

H. Q. Mitchell – Marileni Malkogianni

Fall Blast!

for KAZAKHSTAN

STUDENT'S
BOOK

GRADE

6


mm
publications



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Fall Blast!

for KAZAKHSTAN






STUDENT'S
BOOK



GRADE



21st century competencies

-  intercultural awareness
-  critical thinking
-  autonomous learning
-  communication
-  cooperation
-  creativity
-  ICT literacy
-  personal and social responsibility

Hello page 8

• Revision of basic vocabulary, grammatical structures and functions

MODULE 1 page 15 Our class

- School subjects and facilities
- Clothes / School uniforms
- Free-time activities
- Physical appearance
- Personality adjectives

- Present Simple / Adverbs of frequency
- Prepositions of time
- How often...?
- Present Continuous
- Present Simple vs Present Continuous
- Stative verbs
- like/love/enjoy/hate/can't stand + *ing* form or noun
- would like/want + *to*
- Prepositional phrases referring to time

- Discussing habitual actions and routines
- Discussing current activities and temporary states
- Distinguishing between current activities and habitual actions
- Expressing like and dislike
- Expressing desire
- Describing people

- A short text: *Mellway - School for performing arts*
- A text about school uniforms
- Posters advertising youth clubs
- A short text about somebody's best friend

Culture page 1: School life in Kazakhstan and the UK page 35 /**MODULE 2 page 39 Helping and heroes**

- Adjectives with positive and negative meaning
- Jobs
- Hiking equipment
- Words related to sports
- Collocations

- Past Simple
- Time expressions
- Present Perfect Simple
- Time expressions
- Present Perfect vs Past Simple
- have been / have gone
- How long...?, for, since

- Talking about past events
- Talking about past experiences
- Linking past and present time

- A newspaper article: *Teens Saved!*
- A webpage: *London's Burning*
- A text about Johan Cruyff
- An email

Culture page 2: Kazakhstan's most famous scientist page 59 /**MODULE 3 page 63 Our countryside**

- Types of houses
- Geographical features
- Numbers over a hundred
- Accidents
- Body parts
- Animals
- Places in a town/city

- Comparative forms
- as + adjective + as
- Superlative forms
- Past Continuous
- Past Continuous vs Past Simple
- Time clauses (when, while)

- Making comparisons
- Narrating past events
- Understanding sequence
- Expressing opinion
- Describing places

- Quiz: *Are you a city or a country person?*
- A feature article: *Kazakhstan, a land of natural wonders*
- A blog about a day in the countryside

Culture page 3: Bayanaul - take the tour! page 83 / CLIL 3: Geography / Scotland page 85

Listening**Speaking
(Pronunciation*)****Writing****21st century
competencies /
Values**

- A radio programme about school uniforms
- Three short dialogues about school
- A dialogue about free-time activities

- Pair work
- Group work
- Group survey: Do you like...?
- Class game

* /ʌ/, /æ/, /eɪ/

- A paragraph about one's school
- A paragraph about one's clothes
- A paragraph for a blog
- A description of a person

Developing skills:

- Word order
- Usage and order of adjectives
- Paragraphing

**Values:**

- Spending your time creatively
- The importance of friendship

CLIL 1: Science / Planet facts page 37

- A conversation between two radio show hosts
- Two monologues about sports

- Narrating a story
- Pair work
- Role Play

* /t/, /d/, /ɪd/
/ɒ/, /əʊ/

- A paragraph about one's favourite sports hero
- An email giving news

Developing skills:

- Checking one's writing
- Linking words (and, but, or, so, because)
- Set phrases for letters and emails

**Values:**

- The importance of teamwork
- Helping others
- Being active

Song 1: Me and my board! page 220 / CLIL 2: Social Studies / People's Heroes page 61

- Three monologues about new homes
- A radio show about animals in Kazakhstan
- A radio advertisement about San Francisco

- Group work
- Guessing game
- Role play
- Pair work

* /ɪ/, /i:/, /aɪ/

- A paragraph about an accident
- A description of one's town/city

Developing skills:

- Avoiding repetition
- Using a variety of adjectives

**Values:**

- Knowing yourself
- Knowing about your country

MODULE 4 page 87 **Drama and comedy**

- Adjectives ending in -y, -ous, -ful
- Adjectives expressing feelings
- Phrases expressing like and dislike
- Words related to music, the cinema and the theatre

- Relative pronouns: who/which/that
- Relative adverb: where
- So / Neither
- Zero conditional
- some / any / no / all / other
- Compounds of some, any, no, every

- Defining people, things and places
- Finding things in common
- Expressing like and dislike

- A newspaper article: *Teens in the headlines*
- A film review

Culture page 4: Popular Kazakh Operas page 105 / **Song 2: Unlucky day** page 221 /

MODULE 5 page 109 **Our health**

- Ailments and illnesses
- Words related to text messaging
- Food
- Phrasal verbs and expressions

- The verb *should*
- -ing form
- How much...? / How many...? / Much / Many / A lot of / Lots of / A few / A little
- Full infinitive / Bare infinitive
- Possessive pronouns
- Possessive case / Whose...?

- Asking for and giving advice
- Expressing purpose
- Asking and answering about quantity
- Stating a problem
- Expressing opinion and justifying it
- Expressing possession
- Expressing emotions

- An article: *Chatspeak - A beginner's guide*
- An article: *Fast food - How healthy is it?*
- A magazine article: *Animals are our friends*
- A magazine advice column

Culture page 5: Street food around the world page 127 /

MODULE 6 page 131 **Holidays and travel**


- Compound nouns
- Camping equipment
- Means of transport
- Holiday activities
- Adjectives ending in -ed and -ing

- Future *be going to*
- Present Continuous (future meaning)
- Time expressions
- Future *will*
- The verb *could*
- Adverbs of manner
- Question tags


- Discussing future plans
- Making predictions, promises, on-the-spot decisions, offers and requests
- Expressing ability in the past
- Asking for and giving confirmation

- Two postcards
- A magazine article: *Exploring Bangkok*
- An email


Culture page 6: A day in Shymkent page 149 / **Song 3: Wonderful world!** page 222 /

Listening	Speaking (Pronunciation*)	Writing	21st century competencies / Values
<ul style="list-style-type: none"> • A news bulletin • Three short dialogues • A conversation about five people's favourite types of music 	<ul style="list-style-type: none"> • Pair work • Group work • Group survey <p>* Silent letters</p>	<ul style="list-style-type: none"> • A description of a film <p>Developing skills:</p> <ul style="list-style-type: none"> • Expressing contrast (but, however) • Capital letters • Punctuation 	 <p>Values:</p> <ul style="list-style-type: none"> • Setting goals • Being successful in what you do

CLIL 4: Music / Musical Instrument Families page 107

<ul style="list-style-type: none"> • A dialogue between a brother and a sister • Two short telephone conversations • A survey about eating habits 	<ul style="list-style-type: none"> • Pair work <p>* /ʊ/, /u:/</p>	<ul style="list-style-type: none"> • A note and a text message • A paragraph about one's eating habits • A paragraph about a pet • A letter to an advice column <p>Developing skills:</p> <ul style="list-style-type: none"> • Set phrases to ask for and give advice 	 <p>Values:</p> <ul style="list-style-type: none"> • Having healthy eating habits • The importance of helping friends
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CLIL 5: Home Economics / The Food Pyramid page 129

<ul style="list-style-type: none"> • A dialogue about what to take on a camping trip • A dialogue about a boy's holiday 	<ul style="list-style-type: none"> • Pair work • Guessing game <p>* /e/, /i:/</p>	<ul style="list-style-type: none"> • A few sentences about one's plans for the weekend • An email to a friend about a holiday <p>Developing skills:</p> <ul style="list-style-type: none"> • Using tenses 	 <p>Value:</p> <p>Learning through travelling</p>
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CLIL 6: History / The race to the South Pole page 151

Use of English

Vocabulary

Grammar

Functions

Reading

TERM 3

MODULE 7 page 153 Reading for pleasure

- Words related to books
- Types of books
- Adjectives describing emotions
- Opposites starting with the prefixes un- and dis-
- Abstract nouns
- Words/Phrases related to misfortunes

- Talking about books
- Describing a place
- Narrating a story
- Expressing opinion
- Expressing feelings

- An extract from the novel *The Secret Garden*
- An extract from the novel *White Fang*
- A folk tale: *Aldar Kose and the Magic Coat*
- A folk tale: *The Garden of the Poor*
- A short story: *Lucky or unlucky?*

TERM 4

MODULE 8 page 171 Our neighbourhood

- Places in the neighbourhood
- Words related to the environment
- Words/Phrases related to shopping

- Can / Could / May / Might
- Prepositions of place and movement
- Prepositional phrases referring to location
- Object pronouns
- Too / Enough
- One / Ones

- Asking for, giving and refusing permission
- Making requests and offers
- Expressing possibility
- Asking about and identifying the location of buildings
- Asking for and giving directions
- Talking about the environment
- Making suggestions
- Showing the order of events and activities

- A website: *Let's make our neighbourhood 'green'!*
- An email

Culture page 8: Astana's famous Nurzhol Boulevard and London's trendy Covent Garden page 191 /

MODULE 9 page 195 Transport




- Words/Phrases related to travel
- Collocations (verb + noun)
- Words easily confused
- Words related to party preparations

- Must / Mustn't / Have to / Need to
- Passive voice (Present Simple and Past Simple)
- by vs with
- It and there + verb *to be*

- Expressing obligation
- Expressing prohibition
- Discussing facts
- Inviting
- Accepting and refusing an invitation
- Giving information

- Transport Quiz
- A magazine article: *Amazing Journeys*
- An email

Culture page 9: A Modern Underground System page 214

Listening	Speaking (Pronunciation*)	Writing	21st century competencies / Values
<ul style="list-style-type: none"> An extract from the novel <i>The Secret Garden</i> A conversation in a classroom about the novel <i>White Fang</i> The continuation of a story 	<ul style="list-style-type: none"> Pair work Class discussion Group work: Chain story Story telling based on prompts 	<ul style="list-style-type: none"> A short paragraph including narration A story based on visual and verbal prompts Developing skills: Advice for story writing 	 <p>Values:</p> <ul style="list-style-type: none"> Appreciating literature Understanding and valuing nature Being a true friend Helping others
<ul style="list-style-type: none"> A dialogue between two people discussing directions Four dialogues in a shopping centre 	<ul style="list-style-type: none"> Pair work Group work Role play <p>* /k/, /s/</p> <p>* /s/, /ʃ/, /tʃ/</p>	<ul style="list-style-type: none"> A poster: A greener neighbourhood An email making suggestions Developing skills: Set phrases to make suggestions Linking words/phrases showing order (first, next, later, after that, finally) Conjunctions (before / after) 	 <p>Values:</p> <ul style="list-style-type: none"> Being polite Being a responsible citizen
Song 4: Where did it all go wrong? page 223 / CLIL 8: Science / Plant life page 193			
<ul style="list-style-type: none"> Three short dialogues about means of transport A conversation between a schoolgirl and her teacher Three short dialogues about parties 	<ul style="list-style-type: none"> Group work Pair work Class discussion <p>* The letters u, w and y</p>	<ul style="list-style-type: none"> An email of invitation Developing skills: Set phrases to invite and accept or refuse an invitation Using intensifiers (really, so, very) 	 <p>Values:</p> <ul style="list-style-type: none"> The importance of following rules Learning about the history of one's country and of other countries
CLIL 9: Science / Aerodynamics page 216			

1 What's your name?

1 ►► 02 A. Listen and read.

Hello, I'm Liv and these are my friends. We're in a band called *Full Blast*.



My name's Bill and I'm a rapper. What's your name?



Hi, I'm Amy. Nice to meet you.



I'm Stu and I'm 14 years old. How old are you?



B. Talk in pairs.

What's your name?

I'm...

I'm... Nice to meet you.

Nice to meet you, too!

How old are you?

I'm... years old.



2 Where are you from?

1 ▶▶ 03 **A.** Match the countries with the nationalities. Then listen and check your answers.

Countries

Argentina
Brazil
Chile
China
Egypt
France
Greece
Hungary
Italy
Japan
Kazakhstan
Korea
Mexico
Peru
Poland
Russia
Spain
Turkey

Nationalities

Korean
Chinese
Hungarian
Argentinian
Kazakh
Italian
Greek
Mexican
Egyptian
French
Russian
Brazilian
Polish
Japanese
Turkish
Peruvian
Spanish
Chilean

English-speaking countries

Countries

South Africa
Australia
Canada
UK
USA
Ireland

Nationalities

American
Irish
Canadian
Australian
South African
British

1 ▶▶ 04 **B.** Complete with the correct form of the verb *be*. Then listen and check your answers.

1. **A:** _____ Laura from Spain?

B: No, she _____. She _____ from the UK.

2. **A:** Alberto and Maria _____ French, right?

B: No, they _____. They _____ from Italy.

3. **A:** Where _____ you from?

B: I _____ from Poland.

3 Days, months and seasons

1 ▶▶ 05 **A.** Complete the missing days, months and seasons. Then listen and check your answers.

November	May	December	winter	August
summer	February	July	autumn	March
Tuesday	Friday	Wednesday	Sunday	

MONTHS

January

April

June

September

October

DAYS

Monday

Thursday

Saturday

SEASONS

spring

B. Talk in pairs.

What day is it today?

It's Monday.

What's the date today?

It's 20 May.

When's your birthday?

It's on 11 November. / It's in November.

What's your favourite season?








Spring.



4 Family

1 ▶▶ 06 **A.** Look at the picture and words below and complete the table with the words in the box. Then listen and check your answers.



 husband wife 
 brother sister 
 father/dad son 
 mother/mum daughter 

	male	female
mother	father	
grandfather		sister
wife	husband	
aunt	son	
brother		grandmother
daughter	uncle	
	cousin	cousin

B. Answer the questions. Choose a or b.

- Who's Arman?
 - Alina's dad.
 - Leyla's dad.
- Who's Serik?
 - Alina's son.
 - Arman's brother.

C. Circle the correct words.

1. I **have got** / **has got** a brother. **His** / **Your** name is John.
2. We are friends and we do **its** / **our** homework together.
3. Jenny **have got** / **has got** lots of CDs. **Her** / **Their** favourite band is *Girls Aloud*.
4. **My** / **Her** wife and I **have got** / **has got** friends from Spain.

D. Talk in pairs.

Have you got any brothers or sisters?

Yes, I've got... / No, I haven't.

What's your brother's/sister's name?

His/Her name is...



5 What's the time? 

1 ▶▶ 07 Match. Then listen and check your answers.

- a. It's ten past six.
- b. It's 8 a.m. / It's eight o'clock.
- c. It's five to nine.
- d. It's half past ten.
- e. It's a quarter to eleven.
- f. It's 5 p.m. / It's five o'clock.



6 What can you do?

Talk in pairs. Use the prompts below to ask and answer about what you can or can't do, as in the example.

- speak / French?
- use / dictionary?
- write / email in English?
- spell / your name?
- understand / songs in English?
- read / books in English?

Can you speak French?

Yes, I can. What about you?

No, I can't.



7 Where is it?

Talk in pairs. Look at the picture, find the things in the box and say where they are. Use the prepositions of place *on*, *in* or *under*.

Where's the computer?

It's on the desk.



computer books skateboard CDs pens pencils ball



8 What's this 

1 ▶▶ 08 Complete with the words in the box.
Then listen and check your answers.

this that these those

1. A: What's _____?

B: It's a mobile.

A: And what are _____?

B: They are pencils.

2. A: What's _____?

B: It's a mobile.

A: And what are _____?

B: They are pencils.



9 How many?

Look at the picture below and write sentences, as in the examples.
Use the words in the box.

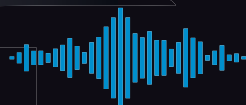
goldfish magazine bag watch box
butterfly cap mobile phone ball



There is one mobile phone.
There are three caps.

1

Our class



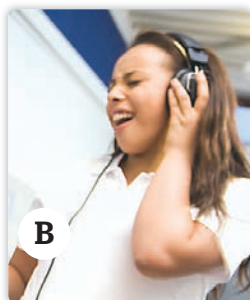
Discuss:

- ▶ What's your favourite school subject?
- ▶ What do you do in your free time?
- ▶ What kind of clothes do you like wearing?

In this module you will learn...

- ▶ to talk about school life
- ▶ to talk about your daily routines
- ▶ to give your opinion about clothes
- ▶ to talk about things that are happening now
- ▶ to talk about temporary situations
- ▶ to distinguish between habitual actions and things that are happening now
- ▶ to talk about free-time activities
- ▶ to say what you like and don't like doing
- ▶ to say what you want or would like to do
- ▶ to write about yourself
- ▶ to describe people (appearance and personality)
- ▶ to write about your best friend

Where can you find the following in this module? Go through the module and find the pictures.



Values:

- Spending your time creatively
- The importance of friendship

1a

Our school III

1 Vocabulary

1 ►► 09 Listen and repeat the school subjects below.



►► History



►► Physics



►► Biology



►► Maths



►► Geography



►► Music



►► English

2 Read

1 ►► 10 **A.** Look at the pictures and the title of the text. How is Mellway different from other schools? Listen, read and check your answers.

MELLWAY

School for performing arts



The students at Mellway are 11-18 years old. They do the same subjects as other secondary school students, like Maths, History, Geography, etc., but they also learn music and dance.

TIP!

Before you read, try to predict what the text is about with the help of the title and the pictures.

Libby Kingsley, a fifteen-year-old student, says: Mellway is a great school. Classes start at 8.45 a.m. every day and they finish at four o'clock on most days. On Fridays they don't finish at 4.00. They finish at 2.30, but I stay till five o'clock and practise with my friends. I want to become a singer, so Mellway is perfect for me.



Theo Hunt, a fourteen-year-old student, says: My favourite subject is Modern Dance. You see, I like hip-hop. It's great fun! The facilities at Mellway are excellent. My favourite place is the theatre. It's very big, and at the end of school in July, we give a dance performance there.



B. Read again and answer the questions.

1. What subjects do students do at Mellway?
2. What time do classes start?
3. What time do classes finish on Thursdays?
4. Does Libby stay at school after 2.30 on Fridays?
5. What does Theo say is great fun?
6. What do they do at the theatre at the end of school in July?

3 Grammar

Present Simple

AFFIRMATIVE		NEGATIVE	
I We You They	start	I We You They	don't start
He She It	starts	He She It	doesn't start

QUESTIONS	
Do I we you they	start?
Does he she it	start?

A: *What **do you do** every day after school?*

B: *I **watch** TV and then my sister and I **play** computer games.*

Prepositions of time

at 7 a.m. / midnight / the weekend, etc.	till/until 9 p.m. / noon / Sunday, etc.
in the morning / spring / March, etc.	before/after lunch / school / 11 p.m., etc.
on Thursday / Sunday evening / weekdays, etc.	

1a Our school III

Complete with the Present Simple of the verbs in brackets.

1. William _____ (do) his homework when he _____ (get) home.

2. **A:** _____ you _____ (finish) school at 3 p.m. on Fridays?

B: No, we _____ (finish) at 1.30.

3. My mother _____ (not work) on Saturdays, so she _____ (go) shopping.

4. **A:** When _____ your brother _____ (practise) the guitar?

B: Every day after school and he also _____ (play) the guitar at the weekends.

5. Fay and Julie _____ (not stay) at home on Sundays. They _____ (ride) their bikes in the park.

4 Pronunciation

1 ►► 11 **A.** Listen and repeat. What's the difference between a, b and c?

a. lunch b. Maths c. place

1 ►► 12 **B.** Listen and tick (✓) the sound you hear.

	lunch /ʌ/	Maths /æ/	place /eɪ/
same			
fun			
information			
subject			
practise			
study			
band			

5 Speak & Write

A. Talk in pairs about your school. Use the ideas below.

- ▶ What's the name of your school?
- ▶ Where is it?
- ▶ How many teachers work there?
- ▶ How many students are there?
- ▶ What time do classes start and finish?
- ▶ What subjects do you study?

B. Use the ideas from activity 5A to write a paragraph about your school.

1 Vocabulary

1 ►► 13 Listen and repeat. Which of the clothes and footwear below are for boys, which are for girls and which are unisex?



2 Read **1 ▶▶ 14 A.** Read the text below and choose the best title. Listen, read and check your answer.

- a. School Uniforms in the UK
- b. Do you Like your School Uniform?
- c. My Favourite Clothes

A lot of students all over the world wear school uniforms. Boys usually wear dark trousers and girls wear skirts. Both boys and girls wear a shirt. They sometimes wear a blazer, and a tie in the school's colours. In the UK, students wear uniforms in about 90% of secondary schools, and in Kazakhstan, about 70% of students wear a uniform at school.

I like my school uniform. It isn't boring at all! It's dark blue and I look nice in it. Of course, I never wear it at the weekend. I am usually at the park with my friends then, so I wear my tracksuit.

**Darren (Oxford)**

I don't like my uniform. I don't want to wear the same clothes as other students. I always run home and change my clothes after school. Luckily, at my new school, I don't always wear my uniform. You see, once a month, it's NO UNIFORM DAY, so I can wear my jeans and a T-shirt.

**Jessica (Brighton)****B.** Read the text again and answer the questions.

1. What can you find on a school tie?
2. What colour is Darren's uniform?
3. What does Darren wear at the weekend?
4. What does Jessica do when she gets home from school?
5. How often does Jessica wear jeans and a T-shirt to school?



3 Grammar

Adverbs of frequency

always	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
usually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
often	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sometimes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We place adverbs of frequency:

- **before** the main verb.

*Jamie **never** wears hats.*

*Hilda doesn't **often** wear a tracksuit.*

- **after** the verb *be*.

*Wayne is **usually** late for school.*

How often...?

A: *How often* do you visit your grandparents?

B: *Once / Twice / Three times a month.*

Put the words in the correct order to make sentences.

1. a / Arnold / never / wears / tie / .

2. play / on weekdays / I / football / often / don't / .

3. sometimes / after / TV / Susan / school / watches / .

4. see / cousins / how / you / do / often / your / ?

4 Listen

1 ▶▶ 15 Listen to a radio programme and find the mistakes in the students' clothes.

TIP! Before you listen, look at the pictures carefully.



Kevin

Ted

Cynthia

5 Speak & Write

A. Discuss in pairs or small groups.

- ▶ Do you wear a uniform to school? If yes, do you like it? If not, what kind of clothes do you usually wear to school?
- ▶ What do you wear when you go out with your friends?
- ▶ What's your favourite item of clothing?
- ▶ How often do you wear a tracksuit?

B. Use the ideas from activity 5A to write a paragraph about the different clothes you wear.

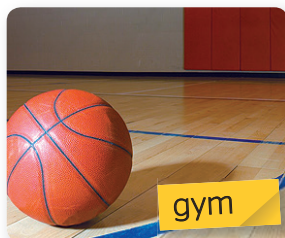
1c

My favourite class III

1 Vocabulary 

1 ►► 16 Look at the pictures and decide where you do each of the school subjects below. Then listen and check your answers.

- PE (Physical Education)
- ICT (Information and Communication Technology)
- Art
- Chemistry
- History

2 Read 

1 ►► 17 A. Look at the picture. What is Liv doing? Listen to the dialogue and check your answers. Then read it out in pairs.

Amy Hey, Liv. What are you doing?

Liv I'm making a skirt.

Amy A skirt? But you're cutting your favourite jeans!

Liv I know.

Amy Erm... You don't usually make your own clothes. What's up?

Liv Well, I'm making it for my Textiles project.

Amy I see. What are you doing now?

Liv I'm drawing a butterfly on one of the pockets. What do you think?

Amy Well, it doesn't look like a butterfly.

Liv You're right. What a mess!

Amy Don't worry. I've got an idea.

Liv What are you looking for?

Amy Just wait...

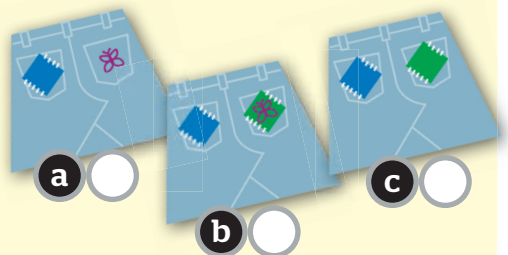
- Liv** Oh, patches. Beautiful! I want two. Let's put this green patch here on my ugly butterfly and the blue patch on the other pocket.
- Amy** Do you still want a butterfly?
- Liv** Yes, please draw a butterfly for me on the green patch. You're good at it.
- Amy** Sure. There you go.
- Liv** Thanks, Amy.



B. Read again and answer the questions.

1. What is Liv using to make a skirt?
2. Why is Liv making a skirt?
3. What does Amy want to put on the skirt?
4. Who's good at drawing?

C. Read again and tick (3) the correct picture a, b or c.



3 Grammar

Present Continuous

AFFIRMATIVE	NEGATIVE	QUESTIONS
I 'm drawing	I 'm not drawing	Am I drawing?
He She 's drawing It	He She isn't drawing It	Is he she drawing? it
We You 're drawing They	We You aren't drawing They	Are we you drawing? they

Time Expressions

now, at the moment, these days, today, this week/year, etc.

Present Simple vs Present Continuous

TENSE	USE	EXAMPLE
Present Simple	Everyday activities or routines	<i>Beth usually wears skirts.</i>
Present Continuous	Actions happening now	<i>Beth is looking for her mobile at the moment.</i>
	Temporary states	<i>Beth is learning Russian this year because she wants to visit Russia.</i>

NOTE STATIVE VERBS (see, like, love, hate, want, think, need, understand, know, etc.) are **not** usually used in the Present Continuous.

*I **want** to buy these jeans. I **love** them!*

Complete with the Present Simple or the Present Continuous of the words in brackets.

1. Mark _____ (not watch) the tennis match at the moment. He _____ (listen) to music. He _____ (hate) tennis. He _____ (think) it's boring.
2. **A:** What _____ (the girls / do) in the garden?
B: They _____ (play) football. They _____ (play) football every Saturday.
3. Keith usually _____ (go) to the skatepark after school, but today he _____ (visit) his grandmother.
4. My uncle and aunt _____ (live) in London, but they _____ (stay) with a friend in Paris these days. They _____ (want) to see the city.

4 Listen

1 ▶▶ 18 Listen to three dialogues and answer the questions. Choose a, b or c.

1. Who likes Art?
 - a. the boy
 - b. the girl
 - c. both of them
2. What does Andrew usually do on Friday evenings?
 - a. He stays at home.
 - b. He goes out.
 - c. He does his homework.
3. What time does Peter's French class finish?
 - a. at 3.30
 - b. at 3.00
 - c. at 4.30

5 Speak

Discuss the school subjects you like and are good at in pairs or small groups.

Are you good at...?

No, but I'm good at Chemistry.

What's your favourite subject?

It's...

TIP!

Don't be afraid to make mistakes when you speak.



1d

After school III

1 Vocabulary

1 ►► 19 Match. Then listen and check your answers.
Do you do any of the following in your free time?



Tip!

Learn whole phrases (e.g. verb+noun), not just isolated words.

surf

go

read

hang

chat

play

do

download

table tennis

on the Net

arts and crafts

songs / music videos from the Net

rollerblading / skateboarding / to concerts

the Net

magazines/newspapers

out with friends

2 Read

1 ►► 20 A. Listen and read. Which youth club are the boys talking about?

Do you want to have fun?
Then join the

Fun-tastic
YOUTH CLUB

What?

Karaoke, film nights, computer games, arts and crafts and more!

When? Every Friday

What time? From 6 p.m. to 10 p.m.

How much? £8/week

Age? 13-17

Weekly competitions!

Join this month and get a T-shirt!

Do you love playing computer games and surfing the Net?

COME TO THE NET YOUTH CLUB!

Online games, karaoke nights and free Internet access

Monthly computer game competitions!

Winner gets **£150!**



Every Tuesday, 6 p.m.-10 p.m.
Cost: £25/month
All ages welcome

THE WEEKEND YOUTH CLUB

Have you got free time on your hands at the weekend? **JOIN US!**

ACTIVITIES: Online games, arts and crafts, computer games, table tennis

Every Sat-Sun » 3 p.m.-7 p.m. » £30/month » Ages 14+



- Dave** Hey, Kevin. Would you like to join a youth club?
Kevin I'd love to.
Dave Well, check out this flyer.
Kevin It looks good.
Dave It's perfect for us. We love playing computer games.
Kevin I can't stand karaoke, though.
Dave Just don't do it. There are lots of other activities.
Kevin My sister would like to join, too. She loves doing arts and crafts.
Dave She's a bit old.
Kevin She's only seventeen.
Dave Oh, that's OK, then. Is the club open at the weekend?
Kevin No, but it's open till ten tonight.
Dave So, it's open now. Let's go and join!
Kevin Sure, why not?

B. Read again and write T for True or F for False.

- 13-year-olds can't go to the Net Youth Club.
- You can play table tennis at the Weekend Youth Club.
- The Weekend Youth Club is 30 pounds a week.
- The Fun-tastic Youth Club is open every day.
- Dave and Kevin enjoy playing games on a computer.
- Kevin wants to join because he loves karaoke.
- Today is Friday.



3 Grammar

like / love / enjoy / hate /
can't stand + ing or noun

*I love going to concerts
on Saturday nights.*

Jack hates concerts.

would like / want + to

I'd like to chat on the Net.

*Julie wants to watch music
videos.*



1d After school III

Complete with the correct form of the verbs in brackets.

1. Karen would like _____ (go) out for dinner tonight.
2. Do you enjoy _____ (hang) out with your friends?
3. I don't want _____ (get) up early tomorrow morning.
4. Stan hates _____ (read) newspapers, but he likes _____ (read) magazines.
5. **A:** Would you like _____ (watch) a comedy tonight?
B: Sorry, I can't stand _____ (watch) comedies.

Prepositional phrases referring to time

- *in the morning/afternoon/evening*
- *in the summer/winter*
- *in my free time*
- *at noon*
- *at night*
- *at the weekend*
- *at the moment*
- *at the end of the year*

Complete the sentences with some of the phrases above.

1. Carl can't speak to you _____ because he is having a shower.
2. My dad always works _____, so he sleeps during the day.
3. I'm very busy during the week, but _____ I hang out with my friends
4. We usually have cereal for breakfast _____.

4 Listen

1 ▶▶ 21 **A.** Listen to two friends, Fran and Ian, talking. Where are they?

- a. at an Internet café b. at Ian's house

1 ▶▶ 22 **B.** Listen again and answer the questions. Write F for Fran, I for Ian or B for Both.

1. Who wants to download a music video?
2. Who loves downloading songs from the Net?
3. Who doesn't buy CDs?
4. Who is chatting with Emma?
5. Who enjoys playing computer games?
6. Who likes reading computer magazines?



5 Speak

GROUP SURVEY

A. Talk in groups of three. Ask and answer questions and complete the table. Use the verbs in the box.

like love enjoy hate can't stand

Do you like...

	YOU	Student 1	Student 2
go / concerts?			
listen / hip-hop music?			
play / table tennis?			
karaoke?			
chat / Net?			
read / newspapers?			

Do you like going to concerts?

Yes, I love going to concerts.

What about you?

I hate going to concerts.



B. Report your group's answers to the class.

... and ... like going to concerts, but I don't.



6 Write

Imagine that you have a blog. Write a few sentences about yourself.

Hi! Welcome to my blog.
I'm... and I'm... years old.
In my free time I love...,
but I can't stand...
My friends and I...

1 Vocabulary 

1 ►► 23 **A.** Read and write the correct name under each picture. Then listen and check your answers.



1



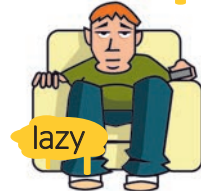
2



3

- **Fiona** is short and chubby. She's got medium-length straight fair hair.
- **Emma** is really good-looking. She's got short curly hair.
- **Amanda** is tall and slim. She's got long wavy dark hair.

1 ►► 24 **B.** Look at the pictures and match the opposite adjectives. Then listen and check your answers.

**TIP!**

When you learn new words, it's a good idea to learn any synonyms and/or opposites.

2 Speak

CLASS GAME

Say three sentences describing one of your classmates (appearance and personality) to the class, including one sentence which is not true. Your classmates must find what is not true about the person you describe.

Kuanysh has got blue eyes and...

He's active and...

He is ... too.

3 Speak & Write

A. A teenage magazine invites its readers to write about their friends. Read what Samat Amirov wrote. In which paragraph can you find information about the following?

- Murat's personality
- what Samat and Murat do together
- Murat's appearance
- who Murat is



My best friend

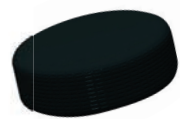
by Samat Amirov

My best friend is Murat. We're classmates. He's 13 years old and he's short and slim. Murat has got curly brown hair and brown eyes.

Murat is shy, but when we hang out together, we always have lots of fun. Murat is also very clever and helpful, so I like studying with him. We both like sports, and we're in the same ice hockey team. Murat is a great player and we always win!

B. Read again and complete the table below about Samat's best friend.

Name	<input type="text"/>					
Age	<input type="text"/>					
Appearance:	Height:	tall <input type="radio"/>	short <input type="radio"/>	Build:	chubby <input type="radio"/>	slim <input type="radio"/>
	Hair	<input type="text"/>				
	Eyes	<input type="text"/>				
Personality	<input type="text"/>					
Interests/Hobbies	<input type="text"/>					
Things we do together	<input type="text"/>					



1e Meet my classmates III

C. Copy and complete the table from activity 3B with information about your best friend. Then talk in pairs.

Who's your best friend?

...

How old is he/she?

...

What does he/she look like?

...

What is he/she like? Is he/she shy, friendly, etc.?

...

What do you do together?

...

D. Read and make sentences by putting the words in the correct order.

Word order

▶ **subject + verb + object**

We play ice hockey.

▶ **adjective + noun**

She's a beautiful girl.

She's got beautiful eyes.

▶ **verb be + adjective**

Tina is beautiful.



1. has got / Betty / hair / straight

2. is / outgoing / brother / my

3. every day / uniform / Neil / to / school / a / wears

4. a / girl / Kate / lovely / is

5. the guitar / Andrew / in the evenings / practises

E. Read and put the words in bold in the sentences 1-4 in the correct order.

OPINION	SIZE/LENGTH	TYPE	COLOUR	+NOUN
good-looking	slim			woman
beautiful	long	wavy	dark	hair

1. Raikhan is a **woman beautiful tall**.

2. Aigul has got **fair wavy hair**.

3. My sister's got **eyes green beautiful**.

4. I've got **straight hair dark short**.

F. Write two paragraphs about your best friend. Use the information from activity 3C and follow the plan below.

Paragraph 1:

- ▶ Say who your best friend is and how old he/she is.
- ▶ Write about his/her appearance (hair, eyes, etc.).

Paragraph 2:

- ▶ Write about his/her personality.
- ▶ Write what you do together.

TIP!

Group relevant information together and put it in the same paragraph.

Vocabulary

A. Circle the correct words.

- Olivia has **PE** / **Chemistry** now, so she's in the science lab.
- Mr Aidosov is very **rude** / **outgoing**. All the students like him.
- I **surf** / **chat** on the Net for hours every day.
- Arai and Zaure are **doing** / **going** arts and crafts at the moment.
- I don't like reading newspapers. It's **boring** / **lazy**.
- This year, we're **learning** / **practising** about Britain at school.
- Diana usually wears **tracksuits** / **skirts** to school. She likes sports clothes.

Score: / 7

Grammar

B. Circle the correct words.

- Zoe **listens** / **is listening** to music with her sister at the moment. They **love** / **are loving** music.
- My mother can't stand **wearing** / **to wear** jeans.
- Iliyas wants **join** / **to join** an ice hockey team.
- Daniel **doesn't study** / **isn't studying** now. He always **plays** / **is playing** computer games in the evenings.
- I enjoy **play** / **playing** table tennis with my friends in the evenings.
- I'd like **making** / **to make** my own clothes.

Score: / 8

Communication

C. Match.

- What does Tina look like?
 - What is your sister like?
 - Would you like to join the youth club?
 - How often do you go to the gym?
 - What is Amy doing now?
- Twice a week.
 - She's hanging out with her friends.
 - She's friendly and polite.
 - She's tall and slim.
 - I'd love to.

Score: / 5

TOTAL SCORE: / 20

Now I can...

- talk about my school
- talk about free-time activities and daily routines
- say how often I do things
- talk about things that are happening now
- understand the difference between the Present Simple and the Present Continuous
- talk about my clothes
- say what I like / don't like doing and what I want / would like to do
- describe people's appearance and personality
- talk and write about my best friend



1 ▶▶ 25 Listen, read and tick (3) the correct column in the table. 

School life in **Kazakhstan** and the **UK**



Leyla

Hi, I'm Leyla! I'm 9 years old and I live in Astana, Kazakhstan! My school is great! You see, the classrooms are very modern. I start school at 8 a.m. and stay until one o'clock. At school, we learn how to read and write in Kazakh and Russian. We also do lots of Maths and Science. Many students in my class think these subjects are great fun, but I think they're boring! My favourite subject is PE. I'm really good at sports, so I want to become a PE teacher!



Wendy

Hello. My name's Wendy. I'm from London, in the UK, and I'm 10 years old. School starts at a quarter to nine in the morning and finishes at 3.30 p.m. My teacher's name is Mr Weston and he's very clever. I love my school. We learn lots of subjects, like Maths and English, so I never get bored. There's an excellent gym at my school. We always have our PE lessons there. I like PE, but it's not my favourite subject. My favourite subject is Science!

	Leyla	Wendy	Both
1. She doesn't have school at two o'clock.			
2. Her favourite school subject is Physical Education.			
3. She thinks Maths is boring.			
4. She likes Science.			
5. She really likes her school.			
6. She would like to become a teacher.			

Project

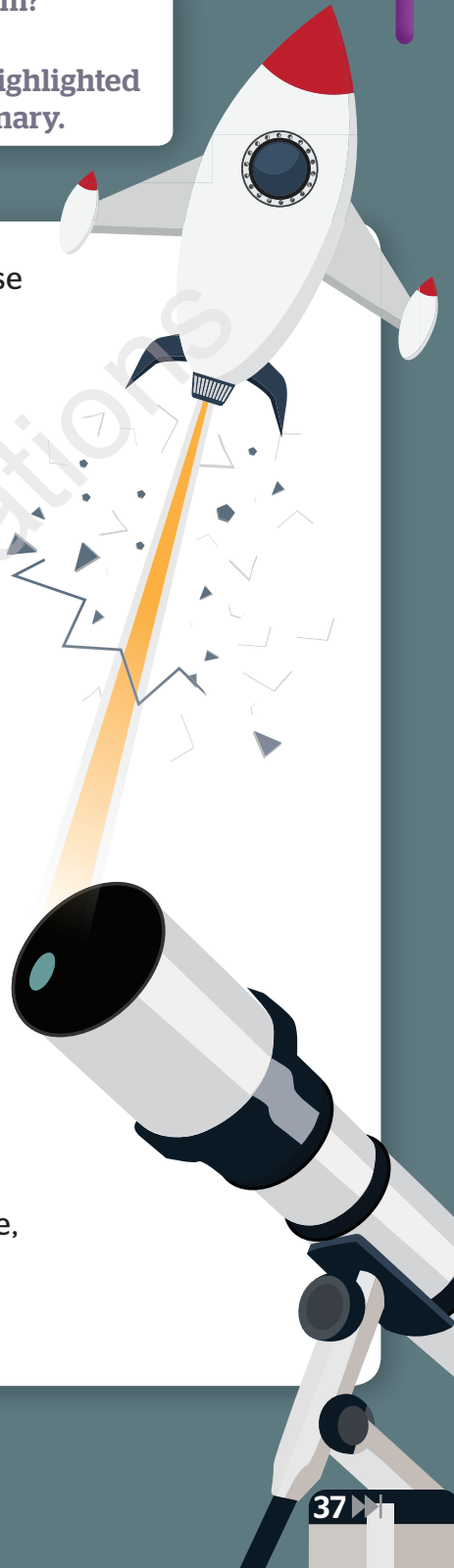
Find information about school life in another country. Select the information you think is interesting/important and use it to make a poster. Include information about the school schedule, the most interesting school subjects and the facilities.

A. How many planets are in our solar system?
Can you name any of them?

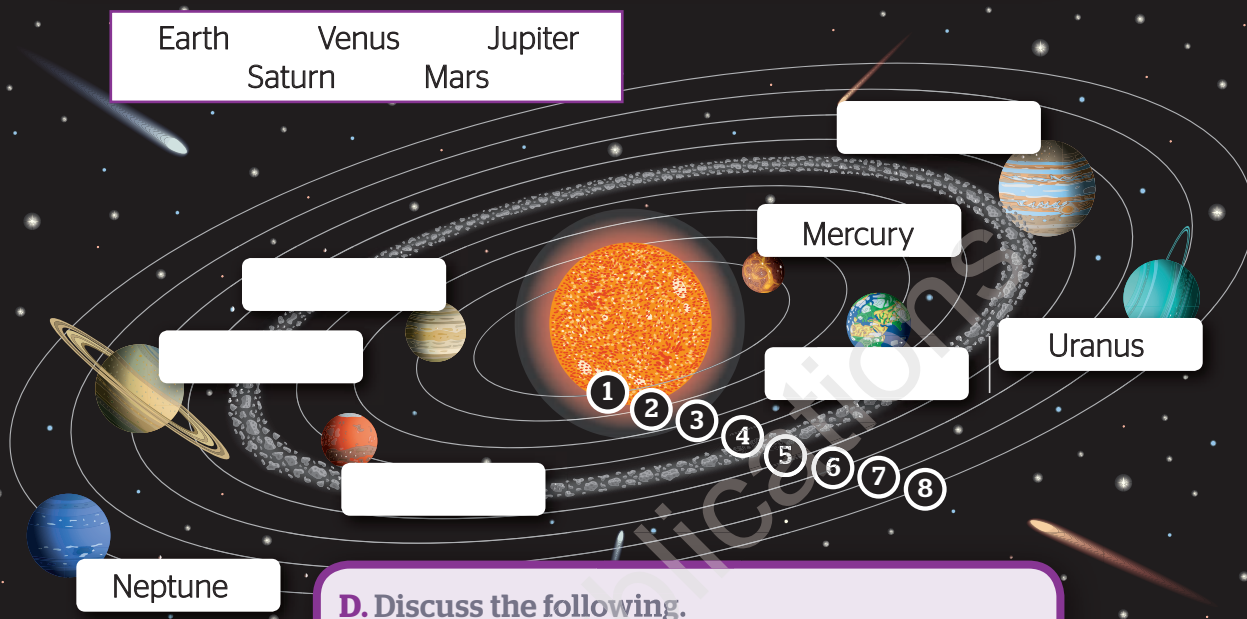
B. Read the text quickly. Then look at the highlighted words and find their definitions in a dictionary.

