

English






Plus

Grade 7 Student's Book

Second Edition



Icons

-  1.01 **Listening**
-  **Pair work**
-  **Group work**
-  **ICT**
-  **Critical thinking**

Welcome!

Dear students,

Welcome to Grade 7. This course was created for you.

We understand that children have different ways of learning, some of you learn better by seeing, some by listening, some by reading and writing and some with speaking and role play. This course uses all these approaches to reach every one of you and help you reach your potential.

With this course you will go beyond the classroom. You will learn important values, such as co-operation and collaboration, respect for cultural diversity and a greater understanding of the world around you. You will also have an opportunity to show your creativity by creating fun projects.

Learning English will help you in many ways. We are excited to join your learning journey. We hope you enjoy this special course.

CONTENTS

	VOCABULARY	LANGUAGE FOCUS
Check what you know	p4 Family <i>mother, father, sister, etc.</i> Key phrases: Asking about families	p5 <i>be</i> + subject pronouns Possessive 's

UNIT	VOCABULARY	READING	LANGUAGE FOCUS	VOCABULARY AND LISTENING
1 Hobbies and leisure	p8 Hobbies and leisure <i>camera, boots, jogging, etc.</i> p16 My country: <i>reading, dancing, etc.</i>	p10 Lucky numbers Build your vocabulary: <i>lucky, fear, superstitious, etc.</i>	p11 Quantifiers: <i>much, many, a little, a few, all, other, both, fewer, less</i>	p12 Free-time activities <i>watch TV, listen to music, meet friends, etc.</i> Language point: Adverbs of frequency
2 Communication and technology	p20 Everyday objects <i>bag, bus pass, clothes, etc.</i>	p22 People's possessions Build your vocabulary: <i>collaborate, access, participate, etc.</i> Study strategy: Scanning	p23 Present simple: affirmative and negative	p24 Communication and technology <i>audio, browse, download, etc.</i> p28 My country: <i>apps, email, emoji, etc.</i>
3 Holidays and travel	p32 Holidays and travel <i>sightseeing, guest house, bus, etc.</i> p40 My country: <i>rafting, skiing, swimming, etc.</i>	p34 Seeing stars Build your vocabulary: <i>view, modern, traditional, etc.</i>	p35 Present continuous: affirmative and negative Study strategy: Finding spelling rules	p36 Travelling <i>baggage claim, boarding pass, passport, etc.</i>
4 Space and Earth	p44 Prepositions: movement <i>across, around, down, etc.</i> Key phrases: Suggestions	p46 Daredevils Build your vocabulary: <i>daredevil, daring, etc.</i>	p47 <i>was, were</i>	p48 Geographical features <i>desert, falls, forest, etc.</i> p52 My country: <i>star, planet, moon, etc.</i>
5 Reading for pleasure	p56 The written word <i>chapter, playwright, title, etc.</i> Language point: <i>-ful</i> and <i>-less</i> p64 My country: <i>workshop, subscribe, etc.</i>	p58 A Christmas Carol Build your vocabulary: <i>bleak, coal, cross, etc.</i>	p59 Past continuous: affirmative and negative Study strategy: Spelling rules	p60 Antonyms <i>asleep, awake, comfortable, uncomfortable, etc.</i>
6 Entertainment and media	p68 Entertainment and media <i>paint, painter, compose, composer, etc.</i> Language point: Asking questions p76 My country: <i>drama, fantasy, musical, etc.</i>	p70 Then versus now: going to the cinema Build your vocabulary: <i>cinema, queue, tickets, etc.</i>	p71 Ability, permission, possibility Questions with <i>How ...?</i>	p72 Adjectives: qualities <i>artistic, aggressive, common, etc.</i> p76 My country: adjectives ending in <i>-ed</i> and <i>-ing</i>
7 Natural disasters	p80 Feelings <i>enthusiastic about, bad at, fond of, etc.</i> Language point: Modifiers	p82 Natural disasters Build your vocabulary: <i>hurricanes, earthquakes, floods, droughts, etc.</i>	p83 Present perfect: affirmative and negative Study strategy: Checking and learning past participles	p84 Injuries <i>cut, cut, a cut, burn, burnt, a burn, etc.</i> p88 My country: <i>happily, nearby, etc.</i>
8 Healthy habits	p92 People in sport <i>captain, champion, finalist, etc.</i> Language point: Imperatives	p94 Eating for energy Build your vocabulary: <i>meals, fruit, diet, smoothies, etc.</i>	p95 <i>be going to:</i> affirmative and negative	p96 Compound nouns: sports <i>tennis tournament, athletics stadium, etc.</i> p100 My country: <i>health, lifestyle, habit, etc.</i>
9 Clothes and fashion	p104 Clothes and fashion <i>hoody, cap, sunglasses, etc.</i> p112 My country: order of adjectives	p106 The negative side of fashion Build your vocabulary: <i>cheap, trends, harmful, unfair, etc.</i>	p107 <i>will, won't will</i> and <i>be going to</i> Key phrases: Making predictions Study strategy: Remembering grammar	p108 Milestones <i>become a professional, have a child, etc.</i> p112 My country: <i>dress, trousers, hat, etc.</i>

VOCABULARY	LANGUAGE FOCUS
p6 School <i>class, exam, book, etc.</i> Key phrases: Talking about schoolwork	p7 <i>have got</i> <i>there is, there are</i>

LANGUAGE FOCUS	SPEAKING	WRITING	CREATIVITY AND SKILLS
p13 Indefinite pronouns p16 My country: <i>too</i> and <i>enough</i>	p14 Making offers and suggestions Key phrases: Making offers and suggestions Language point: <i>some</i> and <i>any</i>	p15 A blog Key phrases: Writing a blog Language point: <i>all</i> and <i>every</i>	p16 My country: Hobbies and leisure p17 PISA: Maths literacy: Geometry p18 Review p19 Project: Collection for the future
p25 Present simple: questions	p26 Asking for and giving opinions Key phrases: Asking for and giving opinions	p27 An internet profile Key phrases: Expressing likes and dislikes Language point: Capital letters and punctuation	p28 My country: Communication and technology p29 PISA: Science literacy: Technology p30 Review p31 Cumulative review: Check what you know–Unit 2
p37 Present continuous: questions Present simple and present continuous p40 My country: indirect speech: <i>say</i> and <i>tell</i>	p38 Making requests and compromises Key phrases: Making requests and compromises	p39 A perfect holiday Key phrases: Describing my ideal holiday Language point: <i>and, but, because</i>	p40 My country: Adventure holidays p41 PISA: Reading literacy: Poetry p42 Review p43 Project: Travel guide
p49 Past simple Study strategy: Learning irregular verbs	p50 Expressing interest Key phrases: Expressing interest	p51 A past event Key phrases: Linking events Language point: <i>there was, there were</i>	p52 My country: Space and Earth p53 PISA: Science literacy: Natural phenomena p54 Review p55 Cumulative review: Check what you know–Unit 4
p61 Past continuous: questions Past simple and past continuous	p62 Your weekend Key phrases: Talking about an experience Language point: Time expressions and <i>ago</i>	p63 A narrative text Key phrases: Linking events Language point: <i>when, while, as soon as</i>	p64 My country: Libraries p65 PISA: Reading literacy: Folk stories p66 Review p67 Project: Family history presentation
p73 Comparative and superlative adjectives p76 My country: <i>who, which</i> and <i>where</i>	p74 Choosing a present Key phrases: Choosing a present Language point: <i>should</i> and <i>must</i>	p75 Biographies Key phrases: Writing a biography	p76 My country: Entertainment and media p77 PISA: Reading literacy: Stories p78 Review p79 Cumulative review: Check what you know–Unit 6
p85 Present perfect: questions Key phrases: Reacting p88 My country: <i>for</i> and <i>since</i>	p86 Helping with problems Key phrases: Helping someone	p87 Emails Key phrases: Writing emails Language point: <i>so</i> and <i>because</i>	p88 My country: Traditional stories p89 PISA: Science literacy: Natural disasters p90 Review p91 Project: Let's make a difference!
p97 <i>be going to:</i> questions Present continuous for future arrangements p100 My country: tag questions	p98 Making plans and arrangements Key phrases: Making plans Language point: Indefinite pronouns	p99 A formal letter Key phrases: Writing formal letters Language point: Layout and language in a formal letter	p100 My country: Healthy habits p101 PISA: Maths literacy: Statistics and charts p102 Review p103 Cumulative review: Check what you know–Unit 8
p109 First conditional p112 My country: infinitive with <i>to</i>	p110 A future survey Key phrases: Asking for and giving opinions Language point: Expressing probability	p111 A report on a survey Key phrases: Expressing quantity Language point: <i>nobody</i> and <i>everybody</i>	p112 My country: Clothes and fashion p113 PISA: Maths literacy: Estimates p114 Review p115 Project: Future messages



Check what you know

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

brother ~~father~~ grandfather grandson
husband nephew son uncle

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

- 2 Look at the pictures and choose the correct words.



This is the actor Denzel Washington and his ¹wife / husband Pauletta with three of their children. His son Malcolm and his ²daughter / partner Olivia are twins. Olivia and her ³sister / brother John David are actors.



William and Harry are ⁷brothers / cousins. Their ⁸father / nephew is the King of the United Kingdom.

- 3 Choose the odd word out in each group.

- | | | | |
|----------|--------|-------------|----------|
| 1 father | uncle | grandmother | grandson |
| 2 nephew | wife | sister | aunt |
| 3 child | parent | cousin | daughter |

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

KEY PHRASES Asking about families

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

Have you got any brothers?

Yes, I have. I've got two brothers.



Aibek has got two ⁴sisters / fathers, Aigerim and Adina. Gaziza is their ⁵daughter / mother and her ⁶husband's / wife's name is Arman.



be + subject pronouns

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

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

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

- 1 You ___ in my class. 4 Your cousins ___ in Russia.
 2 It ___ a nice day. 5 We ___ partners.
 3 I ___ 14 years old.

More practice ⇌ Workbook page 3

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

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

- 1 No, ___ 16. I'm 14.
 2 ___ your sister? No, she isn't.
 3 What time ___ ? It's five past three.
 4 This is my uncle. ___ a teacher.
 5 ___ from Zhanaozen? Yes, they are.
 6 My parents are happy with my brother and me because ___ good at school.

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

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

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

Is your teacher from here?

Yes, he is.

Possessive 's

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



- 1 Alikhan's grandparents live in Saty village.
 2 My cousins' flat is on the fifth floor.
 3 Where are Adil and Irina's books?

More practice ⇌ Workbook page 3

6 Write sentences using possessive 's.

This is (my uncle / car).

This is my uncle's car.

- 1 I like (Gulnara / hair).
 2 Is that (Rimma and Diana / mother)?
 3 It's my (grandmother / birthday).
 4 My (parents / car) isn't here.
 5 What are (your friends / names)?

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

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

How old are you?

I'm 14.

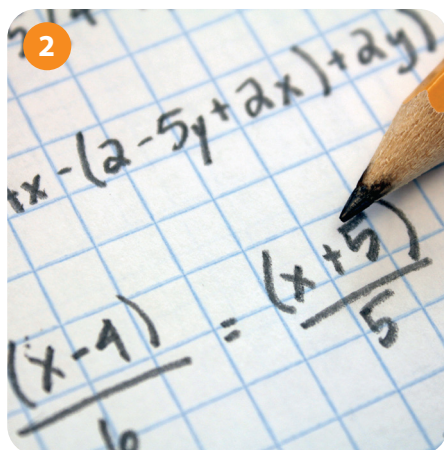
Finished?

Write a short paragraph about you and your classmates.

My name's Saida and I'm 14 years old ...

VOCABULARY School

I can talk about schoolwork.



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

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

*ICT = Information and Communication Technology
 *PE = Physical Education

1 *science laboratory*

2 Choose the correct words.

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

6 Check what you know

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

KEY PHRASES Talking about schoolwork

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

Have we got science homework today?

Yes, we have.



have got

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

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

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

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

More practice ⇌ Workbook page 5

2 Order the words to make sentences.

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

We haven't got a good maths book.

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

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

A you our school your friends
your teacher this English book

B good interesting strict difficult
neat nice new

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

Have you got neat writing?

Yes, I have.

there is, there are

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

are are is is isn't 's

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

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

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

More practice ⇌ Workbook page 5

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

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

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

- ___ there an English exam this week?
- ___ you got a new teacher for science?
- What time ___ the next class?
- ___ the English teacher from the USA?
- ___ there any new students in this class?
- When ___ our next maths class?
- What teacher ___ we got for ICT this year?

Is there an English exam this week?

No, there isn't.



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Hobbies and leisure



Start thinking

- 1 What are these people doing? Would you like to do this activity? Do you want to be the person on the horse or the person in the tube?
- 2 What are popular free time activities in Kazakhstan in the cities? In the countryside?
- 3 Do you like spending your free time indoors or outdoors? Why?

Aims

Communication:

- I can use a wide variety of hobby and pastime words.
- I can understand a text about numbers and superstitions.
- I can talk about quantities.
- I can talk about people, places and things in general.
- I can make offers and suggestions.
- I can write a blog about a hobby.
- I can talk about hobbies and leisure.

Vocabulary

- Hobbies and leisure
- Free-time activities

Language focus

- Quantifiers: *much, many, a little, a few, all, other, both, fewer, less*
- Adverbs of frequency
- Indefinite pronouns
- *some* and *any*
- *all* and *every*

- 1 ^{1.03} Match the things with the pastimes. Listen and check. Then practise with a partner. Say a thing. Your partner says the pastime.

camera

photography

Things

- 1 camera
- 2 boots
- 3 mat
- 4 board
- 5 brush
- 6 radio
- 7 frying pan
- 8 sports shoes
- 9 bicycle
- 10 guide book

Pastimes

- a yoga
- b cooking
- c listening to music
- d cycling
- e photography
- f jogging
- g sightseeing
- h hiking
- i painting
- j surfing

- 2 ^{1.04} Complete the sentences with the pastimes in exercise 1. Listen and check.

- 1 I love ___ Italian food.
- 2 Venice is a fantastic place for ___.
- 3 ___ two kilometres a day is good for you.
- 4 I feel very relaxed after I do ___.
- 5 The hardest thing about ___ is balancing in the water.
- 6 He really enjoys ___ portraits of his friends.
- 7 ___ can be dangerous in bad weather.
- 8 A good camera makes ___ easy.
- 9 She loves ___ when she studies.
- 10 ___ is good for you and helps the environment.

- 3 ^{1.05} Work in pairs. Do the *Hobbies and Leisure Quiz* on page 9. Listen and check.

- 4 **ACTIVATE** Work in pairs. Ask and answer the questions.

- 1 What hobbies did you do when you were a child?
- 2 Did you listen to music? Who was your favourite singer or band? Name a song you like.
- 3 Were you good at something?
- 4 Did you do any of the hobbies from the text: yoga or hiking? Playing football or watching football? Swimming or cycling?

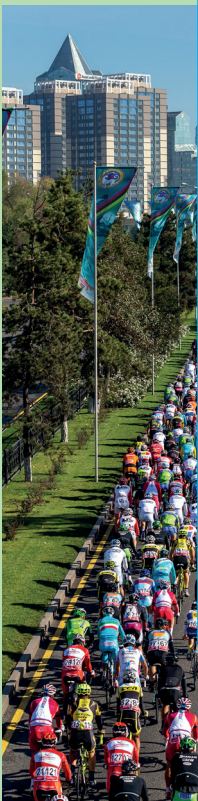
We went to the cinema.

Finished?

Write five sentences about hobbies you did with your family as a child.

Hobbies and Leisure Quiz

- 1 **'Wedding', 'portrait', and 'fashion' are types of ...**
a photography b cooking c music
- 2 **Which Kazakh artist is famous for their painting?**
a Gulshara Abdykalikova
b Dilnaz Akhmadieva
c Aisha Galimbaeva
- 3 **Where do people go hiking?**
a in the city b in the mountains c in a lake
- 4 **Where did yoga start?**
a India b Kazakhstan c Japan
- 5 **Which place in Kazakhstan is famous for sightseeing?**
a the Volga River b the Kolsai Lakes c Issyk Kul
- 6 **What do we need when we are surfing?**
a waves b wind c sunshine
- 7 **Russian cooking is famous for which dish?**
a pizza b paella c pelmeni
- 8 **The Tour of Almaty is a ...**
a place name b cycling competition
c restaurant in Almaty
- 9 **What animal do you need to play kokpar?**
a a camel b a horse c a sheep





- 1** Look at the photo of the buttons in the lift. What do you notice? Why do you think this happens?
- 2** **1.06** Read the text. Add sentences a–e to the paragraphs. There is one sentence that you do not need. Then listen and check.
- a In China and Japan, people believe that this number brings good fortune.
 - b In Germany, people believe that you will be very lucky if you find a four-leaf clover!
 - c The superstition started because a lot of major disasters in history happened on the 13th of the month.
 - d Seven is a lucky number in most cultures.
 - e So, a building whose top floor is 50 may only have 36 floors.

- 3 BUILD YOUR VOCABULARY** Check the meaning of the words in blue in the text. Then complete the sentences.

- 1 She's happy, healthy and rich. She's ____.
- 2 A lot of people have a ____ of the dark.
- 3 My aunt doesn't like black cats. She's very ____.
- 4 I never win anything. I'm ____.
- 5 I think the number 13 is unlucky. It's my ____.

- 4 ABOUT YOU** Ask and answer the questions with a partner.

- 1 Do you have a lucky number or a lucky object?
- 2 Do you fear number 13? Do you have a fear of any number?
- 3 What superstitions do your family members have (if any)? Do you believe them?
- 4 Do you think you are a lucky person or an unlucky person? Why?

Lucky numbers

Today is Friday the 13th and there aren't many people on 13th Avenue in Brooklyn, New York. There are a few tourists, but fewer than usual. All the shops are open, but there aren't any shoppers inside.

In the USA and in some European countries, 13th is an **unlucky** number. People with a **fear** of the number 13 are triskaidekaphobic. They believe that bad things happen on the 13th day of the month, so they spend less time outside on this day. ¹ ____

I'm not very **superstitious**, but when I need a little luck, I wear my favourite football T-shirt. It has the number eight on it. My birthday is on 8th August, so I think eight is my **lucky** number. ² ____ But why eight? In both Mandarin and Japanese, the pronunciation for eight sounds similar to the word for 'prosperity'.

In contrast, you won't have much luck in China if you have the number four in your date of birth. The number four in Mandarin (*sì*) sounds like the word for 'death'. In some East Asian countries buildings don't have any floor numbers with a four in them. ³ ____

In other countries, however, four is a lucky number. ⁴ ____ There are a lot of other **superstitions** about numbers. Are there any in your country? What are they?



LANGUAGE FOCUS □ Quantifiers: *much, many, a little, a few, all, other, both, fewer, less*

I can talk about quantities.

1

1 Choose the correct words. Check your answers in the text on page 10.

- 1 There aren't **much** / **many** people on 13th Avenue in Brooklyn, New York.
- 2 There are **a few** / **a little** tourists, but **fewer** / **less** than usual.
- 3 **Other** / **All** the shops are open, but there aren't any shoppers inside.
- 4 They spend **fewer** / **less** time outside on this day.
- 5 When I need **a few** / **a little** luck, I wear my favourite football T-shirt.
- 6 In **both** / **all** Mandarin and Japanese, the pronunciation for eight sounds similar to the word for 'prosperity'.
- 7 You won't have **much** / **many** luck in China if you have the number four in your date of birth.
- 8 In **other** / **much** countries, however, four is a lucky number.

2 Complete the rules with the words in the box.

much many all a little both other
a few fewer less

□ RULES

- 1 We use *much* and *many* in negative sentences and questions. We use ___ with countable nouns and ___ with uncountable nouns.
- 2 The words *a few* and *a little* mean 'a small quantity of something'. We use ___ with countable nouns and ___ with uncountable nouns.
- 3 ___ means 'not as many' and ___ means 'not as much'.
- 4 We use ___ to talk about two things.
- 5 ___ means 'a different thing or person'.
- 6 ___ means 'everyone' or 'everything'.

Grammar Reference page 116

3 Choose the correct answers.

- 1 There are ___ students in the classroom.
a a few b a little c less
- 2 ___ my aunt and my uncle are 35 years old.
a All b Both c Other
- 3 How ___ seconds are there in a day?
a much b many c any

- 4 There is some rice and ___ bread.
a a little b fewer c a few
- 5 Are there any ___ questions?
a all b other c both
- 6 You should eat ___ chocolate.
a fewer b less c both
- 7 Have you got ___ brothers or sisters?
a some b any c all
- 8 ___ tickets cost €15.
a Fewer b Other c All
- 9 Do you need ___ help with this homework?
a few b any c many

4 ACTIVATE Complete the questions with the words in the box. There is one word that you do not need. Then ask and answer with a partner.

both all any much other many

- 1 How ___ English words do you know?
- 2 How ___ free time do you have today?
- 3 Are ___ India and Japan Asian countries?
- 4 Do ___ animals have two ears and two eyes?
- 5 What ___ superstitions about numbers do you know?

How many English words do you know?

I know a lot of English words!

□ Finished?

Choose a number and find some interesting facts about it. Tell your partner. Can they guess the number?

People with a fear of this number are tetraphobic. The number of letters in this number is the same as the number itself.

Four!





Scan for audio

1 1.07 Choose the correct words. Then listen and check.

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

2 1.08 Read the information about the *Money Matters* podcast. Then listen and choose the correct answers.

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

Language point: Adverbs of frequency

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



Grammar Reference page 116

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

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

- I / meet / my friends after school
I **often meet my friends after school.**
- 1 we / play / computer games
 - 2 I / go / swimming
 - 3 my friends and I / stream / series
 - 4 I / have got / a mobile phone with me
 - 5 I / be / late for class
 - 6 my friends and I / go / cycling

5 **ACTIVATE** Work in pairs. Talk about the pastimes in exercise 1. Use the present simple and adverbs of frequency.

I always go shopping on Saturdays. I love it!

I'm always busy on Saturdays, so I hardly ever go shopping. I usually play football.

The screenshot shows a web browser window displaying the MoneyMatters website. The page has a yellow header with 'NEWS' and 'MoneyMatters' in large letters. Below the header is a navigation bar with buttons for 'Home', 'Quiz', 'Music', 'Sport', 'TV/film', and 'Podcasts'. The main content area features a blue banner with the title 'Hobbies that pay' and the text: 'Some hobbies are free. Others are expensive! But, Justine Meyer **makes** money from her hobby! Listen to her story.' To the right of the text is an image of several coins. Below the text is a blue button labeled 'Podcast'. On the left side of the page, there is a photograph of a person in a green jacket using a metal detector in a field.

LANGUAGE FOCUS □ Indefinite pronouns

I can talk about people, places and things in general.

1



1 Read the sentences and complete the table with the words in blue.

- Jane is so quiet and shy. She doesn't talk to **anybody**.
- I am bored. There is **nothing** to do.
- Let's go **somewhere** this weekend!
- Everybody** in my class is kind and friendly.
- My uncle is really mean. He never gives me **anything** for my birthday!

Person	Thing	Place
somebody	something	1 ____
2 ____	3 ____	anywhere
4 ____	everything	everywhere
nobody	5 ____	nowhere

2 Choose the correct words in the rules.

□ RULES

- We use indefinite pronouns to talk about people, places and things in a **general / specific** way, without saying exactly who, what or where they are.
- We use *somebody, something and somewhere* in **affirmative / negative** sentences.
- We use *anybody, anything and anywhere* in **affirmative / negative** sentences and questions.

Grammar Reference page 116

3 Complete the dialogues with the words in the box.

nothing everybody something anywhere
somewhere

- Ben Where are the sandwiches? I can't find them 1 ____.
- Sue They are 2 ____ in the kitchen.
- Ben No, they aren't. And there's 3 ____ in the fridge.
- Sue I can go to the supermarket and buy 4 ____.
- Ben Thanks, Sue. You're always so helpful. Maybe that's why 5 ____ likes you!

everything anybody somebody anything
everywhere something

- Eva I don't like this city. There are tourists 6 ____, and 7 ____ is so expensive!
- Paul Why are you always so negative? You never like 8 ____.
- Eva That's not true! Oh look, isn't that Sam?
Hi, Sam. What are you doing here?
- Sam Hi. I'm waiting for 9 ____.
- Paul Alright, is 10 ____ hungry? Let's go get 11 ____ to eat.

4 Complete the sentences with indefinite pronouns.

- It's so dark here. I can't see ____!
- All restaurants are closed today. We can't go ____.
- Don't worry! ____ will be fine.
- There is ____ on your shirt. Oh no, it's a spider!
- Petra is so funny. Her jokes make ____ laugh.
- Does ____ want to play football this afternoon?
- I know ____ who can play the guitar very well.
- I tried to call you, but ____ answered.

5 ACTIVATE Work in groups. Tell your classmates about your summer holidays.

- something you enjoy doing during the summer
- a person or people you spend your holiday with
- somewhere you want to go next summer
- something that you do every summer

□ Finished?

Write five sentences about your classmates. Use the adverbs of frequency on page 12 and indefinite pronouns.

She always goes to the lake with her family.

SPEAKING Making offers and suggestions

I can make offers and suggestions.



Scan for audio



- Lisa Hey John! Is everything ready for the birthday party? Do you need any help?
- John I'm not sure. I want to make some sandwiches, but we don't have much ham.
- Lisa Why don't you make vegetarian sandwiches? Or ... I can go and buy some ham from the shop. Do we need anything else?
- John Shall we buy some ice cream?
- Lisa Good idea! Let's buy some. Everybody likes ice cream! How about orange juice?
- John Oh, we have a lot of that. Would you like a glass of orange juice before you go?
- Lisa Yes, please. Thanks!

- 1 Look at the photo. Where are John and Lisa? What are they doing?
- 2 1.09 Listen and read the dialogue. What does Lisa want to buy from the shop?
- 3 Find the key phrases in the dialogue. Which ones are for making offers and which are for making suggestions?

KEY PHRASES Making offers and suggestions

- 1 Do you need (any help)?
- 2 Why don't you (make some sandwiches)?
- 3 Shall we (buy some ice cream)?
- 4 Let's (buy some).
- 5 How about (orange juice)?
- 6 Would you like (a glass of orange juice)?

Language point: some and any

4 Read the mini-dialogues. Then choose the correct words in the rules.

- 1 A Do you need any help with your homework?
B No, thanks. There aren't any difficult questions.
- 2 A These bags look heavy. Do you need some help?
B Yes, please. You can take some of them.

RULES

- 1 We use **some** / **any** in negative sentences and questions.
- 2 We use **some** / **any** in affirmative sentences, and in questions when we expect a positive reply.

5 1.10 Match the offers and suggestions 1–6 with the replies a–f. Listen and check.

- 1 Let's do something different this weekend.
 - 2 Would you like some tea?
 - 3 Why don't you buy a new phone?
 - 4 Does anybody want some biscuits?
 - 5 How about going for a walk?
 - 6 Shall we make a cake?
- a Yes please. I'd like a few.
b We can't. There aren't any eggs.
c No, thanks. I prefer coffee.
d Good idea! How about a day trip to London?
e I'm not sure. I'm tired.
f I don't have much money.

6 **ACTIVATE** Work in pairs. Make offers and suggestions for these situations. Use the key phrases and the words in brackets. Then think of another way to solve the problem. Use your own ideas.

- 1 There isn't any milk. (buy)
- 2 It's too hot. (open the window)
- 3 I'm thirsty. (apple juice)
- 4 We're bored. (watch)
- 5 I don't know this word. (dictionary)
- 6 I'm hungry. (cook)

There isn't any milk.

Let's go to the shop and buy some.

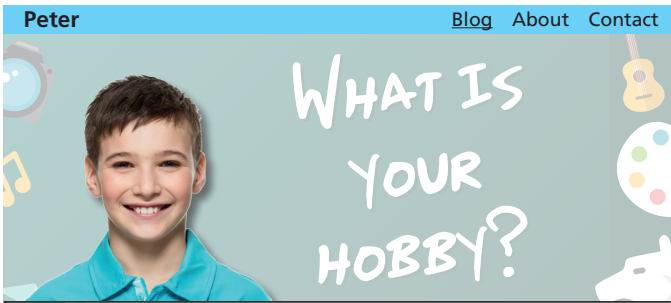
How about some juice instead?

WRITING A blog

I can write a blog about a hobby.

1

Peter Blog About Contact



Hi, I'm Peter and this is my blog about hobbies and leisure activities.

Every student in my class has a hobby or activity they enjoy doing in their free time. Some people like sports; others are into board games or creative activities like drawing, writing or photography.

All hobbies are great, but not every hobby is suitable for everybody. When choosing a new hobby, think about your personality type. I am outgoing so I enjoy team sports and games. All my friends like basketball and we often play together after school.

I am also into board games and puzzles. My favourite board game is chess. I like it because it makes me think, every game is different and there is more than one way to win.

I like trying new activities all the time. This week, for example, I am learning magic tricks. Would you like to try something different? [Here are some ideas.](#)

Glossary

- puzzle** – a game that is difficult to solve
suitable – a good match, appropriate

1 Read the glossary first and then the blog. Answer the questions.

- 1 What is Peter's blog about?
- 2 Why does he like team sports?
- 3 What sports does he play with his friends?
- 4 Why does he enjoy playing chess?
- 5 What new activity is he learning this week?

2 Study the key phrases.

KEY PHRASES Writing a blog

- 1 This is my blog about ...
- 2 When choosing (a new hobby), think about ...
- 3 I am also into ...
- 4 My favourite (board game) is ...
- 5 Here are some ideas.

Language point: *all* and *every*

3 Complete the example and rules with *all* or *every*.

¹ ___ hobbies are great, but not ² ___ hobby is suitable for everybody.

RULES

- 1 We use ___ with single nouns.
- 2 We use ___ with plural and uncountable nouns.

4 Choose the correct words.

- 1 I want to visit **all** / **every** country in the world.
- 2 **Every** / **All** children like sweets.
- 3 At the beginning of the game, **all** / **every** player gets five cards.
- 4 I like **all** / **every** my classmates.
- 5 Andy spends **all** / **every** his money on comic books.

5 **ACTIVATE** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a blog about your hobbies and pastimes. A blog is a type of website that describes a specific topic.

B THINK AND PLAN

- 1 Think about a hobby you enjoy.
- 2 Write answers to the questions below and organise your ideas accordingly.
- 3 How are these hobbies suitable for you?
- 4 What special equipment do you need?
- 5 Do you enjoy these activities alone or with friends?
- 6 What new activities would you like to try?

C WRITE

Write a blog of 150 words. Follow the model text and use the key phrases. Explain why your hobbies are suitable for you. Give examples of activities you like. Mention a new activity you want to try.

D CHECK

Read your blog to a partner. Check that your ideas are clear, use *all* and *every*. Check your spelling and punctuation.

MY COUNTRY Hobbies and leisure

I can talk about hobbies and leisure.



Scan for audio and video

1



- 1 Check the meaning of these words in a dictionary. What other hobbies and leisure activities do you know? Add them to the list.

reading dancing fishing skiing
singing shopping swimming

- 2 1.11 Read and listen to the dialogue. What are Aru's hobbies?
- 3 Look at the words in blue in the dialogue. Then choose the correct words to complete the rules.
- We use *too* / *enough* after adjectives and before nouns.
 - We use *too* / *enough* before adjectives.
- 4 Complete the sentences with *too* or *enough*.
- This bike is ___ expensive. I haven't got ___ money to buy it.
 - Yegor's only 14. He's not old ___ to drive a car.
 - The water in the lake is ___ cold for swimming.
 - Is there ___ cake for everybody?
 - I'm not very good at basketball. I'm not tall ___.
- 5 Complete the table with words from the dialogue.

Subject pronouns	Object pronouns	Possessive adjectives	Possessive pronouns
I	1 ___	2 ___	3 ___
4 ___	your	5 ___	6 ___
he	7 ___	his	his
she	her	her	hers
8 ___	it	its	its
9 ___	us	our	ours
10 ___	11 ___	their	theirs



We use the question word *whose* to ask about possession.

- 6 Replace the underlined words with pronouns and adjectives from exercise 5.
- Inkar's house isn't as big as Bota and Daniyal's house.
 - Altai and Gabit like painting.
 - Our cat's birthday is on 5th September.
 - This is not your book. It's Tolkyn's book.
 - Please give this photo to Dana and Maral.

Lena Hi, Aru. What are you doing?
Aru I'm making a dessert for the birthday party this afternoon.
Lena Whose birthday is it?
Aru Mine! I'm 15 today.
Lena Really? Happy birthday!
Aru Thanks, Lena. Do you want to help me make the dessert?
Lena Sure. What kind of dessert is it?
Aru It's called *chak-chak*. It's a traditional Kazakh dessert. Here's the recipe. First, take two eggs and some flour ... Oh, have we got **enough** eggs?
Lena Yes, they're in the fridge. And here's the flour.
Aru Thanks. Now I need to mix the eggs and the flour in a bowl.
Lena What about this one?
Aru It's **too small**. That one over there is **big enough**.
Lena OK. The recipe says we need to add a little salt.
Aru Yes. Do you like cooking, Lena?
Lena Not really. It's **too difficult**. I like reading and cycling. What are your hobbies?
Aru I like dancing, singing and cooking, of course ... Right, where is the honey?
Lena We haven't got any. We need to buy some. Whose phone is this? Is it yours? I think it's ringing.
Aru Oh yes, it's my brother Timur. I'll call him back later.
Lena OK, I'll go to the shop now.
Aru Great, thanks. Oh, if you see Zhanna and Sara, tell them that the party starts at four o'clock.

- 7 Find these sentences in the dialogue. What form of the verb do we use after *need*?
- I **need** to mix the eggs and the flour in a bowl.
 The recipe says we **need** to add a little salt.
 We **need** to buy some.
- 8 Work in pairs. Choose a hobby or leisure activity and write four sentences about it. Then read them to your partner. Can they guess the name of the hobby?

You need to go to the mountains to do this activity. You can't do it in summer. It's too hot in summer and there is no snow. You need to buy special equipment.

Skiing!

Read the text *The Changing Shape of Theatres* and answer the questions that follow.

The Changing Shape of Theatres

Ancient Greek theatres were semi-circular. They were built on hills. The audience had seats on the hill. They looked down at the stage to see the actors. In Ancient Rome, there was a circular theatre. The audience watched the action from all directions. Today, we use this type of theatre to watch football matches, concerts and other events.

In the Middle Ages, theatres were often found in the streets and squares. There was a rectangular stage, and the audience stood on all sides of the stage.

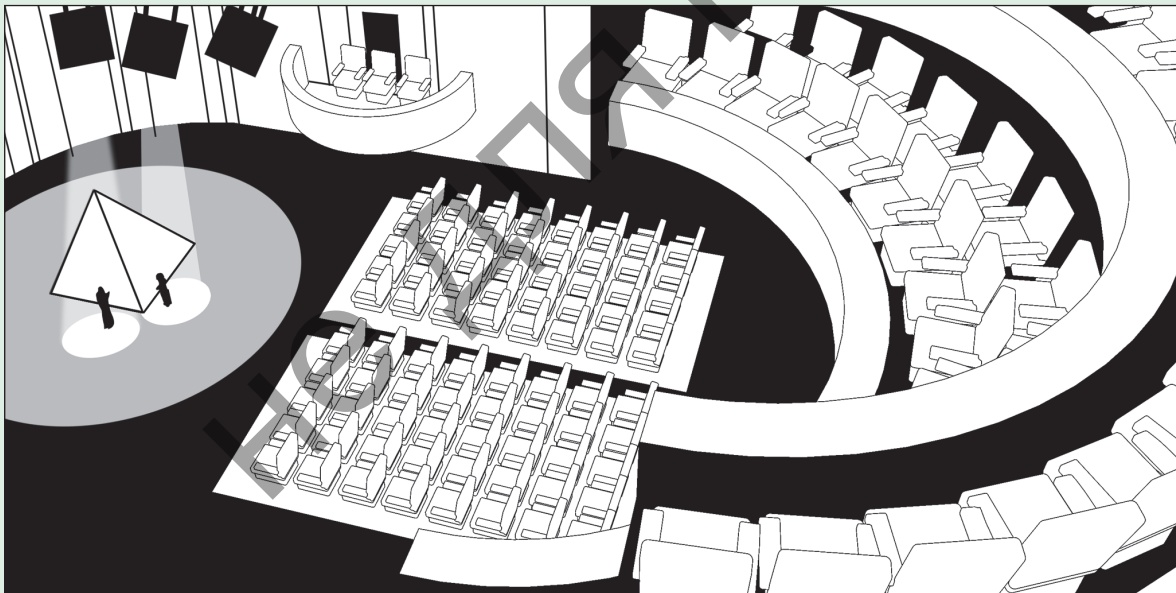
At the beginning of the 16th century, the theatre was a courtyard in an inn. Later that century, the new theatres were buildings. The buildings were square like a courtyard. There were two or three balconies with seats. The audience stood in front of the stage or sat in balconies on three sides of the stage.

In a modern theatre, the audience is usually in front of the stage and scenery. This is called the stalls. There are balconies with seats, too. Some people can sit near the stage in boxes. Everyone sits in rows.

1 Which of the following adjectives referring to shapes is **not** mentioned in the text?

- A circular B rectangular C semi-circular D triangular

2 Look at the picture of a modern theatre and choose the best option to complete the sentence.



In modern theatres, ...

- A Ancient Greek and late 16th century theatre shapes are combined.
 B the audience can sit or stand.
 C some people in the audience can sit behind the stage and scenery.
 D Ancient Rome and Middle Ages theatre shapes are combined.

Do different theatre shapes affect how you watch a performance? Explain your answer.



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Vocabulary

1 Complete the phrases with the words in the box.

boots frying pan radio board camera

- I like taking photos with my new _____.
- I wear leather _____ when I go hiking.
- To go surfing you only need a surf _____.
- I heard the news on the _____.
- I use a _____ to make pancakes.

2 Complete the sentences with the words in the box.

band internet magazines music
rules shopping

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

Language focus

3 Decide if the sentences are correct. Correct the errors.

- We've got a few time before the film starts.
- There are many people jogging in the park.
- I like any swimming and skiing.
- There are a few shops near the cinema.
- Dana spends fewer money on her hobbies than her friends.
- How many milk do we need for the recipe?

4 Complete the sentences with the words in the box. There is one word that you do not need.

everywhere something anybody
somewhere anything nobody

- This text is in Japanese. I don't understand _____.
- Mr Smith lives _____ near the station.
- There's _____ at school today – it's a holiday.
- The kitchen is such a mess! There are dirty dishes _____.
- It's a secret. Don't tell _____ about it!

5 Choose the correct words.

- Does anything / anybody / anywhere know where Leila is?
- I'm hungry. I need something / everything / nothing to eat.
- I don't want to go everywhere / anywhere / nowhere this weekend. I want to stay at home.
- This glass is empty. There is nothing / nobody / nowhere in it.
- Everything / Everywhere / Everybody in my class is nice and friendly.
- Nobody / Nothing / Nowhere can do this exercise. It's too difficult!

Communication

6 Complete the dialogue with the phrases in the box.

How about Would you Why don't Shall Let's

- Roza I'm bored. 1____ go to the cinema.
Adil Sorry, I can't. 2____ you ask Anna?
Roza She's busy. I really want to see that new film.
Adil 3____ we go tomorrow then?
Roza I have to study for my geography exam tomorrow. 4____ Saturday?
Adil Alright. 5____ like to go at three o'clock, or later?
Roza Maybe five o'clock.
Adil Great!

