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UNIT 4

LIVING

IN THE

COMMONWEALTH

In this unit you will ...

- learn about the Commonwealth
- read about and listen to a trip around Australia
- revise verb tenses
- write an email to an Australian teenager



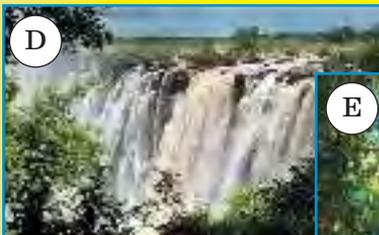
Australia



Seychelles /ser'felz/



New Zealand



Zambia /'zæmbiə/



Malaysia /mə'leɪzə/



Namibia /nə'mɪbiə/

a) The Commonwealth of Nations is made up of 53 countries from all around the globe. Most of them have close connections with the UK. And many of them are fantastic places to visit. Match the descriptions (1–6) below with the countries and the photos (A–F).

b) Work with a partner. Agree on two places which you would like to visit most.

c) Tell the class your choices and give your reasons. Which countries are the most popular ones?

1 The spectacular Victoria Falls form the border between ___ and Zimbabwe.

2 Uluru in the centre of ___ is an unforgettable natural landmark. It changes colour with the time of day and glows red at dawn and sunset.

3 The ___ is a country made up of 115 islands in the middle of the Indian Ocean.

4 This ancient rainforest in ___ makes the Amazon jungle seem young. It has been there for 130 million years.

5 There are more than 3,000 glaciers in ___.

6 The Skeleton Coast in ___ is a hot, dry and dangerous place. The desert beach is covered with the wrecks of ships and skeletons of whales.

Part A

DANNY AND HIS DAD GO ON A TRIP



A _____



B Road trains at roadhouse



C Monster dumper truck



D A barbecue at Gran's house

1 Around Australia



Look at the photos on this page and the next page. Some of them have captions. Match the captions below to the other photos.

- | | |
|-----------------------------|---------------------------|
| 1 Surfing on the East Coast | 4 An Australian road sign |
| 2 The Big Banana | 5 Kangaroos |
| 3 The Flying Doctor | |

2 A road trip

a) Read and listen to the text.

- Where will Danny end the journey?
- Where does he go to first?

Find the places on the map.

Mum: C'mon Danny, hurry up. Dad's outside in the truck. He's waiting for you!

Danny: OK, I'm coming ...

Mum: Have a good time and be careful! I'll see you in Perth in about ten days, OK?

Danny: Bye, Mum. I'll email you photos when we get to an internet place!

Mum: OK, bye love.

Danny: Hey, this can be my first photo — Mum waving goodbye.

Mum: Bye, sweetheart.

Danny: Bye.

Dad: See ya.

Dad: Right mate, our first stop's in Sydney. We'll sleep in the truck near there tonight. The next stop is in Newcastle. Then we go to Brisbane.

Danny: Will we go over the Sydney Harbour Bridge?

Dad: Nah, mate, we can't go into the city centre in Sydney — the truck's too big for that.

Danny: Yeah, I thought so.

Dad: Aggghh. The traffic is too busy on this east coast! All these towns!

Danny: It won't be so busy when we leave the coast, will it, Dad?

Dad: Yeah, you're right, mate. We'll soon be in the outback and there aren't so many people there, so the road won't be so busy. We'll leave the coast at Rockhampton and go west to Longreach and Mount Isa /maʊnt 'i:isə/. Can you see it on the map, Danny?

Danny: Yes, Dad, Longreach, Mount Isa, I see.

b) Answer the questions.

- 1 How long will the journey take?
- 2 What is in Danny's first photo?
- 3 How will he keep in touch with his mother?
- 4 Why can't they go over the harbor bridge in Sydney?
- 5 What will they do at Rockhampton?

3 LISTENING Adventures on the road

a) Listen to Danny and his dad on the rest of their journey. Follow the trip on the map. Where did they go?

They start near ... Then they go to ...

b) Danny took seven of the photos on these pages. Which ones? Where and when did he take them?

c) These sentences are from Danny's emails to his mum.

Complete the missing words.

1 The traffic on the e___ coast was very b___. We drove past the place where I learned to s___.

2 In the outback there aren't so many p___. We saw a small p___ next to the road. It was the Flying Doctor. Somebody was in t___.

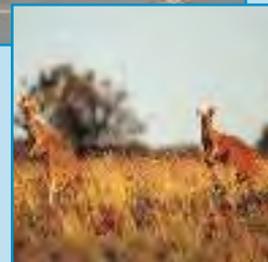
3 Last night we went bush c___ and slept under the s___ That was great!!! Dad made a fire, and we used it to c___ our meals and keep warm.

4 Now we're on the road to Perth, it's long and s___.

d) Would you like to go on a trip around Russia? Why (not)? What would you like to do and see? Make notes, then tell your partner.



E ___



F ___



G ___

H ___



2

I Mum in Melbourne



J Sydney Harbour

The *outback* is the name for the flat, dry land in the middle of Australia where few people live. Another word for this type of land is the *bush*.



MORE HELP
P. 147

Part A PRACTICE

1 VOCABULARY Phrasal verbs: travel

Complete the sentences with the phrasal verbs in the box below. Use the correct tense. There is one extra verb.

check in • get in • get off • get on • pull out • set off • stop off • stop over • take off

- We ___ very early in the morning last week.
- When we go to Estonia, we can ___ and see my grandmother in Tallinn.
- You can ___ a train in Moscow and ___ Vladivostok.
- The train ___ of the station, when I saw that I had forgotten my bag.
- My flight to New York next week ___ for a few hours in London.
- Passengers must always ___ one hour before the plane ___.