Planet Facts

- They call **Uranus** the 'ice giant' because it is very cold.
- **Neptune** is the eighth planet from the Sun. It takes 165 years to travel around the Sun because it is very far away. No other planet takes this long!
- **Saturn** has got large **rings** that go around the planet.
- The second planet from the Sun is **Venus**. They call it Earth's sister planet because it has got a similar size and mass.
- **Mars** is the fourth planet from the Sun. Photos of Mars show that there is water on it.
- The fifth planet from the Sun, **Jupiter**, is huge. You can fit more than 1,300 Earths inside this planet!
- **Mercury** is very close to the Sun. It travels at almost 180,000 km an hour - no other planet is this fast!
- From **space** you can see the blue, white, brown, yellow and green colours of the **Earth**. It is the only planet we can live on - for now!



1 ►► 26 C. Read the text again and complete the diagram with the names of the planets. Then listen, read and check your answers. 



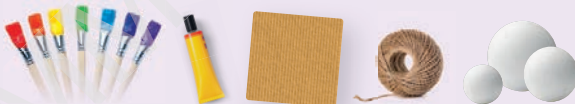
D. Discuss the following.

- Would you like to travel to space? Why / Why not?
- Which planet would you like to visit? Why?

Project

Make your own model of the solar system.

You will need:



Step 1

Paint the balls to look like the planets and the Sun. Then glue a piece of string to each ball.



Step 2

Cut out a big circle of cardboard and draw eight circles on it.



Step 3

Glue the end of each piece of string to the cardboard. Put the Sun in the middle and one planet on each circle. Check the order of the planets before you glue them.



Step 4

Write the names of the planets on stickers and add them to your model. Hang it up and enjoy!



2

Helping and heroes



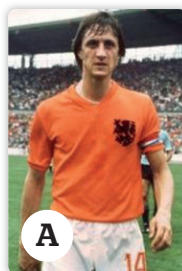
Discuss:

- ▶ How important is it to help others?
- ▶ When you hear the word 'hero' who comes to mind?
- ▶ Can you think of any everyday heroes?

In this module you will learn...

- ▶ to talk about past events
- ▶ to talk about jobs
- ▶ to talk about heroes
- ▶ to talk about experiences you have had
- ▶ to talk about sports stars
- ▶ to write an email to a friend giving news

Where can you find the following in this module?
Go through the module and find the pictures.



Values:

- The importance of teamwork
- Helping others
- Being active

1 Vocabulary 

1 ►► 27 Do the adjectives below have a positive or a negative meaning? Put them into the correct category. Then listen and repeat.

brave	terrible	awful
horrible	dangerous	useful
safe	boring	brilliant
pleasant	cool	ugly

POSITIVE	NEGATIVE

2 Read 

1 ►► 28 A. Look at the picture. What do you think happened to these children? Listen, read and find out.

BILTON NEWS

Teens Saved!

Three days ago, Isabel Horton went on a skiing holiday with her parents and her brother. Before they left, they bought new ski clothes.

'I got a bright red jacket,' says Isabel. 'I liked it a lot but the others didn't. My brother thought it was really ugly.'

On the second day of their trip, Isabel and her brother were on the slopes. Suddenly, there was a terrible avalanche.

'There was a loud noise and we fell down. We were really scared. We didn't know what it was. Then there was snow everywhere... that's all I remember,' says Isabel.

Three hours later, John Bourne, a helicopter pilot, found Isabel and her brother. 'I saw this bright red thing in the snow,' he says. 'I just knew somebody was in danger. However, it was dangerous to go down there alone, so I called the mountain rescue team and together we rescued them.'

So, Isabel's bright red jacket and these brave men saved the children's lives. They are now safe at home.



B. Read again and complete the sentences.

1. Isabel went skiing _____ ago.
2. Isabel and her brother were on the slopes when there was a(n) _____.
3. The children were very _____.
4. The pilot saw Isabel's _____.
5. The _____ and Isabel's bright red jacket saved the children.

3 Grammar

Past Simple (affirmative - negative)

AFFIRMATIVE		NEGATIVE
regular verbs	irregular verbs	
I		I
You		You
He	(visit →) visited	He
She	(live →) lived	She
It	(try →) tried	It
We	(stop →) stopped	We
You		You
They		They
	(find →) found	didn't (did not)
	(leave →) left	visit/go
	(go →) went	
	(fall →) fell	
	(make →) made	
	(buy →) bought	

Time Expressions

yesterday
last night/week/year, etc.
in 1981, etc.
two days/months ago

NOTE The Past Simple of the verb *be* is **was/were**.

*My friends **were** at the cinema yesterday, but I **was** at home.*

For a list of irregular verbs, go to the Workbook (p. 176).

Complete the sentences with the Past Simple of the verbs in brackets.

1. Erkin and Alibi _____ (not buy) a bike. They _____ (buy) a skateboard.
2. The children's mum _____ (make) a delicious chocolate cake. They _____ (be) very happy.
3. Two weeks ago, Sam and Lucy _____ (go) to the beach. It _____ (be) a beautiful day.

4. I _____ (tidy) my room yesterday afternoon.
5. My brother and I _____ (visit) our grandparents last weekend. We _____ (stay) for two days.
6. The boys _____ (not play) basketball at the park yesterday. They _____ (play) football.

4 Pronunciation

1 ►► 29 **A.** Listen and repeat. What's the difference between a, b and c?

- a. liked b. loved c. visited

1 ►► 30 **B.** Listen and tick (3) the sound you hear.

	liked /t/	loved /d/	visited /d/
helped			
walked			
tried			
wanted			
started			
cleaned			
finished			
waited			

5 Speak

Talk in small groups. Put the pictures below in the correct order. Then use the prompts to tell the story of what happened.



a

He / not know /
how to swim
His dad / jump
into water



b

Ben's dad / save
him
His mum / give
him / warm
clothes



c

It / be / beautiful
day
Ben and his
family / be /
on a boat



d

Suddenly / Ben /
fall / into the lake
He / be very
scared

1 Vocabulary

1 ►► 31 Put the jobs in the correct group. Then listen and check your answers. Which of these people are heroes? Why?



paramedic



reporter



police officer



newsreader

MEDIA	EMERGENCY SERVICES	CONSTRUCTION



cameraman



electrician



firefighter



painter



lifeguard



architect



photographer



builder

TIP!

Put words in topic related groups to learn new vocabulary.

2 Read 

1 ▶▶ 32 **A.** Look at the pictures and the title of the text. What do you think the text is about? Listen, read and check your answers.



London's Burning

Yesterday evening at about 6.30, a building site caught fire on Greyhound Road in south-west London. Fortunately, the emergency services were quick. They arrived at the scene fifteen minutes later, and the firefighters put out the fire. Luckily, there were no workers inside the building at the time. However, John Richards, a TV cameraman, got very close to the flames and burnt his arm.

Are you an eyewitness? Did you see or hear anything?

I'm a builder on the site, but, fortunately, I wasn't in the building when the fire started. All I can say is that building sites can be dangerous places. I had an accident last year and, again, the emergency services were excellent. I fell off a ladder and broke my leg. I was in terrible pain, but the paramedics took very good care of me.

Arthur Jacobs, Islington

I'm a colleague of John Richards, the TV cameraman. Our jobs can be very risky. Reporters and cameramen risk their lives every day for the news, and some even get injured.

Jane Granger, Crouch End



B. Read again and find sentences to prove the following.

1. It didn't take long for the emergency services to arrive.
2. Only one man was injured in the fire.
3. Arthur Jacobs thinks that building sites are not always safe.
4. Arthur Jacobs likes the way the emergency services work.
5. Jane Granger and John Richards work together.
6. Jane Granger thinks that her job can be very dangerous.

3 Grammar

Past Simple (questions - short answers)

QUESTIONS			SHORT ANSWERS					
Did	I you he she it we you they	arrive/see?	Yes,	I you he she it we you they	did.	No,	I you he she it we you they	didn't.

Complete the sentences with the Past Simple of the verbs in brackets. Give short answers where possible.

1. **A:** _____ you _____ (like) the film?
B: Yes, it _____ (be) great.
2. **A:** _____ Alice _____ (take) pictures in Mexico?
B: Yes, she _____.
3. **A:** _____ you and your family _____ (go) to Italy in the summer?
B: No, we _____ (go) to Spain. We _____ (have) a great time.
4. **A:** _____ Mike and Harry _____ (make) breakfast for their parents on Saturday?
B: Yes, they _____. They _____ (make) a big breakfast.
5. **A:** Nice jacket! _____ you _____ (buy) it from the new shopping centre?
B: No, I _____. I _____ (buy) it online.

4 Pronunciation 

1 ▶▶ 33 **A.** Listen and repeat. What's the difference between a and b?

a. hospital b. home

1 ▶▶ 34 **B.** Listen and tick (3) the sound you hear.

	hospital /ɒ/	home /əʊ/
doctor		
road		
moment		
colleague		
job		
mobile		
phone		
officer		

5 Speak

ROLE PLAY

Imagine you were at the fire on Greyhound Road. Talk in groups of three.

Student A: You are a reporter. Think of the questions you want to ask. Use the prompts in the box. Then ask the eyewitnesses (Students B and C) questions.

- Where / you / be?
- What / you / see/hear/do?
- How / you / feel?



Students B and C: You are eyewitnesses to the fire. Think about what has happened. Then answer Student A's questions.

1 Vocabulary 

1 ▶▶ 35 Listen and repeat.



compass



binoculars



first-aid kit



pocketknife



whistle



rope

2 Read 

1 ▶▶ 36 **A.** Look at the picture. What do you think happens in the story? Listen to the dialogue and find out. Then read it out in groups.

Amy Just look at that!

Liv I've never seen anything like it! Amazing!

Stu Look! There's a man down there!

Liv Where?

Stu There, right by the river. Let me see... Oh no, I think he is hurt.

Amy Hellooo! Are you OK?

Stu He hasn't moved an inch. Do you think he's OK?

Bill Who knows? Tie the rope around me and I can climb down to check on him.

Liv Are you sure, Bill? It's a long way to the bottom.

Stu Bill, you haven't climbed down a mountain like this before.

Bill Of course I have. You know, I'm a very experienced mountain climber.

Amy Here, take this first-aid kit with you. Be careful now, OK?

Bill OK... 'mum'. Whatever you say.

Stu OK, guys, hold on to the rope. Here we go!

Two minutes later...

Liv He has almost reached the ground. OK, now we can rest.

Bill Hey! Are you OK there?

Man Oh... Not so well. I've hurt my head. Who are you?

Bill I'm Bill. I'm here to help.

B. Read again and answer the questions.

1. Where is the man?
2. What does Bill use to climb down?
3. Why is Stu worried?
4. What does Bill take with him?
5. What happened to the man?



3 Grammar

Present Perfect Simple

AFFIRMATIVE		NEGATIVE	
I	've (= have) watched/seen	I	haven't watched/seen
We			
You			
They			
He	's (= has) watched/seen	He	hasn't watched/seen
She			
It			

QUESTIONS		
Have	I we you they	watched/seen?
Has	he she it	watched/seen?

BASE FORM	PAST SIMPLE	PAST PARTICIPLE
watch	watched	watched
	BUT	
see	saw	seen

For a list of irregular verbs, go to the Workbook (p. 176).

Expressions

ever, never, before, always, just, so far, once, twice, etc.

A: *Have* you ever **had** an accident?

B: Yes, I *have*. I've **had** a car accident.

A: Really? I've never **had** an accident.

Complete the sentences with the Present Perfect Simple of the verbs in brackets.

1. A: _____ you _____ (meet) my cousin Greg?

B: No, I haven't.

2. Samantha _____ (travel) to Italy twice, but she _____ never _____ (visit) Venice.

3. A: _____ Charlie ever _____ (have) a pet?

B: No, but he _____ always _____ (want) a dog.

4. We are ready for our camping trip. The only thing we _____ (not do) is check the weather forecast.

4 Write & Speak

A. Look at the prompts and write what you think your partner has/hasn't done.

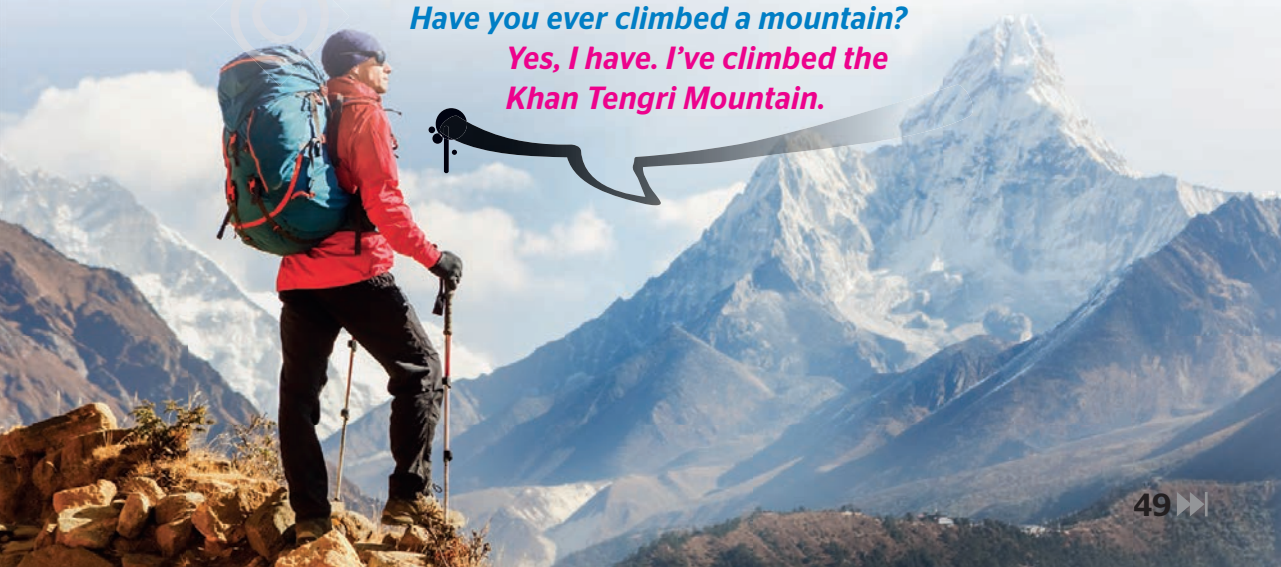
- climb a mountain
- help another person
- have an accident

Alibek has climbed a mountain. He has climbed the Khan Tengri Mountain. He has helped another person. He has never had an accident.

B. Talk in pairs and check.

Have you ever climbed a mountain?

Yes, I have. I've climbed the Khan Tengri Mountain.



1 Vocabulary 

1 ►► 37 Match. Then listen and check your answers.

- | | |
|-------------------|---|
| A match | • is a prize, like a cup, for the winner of a competition. |
| A league | • is a group of teams that play matches against each other to win points. |
| A trophy | • is the team of a country. |
| A champion | • is an organised game or sports event. |
| The national team | • is the best player or team in a competition. |

2 Read 

1 ►► 38 A. Do you know anything about Johan Cruyff? Listen, read and check your answers.

Johan Cruyff

When we think of sports heroes, we usually think of champions and trophy winners. But perhaps real sports heroes, like Johan Cruyff, also use their fame to help others.



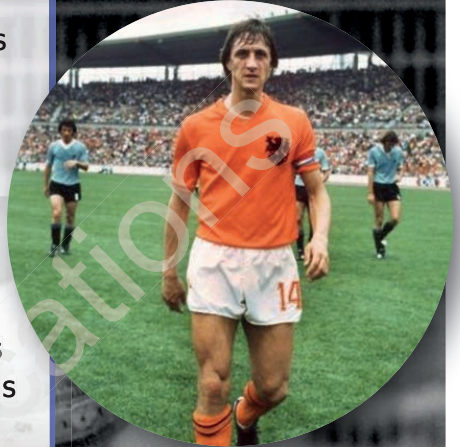
JOHAN CRUYFF was from the Netherlands and he was one of the top players in the history of football.

He played for six clubs, including Ajax and Barcelona, and he was also a member of the Dutch national team. Later, he became a very successful manager. His teams became champions of their leagues many times and they won lots of national and European trophies. There is even a football award with his name.



Cruyff started the Johan Cruyff Foundation in 1997. He decided to start this charity when he saw a young boy's character change after he started playing football with other children. He understood that sport not only makes children healthy, but helps them learn how to make friends and work as a team.

Since it started, the foundation has helped children all over the world take part in sports. It has provided schools with sports facilities and has taught students how to use them. It also organises sports events to raise money for its projects - like building local sports courts for children.



B. Read again and answer the questions.

1. What makes Johan Cruyff a 'real' hero?
2. Why was Johan Cruyff a successful manager?
3. When did Johan Cruyff decide to start his foundation?
4. What does playing sport teach children?
5. How does the Johan Cruyff Foundation help schools?

3 Grammar

Present Perfect Simple vs Past Simple

TENSE	EXAMPLE	TIME EXPRESSIONS
Present Perfect Simple	<i>I've seen this film before.</i>	ever, never, before, once, twice, so far, yet, already, etc.
Past Simple	<i>I saw this film last night.</i>	yesterday, in 1989, last night/week/year, two days/months ago, etc.

NOTE *have been* or *have gone*?

- Steve **has been** to the new café. (He has visited it but now he's back.)
- Steve **has gone** to the new café. (He's still there.)

Present Perfect Simple: How long?, for, since

	EXAMPLE
for + a period of time	<i>How long has Robbie been in the team?</i> <i>Robbie has been in the team for four years.</i>
since + a point in time	<i>Robbie has been in the team since 2013.</i>

Circle the correct words.

- A:** Have you gone / Did you go to the barbecue last night?
B: Yes, but I left / have left early.
- I haven't spoken to my cousin Araylim **since** / **for** months.
- A:** Did Guldana ever eat / Has Guldana ever eaten Mexican food?
B: Yes. Last Saturday, she went / has been to a Mexican restaurant and she has liked / liked it a lot.
- The school basketball team hasn't won a trophy **since** / **for** five years.
- A:** How long have you been here?
B: I've been here **since** / **for** three o'clock this afternoon.

6. Rustem and Kenes haven't played tennis **since** / **for** last month.
7. **A: Did Bolat book / Has Bolat booked** tickets for the match yet?
B: Yes. He **booked / has booked** them yesterday.
8. **A:** Your brother's a huge FC Astana fan, right?
B: Yes. He **has been / has gone** to Astana to watch them play tonight.
- A:** Really?
B: Of course. He **has gone / has been** to all their matches so far.



4 Listen

1 ►► 39 Listen to two radio show hosts talking about two tennis players and their charity work, and complete the sentences.

1. Andy Murray got a(n) _____ for his charity work in 2014.
2. Andy Murray organised 'Andy Murray Live' to raise money for UNICEF and a local _____ charity.
3. Andy Murray organised a competition to raise money for charity in _____.
4. Serena Williams has raised money for _____ charities.
5. The Serena Williams Fund has built _____ in Kenya and Jamaica.
6. In 2016, Serena Williams started a charity with her _____.

5 Speak & Write

A. Talk in pairs about your favourite sports hero. Use the ideas below.

- ▶ *Who's your favourite sports hero?*
- ▶ *Has he/she ever used his/her fame to help others?*
- ▶ *What has he/she done?*

B. Use the ideas in activity 5A to write a paragraph about your favourite sports hero.

*My favourite sports hero is...
He/She has...*

1 Vocabulary

1 ►► 40 Listen and read. Can you guess what the phrases in bold mean?

1. My friends and I always **make donations**. We sometimes give money, and other times we give food to the poor.
2. Every morning, my dad exercises before he goes to work. He wants to **keep fit**.
3. Tom and Peter have **joined** the football **team** and they love it!
4. Ted wants to **take up** a team sport. He's really **interested in** volleyball.
5. My parents **do charity work** at the weekend. They help elderly people.



2 Listen

1 ►► 41 A. Listen to two people talking about two different sports. Which sports are they talking about? Match.

Speaker 1: Carlos

football

Speaker 2: Owen

volleyball

TIP!

Listen for key words to help you understand the main idea.

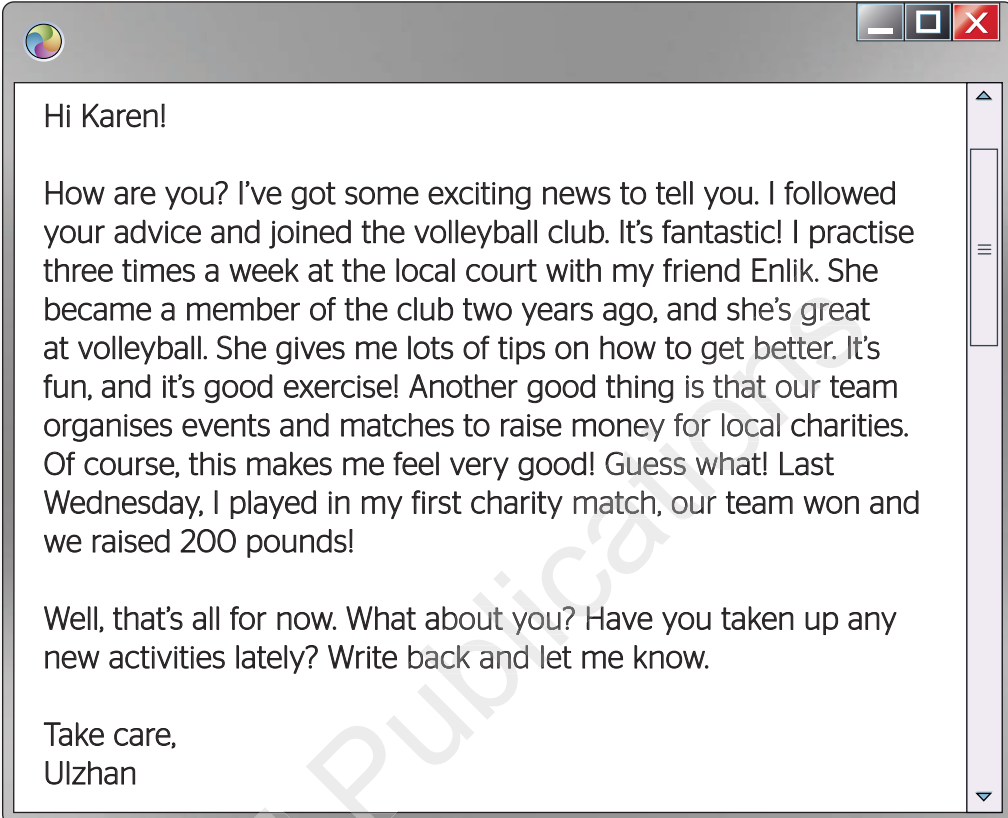
1 ►► 42 B. Listen again and write C for Carlos or O for Owen.

1. My friends and I play the same sport.
2. I enjoyed playing a similar sport.
3. I don't like this sport very much, but I'm doing it to keep fit.
4. We practise every day.



3 Speak & Write

A. Read the email and answer the questions.



Hi Karen!

How are you? I've got some exciting news to tell you. I followed your advice and joined the volleyball club. It's fantastic! I practise three times a week at the local court with my friend Enlik. She became a member of the club two years ago, and she's great at volleyball. She gives me lots of tips on how to get better. It's fun, and it's good exercise! Another good thing is that our team organises events and matches to raise money for local charities. Of course, this makes me feel very good! Guess what! Last Wednesday, I played in my first charity match, our team won and we raised 200 pounds!

Well, that's all for now. What about you? Have you taken up any new activities lately? Write back and let me know.

Take care,
Ulzhan

1. Why is Ulzhan writing to Karen?
2. What activity has she recently taken up?
3. How often does she practise?
4. Who does she practise with?
5. How does she feel about raising money for local charities?
6. Has she ever played in a charity match?



B. Think about an activity you've recently taken up. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

What activity have you recently taken up?

...

How often do you do it?

...

Who do you practise with? Are you in a team?

...

How do you feel about this activity?

...

Have you / Has your team ever won anything? What? When?

...



C. The email below has several mistakes. They have been underlined and marked using the correction code shown. Read it and correct the mistakes.



Hi Oliver,

How are things? I'm great. Guess what! My skool football team ^{Sp}
^T has played a match to help a charity yesterday! We are all very happy
 because we won and also raised money for elderly people. Our next
 match is ^{Pr} in Saturday and each player can invite ^A the friend. Of course,
^{WW} I want like you to come. Do you think you can come?

Write back and let [^] know.

Take care,

Talgat

CORRECTION CODE

- Sp: spelling
- WW: wrong word
- Pr: preposition
- A: article
- [^]: something missing
- ^T: tense

TIP!

- Make a first draft of your email and check **punctuation, capital letters, spelling, word order, grammar, vocabulary, set phrases.**
- Then write your final draft.

D. Read and complete with *and, but, or, so* or *because*.

Linking words

- ▶ **and** We went to the city **and** visited the museum.
- ▶ **but** All my friends had a good time, **but** I didn't.
- ▶ **or** Is the library open **or** have I come too late?
- ▶ **so** We were tired, **so** we went home.
- ▶ **because** I ate a sandwich **because** I was really hungry.

1. Tina likes beach volleyball, _____ she doesn't like volleyball.
2. We didn't have a barbecue _____ the weather was terrible.
3. We spent the day on the beach _____ then had lunch at a local restaurant.
4. The place was horrible, _____ we didn't stay long.
5. Is Mum at home _____ is she still at work?

E. Write an email to a friend telling him/her about an activity you've recently taken up. Use your notes in activity 3B.

TIP!

- When writing a letter or an email to a friend, don't forget:
 - to start with ***Dear/Hello/Hi*** + your friend's first name.
 - to use a set phrase.
How are you? I hope you're well./
How are things?/I'm writing to tell you about...
 - to end with a set word/phrase and your first name under this.
Yours,/Bye for now,/Love,/
Speak to you soon,/Best wishes,
- Do not write very short sentences. Join your sentences with ***and, but, or, so*** or ***because***.

Vocabulary

A. Circle the correct words.

1. What's that loud **noise** / **compass**?
2. I think firefighters are very **dangerous** / **brave**.
3. Yerzhan saved that little girl's life. He's a **hero** / **charity**!
4. **A:** Look, there's been a car accident.
B: Don't worry. The **lifeguards** / **paramedics** are here.
5. Be **careful** / **useful** when you ride your bike on the road.
6. What is that over there? Can you give me your **binoculars** / **whistle** to see?

Score: / 6

Grammar

B. Circle the correct words.

1. We've been at this café **for** / **since** four o'clock. Let's go home.
2. We've **seen** / **saw** this film twice so far.
3. My cat has **just** / **yet** climbed a tree.
4. I've **always** / **already** wanted to watch an FC Astana match!
5. Jack **hasn't told** / **didn't tell** Fran about the barbecue yet.
6. Talgat hasn't been to Aktobe **never** / **before**.
7. Jenny and I have been friends **for** / **since** years.
8. Where **were you** / **have you been** last night?

9. Harry **has visited** / **visited** his cousins in Rome last month.

Score: / 9

Communication

C. Match.

1. Did you watch the match last night?
2. How long have you known Amanda?
3. Have you ever been to a football match?
4. What do you think of the school basketball team?
5. Has Stella ever played ice hockey?

- a. They're not that great.
- b. Since 2010.
- c. No. She isn't interested in sports.
- d. No, I didn't. I wasn't home.
- e. Of course I have, but that was years ago.

Score: / 5

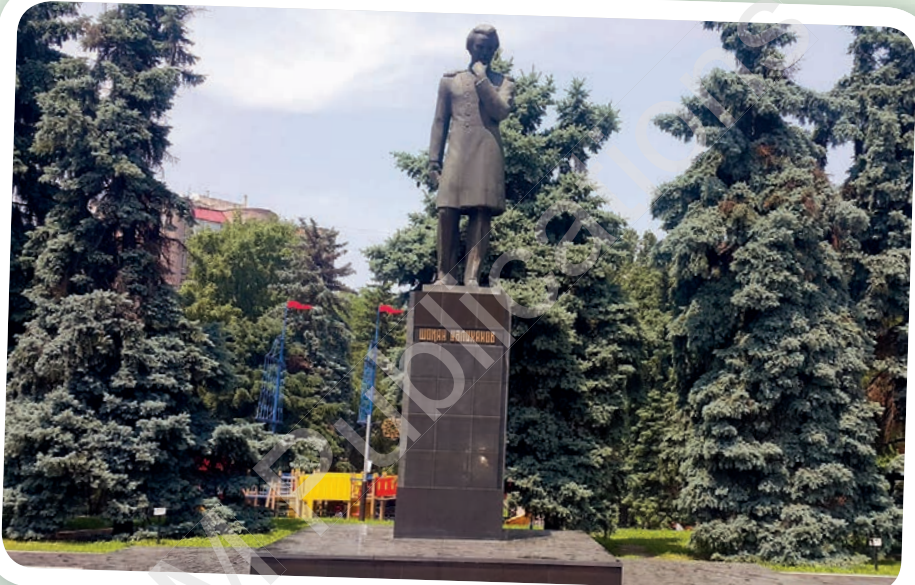
TOTAL SCORE: / 20

Now I can...

- talk about past events
- talk about jobs
- talk about heroes
- talk about things I've already done or haven't done yet
- talk about sports stars
- write an email to a friend giving news

1 ▶▶ 43 **A.** Read the title and look at the picture. Who do you think the man is? Listen, read and check your answers. 🎧

Kazakhstan's most famous scientist



Outside the National Academy of Sciences in Almaty, you can see the statue of an important scientist and traveller, Shokan Ualikhanov. Ualikhanov studied the history, geography, nature and cultures of Central Asia, and wrote many books about his discoveries.

On his first trip, in 1856, Ualikhanov travelled to Lake Issyk Kul in Kyrgyzstan to collect scientific information. There, he studied plants and animals, drew maps, and studied ancient cities. He also wrote down traditional stories from the Kyrgyz culture. His work taught people a lot about life there, and gave out new information about history and geography. This was the beginning of Ualikhanov's fame; when scientists in St Petersburg learnt of his brilliant work, they made him a member of the Russian Geographical Society. He was only 20 years old.

Because this trip was very successful, Ualikhanov went on another one in 1858. This time, he travelled to Kashgar, in China. This journey showed that he was a very brave traveller; it was a dangerous trip to make, but Ualikhanov stayed there for half a year to learn about the area and collect scientific information.

Ualikhanov is a hero to the Kazakh people because he risked his life for science. In his lifetime, he wrote many important works on history, geography, culture and language, and these studies helped build up scientific knowledge. People remember him as a brilliant and brave scientist and writer, and his many works help everyone today understand more about Kazakhstan and Central Asia.

B. Read again and complete the sentences below.

1. There is a statue of Ualikhanov in _____.
2. Ualikhanov studied nature and history around Lake _____.
3. Ualikhanov was _____ when he became a member of the Russian Geographical Society.
4. In _____, Ualikhanov went on a trip to Kashgar.
5. Kashgar was a _____ place to visit in those days.
6. Ualikhanov was a scientist and a _____.

Project

Find information about an important person from another country and use it to make a poster. What is this person remembered for? Include information about his/her life and his/her achievement(s).

SONG

'Me and my board!'

Go to page 220.



A. Discuss.

- What do you think makes a person a hero?
- Look at the adjectives below. Which ones can you use to talk about a hero? You can use a dictionary to help you.

rich	friendly	dangerous
brave	clever	fit
cool	successful	famous
polite	helpful	

1 ▶▶ 45 B. Do you know anything about the Hero of Kazakhstan award? Listen, read and check your answers. 

People's Heroes

The **Hero of Kazakhstan award** recognises the country's heroes. These people have done great things for Kazakhstan and they are called People's Heroes of Kazakhstan. It is a very great honour to get this award, which is a gold medal in the shape of a seven-pointed star.

President Nursultan Nazarbayev created the award in 1993, and gave the first one on 23 May 1994. It went to the country's defence minister Sagadat Nurmagambetov. He received it because he was a soldier for many years and he was very brave. He wrote three books, and you can read about his life in these.

The award is not only for soldiers, however. Lots of different people have won it over the years, including astronauts, scientists, engineers, an aeroplane pilot and a singer. Anyone can get the award, even people from other countries. The important thing is that they have helped Kazakhstan in some way.

C. Read the text again and answer the questions.

1. What does the Hero of Kazakhstan medal look like?
2. When did Sagadat Nurmagambetov get the award?
3. Why did he get the award?
4. Who can win the award?

D. Discuss the following.

- ▶ Do you think it is important to do something to recognise heroes? Why / Why not?

Project

Look at the names in the blue boxes. What do you know about these people? Find information about them and write a short paragraph. Answer the following questions:

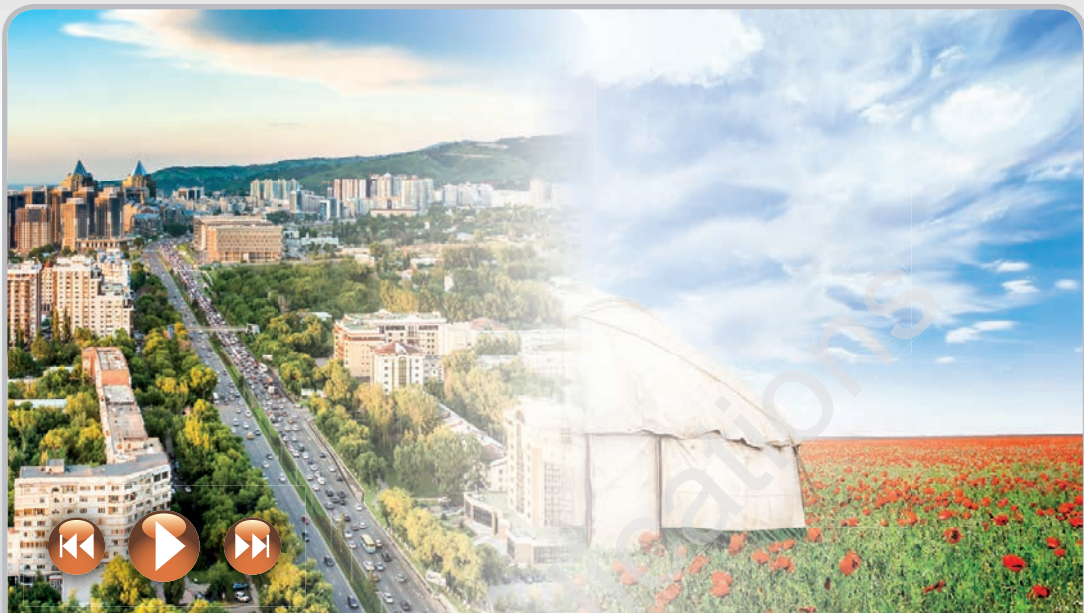
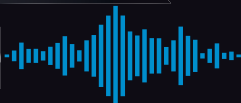
- What did they do in their lives?
- When did they get the Hero of Kazakhstan award?
- Why did they get the award?

Shafik Chokin

Roza Baglanova

3

Our countryside



Discuss:

- ▶ Do you live in a small town or a big city?
- ▶ What's it like where you live?
- ▶ Would you like to change anything about where you live?

In this module you will learn...

- ▶ to make comparisons
- ▶ to discuss life in the city and in the country
- ▶ to use the Past Continuous
- ▶ to narrate past events
- ▶ to distinguish between the Past Simple and the Past Continuous
- ▶ to talk about natural landmarks in Kazakhstan
- ▶ to write about your town/city

Where can you find the following in this module?
Go through the module and find the pictures.



Values:

- Knowing yourself
- Knowing about your country

1

Vocabulary 

1 ▶▶ 46

Match. Then listen and check.



1



2



3



4



5



6



7

houseboat

cottage

bungalow

tree house



farmhouse



caravan



block of flats



2

Read Do you like life in the city or in the country?
Do the quiz and find out!

**QUIZ:**

Are you a **city** or
a **country** person?

**1. What do you usually do on a sunny day?**

- a. hang out at the shopping centre
- b. go for a long walk and enjoy nature
- c. do gardening or have a barbecue

2. Is your ideal pet a goldfish, a horse or a cat?

- a. A goldfish, because it isn't as big as the others.
- b. A horse, because you can ride it around.
- c. A cat, because it's more useful than the others. It can kill mice.

3. Where is your favourite place to have a meal?

- a. At an expensive restaurant, of course!
- b. At home. Home-cooked food is better and healthier than food in restaurants.
- c. At a friend's house. It's free and I don't need to cook.

4. Which is your ideal house?

- a. a big flat in the city centre
- b. a cottage near a lake
- c. a bungalow in a quiet area

5. All the people in your neighbourhood know each other.

How do you feel about it?

- a. It's a big problem. I don't like it.
- b. It's perfect. You make lots of friends this way.
- c. It's useful when you need some help, but sometimes it's a bit annoying.

6. What is your general opinion about life in the country and life in the city?

- a. Life in the country isn't as exciting as life in the city.
- b. Life in the country is more peaceful than life in the city.
- c. Life in the country isn't very different from life in the city.

Check your score:

More as: You are a city person and you prefer a busy lifestyle. You enjoy the excitement of the city and you don't mind noisy places. You love shopping and all the things a city has to offer. Living in the country is boring for you.

More bs: You are a country person and you prefer a relaxed lifestyle! You love nature and animals, and you like living without noise and pollution. You love walking, exploring places and meeting people.

More cs: You are not exactly a city or a country person. You like the fun of the city, but you also enjoy some peace and quiet. For you, an easy and comfortable lifestyle is more important than the place you live.

3 Grammar
Comparative forms

POSITIVE	COMPARATIVE
fast	faster
nice	nicer
big	bigger
busy	busier
peaceful	more peaceful
good	better
bad	worse
far	farther/further
many/much	more

*Life in the country is **more peaceful than** life in the city.*

NOTE (not) as + adjective + as
*Life in the city **isn't as peaceful as** life in the country.*

(not) as + many/much + as
*There **aren't as many** people here today **as** there were yesterday.*

*Balzhan **hasn't got as much** free time **as** Zhanar has.*

3a City vs Country III

Complete the sentences with the correct form of the adjectives in brackets.

1. We are _____ (tired) today than we were yesterday.
2. The houseboat is _____ (expensive) than the caravan.
3. This flat isn't as _____ (big) as the flat we used to live in.
4. Sultan is _____ (good) than Ablai at tennis.
5. Life on a farm is _____ (difficult) than life in the city.
6. Our new sofa is as _____ (comfortable) as my bed.

4 Listen

1 ▶▶ 47 **A.** Listen to three people talking and match them with their new homes.



Polly

Eric

Stacey

1 ▶▶ 48 **B.** Listen again and match the people with the statements.

Polly

My new home is nice, but noisier than my old home.

Eric

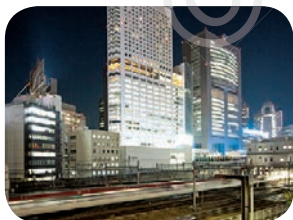
I think life in the country is healthier than life in the city.

Stacey

I like living in the country and in the city.

5 Speak & Write

A. Talk in small groups. Look at the pictures below. Compare the two places using the adjectives in the box.



boring interesting
 busy healthy ugly
 safe dangerous
 modern noisy
 peaceful exciting quiet

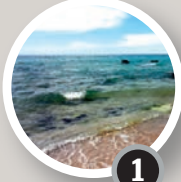
Life in the city is more dangerous than life in the country.

Yes, but life in the city is more exciting.

B. Write a few sentences answering the following questions: Do you prefer life in the city or in the country? Why?

1 Vocabulary

1 ►► 49 Match the pictures with the words. Then listen and check your answers.



1

waterfall



2

river



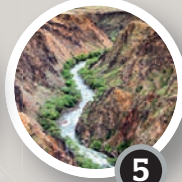
3

mountain



4

forest



5

sea

2 Read

1 ►► 50 **A.** Can you name any interesting geographical features of Kazakhstan? Listen, read and see if you chose any of the features in the text.

Kazakhstan

a land of natural wonders

Close to the Caspian Sea is the **Karagiye Depression**. It is 132 m below sea level and is the fifth deepest area in the world.

Saryarka is a beautiful area with many lakes. It is home to many birds. About 16 million birds live around the lakes.

Fun fact

There are about 48,000 lakes in Kazakhstan. The largest, Lake Balkhash, is very special: half its water is fresh water, and half is salt water!

The **Irtysch River** starts in the mountains of China and is 4,248 km long in total. It runs for 1,835 km through Kazakhstan and is the longest river in the country.

Turgen Gorge is a green area with trees and forests. It is most famous for its seven waterfalls - one is 55 m at its highest point.

The highest mountain in Kazakhstan is **Khan Tengri**. It is 6,995 m high, and some people think it is more beautiful than any other mountain in the world.

B. Read again and complete the sentences below.

1. Lots of different kinds of _____ live in Saryarka.
2. Karagiye Depression is near the _____.
3. The Irtysch River begins in _____.
4. The highest waterfall in Turgen Gorge is _____ high.
5. Khan Tengri is _____ high.
6. Lake Balkhash is interesting because it has both fresh and _____ water.

3 Vocabulary

1 ▶▶ 51 Look at the box and read the numbers a-e aloud. Then listen and check.

4,056 four thousand and fifty-six

25,377 twenty-five thousand, three hundred and seventy-seven

33,000,000 thirty-three million

2,850,146,500 two billion, eight hundred and fifty million, one hundred and forty-six thousand, five hundred

a. 372

b. 3,400,000,000

c. 59,213



d. 4,200,000

e. 7,690

4 Grammar Superlative forms

POSITIVE	COMPARATIVE	SUPERLATIVE
tall	taller	the tallest
large	larger	the largest
hot	hotter	the hottest
easy	easier	the easiest
popular	more popular	the most popular
good	better	the best
bad	worse	the worst
far	farther/further	the farthest/furthest
many/much	more	the most

Mount Everest is **the tallest** mountain **of all**.

 **The tallest** mountain **in** Kazakhstan is Khan Tengri. 

Complete the sentences with the correct form of the adjectives in brackets.

- Adam is _____ (tall) than Mike, but Fran is the _____ (tall) of the three.
- I didn't have a lot of money on me, so I bought the _____ (cheap) T-shirt in the shop.
- The National Museum is as _____ (popular) as the History Museum.

3b Our countryside III

- Today it isn't as _____ (hot) as it was yesterday. I think it's the _____ (cold) day of the week today.
- My uncle's car is _____ (new) and _____ (modern) than my dad's.
- Who's the _____ (famous) writer in your country?

5 Speak GUESSING GAME

Talk in pairs.

The lakes of Kazakhstan	approximate size	deepest point
Balkhash	16,300 km ²	26 m
Zaysan	1,860 km ²	15 m
Alakol	2,654 km ²	54 m
Markakol	452 km ²	30 m
Tengiz	1,590 km ²	8 m
Seletytengiz	777 km ²	3 m
Sasykkol	736 km ²	5 m

Student A: Choose three lakes from the table above, but don't tell Student B. Then describe the lakes to Student B, as in the example. You have two minutes.

Student B: Listen to Student A's descriptions and try to guess the lakes. How many lakes can you guess correctly in two minutes?

It's smaller than Balkhash, but it's also deeper.

Is it ...?

No. It's the deepest lake.

I know. It's ...

Correct! Next one. It's ...

TIP!

Before you speak, make sure you understand the task and how you should use the prompts.

