nowadays. That doesn't mean that services should be discontinued.  
(Therefore / Nevertheless)
- The roads around the school are quite dangerous. Students probably wouldn't cycle to school.  
(However / Therefore)
- Bus tickets are not very expensive. Buying a season ticket is even more economical.  
(Although / Moreover)
- It's difficult to cross the road by the school. There's a plan to put in a pedestrian crossing.  
(However / What's more)
- Too many parents drive their children to school. They all arrive at about the same time.  
(Although / What's more)

- 6 Read the task below. Write your report.

Your school has asked you for a report on transport to and from the school. Give an outline of the ways in which students get to and from school, and make recommendations for how things could be improved.

### CHECK YOUR WORK

Have you ...

- divided the report into paragraphs?
- used headings to make the report clearer?
- used appropriate linking words?
- checked the spelling and grammar?



# 7

## Reading for pleasure

### Unit map

#### ● Vocabulary

Non-fiction books  
Books and publishing

#### ● Word Skills

Adverbs and adverbial phrases

#### ● Grammar

Future continuous, future perfect and future perfect continuous

Future time clauses

#### ● Listening

Trip of a lifetime



#### ● Reading

Globetrotters



#### ● Speaking

Interview and stimulus-based discussion



#### ● Writing

A letter of complaint

## 7A

### Vocabulary

## Non-fiction in Kazakhstan

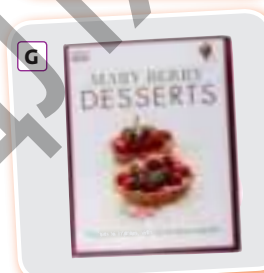
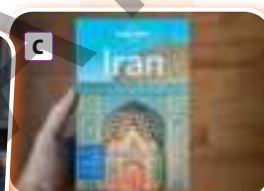
*I can talk about non-fiction in Kazakhstan.*

### 1 SPEAKING Work in pairs. Discuss the questions.

- 1 What kind of books are popular in Kazakhstan – fiction, non-fiction or both?
- 2 What topics are people interested in?
- 3 What kind of books do you like to read?

### 2 VOCABULARY Check the meaning of the words below. Then match the words to the photos (A–I).

**Types of non-fiction books** atlas biography cookbook diary dictionary encyclopedia self-help book textbook travel guide



### 3 Can you think of some more titles for each of the types of book?

### 4 3.02 Listen to four people talking about a book they have read recently. Match the type of book to the speaker.

### 5 3.02 Listen again and answer the questions.

Which speaker(s) ...

- 1 believed that lots of other people had also bought the same book as them?
- 2 compares this book favourably to one they've had before?
- 3 read their book on holiday?
- 4 thinks everybody would enjoy their book?
- 5 didn't finish the book they were talking about?
- 6 will use their book regularly over a long period of time?

## 6 Read the article about non-fiction publishing in Kazakhstan and answer the questions.

- 1 Who is Dosym Satpayev?
- 2 What is the aim of the Soz project?
- 3 What is the 'Black Blood of Kazakhstan'?
- 4 What did Mustafa Shokay believe in?

# Writing Kazakhstan's history



While the bestselling non-fiction books tend to be hardback cookery books written by celebrity chefs, biographies of film stars and politicians, and cheap self-help paperbacks promising to change the reader's life, in Kazakhstan, one author is keen for more serious non-fiction works to be more widely available.

In 2016, Dosym Satpayev, a political scientist and author, set up the Soz project. It aims to help Kazakh authors of non-fiction to get their works published both locally and internationally.

Since 2016, the foundation has published a number of new works including the book *Trivialities of Life* by the well-known Kazakh film director, Ermek Tursunov, and *The Black Blood of Kazakhstan: Oil History of Independence* by Oleg Chervinsky. In this book, Chervinsky tells the story of the oil industry in Kazakhstan over 25 chapters (one for each year from 1991 to 2016) and how it has shaped the country's economy since independence.

As well as new books, the foundation is focussing its efforts on re-publishing out-of-print titles. One of these books, *Turkestan under the authority of the Soviets*, was written by the political activist and statesman Mustafa Shokay, who fought for the independence of Turkestan, the region which Kazakhstan is a part of. It is considered to be an important work in the history of the country and the region.

So the next time you're in a bookshop, it is worth looking past the bestsellers to those titles that offer the reader a different experience but still a great read.

## 7 VOCABULARY Check the meaning of the words below and match them to the definitions.

**Books and publishing** author bestseller chapter hardback out-of-print paperback title

- 1 a part of a book \_\_\_\_\_
- 2 a book with a stiff cover \_\_\_\_\_
- 3 when a book is no longer available in book shops \_\_\_\_\_
- 4 the name of a book or a particular book \_\_\_\_\_
- 5 the writer of a book \_\_\_\_\_
- 6 a book with a cover made of thick paper \_\_\_\_\_
- 7 a very popular book \_\_\_\_\_

## 8 3.03 Listen to two students doing a book quiz. Complete the sentences with the correct words.

- 1 Mukhtar Auezov is a Kazakh \_\_\_\_\_.
- 2 *The Long Walk to Freedom* is the \_\_\_\_\_ of Nelson Mandela.
- 3 Lonely Planet publishes \_\_\_\_\_.
- 4 *Who Moved My Cheese?* is a bestselling \_\_\_\_\_ book.
- 5 \_\_\_\_\_ sell more than hardbacks.

## RECYCLE! Second conditional, *I wish*, *If only*

We use the second conditional to talk about an imaginary situation and its result.

*If we read more books in English, we would learn more words.*

We use *I wish* or *If only* with the past perfect to say that we want a present situation to be different.

*I wish we'd brought a Spanish dictionary with us. I don't understand this menu.*

*If only the library hadn't closed. I would like to borrow a book this weekend.*

## 9 3.03 Read the Recycle! box. Then listen again and complete sentences about what the students say. Use the prompts.

- 1 Lou / wish / have time / read *The Long Walk to Freedom*
- 2 if only / Lou / take a travel guide on holiday to Paris / not get lost
- 3 if / Lou / not know / the answer to that / Alex / be / surprised
- 4 Alex / wish / read / *The 7 Habits of Highly Effective People* years ago

## 10 SPEAKING Read the quotes about books. Then discuss in pairs what you think they mean. Which is your favourite quote?

- 1 'You can't judge a book by its cover.' (unknown)
- 2 'There is no friend as loyal as a book.' (Ernest Hemingway)
- 3 'The world is a book and those that do not travel read only one page.' (St Augustine)
- 4 'If you have a garden and a library, you have everything you need.' (Cicero)

## 11 SPEAKING Discuss your ideas with the rest of the class.

# Future continuous, future perfect and future perfect continuous

I can use the future continuous and future perfect forms.

- 1 Read the text. What sort of company is Teen Trips? How long has it been running?
- 2 Read the **Learn this!** box. Then find examples of rules 2 and 3 in exercise 1.

## LEARN THIS! Future continuous, future perfect and future perfect continuous

- 1 We use the future continuous to:
  - a talk about an action in progress in the future.  
*This time tomorrow we'll be boarding our plane.*
  - b make polite enquiries about the future.  
*Will you be taking much luggage with you on holiday?*
- 2 We use the future perfect to talk about a completed action in the future.  
*I'll have finished packing my bags in about ten minutes.*
- 3 We use the future perfect continuous, usually with *for ...*, to say how long an action will have been in progress in the future.  
*We'll have been travelling for a month by next weekend.*

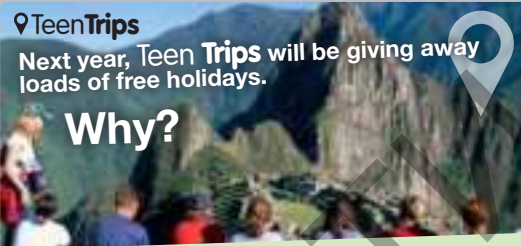
- 3 Read the holiday itinerary. Complete the sentences (1–6) with the correct form of the verbs in brackets.

Friday 5th  
 11 a.m.: depart London by coach  
 1 p.m.: arrive Portsmouth – lunch  
 5 p.m.: catch ferry  
Saturday 6th  
 6 p.m.: arrive Santander, Spain  
 7 p.m.: check in to youth hostel

- 1 At 10 a.m. on Friday, we \_\_\_\_\_ (leave) London.
- 2 We \_\_\_\_\_ (travel) for one hour by midday on Friday.
- 3 We \_\_\_\_\_ (take) a ferry to Spain on Friday afternoon.
- 4 By midnight on Friday, we \_\_\_\_\_ (sail) to Santander.
- 5 We \_\_\_\_\_ (arrive) at our accommodation by 7 p.m. on Saturday.
- 6 We \_\_\_\_\_ (stay) in a youth hostel on Saturday night.

- 4 Rewrite the sentences using the future continuous for polite questions.

- 1 Are you having a package holiday this year?
- 2 What time are you getting to the airport?
- 3 Where does the cruise ship visit?
- 4 Who's going to travel with you to the States?
- 5 When does the restaurant serve breakfast?



**TeenTrips**  
 Next year, Teen Trips will be giving away loads of free holidays.

## Why?

Because next year is our tenth anniversary! By the end of the year, we'll have been organising educational holidays for a whole decade! We'll have sent thousands of young people to more than twenty countries on four continents. To celebrate our special birthday, we're adding some exciting new destinations, including Santander, Cairo and Florence! All our trips are designed to be informative and fun, so whatever you're into, there's a trip that's ideal for you. If you've registered online, you'll have received our newsletter by now, so we hope you'll already be reading about all our fantastic trips. Don't forget to enter the prize draw to be in with a chance of winning a free holiday!

## LOOK OUT!

We can use the future continuous and the future perfect to make predictions about the present.

*You'll have received our newsletter by now and you'll be reading about all our fantastic trips.*

- 5 Read the **Look out!** box. Then complete the dialogue with the verbs in brackets in the future continuous or future perfect.

- Ryan** Hi, Beth. When does your brother go to Greece?  
**Beth** Oh, he <sup>1</sup> \_\_\_\_\_ (arrive) already. He flew out yesterday.  
**Ryan** So I guess he <sup>2</sup> \_\_\_\_\_ (lie) on the beach in the sun today?  
**Beth** Actually, he doesn't like sunbathing – he's more interested in photography, so I think he <sup>3</sup> \_\_\_\_\_ (find) a scenic walk and he <sup>4</sup> \_\_\_\_\_ (take) lots of pictures by now.  
**Ryan** And <sup>5</sup> \_\_\_\_\_ (practise) his Greek with the locals?  
**Beth** Oh yes; I'm sure he <sup>6</sup> \_\_\_\_\_ (make) lots of friends already!

- 6 **SPEAKING** Tell your partner about two things you will be doing, will have done, or will have been doing at these times:

*in three hours from now   at midnight tonight  
 in three months' time   by this time next year  
 by your 20th birthday*

In three hours from now, I'll be ... / I'll have ...



## Trip of a lifetime

*I can identify the context of a conversation.*

# ANTARCTICA – *trip of a lifetime!*

Cruise past towering crystal icebergs. Watch a midnight sunset. Encounter pods of whales and colonies of seals and penguins. Tread where few have ever walked!

As the world's driest, coldest and windiest place, it is no wonder that it is our only uninhabited continent. Although it holds 90% of the Earth's frozen water, Antarctica is actually a desert, and conditions are harsh. But it is spectacularly beautiful. With cruise packages to suit all budgets – an eleven-day trip starts from £3,700 – you'd be surprised how easy it can be to visit – and how hard it will be to forget!

- 1 **SPEAKING** Work in pairs. Look at the advert. Would you like to go there? Discuss the advantages and disadvantages of such a holiday.

- 2 **VOCABULARY** Complete the travel collocations with the verbs below.

**Travel collocations**

do get go have help light put up sleep  
taste travel

- |                     |                               |
|---------------------|-------------------------------|
| 1 ___ a campfire    | 6 ___ someone with their bags |
| 2 ___ a local dish  | 7 ___ away from it all        |
| 3 ___ a lovely view | 8 ___ light                   |
| 4 ___ rough         | 9 ___ off the beaten track    |
| 5 ___ the tent      | 10 ___ some volunteer work    |

**Listening Strategy**

Listen carefully for who the speakers are and where they might be. This will help you to identify the context of the conversation, and also to find out what the speakers' purpose is.

- 3 **3.04** Read the **Listening Strategy**. Listen to four dialogues and identify a) who the speakers are and b) where they are.
- 4 **3.04** Listen again. For each dialogue, answer the questions below. Say which clues helped you to answer.
- 1 What kind of relationship is it?
  - 2 What is the approximate time or time of day of the dialogue?
  - 3 What is the reason for the dialogue?

Good morning. Could I just ask a few questions about ...

**LEARN THIS!** Uses of *just*

The adverb *just* has many different uses in conversational English.

- 1 for emphasis *This coffee's just so good!*
- 2 only *I just need to finish my homework.*
- 3 for politeness *Could you just open a window?*
- 4 close to the time *I saw him just before he left.*

- 5 Match each use of the word *just* (A–D) with its meaning (1–4) in the **Learn this!** box.

- A I just have this small bag. \_\_\_\_  
B Could I just ask you some questions? \_\_\_\_  
C I just made the 4.55 train, after all! \_\_\_\_  
D It's just amazing! \_\_\_\_

- 6 **3.05** Listen to another conversation.

Decide if the statements are true (T), false (F), or if the information is not given (NG).

- 1 The conversation is happening outside a coffee shop. \_\_\_\_
- 2 Annie and Simon usually go to the gym together. \_\_\_\_
- 3 Annie's first reaction to Simon's suggestion is disbelief. \_\_\_\_
- 4 Simon generally prefers to go somewhere remote on holiday. \_\_\_\_
- 5 Simon cannot persuade Annie that a holiday in the Antarctic is harmless for the environment. \_\_\_\_
- 6 Annie and Simon work for the same company. \_\_\_\_
- 7 Simon explains he's only joking about the holiday. \_\_\_\_

- 7 **SPEAKING** Work in pairs. Role-play a dialogue between a travel agent and a customer.

Ask and answer about trips to the remote locations below (or use your own ideas).

the Amazon Rainforest Greenland the Himalayas  
Mount Vesuvius the Sahara Desert Tornado Alley

## Future time clauses

*I can use future time clauses.*

Hi Emma,

Greetings from Amsterdam! (Although, by the time you read this, I'll probably be travelling to Berlin – the next destination on my European tour 😊) Amsterdam is great! I've done so much already – if I don't slow down a bit, I'll have run out of energy before the end of the trip! Luckily, this time tomorrow I'll be on a canal cruise, so that should be a bit calmer. I hope you're not studying too hard – I'll think of you while I'm relaxing on the boat! It's great that you'll be joining me in Paris next month. Guess what? Maroon 5 are touring there. If there are tickets left, I'll buy some for us. Right, I'd better go, but I promise I'll keep sending a postcard from each city on the tour. I'll get another one as soon as I've arrived in Berlin.

See you soon!

Josh



- 1 Read the postcard. Where is Josh meeting Emma?
- 2 Read the **Learn this!** box. Then find examples for rules 1–3 in exercise 1.

### LEARN THIS! Future time clauses

- 1 We use present tenses instead of *will* or *going to* in future time clauses after these time conjunctions:

*after, as soon as, by the time, immediately, in case, once, on condition that, the minute, the moment, until, when*

*I'll write to you when I have time.*

NOT ~~I'll write to you when I'll have time.~~ X

- 2 In future time clauses, we usually use the present perfect rather than the future perfect for actions that are complete in the future.

*I'll phone as soon as I've checked in.*

NOT ~~I'll phone as soon as I'll have checked in.~~ X

- 3 In future time clauses with *while*, we use the present continuous rather than the future continuous.

*I'll think of you while I'm enjoying the sun!*

NOT ~~I'll think of you while I'll be enjoying the sun!~~ X

- 3 Choose the correct verb forms (a–c).

- 1 He'll let us know the moment ... to the festival.  
a he gets    b he will have got    c he's getting
- 2 We'll have lunch after ... some sightseeing.  
a we've done    b we're doing    c we do
- 3 The hostel won't reserve a room until ... in full.  
a we're paying    b we'll pay    c we pay
- 4 You could write some postcards while ... breakfast.  
a you'll be having    b you're having    c you've had
- 5 Let's take plenty of suncream in case ... really hot.  
a it'll be    b it's    c it's being

- 4 Read the **Learn this!** box. Then find two examples in exercise 1. Which verb forms are used in each clause?

### LEARN THIS! First conditional sentences

We can use first conditional sentences to talk about the future. We can use the present simple, present continuous, or present perfect in the *if* clause and any future form or imperative in the other clause.

*If the photos are good, I'll email them to you.*

*If I work hard, I'll have finished by Saturday.*

*If Sam's not going, I'm not going either.*

*If I haven't called by lunchtime, go without me.*

- 5 Complete the email with the correct form of the verbs below.

arrive bring catch get give phone rain remind see

To: matt@email.com

Hi Matt,

I'm still waiting for the festival tickets we booked! If they <sup>1</sup> \_\_\_\_\_ by tomorrow, I <sup>2</sup> \_\_\_\_\_ the box office. The journey should be quite easy. If we <sup>3</sup> \_\_\_\_\_ the ten o'clock train next Friday, we <sup>4</sup> \_\_\_\_\_ there by noon. We can wait until later to put the tents up if it <sup>5</sup> \_\_\_\_\_ when we arrive. I <sup>6</sup> \_\_\_\_\_ the food and drinks if you <sup>7</sup> \_\_\_\_\_ me some money for them. Oh, and if you <sup>8</sup> \_\_\_\_\_ Carl later, <sup>9</sup> \_\_\_\_\_ him to bring his wellies – it's bound to rain! See you next Friday.

Pete

- 6 Rewrite the sentences using the words in brackets.

- 1 I won't get there before it's dark. (by the time)
- 2 If someone else drives, I'll go tonight. (on condition that)
- 3 When Josh gets here, we'll go out. (until)
- 4 Book your flight by midnight and get a discount! (if)
- 5 We won't pay for the room until we arrive. (when)
- 6 I'm not going swimming unless the sun shines. (if)
- 7 He'll talk to me and then he'll email you. (after)

- 7 **SPEAKING** Think of an appropriate way to finish each sentence. Then compare your ideas with your partner.

- By the time I've left school, ...
- If the weather's good next weekend, ...
- The minute I get home, ...

The minute I get home, I'll make a snack. What about you?

## Adverbs and adverbial phrases

I can use adverbs and adverbial phrases.