GRAMMAR FILE 1



2 GRAMMAR Present simple

a) Complete the text with the correct forms of the present simple.

There 1 ___ (be) 43 different kinds of kangaroo. They usually 2 ___ (live) in groups. They 3 ___ (eat) grass and leaves, and they 4 ___ (not need) a lot of water. Kangaroos 5 ___ (be) more active at night than during the day. And if it's a very hot day, they just 6 ___ (sit) under the trees and bushes and 7 ___ (not move). The biggest kangaroo 8 ___ (be) the Red Kangaroo. It 9 ___ (jump) two metres and 10 ___ (move) at about 20–25 km/h.

b) Add some new information to the text. Use the key words below.

- kangaroo mothers have a pouch — kind of bag
- when kangaroo baby born — live in mother's pouch — ten months
- kangaroos don't get old — live 4–6 years

GRAMMAR FILE 2

3 GRAMMAR Past simple

Sasha met Ben on the last day of her trip to Australia. Complete the dialogue.

Ben: So when 1 *did you arrive* (you, arrive) in Australia?

Sasha: I 2 *arrived* (arrive) in Melbourne six weeks ago.

Ben: How long 3 ___ (you, stay) in Melbourne?

Sasha: I 4 ___ (not stay) long. Only three days.

Ben: And where 5 ___ (you, go) after that?

Sasha: I 6 ___ (go) to Brisbane.

Ben: Wow, that's one of my favourite places. How 7 ___ (you, travel)?

Sasha: I 8 ___ (fly). I 9 ___ (get) a very cheap flight.

Ben: 10 ___ (you, learn) to surf there?

Sasha: I 11 ___ (go) to the beach, but I 12 ___ (not go) surfing.

Ben: 13 ___ (you, see) any Australian animals?

Sasha: Well, I 14 ___ (not see) any koalas, but on our trip to the outback I 15 ___ (see) lots of kangaroos. They 16 ___ (be) amazing.

Ben: What 17 ___ (be) your favourite place?

Sasha: Uluru, of course. It 18 ___ (be) awesome.

Ben: 19 ___ (you, climb) the rock?

Sasha: No, I 20 ___ (not climb) it, but some other tourists did.

4 STUDY SKILLS Talking about charts

The **title** of a chart tells you what it is about. Make sure that you understand what the figures on the chart mean.

• **Bar charts** are often used to compare two or more things. Use these phrases:
The bar chart is about ...

It compares the size/number/... of a country/...

... has the largest / second largest / ...

... is twice / three times / ... as big as ...

• **Pie charts** help you to compare percentages in a whole “pie”. Use these phrases:

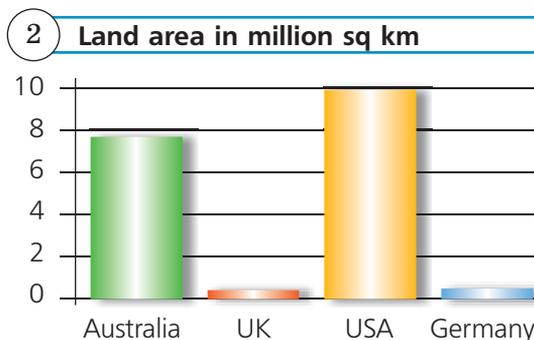
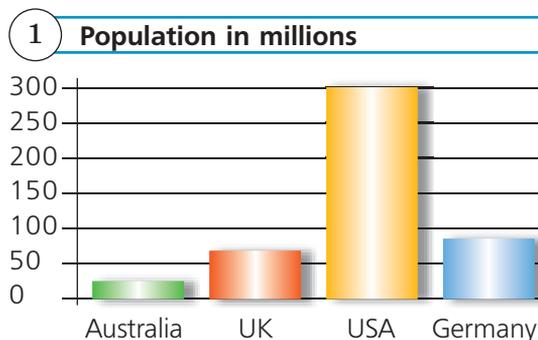
The pie chart shows the different ... in ...

It is divided into ... parts (which show ...).

A huge majority / small minority / ... per cent is ...

There are more than / nearly twice as many ...

So we can say that ... / it must be ...



a) Explain one of the bar charts above to a partner.

The first chart compares the ... in four ...

b) What do the two charts together tell you?

The charts tell us that ... is very big, but the ... is very small. So it must be quite ... (crowded/empty) there.

c) Talk about the third chart.

- Say what it shows.
- Give details.
- Finish with a conclusion.

The pie chart shows the different ...

It is divided into ...

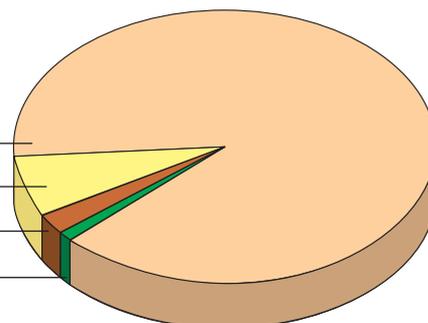
The largest group is the ... They're about ... of the population.

The next largest group is ...

So we can say ...

③ **Ethnic groups in Australia**

white	— 89,5 %
Asian	— 7 %
Aboriginal	— 2,5 %
other	— 1 %



Part **B****TEENAGERS
IN AUSTRALIA****1 Our lives: a blog**

a) Read the text and choose a photo (A–F) for each section (1–6) of Tara’s blog.