1 Vocabulary 

1 ►► 52 Look at the pictures and complete the sentences with the words in the box. Then listen and check your answers.

tree banana bike arm broke wall



1 Brian jumped off a _____, fell down and hurt his _____ and his back, and broke his finger.



2 Tina fell off her _____ and hurt her knee. She was bleeding.



3 Nigel crashed into a _____, hit his head and _____ his wrist.



4 Jessica slipped on a _____ skin, fell down and sprained her ankle.

2 Read 

A. Amy, Liv and Stu were eyewitnesses to a car accident. Can you guess what happened?

TIP!

Before you read the text, look at the pictures. They will help you understand the text.

1 ►► 53 B. A police officer is interviewing Amy, Liv and Stu, who were eyewitnesses to the accident. Listen, read and check your answers. Then read the dialogues out in groups.



Officer Excuse me, what exactly happened here?
Amy I'm not sure. I live in that house over there. I just saw the boy. He was on the pavement, holding his knee. He looked like he was in a lot of pain, so I called for an ambulance.
Officer Did the car hit the boy?
Amy I really don't know. Is he OK now?
Officer The boy? Yes, he just hurt his knee.



Officer Excuse me, did you see the accident?

Liv Yes. The boy was skateboarding on the pavement. Suddenly, I saw the car.

Officer Where were you?

Liv I was walking on the other side of the street.

Officer Was the driver going fast?

Liv Yes! But suddenly, the car swerved, changed direction and almost hit the boy!

Officer So, the car didn't hit the boy.

Liv No, he just fell down and the car crashed into a tree.

Officer That's strange.

Officer Excuse me, can you explain what happened?

Stu Well, there was a cat, you see.

Officer Ah! A cat.

Stu Yes. It was in the middle of the street. I think the driver didn't want to hit it, so she...

Officer Now, I understand. The driver swerved because of the cat and almost hit the boy.

Stu What boy?

Officer Never mind.



C. Read again and complete the paragraph below.

A boy was skateboarding on the (1) _____.
A young woman was (2) _____ her car and she was going fast. Suddenly, she saw a (3) _____ in the middle of the (4) _____. She tried not to hit the cat, so she swerved and (5) _____ into a tree. She didn't (6) _____ the boy, but he fell off his (7) _____ and hurt his (8) _____.

3 Grammar
Past Continuous

AFFIRMATIVE	NEGATIVE	QUESTIONS
I He was She sleeping It	I He wasn't (was not) She sleeping It	I Was he she sleeping? it
We You were They sleeping	We You weren't (were not) They sleeping	Were we you sleeping? they

- ***I was studying*** at ten o'clock last night. ***I wasn't watching*** TV.
- It ***was raining*** yesterday and the children ***were playing*** in the rain.



3c Ouch! III

Complete with the Past Continuous of the verbs in brackets.

1. Yesterday afternoon, while Arai and Zaure _____ (cook), Arai burnt her finger.
2. Nurzhan _____ (watch) TV all day yesterday. At around seven, a friend came to see him.
3. A: What _____ you _____ (do) all afternoon? _____ you _____ (play) the guitar?
B: No, I _____ (not play) the guitar. I _____ (surf) the Net.
4. A: How did Lyazzat break her leg?
B: Well, she _____ (run) near the swimming pool, and she slipped and fell.

4 Speak & Write

A. ROLE PLAY

Imagine that there was a car accident in your neighbourhood yesterday. Talk in groups of four.

Student A: You are a police officer. Ask the eyewitnesses (Students B, C, D) questions.

- ▶ What time did the accident happen yesterday?
- ▶ Where were you?
- ▶ What were you doing?
- ▶ What exactly did you see?
- ▶ Did you call for an ambulance?

Students B, C, D: You are eyewitnesses to the accident. Think about the questions above and discuss what happened. Then answer Student A's questions.

B. Write a short paragraph about the accident.

1 Vocabulary

1 ►► 54 Match the pictures with the words. Then listen and check your answers.



1



2



3



4



5



6

ant



sheep



wolf



snail



eagle



grasshopper



2 Read

1 ►► 55 **A.** Look at Leyla's drawing. What do you think happened? Listen, read and find out.



Leyla's nature blog



23 April



Hello everyone!

Yesterday my mum and I went to Naurzum Nature Reserve. I drew lots of pictures of different flowers. Tulips are my favourite flower so I drew many of them. While I was drawing, my mum was taking pictures. She took some beautiful pictures of flowers and birds. There are a lot of birds in the reserve. I was drawing a big red tulip when I saw a huge bird in the tree above me. I think it was an eagle!

For lunch, we had sandwiches and cake with jam. While I was taking the cake out of the box, I saw there was something else inside! Hundreds of ants! Awful!



3d A day in the country III

As you all know, my mum is a biology teacher, so she wasn't upset at all. 'Look, Leyla,' she said. 'These ants are special. They only live in this part of Kazakhstan, and nowhere else in the world.'

I drew a picture of the ants. They look like normal ants, but they have longer heads.

I want to find out what other animals only live in Kazakhstan. Do you know any?

B. Read again and answer the questions.

1. What did Leyla's mother take pictures of?
2. What was Leyla doing when she saw the bird?
3. Where did Leyla find the ants?
4. What does Leyla's mother do?
5. What was interesting about the ants Leyla found?
6. What do the ants look like?

3 Grammar

Past Simple - Past Continuous Time clauses (when, while)

- While we **were sitting** in the garden, we **heard** a strange noise.
- I **was walking** on the beach when it **started** raining.
- While George **was driving**, he **was listening** to music.

Complete the sentences with the Past Simple or the Past Continuous of the verbs in brackets.

1. I _____ (sit) on the sofa when I _____ (see) a spider on the wall.
2. While Samantha _____ (talk) on the phone, Pam _____ (write) emails.
3. While you _____ (play) tennis, Rob _____ (call) you.
4. The teacher _____ (read) something to her students when Mr Barnes _____ (come) into the room.
5. Gary _____ (fall) and _____ (break) his leg while he _____ (run).

4 Pronunciation

1 ▶▶ 56 **A.** Listen and repeat. What's the difference between a, b and c?

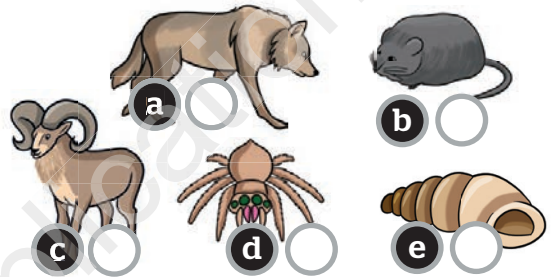
- a. Internet
- b. team
- c. prize

1 ▶▶ 57 **B.** Listen and tick (✓) the sound you hear.

	Internet /ɪ/	team /i:/	prize /aɪ/
practice			
building			
why			
people			
time			
tree			

5 Listen

1 ▶▶ 58 **A.** Listen to a radio show about animals in Kazakhstan. Which animals does the man say only live in Kazakhstan?



1 ▶▶ 59 **B.** Listen again and match the animals above with the statements below. Write a, b, c, d or e.

- This animal eats an endangered animal.
- They only come out at night.
- There are only about 100 of them.
- The woman is scared of these.
- There are four different kinds only found in Kazakhstan.

6 Speak

Talk in pairs. Look at the pictures below and imagine these things happened to you. What were you doing at that time? Use the prompts to ask each other questions.



car / crash



see / bear



fall / water



ball / hit



start / raining

What were you doing when you fell into the water?

I was walking by the river.



1 Vocabulary 

1 ►► 60 Match the pictures with the words and the signs. Then listen and check your answers.



1



2



3



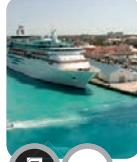
4



5



6



7



a

train station



b

airport



c

car park



d

cathedral



e

bridge



f

port



g

mosque

2 Listen 

A. Before you listen, look at the pictures below. Do you know anything about these places?


 Golden Gate Park

 Golden Gate Bridge

 Chinatown

 San Francisco Bay

 Cable cars

1 ►► 61 B. Listen to a radio advertisement and tick (3) the places above that are mentioned.

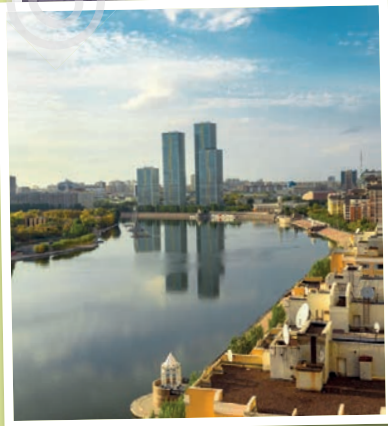
1 ►► 62 C. Listen again and complete the sentences.

- San Francisco is the _____ largest city in California.
- _____ visitors go to San Francisco every year.
- The Golden Gate Bridge is _____ metres long.
- At AT&T Park you can watch a _____ game.
- _____ is a good place for shopping.
- You can go on a bike ride over the _____.

3 Speak & Write

A. Read the description and answer the questions below.

1. What place is the writer describing?
2. Where is it?
3. How many sights does the writer mention in the second paragraph?
4. What does the writer think of Astana?
5. What does the writer enjoy doing with his friends?
6. What adjectives does the writer use to describe the place?



I live in Astana, the capital of Kazakhstan. Astana is in northern Kazakhstan and the Ishim River runs through it. It is a new, modern city full of amazing buildings and skyscrapers.

There are many interesting places in Astana, and tourists never get bored when visiting them. There's the Bayterek Tower, for example. It is ninety-seven metres tall and has got a great view of Astana. There are also lots of museums in Astana. The biggest and most popular is the National Museum of Kazakhstan. Visitors can learn about Kazakhstan's ancient and modern history there.

Astana is a beautiful city, and I really enjoy living here. There are lots of parks, and my friends and I often hang out in them. Our favourite is Central Park, of course! We also love sports and are huge fans of Barys Astana. They sometimes play ice hockey at the Barys Arena, and we always go and watch them. They are the best!

B. Think about your town/city. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

What's the name of your town/city?

...

Where is it?

...

What are some important features of this place (size, population, geographical features, etc.)?

...

What are some of the most interesting sights?

...

What can people do there?

...

What do you think of the town/city?

...

What do you enjoy doing there with your friends?

...



C. Read the text again and write what the highlighted words (1-6) refer to.

Avoiding repetition

When writing, try not to repeat the same words all the time. Use words like:

- ▶ he / she / it / we / they
- ▶ him / her / it / us / them
- ▶ here / there
- ▶ this / that

• *There's a beautiful forest near here. I go hiking ~~in the forest~~ every weekend.*

• *Lots of tourists visit my town and I always try to show ~~the tourists~~ around.*

1. it: _____

4. here: _____

2. them: _____

5. them: _____

3. there: _____

6. We: _____

D. Write a description of your town/city. Use your notes in activity 3B and follow the plan below.

Introduction:

- ▶ What's the name of your town/city?
- ▶ Where is it?
- ▶ Is it big?
- ▶ Are there any mountains, hills, rivers, etc.?

Main Part:

- ▶ What are some of the most interesting sights?
- ▶ What can people do there?
- ▶ Do lots of people visit there every year?

Conclusion:

- ▶ What do you think of the town/city?
- ▶ Is there anything you like/dislike about it?
- ▶ What do you enjoy doing there with your friends?



Use a variety of adjectives when you write to make your description more interesting.

Vocabulary

A. Circle the correct words.

1. My aunt and uncle bought a **caravan** / **cottage** and travelled around the country last summer.
2. Linda lives in a **block** / **pavement** of flats in the city centre, and it's very noisy there.
3. Iliyas fell and hurt his **arm** / **ambulance**.
4. That sofa doesn't look very **annoying** / **comfortable**.
5. The **view** / **level** from this window is beautiful.
6. Which of the two dresses do you **explain** / **prefer**?
7. Don't buy that jacket. It's very **expensive** / **incredible**.
8. Let's go swimming in the **river** / **land**.

Score: / 8

Grammar

B. Circle the correct words.

1. Alan **was falling** / **fell** down while he **was walking** / **walked** to school today.
2. It's **hotter** / **hottest** than it was yesterday.
3. That's the **taller** / **tallest** skyscraper in the city.
4. I **was listening** / **listened** to music when my parents **were getting** / **got** back from their trip.
5. This train isn't as **more crowded** / **crowded** as the one I took in the morning.

Score: / 7

Communication

C. Complete the dialogue with the sentences a-e.

- a. What was it like?
- b. I went for a walk around the city every morning.
- c. So, which sight did you like most?
- d. Because it's got the most amazing buildings.
- e. What did you think of Astana?

A: Hey, Peter, you're back. (1) _____

B: It's a fantastic city!

A: That's nice. What did you do there?

B: (2) _____

A: Really? Why?

B: (3) _____

A: You have to show me some pictures! (4) _____

B: The National Museum of Kazakhstan, of course.

A: (5) _____

B: Brilliant! I've got so many things to tell you.

Score: / 5

TOTAL SCORE: / 20

Now I can...

- ▶ make comparisons
- ▶ talk about life in the city and in the country
- ▶ use the Past Continuous
- ▶ narrate past events
- ▶ distinguish between the Past Simple and the Past Continuous
- ▶ talk about natural landmarks in Kazakhstan
- ▶ describe my town/city

1 ►► 63 Listen, read and complete the sentences. 

Bayanaul - take the tour!

Bayanaul National Park is the oldest national park in the country. It's a great place to enjoy nature and do some fun activities.

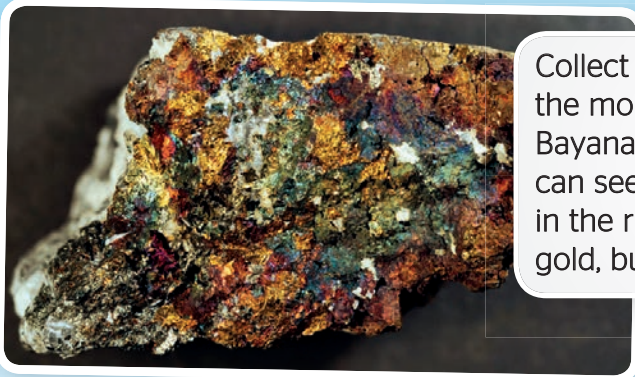


Spend some time at Lake Zhasybai. This is the best lake for swimming in Bayanaul. The cool water is perfect on hot days.

Walk through the park and look at its many strange and fantastic rocks. What do you think they look like? For a real adventure, you can climb Akbet Mountain. It's the highest place in the park!



Look out for forests of black alder trees and Bayanaul pines. It is difficult to find them anywhere else, but you can see both in the park. They're beautiful in all seasons.



Collect water from rivers in the mountains. The water in Bayanaul is very healthy. You can see something on the rocks in the rivers, too. It looks like gold, but it's actually copper.

Climb up to Aulietas Cave. People say that the cave can make your wish come true. Just touch the wall of the cave, make your wish, then walk away and don't look back.

1. Bayanaul was Kazakhstan's first _____.
2. The best place to go for a swim is in _____.
3. _____ is the tallest mountain in Bayanaul.
4. In Bayanaul forests you can see two different kinds of _____.
5. You can often find copper in the _____ of Bayanaul.
6. Ask for something you would like at _____ and you may get it.

Project

Find information about a national park in another country and use it to make a poster. Include information about its location, important geographical features and things to do there.

1 ▶▶ 64 A. What do you know about Scotland?

Write T for True or F for False. Then listen, read and check your answers. 

1. The capital city is the largest city.
2. It was called Scotland in the 5th century.
3. The highest mountain is Ben Nevis.
4. Lakes in Scotland are called lochs.



B. Now look at the highlighted words in the text and find their definitions in a dictionary.



SCOTLAND

Scotland is located in the northern part of Great Britain and it is part of the United Kingdom along with England, Wales and Northern Ireland. The capital city is Edinburgh, but the largest city is Glasgow, with approximately 606,000 people. The population of Scotland is 5.4 million.

The history of Scotland began when the Romans invaded Britain in the 1st century AD. They called the land Caledonia, and in the 5th century Celtic immigrants from Ireland, called Scots, settled there and named the country Scotia – land of the Scots. In about the 10th century the land became known as Scotland.

Scotland is divided into three **topographic areas**: the Southern Uplands – an **agricultural** region – the Central Lowlands – an **industrial** region – and the Highlands, which are full of **mountain ranges**. There you can find Britain's highest mountain, Ben Nevis, which is 1,345 m above sea level. Scotland is surrounded by the North Sea, the Irish Sea and the Atlantic Ocean. There are also many lochs (lakes), and Loch Ness is the most famous one because of its mythical monster, Nessie.

The **climate** in Scotland is **temperate** and **oceanic** and varies between regions. The country's high **latitude** means that winter days are short, and during the summer, people in Scotland experience extended **twilight** and no complete darkness, especially in far northern areas.

The currency is the pound sterling, and the national flag of Scotland is blue with a white St Andrew's Cross.

C. Read again and complete the Fact File.

Fact File: **Scotland**

Capital:

Largest city:

Population:

Climate:

Currency:



D. Discuss the following.

- ▶ Would you like to visit Scotland? Why / Why not?

Project

Look at the fact file about Scotland again and prepare a similar fact file about Kazakhstan.

4

Drama and comedy



Discuss:

- ▶ Which famous people do you admire?
- ▶ Would you like to be famous? Why / Why not?

In this module you will learn...

- ▶ to form adjectives from nouns
- ▶ to define people, things and places by using relative pronouns
- ▶ to describe your feelings
- ▶ to express agreement/ disagreement
- ▶ to give your opinion when discussing films
- ▶ to write a description of a film

Where can you find the following in this module?
Go through the module and find the pictures.



Values:

- Setting goals
- Being successful in what you do

1 Read 

2 ▶▶ 02 A. Read the headlines and look at the pictures. What do you think the texts are about? Listen, read and check your answers.



DAILY NEWS / Monday 2 April

Teens in the headlines



Lucky teen wins perfect day out

Last Tuesday, Jane Robson entered a competition that she saw online and won tickets to go and see any play that **she** wanted. 'I chose Hamlet because it's a play which I've always wanted to see, and the leading actor is just fantastic. I didn't expect to win. I feel so lucky!' said Jane. The theatre where **it's** playing is beautiful, too. This prize is also helpful for **her** at school. 'We are reading Hamlet in class, so it really is the perfect prize.'



Top prize for teen playwright

Yesterday the owners of Capital Theatre announced the winner of their yearly playwriting competition. Thousands of people, including some famous playwrights, sent **them** plays. However, a young playwright won the first prize of £2,000 with the first play he has ever written. Fifteen-year-old Tim Blake still can't believe that he actually won. 'The play that Tim sent in was excellent - both funny and sad at the same time,' said Leona Wilkins, the organiser of the competition. '**It's** just the kind of thing that we were looking for.'

B. Read again and write J for Jane, T for Tim or B for Both.

1. This person won money.
2. This person wrote something for others to see.
3. This person was surprised to win.
4. This person did something they haven't done before.
5. This person is studying a play at the moment.



C. Read again. What do the highlighted words refer to?

1. she: _____
2. it: _____
3. her: _____
4. them: _____
5. it: _____

2 Vocabulary

Use the nouns given to form adjectives and complete the sentences.

NOTE: We form some adjectives by adding **-y**, **-ous** or **-ful** to nouns.

cloud > *cloudy*

fame > *famous*

help > *helpful*

1. I think life in the country is more _____ than life in the city. **PEACE**
2. Daulet is an _____ young man. **ADVENTURE**
3. My mother thinks that ice skating is very _____. **DANGER**
4. The Internet is really _____ when you need information for a project. **USE**
5. We didn't go swimming today, because it was very _____. **WIND**
6. It's very _____ in this café. I don't like it here. **NOISE**
7. The doctor said that Zhazira is a very _____ young girl. **HEALTH**
8. This dog is very _____. **PLAY**

3 Grammar

Relative Pronouns: who / which / that

Relative adverb: where

- We use **who/that** for people.
 - We use **which/that** for things, animals and ideas.
 - We use **where** for places.
- *That's the boy **who/that** was in the newspaper.*
- *That's the girl (**who/that**) I met at the park.*
- *These are the shoes **which/that** cost £120.*
- *This is the book (**which/that**) I bought for my dad.*
- *The museum **where** my father works is very nice.*

4a In the headlines III

Complete the sentences using *who*, *which*, *that* or *where*.

1. William Frank is the man _____ won the race.
2. Dolphins are animals _____ live in the ocean.
3. This is the shopping centre _____ opened last month.
4. The restaurant _____ we went yesterday had delicious food.
5. There's the woman _____ works at my mum's clothes shop.
6. Those are the CDs _____ I wanted to buy.
7. That's the new student _____ I sit next to.
8. That's the hospital _____ I was born.

4 Listen

2 ▶▶ 03 Listen to the news bulletin and complete the sentences.

1. A lot of _____ were closed today because of the weather.
2. _____ firefighters were badly injured in a fire in Manford.
3. Roger Woods won a _____ championship in _____.
4. The Jameson Gallery bought a painting for _____ pounds.

5 Speak

Talk in pairs. Read the headlines below and try to guess what the articles are about. Add your own information and use *who*, *which*, *that* or *where*, as in the example. Then tell your story to the class.

DOG SAVES MAN

STUDENT GETS LOST IN FOREST

14-YEAR-OLD WINS TRIP

GIRL FINDS OLD COIN

I think the article is about a dog that saw a man in a river.

Yeah, and the man who was in danger called for help.

And then the dog jumped in and saved him.

1 Vocabulary

2 ▶▶ 04 Listen and match the words in bold with their meanings a-f.

1. Brian got a new laptop. I'm **jealous** because I've only got an old computer.
 2. The film we saw was terrible. We were very **disappointed**.
 3. I was **nervous** before the exam, but it was actually very easy.
 4. Greg did well in the Maths competition and his parents were **proud** of him.
 5. The coach is **confident** that the team will win the next game.
 6. I'm **confused**. Is Mr Blake's office on the second or third floor?
- a. worried that bad things may happen
 - b. happy about something you or other people you know have done
 - c. feeling sure that you can do something well
 - d. upset because things haven't happened the way you expected
 - e. unhappy and angry because you want something another person has
 - f. feeling that you can't think clearly or understand what is happening

TIP!

Try to guess the meaning of unknown words.

2 Read

2 ▶▶ 05 **A.** Look at the picture. What do you think is wrong with Amy and Stu? Listen to the dialogue and check your answers. Then read it out in groups.

- Man** Full Blast, you're on next, OK?
- Bill** Right, guys, this is it. Our chance to become famous.
- Liv** Let's give it our best shot.
- Bill** What's up, Amy?
- Amy** I'm just a bit nervous.
- Stu** So am I.
- Bill** Come on you two. I've never seen you like this before.
- Liv** Neither have I. It's not like this is our first performance.
- Amy** Yeah, but this is different. We want to do well in this audition because we may perform on TV, and millions of people will watch us!

4b You can be a star III

- Liv** Exactly. Don't you want to be famous?
Amy I don't know. I don't feel ready.
Stu Neither do I. We may make a mistake! Embarrassing or what?
Bill I can't believe you two! We aren't going to make a mistake. We're all going to be brilliant!
Stu How come you're so confident?
Bill Because we've worked hard for this. OK, listen to me. Why did you join the band?
Amy Because I love performing with you guys.
Stu So do I.
Bill Well, I'll tell you what. Let's just go out there and enjoy it, eh? There's no need to be nervous. We just want to perform and have some fun, right?
Stu OK!
Amy Full Blast, let's go!



B. Read again and find sentences in the dialogue to prove the following.

1. It's almost time for Full Blast to perform.
2. Stu and Amy aren't usually nervous.
3. Full Blast have the chance to be on TV.
4. Bill thinks the performance will go well.
5. Stu enjoys performing with the band.
6. Bill tries to make Stu and Amy more confident.

3 Grammar

So / Neither

A: *I'm jealous of Rod's new bike.*

B: *So am I.*

C: *I'm not.*

A: *I haven't been to the new shopping centre yet.*

B: *Neither have I.*

C: *I have.*

A: *I played football last Sunday.*

B: *So did I.*

C: *I didn't.*

A: *Fiona can't sing very well.*

B: *Neither can I.*

C: *I can.*

Complete using *so* or *neither* and an auxiliary verb.

1. **A:** Susan doesn't want to perform tonight.

B: _____
Donna.

2. **A:** I hate going to Danny's parties.

B: _____ I.

3. **A:** Richard and I went to the cinema on Saturday.

B: _____ we.

4. **A:** Victoria isn't ready yet.

B: _____ my sister.

5. **A:** Adrian was a bit disappointed with the museum.

B: _____
Oliver.

6. **A:** We won't go to the concert.

B: _____ we.

4 Listen 

2 ▶▶ 06 Listen to three dialogues and answer the questions.

Choose a, b or c.

1. Who performed well in the audition?

a. Ken

b. Zoe

c. Ken and Zoe

2. How does Ricky feel about what happened in the competition?

a. jealous

b. disappointed

c. nervous

3. What is true about Luke?

a. He can play the guitar.

b. He can play the drums.

c. He is in a band.

5 Speak

Talk in groups of three. Discuss the statements below.

- I like singing in front of others.
- I'm in a school band.
- I went to the cinema last week.
- I go on camping holidays every year.
- I've got an MP4 player.

- I don't like singing in front of others.
- I'm not in the school band.
- I didn't go to the cinema last week.
- I never go on camping holidays.
- I haven't got an MP4 player.

I don't like singing in front of others.

Neither do I. I get nervous.

I don't.



1 Vocabulary 

2 ▶▶ 07 What kind of music do you like? Listen and repeat.

hip-hop jazz classical dance
 rock pop heavy metal Latin
 traditional R&B

2 Read 

2 ▶▶ 08 A. Look at the picture. What do you think is happening? Listen, read and check your answers.

Lisa Good morning, Jelly Pop. I can't believe it! I'm actually in the same room as you. I'm a huge fan, you know.

Jelly Pop Good morning, Lisa. It's always nice to talk to my fans.

Lisa Thanks again for letting me interview you for the school magazine.

Jelly Pop It's my pleasure! To be honest, it's the first time I've given an interview to a student!

**Jelly
Pop** ★



- Lisa** Cool! First of all, I want to learn about your daily life. So, what is it like?
- Jelly Pop** Well, I get up at six o'clock every morning.
- Lisa** At six? That's early.
- Jelly Pop** Yes. If you go to sleep early, you get up early. And it's important to get up early when you have a busy schedule.
- Lisa** I guess you're right. And then?
- Jelly Pop** I always have breakfast. When I have a good breakfast, I am not hungry during the day. I also have more energy.
- Lisa** That's true. So, what do you do after that?
- Jelly Pop** Well, I usually go to the studio to record new songs or stay at home to write lyrics for my songs.
- Lisa** Wow! You write your own lyrics. That's amazing! Were your parents musicians, too?
- Jelly Pop** No, they weren't musicians, but my dad had a huge record collection. When I was young, I listened to his records all the time, especially dance music because of the strong beat.
- Lisa** I've been to one of your gigs... The atmosphere was great and your outfits were fantastic! You know, I want to become a professional singer, too. I'm really into hip-hop, and when I go to parties, I perform with DJs.
- Jelly Pop** That's great! Maybe I'll come to your next party.
- Lisa** Really? Thank you, Jelly!

B. Read again and answer the questions.

1. Where can you read Jelly's interview?
2. Why does Jelly go to bed early?
3. What does Jelly do after breakfast?
4. What did Lisa enjoy at Jelly's gig?
5. What is Lisa's favourite kind of music?



4c Feel the beat III

3 Vocabulary

Read the sentences. Which of the phrases in bold mean *like* and which *dislike*? Use these phrases to make your own sentences.

1. Madina **is a big fan of** Coldplay. She's got all their albums.
2. Oliver **can't stand** heavy metal music. He thinks it's terrible.
3. Wendy **is interested in** films. She goes to the cinema every week.
4. Isabel **is fond of** chocolate. Sometimes she eats a bit too much.
5. David **finds** magazines **boring**. He rarely reads them.
6. My sister and I **are** really **into** jazz. We've got hundreds of CDs.



4 Grammar

Zero Conditional

EXAMPLES

If you **mix** yellow and blue, you **get** green.
When you **mix** yellow and blue, you **get** green.

Match the two halves of the sentences.

- | | | |
|-------------------------------|-----------------------|----------------------------|
| 1. If I don't have breakfast, | <input type="radio"/> | a. I miss the bus. |
| 2. When the class is noisy, | <input type="radio"/> | b. you get pink. |
| 3. If you mix red and white, | <input type="radio"/> | c. I am hungry. |
| 4. The ground gets wet | <input type="radio"/> | d. the teacher gets angry. |
| 5. If I wake up late, | <input type="radio"/> | e. when it rains. |

5 Pronunciation

2 ▶▶ 09 **A.** Listen and repeat. Which letter is silent?

talk

2 ▶▶ 10 **B.** Read the words and underline the silent letters. Then listen and check your answers.

school	listen	island
honest	autumn	sign
schedule	write	walk

6 Listen

2 ▶▶ 11 Listen to Rick talking to his sister about the music his friends like and match the people with the types of music. There are two extra types of music which you do not need to use.

Eddie

Sandy

Tony

Paula

Jack



7 Speak

Talk in pairs.

Student A: Your partner is a famous person. Interview him/her. Ask him/her questions about his/her life. You can use the questions in the box and add your own.

Student B: Pretend you are a famous person in your country. Answer your partner's questions. Use the phrases in the box to answer your partner's questions.

- What time do you get up?
- How do you spend your free time?
- Do you like being famous?

- I'm interested in...
- I'm fond of...
- I find... boring...

1 Read 

2 ►► 12 **A.** Look at the picture and guess. What are Julie and Phil waiting for? Listen, read and check your answers.



Julie I'm so excited. I've learnt all my lines for the audition.

Phil Well, I've only learnt some, but I'm sure I'll get the part of 'you know who'.

Nat Hi, guys. What are you up to?

Phil We're waiting to audition for the end-of-school play.

Nat Right. I remember seeing a poster somewhere, but I absolutely hate acting, so I didn't read it. I get stage fright.

Phil Really? I love being on stage and performing in front of an audience. I'm not afraid at all.

Nat I am. You may like performing in front of an audience, but other people don't.

Julie I love being on stage, too! That's why the minute I saw the poster on the noticeboard, I wanted to audition for the part of Lady 'you know who'.

Nat Lady 'you know who'? What's the name of the play?

Phil It's the Scottish play.

Nat Which one?

Julie It's a famous Shakespeare play, but I can't say the name out loud.

Phil Don't! It's bad luck to mention the name of this particular play. Everybody knows which play it is, Nat!

Nat Oh, wait. I know it. You mean *Macbeth*.

Phil Oh no, Nat! Did you have to say it? Now, I'm sure something will go wrong with the performance.

Julie And I'm next.

Nat Don't be superstitious. Hey, Julie, break a leg!

Julie Thanks, Nat. At least you got something right.

B. Read again and write J for Julie, P for Phil or N for Nat.

1. Who wants to take part in the school play? and
2. Who is afraid of being on stage?
3. Who doesn't want to mention the name of the play? and
4. Who guesses the name of the play?
5. Who is afraid something will go wrong? and
6. Who wishes someone good luck?
7. Who is going to audition first?

2 Vocabulary

Complete the definitions with the words in the box.

stage performance audience audition lines play

1. a piece of writing performed in the theatre _____
2. the place in the theatre where actors perform _____
3. the words an actor says in a play _____
4. the people who watch a play _____
5. the act of entertaining other people _____
6. a short performance that an actor gives to get a part in a play _____

3 Grammar

some, any, no, all, other

- There are **some** tickets on the kitchen table.
- Do you want **some** water?
- We haven't got **any** DVDs.
- Is there **any** coffee left?
- There were **no** people in the room.
- There was **no** food left, so we went out for dinner.
- I've learnt **all** my lines for the audition.
- Tom likes performing in front of an audience, but the **other** students don't.

4d End-of-school play III

Compounds of *some, any, no, every*

	SOME	ANY	NO	EVERY
People	someone somebody	anyone anybody	no one nobody	everyone everybody
Things	something	anything	nothing	everything
Places	somewhere	anywhere	nowhere	everywhere

- I'm bored. Let's do **something**!
- I can't find my sunglasses. They're **nowhere** in the house.
- I'm hungry. Is there **anything** good to eat?
- **Everyone** always has a good time at Jill's parties.

Circle the correct words.

- A:** There isn't **any** / **no** lemonade left. Do you want **some** / **other** orange juice?
B: No thanks. I don't want **anything** / **nothing**.
- A:** Who's that?
B: She's new at school, but **everyone** / **no one** likes her.
A: Why not?
B: Because she thinks she knows **something** / **everything**.
- All / Any** the children in the class love Ms Dauletova.
- A:** Does **everybody** / **anybody** know Kevin?
B: I do.
A: I've got **something** / **anything** for him. Can you give it to him?
B: Sure.
- A:** I can't find my MP4 player **somewhere** / **anywhere**!
B: Maybe it's **somewhere** / **everywhere** in your room. Look again.
- I can't find my **all** / **other** shoe.

4 Speak GROUP SURVEY

Talk in groups of five. Use the prompts to ask the students in your group questions. Count the number of students who have done the following and complete the table.

Have you ever...?	Number of students
take part in / school play?	
be / theatre?	
see / Shakespeare play?	
meet / famous actor?	
get / autograph from an actor?	

Have you ever taken part in a school play?

Yes, I have.

1 Vocabulary

2 ►► 13 Which of the words 1-5 below do you know? Match them with their definitions a-e. Then listen and check your answers.

- | | | |
|--------------------|-----------------------|--|
| 1. acting | <input type="radio"/> | a. the story of a film or play |
| 2. special effects | <input type="radio"/> | b. the performance in a film or play |
| 3. scene | <input type="radio"/> | c. the music which is heard in a film |
| 4. plot | <input type="radio"/> | d. a part of a film or play |
| 5. soundtrack | <input type="radio"/> | e. unusual and exciting scenes in a film usually made by computers |

2 Speak & Write

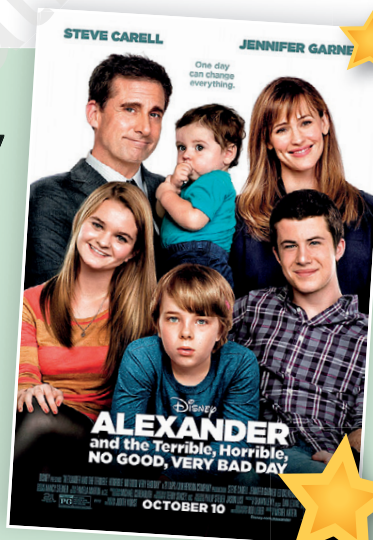
A. Read the text and complete the table.



Alexander and the Terrible, Horrible, No Good, Very Bad Day

Alexander and the Terrible, Horrible, No Good, Very Bad Day (2014) is not the most catchy title for a comedy, but it does make you laugh. Miguel Arteta directs a team of amazing actors. Ed Oxenbould stars as Alexander Cooper, a boy who feels that only bad things happen to him. However, for his family, everything is going well. His brother (Dylan Minnette) is learning to drive, his sister (Kerris Dorsey) is playing a leading role in her school play, and his parents (Jennifer Garner and Steve Carell) are both doing well at work. On his 12th birthday, Alexander blows out a candle on a cupcake and makes a wish: that, just for one day, his family know what it feels like to have a terrible, horrible, no good, very bad day. The next day, everything goes wrong for them. It's awful, but very funny.

This is a film that the whole family can enjoy. The actors are all excellent, especially the leading actor Ed Oxenbould, and they made me laugh even though I didn't really enjoy the plot. The music isn't anything special, but that isn't important to me. Most of all, the film sends out a nice message for all of us who know what a bad day feels like!



4e What a film! III

Title of film			
Year			
Type of film			
Leading actor(s)			
Director			
Opinion	😊	😐	😞
Acting			
Plot			
Soundtrack			

B. Complete the table below about your favourite film or about a film you've recently seen. Then talk in pairs.

Title of film			
Year			
Type of film			
Leading actor(s)			
Director			
Opinion	😊	😐	😞
Acting			
Plot			
Soundtrack			
Special effects			

What's the title of the film?

...
When did it come out?

...
What type of film is it?
It's a romantic film / a horror film / an animated film / a comedy, etc.

Who directed it?

...

Who is the leading actor?

...
Did you like the plot?
I thought it was fantastic / interesting / boring / terrible, etc.

Did you like the acting / soundtrack / special effects?

I really liked...

C. Read and join the sentences using the linking words.

Linking words

I liked the plot. I didn't like the soundtrack.

▶ **but**

*I liked the plot, **but** I didn't like the soundtrack.*

▶ **however**

*I liked the plot. **However**, I didn't like the soundtrack.*

1. The acting is great. The plot is boring. (however)

2. The special effects are amazing. The music isn't anything special. (but)

3. The film is not a comedy. It has some funny scenes. (however)

4. I love horror films. My sister loves comedies. (but)

D. Write a description on your school blog of a film you've recently seen. Use your notes from activity 2B.

TIP!

- Use adjectives (amazing, great, wonderful, boring, etc.) to describe the plot, the acting, the soundtrack and the special effects.
- Use linking words to write what you liked / didn't like.
- Remember to check punctuation and capital letters in your writing.

Capital letters

Use capital letters:

- at the beginning of a sentence
- with first and last names
- with Mr/Mrs/Miss/Ms/Dr
- with streets/roads/avenues, etc.
- with cities/countries/nationalities
- with languages
- with the personal pronoun I

Punctuation

Use:

- a full stop (.) to end affirmative and negative sentences
- a question mark (?) to end direct questions
- an exclamation mark (!) to end exclamatory sentences (expressing anger, surprise, happiness, love, etc.)

Vocabulary

A. Circle the correct words.

- I'm **confident** / **confused**. Does your aunt live in Bournemouth or Portsmouth?
- I was at the supermarket when I slipped and fell over. It was so **nervous** / **embarrassing**!
- David is a big fan **into** / **of** jazz and he's got hundreds of CDs.
- Owen didn't do well in the exam and was very **disappointed** / **proud**.
- Wendy is **interested** / **fond** in films and goes to the cinema every week.
- I have a really busy **schedule** / **performance** during the week.
- Zukhra really liked the special **auditions** / **effects** in the new *Star Wars* film.
- My best friend and I decided to **enter** / **record** a competition and we won tickets to Mexico!

Score: / 8

Grammar

B. Circle the correct words.

- Jack broke a bottle of water and there was water **everywhere** / **nowhere** on the kitchen floor!
- The car **who** / **which** Belinda likes costs 14,000 euros.
- Have you got **any** / **other** money with you? I want to buy some sweets.
- When you mix red and yellow, you **get** / **got** orange.
- I'm thirsty, but I've got **nothing** / **anything** to drink.
- That's the café **where** / **which** Oraz and Yeldos hang out.

- I just called Jake's house, but there's **nobody** / **anybody** at home.

Score: / 7

Communication

C. Choose a or b.

- A:** Ken has never been to the Maldives.
B: _____
a. So has John. b. Neither has John.
- A:** We had a great time yesterday!
B: _____
a. So did we. b. So had we.
- A:** Sue's going to the cinema tonight.
B: _____
a. So is my sister. b. Neither is my sister.
- A:** I won't lie again.
B: _____
a. Neither do I. b. Neither will I.
- A:** I want to watch this horror film.
B: _____
a. Ben does. b. I don't.

Score: / 5

TOTAL SCORE: / 20

Now I can...

- ▶ define people and things by using relative pronouns
- ▶ form adjectives from nouns
- ▶ describe my feelings
- ▶ express agreement/disagreement
- ▶ give my opinion when discussing films
- ▶ write a description of a film

2 ►► 14 Listen, read and tick (3) the correct column in the table. 🎧

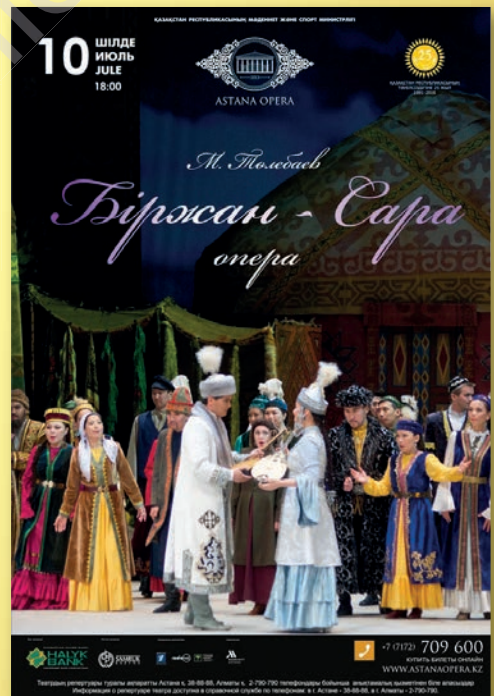
Popular Kazakh Operas

Birzhan and Sara

Birzhan and Sara, by Mukan Tulebaev, is one of the most popular Kazakh operas. The first performance was in Almaty in 1946, and in 2013 the Astana Opera opened with this fantastic work.

Birzhan and Sara, both popular singers, sing in the main square of a Kazakh village called Koyandy. Birzhan loves Sara and he likes singing and playing music for her near the lake with his dombra. Another man, Zhienkul, wants to make Sara his wife, so he arrests Birzhan. Sara does all she can to help him escape, but unfortunately the ending is unhappy.

This opera is based on a true story, and the audience loves the beautiful music, as well as the traditional colourful costumes.



Abai

Abai is Khamidi and Zhubanov's most beautiful opera. The poet Abai Kunanbai inspired them to create this brilliant opera in 1944. The premiere of the opera was in the Abai Kazakh State Academic Theatre of Opera and Ballet, and since then millions of people have seen it.

Abai tells the story of the romantic and tragic love between two young people, Aidar and Azhar. They are in love and Abai, the famous poet, tries to protect them from their enemies. Unfortunately, there is no happy ending.



Audiences in Germany and France had the chance to watch *Abai* live in 2012 and 2014. The amazing traditional Kazakh songs and the colourful costumes make this opera one of Kazakhstan's best works of art.

	Birzhan and Sara	Abai	Both
1. A famous person helps two people who love each other.			
2. The costumes are beautiful.			
3. It was the first opera to play at the Astana Opera.			
4. Something bad happens in the end.			
5. Audiences outside Kazakhstan have seen this opera.			

Project

Find information about a famous opera, musical or theatre performance in another country and use it to make a poster. Include information about the composer/playwright, the plot, the costumes and the music, as well as other important facts about this opera/musical/theatre performance.

SONG
'Unlucky day'
Go to page 221.

Musical instrument families

2 ►► 16 **A.** Listen to the sounds and match them to the pictures a-d. 

Sound 1


Sound 2

Sound 3

Sound 4



B. Now look at the highlighted words in the text below and find their definitions in a dictionary.

2 ►► 17 **C.** Do you know how to play any musical instruments? What are some of the different ways we can play musical instruments? Listen, read and check your answers. 

There are many different types of musical instruments in an **orchestra**. Each instrument is part of a different group, called a 'family'. All the instruments in each family look very different from each other, but one thing is always the same: how we play them.

Instruments in the wind family make a **sound** when we **blow** into them. Then there are the instruments in the percussion family, which we play by **striking** in some way. We play instruments in the string family by **touching** the strings to make different sounds. Many orchestras also have a piano - which is, of course, an instrument from the keyboard family.