Listening

7 1.12 Listen to Zoe and her dad. Then choose the correct answers.

- This evening Zoe wants to ...
a go to the cinema.
b go to a party.
c stay at home.
- The party will finish at ...
a 10.00 p.m.
b 10.30 p.m.
c 11.00 p.m.
- Zoe and her dad agree that she will leave at ...
a 10.00 p.m.
b 10.30 p.m.
c 11.00 p.m.
- What will her dad do if Zoe isn't outside at the right time?
a He'll drive home.
b He'll talk to Zoe's mum.
c He'll go into the party.

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

MY COLLECTION FOR 2100

BY TIMUR AKHMADIEV

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

DON'T OPEN BEFORE 2100!!



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

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

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

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

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

FEEDBACK TIP

Be specific. Explain which part of the project you like most. *The paragraph about your favourite book is fantastic!*

PROJECT CHECKLIST

- 1 Think of four things for your collection. Use your own ideas or choose ideas, such as: things that you use, activities that you do every day, a book that you like, a famous person that you like, a person in your family, your favourite possessions, or food or drink that you like.
- 2 Use your own photos, or find photos on the internet.
- 3 Upload the photos to a presentation software.
- 4 Write a short text for each photo. Don't forget to write a title slide with your name.

3 Present your *Collection for the future* to the rest of the class. Who has got an interesting collection?



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Communication and technology



Start thinking

- 1 When can mobile phone usage become a problem for the user?
- 2 Is technology growing so much that it might become a negative element in our lives?
- 3 Do you consider that technology is transforming the way you relate to others? In a good or bad way?

Aims

Communication:

- I can talk about my possessions.
- I can talk about mobile phones.
- I can talk about habits and facts.
- I can talk about communicating using technology.
- I can write about my likes and dislikes.
- I can read and understand a text about apps.
- I can ask and answer about free-time activities.
- I can ask for and give opinions.

Vocabulary

- Communication and technology

Language focus

- Present simple: affirmative and negative
- Present simple: questions
- Capital letters and punctuation

- 1 1.13 Match objects a–j on page 21 with the words in the box. Then listen and check.

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

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

jewellery key ring laptop make-up purse
sunglasses watch

- 1 'Have you got a computer at home?' 'Yes, I use my dad's ____.'
- 2 'What's the time?' 'I don't know. I haven't got a ____.'
- 3 My sister keeps her money in a ____.
- 4 I can't find my keys. They're on a blue ____.
- 5 It's sunny today. I'm going to wear ____.
- 6 I've got some gold and silver ____, but I don't wear it to school.
- 7 My grandma has a pretty face and she doesn't wear ____.

- 3 Look at the questionnaire on page 21. Check the meaning of the six adjectives in **blue** in the key.

- 4 Do the questionnaire with a partner. Then look at the key. Do you agree with the results?

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

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

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

Have you got a bus pass?

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

Finished?

Look again at the questionnaire on page 21. Write five sentences about a friend or someone in your family.

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

Your things, your character

2

What do your possessions say about you?

1

Do you get a new tablet every year?

- a No, I don't. Old tablets have the same apps!
- b No. I like the new tablets but they're too expensive. I've got an old one.
- c Yes! The newest tablets are cool.



6

Have you always got your keys and money?

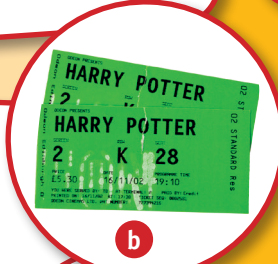
- a Yes, I've always got them.
- b No, I sometimes lose my keys.
- c Never. I always forget something!



2

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

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



7

Have you always got your ID card with you?

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



3

Have you got photos in your wallet?

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



8

What is in your bag today?

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



4

Are all your clothes new?

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



5

Have you got your mobile phone here now?

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



KEY

Questions 1-4

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

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

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

Questions 5-8

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

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

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

Mobile phones at school

Using mobile phones at school has great advantages. However, it is also essential to consider their disadvantages.

One of the key benefits of mobile phones is enhanced communication. With them, students **can easily collaborate** with their peers and teachers and use tools such as messaging apps, group chats or video conferencing platforms. These tools help them explore new ways to do discussions, project collaborations, and virtual classroom experiences.

Another important advantage of mobile phones for education is the access to a variety of educational resources. With smartphones, students **can access** online libraries, research sources and educational apps that provide interactive learning experiences.

Perhaps the most significant downside is the distraction mobile phones can cause. Sometimes, because of social media, games, and messaging, students **don't participate**

actively in educational activities and suffer from reduced focus and productivity.



The anonymity and wide reach of mobile phones can promote bullying. Hurtful messages and images **can be spread** quickly on the internet and can cause emotional distress. This can affect students' performance in school.

Mobile phones make it easier for students to cheat. Uncontrolled access to the internet during exams or the ability to share answers can undermine the integrity of academic assessments.

Prolonged use of mobile phones can lead to health problems such as eye strain, poor posture, and sleep disturbances. The blue light emitted by screens can disrupt sleep patterns, affecting students' alertness. This may become one of the reasons they **don't perform** well in school.

Mobile phones are a great tool, but it is important to keep them under control, especially at school.

1 Check the meaning of words 1–5 in a dictionary. Which words are related to the positive or negative use of mobile phones?

- 1 project collaboration 2 eye strain
3 research resources 4 interactive learning
5 distraction

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

STUDY STRATEGY Scanning

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

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

3 Read the texts. Then write *true* or *false*.

- 1 Mobile phones always cause bullying.
- 2 Mobile phones make collaboration easier.
- 3 Cheating is more difficult with mobile phones.
- 4 Mobile phones aren't the cause of various health problems.
- 5 Mobile communication is great for education.

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

Students **can easily collaborate** with their peers.

- 1 News ___ quickly on the internet.
- 2 Kids ___ in sport activities.
- 3 Students ___ as expected in school.
- 4 People ___ online resources.

RULES

Neither is negative. Use it with affirmative verbs to talk about two people or things.

Neither student **is** using a mobile phone.

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

- 1 Are you allowed to take mobile phones to school?
- 2 What does the school do to avoid bullying via mobile phones?
- 3 What use of the mobile phone is against your school's rules?

We're allowed to take mobile phones to school.

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

I can talk about habits and facts.

1 Complete the sentences with the words in the box. Check your answers in the texts on page 22.

don't don't doesn't **have** have
collaborate enjoy

Mobile phones **have** several disadvantages.

- Teachers and students ___ with their phones.
- Good students ___ cheat in exams.
- With smartphones, we ___ interactive learning.
- Smartphones ___ students.
- A mobile phone ___ cause bullying.
- Students ___ perform well in school.

2 Complete the rules with the words in the box.

don't doesn't facts routines

○ RULES

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

Grammar Reference page 117

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

she / need / ID cards *She needs ID cards. /*
She doesn't need ID cards.

- I / like / mobile phones
- my mother / use / a laptop
- I / buy / tablet
- we / wear / new headphones
- our teachers / give / lots of online research
- I / study / videogame programming
- my best friend / text / me everyday
- we / start / school at 8.30 a.m.



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

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

Spelling rules: third person (<i>he / she / it</i>)		
Most verbs: add -s	Verbs ending in consonant + -y: -y → add -ies	Verbs ending in -o, -ch, -sh, -x, -ss: add -es
<i>needs</i>	<i>carries</i>	

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

Erasyl Ahmadi
lives (live) an exciting life of coding, problem-solving and endless research. In the mornings, he often ¹ ___ (spend) his time working on his latest project – a super-smart robot or perhaps another amazing video game. He ² ___ (like) learning about how things work, electronics and new tech. In the afternoons, he ³ ___ (not work) because he meets up with friends. Evenings ⁴ ___ (be) for exploration – building his own drones, designing websites or just watching a documentary about space. Erasyl ⁵ ___ (love) discovering. He ⁶ ___ (be) always ready for the next exciting challenge.

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

a laptop a new phone a tablet carry
English live lots of money need new apps
speak study sunglasses use want wear

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





Scan for audio

1 Work in pairs. Match the smartphone icons with the words in the box.

email call video message audio
photos online app



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

2 Choose the correct verbs to make a phrase.

- 1 hear / listen to a song
- 2 watch / look at a film
- 3 text / message someone (about)
- 4 make / send an email
- 5 give / get a call from
- 6 take / do a photo
- 7 browse / download an app
- 8 search / do online

3 Match the two parts of the sentences.

- | | |
|--------------------|--|
| 1 I'll text you | a very good photos with this smartphone. |
| 2 Could you send | b Nurlan an email? |
| 3 She gets a call | c to pop music. |
| 4 He often watches | d a weather app. |
| 5 I love listening | e about the party. |
| 6 You can take | f from her mother everyday. |
| 7 We should check | g YouTube videos. |
| 8 She downloaded | h the information online. |

4 1.14 Look at the photo. What do you think they are doing? Listen and check.



5 1.14 Listen to Hayley, Emma and Chris again and answer the questions.

- 1 Why do Hayley and Emma call Chris?
- 2 Where is Chris?
- 3 What will Chris send Hayley and Emma?
- 4 How can Hayley and Emma watch the bands?

6 **ACTIVATE** Work in pairs. Take turns to ask about the following:

- texts and email
- buying things online
- taking and sharing photos
- social media

LANGUAGE FOCUS □ Present simple: questions

I can ask and answer about free-time activities.



Scan for audio

2

- 1 **1.15** Complete the dialogues with *do*, *don't*, *does* or *doesn't*. Then listen and check.

Do you listen to music at home?

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

1 ___ he play in a band?

Yes, he ² ___. / No, he ³ ___.

4 ___ they play sport?

Yes, they ⁵ ___. / No, they ⁶ ___.

Grammar Reference page 117

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

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

- 1 ___ you ___ the internet? (surf)
- 2 ___ your friend ___ cycling? (go)
- 3 ___ your friends ___ computer games? (play)
- 4 ___ your friend ___ a mobile phone? (use)
- 5 ___ you ___ to classical music? (listen)
- 6 ___ your parents ___ lots of photos? (take)

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



Does your best friend collect things?

Yes, he does. He collects shoes!

- 4 **1.16** Read the answers and complete the questions with the words in the box. Then listen and check.

What When Where Who Why

What do you need?

You need a metal detector.

- 1 ___ do you go?
In the school holidays.
- 2 ___ does she go in the holidays?
Because she's always got free time then.
- 3 ___ do they go?
They usually go to a park.
- 4 ___ do you usually go with?
I go with my dad.

Grammar Reference page 117

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

you / meet / your friends after school

Why do you meet your friends after school?

Because we go to the park.

- 1 you / read / in your tablet
I read magazines.
- 2 you / study / English
Because I want to pass my exams.
- 3 you and your friends / play / computer games
We play computer games on Friday afternoons.
- 4 you / buy / a tablet
We will buy a tablet next week.
- 5 your best friend / chat / you
He chats with me on the phone.
- 6 go to the cinema / with
I go to the cinema with my best friend.

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

Why do you meet your friends?

Because we often play sports.

Finished?

Write six more interview questions for a friend.

- 1 Do you play any sports?
- 2 When do you play?
- 3 ...

SPEAKING Asking for and giving opinions

I can ask for and give opinions



Scan for audio



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

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

cool pretty trendy unusual useful

Do you like this bag?

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



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

KEY PHRASES Asking for and giving opinions

What do you reckon?

Don't you like it?

a It's OK, I suppose. **positive**

b I can't stand ...

c Not much.

d I'm not very keen on ...

e I think it's really nice.

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



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

WRITING An internet profile

I can write about my likes and dislikes.

2

friendgroup PROFILE

Message Add to friends Report to moderator

Jen_111
14 years old
United Kingdom

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

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

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

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

Glossary

sbdy = somebody nbdy = nobody pls = please

1 Read the glossary first and then the profile. Answer the questions.

- 1 What adjectives describe Jen's character?
- 2 What does she like?
- 3 What does she read in her free time?
- 4 How does she want to communicate?

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

KEY PHRASES Expressing likes and dislikes

I'm ¹___ into ... I don't mind ...
I'm ²___ mad ___ ... I'm not too ⁴___ ...
I'm a ³___ of ...
The phrase like/love/enjoy/hate is followed by a verb + *ing* (gerund), which functions as a noun:
I love listening to music.

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

I love listening to hip hop.

Language point: Capital letters and punctuation

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

contractions lists names

RULES

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

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

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

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

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

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

WRITING GUIDE

A TASK

Write your internet profile.

B THINK AND PLAN

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

C WRITE

Copy the headings and key phrases from Jen's profile. A profile needs to be short. Write your profile in no more than 100 words.

D CHECK

- capital letters
- commas in lists
- apostrophes



Scan for audio and video

WHAT'S YOUR FAVOURITE APP?

Have you got a smartphone or a tablet? Do you use any apps? What do you use them for? Which one is your favourite?



1 Daryn, 13 I've got a smartphone and a tablet, but I don't spend ¹ ___ time online and I don't use many apps. I don't play online games and I don't even send emails! My favourite app is iTys. It's Kazakhstan's first national messenger app. I use it to send messages and to chat with my friends. I can send messages in Kazakh, Russian and English. iTys is the only messenger app that has got ² ___ the letters of the Kazakh alphabet! It's got some great emojis, too.

2 Lena, 15 I've got a smartphone. I want to buy a tablet, too. I've got ³ ___ money, but it's not enough. Tablets are very expensive! On my phone, I've got a dictionary app and four ⁴ ___ apps for learning languages. I speak English, Russian and French. At the moment, I'm learning Kazakh. I use the dictionary app ⁵ ___ times every day and it's good, but in my opinion the best app is Soyle. There is also a website called Soyle. The lessons are interesting, and it's free!

3 Iskander, 14 ⁶ ___ my parents have got tablets and they sometimes allow me to use them. My mum has got apps for everything, from sending messages to watching videos. There are ⁷ ___ apps on my dad's tablet. He spends ⁸ ___ time online, and he's not very keen on apps. He's got a very good travel app though. It's called 'Kazakhstan: Land of the Great Steppe'. There are beautiful photos and a lot of interesting facts about different places in Kazakhstan.

1 **1.18** Complete the text with the words in the box. Then listen and check.

fewer some both much other
less all a few

2 **1.18** Check the meaning of the words in **blue** in the sentences. Then read and listen to the text again. Write *true* or *false*. Correct the false sentences.

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

3 Choose the correct words.

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

4 **Work in pairs. Ask and answer the questions.**

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

Read the text *Iron and Steel* and answer the questions that follow.

Iron and Steel

We do not often use materials in their raw state. We change raw materials to make the things we use every day. The plastic in our water bottles and mobile phones comes from oil. The paper in books comes from trees, and the metal we use comes from a rock called *ore*.



How do we get the metal for the frame of a bike? We find iron in a rock called *iron ore*. We put the iron ore in a very big oven called a *blast furnace*. When the furnace is very hot, the metal in the ore changes into liquid and comes out of the rock. The melted iron then goes into a different oven called a *steel furnace*. In this oven, we make a metal called *steel*. It is stronger than iron. Next, we put the liquid steel into a mould. A mould gives the steel a shape. For the bike, we need a mould that makes tube shapes. When the steel is cold, we have the frame for the bike. This is the finished product.

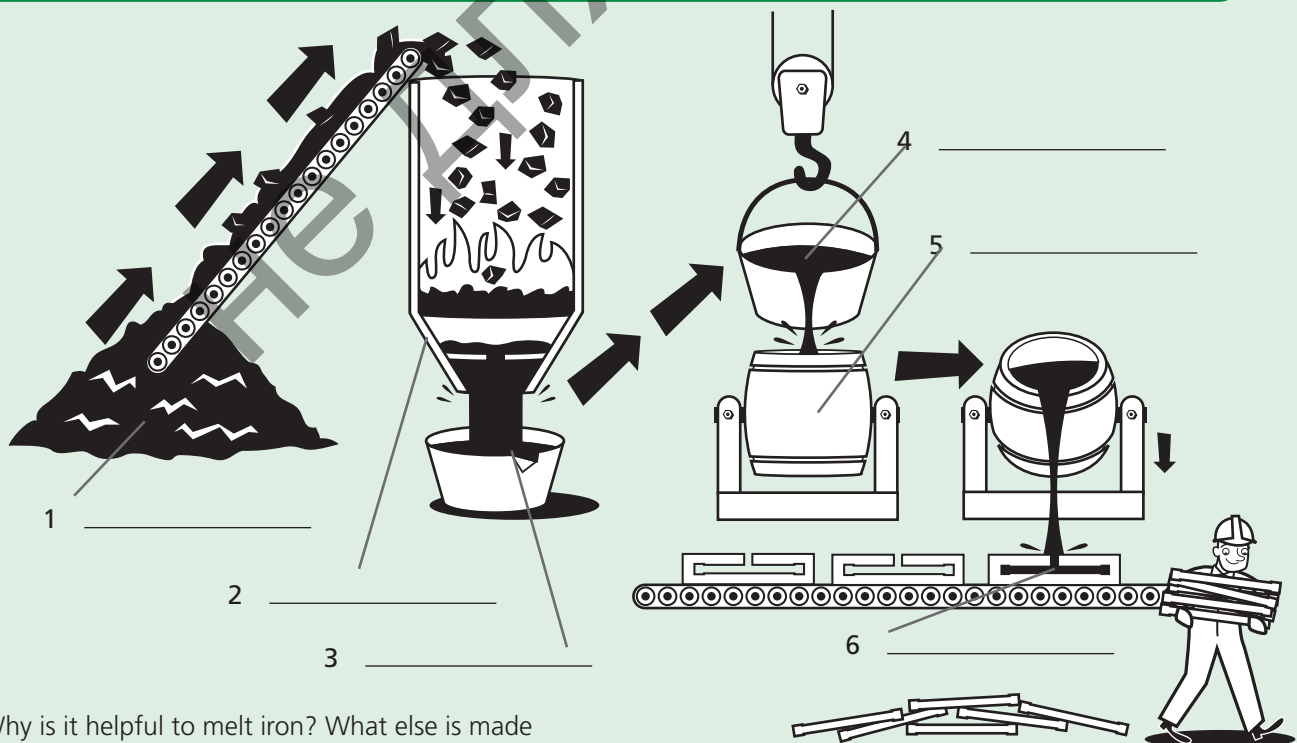
1 Choose the best option to complete the sentence.

The text describes the production stages ...

- A to make plastic water bottles.
- B to manufacture any object made of steel.
- C to change any raw material into finished products.
- D to manufacture all kinds of vehicles.

2 Label the diagram with the words in the box.

blast furnace iron ore melted iron pour into moulds put liquid into second oven steel furnace



Why is it helpful to melt iron? What else is made from steel?



Scan for audio

Vocabulary

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

- | | |
|---------------|---------------|
| 1 virtual | a strain |
| 2 interactive | b phone |
| 3 social | c classroom |
| 4 eye | d media |
| 5 mobile | e learning |
| | f distraction |

2 Match the words to make phrases.

- | | |
|----------|------------|
| 1 take | a an email |
| 2 search | b someone |
| 3 send | c online |
| 4 watch | d a photo |
| 5 text | e a film |

Language focus

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

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

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

never hardly ever sometimes often
usually always

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

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

- you / like / rock music
- your friends / wear / sunglasses
- your teacher / use / a laptop in class

- you / live / in Europe
- your friends / live / near you
- you / carry / an ID card at school

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

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

Communication

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



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

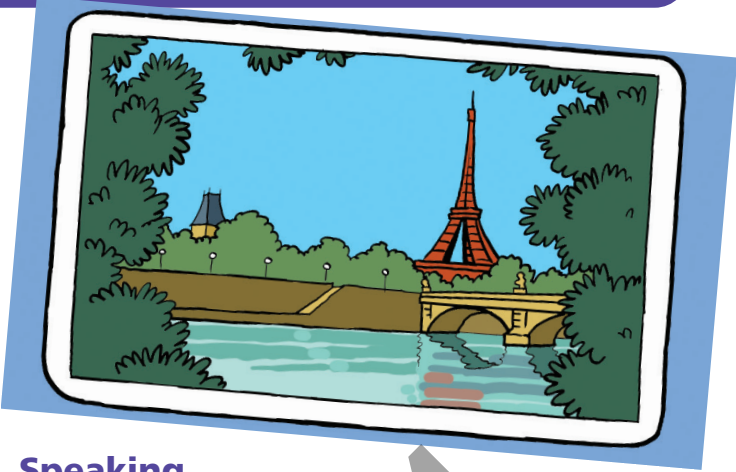
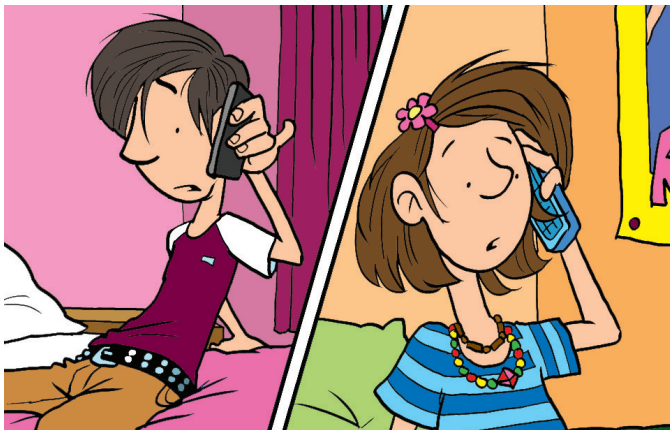
Listening

8 1.19 Listen to the dialogue and write true or false. Correct the false sentences.

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



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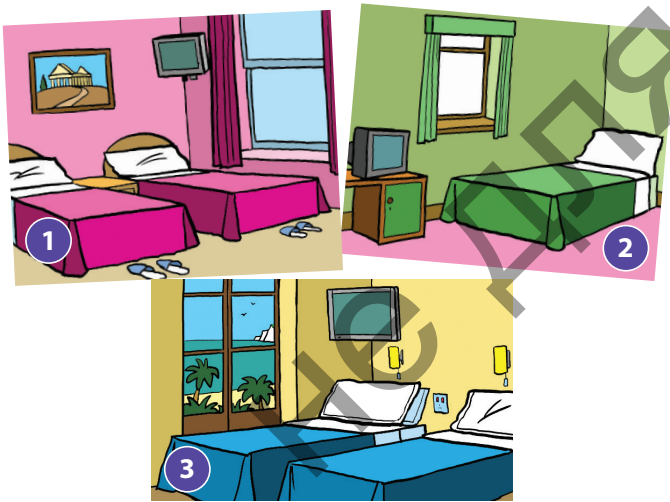


Listening

1 Look at the pictures and answer the questions.

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

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



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

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

Speaking

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

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

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

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

Writing

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

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



Holidays and travel



Start thinking

- 1 What activities do you usually do on holidays?
- 2 Do you like to go on family trips? Why or why not?
- 3 Look at the photo. What do you think the family needs to bring for their trip? Do you usually help pack the bags?

Aims

Communication:

- I can talk about holidays and travelling.
- I can understand adverts and postcards.
- I can describe what is happening.
- I can discuss how to prepare for a trip.
- I can contrast present actions with routines.
- I can make requests and compromises.
- I can describe my ideal holiday.
- I can talk about activities on holidays.

Vocabulary

- Holidays and travel
- Travelling

Language focus

- Present continuous: affirmative and negative
- Present continuous: questions
- Present simple and present continuous
- *and, but, because*
- Indirect speech: *say* and *tell*

1 Put the words in the box into the correct group.

mountains hotel plane sightseeing guest house
bus shopping lakes

Places to stay

apartment

1 ___

2 ___

Activities

eating and drinking

3 ___

4 ___

Locations

city

5 ___

6 ___

Transport

train

7 ___

8 ___

2 Choose the correct word.

My brother and I go to school by bus / plane.

- 1 I go hiking in the city / mountains in the summer.
- 2 Independence Square is a popular place for sightseeing / eating and drinking.
- 3 This hotel / apartment has got 500 rooms.
- 4 Many trains / planes arrive at Nursultan Nazarbayev International Airport every day.
- 5 Let's go shopping / sightseeing and buy some clothes for winter.

3 1.21 Work in pairs. Do the *Kazakhstan Holidays and Travel Quiz*. Listen and check your answers.

4 Find the adjectives in the quiz. Complete the sentences with an adjective.

My grandma's shelvek is very tasty.

- 1 Big Almaty Lake is a b___ place in the Trans-Ili Alatau mountains.
- 2 The Presidential Palace is a f___ building in Astana.
- 3 Shymbaluk is a s___ ski resort.
- 4 Koumiss is a p___ drink.
- 5 Almaty is an i___ city in south-east Kazakhstan.
- 6 Charyn Canyon is a n___ feature in the Charyn National Park.

5 **ACTIVATE** A friend from another country is going to visit you for three days. Make a list of things to do and places to go during the visit. Discuss your list. Use the words and ideas in exercises 2 and 4 to help you.

Finished?

Choose a photo from the quiz on page 33 and write a description of it. Use at least three adjectives.

The Kazakhstan Holidays and Travel Quiz

1 Where is this famous hotel?



5 What type of popular transport is this?



2 What is in this tasty dish? Noodles, onions and ...



6 Which important sightseeing spot is this?



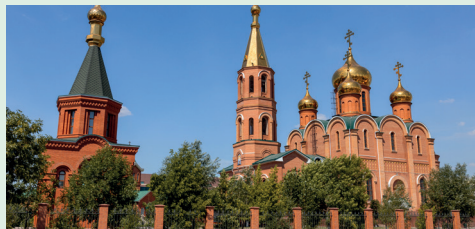
3 What is the name of these snowy mountains?



7 What do people do in this modern building?



4 In which city can we find this beautiful church?



8 Which natural lakes is this person walking around?





Scan for audio

See celebrity homes ... in style



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

We don't use a bus! We give tours of Los Angeles in a classic Cadillac car. We visit about 30 different celebrities' homes in Los Angeles. Don't forget your camera!

We also:

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

Price
\$395

☎ 800-789-9575

POSTCARD

Hi Ellie,

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

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

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

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

Love,
Jen



- 1 Do you want to visit the home of a famous person? Which person's home and why?
- 2 Look at the advert. What does the Classic Car Company offer?
- 3 ^{1.22} Read and listen to the advert and the postcard. Write *true* or *false*. Correct the false sentences.

Five people can go on the tour. true

- 1 The tours start in Mulholland Drive. ___
- 2 You need to take something to drink. ___
- 3 Ellie is on the tour at the moment. ___
- 4 Ellie's mum organised the tour. ___
- 5 Taylor Swift isn't at home at the moment. ___

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

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

5 ABOUT YOU Ask and answer the questions.

- 1 Is your home modern or old?
- 2 Have you got a balcony or a garden at home?
- 3 Are there lots of windows in your home?
- 4 What is the view from your home?
- 5 Have some people got holiday homes in Kazakhstan? Where are they usually located? Near the mountains, by the lakes or in the countryside?



Scan for audio

1 Complete the sentences from the text on page 34 with the words in the box. Then choose the correct words in the rules.

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

We **'re having** a great time in America.
I ¹ ___ in a Cadillac convertible.
She ² ___ here at the moment.
Taylor ³ ___ for a holiday home there!

RULES

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

Grammar Reference page 118

2 Find three more examples of the present continuous in the reading texts on page 34.

STUDY STRATEGY Finding spelling rules

3 Write the *-ing* form of the verbs. Check your answers in the text on page 34. Then complete the spelling rules with words 1–5.

- do *doing* 2 live 4 look
1 sit 3 have

RULES

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

Subject pronouns	Reflexive pronouns
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
they	themselves

4 ^{1.23} Listen to the sounds and complete the sentences using the present continuous form of the verbs in the box.

call cry run sleep **wash** write

He's **washing** his hands.

- She ___.
- He ___ an email.
- They ___.
- The woman ___ her friend.
- The baby ___.

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

climb describe listen **look** not look
not rain run sleep take

Two teenage girls **are looking** at themselves in a mirror.

- A dog ___ near the house.
- The driver ___ the house.
- The tourists ___ to the driver.
- The actor ___ into his house.
- The teenage girls ___ at the house.
- It ___.
- Some tourists ___ photos.
- The boy ___ the wall.

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

Dana is looking at herself in a mirror.

False.

Finished?
Find five photos in the book. Write a sentence about each photo using the present continuous.
page 26: Shaun is showing Leah a basketball T-shirt.



Scan for audio

- 1 ^{1.24} Check the meaning of the words in the box and complete the table in your notebook. Then listen and check.

backpack baggage claim boarding pass
 camera check flight times
 follow the itinerary **go sightseeing**
 go to passport control guidebook
hotel reservation luggage make a checklist
 map passport relax at the hotel
 sunscreen suitcase take photos
 tickets toiletries

Things to take on a trip	Things to do before the trip	Things to do during the trip
backpack	hotel reservation	go sightseeing

- 2 Work in pairs. Do the questionnaire and compare your scores. Do you agree?
- 3 ^{1.25} Listen to Sofia talk about how she prepares for a trip. Do you think Sofia is a good traveller? Why?

- 4 ^{1.25} Listen to Sofia again and circle True or False for each statement.

Sofia always checks her flight times before a trip. (True / **False**)

- 1 She packs her suitcase the night before the trip. (True / False)
- 2 She prepares her passport and tickets without any help. (True / False)
- 3 Sofia usually looks up activities to do at her destination. (True / False)
- 4 She doesn't check the weather when packing clothes. (True / False)
- 5 She never packs the things she thinks she will need. (True / False)

- 5 **ACTIVATE** Work in pairs. Take turns to talk about how you usually prepare for a trip.

I always read travel guides to prepare for a trip.

I never do that, but I always check the weather forecast.

Oh, I do that, too.



Are You Prepared for Your Trip?

- 1 How often do you check your flight times before a trip?
 - a I always check early.
 - b I usually check last minute.
 - c I never check.
- 2 How often do you pack your suitcase in advance?
 - a I pack days before.
 - b I pack the night before.
 - c I pack last minute.
- 3 Who helps you with preparing your travel documents?
 - a I do it myself.
 - b I need some help.
 - c Someone else does it.
- 4 Do you research things to do at your destination?
 - a I always research activities.
 - b I sometimes research.
 - c I don't research.
- 5 How often do you pack clothes according to the weather and activities?
 - a I always pack appropriately.
 - b I pack sometimes for the weather.
 - c I pack whatever is convenient.
- 6 Do you check your travel itinerary before you leave?
 - a I always check it.
 - b I usually check it.
 - c I don't check it.

Key

Mostly a: You're very well prepared for your trip!

Mostly b: You prepare sometimes, but there's room for more planning.

Mostly c: You're not very prepared for your trips.

I can contrast present actions with routines.

Present continuous: questions

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

- 1 Is Megan talking to Jack?
- 2 What are Jack and Megan doing?
- 3 Is Jack reading a comic?
- a No, he isn't.
- b Yes, she is.
- c They're doing a questionnaire.

RULES

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


Grammar Reference page 118

2 Order the words to make questions.

where / sitting / is / best friend / your

Where is your best friend sitting?

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

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

Where is your best friend sitting?

She's sitting next to me.

Present simple and present continuous

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

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

RULES


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

Grammar Reference page 118

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

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




6 **ACTIVATE**  In small groups, ask and answer questions about travelling and holidays. Write present simple and present continuous questions using the words in the box and your own ideas. Then ask and answer the questions.

are does what travel flight holiday
 pack why talk to reservation how often
 do trip make where check plan

Where do you usually go on holiday?

Finished?

 Work in small groups. Write a puzzle about some students in your class.

She's wearing jeans and a blue T-shirt. She plays tennis and she gets good marks in English. Who is she?

SPEAKING □ Making requests and compromises

I can make requests and compromises.



Mum Leah, can you **pack your suitcase**, please?
Leah Yes, but later, OK? I'm **reading something about our trip**.
Mum Come on, Leah. What are you reading?
Leah I'm **reading a travel guide**. It's really interesting.
Mum Leah! You need to **pack your suitcase now!**
Leah Please, Mum! Can I do it later?
Mum You always say that, Leah. When?
Leah I'll do it in ten minutes. I promise.
Mum I suppose so, but please don't forget to do it!
Leah OK! OK!

1 Look at the photo. What is Leah doing?

2 Read the dialogue and answer the questions.

- 1 What does Leah need to do?
- 2 What does she promise her mum?

3 Find the key phrases in the dialogue. Who says them?

KEY PHRASES □ Making requests and compromises

- 1 Can you **(pack your suitcase)**, please?
- 2 **Yes, but later, OK?**
- 3 I'm **(reading something about our trip)**.
- 4 I'll do it in **(ten minutes)**.
- 5 I suppose so ...

4 Read the key phrases aloud. Stress the words in bold. Why do we stress words?

5 Work in pairs. Practise the dialogue. Pay attention to the stressed words.

6 Read the expressions. Write *R* for making requests and *C* for compromising.

Would you mind (doing this for me)? *R*

- 1 How about (we do it later)? ___
- 2 Let's agree to (finish it by tonight). ___
- 3 Would you mind (doing this for me)? ___
- 4 What if I (start in ten minutes)? ___
- 5 Do you think you can (help me with this)? ___

7 **ACTIVATE** Work in pairs. Practise mini dialogues about planning a trip using the key phrases in exercise 3 and the expressions in exercise 6.

Would you mind helping me plan my trip today?

How about we do it tomorrow?

WRITING □ A perfect holiday

I can describe my ideal holiday.

3

1 Read the glossary and then the text.



My Ideal Holiday

I always go to the seaside for my holidays. I like this because I love swimming in the sea and relaxing on the beach. Right now, I am staying in a small cottage with my family. The cottage has got two bedrooms and a big kitchen. At the moment, my mum is cooking lunch, and my dad is reading a book in the garden. I am sitting on the balcony because it has got a beautiful view of the sea. This is my perfect holiday because it is peaceful, but it is still fun.

□ Glossary

balcony – a platform on the outside of a building, often with a railing

cottage – a simple house, typically in a rural location

seaside – the area near the sea or ocean

2 Read the text again and underline the words *and*, *but*, *because*.

KEY PHRASES □ Describing my ideal holiday

- 1 I usually go to ... because ...
- 2 My family always stays in ..., and we ...
- 3 The weather is ..., but we are ...

Language point: *and*, *but*, *because*

3 Study your answers in exercise 1. Then complete the rules with *and*, *but* or *because*.

□ RULES

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

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

- 1 I love going to the mountains ___ the air is fresh and clean.
- 2 My sister enjoys city holidays, ___ she doesn't like crowded places.
- 3 I want to visit Italy ___ of its amazing food ___ beautiful cities.

5 ACTIVATE Follow the steps in the writing guide.

□ WRITING GUIDE

A TASK

Write about your ideal holiday. Write at least 100 words.

B THINK AND PLAN

- 1 What sort of holiday is it?
- 2 Where is it? Where are you staying?
- 3 Why do you like it there?
- 4 What activities can you do there?
- 5 Where is everyone at the moment? What are they doing?
- 6 What's your favourite part of the holiday?

C WRITE

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

Paragraph 1: Introduction and description of your ideal holiday

Paragraph 2: What's happening now during your holiday

Paragraph 3: Your favourite part of the holiday

D CHECK

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



Scan for audio and video

MY COUNTRY **Adventure holidays**

I can talk about activities on holidays.

1 **1.26** Read the travel brochure. Then listen to the conversation. Which adventure holiday do the people choose?

2 **1.26** Listen again. Who said these things? Write *T* (Tanya), *S* (Serik), *H* (Henry) or *K* (Kate).

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

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

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

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

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

5 Report the statements.

'I often go climbing.'

He said he often went climbing.

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

ADVENTURE HOLIDAYS IN KAZAKHSTAN



Winter sports in Shymbulak

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

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



Camel riding in the steppe

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

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



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

Do you like skiing?

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

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

Read the text *My Home* and answer the questions that follow.

1 What is the poem about?

- A Different types of homes
- B How the author feels about his or her home
- C Places in the author's country
- D What the author wants to do on holiday

My Home

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

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

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

My home is a café,
sweet and warm.

My home is a castle,
safe from attack.

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

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



2 A metaphor is a way to describe something by comparing it to something else. For example, *The clouds are cotton*. This comparison might make you think about soft, fluffy, white clouds. The author of the poem uses six metaphors to describe her or his home. Following the order in the poem, choose the option that shows all the different feelings described in the metaphors.

- A growing up, excited, sad, protected, alone, secure
- B growing up, depressed, comforted, protected, alone, secure
- C growing up, excited, comforted, protected, alone, secure
- D growing up, excited, comforted, unsafe, alone, secure

What metaphors about life can you think of with the words in the box? Choose two and write the metaphors.

a journey a book a party a river
a mountain to climb

Example: *Life is a journey, and every day is a new adventure.*



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Vocabulary

1 Work in pairs or small groups. Look at each group of travel-related words below and decide which one doesn't belong.

- 1 hotel – apartment – bus
- 2 sightseeing – map – shopping
- 3 boarding pass – sunscreen – luggage
- 4 city – lakes – guidebook
- 5 check flight times – take photos – relax at the hotel

2 Choose the correct verbs.

- 1 Check / Make / Clean your flight times.
- 2 Pack / Watch / Make your suitcase.
- 3 Book / Pack / Take your hotel reservation.
- 4 Check / Buy / Take the weather forecast.
- 5 Plan / Visit / Help your travel itinerary.
- 6 Research / Make / Wear activities at your destination.

Language focus

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

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

4 Write questions using the present continuous. Then write short answers.

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

5 Correct the mistakes in the sentences below.

- 1 Chingiz always **make** his bed in the morning, but he **don't tidy** his room.
- 2 **Do you watch** this film now? I **don't enjoy** it.
- 3 **I'm helping** at home every day. At the moment, **I make** dinner for my family.
- 4 My Russian cousins **staying** in our house at the moment. They always **visits** us in Kazakhstan in the summer.

Communication

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

it's is there there is where

Tom ¹ ___ an email for me?

Olga Yes, ² ___.

Tom ³ ___'s the laptop?

Olga ⁴ ___ on my bed.

I'm I suppose is it can you

Dad ⁵ ___ do the washing up, please?

Josh ⁶ ___ busy at the moment. ⁷ ___ OK if I do it later?

Dad ⁸ ___ so, but don't forget to do it!

Listening

7 1.27 Listen to Ellen and Daisy and look at the sentences. Write *true* or *false*. Correct the false sentences.

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

PROJECT □ Travel guide

1 Read the travel guide and answer the questions.

Kazakh holidays and travel


Kazakhstan has many special holidays. One of the most important is *Nauryz*, the Kazakh New Year. *Nauryz* happens in spring. During this holiday, families gather together to celebrate. People cook traditional foods, sing songs and dance. Many people travel to visit their family or go to important places.

Hospitality is very important in Kazakhstan. When people celebrate, they invite family and friends into their homes. They give food and drinks, like *kumys* – fermented mare's (female horse's) milk. This is a symbol of Kazakh hospitality. When people travel for the holidays, they often stay in their family's homes. Visitors are always treated well.

Travel is important during holidays because it helps people stay close to their families and keep traditions alive. People travel long distances to be together. These travels are not just about visiting; they help people remember their culture and traditions.



- 1 Why is travel important during holidays in Kazakhstan?
- 2 How do people show hospitality during *Nauryz*?