## Laura's TRAVELBLOG

Monday  
8

## Thinking of travelling around Europe?

Having just completed my own three month trip, here are my top tips for InterRailing.

InterRailing is one of the best ways to travel. It's easier and quicker than flying and you see some amazing scenery. But it's worth planning ahead:

» Be realistic about money. Make a weekly budget and stick to it (and it's good to have a back-up plan in case you run out of money or lose your credit card).

» Decide which InterRail ticket is best for you. You can visit up to thirty European countries with the Global Pass, or, if you'd rather discover one country at a more leisurely pace, I'd recommend the cheaper One Country Pass.

» Book accommodation in advance. You can find some pretty good deals if you book early. Don't arrive in an unknown city with nowhere to sleep. You waste valuable sightseeing time if you're endlessly looking for somewhere to stay.

» Don't pack too much luggage. You'll have to carry it everywhere, so think hard about what you really need and don't buy too many souvenirs while you're away.

» Take appropriate clothing. You're hardly going to need a suit or high heels, but you will need comfortable shoes – and it's worth taking a hat for the sun.

### 1 SPEAKING Read the travel blog and discuss the questions. Give reasons for your answers.

- Would you like to go InterRailing?
- Which type of pass would you prefer?
- Where would you go?

### 2 Read the Learn this! box. Then find an example of each rule in exercise 1.

#### LEARN THIS! Adverbs and adverbial phrases

- Some adverbs have the same form as the adjective: *early, fast, weekly, monthly, yearly*, etc.  
*A weekly trip pass is cheaper.*  
*My monthly pass is weekly.*

- Other adjectives ending *-ly* do not have an adverbial form: *friendly, lively, cowardly, motherly, lovely*, etc. Instead we put the adjective in an adverbial phrase:  
*She smiled at me in a friendly way.*

- Some adverbs have two forms: one with *-ly* and one without: *close / closely, deep / deeply, late / lately, pretty / prettily*, etc.

The meanings are sometimes very similar:

*Let's stay close together.*

*The policeman watched them closely.*

But they can also be unrelated:

*The train arrived late.*

*Have you been abroad lately?*

### 3 Complete the response to the blog in exercise 1. Use each word once to form an adverb or adverbial phrase.

*closely daily early friendly recently quickly*

Great tips – thanks, Laura! I'd also add that it's worth booking accommodation <sup>1</sup> \_\_\_\_\_ as you may get a discount. Check travel websites <sup>2</sup> \_\_\_\_\_ to find the special offers don't last for very long. And watch your luggage <sup>3</sup> \_\_\_\_\_ if you're travelling by train – there have been several thefts reported <sup>4</sup> \_\_\_\_\_. Finally, in each country it's worth <sup>5</sup> \_\_\_\_\_ learning a few local phrases as \_\_\_\_\_ as you arrive – you'll find the locals that you can use more <sup>6</sup> \_\_\_\_\_ way!

### 4 Choose the correct adverb to complete the sentences. Use a dictionary to help you.

- a The trip took us **deep** / **deeply** into the country.  
b It was **deep** / **deeply** shocked by the news.
- a It's **rough** / **roughly** five miles to the next town.  
b The sight of homeless people sleeping **rough** / **roughly** makes me really sad.
- a We get a **pretty** / **prettily** good deal at the hostel.  
b She dresses very **pretty** / **prettily**!
- a They stayed somewhere **near** / **nearly**.  
b We've **near** / **nearly** reached the end of our trip.
- a Which flight goes **direct** / **directly** to Moscow?  
b The receptionist will be with you **direct** / **directly**.
- a No one has travelled as **wide** / **widely** as you!  
b The door was left **wide** / **widely** open.
- a Lie the map **flat** / **flatly** so we can see it.  
b 'We've missed the train,' she said **flat** / **flatly**.

### 5 Complete the sentences with the adverbs and adverbial phrases below. Use each one only once.

*daily down flat for free hard lately pretty rough*

- We've been driving for hours, so we must be \_\_\_\_\_ near.
- Tina updates her Facebook page \_\_\_\_\_.
- Tap water is available \_\_\_\_\_ in the restaurant.
- If you look \_\_\_\_\_, you can see me in the photo.
- You've been so busy \_\_\_\_\_; you must take a break.
- For the next exercise, let's start by lying \_\_\_\_\_ on the floor.
- I lost my money and had to sleep \_\_\_\_\_ for two nights.
- I've taken out a \_\_\_\_\_ subscription to a travel magazine.

### 6 SPEAKING Work in pairs. Tell each other about:

- something you have / haven't done lately.
- two things you do weekly.
- a film which deeply affected you.
- a time when a stranger behaved in a friendly way.



## Globetrotters

*I can understand a text about different travellers' experiences.*

- 1 SPEAKING** Look at the photos. Which do you think is the best method of travelling?
- 2** Read the texts quickly. Match titles 1–4 with texts A–C. There is one extra title.
  - 1 The art of travelling light \_\_\_\_
  - 2 Non-stop traveller \_\_\_\_
  - 3 On the road to nowhere \_\_\_\_
  - 4 Follow your dreams \_\_\_\_
- 3** Look at the texts again. What was the purpose of each trip?

### Reading Strategy

When you have to match statements or questions with different texts, remember that some of the topics or key words from the task may appear in several of the texts. Study each text carefully to decide which of the statements or questions matches it most closely.

- 4** Read the **Reading Strategy** and look at the first question in exercise 5. Then follow the steps below.

- 1 Does the word 'blog' appear in texts A, B and C? Find examples in each text.
- 2 Read the texts carefully and decide which person used their blog for the purpose described in question 1 in exercise 5.

- 5** Match texts A–C with questions 1–6. Each text may be matched with more than one question.

Which text mentions ...

- 1 the traveller using his/her blog to ask people to do things? \_\_\_\_
- 2 the things that the traveller took with him/her on the journey? \_\_\_\_
- 3 a first travel experience that was the inspiration for more? \_\_\_\_
- 4 the traveller asking people both online and that he/she met to take part in something? \_\_\_\_
- 5 the traveller helping people to collect money for a good cause? \_\_\_\_
- 6 the speed at which the traveller went? \_\_\_\_

- 6** Read the texts again. Answer the questions in your own words if possible.

- 1 In what three ways does Alex Chacón use his blog?
- 2 If Alex's plans succeed, how many years will he have been travelling?
- 3 What were the advantages of travelling by tractor for Manon Ossevoort?
- 4 How will future generations learn about our hopes for the future thanks to Manon?
- 5 Why did Rolf Potts seem to be the right person to try the no-baggage challenge?
- 6 What never, ever happens according to Rolf?



- 7** Which traveller's journey sounds most a) fun, b) challenging and c) worthwhile? Why?

- 8 VOCABULARY** Match the highlighted phrasal verbs in the text with the definitions. Write the base forms.

#### Phrasal verbs

- 1 to return home \_\_\_\_
- 2 to stop a vehicle \_\_\_\_
- 3 to leave a place to do something \_\_\_\_
- 4 to move from place to place \_\_\_\_
- 5 to begin a journey \_\_\_\_
- 6 to find something by chance \_\_\_\_
- 7 to include \_\_\_\_
- 8 to stay somewhere for a short time during a journey \_\_\_\_

- 9** Work in pairs. Decide who is for and who is against this statement: 'More tourism would be bad for the planet.' Prepare arguments in favour of and against the statement. Use the ideas below to help you.

build hotels   create pollution / more traffic  
 damage the environment   keep traditions alive  
 learn about other cultures   more air travel  
 prices go up   promote international understanding  
 protect wildlife   provide jobs  
 provide money for poorer countries  
 provide new facilities for local people  
 threaten our culture

- 10 SPEAKING** Work in pairs. Discuss the statement in exercise 9. Use the phrases below to show that you agree or disagree.

That's exactly how I feel.  
 I couldn't agree more. In fact, ...  
 I see your point, but ...  
 That may be true to some extent. However, ...  
 I don't really agree that ...  
 I'm afraid I disagree. I think ...



# 'Travelling' online

If you love travelling, but haven't got time to go, you can still enjoy it by following a traveller's experiences on their blog. Here are three of the most interesting and unusual globetrotters online!

## 3.06

### A

At the age of seventeen, Alex Chacón **set off** from his home in El Paso, Texas and went for a motorbike ride. It was a life-changing experience. Alex's thirty-day tour of the USA **took in** California, Washington and Florida and gave Alex an aim in life: to travel the world on his motorbike.

Since then, Alex has covered over 200,000 km and visited more than 35 countries.

However, although Alex usually travels alone, he has shared his experiences on his blog and has turned the holiday selfie into an art form. While travelling, Alex videos himself doing all sorts of activities against breathtaking backgrounds of remote jungles, deserts and mountains. On one trip, he filmed himself by moving in a 360° circle so that all the famous landmarks would be included. The result was a viral video that received five million views in its first week on the internet.

Alex's motorcycle expeditions, however, are not just about seeing and filming the sights. He regularly stops during his trips and takes part in volunteering projects at orphanages that he **comes across** on his route. Furthermore, he uses his blog to raise donations for a charity that works with orphans.

Alex is now planning to cross the African continent from north to south, and once he has done that, he will head for Portugal, where he will embark on a journey across Europe and Asia to Mongolia. It seems that by the time he's thirty, Alex will have ridden his bike across most of the planet!

### B

If you were planning to travel 38,000 km and visit 22 countries, what form of transport would you choose? A campervan, perhaps, taking all the comforts of home with you? Not Dutch actress Manon Ossevoort. Manon had dreamed of travelling from Europe across Africa to the South Pole for years, and she chose a slow form of transport that would symbolise the time needed to fulfil her dreams: a tractor.

Manon only averaged 5 km/h as she drove, but that allowed her to get to know the hospitable people that she met everywhere, and the tractor became the star attraction when Manon **stopped over** in villages for the night. She would explain why she was going to the South Pole and ask people in the villages and following her blog to write down their own dreams. She promised that she would build a snowman when she arrived at her destination and leave all their dreams inside it. The idea was popular and Manon received thousands of dreams on pieces of paper and in emails.

Finally, on 9 December 2014, Manon's dream came true, and she **pulled up** in a big red tractor at the South Pole. She then built a snowman and left a time capsule inside it with all the dreams that she had collected on her journey. Manon explained on her blog that when the time capsule is opened in eighty years' time, future generations will be able to read something about our lives and our hopes for the future.

### C

It's the job that even the most enthusiastic traveller hates: packing. But just how essential are the things that we take with us? That was the question that Rolf Potts aimed to answer on the 'no-baggage challenge'. However, the task wasn't simply a question of **going off** for a week to soak up the sun on a beach. Rolf had to travel 50,000 km by plane and **get around** eleven countries in 42 days with just the things he could carry in his pockets. Would he be able to do it?

Rolf was certainly well qualified enough to try. He was an experienced traveller who wrote a blog that had become a big favourite with people who wanted advice about budget travel. Now he planned to update it with regular reports about travelling extremely light.

His first 'no-baggage challenge' entry listed the items that he took with him: a toothbrush and toothpaste, a small bottle of soap, a mobile phone and charger, deodorant, sunglasses, a passport, cash and a credit card. His second entry explained that he had got into the habit of showering twice a day and washing his clothes before going to bed. By the third entry, he was really enjoying luggage-free travel.

When Potts **got back**, he did recognise that a few extra items would have been useful, and when he is travelling in the future, he will take a small bag with him. But, he says, he will never pack any 'just in case' items again, because the imagined situations that they are packed for never, ever happen.

## Interview and stimulus-based discussion

*I can discuss a topic and select and justify my choice from a range of options.*

A

# Luxury COACH TOUR!

Spend three weeks seeing the European sights! Travel in style and comfort with us and visit twelve different countries and their capital cities. All inclusive!

**Only  
£500 for  
students!**

B

## Travel Europe Train Ticket!

Buy a ticket and get free train travel around Europe! Go where you want, when you want for a month. If you book sleeper trains, you pay extra, but save on your accommodation!

**Only £199 for students!**

C

## MEDITERRANEAN CRUISE!

Come on a voyage of discovery around the islands of the Mediterranean! Visit ancient sites on Crete, Santorini, Mikonos and Corfu. Soak up the sun too!

**Special  
discount for  
under 25s.  
Only £999!**

- 1 **SPEAKING** Work in pairs. Ask two questions each. Make a note of your partner's replies and report back to the class.

Student A

- 1 When did you last go on a long journey? What was it like?
- 2 Do you prefer to travel alone or in a group? Why?

Student B

- 1 Which country would you like to visit and why?
- 2 Do you prefer adventure holidays or holidays where you just relax? Why?

- 2 **SPEAKING** Which of the methods of transport in the photos have you tried? Which do you prefer and why? Tell your partner.

You are planning a holiday abroad in your gap year. Say which of these trips is most appealing to you and why. Say why you are rejecting the other options.

- 3 Read the task and the **Speaking Strategy** below. Make notes under the headings below for each method of transport.

boredom comfort convenience cost luggage  
safety time travel sickness

### Speaking Strategy

When you explain which item you are choosing, try to give a number of different reasons for your choice. When you are saying why you reject the other options, try again to give more than one reason. Do not simply give the opposite reasons. Try to come up with different arguments.

- 4 **3.07** Listen to a student doing the task. Answer the questions.

- 1 Which option does he select and what reasons does he give?
- 2 What are his reasons for rejecting the other options?

- 5 **KEY PHRASES** Complete the phrases with the words below.

best go opting pick think why

### Making a selection

- 1 I \_\_\_\_\_ I'll choose ..., mainly because ...
- 2 I'm \_\_\_\_\_ for ... and that's because ...
- 3 The \_\_\_\_\_ option would be the ... because ...
- 4 The reason \_\_\_\_\_ I'm (not) choosing the ... is that ...
- 5 I wouldn't \_\_\_\_\_ for the ... for a number of reasons ...
- 6 I wouldn't \_\_\_\_\_ the ... for the reason that ...

- 6 **SPEAKING** Work in pairs. Turn to page 143 and do the extra speaking task. Use the phrases from exercise 6.



## A letter of complaint

*I can write a formal letter of complaint.*

- 1 SPEAKING** Why do people stay in youth hostels? What are the advantages and disadvantages?
- 2 SPEAKING** Read the task. What things do you think might have gone wrong? Discuss and make a list of possible problems.

On a recent holiday, you and a group of friends stayed in a youth hostel. You were very dissatisfied with the experience. Write a letter to the owner saying why you are unhappy and suggest ways in which he/she could improve the hostel.

- 3** Read the letter. Were any of the complaints similar to your list in exercise 2?

### Writing Strategy

When you write a formal letter:

- 1 Divide your letter into paragraphs.
- 2 In the introduction, explain why you are writing. At the end, tell the reader what you would like them to do.
- 3 Use formal language and avoid contractions and abbreviations.
- 4 Use the appropriate phrases to start and finish your letter, depending on whether you know the recipient by name.

*Dear Sir or Madam* → *Yours faithfully*

*Dear Mr Black / Ms White, etc.* → *Yours sincerely*

- 4** Read the **Writing Strategy** and find examples of each of the four points in the letter.
- 5** Match the highlighted formal expressions in the letter with the informal words and phrases below.

do not have problems   got   happen   looked at  
really think   said   she didn't say sorry   showed her

### LEARN THIS! The subjunctive

- We can use the subjunctive in formal English for requests, suggestions, demands, etc.
- The subjunctive form of the verb is the same as the base form (e.g. *go*, *be*, *look*, etc.)
- We use the subjunctive in *that* clauses with *ask*, *demand*, *insist*, *recommend*, *propose*, *request*, *suggest*.

*He insists that you leave now.*

*I suggest that the showers be cleaned more regularly.*

Dear Sir or Madam,

I am writing to complain about our stay at your youth hostel from 14–16 May.

I reserved a room for four with a shower room, and I received confirmation of the booking. However, when we arrived, the receptionist maintained there was no record of my reservation. I produced my confirmation slip, but she just said that 'something must have been wrong with the website that day'.

We were given beds in a fourteen-person room with ten other people. The room did not seem clean. There was one bathroom for all of us, which was dirty with no toilet paper. I complained about it, but the receptionist said that she had enough to do. Then she said the hostel was full and that we might have to do without sheets on the beds! Eventually, we found some sheets and cleaned the bathrooms ourselves. There was no apology at any point.

I feel strongly that we were treated very poorly by your organisation. Firstly, I suggest that your online booking system be reviewed, as there are clearly problems. Secondly, your staff should be trained to be more welcoming, and more helpful when problems arise. Thirdly, there should be more staff when the hostel is full. And finally, I request that there be sufficient bed linen, so that other guests are not inconvenienced as we were.

I feel we deserve some compensation and I look forward to hearing from you.

Yours faithfully,

Gemma Winters

- 6** Read the **Learn this!** box. Then find two examples of the subjunctive form in the letter.

On a recent holiday you and a group of friends stayed on a campsite. You were very dissatisfied with the experience. Write a letter to the owner saying why you are unhappy and suggest ways in which he/she might improve the campsite.

- 7** Read the task above. Make notes about what you will complain about. Use the ideas below or your own ideas.

no food available   overcrowded  
queues for everything  
shop / swimming pool, etc. was closed  
showers / restaurants, etc. were dirty  
staff were impolite / unhelpful

- 8** Write your letter of complaint using your notes in exercise 7.

### CHECK YOUR WORK

Have you ...

- followed the structure in the Writing Strategy?
- used appropriate opening and closing phrases?
- used the subjunctive to make suggestions?

# 8

## Recent advances in technology

### Unit map

#### ● Vocabulary

Gadgets  
Verbs related to technology  
The media  
Digital media

Extreme adjectives

#### ● Word Skills

Position and order of adjectives

#### ● Grammar

Past perfect simple and past perfect continuous  
*used to and would*

#### ● Listening

Press intrusion



#### ● Reading

Vloggers



#### ● Speaking

Photo comparison



#### ● Writing

A formal letter

## 8A

### Vocabulary

## Living with technology

*I can talk about recent advances in technology*

- SPEAKING** Work in pairs. Discuss the questions.
  - Which gadgets are popular in Kazakhstan?
  - Which are the most important technologies in Kazakhstan?
- VOCABULARY** Check the meaning of the words below. Then match the words to the photos (A–H).  
Gadgets   action camera   drone   fitness tracker   smart speaker  
games console   power bank   robot assistant   VR headset
- SPEAKING** Work in pairs. Take turns to describe one of the gadgets without saying the name. Your partner must guess the gadget.
- 3.08** Listen to four people talking about different gadgets. Match the speakers (1–4) to the gadgets from exercise 2.
- 3.08** Listen again and complete the sentences in your own words.
  - Speaker 1 is concerned that someone \_\_\_\_\_
  - Speaker 2 thinks that it is scary that \_\_\_\_\_
  - Speaker 3 wonders if he might \_\_\_\_\_
  - Speaker 4's friend didn't like \_\_\_\_\_
- SPEAKING** Work in groups. Choose three gadgets from exercise 2. Discuss some of the different ways of using them at home, at school and at work. Make notes.
- Read the article about how technology is changing the world. Were any of your ideas in exercise 6 mentioned?
- VOCABULARY** Complete the article with the verbs in the box.  
Verbs related to technology   capture   connect   explore   identify  
immerse   inspect   locate   stream

# TRANSFORMING

Technology and the gadgets we use every day are changing the way we live, work, and study in ways that may seem surprising.

