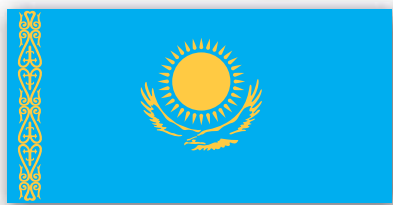


OXFORD
UNIVERSITY PRESS

Ben Wetz

James Styring • Nicholas Tims

English



Plus



Grade 7 Student's Book

UNIT	VOCABULARY	LANGUAGE FOCUS
Starter unit Family and school	p4 Family <i>mother, father, sister, etc.</i> Key phrases: Asking about families	p5 <i>be</i> + subject pronouns Possessive 's

UNIT	VOCABULARY	READING	LANGUAGE FOCUS	VOCABULARY AND LISTENING
1 Communication and technology	p8 Everyday objects <i>bag, bus pass, clothes, etc.</i>	p10 People's possessions Build your vocabulary: <i>supposed to, allowed to, etc.</i> Study strategy: Scanning	p11 Present simple: affirmative and negative	p12 Free-time activities <i>watch TV, listen to music, meet friends, etc.</i> Language point: Adverbs of frequency p16 My country: <i>email, tablet, message, etc.</i>

Review: Unit 1 p20 Project: Collection for the future p21

2 Holidays and travel	p22 At home <i>table, chair, sofa, cupboard, etc.</i> Key phrases: Finding things	p24 Seeing stars Build your vocabulary: <i>view, modern, traditional, etc.</i>	p25 Present continuous: affirmative and negative Study strategy: Finding spelling rules	p26 Housework <i>make breakfast / lunch / dinner, take out the rubbish, etc.</i>
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Review: Unit 2 p34 Cumulative review: Starter unit–Unit 2 p35

3 Clothes and fashion	p36 Adjectives: feelings and events <i>cute, nervous, lucky, etc.</i> p44 My country: order of adjectives	p38 Remember this! Build your vocabulary: <i>memorized, remember, from memory, etc.</i>	p39 <i>was, were</i> p44 My country: the infinitive	p40 Milestones <i>become a professional, have a child, etc.</i> p44 My country: <i>dress, trousers, hat, etc.</i>
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Review: Unit 3 p48 Project: Family history poster p49

4 Space and Earth	p50 Prepositions: movement <i>across, around, down, etc.</i> Key phrases: Making and responding to suggestions	p52 Daredevils Build your vocabulary: <i>daredevil, brave, etc.</i> p58 My country: <i>star, planet, moon, etc.</i>	p53 Past continuous: affirmative and negative Study strategy: Using the rules boxes	p54 Geographical features <i>desert, falls, forest, etc.</i>
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Review: Unit 4 p62 Cumulative review: Starter unit–Unit 4 p63

5 Entertainment and media	p64 Skills and people <i>paint, painter, compose, composer, etc.</i> Study strategy: Learning words in groups Key phrases: Expressing knowledge p72 My country: <i>drama, fantasy, musical, etc.</i>	p66 Whizz-kids Build your vocabulary: <i>break a record, take an exam, etc.</i>	p67 Ability: <i>can</i> and <i>could</i> Questions with <i>How ... ?</i>	p68 Adjectives: qualities <i>artistic, aggressive, common, etc.</i> p72 My country: adjectives ending in <i>-ed</i> and <i>-ing</i>
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Review: Unit 5 p76 Project: Celebrity quiz p77

6 Hobbies and leisure	p78 Time and numbers <i>a millennium, a century, etc.</i>	p80 Superstitions Build your vocabulary: <i>lucky, fear, superstitious, etc.</i>	p81 <i>will, won't</i> Key phrases: Making predictions Study strategy: Speaking clearly	p82 Adjectives: characteristics <i>helpful, easy-going, impatient, etc.</i> p86 My country: <i>cooking, shopping, fishing, etc.</i> ; questions with <i>whose</i> ; <i>need</i> ; <i>too</i> and <i>enough</i>
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Review: Unit 6 p90 Cumulative review: Starter unit–Unit 6 p91

7 Healthy habits	p92 People in sport <i>captain, champion, finalist, etc.</i> Language point: Imperatives p100 My country: tag questions	p94 Women in sports Build your vocabulary: <i>competed, have a go at, support, etc.</i>	p95 <i>be going to</i> <i>will</i> and <i>be going to</i> Study strategy: Remembering grammar p100 My country: <i>will</i> for offers and promises	p96 Compound nouns: sports <i>tennis tournament, athletics stadium, etc.</i> p100 My country: <i>health, lifestyle, habit, etc.</i>
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Review: Unit 7 p104 Project: Proposal p105

8 Natural disasters	p106 Feelings <i>enthusiastic about, bad at, fond of, etc.</i> Language point: Modifiers	p108 Arachnophobia Build your vocabulary: <i>ridiculous, weird, unpleasant, etc.</i>	p109 Present perfect: affirmative and negative Study strategy: Checking and learning past participles	p110 Injuries <i>cut, cut, a cut, burn, burnt, a burn, etc.</i>
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Review: Unit 8 p118 Cumulative review: Starter unit–Unit 8 p119

9 Reading for Pleasure	p120 Using key vocabulary to retell a story plot	p120 Sherlock Holmes: The Blue Diamond p122 The Lost World p124 The Last of the Mohicans	p120 Understanding plot p122 Analysing characters p124 Background context	p122 Adjectives to describe characters p121 Solving a crime
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VOCABULARY		LANGUAGE FOCUS	
p6 School <i>class, exam, book, etc.</i> Key phrases: Talking about schoolwork		p7 <i>have got</i> <i>there is, there are</i>	
LANGUAGE FOCUS	SPEAKING	WRITING	CREATIVITY AND SKILLS
p13 Present simple: questions p16 My country: <i>much, many, a few, etc.</i>	p14 Asking for and giving opinions Key phrases: Asking for and giving opinions	p15 An internet profile Key phrases: Expressing likes and dislikes Language point: Capital letters and punctuation	p16 My country: Communication and technology p17 Communication: Joining a club p18 CLIL: Technology: Advertising p19 Vocabulary puzzles: Everyday objects; Free-time activities
p27 Present continuous: questions Present simple and present continuous p30 My country: indirect speech; <i>say and tell</i>	p28 Making compromises Key phrases: Making requests and compromises	p29 A perfect place to live Key phrases: Describing a place Language point: <i>and, but, because</i>	p30 My country: Holidays and travel p31 Communication: Finding things p32 CLIL: Reading for pleasure: Poetry p33 Vocabulary puzzles: At home; Housework
p41 Past simple Study strategy: Learning irregular verbs	p42 Your weekend Key phrases: Talking about an experience Language point: Time expressions and <i>ago</i>	p43 A past event Key phrases: Linking events Language point: <i>there was, there were</i>	p44 My country: Clothes and fashion p45 Communication: An event in the past p46 CLIL: Reading for pleasure: Folk stories p47 Vocabulary puzzles: Adjectives: feelings and events; Milestones
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p69 Comparative and superlative adjectives	p70 Choosing a present Key phrases: Choosing a present Language point: <i>should and must</i>	p71 Biographies Key phrases: Writing a biography p72 My country: <i>who, which and where</i>	p72 My country: Entertainment and media p73 Communication: Buying tickets p74 CLIL: Natural science: Adapting to the environment p75 Vocabulary puzzles: Skills and people; Adjectives: qualities
p83 First conditional	p84 A future survey Key phrases: Asking for and giving opinions Language point: Expressing probability p86 My country: pronouns	p85 A report on a survey Key phrases: Expressing quantity Language point: <i>nobody and everybody</i>	p86 My country: Hobbies and leisure p87 Communication: Can I take a message? p88 CLIL: Maths: Statistics and charts p89 Vocabulary puzzles: Time and numbers; Adjectives: characteristics
p97 <i>be going to:</i> questions Present continuous for future arrangements	p98 Making plans and arrangements Key phrases: Making plans Language point: Indefinite pronouns	p99 A formal letter Key phrases: Writing formal letters Language point: Layout and language in a formal letter	p100 My country: Healthy habits p101 Communication: Talking about scores p102 CLIL: Maths: Average speed p103 Vocabulary puzzles: People in sport; Compound nouns: sports
p111 Present perfect: questions Key phrases: Reacting p114 My country: <i>for and since</i>	p112 Helping with problems Key phrases: Helping someone	p113 Emails Key phrases: Writing emails Language point: <i>so and because</i>	p114 My country: Reading for pleasure p115 Communication: Phoning a medical helpline p116 CLIL: Reading for pleasure: Stories p117 Vocabulary puzzles: Feelings; Injuries
p123 Matching quotations with characters	p123 Discussing a travel adventure	p123 Writing an imaginary discovery story	p126 CLIL: Understanding a different culture: The Ojibwa Tribe

Family and school

1 1.02 Check the meaning of words 1–14. Then match words 1–8 with the words in the box. Listen and check.

brother father grandfather grandson
husband nephew son uncle

- | | | |
|-----------------|---------------|----------------|
| 1 mother | <i>father</i> | 8 niece |
| 2 sister | | 9 cousin |
| 3 aunt | | 10 child |
| 4 grandmother | | 11 parent |
| 5 wife | | 12 grandparent |
| 6 daughter | | 13 partner |
| 7 granddaughter | | 14 twin |

2 Look at the pictures and choose the correct words.



This is Brad Pitt and partner / husband Angelina Jolie with their ¹nieces / children. Their three ²twins / sons are Maddox, Pax and Knox. Their ³daughters / cousins are Zahara, Shiloh and Vivienne.



William and Harry are ⁴brothers / cousins. Their ⁵grandmother / aunt is the Queen of England.

- 3 Choose the odd word out in each group.
- 1 father uncle grandmother grandson
 - 2 nephew wife sister aunt
 - 3 husband mother father daughter

4 **ACTIVATE** Work in pairs. Ask and answer questions about your families using the key phrases.

KEY PHRASES Asking about families

Have you got any brothers and sisters?
What's your father's name?
Have you got a favourite uncle or aunt?
Where's your mother from?
How old is your grandfather?

Have you got any brothers?

Yes, I have.



Bart Simpson has got two ⁶sisters / fathers, Lisa and Maggie. Marge is their ⁷daughter / mother, and her ⁸husband's / wife's name is Homer.

be + subject pronouns

1 Complete the table using the correct form of *be*.

Affirmative
She's happy today.
Negative
She ¹ ___ happy today.
Question
² ___ she happy today?

2 Complete the sentences using the affirmative form of *be*. Then write the negative and question forms.

- You ___ in my class.
- It ___ a nice day.
- I ___ fourteen years old.
- Your cousins ___ in Russia.
- We ___ partners.

More practice ⇌ Workbook page 5

3 Complete the sentences using the correct form of *be* and subject pronouns.

Kaisar and Elmira aren't here. *They're* in a different class.

- No, ___ sixteen. I'm fourteen.
- ___ your sister? No, she isn't.
- What time ___? It's five past three.
- This is my uncle. ___ a teacher.
- ___ from Zhanaozen? Yes, they are.
- My parents are happy with my brother and me because ___ good at school.

4 Write questions using *be* and the words in the boxes. Then ask and answer with a partner.

you your teacher your grandparents
your best friend your mother or father

from here? strict? good at English?
nice? interested in music?
in this class? (a) football fan(s)?

Is your teacher from here?

Yes, he is.

Possessive 's

5 Translate the sentences. When do we use 's and when do we use the apostrophe (')?



- My cousins' flat is on the fifth floor.
- Dinmukhamed's father is in China.
- Where are Iskander and Lena's books?

More practice ⇌ Workbook page 5

6 Write sentences using possessive 's.

This is (my uncle / car).

This is my uncle's car.

- I like (Saltanat / hair).
- Is that (Birzhan and Saule / mother)?
- It's my (grandmother / birthday).
- My (parents / car) isn't here.
- What are (your friends / names)?

7 **ACTIVATE** Find out more about people in the class. Match 1–8 with a–h to make questions. Then ask and answer the questions.

- | | |
|-------------------|------------------------|
| 1 How old ... | a your parents' names? |
| 2 Where ... | b are you? |
| 3 Who's your ... | c you today? |
| 4 When's ... | d the next class? |
| 5 What time's ... | e phone number? |
| 6 What are ... | f favourite singer? |
| 7 How are ... | g your birthday? |
| 8 What's your ... | h are you from? |

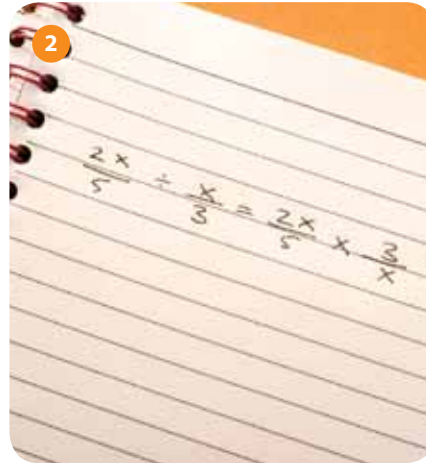
How old are you?

I'm fourteen.

Finished?

Write a short paragraph about you.

My name's Sherkan and I'm fourteen years old ...



1 Write combinations of nouns for pictures 1–6 using the words in the box. You can use the words more than once.

geography class science exam
 maths book ICT* teacher Russian
 homework history notes music
 exercise English laboratory PE* room

*ICT = Information and Communication Technology
 PE = Physical Education

1 science laboratory

2 Choose the correct words.

- 1 This geography exercise / laboratory is easy.
- 2 I've got a list of verbs in my English / history notes.
- 3 She's in the music exercise / room.
- 4 I haven't got my maths homework / room.
- 5 We've got a big gymnasium for PE / geography classes.
- 6 My French teacher / exam has got a good accent.
- 7 It's on page twelve of your science exercise / book.

3 **ACTIVATE** Study the key phrases. Then ask and answer questions about schoolwork with a partner. Change the words in blue.

KEY PHRASES  Talking about schoolwork

- Have we got maths homework today?
- When's the geography exam?
- Can I look at your history notes?
- Who's your ICT teacher?
- What time's the next English class?

Have we got science homework today?

Yes, we have.

have got

1 Complete the tables using the correct form of *have got*.

Affirmative	
I've / You've got	geography today.
He's / She's / It's got	a strict teacher.
We've / They ¹ got	French homework.

Negative	
I / You haven't got	geography today.
He / She / It ² got	a strict teacher.
We / They ³ got	French homework.

Questions	
Have I / Have you got	geography today?
Has he / Has she / Has it got	a strict teacher?
Have we / ⁴ they got	French homework?

More practice ⇌ Workbook page 7

2 Order the words to make sentences.

haven't / a / maths book / good / we / got
We haven't got a good maths book.

- 1 my sister / classes / history / got / hasn't
- 2 our / books / the teacher / has / got / ?
- 3 what / for / got / we / have / exercises / homework / ?
- 4 got / our school / has / a good science laboratory
- 5 ICT / notes / I / got / haven't / your

3 Write eight questions using *have got* and the words in boxes A–C. Then ask and answer with a partner.

A you our school your friends
 your teacher this English book

B good interesting strict difficult
 neat nice

C classes? writing? teachers? notes?
 exercises? topics? rooms?

Have you got neat writing?

Yes, I have.

there is, there are

4 Complete the table with the words in the box. There are two words that you do not need. When do we use *any*?

are are is is isn't 's

Affirmative	
Singular	There's an exam on Friday.
Plural	There ¹ three people here.

Negative	
Singular	There ² an exam on Friday.
Plural	There aren't any people here.

Questions	
Singular	³ there an exam on Friday?
Plural	Are there any people here?

More practice ⇌ Workbook page 7

5 Complete the sentences using the correct form of *there is* and *there are*.

- 1 ___ a teacher in the geography class?
- 2 No, ___ any teachers.
- 3 ___ two new people in this class.
- 4 ___ any maths homework today?
- 5 ___ a science laboratory next to this room.
- 6 No, ___ a music room in my school. We don't study music.
- 7 Yes, ___ three exercises for homework.
- 8 ___ any notes in your book?

6 **ACTIVATE** Complete the questions using the correct forms of *be* and *have*. Then talk about school with a partner.

- 1 ___ there an English exam this week?
- 2 ___ you got a new teacher for science?
- 3 What time ___ the next class?
- 4 ___ the English teacher from America?
- 5 ___ there any new students in this class?
- 6 When ___ our next maths class?
- 7 What teacher ___ we got for ICT this year?

Is there an English exam this week?

No, there isn't.



Communication and technology

Start thinking

- 1 What are your favourite possessions?
- 2 What is your favourite piece of technology?
- 3 What do you do in your free time?

Aims

Communication: I can ...

- talk about my possessions.
- talk about school rules.
- talk about habits and facts.
- talk about my free time.
- talk about apps and websites.
- ask for and give opinions.
- write about my likes and dislikes.

Vocabulary

- Everyday objects and technology
- Free-time activities

Language focus

- Present simple: affirmative and negative
- Adverbs of frequency
- Present simple: questions
- Capital letters and punctuation

Creativity and Skills



My country



Communication and technology



Communication

Joining a club



CLIL

Technology: Advertising



Vocabulary puzzles

Everyday objects;
Free-time activities

VOCABULARY ■ Everyday objects

I can talk about my possessions.

- 1 1.03 Match the words in the box with objects a–j on page 9. Then listen and check.

bag bus pass clothes ID card keys mobile phone
money mp3 player ticket wallet

- 2 Check the meaning of the words in the box. Then complete the sentences with the words.

jewellery key ring laptop make-up purse
sunglasses watch

- 1 'Have you got a computer at home?' 'Yes, I use my dad's ____.'
 - 2 'What's the time?' 'I don't know. I haven't got a ____.'
 - 3 My sister keeps her money in a ____.
 - 4 I can't find my keys. They're on a blue ____.
 - 5 It's sunny today. I'm going to wear ____.
 - 6 I've got some gold and silver ____, but I don't wear it to school.
 - 7 My grandma has a pretty face and she doesn't wear ____.
- 3 Look at the questionnaire on page 9. Check the meaning of the six adjectives in **blue** in the key.
 - 4 Do the questionnaire with a partner. Then look at the key. Do you agree with the results?

- 5 Write five sentences about your answers to the questionnaire.

I've got an old mobile phone. I'm not very trendy!

- 6 **ACTIVATE** Work in pairs. Ask and answer questions about your possessions.

Have you got a bus pass?

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

Finished?

Look again at the questionnaire on page 9. Write five sentences about a friend or someone in your family.

My mum: She's sentimental. She keeps photos of me when I was a baby ...

Your things, your character

What do your possessions say about you?

1 Do you get a new mobile phone every year?

- a No, I don't need a new mobile phone. Old phones send the same texts!
- b No. I like the new phones but they're too expensive. I've got an old one.
- c Yes! The newest mobile phones are cool.

a



6 Have you always got your keys and money?

- a Yes, I've always got them.
- b No, I sometimes lose my keys.
- c Never. I always forget something!

g



h



2 Have you got a collection of tickets and bus passes at home?

- a Yes, I've got a big box. I collect everything.
- b Some. I only keep tickets from my favourite films.
- c No! I don't collect things.

b



c



7 Have you always got your ID card with you?

- a Yes, of course. It's important and I need it.
- b No, I sometimes leave it at home.
- c Never. I lose one every week!

i



3 Have you got photos on your mobile phone or in your wallet?

- a Yes, lots.
- b Just one or two.
- c No, none.

d



8 What is in your bag today?

- a I've always got the same possessions with me.
- b I'm not sure, but there's usually a surprise!
- c I don't know. I can't remember everything!

j



4 Are all your clothes new?

- a No, old clothes are more comfortable.
- b They're not all new. I wear old clothes at home and new clothes to go out.
- c Yes! I love new clothes. Fashion is my life.

e



5 Have you got your mp3 player here now?

- a Yes. It's always in my pocket.
- b Usually, but today I forgot it.
- c No. I can never find it.

f



KEY

Questions 1–4

Mostly a: You're **sentimental**. You love your memories and old possessions.

Mostly b: You're **sensible**. You remember the past, but you think about the future too.

Mostly c: You're **trendy**. You only think about the future. The past is just a memory.

Questions 5–8

Mostly a: You're very **organized**. You know where all your possessions are.

Mostly b: You know where most of your possessions are, but not all the time!

Mostly c: You're **disorganized**. You must be more **careful** with your possessions.

I don't go out without ...

I'm a monk and a monk doesn't go out without his robes!

In Thailand, most Buddhist schoolboys become monks for a year. A monk lives with almost no possessions.

A monk lives in a monastery and he **is supposed to** wear orange robes.

A monk doesn't wear jeans or T-shirts.

It's against the rules to have jewellery and mobile phones in the monastery, but we **are allowed to** have some family photos. My only other possessions are a bowl, a cup, sandals and an umbrella. Every day, very early in the morning, we walk around the streets with our bowls and people give us food. Why? We **aren't supposed to** have money, so we can't buy food.

Phra Pachak, 13, Chiang Mai, Thailand



Laura, 14, Stockport, UK

I don't go out without my school tie and my purse. The tie is part of our school uniform. I've got a house key, my library card and my electronic ID card in my purse. School's OK, but it's very strict. We use the ID card when we arrive at school and when we go into each class. The head teacher doesn't ask the teachers how many classes we go to. The ID cards give the head teacher this information!

We use the ID cards to pay for lunch, so we don't use money at school. I've got a mobile phone, but we **aren't allowed to** use our phones at school. It's against the rules.

1 Check the meaning of words 1–5. Then look at the photos. Which possessions do you think are Phra Pachak's and which are Laura's?

- | | | |
|----------------|-----------|------------|
| 1 bowl | 3 sandals | 5 umbrella |
| 2 library card | 4 tie | |

2 Read the study strategy. Then use the strategy to check your answers in exercise 1.

STUDY STRATEGY ■ Scanning

To find answers in a text quickly, 'scan' the text:

- 1 Identify the key word(s) in the question.
- 2 Read the text quickly. Don't stop at difficult words. Only stop at the key words.
- 3 Read that part of the text again and check.

3 1.04 Listen and read the texts. Then write **true** or **false**. Correct the false sentences.

- 1 Thai monks wear orange T-shirts.
- 2 Monks don't talk to their families on mobile phones.
- 3 People give money to the monks.
- 4 All the students at Laura's school wear a tie.
- 5 Laura doesn't go into her classes without a library card.
- 6 Laura uses an ID card instead of money.

4 BUILD YOUR VOCABULARY Complete the sentences with the words in the text in **blue**.

He **is supposed to** wear orange robes.

- 1 We _____ have money.
- 2 _____ have jewellery.
- 3 We _____ have some family photos.
- 4 We _____ use our phones at school.

5 ABOUT YOU Ask and answer the questions.

- 1 Are you allowed to take mobile phones to school?
- 2 Are you allowed to wear jewellery at school?
- 3 What are you supposed to do when you arrive every morning?
- 4 What is against the rules at your school?

We're allowed to take mobile phones to school.

Yes, but we aren't supposed to use them in lessons.

1 Complete the sentences with the words in the box. Check your answers in the texts on page 10.

don't don't doesn't doesn't give
lives walk

A monk *doesn't* go out without his robes

- 1 A monk ___ in a monastery.
- 2 A monk ___ wear jeans or T-shirts.
- 3 We ___ around the streets.
- 4 People ___ us food.
- 5 I ___ go out without my school tie.
- 6 We ___ use money at school.

2 Complete the rules with the words in the box.

don't doesn't facts routines

○ RULES

- 1 We use the present simple to talk about habits, ___ and ___.
- 2 We use ___ + base form of the verb after *I / you / we / they*.
- 3 We use ___ + base form of the verb after *he / she / it*.

More practice ⇨ Workbook page 9

3 Write true sentences. Use affirmative or negative forms of the verbs.

we / need / ID cards *We don't need ID cards.*

- 1 I / like / jewellery
- 2 my parents / use / a laptop
- 3 I / collect / cinema tickets
- 4 we / wear / jeans at school
- 5 our teachers / give / us lots of homework
- 6 I / study / French
- 7 my best friends / live / near me
- 8 we / start / school at 8.30 a.m.

4 Study the spelling rules. Then complete the table using the words in the box.

carry copy finish go live mix
need pass study try use walk
watch wear

Spelling rules: third person (*he / she / it*)

Most verbs: add -s	Verbs ending in consonant + -y: -y → add -ies	Verbs ending in -o, -ch, -sh, -x, -ss: add -es
<i>needs</i>	<i>carries</i>	

Pronunciation: /θ/ and /ð/ ⇨ Workbook page 90

5 Complete the text using the affirmative or negative form of the verbs in brackets.

Ali Ahmadi, 15, *lives* (live) in Iran. Ali and his family are nomads, and they ¹ ___ (live) in tents. Ali's father ² ___ (keep) camels and goats. Ali ³ ___ (not go) to school, so his mother ⁴ ___ (help) Ali to read and write. Ali ⁵ ___ (speak) Farsi, the national Iranian language, and Bakhtiari, a nomadic language. The nomads ⁶ ___ (not use) mp3 players and ID cards. They ⁷ ___ (prefer) a simple life.

6 **ACTIVATE** Make four affirmative and four negative true sentences using the words in the box. Then compare with a partner.

a laptop a new phone an mp3 player
carry English live lots of money
need new clothes speak study
sunglasses use want wear

You use a laptop. I don't use a laptop.

○ Finished?

Write a message to Ali Ahmadi. Tell him about your life and your possessions.

Hi Ali, my name's Zhazira. I'm 14 and I live in...



I can talk about my free time.

1 1.05 Choose the correct words. Then listen and check.

- 1 watch magazines / TV
- 2 listen to music / the cinema
- 3 play the internet / computer games
- 4 meet things / friends
- 5 play sport / cycling
- 6 collect things / French
- 7 take mp3s / photos
- 8 go shopping / shops
- 9 surf TV / the internet
- 10 go swimming / football
- 11 play singing / in a band
- 12 go tennis / cycling
- 13 go to the cinema / films
- 14 read magazines and books / money

2 1.06 Read the information about the *Money Matters* podcast. Then listen and choose the correct answers.

- 1 Justine goes metal detecting with ...
a her friends. b her dad. c her mum.
- 2 Justine goes metal detecting ...
a at the weekends.
b when she goes on holiday.
c when she isn't at school.
- 3 Justine usually goes metal detecting ...
a near the sea. c in the park.
b at school.
- 4 Justine ...
a has got €183 from metal detecting.
b pays €183 a year to go metal detecting.
c bought her metal detector for €183.

Language point: Adverbs of frequency

3 Study the diagram. Then order sentences a–f. Start with the least frequent. What is the position of the adverbs with *be*, *have got* and other verbs?



More practice ⇨ Workbook page 11

- ___ a You hardly ever find a hobby that pays you.
- ___ b It's usually me and my dad.
- ___ c I've always got free time then.
- ___ d We sometimes go to the beach.
- 1 e We never find gold.
- ___ f We often find modern coins.

4 Write true sentences using the present simple and adverbs of frequency.

I / meet / my friends after school

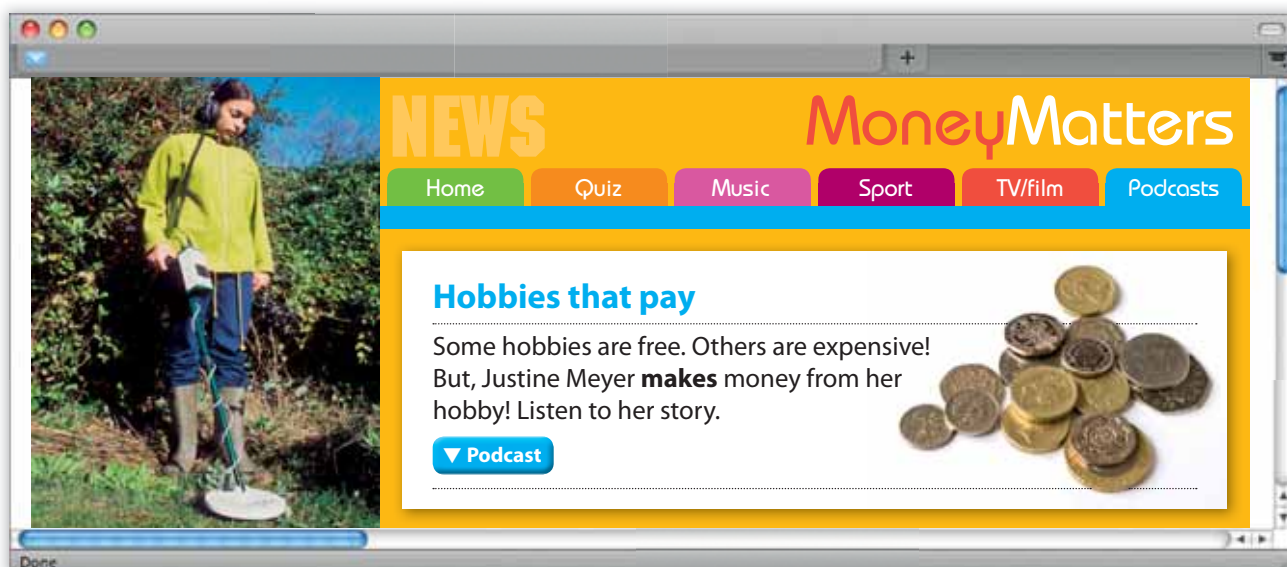
I often meet my friends after school.

- 1 we / play / computer games
- 2 I / go / swimming
- 3 my friends and I / watch / DVDs
- 4 I / have got / a mobile phone with me
- 5 I / be / late for class
- 6 my friends and I / go / cycling

5 **ACTIVATE** Work in pairs. Talk about your free time. Use the present simple and adverbs of frequency.

I always go shopping on Saturdays. I love it!

I'm always busy on Saturdays, so I don't go shopping. I usually play football.



LANGUAGE FOCUS ■ Present simple: questions

I can ask and answer about free-time activities.

1

- 1 1.07 Complete the mini-dialogues with *do*, *don't*, *does* or *doesn't*. Then listen and check.

Do you listen to music at home?

Yes, I *do*. / No, I *don't*.

¹ ___ he play in a band?

Yes, he ² ___. / No, he ³ ___!

⁴ ___ they play sport?

Yes, they ⁵ ___. / No, they ⁶ ___!

More practice ⇌ Workbook page 11

- 2 Complete the questions using the present simple form of the verbs in brackets.

Does your best friend *collect* things? (collect)

1 ___ you ___ the internet? (surf)

2 ___ your friend ___ cycling? (go)

3 ___ your friends ___ computer games? (play)

4 ___ your friend ___ a mobile phone? (use)

5 ___ you ___ to classical music? (listen)

6 ___ your parents ___ lots of photos? (take)

- 3 Work in pairs. Ask and answer the questions in exercise 2. Use short answers.



Does your best friend collect things?

Yes, he does. He collects shoes!

- 4 1.08 Read the answers and complete the questions with the words in the box. Then listen and check.

What When Where Who Why

What do you need?

You need a metal detector.

1 ___ do you go?

In the school holidays.

2 ___ does she go in the holidays?

Because she's always got free time then.

3 ___ do they go?

They usually go to a park.

4 ___ do you usually go with?

I go with my dad.

More practice ⇌ Workbook page 11

- 5 Write questions for the answers using *what*, *when*, *where*, *who* and *why*.

you / meet / your friends after school

Why do you meet your friends after school?

Because we go to the park.

1 you / read / in your free time

I read magazines.

2 you / study / English

Because I want to pass my exams.

3 you and your friends / play / sport

We play sport on Friday afternoons.

4 you / do / at the weekend

We go shopping at the weekend.

5 your best friend / meet / you

He meets me in the park.

6 go to the cinema / with

I go to the cinema with my best friend.

- 6 **ACTIVATE** Work in pairs. Ask and answer the questions in exercise 5. Use true answers.

Why do you meet your friends?

Because we often play sports.

Finished?

Write six more interview questions for a friend.

1 Do you play any sports?

2 When do you play?

3 ...

SPEAKING ■ Asking for and giving opinions

I can ask for and give opinions.



Leah Hey, Shaun, look at this.
 Shaun What?
 Leah **This hat!** What do you reckon?
 Shaun Not much.
 Leah It's very **trendy**.
 Shaun Well, **I can't** ¹ **them!**
 Leah Oh, well, we can't all have good taste!
 Shaun What about this **T-shirt**?
 Leah It's OK, ² ____.
 Shaun Don't ³ ____? I think ⁴ ____.
 Leah No, **I'm not** ⁵ **red**.
 Shaun Well, it's better than **my brown and blue shirt!**
 Leah Ha! That's true.

5 Imagine you are shopping online. Invent mini-dialogues about items 1–6. Use the words in the box and your own ideas.

cool pretty trendy unusual useful

Do you like this bag?

Yes, I do. I think it's really cool.



- Look at the photo of Shaun and Leah. Are they shopping online?
- 1.09 Listen to the dialogue. What do Shaun and Leah think of the clothes?
- Study the key phrases. Are responses a–e positive or negative?

KEY PHRASES ■ Asking for and giving opinions

What do you reckon?

Don't you like it?

- It's OK, I suppose. *positive*
- I can't stand ...
- Not much.
- I'm not very keen on ...
- I think it's really nice.

- 1.09 Complete the dialogue with the key phrases. Then listen again and check. Now practise the dialogue with a partner.



- ACTIVATE** Work in pairs. Imagine you are shopping online and you want to buy one or two of the items in exercise 5. Invent a dialogue with your partner. Use the dialogue in exercise 4 as a model and change the words in **blue**.

WRITING ■ An internet profile

I can write about my likes and dislikes.

1

friendgroup PROFILE

Message Add to friends Report to moderator

Jen_111
14 years old
United Kingdom

About me:
Hi, I'm Jen and I'm from Manchester, England. I'm usually happy and I'm often sentimental. I'm very disorganized! I've got blue eyes and blonde hair.

Likes and dislikes:
I'm really into music, especially *Evanescence* and *Panic at the Disco*. I'm not mad about reading novels, but I'm a big fan of manga. I love Japanese things, too.

My free time:
I love surfing the internet. I don't mind texting, but I prefer talking to my friends on the phone. I like reading magazines and music blogs.

Requests:
I really want to meet sbdy 13–16 years old, but nbdy over 16, pls. I'm not too bothered about your nationality, but I want sbdy who enjoys chatting on instant messenger.

Glossary
sbdy = somebody nbdy = nobody pls = please

Language point: Capital letters and punctuation

- 4 Find capital letters, commas and apostrophes in the text. Then complete the rules with the words in the box.

contractions lists names

○ RULES

Capital letters: Use capital letters at the beginning of a sentence and for ¹___, nationalities and countries: Simon, Austrian, Switzerland.

Commas: Use commas in ²___: I like hip hop, rock, pop and classical music.

Apostrophes: Use apostrophes for ³___: I'm (= I am), I've (= I have), don't (= do not).

- 5 Correct the sentences using capital letters, commas, full stops and apostrophes.

- 1 my names mukhtar and i live in shymkent ✗
- 2 im really into german and french ✗
- 3 i love watching football tennis rugby and motor racing on tv ✗

- 6 **ACTIVATE** Follow the steps in the writing guide.

- 1 Read the profile and answer the questions.
- 1 What adjectives describe Jen's character?
 - 2 What does she like?
 - 3 What does she read in her free time?
 - 4 How does she want to communicate?

- 2 Study the profile and complete the key phrases. What follows these key phrases: a noun, verb + *-ing*, or both?

KEY PHRASES ○ Expressing likes and dislikes

I'm ¹___ into
I'm ²___ mad ___
I'm a ³___ of
I like/love/enjoy/prefer/hate
I don't mind
I'm not too ⁴___

- 3 Write six true sentences using the key phrases in exercise 2.

I love listening to hip hop.

○ WRITING GUIDE

A TASK

Write your internet profile.

B THINK AND PLAN



- 1 Think of two adjectives to describe you.
- 2 What do you look like?
- 3 What things do you like and dislike?
- 4 What do you do in your free time?
- 5 Who are you interested in meeting? What nationalities?
- 6 What languages or other things do you want to learn?

C WRITE

Copy the headings from Jen's profile. Then write your profile. Use the key phrases.

D CHECK

- capital letters
- commas in lists
- apostrophes

MY COUNTRY ■ Communication and technology

I can read and understand a text about apps.

WHAT'S YOUR FAVOURITE APP?

HAVE YOU GOT A SMARTPHONE OR A TABLET? DO YOU USE ANY APPS? WHAT DO YOU USE THEM FOR? WHICH ONE IS YOUR FAVOURITE?



1 Daryn, 13 I've got a smartphone and a tablet, but I don't spend much time online and I don't use many apps. I don't play online games and I don't even send emails! My favourite app is iTys. It's Kazakhstan's first national messenger app. I use it to send messages and to chat with my friends. I can send messages in Kazakh, Russian and English. iTys is the only messenger app that has got all the letters of the Kazakh alphabet! It's got some great emojis, too.

2 Lena, 15 I've got a smartphone. I want to buy a tablet, too. I've got a little money, but it's not enough. Tablets are very expensive! On my phone, I've got a dictionary app and four other apps for learning languages. I speak English, Russian and French. At the moment I'm learning Kazakh. I use the dictionary app a few times every day and it's good, but in my opinion the best app is Soyle. There is also a website called Soyle. The lessons are interesting, and it's free!

3 Iskander, 14 Both my parents have got tablets and they sometimes allow me to use them. My mum has got apps for everything, from sending messages to watching videos. There are fewer apps on my dad's tablet. He spends less time online, and he's not very keen on apps. He's got a very good travel app though. It's called 'Kazakhstan: Land of the Great Steppe'. There are beautiful photos and a lot of interesting facts about different places in Kazakhstan.

1 1.10 Check the meaning of the words in blue in the sentences. Then read and listen to the text. Write *true* or *false*. Correct the false sentences.

