H. Q. Mitchell – Marileni Malkogianni

Full Blast

for KAZAKHSTAN

STUDENT'S BOOK

GRADE 8



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Full Blast!

for KAZAKHSTAN

GRADE 8

STUDENT'S BOOK



21st century competencies

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

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Use of English

	Vocabulary	Grammar	Functions	Reading
TERM 1	**MODULE 1 page 9 Daily Life and Shopping**			
	• Conversational English • Free-time activities • Collocations related to sports • Adjectives describing clothes and fashion • Prices – Money • Words/Phrases related to shopping and sizes • Personality adjectives	• Present Simple vs Present Continuous • Comparison of adjectives and adverbs • Past Simple • The verb *used to* • Too / Enough • One / Ones	• Distinguishing between habitual actions and current activities • Discussing future plans • Making comparisons • Discussing past habits and situations • Expressing preference • Describing personality	• An Internet Forum: *Extreme sports* • A magazine article: *Jeans* • A description of a friend
	Culture page: Traditional Kazakh clothing page 31 /			
	MODULE 2 page 35 Our World			
	• Units of measurement • Sights and landmarks • Conversational English • Words easily confused • Phrasal verbs with 'look' and 'come' • Words/Phrases used in telephone conversations • Places in a city	• Relative pronouns: who / which / that / whose • Relative adverbs: where / why • Present Perfect Simple vs Past Simple • can / could / may / will / would • should / could • must / have to / need (to) / can't	• Defining people, places and things • Linking past and present time • Focusing on the result of an action • Making requests and offers • Making suggestions • Asking for, giving and refusing permission • Expressing obligation, lack of obligation and prohibition • Describing places/sights	• A quiz: *Famous landmarks* • A magazine article: *English around the world* • A magazine article about Budapest
	Culture page: Mega museums page 57 /			
TERM 2	**MODULE 3 page 61 Sport, Health and Exercise**			
	• Injuries and first aid • Words related to sports and fitness • Words easily confused • Phrasal verbs related to sports • Adjectives ending in -ful, -less	• Conditional Sentences Type 1 • Time Clauses (Present - Future) • can / could / be able to • could / may / might • must / can't • Full and Bare Infinitive • -ing form	• Expressing concern • Expressing surprise • Referring to conditions and their results • Expressing ability, possibility and lack of possibility • Making deductions • Expressing opinion • Expressing purpose • Discussing advantages and disadvantages	• A fitness centre's Internet home page • A health magazine interview: *Feeling sleepy?* • A magazine article: *Kazakhstan in the Olympics* • An essay
	Culture page: The traditional horseback games of Kazakhstan page 83 /			

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Listening	Speaking (Pronunciation*)	Writing	21st century competencies / Values
• A telephone conversation between three teenagers • A dialogue describing three people's personalities	• Pair work • Group work • Group survey: Do you wear...? • Role play (shop assistant and customer) • Class discussion about friendships * /tʃ/, /dʒ/	• A paragraph comparing two activities • A paragraph about one's clothes • A description of a person **Developing skills:** • Linking words *(and, or, but, so, because)* • Using correction techniques	**Values:** • Being active • Being a good friend
CLIL: Maths page 33			
• A monologue: A tour guide talking about Uluru • A dialogue about a trip to Madrid • Three voicemail messages	• Pair work (Information gap) • Pair work • Survey: Learning English! * /əʊ/, /aʊ/	• A postcard • A description of a place **Developing skills:** • Using a variety of adjectives • Punctuation • Capital letters	**Value:** • Learning other ways of communication
Song 1: I'm sorry page 246 / **CLIL: History** page 59			
• Four monologues about a hockey game • Four people describing dreams • Four monologues about exercising	• Pair work • Group work • Class discussion * /e/, /ɪ/	• An account of an accident • A paragraph expressing opinion • A short description of a dream • An essay discussing the advantages and disadvantages of team sports **Developing skills:** • Linking words/phrases (to list points, to express contrast) • Writing in a formal style	**Values:** • Getting fit • Expressing your opinion • Respecting different points of view
CLIL: PE page 85			

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Use of English

Vocabulary	Grammar	Functions	Reading
TERM 2			
MODULE 4 page 87 Entertainment and Media			
• Conversational English • Expressions with 'way' • Words related to the theatre and films • Expressions with 'make' • Compound adjectives	• So / Neither / Too / Either • Prepositions of time – place – movement • Future tenses • The article 'the'	• Expressing agreement/ disagreement • Finding things in common • Inviting and making arrangements • Making predictions • Talking about future plans • Making offers, promises, on-the-spot decisions and requests • Talking about shows/ films and expressing opinion	• Two reviews of musicals • A magazine article about predictions • Two advertisements: *The Cirque du Soleil* and *the Harlem Globetrotters* • A film review
Culture page: *The Old Man* and *Myn Bala* page 109 / Song 2: Gadget freak page 247			
TERM 3			
MODULE 5 page 113 Reading for Pleasure			
• Prepositional phrases with 'in' and 'out of' • Adjectives describing personality traits • Adjectives + prepositions • Types of books • Words/Phrases related to books	• Past Simple – Past Continuous • Time clauses (when / while / as / as soon as) • Past Perfect Simple	• Sequencing past actions and events • Predicting what happens next in a story • Narrating a story • Expressing opinion • Talking about books	• An extract from a novel: *Robin Hood* • An adaptation of a Kazakh folk tale: *A Bought Dream* • An extract from a novel: *The Canterville Ghost* • An adaptation of a Kazakh folk tale: *The Woodcutter's Daughter*
MODULE 6 page 135 The Natural World			
• Words related to nature and wild animals • Words related to weather • Conversational English • Adverbial phrases • Natural disasters • Adjectives ending in -ed, -ing	• Question tags • Some / Any / No / Every and their compounds • Passive Voice (Present Simple – Past Simple – Present Continuous – Past Continuous)	• Asking for confirmation • Agreeing and disagreeing • Talking about past experiences • Describing feelings • Narrating a story	• Real-life encounters with wild animals • A magazine article: *Extraordinary plants* • Two newspaper articles about natural disasters • A story
Culture page: Burabay National Nature Park page 157 / CLIL: Science page 159			

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Listening	Speaking (Pronunciation*)	Writing	21st century competencies / Values
• Three short dialogues discussing shows • Four monologues on places of entertainment • Four short dialogues about films	• Pair work • Group work • Class debate * Pronunciation variants	• An email inviting, giving information and making arrangements • A description of a film **Developing skills:** • Organising a description of a film with the help of a plan • Set phrases used in the description of a film	 **Value:** • Using imagination to express thoughts, ideas, experiences and feelings
CLIL: Art page 111			
• A Kazakh folk tale: *A Bought Dream* • A radio play: *The Canterville Ghost* • A Kazakh folk tale: *The Woodcutter's Daughter* • Five book descriptions	• Pair work • Group work • Class discussion • Role play *Stressed syllables	• A short story based on a picture • A description of a book **Developing skills:** • Set phrases used in the description of a book	 **Value:** • Appreciating the art of literature
• A wildlife documentary • A news report about a natural disaster • An interview: a desert adventure	• Pair work • Game • Group work • Role play (reporter and eyewitness) * Intonation of question tags	• A paragraph about an imaginary event • A story **Developing skills:** • Set phrases for letters and emails	 **Values:** • Helping a friend • Understanding nature

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	Use of English			
	Vocabulary	Grammar	Functions	Reading
MODULE 7 page 161 **Travel and Transport**				
TERM 3	• Types of holiday • Conversational English • Expressions with 'time' • Words related to holiday misfortunes • Opposites (un-, dis-, im-) • Words related to gestures	• Reported Speech (Statements, Commands, Requests, Questions)	• Reporting • Narrating events and experiences • Discussing cultural differences • Asking for information	• A feature article: *And you call that a holiday?* • A blog about a holiday that went wrong • A magazine article: *Travel tips: Cultural differences* • A letter
Culture page: Baikonur Cosmodrome page 183 / **Song 3: Feel the flow** page 248 /				
MODULE 8 page 187 **Food and Drink**				
TERM 4	• Adjectives describing food • Conversational English • Types of food • Nouns ending in –ion, -ation, -ment • Words related to cooking	• Quantifiers: some, any, no, much, many, a lot of, lots of, plenty of, (a) few, (a) little, a small/large number/amount of • Clauses of result and reason • All / Both / None / Half / Whole / Several / Each	• Describing what food tastes and looks like • Making recommendations • Persuading someone to do something • Making a reservation at a restaurant • Expressing result and reason • Talking about food and quantities • Giving and following instructions • Describing festivals/ celebrations/events	• A magazine article: *Jamie Oliver, TV chef* • A magazine article: *The Nauryz celebration* • A webpage recipe: *Churros with chocolate* • An article about a festival
Culture page: Kazakh cuisine page 209 / **CLIL: Biology** page 211				
MODULE 9 page 213 **The World of Work**				
	• Phrasal verbs with 'turn' • Conversational English • Words easily confused • Words related to fundraising events and competitions	• Subject – Object Questions • Reflexive Pronouns • Conditional Sentences Type 2 • Wishes	• Understanding instructions • Asking for and giving advice • Talking about imaginary situations • Talking about bad job experiences • Making wishes • Understanding dictionary entries • Expressing enthusiasm	• An Internet forum about bad job experiences • A magazine article about Médecins Sans Frontières (MSF) • An email
Culture page: Shokan Ualikhanov and Abai Kunanbai page 235 /				

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Listening	Speaking (Pronunciation*)	Writing	21st century competencies / Values
• A dialogue about a holiday • Four monologues about holiday experiences • A man calling a travel agency	• Pair work • Pair work (Interview) • Role play (travel agent and customer) * Stress and meaning	• An account of a true event • A formal letter asking for information **Developing skills:** • Distinguishing between formal and informal language • Using indirect questions • Editing one's writing	 **Values:** • Travelling to broaden the mind • Learning about other cultures
CLIL: Science page 185			
• Three monologues about an eating competition • A TV cooking programme • Three short dialogues about New Year's Eve	• Pair work • Group work: Describing what food tastes and looks like • Pair work: Role play situations at restaurants * /ɪ/, /iː/, /aɪ/	• An email giving news • A description of an event **Developing skills:** • Set phrases for letters and emails • Planning paragraphs	 **Values:** • Having healthy eating habits • Learning about customs from around the world
• A dialogue following an instruction manual • A TV report on Red Nose Day • Three short exchanges	• Pair work • Class discussion *Pronunciation of *gh* (/f/ or silent)	• A letter asking for advice • A letter giving advice • An email based on prompts **Developing skills:** • Expanding notes	 **Values:** • Challenging yourself • Helping those in need
Song 4: Boys or Girls? page 249 / **CLIL: Careers Education** page 237			

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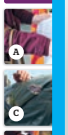
1 Daily life and shopping



Discuss:
- What are the most popular free-time activities in your country?
- Do you like following new trends in fashion?

In this module you will...
- learn to talk about the present and past
- learn to talk about past habits
- learn to make plans and future arrangements
- learn to make comparisons
- learn to describe clothes
- discuss sports and fashion
- learn different expressions/ phrases used when shopping
- describe people's personality
- talk about friends and friendship

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



Values:
- Being act
- Being a g

2 Our world



Discuss:
- Is there anything that your town/city is famous for?
- How do you think learning a language helps broaden the mind?

In this module you will...
- learn to define people, places and things by using relative pronouns and adverbs
- learn to use appropriate tenses to link the past with the present
- learn to ask for, give and refuse permission
- learn to make requests and offer to help
- learn to express necessity, obligation, lack of obligation and prohibition
- learn common units of measurement



Value:
- Lear
of co

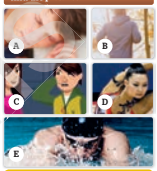
3 Sport, health and exercise



Discuss:
- Do you think people your age are active enough?
- What would you like to change about your lifestyle? Why?

In this module you will...
- learn to talk about conditions and their results
- learn to express possibility and ability
- learn to make deductions
- learn to describe an accident
- talk about the advantages and disadvantages of

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



Values:
- Getting fit
- Expressing your opinion
- Respecting different points of view

61

4 Entertainment and media



Discuss:
- What do you and your friends do for entertainment?
- Do you prefer staying at home or going out? Why?

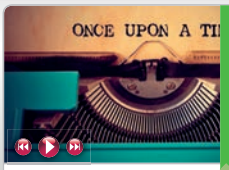
In this module you will...
- learn to invite and make arrangements
- learn to express agreement and disagreement
- learn to make predictions about the future
- talk about shows and films
- learn to write an email of invitation
- learn to write a film review

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



Value:
- Using imagina
thoughts, ideas
and feelings

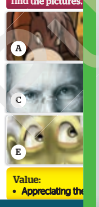
5 Reading for pleasure



Discuss:
- Do you enjoy reading? Why / Why not?
- Did you have a favourite book or story when you were young?

In this module you will...
- learn to narrate past events
- learn the difference between the Past Simple and the Past Continuous
- learn to use the Past Perfect Simple
- talk about books and literature
- learn to write a book review

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



Value:
- Appreciating the

6 The natural world



Discuss:
- Have you ever experienced extreme weather conditions?
- Do you like watching nature documentaries? Have you ever learnt anything interesting?

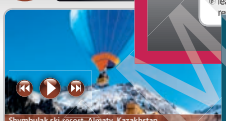
In this module you will...
- talk about the weather and natural disasters
- learn to narrate past events
- learn to use question tags
- learn to use the Passive Voice
- learn to describe your feelings
- learn to write a story

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



Values:
- Helping a friend
- Understanding nature

7 Travel transpo



Shymbulak ski resort, Almaty, Kazakhstan

Discuss:
- Do you like travelling? Why / Why not?
- How do you usually travel?

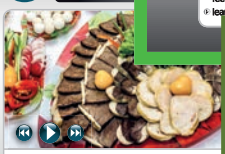
In this module you will...
- learn to report statements, questions, commands and requests
- talk about different types of holiday
- talk about misfortunes
- learn to write an account of a true event
- learn about cultural differences
- learn to differentiate between formal and informal language
- learn to write a formal letter asking for information

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



Values:
- Travelling to b
mind
- Learning abou

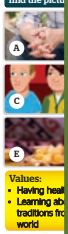
8 Food a



Discuss:
- Do you like trying new things or do you prefer to stick with the things you know?
- Do you think you eat healthily?

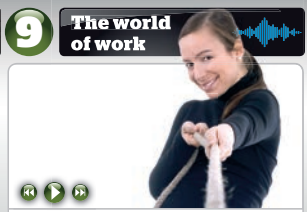
In this module you will...
- talk about food and recipes
- learn to make recommendations
- learn to persuade someone to do something
- learn to use quantifiers
- learn to express result and reason
- learn to form nouns from verbs
- learn to write an email giving news
- talk and write about a festival/celebration/event

Where can yo
following in t
Go through th
find the pictu



Values:
- Having healt
- Learning ab
traditions fro
world

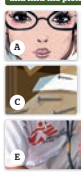
9 The world of work



Discuss:
- How do you feel when you manage to do something difficult?
- Do you enjoy a challenge?
- What's the most difficult thing you've ever done?

In this module you will...
- learn to ask different kinds of questions
- learn to give and follow instructions
- learn to ask for and give advice
- write a letter asking for advice
- write a letter giving advice
- talk about imaginary situations
- learn to express wishes
- learn to read dictionary entries
- learn to write an email based on prompts

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



Values:
- Challenging yourself
- Helping those in need

213

1 Daily life and shopping



Discuss:

- What are the most popular free-time activities in your country?
- Do you like following new trends in fashion?

In this module you will...

- learn to talk about the present and past
- learn to talk about past habits
- learn to make plans and future arrangements
- learn to make comparisons
- learn to describe clothes
- discuss sports and fashion
- learn different expressions/ phrases used when shopping
- describe people's personality
- talk about friends and friendship
- learn to link your ideas with *and, but, so, because* and *or*
- learn to write a description of a person

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











Values:
- Being active
- Being a good friend

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1a Let's meet up

1 Read

A. Discuss.

- Do you talk with your friends on the phone a lot?
- What do you talk about?
- Do you think having a mobile helps you make plans when going out?

1 ⏭ 02 **B.** Look at the last picture and guess. Why do you think Bill, Stu, Amy and Liv are surprised to see each other? Listen to the dialogues and check your answers. Then read them out in groups.



Bill Hello, Stu!
Stu Hi, how's it going?
Bill Fine.
Stu Do you want to do something? Maybe come round my house or...
Bill Sorry, I'm a bit busy with my ICT project at the moment.
Stu I finished mine yesterday. What are you doing tonight?
Bill Nothing much, why?
Stu Let's go to the cinema.
Bill Sure, why not? Let's ring Liv and Amy and ask them to come along.
Stu I can't get hold of them.
Bill What do you mean?
Stu Well, I think Amy's phone is broken and Liv isn't answering.
Bill That's strange. Oh well, maybe next time.

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Liv Hello?
Amy Hi, Liv. What are you up to?
Liv I'm looking for my mobile.
Amy Now I get it. That's why you aren't answering your phone.
Liv Yeah, I can't find it. I think it's in my dad's car, but he's not home.
Amy Your phone's lost and mine is broken. What are we like?
Liv I know.
Amy Listen, do you fancy going to the cinema?
Liv That would be great.
Amy How about asking Bill and Stu to come?
Liv I'm not sure. They rarely go to the cinema and anyway, they've got projects to do, I think.
Amy You're right. OK, let's meet there at eight o'clock.





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C. Look at the expressions 1-7 from the dialogues and match them with the meanings a-g.

1. How's it going?
2. Why not?
3. come along
4. get hold of
5. What are you up to?
6. I get it.
7. What are we like?

a. What's wrong with us?
b. contact or find somebody
c. What are you doing at the moment?
d. How are you?
e. That's a good idea.
f. I understand.
g. go to a place with somebody

D. Read the dialogues again and write T for True or F for False.

1. Stu has finished his ICT project. ◯
2. Bill doesn't want to go out later. ◯
3. Stu tried to ring Liv. ◯
4. Liv's phone is broken. ◯
5. The boys don't often go to the cinema. ◯
6. The girls tried to ring the boys. ◯

2 Grammar

Present Simple vs Present Continuous

- *When my friends **come** round my house, we usually **play** computer games. But today, we're **playing** football in the garden.*
- ***A: Are** you **coming** with us to the stadium tomorrow? The match **starts** at 3.00.*
  ***B:** No, sorry, I **don't want** to come. I **hate** football.*

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

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

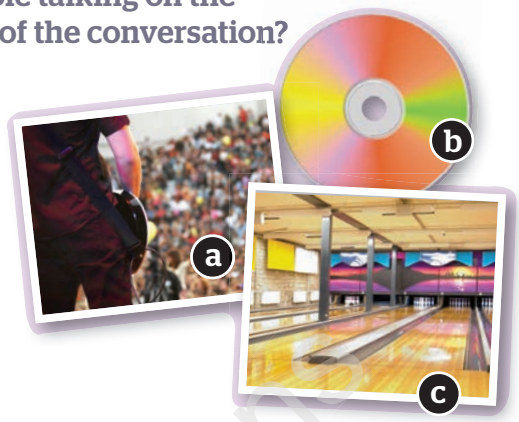
1. Gavin rarely _____ (use) his computer to surf the Net. He usually _____ (play) computer games. He _____ (play) a basketball game at the moment. He _____ (love) basketball.
2. **A:** Excuse me, Mr Marlenov. Can you help me with this Maths question? I _____ (not understand) it.
   B: In a minute. I _____ (help) Murat now.
3. **A:** Tina and I _____ (go) shopping tomorrow. What time _____ that shoe shop on Rose Street _____ (open)?
   B: At nine o'clock. And it _____ (close) at 5.30.

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3 Listen

1 ⏭ 03 **A.** Listen to three people talking on the phone. What's the main topic of the conversation? Choose picture a, b or c.

Tip! Listen for key words to understand the main ideas. Don't try to understand every single word.



1 ⏭ 04 **B.** Listen again and circle the correct answer.

1. **Fay / Rob** has got a new mobile number.
2. **Fay / Rob** is in a band.
3. The concert is on **Friday / Saturday**.
4. Fay doesn't like going **to concerts / bowling**.
5. **Rob's band / The school band** has made a CD.
6. **Fay / Kim** didn't want to go to the concert in the beginning.

4 Speak

Talk in pairs. Pretend to ring your partner and discuss your plans for today. Use the ideas given and some of the phrases in the boxes.

sports cinema party meal shopping

Do you want to...?
Do you fancy...?
How about...?
Let's...

Hi, how's it going?
Not bad.
What are you up to?
Nothing much.
Do you want to...?
...

Sure, why not?
Of course. I'd love to.
Sounds brilliant!
That would be great.
How could I say no?

Sorry, I have other plans.
I'm afraid I'm busy.
Maybe some other time.
No, thanks.
I'd like to come, but...
I'm afraid I can't make it because...

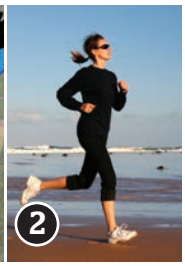
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1b Try something new III

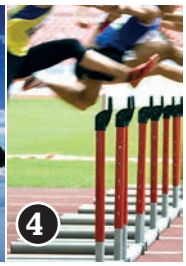
1 Vocabulary

1 ⏭ 05 Match the pictures with the words. Then listen and check your answers. Have you ever tried any of these activities? Would you like to try any of them? Why / Why not?

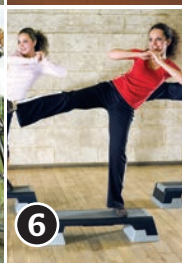
















snowboarding ○
karate ○
aerobics ○
jogging ○
mountain biking ○
skysurfing ○
athletics ○
pool ○

2 Read

1 ⏭ 06 **A.** Below is an Internet forum. Listen and read. What does Ollie decide to do in the end?

EXTREME SPORTS FORUM



Ollie

I want to try something new and exciting. Any ideas?

posted 11.22

I'm a great skateboarder and I can do some brilliant tricks, but I need a change.

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comments

Airdog posted 11.33

How about snowboarding? It's like skateboarding but on snow. It's more exciting and it's faster, too. I live in Austria and my friends and I go snowboarding every weekend. It's great fun!

Backflipper posted 12.14

If that's a bit extreme for you or if there's no snow in your area, take up rollerblading instead. It doesn't sound as exciting as snowboarding but it's easy. You can learn to do cool tricks on rollerblades, too!

Wipeout posted 12.45

I disagree. That's boring! Do you like water sports? I go surfing with my mates a lot and it's brilliant! It's the oldest board sport and for me it's the best!

Freefaller posted 14.19

I agree surfing is cool. But can you imagine surfing in the sky? Try the most exciting sport of all. Go skysurfing!

Ollie posted 14.35

Sounds cool, but is there anything less dangerous than that?

Airdog posted 15.01

I've got another idea. You can try trampboarding.

Backflipper posted 15.10

????????

Wipeout posted 15.14

????

Freefaller posted 15.53

I've tried it. All you need is a skateboard without wheels and a trampoline. You can do all kinds of tricks in the air and it's great because with the trampoline you can jump higher.

Ollie posted 16.33

Wow, now that's something I'd like to try! Thanks, guys.

1b

B. Read again and answer the questions.

1. Why is Ollie asking for ideas?
2. How often does Airdog go snowboarding?
3. What does Airdog think of skateboarding?
4. What does Backflipper think of rollerblading?
5. What does Wipeout think is boring?
6. Which is the oldest board sport?
7. Why doesn't Ollie want to try skysurfing?
8. Who knows what trampboarding is?



3 Vocabulary

Complete the table by ticking (3) the correct boxes.

play	go	do	
			team sports
			aerobics
			snowboarding
			in/for a team
			surfing
			athletics

play	go	do	
			mountain biking
			pool
			water sports
			karate
			jogging

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4 Grammar

Comparison of adjectives and adverbs

Comparative forms

- *Rollerblading is **safer than** windsurfing.*
- *Henry can run **faster than** Keith.*
- *Snowboarding is **more dangerous than** skateboarding.*

Superlative forms

- *Surfing is **the oldest** board sport.*
- *Basketball is **the most popular** sport at my school.*

(not) as... as

- *I can draw **as well as** my sister.*
- *Pool is**n't as boring as** chess.*

less... than / the least...

- *I think tennis is **less exciting than** baseball, but table tennis is **the least exciting** of all.*

NOTE You can use certain adverbs to give more information.

a bit, a little, far, much... than

- *I think snowboarding is **much easier than** skateboarding.*

far less, much more... than

- *Their company is growing **far less quickly than** they expected.*

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

1. This is one of the _____ (modern) buildings in the city.
2. Exercise B is _____ (difficult) than exercise A.
3. Nancy is the _____ (rude) player in the team.
4. Steve did _____ (bad) than I did in the skateboarding competition.
5. The blue backpack is _____ (little) expensive than the red one.
6. Zukhra doesn't get up as _____ (early) as Nariman.
7. Table tennis is _____ (easy) than tennis.

5 Speak & Write

A. Talk in pairs. What do you think about the activities below? Choose a pair of activities and compare them using the phrases and adjectives in the boxes.

I think... I believe... In my opinion... I agree... I don't know about that... I'm not sure... I disagree...	surfing–skateboarding mountain biking–cycling karate–aerobics skiing–snowboarding	safe dangerous exciting boring difficult easy popular tiring

I think surfing is more dangerous than skateboarding.

I disagree. I think that it's a safe sport and...

Tip!

When talking to another person, listen carefully to him/her and respond to what he/she is saying (e.g. I agree, I don't know about that).

B. Choose a pair of activities from above and write a paragraph comparing them.

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1c In fashion III

1 Warm-up

Discuss.

- What kind of clothes do you wear when you go out?
- Do you like to follow trends?
- Have you changed your style lately?

2 Vocabulary

1 07 Match the clothes in the pictures with the phrases. Then listen and check your answers.



- baggy trousers
- flared jeans
- torn jeans
- checked shirt
- striped shirt
- sparkly dress
- tight trousers
- spotted dress

3 Speak

GROUP SURVEY: Do you wear...?

A. Work in groups of four. Ask each other questions and complete the table below.

Do you wear torn jeans?
Yes, I do. / No, I don't.

Do you...?		Student 1	Student 2	Student 3	YOU
wear / torn jeans					
like / baggy trousers					
like / checked, striped, spotted T-shirts					
wear / formal clothes					
create / own / clothes					
like / sparkly trainers					

B. Report your answers to the class.

Everyone in my group likes...
Two students wear...

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4 Read

1 08 **A.** What do you know about the history of jeans? Listen, read and find out more.



JEANS

Jeans are trousers made of denim, and they come in all shapes, colours and sizes. Most people have at least one pair, and in the USA the average person has seven pairs.

The word *jeans* comes from the French *bleu de Gênes,* which means the blue of Genoa. This is because denim was made in Genoa and, in the 16th century, sailors used to wear baggy denim trousers.

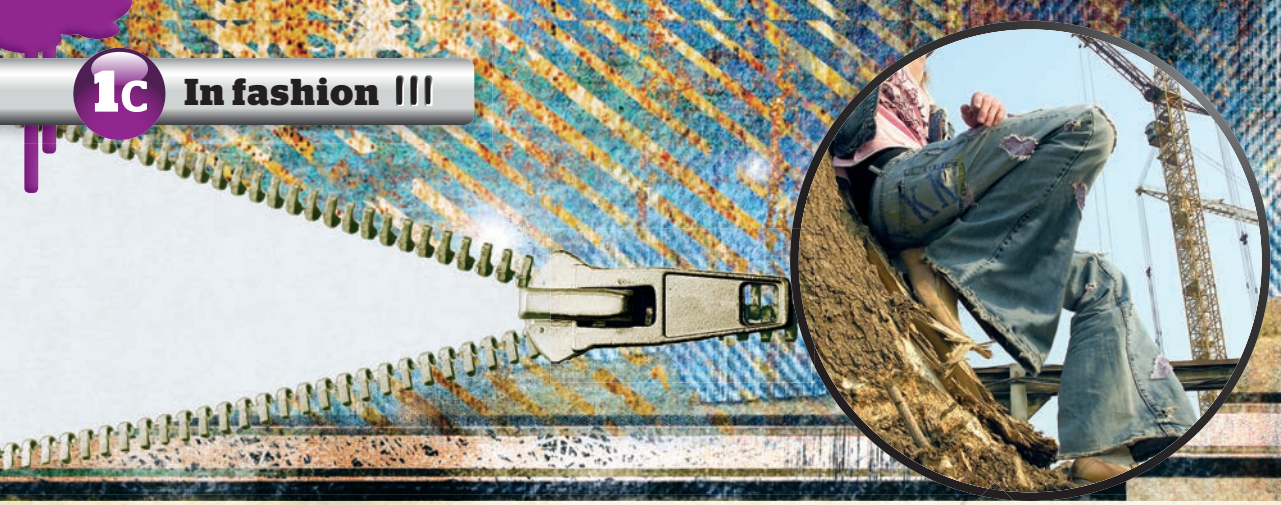
In the 1850s, Levi Strauss, a German merchant, started selling jeans to mine workers in California. They became popular because denim is a very strong material. However, some parts, like the pockets, used to rip a lot. So copper rivets were added to make them stronger. Jeans have changed very little since then and Levi's jeans are still sold today.

In 1955, James Dean starred in the film *Rebel without a Cause* wearing blue jeans. Teenagers wanted to copy his style, and jeans became a symbol of youth in the 50s and 60s.

After that, more and more designs and styles came out: flared, torn, baggy, tight, and even stonewashed jeans that looked old. Today almost all fashion designers make their own jeans, and they're very popular.

Jeans are an amazing item of clothing. They match everything and they can be casual or formal wear. Other clothes go in and out of fashion, but jeans are here to stay.

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B. Read again and write T for True, F for False or NM for Not Mentioned.

1. Most Americans have more than one pair of jeans.
2. The sailors in Genoa used to wear tight jeans in the 16th century.
3. Levi Strauss sold jeans to German workers.
4. Levi's jeans sell more than any other jeans today.
5. Teenagers copied James Dean's style in the 1950s.
6. Stonewashed jeans are not difficult to make.
7. Fashion designers' jeans are quite expensive.

5 Grammar
Past Simple

A: *What **did** you **wear** to the party last night?*
B: *Well, I **wanted** to wear my new dress, but I **didn't wear** it in the end. It **was** too cold, so I **wore** a pair of jeans and a jumper.*

The verb *used to*

*When my grandfather was young, he **didn't use to wear** trainers. He **used to wear** boots.*

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Complete with the Past Simple of the verbs in brackets.

1. **A:** _____ you _____ (use) the computer last night?
   B: Yes, I _____ (send) some emails to my friends.
2. Yesterday Tony _____ (go) to the cinema with his friends. They _____ (watch) a horror film, but Tony _____ (not like) it. It _____ (be) a bit too scary for him.
3. Last week, Debbie _____ (buy) a pair of trousers and a striped shirt. She _____ (want) to buy a jacket too, but she _____ (not can). She _____ (not have) any more money.

6 Pronunciation

1 ⏭ 09 **A. Listen and repeat. What's the difference between a and b?**

a. Fren**ch** **b.** fri**dg**e

1 ⏭ 10 **B. Listen and tick (3) the sound you hear.**

	jeans	age	checked	teenager	match	century	imagine
Fren**ch** /tʃ/							
fri**dg**e /dʒ/							

7 Speak & Write

A. Discuss in pairs or small groups.

- What are your favourite clothes? Are they in fashion?
- Where did you get them from?
- What clothes did you use to wear when you were younger?
- Why don't you wear them any more?

B. Use the ideas from activity 7A to write a paragraph about your clothes.

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1d Let's go shopping III

1 Vocabulary 1 ⏭ 11 Listen and repeat.



Sizes



Extra small **XS**



Small **S**



Medium **M**



Large **L**



Extra Large **XL**

Prices / Money

£9.75 = nine pounds and seventy-five pence
€28.99 = twenty-eight euros and ninety-nine cents
$142.50 = one hundred and forty-two dollars and fifty cents
₸2,977.85 = two thousand, nine hundred and seventy-seven tenge and eighty-five tiin

2 Read 1 ⏭ 12 A. Look at the pictures. What do you think the teenagers are going to buy? Listen to the dialogues and find out. Then read them out in groups.

Katie Hey, Mum! What do you think of this dress?
Mrs Huber Is that a dress? It looks like a shirt!
Katie Mum, it's the latest fashion!
Mrs Huber Hey, Katie! Look at this beautiful pink dress!
Katie Yuck! Pink is for babies! That blue one isn't bad.
Shop assistant We have a 30% discount on that dress.
Katie It's too big for me. I'm a small, not a medium.
Shop assistant Here, this is a small.
Katie Where can I try it on?
Shop assistant The fitting room is next to the cash desk.
...
Mrs Huber So, are you getting it?
Katie Yeah, it's nice.
Shop assistant OK, then. £35.50 minus the 30% is £24.85.
Mrs Huber Can I pay by credit card?
Shop assistant Of course.



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Shop assistant Hi, can I help you?
Nathan Yes, I'd like to try on these brown shoes, please.
Shop assistant What size are you?
Nathan I'm an 8½.
Shop assistant OK, here you go... Do they fit?
Nathan Umm... No, they aren't big enough. They're too tight. Have you got them in a 9?
Shop assistant Sorry, no. But we've got these white ones in a 9. Do you like them?
Nathan Yes, I do. They're great. I'll try them on.
...
Nathan How much are they?
Shop assistant They cost £55.50.
Nathan I'll take them.
Shop assistant Would you like to pay in cash or by credit card?
Nathan Cash. Here's all my pocket money...
Shop assistant Here's your change and receipt.



B. Read the dialogues again and complete.

allShops
FASHION
CUSTOMER: Martha Huber

PRODUCT ❶
COLOUR Blue
SIZE ❷

PRICE ❸ £
DISCOUNT 30% (-£10.65)
TOTAL £24.85

PAYMENT METHOD ❹
AMOUNT £0.00
CHANGE £0.00

THANK YOU

allShops
FASHION
CUSTOMER: Nathan Thompson

PRODUCT shoes
COLOUR ❺
SIZE ❻

PRICE £55.50
DISCOUNT 0%
TOTAL ❼ £

PAYMENT METHOD Cash
AMOUNT £60.00
CHANGE £4.50

THANK YOU

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3 Grammar

Too/Enough

- *These jeans are **too** big for me. I need a smaller size.*
- *These jeans aren't big **enough** for me. I need a bigger size.*

Complete the sentences with *too* or *enough* and the adjectives in brackets.

1. Marie can't travel to Bristol tomorrow. She's _____ (tired).
2. My mobile phone is _____ (old). I need to buy a new one.
3. This laptop isn't _____ (cheap). I can't buy it.
4. It's _____ (noisy) in here and I can't study!
5. Is this chair _____ (comfortable) for the baby? Maybe you should put her on the bed.

One/Ones

- *This red jacket is Maria's and that green **one** is Andy's.*
- *I've got lots of trainers, but these **ones** are my favourite.*

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

1. **A:** Who's your daughter? Is she the girl with the fair hair?
   B: No, no. My daughter's the tall _____, with the dark hair.
2. **A:** Why don't you try on those pink sandals?
   B: I don't like them. I like the _____ next to the black boots.
3. When you get to Kings Street, you'll see two supermarkets. I work at the _____ on the right.
4. All songs on this CD are great, but the last _____ is fantastic!
5. Sue always wears big sunglasses like these _____.

4 Vocabulary

Complete the sentences with the words/phrases in the box.

in cash	discount	cost	receipt	cash desk	products

1. You can pay for this _____ or by credit card. Which do you prefer?
2. All the _____ in this shop are from Italy.
3. Don't buy those boots now. In July, you can get a 40% _____.

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4. A: How much was the T-shirt?

B: Erm... I don't remember. Where's the _____?

5. This is a great MP3 player and it didn't _____ much, only €59.

6. I can't stand waiting in a queue at the _____ to pay.

5 Speak ROLE PLAY



Shorts
Sizes: M, L
Price: €30.50
Colours: blue, red



T-shirt
Sizes: M, L, XL
Price: €10
Colour: orange



Jumper
Sizes: XS, S
Price: €55
Colours: red, yellow, brown



Boots
Sizes: 6, 7, 8
Price: €79.99
Colours: black, brown, white

Student A

Imagine that you are a customer in a clothes shop and you want to buy some clothes. Decide which items you want and in what colour. Student B is the shop assistant. Talk to him/her using some of the phrases in the box.

Do you have any...?	I wear a size...
I'd like...	I think it fits / they fit me very well.
I'm looking for...	I prefer the... one/ones.
Can I try it/them on?	I'll take it/them.
Do you have it/them in red/blue, etc.?	How much is/are...?
It's/They're too...	How much does it / do they cost?
It isn't/They aren't... enough.	Can I pay in cash / by credit card?

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 to him/her using some of the phrases in the box.

Can/May I help you?	How about this one / these ones?
What size are you?	Here you are.
We have it/them only in...	We have a ...% discount.
I'm afraid we...	Would you like to pay in cash or by credit card?
Would you like to try it/them on?	It costs... / They cost...
Does it / Do they fit you?	Here's your change and receipt.
What do you think of...?	

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1e Being a friend III

1 Vocabulary

1 ⏭ 13 **Read the sentences below and match the words in bold with the definitions a-h. Then listen and check your answers.**

1. I can't talk to Rita about anything. Within minutes, she's shouting at me. She's so **quick-tempered.**
2. Andy is very **bossy**. He annoys everyone by telling them what to do and what not to do.
3. Karen is a **confident** person, so she's never nervous about anything.
4. Eric never follows other people's advice. He's very **stubborn**.
5. Tommy! Don't be **selfish**. Share your things with the other kids and don't fight.
6. Brenda is very **outgoing**. She loves going to parties.
7. I couldn't find my mobile, so a **kind** woman gave me hers to call my parents.
8. I love hanging out with Lisa because she's **easy-going**. We never argue about what to do.

a. friendly, enjoying meeting other people
b. not changing your opinion easily
c. not thinking about other people's feelings or needs
d. fond of telling people what to do
e. relaxed and happy without worrying or becoming angry
f. helpful and friendly
g. becoming angry easily and without having a good reason
h. feeling sure about what you can do

Tip! Learn new words in context (in sentences describing situations). This way, it's easier to remember them.

2 Listen

1 ⏭ 14 **A. Listen to a boy and girl choosing a new member for their band. Match the people with the adjectives below. There is one extra adjective which you do not need to use.**

1. Erin **2.** Frank **3.** Mike

is

a. outgoing **b.** quick-tempered **c.** shy **d.** bossy

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1 ⏭ 15 **B. Listen again and write *boy* or *girl* to complete the sentences.**

1. The _____ likes Erin's clothes.
2. The _____ finds Erin annoying.
3. The _____ thinks Frank is too shy.
4. The _____ 's brother knows Frank.
5. The _____ likes Mike.

3 Speak & Write



A. Natalie has written about her new friend, Jane. Read the description and tick (3) the topics she has mentioned.

1. The qualities she likes about Jane. ○
2. How she feels about Jane. ○
3. The qualities she doesn't like about Jane. ○
4. The things she does that annoy Jane. ○
5. How she met Jane. ○
6. Jane's interests. ○
7. What they do together. ○
8. What they don't do together. ○



A new FRIENDSHIP

I met Jane two months ago when she moved next door. She's my age and we go to the same school.

Jane's got a great sense of humour, so she makes me laugh all the time. She's also very kind. She's the one I turn to when I'm upset because she always tries to cheer me up. However, Jane can be annoying sometimes. The most annoying thing about her is that she's stubborn. When she makes a decision, she never changes her mind.

Jane and I spend our free time together because we have the same interests. We are both into R&B and we love singing karaoke. Jane is also good at dancing, so she's going to teach me some cool dance moves.

I like hanging out with Jane because we get along well and have lots of fun together. She isn't perfect, but I know I can always rely on her.

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1e Being a friend III

B. Think about a person you've recently met. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

Who is this person?
...
What is he/she like?
...
What do you like about him/her?
...
What do you dislike about him/her?
...
What are his/her hobbies and interests?
...
What do you do together?
...



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

Linking words

- **and**
  Monica is confident and outgoing.
- **or**
  We usually go to the cinema or hang out at the shopping centre at the weekend.
- **but**
  Oliver likes hip-hop but I don't.
- **so**
  We both like basketball, so we usually play together after school.
- **because**
  I can't stand him because he's really selfish.

1. Karen can play the guitar, _____ she can't sing very well.
2. We don't like horror films, _____ we never watch any.
3. My best friend is easy-going _____ funny.
4. I don't like hanging out with Paul _____ he's quite rude.
5. Her favourite hobbies are making jewellery _____ drawing.
6. My friends and I usually watch DVDs _____ play computer games on Fridays.

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CORRECTION CODE

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

D. **The paragraph below has several mistakes, which have been underlined and marked using the correction code shown. Read it and correct the mistakes.**

I knowing (T) my friend Samat since our first day on (Pr) school. Samat and I spend a lot ^ time together because we are intrested (Sp) in the same things. We go ^ the cinema in (Pr) weekends and we sometimes go mountain biking. We both love a (A) sport. When we have nothing to do, we just hang out at him (WW) house. Samat has a great personality so I think he and I are going to be best friends of (Pr) many years.

E. **Write a description of a person you've recently met. Use your notes from activity 3B and follow the plan below.**

When you're writing a description of a person, organise the information according to the plan below.

INTRODUCTION

- **Give some general information about the person (name, relationship to you).**

MAIN PART (2 PARAGRAPHS)

1 **Describe his/her personality. Mention good and bad qualities. Use phrases like:**
   - *He/She is very / really / quite / a bit...*
   - *He/She is the one who...*
   - *The best/worst thing about him/her is that he/she...*
   - *He/She is also...*

2 **Describe his/her hobbies/interests and what you do together.**
   - *We're both interested in...*
   - *His/Her favourite hobby is...*
   - *He/She is into / fond of...*

CONCLUSION

- **Give your general opinion of this person.**

Tip!

Do not write very short sentences. Use linking words (and, or, but, so, because) to join your ideas.

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Use of English

Vocabulary

A. Circle the correct words.

1. Those jeans are too **tight / baggy**. I think you should get a bigger size.
2. Lisa **goes / does** aerobics on Mondays and Wednesdays.
3. You can rely **on / in** me for help. All you have to do is ask.
4. There is a 50% **discount / amount** on those shoes.
5. Mike **agrees / disagrees** with Jane, so he's trying to change her mind.
6. Arai wants to take **on / up** dance lessons.

Score: / 6

Grammar

B. Circle the correct words.

1. Look! Oraz **isn't sharing / doesn't share** his toys again. He **is hating / hates** playing with other kids.
2. Skateboarding is **more boring / most boring** than snowboarding.
3. Victor **come / came** round yesterday afternoon and we **play / played** pool.
4. **A:** I can't reach the books on that shelf. I'm not **too tall / tall enough**. Can you get them for me?
   B: Which **one / ones**?
5. Cycling isn't **as / more** enjoyable as mountain biking.
6. Karen and I **are performing / perform** at the local theatre tomorrow.

Score: / 9

Communication

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

a. That would be great.
b. I can't make it.
c. What are you up to?
d. How's it going?
e. Do you want to come along?

Rob Hi, Tom. (1) ____
Tom Great! (2) ____
Rob Nothing much. I'm going to play basketball with Jeff. (3) ____
Tom Sure, why not? I used to play basketball every day.
Rob Yeah, I remember. Why don't you play any more?
Tom Some friends and I started a band. You should come and listen to us on Saturday afternoon.
Rob (4) ____ I have other plans.
Tom How about on Sunday?
Rob (5) ____

Score: / 5

TOTAL SCORE: / 20

Now I can...

- talk about the present and past ☐
- talk about past habits ☐
- make plans and future arrangements ☐
- make comparisons ☐
- talk about sports and fashion ☐
- describe clothes ☐
- use different expressions/ phrases for shopping ☐
- describe people's personalities and write a description of a person ☐
- use and, but, so, because, or ☐

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1 ⏭ 16 **A.** Look at the pictures and the title. Which pieces of clothing do you think the text will mention? Listen, read and check your answers.

Traditional Kazakh clothing



The traditional clothes that the ancient people of Kazakhstan used to wear reflect their nomadic way of life. Their clothes had to be suitable for horse riding and for different weather conditions. The Kazakh people used cotton, fur and leather to make these clothes, which they still wear today for special events.

Traditionally Kazakh men used to wear a shapan, which is a long and comfortable coat with loose-fitting sleeves and a belt at the waist. There were different shapans for formal wear and everyday wear. Today the shapans for special events are made of more luxurious materials such as velvet, and are decorated with golden embroidery.



For the traditional Kazakh woman, one of the most important pieces of clothing was the headdress. In the past, there used to be a huge variety of these head coverings. Each type revealed a woman's age, her place in society, and whether she was single or married. The most impressive of these hats is the female wedding headdress, called a saukele. A saukele has the shape of a cone and is decorated with different types of jewellery.

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However, what really makes it special is its height, which can sometimes reach 70 cm. Incredibly, in ancient times, some saukeles were worth around the same amount as 100 horses.

From winter boots to summer sandals, much of the traditional Kazakh footwear is very beautiful. For example, riding boots are made of colourful leather and look amazing. This traditional footwear also has a number of unique characteristics. Some of the designs have pointy, turned-up toes, while others are designed in such a way that they can be worn with comfort on either foot.



B. Read again and answer the questions.

1. What do the traditional clothes of Kazakhstan reflect?
2. What is a shapan?
3. How are some shapans decorated?
4. What did a headdress reveal about a Kazakh woman?
5. According to the text, how much were some saukeles worth in ancient times?
6. What is unique about the design of some traditional Kazakh footwear?

Project

Find information about traditional clothing in another country and present it to the class. Describe the clothing, mention what materials are used, and what the differences are between men's and women's clothing.

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1 ⏭ 17 **A.** Look at the pie charts below. What topic do you think the text is discussing? Listen, read and check your answers.

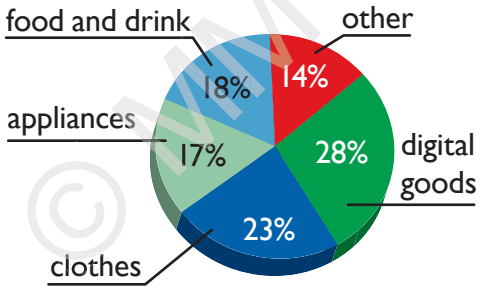
B. Now look at the highlighted words in the text and find their definitions in a dictionary.

Online Shopping

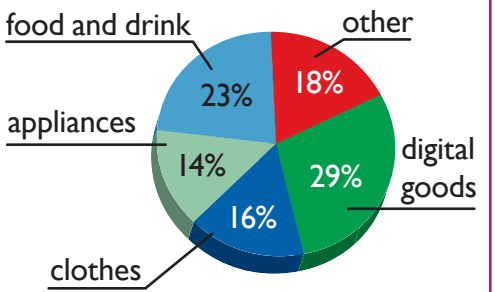
Online shopping has become popular mainly because of the convenience and speed it offers. Nowadays, shoppers actually do 51% of all their shopping online. They don't only do their grocery shopping but also buy large household appliances. The two pie charts below show online sales figures for a large shop in the years 2006 and 2016.



ONLINE SALES IN 2006



ONLINE SALES IN 2016



By comparing these two pie charts we can see that, from 2006 to 2016, there were several changes to the types of goods which were bought online. In 2006, when online shopping wasn't as popular as it is today, the majority of online purchases were of digital goods, many of which were not available in actual shops. In 2016, the percentage of digital goods sold online was about the same as in 2006 (only 1% higher), but we can see greater changes to the proportions of sales of other goods.

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In 2016, the percentage of sales of food and drink was higher than in 2006. This is the biggest increase seen on the pie charts – a rise of 5% from 18-23%. It shows that shoppers were more likely to do their supermarket shopping online than they used to be.
In contrast, online sales of more personal purchases such as clothes dropped from 23% to 16% in the time shown. Appliance sales also dropped by 3%, making up only 17% in 2006 and 14% of all online sales in 2016.

C. Complete the sentences with information from the text or the pie charts.

1. People buy _____ of the items they want online.
2. In 2016, the total percentage of digital goods and appliances sold was _____.
3. Online food and drink sales increased by _____ from 2006 to 2016.
4. Clothes sales dropped to _____ in 2016.
5. In 2006, appliances made up only _____ of online sales.

D. Discuss the following.

- What kind of things do you usually buy online?
- Why do you think people choose to buy some goods online but prefer to visit shops for others?



Project

Do a survey about the things your classmates buy on the Internet, using the categories shown in the text. Make a pie chart and present the results in a short text.

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2 Our world



Discuss:

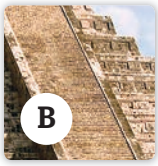
- Is there anything that your town/city is famous for?
- How do you think learning a language helps broaden the mind?

In this module you will...

- learn to define people, places and things by using relative pronouns and adverbs
- learn to use appropriate tenses to link the past with the present
- learn to ask for, give and refuse permission
- learn to make requests and offer to help
- learn to express necessity, obligation, lack of obligation and prohibition
- learn common units of measurement
- learn language related to phone calls
- talk about cities and places
- learn to write a description of a place, a postcard and an article

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











Value:

- Learning other ways of communication

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2a Landmarks III

1 Read

A. Discuss.

- Do you know of any famous landmarks?
- Would you like to visit them?
- Are there any famous landmarks in your country?

B. Do the quiz and test your knowledge. Then check your answers with your teacher.

QUIZ

FAMOUS LANDMARKS



Visit Chichen Itza in Mexico and you'll see something quite amazing. It's the temple city where you can see one of the most beautiful pyramids in the world. But who built it?



The Grand Canyon in the USA is 446 km long and 1.83 km deep. It was one of the first national parks in the country. But which river runs through it?

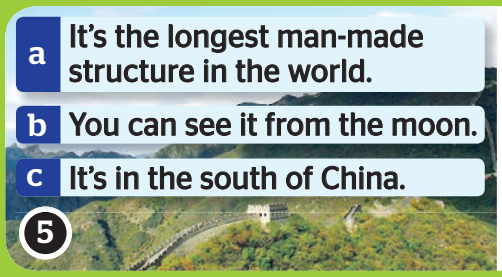


Taipei 101 is a building in Taipei that really stands out because it's taller than all the other buildings in the city. But how tall is this skyscraper?



There is a very famous tower that stands in the centre of London, next to the Houses of Parliament. It's also a clock with a bell that weighs 16.3 tonnes. But what's the name of the tower?

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The Great Wall of China is one of the world's greatest structures. It's a seven-metre tall wall that stretches for a distance of about 9,000 km across China. Which of the following facts is true about the wall?



Deep in a jungle in Venezuela there is a waterfall where the water drops down 979 metres. It is the highest waterfall in the world and you can feel the mist from over a kilometre away. But what is it called?

2 Vocabulary

1 ⏭ 18 **Listen and read. Then complete the sentences.**

Units of Measurement

Length:
centimetre (cm)
metre (m)
kilometre (km)

Weight:
gram (g)
kilogram, kilo (kg)
tonne (t)



Liquids:
millilitre (ml)
litre (l)



1. An elephant weighs around 3 _____.
2. A ruler is about 30 _____ long.
3. A can of lemonade contains 330 _____ of lemonade.
4. The distance between Madrid and Barcelona is about 600 _____.
5. A baby weighs around 3 _____ when it is born.
6. The Burj Khalifa is a building that is over 800 _____ tall.

3 Grammar

Relative Pronouns: who / which / that / whose
Relative Adverbs: where / why

PEOPLE	THINGS/ ANIMALS/IDEAS	POSSESSION	PLACE	REASON
who / that	which / that	whose	where	why

- *Gutzon Borglum is the man **who/that** designed Mount Rushmore in the USA.*

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2a Landmarks III

- *There's the girl (**who/that**) we met yesterday.*
- *Last winter I bought a jacket **which/that** was really warm.*
- *The building (**which/that**) I visited was 350 m tall.*
- *Mrs Cole is the woman **whose** son went to Argentina.*
- *The restaurant **where** my cousin works is really expensive.*
- *Tell me (the reason) **why** you didn't answer the question.*

Complete the postcard *with who, which, that, whose, where* or *why*. If they can be omitted, put them in brackets.

Hi Jules,
Greetings from Rome! I'm visiting Italy with Mark, my friend (**1**) _____ dad works in Rome. His house is in an area (**2**) _____ all the best places to visit are, and that's (**3**) _____ it's the perfect area for us to stay at. Yesterday we visited the Colosseum; that's the place (**4**) _____ gladiators used to fight. Tomorrow Mark's showing me all the places from that film we watched together. I can't remember what it's called, but Tom Hanks is the actor (**5**) _____ stars in it. The picture on the postcard is the Pantheon. It's the temple (**6**) _____ we visited today. Hey, what's the Italian team (**7**) _____ you like? Is it Lazio or Roma? Anyway, we're watching them play each other tomorrow night!
See you soon,
Lee

4 Listen

1 ⏭ 19 **Listen to a tour guide talking about Uluru and complete the facts.**



Name: Uluru or Ayers (**1**) _____
Country: (**2**) _____
Nearest town: Alice Springs
Distance from nearest town: (**3**) _____
Height: (**4**) _____
Visitors per year: (**5**) _____

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5 Speak INFORMATION GAP

Student A

A. Read the text about the Palace of Culture and Science and answer Student B's questions.



Palace of Culture and Science

The Palace of Culture and Science is the tallest building in Warsaw, Poland. It is 231 metres tall and the view from the top is amazing. In fact, from 1955 to 1957 it was the tallest building in Europe. In the year 2000, four clock faces were added making it the second tallest clock tower in the world. The building has got 42 floors and today it is used for offices.

B. Student B has got information about Lake Titicaca. Use the prompts below to ask him/her questions.

- where / Lake Titicaca?
- how / high / above sea level?
- how / deep?
- what / Titicaca / mean?
- why / have / this name?

Where is Lake Titicaca?



Student B: Go to page 239.