In the last few years, drones have become increasingly popular, but did you know they are also transforming the lives of farmers in Kazakhstan and around the world? In the Akmola region, farmers now use drones to <sup>1</sup> \_\_\_\_\_ how fast crops are growing in different parts of a huge field and smartphones to measure soil depths. Cattle farmers also use drones to <sup>2</sup> \_\_\_\_\_ lost and injured animals more quickly.

Both drones and action cameras are also important tools for estate agents. Drones are often used to <sup>3</sup> \_\_\_\_\_

aerial views of a property and also to <sup>4</sup> \_\_\_\_\_ roofs and other parts of a house or apartment that might be difficult or dangerous to get close to. Action cameras, which are equipped with wide-angle lenses can produce 360 degree views of a room or <sup>5</sup> \_\_\_\_\_ a virtual walk-through of a property to a customer who is online in a different city or country.

VR headsets are becoming a useful classroom tool for teachers across the world. They can use them to send students on virtual field trips, where students can visit faraway places or go back in time and <sup>6</sup> \_\_\_\_\_ ancient cities. They are also a great way to help students learn a foreign language. VR

A



B



C



D



H



E



F



G



9 **SPEAKING** In what ways is technology changing education in your school?

10 **3.09** Listen to a discussion about how social media is changing education. Tick the four things that the teacher mentions.

- 1 Using social media in the classroom teaches students about how to behave online.
- 2 Teachers can use social media to communicate with their students and to answer their questions.
- 3 Students use social media to work together more effectively.
- 4 Parents and teachers use social media to discuss and share students' work.
- 5 Watching videos in the classroom can improve the learning experience for students.
- 6 Students can learn about what is happening in the world in a way that is more relevant to them.
- 7 Using social media improves their critical thinking and learning skills.

**RECYCLE!** Present perfect and past simple contrast

We use the present perfect to talk about an experience in the past without mentioning the exact time.

I've flown a drone but I haven't used a fitness tracker.

We use the past simple to talk about a past event that took place at a specific time.

I bought an action camera last year.

11 **3.09** Read the **Recycle!** box. Then listen again and complete the sentences with the correct form of the verbs in brackets. Use the past simple or present perfect.

- 1 When I \_\_\_\_\_ (be) at school, the only time you \_\_\_\_\_ (have) to ask the teacher a question \_\_\_\_\_ (be) in the classroom.
- 2 I presume it \_\_\_\_\_ (transform) the way students communicate.
- 3 When I \_\_\_\_\_ (start) teaching, it \_\_\_\_\_ (be) very difficult to get students to collaborate on projects.
- 4 I \_\_\_\_\_ (see) how students in my class \_\_\_\_\_ (use) social media to discuss topics.
- 5 Twenty years ago, students \_\_\_\_\_ (have) to read newspapers or watch TV to learn about the news.
- 6 Social media \_\_\_\_\_ (become) the place where news happens.

12 **SPEAKING** Work in pairs and discuss the questions.

- 1 How do you use social media to help you study?
- 2 In what other ways do you use social media?
- 3 Why do you think some people are concerned that young people are using social media too much?
- 4 What do you think are some of the dangers in using social media?

13 **SPEAKING** Discuss your ideas with the rest of the class.

# THE WORLD

can <sup>7</sup> \_\_\_\_\_ students in a foreign country where they will have to use their new language skills. In 2019, Nurlab, a VR and augmented reality learning laboratory opened at the 73rd lyceum in Nur-Sultan and is already inspiring students in Science, Technology and Maths lessons.

Finally, elderly people's lives are being transformed by robot assistants. Assistants can remind them to take their medicine, eat regularly, and help them <sup>8</sup> \_\_\_\_\_ and communicate with friends and family. Perhaps most importantly, they can be conversation partners for elderly people who are lonely.

With technology constantly changing and improving, there's no doubt that it will transform more lives, businesses and homes soon.





# Past perfect simple and past perfect continuous

I can use the past perfect simple and past perfect continuous.

- 1 Read the text. What is a stunt double? Who might have one and why?



When I arrived on set to interview Paul Lacovara one afternoon, he looked exhausted. That was probably to be expected, given that he'd spent the morning jumping off buildings and being beaten up. Paul is a stunt double, the unknown star of films such as *Thor* and *The Avengers*. His career began ten years ago. Since childhood, Paul had always wanted to be either an actor or a fighter pilot. His maths had never been good enough for a career in flying, but he managed to get a job as an extra in the film *We Were Soldiers*. He turned out to be the perfect stunt double for action films – mainly because, in the months before starting work, he had been learning martial arts and training as a bodybuilder. He hadn't been doing the job for very long when he was noticed by the director – and his career took off from there. Within ten years, he had won an award for his stunt work and had received nominations for two more. And amazingly, he still has a 100% accident-free record!

- 2 Read the **Learn this!** box. Find all the examples of the past perfect simple and past perfect continuous in the text and match them with rules a–d.

## LEARN THIS! Past perfect simple and continuous

- We use the past perfect simple for completed actions that happened before a specific time in the past.  
*By the age of six, she **had appeared** on television twice.*
- We use the past perfect continuous for longer actions or situations that happened before a specific time in the past.  
*They **were tired** because they **'d been rehearsing** hard.*
- With state verbs, we use the past perfect simple with *for* and *since* to say how long an action had been in progress.  
*He **'d been an actor** since childhood.*
- With action verbs, we use the past perfect continuous with *for* and *since* to say how long an action had been in progress.  
*She **'d been writing** for years before she became famous.*

- 3 Complete the sentences with the verbs in brackets. Use the past perfect simple or past perfect continuous. Then match each sentence with a rule in the **Learn this!** box.

- After he \_\_\_\_\_ (finish) speaking, everyone stood up and clapped.
- They \_\_\_\_\_ (plan) the project for months when it was suddenly cancelled.
- We \_\_\_\_\_ (not wait) long when the doors arrived.
- Many fans \_\_\_\_\_ (queue) since midday to see the stars.
- She \_\_\_\_\_ (know) what job she wanted to do since she was a child.
- He \_\_\_\_\_ (not wear) protective clothing when the accident happened, so he was badly injured.
- He \_\_\_\_\_ (try) to get into acting for years before he got the part in the film.
- She \_\_\_\_\_ (win) two Oscars by the age of thirty.

- 4 **USE OF ENGLISH** Complete the sentences with the correct form of the words in brackets. Use the past perfect simple or past perfect continuous. Use no more than five words, including the words provided.

- She \_\_\_\_\_ (act / years) before she won an Oscar.
- Joe \_\_\_\_\_ (not / visited / the USA) until he was in his thirties.
- My cousin had a terrible headache because he \_\_\_\_\_ (watch / television) since midday.
- The play was a real disappointment, and we \_\_\_\_\_ (want / see) it for such a long time.
- Were they upset because they \_\_\_\_\_ (not / manage / buy) tickets for the concert that evening?
- He \_\_\_\_\_ (not / work) many weeks before the director noticed him.
- \_\_\_\_\_ (you / leave / university) by the time you became an extra?

- 5 **SPEAKING** Work in pairs. Think about the last time you were:

- |                 |            |
|-----------------|------------|
| 1 exhausted.    | 5 shocked. |
| 2 amazed.       | 6 upset.   |
| 3 bad-tempered. | 7 worried. |
| 4 disappointed. |            |

Find out why your partner felt that way. Use appropriate past tenses.

## Press intrusion

*I can identify the attitude of a speaker.*

- 1 SPEAKING** Describe the photo. What is the drone doing? Why is it there? Who is controlling it?
- Read the magazine article. Do you think that the paparazzi should be able to use drones?



# THE FLIGHT OF THE DRONES

## WHAT ARE DRONES?

Drones are increasingly being used by the paparazzi to film or photograph people who are in the public eye, often without their knowledge and certainly without their permission. These small, radio-controlled flying cameras can be bought relatively cheaply and can easily be used to invade someone's privacy.

## WHAT PROBLEMS DO THEY CAUSE?

The growing number of these aircraft is causing celebrities to run for cover inside their homes, but they are not safe even there, as the cameras can film through windows.

- 3 VOCABULARY** In pairs, check the meaning of the words and phrases below. How many can you find in the text?

### The media

**Nouns and noun phrases** celebrities free press investigative journalism journalist paparazzi the press press regulators privacy laws publicity scandal tabloid press

**Verbs and verb phrases** be in the public eye be in the public interest harass invade someone's privacy stalk sue for libel

### Listening Strategy

When you listen, pay attention to what words each speaker uses to express his/her attitude. Words with a similar meaning may have different connotations.

- 4 3.10** Read the **Listening Strategy**. Then listen and underline the correct words to complete the sentences.

- Speaker 1 describes the film premiere as **packed** / **bustling**.
- Speaker 2 says that the singer was **watched** / **spied on**.
- Speaker 3 describes the actor as **stubborn** / **determined**.
- Speaker 4 thinks the footballer is **generous** / **extravagant**.
- Speaker 5 says that the people in the TV show often **chat** / **gossip**.

## WHAT CAN BE DONE ABOUT THEM?

In the USA, where most drones have been sold, press regulators have been rushing to redraft the country's privacy laws. In fact, paparazzi drones have already been banned in California. But the fear is that the operators of these intrusive devices will be impossible to track down.

- 5 3.10** Check the meaning of all the adjectives. Choose the adjective describing the attitude of each speaker (a, b or c). Then listen again and check. Use your answers to exercise 4 to help you.

- Speaker 1 is  
a disappointed. b bored. c enthusiastic.
- Speaker 2 is  
a indifferent. b disapproving. c sarcastic.
- Speaker 3 is  
a optimistic. b impressed. c uninterested.
- Speaker 4 is  
a accusing. b disbelieving. c approving.
- Speaker 5 is  
a critical. b interested. c passionate.

- 6 3.11** Listen and match the speakers (1–4) with sentences A–E. Write the correct number. There is one extra sentence.

- \_\_\_ A The speaker's attitude towards celebrities is unsympathetic.
- \_\_\_ B The speaker feels outraged about the paparazzi's harassment of celebrities.
- \_\_\_ C The speaker has a balanced view of the use of drones in public life.
- \_\_\_ D The speaker is enthusiastic about celebrity gossip.
- \_\_\_ E The speaker isn't completely supportive of all journalists.

- 7 SPEAKING** Work in pairs. Discuss the questions.

- Would you like to live your life in the public eye? Why? / Why not?
- Is it justified for the paparazzi to follow celebrities?
- Could you imagine yourself working as a paparazzi photographer? Why? / Why not?

**used to and would***I can correctly use used to and would.*

Physician Akrit Jaswal had a very unusual childhood. He didn't use to play with toys like most children. Instead, he used to read a lot – he could read and write from the age of two. And what did he use to read as a five-year-old boy? Shakespeare! He also had a passion for science and would read everything he could find about human anatomy. He performed his first operation at the age of seven, treating the badly burned hands of a young girl whose family couldn't afford medical care. This operation was filmed and posted on YouTube – leading to worldwide fame for Akrit. At the age of twelve, he was accepted into a medical university, becoming the youngest person ever to achieve this in India. He studied there for several years and hopes one day to go to Harvard University. He is currently trying to find a cure for cancer.

- 1 Read the text. What is unusual about Akrit Jaswal?
- 2 Read the **Learn this!** box. Then find all the examples of *used to* and *would* in the text.

**LEARN THIS!** *used to and would*

- 1 We use *used to* and *would* to talk about past habits and situations that were different in the past.  
*His family used to be extremely poor.*  
*When he was young, he'd spend time studying medicine.*
- 2 We don't use *used to* or *would* when we say how long a past habit or situation lasted. We use the past simple.  
*He went to college for five years.*  
NOT *He used to / would go to college for five years.* ✗
- 3 We don't use *would* with state verbs – we use *used to*.  
*He used to love reading.*  
NOT *He would love reading.* ✗
- 4 We avoid using *would* with questions and negatives.  
*Did he use to play with cars and dolls?*  
NOT *Would he play with cars and dolls?* ✗  
*People didn't use to become famous so easily in the past.*  
NOT *People wouldn't become famous so easily in the past.* ✗

- 3 Complete the sentences with the correct form of *used to* or *would*. In which sentences is either possible?

- 1 He \_\_\_\_\_ (work) as a journalist for a science magazine.
- 2 Years ago, they \_\_\_\_\_ (go) on holidays abroad every winter.
- 3 That actor \_\_\_\_\_ (have) really long hair – now he's bald.
- 4 \_\_\_\_\_ (she wear) glasses before she became a model? I'm sure she did!
- 5 Lots of people \_\_\_\_\_ (follow) him on Twitter, but he's not so popular now.

For every success story, there's another about someone who <sup>1</sup>**used to have** it all, then lost it. One actor <sup>2</sup>**would own** homes all over the world, including a castle in Germany, but these properties had to be sold to pay his tax bills. A well-known actress and former model <sup>3</sup>**didn't use to have** money problems. She <sup>4</sup>**would enjoy** a successful career for many years, until a studio won more than \$8 million from her when she pulled out of a film. Fortunately for her, after a legal process which <sup>5</sup>**used to last** eighteen months, this decision was overturned. But it's not just film stars who go from riches to rags. Footballer Jermaine Pennant <sup>6</sup>**would be** the most expensive teenager in history – he was bought by Arsenal for £2 million. But the troubled young star <sup>7</sup>**would often behave** rebelliously and scored just three goals for the club before leaving.

- 4 Read the text and correct any mistakes with *used to*, *would* or the past simple.
- 5 **USE OF ENGLISH** Complete the sentences with the correct form of the words in brackets. Do not change the order of the words. You can add up to three other words.
  - 1 Gary \_\_\_\_\_ (used / want) be a vet.
  - 2 When you were younger, \_\_\_\_\_ (use / have) a favourite toy?
  - 3 He was such a lazy student that \_\_\_\_\_ (would / do) his homework five minutes before the class.
  - 4 Isn't that Ali? \_\_\_\_\_ (she / use) be at your school?
  - 5 My parents \_\_\_\_\_ (would / let) me stay up late at weekends.
- 6 **SPEAKING** Work in pairs. Think about when you were five or six years old. Talk to your partner about these things. Use *used to* or *would*.
  - 1 favourite toys you played with
  - 2 books you read
  - 3 friends you had
  - 4 other things you enjoyed



## Verb patterns

I am aware of and can use different verb patterns.

- 1 Read the message board. Do you agree with any of the opinions?

**Message board**

I really admire Jennifer Lawrence. She's such a talented young actress. She also does selfless charity work, helping to fight hunger and poverty and supporting people with disabilities.

**MARCO**

I'm a huge movie fan and I agree she's great. And she always looks stunning – did you see those pictures of her wearing baggy white trousers and silver shoes? Amazing!

**PATTI**

Can't agree with you, Marco – I get really annoyed by these self-satisfied celebrities. They live in huge modern homes while there are thousands of young children around the world going without food. Why don't they give away more of their money if they care that much?

**JJ**

- 2 Read the **Learn this!** box. Find all the adjectives in exercise 1. Do they come before a noun or after a linking verb?

**LEARN THIS!** Position and order of adjectives

- 1 We can use most adjectives before a noun or after a linking verb (*be, become, feel, get, look, seem, smell, sound, taste, etc.*).

*She's a wonderful singer! Her voice sounds fantastic.*

- 2 When we use more than one adjective to describe a noun, we use this order:

**opinion   size   age   colour   origin   noun**  
*a fabulous big new red French car*

- 3 Look again at the adjectives that come before a noun in exercise 1. Match them with the categories (size, age, colour, etc.) in the **Learn this!** box.

*young – age*

*selfless – description*

- 4 Complete the sentences with the adjectives in brackets in the correct order.

- My favourite director's latest film is about a \_\_\_\_\_ musician. (young / Portuguese / vain)
- The interviewer was wearing a \_\_\_\_\_ dress. (Japanese / white / long)
- The lead singer always appears on stage in a \_\_\_\_\_ wig. (massive / red / ridiculous)
- My dream is to buy a(n) \_\_\_\_\_ motorbike. (Italian / black / 1960s)
- As a child, he used to live in a(n) \_\_\_\_\_ house outside London. (modern / ugly)

- 5 Match the adjectives with similar meanings to make pairs.

*afraid – frightened*

*afraid alive alone angry sleeping glad*

*frightened asleep happy living lonely annoyed*

**LOOK OUT!**

There are some adjectives that we do not usually put before a noun. We can use them after a linking verb or use another adjective with a similar meaning.

*There were dozens of fans who were upset.*

*There were dozens of disappointed fans.*

NOT *There were dozens of upset fans.* ✗

- 6 Read the **Look out!** box. Which adjective in each pair from exercise 5 can go a) before a noun and b) only after a linking verb? Use a dictionary to help you.

- 7 Choose the correct words to complete the sentences. Sometimes both are possible.

- Ten **glad** / **happy** winners have shared this week's lottery prize.
- The woman was **disappointed** / **upset** because the noise woke her **asleep** / **sleeping** baby.
- A ninety-year-old **brilliant** / **French** actor has won an award at the Cannes Film Festival.
- There are some huge **grey** / **nasty** clouds in the distance.
- Some well-known people have quite **alone** / **lonely** lives.
- He wrote an **angry** / **annoyed** email to protest about the use of **alive** / **live** animals in scientific research.
- She's wearing an antique **silver** / **Russian** necklace.

- 8 **SPEAKING** Work in pairs. Using adjectives and linking verbs, tell your partner about a famous person you would like to meet.

- Give some information about them and what they do.
- Say why you'd like to meet them and how it would make you feel.

## Vloggers

I can understand an article about vloggers.



- 1 **SPEAKING** Look at the headlines. Do you think they could appear in the media in your country? Why? / Why not? Which type of media do you prefer to use, TV or the internet? Why?