- Daryn sends a lot of **emails**.
- Daryn likes the **emojis** in iTys.
- Lena has got a **smartphone**, but she hasn't got a **tablet**.
- Lena uses apps to send **messages** and to **chat** with friends.
- 'Kazakhstan: Land of the Great Steppe' is the name of a travel **website**.
- Iskander's dad hasn't got as many **apps** as Iskander's mum.

2 Find these words in the text. Then complete the rules.

much many all some a little
other a few both fewer less

- We use *much* and *many* in negative sentences and questions. We use ___ with countable nouns and ___ with uncountable nouns.
- The words *a few* and *a little* mean 'a small quantity of something'. We use a ___ with countable nouns and ___ with uncountable nouns.
- ___ means 'not as many' and ___ means 'not as much.'
- We use ___ to talk about two things.

- ___ means 'a different thing or person.'
- ___ means 'everyone' or 'everything.'
- ___ means 'a number of' or 'an amount of'. We use it in affirmative sentence.

3 Choose the correct words.

- How **many** / **much** does this tablet cost?
- You can download **a little** / **some** travel apps from this website.
- All** / **Many** my friends play this online game.
- Fewer** / **Both** my brother and my sister use iTys.
- How **many** / **much** time do you spend online?
- I don't like this website. I prefer the **other** / **all one**.
- Can I ask you **a few** / **a little** questions about this app?
- Children read **less** / **fewer** books nowadays.
- You must try to spend **a few** / **less** money.

4 Work in pairs. Ask and answer the questions.

- Have you got a smartphone or a tablet?
- How much time do you spend online every week?
- How many messages do you send every day?
- Do you use any apps? What do you use them for?
- What is your favourite website? Why do you like it?

COMMUNICATION ■ Joining a club

I can ask for and give personal information.

- 1 1.11 Match parts of an application form 1–7 with information a–g. Then listen and check.

- | | |
|-----------------|------------------|
| 1 date of birth | 5 postal address |
| 2 email address | 6 post code |
| 3 first name | 7 surname |
| 4 mobile number | |

- a Mark
- b Haywood
- c mark.haywood@webwise.com
- d 07793 67580
- e 25th June 1997
- f 23 Southfield Avenue, Oxford
- g OX4 4BW

- 2 1.12 Look at the photos and match them with the words in the box. Then listen to a conversation between an assistant at a youth club and Eve. What class does Eve join?

drama horse riding judo scuba diving



- 3 1.12 Study the key phrases. Then listen to the conversation again and answer the questions.

KEY PHRASES ■ Asking for and giving personal information

I'd like to join
 How do you spell your surname?
 Can I have your contact details?
 My email address is
 It's £ ... for a year's membership, please.

- 1 What is Eve's surname?
- 2 What is Eve's mobile number?
- 3 What town does Eve live in?
- 4 What time does the first drama class start?
- 5 What costs £28?

- 4 1.13 Listen and repeat the dialogue.

Mark Hello. I'd like to join **the scuba diving club**.

Assistant Of course. No problem. What's your date of birth?

Mark It's **25th June 1997**.

Assistant Great. What's your name?

Mark **Mark Haywood**.

Assistant How do you spell your surname?

Mark It's **H-A-Y-W-O-O-D**.

Assistant Can I have your contact details?

Mark Yes. My email address is **mark.haywood@webwise.com**. My mobile is **07793 67580**.

- 5 Copy the application form in exercise 1. Complete it with your personal information.


- 6 **ACTIVATE** Change the words in **blue** in the dialogue in exercise 4 using the information in your application form. Then practise your new dialogue with a partner.



CLIL ■ Technology: Advertising

I can understand a text about advertising.

1

- 1  1.14 Check the meaning of the words in the box. Then complete the text. Listen and check.

brand company essential non-essential




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

- 1 An essential product is something that we need to buy.
- 2 It isn't necessary to advertise a non-essential product.
- 3 It isn't important for companies to have a popular brand.
- 4 People sometimes buy products because they like the brand.

- 3 Look at the adverts and answer the questions.

- 1 What are the products?
- 2 Do you know any famous brands for these products? What are they?
- 3 Are the products essential?
- 4 Do you want to buy these products? Why / Why not?
- 5 What other famous adverts do you know?

- 4  **ACTIVATE** Find photos of three adverts and write short descriptions of them.

WHY DO WE BUY?

Every day, people buy products from shops, markets or the internet. Some products are essential, but others aren't. An ¹___ product is something that we need, for example, basic food. A ²___ product is something that we want, but isn't always necessary, like clothes with designer labels or a new mobile phone.

Advertising is very important for non-essential products. For example, these days most people have got a mobile phone. A mobile phone company uses advertising to make people change their phone and buy a new one. Advertising also makes people choose a particular ³___. When people buy a new pair of trainers, for example, they often choose a brand. It's very important for a ⁴___ to make their brand popular with advertising.

Look at the advert for Tommy Hilfiger glasses. The people look attractive and cool. But is it the advert, the product, or the brand which is attractive? A lot of people buy the product because they like the brand, even if there are similar, cheaper glasses!



1 What has Matthew got in his bag?
Use the code to write the words.

A	B	C	D	E	F	G	H	I	J	K	L	M
▲	*	♣	◐	■	+	☆	♠	★	⊗	♥	■	*
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
♥	●	♣	○	♣	+	◆	▶	▼	⊗	◆	❖	”

▲ ◆ ★ ♣ ⊗ ■ ◆ a ticket



2 Look at the pictures and complete the puzzle.
What's the hidden word?



1						7						
	2											
						3						
4												
				5								
6												

The hidden word is: ____.

3 Unscramble the letters with the same colour.
Then complete the sentences.

s	e	e	e	s	t
e	w	c	e	r	n
a	a	d	a	c	a
e	s	n	v	l	y
r	p	s	e	c	t
d	o	r	s	k	l

Jack	spends	a lot of time playing football.
My friends	1	money to buy new clothes.
Ben and Amy	2	an ID card at school.
Harriet	3	a lot of jewellery.
I	4	photos of my friends.
Toby	5	old concert tickets.
Do you	6	your mobile phone in your pocket?

Vocabulary

1 Match 1–5 with a–f. There is one word that you do not need.

- | | |
|----------|----------|
| 1 bus | a ring |
| 2 ID | b phone |
| 3 mp3 | c pass |
| 4 key | d card |
| 5 mobile | e watch |
| | f player |

2 Complete the sentences with the words in the box.

group internet magazines music
rules shopping

- Do you play in a ___?
- I don't read ___.
- It's against the ___ to take photos.
- He always surfs the ___.
- I go ___ at the weekend.
- When do you listen to ___?

Language focus

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

- He ___ things. (collect)
- I ___ swimming. (not go)
- You ___ friends after school. (not meet)
- She ___ the internet in the evening. (not surf)
- They ___ hip hop. (listen to)
- We ___ DVDs in English. (watch)

4 Write true present simple sentences using the adverbs of frequency in the box.

never hardly ever sometimes often
usually always

- I / play football / at the weekend
- I / walk / to school
- I / meet friends / on Saturdays
- I / go swimming / on Sundays
- I / go to the cinema / with my parents
- I / listen to music / at school

5 Write present simple questions. Then write true short answers.

- you / like / rock music
- your friends / wear / sunglasses
- your teacher / use / a laptop in class
- you / live / in Europe
- your friends / live / near you
- you / carry / an ID card at school

6 Complete the present simple questions. Then write true answers.

- What languages ___ (you / study)?
- Where ___ (you / keep) your money?
- When ___ (you / arrive) at school every morning?
- Who ___ (you / call) on your mobile phone?
- When ___ (you / go) to bed?


Communication

7 Match 1–5 with a–f to make key phrases. There is one part that you do not need.



- | | |
|---------------------|-------------------------|
| 1 I'm really | a fan of hip hop. |
| 2 I can't | b on hip hop. |
| 3 I'm a big | c into hip hop. |
| 4 I'm not very keen | d stand hip hop. |
| 5 I love | e listening to hip hop. |
| | f about hip hop. |

Listening

8  1.15 Listen to the dialogue and write *true* or *false*. Correct the false sentences.

- Layla always loses things.
- They're allowed to use mobile phones at their school.
- Layla doesn't use her mobile phone in school.
- Chris looks in Layla's bag.
- Layla keeps a purse in her bag.



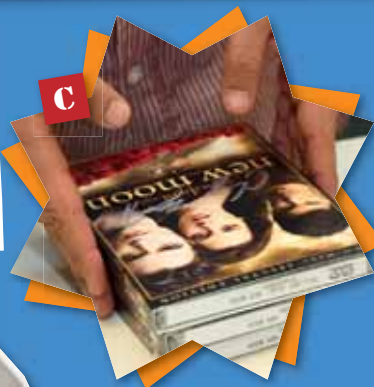
- 1 Read the texts. Then match paragraphs 1–4 with photos A–D.

MY COLLECTION FOR 2100

BY TIMUR AKHMADIEV

In here are objects and photos which show my life today. It's a history lesson for you!

DON'T OPEN BEFORE 2100!!



1 This is my mobile phone. I've always got it with me. It's got all my photos and music on it, and I use it to surf the internet, too. I spend a lot of time talking with my friends on my mobile. It's my favourite possession.

2 This is a Twilight DVD. There are four books, and there are films, too. It's an American story about vampires, and I think it's fantastic.

3 This is me on my skateboard. Skateboards are popular right now. People use them to travel or do tricks. There's a great skateboard park in town. Sometimes it's dangerous, but it's loads of fun.

4 These are my keys and my wallet. I've got a student card, and a bus pass, so I can travel cheaply. The money is Kazakhstani tenge. I need these things every day, but I often lose them!

- 2  Make a poster of your *Collection for the future*. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Think of four things for your collection. Think of objects or people that are interesting and popular. Use your own ideas or choose ideas, such as: things that you use, activities that you do every day, a book that you like, a famous person that you like, a person in your family, your favourite possessions, or food or drink that you like.
- 2 Use your own photos, or find a photo of each object or person on the internet or in a magazine.
- 3 Write a short text for each photo. Explain what the photo is.
- 4 Stick your photos and texts on some paper. Write a title and your name.

- 3 Exchange your *Collection for the future* with the rest of the class. Who has got an interesting collection?

Holidays and travel

Start thinking

- 1 How do you travel from home to school?
- 2 Where do you go on holiday?
- 3 Are there famous houses in your country?

Aims

Communication: I can ...

- describe the position of objects.
- understand adverts and postcards.
- describe what is happening.
- talk about helping at home.
- contrast present actions with routines.
- make requests and compromises.
- describe my ideal home.
- talk about holidays and travel.

Vocabulary

- Home and housework
- Holidays and travel

Language focus

- Present continuous: affirmative and negative
- Present continuous: questions
- Present simple and present continuous
- *and, but, because*

Creativity and Skills



My country



Hobbies and leisure



Communication

Finding things



CLIL

Reading for pleasure:
Poetry



Vocabulary puzzles

At home; Housework

1 Which things in the box are **not** in the photo on page 19?

table chair sofa cupboard lamp picture desk
bookcase mirror bed armchair shower microwave
chest of drawers wardrobe washing machine bath

2 Choose the odd word out for each room.

- bedroom bed **sofa** wardrobe chest of drawers
1 dining room table chair wardrobe picture
2 living room microwave lamp armchair picture
3 kitchen cupboard chair bed microwave
4 bathroom mirror lamp bath shower

Pronunciation /ə/ ⇄ Workbook page 90

3 1.16 Complete the sentences about the photo. Listen and check.

behind between in front of near next to
on under

There's a bookcase *near* the bed.

- 1 There's a microwave ___ the washing machine.
- 2 There's a chest of drawers ___ the bed.
- 3 There's a table ___ the sofa.
- 4 There's a mirror ___ the TV.
- 5 There's an armchair ___ the sofas.
- 6 There are some pictures ___ the washing machine.

4 Look at the photo again and correct the sentences.

There's a radio **on** the microwave. ✗ *near*

- 1 There's a desk **near** the bed. ✗
- 2 There's a car **under** the bicycles. ✗
- 3 There's a chest of drawers **behind** the bookcase. ✗
- 4 There's a lamp **next to** the chest of drawers. ✗
- 5 There's a picture **between** the flowers on the desk. ✗

5 **ACTIVATE** Look at the photo and match key phrases 1–4 with a–d. In pairs, play the *Memory game* on page 19.

KEY PHRASES Finding things

- 1 Where's the bookcase? a They're in front of the car.
- 2 Where are the bicycles? b No, there isn't.
- 3 Is there a vase? c Yes, there's one on the table.
- 4 Is there a DVD player? d It's next to the chest of drawers.

Is there an armchair?

Yes, there's one near the sofa.

Finished?

Make anagrams of some of the words from exercise 1.

RESWHO = shower

Our home:

A British family and their possessions

Memory game

Look at the photo. Write five questions about where things are. Close your book. Then ask and answer your questions with a partner. What can you remember?



See celebrity homes

... in style



The **Classic Car Company** offers a three-hour tour of celebrities' homes for up to five people.

We don't use a bus! We give tours of Los Angeles in a classic Cadillac car. We visit about thirty different celebrities' homes in Los Angeles. Don't forget your camera!

We also:

- pick you up from your hotel,
- give you drinks in the car.

Price
\$395

☎ 800-789-9575

POSTCARD

Hi Ellie,

We're having a great time in America. At the moment, I'm sitting in a Cadillac convertible in Mulholland Drive, Hollywood! You can see everything in Los Angeles from here.

We're doing a tour of celebrity homes in a private car. It's my mum's birthday present from Dad. She loves films.

At the moment, we're outside Britney Spears's house. It's really big and it looks like a **traditional** Mediterranean villa. I think I can see her living room at the front of the house. There are lots of **windows**, so she has a great **view** of Los Angeles!

There's a big **balcony**, but Britney isn't sitting outside. She isn't living here at the moment. Our driver said Britney is in London. She's looking for a **holiday home** there!

Love,

Jen



- 1 Do you want to visit the home of a famous person? Which person's home and why?
- 2 Look at the advert. What does the *Classic Car Company* offer?
- 3 1.17 Read and listen to the advert and the postcard. Write *true* or *false*. Correct the false sentences.
 - 1 Five people can go on the tour.
 - 2 The tours start in Mulholland Drive.
 - 3 You need to take something to drink.
 - 4 Ellie is on the tour at the moment.
 - 5 Ellie's mum organized the tour.
 - 6 Britney Spears isn't at home at the moment.

4 BUILD YOUR VOCABULARY Match words from the text 1–5 with their definitions a–e.

- | | |
|----------------|-----------------------------|
| 1 view | a old style |
| 2 traditional | b a space on the outside of |
| 3 windows | a house |
| 4 balcony | c what you can see |
| 5 holiday home | d you look through these |
| | e an extra home |

5 ABOUT YOU Ask and answer the questions.

- 1 Is your home modern or old?
- 2 Have you got a balcony or a garden?
- 3 Are there lots of windows in your home?
- 4 What is the view from your home?
- 5 Have some people got holiday homes in your country? Where?

- 1 Complete the sentences from the text on page 20 with the words in the box. Then choose the correct words in the rules.

're having isn't living 'm sitting
is looking

We ¹ ___ a great time in America.
I ² ___ in a Cadillac convertible.
She ³ ___ here at the moment.
Britney ⁴ ___ for a holiday home there!

○ RULES

- We use the present continuous to talk about **habits / actions in progress**.
- We make the present continuous with **verb / be** and the **-ing** form of the verb.

More practice ⇌ Workbook page 17

- 2 Find three more examples of the present continuous in the reading texts on page 20.


STUDY STRATEGY ○ Finding spelling rules

- 3 Write the **-ing** form of the verbs. Check your answers in the text on page 20. Then complete the spelling rules with words 1–6.

- | | | |
|--------|--------|--------|
| 1 work | 3 live | 5 look |
| 2 sit | 4 have | 6 put |

○ RULES

- Most verbs: add **-ing**: working, ___
- Verbs that end in **-e**: delete **-e** and add **-ing**: ___, ___
- Verbs that end in a short vowel and a consonant: double the consonant and add **-ing**: ___, ___

- 4  1.18 Listen to the sounds and complete the sentences using the present continuous form of the verbs in the box.

call cry run sleep wash write

- He's **washing** his hands.
- She ___.
 - He ___ an email.
 - They ___.
 - The woman ___ her friend.
 - The baby ___.

- 5 Complete the sentences using the present continuous form of the verbs in the box.

climb describe listen look not look
not rain run sleep take

- Two teenage girls **are looking** in a mirror.
- A dog ___ near the house.
 - The driver ___ the house.
 - The tourists ___ to the driver.
 - The actor ___ into his house.
 - The teenage girls ___ at the house.
 - It ___.
 - Some tourists ___ photos.
 - The boy ___ the wall.

- 6 **ACTIVATE** Write three true and three false sentences about people in your class. Listen to your partner's sentences and say if they are true or false.

Dana is looking in her mirror.

False.

○ Finished?

Find five photos in the book. Write a sentence about each photo using the present continuous. page 14: Shaun is showing Leah a basketball T-shirt.

I can talk about helping at home.

- 1 1.19 Check the meaning of the words in the box and complete the table. You can use some words more than once. Then listen and check.

breakfast / lunch / dinner out the rubbish
the car the dog for a walk the floor
the ironing the shopping the table
the vacuuming the washing-up
your bed your room

clear	make	do	tidy	clean	take
the table					

- 2 Work in pairs. Do the questionnaire and compare your scores. Do you agree?
- 3 1.20 Listen to Jack and Megan. Choose the correct answer.

- 1 Jack and Megan are ...
a brother and sister. b friends.

- 4 1.20 Listen again and choose the correct answers.

- 1 Jack is reading a ____.
a comic b magazine c book
- 2 Megan ____ makes her bed.
a always b sometimes c never
- 3 ____ always does the food shopping.
a Megan b Megan's mum
c Megan's dad
- 4 ____ enjoys cooking.
a Jack b Megan c Jack and Megan
- 5 Megan ____ doing the washing-up.
a hates b doesn't mind c loves
- 6 Megan's answers are mostly ____.
a a b b c c

- 5 **ACTIVATE** Work in pairs. Take turns to mime housework activities in exercise 1. Guess what your partner is doing.

You're making breakfast.

Yes, I am.

Are you helpful around the house?



Do you help at home? Or do your parents do everything? Answer the questions.

- 1 How often do you make your bed?
a I always make it in the morning.
b I usually make it, but not always in the morning.
c I never make my bed.
- 2 How often do you tidy your room?
a I always tidy it at the weekend.
b I don't often tidy it.
c I never tidy it. Mum and Dad tidy it for me.
- 3 Who does the shopping in your family?
a I often do it with my parents.
b I occasionally do it, but I don't enjoy it.
c I never do the shopping. My parents do it.
- 4 Do you ever make lunch or dinner at home?
a I often make lunch or dinner for my family.
b I sometimes make lunch when I'm at home alone.
c I never make lunch or dinner. I can't cook!
- 5 What do you do after dinner?
a I always clear the table, do the washing-up and take out the rubbish.
b I usually clear the table and I sometimes do the washing-up.
c I watch TV.
- 6 Do you help with the cleaning at home?
a I often clean the floor and do the vacuuming.
b I occasionally do the vacuuming, but I hardly ever clean the floor.
c I never clean anything. My parents do it all!

KEY

Mostly a – Your parents must be very happy because you're very helpful.
Mostly b – You sometimes help at home, but you don't really enjoy it. Try to help a bit more.
Mostly c – You're not helpful at all. You think you live in a hotel!

I can contrast present actions with routines.

Present continuous: questions

1 Match questions 1–3 with answers a–c. Then complete the rules.

- 1 Is Megan talking to Jack?
- 2 What are Jack and Megan doing?
- 3 Is Jack reading a comic?

- a No, he isn't.
- b Yes, she is.
- c They're doing a questionnaire.

○ RULES

- 1 We ask about actions in progress using the question form of the ____.
- 2 We make short answers with a pronoun and the auxiliary verb ____.

More practice ⇌ Workbook page 19

2 Order the words to make questions.

where / sitting / is / best friend / your
Where is your best friend sitting?

- 1 in a chair / the teacher / sitting / is
- 2 learning / why / you / English / are
- 3 are / working / your parents
- 4 doing / your parents / are / what
- 5 the lesson / enjoying / are / you
- 6 talking / your teacher / to / who is

3 Work in pairs. Ask and answer the questions in exercise 2.

Where is your best friend sitting?

She's sitting next to me.

Present simple and present continuous

4 Study the examples. Then write *present simple* or *present continuous*. Complete the rules.

I walk to school every day. ¹____
He's reading a magazine now. ²____

○ RULES

- 1 We use the ____ for actions in progress.
- 2 We use the ____ for routines or repeated actions.

More practice ⇌ Workbook page 19

5 Complete the telephone conversation with the present simple or present continuous form of the verbs in brackets.

Elise Hello.
 Maria Hi, Elise. It's Maria. What **are you doing** (do) at the moment?
 Elise I ¹____ (watch) *Celebrity Tours* on TV. It's about famous people's houses and possessions.
 Maria I ²____ (love) that programme! I usually ³____ (watch) it every week.
 Elise The presenter ⁴____ (look) at Jay-Z and Beyoncé's cars at the moment. Beyoncé usually ⁵____ (drive) a 1959 Rolls Royce. Have a look!
 Maria I can't. My parents ⁶____ (watch) something different.
 Elise Oh, no!



6 **ACTIVATE** Write present simple and present continuous questions using the words in the box and your own ideas. Then ask and answer the questions with a partner.

are does what dinner your sister
 you the washing-up why talk to
 who your parents how often do
 the shopping when make where
 your brother study

How often does your sister make dinner?

○ Finished?

Write a puzzle about some students in your class.
She's wearing jeans and a blue T-shirt. She plays tennis and she gets good marks in English. Who is she?

SPEAKING ■ Making requests and compromises

I can make requests and compromises.

Mum Leah, can you tidy your room, please?

Leah Yes, but later, OK? I'm busy at the moment.

Mum Come on, Leah. What are you doing?

Leah I'm watching something on TV. It's really good.

Mum Leah! You need to tidy your room now!

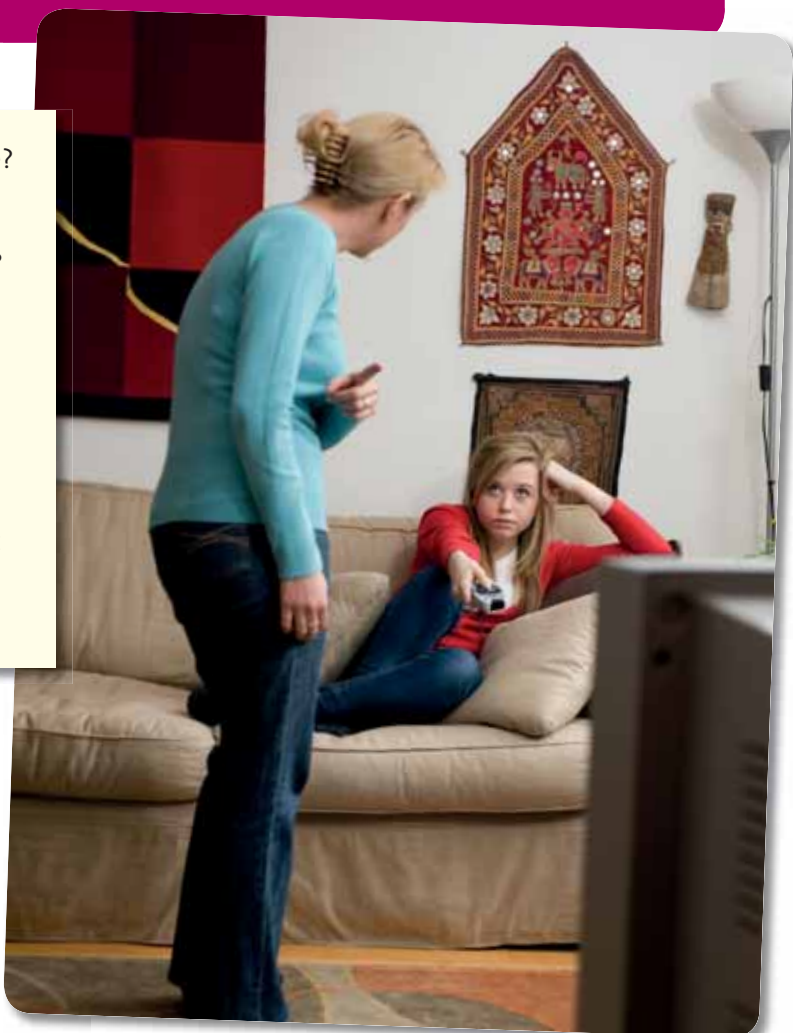
Leah Please, Mum! Is it OK if I do it later?

Mum You always say that, Leah. When?

Leah I'll do it in ten minutes. I promise.

Mum I suppose so, but please don't forget to do it!

Leah OK! OK!



- 1 Look at the photo. What is Leah's mum saying?
- 2 1.21 Listen to the dialogue. What does Leah's mum want Leah to do?
- 3 Find the key phrases in the dialogue. Who says them?

KEY PHRASES ■ Making requests and compromises

- 1 Can you (tidy your room), please?
- 2 Yes, but later, OK?
- 3 I'm busy at the moment.
- 4 I'll do it in (ten minutes).
- 5 I suppose so

- 4 1.22 Listen and repeat the key phrases. Stress the words in bold. Why do we stress words?
- 5 1.23 Listen to the sentences. What are the stressed words?
 - 1 This article is really interesting. (2 words)
 - 2 Sorry, I haven't got time now. (2 words)
 - 3 I'm helping Dad in the kitchen. (2 words)
 - 4 Can you do your homework? (1 word)
 - 5 I'm watching something on TV. (2 words)
- 6 Work in pairs. Practise the dialogue. Pay attention to the stressed words.

- 7 Work in pairs. Practise mini-dialogues using the key phrases.

do your homework / play a computer game

Can you do your homework, please?

I'm playing a computer game at the moment.

- 1 get dressed / chat on the internet
- 2 make your bed / listen to my mp3 player
- 3 help Dad with the shopping / talk on my mobile
- 4 go to bed / write an email

- 8 **ACTIVATE** Study the dialogue. Change the words in blue and practise your new dialogue with your partner. Use the ideas in exercise 7 or your own ideas.

MY IDEAL HOME



A Here we are in my ideal home. It's a modern flat near the centre of town. It's quite small, **but** it's got everything. It's got a kitchen **and** a living room. It's also got three large bedrooms, each with bathrooms. The living room has got a nice balcony **and** you can see the Nur-Astana Mosque from it.

B Today, we're all at home. My mum and dad are sitting outside on the balcony. They're reading. My sister is in the kitchen. She's making lunch. I'm in my bedroom. I've got a new laptop **and** I'm buying some cool games on the internet.

C My favourite room is the living room. It's got a big sofa **and** a really modern TV. There's a DVD player next to the TV. I like being in this room **because** it's relaxing.

1 Read the model text and match topics 1–3 with paragraphs A–C.

- 1 Kanat's favourite room
- 2 Description of Kanat's ideal home
- 3 What's happening now

2 Read the model text again and complete the key phrases with one or two words.

KEY PHRASES □ Describing a place

- 1 ___ a modern flat, ___ the centre of town.
- 2 ___ three large bedrooms ...
- 3 You ___ the Nur-Astana Mosque from it.
- 4 ___ a DVD player next to the TV.
- 5 My ___ is the living room.
- 6 I ___ in this room because ...

Language point: and, but, because

3 Study the words in **blue** in the text. Then complete the rules with **and**, **but** or **because**.

□ **RULES**

- 1 We use ___ to contrast two ideas.
- 2 We use ___ to give additional information.
- 3 We use ___ to give a reason.

4 Complete the sentences with **and**, **but** or **because**.

- 1 There's a table, ___ there isn't a chair.
- 2 There are two pictures ___ a mirror.
- 3 My bedroom is my favourite room ___ it's got all my things in it.

5 ACTIVATE Follow the steps in the writing guide.

□ **WRITING GUIDE**

A TASK

Write about your ideal home.

B THINK AND PLAN



- 1 What sort of house is it?
- 2 Where is it?
- 3 What rooms has it got?
- 4 Has it got a balcony or a garden?
- 5 Can you see anything special from the house, like a cathedral or the sea?
- 6 Where is everyone at the moment? What are they doing?
- 7 What's your favourite room? What furniture has it got? Why do you like it?

C WRITE

Use **and**, **but** and **because** and the key phrases.

Paragraph 1: Description

Paragraph 2: What's happening now

Paragraph 3: Favourite room

D CHECK

- spelling and punctuation
- present continuous verbs
- use of **and**, **but** and **because**.

MY COUNTRY ■ Holidays and travel

I can talk about holidays and travel.

1 1.24 Read the travel brochure. Then listen to the conversation. Which adventure holiday do the people choose?

2 1.24 Listen again. Who said these things? Write T (Tanya), S (Serik), H (Henry) or K (Kate).

- 1 ___ **told** Tanya that he wanted to go on an adventure holiday.
- 2 ___ **said** that he liked winter sports.
- 3 ___ **said** that she couldn't ski very well.
- 4 ___ **told** them that the Sharyn was too far away.
- 5 ___ **told** Henry that he was reading a travel brochure.
- 6 ___ **said** that she was calling the travel agency.

3 Look at the verbs in **blue** in the sentences in exercise 2. Then complete the rules.

- 1 We use the past simple tense of the verbs *say* and ___ to report what someone else said.
- 2 ___ is always followed by (*that*) + subject + verb.
- 3 After ___, we always use an indirect object. The object can be a name, a noun or a pronoun.

4 Look at the examples of direct and indirect speech in the table. Write the names of the tenses. How does the tense change when we report what someone else said?

Direct speech →	Indirect speech
1 _____ 'I like winter sports.'	2 _____ He said that he liked winter sports.
3 _____ 'I'm calling the travel agency.'	4 _____ She told Serik that she was calling the travel agency.

5 Report the statements.

- 1 'I often go climbing.'
He said _____.
- 2 'I'm good at snowboarding.'
She said _____.
- 3 'Boris, we are taking the train to Semey.'
They told _____.
- 4 'I live in Petropavl.'
You said _____.
- 5 'I'm going home, Dana.'
He told _____.

ADVENTURE HOLIDAYS IN KAZAKHSTAN



1 Winter sports in Shymbulak
The Shymbulak Resort and the Medeu Complex in Almaty are popular destinations for adventurers who are keen on winter sports. There is snow from November until May! You can learn to ski, skate and snowboard here.

2 Rafting at the Sharyn river
The Sharyn river is the perfect place for rafting. We organise day trips to the Sharyn National Park every weekend. The trip includes a two-hour rafting experience and a tour of the Sharyn canyon. All our guides speak Kazakh, Russian and English.



3 Camel riding in the steppe
This is Karabura, one of our friendly camels. She's waiting for you to come and join her for a ride this weekend. In the past, the nomads crossed deserts and travelled for months on the back of a camel. Our ride only lasts one hour, but it's a lot of fun!

4 Climbing in the Tien Shan Mountains
Do you like mountaineering? The Tien Shan is the largest mountain range in Central Asia and attracts thousands of climbers every year. Only experienced climbers can go up the Khan Tengri, which is the highest peak in Kazakhstan, but trekking is suitable for everyone.



6 Work in pairs. Imagine you want to go on holiday this weekend. Make a list of places you could visit and things you could do there. Interview your partner to find out which place or activity from your list they would like the most. Make notes and write a report about your partner's answers.

Do you like skiing?

No, I don't like skiing. I like swimming.

Rustam said that he didn't like skiing. He told me that he liked swimming.

COMMUNICATION ■ Finding things

I can talk about the location of things.



- 1 1.25 Listen to eight false sentences about the picture. Correct the sentences using the prepositions in the box.

behind between on in in front of
~~near~~ next to under

- 1 The oranges are in front of the sink.
The oranges are near the sink.

- 2 1.26 Listen to Eva and her dad. What are they looking for?

- 3 1.26 Study the key phrases. Then listen to the conversation again and answer the questions.

KEY PHRASES ■ Finding things

Look, here's ... !
 Is this what you're looking for?
 That's the wrong one.
 Here it is!

- Why does Eva need the book today?
- Where are Eva and her dad?
- Where does she usually do her homework?
- Where does Eva find the book?
- Why does she want to find her brother?

- 4 1.27 Look at the house plan and listen. Then practise the dialogue with a partner.

Stacey What's wrong?

Danny I can't find my **laptop**.

Stacey Is it under the **table** in the **living room**?

Danny No, it isn't.

Stacey Look, here's a **laptop**! Is this what you're looking for?

Danny No, that's the wrong one.


Stacey What about the **bedroom**? Is it in the **wardrobe**?

Danny No, it isn't. Oh, here it is! It's **on** the **bed**.

- 5 **ACTIVATE** Change the words in **blue** in the dialogue in exercise 4 using the information in the house plan. Then practise your new dialogue with your partner.

CLIL ■ Reading for pleasure: Poetry

I can understand metaphors in a poem.

- 1 Read the poem and answer the questions.
 - 1 How many verses are there?
 - 2 Has each line got the same number of syllables?
 - 3 Do the words at the end of each line rhyme?
- 2  1.28 Listen and read the poem again. Where does the writer live: in a house, a castle, or a school?

My home



My home is a house,
but it is so much more.

My home is a school,
where I can learn and grow.

My home is a city,
full of noise and light.

My home is a café,
sweet and warm.

My home is a castle,
safe from attack.

My home is a forest,
where no one can see me.

My home is a mountain,
it will be there forever.

- 3 Read the lines from the poem below. Then write *true* or *false*.

My home is a forest,
where no one can see me.

- 1 The author lives in a forest.
- 2 The author has trees in his / her home.
- 3 The author can be alone in his / her home.
- 4 This extract is a fact.
- 5 This extract is a metaphor.

- 4 Find five other metaphors in the poem. Which of them are true for your home?

- 5 **ACTIVATE** Think of some metaphors about life. Use the ideas in the box or your own ideas. Then write your own poem.

a road a forest a tunnel a party
a journey a lesson a river an ocean

Life

Life is a journey,

Every day is a new place.

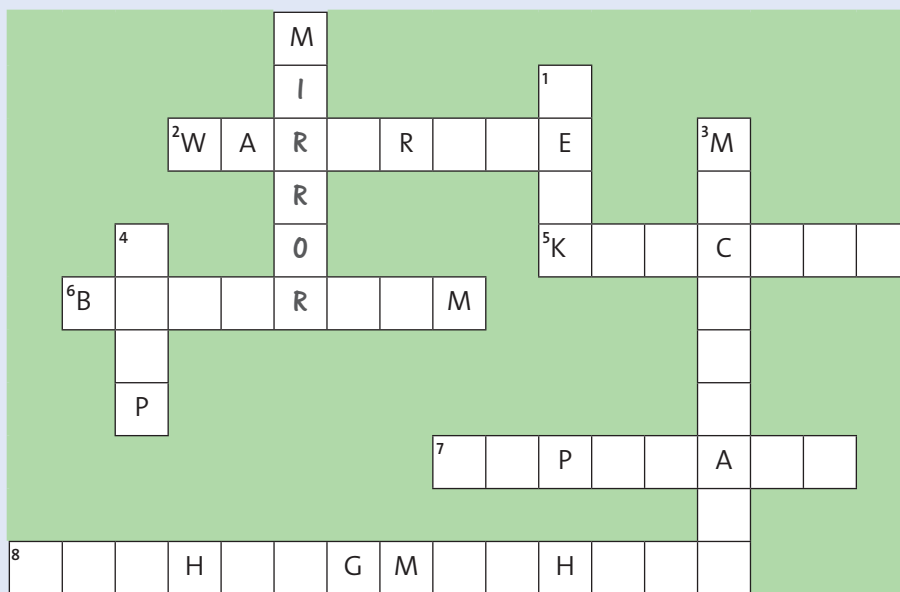
1 Find five more differences in picture B. Write five sentences.

In picture B ...

There's a lamp on the chest of drawers.



2 Complete the puzzle with words for furniture and rooms.



3 Find the missing letters from the alphabets. Use them to make words and complete the sentences.

CUXM	BLXO	BIJGV	AUVB	MCZS
NFIJS	JYZS	FUHX	FIJKY	FVQJR
LZDO	PUEQ	MTOQ	MZGH	LNAEP
VBGP	RTVC	RDWS	RQCXT	UXGH
WYRHQ	1 WFHD	2 ZPYK	3 WNLP	4 KWBO

Can you **take** the dog for a walk, please?

1 Is Alison ___ her bed?

2 Please ___ the floor now.

3 My brother never ___ the washing up!

4 Can you ___ your room, please?

Vocabulary

1 Choose the odd word out in each group.

- 1 kitchen bedroom shower bathroom
- 2 view desk lamp chair
- 3 window table bookcase cupboard
- 4 armchair chair sofa mirror
- 5 bath mirror shower microwave
- 6 wardrobe bed lamp washing machine

2 Choose the correct verbs.

- 1 do / make / clear your bed
- 2 clear / tidy / take the table
- 3 take / tidy / make your room
- 4 clear / clean / make the car
- 5 take / do / make the shopping
- 6 take / clean / do out the rubbish

Language focus

3 Complete the sentences with the present continuous form of the verbs in brackets.

- 1 Mum ___ dinner. (make)
- 2 The boy ___ the ironing. (not do)
- 3 The cats ___ on the chair. (not stand)
- 4 The girl ___ the floor. (clean)
- 5 Dad ___ the dog for a walk. (take)

4 Write questions using the present continuous. Then look at the picture in exercise 3 and write short answers.

- 1 Mum / wear / a dress
- 2 the cats / sleep
- 3 the boy / watch / TV
- 4 the children / listen to / music
- 5 the girl / work

5 Complete the sentences. Use the present simple or present continuous form of the verbs.

- 1 Yerzhan always ___ (make) his bed in the morning but he ___ (not tidy) his room!
- 2 ___ you ___ (watch) this film? I ___ (not enjoy) it.
- 3 I ___ (help) at home every day. At the moment I ___ (make) dinner for my family.
- 4 At the moment, my Russian cousins ___ (stay) at our house. They always ___ (visit) us in Kazakhstan in the summer.