D. Look at the instruments below. Put each one in the correct column in the table.



dombra



French horn



organ



keyboard



bassoon

tambourine



zhetygen



cymbal



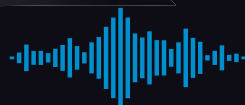
Wind family	String family	Percussion family	Keyboard family
flute	violin	drum	piano

E. Discuss the following.

- ▶ What is your favourite musical instrument?
- ▶ Would you like to learn a musical instrument? Which one?

Project

Make a musical instrument family poster. Draw four columns on a piece of cardboard and write the name of a musical instrument family at the top of each one, as in the table above. Then find pictures of as many musical instruments as you can, and write the names of the instruments in the correct columns.



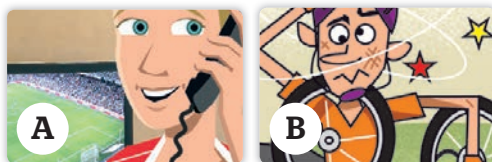
Discuss:

- ▶ Do you think teenagers have healthy lifestyles? Why / Why not?
- ▶ How do teenagers communicate with each other?
- ▶ Do you eat healthily?

In this module you will learn...

- ▶ to talk about ailments
- ▶ to write a note and a text message
- ▶ to talk about your eating habits
- ▶ to ask and answer about quantity
- ▶ to give your opinion
- ▶ to talk and write about pets
- ▶ to ask for and give advice
- ▶ to write a letter asking for advice

Where can you find the following in this module?
Go through the module and find the pictures.



Values:

- Having healthy eating habits
- The importance of helping friends

1 Vocabulary



2 ▶▶ 18 Match. Then listen and check.



I've got earache.

I've got stomach ache.

I've got toothache.

I've got a headache.

I've got a sore throat.

I've got a cough.

I've got a fever.



2 Read



2 ▶▶ 19 A. Listen to the dialogue. Then read it out in groups. Why didn't Bill go to the cinema?



Amy Where's Bill? It's almost nine o'clock. The film starts in fifteen minutes.

Liv I think we should call him. You know Bill. He's never on time.

Amy He's not answering his mobile.

Liv Maybe he's still at home. Try him there.

Bill Hello?

Amy Bill! What are you doing at home? Have you forgotten about the cinema again?

Bill Sorry, Amy, but I'm ill... I've got the flu. I've got a fever and a headache. I've got a bad cough, too.

Amy You poor thing! You should take a painkiller and stay in bed then.

Liv What's wrong with him, Amy?

Amy Bill's got the flu.
Liv Oh dear! He shouldn't go out.
Amy And you should drink some warm tea with honey and lemon.
Bill OK, OK.
Amy Are you at home alone?
Bill Erm, yes, I am. I have to hang up, Amy.
Amy Maybe we should cancel the cinema and come and see you.
Bill No! Ermm... you'll get ill, too... OK, bye now!
Stu No, that was never a foul!
Amy Are you really alone?
Bill That's just Stu. He's... um... looking after me. I'm really quite ill.
Amy Stop lying, Bill. You're watching football with Stu, aren't you?
Stu Goal!!! Get in there!
Bill Yes, I am. Sorry, Amy. I won't lie to you again.

B. Read again and find sentences in the dialogue to prove the following.

1. The film starts at around 9:15 p.m.
2. Bill is usually late.
3. Amy and Liv think Bill should stay at home.
4. Amy thinks that she and Liv should visit Bill.
5. Bill is not at home alone.
6. Bill feels bad about lying.

3 Grammar

The verb *should*

AFFIRMATIVE	NEGATIVE	QUESTIONS
I	I	I
You	You	you
He	He	he
She	She	she
It	It	it
We	We	we
You	You	you
They	They	they
should eat	shouldn't (should not) eat	Should eat?

• You **should** stay in bed today.

• You **shouldn't** go to school.

5a What's wrong? III

Look at the prompts and write sentences. Use *should* or *shouldn't*.

1. Julie has got a headache.
(take / painkiller) _____
2. I've got stomach ache.
(eat / any more sweets) _____
3. It's really hot in my bedroom.
(open / window) _____
4. I don't understand this exercise.
(ask / teacher) _____
5. Stephen has got a sore throat.
(drink / cold water) _____

4 Listen

 Listen to Laura talking to her brother.
What's wrong with her? Tick (✓).

fever

the flu

cough

stomach ache

sore throat

headache

5 Speak

Talk in pairs.

Student A: Imagine you've got one of the problems in activity 1. Tell Student B what's wrong with you and ask him/her for advice.

Student B: Listen to Student A and give him/her advice. Use *should/shouldn't* and some of the ideas in the box.

I've got a terrible headache.

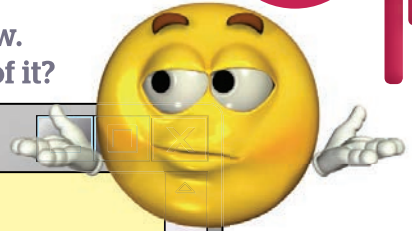
What should I do?

I think you should take a painkiller and go to bed.


- ▶ take / medicine or a painkiller
- ▶ drink / water
- ▶ drink / warm tea or milk
- ▶ have / warm soup
- ▶ eat / fruit and vegetables
- ▶ eat / sweets
- ▶ go / school or go out
- ▶ stay / bed
- ▶ sleep or relax for a while
- ▶ listen / loud music
- ▶ watch TV
- ▶ exercise
- ▶ have / shower

1 Read

A. Read the dialogue below.
Can you understand any of it?



K-girl > How was the film last night?
 YOYO > :-(
 K-girl > Y ?
 YOYO > (-_-)zzz
 K-girl > LOL. R U coming 2 Jay's L8R?
 YOYO > No :-(
 K-girl > PLS!
 YOYO > OK :-)
 K-girl > THX
 YOYO > C U @ 9?
 K-girl > OK. Don't B L8!





2 ►► 21 B. Listen and read. Does the text help you understand the dialogue above better?

Chatspeak A beginner's guide

Communicating with other people is important for many reasons. One of the most important reasons is that it makes us happy.

Some people like talking on the phone when they want to communicate. Other people prefer sending messages. That is how chatspeak began!

Chatspeak is also called Internet slang or netspeak because you can use it in chat rooms or in emails. Another name is SMS language because lots of people use it when they write text messages on mobile phones.

People wanted a short and easier way to write messages. On mobiles the keyboard is small and this makes writing difficult, and also text messages used to be expensive. It may be faster to write in chatspeak, but sometimes it can be slower to read than normal writing.

In chatspeak, you can type one letter and it can mean a whole word. For example B means 'be' or Y means 'why'. You can also shorten words and use symbols and numbers. For example PLS means 'please' and L8R means 'later'. Another thing you can do is shorten phrases to letters, like BRB, which means 'be right back'. Or when something is funny, you can type LOL, 'laugh out loud'. There are no set rules to chatspeak. You can shorten any word. Just make sure the receiver of the message understands it.

5b Messages :-) III

You can also add smileys to your chatspeak, just to make it more interesting. Smileys show people how you're feeling, without using words. So when you're happy you can type :-), but when you're sad you can type :-(. You can even type (-_)zzZZ to show you are bored or feeling sleepy. So can you understand chatspeak now?

For a chatspeak and smiley dictionary go to p. 218.

C. Read again and answer the questions.

1. What are three names for chatspeak?
2. Where can you use chatspeak?
3. Why did people start using chatspeak?
4. Why can chatspeak be a problem for readers?
5. What is important to remember when writing chatspeak?
6. What do smileys show?

2 Vocabulary

Complete the sentences with the words in the box.

type chat room text messages text receive note

1. Can you _____ David about tomorrow's trip? He doesn't know what time we're leaving.
2. Brian sent an email to his cousin in Australia, but she didn't _____ it.
3. I left a _____ on the fridge. Didn't you see it?
4. How fast can you _____ on your computer?
5. I was in a _____ with some people from Spain when an old friend joined in.
6. I sometimes send my mum _____ and she can't understand one word!

3 Grammar

-ing form

- **Running** is good for your health.
- Helen loves **cooking**.
- I can't stand **working** long hours.
- I usually go **shopping** at the weekend.
- Mike's good at **playing** chess.

Complete the sentences with the -ing form of the verbs in the box.

exercise travel eat watch make look

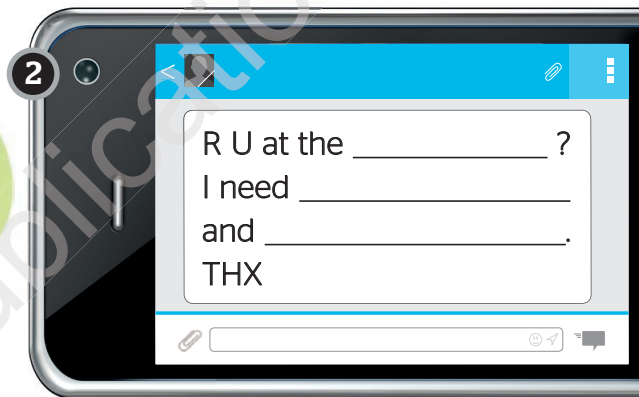
1. John is thinking of _____ to Italy next summer.
2. You should stop _____ TV all afternoon. Join the gym and start _____!
3. Diane can't stand _____ fish. How about _____ her a salad?
4. _____ after a pet is not easy.

4 Listen

A. Look at the texts below. What types of texts are they?

2 ▶▶ 22 B. Listen to two short telephone calls and complete the missing information.

1 Ray
Meet me at _____
Be there before _____
Don't be late!



5 Write

Read the situations below and write a note and a text message.

- ▶ You need something from the shops. Write a note telling your sister that you've taken her bike and tell her when you'll be back.
- ▶ You've got football practice till late today. Write a text message to your friend saying you can't go to the cinema with him/her.

When you're writing a note:

- greet and sign off just by writing names.
- keep the text short and give only the important information.
- remember that you don't have to write full sentences.

When you're writing a text message:

- you don't need to write a greeting or to sign off.
- you only give the important information and often you shorten words and use SMS language / chatspeak.

TIP!

1 Read 

2 ▶▶ 23 **A.** Listen and read. What do the two experts believe about fast food? Write P for Peter Swain and R for Rosalind Mack next to the correct opinion. There are two extra opinions which you will not need to use.

1. Some fast food is OK, but you should eat healthy food, too.
2. Fast food is OK, but you should exercise, too.
3. Nowadays, fast food is 100% healthy.
4. Fast food is totally unhealthy.

Fast food

How healthy is it?

It's fast, it's cheap, it's tasty. We all love it! But how good is it for us? Here's what two experts, Peter Swain and Rosalind Mack have to say.



Do you feel like a juicy burger? Well, it's OK. Fast food isn't that bad for you. Remember, we need protein in our diet to be strong and healthy, and our body needs a little fat, too. Also, eating a few chips every now and then doesn't make you unhealthy. Potatoes are rich in carbohydrates and they give you energy. Just don't overdo it with fried food. For some vitamins, choose a fresh salad with olive oil. Nowadays, most fast food places have salad bars. So don't avoid fast food completely. Eating a lot of it is unhealthy, though.

Peter Swain

Fast food is junk food. It's full of fat, salt and sugar, and it doesn't contain many vitamins. Many teenagers have made fast food an important part of their diet and are overweight. Also, they don't exercise very much, so at some point they will probably have health problems. Teens need to avoid fast food. They should eat home-cooked meals and lots of salads. They should drink lots of milk instead of soft drinks. Milk and dairy products are rich in protein and calcium and are necessary for healthy teeth and bones.

Rosalind Mack



B. Read again and answer the questions.

1. Why are proteins good for us?
2. According to Peter Swain, why aren't chips totally unhealthy?
3. What does he say about fast food places?
4. According to Rosalind Mack, what does fast food contain?
5. According to Rosalind Mack, why will teenagers probably have problems with their health?
6. What should teenagers do to change their diet?

2 Grammar

How much...? / How many...? / Much / Many / A lot of / Lots of / A few / A little

How much / Much / A little + uncountable nouns

- **How much** money have you got?
- I don't drink **much** milk.
- We've got **a little** time. Why don't we go for a walk?

How many / Many / A few + plural countable nouns

- **How many** books have you read so far?
- I don't want **many** chips. I don't like them very much.
- I invited **a few** friends for my birthday.

A lot of / Lots of + uncountable and plural countable nouns

- Soft drinks contain **a lot of** sugar.
- There are **lots of** shops in the city centre.

Circle the correct words.

1. **How much / How many** sugar do you put in your coffee?
2. I haven't got **many / much** money with me. Can you give me £20?
3. Fran can't talk to you right now; she's got **a lot of / lots** work.
4. This soup has got **lots of / a lot** vegetables in it. It's very healthy.
5. **Much / Many** people prefer going on holiday in July.
6. With **a few / a little** help from my friends, I can do it.

3 Listen

2 ▶▶ 24 Listen to a man interviewing a girl for a survey about teenagers' eating habits and write T for True or F for False.

1. The girl should drink half a litre of water every fifteen minutes when exercising.

2. 40% of a teenager's daily food should be fruit and vegetables.
3. The girl should eat more carbohydrates before she exercises.
4. The girl has to eat more dairy products.
5. The man tells the girl to avoid eating sweets completely.



4 Speak & Write

A. Which of the following meals do you consider healthy/unhealthy? Why? Discuss.



fish, potatoes, peas, carrots, lemon



pasta with meatballs, sauce



club sandwich: chicken, cheese, lettuce, chips, ketchup



fried egg, sausages, fried tomato, beans, mushrooms



salad with chicken, lettuce, tomato, cucumber, mayonnaise



yoghurt with strawberries and chocolate

B. Talk in pairs about your eating habits. Use the ideas below.

- ▶ Do you follow a healthy diet?
- ▶ What healthy food do you like/hate?
- ▶ How often do you eat fast food?
- ▶ Do you prefer fast food or home-cooked food?
- ▶ What food do you avoid eating because it is unhealthy?

C. Use the ideas from activity 4B to write a paragraph about your eating habits.

1 Read

2 ▶▶ 25 **A.** Listen, read and match the summary sentences a-d with the paragraphs 1-4.

- a** A pet helps you relax.
- b** A pet will be there when you're on your own.
- c** A pet helps you keep fit.
- d** A pet can teach children to be better people.



Animals are our friends

Feeling down? Stressed? Or unwell? Before you visit the doctor, why don't you get a pet? Here are a few reasons why a pet can change your life!

- 1** You've had a bad day. You go home and your pet runs to welcome you. Doesn't that cheer you up? It just shows how a pet can help you calm down. And that's not true only for cats and dogs. You can relax even if you watch fish in an aquarium.
- 2** A pet can become a child's best friend and a great teacher at the same time. Children who look after pets learn to be more responsible. They also become more sociable, so they can make friends more easily.
- 3** Nowadays, people work long hours and they're very tired, so they don't take up a sport. However, having a dog is good for you because you need to take it for a walk. It's great exercise and don't worry, your dog will always want to go out.
- 4** Sometimes people are unhappy and lonely because someone they know has moved away or they've lost a loved one. Lots of people, especially old people, find that they feel better if they've got a pet.

But remember! Find out everything you can about the specific animal before you get it. Choose carefully and don't forget, a pet is for life!

5d Pet therapy III

B. Read again and write T for True or F for False.

1. Only cats and dogs can help someone relax.
2. Children who've got a pet become more outgoing.
3. People with dogs get the chance to exercise more often.
4. Pets can help you feel better when you are alone.



2 Vocabulary

Complete the sentences with the words in the box.

up down own calm away

1. When I listen to music, I _____ down.
2. I always cheer _____ when my friends visit me.
3. I'm feeling _____ because my best friend's going to move _____ next winter.
4. My grandfather is eighty years old and lives on his _____.

3 Grammar

Full infinitive (to + base form of verb)

- I've decided **to visit** Germany this year.
- Medet went to the pet shop **to buy** a parrot.

Bare infinitive (base form of verb without to)

- We may **get** a snake for a pet.
- Mum, let me **go** to the barbecue, please!

- ① • The teacher made me **stay** at school to do more exercises.



Circle the correct words.

1. **A:** What would you like **have** / **to have** for dinner?
B: I'm not very hungry. I might **have** / **to have** a sandwich later.
2. **A:** Did you go to the doctor **see** / **to see** what's wrong with you?
B: Yes, I've got the flu. I must **stay** / **to stay** in bed and **drink** / **to drink** lots of hot drinks.
3. **A:** I've decided **take up** / **to take up** volleyball because I want **keep** / **to keep** fit.
B: That's a good idea!

4. A: I'm thirsty.

B: Let me **bring / to bring** you a glass of orange juice.

4 Pronunciation

2 ▶▶ 26 **A.** Listen and repeat. What's the difference between a and b?

a. good

b. soup

2 ▶▶ 27 **B.** Listen and tick (✓) the sound you hear.

	good /ʊ/	soup /u:/
rule		
put		
cook		
soon		
lose		
pollution		
full		
football		

5 Speak & Write

A. Talk in pairs about your pet or about a pet you would like to have. Use the ideas below.

Have you got a pet?

No

- ▶ Would you like to have one? Why / Why not?
- ▶ If yes, what would you like to have? Why?

Yes

- ▶ What have you got?
- ▶ How long have you had it?
- ▶ How often do you play with your pet?
- ▶ Does it cheer you up when you're feeling down?
- ▶ If yes, how?



B. Use the ideas from activity 5A to write a paragraph about your pet or about a pet you would like to have.

1 Read & Listen 

2 ▶▶ 28 The teenagers on the left have got problems and are asking for advice. Read their problems and match them with the advice their friends are giving on the right. Then listen and check your answers.



1

I feel down. My sister has got lots of really nice, trendy clothes, but she doesn't let me borrow them.

I think you should calm down and listen to your parents. Your friends' idea might be dangerous.

a



2

We've moved to a new house and, of course, my older sister got the big bedroom. Mine is very small. It's not fair!

Cheer up! Your things are fine. You don't have to borrow hers.

b



3

My two best friends have invited me on a trip, but my parents won't let me go. I don't get it! Should I just go?



c

At least you don't have to share a room with her. I always fight with mine!

2 Grammar

Possessive Pronouns

POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS
my	mine
your	yours
his	his
her	hers
its	-
our	ours
your	yours
their	theirs

A: *Is this **your** bag?*

B: ***My** bag is green, so it's not **mine**. Steve's got a blue bag, so maybe it's **his**.*

Possessive Case - Whose...?

SINGULAR NOUNS	<i>The boy's name is Edward.</i>
REGULAR PLURAL NOUNS	<i>The boys' names are Roy and Buddy.</i>
IRREGULAR PLURAL NOUNS	<i>The children's names are Sam and Polly.</i>

A: *Whose car is this?*

B: *It's Ray's car. / It's Ray's.*

Circle the correct words.

1. My **grandparent's** / **grandparents'** house is on Lumley Road. They moved there last year.
2. **A:** **My** / **Mine** trainers are old. Should I buy these?
B: These trainers are for women. The **men's** / **mens'** trainers are over there.
3. My best **friend's** / **friends'** cat is called Snow White. It's not a very good name because only **her** / **hers** tail is white, but that's what Tina wanted to call her.
4. **A:** **Whose** / **Who's** bikes are these? Can we borrow them for a while?
B: They're not **our** / **ours**. Ask those girls. I think the bikes are **their** / **theirs**.

3 *Speak & Write*

A. Read the letter to an advice column of a magazine and answer the questions.

Having probs?

We all have problems, but I want to know about yours. So write to me.



Ron Roberts

I've got a problem and I'm not sure what to do. Last week, my friend Kevin needed a bike to go to the shops. I couldn't give him mine, so I gave him my father's new bike. However, now I'm in big trouble because my friend had an accident and crashed it. What should I do? I'm so upset! My dad really likes his bike! Do I lie and say I crashed it? He'll be really angry with me. Should I tell him I lent it to Kevin? He'll be even angrier. I'd like to fix it so my dad won't notice, but I need a lot of money to do that and I'm only 14. Can you please help me?

Boy in trouble, Reading

1. What is the boy's problem?
2. What phrases does he use to ask for advice?
3. What advice would you give him?



B. Read the advice Ron Roberts gave to *Boy in trouble* and answer the questions.

First of all, I don't think you should lie to your father. It's always important to tell your parents the truth. Perhaps you shouldn't try to fix the bike, because you might make it worse. Explain that your friend needed your help and you wanted to do a good thing. Tell him that you made a mistake and that you have learnt your lesson. I hope everything goes well.

1. Was the advice similar to yours?
2. What phrases does the writer use to give advice?

C. Talk in pairs. Go to page 218.

D. Read the information below and complete the texts with the phrases a-f.

When you ask for advice:

- ▶ **state your problem. Use expressions like:**
 - *The problem is that...*
 - *I've got a problem with...*
- ▶ **describe how you feel. Use expressions like:**
 - *I feel down/terrible, etc.*
 - *I'm upset/scared, etc.*
 - *I'm in trouble.*
 - *I don't know what to do.*
- ▶ **use expressions like:**
 - *I need your advice.*
 - *What should I do?*
 - *Can you please help me?*

When you write to give advice, use expressions like:

- *I think / don't think you should...*
- *Perhaps you should/shouldn't...*
- *First of all,...*
- *You can...*
- *Don't worry! / Calm down! / Cheer up!*
- *Everything will be just fine.*
- *I hope everything goes well.*

- a. What should I do
- b. I've got a problem with
- c. First of all
- d. don't worry
- e. everything will be just fine
- f. I feel terrible

(1) _____ my brother. I used to help him with his homework, but I've stopped because I've got exams soon. Now he gets really bad marks and (2) _____. He's not talking to me at the moment. I know his homework is important but mine is too. (3) _____ to help him?
Worried sister, Bath

(4) _____, you should try to explain to your brother that you can't help him all the time. Also, try to help him by showing him how to study. It may be difficult for him in the beginning, but (5) _____. He will learn how to do it in the end. Make sure you do well in your exams and (6) _____.

E. Write a letter to an advice column describing a problem you have and asking for advice.



Remember to use set phrases to state your problem, to describe how you feel and to ask for advice.

Vocabulary

A. Circle the correct words.

- I feel a bit ill today. I think I should **cancel** / **overdo** my tennis practice and stay at home.
- Did you **notice** / **receive** an email from George yesterday?
- The coffee isn't sweet. Can you please **add** / **mark** some sugar?
- Cheer up!** / **Move away!** There are worse problems than yours.
- Dana is **responsible** / **overweight**, so she is trying to lose weight by eating healthy food and exercising.
- Lots of people prefer to drink tea **instead of** / **even if** coffee.

Score: / 6

Grammar

B. Circle the correct words.

- Vegetables contain **a lot** / **lots of** vitamins.
- Enlik went to the shopping centre **to buy** / **buy** a hat yesterday.
- Do you like **my** / **mine** shoes? They're new!
- Who's** / **Whose** bag is this?
- It's very cold. We **should** / **shouldn't** go swimming.
- How **much** / **many** meat do you eat every week?
- Peter needs **a few** / **a little** time alone. Let's go outside.
- Kenes enjoys **exercising** / **exercise** at the gym.
- Please let me **borrowing** / **borrow** your jacket, Nurgul.
- There weren't **much** / **many** people at the concert yesterday.

- My grandmother cooks really well. **Her** / **Hers** pasta is the best!
- Don't get upset about the **children's** / **childrens'** marks.
- Roy's got a headache. He **should** / **shouldn't** take a painkiller.

Score: / 13

Communication

C. Match.

- Don't be long.
 - What's wrong with you?
 - I think I've got a fever.
 - I eat lots of fried food.
 - It's not fair!
 - How often do you eat fast food?
- a. Make sure you drink lots of water.
 b. Why are you upset?
 c. You should avoid it.
 d. I'm ill.
 e. Every now and then.
 f. Don't worry. I'll be right back.

Score: / 6

TOTAL SCORE: / 25

Now I can...

- talk about ailments
- write a note and a text message
- talk about my eating habits
- ask and answer about quantity
- give my opinion
- talk and write about pets
- ask for and give advice
- write a letter asking for advice

2 ▶▶ 29 **A.** Look at the pictures and the title. Where do you think you can find this food? Listen, read and check your answers. 

street food

around the world...

Many people choose to have street food when they want a quick and delicious meal. This can sometimes be unhealthy but not always. All you have to do is make the right choice.



- n Crêpes are a French speciality. There are sweet crêpes with chocolate or ice cream. But crêpes with cheese, tomato and mushroom are also delicious!



- n Tacos are a popular street food in Mexico, the USA and many other countries. You can get tacos with different kinds of meat and lots of different vegetables and cheese on top, and they can be as spicy as you want.



n In Kazakh markets you can often find stands selling manti. These are small dumplings made of dough. Inside each dumpling you can find meat, onion and different spices. Manti are very tasty, especially when served with a yoghurt sauce. This is a very popular dish in Central Asia.



n Shawarma comes from the Middle East but is one of the most popular street foods. Shawarma is a bit like a sandwich. Inside a pitta bread there is meat, like chicken or beef. On top of the meat there is salad and either mayonnaise or yoghurt.



B. Read again and write T for True or F for False.

1. Crêpes are always sweet.
2. You can find tacos outside Mexico.
3. Manti does not contain any vegetables.
4. You cannot eat manti outside of Kazakhstan.
5. A shawarma is always made with chicken.
6. A shawarma has got vegetables in it.



Project

Find information about a type of street food from another country and use it to make a poster. Mention the name of the food, the country it comes from and its ingredients.

A. What is a food pyramid? Read the text quickly and check your answers. Then look at the highlighted words and find their definitions in a dictionary.

2 ▶▶ 30 B. Look at the food groups of the pyramid below and match a-e with 1-5. Then listen, read and check your answers. 

a. MEAT, CHICKEN, FISH, EGGS, **NUTS**, BEANS

b. FRUIT AND VEGETABLES
c. BREAD, CEREAL, RICE, PASTA

d. FATS, OIL AND SWEETS
e. DAIRY PRODUCTS

The Food Pyramid



① Too much fat is bad for you. However, **dieticians** say that too little fat is also bad for you! So don't avoid eating sweets. Just don't overdo it!

② Milk, yoghurt and cheese are rich in **protein** and **calcium**. Protein is necessary for the body to grow and be strong. Calcium is necessary for your teeth and bones.



③ This food group can also give you the protein you need to be strong and healthy. You need meat to have strong **muscles**, but red meat has got a lot of fat, so try to eat more fish and chicken.



④ Fruit and vegetables contain vitamins which help your body fight illnesses. You know what they say: 'An apple a day keeps the doctor away.' Eating lots of fresh fruit and vegetables is good for you.



⑤ Do you hate feeling down? Well, all you have to do is eat foods from this group which are rich in **carbohydrates**. Your **brain** and body need energy. So eat more from this group to stay **energetic**!

C. Read again and match the sentences with the correct food group. You will need to match one sentence with two food groups.

1. This food group helps your teeth stay white and strong.



• FATS, OIL AND SWEETS

2. This food group gives you energy.



• DAIRY PRODUCTS

3. This food group makes your muscles strong.



• MEAT, CHICKEN, FISH, EGGS, NUTS, BEANS

4. You shouldn't eat a lot from this food group.



• FRUIT AND VEGETABLES

5. This food group gives you the protein you need.



• BREAD, CEREAL, RICE, PASTA

6. You should eat foods from this food group to avoid getting ill.

D. Discuss the following.

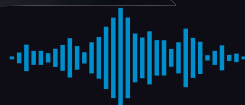
- ▶ Do you follow a balanced diet?
- ▶ Which foods from the pyramid do you eat more and which less?
- ▶ Why do you think it is important to know about the food pyramid?

Project

Make a poster of the food pyramid and in each group write the foods you eat. You can also write which foods you should eat more and which less.

6

Holidays and travel



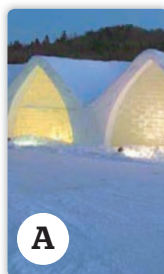
Discuss:

- ▶ Do you like visiting new places?
- ▶ What's the most exciting place you have visited?
- ▶ Which places in the world would you like to visit? Why?

In this module you will learn...

- ▶ to talk and write about your future plans
- ▶ to express your opinion and make predictions about the future
- ▶ to make promises, on-the-spot decisions, offers and requests
- ▶ to talk about the means of transport you use
- ▶ to express ability in the past
- ▶ to use question tags
- ▶ to express your opinion
- ▶ to write an email giving news about your holiday

Where can you find the following in this module? Go through the module and find the pictures.



Value:

- Learning through travelling

6a

Where to stay III

1 Read 

2 ▶▶ 31 A. Listen, read and match the postcards with the pictures.



1



2

Hi Kevin!

Or should I say high? My dream has finally come true! Your dad and I are staying at the Woodpecker Hotel, a small hotel that is in the branches of a tree, thirteen metres above the ground. The view that you get from the top is amazing. Once you climb the ladder, the staff take it away and leave you with the birds. The staff are going to bring us our dinner in a basket soon and we are going to pull it up! It's so exciting!

a

See you soon,
Mum



Hello Connie,

I apologise for my bad handwriting, but it's not easy writing with two pairs of gloves on. Here in the Ice Hotel, it's literally freezing. Everything around me is made of ice, even my bed! Luckily, when I lie down, I don't freeze because the hotel has given me an amazing sleeping bag which keeps me warm. I still wear my hat, scarf and gloves in bed, though. Tomorrow I'm going skiing at an amazing ski resort. I'm also going to try snowboarding, so wish me good luck!

b

Take care,
Brrrrrrrian



B. Read again and answer the questions.

1. Who has done something they have always wanted to?
2. Why is it difficult for Brian to write?
3. How do the people staying at the Woodpecker Hotel get their food?
4. Where do people at the Ice Hotel sleep?
5. Who is going to do a sport they haven't done before?

2 Vocabulary

A. Read the sentence below. What other kinds of trips can you think of?

My family and I are going on a **day trip** to Charyn Canyon.

B. Read the note and find more compound nouns in the texts on page 132.

NOTE

A compound noun is a combination of two words that function as one word. The first word defines the second one (e.g. day trip = a trip that takes one day).

2 ►► 32 C. Match the nouns on the left with the nouns on the right to make compound nouns. Then listen and check your answers.

- | | | |
|-------------|-----------------------|------------|
| 1. swimming | <input type="radio"/> | a. driver |
| 2. water | <input type="radio"/> | b. pool |
| 3. washing | <input type="radio"/> | c. rink |
| 4. skating | <input type="radio"/> | d. machine |
| 5. taxi | <input type="radio"/> | e. sports |

3 Grammar *Future be going to*

AFFIRMATIVE	NEGATIVE	QUESTIONS
I 'm going to play	I 'm not going to play	Am I going to play?
He 's going to play She It	He isn't going to play She It	Is he going to play? she it
We 're going to play You They	We aren't going to play You They	Are we going to play? you they

Time expressions

tomorrow/tonight/soon

next month/year, etc.

this week/month, etc.

in an hour / a year, etc.

We use the **Future *be going to*** for something we intend to do in the future.

NOTE We use the **Present Continuous** for actions we have arranged to do in the near future.

*I'm definitely **going** to the bowling alley with my friends tomorrow.*

Complete the sentences. Use the Future *be going to* of the verbs in the box.

stay have help watch get not come

- A:** Hey, guess what! My dad _____ me a new computer!

B: Cool!
- A:** Are these tickets for the basketball game?

B: Yes, my brother and I _____ the game together tonight. What about you?

A: No, I _____ at home. I might watch it on TV.
- A:** Alibek _____ to Murat's house with us.

B: Why not?

A: His parents are painting their house and he _____ them.
- A:** _____ Yeldos _____ a barbecue on Saturday?

B: Yes, he is.

4 Speak & Write

A. In pairs, discuss your plans for the weekend.

B. Write a few sentences about your plans for the weekend.

What are you going to do on Saturday morning?

I'm going to visit the Arystan Bab Mausoleum.

Sounds great! What about in the afternoon?

1 Vocabulary

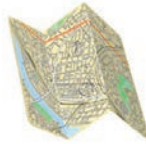
2 ▶▶ 33 Listen and repeat.



torch



tent



map



backpack



fire

2 Read

2 ▶▶ 34 **A.** Look at the picture. Where are the children? What do you think is happening? Listen, read and check your answers.



Amy Hey, guys. What are you doing?

Bill We're trying to make a fire. Give me the matches, Liv. I think it'll work now.

Amy What? Here? In the forest? You shouldn't make a fire close to trees. It's dangerous.

Liv You're right. Let's choose another place. We'll make it there, near the river.

Amy And remember: you should always put out the fire before you leave camp.

Liv Yeah, yeah, we know that.

Stu Bill, I can't put up my tent. Can you give me a hand?

Amy Don't worry. I'll help you with that! It's easy.

Stu Thanks.

Amy Stu, not under the trees! It's dangerous!

6b Going camping III

Stu How do you know all this information?

Amy You guys didn't read the leaflet with the safety rules, but I did.

Stu I'll ask the camp leader to give me another leaflet later because I think I lost it.

Amy Are you sure you two know how to make a fire?

Bill Of course. It's not difficult.

Liv Really?

Bill OK. Maybe we need to ask Mr Weathers for some help.

B. Read again and answer the questions.

1. Who's making a fire?
2. Where do they decide to make the fire?
3. What does Stu need help with?
4. Who's going to help him?
5. Where did Amy find the information about camping?

3 Grammar

Future will

AFFIRMATIVE	NEGATIVE	QUESTIONS
I	I	I
You	You	you
He	He	he
She	She	she
It 'll (= will) go	It won't (=will not) go	Will it go?
We	We	we
You	You	you
They	They	they

We use the **Future will** for predictions, on-the-spot decisions, promises, offers and requests.

- I think she **will be** a great player one day.
- This jacket is very expensive. I **won't buy** it.
- I promise I **won't be** late again.
- Don't worry, I'll **help** you clean the house.
- **Will you do** something for me?

Complete the sentences with the Future *will* of the verbs in the box.

not visit drive win not watch bring help

1. **A:** How am I going to get to the airport tomorrow?
B: I _____ you there, don't worry.
2. Mario and Nancy _____ China this summer. I don't think they have the money!
3. I think Man United _____ the match tonight.
4. **A:** _____ you _____ me find my mobile, please?
B: Sure.
5. Please let me borrow your jacket. I _____ it back tomorrow, I promise.
6. This film is very scary. We _____ it.

4 Listen

2 ▶▶ 35 Look at the pictures below. What does Lucy decide to take with her on the camping trip? Listen and tick (4).



TIP!

Don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.

5 Speak

Talk in pairs. Look at the prompts below and make predictions using the phrases in the box and the Future *will*, as in the example.

- ▶ rain / next weekend
- ▶ my favourite team / win / match
- ▶ travel to another country / soon
- ▶ go on a backpacking holiday
- ▶ buy / new tent
- ▶ our friends / go camping with us

I think... I believe...
I know... I hope... I say...
I'm sure/certain...

*I think it will rain next weekend.
Well, I hope it won't rain
on Sunday, because I want
to play football.*

6c

City tour III

1 Vocabulary 

2 ▶▶ 36 **A.** Look at the means of transport below. Are they land, sea or air transport? Listen and check your answers. What other means of transport do you know?



underground



motorbike



aeroplane



ferry



tram



van

2 ▶▶ 37 **B.** Complete the sentences with the adjectives below. Then listen and check your answers.

dangerous expensive fast crowded popular

1. When something isn't cheap, it's _____.
2. When something isn't slow, it's _____.
3. When lots of people like something, it's _____.
4. When there are lots of people in a place, it's _____.
5. When something isn't safe, it's _____.

2 Read 

2 ▶▶ 38 **A.** Listen, read and put the pictures in the correct order. Write 1-5.

a b c d e

Exploring Bangkok

by Adam Storm



Last month, I was in Bangkok and I wanted to try Thai food. The hotel receptionist told me about a good restaurant near the Chao Phraya River. I decided to go on foot and explore the city. But I soon got tired and took the bus. There was a lot of traffic, so I got off and decided to go by underground. I found an underground station easily. I got off two stops later, but I couldn't see the river or the restaurant. I didn't know what to do. 'Do you need help?' a man asked me. I was so happy! He could speak English very well! I asked him for directions to the restaurant and he said, 'Oh, you're on the wrong side of the river. It's on the other side.' So, I took the ferry. Then I took a *tuk tuk*. It's a kind of taxi and it's very popular in Bangkok. It took me to the restaurant, and guess what! It was closed. Everything was all right in the end, though. I got on the ferry again and went down the river. There, I found a floating market, where I had the best meal of seafood I have eaten in my life!



B. Read again and write T for True or F for False.

1. Adam was in Thailand a month ago.
2. Adam wanted to go to a place near the Chao Phraya River.
3. The man spoke to Adam in Thai.
4. The man gave Adam the wrong directions.
5. Adam didn't have lunch at the restaurant.



3 Grammar

The verb *could*

- I **couldn't** speak Spanish when I was young, but now I **can**.
- Tony **could** run fast when he was young, but now he **can't**.

Circle the correct words.

- I didn't take my umbrella with me, because I **can't** / **couldn't** find it.
- A: **Can** / **Could** you speak German?
B: Yes, I **can** / **could**.
A: But you **can't** / **couldn't** speak German five years ago.
B: No, but I studied in Germany for a year.
- I **can** / **can't** buy this dress. It's very expensive.
- My father **can** / **could** play football very well when he was young, but now he **can't** / **couldn't**.

Adverbs

ADVERBS OF MANNER

ADJECTIVES	ADVERBS
nice	nicely
careful	carefully
happy	happily
terrible	terribly

IRREGULAR ADVERBS

ADJECTIVES	ADVERBS
good	well
fast	fast
early	early
late	late
hard	hard

- Mark is a **careful** driver. He drives **carefully**.
- They are very **good** dancers. They dance **well**.

Complete the sentences with adverbs. Use the adjectives in bold to form adverbs.

1. The taxi driver was **terrible**. He drove _____.
2. James is very **polite**. He always speaks to his teachers _____.
3. Laura is **good** at languages. She speaks Italian very _____.
4. The children are very **lazy**. They just sit _____ watching TV all day.

4 Speak & Write

A. Talk in pairs. Discuss the questions below.

- ▶ Which means of transport do you usually use? Why?
- ▶ Which means of transport do you like / don't you like? Why / Why not?

I usually take the underground because it's fast. What about you?

I take the bus. It isn't very fast, but it's cheap.

B. Write a few sentences about the means of transport you use / like / don't like. Say why.

I usually take the bus because...

1 Vocabulary 

2 ▶▶ 39 Match the pictures with the holiday activities. Then listen and check your answers.

sunbathe

travel abroad

go on a cruise

go sightseeing

buy souvenirs

go hiking

explore a cave

go horse riding

2 Read 

2 ▶▶ 40 A. Look at the pictures. Where did Tom travel to? Listen to the dialogue and check. Then read it out in pairs.

Tom Hi, Oraz!

Oraz Hey, you're back! How was your trip?

Tom It was a great experience.

Oraz You visited the Pyramids, didn't you?

Tom Of course. And the Sphinx. We also walked around Cairo and went on a cruise down the Nile.

Oraz Did you take pictures?

Tom Yeah, but I haven't got my camera with me, so I can't show you.

Oraz So, what else did you do there?

Tom I rode a camel. Well, I tried to ride a camel.

Oraz No! What was it like?

Tom I was quite scared, to be honest. It's not like riding a horse. Camels are really tall.

Oraz You fell off, didn't you?

Tom Almost. But I managed to stay on.

Oraz So, did you go on a trip into the desert?

Tom No, it was really hot. Oops, I almost forgot. Here you go.
A souvenir all the way from Egypt.

Oraz Thanks, Tom. Er... it's broken. It hasn't got a nose.

Tom You're joking, aren't you? It's the Sphinx. It's supposed to be like that.

Oraz I know, I'm only pulling your leg!



B. Read again and answer the questions.

1. Where did Tom go on a cruise?
2. Why can't Tom show Oraz pictures of his trip?
3. What does Tom think of camel riding?
4. Did Tom fall off the camel?
5. What did Tom get Oraz from Egypt?
6. Why does Oraz say his souvenir is broken?

3 Grammar

Question tags

- Fred **is** really funny, **isn't he**?
- Paula **can** help you, **can't she**?
- Wayne **likes** pizza, **doesn't he**?
- Oliver **isn't** a lifeguard, **is he**?
- Dora **can't** play the piano, **can she**?
- Your dad **doesn't speak** English, **does he**?

Complete the sentences with the correct question tag.

1. Police officers risk their lives every day, _____?
2. Roger hasn't got a new mobile phone, _____?
3. We're going to stop for lunch, _____?
4. She's the new Russian teacher, _____?
5. Gulsim wore her new trainers to school, _____?
6. We don't need to call an electrician, _____?

4 Pronunciation

2 ▶▶ 41 **A.** Listen and repeat. What's the difference between a and b?

- a. desert
- b. Egypt

2 ▶▶ 42 **B.** Listen and tick (3) the sound you hear.

	desert /e/	Egypt /i:/
cheap		
check		
ferry		
keyboard		
leaflet		
cheese		
exercise		

5 Speak

GUESSING GAME

How many things do you know about your partner? Talk in pairs, as in the example. You can use some of the ideas in the box and/or your own.

- ▶ sleep in a yurt
- ▶ go on a cruise
- ▶ do/like water sports
- ▶ speak French/Chinese
- ▶ go camping
- ▶ explore a cave
- ▶ put up a tent
- ▶ want to be a tour guide

You've slept in a yurt, haven't you?

That's right. / Wrong, I haven't.

You like water sports, don't you?



1 Vocabulary

A. Read the sentences below. What's the difference between the adjectives in bold?

The film we watched yesterday was really **boring**.
We were all so **bored**.

B. Circle the correct words.

1. Our trip to Madrid was an **amazed** / **amazing** experience.
2. I had a terrible dream last night. It was really **frightened** / **frightening**.
3. The children were **exhausted** / **exhausting** after the long trip.
4. Yesterday's match was **disappointed** / **disappointing**. Our team played horribly.
5. Jack was **surprised** / **surprising** when he saw Sally at the skatepark.

2 Listen

2 ▶▶ 43 A. Listen to Colin talking to his friend Adrian on the phone about his holiday on the island of Crete. Which of the following does he talk about?

- | | | | |
|-------------|-----------------------|--------------|-----------------------|
| the food | <input type="radio"/> | the hotel | <input type="radio"/> |
| the weather | <input type="radio"/> | souvenirs | <input type="radio"/> |
| the people | <input type="radio"/> | water sports | <input type="radio"/> |



2 ▶▶ 44 B. Listen again and choose a or b.

1. Colin spent the first day _____.
 a. at the beach b. at the hotel swimming pool
2. At the beach, _____ went scuba-diving.
 a. Colin b. Colin's brother
3. Colin is going to _____ today.
 a. do water sports b. go hiking
4. Colin really likes the _____ in Crete.
 a. fish b. cheese
5. Colin is going to buy Adrian a _____.
 a. book b. T-shirt

3 Speak & Write A. Read the email and complete the table.
Write *yesterday*, *today* or *tomorrow*.



see a whale shark	
play tennis	
have a barbecue on the beach	
visit some islands	
spend the day at the hotel	
go fishing	

B. Imagine you are on holiday and your partner calls you. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

Where are you?