Choose one sentence from the section as a caption for each photo.



Hi, my name’s Tara. I go to Bay View High School in Darwin. I’m working on this project with Todd. We want to tell you about our lives. We’d like to hear from students in other countries and learn about their lives.

(1) Darwin is a great place to live. It’s at the “top end” of Australia. The climate is tropical. So it’s warm all year. We have two seasons: “the Dry” (April to November) and “the Wet” (December to March). The Wet is a great season. We get amazing tropical storms and lots of rain.

(2) Todd is my classmate and cousin. His family lives in the outback. He stays with my family during the week and goes to school with me. At weekends Todd goes back to his family’s farm. It’s a two-hour drive from Darwin.

(3) Our school is near the coast, and we do a lot of outdoor education. One of our school subjects is scuba diving! How cool is that! (Of course, we do normal subjects like English and Maths, too.)

(4) Our school day starts at 8 am

and ends at 2.30 pm. Our summer holidays are in December and January. There is a lot to do at weekends here. I like swimming in the waterfalls in the National Parks near here. There’s just one thing. You have to watch out. There might be crocodiles!

(5) The sun is very strong in Australia. We spend a lot of time outdoors, so we have to be careful. We protect ourselves from the sun with clothes, sunglasses, hats and sunscreen.

(6) Before he came to Bay View High School, Todd had studied at School of the Air. At School of the Air, children learn at home with the TV, radio and Internet. Todd says that he wasn’t enjoying it, so he moved to live with us in town.



b) Match the sentence halves.

- | | |
|--|--|
| 1 Darwin is a great place to live | A but it can be dangerous because of the crocodiles. |
| 2 Todd's family has a farm in the outback, | B where he only spends his weekends. |
| 3 Todd stays with Tara's family during the week | C because it's warm there all year. |
| 4 Their school is near the coast | D because he goes to school in Darwin. |
| 5 Tara and Todd have normal school subjects like English and Maths | E learn at home with School of the Air. |
| 6 At the weekends Tara goes swimming in the waterfalls, | F but they have to protect themselves from the sun. |
| 7 Tara and Todd like going outdoors, | G and they can learn scuba diving too. |
| 8 Kids who live far away from the city | H so they can do a lot of outdoor education. |

c) What things about your life do you think Australian students would find interesting?

d) Farms in the outback don't have local doctors, but people can call the Royal Flying Doctor Service. Research on the Internet and find out more about it. Use the headings below and write a text for your PORTFOLIO.

- What does the service do?
- History of the service
- Facts and figures
- A personal story

2 LISTENING Mad about sport

a) Listen to Rob. Make a list of the sports he talks about. Look at the pictures. Which sports are not on this page?

b) Read the sentences below. What sport is it?

- 1 It's Rob's favourite sport.
- 2 Rob thinks it's a really exciting game.
- 3 It's a mix of football and rugby.
- 4 If you do it, you can see animals.
- 5 Everybody in Australia does it.

c) Talk about the role of sport in your life.

— Are you as mad about sport as Rob? Or do you like other activities better? (Which ones?)

— Do you do sport for fun / to keep fit / ...?

— Are you a couch potato?

I do ... every ... in winter/summer.

I often go ... / play ...

I sometimes watch ... on TV.

d) Write a short text "Sport and me" for your PORTFOLIO.

Sport plays an important part in my life. Firstly, ...



EXTRA



MORE HELP
P. 147

Part B PRACTICE

1 VOCABULARY Travel

Fill in the right words to complete the sentences.

breakfast • (to) change planes • (to) check in • city centre • departure gate • key card • (to) land • luggage • meal • single ticket • suitcases • taxi • ticket machines

You and your family are flying to Australia for a wonderful holiday. At the airport, you first **1** *check in*. Then you go to the **2** _____. For your flight it's gate D21.

The flight to Australia is very long and on the way you need to eat and drink. The flight attendant offers you a drink and a hot **3** _____. After you **4** _____ at Singapore Airport, you finally **5** _____ in Sydney. Of course, you hope that your **6** _____ arrive too! If not, you'll have to go to the lost **7** _____ office.

The quickest and easiest way to get there is to take a **8** _____, but it's also the most expensive one. So you decide to take a train instead. The **9** _____ are easy to use and a **10** _____ to the city is cheap. At your hotel the receptionist gives you your **11** _____ and tells you when you can have **12** _____.

2 VOCABULARY Words that describe experiences

amazing • awesome • awful • bad • boring • cool • crazy • dangerous • depressing • different • difficult • easy • excellent • exciting • fantastic • fine • funny • good • great • horrible • interesting • laughable • mad • nice • OK • sad • scary • silly • strange • surprising • terrible • unbelievable

a) Find five pairs of adjectives that mean (almost) the same thing: *good* — ...

b) Find eight pairs of adjectives that mean opposite things: *cool* — *boring*; *sad* — ...

c) Make six sentences using adjectives from the box.

I played chess with my younger brother. I lost. It was depressing!

GRAMMAR
FILE
2

3 GRAMMAR Simple past and past progressive

Complete the two stories below. Use the *simple past* or *past progressive* of the verbs.

There's a crocodile in our tent!

Two young Australians went camping near the Pentecost River in the north of Australia. At 2 o'clock in the morning, they **1** *were sleeping* (sleep) when suddenly a crocodile **2** _____ (come) into their tent. They **3** _____ (run) to their car and **4** _____ (climb) onto it. The next morning, they **5** _____ (still/sit) on their car when some hunters **6** _____ (arrive) and **7** _____ (save) their lives.