### Teenagers watching less TV (CBS News)

YouTube stars more popular with teens than celebrities (*Variety Magazine*)

### Teenagers prefer social media to TV (*The Daily Telegraph*)

- 2 Read the text and answer the questions.

In which paragraph (A–E) does the writer ...

- 1 provide an example that demonstrates how popular vloggers have become? \_\_\_\_
- 2 give reasons for the popularity of vlogs? \_\_\_\_
- 3 give an example of someone being dishonest? \_\_\_\_

#### Reading Strategy

Read the multiple-choice questions and all possible answers carefully. Find the part of the text that each question refers to. Read the answers again and choose the one that best matches the information in the text. Check that the other answers are incorrect.

- 3 Read the **Reading Strategy**. Then read the first question in exercise 4, followed by paragraph A. When you have chosen the correct answer (a, b, c or d), read the paragraph again and decide why the other options are wrong.

- 4 Read the text. For questions 2–5, circle the correct options (a–d).

- 1 There was a large police presence at a bookstore because
  - a fans of David Beckham were waiting to see him.
  - b someone very popular with teenagers was causing excitement.
  - c the person who was coming was a pop sensation.
  - d seven hundred people wanted to buy a book.
- 2 The press want to find out
  - a why vloggers have become so popular.
  - b what vloggers do.
  - c who was responsible for the vlog *Pointless*.
  - d how many people subscribe to vlogs.
- 3 One of the common characteristics of vlogs is that followers can
  - a create relationships with other vlog followers.
  - b share their interest in vlogs created by media corporations.
  - c change the content of the vlogs they like.
  - d make their opinions on vloggers' work known.
- 4 Vloggers can record in better facilities if they
  - a display adverts on their vlogs.
  - b already earn about £100,000 a year.
  - c have a certain number of followers.
  - d live in London or New York.
- 5 The incident with Zoella's book
  - a lost her a lot of fans.
  - b suggested that the world of vlogging is changing.
  - c showed that she can write as well as Alfie Deyes.
  - d demonstrated that dreams can come true.

- 5 Read the text again. Are the sentences true or false? Write T or F. Correct the false sentences.

- 1 Alfie Deyes nearly attracted as many people as David Beckham. \_\_\_\_
- 2 Alfie participates in his own videos. \_\_\_\_
- 3 Vloggers and their viewers are from the same age group. \_\_\_\_
- 4 The relationship between vloggers and viewers could be damaged by money. \_\_\_\_
- 5 Zoella's fans thought she was under the control of the media corporations. \_\_\_\_

# STARS OF THE vlogosphere

3.12

**A** Helicopters circled the sky above Piccadilly Circus as the police officers below struggled to control the thousands of fans on the streets outside the bookstore. A few weeks earlier, seven hundred people had been waiting at the same store the day David Beckham arrived to sign copies of his autobiography, so little public interest was expected for someone that nobody over twenty had ever heard of. So who were the thousands of young fans waiting for? The latest pop sensation? A celebrity from a reality show? No, the young man causing so much excitement was a 'vlogger' – a video blogger.

**B** Twenty-one-year-old Alfie Deyes was in London to promote a book based on his extremely successful vlog *Pointless*. With over four million subscribers, Alfie had become famous by making and uploading videos of himself and his friends taking part in games and activities that have no purpose, hence the name of the vlog. But he is just one of a small army of vloggers with large followings that have become much bigger stars than actors and pop singers, and now the mass media want to know what makes them so attractive.

**C** The answer, of course, is not simple, but successful vloggers do share some common characteristics. They are outgoing, quick-witted and spontaneous in front of their webcams, which enables them to create a close relationship with their viewers. There is also a lot of interaction with the audience and vloggers ask their followers for feedback on their videos. This means vloggers can adapt the content of their videos to keep their viewers happy. It is material that is made by young people for young people without any intrusion from media corporations. What is more, the accessibility that modern technology offers means that the vlogs can be watched anywhere and at any time. All these

ingredients put together have created a two-way relationship between vloggers and their fans, based on shared interests and trust that cannot be found between the providers and users of other media.

**D** However, it appears that those shared interests and that trust might be negatively affected by something that has existed for a lot longer than vlogging: money. Some of the big-name vloggers can earn up to £20,000 for displaying an advertisement on their channel, or for showing advertisements at the beginning of their videos. They can also earn a lot of money for mentioning a product in a vlog and even more money for reviewing new products. About 1,000 vloggers around the world earn at least £100,000 a year from their YouTube income. Furthermore, when a vlogger has more than 10,000 subscribers, they can use the hi-tech facilities at YouTube Creator Spaces in cities such as London and New York and produce very professional, and some would say commercial, vlogs for the platform.

**E** So, will vlogs go the way of many TV programmes and films and become simple vehicles for selling products? Not according to the vloggers, who say that their creative independence is far more important than making money. However, Zoella, one of the few vloggers in the public eye in Britain, caused a scandal after following Alfie Deyes' example and publishing a book. At the book launch, Zoella claimed that it had always been her dream to write a novel, but just a few weeks later, she had to admit that she hadn't written it alone and had had help with it. Her name was just being used to sell it. Most of her fans forgave her, but many media experts saw it as a sign that vlogging had lost its innocence and that the media corporations were taking control.

## 6 VOCABULARY Match the highlighted nouns in the text with definitions 1–8.

### Digital media

- 1 organisations that supply someone with what they want \_\_\_\_\_
- 2 a computer system \_\_\_\_\_
- 3 the ability to reach something \_\_\_\_\_
- 4 the homepage for user's videos on YouTube \_\_\_\_\_
- 5 the ideas in a book, film, etc. \_\_\_\_\_
- 6 people who receive updates, etc. from a website \_\_\_\_\_
- 7 criticism, opinions, etc. that someone receives about their work \_\_\_\_\_
- 8 communication between two or more people \_\_\_\_\_

## 7 SPEAKING Work in pairs. Discuss the questions.

- 1 Do people follow vloggers in your country?
- 2 Who are the most popular people in the media? What makes them popular?
- 3 Why are the 'media lives' of some celebrities so short?

## 8 INTERNET RESEARCH Find a vlogger who is popular in your country. What do they talk about? Do they advertise any products? Which ones? Why do you think they are popular?



## Photo comparison

*I can compare photos and give opinions about fame.*



- 1 **SPEAKING** Work in pairs. Describe one photo each (A or B). What do you think is happening? Use the phrases below to help you.

**Speculating**

I can't be sure, but ...

It looks like some kind of ... , or maybe a ...

It looks to me like a ... of some kind.

It's / There's a sort of ...

It's / They're most likely a ... , or something like that.

I'd say that ...

**Speaking Strategy**

When you talk about a photo, try to use a range of adjectives. For example, extreme adjectives can make your description more expressive.

- 2 **VOCABULARY** Read the **Speaking Strategy**.

Then put the adjectives below into two groups: positive and negative.

**Extreme adjectives** awful delighted  
ecstatic exhausted fascinated hilarious  
miserable starving terrible terrified  
thrilled wonderful

- 3 Read the **Learn this!** box below. Which adverb can be used to modify both ordinary and extreme adjectives?

**LEARN THIS!** Modifying extreme adjectives

We do not use modifying adverbs like *very* and *quite* with extreme adjectives. Instead, we use *absolutely*, *completely*, *really* or *totally*.

~~I was very terrified.~~ X

I was **absolutely** terrified.

Compare the photos. Then give your own opinion about the advantages and disadvantages of being a well-known celebrity.

- 4 **3.13** Read the task above. Then listen to a student doing the task. Answer the questions.

- Which extreme adjectives does the student use? Does she use any adverbs to modify them?
- Which does she emphasise more: the advantages of being a celebrity, or the disadvantages? Do you agree with her opinion?

- 5 **3.13 KEY PHRASES** Listen again. Which of the phrases below does the student use to compare the photos?

**Comparing photos**

Both photos show ...

In both photos, you can see ...

The common theme in the photos is ...

The main difference (between the photos) is ...

In the first photo ... , whereas in the second photo ...

Unlike the first photo, the second photo shows ...

Overall, the second photo is [comparative form] than the first photo.

- 6 **SPEAKING** Work in pairs. Find other similarities and differences between the photos in exercise 1. Use the phrases in exercise 5 to talk about them.

- 7 **SPEAKING** Work in pairs. Student A: Look at photos C and D and do the task below about them.

Compare the photos. Then give your own opinion about whether people in your country are too interested in fame and celebrities.



Student B: Look at photos E and F and do the task below about them.

Compare the photos. Then give your own opinion about whether celebrities should be able to protect their private lives from publicity.



## A formal letter

*I can write a formal letter.*

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

- 1 What is a role model?
- 2 Which national celebrities are good role models for young people? In what ways?

Every year, your school invites a national celebrity to give a speech to school leavers. Write a letter to the school magazine in which you propose who to invite next summer. Include a description of the celebrity and suggest topics for the speech.

- ### 2 Read the task above and the letter below. In which paragraph does the letter include
- a) a description,
  - b) a proposal, and
  - c) some suggestions?



To the editor,

I am writing to **put forward my proposal** for our school leavers' ceremony, which is due to take place next summer. I would like to suggest that we invite Paralympic Gold medallist Jonnie Peacock to give the closing speech.

Jonnie has been a national celebrity since the 2012 Paralympics, where he won a gold medal in the 100 metres at the age of only nineteen. He is a passionate and hard-working sportsman with an inspirational life story, who has had to **overcome many obstacles to achieve his goals**. When Jonnie was five, he suffered an extremely serious illness and lost his leg. However, he was a single-minded boy and learned to walk again with a false leg so that he could play sports. At fifteen, he was able to start athletics training. He **made rapid progress** and, three years later, won gold in London with a time of 10.90 seconds.

There are several topics that Jonnie could cover in his speech to school leavers. **My suggestions are as follows**: how he coped with losing a limb; how his attitude to life helped him to overcome his difficulties; and what lessons we can learn from his experiences on how to deal with life's challenges. I am convinced that Jonnie's advice would be valuable and inspiring to young people who are just starting out in life, and I firmly believe that other students **would be of the same opinion**.

Amy Adams, Year 13

### Writing Strategy

When you write a formal letter:

- Do not use informal words and phrases.
- Avoid contractions and abbreviations.

### 3 Read the **Writing Strategy**. Find formal expressions in the letter for the informal words and phrases below.

**Language focus: formal language**

- |                                |                            |
|--------------------------------|----------------------------|
| a I want to say that we should | e be successful            |
| b offer my idea                | f these are my suggestions |
| c is going to happen           | g improved quickly         |
| d deal with a lot of problems  | h was ill with             |
|                                | i think the same as me     |

### 4 Rewrite the informal sentences in an appropriate formal style using the words in brackets.

- 1 I want to tell you my ideas for the school leavers' speech. (write / offer / my suggestions)
- 2 You should ask our MP to talk to us. (I would like / recommend that / invite / make a speech)
- 3 This is why I think we should ask her. (These / my reasons / inviting)
- 4 I think she's got a great job. (In my view / career / inspiring)
- 5 But she's done a lot for charity too. (Furthermore / contributed / a great deal)
- 6 She'd definitely be good for us to listen to. (I / no doubt / would benefit / hear / views)
- 7 It'd be great if you could have a think about my ideas. (grateful / consider / suggestions)
- 8 I can't wait to hear from you. (look forward / at your earliest convenience)

### 5 Read the task below. Make notes. Then write your letter.

An online magazine has published an article asking which men and women in the public eye are suitable role models for young people. Write a letter to the magazine recommending a celebrity you consider to be a good role model and why.

# 9

## The Chemistry of Clothes

### Unit map

#### ● Vocabulary

Materials

Things we wear

#### ● Word Skills

Money idioms

#### ● Grammar

Emphasis

Participle clauses

#### ● Listening

Moneyless living



#### ● Reading

Playing with our emotions



#### ● Speaking

Photo comparison



#### ● Writing

A letter to a newspaper

## 9A

### Vocabulary

## We are what we wear

*I can talk about how clothes are made*

### 1 SPEAKING Work in pairs.

Discuss the questions.

- 1 What type of clothes do people in Kazakhstan wear for everyday use and traditional events?
- 2 When and where did you buy your clothes and shoes? Do you know where they were made?



### 2 VOCABULARY Check the meaning of the words below. Then match the words to the photos (A–H).

**Materials** cotton denim fur leather nylon polyester silk wool  
**Things we wear** shoes coat tie tracksuit scarf stockings jeans shirt



A cotton shirt



B \_\_\_\_\_



C \_\_\_\_\_



D \_\_\_\_\_



E \_\_\_\_\_



F \_\_\_\_\_



G \_\_\_\_\_



H \_\_\_\_\_

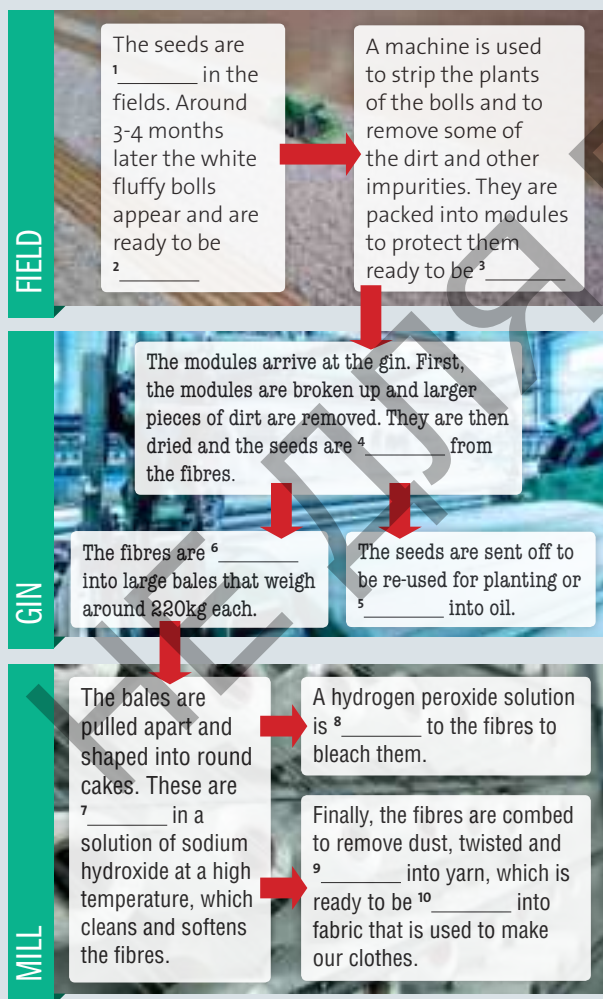
### 3 Complete the sentences with the materials from exercise 2.

- 1 \_\_\_\_\_ is made from the soft hair that grows on a sheep or goat's body.
- 2 \_\_\_\_\_ is a soft and comfortable fabric. It comes from a plant and is used to make everything from T-shirts to bed sheets.
- 3 \_\_\_\_\_ is made by the larvae of some insects and is smooth, soft and very strong.
- 4 \_\_\_\_\_ is made from the skins of animals and is used to make shoes, bags, belts and clothing.
- 5 \_\_\_\_\_ is a man-made material that can be used to make clothing, rope, and even guitar strings!
- 6 \_\_\_\_\_ is a type of cotton that first appeared in the 19th century and is used to make jeans.



- 4 **SPEAKING** Can you think of one more item of clothing that is made from each of the materials? What are your clothes made of? Check the labels if you aren't sure.
- 5 Look at the diagram of the manufacturing process below. Which fabric do you think it refers to?
- 6 **VOCABULARY**  **3.13** Complete the article with the passive form of the verbs in the box. Then listen to two experts talking about how this fabric is produced in Kazakhstan and check your answers.

**Manufacturing verbs** apply compress harvest process saturate separate plant spin transport weave



- 7  **3.13** Listen again and match the words to the definitions.

**Cotton production** bales bolls crops gin modules yarn

- plants grown for agriculture \_\_\_\_\_
- the part of the plant where the cotton seed is found \_\_\_\_\_
- very large blocks of unprocessed cotton \_\_\_\_\_
- a machine that separates the seed from the cotton \_\_\_\_\_
- large blocks of cotton fibre \_\_\_\_\_
- thread that is used to make fabric \_\_\_\_\_

### RECYCLE! Present perfect simple and present perfect continuous

We use the present perfect simple and the present perfect continuous to say how long a current situation or action has been in progress.

*There have been cotton fields here for many years.*

*I've been working in this factory since 2014.*

We do not use state verbs (*have, want, like, believe, etc.*) in the present perfect continuous form.

We use the present perfect simple when we focus on the result of an action and the present perfect continuous when we focus on the action.

*They have produced 10,000 shirts this month.*

*They have been producing shirts for over ten years.*

- 8  **3.13** Read the Recycle! box. Then listen again and write complete sentences using the prompts.

- the Better Cotton Initiative / work / with 43 farmers in Kazakhstan / 2016
- this year / farmers / produce / over 1,000 tonnes of cotton
- they / have / cotton-picking machines / five years
- the machines / increase / efficiency
- Sarah / work / in the cotton industry / many years
- a factory / recently open / in the area

- 9 **SPEAKING** Work in pairs and discuss the questions.

- Which materials and fabrics do you prefer to wear? Why?
- Are there any materials or fabrics that you wouldn't wear? Why?

# Emphasis

*I can use sentence structure to create emphasis.*

- 1 Is there a problem with litter where you live? Read the opinions below. Who do you think should be responsible for reducing litter?

## A load of rubbish?

One thing I can't stand is all the litter outside fast food restaurants. What they should do is employ extra staff to help clean up the streets. **Rob K**

The people that I blame are the teenagers – it's them who cause all the problems. The town where I live is full of youngsters, hanging around in gangs and leaving rubbish everywhere – it's a disgrace. **Daniel**

There's so much plastic packaging nowadays. All the government needs to do is force companies to use biodegradable or recyclable materials in their products and the problem will be solved. **Bex**

- 2 Read the **Learn this!** box. Then find examples of each rule in exercise 1.

### LEARN THIS! Emphasis (1)

- 1 We can emphasise key information in a sentence by:

- a adding a clause with *It is / was, etc. ... that* ... at the start of the sentence.

*Joe bought a tablet last weekend.*

*It was Joe who bought a tablet last weekend.*

*It was a tablet that Joe bought last weekend.*

*It was last weekend that Joe bought a tablet.*

We often use this structure to make a contrast:

*It was a tablet that Joe bought, not a smartphone.*

- b adding a clause with *What*.

*Kate lost her debit card.*

*What Kate lost was her debit card.*

*What Kate did was lose her debit card.*

*What happened was that Kate lost her debit card.*

- 2 We can use *All (that)* in the same way as *What*. It means 'the only thing.'

