

Eyes Open **3**

STUDENT'S BOOK for Kazakhstan

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ENGLISH
АҒЫЛШЫН ТІЛІ
АНГЛИЙСКИЙ ЯЗЫК

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Жалпы білім беретін мектептің 7-сыныбына арналған оқулық

Қазақстан Республикасы Білім және ғылым министрлігімен ұсынылды

Grade 7



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Hobbies and leisure



In this unit ...



A New York City food tour p7



Punkin Chunkin! p10



Birthday celebrations p12



CLIL An ancient answer p14

Vocabulary

- Free time activities
- Adjectives of feeling
- Expressions with *have*
- Making nouns from verbs

Language focus

- *one/ones*
- *too + adjective*
- Indefinite pronouns
- (*not*) *adjective + enough*

Unit aims

I can ...

- talk about my free time activities.
- talk about people, things and places without repeating the same words.
- understand information about how people have fun around the world.
- talk about things which are too big, small, cold, etc. or not big, small, cold, etc. enough.
- make suggestions and respond to them.
- write an email invitation to a friend.

BE CURIOUS



What can you see in the photo?

Start thinking

- How are these people feeling?
- How do you and your friends have fun?
- What's the best day out you've ever had?

Vocabulary Free time activities



1 1.2 Match the pictures with the words in the box. Then listen, check and repeat.

play computer games meet friends
 spend time with your family
 use the Internet draw pictures
 take photos read books or magazines
 watch films have a party
 play an instrument

2 Complete the questions with the correct form of the verbs in Exercise 1.

- 1 What kind of computer games do you ?
- 2 Did you a party on your last birthday?
- 3 What books or magazines have you this week?
- 4 When do you time with your family?
- 5 Are you going to the Internet later?
- 6 What instruments can you ?
- 7 Where do you usually your friends?
- 8 Do you and your friends often photos with your mobiles?

Your turn

3 Write your answers to the questions in Exercise 2.

1 *I like playing football games.*

4 Work in small groups. Ask and answer the questions in Exercise 2. Remember to ask for more information.

What kind of computer games do you play?

I like playing football games.

Reading An online forum

- 1 Look at the photos and read the introduction to the online forum. What's a long weekend? Which plan do you think you would prefer?
- 2 Read the article and check your ideas to Exercise 1.
- 3 Read the text again and write **M** (Michele), **R** (Rohun) or **S** (Suzi).
 - 1 Who's spending time with their family?
 - 2 Who's going somewhere with their class?
 - 3 Who's doing something in their school?
 - 4 Who's going somewhere outside?
 - 5 Who's going to have fun in the café?
 - 6 Who's inviting you to listen to music?

Explore expressions with *have*

- 4 Look at the text again. Find three expressions with *have*.

- 5 Write sentences about you with *have* and one of the words in the box.

a good time a shower a rest
a problem a meal a party

I had a good time at my friend's party last week.

➔ Vocabulary bank • page 122

Your turn

- 6 What can you do in your town on a long weekend? Write three ideas.
You can meet your friends at the shopping centre and you can have a drink in the café.
- 7 Compare your ideas with a partner. Then write a short paragraph for the online forum.

PLANS FOR THE

LONG WEEKEND

No school on Monday so this weekend's going to be a long one! Post your plans for the weekend below.



MICHELE GREEN, YEAR 9

Lunch with my grandparents on Saturday but the next day I'm going to meet my friends at the open-air swimming pool. There's something for everyone there and we always have a good time! If you want a swim, the water's warm. If you want to sit in the sun, there's always somewhere to put your towel. And if you get thirsty, you can have something to drink at the café.



ROHUN PATEL, YEAR 10

I play the guitar in a band with three friends. If you haven't got anything better to do, we're playing two concerts this weekend. The first one is on Saturday at 6 pm in the school hall and tickets are free! Come and join us!



SUZI POLOWETSKY, YEAR 9

I'm going to the library on Saturday with my classmates. No! Not to read books! There's an exhibition for students to show their photos and Misha's taken some amazing ones of our school trip. We're having a party afterwards in the café. Why don't you come?

FACT! The world's largest open-air swimming pool is in Chile. It's more than 1 km long. That's the size of 20 Olympic swimming pools.

Language focus 1 *one/ones*

1 Complete the examples from the text on page 6.

Singular object	No school on Monday so this weekend's going to be a long ¹!
Plural object	Misha's taken some amazing ² of our school trip.

→ Grammar reference • page 114

2  1.3 Complete the conversations with *one* or *ones*. Then listen and check.

Lucy: Which ¹.... is your skateboard?
 Caroline: That ²....
 Lucy: Is it the ³.... with red stars?
 Caroline: No, it's got blue ⁴....



Tania: I like those shoes.
 Jenny: Which ⁵....? The ⁶.... on the brown box?
 Tania: No, those shoes on the black ⁷....
 Jenny: Oh! I prefer the boots next to those ⁸....

Indefinite pronouns

3 Complete the examples from the text on page 6.

	People	Things	Places
affirmative	There's something for ¹ there.	You can have ² to drink at the café.	There's always ³ to put your towel.
negative	There is nobody from school at the concert.	If you haven't got ⁴ better to do.	We don't usually go anywhere special at the weekend.

→ Grammar reference • page 114

Get it right!

Use the verb in the negative with *any*:
I haven't had anything to eat. ✓
I haven't had nothing to eat. ✗

4 Replace the words in bold with an indefinite pronoun.

- I think there's a **person** at the door. *someone*
- Where's Jack? He's in a **room** in the school.
- I've looked for my bag in **all the places** in the house. I can't find it in **any place**.
- There's **no food** in the fridge.
- Ouch! I've got a **small object** in my shoe!
- There's **not one place** we can buy milk.

Your turn

5 Write this information on a piece of paper in a different order.

- someone famous you have met.
- somewhere you've never been.
- someone famous you would like to meet.
- something you've done that you really enjoyed.
- somewhere you've been that was amazing.
- something you've never done that you'd like to do.

New York, Usain Bolt, ...

6 Read your partner's information from Exercise 5. Can you guess what it means?

Is New York somewhere you've never been?

No, it isn't. It's somewhere I've been that was amazing.

Learn about having a meal in New York.

- What can you eat at Katz's Delicatessen?
- Does Sylvia's Restaurant have Chinese food?
- What does everyone enjoy at Serendipity?



Discovery
EDUCATION

1.1 A New York City food tour

Listening A radio interview

1 Look at the photos of three school trips. Where did the pupils go? What did they do there?



2 1.4 Listen to the radio interview and check your ideas to Exercise 1.

3 1.4 Listen again and answer the questions.

- 1 Did Hannah and her friends take off their coats? Why/Why not?
- 2 How did Hannah and her classmates feel about the teacher?
- 3 What did Toby think about the Spanish lesson?
- 4 Did Toby have fun in the dancing class? Why/Why not?
- 5 Did Kate have a good time?
- 6 Why did the little monkey feel sad?

Vocabulary Adjectives of feeling

4 1.5 Match the pictures a-i with the words in the box. Then listen, check and repeat.

angry bored excited tired afraid upset
interested embarrassed surprised

➔ Say it right! • page 112

Your turn

5 Look at the adjectives in Exercise 4. What usually makes you feel this way? Write sentences with the words in the box or your own ideas.

long weekend spiders going on a school trip
losing an important game or competition
a very sad book or film my brother or sister

I feel excited before a long weekend. I feel afraid when ...

6 Work with a partner. Ask and answer questions about your sentences in Exercise 5. Do you feel the same way about the same things?

When do you feel excited?

I feel excited before a long weekend.

➔ Vocabulary bank • page 122



Language focus 2 *too + adjective*

1 Complete the examples from the listening on page 8.

+ It was ¹... to take off our coats.
I was ²... to look.

➔ Grammar reference • page 114

2 Complete the sentences with *too + adjective + infinitive*. Use the adjectives in the box.

hot cold late small old young

- I'm not going into the sea. It's *too cold to swim* (swim).
- It's time for bed. It's ... (watch) TV.
- I'm sorry, but the children are ... (ride) that horse.
- It's 40 °C today. It's ... (play) tennis.
- My brother is ... (join) the army. He must wait until he's 18.
- My granddad is ... (play) football, but he still enjoys watching it.

(not) adjective + enough

3 Complete the examples from the listening on page 8.

+ The test was easy ¹... for everyone to pass.
- One of the little monkeys wasn't ²... to get to the table.

➔ Grammar reference • page 114

4 Complete the sentences with *(not) enough and the adjectives in brackets*.

- We can't eat in the garden because it *isn't warm enough* (warm) to sit outside.
- You can't go to that disco because you ... (old) to get in.
- We don't need to go by car because it ... (close) to walk.
- You mustn't go in the water because it ... (safe) to swim.
- I only want a snack because I ... (hungry) to eat a big meal.
- We can drive all of you to the match because our car ... (big) to take seven people.

Get it right!

Use **too** before the adjective.
I'm too young to see the film.
Use **enough** after the adjective.
I'm not old enough to see the film.

5 Choose the correct words to complete the sentences.

- Don't go in the sea. It's **not dangerous enough / too dangerous** to swim today.
- You can't move that box on your own. You're **not strong enough / too strong** to carry it.
- My sister's staying at home today. She's **not well enough / too well** to go to school.
- I'm going to bed. I'm **not tired enough / too tired** to watch the film.
- I wanted to go to the concert but the tickets were **not expensive enough / too expensive** to buy.
- The wall is **not high enough / too high** to jump over.

6 Order the words to make questions.

- ice cream / to / too / cold / Is / eat / it / an?
Is it too cold to eat an ice cream?
- Have / tired / go out / you / too / to / been / ever?
- you / Were / hungry / to / big / breakfast / enough / have / a?
- strong / Are / carry / a / you / to / enough / friend?
- your / sports team / enough / Is / good / win / to / league / the?
- house / big / enough / have / Is / your / party / to / a?

Your turn

7 Write your answers to the questions in Exercise 6.

No, it isn't too cold to eat an ice cream. I'd like one, please!

8 Work with a partner. Ask and answer the questions in Exercise 6.

Is it too cold to eat ice cream?

No, it isn't too cold to eat an ice cream. I'd like one, please!



Discover Culture



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

- 1 Do you ever eat pumpkin? When? What do you eat it with?
- 2 What else do you think you could do with a pumpkin?



Find out about a pumpkin competition in Bridgeville, USA.



Discovery EDUCATION

1.2 Punkin Chunkin!

2 You are going to watch a video about the 'Punkin Chunkin' competition in Bridgeville, USA. What do you think happens in this competition?

3 1.2 Watch the video and check your answers to Exercise 2.

4 1.2 Watch the video again and complete the text with the words in the box.

champion festival fun pumpkin
shoot mess chuck

Some people call it a sport. Some call it a ¹..... But everyone thinks it's ²..... The rules are simple. First, take a ³..... Then build a machine to ⁴..... it as far as you can. Jake's father helped to organise the very first Punkin Chunkin ⁵..... in 1986. Now the whole family helps ⁶..... pumpkins. And Jake is the best. In 2008 he was the world ⁷..... and again in 2012. Jake's pumpkins have gone 1,366 metres.

5 Test your memory. Choose the correct answers.

- 1 Some / All of the machines have the American flag.
- 2 None / Some of the machines break.
- 3 Some people / Nobody wear(s) strange costumes.
- 4 Nobody / Some people celebrate(s) the results.
- 5 Some / All of the pumpkins have writing on them.
- 6 A lot of / Not many people come to watch the competition.

Your turn

6 Write down the rules for an unusual competition in your country, or invent one.

We've got a cheese throwing competition. First, you need to choose a cheese. Next, you have to ...

7 Work in small groups. Compare your unusual competitions and choose your favourite.

I like Marco and Anna's competition best because everyone has a good time.

I prefer the cheese one because ...

Reading An article

- 1 Work with a partner. Read the quiz and guess the answers.
- 2 Read the article. Check your answers to the quiz.

Explore making nouns from verbs

- 3 Look at the article again. Find the noun from the verb *play*. What do we add to the verb to make the noun?
- 4 Complete the sentences with the correct form of the verbs in the box.

have a party play jokes take photos
use the Internet play an instrument watch films

- 1 ... *Playing jokes* ... on 1 April is still normal in English-speaking countries.
- 2 I think ... on TV is better than going to the cinema.
- 3 ... on your birthday is a great way to see all your friends and have fun.
- 4 ... with your mobile is easier than with a camera.
- 5 ... in a band is hard work if you have to play a concert every weekend.
- 6 ... on a very small computer screen is difficult.

➔ Vocabulary bank • page 112

Your turn

- 5 Imagine you are a newsreader. Write down two jokes you would like to tell everyone in your country.
I'd like to tell everyone that monkeys can talk.
- 6 Work with a partner. Compare your jokes and choose the best one.

I'd like to tell everyone that the moon is made of cheese.

That's a good one! I'd like to ...



APRIL FOOLS' DAY

How much do you know about

April Fools' Day? QUIZ

- 1 On April Fools' Day people ...
a don't go to school.
b play jokes on each other.
c have a party.
- 2 Before the 16th Century, New Year's Day was ...
a on 1st April.
b on 1st January.
c on two different days.
- 3 April Fools' Day is ...
a only in England.
b only on TV.
c in places where people speak English.
- 4 Spaghetti
a grows on trees.
b is also a type of tree.
c doesn't grow on trees.
- 5 Big Ben ...
a has now got a digital face.
b is in London.
c is going to change.

Be careful! Today is 1 April.

Don't listen to your friends when they say school's closed for a week! Don't run to the window if your dad tells you it's snowing. It's April Fools' Day and you don't want to be the fool!

People believe that April Fools' Day began in the sixteenth century when New Year's Day moved from 1 April to 1 January. Of course, there wasn't any TV or Internet so people didn't know about this change until several years later. People who continued to celebrate New Year's Day on 1 April were called fools.

Playing jokes on 1 April is still normal in English-speaking countries today. News programmes enjoy the fun too! Here are two of the most famous jokes from the British TV channel, the BBC.

In 1957, they showed a programme about spaghetti growing on trees. A lot of people thought it was true and they phoned the BBC to ask where they could buy the trees.

Then, in 1980, they said that Big Ben, the famous clock in London, had a new digital face. Everyone was very unhappy about the change until the BBC told them it was an April Fools' joke!



FACT! In 2013, a famous internet search engine said that people could now use the Internet to look for different smells. It was one of the most popular April Fools' jokes ever.

Speaking Suggesting and responding



Real talk: How do you celebrate your birthday?

- 1** **1.3** Watch the teenagers in the video and write the number of the speaker.
On their birthday, who ...
- a) likes having a party?
 - b) goes on trips?
 - c) spends time with their family at home?
 - d) had an exam this year?

- 2** How do *you* celebrate *your* birthday? Ask and answer with your partner.

- 3** **1.6** Listen to Paul talking to Molly.
Where do they decide to go for his birthday?

- 4** **1.6** Complete the conversation with the useful language. Then listen and check your answers.

Useful language

What about (+ *-ing*) ...?
Let's (+ infinitive without *to*).
Why don't we (+ infinitive without *to*) ...?
That's a great idea!
I'd rather (+ infinitive without *to*) ...
How about (+ *-ing*) ...?
Where shall we (+ infinitive without *to*) ...?
Ok, why not?

Paul: 1.... go for my birthday?
Molly: 2.... going to the beach? We can have a picnic.
Paul: No, 3.... do something more exciting.
Molly: OK. 4.... going to the water park?
Paul: No, I've been there a lot. It's boring.
Molly: Well I don't know! 5.... look on the Internet for more ideas?
Paul: 6....?
Molly: Look at this! What about paintballing? Have you ever done that?
Paul: No, never! 7....!
Molly: Well there's a new place in the park. It's open every afternoon.
Paul: Fantastic! 8.... go there.
Molly: Yes, it'll be fun!

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

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

ICE SKATING

Green Park Ice Rink
Open 12 am – 8 pm daily
Activity 1 New!



WATER WALKING

Lakeside Diving Centre
Open 9 am – 6 pm daily
Booking essential
Activity 3



SEGWAY EXCURSION



NEW FOREST FUN

Open 10 am – 5 pm
Weekends only
Activity 2 New!

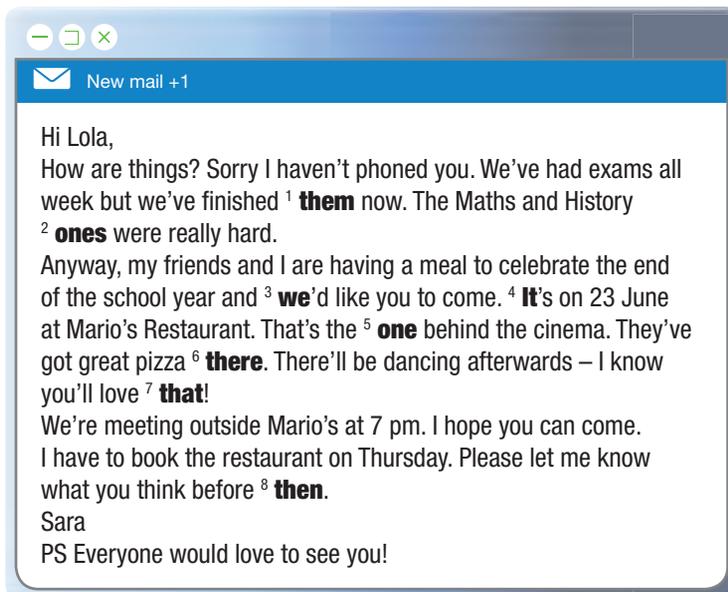
HORSE RIDING

Blackthorn Riding Stables
Open weekdays: 2–7 pm
Weekends 9 am – 6 pm
Activity 4



Writing An email invitation to a friend

1 Look at the photo and read Sara's email. What is she planning to do?



2 Read Sara's email again and answer the questions.

- 1 What are Sara and her friends celebrating?
- 2 How are they going to celebrate? Where?
- 3 Are they going to do anything afterwards?
- 4 What time are they meeting for the celebration?
- 5 When does Lola need to tell Sara if she can go to the celebration?

Useful language

Referencing words

We often use referencing words so we don't repeat the noun:

- I took **my new bag** to the party, but I left **it** (my new bag) **there** (at the party).
- I can't find **my red pen**. Have you got **one** (a red pen)?
- There's **pizza** for dinner. I know you like **that** (pizza).
- I'm having a party on **Saturday**. I have to buy some food before **then** (Saturday).

3 Find examples of referencing words in bold in the email. What does each one mean?

- 1 **the exams**

4 Look at the useful language and write a referencing word for the words in bold.

- 1 I'm still doing my **homework** but I've nearly finished **it**.
- 2 I'm going to the concert with **Kate**. 're meeting at the theatre.
- 3 I'd like to see an **adventure film**. Is there on at the cinema?
- 4 'Shall we **play cards** after dinner?' 'Yes, I'd love'
- 5 'Let's meet outside **the cinema** at 8.30.' 'OK. See you'
- 6 I've got a football match on **Friday**. I need to buy some new football boots before



Get Writing

PLAN

5 Make notes about your own celebration. Use the questions in Exercise 2.

WRITE

6 Write your email. Use your notes from Exercise 5 and the language below.

How are things?
Sorry I haven't ...
My friends and I are ... and we'd like you to come.
It's on ... at ...
We're meeting ...
I hope you can come.
I have to book ... on ...
Please let me know before then.

CHECK

7 Can you say YES to these questions?

- Have you got referencing words?
- Have you got the information from Exercise 5?
- Have you got the language from Exercise 6?



Geography Functional zones

1 Match the photos with the different zones in a city.

industrial zone residential zone CBD (central business district)



2 1.7 Read and listen to the text and check your ideas to Exercise 1.

3 Complete the table with the words in the box.

shops factories offices warehouses parks
swimming pools skyscrapers banks schools

FUNCTIONAL ZONES

Functional zones in a city are the areas where people go to do particular things. There are three main functional areas in a modern city: the CBD (central business district), the industrial zone and the residential zone.

The CBD is often called the city centre. It is usually in the historic centre of a city. It has most of the shops and services, like banks, libraries, and also offices and the town hall. There are also places for entertainment like theatres, cinemas and swimming pools. Land is expensive in the CBD so there are often a lot of tall buildings like skyscrapers. Some historic cities don't have these more modern buildings because they want the city to look traditional.

The industrial zone is where the factories, warehouses and industries are. Many years ago, these zones were in the centre of cities, but they moved out, probably because of the noise and pollution. This area is usually less attractive than the central areas. Workers often travel here from where they live, so these zones usually have good transport links for trains and cars to move people, materials and products to and from the factories.

Residential zones are often on the outside of a city. The buildings are newer and the land is cheaper here so this is where people, especially families, live. There are schools and more open spaces like parks, and there is less traffic and pollution than in other zones.

CBD	industrial zone	residential zone

- 4 Which zone(s) ...
- has got cheaper land?
 - has got more expensive land?
 - has got families?
 - are out of the city centre?
 - is usually a bit ugly?
- 5 Work with a partner. Can you name the functional zones in your nearest city?

Find out about collecting water.

1.4 An ancient answer

Extra reading

1 Read the text, then answer the questions.

- 1 What type of instrument is a *dombra*?
- 2 Where do *dombra* parties take place?
- 3 What skills does an *akyn* need?
- 4 How many gold medals did Kazakhstan win in Rio?
- 5 How many sports did Kazakhstan win medals for in Rio?

Hobbies in Kazakhstan



Hi Emma,

Thanks for your email. It was fun to hear about typical hobbies in England. In Kazakhstan, music and sport are also very popular hobbies.

There are lots of different types of music in Kazakhstan, but traditional folk music is very popular. Our national musical instrument is the *dombra*. It's a stringed instrument, like a small guitar or lute. *Dombra* players often play and sing songs from the past. The famous traveller Marco Polo noted that travelling warriors played the *dombra* and sang songs. Nowadays, young people enjoy *dombra* parties in streets and parks.

I love folk music and I'm good at singing, so I want to be an *akyn* when I'm older. I go to a club at school where I practise. *Akyns* are really good folk singers and poets and they are always very clever and funny. The best *akyns* enter competitions called *aitys*. In the past *akyns* travelled to different villages to perform in *aitys*, but nowadays you can watch *aitys* on TV.

Sport is also very popular in Kazakhstan and the country is becoming famous for its success in the Olympics. We won 17 medals in Rio in 2016, three of which were gold! One of Kazakhstan's most successful sports is boxing, but we also won medals in weightlifting, swimming, judo, athletics and wrestling.



I really loved watching Kazakh athletes compete at the Olympics and I want to be good at sports too. This year, I started doing judo. If I practise hard, maybe one day I'll win a competition too!

From
Alina

2

Communication and technology

Discovery
EDUCATION

In this unit ...



Social networks p19



The language of the future p22



Giving a presentation p24



CLIL Pictures with meaning p26

Vocabulary

- Communication
- Communication collocations
- Communication verbs
- Phrasal verbs

Language focus

- Present perfect for indefinite past time
- First conditional

Unit aims

I can ...

- describe different ways of communicating.
- talk about events that I'm sure and not sure about in the future.
- talk about possible situations in the future.
- understand about English as a world language.
- reassure someone.
- write an essay about the best way to communicate.

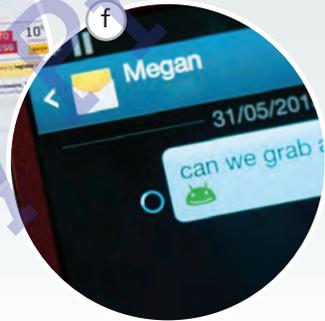
BE CURIOUS



What can you see in the photo?

Start thinking

- What are the children doing?
- Are they communicating with each other?
- What do you think about how they are communicating?



Vocabulary Communication

- 1 1.8 Match the words in the box with the pictures (a–f). Which pictures are missing? Then listen, check and repeat.

Tweet text message social media post
email chatting phone call Skype™
forum blog post

a *chatting*

- 2 Match the missing pictures from Exercise 1 to the definitions.

- 1 A message of 140 characters.
- 2 When you write information about yourself to share with others.
- 3 An online diary.

- 3 Match the comments with a form of communication from the box in Exercise 1.

- 1 Hi, this is Susan. Sorry, I can't talk at the moment. Please leave me a message after the beep! **phone call**
- 2 Please find attached the form. You need to complete it and send it back to me.
- 3 Hi Grandma, can you see me OK? I can hear you but there's no video. Can you turn your webcam on?
- 4 @RM_Players celebrate in the street. We won the league again! #victory
- 5 OK Tanya, CU on Fri at 7:30 @ the cinema. Txt me if u get lost!
- 6 Barbara has added 17 new photos to her album Life in Leeds.

- 4 1.9 Listen to the conversation. What forms of communication do they talk about from Exercise 1?

Your turn

- 5 Put the forms of communication from Exercise 1 in order of when you most often use them.

- 6 Work with a partner. Compare your answers from Exercise 5. Then complete the quiz and compare your answers.

I've got text messages first because I send hundreds of texts every day!

- 1 How often do you use these forms of communication?

	several times a day	once a day	once a week	less
phone				
email				
text				
Tweet				
Skype™				

- 2 What do you usually post on social media, Twitter or blogs?

- my life school news
 jokes photos
 other (please specify)

Reading A survey



Explore communication collocations

- 1 Work with a partner. Look at the photo. Is the situation familiar to you?
- 2 Read the introduction to an online survey. What is it about?
 - a face-to-face communication
 - b teenagers and communication
 - c teenagers and computers
- 3 Read the survey. Then work with a partner, answer the questions and read the results.

- 4 Match the words and phrases from the survey with the definitions below.

status update face-to-face virtual friends
digital generation social network sites

- 1 a post about your current activity, thoughts or feelings
- 2 group of people who have grown up with digital technology
- 3 people you can see and speak to on a computer
- 4 directly, meeting in the same place
- 5 websites that help people communicate and share information

➔ Vocabulary Bank • page 123

Your turn

- 5 Discuss the following statements. Do you agree or disagree?

Most of my friends ...

- a communicate through their status updates every day.
- b access social networks by phone or tablet.
- c have met their virtual friends (on social media, Twitter etc.) in real life.
- d don't have a social network account but they would like to have one.

HOW DO YOU COMMUNICATE?

A recent survey showed that although 80% of UK teens have more than 400 Facebook friends, they have only met a quarter of these friends in real life. Psychologists worry that teens spend too much time communicating through tweets, online forums and status updates. Have you lost the ability to make friends face-to-face? Complete our social networking survey and find out!

1 WHAT'S THE BEST WAY TO MAKE FRIENDS?

- A Social networking sites like Facebook, Twitter and so on.
- B It depends on the person.
- C Face-to-face.

2 WHICH SOCIAL NETWORKS HAVE YOU USED?

- A All of them! I think social media is great.
- B I've used a few of them, but now only use Instagram and Snapchat. I like offline life too!
- C I've tried Facebook. I know it's a good way to communicate, but I get a bit bored by it all.

3 IS THERE A DANGER OF HAVING TOO MANY ONLINE FRIENDS?

- A No, it's how the digital generation meet.
- B It depends on how many real-life friends you have.
- C Yes, people are forgetting how to communicate in real life.

4 WHICH SENTENCE IS TRUE FOR YOU?

- A You have a lot of online friends.
- B You have the same number of friends both online and in real life.
- C You haven't made that many friends online, but hope to make some more.

RESULTS

Mostly A: You love social media (but you may love it too much). You're great at making virtual friends. But what about real life? Do you have enough friends there too?

Mostly B: You like to use a bit of both. You have a good mixture of online and real-life friends.

Mostly C: You prefer face-to-face communication but know that social networks are useful.

FACT! Facebook has over 1 billion active users. 30% of them are in Europe.

Language focus 1 Present perfect for indefinite past time

1 Complete the examples of the present perfect from the text on page 18.

- 1 ...**Have**... you ...**lost**... the ability to make friends face-to-face?
- 2 Which social networks ... you ... ?
- 3 I ... a few social networks.
- 4 I ... Facebook.
- 5 You ... that many friends online.

➔ **Grammar reference** • page 115

2 Complete the sentences. Use the present perfect form of the verbs in brackets.

- 1 My brother ...**has written**... (write) hundreds of blog posts.
- 2 I ... (not read) any of Noah's tweets. Hannah says they're really funny.
- 3 We ... (create) a new website for our band and it looks great.
- 4 I ... (not use) that app. Is it any good?
- 5 I hope Sam ... (not delete) the photos from the party. I want to see them!
- 6 My sister ... (buy) a new smartphone – she broke the last one.

Get it right!

The verb **go** has two possible past participle forms, **gone** and **been**.

gone = to go and not come back

been = to go and come back

He's **gone** out. (He's not here now.)

He's **been** out. (He's back now.)

3 Complete the sentences with the irregular verbs in the box. Use the present perfect.

post see join go not watch not write

- 1 My sister ...**has seen**... *The Social Network* three times. She loves it, but I've never seen it!
- 2 My grandparents ... Facebook.
- 3 We ... about twenty photos on Instagram so far on this trip.
- 4 I ... a tweet in English.
- 5 I ... any of Amy's music videos on YouTube. Have you?
- 6 He ... to pick up his new tablet from the shop in town. He'll be back later.

4 Complete the text with the verbs in the box. Use the present perfect.

go do sell want say spend not do (x2)

Goodbye technology:

My friends can't believe it, but I ¹ ...**'ve sold**... my smartphone! Why ² ... I ... this? After all, I'm a techno geek. Well, I ³ ... too much time in the digital world and I ⁴ ... anything interesting there. The real world's better than the digital one, so it's time to change! There are so many great things I ⁵ ...! I ⁶ ... always ... to skydive, for example. And I ⁷ ... to Paris. So that's it: I ⁸ ... goodbye to technology!

5 1.10 Listen and check.

Your turn

6 Write questions using the prompts.

- create / a website
- write / a blog post
- send / a tweet
- upload / a video to YouTube
- post / photos to Facebook

Have you created a website?

7 Ask and answer with your partner.

Learn about communicating online.

- Which three social networks do they talk about in the video?
- Why are they 'changing the Internet'?



Discovery
EDUCATION

2.1 Social networks



Vocabulary

Communication verbs

- 1  1.11 Complete the sentences with the correct form of the words in the box. Then listen and check.

whisper complain boast gossip argue
joke shout criticise

- 1 Don't *argue* with me – you know that I'm right!
- 2 You shouldn't about the bad weather – what do you expect in England in November!
- 3 I don't like him. He's always about people behind their backs.
- 4 It's true that she does well at school, but she doesn't need to about it.
- 5 You shouldn't with your friends about something serious. They might not think it's funny.
- 6 Emmet is my friend, so don't him. And anyway, nobody's perfect!
- 7 Sshh! I'm trying to study. If you want to talk, please !
- 8 Those boys are always They're so noisy!

Your turn

- 2 Make notes about three of the situations.
- 1 a time when you argued with someone
 - 2 the last time you complained about something
 - 3 the last time someone criticised you
 - 4 a time when someone shouted at you
 - 5 someone you know who boasts a lot
 - 6 a time when you joked with someone and they didn't think it was funny

I argued with my brother last week. It was about the computer.

My teacher criticised me yesterday because I forgot my homework again.

- 3 Ask and answer with your partner about your situations. Find out more information.

A: When was the last time you argued with someone?

B: I argued with my sister about the computer.

A: Why did you argue about the computer?

➔ Vocabulary Bank • page 123

Listening Short conversations

- 4 Work with a partner. Look at the photos of four different conversations and answer the questions.

- 1 Where are the people?
- 2 What is the relationship between them?
- 3 What do you think they are talking about?



- 5  1.12 Listen to four short conversations. Match the photos in Exercise 4 to the conversations.

- 6  1.12 Listen again. Answer the questions.

Conversation 1

- 1 What is Serena's problem?
- 2 What does her mother promise?

Conversation 2

- 1 What does Alex want Nick to do?
- 2 What's Alex's opinion of football?

Conversation 3

- 1 What does Bella say about Rachel?
- 2 What is Tina's reaction?

Conversation 4

- 1 When does the concert start?
- 2 How does Paul make his friend hurry up?

Language focus 2 First Conditional + *may/might, be able to*

1 Complete the examples from the listening on page 20.

- If you **pass** all your exams, we **will have** a holiday abroad this year.
- We **will be** in the cup final if we **win** tonight.
- If you **wear** make-up, they **will send** you home.
- If you **are** first in the queue, you **will get** to meet the band!
- You **will miss** the band if you're late.

2 Look at the examples again. Use the words in the box to change or add more information.

definitely send may have be able to
probably meet might miss

- If you pass all your exams, we **will have** a holiday abroad this year.
- We **will be** in the cup final if we win tonight.
- If you wear make-up to school, they **will send** you home.
- If you're first in the queue you **will get** to meet the band.
- You **will miss** the band if you're late.

3 Look at the examples in Exercises 1 and 2 and choose the words to complete the rules.

- We use the first conditional to talk about possible situations in the *past / future*.
- We can use *might/may*, and *be able to* instead of *will / the present simple*.
- When we use adverbs they come *before / after* the verb.

➔ Grammar reference • page 115

Get it right!

When the **if** clause comes first, it ends with a comma (,).

If we meet the band, I'll be really happy.

4 Use the prompts to write sentences.

- you whisper / not be able to hear you
If you whisper, she won't be able to hear you.
- if / you post an update / I definitely / read it
- I / text you / if / get lost
- if / she speak quickly / I might not / understand
- you / might make / new friends / if / join the club
- if / they practise a lot / be able to win

5 Complete the text with the correct form of the verbs in brackets.

WHAT CHANGES WOULD YOU LIKE TO SEE IN YOUR HOME TOWN? WHY?

If the town council ¹ **closes** (close) the centre to traffic as they promised, more people ² **might walk or cycle** (might walk or cycle) to school and work, and there ³ **will not be** (not be) any traffic in the town centre. More tourists ⁴ **will visit** (visit) the town if the town centre ⁵ **will be** (be) clean and quiet. If more tourists ⁶ **will come** (come) to the town, we ⁷ **will have** (have) more jobs and maybe I could get a job as a tourist guide! If I ⁸ **will get** (get) a good job, I ⁹ **will be able to stay** (be able to stay) here because I love my town, but if I ¹⁰ **will not find** (not find) work, I ¹¹ **may go** (may go) to live in another place.

➔ Say it right! • page 112

Your turn

6 Complete three of the sentences below so that they are true for you. Then write two more sentences.

- If the weather is good over the weekend, ...
If I don't pass all my exams, ...
If I have enough money, ...
If I argue with my parents, ...
If I criticise my friend, ...
If I shout at my teacher, ...

If the weather is good over the weekend, I'll go out with my friends for a picnic. If we go out for a picnic, we'll probably take a guitar with us. If we take a guitar, I'll definitely sing some songs.

7 Work with a partner. Compare your sentences.



Discover Culture

1 Look at the photos. They refer to the two topics in the video about China. Think about the questions below.

- 1 What does China produce? Do you have any items produced in China with you now?
- 2 What languages do Chinese people speak?



Find out about Mandarin.



2.2 The language of the future

2 2.2 Watch the video and check your answers.

3 2.2 Watch the video again. What do you hear about these numbers?

- | | |
|---------------|------------------|
| 1 1.4 billion | 3 1950s |
| 2 40,000 | 4 10 or 20 years |

4 2.2 Watch the video again. Choose the correct answer.

- 1 China's population is bigger than
 - a Europe's.
 - b the United States'.
 - c Europe and the United States' together.
- 2 The Chinese people speak
 - a different languages.
 - b Mandarin.
 - c English.
- 3 In written Mandarin, people use
 - a 40,000 characters.
 - b three or four thousand characters.
 - c four thousand characters.
- 4 The Pinyin system uses
 - a the Roman alphabet.
 - b Chinese characters.
 - c a computer.
- 5 More people speak ... in the world than English.
 - a Mandarin
 - b Roman
 - c French

5 Test your memory. What did you see when you heard these phrases?

- 1 Everything in China is growing.
- 2 The country produces so many things.
- 3 Every day, more and more people use Mandarin to communicate.

6 2.2 Watch the video again and check your answers.

Your turn

7 Discuss the questions in groups.

- 1 What does your country produce? Does it go to many other countries?
- 2 Would you like to learn Mandarin? Why/Why not? Why would it be useful?
- 3 Is your language a difficult language to learn for foreign learners? Why?/Why not?

Reading An article

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

- Where would you see the images?
- Why do you think they are in English?

2 Read the article about the English language. Is English still the world's number one language?

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

- English is everywhere because a lot of people understand it.
- There are fewer second language speakers of English than native speakers.
- In Denmark, people speak English as a second language.
- The English language has the most words.
- Selfie* and *app* are old words.
- The author is sure that Mandarin will be the world's next number one language.



Explore phrasal verbs

4 Look at the highlighted words in the text. Match the phrasal verbs in the box to the definitions.

go up get by keep on come into use turn into

- When a figure or number increases or gets bigger.
- Start being used.
- When something changes and becomes something different.
- To be able to live with a situation with difficulty.
- When you continue to do something.

➔ Vocabulary Bank • page 123

Your turn

5 Complete the sentences about English with your own ideas. Then compare your sentences.

- I enjoy / don't enjoy learning English because ...
 - Learning English is difficult because ...
 - I sometimes use English ...
 - I think in the future I will use English ...
- I enjoy learning because I like talking to ...*

THE WORLD OF ENGLISH

Almost everywhere you go in the world, you'll see English. It's on signs, adverts and T-shirts! In the online world, it's even more obvious. Why? Because it is the one language that most people understand – more than Mandarin or Spanish, which have more native speakers than English.

So, how many people speak English? Right now there are over 360 million native speakers of English in the world. And a similar number of people speak it as a second language. But there are more than a billion people who speak or are learning English and that figure is **going up**. In countries like Denmark, Singapore or Israel more than 80% of people speak English. So, if you go there, you'll find it easy to **get by**!

There are also more words in English than in almost any other language. At the moment, there are over a million words in English and we **keep on** adding more words. You might know words like *selfie*, *Tweet*, *app* and *chillax*. All of these words have **come into use** in the English language in the last few years.

And what about the future? Will English always be the world's number one language? For the moment, yes, but if the Chinese economy continues to grow, will Mandarin **turn into** the next number one world language? We'll have to wait and see!

FACT! Soon there will be more people in China who speak English as a foreign language than there are native English speakers in the whole world!



Speaking Reassuring someone



Real talk: Have you ever given a class presentation?

1 **2.3** Watch the teenagers in the video. How many teenagers ...

- a) have given a class presentation?
- b) are nervous or worried about giving class presentations?
- c) have to do class presentations regularly?

2 Have you ever given a class presentation?

3 **1.13** Helen is talking to her older sister Petra. What is Helen worried about?

4 Complete the conversation with the useful language.

Useful language

Don't worry!	It'll turn out all right.
You don't need to worry.	There's no problem!
You'll be fine (I'm sure).	Of course you can (do it)!
Listen, I think I can help you.	

Petra: What's the matter Helen? You look worried.

Helen: I've got to give a presentation in English class next week, and I'm scared. I don't think I can do it!

Petra: Of ¹... **course**... you can! You're good at English. You ²... to worry.

Helen: Yes, but you know I'm really shy. It's frightening in front of all those people!

Petra: True, it's not easy if you're shy, but don't ³...! You'll ⁴..., I'm sure.

Helen: Well, the problem is, when I speak in class I feel embarrassed and go red. Then I mix up the words.

Petra: Hmm! Listen, I think I can ⁵.... Have you written the presentation yet?

Helen: Well, yes, I've more or less finished it.

