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Laser

for Kazakhstan

Student's Book

Laser B1+

English Ағылшын тілі Английский язык

Student's Book Оқулық Учебник

Жалпы білім беретін мектептің 9-сыныбына арналған оқулық

Қазақстан Республикасының Білім және ғылым министрлігі бекіткен



B1+
Grade 9

	Topic	Reading	Vocabulary	Grammar
TERM 1	Module 1: Hobbies and qualities			
	Spending Time page 4	recognising discourse markers	key topic vocabulary, idioms (time), metaphors (time)	tense review: present perfect (simple and continuous)
	Module 2: Exercise and sport			
	Fighting Fit page 12	scanning for specific information	key topic vocabulary, collocations: <i>make / do</i> , metaphors (problems)	result clauses: <i>so, such, too, enough</i>
TERM 2	Game, Set and Match page 20	understanding text structure	key topic vocabulary, collocations, phrasal verbs with other particles	modals: modal perfect
	CLIL HISTORY: The origins of the marathon page 28			
	Module 3: Earth and our place on it			
TERM 2	Our Weather page 30	understanding main concepts	key topic vocabulary, collocations (weather), confusable words	the future (1): <i>will, going to</i> , present (simple and continuous)
	Protecting the Earth page 38	grammatical referencing	key topic vocabulary, confusable words, metaphors (ideas)	the future (2): future perfect (simple and continuous), future continuous
	Module 4: Charities and conflict			
TERM 3	Working for Charity page 46	scanning for specific information	key topic vocabulary, word formation (suffixes), confusable words	tense review: past perfect (simple and continuous)
	CLIL ICT: E-commerce page 54			
	Module 5: Reading for pleasure			
TERM 3	The Reading Curve page 56	grammatical referencing	key topic vocabulary, phrasal verbs with <i>on</i> , collocations (books)	the passive
	Module 6: Traditions and language			
	Traditions Around the World page 64	lexical referencing	key topic vocabulary, phrasal verbs with <i>over</i> , metaphors (the mind)	relative clauses
TERM 3	Language and Communication page 72	scanning for specific information	key topic vocabulary, word formation (irregular forms), word patterns	conditionals: third
	Module 7: Music and film			
	Enjoying Music page 80	distinguishing fact and opinion	key topic vocabulary, confusable words, collocations (entertainment)	modals
TERM 4	Art and Film page 88	understanding main points	key topic vocabulary, word formation (suffixes), metaphors (description)	the causative
	CLIL ART: Animation page 96			
	Module 8: Travel and tourism			
TERM 4	The Open Road page 98	scanning for specific information	key topic vocabulary, confusable words, collocations (transport)	tense review: past (simple and continuous)
	Dream Holiday page 106	text type and function	key topic vocabulary, word formation (irregular forms), metaphors (life)	full infinitives (with to) and gerund forms after verbs
	Module 9: Science and technology			
TERM 4	Lab Report page 114	scanning for specific information	key topic vocabulary, collocations, phrasal verbs with <i>off</i>	conditionals: zero, first, second
	CLIL SCIENCE: Microwaves page 122			

Listening	Speaking	Use of English	Writing	Culture Spot
understanding attitude • Soundbite: /ʌ/	making suggestions	articles, synonyms	awareness of target reader, informal letter/email	Great Place for Hobbies
listening for gist • Soundbite: /ɑ:/, /ɔ:/ and /ʊ:/	discourse management	infinitives of purpose, word patterns	awareness of purpose, report	The Olympic Champion for Kazakhstan
listening for specific information • Soundbite: stress	comparing	the unreal past, common mistakes	selecting correct register, article	Sport in Kazakhstan
listening for specific information • Soundbite: weak forms	speculating	question tags, connectors	selecting appropriate style, article	The Climate and Weather of Kazakhstan
understanding purpose • Soundbite: /ɒ/ and /əʊ/	expressing attitude and opinion	transferred negation, word formation	using prompts, letter/email	Two Eco-Applications
listening for specific information • Soundbite: silent letters	expressing uncertainty	comparatives and superlatives	layout and text structure, report	Charity in Kazakhstan
identifying roles • Soundbite: /ɜ:/	talking about experiences	countable and uncountable nouns	using descriptive language, story	Enjoying Abay's Poetry
predicting • Soundbite: stress	prioritising	relative pronouns and prepositions, word patterns	selecting correct register, informal letter/email	Abay, the First Classic!
listening for specific information • Soundbite: weak form	seeking clarification	wishes and regrets, parts of speech	paragraphing, informal letter/ email	Kazakh Language
predicting • Soundbite: /ə/	expressing attitude and opinion	parts of speech, word formation: prefixes	cohesion, essay	Music and Educational Portal
identifying relationships • Soundbite: silent letters	talking about interests	gradable and ungradable adjectives and adverbs, synonyms	making recommendations, review	Berik Aitzhanov
identifying location • Soundbite: /æ/and /e/	comparing	would, used to, be used to, word patterns	presenting an argument, essay	Attractive Kazakhstan
listening for specific information • Soundbite: /s/ and /z/	giving examples	prefer, would rather, had better, parts of speech	expressing opinion, review	Trekking in Kazakhstan
listening for specific information • Soundbite: /s/ and /ʃ/	talking about hopes	unless, in case, as long as, word patterns	paragraphing, informal letter/email	Expo 2017 Technologies

MODULE 1

Hobbies and qualities

Spending Time



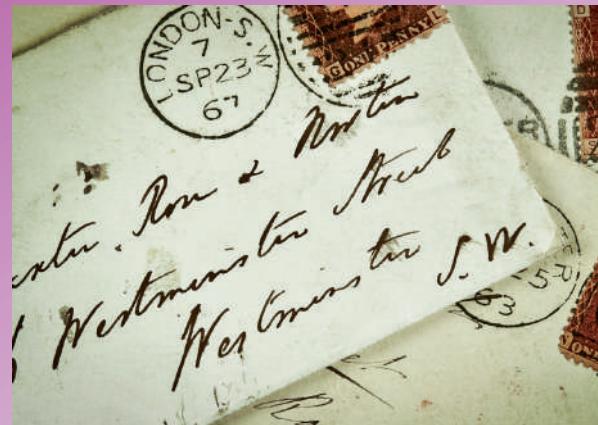
Start thinking!

Do you have any hobbies? Do you collect anything?
What sort of things do people collect?



Reading

1 01 Read this article about hobbies.
Underline all the hobbies which are mentioned.



Hobbies

During the twentieth century, more and more people found that they had leisure time – time when they didn't have to work or study. This raised an interesting question. What do you do when you are free to do anything you like? Many people took up a hobby, and it's interesting to compare the hobbies people, particularly young people, choose today with the hobbies people chose, say, fifty or sixty years ago.

Stamp collecting is one of the first things that come to many people's minds when they think about hobbies. Organising your collection seems like the perfect way to relax for a few hours. It seems that people have been collecting valuable things since ancient times. **1** When stamps appeared in the nineteenth century, they were cheap and colourful and children started to keep them. By the middle of the twentieth century, collecting stamps was a popular pastime for both children and adults, with some stamps worth a large amount of money – far more than most children could afford.

There are still many people today who collect stamps, but technology has had an impact. Emails can be sent instantly and freely around the world, which means that people aren't

Past and Present

buying stamps like they used to. **2** Rare stamps are still in demand, and probably always will be, but fifty years ago the number of collectors was higher. It seems that stamp collecting as a hobby of millions of young people has had its day.

Another hobby that has changed because of technology is building models. In the 1950s and 60s, generations of young boys and girls built plastic models of planes, boats and cars.

3 Young people are still making and showing off these models, but the nature of them has changed. In the past, they were simply made of wood or plastic, with few moving parts. Modern models have all kinds of electronic and computerised parts, in some cases making them more like robots than traditional models!

Of course, we can't ignore computers when it comes to free time. Computers have had a huge impact on leisure since they were invented in the middle of the twentieth century.

4 Gradually, however, the computer has become a part of almost every home, where it provides entertainment and a whole set of new hobbies that people fifty years ago would have thought were very weird. Today's teenagers use their computers for playing computer games,

2 Match the words and phrases with the explanations.

- | | |
|--|-------|
| 1 to talk about what happened in the beginning | _____ |
| 2 to introduce a result | _____ |
| 3 to introduce a contrast | _____ |
| 4 to introduce an example | _____ |
| a For instance, ... | |
| b which means ... | |
| c However, ... | |
| d At first, ... | |



running websites, communicating with friends around the world – all hobbies that were impossible until quite recently.

Computers have changed hobbies in other ways too. These days, no matter what hobby you're interested in, you will almost certainly find a huge amount of information on it on the internet. 5 Today's teenagers are instantly in touch with online clubs and social networking sites that tell them all they need to know. People have produced websites on almost every hobby you can think of. You can get advice from experts and easily buy equipment to take your hobby to the next level. Taking up a new hobby, or developing one you already have, has never been easier or more fun.

Some hobbies, though, haven't changed much. Many young people fill their free time with activities that their parents and grandparents enjoyed. 6 Fishing is as popular as it ever was. Young people with good balance do gymnastics. Teenagers play sports and games like they always have done. A teenager from the past might be confused by a video arcade or a CD player, but many things haven't changed, and perhaps never will. Ask your parents what they did with their leisure time and you might be surprised at some of the differences, but also at some of the similarities.

3 Read the article again. Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

- A Hobbies seem to have become less important as time has passed.
- B Young people in the past had to rely on people they knew, or perhaps the local library, to learn about their hobby.
- C They proudly put these on display in their bedrooms, or wherever else their parents would let them.
- D However, most people in the past were too busy and too poor to buy expensive works of art or coins.
- E At first, they were seen as strange machines used by big businesses.
- F That in turn means that fewer children are becoming interested in the hobby.
- G For instance, people still go dancing, even if the rhythm of the music has changed.

VOCABULARY

4 Use words or phrases from the box to complete the sentences.

afford • balance • rhythm • traditional
valuable • video arcade • weird

- 1 One day, my collection of butterflies might be quite _____.
- 2 I don't know if I can _____ to buy any new stamps for my collection.
- 3 I prefer _____ songs to modern pop songs.
- 4 It might sound a bit _____, but in my free time I like to study grammar.
- 5 I like music that has a strong _____.
- 6 I'd like to try gymnastics, but I know I would keep losing my _____!
- 7 Let's go down to the _____ and play *Alien Invasion*.



Have your say!

- Which of the hobbies and activities mentioned in the article do you think are the most/least interesting? Why?
- Would you consider taking any of them up? Why? / Why not?

G Grammar

Present perfect tense review

Look at **Grammar database 1** pages 139–141 before you do the exercises.

1 Read the sentences and phrases from the article on pages 4 and 5. Match each one to an explanation.

- 1 Computers have had a huge impact on leisure ...
- 2 ... people have been collecting valuable things since ancient times.
- 3 People have produced websites on ...
- a This is a series of actions continuing up to now.
- b This is a situation which continues up to now.
- c This is a completed action at a time in the past which is not mentioned.

2 Decide if the statements are true (T) or false (F).

- 1 I've been studying English for about six years.
This person is still studying English now.
- 2 Peter Johnson has written five books about fishing.
We know that Peter Johnson is still alive.
- 3 I've been sorting out my stamp collection,' said Candy.
Candy finished this action a long time ago.
- 4 Jan has read *Snowboarding for Beginners*. Ask her about it.
Jan's present knowledge is the important thing.

5 Use the verbs in the box to complete the gaps. Use the present perfect simple or continuous.

join • make • plan • read • think • write

For the last few weeks, my friends and I (1) _____ the creation of a free local library, and now it's ready. The idea is that we have a blog that anyone can join for free. The blog's now online, and about 20 people (2) _____ already, so it seems it's popular. When we read a new book, we upload a review of the book. My friends and I (3) _____ and uploaded 16 reviews already! When someone (4) _____ a review, if the book sounds interesting, they can borrow it from the person who owns it. We all live locally so that's not a problem.

Over the past couple of days, we (5) _____ about how we can expand the library so it's for people all round the country. One idea is that we could post books to each other, but that might be expensive, so we (6) _____ a final decision yet. We'll see what happens!

3 Correct the sentences that have mistakes in them. One sentence has no mistakes. Which one?

- 1 I've seen Murat last week, when we were at the karate club.
- 2 I have a long time to play Monopoly.
- 3 Amina hasn't played volleyball since she broke her leg.
- 4 This is the first time I built a model plane.

4 Complete the sentences using the verbs in brackets in the present perfect simple or continuous.

- 1 I _____ (play) tennis, so I'm quite tired.
- 2 Azat says he _____ (never/meet) anybody who plays the xylophone.
- 3 _____ (you/follow) the new series that's on TV at the moment?
- 4 My fingers are sore because I _____ (practise) the guitar all morning.
- 5 We _____ (wait) for an hour and our dance teacher still isn't here!
- 6 My dad _____ (take up) a new hobby – cooking!





Vocabulary builder

Hobbies

1 Match with the verbs *go*, *do* or *play*.

ballet • basketball • video games • camping • horse-riding • karate • swimming
judo • skiing • gymnastics • fishing • volleyball • the piano • canoeing

'I go/do/play _____ in my free time.'



2 If a word in bold is correct, put a tick (✓). If it's incorrect, rewrite it correctly on the line.

- 1 How long have you been **playing** karate? _____
- 2 Let's **go** horse-riding tomorrow. _____
- 3 Have you ever **been** skiing? _____
- 4 How much time do you spend **going** video games? _____
- 5 I **go** ballet twice a week after school. _____
- 6 We **do** swimming in the sea every weekend in the summer. _____

Idioms: time

3 Match to make sentences using idioms about *time*. What do the idioms mean?

1 Since my mum retired,	a you have to <i>take your time</i> and do it slowly.
2 I don't really like TV so much,	b <i>on time</i> because I've set the video to record it.
3 I know you're very busy with your hobbies these days,	c she's got a lot of <i>time on her hands</i> .
4 When you're working with valuable stamps,	d <i>in time</i> to see Alibek win the race.
5 I hope the programme starts	e but I watch it when I want to <i>kill time</i> .
6 We got to the pool just	f but you have to <i>make time</i> for me!

Adjectives to describe qualities

4 Match the words in the box with the correct definitions.

selfish • popular • sensitive • arrogant • pessimistic • amusing
ambitious • considerate • generous • optimistic • modest



If you are ...

- 1 _____, you want to be very successful.
- 2 _____, you think the future is going to be bad.
- 3 _____, you have lots of friends.
- 4 _____, people think you are funny.
- 5 _____, you share what you have with other people.
- 6 _____, you get upset very easily.
- 7 _____, you think the future is going to be good.
- 8 _____, you only care about yourself.
- 9 _____, you care about other people's feelings.
- 10 _____, you don't like to talk about your achievements.
- 11 _____, you think you are better than other people.



Listening

1 02 You are going to listen to two people talking about their hobbies. What do they say?

- 1 In the beginning, Speaker 1 felt that this hobby was
 a enjoyable b difficult c boring
- 2 Speaker 2 feels that this hobby is
 a uninteresting b embarrassing c entertaining

2 03 Listen to the same two people and two other people talking about their hobbies. For questions 1–4, choose from the list (A–E) what each person says about their hobby. Use the letters only once. There is one extra letter which you do not need to use.

- | | |
|--|------------------|
| A It teaches you about other cultures. | Speaker 1: _____ |
| B You learn to work with others. | Speaker 2: _____ |
| C It demands a lot of free time. | Speaker 3: _____ |
| D It can be stressful at times. | Speaker 4: _____ |
| E It helps you to stop worrying. | |



Soundbite /ʌ/

04 Circle the two words in each line that contain the same vowel sound. Listen and check.

- | | | | |
|---------|--------|-------|------|
| 1 come | though | luck | put |
| 2 ran | run | won | rule |
| 3 fun | far | full | fuss |
| 4 truck | trust | track | true |



Speaking

Useful Phrases

1 Circle the correct word or phrase to complete the suggestions.

- I suggest **to get/getting** a games console – we'd have great fun!
- Why don't we **buy/buying** a video camera? Then we could make films!
- Let's get/Getting** a pool table would be a good idea, wouldn't it?
- A good idea **might/can** be to get a table-tennis table. It's cheaper than a pool table.
- I'd like to suggest **to buy/buying** a tablet computer so we can check our email.
- What do you think about **to get/getting** some board games, like chess and backgammon?

2 Work in pairs. Use the phrases from exercise 1 to help you make suggestions.

Imagine you're planning to start a youth club for teenagers in your neighbourhood. Here are some of the things you're thinking of getting for the club. You have about ₸ 100 000 to spend. Discuss how much you think members would enjoy these activities and decide which things you are going to buy for the club.



VALUES

'If you want to be rich learn a craft. Wealth diminishes with time, but a skill does not.'

Abay

Look at Speaking database - Giving/Asking for opinion on page 138.



Use of English



Articles

☞ Look at Grammar database pages 140–141 before you do the exercises.

1 Circle the extra word in each sentence.

- 1 In my free time, I listen to the music, go to the cinema and play the guitar.
- 2 The Head gave the Class 9 permission to organise an after-school club.
- 3 I go to the chess club at the weekend by the bus.

- 4 Jenny loves the swimming and she'd like to swim the English Channel.
- 5 We went to the USA and saw the Grand Canyon and the Mount Rushmore.
- 6 You need a hobby, like playing the flute or collecting the stamps.

2 Correct the sentences. Add articles where necessary.

- 1 Madi had lot of time to start new hobbies when he was on vocation.
- 2 I like comedies, whether they are on television or on radio.
- 3 Temirzhan has taken up new hobby and spends whole evening making models.

- 4 Hang-gliding is great fun, but you need hills or even mountain nearby.
- 5 My hobby is drawing, so when I grow up I'd like to be artist.

3 For questions 1–10, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).



Babysitting

Babysitting is a good (0) _____ way for teenagers to earn some extra spending money, and it can teach you some valuable skills too. Looking (1) _____ young children – even for a few hours – isn't always easy. Problems (2) _____ up, and kids don't always do what they're told, especially when they know their parents are away. At times (3) _____ that, you have to stay calm – and that's an important lesson to learn. You mustn't let the situation (4) _____ out of control. However badly the kids behave, don't let them (5) _____ you – and don't get depressed! It's not your (6) _____ that they're misbehaving, but it is your responsibility to solve the problem. (7) _____ a solution to problems like this is an extremely important skill, so where better to begin than trying to get noisy kids to go to bed? The question is, how do you deal (8) _____ a problem like that? The secret is to be calm, but firm. Don't start shouting and (9) _____ them of destroying your evening. Just keep repeating in a calm, firm voice what you want them to do. It takes a bit of practice, but it (10) _____ work in the end! Good luck!

- | | | | | |
|---|----------|------------|--------|-----------|
| 0 | A path | B road | C way | D route |
| 1 | A about | B to | C for | D after |
| 2 | A appear | B come | C go | D get |
| 3 | A like | B such | C as | D similar |
| 4 | A turn | B go | C get | D come |
| 5 | A argue | B complain | C mind | D annoy |

- | | | | | |
|----|------------|-------------|---------------|-----------|
| 6 | A fault | B blame | C cause | D reason |
| 7 | A Doing | B Finding | C Making | D Getting |
| 8 | A over | B about | C of | D with |
| 9 | A accusing | B attacking | C criticising | D blaming |
| 10 | A makes | B does | C is | D has |



Writing

An informal letter/email

Look at **Writing database - informal letters/emails** on page 128 before you do the exercises.

- 1** Read this writing task. Why should your email be informal?

Craig, a friend of yours, is thinking of visiting you and he wants to be able to go to a concert while staying with you. The local tourist office has given you this leaflet and you have made these notes. Write an email giving him the choice of two possible concerts.

Write an **email** of between **120** and **150** words. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

- *Craig arriving June 19th (I think)*
- *I've seen Royal Orchestra – very good!*
- *I haven't got a lot of money.*

Washington Hall

We've got some great concerts lined up for you this season. Tickets are available at the box office.

June 12th-18th The Robbers This rock group will get you dancing and screaming!

Tickets: €15-30

June 20th-21st Royal Orchestra For classical music lovers, the Royal Orchestra is back.

Tickets: €20

June 22nd-29th The Wilson Brothers Country music's most famous brothers are here with their guitars!

Tickets: €25-40

- 2** Decide if the statements are true (T) or false (F).

- 1 You should always use formal language in an email.
- 2 We normally ask each other about our news in informal letters/emails.
- 3 You have to include all the information from your notes.
- 4 You can add extra relevant information not in the notes.

Working model

- 3** Read the answer to the writing task.



From: Kelly <kelly@dmail.com>
To: Craig <CraigSmith@friend.com>
Subject: Your visit!

Dear Craig,

Hi! Have your exams finished? I can't wait for you to arrive!

You said you want to go to a concert while you're here. You're arriving on the 19th, aren't you? 'The Robbers' are playing up to the 18th, so we'll miss them. It's a shame because they're great!

So really you've got a choice of two concerts. The first is the Royal Orchestra on the 20th or 21st. I've seen them and they were very good. Tickets are €20 each.

The Wilson Brothers are playing after that. Have you heard of them? I don't know what they're like. Still, might be interesting. I don't have much money so we'd have to get the cheapest tickets. They're €25. Decide which one you want to see and let me know. I'll get the tickets before you come.

See you soon,
Kelly

- 4** Underline where Kelly does these things in her email.

- 1 asks a friendly question about her friend's life
- 2 checks a piece of information
- 3 tells Craig what the first choice is
- 4 tells Craig what the second choice is
- 5 tells Craig what she wants him to do

Ready to write!

- 5** Look at this writing task. You are going to write a similar email.

Imagine your friend, Ulzhan, is coming to stay with you. While he is staying with you, he wants to go to a concert. Use the leaflet on page 30 and the notes you have made to write an email to Ulzhan, offering him the choice of two concerts.

Write an **email** of between **120** and **150** words.

- Ulzhan arriving on June 15th, leaving on June 21st (?)
- Cost not a problem – birthday money!
- Have to book tickets before 6th

- 6** Complete *Writing Planner 1* on page 129.

Now write!

- 7** You are now ready to write your email. Use informal language. Include all the information you have to.

- 1** What hobbies do you have? Do you have a place to do your hobbies in your neighbourhood? Discuss your ideas in pairs.
- 2** Read about the Youth Palace in Nur-Sultan. What is inside the palace?

Like any other teenager around the world, girls and boys of Kazakhstan **pursue** various hobbies. When it comes to a place where you can do your hobby with your friends, teenagers in the Kazakhstan capital have a great solution! The Youth Palace in Nur-Sultan! This unique building is inspired by traditional forms of **dwelling**. It has four floors and 842 rooms. The Youth Palace is a perfect place to take up hobbies that suit all personalities. The palace has an ice arena, a swimming pool, a fitness centre, and sports halls. There is a theatre and a concert hall for more artistic activities. If you prefer science, why not go to one of the museums or laboratories; there's even a planetarium. Hobbies like chess, studying foreign languages and advanced maths are becoming more and more popular. The achievements of talented children such as the chess champion Zhansaya Abdumalik prove that your **potential** can be developed if only one tries hard enough.



- 3** What can you do in places listed below? Discuss your ideas in pairs.
- Planetarium
 - Swimming pool
 - Concert hall
- 4** Work in groups. Read and match 1–5 with A–E. Which hobby of those listed below would you like to do most? Why?

1 Crafting	(A) is all about being creative and having an eye for beauty. It's about the way we see the outside world through the lens of a camera.
2 Creating video games	(B) means weaving thoughts and turning them into beautiful words. All that is needed is a computer or a tablet.
3 Cooking	(C) is a great way of driving your energy into something creative. It could be making jewellery, producing decorative items, paper quilting or sewing, etc.
4 Writing	(D) is not just limited to computers or consoles. Games are found almost anywhere nowadays such as on smartphone, calculators, or even vending machines.
5 Photography	(E) If you want to take things to the next level, you could use these skills to open up a café or restaurant!



GLOSSARY

dwelling /'dwelɪŋ/(n) a house, flat, or other shelter, in which someone lives

potential /pə'tenʃ(ə)l/(n) the possibility to develop or achieve something in the future

pursue /pə(r)'sju:/(v) to follow a course of activity



Now you!

Work in groups. Discuss hobbies popular among Kazakhstani young people. Then prepare a presentation of five most popular hobbies.



MODULE 2

Exercise and sport

Fighting Fit



Start thinking!

- How important is keeping fit?
- What do people do to keep fit?
- What do you personally do to keep fit?



Reading

- 1** **05** Read this information about a local fitness centre. How popular are places like this in your country?

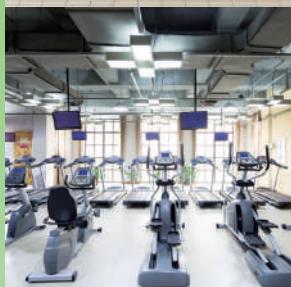
Your Chance to Make Waves!

The Waves Fitness Centre is now open for business! It's the biggest and best fitness centre in the local area, and it's got lots to offer the whole community. Whether you want to get in shape or you're just looking to have fun, we've got everything you need at Waves! And many of our activities are available to non-members for a small fee!



Waves Pool

A Our pool is much more than just a place to swim. It's big enough to keep the whole family entertained! Our wave machine, our water slide and our Ducklings area for pre-school children mean that there's something for everyone. And because swimming is low impact and easy on your body, it's a great form of exercise for the over-60s and people with disabilities. It's never too late to start! We offer Water Walking sessions from 10–11am on weekdays for those who are not used to exercise – walking against the water really helps to build those muscles! – and Power Pool sessions at the weekend from 9–10am for those with more experience. Please note that the Waves Pool has a strict admissions policy and children under eight must be accompanied by an adult unless they are able to pass a short swimming test (call for details).



Waves Gym

Come and work out in style at the Waves Gym. It's such a cool gym that you'll want to come every day! And with opening hours from 7am–7pm you can! Simply sign up, wait a day for your gym membership to be approved, and then away you go! We offer everything from body building to simply getting fit, with an Active Start programme for complete beginners (please book a place in advance) and a personal trainer for those of you who really want to achieve their goals. On Tuesday and Thursday mornings, you can join one of our aerobics classes, a great way to meet people and get fit, while every Friday at 12 there's a chance to join our Expert Group, for those who really want a challenge. Please note that no children under 12 are allowed in the gym.



Dance classes

Dance classes are such a great way to exercise that you won't want to stop! We have a full schedule of classes, from modern dance (Mon–Fri, 2–3pm) to traditional ballroom dancing (Wed–Sat, 1–2pm). Whether you want to improve your social life or your appearance, dance is a motivating way to a new you, and it's not just for the young and healthy. Our Senior Dance on Tuesday evenings is great for those over 55. It's so easy that anyone can do it! For those who are more adventurous, we also run high-energy World Dance classes with fast music from around the world to keep you on your toes. Please note that all dance classes need to be booked in advance and charge an individual course fee. Children under 12 are welcome at all our sessions except World Dance.

2 Look through the information again to find the answers to these questions. Don't read the passage in detail.

1 When can you do ballroom dancing?

2 When can you do Water Walking?

3 When can you play squash?

4 When can you learn about Pilates?

5 When does the Expert Group meet?

3 Read the information again. For questions 1–6, choose from the activities (A–E). The activities may be chosen more than once.

Which activity/activities would you recommend for someone who:

wants to take part in a competition? 1 _____

doesn't want to spend more than their membership fee? 2 _____ 3 _____ 4 _____

wants to meet new people? 5 _____ 6 _____

wants a healthier body and a healthier mind? 7 _____

wants to take part in an activity immediately? 8 _____

is 10 and wants to do an activity without an adult? 9 _____ 10 _____



Racket Sports

D Whether it's indoor tennis, badminton or squash, you can have a full-body workout on the court. Racket sport sessions are available during the centre's opening hours (7am–7pm, seven days a week) and are included in the membership fee (extra charge for equipment hire). Racket sports are so popular that the courts are often fully booked. Please make sure that you book courts at least one day in advance, or two days in the case of non-members. For those of you who are competitive, we run Waves Contests in all racket sports, which are free to members – just ask at Reception for an entry form and details of charges for non-members. Children under 12 must be accompanied at all times on the courts.

Pilates Classes

Pilates is a system of exercise that is designed to improve your physical and mental health. It is popular around the world, and we're pleased to be able to offer five sessions a week with a professional instructor. Choose any two weeknights to suit you and come along to the session from 6 till 7pm. You'll strengthen your central muscles and also train your mind to concentrate, which will help at work or in your studies. Our introductory session, which everyone who is interested must attend before joining a class, is on the first Saturday of each month and it will help you decide if Pilates is for you. Just bring along some comfortable clothes and a desire to learn! Please note that Pilates sessions are adults-only and are not included in the membership fee.

For further information on any of our activities, contact Waves Reception.

VOCABULARY

4 Match the words or phrases from the box with the correct definitions.

competitive • equipment • get fit
• gym membership • impact • workout

- 1 _____ activity in which companies or teams are competing against each other
- 2 _____ the tools, machines, or other things that you need for a particular job or activity
- 3 _____ obtain a good physical condition
- 4 _____ being a member of a club where you go to do physical exercises, swim, and play sports
- 5 _____ is an effect, or an influence
- 6 _____ means an occasion when you do physical exercise



Have your say!

- Do young people you know get enough exercise?
- What could we do to encourage them to exercise more?

G Grammar

Result clauses: *so, such, too, enough*

☞ Look at *Grammar database 2 pages 141–142* before you do the exercises.

- 1** Read the extracts from the article on pages 12 and 13 and decide if the statements in the green box are true (T) or false (F).

Racket sports are *so* popular *that* the courts are often fully booked.

It's big *enough* to keep the whole family entertained!

Dance classes are *such* a great way to exercise that you won't want to stop!

It's never *too* late to start!

- 1 *So* can be followed by an adjective and a *that* clause.
- 2 *Enough* is followed by an adjective or adverb.
- 3 *Such* is used in exactly the same way as *so*.
- 4 *Too* is followed by an adjective or an adverb.

- 2** Complete each sentence with a word from the box. You will use some words more than once.

so • such • too • enough

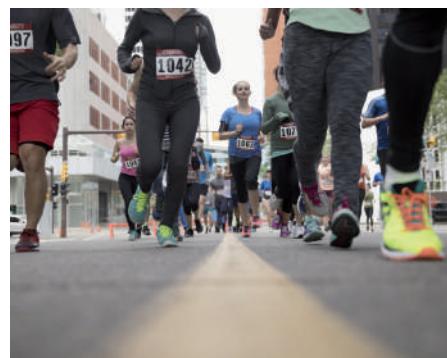
- 1 I'm _____ unfit that I have to join a gym.
- 2 I might be fit _____ to run a marathon soon!
- 3 The gym was _____ a success that they've opened another one.
- 4 It's _____ late to go to the gym today.
- 5 Are you old _____ to join the dance classes?
- 6 The gym is _____ expensive I can't afford it.

- 3** Complete each sentence so that it means the same as the first sentence. Use the words given without changing them. Use no more than five words.

- 1 Fried food is very unhealthy, which means it can lead to a heart attack. **so**
Fried food _____ it can lead to a heart attack.
- 2 Some people take so many pills that it must be bad for them. **such**
Some people take _____ that it must be bad for them.
- 3 My grandma is too ill to leave the house. **enough**
My grandma _____ to leave the house.
- 5 Lots of people don't do enough exercise. **so**
There _____ people who don't do enough exercise.
- 6 I'm so clumsy that I couldn't be a surgeon. **too**
I'm _____ a surgeon.

- 4** Complete the sentences to make statements about yourself. Use your imagination if you like!

- 1 I'm so _____ that _____.
eg *I'm so fit that I can run a marathon in three hours!*
- 2 I'm such a(n) _____ that _____.
eg *I'm such a lazy person that I never tidy my room!*
- 3 I'm not _____ enough to _____.
eg *I'm not old enough to drive a car.*
- 4 I'm too _____ to _____.
eg *I'm too short to be a basketball player.*





Vocabulary builder

Exercise

- 1** Use words or phrases from the article on pages 12–13 to complete the sentences.
You've been given the first letter to help you.

aerobic classes • body building • in shape • muscles • trainer • work out



- 1 I really want to get i_____ s_____ , so I've started going to a gym twice a week.
- 2 You have to be very careful when you w_____ o_____ because it's easy to injure yourself.
- 3 Many famous people have their own personal t_____ who advises them on their fitness.
- 4 My mum's started going to a_____ c_____ to get fit and she likes meeting all the other women there.
- 5 I'm not used to a lot of exercise, so my m_____ start to hurt when I play too much sport.
- 6 If you do b_____ b_____ , you have to work very hard to get ready for shows and competitions.

Collocations: make / do

- 2** Complete the phrases using either **make** or **do**.

_____ an appointment	_____ your homework
_____ a complaint	_____ the bed
_____ some exercise	_____ friends
_____ the housework	_____ a mistake
_____ a noise	_____ sure
_____ up your mind	_____ well at something
_____ your best	_____ a decision
_____ a fuss	_____ an effort
_____ a mess	_____ you good
_____ a phone call	_____ money
_____ the washing-up	_____ the shopping
_____ a suggestion	_____ a meal

- 3** Write sentences with three of the phrases from exercise 2.
In groups, compare your sentences.



Magic metaphors

- 4** When we talk about **problems**, we sometimes use words or phrases that have a connection with **illness**. Complete the sentences with the words from the box.

headache • unhealthy • recover • get over

- 1 Samantha's been having a few problems at school lately, but she should _____ them before her exams.
- 2 Trying to organise a wedding is a real _____! There are just so many problems to deal with.
- 3 The company is in a(n) _____ financial situation and it doesn't look like things are going to get any better.
- 4 It took me a long time to _____ from failing my exams, but in the end I decided to take them again.



Listening

1 **06** Listen to an interview with a woman who is on a diet. Decide whether each statement is true (T) or false (F).

- 1 Judy thinks that she is too fat. _____
- 2 Judy can eat fast food during the diet. _____
- 3 Judy has to think about different types of food. _____
- 4 Judy gets points when she doesn't eat something. _____

2 Listen again. For questions 1–5, choose the best answer (A, B or C).

- 1 Judy started the diet after
A she realised she had to lose weight.
B she decided she needed more energy.
C someone at a gym recommended it.
- 2 With the diet, you need to
A know some facts about what you eat.
B understand that chips are bad for you.
C learn that junk food makes you fat.
- 3 Judy says we should eat
A more fruit and vegetables.
B all types of food.
C more fatty foods.
- 4 Cream is in
A the 'Enjoyment' group.
B the same group as pasta.
C the same group as eggs.
- 5 How many points does Judy try to get each day?
A five
B nine
C ten



Soundbite

/ɑ:/, /ɔ:/ and /u:/

07 Look at the vowel sounds that are underlined in the words. In each group of four, one word has a different vowel sound. Circle the odd one out. Listen and check.

- | | | | |
|--------|-------|--------|-------|
| 1 car | fat | father | can't |
| 2 word | sword | court | bored |
| 3 boot | look | too | shoot |



VALUES

'A person uniting the strength of mind with the willpower can succeed, a person combining reason and willpower will be like a swift Arab horse, having a headship over everything.'



Speaking

Useful Phrases

3 Complete the answer with words and phrases from the box.

Of course • so • To begin with
but • Secondly • For example

Do you think we are healthier than people 50 years ago?

Yes, we are. _____, we have a better diet. _____, people today eat more fruit and vegetables. _____, we also eat more fast food, _____ generally our diet is better. _____, doctors can cure more illnesses, _____ we live longer. Yes, we're definitely healthier today.

Useful Phrases

4 In pairs, talk about the following questions. Use the phrases from exercise 1 to help you.

- Do you think we are more fit today than people were 50 years ago?
- What are the most popular exercises young people do in Kazakhstan?
- Do you think eating fruit and vegetables help getting fit?
- What is a healthy diet?

As far as I'm concerned, ...

Teenagers do various exercises, including ...

Absolutely. Yes. People today ...

From what I've heard, I think young people need ...

Look at Speaking database - Giving/ Asking for opinion on page 138.

Abay



Use of English

Infinitives of purpose

☞ Look at Grammar database 2 page 142 before you do the exercises.

1 Rewrite the sentences using the phrase in bold. The first one has been done as an example.

1 I thought I should ask the doctor about going on a diet so I went to the surgery. **in order**
I went to the surgery in order to ask about
going on a diet.

2 I had to lose some weight, so I went on a strict diet. **in order** _____

3 She doesn't want to get ill, so my mum takes vitamin tablets. **in order** _____

4 Because they want to keep fit, many people take up sports. **so as** _____

5 I want to stay healthy, so I try to eat lots of fruit. **in order** _____

6 I didn't want to catch a cold, so I wore a warm coat and a scarf. **in order** _____

Word patterns

2 Complete the sentences using the words in the box. You may need to change the form of the words.

object • approve • prevent • capable
 congratulate • afraid • succeed • manage

1 Some people don't _____ of smoking because it's bad for your health.

2 When you're seriously ill, you're not really _____ of working.

3 If they _____ to find a cure for cancer, it'll be a great discovery.

4 Some people believe that eating garlic can help _____ you from getting ill.

5 We rang my brother to _____ him on passing his medical degree.

6 In order to _____ in becoming a doctor, you need to work very hard.

7 If I was a doctor, I'd constantly be _____ of catching something from my patients!

8 Dr Lloyd was surprised to discover that some people _____ to his medical experiments.

Synonyms

3 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Write the missing words IN CAPITAL LETTERS.

1 My parents asked me if I wanted to have figure skating lessons. **felt**

My parents asked me if I _____ figure skating lessons.

2 The teachers object to our playing football in the corridor. **of**

The teachers _____ our playing football in the corridor.

3 I regret giving up the gymnastics at the age of 12. **wish**

I _____ up the gymnastics at the age of 12.

4 I am really looking forward to joining my local basketball team. **wait**

I really _____ my local basketball team.

5 Tengiz can't wait to take part in the tennis competition! **looking**

Tengiz _____ part in the tennis competition!

6 Why don't you approve of Temirzhan playing rugby? **object**

Why _____ Temirzhan playing rugby?



Writing

A report

Look at **Writing database - reports** on page 125 before you do the exercises.

1 Read this writing task. Who is going to read your report?

You work for a local tourist office and your manager has asked you to write a report on camping facilities in the area. The report will be used to produce a leaflet for tourists coming to your area.

Write a **report** of between 120 and 180 words in an appropriate style.

Working model

2 Read the answer to the writing task.

To: Thomas Edwards
From: Claire Eliot
Subject: Camping in this area

Introduction

As requested, I have researched camping facilities in the local area to help the group of students who intend to visit. The results are presented below, together with my recommendations.

Campsites

There are two main campsites locally, Camping World and Sunshine Campsite. While Camping World is cheaper, the facilities are also more basic. Sunshine Camping is slightly more expensive, but it does have excellent shower and cooking facilities.

Time of year

Both campsites are open all year round. Prices are lower during the winter, but the weather in this part of the world can get very cold. The campsites can be very busy during July and August.

Clothing

This depends on the time of year. However, even in summer the evenings and nights can be quite cold, so warm clothing is needed, particularly when camping.

Recommendations

I would recommend staying at Sunshine Campsite because of the excellent facilities. In my opinion, the best time to visit would be September, when the weather is still good, but the campsites are not as busy as they are earlier in the summer.

3 Decide if the statements about the report in exercise 2 are true (T) or false (F).

- 1 The language used is generally informal.
- 2 Each paragraph has its own heading.
- 3 It presents information in a clear way.

Ready to write!

4 Look at this writing task. Who is going to read your report?

You work for a sports shop and the manager is thinking of starting a new gym. He has asked you to write a report on gym facilities in the area. Your manager wants to know what you recommend.

Write a **report** of between 120 and 180 words in an appropriate style.

5 Go to **Writing planner 2** on page 129 and do the writing task.

Now write!

6 You are now ready to write your report for your manager. Use formal language. Keep your purpose in mind.



1 What famous Kazakhstan sportspeople do you know? Discuss your ideas in pairs.

2 Read the text about the Olympic® champion for Kazakhstan. Which discipline is Dmitriy Balandin famous for?

Dmitriy Balandin dedicated his life to sports. Since his childhood Dmitriy dreamt of becoming an Olympic®
 (1) _____, and he managed to achieve his dream and follow a wonderful sports **path**.

Dmitriy Balandin is a breaststroke swimmer who started his
 (2) _____ in Almaty.

He won his first prize at the age of fourteen. The 2014 Asian Games turned Dmitriy's **triumph**.

He won gold on the distances of 50, 100 and 200 m. In two years, 21 years old sportsman represented Kazakhstan during the Olympic Games™ in Rio.

Dmitriy Balandin's **sensational**

(3) _____ was the gold (4) _____ for the 200 m breaststroke in 2016 Summer Olympics®. It became the first-ever gold Olympic medal for Kazakhstan in swimming. We believe that one day Dmitriy will be the **flag-bearer** of Kazakhstan Olympic® (5) _____.



3 Read the text again and complete it with the words A–E.

A victory B team C medal D champion E career



GLOSSARY

bearer /'beərə(r)/ (n) someone whose job is to carry something such as a flag, especially in a ceremony

path /pa:θ/ (n) a way from one place to another that people can walk along

sensational /sen'seɪʃ(ə)nəl/ (adj) very exciting and surprising

triumph /'traɪʌmf/ (n) a great victory or success



Web search!

Go online and find information about other Kazakh sportspeople, who are gold medallists. Prepare a short presentation of the chosen sportsmen.



Game, Set and Match



Start thinking!

How many Olympic® sports events can you name? Quickly make a list.



Reading

1 **08** Read the magazine article. Which of the sports mentioned do you prefer watching?

2 Decide in which paragraph the writer does these things.

- a introduces the idea of athletes competing in many events Paragraph ____
- b presents one athlete's reasons for doing the decathlon Paragraph ____
- c tells the reader where to find further information Paragraph ____
- d raises the question of why athletes choose the decathlon Paragraph ____
- e presents useful advice for young athletes Paragraph ____

Ten Events, One Champion: THE DECATHLON



Fay Webster takes a look at the world of athletics and finds out what it takes to be a true champion.

1 The Olympic Games™ have changed a lot since their origins in Ancient Greece. Today, athletes from countries all over the world take part and the Olympics® are big business, watched by millions on television. Some things, though, have stayed the same. The athletes then could make a lot of money from winning, just like today's competitors. In the ancient Games, a great champion might have received as much as a year's pay for winning a race.

2 Another thing that hasn't changed is the search for an all-round champion, somebody who can defeat their opponents at a number of different sporting events. In the ancient Olympics®, athletes competed in the pentathlon. This consisted of the long jump, the discus, the javelin, a running race and wrestling. The first winner, in 708 BC, was Lampis of Sparta, who must have been a great athlete to beat so many others from all over the

Hellenic world. The pentathlon was an important part of the Olympics® until Emperor Theodosius of Rome banned the Games in 393 AD.

3 The Stockholm Olympics® of 1912 brought back this tradition of the search for all-round greatness. The modern pentathlon was included (shooting, swimming, fencing, riding and running) and so was the modern decathlon (ten events), with the heptathlon (seven events) for women being introduced later. So what drives someone to take on this running, throwing, jumping challenge and push their body to its limits? I met American decathlete Bruce Thorpe in New York and told him he must have been crazy to take up the decathlon. He laughed.

4 'Yes, I think I probably was. I could have done lots of different sports, but I chose the decathlon. It's very tough and it demands a lot of different skills. You have to train just as hard as other athletes, only you have to do it in ten different events! I think we're probably all a little crazy, but it's very satisfying in the end,' he said. I asked him to explain what happens in the decathlon.

3 Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 The writer says that athletes today
 - A are more popular than in ancient times.
 - B are much better than in ancient times.
 - C treat the Olympics® like a business.
 - D can become wealthy through sport.
- 2 The ancient pentathlon didn't test athletes' abilities to
 - A throw things.
 - B jump high.
 - C run fast.
 - D jump far.



5 ‘The way it works is you complete each event and you get points, depending on how well you do in that event. At the end of two days, the person with the most points is the champion and takes the gold medal, the second person gets the silver and the third the bronze medal. We start with the 100 metres, the long jump, the shot put, the high jump and the 400 metres. The second day, it's the 110-metre hurdles, the discus, the javelin, the pole vault and the one that we all dread, the 1500 metres.’ I asked him what made the 1500 metres such a struggle. ‘All the other events demand speed or strength. With the long race, it's stamina. Really, decathletes aren't built for that event.’

6 So what tips does Bruce have for those of you thinking of taking up the decathlon? ‘Start as early as you can and join a good club,’ he said. ‘It takes a long time to master ten different events, or seven for the heptathlon, and you need expert help. And don't expect to have much free time!’

7 Ten events, one champion. Think you might be the one? If you're interested in finding out more about the decathlon, contact your local athletics club.

- 3 According to the passage, the heptathlon for women
 - A is much easier than the decathlon.
 - B is similar to the ancient pentathlon.
 - C tests the ability to ride a horse.
 - D became an Olympic® event after 1912.
- 4 What do you have to do to win a gold medal in the decathlon?
 - A Score more points than all the other competitors.
 - B Beat the other competitors in at least three events.
 - C Finish each event in the top three.
 - D Complete the events in the right order.
- 5 What does Bruce say about the events?
 - A The 1500 metres should be on the first day.
 - B The first day is tougher than the second.
 - C The 1500 metres is different from the other events.
 - D It looks easier than it actually is.
- 6 What is Bruce's advice for people thinking of becoming decathletes?
 - A Get a trainer to guide you.
 - B Get up early to start training.
 - C Take up the heptathlon instead.
 - D Try to get a good time in all the events.

VOCABULARY

4 Use words from the box to complete the definitions.

athletics • competitor • club
opponent • stamina

- 1 The sport involving different events like running around a track, throwing or jumping is known as _____.
- 2 Someone taking part in a sports competition is called a _____.
- 3 The people you are competing against are your _____.
- 4 _____ is the ability to keep going for a long time.
- 5 A _____ is made up of a group of people who are all interested in a sport or hobby.



Have your say!

- Do you think you'll follow the decathlon during the next Olympics®?
- Would you ever consider taking part in a decathlon? Why? / Why not?

G Grammar

Modals: modal perfect

☞ Look at *Grammar database 3 page 142–143* before you do the exercises.

1 Read this sentence and circle the correct word.

'You must have been very pleased to win the decathlon.'

1 This refers to the *past/present*.

2 This sentence expresses *certainty/possibility*.

Find other examples of the modal perfect in the article. Answer the questions above for each example you find.