6 Write

A. Read the information below and find examples of the three tenses in the postcard in activity 3.

When you're writing a postcard to someone while you're on a trip, use:

- **a greeting**
  - *Dear Paul,* - *Hi Kelly,*
- **a signature ending**
  - *Yours, Betty* - *Bye for now, Mark* - *Best wishes, Ted* - *See you soon, Lee*
- **relative pronouns/adverbs**
- **the following tenses:**

Present Continuous

• *Tomorrow I'm visiting the National Museum.*

Present Simple

• *The hotel organises trips to nearby sights.*

Past Simple

• *Yesterday I climbed to the top of the Eiffel Tower.*

B. Imagine you're on a trip. Write a postcard to a friend. Follow the advice above.

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2b Express yourself! III

1 Read

A. Discuss.

- What do you know about sign language?
- Do you know anyone who uses sign language?

1 ⏭ 20 **B.** Look at the first picture. What do you think happened to Amina? Listen to the dialogue and check. Then read it out in pairs.

On the train...



Amina Ouch! Not again!
Leyla What happened?
Amina Four people have stepped on me so far.
Leyla Big deal! We're in a crowded train.
Amina Yeah, but that guy didn't even apologise. He just made a strange gesture, like he's hungry or something.
Leyla What? I doubt it.
Amina Look. He's making more gestures with that boy over there. Oh, they're communicating with sign language.
Leyla I watched a documentary about deaf people and sign language yesterday. Did you know that some signs mean letters and some mean words or even phrases?
Amina I didn't know that. I wonder what he said to me. I'm really curious.
Leyla We'll check online when we get to my place.
Amina What do you think they're talking about now?
Leyla Beats me. Now stop staring!

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Later at Leyla's home...



Amina You've been on that laptop for half an hour. Have you found anything yet?

Leyla This website about sign language. It's wicked! You can find anything you want here, and there are short videos that show you how to sign. Watch this one.

Amina That's what the boy on the train did! He made a circle on his chest with his fist. What does it mean?

Leyla *Sorry* silly!

Amina You know what? I'd like to learn sign language. Maybe I'll have a go. They have classes at the youth club.

Leyla Count me in, too. Sounds like fun!

C. Look at the expressions 1-6 from the dialogue and match them with the meanings a-f.

1. Big deal!	**a.** It's excellent!
2. I doubt it.	**b.** It's nothing serious.
3. Beats me.	**c.** I don't think so.
4. It's wicked!	**d.** Include me.
5. I'll have a go.	**e.** I have no idea.
6. Count me in.	**f.** I'll try.

D. Read the dialogue again and answer the questions.

1. Why is Amina annoyed with the boy?
2. What does Amina think the boy's gesture means?
3. Can the girls understand what the boys are signing?
4. What's special about the website Leyla has found?
5. How can you sign *sorry*?
6. How can you tell that Amina finds sign language interesting?

2 Vocabulary

Complete with the words in the boxes.

look watch notice stare

1. Are you going to _____ the game tonight?
2. Did you _____ what Jane was wearing?
3. Maria! Don't _____ at people. It's rude.
4. _____ under that bush! There's a grey cat.

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2b Express yourself! III

talk speak say tell discuss

5. How many languages does Betty _____?
6. Lee has decided to _____ the problem with his parents.
7. _____ me about the party. I'm curious!
8. Did you _____ goodbye to Greg? He left a few minutes ago.
9. Let's _____ about something else.

wonder think imagine

10. I can't _____ life without mobile phones.
11. I _____ you should apologise to Tony. You weren't nice to him.
12. I _____ what the teacher will say about my project. I hope she likes it.

3 Pronunciation

1 ⏭ 21 **A. Listen and repeat. What's the difference between a and b?**

a. know **b.** now

1 ⏭ 22 **B. Listen and tick (3) the sound you hear.**

	know /əʊ/	now /aʊ/
doubt		
home		
over		
crowded		
council		
sound		
totally		
allow		

4 Grammar

Present Perfect Simple

*Danny **hasn't been** to a summer camp **before**, but he **has decided** where he wants to go.*
***A: Have** you **ever tried** water skiing?*
***B:** No, I **haven't** but I **'ve always wanted** to.*
***A: I've done** it **twice**.*

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Present Perfect Simple vs Past Simple

A: *I've* ***heard*** *this song many times* ***before****.*
B: *I* ***heard*** *it* ***yesterday*** *for the first time.*

Complete with the Present Perfect Simple or the Past Simple of the verbs in brackets.

1. **A:** Where's Janice? She _____ (not come) round all week.
   B: I don't know. She _____ (go) snowboarding in France with some friends last week. Maybe she _____ (not return) yet.
2. **A:** _____ you and Sandra _____ (already / watch) the new James Bond film?
   B: Yes, we _____ (watch) it yesterday.
3. **A:** _____ you _____ (talk) to Paul last night?
   B: No, I _____ (not see) him at the party.
4. We _____ (visit) many interesting sights so far.

5 Speak

Talk in groups. Discuss the following.

- Do you like learning new things? Why / Why not?
- Have you ever taken up an interesting course?
- What was it?
- When did you take it up?
- How long did it last?
- Did you find it useful?
- Would you like to take up a sign language course? Why / Why not?



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2c Do you speak English? III

1 Read

A. Discuss.

- What are the most popular languages that people learn in your country?
- Where can you see or hear English today?
- Do you think English is an important language? Why / Why not?

1 ⏭ 23 **B.** Listen, read and choose the best title for the text.

a. ENGLISH: A Changing Language

b. English Throughout the Centuries

c. ENGLISH Around the World







Have you ever wondered how many people speak English? There are about 7.5 billion people in the world today and ¼ of the world's population can speak English. Now that's a lot! English is the official language in the UK, the USA, Australia, New Zealand and several other countries. However, three out of every four English speakers are non-native speakers.

English is everywhere! It's the language of finance, business, science, transport, entertainment, computers, etc. For instance, a great number of songs and films are in English. Also, most sites on the web are written in English. So if you know English, you can look up almost anything and be informed about any topic.

Learning English allows you to communicate with people from all over the world. Travelling to other countries is made easier, too. If you're in a foreign country and need information, don't panic. You'll definitely come across someone who speaks English.

Like all languages, English has developed throughout the years, and new words have entered the language. These are frequently used words and they come from

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a variety of fields that affect our everyday life. For example, the word *threequel*, which means the third film, book, etc. of a series, was created thanks to Hollywood. There are also new forms of English spoken in some countries. One example is Singlish, which is a variety of English spoken in Singapore, with elements from other local languages.

English has been the language of international communication since the beginning of the twentieth century. But what about in the future? Who knows? It might not be English but Spanish, Chinese or another language.

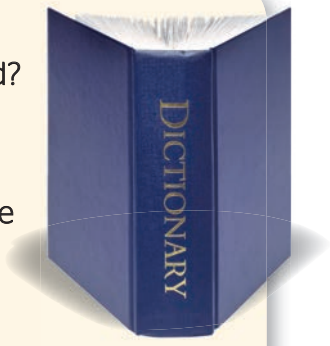
There are over 1 billion web pages with information written in English.

Can you come up with a definition for these words?
vlog
screenager

What do you think Italglish and Spanglish are?

C. Read again and answer the questions.

1. How many people speak English around the world?
2. Are most English speakers non-native speakers?
3. How many web pages are written in English?
4. According to the text, how can English help people in their everyday lives? Name two ways.
5. What kind of words are added to the language?
6. Where do people speak Singlish?



2 Vocabulary

Read the sentences 1-7 below. What do the phrasal verbs in bold mean? Match them with the definitions a-g.

1. I don't know that word. Let's **look** it **up** in the dictionary.
2. **Look out**! You're going to fall.
3. I always **look after** my little sister when my parents are away.
4. We're really **looking forward to** going to the concert tonight.
5. Why don't you **come round** for dinner tomorrow?
6. Mark always **comes up with** the best ideas.
7. I **came across** Jane when I went to the supermarket.

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a. think of or find an answer
b. take care of
c. visit (usually a person's house)
d. try to find information in a book or by using a computer
e. meet or find something or someone by chance
f. be careful
g. feel excited about something that is going to happen

3 Grammar

Present Perfect Simple: How long?, for, since

	EXAMPLE
	How long *have you had this car?*
for *+ a period of time*	*I've had this car* ***for*** *five years.*
since *+ a point in time*	*I've had this car* ***since*** *2012.*
since *+ Past Simple*	*I've had this car* ***since I finished*** *college.*

Complete the blanks with the Present Perfect Simple of the verbs in brackets, and write *for* or *since* in the boxes.

1. **A:** How long _____ you _____ (be) here?
   B: I _____ (be) here _____ three o'clock this afternoon.
2. Yenlik and Madina _____ (not play) tennis _____ last Saturday.
3. I _____ (not see) Joanna _____ she came back from London.
4. I _____ (know) Peter _____ three years.
5. Iskander _____ (write) three books _____ he moved to Paris.
6. Mary _____ (not speak) to Amanda _____ two months.

4 Speak SURVEY Talk in pairs.

Student A

Imagine you are a reporter for a local magazine. Interview Student B using the prompts below to complete the form.

- What / name?
- How old / be?
- How old / when start?
- Where / learn English?
- How often / have lessons?
- How many / hours / study?
- Do you watch...?
- Why / learn / English?

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Student B

Student A is a reporter for a local magazine and wants to interview you. Answer his/her questions.

Survey: Learning English!

GENERAL INFORMATION

name: _____ place where learn: _____

age: _____ frequency of lessons: _____

age when started: _____ hours of studying: _____

OTHER WAYS YOU LEARN/PRACTISE

- watch TV or films in English: yes ☐ no ☐
- read English magazines or books: yes ☐ no ☐
- listen to English songs: yes ☐ no ☐
- use English websites: yes ☐ no ☐
- play computer games that are in English: yes ☐ no ☐
- communicate with an English-speaking penfriend/e-pal: yes ☐ no ☐

REASONS WHY YOU ARE LEARNING

- meet people: yes ☐ no ☐
- travel: yes ☐ no ☐
- study abroad: yes ☐ no ☐
- work abroad: yes ☐ no ☐
- other: _____

5 Write

Read the plan below. Write an article for a local magazine about why you are learning English.

When you're writing an article about why you're learning English, follow the plan below.

PARAGRAPH 1

Answer the following questions:

- *When did you start learning English?*
- *How old were you when you started?*
- *Where do you learn English?*
- *How often do you have lessons?*
- *Do you enjoy them? Why / Why not?*
- *How many hours do you study a day?*
- *Has your English improved since last year?*

PARAGRAPH 2

Answer the following questions:

- *Why are you learning English?*
- *What are your future plans?*

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2d Give me a call III

1 Read

1 ⏭ 24 **A.** Look at the pictures. Why do you think Stu is ringing the people? Listen to the dialogues and check. Then read them out in groups.





Fay Mobiworld, good afternoon. Fay speaking. How may I help you?
Stu Hello, could I speak to Alison, please?
Fay I'm afraid she's not here today. Can I take a message?
Stu No, it's OK.
Fay Maybe I can help.
Stu I ordered a smartphone last week, and I'd like to know if it has arrived.
Fay What's your name?
Stu Stuart Fielding.
Fay Let me see... Ah, yes. Here it is.
Stu Wicked!
Fay If you're planning to collect it today, you'll have to be here before 5.30, because we close then.
Stu No problem.



Mrs Elliot Hello?
Stu Amy! Do you want to come to the shops with me?
Mrs Elliot Hi Stu, it's Amy's mum here.
Stu Sorry, Mrs Elliot. Could I speak to Amy?
Mrs Elliot She's playing table tennis with Liv at the youth club. Try her mobile.
Stu No, it's OK. Thanks anyway.



Bill Stu! How's it going?
Stu Fine. Fancy going to Mobiworld, Bill?
Bill To get your new smartphone?
Stu Yeah, it's just...
Bill Did you go for the 16GB or the 32GB?
Stu 32GB. But...

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Bill That'll come in handy. And you've got Wi-Fi at home, so with all that memory, you can download...

Stu Listen Bill, I'm in a hurry. If you want to come along, we need to leave now, so we can catch the bus. The shop closes at...

Bill We don't have to take the bus. My dad is going to the shops. He can give us a lift. Dad! Will you take Stu and me to the shops?... He says OK.

Stu Brilliant.

Bill We'll pick you up in five minutes.

Stu OK.

B. Look at the expressions 1-5 from the third dialogue and match them with their meanings a-e.

1. go for
2. come in handy
3. be in a hurry
4. give somebody a lift
5. pick somebody up

a. collect, often by car, somebody that is waiting for you
b. choose
c. be useful
d. take somebody to a place by car for free
e. need or want to do something more quickly than usual

C. Read again and answer the questions.

1. Who helped Stu at Mobiworld last week?
2. Does Fay manage to help Stu out in the end?
3. Why does Stu have to be at the shop before 5.30?
4. What is Amy's surname?
5. Why can't Stu speak to Amy?
6. What does Mrs Elliot tell Stu to do?
7. How many gigabytes of memory has Stu's new smartphone got?
8. How are Stu and Bill going to get to the shops?

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2 Vocabulary

1 ▶▶ 25 **Complete using the words in the box. Then listen and check your answers.**

engaged	call	back	wrong	hung	message	pick	dial	returning

1.

A: Hello?

B: Hi, could I speak to John, please?

A: I'm sorry, he's just gone out. Do you want to leave a (1) _____?

B: Well, it's strange. I gave him a (2) _____ earlier on his mobile and he just (3) _____ up. I tried again but he didn't (4) _____ up. Now, it's (5) _____.

A: Yeah, his mobile's got a problem. He's taking it back to the shop now. Why don't you call (6) _____ in an hour or so?

B: OK, thanks.

2.

A: Hello?

B: Could I speak to Kate?

A: Kate who?

B: Kate Robson. She rang me this morning and now I'm (7) _____ her call.

A: I think you have the (8) _____ number. What number did you want to (9) _____?

B: 020 7622 3489.

A: Well, this is 020 7622 4489.

B: Oh, I'm so sorry.

A: No problem.

3 Grammar

can / could / may / will / would

- ***Can / Could / May*** *I help you?*
- ***Can / Could / May*** *I use the phone?*
- ***Can / Could / May*** *I have some water?*
- ***Can / Could / Will / Would*** *you take out the rubbish?*

should / could

- *We **should / could** have a go at playing beach volleyball - it looks like a lot of fun!*
- *You **should / could** look up the word in the dictionary.*

must / have to / need (to) / can't

- *I **must / have to** be home by six o'clock.*
- *I **need to** make a phone call.*
- *You **mustn't / can't** walk on the grass. Look at the sign!*
- *You **don't have to / don't need to / needn't** cook tonight. We're going out.*

NOTE To express obligation in the past, we use **had to**.
To express obligation in the future, we use **will have to**.

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Circle the correct words.

1. **A:** Your printer is broken. You'll **have to / must** take it back to the shop.
   B: Oh no. **Could / May** you take it for me? I'm very busy today.
   A: No, sorry, I can't. But you **don't have / needn't** to take it today. You can go at the weekend.
2. **A: Would / May** I borrow your mobile? I want to take a picture.
   B: You **mustn't / don't need to** use my phone. I have my camera with me.
   A: Great. I want both of us in it. Excuse me sir, **may / could** you take a picture of us?
   C: Sure.
3. **A:** I **mustn't / don't have to** forget to give Sandy a call later. She rang me earlier, but I **must / had to** hang up because there was someone at the door.
   B: You **may / could** call her now.
   A: Actually, I can't. I **need / must** tidy up my room quickly before mum gets home. **Will / May** you help me?

4 Listen

1 ⏭ 26 **Mrs White's children left messages on her voicemail. Listen and complete the sentences.**

1. Today is _____.
2. Mrs White doesn't need to give _____a lift home.
3. Sam doesn't need to buy a _____ any more.
4. Sam thinks _____ took his _____ this morning.
5. Sam's MP4 player _____ and doesn't work.
6. Julie asks for _____.
7. Julie offers to do _____ for a whole month.

5 Speak

Talk in pairs.

Student A: Imagine you are ringing Student B to tell him/her about your trip to a famous landmark, but he/she isn't picking up his/her mobile. Leave a voicemail message and wait for him/her to return your call.

Student B: When Student A rings you, listen to him/her as he/she leaves a voicemail message. Then ring Student A and discuss the message he/she left.



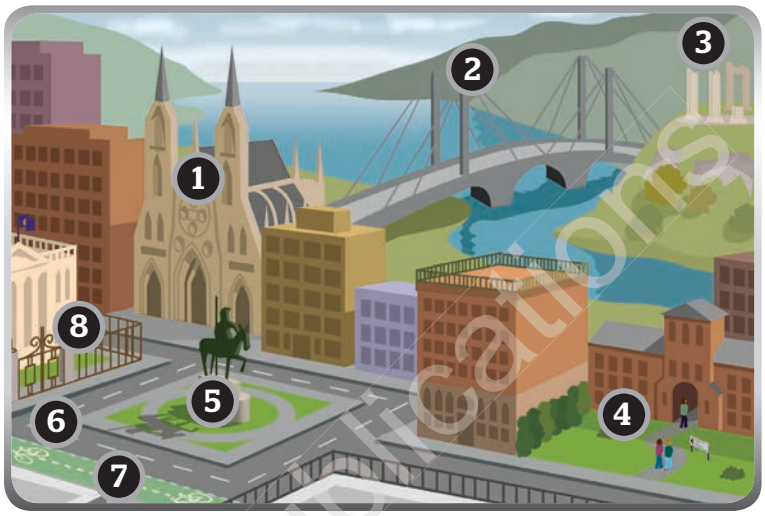
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2e The place to go III

1 Vocabulary

1 ⏭ 27 **Look and match the places on the map with the words. Then listen and check your answers. Which of these places exist in the town/city where you live?**

university ◯
cathedral ◯
ancient ruins ◯
palace ◯
square ◯
statue ◯
bicycle lane ◯
bridge ◯



2 Listen

1 ⏭ 28 **A. Listen to two friends talking about their trips to Madrid. Where did each of them go? Write K for Kim or R for Ricky.**

1. Museo del Prado ◯
2. Museo Reina Sofia ◯
3. Cathedral Almudena ◯
4. Tapas bar ◯
5. Bernabéu Stadium ◯
6. Faunia Nature Park ◯

1 ⏭ 29 **B. Listen again and write T for True or F for False.**

1. Ricky travelled to Madrid last year. ◯
2. You can see Picasso's *Guernica* at the Museo del Prado. ◯
3. The Cathedral Almudena is less than 50 years old. ◯
4. People usually stand while eating tapas. ◯
5. Ricky is a big fan of Real Madrid. ◯
6. Ricky isn't interested in Faunia Nature Park. ◯

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3 Speak & Write

A. Read the description. In which paragraph (1-4) does the writer:

- describe what tourists can do there?
- give his/her opinion about the place?
- describe the most important sights?
- give general information about the place?



WHAT A CITY!

Budapest is the capital of Hungary and one of the most impressive cities in Europe. It's divided into two parts by the River Danube; Buda and Pest. It's an attractive city and a popular holiday destination.

There are many places worth visiting. One of the most well-known is Castle Hill in Buda, with historic attractions there, such as the Royal Palace and lots of museums. In Pest, there's the fascinating Parliament Building, Heroes' Square and St Stephen's Basilica. Chain Bridge, the oldest and most beautiful bridge in Budapest, also attracts many tourists.

This city is definitely not dull. If you want to explore it, go on a bike tour or on a cruise on the Danube. You must also walk along Andrassy Avenue where you'll find lots of cosy cafés and restaurants. Don't leave without visiting Margaret Island, which is a wonderful place for picnics. As for entertainment, there are lots of shows to choose from. And if you want to have some fun, don't miss the zoo.

You'll have an unforgettable experience in this city. You will want to visit Budapest again and again.

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B. Read the advice below and find adjectives in the text which are similar in meaning to the adjectives 1-5.

When writing a description, don't use the same adjectives all the time. Use a variety of adjectives. This will make your writing more lively and appealing to the reader.

fantastic
There is a ~~great~~ museum in the city centre.
amazing
It has got ~~great~~ statues from ancient times.

1. beautiful: (para. 1) _____
2. famous: (para. 2) _____
3. interesting: (para. 2) _____
4. boring: (para. 3) _____
5. amazing: (para. 1) _____
   (para. 3) _____

C. Think about the most interesting place you've ever visited. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

What's the name of this place?
...
Where is it?
...
What are some of the most interesting sights?
...
Do they attract many tourists?
...
What can visitors do there?
...
What did you like the most?
...

D. Write a description of a place you've visited and know well for a travel magazine. Use your notes from activity 3C and follow the plan on the next page.

When you're writing a description of a place, think about the place carefully and write about the most important or interesting features. Organise the information according to the plan on the next page.

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INTRODUCTION

- **Give some general information about the place (name, where it is, most interesting features).**

MAIN PART (2 PARAGRAPHS)

1 Mention some of the sights but don't just list them. Try to give some information about each sight. Use phrases like:

- *One of the most interesting places is...*
- *There's also...*
- *Another place worth visiting is...*
- *... also attracts many tourists.*
- *You can also visit...*
- *Don't forget to visit...*

2 Mention what visitors can do there. Use phrases like:

- *You can...*
- *Don't leave without...*
- *As for entertainment, ...*
- *If you want to...*
- *Another thing you can do is...*
- *You must also...*

CONCLUSION

- **Give your general opinion of the place.**

Tip! **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
Use a question mark (?) to end direct questions
Use an exclamation mark (!) to end exclamatory sentences (expressing anger, surprise, happiness, love, etc.)
Use a comma:

- to separate items in a list
- before question tags
- before words like *and*, *but*, *because*, etc. when a subject and verb follow
- after words that introduce a sentence or clause (e.g. *Well*, *Hey*, *However*, *Also*, *For example*, etc.)
- after the if-clause in conditional sentences

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Vocabulary

A. Circle the correct words.

1. The **weight / height** of this building is about 600 metres.
2. We had a(n) **dull / unforgettable** time in Thailand. Let's go again next summer.
3. I'm really looking forward **for / to** meeting your cousins from Canada.
4. I think you should keep that box. It might come in **handy / cosy**.
5. The **official / foreign** language of Kazakhstan is Kazakh.
6. Robert came **up / on** with the best idea.

Score: / 6

Grammar

B. Circle the correct words.

1. The cookbook **which / who** you bought me is great.
2. I've had this ball **since / for** I was three years old.
3. That's the hairdresser **which / who** cut my hair.
4. **Would / Could** you like me to give you a call later?
5. This is the area **where / when** they are going to build a new university.
6. Mr Rustamov is the man **whose / who** dog I take for a walk every morning.
7. I **haven't seen / didn't see** Jane since the day we **have visited / visited** her.
8. **May / Must** I speak to John, please?

Score: / 9

Communication

C. Match.

a. I can give you a lift.
b. I already have plans.
c. Beats me!
d. Sorry, you have the wrong number.
e. I might.

1. Could I speak to Ms Aidosova, please? ◯
2. I'm in a hurry and I missed the bus. ◯
3. Are you going to change your ringtone? ◯
4. Do you want to come round for dinner tonight? ◯
5. Why did Sarah stop talking to us? ◯

Score: / 5

TOTAL SCORE: / 20

Now I can...

- use language related to phone calls ☐
- define people, places and things ☐
- use appropriate tenses to link the past with the present ☐
- make requests and offer to help ☐
- make suggestions ☐
- ask for, give and refuse permission ☐
- express obligation, lack of obligation and prohibition ☐
- write a postcard ☐
- talk about places and write a description of a place ☐

CAMM Publications

1 ▶▶ 30 **A.** Look at the pictures and the titles. What do you think people can see in these museums? Listen, read and check your answers.

MEGA MUSEUMS



NATIONAL MUSEUM OF KAZAKHSTAN, ASTANA

The National Museum of Kazakhstan is the newest and largest in Central Asia. The museum opened on the eve of the Day of the Capital, in 2014. Visitors to the museum can see exhibits from Kazakhstan's ancient and modern history. It's got seven unique halls which you can explore from Tuesday to Sunday. One of them is the 'Ethnography Hall' which is dedicated to the traditional culture of the Kazakh people. You can see traditional Kazakh objects, and also watch videos of the culture and traditions of the Kazakh people. It has also got a traditional home called a yurt in the centre of the hall, and above it is a screen which has images of the sky. Visitors feel like they are actually in a traditional village!

MUSEUM OF THE FIRST PRESIDENT OF THE REPUBLIC OF KAZAKHSTAN, ASTANA



The Museum of the First President of the Republic of Kazakhstan holds some of the country's modern history. It opened in 2005 and has got many interesting exhibitions. A very important one is the 'Atameken Hall' where you can learn about the family, the childhood and the school years of the First President of Kazakhstan. Furthermore, you can see some of the most important Kazakh sports achievements at the 'Sports victories of Kazakhstan' exhibition. For example, you will have the chance to see Dmitriy Petrukhin's bike, on which he travelled through over eighty countries. That is why his name is in the *Guinness Book of World Records*. The museum is one of the main sights of the capital and it is open from Tuesday to Sunday.

© Macmillan



CENTRAL STATE MUSEUM OF KAZAKHSTAN, ALMATY

The Central State Museum of Kazakhstan is the oldest museum not only in Kazakhstan but also in Central Asia. It opened in 1931, and in 1985 it moved to a new building. There are exhibition halls where you can be informed about the origin of man, the traditional culture of the country, Kazakhstan during World War II, and about Kazakhstan as an independent state from 1991 up until now. The museum organises annual charity events, too. The Central State Museum of Kazakhstan is a place where you can learn about the culture of this beautiful country and also become an active citizen of this world. It is open every day of the week except Tuesday.

B. **Read again and write N for the National Museum of Kazakhstan, F for the Museum of the First President of the Republic of Kazakhstan and C for the Central State Museum of Kazakhstan.**

1. This museum is the oldest in Central Asia. ○
2. You can learn about an important person's early life. ○
3. You can visit this museum on Mondays. ○
4. In this museum technology helps people experience the Kazakh culture. ○
5. This museum is not in the same building as it was when it first opened. ○

Project

Find information about a museum in another country and present it to the class. Mention when it opened, where it is, any important exhibitions it has, and when the opening days and hours are.

SONG
'I'm sorry'
Go to page 246.

© MM Publications

1 ⏭ 32 **A.** How did people communicate before instant messaging, smartphones and social media? Listen, read and check your answers.

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

The history of long-distance communication



Smoke signals are one of the earliest types of long-distance communication. People used to throw a wet blanket over a fire to make a cloud of smoke rise into the sky. In ancient China, soldiers sent smoke signals to let others know that an enemy was close. The Native Americans also used smoke signals to send different messages. For instance, one cloud of smoke meant 'attention' and three clouds meant 'danger'. Smoke signals are used today in certain countries on special occasions.



For thousands of years, many cultures, including the Egyptians, Greeks and Romans, used pigeons to carry messages because these birds have a fantastic sense of direction. People used to fasten a message to a pigeon's leg, and then the bird would deliver it to its destination. Pigeons were even used during World War II as messengers.



In 1684, a scientist called Robert Hooke invented the semaphore flags, which help boats communicate better at sea. A person uses two hand-held flags and places them in different positions to make different signals. People on ships used semaphore flags a lot during the late 19th century and they are still used in certain situations; for example, to communicate that there is an emergency situation on a ship.

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2 CLIL / History



In the 1830s, the telegraph and Morse code were invented. The telegraph was a way of sending messages with electrical signals through wires. Morse code used different dots or lines for each letter of the alphabet. People coded their message and then sent it through the telegraph. As the 19th century came to an end, the telegraph was used less and less. However, Morse code is still used by the military today.



Instant long-distance communication was born when Alexander Graham Bell invented the telephone in 1876. He probably never imagined that his invention would still be the main form of communication in the 21st century.

C. Read again and write T for True, F for False or NM for Not Mentioned.

1. Smoke signals are made when you throw water over a fire. ____
2. A smoke signal is only used to communicate that danger is close by. ____
3. Pigeons carried messages on their backs. ____
4. After World War II, people stopped using pigeons. ____
5. Semaphore flags were used a lot during the 1800s. ____
6. Electricity was needed to send a message by telegraph. ____

D. Read the text again and create a timeline based on the information in the text. Include each means of communication and when it started being used.

ancient times — 21st century

E. Discuss the following.

- Can you think of any disadvantages of the communication methods that you read about?
- How do you think people will communicate 100 years from now?

Project

Find information about other important forms of communication (e.g. letter writing, radio, mobile phones, etc.) and add them to the timeline.

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3 Sport, health and exercise



Discuss:

- Do you think people your age are active enough?
- What would you like to change about your lifestyle? Why?

In this module you will...

- learn to talk about conditions and their results
- learn to express possibility and ability
- learn to make deductions
- learn to describe an accident
- talk about the advantages and disadvantages of something
- learn to express your opinion
- learn to write an essay

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











Values:

- Getting fit
- Expressing your opinion
- Respecting different points of view

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3a Watch out!

1 Read

1 ▶▶ 33 **A.** Look at the picture. What do you think happened to Stu? Listen to the dialogue and check your answers. Then read it out in groups.



Amy So, where are the costumes?
Liv They're in a box somewhere in the basement.
Stu What? You haven't found them yet?
Liv Look, if you want a costume for the fancy-dress party, you'll have to help me carry the box upstairs. I can't do it by myself.
Amy OK, let's go find it.
Liv Careful, guys. It's dark down here.
Stu Haven't you got another torch?
Liv No, but don't worry. I'll find the light switch. It's just that I haven't been down here for ages and I don't remember where it is.
Stu Arghh!
Liv What happened, Stu? Have you hurt yourself?
Stu Yeah, I banged my nose.
Amy Are you OK?
Stu I suppose so. Shine the torch over here.
Liv Just a second.
Stu Ouch!

© MM Publications

Amy Now what?
Stu I tried to hold onto something and I've cut myself.
Amy Stu, sit still. Oh, Liv, where's that light switch?
Liv Here it is... Oh, Stu, your nose is bleeding!
Amy Your hand is bleeding, too!
Stu That's just a scratch, but my nose hurts... Ouch! Now, I banged my head, too!
Liv Why did you do that? Just stay put.
Stu Well, the bleeding won't stop by itself. Don't they say that you should hold your head back for a while?
Liv That's wrong. You obviously don't know how to take care of yourself. I've been on a first-aid course. If you want to stop a bleeding nose, you should hold your head slightly forward and pinch your nose for about ten minutes.
Amy Oh, now there's blood on his T-shirt!
Liv I've got an idea. One of us can dress up as a nurse tonight and Stu can be the patient.
Stu Don't make fun of me, Liv!

B. Read the dialogue again. Find expressions/phrases that match the ones below.

1. on my own

_____

2. for a long time

_____

3. I think so.

_____

4. Don't move!

_____

5. Stop laughing at me!

_____

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

1. Liv, Amy and Stu are going to a party tonight.
2. Liv doesn't know where the light switch is.
3. Stu had three accidents.
4. Stu doesn't mind about the cut on his hand.
5. Liv knows how to stop a nosebleed.

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2 Vocabulary

1 ▶▶ 34 Listen to the words. What's the best way to treat the injuries?

INJURIES


▶ burn


▶ sunburn


▶ cut


▶ sprain


▶ scratch

FIRST AID



3 Grammar

Conditional Sentences Type 1

- *If you **use** this cream, you **will not get** a sunburn.*
- *If Tim **wants** to be on time, he **must leave** now.*
- ***Make** an appointment at the hairdresser's if you **need** a haircut.*
- *We **may not buy** this house if it's too expensive.*

NOTE **unless = if not**

- ***Unless** you drive me to school, I'll be late.*
- ***If** you **don't** drive me to school, I'll be late.*

Time Clauses (Present - Future)

- *The children will go to bed **after** they brush their teeth.*
- *Mary will make an appointment **before** she goes to the doctor's.*
- ***When** Karen arrives, we'll order pizza.*
- *We'll wait here **until** Iliyas returns.*
- *I'll tell Robert the good news **as soon as** I see him.*

© Publications

Match the two halves of the sentences.

1. You can wear this dress to the fancy-dress party
2. Ted will call us
3. I'll make up my mind which shoes to buy
4. We might go mountain biking on Saturday
5. Unless Larry says sorry,
6. When Kevin sees this mess
7. If Oliver comes round,

a. after I try them on.
b. I won't speak to him again.
c. tell him to wait for me.
d. as soon as he arrives at the airport.
e. he'll get very angry.
f. if you haven't got anything else.
g. if it doesn't rain.

4 Speak & Write

A. Talk in pairs. Think of an accident you have had. Then, ask each other questions about your accident.

When did the accident happen?
It happened two months ago.
Where were you?
I was at...
What happened?
...
Were you alone?
...
Were you injured?
...
What did you do?
...
Did anybody help you?
...



B. Write a short description of your accident.

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3b Fitness and fun III

1 Read

A. Discuss.

- Do you work out? How? Where?
- Do you know any computer games that help people keep fit?

B. Scan the website quickly. Pay special attention to the layout and answer the questions.

1. What is the website about?
2. Where do you click if you want to find out more about the centre's facilities?
3. Where do you click if you want to become a member?
4. Where do you click if you want to write an email to GO4IT?
5. What information do members of GO4IT need to give to log in?

GO4IT! FITNESS CENTRE

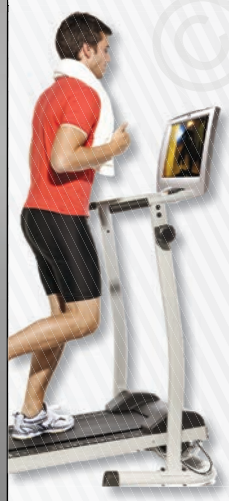
MEMBER LOG IN

USERNAME:

PASSWORD:

LOG IN

HOME | NEWS | MEMBERSHIP | CONTACT US



HISTORY

The GO4IT centre was opened in 2003 by Jake Lewis. He was a PE teacher for 15 years and he wanted to use his experience to help kids more. Read more

PHILOSOPHY

It's simple. The best way to get teenagers to exercise is to make working out fun. 'I used to see a lot of overweight kids who needed a good workout, and I thought there must be some way to get them into the gym,' says Jake Lewis. 'So, I brought exercise and technology together, and GO4IT was born.' Read more

© MM Publications

WHAT WE OFFER

We have all the standard equipment you find in a gym, but we also have 'gaming machines'. So, instead of just riding an exercise bike or running on a treadmill, you can race your friends through a jungle. Or have a dance competition on our dance arcade games. Try it! You just might like it and stick to it. All games are up-to-date and loads of fun! Read more

FACILITIES

We have free Wi-Fi, a study centre and a café serving tasty, healthy food and fruit juices. Read more

NEW CENTRES

We are opening three new centres in the city later this year. So soon you will be able to find a fitness centre near you. Read more

€109 Membership Fee (includes free session with a personal trainer)



1 month €50

6 months €250

MEMBERS' COMMENTS:

'I used to be really unfit. But since I joined GO4IT I love working out. I've also joined an athletics club where I run the 400 m. My coach wants me to run in next month's local championship. Who knows? I might even win a medal. And it's all because of GO4IT.'

Vicky Bradshaw, aged 16

'I started going to GO4IT just for the gaming machines, but now I love all the equipment there. I've become really energetic and I can't get enough.'

Paul Peters, aged 15

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1 ▶▶ 35 **C. Now listen, read and write T for True, F for False or NM for Not Mentioned.**

1. A teacher opened the first GO4IT fitness centre. ○
2. Jake Lewis wanted to find a fun way for teenagers to exercise. ○
3. You can't find typical gym equipment at GO4IT. ○
4. There's a place where you can do your homework at GO4IT. ○

5. The new GO4IT fitness centres will be bigger and better.
6. If you join GO4IT, the first session is free.
7. GO4IT helped Vicky Bradshaw become a better athlete.
8. Paul Peters doesn't enjoy the gaming machines any more.

2 Vocabulary

Circle the correct words.

1. Robert is **practising / working out** at the gym again. He wants to lose weight.
2. My brother is **practising / working out** for his guitar exams these days.
3. Jeffrey couldn't take **part / place** in the race because he has broken his leg.
4. The swimming finals are taking **part / place** in Brighton this year.
5. Kathy always **wins / beats** me at chess because she's a better player.
6. The school basketball team **won / beat** yesterday's game.
7. All the **champions / athletes** in the 800 m final were from Africa.
8. Sebastian Vettel is the youngest Formula One world **champion / athlete**.
9. Aliya Yussupova won six gold **prizes / medals** in the 2009 Asian championships.
10. My brother won first **prize / medal** in the art competition.


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3 Grammar

can / could / be able to

- ***I can / am able to*** *use a computer very well.*
- *Nancy* ***couldn't / wasn't able to*** *finish her project last night.*
- *If you start training now, you* ***will be able to*** *take part in the tennis tournament.*

could / may / might

- *I saw Erin at the gym half an hour ago. She* ***could/may/might*** *still be there.*

must / can't

- *Andrew has studied a lot for his exam. He* ***must*** *be really tired.*
- *Eddie had lunch about an hour ago. He* ***can't*** *be hungry.*

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Circle the correct words.

1. Zaure **couldn't / wasn't able** find her keys, so she got in through an open window.
2. Robert **must / can't** have a cat. He hates cats.
3. If you start taking Spanish lessons, you **will be able to / can** speak Spanish in a few months.
4. Andy **must / can't** be out. His car isn't in the garage.
5. I'm not feeling very well, so I **couldn't / may not** come to the party tomorrow.
6. Tina **might / must** beat Danny at tennis if she continues to play well.

4 Speak & Write

A. Talk in groups of three. Which is better, running outside in the park or running at home on a treadmill? Discuss and give your opinion. Think about the ideas given.

In my opinion, running in the park is better than running on a treadmill because you are able to...

I don't think running... is... because...

- the people you meet
- how interesting the activity is
- the time of day it can be done
- the weather
- the cost

B. Read the information below and write a paragraph expressing your opinion about the topic above.

When you're writing a paragraph expressing your opinion, use phrases like:

- *In my opinion,...*
- *I (definitely) think...*
- *I don't think...*
- *In my view...*
- *I believe...*
- *There are a lot of good/bad things about...*

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3c Kazakh champions III

1 Warm-up

Discuss.

• What do you know about these famous people?



Yevgeniy Nabokov



Samat Smakov



Gennady Golovkin



Aliya Yussupova



2 Read

1 ⏭ 36 **A. Look at the three pictures. Which sports do they show? Listen, read and find out more.**

Kazakhstan in the Olympics

The Olympic Games, which takes place every four years, is the largest sports competition in the world. For many athletes it is the high point of their career. Only the best ones receive Olympic medals, and the gold medal especially is a sign of the highest skill.



Daniyar Yeleussinov Rio de Janeiro Olympics, 2016

Kazakhstan has a great history of boxing and has actually collected gold medals for the sport in every single Olympic Games since it first competed as a country in 1996. In 2016, it was boxer Daniyar Yeleussinov who won a gold medal in the welterweight category (for boxers who weigh around 63-67 kg).



Olga Rypakova London Olympics, 2012

Athlete Olga Rypakova won several competitions in her early career, including gold medals in other championships for the long jump and triple jump, and a silver medal in the World Championships. She even won a bronze medal in the 2008 Olympic Games. However, Rypakova didn't win an Olympic gold until 2012, when she jumped 14.98 metres in the triple jump. The gold medal was finally hers.

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Dmitriy Balandin Rio de Janeiro Olympics, 2016



Dmitriy Balandin is the first Kazakh athlete to win an Olympic swimming medal of any kind. In Rio de Janeiro, Brazil, he swam the 200-metre breaststroke in 2 minutes 7.46 seconds. This got him the gold medal! Balandin was already a famous athlete, and he held the Kazakh records for swimming 100 metres and 200 metres. However, his win was a surprise for everyone because Balandin did not do well in the earlier qualifying races – in fact, he was the slowest. It seems he was saving up his speed for the real event!

B. Read again and write Y for Yeleussinov, R for Rypakova or B for Balandin.

1. Nobody thought this athlete was going to win at that Olympics. ○
2. In this athlete's sport, athletes compete against others of around the same weight. ○
3. This athlete won a different Olympic medal before he/she won the gold. ○
4. This athlete continued Kazakhstan's tradition of always winning a medal in his/her sport. ○
5. This athlete was the first to win an Olympic medal for Kazakhstan in his/her sport. ○

C. Read the text again. What do the numbers below refer to?

2:07.46 14.98 63-67 1996

3 Vocabulary

1 ▶▶ 37 **Listen and read. Can you guess what the phrases in bold mean?**

1. Gennady Golovkin **knocked out** the other boxer in the second round of the fight.
2. My brother wants to **try out for** his school's basketball team, but I don't think he's good enough.
3. The athlete decided to **drop out** of the competition when her horse fell ill.
4. Before I go running, I always do a few stretching exercises to **warm up**. Then, when I'm done running, I do some slow walking to **cool down**.
5. You can watch people playing sport or you can **join in** and play too.
6. After she hurt her knee, the tennis player decided to **give up** playing at national level.
7. When Madina broke her leg, she was in so much pain that she **passed out** and woke up in hospital.

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4 Grammar

Full infinitive (to+base form of verb)

- *Max went out **to get** a newspaper.*
- *I've decided **to have** a barbecue on Sunday.*
- *Delia was happy **to give** Samantha a lift home.*
- *It's easy **to draw** a camel. Let me show you.*
- *This coffee is too hot **to drink**.*
- *Mary isn't old enough **to drive**.*

Bare infinitive (base form of verb without to)

- *You shouldn't **insult** other people!*
- *My mum doesn't let me **stay** out late.*
- *The police officer made the men **get** out of the car.*

NOTE *Steffie helped me **do / to do** my homework.*

Circle the correct words.

1. I'm not strong enough **carry / to carry** this washing machine by myself. Could you **help / to help** me?
2. They were surprised **see / to see** Darren playing volleyball.
3. My sister lost my MP4 player, so I made her **go / to go** to the shop **buy / to buy** a new one.
4. I had planned **take / to take** my cousin to the funfair, but he wasn't old enough **go / to go** on any of the rides.
5. You must **try / to try** Andrea's lemon cake. It's delicious!

5 Pronunciation

1 ▶▶ 38 **A. Listen and repeat. What's the difference between a and b?**

a. website **b.** describe

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1 ⏭ 39 **B.** Listen and tick (3) the sound you hear.

	website /e/	describe /ɪ/
impressive		
protect		
several		
experience		
athlete		
metal		
receive		
enter		

6 Listen

A. Look at the words in the box which are used in ice hockey and write them in the correct column.

boo (v)	cheer on	period	puck
score (n)	score (v)	shoot	stick

SPECTATORS	PLAYERS	GAME	

1 ⏭ 40 **B.** Listen to four people talking about an ice hockey match and decide who each person is.

Danny	a player
Robert	a fan
Craig	a coach
Steve	a sports commentator

1 ⏭ 41 **C.** Listen again and match the people with the statements.

Danny	thinks a player can make a difference.
Robert	thinks the team can play better.
Craig	was surprised at the result.
Steve	thinks the fans play an important role.

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3d Good night! III

1 Warm-up

Discuss.

- Do you enjoy sleeping?
- How many hours do you sleep every night?
- Do you often wake up feeling tired?
- Do you remember your dreams?

2 Read

1 ⏭ 42 **A. Read the interview and match the questions a-e with the answers 1-5. Then listen and check your answers.**

a. Does everybody dream?
b. What is the most common nightmare?
c. How important is sleep?
d. How much sleep should we get?
e. What happens if we don't get enough sleep?





Feeling sleepy?

zzzzzzzzZZ

This week's topic in *Health Matters* is sleep. We interviewed top expert Dr Caroline Webber.

1 ☐

Sleep is food for the brain. People aren't usually aware of it, but it is necessary for a healthy life. It refreshes the body and the mind. About one third of your life is spent asleep, which means that in your lifetime you will sleep for about twenty-five years.

2 ☐

It depends, but most people don't get enough. You should get used to sleeping the same amount every night. Avoid sleeping less during the week and trying to catch up at the weekend. This will make you feel more tired. Eight hours a night is probably the best for most people. However, according to recent studies, teenagers need at least 9.5 hours of sleep. In fact, some schools are considering starting lessons later to help with this.

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3 ☐

Lack of sleep is unhealthy, even dangerous. It leads to low levels of concentration and harms your memory. Also, teenagers are more likely to develop acne. And remember, a brain hungry for sleep won't stay awake forever. It will fall asleep even when you don't expect it, perhaps when you're behind the wheel.

4 ☐

All human beings spend about 2,100 days dreaming in their lifetime. Some dreams are scary and some don't make any sense. Until the age of three, babies only dream about other people, and from that age they have lots more nightmares than adults, until they are seven or eight years old. Even blind people dream. People who are born blind don't see images but they dream with the senses of sound, smell and touch as well as with emotion.

5 ☐

Research shows that most people have dreamt about being chased. However, drowning and being trapped are also high on the list. We dream about lots of horrible things, but luckily within five minutes of waking up, half of the dream is forgotten and within ten minutes, 90% is gone.



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B. Read again and answer the questions.

1. How much time do people usually sleep in a lifetime?
2. Why isn't it a good idea to sleep more at weekends?
3. Why are schools thinking of starting lessons later than they do?
4. How is lack of sleep bad for us?
5. When do children have more nightmares than adults?
6. How do blind people dream?
7. How long does it usually take a person to forget most of his/her dream?

C. Look at the phrases/expressions 1-5 from the text and match them with the meanings a-e.

1. be aware of
2. get used to
3. catch up
4. behind the wheel
5. make sense

a. driving a car
b. spend time doing something you should have already done
c. have a meaning that you can understand easily
d. make a habit of
e. know or realise something

3 Grammar

-ing form

- ***Exercising*** *is good for your health.*
- *I went to bed after* ***watching*** *the news.*
- *Dave loves* ***staying*** *up late, but he hates* ***waking*** *up early.*
- *I don't feel like* ***going*** *out for dinner. How about* ***ordering*** *Chinese?*

NOTE

- *Wayne* ***stopped drinking*** *coffee.*
  (= He doesn't drink coffee any more.)
- *Wayne* ***stopped to drink*** *coffee.*
  (= He stopped the action he was doing to drink some coffee.)
- *I* ***remember sending*** *that letter.*
  (= refers to an action which happened in the past)
- ***Remember to send*** *that letter today.*
  (= don't forget to do something)

Complete with the infinitive or -ing form of the verbs in brackets.

1. **A:** I've decided _____ (buy) a new bed. Would you like _____ (help) me choose?
   B: Sure. I don't mind _____ (come) with you.
2. **A:** You know, my mum makes me _____ (tidy) my room every Saturday.
   B: I can't stand _____ (do) housework.

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3. Emma enjoys _____ (make) cakes, so yesterday she stopped at the supermarket _____ (get) everything she needed _____ (make) one. She spent twenty minutes _____ (drive) around the car park, but she couldn't _____ (find) a parking space, so she went home.

4 Listen

1 ⏭ 43 **A. Listen to four people describing their dreams. Who had a nightmare?**

1 ⏭ 44 **B. Listen again and match the statements with the people.**

Sonia	I wanted to find out what happened in the end.
Harry	My dream didn't make any sense.
Isabel	I could do something people can't do.
Tony	I know why I had this dream.

5 Speak & Write

A. Talk in pairs. Think of a dream you've recently had and describe it to your partner. Answer the questions below to help you.

- Where were you?
- Who were you with?
- What was happening?
- How did you feel?
- Did you want the dream to continue or end?
- Have you had this dream before?

Tip! When talking to another person, listen carefully and show interest or surprise by using phrases like *Really?, Did you?,* etc.

B. Write a short description of your dream.

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3e Get active III

1 Vocabulary

A. Read the examples below. What's the difference between *useful* and *useless*?

This book is very **useful**. I learnt a lot about cooking from it.
My new mobile phone is **useless**. It never works when I need it.

NOTE: A lot of adjectives are formed by adding a suffix (-ful, -less) to a verb or noun. The suffix -less means *without*.

B. Complete with the correct form of the words in capitals.

1. Eating junk food every day is _____ to your health. **HARM**
2. I was in London and I couldn't speak English. I felt _____. **HELP**
3. Tony is a very _____ driver. He's had many accidents. **CARE**
4. Samat Smakov is a very _____ Kazakh football player. **SUCCESS**
5. Don't be afraid of the dog. It's _____. **HARM**
6. Alice was very _____. Thanks to her I finished my project on time. **HELP**
7. Be _____ not to get hurt when you do karate. **CARE**
8. I'm _____ at snowboarding and fall over all the time. **HOPE**

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2 Speak & Listen

A. Look at the pictures below which show two forms of exercise. In pairs, discuss the advantages and disadvantages of each, using the ideas and the vocabulary given.



Think about:

- the place
- the weather conditions
- the cost
- how popular it is
- when you can do it
- how suitable it is for you

boring
fresh air
change of scenery
cost
crowded
facilities
instructor
available equipment
professional help
embarrassing
burn calories
keep fit

In my opinion, one of the (dis)advantages of...
I agree. Another (dis)advantage would be...
I think that people who...

Tip!

- Think of as many ideas as you can.
- Express your opinion and give reasons. Remember, no answer is right or wrong, as long as you justify it.

1 ⏭ 45 **B.** Listen to four people talking about exercising and match the names with the statements a-e. There is one extra statement which you do not need to use.

Jake ◯
Kathy ◯
Almas ◯
Guldana ◯

a. I felt nervous about trying the activity.
b. I think the benefits of the activity are worth the cost.
c. I was annoyed with the instructor of the activity.
d. I enjoyed the experience more than I expected.
e. I have become fitter.

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3 Speak & Write

A. What are the advantages and disadvantages of taking up a team sport? Discuss.

B. Read the essay below and compare the ideas to your answers. Then answer the questions.

The Advantages and Disadvantages of taking up A TEAM SPORT

People all around the world love playing sports. Some do individual sports, such as swimming, while others prefer team sports, such as ice hockey.



Playing team sports can have many advantages. To begin with, players learn to work together towards the same goal. This encourages them to be less selfish and show more respect. What is more, playing in a team can help people, especially shy people, make new friends.

On the other hand, there are also some disadvantages. Firstly, players may not always get on with each other. This can make them argue a lot and become competitive. In addition, when you are part of a team, you have to depend on other players. For example, when players do not show up, practice may be cancelled.

To sum up, team sports have both advantages and disadvantages. Personally, I believe that you can learn a lot more by playing in a team and feel a lot more enjoyment than you do when you play alone.

1. Does the writer state his/her opinion in the first paragraph?
2. What is the purpose of the second and third paragraphs?
3. Which words/phrases does the writer use to list/add points? Underline them.
4. In which paragraph does the writer state his/her general opinion?
5. Which words/phrases does he/she use to state this opinion? Underline them.
6. Does the writer write in a formal or in an informal style?

C. Read the plan below.

When you're writing an essay discussing advantages and disadvantages, organise your ideas according to the plan below. Write in a formal style. Do not use short forms or abbreviations.

INTRODUCTION

- **Introduce the subject of the essay and both sides of the topic.**

MAIN PART (2 PARAGRAPHS)

- **Present the advantages in one paragraph and the disadvantages in another paragraph. Cover both sides of the topic equally. Use linking words/phrases:**

To list points: firstly, first of all, to begin with, secondly, also, in addition, what is more, finally, lastly, etc.
To express contrast: however, on the one hand, on the other hand, etc.

CONCLUSION

- **Make a general statement. Use phrases like:**
  In conclusion,...
  To sum up,...
- **State your opinion if you want to. Use phrases like:**
  In my opinion,...
  Personally, I believe...
  I (definitely) think...
  In my view,...

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D. The phrases in bold are written in an informal style. Rewrite them in a formal style.

1. **Oh, and something else**, personal trainers can help people do exercises that are suitable for their body type.
2. **But** hiring a personal trainer can be very expensive.
3. **Now, thinking about all these things**, I believe that personal trainers are the best way to get fit in a healthy way.

E. Write an essay discussing the advantages and disadvantages of working out at a gym. Use the ideas in activity 2 and follow the plan above.

Tip! Before you start, choose a few advantages and disadvantages (the ones you have the most to say about) and make some notes. Avoid discussing too many ideas in your essay.

Use of English

Vocabulary

A. Circle the correct words.

1. Ouch! I just **banged / sprained** my head.
2. Will you take **part / place** in the race tomorrow?
3. As the children were running towards the finish line, their parents **booed / cheered** them on.
4. Many students don't do well at school because of lack **on / of** sleep.
5. This exercise is not **suitable / available** for people who have problems with their backs.
6. Are they **awake / aware** of the risks of eating so many sweets?

Score: / 6

Grammar

B. Circle the correct words.

1. Mum, will you **can / be able to** pick me up from the cinema tonight?
2. Erkin was exhausted so he stopped **to study / studying** and went to bed.
3. Paul **must / could** speak French. He was born in France.
4. When we go to Egypt next month, we **will see / see** the Pyramids.
5. She is **able to / may** read lips so she'll understand you.
6. That **can't / mustn't** be Victor's bag. His is brown.
7. Arnold **can't / wasn't able to** arrive on time because he was stuck in traffic.
8. **Swim / Swimming** is very good exercise.
9. Unless you visit Rome, you **don't / won't** understand how beautiful it is.

Score: / 9

Communication

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

a. I've wanted to go for ages.
b. Makes sense.
c. Do you feel like coming?
d. Sounds good.
e. It depends.

A: Hey, Josh. I was thinking of going for a run tomorrow. (1) _____
B: (2) _____ Where are you going to go?
A: Well, there is a nice area along the beach. (3) _____
B: (4) _____ What time do you want me to pass by your house?
A: I thought about going in the evening, around seven.
B: (5) _____ It's better if we go running without the sun burning our backs.

Score: / 5

TOTAL SCORE: / 20

Now I can...

- talk about conditions and their results ☐
- express possibility and ability ☐
- make deductions ☐
- describe an accident ☐
- talk about the advantages and disadvantages of something ☐
- express my opinion ☐
- write an essay ☐

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2 ▶▶ 02 **A.** Look at the pictures and the title. Which sports do you think will be mentioned in the text? Listen, read and check your answers.