Petra: Then ⁶... no problem! You can practise it on me and my friends.

Helen: OK! That sounds like a good idea. I'll feel more confident then.

Petra: Yes. If you practise it lots of times, I know it'll turn out ⁷....

5 **1.13** Listen again and check your answers.

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

7 Change the words in bold in the conversation. Use the ideas below. Take turns to ask and answer the questions.

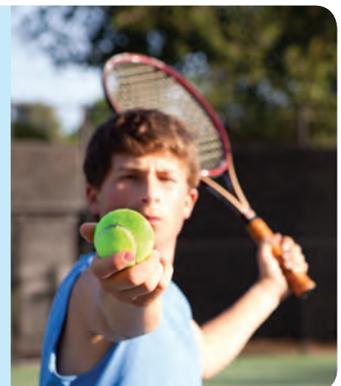
Problem 1

You have to sing a song at the talent competition.



Problem 2

You are playing in the final of a tennis competition.



Writing An essay

1 Look at the photo and read the essay. Choose the best title.

- Have mobile phones improved communication for teenagers?
- Are teenagers too dependent on mobile phones?

Twenty years ago, mobile phones were for business people. Nowadays, it's impossible to find a teenager without one, but are mobiles the best way for teenagers to communicate? Mobiles can be useful. Firstly, they allow teenagers to communicate with their friends and family anywhere, anytime. Sending text messages is also quick and cheap. What's more, mobiles help you organise your life, and you can tell your parents what you're doing so they don't worry.

However, there are negatives. For one thing, you might not have a signal, especially in the countryside. In addition, if you are in a noisy place, you can't hear your mobile ring. Lastly, using it all the time can be expensive.

On balance, I think mobiles have definitely improved communication for teenagers. Nevertheless, they mustn't use them too much.



2 Read the essay again. Answer the questions.

- How does the writer get the reader's attention in the introduction?
- How many arguments in favour of mobile phones are there?
- How many arguments against mobile phones are there?
- What is his/her opinion of mobile phones for teenagers?

Useful language

Introducing points and arguments

Use adverbs and other phrases to introduce what you want to say.

Nowadays, ... What's more, ... Nevertheless,
Firstly, ... However, ...

3 Look at the Useful language box. Find four other words or phrases to introduce arguments in the essay.

4 Complete the sentences with the words in the box.

addition lastly more one thing Firstly

- I recommend this mobile. For **one thing**, it's a smartphone. What's ..., it's on special offer, and ..., it's quite small and light.
- The new model has two improvements. ..., it has a much bigger memory, and in ..., the battery will last longer.

Get writing

PLAN

5 Plan an essay. Include information from Exercise 4 to help you and the plan below.

Title: Are social networking sites like Facebook the best way for teenagers to communicate?

- an introduction
- a paragraph with arguments in favour
- a paragraph with arguments against
- a conclusion, including your opinion

WRITE

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

CHECK

7 Can you say YES to these questions?

- Is the information from the plan in your essay?
- Have you used expressions like *Firstly*, *What's more*, etc. in your essay?

Technology Early written communication

1 Work with a partner Answer the questions.

- When did people start writing?
- How did the ancient Egyptians write?
- Where does the word 'alphabet' come from?

2 1.14 Read the text and check your ideas.

Our earliest human ancestors first stood on two legs around 6 million years ago. But it was the ability to share information which set our ancestors apart from the rest of the animals.

Communication remained very limited until our closest ancestor, Homo erectus, appeared about 1.8 million years ago. But it was only 6,000 years ago, with Homo sapiens, that any form of writing came into existence.

The earliest forms of writing were logographic and used symbols (logograms) to represent things. The most famous of these old forms of writing is hieroglyphics. The Ancient Egyptians either carved or painted hieroglyphs on stone. However, they also had two other forms of writing, called hieratic and demotic. They wrote onto papyrus, a form of paper, or cloth with ink or paint. We know a lot about hieroglyphic writing because of the Rosetta Stone. This is an ancient stone slab with the same message written in hieroglyphics, demotic and Ancient Greek.



Alphabetic writing systems use marks which represent sounds. Ancient Greek was the first complete alphabet and represented both consonant and vowel sounds. In fact, the word alphabet comes from the first two Greek letters, alpha and beta. It was a unique invention and many different languages now use some form of complete alphabet. English uses the Roman alphabet, which the Romans adapted from the ancient Greek.

3 Read the text again. Are the sentences true or false? Correct the false ones.

- 1 Homo erectus used a logographic writing system.
- 2 The ancient Egyptians had three forms of writing.
- 3 The Egyptians carved hieroglyphs into stone.
- 4 The Ancient Greek alphabet only represented consonant sounds.
- 5 The Romans adapted their alphabet from hieroglyphics.

4 Complete the text with the words in the box.

logograms x2 spoken alphabets
logographic alphabetic pronunciation

Hieroglyphics was a ¹.... system of writing. It used ².... to represent objects and actions. Because they were not related to ³...., different languages could use the same ⁴....
⁵.... systems of writing use marks to represent sounds of the ⁶.... language so different languages might use the same ⁷.... but spelling and grammar will be different.

5 1.15 Listen to a linguist talking about reading and writing. What subjects does he talk about?

- | | |
|----------------------------|------------------|
| a The Romans | d cheap books |
| b dangerous animals | e Internet blogs |
| c books for wealthy people | |

Your turn

6 Work with a partner and write a short message. Write the message using only pictures. Show your message to the rest of the class to see if they can work it out.

Learn about hieroglyphics.

- What has the archaeologist come to see?
- How long has the skeleton been there?
- Why was the sandal strap important to Egyptians?



Extra reading

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

- 1 EXPO-2017 lasted four months.
- 2 The main aim of the exhibition was to sell new technology.
- 3 There were over two million visitors at the exhibition.
- 4 A 'smart' city uses 'green' technology or energy.
- 5 The Kazakhstan Pavilion was a celebration of international culture.
- 6 Visitors to the exhibition only stayed in Astana.



EXPO-2017

What will technology be like in the future? Where will we get clean, 'green' energy from? These are just some of the questions that the global community needs to answer if we are to live sustainably in the future.

In summer 2017, Kazakhstan hosted EXPO-2017, an international exhibition on the special topic of alternative energy sources and 'green' technology. The theme was Future Energy and it looked at answers to the energy problems the world faces in the future.

The exhibition in Astana lasted from 10th June to 10th September 2017. The organisers invited 100 countries and international organisations, and some of the most inventive technology companies in the world took part. More than two million people visited the exhibition over the summer.

Visitors saw some of the world's best energy-saving technologies, technological advances and alternative energy sources.

The exhibition included pavilions or areas with different national and technological themes, such as environmentally-friendly 'smart' cities in the Energy for the Future Pavilion. The pavilions' facilities used energy-saving technology. The Kazakhstan Pavilion was decorated to represent Kazakh national culture and traditions, and Astana craftsmen showed their work in the specially designed ethno-village.

During EXPO-2017, the spirits of different cultures from all around the world filled Astana. There were lots of concerts, shows and other activities over the summer for exhibition visitors to enjoy. Guests were also able to visit the beautiful landscapes and historical places of Kazakhstan on special tours, such as the Burabai area, called the 'Pearl of Kazakhstan'.

Vocabulary

1 Match the verbs with the nouns.

- | | |
|---------|-------------------------|
| 1 use | a books or magazines |
| 2 spend | b the Internet |
| 3 take | c pictures |
| 4 read | d friends |
| 5 draw | e time with your family |
| 6 meet | f photos |

2 Complete the sentences with the adjectives in the box.

bored excited embarrassed
afraid tired angry

- Susan's really She went to bed very late last night.
- Tim is of spiders. Especially big ones!
- Nina is Her younger sister has broken her new mobile phone.
- Chris is with his new computer game. He's played it hundreds of times.
- Kylie is It's her birthday tomorrow and she's having a party.
- Alex is He has to sing in the school play and he doesn't like singing.

3 Match the communication words with the comments.

blog post Tweet forum Skype™
social media post text message

- I can send short messages and it's cheaper than a phone call. **text message**
- I can chat with my friends and see them at the same time.
- I can send really short messages to all my friends at the same time.
- I can add photos and videos and my friends can visit my page.
- I can ask questions and post messages and anyone on the list can reply.
- I can write about my life and the things I'm interested in and anyone can read it.

4 Match the words with the definitions.

- | | | |
|-------------|---|------------|
| 1 whisper | c | 5 complain |
| 2 boast | | 6 joke |
| 3 criticise | | 7 shout |
| 4 argue | | |

- a to say something is wrong
b to speak angrily with someone

- c to talk very quietly
d to talk very loudly
e to say something funny
f to speak too proudly about something you have done
g to give a bad opinion about something



Explore vocabulary

5 Complete the text with the words in the box. Use the correct form of the phrasal verbs.

virtual friends come into use get by
social network sites turn into face-to-face
digital generation personal information



The number of people using ¹social network sites is going up along with the number of ².... that they have. In the past, we ³.... with telephones and letters but the current ⁴.... have access to different ways of communicating. Since computers, tablets and mobile phones have ⁵...., we have less ⁶.... contact with friends and family and instead we prefer to give ⁷.... for everyone to read. Are we ⁸.... a generation of people who can't communicate with each other without a gadget?

6 Complete the sentences with the noun form (-ing) of the verbs in the box.

play an instrument have a party
watch films use the Internet
play jokes take photos

- on TV at home with my friends is great fun.
- The best way to enjoy your birthday is with all your friends.
- in the school band is a good way to make new friends.
- of all the new places is a good way to remember your holiday.
- on your friends can make them laugh or make them very angry.
- on an old, slow computer isn't a good idea.

Language focus

1 Complete the sentences with *one* or *ones*.

- A: Which bag do you want?
B: The blue ..., please.
- A: Are these your shoes?
B: No, my shoes are the black ...
- A: Which biscuits do you want?
B: Which ... are the best?

2 Choose the correct answers.

- It's very quiet. I can't hear **something** / **anything**.
- We're going **anywhere** / **somewhere** for a day out.
- The room is empty. There isn't **someone** / **anyone** here.
- Let's find **somewhere** / **nowhere** to sit down.

3 Complete the sentences with *too* or *not enough* and the adjective in brackets.

- Let's go to bed. It's ... (late) to watch a film now.
- Can you help me? I'm ... (strong) to carry this box.
- Put on some jeans! It's ... (warm) to wear shorts.
- These shoes are ... (big) for me. I need a smaller size.
- I can't see the band very well. I'm ... (tall).

4 Complete the text with the verbs in the present perfect.

climb not visit not try do go read

Last week, in class, we had to write a post about our experiences for the school blog. Miss Wright, said, 'I'd like you all to think of the best things you ¹... **have done**... in your life so far.' At first, I couldn't think of anything. Then I started to remember! I ²... mountains with my Dad. I ³... books in English and Spanish. I ⁴... Moscow or London, but I ⁵... to Berlin – I loved it! Writing the post made me realise that I'm always busy in my free time – I really like learning and doing new things. But there's one thing that I ⁶... – to learn to play a musical instrument!

5 Complete the first conditional sentences. Use the verbs in brackets.

- The librarian **will be** (be) upset if we **talk** (talk) too loudly in the library.
- If you ... (not answer) my email, I ... (not write) to you ever again!
- If we ... (get) Skype™, we ... (not pay) so much for our phone calls.
- You ... (might win) the lottery if you ... (buy) a ticket.

Language builder

6 Choose the correct words to complete the text.



- Lisa:** Hi, Mike! I haven't seen you ¹ **for** ages!
- Mike:** I know! I ² ... here for two weeks. I ³ ... to New York. ⁴ ... been there?
- Lisa:** No, I don't like big cities. There are usually ⁵ ... people and there's ⁶ ... noise.
- Mike:** I love New York! If you ⁷ ... around the city, you ⁸ ... some great places to eat and things to see. And I went to ⁹ ... jazz concerts, too.
- Lisa:** What other cities have you ¹⁰ ...?
- Mike:** I ¹¹ ... to Beijing and Shanghai.
- Lisa:** That sounds great. If you go again, ¹² ... let me know?
- Mike:** Sure!

- | | | |
|---------------|----------------|----------------|
| 1 a for | b since | c some |
| 2 a have been | b haven't gone | c haven't been |
| 3 a was | b have been | c have gone |
| 4 a Have you | b Did you | c Were you |
| 5 a too much | b too many | c a few |
| 6 a too much | b too many | c a little |
| 7 a walked | b walk | c have walked |
| 8 a find | b are finding | c will find |
| 9 a a little | b a few | c enough |
| 10 a visit | b visiting | c visited |
| 11 a 've been | b 've gone | c haven't been |
| 12 a I will | b you will | c will you |

Speaking

7 Match the sentences.

- You don't need to worry. **d**
 - What about going to the beach?
 - Listen, I think I can help you.
 - Where shall we go tonight?
 - Of course you can do it.
 - Let's play computer games.
- a OK, why not?
b Thanks, but I'm really worried.
c How about seeing a film?
d I know, you're right.
e Thanks, I feel more confident now.
f That's a great idea!



Holidays and travel

Discovery
EDUCATION

In this unit ...



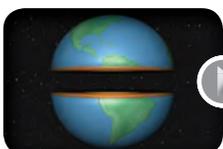
The age of discovery p33



The strange and beautiful land of Australia p36



Exciting activities p38



CLIL Where in the world? p40



Vocabulary

- Expressions with *go*
- Words from the text
- Phrasal verbs
- Interesting adjectives

Language focus

- Present perfect with *still*, *yet*, *already* and *just*
- Present simple passive

Unit aims

I can ...

- talk about activities.
- understand an online information advertisement about a charity adventure holiday.
- understand a radio interview with teenagers on a school trip.
- understand about culture and customs in New Zealand.
- ask for and understand information about an adventure activity.
- write a travel blog.

BE CURIOUS



What can you see in the photo?

Start thinking

- What are the men doing?
- What kind of holiday is it?
- What activities do you think they will do?



Vocabulary Expressions with go

- 1 1.16 Match the phrases in the box with the photos (a–i). Then listen, check and repeat.

climbing a theme park summer camp a school exchange
a guided tour a safari skiing sailing trekking

a a school exchange

- 2 1.17 Listen to the conversation between Chloe and Ben. Where did they go last summer?
- 3 1.17 Listen again and complete the chart with the words in Exercise 1.

go	go on	go to
		a summer camp

- 4 Look again at the expressions in Exercise 1 and think about the trips. On which trips do you usually a) do an activity? b) sleep away from home? c) use some kind of transport?

You do an activity when you go climbing.

You sleep away from home when you go to a summer camp.

Your turn

- 5 You and your partner went on a summer camp last year. Choose four activities that you did at the camp from Exercise 1. Ask and answer questions to find out which activities your partner did.

Did you go climbing?

Yes, I did. / No I didn't.

Reading An online advertisement

- 1 Look at the photos. What are the teenagers doing on the boat? What kind of trip is it?
- 2 Read the online advertisement and check your answers.
- 3 Read the advertisement again. What does each of the numbers in the box refer to?

two or three hundred thousands 30 70 (x2) 40 15 200

Explore words in context

- 4 Match these words and phrases from the advertisement with the definitions below.

an exact copy a taste of disabled take it in turns
keep watch adjusted cool stuff

- 1 stay awake and look out for danger
- 2 a short experience of something different
- 3 a very good imitation
- 4 exciting things to do
- 5 share the work with other people
- 6 a condition that makes it difficult to do things most people can do
- 7 change the way you behave or think

Your turn

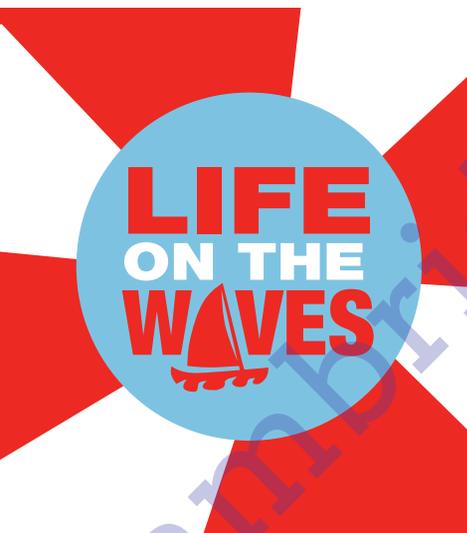
- 5 Ask and answer with your partner. Describe a time when you did something for the first time.

- Where were you?
- What did you do for the first time?
- How did you feel?

I remember the first time I went skiing ... It was really cool!

- 6 Write a paragraph beginning *I remember the first time I ...*

I remember the first time I went sailing. It was a beautiful day but I was very nervous because I didn't know how to swim! ...



'I've never sailed before. This is my first time and it's an amazing feeling.' Sandra, 16, is on The Stavros S Niarchos, a 200 ft (70 metre) sailing ship, with 40 other young sailors. The Stavros is an exact copy of the ships that pirates sailed two or three hundred years ago. It belongs to the Tall Ships Youth Trust. The Trust offers sailing trips for teenagers and young adults. Every year, thousands of young people get their first taste of the sea. Up to 70% of them are disabled or disadvantaged. For everyone, it's a once in a lifetime experience!

Sandra is on a trip from the Azores, in the North Atlantic, to Spain. The trip lasts a week and they have already been at sea for three days. 'We do everything,' she explained. 'We take the wheel, we cook, we clean and we take it in turns to keep watch at night. I never knew there was so much work on a ship!'

Her friend, Emma, 15, has never been on a boat before either. 'I still haven't adjusted to life at sea.' 'We've done some cool stuff,' says James, 17. 'I've just climbed up and down the mast. It's 30 metres tall and the views are

Language focus 1 Present perfect with *still, yet, already* and *just*

1 Complete the examples from the text on page 32.

+	They already at sea for three days. I just up and down the mast.
-	I still to life at sea. We any whales yet .
?	Have you seen any dolphins yet ? How long have you been at sea?

➔ Grammar reference • page 116

2 Look at the chart and complete the sentences using *still, yet, already* and *just*.

- I'm sorry but the ship has *already* left. It left about an hour ago.
- I haven't seen any dolphins and we've been on this boat all morning.
- Has the boat left the port ?
- We've come back from a week at sea. It was amazing!
- The passengers haven't got on the ship.
- We haven't done any training We're starting this afternoon.
- Don't go into the ship's kitchen, please. I've cleaned it.
- She's been on three trips this year.

3 Use the cues to make dialogues with *already, just* and *yet*.

- A: you/check/passport?
Have you checked your passport yet?
B: Yes, but (not/pack rucksack).
Yes, but I haven't
- A: your friend Sam/pick up/tickets?
B: No, but (already/buy/them).
- A: you/decide/take/phone or tablet?
B: Yes, (just/pack it).
- A: your friend Sam/book/taxi?
B: No, but (yet/have got the number).
- A: you/write down/emergency number?
B: Yes, (just/write/the notepaper).

incredible! We've seen dolphins and turtles. We haven't seen any whales yet, but the captain says there are whales near the Spanish coast. This is definitely the best thing I've ever done!

If you want to know more about the Tall Ships Youth Trust, visit their website at www.tallships.org

FACT! Over 95,000 people have sailed 1.8 million nautical miles with the Tall Ships Youth Trust.

4 1.18 Complete the text using the words in brackets and the present perfect. Then listen and check.

New mail +1

Hi, Julia! Are you ready to go? I ¹*'ve already packed* (pack) my swimming costume but I ²..... (not find/still) my shoes. ³..... you to Becky (speak/yet)? She ⁴..... (just phone) and she ⁵..... (already lose) her passport! I hope she finds it! ⁶..... you your mum my phone number (give/yet)? ⁷I (already make) a note of your number and Becky's for my mum. ⁸Dad (just/finish) checking everything for me and I'm ready to go!

Your turn

5 Use the activities in the box to write five questions using *already, still, just* and *yet*.

brush your teeth do all your homework
watch TV play computer games
tidy your room read a book
send a text message take a photo

Have you brushed your teeth yet?

6 Ask and answer your questions with your partner. The person who gets the most Yes answers wins.

Have you brushed your teeth yet?

Yes, I have. / No, I haven't.

Learn about Magellan the explorer.

- Why did Magellan go to live with the king and queen of Portugal?
- Why did Europeans want to go to Asia?
- What was Magellan's plan? Did he succeed?



Discovery
EDUCATION

3.1 The age of discovery

Listening An interview

- 1 Work with a partner. Look at the photo of some teenagers on a school trip in Paris. What kind of things do you think they've done on their trip so far?



- 2 1.19 Listen to the conversations. Which sentence best summarises how the teenagers feel about the trip?

- They all love everything about the trip.
- They think the trip is really boring.
- They like some things on the trip more than others.

- 3 1.19 Listen again and answer the questions.

- When did they arrive?
- How long have they been in Paris?
- How did they get to the top of the Eiffel Tower?
- Have they visited any museums?
- Have they done any shopping?
- How's their French?
- When is their last day?
- What do they want to do on their last day?

Vocabulary Phrasal verbs

- 4 1.20 Match the phrasal verbs (1–6) with their synonyms (a–f). Then listen, check and repeat.

- I really want to come back.
 - We've **picked up** lots of French.
 - Our bus **set off** at 5 am.
 - They want us to **find out** for ourselves.
 - We're going to **look round** the shops.
 - We've been so busy, we all just want to **chill out**.
- | | |
|------------|----------------------------|
| a discover | d learn in an informal way |
| b explore | e start on a journey |
| c relax | f return |

Get it right!

We can separate some phrasal verbs. Use a good dictionary to check.

We've **picked up** a lot of French.

We've **picked** a lot of French **up**.

With object pronouns we say:

We **picked it up**. (not ~~We picked up it.~~)

- 5 Complete the sentences with the correct form of the verbs in Exercise 4.

- On the guided tour of the museum, we ... **found out** ... all about tall ships.
- While my dad was in Argentina, he ... a bit of Spanish.
- While I ... that bookshop, I found this travel guide for Dublin.
- This is a terrible restaurant. I don't think I will ... here ever again!
- You're really nervous. Why don't you ... ?
- We have to ... early if we want to get to Cambridge before lunch.

Say it right! • page 112

Your turn

- 6 Think of a place you visited. Make notes. Try to use the phrasal verbs.

I've visited Rome in Italy. I didn't pick up any Italian.

- 7 Ask and answer about the place you visited with your partner.

Vocabulary Bank • page 124

Language focus 2 Present simple passive

1 Complete the examples from the listening on page 34.

- | | |
|---|---|
| + | The Louvre by six million tourists every year.
Bastille Day on the 14th of July. |
| - | It on the 4 th of July.
We aren't allowed to go back to the hotel. |

- To form the passive, use + past participle.
- Active: Tourists take lots of photographs at the Eiffel Tower.
- Passive: Lots of photographs at the Eiffel Tower.

➔ Grammar reference • page 116

2 Look at the chart. Complete the sentences. Use the passive form of the verbs in brackets.

- Some hotel rooms (not clean) every day.
Some hotel rooms aren't cleaned every day.
- Tickets to the museum (sell) in the morning.
- Lots of books (buy) at airports.
- Famous monuments like the pyramids in Egypt (visit) by millions of people every year.
- Spanish (speak) in many countries.
- Coffee with milk (not drink) after mid-morning in Italy.

Get it right!

Learn when to use the active voice and when to use the passive.

Passive not active:

People from Rome are called Romans. (not call)

Budapest is located in the north of Hungary. (not locates)

Active not passive:

The train leaves at 10 o'clock. (not is left)

The exhibition at the museum opens tomorrow. (not is opened)

3  1.21 Choose the correct words to complete the text. Then listen and check.

There's a row of colourful figures in *Las Ramblas* in Barcelona. As you
¹ **move / are moved** closer, you
² **see / are seen** that these figures
³ **make / are made** to look like statues of trees, animals and different kinds of people.

The Human Statues, as they ⁴ **call / are called**, are a famous sight, and they ⁵ **show / are shown** that we can make art out of anything. Every day, they ⁶ **photograph / are photographed** by thousands of tourists.

One statue looks like a small flower. I watch as it ⁷ **touches / is touched** by a little girl. Suddenly, the flower stands up. Roses ⁸ **fall / are fallen** like rain. The child laughs and runs to collect them.



Present simple passive questions

4 Look at the questions about the listening on page 34 and complete the rule.

- Is the Louvre visited by many tourists?
- Why are photographs taken from the top of the Eiffel Tower?
- Is Bastille Day celebrated on the 4th of July?
- Are fireworks set off on Bastille Day?

To form questions we use + subject +

5 Answer the questions in Exercise 4 about the listening.

6 Order the questions.

- is / France / Which / eaten / bread / in?
- in / languages / spoken / are / Which / France?
- is / celebrated / Bastille Day / When?
- celebrated / Bastille Day / Why / is?

Your turn

7 Ask and answer the questions in Exercise 6.

A: Which bread is eaten in France?

B: Baguettes. A baguette is a long, thin bread. It's delicious!



Discover Culture

- 1 Look at the photos. Do you know what they are?
- 2 Work with a partner. What do you know about Australia? Make a list of other images you might see in the video.



Find out about Australia.



3.2 The strange and beautiful land of Australia

- 3 3.2 Watch the video. Which images did you see in Exercise 1? Make a list of the other things that you saw under the categories below.

1 famous places 2 animals 3 sports

- 4 3.2 Watch the video again. Complete the sentences with the correct words.

- 1 Uluru is a giant near Sydney.
- 2 People first brought to Australia in the
- 3 In the national park you can see and wombats.
- 4 shearing is popular all over the country.
- 5 Cane are poisonous.
- 6 Australian rules football is very similar to

- 5 Match these adjectives with the things that they describe in the video.

confusing unusual famous poisonous

- 1 Uluru
- 2 camel-racing
- 3 toads
- 4 Australian rules football

- 6 3.2 What other information did you hear about these things? Watch the video again and check your answers.

Millions of people travel to Australia every year.

- 7 What is the video about? Choose the best summary.

- a unusual things in Australia
- b well-known things about Australia
- c well-known and unusual things in Australia

Your turn

- 8 Ask and answer the questions with your partner.

- 1 Would you like to go to Australia? Why/Why not?
- 2 What landmarks, animals and sports are special to your own country?

Reading A poster presentation

1 Work with a partner. Look at the photos of New Zealand. What do you think life is like there?

2 Read the presentation. Whose culture and customs are important in New Zealand?

3 Read the presentation again. Match the headings with the correct paragraphs.

- | | |
|------------------|------------------------|
| A Education | D New Zealand identity |
| B Art | E The perfect view |
| C Getting active | |

5 Use the adjectives from Exercise 4 to describe your own country.

Football/Skiing is an important sport ...

→ Vocabulary Bank • page 124

Your turn

6 Make notes about another country.

- 1 What are the people and landscape like?
- 2 What do you know about their sports and art?
- 3 Do you know anything about their education system?

The people are very friendly and the landscape is beautiful. I know they like football a lot. Many famous artists come from here. I don't really know much about the education system.

7 Ask and answer the questions from Exercise 6 with your partner. Ask him/her if he/she can help you to collect more information.

Do you know anything about the education system in Spain?

Explore interesting adjectives

4 Complete the sentences with the adjectives from the text.

- 1 an important part of New Zealand's identity
- 2 has ... landscapes
- 3 their ... *haka*
- 4 Cricket is incredibly ...
- 5 One of the most ... art forms

New Zealand



1 D. New Zealand identity.

The first people to arrive about 1,000 years ago were from Eastern Polynesia. Their culture and their customs developed into the Maori way of life – this has been an important part of New Zealand's identity ever since.

2

New Zealand has amazing landscapes with high mountains and over 3,800 lakes! There are at least twelve active volcanoes. The largest lake in New Zealand, Lake Taupo, lies in the crater of one of the biggest volcanoes on Earth. More than 30% of New Zealand is forest.

3

New Zealanders love sports. The most famous sport is rugby – the All Blacks are famous for their spectacular *haka*, the Maori challenge dance before their international matches. Cricket is also incredibly popular. With 6,000 kilometres of coastline it also means water sports are very popular – sailing, kayaking, diving and surfing.

4

One of the most striking art forms in Maori culture is the *Ta moko*, Maori tattoos. The design is incredibly complicated and they are made by tapping the needle into the skin. Maori men often have *Ta moko* on their faces and Maori women have them on their lips and chins.

5

New Zealanders have to go to school from the age of six until they are 16. The school year starts in January or February and finishes in the middle of December. There are four terms with two-week holidays between each term. The school day starts at nine o'clock and finishes at three o'clock.

FACT! The human population of New Zealand is 4 million. The sheep population is 36 million.



Speaking Signing up for an activity



Real talk: What's the most exciting thing you've ever done?

1 **3.3** Watch the teenagers in the video. What activities do they talk about?

- river rafting
- canyoning
- skiing
- walking behind a waterfall
- jumping into water
- sailing
- playing in a concert
- going on a rollercoaster

2 What's the most exciting thing you've ever done?

3 **1.22** Listen to Gemma talking to an activity guide. What is she going to do?



4 Complete the conversation with the useful language.

Useful language

- Where can I sign up?
- Can I ask you a few things about (...)?
- What about ... ?
- What do I need to bring?
- How long is ... ?
- Does the price include (...)?

Gemma: Can I ¹...ask you... a few things about the canyoning trip?

Guide: The **Blue Canyon** one? Sure. What would you like to know?

Gemma: Well, is it only for people who've already done it?

Guide: No, you don't need any experience. We give training with qualified guides, and the **Blue Canyon** is fine for **beginners**.

Gemma: Great! ²... need to bring? I haven't got a wetsuit or anything.

Guide: That's OK. We provide a wetsuit, helmet, shoes and life jacket. Just bring your swimsuit and towel and some warm clothes for after.

Gemma: OK, good! How ³... is the trip to **Blue Canyon**?

Guide: It's all day, from **nine until six**.

Gemma: I see. ⁴... food, then? Does the price ⁵ ... ?

Guide: **Food is included** in the price. We look after everything, so you just enjoy the adventure!

Gemma: Wow! It sounds fantastic. Where ⁶... sign up?

Guide: Right here!

5 **1.22** Listen again and check your answers.

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

7 Change the words in bold in the conversation. Use the ideas below. Take turns to ask and answer the questions.



REGIS RIVER RAFTING

Whitewater rafting with qualified instructors

We provide: wetsuit, life jacket and helmet, hot drinks

You bring: swimsuit and towel, warm clothes

From beginners to advanced

Morning (9–12) or afternoon (3–6)

REGIS

TREKKING TOURS

Trekking with qualified instructors

We provide: maps, picnic lunch, transport

You bring: boots, warm clothes, a camera

Everyone welcome

All day (10–5)



Writing A travel blog

- 1 Look at the photos and read Mitch's blog. Where is he on holiday?

Mitch's holiday blog: Highway 101 Road Trip

What an amazing holiday! We've been on the road in our camper van for ten days, and since we left LA we've driven over 700 km, so we've already done half the trip. I had an extra waffle for breakfast to celebrate! Definitely my favourite place up to now has been Hearst Castle – what incredible buildings!

Today was another fantastic drive up the coast from Santa Cruz (where we stayed the night) to San Francisco. I've seen lots of pictures of the Golden Gate Bridge so I was very excited but ... we didn't cross it!! Mum says it's on the *other* side of San Francisco so I haven't seen it yet. What a big disappointment!

Bye till tomorrow.




- 2 Read the blog again and answer the questions.

- 1 How many days has he been travelling?
- 2 How far has he travelled?
- 3 What places has he visited?
- 4 What has been his favourite place?
- 5 What has/hasn't he seen?

Useful language

Expressing how you feel, good or bad.

Use interesting activities to write about how you feel.

- *What an amazing holiday!* (or *What a holiday!*)
- *What incredible buildings!*

- 3 Look at the Useful language box. Find one example of how Mitch feels bad in the blog.

- 4 Complete the exclamations using the nouns (1–6) and a good (😊) or bad (😞) adjective from the box.

beautiful boring comfortable delicious exciting ugly

- | | |
|-------------------------|--------------|
| 1 waffles 😊 | 3 film 😊 |
| What delicious waffles! | 4 beds 😊 |
| 2 trip 😞 | 5 building 😞 |
| What a boring trip! | 6 photos 😊 |



Get writing

PLAN

- 5 Make notes about a holiday blog post. Include information from Exercise 2 to help you.

WRITE

- 6 Write your holiday blog post. Use your notes and the model text to help you.

CHECK

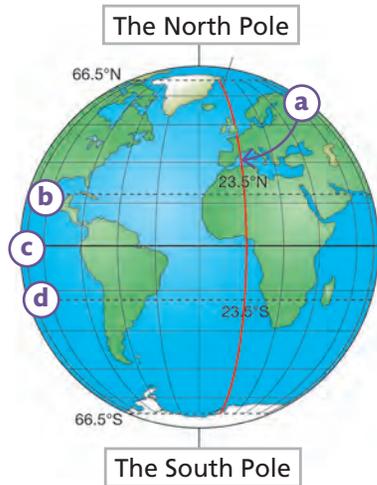
- 7 Can you say YES to these questions?

- Is the information from Exercise 2 in your blog post?
- Have you included one or two exclamations to say how you feel?

Geography Time zones

1 Work with a partner. Complete the diagram with the parallels and meridians (1–4).

- 1 The Equator
- 2 The Tropic of Cancer
- 3 The Tropic of Capricorn
- 4 The Prime/Greenwich Meridian



2 1.23 Read the information about parallels and meridians. Check your answers to Exercise 1.

THE EARTH AND ITS IMAGINARY LINES

Lines of latitude or parallels are horizontal lines dividing the Earth's surface. The line of latitude in the centre of the sphere is called the Equator. The Equator divides the globe into two hemispheres. Anything above the Equator is in the northern hemisphere and anything below is in the southern hemisphere.

Coordinates specify a north-south position on the Earth's surface, ranging from 0 degrees on the equator to 90 degrees at the poles. The North Pole is at 90 degrees north, and the South Pole is at 90 degrees south.

The Tropic of Cancer and The Tropic of Capricorn are two other important parallels. The Tropic of Cancer is above the Equator at 23.5 degrees north and the Tropic of Capricorn is below the Equator at 23.5 degrees south. These two lines of latitude mark the northern and southern limits of what is known as the tropics.

Lines of longitude or meridians are the vertical lines dividing the Earth's surface. The line of longitude passing through the Royal Observatory at Greenwich, near London, is the Prime Meridian. It's the international zero-longitude reference line. Places to the east of the Prime Meridian are in the eastern hemisphere, and places to the west are in the western hemisphere.

3 1.24 Complete the information about time zones with the words and phrases in the box. Then listen and check.

add daylight direction forward
thirty twenty-four

Time zones There are ¹... time zones in the world.

Most of the time zones are one hour divisions, but a few are ²... or forty-five minutes.

Some higher latitude countries use ³... saving time. In the autumn, the clocks are put back, and in the spring the clocks are put ⁴....

To calculate the time in a different time zone, you have to add or subtract hours depending on the ⁵... you are going. If you are going east, you need to ⁶... hours. If you are going west, you need to subtract them.

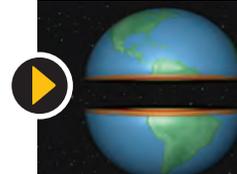
Your turn

4 Ask and answer with your partner.

- 1 What hemisphere do you live in?
- 2 Do you live closer to the Tropic of Cancer or the Tropic of Capricorn?
- 3 If you live in London and travel to New York, would you need to put your watch back or forward?

Learn about the world.

- What two different things can we use to look at the world?
- Where is Houston?
- Where is it always cold?



Extra reading

1 Read the text and find words to match the descriptions.

- 1 A type of material.
- 2 A person who buys or sells things.
- 3 A place where people buy and sell things.
- 4 A flower.
- 5 A bird.
- 6 A large animal that can live in the desert.
- 7 A large animal that can be dangerous.
- 8 A place where animals and birds can live safely.

ABOUT TULIPS Many people in Europe and the United States grow tulips in their gardens. But in Kazakhstan, tulips grow wild in the mountains. Many tourists come to Kazakhstan to see the tulips in the spring.



The Silk Road Tour



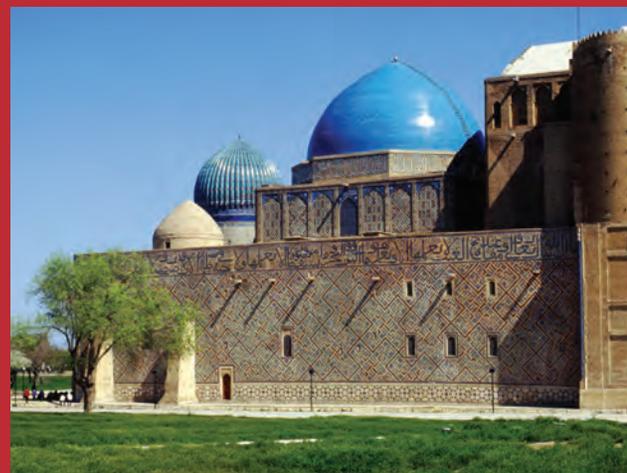
In the past, the Silk Road was an important trade route. Merchants carried silks, ceramics, spices and even exotic birds from China through southern Kazakhstan to the west on foot and by camel. This tour travels west along the Silk Road from Taraz.

Taraz

Taraz is a very old city – it's over 2,000 years old. The people of Taraz made jugs, lamps and teapots and sold them to the Silk Road merchants in the bazaar. The Taraz bazaar was called the 'mirror of the world', because people from many different countries went and bought things there. Today there is still a bazaar where you can buy traditional Kazakh crafts.

Turkestan

In Turkestan you'll see the Mausoleum of Khoja Ahmed Yasawi. It's one of Kazakhstan's most important buildings. It's 39 metres high and it has fabulous blue domes. Khoja Ahmed Yasawi is buried there. He taught the Islamic religion to many people and wrote poetry in the Turkic language.



Aksu-Zhabagly Nature Reserve

The fields, forests and mountains of the nature reserve are wonderful places to relax, go for walks and take photographs. If you come in the spring, you'll see fields full of red tulips. You can also see wild mountain sheep and golden eagles. You probably won't see a bear – they don't like people! The Aksu Canyon is 30 kilometres long and over 400 metres deep so it's not for people who are afraid of heights! The Kshi-Kaindy waterfalls are also beautiful. At Kaskabulak you can see ancient rock pictures of horses and wild animals – an amazing end to an amazing trip.





Space and Earth

Discovery
EDUCATION

In this unit ...



Where does it all go? p45



Build it better p48



Doing voluntary work p50



CLIL Driving into the future p52

Vocabulary

- Space and Earth
- Words from the text
- Energy issues
- Phrasal verbs

Language focus

- *will, might/may* + adverbs of possibility
- *going to/will*/Present continuous

Unit aims

I can ...

- talk about space and the Earth.
- describe how materials are recycled.
- talk about the energy I use at home.
- understand a text about renewable energy.
- apologise and explain to a friend.
- write a newspaper article.

BE CURIOUS



What can you see in the photo?

Start thinking

- Why is planet Earth special?
- Why is it in danger?
- How can we look after it?



Vocabulary Space and Earth

- 1 1.25 Match the words in the box with the pictures (a-j). Then listen, check and repeat.

atmosphere climate Earth the Moon ocean planet space
sunrise sunset the universe

a *space*

- 2 Match the words from Exercise 1 with the sentences.