2  Work in small groups. Follow the steps in the project checklist to create a travel guide about how people celebrate holidays in Kazakhstan.

FEEDBACK TIP

Give suggestions. Add more details or personal stories to make the guide more interesting. Consider including how traditions vary across Kazakhstan.

PROJECT CHECKLIST

- 1 **Choose Your Focus:** Select one or more holidays to include in your guide.
- 2 **Research Details:** Find out about traditions, popular destinations and hospitality practises.
- 3 **Organise Your Guide:** Write about at least three holidays or destinations, including key facts and tips for visitors.
- 4 **Design Creatively:** Add maps, photos or drawings to make your guide engaging. Use digital tools to create a digital version.

3  Now present your guide to the class. Highlight the traditions, destinations and cultural values in your guide. Use visuals to engage your audience and answer any questions they may have.



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Space and Earth



Start thinking

- 1 Look at the photos. Why is it important to explore space and Earth?
- 2 How do you feel when you look at the stars and moon?
- 3 Do you like outdoor adventures? Why or why not?

Aims

Communication:

- I can make and respond to suggestions.
- I can read about the history of a famous place.
- I can talk about past events in my life.
- I can talk about places in the world.
- I can talk about past events.
- I can talk about amazing experiences.
- I can describe an event in the past.
- I can write about the International Space Station.

Vocabulary

- Prepositions: movement
- Geographical features
- Space and Earth

Language focus

- *was, were*
- Past simple
- *there was, there were*

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

across around down into off over through under up



2 Read the *Daredevils on Earth* quiz and choose the correct prepositions.

3 2.02 Do the quiz. Then listen and check.

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

climb cycle fall jump run swim walk

5 Complete the sentences with the prepositions in exercise 1.

Did he sail **across** the Atlantic?

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

6 Complete the phrases with Yes or No.

KEY PHRASES □ Suggestions

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

7 **ACTIVATE** Work in pairs. Suggest outdoor adventures. Use the verbs and prepositions.

Shall we swim across the lake?

Yes, that sounds fun!

□ Finished?

Learn about daredevils in space.

Valentina Tereshkova was the first woman in space ...

DAREDEVILS ON EARTH

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

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

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

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

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

- a Asia. b Africa. c Australia.

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

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

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

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

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

- a 50°C. b 500°C. c 5,000°C.

7 Stunt motorcyclists can jump **into / through / over** 50 or more cars. The record distance for a motorcycle jump is ...

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



A



B



C

READING □ Daredevils

I can read about the history of a famous place.



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1 Read the text. Which daredevils does it mention?

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

A new tightrope champion C

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

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

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

4 **BUILD YOUR VOCABULARY** Complete the sentences with the words in blue in the text. Then use the words to make new sentences with a partner.

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

5 **ABOUT YOU** Work in groups. Ask and answer the questions.

- 1 What do you think of the daredevils in the text?
- 2 Would you like to visit Niagara Falls? Why or why not?
- 3 What places in Kazakhstan are spectacular?
- 4 Who are your heroes and heroines? Why?
- 5 Do you know anyone who's daring? In what way?

NIAGARA FALLS – DON'T LOOK DOWN!

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

B In 1859, Blondin walked across Niagara Falls eight times. Once he cooked eggs while standing on the tightrope. Another time, he wasn't careful and nearly fell into the river while carrying a man on his back. That day, a man called William Hunt was at Niagara with his girlfriend. As they watched Blondin, Hunt decided to invent stunts which were more **spectacular** and **daring** than Blondin's. He changed his name to Signor Farini and began to practise.



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

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



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



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- 1 Look at the text on page 46 and complete the sentences with the words in the box. Then complete the rules using the correct form of *was* and *were*.

was was wasn't was were

In the past, it **was** also popular with daredevils.

- Three of the most famous ___ The Great Blondin, Signor Farini and Annie Taylor.
- Another time, he ___ careful and nearly fell into the river.
- That day, a man called William Hunt ___ at Niagara with his girlfriend.
- He ___ the new king of the falls.

○ RULES REVIEW

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

Grammar Reference page 119

- 2 ^{2.04} Complete the sentences using the correct form of *was* and *were*. Then listen and check.

Barack Obama **was** US President in 2009.

- The first person on the moon ___ Neil Armstrong.
- Elvis Presley ___ a Russian singer.
- DVDs ___ popular in 1980.
- Robert Pattinson and Kristen Stewart ___ in the *Twilight* films.
- I ___ at school in 2020.



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

Was Barack Obama US President in 2009?

Yes, he was.

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

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

Was the weather good last Thursday?

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

Was the weather good last Thursday?

Yes, it was!

- 5 **ACTIVATE** Work in pairs. Talk about your favourite action or adventure film using *was* and *were* and the words in the boxes.

When What Who Where

the film about?
the main actors?
the film in cinemas?
the actors from?
the main character from?
your favourite character?
the most exciting parts?
the characters brave?

What was the film about?

An astronaut that goes to Mars!

○ **Finished?**

Write five quiz questions about famous people.

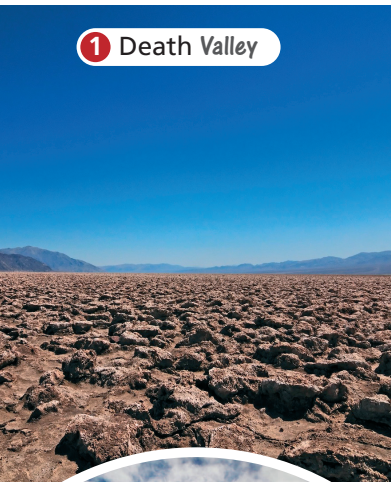
Was Mukhtar Auezov a writer from Kazakhstan?

VOCABULARY AND LISTENING □ Geographical features

I can talk about places in the world.



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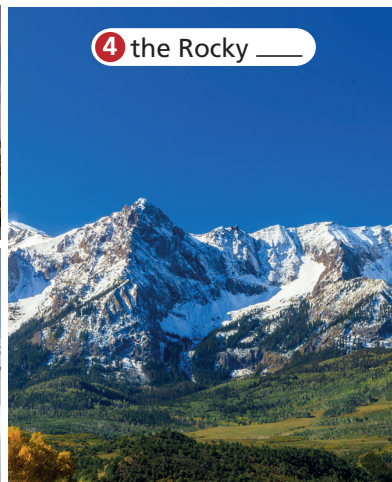
1 Death Valley



2 _____ Erie



3 the South _____



4 the Rocky _____



5 the Black _____



6 the _____ Amazon



7 the Sahara _____



8 Niagara _____



9 the Dead _____



10 the Pacific _____

1 2.05 Complete the names of places 1–10 with the words in the box. Then listen and check.

Desert Falls Forest Lake Mountains
Ocean Pole River Sea **Valley**

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

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

3 2.06 Listen to Laura and Emily's story. Which trip did they make?

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

4 2.06 Choose the correct answers. Listen again and check.

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

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

This is a famous desert in Asia.

Is it the Gobi Desert?

Yes, it is!

1 Look at the verbs in the box and find their past simple forms in the text on page 46. Then complete the table.

become have begin go *change*
watch *fall*

Past forms	
Regular (add -d or -ed)	Irregular
<i>change - changed</i>	<i>fall - fell</i>

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

didn't take stayed went

- We ___ to see the Niagara Falls.
 - We ___ any photos.
 - We ___ at a four-star hotel.
- a Which sentence has a past simple form of a regular verb?
- b Which sentence has a past simple form of an irregular verb?
- c Which sentence is in the past simple negative?

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

- When did Neil Armstrong walk on the moon?
 - Where did Taylor Swift buy a house?
 - Did Robert Pattinson go to university?
- a In London.
- b No, he didn't.
- c In 1969.

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

○ RULES

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

Grammar Reference page 119

STUDY STRATEGY ○ Learning irregular verbs

5 Follow instructions 1–3.

- Find past tense verbs in the text on page 46. Add them to the table in exercise 1.
- When you find a new verb, check the irregular verbs list on page 135. Then add the verb to the table.
- Memorise five irregular verbs every week.

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

A MEMORABLE LIFE



Elizabeth Blackwell was born in 1821 in Great Britain. At the age of 11, her family ¹___ (move) to New York. In those days, women ²___ (not work) and they ³___ (not go) to university, but Elizabeth ⁴___ (want) to become a doctor. The medical schools ⁵___ (not want) a woman student, but Elizabeth ⁶___ (graduate) with the highest mark in her class and she ⁷___ (become) the first woman doctor in the USA.

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

buy get graduate have leave

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

When did your mum leave school?

She left school in 2001.

○ Finished?

Find the past simple forms of the verbs in exercise 4 on page 44. Add them to your table in exercise 1 on this page.

SPEAKING Expressing interest

I can talk about amazing experiences.





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Leah Did you take this photo, **Shaun**?
 Shaun Yes, do you like it?
 Leah Yeah! But who's that? Do you know him?
 Shaun No, I don't. ¹**This skateboarder jumped over a table.**
 Leah Oh! That's amazing! ²**Where were you when you saw that?**
 Shaun I was ³**on holiday in Madrid. These kids did some amazing tricks on their skateboards.**
 Leah Really? ⁴**Why did they do that?**
 Shaun ⁵**It was a show.**
 Leah Did you try it?
 Shaun You're kidding! ⁶**I can't skateboard.**
 Leah Well, it's a great photo. Well done!
 Shaun That's very kind of you.





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

2  ^{2.07} Cover the dialogue and listen. Did Shaun try skateboarding?

3  ^{2.08} Cover the dialogue and complete the key phrases. Listen, read and check. Practise the intonation of the key phrases. How do we use intonation to show surprise?

KEY PHRASES Expressing interest

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

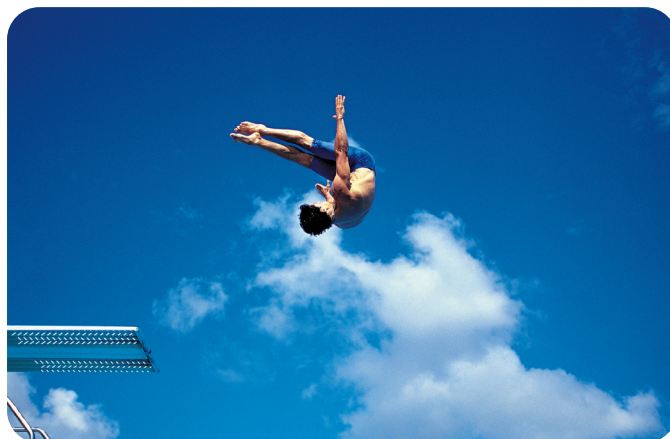
4   Invent five amazing experiences. Use the ideas in the box and your own ideas. Compare your ideas with a partner. Remember to use intonation to show surprise.

climb up Everest dive with sharks fly a helicopter
 meet a famous athlete see a live concert
 skateboard down some stairs
 swim across Lake Balkhash
 visit Hollywood and Las Vegas


I jumped off a bridge last year.

Really? That's amazing!

5 Look at the photo of the diver. Replace phrases 1–6 in **blue** in the dialogue with phrases a–f. Practise a dialogue about the diver with your partner.



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

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

A day to remember



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

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

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

Glossary

wedding – an event where people get married and have a party

ceremony – a formal public or religious event with traditional activities

1 Read the glossary before you read the text. Then order the key phrases.

KEY PHRASES Linking events

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

1 c 2... 3...

Language point: *there was, there were*

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

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

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

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

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

4 **ACTIVATE** Follow the steps in the guide.

WRITING GUIDE

A TASK

Write three paragraphs about a memorable past event like your first day at school, a birthday or a party. Write 100–150 words and use *was* and *were* and past simple verbs.

B THINK AND PLAN

- Use the following questions to make an outline for your text. What and where was the event?
- What happened first? What happened after that?
- Who do you remember clearly?
- How did you feel that day?

C WRITE

Organise the answers to the questions into three paragraphs:

Paragraph 1: Introduction *I remember ...*

Paragraph 2: Description of the event *First ...*

Paragraph 3: Conclusion *There were ...*

D CHECK

Read your paragraphs. Check that you used linking words, correct past tense forms and interesting details.



Scan for audio and video

MY COUNTRY □ Space and Earth

I can write about the International Space Station.

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

planets star sun moon astronaut spacecraft
launch gravity satellite cosmodrome galaxy

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

- 2 **2.09** Listen and read. Then complete the text with the numbers in the box.

1 2nd 6 13th 200 500th 1950s
2001 2003 2015

FROM BAIKONUR TO THE STARS

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

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

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

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

- 3 Complete the text with the correct form of the verbs in brackets.

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

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

- 5 Write passive sentences. Add *by* or *with* where necessary.

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

- 6 Work in pairs. Find information about the International Space Station (ISS) and write a short text about it.

- When did the ISS begin?
- Which five space agencies helped build the ISS?
- How many countries sent astronauts to the ISS?
- How many people are on the ISS now?
- How fast does the ISS travel?
- How many times does the ISS go around the Earth every day?
- What is life like for the astronauts on the ISS?

Read the text *The Amazon Rainforest* and answer the questions that follow.

The Amazon Rainforest

Rainforests are forests which grow in areas with a lot of rain; on average, they get between 1.8 to 3 m of rainfall a year.

The world's largest tropical rainforest is the Amazon rainforest, which covers over 6 million km². The Amazon rainforest is in many countries in South America, including Peru and Colombia, but the majority (around 60%) of the Amazon is in Brazil.

The Amazon rainforest is very important because of its huge biodiversity – it contains 10% of the world's animal species, 20% of the world's bird species, around 2.5 million different species of insect, and more than 40,000 species of plant. We use hundreds of plants from the Amazon in modern medicines, and we have only studied a very small number (around 1%) of them, so there may be many more helpful plants to discover.

The Amazon rainforest is also very important because it is one of the world's largest carbon sinks. All trees take in carbon dioxide and give out oxygen. The carbon dioxide is 'locked' in leaves, trunks, roots and soil. On its own, the Amazon rainforest provides about 6 to 9% of the Earth's oxygen.



- 1 If the Amazon rainforest covers 6 million km², and 60% is in Brazil, how many km² are in Brazil?

- A 2.2 million
 B 3.6 million
 C 2.5 million
 D 3.3 million

- 2 Refer to the table and choose the right option to complete the sentence.

	Amazon rainforest (6 million km ²)	Congo rainforest (3.4 million km ²)
bird species	1,300	1,000
insect species	2,500,000	370,550
plant species	40,000	10,000

The Congo rainforest has ...

- A double the amount of bird species the Amazon has, half of the Amazon insect species, and 10% of the Amazon's plant species.
 B 1,000 more bird species than the Amazon, a quarter of the Amazon insect species, and 50% of the Amazon's plant species.
 C half the amount of bird species the Amazon has, a third of the Amazon insect species, and 25% of Amazon's plant species.
 D 300 fewer bird species than the Amazon, about one sixth the amount of Amazon insect species, and 25% of the plant species the Amazon has.

Imagine the size of the Congo rainforest doubled from 3.4 to 6.8 km². Assume the number of species doubled, too. Based on the data in the table, would the Congo rainforest have more or fewer bird, insect, and plant species than the Amazon?



Scan for audio

Vocabulary

1 Read page 45 again and choose the correct words.

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

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

desert valley forest lake ocean pole

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

Language focus

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



1 cycle / run



2 read a magazine / listen to music



3 clean the floor / clear the table



4 swim / climb



5 make his bed / do his homework



6 watch a film / play in a band

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

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

5 Correct the errors. Use the past simple form of the verbs.

- 1 She falled off her bike.
- 2 You didn't bought any souvenirs.
- 3 I did play tennis yesterday.
- 4 They don't went on holiday last summer.
- 5 We were watch an interesting programme.
- 6 This band becomed famous in 2018.

Communication

6 Complete the mini-dialogues.

- 1 'You did a great trick on your skateboard.'
'Really? That's very k _ _ d of you.'
- 2 'Why d _ _ 't we visit Niagara?'
'Yes, it l _ _ s amazing.'
- 3 'I visited Death Valley last year.'
'You're k _ _ _ _ g ! That's a _ _ _ _ g !'
- 4 'L _ _ s watch Avatar.' 'No, it s _ _ _ s boring.'

Listening

7 2.10 Listen to Lucy and Clare. Complete the sentences with one, two or three words.

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

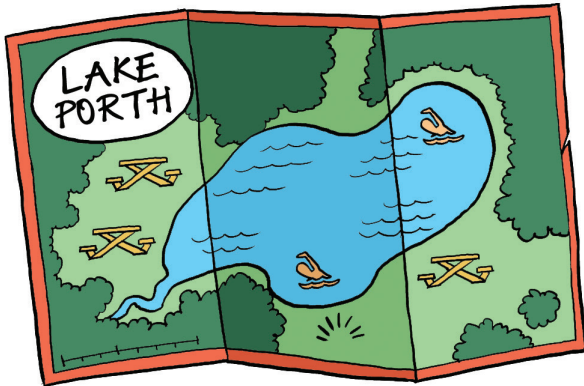


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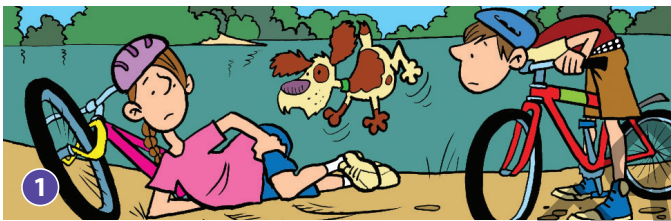
Listening

1 Look at the pictures and answer the questions.

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



2 2.11 Listen to Alan, Bess and Lily talking about last weekend. Which is the correct picture?



3 2.11 Listen again. Write *true* or *false*. Correct the false sentences.

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



Speaking

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

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

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

A Ask about B's weekend.

B Tell A about your weekend.

A Reply and say you had an accident.

B Ask about A's accident.

A Tell the story of your accident.

B Express interest.

A Say how you are feeling now.

B Suggest an activity for next weekend.

A Reply.

Writing

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

Hi ...,

How are you? Last weekend, I ...

Unfortunately, I had an accident and ...



Reading for pleasure



Start thinking

- 1 What's your favourite book? Why?
- 2 Which do you prefer: reading printed books or reading on a tablet screen?
- 3 How does reading make you feel?

Aims

Communication:

- I can talk about language and literature.
- I can understand an extract from a story.
- I can describe what was happening at a past event.
- I can understand an extract from a novel.
- I can invent a story about a world trip.
- I can talk about experiences in the past.
- I can write about a rescue.
- I can talk about books and libraries.

Vocabulary

- Language and literature
- Antonyms
- Libraries

Language focus

- Past continuous: affirmative and negative
- Past continuous: questions
- Past simple and past continuous
- *-ful* and *-less*
- Time expressions and *ago*
- *when, while, as soon as*

1 Check the meaning of the words in **blue** in the quiz on page 57. Match the words with the definitions.

- 1 someone who writes plays for the theatre, television or radio
- 2 the name of a book
- 3 a separate section of a book
- 4 change something to make it suitable for a new use or situation
- 5 produce and sell a book
- 6 have the same sound
- 7 novels, short stories, plays and poems
- 8 someone whose job is to give his / her opinion about a book, a film, a play, etc.

2 Work in pairs. Do the quiz on page 57. Then listen and check your answers. Who got the most answers right?

Language point: *-ful* and *-less*

3 Complete the table with words from the quiz on page 57. What do the endings *-ful* and *-less* mean?

<i>-ful</i>	<i>-less</i>
1 ___	powerless
painful	painless
2 ___	careless
useful	3 ___

<i>-ful</i>	<i>-less</i>
harmful	harmless
fearful	4 ___
hopeful	5 ___

4 Choose the correct words.

- 1 You lost your library card again? Why are you always so **careful** / **careless**?
- 2 The main character is a **powerful** / **powerless** witch who can travel through space and time.
- 3 Thank you so much! You're very **helpful** / **helpless**.
- 4 Don't sit so close to the TV! It's **harmful** / **harmless** to your eyes.
- 5 He's not afraid of anything. He's **fearful** / **fearless**.

5 **ACTIVATE** Think about the last book you read and make some notes. Use the questions below to help you. Tell your partner about it. Can they guess the title of the book?

- 1 What is the book about?
- 2 Is it a novel, a short story, a play or a poem?
- 3 Who are the main characters?
- 4 Who is the author?
- 5 Did you like this book? Why / Why not?

Finished?

Look at question 4 in the quiz on page 57 again. Choose one of the characters in a–d and find more information about them. Then tell your partner.

Victor Frankenstein is a scientist who created a monster. He used parts of dead bodies to make the monster.

The Written Word

Books are powerful! They can save lives, they can start wars, they can change the way we think, and they can change the way we speak as well. Many words that we use today first appeared in works of **literature**.

1 The famous **playwright** William Shakespeare invented and **adapted** more than 1,500 new words. Which of these words did he NOT invent?

- a careful
- b manager
- c useless
- d critic

2 Which literary work does the word *robot* come from?

- a the poem *If* by Rudyard Kipling
- b the novel *Fearless* by Francine Pascal
- c the play *R.U.R.* by Karel Čapek
- d the short story *The Boogeyman* by Stephen King

3 In 1516, Sir Thomas Moore **published** a book about an island with a perfect social and political system. The **title** of the book is _____. Today, this word is used to describe a perfect society.

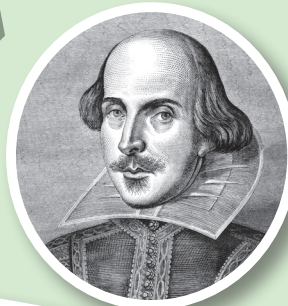
- a Utopia
- b Pollyanna
- c Cassandra
- d Pandora

4 New words sometimes come from the names of characters in books. Which of these character names is used to describe someone who is extremely mean?

- a Frankenstein (*Frankenstein* by Mary Shelley)
- b Scrooge (*A Christmas Carol* by Charles Dickens)
- c Peter Pan (*Peter and Wendy* by JM Barrie)
- d Jekyll and Hyde (*Dr Jekyll and Mr Hyde* by Robert Louis Stevenson)

5 In his poem *Jabberwocky*, Lewis Carroll describes the hunt for a monster called the Jabberwock using humorous invented words. Some of these words are now part of the English language. What does the word *jabberwocky* mean?

- a a word that doesn't **rhyme** with any other words
- b a story about a hopeless situation
- c a book that has ten or more **chapters**
- d writing or speech that makes no sense



MACBETH

KING LEAR

JULIUS CAESAR

HAMLETT

THE TALENTED MR. RAY

ROMEO AND JULIET

A MIDWINTER NIGHT'S DREAM

TWO GENTLEMEN OF VERONA

THE TALENTED MR. RAY

HAMLETT

THE WINTER'S TALE

AS YOU LIKE IT

HENRY IV

CORIOLANUS

ANTONY AND CLEOPATRA

THE TEMPEST

RICHARD III

TWELFTH NIGHT

READING □ A Christmas Carol

I can understand an extract from a story.



Scan for audio

1 Work in groups. Answer the questions.

- 1 What are the most popular holidays in Kazakhstan?
- 2 What is your favourite holiday? Why?
- 3 Are there any holidays you don't like? Why?
- 4 Do you know any holidays from other countries? What are they?

2 2.13 Read and listen to the extract from a story. Why does Scrooge not like Christmas?

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

- 1 Scrooge was at home on Christmas Eve.
- 2 It was a cold and foggy evening.
- 3 Scrooge and Bob Cratchit were both in the same room.
- 4 Bob Cratchit worked for Scrooge.
- 5 Scrooge and Fred were relatives.
- 6 Fred didn't have much money.

4 **BUILD YOUR VOCABULARY** Look at the words in **blue** in the text. Match them with the definitions.

- 1 to say or write something as an answer ____
- 2 happy ____
- 3 annoyed or quite angry ____
- 4 a hard, black mineral that can be burned to produce heat ____
- 5 to burn brightly ____
- 6 cold and unpleasant ____
- 7 a person whose job is to keep the accounts and do other routine tasks in an office or a shop ____

5 **ABOUT YOU** Work in pairs. Ask and answer the questions.

- 1 What do you think about the characters in the story? What adjectives would you use to describe them?
- 2 What do you think happens next? Does Scrooge accept the invitation? Why do you think so?
- 3 Do you know any other books about holidays? Do you enjoy stories about holidays? Why or why not?



A CHRISTMAS CAROL

by Charles Dickens

It was Christmas Eve and Scrooge was sitting in his office. It was cold, **bleak** and foggy outside. It was already dark, although it was only three o'clock in the afternoon, and candles were **flaring** in the windows of the neighbouring offices.

The door of Scrooge's office was open, so that he could watch his **clerk**, Bob Cratchit, who was copying letters. Scrooge had a very small fire, but the clerk's fire was so very much smaller that it looked like one **coal**. Bob was wearing a long white scarf to try to keep warm.

'Merry Christmas, uncle,' cried a **cheerful** voice. It was the voice of Scrooge's nephew, Fred. He was standing at the door and he was smiling.

'Bah!' said Scrooge. 'Humbug!' He wasn't smiling.

'Christmas a humbug, uncle!' said Scrooge's nephew. 'You don't mean that, I am sure?'

'I do,' said Scrooge. 'Merry Christmas! Why do you call it 'merry'? You're too poor to be merry.'

'Don't be cross, uncle,' **replied** the nephew. 'You're too rich to be unhappy.'

'I am **cross**,' said Scrooge, 'because I live in a world full of stupid people like you! You say 'Merry Christmas' – but what is it to you? Just a time when you spend a lot of money that you don't have.'

The nephew tried to say something, but Scrooge wasn't listening.

'Christmas is a time when you find yourself a year older, and not an hour richer,' he continued. 'Everyone who goes around saying 'Merry Christmas' is an idiot.'

'Don't be angry, uncle,' said the nephew. 'Come and have dinner with us tomorrow!'

LANGUAGE FOCUS □ Past continuous: affirmative and negative

I can describe what was happening at a past event.

5

1 Complete the sentences with the words in the box. Check your answers in the text on page 58. Then choose the correct words in the rule.

was standing was wearing were flaring
wasn't listening

- 1 Candles ___ in the windows of the neighbouring offices.
- 2 Bob ___ a long white scarf.
- 3 He ___ at the door and he was smiling.
- 4 The nephew tried to say something, but Scrooge ___.

○ RULE

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

Grammar Reference page 120

STUDY STRATEGY ○ Spelling rules

2 Study the spelling rules for *-ing* forms on page 35. Then write the *-ing* form of the verbs.

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

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

Alain Robert: Spiderman

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

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



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

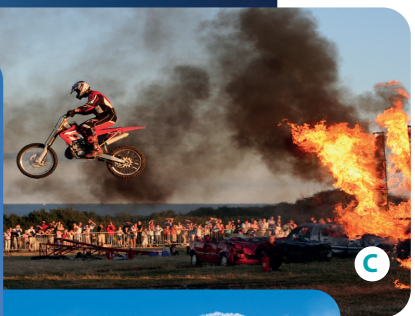
I / sleep / at 9.00 a.m.

I wasn't sleeping at 9.00 a.m.

- 1 my friends / play / football at 6.00 a.m.
- 2 I / sit / in a car at 8.15 a.m.
- 3 we / listen / to the teacher five minutes ago
- 4 my friends and I / talk / at 8.45 a.m.
- 5 I / sleep / at 5.00 a.m.
- 6 it / rain / before school

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

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



○ Finished?

Imagine that you are writing a story about a stunt. Describe the stunt.

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



Scan for audio



ALICE'S ADVENTURES IN WONDERLAND

by Lewis Carroll

CHAPTER VII

A Mad Tea-Party

There was a table set out under a tree in front of the house, and the March Hare and the Hatter were having tea at it. A Dormouse was sitting between them. It was sleeping, and the other two were using it as a cushion, resting their elbows on it, and talking over its head. 'Very ¹**comfortable / uncomfortable** for the Dormouse,' thought Alice while she was walking towards the table. 'But, as it's ²**asleep / awake**, I suppose it doesn't mind.'

The table was a ³**small / large** one, but the three were all crowded together at one corner of it. Were they waiting for someone? Alice sat down in an armchair at one end of the table.

'Have some coffee,' said the March Hare. Alice looked all round the table. 'I don't see any coffee,' she said.

'There isn't any,' said the March Hare. 'Then it wasn't very ⁴**polite / rude** of you to offer it,' said Alice ⁵**angrily / calmly**.

'Oh don't get cross,' said the March Hare. 'Your hair needs cutting,' said the Hatter while Alice was pouring some tea in a cup.

'You shouldn't make personal remarks,' said Alice. 'It's very ⁶**rude / polite**.'

The Hatter's eyes grew ⁷**wide / narrow** when he heard this, but all he said was, 'Why is a raven like a writing-desk?' He wasn't looking at Alice when he said this. 'Was he talking to me?' she thought.

'I love riddles,' she said. 'And I believe I can guess that.'

'Do you mean that you think you can find out the answer to it?' asked the March Hare.

'Exactly so,' said Alice.

'Then you should say what you mean,' the March Hare ⁸**stopped / went on**.

'I do,' Alice replied. 'At least I mean what I say—that's the ⁹**same / different** thing, you know.'

'Not the same thing!' said the Hatter. 'It's like saying that 'I see what I eat' is the same thing as 'I eat what I see!'

'It's like saying that 'I like what I get' is the same thing as 'I get what I like!'' added the March Hare.

1 Match the words with the antonyms.

- | | |
|---------------|-----------------|
| 1 narrow | a uncomfortable |
| 2 different | b stop |
| 3 comfortable | c large |
| 4 rude | d wide |
| 5 small | e asleep |
| 6 go on | f same |
| 7 awake | g polite |
| 8 calmly | h angrily |

2 Read the extract from *Alice's Adventures in Wonderland*. Choose the correct words in the text.

3 2.14 Listen to another extract from *Alice's Adventures in Wonderland*. Choose the correct answers to the questions.

- What is the Knave?
 - a bird
 - an animal
 - a card
- Where was the White Rabbit standing?
 - near the King
 - near Alice
 - near the Knave
- Why wasn't anybody eating?
 - They weren't hungry.
 - They were waiting for the trial to start.
 - There was nothing to eat.
- What were the jurors writing?
 - They were writing their names.
 - They were writing letters.
 - They were writing notes about the trial.
- What did the Knave do?
 - He was rude to the King.
 - He stole some food.
 - He was very loud.

4 ACTIVATE Work in pairs. Ask and answer the questions.

- Do you ever read books in English?
- Do you think that reading books in a foreign language is a good way to learn? Why?

I can invent a story about a world trip.

Past continuous: questions

1 Match questions 1–6 with answers a–f. Then complete the rule.

- | | |
|------------------------------------|-----------------------------------|
| 1 Were they having tea? | a No, they weren't. |
| 2 Who was sleeping? | b No, she wasn't. |
| 3 Was Alice eating? | c The Dormouse. |
| 4 What was the King wearing? | d Yes, they were. |
| 5 Where was the Knave standing? | e A big white wig. |
| 6 Were the jurors writing letters? | f Between the King and the Queen. |

○ RULE

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

Grammar Reference page 120

2 Write questions and short answers using the past continuous.

- the King and Queen of Hearts (sit) on their throne?
- the birds and beasts (play) card games?
- the White Rabbit (hold) a trumpet?
- Alice (talk) to the King?
- the Queen of Hearts (shout)?



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

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

Past simple and past continuous

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

The King and Queen of Hearts were sitting on their throne when they arrived.

While they were talking, the White Rabbit shouted: 'Silence in the court!'

○ RULES



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

Grammar Reference page 120

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

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

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

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

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

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

○ Finished?

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

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

SPEAKING Your weekend


I can talk about experiences in the past.



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Shaun Hey, Gemma. How was your weekend?
Gemma Not bad, thanks.
Shaun What did you do?
Gemma I went shopping on Saturday and bought some books. What about you?
Shaun I stayed at home. I usually play football on Saturday, but it was raining all day so I didn't go out.
Gemma What about Sunday? What were you doing at 5 p.m. yesterday afternoon? I tried to call you but you didn't answer.
Shaun I was watching a film with my sister. We went to the cinema.
Gemma What did you see?
Shaun The film was called *Sonic the Hedgehog*.
Gemma Was it good?
Shaun Yes, it was really funny. Do you like watching films? When did you last go to the cinema?
Gemma A month ago. I'm not into watching films. I prefer to read books!

1  Listen and read the dialogue. What film did Shaun see?

2 Match key phrases 1–5 with answers a–e. Then practise the dialogue with a partner.

KEY PHRASES Talking about an experience

- | | |
|--|--------------------------|
| 1 How was your weekend? | a A month ago. |
| 2 What about you? | b Yes, it was. |
| 3 When did you last go to the cinema? | c It was great. |
| 4 Was it good? | d I stayed at home. |
| 5 What were you doing at 5 p.m. yesterday afternoon? | e I was watching a film. |

Language point: Time expressions and ago

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

last year = a year **ago**


- 7.30 a.m. = ___ hours ___
- last Tuesday = ___ days ___
- yesterday = 24 ___
- on Saturday = ___ days ___
- last week = ___ week ___

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

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

1 *an hour ago*

Grammar Reference page 120

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


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

When did you last go to the cinema?

I went to the cinema two days ago.

Was the film good?

Yes, it was very funny!

6 **ACTIVATE**  What did you do last summer? Practise a new dialogue with a partner. Describe what you did and when you did it.

A Brave Rescue

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

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

⁴As soon as they saw the dog, they swam towards it on their surfboards.

⁵When they reached the dog, they put it onto a surfboard. Then they swam back to the beach. ⁶The rescuers were very brave!



□ Glossary

rescue – the act of saving someone from danger

wave – a line of high moving water in the sea

1 Read the glossary before you read the text. Match information 1–6 with summaries a–f.

- a how the rescue ended
- b what the writer thought about the rescuers
- c how the rescue started
- d where the rescue happened
- e how the writer felt about his/her photo
- f how the accident happened

2 Complete the key phrases.

after as soon as suddenly when while

KEY PHRASES □ Linking events

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

Language point: *when, while, as soon as*

3 Choose the correct words.

- 1 I saw the shark *while* / *as soon as* I was swimming.
- 2 *As soon as* / *While* I saw it, I swam away.
- 3 *When* / *While* he saw the accident, he helped.

4 ACTIVATE Follow the steps in the writing guide.

□ WRITING GUIDE

A TASK

Write a short story about an amazing rescue. Write three paragraphs with 100–150 words.

B THINK AND PLAN

- 1 When and where did the rescue happen?
- 2 What happened to the person in danger?
- 3 Why was the rescue dangerous?
- 4 How did the rescue end?

C WRITE

Paragraph 1: Introduction

The rescue happened ...

Paragraph 2: The people and the rescue

There was ... / There were ...

Paragraph 3: The end and your opinion

The rescuers ...

D CHECK

Check for grammar mistakes.

MY COUNTRY Libraries

I can talk about books and libraries.



Scan for video

5

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

workshop subscribe databas archive
academic recommendation publication
manuscript

- If you are looking for a news article from 1990, you can find it in the newspaper ____.
- This book is very rare. It's the original ____ of a poem by Shah Mashrab.
- The library held a ____ for writers on 25th July.
- Which magazines does this library ____ to?
- In most countries, the ____ year starts in September.
- Today, we're celebrating the ____ of my first novel.
- I don't know which book to choose. What's your ____?
- There are thousands of images in the new online ____.

2 Read the texts. Which one is from:

a a diary b a travel guide c a blog

3 Read the texts again. Choose the correct answers.

Text 1


- What were the two boys doing?
 - They were waiting for the librarian.
 - They were reading books.
- Why did the author of the text go to the library?
 - To meet somebody.
 - To do her homework.

Text 2

- According to the author, why do people usually go to the library?
 - To read books online.
 - To find rare books.

Text 3

- What is true about the National Library?
 - It's the oldest library in Kazakhstan.
 - It's the biggest library in Kazakhstan.
- How many publications does it have?
 - 5.5 million.
 - 5.5 billion.

4  Work in groups. Tell your classmates about the last time you went to the library. Use the questions below to help you.

- When did you last go to the library?
- Which library did you go to?
- What were you looking for? Did you find it?
- Were there any other people in the library? What were they doing?
- What was the librarian like? What was he / she doing?

1 I walked in to the reading hall and looked around. There weren't many people in the room. A girl was reading a book in the corner. I couldn't see the title of the book, but I could see the name of the author – it was by Oralkhan Bokeev. Another girl was typing on her laptop. She was wearing headphones. Two boys were waiting at the librarian's desk. It was very quiet.

I went to sit at the back at one of the tables. I took out my laptop and I was preparing to start my homework when my phone rang. Everybody looked at me.

2 **Three reasons to love a library**

by Amirbek Mukanov

When did you last go to the library? Most people only go when they need a special book that they can't find online. But libraries can offer much more than just books and magazines:

- You can attend workshops, author readings, book discussions and other events.
- Libraries also subscribe to online database services that you can access for free if you have a library card, for example, newspaper archives and academic research.
- Librarians can give you lots of useful information and recommendations. Just let them know what you're looking for and they'll find it for you!



3 There are many libraries in Kazakhstan. Some are very old, others are new and modern. The biggest one is the National Library of the Republic of Kazakhstan in Almaty. It has 5.5 million publications in different languages, including some very rare books and manuscripts.

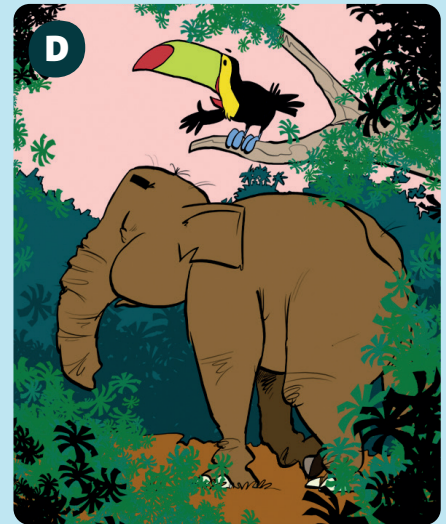


Read the text *The Bird and the Elephant* and answer the questions that follow.

The Bird and the Elephant

One day, a colourful bird saw a young elephant. There were no other elephants nearby, and the elephant felt lonely and upset. Suddenly, the bird knew what the problem was. The elephant was lost. The bird flew high into the sky and looked for the other elephants. The bird saw them near a river and went back to the young elephant. 'Come with me!' the bird said. It flew ahead, and the elephant followed. Finally, the elephant joined the others near the river and the bird flew away.

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



1 All fables have a teaching or moral. What is the teaching of this story?

- A Helping others without expecting anything in return is often rewarded.
- B True friendship lasts even if friends are apart.
- C Elephants have a great memory.
- D Hunting is dangerous because animals protect each other.

2 Answer the questions. Why does the elephant consider the bird a friend even though they only met once? What does this show about friendship?



Vocabulary

1 Complete the sentences with the words in the box.

rhyme adapt title playwright chapter
published critic literature

- 1 Look! The school newspaper ___ one of my poems.
- 2 William Shakespeare is probably the most famous ___ in the world.
- 3 A famous Hollywood director wants to ___ the book for the big screen.
- 4 What's the ___ of your favourite book?
- 5 In my opinion, Charles Dickens' *Great Expectations* is one of the greatest works of ___.
- 6 The ___ wrote a good review of the novel.
- 7 Can you think of any words that ___ with 'book'?
- 8 I got bored after reading the first ___ of this book.