Communication

6 Complete the mini-dialogues with the words in the box.


it's is there there is where

- Tom ¹___ an email for me?
 Olga Yes, ²___.
 Tom ³___'s the laptop?
 Olga ⁴___ on my bed.

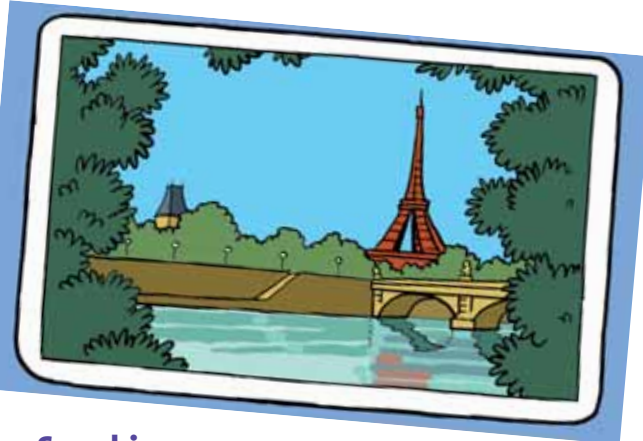
I'm I suppose is it can you

- Dad ⁵___ do the washing up, please?
 Josh ⁶___ busy at the moment. ⁷___ OK if I do it later?
 Dad ⁸___ so, but don't forget to do it!

Listening

7  1.29 Listen to Ellen and Daisy and look at the sentences. Write *true* or *false*. Correct the false sentences.

- 1 Ellen is speaking on her mobile phone.
- 2 Ellen's brother is talking to his cousin.
- 3 Daisy doesn't like Steve Dunton.
- 4 Ellen's brother is in the living room.
- 5 Ellen's dad is doing the vacuuming.
- 6 Steve and Ellen's brother are talking about a girl called Stacy.

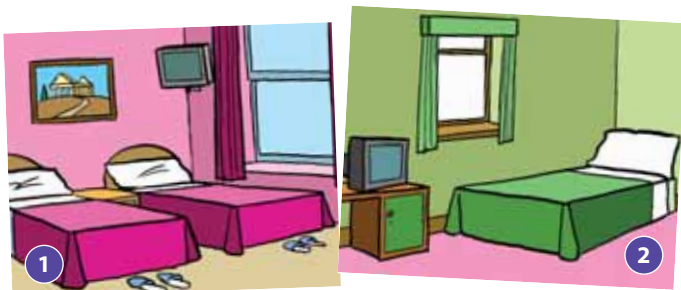


Listening

1 Look at the pictures and answer the questions.

- 1 Where do you think Alan is on holiday?
- 2 Where do you think Bess is?
- 3 Do you think Alan is having a good time?

2 1.30 Listen to Alan and Bess talking about Alan's holiday. Which is Alan's hotel room?



3 1.30 Listen again and complete the sentences with one, two or three words.

- 1 Bess doesn't really like museums but she does like ____.
- 2 Alan's hotel is in the centre of ____.
- 3 The view from Alan's room is of a ____.
- 4 Alan's parents go to bed at ____.
- 5 Bess is ____ her room at the moment.
- 6 Lily is coming on ____.
- 7 Lily, Bess and Alan usually go to the ____ on Friday nights.
- 8 Bess wants Alan to send her some ____.

Speaking

4 Work in pairs. Prepare a conversation. Imagine that person A is on holiday in another country.

- 1 Where is A?
- 2 Is A enjoying his / her holiday?
- 3 What is A doing?
- 4 Where is A staying?
- 5 What does A do in the evenings?
- 6 What is B doing now?

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

A Hi!	➔	B Reply and ask about the holiday.
A Reply.	➔	B Ask about the hotel.
A Describe the hotel.	➔	B What do you do in the evenings?
A Reply and ask what B is doing.	➔	B Reply.
A Ask about another friend.	➔	B Reply.

Writing

6 Write an email to a friend. Tell your friend about your holiday. Begin like this:

Hi, ...,
We're in ... and I think it's really nice.

Clothes and fashion

Start thinking

- 1 Have you got a good memory?
- 2 What clothes did you wear yesterday?
- 3 What did you do last weekend?

Aims

Communication: I can ...

- describe feelings and events.
- understand a text about people with good memories.
- talk about past events in my life.
- talk about important life events.
- talk about past events.
- talk about experiences in the past.
- describe an event in the past.

Vocabulary


- Adjectives: feelings and events
- Milestones
- Clothes and word order

Language focus

- *was, were*
- Past simple
- Time expressions and *ago*
- *there was, there were*

Creativity and Skills



My country 
Clothes and fashion



Communication
An event in the past



CLIL
Reading for pleasure:
Folk stories



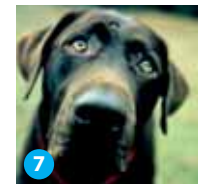
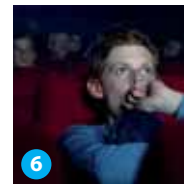
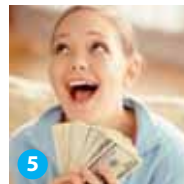
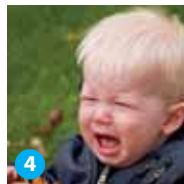
Vocabulary puzzles
Adjectives: feelings and events; Milestones

1 Think about your first memory and answer the questions.

- 1 How old were you?
- 2 Were you happy?
- 3 Where were you?
- 4 Who was with you?

2 1.31 Match photos 1–7 with the phrases in the box. Then listen and check.

a nervous teenager a lonely dog a lucky girl
a naughty child a scary film an upset baby a cute baby



3 Choose the correct words.

- 1 On my first day at school I was very **nervous** / **lucky**.
- 2 I was in a car accident when I was a baby. But I was OK. I was very **lucky** / **lonely**.
- 3 I remember a trip to the circus. I didn't like it. The clowns were really **scary** / **cute**!
- 4 I remember my baby brother on the day he was born. He was very **cute** / **lonely**.
- 5 I was six. My mum was **upset** / **lucky** because I was very **scary** / **naughty**.
- 6 I was at a party, but I didn't know anyone. I was **naughty** / **lonely**.

4 Do the *How good is your memory?* quiz with a partner. Then look at the key. Do you agree?

5 **ACTIVATE** Write true sentences. Compare your answers with your partner.

I'm sometimes upset when I *argue with my best friend*.

- 1 My ___ is cute.
- 2 I think ___ are scary.
- 3 When I'm naughty, my parents ___.
- 4 I'm usually nervous when ___.
- 5 When I'm feeling lonely I ___.

Finished?

Choose a photo in exercise 2 and write about it.

The teenager is nervous. She doesn't like exams. She doesn't understand ...

How good is your MEMORY?



1 Look at the photos for ten seconds. Then cover the photos and repeat the words. How many can you remember?

- a All or most of them.
- b About half of them.
- c Not many.



3 Do you forget where you put things at home?

- a I never lose anything.
- b Sometimes. But I usually find them again.
- c Yes, I do. I get really upset sometimes.

4 Is it easy for you to remember facts for exams?

- a I'm lucky. I remember everything I read.
- b It's hard. I forget some things.
- c I always forget everything I read.

5 Were you naughty as a young child?

- a Yes, I remember my teachers and parents were often angry with me.
- b I don't think so. I'm not sure.
- c I've no idea! I can't remember anything.

6 Do you remember your first day at school?

- a Yes, I do. I was really nervous.
- b I think so. It was a long time ago. I was about five.
- c I can't remember last week so I really can't remember when I was young.

7 Do you remember the first birthday party you went to?

- a Yes, I remember it well. It was a very happy day.
- b I remember a party, but I don't know if it was the first one.
- c I can't remember any parties.

8 When you wake up, do you remember your dreams?

- a I usually remember them. I love dreams.
- b I only remember some dreams, like scary ones.
- c I wake up and forget them immediately.

9 Don't look back! How many things in question 1 can you remember?

- a 7–8 things.
- b 4–6 things.
- c 1–3 things.



2 Can you remember any jokes?

- a Yes! I know lots of jokes.
- b I know a few.
- c No. I always forget them.

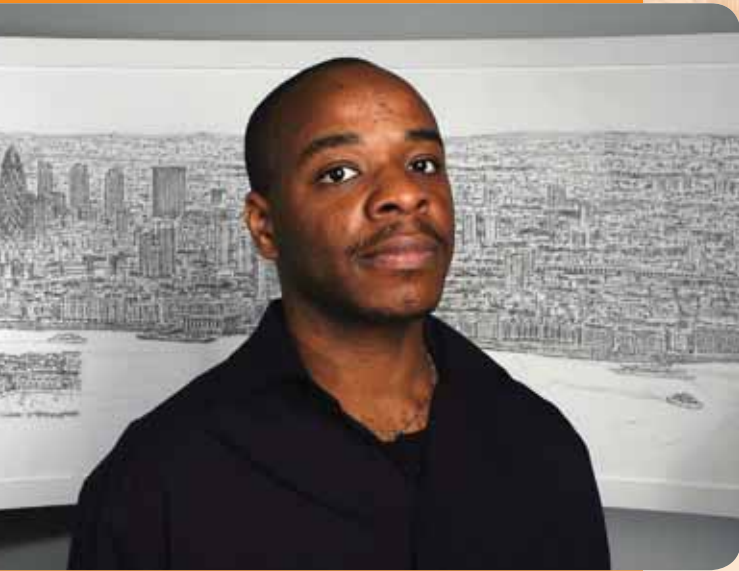
KEY

Mostly a = You have an excellent memory! You can remember things now and in the past. This is a useful skill for learning languages! You're very lucky.

Mostly b = Your memory is good, but not great. With practice, it can be better.

Mostly c = Your memory isn't great. Our advice: start writing a diary! Don't forget!

Meet the MEMORY MASTERS



Some people call Stephen Wiltshire 'the human camera'. Stephen was in a helicopter for twenty minutes, above London, and then he drew pictures of the city **from memory**. Stephen wasn't born in London and he doesn't know the city, but in twenty minutes he memorized hundreds of buildings. His pictures weren't perfect, but they were very detailed.

Most people haven't got a **photographic memory** like Stephen. In fact, the maximum number of things people can usually **remember** from a list is about six or seven. But it is possible to train your brain.

For example, Mahavir Jain, from India, memorized 18,000 words and definitions from an English dictionary. His English exams were easy after that and now he owns three English schools.

People also try to **memorize** pi. For most people at school, 3.142 is enough, but Akira Haraguchi, from Japan, once **recited** 100,000 digits of pi in sixteen hours. He started at 9.30 a.m. on a Tuesday and finished at 1.28 a.m. the next day. It was a record.

There are also memory superstars. Dominic O'Brien was first interested in memory after he left school and he started to train his **memory**. In 1991 he won the World Memory Championships. He was World Memory Champion seven more times between 1992 and 2001. In 2002 Dominic memorized the order of cards in fifty-four packs of playing cards. That's 2,808 cards! The world record was 2,704 cards. When he repeated the cards, Dominic was wrong only eight times!

- 1** Study the numbers for fifteen seconds. Then close your book. How many can you remember?

12 65 8 31 18 74 55 4 90 57

- 2** 1.32 Read and listen to the text. Which four people does the text mention? How are they similar?

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

- 1 Stephen Wiltshire lives in London.
- 2 Stephen drew a helicopter.
- 3 Mahavir Jain learnt 18,000 words and their meanings.
- 4 Akira Haraguchi learnt 100,000 digits of pi in 16 hours.
- 5 Dominic O'Brien was World Memory Champion seven times.

- 4 BUILD YOUR VOCABULARY** Complete the sentences with the words or phrases in **blue** in the text.

- 1 Can you ___ what the homework is tonight?
- 2 I ___ ten English irregular verbs every night.
- 3 The girl said the poem ___.
- 4 My mum's almost got a ___. She sees something and remembers it.
- 5 I've got a terrible ___. I forget everything.
- 6 My friend once ___ the alphabet from Z to A.

- 5 ABOUT YOU** Ask and answer the questions.

- 1 Have you got a good memory? Give an example.
- 2 How do you remember English vocabulary?
- 3 What things do you often forget?
- 4 What things do you memorize?
- 5 How often do you recite something? What is it?
- 6 Is it good to have a photographic memory? Why / Why not?

- 1 Look at the text on page 30 and complete the sentences with the words in the box. Then complete the rules using the correct form of *was* and *were*.

was was wasn't was were


Dominic O'Brien *was* the champion in 2001.

- 1 Stephen's pictures of London weren't perfect but they ___ very detailed.
- 2 Stephen Wiltshire ___ born in London.
- 3 '___ the world record 2,704 cards?' 'Yes, it was.'
- 4 'How many times ___ Dominic wrong?' 'He was wrong only eight times.'

○ RULES

- 1 In affirmative sentences, we use *was* or ___.
- 2 In negative sentences, we use ___ or *weren't*.
- 3 In *yes / no* questions, we use ___ / *were* + pronoun + the verb in the base form.
- 4 In short answers, we use *yes / no* + pronoun + ___ / *wasn't* or *were / weren't*.

More practice ⇌ Workbook page 25

- 2  1.33 Complete the sentences using the correct form of *was* and *were*. Then listen and check.

Barack Obama *was* US President in 2009.

- 1 The football World Cup ___ in 2008.
- 2 Michael Jackson ___ an American singer.
- 3 DVDs ___ popular in 1980.
- 4 Robert Pattinson and Kristen Stewart ___ in the *Twilight* films.
- 5 I ___ at school in 2001.



- 3 Work in pairs. Ask and answer questions about the sentences in exercise 2 using *was* and *were*.

Was Barack Obama US President in 2009?

Yes, he was.

- 4 Complete the questions with the words in the box. Then ask and answer the questions with your partner.

What was What were When was
Were you ~~Was the~~ Where were

Was the weather good last Thursday?

- 1 ___ the last birthday in your family?
- 2 ___ in a school play when you were young?
- 3 ___ the names of your first school friends?
- 4 ___ your favourite toy when you were young?
- 5 ___ you yesterday morning?

Was the weather good last Thursday?

Yes, it was!

- 5 **ACTIVATE** Work in pairs. Talk about past events using *was* and *were* and the words in the boxes.

When What Who Where

your last meal?
you at the weekend?
your homework?
you at seven o'clock in the morning?
your first teachers?
your last exams?
the weather like yesterday?
your first school?
your last visit to the dentist?

When was your last meal?

It was at half past seven.

○ Finished? 

Write five quiz questions about famous people.

Was Mukhtar Auezov a writer from Kazakhstan?

VOCABULARY AND LISTENING ■ Milestones

I can talk about important life events.

1 1.34 Choose the correct verbs. Then listen and check.

- 1 have / do / become a professional
- 2 have / go / start a child
- 3 be / do / have born
- 4 graduate / win / get a job
- 5 leave / go / do to school
- 6 move / get / learn to drive
- 7 go / leave / do school
- 8 do / win / go an exam
- 9 buy / do / go a house
- 10 graduate / go / leave from university
- 11 win / get / graduate a competition
- 12 leave / do / have home
- 13 move / start / have to another country
- 14 start / go / do a company
- 15 get / do / go married
- 16 become / go / have rich

2 1.35 Work in pairs. Match the names to the pictures. Then listen and check.

Angelina Jolie Beyoncé Bill Gates
Brad Pitt Kate Moss Tom Cruise
Keira Knightley Serena Williams

I think picture F is Angelina Jolie.

3 1.36 Listen and complete the sentences with one or two words.

- 1 Kate Moss ___ when she was fifteen.
- 2 Brad Pitt went to university to ___ a journalist.
- 3 Angelina Jolie bought ___ in New Orleans in 2007.
- 4 Bill Gates didn't ___ from university, but he became very rich.
- 5 Keira Knightley got ___ on television at the age of nine.
- 6 Tom Cruise learned to ___ before he was twenty.
- 7 Beyoncé got ___ to rapper Jay-Z.
- 8 Serena Williams ___ to school.

4 **ACTIVATE** Work in pairs. Ask and answer questions about life events.

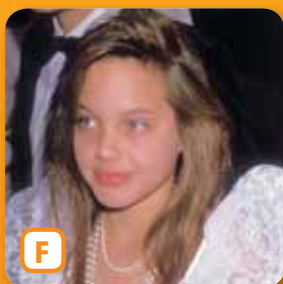
What age do people usually ...

- 1 ... first go to school?
- 2 ... leave school?
- 3 ... graduate from university?
- 4 ... leave home?
- 5 ... get married?
- 6 ... learn to drive?

What age do people usually go to school?

Children first go to school at the age of 7.

WHO'S WHO?



- 1 Look at the verbs in the box and find them in your answers to exercise 3 on page 32. Then complete the table.

become buy get go graduate
learn leave

Past forms	
Regular (add -d or -ed)	Irregular
graduate - graduated	leave - left

Pronunciation: Past tense -ed endings ⇄
Workbook page 90

- 2 Complete the sentences with the words in the box. Then answer questions a–c.

didn't go played taught

- Serena first ___ tennis at the age of four.
 - She ___ to school.
 - Serena's father ___ her at home.
- Which sentence has a past simple form of a regular verb?
 - Which sentence has a past simple form of an irregular verb?
 - Which sentence is in the past simple negative?

- 3 Match questions 1–3 with answers a–c.

- When did Bill Gates start a company?
 - Where did Angelina and Brad buy a house?
 - Did Brad Pitt go to university?
- In New Orleans.
 - Yes, he did.
 - In 1975.

- 4 Study the examples in exercises 2 and 3. Then choose the correct words in the rules.

○ RULES

- The past simple form of a verb is the **same / different** for all persons.
- In negative sentences, we use *didn't* + the verb in the **base form / past simple**.
- In questions, we use (question word) *did* + noun or pronoun + the verb in the **base form / past simple**.

More practice ⇄ Workbook page 27

STUDY STRATEGY ○ Learning irregular verbs

- 5 Follow instructions 1–3.

- Find past tense verbs in the text on page 30. Add them to the table in exercise 1.
- When you find a new verb, check the irregular verbs list in your Workbook. Then add the verb to the table.
- Memorize five irregular verbs every week.

- 6 Complete the text using the past simple form of the verbs in brackets.

A MEMORABLE LIFE



Elizabeth Blackwell was born in 1821 in Britain. At the age of 11, her family ¹___ (move) to New York.

In those days women ²___ (not work) and they ³___ (not go) to university, but Elizabeth ⁴___ (want) to become a doctor. The medical schools ⁵___ (not want) a woman student, but Elizabeth ⁶___ (graduate) with the highest mark in her class and she ⁷___ (become) the first woman doctor in the USA.

- 7 **ACTIVATE** Complete the questions using the verbs in the box. Then ask and answer with a partner.

buy get graduate have leave

- When ___ your dad ___ school?
- When ___ your parents ___ married?
- When ___ your parents ___ their first child?
- When ___ your parents ___ their first car?
- ___ your parents ___ from university?

When did your dad leave school?

He left school in 1981.

○ Finished?

Find the past simple forms of the verbs in exercise 1 on page 32. Add them to your table in exercise 1 on this page.

SPEAKING ■ Your weekend

I can talk about experiences in the past.



Shaun Hey Gemma. How was your weekend?
 Gemma Not bad thanks.
 Shaun What did you do?
 Gemma I went shopping on Saturday and bought a DVD. What about you?
 Shaun I watched a football match.
 Gemma Cool. I love football.
 Shaun Really? When did you last go to a football match?
 Gemma Three weeks ago.
 Shaun What did you see?
 Gemma I saw Chelsea against Liverpool.
 Shaun Wow! Was it good?
 Gemma Yes, it was really exciting. Chelsea won 2–1.

1 1.37 Listen and read the dialogue. What football match did Gemma see?

2 Match key phrases 1–4 with answers a–d. Then practise the dialogue with a partner.

KEY PHRASES Talking about an experience

- | | |
|---------------------------------------|-------------------------|
| 1 How was your weekend? | a A month ago. |
| 2 What about you? | b Yes, it was. |
| 3 When did you last go to the cinema? | c It was great. |
| 4 Was it good? | d I went to the cinema. |

Language point: Time expressions and ago

3 Complete the time expressions using *ago*. Where do we put *ago* in time expressions?

last year = a year ago

- 1 7.30 a.m. = ___ hours ___
- 2 last Tuesday = ___ days ___
- 3 yesterday = 24 ___
- 4 on Saturday = ___ days ___
- 5 last week = a week ___

4 Imagine that today is Monday. Order the time expressions. Start with the most recent.

a year ago an hour ago last Monday on Saturday yesterday morning

1 an hour ago

[More practice](#) ⇌ [Workbook page 27](#)

5 Work in pairs. When did you last do these activities? Invent mini-dialogues. Use time expressions and *ago*.

go to the cinema get a haircut
 celebrate a friend's birthday
 watch a football match buy new clothes

When did you last go to the cinema?

I went to the cinema two days ago.

Was the film good?

Yes, it was very funny!

6 **ACTIVATE** Look again at the dialogue in exercise 1. Change the words in blue and practise your new dialogue with a partner. Use the ideas in exercise 5 and your own ideas.

A day to remember



I remember my cousin's wedding six months ago. It was Saturday and there wasn't a cloud in the sky. It was a very memorable day.

First, a lot of people came to our house. At twelve o'clock we went to the church for the ceremony and after that we went to a hotel. We had lunch there and then the party started at about six o'clock. There was an amazing band and everybody danced. There weren't any problems. Finally, at about midnight, we went home.

There were about a hundred people at the wedding. I remember my grandmother clearly because she had a really strange hat! It was a really great day and I felt very happy.



1 Read the model text about a memorable day. Then order the key phrases.

KEY PHRASES □ Linking events

- a After that everybody went to a hotel.
- b Finally everyone went home.
- c First a lot of people went to Kate's house.
- d At twelve o'clock we went to the church.
- e Then the party started.

1 c 2... 3...

Language point: there was, there were

2 Match 1–4 with a–d. Then translate the sentences.

- | | |
|-----------------|---------------------------|
| 1 There was | a a cloud in the sky. |
| 2 There wasn't | b an amazing band. |
| 3 There were | c any problems. |
| 4 There weren't | d about a hundred people. |

3 Complete the sentences with the affirmative or negative of *there was, there were*.

There was a cute boy at the party. His name was Tom.

- 1 ___ a big chocolate cake at Jen's birthday. It was tasty!
- 2 We had fruit and ice-cream at Charlie's birthday because ___ a cake.
- 3 ___ fireworks on New Year's Eve. I loved them.
- 4 ___ any interesting people at the party. I went home early.

4 ACTIVATE Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write three paragraphs about one of these events:

- Your first day at school
- A birthday
- A party

B THINK AND PLAN

- 1 What and where was the event?
- 2 What happened first?
- 3 What happened after that?
- 4 Who do you remember clearly?
- 5 How did you feel that day?

C WRITE

Paragraph 1: Introduction: *I remember ...*

Paragraph 2: Event: *First ...*

Paragraph 3: Conclusion: *There were ... people ...*

D CHECK

- past simple forms
- linking words
- *ago*

MY COUNTRY ■ Clothes and fashion

I can talk about clothes and fashion.



MADINA

I live in Astana in Kazakhstan. This is a photo of me on my sixteenth birthday last month. I bought the balloons to decorate the house for the party. I'm wearing a **new white cotton**¹ and a pair of **comfortable old blue**². I wear trousers most of the time. My mother and my grandmother grew up in Astana, too, but their teenage years were very different. They listened to different music, played different games and wore different clothes.



NATASHA

I was a teenager in the 1980s. At that time, Astana wasn't the capital city and it wasn't even called Astana. Its name was Tselinograd. When I was 16, I went to Moscow for a year to study Russian. I stayed there with my cousins. In this photo, I'm in the park, playing with Gani, my cousins' **lovely big brown** dog. I'm wearing striped³ and white⁴.



ANARA

This is a photo of me on my wedding day in 1969. I was only 16 then. I had **beautiful long black** hair, but I decided to cut it short when I was 50. In the photo, I'm wearing a **wonderful red silk**⁵ and a saukele – that's a traditional Kazakh headdress for women. I promised to give it to my granddaughter when she gets married. My husband is wearing a borik – that's a **small round fur**⁶. I'm playing the dombra. I wanted to be a musician when I was young.

1 ● 1.38 Check the meaning of these words in a dictionary. Complete the text with six of the words. Then listen and check your answers.

- dress trousers hat jeans shirt T-shirt shoes blouse shorts coat jacket skirt

2 When we use two or more adjectives before a noun, we have to put them in a particular order. The order depends on their meaning. Study the adjectives in blue in the text and add them to the table.

Order	Meaning	Examples
1	opinion	nice, ____, ____, ____, ____
2	size	huge, ____, ____, ____
3	age	young, ____, ____
4	shape	square, ____
5	colour	green, ____, ____, ____, ____, ____
6	material	leather, ____, ____, ____

- 3 Put the words in the correct order.
- an / she / pink / amazing / bought / dress / cotton
 - can't / these / old / shoes / leather / wear / ugly / I
 - big / have / eyes / you / beautiful / got / green
 - tall / married / young / a / she / man / handsome
 - they / round / strange / found / small / a / box

4 Find five examples of the infinitive with to in the text. Then choose the correct words in the rules.

- We use the infinitive ...
- after **nouns / verbs / adjectives** like *decide, promise, want, need, hope, agree, offer* and *refuse*.
 - to say **why / when / how** something happens or is done.

5 Complete the sentences with your own ideas.


- When I grow up, I want to _____.
- I promised my best friend to _____.
- Last Sunday, I went to the shop to _____.
- Before we book a holiday, we need to _____.
- I'm going to my cousins' house to _____.
- Next year, I hope to _____.

6 🌐 Write an article about your parents' or grandparents' teenage years. Use the questions below to help you.

- When were they teenagers?
- Where did they live?
- What kind of clothes did they wear?
- What did they want to do when they grow up?

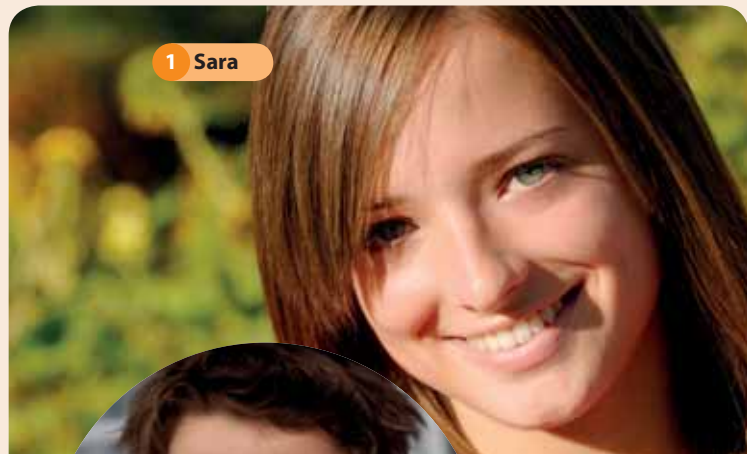
COMMUNICATION ■ An event in the past

I can talk about an event in the past.

- 1  1.39 Listen to people talking about a party. Match speakers 1–4 with the topics they are talking about, a–e. There is one topic that you do not need.

a people
b music
c drinks
d food
e presents

1 Sara



2 Tom




4 James




3 Kate




- 2  1.40 Listen to Clare talking about a party. Which of the things in the box does she talk about?

drinks Sally's parents music
games food

- 3  1.40 Study the key phrases. Then listen to the conversation again and answer the questions.

KEY PHRASES  Talking about an event

Why didn't you go to ...?
How was it?
I had a great time.
Were there many people?
What was the music like?
What did you buy him / her for a present?

- Where was Karen on the night of Sally's party?
 - Who was at the party?
 - What is Ruth (Sally's sister) like?
 - Who played the music?
 - What did Clare buy Sally for a present?
- 4  1.41 Listen to the dialogue. Then practise it with a partner.
- Rob Hi. Sam. Why didn't you go to **Jack's birthday party**?
- Sam I couldn't come. It was **my dad's birthday** and **we went out to a restaurant**. How was it?
- Rob Fantastic! I had a great time!
- Sam Were there many people?
- Rob Yes, there were **about 100 people**. I met **Jack's sister, Tamsin**. **She's cool**.
- Sam I don't know her. What was the **music** like?
- Rob **Really good**. And there were lots of **snacks and drinks**.
- Sam What did you buy him for a present?
- Rob I got him **a computer game**. He really liked it!
- 5 **ACTIVATE** Change the words in **blue** in the dialogue in exercise 4 using the information in the diary. Then practise your new dialogue with your partner.

I went to Lisa's birthday party on Saturday. Jen couldn't go. She was at her grandfather's house. He lives about 100 km away. I thought the party was amazing. About 50 people were there. I met Lisa's brother, Mark. He was really friendly. The music was quite good and Lisa's cousins made lots of nice snacks. I bought Lisa a poster and she loved it!

CLIL ■ Reading for pleasure: Folk stories

I can retell a story from another character's viewpoint.

The bird AND THE ELEPHANT

One day a colourful bird saw a young elephant. There weren't any other elephants around, and the elephant was lonely and upset. Suddenly the bird knew what the problem was. The elephant was lost. The bird flew high into the sky and looked for the other elephants. The bird saw them near a river and went back to the young elephant. 'Come with me!' the bird said. The bird flew in front and the elephant followed. Finally, the elephant joined the others near the river and the bird left.

Twenty years later, the elephant was in a different part of the jungle and saw a man with a bird in his net. The bird was old, but was still beautiful and colourful. Suddenly, the elephant recognized the bird. The elephant ran towards the man and made a loud noise. The man dropped the net in surprise and the bird was free. 'Why did you help me?' the bird asked. 'Because I never forget my friends,' said the elephant.



1 1.42 Look at pictures A–D and put them in the correct order. Then listen and read and check your answers.

2 Read the story again and answer the questions.

- 1 Why was the elephant upset?
- 2 How did the bird help the elephant?
- 3 Why did the elephant help the bird?
- 4 Folk stories have often got a moral. Choose the best moral for this story.
 - a Help someone and they'll help you.
 - b Animals always help each other.
 - c Birds have got good memories.

3 Complete the information with *first person* and *third person*.

Most stories have a first person narrator or a third person narrator.

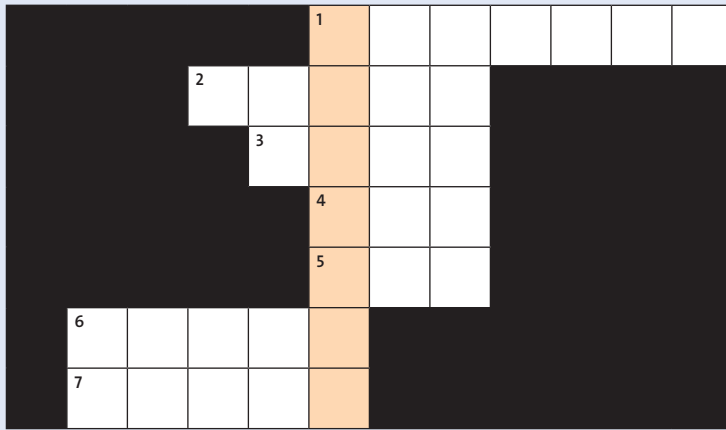
A ¹___ narrator is one of the characters, and participates in the story.

A ²___ narrator tells the story, but doesn't participate in it.

4 **ACTIVATE** Imagine that you are the bird in the story. Rewrite the first paragraph of the story as a first person narrator.

One day I saw a young elephant. There weren't ...

1 Complete the puzzle with adjectives. What is the hidden word?



- 1 On my first day at school I was ____.
 - 2 I saw a ____ film last night.
 - 3 My cousin is six months old and he's very ____.
 - 4 I want to ____ a job next year.
 - 5 She ____ her first child in 1990.
 - 6 If someone is sad or unhappy, they are ____.
 - 7 If good things happen to you for no reason, you are ____.
- The hidden word is: ____.

2 Find ten more life events in the puzzle. Use two or three squares for each one.

buy	do	get	a	married
exam	be	have	school	a house
a professional	get	win	go	become
born	leave	child	grow	an
up	to	a competi- tion	a job	home

buy a house

3 Order the blocks of letters to complete Sam's ambition.

G	R	O	V	E	A	N	T	A	N	A	T	Y	.	D	M		
A	T	E	I	W	T	O	C	I	T	O	B	I	G	A	D	U	
I	W																

Vocabulary

1 Choose the correct words.

- 1 I was a **cute** / **lucky** / **nervous** child. I didn't want to talk to other children.
- 2 We saw a very **upset** / **cute** / **scary** film yesterday.
- 3 My **scary** / **lonely** / **lucky** number is four.
- 4 My younger brother is very **lonely** / **naughty** / **cute**. He never listens to mum.
- 5 He was **nervous** / **upset** / **lucky** because he didn't pass his exam.
- 6 Her cat is very small and beautiful. It's **nervous** / **cute** / **lonely**!

2 Complete the phrases with the verbs in the box. There is one verb you do not need.

become buy do go graduate
have move

- | | |
|-----------------|-----------------------|
| 1 ___ rich | 4 ___ a house |
| 2 ___ to school | 5 ___ an exam |
| 3 ___ a child | 6 ___ from university |

Language focus

3 Complete the dialogue using the affirmative or negative forms of *was* and *were*.

- Rob** What is your first memory, Sally?
Sally I ¹___ in our kitchen at home and I ²___ really upset.
Rob Why?
Sally I wanted some ice cream but there ³___ any.
Rob How old ⁴___ you?
Sally I ⁵___ very old – maybe four or five.
Rob ⁶___ your parents there?
Sally No, they ⁷___. My sister ⁸___ with me.

4 Complete the sentences using the past simple form of the verbs in the box.

pass graduate not like not learn
live meet

- 1 My grandmother ___ to drive when she was young. She ___ her driving test last year!
- 2 My dad ___ my mum at university. They ___ from university in 1988.
- 3 Our English teacher ___ in England for three years, but he ___ London.

5 Write questions for the answers using the past simple.

- 1 'When ___ to Spain?'
'He moved to Spain two years ago.'
- 2 '___ to the cinema last week?'
'Yes, I did. I went to the cinema last Friday.'
- 3 'Who ___ at the party?'
'I met Mirgul's brother. He's cute.'
- 4 'What ___?'
'She said there isn't any homework tonight!'
- 5 '___ the party?'
'They left the party because they were tired.'

Communication


6 Complete the dialogue with the words in the box.

a year ago How was I played It was
it was Was it What about When did

- Dias** ¹___ your weekend?
Ruby ²___ great.
Dias What did you do?
Ruby I stayed at home and watched TV!
³___ you?
Dias ⁴___ tennis with my brother.
Ruby ⁵___ good?
Dias Yes, ⁶___. I won!
Ruby Cool. I like tennis.
Dias Really? ⁷___ you last play tennis?
Ruby About ⁸___. I like *watching* tennis. I don't like playing tennis!



Listening

7  1.43 Listen to James and his dad talking about James's grandfather. Then complete the text.

James's ¹___ didn't go to university. He left ²___ at 16 and his first job was in a ³___. He started his own ⁴___ after James's ⁵___ Sally was born. A year later, James's grandfather bought his first ⁶___ and his first car. James's ⁷___ was a nervous driver. James thinks his ⁸___ is also a nervous driver.

1 Read Katrina's paragraphs. Then match them with headings a–d.

- a Their lives together c My grandparents
b Our family now d The 1950s

My family history poster

by Katrina Hill



1

My mother's parents, Alice and Joe, are both Scottish, and they live in Glasgow. Joe was born in Ireland in 1937, then his family moved to Scotland, and Alice was born in 1940 in Glasgow. Alice and Joe went to the same school, but they didn't meet.



2

Life was hard in the 1940s, when Joe and Alice were children, but things changed in the 1950s. 'Rock and roll' music started, and TV became very popular. Alice remembers her teenage years as a wonderful time.



3

Joe left school in 1951, and got a job as a builder. Alice became a nurse. They met in the Glasgow Royal Infirmary hospital, after Joe had an accident at work. They went out together for three years and then they got married in 1961.



4

Alice and Joe had five children, and now, they've got nineteen grandchildren. When we have big family parties, there are over thirty people! I love my big family. I've always got friends to talk to.



2  Make a family history poster. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Decide who in your family you want to write about (uncles/aunts, grandparents, great-grandparents).
- 2 Find out more about their lives. Ask other people in your family about them, or ask them if they are still alive.
- 3 Collect family photographs, or use the internet to find photographs of times which were important in the lives of the people you are writing about.
- 4 Organize your ideas:
 - early life
 - the time he/she/they lived in
 - main life events
 - their connection to your family life now
- 5 Make a poster of your family history. Stick the photos next to your writing and give each paragraph a heading.

3 Exchange your family history poster with your classmates. What did they write about?

Space and Earth

Start thinking

- 1 What is a daredevil?
- 2 Why is Niagara Falls famous?
- 3 Do you want to explore space? What do you want to see?

Aims

Communication: I can ...

- make and respond to suggestions.
- read about the history of a famous place.
- describe what was happening at a past event.
- talk about places in the world.
- invent a story about a world trip.
- talk about amazing experiences.
- write about a rescue and a space station.

Vocabulary


- Prepositions: movement
- Geographical features
- Space and earth

Language focus

- Past continuous: affirmative and negative
- Past continuous: questions
- Past simple and past continuous
- *when, while, as soon as*

Creativity and Skills




My country 
Holidays and travel



Communication
Directions



CLIL 
Natural science:
Natural disasters



Vocabulary puzzles
Prepositions: movement;
Geographical features

VOCABULARY ■ Prepositions: movement

I can make and respond to suggestions.

- 1 Match pictures 1–9 with the prepositions in the box.

across around down into off over through
under up



- 2 Read the *Daredevils quiz* and choose the correct prepositions.