- This is the mixture of gases around the Earth. *atmosphere*
- This is the where the stars and planets are. It is the outside the Earth's atmosphere.
- This is the word for any of the large round objects that move around the Sun.
- This is the word for the typical weather in one place.
- This is the time in the morning when the Sun appears.
- This is the name of the planet we live on.
- This is everything that exists: space, stars, planets.
- This is the time in the evening when the sun disappears.
- This is a large area of water on Earth.
- This is the round white object we see in the sky at night. It moves around the Earth.

Get it right!

We don't use **the** before plural nouns to talk about things in a general way. ✓
All planets, except Venus and Mercury, have **the** moons. ✗

- 3 1.26 Listen to the conversation between George and Kate. Tick the subjects from the quiz.

Sunsets	
The Earth and the Moon	
Climate and the ocean	
Space and the atmosphere	
Planets and the universe	

Say it right! • page 112

Your turn

- 4 Work with a partner. Ask and answer the questions.

- How often do you get up before sunrise or go to bed before sunset?
- Have you ever seen any of the planets through a telescope? Which ones would you like to look at?
- Which of the world's five oceans would you most like to swim in? Why?
- Would you like to travel into space? Why?

Vocabulary Bank • page 125

Reading An article

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

- 1 What do we mean when we say the Moon is 'full'?
- 2 Who was the first person to walk on the Moon?
- 3 What effect does the Moon have on the sea?

2 Read an article about the Moon. Check your answers to Exercise 1.

3 Read the article again and answer the questions.

- 1 How many moons has Jupiter got?
- 2 How hot does it get on the Moon?
- 3 How cold does it get on the Moon?
- 4 Why does the Moon have so many craters?
- 5 When did the first person walk on the Moon?
- 6 What do NASA and the European Space Agency plan to do?



Explore words in context

4 Match the words in the box with the definitions (1-5).

lunar asteroids orbit
gravity phases

- 1 stages in the development of something
- 2 large rocks that go round the Sun
- 3 the force that pulls two objects together
- 4 go round a planet or star
- 5 related to the Moon in some way

Your turn

5 Is space travel a good idea?

- Write down two or three ideas.
- Make notes to support your opinions.

I think it's a very good idea because we've learnt so much from travelling into space. It's good for science.

I'm not sure. It's very expensive to travel into space. It might be better to ...

6 Work with a partner. Compare and discuss your ideas.

THE MOON



Objects that orbit planets are called natural satellites or moons. Jupiter has 67 of them, but the Earth has only one – the Moon. Each month, this object, the second brightest in the sky, goes through its phases – from the new moon we can't see to the shining ball that we call the full moon. But where did our nearest neighbour come from?

Scientists believe that something hit the Earth 4.6 billion years ago. The pieces which broke away then came together to make the Moon. The Moon is much smaller than the Earth and conditions there are very different: temperatures can get as high as 127°C and fall as low as -173°C. The Moon has little or no atmosphere to protect it, which means that it is often hit by asteroids. This explains why the Moon's surface has lots of big holes called craters.

One of the most interesting things about the Moon is the way it affects life on Earth. We can see this whenever we go to the beach – the Moon's gravity makes the level of the Earth's seas go up and down in what we call tides.

On 21st July 1969, the American astronaut Neil Armstrong became the first person to walk on the Moon. It was one of the great achievements of the 20th century, but what about the future?

We will certainly return to the Moon one day. NASA and the European Space Agency will probably send more astronauts to the Moon over the next 20 years. Such trips might not interest as many people as those of the 1960s and 1970s, but it is exciting to think that there will be some kind of base on the Moon – we may even create lunar cities. We definitely won't live on the Moon all the time, but we might go there for a holiday.

FACT! The Moon is moving away from the Earth every year by about 3.8 cm.



Language focus 1 *will, might/may* + adverbs of possibility

- 1** Look at the examples from the text on page 44. Write (C) certain or (NC) not certain. Then complete the rules.
- There **will be** some kind of base on the Moon. ...C
 - We **may even create** lunar cities.
 - NASA and the European Space Agency **will probably send** more astronauts to the Moon.
 - We **definitely won't live** on the Moon all the time.
 - We **will certainly return** to the Moon one day.
 - Such trips **might not interest** as many people as those of the 1960s and 1970s.

We use ¹.... and ².... to show we are sure about the future. We use ³..../.... to show we are not sure about the future. We use probably, definitely and certainly to show how sure we are.

➔ Grammar reference • page 117

2 Complete the sentences. Use the verbs and prompts in brackets to help you.

- I'm sure everyone **will have** an Internet connection in the future. (have – certain)
- I my mobile phone next month, I'm not sure yet. (change – not certain)
- My brother ever all his friends on Facebook, it's impossible, he's got too many! (meet – certain)
- My friends and I early tomorrow to watch the sunrise. (get up – not certain)
- My grandparents definitely me later, it's cheaper than a phone call. (Skype™ – certain)
- Human beings on another one planet one day, when travel in space becomes easier and quicker. (live – not certain)

3 Use the prompts to write sentences using your own ideas. Use the adverbs *definitely, probably* and *certainly* in the correct position.

I will probably get up after sunrise tomorrow.

- Earth's climate / warmer / in the future
- explore / other planets / in the future
- space tourists / the Moon / in my lifetime
- the Moon / shine / tonight

- 4**  1.27 Complete the blog post with the words in the box. Then listen, check and repeat.

will (x2) won't (x2) might not
probably might (x2)

A FUTURE IN SPACE

In the near future, we ¹...*will*... travel in space, I'm sure of it. We ²... need to watch films about missions to other planets because we ³... be able to go into space ourselves in special rockets – space travel ⁴... just be for astronauts. I imagine that some people ⁵... like the idea but I think it sounds great! As for one day living in space, it's difficult to say, but, who knows, we ⁶... move away from planet Earth and build new homes on the Moon. I'm not sure, but I think that one day we ⁷... be able to travel all the way to Mars too – we will ⁸... go there for our summer holidays!

Your turn

- 5** Make predictions about your lives. Use *will, might/may* and adverbs of probability. Write five sentences.

My family will probably visit a foreign country in the future.

Our teacher will definitely give us homework tonight.

- 6** Work with a partner. Compare and discuss your ideas.

Learn about rubbish in the sea.

- What sort of rubbish do you think is found in the sea?
- Why is the sea so important for the planet?
- What happens to rubbish in the sea?



Discovery
EDUCATION

4.1 Where does it all go?



Listening A class presentation



- 1 Work with a partner. Look at the picture of a living room and say how the room is similar to and different from the living room in your home.
- 2 1.28 The living room is an exhibit in a museum. Listen to two students talking about the house. What do they talk about?
 - a How the Eco House saved energy in the past
 - b How people waste energy in the present
 - c How little energy people use at home
- 3 1.28 Listen again and answer the questions.
 - 1 What is the subject of Rebecca's presentation?
 - 2 What is the Eco House?
 - 3 What does Rebecca say about computers?
 - 4 What uses the most energy?
 - 5 What does the experiment show?
 - 6 When David finishes his presentation, what does the teacher say they are going to discuss?

Vocabulary Energy issues

- 4 Match the verbs from the class presentation with the definitions (1–7).

consume leave on standby switch off waste
save energy turn down reduce

- 1 to use energy
- 2 to stop energy being wasted
- 3 to use more energy than you need
- 4 to make something smaller
- 5 to leave an appliance connected to the electricity
- 6 to disconnect an appliance from the electricity
- 7 you use less energy by doing this with an appliance

- 5 1.29 Complete the sentences with the correct form of the verbs in Exercise 4. Then listen and check.

- 1 Don't forget to **switch off** the lights before you go to bed.
- 2 Can you ... the heating? It's really warm.
- 3 You shouldn't ... the TV ... at night.
- 4 Did you know your computer ... a lot of electricity?
- 5 It's better to have a shower than a bath because you don't ... so much water.
- 6 You should try to ... the number of hours you use the air conditioning.
- 7 We're trying to ... so I always switch off my computer when I'm not using it.

Your turn

- 6 Ask and answer with your partner.

- 1 How do you save energy in your house?
- 2 How do you think you could save more energy at home?
- 3 Why is it important to save energy?

I always switch off my computer and the monitor before I go to bed.

I leave the TV on standby so I should switch it off.

Saving energy is important for the environment.

- Vocabulary Bank • page 125

Language focus 2 *be going to/will/*Present continuous

1 Match the sentences (1–3) from the listening on page 46 with the uses (a–c).

- 1 I'm going to turn my heating down this evening.
- 2 I think we'll all be very surprised.
- 3 Tomorrow we're visiting the Eco House.

- a a definite arrangement
- b a personal intention
- c a prediction

➔ Grammar reference • page 117

2 Join the parts of the sentences.

- | | |
|--|---|
| 1 We aren't going to | a to visit her aunty this summer. |
| 2 Don't go to bed now | b he'll probably stay at home at the weekend. |
| 3 Are you going | c take the lift. |
| 4 Alice is flying to Spain | d to watch a horror film this evening? |
| 5 John's got to work on his Science project so | e at 4 pm about the school trip. |
| 6 I'm seeing our teacher | f or you'll miss the sunset. |

3 1.30 Choose the correct option to complete the conversation. Then listen and check.



Sally: 1 Will you fly / Are you flying to San Francisco next week?

Isa: Yes, the taxi 2 will arrive / is arriving at 7 am!

Sally: And when's the wedding?

Isa: It's on Thursday. We 3 are relaxing / 'll probably relax on Wednesday – 4 I'm going to go / I will go shopping with my cousin in the day. Then in the evening, my aunty has booked a restaurant and we 5 will eat / are eating together at 8 pm.

Sally: And after the wedding? 6 Will you / Are you going to stay in San Francisco for a holiday?

Isa: No, we 7 won't stay / aren't staying very long – our flight back 8 is leaving / will leave on Saturday morning.

Your turn

4 Make notes about the questions below.

- 1 What job will you do when you're older?
- 2 When do you think you'll get married?
- 3 Will you still live in your town/village?
- 4 What are you doing after school today?
- 5 What are you going to do this weekend?
- 6 What are you going to do in the school holidays?

5 Ask and answer with your partner. Use your notes from Exercise 4 to help you.

I think I'll be a doctor when I'm older.

I think I'll be a teacher, but I'm not sure yet.

This weekend, I'm going to watch a film with my friends.



Discover Culture

1 Work with a partner. Look at the photos and describe them. What do you think the video will be about?



Find out about building sustainably.



4.2 Build it better

2  4.2 Watch the video without sound and check your ideas.

3 Which of the words below do you think you will hear in the video?

tornado flood sustainable renewable
 sunlight rain mirror solar panels natural
 electricity environment

4  4.2 Watch the video with sound. Check your answers to Exercise 3.

5  4.2 Watch the video again and match the information.

- | | |
|----------------------|-------------------------------------|
| 1 hail stones | a of homes and businesses destroyed |
| 2 95% | b Greensburg was created |
| 3 the wind speed was | c create energy for the building |
| 4 the solar panels | d the size of tennis balls |
| 5 a new and improved | e 320 km per hour |

6 Complete the text about rebuilding Greensburg. Use the words in the box.

mirror holes solar panels tubes sunlight
 building sustainable electricity heat

Solar energy was used in the new building. ¹ shines into these tubes. It's reflected through the tubes by a ² and it lights up the room. A special cover on top of each tube keeps the ³ outside. Then large ⁴ were made and the ⁵ were placed inside them. For even more ⁶ energy ⁷ were built. When the panels receive sunlight, they turn it into ⁸ Solar panels can create enough energy to power the whole ⁹

7  4.2 Watch the video again and check your answers to Exercises 5 and 6.

Your turn

8 Discuss the questions in groups.

- 1 What are the most common natural disasters in your country?
- 2 Are there any buildings in your town with solar panels?
- 3 Do many people have solar panels on their houses in your town?
- 4 Do you think solar panels are a good idea? Why/Why not?

In my country, we have terrible forest fires

...

Reading An article

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

- 1 What can you see in each photo?
- 2 What connects the photos?

2 Read the article about renewable energy. Match the renewable energies in the photos with the countries in the text.

3 Read the article again and answer the questions.

- 1 Where does Minnesota get its biomass from?
- 2 What two benefits does using biomass have for the environment?
- 3 Why is the sun so important in Australia?
- 4 What two results has the use of solar power had in Australia?
- 5 Why has Britain got lots of sea and wind?
- 6 Which wind farm will produce more electricity?



Explore phrasal verbs

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

- | | |
|--------------|---------------------------------|
| 1 bring down | a build |
| 2 keep on | b cut so it falls to the ground |
| 3 put up | c reduce/make smaller |
| 4 knock down | d fall to the ground |
| 5 cut down | e continue |

➔ Vocabulary Bank • page 125

Your turn

5 Make notes about the questions.

- 1 Why is renewable energy important for our world?
- 2 What renewable energy is used in your country?
- 3 What do you do to save energy at home or at school?

6 Ask and answer the questions in Exercise 5 with your partner. Use your notes to help you.

THREE COUNTRIES, THREE RENEWABLES

Humans are capable of producing energy that – unlike oil, natural gas and coal – do not damage the environment. We look at three countries and three different renewable energy sources.

The USA The USA has several renewable energy projects. A lot of power stations use biomass to produce energy. Biomass is anything natural – plants and trees mostly – and it can be used to produce electricity. In a recent storm in Minnesota, over 3,000 trees were **knocked down** by strong winds. The wood from the trees was burned to produce energy. The state also wants to **cut down** 40,000 more trees because they are diseased. Of course, new trees are planted in place of the old ones, which also helps the environment.



wind turbines



Australia It's certainly sunny in Australia. The country gets more than 3,500 hours of sunlight a year – that's ten hours a day – and solar energy is big business. Australia has spent a lot of money on solar energy. Solar panels power houses, schools, businesses and factories all over the country. About a quarter of all homes in South Australia use solar power. Australian solar power has **brought down** the country's energy bills and has had a very positive environmental effect. If Australia **keeps on** spending money on energy, it is thought that by 2030, 100% of Australia's energy could come from renewable sources.



biomass



The UK Everyone knows that in the UK it's not sunny very often! Britain only gets between 1,200 and 1,600 hours of sunlight a year. So it's clear that solar power isn't big in Britain. But Britain has other renewable sources that can produce energy. It's an island so the British government is taking advantage of the often windy conditions and is **putting up** wind farms off its coasts. In Cumbria, in the north-west of England, enough energy is produced by more than 100 turbines to power over 320,000 homes. On the other side of the country, there is a wind farm with 88 wind turbines off the coast of Norfolk.



solar panels



FACT! The Earth gets enough sunlight in one hour to give energy to the whole world for one year.

Speaking Apologising and explaining



Real talk: Do you do any volunteer work?

1 4.3 Watch the teenagers in the video. Which volunteer work do they do?

- babysitting
- help in after-school clubs
- cleaning the school
- read to older people
- pick up litter
- teach children English
- help in school garden
- help older people with their animals

2 Do you do any volunteer work?

3 1.31 Jessica meets her friend Oliver. How many excuses does Jessica give?

4 Complete the conversation with the useful language.

Useful language

I'm really sorry.
I'm sorry.
I really meant to come, honest!
I completely forgot.

Oh well, never mind.
The thing is, ...
I'll (come next week), I promise.
The problem was, ...

Oliver: Hello Jessica. What happened to you yesterday?
Jessica: Yesterday? What do you mean?
Oliver: We were planting vegetables in the school garden.
Jessica: Oh, yes! I'm ¹.....**sorry**..... I completely ².....
Oliver: Jessica, I **sent you a text** to remind you!
Jessica: Yes, I know, I really ³..... to come, honest! The problem ⁴..... my alarm clock was broken.
Oliver: Well it was only a couple of hours, not all day.
Jessica: Yes, I know. I ⁵..... sorry, Oliver. ⁶..... is, I had a lot of chores to do too and because I slept late, I didn't have time.
Oliver: Oh well, ⁷..... mind. How about next week? We're planning to plant some fruit trees.
Jessica: Great! I'll come next week, ⁸.....!

5 1.31 Listen again and check your answers.

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

7 Change the words in bold in the conversation. Use the information below. Take turns to apologise to a friend and explain what the problem was.

Situation 1

You forgot to go with your friend to see an exhibition about Earthships. Now your friend is angry.



Situation 2

You didn't help your friend write an article about recycling. Now your friend is angry.



Writing A newspaper article

- 1 Look at the photos and read the article from a school newspaper. What did the volunteers do?

A RIVER OF HELP

LAST SUNDAY ABOUT 100 PEOPLE WENT TO LONGLEY NATURE RESERVE TO CLEAN UP THE RIVER. THE EVENT WAS ORGANISED BY THE CLEANUPRIVERS PROJECT, WHICH HELPS TO PROTECT THE ENVIRONMENT.

'Every summer local volunteers collect rubbish which is thrown in the river,' John Sanders, from Cleanupivers told me. This time I was one of them. We picked up hundreds of plastic bottles, food packets and drinks cans. But that's not all that's in the river. 'We also found car tyres, a fridge and an old bed!' one volunteer said.

The clean-up also removes non-native plants from the river. These plants kill off native species and affect biodiversity. At Longley we cut down Himalayan Balsam. 'It's a beautiful plant, but dangerous because it covers everything,' said the local plant expert, Lynn Douglas. The clean-up was hard work but fun, and the river looked great! So when is the next event? Check the Cleanupivers.org web page.

Report by Chris Davies



- 2 Read the newspaper article again. Put the information in the correct order.

- What is happening next?
- When did they do it? 1
- What did they do?
- What was the opinion of the event?
- Who was involved?

Useful language

Using direct speech

When writing newspaper articles, use direct quotes.
'Every summer, ... in the river,' John Sanders ... told me.

- 3 Look at the Useful language box. Find more examples of direct speech in the text. What is the punctuation for exclamations?

- 4 Write these direct speech sentences with the correct punctuation.

- 1 What happened to the river she asked
'What happened to the river?' she asked.
- 2 It's amazing said Abby
- 3 Meet me at the river she told me
- 4 We have to clear out all this rubbish she said
- 5 Are you coming to the next event I asked Tom



Get writing

PLAN

- 5 Plan your newspaper article about an event (sport, cultural) in your area. Make notes on the things in Exercise 2 and use the same structure.

WRITE

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

CHECK

- 7 Can you say YES to these questions?

- Is the information from the plan in your article?
- Have you used some direct speech in your article?

Chemistry Renewable energy

1 Work with a partner. Look at the photos. How many sources of renewable energy can you think of?

2  **1.32** Read the information about sources of energy. Check your answers from Exercise 1.

At the moment we get about 70% of our energy from fossil fuels like oil, coal and natural gas, but there are two main problems with this. Firstly, they release CO₂ when we burn them and secondly, they take millions of years to form and the supply is limited.

Fossil fuels are not the only sources of energy. Alternative energy is energy generated from any source other than 'traditional' fossil fuels and which doesn't damage our environment. The sun (solar energy), wind (eolic energy), water (hydroelectric energy) and tides and waves (tidal and wave power) are all alternative energy sources. They are also called renewable energy because they won't run out or sustainable energy because we can use it now without affecting the supply in the future.

There are other sources of energy such as biofuel and nuclear power, but these are not strictly alternative energy sources. Biofuel is a term that includes a wide variety of fuels obtained from biomass (carbon-based biological material, usually plants), so it releases CO₂ in the same way as fossil fuels. Nuclear power doesn't produce CO₂, but it does produce waste which can stay toxic for 240,000 years.

Climate change and global warming, together with high oil prices and the risk of nuclear contamination, are making renewable energy sources more attractive. The production of alternative energy is growing very rapidly. It is estimated that 16% of all energy now comes from renewable resources.



3 Read the text again. Match the words in the box with the definitions.

sustainable energy renewable energy
alternative energy fossil fuels biofuel

- ... comes from sources that do not damage the environment.
- ... comes from sources that do not run out.
- ... gives us energy without affecting the supply in the future.
- ... comes from material like plants.
- ... are formed over millions of years from the remains of plants and animals.

4 Work with a partner. Answer the quiz questions about energy sources.

- How much of the energy used by TVs is used while they're on standby?

A 10%	C 60%
B 35%	D 85%
- How long can a game console run for if you recycle one aluminium can?

A 30 minutes	C 2 hours
B 1 hour	D 10 hours
- Biodiesel is a kind of biofuel used in diesel engines. Which of these things CAN'T it be made from?

A coconuts	C potatoes
B used cooking oil	D sunflower seeds
- How much of the world's electricity does the Sun provide every 15 minutes?

A Enough for three years.	C Enough for a day.
B Enough for a year.	D Enough for a month.



5  **1.33** Listen and check.

Your turn

6 Work with a partner. Make a poster to encourage students in your school to recycle and save energy. Follow the steps below.

- Decide together what information to put on your poster.
- Find photos and pictures to illustrate the information.
- Present your poster to your class.
- Vote on the class's favourite poster.

Learn about electric cars.

- Which countries are producing electric cars?
- What is Kevin's goal?
- Where are car batteries made?



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4.4 Driving into the future

Extra reading

1 Read the text, then read the dates. What happened on each one?

- 1 4th October 1957
- 2 3rd November 1957
- 3 12th April 1961
- 4 16th June 1963
- 5 2nd October 1991
- 6 28th April 2001
- 7 1st July 1994
- 8 18th June 2006

ABOUT SPACE DOGS *In the 1950s and 1960s, the Soviets launched dogs into space in their spacecraft. They wanted to know whether the dogs could survive in space. Most of the dogs survived.*

The world's oldest space station

The Baikonur Cosmodrome is the world's oldest and largest space station. It was built in the 1950s on the desert steppe, 200 kilometres east of the Aral Sea. On 4th October 1957, the world's first satellite was launched from Baikonur. It was called Sputnik 1. A month later, on 3rd November 1957, Sputnik 2 was launched. Inside was Laika, the first dog to travel into space.

On 12th April 1961, Yuri Gagarin became the first man in the world to travel into space in Vostok 1. It took him 108 minutes to travel around the Earth in his spacecraft. The first woman in space, Valentina Tereshkova, was also launched into space from Baikonur on 16th June 1963.

On 2nd October 1991, Toktar Aubakirov became the first Kazakh to travel into space on the spacecraft Soyuz TM-13. Aubakirov spent eight days in space and did experiments for Kazakhstan.

The world's first space tourist was Dennis Tito. He went into space from Baikonur on 28th April 2001 with the second Kazakh in space, Talgat Musabaev. Musabaev's first space flight was to the space station Mir on 1st July 1994. The mission lasted for 125 days, 22 hours and 53 minutes! His second expedition lasted for 207 days, 12 hours and 49 minutes.

Kazakhstan's first satellite, called KazSat, was launched on 18th June 2006. Baikonur is very important in the history of space travel.



Vocabulary

1 Complete the sentences with the phrases in the box and the correct form of **go, go on or go to**.

climbing sailing a safari a guided tour
a summer camp trekking

- We go climbing every summer in the mountains.
- They when they were in Italy. They walked 20 km a day.
- I love – you can make new friends and learn new skills.
- Jim is of Cambridge tomorrow. An expert takes you round and tells you the history of the city.
- Do you want to at the weekend? It's very relaxing on the boat.
- I'd love to and see wild animals, but it's very expensive.

2 Choose the correct word.

- When did they come back / up from their trip?
- I picked out / up a bit of Italian on holiday.
- They want to set up / off early in the morning.
- I usually chill up / out in front of the TV at the weekend.
- Where can we find out / off about day trips?
- Let's look out / around the town while we're waiting.

3 Complete the sentences with the words in the box.

universe ocean atmosphere sunset planet
Moon sunrise climate Earth space

- We can sometimes see the Moon in the daytime.
- Our world is the only where people can live.
- Scientists say that the world's is changing very quickly.
- We live by the sea. We often watch the over the water – the sun goes down slowly and the colours are beautiful.
- I'd love to go into one day. It would be incredible to see the world from far away.
- Do you know which gases make up the Earth's ?
- The between America and Europe is called the Atlantic.
- In the summer, I like to get up early in the morning to watch the
- is a bigger planet than Venus.
- Some scientists believe that the is getting bigger.

4 Complete the text with the words in the box.

consume saves leave wastes
reduce switch off turn down

People generally ¹ consume a large amount of energy every day. There are a number of ways to ² ... your energy bills and help the environment at the same time. ³ ... your heating in the winter – wear an extra sweater instead! Using cold water to wash clothes also ⁴ ... energy. ⁵ ... appliances when you are not using them. Some people ⁶ ... their TV or computer on standby all night and that ⁷ ... a lot of electricity.



Explore vocabulary

5 Choose the correct words.

At the National Air and Space Museum we saw ¹ an exact copy / a taste of the lunar module that landed on the Moon in 1969. ² 'Take it in turns / Keep watch,' said Dad, as my brothers and I ran to be the first to get inside the small spacecraft. It was ³ important / amazing inside and we pretended we were flying through space. After that, my little brother jumped up and down a lot. When Dad asked what he was doing, he said, 'I'm walking on the Moon – there isn't much ⁴ orbit / gravity.'

In the afternoon we watched a film about the Moon landing. 'Earth looks ⁵ spectacular / popular from space,' I said. Dad said, 'One of the most ⁶ adjusted / striking things is how small our planet is in the universe.' We were quiet after that.

6 Complete the text with the words in the box.

cut down put up ~~keep on~~ cool stuff
throw it away bring down

We ¹ keep on damaging the Earth. We ² ... trees. We ³ ... new houses on land we should protect. When something is old we just ⁴ Where will it stop? We need to look after the Earth. After all, we've only got one planet. There's something we can all do to help to ⁵ ... the amount of rubbish we put in the bin – we can reuse objects. You can turn boring things like your old clothes into really ⁶ ..., like bags or pencil cases, or make old CDs into decorations. It's fun and better for the environment.

Language focus

1 Complete the sentences about life in the year 2050. Use *will*, *won't* or *might/may not*.

- Everyone *will* use the Internet for shopping, I'm sure.
- I think some schools offer classes on Skype™.
- Cars use petrol, I'm sure. They'll be electric.
- Lots of people probably work from home.
- Robots definitely do all the housework – at least I hope so!
- It's possible we read books anymore.

2 Write sentences using the present simple passive.

- You see the stars at night.
The stars are seen at night.
- They study climate change at the university.
- Tourists visit the theme park.
- They clean the hotel rooms every day.
- They sell the tickets at the station.
- They speak Kazakh and Russian in Kazakhstan.

3 Complete the sentences with *be going to*, *will* or present continuous.

- He *is flying* (fly) to Japan tomorrow.
- Don't worry. He probably (call) you later.
- My parents (take) me out for dinner on Saturday for my birthday.
- What (you/do) when you leave school?
- Sorry, but we (not see) you later – we have got a party to go to.
- Susan (start) a new job on Monday.

4 Choose the correct word.

- He has **just** / **yet** been to Almaty.
- The sun has **already** / **still** set.
- I **still** / **yet** haven't visited the theme park.
- She hasn't bought a ticket **yet** / **just**.

Language builder

5 Choose the correct words to complete the conversation.

Talgat: What is your new blog on the Internet ¹ *a* about? Have you decided ² ... ?

Sara: Yes - about the environment. Lots of blogs about the environment ³ ... on the Internet, but not many of them ⁴ ... for teenagers. I want to help the planet. If we ⁵ ... something now, then it ⁶ ... too late.

Talgat: I agree. I read a music blog. It ⁷ ... by a teenager. It ⁸ ... by thousands of people and he's become a famous music journalist.

Sara: So if my blog ⁹ ... popular, then someone ¹⁰ ... me a job as a journalist, too!

Talgat: Who knows? I think I ¹¹ ... a blog. Let's write it together.

- | | | | |
|----|----------------------|------------------|----------------------|
| 1 | a going to be | b will be | c might be |
| 2 | a just | b yet | c still |
| 3 | a published | b are published | c publish |
| 4 | a are written | b are writing | c are write |
| 5 | a are not doing | b not do | c don't do |
| 6 | a is | b going to be | c will be |
| 7 | a written | b is write | c is written |
| 8 | a read | b is reading | c is read |
| 9 | a becomes | b is becoming | c become |
| 10 | a will probably give | b gives probably | c probably is giving |
| 11 | a started | b might start | c am starting |

Speaking

6 Match the sentences.

- I'll give you a hand. **e**
 - I think this city is a great place to live!
 - Can I ask you something?
 - Maybe living in a village isn't all bad.
 - I'm not sure how to use this computer.
 - I reckon that this town is really boring.
- a Let me show you.
b OK, perhaps you're right.
c I agree. There are lots of things to do here.
d I disagree. There are lots of things to do here.
e That's really kind.
f Yeah, sure. What's up?



Reading for pleasure

Discovery
EDUCATION

In this unit ...

Unit aims

I can ...

- understand a biography of a famous writer.
- understand a long text from a novel.
- guess the meaning of new words.
- find specific information in a text.
- write about a character.

BE CURIOUS



What can you see in this photo from a theatre performance?

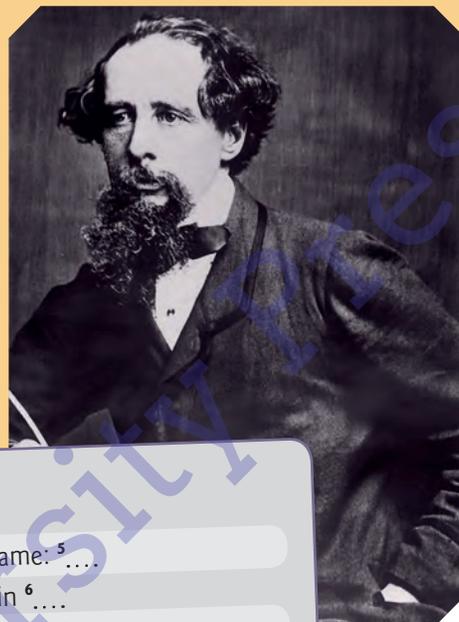
Start thinking

- Is this a picture of a modern woman? How do you know?
- What sort of person do you think she is?
- What feelings is she expressing?

Reading A biography

- 1 You are going to read part of a novel by a famous English writer. Read the text about his life and complete the fact sheet.

Charles Dickens (1812–1870) was born in Portsmouth but spent a lot of his life in London. His family had money problems and Charles had to go to work in a factory at the age of 12. Later he became a journalist. He wrote his first story in 1833 and his first book appeared in 1836. In the same year he married Catherine Hogarth and the first of his ten children was born in 1837. Dickens went on to write 15 classic novels, including *Oliver Twist*, *David Copperfield* and *Great Expectations*. When he died, he was the most popular writer in the English-speaking world.



Charles Dickens

Born in ¹... in Portsmouth

Lived in ²...

Early jobs: factory worker, ³...

Wrote his first book in ⁴...

Wife's name: ⁵...

Married in ⁶...

Wrote fifteen ⁷...

Died in ⁸...

Reading A novel

- 1 In this text from *Great Expectations* a boy called Pip is telling the story. Read the first part of the text and answer the questions.

- 1 How many characters are mentioned?
- 2 Where are they? Is it an attractive place?

1 The young lady took me into the house. The first thing I noticed was that the hall was very dark and she had left a candle burning there. She picked it up, and we walked along more passages and up the stairs, and only the candle lighted us.

2 At last we came to the door of a room, and she said, 'There, boy. Go in.' And then she walked away – and took the candle with her.

3 This was very uncomfortable, and I was afraid. However, the only thing I could do was to knock at the door and a voice from inside told me to enter. I found myself in a fairly large room, lighted with candles. No daylight was allowed to get in. A lot of the furniture had shapes and uses that I did not recognise. But there was a table with a gold-coloured mirror, and I could see that it was a fine lady's dressing-table.

4 In an armchair, with an elbow on the table and her head leaning on her hand, sat the strangest lady I have ever seen, or will ever see.

- 2 What do you think will come next in the text?

- a sudden exciting event
- information about a place
- a description of a person
- a conversation between two people

- 3 Read the next part of the text and check your answer.

- 5 She was dressed in rich materials, all of white. Her shoes were white. She had a long white veil* hanging from her hair, and she had bridal flowers in her hair, but her hair was white. She wore some bright jewels on her neck and on her hands, and other jewels lay shining on the table. She had not quite finished dressing, for she was wearing only one shoe – the other was on the table near her hand. Her veil was only half arranged. Her watch was still lying next to the mirror, with her gloves and some flowers. 15
- 6 Then I began to see that all the things that should be white had been white long ago – they had lost their shine and were faded and yellow. I saw that the bride* in the bridal dress was withered* like the flowers, and only her eyes were still bright. The dress had been put on the rounded figure of a young woman but it now hung loose on a body that had shrunk to skin and bone. 20
 ‘Who is it?’ said the lady at the table.
 ‘Pip, ma’am.’
 ‘I am Miss Havisham. Come nearer, boy. Let me look at you. Come close.’
- 7 It was when I stood near her, not wanting to look at her eyes, that I saw that her watch had stopped at twenty to nine. A clock in the room had also stopped at twenty to nine. 25
 ‘Look at me,’ said Miss Havisham. ‘You aren’t afraid of a woman who has never seen the sun since you were born?’
 ‘No,’ I answered, but it wasn’t true.
 ‘Do you know what I’m touching here?’ she said, putting her hands, one on the other, on her left side. 30
 ‘Yes, ma’am.’
 ‘What am I touching?’
 ‘Your heart.’
 ‘Broken!’
- 8 She said the word with a weird smile that seemed almost proud. She kept her hands there for a little while, and then slowly took them away as if they were heavy. 35
 ‘Go into that room’, she said, pointing at the door behind me with her withered hand, ‘and wait there until I come.’

*veil - бетперде - вуаль
 *bride - қалыңдық - невеста
 *withered - кезіп кеткен - высохший

4 Read the text again. Which of these things is Miss Havisham wearing?

a wedding dress gloves a hat
 flowers a veil a watch sunglasses
 an expensive necklace a pair of shoes

Your turn

- 5 Work with a partner. Look at the photo of a bride. Miss Havisham is also described as a bride. Are there any similarities? What differences can you see?
- 6 Miss Havisham tells Pip to go into another room. What do you think he finds there? Discuss ideas with your partner. Then read the next part of the text to find out.



Get reading

When you come to a new word, you can often guess its meaning. Look at the whole sentence and the other sentences around it. Think about the type of word.

- Is it a noun? If yes, is it a person or a thing?
- Is it a verb? If yes, who or what is doing the action?
- Is it an adjective? If yes, what is it describing?
- Is the word similar to other words you know?

9 I entered the room slowly. Here too the daylight was completely shut out, and the room had an airless smell. There was a fire in the old-fashioned fireplace, but it did not want to burn, and the smoke that hung in the room seemed colder than the clearer air. Some wintry branches of candles on the wall shone a weak light into the darkness of the room. It had probably once been beautiful, but everything in it was covered with dust and was falling apart. 40

10 There was a long table with a tablecloth on it, as if a big meal was being prepared when the house and the clocks all stopped. A large object stood in the centre of this table, so heavily covered in cobwebs that I could not see its shape. It seemed to grow out of the yellow cloth like a black fungus*, and I saw spiders with fat bodies running out of it and running home to it. 50 55

11 I was watching these creatures from a distance when Miss Havisham put her hand on my shoulder. In her other hand she had a stick which she was leaning on, and she looked like a witch from my story books. 'What do you think that is?' she asked me, pointing with her stick. 'That, where those cobwebs are?' 'I can't guess what it is, ma'am.' 'It's a great cake. A wedding cake. Mine!' 60 65

*fungus - саңырауқұлақ - грибы

7 Find the underlined words in the text. Then match them with their meanings.

- | | |
|--------------|--|
| 1 weak | a a piece of material which you put on a table |
| 2 dust | b living animals that are not human |
| 3 fall apart | c with no power, the opposite of <i>strong</i> |
| 4 tablecloth | d a long thin piece of wood |
| 5 cobwebs | e homes that spiders build |
| 6 creatures | f lose its shape, break into pieces |
| 7 stick | g a woman who uses magic powers to hurt people |
| 8 witch | h dry grey dirt |

8 Now look at the whole text. Choose the correct answer.

- Line 6: Pip was afraid because ...
 - he was alone in the dark.
 - he knew there was something frightening behind the door.
 - he was a nervous child.
- Lines 18–19: The white things had changed their colour because ...
 - they were dirty.
 - they were very old.
 - they had been in the sunlight.
- Lines 20–21: When Miss Havisham first wore the dress ...
 - it belonged to someone else.
 - she was young.
 - she was very thin.
- Line 34: When she said her heart was broken, she meant that ...
 - she had a serious illness.
 - she was feeling angry about something.
 - something terrible had hurt her in the past.
- Line 47: The word 'It' refers to ...
 - the room.
 - the darkness.
 - the wall.
- Lines 52–55: Pip couldn't see the shape of the thing on the table because ...
 - it was under a yellow tablecloth.
 - it was hidden by cobwebs.
 - the room was too dark.

9 Look again at the photo on page 56. Does it exactly match the text's description of Miss Havisham and the house? What is the same? What is different?



Get writing

PLAN

10 Work in small groups. Can you explain why Miss Havisham is so strange? What is her story? Think about these things and make notes:

- her clothes and the cake
- the darkness, dust and cobwebs
- the watch and the clock

WRITE

11 Write Miss Havisham's story, explaining what you think happened in her past.



Entertainment and media



In this unit ...



The art of storytelling p63



A world of music p66



Have you ever been to a concert? p68



CLIL Perspective p70

Vocabulary

- Art and media
- Collocations
- Musical instruments
- Phrasal verbs with *up*

Language focus

- Present perfect with *for* or *since*
- Present perfect and past simple
- Present perfect with *ever/never*

Unit aims

I can ...

- identify different types of art.
- talk about what I have and haven't done.
- ask and answer questions about music.
- understand an article about a festival in another country.
- invite a friend somewhere and arrange to meet.
- write an internet post about a concert.

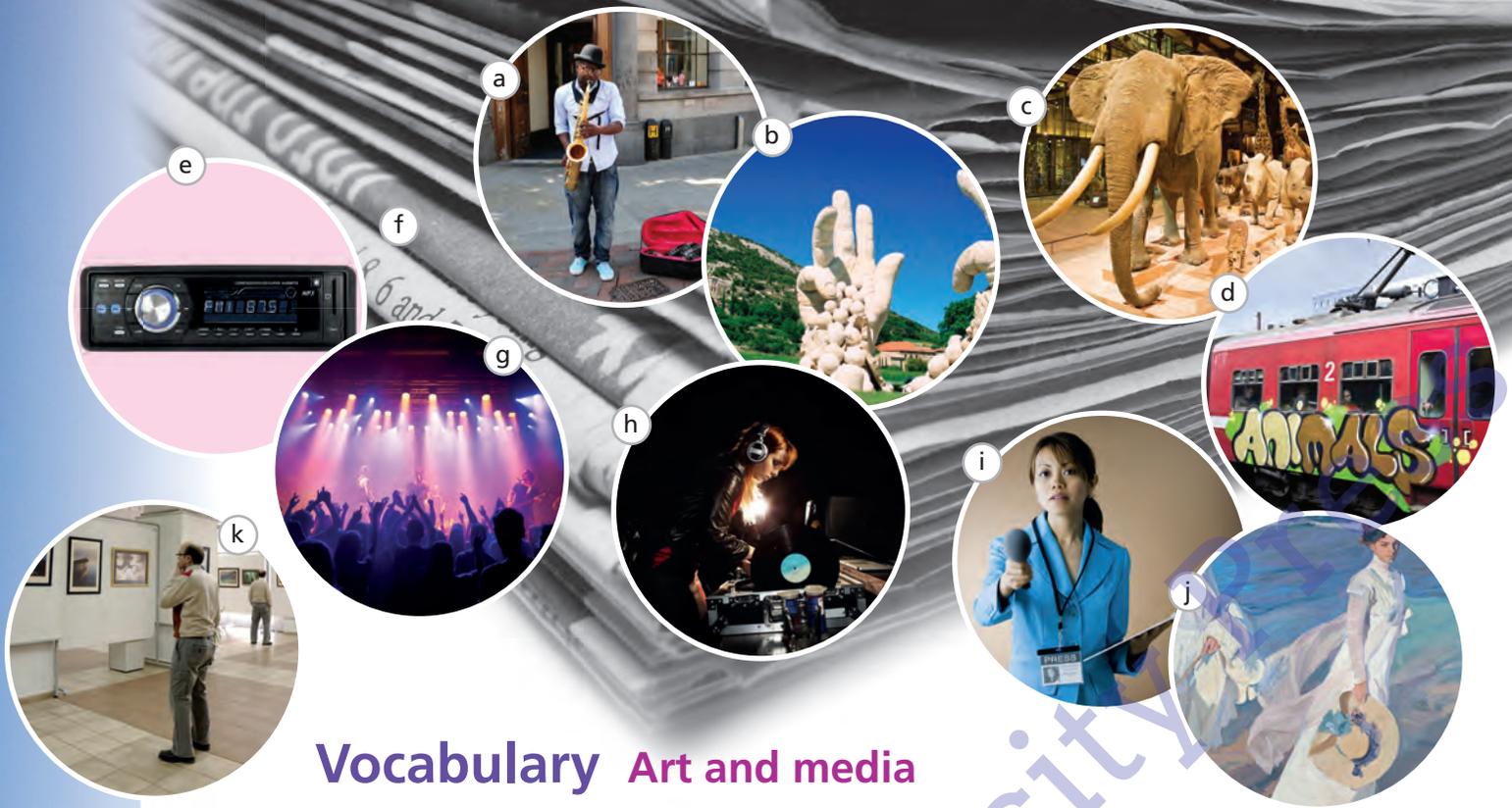
BE CURIOUS



What can you see in the photo?