*I just need some money.*

*All (that) I need is some money.*

*They only needed to ask.*

*All (that) they needed to do was ask.*

- 3 Rewrite the sentences (1–7) to make a contrast. Begin with *It* and emphasise the underlined words.

- 1 Mia isn't coming shopping with us. Lara is.

*It's Lara who's coming with us, not Mia.*

- 2 I haven't got a credit card. I've got a debit card.

- 3 The first supermarket opened in 1916. It wasn't 1920.

- 4 Her mum doesn't work in a store. Her aunt does.

- 5 Many people don't want quality. They want low prices.

- 6 The sales start on Friday. They don't start today.

- 7 I blame teenagers for the litter. I don't blame the restaurants.

### LEARN THIS! Emphasis (2)



We can start a sentence with a phrase that describes the person, thing, or place that we want to emphasise.

*The person (that) you need to speak to is Tom.*

*One thing (that) I really hate is consumerism.*

*A place (that) I'd really like to visit is Norway.*

- 4 Read the **Learn this!** box. Then find two examples in exercise 1. How would the sentences read without the emphatic structure?

- 5 Rewrite the sentences (1–6). Begin with the words in brackets and emphasise the underlined words.

- 1 Store loyalty cards have really caught on. (One idea ...)

- 2 It's the directors of companies who should change. (The people ...)

- 3 Many European firms are investing in Asia. (One place ...)

- 4 Greed drives most consumerism. (The thing ...)

- 5 Plastic packaging creates most waste. (The thing ...)

- 6 Self-service stores first opened in the USA. (The country ...)

- 6 Complete the text with the words below. Use each word once.

all it's one that thing what where

The <sup>1</sup> \_\_\_\_\_ that annoys me most is the litter. Clearly <sup>2</sup> \_\_\_\_\_ that some people care about is convenience, not the environment. So <sup>3</sup> \_\_\_\_\_ the government needs to do is prosecute those involved in anti-social behaviour. But <sup>4</sup> \_\_\_\_\_ the businesses themselves that also need to take more responsibility – for example, the place <sup>5</sup> \_\_\_\_\_ I usually shop has installed CCTV to deter people from dropping rubbish outside. And <sup>6</sup> \_\_\_\_\_ thing they've tried successfully in some places is putting up lifeline cardboard police officers. It seems all <sup>7</sup> \_\_\_\_\_ some people need is a gentle reminder to act responsibly.

- 7 **SPEAKING** In pairs, think of different ways to complete each sentence. Then compare your ideas with other pairs.

- 1 The places in my town that have the most litter are ...

- 2 All we need to do to reduce litter is ...

## Moneyless living

*I can distinguish between fact and opinion.*



- 1 **SPEAKING** Work in pairs. Describe the photo. Then answer the questions.
  - 1 Could you live without money?
  - 2 What do you think the biggest challenge would be?
- 2 **SPEAKING** In pairs, read the text and give your opinions on the people's lifestyles.

### These people have lived without money. Could you?

Daniel Suelo has lived in a cave in the Utah desert, USA, since 2000. He forages for food in the wild, as well as going into town and hunting for leftover food and unwanted items. He is now in his late sixties and wants people to see that you needn't be a slave to money.

Heidemarie Schwermer is in her seventies and has lived without money in Germany for over twenty years. She housesits for people and formed Germany's first exchange circle, 'Give and Take Central', where people exchange goods and services. She gives her pension money away and has written a book about her experiences. There is now a film about Heidemarie called *Living without money*.

Mark Boyle, an Irish business graduate, lived without money for over two years during his thirties in a caravan on a farm. He grew his own food and made his own toothpaste. He has formed the 'Freeconomy Community', where skills are shared online, and is currently building his first house out of straw bales.

#### Listening Strategy

To answer some comprehension questions, you need to be able to distinguish between fact and opinion. Listen carefully for words or phrases that may indicate whether the speaker is expressing a fact or an opinion.

- 3 **KEY PHRASES** Read the **Listening Strategy** and the key phrases. Which do you use most often?

#### Introducing an opinion

in my view, ... personally, ... as I see it, ... to my mind, ... my impression is ... I've a feeling that ... as far as I'm concerned, ... I strongly believe ...

#### Introducing a fact

actually, ... in fact, ... in reality, ... the truth is, ... it's true that ... it's undeniable that ... undeniably, ... it's been proved that ...

- 4 **3.14** Listen to the information about Daniel and Heidemarie and decide if each sentence is fact (F) or opinion (O). Write F or O. What words were used to introduce the sentences?
  - 1 Daniel didn't always live outside society. \_\_\_\_
  - 2 The tribes used the cash for things they didn't need. \_\_\_\_
  - 3 Money was impoverishing them. \_\_\_\_
  - 4 Heidemarie's father was a successful businessman. \_\_\_\_
  - 5 Her family became poor for a while. \_\_\_\_
  - 6 Money had begun to define her. \_\_\_\_
- 5 **3.15** Listen to three recordings and choose the correct answers (a, b or c).
  - 1 What is the purpose of the radio programme?
    - a To discourage people from some forms of saving money.
    - b To discuss how practical the advice for cheaper living is.
    - c To invite people to make suggestions on how to live more cheaply.
  - 2 The speakers agree that
    - a everyone can live as they want.
    - b some large corporations make consumers pay too much.
    - c they should try to reuse other people's unwanted goods.
  - 3 Which of the following is stated in the lecture as an opinion, not a fact?
    - a Our consumption of consumer goods cannot continue to rise in the future as it has done in the past.
    - b Two centuries ago, people didn't spend a lot of time and thought on buying things.
    - c For most of history, leisure time was considered more important than wages.
- 6 **SPEAKING** Work in pairs. Discuss the questions. Support your opinion with facts. Use some of the phrases in exercise 3.
  - 1 What is your attitude to money and buying things?
  - 2 Do you think our modern consumer society is sustainable? Why? / Why not?



# Participle clauses

*I can use participle clauses.*

- 1 SPEAKING** What are some of the advantages and disadvantages of shopping online?
- 2** Read the text. Does it mention any of your ideas in exercise 1?



## The downside of online shopping

Used sensibly, the internet offers an irresistible opportunity for shoppers. Countless consumers sit at home every day, enjoying the convenience and cheapness of online shopping. But for high street stores struggling to compete, it's a bleak outlook. Around twenty shops a day close down in the UK, with travel agents and phone retailers among the worst affected. The environment suffers too. Having made an online order, people are sometimes not at home when the goods are delivered, so they get sent back. When it comes to clothes, people often order three different sizes, knowing that only one will fit. All of this adds extra journeys for the delivery vans, increases the amount of packaging used and so creates more pollution.

- 3** Read the **Learn this!** box. Match the highlighted examples in exercise 2 with rules 1–5. Then rewrite them expanding participle clauses like example 1–5 below.

### LEARN THIS! Participle clauses

A participle clause contains a present participle, a past participle or a perfect participle. It can be used:

- to replace a relative clause.
  - A present participle replaces an active tense.  
*There were hundreds of people hoping for bargains.*
  - A past participle replaces a passive tense.  
*Made in China, my new TV was very cheap.*  
Note: The subject of the participle must be the subject of the other verb.
- to indicate two things happening at the same time.  
*Closing the door, I realised I'd locked myself out.*  
(replaces *While ...*)
- with a perfect participle to show a sequence of events.  
*Having shopped all morning, we finally went home.*  
(replaces *After ...*)
- to give a reason or cause.  
*Being hard up, I couldn't go abroad.* (replaces *Because / Since / As ...*)
- to express a condition.  
*Spent wisely, this money will last for years.*  
(replaces *If ...*)

- 4** Complete the participle clauses (1–6) with the correct form of the verbs below.

charge keep not be pay realise spend

- \_\_\_ a deposit, she settled the balance a month later.
- \_\_\_ I had been overcharged, I asked to see the manager.

- Customers \_\_\_ over €50 will be entered into a prize draw.
- \_\_\_ with shoplifting, he's likely to receive a large fine.
- \_\_\_ from the area, we didn't know the best places to visit.
- \_\_\_ in good condition, this product should last for life.

- 5** Rewrite the sentences. Start each one with a participle clause.

- If you wash it by hand, this T-shirt should keep its colour.  
*Washed by hand, ...*
- The bookshop opened just six months ago, then closed in November.
- Because I didn't have any money, I couldn't afford a cab.
- Berlin's KaDeWe, which was opened in 1905, is the biggest department store in Europe.
- Online shopping has brought some benefits, but also has disadvantages.
- We weren't free that evening, so we didn't go to the party.

### LEARN THIS! Conjunctions and prepositions

Participle clauses can contain different conjunctions and prepositions, e.g. *after, although, before, on, once, since, until, when, while*.  
*On hearing the fire alarm, everyone left the building.*  
*While not wishing to seem rude, I must ask you to leave.*  
*Since ordering the goods online, he's changed his mind.*

- 6** Read the **Learn this!** box. Then complete the second sentence so that it has the same meaning as the first.

Use participle clauses.

- I switched to a newer mobile and now my life is much easier.  
Since \_\_\_\_\_, my life is much easier.
- After he compared the prices, he bought a bike.  
Before \_\_\_\_\_, he compared the prices.
- Sal looks for bargains and often shops in charity shops. When \_\_\_\_\_, Sal often goes to charity shops.
- She noticed a problem when she read the guarantee.  
On \_\_\_\_\_, she noticed a problem.
- He finally found the store after he spent ten minutes looking for it.  
After \_\_\_\_\_, he finally found it.

## Money idioms

*I can use money idioms.*

- 1 3.16 Listen to four people talking about money. Match the speakers (1–4) with the statements (A–F). There are two extra statements.

This speaker:

- A doesn't have any money. \_\_\_\_
- B thinks that things that don't cost very much aren't good value. \_\_\_\_
- C is unsympathetic to people who spend more than they have. \_\_\_\_
- D thinks that special offers aren't always good value. \_\_\_\_
- E wants to buy something but needs to save up for it. \_\_\_\_
- F has recently bought something for a really good price. \_\_\_\_

- 2 3.16 Listen again. Complete the idioms with the words below. Which of the idioms did each speaker in exercise 1 use?

**broke comfortably dirt hard rip rolling**

- 1 be \_\_\_\_\_ in it (= be extremely wealthy)
- 2 be \_\_\_\_\_ (= have no money at all)
- 3 be a \_\_\_\_\_ -off (= not be worth the price)
- 4 be \_\_\_\_\_ cheap (= cost very little money)
- 5 be \_\_\_\_\_ up (= have very little money)
- 6 be \_\_\_\_\_ off (= have enough money)

- 3 Complete the sentences. Use each idiom from exercise 2 once in the correct form.

- 1 I've been invited to go skiing next month, but I'm completely \_\_\_\_\_ so I won't be able to go.
- 2 The flights were \_\_\_\_\_ so they all sold out in minutes.
- 3 This week's lottery prize was the biggest ever. Whoever picked the winning numbers will be \_\_\_\_\_!
- 4 I'd lend you some cash, but I'm afraid I'm a bit \_\_\_\_\_ at the moment.
- 5 What \_\_\_\_\_ – we expected a lot more for our money!
- 6 It's a very expensive hotel; you'd have to be quite \_\_\_\_\_ to stay there.

### Dictionary Strategy

In most dictionaries, you can find idioms listed under the most important key word from the idiom. All idioms with the headword are usually listed in a separate section at the end of the entry.

- 4 **DICTIONARY WORK** Read the **Dictionary Strategy**. Then find an idiom related to money in the dictionary entry below.

**killing** /'kiliŋ/ noun, adj.

• noun an act of killing sb deliberately **SYN**

**murder**

**IDM** **make a killing** (informal) to make a lot of money quickly

- 5 Underline the words you would look up to find the meanings of these idioms 1–7. Match idioms 1–7 with definitions a–g. Use a dictionary to help you.

- 1 tighten one's belt
- 2 live in the lap of luxury
- 3 make ends meet
- 4 pay through the nose for something
- 5 live hand to mouth
- 6 make a fortune
- 7 be in the red
- \_\_\_ a make a lot of money
- \_\_\_ b live in very comfortable conditions
- \_\_\_ c pay too much money for something
- \_\_\_ d earn just enough money for your needs
- \_\_\_ e spend all your money on basic needs
- \_\_\_ f spend more money than you have in your bank account
- \_\_\_ g spend less money

- 6 Complete the sentences. Use each idiom from exercise 5 once.

- 1 It's difficult to \_\_\_\_\_ with today's high cost of living.
- 2 Many hotels will \_\_\_\_\_ this year because of a lack of tourists.
- 3 Without \_\_\_\_\_, I won't be able to afford a new phone.
- 4 Having \_\_\_\_\_ through her website, she was a millionaire in six months.
- 5 Because of the recession, thousands are \_\_\_\_\_.
- 6 Not all celebrities \_\_\_\_\_. Some are not so well off.
- 7 I know I \_\_\_\_\_ for it, but I just had to buy it!

- 7 **SPEAKING** Work in pairs. Using money idioms, tell each other about:

- 1 something you paid through the nose for.
- 2 which shops you think are a rip-off.
- 3 something you bought that was dirt cheap.
- 4 someone who has made a fortune.

# Playing with our emotions

*I can understand an article that discusses advertising techniques.*



## 1 SPEAKING Work in pairs. Discuss the questions.

- What do you think the purpose of advertising is?  
Can it have more than one purpose?
- In what ways do you think people are influenced by advertising?

## 2 Read the article. Do you agree with the conclusion of the article?

### Reading Strategy

Read the missing sentences carefully before you match them with the gaps in the text. Look at the parts of the text before and after each gap, and try to find words that may link them to the sentences, for example synonyms, paraphrases, opposites, or pronouns.

## 3 Read the Reading Strategy and the article again. Match sentences A–F with gaps 1–4. There are two extra sentences.

- The internet is full of websites where brand fans can go online and talk with other fans about their enthusiasm for the products they buy.
- After more research, the advertisers' answer to that question was a clear 'yes'.
- Adverts aimed at tired working mothers show super- women who are completely in control of their families and professional lives thanks to the products they use.
- However, contrary to what most of us believe, when we go shopping we are controlled by our hearts, not our heads.
- They know that most consumers know exactly what they want before they go shopping.
- Advertisers take unpleasant problems and make them seem far worse, but then offer miracle solutions for them.

## 4 Read the article again and tick ✓ the advertising techniques which are mentioned. Then number them in the order they are mentioned.

- Music is used to help us remember products. ☐ \_\_\_\_
- A slogan is repeated and repeated during an advertisement. ☐ \_\_\_\_
- Advertisers try to link their products to the success of others. ☐ \_\_\_\_
- Advertisers appeal to our finances by making special offers of giving away free gifts. ☐ \_\_\_\_
- Unimportant difficulties are given importance and then solved. ☐ \_\_\_\_
- We are told that by using certain products we will appear richer and more successful than others. ☐ \_\_\_\_

## 5 VOCABULARY Complete the sentences (1–8) with the highlighted words from the article in the correct form.

### Advertising

- 'Impossible is nothing' was first said by the boxer Muhammad Ali and then used as an advertising \_\_\_\_\_ by a sports company.
- Today, \_\_\_\_\_ want more information about what is in the products that they are buying.
- I hate the \_\_\_\_\_ from that advert, but I can't help whistling or humming it all the time!
- That actor gives more \_\_\_\_\_ for products in adverts than he makes films!
- I've stopped watching films on TV because of all the \_\_\_\_\_ that interrupt them.
- The supermarket's own \_\_\_\_\_ are cheaper than the well-known ones.
- They invited the press to the \_\_\_\_\_ of the company's new range of computers.
- They have put the sponsor's name and \_\_\_\_\_ across the players' shirts.

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

- Which advertising methods mentioned in the article do you think are the most effective with teenagers? Why?
- Would you like to work in the advertising industry? Why? / Why not?
- Have you ever bought something because you saw it advertised? What do you think made you buy it?

## 7 PROJECT Work in pairs. Prepare an advert for a real or imaginary product. Decide who the product would be aimed at. Say what advertising techniques and media you would use. Vote for the best advert in the class.



## PLAYING WITH OUR

## EMOTIONS

3.17

Ask an advertiser what their job involves and they'll probably tell you that they prepare the **launch** of new products and then inform **consumers** about them. Surprisingly, many consumers are willing to accept this explanation because they think that shopping is a rational activity. <sup>1</sup> \_\_\_\_ As a result, advertisers bombard us with images and messages that try to create an emotional link between us and their **brands**. To encourage consumers to splash out on their products, advertisers divide society into groups, and **commercials** with different emotional messages are created and targeted at each group. <sup>2</sup> \_\_\_\_ Caring parents are persuaded to buy medicines and toiletries for their children by people dressed in white coats who use 'facts' to demonstrate that their products have passed a number of 'tests' easily. Are they doctors, dentists, or scientists? Who were the 'tests' done by? We are never told and we never ask, which is exactly what advertisers want, otherwise we would discover that there is little scientific evidence to support their claims. <sup>3</sup> \_\_\_\_ Commercials for 'cures' for grey hair, wrinkles and skin problems are a perfect example. A serious-looking grey-haired man looking sadly in the bathroom mirror suddenly finds himself on a beach with an attractive woman once he has stocked up on the advertiser's product and dyed his hair. The same positive transformation occurs in young people's social lives when they use the 'right' product. The message is clear: use our goods and you'll enjoy life. Music is also used to connect with our emotions. **Jingles** often accompany TV and radio commercials, but they aren't added just to make them more attractive. What the jingles do is activate our memories. Go into any nursery class and you'll find young children learning the alphabet or multiplication tables in maths by singing or chanting. Teachers have known for years that singing short sentences helps us

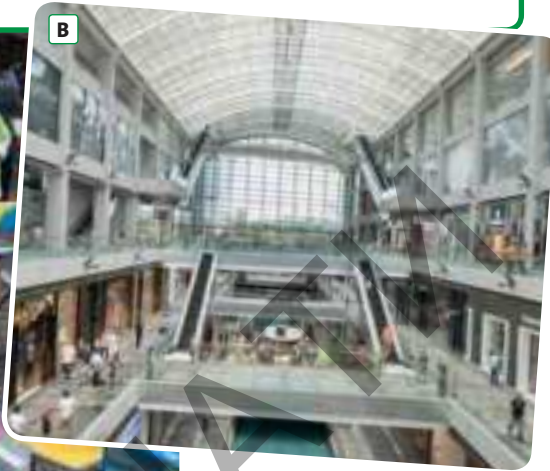
memorise things and advertisers use simple songs to help us remember the names of products. They don't even mind if the jingle annoys us. Annoying jingles have been shown to stay in our memories for longer than tunes that we actually like.