I'm at Lake Kaindy.

When did you arrive there?

Last Friday.

How did you get there?

What did you do yesterday?

What did you do / are you going to do today?

What are you going to do tomorrow?

When are you going to get back?



C. Read and use the prompts 1-5 to make sentences.

Using tenses

When you write, make sure you use the appropriate tense to refer to past, present and future actions or events.

PRESENT SIMPLE

We **play** basketball every afternoon.

PRESENT PERFECT SIMPLE

I've **always liked** playing chess, so I've **decided** to join a chess club.

PAST SIMPLE

Two weeks ago, we **took part** in a competition and we **won!**

FUTURE BE GOING TO

We're **going to continue** practising because we want to get better.

1. Adam / buy / tennis racket / tomorrow

2. I / take up / swimming / last year

3. Diane / lose / three kilos / so far

4. coach / usually / give / us / good advice

5. we / already / become / members / of the sports club

D. Imagine you are on holiday. Write an email to a friend telling him/her about it.



Start and finish your email in an appropriate way. Don't forget to use greetings and set phrases.

Vocabulary

A. Circle the correct words.

- We went to the restaurant **by** / **on** foot.
- Talgat was very **frightened** / **frightening** when he saw the bear in his garden.
- The children are happy because they had a(n) **exhausting** / **fantastic** time at the Science Museum.
- Run! We're **late** / **early**.
- Where's the **map** / **torch**? I can't see anything!
- I want to go on a nice day **holiday** / **trip** tomorrow.
- There was a lot of traffic, so I took the **van** / **underground**.

Score: / 7

Grammar

B. Circle the correct words.

- Do** / **Will** you help me with the party, please?
- We are going to **travel** / **travelling** abroad this summer.
- Look **careful** / **carefully**. Can you see the spider?
- Don't give Jack your MP4 player. He **'s breaking** / **'ll break** it.
- My grandfather walks **slowly** / **slow**, but he doesn't get tired **easy** / **easily**.
- I think that the problem of pollution **going to** / **will** become worse.
- Ted can drive a car very **good** / **well**, and he's only sixteen!

Score: / 8

Communication

C. Complete the dialogue with the sentences a-e.

- How long did you go for?
- To be honest, I don't like the sea.
- I'm only joking!
- Well, I almost fell into the sea because of a kid!
- Actually, I didn't.

Jake Hi, Peter! Where were you last week?

Peter I went on a cruise.

Jake (1) _____

Peter Three days.

Jake Did you have a good time?

Peter (2) _____ It was terrible.

Jake But why? Cruises are exciting. I love the sea!

Peter (3) _____ I can't swim.

Jake Oh, I didn't know that. And what happened?

Peter (4) _____ He decided to skateboard on deck! It was a very frightening experience.

Jake That's horrible! Listen, Peter, let's go swimming later.

Peter Jake!

Jake (5) _____

Score: / 5

TOTAL SCORE: / 20

Now I can...

- ▶ talk and write about my future plans
- ▶ express my opinion and make predictions about the future
- ▶ make promises, on-the-spot decisions, offers and requests
- ▶ talk about the means of transport I use
- ▶ express ability in the past
- ▶ use question tags
- ▶ express my opinion
- ▶ write an email giving news about a holiday



2 ▶▶ 45 **A.** What do you know about Shymkent? Listen, read and check your answers. 🎧

A day in Shymkent

Shymkent is the third-largest city in Kazakhstan and one of the oldest. Years ago, it was a central city on the Silk Road, and today it plays an important role in the culture of South Kazakhstan.

In the morning...

Walk around the city and enjoy its many sights and parks. Shymkent has got eight different parks, so there is definitely something for everyone. Do you want to relax in a cool, green area? Visit Dendropark to see different plants from around the world. Do you want to do something more active? At Ken Baba Ethnic Park, you can play sports or enjoy a traditional meal. Do you like history? Park Abaya has many statues of heroes of Kazakhstan.



In the afternoon...

Go looking for history. Because of its place on the Silk Road, Shymkent has got a lot of history, and the best way to see it is to go to the Museum of Regional History. There are many displays that show life in an ancient city on the Silk Road, as well as displays about nature in Kazakhstan. On special days, visit the Hippodrome. There, you can watch traditional horse races and see some of the exciting national games of Kazakhstan, like kyz-kuu or kokpar.

In the evening...

Watch a performance at the Regional Russian Drama Theatre. You can see traditional Kazakh performances or works by modern Kazakh playwrights.




B. Read again and complete the sentences.

1. Shymkent is one of Kazakhstan's _____ and _____ cities.
2. There are _____ parks in Shymkent.
3. _____ is a good place for visitors to eat.
4. At the Museum of Regional History, you can see what it was like to live in a(n) _____.
5. Kyz-kuu and kokpar are two of the _____ of Kazakhstan.
6. The Regional Russian Drama Theatre shows _____ of both old and new Kazakh plays.

Project

Find information about interesting places in another city and use it to write a plan for a day trip to that city. Make sure you include information about the names of these places, their location, when you can visit them and what you can do there.

SONG
'Wonderful world'
Go to page 222.

2 ▶▶ 47 **A.** Who was the first man to get to the South Pole? Listen, read and check your answers. 

B. Now look at the highlighted words in the text and find their definitions in a dictionary.

The race to the South Pole

Back in the 1910s two men wanted to be the first to get to the South Pole. It wasn't an easy race!



ROBERT FALCON SCOTT was a British naval officer and an **explorer**. He was born in 1868 and he went on two trips to Antarctica.

4 Jan 1911

Scott and his team arrived on the **vessel** *Terra Nova* and set up camp. Scott was determined to get to the South Pole and he wasn't afraid of polar conditions.



29 Mar 1912

Scott and his team had to return, but they didn't make it. They experienced extreme cold and **blizzards**, and all of them died 17 km away from one of their camps.

1 Nov 1911

Scott's team began their expedition to the South Pole. Sixteen men with ponies, dogs and motor **sledges** were ready to get to the South Pole first.



17 Jan 1912

Scott arrived at the South Pole. He found a Norwegian flag and understood he was second to get there.

ROSS SEA

MT
EREBUS

BAY OF WHALES

ROALD AMUNDSEN was born in 1872 in Norway. His father was a shipowner and he taught him to love the sea and exploring.

**19 Oct 1911**

Amundsen and his team arrived on the ship *Fram* and began their **expedition**. In his team there were five men on four sledges, which were pulled by dogs. Amundsen did not follow the same **route** as other explorers did. He took a risk and tried to reach the South Pole by another route.

C. Read again and answer the questions.

1. How many men did Scott have on his team?
2. What was the name of Amundsen's ship?
3. How did Amundsen travel across the ice?
4. What did Scott find at the South Pole?
5. What happened to Scott and his team on the way back?

14 Dec 1911

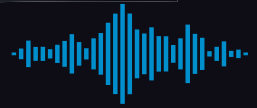
Amundsen became the first man to get to the South Pole. He and his team gathered a lot of useful information about the features of the South Pole.

D. Discuss the following.

- ▶ Why do you think Scott didn't manage to get to the South Pole first?

Project

Find information about the first Kazakh scientific expedition to the South Pole and write a short text about it. Write about when it was, who took part in it and what happened.



It's
Book
o'clock



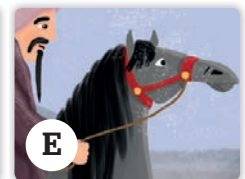
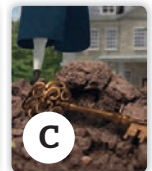
Discuss:

- ▶ How many books do you read per year?
- ▶ What is your favourite book?
- ▶ Why is reading good for you?

In this module you will learn...

- ▶ to talk about books
- ▶ to recognise vocabulary related to books and reading
- ▶ to distinguish between types of books
- ▶ to narrate past events
- ▶ to use abstract nouns and adjectives connected to feelings
- ▶ to write a short story

Where can you find the following in this module?
Go through the module and find the pictures.



Values:

- Appreciating literature
- Understanding and valuing nature
- Being a true friend
- Helping others

1 Warm-up


A. Read and answer the questions.

- Who wrote the book?
- Who are the main characters?
- What is the book about?



The American Magazine first **published** *The Secret Garden*, by Frances Hodgson Burnett, in **series** form in 1910 for its readers. Since then, the book has been a favourite for all ages, and it has become the writer's most popular **novel**. *The Secret Garden* was a book ahead of its time. The main **characters**, Mary and Colin, are rude and behave badly at the beginning; but the book shows how the natural world together with positive thinking can change people and make them better.

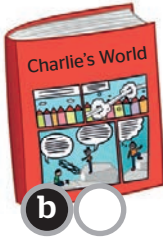
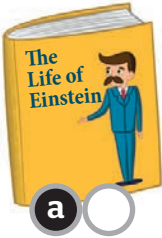
- B. What do you think the highlighted words in the text above mean? Check your answers with a dictionary.**

3 ▶▶ 02 **C.** Look at the book covers and try to guess what type of books they are. Match 1-6 with a-f. Then listen and check your answers. 

1. science fiction
2. adventure

3. biography
4. fairy tale / folk tale

5. mystery
6. comic



2 Read 

3 ▶▶ 03 **A.** Look at the picture from chapter 3 of the novel and guess what happens. Listen, read and check your answers.

Nine-year old Mary Lennox lived in India with her mother and father. She was a bossy little girl with no friends, and her servants did everything for her. When her parents died suddenly, Mary went to live at her uncle's house in Yorkshire, England. Martha, a young servant in the house, helped her, but everything was different for Mary there...

CHAPTER 3

Mary went out to the gardens. Ben and two other gardeners were working and the robin was singing loudly. 'Look! Everything is starting to grow,' Ben said and smiled at her.

'Ben is happy today,' thought Mary as she walked away.

The robin followed her. 'Hello! Do you remember me?' she asked the bird.

The robin flew down to her and Mary saw something on the ground. 'What's that?' she asked. 'Oh... it's an old key! Perhaps it's the key to the garden!' she said, and put the key in her pocket.



Early the next morning Martha came back. 'I brought you a present!' she said happily to Mary, 'It's from my mother.'

'A present?' asked Mary. 'Oh... what is it?'

'It's a skipping rope. Mother says it will help you.'

'I don't know what to say; th-thank you.'

Martha laughed, 'Go outside and try it.'

Mary skipped and skipped, all the way to the garden wall. The robin was sitting there. 'You showed me the key yesterday,' she said. 'But where is the door?'

The robin started singing. Suddenly the wind blew and some branches moved from the wall.

'Oh! It's magic!' thought Mary as a door appeared. She tried the key and the heavy door opened.

Mary took a step through the door and smiled. She was standing inside the secret garden!

6

B. Read again and write T for True or F for False.

- | | | | |
|------------------------------------|-----------------------|--|-----------------------|
| 1. Ben was alone in the garden. | <input type="radio"/> | 4. Mary saw a robin in the garden. | <input type="radio"/> |
| 2. Mary found a key on the ground. | <input type="radio"/> | 5. Mary found the door of the secret garden. | <input type="radio"/> |
| 3. Mary gave a present to Martha. | <input type="radio"/> | 6. The key opened the door of the secret garden. | <input type="radio"/> |

3 Speak & Listen 

A. Talk in pairs. What did the secret garden look like? Look at the picture below and use the words in the box and your own ideas to describe the secret garden.

beautiful quiet noisy trees flowers grass animals birds grow
bright dark ugly old terrible frightening mysterious



I think the secret garden has got lots of flowers.

Me too. I think it's got lots of birds, too.



3 ▶▶ 04 B. Now listen to an extract from the book describing the garden and find out.

1 Warm-up

What do you know about wolves? Read the following extract from an encyclopedia and find out.



The grey wolf is a wild animal which belongs to the dog family but is larger than a dog. Wolves live and hunt in groups of six to ten, called 'packs'. Every pack has got a leader. They prefer to eat big animals like deer or moose, but also eat smaller animals like rabbits.

2 Vocabulary



3 ▶▶ 05 How do they feel? Listen and repeat.



worried



shocked



annoyed



excited



embarrassed

TIP!

Write down new words in your notebook. Together with the English word write the translation in your language and an example sentence.

3 Read



3 ▶▶ 06 **A.** Look at the book cover and the picture from Chapter 1 and guess the answers to the questions below. Then listen, read and check your answers.

1. Where does the story take place?
2. Who are the main characters?
3. Are the animals friendly or unfriendly?
4. What do you think will happen?



TIP!

When you don't know the meaning of a word, try to guess its meaning from context.

CHAPTER 1

It was cold and icy in the far north of America and there was snow everywhere. Henry and Bill were on a long and difficult journey. In the beginning, they had six dogs, but every night they lost another to the wolves. Now, with only three dogs, they were travelling slowly.

'Everyone knows that sharks follow ships. Well, those wolves are land sharks! We can't scare them away,' said Bill.

Suddenly, a brave she-wolf appeared. There was something different about her. She was half dog, half wolf and wasn't scared of the humans. Henry and Bill were surprised. Even their dogs were friendly to her and one of them ran towards her. Then about



twelve wolves jumped out of the bushes, attacked the dog and started biting its neck and legs. The two men were shocked!

'It's a trap! These wolves are clever! We need to stop them, now!' said Bill and started chasing the wolves.

'You're crazy!' shouted Henry.

'You've only got three bullets!'

A few minutes later, Henry heard cries and three gun shots. Then he heard nothing. Bill didn't return. Henry knew it was impossible to save him. It was just him and two dogs now. He was alone and afraid.

B. Read again and answer the questions.

1. What was the weather like?
2. How many dogs did Henry and Bill have when they started their journey?
3. Why was the she-wolf different?
4. What happened when one of the dogs ran towards the she-wolf?
5. Why did Henry think Bill was crazy to chase the wolves?
6. What happened to Bill?
7. How did Henry feel?

4 Listen

3 ▶▶ 07 **A.** Listen to a teacher talking to his students about *White Fang* and put the pictures in order. Write 1-4.



3 ▶▶ 08 **B.** Listen again and write T for True or F for False.

1. Some men saved Henry from the wolves.
2. The she-wolf is White Fang's mother.
3. A man called Grey Beaver gave White Fang his name.
4. The she-wolf tried to attack the Indians.
5. White Fang used to live with men in the past.

5 Speak Discuss the following.

- Did you like the extract from *White Fang*?
- How do you think the story continues?
- Would you like to read the book *White Fang*?
- Do you like dogs or are you afraid of them?
- Have you got or did you use to have a dog? What is/was it like?

1 Warm-up

A. Have you ever heard of Aldar Kose? Read and find out who he is.

Aldar Kose is the main character in many traditional Kazakh stories. He is very clever and often tricks rich people to get what he wants, but he is also very kind and always helps the poor.



B. Do you know any Aldar Kose stories? Which ones?

2 Read 

3 ▶▶ 09 A. Read the title and guess what the folk tale will be about. Then listen, read and check your answers.

Aldar Kose and the Magic Coat

One winter day, Aldar Kose went out on his horse. It was a very cold day and the wind was strong. Aldar's old fur coat was full of holes and his horse was old and walked very slowly. Soon, the man's nose was blue and his hands and feet were freezing. He was very cold and very unhappy.

Suddenly, he saw a rich man with a long beard coming towards him on a fast young horse. He was wearing a new fur coat, and that gave Aldar an idea.

Aldar opened his old coat and sat on his horse comfortably, singing a happy song.

'Aren't you cold?' the rich man asked.

'Oh, no, not at all!' replied clever Aldar.

'But how? Your coat is full of holes!' said the rich man.

'Ahhh! This is a magic coat,' said Aldar. 'The cold wind blows in one hole and out of another, so I stay warm.'

'Amazing! What do you want for it?' asked the rich man.

'Well... you can give me your coat, said Aldar. It isn't as good as mine though, so give me something else as well.'

'You can have anything you want,' said the rich man.

'OK then, give me your horse,' said Aldar.

So Aldar put on the warm coat and jumped on the man's horse. Then he rode away quickly on the steppe and disappeared into the distance before the silly rich man realised his mistake.

TIP! Find key words in the text. They will help you understand the main ideas.

B. Put the pictures a-e in order. Write 1-5 in the boxes to tell the story.



3 Vocabulary

3 ▶▶ 10 What are the opposites of the words below? Write. Then listen and check your answers.

- | | |
|----------------------|--------------------|
| 1. appear _____ | 5. pleasant _____ |
| 2. like _____ | 6. agree _____ |
| 3. able _____ | 7. organised _____ |
| 4. comfortable _____ | 8. necessary _____ |

NOTE: The opposites of many English words are formed by adding a negative prefix (un-, dis-, etc.) to the words.

4 Speak

A. Discuss the following.

- Did you like the story?
- What does the story tell us?
- What do you think about Aldar Kose?
- What do you think about the other man?

B. GROUP WORK-CHAIN STORY

Work together and take turns to tell the story from the rich man's point of view. Talk about what happened to you the day you met Aldar Kose. Keep notes so you can report your story later. Then choose a student to report your story to the class.

5 Write

Use your story from activity 4. Imagine you are the rich man who Aldar Kose tricked. Write a short paragraph about what happened to you and how he took your coat. End your paragraph with your opinion of Aldar Kose.

1 Warm-up

What is the difference between a legend, a myth and a folk tale? Read and check your answers.

Myths, legends and folk tales are very similar stories, and it is sometimes very hard to tell the difference between them. Most people say that legends are stories which came from true events that happened a long time ago, myths are ancient stories that explained natural phenomena or historical events, and folk tales are popular traditional stories which people have told for many years.

2 Read

3 ▶▶ 11 A. Read the title and guess what the story is about. Then listen, read and check your answers.

The Garden of the Poor

A LONG TIME AGO, there were two men, Assan and Hassan. Assan was a farmer and Hassan had sheep. Their friendship was very strong and they always helped each other.

One day, all of Hassan's sheep died and he decided to leave.

'Don't go,' said his friend. 'You can have half of my field and be a farmer too.'

Hassan stayed and became a farmer. One morning, Hassan was digging his field when he found a pot full of gold coins. He took it to Assan and said: 'It is yours.'

'No,' said his friend. 'You found it, so it is yours.'

They kept arguing, so they decided to give it to their children for their wedding. But Assan's son and Hassan's daughter said: 'We don't want gold. We have our love and that is all we need.'

So, Assan and Hassan took the gold to a wise man. The wise man asked his students what to do.

The youngest student said: 'Use the gold to buy seeds and plant a garden for the poor people.'

Everyone agreed that this was a great idea, and Hassan and Assan gave the young man the gold to go to the city market and buy the seeds.

1 Vocabulary 

3 ►► 15 Match the pictures with the phrases. Then listen and check your answers.

- a. I lost my keys.
- b. I got stuck in a lift.
- c. I missed the bus.
- d. I got lost.
- e. I got a flat tyre.
- f. I got locked out.



2 Speak & Write

A. Read the story and answer the questions. When it is possible, underline words/phrases in the story to justify your answers.

Lucky or unlucky?



It all happened two months ago. It was Monday afternoon and I was walking back home from school. Suddenly, I saw a black cat. 'That's bad luck,' I thought.

When I got home, I saw the cat again in our garden. I quickly ran outside, but it was very windy and the door closed behind me. I got locked out! I had no keys, phone or money. My parents were away for a few days, so there was nobody around to help me. Luckily, my bedroom window was open, so I took a ladder and started climbing up. Unfortunately, while I was climbing, a police officer saw me. 'Come down immediately!' he shouted. I was shocked!

I tried to explain the situation, but he didn't want to listen. Fortunately, after a while, our next-door neighbour heard us, came out and said to the police officer, 'I don't think Chris is a burglar! That's his house!' Well, maybe I was lucky in the end.



1. Does the writer say when and where the story happened?
2. Does the writer mention the events of the story in the order in which they happened?
3. Does the writer use present tenses to describe what happened?
4. Does the writer use adjectives and adverbs?
5. Does the writer use linking words?
6. Does the writer say what finally happened?

B. Read and complete the sentences with the words in the box.**When you write a story:**

- ▶ use the words *when* and *while* to link two past actions.

When I saw the bus, I started running.

When Pete arrived home, his parents were having lunch.

While I was walking home, I met my teacher.

Kate was listening to music while she was doing the washing-up.

- ▶ use adjectives like *surprised*, *shocked*, *scared*, etc. to describe how you felt, and adverbs like *suddenly*, *(un)luckily* and *(un)fortunately*.

when while suddenly luckily unfortunately

1. Raymond was in the lift all alone. _____, it stopped. He was frightened!
2. _____ Susan left the room, they started talking about her.
3. We were walking on the beach when it started raining.
_____, it stopped after a while.
4. Tracy had a very nice book about Spain. _____, she lost it.
5. _____ we were studying, Brian was playing the guitar.

C. Talk in pairs. Look at the pictures and use the prompts to tell the main part of the story. The first and last paragraph of the story are given.

Last weekend, Kelly and her cousin Carla decided to go camping in the forest. It was the beginning of summer and it was quite warm and sunny.



- When / they / arrive / they / put up / tent / near / river
- Then / they / decide / to explore / area



- After a while / they / get tired / and / stop
- They / want / go back / tent / but / they / be lost!



- They / walk / in / forest / when / suddenly / they / hear / strange noise
- They / think / it / be / bear!
- They / be / frightened / so / they / start / running



- Kelly and Carla / walk / for / hour / and / finally / find / road
- Luckily / there / be / car / with / flat tyre
- The driver / try / fix / it

Fortunately, when the driver fixed the flat tyre, he took the girls home safely. They were so happy to be back. After their adventure, they didn't want to go camping alone again!

D. Write the main part of the story shown in activity 2C.

TIP!

Use the prompts given. Don't forget to make any necessary changes.

Vocabulary

A. Match.

1. novel
2. series
3. reader
4. writer
5. character

- a. a set of different parts of a book
- b. a person who writes a book
- c. a person who we read about in a book
- d. a type of book
- e. a person who reads a book

Score: / 5

B. Circle the correct words.

1. Boris lived **alone** / **lonely** in a faraway house in the mountains.
2. I was very **worried** / **excited** to hear about Dave's party next week.
3. Did you hear about Denise's accident? **Luckily** / **Unfortunately**, she wasn't hurt.
4. Get off that wall, Carl! Are you **annoyed** / **crazy**? It's dangerous to stand there!
5. Mark always helps others. He's very **kind** / **shocked**.

Score: / 5

Grammar

C. Complete the paragraph below with the words in the box.

when while suddenly
luckily unfortunately

On a very windy day, Leo was on his way home from school. (1) _____ he was riding

his bike, something big (2) _____ fell from the sky. It was a bird! Leo was shocked and turned to avoid hitting it, but (3) _____ he crashed straight into a wall. (4) _____, he wasn't hurt; but (5) _____ he went to check on the bird, he saw that it didn't look that well.

Score: / 5

D. Complete with the Past Continuous or Past Simple of the verbs in brackets.

1. Marvin was looking for his keys when he suddenly _____ (hear) something in the bushes.
2. _____ you _____ (drive) when the bee _____ (fly) into your car?
3. Melinda's sister _____ (write) a mystery story while she _____ (be) on holiday last month.

Score: / 5

TOTAL SCORE: / 20

Now I can...

- talk about books
- recognise vocabulary related to books and reading
- distinguish between types of books and literature
- narrate past events
- write a short story
- use abstract nouns and adjectives connected to feelings

8

Our neighbourhood



Discuss:

- ▶ What's your neighbourhood like?
- ▶ What kinds of shops has your neighbourhood got?
- ▶ How important is it to look after your neighbourhood?

In this module you will learn...

- ▶ to make an offer, ask for permission and make polite requests
- ▶ to express possibility
- ▶ to ask for and give directions
- ▶ to refer to the location of places in a town/city
- ▶ to read a map
- ▶ some useful vocabulary related to the environment
- ▶ different expressions/phrases used when shopping
- ▶ to make suggestions
- ▶ to use linking words/phrases to show the order in which activities, events, etc. happen
- ▶ to write an email making suggestions

Where can you find the following in this module?
Go through the module and find the pictures.



Values:

- Being polite
- Being a responsible citizen

8a

Around town III

1 Vocabulary 

3 ►► 16 Complete the sentences with the places in the box. Then listen and check your answers.

hairdresser's newsagent's florist's library
travel agent's chemist's post office

1. You can buy magazines and newspapers at the _____.
2. You can post a letter or buy stamps at the _____.
3. You can borrow books from the _____.
4. You can get a haircut at the _____.
5. You can book a holiday at the _____.
6. You can get medicine from the _____.
7. You can buy flowers at the _____.

2 Read 

3 ►► 17 A. Listen and read. Where would you hear these dialogues? Choose from the names of the places in activity 1 and write them in the boxes.

1

- Girl** Hello.
Man Good afternoon, can I help you?
Girl Yes, please. Have you got today's *Daily News*?
Man Yes, of course. Here you are.
Girl Thanks.
Man Would you like anything else?
Girl Yes. Have you got the magazine *Popular Teens*?
Man Hmm, there may be one on that shelf over there. Let me check.

2

- Woman** Good morning, how can I help you?
Man I want to go to San Juan in July.
Woman San Juan, Puerto Rico?
Man That's right. Are there any cheap flights?
Woman Umm, I'm afraid not. Tickets are around 1,100 euros. But I might find some cheap tickets for June.
Man June? Oh, no. I want to go to a dance festival in July.
Woman I haven't got any cheap tickets for July.
Man Thank you anyway.

3

- Boy** Hello, could I ask you a question?
Woman Yes, of course.
Boy I left my card at home. Can I still borrow this book?
Woman No, I'm afraid you can't.
Boy But I really need this book. I can bring my card tomorrow.
Woman I'm sorry. You know, you can ask one of your friends to borrow it for you.
Boy That's a good idea. Thank you!
Woman You're welcome.

B. Read again and write T for True or F for False.

Dialogue 1

1. The girl wants to buy two newspapers.
2. The man is sure he's got *Popular Teens*.

Dialogue 2

3. There are cheap flights to San Juan in July.
4. The man wants to go to Puerto Rico in July.

Dialogue 3

5. The boy hasn't got his card with him.
6. The woman decides to give the boy the book anyway.

3 Grammar

Can / Could / May / Might

We use:

- **Can I...?, Could I...?, May I...?** to make an offer.
Could I get you something to drink?
- **Can I...?, Could I...?, May I...?** to ask for permission.
May I use the phone?
- **Can I/you...?, Could I/you...?** to make polite requests and ask for a favour. **Could** is more polite.
Could you drive me to the city centre?
Can I have some coffee, please?
- **may, might** and **could** to express possibility in the present or future. **Might** expresses slight possibility.
We might go to the party, but I'm not sure.

Match.

- | | |
|-------------------------------------|---------------------------------------|
| 1. It's hot in here. | a. Can I borrow £50? |
| 2. You look tired. | b. May I use your phone? |
| 3. I need to call my sister. | c. Could you open the window, please? |
| 4. I'm hungry. | d. It might rain. |
| 5. It's very cloudy. | e. Can I help you with the housework? |
| 6. I really want to buy this skirt. | f. I may get a sandwich. |

4 Pronunciation

3 ▶▶ 18 **A. Listen and repeat. What's the difference between a and b?**

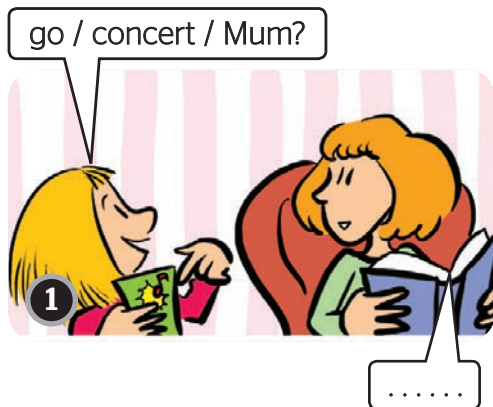
- a. café
b. cinema

3 ▶▶ 19 **B. Listen and tick (3) the sound you hear.**

	café /k/	cinema /s/
medicine		
welcome		
card		
centre		
facilities		
haircut		
perfect		

5 Speak

Talk in pairs. Imagine you are the people shown in the pictures below. Ask and answer questions.



Can I go to the concert, Mum?

Yes, of course. /

Sorry, you can't.

8b

How do I get there? III

1 Vocabulary 

3 ►► 20 Listen and repeat.

Go straight on

Turn
leftTurn
right

traffic lights

pedestrian
crossing

footbridge



bus stop



tunnel



stop sign

2 Read 

3 ►► 21 A. Listen to the dialogue. Then read it out in pairs.

Does Stu manage to get to level eight?

Bill Hi, Stu. My brother's got that game. What level are you on?

Stu Seven.

Bill That's quite difficult. Need some help?

Stu Yes, please. How do I get to the bank?

Bill Right, get into the police car. Go straight on and turn right at the traffic lights.

Stu Oh, there's the bank, on the left.

Bill And the bank robbers are outside the bank! They're getting into their car. Catch them!

Stu Here we go! They're going very fast. Oh no! Where did they go? I lost them.

Bill Quick, go past the bus stop and turn left.

Stu What? Do I drive into the park?

Bill No, sorry. Turn left at the end of the park.

Stu OK. Now what?

Bill Turn right at the petrol station. Hmm. What street is this?

Stu I think we're on Station Road.

Bill OK, go down Station Road and turn left into Bell Street.

Stu Do I go through the tunnel?

Bill No, stop the car in front of the supermarket. The bank robbers are in a house behind it.

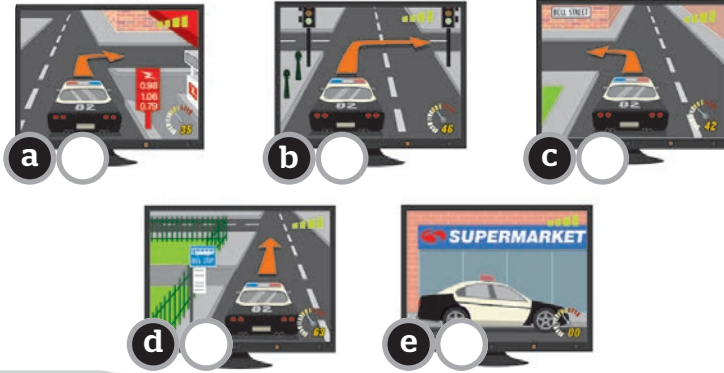
Stu How do you know?

Bill I play this game all the time. Get out of the car, go catch them and you win.

Stu Thanks. Level eight, here I come!



B. Read again and put the pictures in the correct order. Write 1-5.

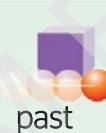


3 Grammar

Prepositions of place



Prepositions of movement



Look at the map in activity 4 and circle the correct words.

A: How do I get **from** / **at** the train station **to** / **into** the police station?

B: Well, go **up** / **into** Green Street and turn right **to** / **into** George Street. The police station is on your right, **behind** / **between** the library and the post office.

Prepositional phrases referring to location

at the end of (the road)
at the traffic lights
at school

in the city
in the country
in the river

on the right/left
on the wall
on the floor

8b How do I get there? III

Complete the sentences with some of the phrases above.

1. I prefer life _____. It's more peaceful.
2. Let's go fishing. There are lots of fish _____ by my cottage.
3. The children are _____. They're having an English lesson at the moment.
4. There is some water _____. Be careful not to slip.

4 Listen & Speak

3 ▶▶ 22 **A.** Listen to two people talking and draw the route on the map.



B. Talk in pairs.

Student A: Look at the map above and imagine you live in one of the blue houses. Student B wants to come to your house but doesn't know the way. Give him/her directions from the train station to your house. Use the phrases in the box.

Student B: You want to go to Student A's house but don't know the way. Follow Student A's directions to find his/her house.

Go down...	Turn right/left at the...
Walk towards...	Turn right/left into...
Go past...	Street/Road.
Go straight on.	It's on your right/left.

So, how do I get from the train station to your house?

Go straight on and then...

1 Vocabulary 3 ▶▶ 23 Listen. Do you do any of these activities?

HELP PROTECT THE ENVIRONMENT!



Plant trees.



Throw rubbish/litter into rubbish/litter bins.



Use recycling bins. Recycle newspapers, magazines, bottles and cans.



Save energy.
Turn off lights.



Save water.
Turn off the tap.



Use public transport.

2 Read

3 ▶▶ 24 **A.** Look at the website about the organisation 'Green Neighbourhood' and read the titles. What do you think happens at these events? Listen, read and check your answers.



GREEN NEIGHBOURHOOD

Let's make our neighbourhood 'green'!

Car Boot Sale
Don't throw away old clothes, books, furniture, etc. Give them to us! We can sell them and use the money to buy recycling bins, benches, trees, etc. for our neighbourhood. We organise a car boot sale every Saturday at a different place in the neighbourhood. Check out our website.

Clean-up Sunday
Help us clean up the parks in the neighbourhood. We need lots of volunteers to pick up rubbish, plant trees, put in new benches, paint fences and old benches, etc. Meet us outside the Hillside Community Centre every Sunday at 8 a.m.

8c Make a difference III

E-cycling Day

Have you got old mobile phones, gadgets or TVs? Well, it's not a good idea to throw them away. We can help you recycle them properly. Bring them to Hillside car park every Tuesday from 9 a.m. to 2 p.m. Have you got old appliances, like fridges and washing machines? Well, don't worry. We can come and get them. Just call us!

Contact us at: 0184 936 7141 www.greenneighbourhood.net



B. Read again and answer the questions.

1. What does Green Neighbourhood sell at car boot sales?
2. When does Green Neighbourhood organise them?
3. Where can you find information about car boot sales?
4. What do volunteers do on Clean-up Sunday?
5. Where do volunteers meet?
6. What can you recycle on E-cycling Day?
7. When and where does Green Neighbourhood collect things on E-cycling Day?

3 Grammar

Object Personal Pronouns

- *I want a glass of water. Give **me** a glass of water, please.*
- ***You** need help. I can help **you**.*
- *Tony's a volunteer. **He's** nice. I like **him**.*
- *There's Diane. **She's** new here. You know **her**, right?*
- *Look at that fence. **It's** old. Let's paint **it**.*
- ***We** want some information about Green Neighbourhood. Tell **us** about **it**.*
- *I don't want these magazines. **They're** old. Put **them** in the recycling bin.*

Complete with object personal pronouns.

1. **A:** How do your children get to school?
B: I drive _____ to school every day.
2. **A:** I love that mobile phone.
B: It's not very expensive. You should buy _____.
3. **A:** Isn't Dave here today?
B: No, he's ill. You can call _____ at home.
4. **A:** I want to go bowling with you and your friends.
B: OK. Meet _____ at the underground station at 7 p.m.
5. **A:** Bring _____ my sunglasses, please.
B: Here you are.
6. **A:** Where's Jenny?
B: I don't know. I can't find _____.

4 Pronunciation

3 ►► 25 **A.** Listen and repeat. Notice the difference in pronunciation.

/f/	rubbish	information	electrician
/s/	save	recycle	across
/tʃ/	bench	check	nature

3 ►► 26 **B.** Say these words and tick (3) the correct sound.
Then listen and check your answers.

	rubbish /f/	save /s/	bench /tʃ/
channel			
finish			
fence			
chef			
Russian			
furniture			
website			
station			

TIP!

Pay attention to the spelling of words. Not all sounds have the same spelling.

5 Speak & Write

A. Think about your neighbourhood and answer the questions below. You can make notes if you like.

- How 'green' is your neighbourhood?
- What are the parks like? Are they clean? Do they have trees, recycling bins, benches, etc.?
- What are the schools like?
- What are the streets like?
- How can you change your neighbourhood to make it 'greener'?
- What events can you organise to help?

B. Talk in groups of three. Discuss and decide what changes you would like to make to your neighbourhood and what events you can organise.

Let's clean up...

That's a good idea. There's a lot of rubbish there.

I think so, too. We can also...

I don't think so. Maybe we can plant trees and...

Of course. We can also...

I'm not sure about that. Why don't we organise...?

C. Work in groups. Make a poster advertising your plans from activity 5B. Include the following information.

- place
- date
- activities
- contact information

D. Present your poster to the class.



III At the shopping centre

8d

1 Read

3 ▶▶ 27 **A.** Listen, read and find the people A-H in the picture. There are two extra people in the picture.

1.

- A:** Excuse me.
B: How can I help you?
A: I would like to exchange this game, please.
B: Of course. Have you got the receipt?
A: Yes, I have. Here you go.
B: I'm afraid you bought this two weeks ago, and you can only exchange items within ten days.
A: Is there any way I can exchange it?
B: Unfortunately, there isn't. I'm sorry.
A: Oh, what am I going to do now?

2.

- C:** How do they fit?
D: The blue one's too tight, but the red one fits me perfectly. So, I'll take this one.
C: Great. There's 20% off that dress.
D: Nice.
C: Are you taking the gloves, too?
D: Of course.
C: OK, that's £49.50 altogether. Would you like to pay in cash or by credit card?
D: Credit card.
C: Come with me to the till, please.



3.

E: Excuse me, I'd like to try on a pair of trainers.

F: Which ones?

E: I like these, but have you got them in red?

F: I can take a look in the back. What size do you wear?

E: Ten.

F: OK. Let me check.

...

F: You're lucky. They were the last pair. Try them on.

E: Thank you...

F: So, how do they feel?

E: Really comfortable. How much are they?

F: With the 30% discount, they are £56.99.

E: That's a good deal.

4.

G: Are you ready to pay?

H: Yes. Just this, please.

G: OK, that's £66.50, please.

H: Here's £100.

G: And here's £33.50 change and your receipt.

H: Thanks. Could you gift wrap that for me?

G: Certainly.

TIP!

Some words are very similar in meaning and can easily be confused. Try to remember the context where they are usually used.

B. Read again. In which dialogue(s)...

1. does the customer want to give something back?

2. does the sales assistant give the customer a receipt?

3. does the customer buy something cheaper than the original price? and

4. does the customer decide not to buy something because it's the wrong size?

5. does the customer pay in cash?

6. does the customer buy the last of something in the shop?

7. is the customer not happy?

2 Grammar

Too / Enough

- This shirt is **too** big for me. I need a smaller size.
- This shirt isn't big **enough** for me. I need a bigger size.

Complete the sentences with *too* or *enough* and the adjectives in brackets.

1. I can't wear these shoes. They're _____! (small)
2. James can't drive a car yet. He isn't _____. (old)
3. I don't want to play football. I'm _____. (tired)
4. This skirt's _____. (long) I don't like it.
5. Dorris can win the race. She's _____. (fast)

One / Ones

- **A:** Which jumper is yours? • **A:** Can you give me my trainers?
- **B:** The red **one**. • **B:** Which **ones**? The white **ones**?

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

1. I think I'll buy the black shoes because I don't like the blue _____.
2. Jack has got two ties. A green _____ and a brown _____.
3. **A:** Look at that car! It's fantastic.
B: Which _____? The red or the grey _____?
4. Which books are yours? The _____ on the desk or the _____ on the bed?

3 Listen

3 ►► 28 Listen to four dialogues and answer the questions.

1. How much does the woman pay for the scarf?
 - a. £10.50
 - b. £20.50
 - c. £30.50
2. Why can't the man exchange the DVD?
 - a. He hasn't got the receipt.
 - b. He bought it at a different shop.
 - c. He bought it during the sales.
3. Why doesn't the woman buy the painting?
 - a. It's too expensive.
 - b. They don't accept credit cards.
 - c. She hasn't got enough money.
4. Why is the man upset?
 - a. He didn't find what he wanted.
 - b. He got the wrong size.
 - c. The sales assistant wasn't helpful.

8d At the shopping centre III

4 Speak ROLE PLAY

Talk in pairs.



Student A: Imagine that you are in a clothes shop and you want to buy some clothes. Decide what items and colours you want. Student B is the shop assistant. Talk with him/her using some of the phrases in the box.

Have you got any...?

I'd like...

I'm looking for...

Can I try it/them on?

Have you got it/them in...?

It's/They're too...

It/They isn't/aren't... enough.

I think it/they fits/fit me very well.

I prefer the... one/ones.

How much is/are...?

How much does it / do they cost?

Student B: Imagine that you are a shop assistant in a clothes shop and that you sell the items shown in the pictures. Student A is a customer. Talk with him/her using some of the phrases in the box.

Can/May I help you?

What size are you?

We have it/them only in...

I'm afraid we...

Would you like to try it/them on?

Does it / Do they fit you?

What do you think of...?

How about this/these... one/ones?

Here you are.

We have a...% discount.

Would you like to pay in cash or by credit card?

1 Vocabulary

3 ▶▶ 29 Match the pictures with the words. Then listen and check your answers.

planetarium

castle

stadium

ice rink

square



2 Speak & Write

A. Read the email and answer the questions.



Hi Tom,

I can't wait to see you this weekend! There are lots of things we can do in Astana. First, let's visit the Aquarium. We can see lots of different sea animals, and we can even see the sharks eating. Divers feed the sharks in front of our eyes! It's amazing! After we visit the aquarium, we can go shopping. There is a new shopping centre opposite my house. We can go there and buy some cool clothes. Later, why don't we go to a concert? I know you aren't crazy about concerts, but my favourite singer is here and I would really like to go. The concert is taking place on Saturday at 9 p.m. Think about it. I think it's worth it. Now, I've got a great idea for Sunday. How about watching your favourite football team playing against our team? Of course, before we go to the game, we will have lunch at my favourite place, Foodie's. Tell me what you think, so I can buy the tickets.

Bye for now,
Yerkin

1. Who is visiting Astana?
2. Who is making suggestions?
3. What does the writer suggest doing first?
4. What else can they do?
5. What words/expressions does the writer use to make suggestions?
6. What words/expressions does the writer use to show the order in which the activities might happen?
7. Which tense does the writer use after the conjunctions before and after?

B. Talk in pairs. Imagine that your friend is visiting you for the weekend. You are talking on the phone about his/her visit. Make suggestions about what you can do together.

Where can we go first?

How about going to the park?

Great idea! What can we do there?

We can...

What can we do after that?

Why don't we...?

It sounds great! What else can we do?

Let's...

C. Read and complete the paragraph with linking words/phrases. You don't have to use all the words and you can use some words more than once.

Linking words/phrases

- ▶ Use linking words/phrases, like **first**, **next**, **later**, **after that** and **finally** to show the order in which activities, events, etc. happen.

There are lots of things we can do in my city.

(1) _____, we can go skateboarding at the skatepark near my house. (2) _____, we could visit an old castle and take lots of photos! It's near a huge shopping centre, so (3) _____, we could go shopping, too. (4) _____, my friend Michael is having a party, so we might go there. I know you love dancing!

D. Read and join the sentences below using *after* and *before*, as in the example.

Conjunctions

- ▶ We use the Present Simple in the time clause after the conjunctions **before**, **after**, etc. and the future *will* in the main clause when the sentence refers to the future.

1. We will go to the zoo. Then we will have lunch.

After we go to the zoo, we will have lunch.

Before we have lunch, we will go to the zoo.

2. We will go to the planetarium. Then we will go for a walk in the park.

3. We will go fishing. Then we will make a fire.

4. We will finish our homework. Then we will play basketball.

E. Imagine your friend is visiting you for the weekend. Write an email telling him/her what you can do together. Use your ideas from activity 2B.