- 3  2.02 Do the quiz. Then listen and check your answers.

- 4 Work in pairs. Describe the pictures in exercise 1 using the verbs in the box and a preposition.

climb cycle fall jump run swim walk

1 climb up

- 5 Complete the sentences with the prepositions in exercise 1.

Did he sail *across* the Atlantic?

- 1 He fell ___ the bridge but he was OK. He was lucky.
- 2 I like skiing ___ big mountains!
- 3 Can you climb ___ a fifty-metre high tree?
- 4 Kate is crazy. She ran ___ the sea in December!
- 5 They're sailing ___ the Greek islands.
- 6 We cycled ___ the forest. There were trees all around us.

- 6 Study the key phrases. Then complete them with *Yes* or *No*.

KEY PHRASES Making and responding to suggestions

Why don't we (jump into the river)? Let's (cycle across Scotland in the holidays).
1 ___, it looks (exciting). 3 ___, that sounds (boring).
2 ___, it's too (scary). 4 ___, that's a (good) idea!

- 7 **ACTIVATE** Work in pairs. Make suggestions. Use the key phrases and the verbs and prepositions in exercises 1 and 4.

Shall we climb over that wall?

Yes, it looks easy.

Finished?

Choose five places and invent adventures there.

Climb up the Ural Mountains and ski down them

DAREDEVILS QUIZ

1 Some people like jumping **off / around / up** buildings, bridges and monuments (photo A). This activity is called ...

- a base jumping.
- b crazy jumping.
- c basic flying.

2 Dave Kunst walked **into / around / down** the world. He walked ...

- a 1,100 kilometres.
- b 2,200 kilometres.
- c 23,200 kilometres.

3 Drivers in the Paris–Dakar rally drive **down / across / under** the Sahara Desert. The Sahara is in ...

- a Asia. b Africa. c Australia.

4 Downhill mountain bikers cycle **under / down / into** huge mountains (photo B). They use ...

- a mountain bikes.
- b hill bikes.
- c BMX bikes.

5 Martin Strel, from Slovenia, swam **through / off / along** the River Amazon in 66 days. He swam ...

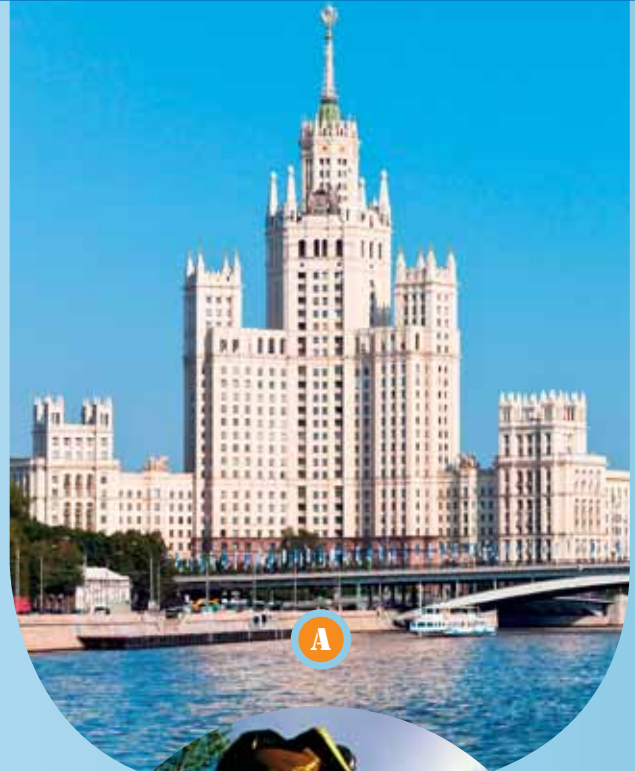
- a 526 kilometres.
- b 15,260 kilometres.
- c 5,265 kilometres.

6 Firewalkers walk **around / across / into** hot coals (photo C). The coals are ...

- a 50°C. b 500°C. c 5,000°C.

7 Stunt motorcyclists can jump **into / through / over** fifty or more cars. The record distance for a motorcycle jump is ...

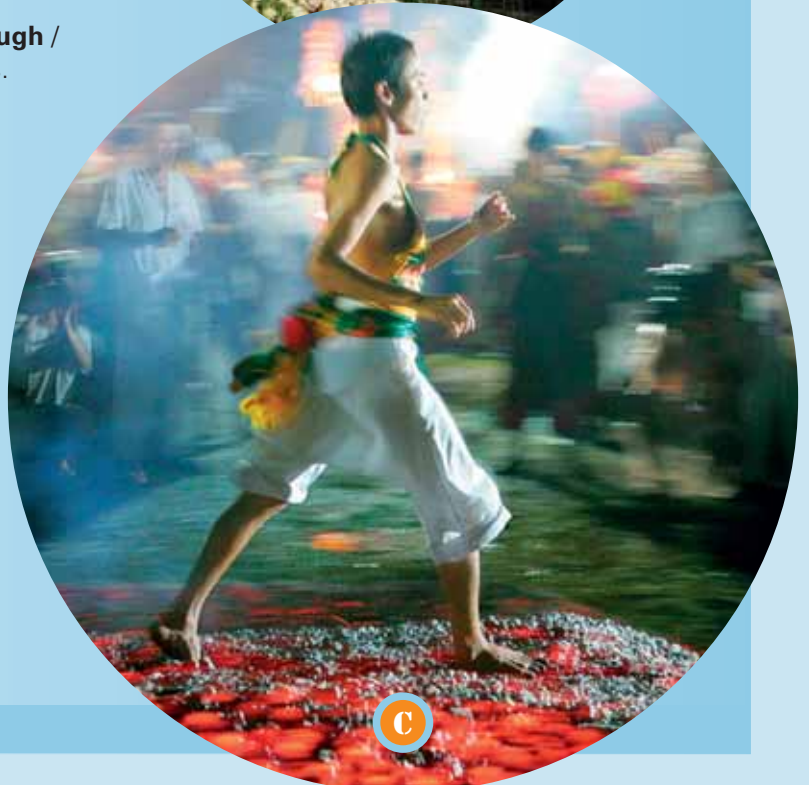
- a 18 metres.
- b 58 metres.
- c 98 metres.



A



B




C

READING ■ Daredevils

I can read about the history of a famous place.

1 Read the text. Which daredevils does it mention?

2  2.03 Match headings 1–4 with paragraphs A–E. Then listen and check.

A new tightrope champion 

- 1 A lady at the Falls
- 2 Tightrope hero
- 3 The end of stunts at Niagara
- 4 Facts about Niagara Falls

3 Read the text again. Write *true* or *false*. Correct the false sentences.

- 1 Tourists go to Niagara Falls now.
- 2 Blondin watched and copied Farini.
- 3 Farini became popular with his new stunts.
- 4 It wasn't a surprise for the crowd when Annie Taylor survived.
- 5 Only one or two people do stunts at Niagara now.

4 **BUILD YOUR VOCABULARY** Complete the sentences with the words in **blue** in the text.

- 1 My ___ and ___ are all sportspeople. I admire them.
- 2 He's very ___ and brave. He doesn't think anything is scary.
- 3 I saw some ___ on TV. They were sailing around the world.
- 4 He can do some new ___ on his bike.
- 5 This place is fantastic. The mountains are ___.

5 **ABOUT YOU** Ask and answer the questions.

- 1 What do you think of the daredevils in the text?
- 2 Which films that you've seen have stunts? Describe them.
- 3 What places in your country are spectacular?
- 4 Who are your heroes and heroines? Why?
- 5 Do you know anyone who's daring? In what way?

NIAGARA FALLS – DON'T LOOK DOWN!

A At Niagara Falls, on the border between the USA and Canada, the River Niagara suddenly falls more than fifty metres. Every hour, 2.5 million litres go over the waterfalls. Niagara Falls is popular with tourists and in the past it was also popular with **daredevils**. Three of the most famous were The Great Blondin, Signor Farini and Annie Taylor.

B In 1859, Blondin walked across Niagara Falls eight times. Once he cooked eggs while he was standing on the tightrope. Another time, he nearly fell into the river while he was carrying a man on his back. That day, a man called William Hunt was at Niagara with his girlfriend. As they were watching Blondin, Hunt decided to invent stunts which were more **spectacular** and **daring** than Blondin's. He changed his name to Signor Farini and began to practise.



C In 1860 a crowd went to see Farini at Niagara. He was walking along his tightrope when he stopped and climbed down a thirty-metre rope to a boat. He had a drink, then climbed up the rope again and continued walking. He was the new king of the falls.

D There were many **heroes** of Niagara and also some **heroines**. In 1901 Annie Taylor became the first woman to go over the falls in a barrel. People were waiting for forty minutes before Annie's helpers opened the barrel. People weren't expecting to see Annie alive, but in fact she survived.



E Many others survived **stunts** at the falls in barrels, balls or simply a bathing suit, but a lot of people also died. These days, daredevil acts are prohibited there and there is a maximum fine of \$10,000.

I can describe what was happening at a past event.

- 1 Complete the sentences with the words in the box. Check your answers in the text on page 40. Then choose the correct words in the rule.

was carrying was standing
were watching weren't expecting

- He ___ on the tightrope.
- He ___ a man on his back.
- They ___ Blondin.
- People ___ to see Annie alive.

○ RULE

The past continuous describes a finished action / an action in progress in the past.

More practice ⇨ Workbook page 33

STUDY STRATEGY ○ Using the rules boxes

- 2 Study the spelling rules for *-ing* forms on page 21. Then write the *-ing* form of the verbs.

- | | | |
|---------|--------|---------|
| 1 drive | 3 jump | 5 cycle |
| 2 run | 4 fly | 6 swim |

- 3 Complete the text using the past continuous form of the verbs in brackets.

Alain Robert: Spiderman

Alain Robert, 48, loves tall buildings. He wanted to climb up the Petronas Towers (452 metres) in Kuala Lumpur, Malaysia.

Sonia Marks saw him: 'I ¹ ___ (walk) across a bridge near the Petronas Towers one day. The street was full of people, but it was strange. They were very quiet – they ² ___ (not talk). They ³ ___ (look) at one of the towers. I looked and I saw a man on the building. He ⁴ ___ (climb) up the metal wall. He ⁵ ___ (not wear) a helmet or special clothes. Then I realized he ⁶ ___ (not use) ropes!'



- 4 Write true sentences about today. Use the affirmative or negative form of the past continuous.

I / sleep / at 9 a.m.
I wasn't sleeping at 9 a.m.

- my friends / play / football at 6 a.m.
- I / sit / in a car at 8.15 a.m.
- we / listen / to the teacher five minutes ago
- my friends and I / talk / at 8.45 a.m.
- I / sleep / at 5 a.m.
- it / rain / before school

- 5 **ACTIVATE** Work in pairs. Look at the photos and imagine you saw the event. Describe what was happening. Use the questions to help you.

- What were you doing when you saw this?
- What was the stunt person doing?
- Who was watching?
- What were the crowd doing?



Pronunciation: Weak forms ⇨ Workbook page 91

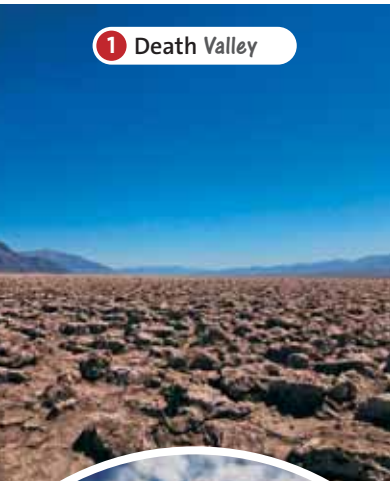
○ Finished? 🌐

Imagine that you are one of the daredevils in this unit. Write the story of one of your stunts.

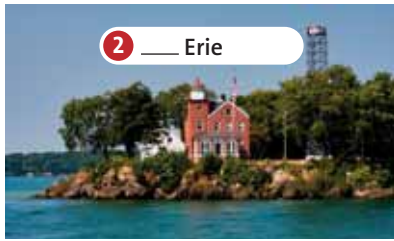
I was at Niagara Falls. I was walking across the falls on a tightrope ...

VOCABULARY AND LISTENING ■ Geographical features

I can talk about places in the world.



1 Death Valley



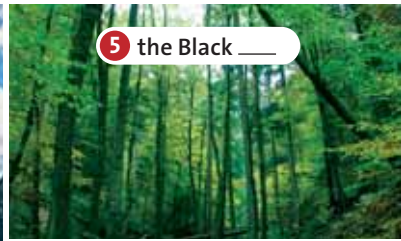
2 _____ Erie



3 the South _____



4 the Rocky _____



5 the Black _____



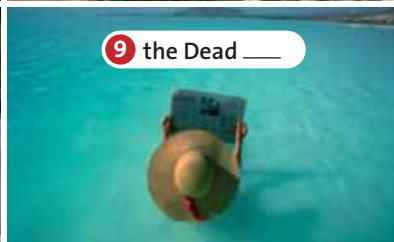
6 the _____ Amazon



7 the Sahara _____



8 Niagara _____



9 the Dead _____



10 the Pacific _____

- 1 2.04 Complete the names of places 1–10 with the words in the box. Then listen and check.

Desert Falls Forest Lake Mountains
Ocean Pole River Sea Valley

- 2 Work in pairs. Complete the sentences with the words in exercise 1.

- 1 Sherkala and Kok-Tobe are _____.
- 2 It never rains in the Atacama _____.
- 3 There isn't any land at the North _____.
- 4 The Atlantic _____ is between America and Europe.
- 5 There's a Red _____, a Black _____ and a Yellow _____.
- 6 The Amazon is a _____ and a _____.

- 3 2.05 Listen to Laura and Emily's story. Which trip did they make?

- a From the North Pole to the United States.
- b From Greenland to the North Pole.
- c From the North Pole to the Equator.

- 4 2.05 Choose the correct answers. Listen again and check.

- 1 How long was Laura and Emily's trip?
a 700 kilometres b 1,700 kilometres
c 17,000 kilometres
- 2 Where were they skiing when Laura fell through the ice?
a the United States b Greenland
c Panama
- 3 How far did they sail to North America?
a 400 kilometres b 4,000 kilometres
c 14,000 kilometres
- 4 What was the problem while they were cycling?
a There were storms. b It was too cold.
c It was too hot.
- 5 How did they get to Quito?
a They walked and climbed.
b They cycled. c They sailed.

- 5 **ACTIVATE** Work in pairs. Write clues about a geographical feature which you know in your country, or other countries. Then test your partner.

This is a famous desert in Asia.

Is it the Gobi Desert?

Yes, it is!

I can invent a story about a world trip.

Past continuous: questions

- 1 Match questions 1–6 with answers a–f. Then complete the rule.
- | | |
|---------------------------|-------------------------|
| 1 Were you skiing? | a In Quito. |
| 2 Was she cycling? | b They were travelling. |
| 3 Were they sailing? | c No, they weren't. |
| 4 What were they doing? | d My dad. |
| 5 Who was waiting? | e Yes, I was. |
| 6 Where were you waiting? | f No, she wasn't. |

○ RULE

We form past continuous questions with (question word) + + subject + *-ing*.

More practice ⇌ Workbook page 35

- 2 Write questions and answers about Emily and Laura's trip using the past continuous.

Was Emily travelling with her parents? (travel) *No, she wasn't.*

- Emily and Laura in Greenland? (ski)
- Laura in the Atlantic Ocean? (swim)
- Where they ? (cycle)
- Where they to? (sail)
- Who for them in Quito? (wait)



- 3 Write questions using the past continuous. Then ask and answer the questions with a partner.

- what / you / do / at 6.30 yesterday evening
- you and your family / have / breakfast at 7.30 a.m.
- what / your parents / do / at 8.30 a.m. yesterday
- you / walk / to school at 8 o'clock
- where / you / sit / at 9.30 yesterday morning
- who / sit / next to you / in your English lesson / last week

Past simple and past continuous

- 4 Study the examples. Then complete the rules with *past simple* and *past continuous*.

While they were skiing across Greenland, Laura fell through the ice.

They were skiing across Greenland when Laura fell through the ice.

○ RULES

- We use the to describe past actions that were in progress.
- We use the to interrupt the action that was in progress.
- We often use *when* before the and *while* before the .

More practice ⇌ Workbook page 35

- 5 Complete the sentences. Use the past simple and the past continuous in each sentence.

He *wasn't looking* (not look) when he *fell* (fall) through the ice.

- He (swim) when he (see) the shark.
- They (meet) while they (walk) near the river.
- Peter (have) an accident while he (ski).
- I (not wear) a cycle helmet when I (fall off) my bike.
- They (not sleep) when we (phone) them.

- 6 **🌐 ACTIVATE** Work in pairs. Imagine you went on a world trip. Talk about what you did using the past simple and past continuous. Use the verbs in the box and your own ideas.

climb cycle meet see speak stay
swim travel visit walk sail buy

I saw the pyramids while I was travelling along the River Nile.

○ Finished? 🌐

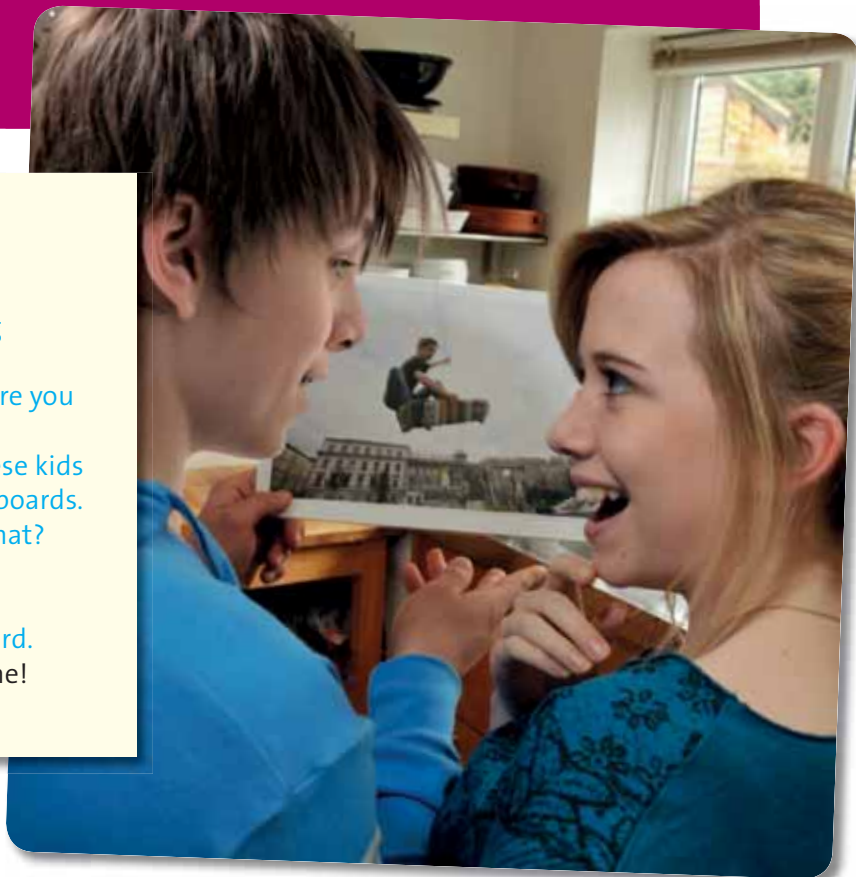
Imagine you are interviewing an explorer about an adventure. Write six interview questions. Use the past simple and past continuous. Then write the explorer's answers.

How did you feel while you were sailing across the Atlantic?

SPEAKING ■ Expressing interest

I can talk about amazing experiences.

- Leah Did you take this photo, **Shaun**?
 Shaun Yes, do you like it?
 Leah Yeah. But what was happening?
 Shaun ¹**This skateboarder was jumping over a table.**
 Leah Oh! That's amazing! ²**Where were you when you saw that?**
 Shaun I was ³**on holiday in Madrid. These kids were doing tricks on their skateboards.**
 Leah Really? ⁴**Why were they doing that?**
 Shaun ⁵**It was a show.**
 Leah Did you try it?
 Shaun You're kidding! ⁶**I can't skateboard.**
 Leah Well, it's a great photo. Well done!
 Shaun That's very kind of you.



1 What are Shaun and Leah looking at? What do you think they are saying?

2 2.06 Cover the dialogue and listen. Did Shaun try skateboarding?

3 2.07 Cover the dialogue and complete the key phrases. Listen, read and check. Practise the intonation of the key phrases. How do we use intonation to show surprise?

KEY PHRASES ■ Expressing interest

Oh! That's ¹___! ³___ done!
 Really? That's ⁴___ ___ of you.
 You're ²___!

4 Invent five amazing experiences. Use the ideas in the box and your own ideas. Compare your ideas with a partner. Remember to use intonation to show surprise.

climb up Everest dive with sharks
 fly a helicopter meet Lionel Messi
 see Alicia Keys
 skateboard down some stairs
 swim across the English Channel
 visit Hollywood and Las Vegas

I jumped off a bridge last year.

Really? That's amazing!

5 Look at the photo of the diver. Replace the phrases in **blue** in the dialogue with phrases a–f. Practise a dialogue about the diver with your partner.



- a This diver was diving from a ten-metre diving board.
- b I don't like the water.
- c in Barcelona with my dad. We were visiting sites from the 1992 Olympics.
- d There was an international diving competition.
- e What were they doing at that pool?
- f Where did you take it?

6 **ACTIVATE** Look again at the dialogue in exercise 2. Change the words in **blue** and practise your new dialogue with a partner. Use the ideas in exercise 4.

A Brave Rescue

¹The rescue happened while we were on holiday in Australia last year. It was really amazing and ²I was lucky to get a photo of it.

I was walking along the beach with my family. There were a lot of big waves, and it was raining and windy. There was a man with a dog. He was walking on some rocks. ³Suddenly, a huge wave crashed into them. The man was OK, but I couldn't see his dog. After a few minutes, we saw the dog again. It was swimming, but it went under the water a few times. Two surfers on the beach were watching as well. ⁴As soon as they saw the dog, they swam towards it on their surfboards.

⁵When they reached the dog, they put it onto a surfboard. Then they swam back to the beach. ⁶They were very brave because the sea was dangerous.



- 1** Read the model text. Match information 1–6 with summaries a–f.
- a how the rescue ended
 - b what the writer thought about the rescuers
 - c how the rescue started
 - d where the rescue happened
 - e how the writer felt about his/her photo
 - f how the accident happened

- 2** Complete the key phrases with the words in the box.

after as soon as suddenly when while

KEY PHRASES □ Linking events

- 1 The rescue happened ___ we were on holiday.
- 2 ___ they reached the dog, they put it onto a surfboard.
- 3 ___ a few minutes, we saw the dog again.
- 4 ___ they saw the dog, they swam out to it.
- 5 ___, a huge wave crashed into them.

Language point: when, while, as soon as

- 3** Choose the correct words.
- 1 I saw the shark **while** / **as soon as** I was swimming.
 - 2 **As soon as** / **While** I saw it, I swam away.
 - 3 **When** / **While** he saw the accident, he went to help.

- 4** **ACTIVATE** Look at the photo of the helicopter rescue and follow the steps in the writing guide.

□ WRITING GUIDE

A TASK

Imagine that you took the photo of the helicopter rescue. Write a story with the title *A Brave Rescue*.

B THINK AND PLAN

- 1 When and where did the rescue happen?
- 2 What happened to the person on the stretcher?
- 3 How did the rescuers know about the accident?
- 4 Why was the rescue dangerous?
- 5 How did the rescue end?

C WRITE

Paragraph 1: Introduction

The rescue happened ...

Paragraph 2: The people and the rescue

There was ... / There were ...

Paragraph 3: The end and your opinion

The rescuers ...

D CHECK

- *when, while, as soon as*
- *there was, there were*
- past simple and past continuous verbs
- linking words

MY COUNTRY ■ Space and Earth


I can write about the International Space Station.

4

- 1 Check the meaning of these words in a dictionary. Then complete the sentences with six of the words.

planets star sun moon astronaut
spacecraft launch gravity satellite
cosmodrome galaxy

- The sun is a _____ in the Milky Way _____.
- Venus, Mars and Earth are _____.
- The moon is Earth's _____.
- The Baikonur _____ is in Kazakhstan.
- Toktar Aubakirov was the first Kazakh _____.

- 2  2.08 Complete the text with the numbers in the box. Then read, listen and check your answers.

1 2nd 6 13th 200 500th
1950s 2011 2003 2015

- 3 We use passive voice when we want to focus on the result of an action rather than on the person who does the action. Look at the words in **blue** in the text. Then complete the rules.

- We form the present simple passive with *am*, _____ or _____ and the past participle of the verb.
- We form the past simple passive with *was* or _____ and the past participle of the verb.


- 4 Complete the text about food in space with the correct form of the verbs in brackets.

Life on the International Space Station isn't easy. There is no gravity, which makes simple tasks like eating and drinking quite difficult. In the past, space food ¹_____ (serve) in tubes like toothpaste. Astronauts didn't like this. In the 1990s, new containers ²_____ (design) by scientists and new methods for preserving food ³_____ (invent). Nowadays, space food tastes much better. It ⁴_____ (dry) and carefully packaged, and modern containers are much better than the ones which ⁵_____ (use) by astronauts in the past. The containers ⁶_____ (place) on special trays and the food ⁷_____ (eat) with a fork and spoon. Water ⁸_____ (keep) in special containers, too. The containers ⁹_____ (open) with scissors and the water ¹⁰_____ (drink) with a straw.

- 5 Find two examples of *by* and three examples of *with* in exercise 4. When do we use these words?

- 6 Write passive sentences. Use the correct form of the verbs and add *by* or *with* where necessary.

- the ISS / visit / the space tourist Dennis Tito / in 2001
- the planet Uranus / first / see / a telescope / 1781
- Cosmonautics Day / celebrate / on 12th April / every year
- the first rocket to go into space / create / a team of German and Russian scientists
- English and Russian / speak / on the ISS

- 7  Work in pairs. Find information about the International Space Station and write a short text about it. Use the questions below to help you.

- When was it built? Who was it built by?
- Who has it been visited by? Who is living there at the moment?
- What is life like on the space station? What difficulties do you think the astronauts have?

FROM BAIKONUR TO THE STARS

The Baikonur Cosmodrome **was built** in the ¹____. It was the first cosmodrome in the world, and it is still the largest and the busiest. It **is located** in the desert steppe in Kazakhstan, about ²____ km east of the Aral Sea.

A lot of space missions **are launched** from the cosmodrome every year. Both Sputnik ³____ (the Earth's first artificial satellite) and Vostok 1 (the first spacecraft with a man on board) **were launched** from Gagarin's Start at Baikonur.

The first Kazakh astronaut, Toktar Aubakirov, flew from Gagarin's Start in 1991. He was a member of the ⁴____ expedition to the Mir space station. Another Kazakh astronaut, Talgat Musabayev, flew three missions – in 1994, 1998 and ⁵____. In 2007, he became the head of the Kazakh space agency KazCosmos.

Gagarin's Start, which **is named** after Yuri Gagarin, is also the launch site for International Space Station (ISS) missions. In ⁶____, the astronaut Aidyn Aimbetov **was selected** to fly on the Soyuz TMA-18M spacecraft to the ISS. This was the ⁷____ launch from Gagarin's Start. The launch was in 2015, but Aimbetov's journey to space began more than twelve years earlier. In ⁸____, he **was sent** to study in Star City in Russia. This is where astronauts **are trained**. The training isn't easy. 'Flying into space is not like buying a theatre ticket,' Aimbetov said. After ⁹____ years of training, he returned to Kazakhstan in 2009 to work for KazCosmos. He always wanted to travel into space under the Kazakh flag, and his dream finally came true on ¹⁰____ September 2015.

COMMUNICATION ■ Directions

I can ask for and give directions.



1 2.09 Match words 1–12 with the words in the box to form compound nouns. Then listen and check.

centre centre club crossing gallery
 park park office lights school
 station stop

- | | |
|----------------------|------------------|
| 1 art gallery | 7 secondary ___ |
| 2 bus ___ | 8 shopping ___ |
| 3 car ___ | 9 skateboard ___ |
| 4 pedestrian ___ | 10 sports ___ |
| 5 police ___ | 11 traffic ___ |
| 6 post ___ | 12 youth ___ |

2 Look at the map and match places A–L with the words in exercise 1.

- | | |
|---------------|------------|
| A art gallery | G t___l___ |
| B s___s___ | H s___c___ |
| C p___c___ | I b___s___ |
| D p___o___ | J s___p___ |
| E s___c___ | K p___s___ |
| F y___c___ | L c___p___ |

3 2.10 Study the key phrases. Then listen. Where do the people want to go? Start at 'X'.

KEY PHRASES Asking for and giving directions

Do you know where the (youth club) is?
 How do I get there?
 Turn left / right at (the traffic lights).
 It's on the left / right.
 Go straight on.

4 2.11 Listen. Then practise the dialogue.

Liam Excuse me. Do you know where the **youth club** is?
 Police officer Yes, it isn't far.
 Liam How do I get there?
 Police officer **Turn left** at the **traffic lights**. Then **go straight on**. Cross the road. The **youth club** is **on the right**.
 Liam Great! Thanks for your help.
 Police officer You're welcome.


5 **ACTIVATE** Change the words in **blue** in exercise 4. Then practise your new dialogue with your partner. Use the map.

CLIL ■ Natural science: Natural disasters

I can understand a text about earthquakes.

- 1 Check the meaning of the words in the box. Which of these natural disasters is the most dangerous, in your opinion? Give reasons for your answers.


flood tsunami avalanche earthquake
drought forest fire hurricane landslide

- 2  2.12 Read and listen to the text. Then answer the questions.

- 1 What are tectonic plates?
- 2 How many layers is the Earth made up of?
- 3 What is a hypocentre?
- 4 What does a seismograph measure?
- 5 How many earthquakes occur every year?

- 3 Match the words in blue in the text with definitions 1–5.

- 1 happen
- 2 stop something from happening
- 3 make something happen
- 4 hit something
- 5 have a bad effect on something
- 6 move smoothly along, across or under a surface

- 4  **ACTIVATE** Find out about earthquakes in your area. Answer the questions.

- 1 What was the largest earthquake in your area? When did it occur? Did it damage any buildings?
- 2 How can people prepare for an earthquake? What should they do in case of an earthquake? What is the safest place to go?

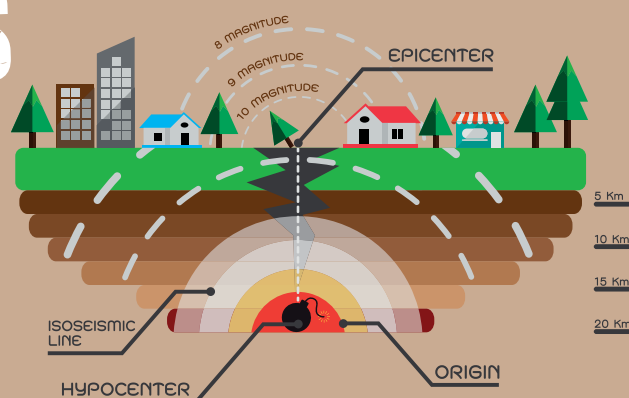
EARTHQUAKES

An earthquake is a sudden, violent shaking of the Earth's surface. The Earth is made up of four layers: the inner core in the centre, the outer core around it, the mantle and the crust on the surface. The crust is about 30–50 km thick, and it is broken into several pieces called tectonic plates. They are like puzzle pieces, and they move all the time. Earthquakes occur when two plates **collide**, move apart or **slide** next to each other.

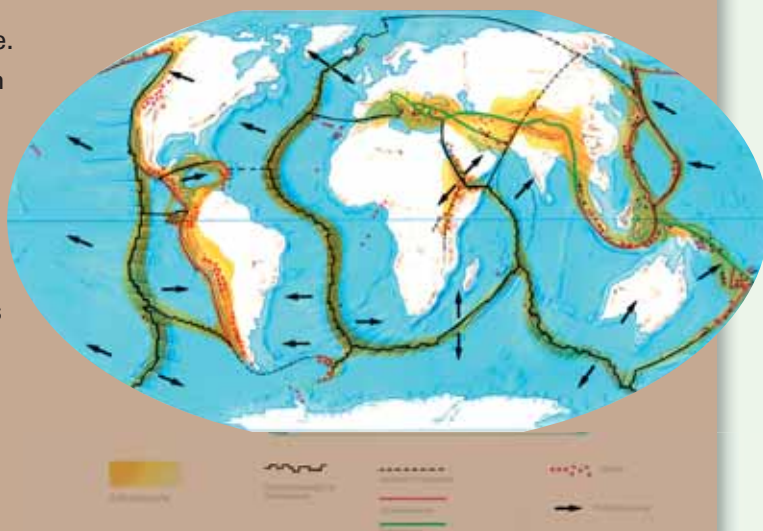
The location below the Earth's surface where the earthquake starts is called the hypocentre, and the location directly above it on the surface of the earth is called the epicentre. Scientists use a special instrument called a seismograph and a system called the Richter scale to record and measure the strength of an earthquake. The largest recorded earthquake occurred in Chile on May 22, 1960. It was 9.5 on the Richter scale.

Earthquakes are very dangerous and they can **cause** great damage to buildings and people. Moreover, after an earthquake there are often floods, landslides, avalanches or tsunamis. More than a million earthquakes occur every year, but most of them are minor and people don't feel them.

The most dangerous earthquakes are the ones that **occur** near big cities. The city of Almaty in Kazakhstan, for example, is located close to a zone where two tectonic plates meet: the Eurasian plate and the Indian plate. Almaty was destroyed or seriously **damaged** by earthquakes several times in the past, but the people rebuilt it. Scientists, engineers and the



government worked together to make better buildings. They created maps showing the most dangerous zones in the city, and there is a lot of information available about what to do in case of an earthquake. At the moment, scientists cannot predict or **prevent** earthquakes, so the only way to stay safe is to be always prepared.



1 Agent X works for the secret service but his name is a mystery. Write what he was doing yesterday at different times. Then look at the red letters and write his name.

He was		s	w	i	m	m	i	n	g	across a lake at 6 a.m.
	1									around an island in a boat at 8.30 a.m.
	2									up a high mountain at 11.00 a.m.
	3									through a snowy valley at 3.30 p.m.
	4									off a horse in an accident at 7.00 p.m.
	5									over ten buses on a motorbike at 11.00 p.m.

Agent X's name is: W_____

2 Find and order the words for geographical features.

ocean



3 Use the letters to make eight more words for geographical features. Use each letter once.

a a a a	c	s s s
e e e e e e	o o	t t
l l l l l	n	i
k	r r r	v

sea

- 1 r _ _ e _
- 2 d _ _ e _ _
- 3 f _ _ e _ _
- 4 l _ _ _
- 5 o _ _ a _
- 6 p _ _ _
- 7 v _ _ _ _ y
- 8 f _ _ _ _

Vocabulary

1 Choose the correct words.

- 1 I was swimming **down** / across / up a lake.
- 2 Don't fall **through** / up / off the bridge!
- 3 Walk **over** / across / through the door.
- 4 I'm climbing **up** / under / into a mountain.
- 5 The cat jumped **over** / through / in the chair!
- 6 We ran **down** / off / into the mountain.

2 Match descriptions 1–6 with the words in the box.

desert valley forest lake ocean pole

- 1 The point at the north or south of the world.
- 2 An area of water with land all around.
- 3 A place with lots of trees.
- 4 A low area of land between mountains.
- 5 A place where it hardly ever rains.
- 6 A very big area of water where ships sail.

Language focus

3 Write an affirmative and a negative sentence for each picture using the past continuous form of the verbs.



1 cycle / run



2 read a magazine / listen to music



3 clean the floor / clear the table



4 swim / climb



5 make his bed / do his homework



6 watch a DVD / play in a group

4 Look at the pictures in exercise 3. Write questions and short answers using the past continuous.

- 1 he / wear / a helmet
- 2 she / read / a book
- 3 they / help / at home
- 4 the cat / jump / over a tree
- 5 he / listen / to music
- 6 they / sing / in a group

5 Complete the sentences. Use the past simple and the past continuous in each sentence.


- 1 She ___ (fall) off her bike while she was ___ (cycle) down the mountain.
- 2 We ___ (do) an exam when the fire ___ (start).
- 3 I ___ (see) Katya while I ___ (sit) on the bus.
- 4 You ___ (not listen) when the teacher ___ (call) your name.

Communication

6 Complete the mini-dialogues.

- 1 'You did a great trick on your skateboard.'
'Really? That's very k___d of you.'
- 2 'Why d___t we visit Niagara?'
'Yes, it l___s amazing.'
- 3 'I visited Death Valley last year.'
'You're k_____g! That's a_____g!'
- 4 'L___'s watch *Avatar*.' 'No, it s_____s boring.'

Listening

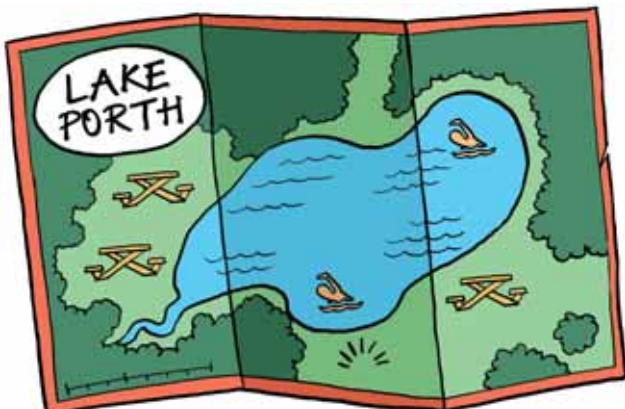
7  2.13 Listen to Lucy and Clare. Complete the sentences with one, two or three words.