Start thinking

- Do you like the mural on this building?
- Why do think someone painted this?
- Would you like to live in a building like this?



Vocabulary Art and media

- 1 2.2 Match the words in the box with the art around us (a–k). Which word describes where we see paintings? Then listen, check and repeat.

concert busker newspaper DJ sculpture journalist
exhibition gallery painting graffiti radio

a *busker*

- 2 Complete the chart with the words from Exercise 1. Can any words go in two columns?

art	music	media
	<i>concert</i>	

- 3 2.3 Listen to three students talking about art and media. Which things from Exercise 1 does each person mention?

Alison: *newspaper ...*

Philip:

Zara:

Your turn

- 4 Ask and answer with your partner.

- Which of the people, places and things in Exercise 1 can you find near where you live?
- Do you buy a newspaper? Why?/Why not?
- What's your favourite radio station? Do you have a favourite DJ?
- What was the last concert you went to? Did you enjoy it?

There's a gallery of modern art quite near my house, but I don't go there very often!

Get it right!

When we use *there* after *go*, we don't use the preposition *to*.
We go **there** three times a week.
Did you go **there** on your own?

Reading An online debate



Explore collocations

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

- 1 Which of the pictures do you think are art? Why?
- 2 What makes a person an artist?
- 3 Have you got friends or family members who are artists?

2 Read the debate. What do Josh and Kirsten think art is?

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

- 1 Josh likes doing graffiti. **F**
- 2 To Josh, photographs that people post online aren't examples of art.
- 3 Josh and his friends like the pictures he draws and the photos he takes.
- 4 Kirsten enjoys going to art galleries.
- 5 Kirsten believes that art is anything that is creative and fun.
- 6 Kirsten thinks that good art is easy.

4 Find the collocations in the text. Match the words in box A with the words in box B. Then complete the sentences.

A post good passionate take work make

B at hard online photos about money

- 1 I love painting, but I'm not very *good at* it – some of my pictures are terrible!
- 2 You have to ... to be a good artist.
- 3 Is it okay to ... these photos of you ...?
- 4 My sister loves to ... of unusual buildings.
- 5 It's very difficult to ... from painting pictures.
- 6 My sister's really ... making sculptures.

➔ Vocabulary Bank • page 126

Your turn

5 Work in small groups. Have a debate. Is everyone an artist?

- Make notes of different examples to support your opinion.
- Discuss your ideas using your notes.
- Which group made the best argument?

I agree, I think graffiti is ...

I'm not sure, I think it depends on ...

There are some great examples of graffiti on ...

EVERYONE'S AN artist

YOU'VE TAKEN LOTS OF COOL PHOTOS SINCE YOU GOT YOUR FIRST MOBILE PHONE. YOU'VE POSTED THEM ON SOCIAL MEDIA AND YOUR FRIENDS HAVE 'LIKED' THEM ALL. YOU MUST BE AN ARTIST!

THE CASE FOR:

We look at the Mona Lisa, a Picasso painting, or a sculpture by Michelangelo, and we say, 'That's art.' But what about the amazing graffiti someone has painted on your street? What about the photographs our friends have posted online? What about the English poster you've worked on for hours? Have you made a work of art? To me, art is anything that's creative. Of course, I like looking at paintings in galleries, but I also like drawing pictures of my friends or taking photos with my mobile phone. I'm not very good at these things, but I'm creative. I'm passionate about them, and my friends like them. I think that's art!

Josh, age 15, San Diego, California

THE CASE AGAINST:

I've loved visiting art galleries since I was very young. Why? Because I like looking at good art. What is art? Art isn't a drawing that a four-year-old child has done. It isn't funny cartoons in the newspaper. And it certainly isn't graffiti. Some people say, 'If it's creative and cool, it's art.' I don't agree. Art is the result of years of practice. My aunt is an artist. She's worked hard in her studio for twenty years now. She hasn't made much money, but that isn't important. She's shown her sculptures in several exhibitions since 2010 – her art is great. Art is very hard, and not many people can do it well. My aunt has practised for years to develop her talent. That's why she's an artist.

Kirsten, age 16, Berlin, Germany

WHAT IS *art*? WHAT'S YOUR OPINION?

Language focus 1 Present perfect with *for* or *since*

1 Complete the sentences from the reading on page 62 with *for* or *since*.

I've loved visiting art galleries		I was very young.
She's shown her sculptures in several exhibitions	1	2010.
She's worked hard in her studio	2	twenty years.
My aunt has practised		years.

We use ... with periods of time and ... when we talk about a specific time.

➔ Grammar reference • page 118

2 Look at the table and complete the sentences with *for* or *since*.

- I've been in New York ... two days and I haven't been to the Museum of Modern Art yet!
- My sister has been a DJ ... three years.
- I haven't listened to the radio ... Monday.
- I'd love to see another concert at the Royal Albert Hall – I haven't been there ... I was twelve.
- I have studied painting ... five years now and I'm getting better and better at it.

3 2.4 Complete the conversation with the present perfect or past simple of the verbs in brackets. Then listen and check.

- A: When ¹ *did* you ... (get) here?
 B: We ² ... (arrive) on Tuesday, at midday! We ³ ... (be) here for two full days. This is our third day in Florence.
 A: ⁴ ... you ... (go) anywhere exciting since you got here?
 B: Yes, we ⁵ ... (go) to the Uffizi gallery this morning. It was great!

➔ Grammar reference • page 118

Present perfect and past simple

4 2.5 Circle the correct words to complete the text. Then listen and check.

New mail +1

We're in Istanbul! We've only been here ¹ **for / since** 24 hours but we've done so many things ² **for / since** we arrived. We ³ **have got / got** to our hotel at 6 o'clock yesterday evening. After unpacking, we ⁴ **have been / went** straight to a classical music concert, which ⁵ **was / has been** incredible. The musicians ⁶ **have been / were** so talented. I ⁷ **haven't heard / didn't hear** anything so beautiful for years.

We ⁸ **have left / left** the hotel at 10 o'clock and we ⁹ **'ve been / were** very busy ¹⁰ **for / since** then! In the morning, we ¹¹ **have visited / visited** Istanbul Modern – it's a brilliant art gallery. Then after lunch, we ¹² **have crossed / crossed** the Bosphorus on a ferry to visit the Asian side of the city. Dad ¹³ **wanted / has wanted** to paint the view of the European side! We haven't eaten ¹⁴ **since / for** lunchtime. I'm really hungry! Time for supper!

Bye for now,
 Jake

Your turn

5 Ask and answer with a partner. Ask your partner questions using *How long have you ...?* and the phrases in the box. Answer using *for* and *since*.

- live in your house study English
 like your favourite band be at school today
 have your favourite T-shirt know your best friend

6 Write about one of the experiences in Exercise 5 using the present perfect and the past simple. *I've known my best friend for 8 years. We met when ...*

Learn about Aboriginal art.

- What do Australian Aboriginals use art for?
- Why are some paintings like 'survival maps'?
- What is a common feature of Aboriginal art?



Discovery
EDUCATION

6.1 The art of storytelling



FACT! The British graffiti artist Banksy sold a piece of graffiti for over \$1.8 million.

Vocabulary Instruments



- 1** **2.6** Match the words in the box with the instruments in the pictures (1–14). Then listen, check and repeat.

guitar drums banjo flute violin saxophone
keyboards mouth organ tambourine piano
recorder trumpet cello clarinet

- 2** **Work with a partner. Answer the questions.**

- 1 What instruments do you associate with orchestras and classical music?
- 2 What instruments do you expect to see in a pop or rock band?
- 3 What about the other instruments: where would you normally see them?

Vocabulary Bank • page 126

Listening An interview

- 3** Look at the picture of a musician called Leo. What instruments has he got? Where do you think he performs?



- 4** **2.7** Listen to a journalist, Marcia, interviewing Leo. Check your ideas from Exercise 3.

- 5** **2.7** Listen again and answer the questions.

- 1 Where is Marcia?
- 2 Why is Leo so well known in Auckland?
- 3 Which of Leo's instruments is new?
- 4 How long has he played today?
- 5 What types of music does he play?
- 6 Which instruments has he never played?

Your turn

- 6** **Work in groups. Do a music survey. Report your group's information to the class.**

- Do you like listening to music?
- Do you play a musical instrument?
- What kind of music do you like?
- Do you ever give money to buskers?

People listen to different kinds of music but ...

Some people listen to music on the bus and ...

Two people always give money to buskers because ...



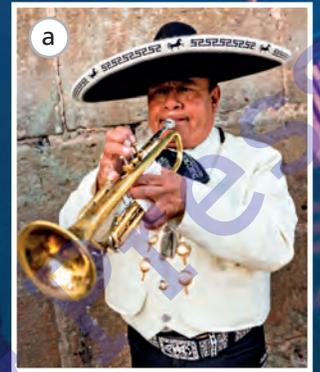
Discover Culture



1 Look at the images of three musical instruments (a–c) and complete the table with information below.

Mexico India Australia sitar
didgeridoo trumpet string wind (x2)

	Country	Name of instrument	Type of instrument
Photo A			
Photo B		<i>sitar</i>	
Photo C			



Find out about unusual instruments.



6.2 A world of music

2 6.2 Watch the video and check your answers.

3 Match the information to the three different musical traditions or instruments.

Mariachi didgeridoo sitar

- The music is lively and emotional.
- The instrument has been around for hundreds of years.
- A famous group used this instrument and musical style in their own music.
- This music requires a number of different instruments.
- This is one of the oldest instruments in the world.
- More Australians play this instrument now.

4 Test your memory. Mark the sentences true or false. Correct the false ones.

- We see the Mariachi perform live and when they are practising.
- There are drums, guitars, violins and trumpets in a Mariachi group.
- The sitar player closes his eyes when he plays.
- The Australian Aborigine is sitting with three other people.

5 6.2 Watch the video again and check your answers.

6 What is the report's main message? Choose the best option.

- Every country has different musical traditions.
- We can now share and listen to different musical styles very easily.
- Music can be happy or sad, choose the music according to your mood.

Your turn

7 Ask and answer in groups.

- Would you like to play one of these instruments?
- Are there any traditional instruments which are special to your country?
- What do you think are the positive things about playing in a band or orchestra with other people?

Reading A web page

- 1 Work with a partner. Look at the pictures of a festival in the U.S.A. What do you think people do there?
 - 2 Read the text and check your answers to Exercise 1.
 - 3 Read the Frequently Asked Questions (FAQs) about The Burning Man Festival. Match the questions (A–F) to the answers (1–6).
- A What else do people do at the festival?
 B Has the festival always taken place there?
 C What happens after the festival?
 D What is The Burning Man Festival?
 E How is it different from other festivals?
 F Why is it called The Burning Man Festival?



Explore phrasal verbs with up

- 4 Look at the highlighted words in the text. Complete the sentences with the correct form of the words in the box.

show set tidy pick light dress

- 1 When the festival was over, we *tidied* up all our rubbish and went home.
- 2 For the festival last year, my friend up as a robot.
- 3 Hundreds of fireworks up the sky to end the festival.
- 4 We asked him to come at eight o'clock but he didn't up until nine o'clock.
- 5 The band up their equipment on the stage before the concert.
- 6 We up some food in the supermarket and drove out to the festival site.

➔ Vocabulary Bank • page 126

Your turn

- 5 Ask and answer with your partner.
 - 1 Would you like to go to a festival like The Burning Man? Why?/Why not?
 - 2 Does your school or town have its own festival? What type of festival is it? What can you do there?

I'd really like to go because it looks amazing in the photos.

- 6 Write about the last festival you went to.

The last festival I went to was in our town. There were ...



Burning Man Festival FAQs

Maybe you've picked up tickets to the Festival, but you're not sure what to expect. Read these FAQs to find out more:



1 *D* ...
 It's an arts community festival which takes place every year for a week at the end of August in The Black Rock Desert in Nevada, in the U.S.A. More than 60,000 people **showed up** last year. Volunteers create a community in the desert called Black Rock City – they **set up** everything themselves.

2 ...
 No, it started in San Francisco, California in 1986, next to the Golden Gate Bridge. It moved to the desert five years later.

3 ...
 Because fire is an important theme of the festival. People build an enormous wooden statue of a person which is more than 30 metres tall and they burn it on the Saturday night of the festival. They also build and burn lots of other things.

4 ...
 They **dress up** in costumes and because of the dust in the desert they wear goggles. There are also a lot of other fun activities. There is usually a balloon chain of 450 different balloons which is one kilometre long and it **lights up** the sky.

5 ...
 After the festival, the rules are very strict: people must **tidy up** everything and leave the desert exactly as it was before the festival started because the organisers are very worried about protecting the environment.

6 ...
 It's unusual because there aren't any famous bands or celebrities. It's all about community – everyone is on the same level.

FACT! Every August, Black Rock City becomes the third largest city in Nevada – but then it disappears in September!



Speaking Invitations and arrangements



Real talk: Have you ever been to a concert?

- 6.3** Watch the teenagers in the video. How many of the teenagers ...

 - have been to more than one concert?
 - prefer to do something else?
 - have played in a concert?
- Have you ever been to a concert?

- 2.9** Fran and Nicky are talking. What are they arranging to do?



- Complete the conversation with the useful language.

Useful language

What time shall we meet (then)?	That's a great idea! Let's go together.
Yeah, why not?	How about <i>-ing</i> ... ?
Do you fancy <i>-ing</i> ... ?	Shall I (ask my dad to get us)?
Sounds good!	

Fran: Nicky, do you ¹ *fancy going* to a concert tomorrow?

Nicky: Yeah, ² ... ? Who's playing?

Fran: A **pop rock** band called **The Sweets**. They're a new band. I've got free tickets.

Nicky: ³ ... good! Where are they playing?

Fran: The **Apollo Club**, in **Market Street**.

Nicky: OK. What time ⁴ ... meet then?

Fran: It starts at **8.30**, I think. ⁵ ... together. ⁶ ... coming to my house at **half seven**?

Nick: OK. ⁷ ... ask **my dad** to come and get us at the end?

Frank: Yes, that's a ⁸ ... !

Nick: OK. See you tomorrow, then.

- 2.9** Listen again and check your answers.
- Work with a partner. Practise the conversation in Exercise 4.
- Change the words in **bold** in the conversation. Use the ideas below. Take turns to ask and answer the questions.

Concert 1

The **Black Roots**
The **Hacienda Club**
Station Road



Doors open: 9pm

Band starts: 9.30

Concert 2

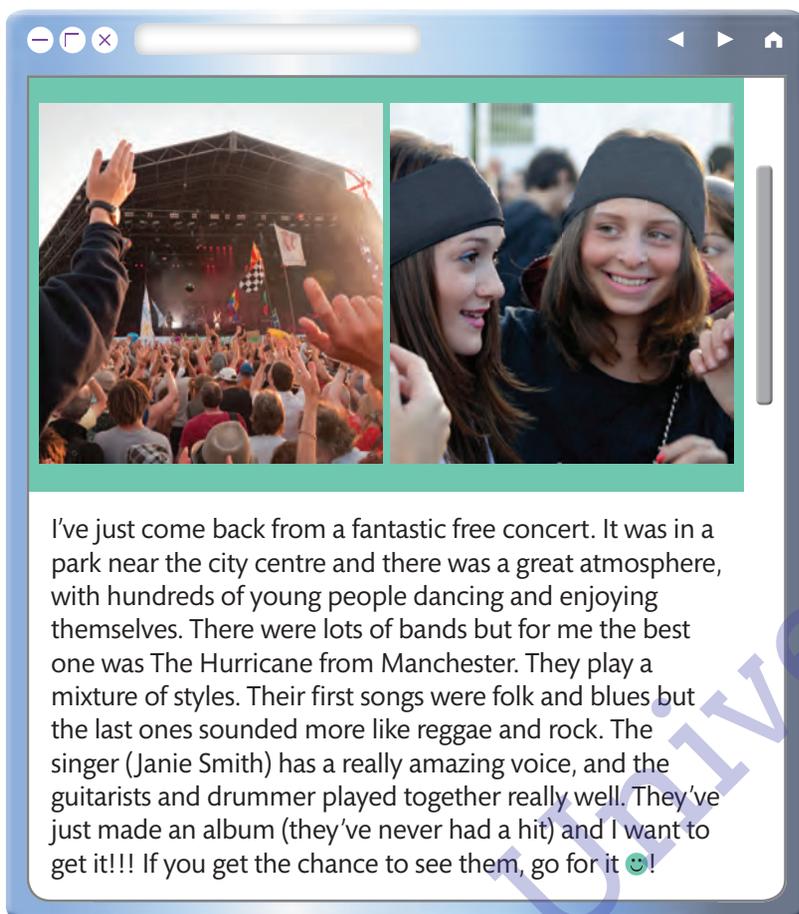
Live concert with **Don't be Shy**
The **Black Bee Club**,
Miller Street



Doors open: 7.30pm **Band:** 8pm

Writing An internet post

- 1 Look at the photos and read Alba's blog about a concert. Did she enjoy it?



I've just come back from a fantastic free concert. It was in a park near the city centre and there was a great atmosphere, with hundreds of young people dancing and enjoying themselves. There were lots of bands but for me the best one was The Hurricane from Manchester. They play a mixture of styles. Their first songs were folk and blues but the last ones sounded more like reggae and rock. The singer (Janie Smith) has a really amazing voice, and the guitarists and drummer played together really well. They've just made an album (they've never had a hit) and I want to get it!!! If you get the chance to see them, go for it 😊!

- 2 Read Alba's description of the concert. Answer the questions.

Does Alba ...

- 1 say where the concert took place?
- 2 describe the atmosphere?
- 3 describe the stage?
- 4 say who played and give information about the band?
- 5 say what she had to eat or drink at the concert?
- 6 give her opinion?
- 7 make a recommendation?
- 8 say how much it cost?

Useful language

Avoiding repetition (1)

We use *one* (singular) and *ones* (plural) to refer to something we mentioned earlier in a text.

- *There were lots of bands but for me the best one was The Hurricane from Manchester.*
- *Their first songs were folk and blues but the last ones sounded more like reggae and rock.*

- 3 Look at the Useful language box. What kind of words do *one* and *ones* replace?

- 4 Complete the sentences with *one* or *ones*.

- 1 I really liked the last band. The first *ones* weren't as good.
- 2 There are two boys in the band. The tall ... plays the drums.
- 3 They sang two songs. Which ... did you like best?
- 4 I've seen them in concert twice. The last ... was in the park last summer.
- 5 I like all their songs but the earlier ... are great to dance to.
- 6 Dave's got three guitars: a red ... and two black ...



Get writing

PLAN

- 5 Plan a blog post about a concert you've been to. Use Exercise 2 to help you. Decide what order to put them in.

WRITE

- 6 Write your blog post about the concert. Use your notes from Exercise 5 and the model text to help you.

CHECK

- 7 Can you say YES to these questions?

- Is the information from the list in Exercise 2 in your writing?
- Have you avoided using repetition?

Art Perspective

1 Work with a partner. Look at the paintings. Can you see anything unusual about them?

2  **2.10** Read the information about perspective. Check your ideas about the paintings.

In the past, pictures of people, places and things didn't look like they do in real life. They looked flat and out of proportion. In the 13th century, artists began to produce life-like images by giving their pictures perspective.

When we look at things around us, they are three dimensional (3D) – they have volume and depth. An artist uses perspective to create a representation on a two dimensional (2D) piece of paper or canvas of how we see things in real life with space, distance and depth between the various objects.

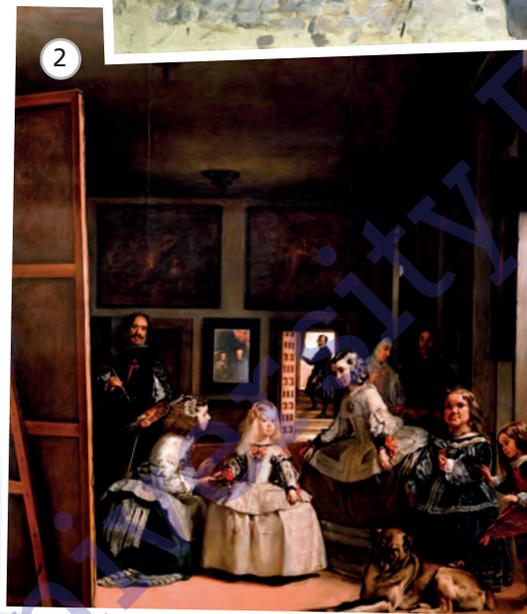
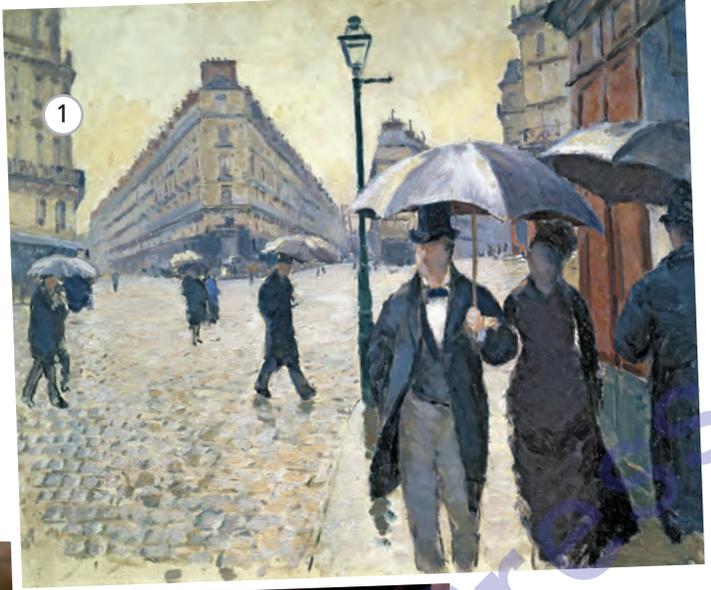
Foreshortening objects gives the impression of perspective. The artist reduces the size of objects in a picture as they follow the viewer's line of sight into the distance. These lines converge in vanishing points on the viewer's horizon and the objects become too small to see. This makes parts of the image appear far away in the background or close to the viewer in the foreground.

3 Read the information again and answer the questions.

- 1 When did artists start to use perspective?
- 2 What were pictures like before that?
- 3 What does an artist use perspective for?
- 4 How does an artist show perspective?
- 5 What happens to objects close to the vanishing point?

4  **2.11** Listen to a teacher and students in an art class. Which of the following do they mention?

- lines of sight
- shadow
- middle ground
- landscape
- vanishing point
- background
- three dimensional
- foreshortening



5 Work with a partner. Match the paintings with the titles and artists. Use the words in Exercise 4 to discuss them.

- a *Las Meninas*, 1656, Diego Velázquez
- b *Paris Street, Rainy day*, 1877, Gustave Caillebotte

Your turn

6 Choose a painting. Use the Internet to find out information about it.

Think about ...

... who painted it and when.

... the use of perspective in the painting.

... what you like/don't like about the painting.

Share your ideas in class.

Learn about renaissance painters.

- Where did the renaissance begin?
- What did the renaissance painters want to do?
- Why did they want to do this?



Extra reading

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

- 1 Ulytau only play classical music.
- 2 Maxim Kichigin started playing the guitar when he was ten.
- 3 It was Maxim's idea to form the band Ulytau.
- 4 Rustem Baekeev plays a traditional Kazakh instrument.
- 5 There are six instruments in the band.
- 6 Ulytau have only played in Kazakhstan and Europe.

ABOUT THE NATIONAL CONSERVATORY *Kurmangazy Kazakh National Conservatory is in Almaty. It started in 1944. It trains young musicians in classical music and in traditional Kazakh folk music.*



ULYTAU

The rock band Ulytau started in 2001. Their name means 'big mountain' and their music is a mix of traditional and modern sounds. There are seven members of the band.

Maxim Kichigin plays the electric guitar. He was born in eastern Kazakhstan and he began playing the guitar at the age of 11. His first guitar was a present from his parents. In 1998, he met Kydyrali Bolmanov, a successful music producer and musician. Bolmanov wanted to mix folk and rock music in a band and had the idea of forming Ulytau.

Asel Isayeva plays the violin with Ulytau and Zhanbolat Adilov plays the keyboard.

Yerzhan Alimbetov and Rustem Baekeev play the *dombra* in the band. They studied music at the National Conservatory. Ali Ibragimov plays the drum and Serik Sansyzbayev plays the bass guitar.

Ulytau produced their first album, *Jumyr-Kylysh*, in 2006. Since then, they have taken part in competitions and won awards for their music. They have played in many countries, including Russia, the USA, China, Japan, Germany, Great Britain and Poland.



Natural disasters

Discovery
EDUCATION

In this unit ...



The long winter p75



People of the mangrove
jungle p78



Giving your
opinion p80



CLIL Hot topics p82

Vocabulary

- Extreme weather
- Words in context
- Survival essentials
- Prepositional phrases

Language focus

- Past simple passive
- Past simple vs. past continuous

Unit aims

I can ...

- understand a blog about extreme weather.
- describe where I live and past activities.
- understand a conversation about a news story.
- understand an article about a remote island.
- give my opinion, agree and disagree politely.
- write an email to a penfriend.

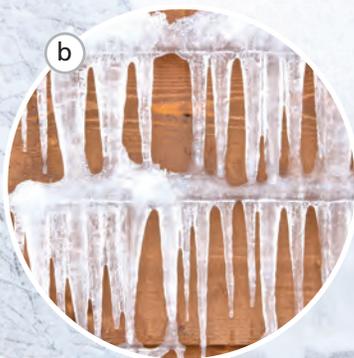
BE CURIOUS



What can you see in the photo?

Start thinking

- What has happened to the park?
- What is it like to live in a country with extreme weather?
- How do you think people can stay safe during natural disasters?



Vocabulary Extreme weather

1 2.12 Match the words and phrases in the box with the pictures (a–h). Then listen, check and repeat.

hail boiling freezing heavy rain heatwave
thunder and lightning snowstorm high winds

a boiling

2 What months of the year do you think about with the weather words in Exercise 1?
In July, it is usually boiling but in October we have heavy rain.

3 2.13 Listen to the radio show. Write the weather words from Exercise 1.

- | | | |
|----------------------|-------------------|-------------------|
| 1 Victor (Argentina) | heatwave, boiling | 3 Oksana (Russia) |
| 2 Hannah (England) | | 4 Silke (Germany) |

Say it right! • page 113

Your turn

4 Make notes about extreme weather conditions in your country.

5 Work with a partner. What does he/she do in extreme weather? Then report your partner's answers to the class.

A: What do you do when it's freezing?

B: I wear a lot of clothes and a scarf, hat and gloves.

Vocabulary Bank • page 127

Reading An article

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

- 1 Do you know what happened in New Orleans in August 2005?
- 2 What do you think the man is doing?

2 Read the article and check your answers to the questions in Exercise 1.

3 Read the text again. Answer the questions.

- 1 When was New Orleans hit by Hurricane Katrina? *On 29th August 2005*
- 2 Where do hurricanes start?
- 3 Why couldn't the levees protect the city?
- 4 How fast did the wind travel?
- 5 How many homes were flooded?
- 6 When will the rebuilding of the city be complete?



Explore words in context

4 Match the words and phrases from the article with the definitions below.

outdoors flood land rebuild residents indoors

- 1 inside a house or building
- 2 outside a house or building
- 3 cover a place with water, e.g. from a river, canal, lake.
- 4 build something again that has been damaged or destroyed
- 5 the area of the Earth not covered by water
- 6 the people who live in a particular place

Your turn

5 How can people and places be protected from natural disasters like hurricanes? Write two ideas.

*Buildings can be made with stronger materials.
Houses shouldn't be built next to rivers that flood.*

6 Work with a partner. Compare your ideas.

HURRICANE KATRINA



On 29th August 2005, the city of New Orleans was hit by one of the most powerful hurricanes the US has ever seen. The hurricane was given the name Katrina. When it hit the city, some people stayed indoors, while others went outdoors to see what was happening. Many residents left the city, driving away on the busy roads.

What are hurricanes?

Hurricanes are storms with high winds and heavy rain. They begin in the Atlantic and eastern Pacific when thunderstorms appear over the warm ocean. When they reach land, they can destroy buildings.

How was New Orleans damaged?

Wasn't the city protected? That's the question that everyone asks. Levees – natural or man-made walls that stop rivers like the Mississippi from flooding in storms – were supposed to protect the city. But they weren't built to protect New Orleans against a really big storm. New Orleans' levees could do nothing about a wind with a speed of 200 km per hour. Hundreds of thousands of homes were flooded and many buildings were damaged or destroyed completely. Over a thousand people were killed and many more were made homeless. It was one of the worst natural disasters of recent years.

FACT! Names given to hurricanes are reused every six years. When a hurricane is very destructive, the World Meteorological Organisation may stop using its name and replace it with one starting with the same letter. This happened with Katrina.

How was the city rebuilt?

New Orleans is famous for its jazz and sense of fun. After Katrina, the people of this famous musical city came together to remake their city. Rebuilding the damaged buildings wasn't an easy task. It took many years and a lot of hard work. Homes and schools were rebuilt. Whole neighbourhoods were rebuilt. And the work continues. Nobody knows when it will finish.



Language focus 1

Past simple passive

1 Complete the examples from the text on page 74.

+	The hurricane the name Katrina. Many buildings or destroyed.
-	They to protect New Orleans against a really big storm. Some parts of New Orleans were not flooded.
with by	Homes and schools were rebuilt by the people of New Orleans.

➔ Grammar reference • page 119

2 Complete the sentences. Use the past simple passive form of the verbs in brackets.

- The plane **was struck** (strike) by lightning, but managed to land safely.
- The centre of the town (destroy) by the hurricane.
- The couple (rescue) from the roof of their house.
- Part of the school (rebuilt) after being damaged by the high winds.
- Our house (not damage) by the thunderstorm.
- Much of the city (flood) after days of heavy rain.

3 Rewrite the active sentences below using the past passive and *by*.

- The heavy hail broke the cars' windscreens.
The cars' windscreens were broken by the heavy hail.
- The snowstorm blocked the roads.
- The sound of the thunder woke the children up.
- The river flooded the town.
- The high winds knocked the tower down.

Past simple passive question forms

4 Complete the examples from the text on page 74.

Wh- questions

How ... New Orleans ... ?
What name **was** the hurricane **given**?

Yes/No questions and short answers

... the city ... ? Yes, it **was**./No, it **wasn't**.
Were people **rescued** from the flood? Yes, they **were**./No, they **weren't**.

➔ Grammar reference • page 119

5  2.14 Complete the conversation with the correct form of the past simple passive. Then listen and check.

- A: Hey, shall we do this general knowledge quiz?
B: OK. But I'm not very good!
A: OK, first question. ¹... *Don Quixote* ²... (write) by Shakespeare?
B: That's easy! No, it ³.... It ⁴... by Cervantes.
A: Good! Question two – ⁵... the first modern Olympic Games ⁶... (hold) in Greece?
B: No, they ⁷.... They ⁸... in London.
A: No, it was Athens! OK, the last question – again it's very easy! Who ⁹... Harry Potter ¹⁰... (play) by?
B: I know that one! He ¹¹... by Daniel Radcliffe – easy!

Your turn

6 Write five general knowledge quiz questions using the past passive. Use the questions in Exercises 4 and 5 to help.

In the Spider Man films, who was Spider Man's girlfriend played by?

7 Ask and answer your questions with your partner. Give full sentences.

A: *In the Spider Man films, who was Spider Man's girlfriend played by?*
B: *She was played by Emma Stone.*



Learn about someone living in a cold country.

- What does the Kilcher family do during the day?
- What are they preparing for?
- Why did they have to make another plan?





7.1 The long winter

Vocabulary Survival essentials

- 1  2.15 Match the words with the items in the picture. Then listen, check and repeat.

sun cream water bottle sunglasses compass
map sleeping bag penknife torch
first aid kit camera glasses contact lenses

- 2 Ask and answer with your partner.

- Which of the things in Exercise 1 do you have on your mobile phone?
- Which of the things do you have at home?

 Vocabulary Bank • page 127



Listening A conversation

- 3 Work in small groups. Look at the photo and answer the questions.

- What do you think are the dangers of walking in a landscape like this?
- What do you need to survive for three days there?

- 4  2.16 Listen to two friends discussing a news story about a hiker. Does it have a happy or sad ending?

- 5  2.16 Listen again and answer the questions.

- In which country was Sam travelling?
- What happened to him?
- What was the weather like?
- How long was he lost for?
- What objects did Sam have with him?
- How did the contact lenses save him?
- How did they find him in the end?

Your turn

- 6 Imagine you are lost in the mountains in the winter. With a partner decide how important the things in Exercise 1 are.

- Put them in order of importance (1 = very important; 12 = not important).
- Compare your list with another pair.
- Think of three other things that are useful.

A: I think ... is/are important because ...

B: I don't agree. I think ...

Language focus 2 Past simple vs. past continuous

1 Complete the examples from the listening on page 76. Then complete the rules and choose the correct words in the box.

- 1 One morning he **went** jogging.
- 2 While he **jogging** he got lost.
- 3 He **running** and **listening** to music.
- 4 He **see** where he was going.
- 5 How long he **lost** for?
- 6 someone **looking** for him?

We use the past ¹.... to talk about finished actions in the past. We use the past ².... to talk about actions in progress in the past.

³ We use *when / while* before the past simple.

⁴ We use *when / while* before the past continuous.

➔ Grammar reference • page 119

2 Choose the correct verbs to complete the sentences.

- 1 Sam jogged / was jogging when he got / was getting lost.
- 2 I watched / was watching the news when I saw / was seeing an interesting story.
- 3 When the helicopter found / was finding him, a lot of people looked / were looking for him.
- 4 When he ran / was running out of water, he still tried / was still trying to find the ranch.
- 5 It didn't rain / wasn't raining when Sam started / was starting his run.
- 6 He lost / was losing his sunglasses while he walked / was walking in the outback.

3 Rewrite the sentences in two different ways. Use *when* or *while*.

- 1 Peter was walking in the forest. He got lost.
While Peter was walking in the forest, he got lost.
Peter was walking in the forest when he got lost.
- 2 We were driving. A dog ran in front of our car.
- 3 She was looking at the map. She dropped her camera.
- 4 I was reading the compass. Julia was putting on sunscreen.
- 5 We were sleeping in our tent. It started to rain.

4  2.17 Complete the text with the correct form of the verbs in brackets. Then listen and check.

TEENAGERS IN CANYON RESCUE

Emergency services
¹... *rescued* ... (rescue)
two teenagers, Nicholas Ramirez and Kyndall Cendoya, last night after a three-day hunt in Falls

Canyon, California. The teenagers ²... (walk) during the Easter holidays when they ³... (disappear) late on Tuesday night. It ⁴... (rain) heavily and there were high winds. The teenagers ⁵... (not have) any food or water and they ⁶... (not carry) any dry clothes in their backpacks. They ⁷... (find) a cave and ⁸... (stay) there for two nights. On the third day, a local hiker ⁹... (see) them. They ¹⁰... (sleep) in the cave. A rescue helicopter ¹¹... (come) to take them home.

Your turn

5 Write six questions. Use the words from the boxes and the past simple or past continuous.

what	do	
when	come	last night
where	sleep	morning yesterday
why	watch	at 8am
	go	during the English class
	eat	
	listen	

Why were you sleeping during the English class?

6 Ask and answer with your partner.

A: What were you doing yesterday at 8 am?

B: I was watching TV.





Discover Culture



1 Work with a partner. Look at the photo of the mangrove jungle. How do you think it is different from a normal jungle?

2 In which one do you think it would be easier to live? Why? Consider transport, food and climate.



A mangrove jungle



A jungle

Find out about the challenges of living in the mangrove jungle.



7.2 People of the mangrove jungle

3 **7.2** Watch the first half of the video (until 1.00). Mark the sentences true (T) or false (F).

- 1 In India, the River Ganges runs into the sea.
- 2 There are 1,000 islands in the Sunderbans.
- 3 One of these islands is called Bali.
- 4 Life is quite easy there.
- 5 The people live off rice, fish and potatoes.

4 **7.2** Watch the second half of the video. Put this information into the correct order.

- a They decided to build a high wall to protect their homes.
- b They ate the fish.
- c They saw the sea level rise.
- d They noticed a break in the wall.
- e They worked for three hours to fix the break.
- f They caught a lot of fish.
- g They remembered that their village flooded years ago.

5 **7.2** Watch the video again. Read Exercises 1 and 2 again. Are your answers the same now? How do the images show the positive and negative side of life in the Mangrove Jungle?

6 Test your memory. These sentences describe different images in the video but each one has a mistake. Correct the false information.

- 1 There are dry rice fields.
- 2 There are four men on the boat.
- 3 We see a half moon.
- 4 There's a man carrying a lantern on his head.

7 **7.2** Watch the video again and check your answers.

8 What is life like in the Indian Mangroves? Choose the best summary.

- 1 Life is okay in the mangroves if you are careful.
- 2 Life is very hard in the mangroves.
- 3 Life is easy and relaxed in the mangroves.

Your turn

9 Work with a partner. Is there any part of your country like the Mangroves? Is there an area surrounded by a lot of water? Would you like to live there? Why?/Why not?

There are lots of towns on the river and they are sometimes flooded, so I wouldn't like to live there.

Reading A magazine article

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

- 1 Where do you think this place is?
- 2 What do you think is special about it?