2 Choose the correct words.

- 1 The street was so narrow / wide that only one car could pass through.
- 2 I couldn't sleep because the bed was very comfortable / uncomfortable.
- 3 It's rude / polite to say 'please' when you ask for something.
- 4 I didn't hear the phone ring because I was awake / asleep.
- 5 'Be quiet!' he shouted calmly / angrily.

Language focus

3 Write affirmative and negative sentences using the past continuous.

- 1 They ___ (not wait) for the bus. They ___ (wait) for the train.
- 2 She ___ (play) hockey. She ___ (not play) tennis.
- 3 We ___ (not dance). We ___ (sing).
- 4 My brother ___ (not read) a novel. He ___ (read) a poem.
- 5 You ___ (wear) trousers. You ___ (not wear) a skirt.

4 Correct the errors. Use past continuous questions.

- 1 Were you sleep at nine o'clock yesterday morning?
- 2 Your teacher was having lunch at twelve o'clock?
- 3 Was your parents working on Sunday afternoon?
- 4 Were your friend Jess doing homework last night?
- 5 Your neighbours were listen to loud music last Saturday?

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

- 1 He ___ (fall) off his bike while he was ___ (cycle) down the mountain.
- 2 We ___ (do) an exam when the fire ___ (start).
- 3 I ___ (see) Katya while I ___ (sit) on the bus.
- 4 You ___ (not listen) when the teacher ___ (call) your name.
- 5 It ___ (snow) when I ___ (wake up) this morning.

Communication

6 Complete the dialogues with the words in the box.

ago were last listening was great

- 1 A Hey, Ann! How ___ your weekend?
B It was ___!
- 2 A When did you ___ go to a football match?
B Two weeks ___.
- 3 A What ___ you doing at 9 a.m. yesterday?
B I was ___ to music.

Listening

7 2.16 Listen to Paul and Anna. Write *true* or *false*. Correct the false sentences.

- 1 Anna was doing her homework at three o'clock yesterday afternoon.
- 2 The members of the book club meet on Tuesdays.
- 3 The title of the book Anna read last month was *Dr Jekyll and Mr Hyde*.
- 4 The weather was bad yesterday.
- 5 Peter stayed at home and read a book by Charles Dickens.

PROJECT Family history presentation

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

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

My family history

1

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



2

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



3

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



4

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



2 Make presentation slides. Follow the steps in the project checklist.

FEEDBACK TIP

Try to feel good about feedback! It's about your work. It's not about you as a person.

PROJECT CHECKLIST

- 1 Decide who in your family you want to write about (parents, grandparents, great-grandparents, etc.).
- 2 Think about what you want to learn about your family member's lives. Ask them questions.
- 3 Collect family photographs or videos. Or use the internet to find photographs of times which were important in the lives of the people you are writing about.
- 4 Organise your ideas:
 - early life
 - the time he/she/they lived in
 - main life events
 - their connection to your family life now
- 5 Make slides for your presentation. Give each section a heading. Then upload photos or videos.

3 Exchange your slides with your classmates. What did they write about?



Entertainment and media



Start thinking

- 1 How do you think video games are different today?
- 2 Do you prefer going to the cinema over watching a movie on streaming? Why?
- 3 What type of apps do you have in your mobile? Music? Streaming?

Aims

Communication:

- I can talk about different types of entertainment and media.
- I can understand a text about cinema-going.
- I can talk about past and present abilities, permissions and possibilities.
- I can describe the qualities of things.
- I can use comparative and superlative adjectives.
- I can compare ideas for a present.
- I can write a biography of a person.
- I can write a film review.

Vocabulary

- Entertainment and media
- Adjectives: qualities

Language focus

- Modal verbs
- Questions with *How ... ?*
- Comparative and superlative adjectives
- *should* and *must*
- *who*, *which* and *where*

- 1 Work in pairs. Match the pictures on page 69 with the words below.

- | | |
|-------------|--------------|
| video games | social media |
| television | newspapers |
| cinema | music |
| magazines | dance |
| radio | art |

- 2 2.17 Complete the table with verbs and nouns. Listen and check.

Skill (verb)	Person	Skill (verb)	Person
1 paint	___	5 write	___
2 ___	composer	6 ___	presenter
3 act	___	7 ___	creator
4 direct	___	8 dance	___

- 3 2.18 Complete the sentences with the words in the box. Listen and check.

director painter wrote created actor
dancer presenter composed

- 1 Gabby Logan is a ___ of British sports programmes.
- 2 Dilka Bear is a famous Kazakh ___.
- 3 Bill Gates ___ his programme at the age of thirteen.
- 4 Akan Satayev is the ___ of the popular Kazakh film *Myn Bala*.
- 5 Disney has ___ many animation characters like Cinderella and Mulan.
- 6 Aliona Vilani was a ___ in the BBC *Strictly Come Dancing* series.
- 7 Mozart ___ classical music such as *The Magic Flute*.
- 8 Yerkebulan Daiyrov was the main ___ in the film *Golden Throne*.

Language point: Asking questions

- 4 Put the verbs *do* and *wrote* in the correct sentences.

- 1 Who ___ *Pride and Prejudice*? Jane Austen did.
- 2 What did Mozart ___? He composed classical music.

- 5 **ACTIVATE** Work in pairs. Ask and answer questions about famous Kazakh artists and entertainers.

Who was the main actor in ... ?

Which TV programme does ... present?

Finished?

Use a dictionary. Find five more words you can add to the *Skill* list in exercise 2. Then complete the *Person* list.

ENTERTAINMENT AND MEDIA

1 radio



6



2



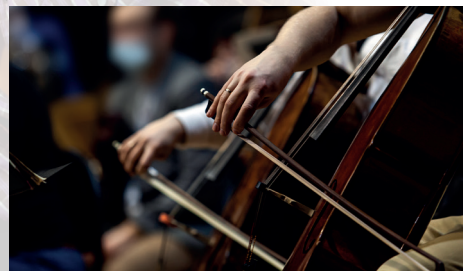
7



3



8



4



9



5




10



READING □ Then versus now: going to the cinema

I can understand a text about cinema-going.

1  What does cinema-going mean? Describe it in your own words. You may read the text for reference.

2 Read the text. Then choose the correct summary.

The author compares the past and the present of cinema and:

- a confirms that the past is always better. The author misses the cinematic experience of his childhood.
- b thinks today's cinemas are better since you can have a better experience now.
- c considers that there are good things in both but still misses some cinematic elements from the past.

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

In the past, you *could wait* for hours to buy tickets.

- 1 Today, you ___ popcorn once the movie has started.
- 2 In the past, a movie theatre ___ more than 700 people.
- 3 Before, you ___ for such a long time to go to the restroom.
- 4 Today, you ___ tickets online.

4 BUILD YOUR VOCABULARY Find the phrases with the verbs in the box. Then write a new sentence for each verb. You may use some verbs more than once.

house race stretch queue pre-book

- 1 ___ our legs
- 2 ___ for an hour
- 3 ___ your seats
- 4 ___ around the block
- 5 ___ to the toilets
- 6 ___ 700 people

5 ABOUT YOU Write a diary entry where you describe a day at the cinema. Use the questions as a guide.

- 1 What do you like about going to the cinema?
- 2 How do you buy tickets?
- 3 What don't you like when watching a film in a cinema? Why?
- 4 What would you change to make movie-going a better experience?
- 5 Would you prefer to watch films at home or in a cinema?

Cinema!

The cinema-going experience has changed significantly over the years, and mostly (but not always) for the better. Here are three of the most obvious things that are different now.

- 1. Cinemas used to be grand theatres. Our local cinema used to have only three screens: two smaller ones and one huge theatre which could house at least 700 people. Today, screening rooms in cinemas can have no more than 200 people.
- 2. Back in the day, when a big film came out, you could queue for nearly two hours before the movie started. And that was just to buy the tickets. The queue for entering and selecting your actual seat could stretch around the block. Today, you can pre-book your seats online. You can arrive at any time, and your seat is there.
- 3. And the intermissions! Many films had a short break halfway through. We could stretch our legs, race to the toilets, or buy more popcorn. But intermissions were also a necessity. Movies were considerably longer in the past. Today, you can easily wait for 90 minutes for a toilet break, but in the past, you couldn't wait three hours! I sometimes wish modern films still had intermissions for toilet breaks. The number of times I have missed a key scene because of an urgent call of nature...

Of course, today's films have greater production quality and many advantages, but I still sometimes miss the old ways of the cinema.



LANGUAGE FOCUS □ Ability, permission, possibility: *can* and *could* •

Questions with *How ... ?*

6

I can talk about past and present abilities, permission and possibilities.

Ability: *can* and *could*

1 Complete the sentences. Use the text on page 70 to help you.

- 1 A cinema ___ nearly a thousand people.
- 2 You ___ for so long for a toilet break.
- 3 Today, you ___ up and go out without missing parts of the movie.
- 4 Today, we ___ tickets online.

2 Choose the correct words.

○ RULES

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

Grammar Reference page 121

3 Complete the sentences with the words in the box.

can can't could couldn't couldn't

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

Questions with *How ... ?*

4 Match 1–5 with a–e to make questions. Then ask and answer the questions with a partner.

- | | |
|----------------------------|-----------------------------|
| 1 How big are ... | a do you watch TV? |
| 2 How famous is ... | b go to the cinema? |
| 3 How often do you ... | c are stored in your phone? |
| 4 How many hours ... | d cinemas today? |
| 5 How many music files ... | e your favourite singer? |

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

many long big old



- 1 _____
The producer made 10 animated movies last year.
- 2 _____
A music album has around 15 songs.
- 3 _____
The Dragon Ball series is 40 years old this year.
- 4 _____
The longest movie is 857 hours!
- 5 _____
The biggest movie screen is 2600 square metres!

6 **ACTIVATE** Work in pairs. One of you is a famous actor, the other a journalist. Prepare a script for an interview and role-play it for the group.

How often do you dance?

When I was young I could dance every day, but now I dance only in movies.

MODALS

- 1 We use *may* and *might* to show possibility.
I may go to the cinema tomorrow.
Anna might watch a French film.
- 2 We *must*, *have to* and *need to* to show obligation.
I must study for the English exam.
We have to do our homework.
Mark needs to finish the exercise.



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1 2.19 Find pairs of opposite adjectives. Then listen and check.

artistic aggressive common domesticated
fast heavy intelligent

light peaceful practical rare slow
stupid wild

artistic - practical

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

Cats are really domesticated, quite fast and very common.

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

3 2.20 Listen to Sophie and Joe talking about animals. Which animal that they talk about is not in the photos?



4 2.20 Choose the correct words. Then listen again and check your answers.

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

5 2.20 Listen again and complete the sentences with one or two words.

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

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

horrible small boring interesting big
nice beautiful

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

Is it a bear?



LANGUAGE FOCUS Comparative and superlative adjectives

6

I can use comparative and superlative adjectives.

1 Complete the table with comparative and superlative adjectives.

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

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

The elephant is more artistic than me.

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

Elephants are the most intelligent animal.

RULES

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

Grammar Reference page 121

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

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

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

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

Atlantic marlin (fast)

The Atlantic marlin is the fastest.

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

5 **ACTIVATE** In small groups, prepare a radio podcast about the animals in exercise 4. Use the comparative and superlative forms of the adjectives in the box.

long fast heavy aggressive slow
intelligent rare short common

Which animal is the rarest?

The blue whale is the rarest.

Which animal is longer than the Atlantic marlin?

The blue whale is longer than the Atlantic marlin.

Finished?

Write six quiz questions with comparative and superlative adjectives.

Are humans more intelligent than rats?

SPEAKING Choosing a present

I can compare ideas for a present.



Scan for audio

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



Language point: *should* and *must*

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

I must be at home at five o'clock.

You should get him this one.

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

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

RULES

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

1 Who are the most famous artists from your country? Have you got any posters of their work?

2 2.21 Listen to the dialogue. Does Gemma agree with Shaun about the posters?

3 2.22 Listen to the key phrases. Then answer the questions.

KEY PHRASES Choosing a present

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

4 Work in pairs. Practise the dialogue.

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

- Ruslan loves jazz. We ___ buy him a ticket to the show.
- We ___ leave our phones in our bags in exams.
- In some countries, you ___ carry your ID card all the time.
- You're good at singing. You ___ join a band.

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

book movie tickets clothes jewellery
bag computer or video game art material

WRITING Biographies

I can write a biography of a person.

6

Jane Austen



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

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

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

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

Glossary

anonymously – done by someone who doesn't want their name to be made public

publisher – company that prints books

3 ACTIVATE Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a biography of around 150 words. Use the notes on Hergé below as a reference. Follow his biography's outline as a guide.

B THINK AND PLAN

- 1 Where and when was he born?
- 2 Where did he grow up? When did he die?
- 3 Where did he study? What did he do as a job?
- 4 What is his most famous character? How many books did he write?
- 5 Why were the books successful?

C WRITE

Paragraph 1: Summary of life

Hergé was born in ...

Paragraph 2: Education and work

He studied at school in ...

Paragraph 3: Most famous for ...

His most famous cartoon character is ...

Paragraph 4: How he is famous today

Today, the Tintin books ...

D CHECK

- comparative and superlative forms
- time expressions

1 Read the glossary first and then the text. Match headings 1–4 with paragraphs A–D.

- 1 How Jane Austen started writing
- 2 Jane Austen's style of writing and her most famous books
- 3 How Jane Austen is still famous today
- 4 A summary of Jane Austen's life

2 Study the model text and find the time expressions in **blue**. Match 1–6 with a–f.

KEY PHRASES Writing a biography

- | | |
|--------------------------------|----------------------------------|
| 1 She was born in ... | a 18 th July 1817. |
| 2 She lived in England for ... | b students study her novels. |
| 3 By ... | c she finished her second novel. |
| 4 A year later ... | d her whole life. |
| 5 She died on ... | e 1775. |
| 6 Now ... | f the age of 16, she ... |

HERGÉ

writer and artist

BORN: Brussels, Belgium, 1907

REAL NAME: Georges Remi

LIVED: in Belgium, travelled all over the world

DIED: Brussels, Belgium, 3rd March 1983

STUDIED: school in Brussels, good at all subjects except art

WORKED: 1927, as a cartoonist for a Belgian newspaper

MOST FAMOUS CHARACTER: Tintin (24 books) – about a young journalist and his dog, Snowy

QUALITIES OF HIS BOOKS: very detailed, exciting, funny characters

NOW: Tintin books are in 91 languages, Steven Spielberg is making films of the books.





Scan for audio and video

- 1 Work in pairs. Check the meaning of these words in a dictionary. Then write the name of a film for each genre.

drama thriller comedy western
musical fantasy science fiction
romance adventure

- 2 2.23 Read and listen to the film review. Answer the questions.

- 1 What is the title of the film?
- 2 What genre is it?
- 3 What is it about?
- 4 Is it based on a book?
- 5 Where is it set?
- 6 Who plays the main role in the film?
- 7 Who is the reviewer's favourite character? Why does she like them?
- 8 What is the reviewer's opinion of the film? Would she recommend it?

- 3 Look at the words in **blue** in the text. Then choose the correct words in the rules.

- 1 We use *which / who / where* for people.
- 2 We use *which / who / where* for animals and things.
- 3 We use *which / who / where* for places.

- 4 Complete the sentences with *who*, *which* or *where*.

- 1 Yerbulat Toguzakov is the actor ___ plays the main role.
- 2 Sheep are farm animals ___ have thick wool.
- 3 A shepherd is a person ___ looks after sheep.
- 4 The steppe is the place ___ Kassym takes his sheep.
- 5 Football is a sport ___ Kassym likes to watch.
- 6 This is the village ___ Kassym and Yerali live.

- 5 Find these adjectives in the text. Which adjectives do we use to say how someone feels? Which ones do we use to describe something?

interested annoyed bored worried
terrifying interesting exciting



FILM REVIEW: *The Old Man*

The Old Man is a drama film directed by Yermek Tursunov. It is about family relationships and the relationship between people and nature. It is based on a book, *The Old Man and the Sea*, **which** was written by the American writer Ernest Hemingway.

The film is set in Kazakhstan and tells the story of Kassym, an old shepherd **who** lives in the steppe together with his daughter-in-law and his grandson, Yerali. Kassym is interested in football. He watches all the matches and even names his sheep after famous footballers. He is annoyed that Yerali plays computer games all the time. The town **where** they live is very small and the boy is bored because there is nothing to do. He often argues with his grandfather. But when Kassym and his sheep disappear in the steppe during a winter storm, Yerali is worried about him and tries to find him.

The actors **who** play in the film are very good. Yerbolat Toguzakov stars as Kassym and Arynbeke Moldakhan plays the role of Yerali. My favourite character is Kassym because he is brave.

Overall, *The Old Man* is a great film **which** I would recommend to anyone **who** likes adventure stories. It is a bit sad and some of the scenes are terrifying, but the story is very interesting and there are a lot of exciting action scenes.

- 6 Complete the sentences with *-ed* or *-ing* adjectives formed from the words in brackets.

- 1 (interest)
 - a Darmen is ___ in football.
 - b Football is an ___ sport.
- 2 (tire)
 - a It was a long and ___ journey.
 - b Oleg was very ___ after the long journey.
- 3 (annoy)
 - a This loud music is really ___.
 - b I was ___ because the film started late.
- 4 (excite)
 - a I'm ___ about my new computer game.
 - b My new computer game is very ___.
- 5 (surprise)
 - a The ending of the film was quite ___.
 - b We were ___ when we heard the news.

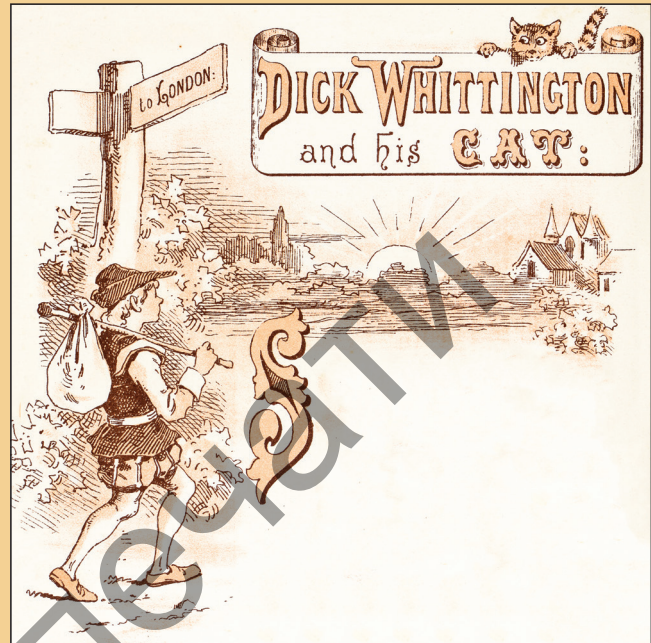
- 7 Write a review of a Kazakh film. Use the questions in exercise 2 to help you.

Read the text *Traditional Stories: Dick Whittington* and answer the questions that follow.

TRADITIONAL STORIES: DICK WHITTINGTON

Once upon a time, there was a poor boy called Dick Whittington. One day, he went to London to find a job. London was a big city, and Dick was tired. He went to sleep on the steps of a big house. Mr Fitzwarren lived in the house. He was a very rich merchant, but he was also a good man. He gave Dick a job in the kitchen. Dick had a little bedroom and there were a lot of rats in his room. Dick bought a cat. The cat chased the rats and Dick was very happy. One day, Mr Fitzwarren sent one of his ships to Africa to trade. All his servants sent something to trade for gold. Dick sent his cat.

There was a cook in the kitchen who was horrible. He was very unkind to Dick, so Dick decided to leave London. Then he heard the church bells. They said, 'Don't leave, Dick! You will be Lord Mayor of London.' So Dick went back to Mr Fitzwarren's house. The ship came back, and Dick was a rich man. The King of Barbary had a palace with lots of rats. He bought the cat for a lot of gold. The cat killed all of the rats. Dick married Mr Fitzwarren's daughter. He became a merchant, and he was Lord Mayor of London three times.



1 Why did Dick buy a cat?

- A He was lonely and wanted a pet.
- B He wanted it to chase the rats out of his room.
- C He wanted to give it to the King of Barbary.
- D All servants had cats.



2 Read about two types of traditional stories. Then answer: Which type of traditional story is 'Dick Whittington'?

Fairy stories: These stories have magic. In them, some elves, fairies and animals can speak.

Folk stories: These stories are usually about things that happened in the past. They explain strange or interesting things that happened.

Explain your answer.

Vocabulary

1 Complete the sentences with the correct form of the words in the box.

compose paint dance act write

- JK Rowling became a ___ in 2003. In the next five years, she ___ five books.
- Shamshi Kaldayakov was a ____. He ___ the music for the national anthem of Kazakhstan.
- My sister is a great ____. She can ___ flamenco, ballet and salsa.
- Sean Connery was a great ____. He ___ the part of James Bond.
- Nurlan ___ pictures of animals. He's a good ___ and he wants to be an artist.

2 Complete the adjectives with *a, e, i, o* and *u*. Then find pairs of opposites.

- | | |
|------------------|-----------------|
| 1 sl_w | a p__c_f_l |
| 2 d_m_st_c_t_d | b __nt_ll_g__nt |
| 3 st_p_d | c w_ld |
| 4 l_ght | d r_r__ |
| 5 c_mm_n | e h__vy |
| 6 __ggr__ss__v__ | f f__st |

Language focus

3 Find the mistake(s) in the sentences. Then write the correct words.

- You can't turn off mobile phones in exams. It's one of the rules! ___
- 'Can you swim when you were four?' 'No, I can't. I learned when I was six.' ___
- How many languages will your parents speak?' 'Only English. They can't speak any other languages.' ___
- 'Have you got any advice?' 'Yes, you couldn't tell your teacher.' ___
- 'Can you come to my party?' 'No, I don't. I do finish my work.' ___

4 Write questions for the sentences. Use *How...?* and the words in the box.

fast often many much tall

- There are 11 people in my football team.
- My grandfather is 1.75 m tall.
- A cheetah can run 120 km/h!
- I go to the cinema every weekend.
- My mum drinks lots of tea and coffee.

5 Write comparative and superlative sentences about the dogs.

	Whippet	Ridgeback	St Bernard
			
Weight	★★★	★★★★	★★★★★
Top speed	★★★★★	★★★	★★
Rare	★	★★★★★	★★
Aggressive	★	★★★★	★★

- The St Bernard / rare / the Whippet
- The Whippet / fast
- The St Bernard / common / the Ridgeback
- The Ridgeback / aggressive
- The Ridgeback / rare
- The Ridgeback / slow / the Whippet

Communication

6 Complete the dialogue with the words in the box.

should she's into about this
do you think who's it this one's

- Rachel You know a bit about classical music, Sue. What ¹___ of this show? I want to buy a ticket.
- Sue Beethoven's First Symphony? Yes, it's very good. Why are you asking?
- Rachel I'm looking for a present for my mum's birthday. ²___ classical music.
- Sue OK. ³___ better, I think.
- Rachel ⁴___ by?
- Sue Beethoven again. It's his Fifth Symphony.
- Rachel What ⁵___ one? His Ninth Symphony.
- Sue No, you ⁶___ get her the Fifth Symphony.



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Listening

1 Look at the photos and complete the words.

- | | |
|-------|-------|
| 1 s__ | 5 a__ |
| 2 w__ | 6 s__ |
| 3 d__ | 7 p__ |
| 4 i__ | 8 c__ |

2 Listen to the biographies of three famous people. Which of the jobs in exercise 1 are not mentioned?

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

- William Shakespeare ___ when he was eighteen.
- In London, he worked as a ___, ___ manager and ___.
- He wrote more than 150 ___.
- Leonardo da Vinci was born in an Italian ___.
- He created a design for a ___.
- Zendaya can sing, ___ and ___ very well.
- In *Shake it Up*, she played a girl who wants to become a professional ___.
- She released her first single in ___.

Speaking

4 Work in pairs. Imagine you joined a book club and you have to choose a book for the next meeting of the club. Answer the questions.

- What kind of books do you like reading?
- Who are your favourite authors?
- How often does the book club meet?
- Do you prefer to buy books or borrow them from the library?

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

A Can you help me choose ..., please?	B How about ...?
A I'm not very keen on ...	B Are you into ...?
A Reply.	B Ask about A's favourite authors.
A Reply.	B Suggest another book.
A Reply.	

Writing

6 Write a biography of a writer, painter or composer from Kazakhstan. Use the ideas below or your own ideas.

- Baluan Sholak (1864–1919)
- Aisha Galimbaeva (1917–2008)
- Shamshi Kaldayakov (1937–1992)

Natural disasters



Start thinking

- 1 What are natural disasters? How do they affect people's lives?
- 2 Do you think climate change causes natural disasters? How?
- 3 What can be done to help prevent natural disasters?
- 4 Is the area where you live affected by natural disasters? Which one/ones?

Aims

Communication:

- I can explain how I feel about activities.
- I can talk about natural disasters.
- I can talk about experiences.
- I can talk about injuries I've had.
- I can ask about people's experiences and react to their answers.
- I can help someone with an injury.
- I can describe an accident.
- I can talk about stories.

Vocabulary

- Feelings
- Injuries

Language focus

- Modifiers
- Present perfect: affirmative and negative
- Present perfect: questions
- *so* and *because*
- *for* and *since*

- 1 Do the *Risks and danger* questionnaire. Then look at the key. Do you agree?
- 2 Add *about, at, in* or *of* to each adjective. Then check your answers in the questionnaire on page 81.

enthusiastic **about**

- | | | | |
|--------|---------|--------------|----------------|
| 1 bad | 3 good | 5 interested | 7 scared |
| 2 fond | 4 happy | 6 worried | 8 stressed-out |

- 3 Are the phrases in exercise 2 positive or negative?

Language point: Modifiers

- 4 Complete the table with the modifiers in **blue** in the questionnaire. Do they go before or after the adjective?

Weak feeling		Strong feeling		
1 ___	not very	2 ___	really	3 ___

- 5 Choose the correct words.

- 1 I like motorbikes and I'm quite interested in / not at all happy about **motorcycle racing**.
- 2 I like **trying new dishes**. I'm very worried about / really fond of curries and spicy food.
- 3 Alan's really enthusiastic about / quite worried about **skateboarding**. He skateboards every day!
- 4 I'm not at all happy about / quite fond of **swimming** in deep water. It's really scary!
- 5 I'm not very scared of / really bad at **cooking**. My pasta dishes are terrible!
- 6 Sue's very keen on / not very fond of **mountain biking**. She goes mountain biking every Sunday.

Grammar Reference page 122

- 6 **ACTIVATE** Work in groups. Ask and answer questions about the activities in **orange** in exercise 5. Use modifiers and adjectives.

I'm interested in motorcycle racing. What about you?

No, I'm not at all interested in it.

Finished?

Write five questions using the phrases in exercise 2.

Are you scared of storms?

Risks and danger

How adventurous are you?



2 Martial arts and adventure sports

- a I like martial arts and I've tried one of these sports: climbing, mountain biking or skiing.
- b I've often wanted to try climbing or skiing.
- c I'm **not at all** enthusiastic about martial arts or adventure sports.



1 Thrills

- a I love scary roller coasters. I'm not worried about anything. I'll try anything once.
- b I'll try things if they aren't too scary, but I'm frightened of things that are high or fast.
- c I hate roller coasters! I prefer to have my feet on the ground.



3 New experiences

- a I'm **very** fond of exotic food, especially Chinese and Indian food.
- b I've tried one or two new dishes this year.
- c I'm not good at eating spicy food, like curry.



5 Natural Disasters

- a I'm **really** interested in weather studies. I've never experienced a natural disaster but I always watch them on TV. I'm scared of them.
- b I've never seen a hurricane hit. I hope I never see one.
- c I've seen a flood in my city and it was horrible.



4 In the wild

- a I like being outside in a storm in the dark. It's great!
- b I'm **not very** keen on being outside in a storm.
- c I never go out in a storm and I don't like the dark.

6 Speaking in public

- a I often speak in English in front of my class. I'm not really scared of speaking in public.
- b I've spoken English in front of my class, but it isn't fun. I get **quite** stressed-out about it.
- c I never speak in front of the class in any language. I'm bad at speaking in public.



KEY

Mostly a: You love risks and danger! You're definitely adventurous, but be careful. Life isn't just a game.
Mostly b: You aren't scared of danger and you enjoy adventure, but you don't take unnecessary risks.
Mostly c: It's good to respect danger, but a life without risks is boring. Why not try an adventure sport or some exotic food? You might discover a new 'you'.

Natural disasters



Natural disasters have caused serious damage around the world in recent years. **Hurricanes, earthquakes, floods and droughts** are some disasters that have destroyed homes and changed lives. Many people have rebuilt their houses, but some places have not recovered yet.

In recent years, some areas have suffered long droughts. These droughts have made it hard for farmers to grow food and for families to find clean water. Governments have sent help, but many people are still struggling to recover from these problems.

Rescue workers have done a lot to help during natural disasters. They have saved lives by rescuing people from dangerous places. They have also brought food, water, and medicine to areas that have been hit the hardest. Volunteers have also helped a lot, bringing food and medicine, and hope to support those in need.

Scientists have alerted people that climate change has increased the frequency of natural disasters. They have recommended that governments and communities take immediate action to protect the environment and reduce risks. Many countries have already started planning, but much work still needs to be done.

Natural disasters have shown us how important it is to work together. People have helped each other in difficult times, and these efforts have made a big difference. If everyone takes steps to help protect the environment, a lot can be changed.



1 Answer the questions in pairs.

- 1 Have you ever experienced a natural disaster? How was it?
- 2 Do you know anyone who has been affected by a natural disaster? How have they handled it?
- 3 What would you do if a natural disaster happened in your area?

2 Read the text again and write *true* or *false*. Correct the false sentences in your notebook.

- 1 Hurricanes, earthquakes, and floods have never caused problems.
- 2 Some areas have had droughts that made it hard to grow food.
- 3 Rescue workers and volunteers have always helped people a lot.
- 4 Scientists have said that climate change does not affect natural disasters.
- 5 Many countries have started preparing for future disasters.

3 **BUILD YOUR VOCABULARY** Find the words 1–5 in blue in the text. Then match them with definitions a–e.

- | | |
|--------------|--|
| 1 flood | a a long period when there is no rain |
| 2 earthquake | b a violent storm with strong winds |
| 3 rescue | c a large amount of water covering an area that is usually dry |
| 4 hurricane | d a sudden, violent shaking of the earth's surface |
| 5 drought | e to save somebody/something from a dangerous or harmful situation |

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

- 1 Have you ever experienced a natural disaster in Kazakhstan, like an earthquake, a drought or a flood? What happened?
- 2 How do you think climate change is affecting natural disasters in Kazakhstan?

I can talk about experiences.

1 Complete the sentences from the text on page 82. Then choose the correct answers in the rules.

- Natural disasters ___ serious damage in the world.
- Many people ___ their houses.
- Volunteers ___ also ___ a lot.
- Natural disasters ___ us how important it is to work together.

RULES

- We use the present perfect to talk about experiences in the **past / present** which are important **now / in the future**.
- We **say / don't say** exactly when a present perfect action happened.
- We form the present perfect with **have / be + past participle**.
- We often use the short forms: 've, 's.

Grammar Reference page 122

STUDY STRATEGY Checking and learning past participles

2 Complete the table with the past simple and past participle forms of the verbs in the box.

cause destroy suffer rebuild save
make **help** send **do** bring recommend
show

Past simple and past participle forms	
regular	irregular
help-helped-helped	do-did-done

3 Work in pairs. Cover your tables and test your partner. What are the past simple and past participle forms of the verbs in exercise 2?

4 Complete the sentences using the present perfect form of the verbs in brackets.

Scientists **have alerted** people about the need to take immediate action to protect the environment. (alert)

- The government ___ the population about the coming hurricane. (warn)
- People ___ their homes because of the flood. (evacuate)

5 Complete the text using the present perfect form of the verbs in the box.

damage melt experience build
have become be

“My name is Aibek, and I live in the village of Zhanatalap, near the Syr Darya River. My family and I have experienced a flood in our village. It happened during the spring, when the snow in the mountains ¹___ too quickly, and the river overflowed. The water ²___ many homes, including ours. We ³___ to leave our house and stay with relatives in another town. Since then, the government ⁴___ better flood defenses, but the memory of that time ⁵___ with me since then. I ⁶___ more aware of how important it is to prepare for these events and to protect our environment.”



6 **ACTIVATE** Work in pairs. Talk about experiences 1–8. Use the words in the box and the affirmative and negative forms of the present perfect.

Everyone My friends I My mum / dad Nobody
One of my friends One or two people in my class

- | | |
|---------------------------------|-----------------------------|
| 1 help people in need | 5 win a competition |
| 2 see a hurricane | 6 ride on the rollercoaster |
| 3 experience a natural disaster | 7 volunteer to help |
| 4 travel to another country | 8 be on a cruise ship |

I have never helped people in need, but I want to do it soon.

Finished?

Write six sentences about experiences you have had or haven't had yet.

I have never been to a concert.



Scan for audio

1 Check the meaning of the words. Then complete the table.

Verb	Past participle <i>and / or adjective</i>	Noun
cut	cut	a cut
burn	1 ___	a burn
2 ___	broken	a break
bruise	bruised	3 ___
4 ___	bitten	a bite
sprain	sprained	5 ___
injure	6 ___	an injury

2 Choose the correct words.

- 1 He's been in the sun and he's burnt / injured his nose.
- 2 I fell off my bike. I've got some cuts and bruises / breaks and bites.
- 3 Ouch! That mosquito has injured / bitten me!
- 4 One of their best players is injured / injury.
- 5 I've never break / broken my leg.
- 6 How did you cut / bruised your hand?

3 Look at photos A–D and match them with jobs 1–4 in the programme guide.

4 ^{3.02} Work in pairs. Write *true* or *false*. Then listen and check your answers. Correct the false sentences.

- 1 Volcanologists know a lot about volcanoes.
- 2 Volcanoes erupt quite frequently.
- 3 Venomologists study dangerous places.
- 4 Fishing is the most dangerous job.
- 5 Farming is dangerous because of the weather.

5 ^{3.02} Listen again and complete the sentences with one, two or three words.

- 1 Leo Williams has visited four places in ____.
- 2 When the volcano erupted, Ted Amber had a ____ and some burns.
- 3 Snakes ____ Sasha a few times.
- 4 Dan Murphy has ____ toe and ____ his arms this season.
- 5 Jill Brown works ____ farm.
- 6 ____ cause accidents to farmers.

6 **ACTIVATE** Work in pairs. Talk about injuries you have had. Use the words in exercise 1 and the words in the box.

arm foot hand head leg nose

I've broken my leg.

DANGER AT WORK!



Preview: Leo Williams speaks about his new documentary series. Leo has travelled around the USA, talking to people with dangerous jobs.

Sasha Jacobs ¹ Venomologist

Dan Murphy ³ Fisherman

Ted Amber ² Volcanologist

Jill Brown ⁴ Farmer



LANGUAGE FOCUS Present perfect: questions

I can ask about people's experiences and react to their answers.



Scan for audio

7

1 Complete the sentences with the words in the box. Then choose the correct words in the rule.

ever has **has** have no they

- Has** he travelled around the USA?
Yes, he ____.
- Has a snake ____ bitten you?
____, it hasn't.
- ____ they had many accidents?
Yes, ____ have.

RULE

We make present perfect questions by using *Have / Has* + subject + (ever) + infinitive / past participle + other words.

Grammar Reference page 122

2 Choose the correct words.

- Have / Has** you bruised your leg?
Yes, I **have / has**.
- Has Tim **had / have** an accident?
No, he **haven't / hasn't**.
- Have / Has** the train arrived?
Yes, it **have / has**.
- Has / Have** they visited Montana?
No, they **hasn't / haven't**.
- Have you **broken / break** your arm?
No, I **haven't / hasn't**.

3 Write questions and answers. Use the information in the table.

	Bess Kline (stunt person)	Vin Hardman (bodyguard)
(break) a bone	✓	✗
(jump) off a building	✓	✗
(meet) the President	✗	✓
(drive) at 200 km/h	✓	✓

Bess (break)

Has Bess broken a bone? Yes, she has.

- Vin (break)
- Bess (jump)
- Bess (meet)
- Vin (meet)
- they (drive)

4 Write questions using *ever* and the present perfect form of the verbs.



(do) a stunt?

Have you ever done a stunt?

- | | |
|--------------------------|---------------------------|
| 1 (touch) a spider? | 4 (meet) a famous person? |
| 2 (swim) across a river? | 5 (visit) a volcano? |
| 3 (break) a bone? | 6 (have) a spider bite? |

5 3.03 Complete the key phrases with the words in the box. Then listen and check.

amazing have haven't neither

KEY PHRASES Reacting

Really?

I have! ¹____ you?

That's ³____!

So ²____!

⁴____ have I.

6 ACTIVATE Work in pairs. Ask and answer the questions in exercise 4 using the key phrases.

Have you ever done a stunt?

No, I haven't.

Neither have I.

Finished?

Invent jobs for your friends. Write about their experiences.

Oraz is a volcanologist. He's travelled to Hawaii.

SPEAKING Helping with problems

I can help someone with an injury.



Scan for audio

Teacher Leah, what's wrong? Are you OK?
 Leah I've ¹ hurt my arm.
 Teacher Have you broken it?
 Leah No, I've ² cut it.
 Teacher How did that happen?
 Leah It was an accident. ³ I fell while I was running to the basketball game.
 Teacher Oh, right. Have you ⁴ cleaned it?
 Leah Yes, I have, but it hurts.
 Teacher Do you need help?
 Leah ⁵ No, I think I'll be OK.
 Teacher Mmm. Maybe you need to ⁶ see a nurse.



1 **3.04** Look at the picture. What has happened? Listen to the dialogue and check. Then practise the dialogue with a partner.

2 Match key phrases 1–4 with a–d.

KEY PHRASES Helping someone

- | | |
|-------------------------|--------------------------------------|
| 1 What's wrong? | a rest your leg. |
| 2 Are you OK? | b I think I've sprained my ankle. |
| 3 How did that happen? | c I was playing football in the gym. |
| 4 Maybe you need to ... | d Yes, I think so. |

3 Match photos 1–8 with the words in the box.

ankle elbow finger knee neck
 shoulder toe wrist

4 Work in pairs. Ask and answer questions using the key phrases.

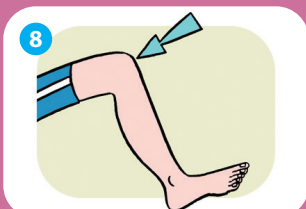
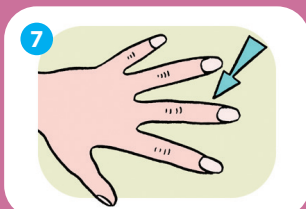
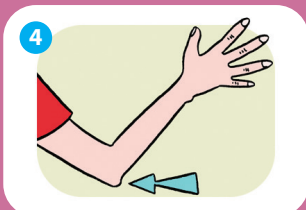
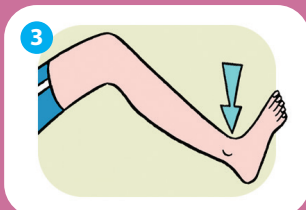
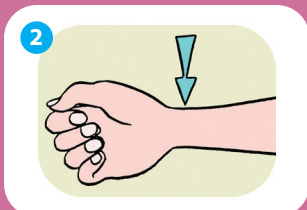
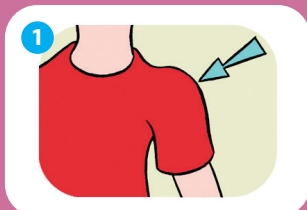
- | | |
|--------------------|-------------------|
| 1 elbow? (bruise) | 4 finger? (break) |
| 2 toe? (cut) | 5 knee? (injure) |
| 3 shoulder? (burn) | 6 ankle? (sprain) |

What's wrong with your elbow? Are you OK?