Smile please!

A tourist in Australia was stupid — but lucky. He **8** _____ (sit) in a boat on a river when a crocodile **9** _____ (swim) towards the boat. The man's friend **10** _____ (stand) on land. "Put your hand in the water and play with the crocodile!" he **11** _____ (shout). "I'm going to take a photo." Seconds later, the crocodile **12** _____ (try) to bite the man's hand. "It was a scary moment!", he **13** _____ (say) afterwards.

GRAMMAR
FILE
2
4 GRAMMAR Past perfect

Yesterday Rob and his friends in Sydney didn't do what they had planned. Why not? Complete the sentences. Use the past perfect.

- 1 Rob couldn't go surfing because he *had hurt* (hurt) his knee.
- 2 Ryan couldn't go riding because his horse ____ (run) away.
- 3 Holly didn't go swimming because two crocodiles ____ (decide) to have a party on the beach.
- 4 Sheila didn't read her book because ...
- 5 Andy didn't meet his friend Nina because ...
- 6 Anna didn't go cycling because ...
- 7 Philip didn't fly to ...
- 8 Tom didn't ...


SKILLS FILE
18
EXAM
5 SPEAKING Having a conversation

When you meet somebody for the first time, you can talk like this:

Start the conversation

Hi! • How are you doing? • Great weather today. • That's a great ... you've got there. • Excuse me, is that seat free? • ...

Introduce yourself

I'm ... by the way. • My name's ... • Nice to meet you. • ...

Make small talk

Where are you from? • So have you been here before? • Have you tried ...? • Do you like ...? • What about you? • ...

Ask for or give help

Do you know where ...? • Can you tell me ...? • Can I borrow ...? • Sure, no problem. • Why don't you ...? • ...

End the conversation

Bye! • See you later! • Have a good day! • ...

Prepare and act out the role plays below with a partner. Use the phrases from above.

Role play 1 	Partner A: You're at a youth hostel in a big city. You see another guest who has a good map. Maybe he will let you borrow it?	Partner B: You're looking at your map. You are going to go out and explore the city. It would be nice to go with someone.
Role play 2 	Partner A: You're at a café. You want to sit down. At last you see one free seat at a table. You like films, especially action and science fiction films.	Partner B: You're looking at cinema tips in a magazine. There's a James Bond film on in an hour or a Batman film in half an hour.

EXAM
6 WRITING Writing an email

Look at p. 80–81 again. Write an email to Tara or Rob.

- Say what you find interesting or surprising about their lives.
- What else would you like to know about their lives? Ask some questions.
- Tell them something about your life, e.g. your school day, your favourite subject, the sports you enjoy, ...

OUTDOOR LIFE IN NEW ZEALAND

It's a long way from anywhere

a) What do you know about New Zealand? Answer these questions and then read the text.

- 1 In December it's ...
 - a) winter b) summer
- 2 The native people are called ...
 - a) Aborigine b) Maori
- 3 The capital city is ...
 - a) Wellington b) Auckland

New Zealand is in the South Pacific Ocean a long way from anywhere. Australia is 2,000 kilometers away and it's the closest country. It was once part of the British Empire. The British flag is part of the New Zealand flag, and the Queen is still the official head of state.

The country is made up of two large islands — North Island and South Island. Although it's about the same size as Great Britain, only 4.5 million people live there, 1.5 million of them in Wellington — the capital — and Auckland (In Britain there are 63 million people). That means you are never far from the countryside. There's lots of fresh air and clean water. In fact, farming (butter, cheese and meat) is one of its biggest industries.

The first people came to New Zealand around 1000 A.D. They were called the Maori and they had been there for many centuries before the Europeans began to arrive in the 18th century.

The great outdoors

New Zealand has wonderful mountains and countryside. Mountains cover 60 per cent of South Island. People enjoy going on walks — which they call “tramps” — all over the country. There are many different tramps: along beaches, through forests, up mountains or volcanoes. Near volcanoes there are often hot springs or pools. Trampers sleep in tents or in trampers' huts along the route. The huts are a good place to meet young people and have fun.

In winter (that's in June!) there are lots of places to go skiing. Some of the ski resorts are even on active volcanoes! In summer there's the beach. New Zealand has a very long coastline and some very long beaches. Going to the beach for a barbecue is part of daily life. Hot Water Beach on North Island is an unusual beach. Hot water comes out of the sand and you can make a hole and sit in it!

Adventure sports are big in New Zealand, too. The country is the home of bungee jumping. And because it rains a lot, there's kayaking and white-water rafting on the fast rivers which flow down from the mountains.



Wild life

New Zealand is so far away from other countries that there are plants and animals which can be found nowhere else in the world.

The **kiwi** is the most famous bird in New Zealand. New Zealanders are often called "Kiwis". The bird lives in thick forests and comes out at night. It can't fly or see very well because before man it had no enemies. Today it is an endangered bird.

The ancient **tuatara** has been on earth for 65 million years. It can live for over 100 years. It is only found on protected offshore islands.

The **kauri** is a giant tree. It can live for up to 2,000 years and grow to a height of more than 50 meters. The Maori made their canoes with it. Now it has been protected for many years.

Sea life: whale watching and swimming with dolphins are great experiences. A huge variety of fish and shellfish are to be found.

b) Correct the statements.