2 Read the article and check your answers.

3 Read the article again and complete the information.

Approximate distance from the mainland: **4,000 km**

Official language:

Approximate distance from London:

Number of families:

Length of island:

Number of schools:

Month and year that the volcano erupted:



Explore prepositional phrases

4 Find the phrases in the article and complete them using *in* or *on*.

- | | |
|-------------------|------------------|
| 1 <u>On</u> Earth | 4 ... a ship |
| 2 ... the middle | 5 ... total |
| 3 ... the planet | 6 ... the island |

➔ Vocabulary Bank • page 127

Your turn

5 Work with a partner. Compare the life on islands like Bali and Tristan de Cunha. How are they similar?

They are both islands and they are small communities.

Something bad happened on both islands – the volcano erupted on Tristan and there was flooding on Bali.

THE REMOTEST INHABITED ISLAND ON EARTH!

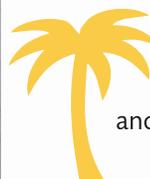


In the middle of the Atlantic Ocean, more than 4,000 km from the nearest land, is the remotest inhabited island on the planet – it is also a volcanic island. To get there, you need to travel for five or six days on a ship from Cape Town in South Africa.

Tristan da Cunha is a British territory, named after the Portuguese explorer who discovered the island. The official language is English, but London is almost 10,000 km away. The British monarch is the head of state and they use British pounds as their currency.

The island is home to eighty families, about 250 people in total. The island is only 10 km long and there is one town with only one school. This is the only place on the island with an internet connection.

In October 1961, the island's volcano erupted and the whole population went to live in the UK. They got jobs and new homes, but they didn't like the lifestyle there and missed their life on the island. They found it very hard to live in a society where money is the most important thing. So, in November 1962, they returned to Tristan da Cunha – they were happier without television, cars and the stress of modern life!



FACT! Queen Mary Peak, the volcano in the middle of the island, is 2000 metres high – and it's active!

Speaking Giving your opinion



Real talk: Which do you prefer – towns and cities or the countryside?

1 **7.3** Watch the teenagers in the video. How many of them ...

- a) like the countryside?
- b) like towns or cities?
- c) like both?

2 Which do *you* prefer – towns and cities or the countryside? Ask and answer with your partner.

3 **2.18** Listen to Mark and Kate talking about their town. What places do they talk about?

4 Complete the conversation with the useful language.

Useful language

I (don't) think (so) ...	Yes, I suppose so.
Maybe, but ...	OK, perhaps you're right, ...
I reckon ...	
I (don't) agree ...	

Kate: Do you live near the school, Mark?

Mark: No, I live in Chesterton. Do you know it?

Kate: Yes, I live there too. I ¹.....**think**..... it's a great place to live.

Mark: Oh, ²... so! Nothing ever happens, and there's nothing to do. It's boring.

Kate: Well, I don't ³... . There are lots of things to do. What about the sports centre and the youth club?

Mark: Maybe, ⁴... all my friends live here in town, and I can't go out with them in the evening.

Kate: OK, ⁵... right – that is a problem, but I ⁶... Chesterton is healthier than town.

Mark: The air you mean? Yes, ⁷... so. I like taking my dog for walks in the country.

Kate: You see? Maybe living in a village isn't all bad.

Mark: OK, perhaps you're ⁸... !

5 **2.18** Listen again and check your answers.

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

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

A Living in a city

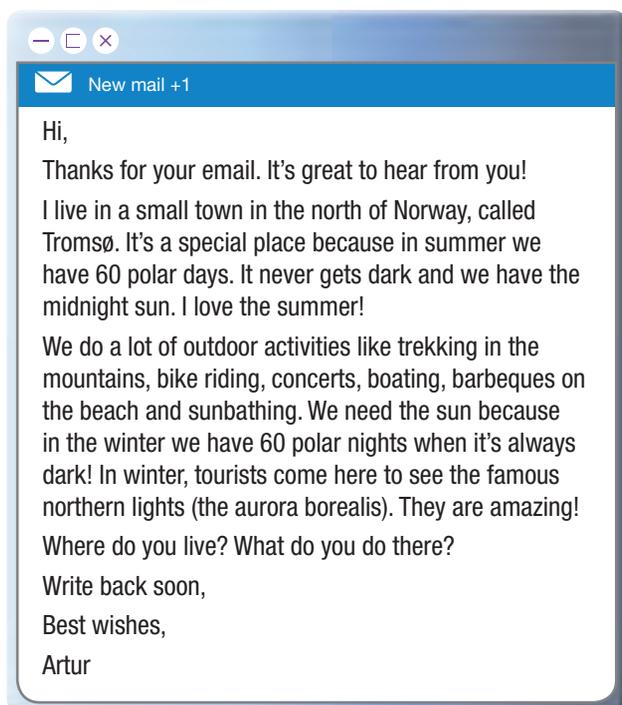


B Going to a big school



Writing An email to a friend

1 Look at the photos and read Artur's email to a pen friend. Where does Artur live?



2 Read Artur's email again. Put the information in the correct order.

- closing the email
- a description of his town
- questions to his friend
- opening the email 1
- activities he does at different times of the year

Useful language

We use special phrases to open and close an email to a friend:

- Opening an email: *Thanks for your email.*
- Closing an email: *Write back soon, Best wishes,*

3 Look at the Useful language box. Add the examples below to it.

How are you (and your family)?
 Thanks for all your news.
 Write back and tell me your news.
 It was great to get your email.
 Hope to hear from you soon.



Get writing

PLAN

4 Plan an email to Artur describing where you live. Use Exercise 2 to help you and make notes.

WRITE

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

CHECK

6 Can you say YES to these questions?

- Is the information from Exercise 4 in your email?
- Have you got opening and closing phrases in your email?

Biology Global warming

1 Work with a partner. Answer the questions about the greenhouse effect.

- 1 What is the 'greenhouse effect'?
- 2 Which gases cause the greenhouse effect?
- 3 What is a greenhouse?
- 4 How does a greenhouse work?

2 Read the texts (a–d) and match them with the questions in Exercise 1.

3 2.19 Listen and check.

a A greenhouse is a structure made of glass or plastic. Farmers and gardeners use them for growing plants in.

b A greenhouse changes sunlight into heat. The Sun's radiation goes through the glass or plastic walls and roof as light. This heats up the air, then the walls and roof keep the heat inside.

c When we talk about the greenhouse effect, we mean the planet is working like a greenhouse. The Sun's radiation enters the Earth's atmosphere and heats up the Earth's surface. Thermal, infra-red radiation comes from the Earth's surface, but gases in the atmosphere don't allow it all to escape. In fact, they reflect it back at the Earth like the walls and roof of a greenhouse. This causes what scientists call 'global warming'.

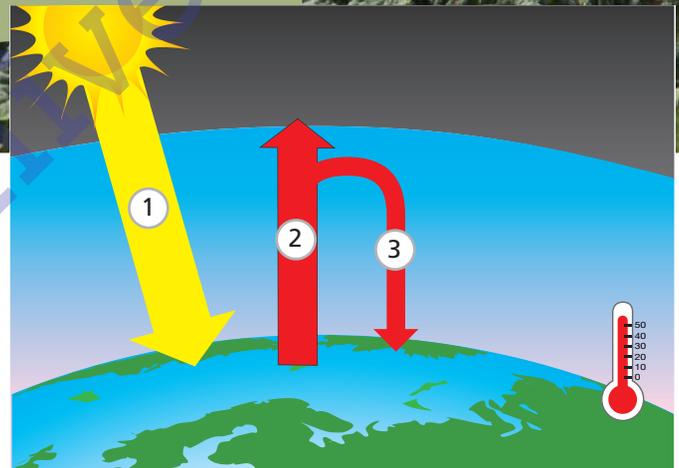
d Different gases cause the greenhouse effect. The most common are water vapour, carbon dioxide (CO₂), methane, nitrous oxide and ozone. All of these gases exist naturally in our environment. Without them, the Earth would be too cold to support life – but too much of them can make temperatures rise. In fact, nowadays, the average global surface temperature is almost a degree higher than it was a hundred years ago.

4 Match the words in bold from the text to the numbers in the diagram.

5 Work with a partner. What problems does global warming cause? Make a list.

6 Read the information and check your answers from Exercise 5.

Higher temperatures are changing our environment. The Polar ice caps are melting and causing sea levels to rise. This produces floods in coastal areas and also affects ecosystems in the world's oceans and seas. It can cause extreme weather conditions, too – violent storms and hurricanes, for example. And it doesn't stop there. The higher temperatures make water evaporate from the land more quickly. This causes water loss and can turn good land into deserts. This desertification makes land more difficult to farm, and, of course, affects wildlife.



Your turn

7 Work with a partner. Make a list of things you can do at home to reduce the amount of CO₂ you produce. Then compare your list with another pair.

Learn about the greenhouse effect.

- Why is the Earth getting hotter?
- What happens to the oceans?
- What happens to the water?



Discovery
EDUCATION

7.4 Hot topics



Extra reading

1 Read the text, then answer the questions.

- 1 What do these figures refer to? (a) 1.6 kilometres (b) December 1911
- 2 What did the team do in 2011 that nobody had done before?
- 3 What did some of the team achieve in 2010?
- 4 What things were particularly dangerous on the expedition?
- 5 Why do scientists now think that cars are more useful in Antarctica?

The South Pole by car

What do you know about polar explorers? How do explorers and scientists get to Antarctica and the Arctic?

In 2011, a group of brave adventurers decided to plant Kazakhstan's flag at the Earth's South Pole in the centre of Antarctica. Scientists normally travel to the Pole by plane, but this team was different; they chose to go by car.

Antarctica is probably the loneliest place on Earth. It's bigger than Europe but nobody lives there permanently. A sheet of ice 1.6 kilometres deep covers Antarctica's flat plains and high mountains. The temperature can drop as low as -89°C . Violent winds and snow storms are frequent.

December 2011 was exactly 100 years after the first explorers reached the South Pole after a long and dangerous journey. The Kazakhstani team were the first people in the world to bring scientists to the South Pole by car.

The team of eight included Nurlan Abduov, an Almaty-based business leader who started the Kazakhstani Geographic Society. They drove 2,300 kilometres to the pole. They travelled in three special sport-utility vehicles from Russia's Antarctic base of Novolazarevskaya. Their cars were painted the same sky blue as Kazakhstan's flag.

Two members of the group had already done a trial run the previous year. The two Kazakhs were part of a Kazakh-Russian team that set a new overland speed record between Novolazarevskaya and the South Pole. They halved the previous journey time from seven days to only three and a half days.

Travelling by car over the ice can be very dangerous. There are big holes below the snow and ice that can't be seen from the surface. If a car fell into one of these large caves, it could be fatal. The solution to this problem was to use special radar that can scan ahead for dangers like this.

The two Kazakhstani expeditions have been important for the future of exploration and science in Antarctica. They proved that cars can travel to the pole in a few days, so they are now a realistic alternative to planes when the weather is too bad to fly. They also showed that Kazakhstan's Geographic Society has helped increase the world's scientific knowledge.



Vocabulary

1 Complete the sentences with the words in the box.

buskers graffiti exhibition
sculptures newspaper concert

- There's some amazing graffiti on the wall outside the library.
- I went to an amazing last night. The guitarist was incredible.
- I love that are made of stone or metal.
- Did you see those? They're playing music in the park.
- I went to an of modern art yesterday.
- Have you read the today? There's a great article about the exhibition in town.

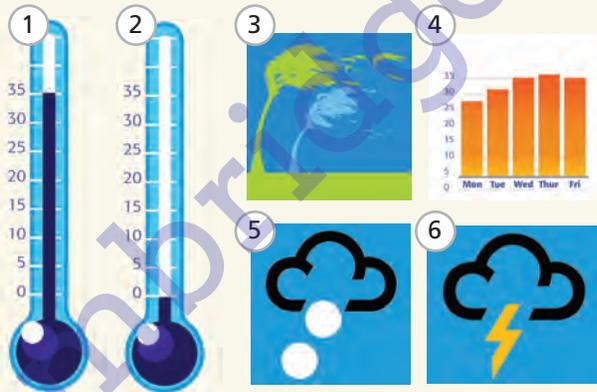
2 Write the names of the musical instruments.



1 saxophone

3 Write the extreme weather words for each picture.

1 boiling



4 Complete the sentences with the words in the box. There are two extra words.

sleeping bag camera first aid kit
penknife sun cream compass torch

- You need sun cream to protect your skin against sunburn.
- You need a to find your way in the dark.
- You need a warm if you're camping.
- You need a to find the correct direction.
- You need a in case you get hurt.



Explore vocabulary

5 Complete the sentences with the words in the box. Use the correct form when necessary.

dress up post online show up residents
rebuild flood make money indoors

- I drew portraits at the school fair and I made a lot of money.
- When they heard about the hurricane, many left the city.
- Kate late to the party. She missed the bus.
- Can you those photos so I can see them?
- Are you in a costume to go to the party?
- After the storm destroyed our house, we it.
- It rained for days and days and the river in town
- It was so cold and grey yesterday that we stayed all day.

6 Complete the text with the words in the box.

lights up work hard in total outdoors
set up passionate about good at
on the planet in the middle tidy up land

I'm passionate about taking photographs, particularly of snow and ice. I love the way the ².... around my house looks when it's snowed. In the winter I go into the mountains and ³.... my camera ⁴.... of the snow. When the sun ⁵.... the snow there's nowhere better ⁶.... – I'm so happy being ⁷.... in the cold. When I finish, I ⁸.... after myself and go home to look at my photos. I've taken 1631 photos ⁹.... so far! I'm ¹⁰.... winter photography, but if I ¹¹.... I can get even better.



Language focus

- 1** Complete the conversation with the present perfect and *ever* or *never*. Use the verbs in brackets.

Mike: This music is from South Africa. ¹ *Have* you *ever heard* (hear) this kind of music?
Kevin: Yes, I have. There's a concert tomorrow. ² ... you ... (go) to a concert of African music?
Mike: No, I ³ ... (go) to a live concert.
Kevin: Can you play any musical instruments?
Mike: I can play the piano and my brother plays the guitar.
Kevin: ⁴ ... he ... (play) in any concerts?
Mike: Yes, but I ⁵ ... (see) him play.

- 2** Complete the sentences with *for* or *since*.

- I haven't seen Madi *for* a long time.
- I've lived here ... a year.
- I've picked up a lot of Spanish ... January.
- We haven't had any homework ... Monday.
- She's been in bed ... ten days – she's very ill.
- She hasn't visited her friend ... weeks.

- 3** Complete the conversations with the verbs in brackets. Use the present perfect or past simple.

- A:** ¹ *Have you been* (be) to New York?
B: Yes, we ² ... (go) there last year.
- A:** How long ³ ... Sarah ... (live) in Rome?
B: She ⁴ ... (move) there six months ago.
- A:** What time ⁵ ... you ... (arrive)?
B: We ⁶ ... (not be) here for very long – about ten minutes.

- 4** Complete the sentences with the past passive of the verbs in the box. Then write a question for each statement.

discover build make destroy
grow not eat

- The first talking film *was made* in 1927.
When *was the first talking film made* ?
- Tea ... in China 4,000 years ago.
When ... in China?
- Gold ... in California in the 19th century.
Where ... in the 19th century?
- Pompeii ... by a volcanic eruption in 79AD.
When ... by a volcanic eruption?
- Tomatoes ... in Europe until the 16th century.
When ... in Europe?
- The first public railways ... in England in the 19th century.
Where ... ?

Language builder

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

Hi Dina!

How are you? I ¹ *a* this email to you in the hotel café in Prague – we've ² ... got back from the main square. We ³ ... here ⁴ ... two days and we have ⁵ ... quite a lot. My dad ⁶ ... lots of photos and he takes ages so we always ⁷ ... wait for him. Yesterday we ⁸ ... some ice cream in a really cool art café. Prague is a beautiful city!

OK, Mum and Aset are back – we haven't had dinner ⁹ ...
Talk later!

Samal



- | | | |
|------------------|-----------------|-----------------|
| 1 a am writing | b write | c have written |
| 2 a yet | b just | c already |
| 3 a have been | b are | c have gone |
| 4 a since | b for | c just |
| 5 a already seen | b yet seen | c seen already |
| 6 a took | b takes usually | c usually takes |
| 7 a should | b must | c have to |
| 8 a had | b have had | c were having |
| 9 a just | b already | c yet |

Speaking

- 6** Match the sentences.

- Shall I ask my mum to get us? *b*
 - How long is the trip?
 - What do I need to bring?
 - What time shall we meet?
 - Where can I sign up?
 - Do you fancy going to a concert?
- a It starts at 8 pm, so how about 7.30?
b Yes, that's a good idea.
c Yeah, why not?
d A towel and a swimming costume.
e It's all morning.
f Right here!

8

Healthy habits

Discovery EDUCATION

In this unit ...



Get up and go! p89



A life on Broadway p92



What makes a good friend? p94



CLIL Mountain rescue p96

Vocabulary

- Priorities
- Verb + noun collocations
- Healthy habits
- Prepositions of place

Language focus

- should/must
- (don't) have to vs. mustn't

Unit aims

I can ...

- talk about daily routines and priorities.
- understand an article about the importance of sleep.
- understand a radio interview.
- understand an article about special schools.
- offer and accept help.
- write about life at a summer camp.

BE CURIOUS



What can you see in the photo? Start thinking

- Do you write notes like this to remind you?
- What makes you stressed? What makes you happy?
- How does this picture make you feel?



Vocabulary Priorities

- 1** **2.20** Match the phrases with the photos (a–h). Write the letters below. Then listen, check and repeat.

- | | |
|----------------------------|-------------------------------|
| ... do sports | get enough sleep |
| shop for clothes | have time for yourself |
| hang out with friends | help around the house |
| do something creative | chat with friends online |

- 2** **2.21** Listen to the teenagers. Match the speakers with the activities in Exercise 1.

1 *have time for yourself*

- 3** Think of an adjective or phrase to describe the activities in Exercise 1. Explain your words and phrases to your partner.

A: I thought of 'boring' for picture a, because I hate shopping for clothes!

B: For picture a, I thought of 'a day out with my friends' because I love going shopping with them.

Your turn

- 4** Make notes about the activities in Exercise 1. Then talk to your partner.

- Which two things in the list in Exercise 1 are most important to you? Why?
- Which things do you argue about with your parents?
- Which one thing stresses you most? Why?
- Which activities do you have a good time doing?
- For which activities do you have to be responsible?

I think the most important thing for me is having time for myself – so I can just relax and do what I want to do!



Life is busy with school, homework, sports and other activities and you really need to catch up on your sleep.

A GOOD NIGHT'S SLEEP

Here are three reasons why you should get more sleep:

YOUR BODY NEEDS SLEEP

As a teenager, you *must* get enough sleep – more sleep than an adult. Your body is still growing and your brain is still developing. Experts say that you should get between eight and nine hours of sleep each night.

SLEEP HELPS YOU DO BETTER AT SCHOOL

When you're tired you can't concentrate in your lessons. It's more difficult to learn.

SLEEP KEEPS YOU HEALTHY

Without enough sleep, your body gets weak, and it's easy for you to catch a cold and other illnesses. When you're tired you often eat food with more sugar in it and that isn't good for you.



TEENAGERS WHO GET ENOUGH SLEEP ...

- usually have better skin.
- eat less junk food.
- are less likely to experience depression.

Reading A magazine article

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

- 1 How many hours of sleep do you think teenagers need?
- 2 What can happen if you don't get enough sleep?

2 Read the article and check your answers. What's the main aim of the article?

- a To offer advice to teenagers.
- b To tell teenagers why their parents complain.

3 Read the article again. Answer the questions.

- 1 Why do teenagers need more sleep than adults?
- 2 How many hours of sleep do teenagers need every night?
- 3 What happens at school if you don't get enough sleep?
- 4 Why do teens eat unhealthy food when they are tired?
- 5 What two things should you avoid to get a good night's sleep?

Explore verb + noun collocations

4 Find the collocations in the article. Match verbs (1–6) with nouns (a–f) to form collocations.

- | | |
|---------------|-------------------|
| 1 get | a in your lessons |
| 2 concentrate | b the Internet |
| 3 catch | c more sleep |
| 4 watch | d a snack |
| 5 surf | e a cold |
| 6 have | f TV |

➔ Vocabulary Bank • page 128

Your turn

5 Ask and answer with your partner.

- 1 What time do you usually go to bed during the week?
- 2 Do you find it difficult to get to sleep? Why/Why not?
- 3 Do you like sleeping late at the weekend?
- 4 Do you think you get enough sleep? What things stop you sleeping?

I usually go to bed at ...

I find it difficult to get to sleep, because ...

I love sleeping late at the weekend! I usually get up at ...

I don't always get enough sleep, because ...

How to get a good night's sleep:

- You shouldn't watch TV, surf the Internet or play computer games before you go to bed. To get to sleep, you need to feel relaxed.
- If you're hungry, have a light snack. You mustn't eat a big meal before you go to bed – it will keep you awake.
- You shouldn't drink any drinks with caffeine or sugar in the evening.

FACT! Some high schools in the US start classes later so that students can sleep a little longer.

Language focus 1

should/must

1 Complete the examples from the text on page 88. Then complete the rules in the box.

- 1 You get enough sleep.
- 2 You get between eight and nine hours of sleep each night.
- 3 You watch TV before you go to bed.

We use ¹.... to say what we think is a good idea and ².... to say what we think is necessary.

➔ Grammar reference • page 120

2 Complete the sentences below with *should* or *shouldn't* and the verbs in the box.

say get go to bed spend

- 1 How many hours of sleep *should* people *get*... every week?
- 2 Teenagers at least an hour a day doing something relaxing.
- 3 You late the night before an important exam.
- 4 What you to your parents to convince them that you need more sleep?

3 Complete the sentences with *must* or *mustn't*.

- 1 You *must* see the sleep project they uploaded on the school website. It's great!
- 2 I forget to take my project to school tomorrow. I forgot it yesterday and today!
- 3 What parents do to make sure their children are getting enough sleep?
- 4 You come to my party this weekend. I really want you there!

4  2.22 Complete the conversation with the correct words. Then listen and check.

- A: Are you coming out on Friday?
 B: No. My parents have told me I *should* / *shouldn't* (it's a good idea) stay in this weekend. I really ² *must* / *mustn't* study for that Maths exam. I can't fail another one.
 A: Life isn't all about Maths. You ³ *must* / *should* hang out with your friends too.
 B: Yes, but I'm really tired.
 A: Well, you ⁴ *should* / *shouldn't* go to bed so late!
 B: Yes, but what about the Maths exam?
 A: Your parents are right. You ⁵ *mustn't* / *shouldn't* fail the next Maths exam and you ⁶ *must* / *should* relax before you go to bed.
 B: Okay! I really ⁷ *must* / *mustn't* get back to my books. I ⁸ *should* / *shouldn't* even be talking to you! Good night!

Your turn

5 Think of two problems. Make notes.

I want to get a dog but my parents don't like the idea. What should I do?

I argued with my best friend and now s/he won't speak to me. What should I do?

6 Work with a partner. Talk about your problems and give advice for each situation.

*If your parents don't like dogs, you mustn't get one!
 You should try to speak to her in a few days' time.*

Learn about a new invention.

- What kind of machine are the inventors trying to build?
- What will the machine do?
- What do you think of the machine they build?



Discovery
EDUCATION

8.1 Get up and go!

Listening A radio interview

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

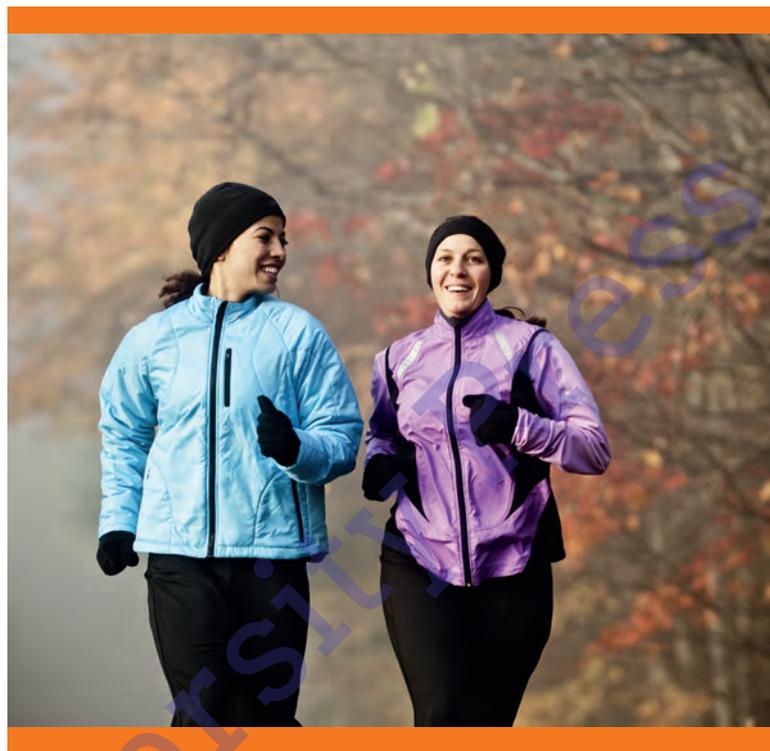
- 1 What are the women in the picture doing?
- 2 Why are they doing it? What might they be preparing for?

2 2.23 Listen to an interview with Dr Anne Markham. Check your answers to the questions in Exercise 1. What do they talk about?

- a Eating healthily and exercising
- b The importance of getting enough sleep
- c How to be a doctor

3 2.23 Listen again and answer the questions.

- 1 How many times a week does Dr Markham say we should run or swim?
- 2 When does Amber go for a run?
- 3 Who does Amber run with?
- 4 What does Dr Markham say about taking breaks?
- 5 How many glasses of water does Amber drink a day?
- 6 What does Dr Markham say about eating well?



 Say it right! • page 113

Vocabulary Healthy habits

4 2.24 Complete the sentences with the words in the box. Then listen, check and repeat.

exercise regularly eat fruit and vegetables
drink water brush your teeth cook fresh food
have a hobby be organised take a break

- 1 Come on, you've worked hard all day. It's time to take a break.
- 2 No wonder you can't find your Science project, Tony – look at your desk! You have to It's easier that way.
- 3 Dentists say it's OK to three times a day.
- 4 ... before you go for a run, but don't have too much.
- 5 Do you? You know, reading, playing video games, doing a sport?
- 6 Have you had dinner at Rachel's house? Her dad's a great cook. He likes to and he makes the best pasta I've ever tried.
- 7 You have to ..., Tom. You'll feel much better for it! Come for a run with me tomorrow!
- 8 I think you're eating too much cake and chocolate, Sam. You need to

Your turn

5 Ask and answer with your partner.

- 1 How often do you exercise? What sort of exercise do you do?
- 2 How many glasses of water do you usually drink each day?
- 3 Why is it important to cook with fresh food?

Six days a week! I swim in the morning and go for a run in the evening.

I don't exercise very much. I play football once or twice a month.

 Vocabulary Bank • page 128

Language focus 2 (don't) have to

- 1 Complete the examples from the listening on page 90. Then choose the words to complete the rule.

	Present	Past
Affirmative	You do it. She has to eat more vegetables.	I had to drink more water. She had to take a break from work.
Negative	People run marathons.	I didn't have to wear a uniform to school.
Questions	Does she have to run in the mornings? you drink just water?	Did you have to train hard for the race? Did she have to get more sleep?

We use *have to* to say what is necessary to do / give someone a choice of what to do.

➔ Grammar reference • page 120

- 2  2.25 Complete the sentences with the correct form of (don't) have to and the verbs in the box. Then listen and check.

practise make go (x2) not take not go

Dad: Amy, can you come and help me in the kitchen, please?
Amy: Sorry Dad, I ¹... *have to go*... somewhere.
Dad: ²... you right now? Can't it wait?
Amy: I promised to go round to Joe's house. He ³... for his music exam. He needs me to help him.
Dad: It's just that I ⁴... a cake for your grandfather's birthday and I need some help.
Amy: OK then, but please tell Mum I ⁵... the dog for a walk this afternoon.
Dad: OK, thanks! The dog ⁶... out until this evening. I can take him.
Amy: OK, great!

Your turn

- 3 Work with a partner. Ask questions using *Do you have to ...?*

- tidy your room
- get up early at weekends
- practise a musical instrument
- look after your younger brother or sister
- study at the weekend
- wash your parents' car
- train for a sport
- cook dinner

A: *Do you have to tidy your room?*

B: *Yes, I have to tidy it every week.*



don't have to vs. mustn't

- 4 Look at the example sentences and complete the rules.

- We **don't have to** dance.
- You **mustn't eat** too much sugar.

We use ¹... to say it's not necessary to do something.
We use ²... to say it's important not to do something.

➔ Grammar reference • page 120

- 5  2.26 Complete the letter with *don't have to* or *mustn't* and the verbs in the box. Then listen and check.

dance bring speak wear forget

Dear Students

The school disco is this Friday at 7 pm. Please remember that you ¹... to ask your parents for permission. They ²... to your teacher (it's not necessary – just sign the form). You ³... school uniform but you must wear suitable clothing. Also, you ⁴... friends from other schools – they aren't allowed in the school. Finally, don't forget – you ⁵..., but it's much more fun if you do!!



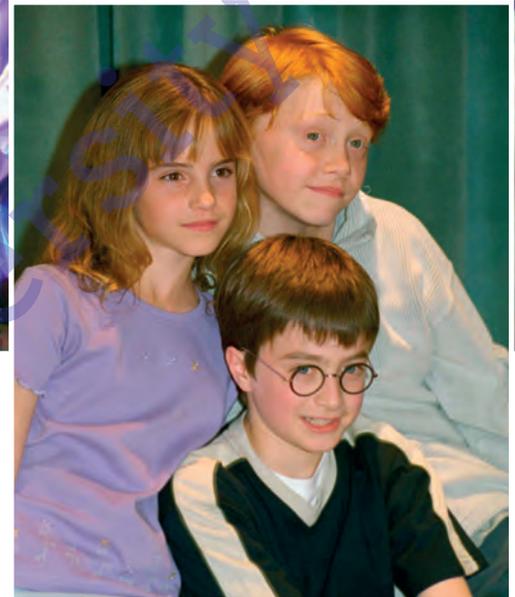
Discover Culture



Find out about life on the stage.




8.2 A life on Broadway



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

- 1 In which famous street in New York do they perform musicals and plays?
- 2 How do you think child actors lives are different to yours? Think about school, social activities, money.

2  **8.2** Watch the video and check your answers to question 1.

3  **8.2** Watch the video again. What subjects do they talk about?

- Being a popular celebrity
- Working long hours
- Living away from home
- Studying for exams
- Earning a lot of money
- Performing for judges

4  **8.2** Watch the video again and choose the correct words.

- 1 Many kids dream of being a director / performing on Broadway.
- 2 Many children train full-time / part-time to be actors and performers.
- 3 A lot of them leave home before / when they are teenagers.
- 4 Most / Some child actors earn a lot of money.
- 5 The set designer decides / explains what goes on stage.
- 6 The lighting designer helps invent / create the world of the play.
- 7 The best moment for actors is when the audience claps / laughs.

5 Test your memory. Are the sentences true or false? Correct the false ones.

- 1 Annie has blond hair and blue eyes.
- 2 Her dog is big and light brown.
- 3 The girls are cleaning the floor with a brush and a bucket of water.
- 4 The special effects include rain and snow.

6  **8.2** Watch the video again and check your answers.

Your turn

7 Discuss the questions with your partner.

- 1 Which do you think are advantages and disadvantages of being a child actor?
- 2 Are there any theatre schools near where you live?
- 3 Would you like to attend a theatre school? Why/Why not?

Reading An article

1 Work with a partner. Look at the photos. Why do you think boys and girls want to go to these schools?

2 Read about the football academy La Masia and the Royal Ballet School. Find three ways in which the schools are similar.

3 Read the article again. Which school do the sentences describe? Write LM (La Masia), RB (Royal Ballet) or B (both).

- 1 The school only has boys. LM
- 2 Students have normal school and training.
- 3 They have time off in the evenings.
- 4 The school also has international students.
- 5 They have a rest in the afternoon.
- 6 To get into the school, they have to show how good they are.



Explore prepositions

4 Look at the highlighted words in the text. Complete the sentences with the words in the box.

of in front of between near until over

- 1 At our school concerts, we sing our parents and friends.
- 2 There are 10 international students in my class.
- 3 My class is full really talented dancers.
- 4 We have lessons two o'clock and then we practise dancing.
- 5 The school isn't to where many children live, so they live with other families.
- 6 The school is for boys and girls the ages of 11 and 16.

➔ Vocabulary Bank • page 128

Your turn

5 Ask and answer with your partner.

- 1 Are there any schools like these in your country?
- 2 Would you like to go to a school like these ones? Why?/Why not?
- 3 Would you like to live away from home?
- 4 What would you miss most?

I think there are football academies in my country.

6 Write about a time when you won or when you were successful at something. How did you feel?

I remember once ...

I felt great because ...

La Masia Football Academy, BARCELONA

La Masia is Barcelona's football academy. Some of the greatest footballers in the world have come from La Masia. The World Cup and the European Championships were full of players from this academy. There are about 80 boys between the ages of 11 and 18 at the academy. They go to school until half past two in the afternoon, then they have lunch and a siesta. Most boys have to use this time to study and do their homework. In the evening, they watch TV or play video games before they go to bed. For these boys, football is their life. They train hard because they want to be the best.



The Royal Ballet School, LONDON

The Royal Ballet School in the heart of London trains dancers and choreographers. The school has two buildings, one near Richmond Park for 11 to 16-year-olds and the other in Covent Garden for older students. Students at the school mix normal school subjects with their dance classes. Many famous ballet dancers have come from this school. To get into the school, students have to audition – they have to perform in front of judges from the school. Over 2,000 children attended auditions for the school in 2012. About 70 boys and girls get a place each year. There are students from all over the world. In the evening, when students aren't in class or practising ballet, they can play tennis or play table football in the student halls.



FACT! The amount of energy needed to perform a ballet is about the same as playing two full football matches or running almost 29 kilometres.

Speaking Offering to help



Real talk: What makes a good friend?

1 **8.3** Watch the teenagers in the video. What activities do you hear? What do you think makes a good friend?

- helps with decisions
- likes to talk on the phone
- thinks of other people and is helpful
- buys good birthday presents
- has to just be there
- is honest
- likes to go out on the weekend
- helps with homework
- listens
- does all the same activities

2 What do you think makes a good friend?

3 **2.27** Laura is talking to Olivia, a new student at her school. What does Laura offer to do?

4 Complete the conversation with the useful language.

Useful language

Offering to help

Here, let me show you.
What do you need?
I'll give you a hand.
All you have to do is ...

Asking for help

I'm not sure how to ...
Can I ask you something?

Olivia: Hey, Laura. Can I ¹... *ask you* ... something?

Laura: Yeah, sure. What's up?

Olivia: It's this Science project. I'm ²... to organise it.

Laura: Mr Brown's put instructions on the school Intranet. What do ³... ?

Olivia: Well, how do I get access to the Intranet?

Laura: You have to type in your password. Here, let ⁴... you.

Olivia: Thanks. That's really nice of you!

Laura: It's simple. All you have ⁵... is follow the instructions and format it correctly.

Olivia: Oh no! I'm not very good at things like that.

Laura: Don't worry. I'll ⁶... a hand if you like.

Olivia: Great! Thanks a lot.

5 **2.27** Listen again and check your answers.

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

7 Work with a partner. Prepare a conversation like the one in Exercise 4. Use the useful language and your own ideas. Practise the conversation with your partner.



Situation 1

You want to download a video but you don't know how.

Student A Explain the problem.

Student B Help Student A. Give him/her ideas about how to find the video, save or download it and where to save it.

Situation 2

You can't find any material for a school project.

Student B Explain the problem.

Student A Help Student B Give him/her help on where to find ideas, i.e. the Internet, the library or interviewing people.



Writing A competition entry

- 1 Look at the photos and read Jon's competition entry. What were his favourite things about summer camp?



COMPETITION!!

WIN A FREE WEEK AT OUR SUMMER CAMP!

Did you go to summer camp? Tell us about your stay. We publish the best ones on our website!

I didn't want to go to summer camp. I imagined an awful place with lots of rules, so Beaufort Camp was a big surprise. We didn't have to get up early and there was plenty of time for breakfast before we started activities at 10 o'clock. There were lots to choose from and they were fun. My favourites were canoeing, volleyball and horse riding. At night, we sat round a fire and we could even sleep outside if we wanted to! The weather was boiling but there was a big swimming pool to cool us down. For me, camp was an incredible experience. I made lots of friends. You should try it!

JONZ

- 2 Look back at Jon's competition entry again. What does Jon write about?

- favourite activities (daytime / at night)
- the monitors / other campers
- the daily routine
- why he liked it
- the food
- the weather

Useful language

Avoiding repetition (2)

We can use reference words so that we don't repeat the same word.

We started activities at 10 o'clock. There were lots (of activities) to choose from, and they (these activities) were fun.

- 3 Look at the Useful language box. Find one other way of avoiding repetition of the word *activities* in the text in Exercise 1.

- 4 Change the phrases in bold in the text so you don't repeat the words.

The best thing about wild camping was the *animals*. There were lots of ¹ **animals** if you looked carefully. On the second day, I saw some *falcons*. ² **The falcons** flew over the trees near the campsite. But the most active animals were *the goats*.

³ **The goats** jump up and down the mountains incredibly fast! I was also amazed at ⁴ **the goats'** huge horns.



Get writing

PLAN

- 5 Plan your competition entry for the camp website. Include information from Exercise 2 to help you. Decide what order you are going to put them in.

WRITE

- 6 Write your competition entry for the camp website. Use your notes from Exercise 5 and the model text to help you.

CHECK

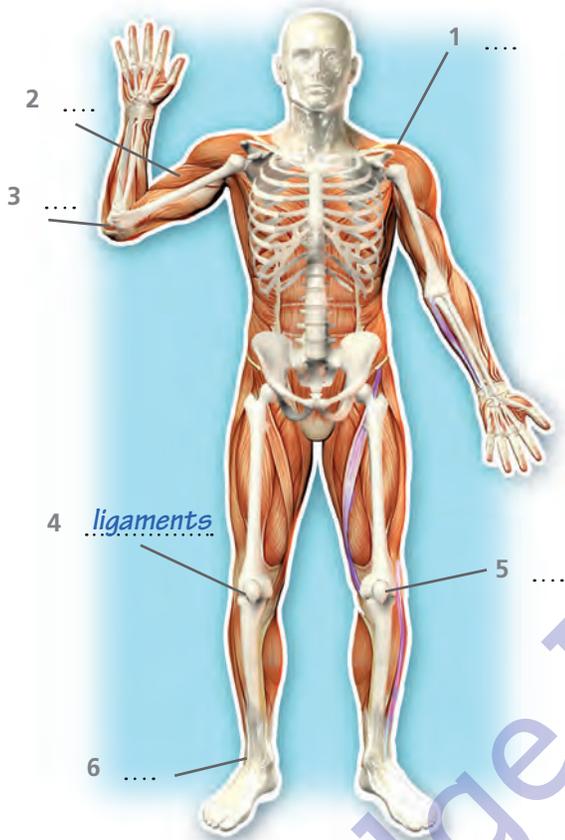
- 7 Can you say YES to these questions?

- Is the information from Exercise 2 in your email?
- Have you avoided a lot of repetition?

PE Avoiding sports injuries

- 1 Work with a partner. Match the body parts to the words in the box.

joints muscles ligaments
shoulder ankle knee



- 2 Complete the introduction giving advice on avoiding sports injuries with words from Exercise 1.

Playing sports and taking exercise can be fun and can help you stay healthy, but anyone can get injured. Sports injuries can affect all parts of the body, but most injuries affect 1...., 2.... and 3.... Certain types of sport can affect different parts of the body. Tennis players often have 4... problems, for example, and people who go jogging can have problems with 5.... and 6....