No, I think I've bruised it.

5 **ACTIVATE** Replace the phrases in blue in the dialogue with phrases a–f. Write and practise a new dialogue with your partner.

- | | |
|------------------------|-------------------------------|
| a hurt my finger | d go to the chemist |
| b put it in cold water | e I put my hand on the cooker |
| c No, it isn't serious | f burnt it |



WRITING Emails

I can describe an accident.

7



Delete Reply Reply All Forward New Mailboxes Get Mail

A Hiya Saida,

Thanks for your last email. How's it going?
Have you heard from Olga?

Guess what! I've broken my leg! **B** It happened last Saturday when I was walking in the mountains with Malik. **C** It was getting dark, so we were hurrying. Suddenly, I fell down. I landed on a rock about three metres down the side of the mountain. **D** I couldn't move my legs, so Malik called the rescue services. They arrived really quickly. I went to hospital in their helicopter!

E I'm really bored now because I'm still in hospital. I've been in bed for three weeks!
Write back soon.

See you,
Veronika

Language point: *so* and *because*

4 Complete the examples and rules with *so* or *because*.

- I'm really bored now ____ I'm still in hospital.
- It was getting dark, ____ we were hurrying.

RULES

- We use ____ to give a reason.
- We use ____ to explain a result.
- We use a comma before ____ but not before ____.

5 ACTIVATE Follow the steps in the writing guide.

1 Read the email and find three examples of the present perfect and three examples of the past continuous.

2 Match descriptions 1–5 with parts of the email A–E.

- What she was doing when the accident happened. **C**
- Greetings and introduction.
- Where and when the accident happened.
- What's happened since the rescue.
- What happened as a result of the accident.

3 Match key phrases 1–5 with meanings a–f. There is one meaning that you do not need.

KEY PHRASES Writing emails

- | | |
|--|--|
| 1 How's it going? | a Has (<i>name</i>) written/spoken to you? |
| 2 Have you heard from (<i>name</i>)? | b I miss you. |
| 3 Guess what! | c How are you? |
| 4 Write back soon. | d Listen to my news. |
| 5 See you. | e Send me an email. |
| | f Goodbye. |

WRITING GUIDE

A TASK

Imagine that you have had an accident while you were playing football or basketball. Write an email to a friend.

B THINK AND PLAN

Check the meaning of the words. In what order will you put the words in your email?

*ambulance fall over broken ankle
score a goal/a basket kick/throw hospital*

C WRITE

- Greetings and introduction.
- Where the accident happened.
- What you were doing when the accident happened.
- The result of the accident.
- What's happened since the accident.

D CHECK

- informal phrases
- because* and *so*
- use of present perfect and past tenses



Scan for audio and video

The magic garden for the poor

Part 1

Once upon a time, there was a shepherd. He was not rich, but he lived happily in his village until one day, all his sheep became ill and died. He had no money and no land, so he decided to go to the city and find a job there.

'I've lived here **since** I was born, but I have to leave now,' he told his neighbour, who was a farmer.

'We've been friends **for** twenty years. Stay here and I'll help you,' the farmer said. He gave the shepherd half of his land. The two friends worked on the land together and the shepherd didn't have to leave the village. One day, he found a pot of gold coins buried in the ground.

'This was my friend's land,' he thought. 'I'll give the gold to him.' But the farmer didn't want to take it. 'The land has been yours **for** two years. The gold belongs to you,' he told the shepherd. They couldn't decide what to do, so the next day they went to ask a wise man who lived in the same village. The wise man was teaching a group of students when they arrived. He listened carefully when the shepherd told him the story. 'We've argued about this gold **since** we found it,' said the shepherd. 'Please help us.'

Then one of the students suggested that they should use the money to create a garden with a lot of trees and flowers where poor people can go to eat fruit, drink clean water and rest. Everybody liked the idea. They gave the gold to the student and asked him to go to the city and buy the most wonderful seeds for the garden.

The journey to the city was long and tiring. 'I've travelled **for** three days,' the student thought. 'The city must be very close.' An hour later, he saw the city gates.

He walked through the gates and found his way to the market in the city centre. There were a lot of merchants selling food, carpets, clothes and animals. Suddenly, he saw a man with some camels. There were birds tied to the camels: eagles, pelicans, ducks, pigeons, gulls, swallows, larks ... and many others whose names he didn't know.



1 Look at the photo and the title of the story. What do you think the story is about?

2 Work in pairs. Read Part 1 of the story and put the events in the correct order. What do you think happened next?

- the shepherd found a pot of gold coins
- the farmer and the shepherd argued
- the shepherd's sheep died
- the student travelled to the city
- the farmer gave the shepherd some land
- the student met some merchants
- they asked a wise man for advice

3 **3.05** Listen to Part 2 of the story. Does it have a happy ending?

4 Look at the words in **blue** in the text. Choose the correct words in the rules.

- 1 We use **since** / **for** and the present perfect when we talk about a period of time.
- 2 We use **since** / **for** and the present perfect when we talk about a point in time.

5 Complete the phrases with **for** or **since**.

- | | |
|-------------------|--------------------|
| 1 ___ 2012 | 5 ___ five o'clock |
| 2 ___ two months | 6 ___ ten days |
| 3 ___ a long time | 7 ___ Sunday |
| 4 ___ March | 8 ___ ages |

6 We often use adverbs of place, time and manner when we tell a story. Complete the table with these adverbs from the story. Then choose six of the adverbs and write sentences with them.

happily here there now nearby
carefully then tonight slowly

Place	Time	Manner
outside	yesterday	quietly
1 ___	4 ___	7 ___
2 ___	5 ___	8 ___
3 ___	6 ___	9 ___

7 Work in pairs. Write a short summary of your favourite Kazakh folk tale or legend. Then read it to your partner. Has your partner read the story?

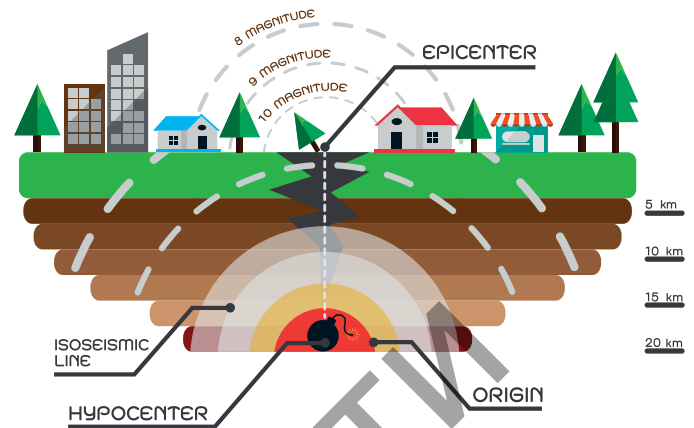
Read the text *Earthquakes* and answer the questions that follow.

EARTHQUAKES

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

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

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



The most dangerous earthquakes are the ones that occur near big cities. The city of Almaty in Kazakhstan, for example, is located close to a zone where two tectonic plates meet: the Eurasian plate and the Indian plate. Almaty was destroyed or seriously damaged by earthquakes several times in the past, but the people rebuilt it. Scientists, engineers and the government worked together to make better buildings. They created maps showing the most dangerous zones in the city, and there is a lot of information available about what to do in case of an earthquake. At the moment, scientists cannot predict or prevent earthquakes, so the only way to stay safe is to be always prepared.

1 According to the data, which student is correct?

Two students are discussing why earthquakes are so dangerous.

Student 1: 'The real danger is that earthquakes often cause floods, landslides or tsunamis after the shaking stops.'

Student 2: 'No, the real problem is that earthquakes are impossible to predict or prevent, so people can't be ready.'

- A Student 1 is correct because earthquakes frequently lead to secondary disasters like floods or tsunamis.
- B Student 2 is correct because people cannot predict or prevent earthquakes.
- C Both Student 1 and Student 2 are correct because earthquakes are unpredictable, and they also cause secondary disasters.
- D Neither Student 1 nor Student 2 is correct because earthquakes are only dangerous if they happen near big cities.

Explain your answer.

2 Read what the text says about the layers of the earth and the centre of an earthquake, then look at the diagram. On what layer does the hypocentre take place?

- A crust
- B mantle
- C outer core
- D inner core



Scan for audio

Vocabulary

1 Choose the correct words.

- Natural disasters like floods and hurricanes have **destroyed** / **rebuilt** / **recovered** many homes around the world.
- After a drought, it can be hard for families to find clean **water** / **medicine** / **food**.
- Rescue workers** / **Scientists** / **Volunteers** have saved lives during natural disasters by bringing food and water to those in need.
- Many places affected by natural disasters have not yet fully **destroyed** / **recovered** / **helped**.
- Scientists** / **Volunteers** / **Families** have warned that climate change is increasing the frequency of natural disasters.

2 Complete the words.

- Something has bi_ _ _ _ my foot.
- Is that a bru_ _ _ on your arm?
- Has Gulnara sp_ _ _ _ _ her wrist?
- He fell and in_ _ _ _ _ his leg.
- I've bu_ _ _ my hand.
- He's got some c_ _ _ _ on his face.
- When did you bre_ _ your arm?
- That's a bad in_ _ _ _ . Will she be OK?

Language focus

3 Circle the mistake in the sentence. Write its correct form.

- Hurricanes, earthquakes, floods and droughts are some disasters that has destroyed homes and changed lives.
- Droughts have make it hard for farmers to grow food and for families to find clean water.
- Governments has sent help, but many people are still struggling to recover from these problems.
- Volunteers has also help a lot, bringing food, medicine and hope to support those in need.
- Scientists have recommend that governments and communities take immediate action to protect the environment and reduce risks.

4 Complete the sentences using the present perfect form of the verbs in brackets.

The volunteers said they **have experienced** scary situations when helping people. (experience)

- Rescue dogs ___ places no one could go. (enter)
- I ___ an earthquake destruction. I hope I never do. (never see)
- We'll be late for school. The rain ___ traffic really bad. (make)
- My dad's car ___ this morning. We had to walk to school. (not start)
- The flood ___ a lot of rubbish into the houses. (bring)

5 Look at the picture. Write present perfect questions and short answers.



- the man / break / his foot
- the girls / sprain / their ankles
- the mother / cut / her leg
- the mother / hurt / her arm
- the boys / burn / their arms
- the man / bruise / his arm

Communication


6 Complete the dialogue.

- Amy What's ¹w_ _ _g?
- Lisa I think I've ²b_ _ _ _n my finger.
- Amy How did that ³h_ _ _ _n?
- Lisa It was an ⁴a_ _ _ _ _t.
- Amy Are you OK?
- Lisa Yes, I ⁵t_ _ _k so.
- Amy Maybe you ⁶n_ _d to go to hospital.

Listening

7 3.06 Listen to Luke and Sara talking about their jobs and complete the table.

	Luke	Sara
Job	Diving instructor	³ ___
Feeling about job	¹ ___	⁴ ___
Injury	² ___	⁵ ___

PROJECT Let's make a difference!1  Read the text and discuss the questions in groups.

- 1 What small actions can you take daily to help fight climate change?
- 2 What can be done in your school and community to help fight climate change?
- 3 How do you feel about the idea that small actions can make a big difference?

What Can We Do About Climate Change?

Climate change has become one of the biggest challenges for our planet. Over the years, the Earth has been warmer because of human activities, like burning fossil fuels, cutting down trees, and producing a lot of waste. These actions have caused natural disasters like stronger storms, rising sea levels, and extremely hot weather. Animals have also suffered the consequences of it as their natural habitats have been affected, making them lose their homes. People in some places have difficulty growing food or finding clean water.

But why does this happen? When we burn coal, oil, or gas, it sends dangerous gases into the air. These gases hold heat and make the Earth warmer, like a blanket around the planet. They also cause a lot of pollution and respiratory diseases. Cutting down trees makes things worse because trees help clean the air and remove these gases.

Even though this sounds scary, there is still hope. Many people have already started making changes to help our planet. Some are using less energy, like turning off lights when they don't need them. Others are planting trees, recycling, using less plastic, shopping less, or using clean energy like solar and wind power.

Now it's your turn to think: What can you do to help prevent climate change? Even small actions can make a big difference when everyone works together.



2 In groups, choose one of the actions below and design a plan to make a positive impact in your community. Each group should develop one topic.

FEEDBACK TIP

If you don't understand feedback, ask for more information. You can ask for advice too.

PROJECT CHECKLIST

- 1 Use digital tools to create an infographic or interactive presentation that raises awareness about the need for change. Incorporate relevant data or statistics to support your message and explain the impact of specific actions.
- 2 Organise a recycling campaign at school. Research data on waste management in your school or community to identify key areas for improvement and propose actionable steps.
- 3 Invite a local government representative and present a letter with suggestions for improvement in the city. Support your ideas with research and examples of successful initiatives elsewhere.

3 Share your ideas with the whole class. Explain how your plan can make a difference and answer any questions from your classmates.

Our plan shows how small changes can have a big impact!

What do you think? Any ideas to make it even better?

Healthy habits



Start thinking

- 1 Imagine you and your friends are spending the day in a park. What kinds of activities would you do to stay active and have fun together?
- 2 Why do you think exercising with friends or in a group might feel more fun and motivating than doing it alone?

Aims

Communication:

- I can make suggestions about sport.
- I can understand and interview about healthy eating habits.
- I can talk about future plans and intentions.
- I can talk about sport.
- I can talk about future arrangements.
- I can invite a friend to a sports event.
- I can write a letter to ask for sponsors.
- I can talk about healthy habits.

Vocabulary

- People in sport
- Compound nouns: sports

Language focus

- Imperatives
- *be going to*: affirmative and negative
- *be going to*: questions
- Present continuous for future arrangements
- Indefinite pronouns
- Layout and language in a formal letter
- tag questions

- 1 Match photos 1–6 with six of the words in the box.

trainer nutrition champion fruits supporter exercise



- 2 Complete the sentences with the words in exercise 1. Each word can only be used once.

- 1 Sarah eats a variety of fresh ___ every day.
- 2 David's football ___ helps him practise and improve his skills.
- 3 Good ___ is important for giving your body energy.
- 4 After months of hard work, Maria became the school's tennis ___.
- 5 Jake goes to the gym regularly because he knows ___ is important for his body and mind.

- 3 Work in pairs. Do the survey on page 93.

Language point: Imperatives

- 4 Study the imperative sentences in the table. Then answer the questions.

Affirmative	Negative
Exercise regularly. Eat healthily.	Don't smoke. Don't eat sweets.

- 1 What is the difference between the affirmative and negative forms?
- 2 Do you use a subject with the imperative?

- 5 **ACTIVATE** Work in pairs. A friend wants to become a healthier person. Make suggestions using the imperative forms of the words in the box.

exercise play sports eat fruits and vegetables
go to bed early smoke eat lots of sweets

Practise every day.

□ Finished?

Think of some good and bad habits. Use the words in exercise 1.

Good – Eating healthy food gives your body energy.

Healthy Habits Survey:

Learn more about your daily habits!

Do you have a healthy life?

INSTRUCTIONS:

Read each question carefully and choose the best answer. Count how many 'a' and 'b' answers you select.

PART 1: DAILY ROUTINES

- 1 How often do you **exercise**?
 - a) I remind **myself** to exercise regularly.
 - b) I rarely exercise.
- 2 Do you **play sports** to stay active?
 - a) Yes, I enjoy playing by **myself** or with friends.
 - b) No, I don't play sports.
- 3 How many servings of **fruit and vegetables** do you eat each day?
 - a) I make sure to give **myself** enough fruits and vegetables.
 - b) I don't eat enough fruits and vegetables.
- 4 Do you **go to bed early** to give **yourself** enough rest?
 - a) Yes, I try to rest and take care of **myself**.
 - b) No, I stay up late.

PART 2: AVOIDING UNHEALTHY HABITS

- 5 Do you remind **yourself** not to eat lots of sweets?
 - a) Yes, I limit sweets.
 - b) No, I eat sweets often.
- 6 Have you ever told **yourself** to stop smoking or avoid being around smokers?
 - a) Yes, I stay away from smoking.
 - b) No, I don't think about it.
- 7 If you feel stressed, what do you do to relax **yourself**?
 - a) I exercise or listen to music to help **myself** relax.
 - b) I don't try to relax **myself**.

RESULTS:

- **Mostly a:** You are doing a great job taking care of yourself! Keep practicing these healthy habits.
- **Mostly b:** You might need to focus more on helping yourself build healthier routines. Small changes can make a big difference!

Reflexive Pronouns Box:

Reflexive pronouns are used when the subject and the object of a sentence are the same person. They often show that someone is doing something for or by themselves.

Examples: I help **myself** to stay healthy., She reminds **herself** to eat fruits., We encourage **ourselves** to exercise regularly.

Reflexive Pronouns:

I → myself

You → yourself

He/She/It → himself/herself/itself

We → ourselves

They → themselves

READING Eating for energy

I can understand an interview about healthy eating habits.

Eating for energy

Fueling for the future: Lisa's story

- A** My family has always encouraged me to eat healthily. When I was younger, my parents explained the benefits of fruits and vegetables. Now, I'm going to join a nutrition class at school.
- B** Eating well is important. In my country, there are many healthy options. I plan **meals** for the week, and I'm not going to skip breakfast anymore. I want to have a healthier **diet**.
- C** Some people think healthy eating is hard, but I don't agree. I remind **myself** to drink water and choose snacks carefully.
- D** I used to eat lots of sweets, but I'm going to cut down. I prefer **smoothies** and **fresh fruit** now.
- E** Will I stop eating junk food entirely? Probably not. But I'm going to eat it less often.
- F** Healthy eating isn't expensive if you plan carefully. I shop at local markets, and I'm going to **grow** vegetables in my garden this year.



1 Discuss the questions in pairs.

What is an interview?

Have you seen an interview recently? What was it about?

Why do you think some people find it difficult to eat healthily?

2 Read the interview and match interview questions 1–6 with answers in the text A–F.

- 1 Is Lisa going to stop eating junk food?
- 2 What does she do to to have a healthier diet?
- 3 What does she prefer eating now?
- 4 What is Lisa going to study?
- 5 What does she do when eating healthily gets hard?
- 6 What does she do to reduce the costs of healthy eating?

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

- 1 Lisa's family ___ her to eat healthily.
- 2 She is not planning to ___ breakfast anymore.
- 3 Lisa ___ her snacks carefully and reminds herself to ___ water.
- 4 Going to local markets and ___ your vegetables in your garden is cheaper.

4 BUILD YOUR VOCABULARY Complete the sentences using words in blue from the text.

Anna is going to **grow** her own vegetables at home.

- 1 She plans her ___ for the week.
- 2 Anna reminds ___ to drink water regularly.
- 3 Junk food isn't going to be part of her daily ___.
- 4 She prefers ___ over sweets now.

5 ABOUT YOU Ask and answer the questions.

- 1 Do you think eating healthily is easy in your country?
- 2 What are the popular food in Kazakhstan?
- 3 Are they healthy or unhealthy?
- 4 What healthy foods do you eat regularly?
- 5 What unhealthy foods are you going to avoid?

1 Order the words to make sentences.

- 1 going to / eat / I'm / more vegetables. ___
- 2 going to / not / skip / I'm / breakfast. ___
- 3 grow / going to / she's / her own food. ___
- 4 are / going to / eat / they / healthier meals. ___

○ RULE

We use *be going to* to explain plans and intentions.


Grammar Reference page 123

2 Look at the information and complete the sentences.

Plans	Lisa	Lisa's friend
Eat more vegetables	✓	✓
Join a gym	✗	✓
Avoid sweets	✓	✗
Drink water	✓	✓

Lisa *is going to drink* more water.

- 1 Lisa's friend ___ join a gym.
- 2 They ___ eat more vegetables.
- 3 Lisa ___ avoid sweets, but her friend ___.

3  Write sentences about your plans using the affirmative and negative form of *be going to*. Then talk about your plans with a partner.


- 1 Eat more vegetables.
- 2 Skip breakfast.
- 3 Drink water every day.
- 4 Eat sweets every day.
- 5 Grow my own vegetables.
- 6 Join a gym.

I'm not going to eat sweets every day.

4 Look at the pictures. Write sentences using *be going to* in affirmative or negative forms.



She's going to eat an apple.

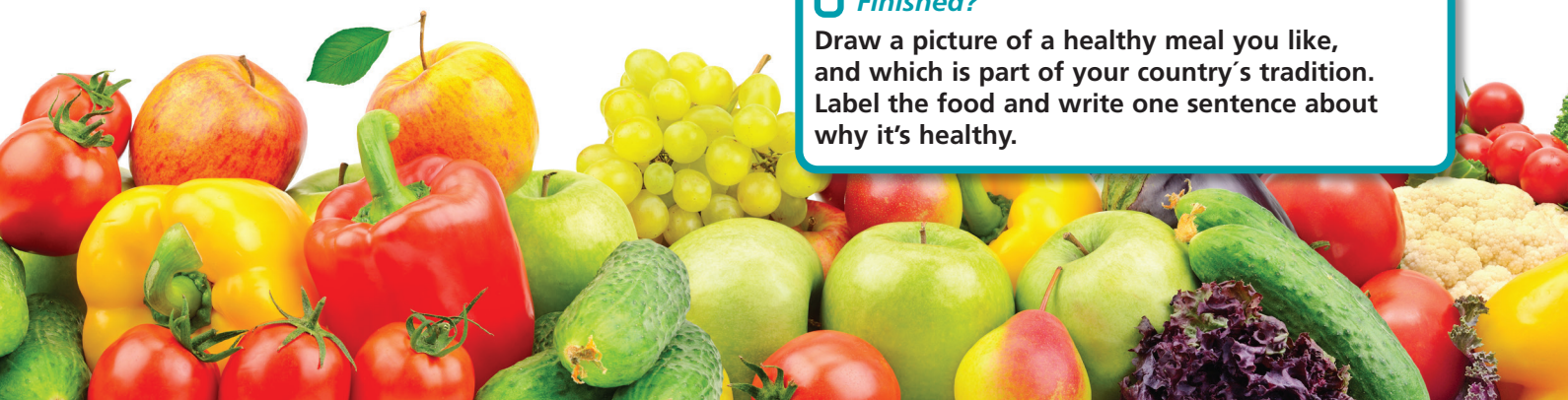
5 **ACTIVATE**  Work in groups. imagine you are cooking a healthy meal for your family. Complete the table and make a plan for the meal. Present your ideas to the class.

Meal	Breakfast
Food	
Time	
Location	
Date	

The breakfast is going to start at ... o'clock. We are going to eat eggs and ...

○ Finished?

Draw a picture of a healthy meal you like, and which is part of your country's tradition. Label the food and write one sentence about why it's healthy.





Scan for audio

1 **3.07** Choose the correct words. Then listen and check.

- 1 Wimbledon is a famous British tennis tournament / tennis instructor.
- 2 France won the last rugby match / rugby player.
- 3 Chelsea is my favourite football fan / football team.
- 4 Michael Phelps is an American swimming race / swimming champion.
- 5 The new athletics champion / athletics stadium holds 20,000 people.
- 6 A good team manager / football pitch is someone who wins lots of matches for the team.

2 **3.08** Work in pairs. Complete the sentences with a word from box A and a word from box B.

A football tennis basketball running
athletics cycling table tennis swimming
skiing rugby ice hockey

B match trophy tournament champion
court competition season pitch fans
player stadium team instructor race

The Champions League is a **football tournament**.

- 1 Rafael Nadal is a ____.
- 2 The *Tour de France* is a ____.
- 3 Wembley is a ____.
- 4 A grand slalom is a ____.
- 5 Barys Astana is an ____.
- 6 Usain Bolt is an ____.

3 **3.08** Look at the photos and listen to two interviews about disabled people and sport. Who is going to be an instructor next year: Susan or Harriet?

4 **3.08** Write *true* or *false*. Then listen again and correct the false sentences.

- 1 Susan is going to prepare for one skiing competition next year.
- 2 Susan is going to talk to children about sport.
- 3 Susan is going to open a disabled ski school in California.
- 4 Harriet's team are world basketball champions.
- 5 Harriet's basketball team is going to buy a new bus.
- 6 The basketball team is travelling to a tournament next week.

5 **ACTIVATE** Imagine you are creating a personal wellness plan that focuses on sports and healthy eating. What sports are you going to include in this plan? What healthy eating tips are you going to include? Share your plan with a friend.



Susan



Harriet

be going to: questions

1 Complete the questions from the interviews on page 96 with the words in the box.

going to how are **what** where

What are you going to do next season?

- 1 ___ are you going to go?
- 2 Are you ___ be one of the skiing instructors?
- 3 ___ are you going to spend the prize money?
- 4 ___ they going to have a rest now?


Grammar Reference page 123

2 Order the words to make questions.

going to / play / are / you / tennis / later

You are going to play tennis later.

- 1 going to / join / you and your friends / any teams / next year / are
- 2 go / to any tournaments / you / going to / are / this year
- 3 your friend / going to / is / go cycling / this weekend
- 4 going to / what sport / you / are / play / next week

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

Present continuous for future arrangements

4 Study mini-dialogues a–b. Then match them with rules 1–2.

- a 'Have you got any plans for the weekend?'
'Yes, I'm meeting my friend on Sunday.'
'Are you meeting her in the gym?'
'No, we're meeting in the park.'
- b 'Hi! What are you doing?'
'I'm watching a match on TV at the moment.'

RULES

- 1 We can use the present continuous when we talk about arrangements in the future. We often use a time expression when we talk about future arrangements.
- 2 We also use the present continuous when we talk about actions in progress. (See page 35)

Grammar Reference page 123

5 Study the sentences. Then write *action in progress* or *future arrangement*.

When are you going to the cinema?

future arrangement

Hi. Are you waiting here for Arman?


action in progress

- 1 Where are you having dinner tonight?
- 2 Sorry, are you talking to me?
- 3 I'm meeting Amir on Sunday morning.

6 Complete the mini-dialogues using the present continuous form of the verbs in the box.

cycle do practise swim visit watch

- 1 'What's happening on Monday afternoon?'
'We ___ for the running race.'
- 2 'Have you got any plans for the summer holidays?'
'Yes, we ___ across France on our bikes.'
- 3 'What are you up to at the weekend?'
'I ___ my cousins in Aktobe!'
- 4 '___ you ___ anything on Saturday?'
'Yes, I ___ in the tournament at the local pool.'
- 5 'Do you want to come to the café tomorrow?'
'I can't. I ___ my dad play rugby.'

7 **ACTIVATE**  Work in pairs. Plan a school-wide event promoting healthy eating and sports in the future. Follow the instructions.

- Choose an inclusive sport suitable for various skill levels (justifying your choice), and integrate healthy eating (e.g., providing fresh fruit, a cooking demonstration).
- Determine the location, time, marketing strategy, and budget, outlining resource needs and obtaining methods.

Finished?

Write six sentences about imaginary future arrangements.

I'm meeting Dmitry Karpov on Saturday afternoon.

SPEAKING Making plans and arrangements

I can invite a friend to a sports event.



Scan for audio

- Gemma Callum ... Callum!
- Callum Yes? Oh, hi, Gemma.
- Gemma 1___
- Callum 2___ Why? 3___
- Gemma I'm going to a basketball match 4___
- Callum Yes, great. What time does it start?
- Gemma 5___ eight o'clock at the sports centre.
- Callum OK. Is anyone from school going?
- Gemma No, but someone you like is going to be there!
- Callum Who?
- Gemma Lucy!
- Callum Oh, OK. 6___ the sports centre at about seven thirty?
- Gemma Yeah, OK. I'll see you there.
- Callum See you later, Gemma.



1 3.09 Listen and read the dialogue. Where and when are Callum and Gemma meeting?

2 3.09 Study the key phrases. Who says each phrase? Listen and check.

KEY PHRASES Making plans

- What are you up to?
- Are you doing anything this evening?
- ... if you're interested.
- No, nothing special.
- Shall I meet you outside ... ?
- It's on at ...

3 3.09 Complete the dialogue with the key phrases. Listen again and check. Then practise the dialogue with a partner.

Language point: Indefinite pronouns

4 Study the examples. When do we use *any-* and *some-*?

Is anyone from school going?

Someone you like will be there.

There isn't anywhere to play tennis.

5 Complete the sentences with the indefinite pronouns in the box.

anything anyone somewhere something

- Is ___ from school going to the match?
- There's a tennis court ___ in the park.
- There isn't ___ to watch on TV.
- There's ___ I want to tell you.

More practice Workbook page 65

6 **ACTIVATE** Invite a friend to a tennis tournament or a football final. Use the information in the images below. Include indefinite pronouns.



WRITING □ A formal letter

I can write a letter to ask for sponsors.

8

1 Read the glossary before reading the text and answer the questions.

- 1 What is the letter writer's name?
- 2 Do we know the name of the person who is going to receive the letter?
- 3 Which paragraph gives a suggestion about what to do next?
- 4 Which paragraph explains the event?
- 5 Which paragraph introduces the writer and explains what she needs?

Language point: Layout and language in a formal letter

2 Study the text again and answer the questions.

- 1 Where is the writer's address?
- 2 Where is the date?
- 3 Where is the address of the company that is going to receive the letter?
- 4 Does the writer use full forms of verbs or contractions? Find examples.
- 5 Does the writer use formal or informal phrases? Find examples.

3 Study the key phrases. Then order them.

KEY PHRASES □ Writing formal letters

- I am writing to you because ...
- Yours faithfully,
- Please contact me ...
- I look forward to hearing from you.
- 1 Dear Sir or Madam,

4 ACTIVATE Follow the steps in the writing guide.

□ WRITING GUIDE

TASK

Write a formal letter to a local company requesting sponsorship for a cycling tournament.

A THINK AND PLAN

Before writing, organise your thoughts. Consider these points and decide on how you will present in your letter.

Creditbank Limited
Pearse Street
Bandon
County Cork
3rd May

CORK

BOUNCERS
44 Limerick Road,
Cork,
Republic of Ireland

Dear Sir or Madam,

I am the captain of a basketball team in Cork. The team's name is the Cork Bouncers. I am writing to you because we are planning a tournament and we are looking for sponsors.

The tournament will take place in Cork in August. Teams and fans from six countries are going to be in Cork for this event. Sponsoring this event will be good publicity for your company.

Please contact me if you are interested in sponsoring us or if you need further information. I look forward to hearing from you.

Yours faithfully,



Mary Grant (Team Captain)

□ Glossary

sponsor – an individual or organization that provides financial or other support

tournament – a competition

take place – to occur or happen

B STRUCTURE

Paragraph 1 (Introduction): Introduce yourself and your team. State the purpose of your letter.

Paragraph 2 (Tournament Details): Provide details of the tournament: location, date, etc.

Paragraph 3 (Sponsorship Request): Clearly state your sponsorship request.

Closing: Include a polite closing.

C WRITE

Ensure your language is polite and persuasive.

D CHECK

Review it for any errors in grammar, spelling, punctuation and formatting.

Scan for audio
and videoMY COUNTRY Healthy habits

I can talk about healthy habits.

1 Work in pairs. Look at the list and choose the options that you think are healthier. Give reasons for your answers.

- 1 drinking tea or fizzy drinks
- 2 eating chocolate or fruit
- 3 getting up early late
- 4 travelling by bike or by car
- 5 playing computer games or football
- 6 living in a city or in a village

2 3.10 Check the meaning of these nouns in a dictionary. Complete the dialogue with five of the nouns. Then listen and check your answers.

health happiness habits luck idea
hope humour education lifestyle

3 Read the dialogue again. Are the sentences true or false?

- 1 Katya promised Damir to go to the park with him.
False
- 2 Damir offered to help Katya with her project.
- 3 Katya promised to call her grandmother.
- 4 Damir offered to buy some food for Katya.
- 5 Katya offered to make some salad for Damir.

! We can use *will* and *won't* to make offers and promises.

4 A tag question is a question we can add to the end of a statement. Look at the words in blue in the dialogue. Then choose the correct words in the rules.

- 1 The tense in the tag question is the same as / different from the tense in the statement.
- 2 We use a positive / negative tag after a negative statement and a positive / negative tag after a positive statement.

5 Match 1–6 with a–f.

- 1 Ulan and Daryn play football every day, c
 - 2 Gaziza doesn't go to school by bus,
 - 3 Mukhtar didn't live in Zhanaozen,
 - 4 Fruit and vegetables are very healthy,
 - 5 The weather was really bad yesterday,
 - 6 You won't tell anyone about this,
- a does she? d will you?
b aren't they? e did he?
c don't they? f wasn't it?

6 Work in pairs. Choose three famous people from Kazakhstan. Talk about their habits. Which person has the healthiest lifestyle?

Ilya Ilyin does a lot of sport, doesn't he?

Yes, he does.

That's very healthy, isn't it?

Damir Hi, Katya. You aren't busy today, **are you?** I'm skateboarding in the park. Do you want to come?

Katya Sorry, I can't. I'm doing my homework.

Damir We have to write a project about healthy **1** ____, **don't we?**

Katya Yes, for the biology class.

Damir I'm going to do mine tomorrow. I found an interesting article about the oldest woman in the world. She was 130 when she died in 2009. That's amazing, **isn't it?** I'm going to write about her **2** ____.

Katya Oh, I know. Her name was Sahan Dosova, and she was born in Karagandy, **wasn't she?**

Damir Yes, but she didn't live there. She lived in a village called Aul. But how do you know?

Katya My grandparents live in Aul. They told me about her.

Damir Really? So, they knew her, **didn't they?** What else did they tell you?

Katya Well, Sahan loved dancing and singing. She was always cheerful and had a good sense of **3** ____.

Damir What about her diet? She didn't eat sweets, **did she?** She just drank a lot of tea and ate kurt.

Katya That's right. She didn't like chocolate.

Damir Do you know anything about her **4** ____? She went to school, **didn't she?**

Katya I don't know. But I'll ask my grandparents if you want.

Damir I have an **5** _____. You can help me with my project, and I'll help you with yours.

Katya OK, I'll call my grandmother now. Why don't you come to my house?

Damir I'll be there in ten minutes. Have you got any food? I'm a bit hungry.

Katya I'll make some sandwiches. See you soon!

Read the text *Healthy Eating* and answer the questions that follow.

Healthy Eating

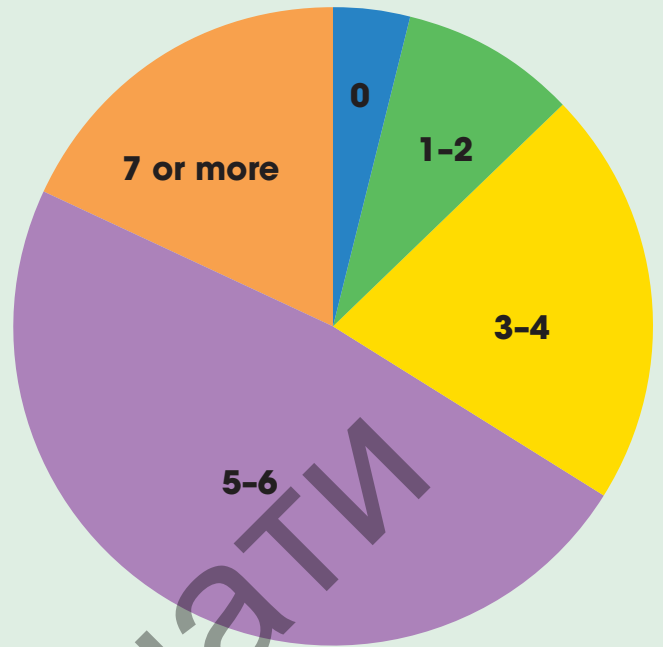
A survey



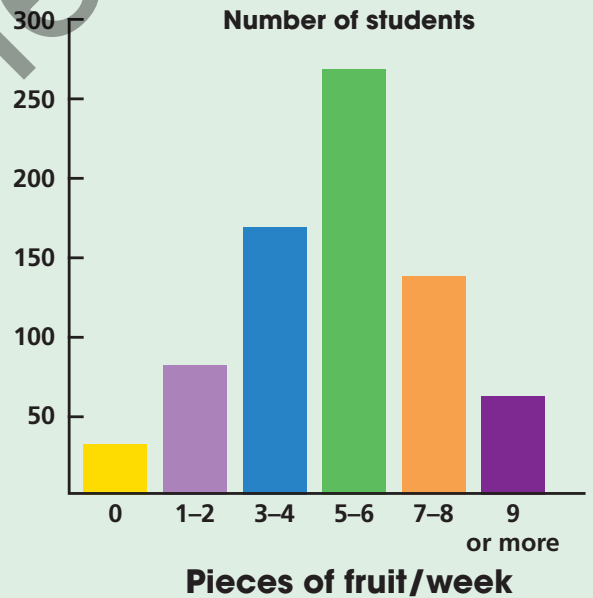
We did a survey about healthy eating in my school. We asked all the students how many chocolate bars and pieces of fruit they eat each week. We recorded the data in different charts. These are the results.

Chocolate bars/week	Number of students
0	32
1-2	72
3-4	168
5-6	384
7 or more	144

Pieces of fruit/week	Number of students
0	38



Number of chocolate bars/week



1 Study the report and charts. Check the false statements.

- A There are 900 students in the school
- B More than 150 students eat 3-4 pieces of fruit each week.
- C Nobody eats nine or more pieces of fruit each week.
- D More than half of the students in the school eat 5-6 pieces of fruit each week.
- E Most students do not eat any chocolate bars.

Why are the statements false? Justify your answers.

2 Refer to the different charts available and choose the false statement.

- A In general, more students eat chocolate bars than pieces of fruit.
- B No students eat more than eight pieces of fruit a week.
- C When talking about less than five pieces, numbers are similar for both chocolate and fruit.
- D Almost half of the students eat five to six chocolate bars a week.
- E No more than half of the students eat five to six pieces of fruit each week.



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Vocabulary

1 Complete the phrases with the words in the box.

trainer champion nutrition fruits grow
meals diet smoothies fresh fruits

- I like taking photos with my new ____.
- She plans her ____ every week to ensure proper ____.
- To stay healthy, I always choose ____ and ____ over sweets.
- He heard the news about the local ____ on the radio.
- My sister decided to ____ her own vegetables to improve her ____.

2 Find the odd one out in the group.

- apples – bananas – carrots – grapes
- run – jump – sleep – swim
- sugar – bread – rice – smoothie
- football – basketball – dancing – tennis
- trainer – doctor – champion – supporter

Language focus

3 Give advice to the new girl in the running team. Write affirmative and negative imperative sentences using the words in the boxes.

arrive eat listen run wear

chocolate late for races running shoes
the trainer every day



4 Write sentences using *be going to*.

- I / visit / my grandparents / next weekend
- we / have / a picnic / on Thursday afternoon
- I / go / to the cinema / with Yulia / later
- they / not play / tennis tomorrow. They're going to play football.
- the PE teacher / train / us tonight

5 Complete the sentences using the present continuous for future arrangements.

- We ____ to the match on Saturday. (not go)
- ____ the captain tonight? (the owner / meet)
- They ____ the tennis tournament at 5.00. (watch)
- I ____ on Saturday. I'm playing basketball. (not swim)
- You ____ in the next race. (not compete)
- ____ in the team tomorrow? (you / play)

Communication

6 Complete the letter with the words in the box.

contact faithfully forward madam
sir writing

Dear ¹____ or ²____,
I am ³____ to you because I love tennis. Are you looking for people to work at the tournament next month? I am very interested in working for you. I can work every weekend.
Please ⁴____ me on 07792 36579.
I look ⁵____ to hearing from you.
Yours ⁶____,
Roger McEnroe

Listening

7 3.11 Listen to the telephone conversation. Then complete the sentences with one, two or three words.