Tip!

Use a variety of expressions to make suggestions, and linking words/phrases to sequence your ideas. Don't just list the activities people can do at a place. Give some more information about each activity, too.



Vocabulary

A. Complete the sentences with the words in the box.

book	post	feed
robber	stadium	

- We need to _____ this letter, but we haven't got any stamps.
- My brother loves football. He goes to the _____ almost every weekend.
- We always _____ our tickets early.
- Don't forget to _____ the cat before you leave.
- The police caught the _____ and took him to the police station.

Score: / 5

Grammar

B. Circle the correct words.

- That dress looks terrible on you. It's **not too big / not big enough**.
- May / Can** you open the window, please?
- Ted's house **can / might** be that one, but I'm not sure.
- Could / May** you give me a glass of water, please?
- It's **too cold / cold enough** to go swimming today. Let's stay at home.
- Gary didn't have **money enough / enough money** to buy the laptop.
- I like these black shoes. But the pink **one / ones** are nice, too.

Score: / 7

Communication

C. Complete the dialogue with the sentences a-d.

- I'm afraid not.
- Can I see it?
- Here you are.
- You're welcome.

A: Hi, Tom. What's that?

B: It's a new magazine. I bought it from the newsagent's yesterday.

A: (1) _____

B: Of course. (2) _____

A: Thanks.

B: (3) _____

A: Wow! It looks good. Can I borrow it?

B: Hmm... (4) _____ My brother wants to read it today.

Score: / 8

TOTAL SCORE: / 20

Now I can...

- ▶ make an offer, ask for permission and make polite requests
- ▶ express possibility
- ▶ ask for and give directions
- ▶ refer to the location of places in a town/city
- ▶ read a map
- ▶ use some useful vocabulary related to the environment
- ▶ use different expressions/phrases when shopping
- ▶ make suggestions
- ▶ use linking words/phrases to show the order in which activities, events, etc. happen
- ▶ write an email making suggestions

3 ▶▶ 30 **A.** Look at the pictures. What do you know about these two places? Listen, read and check your answers. 

Astana's famous Nurzhol Boulevard

What can you see?

Incredible buildings! The architecture of Astana is one of the city's top attractions, and Nurzhol Boulevard has some of the best examples. You can see the two glass Golden Towers, one on each side of the boulevard, and the Presidential Palace at the far end. Then there is the boulevard's most famous monument, the Bayterek Tower. This looks like a tall white tree holding a golden egg in its branches, and it is right in the middle of the boulevard.



Don't miss...

the view from the observation deck of Bayterek Tower. You can take a lift up inside the tower to the observation deck, which is actually inside the golden egg at the top. Up there, you are ninety-seven metres from the ground, and you can enjoy a perfect view of Astana.

London's trendy Covent Garden

What can you see?

A little bit of everything. Covent Garden is full of history because it's the oldest square in London. It's also one of London's most fashionable areas. You can find buildings from hundreds of years ago, as well as modern shops and cool cafés. Covent Garden is famous for its market, and the most important building there is, of course, the Market Building. This building is only about 200 years old, but there have been markets of some kind in Covent Garden from the 6th century until today!

Don't miss...

Covent Garden's amazing street performances. All around the square you can find actors, singers and performers showing off their fantastic talents. Visitors who enjoy a more official show can also find the Royal Opera House in Covent Garden.



B. Read again and write T for True and F for False.

1. Astana is famous for its interesting buildings.
2. Bayterek Tower is at the very end of Nurzhol Boulevard.
3. You can go up to the top of Bayterek Tower.
4. In Covent Garden, there are both old and modern buildings.
5. The Market Building in Covent Garden has been there since the 6th Century.
6. Street performers perform at the Royal Opera House.

Project

SONG

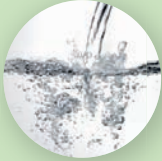
'Where did it all go wrong'

Go to page 223.

Find information about an important area in another city and use it to make a poster. Include information about its name, its location and buildings/attractions you can see there.

plant life

3 ►► 32 **A.** Which of the following do you think plants need to grow? Tick (3) the correct words. Then listen, read the text and check your answers. 



water



clouds



insects



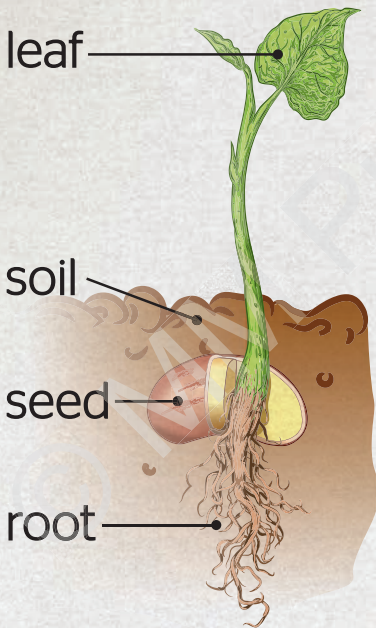
air



light



rocks



What do plants need to grow?

Plants, like all living things, need water and food to live. Their roots take water from the soil, but the amazing thing about plants is that they can make their own food. They do this using light from the sun, which they collect through their leaves.

Plant seeds start growing underground, away from the sun. They don't need light, because they don't have leaves and so they can't make food from sunlight yet. They need water and air, which they find in the soil.

Without air, most plants cannot grow. That's why only a few special plants can grow underwater. Plants need light when they get bigger though, and this is why we keep them outside or near a window.

B. Look at the science experiments below. In each one, some beans are growing in a different environment. Can you guess how they will grow? Match the experiments to the results below.

Experiment 1



water
 light
 air

Experiment 2



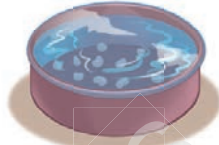
water
 light
 air

Experiment 3



water
 light
 air

Experiment 4



water
 light
 air

Result A



Result B



Result C



Result D



C. Discuss the following.

► Do you like growing plants? Why / Why not?

Project

Grow a bean plant!

You will need:



Put some water on a paper towel and put it in a dish. Then put the beans on the paper towel. Make sure you keep the paper towel wet. When your beans start to grow, put them in pots of soil. Grow them in your classroom!

Make sure the beans are raw - this means you can't use cooked beans or beans from a can!

9

Transport



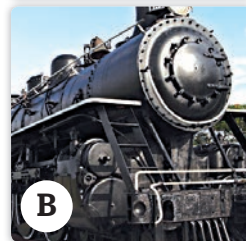
Discuss:

- ▶ How do you usually travel in your town/city and to other towns/cities?
- ▶ What's your favourite means of transport? Why?
- ▶ What do you think transport will be like in the future?

In this module you will learn...

- ▶ to talk about means of transport
- ▶ to express obligation and prohibition
- ▶ to use the Present Simple Passive and Past Simple Passive
- ▶ to invite and accept or refuse an invitation
- ▶ to write an email of invitation

Where can you find the following in this module? Go through the module and find the pictures.



Values:

- The importance of following rules
- Learning about the history of one's country and of other countries

9a

Air travel III

1 Read 

3 ▶▶ 33 **A.** A flight attendant and two passengers are talking. How does the man feel? Why? Listen, read and check your answers.

Marvin Excuse me, could I unfasten my seat belt, please?

Flight attendant I'm sorry, sir, but you mustn't take off your seat belt when the seat belt sign is on.

Marvin But I need to get up!

Flight attendant I'm sorry but all passengers have to stay in their seats during turbulence. It's for your own safety.

Marvin But...

Kate Marvin, stop being difficult!

Marvin Kate, this seat is uncomfortable and I need to get up.

Flight attendant Turbulence makes us all a bit nervous, but we must follow certain rules for our safety. Now, how about a cup of tea?

Marvin But...

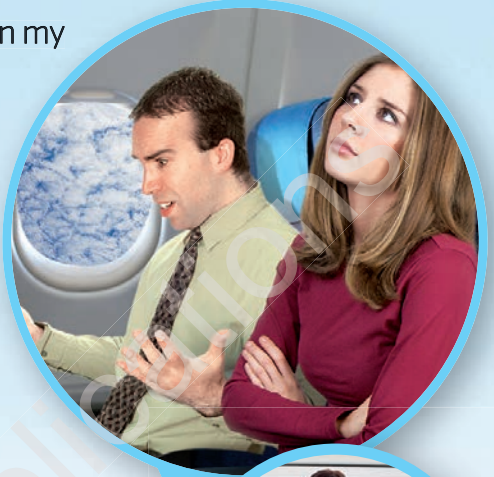
Kate Yes, please. A nice cup of tea is just what you need, Marvin.

Marvin I don't want tea!

Kate Marvin, what's wrong with you? You're acting like an eight-year-old.

Marvin What's wrong with me? Kate, we took off after a two-hour delay, so we're going to arrive two hours late. Now the turbulence is making me dizzy and on top of everything, my seat is too small.

Kate At least you're not sitting next to the most annoying person on the plane!



B. Read again and find sentences to prove the following.

1. Marvin doesn't want to stay in his seat.
2. Marvin is annoying Kate.
3. Marvin doesn't think the seat is comfortable.
4. Kate thinks Marvin should drink some tea.
5. Marvin doesn't feel well.

2 Vocabulary

Read the text and guess the meaning of the words/phrases in bold.

Carl arrived at the airport at ten o'clock in the morning. He was off to Miami for the weekend, so he only carried one piece of **hand luggage** with him. Carl's friend Stephen flew in from New York at 10.15, so Carl waited for him at **arrivals**. When Stephen's plane **landed**, they went to the airport café and had a cup of coffee. Then it was time for Carl to leave. Unfortunately, there was a three-hour **delay**, and his flight left at 2.30. He went to several **departure lounges** to kill time before he got to his **gate**.



3 Grammar

must, mustn't, have to, need to

- You **mustn't take off** your seat belt.
- We **must follow** certain rules for our safety.
- All passengers **have to stay** in their seats during turbulence.
- You **don't have to buy** a sleeping bag. You can borrow mine.
- **But I need to get up!**

9a Air travel III

Complete the dialogues using *must*, *have to* or *mustn't*.

- A:** Can I leave now?
B: No, you can't. You _____ do the washing-up first.
A: Oh, OK. Could I take some money from Jenny's bag? She's left it here.
B: Of course not. You _____ take other people's money without asking them first.
- A:** I'm sorry, sir, but you _____ take food into the theatre. You _____ eat your sandwich here.
B: OK. Jane, I _____ stay here to finish my sandwich. You can go in without me.
- You _____ do the washing-up. I'll do it later.

4 Speak

Look at the table and decide what you **must** / **have to** do and what you **mustn't** do at each place. Tick (✓) or cross (✗) the appropriate boxes. Then talk in groups of four. Take it in turns to choose one of the places without revealing it to the other people in your group, and answer their questions, as in the example. They must guess which place you have chosen.

Can you make noise there?

No, you can't. You must / have to be quiet.

Can you...?



	TAKE PHOTOS	EAT	DRINK	USE MOBILE PHONE	MAKE NOISE
hospital					
plane					
museum					
cinema					
library					

1 Read

3 ▶▶ 34 **A.** Look at the pictures and guess where Bill, Liv and Amy are. Listen to the dialogue and check your answers. Then read it out in groups.

Bill This tunnel is very long.

Liv Yes, it goes all the way under the Thames to Greenwich.

Amy It's old, too. It was built in 1902.

Bill Big deal! It's just a tunnel under a river.

Liv Oh, Bill. You just aren't interested in anything!

Bill There's the end of the tunnel, let's run.

Liv Yeah! Let's run!



A few minutes later...

Bill Wow! An old ship!

Liv It's called the *Cutty Sark*. The name is written on the side.

Bill I've heard of it before.

Amy It's very famous. It brought tea from China in the late 19th century.

Bill I know, I know. Old tunnels, old ships... What next?

Liv How about the Docklands Light Railway? That's not so old.

Bill Do you mean the train that we took to come here?

Liv Yeah, did you notice that there wasn't a driver?

Bill What?

Amy That's right, it's driven by a computer.

Liv That's technology!

Bill Technology! My new digital camera is real technology. Look at it.

Liv Why don't you use your lovely modern camera to take a picture of me and Amy?

Bill OK, er... Wait a minute... I'm not sure how it works. I think it's this button...

Amy Here, Bill, take my camera. It may be old, but it's easy to use.



B. Complete the notes below about the Greenwich Tunnel, the *Cutty Sark* and the Docklands Light Railway.

The Greenwich Tunnel

It goes _____.

It was _____.

The *Cutty Sark*

It's an _____.

It carried _____ in _____.

The Docklands Light Railway

The train hasn't got _____.

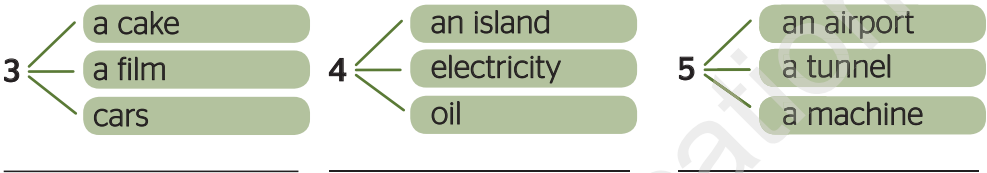
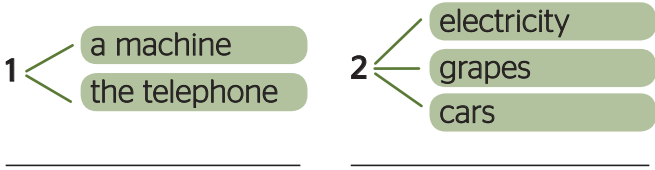
The train is driven _____.

9b That's technology! III

2 Vocabulary



3 ▶▶ 35 Match the verbs in the box with the groups of nouns. Then listen and check your answers.

discover invent produce build make



3 Grammar

Passive Voice

ACTIVE VOICE	PASSIVE VOICE
PRESENT SIMPLE A computer drives the train.	 The train is driven by a computer.
PAST SIMPLE People built it in 1902.	 It was built in 1902.

NOTE The letter was written **by** my grandfather.
It was written **with** a pencil.

Complete the sentences with the correct form of the verbs in brackets. Use the Passive Voice.

- The television _____ (invent) by John Logie Baird in 1926.
- A lot of coffee _____ (produce) in Brazil.
- The Pyramids _____ (build) about 5,000 years ago.
- Oliver Twist* _____ (write) by Charles Dickens in 1839.
- Every year, millions of smartphones _____ (sell).
- A lot of air conditioners _____ (buy) every summer in my country.

4 Pronunciation

3 ▶▶ 36 **A. Listen and repeat.**

a. bus now gym b. use wet yes

What's the difference between *a* and *b*?

3 ▶▶ 37 **B. Listen and tick (3) the sound you hear.**

	vowel	consonant
umbrella		
computer		
slow		
week		
away		
brown		
play		
year		
young		

5 Speak & Write

A. Talk in pairs. Read the prompts below and try to make sentences that are true. Discuss using the Passive Voice, as in the example. Then check your answers with your teacher.

- *Mona Lisa* – painted – by Michelangelo / Leonardo Da Vinci
- Olive oil and oranges – produced – in Southern Europe / Northern Europe
- Paper – invented – by the Arabs / Chinese
- *Romeo and Juliet* – written – by Shakespeare / Dickens
- America – discovered – in 1492 / 1453
- Parthenon – built – about 2,500 / 3,500 years ago
- Rolls Royce cars – made – in England / the USA

I think the Mona Lisa was painted by Michelangelo.

I agree. / I don't agree. I think it was painted by Leonardo Da Vinci.



B. Use some of the prompts from activity 5A and write four sentences that are true.

1 Read 

3 ▶▶ 38 **A.** Do the quiz and test your knowledge. Then listen and check your answers.

Transport Quiz



1 In the past, not many people bought electric cars, but now, because of environmental issues, they are becoming more and more popular. However, long journeys are difficult because you have to charge these cars regularly. Nowadays, car manufacturers produce over 100,000 electric cars every year. But when did the first electric cars appear on the roads?



a. in the 1890s

b. in the 1920s

c. in the 1950s



2 A few years ago, it was a dream to combine a car with an aeroplane. Now, with modern lightweight materials and computer technology, some companies are developing flying cars. Some scientists say that flying cars will not need to have human pilots, and ground stations will control air traffic. But who or what do they say will fly them?



a. robots that look like humans

b. on-board computers

c. humans



3 Nowadays, travelling by plane is easy, comfortable, safe and fast. A flight from London to New York takes about seven hours. At the beginning of the 20th century, in 1919, John Alcock and Arthur Brown made the first non-stop flight across the Atlantic. But how long did this first flight take?



a. 27 hours

b. 20 hours

c. 16 hours

B. Read again and write T for True, F for False or NM for Not Mentioned.

1. Electric cars are perfect for long journeys.
2. Electric cars are cheaper to make than normal cars.
3. Computer technology has made it easier to build a flying car.
4. Computers in airports will control air traffic.
5. Alcock and Brown flew across the Atlantic without stopping.
6. The first people to fly across the Atlantic were Americans.



Don't rely on your general knowledge to answer questions. Check your answers with the information given in the text.

2 Vocabulary

3 ▶▶ 39 Complete the sentences with the words in the boxes. Then listen and check your answers.

popular famous

1. Computer games are very _____ with young people.
2. Dan is a talented actor, but he isn't very _____.

common usual

3. John and Emily sat at their _____ table next to the window.
 4. It is _____ for people travelling by plane to watch films on their tablets.

think imagine

5. I can't _____ my daughter driving a car.
 6. Do you _____ I should visit my aunt in hospital?

pay spend

7. How much do you usually _____ on clothes every month?
 8. Let me _____ for lunch today.

3 Grammar

There + verb to be

We use **there** with the verb to *be* and a noun phrase:

- to refer to people.
There are two policemen outside the school.
- to refer to numbers and quantity.
There are two bathrooms in our new house.
- to refer to the location of something.
There is a Chinese restaurant opposite the post office.
- with *much, many, a lot of, some, any, no* and their compounds.
There are lots of things you don't know about me.
Is there anything to eat in the fridge?

It + verb to be

We use **it** with the verb to *be*:

- to refer to times, days and seasons.
It's half past two.
It's Tuesday today.
It's spring!
- to refer to the weather.
Look! It's snowing.
- to refer to ourselves and to other people.
A: *Hello. Who is it?*
B: *It's me. / It's Lee.*
A: *Guess who I saw at the party last Saturday!*
B: *Was it a man or a woman?*
- to describe a place, a situation or an experience.
It's hot in here.
It's terrible working at the weekend.
It was nice to meet your mother.

Complete the dialogues with *it* or *there* and the correct form of the verb *to be*.

- A:** How many bedrooms _____ upstairs?
B: _____ only one and _____ very small!
- A:** Oh, no! _____ raining again!
B: Come on! _____ autumn. _____ always a lot of rain in this season.
- A:** Hello. _____ Mark. Can I speak to Peter, please?
B: I'm sorry, Mark, but he isn't here at the moment. _____ some friends from abroad in town and he has gone to the city centre to meet them.

4 Listen

3 ▶▶ 40 Listen to three short dialogues and answer the questions.

- When did Jack last fly by plane?
 - last year
 - last month
 - last week
- How much did Linda pay for her bike?
 - £500
 - £600
 - £900
- What was true about traffic lights 100 years ago?
 - There were no traffic lights.
 - They only had two coloured lights.
 - The colours meant something different.



5 Speak

CLASS DISCUSSION

Discuss the following.

- Would you like to have an electric car? Why / Why not?
- Do you think flying cars will be common in a few years? What will their advantages and disadvantages be?
- Do you think it's better to travel long journeys by car or by plane? Why?

1 Vocabulary 

3 ►► 41 Match the pictures with the words. Then listen and check your answers.

- a motorway
- b railway
- c carriage
- d donkey
- e goods

2 Read 

3 ►► 42 A. Listen and read.
Do you know anything about the Orient Express or the Silk Road?

Amazing Journeys

THE ORIENT EXPRESS was a passenger train service that went across Europe. The main route ran between Paris and Istanbul, with many stops in between. The first Orient Express train left from Paris on 4 October, 1883. For this first trip, some parts of the journey were by ferry but, by 1889, passengers could travel the whole route by train. The carriages of the train included luggage carriages, sleeper carriages and dining carriages.

The Orient Express became popular because it was very luxurious. It also caught the interest of many writers and there have been several novels set on Orient Express trains – most famously, Agatha Christie's *Murder on the Orient Express*, which came out in 1934.



THE SILK ROAD is a system of roads that connect Asia with the Mediterranean. People used this convenient network of trade routes for importing goods from Asia to Africa and Europe, and vice versa. The 'road' gets its name from the popular silk from China. In fact, this was a common item for trading along the route. The Silk Road is about 3,000 years old and the roads are over 7,000 miles long. In the past, merchants travelled with many kinds of animals to trade their goods. Donkeys, horses and even camels were popular choices for work animals. Because of this network of roads, it was possible for people, ideas and traditions to move from one part of the world to another.



B. Read again and complete the sentences.

1. The Orient Express started operating on _____.
2. People liked travelling by the Orient Express because it was a _____ means of transportation.
3. _____ wrote a mystery novel about the Orient Express.
4. The Silk Road was used to transport items between Asia, Africa and _____.
5. The Silk Road started operating about _____ ago.

3 Listen

3 ►► 43 **A. Listen to a conversation. Why does the girl go to see her teacher?**

- a. She wants to talk about a school project.
- b. She wants to learn about the Silk Road.

3 ►► 44 **B. Listen again and choose a or b.**

1. Why did the girl decide to change her history project?
 - a. She learnt about something more interesting.
 - b. She couldn't find enough information.
2. What goods does the girl say were traded from the Middle East?
 - a. glass and silk
 - b. carpets and oil
3. What does the teacher say about ancient Silk Road cities?
 - a. It is difficult to know where they were.
 - b. Many have different names.

4 Speak

Talk in groups of four. Discuss the following questions.

- Do you like travelling by train?
Why / Why not?
- Have you read or seen 'Murder on the Orient Express'? If yes, what did you like about it? If not, would you like to read or see it?
- Have you ever ridden a horse, donkey or camel? If yes, did you like it? If not, which of the three would you like to ride?
- What else do you know about the Silk Road? Which parts of Kazakhstan does it run through? How important was it to Kazakh people?



1 Vocabulary

3 ▶▶ 45 Match the pictures with the phrases. Then listen and check your answers. Which ideas would you choose for your party?

- a. order food
- b. hire a DJ
- c. prepare snacks
- d. decorate the house
- e. make and send invitations
- f. hire a live band




2 Listen


3 ▶▶ 46 Listen to three dialogues and answer the questions. Choose a, b or c.

1. What does Keith decide to do?
 - a. go to a party
 - b. go to a basketball game
 - c. have a birthday party
2. How will Eric help out with Sue's party?
 - a. He will decorate the house.
 - b. He will prepare snacks.
 - c. He will play music.
3. Who is going to play music at Jenny's party?
 - a. Steve
 - b. a DJ
 - c. a live band

3 Speak & Write

A. Read the email below and complete the invitation.





Dear Freddie,

How's life? I'm writing to invite you to my birthday party on Sunday, 12 June. And guess what! My father bought me the bicycle that I have wanted for months as a birthday present, so it's going to be a cycling birthday party! I'm so excited about it!

The party is going to be in the park opposite my house, so hopefully the weather will be OK. I'm just going to order some pizzas and get some soft drinks. I'm not going to hire a band or anything. You see, my cousin is a very good DJ, so she is going to be the DJ. She's going to play some really cool music, so we're going to dance till we drop. All the people who have got bicycles should bring them along as I'm thinking of having a bicycle race, too. Won't it be good fun?

Anyway, the party starts at 5 p.m. I hope you can come. Write back and tell me.

Bye for now,
Almas

_____ invites _____ to a party!

Date: _____

Time: _____

Place: _____

Type of party: _____

Activities: _____



B. Imagine you're having a party. Copy and complete the invitation in activity 3A with information about your party. Then talk in pairs.

When's your party?

What kind of party are you having?

Where are you having it?

What time does it start?

Who are you going to invite?

What activities are you going to have?



C. Read the phrases below. Then match the messages (1-4) with their replies (a-d).

Set phrases to invite and accept or refuse an invitation

Inviting

At the beginning:

- ▶ *Would you like to come to...?*
- ▶ *How about coming to...?*
- ▶ *I'm writing to invite you to...*
- ▶ *I'd like to invite you to...*

At the end:

- ▶ *I hope you can make it.*
- ▶ *I really want you to come.*
- ▶ *Waiting for your reply.*
- ▶ *I'm looking forward to seeing you, so please come.*

Accepting

- ▶ *Sounds great/brilliant/perfect! Sure!*
- ▶ *Thanks for inviting me...*
- ▶ *I'd love to come to...*
- ▶ *I'm writing to thank you for the invitation.*
- ▶ *How could I say no?*
- ▶ *I'm really looking forward to it.*

Refusing

- ▶ *I'm sorry, but I have to...*
- ▶ *I'm afraid I can't make it, because...*
- ▶ *I'd like to come, but... Maybe some other time.*
- ▶ *It was nice of you to invite me, but...*

I'd like to invite you to my party on Saturday. Be there at eight!

1

How about meeting at the skatepark after the exam tomorrow?

2

I hope you can come to my party. I need a DJ!

3

Would you like to come to the cinema on Wednesday evening?

4

I'm afraid I can't, because I feel a bit ill and I don't think I'll come to school tomorrow. **a**

I'm sorry, but my aunt and uncle are visiting us. I'll come at 9. **b**

How could I say no? I've got some great new songs. **c**

Sounds great! What's on? **d**

D. Read and complete the sentences 1-4. Use intensifiers and choose from the adjectives in the box.

Intensifiers

Use intensifiers to emphasise adjectives or adverbs.

*I can swim **very** well.*

*This film is **really** funny.*

*It's **so** hot today!*

TIP!

Use intensifiers (very, really, so) to make the meaning of adjectives/ adverbs stronger.

good sleepy difficult boring interesting cold tired windy

1. Let's watch this film on TV. It's _____.
2. I don't like rollerblading. It's _____.
3. Why don't we stay at home today? I'm _____.
4. We can't go swimming today. It's _____.

E. Imagine you're having a party. Write an email inviting a friend to your party. Use the information from activity 3B.

Vocabulary

A. Circle the correct words.

- Mum isn't going to cook today so we are going to **order** / **control** some pizzas.
- I'm really looking **for** / **forward** to going to London.
- Who **invented** / **imagined** the computer?
- Bolat is an architect and he works for a big construction **motorway** / **company**.
- I can't do this exercise. It's too **difficult** / **convenient**.
- He's not going to arrive on time. There is a(n) **delay** / **arrival** to his flight.

Score: / 6

Grammar

B. Circle the correct words.

- You **mustn't** / **don't have to** get up early tomorrow. It's not a school day.
- This castle **built** / **was built** 100 years ago.
- This sports magazine is read **by** / **with** many people.
- Football **is played** / **plays** with eleven players in each team.
- A: What's the weather like in Astana today?
B: **There's** / **It's** sunny.
- My mum **cooks** / **is cooked** pasta twice a week.

Score: / 6

Communication

C. Complete the dialogue with the sentences a-d.

- I just have to help my mum with the housework.
- How could I say no?
- How about asking Sandy to come with us?
- Why don't we meet at eleven?

Diane Hey, Stella. Would you like to come shopping with me?

Stella Sure! (1) _____

Diane Great. Is ten o'clock OK?

Stella Hmm... (2) _____

Diane Why so late? What's wrong?

Stella Nothing. (3) _____

Diane Too bad. OK, I'll meet you at the bus stop at eleven.

Stella Sounds good! (4) _____

Diane I don't know. She's not talking to me because I broke her mobile.

Stella Why don't you get her a new mobile? Let's go to Tech Shop. We may find a good deal there.

Score: / 8

TOTAL SCORE: / 20

Now I can...

- ▶ talk about means of transport
- ▶ express obligation and prohibition
- ▶ use the Present Simple Passive and Past Simple Passive
- ▶ invite and accept or refuse an invitation
- ▶ write an email of invitation

3 ▶▶ 47 Listen, read and write T for True or F for False. 

A Modern Underground System

The Almaty Metro in Kazakhstan is a modern underground system. In 2011, the first seven stations opened and another two stations opened in 2015. More stations will open in the future. Every station is beautiful with marble floors and various forms of artwork on the walls, and is dedicated to Kazakhstan's culture and history. It has nine amazing stations.

Almaty station has a very special name because 'alma' means apple. You see, the apple is an important symbol for the city because there are apple forests in the nearby areas of Trans-Ili and Zhongar Alatau. Visitors can see this symbol all over the city. As they leave the platform, they can see a beautiful glass painting of an apple tree.



Another important station is Baikonur. It is a very modern station and its theme is space. It took its name from the Baikonur Cosmodrome in Kazakhstan. Can you believe that the first animal, the first man and the first woman travelled into outer space from the Baikonur Cosmodrome? Visitors can actually watch videos from the Cosmodrome on large screens at this station.

The Almaty Metro is a work of art in Kazakhstan, and about 30,000 people use it every day. Also, it is not an expensive means of transport to use and you can buy tickets cheaply.

1. In 2011, two stations opened.
2. The Almaty Metro has seven stations today.
3. There is a painting of an apple tree in Almaty metro station.
4. Baikonur station took its name from an important person.
5. The tickets are not expensive.



Project

Find information about an underground system in another country and use it to make a poster. Include information about its history, important stations, the price of tickets and the number of people who use it.

Aerodynamics!

A. Read the text quickly. Then look at the highlighted words and find their definitions in a dictionary.

3 ▶▶ 48 B. What **forces** are at work when a paper aeroplane flies? Listen, read and check your answers. 🎧

Gravity

Gravity pulls objects towards the Earth. The weight of a paper aeroplane is important because heavy planes don't travel as far.



Air resistance

When a paper aeroplane moves through the air, it meets air resistance. The bigger the area at the front of the plane, the more resistance it will meet. The greater the air resistance, the sooner the plane will stop moving.

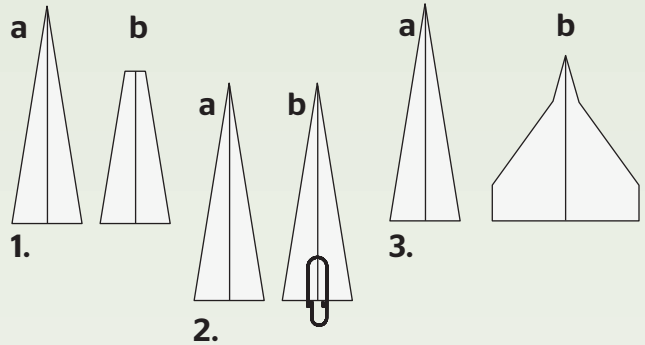
Thrust

Thrust carries a paper aeroplane forwards. You give the plane thrust when you throw it.

Lift

Lift is the force that keeps a paper aeroplane in the air. It mostly comes from air under the wings, so bigger wings make a plane travel further and higher.

C. Read the text again and look at the paper aeroplane designs. Pick one aeroplane from each pair that you think will travel further. Can you name the force responsible each time?



D. Do an experiment in class. Follow the instructions and complete the table.

You need:

- 1 piece of paper
- a ruler

- ✂ Make two paper aeroplanes with different designs. You can use the designs on page 219 or use the Internet to find your own.
- ✂ Don't use glue, tape or scissors, and don't cut the paper at all. This will change the weight of your aeroplanes and change your results.
- ✂ Take your aeroplanes to a big room in your school, like a hall or your school gym. Draw a line on the floor and stand behind it. Throw each plane five times, and see how far it travels.

Plane	Flight 1	Flight 2	Flight 3	Flight 4	Flight 5
#1					
#2					

E. Discuss your results.

- ▶ Did you notice any other differences in the way each plane flies?
- ▶ Did all the planes fly in straight lines? Can you guess why?
- ▶ Which of the designs you used do you think is best?

Project

Design the world's greatest paper aeroplane!

Use what you learnt in this lesson to design a paper aeroplane. Throw it and see how far it travels. Then bring your aeroplane into school and have a competition with your class.

Don't forget!
When you finish this lesson, recycle your aeroplanes!

Pair work activities III

5b Messages :-)

CHATSPEAK AND SMILEY DICTIONARY

@	= at	FRND	= friend	XLNT	= excellent
2DAY	= today	GR8	= great	Y	= why
2MORO	= tomorrow	H8	= hate	:-)	= happy
2NITE	= tonight	L8	= late	:-(= sad
4EVER	= forever	L8R	= later	:-O	= shocked
4	= for	M8	= mate	:-D	= laughing
B	= be	PLS	= please	:-(= crying
B4	= before	R	= are	>:-[= angry
BCOZ	= because	THX	= thanks	;-)	= winking
CING	= seeing	U	= you	B-)	= wearing glasses
CU	= see you	W8	= wait		

5e Feel better

Student A

Choose one of the situations below. Describe your problem to Student B, say how you feel and ask him/her for advice. Use some of the expressions given. Then swap roles.

Your sister/brother always borrows money but she/he never gives it back.

Your best friend has found a new group of friends and doesn't talk to you any more.

Your neighbour always listens to loud music and you can't study.

You're tired all the time and you can't get up in the morning.

The problem is that...
I've got a problem with...
I feel...
Can you please help me?
What should I do?



Student B

Listen to Student A's problem and give him/her advice. Use some of the expressions given. Then swap roles.

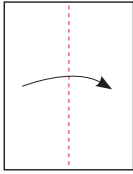
I think you should...
Perhaps you should...
Don't worry.
Everything will be fine.



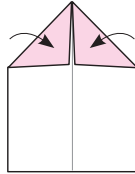
9 CLIL

Instructions

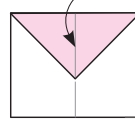
Paper plane #1



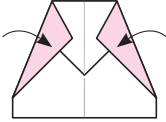
1. Fold a piece of paper in half.



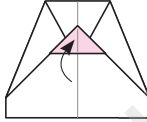
2. Fold the two top corners over.



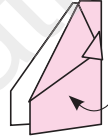
3. Fold the top part over to make a square.



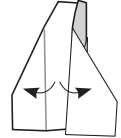
4. Fold the top corners of the square over.



5. Fold the small triangle up so it just goes over the corners.

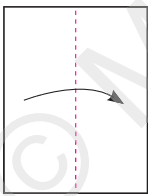


6. Fold the paper in half again.

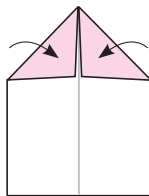


7. Fold the sides down to make wings.

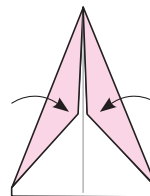
Paper plane #2



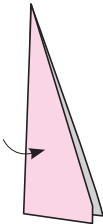
1. Fold a piece of paper in half.



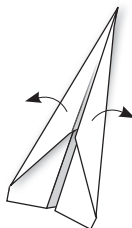
2. Fold the two top corners over.



3. Fold the sides into the centre.



4. Fold the paper in half again.



5. Fold the sides down to make wings.

1 ▶▶ 44 Complete the song with the words in the box. Then listen and check your answers. 

trainers like early evening skatepark explore games take home

SONG 1

Me and my board!



I wake up so (1) _____,
outside it's still dark
I take my board n' head
for the (2) _____

My friends are there,
they're all looking good
Super cool (3) _____
and tops with hoods

Me and my board
Jump on! Let's go!
I never get bored
Jump on! Let's go!

After school ends,
I skateboard some more
I just go around,
it's a great way to (4) _____

I never (5) _____ the bus,
walk or ride a bike
I've got my board, and that's
what I (6) _____

Me and my board
Jump on! Let's go!
I never get bored
Jump on! Let's go!

The (7) _____ comes
and it's time to go
I jump on my board and
skateboard (8) _____

No skateboarding at home
and that's a shame
So on my computer,
I play skateboard (9) _____!

2 ▶▶ 15 Read the song and choose the correct words. Then listen and check your answers. 

SONG 2

Unlucky day



I woke up this morning
One hour late for (1) **breakfast** / **school**
I missed the (2) **taxi** / **bus** so I walked
Oh, I'm such a fool!

While I was walking
I saw a big black (3) **dog** / **cat**
I slipped and fell down
Ouch! I (4) **broke** / **hurt** my back.

It's an unlucky day
Oh, when will it end?
Please tell me soon
Or I'll go crazy my friend!

I asked my dad for the (5) **car** / **bike**
And he gave it to me
But when I was (6) **driving** / **riding** home
I crashed into a tree!

2 ▶▶ 46 Complete the song with the words in the box. Then listen and check your answers. 

friend world Asia places sit trip continents

SONG 3

Wonderful world!



Do you ever (1) _____
alone in your room
And wonder what there is to do?
Well, my friend, don't worry at all
The (2) _____ is out there
waiting just for you!
Africa! (3) _____!
Where do you wanna be?
Pyramids and temples
There are lots of things to see

So many (4) _____
Full of people, places, and things
It's a wonderful world out there
It makes you wanna sing!
Do you want to take
an interesting (5) _____
But don't know where to go?
Well, my (6) _____,
don't worry at all
I can tell you about
all the (7) _____ I know
Europe! America! Or even Down Under!
What else is left?
There's always Antarctica!

3 ►► 31 Complete the song with the words in the box. Then listen and check your answers. 

fire mind question planet problems wake something

SONG 4

Where
did it all
go wrong?

So you think nothing's wrong?
Change your (1) _____
There are serious (2) _____,
_____ of every kind

It's never too late, we can rewind
We must do (3) _____,
and now's the time

What are we doing to our planet?
Where did it all go wrong?
We have to think now about the future
That's why we're singing this song

People not recycling, what's that about?
There are some things we can't live without
Did you see a forest (4) _____?

You have to shout
Put it out! Put it out! Put it out! Put it out!

What are we doing to our planet?
Where did it all go wrong?
We have to think now about the future
That's why we're singing this song

The (5) _____ is:
Where did it all go wrong?
Our (6) _____ is beautiful,

but it won't be for long
We have to change,
cause it will soon be gone
(7) _____ up people!
And listen to this song!