- 3 2.28 Listen and check.

- 4 2.29 Complete the advice with the words in the box. Then listen and check.

injuries blood-flow stiff pain muscles equipment

We can avoid most problems by following these simple guidelines.

- 1 Prepare properly for sport. Warm-up exercises before doing sport increase the 1 *blood flow* to the 2.... and make them more flexible.
- 2 Cooling down is important, too. It stops you feeling 3.... the next day.
- 3 Get the right 4.... Using the wrong type of sports shoes or a tennis racquet of the wrong weight can cause problems.
- 4 Be careful with technique and posture. Talking to experienced sports people about this can help you avoid unnecessary 5....
- 5 If you feel 6.... during exercise, it's a sign that there's a problem, so stop!
- 6 Don't start doing sport again too soon after an injury. Wait for the pain to go first. Doing sport too soon after an injury can make it worse.



Your turn

- 5 Work with a partner. Choose a sport. Make a leaflet explaining how to avoid injury in a sport.

Learn about helping someone.

- What does Bear Grylls do first?
- Why doesn't his mobile phone work?
- How does Bear pull Jesse up the mountain?



Discovery
EDUCATION

8.4 Mountain rescue

Extra reading

1 Read the text, then answer the questions.

- 1 Why do people in Kazakhstan eat so many dishes from different countries?
- 2 What is *plov*?
- 3 Which traditional Kazakh foods are healthy?
- 4 How do people in Kazakhstan show that guests are welcome?

2 Make a 'healthy habits' questionnaire for your friends and family. Think about their daily or weekly routine.

	Mum		
1 How many portions of fruit or vegetables do you eat each day?	5		
2 How many times a week do you eat breakfast?	7		
3 How often do you eat fast food?			
4 How often do you drink a glass of milk?			

Food and drink

How often do you eat a traditional Kazakh dish?
Do you know which traditional Kazakh foods are healthy?

People from many different countries have settled in Kazakhstan, so the food that people eat is very varied. There are many traditional Kazakh dishes, but also dishes from Russia, Ukraine, Turkey and other countries.

One common dish is *plov*. This is a rice dish and it is usually made with mutton and carrots.

Certain traditional Kazakh foods are often served on special occasions like parties, weddings and holidays. One example is *beshbarmak*, which is made of horse meat, as well as mutton and beef. *Beshbarmak* means 'five fingers', so this name probably comes from the fact that Kazakhs eat it with their hand (i.e. with five fingers). The host at the celebration serves the pieces of meat to the oldest person in the family first, or according to the distance people have travelled – the person who has travelled the furthest is served first.

Another food for special occasions is *boursaks*, a deep-fried doughnut. *Boursaks* aren't very healthy, so it's best to only eat them on special days!

Horses' milk, called *kymyz*, is the traditional Kazakh drink. Originally it was drunk by Kazakh nomads.

Shubat (camels' milk) is also popular in Kazakhstan. *Kymyz* and *shubat* are really good for you.

Tea with milk is also popular in Kazakhstan and it is always offered to guests.

Food is normally spread all over the table, so that the table is completely covered. Kazakhs always try to cover the whole table with food, because it is a way of welcoming and showing respect to guests.



9

Clothes and fashion

Discovery
EDUCATION

In this unit ...

Vocabulary

- Adjectives to talk about clothes
- -ed / -ing adjectives
- Words from the text
- Prepositional phrases

Language focus

- Second conditional: affirmative and negative statements
- Second conditional: yes/no and Wh- questions

Unit aims

I can ...

- talk about clothes and fashion.
- talk about imaginary situations.
- ask questions about imaginary situations.
- understand a blog about fashion.
- ask for and give advice.
- write a problem page.

BE CURIOUS



What can you see in the photo?

Start thinking

- Who do you think would buy shoes like this?
- Which ones would you buy?
- How important is fashion for you?
- What are the best and worst things about buying clothes?



Vocabulary Adjectives for clothes

- 1 2.30 Match the phrases in the box with the pictures (a–i). Then listen, check and repeat.

a warm jacket fashionable trainers a smart shirt a baggy jumper tight jeans
a plain T-shirt patterned trousers an old-fashioned dress a casual hoodie

a *a baggy jumper*

- 2 Look again at the adjectives for clothes in Exercise 1. Which of the clothes can you use each adjective with?

You can use 'warm' with most of the clothes but not jeans or trainers.

- 3 2.31 Listen to Anna and Marco buying clothes online. Complete the chart with the styles they like and dislike.

	Likes	Doesn't like	Decides to buy
Marco			
Anna			

Your turn

- 4 Work with a partner. Answer the questions.

- Which of the clothes in Exercise 1 do you like?
- Do you prefer smart or casual, plain or patterned clothes? Why?
- What are the most popular clothes with people your age at the moment?

Reading A fashion blog

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

- 1 Who are these people?
- 2 Where are they?
- 3 What are they doing?



2 Read Gina's fashion blog. What's the message for young people this week?

Don't be a FASHION SLAVE!

This week Gina's blog is for young teenagers but has a lesson for everyone.

If you're a young teenager, then you've probably just started to think about wearing fashionable clothes. So I want to ask you something important. Would you wear something just because it was fashionable? When I was younger I did that a lot. It didn't matter what the fashion was, or if I liked it, I had to buy it. I would buy the latest clothes, even if they were very expensive. I thought if I didn't buy the latest clothes, I wouldn't be popular. I remember when I was 14 I bought a new dress. It was very long and brightly patterned in red and orange. In fact the style didn't suit me at all, but when I tried it on in the shop I thought I looked great. It was a bit tight and uncomfortable but I didn't care. I bought it anyway, because it was the latest fashion!

My cousin Anna was four years older than me, and she always wore really nice clothes. She invited me to her eighteenth birthday party and of course, I wanted to wear my new dress, but when I showed her she said, 'Gina, if I were you, I would wear a different dress.' I was surprised! 'Why?' I said, 'This is really fashionable.' 'I know,' she said, 'but the thing is, that dress doesn't suit you. It's not your style, and red and orange are not your colours.' And she was right!

It made me realise that I was a slave to fashion – and I didn't want to be! I know I tell you about the latest fashions every week, but being fashionable isn't the most important thing. Anna would only wear something if she looked good in it, and I want to pass this lesson on to you. Thanks to her, I began to think more carefully about what styles, clothes and colours made me look good, and which ones didn't (like that embarrassing dress!). Now I'm only interested in making fashion work for me, so no long dresses and definitely no red and orange!

3 Read the blog again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Gina didn't care about fashion when she was young. **F**
- 2 Gina bought the dress because it was the perfect size.
- 3 Gina liked the way Anna looked.
- 4 Anna wanted Gina to wear her new dress at the party.
- 5 Anna taught Gina an important lesson about fashion.
- 6 These days Gina buys everything that's in fashion.

Get it right!

We use the infinitive after *want*.
I want to ask you something.
I didn't want to be a slave to fashion!

Explore words in context

4 Match these words and phrases from the blog with the definitions (1–6) below.

suit (someone) try (it) on latest style slave embarrassing

- 1 make a person look good
- 2 a person who has no personal freedom
- 3 something that makes you feel awkward and uncomfortable
- 4 wear something to see how it looks on you
- 5 newest
- 6 a specific kind of design or fashion

Your turn

5 Answer the questions. Make notes.

- 1 Have you ever bought something that didn't suit you? Why?
- 2 Do you know what's in fashion? How do you find out?
- 3 Do you think you or your friends are slaves to fashion? Why / Why not?

6 Ask and answer the questions with your partner.

Once I bought ... because ...
I find out what's in fashion by ...
I think / don't think we are slaves to fashion because ...

Language focus 1 Second conditional

1 Complete the examples from the text on page 100. Then complete the rules.

imaginary situation	possible consequence
If I ... you,	I a different dress.
If I the latest clothes,	I popular.

- We use + past simple and + infinitive to form the second conditional.
- We use the second conditional to talk about unreal situations in the present or future / past.

→ Grammar reference • page 121

2 Look at the chart. Choose the correct form of the verbs in the sentences below.

- If I **had** / 'd have more money, I bought / **'d buy** a new smartphone.
- If I **didn't** / wouldn't like the latest fashion, I **didn't** / wouldn't wear it.
- My parents **didn't** / wouldn't like it if I wore / 'd wear tight jeans.
- I told / would tell my friend if something **didn't** / wouldn't suit her.
- If someone **went** / 'd go to a party in the same clothes as me, I felt / would feel embarrassed.
- I **didn't** / wouldn't buy my clothes online if there were / 'd be fashionable shops where I live.

3 Write complete sentences.

- If I / borrow / my sister's clothes / she / not like it
If I borrowed my sister's clothes, she wouldn't like it.
- If I / have a warm jacket / I / not be / cold
- If those trainers / not be / so expensive / I / buy / them
- Everyone / look / the same / if / we all / follow / the latest fashion
- I / wear / old-fashioned clothes / if / I / know / where to buy them
- I / not buy / clothes / if / not suit me

→ Say it right! • page 113

Your turn

4 Read the quiz and choose answers for you.

1 If I lost my jacket, ...

- I would get into trouble. I'm always losing things!
- my parents wouldn't say anything.
- I'd have to buy a new one with my own money.

2 If it was my birthday this month, ...

- I'd ask for the latest tablet or smartphone.
- my parents would give me some money to buy something myself.
- I wouldn't have a big party, just a family meal.

3 If I borrowed something from my brother/sister/friend without asking, ...

- it wouldn't be a problem. They do it to me all the time!
- they'd tell my parents and I'd get into a lot of trouble!
- I'd put it back before they noticed.

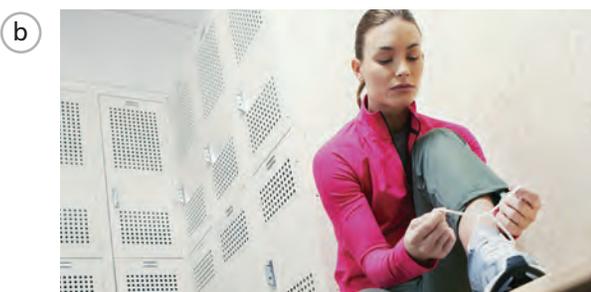
5 Compare your quiz answers with your partner.

If I lost my jacket, I'd get into trouble. My parents would be angry and would stop me going out with my friends.



Listening A discussion

- 1  2.32 Listen to the conversation. Put the pictures in the correct order.



- 2  2.32 Listen again and choose the correct answers.

- If Ella went to a wedding, she would wear ...
 - her most fashionable clothes.
 - something smart.
 - traditional clothes.
- If a friend asked Josh's opinion about his new trousers, he would ...
 - say they looked great even if he didn't like them.
 - ask where his friend bought them.
 - be honest and say he didn't like them.
- What happened to Ella last year?
 - Her friends got angry with her.
 - Her friend hid her trainers for a joke.
 - Her teacher told her to empty her bag.
- If someone stole Ella's trainers from the changing room she would ...
 - tell her parents or a teacher.
 - laugh – it was probably a joke.
 - try to find out who stole them herself.

- 3 Work with a partner. Discuss what you would do in the situations in Exercise 2.

Vocabulary -ed and -ing adjectives

- 4  2.33 Look at the pictures and example sentences. Circle the correct words. Then listen, check and repeat.



I'm bored.



It's boring.

- I'm really bored / boring. There's nothing to do!
- At the party I got chocolate all over my white jeans. It was really embarrassed / embarrassing.
- I saw a programme about making clothes from recycled plastic. It was very interested / interesting.
- We took my little cousins to the zoo at the weekend. They were really excited / exciting!
- Yesterday we went shopping in town. It was really tired / tiring!
- I'm a bit worried / worrying. I have to give a presentation to the whole class tomorrow!

Get it right!

I'm bored. = how we feel

It's boring. = something that causes that feeling

We use *in* with **interested**, *of* with **bored/frightened** and *about* with **embarrassed/excited/worried**.

I'm very interested in fashion.

Anita's excited about going to a theme park next weekend.

Your turn

- 5 Complete the sentences so that they're true for you.

- I'm really interested in
 - Today was really tiring because
 - I'm excited about
 - is boring because
 - I think is/are frightening because
 - I'm worried about
- I'm really interested in electronic gadgets.*

- 6 Work with a partner. Compare your sentences.

A: I'm really interested in fashion.

B: I don't think fashion is very interesting. I'm really interested in music.

-  Vocabulary Bank • page 129

Language focus 2 Second conditional questions

1 Complete the examples from the listening on page 102.

Wh- questions	
What would you wear if you went to a wedding?	
If you didn't like his trousers, what you say?	
Yes/No questions	Short answers
.... someone stole your trainers at school, would you tell a teacher?	Yes, I/you/he/she/it/we/they would. No, I/you/he/she/it/we/they wouldn't.
Would you tell your parents if you lost your jacket?	

➔ Grammar reference • page 121

2 Choose the correct words to complete the questions.

- 1 What **did** / **would** you do if you didn't / **wouldn't** have a mobile phone?
- 2 If your best friend **didn't** / **wouldn't** invite you to his/her birthday, what **did** / **would** you say?
- 3 If your family **lived** / **would live** in an English-speaking country, **did** / **would** your lives be very different?
- 4 What clothes **did** / **would** you be wearing if you **weren't** / **wouldn't** at school?
- 5 If your grandparents **lived** / **would live** in another country, **did** / **would** you go to visit them?
- 6 **Did** / **Would** you wear something you liked if your friends **didn't** / **wouldn't** like it?

3 2.34 Complete the conversation with the correct form of the verbs in brackets. Then listen and check.

- A: Can I ask you a few questions?
 B: Yes, sure.
 A: OK, first question: what ¹... **would** ... you **do** (do) if you ².... (win) a TV talent show?
 B: Wow! I think I'd have a huge party with all my friends and family!
 A: And if you ³.... (have) a party, where ⁴.... you (have) it?
 B: I'd definitely have it on a beach, if I could!
 A: OK, second question. If you ⁵.... (can) be famous, what ⁶.... you (be)?
 B: I don't know. I'd like to be a singer maybe.
 A: OK. Last question. If you ⁷.... (not have to) go to school, what ⁸.... you (do) all day?
 B: That's easy! I'd play my guitar, listen to music and spend time with my friends!
 A: Thank you!

Your turn

4 Answer the questions. Make notes.



- 1 If you had a million pounds, what would you buy?
- 2 If you ruled the world, what would you change?
- 3 If you didn't have to go to school, what would you do all day?
- 4 If you could learn a musical instrument, which instrument would you learn?
- 5 If you weren't a teenager, what age would you like to be?
- 6 If you were 18, what would you do that you can't do now?

5 Ask and answer the questions in Exercise 4 with your partner.

Let me think. OK, if I had a million pounds, I'd buy a really big house by the sea!



Discover Culture

Traditional hats in the 21st Century

These days most traditional hats are only seen on special occasions, like weddings or big celebrations, but there are two traditional hats which you still see many people wearing every day. One is the conical hat in Vietnam, called the *non-la*. The other is the bowler hat worn by the indigenous women in Bolivia.



1 Match the pictures (a–c) to the texts about Vietnamese hats.

1 The *non-la* is made from long flat bamboo leaves which are sewn onto bamboo sticks or rings. Each hat has a piece of cloth which goes under the chin to stop the hat falling off.

2 The village of Chuong makes about three million hats a year to sell in Vietnam and other countries. In the village whole families, from very young children to old people, produce hats in the traditional way. In fact, 80% of the people of Chuong make and sell conical hats.

3 Many people sell hats from bicycles. People say the hats are also useful for carrying things in, like vegetables from the market, or even to use like a cup for drinking water!

2 Match the headings to the texts about bowler hats.

Where they are from

How to wear your hat

What they represent



4
The bowler hats that Bolivian women wear are quite small, so they wear them on top of their heads, but not all women wear them in the same way. Married women wear their hat in the middle of the head, but single women and women whose husbands have died wear their hat on the side of their head.

5
Bowler hats are made from wool, and come in lots of different colours. For a long time they came to Bolivia from Italy, but now they are made in Bolivia itself.

6
In the twentieth century, as in many parts of the world, young women began to stop wearing the bowler hats and traditional clothing. In recent years though they have become popular again and are an important symbol of pride in the culture and traditions of Bolivia.

3 2.35 Listen to someone explain the legend of the Vietnamese hats and complete the text.

Thousands of years ago a ¹... woman came down from the ²... to help the people of Vietnam. She had a magic ³... with four bamboo leaves and she used it to protect people from the ⁴... She also showed people the way to grow ⁵... and rice. When she left, the people built a temple to ⁶... her. They also made hats the same ⁷... as the magic hat she wore. Now, both men and women wear the hat. It is a well-known symbol of ⁸..., and particularly of farmers.

4 2.36 Listen to someone explain the origin of bowler hats in Bolivia and answer the questions.

- 1 Where did the first bowler hats come from?
- 2 Who took them to Bolivia and why?
- 3 What problem did they have?
- 4 What did they decide to do?
- 5 What story did they tell?
- 6 What happened?

Your turn

5 Work with a partner. Answer the questions.

- 1 Do you wear a hat? When do you wear one?
- 2 Are there any traditional hats where you live? When do people wear them?
- 3 Do you think it's important to keep old traditions alive? How can people do this?

I always wear a hat when ...

Reading An article

- 1 Work with a partner. Look at the photos and do the quiz.
- 2 Read the article and check your answers.
- 3 Read the article again and answer the questions.

- 1 When did the first mobile phone come out?
a 1973 b 1983 c 1993
- 2 How much did the early mobile weigh?
a 500 g b 1 kg c 1.5 kg
- 3 When did the first smartphone go on sale?
a 1994 b 2003 c 2013
- 4 When did people start taking selfies?
a 2005 b 2008 c 2010



- 1 What was the problem with the first mobile phones?
- 2 What helped people to identify the company which made the phone?
- 3 What could you do with the first mobile phones?
- 4 Which phone was the first you could use to send emails?
- 5 How many different uses for mobile phones nowadays are mentioned in the article?
- 6 Name one way the article says that mobile phones are important for social media.
- 7 What accessories can also be a fashion item?



Explore prepositional phrases

4 Find the phrases in the article and complete them with the correct preposition.

- | | |
|----------------------|-------------------------|
| 1 go ... sale | 4 keep ... touch |
| 2 ... first | 5 ... the same time |
| 3 talk ... the phone | 6 post ... social media |

➔ Vocabulary Bank • page 129

Your turn

5 Work with a partner. Compare how you and other people in your family use mobile phones. Do you think they are like fashion items?

- A: *I never use my phone for talking, but I take a lot of selfies! My dad has a lot of music on his phone.*
 B: *I think mobiles are like fashion items. People want the latest model and spend a lot of money on the most popular headphones.*

HOW MOBILE PHONES BECAME A FASHION ITEM

It's hard to imagine not having a mobile phone, although they only went on sale in 1983. Since then mobiles have developed so much that for most of us our phone has become the most important thing we own, more like a fashion item than a tool. How has this happened?

Physical design

The first phones were big and heavy – one popular one weighed 1.5 kgs – and the screens were very small. Gradually the screen got bigger and mobiles got smaller, so you could put them in your pocket and carry them around easily. The shape of the phone, how thin it was and even the colour also became important. These things clearly showed which company made the phone you had. The fashion had begun.



What your phone can do

At first people just talked on their phones, and it was years before phone companies began to use new technologies to increase what a mobile could do. SMS (short message service) texts appeared in 1992, the first smartphone in 1994, and the first phone with a camera in 2000. The Blackberry in 2003 allowed you to email, text and open web pages. That was followed in 2007 by the iPhone, which had the first touch screen. Nowadays you can take 'selfies' (photos of yourself) and videos, play music, go online, play games, and send instant messages to keep in touch with friends and family. Your phone is a watch, an alarm clock, an address book and a map all at the same time, and you can download apps to do almost anything. It's not surprising they're so important!

FACT! The messaging service WhatsApp now has over 1 billion users and they send 42 billion texts a day.

Social media

You can't talk about mobile phones without mentioning social media sites like Facebook and Instagram. You can share your news or upload a video to all your friends on your phone, and since 2010 people have been taking selfies at social events to immediately post on social media. Then you wait to see how your friends react, because you can only be fashionable if lots of people view or 'like' your photo or post.

Fashion accessories

You don't just need a phone though; a good pair of headphones is also essential. And you also need a phone cover. There are hundreds of designs and colours to choose from. For many people having the right phone is an important sign of how rich or fashionable they are, and many famous fashion designers produce phone covers these days.

Speaking Asking for and giving advice

- 1  2.37 Hayley is talking to her friend James about a problem. What does Hayley want advice about?



- 2 Complete the conversation with the useful language.

Useful language

What's the problem?
 I need your advice.
 It's a good idea to ...
 What do you think I should do?
 If I were you I wouldn't ...
 Maybe we could ...
 Have you tried ...?
 They say I should ...

Hayley: James, can I talk to you? I ¹... *need your*... advice.
James: Yes, of course. What's ²...?
Hayley: Well, my mobile is very old-fashioned but my parents won't buy me a smartphone.
James: Really? Why not?
Hayley: They say it's too expensive, but all my friends have one! What do you think ³... do?
James: Look, if I were you, I ⁴... worry. Just wait until your birthday. What do your other friends say?
Hayley: They say I ⁵... keep asking till my parents agree. They all use messaging apps to chat together but I can't join in if I don't have a smartphone!
James: Yeah. Perhaps it's ⁶... idea to talk to your parents again.
Hayley: Yes, but what can I say?
James: Well, have you ⁷... finding out the price of a cheap smartphone and a monthly data contract? Maybe we ⁸... do it together.
Hayley: Yes, that's a good idea. Thanks, James!

- 3  2.37 Listen again and check your answers.

- 4  Work with a partner. Practise the conversation in Exercise 2.

- 5  Work with a partner. Prepare a conversation like the one in Exercise 2. Use the photos below and the useful language. Practise the conversation with your partner.

Problem A:

You want a new electronic tablet (you already have one but it's two years old). Your parents say no.



Problem B:

All your clothes are old-fashioned. You want some new clothes, but you have no money and your parents think the clothes you have now are fine.



Writing A problem page

1 Read Paul's letter. What is the problem? How many solutions does ManchesterLad suggest?

FRIENDS
FASHION
HOMEWORK
FAMILY



What can I wear?
Paul asked 4 days ago

Hi everyone

I need some advice. I've been invited to my best friend's parent's party next month, but I don't know what to wear. The party is in a smart hotel, and all my clothes are casual jeans and hoodies that boys of my age wear. I haven't even got a shirt except the one I wear for school! What should I do?

best answer
ManchesterLad answered 2 days ago

I think this problem is not only very common – it happened to me – but also quite easy to solve. You say that you've only got casual clothes. I think you should ask your best friend what he is going to wear, because maybe the party isn't as smart as you think. If you do need something smart, it's possible that a friend or family member could lend you things. You could also talk to your parents. Perhaps they would buy you a nice shirt. Finally, you could try hiring a suit for the weekend, because it's a lot cheaper than buying one! Most towns have a hire shop. I hired a suit and my elder brother gave me a shirt he didn't want.

I really hope this helps.

2 Read the answer from ManchesterLad again. What things does he do in his answer?

- Give a title
- Give direct orders
- Say what kind of problem he thinks it is
- Offer several solutions
- Give reasons for his opinions
- Give reasons for his advice
- Offer different ways of looking at the problem
- Write a final sentence to make the person feel better

Useful language

Summarising a problem and giving advice

Use different phrases to summarise what you want to say and to give advice.

- *I think this problem is not only ... but also ...*
- *You say that ...*
- *I think you should ask ... because*

3 Look at the Useful language box. Find two other phrases to give advice in Exercise 1.

4 Complete the sentences with the words in the box.

also should try problem possible Perhaps

- 1 I think this is a ¹... a lot of teenagers have. ²... it's because we don't have much money, and it's ³... that we think too much about getting the latest gadgets.
- 2 I think you ⁴... talk to your brother about it. You could ⁵... explaining how you feel, and you could ⁶... ask him not to take your things.



Get writing

PLAN

5 Read the problem below. Plan your answer. Make notes on the things in Exercise 2.

There's a girl in Dana's class who lives near her, but they aren't friends. Recently the girl has started copying what Dana wears. Last weekend Dana went to a party and the girl was wearing exactly the same boots and jumper. Dana felt embarrassed, but she doesn't know what to do.

WRITE

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

CHECK

7 Can you say YES to these questions?

- Is the information from the plan in your answer?
- Have you used different expressions to describe the problem and to give your advice?

Technology Social media

1 Work with a partner. Answer the questions.

- 1 What social media sites do you use?
- 2 In what ways can social media be useful for teenagers?

2 2.38 Read the information about teenagers and social media. Check your ideas from Exercise 1.



Using social media can be a good thing.

Social media sites and networking can:

- improve communication between teenagers and their teachers, because they are available at all times from almost anywhere.
- encourage teenagers to interact with each other, share ideas and be creative by letting people communicate in different ways.
- help develop relationships with real people. They can help shy teenagers find friends who follow the same singers, sports stars and so on, and feel part of a group.
- expose teenagers to different viewpoints and new ideas through a wide variety of online communities.
- help teenagers get better at analysing and selecting important information. There's a lot of information on social media pages, so users become good at finding key information quickly.
- help familiarise students with new technologies. Social media sites are constantly changing – to stay up to date, teenagers have to learn new ways of using them.
- help students enter the world of work. Professional networking sites like LinkedIn™ can help people find out about different professions and job offers.



3 Read the text again. Which three benefits do you think are the most important? Compare with a partner.

4 2.39 Listen to three teenagers on a radio phone-in. Match the speakers to the social media they talk about.

- | | | |
|-------|---|---|
| John | a | can organise images and create collections on Pinterest |
| Sarah | b | likes Myspace because it's good for sharing music. |
| Mark | c | uses Facebook to exchange messages and photos. |
| | d | likes Twitter because messages are short. |

Your turn

5 Ask and answer with your partner.

- 1 What's your favourite social media site?
- 2 What do you like about it?
- 3 Is there anything you don't like about it?

Learn about being safe online.

- How can you be sure who you are talking to online?
- What does a criminal need to get a credit card?
- What should you do with messages from people you don't know?



Extra reading

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

- 1 Traditional Kazakh clothes were made of man-made materials.
- 2 Richer Kazakhs only used local materials for their clothes.
- 3 Younger Kazakhs wore brighter coloured clothing than older people.
- 4 Kazakh women wore different types of hat when they were married.
- 5 Nowadays, the Kazakh national costume looks exactly the same as in the past.

Kazakh national clothes

What do you know about the traditional clothes worn in Kazakhstan?

Traditional Kazakh clothing is made from a range of different materials. In the past, the Kazakh people used leather, furs, wool, cotton and silk to make the Kazakh national costumes. Nowadays, people in Kazakhstan wear these traditional clothes for national holidays and on special occasions.

Kazakhs had different clothes or outfits for different seasons and weather, such as a *ton* (a warm coat) in winter or a light *shapan* in summer. They had traditional clothes for everyday life. These were often made of wool or cotton. However, there were different, more expensive clothes for special events. At a wedding, the bride wore a special hat called a *saukele*. Rich people wore clothes made of silk or materials from other countries. Sometimes they decorated their clothes with patterns using gold thread.



People of different ages wore different clothes. Older people wore dark colours, but young people's clothes were more colourful.

Women wore a *koylek* (a dress), trousers, and a *kamzol* – a very long waistcoat or jacket with no sleeves. Silver, gold or leather jewellery was very popular, such as rings, earrings and bracelets.

Men traditionally wore a shirt called a *zhayde*, and trousers. The *shapan* (a long coat or dressing gown) was a very important piece of clothing for men.

Hats were also a major part of Kazakh traditions. In winter, men wore warm fur hats like the *tymak* and *borik*. They had cooler hats for summer, such as the *takiya* and *kalpak*. Young women and girls wore a *takiya* (a round cap) or a *borik* in cold weather, but married women could wear a *kimeshek*.

Kazakhs today are proud of their traditional and national costumes, and continue to improve the style and fashion of these beautiful clothes.



Vocabulary

1 Complete the sentences with the correct form of the phrases in the box.

help around the house get enough sleep
hang out with friends do something creative
~~shop for clothes~~ chat with friends online
do sports have time for yourself

- I don't like shopping for clothes. I'm not really interested in fashion.
- I need to be alone sometimes. I like myself.
- I hate Housework is so boring!
- I to stay in touch with them.
- I don't think I'm I only usually get about 6 hours a night.
- I want to be a designer or an artist. I'm really happy when I'm
- I play football for a club and I love swimming. We also at school.
- When I'm not doing homework or with my family I like to

2 Match the healthy habits with the comments.

exercise regularly eat vegetables
drink water brush your teeth cook fresh food
have a hobby be organised take a break

- It's good to get a balanced diet. You can't just eat chocolate and crisps all the time. eat vegetables
- People forgot how important it is to do this. And it's so much better for you than fizzy drinks.
- You can't just go for one run, then do nothing for a few weeks. Try to run three or four times a week.
- It's important to work hard, but you need to stop have a rest too.
- You should do this twice a day – in the morning and before you go to bed.
- It's a good idea to plan and arrange things.
- This is how to make your meals taste much better! It's good for you too.
- You could learn to play a musical instrument, do a sport or read great books. It's good to have something to do that you enjoy when you're not studying.

3 Complete the sentences with the words in the box.

warm fashionable smart baggy tight
plain patterned old-fashioned casual

- You've got a pair of expensive new trainers! Why do you always buy what's fashionable?
- I like these jeans, but they're very I'd prefer a baggy pair.
- I've got an interview next week. I need to wear a tie and a really shirt.
- This is such a ... jumper – You can fit two people in it!
- This scarf will be perfect for the winter. It'll keep my neck really
- My dad's clothes are so They look like something from the 1970s.
- I'm not sure this is the T-shirt for me. It's so I prefer something with a pattern on it.
- All Mum wants to wear at the moment are her new trousers – they've got hearts and roses on them.
- You don't have to wear smart clothes at my school. We can wear something like jeans and a T-shirt.

4 Complete the sentences with the correct adjective form of the words in brackets.

- Kairat feels really tired (tire).
- Their new computer game is really (excite).
- The TV programme was so (bore). I fell asleep.
- Jason saw a spider and he was really (terrify).
- Harry's book is really (interest).
- Aisha's test is tomorrow. She feels very (worry).



Explore vocabulary

5 Choose the correct words.

Q: I'm tired during the day – how can I wake up?!

A: ¹ **Catch** / **Get** more sleep. Most people need ² **over** / **above** six hours sleep a night. Don't sit in front of the TV or ³ **surf** / **watch** the Internet before you go to bed.

To help you ⁴ **get more** / **concentrate** in lessons, spend time ⁵ **outdoors** / **indoors** in ⁶ **front of** / **between** lessons and get some fresh air. Also, ⁷ **surf** / **have** a light snack.

Have the windows open in your classroom and sit ⁸ **beside** / **over** the window. When you are ⁹ **indoors** / **outdoors** all day it makes you feel sleepy.

Language focus

1 Complete the sentences with the words in the box.

should try ~~mustn't tell~~ shouldn't stay up
must finish should/get mustn't be

- You **mustn't tell** people your password when you surf the Internet.
- Anna **should** to concentrate more in lessons.
- We **should** this school project before Friday.
- When you chat online you **shouldn't** unkind to friends.
- They **shouldn't** so late doing their homework.
- How many hours' sleep **should** people **should** in your opinion?

2 Choose the correct word.

- You **don't have to** / **mustn't** practise every day.
- They **don't have to** / **mustn't** chat to strangers on the Internet.
- We **don't have to** / **mustn't** sing that song – we can choose a different one.
- Do you have to** / **Must you** tidy your room at the weekends?

3 Complete the sentences with the verbs in brackets. Use the second conditional.

- If you **were** (be) more confident, you **would make** (make) more friends.
- If he **went** (not go) to school, he **would be** (be) bored.
- If they **wore** (wear) uniforms, they **would look** (look) the same.
- We **would have** (have) more free time if we **wouldn't have** (not have) so much homework.
- You **wouldn't be** (not be) so tired if you **wouldn't stay** (not stay) up late.
- If she **studied** (study) harder, she **would get** (get) better marks at school.

4 Write questions using the second conditional.

- What / you / do / if / you / see someone cheating in a test?
What would you do if you saw someone cheating in a test?
- Where / you / live / if / you / can go anywhere in the world?
- If / you / win / 5,000 euros / what / you / do?
- If / your friend / not answer / your email / what / you / say?
- If / you / not pass / your next test / you / feel upset?

Language builder

5 Choose the correct words to complete the conversation.

Sylvia: Hi, Kylie! ¹ **do** your homework?
Kylie: No, I ² **don't have to** at my photos from my holiday.
Sylvia: I ³ **would like to** that too. ⁴ **do** have fun on your holiday?
Kylie: Yes! We ⁵ **went** to the mountains. One day, while we ⁶ **were hiking**, some wild deer ⁷ **came** up to us to find food.
Sylvia: Amazing! I want to go hiking next summer holiday. What ⁸ **should I** take with me?
Kylie: Well you ⁹ **should** take anything too heavy. You ¹⁰ **don't have to** take a map because that's on your smartphone. But you ¹¹ **shouldn't** watch out for snakes.
Sylvia: Snakes? I don't like snakes!

- | | | | |
|----|--------------|-----------------|--------------------|
| 1 | a Do you do | b Are you doing | c Do you doing |
| 2 | a am look | b looking | c am looking |
| 3 | a usually do | b do usually | c am usually doing |
| 4 | a You did | b Did you | c Were you |
| 5 | a went | b go | c were going |
| 6 | a hiked | b were hiking | c hike |
| 7 | a come | b were coming | c came |
| 8 | a I should | b should I | c do I should |
| 9 | a should | b must | c shouldn't |
| 10 | a have to | b don't have to | c should |
| 11 | a must | b shouldn't | c don't have to |

Speaking

6 Match the sentences.

- I'll give you a hand. **e**
- Which trousers should I buy?
- Can I ask you something?
- Maybe living in a village isn't all bad.
- I'm not sure how to use this computer.
- Do you think this T-shirt suits me?
 - Let me show you.
 - OK, perhaps you're right.
 - If I were you, I'd buy the baggy ones.
 - Yes, I think you look really good in it.
 - That's really kind.
 - Yeah, sure. What's up?



Unit 1 Word stress

1 Complete the table with the adjectives of feeling on page 8.

O	bored, ...
oO	....
Oo	....
oOo	....
Ooo	....

Unit 2 Intonation in first conditional sentences

1 2.40 Listen and repeat.

- If you speak good English, you'll get a better job.
- I'll go to university if I pass my exams.

2 2.41 Listen and mark the fall-rising (↗↘) and falling (↘) intonation on the stressed words in the sentences.

- If he doesn't call, I'll send him a message.
- You'll meet my friends if you get there early.
- If you don't listen to me, you won't understand.
- I'll make more friends in London if I speak good English.
- He'll help if we have a problem.
- If we get homework, I won't go out.

3 2.41 Listen, check and repeat.

4 Practise saying the sentences in Exercise 2 with the correct intonation.

Unit 3 Consonant to vowel linking

1 2.42 Listen and repeat.

- The school day starts at eight o'clock.
- We set off early in the morning.

2 2.43 Listen and mark the links between consonant and vowel sounds.

- We visited a big city. (1 link)
- Did you find out what happened at the party? (2 links)
- Let's look around the town after lunch. (2 links)
- Chill out! The exam isn't until Friday. (3 links)
- How do you chill out? (1 link)
- What languages are easy to pick up? (2 links)

3 2.43 Listen, check and repeat.

Unit 4 The pronunciation of C

1 2.44 Listen and repeat.

call pieces come space ocean
conditions certainly cities causes
exciting

2 2.44 Listen again and put the words from Exercise 1 in the correct place in the table.

pronounced k	pronounced s	pronounced sh

3 2.45 Listen, check and repeat.

Unit 6 Strong and weak forms of have

1 2.46 Listen and repeat.

- Have you ever been to Rome?
- Yes, I have.
- I've seen the film, but I haven't read the book.

2 2.47 Listen to the conversations. Are the forms of have strong or weak?

- A: ¹Have you ever eaten shark?
B: Shark? No, I ²haven't.
A: Well, ³I've tried it and it's delicious. What about jellyfish? ⁴Have you tried that?
B: Yes, I ⁵have.
A: I ⁶haven't tried it, but it sounds horrible!
- A: ¹I've just finished reading *The Hunger Games*. ²Have you ever read it?
B: No, I ³haven't. Are those books good?
A: Yes! ⁴Have you seen the films?
B: Yes, I ⁵have, but ⁶I've only seen the first film.



Say it right!

3 2.47 Listen, check and repeat.

4 Work with a partner. Practise the conversations in Exercise 2.

Unit 7 /ɪ/ and /i:/

1 2.48 Listen and repeat.
/ɪ/ wind city /i:/ freeze beach

2 2.49 Listen and choose.
/i/ /ɪ:/
1 it eat
2 live leave
3 hit heat
4 ship sheep
5 fill feel

3 Match the words to the correct sound.

extreme free heat give listen
six swim teach

/ɪ/ give /i:/ extreme

4 2.50 Listen, check and repeat.

Unit 8 Word stress

1 2.51 Listen and repeat.

exercise importance regularly computers
kilometres recently tomorrow vegetables

2 2.52 Listen again and match the words to the correct stress pattern.

ˈexercise	ˌimportance
-----------	-------------

3 2.52 Listen, check and repeat.

4 Add the words to the chart.

develop concentrate creative
Saturday correctly

5 2.53 Listen, check and repeat.

Unit 9 Intonation in second conditional sentences

1 2.54 Listen and repeat.

- If I was rude to the teacher, I'd get detention.
- I'd study Art if I went to a Free school.

2 2.55 Listen and mark the fall-rising (↘↗) and falling (↘) intonation on the stressed words in the sentences.

- If I was headteacher of my school, I would make the lunch breaks longer.
- If you lived in the UK, your life would be different.
- I wouldn't give any homework if I was a teacher.
- I'd go to the cinema if it was my birthday tomorrow.

3 2.55 Listen, check and repeat.

4 Practise saying the sentences in Exercise 2 with the correct intonation.



Grammar reference

Unit 1

one/ones

- We use *one/ones* to refer to a person or thing when we don't want to repeat a noun in a sentence. We use *one* in the singular and *ones* in the plural.

I like all my presents, but this one is my favourite.

A: Which birthday cards do you prefer?

B: The cheapest ones.

1 Complete the conversations with *one* or *ones*.

- A:** Which trainers would you like, green or blue?
B: I'd like the blue, please.
- A:** Which restaurant are you going to for your birthday?
B: The next to the park.
- A:** What kind of ticket do you want?
B: Which is the cheapest?
- A:** I really like playing those computer games.
B: Which?
A: Football games.
- A:** Which photos do you like best?
B: I'm not sure. Perhaps the with children and animals.
- A:** Do you want to go to the same swimming pool?
B: No, I'd like to try a different, please.

Indefinite pronouns

	People	Things	Places
+	someone everyone	something everything	somewhere everywhere
-	no one anyone	nothing anything	nowhere anywhere

- We use indefinite pronouns to refer to people, things and places in a general way.
I want to go somewhere at the weekend.
- These words are singular.
Everyone is excited about the wedding.
- We usually use an affirmative verb with *no one*, *nothing* and *nowhere*.
There's nothing to do here!
- We usually use a negative verb with *anyone*, *anything* and *anywhere*.
I haven't got anything to do today.