THE TRADITIONAL HORSEBACK GAMES OF KAZAKHSTAN

One of the most well-known Kazakh horseback games is *kokpar*. It is very similar to the game of polo, but the players use the carcass of a goat instead of a ball. Spectators become very excited as they watch two teams galloping around a field, chasing each other and bumping into each other's horses while trying to get the carcass and put it in the goal. These carcasses can weigh between 30-60 kg, so it is absolutely necessary for players to be strong and athletic.

Audaryspak, a type of horseback wrestling with two contestants, is another great traditional horseback sport. Each game can sometimes last for only a few minutes. During that time, a contestant tries to win by pushing the other person from their horse so that they fall to the ground. *Audaryspak* is quite a dangerous sport, and players need to have great strength and skill.

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3 Culture page III

Kumis alu, which is also known as 'picking up the coin', is one more popular Kazakh national sport. A rider has to gallop at full speed and, at the same time, reach down to one side of their horse to pick up coins which are on the ground. The competitor who manages to pick up the most coins wins, although nowadays people most often use colourful materials instead of coins. Because only the most talented riders take part in this competition, the audience has the chance to watch an incredible display of horse riding skills. In fact, some say that when Alexander the Great was in central Asia, he saw a game of *kumis alu* and thought it was the ideal training for a soldier on horseback.

B. Read the text and write T for True, F for False or NM for Not Mentioned.

1. Kokpar is exactly the same as polo. ○
2. Kokpar players must be able to run very fast. ○
3. A game of audaryspak always takes two minutes. ○
4. In audaryspak, the contestant who hits the ground first loses the game. ○
5. In kumis alu, the first person to pick up a specific number of coins, wins. ○
6. Alexander the Great made his soldiers practise kumis alu. ○

Project

Find information about exciting sports in another country and present it to the class. Mention when these sports were first played, how they are played today and how many players take part.



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2 ⏭ 03 **A.** How much physical activity do you think a young person needs to stay healthy? Listen, read and check your answers.

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

Physical Activity

Physical activity is any activity where you move your body and burn energy. There are many benefits of being physically active. Firstly, exercise stops you from becoming overweight, and this is important because keeping a healthy weight lowers your risk of developing certain illnesses in the future.

What is more, when you work out, play a sport or even just go for a walk, the muscles and bones in your body become stronger. Because your heart is a muscle too, physical activity can keep it strong and healthy. You definitely want it to be strong enough to send blood and oxygen around your body!

We should all take part in physical activity regularly. According to the World Health Organisation, young people aged between 5 and 17 should do about 60 minutes of moderate to high-intensity physical activity daily to keep their heart healthy and to stay fit. This does not have to be done all at once but can be done throughout the day.

Other benefits of physical activity and exercise are:

- better memory
- less stress
- more energy
- better sleep
- a chance to make new friends
- a break from homework

What are the activity intensity levels?

When you take part in a *low-intensity activity*, you do not sweat and your breathing is not affected greatly. *Moderate-intensity activities* should make you sweat and your heart beat faster. You cannot sing, but you can continue talking. As for *high-intensity activities*, you start to sweat sooner and cannot talk without getting out of breath.



LOW
walking

MODERATE
hiking





HIGH
running

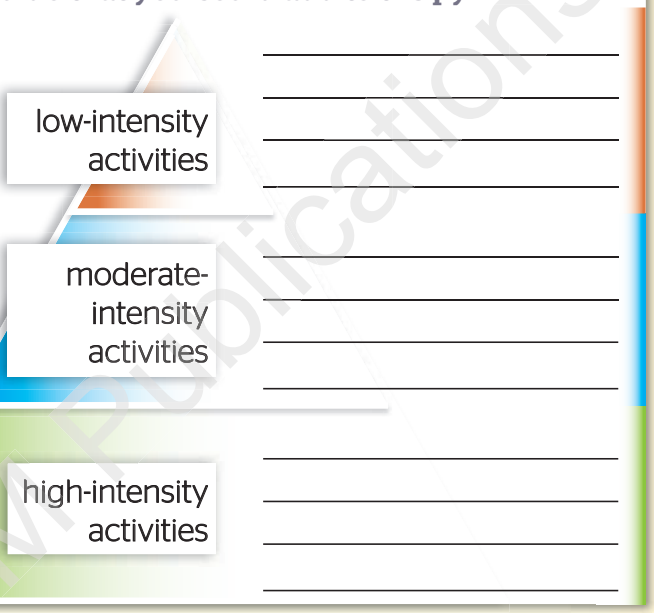
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C. Read again and answer the questions.

1. What could an unhealthy weight lead to?
2. How does physical activity benefit our muscles and bones?
3. What does our heart do?
4. How are low-intensity and moderate-intensity activities different?
5. How does a person feel during a high-intensity activity?

D. Complete the activity pyramid with the activities in the box. Can you think of other activities you do that you could add to the pyramid?

tennis	swimming
football	aerobics
karate	canoeing
gardening	dancing
basketball	skateboarding
cleaning the windows	
taking the dog for a walk	
hoovering the house	
mountain biking	
snowboarding	
washing the car	



E. Discuss the following.

- Do you think you need to include more physical activity into your week? Why?
- How can friends help one another to become more physically fit?

Project

Select and write down 2-3 fitness goals for yourself (e.g. I want to build up my muscles). For the next seven days keep an activity diary to see how much physical activity you are already doing in a week and what you need to change to achieve your goals. Then come up with a plan to help you reach your fitness goals. Present it to your friends and ask for their suggestions.

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4 Entertainment and media



Discuss:

- What do you and your friends do for entertainment?
- Do you prefer staying at home or going out? Why?

In this module you will...

- learn to invite and make arrangements
- learn to express agreement and disagreement
- learn to make predictions about the future
- talk about shows and films
- learn to write an email of invitation
- learn to write a film review

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











Value:

- Using imagination to express thoughts, ideas, experiences and feelings

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4a A night out

1 Warm-up

Discuss.

- Do you like going out with your friends?
- How would you describe a successful night out?
- What arrangements do you have to make before you go to a concert?

2 Read

2 ⏭ 04 **A. Look at the picture. Why do you think Bill, Liv, Amy and Stu are excited? Listen to the dialogue and check your answers. Then read it out in groups.**



Liv Where's Bill?
Stu He's on his way. He says he's arranged something very special.
Amy I wonder what. By the way, did you hear about the Urban Hawks? They're playing in town next month.
Stu I know. I'm definitely going.
Amy So am I.
Liv I am too. Why don't we all go together?
Stu Sure! We should get tickets before the concert's sold out. Have they announced the venue yet?
Amy No, but it's probably the football stadium. Miss Bla Bla is supporting them, you know.
Liv I don't really like her.
Stu Neither do I.
Amy I don't either. I reckon our band is better than her.
Stu You can say that again. Hey, did you know Bill's cousin went to university with Chris Morris?
Liv The lead singer of Urban Hawks? Wow! He's so cool! Do you think it's possible to get his autograph?
Stu Ask Bill. Here he comes now. Hey, you look happy.
Bill I've got some news. You know the Urban Hawks are coming to town.
Amy Yeah, we were just talking about them.
Bill Well, guess who's going to be supporting them?

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Liv Miss Bla Bla, we know.
Bill Actually, there will be a second supporting act. A band called something like, I don't know... Full Blast!
Amy Get out of here!
Bill Yep. I had a word with Chris Morris and it's all sorted. So, let's start rehearsing. We don't want to let down our fans!

B. Read the dialogue again. Find expressions/phrases that match the ones below.

1. There are no tickets left _____
2. I believe _____
3. I agree completely _____
4. I don't believe it _____
5. I spoke to someone for a short time _____
6. We have arranged it _____
7. Disappoint _____

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

1. Bill has a surprise for the others.
2. Amy wants to go to the Urban Hawks concert.
3. The venue of the concert isn't known yet.
4. Amy doesn't like Miss Bla Bla.
5. Liv likes the lead singer.
6. More than one band will appear at the Urban Hawks concert.
7. Bill talked to the lead singer of the Urban Hawks.

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3 Vocabulary

A. Match the expressions 1-6 with the definitions a-f.

1. lose one's way
2. be on one's way
3. by the way
4. know one's way around
5. be in one's way
6. the other way round

a. be able to get around a place
b. going to a place
c. become or get lost
d. stopping someone from moving or doing something
e. the opposite situation
f. now that I think of it

B. Complete the sentences below.

1. Can you move your car? It's _____ my way.
2. Could you tell me where the post office is? I don't _____ my way around.
3. **A:** I'm _____ my way to the café. Do you want to join me?
   B: No, thanks. Oh, _____ the way, if you see Ablai, tell him to call me.
4. Lisa didn't give David the DVD. It was the _____ way round.
5. Why are you late? Did you _____ your way again?

4 Grammar

so / neither / too / either

- ***A:*** *I want to go to the concert.*
  B: So *do I.*
  C: *I do* ***too****.*
- ***A:*** *I've never been to a hip-hop concert before.*
  B: Neither *have I.*
  C: *I haven't* ***either****.*

Complete using *so*, *neither*, *too*, *either* and an auxiliary verb.

1. **A:** I play the guitar in a band.
   B: I _____.
2. **A:** My brother has been to New York.
   B: _____ mine.
3. **A:** Sam got the lead singer's autograph.
   B: _____ Karen.
4. **A:** Wayne never loses his way.
   B: Donna _____.
5. **A:** I can't see anything from here.
   B: _____ I.

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5 Pronunciation

2 ⏭ 05 **A. Listen to the dialogue below. What do you notice about the way the two speakers pronounce *neither*?**

I'm not working today. — Neither am I. — Me neither.

2 ⏭ 06 **B. Look at the words below. How do you pronounce them? Can you think of another possible way of pronouncing them? Listen and check your answers.**

either often garage adult address February

6 Speak & Write

A. Talk in pairs. Go to page 239.

B. Read the plan below. Can you think of some more phrases for each part?

When you're writing an informal letter or email of invitation, follow the plan below.

GREETING

OPENING PARAGRAPH

- **Begin your letter/email and say why you're writing. Use phrases like:**
  - *I'm writing to invite you to...*
  - *Would you like to come to...?*

MAIN PART

- **Give all the necessary information/details (place, date, time, cost, activities, etc.)**
- **Make your suggestions or any arrangements. Use phrases like:**
  - *Why don't we go/meet...?*
  - *How about...?*
  - *I think it would be a good idea to...*
  - *What do you think about...?*

CLOSING PARAGRAPH

- **State anything you want to emphasise and end your letter/email. Use phrases like:**
  - *Please, don't say no.*
  - *I hope you can make it.*
  - *If you decide to come, let me know soon.*
  - *Waiting for your reply.*
  - *I'm looking forward to..., so don't let me down.*

SIGNING OFF

C. Look at the poster. Imagine you're organising a night out and you've decided to go to the concert. Write an email to a friend:

- inviting him/her to come along
- giving the necessary information (venue, price)
- making arrangements (when to go, where to get tickets, where to meet).

Follow the plan above.



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1 Warm-up

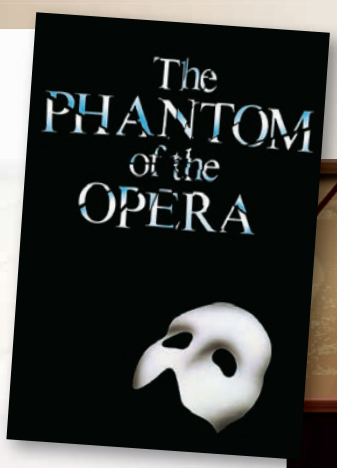
Discuss.

- Do you know of any musicals?
- Have you watched any musicals which were turned into films?

2 Read

2 ⏭ 07 **A.** Look at the posters. What do you know about these musicals? Listen, read and find out more.

Popular Musicals



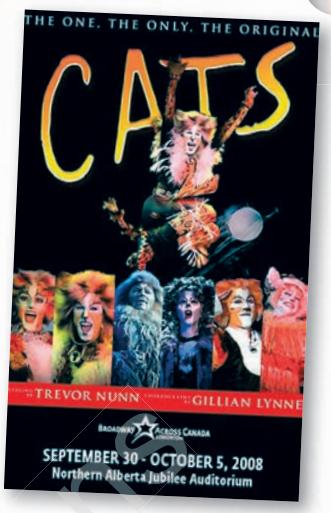
The Phantom of the Opera is a successful musical that was written by Andrew Lloyd Webber. The first performance of this musical was in London in 1986.

The Phantom is a young composer who lives in the Paris Opera House. However, he has got an ugly face so he wears a mask to hide it. The Phantom loves a beautiful opera singer, Christine, but she loves a man called Raoul. The Phantom threatens to kill Raoul if she doesn't choose him, so Christine decides to follow him. Finally, the Phantom understands that he is wrong and helps Raoul and Christine be together.

There are many films based on this musical. The latest one was made in 2004. Millions of people all around the world love the story, the beautiful costumes and scenery, as well as its beautiful music.

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Cats is Andrew Lloyd Webber's most famous musical. The first performance was on Broadway in 1982 in the Winter Garden Theatre in New York City and it was the longest running musical there until 2006. In 1983 it won the Best Musical Award and six other awards.



The story is about the lives of different cats that talk and act like humans. They dance and sing some very popular songs, like the song 'Memory'. The cats live in a junkyard and have funny names like Grizabella and Bustopher Jones.

The music, the colourful costumes and make-up make *Cats* one of the most popular musicals of all time. Both adults and children love it and it is performed in theatres in many countries, like Australia and China. *Cats* was also made into a film in 1998 and you can watch it on DVD.

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B. Read the texts again and tick (4) the correct column in the table.

	PHANTOM	CATS	BOTH
1. It was written by Andrew Lloyd Webber.			
2. It won seven awards.			
3. The first performance was in the UK.			
4. The costumes are beautiful.			
5. The main character lives in an Opera House.			
6. The main character helps two people who love each other.			
7. The characters have strange names.			
8. It is also a film.			

3 Vocabulary

2 08 Write the words in the box under the correct column. Then listen and check your answers.

animation audience audition box office cast (n) curtain play (n) rehearsal scene screen script stage (n) stuntman

THEATRE	FILMS	BOTH
		

4 Grammar

Prepositions of Time

at on in during before after till/until for since by the time ago ...etc.

- *We started planting trees **after** breakfast.*
- *We're leaving **on** 30th March.*

Prepositions of Place

at on in under behind in front of next to opposite between near over ...etc.

- *We sat **on** the grass **under** the tree.*
- *Put the plant **between** the window and the armchair.*

Prepositions of Movement

to towards up down into out of through across along from around off over past ...etc.

- *A dog was coming **towards** me, so I turned **around** and ran!*
- *The cat ran **across** the garden and **into** the house.*

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Circle the correct words.

1. **On / In** the morning, I looked **into / out of** the window and saw snow everywhere. I couldn't open the door because there was so much snow **next to / behind** it.
2. Kevin moved **to / in** Canada **in / on** 1998. He lives **in / on** a big house **in / to** a nice town. He doesn't live far **from / to** his work and he usually walks **to / for** his office every day.
3. **A:** What were you doing **at / since** 10 o'clock last night?
   B: I was **in / at** my cousin's house **during / till** midnight. Sorry, did you call? She lives just **in front of / opposite** us, so I didn't take my mobile.

5 Listen

2 ⏭ 09 **Listen and answer the questions. Choose a, b or c.**

1. What did the man not like about the musical?
   a. Some of the jokes didn't work very well.
   b. The songs didn't really fit into the story.
   c. The leading actor didn't dance with much energy.
2. Why is the woman annoyed?
   a. Theatre tickets are too expensive.
   b. Musicals aren't often available on film.
   c. Theatres don't organise enough performances.
3. Where do the people decide to go?
   a. to a restaurant
   b. to the theatre
   c. to a concert

6 Speak CLASS DEBATE

Look at the statement below and then work in two groups. Group A should argue against the statement. Group B should argue for it.

Watching a live performance is better than watching the same event on TV.

Think about:

- cost
- how comfortable you are
- the view
- sound
- type of show
- atmosphere
- the behaviour of other people

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4C Only time will tell III

1 Read

A. Discuss.

• What do you know about the following?

the Wright brothers | IBM | YouTube | 20th Century Fox

2 ⏭ 10 **B.** Listen, read and choose the most suitable introduction for the article.

a. It is very difficult to make correct predictions about the future, but four famous people have tried. So, let's see what the future holds.

b. With the world changing so quickly, it is very difficult to make correct predictions about the future. Some people get it right, others get it wrong. Some people, however, are a long way off. Here are a few examples.

c. Nowadays, we fly planes, use computers and relax in front of the TV. We don't think it's something special. But how about in the past? What was life like then?

'Man will not fly for 50 years.'

Wilbur Wright, to his brother Orville (1901)



In 1901, the Wright brothers tried out their flying machine for the first time but were very disappointed when they didn't succeed. However, two years later, in 1903, they took to the skies and entered the history books. And only 18 years after Wilbur made his prediction, Captain John Alcock and Lieutenant Arthur Whitten Brown made the first non-stop transatlantic flight from Newfoundland, Canada to Ireland.



'I think there's a world market for about five computers.'

Thomas J. Watson, chairman of the board of IBM (1943)



This prediction seems ridiculous today, but it was true for ten years after Watson said it. Even so, today there are about 2 billion computers in use in the world. And experts now predict that by 2025, almost 8 billion people, our planet's entire population, will be connected to the Internet.



‘Television won’t last because people will soon get tired of staring at a plywood box every night.’

Darryl Zanuck, film producer, 20th Century Fox (1946)

Zanuck played a major role in the Hollywood studio system from 1922 to 1970, but he definitely got it wrong about television. The total number of TV sets in the world is over 1.5 billion. In the USA, there are over 2000 TV channels and on average, a TV set is on for 6 hours and 47 minutes every day.

‘There’s just not that many videos I want to watch.’ *Steve Chen, co-founder of YouTube (2005)*

At the time, Chen was worried about the popularity of his site. Luckily for Chen, he continued with his YouTube idea and almost two years later, on 13 November 2006, he made a lot of money when Google bought YouTube for $1.65 billion. Today, YouTube is the Internet’s largest video sharing website. People from all around the world watch hundreds of millions of videos every day.

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

1. The Wright brothers flew a plane for the first time in 1901. ○
2. The first non-stop transatlantic flight was in 1918. ○
3. In 1950, the world market didn’t have a need for computers. ○
4. About 2 billion people use computers today. ○
5. Zanuck predicted that people wouldn’t like watching TV. ○
6. In the USA, people have their TV sets on for about 7 hours a day. ○
7. Steve Chen owns YouTube. ○

D. Look at the highlighted words in the text and match them with the meanings a-f.

1. disappointed	◯	**a.** very large or important
2. succeed	◯	**b.** not fail
3. ridiculous	◯	**c.** continue to exist
4. predict	◯	**d.** say that something will happen in the future
5. last	◯	**e.** unhappy because something didn't happen
6. major	◯	**f.** very silly

2 Vocabulary

Complete the sentences with the correct form of the expressions in the box.

make mistakes make money make a decision make predictions
make plans make a phone call make sure

1. Edna never knows what she wants. She just can't _____ about anything.
2. I've already _____ for the weekend. I'm going to visit my parents in Bath.
3. I need to _____ to Danagul before we leave.
4. _____ you close the window before you leave the office.
5. It's not easy to _____ about the weather.
6. Robert _____ when he speaks Italian.
7. Harry thinks he can _____ without working.

3 Grammar

Future tenses

Future *will*

*Charlie and Jill **will** probably **get** married next year.*

Future *be going to*

*Next week I **am going to go** to a Broadway show.*

Present Simple

*The rehearsal **begins** at nine in the morning on Monday.*

Present Continuous

*We're **taking** the bus to the concert tonight.*

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Complete the dialogues with the Future *will*, the Future *be going to*, the Present Simple or the Present Continuous of the verbs in brackets. In some cases, more than one answer may be possible.

1. **A:** Wow! The clouds look really dark and angry.
   B: Well, the weather forecast did say it's _____ (rain) this afternoon.
   A: Really? Then I _____ (bring) in the clothes I hung up to dry.

2. **A:** My parents and I _____ (fly) to Hawaii next Tuesday.
   B: Oh, how nice! So your last day at work _____ (be) Monday, then?
   A: No. Our flight _____ (leave) at eleven at night, so I _____ probably _____ (come) in to work on Tuesday.

3. **A:** _____ (come) to the picnic Bill organised?
   B: The picnic... Oh, I forgot about that. Erm, sure, why not? I _____ (bring) some soft drinks too.

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4 Speak

Talk in pairs. Make predictions about the future of entertainment and the media. Talk about:

- books
- newspapers
- smartphones
- computers
- the TV
- social media
- the cinema
- live entertainment

I think there won't be any paper books in the future. We will only have digital books.

I don't agree completely. I think that we will be able to find paper books, but they will be very expensive.

4d It's showtime! III

1 Read

2 ⏭ 11 **A.** Read the four statements below and decide if they are true or false. Then listen, read and check your answers.

1. The Harlem Globetrotters' show is a sporting event.
2. You can see lots of animals at the Cirque du Soleil.
3. The Cirque du Soleil performs a story about the sun.
4. The Harlem Globetrotters only play in the USA.



A circus with a difference!

Since it started in Montreal, Canada in 1984, the Cirque du Soleil (French for 'Circus of the Sun') has produced over 20 major shows which have all been huge successes. The circus has entertained millions of people around the world with its original mix of artistic acrobatics, theatre and live music.

Its latest show, 'Wintuk', is an adventure about a boy called Jamie. Jamie lives in a town where winter has arrived but without any snow. So, he decides to discover what has caused this. Jamie comes across three other companions and together they travel to an imaginary place in the North, Wintuk, to bring back the snow.

This warming winter tale is great entertainment for the whole family with amazing acrobatics and wonderful music.

The show will run for 10 weeks this winter at Madison Square Garden, New York City.



Performances:
Wednesday - Sunday
*Prices: **$40 - $220***
(depending on seat and day of the week)
For tickets please log on to:
www.tickets-for-circus.com

Oxford Publications



Let the Harlem Globetrotters work their magic on you!

The Harlem Globetrotters' show is great entertainment for both young and old. The world-famous basketball team from the USA amaze their audiences with their sporting skills and entertain with their amusing antics on court.

The Harlem Globetrotters began touring the world in 1972 and over 110 million people in 114 countries have applauded and cheered them on ever since. They have been responsible for making basketball popular in many countries.

The Harlem Globetrotters have been on tour in Australia for the last 5 months and have played over 100 games around the country. This is your last chance to see them LIVE! The Globetrotters are playing their last game at the ANZ Stadium in the Sydney Olympic Park on Saturday 3rd December and tickets are selling out fast. So, check them out! They won't let you down.

Tickets are on sale at www.tickets-for-trotters.com.
Ticket hotline on 0061 110 210 778 944.

Adults $ 90-150
Children & Senior Citizens $ 60-110
(Prices depend on seating area)

Special offers for families and groups! Please ask for details.

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B. Read again and write CS for the Cirque du Soleil, HG for the Harlem Globetrotters or B for Both.

1. Which show is great family entertainment?
2. Which show features music?
3. Which show was performed first?
4. Which show has a discount for families?
5. Which advertisement is for a one-time-only show?
6. Which show has been a huge success around the world?
7. Which show has a storyline?

4d It's showtime! III

C. Look at the highlighted words in the texts and match them with their meanings a-g. There are two extra meanings which you will not need to use.

1. original	**a.** performance
2. live	**b.** to show your enjoyment of something by clapping your hands and making noise
3. imaginary	**c.** successful
4. applaud	**d.** the place where tennis and basketball are played
5. court	**e.** not real
	f. new, not the same as anything else
	g. not recorded, done when people are watching

2 Vocabulary

2 ▶▶ 12 **Complete the sentences with the words in the box to form compound adjectives. Then listen and check your answers.**

breaking	century	known	language
lifetime	minute	part	seat

1. We will take a twenty-_____ break now, and then the show will continue.

2. The well-_____ actress Emma Stone stars in the musical.

3. This is the only foreign-_____ film that entered the competition.

4. They are producing a ten-_____ series about the creation of the first Kazakh Khanate.

5. The film *My Fair Lady* is based on a twentieth-_____ play called *Pygmalion*.

6. *Spider-Man 3* was a record-_____ box-office hit.

7. The 3,500-_____ concert hall in Astana's Central Concert Hall is one of the biggest in the world.

8. We finally saw *The Lion King* on Broadway, and it was a once-in-a-_____ experience!

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3 Grammar

The article 'the'

- *There's a new shopping centre in my neighbourhood.* ***The*** *shopping centre's got four floors.*
- ***The*** *Earth looks beautiful from* ***the*** *Moon.*
- ***The*** *Rocky Mountains are in* ***the*** *USA.* ***The*** *highest peak is Mount Elbert.*
- ***The*** *Volga runs through central Russia.*

Complete the sentences with *the* or -.

1. _____ River Nile is one of _____ longest in _____ world.
2. Jeff goes to _____ work early in _____ morning.
3. I buy _____ *Teen Matters* every Saturday.
4. Tom went to _____ Astana and visited _____ National Museum.
5. Everybody knows that we can't live without _____ food and _____ water for long.
6. _____ Lake Superior is to _____ north-east of _____ Minnesota.
7. Robert plays _____ guitar very well.

4 Listen

2 ⏭ 13 **A. Listen to four people talking about places of entertainment. Which place is each of them talking about? Match the names with the places.**

Danny | Roger | Emily | Rita

cinema | bowling alley | theatre | concert

2 ⏭ 14 **B. Listen again and write T for True or F for False.**

1. Danny usually goes to this place alone. ○
2. Danny enjoys the variety of activities on offer. ○
3. Roger doesn't like queues. ○
4. Roger has to go there because it's his job. ○
5. Emily hates preparing before going to this place. ○
6. Emily thinks that it isn't always safe there. ○
7. Rita goes because of another person. ○
8. Rita likes going there late. ○

5 Speak

Work in small groups. Go to page 240.

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4e What's playing tonight?



1 Vocabulary

A. Discuss.

• What kind of films do you like watching? Why?

action, adventure, documentary, crime drama, historical drama, romantic comedy, sci-fi, thriller, horror, biopic, animated, war

2 ⏭ 15 **B. Which of the words 1-9 below do you know? Match them with their definitions a-i. Then listen and check your answers.**

1. plot
2. scene
3. leading actor
4. special effects
5. costumes
6. soundtrack
7. cast
8. director
9. blockbuster

a. the person who stars in a film
b. a part of a film
c. the person who directs a film
d. a film which is very successful
e. the story of a film
f. the music which is heard in a film
g. the clothes the actors wear
h. unusual and exciting images or sounds in a film, usually made by computers
i. all the people who act in a film

2 Listen

2 ⏭ 16 **Listen to four short dialogues and answer the questions. Choose a, b or c.**

1. What did they think of the film?
   a. It was surprising.
   b. It was scary.
   c. It was disappointing.
2. Who's Thomas Balding?
   a. an actor
   b. a director
   c. a producer
3. What kind of film are they watching?
   a. a historical drama
   b. a documentary
   c. a sci-fi film
4. What <u>didn't</u> they like about the film?
   a. the plot
   b. the soundtrack
   c. the costumes

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3 Speak

Talk in groups. Choose a film you have all seen, and individually tick (3) the boxes in the table below according to your opinion. Then discuss your answers with your group members. Use some of the adjectives in the box.

	excellent	OK	terrible
plot			
special effects			
acting			
soundtrack			
ending			

I thought the special effects in the film were brilliant!
I disagree. I thought they were unrealistic, but I really liked the soundtrack.

brilliant	realistic	incredible	disappointing
original	exciting	excellent	terrible
surprising	amazing	fantastic	boring
unexpected	entertaining	awful	unrealistic

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4 Speak & Write

A. Discuss.

- In your opinion, what makes a film successful?
- Do you read film reviews? Are you influenced by them?

B. Read the film review and answer the questions.

1. What kind of information is included in the first paragraph?
2. In which paragraph is the plot of the film described?
3. What tense does the writer use to describe the plot?
4. Does the writer reveal the ending of the film?
5. Did the writer like the film?
6. In which paragraph does the writer express his/her opinion?

STAR WARS

EPISODE VII - THE FORCE AWAKENS



Star Wars: Episode VII – The Force Awakens is an adventure film directed by JJ Abrams. It is part of a series of epic space films that began in 1977. The film stars Daisy Ridley as Rey, a young woman who lives by herself on the planet Jakku, and John Boyega as Finn, a soldier with the First Order.

The action begins when Rey finds BB-8, a droid which has a map in its body that leads to the lost Jedi Master, Luke Skywalker. Meanwhile, Finn decides to leave the First Order after Commander Kylo Ren asks him to murder families. Finn meets Rey, and together they steal a spaceship and fly away. They are soon found by Han Solo and Chewbacca, two freedom fighters who help them to get the map to General Leia. Now all that is left is a battle between good and evil.

I really enjoyed this film from start to finish. The plot is very interesting because it brings together old characters (Harrison Ford, Carrie Fisher) from the *Star Wars* series and mixes in new ones. The acting is excellent and the special effects very realistic. The costumes help the story come to life, and the soundtrack reminds you of the previous films but also feels new. Overall, watching the film was an exciting experience, so I recommend it to everyone.

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C. Read the plan and the phrases 1-6 below. In which part do they belong? Write the phrases in the plan.

1. I was very disappointed by the film.
2. ... is the leading actor/actress.
3. Don't miss it!
4. It was directed by...
5. The film is about...
6. It's suitable for children/adults.

When you're writing a description of a film, follow the plan below.

INTRODUCTION

Give some general information about the film (title, type of film, leading actors, director). Use phrases like:

- *It's a comedy / an action film / a thriller, etc.*
- *... stars as... in this film.*
- *... plays/has the leading role.*
- *The role of... is played by...*
- _____
- _____

MAIN PART

Give a general outline of the plot. Don't include too many details and don't reveal the ending. Use the Present Simple and phrases like:

- *The film is set in...*
- *The main character of the film is...*
- _____

CONCLUSION

Write your opinion of the film and say whether you recommend it or not. Use the Present Simple or the Past Simple, a variety of adjectives and phrases like:

- *Overall, I found the film hilarious/entertaining/ boring, etc.*
- *The film is action-packed / nothing special / scary, etc.*
- *In my opinion, the plot/ending/soundtrack, etc. is...*
- *I definitely recommend it.*
- *It includes some very funny/violent scenes.*
- *I enjoyed this film from start to finish.*
- *It's a great film for action-lovers / horror fans.*
- *It's (not) worth seeing.*
- *It was better than I expected.*
- _____
- _____
- _____

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D. Write a review of a film you have recently seen and know well or about the one you discussed in activity 3. Follow the plan above.

Use of English

Vocabulary

A. Circle the correct words.

1. The band will play at ten different **venues / audiences** on their summer tour.
2. You're **in / by** my way, so I can't see anything.
3. They **arranged / announced** that they were producing a new film on the life of Albert Einstein.
4. The film was really **hilarious / violent**. I don't want my kids to watch it.
5. We can't go to the football match. It's sold **out / up**.
6. I've **had / made** the decision to leave my job and find a new one.
7. When the performance was over, everyone **supported / applauded** with excitement.

Score: / 7

Grammar

B. Circle the correct words.

1. We **will go / are going to go** only if the tickets are under £20.
2. **A:** Mary speaks English fluently.
   B: So do I. / So am I.
3. If you walk **across / towards** the lake, you'll see a beautiful castle on a hill.
4. I **don't come / am not coming** tonight because I have to study for tomorrow's exam.
5. **A:** Did you see **the / -** fireworks last night?
   B: Yes, I love **the / -** fireworks!
6. Oh my! I think there's an animal **between / behind** that bush! Run!
7. **A:** I want to buy a telescope.
   B: I don't either. / I do too.

Score: / 8

Communication

C. Match.

a. Get out of here! Show it to me.
b. Yep. It's all sorted.
c. Sure. What's up?
d. You can say that again!
e. He's on his way here, don't worry.

1. Could I have a word with you? ◯
2. Did you get tickets for the concert? ◯
3. Where is Harry? ◯
4. Miss Brown always wears old-fashioned clothes. ◯
5. I got Brad Pitt's autograph! ◯

Score: / 5

TOTAL SCORE: / 20

Now I can...

- invite somebody and make arrangements ☐
- express agreement/ disagreement ☐
- make predictions about the future ☐
- talk about shows and films ☐
- write an email of invitation ☐
- write a film review ☐

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2 ▶▶ 17 **A.** Look at the pictures and the titles. What do you know about these films? Listen, read and find out more.





The Old Man

Directed by the talented Yermek Tursunov, *The Old Man (Shal)* is a modern-day adaptation of the book *The Old Man and the Sea*, which was written by the famous American author Ernest Hemingway. Tursunov follows the main themes of the novel, but at the same time he reworks the story. As he brings in Kazakh elements, he captures the true nature of Kazakhstan's people and land.

Kassym (Yerbolat Toguzakov) is a hard but kind man who has spent his whole life living in a village in the steppes and looking after sheep. One cold winter's day, as Kassym is out with his sheep, he gets lost just as a big storm hits the area. He soon realises that he will have to use all his experience to survive Mother Nature and a hungry pack of wolves. While his grandson organises a rescue team and tries to find him, Kassym has to fight to stay alive.

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Myn Bala

Myn Bala is a historical action film which takes audiences back to the early eighteenth century. The Zhongar, a Mongol tribe, have invaded Kazakhstan, and a group of about two hundred young Kazakh men decide to fight them so their country can be free again. Their leader, Sartai (Assylkhan Tolepov), is well known as a great fighter, and his friends Korlan (Kuralay Anarbekova) and Taimas (Ayan Utepbergen) fight bravely beside him. The battles grow bigger and bigger as the film goes on and end with the famous 1729 Battle of Anyrakay.

The director, Akan Satayev, has done a great job of filming the action-packed fight scenes and the Kazakh countryside. The lead roles were given to students of the TK Zhurgenov Kazakh National Academy of Arts and they delivered fantastic performances, helping *Myn Bala* to become a record-breaking hit.

B. Read again and write O for *The Old Man*, M for *Myn Bala*, or N for neither.

According to the two film reviews, which film...

1. shows people fighting each other? _____
2. has got an American actor? _____
3. shows one family member trying to help another? _____
4. has got a plot which was first used in a book? _____
5. uses a lot of special effects? _____
6. shows a search for a missing person? _____
7. was a blockbuster? _____
8. shows a group of people trying to achieve something great? _____

Project

Find information about a film that was produced in another country and was based on a book, and present it to the class. Mention the title, what kind of film it is, who the director and actors are, the plot, and what you liked or didn't like.

SONG
'Gadget freak'
Go to page 247.

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2 ⏭ 19 **A.** Look at the pictures and the title of the lesson. What do you think installation art is? Listen, read and check your answers.

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

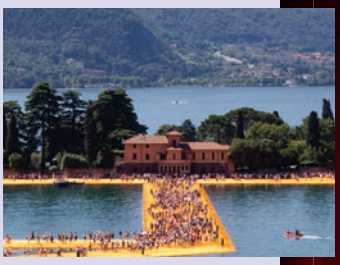
INSTALLATION ART

Installation art is a kind of art that uses the area it's in to help people enjoy it. It isn't just about making paintings or sculptures; installation art includes exhibits with sound, performances, video and even the Internet. It's a new kind of art and it became well known in the mid-twentieth century. The people who experience the art interact with the exhibits by using different senses at the same time - not only sight, but also hearing, smell and touch. You can find installation art in interior spaces, such as museums, and in exterior spaces, like parks and outside shopping centres. Most art installations are temporary and stay at the site only for a few weeks or months. The main point of installation art is for the people not to just look at it, but to experience it and feel like they are a part of the art, too.

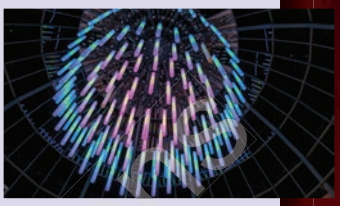
Christo and Jeanne-Claude have made many famous art installations all over the world. Some of their most famous exhibits include covering the Reichstag building in Berlin and the Pont Neuf bridge in Paris with fabric, and placing umbrellas in public places in California and Japan at the same time. Their latest installation was *The Floating Piers* on Italy's Lake Iseo. For sixteen days, in the summer of 2016, people had the chance to walk on 100,000 square metres of yellow fabric that was supported by a floating dock made of polythene cubes.



4 CLIL / Art III



The walkway that was created stretched for 3 kilometres across the lake, and the fabric continued for another 2.5 kilometres along pedestrianised streets. The piers were about 35 centimetres high and 16 metres wide.



In 2016, artist Har Hollands created the project *Light Dome.* It consisted of 121 light-transparent tubes, each one connected to a cable. The tubes were able to change colours and move to different heights. There were also eight loudspeakers that produced sound. A central system controlled the movements as well as the light and sound effects, creating a magnificent spectacle.

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

1. You can see, hear and smell installation art.
2. Installation art only appears in museums.
3. Installation art doesn't usually last forever.
4. Christo and Jeanne-Claude placed umbrellas on the Pont Neuf.
5. The public could see *The Floating Piers* for the whole summer of 2016.
6. Natural light was used for the *Light Dome*.

D. Discuss the following.

- Have you ever experienced installation art? If so, did you like it?
- What do you find interesting about installation art?

Project

Think of your own installation art and write a short text describing it, as in the text above. You can also make it or draw a picture of it.

5 Reading for pleasure



Discuss:

- Do you enjoy reading? Why / Why not?
- Did you have a favourite book or story when you were young?

In this module you will...

- learn to narrate past events
- learn the difference between the Past Simple and the Past Continuous
- learn to use the Past Perfect Simple
- talk about books and literature
- learn to write a book review

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



Value:

- Appreciating the art of literature

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5a Times past III

1 Read

A. You will read an extract from an adapted tale about Robin Hood. First, read the introduction and look at the picture. Can you guess what the extract is about?

2 ⏭ 20 **B.** Read the extract. Four sentences are missing. Complete gaps 1-4 with the sentences a-d. Then listen and check your answers.

Long ago, no rich man could pass through Sherwood Forest near Nottingham Town without meeting the famous archer, Robin Hood. Times were hard in England, and Robin Hood stole money from the rich and gave it to the poor. He believed rich people's laws were unfair for poor people. The poor people loved him, but the Sheriff of Nottingham hated him and wanted to arrest him. The problem was that the Sheriff could not find Robin Hood because he hid in the forest. So, he decided to hold an archery competition to make Robin Hood come out of the forest and into Nottingham Town.

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A Tale of ROBIN HOOD

On the day of the archery competition, Nottingham Town was full of people. The Sheriff had sent messengers all over the country. He wanted Robin Hood to hear about the competition and come to take part. The Sheriff was planning on finally catching him there. This time he wanted to succeed.

As the archers were gathering in the field with their bows and arrows, the Sheriff looked carefully to see if Robin Hood was there. Robin Hood always wore green clothes. 1 .....

As soon as the men began to shoot, the crowd cheered loudly. They were the best archers they had ever seen! 2 ..... One was a famous archer called Gilbert, the second was a man called Adam, and the third was a stranger. He had dark brown hair and wore a red jacket, but no one knew his name.

'Could that stranger be Robin Hood?' the Sheriff asked one of his soldiers.

'No. Robin Hood has fair hair,' the soldier replied.

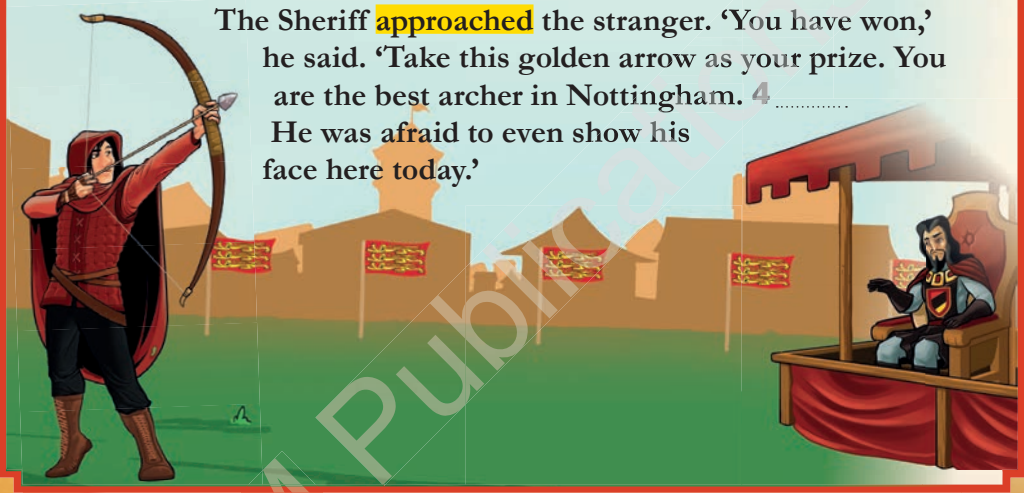
'Then he has not come,' said the Sheriff angrily.

Gilbert shot first. His arrow almost hit the centre, and the crowd cheered. It was a good shot and they were sure Gilbert had won.

It was time for the stranger to shoot. While he was preparing his arrow, the crowd was anxiously waiting. Could he really do better? His arrow flew very close to Gilbert's and sliced off one of the feathers. 3 .....

The other archer, Adam, shook his head. 'I am not a bad archer,' he said, 'but I will not compete today. I cannot shoot as well as this stranger.' With that, he left the field.

The Sheriff approached the stranger. 'You have won,' he said. 'Take this golden arrow as your prize. You are the best archer in Nottingham. 4 ..... He was afraid to even show his face here today.'



a. However, no one was dressed in that colour.
b. Then it landed exactly in the centre of the target.
c. All of them shot well, but among them were three men who stood out.
d. In fact, I believe you are better than Robin Hood.

Tip!

- Read the whole text first and then the sentences given.
- Pay attention to the development of the story, the vocabulary, as well as to pronouns (it, they, this, etc.) and words/phrases which link sentences (however, later, etc.) both in the text and in the sentences given.

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C. Look at the highlighted words in the text and try to guess what they mean. Then match them with their meanings a-f.

1. hard
2. unfair
3. arrest
4. messenger
5. gather
6. approach

a. not right
b. to come near somebody or something
c. to come together in a group
d. difficult to deal with
e. to catch someone and put him in prison
f. someone who takes messages from one person to another

D. Read again and answer the questions.

1. Why did the Sheriff want Robin Hood to come to Nottingham Town?
2. How did the Sheriff expect to recognise Robin Hood?
3. Why was the soldier sure that the stranger was not Robin Hood?
4. How did the Sheriff feel when he realised Robin Hood was not there?
5. Why did everyone think that Gilbert won the competition?
6. Why did Adam decide not to compete?
7. What was the prize for the winner?

E. Discuss.

- Who do you think the stranger is?
- Did you enjoy the extract?
- How do you think the story continues?
- Would you like to read more stories about Robin Hood?

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2 Grammar

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

- *Ruth **was watching TV** while John **was fixing** the hoover.*
- *Mr and Mrs Phillips **were sleeping** when the fire **started**.*
- *As we **were walking** through the park, we **found** a baby bird.*
- *As soon as Diane **noticed** the dog behind her, she **started** running.*

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

1. When Sue _____ (arrive) at Tony's house, his friends _____ (listen) to loud music.
2. While my parents _____ (sit) in the garden, a dog _____ (jump) over the fence.
3. As I _____ (try) to take a photo of the birds, a cat _____ (come) along and _____ (scare) them away.
4. As soon as we _____ (remember) it was Edna's birthday, we _____ (ring) her.
5. Oliver _____ (fish) while his children _____ (swim) in the river.

3 Pronunciation

2 ⏭ 21 **A. Listen and repeat. How many syllables are stressed in each word?**

a. organise **b.** organisation

2 ⏭ 22 **B. Read the following words. Underline the stressed syllable or syllables in each word. Then listen and check your answers.**

university	possible
information	disadvantage
autograph	discover
competition	temperature



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5b A dream come true! III

1 Vocabulary

Look at the words in the box and find their definitions in a dictionary.

campfire diamond eagle hole inn
merchant sand sheep shepherd witch

2 Speak & Listen

A. Talk in groups. You will listen to an extract from a Kazakh folk tale called *A Bought Dream*. Using the new words you learnt in activity 1 and the pictures below, try to predict what happens in the story. Use the questions below to help you.

- Who do you think the main characters are?
- Where do you think the story takes place?
- What do you think happens in the story?

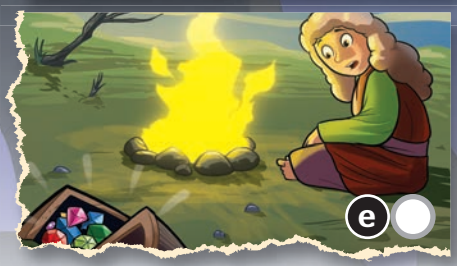
2 ⏭ 23 **B.** Listen to the first part of the folk tale and put the pictures below in the correct order. Write 1-6.













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3 Read

2 ⏭ 24 **A.** Below is the continuation of the folk tale. What do you think happens? How does the story end? Listen, read and find out more.



A BOUGHT DREAM

The evil witch left and Sarsembai ran to Altyn-kyz's side. It was too dangerous to try to escape into the forest without any food, but Sarsembai had an idea. 'I'm going to go up the river to hunt for meat. I'll be back in a few days – don't worry.'

On the first day, he saw a baby deer. Some large black birds were scaring it, so Sarsembai chased the birds away. The father deer appeared. 'You saved my son! I'll help you one day,' he said.

The next day, Sarsembai heard a young sheep bleating loudly. It was stuck in a deep hole. Sarsembai pulled it out and its father ran over. 'Thank you! One day, I'll do something for you,' he said.

On the third day, Sarsembai almost stepped on a baby eagle. He carefully picked it up and returned it to its nest. The father eagle flew down and also offered to help him.

When Sarsembai returned, the horrible witch was shouting angrily at Altyn-kyz. Sarsembai went quickly to the tree, got the box and ran into the yurt. 'If you let Altyn-kyz go, I'll give you these diamonds,' he said calmly. He threw them on the floor, and as the witch was picking them up, Sarsembai and Altyn-kyz ran off.

The witch wasn't far behind, but poor Altyn-kyz couldn't run any faster and she was soon out of breath. Suddenly, the father deer appeared. He took them on his back to the mountain. Just when the witch was getting near, they saw the father sheep. He carried them to the top of the mountain. The witch was so angry that she started attacking the mountain with her teeth and claws. Just before the mountain fell on the witch, the father eagle flew down. Altyn-kyz and Sarsembai jumped on his back and were finally out of danger. The eagle took them to Altyn-kyz's village and her parents invited Sarsembai to live with them.

Many years later, the two got married and had a baby boy. 'My dream has come true,' he said, 'I'm living like a khan. My lovely wife is the sun leaning over me and our son is the moon, playing on my chest.'

One day, he found the sand in the pocket of his old clothes. He threw it over the land, and the grains of sand turned into camels, horses, cows and sheep. 'They belong to all of us!' he told the surprised villagers.

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B. Read the text again and correct the sentences. Underline the part of the extract that gives you the answer to each question.

1. As soon as the witch left, the children escaped.
2. Sarsembai and Altyn-kyz went up the river.
3. Sarsembai saved two animals.
4. When Sarsembai returned, the witch was getting ready to eat Altyn-kyz.
5. Sarsembai threw the diamonds into the river.
6. The deer carried the children to the top of the mountain.
7. Sarsembai and Altyn-kyz had a baby girl.
8. The grains of sand turned into villagers.

C. Discuss.

- Have you heard or read this folk tale or one similar to it before? If yes, what differences did it have?
- Folk tales usually try to teach us something. What did you learn from this folk tale?
- What part of the story made the most impression on you?

4 Vocabulary

Complete the sentences with the words in the box to form prepositional phrases. Make any necessary changes.

IN	OUT OF	IN / OUT OF
a hurry	work	danger
a good/bad mood	breath	control
common	the question	sight
the end	one's mind	trouble
pain	reach	order
prison	the ordinary	use

1. When the bai sent Sarsembai away, he was out of _____.
2. When Sarsembai offered to buy the rich merchant's dream, the merchant and his friend thought that he was out of _____.
3. Sarsembai tried to stay out of _____ so that the evil witch would not see him.
4. It was out of _____ for Sarsembai and Altyn-kyz to escape into the forest without food.
5. Sarsembai was in _____ to get back to Altyn-kyz because he knew that her life was in _____.
6. In _____, Sarsembai and Altyn-kyz lived happily ever after.

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5c Spooky tales III

1 Warm-up

Discuss.

- What sort of things scare you?
- Do you believe in ghosts? Why / Why not?

2 Read

A. You will read an extract from the novel *The Canterville Ghost* by Oscar Wilde. First, read a summary of the story so far and look at the picture. Can you guess what the extract is about?

2 ⏭ 25 **B.** Read the extract. Five sentences are missing. Complete the blanks 1-5 with the sentences a-e below. Then listen and check your answers.

a. Otherwise we won't be able to sleep.

b. There were heavy chains around his wrists and ankles.

c. The ghost reached his small secret room and sat down.

d. Some time later, Mr Otis was woken up by a strange noise in the corridor outside his room.

e. But just as he approached the top of the stairs, a door opened.

The Canterville Ghost

Oscar Wilde

When the American ambassador Mr Otis decides to buy Canterville Chase, Lord Canterville warns him that the house is haunted. Mr Otis doesn't believe in ghosts and agrees to buy it anyway. So Mr and Mrs Otis, their oldest son Washington, their daughter Virginia and their two twin boys move into Canterville Chase. None of them are afraid, but something mysterious keeps happening. There is a bloodstain on the library floor. Washington cleans it every evening, but it reappears every morning. Washington is certain that it must be the ghost.

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On the fourth night, the family was asleep by half past eleven. [1] It sounded like metal clanking and it was coming closer. He got up, put on his slippers calmly and went to his drawer to take out a bottle. He opened the door and stood face-to-face with an old man who looked terrible. He had dirty, long, grey hair and red eyes. He was wearing old-fashioned clothes which were torn and dirty. [2]

'My dear sir,' said Mr Otis. 'You really need to oil those chains. Would you put some of this on them? [3] ' Mr Otis left the bottle on a small table, closed his bedroom door and went to bed.

The ghost couldn't believe it! He hadn't succeeded! For a moment, he just stood there staring at the door. Then, filled with anger, he smashed the bottle on the floor, turned and ran down the corridor. [4] Two children appeared and a pillow flew past his head. The ghost disappeared through the wall and the house became peaceful once again.

[5] No one had insulted him in his three hundred years of haunting. During his successful career, he had terrified people with his skeleton, frightened others by making mysterious noises, and even scared people to death by appearing suddenly. 'These dreadful modern Americans can't treat me like this,' he thought. And he spent the rest of the night planning to take revenge.

Tip!

- Read the whole text first and then the sentences given.
- Pay special attention to the vocabulary, pronouns (e.g. it, they, this) and words/phrases which link sentences (e.g. however, later) both in the text and in the sentences given.

C. Read again and answer the questions.

1. Why did Mr Otis get out of bed?
   a. to stop an annoying noise
   b. to scare the ghost away
   c. to ask the ghost why he was making noise
2. What does *them* in para. 2 line 2 refer to?
   a. Mr Otis' family
   b. the chains
   c. the ghost's wrists and ankles
3. How did the ghost feel when Mr Otis gave him some oil?
   a. terrified
   b. annoyed
   c. peaceful
4. What is true about the ghost?
   a. He threw the bottle on the floor and when the twins attacked him, he disappeared.
   b. He decided to leave the house because he had failed to scare the family.
   c. He didn't want to scare the boys, so he went to his room.
5. What did the ghost do when he returned to his room?
   a. He cried because he knew his career was over.
   b. He thought about what to do to scare the family.
   c. He tried to become a skeleton.

3 Grammar

Past Perfect Simple (had + past participle)

- *Paul **had left** the office **by** seven o'clock yesterday.*
- ***By the time** Alice returned home, Ted **had prepared** dinner.*

Complete with the Past Simple or the Past Perfect Simple of the verbs in brackets.

1. After Rita _____ (finish) her homework, she _____ (go) to the cinema with her friends.
2. _____ Danny _____ (come) back from school when you _____ (get) home?

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3. Asemgul's brother _____ (leave) the house by the time she _____ (arrive).
4. Nurzhan _____ (go) to the supermarket because he _____ (not know) that his mother _____ (buy) some bread and milk earlier that morning.
5. Angie _____ (not wake up) by eight o'clock yesterday.

4 Listen

2 ⏭ 26 **A. You will hear a radio play of the continuation of the story on pages 122-123. Before you listen, look at the items below which are mentioned in the story. Can you guess what will happen next? Listen and compare your answers.**







2 ⏭ 27 **B. Listen again and write T for True or F for False.**

1. Mr Otis saw the ghost painting the bloodstain. ○
2. The bloodstain changes colour every day. ○
3. The ghost appeared again on Sunday before the family went to bed. ○
4. The ghost slipped and fell on a suit of armour. ○
5. The ghost hurt his knee. ○
6. The ghost tried some medicine, but he didn't like it. ○
7. The ghost managed to scare one member of the Otis family. ○
8. Mrs Otis helped the ghost get better. ○

5 Speak & Write

The picture below is from one of the later chapters of the story on pages 122-123. What do you think happened? Discuss and then write this part of the story by answering the questions below.

- What were the twins doing that evening?
- When did the ghost appear?
- What did the ghost look like?
- What did the ghost do?
- What did the twins do?
- How did the ghost feel?
- How did the twins feel?
- What happened in the end?