Advertisers are also willing to invest large sums of money in promoting brands by getting famous people to provide **endorsements** for their products. The media has converted sport, music and entertainment celebrities into heroes and many of them are admired and respected for the success that they have achieved. Advertisers know that people rarely talk about what their perfumes or trainers are made of, but do discuss Mila Kunis's great new film, Lionel Messi's latest fantastic goal, or Shakira's recent amazing concert. In other words, people talk about emotional experiences and advertisers hope that the people who produce these emotional experiences will increase the popularity of their brands dramatically.

Our emotions are constantly being studied by advertising agencies as they search for new ways to manipulate them. A study of car owners that took place a few years ago discovered that the owners talked about their cars in the same way as members of a cult: a small, sometimes secret group whose beliefs are considered strange and extreme by other people. As a result, advertisers studied cults and found out that their members were looking for something to belong to and a meaningful life. 'Could they turn brands into cults?' the advertisers asked themselves. <sup>4</sup> \_\_\_\_ And people's emotional connection to brands can also be found in the real world. Walk along any city street and you'll find people dressed in clothes covered in manufacturers' **slogans** like Nike's 'Just do it' and logos such as Adidas's three stripes. Perhaps the answer to the advertisers' question is 'Yes, they can.'

## Photo comparison

I can compare two photos.



- 1 **SPEAKING** Work in pairs. Compare the photos and say what you might buy in each place.

Compare the photos and say which place would be better for buying a present for a friend.

- 2 **3.18** Read the task above. Then listen to a student doing the task and her answer to the examiner's follow-up question. Answer the questions.

- Which place does the student choose to answer the task?
- What reasons does she give for her choice?
- What further question is the student asked?
- What answer does she give?

- 3 **SPEAKING** Work in pairs. Answer the questions.

- Do you agree with the place the student chose to answer the task? Why? / Why not?
- Which place would you prefer to go shopping? Why?

## Speaking Strategy

When performing the task, it is important that you have useful language ready at your disposal, for example:

- Introducing opinions: *In my view, ...*
- Making additional points: *Not only that, but ...*
- Giving examples: *...for instance, ...*
- Introducing contrasting points: *However, ...*
- Gaining time: *That's an interesting question.*

- 4 Read the **Speaking Strategy**. How many more formulaic phrases can you think of for each function?

- 5 **3.18** Listen again and answer the questions.

- How well do the students use the advice in the Strategy?
- Which formulaic phrases do they use?

- 6 **3.19** Listen to another student doing the task on his own. Answer the questions in exercise 2 about him.

- 7 **KEY PHRASES** Complete the phrases with the words below.

another argued arguing definitely main opinions reasons suppose sure thing think top

## Justifying your opinion

- The reason I \_\_\_\_\_ that is ...
- The \_\_\_\_\_ reason is that ...
- For one \_\_\_\_\_ ...
- \_\_\_\_\_ thing is ...
- On \_\_\_\_\_ of that ...
- I \_\_\_\_\_ think that ... is better, because ...
- For those \_\_\_\_\_, I think that ...

## Expressing a tentative opinion

- I don't have any strong \_\_\_\_\_ either way ...
- I'm not \_\_\_\_\_ about that. Let me think.
- It could be \_\_\_\_\_ that ...
- There might be a case for \_\_\_\_\_ that ...
- Thinking about it, I \_\_\_\_\_ that ...

- 8 **3.19** Listen again. Which key phrases from exercise 7 does the student use?

- 9 **SPEAKING** Work in pairs. Turn to page 143 and do the speaking task. Use words and phrases from this lesson.



# A letter to a newspaper

*I can write a letter about solutions to a problem.*

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

- 1 Do you shop in shopping centres?  
Why? / Why not?
- 2 Are there any problems with petty crime in your area?

A newspaper recently published an article about an increase in crime in the local shopping centre, suggesting that young people hanging out there are mostly to blame. Write a letter to the editor where you express your opinion of the article, and suggest ways in which people / shops could prevent petty crime.



## 2 Read the task above. How would you answer the question? Make notes on your ideas.

## 3 Read the letter and answer the questions.

- 1 How many paragraphs are there in the letter?
- 2 What is the topic of each paragraph?
- 3 How do the writer's ideas differ from yours in exercise 2?

### Writing Strategy

Use synonyms and paraphrases to avoid repeating the same words too often, for example:  
*very angry* = *furious*.

## 4 Read the **Writing Strategy**. Match the highlighted words in the text with pairs of words below that have a similar meaning.

- 1 submit / put forward \_\_\_\_\_
- 2 cut / slashed \_\_\_\_\_
- 3 made clear / claimed \_\_\_\_\_
- 4 growth / rise \_\_\_\_\_
- 5 certain / undeniable \_\_\_\_\_

## 5 In the letter, find words from exercise 4 that the writer uses in order to avoid repeating each of the highlighted words.

➔ **Vocabulary Builder** Synonyms: page 121

## 6 **SPEAKING** Read and discuss the task below in pairs. Make notes on each element of the task.

A newspaper recently published an article about an increase in petty crime levels in cities, blaming a general obsession with consumerism. Write a letter to the editor where you express your opinion about this, suggesting ways to decrease the levels of petty crime.

Dear Sir/Madam,

I am writing in response to the article about rising crime in our local shopping centre. It stated that there was an **increase** in theft, shoplifting and vandalism and claimed it was because of teenagers spending a lot of time there.

I'd like to say that I strongly disagree with the assumption that it is teenagers who are at fault here. I feel that it is always young people who are blamed without there being any actual evidence. It is **true** our local council's spending has been **reduced**. Therefore there have been cuts in youth activities, and teenagers do meet up more at the shopping centre. However, this does not mean that they are criminals. To my mind, there could be other reasons why petty crime has increased. It is undeniable that the country's economic situation has worsened and this must surely be a factor in the rise in crime.

I would like to **suggest** some ways of improving the situation. Firstly, the shopping centre should invest in more security cameras, which would help identify the actual criminals. Secondly, why aren't there more security guards in the shopping centre? If there were, it would really deter shoplifters from stealing things. Finally, if the council would prefer young people not to meet in the centre, they should find some money for alternative venues for them. Then teenagers can no longer be held responsible for petty crime.

I believe that the measures I am putting forward would go some way towards reducing crime in our shopping centre.

Yours faithfully,

Sophie Bennett

## 7 Use your notes in exercise 6 to write your letter to the newspaper.

### CHECK YOUR WORK

Have you ...

- covered both elements of the task in your letter?
- started and finished your letter correctly?
- used synonyms to avoid repetition where possible?
- checked the spelling and grammar?



## Phonetic symbols

## Vowels

|      |         |
|------|---------|
| /i/  | happy   |
| /ɪ/  | it      |
| /i:/ | he      |
| /æ/  | flag    |
| /ɑ:/ | art     |
| /e/  | egg     |
| /ɜ:/ | her     |
| /ɒ/  | not     |
| /ɔ:/ | four    |
| /ʊ/  | look    |
| /u:/ | you     |
| /ə/  | sugar   |
| /ʌ/  | mum     |
| /eɪ/ | day     |
| /aɪ/ | why     |
| /ɔɪ/ | noisy   |
| /aʊ/ | how     |
| /əʊ/ | go      |
| /ɪə/ | here    |
| /eə/ | wear    |
| /ʊə/ | tourist |

## Consonants

|      |            |
|------|------------|
| /p/  | pen        |
| /b/  | big        |
| /t/  | two        |
| /d/  | dog        |
| /k/  | can        |
| /g/  | good       |
| /tʃ/ | beach      |
| /dʒ/ | job        |
| /f/  | food       |
| /v/  | very       |
| /θ/  | think      |
| /ð/  | then       |
| /s/  | speak      |
| /z/  | zoo        |
| /ʃ/  | she        |
| /ʒ/  | television |
| /h/  | house      |
| /m/  | meat       |
| /n/  | now        |
| /ŋ/  | sing       |
| /l/  | late       |
| /r/  | radio      |
| /j/  | yes        |
| /w/  | we         |

## Unit 1

absent-minded (adj) /ˈæbsənt 'maɪndɪd/ ұмытшақ, шашыраңқы  
рассеянный

ache (v) /eɪk/ ауырсыну болеть

ache (n) /eɪk/ (қолдың, бастың)  
ауыру боль

addictive (adj) /ə'dɪktɪv/ тәуелділік  
тудыратын вызывающий  
зависимость

additive (n) /'adɪtɪv/ қосымша  
добавка

adrenalin (n) /ə'drenəlɪn/  
адреналин адреналин

antacid (n) /ænt'æsaɪd/ антацид  
антацид

antibiotics (n) /ˌæntɪbaɪ'ɒtɪks/  
антибиотиктер антибиотики

antihistamine (n) /ˌæntɪ'hɪstəmiːn/  
антигистамин антигистамин

anti-inflammatories (n) /'æntɪ  
ɪn'flæmətraɪz/ қабынуға қарсы  
құралдар противовоспалительные  
средства

antiseptic cream (n) /ˌæntɪ'septɪk  
kriːm/ антисептикалық крем  
антисептический крем

attend a fitness class (v) /ə'tend  
ə 'fɪtnəs klɑːs/ фитнес класына  
қатысу посещать фитнес класс

bandage (n) /'bændɪdʒ/ белтапта,  
танғыш бандаж

be competitive (v) /bi kəm'petətɪv/  
бәсекелестікке қабылетті болу  
быть конкурентоспособным

beat an opponent (v) /bi:t æn  
ə'pəʊnənt/ қарсыласын жеңу  
победить соперника

bruise (n) /bruːz/ көгерген жер,  
жарақат синяк

burn (v) /bɜːn/ жандыру сжигать

burst (n) /bɜːst/ жұлқи көтеру

рывок

calcium (n) /'kælsiəm/ кальций  
кальций

calories (n) /'kæləraɪz/ калориялар  
калории

carbohydrate (n) /ˌkɑːbəʊ'haɪdreɪt/  
көмірсу углевод

cheap (adj) /tʃiːp/ арзан дешевый

chest infection (n) /tʃest ɪn'fekʃn/  
төменгі тыныс жолдарының  
инфекциясы инфекция нижних  
дыхательных путей

cholesterol (n) /kə'lestərl/  
холестерин холестерин

(be) congested (adj) /kən'dʒestɪd/  
мұрынның бітуі быть заложенным  
(о носе)

convenient (adj) /kən'viːniənt/  
қолайлы, ыңғайлы подходящий

convert (v) /kən'vɜːt/ түрлендіру  
преобразовать

cough (n) /kɒf/ жөтел кашель

cough medicine (n) /kɒf 'medɪsn/  
жөтелге қарсы дәрі лекарство от  
кашля

dairy products (n) /'deəri  
'prɒdʌkts/ сүт өнімдері молочные  
продукты

densely populated (adj) /densli  
'pɒpjuleɪtɪd/ халық тығыз  
қонысталған густонаселённый

(feel) dizzy (adj) /'dɪzi/ бас айналу  
(чувствовать) головокружение

do aerobics (v) /də ə'təʊbɪks/  
аэробикамен айналысу заниматься  
аэробикой

energy (n) /'enədʒi/ қуат энергия

English-speaking (adj) /'ɪŋɡlɪʃ  
-spiːkɪŋ/ ағылшын тілді  
англоязычный

expensive (adj) /ɪk'spensɪv/  
қымбат дорогостоящий

far-reaching (adj) /ˌfɑː 'riːtʃɪŋ/  
салдарға ұшырататын(мед.)  
чреватый последствиями

fat (n) /fæt/ май жир

(feel) fatigued (adj) /fə'tiːɡd/  
шаршаған, қажыған (чувствовать  
себя) утомленным

fibre (n) /'faɪbə/ талшық волокно

fizzy drink (n) /'fɪzi drɪŋk/  
газдалған сусын газированный  
напиток

flu (n) /fluː/ тұмау грипп

fracture (n) /'fræktʃə(r)/ сынық  
перелом

free choice (n) /fri: tʃɔɪs/ еркін таңдау свободный выбор

fresh (adj) /freʃ/ балғын свежий

go running (v) /gəʊ  
'tʌnɪŋ/ жүгірумен айналысу  
ходить на пробежки, заниматься бегом

heartburn (n) /'hɑ:tbɜ:n/ қыжыл  
изжога

high-calorie (adj) /haɪ 'kæləri/  
аса нәрлі высококалорийный

ingredient (n) /ɪn'ɡri:diənt/  
құрамы ингредиент

insect sting (n) /ɪnsekt stɪŋ/  
жәндіктердің шағуы укус  
насекомых

intensity (n) /ɪn'tensəti/  
қарқындылық интенсивность

keep fit (v) /ki:p fɪt/ бапта болу  
быть в форме

lift weights (v) /lɪft weɪts/ ауыр  
атлетикамен шұғылдану заниматься  
тяжелой атлетикой

light-hearted (adj) /laɪt 'hɑ:tid/  
қаперсіз беззаботный

lots of liquids (n) /lɒts ɒv 'lɪkwɪdz/  
мол сұйықтық обильное питье

low-calorie (adj) /ləʊ 'kæləri/  
нәрсіз низкокалорийный

mineral (n) /'mɪnərəl/ минерал  
минерал

mouth-watering (adj) /'maʊθ  
wɔ:tərɪŋ/ тәбет ашатын  
аппетитный

much-needed (adj) /mʌtʃ 'ni:ɪd/  
өте қажет столь необходимый

(feel) nauseous (adj) /'nɔ:ziəs/  
жүрек айну (чувствовать) тошноту

nose bleed (n) /'nəʊzbli:d/ мұрын  
қанау носовое кровотечение

nutrient (n) /'nju:triənt/ қоректік  
зат питательное вещество

old-fashioned (adj) /,ɔ:ld 'fæʃənd/  
ескі сәндегі, баяғыша, көне үлгілі  
старомодный

painkillers (n) /'peɪnkɪləz/ ауруды  
басатын обезбаливающие

pedal on an exercise bike (v) /  
'pedl ɒn ən 'eksəsaɪz baɪk/  
велотренажерда жаттығу жасау  
заниматься на велотренажере

play a team sport (v) /pleɪ ə ti:m  
spɔ:t/ командалық спорт түрімен  
айналысу заниматься командным  
спортом

poultry (n) /'pəʊltri/ құс еті мясо  
птицы

preservative (n) /pri'zɜ:vətɪv/  
консервант консервант

processed (adj) /'prəʊsest/  
өңделген обработанный

processed food (n) /'prəʊsest fu:d/  
өңделген азық-түлік обработанные  
продукты

protein (n) /'prəʊti:n/ ақуыз белок

pulses (n pl) /'pʌlsɪz/ бұршақ  
дақылдары бобовые

pump (v) /pʌmp/ үрлеу качать

push myself to the limit (v) /puʃ  
maɪ'self tə ðə 'lɪmɪt/ өзін шекке  
итеру доводить себя до крайности

rash (n) /ræʃ/ бөртпе сыпы

record-breaking (adj) /'rekɔ:d  
breɪkɪŋ/ рекордтық рекордный

rest (n) /rest/ демалыс отдых

salt (n) /sɒlt/ тұз соль

saturated fat (n) /'sætʃəreɪtɪd fat/  
қаныққан май насыщенный жир

sore throat (n) /sɔ:(r) θrəʊt/ тамақ  
ауруы боль в горле

sprain (n) /spreɪn/ сіңірін созу  
растяжение связок

(feel) stiff (adj) /stɪf/ тырысақ  
(сезімі) (чувствовать) скованность

sugar (n) /'ʃʊɡə(r)/ қант сахар

(be) swollen (adj) /'swəʊlən/ ісіну  
(быть) опухшим

tablets (n) /'tæbləts/ таблеткалар  
таблетки

tasty (adj) /'teɪsti/ дәмді вкусный

temperature (n) /'temprətʃə(r)/  
температура температура

throat sweets (n) /θrəʊt swi:ts/  
тамаққа арналған мұз кәмпіттер  
леденцы от горла

time-saving (adj) /taɪm 'seɪvɪŋ/  
уақыт үнемдейтін экономящий  
время

value for money (adj) /'vælju: fɔ:(r)  
'mʌni/ сапа мен баға үйлесімділігі  
соотношение цены и качества