2 Complete the sentences with the words in the box.

anywhere Everyone nothing
Someone anything something

- I haven't got to do today.
- Helen couldn't find her keys
- called me on the phone but I don't know who.
- I'm so hungry. I've eaten all day.
- If you're bored, I can give you to do.
- is going to the park tomorrow. Why don't you come, too?

too + adjective

- We often use *too + adjective* to say something is more than we want or need.

The dog's too big to sit on that chair.

- Too* goes before the adjective.

We're too tired to walk.

- We can use *to + infinitive* after *too + adjective*.

It's too cold to swim in the lake.

(not) adjective + enough

+ My sister can take my dad's car. She's old enough to drive.

- Can you write the date on the board?
I'm not tall enough to write at the top.

- We often use *(not) adjective + enough* to say something is less than we want or need.
I'm not old enough to see that film.
- Enough* goes after the adjective.
It isn't cold enough to snow. (It isn't enough cold...)
- We can use *to + infinitive* after *(not) adjective + enough*.
It isn't warm enough to go swimming. (It isn't warm enough for going...)

3 Complete the sentences with *too + adjective* or *(not) adjective + enough*. Use the adjectives in brackets.

- The tree is to climb. (high)
- My friends are to see that film. You must be 18. (old)
- I'm to see the band from here. Can we go over there? (tall)
- This coffee is to drink at the moment. (hot)
- My team is to win this match but we'll try very hard. (good)
- The bus is to get us to school on time. We're going to be late! (slow)

Grammar reference

Unit 2

Present perfect for indefinite past time

+	I/We/You/They	have passed	the exam.
	He/She/It	has passed	
-	I/We/You/They	haven't passed	the exam?
	He/She/It	hasn't passed	
?	Have	I/we/you/they	passed
	Has	he/she/it	the exam?
+	Yes,	I/we/you/they	have.
		he/she/it	has.
-	No,	I/we/you/they	haven't.
		he/she/it	hasn't.

- We use the present perfect to talk about experiences and facts in the past when the exact time is not mentioned or important.
The school have organised a trip to Germany. I've seen some fantastic graffiti.
- We form the affirmative with subject + *have/has* + past participle.
I've bought tickets for the exhibition. She's given me some good advice.
- We form the negative with subject + *haven't/hasn't* + past participle.
Max hasn't seen the mural. They haven't asked me for help.
- Regular past participles end in *-ed*, *-d* or *-ied*.
want-wanted *believe-believed*
play-played *worry-worried*
- Many common verbs have irregular past participles.
go-gone *put-put*
see-seen *hear-heard*
- We use *be (been)* to say somebody has returned from a place or from doing an activity.
- We use *go (gone)* to say somebody has not returned from a place or from doing an activity.
He's gone shopping. (He is at the shop now.)
He's been shopping. (He has returned.)

1 Complete the sentences. Use the present perfect form of the verbs in brackets.

- I've finished ... washing the car. (finish)
- We ... so many great paintings today. (see)
- Your postcard from Tom ... (not arrive)
- You ... a letter to your aunty. (not write)
- They ... visiting the museums. (enjoy)
- She ... to Leo four times this week. (speak)

First conditional + *may/might, be able to*

Situation	Consequence
+	If I pass all my exams, my parents might buy me a present.
-	If I don't pass all my exams, my parents won't buy me a present.
Consequence	Situation
-	My parents may not buy me a present if I don't pass all my exams.
?	Will my parents buy me a present if I pass all my exams?

- We use the first conditional to talk about possible situations in the present or future and say what we think the result will be.
- We often use *if* and the present simple to describe the possible action or event.
If he doesn't email me, I won't speak to him again.
- We use *will/won't* + infinitive when we are sure of the result.
If we don't leave now, we won't catch the 8.30 bus.
- We use *may/might (not)* to show we are less sure about the consequence.
If she sees you, she might leave.
- We use *be able to* to talk about possible abilities.
I'll be able to buy it if I save the money.
- When we use *if* to start the sentence, we use a comma between the two parts.
If I see him, I'll give him the present. I'll give him the present if I see him

2 Complete the sentences with the correct form of the verb phrases in the box.

not listen careful speak quietly not remind them
tell him to call me go to the park

- If it's sunny tomorrow, we'll go to the park.
- If you see him, ... you ... ?
- You won't understand if you ...
- They might not do it if you ...
- He won't be frightened if you ...

Grammar reference

Unit 3

Present perfect with *still*, *yet*, *already* and *just*

- We often use *still*, *yet*, *already* and *just* with the present perfect.
Jack's already been to Australia three times. I haven't had time to go shopping yet. We still haven't decided where to go on holiday. Dad's just got home and he's feeling tired.
- We use *still* with negative verbs to express that something we expected has not happened, but imagine it will happen in the future. We put *still* directly after the subject.
My uncle still hasn't telephoned.
- We use *yet* with negative verbs to emphasise that something we expected has not happened. We put *yet* after the complete verb phrase.
John hasn't arrived yet.
- We use *yet* in questions to ask about things we don't think have happened.
Have you bought the train tickets yet?
- We use *already* to explain that something happened before we expected or to emphasise it has happened. We usually put *already* between *have* and the past participle.
I've already booked our summer holiday.
- We use *just* with the present perfect to talk about very recent events and actions.
I've just heard the good news. It's fantastic!

1 Complete the sentences with *still*, *yet*, *already* or *just*.

- You **still** haven't bought me a birthday present.
- I haven't seen the *Superman* film
- Harry's broken his new computer.
- They haven't asked their parents
- I've had some juice.
- Lucy hasn't decided what she wants to do at university.

2 Complete the sentences. Use the present perfect with *still*, *yet*, *already* or *just* and the phrases in the box.

not eat have some juice start see not hear

- Do you want a drink?
No, thanks. I've **just had some juice**.
- What do you think of the news?
I don't know. I
- Do you want to watch this DVD?
Not really. I it.
- Do the children want some sweets?
No, they their dinner
- Sorry, I'm late.
It's OK. We

Present simple passive

+	This bottle	is made	of plastic	
	These toys	are made		
-	This bottle	isn't made	of plastic?	
	These toys	aren't made		
?	Is	this bottle	made	of plastic?
	Are	these toys		
Yes, it is/they are.			No, it isn't/they aren't.	

- We use the passive to describe a process. We are usually not interested in, or don't know, who does this process.
English is spoken in most shops and restaurants. Credit cards aren't accepted without ID.
- To form the present simple passive we use *is/are (not) + past participle*.
Coffee isn't grown in Europe. The streets are cleaned on Sundays.
* See page 133 for a list of irregular past participles.
- We form questions with *is/are + subject + past participle*. We put *Wh-* question words before *is/are*.
Is the main square decorated in the holidays? When are the exam results emailed to students? How many photos are uploaded a week?

3 Use a word from each box to complete the sentences. Use the present simple passive.

bananas spaghetti cakes
tea fish chocolate

drink catch cook
bake make grow

- Tea is drunk** in most countries.
- ... from cocoa beans.
- ... in an oven.
- ... in rivers and at sea.
- ... in Jamaica.
- ... in boiling water.

4 Rewrite the sentences using the present simple passive.

- They clean the windows every month.
The windows are cleaned every month
- They don't update their blog every day.
- People take a lot of photos on mobile phones.
- The hotel serves breakfast from 7–10 am.
- Do they give students a certificate at the end of the year?
- People ask a lot of questions in my class.

Grammar reference

Unit 4

will, might/may

+	I/He/She/It/We/You/They	might/may	help.
-		might not/may not	
?	Might/May	I/he/she/it/we/you/they	help?
+	Yes,		might/may.
-	No,	I/he/she/it/we/you/they	might not/may not.

- We can use *will* and *might/may* to give our opinions about the future.
When she gets here, she'll want to speak to you. I might travel round the world next year. She may go to India next year.
- We use *will* and *won't* to show we are sure about the future.
We'll go to the party later. She won't text you because she's angry with you.
- We use *might/may* and *might not/may not* to show we are not sure about the future.
I might go to the party later. (I'm not sure.) She may not call you if she's busy.
- We use an infinitive without *to* after *will* and *might/may*.
He'll to go shopping. He may to go out later.

1 Complete the conversations with *might (not)/ may (not)* or *will* and the ideas in brackets.

- A: What are you doing this weekend?
B: I'm not sure. I **might stay in** (stay in)
- A: Where are you going to meet Megan?
B: We haven't decided. We (at the park)
- A: I hope she gets the tickets.
B: Relax. The stadium is really big – the tickets (not sell out)
- A: I've bought Harry a birthday present.
B: I'm sure he (love it)
- A: When is Paula going to see Ethan?
B: I think (on Thursday)

Adverbs of possibility

- We often use adverbs after *will* and *might* to emphasise our feelings about the future.
- We often use *definitely* and *certainly* with *will* to emphasise we are sure about a future event or action.
I'll definitely have a look at the website this evening. They certainly won't win the match against Liverpool.
- We often use *probably* with *will* to emphasise we are not completely sure about a future action or event.
Natalie will probably be interested in this.

2 Choose the correct words.

- I'll **probably** / certainly buy the red one, but I'm going to think about it.
- She'll **definitely** / probably be late. She always is!
- We **definitely will** / 'll definitely do it.
- They **will probably** / certainly will need some help.
- He **probably** / definitely won't know, but ask!
- Computers **will certainly** / definitely will take over the world – the question is when!

be going to/will/Present continuous

	I	'm		
+	He/She/It	's		
	We/You/They	're		tell him.
	I	'm not		
-	He/She/It	isn't	going to	
	We/You/They	aren't		
	Am	I		
?	Is	he/she/it		tell him?
	Are	we/you/they		

- We use *be going to* to talk about future actions we intend to do.
After we finish school, I'm going to go to work. My grandparents are going to stay with us at the weekend.
- We use *will* to talk about predictions in the future.
She won't find it – she always gets lost! They'll be late for the party. They always are.
- We use the present continuous to talk about future arrangements when they have a fixed date.
They're getting married this summer. She isn't coming to the party.

3 Choose the correct form to complete the conversation.

- A: What time ¹ **are you catching** / will you catch the bus to London?
B: Eleven o'clock – so I ² **will leave** / 'm leaving in ten minutes. I ³ **will** / 'm going to meet Alex at the bus station.
- A: What ⁴ **are you going to** / will you do in London?
B: Well, I think the weather ⁵ **will be** / is being nice so we ⁶ **will** / 're going to take a boat ride along the Thames. Then we've got tickets for a walking tour so we're ⁷ **going to meet** / meeting our guide at one o'clock in Trafalgar Square.
- A: That sounds like fun. Have a great time.

Grammar reference

Unit 6

Present perfect with *for* and *since*

- We use *for* and *since* with the present perfect to say how long something has been true.
I've lived here since I was seven.
She hasn't gone climbing for three years.
- We use *for* with periods of time.
My parents have been married for twenty-one years.
- We use *since* with a reference to a specific time.
I've known her since 2009.
Emma and Anna haven't spoken since the party.

1 Complete the table with the words in the box.

three weeks Monday 2008 a long time
two hours last December this morning
months twelve weeks

for	since
three weeks	

Present perfect and past simple

- We use the past simple when the moment in which something happened has ended. When it happened isn't always mentioned, usually because it is clear.
I went to Liverpool in June. (It's now July.)
- We use the present perfect when something started or happened in the past and continues to be true. We can say how long something has been true, but not when it started.
I've been to Liverpool. (When isn't specified, but continues to be true.)
They've begun the exam. (The exam hasn't finished.)

2 Complete the conversation. Use the present perfect or the past simple form of the verbs in brackets.

Mum: Sam, ¹ have you seen (you/see) Julia?
Sam: No, I ² ... (not see) her since last night. We ³ ... (watch) TV but she was tired, so she ⁴ ... (go) to bed. Why?
Mum: She isn't here and she ⁵ ... (go) to school. Her teacher ⁶ ... (just call).
Sam: I don't know. ⁷ ... (you ask) Dad?
Mum: I rang the office, but he ⁸ ... (still not reply) to my message.
Julia: Hi!
Mum: Julia! Where ⁹ ... (you be)?
Julia: Sorry, Mum. I ¹⁰ ... (not feel) very well, so I ¹¹ ... (go) to the doctor.

Present perfect with *ever/never*

?	Have	I/we/you/they	ever	seen	the film?
	Has	he/she/it			the film?
+	I/We/You/They	have	never		the film.
	He/She/It	has			the film.

- We often use *ever* in present perfect questions when the exact time isn't important.
Has she ever had piano lessons?
Have you every broken your arm or leg?
- We often use *never* to say not at any time when answering these questions.
He's never met anybody famous.
I've never lived in another city. I've only ever lived here.

3 Look at the table. Write present perfect questions with *ever*. Then write the correct answers.

	Charlotte	Aiden and Milo	You
climb a mountain	1 ✓	5 ✗	9 ?
win a prize	2 ✗	6 ✓	10 ?
go to a music festival	3 ✗	7 ✓	11 ?
make a cake	4 ✓	8 ✗	12 ?

1 *Has Charlotte ever climbed a mountain? Yes, she has.*

4 Complete the conversation. Use the present perfect form of the verbs in brackets.

A: ¹ Have you heard (hear) the new Kaiser Chiefs CD?
B: No, I ² ... I prefer pop music.
A: Oh! What bands ³ ... you ... (see) in concert?
B: I ⁴ ... (never see) a band in concert. I don't like loud noise and lots of people.
A: I love it! I ⁵ ... (be) to lots of concerts. ⁶ ... you ... (ever be) to the small concerts in town?
B: No, I ⁷ ...
A: I ⁸ ... (buy) two tickets to see a new band this weekend. Do you want to come?
B: Maybe. I ⁹ ... (not finish) my homework and my mum ¹⁰ ... (ask) me to help her too.
A: Come on!
B: OK!

Grammar reference

Unit 7

Past simple passive

+	The rubbish was	thrown away.
	The old chairs were	
-	The rubbish wasn't	
	The old chairs weren't	
?	Was the rubbish	thrown away?
	Were the old chairs	
Yes, it was/they were.		No, it wasn't/they weren't.

- We use the past simple passive to describe processes in the past.
Last year, a trip to Italy was organised at the end of term.
The competition winners were given books.
- To form the past simple passive we use *was/were (not) + past participle*.
The first Disney film was made in 1937.
Some of us weren't invited to the party.
- To form questions we use *was/were + subject + past participle*. We put *Wh-* question words before *was/were*.
Were the instructions written in English?
How much money was taken from her bag?
In which country was the telephone invented?

Passive + by

- We use *by* with the passive to show who or what was responsible for the actions.
A lot of houses were destroyed by the fire.
Who was the song Tell me a lie recorded by? I think it was (recorded by) One Direction.

1 Complete the text with the past passive form of the verbs in brackets. Use *by* when necessary.

Modern text messages, or SMS, ¹ *were invented* (invent) in 1992. Early messages ² (not write) on a mobile phone, they could only be sent from a computer to a phone. In 1993, the first mobile-to-mobile SMS service ³ (introduce) in Sweden. It wasn't immediately popular, but by 2011, an average of 19.9 billion texts ⁴ (send) people every day. In the same year, SMS messages ⁵ (replace) chat apps, such as WhatsApp. They ⁶ (use) to send 19 billion texts a day. Experts think this number is going to double in the next two years.

Past simple vs. past continuous

- We use the past continuous to talk about actions in progress at a certain time in the past.
At lunchtime, it was raining.
- We form affirmative sentences with *subject + was/were + verb + -ing*.
He was crying.
We weren't listening.
- We form the negative with *was/were + not (n't) + verb + -ing*. *Not* is usually contracted.
They weren't helping to tidy.

2 Complete the text. Use the past simple or the past continuous form of the verbs in brackets.

When I woke up, it ¹ *was raining* (rain). I ² (walk) to the bathroom, but my brother ³ (have) a shower. I ⁴ (tell) him to be quick and then I ⁵ (go) to the kitchen. Dad ⁶ (read) the newspaper, and Mum ⁷ (listen) to the news. ' ⁸ (you sleep) well?' asked Dad. 'No,' I said, 'I ⁹ (have) a very strange dream about a horse in my English class!'

Grammar reference

Unit 8

should

+	I/You/He/She/It/ We/You/They	should	help.
-	I/You/He/She/It/ We/You/They	shouldn't	
?	Should		help?
+	Yes,	I/you/he/she/it/we/you/they	should.
-	No,		shouldn't.

- We use *should* to say what we think is a good idea, or important to do.
You should organise a party for your birthday.
They should ask the teacher.
- Should* is the same in all forms.
- We use an infinitive without *to* after *should*.
John should to get more sleep.

1 Complete the sentences with the correct form of *should* and the verbs in the box.

invite try not play listen wear not talk

- You *should try* harder – you can do it!
- She her music loudly.
- What I to the party?
- They in here – it's a library.
- we Leo to the cinema with us?
- He to the teacher in class.

must

+	I/You/He/She/It/ We/You/They	must	go.
-		mustn't	
?	Must		go?
+	Yes,	I/you/he/she/it/we/you/they	must.
-	No,		mustn't.

- We use *must* to say what we think is necessary to do.
You must listen to this song. It's fantastic!
- We use *mustn't* to say what we think is necessary not to do.
We mustn't forget to buy her a present.
- Must* is the same in all forms.
- We use the infinitive without *to* after *must*.
You must remember that story. (You must to remember that story.)

2 Choose the correct words.

- You *should* / *mustn't* forget to call me tonight.
- Students *should* / *mustn't* run in the corridors.
- You *must* / *shouldn't* stay up so late – you're tired today.
- I think they *must* / *should* relax more.
- We *shouldn't* / *mustn't* be noisy in the library.

have to/don't have to

+	I/We/You/They	have to	practise.
	He/She/It	has to	
-	I/We/You/They	don't have to	
	He/She/It	doesn't have to	
?	Do	I/we/you/they	have to practise.
	Does	he/she/it	
+	Yes,	I/we/you/they	do.
		he/she/it	does.
-	No,	I/we/you/they	don't.
		he/she/it	doesn't.

- We use *have to* to say what is necessary to do.
You have to answer all the questions in the exam.
Toby has to look after his sister this afternoon.
- We use *don't have to* to say what isn't necessary to do, but is an option or a choice.
I don't have to help you with the homework.
Elsie doesn't have to get up early tomorrow.
- Question words go at the beginning of the question.
How much homework do you have to do?
When do we have to make a decision?

3 Complete the sentences with the correct form of *have to*.

- You *don't have to* phone. You can email for information.
- At my school, we play hockey, but there is a school team.
- Doctors study for seven or eight years.
- Why she do the exam again?
- we bring our instruments with us?

4 Complete the sentences with *don't have to*, *doesn't have to* or *mustn't*.

- He *doesn't have to* get up early tomorrow.
- He eat in here – it isn't allowed.
- I give this to the teacher until Friday.
- She use those scissors – they're dangerous.
- You forget to feed the cat.

Grammar reference

Unit 9

Second conditional – affirmative and negative

Imaginary situation	Possible consequence
(if + past simple)	(would + infinitive)
+ If you woke up earlier,	you would arrive on time.
- If she didn't talk in class,	she wouldn't get detention.
Consequence	Situation
(would + infinitive)	(if + past simple)
+ You would arrive on time	if you woke up earlier.
- She wouldn't get detention	if she didn't talk in class.

- We use second conditional sentences to talk about imaginary situations and the possible consequences. Both parts can be affirmative or negative.
We'd live in a bigger house if we had more money. If he didn't work so hard, he wouldn't be so tired.
- We use *if* + past simple (affirmative or negative) to describe the imaginary situation.
If I didn't have a dog, I'd like to have a cat.
- We use *would (not)* + infinitive to express an imaginary result we are sure of. When *would* is affirmative, we usually contract it 'd. The negative is usually *wouldn't*.
If she didn't like you, she wouldn't send you texts. They'd get better grades if they studied.
- We can use *was* or *were* in the *if* part of the sentence with *I, he/she* and *it*.
I'd be quiet and not say anything if I were/was you. If my sister wasn't/weren't at university, I'd still have to share a bedroom.
- When we use *if* to start the sentence, use a comma between the two parts.
If I had more money, I'd buy a new mobile.

1 Match the sentence halves.

- | | |
|-----------------------------------|-------|
| 1 If he went to India, | ...e. |
| 2 She would love to see you | .... |
| 3 There would be less pollution | .... |
| 4 If I was a teacher, | .... |
| 5 You wouldn't believe me | .... |
| 6 If he joined the football team, | .... |
- a if people didn't use their cars every day.
b he'd make lots of friends.
c if you had time to come.
d if I told you.
e he'd visit Bombay.
f I wouldn't give any homework.

2 Complete the second conditional sentences. Use the correct form of the verbs in brackets.

- If I *had* (have) time, I *d learn* (learn) to play the guitar.
- She (not be) late for school if she (get up) earlier.
- If they (know) the answer, they (tell) you.
- Mr Jones (help) you if you (ask) him nicely.
- If I (meet) Will Smith, I (ask) for his autograph.
- Our English (get) better if we (move) to New York.

Second conditional – questions

Imaginary situation	Possible consequence
(if + past simple)	(would + infinitive)
If I helped you with your homework,	would you lend me your MP3 player?
Would your dad take us to the concert	if you asked him?

- We form questions using *if* + past simple, *would(n't)* + subject + verb.
If I told you a secret, would you promise not to tell? If I didn't reply to your messages, wouldn't you get angry? Wouldn't life be better if we had a five-day weekend?

3 Complete the questions with *would* and the correct form of the verbs in the box.

catch go say can have need

- If you *had* a dog, what *would* you call it?
- If you didn't feel ill, where you today?
- What time we arrive if we the earlier train?
- If you be a character from a film, who you be?
- If he asked you to go out, you yes?
- Who you ask if you to borrow some money?

4 Write second conditional questions with the prompts.

- we / share a bedroom / how often / we / argue?
If we shared a bedroom, how often would we argue?
- they / like / it / I / stop / speaking to them?
- What / his parents / say / they / know?
- you / can / have a super power / what / it / be?
- you / live in England / come home / often?
- you / be / me / what / you / do?



Jog your memory!

1 Cover the rest of the page. How many free time activities and adjectives of feeling can you remember?

Free time activities (page 5)

draw pictures	read books or magazines
have a party	spend time with your family
meet friends	take photos
play an instrument	use the Internet
play computer games	watch films

1 Look at the words in the box. Write the words in order of your favourite to your least favourite.

2 Compare your list with your partner. Do you enjoy doing the same kinds of things?

Adjectives of feeling (page 8)

afraid	bored	excited	surprised
upset	angry	embarrassed	interested
tired			

1 Look at the words in the box. Write them in the correct column.

<i>excited</i>		

2 Choose one of the words but don't tell your partner. Mime the word. Can your partner guess what words it is?



Explore expressions with *have*

(page 6)

a good time	a rest	a meal
a shower	a problem	a party

1 Which verb goes with the words in the box?

2 Add the following words to the correct column.

sure	housework	a party	a bed	fun
homework	a favour	a cake	a swim	
a suggestion	shopping			

make	do	have
<i>sure</i>	<i>housework</i>	<i>a party</i>



Explore making nouns from verbs (page 11)

1 Look at these verbs. Write the noun.

have a party	..	<i>having a party</i>	..
meet friend	....	take photos	....
play an instrument	....	use the Internet	....
play joke	....	watch films	....
read books	....	

2 Make nouns from verbs and write true and false sentences for you.

I think meeting friends is boring.

3 Work with a partner. Guess which of your partner's sentences are true and false.



Study tip

Try to use your new vocabulary as soon as you can. This will help you to learn the new words and it will also help improve both your writing and speaking.





Vocabulary Bank



Jog your memory!

1 Cover the rest of the page. How many communication words can you remember?



Communication (page 17)

blog post	phone call
chatting	Skype™
email	text message
social media post	Tweet
forum	

1 Look at the words in the box. Where can you ...

- see pictures and information about your friends?
- see and talk to someone?
- only use 140 characters to say what you want?
- read about someone's thoughts, opinions or experiences?
- talk about a subject with other people online?

Communication verbs (page 20)

argue	gossip
boast	joke
complain	shout
criticise	whisper

1 Look at the words in the box. Write sentences about each verb.

I often argue with my sister.

2 Work with a partner. Read your sentences but don't say the verb. Your partner guesses the verb.

You should ... in the library. (whisper)



Explore communication collocations (page 18)

digital
face-
social
status
virtual

friends
generation
network sites
to-face
update

1 Look at the words in the boxes. Match them to make collocations.

digital generation

2 Look at the text on page 18. Can you complete three more collocations?

- ... media
- online ...
- ... forum



Explore phrasal verbs (page 23)

go up
get by
keep on
come into use
turn into

1 Look at the phrasal verbs in the box. Work with a partner and write an example sentence for each one.

2 Check your answers on page 23. Correct any sentences that are wrong.



Study tip

Sort words in your vocabulary book by collocations.



Vocabulary Bank



Jog your memory!

- 1 Cover the rest of the page. How many expressions with **go** and phrasal verbs can you remember?



Expressions with **go** (page 31)

a guided tour	sailing
a safari	skiing
a school exchange	summer camp
a theme park	trekking
climbing	

- 1 Look at the words and phrases in the box. Match them with the correct heading.

go	go on	go to

- 2 Compare your list with your partner. Talk about which of the activities you like doing or have done.

I go on a summer camp every year. I really enjoy it. We went trekking in the mountains last year.

Phrasal verbs (page 34)

chill	back
come	off
find	out
look	out
pick	round
set	up

- 1 Turn to page 34. Look at the phrasal verbs for one minute.
- 2 Can you remember them all? Match the words in the box to make phrasal verbs.



Explore interesting adjectives (page 37)

important	spectacular
amazing	popular
striking	

- 1 Look again at page 37. What additional adjective is used to describe the tattoos?
- 2 Write a sentence to show the meaning of each adjective.
I have got some really important exams next week.

amaze (v) amazing (adj)
amazingly (adv)



Study tip

Write other forms of words in your vocabulary notebook to help extend your vocabulary.



Vocabulary Bank

UNIT
4



Jog your memory!

- 1 Cover the rest of the page. How many words to describe space, the Earth and energy issues can you remember?



Space and Earth (page 43)

atmosphere	planet
climate	space
Earth	sunrise
the Moon	sunset
ocean	the universe

- 1 Look at the words in the box. Choose a word. Don't tell your partner. Describe the word. Can your partner guess what it is?
You can see this in the morning.

Energy issues (page 46)

consume
leave on standby
reduce
save energy
switch off
turn down
waste

- 1 Turn to page 46. Look at the definitions again.
- 2 Can you remember them all? Give examples of what you do to save energy in your house.
I never leave the TV on standby.



Explore phrasal verbs (page 49)

bring	<u>down</u>	knock	....
cut	....	put	....
keep	....	

- 1 Look at the verbs in the box. Write *down*, *on* or *up* to make a phrasal verb.
- 2 Check your answers on page 49. Can you think of an example sentence for each phrasal verb?
When they brought down the price of the laptop, I had enough money to buy it.

consume (verb) [T]
/kən'sju:m/
to use fuel, energy or time, especially in large amounts



Study tip

Use a dictionary to check how words are spelt, the pronunciation and the type of word it is.

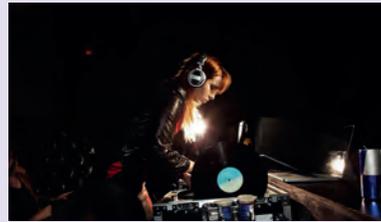


Vocabulary Bank



Jog your memory!

- 1 Cover the rest of the page. How many words to describe art, the media and instruments can you remember?



Art and media (page 61)

busker	journalist
concert	newspaper
DJ	painting
exhibition	radio
gallery	sculpture
graffiti	

- 1 Look at the words in the box. Choose a word. Don't tell your partner. Describe the word. Can your partner guess what it is?
You can hear a band play here.

Instruments (page 64)

banjo	flute	piano	violin
cello	guitar	recorder	trumpet
clarinet	keyboards	saxophone	tambourine
drums	mouth organ		

- 1 Look at the words in the box. Match them to the correct musical family. Which instrument doesn't fit into any family?

wind	string	percussion

- 2 Talk to your partner about instruments you play or have tried. Which is your favourite?



Explore collocations (page 62)

good at	post online
make money	take photos
passionate about	work hard

- 1 Look at the words in the box. Match them to the correct collocation pattern.

adjective + preposition	verb + noun	verb + adverb
<i>good at</i>		

- 2 Can you add three more words to the chart that collocate with any of the adjectives, prepositions, verbs or nouns?



Explore phrasal verbs with up (page 67)

dress up	pick up	tidy up
light up	set up	show up

- 1 Look at the words in the box. Write an example sentence for three of the phrasal verbs.

My mum always asks me to tidy up my bedroom.

- 2 Look at the verbs below. Which verb doesn't go with *up* to make a phrasal verb? Can you work out what the preposition is? Use a dictionary to check the meanings.

look	fall	give
set	add	catch
get	turn	grow



Study tip

Write phrasal verbs in sets.



Jog your memory!

- 1 Cover the rest of the page. How many words to describe extreme weather and survival essentials can you remember?

Extreme weather (page 73)

boiling	heavy rain
freezing	high winds
hail	snowstorm
heatwave	thunder and lightning

- 1 Look at the words in the box. Write sentences about when you have experienced these weather conditions.
I went on holiday to Spain last year. It was boiling.
- 2 Work with a partner. Talk about your sentences. Where were you and what was the weather like?

Survival essentials (page 76)

sun cream	map	first aid kit
water bottle	sleeping bag	camera
sunglasses	penknife	glasses
compass	torch	contact lenses

- 1 Look at the words in the box. What do you pack when you go on holiday?
- 2 Add three more items that you usually pack to the list.



Explore prepositional phrases (page 79)

a ship	the Internet	the planet
both directions	the island	

- 1 Look at the words in the box. Write the words in the correct column.

in	on
	a ship

- 2 Add these words to the correct column.

October	South Africa	the middle
television	total	Earth

hail - granizar



Study tip

Keep a record of all your new words. You can write a translation or a definition in your vocabulary notebook or on cards.





Vocabulary Bank



UNIT
8



Jog your memory!

- 1 Cover the rest of the page. How many words to describe priorities and healthy habits can you remember?



Priorities (page 87)

chat with
do
do
get
hang out
have time
help

around the house
for yourself
enough sleep
friends online
something creative
sports
with friends

- 1 Turn to page 87. Look at the words for two minutes.
- 2 Can you remember them all? Match the words in the box to make expressions.



Explore verb + noun collocations (page 88)

catch a cold have a snack
concentrate in your lessons surf the Internet
get more sleep watch TV

- 1 Look at the words in the box. Talk to your partner about when you do these activities or when they happen.
I always catch a cold in the winter.
- 2 Match the collocations from the text on page 88. Which collocation is a verb + adjective?

get out
catch up
get
feel

relaxed
a good night's sleep
of bed
on sleep

Healthy habits (page 90)

exercise regularly eat fruit and vegetables
drink water brush your teeth
cook fresh food have a hobby
be organised take a break

- 1 Look at the words in the box. Which things do you do regularly or not at all?
- 2 Talk to your partner. Discuss how you could be healthier.



Explore prepositions (page 93)

between near over
in front of of until

- 1 Look at the words in the box. Write true and false sentences for you using the prepositions.
My house is near a river.
- 2 Work with a partner. Say your sentences and guess which sentences are true and which are false.

catch a cold (verb + noun)
feel relaxed (verb + adjective)



Study tip

Write collocations together and make a note of the form.



Vocabulary Bank

UNIT
9



Jog your memory!

- 1 Cover the rest of the page. How many words to describe clothes and fashion can you remember?

Adjectives for clothes (page 99)

baggy	fashionable	patterned	smart
casual	old-fashioned	plain	tight

- 1 Look at the words in the box. Match the opposite adjectives.
baggy/tight
- 2 Can you add three more adjectives for clothes to the list?

-ed and -ing adjectives (page 102)

bored / boring	excited / exciting
embarrassed / embarrassing	tired / tiring
interested / interesting	worried / worrying

- 1 Look at the words in the box. Write six sentences. Use three *-ing* adjectives and three *-ed* adjectives.
That film was really boring. I was excited about the holidays.



Explore prepositional phrases (page 105)

... first
... the same time
go ... sale
keep ... touch
post ... social media
talk ... the phone

- 1 Look at the words in the box. Write the correct preposition (*at, in or on*) to make prepositional phrases.
- 2 Write four sentences about yourself using the prepositional phrases.
I always keep in touch with my friends by text message.



Study tip

Listen to music and watch films to help you learn new vocabulary. Remember to write new words in your vocabulary notebook.



Project 1

An unusual hobby poster



PARKOUR



take to the streets!

WHAT IS IT?

Parkour comes from military training and involves running, jumping and climbing over obstacles outdoors. It can also involve moving on your hands and feet like a cat. It is a non-competitive activity which started in France in the 1980s and became popular through documentaries, films like *Casino Royale* (a James Bond movie) and TV advertisements. People who do the sport are called *traceurs* (for boys) or *traceuses* (for girls).

WHAT DO YOU NEED?

Nothing! You don't have to use any special equipment. *Traceurs* usually wear casual, sporty clothes like T-shirts, tracksuit bottoms and running shoes.

WHERE CAN YOU DO IT?

The best thing about parkour is that you can do it anywhere! *Traceurs* use urban and rural areas in places like parks, playgrounds, gyms and offices.

HOW CAN YOU DO IT?

Start by following the steps below:

1. Find somewhere safe like a park or a garden.
2. Practise running and jumping to help improve your balance.
3. Then try to jump backwards or do cartwheels (when you stand on your hands and land on your feet).
4. Finally, try to do this from a small height and land on the ground. And this is parkour!



Look

1 Read the poster. Answer the following questions.

- 1 Which actions does parkour involve?
- 2 When and where did it start?
- 3 How did it become popular?
- 4 What do *traceurs* wear?
- 5 Where can you do it?
- 6 Name two parkour movements from the text.

Prepare

2 Work in groups of three or four. Choose an unusual hobby that is popular with teenagers in your country. Use the Internet, books or magazines to find information about it. Find out about ...

- where it comes from.
- where you can do it.
- what you need.
- how to do it.

3 Find photos or draw pictures of the activity. Make a poster with the photos and the information about it.

Present

4 In your groups present your poster to the rest of the class. Then ask them questions about the hobby. Can they remember all the important facts?



Project 2

A magazine article

NAME: Serena Williams
NATIONALITY: American
DATE OF BIRTH: 26th September 1981
STAR SIGN: Libra
PROFESSION: Tennis player

CELEBRITY SUPERSTITIONS

SERENA WILLIAMS' SPORTING SUPERSTITIONS



1

Serena is a famous American tennis player who has won many titles including Wimbledon, the French Open and the US Open. She has also been Olympic Singles and Doubles Champion. Serena is famous for being very competitive.

2

Serena believes following special routines is the secret of her success. So she always:

- brings her shower sandals to the court.
- ties her shoelaces in a special way.
- bounces the ball five times before her first serve and two before the second.
- wears the same pair of socks for a whole tournament.

3

Serena is always going to repeat this procedure to guarantee victory. She believes that she has lost matches because she has not followed those routines correctly.

4

It is difficult to know how much this belief affects her performance on court – maybe there is some truth to this. After all, she is the most successful female tennis player of all time. For all the tennis players reading this, now you know what to do to improve your game. How many times you choose to bounce the ball is up to you!

Look

1 Read the text. Then cover the text and try to remember four things that Serena does to win the match. Compare your ideas with a partner.

2 Match the headings with the paragraphs.

- a Why she follows the superstition
- b Conclusion
- c Background information
- d What the superstition is

Prepare

3 Work in groups of three or four. Choose a famous celebrity. Use the Internet, books or magazines to find information about him/her. Find out about ...

- his/her career.
- any superstitions he/she has.
- what he/she has won.

Present

4 Display the magazine article on the wall in your classroom. Ask your classmates to read it. Have a class vote to choose the strangest celebrity superstition.



Project 3

An information leaflet

GREEN JEWELLERY

2

Lego is a company that makes small, plastic building blocks for children. They put the pieces together to make cars, aeroplanes, houses and cities. Well, this necklace was made with plastic Lego pieces. In the past they were used for making Lego houses, boats, planes and castles. Now you can wear them on your body as jewellery like earrings, necklaces and bracelets.

3

Jewellery is usually made from metal that is mined from the earth and this damages the environment. However, this jewellery is made with plastic from children's old toys. Plastic has a long life so if you don't reuse it, it will stay on a rubbish dump for the next four hundred years!

1

This is a piece of recycled jewellery that your friends won't have. It is called a necklace and you wear it round your neck. It comes in different sizes and colours so you can pick your favourite one.



4

You don't have to spend money to be fashionable. Why not try to make some jewellery at home? Use old toys, household objects and some elastic. Be creative and you can make your own designs for much less money.



Look

1 Match the words in the box with the pictures.

bracelet earring jewellery necklace



2 Read the text. Match the questions with the paragraphs.

- a What can you make?
- b What is it made of?
- c Why is it the best 'green' product?
- d What is it?

Prepare

- 3** Work in groups of three or four. Use the Internet to find examples of recycled products based on things you can find in your home. Choose your favourite one and make notes about it. Use the questions in Exercise 2 to help you.
- 4** Make an information leaflet on your favourite recycled product. Use photos or draw a picture of the product and the information in Exercise 3. Then think of a title which relates to the product and its use.

Present

- 5** Display the leaflet on the wall in your classroom. Ask your classmates to read it. Then test their memory using the questions in Exercise 2. Have a class vote to choose the best 'green' product.