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5d No one's fool! III

1 Read

2 ⏭ 28 **A.** You will read a Kazakh folk tale about a woodcutter and his daughter. Before reading, use the people and things shown in the pictures to predict what happens in the story. Then listen, read and compare with your ideas.


firewood


donkey


bazaar


rich young man


piece of silver


judge

The Woodcutter's Daughter



Once upon a time, an old woodcutter lived in the middle of the Kazakh steppe. His only possessions were an ox, a donkey and an axe for chopping firewood. Although he was very poor, he felt lucky to have his lovely young daughter Aina, who was very helpful and took great care of him.

One day, he put some firewood onto the donkey's back and said, 'I'm going to the bazaar. See you later!'

'Take care, father. I've heard some bad things about that place. Don't let anyone steal from you,' Aina said anxiously.

The woodcutter waited patiently all day for someone to buy the firewood. At last, a rich young man with fine clothes and a long black beard came by. 'How much do you want for the firewood?' he asked.

'One piece of silver,' said the woodcutter.

'OK. I'll take it "as is",' said the rich man.

The woodcutter did not understand what he meant, but because he really wanted the silver, he agreed. When they got to his house, the rich man said, 'The donkey is mine now. You said I could have the firewood "as is".'

The woodcutter was in shock and held onto his donkey. 'Well, old man,' the rich man said, 'you obviously don't trust me. We can go to the judge and let him decide.'

When the judge heard the story, he looked at both men – one rich, one poor. He spoke to the woodcutter. 'It's your fault – this gentleman offered to buy the firewood "as is" and you agreed. Since the firewood was on the donkey's back, the donkey is now his.'

When the woodcutter got home, Aina was sad to see him so upset.

One week later, Aina said, 'I'll go to the bazaar today. Perhaps I'll be luckier than you. Stay here by the warm fire.'

At the bazaar, the same rich young man noticed Aina with an axe. She was selling firewood that was on an ox's back. 'I'll give you two pieces of silver for the firewood "as is",' he announced.

'And I'll take the silver "as is",' answered Aina.

B. Read the extract again and answer the questions. Underline the part of the extract that gives you the answer to each question.

1. Why did the woodcutter feel lucky?
2. How did Aina feel when her father told her he was going to the bazaar?
3. How much did the woodcutter want for the firewood?
4. Why did the woodcutter agree to the man's offer?

5. How do we know the woodcutter did not want to give the man his donkey?
6. What did the rich young man suggest that they should do?
7. In the judge's opinion, whose donkey was it?
8. How many pieces of silver did the man offer Aina?

2 Speak & Listen

A. ROLE PLAY

Talk in pairs. Read the descriptions provided and do the role play activity.

Student A: You are the woodcutter's daughter. You sold the firewood, which is on your ox's back, 'as is' to a rich young man. Then you asked for the silver in his hand 'as is'. You have just reached the young man's house. Talk to him and try to complete the exchange to your advantage.

Student B: You are the rich young man. You agreed to pay two pieces of silver for the firewood on the ox's back 'as is'. You have just reached your house. Talk to the woodcutter's daughter and try to complete the exchange to your advantage.

2 ⏭ 29 **B. Now listen to the continuation of the folk tale and write T for True or F for False.**

1. Aina was not prepared to give the man the ox. ○
2. Aina offered to give the man her axe. ○
3. The man suggested that they should visit the judge. ○
4. The judge was not expecting to see the man again. ○
5. The man told the judge that he did not want the ox. ○
6. The judge decided that the man would have to pay to keep his hand. ○

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3 Vocabulary

2 ⏭ 30 **A. Listen, read and try to guess the meaning of the words in bold.**

1. A person who is **patient** stays calm and does not get annoyed when things go wrong.
2. People who are **capable** have the skills they need to do something well.
3. A person who is **fair** listens to both sides of the story before deciding who is wrong and who is right.
4. A person who is **dishonest** won't always tell you the truth.
5. A **knowledgeable** person is informed and knows a lot about the world.
6. People who are **greedy** want more than they need or should have.
7. A person who is **trusting** believes that everyone is good.
8. A **smart** person thinks quickly and cleverly.

B. Talk in pairs. Using the words in the exercise above, discuss the main characters (the woodcutter, the woodcutter's daughter, the rich young man, the judge). Explain why you think they have the qualities you mention.

C. Complete sentences 1-5 using the adjectives + preposition combinations in the box. There are three phrases which you do not need to use.

experienced in	interested in	satisfied with	bored with
capable of	responsible for	anxious about	aware of

1. When the woodcutter told his daughter that he was going to the bazaar, she was _____ his safety.
2. The rich young man was _____ buying the firewood because winter was approaching.
3. The judge thought that the woodcutter was _____ what had happened.
4. The woodcutter knew that Aina was _____ taking care of herself, so he wasn't worried when she went to the bazaar.
5. The woodcutter was very _____ his daughter when she came home with the silver and gold.

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5e An open book III

1 Vocabulary

2 ⏭ 31 **Listen, read and try to guess the meaning of the words in bold.**

1. I find books that are **predictable** very boring because you know what is going to happen next.
2. This **award-winning** novel has won several prizes because it is both interesting and well written.
3. This was one of the most **fascinating** books that I have ever read; I actually stayed up all night reading it.
4. His stories are very **original** and not like anything I've ever read before.
5. I found this book so **amusing** that I couldn't stop laughing.
6. It's a very **complicated** book, so people who don't know a lot about this topic will find it difficult to read.
7. This book is so **dull** that whenever I try to read it, I fall asleep.
8. This story is very **unrealistic**; something like this would never really happen.
9. This **educational** book makes learning about the animal world easy.
10. This **best-selling** novel has sold more copies than any other book of its kind.

2 Speak

Discuss the questions using the words from the previous activity as well as the words in the box on the following page.

- What type of books do you like reading?
- What do you look for in a book?
- Do you have a favourite author? If yes, who is it?
- What's the most interesting book you have ever read? Why did you like it?

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• fiction (e.g. science-fiction, thriller, crime, mystery, fantasy) • non-fiction (e.g. autobiography, biography, travel memoir, history, cookery book, popular science) • short stories collection • poetry • classic • graphic novel	plot chapter author characters hero heroine

3 Listen

2 ⏭ 32 **Listen to the descriptions of five different books. Then match the descriptions (1-5) to the books (a-e).**



4 Speak & Write

A. Read the book review. In which paragraph (1-4) does the writer:

a. give his/her overall opinion of the book?

b. tell us who the author is?

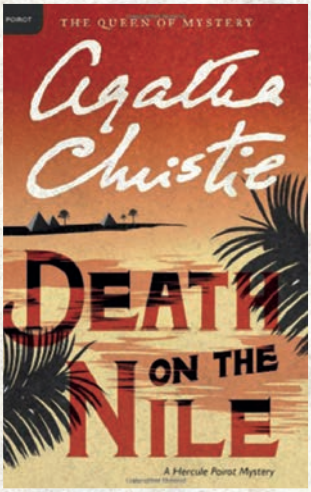
c. present the plot of the story?

d. comment on the interesting features of the book?

e. tell us where the story takes place?

Book review

By Sophie Peansman



Agatha Christie's novel *Death on the Nile* came out in 1937. It is a crime novel where the fictional famous detective, Hercule Poirot, tries to solve another murder.

The story is set on the river Nile in Egypt where Poirot meets Linnet Doyle and her husband Simon while they are on a cruise boat. However, all is not well between the newly-married couple. When Linnet is found murdered, Poirot is asked to find the killer. It seems like a simple case, but everything becomes complicated as more passengers are somehow connected with Linnet. Poirot has to question all the people on the boat and put all the pieces together to solve the mystery.

Agatha Christie does a great job of keeping you interested throughout the book with her vivid descriptions, and keeping you guessing what will happen next. The suspense is actually one of the features that make this book a real page-turner.

Readers who like suspense, puzzles and an unpredictable plot will love this book. If you are a crime novel fan, don't forget to put it on your list of books to read!



B. Complete the sentences below using the highlighted words in the text.

1. This story _____ in the late 1870s in a small Italian town.
2. The _____ description of the characters brings them to life.
3. Frances Hodgson Burnett's *The Secret Garden* _____ in 1911.
4. One of the best _____ of this book is its original plot.
5. This book is a real _____; I just couldn't stop reading it.
6. This book is full of _____; you never know what will happen next.

C. Think about a book that you have recently read. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

What's the title of the book?
...
What kind of book is it?
...
Who's the author?
...
What's the plot about?
...
Who are the main characters?
...
What did/didn't you like about the plot?
...

D. Write a review about a book you have recently read. Use your notes from activity 4C and follow the plan below.

When you're writing a description of a book, follow the plan below.

INTRODUCTION

- **Give some general information about the book (title, author, type of book, etc.). Use phrases like:**
  - *...is a bestseller...*
  - *The book is/was written by...*
  - *...is a historical novel / an autobiography / a crime novel / an action adventure, etc.*

MAIN PART (2 paragraphs)

- **Give a brief summary of the plot. Don't include too many details and don't reveal the ending. Use the Present Simple and phrases like:**
  - *The book tells the story of...*
  - *It is set / takes place in...*
  - *The main character...*
- **Comment on the interesting features of the book. Remember to use a variety of adjectives to make it sound more interesting. Use phrases like:**
  - *The book is well-known for...*
  - *The book has vivid descriptions of...*
  - *One of the features that make this book... is...*

CONCLUSION

- **State your opinion and make a recommendation. Use phrases like:**
  - *You will find it hard to put down.*
  - *It's definitely (not) worth reading.*
  - *It's suitable for people who are interested in...*
  - *It's a good read, especially for...*
  - *Overall, I found...*
  - *It's nothing special.*
  - *It's a waste of time and money.*
  - *It was better than I expected.*
  - *If you haven't read it yet, make sure you get a copy.*
  - *I recommend it to all... fans.*
  - *I would recommend it to readers who...*

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Use of English

Vocabulary

A. Circle the correct words.

1. The beggar was cold because his clothes were full of **holes / stains**.
2. The young shepherd fell asleep because he was bored **about / with** looking after his sheep.
3. The man wanted to **hold / approach** a meeting to make plans for the competition.
4. I found this book incredibly **fascinating / dull**; it was a real page-turner.
5. This particular **character / author** has written more than twenty books over the last ten years.
6. One of the **features / chapters** that makes this book so interesting is the suspense.
7. I found it difficult to follow the plot of this book because it is very **amusing / complicated**.
8. A few years ago, he wrote a(n) **biography / autobiography** in which he describes in detail the experiences that have made him the man he is today.

Score: / 8

Grammar

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

1. The children _____ (manage) to run away as the evil witch _____ (cut) wood for the fire.
2. The boy _____ (walk) in the forest when he _____ (see) a big brown bear.
3. While the woman _____ (cook), the children _____ (clean) the house.

Score: / 6

C. Complete with the Past Simple or the Past Perfect Simple of the verbs in brackets.

1. He _____ (remember) that he _____ (not turn off) the lights.
2. By the time the shepherd _____ (got) to the top of the mountain it _____ (start) raining.
3. After Goldilocks _____ (eat) the food that was on the table she _____ (lie down) to get some rest.

Score: / 6

TOTAL SCORE: / 20

Now I can...

- narrate past events ☐
- understand the difference between the Past Simple and the Past Continuous ☐
- use the Past Perfect Simple ☐
- understand the difference between the Past Simple and the Past Perfect Simple ☐
- talk about books and literature ☐
- write a book review ☐

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6 The natural world



Discuss:

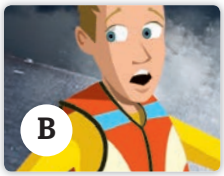
- Have you ever experienced extreme weather conditions?
- Do you like watching nature documentaries? Have you ever learnt anything interesting?

In this module you will...

- talk about the weather and natural disasters
- learn to narrate past events
- learn to use question tags
- learn to use the Passive Voice
- learn to describe your feelings
- learn to write a story

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











Values:
- Helping a friend
- Understanding nature

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6a A change in the weather III

1 Read

3 ⏭ 02 **A. Look at the picture. What do you think will happen to Bill? Listen to the dialogue and find out. Then read it out in groups.**

Liv Where has your uncle gone, Bill?
Bill He's down below, isn't he? Why?
Liv Well, the waves are getting quite big, and look over there!
Bill Oh, no! That looks like a bad storm. Uncle Jack!
Liv Did you see that?
Stu Yep and there's the thunder.
Liv Uh-oh!
Jack What's up? Are you feeling seasick again, Liv?
Liv Not any more, I feel much better now, but...
Bill Look at those clouds. The weather is changing, isn't it?
Jack Yeah, the temperature has dropped. Come on, let's head back, shall we? You're all wearing life jackets, aren't you?
All Yes.
Jack Good. You all remember what to do on deck, don't you?
All Yeah!
Bill Hey, Stu, come and see this. I think I saw a dolphin.
Stu Not now, Bill. Hand me that rope, please.
Bill There it is again!
Jack Hold on tight everyone. The wind is changing.
Stu Come on, Bill, give me a hand!
Bill Yeah, yeah... Woah! Heeeeelp!
Stu Bill! Grab this rope!
Amy Quick thinking, Stu. Well done.
Bill Phew! That was a close shave.
Amy You didn't hurt anything, did you?
Bill No, I'm fine.
Stu Good, now stop messing around and help me!
Jack Stu's right. Sailing can be dangerous, especially in a storm.
Bill Sorry, Stu.

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B. **Look at the expressions 1-5 from the dialogue and match them with the meanings a-e.**

1. head back ◯
2. hand me ◯
3. give me a hand ◯
4. a close shave ◯
5. mess around ◯

a. a situation where you almost have an accident
b. help me
c. return to a place
d. behave in a silly way
e. give me

C. **Read again and put the sentences in the correct order. Write 1-6.**

a. Stu stops Bill from falling in the water. ◯
b. A clap of thunder is heard. ◯
c. Bill's uncle decides it's best to go home. ◯
d. Bill sees something in the water. ◯
e. Bill apologises to Stu. ◯
f. Liv and Bill see a storm coming. ◯

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2 Vocabulary

3 ▶▶ 03 Listen, read and try to guess the meaning of the words in bold.

Sunday, 20 May

Last weekend's hiking trip was ruined by the weather. The sun was **shining** on Saturday morning when we started off, but as we got further up the mountain, the temperature dropped to about three **degrees**, and the wind started **blowing** really hard. We could see huge black clouds in the sky. Then we saw some **lightning** and heard thunder. A storm was coming, so we headed back immediately. The temperature didn't **rise** again until we were near the bottom of the mountain. It rained for the rest of the day and the next day. It was so **foggy** that we couldn't see a thing. Maybe we'll have better luck next time.

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3 Grammar

Question tags

- You **went** sailing yesterday, **didn't you**?
- It **isn't** raining outside, **is it**?
- You **have been** to Scotland, **haven't you**?
- Tina **won't wear** her black jumper, **will she**?
- **There's** a bus stop on this street, **isn't there**?

NOTE
- ***Let's*** go camping, ***shall we***?
- ***Give*** me a hand, ***will you***?
- ***I'm*** good at tennis, ***aren't I***?

Complete the sentences with the correct question tag.

1. Ulzhan goes to the gym on Fridays, _____?
2. Let's look at the weather forecast before we leave, _____?
3. Daulet hasn't got dark hair, _____?

4. Eva bought you that watch, _____?
5. You didn't hear thunder, _____?
6. Stop messing around, _____?
7. United are winning this match, _____?

4 Pronunciation

3 ⏭ 04 **A. Listen and repeat. In which sentence is the speaker not sure about something and wants to confirm it? In which sentence is the speaker sure and expects the listener to agree?**

- *It usually rains in April, doesn't it?* ↗
- *It usually rains in April, doesn't it?* ↘

3 ⏭ 05 **B. Listen and repeat. Is the intonation rising ↗ or falling ↘?**

1. You don't like Jennifer, do you?
2. We haven't got a game on Saturday, have we?
3. Your cousin lives in Manchester, doesn't he?
4. The temperature isn't going to rise this weekend, is it?
5. This is a really ugly dress, isn't it?
6. Chris gets seasick easily, doesn't he?

5 Speak

GAME

How many things do you know about your partner? Talk in pairs.

You hate cold weather, don't you?
That's right. / Wrong, I actually like it.
Your mother's name is Kimberly, isn't it?
...

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6b Go wild! III

1 Read

A. Discuss.

- What do you think the most dangerous animal is?
- Have you ever been attacked or chased by an animal?
- If you have, how did you feel?

3 ▶▶ 06 **B.** Look at the pictures and the title. What do you think the people's experiences with these animals are? Listen, read and check your answers.

I Lived to tell the tale...

Real-life stories of people who got a bit too close to wild animals.



Our village is near the River Ganges, and tigers have always lived close by without disturbing anyone. But climate change means they have to find new sources of food. As a result, one of the villagers was killed last year while he was collecting honey in the forest. However, tigers very rarely come close to villages, so I couldn't believe my eyes when I saw one last month. It appeared suddenly as I was walking to my hut. I started running, but it didn't chase me. I hid inside and held my breath. Then I heard it scratching at my door. I was terrified! Fortunately, after a while, a group of villagers managed to scare the beast away.

Ramesh, India

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Last year, I went to Australia with my brother, and we had the silly idea of walking in the bush. He was looking for a good place to take a photo while I was walking by a river. At some point, I stood on a log, well I thought it was a log. It turned out to be a crocodile's tail. It span round and snapped its jaws at me, and luckily missed my leg. I don't know how but I managed to find the courage to run. Now, I've always thought crocodiles were slow. Well, I was wrong. With the croc snapping at my ankles, I climbed a nearby tree. After a while, it got bored and went back to the river. As soon as my brother returned, I told him everything that had happened. All he said was, 'Did you get a photo of it?'

Sophie, UK

C. Read again and write R for Ramesh, S for Sophie or N for Neither.



1. The animal didn't try to attack me.
2. I scared the animal away.
3. I live in a dangerous place.
4. The animal chased me.
5. I got injured during the experience.
6. I disturbed the animal by accident.
7. I didn't need help to get rid of the animal.

2 Vocabulary

A. Match the words/phrases in the two columns.

1. suddenly	a. in the end
2. fortunately	b. unluckily
3. unfortunately	c. to my surprise
4. amazingly	d. luckily
5. then	e. all of a sudden
6. finally	f. after that

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B. Circle the correct words.

1. My dad had a car accident yesterday, but **suddenly / fortunately** he didn't get injured.
2. I was swimming when **suddenly / then** I felt something bite me on the leg.
3. Dave bought a very expensive camera, but **unfortunately / all of a sudden** he lost it.
4. We were walking in the forest when we saw a bear. **In the end / To our surprise**, it didn't even look at us. It disappeared seconds later.

NOTE: ***Suddenly**, a tiger appeared in front of me.*
*A tiger **suddenly** appeared in front of me.*
*A tiger appeared in front of me **suddenly**.*

3 Grammar

Some / Any / No / Every and their compounds

- ***Someone** must go to the supermarket. We need **some** milk.*
- *I haven't got **any** new magazines. Is there a newsagent's **anywhere** near here?*
- *There are **no** good games on this computer. So, there's **nothing** to play.*
- ***Every** student is coming to the party. **Everybody's** going to be there.*

Circle the correct words.

1. **A:** I'm worried about the event tonight. **Something / Anything** is going to go wrong.
   B: Don't worry. **Nobody / Nothing** will go wrong. **Everybody / Everything** will have a great time.
2. **Someone / No one** wants to learn to play a musical instrument any more, because it's not trendy. **Anyone / Everyone** wants to be a DJ or a rapper.
3. **A:** I can't find my knee pads **nowhere / anywhere**. Have you seen them?
   B: I tidied up earlier and put **everything / everywhere** in that box. Have a look there.

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4 Speak

Work in groups of three. Imagine each of you took one of the photographs below. In turns, tell the story of what happened when you took the picture. Answer some of the questions below. You can use the prompts given.

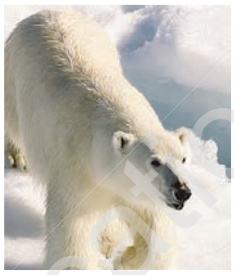
- Where were you?
- What were you doing?
- Who were you with?
- What did you do after the picture was taken?



- boat
- fishing
- attack



- picnic
- grass
- bite



- Canada
- hungry
- hut

Tip!

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

5 Write

A. Read the information below and find examples of the tenses, time linkers and expressions/phrases in the texts on pages 140-141.

When you're narrating events, use:

- **the Past Simple and the Past Continuous**
- **time linkers:**
  when, while, as, as soon as, before, after that, after a while, during, later, soon, then, in the beginning, finally, etc.
- **expressions/phrases like:**
  - *All of a sudden / Suddenly, ...*
  - *(Un)fortunately, ...*
  - *To my surprise, ...*
  - *(Un)luckily, ...*
  - *I couldn't believe my eyes!*
  - *I held my breath!*
  - *It was so/such... that...*

B. Choose one of the pictures in activity 4 and write what happened to you. Follow the advice above.

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1 Read

3 ⏭ 07 **A.** Read the four facts below. One of them isn't true. Can you guess which one it is? Then listen, read and check your answers.

1. A plant that grows so fast you can see it grow.
2. A tree that holds over 100,000 litres of water.
3. A plant with square leaves that tastes like coffee.
4. A plant that traps and eats small animals.

Extraordinary plants

There are over 350,000 species of plants on Earth. You can find them living almost everywhere and they grow in all shapes and sizes.



Baobab

These strange-looking trees are found in Africa and Australia and most live for thousands of years. The baobab has an enormous trunk which is swollen and full of water. It can be 7-11 metres wide and some can hold up to 120,000 litres. The tree stores the water so it can survive during the difficult dry season. In Western Australia during the 1890s, the police used a hollow baobab tree as a prison when taking prisoners to the town of Derby.



Pitcher Plant

Pitcher plants are very colourful, meat-eating plants with a 'pitcher' full of liquid. They are also called *monkey cups* because sometimes monkeys use them to drink water. Insects are attracted to the plant's nectar and they slip down the sides of the pitcher into the sticky liquid. There is no way to escape, so they drown and are 'eaten'. A species in Borneo has a large pitcher that can hold 3.5 litres of liquid, and sometimes even rats or lizards get trapped in there.



Bamboo

Bamboo grows in many different climates, from cold mountains to hot tropical forests. It can grow up to 30m tall. But bamboo isn't a tree, it's actually the largest member of the grass family. Bamboo is very useful because it's used as building material and food as well as for making furniture, paper, medicine or even musical instruments. Bamboo also holds the record for being the fastest growing plant. It can grow 90cm in one day, so if you're walking through a bamboo forest, stop for a while and watch. You'll be surprised!

B. **Look at the highlighted words in the text and try to guess what they mean.**

Tip!

Try to guess the meaning of unknown words. Use the following strategies:

- Read the words before and after the unknown word and think of the context.
- Try to figure out what part of speech (verb, noun, etc.) the unknown word is.
- See if the unknown word is similar to other words in English or in your own language.

C. **Match the highlighted words with the definitions 1-6 below.**

1. the typical weather in an area: _____
2. huge: _____
3. caught in a place that you can't get out of: _____
4. a group of plants or animals that share the same characteristics: _____
5. get away: _____
6. continue to live: _____

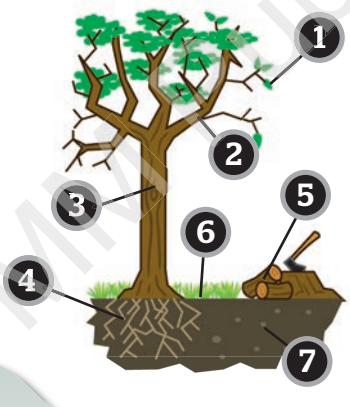
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D. Read again and write T for True or F for False.

1. Baobabs grow in dry countries.
2. In Australia, they made a prison using wood from a baobab tree.
3. Sometimes monkeys use pitcher plants as cups.
4. Insects can't get out of a pitcher plant.
5. Rats and lizards are the only animals that eat pitcher plants.
6. Bamboo can't grow without heat.
7. Many things are made of bamboo.

2 Vocabulary

3 08 **Match the words below with the items in the picture. Then listen and check your answers.**



trunk
branch
leaf
roots
grass
wood
soil

3 Grammar

Passive Voice (Present Simple - Past Simple)

	ACTIVE VOICE	PASSIVE VOICE
Present Simple	*Brazil **produces** a lot of coffee.* →	*A lot of coffee **is produced** in Brazil.*
Past Simple	*John Logie Baird **invented** the television in 1923.* →	*The television **was invented** by John Logie Baird in 1923.*

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Complete with the Present Simple Passive or the Past Simple Passive of the verbs in brackets.

1. These laptops _____ (sell) all over the world.
2. _____ English _____ (speak) in New Zealand?
3. These houses _____ (build) three years ago.
4. The *Mona Lisa* _____ (not paint) by Michelangelo but by Leonardo Da Vinci.
5. Breakfast _____ (not serve) after ten o'clock at this hotel.
6. Who _____ America _____ (discover) by?
7. Steve is having a party next Saturday, but we _____ (not invite).

4 Listen

3 09 **A. Listen and answer. Where does the extract come from?**

a. a news programme
b. a wildlife documentary
c. a radio play



3 10 **B. Listen again and tick (4) the correct boxes.**

	Rafflesia	General Sherman	Both	Neither
1. It was named after a person.				
2. It is dangerous for humans.				
3. It smells very bad.				
4. It is a record breaker.				
5. It will live for a long time.				

5 Speak

A. Work in pairs. Make up a plant and give it a wild name. Describe what it looks like and what makes it different from any ordinary plant.

B. Present your plant to the class. Vote for the most interesting one.

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6d What a tragedy! III

1 Vocabulary

3 ⏭ 11 **A.** Read and match the sentences with the pictures. Listen and check your answers. Then try to guess the meaning of the words in bold.











a. Many buildings **collapsed** because of the earthquake. Lots of people are **trapped** and rescue teams are trying to get them out of the **rubble**.

b. It was the worst tsunami that has ever **occurred** in this area. The huge wave caused serious **damage**. It even **destroyed** the hospital.

c. There was so much rain that the whole area was **flooded**. Some families lost everything in the flood and were left **homeless**.

d. A fire **broke out** after the building was hit by lightning. Everyone has **evacuated** the building, but firefighters are still trying to put out the fire.

e. Before the volcano in our town **erupted**, **smoke** was coming out of the top of the mountain for days.

Tip! When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.

B. Have you ever heard of any major natural disasters? What happened?

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2 Read

3 ⏭ 12 **A.** Look at the headlines of the two news articles and guess what natural disasters took place. Listen, read and check your answers.

Monday, 27 December 2004

Killer wave

Yesterday the biggest earthquake in more than forty years occurred deep under the Indian Ocean. As a result, massive tsunamis followed with waves of up to 30 metres high, causing serious damage and deaths. Over ten countries were hit, but Indonesia, India, Sri Lanka and Thailand were hit the hardest. Tens of thousands of people have lost their lives, but the exact number is still unknown. Thousands are injured, thousands are missing and hundreds of thousands are now homeless.

Some people still can't believe how they survived such a natural disaster. A survivor from Phuket, Thailand said, 'A Science teacher who was here on holiday warned us that a tsunami was coming. Thanks to him, by the time the wave arrived, we had evacuated the beach and had moved to higher ground. Others weren't as lucky. We saw people who were clinging to trees while they were being swept away by the waves.'

Wednesday, 13 January 2010

HAITI Hit by massive quake

Haiti's capital, Port-au-Prince, is in urgent need of help after yesterday's earthquake which completely destroyed the city. The 7.0-magnitude earthquake hit near the capital at 16.53 local time and it is the worst in 200 years. Nearly all the buildings have collapsed, and thousands of residents and tourists are trapped under the rubble. By nightfall, survivors had rescued many people, but they had also found many lifeless bodies. Today rescue teams from all over the world are arriving and will try to save as many people as they can.

'The problem is not only the trapped people,'said a local official. 'There are thousands of injured who aren't being treated because there aren't enough doctors or medical supplies.'

B. Read the news articles again and answer the questions.

1. When did the earthquake under the Indian Ocean occur?
2. What caused the tsunamis?
3. Which countries were affected the most by the 2004 disaster?
4. How did some people in Phuket manage to get away from the tsunami?
5. Where did the earthquake in Haiti hit?
6. What did some of the survivors do?
7. What problem does the local official want to point out?

3 Grammar

Passive Voice (Present Continuous – Past Continuous)

	ACTIVE VOICE	PASSIVE VOICE
Present Continuous	*They **are planting** hundreds of trees, so soon our town will be much greener.* →	*Hundreds of trees **are being planted**, so soon our town will be much greener.*
Past Continuous	*He **was washing** the car when it started to rain.* →	*The car **was being washed** when it started to rain.*

Complete with the Present Continuous Passive or the Past Continuous Passive of the verbs in brackets.

1. The shark _____ (pull) onto the boat when it tried to bite my leg.
2. The old bridge collapsed, so a new one _____ (build) at the moment.
3. Can you see how the apples _____ (shake) from the trees over there?
4. When we arrived, the grass _____ still _____ (cut).
5. The products _____ (not keep) here any more because it's too warm.
6. I _____ (carry) to the ambulance when the second quake happened.

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4 Listen

3 ⏭ 13 **A. Listen to a live news report and tick (4) the events that happened.**

river overflowed	○	helicopter crashed	○
roads flooded	○	hospital collapsed	○
bridges collapsed	○		

3 ⏭ 14 **B. Listen again and write T for True or F for False.**

1. It hasn't stopped raining for more than a day. ○
2. Blackford has flooded in the past. ○
3. Residents were not warned about the flood. ○
4. Rescue teams can't use cars. ○
5. A few people died when old buildings collapsed. ○
6. The woman swam to a rescue boat. ○

5 Speak ROLE PLAY

Talk in pairs. Look at the pictures below.

Student A: Imagine that you are a reporter. Interview Student B about a fire that broke out at a restaurant while he/she was there. Use some of the prompts below.

What / happen?	Who / put out / fire?
When / fire / break out?	Who / rescue / people?
Where / you / be?	What / happen / building?
What / you / doing?	What / you / do?
Was anybody / injure?	How / you / feel?
Was anybody / trap?	



Student B: Imagine that you were in a restaurant and that the kitchen caught fire. Student A is a reporter. Tell him/her what happened. Use some of the words in the box.

smoke fire break out chef waiters injured burn trapped
scared panic in danger be on fire destroy collapse
ambulance firefighter evacuate rescue put out

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6e Imagine that! III

1 Vocabulary

A. Read the sentences below. What's the difference between the adjectives in bold?

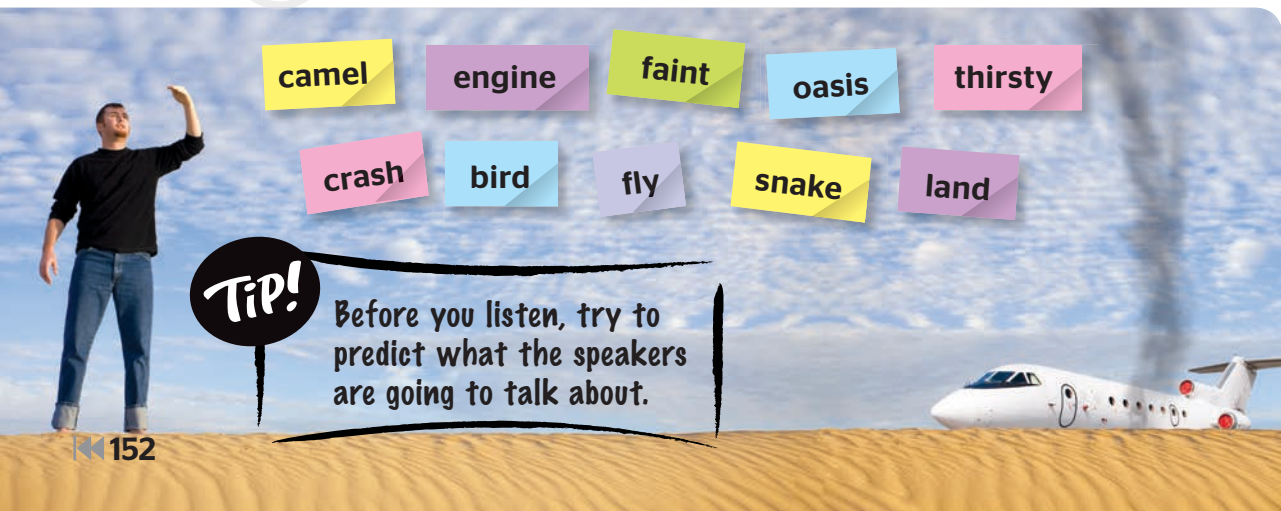
*The film we watched yesterday was really **boring**.*
*We were all so **bored**.*

B. Circle the correct words.

1. One of the most **embarrassed / embarrassing** moments of my life was when I sang in front of the whole school.
2. After I had a long, hot shower, I felt a lot more **relaxed / relaxing**.
3. Were you **excited / exciting** when you found out your parents were taking you to Disneyland?
4. I was really **annoyed / annoying** with my brother when he broke my tablet.
5. I find this game very **confused / confusing**. I have no idea what to do.
6. Our parents weren't **amused / amusing** when they realised we had spent the afternoon playing video games instead of doing our homework.

2 Listen

3 ⏭ 15 **A.** You will hear a radio interview with Peter Minter, a billionaire who had an adventure in the desert. Before you listen, look at the picture and guess which of the words below will be mentioned. Then listen and check your answers.



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3 ⏭ 16 **B. Listen again and put the sentences in the correct order. Write 1-8.**

a. Peter landed the plane. ◯

b. Peter walked in the desert. ◯

c. Peter flew away in a helicopter. ◯

d. Peter got very thirsty. ◯

e. Peter fainted. ◯

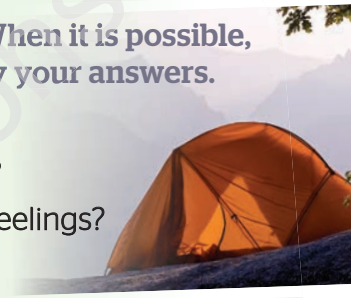
f. Peter saw a bird. ◯

g. Peter tried to call for help. ◯

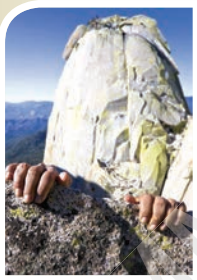
h. Peter found an oasis. ◯

3 Speak & Write

A. Read the story and answer the questions. When it is possible, underline words/phrases in the story to justify your answers.



1. What tenses does the writer use?
2. What words does the writer use to link ideas?
3. What words does the writer use to describe feelings?
4. What is the purpose of each paragraph?



Henry's Hunch

Last summer, Henry and his twin brother, Sam, decided to go camping in the mountains with their friends. One morning, Sam got up earlier than the rest of the boys, so he went for a walk in the woods while they were still sleeping.

Suddenly, Henry woke up and shouted, 'Sam's in trouble!' He looked very frightened. In the beginning, the other boys thought that he had had a nightmare. However, when they saw that Sam wasn't around, they got worried. They began calling his name, but there was no answer. Henry told the boys to follow him and they did. They kept walking till, to everyone's surprise, they heard Sam crying for help. Henry was so scared that he started running faster and faster until he reached the edge of a cliff. He couldn't believe his eyes! Sam was hanging off the edge.

Fortunately, Henry found his twin just in time. He pulled his brother up and hugged him. He was so relieved. Sam asked Henry, 'How did you know I was in danger?', but Henry didn't know what to say. He had just felt it.

Summer Publications

B. Read the plan below.

When you're writing a story, try to narrate events according to the plan below. Don't forget to use Past Tenses (Past Simple, Past Continuous, Past Perfect).

INTRODUCTION

- **Describe the setting of the story (time, place, weather, etc.) and introduce the main character(s).**

MAIN PART

- **Mention what happened, what the character(s) saw, heard, did, said, etc. and how they felt. Use:**
  - **linking words/phrases to join your ideas**

Time: when, while, as, as soon as, before, after that, after a while, till/until, during, later, soon, then, at that moment, in the beginning, finally, by the time, immediately
Contrast: but, however
Result - Consequence: so...that, such...that, so, for this reason, as a result
Cause – Reason: because, because of+noun

  - **expressions/phrases to make your story more interesting**

- *All of a sudden / Suddenly...*
- *(Un)fortunately / (Un)luckily...*
- *To my surprise...*
- *I couldn't believe my eyes!*
- *I held my breath!*
- *Without thinking,...*

  - **adjectives to describe how the main character(s) felt** (frightened, shocked, upset, relieved, excited, etc.)

CONCLUSION

- **Describe what happened in the end and make a short comment.**

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C. Join the pairs of sentences 1-5 using the linking words/phrases in the box. More than one answer may be correct.

so	as soon as	while	so... that	because
but	when	by the time	as	

1. I heard a loud noise. I ran outside.

_____

2. We were exploring the cave. We found an old coin.

_____

3. The train left. Lisa arrived at the station.

_____

4. The boys broke the neighbour's window. They're in big trouble.

_____

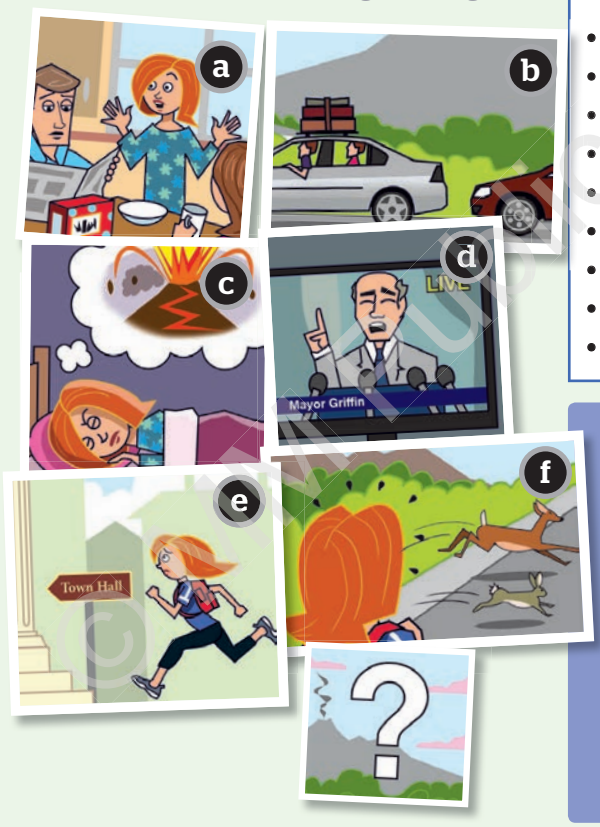
5. Amanda was exhausted. She stopped hiking.

_____

D. TELL A STORY

Talk in groups.

1. Work in groups of three. Look at the pictures a-f which show what happened to Mary. The pictures are mixed up. Put them in order and make up a story using the prompts given. Then think of an interesting ending.



- It was a hot summer night...
- As soon as...
- However, ...
- While she was...
- So, she ran to...
- Luckily...
- The residents immediately...
- Minutes later...
- Fortunately/Unfortunately...

have / dream volcano erupt scared family / not believe animals behave / strangely run away town hall inform / Mayor appear / on TV warn residents evacuate relieved

2. Tell your story to the class and listen to the other groups' stories. Use the prompts given when narrating your story.

E. Look at the pictures and the prompts in activity 3D and write the story. Follow the plan in activity 3B.

Tip!

Present the events in your story in a logical order.

© Burlington

Use of English

Vocabulary

A. Circle the correct words.

1. The car was completely **destroyed / attacked** in the crash, but luckily everyone **rescued / survived**.
2. We were **shocked / shocking** when we heard about the fire.
3. I want to light a fire because I think the **degree / temperature** is dropping.
4. The earthquake was very strong and **as a result / just in time** lots of buildings **destroyed / collapsed**.
5. Jake got on the motorbike behind his father and **held / handed** on tight.
6. We were walking quietly through the forest, trying not to **warn / disturb** the birds.

Score: / 8

Grammar

B. Circle the correct words.

1. Let's explore the woods, **will you / shall we**?
2. These cars **produce / are produced** in Germany.
3. **Everyone / Someone** rang for you last night. I can't remember his name, though.
4. I'm going to pass the exam, **aren't I / am not I**?
5. I've got **anything / nothing** to wear. All my clothes are too small.
6. The athlete **gave / was given** a gold medal.
7. Have you seen my mobile **somewhere / anywhere**?
8. We **were introducing / were being introduced** to our new teacher when Bolat walked in.

Score: / 8

Communication

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

a. I dropped it by accident.
b. That was a close shave.
c. Give me a hand.
d. So no messing around.

Jim Hey, Simon! (1) _____
Simon What's in here?
Jim Glasses. (2) _____
Simon OK. I'll be very careful. It's heavy.
Jim I know, so... Look out!
Simon Sorry! (3) _____
Jim I don't believe it! I told you to be careful! Let's open the box and check.
Simon Is anything broken?
Jim No, they're all fine. (4) _____ These are my mum's favourite glasses.

Score: / 4

TOTAL SCORE: / 20

Now I can...

- narrate past events ☐
- describe feelings ☐
- use question tags ☐
- use the Passive Voice ☐
- talk about the weather and natural disasters ☐
- write a story ☐

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3 17 **A.** Look at the pictures and the title. What do you know about this place? Listen, read and check your answers.

Burabay National Nature Park



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The Burabay National Nature Park is filled with beautiful lakes and forests, as well as unusual and rare plant life. No wonder it is often called the 'Pearl of Kazakhstan'. Although it is actually one of the country's smaller nature reserves, the beauty of the area has made it popular with visitors from both inside and outside the country.

One of Burabay's most interesting features is the unusual rock formations that you can see in the area. All across the park the rocks and cliffs form recognisable shapes, and each one comes with its own story. If you look at the hill of Zheke Batyr, for example, you might notice that it is shaped like the face of a sleeping knight. According to legend, this is the final resting place of a knight who died in battle. Visitors can also find rocks that have the shapes and the names of various animals, such as 'the Cow' or 'the Camel'.



Perhaps the most famous legend connected with the park is that of Zhumbaktas and Okzhetpes. The rock of Zhumbaktas, which rises out of the waters of Lake Burabay in the northern part of the region, is an interesting optical illusion. From one side, its shape is that of a beautiful young girl; from another, an old woman; from a third direction, it looks like a sphinx. Legend says that Zhumbaktas was created when a young girl jumped from the nearby Okzhetpes cliff and turned into a rock herself.

Visitors can enjoy hiking or camping in the region. Winter sports such as skiing and winter fishing are also available for the more adventurous. Burabay is perfect for nature lovers; wildlife in the park is protected from hunting by law, and the region is home to 223 species of bird and 54 different animal species. Another popular activity is mushrooming. Among the 757 different types of plant in the park, there are around 100 varieties of mushroom.

B. Read the text again and answer the questions.

1. By what name is Burabay National Nature Park also known?
2. What does Zheke Batyr look like?
3. Which three shapes can be seen in Zhumbaktas rock?
4. What story is associated with Okzhetpes?
5. What activity is illegal in Burabay?
6. How many types of mushroom grow in Burabay?

Project

Find information about a national park in another country and present it to the class. Mention what it's called, where it is, and what you can see and do there.

3 ⏭ 18 **A.** What do you know about volcanoes? Do you know anything about how they are created? Listen, read and check your answers.

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

VOLCANOES

Volcanoes can be found in most parts of the world, and scientists believe that around 1,900 erupt from time to time. There are three types of volcano: active, dormant and extinct. Active volcanoes are those which still erupt. Dormant ones are those which are not active at the moment but are expected to erupt at some point in the future. Extinct volcanoes are those which scientists believe will never erupt again – or, at least, not for tens of thousands of years.

Volcanoes are created when pressure builds up under the Earth's crust (the outer surface of the planet). Under the crust there is a layer of liquid rock called magma. When pressure increases, magma breaks through the crust, forming a vent. This is what creates a volcanic eruption.

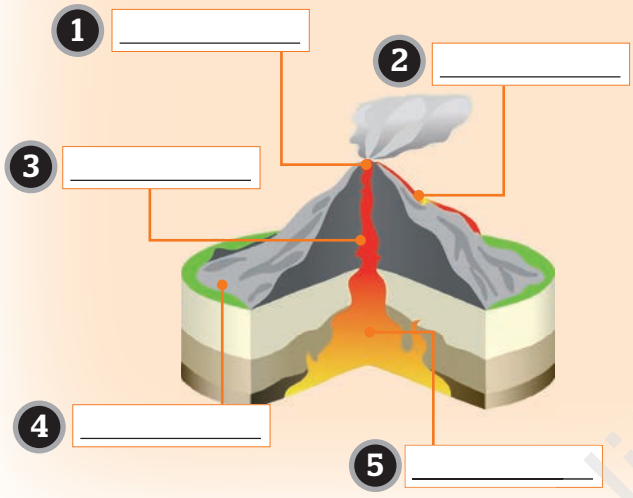
During an eruption, magma comes out through the crust to the Earth's surface, where it becomes lava. A lava flow can take many forms: it can run out of the earth like a river, shoot upwards like a fountain, or even explode into the air and fall down like burning rain. After the eruption, the lava cools and hardens into rock, creating the mountains and craters that are usually seen around volcanoes.

Volcanic eruptions can be very dangerous. The lava flow can reach temperatures of up to 1,250 °C, and it can move very fast and cover great distances, destroying everything in its way. The heat and pressure that an eruption releases can also cause earthquakes, floods and other natural disasters. This is why scientists monitor volcanoes very carefully for signs of eruption so they can get everyone in the nearby area to safety before one happens.

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C. Complete with the words in the box.

crust vent crater magma lava





D. Read the text again and put the sentences in the correct order (1-4).

a. Magma rises upwards and creates a vent.

b. The lava cools and forms a rock layer around the volcano.

c. Hot lava flows from the volcano.

d. Pressure in the magma rises.

E. Discuss the following.

- Are there any volcanoes in your country?
- Have you ever seen videos of volcanic eruptions?

Project

Find information about a volcano or other geographical feature in your country and present it to the class. Mention where it is, what its features are, and any other important/interesting information.

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7 Travel and transport


Shymbulak ski resort, Almaty, Kazakhstan

Discuss:

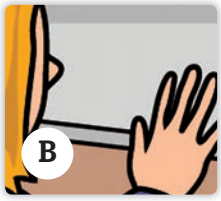
- Do you like travelling? Why / Why not?
- How do you usually travel?

In this module you will...

- learn to report statements, questions, commands and requests
- talk about different types of holiday
- talk about misfortunes
- learn to write an account of a true event
- learn about cultural differences
- learn to differentiate between formal and informal language
- learn to write a formal letter asking for information

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


A


B


C


D


E

Values:

- Travelling to broaden the mind
- Learning about other cultures

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7a What an adventure! III

1 Warm-up

Look at the types of holiday below and discuss.

- What does each of these types of holiday involve?
- What kind of holiday do you usually go on?
- Which of these have you never been on but would like to try? Why?

camping holiday | holiday by the seaside | skiing trip | guided city tour | backpacking holiday | cruise | safari

2 Read

3 ⏭ 19 **A. Look at the pictures. What do you think the people like doing during their holidays? Listen, read and check your answers.**

And you call that a holiday?

Not everyone enjoys a relaxing holiday around a pool getting a tan. Andy Thomas interviews two people who have a different view on what a holiday is.



Oliver Mason looks like any other teacher and makes a good impression in his smart shirt and tie. But he has an unusual burning passion for volcanoes. Whenever he has some free time, he travels to a new volcano to explore. He told me he found them fascinating and that he had travelled the globe visiting them. His favourite location is Mauna Loa in Hawaii, where the biggest active volcano in the world is. 'Active volcanoes are much more interesting. Also, there are many activities you can do at volcanoes. I've just come back from an unforgettable trip to Nicaragua, where I went volcano surfing down the side of a volcano!' said Oliver. That's pretty dangerous, even with safety equipment. He showed me his scars and told me that I'd love volcano surfing if I tried it, but I replied that it wasn't for me.



I was looking forward to chatting with Erica Reid because, like me, she is an experienced scuba diver. But in the end, there was a big difference between us. You see, I wasn't very keen on the company she kept underwater. She told me that she loved interacting with marine life. Every summer she books a holiday in places around the world just to swim in different marine environments. She's swum with humpback whales in the Antarctic and black tip reef sharks in the Bahamas. She told me her most enjoyable trip had been to Mexico where she had swum with whale sharks. 'They are the largest fish in the world, but they aren't dangerous,' Erica said. Personally, I'd prefer not to find out. For her next trip she has made the decision to travel to Darwin, Australia, where she's going to swim with crocodiles. Send us a postcard, Erica!

B. Read again and complete the summaries about the two people.

Oliver Mason is a (1) _____ who is really interested in (2) _____. His favourite one is still (3) _____ and it's the (4) _____ in the world. It's in (5) _____. Apart from exploring, Oliver likes doing different (6) _____. When he was in (7) _____, he tried volcano (8) _____.

Erica Reid loves (9) _____ and she's very experienced. She spends her (10) _____ holidays in places where she can swim in (11) _____. When she was in (12) _____, she swam with (13) _____, which are the (14) _____ fish in the world. She has recently made plans to visit (15) _____ and swim with (16) _____.

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C. Complete the sentences with the correct form of the words in capitals. All the missing words are in the text.

1. I might go to Canada next year, but I haven't made a(n) _____ yet. **DECIDE**
2. Please wear a helmet. It's for your own _____. **SAFE**
3. I got the _____ that she didn't like my chocolate cake. **IMPRESS**
4. We spent a(n) _____ weekend by the sea. **ENJOY**
5. Thomas and Jenny spent a(n) _____ evening watching DVDs. **RELAX**
6. Travelling to Peru was a(n) _____ experience. **FORGET**
7. What's the _____ between a backpacking and a camping holiday? **DIFFERENT**

3 Grammar

Reported Speech (Statements)

Direct speech
'I visited Tenerife last summer,' Paul said to May.

→

Reported speech
Paul told May (that) he had visited Tenerife the previous summer.

Tenses, modal verbs, time expressions, etc. usually change as follows:

DIRECT SPEECH		REPORTED SPEECH
Present	→	Past
Past	→	Past Perfect
Present Perfect	→	Past Perfect
will	→	would
can	→	could
may	→	might
must	→	had to

DIRECT SPEECH		REPORTED SPEECH
this	→	that
today	→	that day
yesterday	→	the previous day
last week	→	the week before
tomorrow	→	the next day
next year	→	the following year

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NOTE

Direct speech		Reported speech
'I'm calling from Acapulco,' says Julie.	→	*Julie says (that) she is calling from Acapulco.*

Rewrite the sentences using Reported Speech.

1. 'I hate travelling by plane,' Lyazzat said.
   Lyazzat said that she _____
   _____
2. 'I'll book my flight to Morocco tomorrow,' David said.
   David said that he _____
   _____
3. 'Sultan can't go to the match today,' Mr Muratov said.
   Mr Muratov told me that Sultan _____
   _____
4. 'I have been to Barcelona three times,' William said.
   William said that he _____
   _____

4 Listen

3 ⏭ 20 **A. Listen to two people talking about Rita's holiday. What kind of holiday did she go on?**

3 ⏭ 21 **B. Listen again and write T for True or F for False.**

1. Rita had never been to Africa before. ○
2. Rita spent a long time waiting around. ○
3. Rita borrowed Jim's camera. ○
4. Rita was scared of the animals. ○
5. An elephant tried to get into Rita's tent. ○
6. Rita wants to go on the same type of holiday again. ○

5 Speak

Talk in pairs. Go to page 240.

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7b The great outdoors III

1 Read

A. Discuss.

- Have you ever spent time on a farm?
- Would you like to? Why / Why not?

3 ⏭ 22 **B.** Look at the picture. What do you think happened to Liv? Listen to the dialogue and check your answers. Then read it out in groups.



Amy You know what? I thought this agritourism would be a boring way to spend my time.
Bill Me too. But actually it's a good laugh.
Amy Yeah.
Stu Come on you two, we can't waste our time chatting. There's work to be done.
Bill But Farmer Ted told us to take a break.
Stu Did he? OK, let's take some pictures since we've got some time to kill.
Amy But we're not all here.
Bill Where is Liv, by the way?
Stu Here she comes now. What happened to you?
Liv Why don't you ask Bill?
Amy Did you do this, Bill?
Bill Don't talk nonsense. Of course I didn't. What are you talking about, Liv?
Stu What's that smell?

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Liv OK, this is what happened. Farmer Ted told me to clean out the cowshed. So, I went to get a bucket and a spade from the shed. Then I saw Bill passing by. Remember, Bill?

Bill Yes, you asked me to tell you where the cowshed was.

Liv And you told me it was next to the farmhouse.

Bill It is... isn't it?

Liv No, that's Thunderbolt's stable.

Amy Thunderbolt? The horse? Farmer Ted told us to steer clear of him. He's a wild one.

Liv I know, I know. I opened the door and it was quite dark, but I started cleaning anyway. The next thing I knew, something kicked me and I fell over.

Amy Into some mud?

Liv I wish it was mud, Amy.

Amy Ewwww! That's disgusting!

Stu So that's what the smell is.

C. Look at the phrases 1-5 from the dialogue and match them with the meanings a-e.

1. It's a good laugh	**a.** All of a sudden
2. Don't talk nonsense	**b.** That's horrible
3. Steer clear	**c.** It's fun
4. The next thing I knew	**d.** Avoid
5. That's disgusting	**e.** Stop saying silly things

D. Read again and answer the questions.

1. What kind of holiday are Bill, Liv, Amy and Stu on?
2. Who didn't think they would enjoy the holiday?
3. Why aren't Bill, Amy and Stu working at the moment?
4. What did Farmer Ted tell Liv to do?
5. Why is Liv angry with Bill?
6. What is next to the farmhouse?
7. What did Farmer Ted warn the kids about?
8. Why did Liv fall over?