virus (n) /'vaɪrəs/ вирус вирус

vitamins (n) /'vɪtəmi:nz/  
витаминдер витамины

well-respected (adj) /wel  
rɪ'spektɪd/ аса құрметті  
уважаемый

well-written (adj) /wel 'rɪtn/ жақсы  
жазылған хорошо написанный

wholegrain (n) /'həʊlɡreɪn/ бүтін  
дән цельное зерно

will power (n) /'wɪlpaʊə(r)/ ерік  
күші сила воли

wound (n) /wu:nd/ жарақат  
ранение

X-ray (n) /'eks reɪ/ рентгенограмма  
рентгенограмма

## Unit 2

antenna (n) /an'tenə/ қылқанша  
усик

background (n) /'bækgraʊnd/  
алғышарт предпосылка

beak (n) /bi:k/ тұмсық клюв

claw (n) /klo:z/ тырнақ коготь

confirm (v) /kən'fɜ:m/ растау  
подтверждать

detect (v) /dɪ'tekt/ байқап қалу  
замечать

emit (v) /ɪ'mɪt/ бөліп шығару  
выделять

fang (n) /fɑŋ/ азу тіс клык

feather (n) /'fedə/ қауырсын перо

fin (n) /fɪn/ балық қанаты плавник

fur (n) /fə:/ аң терісі мех

gene (n) /dʒi:n/ ген ген

guinea pig (n) /'ɡɪni piɡ/ теңіз  
шошқасы морская свинка

hoof (n) /hu:f/ тұяқ копыто

horn (n) /hɔ:n/ мүйіз рог

findings (n) /  
'faɪndɪŋz/ қорытындылар выводы,  
результаты

hunt (v) /hʌnt/ аң аулау охотиться

immune system (n) /ɪ'mju:n  
sɪstəm/ иммун жүйесі иммунная  
система

# WORDLIST

**in depth** /,ɪn 'depθ/ толығырақ  
подробно

**locate (v)** /lə(u)'keɪt/ орналасқан  
жерін анықтау определять  
местонахождение

**mate (n)** /meɪt/ аналық, аталық  
самец, самка

**navigate (v)** /'nævɪgeɪt/ бет алу  
направляться

**offspring (n)** /'ɒfsprɪŋ/ ұрпақ  
потомство

**paper (n)** /'peɪpə(r)/ есеп отчёт

**paw (n)** /pɔː/ табан лапа

**proof (n)** /pruːf/ дәлел  
доказательство

**release (v)** /rɪ'liːs/  
шығару выпускать

**scale (n)** /skeɪl/ қабыршақ чешуя

**shell (n)** /ʃel/ ұлу қабыршағы  
раковина

**sniff (v)** /snɪf/ иіскеу нюхать

**tail (n)** /teɪl/ құйрық хвост

**taste (v)** /teɪst/ дәм сезу ощущать  
вкус

**vibrate (v)** /vʌɪ'reɪt/ дірілдету  
вибрировать

**whisker (n)** /'wɪskə/ вибрис  
вибрис

**wing (n)** /wɪŋ/ қанат крыло

## Unit 3

**amusement (n)** /ə'mjuːzm(ə)nt/  
ойын-сауық развлечение

**anger (n)** /'æŋɡə/ ашу злость

**anxiety (n)** /æŋ'zɪəti/  
алаңдаушылық беспокойство

**(not) at all** /nɒt æt ɔːl/ оқасы (жоқ)  
(не) за что

**at fault** /æt fɔːlt/ кінәлі виноватый

**at last** /æt lɑːst/ ақыры наконец

**at once** /æt wʌns/ дереу  
немедленно

**at stake** /æt steɪk/ зорлықпен под  
угрозой

**by accident** /baɪ 'æksɪd(ə)nt/  
абайсызда случайно

**by mistake** /baɪ mɪ'steɪk/ қателесіп  
по ошибке

**combat (v)** /'kɒmbæt/ күресу  
единоборство

**commit (v)** /kə'mɪt/ орындау  
совершать

**concentration (n)** /kɒns(ə)n'treɪf(ə)  
n/ зейін қою сосредоточенность

**contentment (n)** /kən'tentm(ə)nt/  
қанағаттану удовлетворение

**creativity (n)** /,kriːɪvɪ'tɪti/  
шығармашылық әлеует творческий  
потенциал

**cut (v)** /kʌt/ кесу резать,  
порезаться

**decision making (n)** /dɪ'sɪz(ə)  
n 'meɪkɪŋ/ шешім қабылдау  
принятие решений

**deter (v)** /dɪ'tɜː(r)/ іске асыруға  
жол бермеу удерживать от  
совершения

**emotion (n)** /ɪ'məʊʃ(ə)n/ эмоция  
эмоция

**envy (n)** /'envi/ көре алмаушылық  
зависть

**for good** /fɔː(r) gud/ біржолата  
навсегда

**for now** /fɔː(r) naʊ/ енді теперь

**for one thing** /fɔː(r) wʌn θɪŋ/ ең  
алдымен прежде всего

**for the time being** /fɔː(r) ðə taɪm  
'biːŋ/ қазіргі уақытта в данное  
время

**frustration (n)** /frʌ'streɪf(ə)n/ көңілі  
қалу разочарование

**intelligence (n)** /ɪn'telɪdʒ(ə)ns/  
зият интеллект

**language (n)** /'læŋgwɪdʒ/ тіл язык

**logic (n)** /'lɒdʒɪk/ қисын логика

**memory (n)** /'mem(ə)ri/ жад  
память

**misery (n)** /'mɪz(ə)ri/ қайғы-  
қасірет страдание

**movement (n)** /'muːvm(ə)nt/  
қозғалыс движение

**of interest** /ɒv 'ɪnt(ə)rəst/  
қызығушылық танытатын  
представляющий интерес

**on the one hand ... on the other  
hand** /ɒn ðə wʌn hænd ... ɒn ðɪ  
'lðə hænd/ бір жағынан... екінші  
жағынан с одной стороны ... с  
другой стороны

**on second thoughts** /ɒn 'sek(ə)nd  
θɔːts/ ой елегінен өткізіп взвесив  
все ещё раз

**on the whole** /ɒn ðə həʊl/  
ең ақырында в конечном счёте

**perception (n)** /pə'sepʃ(ə)n/  
қабылдау восприятие

**petty (adj)** /'peti/ болар-болмас,  
мардымсыз незначительный

**prevention (n)** /prɪ'venʃn/  
болдырмау предотвращение

**planning (n)** /'plænɪŋ/ жоспарлау  
планирование

**problem solving (n)** /'prɒbləm  
sɒlvɪŋ/ мәселелерді шешу решение  
проблем

**rate (n)** /reɪt/ мөлшерлеме ставка,  
уровень, интенсивность

**record (v)** /rɪ'kɔːd/ таспаға жазу  
записывать

**self-awareness (n)** /self ə'veɪnəs/  
сана-сезім, өздік сана самосознание

**sensation (n)** /sen'seɪʃ(ə)n/ сезім  
чувство

**shame (n)** /ʃeɪm/ ұят стыд

**speech (n)** /spiːʃ/ сөйлеу қабілеті  
речь

**stress (n)** /stres/ күйзеліс  
напряжение

**thrill (n)** /θrɪl/ қозу возбуждение

**under arrest** /'ʌndə ə'rest/ қамауда  
под арестом

**under control** /'ʌndə kən'trəʊl/  
бақылауда под контролем

**under the impression** /'ʌndə  
ðɪ ɪm'preʃən/ әсерінде под  
впечатлением

**under pressure** /'ʌndə 'preʃə/  
зорлық-зомбылықта под давлением

**violent (adj)** /'vaɪələnt/ зорлықты  
насильственный

**vision (n)** /'vɪz(ə)n/ көру қабілеті  
зрение

**wave (n)** /weɪv/ толқын волна



## Unit 4

age (n) /eɪdʒ/ жас возраст

anticipate (v) /æn'tɪsɪpeɪt/ күту  
ожидать

atomic clock (n) /ə'tɒmɪk klɒk/  
атомдық сағат атомные часы

bill (n) /bɪl/ шот счет

biscuit (n) /'bɪskɪt/ пісценан  
печенье

calendar month (n) /'kælɪndə  
mʌnθ/ күнтізбелік ай  
календарный месяц

candle clock (n) /'kændl klɒk/  
майшам сағат свечные часы

candy (n) /'kændi/ кэмпит конфета

cell phone (n) /'selfəʊn/ ұялы  
телефон мобильный телефон

century (n) /'sentʃəri/ ғасыр век

check (n) /tʃek/ тексеру проверка

cookie (n) /'kʊki/ печенье, пісценан  
печенье

decade (n) /'dekeɪd/ ондық декада

equinox (n) /'iːkwɪnɒks/ күн мен  
түн теңесуі равноденствие

eon (n) /'iːən/ дәуір эра

event (n) /'ɪvent/ оқиға событие

exchange presents (v) /ɪks'tʃeɪndʒ  
prɪ'zents/ сыйлық алмасу  
обмениваться подарками

family gathering (n) /'fæməli  
'gæðərɪŋ/ отбасының жиналуы  
семейный сбор

film (n) /fɪlm/ үлдір плёнка

flashlight (n) /'flæʃlaɪt/ қалта  
шамы карманный фонарь

flat (n) /flæt/ жазықтық плоскость

foot measure (n) /fʊt 'meɪzə/  
футпен өлшеу измерение в футах

highway (n) /'haɪweɪ/  
автоммагистраль автомагистраль

hourglass (n) /'aʊəglɑːs/ құмсағат  
песочные часы

leap year (n) /liːp jɪə/ кібісе жыл  
високосный год

lift (n) /lɪft/ көтеру подъем

line (n) /laɪn/ жолақ строка

lunar month (n) /'luːnə mʌnθ/ ай  
күнтізбесінің айы лунный месяц

marine chronometer (n) /mə'riːn  
krə'nɒmɪtə/ кеме хронометрі  
судовой хронометр

mechanical clock (n) /mɪ'kænikəl  
klɒk/ механикалық сағат  
механические часы

millennium (n) /mɪ'lenɪəm/ мың  
жылдық тысячелетие

millisecond (n) /'mɪli'sekənd/  
миллисекунд миллисекунда

mobile (n) /'məʊbaɪl/ автофургон-  
жилой дом автофургон

motorway (n) /'məʊtəweɪ/  
автострада автострада

pavement (n) /'peɪvmənt/ төсеме  
жол мостовая, тротуар

pendulum clock (n) /'pendjələm  
klɒk/ тілшікті сағат маятниковые  
часы

petrol (n) /'petrəl/ жанармай  
бензин

prepare (a meal) (v) /prɪ'peə(r)/  
әзірлеу (ас) приготовить (еду)

pressure gauge (n) /'prefə ɡeɪdʒ/  
қысым датчигі датчик давления

public holiday (n) /'pʌblɪk  
'hɒlədeɪ/ мемлекеттік мейрам  
государственный праздник

quartz wristwatch (n) /kwɔːts  
'rɪst,wɒtʃ/ кварцты қол сағаты  
кварцевые наручные часы

queue (n) /kjuː/ кезек очередь

season (n) /'siːzn/ маусым сезон

sidewalk (n) /'saɪdwɔːk/ жаяу  
жүргіншілер жолы пешеходная  
дорожка

sneakers (n) /'sniːkəz/ спорттық  
аяқ киім кроссовки

solstice (n) /'sɒlstɪs/ күн тоқырау  
солнцестояние

souvenirs (n) /,suːvə'nɪəz/  
базарлық сувенир

special dishes (n) /'speʃl dɪʃɪz/  
арнайы тағамдар специальные  
блюда

special occasion (n) /'speʃl ə'keɪʒn/  
ерекше жағдай особый случай

stopwatch (n) /'stɒpwɒtʃ/  
секундомер секундомер

sundial (n) /'sʌndaɪəl/ күн сағаты  
солнечные часы

sweets (n) /swiːts/ тәттілер  
сладости

tap (n) /tæp/ штуцер штуцер

thermostat (n) /'θə'məstat/  
термостат термостат

theodolite (n) /θɪ'dɒləɪt/ теодолит  
теодолит

toilet (n) /'tɔɪlət/ әжетхана туалет

torch (n) /tɔːtʃ/ жанарғы горелка

traditional (meal/custom/gift) (n) /  
trə'dɪʃənəl/ дәстүрлі (тағам/салт/  
сыйлық) традиционный (блюдо/  
обычай/подарок)

trainers (n) /'treɪnəz/ спорттық аяқ  
киім кроссовки

water clock (n) /'wɔːtə klɒk/  
су сағаты водяные часы

## Unit 5

addiction (to) (n) /ə'dɪkʃn/  
тәуелділік зависимость (от)

admit (v) /əd'mɪt/ жіберу,  
қатыстыру допускать

advise (v) /əd'vaɪz/ кеңес беру  
советовать

announce (v) /ə'naʊns/  
ақпараттандыру информировать

belief (in) (n) /bɪ'liːf/ сенім вера (в)

blogger (n) /'blɒgə/ блоггер  
блоггер

CEO (n) /siː-iː-əʊ/ басқарма  
төрағасы председатель правления

crack down (phr v) /'kræk daʊn/  
шешуші шара қолдану принимать  
решительные меры

# WORDLIST

communications executive (n)

/kəˈmjuːnɪˈkeɪʃənz

ɪgˈzekjʊtɪv/ коммуникациялар жөнүндөгү аткаруушы директор исполнительный директор по коммуникациям

community manager (n)

/kəˈmjuːnɪti ˈmænɪdʒə/

қауымдастық менеджері менеджер сообщества

company lawyer (n) /ˈkʌmpəni

ˈlɔːjə/ компания заңгері юрист компании

content manager (n) /ˈkɒntent

ˈmænɪdʒə/ контент-менеджер

контент менеджер

demand (for) (n) /dɪˈmɑːnd/

кажеттілік потребность (в)

deny (v) /dɪˈnaɪ/ бас тарту

отклонить

dependence (on) (n) /dɪˈpendəns/

тәуелділік зависимость (от)

develop (v) /dɪˈveləp/ дамыту

развивать

difference (between) (n) /ˈdɪfrəns/

(арасындагы) айырмашылык различие (между)

digital marketing manager (n)

/'dɪdʒɪtl ˈmɑːkɪtɪŋ ˈmænɪdʒə/

цифрлық маркетинг бойынша менеджер менеджер по цифровому маркетингу

effect (on) (n) /ɪˈfekt/ әсері

влияние (на)

enthusiastic (adj) /ɪnˌθjuːziˈæstɪk/

ынталы полный энтузиазма

evidence (of) (n) /ˈeɪdɪdəns/ дәлел

доказательство

existence (of) (n) /ɪgˈzɪstəns/

болмыс существование

explain (v) /ɪkˈspleɪn/ түсіндіру

толковать

finance director (n) /faɪˈnæns

dɪˈrektə/ қаржы директоры директор по финансам

find out (phr v) /faɪnd

aʊt/ анықтау, айқындау выяснить

hole up (phr v) /həʊl ʌp/ тасалану

отсиживаться

HR manager (n) /eɪtʃ-ɑː ˈmænɪdʒə/

персонал жөнүндөгү менеджер менеджер по персоналу

implement (v) /ˈɪmplɪment/ өндүрү

внедрить

increase (v) /ɪnˈkriːs/ ұлғаю

увеличиваться

increase (in) (n) /ɪŋkriːs/ ұлғаю

увеличение

insist (v) /ɪnˈsɪst/ айтқанын

болдыру настаивать

interest (in) (n) /ˈɪntrəst/

қызығушылық таныту заинтересованность (в)

launch (v) /lɔːnʃ/ іске қосу

запускать

let on (phr v) /let ɒn/ беру

выдавать

make out (phr v) /meɪk aʊt/

жаздыру выписывать

need (for) (n) /niːd/ қажетсіну

нуждаться (в)

negotiate (v) /nɪˈɡəʊʃieɪt/

келіссөздер жүргізу вести переговоры

objection (to) (n) /əbˈdʒekʃn/

қарсылық білдіру возражение (против)

obsession (with) (n) /əbˈseɪʃn/

шығалаң болу зацикленность (на)

organize (v) /ˈɔːɡənaɪz/

ұйымдастыру организовывать

patient (adj) /ˈpeɪʃnt/ төзімді

терпеливый

play on (phr v) /pleɪ ɒn/ ойнау

играть

preference (for) (n) /ˈprefrəns/

артық көру предпочтения (в)

produce (v) /prəˈdjuːs/ өндіру

производить

promise (v) /

ˈprɒmɪs/ уәде беру обещать

reason (for) (n) /ˈriːzn/ себеп повод

(для)

recruit (v) /rɪˈkruːt/ толықтыру

пополнять

rise (in) (n) /raɪz/ көтеру подъем

sales executive (n) /seɪlz

ɪgˈzekjʊtɪv/ сатулар жөнүндөгү менеджер менеджер по продажам

sarcastic (adj) /sɑːˈkæstɪk/

күйдіргі язвительный

set up (phr v) /ˌset ʌp/ баптау

настроить

solution (to) (n) /səˈluːʃn/ шешім

решение

supervise (v) /ˈsjʊpəvaɪz/

қадағалау осуществлять надзор

surprised (adj) /səˈpraɪzd/

танданған изумлённый

take in (phr v) /teɪk ɪn/ алдану

быть обманутым

video producer (n) /ˈvɪdɪəʊ

prəˈdjuːsə/ видео продюсер видео продюсер

web developer (n) /web dɪˈveləpə/

web-сайттар әзірлеушісі разработчик Web-сайтов

zoom in on (phr v) /zuːm ɪn ɒn/

ұлғайту увеличить на

## Unit 6

arrest (v) /əˈrest/ қамау

арестовывать

ban (v) /bæn/ тыйым салу

запрещать

biofuel (n) /ˈbaɪəʊ fjuəl/ биоотын

биотопливо

decide (v) /dɪˈsaɪd/ шешу решать

demand (n) /dɪˈmɑːnd/ сұраныс спрос

energy (n) /ˈenədʒi/ энергия

энергия

excess (n) /ɪkˈses/ қалдық излишек

fossil fuel (n) /ˈfɒsl fjuəl/ қазбалы отын ископаемое топливо

generated (adj) /ˈdʒenəreɪtɪd/

генерацияланған сгенерированный

geothermal (adj) /ˌdʒiːəʊθɜːməl/

геотермалды геотермальный

get ahead (phr v) /get əˈhed/

жетістікке жету преуспевать

gravitational energy storage (n)

/ˌɡrævɪˈteɪʃən(ə)l ˈenədʒi ˈstɔːrɪdʒ/ гравитациялық энергияны сақтау хранение гравитационной энергии

**grid (n)** /grid/ энергетикалық жүйе  
энергетическая система

**help out (phr v)** /help aʊt/ қалпына  
келтіру восполнить

**hide (v)** /haɪd/ жасыру скрыть

**hydroelectricity (n)** /'haɪdrəʊ-  
ilek'trɪsɪti/ гидроэлектр қуаты  
гидроэлектричество

**investigate (v)** /ɪn'vestɪgeɪt/ тереу  
расследовать

**keep (v)** /ki:p/ сақтау хранить

**megawatt (n)** /'megəwɒt/ мегаватт  
мегаватт

**nuclear (adj)** /'nju:kliə/ ядролық  
ядерный

**pumped storage (n)**  
/plʌmp't'stɔ:rɪdʒ/ энергияны  
гидроаккумуляциялау  
гидроаккумуляторное энергияны

**put in (phr v)** /put ɪn/ салу  
вкладывать

**rechargeable battery (n)**  
/ri:'tʃɑ:dʒəbl 'bætəri/ аккумулятор  
батарейсы аккумуляторная батарея

**renewable source (n)** /rɪ'nju:əbl  
sɔ:s/ қалпына келетін қуат көздері  
возобновляемые источники

**resign (v)** /rɪ'zaɪn/ бас тарту  
отказываться

**seasonal thermal storage (n)**  
/'si:zənəl 'θɜ:məl 'stɔ:rɪdʒ/  
маусымдық жылу аккумуляторы  
сезонный тепловой аккумулятор