2 What do the sentences express? Choose the correct option.

1 You should have asked Tim what time the race starts when he called.

a I think you probably did this.

b You didn't do this and I think that was wrong.

2 Look at Wendy's face! They must have lost the match.

a I am (almost) certain this happened.

b This didn't happen, but it was a possibility.

3 Be careful! You could have hit me with that javelin!

a I am (almost) certain you hit me with the javelin.

b You didn't hit me with the javelin, but it was a possibility.

4 Patrick might have forgotten about our arrangement to play basketball.

a I am (almost) certain he has forgotten about it.

b It is possible that he has forgotten about it.

5 You ought to have let your dad win when you were playing tennis.

a I am (almost) certain you did this.

b You didn't do this and I think that was wrong.

6 They should have shown the match in the evening, not the morning!

a It is possible that they did this.

b They didn't do this and I think that was wrong.



VALUES

'For each individual, sport is a possible source for inner improvement'

Pierre de Coubertin

3 Correct the sentences that have mistakes in them. One sentence has no mistakes. Which one?

- 1 Britney might has heard about the competition from Sarah last week.
- 2 Look out! You should have killed someone playing like that!
- 3 Oh, he's missed! He really must have scored from that position!
- 4 Thinking about it now, we should play better in last week's match.
- 5 But Lauren is hopeless! She can't have beaten Oscar at tennis!



4 What would you say in these situations? Complete the sentences using a modal perfect and the verbs in brackets.

1 Will has left his football behind. The only explanation is that he forgot it. (**forget**)

'Will _____ his football.'

2 George is very bad at football. You don't believe he scored a goal. (**score**)

'George _____ a goal!'

3 Your mum says she tried to call your sister an hour ago. You are almost certain that your sister was playing volleyball then. (**play**)

'She _____ when you called.'

4 Your friend complains to the referee during a match. Afterwards, you tell her/him that you thought her/his behaviour was wrong. (**complain**)

'You _____ during the match.'



Vocabulary builder

Sport

1 Complete the sentences with words from the box.

umpire • spectator • trainers • defeat • individual • trainer • referee • team • medal • victory

- 1 The _____ blew his whistle and the footballers started the game.
- 2 Simpson's _____ means that he is now the European heavyweight boxing champion.
- 3 The ball went into the crowd and a(n) _____ was injured.
- 4 The volleyball team I belong to has got a new fitness _____.
- 5 The winner felt very proud when the _____ was placed around her neck.
- 6 My mum has promised to get me a brand new pair of Adibok _____!
- 7 You learn to work with others by taking part in _____ sports, such as football and basketball.
- 8 The _____ shouted. 'Play!' and the tennis match started.
- 9 I prefer _____ sports, such as running, where you don't have to rely on other people.
- 10 Porttown City will find it difficult to recover from their _____ on Saturday.



2 Match each of the sports to the correct picture.

basketball • cricket • volleyball
rugby • tennis • football
squash • hockey • badminton



Collocations

3 Decide whether the sports in exercise 2 are played on a court or on a pitch.

Phrasal verbs with other particles

4 Match the phrasal verbs in the sentences with the correct definitions.

- 1 Could you please **put** me **through** to the manager of the club?
- 2 United's dream **turned** **into** a nightmare when they lost 8-0.
- 3 Mark **takes** **after** his father. They're both mad about running.
- 4 The match is going to be **brought** **forward** to this Saturday.
- 5 The thieves managed to **get** **away** **with** a lot of expensive sports equipment.
- 6 The police are **looking** **into** the crowd violence at the match last Friday.
- 7 These trainers were really expensive so my mum said I have to **look** **after** them.



_____ to escape _____ to keep in good condition

_____ to become _____ to move to an earlier date or time

_____ to investigate _____ to be like an older relative

_____ to connect somebody on the phone



Listening

- 1** **09** Listen to a short extract from an interview with a snooker player. Write a number or short phrase to answer each question.

- What is the programme called?
- How old is Angela Oliver?
- How old was Angela when she started playing snooker?
- When did Angela win the Lancashire Amateur Snooker Championship?
- What does she want to be when she's older?



Speaking

- 1** Write down three things that football and the high jump have in common.

1 *They are both sports.*

2 _____

3 _____

- 2** Write down three differences between football and the high jump.

1 *Football is a team sport while/whereas the high jump is an individual sport.*

2 _____

3 _____

- 3** Answer the questions.

Which sport do you prefer to watch, football or the high jump? Why?

- 4** Work in pairs. One of you should read the instructions and the other should talk for one minute. Then swap.

Which sport do you prefer to watch?

I'd like you to compare and contrast the two photos and say which sport you prefer to watch.

- 2** **10** Listen to the interview. For questions 1–7, complete the sentences.

Angela's father was both excited and **1** when she won.

A snooker game requires a table, a snooker cue, a white ball, six coloured balls and **2**.

You get five points if you successfully pot the **3** ball.

Once the red balls have been potted, the aim is to pot the remaining balls **4**.

If a player accidentally pots the black, **5** are given to the opponent.

A 'snooker' is when you are unable to

6 the ball you want to hit next, because of an obstruction.

The side of the table you can hit a ball against is called **7**.



Soundbite stress

- 11** Underline the syllable you think is stressed most in the words in each set. Listen and check.

The first word is an example.

1 photograph photographer photographic

2 athlete athletic

3 victory victorious

4 famous infamous

5 science scientific

6 concentrate concentration



Look at **Speaking database - Comparing and Expressing preferences** on page 138.



Use of English

The unreal past

☞ Look at Grammar database 3 page 143 before you do the exercises.

1 Circle the correct form in each sentence.

- 1 It's about time the team ***starts/started*** working better together.
- 2 I would rather ***watch/watched*** water polo than volleyball.
- 3 I wish I ***have/had*** enough money to go and see my team play tonight.
- 4 I would rather you ***play/played*** for our side than for theirs.
- 5 Paul thinks it's high time you ***take/took*** athletics seriously.
- 6 I'd rather you ***don't/didn't*** tell everyone that you beat me at tennis.

4 For questions 1–12, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

2 Use the notes to make complete sentences.

- 1 I wish I/am better/football.
- 2 Laurence would rather you/not come/watch him play this weekend.
- 3 It is about time we/get ready/the match.
- 4 Joanne/wish/she/not have to play handball this weekend.
- 5 Instead of a theatre, I'd rather the town/spend the money/a new stadium.

Common mistakes

3 Circle the correct word in each sentence.

- 1 I'm really looking forward ***at/to/for*** the competition.
- 2 You need ***both/and/also*** strength and determination to be a good long-distance swimmer.
- 3 My parents would ***better/like/rather*** I didn't talk about football all the time!
- 4 I ***wish/want/hope*** I was as fast a runner as Diane is.
- 5 It's time he ***join/joins/joined*** our team.

Tug – of – war



Every year, on (0) ***THE*** last Saturday of July, our village has its Annual Tug-of-war Day. Everyone (1) _____ forward to it because it's great fun – (2) _____ if it's pouring with rain!

We (3) _____ the whole afternoon watching and taking (4) _____ in tug-of-war competitions. In tug-of-war, you have two teams – usually with eight people in each team – trying to pull a rope across a line. In our village, we have four categories of teams: men's, women's, under 16s and mixed, (5) _____ is men, women and children together.

You need both strength (6) _____ determination to be good at tug-of-war. Last year, our team

(7) _____ second in the under 16s category. I think we could (8) _____ won – we were strong enough – but it was very muddy because it had (9) _____ raining and we all kept falling over!

This year, my dad's going to be in one of the men's teams (10) _____ the first time. I'm really pleased, because it's about time he (11) _____ up a sport. His team's going to practise hard throughout the winter, so it should keep him fit! My mum says she (12) _____ rather he did something less physical, like fishing, because she doesn't want him to hurt himself!



Writing

An article

Look at Writing database - articles on page 127 before you do the exercises.

1 Read this writing task. Who is going to read this article?

Your school magazine has asked you to write an article to encourage people to join the school athletics club. The editor has sent you this note:

The school athletics club is looking for more people to get involved. Do you think you could write an article for the magazine? Mr Barlybayev (he's the teacher in charge) told me they meet twice a week (Monday and Thursday, 5pm-7pm) and they do all kinds of athletics. I don't know anything about it so I thought I'd ask you.

Thanks.

Aruzhan.

Write an **article** of between 120 and 180 words in an appropriate style.

Working model

2 Read the answer to the writing task.

WHY YOU SHOULD THINK ABOUT JOINING

THE SCHOOL ATHLETICS CLUB

WHICH IS RUN BY MR BARLYBAYEV

We all know that we should get more exercise. We all know that sport is a great way to enjoy yourself and meet new friends. We all know that winning is a great feeling. So why aren't we all in the athletics club?

'It's perfect for students who want to take up a new sport,' says Mr Barlybayev, the teacher in charge, and he's right! You can do almost anything at the club, including running, the pole vault and the javelin. In fact, there's everything you need to become the next Olympic® decathlon champion!

The members of the club meet every Monday and Thursday evening between 5pm and 7pm. I spoke to one of them to find out what she gets out of being a member. 'Well, it's a lot of fun,' says Sholpan Azymova, who's been a member for two years. 'It can be hard work, but you see your friends and you keep in shape. Oh, and it's completely free!'

Why not try it? If you're interested, ask Mr Barlybayev for more details.

3 Underline where the writer does these things in the exercise 2.

- 1 asks their readers a question
- 2 tells their readers what someone says
- 3 agrees with someone
- 4 makes a suggestion
- 5 tells their readers what to do next

Ready to write!

4 You are going to write a similar article about an athletics club for the school magazine. Here is the note the editor has sent you. Who does he suggest you could speak to?

Mrs Alibayeva (she runs the club) wants to encourage more people to join the athletics club. Could you write an article for us? She said you could ask her about it, and you might ask Sanzhar Smagulov a few things. He's been a member for three years, I think. They meet on Tuesdays and Fridays, 6pm-8pm. Thanks a lot.

Dauren

5 Now complete Writing Planner 3 on page 130.

Now write!

6 You are now ready to write your article for the school magazine. Use the information you have been given. Use at least one example of direct speech. Your article shouldn't be very formal. Write between 120 and 180 words.





Culture Spot: Sport in Kazakhstan



- What Kazakhstan sportspeople do you know? Discuss your ideas in pairs.
- Read the text about sport in present-day Kazakhstan and name the sports that Kazakhstan sportspeople are famous for?

Over the past few decades, sports-people of the Republic of Kazakhstan achieved worldwide **recognition** both at the Olympic Games™ and in World Championships. To name just a few:

- the boxer Daniyar Yeleussinov, won a gold medal in the 2016 Summer Olympics®, and gold medals at the 2010 and 2014 Asian Games,
- the mogul skier Yuliya Galysheva, won a bronze medal in the 2018 Winter Olympic Games™ and two gold medals at the Asian Winter Games in 2011,
- the figure skater Denis Ten was an Olympic® bronze medallist in 2014, a two-time World medalist (silver in 2013, bronze in 2015), the 2015 Four Continents champion, and the 2017 Winter Universiade champion.

Kazakhstan has also successfully organised and staged major international **tournaments**: the 7th Asian Winter Games in 2011 and the 28th Winter World Universiade in 2017. Modern sport **venues** and world-class **facilities**, such as *Alau Ice Palace and Saryarka Velodrome in Nur-Sultan, Medeu Speed Skating and Bandy Rink and Sunkar Ski Jumping Complex* in Almaty are available for training purposes all year round.



GLOSSARY

facility /fəˈsɪləti/ (n) an area or building used for a particular purpose

recognition /rɪkəg'nɪʃ(ə)n/ (n) praise, respect, or admiration

tournament /'tuə(r)nəmənt/ (n) a series of games in which the winner of each game plays in the next game until there is one player or team left

venue /'venju:/ (n) the place where an activity or event happens

- Work in groups. Look at some of the sports that are popular in Kazakhstan. Which are summer (S) and winter (W) sports? What sport(s) do you like watching? Share your ideas with your classmates.

Athletics	<input type="checkbox"/>	Fencing	<input type="checkbox"/>	Rhythmic gymnastics	<input type="checkbox"/>	Speed skating	<input type="checkbox"/>
Boxing	<input type="checkbox"/>	Figure skating	<input type="checkbox"/>	Rugby	<input type="checkbox"/>	Swimming	<input type="checkbox"/>
Cycling	<input type="checkbox"/>	Handball	<input type="checkbox"/>	Ski jumping	<input type="checkbox"/>	Weightlifting	<input type="checkbox"/>
Equestrian sports	<input type="checkbox"/>	Ice hockey	<input type="checkbox"/>	Snowboard	<input type="checkbox"/>	Volleyball	<input type="checkbox"/>



Now you!

Work in groups. Choose a sporting celebrity and write down anything you know about the person. Prepare a presentation of the person and his or her achievements.



→ CLIL History: The origins of the Marathon

1 Read the text. Is there a famous marathon in your country?

The marathon commemorates a famous event in ancient Greece. In 490 BC, a battle took place in the Greek town of Marathon between the Greeks and the Persians. The Persian army was larger and stronger than the Greek army, but the Greek army resisted and miraculously won the battle. A soldier called Pheidippides was sent to Athens to tell the people about the Greek victory. Pheidippides ran the 40 kilometres between Marathon and the capital without stopping. When he arrived he shouted 'We have won!' and then died.

When the first modern Olympics took place in Athens in 1896, a 40 kilometre running race between Marathon and Athens was one of the events. It was called the marathon. At the London Olympics in 1908, the organisers wanted the marathon to finish directly in front of the British royal family in the stadium. As a result, they added an extra 2.195 kilometres to the marathon! Since then, all marathons are 42.195 kilometres

2 Read the factfile and complete the text about the origins of the marathon.

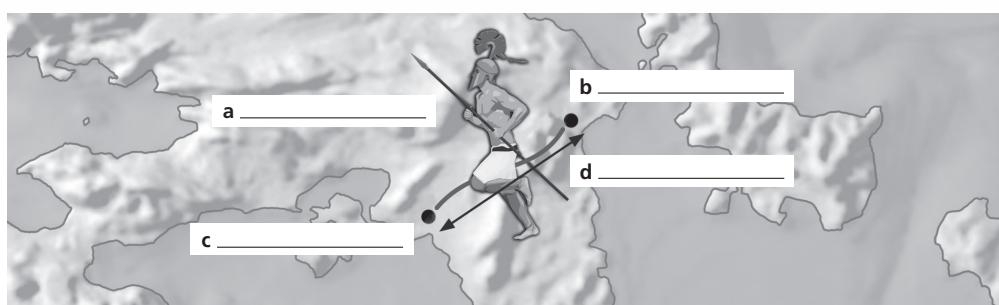
The origins of the marathon

Date:	490 BC
War:	Greek and Persia
Place:	Between city of Athens and town of Marathon
Winners:	Greece
Name of messenger:	Pheidippides
Distance:	40km

In (1) _____ BC there was a battle between the armies of Greece and (2) _____. The battle was in Greece in an area between (3) _____ and the town of (4) _____. Greece had a smaller army than Persia, but (5) _____ won the battle! A messenger called (6) _____ ran from the town of Marathon to (7) _____, to tell the people of Athens about the victory. It was a distance of (8) _____. When he reached the city the messenger said 'We have won.' and then he died.

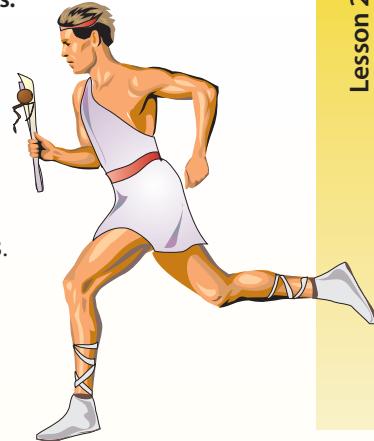
3 Look at the map. Label the lines in the map a–d with the words in the box.

40kms • Athens • Marathon • Pheidippides



4 Read about the early Olympic Games. Match the questions and answers.

- 1 Where were the first modern Olympic Games?
- 2 How long was the first marathon race?
- 3 Where were the Olympic Games in 1908?
- 4 Who changed the distance of the marathon race?
- 5 How long have marathon races been since the London Olympics in 1908?



- a All marathon races have been 42.195 km since the London Olympics in 1908.
- b The organizers of the London Olympics games changed the distance of the marathon race to 42.195 km.
- c The first modern Olympic Games were in Athens in 1896.
- d The first Olympic marathon race was 40 km at the Athens Olympic Games.
- e In 1908 the Olympic Games were in London.

5 Find out more about the first modern Olympic Games in 1896. Work in pairs.
Exchange the information with your classmates.

Go to page 165 and do the Term 1 Project
'Your school's book of records'.

'Can do' Progress Check

Tick (✓) the things you can do in English now.

Vocabulary

I know words and phrases related to:

- hobbies
- exercise
- sport

Grammatical structures

I know and I can use the structures of:

- present perfect: simple and continuous
- articles, synonyms
- result clauses: *so, such, too, enough*
- infinitives of purpose, word patterns
- modals: modal perfect
- the unreal past, common mistakes

Reading

I can:

- recognise discourse markers
- scan for specific information
- understand text structure

Listening

I can listen to a text for:

- understanding attitude
- general information
- specific information

Speaking

I can:

- make suggestions
- use correct discourse
- compare

Writing

I can write:

- an informal letter/email
- a report
- an article

MODULE 3

Earth and our place on it

Our Weather



Start thinking!

What's the weather usually like in each season in your area?

Think about:

- spring • summer • autumn • winter



Reading

1 **12** Read this extract from a book. Would you like to do what the writer suggests?

2 Read the sentences. Do you think the writer of the book agrees or disagrees with them?

- 1 Traditional wisdom isn't very reliable.
- 2 The professionals rely on the amateurs.
- 3 You should know the usual weather patterns.
- 4 You can benefit from your forecasts.

Do-It-Yourself Forecasts

*When the wind is in the west,
the weather is always best.*

*When the wind's in the south,
the rain's in its mouth.*

Have you heard sayings like these before? Or have you heard that when cows lie down it's going to rain? Maybe you've heard that a sunny Christmas Day means we're going to have a warm Easter. Many cultures have traditional ideas about how to forecast the weather and they all have one thing in common: they are not very accurate. Most of **them** are about as accurate as saying that the weather tomorrow will be more or less the same as today. The weather is too complicated to be forecast easily and simply.

How do meteorologists go about trying to forecast the weather? The first thing they need is information, and lots of it. Data is constantly collected from weather stations around the world. Weather balloons tell us what is happening at high altitude. Satellites give us images of cloud cover and wind direction. All this information is processed by computer and combined with information about the normal climate of a region to produce the forecast. Even so, we can only accurately forecast the weather for the next couple of days.

Can't we amateurs forecast the weather at all, then? Yes, we can, but to be a great amateur meteorologist you need to do some of the things the experts do. First of all, collect your information. You need to know about the climate in the area where you live. What's a typical summer like? How much rain normally falls in October? If your area never gets fog in the summer, then a forecast of fog in July is unlikely to be accurate.

The next thing you need to take into account is local geography. Are there any mountains nearby? They could affect the wind. Are you by the coast? That could affect rainfall. All these factors need to be considered when you are trying to understand what the weather is going to do next. You'll also need some basic equipment: a good thermometer, a barometer to measure pressure in the atmosphere and, if possible, a wind meter. Start to keep records of the temperature, pressure and wind speed and direction each day.

Then it's a question of using your eyes, and even your ears. Listen to the radio. Is there a lot of static? Together with falling atmospheric pressure, that probably means that the weather is going to get worse. Go outside and listen. Do sounds seem clearer than usual? Is there a kind of ring around the Sun or Moon? It could mean that it's

3 Read the text again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 What does ‘them’ in line 7 refer to?
A different cultures
B traditional ideas about the weather
C most weather forecasts
D the weather on different days
- 2 The writer does not mention that forecasters collect information about
A the weather very high in the atmosphere.
B the accuracy of forecasts in the past.
C the amount of cloud over an area.
D the way the wind is blowing.
- 3 What does the writer say you need to know about your area?
A the forecasts of the experts
B the general patterns of weather
C how rain affects local people
D how summer fog is caused



going to rain. Is your barometer rising and do the clouds seem to be getting higher? It probably means that the weather is clearing up.

With a little practice, your forecasts will become more accurate. Soon, you'll be able to plan your day better. Are you playing football tomorrow? Well, a quick look at your equipment and a few minutes spent outside will tell you whether it's going to rain or not. Are you going skiing next week? Maybe you should forget it if there's no chance of snow.

Making your own forecasts can be a lot of fun, and who knows? You might even beat the experts!

4 The writer suggests that the amateur forecaster should

- A buy a lot of accurate equipment.
- B get a good map of the area.
- C make notes about changes in the weather.
- D live in a flat area away from the sea.

5 You might be able to forecast good weather when

- A the reading on your barometer is falling.
- B you can hear sounds very clearly.
- C low clouds start to disappear.
- D the Moon is very bright in the sky.

6 To make accurate forecasts, you need to have

- A experience of forecasting.
- B good planning.
- C time to watch the weather change.
- D a good memory.

VOCABULARY

4 Match the words with the definitions.

- | | |
|---|---|
| 1 forecast
(paragraph 1) | a unwanted electrical noise
(on a radio) |
| 2 meteorologist
(paragraph 2) | b the general weather pattern
of a place |
| 3 data
(paragraph 2) | c (of the weather) become
better, less cloudy, etc |
| 4 climate
(paragraph 2) | d person who studies the weather |
| 5 amateur
(paragraph 3) | e predict |
| 6 barometer
(paragraph 4) | f information, especially in
the form of numbers |
| 7 static
(paragraph 5) | g device for measuring
atmospheric pressure |
| 8 clear up
(paragraph 5) | h person who does something for
pleasure, without being paid |



Have your say!

- Are you interested in making your own amateur weather forecasts?
- Would you like to be a professional meteorologist when you're older?



VALUES

‘The world is an ocean, time is a breath of wind, early waves are elder brothers, and late waves are younger brothers.’

Abay

G Grammar

The future (1)

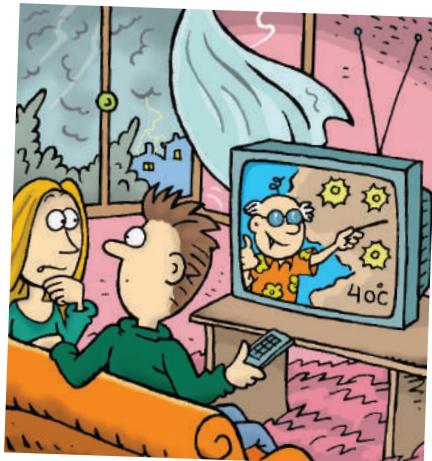
Look at Grammar database 4 pages 143–145 before you do the exercises.

- 1** Look at the book extract on pages 30 and 31. Find as many examples as you can of these ways of referring to the future and underline them.

- *be going to*
- *will*
- *could/might*
- *present continuous*

- 2** Choose the correct option in each sentence.

- 1 A snowstorm is going to hit Nur-Sultan in the next few days.
a This is an arrangement. b This is a prediction.
- 2 Shall we check the weather forecast before we plan the picnic?
a This is a suggestion. b This is an offer.
- 3 I'm sorry, but I'm not carrying your umbrella for you.
a This is an arrangement. b This is a refusal.
- 4 If the weather's okay, we're visiting Almaty this weekend.
a This is an arrangement. b This is a suggestion.



- 3** Circle the correct word or phrase to complete the email.



To: Aruzhan
Date: 4th November

Subject: Hi!

Hi Aruzhan,

Thanks for your email!

This is just a quick message because (1) *I'm meeting/I'll meet* Aliya at the gym in a few minutes.

Anyway, here's what I need to know. (2) *Do you still go/Are you still going* to Serik's party on Saturday afternoon? I hope so, because I think (3) *we'll have/we're having* a great time! What do you think the weather (4) *will be/is being* like? If it's warm, (5) *I/I'll wear* my new dress. (6) *I'm going to/I* call Serik this evening to ask him what we should bring with us. (7) *Are/Will* you seeing him tomorrow?

Got to go now. (8) *I'm texting/I'll text* you later when (9) *I/I'll get* back from the gym.

Bye for now!

Aigul

- 4** Correct the sentences that have mistakes in them. One sentence has no mistakes. Which one?

- 1 We should take coats with us. The forecast says it's raining later today.
- 2 I hope it stops snowing! I meet Alibek at the café at six.
- 3 It's getting very windy! We will have a storm!
- 4 Shall I turn the central heating on? It's getting a bit cold, isn't it?
- 5 That was lightning! It starts raining in a minute, I bet!
- 6 I think that in 100 years' time we are able to control the weather.

V Vocabulary builder

The weather

1 Match the words in the box with the correct definitions.

hurricane • heatwave • blizzard
shower • hail • frost • mist

- 1 This is frozen rain.
- 2 This is a short period when it rains.
- 3 This is a heavy snowstorm.
- 4 This is white ice, like a powder on the ground.
- 5 This is light fog.
- 6 This is a very strong storm with powerful winds.
- 7 This is a period of very hot weather.

We can make adjectives by adding **-y** to three of the words in exercise 1. Which ones?

What other adjectives ending in **-y** do you know for describing the weather? Make a list.

2 Complete the words and phrases using the words in the box.

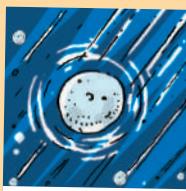
stone • gust • flake • puddle • flash • drop



snow _____



rain _____



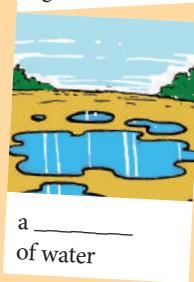
hail _____



a _____ of lightning



a _____ of wind



a _____ of water

Collocations

3 Choose the correct option in each sentence.

- 1 We didn't go to the concert in the end because it was _____ with rain.
a dripping **b** showering **c** pouring
- 2 I heard that there were really _____ winds in Karagandy last night.
a strong **b** heavy **c** wet
- 3 In our area, we usually have warm summers and _____ winters.
a light **b** mild **c** easy
- 4 It looks like a _____ shower, so we'll just wait for it to stop raining.
a moving **b** travelling **c** passing
- 5 Don't go out without your coat. It's raining _____.
a hard **b** greatly **c** powerfully

Confusable words

4 Complete the sentences using the correct form of the words in the boxes.

look • see • watch

- 1 We were _____ the match when suddenly it started to snow!
- 2 I love _____ at all the trees when it's been snowing.
- 3 It was the first time Bolat had ever _____ snow.

nervous • upset

- 4 Daisy will be really _____ if we cancel the trip because of the weather.
- 5 I get a bit _____ when I have to speak in public.

have • spend • pass

- 6 We always _____ our holidays at Lake Alakol.
- 7 Did you _____ a good time playing in the snow?
- 8 If we can't play out because of the rain, let's play cards to _____ the time.



Listening

1 **13** You are going to listen to an extract from an interview about rainbows. Answer the questions.

- 1 What's the programme called?
- 2 What does Nicola want to know?
- 3 Where does Kate work?

2 **14** Listen to the whole interview. For questions 1–7, complete the sentences.

The sun's energy is composed of 1 [redacted] microwaves and light.

Light reaching the Earth is bent by 2 [redacted] in the air.

Kate suggests looking closely at a(n) 3 [redacted].

We don't see rainbows in winter because the raindrops are 4 [redacted].

You can create a rainbow by 5 [redacted] into the air.

To do Kate's experiment, you need a mirror, the sun, a bowl of water and a(n) 6 [redacted].

The next question is about the causes of 7 [redacted].



Soundbite weak forms

15 Some words are pronounced differently when they aren't stressed. Listen to how we say the underlined words in these sentences.

- and* I get a bit scared when there's lots of thunder and lightning.
an Don't forget to take an umbrella.
as It's not as cold as yesterday, is it?
at It started snowing at 10 o'clock and didn't stop.
can If it's warm, we can go to the beach.
for It seems like it's been raining for days.

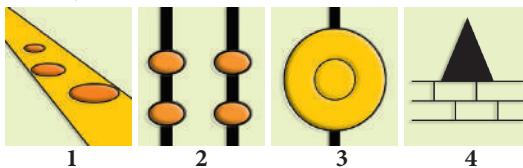
Now try saying the sentences in the same way. If necessary, listen again.



Speaking

Useful Phrases

1 Here are some pictures of unusual things. Talk about what you think they might be. Use the phrases given.



I'm really not sure, but I think it could ...

It's not clear, but I suppose it might ...

Do you think it could be ...

I guess it might be ...

One possibility is that it's ...

2 In pairs, discuss the questions about the picture. Use the phrases from exercise 1 to help you.

- Where do you think the photograph was taken?
- Where do you think the people are going?
- How do you think they feel?

Look at **Speaking database - Giving/Asking for opinion** on page 138.



Use of English

Question tags

Look at Grammar database 4 pages 144–145 before you do the exercises.

1 Complete the questions.

- 1 Lightning usually means there's going to be a storm, _____?
- 2 There's been a lot of unusual weather this year, _____?
- 3 Nobody said we were going to have a storm, _____?
- 4 They should put the weather on before the news, _____?
- 5 You haven't heard what they're forecasting for tomorrow, _____?

Connectors

2 Complete the sentences using the connectors in the box.

although • however • despite
since • so • in spite

- 1 The weather affects us all, _____ we can protect ourselves from some of its effects.
- 2 We can never protect ourselves from extreme weather completely, _____ nature is too powerful.
- 3 Hurricanes will always be a threat, _____ all our efforts.
- 4 Scientists have made progress in controlling the weather, _____ of the difficulties.
- 5 We can't make rain fall in desert areas, _____ drought is still a problem.
- 6 Control over the weather could save many lives. _____, we don't have the technology yet.

3 For questions 1–10, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

SEASONAL AFFECTIVE DISORDER

Have you (0) _____ ever thought, 'Oh, no! Not another grey rainy day!?' Bad weather can really affect your mood, (1) _____ it? Most of us get depressed at some point

(2) _____ the winter, and we can't wait for spring to come. For some people, (3) _____, those dark, cold winter days can cause real medical problems.

Doctors have (4) _____ a condition which is (5) _____ as SAD (Seasonal Affective Disorder) and it can be a big problem in countries in northern Europe where the winters are long and dark. SAD sufferers find it difficult to (6) _____, often feel depressed or anxious and their behaviour affects the people (7) _____ them.

The whole problem is caused by a lack of sunlight. Bright light affects the chemistry of the brain, although scientists don't understand

(8) _____ how. There are two main cures. The first is to travel to a country that has a warm (9) _____, with bright, sunny winters. The second is to use (10) _____ light. So, if it's raining and you're depressed, perhaps it's time you had a holiday in the sun!

0	A hardly	B ever	C soon	D every
1	A doesn't	B wouldn't	C can't	D isn't
2	A during	B while	C into	D of
3	A despite	B although	C yet	D however
4	A invented	B developed	C discovered	D produced
5	A called	B known	C regarded	D named
6	A imagine	B consider	C wonder	D concentrate
7	A around	B among	C nearby	D by
8	A accurately	B mainly	C closely	D exactly
9	A weather	B sunshine	C climate	D season
10	A false	B artificial	C fake	D pretend



Writing

An article

① Look at *Writing database - articles* on page 127 before you do the exercises.

- 1** Read this writing task. Who is going to read this article?

You have been asked by an international students' magazine to write an article about your local climate and how it affects people's way of life.

Write an **article** of between 120 and 180 words in an appropriate style.

Working model

- 2** Read the answer to the writing task.

Fun All Year Round

Is your idea of fun lying on the beach, or is skiing more your style? In my area we are doing both! I live on the east coast of Greece and we have a Mediterranean climate. We do have cold days, but the sun is never far away.

The summers are warm and dry. Temperatures can reach at 40° Celsius, although it's not usually so hot. The days are sunny and bright and most people spend their time swimming or sitting in cafés.

Autumn can be wet and windy. We have great storms, with lots of thunder and lightnings, and people usually visit friends or stay at home.

The winters are mild and sunny. It might snow in February or March, but it doesn't last long. Everybody loves to go for the lunch in villages in the mountains and play in the snow.

Spring finally arrives and the days get warmer again. Some people like going for picnics in a countryside.

My area has a wonderful climate, which is why we get such many tourists. Everybody enjoys themselves, whatever season it is.



- 3** The writer has made a few mistakes. Read the article again and find one mistake in each paragraph. Correct it.

Ready to write!

- 4** Look at this writing task. Who is going to read your article?

You have been asked by an international students' magazine to write an article about problems caused by the weather in Kazakhstan.

Write an **article** of between 120 and 180 words in an appropriate style.

- 5** Now complete *Writing Planner 4* on page 130.

Now write!

- 6** You are now ready to write your article for the magazine. Use an appropriate style. Answer the question!

- 1** What is your favourite type of weather? Do you like the weather in your region? Discuss your ideas in pairs.
- 2** Read the text. Where are the coldest and the hottest places?



Kazakhstan has a **markedly** continental climate, with very cold winters affecting most of the country, warm summers in the north, becoming extremely hot in the south. The average temperatures are between -4°C and -19°C in January and between $+19^{\circ}\text{C}$ and $+26^{\circ}\text{C}$ in July. The highest temperature in Kazakhstan was **registered** in the city of Turkistan ($+49^{\circ}\text{C}$), whilst the lowest was recorded in the city of Atbasar (-57°C). There are no natural **barriers** to protect the country from cold air from the **Polar** regions or Siberia. On the other side, hot, summer winds from the deserts of Iran often have an effect on the weather. These **clashes** of different air masses can result in strong winds and dust storms. In winter, northerly winds can cause blizzards, but there is rarely any heavy snowfall. Snow, though it is common in the long winter months, is usually light and not **abundant**. The rainiest part of the country is the northern area, with more than 300 millimetres of rainfall per year. The central and southern regions are semi-desert or desert. Nur-Sultan is recorded as the world's second coldest capital city – after Ulan-Bator, the capital of Mongolia. The city has an extreme continental type of climate. Summers are short and warm, while winters bring long periods of severe cold. Winter temperatures are as low as -30 to -35°C . The Ishim River of the city **remains** frozen from mid-November to the beginning of April.

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

- 1 What are the average temperatures in different parts of Kazakhstan?
- 2 Why is it very windy in some regions of Kazakhstan?
- 3 What is the wettest part of the country?
- 4 What is Nur-Sultan's weather like?



GLOSSARY

abundant /ə'bʌndənt/ (adj) existing or available in large quantities

barrier /'bærɪə(r)/ (n) something that separates one thing from another

clash /klæʃ/ (n) a situation in which two people or things are very different from each other so that they cannot exist together or work together

markedly /'ma:(r)kɪdli/ (adv) in a clear and noticeable way

remain /rɪ'meɪn/ (v) to continue to be in a particular situation or condition

register /'redʒɪste(r)/ (v) to appear as a particular measurement on specially devised equipment



Web search!

Go online and find a detailed weather forecast. Present the forecast to the rest of the class, as if you were a TV weather presenter.

Protecting the Earth



Start thinking!

What are the main threats to the environment today? How can ordinary people help protect the environment? Do you do anything to protect the environment?



Reading

1 **16** Quickly read the article. Ignore the gaps for now. Why should we care about the Amazon rainforest?

2 Find the words in bold in the article. What do they refer to?

- | | |
|-------------------|------------------|
| 1 It (line 13) | 4 more (line 30) |
| 2 it (line 19) | 5 That (line 31) |
| 3 their (line 29) | 6 them (line 35) |

Think about words like *that*, *this* and *these* to help you with exercise 3.

3 Read the article again. Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

- A The bad news is that it's not enough.
- B These provide meat and make money for their owners.
- C This sends gases into the Earth's atmosphere, which stop some of the Earth's heat escaping.
- D As we've seen, they have been partly successful.
- E Some of them move to other areas, but most of them die.
- F How many new medicines are actually found in the rainforest each year?
- G There are thousands – probably millions – more than we haven't discovered yet.



Welcome to the AMAZON rainforest!

Do you know how big the Amazon rainforest is? It's big! It covers 5.5 million square kilometres. That's about ten times the size of France. It's the largest tropical rainforest in the world. Approximately 60% of the rainforest is in Brazil, the rest being in Bolivia, Columbia, Ecuador, French Guiana, Guyana, Peru, Suriname and Venezuela.

The Amazon rainforest is home to more than a third of all the world's species of plants, birds and animals. Twenty per cent of all the birds in the world live in the rainforest. Scientists have discovered thousands of types of plant and animal that can only be found there. 1 There are at least 2.5 million species of insect there. Imagine

13 what would happen if they all lost their home. It couldn't happen, could it? Unfortunately, it's happening right now. Yes, the rainforest is big. But it's getting smaller. Every day. The problem is that people are cutting down the trees, mainly to make room for cows. 2 This process of cutting down trees is called 'deforestation'.

19 The good news is that it is slowing down. In 2004, for example, more than 27,000 square kilometres were cut down. That's an area bigger than Wales. In 2006, because of all the campaigns to save the rainforest, it had dropped



to just over 13,000 square kilometres. 3 Scientists predict that by 2030, the rainforest will have become smaller by 40%. It's possible that, by the end of the 21st century, the rainforest will have completely disappeared. With deforestation, thousands of the animals, birds, fish and plants that live in the Amazon rainforest lose their home, **their** natural habitat. 4 Many species have already become extinct, and many **more** will if deforestation continues. **That** will change the balance of life in the rainforest and could cause enormous problems to the region's ecosystem.

There's another problem too. Trees and plants are a vital source of oxygen. If we cut **them** down, we lose that oxygen. But it's worse than just that. With deforestation, the trees and plants are burnt. 5 That then leads to the temperature here on the ground going up. This increase in the world's temperature is called 'global warming', and most scientists believe it's a very serious issue. If they stopped deforestation, it might help prevent global warming.

A number of environmental organisations are campaigning to get the deforestation stopped. 6 The deforestation has decreased. But it's still happening. If we want to save the Amazon rainforest, and all the creatures and plants that live in it, the deforestation has to stop completely – now! So if you want to help save the largest rainforest on Earth, do some research on the internet. Find an environmental organisation that's working to save the region, and see what you can do to help.

29

30

31

35



VOCABULARY

- 4 Use words or phrases from the box to complete the sentences.

Ecosystem • deforestation • habitat
• Global warming • rainforest
• species • tropical • vital

- 1 How many _____ of insect live in the rainforest?
- 2 I'd love to go on holiday to a _____ country to see what it's like during the rainy season.
- 3 A tiger's natural _____ is the jungle.
- 4 Every animal is a _____ part of its environment and its disappearance could be an environmental disaster.
- 5 _____ is a real problem and it could lead to changes in the weather all over the world.
- 6 _____ is all the plants and animals in the area.
- 7 _____ leads to the loss of birds homes.
- 8 A forest in a tropical region where it rains a lot is called a _____.



Have your say!

- What are the biggest environmental problems facing your country?
- What solutions can you suggest?

VALUES

'The strongest bonds that link a human to a human, a nation to a nation and a country to a country are the ties of shared interests.'

Nursultan Nazarbayev

G Grammar

The future (2)

☞ Look at **Grammar database 5 page 145** before you do the exercises.

- 1** Read this sentence from the article on pages 38 and 39 and answer the question.

... by the end of the 21st century, the rainforest will have completely disappeared.

Which of these is the correct order of events?

- a now → the 21st century ends → the rainforest completely disappears
- b now → the rainforest completely disappears → the 21st century ends

Find another example of **will + have + past participle** in the article and underline the sentence. Write the events the sentence refers to in the correct order.

now → _____ → _____

- 2** Choose the event which happens first.

- 1 By the year 2100, we will have solved the problem of the rainforest.
 - a The year 2150 comes.
 - b We solve the problem of the rainforest.
- 2 We will have lost 10% of the rainforest by the end of the decade.
 - a We lose 10% of the rainforest.
 - b The decade ends.
- 3 Many species of animal will have disappeared by the time we wake up to this problem.
 - a Many species of animal will disappear.
 - b We wake up to this problem.
- 4 By eight o'clock, I'll have finished reading the article.
 - a It is eight o'clock.
 - b I finish reading the article.



- 3** Look at today's calendar for Arman, a student. Write sentences using the future continuous as in the example.

all-day	
8am	breakfast
9am	meeting with Timur
10am	
11am	attend lecture on the rainforest
12pm	
1pm	lunch with Sholpan
2pm	
3pm	write essay on the rainforest
4pm	
5pm	
6pm	dinner with friends

At 8:30am, Arman will be having breakfast.

- 1 At 9:30am, _____.
- 2 At 11:30am, _____.
- 3 At 1:30pm, _____.
- 4 At 3:30pm, _____.
- 5 At 6:30pm, _____.

- 4** Complete the dialogue with the future perfect or future continuous forms of the verbs in brackets.

Arman: I went to a great lecture this morning. Did you know that by this time next year an area of rainforest the size of 30 million football fields (1) _____ (disappear)?

Sholpan: Really?

Arman: Yes, and that's every year! Before we know it, we (2) _____ (lose) the rainforest forever!

Sholpan: Surely we (3) _____ (solve) the problem before that happens.

Arman: I'm not so sure. The lecturer said that world leaders (4) _____ (meet) next year to discuss it, but I'm not hopeful.

Sholpan: Maybe there's something we can do to help. What are you doing this afternoon?

Arman: Well, I (5) _____ (work) on my essay on the rainforest after three o'clock, but I (6) _____ (finish) by five. We can meet for a dinner.

Sholpan: Great. I'll bring a few friends and we'll discuss it then.

V Vocabulary builder

The environment

1 Complete the definitions using the words in the box.

survive • extinct • green • countryside • litter
endangered • fumes • pollution • farmland

- If you _____, you continue to exist in spite of difficulties.
- If a species is _____, there is a possibility that it could disappear.
- The _____ is made up of the natural areas outside towns and cities.
- Cars produce _____, which are gases that damage the environment.
- If you are _____, you care about the environment and try to help protect it.
- The areas where plants are grown and animals are raised for food are known as _____.
- If an animal becomes _____, it disappears forever from the world.
- Chemicals that damage the environment are known generally as _____.
- Rubbish that people drop in the streets is called _____.

2 Complete the phrases with a word from the box.

friendly • lover • bank • bin • species • acid

- a place to leave your bottles to be recycled: **bottle** _____
- a kind of animal that is threatened with extinction: **endangered** _____
- not damaging the environment: **environmentally** _____
- someone who cares about the natural world: **nature** _____
- a kind of rain that carries harmful chemicals: **rain** _____
- a small container in the street for people to put rubbish in: **litter** _____



Confusable words

3 Circle the correct word in each sentence.

- You can't wear your favourite sweater because it isn't **clear/clean**.
- We could see for miles because it was such a **clear/clean** day.
- Do you think you could **bring/take** me to the bottle bank?
- Could you **bring/take** my books with you when you come to my house?
- My cousin is **giving/taking** a biology exam this afternoon.
- I hope I **pass/take** the First Certificate with a good grade.

Magic Metaphors

4 When we talk about *ideas*, we sometimes use words or phrases that have a connection with *plants*. Complete the sentences with the words from the box.

grow • grow on • roots • fruitful

- I didn't really like the idea of recycling plastic at first, but it's beginning to _____ me.
- The idea of writing protest letters had its _____ in a discussion we had in class.
- We had a very _____ discussion about the local environmental problems and we came up with a lot of ideas.
- Sholpan suggested recycling everything we use at home and the idea seemed to just _____ from there, really!



Listening

- 1** **17** You are going to listen to five people talking about different aspects of the environment. Decide what each speaker's purpose is.

Speaker 1 is *explaining/denying* something.

Speaker 2 wants to *persuade/entertain* people.

Speaker 3 is *denying/complaining about* something.

Speaker 4 is trying to *persuade/entertain* people.

Speaker 5 wants to *explain/deny* something.

- 2** **18** Listen to the speakers again, in a different order. For questions 1–5, choose from the list (A–F) what each person says about the environment. Use the letters only once. There is one extra letter which you do not need to use.

- | | |
|--|-----------------|
| A The destruction of different habitats is increasing. | Speaker 1 _____ |
| B Some people's appearance was surprising. | Speaker 2 _____ |
| C Changes in the law are to blame for causing the problem. | Speaker 3 _____ |
| D There are things ordinary people might do. | Speaker 4 _____ |
| E There are problems we can't see. | Speaker 5 _____ |
| F There is a lack of facilities. | |



Soundbite /ɒ/ and /əʊ/

- 19** Look at the words. The vowel in each underlined syllable is pronounced /ɒ/ (like *hot*) or /əʊ/ (like *hope*). Put the words into the correct boxes. Listen and check.

hotel not woke forgotten
 shopping lock boat wrote
 stop hole bomb comb

like 'hot'

like 'hope'

--	--



Speaking

Useful Phrases

- 1** Match to make ways of expressing your opinion.

- | | |
|---------------|----------------------|
| 1 I believe | a my opinion, ... |
| 2 In | b my mind, ... |
| 3 As far as | c that ... |
| 4 My personal | d view is that ... |
| 5 I tend | e I'm concerned, ... |
| 6 To | f to think that ... |

- 2** Work in pairs. Use the phrases from exercise 1 to help express your opinions.

- Discuss how big these environmental problems are in Kazakhstan.
- Decide which one is the biggest threat to your local environment.



industrial pollution



traffic pollution



rubbish



drought

Look at Speaking database - Giving/Asking for opinion on page 138.



Use of English

Transferred negation

Look at Grammar database 5 pages 145–146 before you do the exercises.

1 Use the notes to make complete sentences about each person. There is an example to help you.

- 1 Sholpan (think): 'The rainforests won't survive another 50 years.'
Sholpan doesn't think the rainforests will survive another 50 years.
- 2 Timur (think): 'I'm not going to join Greenpeace.'
- 3 Mr Hussain (believe): 'The rainforests are not my problem.'
- 4 I (imagine): 'Environmental problems won't be solved easily.'
- 5 My parents (think): 'Recycling isn't such a good idea.'
- 6 People in the Amazon (hope): 'The rainforest won't be completely destroyed.'
- 7 Local people (believe): 'The council won't solve the litter problem.'

3 For questions 1–10, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Eco-action in City Centre

Many (0) **VISITORS** to the city yesterday were surprised to find the roads blocked by (1) _____.

Around ten thousand people took to the streets to try to persuade (2) _____ to take seriously recent warnings from (3) _____. The protesters claim that unless something is done urgently about the (4) _____ of our coastline, it is highly likely that many (5) _____ species of bird will disappear.