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2 Vocabulary

3 ⏭ 23 **Listen. What do the expressions in bold mean? Match them with the definitions a-h.**

1. My dad **spends his free time** making model planes.
2. Stop **wasting your time** playing computer games! Do something useful.
3. You've got until the weekend to finish the project, so **take your time**.
4. Arnold is really busy, but he's going to try and **make time** to have a coffee with Fiona.
5. My mum always **gives me a hard time** when I don't finish my homework.
6. My favourite music is hip-hop, but I also listen to rock **from time to time**.
7. We **have some time to kill** before lunch, so let's go for a walk.
8. Don't forget to wear your helmet **at all times**.

a. always
b. find the time to do something
c. sometimes
d. pass the time
e. make someone's life difficult
f. don't hurry
g. not use your time wisely
h. have nothing to do

3 Grammar

Reported Speech (Commands, Requests)

DIRECT SPEECH	REPORTED SPEECH
'Use the bucket to wash the car! Don't make a mess!' my dad said.	*My dad told me to use the bucket to wash the car and not to make a mess.*
'Josy, please turn the music down,' Georgia said.	*Georgia asked Josy to turn the music down.*

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Rewrite the sentences using Reported Speech and the verbs given.



1. 'Help me feed the horses, please,' the farmer said to Kenes.
   ask _____
2. 'Don't give me a hard time,' my sister said.
   tell _____
3. 'Please clean the mud off your shoes,' Harriet said to Dan.
   ask _____
4. 'Don't move,' the police officer said to the bank robber.
   order _____

4 Speak & Write

A. Imagine that you are Liv from the dialogue on pages 166-167. Describe to the class what happened to you and how you felt.

B. Read the plan below.

When you're writing an account of a true event, remember to use the first person singular or plural (I, We).

INTRODUCTION

- **Give some information about the setting of the event (when and where it happened, who you were with, etc.)**

MAIN PART

- **Describe what happened. Remember to use Past Tenses, linking words/phrases and expressions (see p. 154).**

CONCLUSION

- **Describe how the event ended and how you felt. Make a short comment on your experience.**

C. Think of something that has happened to you or imagine you're Liv. Complete the notes below, making up any information you need.

INTRODUCTION

When did it happen? _____

Where did it happen? _____

Who were you with? _____

CONCLUSION

What happened in the end? _____

How did you feel? _____

D. Write an account of a true event or imagine you're Liv and write what happened. Use your notes from activity 4C and follow the plan above.

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7c What went wrong? III

1 Warm-up

Discuss.

- Which of the following do you think would ruin a holiday?
- Can you think of anything else?


missing a flight



waiting for a delayed train


forgetting your passport


losing your suitcases


car breaking down


getting sunburnt


running out of money


packing the wrong clothes

2 Read

3 ⏭ 24 **A. Read the blog Jason Partridge has written about a holiday that went wrong. Five sentences are missing. Complete the blanks 1-5 with the sentences a-e below. Then listen and check your answers.**

a. Of course, there were many dissatisfied passengers.

b. Secondly, the ship looked a lot less luxurious than it did in the brochure.

c. We finally left the port, but things didn't improve.

d. But they told him that all the cabins were full and that it was impossible for them to do anything.

e. So she called reception and asked them what the problem was.

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subject: A nightmare mini holiday
by: Jason Partridge
date: 14th August
location: Home





Well, I thought this would be the best holiday, but unfortunately, I've just come back from the shortest cruise ever! From the moment my parents and I arrived at the port we k ew it wasn't going to be our dream holiday.

The first thing I noticed was that most of the people boarding the ship weren't my age. [1] But the real shock came when we were shown to our cabin. It was tiny, the beds were uncomfortable and it had no windows! So my dad went to reception and asked if we could pay extra for a better one. [2]

Then things got worse. It was time for the ship to sail when there was an announcement that there would be a two-hour delay. [3] The crew asked us all to be patient, stay on board and enjoy our lunch. But the service was terrible! They were so disorganised it took us an hour to have lunch and it was completely tasteles . After that, we went back to the cabin. My mum wanted to have a shower but there was no water. [4] They said something about having trouble with the water supply and that they were doing their best to fix it.

[5] We hardly got any sleep that night and the next day, when the ship made its first stop, we got off along with most of the other pas engers and we never went back. As I'm writing this, my dad is writing a letter of complaint to the travel agency asking for our money back.

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B. Read again and answer the questions.

1. When did Jason and his parents first understand that their holiday was going to turn out bad?
2. What did they do when they saw their cabin?
3. Why didn't Jason and his parents enjoy their lunch?
4. Why did they call reception the second time?
5. How did they end their cruise?

3 Vocabulary

3 ⏭ 25 Form the opposites of the words in the box and complete the table. Then listen and check your answers.

~~happy~~ ~~like~~ ~~polite~~ agree possible comfortable pleasant organised healthy appear patient successful satisfied

un + adjective	dis + verb or adjective	im + adjective
unhappy	dislike	impolite

NOTE: The opposites of many English words are formed by adding a negative prefix (un-, dis-, im-, etc.) to the words.

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4 Grammar

Reported Speech (Questions)

DIRECT SPEECH	REPORTED SPEECH
'When will we arrive?' Jimmy asked his dad.	*Jimmy asked his dad when they would arrive.*
'Do you want to have lunch in the cabin?' Kelly asked Ray.	*Kelly asked Ray if/whether he wanted to have lunch in the cabin.*

Rewrite the questions using Reported Speech.

1. 'Have you ever been on a cruise before?' Arailym asked me.
   Arailym asked me _____
2. 'How long is the ship?' Stephen asked the captain.
   Stephen asked the captain _____
3. 'What will you put in your suitcase?' my brother wanted to know.
   My brother wanted to know _____
4. 'Did you lose your passport?' Carla asked George.
   Carla asked George _____
5. 'Can you fix my car?' Mrs Orazova asked Alibek.
   Mrs Orazova asked Alibek _____

5 Listen

3 ⏭ 26 **Listen to four people talking about their holiday experiences and match them with the statements. There is one extra statement which you do not need to use.**

Andrew	I missed part of my holiday.
Ruth	I forgot to bring something.
Shaun	I was dissatisfied with the service.
Emily	I almost ran out of money.
	I got sunburnt badly.

6 Speak

Talk in pairs. Tell your partner about a bad holiday experience you've had.

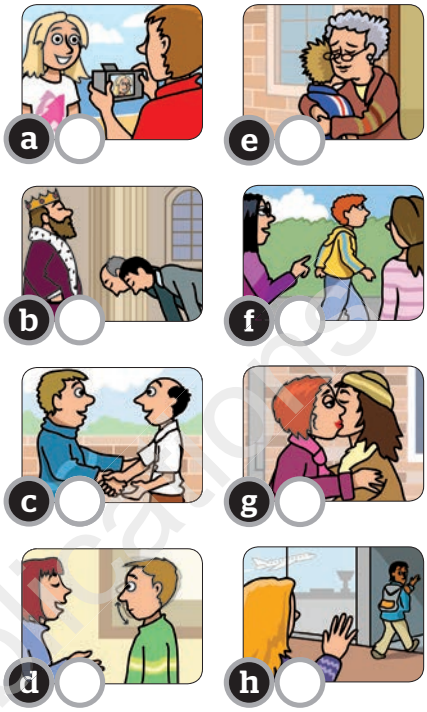
©VM Publications

7d Going abroad III

1 Vocabulary

3 ⏭ 27 **Listen. What do the verbs in bold mean? Match them with the pictures a-h.**

1. Dorothy **waved** goodbye to Gordon.
2. My grandmother **hugs** me whenever she sees me.
3. Do people in your country **shake hands** when they greet each other?
4. Maria met Carla at the bus stop and they **kissed** each other on the cheek.
5. Harry **nodded** to show that he agreed with Violet.
6. The king entered the room and everyone **bowed**.
7. 'There's Ben,' said Janet and **pointed** to a boy who was walking past.
8. '**Smile**! I want to take your picture.'



2 Read

3 ⏭ 28 **A. Below are some travel tips. Listen and read. Then read the statements 1-5 and say where the people travelled to.**

TRAVEL TIPS: CULTURAL DIFFERENCES

Before you travel to a foreign country, it is a good idea to learn a few things about the customs and gestures of the people. These may be very different from yours and if you are not familiar with them, you might make a fool of yourself or even get into trouble!

THE UK

In many European countries greeting by hugging or kissing on the cheeks is very common. But only very good friends hug or kiss in the UK, and British men rarely hug or kiss at all. Also, loud behaviour is considered very rude and British people never push in to get to the front of a queue.

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THE NETHERLANDS

In most parts of Europe and in some Latin American countries, moving your finger in a circle around your ear is like telling someone they're out of their mind. In the Netherlands, this gesture means something completely different. Dutch people use it to say, 'You've got a phone call.'

CHINA

Greeting in China is usually a slight nod and a bow. Also, it is polite to offer a gift to a Chinese host when you visit them. However, hosts will often refuse the gift many times before accepting it.

PERU

Raising your eyebrows in most countries is a sign of surprise. But in Peru it means 'money' or 'pay me'. So, if someone from Peru owes you money, remember to raise your eyebrows.

INDIA

Be careful when you want to point at something in India, because it is impolite to use your finger. You should either signal to something using your chin, or even better, your whole hand. Also, when you're visiting a temple, always remove your shoes. And if you offend someone, the best way to say sorry is to tap the person on the shoulder, then tap your forehead.

1. AS SOON AS I WALKED INTO THE TEMPLE, A MAN STARTED SHOUTING AT ME AND POINTING AT MY FEET.

2. WHEN I ARRIVED, I GAVE HIM A PRESENT, BUT HE DIDN'T WANT IT. I HAD TO OFFER IT AGAIN AND AGAIN UNTIL HE FINALLY TOOK IT.

3. IT WAS MY FIRST MONTH THERE AND I DIDN'T WANT TO BUMP INTO THIS PERSON BECAUSE I OWED HER MONEY. BUT WHEN I DID, SHE JUST LOOKED REALLY SURPRISED. VERY STRANGE.

4. I WAS ON THE OTHER SIDE OF A CROWDED ROOM AND THE PERSON I WAS STAYING WITH MADE A GESTURE AS IF TO SAY I WAS CRAZY. I COULDN'T UNDERSTAND WHY HE WAS MAKING FUN OF ME!

5. WHEN I MET MY HOST, I KISSED HIM THREE TIMES ON THE CHEEK. HE LOOKED VERY SHOCKED, BUT THAT'S HOW PEOPLE GREET IN POLAND.

© www.pearson.com

B. Find words in the texts about Peru and India that match the meanings below.

1. move something to a higher position

_____

2. the part of your face above your eyes

_____

3. have to give money to someone because you borrowed it

_____

4. make people understand by sending a message or sign

_____

5. the part of your face under your mouth

_____

6. to be rude and unpleasant to somebody

_____

7. to hit quickly and lightly with the fingers

_____

C. Read again and write T for True, F for False or NM for Not Mentioned.

1. People in the UK never hug and kiss when they greet each other. ○
2. Pushing in front of someone in a queue in the UK will make them very angry. ○
3. There are many gestures to show someone they've got a phone call in Latin America. ○
4. Chinese people will only accept certain types of gifts. ○
5. There is a Peruvian facial expression which tells someone they owe money. ○
6. Never point at something with your whole hand in India. ○
7. Tapping an Indian person on the shoulder will offend him/her. ○

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3 Pronunciation

3 ⏭ 29 **A. Listen and repeat. Notice the stressed words and how the stress affects the meaning.**

Jack tapped me on the shoulder.
(Jack, not his brother or anybody else.)
Jack tapped me on the **shoulder**.
(He tapped me on the shoulder, not somewhere else.)

3 ⏭ 30 **B. Listen and repeat. Underline the stressed word in the questions 1-3 and choose the correct answer.**

1. Does Robert speak Spanish?
   a. No, Lisa speaks Spanish.
   b. No, Robert speaks Italian.
2. Did Mr Lee shake hands with you?
   a. No, Mr Davis shook hands with me.
   b. No, Mr Lee shook hands with Tom.
3. Are you going to London on Sunday?
   a. No, my sister is going to London on Sunday.
   b. No, I'm going to London on Saturday.

4 Speak

Talk in small groups. Discuss which gestures you often use with your family, friends, teacher and strangers.

When I meet my friends, I usually...



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7e Holiday plans III

1 Warm-up

Look at the advertisement below and discuss.

- If you were interested in this holiday, what else would you like to know?
- How would you contact this travel agency?



2 Listen

3 ⏭ 31 **Listen to a man calling Snoworld Travel Agency for some information and complete his notes.**

Ski trip info

- Weekend price: _____ per person
- Special offer: Group of 11: _____ cheaper
- Resorts in _____, _____ and Switzerland
- Lesson with instructor: lasts _____
  costs _____

3 Speak & Write

A. On the next page is a letter Matthew Fox sent to Snoworld Travel Agency. Read it and answer the questions. When it is possible, underline parts of the letter to justify your answers.

1. Is Matthew writing to someone he knows?
2. Where did he find the advertisement?
3. Why is he writing this letter?
4. How many questions does he ask?
5. Which words/phrases does he use to list his questions?
6. Does he use short forms?
7. What features make this letter formal?

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112 Bingham Street
Lincoln
LN4 4RL

12 December 2016

Snoworld Travel Agency
34 Parson Road,
Lincoln,
LN2 7HD

Dear Sir/Madam,

I saw your advertisement in a local newspaper. I am writing to ask for more information about winter breaks.

Firstly, would you please tell me if there is a minimum number of people required to get the special offer for groups? I would like to come with friends, but I do not know the exact number yet. Also, could you tell me during which months the ski holidays are available? We are thinking of coming at the end of February or the beginning of March. Furthermore, do you provide ski equipment or do I have to hire it and pay extra? This is my first time skiing, so I do not have the equipment. Lastly, could you let me know what facilities are available at each of the resorts?

I would like to thank you in advance for your time and assistance. I look forward to hearing from you.

Yours faithfully,

Matthew Fox

Matthew Fox

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B. **Read the information below. Then read the direct questions 1-4 and form indirect questions.**

In formal letters, try not to use direct questions too often. It is more polite to use indirect questions. Indirect questions begin with phrases like:
Can/Could/Would you tell me...?
Can/Could/Would you inform me...?
Can/Could/Would you let me know...?
Do you know...?

DIRECT QUESTIONS	INDIRECT QUESTIONS
• *Where is the hotel?* • *Is breakfast included?*	• *Do you know **where the hotel is**?* • *Could you tell me **if/whether breakfast is included**?*

In indirect questions, the word order is the same as in affirmative sentences and the tenses do not change.

1. How much does it cost?
Would you please inform me _____?

2. Is there an indoor swimming pool?
Do you know _____?

3. Do all rooms have a TV?
Can you tell me _____?

4. What type of extreme sports will I be able to do there?
Could you let me know _____?

C. Read the plan below.

When you're writing a formal letter asking for information, follow the plan below. Remember to write in a formal style and do not use short forms or abbreviations.

GREETING
- *Dear Sir/Madam,*
- *Dear Mr/Mrs/Miss/Ms + surname,*

OPENING PARAGRAPH
Begin by saying where you saw the advertisement and why you're writing. Use phrases like:
- *I saw your advertisement in... and I was interested in...*
- *I am writing to ask for more information about...*
- *I would like some information about...*

MAIN PART
Ask for information in a formal and polite way. Remember to use:
- **linking words/phrases to list your questions:**
  firstly, first of all, to begin with, secondly, furthermore, also, in addition, what is more, apart from that, finally, lastly, etc.
- **indirect questions**

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CLOSING PARAGRAPH

End by thanking and mentioning that you'd like a reply as soon as possible.

- *I would like to thank you in advance.*
- *Thank you for your time and assistance.*
- *I look forward to hearing from you.*
- *Please send me a reply with any information as soon as possible.*

SIGNING OFF

- **Use a formal signature ending.**
  - *Yours faithfully, (when you don't know the name of the person you are writing to)*
  - *Yours sincerely, (when you know the name of the person you are writing to)*
- **Sign underneath and write your full name below your signature.**

D. **Below are parts of a formal letter. Not all the words/phrases are appropriate. Rewrite them in an appropriate style.**

1. Dear Mr Frank Jones, _____
2. I saw your ad in a mag and I'd like some info. _____ _____
3. Oh, and lastly, send me some photos, OK? _____ _____
4. Write back soon. _____
   Yours, _____
   Brenda Dale _____

E. **ROLE PLAY**

Go to page 241.



F. **Look at the advertisement from activity 3E and write a letter to Tomkins Travel Agency to ask for information about the holiday. Follow the plan in activity 3C.**

Tip!

Don't forget to revise your drafts and edit your writing. Check punctuation, capital letters, spelling, word order, grammar, vocabulary, linking words, set phrases, as well as the layout of the letter (date, addresses, block paragraphs) and the style (formal language, appropriate greetings and signature endings, etc.).

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Use of English

Vocabulary

A. Circle the correct words.

1. Billy and I had a(n) **luxurious / enjoyable** walk by the sea.
2. I hate **wasting / taking** my time watching TV.
3. We were an hour late, so we **delayed / missed** our flight.
4. Balzhan **greeted / waved** goodbye and boarded the ship.
5. Darren left his sunglasses in the **cabin / brochure**, so he went to get them.
6. Greg might win the song contest. I think he made a good **impression / announcement** on the judges.

Score: / 6

Grammar

B. Circle the correct words.

1. The police officer told us **to open / open** our bags.
2. Gina asked Fred where he **went / had gone** on holiday.
3. Mike asked me if **would I lend / I would lend** him my DVDs.
4. He asked us **where / whether** we had our passports with us.
5. Do you know where **will I find / I will find** souvenirs?
6. John told Karen **not to forget / to not forget** her passport.

Score: / 6

Communication

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

a. Well, I like to paint from time to time.
b. So take your time.
c. Don't talk nonsense.
d. I don't know. I'm not very keen on them.

Penny Are you painting a picture?
Olga Yes, but it's not very good.
Penny (1) ____ It's great.
Olga Do you think so?
Penny Yes. I didn't know you were an artist.
Olga (2) ____
Penny You should take part in an art competition.
Olga (3) ____
Penny Don't be silly. Actually, there's a competition at the Town Hall every year.
Olga But I haven't finished yet.
Penny The competition isn't until the summer. (4) ____

Score: / 8

TOTAL SCORE: / 20

Now I can...

- report what other people have said ☐
- give an account of a true event ☐
- talk about different types of holiday ☐
- talk about misfortunes ☐
- talk about cultural differences ☐
- write a formal letter asking for information ☐

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3 ⏭ 32 **A.** Look at the picture below. What do you know about this place? Listen, read and check your answers.

BAIKONUR COSMODROME
A gateway to space

Baikonur Cosmodrome is a spaceport in Kazakhstan, east of the Aral Sea (a lake lying between Kazakhstan and Uzbekistan). It's the world's first and largest spacecraft launching site, and it has a rich history.

The Cosmodrome is located near Toretam railway station, very far from populated areas. There is a nearby town which was especially created to support the cosmodrome. At first, it was named Leninsk, but in 1995 its name was changed to Baikonur.



HISTORIC SPACE MISSIONS

Many historic flights have blasted off from Baikonur:

- The first man-made satellite, Sputnik 1 (1957).
- The first spacecraft to travel close to the moon (within 5,995 km of the moon's surface), Luna 1 (1959).
- The first human space flight, Yuri Gagarin (1961).
- The first woman in space, Valentina Tereshkova (1963).

Cosmonauts from other countries, such as India and France, have also started their journey from there.

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7 Culture page III

IMPORTANT FEATURES

- Baikonur's railway system is the largest industrial railway in the world. It transports spacecraft on special Schnabel cars and is also connected to the public railway of Kazakhstan.
- There is a small museum in the cosmodrome next to two small cottages where Sergey Korolev (Soviet spacecraft designer and engineer) and Yuri Gagarin used to live. These cottages are part of the museum complex. In the museum, the visitors can see a restored artefact from an old spacecraft programme. There are also photos related to cosmonauts and the cosmodrome's history. Other things visitors can see are photos which cosmonauts had signed before launching from Baikonur, items from the spacecraft they were on, Yuri Gagarin's uniform and many other important objects.

Did You Know?
The first Kazakh astronaut to visit space was Toktar Aubakirov.

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

1. Many important events have taken place at the Baikonur Cosmodrome. ○
2. The cosmodrome is close to a larger city. ○
3. Yuri Gagarin was the first person that travelled to space. ○
4. Only spacecraft are transferred by the Baikonur railway system. ○
5. In the museum, visitors can see objects from old spacecrafts. ○

Project

Find information about a spaceport in another country and present it to the class. Mention where it is, any important features it has, and any important space missions that have launched from there.

SONG
'Feel the flow'
Go to page 248.

3 ⏭ 34 **A.** Have all countries around the world got four seasons? Listen, read and check your answers.

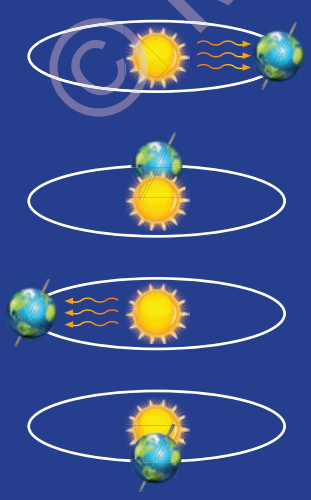
B. Now look at the highlighted words in the text and find their definitions in a dictionary.

Seasons

Why are there seasons?

The Earth rotates around an imaginary line called an axis, which is tilted at an angle of just over 23°. It also revolves around the sun, and it takes a year to make a complete orbit. Seasons result from this annual orbit and the tilt of the Earth's axis. Different parts of our planet are oriented towards the sun because of this tilt. As a result, they are more directly exposed to its rays.

Summer in both hemispheres is always warmer than winter because the rays hit the Earth at a more direct angle, and the days are longer than the nights. The opposite happens in winter when the sun's rays hit the Earth at a more extreme angle. The equator is always the warmest part on Earth because it is always closest to the sun.



- In December, the top side of the Earth is leaning away from the sun. So it's winter north of the equator and summer south of the equator.
- In March, it is spring north of the equator and autumn south of the equator.
- In June, the top side of the Earth is leaning towards the sun. So it's summer north of the equator and winter south of the equator. This means it is summer in the UK and winter in Australia.
- In September, it is autumn north of the equator and spring south of the equator.

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Have all countries got four seasons?

No, they haven't. Some countries in Asia, Africa and South America are very close to the equator. These places have got two seasons – a wet and a dry season. During the dry season, it doesn't rain, but there is a lot of rain during the wet season.

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

1. The Earth moves around the sun every two years. ○
2. Summers are warmer than winters only because days are longer than nights. ○
3. When it's summer in Australia, the top side of the Earth is leaning towards the sun. ○
4. In December, it's summer south of the equator. ○
5. Spring is at the same time north and south of the equator. ○
6. Countries very close to the equator have got two seasons. ○

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D. Discuss the following.

- Where is your country in relation to the equator?
- How does its location affect the weather/climate?

Project

Find information about your country's climate during the various seasons and write a short text about it.

8 Food and drink



Discuss:

- Do you like trying new things or do you prefer to stick with the things you know?
- Do you think you eat healthily?

In this module you will...

- talk about food and recipes
- learn to make recommendations
- learn to persuade someone to do something
- learn to use quantifiers
- learn to express result and reason
- learn to form nouns from verbs
- learn to write an email giving news
- talk and write about a festival/celebration/event

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











Values:

- Having healthy eating habits
- Learning about customs and traditions from around the world

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8a What will you have? III

1 Read

A. Discuss.

- Have you ever tried food from other countries?
- If yes, what have you tried? Did you like it?
- If not, would you like to? Why / Why not?

4 ⏭ 02 **B. Look at the pictures. What do you think is happening? Listen to the dialogues and check your answers. Then read them out in groups.**

a

Bill: Hey! We're planning on going to the Dragon Palace tonight. Do you want to come?

Liv: The Dragon Palace?

Bill: Yes, and don't worry about the money. It's my treat.

Liv: It's not that. I'm just not sure about Chinese food.

Bill: Oh, come on, Liv. You really should try it! What have you got to lose?

Liv: But I don't like it.

Bill: How do you know that? You've never tasted it. So, what do you say?

Liv: Umm...

Bill: Sorry, but I haven't got much time Liv. I need to book a table.

Liv: OK, just this once.



b

Host: Dragon Palace. How may I help you?

Bill: I'd like to reserve a table for this evening.

Host: For how many people?

Bill: Four.

Host: We haven't got many tables available tonight. Could you be here at 7 p.m.?

Bill: Sure, that's fine.

Host: All right. May I have your name, please?

Bill: My name's Bill Hughes.

Host: OK. Thank you.



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C

Waitress: Are you ready to order?

Liv: I had a look at the menu, but I'm confused. I've got very little knowledge of Chinese food. What do you recommend?

Waitress: Well, few people can resist our Peking Duck.

Liv: Does it contain any nuts? I'm allergic to them.

Waitress: Don't worry. It doesn't have any nuts. It's crispy duck with tianmianjiang, a sweet bean sauce.

Liv: So, it isn't hot. I don't particularly like spicy food, you see.



Waitress: No, don't worry.

Liv: I'll have that, then.

Waitress: Certainly.

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

1. This is the first time Liv has had Chinese food. ○
2. Bill is paying for Liv's meal. ○
3. Bill booked a table for 7 p.m. ○
4. Bill went to the restaurant with four of his friends. ○
5. Liv doesn't usually eat spicy food. ○

D. Read the dialogues a-c again and answer the questions. In which dialogue is someone...

1. trying to persuade someone to try something new? ○
2. making a reservation? ○
3. asking for information? ○ ○
4. giving information about a dish? ○
5. asking someone to suggest something? ○

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2 Vocabulary & Speak

4 ⏭ 03 **A.** Listen. What do you think the words in bold mean?

1. Dark chocolate has got a **bitter** taste. Milk chocolate contains sugar and milk and is **sweet**.
2. The chips were **disgusting**. They were too **greasy**. I like my chips nice and **crispy**, without too much oil.
3. For an appetiser, I ordered mushroom soup. It was nice and **creamy**. Then for the main course, I had a delicious, **juicy** steak with vegetables.
4. The sauce is **bland**, totally **tasteless**. I'd like it to be **spicy**.
5. At the end of our meal, they brought some **mouth-watering** cakes. I just couldn't resist. I ate three!
6. Add **fresh** vegetables to the soup. Oh, and make sure you don't make it too **salty** this time.

B. Talk in small groups. Describe the food in the pictures and give your opinion.






That cake looks delicious and the whipped cream looks very fresh. I don't like whipped cream very much. It's usually too sweet for me.

3 Grammar

some / any / no

*A: Is there **any** apple pie left?*
*B: Of course. Have **some**.*
*A: Can I have **some** ice cream?*
*B: Sorry, there's **no** ice cream left.*
A: How about whipped cream?
*B: Sorry, we haven't got **any**.*

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much / many / a lot of / lots of / plenty of

__Many / A lot of / Lots of / Plenty of__ people like to leave the city at the weekends.

There wasn't __much / a lot of / lots of__ traffic on the roads so I got here early.

(a) few / (a) little

Can you answer __a few__ questions for me?

There are very __few__ supermarkets that sell this milk, so it's difficult to find it.

I've got __a little__ money on me. Perhaps I can buy a sandwich.

I don't think I can go shopping. I've got very __little__ money on me.

NOTE You can also use:

a small/large number of + plural countable nouns

a small/large amount of + uncountable nouns

A __large number of__ our students chose to do English as a foreign language rather than French.

After I paid all the bills, I only had a __small amount of__ money left.

Circle the correct words.

1. **A:** When does our flight leave?

   B: In an hour. So, we've got **a little / little** time before we leave.

   A: Yes. Do you want to get **any / some** coffee?

   B: Yeah, there are **a few / few** cafés over there, I think.

2. My mother makes **much / many** nice desserts. She's got **a lot / lots of** recipes but **a few / few** people know that the recipes are actually my grandmother's. My mother doesn't like using **any / no** new recipes. She says the old ones are the best. I don't mind because I like her desserts **much / a lot**.

4 Speak ROLE PLAY

Talk in pairs. Go to page 242.

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8b Food shows III

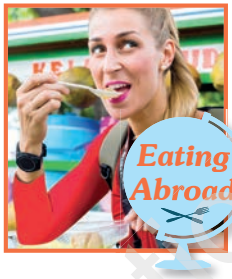
1 Warm-up

Discuss.

- What do you think these food shows are about?
- Which one would you be more likely to watch? Why?



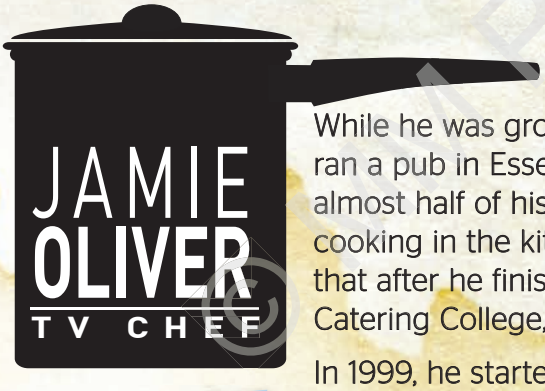




2 Read

4 ⏭ 04 **A. Listen, read and choose the best title for the text.**

a. Jamie Oliver's cookery courses
b. Jamie Oliver makes a difference
c. Jamie Oliver: How to become a famous chef





While he was growing up, Jamie Oliver's parents both ran a pub in Essex, England. So he used to spend almost half of his day there. He just loved to practise cooking in the kitchen. He enjoyed cooking so much that after he finished school, he went to Westminster Catering College, where he studied to become a chef.

In 1999, he started working in The River Café, in Fulham, London, where he was noticed by the BBC. He went on to make a TV show called *The Naked Chef*. It was such a success that he made a cookbook of the same name, which became a bestseller. In the same year, he received an invitation to prepare lunch for the Prime Minister at 10 Downing Street.

Oliver became famous for his simple, healthy, but delicious creations. His recipes were fresh, and the style of his cooking programme was relaxed, friendly

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and cool. He turned food preparation and cooking into a fun activity, instead of a boring chore. He has written many cookbooks which include delicious, healthy and easy recipes so far. All of them have been a great success.

In 2005, Oliver introduced a campaign to improve school dinners in the UK. He wanted to get rid of the junk food that was served to kids and encourage them to eat fresh, healthy food. It wasn't an easy task, but eventually the campaign was a success and students' eating habits showed a great improvement. Oliver later headed to West Virginia in the USA to get Americans to start eating healthily.

He strongly believes that communities need to be informed about how important it is to eat homemade, healthy food. Hopefully, his message will spread across the world.

B. Look at the highlighted words/phrases in the text and choose the correct meaning a or b.

1. introduce
   - **a.** prepare something on your own
   - **b.** put something into use for the first time
2. task
   - **a.** job
   - **b.** recipe
3. community
   - **a.** the people who live in a certain area
   - **b.** the area around a school
4. spread
   - **a.** be written
   - **b.** become known



C. Read again and answer the questions.

1. Where did Oliver first start making food?
2. Which TV station did he appear on first?
3. What was *The Naked Chef*?
4. What did he do at 10 Downing Street?
5. Who did he help in 2005 and how?
6. What did he try to do in West Virginia?

3 Vocabulary

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

NOTE: We form some nouns by adding a suffix (e.g. **-ion, -ation, -ment**) to a verb. *create > creation, invite > invitation, improve > improvement*

1. Are all the _____ for the party finished? **PREPARE**
2. Do you need help hanging up the _____ for the party? **DECORATE**
3. We're paying about £300 for the aeroplane tickets and _____ for four nights. **ACCOMMODATE**
4. I would like to book an _____ with Dr Walker for tomorrow morning. **APPOINT**
5. What time does the _____ begin? **CELEBRATE**
6. Writing a bestseller at the age of seventeen was a great _____. **ACHIEVE**
7. I got into an _____ with my parents, and now I feel terrible. **ARGUE**

4 Grammar

Clauses of result

so + adjective/adverb + (that)

- *The film was **so boring that** I didn't watch the ending.*

such + (a/an) + (adjective) + noun + (that)

- *It was **such a boring film that** I didn't watch the ending.*

Complete with *so* or *such*.

1. The meal they served us was _____ delicious that we ate it immediately.
2. We had _____ a good time in Paris that we want to go again.
3. It was _____ a big cake that we couldn't eat it all.
4. Dennis has improved _____ much at Maths that he's become one of the top students.
5. My best friend can cook _____ well that I'm sure he'll become a chef.

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Clauses of reason

since / as / because (of)

- ***Since*** *you have a stomach ache, I'll do the housework.*
- ***As*** *Tom was feeling tired, he went to bed early last night.*
- *Mary didn't go to school* ***because*** *she was feeling unwell.*
- *Our flight was delayed* ***because of*** *bad weather.*

Rewrite the sentences using the words given.

1. She was careless and she had an accident. **because**

2. He couldn't play in the football match because of his injured leg. **as**

3. You don't know the way, so I'll drive. **since**

4. Her age was the reason they didn't allow her to go on the ride. **because of**

5 Listen

4 ⏭ 05 **A. Listen to three people talking about an eating competition and decide who each speaker is. There is one extra option you do not need to use.**



Sandra Laurence Marcel

- competitor
- restaurant owner
- waiter
- spectator

4 ⏭ 06 **B. Listen again and write S for Sandra, L for Laurence and M for Marcel.**

1. This person felt sick. ○

2. This person will enter the 10th competition. ○

3. This person has taken part in a similar competition. ○

4. This person believes the competition is becoming more popular. ○

5. This person is friends with the restaurant owner. ○

6. This person has changed his/her opinion about meat pies. ○

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8c A time to celebrate III

1 Read

A. Discuss.

- What's your favourite Kazakh celebration?
- Do you enjoy celebrating Nauryz? Why / Why not?
- Which five words do you associate with Nauryz?

4 ▶▶ 07 **B. If you had to describe the Nauryz celebration to a foreigner, what information would you include? Listen, read and compare your answers to the text.**

THE NAURYZ CELEBRATION





In Kazakhstan, Nauryz is one of the most important celebrations of the year. It is a national holiday which starts on 21 March and lasts for three days. People celebrate the arrival of spring and the awakening of nature – the time of the year when plants and flowers start to appear after the cold winter months. Nauryz began in the Middle East and is an ancient celebration which may even date back two thousand years.

Each year people come together in town squares to enjoy the various events which have been organised for Nauryz. Cities turn into lively, crowded places where street food is sold, and live concerts and performances of Kazakh music take place. What is more, it is tradition for people to build and decorate yurts (traditional nomadic houses), and to dress in the beautiful national clothing of Kazakhstan.

Like most national holidays, food plays a major role during Nauryz. Many people get together at home and prepare a dinner table full of delicious Kazakh dishes. This includes desserts, fruits and different meats as well as baursak, a type of bread which is often served on special occasions. The most important dish of the holiday is the famous Nauryz kozhe. There are many different versions of the soup, but the traditional recipe contains seven ingredients which represent the days of the week.

These are water, milk, salt, meat, rice, cereals and flour. Each of these ingredients also represents a different aspect of life, such as happiness, health and luck. For this reason, a Nauryz celebration would certainly not be the same without a bowl of tasty Nauryz kozhe on the dinner table.

In general, people organise their Nauryz celebration with great generosity because they believe that if they celebrate well during the holiday, the next year will be successful and full of prosperity. However, Nauryz is much more than a time for celebrating and spending time with family and friends. It is also a time when people clean their homes, plant trees, and forgive others for any past mistakes.

C. Read the text and complete the sentences 1-6 with up to three words.

1. Nauryz is connected to the beginning of _____.
2. People believe that this celebration may be _____ old.
3. During Nauryz, a number of celebrations take place in the _____ of cities.
4. It is customary for people to build _____ during the holiday.
5. Nauryz kozhe is a famous holiday dish made with _____.
6. In Kazakhstan, people believe that both _____ and success will be the result of a generous Nauryz celebration.

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2 Grammar

All / Both / None / Half / Whole / Several / Each

- *My friends and I enjoy watching TV.* ***All*** *of us love watching quiz shows.*
- *Tom and Andrew are going on a school trip next week.* ***Both*** *of them are very excited.*
- *Helen, Joanna and Mary stayed at home.* ***None*** *of them wanted to go to the park.*
- *I haven't read the* ***whole*** *book. I've only read* ***half*** *of it.*
- *There were only five chairs available so* ***several*** *people had to stand.*
- *My mother cut the cake and gave* ***each*** *of us a large slice.*

8c A time to celebrate III

Complete the sentences with *all, both, none, half, whole, several* or *each*.

1. _____ of the other houses in my neighbourhood has got a garage, but mine has.
2. _____ the students took part in the music festival and had a great time.
3. **A:** Which dress do you want to buy? The red or the green one?
   B: I don't know. _____ of them are beautiful.
4. I wasn't very hungry, so I gave _____ of my burger to my friend.
5. The bill for our snacks and drinks was £15, so _____ of us paid £5.
6. We spent the _____ day at the beach. It was tiring but fun.
7. There are _____ restaurants that serve Italian food in the main street.
8. She is disappointed because _____ of the hats fit her.
9. _____ tennis and basketball are played on a court.

3 Pronunciation

4 ⏭ 08 **A. Listen and repeat. What's the difference between a, b and c?**

a. crisp **b.** wheel **c.** ride

4 ⏭ 09 **B. Listen and tick (3) the sound you hear.**

	crisp /ɪ/	wheel /iː/	ride /aɪ/
slide			
cream			
prize			
each			
hill			
milkshake			
why			

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4 Speak & Write

A. Talk in small groups. When was the last time you celebrated something? What was it? What did you do?

B. Read the plan below and write an email to a friend who lives in another town/country to give him/her your latest news. If you like, you can write something about the last time you celebrated something.

When you're writing a letter or an email giving news, follow the plan below.

GREETING

- **Greet the person you're writing to.**
  - *Dear Harry,* • *Hi Kirsty,* • *Hello Jerry,*

OPENING PARAGRAPH

- **Begin your letter/email and say why you're writing. Use phrases like:**
  - *How's life?*
  - *How have you been?*
  - *How are things? I hope everything's OK.*
  - *Sorry I haven't written for so long, but...*
  - *It was great to hear from you again.*
  - *I'm writing to tell you...*
  - *Guess what! I have some exciting news to tell you.*
  - *You won't believe what happened to me.*
  - *Thanks for your letter/email.*
  - *I haven't heard from you for ages.*

MAIN PART

- **Give your news. Use phrases like:**
  - *I've never seen... before...*
  - *It was so... that...*
  - *The good news is...*
  - *I've also got some bad news...*
  - *Well, here's the latest.*

CLOSING PARAGRAPH

- **State anything you want to emphasise, ask for news and end your letter/email. Use phrases like:**
  - *I must go now.*
  - *Write back soon.*
  - *Waiting for your letter/email/reply.*
  - *Make sure you write and tell me all your news.*
  - *What about you? Do you still...?*
  - *How's everybody?*
  - *Say hello to...*
  - *Well, that's all for now.*
  - *Anyway, enough about me. What have you been up to lately?*
  - *I'm looking forward to hearing from you.*

SIGNING OFF

- **Use a signature ending and your first name below that.**
  - *Take care,*
    Mark
  - *Keep in touch,*
    Anna
  - *Hugs and kisses,*
    Susan
  - *Speak to you soon,*
    Christopher

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8d A taste of culture III

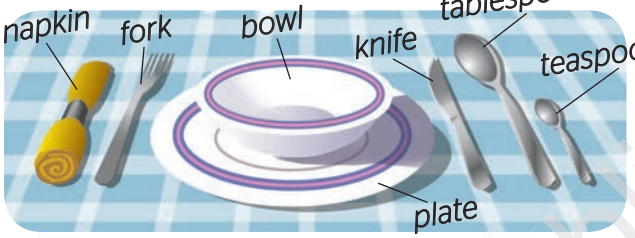
1 Warm-up

Discuss.

- What's your favourite dish? What's in it?
- Is there any kind of food that you don't like?
- What's the strangest food you've heard of? Would you try it?

2 Vocabulary

4 ⏭ 10 **Listen, look and try to guess the meaning of the verbs in bold.**





peel the onions and **chop** them



fry the eggs



boil the water and add a tablespoon of salt



beat the eggs



stir the mixture



dip the strawberries into the chocolate



bake the biscuits
roast the chicken



melt the butter

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3 Read 4 ⏭ 11 **A.** Look at the title and the picture of the website. What do you know about churros? Listen, read and find out more.



CHURROS WITH CHOCOLATE

Ingredients

- 1 cup water
- ¼ cup butter
- ¼ tsp salt
- 6 tbsp sugar
- 1 cup flour
- 2 eggs and 1 egg yolk
- vegetable oil or olive oil
- 1 tsp ground cinnamon
- 200 g chocolate



Procedure

Prepare the churros:

- To make the dough, heat the water, butter, salt and 2 tablespoons of sugar in a saucepan. Stir in the flour. Beat with a spoon for about a minute until the dough forms a ball. Remove from the heat.
- Add the eggs, one by one (add egg yolk last), to the dough mixture and mix until it is smooth.
- Heat vegetable or olive oil to 180°C in a deep pan. Put the dough into a cake decorating tube with a large star tip. Carefully squeeze 7 cm strips of dough into the hot oil. Fry 3 or 4 strips at a time until they turn golden brown (3-4 minutes), turning them once. Put the churros on paper towels.
- If you want, you can cover your churros with sugar and cinnamon. To do so, mix the rest of the sugar with the cinnamon in a bag. While the churros are still warm, put them in the bag one by one and shake. Leave the churros on a plate to cool completely.

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Prepare the chocolate:

- Heat some water in a saucepan and put a bowl over the water. Break the chocolate into small pieces and add them to the bowl. Heat until the chocolate has melted, but don't overcook it!

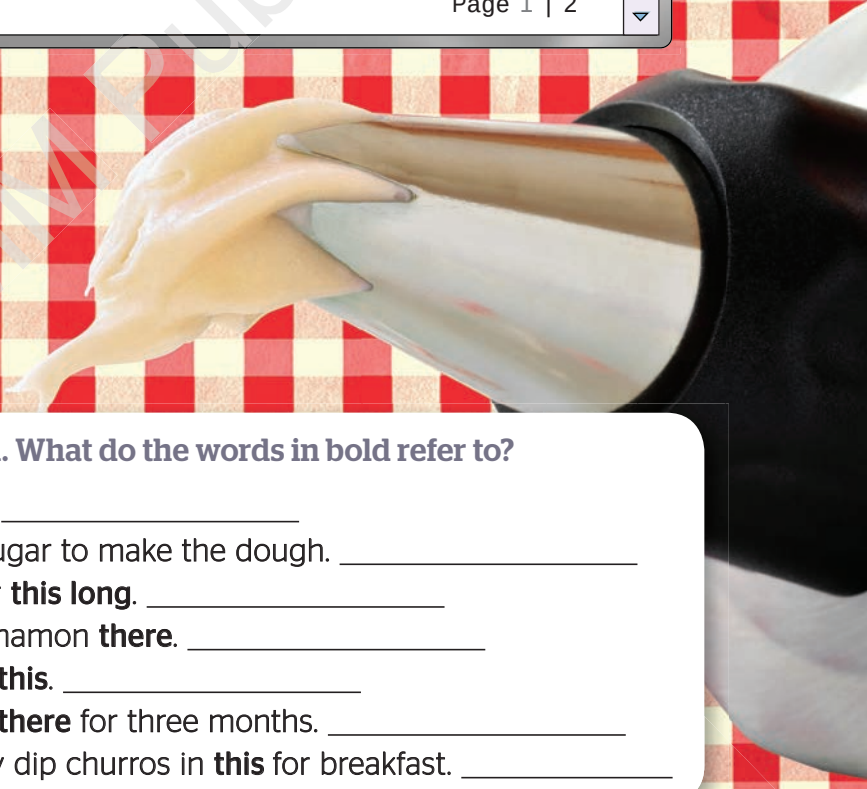
Enjoy!

- Dip the churros into the chocolate and enjoy or eat them plain. You can even make lots of churros and keep them in the freezer for up to three months.

CULTURAL TIP

- **In Spain, churros are usually dipped in hot chocolate. This is a typical Spanish breakfast.**
- **Churros in Spain are made without cinnamon mixed with sugar, but the cinnamon adds extra flavour.**

Page 1 | 2



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B. Read the recipe again. What do the words in bold refer to?

1. You need six of **these**. _____
2. You need **this much** sugar to make the dough. _____
3. You fry the churros for **this long**. _____
4. You put sugar and cinnamon **there**. _____
5. You mustn't overcook **this**. _____
6. You can keep churros **there** for three months. _____
7. Spanish people usually dip churros in **this** for breakfast. _____

C. Read again and decide if the pictures are correct or not. Put a tick (3) or a cross (7).



4 Listen

4 ⏭ 12 **Listen to a TV cooking programme and answer the questions. Choose a or b.**

1. What did the chef do to the chicken first?
   a. He boiled it.
   b. He fried it.
2. What did the chef use for frying?
   a. olive oil
   b. butter
3. What did the chef do to the potatoes first?
   a. He peeled them.
   b. He boiled them.
4. How much salt does he add to the salad?
   a. 1 tablespoon
   b. 1 teaspoon

5 Speak & Write

A. Work in pairs. Create a silly sandwich and present the recipe to the class.

B. Write your recipe.

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8e Let's have fun! III

1 Vocabulary A. Discuss.

- What are the most popular celebrations/festivals/events in your country/town?
- When do they take place?

4 ▶▶ 13 **B. Match the pictures with the words. Then listen and check your answers. Which of these would you find at an outdoor festival?**

1. comfort food
2. fast food
3. finger food
4. junk food
5. street food



2 Listen

4 ▶▶ 14 **Listen to three dialogues and answer the questions. Choose picture a, b or c.**

1. How many grapes do people in Spain eat at midnight on New Year's Eve?



2. What happens in Sydney at nine o'clock on New Year's Eve?



3. What starts just after New Year's Eve in Brazil?



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3 Speak & Write

A. Read the text and complete the fact file.



Apple Festival

The Almaty Apple Festival is an important annual Kazakh celebration that started in 2010. It takes place on the third Sunday of September, along with other celebrations for Almaty City Day.

The word 'Almaty' means 'Fatherland of Apples', so it is no surprise that the festival takes place in this particular city. In fact, scientists have found that the wild ancestors of modern apples grow here, in the mountains of southern Kazakhstan.

The festival is hosted at the Park of the First President. Crowds of people, both young and old, gather to enjoy the various activities being offered in different corners of the park, such as competitions, workshops, art exhibitions, concerts and sports events. In recent years, more than 30 farms bring about 150 tonnes of apples from 26 varieties for visitors to try and buy if they want to. Market stalls sell a wide choice of pies, jams and juices, all made with local apples. In the evening, the festivities end with fireworks shows in different parts of the city, including at Kok-Tobe Hill, the highest point in the city.



The Almaty Apple Festival is a wonderful celebration and it's a great time for families to spend a day of fun together.

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Almaty Apple Festival

Place: _____

Date: _____

Lasts for: _____

Activities: What to buy: _____

What to eat: _____

Where to go: _____

What to see: _____

What else to do: _____

B. Read the information below. Then complete the sentences with the words/phrases in the box.

You can use *like/as* to show how something is done or to show that something happens in the same way as something else.

During the festival of La Tomatina, adults behave ***like*** *children and get into tomato fights.*

During the festival of La Tomatina, adults behave ***as*** *children do and get into tomato fights.*

he always does	her mother	her parents had
I showed you	talking	those ones

1. Sonia is very much **like** _____: they both love animals.
2. Todd was wearing a dark suit today, **as** _____.
3. The masks I bought are just **like** _____.
4. My cousin got married on 23 June, just **as** _____ all those years ago.
5. When I talk to my younger brother it's **like** _____ to a wall.
6. You should hang the lanterns **as** _____.

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C. Copy and complete the fact file from activity A with information about a celebration/festival/event you know about. Then talk in pairs.

Where does it take place?
...
When does it take place?
...
How long does it last for?
...
What happens before/during/after the event?
...
What do people buy/eat/do?
...

D. Read the plan below and then decide which paragraph the sentences 1-4 should be in. Write I for Introduction, M for Main Part or C for Conclusion.

When you're writing a description of an event, organise the information according to the plan below.

INTRODUCTION

- **Give some general information about the event:**
  - name
  - when and where it takes place
  - who takes part in it (could also be included in the main part)
  - what people celebrate and why (could also be included in the main part)

MAIN PART

- **Mention what preparations people make, what people eat, do, etc.**

CONCLUSION

- **Give your opinion of this event or make a general comment.**

1. Every year, on the fourth Thursday of November, Thanksgiving is celebrated in the USA. ◯
2. Families and friends get together and have a big dinner. It's a tradition to eat turkey and pumpkin pie on this special day. ◯
3. It's great spending time with your family and friends on this day. After all, they're what we are most thankful for. ◯
4. Thanksgiving Day parades take place in various cities. People go and see them with their loved ones or they watch them on TV. ◯

E. Write a description of a celebration/festival/event you know about. Use your notes from activity 3C and follow the plan above.

Tip! Plan your paragraphs carefully. Group relevant information together and put it in the same paragraph.

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Vocabulary

A. Circle the correct words.

1. The whole family gathered in the house to celebrate a special **ingredient / occasion**.
2. I'm not sure which restaurant to choose. Which one do you **reserve / recommend**?
3. I don't often eat nuts because they are too **salty / bitter**.
4. I want to organise a **celebration / preparation** for my sister's birthday.
5. Bekbolat has shown great **procedure / improvement** lately.
6. There's not enough soup in the **plate / bowl**.
7. I need a **frying pan / saucepan** to boil water for the pasta.

Score: / 7

Grammar

B. Circle the correct words.

1. The party was **such / so** boring that everyone left early.
2. **As / Because of** it was getting late, I decided to go home.
3. I've been to that Thai restaurant **each / several** times.
4. **A:** Come on, we haven't got **little / much** time left. I've booked the table for 8 p.m.
   B: Give me **few / a few** more minutes. I'm almost ready.
5. It was **such / so** a good book that I finished it in two days.
6. Botagoz isn't hungry **because / because of** he has already had dinner.
7. Raushan went to get some green apples, but they had **half / none**.

Score: / 8

Communication

C. Match.

a. Just a little.
b. Thank you!
c. Why? What have you got to lose?
d. A little bland.
e. Just this once.

1. How was the chicken? ◯
2. So, are you coming? ◯
3. Today's lunch is my treat. ◯
4. Is there any soup left? ◯
5. I don't know if I should do it. ◯

Score: / 5

TOTAL SCORE: / 20

Now I can...

- talk about food and recipes ☐
- make recommendations ☐
- persuade someone to do something ☐
- use quantifiers ☐
- express result and reason ☐
- form nouns from verbs ☐
- write an email giving news ☐
- talk and write about a festival/celebration/event ☐

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4 ⏭ 15 **A.** Listen, read and answer the questions.

Kazakh cuisine!

A.



This is the national dish of Kazakhstan. It's a great honour to be invited to someone's house to eat it. Traditionally, it is made with boiled horse meat and it is usually served over boiled pasta which is covered in onion broth called 'sorpa'. However, nowadays lamb is also used instead of horse meat, and you can taste this delicious dish in Kazakh bowls called 'kesse'. In 2015, the largest serving of this dish was prepared in order to celebrate Capital Day!

B.



Believe it or not, you only need some flour, salt, yeast, milk, eggs and water to make this Kazakh dish! It is fried bread usually in the shape of a circle, it is easy to make, and it can be found on a 'dastarkhan' (a traditional Kazakh table) on special occasions. The meaning behind this bread is especially important as it is believed that, while frying the bread, the smell of oil floats into the sky so that you can share your happiness with your dead loved ones.

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8 Culture page III

C.



The main ingredient in this Kazakh national dish is meat. A lot of meat! Usually people use lamb that is marinated in cream or milk. Lamb fat is used to cover the bottom of the 'kazan' (deep pan), so that the meat doesn't burn. The meat is cooked together with onions, greens, garlic, salt, pepper and bay leaves. Some people add vegetables like potatoes, carrots, peppers and cabbage. This simple but flavourful, rich dish was invented in the Kazakh steppes.

D.



This traditional stew is a Kazakh, Kyrgyz, Uzbek and Turkmen dish made with onions and lamb or beef. The name comes from the word 'kuyru', which means 'to fry'. The Kazakh version of the dish is usually made with lamb kidneys, liver, lungs, etc. In modern Kazakh cuisine, vegetables such as potatoes, carrots and pumpkin are also added. Sometimes poultry and 'kazy' (horse meat sausage) are included too. It's really easy to make this dish: first you fry the meat, and then you cut the potatoes into cubes and throw them in.

1. What is a 'kesse'?
2. How many ingredients does dish B need?
3. Which dish is eaten outside Kazakhstan as well?
4. What is a 'dastarkhan'?
5. Which dish is made without meat?
6. Which dishes include vegetables?

B. Now look at the pictures, read the texts again and write the name of each Kazakh dish in the box.

Project

Find information about a traditional dish from another country and present it to the class. Mention what it's called, what the ingredients are, how it's cooked and when it's traditionally eaten.

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H_2O

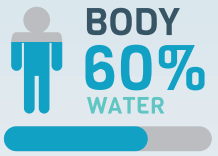
4 ⏭ 16 **A.** How long do you think a person can survive without drinking any water? What about animals? Listen, read and check your answers.

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

Why is water important?



Without water it is impossible for people, animals and plants to survive. Our bodies are over 60% water, our brains around 75% and our blood more than 80%. For this reason, the human body needs water to work properly. Water keeps us hydrated, keeps our cells and organs healthy, controls our body temperature, and removes toxins from our body.



We get water from the food that we eat and the liquids that we drink. At the same time, our bodies lose between four and ten glasses of water every day. When this is not replaced, we can become dehydrated. Mild dehydration can make us feel tired and give us a headache. Severe dehydration can be very serious and can even result in death.



How long can a person survive without drinking any water?

Not more than a week. However, this depends on the conditions and the environment (e.g. think about your drinking needs during a hot, dry summer and during a mild winter).

This is different for animals. For example, giraffes can survive for weeks without drinking any water, and certain species of snakes can survive for months.

Where does our drinking water come from?