- 1 Australia is close to New Zealand.
- 2 New Zealand has two flags.
- 3 Great Britain has about ten times as many people as New Zealand.
- 4 Butter and cheese are New Zealand's biggest industries.
- 5 The Maori arrived in New Zealand 1,000 years before the Europeans.

c) Complete these sentences.

- 1 The countryside in New Zealand is very beautiful, so people ...
- 2 If trampers don't have tents, they ...
- 3 In summer ..., and in winter ...
- 4 Hot Water Beach is unusual because ...
- 5 There's plenty of opportunity to do water sports because ...

d) Match notes 1-5 with A-E. Then use them to make complete sentences.

1 unusual plants and animals	A 2,000 years, 50 meters
2 not fly or see well	B 65 million years
3 giant tree	C far away from other countries.
4 long life	D variety of fish
5 seas around New Zealand	E no enemies

e) Complete the sentences with a different form of the words in brackets.

- 1 I love the ___ (fresh) of the lakes and rivers in New Zealand.
- 2 The Caucasus is a ___ (mountain) part of Russia.
- 3 I prefer doing lot of ___ (active) when I am on holiday.
- 4 New Zealand has hundreds of ___ (sand) beaches.
- 5 I'm an ___ (adventure) type of person, not a couch potato!
- 6 These animals need our ___ (protect) or they will die out.
- 7 She is an ___ (experience) skier.

f) Find out more interesting facts about New Zealand on the Internet and make a presentation to the class.



EXAM



Part C PRACTICE

1 VOCABULARY Opposites

Give the opposites of these words or expressions.

- | | |
|---------------------------------------|----------------------------|
| 1 furthest away from/ ... New Zealand | 11 have an advantage/a ... |
| 2 dirty/... water | 12 push/... a door |
| 3 a thin/... pullover | 13 load/... a truck |
| 4 have a lot of friends/... | 14 have dry/... hair |
| 5 have fair/... hair | 15 forget/... something |
| 6 be everywhere/... | 16 a strong/... man |
| 7 the departure/... of a train | |
| 8 falling/... prices | |
| 9 take photos of the sunrise/... | |
| 10 be wealthy/... | |

2 GRAMMAR Time phrases

a) Read the text on p. 84-85. How many *time phrases* can you find?
around 1000 A.D., ...

b) Work with a partner. Think of more *time phrases*. Make a list. Many begin with words like: *after, before, on, at, in, since, for, until, while, during, ...*

After we moved to Moscow ...

Before the 20th century ...

Since 2014 ...



EXTRA

c) Write your "family history". Use as many *time phrases* as possible. Be careful with your tenses.

My family has lived in ... since ...

When my great-grandfather moved from ... in ...

GRAMMAR
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3 GRAMMAR To-infinitives instead of relative clauses

Make sentences with *to-infinitives* instead of *relative clauses*.

- There are lots of places on South Island where you can go skiing.
There are lots of places on South Island to go skiing.
- In the trampers' hut there were hard mattresses which we could sleep on.
- There was tea we could drink and bread we could eat.
- There was nobody who could help us.
- The Maori were the first people who arrived in New Zealand.
- James Cook is the name which you should look up if you want to learn about the history of New Zealand.
- New Zealand is a country with some fantastic places which you can see.
- The sea around New Zealand is where you must go if you are interested in whales.

GRAMMAR
FILE
1

MORE HELP
P. 148

4 GRAMMAR Tenses

Put each verb into the correct form: *simple present, present progressive, simple past, past progressive or present perfect.*

Carole's life **1** *has been* (be) very exciting recently. Two months ago she **2** ___ (finish) school and **3** ___ (decide) to go on a tour of Australia. Now she **4** ___ (travel) across this great country all on her own. Carole **5** ___ (always/be) interested in travelling, and for a long time she **6** ___ (want) to travel "down under".

Six weeks ago she **7** ___ (buy) a ticket and **8** ___ (fly) to Sydney two weeks later. Since then, Carole **9** ___ (see) almost everything between Sydney and Brisbane. At the moment she **10** ___ (stay) at a youth hostel in Cairns, together with a Russian girl she **11** ___ (meet) when she **12** ___ (visit) Uluru. Uluru **13** ___ (be) probably the greatest place Carole **14** ___ (ever/be) to. When she **15** ___ (walk) around this huge rock, she **16** ___ (feel) the magic of the place. The Aborigines **17** ___ (not like) tourists to take photos of Uluru, so she **18** ___ (decide) to respect their wish and **19** ___ (not take) her camera. The youth hostel in Cairns **20** ___ (offer) boat trips and the girls **21** ___ (go) on one tomorrow. Carole **22** ___ (be) a surfer, but she **23** ___ (want) to be with her new friend, so the two **24** ___ (choose) the boat trip.

5 LISTENING Marine life

a) Listen to Sarah, the guide at Monkey Mia, and answer the questions.

- 1 What was this place 40 years ago?
- 2 When did it become a national park?
- 3 How many dolphins can you usually see there in the mornings?
- 4 Where can you get more information about the dolphins?
- 5 What can some of the tourists do?
- 6 What are the tourists not allowed to do?

b) A tourist is phoning Hillary's Marina to get some information on whale watching trips. Complete the tourist's notes.

- 1 Tours take place from September to ...
- 2 Tours start at ... on Tuesdays, ..., ... and ...
- 3 A family ticket costs ...

6 WRITING Extreme sports

Here are three unusual sports. Write a short text of 80-100 words using the ideas below.