- When Ben calls, Mel is ____.
- Oxford United is a ____ team.
- Oxford United has got a new ____.
- They ____ 2.30 p.m.
- Ben ____ buy the tickets online.



Scan for audio

Listening

1 ^{3.12} Listen to the conversation. Then answer the questions.

- 1 What is Lily doing?
 - a She's reading a magazine.
 - b She's writing a questionnaire.
 - c She's doing her homework.
- 2 What is the questionnaire about?
 - a surfing
 - b being brave
 - c phobias

2 ^{3.12} Look at pictures A–F. In what order do they appear in the conversation? Listen again and check.



3 ^{3.12} Listen again and complete the sentences with one or two words.

- 1 Alan thinks he is ___ person at school.
- 2 Alan isn't ___ spiders.
- 3 Bess and Alan have never touched ___.
- 4 Alan is ___ sharks.
- 5 Bess loves ___.
- 6 Alan doesn't like doing ___.

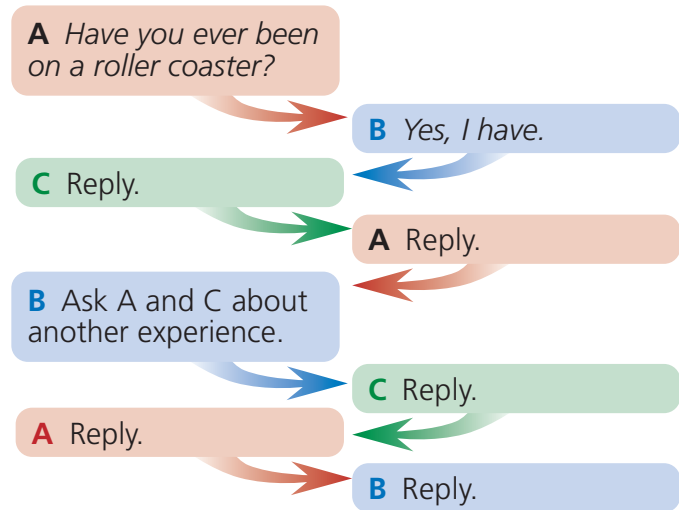
Speaking

4 Write the questions from Lily's questionnaire and prepare three more questions using the present perfect and ever. Use the words in the boxes and your own ideas.

be climb dive drive jump see
swim touch watch ride

bridge elephant horror film mountain plane
racing bike roller coaster shark snake spider

5 Work in groups of three. Take turns to ask the questions from exercise 4. Use the chart below to help you. Who is the bravest in your group?



Writing

6 Write about two true and one false experience. Write twenty words about each experience. Read your experiences to a partner. Can your partner guess the false experience?

I've ...

It happened when ...



Clothes and fashion



Start thinking

- 1 Are you interested in fashion?
- 2 How often do you buy clothes?
- 3 What factors influence your decision when buying clothes (e.g., price, brand, style)?
- 4 Do clothes have anything to do with the environment?
- 5 Does fashion have a negative side?

Aims

Communication:

- I can talk about everyday and traditional Kazakh clothes.
- I can understand a text about fast fashion and its impact.
- I can make predictions and talk about plans.
- I can talk about important life events.
- I can talk about conditions and their results.
- I can speak about the future.
- I can write a report about a survey.
- I can talk about clothes and fashion.

Vocabulary

- Nouns: clothes
- Milestones
- Clothes and fashion

Language focus

- *will, won't*
- *will* and *be going to*
- First conditional
- Expressing probability
- *nobody* and *everybody*

1 Complete the sentences.

- 1 I wear a j___ when it's cold.
- 2 I put my s___ on when it's bright and sunny.
- 3 She's wearing her green b___ for the party tonight.
- 4 My h___ is woolly and keeps my head warm.
- 5 She wears s___ when she is on the beach.
- 6 I always have lots of things in my b___ when I go to school.

2 Tick (✓) the clothes you can see in the pictures on page 105. Which two things can you not see? Listen and check.

Boys

- vest ✓
- hoody
- socks
- jeans
- sunglasses
- cap
- pants
- coat
- sweat shirt

Girls

- dress
- jacket
- boots
- skirt
- pants
- bag
- hat
- shorts
- blouse

3 Work in pairs. Look at page 105 for one minute. Close your books. How many clothes can you remember?

4 Complete the text about Kazakh traditional clothes with the words in the box.

dress shirt coat tall hat coat fur hat

The man is wearing a shirt and trousers. He's also wearing a long ¹ ___ called a *shapan*. They are usually a dark colour and women also wear them. His ² ___ is called a *boric* and he wears this in the winter. He wears a lighter hat called a *takiya* in the summer. The woman is wearing a ³ ___ called a *saukele*. She wears this on important days and for her wedding. She also has a long, red ⁴ ___ called a *koylek*. When it is cold, both men and women wear a *ton*, a ⁵ ___ made of fur.



5 ACTIVATE Work in pairs. Describe what you wear every day and for special events.

Finished?

Write about clothes young people wear in Kazakhstan in the different seasons.

In the spring young people wear jackets or hoodies.

Clothes and seasons

Boys



Girls



READING The negative side of fashion

I can understand a text about fast fashion and its impact.

The negative side of fashion

Fashion is fun and creative. Many people enjoy wearing stylish clothes, but the fashion industry has a bad side called **fast fashion**. This term describes **cheap**, low-quality clothes made quickly to keep up with **trends**.

Why is it bad? Fast fashion encourages people to keep buying and replacing clothes, creating mountains of waste. Factories use **harmful** chemicals that pollute air and water. Workers often suffer **unfair** treatment, working long hours for low salaries.



Here are three opinions about the future of fast fashion:

Environmentalist:

“Fast fashion **will** keep harming the planet if we don’t change how we shop. Factories **won’t** stop polluting unless better rules are made. But I think more people **are going to** buy eco-friendly clothes. Together, we **will** help the Earth!”

Fashion Worker:

“Fast fashion **won’t** improve for workers unless big changes happen. We work too many hours for very little money. I think more people **are going to** demand fair treatment. If that happens, our jobs **will** be safer.”

Teen Shopper:

“I love fashion, but I know fast fashion **will** harm the planet if we keep buying too much. I’m **going to** buy fewer clothes and choose **brands** that care about nature. More people like me **will** do this, and fast fashion **won’t** be as popular anymore.”

Fashion can still be fun, but we need to make better choices for people and the planet.

1 Read the text and write *true* or *false*.

- 1 Fast Fashion refers to cheap clothes made quickly to follow trends. _____
- 2 Fast Fashion helps reduce clothing waste. _____
- 3 Factories use chemicals that can harm the air and water. _____
- 4 Workers in the fashion industry often earn very high salaries. _____
- 5 Fast Fashion encourages people to buy and replace clothes often. _____

2 Match the quotes below to the correct speaker: Write *E* for the Environmentalist, *F* for the Fashion Worker or *T* for the Teen Shopper.

- 1 “I think more people are going to buy eco-friendly clothes.” _____
- 2 “Together, we will help the Earth!” _____
- 3 “Fast fashion won’t improve for workers unless big changes happen.” _____

- 4 “If that happens, our jobs will be safer.” _____
- 5 “Fast fashion won’t be as popular anymore.” _____

3 BUILD YOUR VOCABULARY Complete the sentences with the words or phrases in blue in the text.

- 1 Exercising in polluted areas is _____.
- 2 Clothes customization will be a _____.
- 3 We hope the authorities will work to end such _____ practices.
- 4 Recycling is a _____ way to reuse clothes.
- 5 You pay less for the supermarket’s own _____.

4 ABOUT YOU Work in small groups. Ask and answer the questions.

- 1 How often do you buy new clothes?
- 2 What factors influence your decision when buying clothes (e.g., price, brand, style)?
- 3 How do you feel about the amount of waste created by the fashion industry?

1 Complete the sentence from the text on page 106. Then complete the rule.

"More people like me _____ do this, and fast fashion _____ be as popular anymore."

○ RULE

We use ___ / ___ + infinitive without *to* when we predict the future.

2 Match the questions with the answers. Then complete the rules.

- 1 Will fast fashion keep harming the planet?
 2 Will fast fashion offer workers better conditions?
 a Yes, it will. b No, it won't.

○ RULES

- 1 We make questions with ___ + subject + infinitive without *to*.
 2 We make short answers with *Yes / No* + pronoun + *will / won't*.

Grammar Reference page 124

3 Write sentences. Predict the future for you and your friends.

Amina will write a book.

- 1 get married 4 become a fashion designer
 2 buy fast fashion clothes 5 be famous
 3 travel abroad 6 live in another country

4 Study the key phrases. Then use them to compare your predictions in exercise 3 with a partner.

KEY PHRASES Making predictions

I reckon (that) ... I imagine (that) ...
 I bet (that) ... I'm pretty sure / absolutely certain (that) ...

I reckon Amina will write a book.

Will and be going to

5 Study the examples. Which sentence is a plan, and which is a prediction?

- 1 Together, we will help the Earth!
 2 I'm going to buy fewer clothes and choose brands that care about nature.

6 Complete the sentences with *be going to* (for plans and intentions) or *will* (for predictions).

I think people **will** join forces to protect the world.

- 1 The city representatives _____ a meeting tomorrow. (have)
 2 The workers probably _____ better salaries. (get)
 3 I decided I _____ a fashion designer. (be)
 4 Maybe he _____ an environment journalist. (become)
 5 I think fast fashion _____ to help the environment. (not change)

STUDY STRATEGY Remembering grammar

7 Read the study strategy. Write examples of two plans and two predictions. Memorise them. Share with a partner.

- 1 When you learn a new grammar rule, write example sentences in your notebook.
 2 Memorise your sentences and test yourself every week.

8 **ACTIVATE** Write sentences about your plans and predictions. Use the ideas in the box and your own ideas. Then discuss with a partner.


My predictions	My plans
go to university	one day
buy environmentally friendly products	today
speak other languages	this year
buy a Ferrari	when I'm older

○ Finished?



Write three predictions and three plans or intentions for when you are eighteen years old.



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1  **3.14** Choose the correct verbs. Then listen and check.

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

2   **3.15** Work in pairs. Match the names to the pictures. Then listen and check.

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

I think picture F is Angelina Jolie.

3  **3.16** Listen and complete the sentences with one, two or three words.

- 1 Kate Moss ___ when she was fifteen.
- 2 Brad Pitt went to university to ___ a journalist.
- 3 Angelina Jolie bought ___ in New Orleans in 2007.
- 4 Bill Gates didn't ___ from university, but he became very rich.
- 5 Keira Knightley got ___ on television at the age of nine.
- 6 Tom Cruise learned to ___ before he was twenty.
- 7 Bruno Mars ___ Hawaii in 1986.
- 8 Serena Williams ___ to school.

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

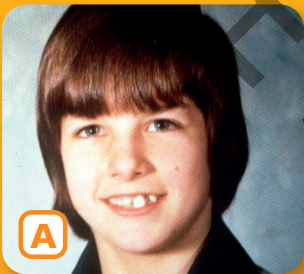
What age do people usually ...

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

What age do people usually go to school?

Children first go to school at the age of seven.

WHO'S WHO?



1 Study the examples. Then complete the rules with *condition* and *result*.

If it rains this afternoon, I'll stay at home.

You'll see a lot of celebrities if you go to Hollywood.

If you don't buy tickets, we won't go to the cinema.

○ RULES

- 1 We use the first conditional to talk about a condition in the future and the result of this condition.
- 2 We describe the ___ with *if* + present simple.
- 3 We describe the ___ with *will* + infinitive.
- 4 The sentence can start with the ___ or the result.
- 5 We never use *If + will*: *If you will go, I'll be happy.* ✗

Grammar Reference page 124

2 Choose the correct words.

SUPERSTITIONS FROM AROUND THE WORLD

- 1 If it rains when someone moves house, they **'re** / **'ll be** rich. (Iceland)
- 2 If you **'re** / **'ll be** the seventh son of a seventh son, you'll have special powers. (Ireland)
- 3 You **won't** / **don't** get married if you sit at the corner of a table. (Russia)
- 4 Your money will disappear if you **put** / **will put** your wallet on the floor. (Brazil)
- 5 If you **see** / **will see** a spider in your house, people **visit** / **will visit** you. (Türkiye)
- 6 You'll **lose** / **lose** your memory if you **wash** / **'ll wash** your hair on the day of a test. (Korea)

3 Complete the text using the first conditional. Who is the person you will meet?

YOUR STARS: ARIES

If you go to school today, you ¹___ (meet) an interesting person. This person will be very positive and patient if you ²___ (be) friendly and polite to them. If you ³___ (listen) to this person, you ⁴___ (learn) a lot, but if you ⁵___ (not listen), you ⁶___ (not learn) anything.

4 Complete the sentences with your own ideas. Use the first conditional.

- 1 Our teacher will be happy ...
- 2 If I become rich and famous, ...
- 3 What will we do ... ?
- 4 He's shy. If you speak to him, ...
- 5 If it's sunny at the weekend, ...

5 ACTIVATE Work in pairs. Ask and answer first conditional questions using the words in the table and your own ideas.

If	present simple	will	infinitive
If	she reads a lot,	she'll	learn new words.
If	he doesn't study,	he won't	pass the exam.

What will you do if you finish your homework early tonight?

If I finish it early, I'll go out and meet some friends.

○ Finished?

What horoscope sign is your partner? Invent a horoscope prediction for him or her.

SPEAKING □ A future survey

I can speak about the future.



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- Callum Leah, can I ask you some questions? I'm doing a survey.
- Leah Yes, sure, Callum.
- Callum Right, the first question is, 'Do you think that the world will be a better place in the future?'
- Leah Let me think ... No, definitely not. I think it'll be a worse place.
- Callum Why's that?
- Leah Because I think we won't have enough energy.
- Callum What about you?
- Leah I disagree with you.
- Callum What do you think then?
- Leah I think it'll probably be a better place because we'll invent other forms of energy.
- Callum OK. What's the next question?
- Leah The next question is ...

1 Look at the picture. What are Callum and Leah doing?

2 Listen and read the dialogue. Are Callum and Leah positive or negative about the future?

3 Find the key phrases in the dialogue. Who says them?

KEY PHRASES □ Asking for and giving opinions

- 1 What about you?
- 2 I agree/disagree with you.
- 3 I think it'll ...
- 4 Why's that?
- 5 Do you think ... ?
- 6 Let me think.

Language point: Expressing probability

4 Study the answers to the question, *Do you think that the world will be a better place in the future?* Order the answers. Start with the most probable.

No, probably not. Yes, probably.
Yes, definitely. No, definitely not.

- 1 Yes, definitely. 2 ___ 3 ___ 4 ___

5 Study the example sentences. Where do we put *probably* and *definitely* in affirmative and negative sentences?

It'll probably be a better place.

I probably won't go.

They'll definitely help us.

They definitely won't understand.

6 Look at the *Future survey* in exercise 7. Write answers for questions 1–6 using *probably (not)* and *definitely (not)*, and your reasons.

I think that the world will probably be a better place in the future because we won't have as many problems.

7 **ACTIVATE** Look again at the dialogue in exercise 2. Change the words in blue and practise the dialogue with a classmate using the survey. Extend your dialogue to include questions 2–6 from the *Future survey*.

FUTURE SURVEY

Human life in the future

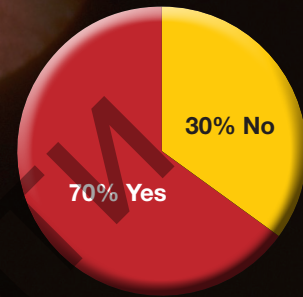
- 1 Will the world be a better place in the future? Why / Why not?
- 2 Will humans become more intelligent?
- 3 Will humans become more friendly or meaner?
- 4 Will space travel be normal in the next hundred years?
- 5 Will humans live on other planets in the future?
- 6 Will you travel into space if you have the opportunity?

REPORT: The next millennium survey

The topic of the survey was 'Human life in the future'. A group of ten people did the survey and in general they were positive about the future. These are the results:

More than half of the group think that the world will be a better place in the future. Some people think that the world will be better because we will learn to protect the planet. A lot of people think that humans will become more intelligent, but nobody thinks that we will become more friendly.

Most people think that space travel will be normal in the next century and about half of the people think that humans will live on other planets in the future. Everybody says that they will travel into space if they have the chance.



Will the world be a better place in the future?

Glossary

report – written document of something that has been observed, heard, done, or investigated

half – either of two equal parts into which something is or can be divided

1 Read the glossary before you read the text. What is your opinion, will the world be a better place in the future?

2 Order the phrases. Start with the phrase which expresses the smallest quantity.

KEY PHRASES □ Expressing quantity

more than half	nobody	everybody
one or two people	half	
most / a lot	some	

Language point: nobody and everybody

3 Study the survey. Then choose the correct words. Do we use a singular or plural verb with *nobody* and *everybody*?

A superstition survey

	Yes	No
Have you got a lucky number?	8	2
Do you read horoscopes?	7	3
Are you superstitious?	3	7
Do you stay at home on the 13 th day of the month?	0	10

- 1 **Most / Half** of the group have got a lucky number.
- 2 **A lot of / One or two** people read horoscopes.
- 3 **More than half / Some** are superstitious.
- 4 **Everybody / Nobody** stays at home on the 13th day of the month.

4 **ACTIVATE** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Do a class survey about the future. Write a report with the results.

B THINK AND PLAN

Look again at the *Future survey* on page 110. Answer the questions as a class. Complete the table and use the information in your report.

	Yes	No
Question 1 ...		
Question 2 ...		

C WRITE

Paragraph 1: Introduction
 Topic and general opinion: question 1
 Paragraph 2: People in the future: questions 2–3
 Paragraph 3: Travel in the future: questions 4–6

D CHECK

- singular and plural verbs, quantity expressions, *nobody* and *everybody*

MY COUNTRY Clothes and fashion

I can talk about clothes and fashion.



Scan for video



MADINA

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



NATASHA

I was a teenager in the 1980s. At that time, Astana wasn't the capital city and it wasn't even called Astana. Its name was Tselinograd. When I was 16, I went to Moscow for a year to study Russian. I stayed there with my cousins. In this photo, I'm in the park, playing with Aktos, my cousins' **lovely big brown** dog. I'm wearing striped ³ and white ⁴.



ANARA

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

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

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

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

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

3 Put the words in the correct order.

- 1 an / she / pink / amazing / bought / dress / cotton
- 2 can't / these / old / shoes / leather / wear / ugly / I
- 3 big / have / eyes / you / beautiful / got / green
- 4 tall / married / young / a / she / man / handsome
- 5 they / round / strange / found / small / a / box

4 Complete the sentences with your own ideas. Then share them with a classmate.

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

5 Write an article about your parents' or grandparents' teenage years. Use the questions below to help you. Then share it with the class.

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

Read the text *The World Population* and answer the questions that follow.



The World Population

Do you know how many people live in the world today? Global organisations like the UN say the world population is about 8 billion. That is 8,000,000,000 people!

The population size is an estimate – a guess based on information. It is impossible to count every person in the world, so no one knows *exactly* how many people are alive today. However, experts can collect information from different countries and regions to estimate the global population size.

The population increased a lot in the past 75 years. In 1950, the world population was 2.5 billion. Thirty-seven years later, in 1987, it doubled to 5 billion ($2.5 \text{ billion} \times 2 = 5 \text{ billion}$).

The global population size is still increasing. Today, there are 5.5 billion more people in the world than there were in 1950 ($8 \text{ billion} - 2.5 \text{ billion} = 5.5 \text{ billion}$).

Experts use estimates to describe population sizes in the past and the present. They can also use estimates to make predictions about the population size in the future.

The table below shows the world population estimates for the past, present and future.

Year	Population
1990	5.3 billion
2000	6.2 billion
2010	7.0 billion
2020	7.9 billion
2030	8.6 billion*
2040	9.2 billion*
2050	9.7 billion*
2060	10.0 billion*

* = estimate

1 In what period did the population increase by 2.6 billion?

- A 1990–2010
 B 2000–2010
 C 1990–2020
 D 2000–2020

2 In what year will the population double from the 1987 size? Explain your answer.



Vocabulary

1 Each of the following sentences has a mistake. Rewrite them correcting the mistakes.

- 1 My pants keep my feet warm.
- 2 I wear shorts when it's cold.
- 3 She wears a uniform when she goes to a party.
- 4 He wears a coat when it's hot.
- 5 She puts her school books in her hoody.
- 6 I wear boots when I play basketball.

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

become buy do go graduate have move

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

Language focus

3 Complete the questions and answers with the pairs of verbs in the box. Use *will*.

take / go have / not get have / start
go / study

- 1 A ___ your brother ___ to university?
B Yes, he will. I think he ___ English.
- 2 A What time ___ you ___ dinner this evening?
B I imagine that Dad ___ cooking at half past six, so at about seven o'clock.
- 3 A ___ you ___ children when you're older?
B No, I won't. And I ___ married.
- 4 A Where ___ you ___ the dog for a walk?
B I think I ___ to the park.

4 Write sentences with *be going to* or *will*.

- 1 I / visit / my grandparents on Sunday. I promised them.
- 2 I think / this invention / change the world
- 3 next month, / my brother / travel to Spain. He has booked a plane ticket already.
- 4 who / win / the competition / tomorrow / ?
- 5 in ten years from now, / people / live on other planets
- 6 tonight / we / have / a birthday party / for my brother. Do you want to come?

5 Choose the correct form of the verbs to make conditional sentences.

- 1 If you **put / will put** your keys in your bag, you **don't / won't** lose them.
- 2 You **don't / won't** forget his birthday if you **write / will write** it in your diary.
- 3 If you **go / will go** shopping on Saturday, **will / do** you buy Sam a birthday present?
- 4 If we **don't / won't** buy tickets soon, there **aren't / won't** be any left.
- 5 I **phone / 'll phone** you later if I **remember / will remember**.
- 6 She **be / will be** upset if she **doesn't / won't** win the competition.

Communication

6 Complete the dialogue with the phrases in the box. Then practise it with a classmate.

me think I'm pretty I imagine reckon that
Do you Why's that I agree What about you

- Aigul 1 ___ think that we will use books in the future?
- Kuat Let 2 ___. 3 ___ sure that we won't use normal books.
- Aigul 4 ___?
- Kuat Well, computers will be cheaper and lighter. 5 ___ that we'll all have small electronic books for everything. 6 ___?
- Aigul 7 ___ with you. I 8 ___ we'll use them for everything – reading and writing.

Listening



7 3.18 Listen to James and his dad talking about James's grandfather. Then complete the text.

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




Scan for audio

PROJECT Future messages

1   Work in pairs. What do you think your life will be like when you are older? Imagine you are 25 years old. Answer the questions.

- 1 Where do you think you will live when you are 25 years old?
- 2 What kind of job will you have?
- 3 How do you think you will spend your free time? What will your hobbies and interests be?
- 4 Who will you spend time with?
- 5 What would you like to change in the future? Think about your habits and things you would like to improve.

2  ^{3.19} Listen to the messages and match them with three of the photos. Were any of the ideas similar to your ideas in exercise 1?

**FEEDBACK TIP**

Think about the feedback you gave and received this year. Use what you learnt from the feedback to make your project better!

3 Record a message for your future self. Follow the steps in the project checklist.

PROJECT CHECKLIST

1 Think about your goals for the future. What are your plans? What would you like to achieve by the time you are 25? What do you think your life will be like then? Make notes about these things:

- education and career
- family and friends
- free time

2 Record your message and save it. You can use your phone or an app that allows you to add photos and video.

3 Choose a date and time when you will listen to your message.



Quantifiers: *much, many, a little, a few, all, other, both, fewer, less*

We use quantifiers to talk about quantities of people, things and places.

A few of my friends live in Astana.

We normally use *much* and *many* in negative sentences to mean 'not a lot' and in questions to ask about quantity.

There isn't much time before the lesson begins.

How many people do you know?

We use *a little* with uncountable nouns and *a few* with countable nouns to mean 'some'.

Arman likes a little tea before he goes to bed.

I know a few people.

We use *all* to mean 'everything' or 'everyone'.

All my friends are good people.

We use *both* to talk about two things.

Both cats and birds are popular pets.

We use *other* to mean 'a different thing or person'.

There are other books in the library.

We use *fewer* with countable nouns to mean 'not as many' and *less* with uncountable nouns to mean 'not as much'.

There are fewer tourists this year.

I spend less time in the library.

Indefinite pronouns

We use indefinite pronouns to talk about people, things and places. We use them when we speak in a general way.

Do you know anywhere I can buy bread?

When we are talking about people, we use indefinite pronouns that end in *-body*.

Everybody I know is very nice.

When we are talking about things, we use indefinite pronouns that end in *-thing*.

There is something over there.

When we are talking about places, we use indefinite pronouns that end in *-where*.

There isn't anywhere to sit.

We use indefinite pronouns with *some-*, *every-* and *no-* in positive sentences.

There is somebody outside the house.

I looked everywhere for my book.

There is nothing on TV. What can I do?

We use indefinite pronouns with *any-* in negative sentences and questions.

Do you know anybody at the party?

There isn't anything I like.

some and any

We also use *some* and *any* to talk about quantities of people, things and places.

There is some money on the table.

Is there any food?

We use *some* in positive sentences.

Some of my friends go to chess club.

We use *any* in negative sentences and in questions.

There aren't any people on the beach.

Are there any people on the beach?

We can also use *some* in questions when we expect the answer to be affirmative.

'I'm hungry.' 'Do you want something to eat?' 'Yes, please!'

all and every

We use *all* and *every* when we are talking about every person, thing or place.

All the students did their homework.

He answered every question in the exam.

We use *all* with plural and uncountable nouns.

All my classmates can speak English.

He ate all the chocolate.

We use *every* with singular nouns.

Every classmate can speak English.

Adverbs of frequency

100% —————> 0%

always usually often sometimes
occasionally not often hardly ever never

Uses

Adverbs of frequency describe how often something happens.

He is often late for school.

Have you usually got your ID card with you?

They don't often go to the cinema.

I've always got my mobile phone with me.

Gerunds

Gerunds are verbs that end in *-ing*.

If a verb ends in *e*, we drop the *e* before adding *-ing*.

dance – *dancing*

If a verb ends in vowel + consonant, double the consonant being adding *-ing*.

swim – *swimming*

We can use gerunds with verbs like *love*, *like*, *hate* and *enjoy*.

I love playing football with friends.

We can also use gerunds as the subject of a sentence.

Listening to music is a fun way to relax.



Present simple: affirmative and negative

Affirmative	Negative
I play tennis. You play tennis.	I don't play tennis. You don't play tennis.
He plays tennis. She plays tennis. It plays tennis.	He doesn't play tennis. She doesn't play tennis. It doesn't play tennis.
We play tennis. You play tennis. They play tennis.	We don't play tennis. You don't play tennis. They don't play tennis.

Present simple: *he / she / it + verb + s* – spelling rules

Most verbs:	add -s	needs wears changes wants
Verbs ending in a consonant + -y:	drop the -y and add -ies	carries studies tidies marries
Verbs ending in -o, -ch, -sh, -x and -ss:	add -es.	goes watches washes fixes misses

In spoken and informal written English contracted forms *don't* and *doesn't* are usually used.

Use

We use the present simple:
to describe things which happen regularly or all the time.

I ride my bike to school every day.

It's cold in winter.

to describe permanent situations.

We live in a nice town.

to give opinions.

I don't like reggae.

Present simple: questions

Questions	Short answers	
	Affirmative	Negative
Do I play football?	Yes, I do.	No, I don't.
Do you play football?	Yes, you do.	No, you don't.
Does he play football?	Yes, he does.	No, he doesn't.
Does she play football?	Yes, she does.	No, she doesn't.
Does it play football?	Yes, it does.	No, it doesn't.
Do we play football?	Yes, we do.	No, we don't.
Do you play football?	Yes, you do.	No, you don't.
Do they play football?	Yes, they do.	No, they don't.

Interrogative pronouns (*Who, What, When, etc.*) go before *do / does*.

What do you like?



Present continuous: affirmative and negative

Affirmative	Negative
I'm chatting. You're chatting.	I'm not chatting. You aren't chatting.
He's chatting. She's chatting. It's chatting.	He isn't chatting. She isn't chatting. It isn't chatting.
We're chatting. You're chatting. They're chatting.	We aren't chatting. You aren't chatting. They aren't chatting.

The affirmative form of the present continuous is made with the verb *be* and the *-ing* form of the verb.

The negative form is made with the verb *be* + *not* and the *-ing* form of the verb.

Note that in spoken and informal written English contracted forms are used.

Present continuous: questions

Questions	Short answers	
	Affirmative	Negative
Am I studying?	Yes, I am.	No, I'm not.
Are you studying?	Yes, you are.	No, you aren't.
Is he studying?	Yes, he is.	No, he isn't.
Is she studying?	Yes, she is.	No, she isn't.
Is it studying?	Yes, it is.	No, it isn't.
Are we studying?	Yes, we are.	No, we aren't.
Are you studying?	Yes, you are.	No, you aren't.
Are they studying?	Yes, they are.	No, they aren't.

The question form is made by inverting the verb *be* and the *-ing* form.

Short answers are made with the verb *be* only, without the *-ing* form of the main verb.

Don't use contractions in positive short answers.

Yes, I am. NOT *Yes, I'm.*

Yes, she is. NOT *Yes, she's.*

Yes, we are. NOT *Yes, we're.*

Question words go before the verb *be*.

What are you making for lunch?

Why is he cleaning the floor now?

Present simple and present continuous Use

The present continuous is used to talk about an action in progress. Time expressions like *now* or *at the moment* are often used with the present continuous.

Where's Karl now? He's making his bed.

They're doing their homework at the moment.

The present simple is used to talk about routine or repeated action. We often use adverbs of frequency like *always*, *often* or *usually* with the present simple.

He has a shower every morning.

We usually do the washing-up after dinner.

Note that there are some verbs (stative verbs) which are not normally used in the continuous form, because they describe states which remain true, not actions in progress. These include: *understand*, *know*, *think*, *like*, *love*, *hate* and *want*.

I like your new sofa.

NOT *I'm liking your new sofa.*

Do you want a coffee?

NOT *Are you wanting a coffee?*



Scan for video

Review of *was, were*

Was and *were* are the past simple forms of *to be*.

The negative forms of *was* and *were* are *was not* and *were not*. However, in spoken and informal written English, we use the contracted forms.

Rustam wasn't at home. NOT *Rustam no was at home.*

Question words go before *was / were*.

Where were you? NOT *Where you were?*

there was, there were

There was and *there were* are the past simple forms of *there is* and *there are*.

There was some food on the table.

There were twenty students in the class.

The negative forms are *there wasn't* and *there weren't*.

There wasn't any money. There weren't any oranges.

Make the question form by inverting *was / were* and *there*.

Was there anything to eat?

NOT *There was anything to eat?*

Were there a lot of people?

NOT *There were a lot of people?*

It is common to use the contracted form in negative short answers.

Yes, there was. / No, there weren't.

Use

Use *there was* and *there were* to describe what existed in the past.

There were two houses here. There was a big museum.

Phrasal verbs

We can combine action verbs with prepositions to create phrasal verbs.

These phrasal verbs explain how or where the action happened.

Here are some common prepositions to add to verbs:

across, around, down, into, off, over, through, under, up

These prepositions go well with action verbs like: *climb, cycle, fall, jump, run, swim, walk*

Look at the two examples below. Notice that the meaning is different because of the prepositions.

Walk over the bridge. Walk under the bridge.

Remember to conjugate the verbs correctly. The prepositions don't change.

He runs around the park every day.

She climbed a big tree yesterday.

Past simple

Affirmative	
Regular	Irregular
I / You started school.	I / You left school.
He / She / It started school.	He / She / It left school.
We / You / They started school.	We / You / They left school.

Make the affirmative form of past simple regular verbs by adding *-d* or *-ed* to the base form.

He closed the door.

Irregular verbs each have a different past simple form. (See page 104.)

Pavel ate all of the sandwiches.

Negative	
Regular	Irregular
I / You didn't start school.	I / You didn't leave school.
He / She / It didn't start school.	He / She / It didn't leave school.
We / You / They didn't start school.	We / You / They didn't leave school.

Questions			
	Regular	Irregular	Answers
	Did I / you start school?	Did I / you leave school?	I / you started / left school.
When	did he / she / it start school?	did he / she / it leave school?	He / She / It started / left school in ...
Why	did we / you / they start school?	did we / you / they leave school?	We / you / they started / left school because ...

Use

Use the past simple to describe events which happened at a specific time in the past.

I bought my first house in 2007.

Reported Speech

When presenting what other people say, we use reported speech and change the structure of the original speaker's words into past tenses.

Karl: "It is late."

Karl said it was late.



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Past continuous: affirmative and negative

Affirmative	Negative
I was running. You were running.	I wasn't running. You weren't running.
He was running. She was running. It was running.	He wasn't running. She wasn't running. It wasn't running.
We were running. You were running. They were running.	We weren't running. You weren't running. They weren't running.

The affirmative form of the past continuous is made with *was* or *were* after the subject. This is followed by the *-ing* form of the main verb.

The negative form is made by putting *not* between *was* or *were* and the *-ing* form of the main verb.

Note that in spoken and informal written English, the contracted forms *wasn't* and *weren't* are used.

Past continuous: questions

Questions	Short answers	
	Affirmative	Negative
Was I walking?	Yes, I was.	No, I wasn't.
Were you walking?	Yes, you were.	No, you weren't.
Was he walking?	Yes, he was.	No, he wasn't.
Was she walking?	Yes, she was.	No, she wasn't.
Was it walking?	Yes, it was.	No, it wasn't.
Were we walking?	Yes, we were.	No, we weren't.
Were you walking?	Yes, you were.	No, you weren't.
Were they walking?	Yes, they were.	No, they weren't.

The question form is made by putting *was* or *were* before the subject at the beginning of the question.

Short answers are made with the subject and *was* or *were*, without the *-ing* form of the main verb.

Question words go before *was* or *were*.

What were you doing in the mountains?

Why was she climbing up the tree?

Use

Use the past continuous to talk about actions in progress at a point in the past. We often use expressions to show the point of time, such as *at* (+ time) or *when* (+ a past simple action).

It was raining at ten o'clock yesterday.

What were they doing on Saturday afternoon?

You weren't listening to the teacher when she asked the question.

Past simple and past continuous

Use

We often use the past continuous to describe an action in progress which was interrupted.

She was cycling down the mountain when she fell off her bike.

We use the past continuous for the longer action in progress (*was cycling*). We use the past simple (*fell off*) for the shorter action which interrupts the longer one.

We often use *when* before the past simple and *while* before the past continuous.

They were travelling across Antarctica when they saw penguins.

They saw penguins while they were travelling across Antarctica.

Time expressions and ago

Use *ago* with periods of time such as *two years*, to say how far in the past an event happened.

I last played football two months ago. (= two months before now)



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Modal Verbs

Modal verbs are auxiliary verbs that help express ability, possibility, obligation, etc.

I can play the piano = ability

Ability: *can* and *could*

Can and *could* each have only one form. They do not change with different subjects.

I can play tennis. He can play tennis.

NOT ~~*He cans play tennis.*~~ OR ~~*He can plays tennis.*~~

We use *can / could* + the base form of the main verb.

You can speak Italian. NOT ~~*You can to speak Italian.*~~

She could play the piano.

NOT ~~*She could to play the piano.*~~

The negative forms of *can* and *could* are *can not* and *could not*.

As with *can* and *could*, the main verb takes the base form.

We can't cook. NOT ~~*We can't to cook.*~~

They couldn't play tennis.

NOT ~~*They couldn't to play tennis.*~~

Use

Can describes the ability to do something in the present.

Now I can dance flamenco.

Could describes the ability to do something in the past.

He could sing in Russian when he was little.

Modals

Modal verbs are used to express special meanings like possibility (*may* and *might*) or obligation (*must*, *have to*, *need to*).

Modal verbs are always used with base forms.

He must study. NOT ~~*He must to study.*~~ / ~~*He must studies.*~~

Some modals, like *may*, *might* and *must* do not change when the subject changes.

She may go to the party tonight.

Other forms, like *have to* and *need to*, do change.

I have to practise. He has to help his mum.

We can add *not* to modals like *may* and *might* to show negative forms.

We might not go on holiday this year.

We use *don't* or *doesn't* with *have to* and *need to*.

They don't need to give a presentation.

Questions with *How ... ?*

To make questions with *how*, use *how* + *often*, *much / many* or an adjective.

How often do they go swimming?

How much money do you spend?

How long is her hair?

Use

We use questions with *how* when we want to know the frequency, measurement or quantity of something.

How much water do you drink?

How many brothers and sisters have you got?

How far can you run?

How strict are your teachers?

We only use *often* with *how* to ask about frequency.

How often do you go shopping?

NOT ~~*How usually / sometimes / rarely do you go shopping?*~~

Comparative and superlative adjectives

Adjective	Comparative	Superlative
Most one-syllable adjectives	add <i>-er</i> fast – faster	add <i>-est</i> wild – wildest
One syllable with one vowel and ending in one consonant	double consonant and add <i>-er</i> big – bigger	double consonant and add <i>-est</i> fat – fattest
One syllable ending in <i>-e</i>	add <i>-r</i> rare – rarer	add <i>-st</i> large – largest
Adjectives of two or more syllables ending in <i>-y</i>	remove <i>-y</i> and add <i>-ier</i> heavy – heavier	remove <i>-y</i> and add <i>-iest</i> happy – happiest
All other adjectives of two or more syllables	put <i>more</i> before adjective artistic – more artistic	put <i>most</i> before adjective practical – most practical
Irregular	good – better bad – worse	good – best bad – worst

Use

Use comparative adjectives to compare two objects or people, or two groups of objects or people.

Safiya is taller than Nurken.

Use superlative adjectives to say that a person, object or group of people or objects, has the greatest amount of a characteristic, compared to everything else in that group.

Blue whales are the biggest animals in the world.



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Modifiers

Modifiers come after the verb *be*. We use them to describe the adjective.

I'm quite good at chess.

Samat isn't very keen on learning languages.

Present perfect: affirmative and negative

Affirmative	Negative
I have played. You have played.	I haven't played. You haven't played.
He has played. She has played. It has played.	He hasn't played. She hasn't played. It hasn't played.
We have played. You have played. They have played.	We haven't played. You haven't played. They haven't played.

Note that in spoken and informal written English contracted forms are usually used.

I've had lunch.

He's been to Spain.

Use

Use the present perfect to describe an experience in our lives before now.

I have never touched a snake. (so I don't know what they feel like)

Use the present perfect to describe news or a change in a situation.

She has broken her arm. (so she can't play tennis at the moment)

Don't use the present perfect to say exactly when a past action happened. In this case use the past simple.