Water covers around 75% of the Earth's surface. About 97% of this is salt water. Since drinking salty water is harmful to our health, this water is not available for us to drink. To survive, people need to drink fresh water. Did you know that only 3% of water on Earth is fresh water? And as much as 2/3 of this is frozen in the polar ice caps and glaciers.

Amazingly, this leaves just 1% available in ground water, streams, lakes and rivers which we can use for our drinking water and for growing the food that we eat. Perhaps even more amazing is the fact that all 7.5 billion people living on the planet share this tiny amount of water.

C. Read the text and answer the questions.

1. List two of the ways water helps your body to work properly.
   a. _____ b. _____
2. What can happen when our body becomes severely dehydrated?
   _____
3. What kind of water can't people drink? _____
4. Why is most of the world's fresh water not available? _____
5. List two of the places where our drinking water comes from.
   a. _____ b. _____

D. Find the facts in the text.

1. How much of the human brain is water. _____
2. The amount of water the human body loses daily. _____
3. How much of the Earth's surface is covered in water. _____
4. The amount of total fresh water on the planet. _____
5. The population of the world. _____

E. Discuss the following.

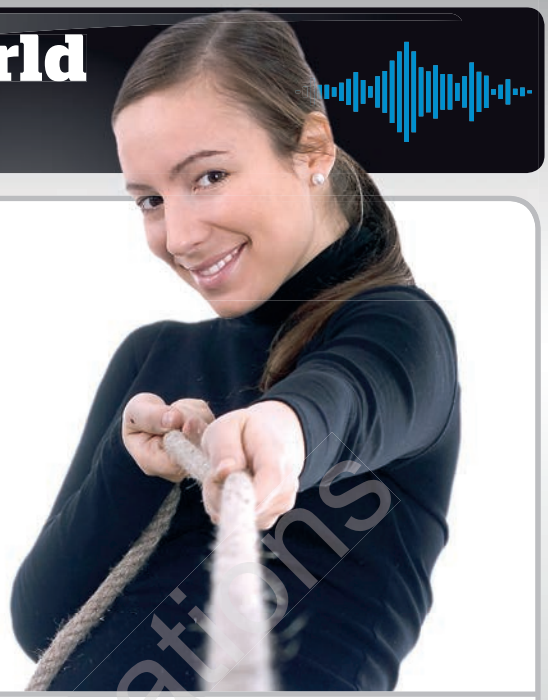
- Do you think people use water wisely?
- How do people rely on water in their daily lives?

Project

Find information about how our body uses water and use the information to make a poster. Mention how water is used to balance our temperature, to transport nutrients, etc.

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9 The world of work



Discuss:

- How do you feel when you manage to do something difficult?
- Do you enjoy a challenge?
- What's the most difficult thing you've ever done?

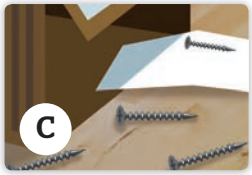
In this module you will...

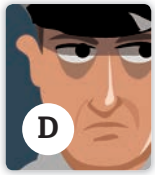
- learn to ask different kinds of questions
- learn to give and follow instructions
- learn to ask for and give advice
- write a letter asking for advice
- write a letter giving advice
- talk about imaginary situations
- learn to express wishes
- learn to read dictionary entries
- learn to write an email based on prompts

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











Values:
- Challenging yourself
- Helping those in need

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9a Detective work III

1 Warm-up

Discuss.

- Have you ever read a crime story or watched a detective film?
- What happened in the end? Did the police catch the criminals?
- Did you like it? Why / Why not?

2 Vocabulary

4 ⏭ 17 **A. Complete the sentences with the correct form of the verbs. Then listen and check your answers.**



⏩ rob



⏩ shoplift



⏩ arrest

1. The police caught the man who _____ the bank last week.
2. The police _____ two people last night, but they are not the bank robbers.
3. This morning a police officer arrested an old man who was _____ at the local supermarket.

4 ⏭ 18 **B. Look at the words in the box and put them in the correct group. Then listen and check your answers.**

~~robbery~~	thief	shoplifter	burglary	burglar
pickpocketing	~~robber~~	pickpocket	shoplifting	theft

CRIME	CRIMINAL
robbery	robber

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3 Read

4 ⏭ 19 **A. Below is a comic strip. Listen, read and choose the best title a, b or c.**

a. Thieves at the Art Gallery
b. A Clever Hiding Place
c. The Mysterious Painting

Gary Bloom, the famous artist, was very excited about his exhibition. However, just before the opening, someone stole one of his paintings which was worth over one million euros. The owner of the gallery needed help, so he called his old friend, Inspector Thomas Bishop to investigate.





Harry Knight, the security guard, was watching the front door. Nobody came in or out. By the way, today is his first day on the job.



Gary Bloom was in the hall of the gallery with his sister. They were arguing about a painting he didn't want to sell.



Mrs Appleby, the cleaner, was hoovering in the next room. She didn't see anyone come in.



Alan Jones, the owner of the gallery, was in his office. He was talking on the phone to Bloom's agent about prices for the paintings.

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B. Read again and answer the questions.

1. When was the painting stolen?
2. How much was the painting worth?
3. What's the relationship between Alan Jones and Inspector Bishop?
4. How many people were in the gallery at the time of the theft?
5. When did Harry Knight start working at the gallery?
6. Why didn't Inspector Bishop want to interview anyone?
7. What did they find in the hoover?
8. How did Inspector Bishop find out who the thief was?

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4 Grammar

Subject - Object questions

- ***A:*** *Who **saw** the robber?*
  B: *An old man (saw the robber).*
- ***A:*** *Who **did** you **see** at the park?*
  B: *(I saw) Mary and Bill.*

Negative questions

- ***A:*** ***Haven't*** *we met before?*
  B: *Yes, we have, at Laura's party.*
- ***A:*** *Why **didn't** you tidy your room?*
  B: *I was busy.*

Write questions. The words in bold are the answers.

1. **A:** What _____ _____?
   B: James bought **a poster** from the shop.
2. **A:** Who _____ _____?
   B: **My uncle and aunt** sent me this postcard.
3. **A:** Which _____ _____?
   B: I took **the red** pen.
4. **A:** Who _____ _____?
   B: The police caught **a dangerous criminal** last night.

Match.

1. Didn't they arrest the burglars last night? ◯
2. Isn't the inspector doing anything to catch the thief? ◯
3. Don't you want to watch a detective film? ◯
4. Haven't the police found the missing painting yet? ◯

a. No, no one knows where it is.
b. OK, I haven't seen one for a long time.
c. Well, he's interviewing people.
d. Yes, two police officers caught them.

5 Speak THE ALIBI GAME

Talk in groups of four. One member of the group is a detective who is investigating a crime that happened at 10 o'clock last night. He/She must ask the other members of the group questions. The other members must try to think of a good alibi. Then the detective reports the alibis to the class to decide who has the best one.

Where were you at 10 o'clock last night?
Who were you with?
What were you doing?
What did you...?

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9b DIY III

1 Warm-up

Discuss.

- Do you like making or fixing things?
- How good are you at DIY?



2 Read

4 ⏭ 20 **A. Look at the picture. What do you think Bill and Stu are making? Listen to the dialogue and find out. Then read it out in groups.**

Stu Put it down over there.
Liv Need any help, guys?
Bill I think we can manage by ourselves.
Liv OK.
Stu Actually, can you turn that music off? I can't hear myself think.
Liv I'll turn the volume down a bit.
Bill Can you turn the light on? We need more light in here.
Liv I can't right now. I'm reading my magazine.
Stu OK, I'll do it.
Bill Right, let's read the instructions.
Stu I can't be bothered. How difficult can it be to put together a bedside table?

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Bill You're right. It's a piece of cake. You just join these bits of wood together.
Stu OK, here are the screws.
Liv Boys, I think you're missing something.
Stu Leave it to us, Liv.
Bill Yeah, you just read your silly magazine.
Liv Whatever you say.
Bill This can't be right. There are four holes on the top.
Stu It's probably upside down. Let's turn it over.
Bill Isn't it supposed to move around?
Stu Don't push it like that. You'll scratch it!
Liv Maybe those holes are where you attach the wheels.
Stu She has a point.
Bill Wheels? What wheels?
Liv Take a look in the box.
Bill Thanks, Liv. How did you know it needed wheels?
Liv Because I'm clever. And there's an advert for it here, in my silly magazine.

B. Read the dialogue again. Find expressions/phrases that match with the ones below.

1. on our own _____
2. I can't think because of the noise. _____
3. I don't want to spend time doing it. _____
4. It's very easy. _____
5. Her idea is right. _____

C. Read again and find sentences that prove the following.

1. Stu and Bill believe they don't need Liv's help.
2. Liv is listening to loud music.
3. Liv doesn't want to turn on the light.
4. The boys decide not to use the instructions.
5. The boys aren't sure of what they're doing.
6. Stu and Bill hadn't noticed the wheels in the box.
7. Liv could see a picture of the bedside table all along.

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3 Vocabulary

4 ⏭ 21 **Complete the sentences with the correct form of the phrasal verbs in the box. Then listen and check your answers.**

turn on	turn over	turn up	turn off
turn into	turn down	turn out	

1. The car went out of control and _____ three times before it stopped in the middle of the road.
2. My dad wants to _____ the garage _____ a gym.
3. Could you _____ the TV _____? I'd like to see the weather forecast for tomorrow.
4. Quick, _____ the volume! I want to hear that news story.
5. Don't forget to _____ the printer before you leave.
6. _____ that awful music _____! It's too loud.
7. The day _____ to be warmer than we had expected.

4 Grammar

Reflexive pronouns

PERSONAL PRONOUNS		REFLEXIVE PRONOUNS
SUBJECT	OBJECT	
I	me	myself
you	you	yourself
he	him	himself
she	her	herself
it	it	itself
we	us	ourselves
you	you	yourselves
they	them	themselves

- ***I** hurt **myself**.*
- ***They** made it **(by) themselves**.*

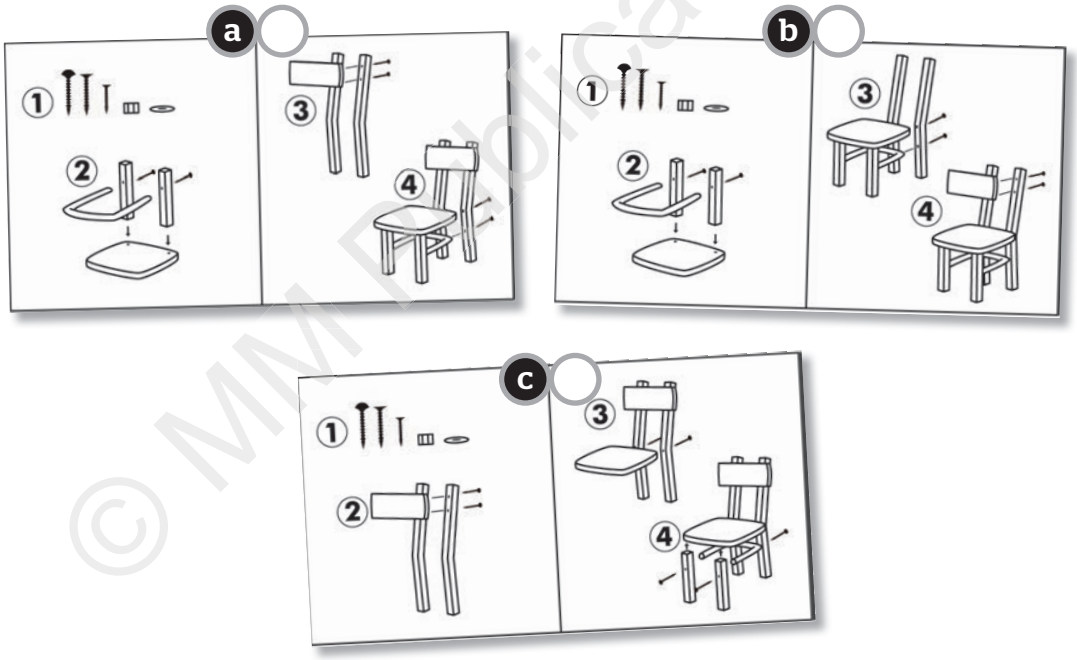
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Complete the sentences with the correct reflexive pronouns.

1. The saucepan was very hot and Susan burnt _____.
2. We finished the project by _____.
3. I bought _____ a nice pair of shoes yesterday.
4. My dad usually fixes the car by _____.
5. Did you do that all by _____, kids? Well done!
6. Are you talking to _____ again? People will think you're crazy!

5 Listen

4 ⏭ 22 **Listen to a man and a woman talking while making a chair and choose the correct instruction manual.**



6 Speak

Talk in pairs about something you've made.

- Describe it.
- Describe how you made it.
- Say how it turned out.

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9c Got any advice? III

1 Warm-up

Discuss.

- Have you ever had a job? If yes, what did you like/dislike most about it?
- Which of the following could make someone dislike their job?

salary working hours employer colleagues workplace

2 Read

4 ▶▶ 23 **A. Below is an Internet forum. Listen and read. Which of the above does each new member have a problem with?**

Yenlik@pr _____

Oraz_theartwhizz _____

Forum

 **Yenlik@pr** new member	Hi, everyone! I'd really like some advice. Perhaps some of you have been in this situation before. I've just been hired by a big company, and I share an office with my team. That's seven other employees! With so many people in one room, it's impossible to get any work done. I work full-time, and now I'm working extra hours every day to catch up, but I'm still behind. What should I do?
 **Gina99** member	Oh no. I think the only thing you can do is ask your colleagues to be quiet. :/ Or... if I were you, I'd do what I did at my job last week – quit!
 **Killer_whale** admin	Don't give up so easily. I'm sure you could solve your problem if you had a word with your employer. Perhaps if you explained that you can't work, he or she would move you somewhere quieter.

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Forum

 **Oraz_ theartwhizz** new member	Hi, I need some advice. I've always liked my job and the salary is very good, but I'm having a problem with one of my colleagues. We work together, so we each have certain tasks to do. The problem is, he is ALWAYS behind with his work – so, guess who ends up doing it? 😓 I don't want to tell our employer, because I don't want to get him fired, but I'm out of ideas. What would you guys do?
 **office_cat86** member	Does he know you have a problem? I had a colleague like that once, and he just didn't realise what was going on. I think that if you made your colleague do his own work, you could help him understand how difficult he is making things for you.
 **Thewhat27** legend	Why ARE you doing his work? As an employer myself, I think you should let your employer know who isn't doing their share. Perhaps, if you just didn't help your colleague, your employer would find out on their own.

B. Read again and match the posters to the statements a-h. Some statements may refer to the same poster.

Yenlik@pr ○ ○
Gina99 ○
Killer_whale ○
Oraz_theartwhizz ○ ○
office_cat86 ○
Thewhat27 ○

a. is a new employee at his/her company
b. employs other people
c. does extra work to help someone else
d. stays longer to get more work done
e. recently left his/her job
f. tries to help by sharing a related experience
g. believes it's better to try to change something than to give up
h. is worried about getting a colleague in trouble

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3 Vocabulary

Circle the correct words.

1. Three new **employers / employees** just started working in our company.
2. Nurzhan is stressed at work because his **employer / employee** is very impatient.
3. Are you thinking of making a **career / job** in engineering, like your father?
4. When she left university, she got a **career / job** as a photographer for a travel website.
5. Everyone on the team got a **bonus / salary** for their hard work.
6. This year, I'm going to ask for a higher **bonus / salary**.
7. Mr Amirov had to **fire / hire / quit** his secretary after he found out she had lied to him.
8. The school wants to **fire / hire / quit** three more teachers for next year.
9. Rustem **fired / hired / quit** his job to start his own company.

NOTE: Compare the two sentences.
*Are you thinking of becoming an engineer **like** your father?*
*My father works **as** an engineer.*

4 Grammar

Conditional Sentences Type 2

- *If Ted **had** a motorbike, he **would ride** it to school every day.*
- *If I **lived** by the beach, I **could go** swimming every day.*

NOTE We use **If I were you**, to give advice or to express an opinion.
- ***If I were you**, I wouldn't listen to my friends.*

Complete the sentences with the correct form of the verbs in brackets to form Conditional Sentences Type 2.

1. If my best friend _____ (lie) to me, I _____ (feel) really bad.
2. If I _____ (be) you, I _____ (not go) out tonight. You look ill.
3. I _____ (try) to save money if I _____ (want) to go on holiday with my friends.
4. My sister _____ (scream) if she _____ (see) an insect in her bed.

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5 Speak Talk in pairs. Go to page 243.

6 Write A. Read the plans. Can you think of some more phrases for each part of the letters?

When you're writing a letter to a friend asking for or giving advice, follow the plans below.

GREETING

OPENING PARAGRAPH

Begin your letter and say why you're writing. Use phrases like:

ASKING FOR ADVICE

- *I've got a problem and I'd like your advice.*
- *I hope you can help me with a problem.*
- *I need your advice because I'm in trouble.*

GIVING ADVICE

- *I was sorry to hear that you've got problems.*
- *I hope the following advice will help you.*
- *I've thought about your problem quite a lot and I've come up with the following solution.*

MAIN PART

ASKING FOR ADVICE

Explain the problem and how you feel and ask for advice. Use phrases like:

- *What should I do?*
- *I feel helpless and don't know what to do.*
- *If you were me, what would you do?*
- *What do you suggest?*
- *How should I deal with the situation?*

GIVING ADVICE

Give your advice and make suggestions. Use phrases like:

- *I think / don't think you should...*
- *If I were you, I'd...*
- *I believe it would be a good idea to...*
- *One thing you can do is...*
- *How/What about...?*

CLOSING PARAGRAPH

State anything you want to emphasise and end your letter. Use phrases like:

ASKING FOR ADVICE

- *I hope I haven't troubled you too much.*
- *Let me know what you think as soon as possible. I'm counting on you.*
- *I look forward to hearing from you.*

GIVING ADVICE

- *I hope everything goes well.*
- *Let me know how everything goes.*
- *There's no need to panic.*
- *Everything will be just fine.*

SIGNING OFF

B. Write a letter to a friend asking for advice on a problem you've got. Then swap letters with your partner and write a letter giving him/her advice. Follow the plans above.

Oxford Publications

9d Helping out III

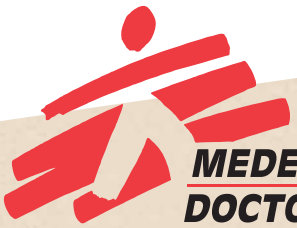
1 Warm-up

Discuss.

- Do you know of any charities or organisations that help people?
- How do they help?
- Would you like to volunteer at a local charity organisation? Why / Why not?

2 Read

4 ⏭ 24 **A.** Look at the title of the text. What do you think Médecins Sans Frontières does to help people? Listen, read and find out.



MEDECINS SANS FRONTIERES
DOCTORS WITHOUT BORDERS



Médecins Sans Frontières (MSF) is an international volunteer organisation which offers medical help in times of emergency, like epidemics, and after natural disasters. MSF is a non-governmental organisation and relies on donations and fundraising events to raise money.

In 1971, a small group of French doctors were working in Nigeria. They believed that all people had a right to medical care, and MSF was born. In 1999, MSF won the Nobel Peace Prize. Today it has over 30,000 doctors and nurses helping people in about 70 countries.

MSF volunteers travel all over the world, even to places they've never heard of, to help people in need. They provide help to many countries that don't have enough doctors or money to care for ill people. Apart from that, they inform people about health dangers and educate them on how to deal with health problems.

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I've been a volunteer for thirteen years. I've travelled to many parts of the world, but I've spent most of my time in Africa. The situation in many countries there is very bad and some are in the middle of brutal civil wars. Sometimes we're shocked by the events. I wish there weren't any wars. There are lots of communities that need our help. It's a tough job, but we try to do our best. We treat patients with illnesses or injuries, but there are just too many. I wish we could help everyone. It's extremely hard work, but in the end I think it's worth the effort. You know, it amazes me how strong people are and how they can still go around with smiles on their faces.

Dr Doug Willis, MSF volunteer



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B. Read again and answer the questions.

1. Where does MSF get money from?
2. Who started MSF?
3. What happened in 1999?
4. What does MSF do apart from providing medical care?
5. Who is Doug Willis?
6. Where has Dr Doug Willis seen civil wars?
7. Why can't Dr Doug Willis and his colleagues help all the people who are in need?

9d Helping out III

3 Vocabulary

A. Match the words 1-6 from the text with the dictionary entries a-f.

1. donation	◯	4. treat	◯
2. educate	◯	5. patient	◯
3. tough	◯	6. extremely	◯

Tip!

Look up unknown words in a dictionary. There, you can find a lot of useful information about a word: pronunciation, word class (noun, verb, etc.), meaning and example sentences.

a. *verb* to give medical care to a person because they are ill or injured
b. *adv.* to a very high degree, very much
c. *noun* [C] sth, especially money, that is given to charity organisations
d. *noun* [C] a person who is getting medical treatment
e. *verb* to teach sb about sth or how to do sth
f. *adj.* very difficult

B. Look up the words below in a dictionary.

border epidemic raise volunteer war

4 Grammar

wish / if only + Past Simple

- *I wish I **had** more time to travel.*
- *Jess wishes she **didn't have to** go to hospital.*
- *If only I **had** enough money to buy a new car.*

wish / if only + could + infinitive

- *I wish I **could play** the guitar.*
- *If only I **could speak** Italian.*

Read the situations and write sentences using *wish / if only*.

1. Tanya is going to the cinema tonight. I really want to go, but I have loads of homework.
   I wish I _____
2. It's really cold and I haven't got my jacket.
   If only _____
3. I want to drive a car, but you have to be over seventeen. I'm fifteen.
   _____

© Publications

5 Listen

4 ⏭ 25 **A. Have you ever heard of Red Nose Day? What do people do on that day? Listen to a TV reporter and check your answers.**

4 ⏭ 26 **B. Listen again and complete the sentences.**

1. Geoff is wearing a _____ and a _____.
2. The school has raised about _____.
3. Steve Wilkins is trying to break the record for _____in one day.
4. The school has made a _____ in the shape of _____.
5. _____ is going to cut the cake.

6 Pronunciation

4 ⏭ 27 **A. Listen and repeat. What's the difference between the *gh* sound in the words in a and b?**

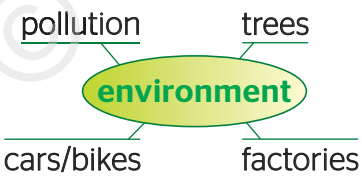
a. tou**gh** **b.** throu**gh**

4 ⏭ 28 **B. Listen and circle the words in which *gh* has the /f/ sound.**

ri**gh**t enou**gh** dau**gh**ter wei**gh**t lau**gh**
cou**gh** bou**gh**t nei**gh**bour strai**gh**t

7 Speak & Write

A. Discuss how you wish to make the world a better place. Use the topics and the ideas given.





I wish / If only people planted more trees.



B. Write a few sentences about how you wish to make the world a better place.

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9e Good luck! III



1 Speak

Discuss.

- Have you ever taken part in a competition? What was it?
- Read the posters below. Which competition would you like to take part in? Why?







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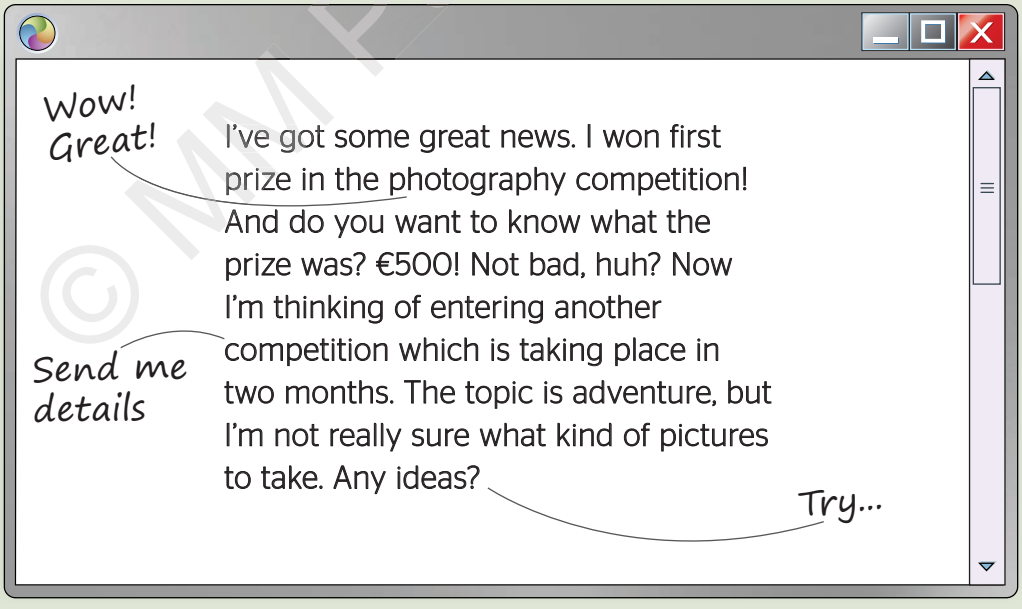
2 Listen

4 ⏭ 29 **Listen and answer the questions. Choose a, b or c.**

1. Why is Harry ringing?
   a. to ask for something
   b. to invite Neal to enter a tournament
   c. to wish Neal good luck
2. What's happening on the 18th?
   a. The competition begins.
   b. There's an awards ceremony.
   c. The competition ends.
3. What does the announcement say?
   a. Competitors must enter the main hall.
   b. Judges must go to the main hall.
   c. Spectators must stay in the main hall.

3 Speak & Write

A. Below is part of an email Peter has sent to his friend Tony. Read it and look at the notes Tony has made. Match Tony's notes with the points a-c which show what he should include in his reply to Peter.



a. ask for something
b. make a suggestion
c. express enthusiasm

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B. Now read the email that Tony has written to Peter and underline the sentences that correspond to his notes.

Hi Peter,

Congratulations! That's wonderful news. I wasn't at all surprised to hear that you won first prize. You take beautiful pictures.

By the way, what are you thinking of doing with the €500? Are you going to buy a new camera for your hobby or do something else? Anyway, about that other competition you're going to enter, can you send me some details? I'd like to know exactly when and where it's taking place because I'm thinking of entering, too. Yes, I've improved quite a bit, so I want to see if I can win anything. As for the topic of adventure, here's my idea. Why don't you take pictures of people doing different extreme sports, like bungee jumping or hang-gliding? Wouldn't that be nice and adventurous?

I'll let you know if I come up with anything else. Write back soon.

Take care,
Tony

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C. Read the information in the box, the situations 1-4 and the notes made. In pairs, discuss how you would reply. Then write down your ideas.

When you're writing an email based on prompts, don't just copy the notes. Try to rephrase them and add any comments and/or information that is relevant.

1. I won first place in the skateboarding competition. Everyone was thrilled with my tricks! *teach me please!*

2. Guess what! My school football team has made it to the finals! — *great!*

3. I want to do something special on my birthday this year. Any ideas? — *I think...*

4. We had a wonderful time in Brazil. You should tell your parents to organise a trip there. — *send photos*

D. Imagine that you have received the email below from a friend. Read your friend's email and the notes you have made and write a reply using all your notes.

I just wanted to let you know that I've been asked to be the DJ at an event which is taking place at my local youth club. I'm a bit nervous, though. What kind of music do you think I should play? Lots of people are going to be there, not only teenagers, so I'm not quite sure. Any ideas?

Fantastic!

I think...

Why don't you come, too? I'd feel much better if you were there for me. I'm sure you'll have a good time.

sure! / send details

Write back soon!

Tip! Don't forget to use appropriate expressions to begin and end your email and to divide your email into paragraphs.

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Use of English

Vocabulary

A. Circle the correct words.

1. Did the police catch the **theft / thief**?
2. We need to find a **solution / donation** to this problem immediately.
3. Can you please turn **down / off** the TV a bit?
4. They organised a **tournament / ceremony** after the competition ended so they could give us our prizes.
5. I want to become a(n) **opponent / volunteer** and help people in need.
6. Please don't wear that dress to the party. You look **ridiculous / obvious**!

Score: / 6

Grammar

B. Circle the correct words.

1. If I had a lot of money, I **would make / will make** donations to many charities.
2. **Who / Which** won the song contest?
3. I wish my friends **didn't live / couldn't live** far from my house.
4. Ted and I were thirsty, so we treated **us / ourselves** to some apple juice.
5. Mandy **bought / would buy** a car if she **knew / would know** how to drive.
6. Who **did Oliver beat / Oliver beat** at chess?
7. My cousin, Susan, is twenty years old and lives by **her / herself**.
8. **Which / What** shoes did you try on?
9. If only I could **enter / entered** the dancing competition.

Score: / 10

Communication

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

a. Why aren't you painting the living room?
b. Whatever you say.
c. No need.
d. I can't be bothered.

Kerry Gavin, what are you doing?
Gavin I'm watching TV.
Kerry (1) _____
Gavin Well...
Kerry Well what?
Gavin (2) _____
Kerry But you promised.
Gavin Well, I haven't got enough money to buy the paint.
Kerry (3) _____ I bought it yesterday. So, if you get started now, you'll finish by dinner time.
Gavin (4) _____

Score: / 4

TOTAL SCORE: / 20

Now I can...

- ask different kinds of questions ☐
- give and follow instructions ☐
- ask for and give advice ☐
- write a letter asking for or giving advice ☐
- talk about imaginary situations ☐
- express wishes ☐
- look up words in a dictionary ☐
- write an email based on prompts ☐

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4 ⏭ 30 **A.** Look at the pictures and the titles. What do you know about these people? Listen, read and find out more.

Shokan Ualikhanov



Shokan Ualikhanov was a famous Kazakh explorer, scientist and writer. He was born in 1835 and lived in a yurt while he was growing up. Ualikhanov led many expeditions, but the one that gave him international fame was the 1858-59 expedition to Kashgar (a Chinese city on the border of Kazakhstan and China). Incredibly, Ualikhanov crossed the border and made his way from Kazakhstan into China with over 40 men, 65 horses and around 100 camels, without anybody noticing them. According to the history books, he managed this because he was cleverly disguised as a merchant. While Ualikhanov was in Kashgar, he drew maps of the area, and researched the local customs, traditions and languages. At the time, the rest of the world knew very little about this mysterious destination, so the information Ualikhanov gathered was very important. Unfortunately, Ualikhanov died in 1865 at the age of 29. Although his life was short, Shokan Ualikhanov achieved a lot and will always be remembered as a heroic nineteenth-century explorer.

Abai Kunanbai



Abai Kunanbai (1845-1904), the great Kazakh philosopher and poet, is one of the most important people in the cultural history of Kazakhstan. Abai was born in the east of the country.

He went to a religious school called a *madrasah* and was also educated in a Russian school. One of his most recognised works is *The Book of Words*. It includes a series of beautiful poems and writings which express Abai's ideas about life. As he was able to speak a number of different languages, Abai also translated Russian and European writings and poetry into Kazakh. Today people consider Abai Kunanbai the founder of modern Kazakh literature. There are many statues of him across the country and there is also a city – Abay – named after him, which show his important place in the history of Kazakhstan.

B. Read again and answer questions 1-5. Choose a, b or c.

1. As a result of his expedition to Kashgar, Shokan Ualikhanov
- **a.** received a lot of bad attention from others.
- **b.** changed his career.
- **c.** became famous around the world.

2. Apart from creating maps of the area, what else did Shokan Ualikhanov do when he was in Kashgar?
- **a.** He learnt the local language.
- **b.** He studied the culture.
- **c.** He bought and sold different products.

3. According to the text, what is one of the things that people will remember Shokan Ualikhanov for?
- **a.** being a courageous traveller
- **b.** taking unnecessary risks
- **c.** being a great explorer of the 1800s

4. *The Book of Words* is one of Abai Kunanbai's
- **a.** most well-known works.
- **b.** earliest writings.
- **c.** works people don't understand.

5. According to the text, what is true of Abai Kunanbai?
- **a.** He grew up in Russia.
- **b.** There is a statue of him in every city in Kazakhstan.
- **c.** He translated foreign pieces of writing into his native language.

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SONG
'Boys or Girls?'
Go to page 249.

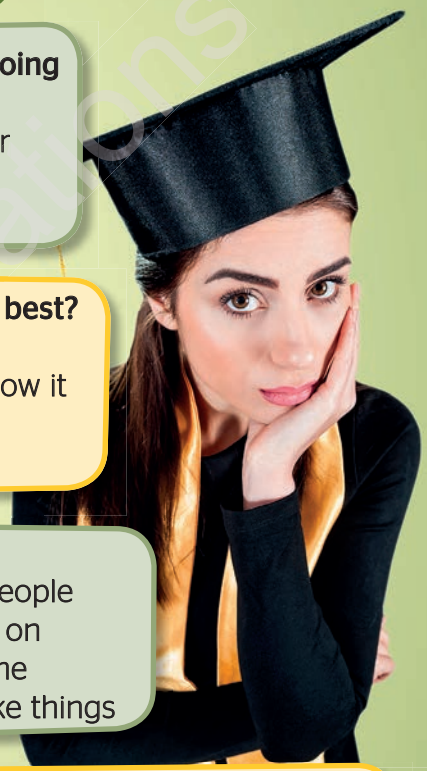
Project

Find information about a noteworthy person in another country and present it to the class. Mention his/her name, what he/she is known for, and any important information about his/her life.

A. Quickly read through the job quiz and then find the definitions of the highlighted words in a dictionary.

B. Do the quiz, find out your score and then discuss the results.

What's the right career choice for me?



1 **What is the first thing you think of doing when you have some free time?**
a. helping a friend or family member
b. solving puzzles or problems
c. building or fixing things

2 **Which statement describes you the best?**
a. I'm patient and caring.
b. I'm curious about the world and how it works.
c. I'm very creative.

3 **What is more satisfying for you?**
a. interacting and socialising with people
b. having quiet time to concentrate on researching things that interest me
c. using my hands and tools to make things

4 **Your teacher has suggested that you take part in a work experience placement. Where do you decide to go?**
a. a charity for homeless people
b. a university science lab
c. a graphic design company

5 **What feels more natural to you?**
a. working as part of a team and sharing ideas
b. working alone
c. working outdoors

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6 What are you naturally good at?

a. I have excellent communication skills.
b. I am very good at maths and science.
c. I am good at using my imagination.

Mostly as

Since you care a lot about other people, a career where you help to improve the lives of others may be the right choice for you. You are a 'people person' and work best in environments where you can interact with people. You might enjoy a career in healthcare, such as working as a doctor or nurse. You could also think about helping people with special needs, working for a charity or following a career in education.

Mostly bs

You are a problem solver, so you like to think about things in a logical way and enjoy working on your own. You might be well suited to a career in science or research, where you can look at some of the big problems the planet has to deal with. Or why not consider a career as an engineer or a bank employee?

Mostly cs

You like working with your hands and have lots of creative talent. Think of what your interests are and you'll realise that there are many career options available to you. You might enjoy becoming a graphic or fashion designer, a landscape gardener, a mechanic or a chef.

C. Discuss the following.

- What kind of career do you see yourself having in the future? Why?
- How do you think young people can discover what career is right for them?

Project

Think of your dream job. Find information about the skills and qualities you need to do this job, and present it to the class.

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2a Speak

Student B

A. Student A has got information about the Palace of Culture and Science. Use the prompts below to ask him/her questions.

- where / Palace of Culture and Science?
- how / tall?
- when / used to be / tallest building / in Europe?
- how many / floors?
- what / building / use for?

Where is the Palace of Culture and Science?

B. Read the text about Lake Titicaca and answer Student A's questions.



Lake Titicaca lies between Peru and Bolivia and it is the second largest lake in South America. It is high in the Andes mountain range and at 3,810 m, it is one of the highest lakes in the world. It is 281 m deep at its deepest point and the maximum length is 190 km. The name Titicaca comes from the Quechua and Aymara languages. 'Titi' means puma and 'caca' means rock, 'puma rock'. The name probably comes from the fact that the lake is shaped like a puma which is hunting.

4a Speak & Write

Student A

Imagine you're organising a night out. Invite your partner, make suggestions about where you can go and what you can do, and make arrangements about when and where to meet. Use phrases like:

Would you like to come/go to...?
How about coming/going...?
We can/could...
Let's...

Student B

Accept Student A's invitation. Discuss where you can go and what you can do and make arrangements about when and where to meet. Use phrases like:

I'd love to come. Thanks.
Sounds like fun. Sure. Why not?
I don't really like... Why don't we...?
What do you think about...?
No, let's not... Let's...

4d Speak

Work in small groups. Think of a show or make one up. Think of things to say about it and advertise it to your classmates. Use the questions below:

- When was it first produced?
- Which places has it toured so far?
- What age group is the show for?
- What is it about?
- How have audiences responded?
- Where can you get tickets?
- How much are they?

7a Speak

Talk in pairs. Interview your partner about his/her last holiday. Note down his/her answers. Then report them to the class.

Where did you travel to on your last holiday?

_____

Who did you go with?

_____

What did you do there?

_____

Did you have fun?

_____

Will you go again?

_____

What are your plans for next summer?

_____

Maria said she had travelled to Italy the previous summer.

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7e Role Play

Look at the holiday advertisement.

Student A

You work for Tomkins Travel Agency and know all about the holiday breaks at Margarita Island. Answer Student B's questions.

Student B

You are interested in the holiday so you call Student A to ask for information. Ask about the following using Indirect questions.

- cost for 1 week?
- any special offers in August?
- which sports?
- minimum age for sports?

Tomkins Travel Agency.
Hello. I'm calling to ask for some information about summer breaks at...
Of course. How may I help you?
Could you tell me...?



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8a Speak

Act out one or two of the conversations. Don't forget to use phrases/expressions you have learnt.

1

Student A: You want to go to a vegetarian restaurant and decide to invite Student B to come with you. He/She is a meat eater. Try to persuade him/her to come along.

Student B: Student A invites you to a vegetarian restaurant but you don't really want to go because you are a meat eater. Discuss with Student A.

2

Student A: You want to make a reservation at a Mexican restaurant. Call and give all the necessary information.

Student B: You are a host/hostess at a Mexican restaurant. Student A wants to make a reservation. Answer the phone and help him/her.

3

Student A: You are at a restaurant and are looking at the menu. You don't like spicy food and don't know what the dishes contain. Ask the waiter/waitress (Student B) to help you decide what to order.

Student B: You are a waiter/waitress at a restaurant. Student A is a customer but is confused by the menu. Help him/her decide what to order by recommending certain dishes.

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9c Speak

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 best friend copies your homework all the time.



Your best friend is having a birthday party, but your employer has offered to pay you extra to work that day.

You and your best friend both work part-time at a fast food restaurant. He/She pretended to be ill because he/she didn't want to go to work, and now he/she is asking you to lie to your employer.

Your best friend borrows things all the time, and never gives them back.

One of your colleagues always wants to hang out with you after work, but you think he/she is annoying.

Your best friend made his/her own T-shirt, and thinks it's really cool. You think it looks ridiculous.

The problem is...
I've got a problem with...
I feel...
Can you please give me some advice?
What should I do?
What would you do if you were me?

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/shouldn't...
If I were you, I'd...
It would be a good idea to...
Don't worry, we'll think of something.
Everything will be fine.

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Irregular verbs III

Base form	Past Simple	Past Participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known

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Base form	Past Simple	Past Participle
lead	led	led
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mow	mowed	mown/mowed
pay	paid	paid
prove	proved	proven/proved
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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1 ▶▶ 31 Complete the song with the words in the box. Then listen and check your answers.

SONG 1

I'm sorry

three	sad
wish	hang
smile	head
back	pick

I try to call but you (1) _____ up.
When I ring back, you don't (2) _____ up.
I didn't mean the words I said
I still hear them in my (3) _____.

It's been (4) _____ days and still no sign.
I'd like to know if you are fine.
I didn't want to make you (5) _____.
Just call me (6) _____ and I'll be glad.
Sorry, sorry, sorry, I'm so sorry.

You're the only friend I've had.
You made me (7) _____ when I was sad.
I (8) _____ you were here right now
Can we be friends again somehow?

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2 ⏭ 18 Read the song and choose the correct words. Then listen and check your answers.

SONGZ

Gadget freak

I've got so many (1) **gadgets / mobiles**
I don't know what to do!
I've got a new (2) **MP3 player / computer**
and a DVD player, too.
I can watch films with friends and surf the (3) **SMS / Net**
Don't tell me you haven't got any of these gadgets yet!

I'm a gadget freak
I can't get enough
There's so much I can do
I just love this stuff!

I've got the latest (4) **mobile / phone**
And a great MP3
And on my bedroom wall I've got a huge
flat screen (5) **TV / poster!**
I can listen to songs and send (6) **MMS / emails**
gadget@freak.com is my address!

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3 ⏭ 33 Read the song and choose the correct words. Then listen and check your answers.

SONG 3

Feel the flow

H2O feel the flow, splish, splash, splosh and here we go!

On and on the water runs
Do you know from where it comes?
From the seven (1) **seas / oceans** to what fills your sink
The (2) **snow / rain** and the clouds and the stuff you drink.

H2O feel the flow, splish, splash, splosh and here we go!

Plip and plip the water drips
As it (3) **goes / continues** on its trip
From the kettle's steam to all that rain
Just (4) **remember / think** it's all the same.

H2O feel the flow, splish, splash, splosh and here we go!

Round and round the water flows
Keep in mind just where it goes.
We need to find a (5) **good / better** solution
To stop the world's (6) **air / water** pollution.

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4 ⏭ 31 **Read the song and put the lines a-d and e-h in the correct order. Then listen and check your answers.**

SONG 4

Boys or Girls?

Girls or boys? Boys or girls?
Who can we trust to run the world?

a ☐ Will girls chat the whole night?
b ☐ Is it for girls that we should look?
c ☐ If we need someone to cook,
d ☐ Will boys argue and then fight?

Girls or boys? Boys or girls?
Who can we trust to run the world?

e ☐ Who gets on with the DIY?
f ☐ Will boys fight for fame and power?
g ☐ Should it only be a guy,
h ☐ Will girls ever come out of the shower?

Girls or boys? Boys or girls?
Who can we trust to run the world?

Do you agree? Are these things true?
Have a look at people around you.

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Learning Tips III

In class - How to learn better in class

- Look at your teacher and the board and take notes.
- Listen carefully to your teacher and the recordings.
- Ask your teacher when you don't understand.
- Speak in English as much as possible.
- Take part in pair and group work activities.

Outside the class - How to learn better outside the class

- Read the dialogues and texts from your book and listen to your recordings.
- Read the dialogues and texts aloud and sometimes record yourself.
- Study the vocabulary and grammar and then do your homework.
- Read selected texts from English magazines and newspapers.
- Read English websites
- Listen to English songs.
- Watch English TV programmes and DVDs.

Vocabulary - How to learn vocabulary better

- Write down new words in a notebook. Together with the English word, write the translation in your language, write an example sentence, draw or stick a picture.
- Put words in groups or use diagrams.
- Learn whole phrases (e.g. verb+noun) not just isolated words.
- Learn new words in context (in sentences describing situations). This way, it is easier to remember them.
- When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.
- When you learn new words, it's a good idea to learn any synonyms and/or opposites.
- Refer to the Word list.
- Practise the spelling and pronunciation of new words.
- Look up unknown words in a dictionary.
- Regularly revise words you have learnt.
- Try to use words you have recently learnt when you speak or write.

Grammar - How to learn grammar better

- Refer to the Grammar Section.
- Use grammar tables.
- Have a grammar notebook. In it, write tips and/or rules in your language, example sentences and important grammatical points e.g. irregular verbs.
- Make a note of grammatical errors that you often make.

Speak - How to do better when doing speaking tasks

- Before you speak, make sure you understand the task and how you should use the prompts.
- Look at the example and use the prompts given.
- Use the vocabulary and the structures you have learnt.
- Don't be afraid to make mistakes when you speak.
- Speak only in English.
- When talking to another person, listen carefully to him/her and respond to what he/she is saying. Also, show interest or surprise by using phrases like *Really?, Did you?,* etc.

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Read - How to do better when doing reading tasks

- Before you read, try to predict what the text is about with the help of the title and the pictures.
- Look for key words in the text to understand the main ideas.
- Try to guess the meaning of unknown words. Use the following strategies: read the words before and after the unknown words and think of the context; try to figure out if the unknown word is a verb, noun, etc.; see if the unknown word is similar to other words in English or in your own language.
- Read the text quickly to understand the main idea.
- Read the text carefully to understand specific details.
- Decide in which part of the text you can find the information you need.
- Make sure you understand who or what the pronouns *he, it, this, them*, etc. and the adverbs *here, there,* etc. refer to in the text.
- When completing a text with missing sentences, read the whole text first and then the sentences given. Pay special attention to the vocabulary, pronouns (e.g. *it, they, this*) and words/phrases which link sentences (e.g. *however, later*) both in the text and in the sentences given.

Listen - How to do better when doing listening tasks

- Before you listen, read the rubric carefully and look at the pictures. Try to predict what the speakers are going to talk about.
- Before you listen, read the statements or questions carefully. This will give you an idea of what to listen for.
- While listening for gist, try to understand the general idea, not every single word.
- Listen for key words to understand the main ideas.
- While listening, 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.
- When completing sentences, make sure that your answers make sense with the rest of the sentence.
- Don't be in a hurry to answer a multiple-choice question. Listen carefully till the end and check all the options before your final decision.

Write - How to do better when doing writing tasks

- Make sure you understand the rubric and what you are asked to write.
- Plan your writing and make notes before you write.
- Plan your paragraphs. Before you start, think of the ideas you are going to include in each paragraph.
- Group relevant information together and put it in the same paragraph.
- Do not write very short sentences. Join your ideas with linking words (*and, but, or, so* and *because*).
- Use linking words/phrases to add something (e.g. *also*), to express contrast (e.g. *however*), to express result (e.g. *as a result*) and to give reason (e.g. *that's why*). This will make your writing flow.
- Use time linkers (e.g. *first, next, then*) to show the order in which events happen.
- Use a variety of adjectives (e.g. *fascinating*) and adverbs / adverbial phrases (e.g. *luckily, all of a sudden*) in your writing to make it more interesting.
- Use words like *he, she, it, them,* etc. to avoid repeating the same words.
- When you are asked to write a letter, try to understand why you are writing. Also, think carefully about your relationship with the person you are writing to and write in an appropriate style (formal or informal), Remember to use set phrases in the opening and the closing paragraph.
- Write your first draft and correct it. Then write your final draft.
- Write neatly.
- Edit your writing. Check punctuation, capital letters, word order, spelling, grammar, vocabulary and linking words.

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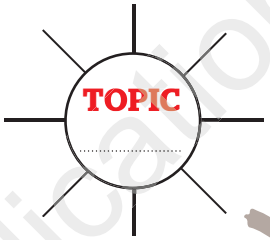
Project Skills III

BRAINSTORM → PLAN → RESEARCH → CREATE → PROOFREAD → PRESENT

step 1

BRAINSTORM

- Think of the topic carefully and create a mind map to help you come up with ideas or words related to the topic.



step 2

PLAN

- Decide which of the ideas in **Step 1** you would like to include in your project and make a plan to use as a general guide.

step 3

RESEARCH

- Do research on the topic. Read books, use the Internet, watch videos or documentaries or even visit a museum.
- Note down key words and important information you have found. Remember: you mustn't copy the information. Use your own words to summarise the ideas.

step 4

CREATE

- When you have collected all the information, start working on your project.
- Make your project interesting. Think of a title and find pictures or draw your own.
- You can also write captions underneath the pictures to describe them.

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step 5

PROOFREAD

- After you finish, proofread your work.
- Make sure you have included all the information and ideas you chose in your project.
- Check your spelling, grammar, vocabulary, etc.

step 6

PRESENT

A presentation consists of **3 stages**:

Stage 1: Before the presentation

- Practise presenting your work in front of a mirror or to a friend. This will help you feel more confident.

Stage 2: During the presentation

- First, introduce the topic. *(I would like to talk about... / I am going to talk about...)*
- Use short and simple sentences.
- Speak clearly and confidently.
- Smile at the people in the audience (your classmates) and make eye contact.

Stage 3: After the presentation

- Ask the audience if they have any questions and try to answer their questions. *(Any questions?)*
- Don't forget to thank the audience. *(Thank you for your attention.)*

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Tip!

Use the following checklist with the things you need to do. Tick (4) the boxes when you do them.