- 1 Describe each sport.
- 2 Which of them do you think is the most dangerous?
- 3 Which one would you like to try or would never do? Why (not)?



Extended reading

Why the emu can't fly

The Australian Aborigines have many stories about the "Dreamtime" – the time before the world as we know it. This story tells why the emu can't fly.

a) Read the text once and answer the question:

How many times did the little birds ask others for help?

Now read the text again and do the tasks.

At the beginning of time the emus could fly. They were the biggest birds and when many of them were in the air, they looked like dark clouds. But they shared the sky quite happily with the smaller birds and the bush with the animals.

Then things began to change. The emus began to think they were better than the others. "We can fly higher and faster than anyone else," they boasted, and they decided to play a trick on the smaller birds. The next morning, instead of flying with them as before, they flew at them and frightened them. They did this every day, till one day the small birds were so frightened that they just stopped singing.

The people and the animals wondered why the bush was so quiet. Then they saw that the little birds were frightened. "Don't let the emus frighten you," they said. "Think of some way to stop them!"

The little birds decided to go and ask the eagles for help. "We want you to chase the emus out of the sky," they said. The eagles tried to chase the emus out of the sky, but the emus were too big and strong. The next morning they were there again.



Many people think of the emu as the national bird of Australia. The bird, which can be up to two metres high, travels great distances — on foot.

The little birds were desperate. They went to the animals and asked for their help. But the animals said: "We have to live in the bush with the emus and we don't want to upset them. We're sorry, but there's nothing we can do." The small birds were angry and sad that the animals didn't want to help.

"Our last chance is to ask the pink and grey cockatoos. They seem to have an answer for everything."

"Of course," said the cockatoos. "You must break all of the emus' eggs."

"How terrible!" said the little birds. "We would hate it if someone did that to our eggs. But we are desperate." And so the little birds waited for a chance and then ran to the emus' nests. But before they could break the eggs, the emus saw them and chased them away.

The birds' last hope was Wongutha, the wise old man. "Please help us to get rid of the emus," they asked.

"We won't kill the emus," he answered. "We only kill what we need to eat. But I will sing a special song for the emus."

The little birds waited in the trees and watched as he sang a song to the music of his ancestors. The emus came and listened. Then the man disappeared into the bush. Night came, the bush was quiet, and something very strange began to happen to the emus. The next morning they tried to fly away — but they could no longer fly: their wings had shrunk. Now they understood the words of the song:

You boastful emus, listen to me.

You won't ever fly again,

From now on you will only walk and run.

And from that day on the emus shared the bush with man — and never again boasted — and the little birds sang again.

b) Answer the questions.

- 1 What did it look like when emus were up in the air at the beginning of time?
- 2 Why did things change one day?
- 3 Why did the other birds stop singing?
- 4 Why couldn't the eagles help?
- 5 Why didn't the animals want to help the little birds?
- 6 Why did they ask the cockatoos for advice?
- 7 What did the cockatoos advise them?
- 8 Why didn't that work?
- 9 Why didn't the wise old man want to kill the emus?
- 10 How did he help the little birds?

c) Find the words in the text for these definitions.

- 1 to annoy somebody or make people laugh at them
- 2 to run after somebody/something
- 3 to use something together with somebody else
- 4 to talk with too much pride about something you have or can do
- 5 very worried/angry because you don't know what to do
- 6 to be free of somebody/something which is annoying you
- 7 people who lived hundreds of years before us
- 8 to become smaller, e.g. when you wash something in water which is too hot

d) Work with a partner. What do you think the message of the story is? Try and write it in one sentence. Then compare the sentences in class.

e) Practising idioms. Complete the sentences with the idioms below which best fit the situation. There is one extra idiom.

can of worms • didn't have a leg to stand on • got what they deserved • got too big for their boots • put him in the picture • racked their brains • to keep themselves to themselves • were fighting a losing battle

- 1 The emus thought they were better than anybody else. They ____.
- 2 The little birds were small and weak, so they ____.
- 3 The animals didn't want to help, they wanted ____.
- 4 The little birds ____ and tried to think of a solution.
- 5 But they felt they ____.
- 6 They went to the wise old man and ____.
- 7 In the end the emus ____.

Window on the world

The Great Barrier Reef

a) Read the text and do the tasks below.



The Great Barrier Reef, near the coast of Queensland, Australia, is the largest coral reef in the world and the only living thing on earth that can be seen from space with the naked eye. Many people believe it to be one of the Great Wonders of the World. More than 2,000 km long, the reef is home to about 1,500 species of fish, 200 species of birds and 400 species of coral. The smallest fish is only a few millimetres long and the biggest, the whale shark, can grow up to 12 metres long! Here you can find some of the most poisonous animals in the ocean, such as the box jellyfish or the beautiful but deadly blue-ringed octopus.

Sadly, the reef is in danger. The oceans around Australia are getting warmer, and the corals will die if the water temperature rises by more than a few degrees. Other dangers to the reef include oil spills and pollution from rivers, farms and cities on the coast, and overfishing. The thousands of tourist boats visiting it every year are another source of damage. In fact, sections of the reef are already dead, and other sections are dying. If this continues, almost all the corals will be dead by the year 2050.

b) Make sentences about the information on this page using these notes.

- 1 Great Barrier Reef / living thing / from space
- 2 2,000 km / 1,500 species
- 3 a few millimetres / up to 12 metres
- 4 such as box jellyfish / blue-ringed octopus
- 5 oceans getting warmer / corals die
- 6 oil spills / pollution / tourist boats / damage
- 7 the reef / by the year 2050
- 8 box jellyfish / more than sharks
- 9 octopus / poisons / hunting and fighting attackers

c) How can the damage to the reef be stopped? Work in small groups and come up with a list of ideas. Then compare your list with the other groups.