I went to Karagandy last week.

NOT ~~*I have been to Karagandy last week.*~~

Use *ever* and *never* with the present perfect to ask and talk about experiences. *Ever* and *never* come before the past participle.

Have you ever been to Greece? (= at any time in your life)

He has never eaten Chinese food. (= not at any time in his life)

Never means 'not ever'.

I haven't ever done that. (= I've never done that.)

We normally use *ever* with questions, and *never* with positive verbs.

He has never seen the sea.

NOT ~~*He hasn't never seen the sea.*~~

Present perfect: questions

Questions	Short answers	
	Affirmative	Negative
Have I won?	Yes, I have.	No, I haven't.
Have you won?	Yes, you have.	No, you haven't.
Has he won?	Yes, he has.	No, he hasn't.
Has she won?	Yes, she has.	No, she hasn't.
Has it won?	Yes, it has.	No, it hasn't.
Have we won?	Yes, we have.	No, we haven't.
Have you won?	Yes, you have.	No, you haven't.
Have they won?	Yes, they have.	No, they haven't.

Question words go before the verb *have*.

What have you done? NOT ~~*What you've done?*~~

Where has she been? NOT ~~*Where she's been?*~~

so and because

Use *so* to give a reason and *because* to explain a result. Use a comma before *so*, but not before *because*.

I was ill, so I didn't go to school.

I wasn't at school because I was ill.



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Imperatives

Affirmative imperatives use the base form of the verb.

Do your homework. NOT ~~To do your homework.~~

The form is the same, if the instruction is for one person or more than one.

Aru, do the washing up! **Aru and Umit, tidy your rooms!**

Negative imperatives use *don't* + the base form.

Don't forget to phone me!

NOT ~~No forget to phone me!~~

This includes the verb *be*, but this is the only time we use *don't* before the verb *be*.

Don't be late!

In imperative sentences we don't use the subject pronoun.

Come here! NOT ~~You come here!~~

Don't eat in here. NOT ~~You don't eat in here.~~

Use

We use imperatives to give an instruction or order to do or not to do something, and to give advice.

Talk to the manager. **Don't listen to him.**

be going to

Affirmative	Negative
I'm going to win.	I'm not going to win.
You're going to win.	You aren't going to win.
He's / She's / It's going to win.	He / She / It isn't going to win.
We're / You're / They're going to win.	We / You / They aren't going to win.

Use

be going to is used to talk about a definite plan to do

(or not do) something in the future.

We're going to buy a house.

She isn't going to watch the match.

be going to: questions

Questions			Answers
	Am	I	Yes, you are. / No, you aren't.
	Is	he / she / it	Yes, he / she / it is. No, he / she / it isn't.
	Are	we / you / they	going to sleep? Yes, we / you / they are. going to eat? No, we / you / they aren't.
Where	is	she	She's going to sleep in her room.
What	are	we	You're going to eat pizza.

We don't use short forms for positive short answers.

Is he playing today? **Yes, he is.** NOT ~~Yes, he's.~~

Present continuous for future arrangements

Use

The present continuous is used to describe future events we have decided and fixed.

I'm meeting my friends this evening.

NOT ~~I will meet my friends this evening.~~

They're moving to Mongolia in July.

NOT ~~They move to Mongolia in July.~~

The present continuous is often used with a time expression.

We're getting married next month / tomorrow.

Passive Forms

The passive voice is used to change the focus from the subject to the object of the sentence. Its structure is made by using the verb to be + the main verb in past participle.

I make breakfast = The breakfast is made (by me)



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will and won't

Affirmative	Negative
I'll buy a house. You'll buy a house.	I won't buy a house. You won't buy a house.
He'll buy a house. She'll buy a house. It'll buy a house.	He won't buy a house. She won't buy a house. It won't buy a house.
We'll buy a house. You'll buy a house. They'll buy a house.	We won't buy a house. You won't buy a house. They won't buy a house.

The affirmative form is *will* + the base form.

Alikhan will be fifteen next month.

The negative form is *won't* (*will not*) + the base form.

Olga won't be late. NOT ~~*Olga won't to be late.*~~

Questions	Short answers	
	Affirmative	Negative
Will I understand?	Yes, I will.	No, I won't.
Will you understand?	Yes, you will.	No, you won't.
Will he understand?	Yes, he will.	No, he won't.
Will she understand?	Yes, she will.	No, she won't.
Will it understand?	Yes, it will.	No, it won't.
Will we understand?	Yes, we will.	No, we won't.
Will you understand?	Yes, you will.	No, you won't.
Will they understand?	Yes, they will.	No, they won't.

Don't use the contracted form in positive short answers.

Will Nurlan be there? *Yes, he will.* NOT ~~*Yes, he'll.*~~

Question words go before *will*.

What will people eat in the future?

Use

Use *will* and *won't* to make future predictions.

She'll win the tennis match tomorrow.

We won't move to a different house.

will and be going to

Use

We use *be going to* to talk about definite future plans which we have decided. We use *will* to talk about predictions for the future, our ideas and expectations, and things which are not certain.

Plan: *He's going to meet his friends.*

Prediction: *Maybe my team will lose.*

First conditional

Action	Result
If I walk slowly, If you walk slowly,	I'll arrive late. you'll arrive late.
If he runs quickly, If she runs quickly, If it runs quickly,	he'll arrive at two o'clock. she'll arrive at two o'clock. it'll arrive at two o'clock.
If we go by car, If you go by car, If they go by car,	we'll arrive early. you'll arrive early. they'll arrive early.

The first conditional is formed with *if* + present simple clause, + *will* clause.

If you come to town, I'll meet you.

Conditional sentences can start with the action:
If you learn English, you'll understand American films.

or with the result:
You'll understand American films if you learn English.

We can use the negative form in the action, the result, or both parts of the sentence.

If I don't leave now, I won't meet Amir at the station.

Make first conditional questions with *will* in front of the subject in the result clause.

Will you help me if I give you some money?

NOT ~~*Do you help me ... ?*~~

If I give you some money, will you help me?

NOT ~~*If I will give you ...*~~

Use

Use the first conditional to predict the result of an action.

We use it to talk about things that we think might happen in the future, and things we think are possible.

Expressing probability

Use the adverbs *probably* or *definitely* to say how likely you think an event is to happen.

She'll definitely win the game.

I disagree! I think she'll probably lose.

In the affirmative form, adverbs go after the verb *will*. In the negative form, adverbs go before the verb *won't*.

Malik will definitely be in the team.

NOT ~~*Malik definitely will be in the team.*~~

Alisa probably won't play today.

NOT ~~*Alisa won't probably play today.*~~

Phonetic symbols

Vowels

/i/	happy	/ɜ:/	her	/ʌ/	mum	/ɪə/	here
/ɪ/	it	/ɒ/	not	/eɪ/	day	/eə/	wear
/i:/	he	/ɔ:/	four	/aɪ/	why	/ʊə/	tourist
/æ/	flag	/ʊ/	look	/ɔɪ/	noisy		
/ɑ:/	art	/u:/	you	/aʊ/	how		
/e/	egg	/ə/	sugar	/əʊ/	go		

Consonants

/p/	pen	/dʒ/	job	/ʃ/	she	/r/	radio
/b/	big	/f/	food	/z/	television	/j/	yes
/t/	two	/v/	very	/h/	house	/w/	we
/d/	dog	/θ/	think	/m/	meat		
/k/	can	/ð/	then	/n/	now		
/g/	good	/s/	speak	/ŋ/	sing		
/tʃ/	beach	/z/	zoo	/l/	late		

Check what you know / Білетініңізді тексеріңіз / Проверьте, что вы знаете

 aunt (n)	/a:nt/	апай, жеңге	тетя
 book (n)	/bʊk/	кітап	книга
 brother (n)	/'brʌðə(r)/	аға, іні	старший брат, младший брат
 child (n)	/'tʃaɪld/	бала	ребенок
 class (n)	/kla:s/	сынып	класс
 cousin (n)	/'kʌzn/	немере аға немесе әпке (іні, қарындас)	двоюродный брат или сестра
 daughter (n)	/'dɔ:tə(r)/	қыз	дочь
 difficult (adj)	/'dɪfɪkəlt/	күрделі, қиын	сложный
 English (n)	/'ɪŋglɪʃ/	ағылшын тілі	английский язык
 exam (n)	/'ɪg'zæm/	емтихан	экзамен
 exercise (n)	/'eksəsaɪz/	жаттығу	упражнение
 family (n)	/'fæməli/	отбасы	семья
 fan (n)	/'fæn/	желдеткіш	вентилятор
 father (n)	/'fɑ:ðə(r)/	әке	отец
 flat (adj)	/'flæt/	жайпақ (тәрелке), жазық (жер)	плоский
 French (n)	/'frentʃ/	француз тілі	французский язык
 friend (n)	/'frend/	дос	друг
 geography (n)	/'dʒi'ɒgrəfi/	жағрапия	география
 good (adj)	/'gʊd/	жақсы	хороший
 granddaughter (n)	/'grændɔ:tə(r)/	немере қыз, жиен қыз	внучка
 grandfather (n)	/'grænfɑ:ðə(r)/	ата	дедушка
 grandmother (n)	/'grænmʌðə(r)/	әже	бабушка
 grandparent (n)	/'grænpəərənt/	ата-әже	бабушка или дедушка
 grandson (n)	/'grænsʌn/	немере	внук
 gym (n)	/'dʒɪm/	тренажерлық зал	тренажерный зал
 history (n)	/'hɪstri/	тарих	история

homework (n)	/ˈhəʊmwɜːk/	үй тапсырмасы	домашнее задание
husband (n)	/ˈhʌzbənd/	жұбайы, ері	муж
ICT (n)	/ˌaɪˌsiːˈtiːz/	АКТ	ИКТ
interesting (adj)	/ˈɪntrəstɪŋ/	қызық	интересный
laboratory (n)	/ləˈbɒrətəri/	зертхана	лаборатория
maths (n)	/mæθs/	математика	математика
mother (n)	/ˈmʌðə(r)/	ана	мать
music (n)	/ˈmjuːzɪk/	музыка	музыка
neat (adj)	/niːt/	ұқыпты, жинақы	аккуратный
nephew (n)	/ˈnefjuː/	жиен	племянник
nice (adj)	/naɪs/	сүйкімді, тартымды, аяулы	милый, хороший
niece (n)	/niːs/	қарындас, сіңлі, жиен	племянница
note (n)	/nəʊt/	ескертпе	заметка
parent (n)	/ˈpeərənt/	ата-ана	родитель
partner (n)	/ˈpɑːtnə(r)/	серіктес	партнер
PE (n)	/ˌpiːˈiːz/	дене шынықтыру	физкультура
room (n)	/ruːm/	бөлме	комната
science (n)	/ˈsaɪəns/	ғылым	наука
sister (n)	/ˈsɪstə(r)/	апа, әпке	сестра
son (n)	/sʌn/	ұлы	сын
strict (adj)	/strikt/	қатаң	строгий
study (v)	/ˈstʌdi/	оқу	учить
teacher (n)	/ˈtiːtʃə(r)/	мұғалім	учитель
topic (n)	/ˈtɒpɪk/	тақырып	тема
translate (v)	/trænsˈleɪt/	аудару	переводить
twin (n)	/twɪn/	егіз	близнец
wife (n)	/waɪf/	әйелі, жары, зайыбы	жена
writing (n)	/ˈraɪtɪŋ/	жазу барысында	процесс написания

Unit 1 / 1-ші модуль / Модуль 1

a few (det)	/əˈfjuː/	бірнеше	несколько
afternoon (n)	/ɑːftəˈnuːn/	түстен кейінгі уақыт	послеобеденное время
ambitious (adj)	/æmˈbɪʃəs/	атаққұмар	честолюбивый
approximate (adj)	/əˈprɒksɪmət/	шамамен	приблизительный
arrogant (adj)	/əˈrɒɡənt/	тәкаппар	высокомерный
billion (n)	/ˈbɪljən/	миллиард	миллиард
blog (n)	/blɒɡ/	блог	блог
bowl (n)	/bɔːl/	тостаған	чаша
call (v)	/kɔːl/	телефон соғу	звонить
cave house (n)	/keɪv haʊs/	үңгір үйі	пещерный дом
century (n)	/ˈsentʃəri/	ғасыр, жүз жылдық	век, столетие
chalet (n)	/ˈʃæleɪ/	шале	шале
chess (n)	/tʃes/	шахмат	шахматы
claustrophobia (n)	/klɔːstrəˈfəʊbiə/	клаустрофобия	клаустрофобия
cook (v)	/kʊk/	тамақ дайындау	готовить пищу
cooking (n)	/ˈkʊkɪŋ/	тамақ дайындау	приготовление пищи
cost (v)	/kɒst/	тұру (ақшалай баға)	стоить
cottage (n)	/ˈkɒtɪdʒ/	коттедж	коттедж
couple (n)	/ˈkʌpl/	жұп	пара
creative (adj)	/kriˈeɪtɪv/	шығармашылық, шығармашыл адам	творческий
cycling (n)	/ˈsaɪklɪŋ/	велоспорт	велоспорт
dancing (n)	/ˈdɑːnsɪŋ/	би	танцы

death (n)	/deθ/	өлім	смерть
decade (n)	/'dekeɪd/	он жылдық	десятилетие
dozen (n)	/'dɒzn/	он екі	дюжина
easy-going (adj)	/'i:zi 'gəʊɪŋ/	уайымсыз, жайбарақат	беззаботный
egg (n)	/eg/	жұмыртқа	яйцо
enough (det)	/'ɪnʌf/	жеткілікті	достаточно
everybody (pron)	/'evrɪbɒdi/	барлық, бәрі	все
fear (n)	/'fiə(r)/	қорқыныш	страх
fewer (adj)	/'fju:ə(r)/	аз, кем	меньше
fishing (n)	/'fɪʃɪŋ/	балық аулау	рыбалка
fortune (n)	/'fɔ:ʃu:n/	бақ, сәттілік	удача, богатство
friendly (adj)	/'frendli/	достық, жылы шырайлы	дружеский, дружелюбный
funny (adj)	/'fʌni/	күлкілі	смешной
generous (adj)	/'dʒenərəs/	жомарт	щедрый
help (v)	/help/	көмектесу, жәрдемдесу	помогать
helpful (adj)	/'helpfl/	пайдалы, көмектесуге дайын	полезный, готовый помочь
hiking (n)	/'haɪkɪŋ/	серуендеу	пешеходная прогулка
hour (n)	/'aʊə(r)/	сағат	час
however (adv)	/'haʊ'evə(r)/	бірақ, дегенмен	однако, тем не менее
hundred (n)	/'hʌndrəd/	жүз	сто
igloo (n)	/'ɪgloo/	иглу	иглу
impatient (adj)	/'ɪm'peɪʃnt/	шыдамсыз	нетерпеливый
Japanese (adj)	/'dʒæpə'nɪz/	жапондық	японский
kilometre (n)	/'kɪləmi:tə(r), kɪ'lɒmɪtə(r)/	километр	километр
kind (adj)	/'kaɪnd/	мейірімді	добрый
Last Supper (n)	/'lɑ:st 'sʌpə(r)/	құпия кездесу	Тайная вечеря
laugh (n)	/'lɑ:f/	күлкі, күлу	смех, смеяться
look (v)	/'lʊk/	қарау	смотреть
lucky (adj)	/'lʌki/	жолы болғыш, сәтті	удачливый
marathon (n)	/'mæɾəθən/	марафон	марафон
mean (adj)	/'mi:n/	орташа, сараң	посредственный, скупой
millennium (n)	/'mɪ'leniəm/	мың жылдық	тысячелетие
million (n)	/'mɪljən/	миллион	миллион
minute (n)	/'mɪnɪt/	минут	минута
modest (adj)	/'mɒdɪst/	кішіпейіл, қарапайым	скромный
money (n)	/'mʌni/	ақша	деньги
month (n)	/'mʌnθ/	ай	месяц
moody (adj)	/'mu:di/	қабағы қатыңқы	с изменчивым настроением, угрюмый
need (v)	/'ni:d/	мұқтаж болу, талап етілу	иметь надобность, требоваться
need (n)	/'ni:d/	қажеттілік	необходимость
negative (adj)	/'negətɪv/	жағымсыз, нашар	отрицательный
never (adv)	/'nevə(r)/	ешқашан	никогда
nobody (pron)	/'nəʊbədi/	ешкім	никто
nought (n)	/'nɔ:t/	дым, ештеңе	ничто, ноль
orange (n)	/'ɒrɪndʒ/	апельсин	апельсин
outgoing (adj)	/'aʊt 'gəʊɪŋ/	көпшіл адам	общительный
painting (n)	/'peɪntɪŋ/	көркем сурет, сурет өнері	живопись
party (n)	/'pa:ti/	партия, сауық кеш	партия, вечеринка
patient (adj)	/'peɪʃnt/	шыдамды, төзімді	терпеливый
planet (n)	/'plænit/	ғаламшар, планета	планета
positive (adj)	/'pɒzətɪv/	жақсы; оң; оңды; оңтайлы	положительный
price (n)	/'praɪs/	баға	цена

prosperity (n)	/prɒ'sperəti/	гүлдену, өркендеу, амандық, саулық	процветание, благополучие
quarter (n)	/'kwɔ:tə(r)/	ширек, тоқсан	четверть
reading (n)	/'ri:dɪŋ/	оқу	чтение
recipe (n)	/'resəpi/	рецепт	рецепт
second (n)	/'sekənd/	екінші	второй
serious (adj)	/'sɪəriəs/	байсалды, байыпты	серьезный
shopping (n)	/'ʃɒpɪŋ/	дүкен аралау	шоппинг, посещение магазинов
shy (adj)	/ʃaɪ/	кішіпейіл, ұялшақ	скромный, застенчивый
similar (adj)	/'sɪmələ(r)/	ұқсас	подобный
singing (v)	/'sɪŋɪŋ/	ән айту	пение
skiing (n)	/'ski:ɪŋ/	шаңғы спорты	лыжный спорт
space travel (n)	/'speɪs ,trævl/	ғарыш саяхаты	космические путешествия
superstition (n)	/su:pə'stɪʃn/	ырым	суеверие
superstitious (adj)	/su:pə'stɪʃəs/	ырымшыл	суеверный
swimming (n)	/'swɪmɪŋ/	жүзу	плавание
thousand (n)	/'θaʊznd/	мың	тысяча
too (adv)	/tu:/	ол (да), мен (де), тым	тоже, слишком
unambitious (adj)	/ʌnæm'bɪʃəs/	атаққұмар емес	нечестолюбивый
unfriendly (adj)	/ʌn'frendli/	қырын қабақты	недружелюбный
unhelpful (adj)	/ʌn'helpfl/	пайдасыз	бесполезный
unimaginative (adj)	/ʌnɪ'mædʒɪnətɪv/	қиялдан айырылған	лишенный воображения
unlucky (adj)	/ʌn'lʌki/	сәтсіз, жолы болмайтын адам	неудачливый
visit (n)	/'vɪzɪt/	бару, қатынасу	посещение, визит
week (n)	/wi:k/	апта	неделя
year (n)	/'jɪə(r)/	жыл	год
yurt (n)	/'jɜ:t/	киіз үй	юрта

Unit 2 / 2-ші модуль / Модуль 2

a few (quan)	/ə fju:/	бір қатар, бірнеше	несколько (с исчисляемыми существительными)
a little (quan)	/ə 'lɪtl/	бірнеше, бірсыпыра, біршама	несколько (с неисчисляемыми существительными)
advertising (n)	/'ædvətaɪzɪŋ/	жарнама	реклама
against the rules to all (quan)	/ə'genst ðə ,ru:lz tə/	ережеге қарсы (бірдеңе істеу)	против правил (делать что-то)
allowed to	/ə'laʊd tə/	барлық	все
always (adv)	/'ɔ:lweɪz/	рұқсат етілген, ерік берілген	позволено
app (n)	/ap/	әрқашан	всегда
arrive (v)	/ə'raɪv/	қосымша, тіркеме	приложение
attractive (adj)	/ə'træktɪv/	келу	прибывать
bag (n)	/bæg/	тартымды	привлекательный
basic (adj)	/'beɪsɪk/	сөмке	сумка
both (quan)	/bəʊθ/	негізгі	базовый
bothered (about) (adj)	/'bɒðəd/	екеу, екі	оба
brand (n)	/'brænd/	мазасызданған	обеспокоенный (о)
bus pass (n)	/'bʌs ,pɑ:s/	марка, бренд	марка, бренд
careful (n)	/'keəfl/	автобуста жүру билеті	проездной билет на автобус
chat (n)	/tʃat/	ұқыпты, мұқият	аккуратный, тщательный
clothes (n)	/kloʊðz/	чат	чат
collect things (v)	/kə'lekt ,θɪŋz/	киім	одежда
company (n)	/'kʌmpəni/	заттарды жинау	собирать вещи
copy (v)	/'kɒpi/	компания	компания
designer label (n)	/'dɪ'zaɪnə ,leɪbl/	көшіру	копировать
		дизайнерлік затбелгі	дизайнерская этикетка

disorganised (adj)	/dɪs'ɔ:gənəɪzd/	ұйымдастырылмаған	неорганизованный
emoji (n)	/ɪ'məʊdʒi/	көңіл-күйді білдіретін символдар	символы для передачи настроения
essential (adj)	/ɪ'senʃl/	елеулі, маңызды	существенный, весьма важный
food (n)	/fu:d/	тамақ, ас	еда
glasses (n)	/'glɑ:sɪz/	көзілдірік	очки
go shopping (v)	/,gəʊ 'ʃɒpɪŋ/	сатып алу үшін бару	ходить за покупками
go swimming (v)	/,gəʊ 'swɪmɪŋ/	жүзуге бару	пойти поплавать
go to the cinema (v)	/,gəʊ tə ðə 'sɪnəmə/	киноға бару	ходить в кино
group (n)	/gru:p/	топ	группа
hardly ever (adv)	/'hɑ:dlɪ 'evə(r)/	бәлкім, бір кездері	едва ли когда-нибудь, почти никогда
ID card (n)	/,aɪ 'di: ,kɑ:d/	сәйкестендіру карточкасы, жеке куәлік	идентификационная карточка, удостоверение личности
jewellery (n)	/'dʒu:əlri/	зергерлік бұйымдар	ювелирные изделия
keen (on) (adj)	/'ki:n (,ɒn)/	айналысу (бір нәрсемен)	увлекающийся (чем-нибудь)
keep (v)	/ki:p/	ұстау	держатъ
key (n)	/ki:/	кілт	ключ
key ring (n)	/'ki: ,rɪŋ/	кілт сақина	брелок
keys (n)	/ki:z/	кілттер	ключи
laptop (n)	/'læptɒp/	ноутбук	ноутбук
library card (n)	/'laɪbrəri ,kɑ:d/	кітапханалық карточка	библиотечная карточка
listen to music (v)	/,lɪsn tə 'mju:zɪk/	музыка тыңдау	слушать музыку
lose (v)	/lu:z/	жеңілу, жоғалту	проиграть, потерять
mad (about) (adj)	/'mæd (ə ,baʊt)/	бір нәрсені өте жақсы көру	быть помешанным (на)
make-up (n)	/'meɪk ,ʌp/	макияж	макияж
manga (Japanese comic book) (n)	/'mæŋgə/	манга (жапондық комикс)	манга (японский комикс)
many (quan)	/'meni/	көп, біршама	много (с исчисляемыми существительными)
meet (v)	/mi:t/	қарсы алу	встречать
meet friends (v)	/,mi:t 'frendz/	достармен кездесу	встречаться с друзьями
message (n)	/'mesɪdʒ/	хабарлама	сообщение
metal detector (n)	/'metl dɪ ,tektə(r)/	металлодетектор	металлодетектор
mobile phone (n)	/,məʊbaɪl 'fəʊn/	ұялы телефон	мобильный телефон
monastery (n)	/'mɒnəstri/	монастырь	монастырь
monk (n)	/'mɒŋk/	монах	монах
much (quan)	/'mʌtʃ/	сан алуан	много (с неисчисляемыми существительными)
non-essential (adj)	/'nɒn ɪ'senʃl/	маңызсыз	несущественный
often (adv)	/'ɒfn, 'ɒftən/	жиі	часто
other (quan)	/'ʌðə(r)/	басқа	другой
organised (adj)	/'ɔ:gənəɪzd/	ұйымдастырылған	организованный
play computer games (v)	/,pleɪ kəm'pjʊ:tə ,geɪmz/	компьютерлік ойындарды ойнау	играть в компьютерные игры
play in a band (v)	/,pleɪ ,ɪn ə 'bænd/	музыкалық топта ойнау	играть в музыкальной группе
play sport (v)	/,pleɪ 'spɔ:t/	спортпен айналысу	заниматься спортом
possession (n)	/'pɒzəʃn/	иелік, меншік	владение
purse (n)	/'pɜ:s/	әмиян	кошелек
questionnaire (n)	/'kwestʃə'neə(r)/	сауалнама	анкета
read magazines and books (v)	/,ri:d məgə'zi:nz ənd 'bʊks/	журналдар мен кітаптар оқу	читать журналы и книги
reckon (v)	/'rekən/	есептесу, санау	считаться
remember (v)	/'rɪ'membə(r)/	есте сақтау, ұмытпау	помнить
robe (n)	/'rəʊb/	халат	халат

sandals (n)	/ˈsændlɪz/	жеңіл аяқ киім	сандалии
send (v)	/send/	жіберу, жөнелту	отправлять
sensible (adj)	/ˈsensəbl/	ақылға қонымды, салмақты	здоровомыслящий, практичный
sentimental (adj)	/sentɪˈmentl/	сентименталды, қылықты	сентиментальный, чувствительный
smartphone (n)	/ˈsmɑːtfəʊn/	смартфон	смартфон
sometimes (adv)	/ˈsʌmtaɪmz/	кейде	иногда
stand (v)	/stænd/	тұру	стоять
sunglasses (n)	/ˈsʌŋɡlaːsɪz/	күннен қорғайтын (қара) көзілдірік	солнцезащитные очки
supposed to	/səˈpəʊst tə/	болжау (бір нәрсе істеу үшін), жобалау	предполагать (что-либо делать)
surf the internet (v)	/ˌsɜːf ði ˈɪntənət/	интернетте отыру, интернетті шарлау	сидеть в интернете, бороздить интернет
tablet (n)	/ˈtæblət/	планшет	планшет
take photos (v)	/ˌteɪk ˈfəʊtəʊz/	суретке түсіру	делать фотографии
ticket (n)	/ˈtɪkɪt/	билет	билет
tie (n)	/taɪ/	галстук	галстук
trainers (n)	/ˈtreɪnəz/	кроссовка	кроссовки
trendy (adj)	/ˈtrendi/	сәнді	модный
umbrella (n)	/ʌmˈbrelə/	қолшатыр	зонтик
usually (adv)	/ˈjuːʒuəli/	әдетте	обычно
wallet (n)	/ˈwɒlɪt/	әмиян	бумажник
watch (n)	/wɒtʃ/	қол сағат	часы
watch TV (v)	/ˌwɒtʃ ˈtiː ˈviː/	теледидар қарау	смотреть телевизор
website (n)	/ˈwebsaɪt/	веб-сайт	веб-сайт

Unit 3 / 3-ші модуль / Модуль 3

adventurer (n)	/ədˈventʃərə(r)/	авантюрист	авантюрист
armchair (n)	/ˈɑːmʃeə(r)/	кресло	кресло
attack (n)	/əˈtæk/	шабуыл	атака
baby	/ˈbeɪ.bi/	сәби, бала	младенец, ребенок
balcony (n)	/ˈbælkəni/	балкон	балкон
bath (n)	/bɑːθ/	ванна бөлмесі	ванная
bed (n)	/bed/	кереует	кровать
behind (prep)	/bɪˈhaɪnd/	артында	позади
between (prep)	/bɪˈtwɪn/	арасында	между
bookcase (n)	/ˈbʊkkeɪs/	кітап шкафы	книжный шкаф
breakfast (n)	/ˈbrekfəst/	таңғы ас	завтрак
busy (adj)	/ˈbɪzi/	жұмысбасты	занятой
camel (n)	/ˈkæml/	түйе	верблюд
cathedral (n)	/kəˈθiːdrəl/	шіркеу	собор
celebrity (n)	/səˈlebrəti/	атақты адам, даңқтылық	знаменитость
chair (n)	/tʃeə(r)/	орындық	стул
chest of drawers (n)	/ˌtʃest əv ˈdrɔːz/	тартпалы шкаф	комод
clean the car (v)	/ˌkliːn ðə ˈkɑː(r)/	машинаны тазалау	чистить машину
clean the floor (v)	/ˌkliːn ðə ˈflɔː(r)/	еден жуу	мыть пол
clear the table (v)	/ˌkliːə ðə ˈteɪbl/	үстелдің үстін жинау	убирать со стола
climb (v)	/klaɪm/	өрмелеп шығу	взбираться
convertible (n)	/kənˈvɜːtəbl/	кабриолет	кабриолет
cry (v)	/kraɪ/	жылау	плакать
cupboard (n)	/ˈkʌbəd/	ыдыс шкафы	шкаф для посуды
describe (v)	/dɪˈskraɪb/	суреттеу	описывать
desk (n)	/desk/	үстел	стол
destination (n)	/ˌdestɪˈneɪʃn/	баратын жер	пункт прибытия

dinner (n)	/ˈdɪnə(r)/	кешкі ас	ужин
do the ironing (v)	/,du: ði 'aɪəniŋ/	киім үтіктеу	гладить одежду
do the shopping (v)	/,du: ðə 'ʃɒpiŋ/	сатып алу	делать покупки
do the vacuuming (v)	/,du: ðə 'vækjuəmiŋ/	шаң сорғыту	пылесосить
do the washing-up (v)	/,du: ðə ,wɒʃiŋ 'ʌp/	ыдыс жуу	мыть посуду
email (n)	/'i:meɪl/	электронды пошта	электронная почта
forever (adv)	/fə'evə(r)/	мәңгі-бақи	навсегда
furniture (n)	/'fɜ:niʃə(r)/	жиһаз	мебель
grow (v)	/grəʊ/	өсу	расти
holiday home (n)	/'hɒlədeɪ ,həʊm/	демалыс үйі	дом отдыха
ideal (adj)	/aɪ'di:əl/	мінсіз	идеальный
in front of (prep)	/,ɪn 'frʌnt əv/	алдында	перед
journey (n)	/'dʒɜ:ni/	саяхат	путешествие
lamp (n)	/læmp/	шам	лампа
light (n)	/laɪt/	жарық	свет
living room (n)	/'lɪvɪŋ ,ru:m/	төр бөлме	гостиная
lunch (n)	/lʌntʃ/	түскі ас	обед
magazine (n)	/mægə'zi:n/	журнал	журнал
make your bed (v)	/,meɪk ,jɔ: 'bed/	төсекті жинау	заправлять кровать
metaphor (n)	/'metəfə(r)/	метафора, теңеу	метафора
microwave (n)	/'maɪkrəweɪv/	қысқа толқынды пеш	микроволновая печь
mirror (n)	/'mɪrəʊ(r)/	айна	зеркало
modern (adj)	/'mɒdn/	заманауи	современный
mountaineering (n)	/,maʊntə'niəriŋ/	альпинизм	альпинизм
mountain range (n)	/'maʊntən reɪndʒ/	тау жотасы	горный хребет
near (prep)	/niə(r)/	жақын маңда, қасында	около, возле, вблизи
next to (prep)	/'neks ,tu:, tə/	жанында, қасында,	рядом с
nomad (n)	/'nəʊmæd/	көшпенді	кочевник
on (prep)	/ɒn/	үстінде, үстіне,	на
outside (prep)	/aʊt'saɪd/	тыс, тысқары, сыртында	вне, за пределами
peak (n)	/pi:k/	шың	пик
picture (n)	/'pɪktʃə(r)/	сурет, фотография	картина, рисунок, фотография
poem (n)	/'pəʊɪm/	өлең, тақпақ, поэма	стихотворение, поэма
rafting (v)	/'rɔ:ftɪŋ/	рафтинг	рафтинг
rain (v)	/reɪn/	жаңбыр	дождь
repeat (v)	/'ri:pi:t/	қайталау	повторять
rhyme (v)	/raɪm/	ұйқастыру	рифмовать
road (n)	/rəʊd/	жол	дорога
safe (adj)	/seɪf/	қауіпсіз	безопасный
say (v)	/seɪ/	айту, сөйлеу	говорить
skate (v)	/skeɪt/	коньки тебу	кататься на коньках
shower (n)	/'ʃaʊə(r)/	себезгі	душ
ski (v)	/ski:/	шаңғы тебу	кататься на лыжах
skis (n)	/ski:z/	шаңғы	лыжи
sleep (v)	/sli:p/	ұйықтау	спать
snowboard (v)	/'snəʊbɔ:d/	сноуборд	сноуборд
sofa (n)	/'səʊfə/	диван	диван
suppose (v)	/sə'pəʊz/	болжау	предполагать
syllable (n)	/'sɪləbl/	буын	слог
table (n)	/'teɪbl/	үстел	стол
take out the rubbish (v)	/'teɪk ,aʊt də 'rʌbɪʃ/	қоқыс шығару	выносить мусор
take the dog for a walk (v)	/'teɪk ðə 'dɒg fə' ə ,wɔ:k/	итті қыдырту	выводить собаку на прогулку
tell	/tel/	айту, сөйлеу	говорить, рассказывать

tidy / clean your room (v)	/ˈtaɪdi, ˌkliːn ˌjɔː ˈruːm/	өз бөлмесін жинау	убирать в своей комнате
tour (n)	/tuə(r)/	тур	тур
travel agency (n)	/'trævl eɪdʒənsi/	саяхат агенттігі	туристическое агенство
trekking (n)	/'trekiŋ/	тау туризмі	горный туризм
tunnel (n)	/'tʌnl/	туннель, үңгіртау	туннель
under (prep)	/'ʌndə(r)/	астында	под
verse (n)	/vɜːs/	өлең жолы	стихотворная строка
view (n)	/vjuː/	түр, көрініс	вид
wardrobe (n)	/'wɔːdrəʊb/	көйлек-көншек шкафы	платьяной шкаф
wash (v)	/wɒʃ/	жуу, кір жуу	мыть, стирать
washing machine (n)	/'wɒʃɪŋ məˌʃiːn/	кір жуғыш машина	стиральная машина
window (n)	/'wɪndəʊ/	терезе	окно
write (v)	/raɪt/	жазу	писать

Unit 4 / 4-ші модуль / Модуль 4

across (prep)	/ə'krɒs/	қарама-қарсы жағында	на противоположной стороне
after (that) (adv)	/ˌɑːftə '(ðæt)/	артынан, кейін, соңынан, соң	после (этого)
amazing (adj)	/ə'meɪzɪŋ/	таңғажайып, таңғаларлық	удивительный
astronaut (n)	/'astrɒnɔːt/	астронавт, ғарышкер	астронавт, космонавт
base jumping (n)	/'beɪs ˌdʒʌmpɪŋ/	бейс-джампинг (биік жерден парашютпен секіру: биік ғимарат, мұнара, көпір, құздан)	бейс-джампинг (прыжки с парашютом с неподвижного объекта: высотного здания, башни, моста, скалы)
build (v)	/bɪld/	строить	салу
by (prep)	/baɪ/	арқылы	посредством (чего-либо)
carriage (n)	/'kærɪdʒ/	вагон	вагон
castle (n)	/'kɑːsl/	қорған, бекініс	замок
cause (v)	/kɔːz/	себеп болу	быть причиной
ceremony (n)	/'serəməni/	рәсім, салтанат	церемония
climb (v)	/klaɪm/	өрмелеп шығу	взбираться
coach (n)	/kəʊtʃ/	жаттықтырушы	тренер
cosmodrome (n)	/kɒzmə'drəʊm/	космодром	космодром
crowd (n)	/kraʊd/	жиын, тобыр	толпа
cycle (v)	/'saɪkl/	велосипед тебу	ездить на велосипеде
dentist (n)	/'dentɪst/	тіс дәрігері	стоматолог
dangerous (adj)	/'deɪndʒərəs/	қауіпті	опасный
daredevil (n)	/'deədɛvɪl/	тентек, ержүрек	сорвиголова, смельчак
desert (n)	/'dezət/	шөл дала	пустыня
dive (v)	/daɪv/	сүңгу, суға секіру	нырять, погружаться в воду
diver (n)	/'daɪvə(r)/	сүңгігіш, сүңгуір	нырьяльщик, водолаз
diving board (n)	/'daɪvɪŋ ˌbɔːd/	суға секіру тұғыры	трамплин для прыжков в воду
down (prep)	/daʊn/	төмен, төмен қарай	вниз
dream (n)	/driːm/	ұйқы, арман	сон, мечта
expect (v)	/'ɪk'spekt/	күту	ожидать
fall (v)	/fɔːl/	құлау	падать
fall down / over (v)	/'fɔːl 'daʊn, 'əʊvə(r)/	құлау, сүріну	падать / опрокидываться, спотыкаться
falls (n)	/fɔːlz/	сарқырама	водопад
finally (adv)	/'faɪnəli/	ең соңында, ақыр аяғында	в конце концов
first (adj)	/'fɜːst/	бірінші	первый
fly (v)	/flaɪ/	ұшу	летать
forest (n)	/'fɒrɪst/	орман	лес
galaxy (n)	/'galəksi/	галактика	галактика
gravity (n)	/'gravəti/	гравитация	гравитация

happen (v)	/ˈhæpən/	болу	случаться, происходить
helicopter (n)	/ˈhelɪkɔptə(r)/	тікұшақ	вертолёт
helmet (n)	/ˈhelmt/	шлем, каска	шлем, каска
hit (v)	/hɪt/	соғу, ұру	ударить
howl (v)	/haʊl/	ұлу	выть
into (prep)	/ˈɪntuː, ˈɪntə/	(-да, -де, -та, -те) жалғаулары	в
jump (v)	/dʒʌmp/	секіру	прыгать
lake (n)	/leɪk/	көл	озеро
last (adv)	/lɑːst/	соңында	в конце
launch (n)	/lɔːntʃ/	іске қосу, ұшыру	запуск
launch (v)	/lɔːntʃ/	запуск қ	іске қосу
locate (v)	/ləʊˈkeɪt/	найты	табу
litre (n)	/ˈlɪtə(r)/	литр	литр
meal (n)	/miːl/	тамақ	еда
medical school (n)	/ˈmedɪkl ˌskuːl/	медициналық мектеп	медицинская школа
memorable (adj)	/ˈmemərəbl/	есте қаларлық, ұмытылмас, естелік	памятный
moon (n)	/muːn/	ай	луна
mountains (n)	/ˈmaʊntɪnz/	таулар	горы
move (v)	/muːv/	қозғалу, жылжу	двигаться, перемещаться
name (v)	/neɪm/	название	атау
ocean (n)	/ˈəʊʃn/	мұхит	океан
off (prep)	/ɒf/	(-дан; -ден; -нан; -нен; -тан; -тен) жалғаулары	от, с
over (prep)	/ˈəʊvə(r)/	жоғары; жоғарыда; үстінде	над, через
planet (n)	/ˈplænɪt/	планета, ғаламшар	планета
pole (n)	/pəʊl/	полюс, бағана,	полюс, столб, шест
president (n)	/ˈprezɪdənt/	президент	президент
record (v)	/rɪˈkɔːd/	жазу	записывать
river (n)	/ˈrɪvə(r)/	өзен	река
roar (v)	/rɔː(r)/	ақыру, ырылдау	реветь, рычать
rope (n)	/rəʊp/	жіп	веревка
run around (v)	/ˌrʌn əˈraʊnd/	олай-бұлай жүгіру, сенімсіз болу	бесцельно бегать туда-сюда, быть нерешительным
sail (v)	/seɪl/	желкенін көтеріп жүру	ходить под парусами
satellite (n)	/ˈsætələɪt/	спутник, серік	спутник
scary (adj)	/ˈskeəri/	сескеншек, сұмдық, қорқынышты	пугливый, жуткий
sea (n)	/siː/	теңіз	море
select (v)	/sɪˈlekt/	выбрать	таңдау
send (v)	/send/	отправить	жіберу
show (n)	/ʃəʊ/	шоу	шоу
site (n)	/saɪt/	жер телімі, сайт	участок, сайт
skateboard (n)	/ˈskeɪtbɔːd/	скейтборд	скейтборд
spacecraft (n)	/ˈspeɪskrɑːft/	ғарыш аппараты	космический аппарат
stairs (n)	/steəz/	баспалдақ	лестница
star (n)	/stɑː(r)/	жұлдыз	звезда
stunt (n)	/stʌnt/	каскадер трюгі, каскадер	каскадерский трюк, каскадер
sun (n)	/sʌn/	күн	солнце
swim (v)	/swɪm/	жүзу	плавать
taxi (n)	/ˈtæksi/	такси	такси
then (adv)	/ðen/	онда, олай болса,	тогда, затем
through (prep)	/θruː/	арқылы, соң, кейін	через
ticket (n)	/ˈtɪkɪt/	билет	билет
tightrope (n)	/ˈtaɪtrəʊp/	керілген арқан	натянутый канат

toy (n)	/tɔɪ/	ойыншық	игрушка
train (n)	/treɪn/	поезд	поезд
train (v)	/treɪn/	оқыту, үйрету, жаттықтыру	обучать, тренировать
trick (n)	/trɪk/	трюк	трюк
up (prep)	/ʌp/	жоғары; жоғары қарай	вверх
valley (n)	/'væli/	алқап	долина
walk (v)	/wɔ:k/	жаяу жүру	ходить пешком
Well done! (exc)	/,wel 'dʌn/	жарайсың!	Молодец!
with (prep)	/wɪd/	-дан; -ден; -нан; -нен; -тан; -тен; -мен; -пен	с
wolf (n)	/wʊlf/	қасқыр	волк
wolves (n)	/wʊlvz/	қасқырлар	волки
You're kidding! (exc)	/,jɔ: 'kɪdɪŋ/	Сен әзілдеп тұрсың ба?	Ты что, шутишь?