Among those facing (6) _____ is the rare puffin, which has seen its numbers reduced enormously over the past 50 years. Some (7) _____ say that unfortunately it may already be too late for this bird, but immediate action is needed to ensure the (8) _____ of other rare birds. The (9) _____ of habitats all along our shores and the effects of (10) _____ warming have been blamed.

Word formation

2 Make people nouns derived from each of the words. Be careful with your spelling. Where there is a second gap, write another noun.

direct	<u>director</u>	/	<u>direction</u>
inspect	_____	/	_____
create	_____	/	_____
protect	_____	/	_____
science	_____	_____	_____
biology	_____	_____	_____
environmental	_____	_____	_____
campaign	_____	_____	_____
protest	_____	_____	_____
vote	_____	_____	_____
visit	_____	_____	_____
politics	_____	_____	_____
survive	_____	/	_____

VISIT
PROTEST

POLITICS
ENVIRONMENT

PROTECT
DANGER
EXTINCT

SCIENCE

SURVIVE
DESTROY
GLOBE





Writing

A formal letter/email

Look at Writing database – formal letters/emails on page 124 before you do the exercises.

- 1** Read this writing task. How formal should your letter be? Why?

You have read an article in your local newspaper in which your local MP talks about environmental problems. Read the extract from the article, on which you have made some notes. Then write a letter to the editor of the newspaper, using all your notes.

Write a letter of between 120 and 150 words. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation. Do not write any addresses.

*didn't help Greenpeace
with advertising costs*

I then asked Mrs Collins about the environmental problems in her local area. ‘We have made a lot of progress recently,’ she replied. ‘Our local river, for example, is now much cleaner than it was two years ago. We have made a real effort to support local environmental groups, and we help them in whatever way we can. Our beach-cleaning scheme has also been a great success, with local young people helping to attract tourism. My party is proud of our record on these problems in my area.’

tourism still falling – sea dirty!

Ready to write!

- 3** You are going to write a similar letter. You have seen this interview with a local businessman in your local paper. What information do you have to include?

not true – still lots of litter!

Mr Nazim Karimov, a local businessman, agrees. ‘The local council have done a lot in our area. They’ve done a very good job of cleaning up the city centre. They’ve also done all the work they promised to do on the local park, including building a new basketball court. I’m sure young people will welcome that. They have also worked very closely with local people to plan for the future.’

they promised a new youth club but didn't build it they only organised one meeting

Working model

- 2** Read the answer to the writing task. Put the parts in the correct order.

A Finally, I would like to point out that the local council has not always supported environmental groups. When Greenpeace requested help with advertising costs, the request was turned down.

B Yours faithfully,

C George Lennon

D Could I suggest you interview local people to discover the truth about the environmental problems facing our area?

E Firstly, it is not true that the river is cleaner than it was two years ago. Local factories are still polluting the river.

F I am writing in response to an article in your newspaper on 25th February, in which my local MP, Patricia Collins, was interviewed. She made a number of statements which I would like to disagree with.

G Dear Sir/Madam,

H Secondly, the sea is also badly polluted. Contrary to what Mrs Collins claims, tourism is falling because of this problem. Tourists and local people have also complained about the park, which is often full of litter.

Correct order: 1 ____ 2 ____ 3 ____ 4 ____
5 ____ 6 ____ 7 ____ 8 ____

- 4** Now complete Writing Planner 5 on page 131.

Now write!

- 5** You are now ready to write your letter to the editor of the newspaper. Use formal language. Include all the information you have to. Use the model to guide you. Write between 120 and 150 words.



Culture Spot: Two Eco-Applications

- 1** Can the latest applications be used to protect the environment? Discuss your ideas in pairs.
- 2** Read the texts about two eco-applications. Answer the questions at the end of each paragraph. Share your answers with your classmates.

A

Three Kazakhstani students have developed an unusual **application** for smartphones. The application is called **TazalykApp**. The application is **targeted** at young people. It **encourages** them to share their results with friends to be awarded the status of eco-super hero! The application shows the locations of recycling stations on a map of Almaty. Each user can earn points for taking plastic bottles or waste paper any of the locations. The application provides information on how much water and power and how many trees were saved as a result. The points can be exchanged for tickets to the cinema or the Medeu skating rink.

Do you think it's a good idea to exchange plastic or wastepaper for a film ticket?

**B**

A mobile application called 'Create your Carbon **Footprint**' was launched in Kazakhstan not long ago. The application is aimed at monitoring the **rational** use of natural resources and protecting the environment. Every person who downloads the app sees how their carbon impact is affecting the environment. The user answers a few simple questions and the software calculates their carbon footprint. Based on the data, one gets **tips** on how to reduce one's negative impact on the environment. The application was tested during EXPO 2017 and received many positive reviews. **Would you be interested in trying the app out?**



- 3** Read the texts again and write three questions about the application you like most.



GLOSSARY

application /æplɪk'keɪʃ(ə)n/ (n) a piece of computer software that is designed to do a particular job

encourage /ɪn'kʌrɪdʒ/ (v) to suggest that someone does something that you believe would be good for them

footprint /'fʊt,prɪnt/ (n) the amount of energy, water, etc. that a person uses in order to exist

rational /'ræʃ(ə)nəl/ (adj) based on sensible, practical reasons rather than emotions

target /'ta:(r)gɪt/ (v) to try to persuade or to influence a particular group of people

tip /tɪp/ (n) a useful suggestion

wastepaper /'weɪs(t)'peɪpə(r)/ (n) paper products, such as those found in packaging, that no longer have any use (rubbish such as used, not needed, or not fit for use paper)



Now you!

Work in groups. Discuss your ideas for some other eco-applications. Decide how and for what the application would be used. Draw a poster presenting your app to the rest of the class.



MODULE 4

Charities and conflict

Working for Charity



Start thinking!

Look at the list of the fundraising ideas in the box. Which of them would you like to do?

- sell cakes • make a charity CD • wash cars •
- sell badges • collect goods for animals •
- sell hand-made goods/souvenirs



Reading

1 Read the texts. Match the titles with the texts.

- 1 Fundraising for education
- 2 Goodwill Ambassador
- 3 Do voluntary work
- 4 Helping after natural disaster

A



It's difficult to make an entire career out of voluntary work because there's no money in it, but it can be a very useful step to something else. You can get lots of experience and you can try out different jobs while you make up your mind. From helping older people to working with animals, voluntary work teaches you skills that you can then use in a paid job. It can even take you to other countries, since many charities do international work.

B



After the earthquake in Haiti, lots of people from around the world wanted to help. People collected money in the street and sold badges for people to wear. Schoolchildren sold sweets, they did sponsored walks and swims and washed cars to

raise money. They also had a bring and buy sale of their old toys. In the USA, one family had a barbecue in their garden. Their neighbours bought burgers for \$5 and had great lunch. In the UK people collected second-hand clothes, books and toys and organised a jumble sales. In many countries pop stars worked together to make charity CDs. Everyone wanted to help.

C



21-year-old Felicity Marks is a busy young woman. In 2002 she spent four months teaching street children at the Street Academy school in Accra, Ghana. When she came home, she decided that she wanted to do more to help educate the city's children. So, in 2003, she set up a charity called *The Street Academy Annexe Project*.

In Ghana, most parents have to pay to send their children to school, but *The Street Academy* offers free education to children aged 8–18, as well as uniforms, books and a decent meal each day. So what has Felicity done to raise money for this ambitious project? She's done many different things: 'First we had a big party to launch the charity. Since then we've organised quiz nights and online competitions, we've sold cakes and online competitions, we've sold cakes and skydives. Other people have also helped raise money on our behalf which really helps'.

2 20 Read the texts again and decide if the statements are true (T) or false (F).

- | | |
|---|-----|
| 1 Voluntary work can teach you something useful. | T/F |
| 2 The whole world helped Haiti after the earthquake. | T/F |
| 3 Felicity wanted to build a new hospital for children. | T/F |
| 4 A big party was organized to start <i>The Street Academy Annexe Project</i> . | T/F |
| 5 Dinara became a Goodwill Ambassador for UNICEF in 2015. | T/F |



Dinara Saduakassova is famous for being a brilliant chess player. She was born in Astana in 1996, and gained her first international success at the age of 12. Currently, Dinara is a four-time World Champion, International Master and Woman Grand Master. Some time ago, Dinara opened a chess academy in the capital of Kazakhstan, which runs free classes for children from low-income families. Dinara's book for chess beginners was donated to schools and development centres across the country.

In 2017, Dinara Saduakassova became a Goodwill Ambassador for the United Nations Children's Fund (UNICEF) in Kazakhstan. She's organised chess tournaments, helped children from orphanages and young people at risk.

Dinara said that her role as a UNICEF Ambassador is about promoting and protecting children's rights. This is what being a Goodwill Ambassador is about – making people aware of the world's problems and encouraging them to help.

VOCABULARY

4 Use words or phrases from the box to complete the sentences.

goodwill • decent meal
on behalf of • launch a project
set up a charity • raise money
voluntary work

1 It's important that children have _____ at school.

2 _____ is a kindly feeling of approval and support for people.

3 To _____ we organised a party for our community.

4 We would like to thank you _____ the organisers of the competition.

5 They decided to sell badges to _____ for endangered animals.

6 In 2015 she _____ to help elderly people.

7 _____ teaches you a lot of useful skills.



Have your say!

- How important to help other people?
- Do you know anybody who helps others?



VALUES

*'We make a living by what we get,
but we make a life by what we give.'*

Winston Churchill



Grammar

Past perfect tense review

☞ Look at Grammar database 6 pages 146–147 before you do the exercises.

1 Read the sentences and decide if the statements are true (T) or false (F).

- 1 By the time she was 25, she had some experience as a volunteer.

This describes an action before the main time in the past.

The action was completed before the main time in the past.

- 2 Then, gradually, she realised she had been doing things she loved.

This describes a continuous action before the main time in the past.

The action was completed before the main time in the past.

2 Circle the correct tense in each sentence.

- 1 By the time Alina started the project, she *saved/had been saving* animals for 5 years.
- 2 Before he moved to Africa, he had *called/had been calling* them to ask for more information.
- 3 It was the first time I was *working/had worked* on a computer.
- 4 Dad phoned before I *had finished/hadn't finished* the letter he asked me to write.
- 5 Mr Mustabekov worked as a teacher for a while and then *decided/had decided* to apply for a job in a charity organisation.

3 Correct the sentences that have mistakes in them. One sentence has no mistakes. Which one?

- 1 The children were quite tired because they had been baking cakes all evening.
- 2 Because he had never being a volunteer, my brother didn't know what to expect.
- 3 Somebody else organised the charity event before I hadn't had a chance to start the project myself.
- 4 Bolat had been studied all day so he was really tired when he got home from work.

4 Complete the sentences using the verbs in brackets in the past perfect simple or continuous.

- 1 When I started working here, it was the first time I _____ (**work**) in an international organisation.
- 2 Luckily, we _____ (**already write**) the report when the boss arrived.
- 3 I _____ (**wait**) for the school bus for 15 minutes when it finally turned up.
- 4 Sholpan decided to speak to her parents because she _____ (**have**) problems with her classmates.
- 5 Azamat _____ (**work**) as a volunteer before, so he knew exactly what to do.
- 6 My friend _____ (**try**) to raise money for months when he finally found a sponsor.

V Vocabulary builder

Charities and conflict

1 Match the jobs in the box with the definitions.

philanthropy • aid • sponsorship • campaign • charity
fundraising • non-profit • foundation • donation

- 1 _____ money, food, or other help to people who have been affected by situations such as wars or floods.
- 2 _____ actions intended to produce change.
- 3 _____ an organization that helps people who are poor or ill, or who need advice and support.
- 4 _____ the act of giving money or goods to an organization.
- 5 _____ an organization that provides money for medical research or for a charity.
- 6 _____ the activity of trying to persuade people or organizations to give money for a specific purpose (especially for a charity).
- 7 _____ (not-for-profit) organization exists in order to help people and provide a service, rather than to make money.
- 8 _____ the belief that you should help people, especially by giving money to those who need it.
- 9 _____ money given to an organization to help to pay for something, often an event.



2 Use the phrases from the box to complete the sentences.

reach a compromise • get on well with somebody • take someone's side • work through • fall out with someone

- 1 When you _____, you've got good relationship.
- 2 When you _____ a conflict you learn how to communicate.
- 3 When you _____, both sides are happy.
- 4 When you _____, you support the opinion of that person.
- 5 When you _____, you stop being friendly.

Word formation: suffixes

3 Make the words into nouns using one of the suffixes in the box. Be careful with spelling.

-ness • -ment • -tion • -ity

- | | | |
|------------|------------|-----------|
| 1 active | 4 disagree | 7 prevent |
| 2 argue | 5 homeless | 8 solve |
| 3 confront | 6 major | |

4 Complete each sentence with one of the nouns you made in exercise 3. You may need to make the word plural.

- 1 I do so many after-school _____ that I never have time just to relax!
- 2 Recently, she had an _____ with her best friend.
- 3 Sholpan and Bolat wanted to avoid any further _____.
- 4 He lost his job because of his _____ with the boss.
- 5 The problem of _____ should be solved in the nearest future.
- 6 The _____ of people don't work for non-profit organisations.
- 7 _____ of violence against children is one of our current aims.
- 8 I hope to find the best _____ for this problem.



Listening

- 1** Work in pairs. Write a list of famous charities and what they do.

The Red Cross – helps people after natural disasters

- 2** **21** Listen to the radio programme. Which charities do the speakers mention?

- The Red Cross
- Oxfam
- The Red Crescent
- Médecins Sans Frontières
- Comic Relief
- RSPCA

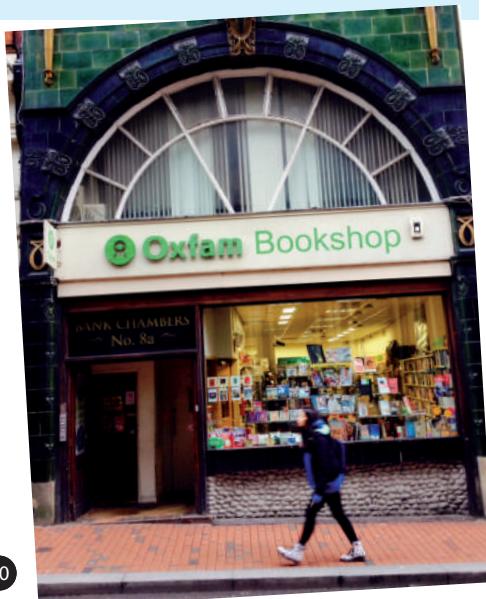
- 3** **21** Listen again and choose the correct words.

- Oxfam helps *animals / hungry people / sick people*.
- MSF helps *animals / hungry people / sick people*.
- The RSPCA helps *animals / hungry people / sick people*.

Soundbite silent letters

- 22** Read the words and underline any silent letters. Listen and check.

listen	climber	pneumonia
plumber	comb	knight
lamb	tomb	



Speaking

Useful Phrases

- 1** Complete the words and phrases to express uncertainty.

1 I don't know ...

I'm not s_____ ...

I'm not c_____ ...

2 ... but I think ...

... but I s_____ ...

... but I i_____ ...

3 ... may ...

... m_____ ...

... c_____ ...

- 2** In pairs, choose two or more of the questions to talk about. Use the phrases from exercise 1 to help you.

- What do you think is important when choosing a charity organisation you decide to support?
- Do you think doing voluntary work is difficult? Why/ Why not?
- What problems may people face when they decide to do some voluntary work abroad?

I haven't really thought about that.
I suppose ...

The working conditions are important, and so is ...

I imagine the biggest problem is ...

Look at Speaking database – Giving/Asking for opinion on page 138.



Use of English

Comparatives and superlatives

☞ Look at Grammar database 6 pages 147–148 before you do the exercises.

1 Complete the sentences using either the comparative or the superlative form of the adjective in brackets.

- 1 This problem is much _____ (easy) than my last one!
- 2 I imagine the life of a teenager is _____ (challenging) than that of a baby child.
- 3 Bolat will be a good leader of this charity event he's _____ (confident) child I know.
- 4 Doctors are generally _____ (well) paid than nurses.

3 For questions 1–9, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

2 Complete each sentence so that it means the same as the first sentence. Use the words given without changing them. Use no more than five words.

- I've never read such a boring book about setting up an organisation. **interesting**
This is _____ about setting up an organisation I have ever read.
- I had expected baking cakes for the foundation to be more difficult than it was. **as**
Baking cakes for the foundation _____ I had expected.
- Everyone in the class took much longer to finish their projects than Alina. **quickly**
Alina finished her project _____ everyone else in the class.
- I got more satisfaction from doing some charity work. **less**
I am _____ I was doing some charity work.

HELPING KIDS RESOLVING THEIR CONFLICTS



Conflicts among kids and teenagers may happen pretty often.

In fact it's not possible to prevent them completely; however parents may try to assist their children in working out (0) **SOLUTIONS**.

What a parent should remember about is to be as (1) _____ as possible towards the kids.

They should remain neutral and let the children sort it out with the help of the adults. It's a good (2) _____ to teach the kids, that conflict is not bad, it's an everyday part of life. It's also a good idea to encourage the kids to say how they are (3) _____ and what they are concerned about. Similarly, children should learn listening to each other and being (4) _____ towards the point of view of the other side. It's a good idea, to explain that (5) _____ of conflicts might have been avoided, if people listened to each other more (6) _____. Additionally, it's also a good idea to aid the children in (7) _____ ways in which they can solve the problem. This approach may take a lot longer than just handing down a judgment from above, yet practicing these (8) _____ will lead to more (9) _____ problem solving skills in the adult life.

SOLUTION

SUPPORT

OPPORTUNE

FEEL

RESPECT

MAJOR
CAREFUL

INVENT

ACTIVE
CREATE



Writing

A report

Look at Writing database – reports on page 125 before you do the exercises.

- 1** Read this writing task. Who is the report to and what is the subject?



Everyone in your class has to spent a day at work in a charity organisation. Your teacher has now asked you to write a report for him/her about what you have learned. She/He wants you to describe the main features of the work in a given place, and to explain why it would or wouldn't be suitable for you.

Write a **report** of between 120 and 180 words in an appropriate style.

A

CONCLUSION

Joining a team of legal volunteers wouldn't be an appropriate voluntary work for me. Firstly, I am not interested in working in an office, and I would rather do some outdoor work. Secondly, I have always wanted to work with animals, and I've always wanted do some voluntary work for the World Wildlife Fund (WWF) and become a volunteer abroad.

B

INTRODUCTION

To learn about doing some voluntary work, we were each asked to spend a day at work in a charity organisation of our choice. I chose Save the Children – a non-governmental organisation which promotes children's rights. I spent a day with a team of legal volunteers.

C

To: Mrs Edwards
From: Hannah Davies
Subject: My day in Save the Children

Working model

- 2** Put these parts of a report into the correct order (A–D).

1 ____ 2 ____ 3 ____ 4 ____

Ready to write!

- 3** Look at this writing task. Who is the report to and what is the subject?

Everyone in your class has been asked to find out about a different charity organisation, either by speaking to people you know or by searching online. Your teacher has now asked you to write a report for her/him about voluntary work you learned about. She/He wants you to describe the main features of the work and explain why it would or wouldn't be suitable for you.

Write a **report** of between 120 and 180 words in an appropriate style.

- 4** Complete Writing Planner 6 on page 131.

Now write!

- 5** You are now ready to write your report. Use formal language and present your information clearly. Make a clear recommendation.

D

DAILY ROUTINE

On most days, the volunteers arrive at the office in London at nine o'clock. They mostly work on their computers. They deal with legal administrative tasks. They also and conduct legal research into a wide range of areas. This was their routine on the day I spend in the fund's office.

SALARY AND JOB SATISFACTIONS

Legal volunteers do unpaid work but they get some opportunities to travel. They have their lunch expenses covered and they have the opportunity to gain experience in an in-house legal team. They get a large amount of job satisfaction from their work. I observed them solving various legal problems and by doing that helping the children. They enjoy that part of the work most.

- 1 What charity organisations in Kazakhstan have you heard about? Share what you know with your classmates.
- 2 Read the text. What charity organisations are mentioned?

At the Forefront of Charity in Kazakhstan

The foundation of the first president of the Republic of Kazakhstan – Elbasy is the largest **non-profit** organisation in Kazakhstan. Socially oriented projects and charity campaigns are the priorities of the foundation. Most of the projects are linked to family issues, an **inclusive** society, education, a healthy lifestyle, sport and civic education. **Have you ever heard about the charity event 'The Road to School' organised by the presidential foundation?**

The United Nations Children's Fund (UNICEF) is an international organisation working in Kazakhstan. It is aiming to secure **equity** for all children and **adolescents**. The organisation promotes the inclusion of children with disabilities into Kazakhstan's regular schooling system. UNICEF believes that **child** has the right to a happy childhood. **Why do children need care, a safe environment and close attention paid to their health and development?**

In 2017 the presidential foundation and UNICEF cooperated in a joint project – a video entitled 'We Are Not Small!', aimed at promoting social awareness. The project hoped to create **favourable** conditions for Kazakhstan's youngest citizens. In the video, Kazakh **children** spoke about their interests and needs. It became a part of the international #KidsTakeOver campaign.

How would you speak about your interests and needs?



- 3 Read the text again and answer the questions at the end of each paragraph. Compare your answers in pairs.



GLOSSARY

adolescent /'ædə'lɛs(ə)nt/ (n) a boy or girl who is changing into a young man or woman

equity /'ekwət̬i/ (n) a fair and reasonable way of behaving towards people, so that everyone is treated in the same way

favourable /'feɪv(ə)rəb(ə)l/ (adj) showing that someone likes or approves of someone or something

forefront /'fɔ:(r).frɒnt/ (n) occupying a leading or important position

inclusive /ɪn'klu:sɪv/ (adj) deliberately aiming to involve all types of people

non-profit /nɒn 'prɒfɪt/ (adj) aimed at helping people in some way rather than making money



Web search!

Go online and try to find some information about other charity organisation in Kazakhstan. Discuss your ideas with your classmates.



→ CLIL ICT: E-commerce

1 Read the text. How do you get the best deal when shopping online?

Electronic commerce, or e-commerce, is the process of buying and selling goods on the Internet. To do this, you obviously need access to a computer, but you also need a bank account and a credit or debit card. Online shopping is becoming more and more popular. Most of the large chain stores that you find in towns and cities across the country also have a website where you can shop online. However, some shops actually exist only online.

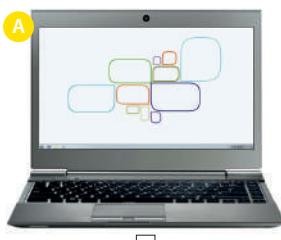
Advantages

Online shopping is very convenient. You can shop at your leisure in the comfort of your own home at whatever time of day or night. Websites don't close! You can often get value for money. There are price comparison websites that show shops that sell a certain product at different prices. By comparing prices, you can get the best deal. You can return the goods you ordered if you don't like them or if they don't fit, but you usually have to pay to post them.

Disadvantages

There is an opportunity for identity theft. Computer hackers can gain access to your personal details and your credit card number and then steal your identity. You can only see photos of the product. You can't see or touch the product before you buy it, so the quality might not be as good as you expect. In some cases, a designer product might actually be a fake.

2 Tick (✓) the things you use when you shop online.

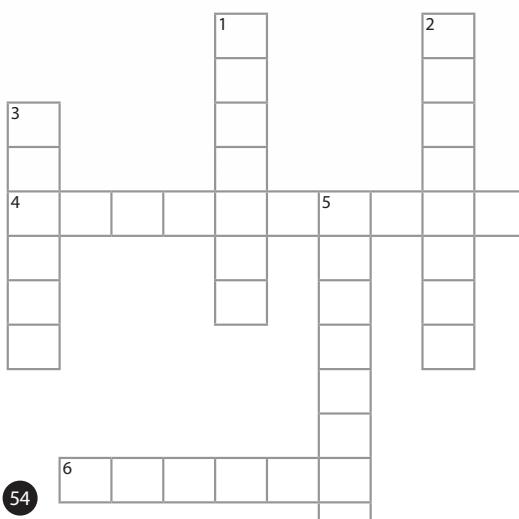




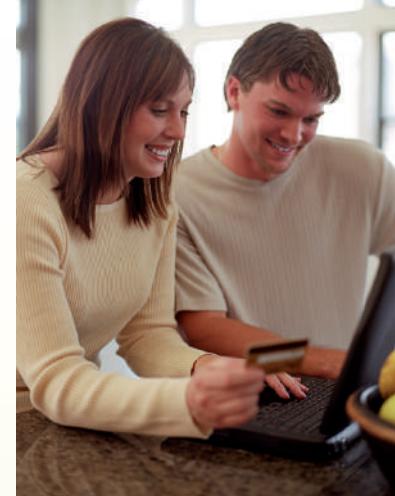




3 Read the definitions and complete the words. Then complete the crossword with the words.



- 1 A business sells goods on a we__si__e.
- 2 When you go online you have access to the in__er__et.
- 3 A h__c__e is a person who gains access to your perso__n details on the internet.
- 4 You use a cr__di__ c__r__ to pay for goods online.
- 5 You use a c__m__t__ to surf the internet.
- 6 When you send emails, or surf the internet you are o__l__e.



4 Are the sentences (T) true or (F) false?

- | | |
|---|-------|
| 1 Shopping online is easy and quick. | T / F |
| 2 You have to shop online between 9.00am and 5.00pm. | T / F |
| 3 You can't pay for things online with money. | T / F |
| 4 You can't return goods if you don't like them. | T / F |
| 5 Hackers can take money from your account illegally. | T / F |
| 6 Some shops only exist online. | T / F |

5 Find out about one of your favourite websites. Work in groups. Exchange the information with your classmates.



Go to page 165 and do the Term 2 Project
'My technology world'.

'Can do' Progress Check

Tick (✓) the things you can do in English now.



Vocabulary

I know words and phrases related to:

- the weather
- the environment
- charities and conflict

Grammatical structures

I know and I can use the structures of:

- the future: *will, going to; present:*
simple and continuous
- question tags, connectors
- the future: future perfect (simple and continuous), future continuous
- transferred negation, word formation
- past perfect: simple and continuous
- comparatives and superlatives

Reading

I can:

- understand main concepts
- understand grammatical referencing
- scan for specific information

Listening

I can listen to a text for:

- specific information
- purpose

Speaking

I can:

- speculate
- express attitude and opinion
- express uncertainty

Writing

I can write:

- an article
- a letter/an email
- a report

MODULE 5

Reading for pleasure

The Reading Curve



Start thinking!

Do you like reading?
How many books do you read a year?
Do you know Sherlock Holmes stories?



Reading

1 **23** Read the fragment of Arthur Conan Doyle's story. Do you find it interesting? What do you think will happen next?

THE NORWOOD BUILDER

1

The Most Unhappy Man

The case which I call ‘The Norwood Builder’ began for us in a very dramatic way. Holmes and I had just finished a late breakfast one morning, and we were talking in our sitting room in Baker Street. Holmes was about to open his morning newspaper, when we heard a lot of noise outside. A moment later, someone was knocking at the door, very hard. Then the door opened and a young man rushed in. His face was pale and his fair hair and his clothes were untidy. His blue eyes were frightened. He had obviously been running, and he was breathing heavily.

‘You’ve got to help me, Mr Holmes,’ he said desperately. ‘The police are following me! Oh, the scandal will break my poor mother’s heart.’

‘Sit down, please,’ Holmes said.

1

‘I’m that most unhappy man, John Hector McFarlane,’ he replied. He obviously thought that we would recognize the name, but we did not.

‘Mr Holmes, if the police arrive, please make them wait,’ the young man went on. ‘Don’t let them arrest me until I’ve told you my story.’

‘Why do they want to arrest you?’ asked Holmes in surprise.

‘What crime will they charge you with?’

‘They’ll charge me with murder, Mr Holmes, but I haven’t killed anyone,’ he replied. ‘But I will be happy to go to prison if I know that Sherlock Holmes is investigating my case!’

Holmes is a tall, thin man with long fingers and a long neck. His eyes are like a fierce bird’s eyes. Now he looked very carefully at our visitor.

‘I know that you’re not married and that you’re a lawyer,’ said Holmes. ‘I know that your lungs are not good. But I know nothing else about you, and I do not recognize your name.’



I knew my friend's methods, and I could understand what he was thinking.

2 We could see that there were legal papers in his pockets, so he was certainly a lawyer. We could hear his heavy breathing, so it was obvious that he had an illness of the lungs. Everything that Holmes had said was obvious, but the young man seemed surprised.

'That's amazing,' he said. 'But if you'd opened your newspaper this morning, you would have recognized my name.'

3 Then he held the paper up so we could both see it.

MYSTERIOUS CRIME COMMITTED IN NORWOOD! A WELL-KNOWN BUILDER IS MISSING. THE POLICE THINK THAT HE HAS BEEN MURDERED AND THEY ARE SEARCHING FOR A SUSPECT.

'And I am the suspect,' our visitor said. 'Your case sounds interesting,' said Holmes, looking very pleased. ...



2 Read the fragment again. Three sentences have been removed from the article. Choose from the sentences A–D the one which fits each gap (1–3). There is one extra sentence which you do not need to use.

- A The man's clothes were untidy, so he was probably unmarried.
- B 'This is my friend and helper, Dr Watson. Please tell us who you are.'
- C Holmes and I quickly became friends and for several years we shared a flat in Baker Street.
- D The man opened the newspaper which Holmes has put on the table and pointed dramatically to a headline.

VOCABULARY

3 Match words from the box with the definitions. Find words in the fragment.

charge • desperately • fierce • lung • rush
scandal • searching • suspect

- 1 _____ to hurry in order to get somewhere very quickly
- 2 _____ in a very worried or angry way
- 3 _____ talk or reports in the newspapers about shocking events
- 4 _____ to accuse someone officially of committing a crime
- 5 _____ very angry, or ready to attack
- 6 _____ one of the two organs in your chest that fill with air when you breathe
- 7 _____ trying to find something or someone by looking carefully
- 8 _____ someone who the police believe may have committed a crime



Have your say!

- What was the last book you read?
- Which three books do you recommend to your friends?

G Grammar

The passive

Look at Grammar database 7 pages 148–149 before you do the exercises.

- 1** Read the sentences and phrase below. Tick (✓) the reasons why we might use the passive.

The first e-books were created in the twentieth century.

For the first time, people's voices could be sent over long distances.

Although cinema had been invented in 1895, ...

We might use the passive when

- a We don't know who did something.
- b It's not important who did something.
- c We want to emphasise something.
- d We think our reader doesn't understand.

Now underline the examples of the passive you can find in the text on page 56 .

- 2** Rewrite the sentences in the passive.

- 1 Someone first suggested the idea of the e-book in the 1990s.
- 2 They deliver our newspaper to the house every morning.
- 3 Someone told me that the BBC is planning a new season of *Sherlock*.
- 4 People say that the internet is a great way to read international news.
- 5 Jill gave me a great book about working in the media.

- 3** Choose the correct passive version of each sentence.

- 1 They published *Oliver Twist* in 1838 in England.
 - a *Oliver Twist* was published in 1838 in England.
 - b England published *Oliver Twist* in 1838 .
- 2 Literature is developing our imagination.
 - a Our imagination is being developed by literature.
 - b Our imagination is developing literature.
- 3 Macmillan first printed *Alice in Wonderland* in 1865.
 - a *Alice in Wonderland* was first printed in 1865 by Macmillan.
 - b *Alice in Wonderland* has been first printed in 1865 by Macmillan.
- 4 Somebody has stolen my coursebook, so I didn't do my homework.
 - a My coursebook was being stolen by someone so I didn't do my homework.
 - b My coursebook has been stolen by someone so I didn't do my homework.

- 4** Read this short article about communication. Then rewrite it in the passive.



Someone sent the first modern email in 1971. Someone sent the first text message in 1992. Both of these forms of communication have changed the world. They have brought people together and they have made the world smaller. Today, we send over 300 billion email messages per day! And people send over 1 billion text messages per week – in just the UK!

V Vocabulary builder

Literary genres

- 1** In your notebook divide the words from the box into categories A-C. Then, compare your answers with the partner.

play • adventure • romantic novel • biography
 science fiction • fantasy • thriller • non-fiction
 poetry • comic • autobiography • crime
 short story • historical fiction

- A Genres I like: _____
 B Genres I don't like: _____
 C Genres I haven't read: _____

- 2** Choose the correct words and write them in your notebook.

- 1 My brother's really interested in space - he always reads **crime / science fiction** books.
- 2 We're studying **adventure / poetry** by Abai at school.
- 3 I just read a great **crime / fantasy book** – the main character was a dragon!
- 4 My dad's a policeman, but he hates **adventure / crime** novels - they remind him of work!
- 5 She wrote an **adventure / thriller** story about an expedition to China.
- 6 I don't enjoy imagined stories at all – I prefer **historical fiction / non-fiction**.

- 3** Look at the sentences. Which genre should each person read? In some cases, there is more than one possible answer.

I love going to the theater. You should read a play.

- 1 I like books about relationships, especially when people fall in love. _____
- 2 I enjoy books that are set in different periods, for example in the 18th century. _____
- 3 I prefer to read illustrated stories – I love looking at the pictures. _____
- 4 I like exciting stories, but not ones about crime. _____
- 5 I love books about real people's lives. _____
- 6 I like reading but can't concentrate for long. _____



Phrasal verbs with on

- 4** Phrasal verbs with **on** often have meanings connected to starting something or continuing something. Circle the correct phrasal verb in each sentence.

- 1 Do you think you could **open on/turn on** the TV for me, please?
- 2 Sorry, but I can't read the book if you **carry on/put on** making so much noise.
- 3 I hated this programme at first, but now it's **coming on/growing on** me.
- 4 I'm going to **bring on/log on** and see if I've got any email.
- 5 There are two families in *Romeo and Juliet* who just don't **take on/get on** with each other at all!
- 6 I don't think they should **put on/come on** violent programmes in the early evening.

Now match each phrasal verb with a definition. Put the phrasal verbs into the infinitive.

- | | |
|--------------------------|-------|
| have a good relationship | _____ |
| broadcast on TV | _____ |
| start something working | _____ |
| connect to the internet | _____ |
| continue | _____ |
| become more attractive | _____ |
| to you after some time | _____ |

Which other phrasal verb means 'continue'? _____ on

Idioms: books

- 5** In pairs, talk about what you think these idiomatic phrases might mean.

- a closed book
- an open book
- read someone like a book
- don't judge a book by its cover



Listening

1 **24** You are going to listen to the conversations about books and films. What titles are mentioned?

2 **24** Listen again and decide if the sentences are true (T) or false (F)?

- 1 Mark liked the *Lord of the Rings* films. T / F
- 2 Mark had read the *Lord of the Rings* books before he saw the films. T / F
- 3 Lydia liked the fact that the films didn't include everything in the books. T / F
- 4 Mark preferred the book version of *The Last Song* to the film. T / F
- 5 Mark often used to read books about teenagers growing up. T / F
- 6 The story of *The Last Song* is about a teenage girl called Veronica whose father died when she was a child. T / F
- 7 Lydia is interested in reading *The Last Song*. T / F
- 8 Mark liked the book because it was about music as well as things that teenagers find interesting. T / F



Soundbite /ɔ:/

25 Circle the words that have the same vowel sound in them. Listen and check.

1 word	sorry	fear	bird
2 hard	heard	murder	bread
3 fair	fur	first	far
4 mean	meant	learn	burn
5 sir	occur	part	sour



Speaking

1 Make notes to answer the questions.

Have you ever read a book in English?

When? What was it about?

Would you like to read one? Why? / Why not?

2 In pairs, ask and answer the questions. Try to say as much as you can. Use the phrases below to help you.

- Have you ever read a book in English?
- Do you have your favourite genre?
- Who is your favourite writer?
- Do you like reading an e-book? Have you ever read an e-book?

Useful Phrases

Actually, no, I haven't, but I would like to because ...

In fact, yes, I have. It is ...

Yes, and it was a great experience. I ...

One of my favourite ...

Look at **Speaking database - Expressing preferences** on page 138.



VALUES

'Books are the quietest and most constant of friends; they are the most accessible and wisest of counsellors, and the most patient of teachers.'

Charles William Eliot



Use of English

Countable and uncountable nouns

☞ Look at Grammar database pages 149 before you do the exercises.

1 Are these nouns countable, uncountable or both?

advice • sheep • equipment • furniture • wood • chicken • paper • hair • news • luggage • chocolate
clothes • information • fact • interest • jeans • money • journey • trousers • bone • rice

2 Correct the sentences that have mistakes in them and tick (✓) the correct ones.

- 1 Any television studio has a lot of valuable equipments in it.
- 2 The programme was interrupted to bring the viewers an important news.
- 3 Most people who read the news on TV wear a suit, rather than a jean.
- 4 I used to write for a paper and give advices to readers with problems.
- 5 Most of us get a great deal of information through the media.

3 For questions 1-10, read the text below. Circle the correct word or phrase to complete the text.

There is an example at the beginning (1).

LITERARY AGENTS



Everybody reads best-sellers. We (1) **know** / **have known** the names of famous writers like **J.K.Rowling**, John Grisham and Agatha Cristie. We (2) **had read** / **have read** their life stories. **J.K.Rowling** (3) **was working** / **worked** as an English teacher and Grisham (4) **used to be** / **had been** a lawyer. Then thanks to lots of talent and even more good luck they (5) **sell** / **sold** books, became very famous and very rich. But most writers (6) **haven't become** / **don't become** famous on their own. They need help. They need a literary agent.

So what does a literary agent do? They **represents** authors and help them to find a publisher and get a book deal. Then **when** author (7) **become** / **becomes** **successful**, the agent negotiates a better contract, so the writer gets richer. The literary agent usually (8) **has got** / **gets** 15% of the writer's money, so the agent gets richer too.

If that seems a lot of money, remember that it is very difficult to get published without **a help** of a literary agent. Many publishing companies only read a manuscript if an agent (9) **had sent** / **has sent** **to** them. Many agents (10) **have received** / **receive** more than fifty manuscripts a week so they need to be able to realise that a manuscript is a potential best-seller.



Writing

A story

Look at Writing database – stories on page 126 before you do the exercises.

- 1** When you write a story, descriptive language is important. Put the adjectives into the correct column. Some of them may go in more than one column.

terrible • excited • wonderful • depressed
terrific • nervous • dreadful • awful • great
cool • horrible • perfect • amazing

'very good'	'very bad'	feelings

Add more adjectives and compare your ideas.

- 4** Decide if the statements are true (T) or false (F).

- 1 The writer starts with the right words.
- 2 The writer sometimes uses short sentences for dramatic effect.
- 3 The writer uses direct speech to tell us what people said.
- 4 The writer uses exclamation marks to add drama and excitement.
- 5 The story doesn't have a beginning, a middle or an end.

Ready to write!

- 5** You are going to write your own story to enter the competition.

- Where do you have to put the sentence you have been given?
- How did you feel when you saw yourself on the news?
- Why were you on the news?
- Who else was involved?
- How did they feel? Did they say anything?
- What happened after you saw the news?
- Then what happened?
- What happened in the end?
- How did you feel in the end?

Working model

- 2** Read this writing task. Who do you think is going to read the story?

A local radio station is holding a competition for stories written by listeners. The winning stories will be read on the radio. The competition rules state that all stories must begin with these words:

I had never imagined I would see myself on the news.

Write a **story** of between 120 and 180 words in an appropriate style.

- 3** Read the answer to the writing task. Underline all the descriptive adjectives and adverbs the writer has used.

IT WASN'T ME!

I had never imagined I would see myself on the news. It was awful! The newsreader was talking about a robbery and there, on the screen, was a picture of me. 'Mum! I'm on television!' I shouted, and she ran into the living room.

'That's great!' she said and then suddenly stopped. She looked at me, and then back at the screen. 'I didn't do it. I'm innocent!' I said quickly. 'What should I do?'

My mum suggested that we go to the police station. I wasn't sure. I didn't want to go to prison for a crime I hadn't committed! Mum said that I had to convince them that they wanted the wrong person.

We got to the police station and I went inside nervously. I explained who I was and they asked me lots of questions. I answered them honestly. Eventually, they believed I was innocent. It was a wonderful feeling when I finally walked out of the police station!

The next night, they said on the news that the police had caught the person who committed the robbery. He looked a little like me. My nightmare was finally over.

- 6** Complete Writing Planner 7 on page 132.

Now write!

- 7** You are now ready to write your story. Make sure you use good descriptive language. Try to create drama by using direct speech. Write between 120 and 180 words.

- 1** Do you like reading poetry? Have you got a favourite poem? Discuss your ideas in pairs.
- 2** Read an English translation of an Abay's poem. Think of words that best complete the poem.

Black of my eye
 Frame of my (1) *brain / mind*
 Drink never dry
 Love of my Life
 Parting is (2) *winter / summer*, your absence is **sorrow**
 I wish to stay until the **morrow**
 Between your fair arms
 when the (3) *nightingale / owl* sings, 'Terrow'



The corners of your eyes
sparkle and they **glisten**
 when you speak your solid (4) *words / sentences*
 everyone will listen



Black of my eye
 Frame of my (5) *brain / mind*
 Drink never dry
 Love of my Life

3 Read the poem again. Then work in pairs and answer the questions.

- 1 Who is the poem addressed to?
- 2 Why is the person called 'black of my eye'?
- 3 Why does the poet say that 'everyone will listen'?



GLOSSARY

glisten /'glɪs(ə)n/ (v) to shine as a result of being wet or covered with oil
morrow /'mɔrəʊ/ (n) an older form of the word 'tomorrow'

sorrow /'sɒrəʊ/ (n) great sadness
sparkle /'spa:(r)k(ə)l/ (v) to shine with small points of reflected light



Now you!

Work in groups. Choose a Kazakh poem you really like. Translate the poem into English. Recite your translation for the rest of the class.

MODULE 6

Traditions and language

Traditions Around the World



Start thinking!

Do you know any international traditions?
Are there any traditions you particularly like celebrating?



Reading

- 1** **26** Quickly read the newspaper article, ignoring the gaps. Which tradition described in the text do you find most surprising?



The Christmas Eve book-giving tradition in Iceland

People in Iceland have solved the problem of giving each other Christmas presents by introducing a tradition of giving a book. After everyone has unwrapped the books, they spend the evening reading together. Iceland has preserved the culture of books as a result of this beautiful Christmas custom which many countries **would do well to emulate!**

Wedding tradition in Wales

In Wales, it is traditional that the bride who is getting married, should not think only of herself on her wedding day, but also about her bridesmaid.

1 . The theory goes that if the bridesmaid plants it and it blooms, she'll be the next bride.

New Year's tradition in China

The Chinese New Year is a much-celebrated event, which is both colourful and exciting. In China, you can partake in various Chinese

New Year traditions. One particular tradition is the handing out of cash in red envelopes. Older members of the family hand out money to younger family members in red envelopes.

2 It is believed that the sound and light will ward off evil spirits.

Birthday tradition in Mexico

A traditional birthday treat in Mexico is the piñata. The piñata is made out of paper and it is usually in the form of an animal. **3** The birthday child is blindfolded and hits the piñata until it cracks open – the sweets fall on the floor and all the children share them.

Drinking tea tradition in Britain

Tea is traditionally the most popular drink in the United Kingdom. Tea is also an important drink in the workplace. In the past there was a special employee called the Tea Lady. **These were ladies responsible for brewing tea** for rest of the employees. **4** Although these modern working arrangements have slightly

2 Some words and phrases in the text are in bold.

For each, choose what you think it's referring to.

- 1 would do well to emulate! (line 10-)
 - a would be good if other countries followed it
 - b would be good if other countries invented a new tradition
- 2 child is blindfolded (line 31)
 - a the child cannot see because they are visually impaired
 - b the child cannot see because his eyes are covered with a piece of material
- 3 these were ladies responsible for brewing tea (line 37)
 - a their job was growing tea for the workers
 - b their job was making tea for the workers
- 4 in gratitude to those who helped (line 54)
 - a a way of thanking those people who were supportive
 - b made to thank those who were visiting



changed the tea drinking format, the 20-minute break for lunch to which every worker is entitled, is still called a tea break.

Mutual aid tradition in Kazakhstan

Helping each other out has always been highly valued by Kazakhs and is very important in a Kazakh community. Therefore, there are a number of traditions, which are associated with mutual aid. Some examples of such traditions might be: Asar, in which a family that has to perform an urgent and often difficult task has the right to ask relatives, friends and neighbours for assistance. Once the work is done, the table

54 is laid for a banquet in gratitude to those who

helped. Belkoterer is a tradition whose aim is to treat the elderly. **5** Typically, this is the responsibility of children or close relatives; neighbours are less likely to be involved.

Belkoterer is a wonderful example of care for the elderly.

3 Read the article again. Five sentences have been removed from the article. Choose from sentences A–H the one which best fits each gap (1–5). There is one extra sentence which you do not need to use.

- A It is filled with sweets and hangs from the ceiling.
- B These days, workers simply make their own tea, buying it from automatic drink dispensers.
- C The bridal bouquet includes myrtle, an herb that symbolises love, and the bride should always give a cutting of the myrtle to each of her bridesmaids.
- D Yet another tradition are the bursting firecrackers, which explode with a loud bang!
- E Most importantly, soft foods such as kazy, zhent, cottage cheese are cooked for senior family members.
- F Traditions connected with getting married and celebrating Christmas may vary from country to country.

VOCABULARY

4 Use the words or phrases from the box to complete the sentences.

- mutual • partake • assistance
- entitled • late

- 1 If you _____ a tradition, you follow it.
- 2 If you _____ in something, you participate in it.
- 3 If you are _____ to something, you are able and allowed to do it.
- 4 If something is _____, it is both given and received.
- 5 If you give somebody _____ in something, you help them.

Have your say!

- Do you think some traditions will disappear with time?
- Discuss some examples of such traditions.

G Grammar

Relative clauses

Look at **Grammar database 8 pages 149–150** before you do the exercises.

1 Read the sentences. Decide if statements a and b are true (T) or false (F).

- 1 I wondered what she thought of that wedding tradition and the preparations *which had been made*.
 - a Without the words in italics, the sentence makes complete sense.
 - b We could replace *which* with *that*.

- 2 We also have a wonderful New Year *tradition, which is a lot of fun*.
 - a Without the words in italics, the sentence makes complete sense.
 - b We could replace *which* with *that*.