The box jellyfish is responsible for more deaths in Australia than sharks. Its tentacles are up to three metres long and it has 24 eyes! Stings can paralyze you in minutes.



The blue-ringed octopus changes colour to a spectacular blue when it feels it is in danger. It has two poisons — one for hunting its food and the other for fighting attackers. For the second one there is no known cure.

Russian corner

Siberia — riches in the frozen North

a) Scan the text and choose the best titles from the box below for the three paragraphs.

A city with no future • Country and climate • Ice and snow • Who lives there? • Mineral riches will bring a new future

Siberia lies in the northern part of Russia and covers an area much bigger than Europe. It is a region of forests and treeless, frozen plains; an icy desert with little rain, and snow each year. The summers are short and the winters are long and bitterly cold. Temperatures can fall below -50°C . In winter the frozen rivers are used as roads, but in summer they melt and there is a lot of flooding. The ground becomes soft and muddy.

People began to live in Siberia in the 16th century, when the first settlers crossed the Ural Mountains. Today not many people live there — only one in ten of the Russian population. But under the frozen surface there are many valuable natural resources.

Norilsk, situated inside the Arctic Circle, is the northernmost city in the world. The next big city is 2,000 km away, and it snows 250 days a year. In the 1930s coal, iron and other minerals were discovered near the city, and a big industrial complex was built. However, after the fall of the Soviet Union many people lost their jobs and the area around the city was left heavily polluted. Now work has started again in many industries, and the future looks much brighter.

b) Correct the statements.

- 1 There are only treeless, frozen plains in Siberia.
- 2 The rivers are frozen all year.
- 3 People have lived in Siberia for 600 years.
- 4 Norilsk became important because oil was discovered there.
- 5 Now there is no work and a lot of pollution.

c) Work with a partner, then discuss in class.

- 1 Why does the climate make it difficult to live and work in Siberia? List all the problems you can think of.
- 2 Would you like to live in Norilsk? Why (not)?

d) Do you have friends or family members who live in Siberia? Tell the class about them.



Cross-curricular studies: citizenship



Schoolchildren from two Commonwealth countries:

I go to a good school. It has good teachers, a good hospital, takes care of its pupils and has a big place for eating. It's for both boys and girls. Our school belongs to a big company that grows tea. My uncle works for the Tea Research Institute. Do people drink tea where you live?

Jackson, Tanzania

Life in school is fun. I learn Chinese and English. I've also chosen to take Japanese lessons, so I can watch Japanese films without subtitles. The people in Singapore speak an English which is known as Singlish. What languages do you know?

Jaelyn, Singapore

The Commonwealth of Nations

a) Read the text. What is the Commonwealth? How many Commonwealth countries are named?



The Commonwealth is a family of 53 nations from every continent and ocean in the world. It makes up about 30% of the world's population, and over half of them are under 25. The people of the Commonwealth are very different —there are rich countries (like

the UK) and poor countries (like Namibia), large countries (like Australia) and very small countries (like the Seychelles). The head of the Commonwealth is Queen Elizabeth.

When did it begin?

Most of the countries in the Commonwealth were once ruled by Britain, which is why English is the common language. When these countries became independent, they decided to form a "free association of independent nations".

What does the Commonwealth do?

- Members work together, sharing ideas, experience, skills and knowledge. They aim to improve people's lives and promote democracy and education.
- Every four years the Commonwealth Games takes place in a different member country. In 2014 it was in Glasgow, Scotland. Sport shows the friendship which is an important part of the Commonwealth idea.
- Commonwealth Day is celebrated every year. Each year it has a different theme.
- The heads of the governments meet twice a year to discuss world issues.

b) Work with a partner. Ask and answer the questions.

Partner A

- 1 How many countries are there in the Commonwealth?
- 2 What happens every four years?
- 3 Name a large country in the Commonwealth.
- 4 Why do many of them speak English?
- 5 Name a product from one of the Commonwealth countries.

Partner B

- 1 How much of the world's population is in the Commonwealth?
- 2 Name a small country in the Commonwealth.
- 3 Who is the head?
- 4 How many young people are there in the Commonwealth?
- 5 What is Singlish?

c) Research one of the 53 member countries on the Internet. Then give a three-minute presentation to the class about it.



Checkpoint

1 VOCABULARY Choose the correct word.

- 1 They *set off/took off* at sunrise to cross the desert.
- 2 The train was *pulling out/getting off* when I arrived.
- 3 I *get in/get on* at 12 o'clock — in time for lunch!
- 4 I'll *stop over/land* in London for one night and leave the next day.
- 5 I don't carry my new *luggage/suitcase*. It's got wheels.
- 6 We enjoyed the film. It was very *funny/laughable*.
- 7 The kiwi is an *in danger/endangered* species.

2 VOCABULARY Complete the words in these sentences about the natural world.

- 1 The Seychelles are i___ in the middle of the o___.
- 2 The north of Australia has a t___ c___.
- 3 The Sahara D___ stretches to the Mediterranean c___.
- 4 The kiwi lives in thick f___.