**set up (phr v)** /,set 'ʌp/ баптау  
настроить

**sign (v)** /saɪn/ қол қою подписать

**solar (adj)** /'səʊlə/ күн шуақты  
солнечный

**squeeze in (phr v)** /skwi:z ɪn/  
нығыздау втиснуть

**step down (phr v)** /step daʊn/  
төмендеу понижение

**supply (n)** /sə'plai/ қамтамасыз ету  
снабжение

**take on (phr v)** /teɪk ɒn/  
қарсыластықты қабылдау принять  
вызов

**think up (phr v)** /θɪŋk ʌp/  
ойластыру продумывать

**throw (v)** /θrəʊ/ лақтыру бросать

**tidal (adj)** /'taɪdl/ толқындық  
приливная

**wait (v)** /weɪt/ күту ждать

**wind (n)** /waɪnd/ жел ветер

**wonder (v)** /'wʌndə(r)/ таң қалу  
удивляться

## Unit 7

**atlas (n)** /'ætɫəs/ атлас атлас

**author (n)** /'ɔ:θə/ автор автор

**bestseller (n)** /,best'selə/  
бестселлер бестселлер

**biography (n)** /baɪ'ɒgrəfi/ өмірбаян  
биография

**boredom (n)** /'bɔ:dəm/ зерігу  
скука

**chapter (n)** /'tʃæptə/ тарау глава

**closely (adv)** /'kləʊsli/ жақын  
близко

**come across (phr v)** /kʌm ə'krɒs/  
тап болу наткнуться

**convenience (n)** /kən'vi:nɪəns/  
жайлылық удобство

**cookery book (n)** /'kʊkəri bʊk/  
аспаз кітабы поваренная книга

**cost (n)** /kɒst/ баға цена

**daily (adv)** /'deɪli/ күнделікті  
повседневно

**diary (n)** /'daɪəri/ күнделік  
дневник

**dictionary (n)** /'dɪkʃ(ə)n(ə)ri/  
сөздік словарь

**do some volunteer work (v)** /də  
səm ˌvɒlən'tiə(r) wɜ:k/ еріктілер  
жұмысын атқару заниматься  
волонтерской работой

**early (adv)** /'ɜ:li/ ерте рано

**encyclopedia (n)** /ɪn,saiklə'pi:diə/  
энциклопедия энциклопедия

**friendly (adv)** /'frendli/ жолдастық  
дружеский

**get around (phr v)** /get ə'raʊnd/  
жақындау приблизиться

**get back (phr v)** /get bæk/ өтеу  
возмещать

**go off (phr v)** /gəʊ ɒf/  
қайту уходить

**get away from it all (v)** /get ə'wei  
frɒm ɪt ɔ:l/ осының бәрінен безу  
уйты от всего этого

**go off the beaten track (v)** /gəʊ ɒf  
ðə 'bi:tən træk/ үйреншікті жолдан  
таю сойти с проторенной дорожки

**hardback (n)** /'hɑ:dbæk/ қатты  
мұқаба твердый книжный переплет

**have a lovely view (v)** /əv ə 'lʌvli  
vju:/ өдемі көріністі иметь  
прекрасный вид

**help with your bags (v)** /help  
wɪð jɔ:(r) bægz/ сөмкелерімен  
жәрдемдесу помочь с сумками

**lately (adv)** /leɪtli/ жуырда недавно

**light a campfire (v)** /laɪt də  
'kæmpfaɪə(r)/ от жағу разжечь  
костер

**out-of-print (n)** /'aʊtəv'prɪnt/  
басылымнан шыққан шыпедший из  
печати

**paperback (n)** /'peɪpəbæk/ жұмсақ  
мұқабалы кітап книга в мягкой  
обложке

**pull up (phr v)** /'pʊl ʌp/ тарту  
подтянуть

**put up the tent (v)** /put ʌp də tent/  
күрке тігу поставить палатку

**quickly (adv)** /kwɪkli/ жылдам  
быстро

**safety (n)** /'seɪfti/ қауіпсіздік  
безопасность

**self-help book (n)** /self-help  
bʊk/ өздік оқу құралы книга по  
саморазвитию

**set off (phr v)** /set ɒf/ жолға  
шығу отправиться

**sleep rough (v)** /sli:p rʌf/ ашық  
аспан астында ұйықтау спать под  
открытым небом

**stop over (phr v)** /  
'stɒpəʊvə(r)/ тоқтау делать  
остановку

**take in (phr v)** /teɪk ɪn/  
алдау принимать

**taste a local dish (v)** /teɪst ə 'ləʊkl  
dɪʃ/ жергілікті астан дәм тату  
попробовать местное блюдо



# WORDLIST

**textbook (n)** /'tekstbuk/  
нұсқаулық руководство

**time (n)** /taɪm/ мерзім срок

**title (n)** /'taɪtl/ тақырып аты  
заголовок

**travel guide (n)** /'trævl  
gaɪd/ жолсілтеме путеводитель

**travel light (v)** /'trævl laɪt/ жүксіз  
саяхаттау путешествовать налегке

**travel sickness (n)** /'trævl 'sɪknəs/  
теңіз ауруы морская болезнь

## Unit 8

**absolutely (adv)** /,æbsə'lu:tli/  
абсолютті абсолютно

**accessibility (n)** /æk,sesə'bɪləti/  
қол жетімділік доступность

**alive (adj)** /ə'laɪv/ тірі живой

**alone (adj)** /ə'ləʊn/ жалғыз  
одинокий

**annoyed (adj)** /ə'nɔɪd/ ашу  
көнеген раздражённый

**asleep (adj)** /ə'sli:p/ ұйықтап  
қалған спящий

**action camera (n)** /'ækʃ(ə)n  
'kæmə/ экшн камера экшн  
камера

**be in the public eye (v)** /bi ɪn ðə  
'pʌblɪk aɪ/ көпшіліктің алдында  
болу быть на виду

**be in the public interest (v)** /bi ɪn ðə  
'pʌblɪk 'ɪntərəst/ қоғам назарында  
болу быть в центре внимания  
общественности

**capture (v)** /'kæptʃə/ қармау  
захватывать, захватить

**celebrities (n)** /sə'lebrətɪz/ танымал  
адамдар знаменитости

**channel (n)** /'tʃænl/ арна канал

**connect (v)** /kə'nekt/  
жалғау соединять

**completely (adv)** /kəm'pli:tli/  
толықтай окончательно

**content (n)** /'kɒntent/ мазмұн  
содержание, контент

**delighted (adj)** /dɪ'laɪtɪd/ таң  
қалған восхищённый

**drone (n)** /drəʊn/ дрон дрон

**ecstatic (adj)** /ɪk'stætɪk/ сұрапыл  
иступлённый

**exhausted (adj)** /ɪg'zɔ:stɪd/  
пайдаланылған отработанный

**explore (v)** /ɪks'plɔ:/ зерттеу  
исследовать

**fascinated (adj)** /'fæsnertɪd/  
танданған очарованный

**feedback (n)** /'fi:dbæk/ кері  
байланыс обратная связь

**fitness tracker (n)** /'fɪtnɪs 'trækə/  
фитнес-трекер фитнес-трекер

**free press (n)** /fri: pres/ еркін баспа  
свободная пресса

**frightened (adj)** /'fraɪtnd/  
үрейленген напуганный

**games console (n)** /geɪmz 'kɒnsəʊ/  
ойын консолі игровая консоль

**harass (v)** /'hærəs/ түрткілеу,  
тіісу досаждать

**hilarious (adj)** /hɪ'leəriəs/ өте  
күлкілі очень смешной

**identify (v)** /aɪ'dentɪfaɪ/  
сәйкестендіру идентифицировать

**immerse (v)** /ɪ'mɜ:s/ батыру  
погружать

**inspect (v)** /ɪn'spekt/ тексеру  
инспектировать

**interaction (n)** /,ɪntər'ækʃn/  
өзара байланыс, әрекеттесу  
взаимодействие

**invade someone's privacy (v)**  
'ɪn'veɪd 'sʌmwʌnz 'prɪvəsi/  
біреудің жеке өміріне қол сұғу  
вторгаться в чью-то личную жизнь

**investigative journalism (n)**  
'ɪn'vestɪgətɪv 'dʒɜ:nəlɪzəm/  
журналисттік тереулер  
журналистские расследования

**living (adj)** /'lɪvɪŋ/ өмір сүретін  
живущий

**locate (v)** /ləʊ'keɪt/ орнын анықтау  
локализовать

**lonely (adj)** /'ləʊnli/ жалғыз  
одинокий

**miserable (adj)** /'mɪzrəbl/  
бақытсыз несчастный

**paparazzi (n)** /,pæpə'rætsi/  
папарацци папарацци

**platform (n)** /'plætfɔ:m/  
платформа платформа

**power bank (n)** /'paʊə bæŋk/  
сыртқы аккумулятор внешний  
аккумулятор

**press regulators (n)** /pres  
'regjuleɪtəz/ баспа реттеушілері  
регуляторы прессы

**privacy laws (n)** /'prɪvəsi lɔ:z/ жеке  
бас өміріне қол сұқпаушылық  
жөніндегі заңдар законы о  
неприкосновенности частной жизни

**provider (n)** /prə'vaɪdə(r)/  
жеткізуші поставщик

**publicity scandal (n)** /pʌb'lɪsəti  
'skændl/ көпшілік алдындағы  
жанжал публичный скандал

**really (adv)** /'ri:əli/ іс жүзінде  
в действительности

**robot assistant (n)** /'rəʊbɒt  
ə'sɪstənt/ көмекші робот робот-  
помощник

**smart speaker (n)** /smɑ:t 'spi:kə/  
ақылды дауыс зорайтқыш умный  
динамик

**sleeping (adj)** /'sli:pɪŋ/ ұйықтап  
жатқан спящий

**stalk (v)** /stɔ:k/ таралу  
распространяться

**starving (adj)** /stɑ:vɪŋ/ аш  
голодающий

**stream (v)** /stri:m/ тікелей эфир  
жүргізу вести прямой эфир

**subscriber (n)** /səb'skraɪbə(r)/  
жазылушы подписчик

**sue for libel (v)** /sju: fɔ:(r) 'laɪbl/  
жала жабу үшін соттасу судиться  
за клевету

**tabloid press (n)** /'tæblɔɪd pres/  
бейкеркем әдебиет бульварная  
пресса

**terrible (adj)** /'terəbl/ сұмдық  
ужасный

**terrified (adj)** /'terɪfaɪd/ қатты  
қорыққан в ужасе

**the press (n)** /ðə pres/ баспа  
пресса

**thrilled (adj)** /θrɪld/ алаңды  
взволнованный

**totally (adv)** /'təʊtəli/ жалпы  
совершенно

**VR headset (n)** /vi:-ɑ: 'hedset/  
виртуалды болмыс дулығысы шлем  
виртуальной реальности

**wonderful (adj)** /'wʌndəfl/ керемет  
чудесный

## Unit 9

**apply (v)** /ə'plai/ қолдану  
применять

**bale (n)** /beil/ тең тюк

**be a rip-off (v)** /bi ə rɪp ɒf/  
қалтадан қағылу быть ободанным

**be broke (v)** /bi brəʊk/ қаусау  
разориться

**be dirt cheap (v)** /bi dɜ:t tʃi:p/ көк  
тиын тұрмайды дешевле пареной  
репы

**be hard up (v)** /bi hɑ:d ʌp/  
қаражатсыз қалу не иметь средств

**be rolling in it (v)** /bi 'rəʊlɪŋ ɪn ɪt/  
бай болу быть очень богатым  
человеком

**be comfortably off (v)** /bi  
'kʌmfətəbli ɒf/ даулетті болу  
быть обеспеченным

**boll (n)** /bɔ:l/ тұқым қабықшасы  
семенная коробочка

**brand (n)** /brænd/ бренд бренд

**burglar (n)** /'bɜ:glə(r)/ баукеспе  
взломщик

**burglary (n)** /'bɜ:gləri/ бұзып ұрлау  
кража со взломом

**burgle (v)** /'bɜ:gl/ бұзып ұрлық  
жасау совершать кражу со  
взломом

**commercial (n)** /kə'mɜ:ʃl/  
коммерциялық коммерческий

**compress (v)** /kəm'pres/ сығу  
сжимать

**consumer (n)** /kən'sju:mə(r)/  
тұтынушы потребитель

**cotton (n)** /'kɒtn/ мақта хлопок

**crop (n)** /krɒp/ өнім урожай

**denim (n)** /'denɪm/ джинс матасы  
джинсовая ткань

**endorsement (n)** /ɪn'dɔ:smənt/  
индоссамент индоссамент

**fur (n)** /fɜ:/ ішіктер меха

**gin (n)** /dʒɪn/ талшық ажыратқыш  
волоконотделитель

**harvest (v)** /'hɑ:vɪst/ астық  
жинау убирать урожай

**jingle (n)** /'dʒɪŋɡl/ жарнамалық  
ұран рекламный куплет

**launch (n)** /lɔ:ntʃ/ іске қосу запуск

**leather (n)** /'leðə/ былғары кожа

**logo (n)** /'lɒɡəʊ/ логотип логотип

**module (n)** /'mɒdju:l/ блок блок

**nylon (n)** /'naɪlən/ нейлон нейлон

**plant (v)** /plɑ:nt/ егу сажать

**polyester (n)** /  
'pɒli'estə/ полиэстер полиэстер

**process (v)** /'prəʊses/ өңдеу  
обрабатывать, перерабатывать

**rob (v)** /rɒb/ тонау грабить

**robber (n)** /'rɒbə(r)/ тонаушы  
грабитель

**robbery (n)** /'rɒbəri/ қарақшылық  
ограбление

**saturate (v)** /'sætjəreɪt/ қанықтыру  
насыщать

**scarf (n)** /skɑ:f/ мойын орағыш  
шарф

**separate (v)** /'sepəreɪt/ бөліп алу  
отделять

**shoes (n)** /ʃu:z/ аяқ-киім обувь

**shoplift (v)** /'ʃɒplɪft/ дүкенде  
ұрлық жасау совершать кражи в  
магазине

**shoplifter (n)** /'ʃɒplɪftə(r)/ дүкен  
ұрысы магазинный вор

**shoplifting (n)** /'ʃɒplɪftɪŋ/ дүкенде  
ұрлық жасау магазинная кража

**silk (n)** /sɪlk/ жібек шёлк

**slogan (n)** /'sləʊɡən/ ұран слоган

**spin (v)** /spɪn/ иіру прясть

**steal (v)** /sti:l/ ұрлау красть

**stocking (n)** /'stɒkɪŋ/ шұлық  
бұйымы чулочное изделие

**theft (n)** /θeft/ ұрлық кража

**thief (n)** /θi:f/ ұрлықшы вор

**tracksuit (n)** /'træks(j)u:t/  
спорттық киім спортивный костюм

**transport (v)** /  
træns'pɔ:t/ тасымалдау, тасу  
перевозить

**vandal (n)** /'vændl/ вандал вандал

**vandalise (v)** /'vændəlaɪz/  
вандализммен айналысу совершать  
акцию вандализма

**vandalism (n)** /'vændəlɪzəm/  
вандализм вандализм

**weave (v)** /wi:v/ мата тоқу ткать

**wool (n)** /wʊl/ жүн шерсть

**yarn (n)** /jɑ:n/ иірілген жіп пряжа

# IRREGULAR VERBS

| Base form | Past simple    | Past participle |
|-----------|----------------|-----------------|
| be        | was / were     | been            |
| become    | became         | become          |
| begin     | began          | begun           |
| bend      | bent           | bent            |
| bite      | bit            | bitten          |
| blow      | blew           | blown           |
| break     | broke          | broken          |
| bring     | brought        | brought         |
| build     | built          | built           |
| burn      | burned / burnt | burned / burnt  |
| buy       | bought         | bought          |

|        |        |              |
|--------|--------|--------------|
| can    | could  | been able to |
| catch  | caught | caught       |
| choose | chose  | chosen       |
| come   | came   | come         |
| cost   | cost   | cost         |
| cut    | cut    | cut          |

|       |       |        |
|-------|-------|--------|
| do    | did   | done   |
| draw  | drew  | drawn  |
| drink | drank | drunk  |
| drive | drove | driven |

|     |     |       |
|-----|-----|-------|
| eat | ate | eaten |
|-----|-----|-------|

|        |        |           |
|--------|--------|-----------|
| fall   | fell   | fallen    |
| feel   | felt   | felt      |
| fight  | fought | fought    |
| find   | found  | found     |
| fly    | flew   | flown     |
| forget | forgot | forgotten |

|      |      |       |
|------|------|-------|
| get  | got  | got   |
| give | gave | given |
| go   | went | gone  |
| grow | grew | grown |

|      |       |        |
|------|-------|--------|
| hang | hung  | hung   |
| have | had   | had    |
| hear | heard | heard  |
| hide | hid   | hidden |
| hit  | hit   | hit    |

| Base form | Past simple | Past participle |
|-----------|-------------|-----------------|
| keep      | kept        | kept            |
| know      | knew        | known           |

|       |                  |                  |
|-------|------------------|------------------|
| lay   | laid             | laid             |
| lead  | led              | led              |
| learn | learned / learnt | learned / learnt |
| leave | left             | left             |
| lend  | lent             | lent             |
| lose  | lost             | lost             |

|      |       |       |
|------|-------|-------|
| make | made  | made  |
| mean | meant | meant |
| meet | met   | met   |

|          |          |          |
|----------|----------|----------|
| overcome | overcame | overcome |
|----------|----------|----------|

|     |      |      |
|-----|------|------|
| pay | paid | paid |
| put | put  | put  |

|      |      |        |
|------|------|--------|
| read | read | read   |
| ride | rode | ridden |
| ring | rang | rung   |
| run  | ran  | run    |

|       |                 |                 |
|-------|-----------------|-----------------|
| say   | said            | said            |
| see   | saw             | seen            |
| sell  | sold            | sold            |
| send  | sent            | sent            |
| set   | set             | set             |
| shake | shook           | shaken          |
| shine | shone           | shone           |
| shoot | shot            | shot            |
| show  | showed          | shown / showed  |
| shut  | shut            | shut            |
| sing  | sang            | sung            |
| sink  | sank            | sunk            |
| sit   | sat             | sat             |
| sleep | slept           | slept           |
| smell | smelled / smelt | smelled / smelt |
| speak | spoke           | spoken          |
| spell | spelled / spelt | spelled / spelt |
| spend | spent           | spent           |
| spill | spilled / spilt | spilled / spilt |



| Base form | Past simple | Past participle |
|-----------|-------------|-----------------|
| stand     | stood       | stood           |
| steal     | stole       | stolen          |
| swim      | swam        | swum            |

|       |         |         |
|-------|---------|---------|
| take  | took    | taken   |
| teach | taught  | taught  |
| tell  | told    | told    |
| think | thought | thought |
| throw | threw   | thrown  |

|            |            |            |
|------------|------------|------------|
| understand | understood | understood |
|------------|------------|------------|

|       |       |         |
|-------|-------|---------|
| wake  | woke  | woken   |
| wear  | wore  | worn    |
| win   | won   | won     |
| write | wrote | written |

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