Read through the article again and underline all the examples of ‘which’ and ‘who’. Decide whether they are like sentence 1 or sentence 2 above.

2 Decide whether the words in bold are defining (D) or non-defining (N) relative clauses.

- 1 My dad, **who went to the same school as me**, remembers all the school traditions. D/N
- 2 My favourite holiday, **which we celebrate once a year**, is New Year. D/N
- 3 We went to a wedding last week **that we all found emotional**. D/N
- 4 Mrs Omarova, **who lives next door**, has great respect for family traditions. D/N
- 5 The only tradition **that I don't like** is eating Christmas pudding. D/N
- 6 The church **where they married** is close to the underground. D/N

3 Choose the correct option in each sentence.

- 1 The guests _____ had took their seats started their dinner.
a whose b who c whom
- 2 Our Folk Center, _____ opened in 1975, has about 2,000 members.
a that b which c who
- 3 I went to school in the town, _____ I was born.
a when b where c which
- 4 The school _____ my parents went to has been knocked down.
a whose b that c whom
- 5 My favourite teacher is Mrs Karimova, _____ husband is also a teacher.
a whose b that c which
- 6 Any student _____ in the school folk dance group should contact Mr Kim.
a which b whose c who's



Vocabulary builder

Traditions

1 Match the words and phrases in the box with the correct definitions.

customs • habit • ritual • legends
heritage • principles • ancestors • folklore

- 1 _____ the art, buildings, traditions, and beliefs that a society considers important to its history and culture
- 2 _____ basic rules or beliefs about what is right and morally good, that influences the way that people behave
- 3 _____ something that people do that is traditional or usual
- 4 _____ people who lived long time ago and created traditions of a given society
- 5 _____ traditional old story about famous people and events in the past
- 6 _____ a formal ceremony of doing something in a traditional way
- 7 _____ traditional stories, sayings, beliefs and art from a particular region or community
- 8 _____ something that you do often or regularly, often without thinking about it

2 Complete the sentences using the correct form of the words from the box in exercise 1.

- 1 Nick told us a fascinated _____ about a dragon.
- 2 The _____ of today's Slavs migrated from Asia.
- 3 When you visit a foreign country it's good to know the _____ of the people who live there.
- 4 It is my _____ to greet my neighbours every morning.
- 5 Local _____ is not taught in a formal school curriculum.
- 6 A World _____ Site is a landmark or area which is selected by UNESCO as having cultural historical or scientific significance.
- 7 This _____ consists of a sequence of activities with certain gestures and words.
- 8 There are certain _____ must be followed in our school.

Phrasal verbs with over

3 Phrasal verbs with *over* often have meanings connected to movement or control. Choose the correct option.

- 1 A car almost _____ our cat just outside our house. Luckily, she was OK.
a ran over **b got over** **c took over**
- 2 Our teacher was very ill, but she finally _____ it and came back to school.
a took over **b got over** **c looked over**
- 3 Why don't you _____ to our house for dinner tomorrow?
a bring over **b look over** **c come over**
- 4 Mrs Riley had to leave the classroom so she asked another teacher to _____.
a go over **b look over** **c take over**
- 5 If you _____ the page, you'll see the answers.
a turn over **b pass over** **c put over**

Magic metaphors

4 When we talk about the *mind*, we sometimes think of it as a *container*, like a box. Complete the sentences with the phrases from the box.

in your mind • at the back of my mind
filled with • an open mind • out of my mind

- 1 What picture do you have _____ if I say 'summer holiday'?
- 2 I've been studying really hard and I feel like my mind is _____ facts and figures.
- 3 I heard a song on the radio this morning and I can't get it _____.
- 4 When you meet people from other countries, it's important to keep _____.
- 5 I like our history teacher, but I've got a feeling _____ that she doesn't really like me.



VALUES

'We need to look into the past in order to understand the present and foresee the future.'

Nursultan Nazarbayev



Listening

1 You are going to listen to five people talking about a school. Before you listen, talk about what the people might mention.

The head teacher: *exam results? achievements?*

A pupil: *lessons? favourite teachers?*

A teacher: *students? lessons?*

The caretaker: *cleaning? damage?*

A parent: *exam results? their child?*

2 Listen to five people talking about a school. For questions 1–5, choose from the list (A–F) what each person says about the school. Use the letters only once. There is one extra letter which you do not need to use.

- A This school doesn't have such good sports teams.
- B Someone is planning to leave the school.
- C Pupils don't have to do too much work at home.
- D This school doesn't cover modern subjects much.
- E People contact me when they have a problem.
- F This school is better than a lot of others.

Speaker 1: _____

Speaker 2: _____

Speaker 3: _____

Speaker 4: _____

Speaker 5: _____



Soundbite stress

28 Read the phrases below and decide which words you think are stressed the most. Underline them. Listen and check.

- As far as I'm concerned, ...
- In my opinion, ...
- If you ask me, ...
- To my mind, ...
- From my point of view, ...

home
education
is a great
idea.

Speaking

Useful Phrases

1 Complete the phrases using the words in the box.

out • as • second • least • of • as

- X is not _____ useful _____
Y because ...
- The most useful _____ all is Z because ...
- _____ of these ideas, X is most useful because ...
- After X, Y is the _____ best idea because ...
- Z is probably the _____ useful idea because ...

2 Work in pairs. Use the phrases from exercise 1 to help you make suggestions.

- Discuss how popular these traditions are internationally.
- Decide which one you would recommend to small children.



New Year's Eve celebration



a wedding reception



a traditional sport

Look at Speaking database - Comparing and Giving/Asking for opinion on page 138.



Use of English

Relative pronouns and prepositions

Look at Grammar database pages 150–151 before you do the exercises.

1 Match to make complete sentences.

- 1 They had corporal punishment at the school which
- 2 The day which my dad left school
- 3 Yesterday, I saw the old head teacher of the school where
- 4 Our school is throwing a big party, to which
- 5 The day when my dad met my mum
- 6 Every year, we have a school play, which

- a my mum and dad went.
- b was the school Sports Day.
- c my parents went to.
- d all parents are invited to.
- e all parents are invited.
- f on was his 16th birthday.

Word patterns

2 Complete these phrases with the correct preposition.

- | | | | |
|--------------|---------------------|------------------|--------------------|
| 1 fond _____ | 3 aware _____ | 5 refer _____ | 7 interested _____ |
| 2 keen _____ | 4 concentrate _____ | 6 complain _____ | |

3 For questions 1–10, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

SUMMERHILL SCHOOL

What would you do if your teacher said you could either stay to have your (0) lesson or you could go home? Well, just imagine a school where attendance wasn't (1) _____ at all! In Suffolk, in the United Kingdom, that school (2) _____. Summerhill School was founded in 1921 by a man called A.S. Neill. Neill was (3) _____ of the kinds of problems many children have at school and he believed that the only solution was to give (4) _____ complete freedom.

Children at Summerhill are under no (5) _____ at all to attend lessons. Most of them do, (6) _____. Often, they come from schools at (7) _____ they were unhappy and (8) _____ to do any work at all. After a while, though, they settle down and usually decide that attending lessons is more interesting.

The other unusual thing about Summerhill is the weekly meeting. All teachers and students decide the school rules democratically, with one (9) _____ each. If a student wants to (10) _____ about a teacher or a teacher wants to tell everyone about a student's bad behaviour, they can do so in the meeting.

Life at Summerhill is full of all kinds of challenges, but most of the people there agree that it's a very special place.

- | | | | |
|----------------|----------------|------------|-------------|
| 0 A subject | B work | C lesson | D timetable |
| 1 A necessary | B compulsory | C needed | D forced |
| 2 A is | B runs | C exists | D opens |
| 3 A interested | B concentrated | C expert | D aware |
| 4 A them | B these | C those | D their |
| 5 A stress | B rules | C pressure | D control |
| 6 A although | B however | C yet | D despite |
| 7 A that | B there | C where | D which |
| 8 A refuse | B object | C deny | D oppose |
| 9 A choice | B vote | C count | D decision |
| 10 A refer | B mention | C discuss | D complain |



4 What do you think of Summerhill School? Would you like to go to a school like that?



Writing

An informal letter/email

Look at Writing database - informal letters/emails on page 128 before you do the exercises.

1 Read this writing task. Why should your letter be informal?

Your pen friend is doing a class project on traditional celebrations in different countries. She has asked you for some information about your country. Read this extract from your pen friend's letter and use the notes you have made to write your letter.

Write a letter of between 120 and 150 words. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation. Do not write any addresses.

national celebration - mention dates
family celebration
activities for teenagers

Anyway, apart from that, I wanted to ask you for a favour. We're doing a project at school on traditional celebrations in different countries. Is there any chance you could give me some information about your country? You know, what kind of celebrations you have, that sort of thing.

Thanks.

Got to go (yes, more homework!).

Love,
Andrea

Working model

2 Read the answer to the writing task written by a Kazakhstan student.

3 Decide if the statements are true (T) or false (F).

- 1 The writer has included all the information he had to.
- 2 He has used an informal tone.
- 3 He didn't need to use paragraphs in an informal letter.
- 4 He asks his friend about a piece of news to begin.

Dear Andrea,

Thanks for your letter! How was your party? You asked about the traditional celebrations here. Well, we have Kazakhstan Independence Day. This holiday is celebrated on December 16 and 17. All citizens enjoy various festivities. You can see people dressed up in traditional clothes. Yurts with traditional delicacies are set up in villages, towns and cities.

A lot of families like the New Year's holiday. Traditionally, we watch concerts and shows on TV, invite guests and exchange nice presents with relatives and friends.

At the end of December and beginning of January children and teenagers have a few days off. We decorate a New Year tree, visit special parties and enjoy presents.

I have to go shopping with my mum now. I hope that was useful! Write soon!

Best wishes,
Sholpan



4 You are going to answer the writing task in exercise 1. Complete Writing Planner 8 on page 132.

Now write!

5 You are now ready to write your letter to your pen friend. Use informal language. Include all the information you have to. Write between 120 and 150 words.

KZ Culture Spot: Abay, the First Classic!

- 1** Are you familiar with the works of Abay? Which is your favourite? Discuss your ideas in pairs.
- 2** Read the text about Abay. What role does he play in the history of the Kazakh literature?



The first major figure of Kazakh literature is Abay Kunanbayuly. His real name was Ibrahim, but, nowadays, he is more widely known simply as 'Abay'. He **legitimised** Kazakh as a written language through his poetry. The **heritage** of Abay embraces poems, prose, songs and translations. The 'Kara Sozder' is one of Abay's most famous creations. It takes the form of a conversation with the reader. This work has both an educational and a **spiritual** value for the Kazakh people. As an enlightened **individual**, Abay was the **originator** of the progressive ideas of his time. Nowadays, people of all generations know something of Abay's wisdom and knowledge. Citizens of Kazakhstan have great respect for Abay as a **prominent** poet, writer, public figure and the founder of modern Kazakh literature.



GLOSSARY

heritage /'herɪtɪdʒ/ (n) the art, buildings, traditions, and beliefs that a society considers important to its history and culture

individual /,ɪndɪ'vɪdʒuəl/ (n) a person considered as distinct from their society or community

legitimise /lɪ'dʒɪtəmaɪz/ (v) to make something seem morally right or reasonable

originator /ə'rɪdʒə,nɪteɪ(r)/ (n) the first person to create or start something

prominent /'prɒmɪnənt/ (adj) important and well-known

spiritual /'spɪrɪtʃuəl/ (adj) related to your spirit instead of the physical world

- 3** Retell the text about Abay in 4-5 sentences. Try to use words from the glossary.

- 4** Work in groups. Translate from English some quotes from 'Kara Sozder'. Share your translations with the class. In your notebook write down the translation you like best.

A good man asks much, but will be content with little; a despicable one will ask much, but will be dissatisfied even if he gets more than he asked for.

If you want your labours to be successful, start the job in hand wisely.

There is no use for anger without power, love without fidelity and a teacher without pupils.



Now you!

Prepare a poster presenting some facts from Abay's biography. Illustrate the facts with some pictures or drawings.



Language and Communication



Start thinking!

Discuss the following. Work in pairs or in groups.

- How often do you send and receive text messages or emails?
- Has modern technology changed the language people use for communication. How?



Reading

1 **29** Read the article quickly and underline all the different means of communication mentioned.

2 Read the article more carefully and find a word or phrase which ...

- shows that a piece of information is surprising.
(paragraph 1) _____
- contrasts the present with the past.
(paragraph 2) _____
- shows that something is better than something else.
(paragraph 2) _____
- shows that something is very likely.
(paragraph 3) _____
- shows that something is successful a lot of the time.
(paragraph 6) _____

communication breakdown!



Before mobile phones took off in the mid-1990s, no-one had predicted that they'd create a new means of communication: the text message. In fact, not long before email and text messages came along, some people had said that writing was dying and that in the future, speech would be king. We won't write letters anymore, we were told. ~~We'll just make phone calls and video calls.~~



But now, writing is back on top. Why call someone when you can email them? Every second, millions of emails are sent around the world. (That's billions of emails every day, and trillions every year!) It's the same with text messages. And millions of people are posting on social networking sites such as Facebook and Twitter, or using instant messaging, or chatting away with friends or strangers in online chat rooms or forums, or commenting on articles in online newspapers and magazines. They're all communicating using a written form of the language.

If they're sending text messages, the chances are they're using software on their mobile phone that provides some kind of 'predictive text' or 'auto-correct' facility.

Older mobile phones allow users to type their message using a traditional

telephone keypad. This has several letters on each number key. For example, the 2 key has the letters A, B and C on it. If you want to type a word beginning with A or B, you press the same key. So let's say you want to type the word *gone*. Which keys do you press? 4-6-6-3. But these are the same numbers for the word *home*. And this can lead to problems. Your phone 'predicts' the word you want to write, and it sometimes gets it wrong. If you don't check your message carefully before you send it, it might get sent with the wrong word!

More modern mobile phones which have touch screens, often known as smartphones, usually provide a keyboard with each of the 26 English letters on a separate key. This solves many of the problems of predictive text. However, problems can still occur.

3 Read the article again and choose the correct answer A, B, C or D. Underline the sentences in the article which give you the answers.

- 1 What did people fail to predict?
 - A the mobile phone
 - B text messages
 - C email
 - D the end of writing
- 2 What does the writer emphasise in paragraph 2?
 - A that writing helps us meet new people
 - B that writing is now as popular as speaking
 - C that we waste a lot of time writing
 - D that we do a lot of writing these days

Many people write text messages or emails on smartphones very quickly, and don't read what they've written before pressing 'send'. Let's say someone had wanted to write the word *good* but by mistake pressed *g-o-i-d*. Smartphones have software that automatically corrects mistakes like this. It often works, and in a case like this the phone would almost certainly change the word to *good*. But it doesn't always work, because sometimes there's more than one choice. For example, if the writer had meant to type the word *kitten* but in fact typed *k-o-t-t-o-n*, the phone will probably think they meant *cotton*. Or if you meant to type *t-y-p-e* but typed *t-i-p-e* instead, your phone may well auto-correct that to *ripe*. This can lead to some very funny text messages – and sometimes complete communication breakdown, where the person receiving the message has absolutely no idea what the sender had intended to say.



- 3 What do the words *home* and *gone* have in common?

- A They're the most common words used in text messages.
 - B Many people have problems spelling them correctly.
 - C The same keys are pressed to produce both words.
 - D Mobile phones are good at predicting words like these.
- 4 In the final paragraph, what does the writer mean by 'communication breakdown'?
- A not understanding what someone else means
 - B not receiving an important text message or email
 - C finding something funny that wasn't meant to be
 - D receiving a message that was meant for someone else

VOCABULARY

4 Complete each phrase using the verbs in the box. You can use more than one verb for each phrase.

call • chat • get • have • hear • listen
make • receive • ring • send • speak
talk • type • write

- 1 get/make/receive a phone call
- 2 _____ an email
- 3 _____ a text message
- 4 _____ on the internet
- 5 _____ about something
- 6 _____ on a keyboard
- 7 _____ a conversation
- 8 _____ someone
- 9 _____ to someone
- 10 _____ a letter



Have your say!

- Do you ever have problems when you're sending text messages, for instance with the auto-correct facility?
- Is the language of the text messages easier or more difficult to understand? Why?



VALUES

'Write to be understood, speak to be heard, read to grow.'

Lawrence Clark Powell

G Grammar

Conditionals: third

☞ Look at **Grammar database 9 page 151** before you do the exercises.

- 1** Look at this sentence from the article and decide if the statements are true (T) or false (F).

I had learned foreign languages, <div style="text-align: center; margin-top: 10px;"><i>condition</i></div>	I would have got a decent job. <div style="text-align: center; margin-top: 10px;"><i>result</i></div>
---	---

1 This sentence refers to the past.

2 The condition is impossible.

3 The result actually happened.

Look through the article again and find other examples of sentences like the one above. Underline them.

- 2** Choose the sentence which expresses the same idea.

- 1 If I hadn't texted him, I wouldn't have met him on time.
 - a I didn't text him and I didn't meet him.
 - b I texted him and I met him.
- 2 She wouldn't have written the post, if her computer had broken down.
 - a Her computer didn't break and she wrote the post.
 - b Her computer broke down and she didn't write the post.
- 3 If he hadn't learned French, he wouldn't have been able to study in Paris.
 - a He learned French and he studied in Paris.
 - b He didn't learn French and he didn't study in Paris.
- 4 If I hadn't had a dictionary with me, I wouldn't have been able to check the word so quickly.
 - a I had a dictionary with me and I checked the word quickly.
 - b I didn't have a dictionary and I didn't check the word quickly.

- 3** Correct the sentences that have mistakes in them. One sentence has no mistakes. Which one?

- 1 I would have spoken Chinese if I hadn't lived in China for five years.
- 2 I hadn't been texted if I had had the mobile phone.
- 3 He wouldn't have become an English language teacher if he has had a fantastic teacher of English when he was at school.
- 4 If there would be more people learning Portuguese, travelling to Brazil would have been more popular.
- 5 If I hadn't noticed your message, I would have tried to find the way myself.

- 4** Decide what the people would/wouldn't have done if the past had been different.

- 1 Aisha wrote a very good essay, so she got the best grade in the class.
- 2 Dauren gave up reading books in the school library, because he was interrupted by all the time.
- 3 The level of that group was too high for me, so I decided to have some individual conversations.
- 4 That word was very difficult to pronounce, so I asked Bolat to say it again for me.
- 5 His level of Spanish is very high, because he lived in Spain for a while.
- 6 My father was a linguist, so I became one.

- 5** Make true sentences about your past. In groups, compare your sentences.





Vocabulary builder

Language

1 Match the words in the box with the definitions.

dialect • accent • idiom • lingua franca
linguist • proverb • mother tongue • slang

- 1 _____ someone who studies and speaks a lot of languages.
- 2 _____ a group of words which mean something different than individual words e.g. "He was caught red-handed."
- 3 _____ language that identifies the speakers by location.
- 4 _____ the main language that you learn as a child.
- 5 _____ words or expressions that are very informal and are not considered suitable for more formal situations. Some slang is used only by a particular group of people.
- 6 _____ a language that people use to communicate when they have different first languages
- 7 _____ the correct emphasis on a particular part of a word or phrase when you say it or the way of saying words that shows what country, region, or social class someone comes from.
- 8 _____ a short well-known statement that gives practical advice about life

Word formation

2 Complete the sentences with the correct form of the word in bold.

- 1 Most _____ of this student are eventually lies. **explain**
- 2 It is a common _____ that learning Chinese is difficult. **believe**
- 3 The woman was able to give a very detailed _____ of all the characters from that book. **describe**
- 4 He made a really great _____ in the name of the graduates. **speak**
- 5 The accused me of making a wrong _____ of the language faculty. **choose**
- 6 The biggest _____ of this local government, is its popularity among young people. **strong**

3 The nouns below are all incorrect. Rewrite them all correctly.

Adjective Noun

- 1 able ability _____
- 2 high hight _____
- 3 long longth _____
- 4 strong strongth _____

Verb Noun

- 5 believe beliefe _____
- 6 choose choise _____
- 7 decide decidion _____
- 8 describe describtion _____
- 9 explain explaination _____
- 10 practise practise _____
- 11 see site _____
- 12 speak speach _____
- 13 think thowt _____

Cyber Language

4 When we write text messages, we sometimes use 'cyber-English'. Look at these text messages and match them with their meanings.

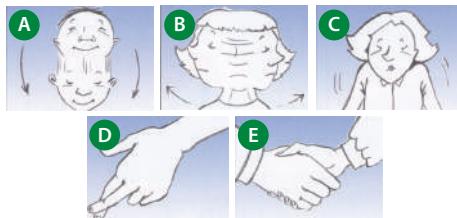
c u @ 8 2nite!	am gonna b a bit 18!
1	2
we r listening to music at the mo!	u'll love my new shoes when you c them 18r!
3	4
i wanna have a party next sat night!	
5	

- a I'm going to be a bit late!
- b I want to have a party next Saturday night!
- c I'll see you at eight o'clock tonight!
- d We're listening to music at the moment!
- e You'll love my new shoes when you see them later!



Listening

- 1** You are going to listen to a radio programme about gestures. First match gestures 1–5 with the pictures A–E. Do you know what each gesture means for British people?



- | | |
|----------------------------|-------------------------|
| 1 shaking hands | 4 shaking your head |
| 2 shrugging your shoulders | 5 crossing your fingers |
| 3 nodding your head | |

- 2** **30** Now listen to the radio programme about gestures and choose the correct answer A, B or C.

- What was last week's episode about?
A written and spoken English
B formal and informal English
C old and modern English
- What does Adam say has changed?
A the way we shake hands
B how often we shake hands
C the reason for shaking hands
- In what way is nodding your head the same as shaking hands?
A Both of them are only used in some places.
B They both have the same meaning in some countries.
C Both gestures confuse people on holiday.
- Adam believes that some of his listeners might
A not know why they shrug their shoulders.
B use gestures without thinking about them.
C have used the wrong gesture.



Soundbite weak forms

- 1** Look at these pairs of words. Underline the syllable which is stressed in each word.

- | | |
|---------------|---------------|
| 1 communicate | communication |
| 2 photograph | photography |
| 3 library | librarian |
| 4 advert | advertisement |
| 5 science | scientific |
| 6 economy | economical |
| 7 secretary | secretarial |
| 8 Italy | Italian |

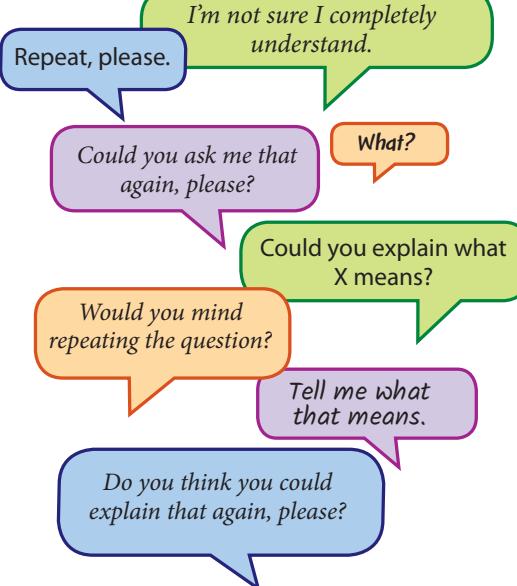
- 2** **31** Listen and check your answers.

- 3** Now say each pair of words.



Speaking

- 1** Look at the different ways of asking people to make something clear. Cross out the ones that are not polite.



- 2** In pairs, choose four or more of the questions to talk about. Use the phrases from exercise 1 to check anything you don't understand.

- Why do people learn foreign languages?
- Do you think mobile phone applications help to learn a foreign language?
- Would you like to become a linguist?
Why/Why not?
- Do you think learning languages such as Latin and Greek is useful?

*Yes, to a certain extent.
However, ...*

Useful Phrases

Well, in my country ...

*No, I don't think
I'd like that at
all. I imagine ...*

- Look at Speaking database - Asking for clarification and Giving/Asking for opinion on page 138.**



Use of English

Wishes and regrets

Look at Grammar database page 151 before you do the exercises.

1 Correct the sentences.

- 1 I wish my new book hasn't been stolen from my bag yesterday.
- 2 Don't you wish now you locked your windows last night?
- 3 I'm sure everybody wishes they can read more books a year.
- 4 I wish we didn't get sunburnt when we go on holiday this summer.
- 5 I wish I didn't mention the fact that Kelly's dad was sick when I saw her last week.

2 Write what the people might say in each situation. Use *wish* or *if only*.

- 1 Emily wants to become a police officer. She isn't tall enough.
‘I _____ to become a police officer!’
- 2 I left my laptop in the office. I regret doing it now.
‘If _____ my laptop in the office!’
- 3 The boy wasn't careful enough and he fell down.
‘If _____, I wouldn't have fallen down.’
- 4 I'm taking a law exam next week. I don't want to do it.
‘I _____ a law exam next week.’
- 5 There's a romantic comedy on at the cinema but I can't afford to go.
‘If _____ to the cinema to see the romantic comedy!’

Parts of speech

3 Complete the phrases on the right so that they mean the same as the words and phrases on the left using the verbs in the box. Use some of the verbs more than once.

pay • make • have • find

- | | |
|------------------------------|---------------------------|
| 1 find it difficult to do | _____ difficulty in doing |
| 2 be worried about something | _____ something worrying |
| 3 not regret | _____ no regrets about |
| 4 complain | _____ a complaint about |
| 5 visit someone | _____ someone a visit |
| 6 suggest | _____ a suggestion |

4 For questions 1-5, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

The English Language

English is a fascinating language - nowadays it is said (0) **TO** be the most widely spoken language in the world. For that reason, it is often (1) _____ the **lingua franca** of our times. It is estimated that (2) _____ 1 billion people is currently learning it as a second language. English is the world language - around 70% of all webpages are (3) _____ English. But English may (4) _____ be difficult. Its massive range and wealth of words make it surprisingly complex. Students and teachers alike are on a fascinating journey to discover the peculiarities and luxury of this language. Among the numerous topics which one can discover (5) _____ studying English, there are linguistic forms, the meaning of words, various idioms, saying and proverbs.



Writing

An informal letter/email

Look at Writing database - informal letters/emails on page 126 before you do the exercises.

1 Read this writing task. Why should your letter be informal?

Your cousin, who lives abroad, has recently written you a letter. In it, she asked you to tell her all the family news she has missed. Write a letter, telling her what she wants to know.

Write a **letter** of between 120 and 180 words in an appropriate style.

Working model

2 Read the answer to the writing task.

Dear Tina,

It was great to hear from you! Hope everything's okay. Have you started your exams yet? Good luck!

Anyway, you asked me to tell you all the family news. Well, a lot's happened since you were here. The big news is that Uncle Tom got married! Can you believe it? His wife is lovely – she's a doctor and she's really beautiful. We all went to the wedding and had a wonderful time. Grandad danced! It was so much fun.

Oh, and another thing! Dad's got a new job. Do you know the old shopping centre in town? They've built new shops there and Dad applied for a job as a manager and he got it! He's really excited. He starts next week.

One last thing. Do you remember Fluffy, the cat? Well, we can't find her anywhere. We've got no idea where she's gone. It's a bit sad, really. We all miss her. We're hoping she'll come back soon.

We all miss you too. Everybody sends their love. Can't wait to see you in the summer.

All my love,

Martin

3 Find these informal words and phrases in the letter.

Anyway, ...

All my love,

Well, ...

It was great to hear from you!

One last thing.

Oh, and another thing!

Dear Tina,

Ready to write!

4 Look at this writing task. Who are you writing to and why?

You are staying with your pen friend in England. Write a letter to your brother, Dauren, telling him all about the family you are staying with.

Write a **letter** of between 120 and 180 words in an appropriate style. Do not write any addresses.

5 Complete Writing Planner 9 on page 133.

Now write!

6 You are now ready to write your letter. Use informal language and a conversational tone.





Culture Spot: Kazakh Language

- 1** What do you know about the beginnings of the Kazakh language? Discuss your ideas in pairs.
- 2** Read the text about the Kazakh language. What are the benefits of adopting the Latin alphabet?

The Kazakh language belongs to the Turkic family of languages. As such, it is related to Turkish, Azerbaijani and Uzbek.

Over the course of its history, Kazakhstan has employed a variety of alphabets in an attempt to **render** Kazakh more effectively. Modern Kazakh; was written in the Arabic **script** until 1929. Since then the Cyrillic alphabet has been used.

It has recent been suggested that Kazakh script be changed to a Latin-based alphabet. It was first proposed by the **Kazakh President**, Nursultan Nazarbayev, during his 2012 **address** to the nation. In the speech, he pointed out that the transition to the Latin script should **emphasise** Kazakh culture, **facilitate** the use of digital devices and stimulate cultural development in the region.



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

- 1 Which language family does the Kazakh language belong to?
- 2 Which script was used until 1929?
- 3 When was it first suggested to adopt the Latin alphabet?



GLOSSARY

address /ə'dres/ (n) a formal speech given by someone to a group of people, especially as part of an important occasion

emphasise /'emfəsaɪz/ (v) to give particular importance or attention to something

facilitate /fə'sɪlɪteɪt/ (v) to make it possible or easier for something to happen

render /'rendə(r)/ (v) express, show, or perform something in a particular way

script /skrɪpt/ (n) a system of written letters and symbols



Web search!

Go online and find out more information about the proposed changeover to the Latin script. Exchange your information with your classmates.

MODULE 7

Music and film

Enjoying Music



Start thinking!

What different types of music can you think of?
Do you ever go to the concert?
Can you play any musical instrument? Which one?



Reading

1 Read about folk music. What instruments did folk musicians play in different countries?



Music: Contemporary Folk

Folk music is the traditional music of a country, region or community. Traditional folk music is played on local instruments, such as the bagpipes in Scotland, the sitar in India, and the dombra or kobyz in Kazakhstan.

Contemporary folk music refers to compositions of musicians in the 20th century. For instance, in the 1960s, contemporary folk singers like Bob Dylan, Joni Mitchell and Joan Baez appeared in the USA. These folk musicians played guitars and sang

about personal subjects such as love and friendship or about more social and political concerns like work and war. When Bob Dylan released *Blowin' in the Wind* in 1963, this song soon became the anthem for the very active American Civil Rights Movement and the anti-war demonstrations taking place in the USA. In the song Dylan asked questions about war, peace and freedom. He sang that the answers to all our questions are 'blowing in the wind'. In 2016, Dylan received the Nobel Prize in

3 Look at the pictures and name the instruments.



A _____



B _____



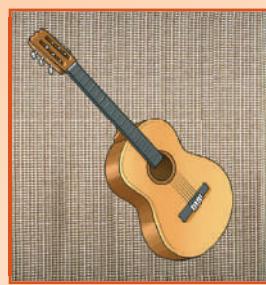
C _____



D _____



E _____ F _____



- | | |
|-----------|-----------|
| 1 guitar | 4 violine |
| 2 bagpipe | 5 sitar |
| 3 dombra | 6 kobyz |

literature for having created original poetic interpretation within the American song tradition.

Kazakhstan folk music became a mainstream music genre among young people and is making the charts today. The dombra is the center of Kazakhstan folk music. It is a 2-string long-necked lute-type instrument with 7 to 9 frets. The instrument is played with either one, two, or five fingers. What is amazing and surprising that dombra has crossed over into other genres of music that are popular and that adds some Kazakh flavour to the music. For example, the Kazakh band *Ulytau* combines rock genre with dombra motives. *Ulytau* uses dombra as part of its music, mixing Kazakh folk, classical music, and hardcore rock.

VOCABULARY

4 Use words or phrases from the box to complete the definitions.

anthem • charts • genre • folk music
• mainstream • release • hardcore

- 1 _____ a particular style used in cinema, writing, or music, which can be recognized by certain features
- 2 _____ electronic music that is loud and fast and sounds aggressive
- 3 _____ traditional music from a particular country, region, or community, especially music developed by people who were not professional musicians
- 4 _____ the official song of a particular country or organization that people sing on special occasions
- 5 _____ lists showing the CDs that people have bought the most copies of in the previous week
- 6 _____ considered ordinary or normal and accepted or used by most people
- 7 _____ to make a film, game, album etc available for people to see or buy



Have your say!

- Do you watch any music TV programmes?
- Which is your favourite one and why?



VALUES

'Music is the universal language of mankind.'
Henry Wadsworth Longfellow

G Grammar

Modals

Look at **Grammar database 10** pages 151–153 before you do the exercises.

1 Read the sentences and phrases. Match each one to an explanation.

- 1 ... every year I tell myself that it *might* be different.
- 2 Why *can't* they release a new album?
- 3 It *should* be the hit of the summer, ...
- 4 The programme makers *must* think we'll listen to anything.
- 5 What they *should* be doing is ...
- 6 We *have to* ask ourselves what contemporary folk is.

This expresses ...

- a something which is probable.
- b an ability/inability.
- c something which is possible.
- d a way of giving advice.
- e a certain opinion.
- f an obligation.

2 Choose the correct option to show the meaning of the verb in italics.

- 1 They *should* close down the concert hall in this town because nobody ever goes.
a giving advice b giving permission
- 2 I think I *might* stay in and watch the music programme Channel Qazaqstan this evening.
a expressing obligation b expressing possibility
- 3 My mum says I *can* be in the school rock band.
a expressing ability b giving permission
- 4 Do you *have to* go to university to become singer?
a asking about obligation
b asking about probability

3 Choose the correct verb in each sentence.

- 1 You really _____ go and see this. It's brilliant!
a could b should c might
- 2 Oh, Dad! Do we _____ watch that bagpipe concert again?
a must b should c have to
- 3 I read somewhere that Dimash _____ be on TV tonight.
a might b can c has to
- 4 Ask your parents if you _____ come to the concert with me.
a can b ought to c will
- 5 I really _____ get some new clothes to go to the theatre.
a might b must c could

4 Rewrite the sentences using the verbs in brackets.

- 1 Ad Sheeran's new song will probably win an award. (**should**)
Ad _____.
- 2 There's a possibility that Arash is recording a new album. (**might**)
Arash _____.
- 3 People's ears are often damaged by listening to very loud music. (**can**)
Listening _____.
- 4 You can get me a CD if you like, but it's not necessary. (**have to**)
You _____.
- 5 We should probably check to see if there are any tickets left. (**ought to**)
We _____.
- 6 I'm thinking of going to the theatre while I'm in Nur-Sultan. (**might**)
I _____.

V Vocabulary builder

Music

1 Use the words in the box to answer the questions.

rehearsal • audition • gig • critic
sound track • stage • record

- Where do the singers perform in a theatre?
- What do we call a music performance?
- What do musicians do in the studio?
- What do we call the test musicians do before they get the part?
- Who judges theatre performances for a newspaper or magazine?
- What do we call music created for the film?
- What do we call a practice of a performance?

2 Complete the sentences with the correct form of the words in exercise 1.

- The _____ was wonderful! I'm not surprised the composer got an award.
- We went to a great _____ the other day. The musicians were fantastic!
- I can't meet you on Friday because I'm in the school rock band and we've got a(n) _____.
- The _____ absolutely loved the performance, but the public just didn't seem to be interested.
- The curtain went up and two singers came out onto the _____.
- I'm really nervous about the _____. Hope I get the part.
- She can't get to the studio and _____ her song tomorrow.

Confusable words

3 Circle the correct word or phrase in each sentence.

- I was always very **popular/famous** at school.
- Nobody seems to like my favourite group, but they're very **popular/famous**.
- In my free time, I like to **hear/listen to** music, especially rap music.
- Sh! I think I can **hear/listen to** music coming from upstairs.
- I'm going to call Sarah to **tell/say/speak** to her about the tickets.
- What did Mark **tell/say/speak** you about the film he saw?
- Some people **tell/say/speak** that pop music is a kind of art.
- I love **reading/studying** romantic books and books for teenagers.
- I love **reading/studying** English grammar, believe it or not!



Collocations: entertainment

4 Match to make common phrases about entertainment.

- | | |
|--------|-------------------|
| 1 get | a a joke funny |
| 2 find | b the joke |
| 3 tell | c fun |
| 4 have | d fun of somebody |
| 5 make | e a joke |

I don't get it!

5 Write a word in each gap. Use the phrases from exercise 4 to help you.

My friends and I often sit around and (1) _____ jokes. We (2) _____ a lot of fun, but no-one ever (3) _____ my jokes funny! I don't know why. Maybe I just haven't got a good sense of humour. And I hate it when someone tells a joke and I don't (4) _____ it. I always feel stupid! I also don't like it when someone makes (5) _____ of somebody else in the group – probably because it's usually me they're making fun (6) _____!



Listening

- 1** You are going to listen to an interview on an online radio station. Before you listen, look at the sentences in exercise 2. In pairs talk about:
- what type of word or phrase (noun, verb, etc) might fill each gap₁
 - what actual words or phrases might fill each gap.

- 2** **33** Listen to the interview. For questions 1–8, complete the sentences.

In a previous show, they asked for ideas of enjoyable things teenagers can do **1**.

Liz says making a short film is lots of fun and very **2**.

It's not a good idea to film yourselves without **3**.

Liz says that **4** is not necessary. There may sometimes be difficulties with outdoor **5** quality.

You can choose whether to write a(n) **6** or just a rough outline.

The person holding the camera should also be **7**.

Choose the characters, time and place carefully so that the actors can **8**.



Soundbite /ə/



- 34** Listen and pay attention to the vowel sound in the syllables underlined.

There's a new theatre across the road from me.

One syllable in each word contains the sound /ə/. Underline the syllable. Listen and check your answers.

letter	about	entertain	teacher
leisure	exercise	occur	

- 3** Were any of your guesses in exercise 1 right or nearly right?



Speaking

- 1** Decide what you like and dislike about the activities. Write something in each box. Use your imagination.

	... listening to classical music because going to pop concerts because ...
I like ...		
I dislike ...		

- 2** Work in pairs. One of you should read the instructions and the other should talk for one minute. Then swap.

What do you like and dislike about each form of entertainment?

I'd like you to compare and contrast the two photos and say what you like and dislike about each form of entertainment.

- Look at Speaking database - Comparing and Expressing preferences on page 138.**





Use of English

Parts of speech

- 1** Choose the kind of word that is needed to complete the sentences.

- 1 The audience clapped _____ and the actors came back onto the stage.
a adverb b adjective
- 2 The stadium is great for concerts because of its _____.
a adjective b noun
- 3 I love reading _____ books with characters my age in them.
a adjective b adverb
- 4 Do you think we could _____ what we're doing this evening?
a noun b verb
- 5 I really get a lot of _____ out of watching and reading about sports.
a noun b adjective

- 5** For questions 1–10, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

BUSKING

Street (0) PERFORMERS, or 'buskers', help make any city centre a place of (1) _____. In every major European city you can find young, (2) _____ people juggling, playing the guitar or even doing magic tricks for money. All they need is a(n) (3) _____ place to perform and a good crowd.

Some people might (4) _____ of busking and find it annoying, but most people in the city centre agree that it's a(n) (5) _____ break from shopping and having to rush around when there's a(n) (6) _____ show in the street. Some young people, (7) _____ to afford a luxury trip around the world, busk in order to travel. It can be (8) _____, but it is a very cheap way to see the world. A few hours playing, unless you are (9) _____, will pay for a bed or a bus ticket. The (10) _____ is that you need to have some talent or you might go hungry!

PERFORM

ENTERTAIN

EMPLOY

SUIT

APPROVE

ENJOY

EXPECT

ABLE

COMFORT

LUCK

ADVANTAGE

- 2** Now decide what parts of speech the words in the box are. Use five of them to complete the sentences in exercise 1.

loud • loudness • sizeable • decide
enjoyable • exciting • excited • decision
decisive • size • loudly • enjoyment
indecisive • enjoy

- 3** Choose two words from the box you didn't know before. Write sentences using those words. In groups, compare your sentences.

Word formation: prefixes

- 4** Use the prefixes to form the negative of the adjectives and nouns. One of them has two answers.

	un-	dis-	in-
able		believable	expected
ability		clear	lucky
advantage		comfort	organised
approve		comfortable	suitable
belief		employed	



Writing

An essay

Look at Writing database - essays on page 127 before you do the exercises.



1 Read this writing task. What kind of style would be appropriate?

You have had a class discussion about performing music. Now your English teacher has asked you to write an essay, giving your opinions on this question:

Does the ability to play an instrument help you to appreciate music?

Write an essay of between 120 and 180 words in an appropriate style.

Working model

2 Read the answer to the writing task.

It has often been suggested that only someone who makes music can enjoy other people's music. While all of us can enjoy music in our own way, it is true that playing a musical instrument helps you to understand a piece of music.

To begin with, it takes long hours of practice to become a musician. If you play an instrument, you understand how much hard work it has taken for the musician to become so good. You enjoy the music more because you know how difficult it is to produce. You also recognise the ability of a talented musician.

Secondly, music expresses emotions. If you have tried to express yourself through music, you have a better idea of what a musician is trying to do.

You understand the meaning of the music and that increases your enjoyment.

To sum up, I would argue that the ability to play an instrument helps you to appreciate music in many ways. Understanding the effort and the emotion behind the music makes listening to it more enjoyable.

3 Do you agree with the writer? Why? / Why not?

4 The words and phrases in blue are also important. Decide which words and phrases in blue are used ...

- 1 to introduce the conclusion. _____
- 2 to introduce the first main point. _____
- 3 to introduce the next main point. _____

Ready to write!

5 Read this writing task.

You have had a class discussion about music.
Now your English teacher has asked you to write an essay, giving your opinions on this question:
Do children nowadays appreciate folk music?

Write an essay of between 120 and 180 words in an appropriate style.

6 Before you write, complete Writing Planner 10 on page 133.

Now write!

7 You are now ready to write your essay. Use your notes to help you. Use some of the connecting phrases. Use *'it'*, *'this'*, *'them'*, etc to connect your sentences.

1 What traditional and contemporary Kazakh music do you like to listen to? Share your ideas with your classmates.

2 Read the text about a music and educational portal.

If you are a music lover, please find time for a special online project. *Dalatunes* is a music and educational portal dedicated to Kazakh music. It **familiarises** members of the public with the **masterpieces** of Kazakh folk, classical and modern music.

A team of professionals have got together to present some **rare** musical content. Kazakh music has been recorded and then **digitised** in the database of the portal. It is possible to find compositions from the 7th century up to the present day. You can listen to all of your favourite tracks on an internet radio. Someone who dreams of playing a dombra will receive valuable tips from a series of video lessons. The portal is both educational and entertaining. There is a large collection of notes, chords and lyrics; an online store with traditional instruments; and a calendar of the main musical events being held in Kazakhstan.



3 Read the text again and decide if the sentences are true (T) or false (F). Compare your answers in pairs.

- | | |
|--|-------|
| 1 Portal <i>Dalatunes</i> presents international music for Kazakh music lovers. | T / F |
| 2 It is possible to find some rare Kazakh compositions from many eras on the portal. | T / F |
| 3 Someone who wants to play a dombra does not need to go to music school. | T / F |
| 4 Traditional musical instruments are available on the portal. | T / F |
| 5 <i>Dalatunes</i> has a list of film being screened around the country. | T / F |

4 Work in groups. Make a list of Kazakh music compositions that deserve to be known internationally.



GLOSSARY

digitise /'dɪdʒɪtaɪz/ (v) to change pictures or other information into electronic signals

familiarise /fə'miliəraɪz/ (v) to make someone learn or experience something so that they know more about it

masterpiece /'ma:stə(r), pi:s/ (n) an excellent painting, book, piece of music, etc, or the best work of art that a particular artist, writer, musician, etc has ever produced

rare /reə(r)/ (adj) not often seen or found, and therefore greatly admired or valued



Now you!

Think about your favourite Kazakh band, singer or musician. Write a short story presenting the group or the person.



Art and Film



Start thinking!

Have you ever been to an art gallery?
Can you name any famous artists?
Do you like to paint or draw?

The competition

'Sadie, you're creative,' said Sadie's mum, handing her the newspaper. 'Here's something that'll keep you busy for five minutes.'

'Why are you giving me the crossword, Mum?' said Sadie. 

'You know I don't like crosswords.'

'Not that,' said her mum. 'This!'

Sadie's mum pointed to a small advertisement on the same page as the crossword. Sadie read it aloud. 'Are you an artist? Painting competition. Free entry. Open to all amateur artists. The top fifty paintings received by August 15th will be displayed at an exhibition in an art gallery in London.' Sadie sat there thinking. 'Yeah, maybe,' she said at last, but her mind was racing. 'August 15th,' she thought to herself. 'That gives me three weeks. **1** All my friends are on holiday. But what am I going to paint?'

Sadie was too excited to sleep that night. 'I know I can do a good picture if I really try,' she thought. 'An art gallery in London! Wouldn't that be great?' For hours, she ran through the options. 'I'm not doing an abstract, that's for sure. **2** It's got to be something with detail. A still life picture, like a bowl of fruit? Maybe, but it's a bit boring. A landscape? I could do the view of the hill from my bedroom window. No – it's got to be something that will stand out. Something that expresses real emotion. Something that shows that I can paint.' As Sadie finally drifted off to sleep, she whispered the words to herself over and over again: 'A portrait. I'm going to paint a portrait ...'

Sadie got to work. She had it all planned out. Base it on a photograph. Do a sketch first. And then when she was



Reading

1 **35** Quickly read the short story.

Ignore the gaps for now.

Describe briefly what happens.



happy with that, do the full painting. She spent hours each day up in her room. Whenever her mum asked her how it was going, all she'd say was 'Fine.' When her mum asked her if she needed any help, all she'd say was 'No, thanks.' When, two weeks later, the painting was finished, and Sadie's mum said 'Can I see it now?' Sadie replied 'Not now. I'll send it off. **3** If I don't, then it's not worth seeing, anyway.'

August 15th, August 16th and August 17th came and went, and there was no news from the competition judges. 'Don't worry, love,' said Sadie's mum. **4** 'You'll hear one way or the other in time. I've got my fingers crossed for you.'

'Sadie!' shouted her mum, up the stairs. 'There's a phone call for you!' It was September 5th, and Sadie had convinced herself that her painting hadn't been chosen. 'Who is it?' she asked as she came down the stairs. Her mum just handed her the phone.

'Hello?' said Sadie.