Word list III

English	Phonetic Transcription	Kazakh	Russian
Hello			
band (n.)	/bənd/	топ	группа
be called	/bi kɔ:ld/	аталу	называться
box (n.)	/bɒks/	жәшік, қорап	коробка
butterfly (n.)	/ˈbʌtəflaɪ/	көбелек	бабочка
cap (n.)	/kæp/	кепке - бас киім	кепка
dictionary (n.)	/ˈdɪkʃənri/	сөздік	словарь
female (adj.)	/ˈfi:meɪl/	әйел жынысы	женский пол
floor (n.)	/flɔ:(r)/	еден	пол
goldfish (n.)	/ˈgəʊldfɪʃ/	алтын балық	золотая рыбка
male (adj.)	/meɪl/	ер жынысы	мужской пол
rapper (n.)	/ˈræpə(r)/	рэп орындаушысы	рэпер
shelf (n.)	/ʃelf/	сөре	полка
song (n.)	/sɒŋ/	өлең	песня
spell (v.)	/spel/	әріптер бойынша оқу немесе айту	произносить или писать по буквам
together (adv.)	/təˈgeðə(r)/	бірге	вместе
understand (v.)	/ˌʌndəˈstænd/	түсіну	понимать
use (v.)	/ju:z/	қолдану, пайдалану	использовать, пользоваться
wardrobe (n.)	/ˈwɔ:drəʊb/	көйлек-көншек шкафы	платьяной шкаф
watch (n.)	/wɒtʃ/	қол сағаты	ручные часы
Family /ˈfæməli/ Семья Жанұя 			
aunt (n.)	/ɑ:nt/	апа, жеңге	тетя
cousin (n.)	/ˈkʌzn/	бөле	двоюродный брат/сестра
daughter (n.)	/ˈdɔ:tə(r)/	қыз	дочь
husband (n.)	/ˈhʌzbənd/	күйеу	муж
son (n.)	/sʌn/	ұл	сын
uncle (n.)	/ˈʌŋkl/	аға, нағашы	дядя
wife (n.)	/waɪf/	әйел	жена
1a			
after (adv.)	/ˈɑ:ftə(r)/	кейін	после
also (adv.)	/ˈɔ:lsəʊ/	оған қоса	также
become (v.)	/bɪˈkʌm/	болу, тұру	становиться
before (adv.)	/bɪˈfɔ:(r)/	дейін	до
end (n.)	/end/	соңы	конец
excellent (adj.)	/ˈeksələnt/	үздік, тамаша	отличный

English	Phonetic Transcription	Kazakh	Russian
facilities (n.)	/fə'sɪlətɪz/	аппаратура, аспаптар, қолайлы жағдай	аппаратура, условия
finish (v.)	/'fɪnɪʃ/	аяқтау	закончить
learn (v.)	/lɜ:n/	оқу, үйрену	учиться, обучаться
like (prep.)	/laɪk/	сияқты	как
modern (adj.)	/'mɒdn/	заманауи	современный
other (adj.)	/'ʌðə(r)/	басқа	другой
perfect (adj.)	/'pɜ:fɪkt/	тамаша	идеальный, совершенный
place (n.)	/'pleɪs/	орын	место
practise (v.)	/'præktɪs/	жаттықтыру	практиковать
say (v.)	/seɪ/	айту	говорить
secondary school (n.)	/ˈsekəndri sku:l/	орта мектеп	средняя школа
start (v.)	/stɑ:t/	бастау	начинать
the same... as	/ðə seɪm ... əz/	тура сол сияқты	тот (те) же, что и
till (prep.)	/tɪl/	дейін	до
until (prep.)	/ən'tɪl/	дейін	до
want (v.)	/ˈwɒnt/	қалау	хотеть
School subjects	/sku:l 'sʌbdʒekts/	Школьные предметы	Мектеп пәндері
Biology (n.)	/baɪ'ɒlədʒi/	Биология	Биология
English (n.)	/ˈɪŋɡlɪʃ/	ағылшын тілі	английский язык
Geography (n.)	/dʒɪ'ɒɡrəfi/	География	География
History (n.)	/ˈhɪstri/	Тарих	История
Maths (n.)	/mæθs/	Математика	Математика
Music (n.)	/ˈmju:zɪk/	музыка	музыка
Physics (n.)	/ˈfɪzɪks/	Физика	Физика
Phrases	Фразы	Фразалар	
It's great fun!	/ɪts greɪt fʌn/	Өте күлкілі!	Очень смешно!
1b			
a lot of	/eɪ lɒt əv/	көп	много
boring (adj.)	/ˈbɔ:ɪŋ/	жалықтыратын	скучный
change (v.)	/tʃeɪndʒ/	ауыстыру, айырбастау	менять
dark (adj.)	/dɑ:k/	күңгірт, қара	темный
look (v.)	/lʊk/	қарау	смотреть
uniform (n.)	/ˈju:nɪfɔ:m/	бірегей форма	униформа
wear (v.)	/weə(r)/	кию	носить
Clothes and footwear	/kləʊðz ənd 'fʊtweə(r)/	киім және аяқ киім	одежда и обувь
boots (n.)	/bu:ts/	етік	сапоги
hat (n.)	/hæt/	қалпақ	шляпа
jacket (n.)	/ˈdʒækɪt/	күртеше	куртка
jeans (n.)	/dʒi:nz/	джинсы	джинсы

Word list III

English	Phonetic Transcription	Kazakh	Russian
jumper (n.)	/ˈdʒʌmpə(r)/	жемпір	джерпер
shirt (n.)	/ʃɜ:t/	жейде	рубашка
shoes (n.)	/ʃu:z/	туфли, бәтеңке	туфли, ботинки
shorts (n.)	/ʃɔ:ts/	шолақ шалбар	шорты
skirt (n.)	/skɜ:t/	белдемше	юбка
tie (n.)	/taɪ/	галстук	галстук
T-shirt (n.)	/ˈti: ʃɜ:t/	футболка	футболка
tracksuit (n.)	/ˈtræksu:t/	спорт киімі	спортивный костюм
trousers (n.)	/ˈtraʊzəz/	шалбар	штаны
Phrases Фразы Фразалар			
How often...?	/haʊ ˈɒfn/	Қанша рет...?	Как часто...?
Once / twice / three times a...	/wʌns / twaɪs / θri: taɪmz ei .../	...-на бір / екі / үш рет...	Один / два / три раза в...
1c			
art room	/ˈɑ:t ru:m/	бейнелеу өнері кабинеті	кабинет изобразительного искусства
classroom (n.)	/ˈklɑ:sru:m/	бөлме, сынып бөлмесі	кабинет, классная комната
computer room	/ˈkəm.pju:tə ru:m/	компьютер бөлмесі	компьютерный кабинет
cut (v.)	/kʌt/	кесу, турау	нарезать, резать
draw (v.)	/drɔ:/	сурет салу	рисовать
gym (n.)	/dʒɪm/	спорт залы	спортзал
look for (phr. v.)	/lʊk ˈfɔ:(r)/	іздеу	искать
look like (phr. v.)	/lʊk laɪk/	біреуге ұқсау	выглядеть как, быть похожим на
own (adj.)	/əʊn/	жеке	собственный
patch (n.)	/pætʃ/	жамау	заплата
pocket (n.)	/ˈpɒkɪt/	қалта	карман
project (n.)	/ˈprɒdʒekt/	жоба	проект
put (v.)	/pʊt/	қою	положить
science lab	/ˈsaɪəns læb/	ғылыми зертхана	научная лаборатория
still (adv.)	/stɪl/	әлі де	все еще
ugly (adj.)	/ˈʌɡli/	кейіпсіз	безобразный
wait (v.)	/weɪt/	тосу, күту	ждать
Why...?	/waɪ/	Неге...?	Почему...?
School subjects Школьные предметы Мектеп пәндері			
Art (n.)	/ɑ:t/	Бейнелеу өнері	Изобразительное искусство

English	Phonetic Transcription	Kazakh	Russian
Chemistry (n.)	/ˈkɛmɪstri/	Химия	Химия
ICT (Information and Communication Technology) (abbr.)	/ɪnfəˈmeɪʃn ənd kəˈmjʊːnɪˈkeɪʃn tekˈnɒlədʒi/	АБТ (Ақпараттық-байланыс технологиялары)	ИКТ (Информационно-коммуникационные технологии)
PE (Physical Education) (abbr.)	/ˈfɪzɪkl edʒuˈkeɪʃn/	Дене шынықтыру	Физическая культура
Phrases Фразы Фразалар			
Don't worry.	/dəʊnt ˈwʌri/	Алаңдамаңыз.	Не переживайте.
Let's...	/lets/	Ал, ...йік	Давайте...
What a mess!	/wɒt eɪ mes/	неткен жайсыздық!	Какая неприятность!
What's up?	/wɒts ʌp/	Не болды?	Что случилось?
1d			
a bit	/eɪ bɪt/	азғана	немного
blog (n.)	/blɒg/	блог	блог
can't stand	/kɑːnt stænd/	шыдай алмаймын, ұнамайды	невыносить, терпеть не могу
competition (n.)	/ˌkɒmpəˈtɪʃn/	байқау, жарыс	конкурс, соревнование
early (adv.)	/ˈɜːli/	ерте	рано
free (adj.)	/ˈfriː/	еркін	свободный
have fun	/hæv fʌn/	көңіл көтеру	развлекаться
join (v.)	/dʒɔɪn/	ену	вступить
karaoke (n.)	/ˌkærɪˈəʊki/	караоке	караоке
lots of	/lɒts əv/	көп	много
online (adj.)	/ɒnˈlaɪn/	онлайн	онлайн
only (adv.)	/ˈəʊnli/	тек қана	только
pound (£) (n.)	/paʊnd/	фунт	фунт
though (adv.)	/ˈðəʊ/	алайда, дегенмен	однако
winner (n.)	/ˈwɪnə(r)/	жеңімпаз	победитель
youth club (n.)	/ˈjuːθ klʌb/	балалар шығармашылық үйі	дом детского творчества
Free-time activities Занятия для свободного времени Бос уақытта шұғылданатын істер			
chat on the Net	/tʃæt ɒn ðə net/	Интернетте хат алмасу	переписка в Интернете
do arts and crafts	/duː ɑːts ənd kraːfts/	бір нәрсе жасап шығару	мастерить
download songs / music videos	/ˌdaʊnˈləʊd sɒŋs / ˈmjuːzɪk ˈvɪdiəʊs/	өлеңдер/музыкалық видео жүктеу	загружать песни/ музыкальные видео
go rollerblading	/ˌgəʊ ˈrɒləʊbleɪdɪŋ/	ролик тебу	кататься на роликах
go skateboarding	/ˌgəʊ ˈskeɪtbɔːdɪŋ/	скейтборд тебу	кататься на скейтборде
go to a concert	/ˌgəʊ tə eɪ ˈkɒnsət/	концертке бару	ходить на концерт
hang out with friends	/hæŋ aʊt wɪð frends/	достармен көңіл көтеру	веселиться с друзьями

Word list III

English	Phonetic Transcription	Kazakh	Russian
play table tennis	/pleɪ ˈteɪbl ˈtenɪs/	үстел теннисін ойнау	играть в настольный теннис
read magazines/newspapers	/riːd ˌmæɡəˈzɪnz / ˈnjuːzpeɪpə(r)s/	журнал/газет оқу	читать журналы/ газеты
surf the Net	/sɜːf ðə net/	Интернеттен іздеу	искать в Интернете
Phrases Фразы Фразалар			
Check out this...	/tʃek aʊt ðɪs/	Мынаны қарап шығыңыз...	Посмотрите это...
It looks good.	/ɪt lʊks ɡʊd/	Жақсы көрінеді.	Выглядит хорошо.
1e			
both (det.)	/bəʊθ/	екеуі де	оба
hang out (phr. v.)	/hæŋ ˈaʊt/	көңіл көтеру	веселиться
ice hockey (n.)	/ˈaɪs hɒki/	мұзды хоккей	хоккей на льду
really (adv.)	/ˈriːəli/	шынында да	действительно
win (v.)	/wɪn/	жеңу, ұту	победить, выиграть
Appearance /əˈpɪəriəns/ Внешний вид Сыртқы келбет			
chubby (adj.)	/ˈtʃʌbi/	дөңгелек жүзді	круглолицый
curly (adj.)	/ˈkɜːli/	бұйра	вьющийся, кудрявый
fair (adj.)	/feə(r)/	ақшыл түстес шаш	светлые (волосы)
good-looking (adj.)	/ɡʊd ˈlʊkɪŋ/	көз тартатын	привлекательный
medium-length (adj.)	/ˈmiːdiəm leŋθ/	ұзындығы орташа	средней длины
slim (adj.)	/slɪm/	сымбатты	стройный
straight (adj.)	/streɪt/	тура, түзу	прямой
wavy (adj.)	/ˈweɪvi/	толқынды	волнистый
Personality /ˈpɜːsəˈnælɪti/ Характер Мінез			
active (adj.)	/ˈæktɪv/	белсенді	активный
clever (adj.)	/ˈkleɪvə(r)/	ақылды	умный
friendly (adj.)	/ˈfrendli/	жылы шырайлы	дружелюбный
helpful (adj.)	/ˈhelpfl/	бауырмал	отзывчивый
lazy (adj.)	/ˈleɪzi/	жалқау	ленивый
outgoing (adj.)	/ˈaʊtɡəʊɪŋ/	көпшіл, сөйлескіш	общительный
polite (adj.)	/pəˈlaɪt/	сыпайы	вежливый
rude (adj.)	/ruːd/	дөрекі	грубый
shy (adj.)	/ʃaɪ/	ұялшақ	застенчивый
unfriendly (adj.)	/ʌnˈfrendli/	қырын қабақты	недружелюбный
Phrases Фразы Фразалар			
What does he look like?	/wɒt ðəz hi lʊk laɪk/	Оның түрі қандай?	Как он выглядит?

English	Phonetic Transcription	Kazakh	Russian
What is he like?	/wɒt ɪz hi laɪk/	Ол қандай адам?	Что он за человек? Что он собой представляет?

2a

alone (adj.)	/ə'leɪn/	жалғыз	одинокий
awful (adj.)	/'ɔːfl/	сұмдық	ужасный
brave (adj.)	/breɪv/	батыл	храбрый
brilliant (adj.)	/'brɪliənt/	данышпан	гениальный
cool (adj.)	/kuːl/	күшті	классный
dangerous (adj.)	/'deɪndʒərəs/	қауіпті	опасный
everywhere (adv.)	/'evrɪweə(r)/	әр жерде	езде (нар.)
fall down (phr. v.)	/fɔːl daʊn/	құлау	падать
helicopter (n.)	/'helɪkɒptə(r)/	тікұшақ	вертолет
horrible (adj.)	/'hɒrəbl/	шатылған	кошмарный, ужасный
later (adv.)	/'leɪtə(r)/	кейін, сосын	позже
leave (v.)	/liːv/	кету	езжать, уходить
loud (adj.)	/laʊd/	қатты	громкий
noise (n.)	/nɔɪz/	шу	шум
on the slopes	/ɒn ðə sləʊps/	тау баурайында	на склонах
pilot (n.)	/'paɪlət/	ұшқыш	пилот
pleasant (adj.)	/'pleznt/	жағымды	приятный
remember (v.)	/'rɪməmbə(r)/	есінде ұстау	помнить
safe (adj.)	/seɪf/	қауіпсіз	в безопасности
save sb's life	/seɪv 'sʌmbədis laɪf/	біреудің өмірін сақтау	спасать чью-то жизнь
scared (adj.)	/'skeəd/	үріккен	напуганный
skiing (n.)	/'skiɪŋ/	шаңғы тебу	катание на лыжах
suddenly (adv.)	/'sʌdnli/	кенеттен	внезапно
teen (n.)	/'tiːn/	жеткіншек	подросток
terrible (adj.)	/'terəbl/	сұмдық	ужасный
try (v.)	/traɪ/	істеп көру, киіп көру	пробовать
useful (adj.)	/'juːsfl/	пайдалы	полезный

2b

accident (n.)	/'æksɪdənt/	апат, жазатайым оқиға	авария, несчастный случай
arrive (v.)	/ə'raɪv/	келу	прибыть
at the time	/ət ðə taɪm/	тап сол мезетте	в тот момент
break (v.)	/breɪk/	бұзу	нарушать
building (n.)	/'bɪldɪŋ/	зәулім үй	здание
burn (v.)	/bɜːn/	күйдіріп алу	обжечься
catch fire	/kætʃ 'faɪə(r)/	өртену	гореть
close (adj.)	/'kləʊz/	жақын	близкий
colleague (n.)	/'kɒliːg/	әріптес	коллега

Word list III

English	Phonetic Transcription	Kazakh	Russian
construction (n.)	/kən'strʌkʃn/	құрылыс	строительство
emergency services (n.)	/ɪ'mɜːdʒənsi 'sɜːvɪsɪz/	апаттан құтқару қызметі	аварийно-спасательные службы
fall off (phr. v.)	/fɔːl ɒf/	бір нәрседен құлап түсу	упасть с чего-то
flame (n.)	/fleɪm/	алау	пламя
hero (n.)	/ˈhɪərəʊ/	батыр	герой
(get) injured	/get ɪndʒəd/	жарақат алу	получить травму
ladder (n.)	/ˈlædə(r)/	баспалдақ	лестница
media (n.)	/ˈmiːdiə/	бұқаралық ақпарат құралдары	СМИ
put out (phr. v.)	/put aʊt/	отты өшіру	гасить
risk (v.)	/rɪsk/	қауіп төндіру	рисковать
take care of sb	/teɪk keə(r) əv 'sʌmbədi/	біреудің қамын ойлау	заботиться о ком-то
Jobs /dʒɒbs/ Специальности Мамандықтар			
architect (n.)	/ˈɑːkɪtekt/	сәулетші	архитектор
builder (n.)	/ˈbɪldə(r)/	құрылысшы	строитель
cameraman (n.)	/ˈkæmərəmæn/	кино түсіруші	кинооператор
electrician (n.)	/ɪˈlektʃɪn/	электрик	электрик
firefighter (n.)	/ˈfaɪəfaɪtə(r)/	өрт сөндіруші	пожарник
lifeguard (n.)	/ˈlaɪfgɑːd/	құтқарушы	спасатель
newsreader (n.)	/ˈnjuːzriːdə(r)/	жаңалықтар дикторы	диктор новостных передач
painter (n.)	/ˈpeɪntə(r)/	суретші	художник
paramedic (n.)	/ˈpærəˈmedɪk/	медициналық қызметкер	медперсонал
photographer (n.)	/fəˈtɒgrəfə(r)/	суретке түсіруші	фотограф
police officer (n.)	/pəˈliːs ɒfɪsə(r)/	полиция офицері	офицер полиции
reporter (n.)	/rɪˈpɔːtə(r)/	репортер	репортер
worker (n.)	/ˈwɜːkə(r)/	жұмысшы	работник
2c			
amazing (adj.)	/əˈmeɪzɪŋ/	таң қаларлық	удивительный
climb (v.)	/klaɪm/	тырмысу	вскарабкиваться
guys (n.)	/gaɪz/	достар	ребята
head (n.)	/hed/	бас	голова
move (v.)	/muːv/	жылжу, қозғалу	двигаться
tie (v.)	/taɪ/	байлау	связать (веревкой)

English	Phonetic Transcription	Kazakh	Russian
Hiking equipment	/ˈhaɪkɪŋ ɪˈkwɪpmənt/	походное снаряжение	жаяусапар керек-жабдығы
binoculars (n.)	/bɪˈnɒkjələz/	дүрбі	бинокль
compass (n.)	/ˈkʌmpəs/	компас, бағдар сағат	компас
first-aid kit	/fɜːst ˈeɪd kɪt/	дәрі қобдишасы	аптечка
pocketknife (n.)	/ˈpɒkɪtnaɪf/	бәкі	перочинный нож
rope (n.)	/rəʊp/	жіп, арқан	веревка
whistle (n.)	/ˈwɪsl/	ысқырық	свисток
Phrases Фразы Фразалар			
Be careful.	/bi ˈkeəfl/	абай бол.	будь осторожен.
Here we go.	/hɪə(r) wi ˈgəʊ/	алға, кеттік	вперед, поехали
Whatever you say.	/wɒtˈevə(r) ju sei/	Сіз не десеңіз де	что бы Вы ни говорили
2d			
award (n.)	/əˈwɔːd/	марапат	награда, орден
charity (n.)	/ˈtʃærəti/	қайырымдылық	благотворительность
court (n.)	/kɔːt/	ойын алаңы	игровая площадка
decide (v.)	/dɪˈsaɪd/	шешу	решать
European (adj.)	/juərəˈpiːən/	еуропалық	европейский
fame (n.)	/feɪm/	даңқ, атақ	слава, известность
group (n.)	/gruːp/	топ	группа
local (adj.)	/ləʊkl/	жергілікті	местный
manager (n.)	/ˈmænɪdʒə(r)/	бас жаттықтырушы	главный тренер
national (adj.)	/ˈnæʃnəl/	ұлттық	национальный
organise (v.)	/ˈɔːɡənaɪz/	ұйымдастыру	организовывать
prize (n.)	/praɪz/	марапат	приз
raise money	/reɪz ˈmʌni/	ақша жинау	собирать деньги
successful (adj.)	/səkˈsesfl/	табысты	успешный
take part in	/teɪk pɑːt ɪn/	қатысу	принимать участие
top (adj.)	/tɒp/	басты	ведущий
Words related to sport Слова, связанные со спортом Спортқа қатысты сөздер			
against (prep.)	/əˈɡenst/	қарсы	против
champion (n.)	/ˈtʃæmpiən/	чемпион	чемпион
cup (n.)	/kʌp/	кубок	кубок
league (n.)	/liːg/	лига	лига
player (n.)	/ˈpleɪə(r)/	ойыншы	игрок
point (n.)	/pɔɪnt/	ұпай	очко
sports event	/spɔːts ɪˈvent/	спорттық шара	спортивное мероприятие
trophy (n.)	/ˈtrɒfi/	марапат	награда
Phrases Фразы Фразалар			
How long...?	/haʊ lɒŋ/	Қаншаға созылмақ...?	Как долго...?

Word list III

English	Phonetic Transcription	Kazakh	Russian
2e			
activity (n.)	/æk'tɪvəti/	іс, хобби	занятие
be interested in	/bi 'ɪntrəstɪd ɪn/	қызығушылық білдіру	быть заинтересованным в
be/keep fit	/bi / kɪp fɪt/	бапта болу	быть в форме
championship (n.)	/ˈtʃæmpɪənʃɪp/	чемпионат	чемпионат
do charity work	/du: ˈtʃærəti wɜ:k/	қайырымдылық шарасымен айналысу	заниматься благотворительной деятельностью
elderly people	/ˈeldəli ˈpi:pl/	қарттар	престарелые, пожилые
exercise (n.)	/ˈeksəsaɪz/	жаттығу	упражнение
follow advice	/ˈfɒləʊ ədˈvaɪs/	біреудің ақыл-кеңесін орындау	следовать совету
join a team	/dʒɔɪn eɪ ti:m/	командаға қосылу	присоединиться к команде
lately (adv.)	/ˈleɪtli/	соңғы уақытта	в недавнее время
make a donation	/meɪk eɪ dəʊˈneɪʃn/	қайырымдылық жасау	сделать пожертвование
member (n.)	/ˈmembə(r)/	мүше	член
poor (adj.)	/puə/	кедей	бедный
race (n.)	/reɪs/	жүгіруден сайысқа түсу	состязание в беге
recently (adv.)	/ˈri:ntli/	жуырда	недавно
take up (phr. v.)	/teɪk ʌp/	айналысуды бастау	начать заниматься
tip (n.)	/tɪp/	ақыл-кеңес	совет
Phrases Фразы Фразалар			
Guess what!	/ɡes wɒt/	Сенесің бе!	Представляешь!
Let me know.	/let mi nəʊ/	Хабар беріңіз.	Дайте мне знать.
Take care.	/teɪk keə(r)/	Аман болыңыз.	Берегите себя.
That's all for now.	/ðætʰs ɔ:l fə(r) nəʊ/	Бұл әзірге осы.	Это на сегодня все.
3a			
annoying (adj.)	/əˈnɔɪɪŋ/	беймаза	назойливый
comfortable (adj.)	/ˈkɒmfətəbl/	жайлы	комфортный
country (n.)	/ˈkʌntri/	мемлекет	страна
do gardening	/du: ˈɡɑ:dnɪŋ/	бау-бақша өсіру	заниматься садоводством
each other	/i:tʃ ˈlʌðə(r)/	бірін-бірі	друг друга
excitement (n.)	/ɪkˈsaɪtmənt/	абыр-сабыр	суматоха, шумиха
expensive (adj.)	/ɪkˈspensɪv/	қымбат	дорогой
explore (v.)	/ɪkˈsplɔ:(r)/	зерттеу	исследовать

English	Phonetic Transcription	Kazakh	Russian
general (adj.)	/ˈdʒenrəl/	жалпы	общий
go for a walk	/ˈgəʊ fə(r) eɪ wɔːk/	серуенге шығу	выйти на прогулку
healthy (adj.)	/ˈhelθi/	сау	здоровый
home-cooked (adj.)	/ˈhəʊm ˈkʊkt/	үйде пісірілген	домашнего приготовления
lake (n.)	/leɪk/	көл	озеро
lifestyle (n.)	/ˈlaɪfstɑɪl/	өмір салты	образ жизни
mouse – mice (n.)	/maʊs/ - /maɪs/	тышқан(дар)	мышь - мыши
nature (n.)	/ˈneɪtʃə(r)/	табиғат	природа
neighbourhood (n.)	/ˈneɪbəhʊd/	аймақ, төңірек	окрестности
noisy (adj.)	/ˈnɔɪzi/	шұлы, ду-ду	шумный
offer (v.)	/ˈɒfə(r)/	ұсыну	предлагать
peace and quiet	/ˈpiːs ənd ˈkwaɪət/	тыныштық пен жайлылық	тишина и покой
peaceful (adj.)	/ˈpiːsfl/	тыныш	спокойный, безмятежный
pollution (n.)	/pəˈluːʃn/	ластану	загрязнение
prefer (v.)	/prɪˈfɜː(r)/	артық көру	предпочитать
relaxed (adj.)	/rɪˈlæksd/	жайбарақат	спокойный
without (prep.)	/wɪˈðaʊt/	бір нәрсесіз	без
Types of houses Виды домов Үйлер түрлері			
block of flats	/blɒk əv flæts/	тұрғын-үй кешені	жилой комплекс
bungalow (n.)	/ˈbʌŋɡələʊ/	бунгало	бунгало
caravan (n.)	/ˈkærəvæn/	жабық арбадағы үй	дом-фургон
cottage (n.)	/ˈkɒtɪdʒ/	коттедж	коттедж
farmhouse (n.)	/ˈfɑːmhaʊs/	фермерлік үй	фермерский дом
houseboat (n.)	/ˈhaʊsbəʊt/	судағы үй	дом на воде
tree house (n.)	/ˈtriː haʊs/	ағаштағы күрке	шалаш на дереве
Phrases Фразы Фразалар			
this way	/ðɪs weɪ/	осылайша	таким образом
Which...?	/wɪtʃ/	қайсысы...?	Какой/который...?
3b			
area (n.)	/ˈeəriə/	аймақ	район
countryside (n.)	/ˈkʌntrisaɪd/	ауылдық жер	сельская местность
deep (adj.)	/diːp/	терең	глубокий
high (adj.)	/haɪ/	биік, ұзын	высокий
incredible (adj.)	/ɪnˈkredəbl/	нанғысыз	невероятный
kilometres (km) (n.)	/ˈkɪləmiːtə(r)z/	шақырым (км)	Километры (км)
land (n.)	/lənd/	жер	земля
large (adj.)	/lɑːdʒ/	үлкен	большой
level (n.)	/ˈlevl/	деңгей	уровень
metres (m) (n.)	/ˈmiːtə(r)z/	метрлер (м)	метры (м)

Word list III

English	Phonetic Transcription	Kazakh	Russian
million	/ˈmɪljən/	миллион	миллион
natural (adj.)	/ˈnætʃrəl/	табиғи	естественный, природный
run through (phr. v.)	/rʌn θruː/	арқылы ағып өту	протекать через
special (adj.)	/ˈspeʃl/	ерекше	особенный
square kilometres (km ²)	/ˈskweə ˈkɪləmi:tə(r)z/	кв. километры (км ²)	шаршы шақырым (км ²)
total (n.)	/ˈtəʊtl/	жалпы саны	общее количество
wonder (n.)	/ˈwʌndə(r)/	ғажап	чудо
world (n.)	/ˈwɜːld/	әлем	мир
Geographical features Географические особенности Географиялық ерекшеліктер			
forest (n.)	/ˈfɒrɪst/	орман	лес
mountain (n.)	/ˈmaʊntən/	тау	гора
river (n.)	/ˈrɪvə(r)/	өзен	река
sea (n.)	/siː/	теңіз	море
waterfall (n.)	/ˈwɔːtəfɔːl/	сарқырама	водопад
Зс			
ambulance (n.)	/ˈæmbjələns/	жедел жәрдем	скорая помощь
banana skin	/bəˈnɑːnə skɪn/	бананның қабығы	шкурка от банана
call for (phr. v.)	/kɔːl fə(r)/	шақыру	вызвать
exactly (adv.)	/ɪɡˈzæktli/	нақты	точно
explain (v.)	/ɪkˈspleɪn/	түсіндіру	объяснять
hold (v.)	/həʊld/	ұстау	держатъ
in the middle of	/ɪn ðə ˈmɪdl əv/	ортасында	в середине
jump (off) (v.)	/dʒʌmp ɒf/	бір нәрседен секіру	спрыгнуть
just (adv.)	/dʒʌst/	тек қана	всего лишь
pain (n.)	/peɪn/	ауру, сырқат	боль
pavement (n.)	/ˈpeɪvmənt/	жаяужол	тротуар
strange (adj.)	/streɪndʒ/	әдеттен тыс	странный
Parts of the body Части тела Дене мүшелері			
ankle (n.)	/ˈæŋkl/	жіліншік	лодыжка
arm (n.)	/ɑːm/	қол	рука
back (n.)	/bæk/	арқа	спина
finger (n.)	/ˈfɪŋɡə(r)/	саусақ	палец
wrist (n.)	/rɪst/	білезік	запястье
Verbs related to accidents Глаголы, относящиеся к несчастным случаям (суц) Жазатайым оқиғаларға қатысты етістіктер			
bleed (v.)	/bliːd/	қан кету	кровоточить
crash into (phr. v.)	/kræʃ ˈɪntə/	бір нәрсеге соғылу	врезаться во что-либо

English	Phonetic Transcription	Kazakh	Russian
hit (v.)	/hit/	соғу	ударить
hurt (v.)	/hɜ:t/	зақымдап алу	повредить
slip (v.)	/slɪp/	тайып кету	поскользнуться
sprain (v.)	/spreɪn/	буын аралығын созып ауыртып алу	растянуть связки
Phrases Фразы Фразалар			
Excuse me.	/ɪk'skju:s mi/	Кешіріңіз.	Извините.
I'm not sure.	/aɪm nɒt ʃʊə(r)/	Нақтысын білмеймін.	Не уверен(-а).
Never mind.	/'nevə(r) maɪnd/	Ештеңе етпес.	Ничего страшного.
3d			
above (prep.)	/ə'bvʌv/	үстінен, үстінде	над
everyone (pron.)	/'evriwʌn/	әрбір	каждый
find out (phr. v.)	/faɪnd aʊt/	біліп алу	узнать
huge (adj.)	/hju:dʒ/	үлкен, зор	огромный
inside (adv.)	/'ɪn'saɪd/	ішінде	внутри
jam (n.)	/dʒæm/	джем	джем
nature reserve (n.)	/'neɪtʃə rɪz:v/	табиғи қор	природные запасы
nowhere (adv.)	/'nəʊweə(r)/	ешқайда	нигде
upset (adj.)	/ʌp'set/	ренішті	расстроенный, огорченный
Animals/Insects Животные/насекомые Жануарлар/жәндіктер			
ant (n.)	/ænt/	құмырсқа	муравей
eagle (n.)	/'i:gl/	қыран	орел
grasshopper (n.)	/'grɑ:ʃɒpə(r)/	шегіртке	кузнечик
sheep (n.)	/'ʃi:p/	қой	овца
snail (n.)	/'sneɪl/	ұлу	улитка
wolf (n.)	/'wʊlf/	қасқыр	волк
Phrases Фразы Фразалар			
As you know, ...	/əz ju nəʊ/	Сіздің білуіңізше, ...	Как вы знаете, ...
3e			
ancient (adj.)	/'eɪnfənt/	ежелгі	древний
capital (n.)	/'kæpɪtl/	елорда	столица
skyscraper (n.)	/'skaɪskreɪpə(r)/	өте биік үй	небоскреб
tourist (n.)	/'tuəɪst/	турист	турист
view (n.)	/'vju:/	түр	вид
visitor (n.)	/'vɪzɪtə(r)/	келуші	посетитель
Places in a city Места в городе Қаладағы орындар			
airport (n.)	/'eəpɔ:t/	әуежай	аэропорт
bridge (n.)	/'brɪdʒ/	көпір	мост
car park (n.)	/'kɑ: pɑ:k/	машиналар тұрағы	стоянка машин
cathedral (n.)	/'kæθi:drəl/	шіркеу	собор
mosque (n.)	/'mɒsk/	мешіт	мечеть

Word list III

English	Phonetic Transcription	Kazakh	Russian
port (n.)	/pɔ:t/	кемежай	порт
train station	/ˈtreɪn steɪʃən/	теміржол бекеті	железнодорожная станция
Phrases Фразы Фразалар			
For example,...	/fə(r) ɪgˈzɑ:mpl/	Мысалы,...	Например,....
4a			
a day out	/ə deɪ aʊt/	демалыс	выходной день
actually (adv.)	/ˈæktʃuəli/	шын мәнісінде	фактически
adventure (n.)	/ədˈventʃə(r)/	қызықты оқиға	приключение
adventurous (adj.)	/ədˈventʃərəs/	қызықты оқиғаға толы	авантюрно отважный, безрассудно смелый
announce (v.)	/əˈnaʊns/	жариялау	объявлять
article (n.)	/ˈɑ:tɪkl/	мақала	статья
at the same time	/æt ðə seɪm taɪm/	сол мезетте	в то же время
believe (v.)	/bɪˈli:v/	сену	верить
choose (v.)	/tʃu:z/	таңдау	выбрать
danger (n.)	/ˈdeɪndʒə(r)/	қауіп	опасность
enter a competition	/ˈentzə(r) ə ˌkɒmpəˈtɪʃn/	жарысқа қатысу	вступать в соревнование
expect (v.)	/ɪkˈspekt/	күту, тосу	ожидать
feel (v.)	/fi:l/	сезу	чувствовать
headlines (n.)	/ˈhedlɪns/	соңғы жаңалықтардың қысқаша мазмұны	краткое изложение последних новостей
health (n.)	/helθ/	денсаулық	здоровье
however (adv.)	/haʊˈevə(r)/	алайда	однако
include (v.)	/ɪnˈklu:d/	қосу, енгізу	включать
leading actor	/ˈli:dn̩ ˈæktə(r)/	бас кино актеры	ведущий киноактер
lucky (adj.)	/ˈlʌki/	бақытты адам	счастливчик
owner (n.)	/ˈəʊnə(r)/	ие	владелец
play (n.)	/pleɪ/	спектакль, қойылым	спектакль
play (v.)	/pleɪ/	ойнау	играть
playful (adj.)	/ˈpleɪfl/	ойнақы	игривый
playwright (n.)	/ˈpleɪraɪt/	драматург	драматург
sad (adj.)	/sæd/	мұңды	печальный
yearly (adj.)	/ˈjɪəli/	жыл сайын	каждый год
4b			
audition (n.)	/ɔ:ˈdɪʃn/	тыңдату	прослушивание
chance (n.)	/tʃɑ:ns/	мүмкіндік	шанс (возможность)
clearly (adv.)	/ˈkliəli/	анық	очевидно

English	Phonetic Transcription	Kazakh	Russian
do well	/də wel/	табысқа жету	достичь успеха
embarrassing (adj.)	/ɪmˈbærəsɪŋ/	ыңғайсыз	неловкий
exam (n.)	/ɪgˈzæm/	емтихан	экзамен
laptop (n.)	/ˈlæptɒp/	портативті компьютер	портативный компьютер
make a mistake	/meɪk ə mɪˈsteɪk/	қате жіберу	совершать ошибку
perform (v.)	/pəˈfɔ:m/	сахнада өнер көрсету	выступать
performance (n.)	/pəˈfɔ:məns/	өнер көрсету	выступление
ready (adj.)	/ˈredi/	дайын	готовый
star (n.)	/stɑ:(r)/	жұлдыз	звезда
Feelings Чувства Сезімдер			
confident (adj.)	/ˈkɒnfɪdənt/	сенімді	уверенный
confused (adj.)	/kənˈfju:zd/	састырылған, сасқалақтаған	в замешательстве, запутанный
disappointed (adj.)	/ˌdɪsəˈpɔɪntɪd/	көңілі қалған	разочарованный
jealous (adj.)	/ˈdʒeləs/	қызғанарлық	завидно
nervous (adj.)	/ˈnɜ:vəs/	алаңдау	нервничать, беспокоиться
proud (adj.)	/praʊd/	тәкаппар, менмен, мақтан тұту	гордый, гордиться
unhappy (adj.)	/ʌnˈhæpi/	бақытсыз	несчастный
Phrases Фразы Фразалар			
Give it your best shot.	/gɪv ɪt jɔ:(r) best ʃɒt/	Өзіңізге сыйлық жасаңыз.	Сделайте себе подарок.
How come...?	/haʊ kʌm/	Бұл қалайша осылай болып қалды...?	Как получилось, что...?
I'll tell you what.	/aɪl tel ju wɒt/	Сіз білесіз бе.	Знаете что.
There's no need.	/ðeəz nəʊ ni:d/	Маған мұның қажеті жоқ.	незачем.
4c			
atmosphere (n.)	/ˈætməsfɪə(r)/	атмосфера	атмосфера
beat (n.)	/bi:t/	дабыл соғу	бой (барабана)
collection (n.)	/kəˈleɪʃn/	жиынтық	коллекция
DJ (n.)	/ˈdi: dʒeɪ/	диджей	диджей
energy (n.)	/ˈenədʒi/	энергия	энергия
interview (v.)	/ˈɪntəvju:/	сұхбат алу	брать интервью
musician (n.)	/ˈmju:zɪn/	музыкант	музыкант
outfit (n.)	/ˈaʊtfɪt/	киім жинақтамасы	комплект одежды
professional (adj.)	/prəˈfeʃənl/	кәсіби	профессиональный
record (v.)	/rɪˈkɔ:d/	жазып алу	записывать
schedule (n.)	/ˈʃedju:l/	кесте	график
studio (n.)	/ˈstju:diəʊ/	студия	студия

Word list III

English	Phonetic Transcription	Kazakh	Russian
Kinds of music Музыкальные жанры Музыка жанрлары			
classical (adj.)	/ˈklæsɪkl/	классикалық	классическая
dance (n.)	/dɑːns/	би	танцы
heavy metal (n.)	/ˌhevi ˈmetl/	ауыр металл	тяжелый металл
jazz (n.)	/dʒæz/	джаз	джаз
Latin (adj.)	/ˈlætɪn/	латын	латинская
pop (n.)	/pɒp/	поп	поп
R&B (abbr.)	/ɑːr ən ˈbiː/	ар-эн-би	ар-эн-би
rock (n.)	/rɒk/	рок	рок
traditional (adj.)	/trəˈdɪʃənl/	дәстүрлі	традиционная
Phrases: like/dislike Фразы: нравится/не нравится Фразалар: ұнайды/ұнамайды			
be a fan of	/bi ə fæn əv/	құмар болу	быть фанатом
be fond of	/bi fɒnd əv/	айналысу, әуес болу	увлекаться
be into sth	/bi ˈɪntə ˈslɪmθɪŋ/	қызығушылық білдіру	быть заинтересованным чем-либо
find... boring/ interesting	/faɪnd... ˈbɔːrɪŋ/ˈɪntərəstɪŋ/	қызықсыз/қызықты деп табу	находить... скучным/ интересным
It's my pleasure.	/ɪts maɪ ˈpleʒ(r)/	Бұл іс маған ұнайды.	Мне очень приятно.
That's true!	/ðætс truː/	Бұл рас!	Это правда!
To be honest,...	/tuː bi ˈɒnɪst/	Шындығында,...	По правде говоря,...
4d			
absolutely (adv.)	/ˈæbsəluːtli/	әбден	совершенно
acting (n.)	/ˈæktɪŋ/	актерлік өнер көрсету	актерское исполнение
to be afraid of	/tuː bi əˈfreɪd əv/	қорқу	бояться
at least	/ət ˈliːst/	аз дегенде	как минимум
audience (n.)	/ˈɔːdiəns/	көрермендер	зрители
audition (n.)	/ɔːˈdɪʃn/	тыңдату	прослушивание
entertain (v.)	/ɪntəˈteɪn/	біреудің көңілін көтеру	развлекать
go wrong	/gəʊ rɒŋ/	қателесу	идти не по плану
lines (n.)	/ˈlaɪns/	өлең жолдары	строки
luck (n.)	/lʌk/	жамандықтың белгісі	плохая примета
mention (v.)	/ˈmenʃn/	атап көрсету	упомянуть
noticeboard (n.)	/ˈnəʊtɪsbɔːd/	жарнама тақтасы	доска объявлений
out loud	/aʊt laʊd/	дауыстап айту	произнести громко
part (n.)	/pɑːt/	бөлік	часть
particular (adj.)	/pəˈtɪkjələ(r)/	белгілі бір	определенный
poster (n.)	/ˈpəʊstə(r)/	плакат	плакат

English	Phonetic Transcription	Kazakh	Russian
stage (n.)	/stedʒ/	сахна	сцена
stage fright (n.)	/'steɪdʒ fraɪt/	сахнаға шығар алдында қобалжу	волнение перед выходом на сцену
superstitious (adj.)	/ˌsuːpə'stɪʃəs/	ырымшыл	суеверный
wish (v.)	/wɪʃ/	аңсау, қалау	желать
wrong (adj.)	/rɒŋ/	дұрыс емес	неправильный
Phrases Фразы Фразалар			
Break a leg!	/breɪk ə leg/	Сәттілік!	Ни пуха ни пера!
What are you up to?	/wɒt ə(r) ju ʌp tuː/	Не істеп отырсың?	Что ты делаешь?
4e			
blow out (phr. v.)	/bləʊ aʊt/	майшамды сөндіру	задувать (свечи)
candle (n.)	/'kændl/	майшам	свеча
catchy (adj.)	/'kætʃi/	тез есте сақталатын	легко запоминающийся
cupcake (n.)	/'kʌpkɛɪk/	кекс	кекс
make a wish	/meɪk ə wɪʃ/	тілек тілеу	загадать желание
make sb laugh	/meɪk 'sʌmbədi lɑːf/	күлдіру	рассмешить
star (v.)	/stɑː(r)/	басты рөлде ойнау	играть главную роль
title (n.)	/'taɪtl/	атау	название
unusual (adj.)	/ʌn'juːʒuəl/	әдеттен тыс	необычный
whole (adj.)	/həʊl/	бүтін	целый
Words/Phrases related to films Слова/фразы, относящиеся к фильмам Фильмдерге қатысты фразалар			
direct (v.)	/dɪ'rekt/	басқару	руководить
plot (n.)	/plɒt/	сюжет	сюжет
role (n.)	/rəʊl/	рөл	роль
scene (n.)	/siːn/	әрекет орны	место действия
soundtrack (n.)	/'saʊndtræk/	дыбыспен сүйемелдеу, саундтрэк	сопровождение звуком, саундтрэк
special effects (n.)	/ˌspeʃl rɪ'fekts/	арнайы эффектілер	спецэффекты
5a			
be on time	/bi ɒn taɪm/	уақытында келу	быть вовремя
cancel (v.)	/'kænsəl/	бас тарту	отменить
forget (v.)	/fə'get/	ұмыту	забыть
hang up (phr. v.)	/hæŋ ʌp/	трубканы қоя салу	положить трубку
honey (n.)	/'hʌni/	бал	мед
ill (adj.)	/ɪl/	науқас, ауру	больной
lemon (n.)	/'lemən/	лимон	лимон
lie (lied-lied) (v.)	/laɪ/	өтірік айту	лгать
look after (phr. v.)	/lʊk ˈɑːftə(r)/	біреуді күту	ухаживать за кем-либо
medicine (n.)	/'medsn/	дәрі-дәрмектер	медикаменты

Word list III

English	Phonetic Transcription	Kazakh	Russian
painkiller (n.)	/ˈpeɪnkɪlə(r)/	ауру басатын дәрілер	болеутолящие средства
tea (n.)	/ti:/	шай	чай
warm (adj.)	/wɔ:m/	жылы	теплый
Ailments and illnesses /ˈeɪlmənts ənd ˈɪlnəsɪz/ Болезни и недуги Ауру және сырқаттар			
cough (n.)	/kɒf/	жетел	кашель
earache (n.)	/ˈɪərəɪk/	құлақ ауруы	боль в ухе
fever (n.)	/ˈfi:və(r)/	қызу	жар
sore throat (n.)	/sɔ: ˈθrəʊt/	тамақ ауруы	боль в горле
stomach ache (n.)	/ˈstʌmək eɪk/	іштің ауруы	боль в животе
the flu (n.)	/ðə flu:/	тұмау	грипп
toothache (n.)	/ˈtu:θeɪk/	тіс ауруы	зубная боль
Phrases Фразы Фразалар			
Oh dear!	/əʊ diə(r)/	Ой, қымбаттым!	О, дорогой (-ая)!
What's wrong with you?	/wɒts rɒŋ wɪð ju:/	Бәрі дұрыс па?	Что с тобой?
5b			
add (v.)	/æd/	қосу	добавить
be right back	/bi raɪt bæk/	жуырда қайтып келемін	скоро вернусь
chat room (n.)	/ˈtʃæt ru:m/	чат-бөлме	чат-комната
keyboard (n.)	/ˈki:bɔ:d/	пернетақта	клавиатура
laugh out loud	/lɑ:f aʊt laʊd/	қарқылдап күлу	расхотаться
make sure	/meɪk ʃʊə(r)/	көзі жету	убедиться
normal (adj.)	/ˈnɔ:ml/	қалыпты	нормальный
note (n.)	/nəʊt/	жазу	запись
phrase (n.)	/freɪz/	фраза	фраза
reason (n.)	/ˈri:zn/	сылтау, себеп	причина
receive (v.)	/rɪˈsi:v/	алу	получить
rule (n.)	/ru:l/	ереже	правило
shorten (v.)	/ˈʃɔ:tn/	қысқарту	сократить
show (v.)	/ʃəʊ/	көрсету	показать
slow (adj.)	/sləʊ/	баяу	медленный
smiley (n.)	/ˈsmɑ:li/	күлкі белгісі	рожица, улыбочка
SMS (abbr.)	/es em ˈes/	СМС	СМС
symbol (n.)	/ˈsɪmbl/	нышан	символ
text (v.)	/tekst/	хабарлама қалдыру	написать сообщение
text message (n.)	/ˈtekst məsɪdʒ/	мәтіндік хабарлама	текстовое сообщение