Irregular verbs

infinitive

past simple

past participle

be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
get	got	got
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
keep	kept	kept
know	knew	known
learn	learnt/learned	learnt/learned
leave	left	left
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
run	ran	run
say	said	said
see	saw	seen
send	sent	sent
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
wear	wore	worn
win	won	won
write	wrote	written

Phonemic symbols

consonants

vowels

/p/	pencil	/i:/	see
/b/	bag	/ɪ/	sit
/t/	town	/ʊ/	book
/d/	day	/u:/	zoo
/tʃ/	cheese	/e/	pen
/dʒ/	juice	/ə/	teacher
/k/	cake	/ɜ:/	bird
/g/	get	/ɔ:/	boring
/f/	food	/æ/	that
/v/	very	/ʌ/	run
/θ/	Thursday	/ɑ:/	car
/ð/	that	/ɒ/	lost
/s/	speak		
/z/	zebra		
/ʃ/	shoe		
/z/	usually		
/m/	mum	/eɪ/	say
/n/	name	/ɪə/	hear
/ŋ/	sing	/ʊə/	pure
/h/	house	/ɔɪ/	enjoy
/l/	like	/əʊ/	know
/r/	red	/eə/	chair
/w/	water	/aɪ/	buy
/j/	you	/aʊ/	now

diphthongs

Wordlist

English	Transcription	Kazakh	Russian
accessories (n.)	/əkˈsesəriz/	аксессуарлар	аксессуары
act (v.)	/ækt/	ойнау	играть (в пьесе или в фильме)
add up (ph.v.)	/æd ʌp/	санау	подсчитывать, складывать
afraid of (adj.)	/əˈfreɪd əv/	бір нәрседен қорқу	бояться чего-либо
airless (adj.)	/ˈeələs/	қапырық	душный
amazing (adj.)	/əˈmeɪzɪŋ/	таңғажайып	удивительный, изумительный
ancient (adj.)	/ˈeɪnʃənt/	көне	древний
angry (adj.)	/ˈæŋɡri/	ашулы	сердитый
argue (v.)	/ˈɑːɡjuː/	айтысу	спорить
at first	/ət ˈfɜːst/	алдымен	сначала
at the same time	/ət ðə seɪm taɪm/	сол сәтте	в то же время
atmosphere (n.)	/ˈætməsfɪə/	атмосфера	атмосфера
available (adj.)	/əˈveɪləbl/	қолжетімді	доступный
bad (adj.)	/bæd/	жаман	плохой
baggy (adj.)	/ˈbæɡi/	қолпылдақ	мешковатый
bangs (n.)	/bæŋz/	кекіл	чёлка
banjo (n.)	/ˈbændʒəʊ/	банджо	банджо
be on time	/bi ɒn taɪm/	уақытымен келу	прийти вовремя
be organised	/bi ˈɔːɡənaɪzd/	ұйымдастырылған болу	быть организованным
beak (n.)	/biːk/	тұмсық	клюв
beef (n.)	/biːf/	сыйр еті	говядина
beside (prep.)	/biˈsaɪd/	жанында, қасында	рядом с чем-либо
between (prep.)	/biˈtwiːn/	арасында	между
bird (n.)	/bɜːd/	құс	птица
blog post	/ˈblɒɡ ˌpəʊst/	блогтағы жазу	запись в блоге
boarding school	/ˈbɔːdɪŋ ˌskuːl/	мектеп-интернат	школа-интернат
boast (v.)	/bəʊst/	мақтану	хвастаться, хвалиться
boiling (adj.)	/ˈbɔɪlɪŋ/	өте ыстық, қайнап тұрған	очень жаркий
boldly (adv.)	/ˈbɔːldli/	батыл	смело
bored (adj.)	/bɔːrd/	зеріккен, іші пысқан	скучающий
boring (adj.)	/ˈbɔːrɪŋ/	қызықсыз	скучный, наводящий скуку
both directions	/bəʊθ ˈdaɪˈrekʃənz/	екі бағытта	(в) оба направления
brave (adj.)	/breɪv/	батыл, ержүрек	смелый
brick (n.)	/brɪk/	кірпіш	кирпич
bride (n.)	/braɪd/	қалыңдық	невеста
bring down (ph.v.)	/brɪŋ daʊn/	азайту	уменьшать
brush your teeth	/brʌʃ jɔː tiːθ/	тіс тазалау	чистить зубы
bullying (n.)	/ˈbʊlɪŋ/	үрейлендіру	запугивание, издевательство над слабыми
busker (n.)	/ˈbʌskə/	көшедегі музыкант	уличный музыкант
camera (n.)	/ˈkæmrə/	фотоаппарат	фотоаппарат
candle (n.)	/ˈkændl/	майшам	свеча
casual (adj.)	/ˈkæʒjuəl/	күнделікті	повседневный
catch a cold	/kæʃ ə kəʊld/	суық тигізіп алу	простудиться
catch up (ph.v.)	/kæʃ ʌp/	қуып жету	догнать кого-либо, восполнить пробелы в чем-либо
catch up on sleep	/kæʃ ʌp ɒn sliːp/	ұйқы қандыру	отоспаться, восполнить недосыпание
cello (n.)	/ˈtʃeləʊ/	виолончель	виолончель

English	Transcription	Kazakh	Russian
cement (n.)	/sɪˈment/	цемент	цемент
chat (n.)	/tʃæt/	әңгіме	беседа, болтовня
chat with friends online	/tʃæt wið frendz ˌɒn ˈlaɪn/	достармен ғаламтор арқылы әңгімелесу	болтать, беседовать с друзьями в интернете
cheat in a test	/tʃiːt ɪn ə test/	тестте, бақылау жұмысында кешіріп жазу	списывать на тесте, контрольной работе
chill out (ph.v.)	/tʃɪl aʊt/	босаңсу	расслабляться
clarinet (n.)	/ˌklærɪˈnet/	кларнет	кларнет
climate (n.)	/ˈklaɪmət/	климат	климат
clown (n.)	/klaʊn/	клоун	клоун
cobweb (n.)	/ˈkɒbweb/	өрмекшінің торы	паутина
come back (ph.v.)	/kʌm bæk/	қайтып келу	вернуться / возвратиться
come into use	/kʌm ˈɪntu juːs/	қолданысқа ену	войти в употребление
compass (n.)	/ˈkʌmpəs/	компас, тұсбағдар	компас
competition (n.)	/ˌkɒmpəˈtɪʃən/	жарыс, сайыс	конкурс, соревнование
complain (v.)	/kəmˈpleɪn/	шағымдану	жаловаться
concentrate in lessons	/ˈkɒnsəntreɪt ɪn ˈlesənz/	сабаққа зейін қою	сосредотачиваться на уроках
concert (n.)	/ˈkɒnsət/	концерт	концерт
concert hall	/ˈkɒnsət ˌhɔːl/	концерт залы	концертный зал
conical (adj.)	/ˈkɒnikəl/	конус пішінді	конический
constantly	/ˈkɒnstəntli/	ұдайы, үнемі	постоянно
consume (v.)	/kənˈsjʊːm/	қолдану	потреблять
contact lens	/ˈkɒntækt ˌlenz/	линза	контактная линза
cook fresh food	/kʊk freʃ fuːd/	жаңа піскен тағам әзірлеу	готовить свежую еду
cotton (n.)	/ˈkɒtən/	мақта	хлопок
craftsman (n.)	/ˈkrɑːftsmən/	қолөнерші	ремесленник
crane (n.)	/kreɪn/	тырна	журавль
criticise (v.)	/ˈkrɪtɪsaɪz/	сынау	критиковать
cut down (ph.v.)	/kʌt daʊn/	кесіп алу	срезать, спилить
dancing (n.)	/ˈdɑːnsɪŋ/	би	танцы
dangerous (adj.)	/ˈdeɪndʒərəs/	қауіпті	опасный
dark (n.)	/dɑːk/	қараңғылық	темнота
digital generation	/ˈdɪdʒɪtəl ˌdʒenəˈreɪʃən/	сандық технология буыны	поколение цифровых технологий
dizzy (adj.)	/ˈdɪzi/	мең-зең болу	ошеломлённый
DJ (n.)	/dɪˈdʒeɪ/	диск-жокей	диск-жокей
do an exercise	/duː ən ˈeksəsaɪz/	жаттығу жасау	сделать упражнение
do housework	/duː ˈhaʊswɜːk/	үй жұмысын істеу	выполнять домашнюю работу
do shopping	/duː ˈʃɒpɪŋ/	сауда жасау (сатып алу)	делать покупки
do something creative	/duː ˈsʌmθɪŋ kriˈeɪtɪv/	шығармашылықпен шұғылдану	заниматься чем-то творческим
do something interesting	/duː ˈsʌmθɪŋ ˈɪntrestɪŋ/	қандай да бір қызықты іспен айналысу	заниматься чем-то интересным
do sports	/duː spɔːts/	спортпен шұғылдану	заниматься спортом
do your homework	/duː jɔː ˈhəʊmwɜːk/	үй жұмысын орындау	делать домашнюю работу
dome (n.)	/dəʊm/	күмбез	купол
download (v.)	/ˌdaʊn ˈləʊd/	жүктеу	загрузить
draw pictures	/drɔː ˈpɪktʃəz/	сурет салу	рисовать
dress up (ph.v.)	/dres ʌp/	сәндену, киіну	наряжаться (кем-либо, на карнавал и т.п.)
drink water	/drɪŋk ˈwɔːtə/	су ішу	пить воду
drop out (ph.v.)	/drɒp aʊt/	шығып кету	выбыть
drum (n.)	/drʌm/	барабан	барабан
dust (n.)	/dʌst/	шаң-тозаң	пыль
Earth (n.)	/ɜːθ/	Жер	Земля
eat vegetables	/iːt ˈvedʒtəblz/	көкөніс жеу	есть овощи

English	Transcription	Kazakh	Russian
editor (n.)	/ˈeditə/	редактор	редактор
e-mail (n.)	/ˈiːmeɪl/	электронды хат	электронное письмо
embarrassed about	/ɪmˈbærəst əˈbaʊt/	бір-нәрсеге ұялған	смущенный <i>чем-либо</i>
embarrassing (adj.)	/ɪmˈbærəsɪŋ/	қиын, қысылшаң	1. смущающий 2. затруднительный
encourage (v.)	/ɪnˈkʌrɪdʒ/	ынталандыру	поощрять, одобрять
enmbarrassed (adj.)	/ɪmˈbærəst/	ұялған, қысылған	смущенный
event (n.)	/ɪˈvent/	оқиға	событие
excited (adj.)	/ɪkˈsaɪtɪd/	толқыған	возбуждённый; радостно взволнованный
excited about	/ɪkˈsaɪtɪd əˈbaʊt/	толқыған	радостно взволнованный <i>чем-либо</i>
exciting (adj.)	/ɪkˈsaɪtɪŋ/	тартымды	волнующий, захватывающий, увлекательный
exercise regularly	/ˈeksəsaɪz ˈregjələli/	үнемі дене жаттығуларын жасау	регулярно делать физические упражнения
exhibition (n.)	/ˌeksɪˈbɪʃən/	көрме	выставка
explanation (n.)	/ˌekspləˈneɪʃən/	түсініктеме	объяснение
exploration (n.)	/ˌekspləˈreɪʃən/	зерттеу	исследование
expose (v.)	/ɪkˈspəʊz/	көрмеге қою	выставлять
fabulous (adj.)	/ˈfæbjələs/	айрықша әсер ететін	потрясающий
face-to-face	/feɪs tə feɪs/	бетпе-бет	лицом к лицу
facility (n.)	/fəˈsɪləti/	1. мүмкіндік 2. құрылғы	1. возможность 2. приспособление
fall apart	/fɔːl əˈpɑːt/	құлау, қирау	развалиться
fall down	/fɔːl daʊn/	құлау	падать
familiarise (v.)	/fəˈmɪliəraɪz/	таныстыру	ознакомить
fashionable (adj.)	/ˈfæʃənəbl/	сәнді	модный
fear of (n.)	/fiə əv/	бір нәрседен қорқу	страх <i>перед чем-либо</i> , боязнь <i>чего-либо</i>
feel relaxed	/fiːl rɪˈlæksɪd/	өзін-өзі еркін ұстау	чувствовать себя непринуждённо
find out (ph.v.)	/faɪnd aʊt/	білу	узнавать
first aid kit	/fɜːst aɪd kɪt/	дәрі қобдишасы	аптечка
flat (adj.)	/flæt/	жазық	плоский
flute (n.)	/fluːt/	сыбызғы	флейта
fly (v.)	/flaɪ/	ұшу	летать
folk (adj.)	/fɒk/	ұлттық	народный
forum (n.)	/ˈfɔːrəm/	форум	форум
freezing (adj., adv.)	/ˈfriːzɪŋ/	аязды	морозный
frequent (adj.)	/ˈfriːkwənt/	жиі кездесетін	частый
fungus (n.)	/ˈfʌŋɡəs/	зең	плесень, грибок
gallery (n.)	/ˈgæləri/	галерея	галерея
get a detention	/get ə dɪˈtenʃən/	сабақтан кейін қалу	быть оставленным после уроков
get a good night's sleep	/get ə ɡʊd naɪts sliːp/	түнде жақсы ұйықтау	хорошо высипаться ночью
get by (ph.v.)	/get baɪ/	қаражатты жеткізе алмау	сводить концы с концами
get enough sleep	/get ɪˈnʌf sliːp/	қанып ұйықтау	высыпаться (достаточно спать)
get good marks	/get ɡʊd mɑːks/	жақсы баға алу	получать хорошие оценки
get more sleep	/get mɔː sliːp/	көбірек ұйықтау	больше спать
get out of bed	/get aʊt əv bed/	төсектен тұру	вставать из постели
get up (ph.v.)	/get ʌp/	тұру	вставать
give up (ph.v.)	/ɡɪv ʌp/	қою, бас тарту	бросить, отказаться <i>от чего-либо</i> , сдаться
glass (n.)	/ɡlɑːs/	әйнек	стекло
glasses (n.)	/ˈɡlɑːsɪz/	көзілдірік	очки

English	Transcription	Kazakh	Russian
go climbing	/gəʊ 'klaɪmɪŋ/	альпинизммен шұғылдану	заниматься альпинизмом
go on a guided tour	/gəʊ ɒn ə 'gaɪdɪd 'tʊə/	жетекшімен экскурсияға шығу	отправиться на экскурсию в сопровождении экскурсовода
go on a safari	/gəʊ ɒn ə sə 'fɑ:ri/	сафариға аттану	поехать на сафари
go on a school exchange	/gəʊ ɒn ə sku:l ɪks 'tʃeɪndʒ/	мектепаралық алмасу арқылы бару	поехать по школьному обмену
go on sale	/gəʊ ɒn seɪl/	сатылымға түсу	поступить в продажу
go out (ph.v.)	/gəʊ aʊt/	шығу	выходить (<i>в свет</i>)
go sailing	/gəʊ 'seɪlɪŋ/	желкенді спортпен шұғылдану	заниматься парусным спортом
go skiing	/gəʊ 'ski:ɪŋ/	шаңғы тебу	кататься на лыжах
go to a theme park	/gəʊ tə ə 'θi:m 'pɑ:k/	тақырыптық паркке бару	ходить в тематический парк
go to summer camp	/gəʊ tə 'sʌmə 'kæmp/	жазғы лагерьге бару	поехать в летний лагерь
go trekking	/gəʊ 'trekɪŋ/	жаяу жүру	ходить в пешие походы
go up (ph.v.)	/gəʊ ʌp/	көтерілу	подниматься
good (adj.)	/gʊd/	жақсы	хороший
good at (ph.v.)	/gʊd ət/	бір саланы жақсы меңгеру	силён в чем-либо, способный к чему-либо
gossip (n.)	/'gɒsɪp/	өсектеу	сплетничать
gradually (adv.)	/'grædʒuəli/	біртіндеп	постепенно
graffiti (n.)	/græ 'fi:ti/	граффити	граффити
grow up (ph.v.)	/grəʊ ʌp/	есу, ересек болу	вырасти, стать взрослым
guest (n.)	/gest/	қонақ	гость
guitar (n.)	/gi 'tɑ:/	гитара	гитара
hail (n.)	/heɪl/	бұршақ	град
hand in homework	/hænd ɪn 'həʊmwɜ:k/	үй жұмысын тапсыру	сдавать домашнюю работу
hang out with friends	"/hæŋ aʊt wɪð frendz/	достармен уақыт өткізу	проводить время с друзьями (<i>вне дома</i>)
hang up (ph.v.)	/hæŋ ʌp/	тұтқаны қою	повесить трубку, завершить разговор
have a good time	/hæv ə gʊd taɪm/	уақытты жақсы өткізу	хорошо провести время
have a hobby	/hæv ə 'hɒbi/	хоббимен айналысу	иметь хобби
have a meal	/hæv ə mi:l/	тамақтану	принимать пищу, есть
have a party	/hæv ə 'pɑ:ti/	сауық кешін өткізу	делать вечеринку
have a problem	/hæv ə 'prɒbləm/	қиындыққа ұшырау	столкнуться с проблемой
have a rest	/hæv ə rest/	тынығу	отдыхать
have a shower	/hæv ə 'ʃaʊə/	душқа түсу	принимать душ
have a snack	/hæv ə snæk/	жүрек жалғау, жеңіл-желпі тамақтану	перекусить
have time for yourself	/hæv taɪm fə jɔ: 'self/	жеке басына уақыт бөлу	уделять время себе
heat wave	/'hi:t ,weɪv/	аптап мерзімі	период сильной жары
heavy rain	/'hevi 'reɪn/	несер	сильный дождь
height (n.)	/haɪt/	биіктік	высота
help around the house	/help ə 'raʊnd ðə haʊs/	үш шаруасына көмектесу	помогать по дому
high wind	/'haɪ 'wɪnd/	қатты жел	сильный ветер
hire (v.)	/haɪə/	прокатқа алу	брать напрокат
hole (n.)	/həʊl/	жырық, ойық	яма, дыра
immediately (adv.)	/'ɪ mi:diətli/	шұғыл, дереу	немедленно
important (adj.)	/'ɪm 'pɔ:tənt/	маңызды	важный
improve (v.)	/'ɪm 'pru:v/	арттыру, жетілдіру	совершенствовать
in front of	/'ɪn frʌnt əv/	алдында	перед
in October	/'ɪn ɒk 'təʊbəl/	қазанда	в октябре
in South Africa	/'ɪn saʊθ 'æfrɪkəl/	Оңтүстік Африкада	в Южной Африке
in the middle	/'ɪn ðə 'mɪdl/	ортасында	в середине
in total	/'ɪn 'təʊtəl/	тұтас алғанда	суммарно; в целом; в сумме
increase (v.)	/'ɪn 'kri:s/	арттыру, ұлғайту	увеличить

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indigenous (adj.)	/ɪnˈdɪdʒɪnəs/	жергілікті	местный
inhale (v.)	/ɪnˈheɪl/	дем тарту	вдыхать
inkwell (n.)	/ˈɪŋkwel/	сиясауыт	чернильница
insect (n.)	/ˈɪnsɛkt/	жәндік	насекомое
instrument (n.)	/ˈɪnstɹəmənt/	1. аспап 2. құрал	инструмент
interact (v.)	/ˌɪntəˈrækt/	бірлесіп әрекет қылу; өзара әрекет жасау	взаимодействовать
interested (adj.)	/ˈɪntrestɪd/	қызыққан	интересующийся, заинтересованный
interesting (adj.)	/ˈɪntrestɪŋ/	қызықты	интересный
internet (n.)	/ˈɪntənət/	ғаламтор	интернет
interrupt (v.)	/ˌɪntəˈrʌpt/	1. доғару 2. бөлу (біреудің сөзін)	прерывать
invent (v.)	/ɪnˈvent/	ойлап шығару	изобретать
island (n.)	/ˈaɪlənd/	арал	остров
joke (n.)	/dʒəʊk/	әзілдеу	шутить
journalist (n.)	/ˈdʒɜːnəlɪst/	журналист	журналист
jug (n.)	/dʒʌɡ/	құмыра	кувшин
juggler (n.)	/ˈdʒʌɡlə/	жонглер	жонглёр
keep in touch	/kiːp ɪn tʌtʃ/	байланыста болу	поддерживать связь
keep on (ph.v.)	/kiːp ɒn/	жалғастыру	продолжать (делать что-либо)
keep up (ph.v.)	/kiːp ʌp/	бір дәрежеде ұстап тұру	поддерживать на том же уровне
keyboard (n.)	/ˈkiːbɔːd/	синтезатор	синтезатор
knock down (v.)	/nɒk daʊn/	бұзу	сносить
launch (n.)	/lɔːntʃ/	ұшыру	запускать
leather (n.)	/ˈleðə/	тері, былғары	кожа
leave on standby	/liːv ɒn ˈstændbaɪ/	күту режимінде қалдыру	оставить в режиме ожидания
lend (v.)	/lend/	қарызға бере тұру	одолживать
lift (n.)	/lɪft/	лифт	лифт
light up (ph.v.)	/laɪt ʌp/	жарық түсіру	освещать
living statue (n.)	/ˌlɪvɪŋ ˈstætʃuː/	тірі мүсін	живая статуя (актёр, изображающий статую)
log out (ph.v.)	/lɒɡ aʊt/	шығып кету (сайттан, жүйеден)	выйти (с сайта, из системы)
look up (ph.v.)	/lʊk ʌp/	(сөзді, мәліметті) сөздіктен табу	отыскать, посмотреть (информацию, слово в словаре)
loose (adj.)	/luːs/	кең	широкий
lucky (adj.)	/ˈlʌki/	сәтті	удачный, удачливый
make a bed	/meɪk ə bed/	төсек жинау	заправлять постель
make a cake	/meɪk ə keɪk/	торт пісіру	печь торт
make a decision	/meɪk ə dɪˈsɪʒən/	шешім қабылдау	принять решение
make a mess	/meɪk ə mes/	шашу	устроить беспорядок
make a mistake	/meɪk ə mɪˈsteɪk/	қате жасау	сделать ошибку
make a noise	/meɪk ə nɔɪz/	шулау	шуметь
make a phone call	/meɪk ə ˈfəʊn ˌkɔːl/	қоңырау шалу	сделать телефонный звонок
make a suggestion	/meɪk ə səˈdʒestʃən/	ұсыныс жасау	делать предложение
make friends	/meɪk frendz/	достасу	подружиться
make money	/meɪk ˈmʌni/	ақша (табыс) табу	зарабатывать деньги
make sure	/meɪk ʃʊː/	көз жеткізу	удостовериться
map (n.)	/mæp/	карта	карта
meet friends	/miːt frendz/	достармен кездесу	встречаться с друзьями
merchant (n.)	/ˈmɜːtʃənt/	саудагер	купец
metal (n.)	/ˈmetəl/	металл	металл

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microphone (n.)	/ˈmaɪkrəfəʊn/	микрофон	микрофон
middle (n.)	/ˈmɪdl/	орта	середина
modern (adj.)	/ˈmɒdən/	заманауи	современный
moon (n.)	/muːn/	ай	луна
mosque (n.)	/ˈmɒsk/	мешіт	мечеть
mouth organ	/ˈmaʊθ ˌɔːɡən/	сырнай	губная гармошка
mural (n.)	/ˈmjʊərəl/	ғимарат қабырғасындағы сурет	настенная живопись
mutton (n.)	/ˈmʌtən/	қой еті	баранина
near (adv., prep.)	/nɪə/	жанында, қасында	около, рядом, поблизости
necklace (n.)	/ˈneɪkləs/	алқа	ожерелье
newspaper (n.)	/ˈnjuːz ˌpeɪpə/	газет	газета
nightmare about	/ˈnaɪtmə ə ˈbaʊt/	бір нәрсе туралы жаман түс	кошмарный сон о чём-либо
nomad (n.)	/ˈnɒməd/	көшпенді	кочевник
occasion (n.)	/əˈkeɪʒən/	оқиға	событие
ocean (n.)	/ˈəʊʃən/	мұхит	океан
October (n.)	/ɒkˈtəʊbəl/	қазан	октябрь
old (adj.)	/əʊld/	ескі	старый
old-fashioned (adj.)	/ˌəʊld ˈfæʃənd/	ескі сәндегі	старомодный
on a ship	/ɒn ə ʃɪp/	кемеде	на корабле
on Earth	/ɒn ɜːθ/	Жерде	на Земле
on stage	/ɒn steɪdʒ/	сахнада	на сцене
on television	/ɒn ˈtelɪvɪʒən/	теледидарда	по телевизору
on the internet	/ɒn ði ˈɪntənət/	интернетте	в интернете
on the island	/ɒn ði ˈaɪlənd/	аралда	на острове
on the planet	/ɒn ðə ˈplænɪt/	ғаламшарда	на планете
orchestra (n.)	/ˈɔːkɪstrə/	оркестр	оркестр
outfit (n.)	/ˈaʊtɪt/	киім	одежда
outside (adj., adv., prep.)	/ˌaʊtˈsaɪd/	сыртта	снаружи
over (prep.)	/ˈəʊvəl/	1. артық 2. үстінде	1. больше 2. над
painting (n.)	/ˈpeɪntɪŋ/	1. сурет 2. сурет салу	1. картина 2. рисование
palm (n.)	/pɑːm/	алақан	ладонь
paper (n.)	/ˈpeɪpə/	қағаз	бумага
passion (n.)	/ˈpæʃən/	құмарлық	страсть
passionate about	/ˈpæʃənət ə ˈbaʊt/	бір нәрсемен әуестену	страстно увлечённый / увлекающийся чем-либо
pattern (n.)	/ˈpætən/	ою, сурет	узор, рисунок
patterned (adj.)	/ˈpætənd/	өрнекті	узорный, с рисунком
penknife (n.)	/ˈpenaɪf/	бәкі	перочинный нож
phobia of (n.)	/ˈfəʊbiə əv/	үрей	фобия, боязнь чего-либо
phone call (n.)	/ˈfəʊn ˌkɔːl/	телефон қоңырауы	телефонный звонок
piano (n.)	/piˈæneɪv/	күйсандық	пианино, фортепиано
pick up (informal) (v.)	/pɪk ʌp/	сатып алу	купить / забежать за едой
pick up (v.)	/pɪk ʌp/	үстірт білу	нахвататься
pinafore (n.)	/ˈpɪnəfɔː/	фартук	фартук (школьный)
plain (adj.)	/pleɪn/	жазық	плоский
planet (n.)	/ˈplænɪt/	ғаламшар	планета
plastic (n.)	/ˈplæstɪk/	пластик	пластик
play an instrument	/pleɪ ən ˈɪnstɹəmənt/	аспапта ойнау	играть на инструменте
play computer games	/pleɪ kəm ˈpjʊːtə ˌɡeɪmz/	компьютер ойындарын ойнау	играть компьютерные игры
play jokes	/pleɪ dʒəʊks/	қалжыңдау, әзілдеу	шутить
pole (n.)	/pəʊl/	полюс	полюс
popular (adj.)	/ˈpɒpjələ/	әйгілі	популярный
portrait painter (n.)	/ˈpɔːtɹət ˌpeɪntə/	суретші-портретші	художник-портретист

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post on social media	/pəʊst ɒn ˌsəʊʃəl ˈmi:diə/	әлеуметтік желіде жариялау	разместить в социальной сети
post online	/pəʊst ɒn ˈlaɪn/	ғаламторда жариялау	разместить в интернете
put up (ph.v.)	/pʊt ʌp/	тұрғызу	возводить, строить
radio (n.)	/ˈreɪdiəʊ/	радио	радио
raven (n.)	/ˈreɪvən/	қарға	ворона
read books	/ri:d bʊks/	кітап оқу	читать книги
recorder (n.)	/rɪˈkɔ:deɪ/	күйтабақ ойнатқыш	проигрыватель
reduce (v.)	/rɪˈdju:s/	қысқарту, азайту	сокращать, уменьшать
rubber (n.)	/ˈrʌbə/	резеңке	резина
safe (adj.)	/seɪf/	қауіпсіз	безопасный
satellite (n.)	/ˈsætələɪt/	серік	спутник
save energy	/seɪv ˈenədʒi/	қуатты үнемдеу	экономить энергию
saxophone (n.)	/ˈsæksəfəʊn/	саксофон	саксофон
scared of (adj.)	/skeəd əv/	бір нәрседен қорыққан	испуганный <i>чем-либо</i>
science (n.)	/ˈsaɪəns/	ғылым	наука
sculpture (n.)	/ˈskʌlptʃə/	мүсін	скульптура
sedately (adv.)	/sɪˈdeɪtli/	маңғазданып	степенно
sensible (adj.)	/ˈsensəbl/	парасатты	разумный, рассудительный
serve (v.)	/sɜ:v/	қызмет көрсету	обслуживать
set off (v.)	/set ɒf/	саяхатқа шығу	отправляться <i>в путешествие</i>
set up (v.)	/set ʌp/	қондыру	установить
settle (v.)	/ˈsetl/	қоныстану	поселиться
sew (v.)	/səʊ/	тігу	шить
share something with someone	/ʃeə ˈsʌmθɪŋ wɪð ˈsʌmwʌn/	біреумен бір затты бөлісу	поделиться <i>чем-либо с кем-либо</i> , рассказать <i>что-либо кому-либо</i>
ship (n.)	/ʃɪp/	кеме	корабль
shout (v.)	/ʃaʊt/	айқайлау	кричать
show up (ph.v.)	/ʃəʊ ʌp/	пайда болу, көріну	появиться <i>где-либо</i>
silly (adj.)	/ˈsɪli/	ақылсыз	глупый
Skype (v.)TM	/skaɪp/	скайппен байланысу	связаться по скайпу
skyscraper (n.)	/ˈskaɪ skreɪpə/	көп қабатты үй	небоскреб
slave (n.)	/sleɪv/	құл	раб
sleeping bag (n.)	/ˈsli:pɪŋ ˌbæg/	қаптөсек, түнемел қап	спальный мешок
sleeve (n.)	/sli:v/	жең	рукав
slide (v.)	/slaɪd/	сырғу	скользить
smart (adj.)	/smɑ:t/	ақылды	умный
snake (n.)	/sneɪk/	жылан	змея
snowstorm (n.)	/ˈsnəʊstɔ:m/	боран	снежная буря
social (adj.)	/ˈsəʊʃəl/	қоғамдық	общественный
social media post	/ˌsəʊʃəl ˈmi:diə ˌpəʊst/	әлеуметтік медиа желісіндегі пост	пост в социальных медиа сетях
social network site	/ˌsəʊʃəl ˈnetwɜ:k ˌsaɪt/	әлеуметтік желідегі сайт	сайт социальных сетей
source (n.)	/so:s/	дереккөз	источник
South Africa (n.)	/saʊθ ˈæfrɪkə/	Оңтүстік Африка	Южная Африка
space (n.)	/speɪs/	ғарыш	космос
spacecraft (n.)	/ˈspeɪskrɑ:ft/	ғарыш кемесі	космический корабль
spectacular (adj.)	/spek ˈtækjələ/	көз тартатын	впечатляющий, эффектный
spend time with your family	/spend taɪm wɪð jɔ: ˈfæməli/	отбасымен уақыт өткізу	проводить время с семьей
spices (n.)	/ˈspaɪsɪz/	дәмдеуіш	специи
stare (v.)	/steə/	көз алмай қарау	пристально смотреть
status update	/ˈsteɪtəs ˌʌpdeɪt/	мәртебені жаңарту (әлеуметтік желідегі)	обновление статуса (<i>в социальной сети</i>)
stealthily (adv.)	/ˈstelθəli/	ұрланып	украдкой

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striking (adj.)	/ˈstraɪkɪŋ/	ғажап	поразительный
stringed (adj.)	/ˈstrɪŋd/	ішекті	струнный
successful (adj.)	/səkˈsesfəl/	жемісті	успешный
suit (v.)	/suːt/	жарасу	подходить (об одежде)
sun cream (n.)	/ˈsʌn ˌkriːm/	күннен қорғайтын крем	защитный крем от солнца
sunglasses (n.)	/ˈsʌŋ ɡlɑːsɪz/	күннен қорғайтын көзілдірік	солнечные очки
sunrise (n.)	/ˈsʌnraɪz/	күннің шығуы	восход
sunset (n.)	/ˈsʌnset/	күннің батуы	закат
surf the internet	/sɜːf ði ˈɪntənət/	ғаламторды кезу	бродить по интернету
surprised (adj.)	/səˈpraɪzd/	таңданған	удивленный
sustainable (adj.)	/səˈsteɪnəbl/	тұрақты	устойчивый
swallow (v.)	/ˈswɒləʊ/	жұту	глотать
switch off (v.)	/swɪtʃ ɒf/	сөндіру	выключать
tablecloth (n.)	/ˈteɪblɒθ/	дастарқан	скатерть
take a break	/teɪk ə breɪk/	үзіліс жасау	сделать паузу
take photos	/teɪk ˈfəʊtəʊz/	суретке түсіру	фотографировать
talk about	/tɔːk ə ˈbaʊt/	бір нәрсе туралы сөйлесу	разговаривать о чём-либо
talk on the phone	/tɔːk ɒn ðə fəʊn/	телефонмен сөйлесу	говорить по телефону
tambourine (n.)	/ˌtæmbəˈriːn/	дабыл	бубен
teapot (n.)	/ˈtiːpɒt/	шәйнек	чайник
television (n.)	/ˈtelɪvɪʒən/	телевидение	телевидение
terrified of (adj.)	/ˈterəfaɪd əv/	бір нәрседен қатты қорқу	испытывающий ужас перед чем-либо, сильно боящийся чего-либо
terrifying (adj.)	/ˈterəfaɪɪŋ/	қорқынышты	пугающий, ужасающий
text message	/ˈtekst ˌmesɪdʒ/	мәтінді хабарлама	текстовое сообщение
think about	/θɪŋk ə ˈbaʊt/	бір нәрсені ойлау	думать о чём-либо
thread (n.)	/θred/	жіп	нить
thunder and lightning	/ˈθʌndə ənd ˈlaɪtnɪŋ/	күн күркіреу және найзағай	гром и молния
tidy up (v.)	/ˈtaɪdi ʌp/	жиыстыру	убрать, навести порядок
tight (adj., adv.)	/taɪt/	тығыз	плотный
tired (adj.)	/taɪəd/	шаршаған	уставший
tiring (adj.)	/ˈtaɪərɪŋ/	шаршататын	утомительный
tool (n.)	/tuːl/	құрал, сайман, аспап	инструмент
torch (n.)	/tɔːtʃ/	шам	фонарик
total (n.)	/ˈtəʊtəl/	жинақ, жалпы, барлығы	итог; целое; сумма
towel (n.)	/ˈtaʊəl/	сүлгі	полотенце
trumpet (n.)	/ˈtrʌmpɪt/	керней	труба (музыкальный инструмент)
try on (ph.v.)	/traɪ ɒn/	киіп көру, өлшеу	пробовать
try out (ph.v.)	/traɪ aʊt/	сынап көру	испытать
turn down (ph.v.)	/tɜːn daʊn/	азайту	уменьшать
turn into (ph.v.)	/tɜːn ˈɪntuː/	айналып кету	превратиться в
turn up (ph.v.)	/tɜːn ʌp/	кезігу, табылу	оказаться, подвернуться
Tweet (v.)	/twiːt/	твиттерге жазу	написать в твиттере, твитнуть
twirl (v.)	/twɜːl/	айналдыру	вертеть
tyre (n.)	/taɪə/	құрсым, шина	шина
universe (n.)	/ˈjuːnɪvɜːs/	бүкіл әлем	вселенная
unlucky (adj.)	/ʌn ˈlʌki/	сәтсіз	неудачный, неудачливый
unsuccessful (adj.)	/ˌʌnsəkˈsesfəl/	сәтсіз	безуспешный, неуспешный
until (prep., conj.)	/ənˈtɪl/	дейін	до
upset (adj.)	/ʌpˈset/	ренжіген	расстроенный
variety (n.)	/vəˈraɪəti/	әртүрлілік	разнообразие
veil (n.)	/veɪl/	бетперде	вуаль

English	Transcription	Kazakh	Russian
view (n.)	/vju:/	көрініс	вид
violin (n.)	/ˌvaɪəˈlɪn/	скрипка	скрипка
virtual friend	/ˌvɜːtʃuəl ˈfrend/	виртуалды дос	виртуальный друг
voice (n.)	/voɪs/	дауыс	голос
warehouse (n.)	/ˈweəhaʊs/	қойма	склад
waste (v.)	/weɪst/	зая кетіру	тратить попусту, растрачивать
watch films	/wɒtʃ ˈfɪlmz/	кино көру	смотреть кино
watch TV	/wɒtʃ ˌtiːˈviː/	теледидар көру	смотреть телевизор
water bottle	/ˈwɔːtə ˌbɒtl/	суы бар бетелке	бутылка с водой
weak (adj.)	/wiːk/	әлсіз	слабый
wear a uniform	/weə ə ˈjuːnɪfɔːm/	форма киіп жүру	носить форму
wedding (n., adj.)	/ˈwedɪŋ/	үйлену тойы, тойға қатысты	свадьба, свадебный
weightlifting (n.)	/ˈweɪt ˌlɪftɪŋ/	ауыр атлетика	тяжелая атлетика
weird (adj.)	/wɪəd/	оғаш	странный
whisper (v.)	/ˈwɪspə/	сыбырлау	шептать
wind vane (n.)	/ˈwɪnd ˌveɪn/	желбағар	флюгер
witch (n.)	/wɪtʃ/	жалмауыз кемпір	ведьма
withered (adj.)	/ˈwɪðəd/	қураған	высохший
wood (n.)	/wʊd/	ағаш	дерево
work hard	/wɜːk hɑːd/	көп жұмыс істеу	напряжённо работать
work out (ph.v.)	/wɜːk aʊt/	есептеп шығару	вычислить;
worried (adj.)	/ˈwʌrɪd/	толғанған	взволнованный
worried about	/ˈwʌrɪd əˈbaʊt/	уайымдаған	обеспокоенный, взволнованный чем-либо
worrying (adj.)	/ˈwʌrɪŋ/	толғандыратын	вызывающий волнение
wrestling (n.)	/ˈreslɪŋ/	күрес	борьба
write lines	/raɪt laɪnz/	жаза ретінде жолды қайта жазу	переписывать строчки в качестве наказания (для <i>нерадивых</i> учеников)
write out (ph.v.)	/raɪt aʊt/	жазып алу	записать

Thanks and acknowledgements

The authors and publishers would like to thank all the teachers and consultants who have contributed to the development of this course, in particular:

Argentina: Fernando Armesto; Natalia Bitar; Verónica Borrás; Leonor Corradi ; Paz Moltrasio; Diana Ogando; Brazil: Dalmo Carvalho; Roberto Costa; Sônia M. B. Leites; Gloria Paz; Litany Pires Ribeiro; Christina Riego; Renata Condi de Souza; Elizabeth White; Chile: Magdalena Aldunate; M. Cristina Darraidou Diaz; Valentina Donoso; Ana María Páez Jofrré; Ricardo Contreras Marambio; Claudia Ottone; Maria Elena Ramirez; Jacqueline Rondon; Alicia Paez Ubilla; Colombia: Luz Amparo Bautista; Sonia Ruiz Hernández; Sandra Jara; Fabian Jimenez; Bibiana Andrea Piñeros Merizalde; Lucero Amparo Bernal Nieto; Olga Olarte; Bibiana Piñeros; Emelis Rambut; Sonia Ruiz; Poland: Anna Bylicka; Russia: Natalya Melchenkova; Irina Polyakova; Svetlana Suchkova; Irina Vayserberg; Turkey: Ali Bilgin; Angela Çakır; Shirley Nuttal; Cinla Sezgin; Mujgan Yesiloglu

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The publishers are grateful to the following illustrators:

Anni Betts p. 7 (R); Sean Tiffany p. 7 (L), 92; Galia Bernstein (NB Illustration): p. 8, 122; Nigel Dobbyn (Beehive Illustration): p. 11 (BR); Q2A Media Services, Inc. p.10, 11 (CR), 22, 36, 37, 40, 48, 49, 66, 67, 78, 79, 82; Guy Pearce p. 65; Tony Wilkins p. 40; Anni Betts p. 68; Mark Duffin p. 12; David Belmonte (Beehive Illustration): p. 96.

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Discovery Communications, LLC 2015: p. 7, 10, 14, 19, 22, 26, 33, 36, 40, 45, 48, 52, 63, 66, 70, 75, 78, 82, 89, 92, 96, 108; Cambridge University Press: p. 12, 24, 38, 50, 68, 80, 94.

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The publishers are grateful to the following contributors:

Bloobery: concept design
emc design limited: text design and layouts
Hyphen S.A.: additional text design and layouts
QBS Learning: cover design and photo selection
Ian Harker and Dave Morrirt at DSound: audio recordings
Integra: video production
Nick Bruckman and People's TV: voxpop video production
Hart McCleod: video voiceovers
Anna Whitcher: video management
BraveArts, S.L: additional audio recordings
Getty Images: music
Vicki Anderson: Speaking and Writing pages
Debbie Owen and Alice Martin: Starter Unit
Jose Luis Jiménez Maroto, José María Ruiz Vaca, Ani Quiñones and Alice Martin: CLIL pages
Mick Green: Grammar Reference pages
Emma Szlachta: Editor & Vocabulary Bank
Debbie Owen and Alice Martin: Project pages
Diane Nicholls: Corpus research & Get it Right features