- 1 Lucy wants to go on holiday before ____.
- 2 Lucy went to Italy ____ with her parents.
- 3 In the Tatra Mountains you can climb, swim, or go kayaking across ____.
- 4 Clare isn't a _____. She doesn't like dangerous sports.
- 5 Clare doesn't want to ____ across Scotland because there are ____.
- 6 Clare likes reading, ____, and beaches and sunny afternoons.

Listening

1 Look at the pictures and answer the questions.

- 1 Where did Alan and Lily go at the weekend?
- 2 What do you think happened?



2 Listen to Alan, Bess and Lily talking about last weekend. Which is the correct picture?



3 Listen again. Write *true* or *false*. Correct the false sentences.

- 1 Bess's grandparents moved house recently.
- 2 Lily and Alan went walking around the lake.
- 3 Lily hurt her leg on Sunday.
- 4 The weather was good at the lake.
- 5 Lily fell off her bike when she hit a dog.
- 6 Alan cycled into Lily's bike.
- 7 Lily fell into the lake.
- 8 The dog was jumping on Alan.



Speaking

4 Work in pairs. Prepare a conversation about last weekend. Imagine that person A had an accident.

- 1 Where was A when he / she had the accident?
- 2 What was he / she doing?
- 3 What happened after the accident?
- 4 How does he / she feel now?

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

A Ask about B's weekend.	➔	B Tell A about your weekend.
A Reply and say you had an accident.	➔	B Ask about A's accident.
A Tell the story of your accident.	➔	B Express interest.
A Say how you are feeling now.	➔	B Suggest an activity for next weekend.
A Reply.	➔	

Writing

6 Write a postcard to a friend. Imagine you had an accident at the weekend. Explain how it happened. Begin like this:

Hi ...,
 How are you? Last weekend, I ...
 Unfortunately, I had an accident and ...

Entertainment and media

Start thinking

- 1 Which composers, painters and writers do you like?
- 2 Do you prefer to read a book or watch a film?
- 3 Which animals are intelligent?

Aims

Communication: I can ...

- say how much I know about a person.
- understand a text about child prodigies.
- talk about past and present abilities.
- describe the qualities of things.
- use comparative and superlative adjectives.
- compare ideas for a present.
- write a biography and a film review.

Vocabulary

- Skills and people
- Adjectives: qualities

Language focus

- Ability: *can* and *could*
- Questions with *How...?*
- Comparative and superlative adjectives
- *should* and *must*

Creativity and Skills



My country 
Entertainment and media




Communication
Buying tickets



CLIL
Natural science:
Adapting to the
environment




Vocabulary puzzles
Skills and people;
Adjectives: qualities

- 1 Work in pairs. Do the *Clever kids quiz*.
- 2  2.15 Complete the table with verbs and nouns from the *Clever kids quiz*. Then listen and check.

Skill (verb)	Person (noun)	Skill (verb)	Person (noun)
paint	painter	write	4 ___
compose	1 ___	win	5 ___
swim	2 ___	6 ___	programmer
3 ___	player	sing	7 ___

STUDY STRATEGY Learning words in groups

- 3  2.16 Writing groups of related words is a useful way of expanding your vocabulary. Complete the table with related words. Then listen and check.

Verb	Person	Noun
invent	inventor	invention
act	1 ___	2 ___
3 ___	4 ___	dancing
5 ___	cook	6 ___


Pronunciation: Word stress  Workbook page 91

- 4 Which words in the box can be used in key phrase 1 and which can be used in phrase 2?

a bit a lot anything much

KEY PHRASES Expressing knowledge

- 1 I know ___ about ...
- 2 I don't know ___ about ...

- 5  **ACTIVATE** Work in pairs. Talk about the people in the box using the key phrases in exercise 4.

Jane Austen Beethoven Gennady Golovkin
John Lennon Mukhtar Auezov William Shakespeare
Van Gogh Leonardo DiCaprio Zhanar Dugalova

I don't know much about Jane Austen.

I think he was an English writer.

Finished?

Use a dictionary. Find five more words you can add to the *Verb* list in exercise 3. Then complete the *Person* and the *Noun* lists.

CLEVER KIDS QUIZ

Pablo Picasso was Spanish. He painted this when he was nine years old. Which of these painters was Spanish?

- a Salvador Dali
- b Leonardo da Vinci
- c Vincent van Gogh



The Brontë sisters were writers. They wrote stories and poems for each other when they were children. Which is not a Brontë novel?

- a Jane Eyre
- b Wuthering Heights
- c Oliver Twist



Mozart started to compose music when he was five. Which of these people wasn't a composer?

- a Ludwig van Beethoven
- b Henry Ford
- c Richard Wagner



Will Jenkins was the winner of a photography competition when he was eight. Which of these is a part of a camera?

- a lens
- b mouse
- c printer



Michael Phelps was fifteen when he swam in the 2000 Summer Olympics in Sydney. Five months later he broke the world record for 200m butterfly. Which of these is not an Olympic sport?

- a table tennis
- b karate
- c basketball



S. Chandra Sekhar started to program computers when he was seven years old. Which of these is not a computer language?

- a Java
- b C++
- c Chinese



Judit Polgár played in international chess competitions when she was eight. Which of these is not a chess piece?


- a prince
- b king
- c queen




Now a famous singer, Leona Lewis wrote her first song when she was twelve. In which TV competition did Leona sing?

- a Big Brother
- b The X Factor
- c Survivor



1  What does prodigy mean? Do you know the names of any prodigies?

2  2.17 Read and listen to the text. Then choose the correct summary.

The author of the text describes:

- a how different the life of a prodigy is.
- b how prodigies study at university.
- c how to become a prodigy.

3 Read the text again and complete the sentences with one, two or three words.

Wendy Vo was very good at *languages*.

- 1 S. Chandra Sekhar went to university at the age ____.
- 2 Some parents like the same things as their ____.
- 3 Ainan Cawley's parents wanted him to start ____.
- 4 Parents can help child prodigies if ____ their children, but not push them too hard.
- 5 Albert Einstein had an IQ of ____.

4 **BUILD YOUR VOCABULARY** Study the text. Find and complete the phrases with the verbs in the box. You need to use some verbs more than once.

break start make take

- 1 ____ a record
- 2 ____ an exam
- 3 ____ a break
- 4 ____ a decision
- 5 ____ friends
- 6 ____ university

5 **ABOUT YOU** Ask and answer the questions.

- 1 How often do you take English exams?
- 2 How often do you take a break when you revise for exams?
- 3 Would you like to start university at your age? Why? Why not?
- 4 Did you make friends quickly in this class?
- 5 Do you want to break a record? What is it?
- 6 Which decisions are difficult for you to make?

PRODIGY!

Could you speak another language at the age of eight? At this age, Wendy Vo could speak eleven languages fluently. She couldn't brush her teeth by herself, though! Another child genius, S. Chandra Sekhar, could program a computer at seven. At ten he took exams at the company Microsoft and two years later, he went to university.

Prodigies are children with incredible talents. They can do things that many adults can't do. Some scientists think prodigies are born with their talents. However, their parents usually help them. Sometimes children and parents have got the same interests. For example, Mozart's father was a composer and Picasso's father was a painter.

Some parents of prodigies are very ambitious or strict. Ainan Cawley is a chemistry prodigy. At seven, his parents wanted him to start university! When János Starker, a famous cello player, was young, his mother taught their parrot to say 'Practise, János, practise!'.



Clearly, life is sometimes difficult for prodigies. How do you make friends at university when you're twelve? And it's difficult to take a break when a parrot is shouting at you!

Psychologists believe that parents of prodigies need to help their children but not push them too hard. Two-year-old Elise Tan-Roberts' mum is a good example. Elise broke a record when she scored 156 in an IQ exam. Albert Einstein's score was only 160! Elise's mother made an important decision about her daughter. She said, 'Her IQ is really high, but if it goes down we won't be upset.'

Ability: *can* and *could*

1 Complete the sentences. Use the text on page 50 to help you.

They *can* do things that many adults ¹ ____.
 Wendy Vo ² ____ speak eleven languages.
 She ³ ____ brush her teeth by herself.

More practice ⇨ Workbook page 41

2 Choose the correct words.

○ RULES

- 1 We use an infinitive **with / without to** after *can* and *could*.
- 2 The *he / she / it* form of *can* is *can / cans*.
- 3 The negative of *can* is *don't can / can't*.
- 4 We use *can* to talk about the **present / past**.
- 5 We use *could* to talk about the **present / past**.

3 Complete the sentences with the words in the box.

can can't could couldn't couldn't

- 1 Beethoven couldn't hear when he composed his 9th symphony, but he ____ imagine the music.
- 2 Agatha Christie ____ spell very well, but she wrote eighty detective books.
- 3 The actor Ben Affleck lived in Mexico when he was a teenager. Now he ____ speak English and Spanish.
- 4 Franklin D. Roosevelt had polio and ____ walk, but he became President of the USA.
- 5 Beyoncé sings some of her songs in Spanish, but she ____ speak the language.

Questions with *How ...?*

4 Match 1–7 with a–g to make questions. Then ask and answer the questions with a partner.

- | | |
|---------------------------|----------------------|
| 1 How far can ... | a are in your class? |
| 2 How strict is ... | b go to the cinema? |
| 3 How often do you ... | c do you drink? |
| 4 How intelligent are ... | d are you? |
| 5 How many people ... | e you swim? |
| 6 How much cola ... | f your teacher? |
| 7 How tall ... | g your friends? |

5 Write questions for the sentences using *How ... ?* and the words in the box.

far fast high long long many times



Danny Way jumped seven metres high on a skateboard.

How high did Danny Way jump?

- 1 Samantha Druce, 12, swam 33.8 kilometres across the English Channel.
- 2 Jef Sarver played a guitar for forty-eight hours.
- 3 Yam Bhandari's hair is 2.9 metres long.
- 4 Chris Carr travelled at more than 600 kilometres per hour on a special motorcycle.
- 5 Ang Rita Sherpa climbed Everest five times between 1983 and 1996.

More practice ⇨ Workbook page 41

6 **ACTIVATE** Work in pairs. Ask and answer questions about abilities. Use the ideas in the box and your own ideas.

How	far	can could	you	jump	? when you were ...?
	much			run	
	high			remember	
	many English words			swim	
	fast			speak	

How far can you swim?

I can swim about two kilometres.

○ Finished?

Write sentences about what you couldn't do in the past, but that you can do now.

When I was one I couldn't talk, but now I can speak two languages.

VOCABULARY AND LISTENING ■ Adjectives: qualities

I can describe the qualities of things.

- 1 2.18 Find pairs of opposite adjectives. Then listen and check.

artistic aggressive common
domesticated fast heavy intelligent

light peaceful practical rare slow
stupid wild

artistic – practical

- 2 Work in pairs. Write sentences about each animal using three adjectives from exercise 1. Use *not very*, *quite*, *very* and *really*.

Cat Cats are domesticated, quite fast and very common.

- | | |
|------------|----------|
| 1 elephant | 4 whale |
| 2 dog | 5 monkey |
| 3 octopus | |

- 3 2.19 Listen to Sophie and Joe talking about animals. Which animal that they talk about is not in the photos?



- 4 2.19 Choose the correct words. Then listen again and check your answers.

- 1 Octopuses can remember people's names / faces.
- 2 Octopuses can / can't change colour.
- 3 Elephants can / can't understand human language.
- 4 Dogs can understand a lot of vocabulary / grammar.

- 5 2.19 Listen again and complete the sentences with one or two words.

- 1 The elephant is more ___ Joe.
- 2 Elephants are the most ___ animal.
- 3 ___ faster learners than elephants.
- 4 An elephant's brain is bigger than a ___ brain.
- 5 Sophie thinks her dog is the ___ on the planet.

- 6 **ACTIVATE** Work in pairs. Think of an animal. Then describe it using the adjectives in the box and in exercise 1. Can your partner guess your animal?

horrible small boring interesting
big nice beautiful

It's big, it's wild and aggressive. It lives in forests.

Is it a bear?

I can use comparative and superlative adjectives.

1 Complete the table with comparative and superlative adjectives.

	Adjective	Comparative	Superlative
Short adjectives	fast	¹ ___	the fastest
	big	² ___	the biggest
	rare	rarer	the rarest
	noisy	noisier	the ³ ___
Long adjectives	artistic	⁴ ___	the most artistic
	intelligent	more intelligent	⁵ ___
Irregular adjectives	good	better	the best
	bad	worse	the worst

2 Study the example sentences and the table in exercise 1. Then complete the rules with *the* and *than*.

The elephant is more artistic than me.

An elephant's brain is bigger than a whale's brain.

Elephants are the most intelligent animal.

○ RULES

- We often use ___ after comparative adjectives.
- We often use ___ before superlative adjectives.

3 Study the table in exercise 1 again. Complete the spelling rules and add examples.

Spelling rules		
Type of adjective	Rule	Examples
Most short adjectives	Add <i>-er</i> / <i>-est</i>	faster / ¹ ___
Short adjectives that end in <i>-e</i>	Add <i>-r</i> / <i>-st</i>	² ___ / rarest
Short adjectives that end in <i>-y</i>	<i>-y</i> → <i>-i</i> + <i>-er</i> / <i>-est</i>	heavier / heaviest
Short adjectives that end in a short vowel and a consonant	Double the consonant and add <i>-er</i> / <i>-est</i>	³ ___ / biggest

More practice ⇌ Workbook page 43

4 Study the information. Then make sentences using comparative and superlative forms.

	Atlantic marlin	Common dolphin	Blue whale
Population	400,000	2–3 million	11,000
Length	4 metres	2.3 metres	25 metres
Speed	80 km/h	50 km/h	48 km/h
Weight	450 kg	100 kg	150,000 kg
Aggressive	!!!!	!!	!
Intelligent	★★	★★★★	★★★

Atlantic marlin (fast)

The Atlantic marlin is the fastest.

- Atlantic marlin / blue whale (aggressive)
- common dolphin (short)
- Atlantic marlin / common dolphin (heavy)
- blue whale / Atlantic marlin (rare)
- blue whale (slow)
- blue whale / Atlantic marlin (intelligent)

5 **🌐 ACTIVATE** Ask and answer questions about the animals in exercise 4 using comparative and superlative forms of the adjectives.

long fast heavy aggressive slow
intelligent rare short common

Which animal is the rarest?

The blue whale is the rarest.

Which animal is longer than the Atlantic marlin?

The blue whale is longer than the Atlantic marlin.

○ Finished?

Write six quiz questions with comparative and superlative adjectives.

Are humans more intelligent than rats?

SPEAKING ■ Choosing a present

I can compare ideas for a present.

- Shaun I must be home at five o'clock, Gemma. How long will you be?
- Gemma Just a few minutes. I'm looking for a poster for my dad's birthday. He's into art.
- Shaun Can I see?
- Gemma Yes. What do you think of this? It's by Picasso.
- Shaun It's OK. What about this one?
- Gemma Who's it by?
- Shaun It's by van Gogh. It's called *Starry Night*.
- Gemma This one's better. I like it.
- Shaun Me too. You should get him this one.
- Gemma Do you think so?
- Shaun Yes, it's more interesting. The other one's a bit boring.
- Gemma Yes, I think you're right. Thanks, Shaun.



- 1 Who are the most famous artists from your country? Have you got any posters of their work?
- 2 2.20 Listen to the dialogue. Does Gemma agree with Shaun about the posters?
- 3 2.21 Listen to the key phrases. Then answer the questions.

KEY PHRASES ■ Choosing a present

- 1 'He's into art.'
Who is 'he'?
- 2 'Who's it by?'
Who is the second painting by?
- 3 'This one's better. I like it.'
Which is 'this one'?
- 4 'The other one's a bit boring.'
Which is 'the other one'?

- 4 Work in pairs. Practise the dialogue.

Language point: *should* and *must*

- 5 Study the examples and complete the rules with *should* and *must*.

I must be at home at five o'clock.

You should get him this one.

We mustn't use our phones at school. It's against the rules.

You shouldn't buy that shirt. It's horrible!

○ RULES

We use ¹___ to talk about obligation and we use ²___ to give advice.

- 6 Complete the sentences with *should* or *must*.

1 Aldiyar loves jazz. We ___ buy him this CD.

2 We ___ leave our mp3 players in our bags in exams.

3 In some countries you ___ carry your ID card all the time.

4 You're good at singing. You ___ join a band.

- 7 **ACTIVATE** Look again at the dialogue in exercise 2. Imagine that you're buying a present for a friend. Change the words in **blue** and practise your new dialogue with a partner. Use the ideas in the box and your own ideas.

book CD clothes jewellery
bag computer game DVD

Jane Austen



A Jane Austen was a British writer. She was born in England **in** 1775. She lived in England **for** her whole life. She died **on** 18th July in 1817.

B **By** the age of sixteen, Jane Austen was writing stories, poems and plays. She finished her first novel in 1795 and her second novel a year **later**. However, her father couldn't find a publisher. Her life changed in 1811 when she found a publisher for her first book. She published the book anonymously under the name 'A Lady'.

C In total she wrote six novels. She is most famous for the books *Sense and Sensibility* and *Pride and Prejudice*. Her novels were funnier and more realistic than other novels of the time.

D **Now**, students at school and university study her novels and there are about fifty different film and TV versions of her stories. There are also two Jane Austen museums in England.

1 Read the model text. Then match headings 1–5 with paragraphs A–D. There is one heading that you do not need.

- 1 How Jane Austen started writing
- 2 Jane Austen's style of writing and her most famous books
- 3 Jane Austen's likes and dislikes
- 4 How Jane Austen is still famous today
- 5 A summary of Jane Austen's life

2 Study the model text and find the time expressions in **blue**. Then match 1–6 with a–f.

KEY PHRASES Writing a biography

- | | |
|--------------------------------|----------------------------------|
| 1 She was born in ... | a 18th July. |
| 2 She lived in England for ... | b students study her novels. |
| 3 By ... | c she finished her second novel. |
| 4 A year later ... | d her whole life. |
| 5 She died on ... | e 1775. |
| 6 Now ... | f the age of sixteen, she ... |

3 **ACTIVATE** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a biography. Use the notes on Hergé or details about another writer you admire.

B THINK AND PLAN

- 1 Where and when was he born?
- 2 Where did he grow up?
- 3 When did he die?
- 4 Where did he study?
- 5 What did he do as a job?
- 6 What is his most famous character? How many books did he write?
- 7 Why were the books successful?
- 8 Is Tintin still famous? Why?

C WRITE

Paragraph 1: Summary of life

Hergé was born in ...

Paragraph 2: Education and work

He studied at school in ...

Paragraph 3: Most famous for ...

His most famous cartoon character is ...

Paragraph 4: How he is famous today

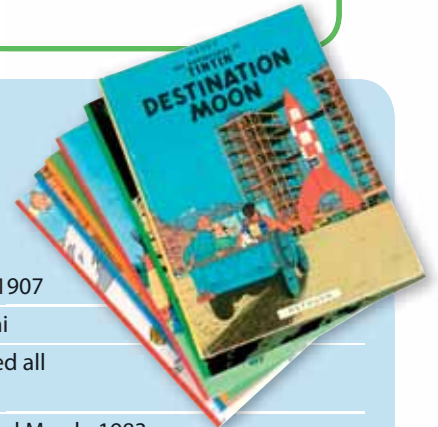
Today, the Tintin books ...

D CHECK

- comparative and superlative forms
- time expressions

HERGÉ

writer and artist



BORN: Brussels, Belgium, 1907

REAL NAME: Georges Remi

LIVED: in Belgium, travelled all over the world

DIED: Brussels, Belgium, 3rd March, 1983

STUDIED: school in Brussels, good at all subjects except art

WORKED: 1927, as a cartoonist for a Belgian newspaper


MOST FAMOUS CHARACTER: Tintin (24 books) – about a young journalist and his dog, Snowy

QUALITIES OF HIS BOOKS: very detailed, exciting, funny characters

NOW: Tintin books are in 91 languages, Steven Spielberg is making films of the books.

- 1 Work in pairs. Check the meaning of these words in a dictionary. Then write the name of a film for each genre.

drama thriller comedy western
musical fantasy science fiction
romance adventure

- 2  2.22 Read and listen to the film review. Answer the questions.

- 1 What is the title of the film?
- 2 What genre is it?
- 3 What is it about?
- 4 Is it based on a book?
- 5 Where is it set?
- 6 Who plays the main role in the film?
- 7 Who is the reviewer's favourite character? Why does she like them?
- 8 What is the reviewer's opinion of the film? Would she recommend it?

- 3 Look at the words in **blue** in the text. Then choose the correct words in the rules.

- 1 We use **which** / **who** / **where** for people.
- 2 We use **which** / **who** / **where** for animals and things.
- 3 We use **which** / **who** / **where** for places.

- 4 Complete the sentences with **who**, **which** or **where**.

- 1 Yerbulat Toguzakov is the actor ___ plays the main role.
- 2 Sheep are farm animals ___ have thick wool.
- 3 A shepherd is a person ___ looks after sheep.
- 4 The steppe is the place ___ Kassym takes his sheep.
- 5 Football is a sport ___ Kassym likes to watch.
- 6 This is the village ___ Kassym and Yerali live.

- 5 Find these adjectives in the text. Which adjectives do we use to say how someone feels? Which ones do we use to describe something?

interested annoyed bored worried
terrifying interesting exciting



FILM REVIEW: *The Old Man*

The Old Man is a drama film directed by Yermek Tursunov. It is about family relationships and the relationship between people and nature. It is based on a book, *The Old Man and the Sea*, **which** was written by the American writer Ernest Hemingway.


The film is set in Kazakhstan and tells the story of Kassym, an old shepherd **who** lives in the steppe together with his daughter-in-law and his grandson, Yerali. Kassym is interested in football. He watches all the matches and even names his sheep after famous footballers. He is annoyed that Yerali plays computer games all the time. The town **where** they live is very small and the boy is bored because there is nothing to do. He often argues with his grandfather. But when Kassym and his sheep disappear in the steppe during a winter storm, Yerali is worried about him and tries to find him.

The actors **who** play in the film are very good. Yerbulat Toguzakov stars as Kassym and Arynbeke Moldakhan plays the role of Yerali. My favourite character is Kassym because he is brave.

Overall, *The Old Man* is a great film **which** I would recommend to anyone **who** likes adventure stories. It is a bit sad and some of the scenes are terrifying, but the story is very interesting and there are a lot of exciting action scenes.

- 6 Complete the sentences with **-ed** or **-ing** adjectives formed from the words in brackets.

- 1 (interest)
 - a Darmen is ___ in football.
 - b Football is an ___ sport.
- 2 (tire)
 - a It was a long and ___ journey.
 - b Oleg was very ___ after the long journey.
- 3 (annoy)
 - a This loud music is really ___.
 - b I was ___ because the film started late.
- 4 (excite)
 - a I'm ___ about my new computer game.
 - b My new computer game is very ___.
- 5 (surprise)
 - a The ending of the film was quite ___.
 - b We were ___ when we heard the news.

- 7  Write a review of a Kazakh film. Use the questions in exercise 2 to help you.

COMMUNICATION ■ Buying tickets

I can buy tickets for a play or film.

1 Match posters 1–3 with the types of show in the box.

musical ballet play

SWINDON THEATRE

AUTUMN PROGRAMME

TICKETS: £23, £28, £35

1

Swan Lake
Tchaikovsky
1–30 September

2

WE WILL ROCK YOU
THE MUSICAL • QUEEN • Ben Elton
1–31 October

3

Hamlet
Shakespeare
1–30 November

2 2.23 Look at the posters and listen to the conversation. Which type of show is Tom buying tickets for?

3 2.23 Study the key phrases. Then listen to the conversation again. Complete the ticket with the correct information.

KEY PHRASES □ Buying tickets

Can I have two tickets for ..., please?
 Where would you like to sit? Front, middle or back?
 That's seats ... and ... in row
 That's £ ... altogether, please.

4 2.24 Listen and write the numbers and letters. Then listen and repeat.

5 2.25 Listen to the dialogue. Then practise the dialogue with a partner.

Amy Can I have three tickets for **Swan Lake**, please?
 Clerk Certainly. Which date?
 Amy **22 September**.
 Clerk Where would you like to sit? Front, middle or back?
 Amy **Front**, please.
 Clerk Certainly. That's seats **41, 42 and 43 in row B**. They're **£35** each.
 Amy Great!
 Clerk That's **£105** altogether, please.
 Amy Here you are.
 Clerk Thanks. Enjoy the show.

6 **ACTIVATE** Change the words in **blue** in exercise 5 using the information in the posters. Then practise your new dialogue with your partner.

TICKET

Show: 1 _____

Date: 2 _____ October

Seats: 3 _____ 4 _____

Row: 5 _____

Total price: 6 _____

THEATRE

CLIL ■ Natural science: Adapting to the environment
I can talk about an animal that migrates.

ANIMAL MIGRATION

Animals **adapt** to their environment in different ways. Some change their appearance, for example arctic foxes, which become white in the winter. Others, such as cobras, produce substances like venom, to help them **feed**. However, some animals adapt in a different way – they travel thousands of miles to a different **habitat**. This is called migration. Animals **migrate** for different reasons. Some, such as salmon, travel from the ocean to rivers to **breed**, because it's safer for their young there. Others, such as monarch butterflies, migrate south to spend the winter in a warmer habitat. Migration is one of the most amazing phenomena in the animal kingdom.



1 2.26 Read and listen to the text. Then match the words in blue with definitions 1–5.

- 1 produce young animals
- 2 place where an animal lives
- 3 move to another place to live
- 4 eat
- 5 change



grey whale



arctic tern

2 2.27 Look at the map. Then listen and choose the correct migration route for the grey whale and the arctic tern.

3 2.27 Listen again and complete the table.

Animal	Migrates from	Migrates to	Distance	Time of journey
Grey whale	1__	Pacific Ocean, Mexico	9,000 kilometres	2__ months
Arctic tern	Shetland	3__	4__ kilometres	2–3 months

4 **ACTIVATE** Work in pairs. Find out about an animal that migrates. Complete the table in exercise 3 for your animal. Then compare your animal with another group's animal.

1 Use the code to write the words. Then choose the correct word to complete the sentences.

A	B	C	D	E	F	G	H	I	J	K	L	M
▲	*	♣	☾	■	+	☆	♠	★	☼	☺	▮	*
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
♥	●	✿	○	♣	+	◆	▶	▼	☆	◆	✦	”

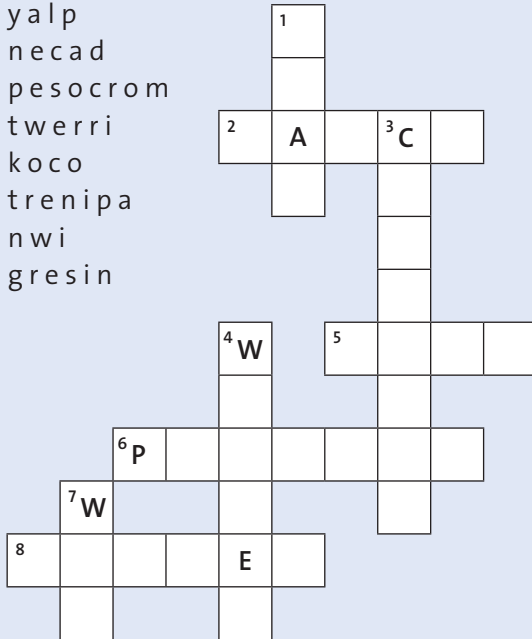
- ✿▲★♥◆+
 1 ♠▲♥♣■♣
 2 ♣●●☺
 3 ♣●*✿●+■+
 4 ♣♣●☆♣▲*
 5 ☆★♥♥■♣
 6 ☆♣★◆■
 7 ✿▮▲✦■♣

paints

- Leo *paints* pictures of animals.
 A My cousin knows how to ___ a computer.
 B I was the ___ of a photography competition.
 C John wants to be a tennis ___.
 D Leah is a great ___. She makes fantastic food!
 E Tom ___ beautiful music.
 F Do you ___ children's books?
 G Maria is a flamenco ___.

2 Order the letters to make words. Then fit them into the crossword.

- 1 yalp
 2 necad
 3 pesocrom
 4 twerri
 5 koco
 6 trenipa
 7 nwi
 8 gresin



3 Use the letters to make eight more adjectives. Use each letter once.

f	uu	lll	g	aaaa
iiii	ddd	rrr	sss	eeee
tttt	mm	ooo	n	ccc

- wild
- 1 p__c____
 2 r__e____
 3 f____
 4 p__t__a__
 5 s__p__
 6 d__s__a__e__
 7 c__m__
 8 a__g__e__v__

Vocabulary

1 Complete the sentences with the correct form of the words in the box.

compose paint dance cook write

- 1 J. K. Rowling became a ___ in 2003. In the next five years she ___ five books.
- 2 Shamshi Kaldayakov was a ___. He ___ the music for the national anthem of Kazakhstan.
- 3 My sister is a great ___. She can ___ flamenco, ballet and salsa.
- 4 I'm a good ___. I often ___ dinner for my family.
- 5 Nurlan ___ pictures of animals. He's a great ___ and he wants to be an artist.

2 Complete the adjectives with *a, e, i, o* and *u*. Then find pairs of opposites.

- | | |
|----------------|---------------|
| 1 sl_w | a p__c_f_l |
| 2 d_m_st_c_t_d | b _nt_ll_g_nt |
| 3 st_p_d | c w_ld |
| 4 l_ght | d r_r_ |
| 5 c_mm_n | e h__vy |
| 6 _ggr_ss_v__ | f f_st |

Language focus

3 Complete the sentences with the words in the box.

can can't could couldn't
how many must should

- 1 You ___ turn off mobile phones in exams. It's one of the rules!
- 2 '___ you swim when you were four?'
'No, I ___. I learned when I was six.'
- 3 '___ languages ___ your parents speak?'
'Only English. They ___ speak any other languages.'
- 4 'Have you got any advice?'
'Yes, you ___ tell your teacher.'

4 Write comparative and superlative sentences about the dogs.

	Whippet	Ridgeback	St Bernard
			
Weight	★★★	★★★★	★★★★★
Top speed	★★★★★	★★★	★★
Rare	★	★★★★★	★★
Aggressive	★	★★★★	★★

- 1 The St Bernard / rare / the Whippet
- 2 The Whippet / fast
- 3 The St Bernard / common / the Ridgeback
- 4 The Ridgeback / aggressive
- 5 The Ridgeback / rare
- 6 The Ridgeback / slow / the Whippet


Communication

5 Complete the dialogue with the words in the box.

should she's into about this
do you think who's it this one's

- Rachel** You know a bit about classical music, Sue. What ¹___ of this CD?
- Sue** Beethoven's 1st Symphony? Yes, it's very good. Why are you asking?
- Rachel** I'm looking for a present for my mum's birthday. ²___ classical music.
- Sue** OK. ³___ better, I think.
- Rachel** ⁴___ by?
- Sue** Beethoven again. It's his 5th Symphony.
- Rachel** What ⁵___ one? His 9th symphony.
- Sue** No, you ⁶___ get her the 5th symphony.

Listening

6  2.28 Listen to the conversation and look at the sentences. Write *true* or *false*. Correct the false sentences.

- 1 Tom's parents think their house is too small.
- 2 Tom had a cat.
- 3 Tom likes taking dogs for a walk.
- 4 Martha thinks Tom should get a dog.
- 5 Tom is moving closer to school.
- 6 Tom is moving into Martha's road.



- 1 Read Akbota's *Celebrity quiz* and try to answer the questions. Then match the quiz questions with the answers.

Roza Rymbayeva

A celebrity quiz by Akbota Baibatyrova

HER LIFE

- 1 When and where was she born?
- 2 What was her father's job?
- 3 How many brothers and sisters does she have?

HER MUSICAL CAREER

- 4 What was the name of her first pop band?
- 5 How old was she when she won her first musical award?
- 6 When did she become the People's Artist?


HER IDEAS

- 7 What do people call her?
- 8 When and where did she get a Star?
- 9 What is her second profession apart from her singing career?



ANSWERS

- 1 She was born in 1957 in East Kazakhstan Province.
- 2 Her father was a railway worker.
- 3 She has seven brothers and sisters.
- 4 Her first pop band was Guldor (Flowers).
- 5 She won her first musical award at the age of 18.
- 6 She became the People's Artist in 1980 at the age of 28.
- 7 They call her the Golden Voice of the Republic.
- 8 In 2005 she got a Star on the Star Square in Moscow.
- 9 She also teaches at the Academy of Arts.

- 2  Make a quiz about a celebrity from TV, films, music or sport. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Choose your celebrity.
- 2 Find out about him/her using magazines or the internet.
- 3 Write 8–10 questions about him/her. Think about his/her life, achievements, and ideas. Organize your questions under headings. Make sure you have the answers to your questions!
- 4 Make a quiz with your texts and photos. Write your answers on a different piece of paper.

- 3 Exchange your quiz with the rest of the class. Who knows the most about your celebrity? Then give them the answers and ask them to match them with your questions. How fast can they do it?

Hobbies and leisure

Start thinking

- 1 How many hours of free time do you have per day?
- 2 What activities make you happy?
- 3 How do you think your life will be better in the future?

Aims

Communication: I can ...

- use a wide variety of numbers and times.
- understand a text about numbers.
- make predictions using *will* and *won't*.
- talk about people's personality.
- talk about conditions and their results.
- speak about the future.
- write a report about a survey.

Vocabulary

- Time and numbers
- Adjectives: characteristics

Language focus

- *will, won't*
- First conditional
- Expressing probability
- *nobody* and *everybody*

Creativity and Skills



My country



Space and Earth



Communication

Can I take a message?



CLIL

Maths: Statistics and charts



Vocabulary puzzles

Time and numbers;
Adjectives: characteristics

- 1 2.29 Complete the lists with the words in the box. Then listen and check.

a billion a century a couple a day a half
nought a second a thousand a year

Times	Numbers
a millennium 1 _____	5 _____
a decade 2 _____	a million 6 _____
a month 3 _____	a hundred a dozen
a week 4 _____	a few 7 _____
an hour 8 _____	a quarter 9 _____
a minute 9 _____	

- 2 2.30 Listen and say the numbers.

Numbers	0.2	1,965	2,800	
Ordinals	fifth	twelfth	thirteenth	twentieth
Dates	1965	2008		
Prices	€6.40	€12.50		
Distances	100 kilometres			

- 3 Correct the sentences using numbers and ordinals.

- 1 There are **third** bedrooms in our house. ✗
- 2 Elizabeth Blackwell was the **one** woman to become a doctor. ✗
- 3 I live on the **twelve** floor of a block of flats. ✗
- 4 She finished **two** in the race. ✗
- 5 My dad travelled to other countries **fifth** times last year. ✗

- 4 2.31 Work in pairs. Do the *Numbers quiz* on page 59. Then listen and check your answers.

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

- 1 What's your date of birth?
- 2 What's your lucky number?
- 3 What's your house or flat number?
- 4 In what year will you be twenty?
- 5 What's the price of a cinema ticket in your town?
- 6 How long do you need to sleep each night?
- 7 How much money do you need to be happy?

Finished?

Write five more questions for the Numbers quiz.

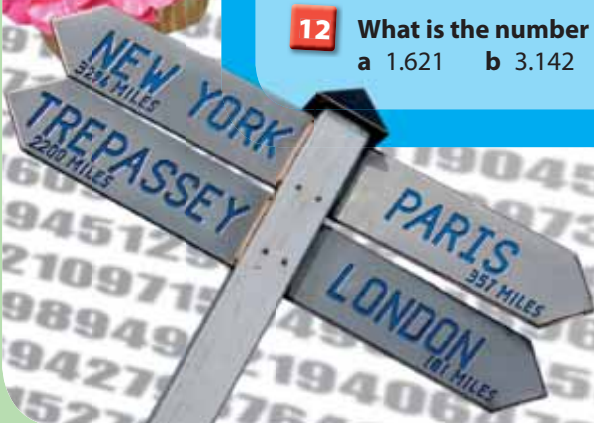
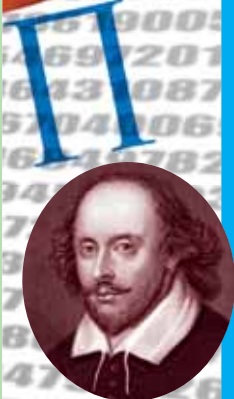
What is the population of Kazakhstan?

a 8 million b 18 million c 28 million d 38 million

Numbers

QUIZ


- 1 What is the average life of a human in years?
a 77 b 88 c 66 d 99
- 2 What is the approximate population of the planet?
a 4 billion b 4 million c 7 million d 7 billion
- 3 What is the distance from London to New York?
a 585 kilometres c 1,585 kilometres
b 5,585 kilometres d 10,585 kilometres
- 4 How many millimetres are there in a kilometre?
a 100,000 c 10,000,000
b 1,000,000 d 100,000,000
- 5 How many years are there in a millennium?
a 1,000 b 100 c 10 d 1,000,000
- 6 What is half of a dozen?
a four b five c six d seven
- 7 How much time does the average child in Britain watch TV every day?
a 1 hour b 2 hours c 3 hours d 5 hours
- 8 In which century was William Shakespeare born?
a 15th b 16th c 17th d 18th
- 9 What distance is a marathon running race?
a 22.519 kilometres c 32.915 kilometres
b 42.195 kilometres d 52.591 kilometres
- 10 How many minutes are there in three quarters of an hour?
a 30 b 40 c 45 d 60
- 11 What was the year of the first Olympic Games?
a 776 BC b 136 BC c 1844 AD d 2004 AD
- 12 What is the number pi (π)?
a 1.621 b 3.142 c 2.118 d 9.876



READING ■ Superstitions

I can understand a text about numbers.

1 Look at the photo of the buttons in the lift. What do you notice? Why do you think this happens?

2  2.32 Read the text. Add sentences a–e to the paragraphs. There is one sentence that you do not need. Then listen and check.