English	Phonetic Transcription	Kazakh	Russian
type (v.)	/taɪp/	теру	печатать
Бс			
avoid (v.)	/ə'vɔɪd/	болдырмау, жоламау	избегать
be rich in	/bi rɪtʃ ɪn/	бір нәрсеге бай болу	быть богатым в чем-либо
bone (n.)	/bəʊn/	сүйек	кость
cheap (adj.)	/tʃi:p/	арзан	дешевый
completely (adv.)	/kəm'pli:tli/	толығымен	полностью
contain (v.)	/kən'teɪn/	құрамында болу	содержать
dairy product	/ˈdeəri 'prɒdʌkt/	сүт өнімі	молочный продукт
diet (n.)	/ˈdaɪət/	емдәм	диета
every now and then	/ˈevri naʊ ən ðen/	дүркін-дүркін	время от времени
fat (n.)	/fæt/	май	жир
feel like	/fi:l laɪk/	өзін сезіну	чувствовать себя
fresh (adj.)	/frefʃ/	жаңа піскен	свежий
fried (adj.)	/fraɪd/	қуырылған	жаренный
good/bad for you	/ɡʊd/bæd fə ju/	сен үшін жақсы/жаман	хорошо/плохо для тебя
instead of	/ɪn'stɛd əv/	бір нәрсенің орнына (қосымша сөз)	вместо
junk food (n.)	/ˈdʒʌŋk fu:d/	құрғақтай тамақ ішу	еда всухомятку, неполноценная пища
litre (n.)	/ˈli:tə(r)/	литр	литр
necessary (adj.)	/ˈnesəsəri/	қажетті	необходимый
nowadays (adv.)	/ˈnaʊədeɪz/	қазіргі уақытта	в настоящий момент
overdo (v.)	/ˈəʊvəˈdu:/	артық күш жұмсау	перестараться, переборщить
overweight (adj.)	/ˈəʊvəˈweɪt/	артық салмақ	полный, с лишним весом
strong (adj.)	/strɒŋ/	күшті	сильный
tasty (adj.)	/ˈteɪsti/	дәмді	вкусный
totally (adv.)	/ˈtəʊtəli/	толығымен	полностью
unhealthy (adj.)	/ʌn'helθi/	зиянды	нездоровый
vitamin (n.)	/ˈvɪtəˌmɪn/	витамин	витамин
Food Еда Тамақ			
beans (n.)	/bi:nz/	бұршақ	бобы
carrot (n.)	/ˈkærət/	сәбіз	морковь
cheese (n.)	/tʃi:z/	ірімшік	сыр
cucumber (n.)	/ˈkju:kʌmbə(r)/	қияр	огурец
lettuce (n.)	/ˈletɪs/	салат	салат
mayonnaise (n.)	/ˈmeɪəˈneɪz/	майонез	майонез
meatballs (n.)	/ˈmi:tbo:lz/	бұршақ ет	фрикадельки
mushroom (n.)	/ˈmʌʃrʊm/	саңырауқұлақ	гриб

Word list III

English	Phonetic Transcription	Kazakh	Russian
olive oil (n.)	/ˈɒlɪv ˈɔɪl/	зәйтүн майы	оливковое масло
pasta (n.)	/ˈpæstə/	паста	паста
peas (n.)	/piːz/	ас бұршақ	горох
salt (n.)	/sɔːlt/	тұз	соль
sauce (n.)	/sɔːs/	тұздық	соус
sausage (n.)	/ˈsɒsɪdʒ/	шұжық	колбаса
strawberry (n.)	/ˈstrɔːbəri/	құлпынай	клубника
sugar (n.)	/ˈʃʊɡə(r)/	қант	сахар
yoghurt (n.)	/ˈjɒɡət/	йогурт	йогурт
5d			
aquarium (n.)	/əˈkwɛəriəm/	аквариум	аквариум
calm down (phr. v.)	/kɑːm daʊn/	тынышталу	успокоиться
carefully (adv.)	/ˈkeəfli/	абай	осторожно
cheer up (phr. v.)	/tʃɪər ʌp/	сергу	приободриться
easily (adv.)	/ˈiːzəli/	жеңіл	легко, просто
especially (adv.)	/ɪˈspeʃəli/	әсіресе	особенно
even if	/ˈiːvn ɪf/	болса да	даже если
feel down (phr. v.)	/fiːl daʊn/	мен мұңайып отырмын	я не нахожу себе места, мне грустно
lonely (adj.)	/ˈləʊnli/	жалғыз	одинокий
make friends	/meɪk frendz/	біреумен достасу	подружиться
move away (phr. v.)	/muːv əˈweɪ/	бір орыннан екінші орынға көшу	переезжать с места на место
on your own	/ɒn jər əʊn/	өз бетімен	самостоятельно
responsible (adj.)	/rɪˈspɒnsəbl/	жауапты	ответственный
sociable (adj.)	/ˈsəʊfəbl/	көпшіл	общительный
stressed (adj.)	/strest/	есеңгіреген	перегруженный, напряженный
teach (v.)	/tiːtʃ/	оқыту, үйрету	обучать
therapy (n.)	/ˈθerəpi/	терапия	терапия
unwell (adj.)	/ʌnˈwel/	ауру	нездоровый
Phrases Фразы Фразалар			
Why don't...?	/waɪ dəʊnt/	Неге...?	Почему бы...?
5e			
angry (adj.)	/ˈæŋɡri/	ызалы	сердитый
be in trouble	/bi ɪn ˈtrʌbl/	жайсыздықтарға тап болу	столкнуться с неприятностями
borrow (v.)	/ˈbɒrəʊ/	қарызға алу	одолжить
fight (v.)	/faɪt/	төбелесу	драться

English	Phonetic Transcription	Kazakh	Russian
first of all	/fɜːst əv ɔːl/	біріншіден	во-первых
fix (v.)	/fiks/	жөндеу	ремонтировать, чинить
invite (v.)	/ɪn'vaɪt/	шақыру	приглашать
learn a lesson	/lɜːn ə 'lesn/	сабақ алу	получить урок
lend (v.)	/lend/	қарызға беру	дать взаймы
mark (n.)	/mɑːk/	баға	оценка
notice (v.)	/'nəʊtɪs/	байқау	замечать
perhaps (adv.)	/pə'hæps/	мүмкін	возможно
share (v.)	/ʃeə(r)/	бөлісу	делить
tell the truth	/tel ðə truːθ/	шындық айту	говорить правду
trendy (adj.)	/'trendi/	сәнқой адам	модник
Phrases Фразы Фразалар			
Everything will be just fine.	/'evriθɪŋ wɪl bi dʒʌst faɪn/	Бәрі де жақсы болады.	Все будет нормально.
I don't get it.	/aɪ dəʊnt get ɪt/	Маған осы түсініксіз.	Я этого не понимаю.
I hope everything goes well.	/aɪ həʊp 'evriθɪŋ ɡəʊz wel/	Барлығы ойдағыдай өтеді деп сенемін.	Надеюсь, что все пройдет нормально.
It's not fair.	/ɪts nɒt feə(r)/	Бұл әділ емес.	Это несправедливо.
6a			
apologise (v.)	/ə'pɒlədʒaɪz/	кешірім сұрау	просить прощение
backpacker (n.)	/'bækprækə(r)/	жаяу жүретін турист	пеший турист
basket (n.)	/'bɑːskɪt/	себет	корзина
bird (n.)	/bɜːd/	құс	птица
bring (v.)	/'brɪŋ/	әкелу	принести
come true	/kʌm truː/	орындалу	сбываться
day trip (n.)	/'deɪ trɪp/	бір күндік сапар	однодневная поездка
dream (n.)	/'driːm/	арман	мечта
finally (adv.)	/'faɪnəli/	ақыры, әйтеуір	наконец-то
freeze (v.)	/'friːz/	тоңу	мерзнуть
freezing (adj.)	/'friːzɪŋ/	тоңған	застывший
glove (n.)	/'glʌv/	қолғап	перчатка
ground (n.)	/'graʊnd/	жер	земля
handwriting (n.)	/'hændraɪtɪŋ/	жазу	почерк
ice (n.)	/aɪs/	мұз	лед
keep (v.)	/'kiːp/	сақтау	хранить, содержать
lie down (phr. v.)	/'laɪ daʊn/	жату	лечь
made of	/'meɪd əv/	бір нәрседен жасалған	сделан из
pair of	/'peə əv/	жұп	пара
pull (v.)	/'pʊl/	тарту	тянуть
skating rink (n.)	/'skeɪtɪŋ rɪŋk/	мұз айдыны	каток

Word list III

English	Phonetic Transcription	Kazakh	Russian
ski resort	/ski: rɪ'zɔ:t/	шаңғы базасы	лыжная база, горнолыжный курорт
sleeping bag (n.)	/ˈsli:pɪŋ bæɡ/	қаптөсек	спальный мешок
snowboarding (n.)	/ˈsnəʊbɔ:diŋ/	сноубординг	сноубординг
staff (n.)	/stɑ:f/	қызметкер	персонал
stay (v.)	/steɪ/	(қонақ үйде) қалу	находиться, останавливаться (в отеле)
top (adj.)	/tɒp/	жоғары	высший
travel agent (n.)	/ˈtrævl eɪdʒənt/	туристік агент	турагент
water sport (n.)	/ˈwɔ:tə spɔ:t/	су спорты	водный спорт
Phrases Фразы Фразалар			
Nothing to worry about.	/ˈnʌθɪŋ tu: ˈwʌri əˈbaʊt/	Еш нәрсеге алаңдама.	Не о чем беспокоиться.
6b			
information (n.)	/ɪnfəˈmeɪʃn/	ақпарат	информация
leaflet (n.)	/ˈli:flət/	кітапша	брошюра
matches (n.)	/mætʃɪz/	сіріңке	спички
safety rule	/ˈseɪfti ru:l/	қауіпсіздік ережелері	правила безопасности
Camping /ˈkæmpɪŋ/ кэмпинговое снаряжение кэмпингке керек-жарақтар			
backpack (n.)	/ˈbækpæk/	арқа қоржын	рюкзак
camp leader (n.)	/ˈkæmp ˌli:də(r)/	лагерь басшысы	руководитель лагеря
go camping	/gəʊ ˈkæmpɪŋ/	шатырда тұру	жить в палатках, выезжать на свежий воздух
make a fire	/meɪk ə ˈfaɪə(r)/	от жағу	разжечь костер
map (n.)	/mæp/	карта	карта
(put up) a tent	/(pʊt ʌp) ə tent/	шатыр құру	собрать палатку
torch (n.)	/tɔ:tʃ/	қолшам	фонарик
Phrases Фразы Фразалар			
give sb a hand	/gɪv ˈsʌmbədi ə hænd/	біреуге қол беру	подать кому-либо руку
6c			
ask (for) (v.)	/ɑ:sk fə(r)/	сұрау	просить
closed (adj.)	/kləʊzd/	жабық	закрытый
crowded (adj.)	/ˈkraʊdɪd/	адамға лық толы	переполненный
fast (adj.)	/fɑ:st/	жүйрік	быстрый
get off (phr. v.)	/get ɒf/	көліктен түсу	слезать с транспорта
hard (adj.)	/hɑ:d/	ауыр	тяжелый

English	Phonetic Transcription	Kazakh	Russian
hard (adv.)	/hɑ:d/	ауыр	тяжело
late (adj.)	/leɪt/	кешкі	поздний
late (adv.)	/leɪt/	кеш	поздно
on foot	/ɒn fʊt/	жаяу	пешком
popular (adj.)	/ˈpɒpjələ(r)/	танымал	популярный
side (n.)	/saɪd/	жақ	сторона
station (n.)	/ˈsteɪʃn/	бекет	станция
traffic (n.)	/ˈtræfɪk/	көлік қозғалысы	движение транспорта
Means of transport Виды транспорта Көлік түрлері			
aeroplane (n.)	/ˈeərəpleɪn/	ұшақ	самолет
ferry (n.)	/ˈferi/	паром	паром
motorbike (n.)	/ˈməʊtəbaɪk/	мотоцикл	мотоцикл
tram (n.)	/træm/	трамвай	трамвай
underground (n.)	/ˈʌndəˈgraʊnd/	метро	метро
van (n.)	/væn/	фургон	фургон
6d			
almost (adv.)	/ˈɔːlməʊst/	дерлік	почти
around (prep.)	/əˈraʊnd/	айналасында	вокруг
broken (adj.)	/ˈbrəʊkən/	сынық, сынған	сломанный
camel (n.)	/ˈkæml/	түйе	верблюд
desert (n.)	/ˈdezət/	шөл	пустыня
Egypt (n.)	/ˈiːdʒɪpt/	Египет	Египет
experience (n.)	/ɪkˈspɪəriəns/	тәжірибе	опыт
manage (v.)	/ˈmænɪdʒ/	шама келу	справиться
Holiday activities Праздничные мероприятия Мерекелік іс-шаралар			
buy souvenirs	/baɪ ˌsuːvəˈniə(r)z/	кәдесый сатып алу	покупать сувениры
explore a cave	/ɪkˈsplɔː(r) ə keɪv/	тау қуысын зерттеп шығу	изучить пещеру
go hiking	/gəʊ ˈhaɪkɪŋ/	жорыққа шығу	пойти в поход
go horse riding	/gəʊ ˈhɔːs raɪdɪŋ/	атпен жүру	езда верхом, конная прогулка
go on a cruise	/gəʊ ɒn ə kruːz/	жүзу сапарына шығу	отправиться в плавание
go on a trip	/gəʊ ɒn ə trɪp/	сапарға шығу	отправиться в путешествие
go sightseeing	/gəʊ ˈsaɪtsiːɪŋ/	көрікті жерлерді аралау	осмотр достопримечательностей
sunbathe (v.)	/ˈsʌnbəɪð/	күнге күйу	загорать
travel abroad	/ˈtrævl əˈbrɔːd/	шетелге сапарға аттану	поездка за рубеж
Phrases Фразы Фразалар			
Here you go.	/hɪə(r) ju gəʊ/	ұста.	держи.
I'm only joking.	/aɪm ˈəʊnli dʒəʊkɪŋ/	ойнап айтамын.	я просто шучу.

Word list III

English	Phonetic Transcription	Kazakh	Russian
pull sb's leg	/pʊl 'sʌmbədiz leg/	өтірік айту	вешать лапшу на уши
What else...?	/wʌt els/	Тағы не...?	Что еще...?
6e			
amazed (adj.)	/ə'meɪzd/	аң-таң болған	пораженный, изумленный
boat (n.)	/bəʊt/	қайық	лодка
catch (fish) (v.)	/kætʃ (fɪʃ)/	(балық) ұстап алу	поймать (рыбу)
clear (adj.)	/klɪə(r)/	таза	чистый
disappointing (adj.)	/dɪsə'pɔɪntɪŋ/	өкінішті	досадный
exhausted (adj.)	/ɪg'zɔ:stɪd/	әлсіреген	истощенный
exhausting (adj.)	/ɪg'zɔ:stɪŋ/	жалықтыратын	утомительный
fantastic (adj.)	/fæn'tæstɪk/	керемет	фантастический
frightened (adj.)	/'fraɪnd/	қорыққан	испуганный
frightening (adj.)	/'fraɪnɪŋ/	үркітетін, шошытатын	пугающий
go fishing	/gəʊ 'fɪʃɪŋ/	балық аулауға шығу	пойти на рыбалку
go sailing	/gəʊ seɪlɪŋ/	жүзуге шығу	идти на плавание
island (n.)	/'aɪlənd/	арал	остров
sunset (n.)	/'sʌnset/	күннің батуы	закат
surprising (adj.)	/sə'praɪzɪŋ/	ғажайып	удивительный
weird (adj.)	/wɪəd/	оғаш	странный
wonderful (adj.)	/'wʌndəfl/	тамаша	чудесный
Phrases Фразы Фразалар			
How are things?	/haʊ ə(r) θɪŋz/	Бәрі орынша ма?	Как обстоят дела?
7a			
(main) character (n.)	/(meɪn) 'kærəktə(r)/	(негізгі) кейіпкер	(главный) герой
appear (v.)	/ə'pɪə(r)/	пайда болу	появляться
badly (adv.)	/'bædli/	қатты	сильно, серьезно
behave (v.)	/bɪ'heɪv/	өзін-өзі ұстау	вести себя
blow (v.)	/bləʊ/	соғу	дуть
bossy (adj.)	/'bɒsi/	өктем	властный
branch (n.)	/'brɑ:ntʃ/	бұтақ	ветка
die (v.)	/daɪ/	өлу, жан беру	умирать
fly (v.)	/flaɪ/	ұшу	летать
follow (v.)	/'fɒləʊ/	артынан еру	следовать
gardener (n.)	/'gɑ:dneɪ(r)/	бақшы	садовник
grow (v.)	/grəʊ/	өсу	расти
key (n.)	/ki:/	кілт	ключ
magic (adj.)	/'mædʒɪk/	сиқырлы	волшебный

English	Phonetic Transcription	Kazakh	Russian
publish (v.)	/ˈpʌblɪʃ/	бастыру, жариялау	публиковать, издавать
reader (n.)	/ˈriːdər/	оқырман	читатель
secret (adj.)	/ˈsiːkrət/	құпия	секрет
series (n.)	/ˈsɪəriːz/	серия, топтама	серия
skip (v.)	/skɪp/	секіру	прыгать
skipping rope (n.)	/ˈskɪpɪŋ rəʊp/	секіргіш	скакалка
smile (v.)	/smaɪl/	жымию	улыбаться
wind (n.)	/wɪnd/	жел	ветер
writer (n.)	/ˈraɪtər/	жазушы	писатель
Types of books Виды книг Кітап түрлері			
adventure (n.)	/ədˈventʃə(r)/	қызықты оқиға	приключение
biography (n.)	/baɪˈɒɡrəfi/	өмірбаян	биография
comic (n.)	/ˈkɒmɪk/	күлдіргі әртіс	комик, комедийный актер
fairy tale / folk tale (n.)	/ˈfeəri teɪl/ /ˈfəʊk teɪl/	халық ертерісі	народная сказка
mystery (n.)	/ˈmɪstri/	құпия	тайна
novel (n.)	/ˈnɒvl/	роман	роман
science fiction (n.)	/saɪəns ˈfɪkʃn/	ғылыми фантастика	научная фантастика
7b			
attack (v.)	/əˈtæk/	шабуыл жасау	нападать
bite (v.)	/baɪt/	тістеу	кусать
chase (v.)	/tʃeɪs/	соңынан қалмау	охотиться
crazy (adj.)	/ˈkreɪzi/	есі ауысқан	сумасшедший
half (adv.)	/hɑːf/	жартылай	наполовину
hear (v.)	/hɪə(r)/	есту	слышать
hunt (v.)	/hʌnt/	аң аулау	охотиться
in the beginning	/ɪn ði bɪˈɡɪnɪŋ/	басында	в начале
journey (n.)	/ˈdʒɜːni/	сапар	путешествие
leader (n.)	/ˈliːdər/	көшбасшы	лидер
neck (n.)	/nek/	мойын	шея
return (v.)	/rɪˈtɜːn/	оралу	вернуться
scare (away) (v.)	/skeə (əˈweɪ)/	қорқыту, үркіту	отпугивать
shark (n.)	/ʃɑːk/	акула	акула
shout (v.)	/ʃaʊt/	айқайлау	кричать
take place	/teɪk pleɪs/	орын алу	происходить, случаться
trap (n.)	/træp/	қақпан	ловушка, капкан
wild (adj.)	/waɪld/	жабайы	дикий
Emotions Эмоции Сезімдер			
annoyed (adj.)	/əˈnɔɪd/	түршіккен	раздраженный
embarrassed (adj.)	/ɪmˈbærəst/	ұялған, қысылған	смущенный

Word list III

English	Phonetic Transcription	Kazakh	Russian
excited (adj.)	/ɪk'saɪtɪd/	ынта білдірген	полный энтузиазма
shocked (adj.)	/ʃɒkt/	ұятқа қалдырылған	шокированный
worried (adj.)	/ˈwʌrɪd/	абыржыған	обеспокоенный
7c			
agree (v.)	/ə'gri:/	көну	соглашаться
coat (n.)	/kəʊt/	пальто	пальто
disagree (v.)	/ˌdɪsə'gri:/	келіспеу	не соглашаться
disappear (v.)	/ˌdɪsə'piə(r)/	жоқ болу	исчезать
dislike (v.)	/dɪs'laɪk/	ұнамау	не нравится
disorganised (adj.)	/dɪs'ɔ:gənaɪzd/	бейқам	безалаберный
hole (n.)	/həʊl/	тесік	дыра, дырка
kind (adj.)	/kaɪnd/	қайырымды	добрый
organised (adj.)	/ˈɔ:gənaɪzd/	ұйымдасқан	организованный
realise (v.)	/ˈri:əlaɪz/	сезіну	осознать
rich (adj.)	/rɪtʃ/	бай	богатый
story (n.)	/ˈstɔ:ri/	тарих	история
trick (v.)	/trɪk/	алдау	надуть, обмануть
unable (adj.)	/ʌn'eɪbl/	мүмкіншілігі болу	не в состоянии
uncomfortable (adj.)	/ʌn'kʌmfɪtəbl/	жайсыз	неудобный
unnecessary (adj.)	/ʌn'nɛsə'səri/	керексіз, қажетсіз	ненужный
unpleasant (adj.)	/ʌn'pleznt/	жағымсыз	неприятный
7d			
argue (v.)	/ˈɑ:gju:/	ерегісу	спорить
carry (v.)	/ˈkæri/	алып жүру	нести
coin (n.)	/kɔɪn/	тиын	монета
dig (v.)	/dɪg/	қазу	копать
escape (v.)	/ɪ'skeɪp/	қашып кету	сбежать
farmer (n.)	/ˈfɑ:mə(r)/	диқан, шаруа	земледелец, крестьянин
field (n.)	/fi:ld/	алаң	поле
freedom (n.)	/ˈfri:dəm/	еркіндік	свобода
friendship (n.)	/ˈfrendʃɪp/	достық	дружба
gold (adj.)	/ˈgəʊld/	алтын	золотой
king (n.)	/kɪŋ/	патша	король
legend (n.)	/ˈledʒənd/	аңыз	легенда
love (n.)	/lʌv/	махаббат	любовь
market (n.)	/ˈmɑ:kɪt/	нарық	рынок

English	Phonetic Transcription	Kazakh	Russian
myth (n.)	/mɪθ/	аңыз	миф
plant (v.)	/plɑːnt/	өсімдік отырғызу	сажать (растение)
pot (n.)	/pɒt/	қыш құмыра	горшок
sadness (n.)	/ˈsædnəs/	уайым-қайғы	печаль
seed (n.)	/siːd/	дән	семя
wedding (n.)	/ˈwedɪŋ/	үйлену тойы	свадьба
wise (adj.)	/waɪz/	данышпан	мудрый

7e

after a while	/ˈɑːftə(r) ə waɪl/	бірер уақыттан соң	через некоторое время
be away	/bi əˈweɪ/	болмау	отсутствовать
behind (prep.)	/biˈhaɪnd/	артында	за, позади
burglar (n.)	/ˈbɜːɡlə(r)/	қарақшы	взломщик
fortunately (adv.)	/ˈfɔːtʃənətli/	бақытына орай	к счастью
in the end	/ɪn ði end/	ақырында	в итоге
maybe (adv.)	/ˈmeɪbi/	мүмкін	возможно
quite (adv.)	/kwaɪt/	әбден	вполне
situation (n.)	/ˌsɪtʃuˈeɪʃn/	ахуал	ситуация
unfortunately (adv.)	/ʌnˈfɔːtʃənətli/	өкінішке орай	к сожалению
unlucky (adj.)	/ʌnˈlʌki/	сәтсіз	неудачный

Phrases related to misfortunes | Фразы, относящиеся к неудачам | Сәтсіздікке ұшырауға қатысты фразалар

be/get lost	/bi/get lɒst/	жоғалу	потеряться
be/get stuck in a lift	/bi/get stʌk ɪn ə lɪft/	лифттің ішінде тұрып қалу	застрять в лифте
get a flat tyre	/get ə flæt ˈtaɪə(r)/	ауасы шыққан шина	спущенная шина
get locked out	/get lɒkt aʊt/	бұғатталу	заблокироваться
lose one's keys	/luːz wʌnz kiːz/	кілт жоғалту	потерять ключи
miss the bus	/mɪs ðə bʌs/	автобустан қалып қою, автобусты жіберіп қалу	пропустить автобус

8a

book (v.)	/bʊk/	тапсырыс беру	заказать
card (n.)	/kɑːd/	карточка	карточка
euro (n.)	/ˈjʊərəʊ/	евро	евро
festival (n.)	/ˈfestɪvəl/	фестиваль	фестиваль
flight (n.)	/flaɪt/	ұшу	полет
get a haircut	/get ə ˈheəkʌt/	шаш алдыру	подстричься
letter (n.)	/ˈletə(r)/	хат	письмо
post (v.)	/pəʊst/	поштамен жіберу	отправить почтой
stamp (n.)	/stæmp/	мөр	печать

Word list III

English	Phonetic Transcription	Kazakh	Russian
Places in a town/city Места в городе Қаладағы жерлер			
chemist's (n.)	/ˈkɛmɪsts/	дәріхана	аптека
florist's (n.)	/ˈflɒrɪsts/	гүлдер дүкені	цветочный магазин
hairdresser's (n.)	/ˈheədresə(r)z/	шаштараз	парихмахерская
library (n.)	/ˈlaɪbrəri/	кітапхана	библиотека
newsagent's (n.)	/ˈnjuːzeɪdʒənts/	газет дүңгіршегі	газетный киоск
post office (n.)	/ˈpəʊst ɒfɪs/	пошта бөлімшесі	почтовое отделение
travel agent's (n.)	/ˈtrævl eɪdʒənts/	туристік агенттік	турагенство
Phrases Фразы Фразалар			
Can I help you?	/kən aɪ help ju/	Мен сізге көмектесе аламын ба?	Могу ли я Вам помочь?
Here you are.	/hɪə(r) ju ə(r)/	Мінекиңіз.	Вот, пожалуйста.
I'm afraid not.	/aɪm ə'freɪd nɒt/	Өкінішке орай, жоқ.	Боюсь, что нет.
Let me check.	/let mi tʃek/	Қазір қарайын.	Сейчас посмотрю.
Would you like anything else?	/wʊd ju laɪk ˈeniθɪŋ els/	Сізге тағы да бірдеңе керек пе?	Вам что-нибудь еще нужно?
You're welcome.	/ju ə'welkəm/	Қош келдіңіз.	Добро пожаловать.
8b			
bank (n.)	/bæŋk/	банк	банк
bus stop (n.)	/bʌs 'stɒp/	автобус аялдамасы	автобусная остановка
footbridge (n.)	/ˈfʊtbrɪdʒ/	жаяу жүргінші көпірі	пешеходный мостик
pedestrian crossing (n.)	/pə'destrɪən 'krɒsɪŋ/	жаяу жүргінші жолы	пешеходный переход
petrol station (n.)	/ˈpetrəl steɪʃən/	май сөзін қосу	заправочная станция
police station (n.)	/pə'liːs steɪʃən/	полиция учаскесі	полицейский участок
robber (n.)	/ˈrɒbər/	тонаушы	грабитель
stop sign (n.)	/ˈstɒp saɪn/	тоқтау дабылы	стоп-сигнал
traffic lights (n.)	/ˈtræfɪk 'laɪts/	бағдаршам	светофор
tunnel (n.)	/ˈtʌnl/	жерасты өткелі	туннель
Directions /də'rekʃnz/ Направления Бағыттар			
Go straight on.	/gəʊ streɪt ɒn/	Тура жүріңіз.	Идите прямо.
How do I get to...?	/haʊ də aɪ get tə/	Мен ... дейін қалай жете аламын?	Как мне добраться до...?
It's on your right/left.	/ɪts ɒn jɔ:(r) raɪt/left/	Бұл сіз тұрған жердің сол/оң жағында.	Это справа/слева от Вас.
Turn right/left at the...	/tɜːn raɪt/left ət ðə/	...солға/оңға бұрылыңыз	Поверните направо/налево на...
Turn right/left into... Street/Road.	/tɜːn raɪt/left ɪntə stri:t/rəʊd/	...көшесінде солға/оңға бұрылыңыз	Поверните направо на улице...

English	Phonetic Transcription	Kazakh	Russian
Phrases Фразы Фразалар			
Need some help?	/ni:d səm help/	Сізге көмек қажет пе?	Вам нужна помощь?
Now what?	/naʊ wɒt/	Енді қалай?	А что теперь?
8c			
bench (n.)	/bentʃ/	отырғыш	скамейка
bottle (n.)	/ˈbɒtl/	бөтелке	бутылка
can (n.)	/kæn/	қаңылтыр құты	жестяная банка
clean up (phr. v.)	/kli:n ʌp/	жинау	убрать
energy (n.)	/ˈenədʒi/	энергия	энергия
environment (n.)	/ɪnˈvaɪənmənt/	қоршаған орта	окружающая среда
fence (n.)	/fens/	шарбақ, дуал	забор
gadget (n.)	/ˈgædʒɪt/	құрылғы	устройство
lights (n.)	/laɪts/	шам	свет
litter (n.)	/ˈlɪtə(r)/	қоқыс	мусор
pick up (rubbish) (phr. v.)	/pɪk ʌp (ˈrʌbɪʃ)/	қоқыс жинау	собирать мусор
protect (v.)	/prəˈtekt/	қорғау	защищать
recycle (v.)	/ˈriːˈsaɪkl/	қайта өңдеу	перерабатывать
recycling bin (n.)	/ˈriːˈsaɪklɪŋ bɪn/	қоқыс контейнері	мусорный контейнер
save (energy) (v.)	/seɪv (ˈenədʒi)/	үнемдеу (энергия)	экономить (энергию)
sell (v.)	/sel/	сату	продать
tap (n.)	/tæp/	кран	кран
throw away (phr. v.)	/θrəʊ əˈweɪ/	тастау	выбросить
turn off (phr. v.)	/tɜːn ɒf/	өшіру	выключить
volunteer (n.)	/vɒləntiə(r)/	волонтер	волонтер
washing machine (n.)	/ˈwɒʃɪŋ məʃiːn/	кір жуатын машина	стиральная машина
website (n.)	/ˈwebsaɪt/	веб-сайт	веб-сайт
Phrases Фразы Фразалар			
I (don't) think so	/aɪ (dəʊnt) θɪŋk səʊ/	Мен (с)олай ойла(ма) ймын	Я так (не) думаю
8d			
exchange (v.)	/ɪksˈtʃeɪndʒ/	айырбастау	обменивать
fit (v.)	/fɪt/	келу	подходить
item (n.)	/ˈaɪtəm/	бірлік	единица
pay (v.)	/peɪ/	төлеу	платить
size (n.)	/saɪz/	өлшем	размер
take a look	/teɪk ə lʊk/	көз тастау, назар салу	взглянуть
tight (adj.)	/taɪt/	қатты, қатты керілген	тугой, плотный
till (n.)	/tɪl/	касса	касса
try on (phr. v.)	/traɪ ɒn/	киіп көру	примерить
within (prep.)	/wɪˈdɪn/	ішінде, аралығында	в течение

Word list III

English	Phonetic Transcription	Kazakh	Russian
Words/Phrases related to prices/money Слова, фразы, относящиеся к ценам/деньгам Бағалар, ақшаға қатысты фразалар			
% off	/pə'sent ɒf/	% жеңілдік	скидка ... %
change (n.)	/tʃeɪndʒ/	қайтарым	сдача
discount (n.)	/ˈdɪskaʊnt/	жеңілдік	скидка
pay by credit card	/peɪ baɪ ˈkredɪt kɑ:d/	кредиттік картамен төлеу	платить кредитной карточкой
pay in cash	/peɪ ɪn kæʃ/	қолма-қол ақшалай төлеу	платить наличными
receipt (n.)	/rɪ'si:t/	чек	чек
Phrases Фразы Фразалар			
Certainly. (adv.)	/ˈsɜ:tnli/	Әрине.	Конечно.
Could you gift wrap that for me?	/kʊd ju ɡɪft ræp ðæt fə mi/	Сіз маған осыны орап бере аласыз ба?	Не могли бы Вы упаковать это как подарок?
Have you got it in (e.g. red)?	/həv ju ɡɒt ɪt ɪn(reɪd)/	Мынау зат (қызыл) түсте бар ма?	У Вас есть это в (например, красном) цвете?
How can I help you?	/haʊ kən aɪ help ju/	Мен сізге қалай көмектесе аламын?	Как я могу Вам помочь?
How do they feel?	/haʊ də ðeɪ fi:l/	Олар өздерін қалай сезінеді?	Как они сидят на Вас?
How much are they?	/haʊ mʌtʃ ə(r) ðeɪ/	Бағасы қанша?	Сколько они стоят?
I'll take it/them.	/aɪl teɪk ɪt/ðəm/	Мен мынаны аламын.	Я беру это/их.
That's a good deal.	/ðætʃ ə ɡʊd di:l/	Жақсы жеңілдік.	Хорошая скидка.
That's... altogether.	/ðætʃ ɔ:l'təʊɡeðə(r)/	Барлығы ...	Все вместе...
What size do you wear?	/wʌt saɪz də ju weə(r)/	Сіздің өлшеміңіз қандай?	Какой размер Вы носите?
8e			
crazy about	/ˈkreɪzi əˈbaʊt/	естен тану	сходить с ума по
diver (n.)	/ˈdaɪvə(r)/	сүңгуір	водолаз
feed (v.)	/fi:d/	тамақтандыру	кормить
Places Места Жерлер			
castle (n.)	/ˈkɑ:sl/	қорған, сарай	замок
ice rink (n.)	/ˈaɪs rɪŋk/	мұз айдыны	каток
planetarium (n.)	/ˈplæniˈteəriəm/	планетарий	планетарий
square (n.)	/ˈskweə(r)/	алаң	площадь
stadium (n.)	/ˈsteɪdiəm/	стадион	стадион
Phrases Фразы Фразалар			
Bye for now!	/baɪ fə naʊ/	Жақсы, сау бол!	Ладно, пока!

English	Phonetic Transcription	Kazakh	Russian
How about...?	/haʊ ə'baʊt/	...ше?	Как насчет...?
I can't wait to see you.	/aɪ kɑːnt weɪt tə siː juː/	Сенімен кездесуді асыға күтемін.	Не терпится увидеть тебя.
It sounds great!	/ɪt saʊndz greɪt/	Жақсы естіледі!	Звучит здорово!
It's worth it.	/ɪts wɜːθ ɪt/	тұрарлық нәрсе.	Это того стоит.
Think about it.	/θɪŋk ə'baʊt ɪt/	Ойланып көр.	Подумай об этом.
9a			
act (v.)	/ækt/	әрекет ету	действовать
arrival (n.)	/ə'raɪvl/	келу	прибытие
be off (phr. v.)	/bi ɒf/	аттану	отправляться
certain (adj.)	/'sɜːtɪn/	белгілі бір	определенный
delay (n.)	/dɪ'leɪ/	кідіріс	задержка
departure lounge (n.)	/dɪ'pɑːtʃə ˈlaʊndʒ/	күту залы	зал ожидания
difficult (adj.)	/ˈdɪfɪkəlt/	қиын, күрделі	сложно
dizzy (adj.)	/ˈdɪzi/	бас айналдыратын	головокружительный
gate (n.)	/geɪt/	терминал	терминал
hand luggage (n.)	/ˈhænd lʌdʒɪdʒ/	қол жүгі	ручная кладь
land (v.)	/lənd/	қону	приземлиться
passenger (n.)	/ˈpæsɪndʒə(r)/	жолаушы	пассажир
piece (n.)	/piːs/	дана	штука
seat (n.)	/siːt/	отырғыш	сиденье
seat belt (n.)	/ˈsiːt belt/	қауіпсіздік белдігі	ремень безопасности
several (adj.)	/ˈsevrəl/	бірнеше	несколько
take off (phr. v.)	/teɪk ɒf/	ұшып шығу	взлетать
unfasten (v.)	/ʌnˈfɑːsn/	қауіпсіздік белдігін ағыту	расстегнуть ремень безопасности
9b			
build (v.)	/bɪld/	салу	строить
button (n.)	/ˈbʌtn/	батырма	кнопка
century (n.)	/ˈsentʃəri/	ғасыр	век
digital camera (n.)	/ˌdɪdʒɪtl ˈkæməərə/	сандық камера	цифровая камера
discover (v.)	/dɪ'skʌvə(r)/	ашу, табу	обнаружить
electricity (n.)	/ɪˌlekt'rɪsəti/	электр қуаты	электричество
grapes (n.)	/ˈɡreɪps/	жүзім	виноград
invent (v.)	/ɪnˈvent/	өнертапқыш	изобретать
lovely (adj.)	/ˈlʌvli/	өте сүйкімді	прелестный
machine (n.)	/məʃiːn/	машина, қозғалтқыш	машина, двигатель
oil (n.)	/ɔɪl/	жағармай	смазочное масло
produce (v.)	/prəˈdjuːs/	өндіру	производить
ship (n.)	/ʃɪp/	кеме	судно
technology (n.)	/tek'nɒlədʒi/	технология	технология

Word list III

English	Phonetic Transcription	Kazakh	Russian
Phrases Фразы Фразалар			
Big deal!	/bɪg di:l/	Ештеңе етпес!	Ничего страшного!
Wait a minute!	/weɪt ə 'mɪnɪt/	Сәл күте тұрыңыз!	Подождите минутку!
9c			
advantage (n.)	/əd'vɑ:ntɪdʒ/	артықшылық	преимущество
air (n.)	/eə(r)/	ауа	воздух
charge (battery) (v.)	/tʃɑ:dʒ ('bætri)/	батарея зарядтау	заряжать батарею
common (adj.)	/'kɒmən/	жалпы	общий
company (n.)	/'kʌmpəni/	компания	компания
control (v.)	/kən'trəʊl/	бақылау	контролировать
develop (v.)	/dɪ'veləp/	дамыту	развивать
disadvantage (n.)	/dɪsəd'vɑ:ntɪdʒ/	кемшілік	недостаток
electric (adj.)	/'lektɪk/	электрлі	электрический
human (adj.)	/'hju:mən/	адами	человеческий
imagine (v.)	/'ɪmædʒɪn/	көз алдына елестету	представить себе
material (n.)	/'mæ'tɪəriəl/	материал	материал
non-stop (adj.)	/'nɒn 'stɒp/	тоқтаусыз	безостановочный
robot (n.)	/'rəʊbɒt/	робот	робот
scientist (n.)	/'saɪəntɪst/	ғалым	ученый
spend (money) (v.)	/spend ('mʌni)/	(ақша) жұмсау	тратить (деньги)
transport (n.)	/'trænsɜ:pɜ:t/	көлік	транспорт
9d			
because of	/bɪ'kɒz əv/	болғандықтан, себепті	из-за, потому что
carriage (n.)	/'kærɪdʒ/	экипаж	экипаж
choice (n.)	/tʃɔɪs/	таңдау	выбор
come out (phr. v.)	/kʌm aʊt/	ағып шығу	вытекать
connect (v.)	/kə'nekt/	қосу, біріктіру	связывать
convenient (adj.)	/kən'vi:niənt/	қолайлы	удобный
donkey (n.)	/'dɒŋki/	есек	осел
Europe (n.)	/'juərəp/	Еуропа	Европа
goods (n.)	/'gʊdz/	тауар	товар
import (v.)	/'ɪmpɔ:t/	импорттау	импортировать
in fact	/ɪn fækt/	шын мәнісінде	на самом деле
luxurious (adj.)	/'lʌʒ'zʊəriəs/	салтанатты	роскошный
merchant (n.)	/'mɜ:tʃənt/	саудагер	торговец
mile (n.)	/'maɪl/	миля	миля
motorway (n.)	/'məʊtəweɪ/	тас жол	магистраль

English	Phonetic Transcription	Kazakh	Russian
network (n.)	/ˈnetwɜ:k/	желі	сеть
operate (v.)	/ˈɒpəreɪt/	жұмыс істеу	работать
possible (adj.)	/ˈpɒsəbl/	мүмкін, ықтимал	возможный
railway (n.)	/ˈreɪlweɪ/	темір жол	железнодорожный путь
route (n.)	/ru:t/	бағдар, бағыт	маршрут
silk (adj.)	/sɪlk/	жібек	шелковый
stop (n.)	/stɒp/	аялдама	остановка
trade (n.)	/treɪd/	сауда	торговля
tradition (n.)	/trəˈdɪʃn/	салт-дәстүр	традиция
9e			
decorate (v.)	/ˈdekəreɪt/	безендіру	украшать
hire (v.)	/ˈhaɪə(r)/	жалдау	нанимать
hopefully (adv.)	/ˈhəʊpfəli/	сенемін, сенеміз	надеюсь/надеюсь
invitation (n.)	/ɪnvɪˈteɪʃn/	шақыру	приглашение
live (adj.)	/laɪv/	еті тірі, жалынды	живой
order (v.)	/ˈɔ:də(r)/	тапсырыс беру	заказать
prepare (v.)	/prɪˈpeə(r)/	дайындау	подготовить, приготовить
reply (n.)	/rɪˈplaɪ/	жауап	ответ
snack (n.)	/snæk/	жеңіл тамақ	закуска
Phrases Фразы Фразалар			
How could I say no?	/haʊ kəd aɪ seɪ nəʊ/	Жоқ деп қалай айтуым мүмкін еді?	Как я мог сказать “нет”?
I can't make it.	/aɪ kɑ:nt meɪk ɪt/	Мен келе алмаймын.	Я не смогу приехать.
I'd love to come...	/aɪd lʌv tə kʌm/	Мен келер едім, бірақ...	Я бы с радостью приехал(-а)...
I'm looking forward to...	/aɪm ˈlʊkɪŋ ˈfɔ:wəd tu:/	Асыға күтемін...	С нетерпением жду...
It was nice of you to...	/ɪt wəz naɪs əv ju tu:/	Бұл ісіңіз тамаша екен...	Было очень любезно с Вашей стороны...
Maybe some other time.	/ˈmeɪbi səm ˈaʊðə taɪm/	Мүмкін басқа жолы.	Возможно, в другой раз.
Thanks for...	/θæŋks fə(r)/	Рахмет...	Спасибо за...
Waiting for your reply.	/ˈweɪtɪŋ fə ɜ: rɪˈplaɪ/	Жауабыңызды күтемін.	Жду Вашего ответа.

Phonetic symbols III

CONSONANT SOUNDS

/p/ pen	/b/ bad	/t/ talk	/d/ does	/tʃ/ teacher	/dʒ/ jacket	/k/ can	/g/ give
/f/ five	/v/ very	/θ/ thanks	/ð/ that	/s/ six	/z/ zero	/ʃ/ she	/z/ television
/h/ have	/m/ mother	/n/ nurse	/ŋ/ thing	/l/ live	/r/ read	/w/ wet	/j/ yes

VOWEL SOUNDS

/ɪ/ sit	/i/ happy	/iː/ been	/ʊ/ foot	/u/ situation	/uː/ food	/əʊ/ know	/aʊ/ now
/æ/ cat	/ɑː/ car	/ʌ/ but	/ə/ ago	/eɪ/ page	/aɪ/ ride	/ɔɪ/ voice	
/e/ web	/ɒ/ got	/ɜː/ first	/ɔː/ thought	/ɪə/ here	/eə/ there	/ʊə/ tour	

Full Blast for Kazakhstan

Grade 6

Student's Book

H. Q. Mitchell - Marileni Malkogianni



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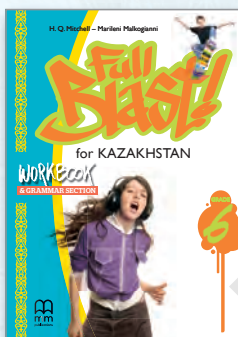
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