Unit 5 / 5-ші модуль / Модуль 5

adapt (v)	/'ædæpt/	бейімделу	адаптироваться
advice (n)	/'æd'vaɪs/	кеңес	совет
angrily (adv)	/'æŋgrəli/	ашуланып	сердито
angry (adj)	/'æŋgrɪ/	ашулы, ызалы	сердитый, разгневанный
as soon as (adv)	/'æz 'su:n əz/	істеген, келген бойда	как только
asleep (adj)	/'ə'sli:p/	ұйықтап жатыр	спящий
awake (adj)	/'ə'weɪk/	ояу	бодрствующий
beach (n)	/'bi:tʃ/	жағажай	пляж
bird (n)	/'bɜ:d/	құс	птица
brave (adj)	/'breɪv/	батыл, ержүрек	храбрый
builder (n)	/'bɪldə(r)/	құрылысшы	строитель
calmly (adv)	/'kɑ:mli/	сабырлы	спокойно
careful (adj)	/'keəfl/	сақ	осторожный
carefully (adv)	/'keəfəli/	мұқият	тщательно
careless (adj)	/'keələs/	ұқыпсыз	беспечный
celebrate (v)	/'seləbreɪt/	тойлау	праздновать
chapter (n)	/'tʃæptə(r)/	бөлім	глава
coal (n)	/'kəʊl/	көмір	уголь
colourful (adj)	/'kʌləfl/	бояу, көркем	красочный
comfortable (adj)	/'kɒmfətəbl/	жайлы	комфортный
crash (v)	/'kræʃ/	сындыру	разбивать
critic (n)	/'krɪtɪk/	сыншы	критик
diary (n)	/'daɪəri/	күнделік	дневник
different (adj)	/'dɪfrənt/	әр түрлі	разные
dog (n)	/'dɒg/	ит	собака
fearful (adj)	/'fɪəfl/	қорқынышты	страшный
fearless (adj)	/'fɪələs/	батыл	бесстрашный
folk story (n)	/'fəʊk 'stɔ:ri/	халық ертегісі	народная сказка
for (prep)	/'fɔ(r)/	үшін	для
gate (n)	/'geɪt/	қақпа	ворота
go on (phr v)	/'gəʊ ɒn/	әрі қарай	продолжай
happily (adv)	/'hæpɪli/	бақытты	счастливо
harmful (adj)	/'hɑ:mfl/	зиянды	вредный
harmless (adj)	/'hɑ:mləs/	зиянсыз	безобидный
hear (v)	/'hɪə(r)/	есту	слышать
hopeful (adj)	/'həʊpfl/	үмітті	обнадеживающий
hopeless (adj)	/'həʊpləs/	үмітсіз	безнадежный
hunt (v)	/'hʌnt/	аң аулау	охотиться
jungle (n)	/'dʒʌŋgl/	джунгли	джунгли

king (n)	/kɪŋ/	патша	король
large (adj)	/lɑ:dʒ/	үлкен	большой
lost (adj)	/lɒst/	жоғалған	потерянный
merchant (n)	/'mɜ:tʃənt/	көпес	купец
moral (n)	/'mɒrəl/	мораль, өнеге	мораль
morning (n)	/'mɔ:nɪŋ/	таң	утро
narrator (n)	/nə'reɪtə(r)/	әңгіме айтушы	рассказчик
narrow (adj)	/'nærəʊ/	тар	узкий
nearby (adj)	/,nɪə'baɪ/	жақын жерде, жақын маңда, жанында	поблизости
net (n)	/net/	тор	сеть
novel (n)	/'nɒvl/	роман	роман
outside (adv)	/,aʊt'saɪd/	тыс, тысқары, сыртында	за пределами
painful (adj)	/'peɪnfl/	ауыр	болезненный
painless (adj)	/'peɪnləs/	ауыртпалықсыз	безболезненный
phone (v)	/fəʊn/	телефон соғу, телефон шалу	звонить
play (n)	/pleɪ/	пьеса	пьеса
playwright (n)	/'pleɪraɪt/	драматург	драматург
polite (adj)	/pə'laɪt/	сыпайы	вежливый
powerful (adj)	/'paʊəfəl/	қуатты	мощный
powerless (adj)	/'paʊələs/	күшсіз	бессильный
publish (v)	/'pʌblɪʃ/	жариялау	публиковать
pyramid (n)	/'pɪrəməɪd/	пирамида	пирамида
queen (n)	/kwi:n/	ханшайым	королева
recognise (v)	/'rekəɡnaɪz/	мойындау	признавать
rescue (n)	/'reskjʊz/	құтқару	спасение
rhyme (v)	/raɪm/	рифма	рифма
rock (n)	/rɒk/	жартас, құз	скала
rude (adj)	/ru:d/	дерекі	грубый
same (adj)	/seɪm/	бірдей	одно и тоже
seed (n)	/si:d/	дән	семя
shark (n)	/ʃɑ:k/	акула	акула
shout (v)	/ʃaʊt/	айқайлау	кричать
since (prep)	/sɪns/	содан бастап	с, с тех пор, как
slowly (adv)	/'sləʊli/	жай, ақырын, баяу	медленно
small (adj)	/smɔ:l/	кішкентай	небольшой
stop (v)	/stɒp/	тоқтау	останавливаться
surfboard (n)	/'sɜ:fbɔ:d/	сёрфингке арналған тақтай	доска для сёрфинга
surfer (n)	/'sɜ:feɪ(r)/	сёрфер	сёрфер
title (n)	/'taɪtl/	тақырып	заглавие
towards (prep)	/tə'wɔ:dz/	-ға; -ге; -қа; -ке; + қарай, таман	к (prep)
uncomfortable (adj)	/ʌn'kɒmfətəbl/	ыңғайсыз	неудобный
unpleasant (adj)	/ʌn'pleznt/	жағымсыз	неприятный
upset (adj)	/ʌp'set/	ренжіген	расстроенный
useful (adj)	/'ju:sfəl/	пайдалы	полезный
useless (adj)	/'ju:sləs/	пайдасыз	бесполезный
wave (n)	/weɪv/	толқын	волна
wide (adj)	/waɪd/	кең	широкий

Unit 6 / 6-ші модуль / Модуль 6

act (v)	/ækt/	әрекет ету	действовать
actor (n)	/'æktə(r)/	актер	актер
adapt (v)	/ə'dæpt/	бейімдеу	приспосабливать, адаптировать
adventure (n)	/əd'ventʃə(r)/	күтпеген жағдай, оқиға	приключение

aggressive (adj)	/ə'ɡresɪv/	агрессивті	агрессивный
annoyed (adj)	/ə'nɔɪd/	ашулы	раздражённый
annoying (adj)	/ə'nɔɪɪŋ/	қоздыратын, беймаза	раздражающий, надоедливый
appearance (n)	/ə'piərəns/	сырт келбеті	внешний вид
arctic fox (n)	/,ɑ:ktɪk 'fɒks/	ақтұлкі	песец
arctic tern (n)	/,ɑ:ktɪk 'tɜ:n/	полярлық бізтұмсық шағала	полярная крачка
artistic (adj)	/ɑ:'tɪstɪk/	көркем	художественный
bear (n)	/beə(r)/	аю	медведь
beautiful (adj)	/'bju:tɪfl/	әдемі	красивый
bored (adj)	/bɔ:d/	ішпыстыратын, жалықтыратын	скучающий
boring (adj)	/'bɔ:ɪɪŋ/	жалықтыратын, зеріктіретін	скучный
breed (v)	/bri:d/	төл беру, өсіру	давать приплод, разводить
brush your teeth (v)	/,brʌʃ ,jɔ: 'ti:θ/	тіс тазарту	чистить зубы
boring (adj)	/'bɔ:ɪɪŋ/	қызықсыз, жалықтыратын	скучный, надоедливый
butterfly (n)	/'bʌtəflaɪ/	көбелек	бабочка
camera (n)	/'kæməɹə/	фотоаппарат	фотоаппарат
cello (n)	/'ʃeləʊ/	виолончель	виолончель
chemistry (n)	/'kemɪstri/	химия	химия
cobra (n)	/'kəʊbrə/	әбжылан	кобра
comedy (n)	/'kɒmədi/	комедия	комедия
common (adj)	/'kɒmən/	жалпы, әдеттегі	общий, обычный
compose (v)	/kəm'pəʊz/	құру, құрастыру	составлять
composer (n)	/kəm'pəʊzə(r)/	композитор	композитор
cook (n)	/kʊk/	аспаз	повар
dance (n)	/dɑ:ns/	би	танец
dance (v)	/dɑ:ns/	билеу	танцевать
dancer (n)	/'dɑ:nsə(r)/	биші	танцовщик, танцовщица
decision (n)	/dɪ'siʊn/	шешім	решение
detective (n)	/dɪ'tektɪv/	детектив	детектив
dolphin (n)	/'dɒlfɪn/	дельфин	дельфин
domesticated (adj)	/də'mestɪkətɪd/	қолға үйретілген	одомашненный
drama (n)	/'drɑ:mə/	драма	драма
elephant (n)	/'elɪfənt/	піл	слон
encourage (v)	/'ɪn'kʌrɪdʒ/	ынталандыру	поощрять
excited (adj)	/'ɪk'saɪtɪd/	абыржулы	возбужденный
exciting (adj)	/'ɪk'saɪtɪŋ/	әсерлі, тартымды, еліктіретін	захватывающий, волнующий
fantasy (n)	/'fæntəsi/	фантазия	фэнтези, фантазия
far (adj)	/'fɑ:(r)/	алыс	дальний
fast (adj)	/'fɑ:st/	тез, жылдам	быстрый
feed (v)	/'fi:d/	тамақ беру, асырау	подавать, кормить
fluently (adv)	/'flu:əntli/	жүгіртіп, шапшаң	бегло
grey whale (n)	/,greɪ 'weɪl/	сұр кит	серый кит
habitat (n)	/'hæbɪtæt/	тіршілік ортасы	среда обитания
hard (adv)	/'hɑ:d/	ауыр, қиын	тяжело, трудно
heavy (adj)	/'hevi/	ауыр	тяжелый
intelligent (adj)	/'ɪn'telɪdʒənt/	ақылды	умный
interested (adj)	/'ɪntrəstɪd/	мүдделі	заинтересованный
interesting (adj)	/'ɪntrəstɪŋ/	қызық, қызықты	интересный
invent (v)	/'ɪn'vent/	ойлап шығару	изобретать
inventor (v)	/'ɪn'ventə(r)/	өнертапқыш	изобретатель
journalist (n)	/'dʒɜ:nəlist/	журналист	журналист
karate (n)	/'kə'rɑ:ti/	карате	карате

light (adj)	/laɪt/	жарық, ашық,	светлый, легкий
make a decision (v)	/,meɪk ə dɪ'siʒən/	шешім қабылдау	принимать решение
make friends (v)	/,meɪk 'frendz/	дос табу	приобретать друзей
migrate (v)	/maɪ'greɪt/	көшу	мигрировать
migration (n)	/maɪ'greɪʃn/	көші-қон	миграция
monkey (n)	/'mʌŋki/	маймыл	обезьяна
musical (n)	/'mju:zɪkl/	мюзикл	мюзикл
musical (adj)	/'mju:zɪkl/	музыкалық	музыкальный
noisy (adj)	/'nɔɪzi/	шулы	шумный
octopus (n)	/'ɒktəpəs/	сегізаяқ	осьминог
paint (v)	/peɪnt/	баяу	красить, рисовать красками
painter (n)	/'peɪntə(r)/	суретші	художник
parrot (n)	/'pærət/	тотықұс	попугай
peaceful (adj)	/'pi:sfl/	бейбітшіл, тыныш	мирный
phenomenon (n)	/fə'nɒmɪnən/	құбылыс, феномен	явление, феномен
polio (n)	/'pəʊliəʊ/	полиомелит	полиомиелит
poster (n)	/'pəʊstə(r)/	плакат	плакат
practical (adj)	/'præktɪkl/	практикалық	практический
prince (n)	/'prɪns/	ханзада	принц
prodigy (n)	/'prɒdədʒi/	дарынды адам	одаренный человек
programme (v)	/'prəʊgræm/	бағдарлама жасау	программировать
programmer (n)	/'prəʊgræmə(r)/	бағдарламашы	программист
race (v)	/reɪs/	жарысқа немесе бәйгеге қатысу	участвовать в гонках или скачках
rare (adj)	/reə(r)/	сирек	редкий
romance (n)	/rəʊ'mɑns/	романтика, махаббат оқиғасы	романтика, любовная история
salmon (n)	/'sælmən/	албырт, арқан балық	лосось, сёмга
science fiction (n)	/,saɪəns 'fɪkʃn/	ғылыми фантастика	научная фантастика
sing (v)	/sɪŋ/	ән айту	петь
singer (n)	/'sɪŋə(r)/	әнші	певец/певица
slow (adj)	/sləʊ/	жай, баяу, ақырын	медленно
solar energy (n)	/,səʊləɪ 'enədʒi/	күн энергиясы	солнечная энергия
spell (v)	/spel/	әріптеп айту	писать или произносить по буквам
start university (v)	/,stɑ:t ju:nɪ'vɜ:səti/	университетте оқуды бастау	начинать учёбу в университете
stupid (adj)	/'stju:pɪd/	ақылсыз	глупый
substance (n)	/'sʌbstəns/	зат, нәрсе	вещество
table tennis (n)	/'teɪbl ,tenɪs/	үстел теннисі	настольный теннис
take a break (v)	/'teɪk ə 'breɪk/	үзіліс жасау	делать перерыв
terrified (adj)	/'terɪfaɪd/	зәресі ұшқан	до смерти перепуганный
terrifying (adj)	/,kɒz.mə'terɪfaɪɪŋ/	қорқытатын	устрашающий
though (adv)	/ðəʊ/	алайда, әйтсе де	хотя
thriller (n)	/'θrɪlə(r)/	триллер	триллер
race (v)	/reɪs/	жарысқа немесе бәйгеге қатысу	участвовать в гонках или скачках
venom (n)	/'venəm/	у	яд
western (n)	/'westən/	вестерн	вестерн
whale (n)	/weɪl/	кит	кит
where (adv)	/weə(r)/	қайда	где
which (det)	/'wɪtʃ/	ол	который
who (det)	/'hu:z/	кім	кто
wild (adj)	/'waɪld/	жабайы	дикий
win (v)	/'wɪn/	жеңу	побеждать

winner (n)	/ˈwɪnə(r)/	жеңімпаз	победитель
worried (adj)	/ˈwʌrɪd/	мазасызданған	обеспокоенный
worried (about) (adj)	/ˈwʌrɪd (ə, baʊt)/	мазасызданған	обеспокоенный (чем-либо)
worrying (adj)	/ˈwʌrɪŋ/	мазасыздандыратын	вызывающий беспокойство
wrist (n)	/rɪst/	білек	запястье
writer (n)	/ˈraɪtə(r)/	жазушы	писатель

Unit 7 / 7-ші модуль / Модуль 7

afraid (adj)	/əˈfreɪd/	қорқып, үркіп	испуганный, боящийся
ambulance (n)	/ˈæmbjələns/	жедел жәрдем	скорая помощь
ankle (n)	/ˈæŋkl/	тобық	лодыжка
arm (n)	/ɑ:m/	қол	рука
avalanche (n)	/ˈævələʊnʃ/	көшкін	лавина
back (n)	/bæk/	арқа	спина
bad (at) (adj)	/ˈbæd (,æt, ət)/	қабілетсіз	неспособный (к чему-либо)
bite (n)	/baɪt/	тістеу, шағу	укус
bone (n)	/bəʊn/	сүйек	кость
broken (past part)	/ˈbrəʊkən/	сынған	сломанный
bruise (v)	/bru:z/	ауырту, көзін көгерту	ушибить, поставить синяк
burn (v)	/bɜ:n/	өртеу, жағу	жечь
burnt (past part)	/bɜ:nt/	жағылған	сожжен
cause (n)	/kɔ:z/	себеп	причина
collide (v)	/kəˈlaɪd/	соқтығысу	сталкиваться
compete (v)	/kəmˈpi:t/	жарысу	соревноваться
curry (n)	/ˈkʌrɪ/	карри	карри
cut (v)	/kʌt/	кесу	резать
cut (past part)	/kʌt/	кесілген	порезан
damaged (adj)	/ˌdæmɪdʒd/	сбұзылған	поврежденный
danger (n)	/ˈdeɪndʒə(r)/	қауіптілік	опасность
dark (n)	/dɑ:k/	қараңғылық	темнота
description (n)	/dɪˈskrɪpʃn/	сипаттама	описание
dialogue (n)	/ˈdaɪəlɒɡ/	диалог	диалог
documentary (n)	/ˌdɒkjʊˈmentri/	деректі фильм	документальный фильм
dressed (adj)	/drest/	киінген	одетый
drought (n)	/draʊt/	жауынсыздық	засуха
earthquake (n)	/ˈɜ:θkweɪk/	жер сілкіну	землетрясение
elbow (n)	/ˈelbəʊ/	шынтак	локоть
enthusiastic (about) (adj)	/ɪnθju:ziˈæstɪk/	қатты масаттану	в восторге (от чего-либо)
exotic (adj)	/ɪɡˈzɒtɪk/	экзотикалық	экзотический
face (n)	/feɪs/	бет	лицо
farming (n)	/ˈfɑ:mɪŋ/	ауыл шаруашылығы	сельское хозяйство
find (v)	/faɪnd/	табу	находить
finger (n)	/ˈfɪŋɡə(r)/	саусақ	палец
fire (n)	/ˈfaɪə(r)/	өрт	огонь
fishing (n)	/ˈfɪʃɪŋ/	балық аулау	рыбная ловля
flood (n)	/flʌd/	сел, тасқын	наводнение
fond (of) (adj)	/ˈfɒnd (əv)/	ұнату, жақсы көру	увлекаться
foot (n)	/fʊt/	аяқ, фут	нога, фут
forest (n)	/ˈfɒrɪst/	орман	лес
frightened (of) (adj)	/ˈfraɪtnd (əv)/	қорыққан, қорқынышты	испугавшийся (чего-либо)
go back (v)	/ˌgəʊ ˈbæk/	қайту	возвращаться
goal (n)	/gəʊl/	гол, қақпа, нысана	гол, ворота, цель
Guess what! (exc)	/ˌges ˈwɒt/	Және білесің бе?	И знаешь, что?
hand (n)	/hænd/	қол	рука

happy (about) (adj)	/ˈhæpi (ə,baʊt)/	бақытты	счастлив (из-за чего-либо)
head (n)	/hed/	бас	голова
hospital (n)	/ˈhɒspɪtəl/	аурухана	больница
How's it going?	/,haʊz ,ɪt 'gəʊɪŋ/	Қалың қалай?	Как дела?
hurricane (n)	/ˈhʌrɪkən/	дауыл	ураган
illegal (adj)	/ɪˈliːɡl/	заңсыз	незаконный
in public (adv)	/ɪn 'pʌblɪk/	адамдардың көзінше	на людях
injure (v)	/ɪnˈdʒə(r)/	жарақаттау	травмировать
injury (n)	/ɪnˈdʒəri/	жарақат	травма
insect (n)	/ɪnsekt/	жәндік	насекомое
interested (in) (adj)	/ɪntrəstɪd (,ɪn)/	мүдделі, құштар	заинтересован (в чем-либо)
kick (v)	/kɪk/	тебу	пинать
knee (n)	/niː/	тізе	колено
land (n)	/lænd/	жер	земля
land (v)	/lænd/	жерге қону, жерге түсу	приземляться
landslide (n)	/ˈlændslaɪd/	көшкін	лавина
leg (n)	/leg/	аяқ	нога
motorbike (n)	/ˈməʊtəbaɪk/	мотоцикл	мотоцикл
motorcycle (n)	/ˈməʊtəsaɪkl/	мотоцикл	мотоцикл
narration (n)	/nəˈreɪʃn/	әңгіме, хикая	повествование
narrow (adj)	/ˈnærəʊ/	тар	узкий
neck (n)	/nek/	мойын	шея
neither (adv)	/ˈnaɪðə(r), 'niːðə(r)/	екеуінің біреуі де емес	ни один из двух
no longer (adv)	/,nəʊ 'lɒŋɡə(r)/	ендігері	больше не
nose (n)	/nəʊz/	мұрын	нос
occur (v)	/əˈkɜː(r)/	болу, шығу	происходить, возникать
phobic (adj)	/ˈfəʊbɪk/	фобия, қорқыныш тудыратын	вызывающий фобию, страх
plastic (adj)	/ˈplæstɪk/	пластик, пластиктен жасалған	пластик, пластиковый
police officer (n)	/pəˈliːs ,ɒfɪsə(r)/	полиция	полицейский
prevent (v)	/prɪˈvent/	алдын алу	предотвратить
pull (v)	/pʊl/	тарту	тянуть
real (adj)	/ˈriːəl/	шын, нақты, шынайы	действительный, реальный
result (n)	/rɪˈzʌlt/	нәтиже	результат
roller coaster (n)	/ˈrəʊlə ,kəʊstə(r)/	америкалық төбешіктер	американские горки
save (v)	/seɪv/	сақтау	сохранять
scared (of) (adj)	/ˈskeəd (əv)/	қорыққан	испуганный (чем-либо)
score (v)	/skɔː(r)/	гол соғу, есеп жүргізу	забивать гол, вести счёт очков
scuba diving (n)	/ˈskuːbə ,daɪvɪŋ/	су астында жүзу	подводное плавание
See you!	/ˈsiː ,juː/	Кездескенше!	До встречи!
series (n)	/ˈsiəriːz/	серия, сериал	серия, сериал
shoulder (n)	/ˈʃəʊldə(r)/	иық	плечо
side (n)	/saɪd/	тарап, жақ	сторона
silent (adj)	/ˈsaɪlənt/	тұйық, сөйлемейтін	молчаливый
slide (v)	/slaɪd/ жып	беру	проскользнуть
snake (n)	/sneɪk/	жылан	змея
specialist (n)	/ˈspeʃəlɪst/	маман	специалист
spicy (adj)	/ˈspaɪsi/	ащы	острый, пряный
spider (n)	/ˈspaɪdə(r)/	өрмекші	паук
sprain (v)	/spreɪn/	созу, тарту	растягивать
storm (n)	/stɔːm/	боран, дауыл	буря, шторм
strange (adj)	/streɪndʒ/	оғаш, оғаш көріну	странный
stressed-out (about) (adj)	/,strest 'aʊt/	көңілсіз, қапаланған	расстроенный (чем-то)
stunt person (n)	/stʌnt 'pɜːsn/	каскадер	каскадер
suddenly (adv)	/ˈsʌdnəli/	кенеттен	внезапно

terrified (of) (adj)	/ˈterɪfaɪd (əv)/	қатты қорқу	в ужасе (от чего-либо)
throw (v)	/θrəʊ/	лақтыру, тастау	бросать
toe (n)	/təʊ/	бармақ	палец на ноге
touch (v)	/tʌtʃ/	ұстау, қозғау	трогать
tsunami (n)	/tsuːˈnɑːmi/	цунами	цунами
volcano (n)	/vɒlˈkeɪnəʊ/	жанартау	вулкан
What's wrong?	/ˌwɒts ˈrɒŋ/	Не болды?	Что не так?
youth (n)	/juːθ/	жастар	молодежь

Unit 8 / 8-ші модуль / Модуль 8

accept (v)	/əkˈsept/	қабылдау	принимать
athletics (n)	/æθˈletɪks/	спортпен шұғылдану, атлетика	занятия спортом, атлетика
atmosphere (n)	/ˈætməsfɪə(r)/	атмосфера	атмосфера
average (adj)	/ˈævərɪdʒ/	орта, орташа	средний
ballet (n)	/ˈbæleɪ/	балет	балет
calculate (v)	/ˈkælkjəleɪt/	есептеу	рассчитывать
captain (n)	/ˈkæptɪn/	капитан	капитан
champion (n)	/ˈtʃæmpiən/	чемпион	чемпион
cheer (v)	/tʃɪə(r)/	рухтандыру, шапалақтау	ободрять, аплодировать
circuit (n)	/ˈsɜːkɪt/	тізбек	цепь
competition (n)	/kəmpeɪtɪʃn/	жарыс, сайыс	соревнование
competitor (n)	/kəmˈpetɪtə(r)/	бәсекелес, жарысқа қатысушы	конкурент, участник соревнований
contact (v)	/ˈkɒntækt/	байланысу, қарым-қатынас жасау	контактировать, связываться
court (n)	/kɔːt/	аула, сот	двор, суд
cycling (n)	/ˈsaɪklɪŋ/	велосипед тебу	езда на велосипеде
disabled (adj)	/dɪsˈeɪbld/	мүгедек (физикалық немесе психикалық мүмкіндіктері шектеулі адамдарға қатысты термин)	инвалид, недееспособный (термин, относящийся к людям с физическими или умственными ограничениями)
education (n)	/ˌedʒuˈkeɪʃn/	білім	образование
equation (n)	/ɪˈkweɪʃn/	теңдеу, теңестіру	уравнение
evening (n)	/ˈiːvɪŋ/	кеш	вечер
finalist (n)	/ˈfaɪnəlɪst/	финалға қатысушы	финалист
formal (adj)	/ˈfɔːml/	ресми	официальный
Formula 1, Formula 3 (n)	/ˌfɔːmjələ ˈwʌn, ˌfɔːmjələ ˈθriː/	1-формула, 3-формула	Формула 1, Формула 3
go cycling (v)	/ˌgəʊ ˈsaɪklɪŋ/	велосипед тебу	кататься на велосипеде
habit (n)	/ˈhæbɪt/	әдет	привычка
happiness (n)	/ˈhæpɪnəs/	бақыт	счастье
have a go at (v)	/ˈhæv ə ˌgəʊ ət/	көру, тырысу	пробовать (что-либо), пробовать силы (на чем-либо)
health (n)	/helθ/	денсаулық	здоровье
hope (v)	/həʊp/	үміт, үміттену	надежда, надеяться
humour (n)	/ˈhjuːmə(r)/	әзіл-оспақ	юмор
idea (n)	/aɪˈdɪə/	идея	идея
informal (adj)	/ɪnˈfɔːml/	бейресми	неофициальный
instructor (n)	/ɪnˈstrʌktə(r)/	нұсқаушы	инструктор
lap (n)	/læp/	орам, раунд, етек	виток, раунд, подол
lifestyle (n)	/ˈlaɪfstɑɪl/	өмір салты	образ жизни
look forward (to doing something) (v)	/ˌlʊk ˈfɔːwəd/	асыға күту (бір нәрсе істеу)	с нетерпением ожидать (делать что-либо)
loser (n)	/ˈluːzə(r)/	жолы болмаған адам	проигравший, неудачник

luck (n)	/lʌk/	бақ, сәт, сәттілік	удача
manager (n)	/'mænidʒə(r)/	менеджер	менеджер
match (n)	/'mætʃ/	матч	матч
owner (n)	/'əʊnə(r)/	ие, билеуші	владелец
pitch (n)	/'pɪtʃ/	алаң	поле
plan (v)	/'plæn/	жоспарлау	планировать
player (n)	/'pleɪə(r)/	ойыншы	игрок
practise (v)	/'præktɪs/	дағдылану, машықтану, жаттығу	практиковать, упражняться
race (n)	/'reɪs/	жарыс, бәйге	гонки, скачки
racing (v)	/'reɪsɪŋ/	жарысқа немесе бәйгеге қатысу	участвовать в гонках или скачках
racing driver (n)	/'reɪsɪŋ ,draɪvə(r)/	автошабандоз	автогонщик
rally (n)	/'ræli/	ралли	раллийный
referee (n)	/'refə'ri:/	сот, төреші	судья
reporter (n)	/'rɪ'pɔ:tə(r)/	тілші	корреспондент
rugby (n)	/'rʌgbi/	регби	регби
running (n)	/'rʌnɪŋ/	жүгіру	бег
season (n)	/'si:zn/	маусым	сезон
situation (n)	/'sɪtʃu'eɪʃn/	жағдаят, жағдай	ситуация, положение
skiing (n)	/'ski:ɪŋ/	шаңғы спорты	лыжный спорт
smoke (v)	/'sməʊk/	шылым шегу	курить
speed (n)	/'spi:d/	жылдамдық	скорость
sponsor (n)	/'spɒnsə(r)/	демеуші	спонсор
stadium (n)	/'steɪdiəm/	стадион	стадион
support (v)	/'sə'pɔ:t/	қолдау	поддерживать
supporter (n)	/'sə'pɔ:tə(r)/	жақтаушы, қолдаушы, демеуші	сторонник, спонсор
team (n)	/'ti:m/	команда	команда
tennis (n)	/'tenɪs/	теннис	теннис
tournament (n)	/'tʊənəmənt/	турнир	турнир
trainer (n)	/'treɪnə(r)/	жаттықтырушы	тренер
trophy (n)	/'trəʊfi/	олжа	трофей
TV reporter (n)	/'ti: 'vi: ri: pɔ:tə(r)/	тележурналист	тележурналист
Yours faithfully	/'jɔ:z 'feɪθfəli/	Құрметпен	С уважением

Unit 9 / 9-ші модуль / Модуль 9

agree (with sb) (v)	/'əgrɪ/	келісу	соглашаться (с кем-либо)
argue (v)	/'ɑ:ɡju:/	дауласу, таласу, айтысу	спорить
bet (v)	/'bet/	бәстесу, бәс тігу	держат пари, спорить
be born (v)	/'bi 'bɔ:n/	дүниеге келу, туу, туылу	родиться
become a professional (v)	/'bi,kʌm ə prə'feʃənl/	кәсіби болу	стать профессионалом
become rich (v)	/'bi,kʌm 'rɪtʃ/	бай болу, баю	стать богатым
blouse (n)	/'blaʊz/	жейде, блузка	блузка, кофточка
chart (n)	/'tʃɑ:t/	сұлба, диаграмма	схема, диаграмма
chocolate bar (n)	/'tʃɒklət ,bɑ:(r)/	шоколад бөлігі	плитка шоколада
coat (n)	/'kəʊt/	пальто	пальто
comfortable (adj)	/'kʌmfətəbl/	ыңғайлы	удобный
cotton (n)	/'kɒtn/	мақта	хлопок
cute (adj)	/'kjʊt/	сүйкімді, тартымды	милый, симпатичный
data (n)	/'deɪtə/	деректер	данные
definitely (adv)	/'defɪnətli/	айқын, дәл	определенно, точно
disagree (with sb) (v)	/'dɪsə'ɡri:/	келіспеу	быть не согласным (с кем-либо)
do an exam (v)	/'du: ən ɪɡ'zæm/	емтихан тапсыру	сдавать экзамен

draw (v)	/drɔ:/	сурет салу, тарту	рисовать, тянуть
dress (n)	/dres/	көйлек	платье
forget (v)	/fə'get/	ұмыту, естен шығару	забывать
from memory	/frəm 'meməri/	есінен	из памяти
fruit (n)	/fru:t/	жеміс	фрукт
get a job (v)	/,get ə 'dʒɒb/	жұмысқа орналасу	устроиться на работу
get married (v)	/,get 'mærid/	күйеуге шығу, тұрмысқа шығу; үйлену	выйти замуж, жениться
graduate from university (v)	/,grædʒueit frəm ju:nɪ'vɜ:səti/	университетті бітіру	заканчивать университет
grow up (v)	/,grəʊ 'ʌp/	өсу, ересек болу	вырастать, становиться взрослым
half (n)	/hɑ:f/	жарты	половина
hat (n)	/hæt/	қалпақ	шляпа
have a child (v)	/,hæv ə 'tʃaɪld/	балалы болу	иметь ребенка
healthy (adj)	/'helθi/	сау	здоровый
human (adj)	/'hju:mən/	адами, гуманитарлық	человеческий, гуманитарный
Iceland (n)	/'aɪslənd/	Исландия	Исландия
imagine (v)	/'ɪmædʒɪn/	елестету, қиялдау	воображать, представлять себе
immediately (adv)	/'ɪmi:diətli/	кідірмей, тез	незамедлительно
Ireland (n)	/'aɪrələnd/	Ирландия	Ирландия
jacket (n)	/'dʒækɪt/	күрте	куртка
jeans (n)	/dʒi:nz/	джинсы	джинсы
Korea (n)	/kə'riə/	Корея	Корея
learn to drive (v)	/'lɜ:n tə 'draɪv/	машина айдап үйрену	учиться водить машину
leather (n)	/'ledə(r)/	тері	кожа
leave home (v)	/'li:v 'həʊm/	үйден кету	уходить из дома
leave school (v)	/'li:v 'sku:l/	мектептен кету	уходить из школы
memorise (v)	/'meməraɪz/	запомнить	жаттау
memory (n)	/'meməri/	ес, жады	память, воспоминание
move to another country (v)	/'mu:v tu ə'nʌðə 'kʌntri/	басқа елге көшу	переезжать в другую страну
naughty (adj)	/'nɔ:ti/	ерке, қыңыр	капризный, непослушный
nervous (adj)	/'nɜ:vəs/	ашушаң, күйгелек	нервный, беспокоящийся
pack (n)	/pæk/	пакет, қаптама, орауыш	пакет, упаковка
photographic memory (n)	/'fəʊtə,græfɪk 'meməri/	фотографиялық ес	фотографическая память
playing card (n)	/'pleɪɪŋ 'kɑ:d/	ойын картасы	игральная карта
recite (v)	/'ri:saɪt/	пересказывать	қайта айту
round (adj)	/'raʊnd/	дөңгелек	круглый
Russia (n)	/'rʌʃə/	Ресей	Россия
shoes (n)	/'ʃu:z/	туфли	туфли
shorts (n)	/'ʃɔ:ts/	қысқа шалбар	шорты
silk (n)	/'sɪlk/	жібек	шелк
skirt (n)	/'skɜ:t/	белдемше	юбка
square (adj)	/'skweə(r)/	шаршы	квадратный
start a company (v)	/'stɑ:t ə 'kʌmpəni/	компанияны құру	основывать компанию
survey (n)	/'sɜ:veɪ/	сұрау, жауап алу	опрос
T-shirt (n)	/'ti:ʃɜ:t/	футболка	футболка
teenager (n)	/'ti:neɪdʒə(r)/	жасөспірім, жеткіншек	подросток
trousers (n)	/'traʊzəz/	шалбар	брюки
Türkiye (n)	/'tɜ:ki/	Түркия	Турция
wake up (v)	/'weɪk 'ʌp/	ояну	просыпаться
win a competition (v)	/'wɪn ə kɒmpə'tɪʃn/	жарыста жеңу	побеждать в соревновании

IRREGULAR VERBS

Infinitive	Past simple	Past participle
be /bi:, bi/	was /wɒz, wəz/, were /wɜ:(r), wə(r)/	been /bi:n/
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
build /bɪld/	built /bɪlt/	built /bɪlt/
burn /bɜ:n/	burnt / burned /bɜ:nt, bɜ:nd/	burnt / burned /bɜ:nt, bɜ:nd/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
can /kæn/	could /kəd/	could /kəd/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
cut /kʌt/	cut /kʌt/	cut /kʌt/
do /du:/	did /dɪd/	done /dʌn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/
eat /i:t/	ate /et, et/	eaten /'i:tn/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /flu:/	flown /fləʊn/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/
get /get/	got /gɒt/	got /gɒt/
give /gɪv/	gave /geɪv/	given /'gɪvn/
go /gəʊ/	went /went/	gone /gɒn/
grow up /,grəʊ 'ʌp/	grew up /,gru: 'ʌp/	grown up /,grəʊn 'ʌp/
have /hæv/	had /hæd/	had /hæd/
keep /ki:p/	kept /kept/	kept /kept/
know /nəʊ/	knew /nju:/	known /nəʊn/
learn /lɜ:n/	learnt / learned /lɜ:nt, lɜ:nd/	learnt / learned /lɜ:nt, lɜ:nd/
leave /li:v/	left /left/	left /left/
lose /lu:z/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
meet /mi:t/	met /met/	met /met/
put /pʊt/	put /pʊt/	put /pʊt/
read /ri:d/	read /red/	read /red/
run /rʌn/	ran /ræn/	run /rʌn/
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
say /seɪ/	said /sed/	said /sed/
see /si:/	saw /sɔ:/	seen /si:n/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sli:p/	slept /slept/	slept /slept/
slide /slɑɪd/	slid /slɪd/	slidden /slɪdn/
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
spend /spend/	spent /spent/	spent /spent/
stand /stænd/	stood /stʊd/	stood /stʊd/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /'teɪkən/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
wake up /,weɪk 'ʌp/	woke up /,wəʊk 'ʌp/	woken up /,wəʊkən 'ʌp/
wear /weə(r)/	wore /wɔ:(r)/	worn /wɔ:n/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /rɪtn/

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