PROJECT CHECKLIST

- mind map ☐
- plan ☐
- research ☐
- key words ☐
- paragraph/text ☐
- title ☐
- pictures and captions ☐
- checking ☐
- presentation practice ☐

Word List III

English	Phonetic Transcription	Kazakh	Russian
1a			
be lost	/bi lɒst/	жоғалу	потеряться
come along (phr. v.)	/kʌm əˈlɒŋ/	белгілі жерге келу	приехать на место
come round (phr. v.)	/kʌm raʊnd/	аз уақытқа кіріп шығу	зайти ненадолго
fancy doing sth	/ˈfænsi ˈduːɪŋ ˈsʌmθɪŋ/	мен осыны істей аламын деп кім ойлаған	кто бы мог подумать, что я сделаю что-либо
get hold of sb	/get həʊld əv ˈsʌmbədi/	біреудің қолына ілігу	попасть в чьи-то руки
project (n.)	/ˈprɒdʒekt/	жоба	проект
rarely (adv.)	/ˈreəli/	сирек	редко
ring (v.)	/rɪŋ/	қоңырау шалу	позвонить
Phrases | Фразы | Фразалар			
How's it going?	/haʊ z it ˈgəʊɪŋ/	Қалың қалай?	Как дела?
I can't make it.	/aɪ kɑːnt meɪk it/	Мен келе алмаймын	Я не смогу приехать
I get it.	/aɪ get it/	Түсіндім	Понял
I have other plans.	/aɪ həv ˈʌðə(r) plænz/	Менің басқа жоспарларым бар	У меня другие планы
Nothing much.	/ˈnʌθɪŋ mʌtʃ/	Жай, еш нәрсе	Ничего особенного
Sure, why not?	/ʃʊə(r), waɪ nɒt/	Әрине, неге бармасқа?	Конечно, почему бы и нет?
That would be great.	/ðæt wʊd bi greɪt/	Тамаша болар еді	Было бы великолепно
What are we like?	/wɒt ə(r) wi laɪk/	Бізге не болған?	Что с нами?
What are you up to?	/wɒt ə(r) ju ʌp tə/	Не істеп отырсың?	Что делаешь?
1b			
agree (v.)	/əˈgriː/	келісу	согласиться
air (n.)	/eə(r)/	ауа	воздух
change (n.)	/tʃeɪndʒ/	қайтарым, ұсақ ақша	сдача, разменные деньги
disagree (v.)	/ˌdɪsəˈgriː/	келіспеу	не согласиться
extreme (adj.)	/ɪkˈstriːm/	экстремалды	экстремальный
imagine (v.)	/ɪˈmædʒɪn/	көз алдына елестету	представить себе
In my opinion,...	/ɪn maɪ əˈpɪnjən/	Менің ойымша,...	На мой взгляд,...
instead (adv.)	/ɪnˈsted/	орнына	вместо/взамен
mate (n.)	/meɪt/	жолдас	товарищ
sky (n.)	/skaɪ/	аспан	небо
sound (v.)	/saʊnd/	дыбыс	звук
take up (a sport, etc.) (phr. v.)	/teɪk ʌp (eɪ spɔːt, etˈsetərə)/	спортпен айналысу, сабақ таңдау	заняться спортом, взять урок
trick (n.)	/trɪk/	трюк	трюк
wheel (n.)	/wiːl/	дөңгелек	колесо
Free-time activities | Занятия для свободного времени | Бос уақытында айналысатын істер			
do aerobics	/də eəˈrəʊbɪks/	аэробикамен шұғылдану	занятие аэробикой
do athletics	/də æθˈletɪks/	жеңіл атлетикамен шұғылдану	занятие легкой атлетикой
do karate	/də kəˈrɑːti/	каратэмен шұғылдану	занятие каратэ

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English	Phonetic Transcription	Kazakh	Russian
go jogging	/gəʊ ˈdʒɒgɪŋ/	бір орында жүгіру	бег на месте
go mountain biking	/gəʊ ˈmaʊntən baɪkɪŋ/	арнайы велосипедпен таудан төмен түсу	спуск с горы на специальном велосипеде
go skysurfing	/gəʊ ˈskaɪsɜːfɪŋ/	скайсерфинг	скайсерфинг
go snowboarding	/gəʊ ˈsnəʊbɔːdɪŋ/	сноубординг	сноубординг
play pool	/pleɪ puːl/	бильярд ойнау	игра в бильярд
1c			
a pair of	/ə peə(r) əv/	жұп	пара чего-либо
add (v.)	/æd/	қосу	добавлять
at least	/ət liːst/	кем дегенде	как минимум
average (adj.)	/ˈævərɪdʒ/	орташа	среднее
casual (adj.)	/ˈkæʒuəl/	күнделікті	повседневный
copy (v.)	/ˈkɒpi/	көшіру	копировать
fashion designer	/ˈfæʃn dɪzaɪnə(r)/	сән дизайнері	дизайнер моды
formal (adj.)	/ˈfɔːml/	ресми	официальный
however (adv.)	/haʊˈevə(r)/	дегенмен	однако
in fashion	/ɪn ˈfæʃn/	сәнде	в моде
item of clothing	/ˈaɪtəm əv ˈkləʊðɪŋ/	киім бірлігі	единица одежды
match (v.)	/mætʃ/	таңдап алу	подбирать
material (n.)	/məˈtɪəriəl/	материал	материал
out of fashion	/aʊt əv ˈfæʃn/	сәнде емес	не в моде
part (n.)	/pɑːt/	бөлік	часть
rip (v.)	/rɪp/	сөгілген тігіс	распоротый шов
sell (v.)	/sel/	сату	продавать
shape (n.)	/ʃeɪp/	пішін	форма
size (n.)	/saɪz/	өлшем	размер
style (n.)	/staɪl/	стиль	стиль
symbol (n.)	/ˈsɪmbl/	рәміз	символ
teenager (n.)	/ˈtiːneɪdʒə(r)/	ересек бала	подросток
youth (n.)	/juːθ/	жастар	молодежь
Designs and patterns | Эскиз и образцы | Алғашқы нұсқалар мен үлгілер			
baggy (adj.)	/ˈbægi/	қолпылдақ	мешковатый
checked (adj.)	/tʃekt/	тексерілген	проверенный
flared (adj.)	/fleəd/	кең етіп тігілген	расклешенный
sparkly (adj.)	/ˈspɑːkli/	жалтырағаң	блестящий
spotted (adj.)	/ˈspɒtɪd/	дақты	пятнистый
stonewashed (adj.)	/ˈstəʊnwɒʃt/	пісірілген мата	вареная ткань
striped (adj.)	/straɪpt/	жолақ	полосатый
tight (adj.)	/taɪt/	қатты керілген	тугой
torn (adj.)	/tɔːn/	далба-дұлба	потрепанный
1d			
cash desk (n.)	/ˈkæʃ desk/	касса	касса
comfortable (adj.)	/ˈkʌmftəbl/	ыңғайлы	удобный
customer (n.)	/ˈkʌstəmə(r)/	сатып алушы, клиент	клиент, покупатель
extra small/large	/ˈekstrə smɔːl / lɑːdʒ/	өте кішкентай/үлкен өлшем	очень маленький/ большой размер

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Word List III

English	Phonetic Transcription	Kazakh	Russian
fitting room (n.)	/ˈfɪtɪŋ ruːm/	киім өлшейтін орын	примерочная
latest (adj.)	/ˈleɪtɪst/	соңғы	последний
medium (adj.)	/ˈmiːdɪəm/	орта	средний
minus (prep.)	/ˈmaɪnəs/	алып тастағанда	за вычетом
product (n.)	/ˈprɒdʌkt/	тауар	товар
receipt (n.)	/rɪˈsiːt/	чек	чек
shop assistant (n.)	/ˈʃɒp əsɪstənt/	дүкенде кеңес беруші	консультант магазина
Words/Phrases related to prices/money | Слова/фразы, относящиеся к ценам/деньгам | Баға/ақша ұғымдарына қатысты қолданылған сөздер мен фразалар			
amount (n.)	/əˈmaʊnt/	сома	сумма
cent (n.)	/sent/	цент	цент
change (n.)	/tʃeɪndʒ/	ұсақ тиындар	мелкие монеты
discount (n.)	/ˈdɪskaʊnt /	жеңілдік	скидка
dollar (n.)	/ˈdɒlə(r)/	доллар	доллар
pay by credit card	/peɪ baɪ kredɪt kɑːd/	картамен төлем жасау	оплата картой
pay in cash	/peɪ ɪn kæʃ/	қалма қол төлем	оплата наличными
penny - pence (n.)	/ˈpeni-pens/	пенни-пенстер	пенни-пенсы
pocket money (n.)	/ˈpɒkɪt mʌni/	ұсақ-түйекке арналған ақша	карманные деньги / деньги на мелкие расходы
pound (n.)	/paʊnd/	фунт	фунт
price (n.)	/praɪs/	бағасы	цена
total (adj.)	/ˈtəʊtl/	барлығы	всего
Phrases related to shopping | Фразы, относящиеся к покупкам | Сатып алуға қатысты фразалар			
How much is it?	/haʊ mʌtʃ ɪz ɪt/	Мұның бағасы қанша?	В какую цену?
I'll take it.	/aɪ l teɪk ɪt/	Мен осыны сатып аламын	Я покупаю это
Can I try it on?	/kɑːn aɪ traɪ ɪt ɒn/	Мына киімді киіп көруге болады ма?	Могу ли я примерить это?
What size are you?	/wɒt saɪz ə(r) juː/	Өлшеміңіз қандай?	Какой у вас размер?
1e			
annoy (v.)	/əˈnɔɪ/	ашуын келтіру	раздражать/ нервировать
change one's mind	/tʃeɪndʒ wʌns maɪnd/	ойын өзгерту	передумать
cheer sb up (phr. v.)	/tʃɪə(r) ˈsʌmbədɪ ʌp/	біреудің көңілін көтерту	подбодрить кого-либо
dance move	/dɑːns muːv/	билеп қозғалу	танцевальные движения
fight (v.)	/faɪt/	төбелесу	драться
friendship (n.)	/ˈfrendʃɪp/	достық	дружба
get along (with) (phr. v.)	/get əˈlɒŋ wɪð/	біреумен жақсы қарым-қатынаста болу	ладить с кем-либо
ideal (adj.)	/aɪˈdɪːəl/	тамаша	превосходный
interest (n.)	/ˈɪntrəst/	мүдде, қызығушылық	интерес
make a decision	/meɪk eɪ dɪˈsɪʒn/	шешім қабылдау	принимать решение
rely on (phr. v.)	/rɪˈlaɪ ɒn/	біреуге сенім арту	погалаться на кого-либо

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English	Phonetic Transcription	Kazakh	Russian
sense of humour	/sens əv ˈhjuːmə(r)/	мысқыл сезім	чувство юмора
share (v.)	/ʃeə(r)/	бөлісу	делиться
teach (v.)	/tiːtʃ/	оқыту, үйрету	учить
turn to (phr. v.)	/tɜːn tə/	біреуден көмек сұрау	обращаться за помощью
Personality | Особенности характера | Мінез ерекшеліктері			
annoying (adj.)	/əˈnɔɪɪŋ/	беймаза	надоедливый
bossy (adj.)	/ˈbɒsi/	өктем	властный
confident (adj.)	/ˈkɒnfɪdənt/	батыл	уверенный
easy-going (adj.)	/ˌiːzi ˈgəʊɪŋ/	ақкөңіл	добродушно-веселый
kind (adj.)	/kaɪnd/	мейірімді	добрый
nervous (adj.)	/ˈnɜːvəs/	ашушаң	нервный
outgoing (adj.)	/ˈaʊtgəʊɪŋ/	бауырмал	отзывчивый
quick-tempered (adj.)	/ˌkwɪk ˈtempəd/	қызба	вспыльчивый
selfish (adj.)	/ˈselfɪʃ/	өзімшіл	эгоистичный
stubborn (adj.)	/ˈstʌbən/	қырсық	упрямый
2a			
across (adv.)	/əˈkrɒs/	арқылы	через
bell (n.)	/bel/	қоңырау	звонок
build (v.)	/bɪld/	салу	строить
canyon (n.)	/ˈkænjən/	шатқал	каньон
deep (adj.)	/diːp/	терең	глубокий
distance (n.)	/ˈdɪstəns/	ара-қашықтық	расстояние
fact (n.)	/fækt/	шындық	факт
height (n.)	/haɪt/	биіктік	высота
jungle (n.)	/ˈdʒʌŋgl/	джунгли	джунгли
landmark (n.)	/ˈlændmɑːk/	негізгі көрікті жер	главная достопримечательность
length (n.)	/leŋθ/	ұзындық	длина
liquid (n.)	/ˈlɪkwɪd/	сұйықтық	жидкость
man-made (adj.)	/ˌmæn ˈmeɪd/	жасанды	искусственный
national park (n.)	/ˌnæʃnəl ˈpɑːk/	ұлттық парк	национальный парк
postcard (n.)	/ˈpəʊstkɑːd/	пошталық ашық хат	почтовая открытка
pyramid (n.)	/ˈpɪrəmɪd/	пирамида	пирамида
run through (phr. v.)	/rʌn θruː/	арқылы ағады	протекает через
skyscraper (n.)	/ˈskaɪskreɪpə(r)/	өте биік ғимарат	небоскреб
stand out (phr. v.)	/stænd aʊt/	басқалардан ерекшелену	выделяться
structure (n.)	/ˈstrʌktʃə(r)/	ғимарат	сооружение
temple (n.)	/ˈtempl/	ғибадатхана	храм
tower (n.)	/ˈtaʊə(r)/	мұнара	башня
waterfall (=falls) (n.)	/ˈwɔːtəfɔːl/	сарқырама	водопады
weigh (v.)	/weɪ/	таразылау	взвешивать
weight (n.)	/weɪt/	салмақ	вес
Units of measurement | Единица измерения | Өлшем бірлігі			
centimetre (cm) (n.)	/ˈsentɪmiːtə(r)/	сантиметр (см)	сантиметр (см)
gram (g) (n.)	/græm/	грамм (гр)	грамм (гр)

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Word List III

English	Phonetic Transcription	Kazakh	Russian
kilogram, kilo (kg) (n.)	/ˈkɪləgræm/	килограмм (кг)	килограмм (кг)
kilometre (km) (n.)	/ˈkɪləmiːtə(r)/	километр (км)	километр (км)
litre (l) (n.)	/ˈliːtə(r)/	литр (л)	литр (л)
metre (m) (n.)	/ˈmiːtə(r)/	метр (м)	метр (м)
millilitre (ml) (n.)	/ˈmɪlɪliːtə(r)/	миллилитр (мл)	миллилитр (мл)
tonne (t) (n.)	/tʌn/	тонна (т)	тонна (т)
2b			
annoyed (adj.)	/əˈnɔɪd/	ашулы	раздраженный
apologise (v.)	/əˈpɒlədʒaɪz/	кешірім сұрау	приносить извинения
chest (n.)	/tʃest/	көкірек қуысы	грудная клетка
circle (n.)	/ˈsɜːkl/	шеңбер	круг
communicate (v.)	/kəˈmjuːnɪkeɪt/	араласу	общаться
curious (adj.)	/ˈkjʊəriəs/	қызыққұмар	любопытный
deaf (adj.)	/def/	саңырау	глухой
discuss (v.)	/dɪˈskʌs/	талқылау	обсуждать
express (v.)	/ɪkˈspres/	білдіру	выражать
fist (n.)	/fɪst/	жұдырық	кулак
gesture (n.)	/ˈdʒestʃə(r)/	дене қимылы, ым	жест
Ouch! (excl.)	/aʊtʃ/	ойбай! (айқай)	ой-ой! (возглас)
phrase (n.)	/freɪz/	фраза	фраза
sign (n.)	/saɪn/	ым	жест
sign (v.)	/saɪn/	ыммен сөйлесу	общаться жестами
sign language (n.)	/ˈsaɪn læŋgwɪdʒ/	ым тілі	язык жестов
stare (v.)	/steə(r)/	көз алмау	пристально смотреть
step on (v.)	/step ɒn/	біреудің аяғын басу	наступить на ноги
wonder (v.)	/ˈwʌndə(r)/	қалау	интересоваться
Phrases | Фразы | Фразалар			
Beats me!	/biːts miː/	Қайдан білейін!	Понятия не имею!
Big deal!	/bɪg diːl/	Ештеңе етпес!	Ничего страшного! (Делов-то!)
Count me in!	/kaʊnt miː ɪn/	Мен де қатысамын!	Я участвую!
have a go	/həv əˈ gəʊ/	қорлау	Издеваться (наезжать)
I doubt it	/aɪ daʊt ɪt/	күмәнім бар	Сомневаюсь (навряд ли)
It's wicked!	/ɪts ˈwɪkɪd/	бұл күнә	Это преступление (это грех)
2c			
a (great) number of	/ə (greɪt) nʌmbə(r) əv/	саны көп	огромное количество
affect (v.)	/əˈfekt/	әсер ету	влиять
be informed (v.)	/biː ɪnˈfɔːmd/	ойда тұту	иметь ввиду
business (n.)	/ˈbɪznəs/	бизнес	бизнес
by chance	/baɪ tʃɑːns/	кездейсоқ	случайно
definition (n.)	/ˌdefɪˈnɪʃn/	анықтама	определение
develop (v.)	/dɪˈveləp/	дамыту	развивать
entertainment (n.)	/ˌentəˈteɪnmənt/	көңіл көтеру	развлечение
exist (v.)	/ɪgˈzɪst/	бар болу	существовать

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English	Phonetic Transcription	Kazakh	Russian
for instance	/fə(r) ˈɪnstəns/	мысалы	например
foreign (adj.)	/ˈfɒrən/	шетелдік	иностранный
frequently (adv.)	/ˈfriːkwəntli/	жиі	часто
international (adj.)	/ˌɪntəˈnæʃnəl/	халықаралық	международный
non-native (adj.)	/ˌnɒn ˈneɪtɪv/	туған тіл емес	неродной язык (не носитель языка)
official language	/əˈfɪʃl ˈlæŋgwɪdʒ/	ресми тіл	официальный язык
panic (v.)	/ˈpænɪk/	абыржу	паниковать
population (n.)	/ˌpɒpjuˈleɪʃn/	халық	население
series (n.)	/ˈsɪəriːz/	топтама	серия
several (adj.)	/ˈsevrəl/	бірнеше	несколько
take care of (phr. v.)	/teɪk keə(r) əv/	біреудің қамын ойлау	заботиться о ком-либо
thanks to	/θæŋks tə/	бір нәрсенің арқасында	благодаря
throughout (prep.)	/θruːˈaʊt/	әр жерде	повсюду
topic (n.)	/ˈtɒpɪk/	тақырып	тема
variety (=change) (n.)	/vəˈraɪəti/	мыңдаған ұсақ ақша	тысяча мелочей
variety (=type) (n.)	/vəˈraɪəti/	әркелкілік	разновидность
Phrasal verbs | Фразовые глаголы | Фразалық етістіктер			
come across (phr. v.)	/kʌm əˈkrɒs/	біреуді кездейсоқ кездестіру	случайно встретиться с кем-либо
come up with (phr. v.)	/kʌm ʌp wɪð/	алу	достать, получить
look after (phr. v.)	/lʊk ˈɑftə(r)/	біреуге қарау	присматривать за кем-либо
look forward to (phr. v.)	/lʊk ˈfɔːwəd tə/	асыға күту	с нетерпением ждать
look out (phr. v.)	/lʊk aʊt/	сақ болу	быть настороже
look up (phr. v.)	/lʊk ʌp/	іздеу	искать
2d			
be in a hurry	/bi ɪn a ˈhʌri/	бір жерге асығу	спешить куда-либо
catch the bus	/kætʃ ðə bʌs/	автобусқа үлгеру	успеть на автобус
collect sth from somewhere	/kəˈlekt ˈsʌmθɪŋ frəm ˈsʌmweə(r)/	бір жерден бір нәрсе алу	получить что-либо откуда-либо
come in handy	/kʌm ɪn ˈhændi/	пайдалы, жарамды болу	оказаться кстати
download (v.)	/ˌdaʊnˈləʊd/	жүктеу	загрузить
gigabyte (GB) (n.)	/ˈgɪgəbaɪt/	гигабайт (ГБ)	гигабайт (ГБ)
give sb a lift	/gɪv ˈsʌmbədi ə lɪft/	біреуді машинамен апарып салу	подвезти кого-либо на машине
go for sth (phr. v.)	/ˈgəʊ fə(r) ˈsʌmθɪŋ/	таңдау	выбрать
manage (to) (v.)	/ˈmænɪdʒ (tə)/	бір істі ойдағыдай орындау	суметь сделать (что-л.)
memory (n.)	/ˈmeməri/	жады	память
pick sb up (phr. v.)	/pɪk ˈsʌmbədi ʌp/	біреуді машинамен ала кету	заехать за кем-либо
plan (v.)	/plæn/	жоспарлау	планировать

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English	Phonetic Transcription	Kazakh	Russian
Wi-Fi (n.)	/ˈwaɪ faɪ/	Wi-Fi	Wi-Fi
Telephone language | Телефонный язык | Телефон тілі			
be engaged	/bi ɪnˈgeɪdʒd/	қолы тимеу	быть занятым
call back (phr. v.)	/kɔːl bæk/	қайта қоңырау шалу	перезвонить
dial (v.)	/ˈdaɪəl/	телефон нөмірін теру	набирать
give sb a call	/gɪv ˈsʌmbədi ə kɔːl/	біреуге қоңырау соғу	позвонить кому-либо
hang up (phr. v.)	/hæŋ ʌp/	трубканы қоя салу	повесить трубку
have a wrong number	/həv ə rɒŋ ˈnʌmbə(r)/	бұрыс нөмір қолдану	пользоваться неверным номером
pick up (phr. v.)	/pɪkˈ ʌp /	трубканы алу	взять трубку
return a call	/rɪˈtɜːn ə kɔːl/	қайта қоңырау шалу	перезвонить
take/leave a message	/teɪk/liːv ə ˈmesɪdʒ/	хабарлама жазу/ қалдыру	записать/оставить сообщение
2e			
along (prep.)	/əˈlɒŋ/	... бойымен	вдоль
as for	/əz fə(r)/	осыған келетін болсақ, ...	что касается ...
attract (v.)	/əˈtrækt/	тарту	привлекать
attraction (n.)	/əˈtrækʃn/	тартымдылық	привлекательность
attractive (adj.)	/əˈtræktɪv/	тартымды	привлекательный
avenue (n.)	/ævənjuː/	даңғыл	проспект
cosy (adj.)	/ˈkəʊzi/	жайлы	уютный
describe (v.)	/dɪˈskraɪb/	сипаттау	описывать
dull (adj.)	/dʌl/	зеріккен	скучный
experience (n.)	/ɪkˈspɪərɪəns/	тәжірибе	опыт
explore (v.)	/ɪkˈsplɔː(r)/	зерттеу	исследовать
fascinating (adj.)	/ˈfæsɪneɪtɪŋ/	сүйкімді	очаровательный
general (adj.)	/ˈdʒenrəl/	жалпы	общий
historic (adj.)	/hɪˈstɒrɪk/	тарихи	исторический
holiday destination	/ˈhɒlədeɪ ˌdestɪˈneɪʃn/	демалыс орны	место отдыха
impressive (adj.)	/ɪmˈpresɪv/	әсер қалдыратын	впечатляющий
picnic (n.)	/ˈpɪknɪk/	пикник	пикник
such as	/sʌtʃ əz/	сияқты, тәрізді	такой как
unforgettable (adj.)	/ˌʌnfəˈgetəbl/	ұмытылмас	незабываемый
well-known (adj.)	/ˌwel ˈnəʊn/	аты әйгілі	хорошо известный
worth (adj.)	/wɜːθ/	тұрарлық	стоящий
Places in a town/city | Места в городе | Қаладағы жерлер			
ancient ruins	/ˈeɪnʃənt ˈruɪns/	ежелгі қираған үйінділер	древние руины
bicycle lane	/ˈbaɪsɪkl leɪn/	велосипед жолы	велосипедная дорожка
bridge (n.)	/brɪdʒ/	көпір	мост
cathedral (n.)	/kəˈθiːdrəl/	шіркеу	собор
palace (n.)	/ˈpæləs/	сарай	дворец
square (n.)	/skweə(r)/	алаң	площадь
statue (n.)	/ˈstætʃuː/	мүсін, ескерткіш	статуя
university (n.)	/ˌjuːnɪˈvɜːsəti/	университет	университет

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English	Phonetic Transcription	Kazakh	Russian
3a			
antiseptic cream	/ˌæntiˈseptɪk kriːm/	антисептикалық иісмай	антисептический крем
Argh! (excl.)	/ɑː/	Қап!	Черт побери!
bandage (n.)	/ˈbændɪdʒ/	байлауыш	повязка
bang (v.)	/bæŋ/	соғу	ударить
bleed (v.)	/bliːd/	қан кету	кровоточить
blood (n.)	/blʌd/	қан	кровь
burn (n.)	/bɜːn/	күйік	ожог
cotton wool (n.)	/ˌkɒtn ˈwʊl/	мақта	хлопковая вата
course (n.)	/kɔːs/	курс	курс
cut (n.)	/kʌt/	кесу	порез
elastic bandage (n.)	/ɪˌlæstɪk ˈbændɪdʒ/	иілгіш байлауыш	эластичная повязка
first aid (n.)	/ˌfɜːst ˈeɪd/	жедел жәрдем	первая помощь
for a while	/fə(r) ə waɪl/	бірер уақыт бойы	на некоторое время
for ages	/fə(r) eɪdʒɪs/	бұрыннан бері	с давних пор
forward (adv.)	/ˈfɔːwəd/	алға қарай	вперед
hold onto (phr. v.)	/həʊld ˈɒntə/	бір нәрсені ұстау, бір нәрсеге сүйену	придерживаться чего-либо
injury (n.)	/ˈɪndʒəri/	дене зақымы	телесное повреждение
light switch (n.)	/laɪt swɪtʃ/	жарық сөндіргіш	выключатель света
make fun of	/meɪk fʌn əv/	біреуді мазақтау	насмехаться над кем-либо
nurse (n.)	/nɜːs/	мейірбике	медсестра
obviously (adv.)	/ˈɒbviəsli/	әрине, әлбетте	естественно, конечно
painkiller (n.)	/ˈpeɪnkɪlə(r)/	ауырсынуды басатын дәрі	болеутоляющее средство
patient (adj.)	/ˈpeɪʃnt/	емделуші	пациент
pinch (v.)	/pɪntʃ/	қатты басу	сдавливать
plaster (n.)	/ˈplɑːstə(r)/	жабыстырғыш	пластырь
scissors (n.)	/ˈsɪzəz/	қайшы	ножницы
scratch (v.)	/skrætʃ/	тырнау	царапать
scratch (n.)	/skrætʃ/	сызат	царапина
shine (v.)	/ʃaɪn/	жарық түсіру	светить
sprain (n.)	/spreɪn/	сіңірдің тартылуы	растяжение связок
sunburn (n.)	/ˈsʌnbɜːn/	күнге күю	солнечный ожог
torch (n.)	/tɔːtʃ/	қалта шам	фонарик
Phrases | Фразы | Фразалар			
I suppose so.	/aɪ səˈpəʊz səʊ/	Менің жорамалым бойынша, ...	Предполагаю
Just a second!	/dʒʌst ə ˈsekənd/	Бір секунд тұра тұрыңызшы!	Секунду, пожалуйста!
Sit still!	/sɪt stɪl/	Бір орында отырыңыз!	Сидите на одном месте!
Stay put!	/steɪ pʊt/	Қозғалмаңыз!	Не двигайтесь!
Watch out! (phr. v.)	/wɒtʃ aʊt/	Сақ бол!	Будь осторожен!

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Word List III

English	Phonetic Transcription	Kazakh	Russian
3b			
beat (v.)	/biːt/	ұру	бить
click (v.)	/klɪk/	шерту	щелкать
comment (n.)	/ˈkɒment/	түсіндірме	комментарий
contact (v.)	/ˈkɒntækt/	біреумен байланысу	связаться с
energetic (adj.)	/ˌenəˈdʒetɪk/	энергетикалық	энергетический
equipment (n.)	/ɪˈkwɪpmənt/	құрал-жабдық	оборудование
facility (n.)	/fəˈsɪləti/	құрылғы	устройства, аппаратура
fee (n.)	/fiː/	ақы	плата
final(s) (n.)	/ˈfaɪnl/	финалдық сайыстар	финальные соревнования
Firstly,... (adv.)	/ˈfɜːstli/	Біріншіден,...	Во-первых,...
fitness (n.)	/ˈfɪtnəs/	дене шынықтыру	физическая культура
gold (adj.)	/gəʊld/	алтын	золотой
log in (phr. v.)	/lɒg ɪn/	авторизация	авторизация
loads of	/ləʊdz əv/	үйінді	куча
machine (n.)	/məˈʃiːn/	ойын автоматы	игровой автомат
medal (n.)	/ˈmedl/	медаль	медаль
overweight (adj.)	/ˌəʊvəˈweɪt/	артық салмақ	перевес
password (n.)	/ˈpɑːswɜːd/	құпиясөз	пароль
personal trainer (n.)	/ˌpɜːsənl ˈtreɪnə(r)/	жеке инструктор	частный инструктор
race (v.)	/reɪs/	жарысқа қатысу	участвовать в гонках
race (n.)	/reɪs/	жарыс	гонки
session (n.)	/ˈseʃn/	жаттығу	занятие, тренировка
stick (v.)	/stɪk/	ұстану	придерживаться
take part	/teɪk pɑːt/	қатысу	принимать участие
take place	/teɪk pleɪs/	өту	проходить
treadmill (n.)	/ˈtredmɪl/	жүгіретін жол	беговая дорожка
typical (adj.)	/ˈtɪpɪkl/	кәдімгі	обычный
unfit (adj.)	/ʌnˈfɪt/	денсаулық күйіне байланысты спортқа жарамайтын	негодный по состоянию здоровья
up-to-date (adj.)	/ˌʌp tə ˈdeɪt/	заманауи	современный
username (n.)	/juːzəneɪm/	пайдаланушы аты	имя пользователя
work out (phr. v.)	/ˈwɜːk aʊt/	жаттығу	тренироваться
workout (n.)	/ˈwɜːkaʊt/	машық	тренировка
Phrases | Фразы | Фразалар			
I can't get enough	/aɪ kɑːnt get ɪˈnʌf/	Бұл бәрібір мен үшін жеткіліксіз	Для меня это все равно недостаточно
In my view,...	/ɪn maɪ vjuː/	Менің пікірімше,...	На мой взгляд,...
3c			
boo (v.)	/buː/	ысқырып наразылық білдіру	освистать
boxer (n.)	/ˈbɒksə(r)/	боксшы	боксер
boxing (n.)	/ˈbɒksɪŋ/	бокс	бокс
bronze (adj.)	/brɒnz/	қола	бронзовый
career (n.)	/kəˈrɪə(r)/	мансап	карьера

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English	Phonetic Transcription	Kazakh	Russian
cheer on (phr. v.)	/tʃɪə(r) ˈən/	жігерлендіру	воодушевлять
compete (v.)	/kəmˈpiːt/	сайысқа түсу	состязаться
fight (n.)	/faɪt/	шайқас	бой
high point	/ˈhaɪ pɔɪnt/	ең жоғарғы нүкте	высшая точка
hold the record	/həʊld ðə ˈrekɔːd/	рекордты сақтап тұру	удерживать рекорд
including (prep.)	/ɪnˈkluːdɪŋ/	оның ішінде	включая
pain (n.)	/peɪn/	қақсау	боль
period (n.)	/ˈpɪəriəd/	кезең	период
puck (n.)	/pʌk/	шайба	шайба
save up (phr. v.)	/seɪv ʌp/	жинақтау	накапливать
shoot (v.)	/ʃuːt/	ату	стрелять
silver (adj.)	/ˈsɪlvə(r)/	күміс	серебряный
skill (n.)	/skɪl/	дағды	навык
stick (n.)	/stɪk/	сырғытпа таяқ	клюшка
triple (adj.)	/trɪpl/	үштік	тройной
Phrasal verbs related to sport | Фразовые глаголы, относящиеся к спорту | Спортқа қатысты фразалық етістіктер			
knock out (phr. v.)	/nɒk aʊt/	командадан шығару	выбивать
try out for (phr. v.)	/traɪ aʊt fə(r)/	таңдау турынан өту	проходить отборочный тур
drop out (phr. v.)	/drap aʊt/	командадан шығып кету	выбывать
warm up (phr. v.)	/wɔːm ʌp/	сергіту	делать разминку
cool down (phr. v.)	/kuːl daʊn/	суыну	остывать
join in (phr. v.)	/dʒɔɪn ɪn/	командаға қосылу	присоединиться к команде
give up (phr. v.)	/gɪv ʌp/	бас тарту	отказаться
pass out (phr. v.)	/pɑːs aʊt/	естен танып қалу	потерять сознание
3d			
avoid (v.)	/əˈvɔɪd/	жоламау, қашу	избегать
be aware of	/bi əˈweə(r) ɒv/	бір нәрсені естен шығармау	не забывать о
be likely to	/bi ˈlaɪkli tə/	ықтималдығы жоғары	есть вероятность, что
behind the wheel	/bɪˈhaɪnd ðə wiːl/	рульде	за рулем
blind (adj.)	/blaɪnd/	соқыр	слепой
catch up (phr. v.)	/kætʃ ʌp/	бекер кеткен істің есесін толтыру	наверстать упущенное
common (adj.)	/ˈkɒmən/	жалпы	общий
consider (v.)	/kənˈsɪdə(r)/	қарастыру	рассматривать
emotion (n.)	/ɪˈməʊʃn/	сезім	эмоция
expect (v.)	/ɪkˈspekt/	күту	ожидать
expert (n.)	/ˈekspɜːt/	сарапшы	эксперт
get used to	/get juːst tə/	бейімделу/үйрену	привыкнуть
human being (n.)	/ˈhjuːmən ˈbiːɪŋ/	адам	человеческое существо
image (n.)	/ˈɪmɪdʒ/	бейне	изображение
lack of (n.)	/læk əv/	бір нәрсенің тапшылығы	недостаток чего-либо
lead to (v.)	/liːd tə/	бірдеңеге әкелу	привести к

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Word List III

English	Phonetic Transcription	Kazakh	Russian
level (n.)	/ˈlevl/	деңгей	уровень
make sense	/meɪk sens/	түсіну	понимать
necessary (adj.)	/ˈnesəseri/	қажетті	необходимый
nightmare (n.)	/ˈnaɪtmeə(r)/	сұмдық	кошмар
recent (adj.)	/ˈriːsnt/	жуырдағы	недавний
research (n.)	/rɪˈsɜːtʃ/	зерттеулер	исследование
sense (n.)	/sens/	ес	рассудок
sleepy (adj.)	/ˈsliːpi/	ұйқылы	сонный
smell (n.)	/smel/	иіс	запах
sound (n.)	/saʊnd/	дыбыс	звук
study (n.)	/ˈstʌdi/	зерттеу	изучение
touch (n.)	/tʌtʃ/	тию	прикосновение
within (prep.)	/wɪˈðɪn/	ішінде, аралықта	в пределах
Phrases | разы | Фразалар			
According to...	/əˈkɔːdɪŋ tə/	Сәйкес...	В соответствие с...
It depends	/it dɪˈpends/	бұл...байланысты	Это зависит от
3e			
advantage (n.)	/ədˈvɑːntɪdʒ/	артықшылық	преимущество
available (adj.)	/əˈveɪləbl/	қолда бар	имеющийся
calorie (n.)	/ˈkæləri/	калория	калория
careless (adj.)	/ˈkeələs/	жайбарақат	беззаботный
competitive (adj.)	/kəmˈpetətɪv/	сайысқа түскен	соревновательный
conditions (n.)	/kənˈdɪʃns/	жағдай	условия
depend on (phr. v.)	/dɪˈpend ɒn/	тәуелді болу	зависеть от
disadvantage (n.)	/ˌdɪsədˈvɑːntɪdʒ/	кемшілік	недостаток
encourage (v.)	/ɪnˈkʌrɪdʒ/	ынталандыру	поощрять
fall over (phr. v.)	/fɔːl ˈəʊvə(r)/	теңселу	переваливаться
goal (n.)	/gəʊl/	мақсат	цель
harmful (adj.)	/ˈhɑːmfl/	зиянды	вредный
harmless (adj.)	/ˈhɑːmləs/	зиянсыз	безвредный
helpless (adj.)	/ˈhelpləs/	әлсіз	беспомощный
hopeless (adj.)	/ˈhəʊpləs/	үмітсіз	безнадежный
individual (adj.)	/ˌɪndɪˈvɪdʒuəl/	жеке, дара	отдельный
instructor (n.)	/ɪnˈstrʌktə(r)/	нұсқаушы	инструктор
respect (n.)	/rɪˈspekt/	құрмет	уважение
scenery (n.)	/ˈsiːnəri/	қоршаған орта, жағдай	обстановка, окружение
show up (phr. v.)	/ʃəʊ ʌp/	көріну	появиться, показаться
suitable (adj.)	/ˈsuːtəbl/	лайықты	подходящий
towards (prep.)	/təˈwɔːdz/	бағытында	по направлению к
useful (adj.)	/ˈjuːsfl/	пайдалы	полезный
useless (adj.)	/ˈjuːsləs/	пайдасыз	бесполезный
Phrases | Фразы | Фразалар			
In addition,...	/ɪn əˈdɪʃn/	Оған қоса	К тому же,
In conclusion,...	/ɪn kənkluːʒn/	Қорытындылай келе,	В заключение,
Lastly,... (adv.)	/ˈlɑːstli/	Соңғы кезекте,	В последнюю очередь,

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English	Phonetic Transcription	Kazakh	Russian
On the one hand,...	/ˈɒn ðə wʌn hænd/	Бір жағынан	С одной стороны
On the other hand,...	/ˈɒn ðə ˈʌðə(r) hænd/	Екінші жағынан	С другой стороны
Personally,... (adv.)	/ˈpɜːsənəli/	Өз басым ... деп ойлаймын	Я лично считаю, что
Secondly,... (adv.)	/ˈsekəndli/	Екіншіден,	Во-вторых
To begin with,...	/tə bɪˈgɪn wɪð/	Әуелі	Для начала
To sum up,...	/tə sʌm ʌp/	Қорытындылай отырып,	Подводя итог,
What is more,...	/wʌt ɪz mɔː(r)/	Оның үстіне,	Более того,
4a			
announce (v.)	/əˈnaʊns/	жария ету	объявлять
arrange (v.)	/əˈreɪndʒ/	ұйымдастыру	устраивать
arrangement (n.)	/əˈreɪndʒmənt/	іс-шараға дайындық	подготовка мероприятия
autograph (n.)	/ˈɔːtəgrɑːf/	қолтаңба	автограф
be sold out	/bi səʊld aʊt/	сатып жіберу	распродать
definitely (adv.)	/ˈdefɪnətli/	айқын, турасынан	определенно
disappoint (v.)	/ˌdɪsəˈpɔɪnt/	көңілін қалдыру	разочаровать
have a word with sb	/həv ə wɜːd wɪð ˈsʌmbədi/	біреумен сөйлесу	переговорить с кем-либо
let sb down (phr. v.)	/let sʌmbədi daʊn/	біреуді қиындықта тастап кету	подвести кого-либо
possible (adj.)	/ˈpɒsəbl/	мүмкін, ықтимал	возможно
rehearse (v.)	/rɪˈhɜːs/	репетиция жасау	репетировать
support (v.)	/səˈpɔːt/	қолдау көрсету	поддерживать
venue (n.)	/ˈvenjuː/	өтетін орны	место проведения
Expressions with 'way' | Выражения, содержащие слово "путь", в английском языке | Ағылшын тілінде "жол" сөзі қолданылған сөз тіркестері			
be in one's way	/bi ɪn wʌnz weɪ/	жолды кесіп тұру	стать поперек дороги
be on one's way	/bi ɒn wʌnz weɪ/	бір жаққа беттеу	в пути куда-либо
by the way	/baɪ ðə weɪ/	демекші,	между прочим
know one's way around	/nəʊ wʌnz weɪ əˈraʊnd/	аймақты білу	знать местность
lose one's way	/luːz wʌnz weɪ/	адасу	заблудиться
the other way round	/ðə ʌðə(r) weɪ ˈraʊnd/	басқа бағытта	в другом направлении
Phrases | Фразы | Фразалар			
Get out of here!	/get aʊt əv hɪə(r)/	Кет! Не айтып тұрсың?	Да брось ты! Да что ты говоришь!
I reckon	/aɪ ˈrekən/	Мен ... деп ойлаймын	Я считаю
It's sorted	/ɪts ˈsɔːtɪd/	Барлығы реттелген, шешілген	Все улажено
Yep (adv.)	/jep/	Иә	Да
You can say that again	/ju kən seɪ ðæt əˈgen/	Тағы да айтқаныңды	Повтори это еще раз қайталашы
4b			
adult (n.)	/ˈædʌlt/	ересек адам	взрослый
animation (n.)	/ˌænɪˈmeɪʃn/	анимация	анимация

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English	Phonetic Transcription	Kazakh	Russian
audience (n.)	/ˈɔːdiəns/	көрермендер	зрители
audition (n.)	/ɔːˈdɪʃn/	тыңдау	прослушивание
award (n.)	/əˈwɔːd/	марапат	награда
based on	/ˈbeɪst ɒn/	негізінде	на основе
box office (n.)	/ˈbɒks ɒfɪs/	театр кассасы	театральная касса
cast (n.)	/kɑːst/	актерлер ансамблі	актерский ансамбль
character (n.)	/ˈkærəktə(r)/	кейіпкер	персонаж
composer (n.)	/kəmˈpəʊzə(r)/	композитор	композитор
curtain (n.)	/ˈkɜːtn/	шымылдық	занавес
hide (v.)	/haɪd/	жасыру	прятать
junkyard (n.)	/ˈdʒʌŋkjɑːd/	қоқыс орны	свалка
kill (v.)	/kɪl/	өлтіру	убить
make-up (n.)	/ˈmeɪk ʌp/	грим	грим
mask (n.)	/mɑːsk/	бетперде	маска
musical (n.)	/ˈmjuːzɪkl/	музыкалды	музыкальный
opera (n.)	/ˈɒprə/	опера	опера
performance (n.)	/pəˈfɔːməns/	көрсетілім	представление
play (n.)	/pleɪ/	театр пьесасы	театральная пьеса
rehearsal (n.)	/rɪˈhɜːsl/	репетиция жасау	репетиция
run (v.)	/rʌn/	шоу көрсету	представлять (шоу)
scene (n.)	/siːn/	көрініс орны	место действия
screen (n.)	/skriːn/	экран	экран
script (n.)	/skrɪpt/	сценарий	сценарий
stage (n.)	/steɪdʒ/	сахна	сцена
stuntman (n.)	/ˈstʌntmæn/	каскадер	каскадер
threaten (v.)	/ˈθretn/	қорқыту	запугивать
4c			
be a long way off	/bɪ ə lɒŋ weɪ ɒf/	ұзаққа созылу	затянуться надолго
billion (n.)	/ˈbɪljən/	миллиард	миллиард
correct (adj.)	/kəˈrekt/	дұрыс	правильный
digital (adj.)	/ˈdɪdʒɪtl/	сандық	цифровой
entire (adj.)	/ɪnˈtaɪə(r)/	бүкіл, күллі	весь,вся
even so	/ˈiːvn səʊ/	осы жағдайда да	даже в этом случае
fail (v.)	/feɪl/	жолы болмау	потерпеть неудачу
get it right/wrong	/get ɪt raɪt/rɒŋ/	сәтті/сәтсіз болу	получиться / не получиться
get tired of	/get taɪəd ɒv/	бірдеңеден шаршау	устать от
last (v.)	/lɑːst/	созылу	длиться
major (adj.)	/ˈmeɪdʒə(r)/	негізгі	основной
non-stop (adj)	/ˌnɒn ˈstɒp/	үздіксіз	непрерывный
pay back (phr. v.)	/peɪ bæk/	борышын өтеу	выплатить долг
predict (v.)	/prɪˈdɪkt/	болжап білу	предвидеть
ridiculous (adj.)	/rɪˈdɪkjələs/	жөнсіз	нелепый
role (n.)	/rəʊl/	атқаратын қызмет	должность
succeed (v.)	/səkˈsiːd/	табысқа жету	преуспеть
try out (phr. v.)	/traɪ aʊt/	байқап көру	попробовать
TV set	/ˌtiː ˈviː set/	теледидар	телевизор
use (n.)	/ˈjuːs/	пайдалану	использование

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English	Phonetic Transcription	Kazakh	Russian
what the future holds	/wɒt ðə ˈfjuːtʃə(r) həʊldz/	бізді болашақта не күтіп отыр	что нас ждет в будущем
worried (about) (adj.)	/ˈwʌrid əˈbaʊt/	бір нәрсені уайымдау	переживать за что-либо
Expressions with 'make' | Выражения, содержащие слово "делать", в английском языке | Ағылшын тілінде "жасау" сөзі қолданылған сөз тіркестері			
make a mistake	/meɪk ə mɪˈsteɪk/	қате жіберу	совершать ошибку
make a phone call	/meɪk ə fəʊn kɔːl/	біреуге қоңырау шалу	позвонить
make a prediction	/meɪk ə prɪˈdɪkʃn/	болжам жасау	делать прогноз
make money	/meɪk ˈmʌni/	ақша табу	зарабатывать деньги
make plans	/meɪk plænz/	жоспар жасау	строить планы
make sure	/meɪk ʃɔː(r)/	сенімді болу	быть уверенным
4d			
acrobatics (n.)	/ˌækrəˈbætɪks/	акробатика	акробатика
amaze (v.)	/əˈmeɪz/	таң қалдыру	поражать
amusing (adj.)	/əˈmjuːzɪŋ/	ғажайып	поразительный
applaud (v.)	/əˈplɔːd/	қол шапалақтау	аплодировать
artistic (adj.)	/ɑːˈtɪstɪk/	әртістік	артистичный
cause (v.)	/kɔːz/	бір нәрсеге әкелу	приводить к чему-либо
clap (v.)	/klæp/	шапалақтау	хлопать
court (n.)	/kɔːt/	баскетбол алаңы	баскетбольная площадка
creation (n.)	/kriˈeɪʃn/	жарыққа шығару	создание
details (n.)	/ˈdiːteɪlz/	мәліметтер, ақпарат	данные, информация
difference (n.)	/ˈdɪfrəns/	айырмашылық	разница
discover (v.)	/dɪˈskʌvə(r)/	біліп алу	узнавать
hit (n.)	/hɪt/	үлкен табыс	успех, прорыв
imaginary (adj.)	/ɪˈmædʒɪnəri/	ойдан шығарылған	придуманный, вымышленный
magic (n.)	/ˈmædʒɪk/	сиқырлық	волшебство
on sale	/ɒn seɪl/	сатылымда	в продаже
original (adj.)	/əˈrɪdʒənl/	бірегей	оригинальный, уникальный
produce (v.)	/prəˈdjuːs/	көрсету, ұсыну	показать, представлять
responsible (adj.)	/rɪˈspɒnsəbl/	жауапты	ответственный
senior citizen (n.)	/ˌsiːniə ˈsɪtɪzn/	қарт адам	пожилой человек
storyline (n.)	/ˈstɔːrilaɪn/	сюжет желісі	сюжетная линия
take a break	/teɪk ə breɪk/	үзіліс жасау	сделать перерыв
Phrasal verbs | Фразовые глаголы | Фразалық етістіктер			
bring back (phr. v.)	/brɪŋ bæk/	еске түсіру	вспоминать
check sb/sth out (phr. v.)	/tʃek ˈsʌmbədi/ ˈsʌmθɪŋ aʊt/	билеттердің бар-жоғын тексеру	проверить наличие (билетов)
log on (phr. v.)	/lɒg ɒn/	жүйеге кіру	входить в систему
sell out (phr. v.)	/sel aʊt/	сатып жіберу	распродать
Compound adjectives | Сложные прилагательные | Күрделі сын есімдер			
3,500-seat (adj.)	/θriˈθaʊznd faɪvˈhʌndrəd siːt/	3,500 орынға арналған	рассчитанный на 3,500 мест

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Word List III

English	Phonetic Transcription	Kazakh	Russian
foreign-language (adj.)	/ˈfɒrən-ˈlæŋgwɪdʒ/	шетел тілі	иностранный язык
once-in-a-lifetime (adj.)	/wʌns-ɪn-ə-ˈlaɪftaɪm/	өмірдегі жалғыз ғана...	единственный в жизни
record-breaking (adj.)	/ˈrekɔːd-breɪkɪŋ/	рекордтан асыру	бьющий рекорды
ten-part (adj.)	/ten-pɒːt/	он бөліктен құралған	состоящий из десяти частей
twentieth-century (adj.)	/ˈtwentiəθ-ˈsentʃəri/	жиырмасыншы ғасыр	двадцатый век
twenty-minute (adj.)	/ˈtwenti-ˈmɪnɪt/	жиырма минуттық	двадцатиминутный
4e			
action (n.)	/ˈækʃn/	оқиғалардың өрбуі	действие, развитие событий
battle (n.)	/ˈbætl/	біреудің арасындағы талас-тартыс	борьба между кем-либо
biopic (n.)	/ˈbaɪəʊpɪk/	өмірбаян фильмі	биографический фильм
blockbuster (n.)	/ˈblɒkbʌstə(r)/	блокбастер	блокбастер
crime (n.)	/kraɪm/	қылмыс	преступление
disappointing (adj.)	/ˌdɪsəˈpɔɪntɪŋ/	көңіл қалдыру	вызывающий разочарование, неутешительный
drama (n.)	/ˈdrɑːmə/	драма	драма
entertaining (adj.)	/ˌentəˈteɪnɪŋ/	көңіл көтеретін	развлекательный
epic (adj.)	/ˈepɪk/	жойқын	эпический, грандиозный
episode (n.)	/ˈepɪsəʊd/	эпизод	эпизод
freedom (n.)	/ˈfrɪːdəm/	еркіндік	свобода
hilarious (adj.)	/hɪˈleəriəs/	қызықты	забавный
historical (adj.)	/hɪˈstɒrɪkl/	тарихи	исторический
meanwhile (adv.)	/ˈmiːnwaɪl/	тап сол кезде	тем временем
murder (v.)	/ˈmɜːdə(r)/	кісі өлтіру	убийство
overall (adv.)	/ˌəʊvərˈɔːl/	жалпыға бірдей	всеобщий
previous (adj.)	/ˈpriːviəs/	алдағы өткен	предыдущий
producer (n.)	/prəˈdjuːsə(r)/	продюсер	продюсер
recommend (v.)	/ˌrekəˈmend/	ұсыныс жасау	рекомендовать
review (n.)	/rɪˈvjuː/	шолу	обзор
sci-fi (science fiction) (n.)	/ˈsaɪ faɪ/	ғылыми фантастика	научная фантастика
soldier (n.)	/ˈsəʊldʒə(r)/	жауынгер	солдат
soundtrack (n.)	/ˈsaʊndtræk/	саундтрэк	саундтрэк
special effects (n.)	/ˌspeʃl ɪˈfekts/	арнайы эффектілер	спецэффекты
steal (v.)	/stiːl/	тонау	воровать
surprising (adj.)	/səˈpraɪzɪŋ/	ғажайып	удивительный
thriller (n.)	/ˈθrɪlə(r)/	триллер	триллер
unexpected (adj.)	/ˌʌnɪkˈspektɪd/	күтпеген	неожиданный
violent (adj.)	/ˈvaɪələnt/	зорлыққа толы	насильственный

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English	Phonetic Transcription	Kazakh	Russian
(un)realistic (adj.)	/ˌriːəˈlɪstɪk/, /ˌʌnrɪəˈlɪstɪk/	шындыққа негізделген/ негізделмеген	(не)реалистичный
war (n.)	/wɔː(r)/	соғыс	война
5a			
among (prep.)	/əˈmʌŋ/	арасында	среди
angrily (adv.)	/ˈæŋgrəli/	ашулы	сердито
approach (verb)	/əˈprəʊtʃ/	жақындау	приближаться
archer (n.)	/ˈɑːtʃə(r)/	садақшы	лучник
archery (n.)	/ˈɑːtʃəri/	садақ ату	стрельба из лука
arrest (v.)	/əˈrest/	қамауға алу	задержать
arrow (n.)	/ˈærəʊ/	жебе	стрела
bow (n.)	/baʊ/	садақ	лук
catch (v.)	/kætʃ/	құрықтау	поймать
centre (n.)	/ˈsentə(r)/	орта	центр, яблочко (мишени)
feather (n.)	/ˈfeðə(r)/	қауырсын	перо
gather (v.)	/ˈgæðə(r)/	жиналу	собираться
hard (adj.)	/hɑːd/	ауыр	тяжелый (трудный)
hold (an event) (v.)	/həʊld (ən ɪˈvent)/	іс-шара өткізу	проводить, устраивать мероприятие
law (n.)	/lɔː/	заң	закон
loudly (adv.)	/ˈlaʊdli/	қатты, дауыстап	громко
messenger (n.)	/ˈmesɪndʒə(r)/	шабарман	посыльный, гонец
pass (v.)	/pɑːs/	өту	пересечь, проехать
shoot (v.)	/ʃuːt/	ату	стрелять
shot (n.)	/ʃɒt/	оқ ату	выстрел
slice off (phr. v.)	/slaɪs ɒf/	кесіп тастау	отсечь, отрезать
target (n.)	/ˈtɑːgɪt/	нысана	цель, мишень
unfair (adj.)	/ˌʌnˈfeə(r)/	шыншыл емес	несправедливый
5b			
attack (v.)	/əˈtæk/	шабуыл жасау	нападать
calmly (adv.)	/ˈkɑːmli/	асықпай	спокойно
campfire (n.)	/ˈkæmpfaɪə(r)/	алау	костёр
come true	/kʌm truː/	орындалу	сбываться
deer (n.)	/dɪə(r)/	бұғы	олень
diamond (n.)	/ˈdaɪəmənd/	гаухар тас	бриллиант
escape (v.)	/ɪˈskeɪp/	қашып кету	сбежать
get married	/get ˈmærid/	тұрмысқа шығу, үйлену	выйти замуж/ жениться
hunt (v.)	/hʌnt/	аң аулау	охотиться
inn (n.)	/ɪn/	кафе, керуен сарай	кафе, постоялый двор
run off (phr. v.)	/rʌn ɒf/	қашып кету	удрать
sand (n.)	/sænd/	құм	песок
scare (v.)	/skeə(r)/	қорқу	бояться
shepherd (n.)	/ˈʃepəd/	бақташы	пастух
villager (n.)	/ˈvɪlɪdʒə(r)/	ауыл тұрғыны	сельский житель

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English	Phonetic Transcription	Kazakh	Russian
witch (n.)	/wɪtʃ/	жезтырнақ	ведьма
Prepositional phrases with 'in' | Предложные фразы с использованием "в" в английском языке | Ағылшын тілінде "-де/те/да/та" жалғауы бар көмекші фразалар			
in a good/bad mood	/ɪn ə gʊd/bæd muːd/	жақсы/жаман көңіл күйде болу	в хорошем/плохом настроении
in a hurry	/ɪn ə ˈhʌri/	асығыста	в спешке
in common	/ɪn ˈkɒmən/	ортақ ұқсастықтары көп болу	иметь что то общее
in pain	/ɪn peɪn/	азаптану, қиналу	страдать
in prison	/ɪn ˈprɪzn/	абақтыда отыру, қамауға алыну	в заключении
in the end	/ɪn ðiː end/	ақыр аяғында	в конце концов
Prepositional phrases with 'out of' | Предложные фразы с использованием "вне" в английском языке | Ағылшын тілінде болымсыз түрде қолданылатын көмекші фразалар			
out of breath	/aʊt əv breθ/	тұншығу	задыхаться
out of one's mind	/aʊt əv wʌnz maɪnd/	есінен ауысқан	лишившийся рассудка
out of reach	/aʊt əv riːtʃ/	қол жетпейтін жерде	вне досягаемости
out of the ordinary	/aʊt əv ðiː ˈɔːdnri/	ерекше	исключительный
out of the question	/aʊt əv ðə ˈkwestʃən/	бұл туралы сөз қозғау мүмкін емес	не может быть и речи, абсолютно исключено
out of work	/aʊt əv wɜːk/	жұмыс істеуге жарамайтын	без работы, вышедший из строя
Prepositional phrases with 'in' and 'out of' | Предложные фразы с использованием "в" и "вне" | Болымды және болымсыз түрде қолданылатын көмекші фразалар			
in / out of control	/ɪn / aʊt əv kənˈtrəʊl/	бақылауда / бақылаудан тыс	под контролем / вне контроля
in / out of danger	/ɪn / aʊt əv ˈdeɪndʒə(r)/	қауіпті жағдайда / қауіпсіз жағдайда	в опасности / вне опасности
in / out of order	/ɪn / aʊt əv ˈɔːdə(r)/	қалпында / қалпында емес	в порядке / не в порядке
in / out of sight	/ɪn / aʊt əv saɪt/	көру шегінде / көру шегінде емес	в поле зрения / вне поля зрения
in / out of trouble	/ɪn / aʊt əv ˈtrʌbl/	жайсыздыққа тап болу / болмау	столкнуться / не столкнуться с неприятностями
in / out of use	/ɪn / aʊt əv juːz/	қолданыста / қолданыстан шыққан	употребляемый / вышедший из употребления
5c			
anger (n.)	/ˈæŋgə(r)/	ашушылық	злость
certain (adj.)	/ˈsɜːtn/	белгілі бір	определенный
chain (n.)	/tʃeɪn/	шынжыр	цепь
corridor (n.)	/ˈkɒrɪdɔː(r)/	дәліз	коридор
drawer (n.)	/drɔː(r)/	жәшік	ящик
face-to-face (adv.)	/ˌfeɪs tə ˈfeɪs/	бетпе-бет	тет-а-тет, лицом к лицу
fill (v.)	/fɪl/	толығу	наполниться