- a Maybe he'll change the number to 12½!
- b So a building whose top floor is 50 may only have 36 floors.
- c In 2016 a lot of children will be eight years old in China!
- d Seven is a lucky number in most cultures.
- e Eight is also a popular number in phone numbers, addresses and PIN numbers.

3 **BUILD YOUR VOCABULARY** Check the meaning of the words in blue in the text. Then complete the sentences.

- 1 She's happy, healthy and rich. She's ____.
- 2 Many people have a ____ of the dark.
- 3 My aunt doesn't like black cats. She's very ____.
- 4 I never win anything. I'm ____.
- 5 I think the number 13 is unlucky. It's my ____.

4 **ABOUT YOU** Ask and answer the questions.

- 1 Are you superstitious about any numbers?
- 2 What superstitions can bring you good or bad fortune?
- 3 Do you have a fear of anything?
- 4 Do you have a lucky number?
- 5 Do you think you are a lucky person or an unlucky person? Why?

Lucky numbers

At eight minutes past eight on the eighth day of the eighth month of 2008, the Olympic Games started in Beijing. In China eight is a **lucky** number, and people believe that an eight in your date of birth will bring good fortune. Millions of Chinese people tried to have an 'Olympic baby' and in 2008 there were a lot more births than in a normal year. ¹ ____

But why eight? In Mandarin, the pronunciation for eight (*ba*) sounds similar to the word for 'prosperity'. In 1992 someone paid \$640,000 for a car number plate with the single number 8 on it. ² ____

In contrast, you won't be lucky in China if you have the number four in your date of birth. The number four in Mandarin (*si*) sounds like the word for 'death', so many people think it is an **unlucky** number, which will bring you bad fortune. In many East Asian countries buildings don't have any floor numbers with a four in them. ³ ____

In some European countries and in the USA, the unlucky number is thirteen. The **superstition** started because Judas was the thirteenth person at the Last Supper. People with a **fear** of the number thirteen are triskaidekaphobic. Unfortunately the phobia can also affect people who aren't **superstitious**, like the man who was happy to buy house number 13 in his road, but couldn't sell it. ⁴ ____



1 Complete the sentences from the text on page 60. Then complete the rules.

People believe that an eight in your date of birth *will* bring good fortune.

In 2016 a lot of children ¹ ___ be eight years old in China!

You ² ___ be lucky in China if you have the number four in your date of birth.

○ RULE

We use ___ / ___ + infinitive without *to* when we make a prediction about the future.

2 Match the questions with the answers. Then complete the rules.

- Will 2044 be a lucky year in China?
- What will an eight in your date of birth bring you?
- Will a lot of children be eight years old in China in August 2016?

- a Good fortune. b Yes, they will.
c No, it won't.

○ RULES

- We make questions with ___ + subject + infinitive without *to*.
- We make short answers with *Yes / No* + pronoun + *will / won't*.

More practice ⇨ Workbook page 49

3 Write sentences. Predict the future for you and your friends.

Eva will write a book.

- | | |
|------------------|--------------------|
| 1 write a book | 4 become a teacher |
| 2 visit China | 5 be on TV |
| 3 buy a fast car | 6 travel a lot |

4 Study the key phrases. Then use them to compare your predictions in exercise 3 with a partner.

KEY PHRASES ○ Making predictions

I reckon (that) I imagine (that)
I bet (that) I'm pretty sure / absolutely certain (that)

I reckon that Eva will write a book.

Pronunciation: 'll ⇨ Workbook page 91

5 Make predictions with the words in the boxes, and *will* and *won't*. Compare your predictions with your partner using the key phrases.



People	<ul style="list-style-type: none"> go to school live on other planets be more intelligent speak one language 	<ul style="list-style-type: none"> in the next few years. in the next century. in the next millennium. soon. in the future. one day.
The world	<ul style="list-style-type: none"> be a better place be a desert exist be cleaner 	

People won't be more intelligent in the future.

Really? I'm pretty sure they will be more intelligent.

6 Order the words to make questions.

will / where / you / live / when you're older
Where will you live when you're older?

- have / how many / children / you / will
- you / be a millionaire / will
- will / do / job / what / you
- be alive / will / you / in the next century
- you / when / will / leave home

STUDY STRATEGY ○ Speaking clearly

7 Read instructions 1–3.

- Read the question before you speak.
- Practise saying the question quietly. Memorize it.
- Look at your partner when you speak.

8 **ACTIVATE** Ask and answer questions about your future with a partner. Use the questions in exercise 6 or your own ideas. Use the study strategy.

○ Finished?

Imagine the world in 50 years from now. Write predictions using *will* and *won't*.
Children won't study in schools.

VOCABULARY AND LISTENING ■ Adjectives: characteristics

I can talk about people's personality.

- 1 Work in pairs. Write pairs of opposite adjectives using one adjective from box A and one from box B.

A helpful easy-going impatient
ambitious friendly negative shy
generous creative modest peaceful
serious

B mean patient outgoing moody
positive unambitious unfriendly
funny unhelpful arrogant aggressive
unimaginative

helpful – unhelpful


- 2 Choose adjectives from box A to describe the people.

Arystan is very relaxed. *easy-going*


- Yerassyl always gets the best marks in exams but he never talks about it.
- Olga always does the washing-up.
- Sherkan always gives us expensive presents.
- Tomiris wants to be the best at everything.
- Iskander is a quiet and calm boy.
- Assiya always thinks everything is bad.
- Batyr doesn't like big parties.
- Inzhu is good at meeting new people.
- Nurlan hates waiting.
- Alina writes stories and songs.
- Umit doesn't like having fun.

- 3 Look at the *Numerology* test and calculate the number for someone in your family.

My brother's number is 6. I agree that he is sometimes impatient!

- 4  2.33 Listen to Holly, Mark and Becky and answer the questions.

- Who doesn't believe in numerology at all?
- Who thinks horoscopes are fun?
- Who thinks these tests can really describe your personality?

- 5  2.33 Listen again and complete the sentences with one or two words.

- Mark's birthday is ____.
- Mark and Holly were born in the year ____.
- The test says Mark is creative, generous and ____.
- Becky's numerology number is ____.
- Becky says she isn't ____.

- 6 **ACTIVATE** Look at the *Numerology* test and calculate your number. Do you agree? Explain your answers.

It's true because I'm creative. I like writing stories. I'm also sometimes moody, especially in the morning!

NUMEROLOGY: numbers and personality

Add the digits in your birthdate until you have a number between 1 and 9.

Examples:

Johnny Depp – 09/06/1963

$= 9 + 6 + 1 + 9 + 6 + 3 = 34 = 3 + 4 = 7$

Jennifer Aniston – 11/02/1969

$= 1 + 1 + 2 + 1 + 9 + 6 + 9 = 29 = 2 + 9 = 11 = 1 + 1 = 2$



1	+ positive, likes action – sometimes aggressive
2	+ modest, thinks about other people – sometimes shy
3	+ artistic, has a good imagination – sometimes negative
4	+ practical, likes organizing – sometimes serious
5	+ positive, likes doing things – sometimes impatient
6	+ artistic, likes helping people – sometimes impatient
7	+ intelligent, peaceful – sometimes argues
8	+ works a lot, good at deciding things – sometimes ambitious, occasionally impatient
9	+ creative, generous – sometimes moody

- 1 Choose the correct words in the sentences you heard in the listening on page 62. Then complete the rules with *condition* and *result*.

If you ¹ go / 'll go to a café today, you ² meet / 'll meet two friendly girls.

We ³ find out / 'll find out if you ⁴ tell / 'll tell me your birthday.

⁵ Do / Will you leave me alone if I ⁶ tell / 'll tell you?

○ RULES

- 1 We use the first conditional to talk about a condition in the future and the result of this condition.
- 2 We describe the ___ with *if* + present simple.
- 3 We describe the ___ with *will* + infinitive.
- 4 The sentence can start with the ___ or the result.
- 5 We never use *If + will*: *If you will go, I'll be happy.* ✗

More practice ⇌ Workbook page 51

- 2 Choose the correct words.

SUPERSTITIONS FROM AROUND THE WORLD

- 1 If it rains when someone moves house, they 're / 'll be rich. (Iceland)
- 2 If you 're / 'll be the seventh son of a seventh son, you'll have special powers. (Ireland)
- 3 You **won't** / **don't** get married if you sit at the corner of a table. (Russia)
- 4 Your money will disappear if you **put** / **will put** your wallet on the floor. (Brazil)
- 5 If you **see** / **will see** a spider in your house, people **visit** / **will visit** you. (Turkey)
- 6 You'll **lose** / **lose** your memory if you **wash** / 'll wash your hair on the day of a test. (Korea)

- 3 Complete the text using the first conditional. Who is the person you will meet?

YOUR STARS: ARIES

If you go to school today, you ¹___ (meet) an interesting person. This person will be very positive and patient if you ²___ (be) friendly and polite to them. If you ³___ (listen) to this person, you ⁴___ (learn) a lot, but if you ⁵___ (not listen), you ⁶___ (not learn) anything.

- 4 Complete the sentences with your own ideas. Use the first conditional.

- 1 Our teacher will be happy ...
- 2 If I become rich and famous, ...
- 3 What will we do ...?
- 4 He's shy. If you speak to him, ...
- 5 If it's sunny at the weekend, ...

- 5 **ACTIVATE** Work in pairs. Ask and answer first conditional questions using the words in the table and your own ideas.

What	(not)	do	your homework early tonight? your keys? a lot of money? the cinema tonight? shopping? the park later?
Where		buy	
Who		go	
		see	
		meet	
		remember	
	finish		
	lose		

What will you do if you finish your homework early tonight?

If I finish it early, I'll go out and meet some friends.

○ Finished?

What horoscope sign is your partner? Invent a horoscope prediction for him or her.

SPEAKING ■ A future survey

I can speak about the future.



- Callum Leah, can I ask you some questions? I'm doing a survey.
- Leah Yes, sure, Callum.
- Callum Right, the first question is, 'Do you think that the world will be a better place in the future?'
- Leah Let me think ... No, definitely not. I think it'll be a worse place.
- Callum Why's that?
- Leah Because I think we won't have enough energy. What about you?
- Callum I disagree with you.
- Leah What do you think then?
- Callum I think it'll probably be a better place because we'll invent other forms of energy.
- Leah OK. What's the next question?
- Callum The next question is ...

- 1 Look at the picture. What are Callum and Leah doing?
- 2 2.34 Listen and read the dialogue. Are Callum and Leah positive or negative about the future?
- 3 Find the key phrases in the dialogue. Who says them?

KEY PHRASES Asking for and giving opinions

- 1 What about you?
- 2 I agree/disagree with you.
- 3 I think it'll ...
- 4 Why's that?
- 5 Do you think ... ?
- 6 Let me think.

Language point: Expressing probability

- 4 Study the answers to the question, *Do you think that the world will be a better place in the future?* Order the answers. Start with the most probable.

No, probably not. Yes, probably.
Yes, definitely. No, definitely not.

- 1 Yes, definitely. 2 ___ 3 ___ 4 ___

- 5 Study the example sentences. Where do we put *probably* and *definitely* in affirmative and negative sentences?

It'll probably be a better place.
I probably won't go.
They'll definitely help us.
They definitely won't understand.

[More practice](#) ⇌ [Workbook page 51](#)

- 6 Look at the *Future survey*. Write answers for questions 1–6 using *probably (not)* and *definitely (not)*, and your reasons.

I think that the world will probably be a better place in the future because we won't have as many problems.

- 7 **ACTIVATE** Look again at the dialogue in exercise 2. Change the words in blue and practise a new dialogue using the *Future Survey*. Extend your dialogue to include questions 2–6 from the *Future survey*.

FUTURE SURVEY

Human life in the future

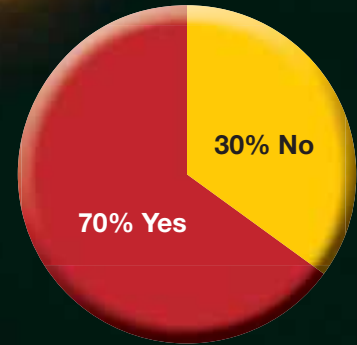
- 1 Will the world be a better place in the future? Why / Why not?
- 2 Will humans become more intelligent?
- 3 Will humans become more friendly or meaner?
- 4 Will space travel be normal in the next hundred years?
- 5 Will humans live on other planets in the future?
- 6 Will you travel into space if you have the opportunity?

REPORT: The next millennium survey

The topic of the survey was 'Human life in the future'. A group of ten people did the survey and in general they were positive about the future. These are the results:

More than half of the group think that the world will be a better place in the future. Some people think that the world will be better because we will learn to protect the planet. A lot of people think that humans will become more intelligent, but nobody thinks that we will become more friendly.

Most people think that space travel will be normal in the next century and about half of the people think that humans will live on other planets in the future. Everybody says that they will travel into space if they have the chance.



Will the world be a better place in the future?

1 Read the model text and answer the questions.

- How many people did the survey?
- How many people think the world will be a better place?
- Where do about half the people think that humans will live?
- Is the language formal or informal?

2 Order the phrases. Start with the phrase which expresses the smallest quantity.

KEY PHRASES □ Expressing quantity

- | | |
|-------------------|--------|
| more than half | nobody |
| one or two people | half |
| most / a lot | some |
| everybody | |

Language point: nobody and everybody

3 Study the survey. Then choose the correct words. Do we use a singular or plural verb with *nobody* and *everybody*?

A superstition survey

	Yes	No
Have you got a lucky number?	8	2
Do you read horoscopes?	7	3
Are you superstitious?	3	7
Do you stay at home on the 13th day of the month?	0	10

- Most / Half** of the group have got a lucky number.
- A lot of / One or two** people read horoscopes.
- More than half / Some** are superstitious.
- Everybody / Nobody** stays at home on the 13th day of the month.

4 ACTIVATE Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Do a class survey about the future. Write a report with the results.

B THINK AND PLAN



Look again at the *Future survey* on page 64. Answer the questions as a class. Complete the table and use the information in your report.

	Yes	No
Question 1 ...		
Question 2 ...		

C WRITE

Paragraph 1: Introduction

Topic and general opinion: question 1

Paragraph 2:

People in the future: questions 2–3

Paragraph 3:

Travel in the future: questions 4–6

D CHECK

- singular and plural verbs
- quantity expressions
- *nobody* and *everybody*

MY COUNTRY ■ Hobbies and leisure

I can talk about hobbies and leisure.

6



- 1 Check the meaning of these words in a dictionary. What other hobbies and leisure activities do you know? Add them to the list.

reading dancing hiking cooking
fishing skiing painting singing
cycling shopping swimming

- 2 2.35 Read and listen to the dialogue. What are Aru's hobbies?
- 3 Look at the words in blue in the dialogue. Then choose the correct words to complete the rules.

- 1 We use *too* / *enough* after adjectives and before nouns.
- 2 We use *too* / *enough* before adjectives.

- 4 Complete the sentences with *too* or *enough*.

- 1 This bike is ___ expensive. I haven't got ___ money to buy it.
- 2 Kuat's only 14. He's not old ___ to drive a car.
- 3 The water in the lake is ___ cold for swimming.
- 4 Is there ___ cake for everybody?
- 5 I'm not very good at basketball. I'm not tall ___.

- 5 Complete the table with words from the dialogue.

Subject pronouns	Object pronouns	Possessive adjectives	Possessive pronouns
I	1 ___	2 ___	3 ___
4 ___	your	5 ___	6 ___
he	7 ___	his	his
she	her	her	hers
8 ___	it	its	its
9 ___	us	our	ours
10 ___	11 ___	their	theirs

We use the question word *whose* to ask about possession.

- 6 Replace the underlined words with pronouns and adjectives from exercise 5.

- 1 Inkar's house isn't as big as Bota and Daniyal's house.
- 2 Altai and Gabit like painting.
- 3 Our cat's birthday is on 5th September.
- 4 This is not your book. It's Tolkyn's book.
- 5 Please give this photo to Dana and Maral.

Lena Hi, Aru. What are you doing?
Aru I'm making a dessert for the birthday party this afternoon.
Lena Whose birthday is it?
Aru Mine! I'm 15 today.
Lena Really? Happy birthday!
Aru Thanks, Lena. Do you want to help me make the dessert?
Lena Sure. What kind of dessert is it?
Aru It's called chak chak. It's a traditional Kazakh dessert. Here's the recipe. First, take two eggs and some flour ... Oh, have we got **enough** eggs?
Lena Yes, they're in the fridge. And here's the flour.
Aru Thanks. Now I need to mix the eggs and the flour in a bowl.
Lena What about this one?
Aru It's **too small**. That one over there is **big enough**.
Lena OK. The recipe says we need to add a little salt.
Aru Yes. Do you like cooking, Lena?
Lena Not really. It's **too difficult**. I like reading and cycling. What are your hobbies?
Aru I like dancing, singing and cooking, of course ... Right, where is the honey?
Lena We haven't got any. We need to buy some. Whose phone is this? Is it yours? I think it's ringing.
Aru Oh yes, it's my brother Timur. I'll call him back later.
Lena OK, I'll go to the shop now.
Aru Great, thanks. Oh, if you see Zhanna and Sara, tell them that the party starts at 4 o'clock.

- 7 Find these sentences in the dialogue. What form of the verb do we use after *need*?

I **need** to mix the eggs and the flour in a bowl.
 The recipe says we **need** to add a little salt.
 We **need** to buy some.

- 8 Work in pairs. Choose a hobby or leisure activity and write four sentences about it. Then read them to your partner. Can they guess the name of the hobby?

You need to go to the mountains to do this activity. You can't do it in summer. It's too hot in summer and there is no snow. You need to buy special equipment.


Skiing!


COMMUNICATION ■ Can I take a message?

I can leave a phone message for someone.


- 1 Match types of information 1–5 with details a–e.

1 phone number	a 68 Long Road
2 time	b 18.40
3 date	c 07702 90453
4 price	d 18 August
5 address	e £9.50

- 2  2.36 Listen and write the details. Then listen again and repeat.

- 3  2.37 Listen to a telephone conversation and a message. Which numbers from exercise 1 do you hear?




- 4  2.37 Study the key phrases. Then listen to the telephone conversation and message again and answer the questions.

KEY PHRASES ■ Leaving a message

Can I speak to ... , please?
 He's / She's out at the moment.
 Can I take a message?
 Can you ask him / her to call me?
 Can you tell him / her that ... ?

- Where is Liam when Lucy phones?
- What message does Liam's dad take?
- Where are Lucy and Liam going this evening?
- What will happen if Liam is late?

- 5  2.38 Read the message and listen to the dialogue. Then practise the dialogue with a partner.

Matt, Steven called. He's meeting the girls at eight o'clock tonight at the cinema.

Matt's mum Hello.
 Steven Hi, it's Steven here. Can I speak to Matt, please?
 Matt's mum Sorry, he's out at the moment. Can I take a message?
 Steven Yes, please. Can you tell him that I'm meeting the girls at eight o'clock at the cinema?
 Matt's mum OK, meeting the girls ... eight o'clock ... cinema.
 Steven That's right.
 Matt's mum OK, I'll give him the message.
 Steven Thanks. Bye.
 Matt's mum Bye.

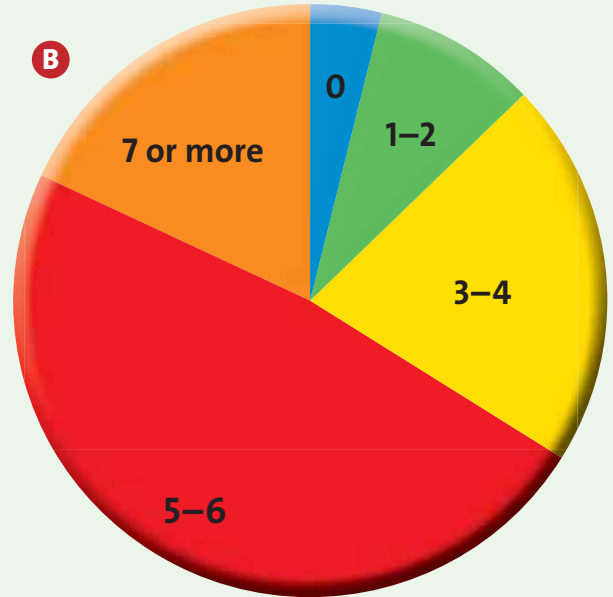
- 6 **ACTIVATE** Change the words in blue in exercise 5 using the information in the messages. Then practise your new dialogue with your partner.

Matt, Rachel called. She's having a party on Saturday 16 September – 53 London Road.

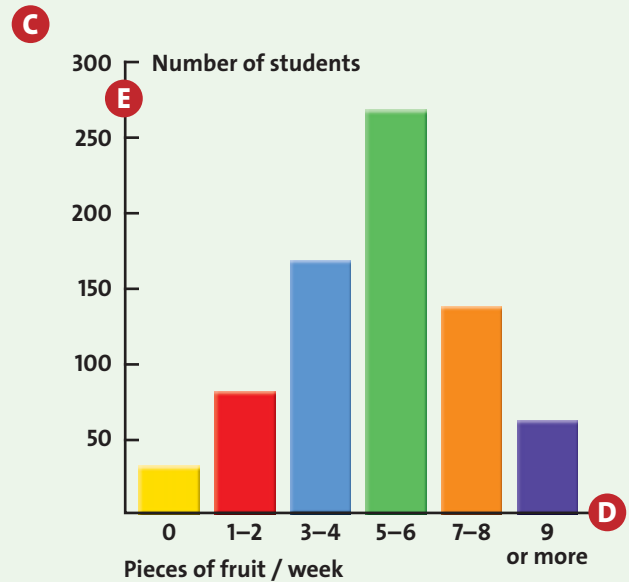
Matt, Craig called. The tickets for the concert cost £12.95.

1 Check the meaning of the words in the box and match them with A–E in the charts.

bar chart y-axis x-axis data
pie chart



Number of chocolate bars / week



Healthy eating

SURVEY

We did a survey about healthy eating in my school. We asked all the students how many chocolate bars and pieces of fruit they eat each week. We recorded the data in different charts. These are the results.

Bars of chocolate / week	Number of students
0	32
1–2	72
3–4	168
5–6	384
7 or more	144

Pieces of fruit / week	Number of students
0	38

2 Study the report and charts. Then write *true* or *false*. Correct the false sentences.

- 1 There are 900 students in the school.
- 2 More than 150 students eat 3–4 pieces of fruit each week.
- 3 Nobody eats nine or more pieces of fruit each week.
- 4 More than half of the students in the school eat 5–6 pieces of fruit each week.
- 5 More students eat 3–4 bars of chocolate a week than 1–2 bars.
- 6 Most students don't eat any bars of chocolate.

3 Draw a bar chart for the data below.

Portions of fast food / month	Number of students
0	0
1–2	45
3–4	360
5–6	275
7 or more	120

4 **ACTIVATE** Write true and false sentences about your chart. Then test your partner.

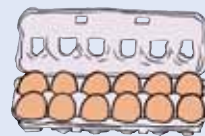
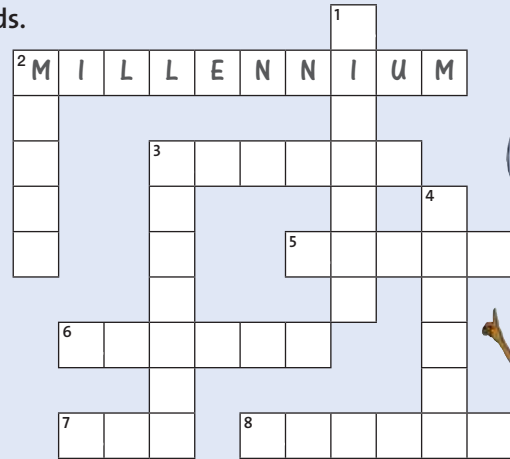
1 Complete the crossword with time and number words.

ACROSS

- 2 A thousand years is a long time!
- 3 When there are only two things.
- 5 Twelve eggs.
- 6 Another word for zero.
- 7 Wednesday is my favourite ____.
- 8 The 1990s was an important ____.

DOWN

- 1 He's very rich. He hasn't got a million dollars – he's got a ____!
- 2 The ____ of February sometimes has 29 days.
- 3 I want to live for a ____ and celebrate my 100th birthday.
- 4 The fastest runners can travel 10 metres in one ____.



2 Find seven more time and number words. Then put them in the correct list, from the smallest to the biggest.



Time	Number
<i>minute</i>	

3 Complete the puzzle with personality adjectives.



Complete the opposites of the adjectives in the puzzle.

impatient

- 1 e _____
- 2 o _____
- 3 u _____
- 4 a _____
- 5 u _____
- 6 p _____
- 7 g _____

Vocabulary

1 Complete the phrases with the words in the box.

billion couple decade dozen quarter

- 1 a ___ of an hour = 15 minutes
- 2 a ___ = two
- 3 a ___ = twelve
- 4 a ___ = 10 years
- 5 a ___ = a thousand million

2 Find pairs of opposite adjectives.

- | | |
|------------|-----------------|
| 1 funny | a unimaginative |
| 2 moody | b aggressive |
| 3 peaceful | c easy-going |
| 4 patient | d serious |
| 5 creative | e impatient |

Language focus

3 Complete the questions and answers with the pairs of verbs in the box. Use *will*.

take / go have / not get have / start
go / study

- 1 '___ your brother ___ to university?'
'Yes, he will. I think he ___ English.'
- 2 'What time ___ you ___ dinner this evening?'
'I imagine that Dad ___ cooking at half past six, so at about seven o'clock.'
- 3 '___ you ___ children when you're older?'
'No, I won't. And I ___ married.'
- 4 'Where ___ you ___ the dog for a walk?'
'I think I ___ to the park.'

4 Choose the correct form of the verbs to make conditional sentences.

- 1 If you **put** / **will put** your keys in your bag, you **don't** / **won't** lose them.
- 2 You **don't** / **won't** forget his birthday if you **write** / **will write** it in your diary.
- 3 If you **go** / **will go** shopping on Saturday, **will** / **do** you buy Sam a birthday present?
- 4 If you **don't** / **won't** buy a ticket soon, there **aren't** / **won't** be any left.
- 5 I **phone** / **'ll phone** you later if I **remember** / **will remember**.

5 Match 1–5 with a–f. Then write first conditional sentences. There is one ending you do not need.

- 1 you are unfriendly
 - 2 you take out the rubbish
 - 3 they forget my birthday
 - 4 it's a scary film
 - 5 you not have any money
- a we do the washing-up
b I play football
c people not speak to you
d I be really upset
e I buy you a drink
f I not watch it

Communication

6 Complete the dialogue with the phrases in the box.

me think I'm pretty I imagine
reckon that do you why's that
I agree what about you

Aigul 1 ___ think that we will use books in the future?

Kuat Let 2 ___. 3 ___ sure that we won't use normal books.


Aigul 4 ___?

Kuat Well, computers will be cheaper and lighter. 5 ___ that we'll all have small electronic books for everything. 6 ___?

Aigul 7 ___ with you. I 8 ___ we'll use them for everything – reading and writing.

Kuat I can't wait. Books are heavy!

Listening

7  2.39 Listen to Zoe and her dad. Then choose the correct answers.

- 1 This evening Zoe wants to ...
a go to the cinema. b go to a party.
c stay at home.
- 2 The party will finish at ...
a 10.00 p.m. b 10.30 p.m. c 11.00 p.m.
- 3 Zoe and her Dad agree that she will leave at ...
a 10.00 p.m. b 10.30 p.m. c 11.00 p.m.
- 4 What will Dad do if Zoe isn't outside at the right time?
a He'll drive home.
b He'll talk to Zoe's mum.
c He'll go into the party.

Listening

1 Look at the photos and complete the words.



1 c___



2 w___



3 p___



4 c___



5 p___



6 s___

2 Listen to Alan, Bess and Lily talking about future plans. Which job in exercise 1 do they not mention?

3 Listen again and complete the sentences with one or two words.

- 1 Bess went to bed ___ than usual.
- 2 Bess's ___, David, has got a 'life plan'.
- 3 If David gets good marks at ___, he'll be a programmer.
- 4 David is more ___ Bess.
- 5 Bess thinks she'll be a ___ before she gets married.
- 6 Lily reckons she'll become a ___ or a ___.
- 7 Alan thinks he'll become a ___.
- 8 Bess doesn't think that Alan can ___.

5 Work in pairs and have a conversation. Use your ideas in exercise 4 and the chart below to help you. One of you is A and one of you is B. When you finish, change roles.

A What will you do after you leave school?	B I'll probably ... / I reckon I'll ...
A What will you study if you go to university?	B I'll ... / I think I'll ...
A Will you ... ?	B Reply. Then ask A about his/her plans.
A Reply.	

Speaking

4 What will you do after you leave school? Think about what you enjoy now and make predictions about your future. Answer the questions.

- 1 Will you go to university?
- 2 What job will you do?
- 3 Will you learn to drive?
- 4 Where will you live?
- 5 When will you leave home?
- 6 Will you get married?

Writing

6 Write ten ideas for your own 'life plan'. You can write about the plans you talked about in exercise 5 or you can describe new plans.
If I go to university, I'll ...

Healthy habits

Start thinking

- 1 Which sports do you like? Why?
- 2 Are there sports events for disabled people?
- 3 What companies sponsor sports teams?

Aims

Communication: I can ...

- make suggestions about sport.
- understand an interview.
- talk about plans and predictions.
- talk about sport.
- talk about future arrangements.
- invite a friend to a sports event.
- write a letter to ask for sponsors.

Vocabulary

- People in sport
- Compound nouns: sports

Language focus

- Imperatives
- *be going to*
- *will and be going to*
- Present continuous for future arrangements
- Indefinite pronouns
- Layout and language in a formal letter

Creativity and Skills



My country



Healthy habits



Communication

Talking about scores



CLIL

Maths:
Average speed



Vocabulary puzzles

People in sport;
Compound nouns: sports

- 1 3.02 Match photos 1–6 with six of the words in the box. Then listen and check.

captain champion finalist supporter TV reporter
manager owner referee sponsor loser trainer



- 2 Complete the sentences with your own ideas.

- 1 ___ is the captain of ___.
- 2 ___ is the manager of ___.
- 3 ___ were champions last year.
- 4 ___ were finalists in a big competition last year.
- 5 ___ are sponsors of ___.

- 3 Work in pairs. Play the *Team manager* game on page 69.

Language point: Imperatives

- 4 Study the imperative sentences in the table. Then answer the questions.

Affirmative	Negative
Buy the player. Speak to them.	Don't buy the player. Don't speak to them.

- 1 What is the difference between the affirmative and negative forms?
- 2 Do you use a subject with the imperative?

[More practice](#) ⇌ [Workbook page 57](#)

- 5 **ACTIVATE** Work in pairs. A friend wants to become a sportsperson. Make suggestions. Use affirmative and negative imperative forms of the words in the box.

contact drink eat go out late go to bed
practise plan smoke

Practise every day.

Finished?

Think of some good and bad situations for a team manager. Use the words in exercise 1.

Good – your sponsors want to give your team more money.

TEAM MANAGER

➤ You're the manager of a team.

➤ Look at the situations and make decisions.

➤ Then look at the key.

The captain of the team is very negative at the moment.

- a Change the captain.
- b That's OK. He's a good player.



1

You've got the best trainer in the world. He wants to go to another team, but he's got a contract with your club.

- a He must stay. He's got a contract.
- b He must go if he isn't happy.



5

The owner of the club wants to buy a player. The player isn't very good, but he's the owner's friend.

- a Buy the player.
- b Don't buy the player.



2

You think that a referee made very bad decisions in a match.

- a Speak to journalists and players about the referee.
- b Don't speak to journalists or players about the referee.



6

The sponsors want to change the name of the club.

- a Accept. You need the money.
- b Don't accept. The club and its name are 100 years old.



3

You were champions last year. Now you can buy new players.

- a Don't buy new players. Your team is good.
- b Buy new players. The team can always be better.



7

Some journalists say that you're a loser and you aren't a good manager.

- a Don't speak to them.
- b Be patient and polite.



4

The supporters aren't coming because the tickets are too expensive.

- a Don't change the price. Play better.
- b Change the price and play better.



8

KEY

MOSTLY a: Watch out! You aren't a bad person, but as a manager you are sometimes negative. You must also learn to be more flexible.

MOSTLY b: Congratulations! You're a good manager. You're fair and very positive. You're flexible, but you've also got principles.

Driving Ambition


Karen Lowe wants to be the fastest woman on four wheels.




- A** My dad used to race cars, and I watched him when I was younger. I loved the crowds and the **atmosphere**. I **competed** in karts when I was nine. Then I drove rally cars. This year, I'm going to **have a go at** Formula 3.
- B** It's massive! The UK is a world centre for motor racing. There are 750 clubs in this country and 100,000 competitors.
- C** Not at all. There are more women competitors than you think, but you don't see them very often because there aren't a lot of women in Formula 1.

- D** Not many women were interested in the past. Also, journalists, sponsors and some drivers didn't **support** us. Now they say that it's good to have more women in the sport. I think the **situation** will change.
- E** Yes, there will be a woman champion, one day. Definitely.
- F** Not at all! Racing is really hard. Obviously, you have to be a great driver. Apart from that, you need a lot of money in this sport. Last year I was OK, but this year my sponsors aren't going to give me much money. I think I'll be OK, but I can never be certain.
- G** I'm not going to stop **racing**! My dad is my manager now and he's going to contact more sponsors. I know that my family will always support me. They're my biggest supporters.

1 Sportsmen are often more famous than sportswomen. Why is this? Is it fair? Is this situation changing? How?

2  3.03 Read the interview and match interview questions 1–6 with answers A–G in the text. Then listen and check.

- Are most of those competitors men? 
- 1 How popular is motor racing in the UK?
 - 2 How did you become interested in racing?
 - 3 So, what are your plans?
 - 4 Why are there fewer women in Formula 1?
 - 5 Is it easy to become a racing champion?
 - 6 Will a woman win Formula 1 one day?

3 Read the text again and complete the sentences with one, two or three words.

- 1 Karen ___ her dad when she was a girl.
- 2 After karts, Karen raced ___.
- 3 Motor racing is ___ in the UK.
- 4 In the future, more women will become ___.
- 5 Karen hasn't got a lot of ___ this year.
- 6 Her dad needs to find more ___ this year.

4 BUILD YOUR VOCABULARY Complete the sentences with the words in **blue** in the text.

- 1 Which football team do you ___?
- 2 I love learning new sports. I want to ___ everything once.
- 3 She ___ in the championship. She won!
- 4 My brother loves motorbike ___.
- 5 The ___ was quite serious. He broke his leg.
- 6 The crowd cheered. The ___ was amazing.

5 ABOUT YOU Ask and answer the questions.

- 1 What kind of racing do you like?
- 2 What team sports do you compete in?
- 3 Which sports do you want to have a go at?
- 4 Which teams do you support?
- 5 Who are your favourite sports stars?

be going to

1 Order the words to make sentences. Check your answers in the text on page 70. Then choose the correct words in the rule.

- 1 going to / I'm / have a go at / Formula 3
- 2 racing / stop / going to / I'm / not
- 3 contact / he's / going to / more sponsors
- 4 going to / me much money / aren't / my sponsors / give

○ RULE

We use *be going to* to make predictions / explain plans and intentions.

More practice ⇨ Workbook page 57

2 Study the information and complete the sentences.

Plans	Karen	Karen's dad
Find more sponsors	X	✓
Buy a new car	✓	✓
Race next year	✓	X
Contact journalists	X	✓
Look for a manager	X	X

Karen's dad *is going to find* more sponsors.

- 1 Karen and her dad ___ a new car.
- 2 Karen ___ next year.
- 3 Her dad ___ next year.
- 4 Her dad ___ journalists.
- 5 Karen ___ journalists.
- 6 They ___ a manager.

3 Write sentences about your plans using the affirmative and negative form of *be going to*. Then talk about your plans with a partner.

(join) a tennis club next year

- 1 (race) motorbikes when I'm older
- 2 (support) a different football team next season
- 3 (go) to the Olympics when I'm older
- 4 (watch) sport on TV this weekend
- 5 (play) basketball soon
- 6 (have) a go at skateboarding one day

I'm not going to join a tennis club next year.

will and be going to

4 Study the examples. Which sentence is a plan and which is a prediction?

- 1 This year, I'm going to have a go at Formula 3.
- 2 I think the situation will change.

More practice ⇨ Workbook page 57

5 Write sentences with *be going to* (for plans and intentions) or *will* (for predictions).

I think that our team *will win*. (win)

- 1 The players ___ tomorrow morning. (meet)
- 2 That was brilliant! Your manager ___ very happy with you. (be)
- 3 The finalists ___ at three o'clock. (play)
- 4 Maybe you ___ a journalist when you're older. (be)
- 5 Her trainer ___ next month. She told me yesterday. (leave)

STUDY STRATEGY ○ Remembering grammar

6 Read the study strategy. Then write examples of two plans and two predictions. Memorize them. Then tell your plans and predictions to a partner without looking at your work.

- 1 When you learn a new grammar rule, write example sentences in your notebook.
- 2 Memorize your sentences and test yourself every week.

7 **ACTIVATE** Write sentences about your plans and predictions. Use the ideas in the box and your own ideas. Then discuss with a partner.

My predictions	My plans
win the league	one day
be a champion	today
finish this book	this year
have a Ferrari	when I'm older

○ Finished?

Write three predictions and three plans or intentions for next year.



VOCABULARY AND LISTENING ■ Compound nouns: sports

I can talk about sport.

1 3.04 Choose the correct words. Then listen and check.

- 1 Wimbledon is a famous British tennis **tournament** / tennis instructor.
- 2 France won the last **rugby match** / rugby player.
- 3 Chelsea is my favourite **football fan** / football team.
- 4 Michael Phelps is an American **swimming race** / swimming champion.
- 5 The new **athletics champion** / athletics stadium holds 20,000 people.
- 6 Arsene Wenger of Arsenal is a good **team manager** / football pitch.