3 GRAMMAR Put the verbs in brackets in the correct form.

a) Present tenses

Koalas **1** ___ (be found) only in parts of Australia. They **2** ___ (look) like bears, but they **3** ___ (not belong) to the bear family. They only **4** ___ (eat) the leaves of the eucalyptus tree. There **5** ___ (be) so much water in the leaves that the koalas **6** ___ (not have) to drink.

b) Past tenses

be • decide • see (x2) • sit • tell

I **1** ___ in my friend's garden last night, when I **2** ___ a snake. My friend **3** ___ me that it **4** ___ poisonous. He never **5** ___ one in the garden before. After that I **6** ___ to stay indoors!

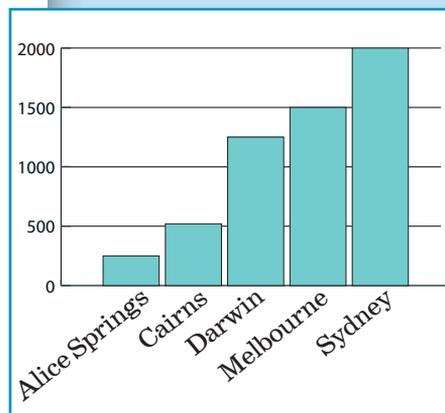
4 GRAMMAR Make sentences with *to*-infinitives instead of the *relative clauses*.

- 1 I have a lot of work which I have to do this weekend.
- 2 There are different tasks that we have to complete.
- 3 We have a teacher who takes care of the new students.
- 4 I'm going to my mum in the kitchen where I can have a cup of tea.
- 5 I'm happy that there is no uniform which I have to wear at school.

5 SKUDY SKILLS Write a short text about the chart on the right.

- What is the chart about?
- What does it compare?

Average rainfall (in mml) per year in different Australian cities



Exam practice

6

1 LISTENING

You are going to hear a radio report about a shark attack. Listen, then choose the correct answer.

- 1 The shark attacked Jon while he was ...
 - a) swimming.
 - b) surfing.
 - c) diving.
- 2 The shark bit Jon's ...
 - a) arm.
 - b) foot.
 - c) leg.
- 3 When Jon swam back to the beach, he was ...
 - a) depressed.
 - b) terrified.
 - c) very tired.
- 4 His friends saved his life because they ...
 - a) called the sea rescue.
 - b) pulled him out of the water.
 - c) took care of the injury.
- 5 His doctors are sure that he ...
 - a) won't be able to move for some time.
 - b) will be fine despite a scar.
 - c) won't even see the scar.
- 6 Experts want to ...
 - a) ask people to report shark attacks.
 - b) calm people about shark attacks.
 - c) warn people against new shark attacks.



2 GRAMMAR & VOCABULARY

Complete the text about a school photo competition in New Zealand with the correct forms of the words on the right.

It was 1 ___ that so many people were interested in the 2 ___. After we 3 ___ the photos into different groups, we found that 4 ___ half of them were of 5 ___ sights. Many of them showed animals that can only 6 ___ in New Zealand. A high 7 ___ were about everyday life in New Zealand. There was one photo of a couple 8 ___ on the beach. Because of the number of photos, we had to organise three rounds 9 ___ the 10 ___. Art teachers gave us 11 ___ on how to choose the 12 ___ photos. We wanted to avoid 13 ___ pictures that all tourists know, but the 14 ___ was just so large!

SURPRISE
COMPETE, DIVIDE
NEAR, NATURE
FIND
PERCENT
GET MARRIED

FIND, WIN
ADVISE, GOOD
CHOOSE
CHOOSE

3 WRITING

Jessica, from the Commonwealth country of Trinidad & Tobago in the Caribbean is looking for a pen friend. Here is a part of her letter to you.

We have many beautiful birds and animals here. But a lot of them are endangered by tourism and pollution. They have destroyed our famous coral reef, for example. What is the wildlife like in your country? Are there any endangered species there? Is pollution a problem?

Write Jessica a letter and answer her three questions. Write 100–120 words. Remember the rules of writing letters.

Self-evaluation

Now I can ...	Very well	OK	Practise!
– read and understand texts about countries in the Commonwealth of Nations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– read and understand a text about outdoor life in New Zealand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– listen and understand two people talking on a journey round Australia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– listen and understand an Australian talking about his favourite sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– talk and write about pie charts and bar charts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– have a conversation with somebody I have met for the first time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– use mixed verb tenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– use <i>to</i> -infinitives instead of relative clauses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– write a text about extreme sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key vocabulary

boast	хвастаться	laughable	вызывающий смех,
chase	преследовать, догонять	luggage	глупый
climate	климат	majority/minority	багаж
coast	побережье	nowhere else	большинство/меньшинство
coastline	береговая линия	ocean	нигде больше
desert	необитаемый	offshore (islands)	океан
divide into	делить (на)	outdoor (<i>adj</i>)	прибрежные острова
endangered	находящийся под угрозой исчезновения	protect (animals, etc)	находящийся вне помещения, на улице
flow (river)	поток	pull out	защищать
forest	лес	set off	отходить (о поезде)
get in	сесть (на поезд, самолёт и т.д.)	shrink	отправиться
get off	сойти (с поезда)	species	сжиматься
get on	залезать (на что-либо)	stop over	вид (животных, растений)
get rid of	избавляться (от чего- либо)	suitcase	заехать (по пути)
go outdoors	выйти на улицу	sunrise	чемодан
in danger	в опасности	sunset	восход солнца
instead of	вместо (чего-либо)	take off	заход солнца
island	остров	tropical	взлетать (о самолётах)
land	земля	wave goodbye	тропический
			махать рукой на прощание