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English	Phonetic Transcription	Kazakh	Russian
frighten (v.)	/ˈfraɪtn/	үркіту	запугивать
ghost (n.)	/gəʊst/	елес	призрак
gun (n.)	/gʌn/	жарақ	оружие
haunted (adj.)	/ˈhɔːntɪd/	елеске толған	населенный (призраками)
insult (v.)	/ɪnˈsʌlt/	қорлау	оскорблять
move into (a place)	/muːv ˈɪntə (ə pleɪs)/	үйге көшу	вселяться (в дом)
mysterious (adj.)	/mɪˈstɪəriəs/	құпиялы	таинственный
old-fashioned (adj.)	/ˌəʊld ˈfæʃnd/	модадан шыққан	вышедший из моды
once again	/wʌns əˈgen/	тағы да	еще раз
otherwise (adv.)	/ˈʌðəwaɪz/	әйтпесе	иначе
past (adv.)	/paːst/	өткен, болған уақиға	прошлое
peaceful (adj.)	/ˈpiːsfl/	тыныш	мирный, тихий
pillow (n.)	/ˈpɪləʊ/	жастық	подушка
reach (v.)	/riːtʃ/	жету	достигать
reappear (v.)	/ˌriːəˈpɪə(r)/	қайтадан көріну	снова появляться
secret (adj.)	/ˈsiːkrət/	құпия	секрет
skeleton (n.)	/ˈskelɪtn/	қаңқа	скелет
slipper (n.)	/ˈslɪpə(r)/	бөлме ішінде киетін аяқ киім	комнатные тапочки
smash (v.)	/smæʃ/	күл-талқанын шығару	разбить вдребезги
stain (n.)	/steɪn/	дақ	пятно
terrified (adj.)	/ˈterɪfaɪd/	зәресі кеткен	перепуганный
terrify (v.)	/ˈterɪfaɪ/	шошыту	напугать
the rest	/ðə rest/	қалғаны	остальное
treat (v.)	/triːt/	емдеу	лечить
twin (n.)	/twɪn/	егіз	близнец
warn (v.)	/wɔːn/	ескерту	предупреждать
5d			
anxious about (adj.)	/ˈæŋʃəs əˈbaʊt/	бір нәрсеге алаңдаған	обеспокоенный о
anxiously (adv.)	/ˈæŋkʃəsli/	алаңдап	беспокойно
as is	/əz ɪz/	болған күйінде	как есть
at last	/ət lɑːst/	ақырында, соңында	напоследок
bazaar (n.)	/bəˈzɑː(r)/	жәрмеңке	ярмарка
bored with (adj.)	/bɔːd wɪð/	бір нәрседен шаршау, жалығу	быть утомленным чем-то
capable of (adj.)	/ˈkeɪpəbl əv/	бір нәрсеге қабілетті болу	способный на
come by (phr. v.)	/kʌm baɪ/	кіріп шығу	заскочить
dishonest (adj.)	/dɪsˈɒnɪst/	әділ емес	нечестный
experienced in (adj.)	/ɪkˈspɪəriənst ɪn/	тәжірибелі	опытный в
fair (adj.)	/feə(r)/	әділ	честный, справедливый
fault (n.)	/fɔːlt/	кесір	вина
greedy (adj.)	/ˈgriːdi/	сараң	жадный
in shock	/ɪn ʃɒk/	есеңгіреген	в состоянии шока
interested in (adj.)	/ˈɪntrəstɪd ɪn/	қызығушылық танытқан	заинтересованный в

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judge (n.)	/dʒʌdʒ/	сот	судья
knowledgeable (adj.)	/ˈnɒlɪdʒəbl/	хабардар	осведомленный
once upon a time	/wʌns əˈpɒn ə taɪm/	ертеде, ежелде	когда-то, давным давно
patient (adj.)	/ˈpeɪʃnt/	шыдамды	терпеливый
patiently (adv.)	/ˈpeɪʃntli/	шыдамдылықпен	терпеливо
possessions (n.)	/pəˈzeʃnz/	мүлік	имущество
prepared (adj.)	/prɪˈpeəd/	дайындалған, дайын	подготовленный, приготовленный
responsible for (adj.)	/rɪˈspɒnsəbl fə(r)/	үшін жауапты	ответственный за
satisfied with (adj.)	/ˈsætɪsfaɪd wɪð/	қанағаттанған	удовлетворенный чем-либо
since (conj.)	/sɪns/	себебі	так как, потому что
smart (adj.)	/smɑːt/	ақылды	умный
steppe (n.)	/step/	дала	степь
suggest (v.)	/səˈdʒest/	ұсыну	предложить
trusting (adj.)	/ˈtrʌstɪŋ/	аңқау, сенгіш	доверчивый
5e			
award-winning (adj.)	/əˈwɔːd wɪnɪŋ/	марапатқа лайық	удостоенный награды
be set	/bi set/	шытырман өрбіту	развивать интригу
bestseller (n.)	/ˌbestˈselə(r)/	үлкен сұранысқа ие кітап	бестселлер
best-selling (adj.)	/ˌbestˈselɪŋ/	үлкен сұранысқа ие	наилучший по продажам, наиболее продаваемый
case (n.)	/keɪs/	жағдай, оқиға	случай
classic (n.)	/ˈklæsɪk/	классик	классик
come out (phr. v.)	/kʌm aʊt/	жарыққа шығу	выходить (о книге, журнале)
complicated (adj.)	/ˈkɒmplɪkeɪtɪd/	күрделіленген, қиындатылған	усложненный
connected (adj.)	/kəˈnektɪd/	байланысқан	связанный
couple (n.)	/ˈkʌpl/	жұп	пара
death (n.)	/deθ/	өлім, ажал	смерть
description (n.)	/dɪˈskrɪpʃn/	сипаттама	описание
detective (n.)	/dɪˈtektɪv/	детектив/ізші	детектив
educational (adj.)	/ˌedʒuˈkeɪʃənl/	білімділік	образовательный
feature (n.)	/ˈfiːtʃə(r)/	қасиет	примета, способность
heroine (n.)	/ˈherəʊɪn/	батыр әйел	героиня
keep sb guessing	/kiːp ˈsʌmbədi ˈgesɪŋ/	ойландыру, састыру	держать кого-либо в недоумении, озадачить
killer (n.)	/ˈkɪlə(r)/	кісі өлтіргіш	убийца
murder (n.)	/ˈmɜːdə(r)/	кісі өлтіру	убийство
page-turner (n.)	/ˈpeɪdʒ tɜːnə(r)/	еліктіргіш	захватывающая книга

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popular science	/pɒpjələ(r) ˈsaɪəns/	ғылыми, аты әйгілі predictable предсказуемый болжап болатын	научно-популярный
put down (phr. v.)	/pʊt daʊn/	орнына қою	поставить на место
question (v.)	/ˈkwestʃən/	сұрақ	вопрос
solve (v.)	/sɒlv/	шешу	решать
somehow (adv.)	/ˈsʌmhaʊ/	қалай да болса	как-нибудь
stay up (phr. v.)	/steɪ ʌp/	ұйықтамау	бодрствовать
suspense (n.)	/səˈspens/	белгісіздік, екіұштылық	неопределенность
travel memoir	/ˈtrævl ˈmemwɑː(r)/	жолда оқитын мемуарлар	дорожные мемуары
vivid (adj.)	/ˈvɪvɪd/	айқын, анық	очевидный
6a			
behave (v.)	/bɪˈheɪv/	өзін-өзі ұстау	вести себя
bottom (n.)	/ˈbɒtəm/	түп	дно
deck (n.)	/dek/	көру алаңы	смотровая площадка
grab (v.)	/ɡræb/	ұстап алу	хватать
life jacket (n.)	/ˈlaɪf dʒækɪt/	құтқару жилеті	спасательный жилет
rope (n.)	/rəʊp/	арқан	веревка
ruin (v.)	/ˈruːɪn /	бүлдіру	портить
seasick (adj.)	/ˈsiːsɪk/	теңіз ауруына шалдығу	страдающий морской болезнью
wave (n.)	/weɪv/	толқын	волна
Words related to weather | Слова, относящиеся к погоде | Ауа райына қатысты сөздер			
blow (v.)	/bləʊ/	соғу	дуть
cloud (n.)	/klaʊd/	бұлт	облако
degrees (n.)	/dɪˈɡriːz/	градус	градусы
drop (v.)	/drɒp/	түсу	падать
foggy (adj.)	/ˈfɒɡi/	тұманды	туманный
lightning (n.)	/ˈlaɪtnɪŋ/	найзағай	молния
rise (v.)	/raɪz/	көтерілу	подниматься
shine (v.)	/ʃaɪn/	жарқырап тұру	светить
storm (n.)	/stɔːm/	дауыл	буря
temperature (n.)	/ˈtemprətʃə(r)/	температура	температура
thunder (n.)	/ˈθʌndə(r)/	күн күркіреу	гром
wind (n.)	/wɪnd/	жел	ветер
Phrases | Фразы | Фразалар			
a close shave	/ə kləʊz ʃeɪv/	қауіпті жағдай	опасное положение
give sb a hand	/ɡɪv ˈsʌmbədi ə hænd/	біреуге қол беру	подать кому-то руку
hand sb sth	/hænd ˈsʌmbədi ˈsʌmθɪŋ/	біреуге бір нәрсе беру	передать кому-то что-то
head back	/hed bæk/	бөгет болу	препятствовать
hold on tight	/həʊld ɒn taɪt/	Барлығың мықтап ұстап тұрыңдар	держаться крепче
mess around (phr. v.)	/mes əˈraʊnd/	бос сандалу	бездельничать

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Word List III

English	Phonetic Transcription	Kazakh	Russian
quick thinking	/kwɪk ˈθɪŋkɪŋ/	көңілі зерек	сообразительный
6b			
beast (n.)	/biːst/	хайуан	зверь
bite (v.)	/baɪt/	шағып алу	укусить
by accident	/baɪ ˈæksɪdənt/	кездейсоқ	случайно
chase (v.)	/tʃeɪs/	қуалау	гнаться
climate change (n.)	/ˈklaɪmət tʃeɪndʒ/	климаттың өзгеруі	изменение климата
close by	/kləʊz baɪ/	жақын жерде	рядом
courage (n.)	/ˈkʌrɪdʒ/	батылдық	храбрость
disturb (v.)	/dɪˈstɜːb/	тынышын алу	беспокоить
get rid of (phr. v.)	/get rɪd ɒv/	құтылу	избавиться
injure (v.)	/ˈɪndʒə(r)/	зақымдау	повредить
log (n.)	/lɒg/	бөрене	бревно
scratch (v.)	/skrætʃ/	тырнап алу	поцарапать
snap (v.)	/snæp/	сақылдау	ухватить, клацать зубами, клыками
spin round	/spɪn raʊnd/	бұрылу	обернуться
tail (n.)	/teɪl/	құйрық	хвост
turn out (phr. v.)	/tɜːn aʊt/	болып шығу	оказаться
Phrases/Expressions | Фразы/выражения | Фразалар/нақышты сөздер			
After a while…	/ˈɑːftə(r) ə waɪl/	бірер уақыттан кейін	через некоторое время
All of a sudden,…	/ɔːl ɒv ə ˈsʌdn/	кенеттен	внезапно
Amazingly,… (adv.)	/əˈmeɪzɪŋli/	ғажап жайт	на удивление
As a result,…	/əz ə rɪˈzʌlt/	нәтижесінде	в результате
At some point	/ət səm pɔɪnt/	бір кезде	в какой-то момент
I couldn't believe my eyes!	/aɪ kʊdnt bɪˈliːv maɪ aɪz/	өз көзіме өзім сене алмадым	я не мог поверить своим глазам
I held my breath.	/aɪ held maɪ breθ/	мен демімді ұстап тұрдым	я задержал дыхание
To my surprise,…	/tə maɪ səˈpraɪz/	мені таңғалдырған	к моему удивлению
(Un)fortunately,… (adv.)	/(ʌn)ˈfɔːtʃənətli/	бақытына (өкінішке) орай	к счастью (сожалению)
(Un)luckily,… (adv.)	/(ʌn) ˈlʌkɪli/	бақытына (өкінішке) орай	к счастью (сожалению)
6c			
as well as	/əz wel əz/	сондай-ақ	а также
branch (n.)	/brɑːntʃ/	шыбық	ветка
climate (n.)	/ˈklaɪmət/	климат	климат
drown (v.)	/draʊn/	бату	тонуть
enormous (adj.)	/ɪˈnɔːməs/	үлкен	огромный
extraordinary (adj.)	/ɪkˈstrɔːdnri/	өзгеше	необычный
hold (v.)	/həʊld/	ұстап қалу, ұстап тұру	удерживать
insect (n.)	/ˈɪnsekt/	жәндік	насекомое
leaf (n.)	/liːf/	жапырақ	лист
lizard (n.)	/ˈlɪzəd/	кесіртке	ящерица
natural (adj.)	/ˈnætʃrəl/	табиғи	природный
prison (n.)	/ˈprɪzn/	абақты	тюрьма, затвор

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English	Phonetic Transcription	Kazakh	Russian
prisoner (n.)	/ˈprɪznə(r)/	қамаудағы адам	заключенный
rat (n.)	/ræt/	егеуқұйрық	крыса
root (n.)	/ruːt/	тамыр	корень
soil (n.)	/sɔɪl/	топырақ	почва
species (n.)	/ˈspiːʃiːz/	түр	вид
square (adj.)	/ˈskweə(r)/	шаршы	квадратный
sticky (adj.)	/ˈstɪki/	жабысқақ	клейкий, липкий
store (v.)	/stɔː(r)/	сақтау	хранить
survive (v.)	/səˈvaɪv/	аман қалу	выжить
swollen (adj.)	/ˈswəʊlən/	томпайған	раздутый
trap (v.)	/træp/	ұстап алу, ұстап тұру	поймать, удерживать
tropical (adj.)	/ˈtrɒpɪkl/	тропиктік	тропический
trunk (n.)	/trʌŋk/	діңгек	ствол
up to (adv.)	/ʌp tə/	дейін	до
western (adj.)	/ˈwestən/	батыс	западный
wood (n.)	/wʊd/	сүрек	древесина
6d			
break out (phr. v.)	/breɪk aʊt/	өртену	загораться
collapse (v.)	/kəˈlæps/	қирау	развалиться
damage (n.)	/ˈdæmɪdʒ/	зақым	ущерб
destroy (v.)	/dɪˈstrɔɪ/	қирату	разрушить
(natural) disaster (n.)	/(ˈnætʃrəl) dɪˈzɑːstə(r)/	табиғи апат	природная катастрофа
erupt (v.)	/ɪˈrʌpt/	атқылау	извергаться
evacuate (v.)	/ɪˈvækjueɪt/	көшіру	эвакуировать
exact (adj.)	/ɪgˈzækt/	нақты	точный
flood (v.)	/flʌd/	су басу	затоплять
homeless (adj.)	/ˈhəʊmles/	баспанасыз	бездомный, безкровный
massive (adj.)	/ˈmæsɪv/	ірі	крупный
medical supplies	/ˈmedɪkl səˈplaɪz/	дәрі-дәрмектер	медикаменты
missing (adj.)	/ˈmɪsɪŋ/	хабарсыз кеткен	без вести пропавшие
occur (v.)	/əˈkɜː(r)/	орын алу	произойти
point out (phr. v.)	/pɔɪnt aʊt/	атап көрсету	указать, отметить
put out (phr. v.)	/pʊt aʊt/	өшіру, сөндіру	погашать, потушить
rescue (v.)	/ˈreskjuː/	құтқару	спасать
rescue team	/ˈreskjuː tiːm/	құтқарушы бригада	спасательная бригада
resident (n.)	/ˈrezɪdənt/	тұрғын	житель
rubble (n.)	/ˈrʌbl/	үйінді	завал
smoke (n.)	/sməʊk/	түтін	дым
survivor (n.)	/səˈvaɪvə(r)/	аман қалған	выживший
treat (v.)	/triːt/	емдеу	лечить
unknown (adj.)	/ˌʌnˈnəʊn/	бейтаныс	незнакомый
Natural disasters | Природные катастрофы | Табиғи апаттар			
earthquake (=quake) (n.)	/ˈɜːθkweɪk/	жер сілкінісі	землетрясение
flood (n.)	/flʌd/	су тасқыны	наводнение
tsunami (n.)	/tsuːˈnɑːmi/	цунами	цунами

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English	Phonetic Transcription	Kazakh	Russian
volcano (n.)	/vɒlˈkeɪnəʊ/	жанартаудың атқылауы	извержение вулкана
6e			
amused (adj.)	/əˈmjuːzd/	разы	довольный
cliff (n.)	/klɪf/	жартас	утес
confused (adj.)	/kənˈfjuːzd/	шатастырылған	сбитый с толку
confusing (adj.)	/kənˈfjuːzɪŋ/	шатасқан, түсініксіз	запутанный, неясный
cry (v.)	/kraɪ/	айғайлау	кричать
edge (n.)	/edʒ/	шет	край
embarrassed (adj.)	/ɪmˈbærəst/	ұялған	смущенный
engine (n.)	/ˈendʒɪn/	машина, қозғалтқыш	машина, двигатель
faint (v.)	/feɪnt/	талып қалу	упасть в обморок
hang (v.)	/hæŋ/	іліну	висеть, повиснуть
hug (v.)	/hʌg/	құшақтау	обнимать
inform (v.)	/ɪnˈfɔːm/	хабарлау	информировать
land (v.)	/lænd/	жерге қондыру, отырғызу	приземлить, посадить
oasis (n.)	/əʊˈeɪsɪs/	көгал	оазис
relaxing (adj.)	/rɪˈlæksɪŋ/	әлсірететін	расслабляющий
relieved (adj.)	/rɪˈliːvd/	жеңілдетілген	облегченный
woods (n.)	/wʊdz/	орман	лес
Phrases | Фразы | Фразалар			
In the beginning	/ɪn ðə bɪˈgɪnɪŋ/	басында	в начале
Just in time	/dʒʌst ɪn taɪm/	нақты уақытында	точно вовремя
Without thinking,...	/wɪˈðaʊt ˈθɪŋkɪŋ/	ойланбастан	не подумав
7a			
active volcano	/ˈæktɪv vɒlˈkeɪnəʊ/	атқылап жатқан жанартау	действующий вулкан
book (v.)	/bʊk/	брондау, тапсырыс беру	забронировать, заказывать
burning (adj.)	/ˈbɜːnɪŋ/	жанатын	жгучий, горючий
chat (v.)	/tʃæt /	әңгімелесу	общаться, разговаривать
company (n.)	/ˈkʌmpəni/	компания	компания
enjoyable (adj.)	/ɪnˈdʒɔɪəbl/	жағымды, рақат әкелетін	приятный
get a tan	/get ə tæn/	күнге күю, күйдіріп алу	получить ожог
globe (n.)	/gləʊb/	жер шары, әлем, дүние жүзі	земной шар, мир
impress (v.)	/ɪmˈpres/	әсер қалдыру	произвести впечатление
interact (v.)	/ˌɪntəˈrækt /	өзара әрекеттесу	взаимодействовать
keen on (adj.)	/kiːn ɒn/	бір нәрсеге әуес, берілген	страстно увлеченный чем-либо
location (n.)	/ləʊˈkeɪʃn/	орналасқан жері	место нахождения
make an impression	/meɪk ən ɪmˈpreʃn/	әсер қалдыру	произвести впечатление

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English	Phonetic Transcription	Kazakh	Russian
marine life	/məˈriːn ˈlaɪf/	теңіздің өсімдік және жануар әлемі	морская флора и фауна
passion for (n.)	/ˈpæʃn fə(r)/	бір нәрсеге құмар	страсть к
pretty (adv.)	/ˈprɪti/	әбден, толық	вполне
safety (n.)	/ˈseɪfti/	қауіпсіздік	безопасность
scar (n.)	/skɑː(r)/	тыртық	шрам
smart (adj.)	/smɑːt/	ақылды	умный
tie (n.)	/tɑɪ/	галстук	галстук
whenever (conj.)	/wenˈevə(r)/	бір нәрсе істеген сайын	всякий раз, когда
Types of holiday | Виды праздников | Мереке түрлері			
backpacking holiday	/ˈbækpækɪŋ ˈhɒlədeɪ/	жорыққа шығу мерекесі	турпоходный праздник
cruise (n.)	/kruːz/	теңіз саяхаты	морское путешествие
guided city tour	/ˈgaɪdɪd ˈsɪti tʊə(r)/	гидпен қала маңына саяхат жасау	тур по городу с гидом
holiday by the seaside	/ˈhɒlədeɪ baɪ ðə ˈsiːsaɪd/	теңіз жағасындағы демалыс	отдых на море
safari (n.)	/səˈfɑːri/	сафари	сафари
7b			
agritourism (n.)	/ˈægrɪtʊərɪzəm/	агротуризм	агротуризм
bucket (n.)	/ˈbʌkɪt/	шелек	ведро
cowshed (n.)	/ˈkaʊʃed/	сиыр қора	хлев
farmer (n.)	/ˈfɑːmə(r)/	диқан, шаруа	крестьянин
mud (n.)	/mʌd/	балшық	слякоть
kick (v.)	/kɪk/	тебу	пинать
order (v.)	/ˈɔːdə(r)/	бұйыру	приказывать
pass by (phr. v.)	/pɑːs baɪ/	біреудің қасынан өту	проходить мимо
shed (n.)	/ʃed/	қора	навес, сарай
spade (n.)	/speɪd/	күрек	лопата
stable (n.)	/ˈsteɪbl/	атқора	конюшня
steer clear	/stɪə(r) klɪə(r)/	шеттеу, жоламау	избегать, сторониться
the outdoors (n.)	/ðə ˌaʊtˈdɔːz/	табиғат	природа
wild (adj.)	/ˈwaɪld/	жабайы	дикий
Expressions with 'time' | Выражения, содержание слово "время" в английском языке | Уақыт сөзі бар нақышты сөздер			
at all times	/ət ɔːl taɪmz/	әрдайым	всегда
from time to time	/frəm taɪm tə taɪm/	дүркін-дүркін	время от времени
give sb a hard time	/gɪv ˈsʌmbədi ə hɑːd taɪm/	айыптау, қорлау	упрекать, издеваться над кем-либо
have time to kill	/həv taɪm tə kɪl/	уақыт кетіру	убить время
make time	/meɪk taɪm/	уақыт бөлу	выкраивать время
spend time	/spend taɪm/	уақыт өткізу	проводить время
take your time	/teɪk jɔː(r) taɪm/	асықпаңыз	можете не торопиться
waste time	/weɪst taɪm/	уақытты зая жіберу	тратить время попусту

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English	Phonetic Transcription	Kazakh	Russian
Phrases | Фразы | Фразалар			
Don't talk nonsense	/dəʊnt tɔːk ˈnɒnsns/	Бос сөз сөйлемеңіз	Не несите чепуху
It's a good laugh	/ɪts ə gʊd lɑːf/	Бұл өте күлкілі	Это очень смешно
That's disgusting	/ðæts dɪsˈgʌstɪŋ/	бұл жиіркенішті нәрсе екен	Это отвратительно
The next thing I knew...	/ðə nekst θɪŋ aɪ njuː/	Маған мәлім болған келесі нәрсе	Следующее, о чем я узнал
7c			
announcement (n.)	/əˈnaʊnsmənt/	хабарлама	объявление, извещение
board (v.)	/bɔːd/	отыру	садиться
break down (phr. v.)	/breɪk daʊn/	сынып қалу	сломаться
brochure (n.)	/ˈbrəʊʃə(r)/	кітапша	брошюра
cabin (n.)	/ˈkæbɪn/	кабина, дүңгіршек	кабина, киоск
come back (phr. v.)	/kʌm bæk/	оралу	вернуться
complaint (n.)	/kəmˈpleɪnt/	наразылық, шағым	жалоба
crew (n.)	/kruː/	команда	команда
delay (n.)	/dɪˈleɪ/	кідіріс	задержка
delayed (adj.)	/dɪˈleɪd/	кешіктірілген	задержанный
disorganised (adj.)	/dɪsˈɔːgənaɪzd/	салдыр-салақ	безалаберный
dissatisfied (adj.)	/dɪˈsætɪsfaɪd/	қанағаттанбаған	неудовлетворенный
dream (adj.)	/driːm/	сүйкімді	обаятельный
get sunburnt	/get ˈsʌnbɜːnt/	күнге күю	загореть
hardly (adv.)	/ˈhɑːdli/	зорға, әрең	едва
impatient (adj.)	/ɪmˈpeɪʃnt/	шыдамсыз	нетерпеливый
impolite (adj.)	/ˌɪmpəˈlaɪt/	әдепсіз, тұрпайы	невежливый
impossible (adj.)	/ˌɪmˈpɒsəbl/	мүмкін емес	невозможный
improve (v.)	/ɪmˈpruːv/	жақсарту	улучшить
mini (adj.)	/ˈmɪni/	кішірейтілген	уменьшенный
luxurious (adj.)	/lʌgˈʒʊəriəs/	салтанатты	роскошный
on board	/ˌɒn ˈbɔːd/	кеменің бортында	на борту, на корабле
pack (v.)	/pæk/	қаптау, салу	укладывать, упаковывать
passport (n.)	/ˈpɑːspɔːt/	төлқұжат	паспорт
reception (n.)	/rɪˈsepʃn/	қабылдау	прием
run out of (phr. v.)	/rʌn aʊt ɒv/	таусылып қалу	закончиться
sail (v.)	/seɪl/	жүзу	плавать
service (n.)	/ˈsɜːvɪs/	қызмет көрсету	обслуживание
shock (n.)	/ʃɒk/	есеңгіреу	шок
tasteless (adj.)	/ˈteɪstləs/	талғамсыз	бесвкусный
tiny (adj.)	/ˈtaɪni/	титтей	крошечный
unpleasant (adj.)	/ʌnˈpleznt/	жағымсыз	неприятный
unsuccessful (adj.)	/ˌʌnsəkˈsesfl/	табыссыз	безуспешный
7d			
be out of one's mind	/biː aʊt ɒv wʌnz maɪnd/	есі ауысу	быть не в своем уме
bump into (phr. v.)	/bʌmp ˈɪntə/	ұшып келіп килігу, соқтығу	налететь

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English	Phonetic Transcription	Kazakh	Russian
custom (n.)	/ˈkʌstəm/	дәстүр	обычай
facial expression	/ˌfeɪʃl ɪkˈspreʃn/	бет әлпеті	выражение лица
familiar with (adj.)	/fəˈmɪliə(r) wɪð/	таныс болу	знакомый с чем-либо
get into trouble	/get ˈɪntə ˈtrʌbl/	көңілсіз жағдайға тап болу	иметь неприятности
host (n.)	/həʊst/	ие	хозяин
loud (adj.)	/laʊd/	дауыстап, қатты	громкий
make a fool of oneself	/meɪk ə fuːl ɒv wʌnˈself/	масқаралану, ақылсыздық істеу	опозориться, глупить
offend (v.)	/əˈfend/	ренжіту	обидеть
owe (v.)	/əʊ/	қарыздану	задолжать
push in (phr. v.)	/pʊʃ ɪn/	жағалауға жақындау	приближаться к берегу
queue (n.)	/kjuː/	кезек	очередь
raise (v.)	/reɪz/	көтерілу	подниматься
refuse (v.)	/rɪˈfjuːz/	бас тарту	отказываться
remove (v.)	/rɪˈmuːv/	жою, орнын ауыстыру, алып тастау	исключать, перемещать, убирать
slight (adj.)	/ˈslaɪt/	сәл, азғантай	небольшой, слабый
Parts of the body | Части тела | Дене мүшелері			
cheek (n.)	/tʃiːk/	бет	щека
chin (n.)	/tʃɪn/	иек	подбородок
eyebrow (n.)	/ˈaɪbraʊ/	қас	бровь
forehead (n.)	/ˈfɔːhed/	маңдай	лоб
shoulder (n.)	/ˈʃəʊldə(r)/	иық	плечо
Words related to gestures | Слова, относящиеся к телодвижению | Дене қимылына қатысты сөздер			
bow (v.)	/baʊ/	бас ию, иілу	поклоняться, наклонить голову
bow (n.)	/baʊ/	бас ию	поклон
greet (v.)	/griːt/	сәлем беру	кланяться, приветствовать
kiss (v.)	/kɪs/	сүю	целовать
nod (v.)	/nɒd/	бас изеу	кивать
nod (n.)	/nɒd/	бас изеу	кивок
point (v.)	/pɔɪnt/	көрсету, нұсқау	указывать
shake hands	/ʃeɪk hændz/	қол алысып амандасу	пожать друг другу руки
signal (v.)	/ˈsɪgnəl/	сигнал беру	дать сигнал
tap (v.)	/tæp/	даңғырлату, тарсылдау	стучать, тарабанить
wave (v.)	/weɪv/	қол бұлғау	махать
7e			
apart from that	/əˈpɑːt frəm ðæt/	оның үстіне	помимо этого
assistance (n.)	/əˈsɪstəns/	көмек	помощь
beginner (n.)	/bɪˈgɪnə(r)/	бастауыш	начинающий
choice (n.)	/tʃɔɪs/	таңдау	выбор
excitement (n.)	/ɪkˈsaɪtmənt/	қобалжу, толқу	волнение

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furthermore (adv.)	/ˌfɜːðəˈmɔː(r)/	оған қоса	более того
hire (v.)	/ˈhaɪə(r)/	жалдау	нанимать
in advance	/ɪn ədˈvɑːns/	алдын ала	заблаговременно
minimum (adj.)	/ˈmɪnɪməm/	ең кем, ең төмен	минимальный
provide (v.)	/prəˈvaɪd/	қамтамасыз ету	предоставлять
require (v.)	/rɪˈkwaɪə(r)/	талап ету	требовать
resort (n.)	/rɪˈzɔːt/	шипажай	курорт
slope (n.)	/sləʊp/	шайқалу	наклон, раскачка
special offer	/ˌspeʃl ˈɒfə(r)/	арнайы ұсыныс	специальное предложение
unbelievable (adj.)	/ˌʌnbɪˈliːvəbl/	ақылға сыймайтын	невероятный
Phrases related to formal letters | Фразы, относящиеся к официальным письмам | Ресми хаттарға қатысты фразалар			
Dear Sir/Madam	/dɪə(r) sɜː(r)/mædəm/	Құрметті мырза/ханым	Уважаемый господин/госпожа
Yours faithfully	/jɔːz ˈfeɪθfəli/	Құрметпен	С уважением
Yours sincerely	/jɔːz sɪnˈsɪəli/	Құрметпен	С уважением
8a			
allergic (adj.)	/əˈlɜːdʒɪk/	аллергияға шалдыққан	страдающий аллергией
appetiser (n.)	/ˈæpɪtaɪzə(r)/	жеңіл тамақ	закуска
bean (n.)	/biːn/	үрме бұршақ	фасоль
contain (v.)	/kənˈteɪn/	құрамында болу	содержать
dish (n.)	/dɪʃ/	тағам	блюдо
have a look	/həv ə lʊk/	назар салу	взглянуть
knowledge (n.)	/ˈnɒlɪdʒ/	білім	знания
main course (n.)	/meɪn kɔːs/	негізгі тағам	основное блюдо
make a reservation	/meɪk ə ˌrezəˈveɪʃn/	алдын ала тапсырыс беру	бронировать
nuts (n.)	/nʌts/	жаңғақтар	орехи
persuade (v.)	/pəˈsweɪd/	көндіру	уговаривать
reserve (a table) (v.)	/rɪˈzɜːv ə ˈteɪbl/	үстелге тапсырыс беру	зарезервировать стол
resist (v.)	/rɪˈzɪst/	жеуден тартыну	воздержаться
taste (n.)	/teɪst/	дәм	вкус
vegetarian (adj.)	/ˌvedʒəˈteəriən/	вегетериан	вегетерианец
whipped cream (n.)	/wɪpt kriːm/	шайқалған кілегей	взбитые сливки
Adjectives describing food | Имена прилагательные, характеризующие вкусовые качества пищи | Тамақтың дәмдік қасиеттерін сипаттайтын сын есімдер			
bitter (adj.)	/ˈbɪtə(r)/	ащы	горький
bland (adj.)	/blænd/	тұщы	пресный
creamy (adj.)	/ˈkriːmi/	майлы	жирный
crispy (adj.)	/ˈkrɪspi/	қытырлақ	хрустящий
disgusting (adj.)	/dɪsˈgʌstɪŋ/	жиіркенішті	отвратительный
fresh (adj.)	/freʃ/	жаңа піскен	свежий
greasy (adj.)	/ˈgriːsi/	майлы	масляный, жирный
juicy (adj.)	/ˈdʒuːsi/	шырынды	сочный
mouth-watering (adj.)	/ˈmaʊθ wɔːtərɪŋ/	тәбетті ашатын, дәмді	аппетитный (пальчики оближешь)

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salty (adj.)	/ˈsɔːlti/	тұзды	соленый
spicy (adj.)	/ˈspaɪsi/	ащы	острый
sweet (adj.)	/swiːt/	тәтті	сладкий
Phrases | Фразы | Фразалар			
Come on!	/kʌm ɒn/	Тез бол!	Скорей!
I'll have the...	/aɪl həv ðiː/	Мен ... қалаймын	Я буду... Я закажу...
It's my treat	/ɪts maɪ triːt/	Мен төлей саламын	Я угощаю
Just this once	/dʒʌst ðɪs wʌns/	Мен осыны ғана қалаймын	Я буду только это
What do you recommend?	/wɒt də juˌ rekəˈmend/	Маған қандай тамақ таңдауға кеңес бересіз?	Что Вы порекомендуете?
What do you say?	/wɒt də ju seɪ/	Бұл туралы не ойлайсың?	Что скажешь?
What have you got to lose?	/wɒt həv ju gɒt tə luːz/	Еш нәрсе жоғалтпайсың ғой?	Ты ничего не теряешь?
8b			
accommodate (v.)	/əˈkɒmədeɪt/	жайғастыру, орналастыру	предоставить жилье
accommodation (n.)	/əˌkɒməˈdeɪʃn/	үй-жай	жилье
achievement (n.)	/əˈtʃiːvmənt/	жетістік	достижение
appointment (n.)	/əˈpɔɪntmənt/	дәрігерге қаралуға жолдама	направление на прием к врачу
argument (n.)	/ˈɑːgjumənt/	дау, талас	спор
campaign (n.)	/kæmˈpeɪn/	науқан	кампания
celebration (n.)	/ˌselɪˈbreɪʃn/	салтанат	празднование
chore (n.)	/tʃɔː(r)/	үй жұмысы	работа по дому
college (n.)	/ˈkɒlɪdʒ/	колледж	колледж
community (n.)	/kəˈmjuːnəti/	қоғам	общество
competitor (n.)	/kəmˈpetɪtə(r)/	бәсекелес	конкурент
cookbook (n.)	/ˈkʊkbʊk/	аспаздық кітап	кулинарная книга
(cookery) course (n.)	/(ˈkʊkəri) kɔːs/	аспаздық курстар	кулинарные курсы
decoration (n.)	/ˌdekəˈreɪʃn/	әшекей	украшение
eventually (adv.)	/ɪˈventʃuəli/	ақыр соңында	в итоге
homemade (adj.)	/ˌhəʊm ˈmeɪd/	үйде пісірілген	домашнего приготовления
hopefully (adv.)	/ˈhəʊpfəli/	сенемін, сенеміз	надеюсь, надеемся
improvement (n.)	/ɪmˈpruːvmənt/	жақсару	улучшение
introduce (v.)	/ˌɪntrəˈdjuːs/	енгізу, жүргізу	ввести, проводить
make a difference	/meɪk ə ˈdɪfrəns/	үлес қосу	внести вклад
notice (v.)	/ˈnəʊtɪs/	аңғару, байқау	замечать
preparation (n.)	/ˌprepəˈreɪʃn/	дайындық	подготовка
prime minister (n.)	/ˌpraɪm ˈmɪnɪstə(r)/	премьер-министр	премьер-министр
recipe (n.)	/ˈresəpɪ/	рецепт	рецепт
run (a restaurant) (v.)	/rʌn ə ˈrstrɒnt/	ресторандық бизнес жүргізу	вести ресторанный бизнес
serve (v.)	/sɜːv/	қызмет көрсету	обслуживать
spectator (n.)	/spekˈteɪtə(r)/	келуші	посетитель
spread (v.)	/spred/	таралу	распространяться

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task (n.)	/tɑːsk/	тапсырма	задание
8c			
arrival (n.)	/əˈraɪvl/	келуі	приход, наступление
aspect (n.)	/ˈæspekt/	аспект	аспект
bowl (n.)	/bəʊl/	кесе	чаша
certainly (adv.)	/ˈsɜːtnli/	әрине, әлбетте	конечно
date back	/deɪt bæk/	бастау алу, пайда болу	появиться, брать начало
dinner table (n.)	/ˈdɪnə teɪbl/	тамақ ішетін үстел	обеденный стол
flour (n.)	/ˈflaʊə(r)/	ұн	мука
forgive (v.)	/fəˈgɪv/	кешіру	прощать
generosity (n.)	/ˌdʒenəˈrɒsəti/	жомарттық	щедрость
get together	/get təˈgeðə(r)/	жүздесу	встретиться
ingredient (n.)	/ɪnˈgriːdɪənt/	ингредиент	ингредиент
lively (adj.)	/ˈlaɪvlɪ/	жанданған	оживленный
Middle East (n.)	/ˌmɪdl ˈiːst/	Орта Шығыс	Средний Восток
nomadic (adj.)	/nəʊˈmædɪk/	көшпенді	кочевой
occasion (n.)	/əˈkeɪʒn/	оқиға	случай
past (adj.)	/pɑːst/	өткен	прошлый
prosperity (n.)	/prɒˈsperəti/	өркендеу	процветание
represent (v.)	/ˌreprɪˈzent/	ұсыну	представлять
various (adj.)	/ˈveəriəs/	түрлі	различный
version (n.)	/ˈvɜːʃn/	нұсқа	версия
Phrases for letters/emails | Фразы, используемые в письмах/электронных письмах | Хаттар/электронды хаттарда қолданылатын фразалар			
Here's the latest.	/ˈhɪəz ðə ˈleɪtɪst/	Ал, соңғы жаңалықтар	Итак, последние новости
How's life?	/haʊz laɪf/	Қалың қалай?	Как жизнь?
Hugs and kisses.	/hʌgz ənd kɪsɪz/	Бетіңнен сүйдім	Целую и обнимаю
Keep in touch.	/kiːp ɪn tʌtʃ/	Хабарласып тұр	Будем на связи
Sorry I haven't written for so long.	/ˈsɒri aɪ ˈhævnt ˈrɪtn fə səʊ lɒŋ/	Көптен бері хабарласпағанымa кешірім сұраймын	Извини, что долго не писал(-а)
What have you been up to lately?	/wɒt həv ju biːn ʌp tə ˈleɪtli/	Соңғы уақытта немен айналысып жүрдің?	Чем ты занимался (-ась) в последнее время?
8d			
(one/two) at a time	/(wʌn/tuː) ət ə taɪm/	бір ретте біреу/екеу	один/два за один раз
cinnamon (n.)	/ˈsɪnəmən/	даршын	корица
dough (n.)	/dəʊ/	қамыр	тесто
flavour (n.)	/ˈfleɪvə(r)/	хош иіс	аромат
freezer (n.)	/ˈfriːzə(r)/	тоңазытқыш	холодильник, морозилка
mixture (n.)	/ˈmɪkstʃə(r)/	қоспа	смесь
napkin (n.)	/ˈnæpkɪn/	майлық	салфетка
one by one	/wʌn baɪ wʌn/	бірінен соң бірі	один за другим
oven (n.)	/ˈʌvn/	пеш	печь
plain (adj.)	/pleɪn/	қосындысыз	без добавок

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procedure (n.)	/prəˈsiːdʒə(r)/	рәсім	процедура
Kitchen utensils | Кухонные пренадлежности | Асүй жабдықтары			
baking tray (n.)	/ˈbeɪkɪŋ treɪ/	қаңылтыр таба	противень
fork (n.)	/fɔːk/	шанышқы	вилка
frying pan (n.)	/ˈfraɪɪŋ pæn/	таба	сковорода
knife (n.)	/naɪf/	пышақ	нож
plate (n.)	/ˈpleɪt/	тәрелке	тарелка
saucepan (n.)	/ˈsɔːspən/	кәстрөл	кастрюля
tablespoon (tbsp) (n.)	/ˈteɪblspuːn/	ас қасық	столовая ложка
teaspoon (tsp) (n.)	/ˈtiːspuːn/	шай қасық	чайная ложка
Cooking verbs | Глаголы, применимые к готовке | Тамақ пісіруге қатысты етістіктер			
bake (v.)	/beɪk/	пісіру	печь, выпекать
beat (v.)	/biːt/	шайқау	взбивать
boil (v.)	/bɔɪl/	қайнату	кипятить
chop (v.)	/tʃɒp/	турау	нарезать
cool (v.)	/kuːl/	салқындату	остудить
cover (v.)	/ˈkʌvə(r)/	бетін жабу	покрыть
dip (v.)	/dɪp/	батыру	погрузить
fry (v.)	/fraɪ/	қуыру	жарить
heat (v.)	/hiːt/	қыздыру	подогреть
melt (v.)	/melt/	еру	таить
overcook (v.)	/ˌəʊvəˈkʊk/	ұзақ ұстау	передержать
peel (v.)	/piːl/	тазалау	чистить
roast (v.)	/rəʊst/	ыстау	коптить
stir (v.)	/stɜː(r)/	араластыру	мешать
8e			
ancestor (n.)	/ˈænsestə(r)/	Ата-баба	Прародитель/ предок
annual (adj.)	/ˈænjuəl/	жыл сайынғы	ежегодный
comfort food	/ˈkʌmfət fuːd/	дәстүрлі тағам	традиционная еда
corner (n.)	/ˈkɔːnə(r)/	бұрыш үй	угол
crowd (n.)	/ˈkraʊd/	тобыр (топ)	толпа
exhibition (n.)	/ˌeksɪˈbɪʃn/	көрме	выставка
festivities (n.)	/feˈstɪvətɪz/	мереке	празднества
host (v.)	/həʊst/	(ісшара) өткізу	Проводить (мероприятие)
stall (n.)	/stɔːl	Сауда сөресі	Прилавок
street food	/striːt fuːd/	көшедегі тамақ	уличная еда
9a			
agent (n.)	/ˈeɪdʒənt/	агент	агент
brand new (adj.)	/ˌbrænd ˈnjuː/	су жаңа	совершенно новый
cleaner (n.)	/ˈkliːnə(r)/	сыпырушы	уборщица
empty (adj.)	/ˈempti/	бос	пустой
filthy (adj.)	/ˈfɪlθi/	лас	грязный
front door (n.)	/ˌfrʌnt ˈdɔː(r)/	алдыңғы есік	передняя дверь
hall (n.)	/hɔːl/	зал	зал

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Word List III

English	Phonetic Transcription	Kazakh	Russian
hiding place (n.)	/ˈhaɪdɪŋ pleɪs/	жасырын жер	потайник
obvious (adj.)	/ˈɒbvɪəs/	айқын, анық	очевидный
opening (n.)	/ˈəʊpnɪŋ/	ашылу	открытие
properly (adv.)	/ˈprɒpəli/	тиісінше	как следует, должным образом
relationship (n.)	/rɪˈleɪʃnʃɪp/	қарым-қатынас	отношения
security guard (n.)	/sɪˈkjʊərəti gɑːd/	күзетші	охранник
Words related to crime | Слова, относящиеся к преступлениям | Қылмысқа қатысты сөздер			
alibi (n.)	/ˈælәbəɪ/	алиби	алиби
arrest (v.)	/əˈrest/	қамауға алу	задержать
burglar (n.)	/ˈbɜːglə(r)/	қарақшы	взломщик
burglary (n.)	/ˈbɜːgləri/	қарақшылық	кража со взломом
criminal (n.)	/ˈkrɪmɪnl/	қылмыскер	преступник
inspector (n.)	/ɪnˈspektə(r)/	инспектор	инспектор
investigate (v.)	/ɪnˈvestɪgeɪt/	тексеру	расследовать
pickpocket (n.)	/ˈpɪkpɒkɪt/	ұры	вор-карманник
pickpocketing (n.)	/ˈpɪkpɒkɪtɪŋ/	қалтаға түсетін ұрлық	карманная кража
rob (v.)	/rɒb/	тонау, ұрлау	грабить
robber (n.)	/ˈrɒbə(r)/	ұры	грабитель
robbery (n.)	/ˈrɒbərɪ/	тонау	ограбление
shoplift (v.)	/ˈʃɒplɪft/	тауар ұрлау	воровать товары
shoplifter (n.)	/ˈʃɒplɪftə(r)/	дүкеннен тауар ұрлаушы	магазинный вор
shoplifting (n.)	/ˈʃɒplɪftɪŋ/	дүкендегі ұрлық	воровство в магазинах
theft (n.)	/θeft/	ұрлық	кража
thief (n.)	/θiːf/	ұры	вор
Phrases | Фразы | Фразалар			
No need	/nəʊ niːd/	қажет емес	Нет необходимости
Take a look	/teɪk ə lʊk/	назар салыңыз	Взгляните
9b			
advert (n.)	/ˈædvɜːt/	жарнама	объявление
attach (v.)	/əˈtætʃ/	байланыстыру, қосу	присоединять
bedside table (n.)	/ˌbedsaɪd ˈteɪbl/	кереует жанындағы үстел	тумба (прикроватный столик)
bit (n.)	/bɪt/	кішкене	немного
DIY (do-it-yourself) (n.)	/də ɪt jɔːˈself/	өзің жаса	сделай сам
instructions (n.)	/ɪnˈstrʌkʃns/	нұсқаулықтар	инструкции
push (v.)	/pʊʃ/	итеру	толкать
screw (n.)	/skruː/	тығырық	гайки
upside down (adv.)	/ˌʌpsaɪd ˈdaʊn/	астан-кестен	вверх дном
volume (n.)	/ˈvɒljuːm/	дауыс қаттылығы	громкость
Phrasal verbs | Фразовые глаголы | Фразалық етістіктер			
put sth together (phr. v.)	/pʊt ˈsʌmθɪŋ təˈgeðə(r)/	жинау, біріктіру	собрать, соединить
turn down (phr. v.)	/tɜːn daʊn/	дауысты бәсеңдету	убавить громкость
turn into (phr. v.)	/tɜːn ˈɪntə/	айналу	превращаться

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English	Phonetic Transcription	Kazakh	Russian
turn off (phr. v.)	/tɜːn ɒf/	өшіру	выключить
turn on (phr. v.)	/tɜːn ɒn/	қосу	включить
turn out (phr. v.)	/tɜːn aʊt/	болып шығу	оказаться, выясниться
turn over (phr. v.)	/tɜːn ˈəʊvə(r)/	аударылу	опрокидываться
turn up (phr. v.)	/tɜːn ʌp/	жылдамдық алу	набирать скорость
Phrases | Фразы | Фразалар			
have a point	/həv ə pɔɪnt/	орынды сөйлеу	говорить дело
I can't be bothered.	/aɪ ˌkaːnt bi ˈbɒðəd/	маған бәрібір	мне без разницы
I can't hear myself.	/aɪ kaːnt hɪə maɪˈself/	өте шулы	Слишком шумно
It's a piece of cake.	/ɪts ə piːs ɒv keɪk/	бұл оңайдың оңайы	это проще простого
It's supposed to be...	/ɪts səˈpʊəzd tə bi/	бұл ... болуы тиіс	это должно быть...
Whatever you say.	/wɒtˈevə ju seɪ/	айтсаңыз болды	будь по-твоему, как скажешь
9c			
behind (adv.)	/bɪˈhaɪnd/	артында	сзади
bonus (n.)	/ˈbəʊnəs/	үстемақы	надбавка
company (n.)	/ˈkʌmpəni/	компания	компания
count on sb (phr. v.)	/kaʊnt ɒn ˈsʌmbədi/	біреуге сүйену	рассчитывать на кого-либо
employ (v.)	/ɪmˈplɔɪ/	жұмысқа алу	трудоустраивать, нанимать
employee (n.)	/ɪmˈplɔɪiː/	қызметкер	сотрудник
employer (n.)	/ɪmˈplɔɪə(r)/	жұмыс беруші	работодатель
end up (phr. v.)	/end ʌp/	соңында ... -ге келу	прийти к
engineer (n.)	/ˌendʒɪˈnɪə(r)/	инженер	инженер
engineering (n.)	/ˌendʒɪˈnɪərɪŋ/	машина жасау, инженерлік іс	машиностроение, инженерное дело
fire (v.)	/ˈfaɪə(r)/	жұмыстан шығару	уволить
full-time (adj.)	/ˌfʊl ˈtaɪm/	толық ақыға жұмыс істеу	полная ставка
get sb into trouble	/get ˈsʌmbədi ˈɪntə ˈtrʌbl/	жайсыздыққа тап болу	столкнуться с неприятностями
part-time (adj.)	/ˌpɑːt ˈtaɪm/	жарты ақыға жұмыс істеу	пол ставки
quit (v.)	/kwɪt/	жұмыстан шығу	уволиться
recently (adv.)	/ˈriːsntli/	жуырда	недавно
related (adj.)	/rɪ ˈleɪtɪd/	лайықты	подходящий
salary (n.)	/ˈsæləri/	жалақы	зарплата
share (n.)	/ʃeə(r)/	үлес	доля
solution (n.)	/səˈluːʃn/	шешім	решение
trouble (v.)	/ˈtrʌbl/	мазалау	беспокоить
working hours (n.)	/ˈwɜːkɪŋ ˈaʊəz/	жұмыс уақыты	рабочие часы
workplace (n.)	/ˈwɜːkpleɪs/	жұмыс орны	рабочее место
9d			
border (n.)	/ˈbɔːdə(r)/	шекара	граница
care (n.)	/keə(r)/	күтім	уход
care (v.)	/keə(r)/	күту	заботиться
charity (n.)	/ˈtʃærəti/	қайырымдылық	благотворительность

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English	Phonetic Transcription	Kazakh	Russian
donation (n.)	/dəʊˈneɪʃn/	қайырымдылық	пожертвование
educate (v.)	/ˈedʒukeɪt/	оқыту	обучать
effort (n.)	/ˈefət/	күш-жігер	усилие
emergency (n.)	/iˈmɜːdʒənsi/	аса қажеттілік	крайняя необходимость
event (n.)	/ɪˈvent/	оқиға	событие
extremely (adv.)	/ɪkˈstriːmli/	аса	крайне
factory (n.)	/ˈfæktəri/	зауыт	завод
fundraising event	/ˈfʌndreɪzɪŋ ɪˈvent/	қайырымдылық шарасын көрсету	мероприятие по сбору пожертвований
have a right	/həv ə raɪt/	құқыққа ие болу	иметь право
illness (n.)	/ˈɪlnəs/	ауру	болезнь
in need	/ɪn niːd/	тапшы	нуждающийся
medical care	/ˈmedɪkl ˈkeə(r)/	медициналық күтім	медицинский уход
organisation (n.)	/ˌɔːgənaɪˈzeɪʃn/	ұйым, ұйымдастыру	организация
pollution (n.)	/pəˈluːʃn/	ластану	загрязнение
raise money	/reɪz ˈmʌni/	қаражат тарту	привлекать средства
smile (n.)	/smaɪl/	күлкі	улыбка
tough (adj.)	/tʌf/	ауыр	тяжелый
treatment (n.)	/ˈtriːtmənt/	ем	лечение
volunteer (v.)	/ˌvɒlənˈtɪə(r)/	өз еркімен жұмыс істеу	идти добровольцем
volunteer (n.)	/ˌvɒlənˈtɪə(r)/	ерікті жұмыскер	доброволец, волонтер
9e			
adventurous (adj.)	/ədˈventʃərəs/	шытырман	безрассудно смелый, авантюрный
be welcome	/biː ˈwelkəm/	қолдау табу	приветствоваться
bungee jumping (n.)	/ˈbʌndʒi ˈdʒʌmpɪŋ/	көпірден секіру	прыжки с моста
ceremony (n.)	/ˈserəməni/	салтанат	церемония
Congratulations! (excl.)	/kənˌgrætʃuˈleɪʃns/	Құттықтаймын!	Поздравляю!
contest (n.)	/ˈkɒntest/	байқау	конкурс
contestant (n.)	/kənˈtestənt/	байқауға қатысушы	конкурсант
enthusiasm (n.)	/ɪnˈθjuːziæzəm/	құлшыныс, ынта	энтузиазм
first/second/third place	/fɜːst/ˈsekənd/ θɜːd pleɪs/	бірінші/екінші/үшінші орын	первое/второе/ третье место
Good luck!	/gʊd lʌk/	Сәттілік!	Удачи!
hang-gliding (n.)	/ˈhæŋ glaɪdɪŋ/	дельтапланеризм	дельтапланеризм
judge (n.)	/dʒʌdʒ/	сот	судья
Not bad!	/nɒt bæd/	Жаман емес!	Неплохо!
opponent (n.)	/əˈpəʊnənt/	қарсылас	соперник
photography (n.)	/fəˈtɒgrəfi/	фотосурет	фотография
rap (v.)	/ræp/	рэп айту	петь рэп
suggestion (n.)	/səˈdʒestʃən/	ұсыныс	предложение
thrilled (adj.)	/θrɪld/	қатты қуану	в восторге
tournament (n.)	/ˈtɔːnəmənt/	жарыс	турнир

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CONSONANT SOUNDS							
/p/ **p**en	/b/ **b**ad	/t/ **t**alk	/d/ **d**oes	/tʃ/ tea**ch**er	/dʒ/ **j**acket	/k/ **c**an	/g/ **g**ive
/f/ **f**ive	/v/ **v**ery	/θ/ **th**anks	/ð/ **th**at	/s/ **s**ix	/z/ **z**ero	/ʃ/ **sh**e	/ʒ/ televi**s**ion
/h/ **h**ave	/m/ **m**other	/n/ **n**urse	/ŋ/ thi**ng**	/l/ **l**ive	/r/ **r**ead	/w/ **w**et	/j/ **y**es

VOWEL SOUNDS							
/ɪ/ s**i**t	/i/ happ**y**	/iː/ **ee**n	/ʊ/ f**oo**t	/u/ situ**a**tion	/uː/ **oo**d	/əʊ/ kn**ow**	/aʊ/ n**ow**
/æ/ c**a**t	/aː/ c**a**r	/ʌ/ b**u**t	/ə/ **a**go	/eɪ/ p**a**ge	/aɪ/ r**i**de	/ɔɪ/ v**oi**ce	
/e/ w**e**b	/ɒ/ g**o**t	/ɜː/ f**ir**st	/ɔː/ th**ough**t	/ɪə/ h**e**re	/eə/ th**e**re	/ʊə/ t**our**	

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Grade 8
Student's Book
H. Q. Mitchell - Marileni Malkogianni

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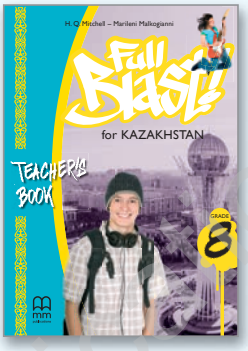
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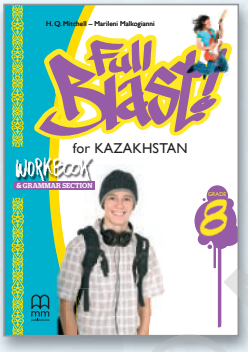
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