2 Decide what each paragraph is about.

- | | |
|-------------------|------------------------------------|
| Paragraph 1 _____ | a working alone |
| Paragraph 2 _____ | b reading the advertisement |
| Paragraph 3 _____ | c being at the event |
| Paragraph 4 _____ | d not understanding |
| Paragraph 5 _____ | e trying to make Sadie feel better |
| Paragraph 6 _____ | f getting good news |
| Paragraph 7 _____ | g having different options |



'Hello, is that Sadie Taggart?' said the voice at the other end.

'Yes,' said Sadie.

'Hi, Sadie,' said the voice. 'I'm calling about the painting competition you entered.' 5

'We've judged all the paintings now and I'm very pleased to tell you that your painting has been selected. I was one of the judges and, I have to tell you, considering your age, I thought it was a real work of art. Very well done! I do hope you'll be able to make it to London to the exhibition.'

Four weeks later, Sadie and her mum were standing on the pavement outside the Shoreham Gallery. 6 While they were standing there in silence, looking at each other, the front door opened. A man came out. 'I recognise you,' he said to Sadie's mum, smiling.

'Me? But we've never met before!' said Sadie's mum with surprise.

'Ah, but I've seen you before. In Sadie's picture. Yes, yes, a very good likeness. Very good indeed. Do come in. Everyone's talking about Sadie's wonderful picture.'

3 Read the story again. Six sentences have been removed from the story. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

- A They might look good, but they don't show off your talent.
- B It'll take them a bit of time to choose the winners.
- C Sadie's heart started beating faster than it had ever beaten before.
- D That's enough time, and I've got nothing else to do.
- E I always knew you were a genius, Sadie.
- F They were both nervous and needed to collect their thoughts for a moment before entering.
- G If I win, you can come and see it at the exhibition.

VOCABULARY

4 Match the words or phrases in the box with the correct definitions.

creative • portrait • talent • art gallery
sketch • work of art • genius • abstract

- 1 _____ natural ability to do something well
- 2 _____ place where paintings, etc are displayed
- 3 _____ painting, etc of high quality
- 4 _____ painting of a real person
- 5 _____ draw something quickly, without adding a lot of detail
- 6 _____ (of art) showing areas of colour instead of objects or people
- 7 _____ person who is naturally extremely good at something
- 8 _____ having new ideas and a good imagination

Have your say!

- Did you enjoy reading this story?
- Would you ever consider entering a competition like the one Sadie entered?

G Grammar

The causative

Look at Grammar database 11 page 153 before you do the exercises.

1 Read this sentence and choose the correct option.

My mum's going to have her portrait painted.

- 1 Who is going to paint the portrait?
a the speaker's mother b an artist
- 2 What is the object of the sentence?
a my mum b her portrait
- 3 What verb is used here to form the causative?
_____ object + past participle

What other verb could be used?

2 Read the sentences. Choose one other sentence which means the same.

- 1 We are paying an artist to paint a new picture for the living room.
a We are having an artist painted for the living room.
b We are having a new picture painted for the living room.
- 2 Dad has asked someone to do a sculpture for our garden.
a Dad is having a sculpture done for our garden.
b Dad has done a sculpture for our garden.
- 3 Our art teacher arranged for our pictures to be hung in the local art gallery.
a The local gallery got our pictures hung by our art teacher.
b Our art teacher got our pictures hung in the local gallery.
- 4 A local architect has been asked to design a new restaurant for *McBurger's*.
a *McBurger's* are having their new restaurant designed by a local architect.
b A local architect is having a new restaurant designed by *McBurger's*.



VALUES

A good film should make the audience feel like they ~~are~~ travelled with the characters.

3 Correct the sentences that have mistakes in them. One sentence has no mistakes. Which one?

- 1 Why don't you have cut your hair before you have taken your photo?
- 2 You should get your new house designed by a professional.
- 3 Not many people their portrait have had painted by a famous artist.
- 4 My dad has had published a book about the history of art.
- 5 Many companies have created for them new works of art.

4 Complete each sentence so that it means the same as the first sentence. Use the words given without changing them. Use no more than five words.

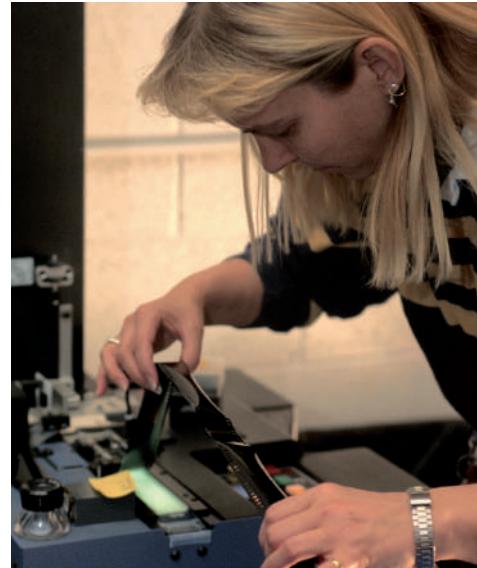
- 1 They hope the Queen will open the new gallery. **opened**
They hope to _____ by the Queen.
- 2 Thieves have stolen 10 paintings from the museum in the last four months. **had**
The museum _____ in the last four months.
- 3 A famous graffiti artist is going to come and paint a school wall for us. **painted**
We are going to _____ by a famous graffiti artist.
- 4 We have asked someone to write some music especially for our wedding. **written**
We are _____ especially for our wedding.
- 5 Jen got a friend to design her poster. **got**
Jen _____ a friend.
- 6 Some _____ was redecorating their hall when I went round. **having**
They _____ when I went round.

V Vocabulary builder

Film and film-makers

1 Use the words in the box to describe the pictures.

director • cameraman • cast • dubbing • screenwriter • script • stuntman • subtitles • post-production



2 Complete the sentences using the correct form of the words from the box in exercise 1.

- 1 Steven Spielberg is a famous American _____ director who created *Jurassic Park*.
- 2 A _____ operates a camera in making films or TV programmes.
- 3 Someone who writes the story of the film is _____.
- 4 A _____ performs dangerous actions in the film.
- 5 The _____ of this comedy is great. All the dialogues are really funny, and the scenes are hilarious.
- 6 A text at the bottom of a cinema screen is named _____.
- 7 The _____ of this historical film included famous Kazakh actors.
- 8 All 3D special effects are added in _____.
- 9 Disney's new film *Cinderella* has got great Kazakh _____.

Word formation: suffixes

3 Use the suffixes (endings) to create as many adjectives derived from these words as you can. Write the negative adjectives where appropriate. Be careful with spelling.

act • addition • anxiety • believe • comfort • create
desire • effect • end • expense • fame • finance
harm • help • industry • nerve • profession • reason
recognise • success • use • value

Magic metaphors

4 When we talk about *descriptions*, we sometimes use words or phrases that have a connection with *painting and drawing*. Complete the sentences with the words from the box.

image • colourful • outline • picture

- 1 In this chapter, the writer gives a very _____ description of his early childhood.
- 2 He was the _____ of his grandfather at the same age.
- 3 In this book, Dickens paints a detailed _____ of the poor people of London.
- 4 I'd like to _____ for you the company's plans for next year.

-ous	-ful	-less	-al	-able	-ive
<i>nervous</i>	<i>successful</i>	<i>helpless</i>	<i>financial</i>	<i>desirable</i>	<i>expensive</i>



Listening

1 **36** You are going to listen to five conversations in an art gallery. As you listen, decide what the relationships between the people are.

- | | |
|----------------------|--|
| Conversation 1 _____ | a two friends who are at college |
| Conversation 2 _____ | b two friends who live together |
| Conversation 3 _____ | c an artist and the gallery owner |
| Conversation 4 _____ | d two friends who work together |
| Conversation 5 _____ | e a guide and a visitor to the gallery |

2 You will now hear the conversations again. For questions 1–5, choose the best answer (A, B or C).

- 1 What does the woman say about Picasso?
A He was important in the development of art.
B He used light colours in all his paintings.
C He started painting around 1905.
- 2 What does the man say about their manager?
A He doesn't understand modern art.
B He doesn't like works of art in the office.
C He has traditional tastes in art.
- 3 What do the women have different opinions about?
A what to get for the living room
B the artist's other paintings
C who the painting is by
- 4 Why are these two men visiting the gallery?
A to help them decide what furniture to get
B to look at other works of art to get ideas
C to pass some time before their lectures
- 5 Why did the owner choose this position for the artist's work?
A His work is similar to another artist's.
B It was one of the artist's demands.
C She wanted two different works next to each other.



Soundbite silent letters

37 Circle the words where you think the 'h' is silent.
Listen and check.

- | | | |
|-----------|----------------|----------|
| 1 hour | 4 heir | 7 heel |
| 2 hello | 5 handkerchief | 8 humour |
| 3 himself | 6 honour | |



Speaking

Useful Phrases

1 Circle the correct words to complete the phrases.

- spend time **to do/doing**
- make time **to do/doing** something
- spend time **on/at** something
- waste time **to do/doing** something
- be **short/small** of free time
- have enough time **to do/doing** something

2 In pairs, ask and answer the questions. Try to say as much as you can. Use the phrases from exercise 1 to help you.

- Do you often go to the cinema?
- How much time do you spend watching films each week?
- Do you prefer watching films on TV or in the cinema? Why? / Why not?
- What kind of films do you like?
- Do you have any favourite actors? What are their names?
- Are there any actors and film directors you'd like to meet?

Useful Phrases

Well, I don't really have much time to go to the cinema, but...

Yes, I have a few favourite films. I like ...

Actually, I think I have quite a lot of favourite ...

Look at Speaking database - Giving personal information and Expressing preferences on page 138.



Use of English

Gradable and ungradable adjectives and adverbs

Look at Grammar database pages 153–154 before you do the exercises.

1 Circle the correct word or phrase in each sentence.

- 1 My mum loves **absolutely/really** expensive modern works of art.
- 2 I find it **completely/a little** difficult to get the colours right.
- 3 I think Erden Telemisov is **absolutely/fairly** brilliant.
- 4 I've made a few mistakes because I drew it **totally/a bit** quickly.
- 5 Trying to paint like **van** Gogh is **totally/very** impossible.
- 6 It's **completely/quite** hard to produce something that other people like.

... totally, absolutely,
completely, fantastic!

Synonyms

2 Match the words and expressions which mean the same.

- | | |
|---------------------------------|---------------------------------|
| 1 demolish | a think someone is someone else |
| 2 take a look at | b turn down |
| 3 take someone for someone else | c examine |
| 4 not accept | d work for |
| 5 succeed in doing | e pull down |
| 6 be employed by | f tolerate |
| 7 put up with | g manage to do |

3 Rewrite the words in bold using phrases from exercise 2.

- 1 The old gallery's going to be **demolished** tomorrow.
- 2 An expert **examined** the painting.
- 3 Sorry! I **thought you were** a famous actor!
- 4 They **didn't accept** my script so I didn't win in the contest.
- 5 You've **managed to create** a real work of art!
- 6 How long **were you employed by** that film producer?
- 7 I don't know how you **tolerate** all that criticism!

4 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Write the missing words IN CAPITAL LETTERS.

- 1 I have a cousin who works for a local post-production company. **by**
I have a cousin who _____ a local post-production.
- 2 Walking round museums all day was extremely tiring. **exhausted**
We _____ after walking round museums all day.
- 3 U2 were offered a fee to perform a concert and they refused to accept it. **down**
U2 _____ they were offered to perform a concert.
- 4 I'm hoping that I can afford to pay a professional artist to paint my portrait. **painted**
I'm hoping that I can afford _____ by a professional artist.
- 5 The school has said it will tolerate graffiti art on certain walls. **put**
The school has decided _____ graffiti art on certain walls.
- 6 Why don't you pay a professional decorator to decorate your living room? **decorated**
I suggest _____ by a professional decorator.



Writing

A review

Look at Writing database - reviews on page 126 before you do the exercises.

1 Read this writing task. What different kinds of films would be suitable to write about? What could you say about them?

You recently saw this notice in an English-language magazine called *Film World*.

Reviews needed!

Have you seen a great film recently? If so, could you write us a review of the film? Include information on what kind of film it is, what it's about, and say whether you would recommend the film to other people.

The best reviews will be published next month.

Write a review of between 120 and 180 words in an appropriate style.

Working model

2 Read the review.

My favourite film

- A** One of my favourite films is *Avatar*. It's a science fiction film that came out in 2009. The director was James Cameron and he wrote the script too. The main actors are Sam Worthington, Zoe Saldana and Sigourney Weaver.
- B** The plot is set in the future 2154 on another planet, Pandora. The local people, the Na'vi, are in danger when humans want to build on their land. There is a war between the humans and the Na'vi. However, for me, it is also a love story.
- C** The actors were very good. I thought the soundtrack (by James Horner) was also amazing. I think the best thing about the film is the computer-generated images - they are really fantastic. It's a 3D film and you really feel like you are part of the action.
- D** In my opinion, *Avatar* is a brilliant film. The special effects are fantastic and it also makes you think. I would recommend it to everyone.

3 Read the review again and match the descriptions (1-4) with the paragraphs (A-D).

- 1 Conclusion: your opinion and recommendation
- 2 Information about what was good about the film and was the best thing
- 3 Introduction: general information, director's name, actors' names, when the film came out
- 4 Information about the story

Ready to write!

4 You are going to write a review in answer to the same writing task. Use your imagination to complete the chart.

Title of film _____

Type of film _____

Directed by _____

Main actors _____

5 Complete Writing Planner 11 on page 134.

Now write!

6 You are now ready to write your review. Use your plan from exercise 5 to help you. Write between 120 and 180 words.





Culture Spot: Berik Aitzhanov

- 1** What do you know about the Kazakh actor Berik Aitzhanov? Discuss your ideas in pairs.
- 2** Read the text and check your ideas.

Berik Aitzhanov is one of Kazakhstan's most popular 1 _____. He grew up in Almaty and decided to become an actor after he graduated from secondary school. His parents were really happy when he decided to study acting. He started his 2 _____ at the age of 21.

Aitzhanov has been an actor in the Kazakh Academic Drama Theatre for over eight years.

His first 3 _____ was Laertes, in 'Hamlet'. Since then, he has become known for his **seamless transition** from 4 _____ to film. The transition wasn't simple, because acting on stage and acting in movies require different techniques. But he really wanted to become a film actor, and was constantly looking for parts in films whenever it was possible. Directors eventually realised that he had the appearance and **charisma** that would play well in front of the camera. Acting in films really got his career started and helped make him more recognised.

He is currently appearing as Khan Abulkhair in 'Zhauzhurek Myn Bala'. It is a 5 _____, with wonderful panoramas, great cast, epic battles, and a story about a boy who loses his family, discovers love and friendship, and **rallies** a thousand men to fight his enemies. The film was shot on location and all the big stars are Kazakh nationals, so the entire dialogue is in Kazakh. The film also features stunts performed by the renowned 'Nomad' group.



- 3** Read the text again and complete it with the words and expressions A-F.

A career B theatre C role D film stars E historical film



GLOSSARY

charisma /kə'rɪzmə/ (n) a strong personal quality that makes other people like you and be attracted to you.

seamless /'si:mles/ (adj) changing or continuing smoothly, without any interruption

transition /træn'zɪʃ(ə)n/ (n) the process of changing from one situation, form, or state to another

rally /'ræli/ (v) to gather people in order to support someone or something, especially when they are experiencing problems



Web search!

Work in groups. Go online and try to find out more information about the career of Berik Aitzhanov. Exchange your information with your group.

→ CLIL Art: Animation

1 Read the text. What does the word 'animation' mean?

Everyone has seen animated films, or cartoons, but have you ever wondered how they are made? To begin with, cartoons are the series of drawings or frames. Each frame is different, but only in a very small way. For example, imagine a stick figure whose hand changes position over six frames.

When the frames are presented one after another very quickly, the stick figure waves its hand. This is animation, which literally means 'bringing to life'. However, the hand doesn't

actually move. It just appears to move. This is because of an optical illusion called persistence of vision. Experts believe that an image persists in your vision for a split second after the original image has disappeared.

Making an animated film is an incredibly long and laborious process. If you need 24 frames to film a second of a film, you can imagine how long it takes to make a full-length animated film like *Toy Story*!

2 Look at the Disney film titles. Choose the correct descriptions.

- | | |
|-------------------------|--|
| 1 <i>Dumbo</i> | a dog / an elephant |
| 2 <i>101 Dalmatians</i> | black and white kittens / puppies |
| 3 <i>Madagascar</i> | a group of animals from Africa / India |
| 4 <i>Aladdin</i> | a young boy from New York / Arabia |
| 5 <i>The Lion King</i> | a lion / king |
| 6 <i>Finding Nemo</i> | a dolphin / fish |



3 Read the definitions and complete the sentences.

quickly • one • moving • drawings • long • different

- 1 A cartoon is a series of _____.
- 2 Each drawing is _____ in a very small way.
- 3 The drawings are shown one after the other very _____.
- 4 This gives the illusion that the drawing is _____.
- 5 You need 24 drawings to film _____ second of a film.
- 6 It takes a _____ time to make a full-length animated film.

4 Read the text and then do the Walt Disney Quiz.

Walt Disney was born in Chicago, USA in 1901. As a child he liked drawing animals and nature. He started his career by making short animated films for local businesses. Then, when he was 22, he went to Hollywood. He created the cartoon character Mickey Mouse in 1928. Mickey featured in a black and white film called *Silent Film* which was the first cartoon film with sound. It was very successful. In 1932 Walt Disney won an Academy Award for his first colour cartoon, *Flowers and Trees*. After that he created other cartoon characters and films. In 1937 his first full-length animated musical film was *Snow White and the Seven Dwarfs*, which is still a classic today. His amusement park, Disneyland Park, opened in 1955.



- 1 Walt Disney was born in 1901 in ...
a Chicago. b Los Angeles. c Hollywood.

2 When he was 22 he went to ...
a New York. b Hollywood. c Chicago.

3 He created the cartoon character ... in 1928.
a Snow White b The Lion King c Mickey Mouse

4 In 1937 his first full-length animated musical film was ...
a Snow White and the Seven Dwarfs. b Flowers and Trees. c Cinderella.

5 His amusement park, Disneyland Park, opened in ...
a 1995. b 1975. c 1955.

5 Find out about one of the films in exercise 2. Work in pairs. Exchange the information with your classmates.



Go to page 166 and do the Term 3 Project
'Form a band'

'Can do' Progress Check

Tick (✓) the things you can do in English now.

Vocabulary

I know words and phrases related to:

- literary genres
 - tradition
 - language
 - music
 - film and film makers

- distinguish fact from opinion

- understand main point

Listening

I can listen to a text for:

- prediction
 - listen for specific information
 - identifying relationships

Grammatical structures

I know and I can use the structures of:

- the passive
 - countable and uncountable nouns
 - relative clauses
 - relative pronouns and prepositions,
word patterns
 - modals
 - word formation: prefixes
 - the causative
 - gradable and ungradable adjectives
and adverbs, synonyms

Speaking

I can:

- talk about experiences
 - prioritise
 - seek clarification
 - express attitude and opinion
 - talk about interests

Writing

I can write:

- a story
 - an informal letter/an email
 - an essay
 - a review

Reading

I can:

- understand lexical referencing
 - scan for specific information

MODULE 8

Travel and Tourism

The Open Road



Start thinking!

How fast do you think a horse can run?

Do you know who invented the aeroplane?

Do you know when people first landed on the Moon?



Reading

1



38 Read this extract from an encyclopaedia.

As you read, check your answers to the questions opposite.

Travelling in the past

Early humans dreamed of going faster and further than they could on foot. They probably first achieved this in northern countries before 3000 BC (before Christ) using skis. The wheel was invented around 3500 BC, but carts were very slow without roads. So for many centuries the fastest and most popular means of transport was the horse, which can run at about fifty-five kilometres an hour. This record for speed was unbroken until the end of the eighteenth century when the hot-air balloon and the railway both began to develop.

The hot-air balloon made its first free flight in 1783. Two Frenchmen, the Montgolfier brothers, were working as papermakers when they had the idea for the balloon. A fire heated the air, making the balloon rise. During the first flight, the two passengers were admiring the view when they suddenly saw smoke! The balloon was burning but, luckily, they managed to put the fire out and land safely.

The railway developed gradually from carts on tracks. The first vehicle with an engine to run on tracks was developed in 1803 by an Englishman, Richard Trevithick. In 1804, he took the first passengers, although they didn't have to buy a ticket. Unfortunately, they were travelling in the train when it began to fall off the tracks and Trevithick realised that the tracks were not strong enough to take the weight of the train. The passengers escaped unharmed, but it was another example of how dangerous the development of transport can be.

Perhaps unexpectedly, the bicycle didn't appear until around 1840 when a Scotsman, Kirkpatrick Macmillan, created the first one to have pedals. People rode bicycles without pedals before then, but they were slow and not very popular. It took around 140 years for Macmillan's design to develop into modern mountain bikes.

2 Complete the sentences by writing a number in each gap. Look at the article again, but don't read it in detail.

- 1 People first skied around _____. BC.
- 2 People first travelled by rail in _____.
- 3 Bicycles with pedals didn't exist before _____.
- 4 Mountain bikes developed around _____.

3 Read the text again. For questions 1–5, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 The wheel didn't lead to fast means of transport because
 - A people could already travel fast.
 - B they invented it after skis.
 - C good roads didn't exist.
 - D people preferred to use horses.

The twentieth century saw the development of many other means of transport, including the hydrofoil and the hovercraft. The petrol-driven car (invented in 1885 in Germany) completely changed the way people thought about transport, and so did the aeroplane. People have always dreamed of flying. One day, in 1903, that dream became a reality. Two American brothers, Wilbur and Orville Wright, managed to make a short flight in their aircraft, the Flyer. From there, a huge industry grew that allowed, and still allows, people to visit the whole world, easily and cheaply.

The challenge for the twenty-first century is transport in space. Since the first Moon landing in 1969, technology has developed to give us the space shuttle (1981) and even the space tourist (2002). The future of transport will probably be as exciting as its past.

- 2 The passengers discovered the fire
 - A while they were checking the balloon.
 - B while they were in the air.
 - C before they left the ground.
 - D after they landed on the ground.

- 3 The invention of the train
 - A came as a complete surprise.
 - B grew out of things that came before.
 - C took longer than anyone expected.
 - D didn't make Trevithick much money.

- 4 The writer is surprised by the fact that
 - A the inventor of the bicycle was Scottish.
 - B nobody had invented the bicycle earlier.
 - C Macmillan's bicycle had pedals.
 - D we waited over a century for the mountain bike.

- 5 What can we say about the aeroplane?
 - A It had a great effect on people's attitudes.
 - B It wasn't as popular as the car was.
 - C It came to the Wright brothers in a dream.
 - D People didn't want to allow it at first.

VOCABULARY

4 Match the words from the text in the box with the correct definitions.

cart • tracks • hydrofoil • vehicle
pedal • hovercraft

- 1 This is a kind of fast ship that partly lifts out of the water.
- 2 This is a general word for a car, a bus, etc.
- 3 This floats on a cushion of air on land or on water.
- 4 Trains travel on two of these, made of metal.
- 5 This has four wheels and might be pulled by a horse.
- 6 You put your foot on this on a bicycle.



Have your say!

- Which form of transport has had the biggest influence on our lives?
- Explain what difference your chosen form of transport has made.

VALUES

'Travel leaves you speechless, then turns you into a storyteller.'

Ibn Battuta



Grammar

Past tense review

☞ Look at Grammar database 12 pages 154–155 before you do the exercises.

1 Read the sentences and phrases from the text on pages 98 and 99. Match each one to an explanation.

- 1 The hot-air balloon made its first free flight in 1783.
- 2 ... the two passengers were admiring the view when they suddenly saw smoke!
- 3 People rode bicycles without pedals ...
- 4 ... the fastest means of transport was the horse ...

- a This describes a repeated action in the past that doesn't happen now.
- b This describes a past state.
- c This describes an action in progress when another action happened.
- d This describes a single, completed action.

2 Look through the text again and find examples of:

a single completed action:

a repeated action in the past:

an action in progress when another action happened:

a past state (a feeling or situation, not an action):

3 Complete the sentences using the correct form of the verbs in brackets.

- 1 We _____ (fly) by plane to Paris last year on holiday.
- 2 We _____ (fly) over the sea when one engine suddenly stopped.
- 3 The pilot _____ (tell) us that there was nothing to worry about.
- 4 While he _____ (tell) us this, the second engine stopped.
- 5 I had my eyes closed when somebody _____ (shout), 'Look!'
- 6 I looked out of the window and _____ (see) that both engines had started again. Phew!

4 Correct the sentences that have mistakes in them. One sentence has no mistakes. Which one?

- 1 As we were entering the train station, I was noticing the train was late.
- 2 I sat in a taxi when the accident happened so I saw the whole thing.
- 3 Mick was riding his bike almost every day over the summer.
- 4 People were enjoying the journey when suddenly the ship hit an iceberg.
- 5 When you called, I watched a programme about the history of transport.

5 Complete the text using the verbs in the box. Put the verbs into the past simple or the past continuous. You will use some verbs more than once.

be • do • fall • get • have • learn • push • ride • say
see • shine • start • take • teach • tell • want

Learning to ride!



I (1) _____ to ride a bike when I (2) _____ eight years old. My dad (3) _____ me. I remember one day in particular. The sun (4) _____ and Dad (5) _____ me to the local park

with my new bike. My old bike (6) _____ stabilisers (little wheels at the side, so you can't fall), but this one (7) _____. When we (8) _____ there, I (9) _____ some children who (10) _____ their bikes, and I (11) _____ to be just like them. I (12) _____ on my bike and Dad (13) _____ to push me. After a moment, I (14) _____ my dad he (15) _____ me too fast, and I couldn't believe his answer! 'I'm not pushing you! You're doing it by yourself!' he (16) _____.

Of course, I (17) _____ off my bike many times after that, but that (18) _____ a very special day.

6 Do you remember learning to ride a bike? How did you learn? Who taught you? Tell the class.



Vocabulary builder

Public transport

- 1** Match the words in the box with the correct definitions. There is one word you do not need to use.

cabin • taxi rank • fare • airline
underground • platform • terminal
ferry • coach

- 1 This is where you stand to wait for a train.
- 2 This is a company that flies passengers by plane.
- 3 This is a building for passengers at an airport.
- 4 This is a system of trains in tunnels in a large city.
- 5 This is how much you have to pay for a ticket.
- 6 This is where you sleep on a ship.
- 7 This is where you find taxis waiting for passengers.
- 8 This is a bus that runs between towns and cities.

Collocations: transport

- 3** Complete the table with the means of transport.

bicycle • bus • car • helicopter
horse • hot-air balloon • train
plane • motorbike • ferry • ship
rowing boat • taxi • trolleybus

get on / get off

get in (or into) / get out of



- 4** Match words in list A with words in list B to make compound nouns.

A	B
express	bus
radio	car
double-decker	plane
jet	taxis
sports	train

- 5** Decide which of the means of transport from exercise 4 each person is talking about.

- 1 ‘Wow! This is so cool! It’s the latest model too! Let’s see if we can do 200!’
- 2 ‘Come on! Let’s go and sit upstairs so we can see everybody getting off.’
- 3 ‘Call one now – and don’t forget to tell them we’re going to the airport.’
- 4 ‘I’m afraid the Inter-city doesn’t stop at Porton. You’ll have to get a local one.’
- 5 ‘It’s noisy during take-off, but you can’t even hear the engines after that.’



Listening

- 1** Work in pairs. Make a note of words and phrases you know connected to these means of transport. Try to list as many as you can.

bus: *driver, ticket, _____*

plane: *airport, pilot, _____*

ship: *voyage, captain, _____*

train: *driver, ticket, _____*

- 2** **39** You are going to listen to extracts from three conversations. For each extract, choose the location where the conversation is taking place.

Conversation 1

a at a train station b on a bus c in a taxi

Conversation 2

a at a bus station b on a ship c at an airport

Conversation 3

a on a plane b on a train c in a taxi

- 3** Listen again and write a word or short phrase in each gap.

Conversation 1

The man wants a(n) (1) _____ return ticket to York.

The woman tells him that he needs to catch the

(2) _____ from Manchester.

Conversation 2

The man says it takes (3) _____ to get to France.

The woman leaves the man to go to her (4) _____.

Conversation 3

The man explains that it's quicker to go (5) _____.

The woman agrees, even though the fare will be

(6) _____.



Soundbite /æ/ and /e/

- 40** Circle two words in each line which have the same vowel sound in them. Listen and check.

1	thank	bed	thirty	cat
2	head	had	said	paid
3	apple	ant	ape	arm
4	pet	hut	pat	send



Speaking

- 1** Make notes of things that trains and buses have in common.

You have to buy a ticket to travel on them.

- 2** Make notes of things that are different between trains and buses.

A train travels on tracks, but/while/whereas a bus travels on the road.

- 3** Answer the questions.

Which means of transport do you prefer, the train or the bus? Why?

- 4** Work in pairs. One of you should read the instructions and the other should talk for one minute. Then swap.

Compare and contrast these photographs and say which means of transport you prefer.



Look at Speaking database - Comparing and Expressing preferences on page 138.



Use of English

Would, used to, be used to

☞ Look at Grammar database page 155 before you do the exercises.

1 Circle the correct word or phrase in each sentence.

- 1 Our old car **would/was used to** break down all the time.
- 2 I **used to/am used to** going to school by bus every day.
- 3 There **would/used to** be an aircraft factory in this area.
- 4 I never **used to/wouldn't** like travelling by train.
- 5 Driving is complicated, but you soon **are/get** used to it.
- 6 I found flying frightening because I **didn't use to/wasn't used to** it.

2 Rewrite the sentences using the word in bold.

- 1 When he was a boy, my dad **would** watch the steam trains go past. **used**
- 2 Flying a helicopter is difficult at first, but you'll soon find it much easier. **get**



- 3 When she was four, my sister **used to** ride her bike around the house. **would**
- 4 My grandfather **tak**e me for rides in his old car when I was small. **used**

Word patterns

3 Complete the sentences using the correct form of the verbs in the box.

work • insist • remind • complain • take

- 1 John _____ on going by bus as he's afraid of flying.
- 2 We decided to _____ about the delay to the ticket inspector.
- 3 We have to _____ into account the traffic at that time of day.
- 4 To _____ as a bus driver, you need a special licence.
- 5 This old bus _____ me of the time we travelled around India.

4 For questions 1–10, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

THE SKY'S THE LIMIT!

Not so long (0) AGO, almost all pilots were men. Women working for airlines (1) _____ usually be part of the cabin crew, serving drinks and meals to passengers. And while it's still true that the majority of people who work (2) _____ pilots are men, more women are entering the field. Sara Milton is one of them.

'I (3) _____ to be afraid of flying when I was a child,' she says, 'but my parents insisted (4) _____ taking us on holiday abroad. I (5) _____ argue and cry, but it never made any difference, so I eventually (6) _____ used to it. Then, on one trip, we had a female pilot, which I wasn't used (7) _____ seeing, and I suddenly thought that I'd love to do that job! My mum reminded (8) _____ of my fear of flying and how I always complained (9) _____ going on planes, but from that moment on, I was determined to become a pilot. When you (10) _____ into account the long hours and all the training you have to do, it might seem like hard work, but it's worth it!'



Writing

An essay

Look at Writing database - essays on page 127 before you do the exercises.

1 Read this writing task.

- Should your answer be formal or informal?
- Do you agree with the statement?

Your class has been studying travelling. Your teacher has asked you to write an essay explaining whether you agree or disagree with the following statement:

People should be encouraged to use public transport for travelling.

Write an essay of between 120 and 180 words in an appropriate style.

2 Complete the useful phrases with words from the box.

addition • argue • begin • convinced
first • more • of • one • other • to

to introduce your first point

To _____ with, ... In the _____ place, ... [The first thing to take into account is ...]

to introduce a further point

Secondly, ... What is _____, ... In _____ to this, ... Another point to be made is that ...

to express causes and results

Because _____ this, ... This is due _____ ..., As a result, ...

to express contrast

On the _____ hand, ... On the _____ hand, ... However, ... Despite ...

to introduce a conclusion and express opinion

To conclude, ... In conclusion, ... I am _____ that ... I would _____ that ...

Working model

3 Read the answer to the writing task. Does the writer agree or disagree with the statement?

There is no doubt that traffic adds to pollution. Public transport offers a possible solution to the problem, since many people can be transported in one vehicle. The government has a responsibility to encourage the public to use buses and the underground more. However, there are a number of changes which need to be considered.

In the first place, public transport should be made free. The government should raise taxes to pay for the service. If it was free, most people would decide to leave their cars at home and travel by bus or train.

What is more, the service must be clean and reliable. People need to know that they can get to work on time. They also need to know that their journey will be comfortable.

To sum up, I would argue that a clean, reliable service which was free would encourage many people to use public transport. The government should take action on this to prevent environmental damage.

4 Find words and phrases in the essay which mean:

because • but • firstly
in addition • in conclusion

Ready to write!

5 Look at this writing task. Do you agree or disagree with the statement?

Your class has been studying the history of transport. Your teacher has asked you to write an essay explaining whether you agree or disagree with the following statement:

The invention of the car changed the world.

Write an essay of between 120 and 180 words in an appropriate style.

6 Complete Writing Planner 12 on page 134.

Now write!

7 You are now ready to write your essay.



Culture Spot: Attractive Kazakhstan

- 1** Give some reasons why it is worth visiting Kazakhstan. Discuss your ideas in pairs.
- 2** Read the text about tourist attractions in Kazakhstan. What tourist activities are mentioned in the text?

The beautiful landscapes, geographical **peculiarities** and cultural heritage make Kazakhstan highly attractive for tourists. The natural **diversity** of Kazakhstan is evident in its rich flora and fauna, steppes and mountains, rivers and lakes. On a tourist map of Kazakhstan one may find both cultural destinations and areas for **recreation**.

If you are fond of nature, visit one of the national parks or protected areas to enjoy ecotourism and **birdwatching**. If you prefer a more active pastime, skiing or trekking in the mountains, water sports, sunbathing, and swimming may be your choice.

A tourist programme for children and young people is also available. The 'Menin Otany - Kazakhstan' (My Homeland is Kazakhstan) offers various activities such as hiking and trekking competitions. Young Kazakhstaniis participating in the programme spend their time camping and working to maintain the many **footpaths** on the country. There are a lot of activities and places for us to discover!



- 3** Work in groups. Read and match the the places (1–6) with the natural attactions (A–F). Add any places you would recommend visiting and explain why.

- | | |
|--------------------------------|--|
| 1 Aksu Zhabagly Nature Reserve | A birdwatching: pink flamingos and other rare species |
| 2 Almaty region | B lake Kambash |
| 3 Altyn Emel National Park | C 'Kingdom of Tulips' |
| 4 Katon-Karagay National Park | D habitat of the maral or Caspian red deer |
| 5 Korgalzhyn Reserve | E 'Singing Dune' (Barkhan) |
| 6 Kyzylorda region | F Charyn Canyon, the Turgen waterfalls, the Kolsai lakes |



GLOSSARY

birdwatching /'bɜ:(r)d ,wɒtʃɪŋ/ (n) the activity of watching wild birds, especially in order to see unusual or rare types

diversity /dɪə'veɪ:(r)səti/ (n) the fact that very different people or things exist within a group or place

footpath /'fʊt,paθ/ (n) a path used only for walking, usually in the countryside

habitat /'hæbɪtæt/ (n) the type of place that a particular animal usually lives in or a particular plant usually grows in, for example, a desert, forest, or lake

peculiarity /pɪ,kju'li:ɪ'ærəti/ (n) a quality or feature that belongs to a particular person, thing, or situation

recreation /,rekri'eɪʃ(ə)n/ (n) things that you do to enjoy yourself



Now you!

Choose your favourite tourist attraction of Kazakhstan. Design a leaflet promoting this attraction and popularising Kazakhstan among tourists.



Wish you were

Dream Holiday



Start thinking!

What is your dream holiday like?

Where do you want to go?

What do you want to do?



Reading

1 **41** Read this magazine article. Which holiday sounds most interesting to you?

2 Choose the correct option.

- 1 Where would you find a text like this?
 - a a magazine
 - b a business report
 - c a textbook
- 2 Who would read a text like this?
 - a hotel owners
 - b teenagers
 - c business travellers
- 3 Why would they read it?
 - a to learn about tourism
 - b to plan their holiday
 - c to meet new friends

3 Read the article again. For questions 1–6, choose from the reports (A–E). The reports may be chosen more than once.

Which writer(s) ...

- | | |
|---|-----------------|
| was uncertain about the holiday at first? | 1 _____ |
| found the journey tiring? | 2 _____ |
| mentions eating out? | 3 _____ |
| were bored by the end of the holiday? | 4 _____ 5 _____ |
| made friends while on holiday? | 6 _____ 7 _____ |
| usually go abroad on holiday? | 8 _____ 9 _____ |

Is it the beach as usual for you this year, or are you planning to do something a little more adventurous? To give you some ideas, we sent five daring teenagers off on holiday and we got them to report back. Read on to find out more ...

A Name: Amy Barker, 14

Holiday destination: Sydney, Australia

We were exhausted when we arrived because the flight takes about 24 hours, with a stopover in Singapore. We all had jet lag and the first thing we did was go to bed! We were there for ten days, so we didn't have time to travel around too much – Australia is huge and it takes days to get anywhere. We stayed in Sydney, but there was plenty to do there. I was a bit unsure when Dad suggested going to the Sydney Opera House (dance music is more my style!), but we saw a fantastic rock concert. The Harbour Bridge is really impressive, and I bought some great souvenirs as presents for my friends.

Recommended? Definitely.

B Name: Ryan Fletcher, 13

Holiday destination: Skopelos, Greece

We go abroad every year, and I'd been to Greece twice before so I knew what to expect, but it was the first time I'd been to Skopelos. We normally stay in hotels, but this time we decided to try self-catering rooms. Mum and Dad soon realised that they didn't want to do much cooking so we went out every night, which was great. I love Greek food, especially seafood. We spent most of our time on the beach, and Skopelos has some great beaches. The resort of Skopelos itself was a bit quiet, but I met a couple of local people my age so it wasn't too bad. I'd had enough of the beach, really, after two weeks.

Recommended? Yes, although I prefer staying at a hotel.



here ...



C Name: Sholpan Atabayeva, 13

Holiday destination: Summer Camp, Kazakhstan

It was the first time I'd been on holiday without my parents and sister, so I was really looking forward to it. At the same time, I was a bit nervous about meeting so many new people. It was a real adventure holiday. The camp was in the countryside and they'd organised things like rock climbing, horse-riding and canoeing. I soon made friends and we had a lot of fun. You can keep the rock climbing (I was never very good at heights!), but the canoeing was brilliant! I keep in touch with some of the people by email and we're planning to go again next year.

Recommended? Great for action-lovers.

D Name: Simon Watson, 12

Holiday destination: Maldon Farm, Kent

We hadn't had a holiday in Britain for a very long time. Usually, it's Italy or Spain. Maldon Farm looked nice in the brochure, and it's only an hour from where we live, so we got there very quickly. You stay in rooms on the farm and you're expected to help out with the animals every day. My mum and dad thought it would be good for me and my brother to learn about that sort of thing. Well, it just seemed to me more like hard work than a holiday! I enjoyed swimming in the pool, but we couldn't use it for three days because of the rain! There wasn't much to do and I was glad to get home. Mum and Dad seemed to enjoy it, anyway.

Recommended? OK for people who like looking after animals.

E Name: Hanna Bridgeman, 14

Holiday destination: Disneyland®, Florida, USA

When my mum and dad said we were going to Disneyland®, I thought, 'That's great for my sister (she's nine), but what about me? I'm too old for people in Mickey Mouse costumes.' I was looking forward to going to America, though. When we finally got there, I couldn't believe it. The whole theme park is like a separate world. I ignored Mickey Mouse (and Donald Duck!) and headed straight for the rides. Space Cruiser was really cool, and so was the roller coaster. In the end, we all had a great time. I'd say there's something there for everyone.

Recommended? Yes, especially for families with young children.

VOCABULARY

4 Use words or phrases from the box to complete the definitions.

destination • stopover • jet lag • souvenir
abroad • self-catering • resort
adventure holiday • brochure

- If you stay in _____ rooms, you have to cook your own food.
- A(n) _____ is a kind of small magazine that often advertises holidays.
- A(n) _____ is a town where lots of people go on holiday.
- You suffer from _____ when you arrive in a country where the time is very different from the country you left.
- Your _____ is the place you are going to.
- A(n) _____ is a break in the middle of a very long flight.
- _____s are fun for people who enjoy physical exercise and trying new activities.
- When you go _____, make sure you take your passport with you.
- I got a model of the Acropolis as a(n) _____ of my trip to Athens.



Have your say!

- Which of the places that you've just read about would you most like to visit? Why?
- Are there any that you wouldn't be interested in visiting? Why?

G**Grammar****Full infinitives (with to) and gerund forms after verbs**

Look at **Grammar database 13 page 156** before you do the exercises.

1 Read these sentences from the article on pages 106 and 107.

... or are you planning **to do** something a little more adventurous?

... I prefer **staying** at a hotel.

Find other verbs in the article which are followed by the full infinitive or the gerund.

2 Complete the sentences using the correct form of the verbs in brackets.

1 I don't think we can really afford

_____ (**go**) abroad this year.

2 My dad is planning _____ (**find**) some cheap flights on the internet.

3 I'd quite like _____ (**visit**) an Asian country, like India.

4 If you enjoy _____ (**swim**), why not try an adventure holiday?

5 My friends and I have arranged

_____ (**meet**) at summer camp again next year.

6 Kazakhstan seems _____ (**be**) a very popular tourist destination at the moment.

7 I would suggest _____ (**book**) a room in a hotel before we leave.

3 Use the notes to make complete sentences.

1 Imagine/see/the sun/as it/go down/behind the Pyramids!

2 A trip around the world/involve/make/a lot of arrangements.

3 When I/be/there last year,/local people/seem/be/very friendly and/offer/help us.

4 We decide/avoid/stay/in places where lots of tourists go.

5 Tina/promise/bring/me back a souvenir from Dubai.

6 My grandmother/refuse/consider/go/on foreign holidays.

4 Read the situations. Circle the correct word or phrase in each sentence.

1 You went to Paris last year. In your mind, you can see the Eiffel Tower.

'I remember **to see/seeing** the Eiffel Tower in Paris last year. It was fantastic!'

2 You are in the car going to the beach. You want to buy something to drink.

'I'm thirsty. Shall we stop **to get/getting** something to drink?'

3 You and a friend are in a strange city and you can't find your hotel.

'I think we're lost. Why don't we try **to ask/asking** someone for directions?'

4 You get to the airport and you suddenly realise that you haven't got your passport.

'Oh, no! I must have forgotten **to pick/picking** up my passport when we left!'

5 You are staying in a hotel and you have accidentally broken the key.

'I'm sorry. I was trying **to open/opening** the door and the key broke.'

5 Find eight mistakes in this text message and correct them.

Inbox

Hi from New York! Got here last night and planning staying for about two days. The shops are fantastic! I've managed finding some great clothes! We hope going up the Statue of Liberty tomorrow. Sholpan's refused coming, but I've agreed going with Mum and Dad. Not sure if I'll enjoy to climb all those stairs or not! I promise getting you an I~~♥~~NY T-shirt - if I can afford buying it!



Vocabulary builder

Travel and tourism

1 Rearrange the letters to complete the definitions.

check in • customs • departure lounge • holiday rep
• route • pack • package holiday • travel agent

- 1 _____ put the things you are taking with you into your suitcase
kacp
- 2 _____ a person who arranges holidays and sells tickets, etc.
rtyale / tagne
- 3 _____ the area of an airport where passengers wait to board their planes
rapudrete / elogun
- 4 _____ have your ticket checked and hand over your luggage when you are travelling by plane
cchke / ni
- 5 _____ a kind of holiday where the accommodation, travel, etc. are all organised for you
kegpaca / dailyoh
- 6 _____ a person in a resort who looks after people on a package holiday
liyhoda / pre
- 7 _____ the way you go when you are travelling
ruoet
- 8 _____ the people who check what you are bringing into the country
stomucs
- 9 _____ visiting the interesting places, buildings, etc. in an area while on holiday
iehtgsensgi

2 Complete the story using the correct form of some of the words and phrases in exercise 1.

It all started to go wrong when we arrived at the airport. We (1) _____ and decided to go through passport control to the (2) _____.

I suddenly realised that I'd forgotten (3) _____ my guidebook, with all the information about the holiday. The (4) _____ had given me a map when I booked the holiday and I'd forgotten that too. I just hoped the (5) _____ would be there to meet us when we got off the plane. We arrived in Thailand seven hours later and it took us ages to get through (6) _____. They opened and checked every single bag we had! By the time we got out, there was nobody else there! I couldn't remember which (7) _____ we were supposed to take to the hotel and there weren't any taxis around. Finally, we got to the hotel, and it wasn't even finished! That's the last time I go on a (8) _____!

Word formation: irregular forms

3 Complete the sentences with the correct form of the word in bold.

- 1 The holiday rep explained the history of the local area to us in _____. **deep**
- 2 I demanded an _____ from the hotel manager as to why our room hadn't been cleaned. **explain**
- 3 There was such a wide _____ of interesting local dishes that I really didn't know what to choose. **vary**
- 4 I wasn't sure we'd made the right _____ when the rep told us that we were visiting a volcano the next day. **choose**
- 5 I don't think I'd be very good on an adventure holiday because I'm quite scared of _____. **high**
- 6 It was very interesting to be in a country that has such different religious _____. **believe**

Magic metaphors

4 When we talk about *life*, we sometimes use words or phrases that have a connection with *travel* and *journeys*. Complete the sentences with the correct form of the words from the box.

direction • arrive • step • go through
progress • pace

- 1 The fast _____ of modern life causes a lot of stress for some people.
- 2 I feel like I've _____ at an important point in my life.
- 3 You can never predict exactly which _____ your life is going to take.
- 4 Many teenagers find themselves _____ a difficult period, emotionally.
- 5 I've got quite a good career, and I think the next _____ is to get married.
- 6 My life has got a bit boring recently and I seem to have stopped making _____.



Listening

1 **42** You are going to listen to a woman being asked questions about a recent holiday. Which four of the problems does she mention?

- problems with the food
- problems with money
- problems with the journey
- problems with other tourists
- problems with pollution
- problems with the weather
- problems with the sights
- problems with the hotel

2 Listen to the interview again. For questions 1–6, complete the sentences.

They spent a total of **1** in a hotel in Glasgow.

The hotel staff recommended **2** which were inside.

They especially enjoyed the **3** in Glasgow.