2 Work in pairs. Complete the sentences with a word from box A and a word from box B.

A football tennis basketball running
athletics cycling table tennis
swimming skiing rugby

B match trophy tournament
champion court competition
season pitch fans player
stadium team instructor race

The Champions League is a **football tournament**.

- 1 Rafael Nadal is a ____.
- 2 The *Tour de France* is a ____.
- 3 Wembley is a ____.
- 4 A grand slalom is a ____.
- 5 The Detroit Pistons are a ____.
- 6 Usain Bolt is a ____.



3 3.05 Look at the photos and listen to three interviews about disabled people and sport. Which person played rugby and tennis?

4 3.05 Write **true** or **false**. Then listen again and correct the false sentences.

- 1 Susan is going to prepare for one skiing competition next year.
- 2 Susan is going to talk to children about sport.
- 3 Susan is going to compete in the next Olympic Games.
- 4 Harriet has got eleven gold medals.
- 5 Harriet's basketball team is going to buy a new bus.
- 6 The basketball team is going to play a match in London on Friday.

5 **ACTIVATE** Write six more quiz questions using compound nouns from exercise 2. Then ask and answer your questions with a partner.

- 1 When does the football season start?
- 2 How many people are in a basketball team?



I can talk about future arrangements.

be going to: questions

- 1 Complete the questions from the interviews on page 72 with the words in the box.

going to how is is what where

- 1 ___ are you going to do next season?
- 2 ___ are you going to go?
- 3 Are you ___ be one of the skiing instructors?
- 4 ___ he going to be a big star? Yes, he ___.
- 5 ___ are you going to spend the prize money?

More practice ⇨ Workbook page 59

- 2 Order the words to make questions.

- 1 going to / play / are / you / tennis / later
- 2 going to / join / you and your friends / any teams / next year / are
- 3 go / to any tournaments / you / going to / are / this year
- 4 your friend / going to / is / go cycling / this weekend
- 5 going to / what sport / you / are / play / next week

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

Present continuous for future arrangements

- 4 Study mini-dialogues a–b. Then match them with rules 1–2.

- a ‘Have you got any plans for the weekend?’
‘Yes, I’m meeting my friend on Sunday.’
‘Are you meeting her in the gym?’
‘No, we’re meeting in the park.’
- b ‘Hi! What are you doing?’
‘I’m watching a match on TV at the moment.’

RULES

- 1 We can use the present continuous when we talk about arrangements in the future. We often use a time expression when we talk about future arrangements.
- 2 We also use the present continuous when we talk about actions in progress. (See page 21)

More practice ⇨ Workbook page 59

- 5 Study the sentences. Then write *action in progress* or *future arrangement*.

When are you going to the cinema?
future arrangement

Hi. Are you waiting here for Steven?
action in progress

- 1 Where are you having dinner tonight?
- 2 Sorry, are you talking to me?
- 3 I’m meeting Tom on Sunday morning.

- 6 Complete the mini-dialogues using the present continuous form of the verbs in the box.

cycle do practise swim visit watch

- 1 ‘What’s happening on Monday afternoon?’
‘We ___ for the running race.’
- 2 ‘Have you got any plans for the summer holidays?’
‘Yes, we ___ across France on our bikes.’
- 3 ‘What are you up to at the weekend?’
‘I ___ my cousins in Paris!’
- 4 ‘___ you ___ anything on Saturday?’
‘Yes, I ___ in the tournament at the local pool.’
- 5 ‘Do you want to come to the café tomorrow?’
‘I can’t. I ___ my dad play rugby.’

- 7 **ACTIVATE** Work in pairs. Ask and answer the questions in blue in exercise 6. Use the present continuous for future arrangements and your own ideas.

What’s happening on Monday afternoon?

I’m meeting Sara. We’re playing football.

Pronunciation: Recognizing contractions
⇨ Workbook page 92

Finished?

Write six sentences about imaginary future arrangements.

I’m meeting Asset Mambetov on Saturday afternoon.

SPEAKING ■ Making plans and arrangements

I can invite a friend to a sports event.

- Gemma Callum ... Callum!
 Callum Yes? Oh, hi, Gemma.
 Gemma 1____
 Callum 2____ Why? 3____
 Gemma I'm going to a basketball match 4____
 Callum Yes, great. What time does it start?
 Gemma 5____ eight o'clock at the sports centre.
 Callum OK. Is anyone from school going?
 Gemma No, but someone you like is going to be there!
 Callum Who?
 Gemma Lucy!
 Callum Oh, OK. 6____ the sports centre at about seven thirty?
 Gemma Yeah, OK. I'll see you there.
 Callum See you later, Gemma.



- 1 3.06 Listen and read the dialogue. Where and when are Callum and Gemma meeting?
- 2 3.06 Study the key phrases. Who says each phrase? Listen and check.

KEY PHRASES □ Making plans

- a What are you up to?
- b Are you doing anything this evening?
- c ... if you're interested.
- d No, nothing special.
- e Shall I meet you outside ... ?
- f It's on at ...

- 3 3.06 Complete the dialogue with the key phrases. Listen again and check. Then practise the dialogue with a partner.

Language point: Indefinite pronouns

- 4 Study the examples. When do we use *any-* and *some-*?
- Is anyone from school going?
 Someone you like will be there.
 There isn't anywhere to play tennis.

- 5 Complete the sentences with the indefinite pronouns in the box.

anything anyone somewhere
 something

- 1 Is ___ from school going to the match?
- 2 There's a tennis court ___ in the park.
- 3 There isn't ___ to watch on TV.
- 4 There's ___ I want to tell you.

More practice ⇌ Workbook page 59

- 6 **ACTIVATE** Imagine that you want to invite a friend to a tennis tournament or a football match. Look at the posters and choose one. Invent a dialogue. Change the words in **blue** in the model dialogue. Practise your dialogue with a partner.



WRITING ■ A formal letter

I can write a letter to ask for sponsors.

7

1 Read the model text and answer the questions.

- 1 What is the letter writer's name?
- 2 Do we know the name of the person who is going to receive the letter?
- 3 Which paragraph gives a suggestion about what to do next?
- 4 Which paragraph explains the event?
- 5 Which paragraph introduces the writer and explains what she needs?

Language point: Layout and language in a formal letter

2 Study the text again and answer the questions.

- 1 Where is the writer's address?
- 2 Where is the date?
- 3 Where is the address of the company that is going to receive the letter?
- 4 Does the writer use full forms of verbs or contractions? Find examples.
- 5 Does the writer use formal or informal phrases? Find examples.

3 Study the key phrases. Then order them.

KEY PHRASES □ Writing formal letters

- I am writing to you because ...
- Yours faithfully
- Please contact me ...
- I look forward to hearing from you.
- 1 Dear Sir or Madam

4 ACTIVATE Follow the steps in the writing guide.

□ WRITING GUIDE

A TASK

You are going to compete in a cycling competition. Write a formal letter to a local company about becoming your sponsor.

B THINK AND PLAN



Read the model text again. Then order ideas a–e for your new letter.

- a Need a sponsor
- b Planning to compete in a big competition
- c Member of the Cyclox cycling team
- d Teams from 23 countries
- e In London in May

C WRITE

Paragraph 1: Introduction

Who are you? Why are you writing?

Paragraph 2: Explain the event

Give information about the competition.

Paragraph 3: Suggest what to do next

Ask the person to contact you.

D CHECK

- layout of the letter
- formal expressions
- full form of verbs (not contractions)

CORK



BOUNCERS

44 Limerick Road, Cork, Republic of Ireland

Creditbank Limited
Pearse Street
Bandon
County Cork

3rd May

Dear Sir or Madam

A I am the captain of a basketball team in Cork. The team's name is the Cork Bouncers. I am writing to you because we are planning a tournament and we are looking for sponsors.

B The tournament will take place in Cork in August. Teams and fans from six countries are going to be in Cork for this event. Sponsoring this event will be good publicity for your company.

Please contact me if you are interested in sponsoring us or if you need further information. I look forward to hearing from you.
Yours faithfully


Mary Grant (Team Captain)

MY COUNTRY ■ Healthy habits

I can talk about healthy habits.

- 1 Work in pairs. Look at the list and choose the options which you think are healthier. Give reasons for your answers.

- 1 drinking tea or fizzy drinks
- 2 eating chocolate or fruit
- 3 getting up early late
- 4 travelling by bike or by car
- 5 playing computer games or football
- 6 living in a city or in a village

- 2  3.07 Check the meaning of these nouns in a dictionary. Complete the dialogue with five of the nouns. Then listen and check your answers.

health happiness habits luck idea
hope humour education lifestyle

- 3 Read the dialogue again. Are the sentences true or false?

- 1 Katya promised Damir to go to the park with him.
- 2 Damir offered to help Katya with her project.
- 3 Katya promised to call her grandmother.
- 4 Damir offered to buy some food for Katya.
- 5 Katya offered to make some salad for Damir.


! We can use *will* and *won't* to make offers and promises.

- 4 A tag question is a question we can add to the end of a statement. Look at the words in **blue** in the dialogue. Then choose the correct words in the rules.

- 1 The tense in the tag question is **the same as / different from** the tense in the statement.
- 2 We use a **positive / negative** tag after a negative statement and a **positive / negative** tag after a positive statement.

- 5 Match 1–6 with a–f.

- 1 Ulan and Daryn play football every day,
 - 2 Gaziza doesn't go to school by bus,
 - 3 Mukhtar didn't live in Zhanaozen,
 - 4 Fruit and vegetables are very healthy,
 - 5 The weather was really bad yesterday,
 - 6 You won't tell anyone about this,
- a does she? d will you?
b aren't they? e did he?
c don't they? f wasn't it?

- 6  Work in pairs. Choose three famous people from Kazakhstan. Talk about their habits. Which person has the healthiest lifestyle?

Ilya Ilyin does a lot of sport, doesn't he?

Yes, he does.

That's very healthy, isn't it?



Damir Hi, Katya. You aren't busy today, **are you**? I'm skateboarding in the park, do you want to come?

Katya Sorry, I can't. I'm doing my homework.

Damir We have to write a project about healthy **1** ____, **don't we**?

Katya Yes, for the biology class.

Damir I'm going to do mine tomorrow. I found an interesting article about the oldest woman in the world. She was 130 when she died in 2009. That's amazing, **isn't it**? I'm going to write about her **2** ____.

Katya Oh I know, her name was Sahan Dosova, and she was born in Karagandy, **wasn't she**?

Damir Yes, but she didn't live there. She lived in a village called Aul. But how do you know?

Katya My grandparents live in Aul. They told me about her.

Damir Really? So they knew her, **didn't they**? What else did they tell you?

Katya Well, Sahan loved dancing and singing. She was always cheerful and had a good sense of **3** ____.

Damir What about her diet? She didn't eat sweets, **did she**? She just drank a lot of tea and ate kurt.

Katya That's right. She didn't like chocolate.

Damir Do you know anything about her **4** ____? She went to school, **didn't she**?

Katya I don't know. But I'll ask my grandparents if you want.

Damir I have an **5** _____. You can help me with my project, and I'll help you with yours.

Katya OK, I'll call my grandmother now. Why don't you come to my house?

Damir I'll be there in ten minutes. Have you got any food? I'm a bit hungry.

Katya I'll make some sandwiches. See you soon!

COMMUNICATION ■ Talking about scores

I can talk about the scores in football games.

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

fan goal match score

- Paula is a big Liverpool ____.
- He's going to ____! Yes!
- What a beautiful ____!
- Do you want to watch the ____ on TV?

- 2 3.08 Listen to the conversation. Which match are Paula and Andy watching?

- 3 3.08 Study the key phrases. Then listen to the conversation again and write *true* or *false*. Correct the false sentences.

KEY PHRASES ■ Talking about sport

What's the score?
It's 3–3 (three all).
It's 1–0 (one-nil) to ...
I think it'll be a draw.
I'm sure we'll win / lose.

- The match started twenty-five minutes ago.
- Andy was late because he was playing a computer game.
- Liverpool didn't score first.
- Liverpool are winning.
- Paula doesn't think that Liverpool will win.

- 4 3.09 Listen to the dialogue. Then practise the dialogue with a partner.

Paula What's the score?

Andy It's 2–1 to Barcelona.

Paula Who scored first?

Andy Lyon scored after twenty-four minutes.

Paula Really?

Andy Then Barcelona scored after forty-three minutes and again after fifty-six minutes. I'm sure Barcelona will win.

Paula I don't think so. I think it'll be a draw.

- 5 **ACTIVATE** Change the words in blue in exercise 4 using the *Latest scores* information. Then practise your new dialogue with your partner.

LATEST SCORES

	Chelsea 1–3	Porto
Goals:	4	22, 34, 79 (minutes)

	Lyon 1–2	Stuttgart
Goals:	24	43, 56 (minutes)

	Internazionale 1–1	Dynamo Kiev
Goals:	42	64 (minutes)

	Hamburg 2–2	Arsenal
Goals:	3, 52	19, 44 (minutes)



CLIL ■ Maths: Average speed
I can understand and calculate average speeds.

- 1 Study the information and answer the questions.



In Speedway, there are four competitors. They must ride around the circuit four times. The circuit is 300 metres long. The table below shows the time in seconds that it took four riders to complete each lap*.

*lap = one completed circuit

Name	Lap 1	Lap 2	Lap 3	Lap 4	Total number of seconds
Adams	15	14	18	16	63
Gollob	16	16	23	18	73
Olsen	19	15	13	17	64
Crump	19	21	20	18	78

- Who had the fastest lap?
- Who had the slowest lap?
- Who finished first?
- Who finished last?

- 2 Check the meaning of the words in the box. Then read the information and answer the questions.

distance time average speed
calculate equation

To calculate average speed, you need the following equation:

$$\frac{\text{distance}}{\text{time}} = \text{average speed}$$

Example

Distance: a lap was 300 metres long.
4 x 300 metres = 1,200 metres

Time: Adams completed the 1,200 metres in 63 seconds

So, average speed: $\frac{1,200}{63} = 19.05$ metres per second (m/s)

To calculate average speed in kilometres per hour, use this equation:

Average speed in metres per second (m/s) x 3.6 = average speed in kilometres per hour (km/h)

- Look again at the table in exercise 1. Calculate the average speed of Gollob, Olsen and Crump, in m/s.
 - Now calculate the average speed of all the riders in km/h.
- 3 **ACTIVATE** Read the sentences and find the average speed in km/h for each sports person.

Record breakers!



1

In 2003 Paula Radcliffe completed the London Marathon in 2 hours, 15 minutes, 25 seconds (2.26 hours). The marathon was 42.19 kilometres.

2

In 2005 Lance Armstrong completed the Tour de France in 82 hours, 34 minutes, 5 seconds (82.59 hours). The Tour de France was 3,870 kilometres.

3

In 2009 Usain Bolt ran 100 metres in 9.58 seconds.

4

In 2008 Michael Phelps won eight Olympic gold medals for swimming. In one race he swam 200 metres in 1 minute, 43 seconds (103 seconds).

1 Find nine more people in sport. Use two or three squares for each word.

ow	cham	rep	cap
sup	fi	ref	train
nal	pion	er	er
tain	ee	ager	sor
spon	er	ist	ner
man	ort	port	er

champion

2 Find eight more nouns. Then read the sentences. Match the nouns to complete the sentences with compound nouns.

B	T	J	S	K	I	I	N	G	F	A	R
A	R	J	B	S	B	K	A	U	O	S	T
S	W	I	M	M	I	N	G	L	O	D	O
K	Q	C	F	A	T	T	P	D	T	O	U
E	C	M	A	I	E	E	Y	S	B	E	R
T	E	N	N	I	S	P	F	E	A	T	N
B	N	P	Y	D	F	M	V	A	L	K	A
A	T	E	N	N	I	S	C	S	L	G	M
L	G	C	F	U	B	O	W	O	H	R	E
L	C	H	A	M	P	I	O	N	X	A	N
A	L	G	C	R	R	M	B	T	W	C	T
U	I	N	S	T	R	U	C	T	O	R	D

I'm mad about basketball. I'm a **basketball fan**.

- 1 Michael Phelps is a ____.
- 2 The ____ is about ten months long.
- 3 Serena Williams won more ____s than her sister Venus last year.
- 4 I teach people to ski. I'm a ____.

3 Follow the labyrinth to complete the labels for the pictures.

Start			Finish
e	t	h	c
a	m	a	t
l	p	m	t
a	y	e	n
r	e	m	a
s	t	r	n
d	a	u	o
i	u	m	t

athletics *team*

- 1 tennis ____
- 2 rugby ____
- 3 cycling ____
- 4 table tennis ____



Vocabulary

1 Find the odd one out in each group.

- 1 captain finalist trainer trophy
- 2 cycling race supporter
tennis tournament rugby match
- 3 rugby team manager owner referee
- 4 journalist TV reporter skiing season
sponsor

2 Choose the correct words.

I usually watch my team's football
¹ **matches / sponsors / situations** on the TV.
 TV is OK, but the ² **atmosphere / season / trophy** inside a big football ³ **court / race / stadium** is much more exciting. On TV, it's often difficult to see the ball, but at a real game, you can see and hear everything. The ⁴ **journalists / referees / supporters** sing their team's songs and they shout at the other team's players. They also shout when they disagree with the ⁵ **owner's / trainer's / referee's** decisions!

Language focus

3 Give advice to the new girl in the running team (number 5). Write affirmative and negative imperative sentences using the words in the boxes.

arrive eat listen run wear

chocolate late for races running shoes
the trainer every day



4 Write sentences using *be going to* or *will*.

- 1 I think / my favourite team / win / the league next year
- 2 who / win / the match tomorrow / ?
- 3 I / go / to the cinema / with Nick / later
- 4 they / not play / tennis tomorrow. They're going to play football.
- 5 the PE teacher / train / us tonight

5 Complete the sentences using the present continuous for future arrangements form of the verbs.

- 1 We ___ to the match on Saturday. (not go)
- 2 ___ the captain tonight? (the owner / meet)
- 3 They ___ the tennis tournament at 5.00. (watch)
- 4 I ___ on Saturday. I'm playing basketball. (not swim)
- 5 You ___ in the next race. (not compete)
- 6 ___ in the team tomorrow? (you / play)


Communication

6 Complete the letter with the words in the box.

contact faithfully forward madam
sir writing

Dear ¹___ or ²___
 I am ³___ to you because I love tennis.
 Are you looking for people to work at the tournament next month? I am very interested in working for you. I can work every weekend.
 Please ⁴___ me on 07792 36579.
 I look ⁵___ to hearing from you.
 Yours ⁶___
 Roger McEnroe

Listening

7  3:10 Listen to the telephone conversation. Then complete the sentences with one, two or three words.

- 1 When Ben calls, Mel is ___.
- 2 Oxford United is a ___ team.
- 3 Oxford United has got a new ___.
- 4 They ___ 2.30 p.m.
- 5 Ben ___ buy the tickets online.



1 Read the proposal. What's your opinion of Yernur's solutions?

Proposals for sport in Taldykorgan by Yernur Torekhanov

I live in Taldykorgan. We've got ₸10,000,000 to improve the sports facilities. If we spend it on the right things, our town will be much better for everyone. What do you think of my proposals?

**Swimming facilities**

There is a successful swimming team in Taldykorgan, but the town swimming pool is too small. If we build a new swimming pool, it will definitely use all of the money.

Proposal: The council should find business sponsors. If they give 50% of the money, then we'll build a swimming pool and still have money for other projects.

Now give your opinion.

**Making sports affordable**

There are many sports facilities in Taldykorgan, but most of them are old and need renovation. There's a leisure centre in the town, but it's too expensive and not many young people use it. It also has lots of sports that people don't know about, such as trampolining.

Proposal: They should buy modern equipment for the sports centre and they should offer lower prices for students. If the sports centre organizes short courses in the summer holidays, people can have a go at the new sports.

Now give your opinion.




**Improving the local youth centre**


There aren't many things for young people in Taldykorgan, but there's a youth club. It's a good place because a lot of people come here, especially in winter, but the rooms are dirty and boring. There's lots of space outside, but nobody uses it.

Proposal: They should use the outside space for a basketball court and a skatepark. If there is something good outside, there will be more visitors in the summer.

Now give your opinion.



-  **Good idea!**
-  **I'm not sure.**
-  **Bad idea!**

2  Make a proposal for sports facilities in your neighbourhood or town. Follow the steps in the project checklist.**PROJECT CHECKLIST**

- 1 Think of three things that you'd like to change. What will be better if the changes are made?
- 2 Take a photo of each thing that you're writing about, or find one on the internet or in a magazine.
- 3 Write a short introduction to your neighbourhood or town. Then write a paragraph for each of the three things. Describe the situation at the moment, say why you'd like to change it, and make a proposal.
- 4 Make a poster with your texts and photos. Include an opinions key, so that other students can give their opinion of your proposals.

3 Exchange your proposal with the rest of the class. What's your opinion of their proposals?

Natural disasters

Start thinking

- 1 What's a roller coaster? Is it fun or scary?
- 2 What is arachnophobia?
- 3 What's the most dangerous job in the world?

Aims

Communication: I can ...

- explain how I feel about activities.
- talk about fears and phobias.
- talk about experiences.
- talk about injuries I've had.
- ask about people's experiences and react to their answers.
- help someone with an injury.
- describe an accident.

Vocabulary

- Feelings
- Injuries

Language focus

- Modifiers
- Present perfect: affirmative and negative
- Present perfect: questions
- *so* and *because*

Creativity and Skills



My country

Reading for pleasure



Communication

Phoning a medical helpline



CLIL

Reading for pleasure: Stories



Vocabulary puzzles

Feelings; Injuries

1 Do the *Risks and danger* questionnaire. Then look at the key. Do you agree?

2 Add *about, at, in* or *of* to each adjective. Then check your answers in the questionnaire on page 79.

enthusiastic *about*

- | | | | |
|--------|---------|--------------|----------------|
| 1 bad | 3 good | 5 interested | 7 scared |
| 2 fond | 4 happy | 6 worried | 8 stressed-out |

3 Are the phrases in exercise 2 positive or negative?

Language point: Modifiers

4 Complete the table with the modifiers in **blue** in the questionnaire. Do the modifiers go before or after the adjective?

Weak feeling		Strong feeling		
1 ____	not very	2 ____	really	3 ____

5 Choose the correct words.

- 1 I like motorbikes and I'm quite interested in / not at all happy about **motorcycle racing**.
- 2 I like **trying new dishes**. I'm very worried about / really fond of curries and spicy food.
- 3 Alan's really enthusiastic about / quite worried about **skateboarding**. He skateboards every day!
- 4 I'm not at all happy about / quite fond of **swimming** in deep water. It's really scary!
- 5 I'm not very scared of / really bad at **cooking**. My pasta dishes are terrible!
- 6 Sue's very keen on / not very fond of **mountain biking**. She goes mountain biking every Sunday.

More practice ⇌ Workbook page 65

6 **ACTIVATE** Work in groups. Ask and answer questions about the activities in **orange** in exercise 5. Use modifiers and adjectives.

I'm interested in motorcycle racing. What about you?

No, I'm not at all interested in racing.

Finished?

Write five questions using the phrases in exercise 2.
Are you scared of spiders?

Risks and danger

How adventurous are you?



2 Martial arts and adventure sports

- a I like martial arts and I've tried one of these sports: climbing, mountain biking or skiing.
- b I've often wanted to try climbing or skiing.
- c I'm **not at all** enthusiastic about martial arts or adventure sports.



1 Thrills

- a I love scary roller coasters. I'm not worried about anything. I'll try anything once.
- b I'll try things if they aren't too scary, but I'm frightened of things that are high or fast.
- c I hate roller coasters! I prefer to have my feet on the ground.



3 New experiences

- a I'm **very** fond of exotic food, especially Chinese and Indian food.
- b I've tried one or two new dishes this year.
- c I'm not good at eating spicy food, like curry.



4 In the wild

- a I like being outside in a storm in the dark. It's great!
- b I'm **not very** keen on being outside in a storm.
- c I never go out in a storm and I don't like the dark.

5 Phobias

- a I'm **really** interested in insects. I've had spiders and insects on my hand. I'm not scared of them.
- b I've touched a spider or insect, but I wasn't happy about it!
- c I'm scared of spiders and insects. I don't go near them.

6 Speaking in public

- a I often speak in English in front of my class. I'm not really scared of speaking in public.
- b I've spoken English in front of my class, but it isn't fun. I get **quite** stressed-out about it.
- c I never speak in front of the class in any language. I'm bad at speaking in public.



KEY

Mostly a: You love risks and danger! You're definitely adventurous, but be careful. Life isn't just a game.
Mostly b: You aren't scared of danger and you enjoy adventure, but you don't take unnecessary risks.
Mostly c: It's good to respect danger, but a life without risks is boring. Why not try an adventure sport or some exotic food? You might discover a new 'you'.

Feel the fear!

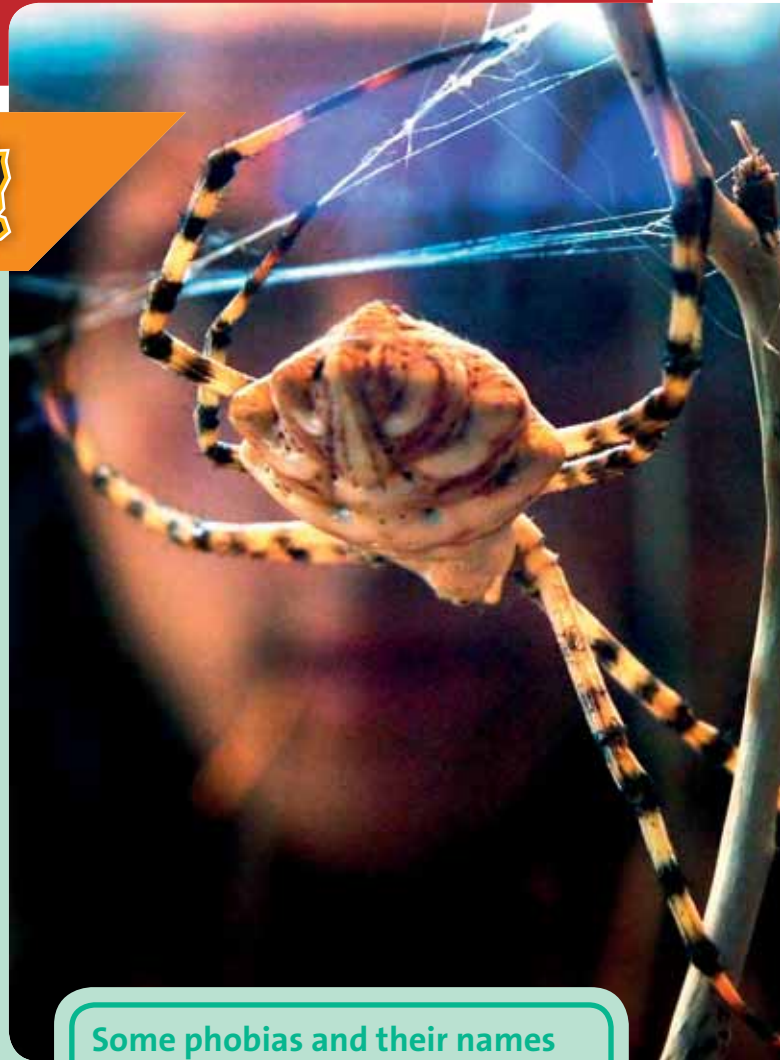
I hate spiders. A lot of people dislike spiders, but I'm really scared of them. If there's a spider in a room, I won't go in. I have stayed at friends' houses three times because there were spiders in our house. It sounds **ridiculous**, but if you haven't got a phobia, you won't understand. I have got a phobia – arachnophobia.

Two months ago, I went with my mum to see a specialist called Mark Tanner. Mark has helped a lot of patients with phobias. Some patients had 'normal' phobias, like being frightened of dogs, or snakes, or the dark. Some patients had really **weird** ones, like phobias of bananas, or eating in public. He's helped a girl with a phobia of school as well. She hasn't been at school this year!

I've seen the specialist a few times and he's been really helpful. First, we looked at photos of spiders, and then we watched spiders on a DVD. Next, he gave plastic spiders to my family and they hid them around the house. That was really **unpleasant**, but it's made me much less **phobic**. I also wrote in my 'spider diary' every time I saw a **real** spider.

I've looked at hundreds of spiders with Mark and my phobia has improved a bit. That's the idea of 'exposure therapy'. After you've seen a thousand spiders, you aren't scared of them anymore. Next week, Mark says that I must touch one. I don't think I'm ready for that! I haven't touched a spider before and I don't know if I can. We'll see ...

by Georgia Bushell, Birmingham



Some phobias and their names

- fear of flying – aerophobia
- fear of thunderstorms – brontophobia
- fear of being in a small space – claustrophobia
- fear of dentists – dentophobia
- fear of teenagers – ephebiphobia
- fear of snakes – ophidiophobia

1 Answer the questions.

- 1 What are you scared of?
- 2 Have you got any phobias?
- 3 What is the difference between a fear and a phobia?

2 3:11 Read and listen to the text. How can you cure a phobia?

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

- 1 There were spiders at Georgia's house.
- 2 Georgia was Mark Tanner's first patient.
- 3 Some people are scared of eating in public.
- 4 Georgia's family hid real spiders at home.
- 5 Georgia is less scared of spiders now.
- 6 Georgia is definitely going to touch a spider.

4 BUILD YOUR VOCABULARY Find adjectives 1–5 in **blue** in the text. Then match them with definitions a–f. There is one definition you do not need.

- | | |
|--------------|---------------------------|
| 1 ridiculous | a having a phobia |
| 2 weird | b existing, not imaginary |
| 3 unpleasant | c being scared of spiders |
| 4 phobic | d very silly, absurd |
| 5 real | e not nice |
| | f unusual, strange |

5 ABOUT YOU Ask and answer the questions.

- 1 What do you think of spiders and insects?
- 2 What do you think is unpleasant?
- 3 Is it ridiculous to be scared of flying?
- 4 Are you scared of anything that isn't real? What?

1 Complete the sentences from the text on page 80. Then choose the correct answers in the rules.

- 1 He ___ a girl with a phobia of school.
- 2 I ___ the specialist a few times.
- 3 It ___ me much less phobic.
- 4 After you ___ a thousand spiders

○ RULES

- 1 We use the present perfect to talk about experiences in the **past / present** which are important **now / in the future**.
- 2 We **say / don't say** exactly when a present perfect action happened.
- 3 We form the present perfect with **have / be + past participle**.
- 4 We often use the short forms: 've, 's.

More practice ⇌ Workbook page 65

STUDY STRATEGY ○ Checking and learning past participles

2 Complete the table with the past simple and past participle forms of the verbs in the box.

do speak find go help look
see make play stay touch visit

Past simple and past participle forms	
regular	irregular
help - helped - helped	do - did - done

3 Work in pairs. Cover your tables and test your partner. What are the past simple and past participle forms of the verbs in exercise 2?

Do

Do-did-done

4 Complete the sentences using the present perfect form of the verbs.

- The specialist **has helped** Georgia. (help)
- 1 I ___ Mark Tanner a few times. (see)
 - 2 They ___ about their phobias. (not speak)
 - 3 You ___ at her house. (not stay)
 - 4 We ___ at a lot of spiders. (look)
 - 5 Georgia ___ a spider before. (not touch)

5 Complete the text using the present perfect form of the verbs in the box.

go have not find not speak see
upset visit

School phobia

Peter Ford ¹___ to school only three times in three months. He ²___ two different specialists, but they ³___ a solution to his problem. Peter is terrified of school, but he ⁴___ to many people about his problems. The police ⁵___ Peter's parents because it's illegal not to go to school.

In Britain about 1.3% of teenagers aged 14–16 have a phobia of school, or *didaskaleinophobia*. A lot of them are scared of school because they are worried about being away from home. This sometimes happens because something ⁶___ them in their life, like moving house, changing schools, or because they ⁷___ problems with friends or family.



6 **ACTIVATE** Work in pairs. Talk about experiences 1–8. Use the words in the box and the affirmative and negative forms of the present perfect.

Everyone My friends I My mum / dad
Nobody One of my friends
One or two people in my class

- 1 see a shark
- 2 visit the USA
- 3 save £200
- 4 drive a car
- 5 win a competition
- 6 have a pet insect
- 7 study English
- 8 live in another country

One of my friends has seen a shark.

○ Finished?

Write six ridiculous sentences about experiences.

I've met President Obama!

I haven't done any homework this year!

VOCABULARY AND LISTENING ■ Injuries

I can talk about injuries I've had.


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

Verb	Past participle and / or adjective	Noun
cut	cut	a cut
burn	1 ___	a burn
2 ___	broken	a break
bruise	bruised	3 ___
4 ___	bitten	a bite
sprain	sprained	5 ___
injure	6 ___	an injury


- 2 Choose the correct words.

- 1 He's been in the sun and he's **burnt** / **injured** his nose.
- 2 I fell off my bike. I've got some **cuts** and **bruises** / **breaks** and **bites**.
- 3 Ouch! That mosquito has **injured** / **bitten** me!
- 4 One of their best players is **injured** / **injury**.
- 5 I've never **break** / **broken** my leg.
- 6 How did you **cut** / **bruised** your hand?

- 3 Look at photos A–D and match them with jobs 1–4 in the programme guide.

- 4  3.12 Work in pairs. Write *true* or *false*. Then listen and check your answers. Correct the false sentences.

- 1 Volcanologists know a lot about volcanoes.
- 2 Volcanoes erupt quite frequently.
- 3 Venomologists study dangerous places.
- 4 Fishing is the most dangerous job.
- 5 Farming is dangerous because of the weather.

- 5  3.12 Listen again and complete the sentences with one, two or three words.

- 1 Leo Williams has visited four places in ____.
- 2 When the volcano erupted, Ted Amber had a ____ and some burns.
- 3 Snakes ____ Sasha a few times.
- 4 Dan Murphy has ____ toe and ____ his arms this season.
- 5 Jill Brown works ____ farm.
- 6 ____ cause accidents to farmers.

- 6 **ACTIVATE** Work in pairs. Talk about injuries you have had. Use the words in exercise 1 and the words in the box.

arm foot hand head leg nose

I've broken my leg.

DANGER

AT WORK!

Preview: Leo Williams speaks about his new documentary series. Leo has travelled around the USA, talking to people with dangerous jobs.

Sasha Jacobs ¹ Venomologist
Ted Amber ² Volcanologist

Dan Murphy ³ Fisherman
Jill Brown ⁴ Farmer

A



B



C



D



LANGUAGE FOCUS ■ Present perfect: questions

I can ask about people's experiences and react to their answers.

1 Complete the sentences with the words in the box. Then choose the correct words in the rule.

ever has has have no they

- Has he travelled around the USA?
Yes, he ____.
- Has a snake ____ bitten you?
____, it hasn't.
- ____ they had many accidents?
Yes, ____ have.

○ RULE

We make present perfect questions by using *Have / Has* + subject + (ever) + **infinitive / past participle** + other words.

More practice ⇌ Workbook page 67

2 Choose the correct words.

- Have / Has you bruised your leg?
Yes, I **have / has**.
- Has Tim **had / have** an accident?
No, he **haven't / hasn't**.
- Have / Has the train arrived?
Yes, it **have / has**.
- Has / Have they visited Montana?
No, they **hasn't / haven't**.
- Have you **broken / break** your arm?
No, I **haven't / hasn't**.

3 Write questions and answers. Use the information in the table.

	Bess Kline (stunt person)	Vin Hardman (bodyguard)
(break) a bone	✓	✗
(jump) off a building	✓	✗
(meet) the President	✗	✓
(drive) at 200km/h	✓	✓

Bess (break)
Has Bess broken a bone? Yes, she has.

- Vin (break)
- Bess (jump)
- Bess (meet)
- Vin (meet)
- they (drive)

4 Write questions using *ever* and the present perfect form of the verbs.



(do) a stunt?
Have you ever done a stunt?

- (touch) a spider?
- (swim) across a river?
- (break) a bone?
- (meet) a famous person?
- (visit) a volcano?
- (have) a spider bite?

Pronunciation: /i/ and /i:/ ⇌ Workbook page 92

5 3.13 Complete the key phrases with the words in the box. Then listen and check.

amazing have haven't neither

KEY PHRASES ○ Reacting

Really?
I have! ¹___ you? That's ³___!
So ²___ I! ⁴___ have I.

6 **ACTIVATE** Work in pairs. Ask and answer the questions in exercise 4 using the key phrases.

Have you ever done a stunt?

No, I haven't.

Neither have I.

○ Finished?

Invent jobs for your friends. Write about their experiences.

Oraz is a volcanologist. He's travelled to Hawaii.

SPEAKING ■ Helping with problems

I can help someone with an injury.



Teacher Leah, what's wrong? Are you OK?
 Leah I've ¹hurt my arm.
 Teacher Have you broken it?
 Leah No, I've ²cut it.
 Teacher How did that happen?
 Leah It was an accident. ³I fell while I was running to the basketball game.
 Teacher Oh, right. Have you ⁴cleaned it?
 Leah Yes, I have, but it hurts.
 Teacher Do you need help?
 Leah ⁵No, I think I'll be OK.
 Teacher Mmm. Maybe you need to ⁶see a nurse.

1 3.14 Look at the picture. What has happened? Listen to the dialogue and check. Then practise the dialogue with a partner.

2 Match key phrases 1–4 with a–d.

KEY PHRASES ■ Helping someone

- | | |
|-------------------------|--------------------------------------|
| 1 What's wrong? | a rest your leg. |
| 2 Are you OK? | b I think I've sprained my ankle. |
| 3 How did that happen? | c I was playing football in the gym. |
| 4 Maybe you need to ... | d Yes, I think so. |

3 Match photos 1–8 with the words in the box.

ankle elbow finger knee neck
 shoulder toe wrist

4 Work in pairs. Ask and answer questions using the key phrases.

- | | |
|--------------------|-------------------|
| 1 elbow? (bruise) | 4 finger? (break) |
| 2 toe? (cut) | 5 knee? (injure) |
| 3 shoulder? (burn) | 6 ankle? (sprain) |

What's wrong with your elbow? Are you OK?

No, I think I've bruised it.

5 **ACTIVATE** Replace the phrases in blue in the dialogue with phrases a–f. Write and practise a new dialogue with your partner.

- | | |
|-------------------------|--------------------------------|
| a hurt my finger | d go to the chemist |
| b put it in cold water | e I put my hand on the cooker. |
| c No, it isn't serious. | f burnt it |



WRITING ■ Emails

I can describe an accident.

8



Hiya Kate

Thanks for your last email. How's it going? Have you heard from Amy?

Guess what! I've broken my leg! It happened last Saturday when I was walking in the mountains with Nick. It was getting dark, so we were hurrying. Suddenly, I fell down. I landed on a rock about three metres down the side of the mountain. I couldn't move my legs, so Nick called the rescue services. They arrived really quickly. I went to hospital in their helicopter!

I'm really bored now because I'm still in hospital. I've been in bed for three weeks! Write back soon.

See you,

Jen

Language point: *so* and *because*

4 Complete the examples and rules with *so* or *because*.

- 1 I'm really bored now ___ I'm still in hospital.
- 2 It was getting dark, ___ we were hurrying.

RULES

- 1 We use ___ to give a reason.
- 2 We use ___ to explain a result.
- 3 We use a comma before ___ but not before ___.

5 **ACTIVATE** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Imagine that you have had an accident while you were playing football or basketball. Write an email to a friend.

B THINK AND PLAN

Check the meaning of the words. In what order will you put the words in your email?

ambulance fall over broken ankle
score a goal/a basket kick/throw hospital

C WRITE

- 1 Greetings and introduction.
- 2 Where the accident happened.
- 3 What you were doing when the accident happened.
- 4 The result of the accident.
- 5 What's happened since the accident.

D CHECK

- informal phrases
- *because* and *so*
- use of present perfect and past tenses

1 Read the email and find three examples of the present perfect and three examples of the past continuous.

2 Match descriptions 1–5 with parts of the email A–E.

- 1 What she was doing when the accident happened. C
- 2 Greetings and introduction.
- 3 Where and when the accident happened.
- 4 What's happened since the rescue.
- 5 What happened as a result of the accident.

3 Match key phrases 1–5 with meanings a–f. There is one meaning that you do not need.

KEY PHRASES ■ Writing emails

- | | |
|------------------------------|------------------------------------|
| 1 How's it going? | a Has (Amy) written/spoken to you? |
| 2 Have you heard from (Amy)? | b I miss you. |
| 3 Guess what! | c How are you? |
| 4 Write back soon. | d Listen to my news! |
| 5 See you | e Send me an email. |
| | f Goodbye |

The magic garden for the poor

Part 1


Once upon a time there was a shepherd. He was not rich, but he lived happily in his village until one day all his sheep became ill and died. He had no money and no land, so he decided to go to the city and find a job there.

'I've lived here **since** I was born, but I have to leave now,' he told his neighbour, who was a farmer.

'We've been friends **for** twenty years. Stay here and I'll help you,' the farmer said. He gave the shepherd half of his land. The two friends worked on the land together and the shepherd didn't have to leave the village. One day, he found a pot of gold coins buried in the ground.

'This was my friend's land,' he thought. 'I'll give the gold to him.' But the farmer didn't want to take it. 'The land has been yours **for** two years. The gold belongs to you,' he told the shepherd. They couldn't decide what to do, so the next day they went to ask a wise man who lived in the same village. The wise man was teaching a group of students when they arrived. He listened carefully when the shepherd told him the story.

'We've argued about this gold **since** we found it,' said the shepherd. 'Please help us.' Then one of the students suggested that they should use the money to create a garden with a lot of trees and flowers where poor people can go to eat fruit, drink clean water and rest. Everybody liked the idea. They gave the gold to the student and asked him to go to the city and buy the most wonderful seeds for the garden. The journey to the city was long and tiring. 'I've travelled **for** three days,' the student thought. 'The city must be very close.' An hour later, he saw the city gates. He walked through the gates and found his way to the market in the city centre. There were a lot of merchants selling food, carpets, clothes and animals. Suddenly, he saw a man with some camels. There were birds tied to the camels: eagles, pelicans, ducks, pigeons, gulls, swallows, larks ... and many others whose names he didn't know.

- Look at the photo and the title of the story. What do you think the story is about?
- Work in pairs. Read Part 1 of the story and put the events in the correct order. What do you think happened next?
 - the shepherd found a pot of gold coins
 - the farmer and the shepherd argued
 - the shepherd's sheep died
 - the student travelled to the city
 - the farmer gave the shepherd some land
 - the student met some merchants
 - they asked a wise man for advice
-  3.15 Listen to Part 2 of the story. Does it have a happy ending?
- Look at the words in **blue** in the text. Choose the correct words in the rules.
 - We use **since** / **for** and the present perfect when we talk about a period of time.
 - We use **since** / **for** and the present perfect when we talk about a point in time.

5 Complete the phrases with *for* or *since*.

- | | |
|-------------------|-----------------|
| 1 ___ 2012 | 5 ___ 5 o'clock |
| 2 ___ two months | 6 ___ ten days |
| 3 ___ a long time | 7 ___ Sunday |
| 4 ___ March | 8 ___ ages |

6 We often use adverbs of place, time and manner when we tell a story. Complete the table with these adverbs from the story. Then choose six of the adverbs and write sentences with them.

happily here there now nearby
carefully then tonight slowly

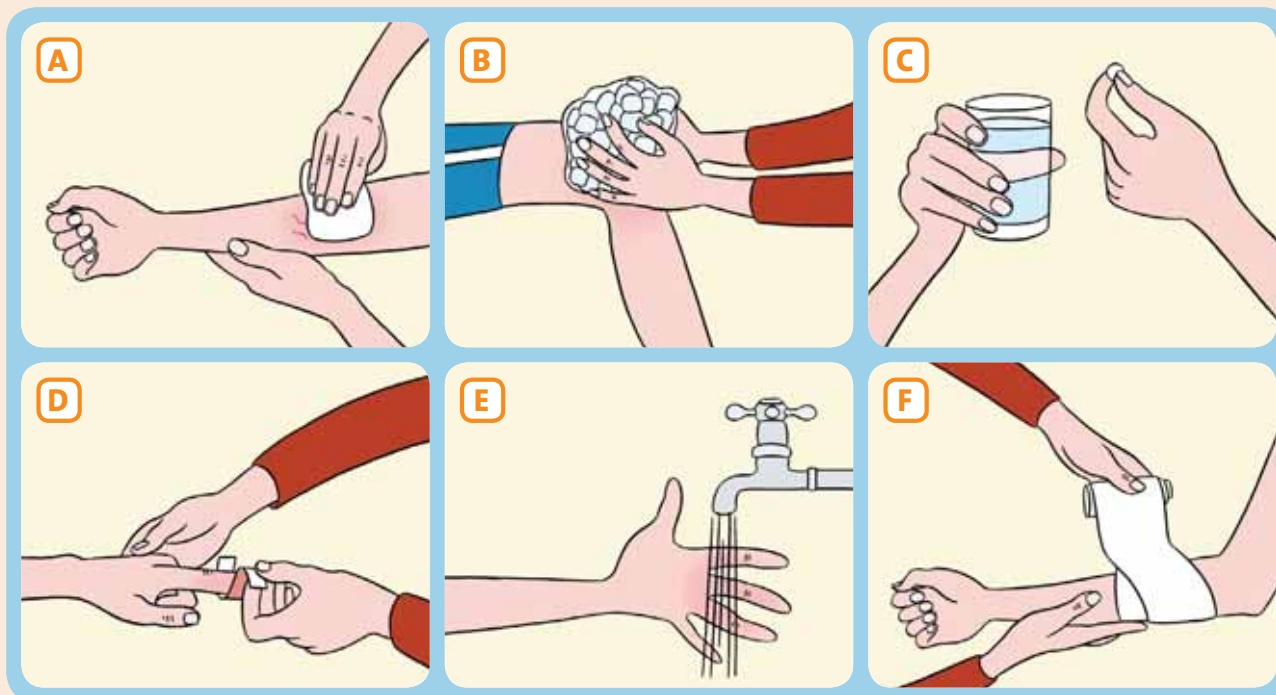
Place	Time	Manner
outside	yesterday	quietly
1 ___	4 ___	7 ___
2 ___	5 ___	8 ___
3 ___	6 ___	9 ___

7 Work in pairs. Write a short summary of your favourite Kazakh folk tale or legend. Then read it to your partner. Has your partner read the story?

COMMUNICATION ■ Phoning a medical helpline

I can get help for a medical problem by phone.

8



1 Match instructions 1–6 with pictures A–F.

- 1 Put some ice on it.
- 2 Put it under cold water.
- 3 Clean it.
- 4 Put a bandage on it.
- 5 Put a plaster on it.
- 6 Take an aspirin.

2 3.16 Listen to two telephone calls to a medical helpline. Which instructions from exercise 1 do you hear?

3 3.16 Study the key phrases. Then listen to the telephone calls again and answer the questions.

KEY PHRASES ■ Phoning a medical helpline

Can I take your name, please?
 How can I help you?
 I've burnt / bruised / cut my
 You need to
 You mustn't
 Thanks for your help.

- 1 What has Lisa done?
- 2 How did she do it?
- 3 How does her hand feel now?
- 4 What has Robert's mum done?
- 5 What is her plan for tonight?
- 6 What mustn't she do?

4 3.17 Listen and write the sentences. Then listen and repeat.

5 3.18 Listen to the dialogue. Then practise the dialogue with a partner.

Operator Medical Direct. Can I take your name, please?

Clare Yes, it's **Clare Mason**.

Operator OK, **Clare**, how can I help you?

Clare Well, **I've cut my finger** and I'm not sure what to do.

Operator First, **put your finger under cold water**.

Clare OK, and then what?

Operator Then **put a plaster on your finger**.

Clare OK, I'll do that. Thanks for your help.

Operator You're welcome. Bye.


6 **ACTIVATE** Change the words in **blue** in exercise 5 using your own ideas and the instructions in exercise 1. Then practise your new dialogue with your partner.

CLIL ■ Reading for pleasure: Stories

I can understand description, narration and dialogue in an extract from a classic novel.


- 1 Check the meaning of the words in the box. Then look at the picture and predict which words will appear in the text.

wolves bears castle cottage howling roar coach train taxi

- 2  3.19 Read and listen to the text. Check your answers to exercise 1.

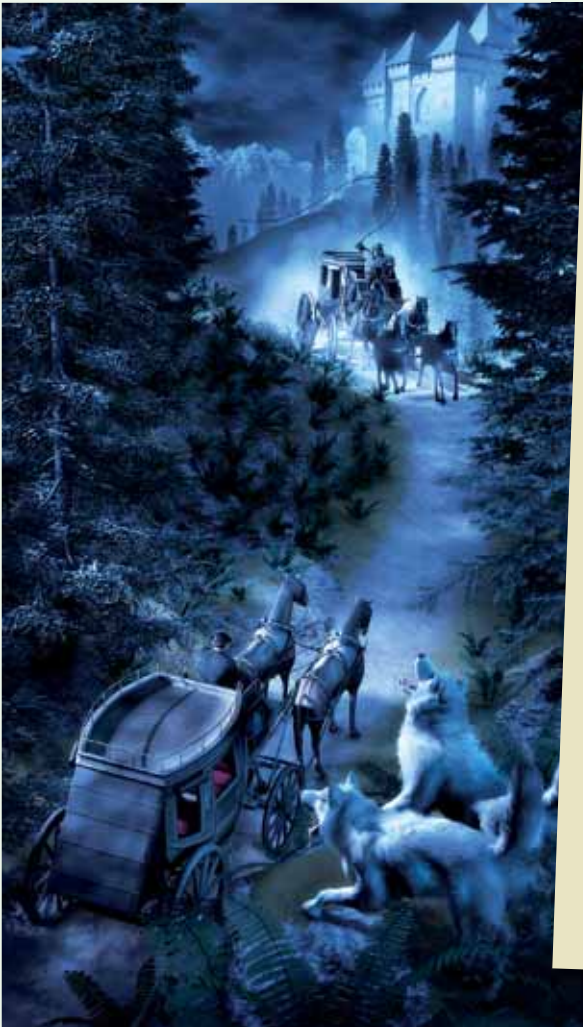
- 3 Read the information. Then match 1–3 with extracts a–c.

- | | |
|---|--|
| 1 Description: what you can see, hear or feel | a I arrived at a little town called Bistritz. |
| 2 Narration: what happens | b 'Where are you going?' they asked me. |
| 3 Dialogue: what people say | c There were mountains, trees and rivers everywhere. |

- 4  Answer the questions.

- 1 What type of story is Dracula?
- 2 Do you know the story?
- 3 What is your favourite type of book?
- 4 Who is your favourite author?
- 5 Do you read books in English?

- 5 **ACTIVATE** Find some more examples of description, narration and dialogue in the text.



DRACULA

Chapter 1

And so, on 4th May I arrived at a little town called Bistritz. Transylvania was a strange and beautiful place. There were mountains, trees and rivers everywhere. And somewhere high in the mountains was the Count's home, Castle Dracula. I had six hours to wait before the coach came to take me there, so I went into a little hotel. Inside the hotel it was warm and friendly. The people there were all laughing and talking.

'Where are you going?' they asked me.

'To Castle Dracula,' I replied.

Suddenly the room was silent and everyone turned to look at me. I could not understand why they all looked afraid.

'Don't go there,' someone said.

'But I have to,' I answered. 'It's business.'

They began to talk again, but they were no longer laughing.

The coach arrived, and we travelled up into the mountains. Higher and higher it went, faster and faster. The sun was bright, but above the trees there was snow on the mountain tops. Then suddenly the sun went behind the mountains and everywhere was dark. In the forest around us, the wolves were howling. It was a terrible sound.

Suddenly, the coach stopped. A small carriage came down the narrow road on the right. Four black horses were pulling it, and the driver was dressed in black, with a black hat pulled down over his face.

'Where's the Englishman?' he called. 'I've come from Castle Dracula!'

He looked strange, standing there in the moonlight, and suddenly I was afraid. But it was too late. I could not go back now.

Bram Stoker

1 Order the letters of the same colour to make adjectives to match the prepositions.

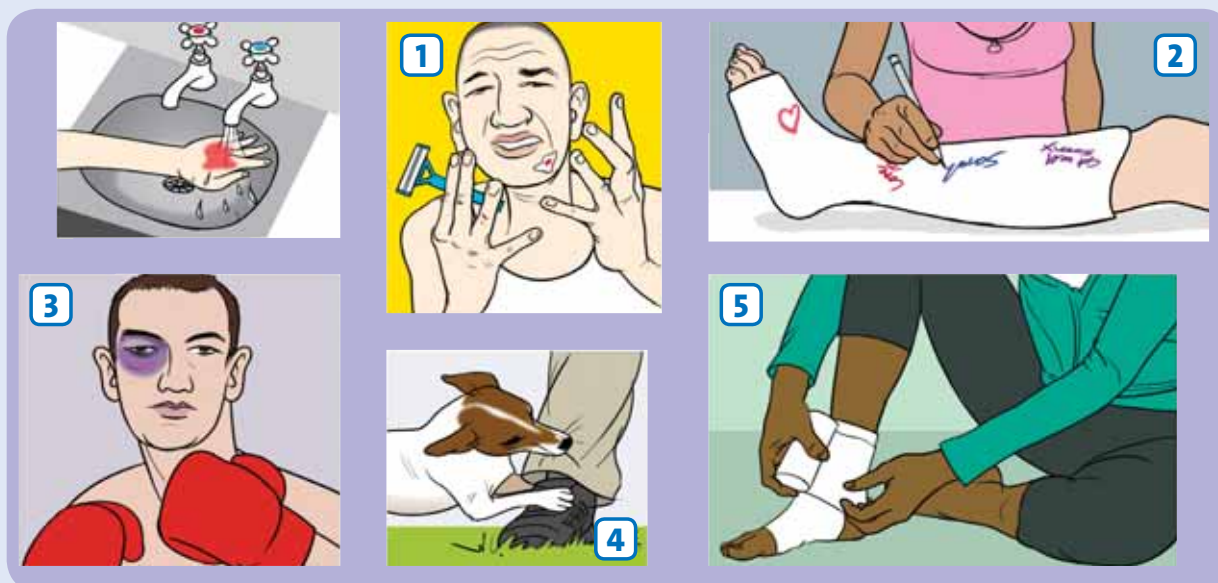
R	I	E	R	U	O	N	D	S	T
I	N	T	C	H	O	A	E	F	G
E	F	B	N	O	S	R	O	S	T
G	R	I	H	D	A	I	E	D	I
E	T	E	D	D	T	D	E	N	W

- bad at
- ___ about
 - ___ at
 - ___ of
 - ___ in
 - ___ about
 - ___ of

2 Use the letters to make five injury verbs. Use each letter once.

a	k	eee	ii	nn
p	s	tt	rrrr	ttu

- burn
- c ___
 - b ___ a ___
 - b _ u _ _ _
 - b _ _ _
 - s _ _ _ i _



3 Jodie has had an accident at a tennis match. Order the blocks of letters to find out what's happened.

A N K	I N E	E R	D H
'S	S	S H E	L E .
S H E			

Vocabulary

1 Choose the correct words.

- 1 'I'm not **interested** / **bad** / **fond** in horror films.
'Neither am I. They're usually **worried** / **phobic** / **ridiculous**.'
- 2 'Are you **phobic** / **good** / **interested** about anything?'
'Yes, I'm **scared** / **bad** / **good** of dogs!'
- 3 'Is she **worried** / **stressed out** / **fond** of spiders?'
'No, she thinks they're really **unpleasant** / **phobic** / **real**.'
- 4 'What are you **bad** / **worried** / **good** about?'
'My best friend has sent me a **weird** / **fond** / **scared** text message.'
- 5 'Maths is a **real** / **worried** / **phobic** problem for me.'
'Me too. I'm really **fond** / **interested** / **bad** at it.'

2 Complete the words.

- 1 Something has bi_ _ _ _ my foot.
- 2 Is that a bru_ _ _ on your arm?
- 3 Has Gulnara sp_ _ _ _ _ her wrist?
- 4 He fell and in_ _ _ _ his leg.
- 5 I've bu_ _ _ my hand.
- 6 He's got some c_ _ _ on his face.
- 7 When did you bre_ _ your arm?
- 8 That's a bad in_ _ _ _ . Will she be OK?

Language focus

3 Choose the correct words.

- 1 I'm **not at all** / **quite** / **very** enthusiastic about rollercoasters. They're horrible and scary!
- 2 I love cakes and I'm **not very** / **not at all** / **really** fond of chocolate cakes.
- 3 My doctor **isn't very** / **is very** / **is really** worried about me. He says I'll be OK soon.
- 4 I'm **quite** / **really** / **not at all** interested in films. I sometimes go to the cinema, but not often.
- 5 She's **quite** / **very** / **not very** good at running. She won all the races last year.
- 6 You're **not at all** / **really** / **not very** stressed-out about something. What's wrong?

4 Complete the sentences using the present perfect form of the verbs.

- 1 You don't know Lee. You ___ him. (not meet)
- 2 He loves scary places. He ___ a few volcanoes! (visit)
- 3 We'll be late. Our bus ____. (not arrive)
- 4 I'm quite good at basketball. I ___ for our school three times. (compete)
- 5 It's my first Spanish lesson today. I ___ Spanish before. (not study)

5 Look at the picture. Write present perfect questions and short answers.



- 1 the man / break / his foot
- 2 the girls / sprain / their ankles
- 3 the mother / cut / her leg
- 4 the mother / hurt / her arm
- 5 the boys / burn / their arms
- 6 the man / bruise / his arm

Communication

6 Complete the dialogue.

- Amy What's ¹ w_ _ _ g?
- Lisa I think I've ² b_ _ _ _ n my finger.
- Amy How did that ³ h_ _ _ _ n?
- Lisa It was an ⁴ a_ _ _ _ _ t.
- Amy Are you OK?
- Lisa Yes, I ⁵ t_ _ _ k so.
- Amy Maybe you ⁶ n_ _ d to go to hospital.

Listening

7 3.20 Listen to Luke and Sara talking about their jobs and complete the table.

	Luke	Sara
Job	Diving instructor	³ ___
Feeling about job	¹ ___	⁴ ___
Injury	² ___	⁵ ___

Listening

1 3.21 Listen to the conversation. Then answer the questions.

- 1 What is Lily doing?
 - a She's reading a magazine.
 - b She's writing a questionnaire.
 - c She's doing her homework.
- 2 What is the questionnaire about?
 - a surfing
 - b being brave
 - c phobias

2 3.21 Look at pictures A–F. In what order do they appear in the conversation? Listen again and check.



3 3.21 Listen again and complete the sentences with one or two words.

- 1 Alan thinks he is ___ person at school.
- 2 Alan isn't ___ spiders.
- 3 Bess and Alan have never touched ___.
- 4 Alan is ___ sharks.
- 5 Bess loves ___.
- 6 Alan doesn't like doing ___.

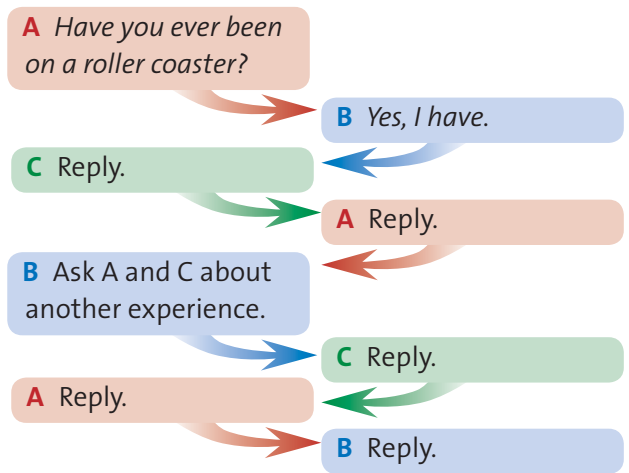
Speaking

4 Write the questions from Lily's questionnaire and prepare three more questions using the present perfect and *ever*. Use the words in the boxes and your own ideas.

be climb dive drive jump see
swim touch watch ride

bridge elephant horror film mountain
plane racing bike roller coaster shark
snake spider

5 Work in groups of three. Take turns to ask the questions from exercise 4. Use the chart below to help you. Who is the bravest in your group?



Writing

6 Write about two true and one false experience. Write twenty words about each experience. Read your experiences to a partner. Can your partner guess the false experience?

I've
It happened when

Reading for Pleasure



Sherlock Holmes: *The Blue Diamond*

Sir Arthur Conan Doyle



1 Read the story sections 1–8. Then match them to the pictures A–G.

- Holmes and Watson go to The Alpha and talk to Mr Windigate. He tells them that the geese came from Mr Breckinridge. Holmes and Watson go straight to Mr Breckinridge's shop to find out more. ____
- Mr Peterson finds a blue diamond inside the tall man's goose. A ticket on the goose says "For Mr and Mrs Henry Baker". ____
- Someone steals the Countess of Morcar's blue diamond from her rooms in the Cosmopolitan Hotel. ____
- Mr Peterson goes to see Sherlock Holmes. Holmes puts an advertisement in the newspaper asking Henry Baker to come to Baker Street. Henry Baker tells Holmes that he got the goose from Mr Windigate at The Alpha. ____
- A tall man with a hat is walking with a goose over his shoulder. A young man hits the man and his hat falls off. The man runs away and leaves his hat and goose in the street. Mr Peterson sees this and takes the hat and the goose. ____
- James Ryder tells Holmes that he stole the diamond and put it in one of his sister's geese. Later he took a goose and opened it up, but it was the wrong goose and it didn't have the diamond in it. His sister, Mrs Oakshott, had sold the goose with the diamond to Mr Breckinridge. ____
- Holmes and Watson talk to the man from Mr Breckinridge's shop. His name is James Ryder and he is the Assistant Manager of the Cosmopolitan Hotel. ____
- At Mr Breckinridge's shop, Holmes and Watson see a man there. The man asks Mr Breckinridge about the geese. He says one of the geese was his and he wants it. ____

- 2 Look at the story sections again. Which section do you think is the start of the story? Which section do you think is the end of the story?
- 3 How do you think the story develops? Read the sections again and put them in order to make the story.
- 1 ___ 2 ___ 3 ___ 4 ___
5 ___ 6 ___ 7 ___ 8 ___

Talk about it

- 4 Think about the story sections again. Use the pictures on page 52 and the words in the boxes to tell the story to your partner.

People

Countess of Morcar Mr Peterson
Sherlock Holmes Dr Watson
Mr and Mrs Henry Baker Mr Windigate
Mr Breckinridge James Ryder Mrs Oakshott

Places

The Cosmopolitan Hotel 221B Baker Street
The Alpha Mr Breckinridge's shop

Verbs

steal hit run find tell sell ask walk
tell

Nouns

street goose / geese blue diamond ticket
hat advertisement newspaper shop

- 5 Look at the picture of James Ryder and answer the question.



James Ryder has his head in his hands in this picture. Why do you think he was unhappy?

- 6 3.22 Listen to James Ryder talk about his story. Choose the correct words to complete the sentences.

- The police arrested **Ryder / Horner** for stealing the blue diamond.
- James Ryder took the diamond to his **sister's / brother's** house.
- Ryder decided to visit his friend **Maudsley / Mr Oakshott** in North London.
- There were lots of **people / geese** in Ryder's sister's garden.
- Ryder caught a goose with a **white / black** tail and put the diamond in its mouth.
- Later, he caught a goose with a black tail and took it to **his / Maudsley's** house.
- When he opened the goose, Ryder **found / didn't find** the diamond.
- There were **two / five** geese with black tails, and Ryder took the wrong one.
- Mr Breckinridge **would not / would** tell Ryder where the geese were.
- Ryder was unhappy because his sister thinks he is a **good / terrible** brother and he didn't get any money from his crime.

- 7 Now listen to the end of the story. Do you like the ending? Is it surprising?

- 8 Write a different ending to the story. Use one of the options below or your own ideas.
- Holmes doesn't let James Ryder go.
 - James Ryder finds the diamond.

Talk about it

- 9 Ask and answer the questions with your partner.
- Does the story have a good plot?
 - What is the most exciting section of the story?
 - Does the story have a good ending?
 - Was the goose a good place to put the diamond? Where would you put it?
 - Who is your favourite character?

Finished?

Write a short review of the story *Sherlock Holmes: The Blue Diamond*. Say what you like about the story and what you don't like. What would make the story better?

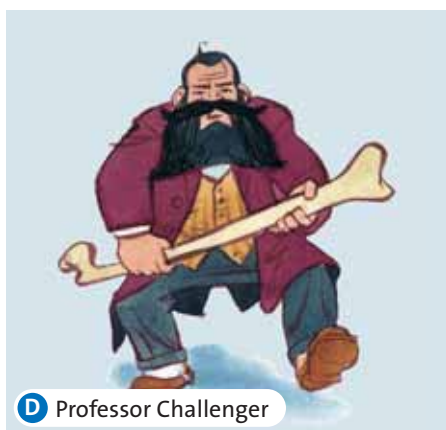


Sherlock Holmes:
The Lost World
Sir Arthur Conan Doyle

1 Think of adjectives to describe the six people in the pictures. Write the adjectives on the note paper.

2 Read the descriptions of some of the characters from the book. Then match the descriptions to the pictures.

- 1 He is a famous zoologist from Scotland. He's got a big head, a big body, and hairy hands. He's got deep grey eyes, and a big blue-black beard. Many people say he is a liar, so now he hits anybody who asks him questions. ___
- 2 She is beautiful with large soft eyes and long hair. She has a sweet smile and she wants to marry a famous man. ___
- 3 He is a young and brave reporter with blond hair. He is in love with a beautiful young lady, and he wants to win the young lady's love by going on an adventure. ___
- 4 He is a tall, thin man with red hair. He is a famous traveller and sportsman, and is strong with light, blue eyes. ___
- 5 He is an old Scottish man with white hair. He's got a round, red face and a kind voice. He is the news editor of the *Daily Gazette* newspaper. ___
- 6 He is a tall, thin, grey, unsmiling man. He is a professor at a university and he wants to write a book. He doesn't believe that Professor Challenger found dinosaurs in South America. ___



3 Who says what? Look at the descriptions and the pictures again. Which characters say these things, do you think?

1 'I have a feeling that you are going to ask me to marry you, Ned. Please don't.'

2 'Do you think that you could possibly send me somewhere with a lot of adventure and danger?'

3 'Wait a minute! I have an idea. Why don't you go and see Professor Challenger?'

4 'Aha! There it is! I used that tree to find my way last time.'

5 'Professor Challenger, I really am deeply sorry.'

6 'I've only ever seen that once before – it was at the great De Beers Diamond Mine in Australia.'

4 Who does what? Look at the descriptions and the pictures again. Which characters do these things, do you think?

1 This man attacks Mr Malone because he doesn't like reporters.

2 This man calls Professor Challenger a liar.

3 These four men travel to South America to look for dinosaurs.

4 These two men argue about everything.

5 This man is the youngest of the group. He cuts down a tree to make a bridge across to a plateau.

6 This man finds a lake and gives it the name 'Lake Gladys'.

7 These two older men get taken prisoner by some ape-men.

8 This man has travelled to a diamond mine in Australia in the past. He finds diamonds in South America and takes them back to England.

Talk about it

5 Ask and answer the questions with your partner.

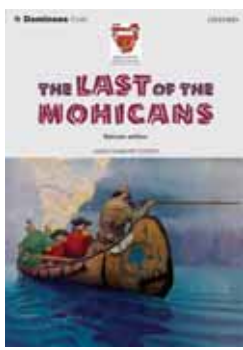
- 1 Which character do you like the most? Why?
- 2 Which character do you dislike? Why?
- 3 Which character are you most similar to?
- 4 Which character would you like to be like?

6 Do a role-play. You and your partner are going to have a discussion about travel and adventure. Student A thinks travel is a very positive thing for young people to do, but student B thinks it is too dangerous. Before you begin the discussion, make some notes in the table.

Student A notes	Student B notes

Finished? 

In the story, the group of travellers find some ape-men in the Amazon Forest in South America. What other strange things do you think they saw in the Amazon? Use your imagination and write a description of something unusual they saw.

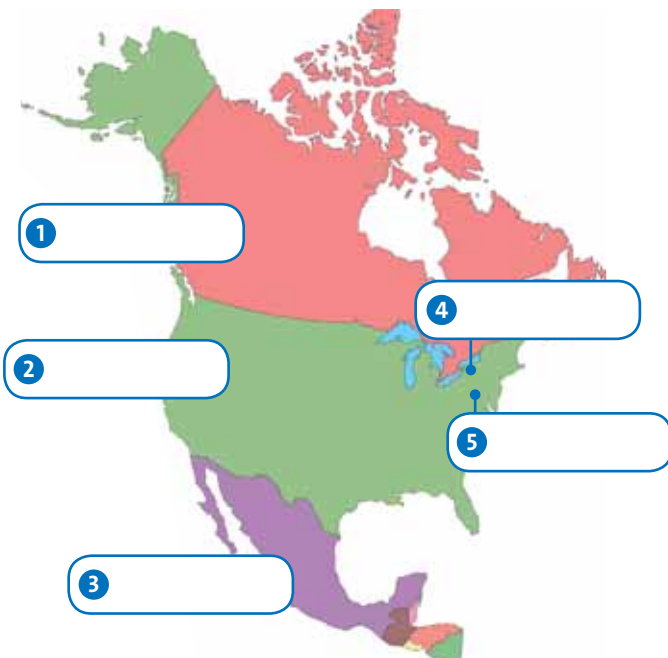


The Last of the Mohicans
James Fenimore Cooper

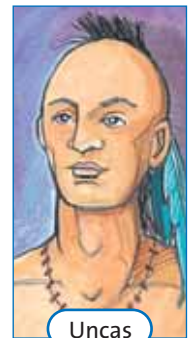
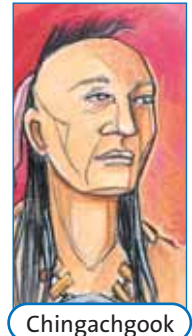
- 1** Look at the front cover of the book and the pictures of the characters. Choose the correct words to complete the sentences.
- The story takes place in North / South America.
 - The story takes place in 1957 / 1757.
 - At this time, North America belonged to the Spanish / French and the British.
 - The American Indians lived in North America after / before the British and the French arrived.
 - The Mohicans and Hurons were American Indian tribes / animals.
 - In 1757, the French and British armies were fighting for food / land.
 - The Huron tribe helped the British / French army.
 - The Mohican tribe helped the British / French army.

- 2** The Last of the Mohicans takes place in North America. Label the map of North America today.

Mexico Lake Champlain Canada
Hudson River United States of America



- 3** Look at some of the characters in the story. Put the characters into the group they belong to.



Europeans	American Indians

4 Read about the Ojibwa tribe. Are the sentences true or false?

- 1 The people of the Ojibwa tribe speak French. _____
- 2 The Ojibwa tribe only live in Canada. _____
- 3 The first Ojibwa people travelled around in canoes. _____
- 4 The Ojibwa people made sugar from maple trees. _____
- 5 The Ojibwa tribe helped the British to fight against the French. _____
- 6 The Ojibwa clans each have an animal totem. _____
- 7 The largest animal totem is the bear. _____
- 8 Spirits are not important to the Ojibwa people. _____

The Ojibwa tribe

The Ojibwa tribe is a large American Indian tribe and the Ojibwa people have their own language. The Ojibwa people live in both Canada and the United States of America, but most live in Canada.

The Ojibwa tribe started life on the St. Lawrence River in Canada and the people used canoes to travel around. The Ojibwa people were usually hunters or fishermen because the climate was too cool for farming, but later they made and sold sugar from maple trees.

When the French and British armies were fighting for land in North America, the Ojibwa tribe helped the French, but they later became friends of the British, too.

The Ojibwa people live in groups called bands. Each band belongs to one of a number of clans. Each clan has an animal totem, and the largest totem is the bear. Spiritual beliefs are important to the Ojibwa people and they believe that spirits guide them through life.



5 Put the words from the story into the correct category in the table.

army tribe tomahawk fort moccasin officer
totem Great Spirit church warrior magic
feathers chief hymn canoe king general

European	American Indian

Talk about it

6 Ask and answer the questions about American Indians with your partner.

- 1 What are totems, and why are they important to American Indians?
- 2 Who or what is the Great Spirit?
- 3 What is the leader of an American Indian tribe called?
- 4 Where do American Indians wear feathers?
- 5 What is a tomahawk, and what is it used for?

Finished?

What do you think life was like in an American Indian tribe? What do you think it is like today? Write your ideas.

IRREGULAR VERBS

Infinitive	Past simple	Past participle
be /bi:, bɪ/	was /wɒz, wəz/, were /wɜ:(r), wə(r)/	been /bi:n/
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
bite /baɪt/	bit /bɪt/	bitten /'bɪtn
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
burn /bɜ:n/	burnt / burned /bɜ:nt, bɜ:nd/	burnt / burned /bɜ:nt, bɜ:nd/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
can /kæn/	could /kʊd/	
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊzn/
come /kʌm/	came /keɪm/	come /kʌm/
cut /kʌt/	cut /kʌt/	cut /kʌt/
do /du:/	did /dɪd/	done /dʌn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvn/
eat /i:t/	ate /eɪt, et/	eaten /'i:tn/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /flu:/	flown /fləʊn/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/
get /get/	got /gɒt/	got /gɒt/
get up /,get 'ʌp/	got up /,gɒt 'ʌp/	got up /,gɒt 'ʌp/
give /gɪv/	gave /geɪv/	given /'gɪvn/
go /gəʊ/	went /went/	gone /gɒn/
have /hæv/	had /hæd/	had /hæd/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/
keep /ki:p/	kept /kept/	kept /kept/
know /nəʊ/	knew /nju:/	known /nəʊn/
learn /lɜ:n/	learnt / learned /lɜ:nt, lɜ:nd/	learnt / learned /lɜ:nt, lɜ:nd/
leave /li:v/	left /left/	left /left/
lose /lu:z/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
meet /mi:t/	met /met/	met /met/
put /pʊt/	put /pʊt/	put /pʊt/
read /ri:d/	read /red/	read /red/
run /rʌn/	ran /ræn/	run /rʌn/
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
say /seɪ/	said /sed/	said /sed/
see /si:/	saw /sɔ:/	seen /si:n/
send /send/	sent /sent/	sent /sent/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sli:p/	slept /slept/	slept /slept/
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
spend /spend/	spent /spent/	spent /spent/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
understand /,ʌndə'stænd/	understood /,ʌndə'stʊd/	understood /,ʌndə'stʊd/
wear /weə(r)/	wore /wɔ:(r)/	worn /wɔ:n/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /'rɪtn/

Great Clarendon Street, Oxford, OX2 6DP,
United Kingdom

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First published in 2017

2021 2020 2019 2018 2017

10 9 8 7 6 5 4 3 2 1

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ISBN: 978 0 19 421186 4

Printed in China

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ACKNOWLEDGEMENTS

The publisher would like to thank Detelina Marinova for writing the *My Country* section, and other Kazakhstan-specific content; and Асель Байбатырова for providing market-specific knowledge.

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The authors and publisher are grateful to the authors of the Oxford Dominoes series, whose material the following pages are based on: pp.120, 121 Oxford Dominoes Stage 1, *Sherlock Holmes: The Blue Diamond* by Sir Arthur Conan Doyle, adapted by Bill Bowler; pp.122, 123 Oxford Dominoes Stage 2 *The Lost World* by Sir Arthur Conan Doyle, adapted by Susan Kingsley; pp.124, 125 Oxford Dominoes Stage 3 *The Last of the Mohicans* by James Fenimore Cooper, adapted by Bill Bowler.

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