The woman says they should develop the **4** system.

Seeing **5** reminded the woman of another trip.

They didn't have enough information when their plane **6**.



Speaking

1 Write a word from the box in each gap.

another • for • instance • like • one • such

There are lots of problems you could have when you go on holiday. (1) _____ problem might be with communicating when you're abroad. (2) _____ example, maybe you want to ask someone for directions but you don't speak the same language. (3) _____ problem might be with your accommodation. For (4) _____, maybe your hotel isn't as nice as you expected. You may have big problems if you lose things, (5) _____ as your wallet or passport. You might also have problems if you don't know about the local culture – how much to tip waiters, what you're not allowed to wear on the beach, things (6) _____ that.

2 In pairs, discuss the following question. Remember to give examples. Use the words and phrases in exercise 1 and the ideas below to help you.

What problems can people have when they go on holiday?

communication • accommodation
losing things • travel delays • local culture
health • money • food • weather
disagreements • accidents



Soundbite /s/ and /z/

43 Sometimes the letter 's' sounds like 's' in 'see' and sometimes it sounds like 'z' in 'zebra'. How is 's' pronounced in these words? Listen and check.

- | | | |
|----------|--------------|------------|
| 1 says | 4 interested | 7 increase |
| 2 advise | 5 doesn't | |
| 3 stress | 6 peas | |



VALUES

'Travel makes one modest. You see what a tiny place you occupy in the world.'

Gustave Flaubert



Look at Speaking database - Giving/Asking for opinion on page 138.



Use of English

Prefer, would rather, had better

Look at Grammar database page 157 before you do the exercises.

1 Correct the sentences.

- 1 I'd prefer travelling by ferry to France when we go on holiday this summer.
- 2 We would better call the hotel to see if they still have any rooms.
- 3 I prefer seeing the sights than lying on the beach all day.
- 4 Vietnam was great, but I didn't prefer to eat some of the local dishes.
- 5 I had rather not to stay in a hotel where there are lots of other tourists.

2 Complete each sentence so that it means the same as the first sentence. Use the words given without changing them. Use no more than five words.

- I think I'd prefer to go to Thailand this year and not India. **than**
This year, I would _____ go to India.
- Mum says she prefers visiting countries she hasn't been to before. **would**
Mum says she _____ she has been to before.
- My doctor suggested taking some time off work to relax. **better**
'You _____ some time off work to relax,' my doctor said.
- I like travelling, but sometimes I'd rather just stay at home. **to**
Sometimes, I _____ travelling.

Parts of speech

3 Complete the table. Note: the brackets show negative forms.

verb	noun	adjective	verb	noun	adjective
(____)agree	_____ agree _____	---	---	difficult_____	difficult
(____)appear	_____ appear _____	---	discuss	discuss_____	---
apply	appl_____ appl_____	---	interest	inter_____	(____)interest (____)interest
damage	damag_____	---	---	(____) responsib_____	(____)respons_____
describe	descri_____	---	visit	visit visit_____	---

4 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Write the missing words IN CAPITAL LETTERS.

- 1 My parents discussed where we were going to go on holiday. **about**
My parents _____ where we were going to go on holiday.
- 2 It might be cold in Nur-Sultan, so take some warm clothes. **better**
You _____ some warm clothes in case it's cold in Nur-Sultan.
- 3 Organising social events is usually the holiday rep's responsibility. **responsible**
The holiday rep _____ organising social events.
- 4 They didn't have many applicants for the job at the travel agent's. **receive**
They didn't _____ for the job at the travel agent's.
- 5 I'd much rather stay in hotels than go camping when I'm on holiday. **prefer**
I much _____ than going camping when I'm on holiday.
- 6 We found it difficult on holiday to understand the local people. **difficulty**
We had _____ the local people.



Writing

A review

☞ Look at *Writing database - reviews on page 126* before you do the exercises.

1 Read this writing task. In pairs or as a group, discuss these questions.

- Which tourist attractions in your area could you write about?
- What can people do there?
- Would you recommend them? Why? / Why not?

You recently saw this message on a website for teenagers.

www.teenworld.com

Reviews needed!

Have you recently visited a tourist attraction in your area? If so, could you write us a review of the place? Include information on what kind of place it is, what activities you can do there, and whether you would recommend the place to other people.

Write a **review** of between **120** and **180** words in an appropriate style.

Working model

2 Read the answer to the writing task and decide if the statements are true (T) or false (F).

- 1 The review has a title.
- 2 The first paragraph is an introduction.
- 3 The second paragraph describes in detail the activities in the park.
- 4 The final paragraph summarises the writer's opinion.
- 5 Each paragraph has its own heading.
- 6 The writer uses contractions such as *don't*, *there's*, *I'd*, etc.



Bodmin Park

Bodmin Park is one of the most popular tourist attractions in the Chudford area. The park is open all summer, and there are a large number of activities for people of all ages to enjoy.

The park's just a short 15-minute drive from the town of Chudford. There is free parking for visitors, and the entrance fee is not expensive: €10 for adults, €5 for children between 5 and 15. Children under the age of five don't have to pay. There's also a family ticket which costs €25.

Inside the park, there's a gift shop, a café and a lovely picnic area. The main attraction, though, is the adventure park. This has a large number of fun activities, such as death slides, rope bridges and climbing walls. Safety equipment is provided and there are always members of staff available to help you. For people who want a quieter time, there are beautiful walks through the forest.

I'd definitely recommend a trip to Bodmin Park, particularly if the weather's nice. In my view, people of all ages will really enjoy a day out there.

Ready to write!

3 You are going to write a review in answer to the same writing task. Choose an attraction in your area and complete the chart.

Name of attraction: _____

Location: _____

How to get there: _____

Entrance fee(s): _____

Main facilities (café, shop, etc): _____

Main activities you can do there: _____

4 Complete *Writing Planner 13* on page 135.

Now write!

5 You are now ready to write your review. Use your plan from exercise 6 to help you. Write between 120 and 180 words.

- 1 What, in your opinion, are the best tourist attractions in Kazakhstan? Discuss your ideas in pairs.
- 2 Read the text and answer the questions.



Kazakhstan with its beautiful nature, magical landscapes and amazing blend of tradition and **modernity** is a perfect country for anyone who enjoys trekking and outdoor holidays. It is a great idea to visit Kazakhstan if you want a mountain adventure as it only takes 30 minutes by car to get to Shymbulak mountain resort from Almaty. Shymbulak is a great **base camp** for any further trips. You can then go trekking through one of the most **spectacular** valleys of the Northern Tian Shan mountains. You may choose to hike to the Talgar valley, which will take you on paths known only to

local guides. If you enjoy beautiful mountain scenery and **ridge** walking, you should climb the Bukreev Peak which is 3010 metres high. The mountain is named in memory of the famous mountaineer Anatoly Bukreev, who climbed 11 mountains over 8,000 m high in the course of his career. Other than hiking, every visitor should go to the Atyn-Emel State National Nature Park. It is located about 150 kilometres from Almaty. Its most unusual natural feature is the Singing Dune. It is special because in dry weather conditions it produces melodic sounds.



- 1 What makes Kazakhstan attractive for tourists?
- 2 How far is it to the mountains from Almaty?
- 3 What is the story behind the name for **Bukreev Peak**?
- 4 Why is the Singing Dune unusual?



GLOSSARY

modernity /mɒ'dæ:(r)nəti/ (n) ideas and practices that use modern methods, styles etc.

base camp /beɪs 'kæmp/ (n) a place used temporarily for storing supplies and starting an activity, especially climbing a mountain

spectacular /spek'tækjʊlə(r)/ (adj) extremely impressive

ridge /rɪdʒ/ (n) the long narrow top of a mountain or group of mountains



Web search!

Work in groups. Go online and find some more information about Atyn-Emel State National Nature Park. Design a map of the park with the main attractions marked on it.

MODULE 9

Science and technology

Lab Report



Start thinking!

How often do you do these things?

- use computers*
- send and get emails*
- send and get text messages*
- buy something online*

Do you or does anyone in your family have:

- a netbook*
- a tablet computer*
- a smartphone*

What new technology do you expect to see in the next two or three years?

AN APPETITE FOR APPS!

‘How did apps become such an important part of our lives, and where do we go from here?’ asks Jemima Deacon.

- 1 A few short years ago, phones were firmly stuck on a piece of furniture, and were used mainly for calling people. Then we all got mobile phones and got into sending and receiving text messages on the go. Early mobiles did have a few handy little features such as a calculator and a calendar, but were still mainly used for communicating with people we knew. And taking a few poor quality photos that you didn’t quite know what to do with. And then – all of a sudden, it seemed – this useful little device morphed into an enormously powerful computer with the potential to do ... well, to do everything your PC did at home, and sometimes more. What led to this development, and where does it go from here?
- 2 Several key aspects had to come together to create the modern smartphone as we know it. Firstly, battery life had to improve. If you use a mobile phone for



Reading

1 44 Quickly read the magazine article.

Write the number of a paragraph 1–6 next to each heading. There is one heading you do not need to use.

- | | |
|------------------------------------|-------|
| a Better batteries | _____ |
| b A huge number of uses | _____ |
| c Reasons to be concerned | _____ |
| d More functions, better functions | _____ |
| e In the past | _____ |
| f Tomorrow’s world | _____ |
| g Money matters | _____ |

more than just a few phone calls, you need a powerful long-lasting battery. Batteries have become increasingly powerful over the past ten years or so, and will undoubtedly continue to do so.

- 3 Secondly, the cost of downloading large amounts of data onto a phone had to decrease. There’s no point having the ability to check your email on your phone if you can’t afford to use the service. Using the mobile phone network for data is still too expensive for many people, but they’re able to make use of Wi-Fi, which has become extremely widespread and is essentially free. If we didn’t have wireless networks, we almost certainly wouldn’t have smartphones.
- 4 Thirdly, the actual functionality of phones has improved enormously. They have much better cameras than they did just a few years ago, they can hold more data, their sound quality is much clearer and louder, they have touch screens, and they know when they’re being rotated or held or touched in a certain way.
- 5 If you combine all these elements, and have reasonably-priced smartphones being used by millions of people, you create an environment where the uses of a smartphone become almost infinite. All it takes is a little imagination to think of a new way to use it, and you’ve created something people want. And that’s what happened with apps. At the time of writing this article, there are hundreds of thousands of apps that can be used for millions of different purposes. If you want an app

2 Read the article again. Underline a phrase in the article that has a similar meaning to the phrase given.

- 1 weren't mobile (paragraph 1)
- 2 while doing things out of the house (paragraph 1)
- 3 it was important for different things to combine (paragraph 2)
- 4 to become more powerful in the future (paragraph 2)
- 5 it's a waste of time (paragraph 3)
- 6 very common (paragraph 3)
- 7 have a situation (paragraph 5)
- 8 the chances are (paragraph 6)



to tell you where the nearest chemist to where you're standing is, it's available. If you need an app to send free messages to someone else with the same app, it exists. If you want an app to do your online banking, or play funny noises to your cat, or point out the names of all the stars and planets right above you, you can find it. And by the time you read this, there will be thousands more apps available.

But what about the future? It's always dangerous to predict what technology's going to be like in a few years' time and we often get it wrong, but it seems likely that the future apps will rely on sensors and functions that current smartphones don't have. For example, if future smartphones have some kind of air sensor, there will be a whole new range of apps which can tell you if the air you're breathing is too polluted, or, for people with allergies, how much pollen is in the air. As image-recognition and video-streaming become more effective, another range of apps might combine the real and the digital. For example, in the future there might be games we play on our smartphones where the background and setting is the actual room we're sitting in, or the street we're standing in.

6

3 Write a word or short phrase from the article to complete each sentence.

- 1 People started _____ while doing things out of the house.
- 2 The _____ of cameras on early mobile phones was not good.
- 3 It's important that a mobile phone battery is powerful and _____.
- 4 With smartphones today, _____ are downloaded onto the phone.
- 5 To access information, smartphones can use the mobile phone network, or _____.
- 6 A smartphone knows when it's _____ to the left or right.
- 7 Many people use _____ to pay bills through their phone, computer or tablet.
- 8 A(n) _____ in a future phone will be able to detect pollution and pollen.

VOCABULARY

4 Find words in the box to match the definitions.

decrease • digital • development • device
functions • handy • improve • quality
reasonably-priced • undoubtedly

- 1 _____ (adj) useful
- 2 _____ (n) a machine or piece of equipment that does a particular thing
- 3 _____ (n) progress, improvement
- 4 _____ (v) get better
- 5 _____ (adv) definitely, certainly
- 6 _____ (v) go down, become smaller/lower
- 7 _____ (n) how good something is
- 8 _____ (adj) not too expensive
- 9 _____ (n) the ability to do different things
- 10 _____ (adj) electronic, not physical



Have your say!

- What are the most useful apps? Why are they so useful? Can you think of any other apps that someone might invent in the future?



Grammar clinic

Conditionals: zero, first, second

Look at Grammar database 14 page 157 before you do the exercises.

- 1** Read the sentences from the article on pages 114 and 115. Match each one to an explanation.

- 1 If you use a mobile phone for more than just a few phone calls, you need a powerful long-lasting battery. _____
 - 2 If future smartphones have some kind of air sensor, there will be a whole new range of apps ... _____
 - 3 If we didn't have wireless networks, we almost certainly wouldn't have smartphones. _____
- a This expresses a present or future possibility.
 b This expresses a general truth.
 c This expresses an unlikely or hypothetical situation.

2 Choose the correct option in each sentence.

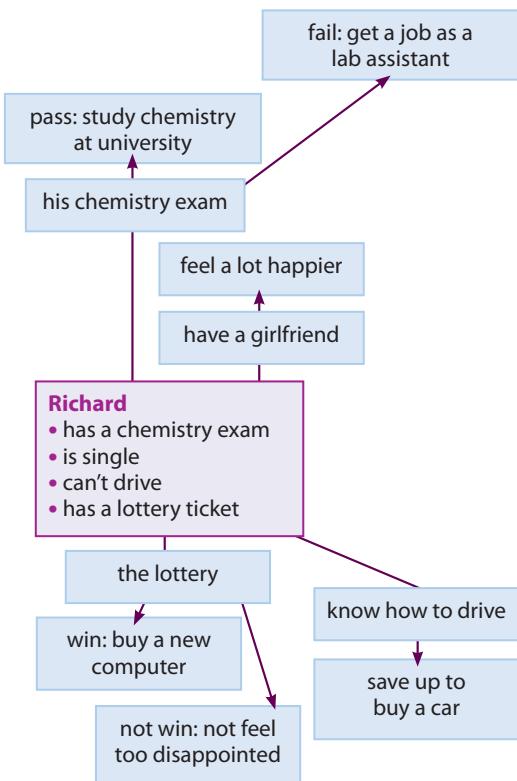
- 1 If I were a scientist, _____ a new kind of computer.
 a I would invent b I invent c I will invent
- 2 Smartphones _____ a possibility if we didn't have long-lasting batteries.
 a won't be b isn't c wouldn't be
- 3 If you _____ nonsense into a computer, you get nonsense out.
 a would put b put c were putting
- 4 You should think carefully about what you need if you _____ to get a computer.
 a are planning b were planning c would plan
- 5 An air sensor in a smartphone will be useful if it _____ people with allergies.
 a would help b helped c helps



- 3** Put the verbs into the correct form to complete the sentences. Use contractions (*I'll*, *I'd*, etc) where possible.

- 1 If I _____ (be) you, _____ (I/get) a smartphone.
- 2 The browser opens a new tab if _____ (you/click) on any of these links.
- 3 If the internet _____ (not/exist), we _____ (not/be) able to send emails round the world.
- 4 If you buy a new tablet, _____ (make) sure you get one with a good-quality camera.
- 5 If _____ (you/lower) the screen of a netbook, it goes into 'sleep' mode automatically.
- 6 If _____ (you/use) a smartphone before, _____ (you/find) using a tablet very easy.

- 4** Use this information about a student to make six conditional sentences as in the examples.



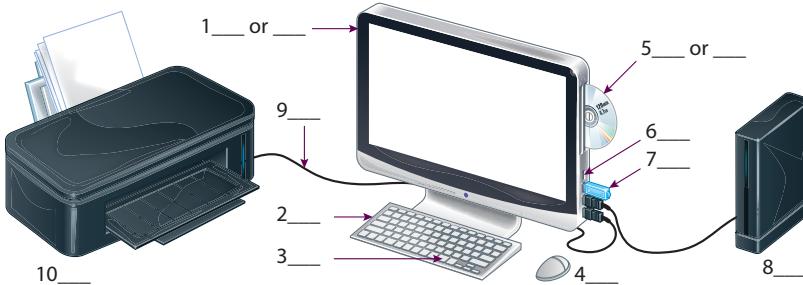
If Richard had a girlfriend, he would feel a lot happier. Richard would feel a lot happier if he had a girlfriend.



Vocabulary builder

Science and technology

1 Write the correct letter to label the picture using the words and phrases from the box.



- | | |
|-----------------------|----------------|
| a cable | g memory stick |
| b CD-ROM | h monitor |
| c DVD-ROM | i mouse |
| d external hard drive | j printer |
| e key | k screen |
| f keyboard | l USB port |

2 Complete the sentences using the nouns in the box. Some of them may need to be in the plural.

invention • discovery • theory • laboratory
experiment • research

- 1 The computer is one of the most important _____ of the late 20th century.
- 2 Dr Hawking has an interesting _____ about how the universe developed.
- 3 Today's _____ have a lot of complicated scientific equipment in them.
- 4 According to recent _____, most people don't understand modern science.
- 5 This _____ with white mice is designed to test their intelligence.
- 6 Astronomers have announced the _____ of a new planet.

Collocations

3 Write each word or phrase from the box next to all the verbs it can go with. Be careful! You will write the words and phrases more than once.

a memory stick • a theory • an experiment
research • software

- 1 do _____
- 2 carry out _____
- 3 have _____
- 4 come up with _____
- 5 download _____
- 6 install _____
- 7 connect _____
- 8 plug in _____

Phrasal verbs with off

4 Phrasal verbs with *off* often have meanings connected to removing, stopping or cancelling something. Match the phrasal verbs in the box with the correct definitions.

go off • make off • take off • put off
turn off • call off

- 1 _____ stop liking something you used to like
- 2 _____ remove an item of clothing, etc
- 3 _____ delay something until a later time
- 4 _____ cancel a planned event
- 5 _____ escape, often after a crime
- 6 _____ stop a machine

5 Complete the sentences using the correct form of the phrasal verbs from exercise 4.

- 1 The burglars stole a flat screen TV and _____ in a white car.
- 2 We've decided to _____ the experiment _____ until the weather improves.
- 3 Before you go into the lab, please _____ your shoes.
- 4 I've really _____ violent video games.
- 5 My cousin was planning to marry a woman over the internet, but at the last minute they _____ it _____.
- 6 Don't you think you should _____ your computer _____ and go and play football outside with your friends?



Listening

1 **45** You are going to listen to five people talking about new computer games. Decide which computer game each person enjoyed the most.

A *Night Thief*

Speaker 1: _____

B *Cave Warrior*

Speaker 2: _____

C *Mad Driver City*

Speaker 3: _____

D *Tower of Evil*

Speaker 4: _____

E *Cup Final*

Speaker 5: _____

2 You will now hear the five speakers again. For questions 1–5, choose the best answer (A, B or C).

- You hear a boy talking. What did he not like about *Cave Warrior*?
 A He couldn't find the lost treasure.
 B He knew what was going to happen next.
 C He thought there was too much action.
- You hear a woman talking. What was the problem she had with some of the games?
 A She doesn't like playing sports.
 B She couldn't react quickly enough.
 C She can't drive a car.
- You hear a girl being interviewed in the street. Why doesn't she like *Night Thief*?
 A It seems like hard work.
 B It involves criminal activities.
 C She isn't very good at maths.
- You hear a boy talking. What does he dislike about *Mad Driver City*?
 A He doesn't have enough time to play it.
 B His friend is much better at it.
 C They want to play at the same time.
- You hear a girl talking. What does she say about computer games?
 A Buying sports games is a waste of money.
 B You can waste money if you make the wrong decision.
 C Driving games are the best value for money.



Soundbite /s/ and /ʃ/

46 Listen and circle the words you hear.

- Only half of the people were *saved/shaved*.
- Could you get me a *seat/sheet* from the office, please?
- Did you *sew/show* all of them?
- They have lots of different *sorts/shorts*.



Speaking

1 What do you want to do in the future?

I'd like to go to university, if I get good exam results.

I want to study _____ if _____.

I hope to create _____ if _____.

I'd be nice to work as a(n) _____ if _____.

I'd love to visit _____ one day if _____.

I'd like to live _____ if _____.

2 In pairs, ask and answer the questions. Try to say as much as you can. Use the phrases below to help you.

- What would you like to do when you leave school?
- What job would you like to do in the future?
- Do you have any ambitions?
- What are your hopes for the future?
- Is there anything you'd really like to do one day?

Useful Phrases

That seems like a long way in the future. I'd say that ...

I'm quite an ambitious person. One thing I'd like to do is ...

Well, if I had the chance, I think I'd love to ...

Look at *Speaking database - Expressing preferences* on page 138.



VALUES

'The future of the free country is in the deep and essential education and advanced science.'

Nursultan Nazarbayev



Use of English

Unless, in case, as long as

☞ Look at Grammar database page 158 before you do the exercises.

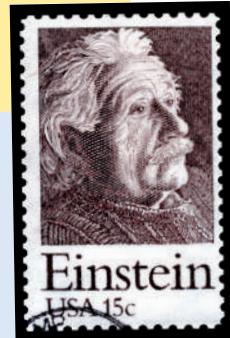
1 Rewrite the sentences using *unless*, *in case* or *as/so long as*.

- Promise to give it back tomorrow and you can borrow my new computer game.
You can _____.
- I have to finish my homework before I can play on my computer.
I can't _____.
- Save your documents on an external hard drive or memory stick – your computer might get a virus.
Save your documents _____.

3 For questions 1–12, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

TIME TRAVEL

Scientists still aren't sure whether the laws of physics allow us (0) **TO** build a time machine. Some scientists argue that it's (1) _____ possible, using this logic: if we built a time machine and travelled back into the past, we (2) _____ be able to stop our parents meeting. Then we'd never be born! (3) _____, however, argue that that isn't a real problem. We just wouldn't be born in this universe, but we'd still be born in a parallel universe. Strange, isn't it? (4) _____ you want to travel into the past, it's actually very easy. Just look (5) _____ at the night sky. When you see a star in the sky, (6) _____ you see it as it is right now? No, you see it as it was millions of years ago. This is (7) _____ the light from the star has taken millions of years to travel across the universe to reach your eyes. Travelling into the future is more difficult, but Einstein proved (8) _____ is theoretically possible. You can achieve this so (9) _____ as you have a spaceship that goes really fast – nearly at the speed of light, (10) _____ is very fast indeed. If you go off in your spaceship and fly around for, let's say, six months, when you come back (11) _____ Earth you'll be in the future. How much in the future? If your spaceship goes at 99.99% of light speed, all your friends you left behind (12) _____ be almost 50 years older than you. It's incredible, but it's true!



4 For questions 1–7, choose the option which best completes the passage.

BECOMING A SCIENTIST

If you're interested in becoming a scientist, there are a few things you (1) _____ do. First of all, you (2) _____ decide which area of science you want to work in. Is it biology and animals or physics and space that you think (3) _____ interest you most? Another thing you (4) _____ do is speaking to your science teacher about it. He or she will tell you what your options are and (5) _____ have some helpful experience. You (6) _____ almost certainly need to go to university to study your chosen science. After your degree, you need to specialise in an area that really interests you. It can be a long, hard road, but at the end of it, you just (7) _____ make a discovery that changes the world.

have to • may • might x2
ought to • should • will



Writing

An informal letter/email

☞ Look at *Writing database - informal letters/emails* on page 128 before you do the exercises.

- 1** Read this writing task. Why should your email be informal?



You have a friend who lives in another country. She/He is writing a report for school on technology and has asked you for some information about how you and your family use technology in your daily life. Write an email to your friend, telling her/him what she/he needs to know.

Write an **email** of between **120** and **180** words in an appropriate style.

Working model

- 2** Read the answer to the writing task. The writer has not used paragraphs. Decide where new paragraphs should begin.



To: Ashley
Sent: 18th February
Subject: Technology!

Dear Miss Ashley Williams,
How are you? How did your French test go? I bet you passed! You asked me about tecnology. Well, the first thing I should tell you is that I've got a new computer! So far, I've used it for playing games and for serfing the internet. It's not as complicated as I thought. I'm even teaching my dad how to use it! What else? Of course, we've got things like a TV and a DVD player. We watch a few hours of TV every day, and we watch a DVD once a weak. My brother watches more than I do. Lazy boy! My dad says he's thinking of getting satelite TV, so maybe I'll start watching a bit more. The only other thing I can think of is my mobile phone. It's a smartphone and it's really cool! I never go anywhere without it. I use it all the time and send about 20 text mesages every day! (Luckily, Mum and Dad pay the bill.) Got to go. Love to your sister.
Take care,
Jessica Saunders

- 3** There are mistakes with the names and five spelling mistakes in the email. Correct them.

Ready to write!

- 4** You are going to answer the same question. Complete *Writing Planner 14* on page 135.

Now write!

- 5** You are now ready to write your email to your friend. Use informal language. Write between 120 and 180 words.



- 1** What do you know about the EXPO exhibition? Have you visited EXPO 2017? Discuss your ideas in pairs.



- 2** Read about some EXPO 2017 technologies. What are the results of EXPO 2017?

The EXPO 2017, held in Astana, was focused on future energy sources. 115 countries and 22 international organisations took part in the exhibition. The EXPO venue was visited by almost 4 million people. The main attraction of the exhibition was the national pavilion of the Republic of Kazakhstan – ‘Nur Alem’. Its unique spherical shape became the most popular object of the event. A lot of inventions, demonstrated over a four month period, have since been **launched** in Kazakhstan. One of them is ‘smart grid’ technology which was applied at EXPO 2017 pavilions.

The aim of this is to generate, transmit and consume power in a more **efficient** and safer way. The system can diagnose problems and even carry out its own repairs. In the case of a power **cut**, a support system is automatically activated.

No doubt, EXPO 2017 gave additional **impetus** to the development of ‘green’ and ‘smart’ technologies in Kazakhstan.

- 3** Work in groups. Read and match the information from the columns. Add any places you would recommend visiting and explain.

EXPO 2017	were demonstrated during the four months of the exposition
Many inventions	was focussed on energy issues
The pavilion of Kazakhstan	aims to raise awareness on how to use power more efficiently
‘Smart grid’ technology	was the most popular building of EXPO 2017



GLOSSARY

cut /kʌt/ (n) a reduction in something

efficient /ɪ'fɪʃ(ə)nt/ (adj) something that is efficient, works well and produces good results by using the available time, money, resources, etc. in the most effective way

impetus /'ɪmpɪtəs/ (n) the force that makes something happen or develop more quickly

launch /ləʊntʃ/ (v) to start a major activity, such as a new project



Web search!

Go to the website of EXPO 2017 and find out more information about the technologies presented during the exhibition. Exchange your information with your classmates.



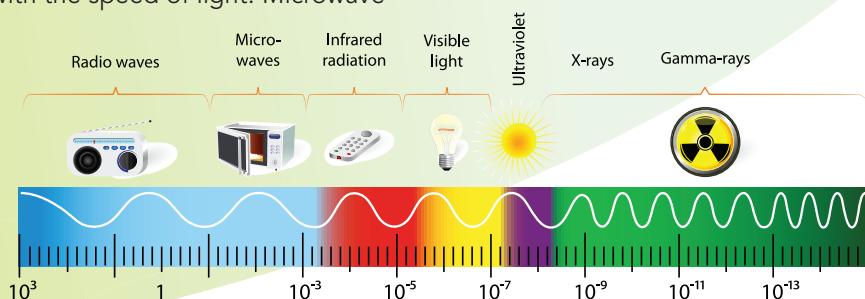
→ CLIL Science: Microwaves

1 Read the text. Is it possible to cook dry food like rice or pasta in a microwave oven?

Nowadays, microwave ovens are a very convenient way to cook, heat up or defrost food. They use electromagnetic energy, not heat. The food in the microwave oven gets hot, not the oven itself. Waves are vibrations that transfer energy from one place to another. Imagine Mexican wave in a sports stadium. The people sit down until it is their turn to stand up with their arms in the air and then sit down again. Like other electromagnetic waves, microwaves travel with the speed of light. Microwave

ovens have a magnetron which produces these microwaves at a specific frequency. The microwaves travel through the food in the oven, and the water molecules in the food start to vibrate. This vibration or movement of the molecules creates heat, which then heats the other molecules in the food.

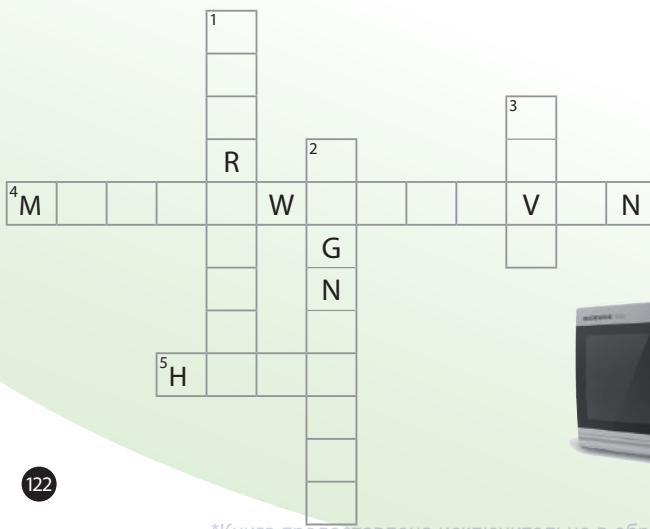
Don't put anything metal in the microwave! The metal reflects the microwave energy and creates sparks.



2 Read the definitions and choose the correct answer. Use the words to complete the crossword.

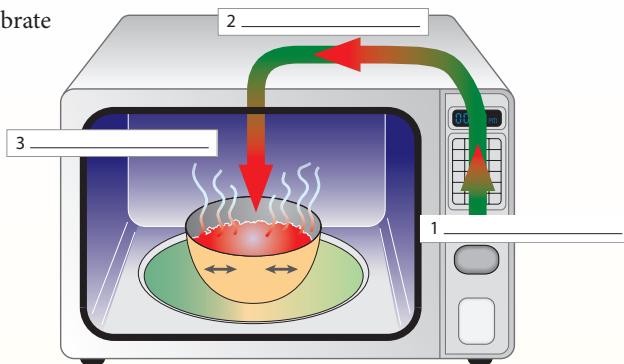
- | | |
|--|--|
| 1 a short wave of electromagnetic energy
a microwave b superwave | 4 an oven that cooks food using microwaves
a microwave oven b gas cooker |
| 2 a device that produces microwaves
a digital camera b magnetron | 5 to make something hot
a destroy b heat |
| 3 a vibration of energy
a wind b wave | |

Complete the crossword with the correct answers.



3 Label the diagram with the instructions a–c.

- a Microwaves make food molecules vibrate
- b Microwaves travel to the food
- c Magnetron generates microwaves

**4** Find out about how mobile phones use microwave technology. Work in groups.

Exchange the information with your classmates.



Go to page 166 and do the Term 4 Project
'The Solar system'.

'Can do' Progress Check

Tick (✓) the things you can do in English now.

Vocabulary

I know words and phrases related to:

- public transport
- travel and tourism
- science and technology

Grammatical structures

I know and I can use the structures of:

- past tenses (simple and continuous)
- *would, used to, be used to,*
word patterns
- full infinitives (with to) and gerunds
after verbs
- *prefer, would rather, had better,*
parts of speech
- conditionals: zero, first, second
- *unless, in case, as long as,*
word patterns

Reading

I can:

- scan for specific information
- understand text type and function

Listening

I can listen to a text for:

- identifying location
- specific information

Speaking

I can:

- compare
- give examples
- talk about hopes

Writing

I can write:

- an essay
- a review
- an informal letter/email

Writing database

Each piece of writing you do is different, but there are a few general pieces of advice you should remember every time you write something.

First of all, you have to know who your reader is. This tells you how formal your writing should be. In general, use formal language with strangers and people who are in authority (managers, teachers, etc). Use informal language with people you know personally (family members, friends, pen friends, etc).

Secondly, you have to know why you are writing. Your purpose affects what you write. Read the question carefully and make sure you understand why you are writing.

Thirdly, you have to know what type of text you are writing. Look at the following descriptions of each text type. Follow this guide when you write. Your writing should look like the examples here. An article should look like an article, a letter should look like a letter, etc. Make sure you have everything in the right place.

Dear Ms Lawson,

Thank you for agreeing to be interviewed. I am writing to give you further information and to arrange the time and date of the interview.

Firstly, I would like to suggest we hold the interview at five o'clock on either the 11th or 12th. Since you are staying at the Hotel Rex, it might be best if we met there.

The interview should last half an hour, and I am planning to ask you for a description of your tour. Our readers will also be interested in why you came on the tour and whether you have met any interesting people or other travellers.

I wonder if you could bring any photos you have of places you have visited. We would also like to take photographs during the interview, so I hope you do not mind if I arrange that.

I look forward to hearing from you soon.

Yours sincerely,

Jan Merton

formal letters/emails

Formal letters/emails are letters/emails you write to someone you do not know well. You might write one to make a complaint, make arrangements, give or request information, etc. When you are asked to write one, you will be given a situation and some information which you have to include. You should use formal language and start and end the letter/email in an appropriate way.

Key things to remember:

- make sure you understand the situation
 - make sure you understand who you are writing to
 - decide whether your letter should be formal or informal
 - start and end your letter/email in an appropriate way
 - use paragraphs to separate key points
 - include all the information you are given
 - use indirect questions
- ◀ This is what a formal letter/email should look like.

reports

A report is a way of giving information to somebody clearly. They are usually formal and consist of separate paragraphs. It is a good idea to give your paragraphs headings to make your information clear. You are given a situation and asked to write a report for your employer, your manager, etc. You are often asked to give your opinion/suggestions/recommendations.

Key things to remember:

- make sure you understand the situation
- make sure you know who you are writing the report for
- start your report with
To: (the name of the person the report is for)
From: (your name)
Subject: (what your report is about)
- use separate paragraphs for each main point
- use clear headings for your paragraphs
- use reported speech for things people said
- use formal language

This is what a report should look like. ▼

To: My manager

From: Me

Subject: What you asked me to do

Introduction

As requested, I have done some research into health facilities in this area. There is a hospital, an eye clinic and a large number of doctors' surgeries. This is very good for such a small town.

Westford Hospital

Westford Hospital is modern, with beds for about 1,000 patients. They deal with illnesses and accidents, although people who are seriously ill are moved to Pentonfield, 20 miles away. Tourists are treated at the hospital for free.

Westford Eye Clinic

Westford has very good facilities for eye problems. The eye clinic takes patients from all over the world and the doctors and surgeons are very highly trained. It is unlikely that tourists would need the eye clinic.

Doctors' surgeries

There are about 30 GPs' surgeries in Westford. They deal with minor illnesses and accidents. Most of them charge for treating people who are not local residents.

Conclusion

In conclusion, it is clear that Westford has excellent medical facilities for a small town. Tourists are welcome at the hospital and eye clinic, although they may have to pay to see a local GP.

stories

Stories are meant to be entertaining and you need to use good descriptive language. A simple plot with few characters is usually better than a complicated plot with lots of characters. You are often given a sentence that you should start or end your story with.

Key things to remember:

- give your story a title
- if you are given a sentence, use it in the right place without changing it
- have a clear beginning, middle and end to your story
- keep your plot simple
- don't have too many characters
- use good adjectives and adverbs
- use direct speech for what your characters say

This is what a story should look like. ➤

The Message

Suddenly, a message appeared on the computer screen. I had been surfing the internet and was surprised to be interrupted. I looked around the room, but everybody was working. 'Hello. How are you, Greg?' Who could it be? I started typing. 'Hello. Who are you?' I waited for the answer, which appeared a few seconds later.

'A friend. Be careful. You are in great danger.' I felt cold. I asked the mysterious stranger what kind of danger I was in. 'Somebody is planning something.' Nervously, I tried to remember if I had upset anyone recently. As I sat there, wondering what to do next, another message appeared. 'Look out! Behind you!' I turned, my heart beating quickly. Standing there was a ghost! I jumped up, closed my eyes and screamed!

Then, I heard laughter. I opened my eyes and standing in front of me was my friend, Michael, with a white sheet. On the other side of the room another friend, Simon, was typing and laughing. I looked at the computer screen and another message appeared.

'April Fool! Ha, ha!'

reviews

In a review, you give your opinion of something you have seen (a play, a TV programme, etc) or read (a book, a story, etc) or a place you have visited (a restaurant, a hotel, etc). You should describe the most important features, explaining why you think they are positive or negative things. A review often ends with a suggestion or recommendation. The formality depends on who your readers are, but usually you should use a neutral style (neither too formal nor too informal).

Key things to remember:

- give your review a title
- explain what you are reviewing
- decide what key features your readers are interested in
- describe the key features in separate paragraphs
- give your opinions and the reasons for them
- make relevant suggestions/ recommendations

This is what a review should look like. ➤

'The Perfect Crime' by Alison Greene

'The Perfect Crime' is Alison Greene's second novel. In it, she describes what happens when a work of art is stolen from a museum. The police have no luck finding the criminal until Detective Paul Milligan solves the crime.

Although Detective Milligan is a strong character, many of the others are very similar to each other. Greene is a good descriptive writer, but the dialogues between her characters seem unnatural and old-fashioned. It's not always easy to remember who is speaking and I often had to go back a few pages to check.

The plot's quite complicated, which is not surprising for such a long thriller. When Detective Milligan finally solves the crime, it's a complete surprise to learn that the thief was the museum director. However, he seems to solve it by luck instead of skill, which spoils the ending of the book.

I would recommend this book for fans of crime fiction, who will find that there's lots of action to keep them interested. However, many people will find the book too long and difficult to follow.

A Magical World

Have you ever watched a DVD and thought it was disappointing? Some films just don't seem to work on the small screen, do they? For today's action films, there's only one way to see them: in a modern cinema.

Everything about most films, from the picture to the sound, is designed for the big screen. Special effects that look ordinary on a TV screen suddenly come to life in the cinema. There's nothing like the excitement of watching a scene, hearing the sound all around you and really feeling like you're there, in the middle of the action.

Apart from that, going to the cinema is a special occasion. The smell of the popcorn, the feel of the seats and the excitement in the voices of the audience all make a visit to the cinema feel like entering a magical world.

A DVD is something you watch to pass the time. A film at the cinema is an escape into a dream. So, for me, it's the cinema every time!

articles

You are often asked to write articles for magazines. Make sure you know who you are writing for because that tells you how formal your article should be. An article for other students should be lively, interesting and not too formal. You can use questions to interest your readers.

Key things to remember:

- give your article a title
- make sure you know who your readers are
- use questions to interest your readers
- use the right level of formality
- use exclamation marks to give a lively feel
- use direct speech for things people said

◀ This is what an article should look like.

Children today are under more pressure than ever and need to relax. They often do this by watching television. Although parents worry about how it will affect them, I believe television should entertain, rather than educate.

First of all, there is no reason why television for children should be different from television for adults. The most popular programmes tend to be game shows and drama series. Adults watch them to relax after a busy day at work and children should also be able to relax after a hard day at school.

Secondly, programmes such as these do teach us things. Game shows improve your general knowledge. Drama series teach us about human relationships and the problems people face. Despite their parents' disapproval, children learn a lot while they are being entertained.

To sum up, children's television should provide quality entertainment. Instead of uninteresting educational programmes, there should be game shows and drama series made for children. It should be a way for them to escape their problems, although watching too much television might cause problems with schoolwork, for instance.

essays

Essays are formal and usually written for your teacher. You usually have to explain whether you agree or disagree with a statement, what the advantages and disadvantages of something are, etc. You should use a new paragraph for each main point and use good connectors to link your sentences together.

Key things to remember:

- use formal language
- use good connecting words and phrases
- present your argument clearly
- use a new paragraph for each main point
- only make points that are relevant to the question
- make sure you do what the question asks you to do

◀ This is what an essay should look like.

informal letters/emails

Informal letters/emails are written to a friend or to a member of your family. You should use informal language and be friendly. Even though the letter/email is informal, you still need to use paragraphs and include whatever information the questions ask you to.

Key things to remember:

- use informal language
- start and end your letter/email in an appropriate way
- ask about a piece of news in the first paragraph
- use exclamation marks to give a friendly feel
- use separate paragraphs for each main point
- use direct questions

This is what an informal letter/email should look like. ➤

Dear Aruzhan,

Hi! How are you? I hope everything is okay. How were your exams? I bet you passed them all!

Thanks for your letter. I can't believe you've been offered two summer jobs at the same time! You said that one of them was in a restaurant and the other in a museum. If I were you, I would definitely take the one in the restaurant.

The first thing is that you'll be there in the summer. The last thing you want to do is spend the summer in a museum! Imagine how boring that would be! In a restaurant, you'll meet people. It might be hard work, but it'll be worth it. I've got a cousin who works in a restaurant and he says it's quite tiring, but he really enjoys it.

The second thing is that you can probably eat at the restaurant. You said the pay was the same, but you might save money by eating there, so you'll be better off!

Good luck with it, and I hope you make the right decision.

Write soon!

Love,

Aliya

Formal and informal language

Once you have decided how formal your writing should be, you need to decide what language you can use. Here are a few things you should remember about formal and informal language.

formal language

- We don't use contractions (*I've, it's, etc*) in formal writing.
Most people do not agree with this position.
- We start and end letters in a formal way.
*Dear Sir,
Dear Madam,
Dear Sir/Madam,
Dear Mr Smith,
Dear Mrs Jones,
Yours sincerely, (after Dear + surname)
Yours faithfully, (after Dear Sir, etc)
(+ your full name)*
- We always write in complete sentences.
I hope that you will be able to come to speak to the students on the 14th December.
- We use formal vocabulary.
accommodation instead of a place to stay
- We use indirect questions.
I would be grateful if you could provide further information about the salary.
- We use the passive voice more.
A new law has been introduced to reduce crime.

- We use formal connecting words and phrases.
Moreover, it is clear from statistics that more people are getting divorced than ever before.
- We don't use exclamation marks in formal writing.

informal language

- We use contractions (*I've, it's, etc*) in informal writing.
I've just seen the film you mentioned. It's great!
- We start and end letters in an informal way.
*Dear + first name
Lots of love,
Take care,
(+ your first name)*
- We don't always write in complete sentences.
Sorry to hear about your dog.
- We use informal vocabulary.
cool instead of impressive
- We use direct questions.
Did you pass your Spanish exam?
- We use the active voice more.
They're pulling down the old theatre across the road.
- We use informal connecting words and phrases.
Anyway, what I wanted to tell you about was the party last night.
- We use exclamation marks.
I can't wait to see you!

Laser Writing Planner 1**Informal letter/email**

Complete the chart. Be careful! Do NOT write your email until your teacher has seen your notes here.

	purpose	notes	useful expressions
first line	greeting	Dear _____, or Hi _____!	
first paragraph	say hello and ask about your friend's news		How are you? / I hope you're well. / Did you ...? / What happened about ...? / I hope you ...
second paragraph	check when he is leaving		I know you're arriving on ... but I just wanted to check something. When ...?
third paragraph	offer Ulzhan choices and give your opinion; explain why money isn't a problem		So, I've got two choices ... / The first one is ... / I think ... / If you ask me, ... / Don't worry about ... because ...
fourth paragraph	ask him to let you know his choice		Let me know ... because ...
ending the email	end the email in an informal way		That's all for now! / Have to go! / Write soon! / Love, / Lots of love,
final line	give your first name		

Laser Writing Planner 2**Report**

Complete the chart. Be careful! Do NOT write your report until your teacher has seen your notes here.

	purpose	notes	useful expressions
report heading	say who the report is to, who it is from and what the subject is	To: _____ From: _____ Subject: _____	
first paragraph	describe the background to the report and what you have done	Introduction	To prepare for this report, ... / As requested, ... / My main sources of information were ...
middle two or three paragraphs	present your main points about each gym in turn	_____ (name of gym) _____ (name of gym) _____ (name of gym)	The facilities included ... / I noticed that there were no ... / The cost of membership was quite ... / Generally, this gym seemed to be ...
final paragraph	conclude and present your recommendations	Recommendations	In conclusion, ... / In my opinion, ... / I would like to recommend that ... / I would also suggest that ...

Laser Writing Planner 3**Article**

Complete the chart. Be careful! Do NOT write your article until your teacher has seen your notes here.

	purpose	notes	useful expressions
title			
first paragraph	introduce the topic; give three reasons why someone should join the club		Have you ever thought about ...? / We all know that ... / ... is a great/fantastic way to ...
second paragraph	describe the club activities and say what Mrs Alibayeva told you		'...', says Mrs Alibayeva, who ... / You can do ... / There's also ...
third paragraph	say when the club meets and say what Sanzhar Smagulov told you		The club meets ... / I spoke to ... / '...' says ...
fourth paragraph	conclude your article and tell readers how to get further information		Why not ...? / If you'd like more information, contact ...

Laser Writing Planner 4**Article**

Complete the chart. Be careful! Do NOT write your article until your teacher has seen your notes here.

	purpose	notes	useful expressions
title			
first paragraph	ask a question to get your readers' attention; introduce the subject		Have you ever ...? / Where I live, we have / there are ... / I live ...
second paragraph	describe the first kind of weather and the problems it causes		In the winter, we often/sometimes have ... and that can cause ... / We also sometimes have ... / It also sometimes ... / This can lead to ... / People find it very difficult to ...
third paragraph	describe the second kind of weather and the problems it causes		
fourth paragraph	describe the third kind of weather and the problems it causes		
fifth paragraph	conclude your article		Kazakhstan is a beautiful country, but ... / The summer in Kazakhstan is wonderful but in the winter, you need ... / Come and visit us in the ... when ...

Laser Writing Planner 5**Formal letter/email**

Complete the chart. Be careful! Do NOT write your letter until your teacher has seen your notes here.

	purpose	notes	useful expressions
first line	greeting	Dear _____,	Dear Sir/Madam, / Dear Editor,
first paragraph	reason for writing		I am writing in response to ... / I would like to ...
second paragraph	respond to the first point in the article		First of all, Mr Karimov claims that ... / However, ...
third paragraph	respond to the second point in the article		He also states that ... / This is not true, because ...
fourth paragraph	respond to the third point in the article		Finally, he says that ... / I would like to disagree because ...
ending the letter	end the letter in a formal way		Yours faithfully,
final line	give your full name		

Laser Writing Planner 6**Report**

Complete the chart. Be careful! Do NOT write your report until your teacher has seen your notes here.

	purpose	notes	useful expressions
report heading	say who the report is to, who it is from and what the subject is	To: _____ From: _____ Subject: _____	
first paragraph	describe the background to the report and what you have done	Introduction	To prepare for this report, ... / As requested, ... / My main sources of information were ...
middle two or three paragraphs	present your main points	_____ (heading) _____ (heading)	The usual daily routine of a(n) ... consists of ... / A(n) ... is also responsible for ... / The salary is generally ... / However, ...
fourth paragraph	conclude and present your own opinion	Conclusion	In conclusion, ... / As far as I'm concerned, ... / I would rather ... than ...

Laser Writing Planner 7**Story**

Complete the chart. Be careful! Do NOT write your story until your teacher has seen your notes here.

	purpose	notes	useful expressions
title			
first one or two paragraphs	say where and when the story happened		I was watching TV, and suddenly ... / I called my mum and said '...'
middle paragraph	say what happened after seeing yourself on the news and how you felt; say what happened after that		I immediately ... / '...', said ... / I decided to ... / I couldn't believe ... / I felt ...
final paragraph	say what happened in the end; describe how you felt		Finally, ... / I realised that ... / I was relieved that ...

Laser Writing Planner 8**Informal letter/email**

Complete the chart. Be careful! Do NOT write your letter until your teacher has seen your notes here.

	purpose	notes	useful expressions
first line	greeting	Dear _____,	
first paragraph	say hello and ask about your friend's news		Hi! I hope you are well. / Oh, what happened with...? / I hope you managed to...
second paragraph	tell your friend about traditional celebration		Well, a lot of people in Kazakhstan celebrate... / All over the country people... / Children might...
third paragraph	tell your friend about family celebration		Most people have family celebration of... / We invite close relatives for... / During the preparation of the family celebration, family members ...
fourth paragraph	tell your friend any other points		Women cook delicious traditional dishes, while men... / Children also participate in preparations, they...
ending the letter	end the letter in an informal way		That's all for now! / Have to go! / Write soon! / Love, / Lots of love,
final line	give your first name		

Laser Writing Planner 9**Informal letter/email**

Complete the chart. Be careful! Do NOT write your story until your teacher has seen your notes here.

	purpose	notes	useful expressions
first line	greeting	Dear _____, or Hi _____!	
first paragraph	say hello and ask about your brother's news		How are you? / I hope you're well. / Did you ... ? / What happened about ... ? / I hope you ...
second paragraph	tell your brother in general about where you are and whether you're having a good time		So, here I am in ... / The family I'm staying with are really nice/friendly/etc
third paragraph	describe the member of the family		Dan's dad is a doctor and ... / His sister Elaine is two years older than him ...
fourth paragraph	say what you've done so far and what you're going to do during the rest of your visit		Last weekend we went to ... / I haven't ... yet / Tomorrow, I think we're going to ...
ending the letter	end the letter in an informal way		That's all for now! / Have to go! / Write soon! / Love, / Lots of love,
final line	give your first name		

Laser Writing Planner 10**Essay**

Complete the chart. Be careful! Do NOT write your essay until your teacher has seen your notes here.

	purpose	notes	useful expressions
first paragraph	introduce the subject		It is clear that ... / Some people claim that ... / I would like to argue that ...
second paragraph	present your first main points agreeing or disagreeing with the statement		Firstly, ... / The evidence shows that ... / In addition, ... / As a result, ... / However, ...
third paragraph	present further main points		Another important point is that ... / We should also bear in mind that ... / Finally, ...
fourth paragraph	come to a conclusion		To conclude, ... / In conclusion, ... / To sum up, ... / My view is that ...

Laser Writing Planner 11**Review**

Complete the chart. Be careful! Do NOT write your review until your teacher has seen your notes here.

	purpose	notes	useful expressions
title			
first paragraph	give key information about the book		written by ... / published by ... / is a wonderful/lovely/fantastic/etc handbook/guide/etc ...
second paragraph	describe the first main aspect of the book		One great feature of the book is ... / Readers will love ... / This shows us how to ... /
third paragraph	describe the second main aspect of the book		This presents ... / Another great feature is ... / I was particularly impressed by ...
fourth paragraph	recommendation		I'd definitely recommend ... / I wouldn't recommend ... / X will really enjoy ... / It would be perfect for ...

Laser Writing Planner 12**Essay**

Complete the chart. Be careful! Do NOT write your essay until your teacher has seen your notes here.

	purpose	notes	useful expressions
first paragraph	introduce the subject		It is clear that ... / Some people claim that ... / I would like to argue that ...
second paragraph	present your first main points agreeing or disagreeing with the statement		Firstly, ... / The evidence shows that ... / In addition, ... / As a result, ...
third paragraph	present further main points		Another important point is that ... / We should also bear in mind that ...
fourth paragraph	come to a conclusion		In conclusion, ... / My view is that ... / Finally, ...

Laser Writing Planner 13**Review**

Complete the chart. Be careful! Do NOT write your review until your teacher has seen your notes here.

	purpose	notes	useful expressions
title			
first paragraph	describe the place in general		one of the most popular ... / open all year/summer/etc / a number of things/activities for ...
second paragraph	say where it is, how to get there, and how much the entrance fees cost		a short/long walk/drive from ... / Tickets cost ... / The entrance fee is ...
third paragraph	describe the main facilities and activities		there's a(n) ... / the main attraction is ... / most people ... / such as / Another thing you can do there is ...
fourth paragraph	recommendation		I'd definitely recommend ... / I wouldn't recommend ... / X will really enjoy ...

Laser Writing Planner 14**Informal letter/email**

Complete the chart. Be careful! Do NOT write your email until your teacher has seen your notes here.

	purpose	notes	useful expressions
first line	greeting	Dear _____, or Hi _____!	
first paragraph	say hello and ask about your friend's news		How are you? / I hope you're well. / Did you ... ? / What happened about ... ? / I hope you ...
second paragraph	talk about the first kind of technology and say how you and/or your family use it		You asked me for/about ... / Well, I've got a smartphone/netbook/etc and I use it ... / My dad doesn't often ... / In the kitchen, we've got ... / Another piece of equipment I/we often use ... / It's really useful for ...
third paragraph	talk about the second kind of technology and say how you and/or your family use it		
fourth paragraph	talk about the third kind of technology and say how you and/or your family use it		
ending the email	end the email in an informal way		That's all for now! / Have to go! / Write soon! / Take care! / Love, / Lots of love,
final line	give your first name		

Word pattern database

(sb = somebody, sth = something)

able	be able to do	help	help sb (to) do, help sb with sth
account	take into account	homework	do your homework, have homework to do
accuse	accuse sb of -ing	insist	insist on sth/-ing, insist that ...
add	add sth to sth	in spite of	in spite of sth/-ing, in spite of the fact that ...
admit	admit (to) -ing, admit that ...	interest	have/take/express an interest in sth
advise	advise sb to do, advise sb on, advise (sb) against sth	interested	interested in
afraid	afraid of	keen	keen to do, keen on -ing
agree	agree with sth/sb, agree on sth, agree to do	know	know about sth, know how to, be known as
apologise	apologise for sth	let	let sb do sth
apply	apply for, apply in writing	listen	listen to (music)
approve	approve of	look	look after, look for, look at, look forward to -ing
argue	argue about sth, argue with sb	make	make sb do, make the beds/a mess/a decision/a difference/a complaint/a fortune/a mistake/a noise/a phone call/a suggestion/friends/make fun of
ask	ask sb sth, ask sb to do sth, ask sb about sth	manage	manage to do
bad	bad at sth, bad for sb	object	object to
believe	believe sth/sb, believe in sth/sb (God)	occasion	on this occasion
blame	blame sb for sth	part	take part in, be a part of sth
capable	capable of doing	pay	pay for sth, pay sb
care	care about, care for	persuade	persuade sb to do, persuade sb that ...
claim	claim to be, claim that ...	prefer	prefer to do sth rather than (to) do sth else, prefer sth/-ing to/rather than sth/-ing
complain	complain about	prevent	prevent from -ing
congratulate	congratulate sb on	protect	protect from
continue	continue doing, continue to do	recommend	recommend (that) sb do
deal	deal with	refer	refer to sth/sb
decide	decide on, decide to do, decide that ...	refuse	refuse to do
demand	demand that ..., demand sth, a demand for sth	regret	regret (not) -ing, regret sth, regret to inform you ...
deny	deny -ing, deny that ...	rely	rely on
depend	depend on sth/sb	remind	remind sb of sth/sb, remind sb about sth
despite	despite sth/-ing, despite the fact that ...	say	say sth (to sb), say that ...
difference	make a difference	sentence	sentence sb to
difficulty	have difficulty in doing	share	share sth with sb
do	do your best/homework/the ironing/the housework/the cooking/an experiment/research/do you good	stop	stop to do, stop -ing, stop sb from -ing
dream	dream of -ing	succeed	succeed in
encourage	encourage sb to do sth	suggest	suggest sth/-ing (to sb), suggest that ...
enjoy	enjoy yourself, enjoy sth/-ing	suspect	suspect sb of, suspect that ...
exam	take/do/have/fail/pass an exam, sit (for) an exam	think	think about, think of
explain	explain sth to sb, explain that ...	time	spend time -ing, spend time on sth, in time, on time, it's (about/high)time
fond	be fond of sth/-ing	touch	in touch with sb
forget	forget (about) sth, forget to do, forget doing	work	work as/on/in sth
fun	be/have fun, make fun of		
good	good at sth, good for sb		
have	have a party/a good time/a meal/a bath/a plan/an idea/an argument/a family		

Phrasal verb database

bring up	to care for a child until they become an adult	look down on	to consider someone to be of less value than you
bring up	to mention or start discussing a subject	look into	to investigate, to try to discover the facts about something
call off	to decide to stop something that is planned	look over	to have a view of from above
carry on	to continue doing something	look up	to try to find something (a word, etc) in a source of information (a dictionary, etc)
carry out	to do something such as research, an experiment, an investigation, etc	make off	to escape (with something stolen)
come across	to find something or meet someone unexpectedly	make out	to see, hear, or understand someone or something with difficulty
come down	to become ill, usually with an illness that is not serious	make up	to become friends with someone again after an argument
with		make up	to invent a story, an excuse, a lie, etc
come on	start to be shown on television	pick on	to keep treating someone badly or unfairly
come up	(of problems, difficulties) appear suddenly	plug in	to connect a piece of equipment to another piece of equipment, or to an electric socket
come up with	to think of something such as an idea or a plan	put down	to kill an animal because it is very old, ill, or dangerous
cut out	to remove or not include	put off	to delay doing something
fall out	to stop being friends because you have had an argument	put on	to start showing a programme on television
find out	to discover, to learn	put out	to make something (a fire, etc) stop burning
get away	to escape	put through	connect on the telephone
get down	to make someone feel sad or depressed	run out of	to use all of something and not have any left
get on	if people get on, they like each other and are friendly to each other	run over	to hit someone or something with a car
get on	if you get on with something, you continue working on it	stand out	to be easy to see or notice
get over	to recover from an illness, a shock, etc	take after	to be or behave like an older relative
give up	to stop doing something you do regularly	take off	to remove something you are wearing (of a plane, etc) to leave the ground
go about	to do something, particularly something difficult	take off	to replace someone in a position (of authority)
go off	to explode	take up	to fill a particular amount of space or time
go off	to stop liking something or somebody you used to like	take up	to start doing something regularly as a habit, etc
go on	to continue happening or continue doing something	think up	to invent, to have the idea for the first time
grow on	if something or someone grows on you, you start to like them after some time	throw away	to get rid of something that you don't want
grow up	to become older and bigger, to become an adult	turn down	to refuse to accept an offer or request
hurry up	to go somewhere or do something more quickly	turn into	to become
keep on	to continue doing something	turn off	to stop a machine, eg a television
let down	to disappoint by not doing what you are expected to do	turn on	to start a machine, eg a television
let off	to give someone little or no punishment for something they did wrong	turn out	to develop in a particular way or have a particular result
let off	to make something (such as a bomb) explode	turn over	to change to another channel on television
look after	to take care of somebody	turn over	to turn something so that the other side shows
look after	to keep something in good condition	turn up	to appear unexpectedly

Speaking database



Greetings and farewells

- Hello.
- Good morning/afternoon.
- How do you do?
- Pleased to meet you.
- Nice to have met you.
- Goodbye.



Agreeing/Disagreeing

- I completely/totally agree.
- Yes, you're right.
- I agree with you up to a point.
- That's true, but ...
- I'm not sure I agree with you.
- I'm afraid I disagree with you.
- I completely/totally disagree.



Giving personal information

- My name is ...
- I'm ... years old.
- I'm still at school and I go to ...
- I come from a big/small family. There are ... of us.
- I'm the eldest / youngest / second eldest / etc.
- I've got ... brothers and sisters.
- My dad's a(n) ... and my mum's a(n) ...
- I enjoy ...-ing and ...
- When I have free time, I like ...-ing and ...



Giving/Asking for opinion

- In my opinion, ...
- As far as I'm concerned, ...
- If you ask me, ...
- My view is that ...
- What do you think?
- Do you agree?
- We should ... , shouldn't we?
- What do you think of ...?
- How/What about ...?



Comparing

- A is good, whereas/while B isn't.
- A is much better/etc than B.
- A is far better/etc than B.
- A is not as good as B.
- A is not nearly as good as B.
- A is almost as good as B.
- On the one hand, ...
- On the other hand, ...



Asking for clarification

- Could you say that again, please?
- Could you explain it again, please?
- Could you say that again more slowly, please?
- I'm sorry. Would you mind repeating that?
- Do you mean ...?



Expressing preferences

- I prefer ...-ing to-ing because ...
- I would rather ... than ...
- I find ... more interesting than ... because ...

Grammar database

1 Present perfect and present perfect continuous

Present perfect:

Positive			Negative			Question		
I You We They	have ('ve)	been ... done ... worked ...	I You We They	have not (haven't)	been ... done ... worked ...	Have	I you we they	been ...? worked ...? done ...?
He She It	has ('s)		He She It	has not (hasn't)		Has	he she it	

In general, present perfect tenses are used to connect the past with the present.

The present perfect is used to talk about ...

- actions and situations continuing up to now
I've **known** him for about 10 years.
- a series of actions continuing up to now
I've **played** chess every Friday for two years now.
- completed actions at a time in the past
We've **seen** that film before.
- completed actions where the important thing is the present result
Julian **has broken** his arm.

! BE CAREFUL!

A number of verbs form their past participle in an irregular way.

The present perfect is used with words and expressions like: *just, yet, already, This is the first time ..., ever, never, for, since, so far, up to now*, etc.

Rachel has **just** left.

Have you seen the new James Bond film **yet**?

I've **already** told you once that you can't go to the party!

This is the first time I've used a computer.

Have you **ever** met a famous person?

John has **never** eaten Indian food.

I've known Michael **for** seven years.

I've been at this school **since** 2002.

We've received over a hundred applications **so far/ up to now**.

! BE CAREFUL!

We don't say: **H**ave six months **t**o see Tara. (X)

Instead, we say: I haven't seen Tara for six months. (✓)

The present perfect can also be used to refer to the future in time clauses after *when, as soon as*, etc.

I'll call you when I've **finished** my homework.

When you want to say exactly when something happened, you should use the *past simple*.

I **saw** that film last week at the cinema. (✓)

Have **seen** that film last week at the cinema. (X)

With the verb *go*, we sometimes use *been* as the past participle. Compare:

John's **gone** to Paris. (= He's there or on his way there.)

John's **been** to Paris. (= He went there and now he is back.)

Present perfect continuous:

Positive			Negative			Question		
I You We They	have ('ve)	been -ing	I You We They	have not (haven't) ('ve not)	been -ing	Have	I you we they	been -ing?
He She It	has ('s)		He She It	has not (hasn't) ('s not)		Has	he she it	

The present perfect continuous is used to talk about ...

- (temporary) actions and situations continuing up to now
I've been working here for six months.
- (temporary) actions over a period of time that has recently ended
I'm out of breath because I've been running.

The present perfect continuous is often used with words and phrases like *all morning/day/week/etc*, *just, for, since*, etc. It can often mean that the action is not complete.

I've been reading a great book about dinosaurs.
(I haven't finished it.)

Sometimes, you have to look at the context to decide:

I've been working all morning and now I'm going to watch TV. (I finished recently.)

I've been working all morning and I've only done half of it. (I haven't finished.)

BE CAREFUL!

We don't normally use ever or never with the present perfect continuous.

I've never been reading any of his books. (✗)

I've never read any of his books. (✓)

Some people use the term *present perfect progressive* instead of *present perfect continuous*. They mean the same thing.

Articles

There are three articles in English: *a*, *an* and *the*. *A* and *an* are called 'indefinite articles' and both mean the same thing. *An* is used with words which begin with a vowel sound: an umbrella, an orange, an hour. Notice that we say 'a uniform' and 'a US citizen' because these begin with a 'y' sound. *The* is called the 'definite article'.

We use the indefinite article (*a*, *an*) to talk about ...

- single countable nouns (not particular ones)
I saw **an** accident yesterday.

We use the definite article (*the*) to talk about ...

- single countable nouns (particular ones)
There's **the** man I mentioned yesterday.
- single countable nouns (in general)
The lion is a very fierce animal.
- plural countable nouns
Where are **the** children?

- uncountable nouns
The weather is quite warm.

We don't use an article when we are talking about ...

- plural countable nouns in general
Lions are very fierce animals.
- uncountable nouns in general
Coffee is generally bitter.

Notice how we use articles in the following phrases:

- entertainment, media and sport
 - 'the television' = the piece of equipment
 - Turn on **the** TV.
 - watch television, on television
 - but: listen to **the** radio, on **the** radio
 - go to **the** cinema/**the** theatre
 - listen to music
- no article for games and sports
 - I love tennis.
- for years, usually no article
 - in 2002
 - but: in **the** 1990s, in **the** 20th century, etc
- for seasons, with 'in' and 'during' the meaning is usually the same either with or without article
 - in winter or in the winter
- for months and days, no article
 - in March, on Friday, on Sunday morning
 - in **the** morning/**the** afternoon/**the** evening
 - at night
- geographical areas use *the* with: seas, mountain groups, rivers, island groups, regions
 - **the** Mediterranean, **the** Alps, **the** Thames, **the** Bahamas, **the** Arctic
- don't use *the* with: planets, continents, countries, towns/cities, streets, lakes, most mountains, individual islands
 - eg Mars, Europe, Germany, London, Carnaby Street, Lake Superior, (Mount) Everest, Crete
 - but: **the** Earth, **the** world, **the** Moon, **the** Sun, **the** UK, **the** USA
- jobs usually with *a* or *an*
 - She is **an** engineer.
- use *the* with positions of authority
 - **the** Mayor
- organisations usually use *the*
 - **the** army, **the** navy, **the** police, etc
- public buildings usually use *the*
 - **the** bank, **the** post office, **the** Theatre Royal, etc
 - but: go to prison/hospital, be in prison/hospital

! BE CAREFUL!

He's gone to the prison/the hospital is possible when the person is only visiting.

- nationalities, no article for particular people
► She's Nigerian.
- but: use *the* when talking about nationalities in general
► **The** French drink a lot of wine.
- travel
► go home
► on **the** bus, in **the** car, etc
► but: go by car/bus/bike/plane, etc

education

- go to school/university, etc
- be at school/university, etc
- be in Class 5

He's gone to the school is possible when the person is only visiting.

- for subjects, usually no article
► I love chemistry.

! BE CAREFUL!

We put *an* before singular countable nouns with a vowel sound. It doesn't depend on spelling. So, we say '**an** umbrella' but '**a** university', '**an** hour' but '**a** holiday', etc.

2 Result clauses: so, such, too, enough

So, such, too and *enough* can be used to talk about results.

so

...*so*... { adjective
adverb
many/much + noun } ...*that*...

My brother's **so handsome** that he's thinking of becoming a model.

We drove to the station **so slowly** that we missed our train.

I have to do **so much homework** that I don't have time for hobbies.

! BE CAREFUL!

When *so* is used to mean *as a result*, it isn't followed by *that*.

It was very late **so** I decided to leave. (✓)

It was very late **so that** I decided to leave. (✗)

such

...*such*... { *a/an + adjective*
+singular noun
adjective + plural noun
a lot of + noun } ...*that*...

It was **such a boring lesson** that I fell asleep.

My cousins tell **such funny jokes** that I can't help laughing.

We've got **such a lot of homework** that I don't think I can do it all.

In all the above examples, the word *that* is optional.

My brother's **so handsome** he's thinking of becoming a model.

I have to do **so much homework** I don't have time for hobbies.

My cousins tell **such funny jokes** I can't help laughing.

Both *so* and *such* can be used without a *that* clause as an emphatic way of saying 'very' or 'really'.

You're **so stupid**!

It was **such a great film**!

too

...*too*... { adjective
adverb
many/much + noun } (+*for and/or full infinitive*)

They told my dad he's **too old**.

They told my dad he's **too old for the job**.

They told my dad he's **too old to do the job**.

You're driving **too slowly**.

I can't come out tonight because I've got **too much work to do**.

It's **too difficult for me to do**.

! BE CAREFUL!

Too is used to refer to something that is bad or negative or that prevents us from doing something.

It's **too** cold to play outside. (✓)

~~Don't worry! You are **too** popular.~~ (✗)

When the meaning is positive, use other words and phrases, such as *really*, *extremely* (with adjectives or adverbs) or *lots of* (with nouns).

Don't worry! You are **really** popular.

enough

... (*not*) **enough** + noun (+ *for* and/or + full infinitive)

Yes, I've got **enough time**.

Yes, I've got **enough time** to help you.

No, I don't have **enough time** to help you.

No, there isn't **enough time for us to go** shopping.

... (*not*) ...  enough

You're **old enough to go** to school on your own now.

It's not warm **enough for us to go** swimming.

I didn't learn the vocabulary **well enough to pass** the test.

Too and **enough** are not followed by a *that* clause.

The coffee was **too** hot that I couldn't drink it. (✗)

The coffee was not cold **enough** that I could drink it. (✗)

Infinitives of purpose

We can use a full infinitive to refer to someone's purpose.

I rang **to speak** to George.

We left early **to get** to the station on time.

I rang **for to speak** to George. (✗)

We left **early for getting to** the station on time. (✗)

We can also use the phrase *in order* before the full infinitive. In general, *in order* is more formal than the full infinitive alone.

I am writing **in order to request** further information.

In formal contexts, we can use the phrase *so as* before the full infinitive. *So as* isn't very common in conversation.

The Prime Minister today met MPs **so as to inform** them of his decision.

With a negative infinitive and with stative verbs, we normally use *in order not* or *so as not*. We don't normally use the full infinitive on its own.

We left early in **order/so as not** to be late.

I studied hard in **order/so as** to be ready for the test.

3 Modals: modal perfect

Modal + perfect infinitive (*have* + past participle)

You **must have felt** great when you got your exam results.

You **shouldn't have spoken** to her like that.

You drove without a licence? You **might have killed** someone!

Paul **might have forgotten** our date.

Could you **have left** your keys at the hotel?

must, can't, couldn't

We use *must/can't* + perfect infinitive to talk about guesses about the past that we are (almost) sure of. Often, we are (almost) sure because we have some evidence.

There's John's coat. He **must have forgotten** it. Angie hates sweet things. She **couldn't/can't have eaten** the cake that was in the fridge.

should, ought to

We use *should/ought to* + perfect infinitive to criticise people (or ourselves) for things they did/didn't do.

Oh, no! I **should have called** Tony at six and I forgot! (I didn't call him.)

We **shouldn't have left** the dog at home on its own. (But we did.)

You really **ought to have invited** Maria to your wedding. (But you didn't.)

You **ought not to have copied** Rita's homework. (But you did.)

may, might, could

We use *may/might/could* + perfect infinitive to talk about things that possibly happened/didn't happen in the past.

How does Lisa know about the party? I suppose Jane **may/might/could have told** her.

The thieves **might have escaped** through the window.

Peter **might not have known** about the meeting.

! BE CAREFUL!

Might/could + perfect infinitive can also be used to talk about an unreal (hypothetical) possibility, something that was a possibility in the past but which we know didn't happen.

You **might have hurt** yourself jumping off the wall like that!

Don't run across the road again! You **could have been killed!**

The modal perfect continuous can be formed using modal + *have + been + -ing* to refer to actions in progress at a point in the past or to emphasise the duration of an action.

You **can't have been doing** your homework all this time! I don't believe you!

Darren **must have been sleeping** when we called him yesterday.

The unreal past

The past simple is not always used to refer to the past. It can be used to refer to the present, or even the future, when it is used after certain phrases or in certain types of sentence. This is called the *unreal past*.

We use the unreal past ...

- in hypothetical conditional sentences
If I **won** the lottery, I'd buy a new house.
(see page 158)
- to talk about unlikely hypothetical situations using *suppose* or *imagine*
Imagine you **got** an A in the exam.
How would you feel?
- to talk about present wishes
I wish I **had** more money. (see page 151)
- after *would rather* when we are talking about things we want/don't want other people to do
I'd rather you **came** at six tomorrow.
- after *it's (high or about) time*
Don't you think it's about time we **left**?
- in polite requests and questions
I'm sorry, Sir. **Did** you want something?

4 The future (1)

There are a number of different ways of talking about the future in English. It can be confusing because often more than one of them could be correct. Sometimes you have to think about which is more natural. It helps if you think about what you want to express.

making predictions

When we make predictions that we are sure of based on our own judgement or knowledge, we often use *will*.

I think United **will** win the Championship this year.

When we make predictions based on evidence we can see now, we often use *be going to*.

Look out! You're **going to** drop the drinks!

In general, *be going to* is more informal than *will* and is mainly used in conversation. Often, we can talk about predictions using both of them with no difference in meaning.

Do you think we'll see Tom at the party?

Do you think we're **going to** see Tom at the party?

When we predict the future but we are not so sure of our predictions, we can use other modal verbs (see page 152).

Be careful! You **might** have an accident.

Do you think we **might** see Tom at the party?

I think United **could** win the Championship this year.

making decisions

We often use *will* when we are making a decision.

Oh, I don't know. Mmm ... I'll have an omelette, please.

I'm really tired. I think I'll stay in tonight.

But we can also use *be going to* if we want to emphasise the intention.

I'm really tired. I think I'm **going to** stay in tonight.

talking about plans, intentions and arrangements

When we want to tell somebody about our plans or intentions, we often use *be going to*.

I'm **going to** apply for a job at that new factory.

I'm **going to** be a teacher when I finish university.
(**Not:** I'm **being** a teacher...)

When we have made some arrangements (bought a ticket, agreed to meet, etc), we often use the present continuous.

I'm meeting Helen tomorrow outside the library.

We're flying to Paris and then **staying** in a great hotel.

We don't normally use the present continuous for talking about intentions. However, the difference between an intention and an arrangement can be quite small, so you could use *be going to* in both of these situations. It depends on what you want to emphasise.

I'm going to meet Helen tomorrow outside the library.

We're going to fly to Paris and then stay in a great hotel.

making offers, promises, suggestions, refusals

When we make offers, promises or suggestions, we generally use *will* or *shall*. In modern English, *shall* is quite rare and is usually used in questions. When we refuse to do something, we can use *won't*, the present continuous or *be going to*.

- offers
I'll help you, if you like.
Shall I open the window for you?
(**Not:** Will I...?)
- promises
I'll return your book as soon as I've read it.
- suggestions
Shall we try that new Chinese restaurant?
- refusals
No, I won't do your homework for you.
No, I'm not doing your homework for you.
No, I'm not going to do your homework for you.

talking about timetabled future events

The time or date when some things happen is decided in advance, usually by something like a timetable or the calendar. When we want to talk about things like this, we can use the present simple.

Our plane **leaves** at four in the morning.

Our exams **start** on 20th May.

Next year, my parents **celebrate** their 50th wedding anniversary.

Christmas Day **falls** on a Friday this year.

These ideas can often be expressed using either the present continuous (for arrangements), *be going to* (for intentions and predictions) or *will* (for predictions).

Our plane **is leaving** at four in the morning.

Our exams **are going to** start on 20th May.

Next year, my parents **are celebrating** their 50th wedding anniversary.

Christmas Day **will fall** on a Friday this year.

Christmas Day **is going to** fall on a Friday this year.

! BE CAREFUL!

The present simple is also used to talk about the future in clauses after words like *when*, *until*, *if*, *what*, etc, as well as in conditional sentences (see page 158).

I hope we see Mike when we **are** in York.

(**Not:** ... when we **will be** in York.)

I can't call Mary until she **gets** home from school.

If I **go** to university, I'll probably study maths.

Question tags

In sentences with the verb *be* as a main verb, we make question tags using *be*. We usually make the question tag positive if the verb is negative and negative if the verb is positive.

It's warm, **isn't** it?

You're **not** nervous, **are** you?

In sentences with an auxiliary verb, we make question tags using the auxiliary.

You're going to Greg's party, **aren't** you?

You **haven't** forgotten, **have** you?

I'm meeting you tomorrow, **aren't** I?

(**Not:** ..., amn't I?)

Emily **can** play the piano, **can't** she?

When the sentence doesn't have an auxiliary verb, we use the verb *do*.

You **live** in the town centre, **don't** you?

Phil **plays** football on Saturdays, **doesn't** he?

Colin **has** a very big house, **doesn't** he?

We use question tags when we want to ...

- ask someone to agree with us
It's a nice day, **isn't** it?
- check whether something is true
You've been to Paris, Sue, **haven't** you?

When we are asking someone to agree with us, our voice goes down at the end of the sentence. When we are checking whether something is true, our voice goes up at the end.

When we want to express a negative idea using *think*, *suppose*, *believe* or *imagine*, we normally make these verbs negative and not the second verb.

I think I can't come on Saturday. (✗) (not natural)
I don't think I can come on Saturday. (✓)
 (more natural)

Sam says she thinks she doesn't have your book.
 (✗) (not natural)

Sam says she **doesn't think** she has your book. (✓)
 (more natural)

We don't do this with the verb *hope*.

I don't hope we lose the match tomorrow. (✗)

I hope we **don't** lose the match tomorrow. (✓)

6 Past perfect and past perfect continuous

Past perfect:

Positive			Negative			Question		
I You We They He She It	had ('d)	been ... done ... worked ...	I You We They He She It	had not (hadn't)	been ... done ... worked ...	Had	I you we they he she it	been ...? done ...? worked ...?

When we are talking about the past and we want to talk about something earlier in the past, we can use the past perfect.

The past perfect is used to talk about ...

- actions and states before the main time in the past we are interested in
I had heard about Alicia before I met her.
- what somebody said in reported speech
Emma said she had never been to Morocco.
- a hypothetical past in conditional sentences (see page 151)
If I'd known you were coming, I would have bought a cake.
- wishes about the past (page 151)
I wish I had studied harder for the test.

! BE CAREFUL!

The past perfect is used with words and expressions like: *before*, *after*, *when*, *already*, *as soon as*, *It was the first time ...*, etc. A number of verbs form their past participle in an irregular way.

The past perfect can sometimes be used with *before* to talk about an action which didn't happen or wasn't completed in time.

Joel called before I **had finished** my homework.
 (= I **hadn't finished** my homework when Joel called.)

Past perfect continuous:

Positive			Negative			Question		
I You We They He She It	had ('d)	been ... -ing	I You We They He She It	had not (hadn't)	been ... -ing	Had	I you we they he she it	been ... -ing?

The past perfect continuous is used to talk about ...

- longer actions which continued up to the main time in the past we are interested in

I **had been running** so I was out of breath when I got home.

- what somebody said in reported speech

Mrs Collins said she **had been doing** the garden.

The past perfect continuous is often used with words and phrases like *all morning/day/week/etc, just, for, since*, etc. It can often mean that the action was not complete.

! BE CAREFUL!

We don't normally use *ever* or *never* with the past perfect continuous.

I'd never been thinking of doing French until my mum suggested it. (✗)

I'd never thought of doing French until my mum suggested it. (✓)

Some people use the term *past perfect progressive* instead of *past perfect continuous*. They mean the same thing.

Compare the uses of the past perfect continuous with those of the present perfect continuous (see page 139). Often, it is used in the same way, but in the past.

We can often use the past (simple or continuous) instead of the past perfect (simple or continuous), particularly if *after* or *before* make the order of the actions clear:

I ate my lunch after my friend left.

(=I ate my lunch after my friend had left.)

Comparatives and superlatives

When we want to compare two or more things, we can use the comparative and superlative forms of adjectives and adverbs. We use the comparative to compare things or people that are different and separate from each other:

The blue book is **bigger** than all the red ones.

We use the *superlative* to compare one member of a group with the whole group:

This book is the **biggest** one on the shelf.

one-syllable adjectives

- With most one-syllable adjectives, add *-er, -est*.
black – blacker – blackest,
young – younger – youngest

- If the adjective ends in *-e*, add *-r, -st*.
late – later – latest, brave – braver – bravest
- If the adjective has one vowel followed by one consonant, double the final consonant, then add *-er, -est*.
big – bigger – biggest, thin – thinner – thinnest

two-syllable adjectives

- If the adjective ends in *-y*, replace the *-y* with *-ier, -iest*.
happy – happier – happiest, lovely – lovelier – loveliest
- Otherwise, use *more* and *the most* (or *less* and *the least*).
boring – more boring – the most boring

! BE CAREFUL!

With some two-syllable adjectives, there is a choice:
clever – cleverer – cleverest or *clever – more clever – the most clever*. We usually use the forms with *more* and the *most*.

adjectives with three or more syllables

- Use *more* and *the most* (or *less* and *the least*).
interesting – more interesting – the most interesting
- If the adjective is formed from a two-syllable adjective ending in *-y*, then use either *more – the most* or *-ier – -iest*.
unhappy – more unhappy – the most unhappy or
unhappy – unhappier – unhappiest

adverbs

- Use *more* and *the most* (or *less* and *the least*).
quickly – more quickly – the most quickly
(Superlative adverbs like this are not used in English very much.)

A number of adjectives and adverbs, and one or two other words, form the comparative and the superlative in an irregular way:

irregular adjectives

- good – better – best*
- bad – worse – worst*

irregular adverbs

- The adverbs *early, late, fast, hard* and *often* follow the rules for adjectives.
- early – earlier – earliest*
- often – more often – the most often*
- far – farther/further – farthest/furthest*
- badly – worse – worst*

irregular determiners

- *little – less – the least*
- *much/many – more – the most*

With the comparative, we usually use *than*:

Rachel is older **than** all her cousins.

When you want to emphasise the difference, you can use *much*:

My dad is **much** older than yours.

When you want to say that two things are or aren't the same, you can use

as ... as:

My computer is **as fast as** yours.

(= My computer is the same speed as yours.)

My computer isn't **as fast as** yours.

(= My computer is slower.)

! BE CAREFUL!

When we want to talk about the result of something increasing, we can use *the + comparative*, *the + comparative*:

The older my grandfather becomes, **the slower** he gets.

The more you exercise, **the fitter** you become.

7 The passive

We make the passive by using an appropriate form of the verb *to be* and the past participle of the main verb:

This castle **was built** in 1450.

Your papers **will be collected** at the end of the exam.

A good way to think about the passive is to start with an ordinary active sentence:

They **took** the young man to hospital.

This sentence is in the past simple, with 'They' as the subject and 'the young man' as the object. To make it passive, we put the object first, then the verb *to be* in the right tense (here, past simple), then the past participle of 'take':



Notice that the verb 'was' is in the same tense as 'took' in the first sentence (past simple). Also notice that we do not need to say who did the action. When we do want to say who did it, we normally use *by*. We normally only do this when it is important information. For example:

Gunpowder was invented **by the Chinese**.

When we want to say that the action was done using something, such as a tool, we use *with*:

The dead man had been shot **with a pistol**.

We use the passive ...

- when we don't know who does/did something
The bank **has been robbed!**
- when we aren't interested in who does/did something, or it's obvious
A man **was arrested** at the airport as he got off the plane.
- for emphasis

The radio **was invented** by Marconi. (We are mainly interested in the radio, not Marconi.)

Some verbs are not normally used in the passive. They include intransitive verbs (without objects) and verbs such as *have, let, lack, seem, appear, resemble, fit and suit*.

Some verbs can take two objects: a direct object and an indirect object. For example:

Our teacher gave **us some photographs**.

There are two possibilities in the passive. The first is probably more common.

We were given **some photographs**
(by our teacher).

Some photographs were given **to us**
(by our teacher).

Some sentences have a clause as the object.

People think/say/believe **that the economy is in trouble**.

There are two possibilities in the passive. The first is probably more common.

The economy **is thought/said/believed to be** in trouble.

It is thought/said/believed that the economy is in trouble.

Countable and uncountable nouns

There are different kinds of nouns: those we can count (*a book, two books*) and those that we can't count (*information, advice*).

Please pass me those **pencils**, would you?
(countable)

The **news** was a bit of a shock. (uncountable)

Uncountable nouns often refer to collections of things, materials and other things we think of as 'masses' rather than individual objects. You have to be careful because nouns that are countable in your language might be uncountable in English. Here are some common uncountable nouns.

information, advice, luggage, baggage, knowledge, money, news, travel, furniture

We use a singular verb with these nouns.

Your advice **was** really useful.

Some nouns can be countable with one meaning and uncountable with another (*coffee, a coffee*). This often happens when we talk about a material or substance and a thing made out of it.

For example:

Chocolate is made using cocoa beans.
(uncountable, refers to the substance)

Would you like a **chocolate**?
(countable, refers to one from a box of chocolates)

You really should get your **hair** cut.
(uncountable)

There's a **hair** in my soup!
(countable)

We often use different words with countable and

uncountable nouns. Here are some.

Countable nouns: *many, how many, a lot of, lots of, some, a few, few, a number of, a, an, one, two, three, etc, the*

Uncountable nouns: *much, how much, a lot of, lots of, some, a little, little, an amount of, a piece of, the*

! BE CAREFUL!

Use *many* and *much* before a noun in negative statements and in questions. In positive statements (and also in negative statements and questions) use *a lot of, lots of, or a large number/amount of*. (You can use *much* or *many* in positive statements, but it's very formal.)

Few/little and *a few/a little* mean different things.
few (countable nouns)

I have **few** friends. (= not many)

a few (countable nouns)

I have **a few** days off work. (= some)

little (uncountable nouns)

They gave us **little** information. (= not much)

a little (uncountable nouns)

Let me give you **a little** advice. (= some)

The phrase *only a few ...* means 'not many' and *only a little ...* means 'not much'.

Sometimes, you might want to use a countable noun instead of an uncountable noun. With many of them, you can do that by using the phrase *a piece of ..., eg*

Let me give you **a piece of** advice.

There are some uncountable nouns which are plural and which take a plural verb. They do not have a singular form. These include: *jeans, trousers, spectacles, scissors, groceries, etc.*

We need **a new scissors.** (X)

We need **some new scissors.** (✓)

We need **a new pair of scissors.** (✓)

8 Relative clauses

Relative clauses tell us more about people and things.

The man **who started Microsoft®** is now very rich.

relative clauses

Bill Gates, **who started Microsoft®**, is now very rich.

In the first sentence, the relative clause identifies the man we are talking about. It is called a *defining* (or *identifying*) *relative clause*. The sentence does not make complete sense without the relative clause.

The man is now very rich. (Which man? We don't know.)

In the second sentence, the relative clause just gives us extra information. It is called a *non-defining relative clause*. The sentence makes complete sense without it.

Bill Gates is now very rich.

Relative clauses are often introduced by relative pronouns. We use ...

which ➔ for things

Have you got the book **which** I lent you?

who ➔ for people

There's the man **who** stole my bag!

that ➔ for people, things, times and places

This is the bike **that** I got for Christmas.

whose ➔ for possession

Tony, **whose** father is a lawyer, is in trouble with the police.

when ➔ for times

I still remember the moment **when** I saw her for the first time.

where ➔ for places

England, **where** football began, has strong sporting traditions.

why ➔ for reasons

That's the reason **why** he's always late.

whom ➔ for people as the object of the relative clause (in very formal English) and after prepositions

All students **whom** the Head has invited to dinner must reply before 5pm.

That's the man **to whom** I gave the money.

In defining relative clauses, we ...

- don't use commas.

Those are the books **which** I told you about yesterday.

- can use *that* instead of *who* or *which* (*that* is more informal).

Those are the books **that** I told you about yesterday.

- often leave out the relative pronoun when it is the object of the clause.

Those are the books I told you about yesterday.

In non-defining relative clauses, we ...

- separate the relative clause with commas.

Ronald Reagan, **who** was the President of the

United States, is ill.

- can't use *that* as a relative pronoun.

Ronald Reagan, **that** was the President of the United States, is ill. (X)

- can't leave out the relative pronoun.

Ronald Reagan, **was** the President of the United States, **is** ill. (X)

! BE CAREFUL!

When the relative pronoun (*which*, *who*, etc) is the subject of the relative clause, you do **not** need another subject.

That's the girl **who** is going out with John. (✓)

~~That's the girl who she is going out with John.~~ (X)

Which can also be used to refer to the rest of the sentence:

He got an A in his exam, **which** impressed everybody.

(This doesn't mean his exam impressed everybody. It means the fact that he got an A impressed everybody.)

Relative pronouns and prepositions

Where can be replaced by preposition + *which*.

The resort **where** we spent our holiday was very quiet.

(= The resort **in which** we spent our holiday was very quiet.)

Less formally, we can put the preposition at the end of the clause. When the preposition is at the end of the clause, we can also use *that*.

The resort **which** we spent our holiday **in** was very quiet.

The resort **that** we spent our holiday **in** was very quiet.

We can use other prepositions apart from *in*. The one we choose depends on the normal meaning of the preposition.

The school **that/which** my mum went to was very traditional.

The restaurant **at which** we met was closed.

We can do the same thing with *when*.

The day **when** I won the lottery started badly.

(= The day **on which** I won the lottery started badly.)

(= The day **that/which** I won the lottery **on** started badly.)

When we use *where* and *when*, however, we don't need a preposition.

I will always love New York, the city **where** I was born. (✓)

I will always love New York, the city **which/that** I was born **in**. (✓)

I will always love New York, the city **in which** I was born. (✓)

~~I will always love New York, the city **where** I was born **in**.~~ (✗)

9 Conditionals: third

We can't change the past. When we want to **imagine** the past being different, we can talk about it using the third conditional.

hypothetical (unreal) possibility, past

Third conditional: *if ... past perfect ... would have ... past participle*

If I **had known** about the party, I **would have gone**.
(I didn't know about the party. I didn't go.)
We **wouldn't have been** on time if we **hadn't run**.
(We ran. We were on time.)

Instead of **would**, we can also use these other modals.

If I had known about the party, I **might** have gone.
(I'm not sure.)

If we had had enough money last night, we **could** have gone to the cinema. (It would have been possible.)

Wishes and regrets

The tenses we use with **wish** are like the tenses we use in hypothetical conditional sentences (past to talk about the present, past perfect to talk about the past). You can see this because we can use *If only ...* as an emphatic form of *I wish ...*.

Wishes about the present/future: wish + past (simple or continuous) (or past modal)

I wish I **was/were** taller. (If only I **was/were** taller!)

Don't you wish you **knew** more languages?

I wish I **was having** German lessons.

I wish I **could** come with you next week.

Wishes about the past (regrets): wish + past perfect

We wish we **had seen** that film when we had the chance.

I wish I **hadn't told** Hannah all my secrets.

Wishes about other people's behaviour: wish + would

We can use **wish** to talk about things that other people do that annoy or irritate us.

I wish you **wouldn't** speak when I'm speaking.

I wish you **would** stop making that noise.

! BE CAREFUL!

We don't say: *I wish I would ...* (✗)

We only use **wish** to talk about **hypothetical** situations. When we want to talk about **real** possibilities in the past, present or future, we usually use **hope**.

I **hope** we have a good time next Saturday.

I **hope** you enjoyed the party last night.

10 Modals

Modal verbs are auxiliary verbs which express things like possibility, obligation, etc.

Modal verbs ...

- don't change for person or tense.
He **might** go to the cinema tonight.
(Not: He **might**s go to the cinema tonight.)
- don't use **do** in questions.
Can you play the guitar?
(Not: **D**o you **can** play the guitar?)
- are followed by the bare infinitive (without **to**).
I think I **will call** John.
(Not: **I**think **I** **will to** call John.)

- can be made negative using **not** or **-n't**.
You **shouldn't** speak to your mother like that.
(Not: You **don't** **should** speak to your mother like that.)
- don't have an infinitive. You have to use another word or phrase.
I **hope** to **be able to** attend the meeting.
(Not: **H**ope to **can** attend the meeting.)

The modal verbs include *will, would, can, could, may, should, must, might, shall* and *ought to*. We also use the phrase *have (got) to* like a modal, although it changes like an ordinary verb.

He **has** to go to work. (✓)
 He's **got** to go to work. (✓)
 Does he **have** to go to work? (✓)
 Has he **got to** go to work? (✓)
 Does he **have got to** go to work. (✗)

Have got to is generally more informal than *have to*.
expressing ability: can, could

Can you open this jar? It's stuck. (present ability)
 My cousin **can** play 10 different musical instruments. (general ability)
 I **could** walk when I was just six months old. (general ability in the past)
 I wish I **could** play the violin. (hypothetical ability)

! BE CAREFUL!

Like other modal verbs, *can* doesn't have an infinitive, so after other modals and when we need a full infinitive we use *(to) be able to*.

I'll **be able to** get a better job after I finish university.
 I might **be able to** see you tomorrow at six.
 I pretended **to be able to** speak Japanese.

expressing obligation: must, have to

Must is generally used for personal obligation (feelings of the speaker and hearer, etc) and *have (got) to* for external obligation (rules, laws, what other people tell you to do, etc). They are both used to talk about the present, the future and general obligation.

I **must** stop eating so much fast food. (personal obligation)
 You **must** make more of an effort in class. (personal obligation)
 I **have to** be at work at nine tomorrow. (external obligation)
 Do you **have to** wear a uniform at your school? (external obligation)
 Have you **got to** wear a uniform at your school? (external obligation)

! BE CAREFUL!

To talk about the past we use *had to*.

We all **had to** leave the building when the alarm went off.

Like other modal verbs, *must* doesn't have an infinitive, so after other modals and when we need a full infinitive we use *(to) have to*.

If I'm late, I'll **have to** apologise to the boss again.
 I'm sorry to **have to** tell you this, but you've failed the exam.

Mustn't does **not** mean the same as *don't have to*.

You **mustn't** speak while the teacher is speaking.
 (Don't do it.)

You **don't have to** get me a birthday present.
 (It isn't necessary, but you can if you want to.)

Although you can form questions beginning with *must*, it's very unusual and formal.

Must we argue about this all the time?

It's more common to form questions using *have to*.

Do we **have to** argue about this all the time?

asking for and giving permission: can, could, may

We use *can*, *could* and *may* to ask for and give permission now, in the future and generally.

May is more polite than *could* and *can*, and *could* is more polite than *can*.

Can I stay at Anna's this weekend, Mum?

Excuse me. **Could** I borrow your pen for a second?

May I speak to you for a moment, Mr Connors?

When talking about the past, we normally use *could*.

My parents said I **could** go to the party so I started getting ready.

asking for and giving advice: should, ought to

We use **should** and **ought to** to ask for and give advice about now, the future, or generally.

You **should** tell your teacher about your problems.

We **ought** to call if we're going to be late.

Shouldn't we start getting ready for the party?

(for criticising past actions, see page 194)

expressing possibility: may, might, could, can

We use *can* to talk about general possibilities.

In Russia, it **can** be quite hot in the summer.

We use *may*, *might* and *could* to talk about possibilities in the present, the future and generally. We sometimes use *may* to show that something is more likely to happen.

I **may** be a bit late for Friday's lesson.

Peter **might** have the right answer for number 10.

There **could** be some easy questions on the exam.

With non-stative verbs, we often use the continuous infinitive (*be-ing*) to talk about actions happening now or about possible future arrangements:

Ian **may be doing** his homework right now.

Sophia **might be playing** tennis at the moment.

I **could be going** to London this weekend.

(for deductions about past possibility, see page 142)

expressing probability: *should, ought to*

We use *should* and *ought to* to say that something is probably true or will probably happen.

- Mr Davies **should** have the report by now.
(= Mr Davies probably has the report by now.)
- The exam results **ought to** be on the website by now.
(= The exam results are probably on the website by now.)

With non-stative verbs, we often use the continuous infinitive (*be -ing*) to talk about actions happening now or about probable future arrangements.

- They **should/ought to be having** their dinner now.
- Ben **should/ought to be arriving** at about seven o'clock.

expressing certainty: *must, can't*

We use *must* when we are (almost) sure about something now, in the future or generally, often because we have seen some evidence.

11 The causative

I'm **having my hair cut** tomorrow.

We **got our garden done** last week.

William should **have his car cleaned**. It's a mess!

We use the causative when somebody else does something for us. We often use it for things we pay other people to do. Like the passive (see pages 148–149), we use the causative when the person who does the action is unimportant or obvious or for emphasis. We form the causative using ...

- **have** in the right form + object + past participle

We can also use the verb *get* instead of *have*. *Get* is less formal. As with the passive voice, we can use *by* when we want to say who does the action.

You should **have your arm looked at by a doctor**.
with when we want to refer to the tool or equipment.

You look like you've had your hair cut **with a knife and fork!**

! BE CAREFUL!

This structure can also be used to refer to things that other people did/have done to us but which we didn't ask them to do, for example, stealing something of ours.

I've had my bag stolen. (= My bag has been stolen.)

Your father's late. He **must** be stuck in traffic on his way home.

Hi! You **must** be Mrs Johnson.

When we are (almost) sure that something isn't true, often because we have seen some evidence, we use *can't*.

That **can't** be the postman at the door. He's already been today.

With non-stative verbs, we often use the continuous infinitive (*be -ing*) to talk about actions happening now or about probable future arrangements.

- They **must/can't be having** their dinner now.
- Kelly **must/can't be going** to Athens this weekend.

Gradable and ungradable adjectives and adverbs

There are two different kinds of adjective and adverb. Words like *happy, big, angry, slowly, quickly*, etc, are gradable. This means we think of these ideas as a scale.

big very big extremely big incredibly big

Words like *wonderful, impossible, perfect*, etc, are ungradable. We think of these as things you either are, or aren't. In other words you are either perfect or you aren't. We don't think of these ideas as being on a scale.

We use different words with gradable and ungradable adjectives and adverbs.

gradable adjectives and adverbs

James is tall.

In this sentence, we can use words that refer to degree or amount.

	very	
	a little	
	a bit	
	rather	
James is	quite	tall.
	really	
	extremely	
	incredibly	

ungradable adjectives and adverbs

The match was amazing.

In this sentence, we can use words that mean 'completely'.

absolutely

The match was **completely** amazing.

totally

! BE CAREFUL!

Quite with a gradable adjective means 'fairly'.

Quite with an ungradable adjective means 'completely'.

12 Past simple and past continuous

Past simple:

'to be'

Positive			Negative			Question		
I			I			Was	I	
He	was		He	was not (wasn't)			he	
She			She				she	
It		late.	It		late.		it	late?
You			You				you	
We	were		We	were not (weren't)			we	
They			They				they	

regular verbs

Positive			Negative			Question		
I			I			I		
You			You			you		
We			We			we		
They	worked.		They	did not (didn't)	work.	they		
He			He			he		
She			She			she		
It			It			it		

! BE CAREFUL!

A number of verbs form their past tense in an irregular way.

The past simple is used to talk about ...

- single completed actions
I **walked** to school yesterday morning.
- repeated actions which don't happen now
My father **walked** to school every day when he was a boy.
- past states
I **knew** her when we were at primary school.

When we want to emphasise an action or situation in the past, particularly to emphasise that it actually

happened, or that it was different to what someone else thinks, we can use the *emphatic past simple*, with *did*.

'You lived in Oxford, didn't you?'

'No, but I **did stay** there once.'

'I bet you didn't ask Mary to go out.'

'No, you're wrong. I **did ask** her and she said yes.'

(We don't use the *emphatic past simple* with the verb *to be*.)

! BE CAREFUL!

The past simple can also refer to the present in conditional sentences (If I **had** more money, ...) and after certain phrases (It's high time we **left**/I'd rather you **came** at five o'clock). This is called the *unreal past* because it refers to now, not the past (see page 143).

Past continuous:

Positive			Negative			Question		
I He She It	was	working.	I He She It	was not (wasn't)	working.	Was	I he she it	working?
You We They	were		You We They	were not (weren't)		Were	you we they	

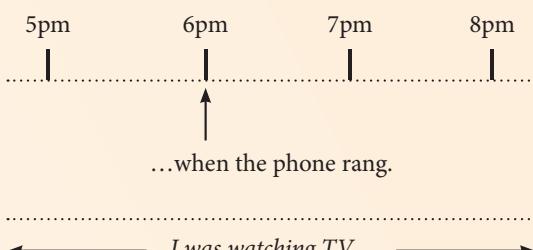
Most uses of the past continuous are like the uses of the present continuous, but in the past.

For example, the past continuous is used to talk about ...

- actions in progress at a point in the past
I was reading a book at 10 o'clock yesterday morning.
- temporary situations in the past
I was staying in a hotel until my flat was ready.
- changing situations in the past
At that time, unemployment **was getting** worse.
- annoying past habits
When I was a child, my parents **were** always **criticising** me.
- arrangements and plans for the future in the past
I was worried on Monday night because we **were having** a test the next day.

The past simple and the past continuous are often used together to show that one action happened (past simple) during the time defined by another action (past continuous). For example, imagine I started watching TV at 5pm and the phone rang at 6pm. I can say:

'I was watching TV when the phone rang.'



Sometimes this means the action in progress is interrupted or stopped.

I was reading when suddenly all the lights **went** out.

! BE CAREFUL!

Some people use the term *past progressive* instead of *past continuous*. They mean the same thing.

Compare the uses of the past continuous with those of the present continuous. Often, it is used in the same way, but in the past.

Would, used to, be used to

Would and *used to* can be used to talk about past habits, especially for the distant past. *Would* can be used like this:

When I was a child, my grandma **would** read to me every night.

Used to can be used in the same way:

When I was a child, my grandma **used to** read to me every night.

The difference between them is that *used to* can be used to talk about **states** in the past, but *would* can't.

I **used to** like tomato soup, but now I hate it. (✓)
I **would** like tomato soup, but now I hate it. (✗)

We don't use *would* or *used to* in the negative or in questions very often. The negative of *would* is *would never* or *would not*. The most common negative form of *used to* is *never used to*.

I **never used to** be very good at languages.

You might also see these negative forms.

I **didn't use to** be very good at languages.
I **used not to** be very good at languages.
(This is quite formal.)

Used to has this question form.

Did you use to live abroad?

Be used to is used to talk about something that is familiar to you, or that isn't strange to you any more. It is followed by a noun or an -ing form.

I didn't like this town at first, but now I **am used to** it.

I'm **used to** studying every day, but I found it hard at first.

Be used to can be used to talk about the past like this:

I found studying every day hard at first because I **wasn't used to it**.

When we want to talk about the process of becoming familiar with something, we use **get used to**.

It's hard at first, but you'll soon **get used to** it.

! BE CAREFUL!

Used to and *be used to* are pronounced differently from the verb *use*.

I **used** an opener to open the bottle. (/ju:zd/)

I **used to** live around here. (/ju:stə/)

I **am used to** working hard. (/æmjus:tə/)

13 Full infinitives (with **to**) and gerund forms after verbs

Some verbs are followed by the full infinitive and some by the gerund. Some verbs can be followed by both, sometimes with a change in meaning. Here are some common verbs that are followed by ...

the infinitive	the gerund	both, with no (or very little) change in meaning
afford, agree, appear, arrange, ask, attempt, be pleased/able, etc, choose, decide, expect, fail, happen, help, hope, intend, learn, manage, offer, plan, prepare, pretend, promise, refuse, seem, tend, want, wish, would like	admit, appreciate, avoid, be capable of, good/bad at, be interested in, can't help, can't stand, consider, delay, fail, happen, help, hope, deny, discuss, dislike, enjoy, feel, like, finish, give up, imagine, involve, look forward to, mention, mind, miss, practise, succeed in, suggest, talk about, think of	begin, continue, hate, intend, love, prefer, start

These verbs mean different things when they are followed by the full infinitive or the gerund.

remember

- have a picture in your mind of a past event
Do you remember **visiting** Germany when you were two?
- do something you are/were planning to do
Did you remember **to call** Diane this morning?

forget

- not be able to remember a past event (usually *I'll never forget ...*)
I'll never forget **meeting** Paula for the first time.
- not do something you are/were planning to do
Oh, I forgot **to ask** Donna about this evening.

try

- do something as an experiment to solve a problem
It's hot in here! Let's try **opening** a window.
- make an effort to achieve something
I've been trying **to open** this jar for 10 minutes!

stop

- stop an activity
I stopped **smoking** 10 years ago.

- pause and do something else in the middle of an activity

I was studying all evening, but I stopped **to have** a snack at seven.

go on

- continue
After the break, our teacher went on **explaining** the grammar to us.
- stop one activity and start a new one
After **explaining** the grammar, our teacher went on **to tell** us what the homework was.

regret

- be sorry about what has happened
You'll regret **speaking** to me like that!
- be sorry about giving somebody bad news
We regret **to inform** you that the flight to Berlin has been cancelled.

like

- enjoy
I'm sure we all like **receiving** presents.
- choose to/be in the habit of/think it is a good idea
I like **to leave** home at seven so that I get to work on time.

! BE CAREFUL!

When we want to use *would like/prefer* for a particular occasion, we use the *full infinitive*.

- I would like going to the cinema this evening. (X)
- I would like to go to the cinema this evening. (✓)
- I would prefer to meet on Saturday, if possible. (✓)

Prefer, would rather, had better

Prefer and *would rather* are both used to express preferences. *Had better* is used for saying what someone should do. Try not to confuse them. We don't say *would better*. They are used like this ...

prefer

- I prefer basketball to football. (generally)
- I prefer playing basketball, rather than football. (generally)
- I prefer playing basketball to (playing) football. (generally)
- I prefer to play basketball, rather than (play) football. (generally, or on this occasion)

I prefer not to play basketball during the week. (generally, or on this occasion)

I would prefer to play basketball this weekend rather than football. (on this occasion)

! BE CAREFUL! We don't normally say *I don't prefer* ...

would rather

- I would rather play basketball than (play) football. (generally, or on this occasion)
- I'd rather not play basketball. (on this occasion)

had better

- You'd better see a doctor.
- You'd better do your homework, rather than sit and watch TV.
- You'd better do your homework, instead of sitting and watching TV.
- You'd better not fail the test.

14 Conditionals: zero, first, second

There are many different kinds of sentence using *if*, and it can be a little confusing. You have to decide whether you're talking about the past, the present or the future. You also have to decide whether you're talking about a real possibility or an unreal possibility (unlikely, impossible or hypothetical).

Real possibility, present and future

Zero conditional: if... present tense ... present tense

This is used to talk about general truths and scientific facts.

- If you **read** a lot, you **learn** lots of vocabulary.
- If you **are making** a cake, you **need** to use fresh eggs.

You can also write all conditional sentences the other way round, with the *if* clause second.

- You **learn** lots of vocabulary if you **read** a lot.
- You **need** to use fresh eggs if you **are making** a cake.

First conditional: if... present tense ... will ... bare infinitive

This is used to talk about real possibilities in the present, in the future, or generally.

If you **read** a lot, you **will learn** lots of vocabulary.

You **will need** a good dictionary if you **are learning** English.

If you **have studied**, you'll **do** well in today's test.

Instead of *will*, we can also use these other modals or the imperative.

- If you are going to the party, you **can** take this cake I made.
- If it's too late, we **should** call them tomorrow.
- I **might/may** take up French if I pass my English exam.
- If you've finished, **do** the next exercise.

! BE CAREFUL!

When we are talking about the future, we use *if* ... present tense, **not if ... will ...**

If you **will see** Tina tomorrow, tell her I'm sorry. (X)

If you **see** Tina tomorrow, tell her I'm sorry. (✓)

We can use *would like* (= want) in first conditional sentences like this.

I **would like** to study French if I pass my English exam.

Unreal possibility, present and future**Second conditional: if ... past tense ... would ... bare infinitive**

This is used to talk about unreal possibilities (things that are unlikely, impossible or hypothetical) in the present and in the future.

If I **won** the lottery, I **would move** to Hawaii.

I'd **get** a new car if I **had** enough money.

If you **weren't having** a lesson now, what **would** you **be doing**?

The use of the past here is called the *unreal past*, because it refers to the present or the future, **not** the past.

Instead of *would*, we can also use these other modals.

If I won the lottery, I **could** leave my job.

I **might** feel happier if I went to another school.

Instead of *If I was* ... we can also say *If I were* ..., especially in formal English.

If I **were** Prime Minister, I would introduce new laws against pollution.

For information on talking about unreal possibilities in the past (third conditional), see page 196.

Unless, in case, as long as**Unless**

Unless means 'except if'. We can use it to replace *if ... not* in some sentences. When it refers to the future, it is followed by the present tense (like *if*).

I'll be there **unless** it rains.

(= I'll be there, except if it rains.)

(= I won't be there if it rains.)

We can't use *unless* to replace *if not* when *if not* doesn't mean *except if*.

If I wasn't ill, I'd play tomorrow. (✓)

(*if not* doesn't mean *except if* here because you are actually ill)

so we **can't** say:

Unless I was ill, I'd play tomorrow. (✗)

in case

In case means 'because it might'. We use it to talk about things we do to prevent an unwanted result. When it refers to the future, it is followed by the present tense (like *if*).

Write down the address **in case** you forget it.

(= Write down the address because you might forget it.)

as long as

As long as means the same as *only if*. When it refers to the future, it is followed by the present tense (like *if*). You can also use *so long as* with the same meaning.

You can borrow my pen, **as/so long as** you give it back to me at the end of the lesson.

(= You can borrow my pen only if you give it back to me at the end of the lesson.)

Vocabulary database

Module 1 Hobbies and qualities			
Spending Time			
afford	/ə'fɔ:(r)d/	жағдайы болу	позволять себе
ambitious	/æm'bɪʃəs/	аттақұмар	честолюбивый
amusing	/ə'mju:zɪŋ/	қызықты	забавный
arrogant	/ə'rɒgənt/	еркекірек	высокомерный
balance	/'ærəgənt/	тепе-тендік	равновесие
ballet	/'bælət/	балет	балет
basketball	/'ba:skət'bɔ:l/	баскетбол	баскетбол
camping	/'kæmpɪŋ/	кемпинг, туристік сапар	кемпинг, турпоход
canoeing	/kə'nuiŋ/	есеке есу	гребля на каноэ
considerate	/kən'sɪdərət/	зейінді	внимательный к другим
crafting	/kra:fɪŋ/	шеберлік, жасап шыгару	мастерство, создание
dwelling	/'dwelɪŋ/	тұратын жер	жилище
fishing	/'fɪʃɪŋ/	балық аулау	рыбная ловля
generous	/'dʒenərəs/	қолы ашық, жомарт	щедрый, великолушный
gymnastics	/dʒɪm'næstɪks/	гимнастика	гимнастика
horse-riding	/hɔ:(r)s'raɪdɪŋ/	аттепен журу	верховая езда
judo	/'dʒu:dəʊ/	дзюдо	дзюдо
karate	/ka'ra:tɪ/	карате	карате
modest	/'mɒdɪst/	салмақты	скромный
optimistic	/,ɒptɪ' stɪstɪk/	оптимистік	оптимистичный
pessimistic	/,pɛsɪ' mɪstɪk/	пессимистік	пессимистичный
piano	/pi'ænəʊ/	фортепиано	фортепиано
pursue	/pʊə(r)'sju:/	куу, айналысу	гнатьсяся, заниматься
rhythm	/'rɪθəm/	ритм	ритм
selfish	/'selfɪʃ/	өзін-өзі жақсы көретін	себялюбивый
sensitive	/'sensɪtɪv/	сезимтал	чувствительный
skiing	/'ski:ɪŋ/	шашты тебу	лыжный спорт
swimming	/'swɪmɪŋ/	жузу	плавание
traditional	/trə'dɪʃn(ə)nəl/	дәстүрлі	традиционный
valuable	/'vælju:bə(r)l/	құнды	ценный
video arcade	/'vɪdiəʊ a:(r)'keɪd/	оýын автоматтар залы	зал игровых автоматов
video game	/'vɪdiəʊ geɪm/	видео оýын	видеогра
volleyball	/'vɒli:bɔ:l/	волейбол	волейбол
weird	/wɪə(r)d/	огаш, сұмдық	странный, жуткий
Module 2 Exercise and sport			
Fighting Fit			
aerobic classes	/eə'əʊbi:kla:sɪz/	аэробикамен айналысу	занятия аэробикой
bearer	/'beəə(r)/	тасуши	носильщик
body building	/'bodi:bɪldɪŋ/	бодибилдинг	бодибилдинг
competitive	/kə'mpetɪtɪv/	бәсекеге бейім	состязательный
equipment	/'kwrɪpmənt/	құрал-жабдық	снаряжение
get fit	/get fɪt/	шымыр болу	становиться подтянутым
gym membership	/dʒɪm'membə(r)ɪp/	жаттығу залының мүшесі	абонемент в тренажёрный зал
impact	/'ɪmpækɪt/	әсер, ықпал ету	влияние, воздействие
in shape	/ɪn ʃeɪp/	спорты дене бітімі	в форме, спортивный
muscle	/'mʌslə(r)/	бұлшықет	мышца
path	/pa:θ/	жол	путь
pursuit	/pə(r)'sju:t/	жолды қуу	гонка преследования
race	/reɪs/	жүгіру, жарыс	бег, гонка
trainer	/'treɪnə(r)/	жаттықтыруши	тренер
triumph	/'traɪmf/	женіс	победа, триумф
work out (verb)	/wɜ:(r)k aut/	жаттығу жасау	тренироваться
workout (noun)	/wɜ:(r)kaut/	жаттығулар	тренировка
Game, Set and Match			
athletics	/æθ'letɪks/	женіл атлетика	лёгкая атлетика, физкультура
badminton	/'bædmɪntən/	бадминтон	бадминтон
club	/klʌb/	култ	клуб
competitor	/kə'mpetɪtə(r)/	бәсекелес	участник соревнований
cricket	/'krɪkɪt/	крикет	крикет
decathlon	/dɪ'kæθlon/	он сатылы жарыс	десятиборье
defeat	/dɪ'fi:t/	женіліс	поражение, проигрыш
facility	/fə'sɪləti/	құрылыш	сооружение

football	/'fʊtbɔ:l/	футбол	футбол
hockey	/'hɒki/	хоккей	хоккей
medal	/'med(ə)l/	медаль	медаль
opponent	/ə'pəʊnənt/	карыллас	соперник
recognition	/,rekəg'nɪʃ(ə)n/	мойындау	признание
referee	/,refɪ'ri:/	тереші	арбитр, рефери
rugby	/'rʌgbɪ/	регби	регби
spectator	/spek'teɪtə(r)/	көрермен	зритель
squash	/skwɔʃ/	сквош	сквош
stamina	/'stæmɪnə/	тәзімділік	выносливость
team	/ti:m/	команда	команда
tennis	/'tenɪs/	теннис	теннис
tournament	/'tuə(r)nəmənt/	жарыс, турнир	соревнование, турнир
trainers	/'treɪnə(r)z/	кроссовки	кроссовки
umpire	/'ʌmpərə(r)/	тереші	арбитр, судья
venue	/'venju:/	өтетін орын	место проведения
victory	/'vɪkt(ə)rɪ/	ұтыс, женіс	победа

Module 3 Earth and our place on it**Our Weather**

abundant	/ə'bʌndənt/	мол	обильный
amateur	/'æmətə(r)/	әуескәй	любитель
barometer	/bə'ɒrmətə(r)/	барометр	барометр
barrier	/'bærɪə(r)/	барьєр	барьєр
blizzard	/'blɪzə(r)d/	боран	метель
clash	/'klæʃ/	қақтығысу	столкновение
clear up	/klɪə(r)ʌp/	ашылу	проясняться
climate	/'klaɪmət/	климат	климат
data	/'deɪtə/	мәлімет	данные
drop	/drɒp/	тамшы, құлау	капля, падение
dust storm	/dʌst stɔ:(r)m/	шанды боран	пыльная буря
flake	/flæk/	қар бүршігі	снежинка, хлопья
flash	/flæʃ/	найзагай	вспышка, молния
forecast	/'fɔ:(r)kɑ:st/	болжам	прогноз
frost	/frɒst/	аяз	мороз, изморозь
gust	/gʌst/	дауыл	шквал
hail	/heɪl/	бұршақ	град
heatwave	/'hi:t,weɪv/	қатты ыстық кезең	период сильной жары
hurricane	/'hʌrɪkən/	ураган	ураган
markedly	/'ma:(r)kɪdli/	байқалатында	заметно
meteorologist	/mi:tɪə'rolo:dʒɪst/	метеоролог	метеоролог
mist	/mɪst/	тұман	туман
nervous	/'nɜ:s:(r)vəs/	қүйелек	беспокоящийся, нервный
puddle	/'pʊd(ə)l/	шалышқ	луга
register	/'redʒɪstrə(r)/	реестр, тізілім	запись, реестр, регистрировать
remain	/rɪ'meɪn/	қалдық	остаток
shower	/'ʃaʊə(r)/	жакуын	ливень
static	/'stætɪk/	статиткалық	статический
upset	/ʌp'set/	екпелеу, ренжу	расстроенный

Protecting the Earth

acid	/'æsɪd/	қышқыл	кислота
application	/,æplɪ'keɪʃ(ə)n/	қосымша, қолдану	приложение, применение
bin	/'bɪn/	қоқыс тастайтын жәшік	контейнер (для мусора)
countryside	/'kʌntri,saɪd/	ауылдық аймақ	сельская местность
deforestation	/di:,fɔ:rɪ'steɪʃ(ə)n/	орманның жойылуы	вырубка леса
drought	/'draʊt/	құрғашылық	засуха
ecosystem	/'i:kəʊsɪstəm/	экожүйе	экосистема
encourage	/'enkjʊə(r)dʒ/	жұмылдыру	приывать, ободрять
endangered	/'en'deɪndʒə(r)/	қауіп тенген	находящийся в опасности
environment	/'en'vernəmənt/	коршаған орта	окружающая среда
extinct	/'ɪk'strɪŋkt/	жойылып кеткен	вымерший
farmland	/'fa:(r)mənd/	өндөлген жер	сельхозугодья
footprint	/'fʊt,prɪnt/	із	зона действия, след
fume	/fju:m/	бұ, булану	дым, испарение
global warming	/'gləub(ə)l 'wo:(r)mɪŋ/	жабаңдық жылыну	глобальное потепление
habitat	/'hæbi:tæt/	мекендеу ортасы	ареал, среда обитания
litter	/'lɪtə(r)/	қоқыс	мусор
pollution	/'pə'lju:ʃ(ə)n/	ластану	выброс, загрязнение
rainforest	/'reɪn,fɔ:rɪst/	тропикалық орман	влажный тропический лес
rational	/'ræʃ(ə)nəl/	оңтайлы	рациональный

recycling	/rɪ: 'sækliŋ/	қайта өндеу	вторичная переработка
rubbish	/'rʌbɪʃ/	қалдық, қоқыс	мусор, отходы
species	/spi:fi:z/	түр	вид
survive	/sə(r)'vaɪv/	тірі қалу	выживать
target	/'ta:(r)gɪt/	нысан	цель
tip	/tɪp/	кеңес, ұшы	совет, кончик
tropical	/'trɒpɪkl(ə)/	тропикалық	тропический
vital	/'vætl(ə)/	маңызыды, өміршен	жизненно важный, жизнеспособный
wastepaper	/wæst(p)erə(r)/	қағаз қалдықтар	бумажные отходы

Module 4 Charities and conflict**Working for Charity**

adolescent	/ædə'lɛs(ə)nt/	жасөспірім	подросток
aid	/eɪd/	көмек	помощь
ambassador	/æm'bæsədə(r)/	елші	посол
campaign	/kæm'peɪn/	кампания	кампания
charity	/'tʃærəti/	қайырымдылық қоры	благотворительность, благотворительное общество
decent	/'di:s(ə)nt/	тұрарлық, лайықты	достойный, порядочный
disaster	/dɪ'sa:stə(r)/	апат	бедствие, ЧП
donation	/dəʊ'nейʃ(ə)n/	қайырымдылық	дар, пожертвование
equity	/ekwəti/	әділтілік	справедливость
favourable	/fev(ə)rəb(ə)/	жағымды	благоприятный, полезный
forefront	/fɔ:(r).frʌnt/	алдаңынша шет	передний край
foundation	/faʊn'deɪʃ(ə)n/	қор	фонд
fundraising	/fʌndreɪzɪŋ/	қаржак жинау	сбор средств
goodwill	/gud'wɪl/	өз еркімен, бедел	добрая воля, репутация
launch	/lɑ:ntʃ/	қосу, бастау	начинать, запускать
non-profit	/nɒn-'prɒft/	пайда алып келмейтін	неприбыльный, некоммерческий
on behalf of	/ɒn bɪ'hæf əv/	атынан	от имени
philanthropy	/fɪ'lænθrəpi/	филантропия	филантропия
raise money	/reɪz 'mʌni/	қаржы жинау	собирать деньги
set up	/set ʌp/	үйімдастыру	налачивать, устраивать
sponsorship	/'spɒnsə(r)ʃɪp/	қаржыландыру	финансирование
UNICEF	/ju:nɪsɛf/	ЮНИСЕФ	ЮНИСЕФ
voluntary work	/'vɒlənt(ə)ri wɜ:(r)k/	ерікті жұмыс	добровольная работа
volunteer	/,vɒlən'trə(r)/	ерікті	волонтер
WWF	/dʌb(ə)ljū:dʌb(ə)ljū-'ef/	Дүниежүзілік Жабайы Табиғат Қоры	Всемирный Фонд Дикой Природы

Module 5 Reading for pleasure**The Reading Curve**

adventure	/əd'ventʃə(r)/	шытырман оқиға	приключение
autobiography	/,ə:təʊbiəgrə'ogrəfi/	автобиография	автобиография
biography	/baɪ'ɒgrəfi/	биография	биография
charge	/tʃɑ:(r)dʒ/	куат	заряд, расход
comic	/'kɒmɪk/	сықақ	комикс
crime (book)	/kraɪm/	детектив	детектив
desperately	/'desp(ə)rət(ə)li/	тайсалмайды	отчаянно
fantasy	/'fæntəsɪ/	фэнтези	воображение, фэнтези
fierce	/'fæntəsɪ/	айбарлы	свирепый, энергичный
genre	/'dʒɔ:nə/	жанр	жанр
historical fiction	/hɪ'stɔ:rɪkl(ə)l ˈfɪkʃ(ə)n/	тарихи роман	исторический роман
literary	/'lɪt(ə)rəri/	әдеби	литературный
lung	/lʌŋ/	әкпе	лёгкое
manuscript	/'mænʃript/	қолжазба	рукопись
non-fiction	/nɒn-'fɪkʃ(ə)n/	фантастикалық емес	документальная литература
novel	/'nɒv(ə)l/	роман	роман
play	/pleɪ/	пьеса	пьеса
poet	/'rəʊət/	ақын	поэт
poetry	/'rəʊətri/	поззия	поззия
publisher	/'pʌblɪʃə(r)/	баспа	издатель, издательство
rush	/rʌʃ/	қарбалас	акиотаж
scandal	/'skændl(ə)l/	жанжал	скандал
science fiction	/'sa:zəns 'fɪkʃ(ə)n/	ғылыми фантастика	научная фантастика
search	/sɜ:(r)ʃ/	іздеу	поиск
short story	/ʃɔ:(r)t stɔ:ri/	әңгіме	рассказ
sorrow	/'sɔ:rəu/	мұнды	скорбь
morrow	/'mɔ:rəu/	таң	утро
sparkle	/'spa:(r)k(ə)l/	ширақтық	живость, искорка
suspect	/sə' spekt/	кудікті	подозреваемый, подозревать

thriller	/θrɪlə(r)/	триллер	триллер
writer	/raɪtə(r)/	жазушы	писатель
Module 6 Traditions and language			
Traditions around the World			
ancestor	/'ænsestə(r)/	ата-баба	предок
assistance	/ə'sɪst(ə)ns/	көмек	помощь
custom	/'kʌstəm/	дәстүр	обычай
emulate	/'emjʊleɪt/	ұқсасу тұрысу	подражать, соревноваться
entitled	/ɪn'taɪt(ə)ld/	аталған	правомочный
folklore	/fəʊlk,lo:r(r)/	фольклор	фольклор
habit	/'haebtɪ/	әдет	привычка
heritage	/'herɪtɪdʒ/	мұра	наследие
individual	/,ɪndɪ'veɪdʒuəl/	жеке тұлға	личность
legend	/'ledʒ(e)n(d)/	аңыз	легенда
legitimise	/lɪ'dʒɪtɪmaɪz/	зандастыру	указонивать
mind	/maɪnd/	сана	душа, разум
mutual	/'mjū:tʃuəl/	ортак	взаимный
originator	/ə'gɪnɪə,neɪtə(r)/	көзі, тубі	источник, создатель
partake	/pɑ:(r)'teɪk/	катьсу	принимать участие
principle	/'prɪncɪpəl/	қагида	норма, принцип
prominent	/'prɒmɪnənt/	кернекті	выдающийся
ritual	/'rɪtjuəl/	салт	ритуал
spiritual	/'spɪritʃuəl/	рухты	духовный
Language and Communication			
accent	/'ækst(ə)nt/	акцент	произношение, ударение
address	/ə'dres/	мекенжай	адрес, обращение
breakdown	/'breɪkdaʊn/	қирау, қулау	анализ, распад
communication	/kə'mju:nɪkейʃn/	байланыс	коммуникация, общение
cyber	/saɪbə(r)/	виртуалды	виртуальный, сетевой
dialect	/'daɪəlekt/	диалект	диалект
emphasise	/'emfəsəɪz/	баса айту	акцентировать, подчёркивать
facilitate	/feɪ'sɪlɪteɪt/	жөнгілдешту	облегчать, содействовать
gesture	/'dʒestʃə(r)/	ым, мимика	жест, мимика
idiom	/'ɪdiəm/	идиома	идиома, диалект, язык
language	/'læŋgwɪdʒ/	тіл	язык
lingua franca	/,lɪŋgwə 'frænʃə_	лингва франка	лингва франка, общий язык
linguist	/'lɪŋgwɪst/	лингвист	лингвист, языковед
message	/'mesɪdʒ/	хабарлама	взгляды, сообщение
mother tongue	/'mʌðə(r) tʌŋ/	ана тілі	родной язык
proverb	/'prəʊvəz(r)bə_	мақап	пословица
render	/'rendə(r)/	жеткізу	отображать, приводить
script	/skrɪpt/	сценарий	сценарий
slang	/slæŋ/	жаргон, сленг	жаргон, сленг
trend	/trend/	тенденция, үрдіс	направление, тенденция
Module 7 Music and film			
Enjoying Music			
anthem	/'ænθəm/	әнұран	гимн
audition	/ɔ:.'dʒɪʃn/	тыңдалым	проба, прослушивание
chart	/tʃɑ:(r)t/	хит-парад	хит-парад
contemporary	/kən'tempərə(r)i/	осы заманғы	современный
critic	/'krɪtɪk/	сыншы	критик
digitise	/'dɪdʒɪtaɪz/	цифреу	оцифровывать
familiarise	/fə'milɪəraɪz/	таныстыру	ознакамиливать, сделать хорошо известным
folk music	/fəʊk 'mju:zik/	дәстүрлі музыка	народная музыка
gig	/gɪg/	музыкалық көрсетілім	музыкальное выступление
hardcore	/'ha:(r)d.ko:(r)/	негізгі болім	основная часть
mainstream	/'meɪnstrɪ:m/	жалпы, негізгі ағым	массовый, основное направление
masterpiece	/'ma:stə(r),pi:s/	үздік туынды	шедевр
perform	/pə(r)'fɔ:(r)m/	көрсету	исполнять
performance	/pə(r)'fɔ:(r)məns/	көрсетілім	выступление, исполнение, постановка
rare	/reə(r)/	сирек	редкий
record	/'rekɔ:(r)d/	жазба	запись, фонограмма
rehearsal	/rɪ'hɜ:z(r)s(e)l/	дайындық	проба, репетиция
release	/rɪ'lɪ:s/	шығарылым	выпуск, публикация
sound track	/'saʊn(d).træk/	саундтрэк	саундтрек, фонограмма
stage	/steɪdʒ/	сахна, алан, кезең	площадка, сцена, стадия

Art and Film

abstract	/'æbstrækət/	абстрактны	абстрактный
art gallery	/ɑ:t ˈgæləri/	көркемендер галереясы	художественная галерея
cameraman	/'kæm(ə)rə,mæn/	оператор	оператор
cast	/ka:st/	орындаушылар құрамы	действующие лица, состав исполнителей
charisma	/kə'ɪtzmə/	харизма, әсерлілік	гениальность, обаяние, харизма
colourful	/'kʌlə(r)fʊl/	турлі түсті	коловитный, красочный
commercial	/kə'mɜ:nɪəl/	жарнама, сауда	коммерческий, реклама
creative	/kri'etɪv/	шығармашылық	творческий
director	/də'rektə(r)/	режиссер	режиссёр
dubbing	/dʌbɪŋ/	дубляж, дыбыстау	дубляж, озвучивание
genius	/'dʒi:nɪəs/	данышпан	гений
host	/həʊst/	бәйдарламаны жүргізуші	ведущий программы
image	/'ɪmɪdʒ/	бейне	имидж, образ
outline	/aʊtləɪn/	қысқаша мазмұны	контура, краткое содержание, набросок
portrait	/'po:(r)tret/	портрет	портрет
post-production	/pəʊst prə'dʌkʃn/	пост-продакшн	монтажный период, пост-продакшн
screenwriter	/skrɪ:n,rætə(r)/	сценарист	сценарист
script	/skrɪpt/	сценарий	сценарий
sketch	/sketʃ/	скетч, қойылым	скетч, сценка, эскиз
stuntman	/stʌntmæn/	дублёр, каскадёр	дублёр, каскадёр
subtitle	/'sʌb,tætit(ə)l/	субтитр	субтитр
talent	/'tælənt/	талап	талант
troupe	/tru:p/	труппа	труппа
work of art	/wɜ:k(r)k ə(r)t/	өнер туындысы	произведение искусства

Module 8 Travel and tourism**The Open Road**

airline	/eə(r),laɪn/	әуе компания	авиакомпания, авиалиния
birdwatching	/'bɜ:d ,wɒtʃɪŋ/	құстарға қарау	наблюдение за птицами
cabin	/'kæbɪn/	кабина	домик, кабина, коттедж
cart	/ka:(r)t/	арбаша	тележка
coach	/koʊtʃ/	автобус, жаттықтыруши	автобус, вагон, инструктор
diversity	/daɪ'veɪzɪ(r)səti/	әртүрлілік	разнообразие, этнокультурные различия
ecotourism	/'i:kəʊ,tʊərɪz(m)ə/	экотуризм	экотуризм
fare	/feə(r)/	жолақы	плата за проезд, пассажир
ferry	/'ferɪ/	паром	паром
get on	/get ən/	отыру	садиться
get off	/get əf/	шығу	сходить
helicopter	/'hɛlɪ,kɔ:pə(r)/	вертолёт	вертолёт
hovercraft	/'həʊvə(r).kræft/	ауа көшпігі бар транспорт	транспорт на воздушной подушке
hydrofoil	/haɪdrəʊ,fɔɪl/	су асты қанаттары бар кеме	судно на подводных крыльях
motorbike	/'məʊtə(r).baɪk/	мопед, мотоцикл	мопед, мотоцикл
peculiarity	/pɪ'kjuliərɪt̬i/	ерекшелік	особенность, странность
pedal	/'ped(e)l/	педаль	педаль
platform	/plæt,fɔ:(r)m/	платформа	платформа, перрон, площадка
recreation	/rekri'eɪʃn/	демалыс, көніл көтеру	отдых, развлечение
rowing boat	/'rəʊɪŋ bəʊt/	желкенді қайық	гребная лодка
taxi rank	/tæksi ræŋk/	такси тұрагы	стоянка такси
terminal	/tɜ:mɪnəl(ə)l/	соңғы станция	аэропорт, терминал, вокзал, конечная станция
track	/træk/	маршрут, жол, бағдар	маршрут, след, трек, тропа
trail	/trےɪl/	маршрут, із, трасса	маршрут, путь, след, трасса
train	/treɪn/	поезд	поезд
trolleybus	/'trɔli,bʌs/	троллейбус	троллейбус
underground	/'ʌndə(r).graund/	жер асты метро	метро, подземный
vehicle	/vi:tɪkl(ə)l/	автокөлік, транспорт	автомобиль, транспортное средство

Dream Holiday

abroad	/ə'b्रə:d/	шетелдік	заграничный
adventure	/əd'ventʃə(r)/	шытырман оқиға	приключение
arrive	/ə'rɪv/	оралу	прибывать
base camp	/beɪs kæmp/	лагерь	базовый лагерь
brochure	/'brʊʃə(r)/	брошюра	брошюра, рекламный проспект
check in	/tʃek ɪn/	тіркелу	регистрироваться
customs	/'kʌstəmz/	кеден	таможня
departure lounge	/dɪ'pa:(r)lɪfə(r) laundʒ/	ұшып кету залы	зал ожидания
destination	/destɪ'nейʃn/	белгіленген пункт	назначение, пункт назначения
direction	/dɪ'rekʃn/	баят	направление, указание
go through	/gəu θru:/	өтү	выполнять, проходить
holiday rep	/holɪdeɪ rep/	туристік агент	туристический агент

jet lag	/dʒet læg/	уақыт ауысымы синдромы	джетлаг, синдром смены часового пояса
modernity	/mɒdə'nɪti/	заманауи	современность
pace	/peɪs/	ара-қашақтық	дистанция, скорость, шаг
pack	/pæk/	қаптау	упаковывать
package holiday	/'pækɪdʒ 'holɪdeɪ/	кешенді демалыс	комплексное турне
progress	/'prəʊgrɛs/	прогресс	прогресс
resort	/rɪ'zɔ:(r)t/	шилпажай	курорт
ridge	/rɪdʒ/	таулы үстірт	гребень горы, горный хребет
route	/ru:t/	жол	маршрут, путь
self-catering	/self 'keɪtərɪŋ/	өзіне-өзі қызмет ету	самообслуживание
souvenir	/,su:və'niə(r)/	сувенир	сувенир
spectacular	/spɛk'tækjʊlə(r)/	әсерлі	захватывающий, эффектный
step	/stɛp/	қадам	ступень, шаг
stopover	/'stɒpəvə(r)/	аялдама, транзиттік билет	остановка в пути, транзитный билет
travel agent	/'trævəl eɪdʒənt/	туристтік агент	туристический агент

Module 9 Science and technology**Lab Report**

cable	/'keɪb(ə)l/	кабель	кабель
cut	/kʌt/	кысқару	сокращение,рез
CD-ROM	/,sɪ: 'di: rɒm/	компакт-диск	компакт-диск
decrease	/di: 'kri:s/	төмөндеу	падать, уменьшать
development	/dɪ'veləpmənt/	даму	развитие, разработка
device	/dɪ'veɪs/	құрылғы	компонент, устройство
digital	/'dɪdʒɪtl(ə)l/	цифрлы	цифровой
discovery	/dɪ'skʌvə(r)i/	ашу	открытие
DVD-ROM	/,di: vi: 'di: rɒm/	цифровы диск	цифровой видеодиск
efficient	/'efɪʃ(ə)nt/	тиимді	действенный, эффективный
experiment	/ɪk'spərɪmənt/	сынақ	эксперимент
external hard drive	/ɪk'stɜ:(r)n(ə)l ha:(r)d draɪv/	сыртық қатыл диск	внешний жёсткий диск
function	/'fʌnkj(ə)n/	қызмет	функция
handy	/'ha:ndi/	ынғаллы, қолайлы	удобный, портативный
impetus	/'ɪmpɪtəs/	ынталандыру	импульс, стимул, ускорение
improve	/ɪm'pru:v/	жоғарлату	улучшать
invention	/ɪn'venʃ(ə)n/	жаңалық ашу	изобретение
key	/ki:/	кілт, түйіме, негізі	клавиша, ключ, кнопка
keyboard	/'ki:b, bɔ:(r)d/	клавиатура	клавиатура
laboratory (lab)	/le'bɔ:rət(ə)rɪ/	зертхана	лаборатория
launch	/lə:nç/	косу, бастау	запуск, начало
memory stick	/'mem(ə)ri stɪk/	флэш-карта	флеш-карта
monitor	/'monɪtə(r)/	дисплей, монитор	дисплей, монитор
mouse	/maʊs/	тінтуір	мышь
printer	/'prɪntə(r)/	принтер	принтер
quality	/'kwɒləti/	сана	качество
reasonably-priced	/'ri:z(ə)nəblɪ prɔ:sɪt/	қымбат емес	недорогой
research	/rɪ'sɜ:(r)ʃ/	зарттеу	исследование
science	/'saɪəns/	ғылым	наука
screen	/skri:n/	экран	экран
software	/'sɒf(t), weə(r)/	бағдарламалық қамтамасыз ету	программное обеспечение
technology	/tek'nɒlədʒi/	технология	технология
theory	/'θeəri/	теория	теория
undoubtedly	/ʌn'daʊtɪdlɪ/	күмәнсіз, сәзсіз	несомненно
USB port	/ju: es 'bi: po:(r)t/	USB-порт	USB-порт



Term 1 Project: Your school's book of records



1 Ideas

Write a list of different fun activities.

Use the pictures to help you.

Which activities would be popular with students at your school?

Which are easy to organise? Which are safe?

2 Group work

Which ideas does everyone in the group like? Why?

Which ideas would be the best for your school?

Which would be the easiest to organise?

Which could have a 'school' record?

4 Check

Swap your writing with a partner and check punctuation, spelling, word order and interesting vocabulary.

5 Visuals

Find photos or draw pictures of your activity.

3 Write

Each person in the group chooses one activity to research. Is there a world record in your activity? Write about your idea. Remember to describe the activity, how people can participate and where and when it will take place.

6 Display

Make a poster or choose another way of displaying your work, such as a presentation. Include your text, photos and artwork. Show your project to the class.



Term 2 Project: My technology world



1 Ideas

What technology or gadgets do you have?
When did you get your gadgets?

Did you buy them or were they presents? Why do you like them? Which is your favourite? Why?

2 Group work

Which gadgets does everyone in the group like? Why?
Which gadgets are useful? Which gadgets are cool?
Which gadgets do people dislike? Why?

3 Write

Each person in the group chooses a different gadget to write about. Remember to describe what the gadget is like, what you use it for and when you got it.

4 Check

Swap your writing with a partner and check grammar, punctuation, spelling, word order and use of vocabulary.

6 Display

As a group, make a poster or choose another way of displaying your work, such as a presentation. Include your text, photos and artwork.
Show your project to the class.

4 Check

Swap your writing with a partner and check grammar, punctuation, spelling, word order and use of vocabulary.

5 Visuals

Take photos or draw your gadget.



Term 3 Project: Form a band!



1 Ideas

What type of band do you want to invent: pop, jazz, rock? Why?

2 Group work

What's your band's name? Who are the members? What instruments can they play? What's their CD called? What's their hit song called?

4 Check

Swap your writing with a partner and check grammar, punctuation, spelling, word order and use of vocabulary.

3 Write

Write a press release about your favourite band. Include recent news, tour dates and news about a new CD.

5 Visuals

Take photos or draw pictures of your band. Design an album cover.

6 Display

As a group, make a poster or choose another way of displaying your work, such as a presentation. Include your text, photos and artwork. Show your project to the class.



Term 4 Project: The solar system



1 Ideas

Think about the solar system. How many planets are there? What are their names?

2 Group work

What do you know about our solar system? What would you like to know? Discuss and write notes on:

- the planets • the Sun • moons and other objects
- space exploration

3 Write

Write a short text about the solar system, using your notes.

4 Check

Read your text and check it for:

- time expressions • correct adjective word order
- also and too

5 Visuals

Find or draw pictures of the planets in the solar system.

6 Display

Make a poster. Include your texts and pictures. Show your project to the class.

Notes

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